



Draft Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

Submitted by
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Submitted to
Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
10 Commercial Boulevard
Novato, California 94949

CRAFTON HILLS COLLEGE

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July 22, 2014

Certification of Self Evaluation Report

July 22, 2014

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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

The Institutional Self Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify there was broad participation by the campus community, and we believe the Self Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Cheryl Marshall, President Crafton Hills College

Donna Ferracone, President SBCCD Board of Trustees

Bruce Baron, Chancellor San Bernardino Community College District

Denise Allen, President Crafton Hills College Academic Senate

Patrick Dorsey, President, Crafton Hills College Student Senate

Colleen Gamboa, President California School Employees Association

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Introduction

Crafton Hills College

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have utilized the outstanding educational opportunities available at the college. Crafton Hills College currently serves approximately 5,500 students.

Located in the beautiful rolling hills of Yucaipa, Crafton Hills offers more than 38 majors in the liberal arts and sciences, vocations and technical studies. With its imaginative architecture, manicured grounds and spectacular surroundings, the atmosphere of the college is one of serenity—right for reflection, growth and learning.

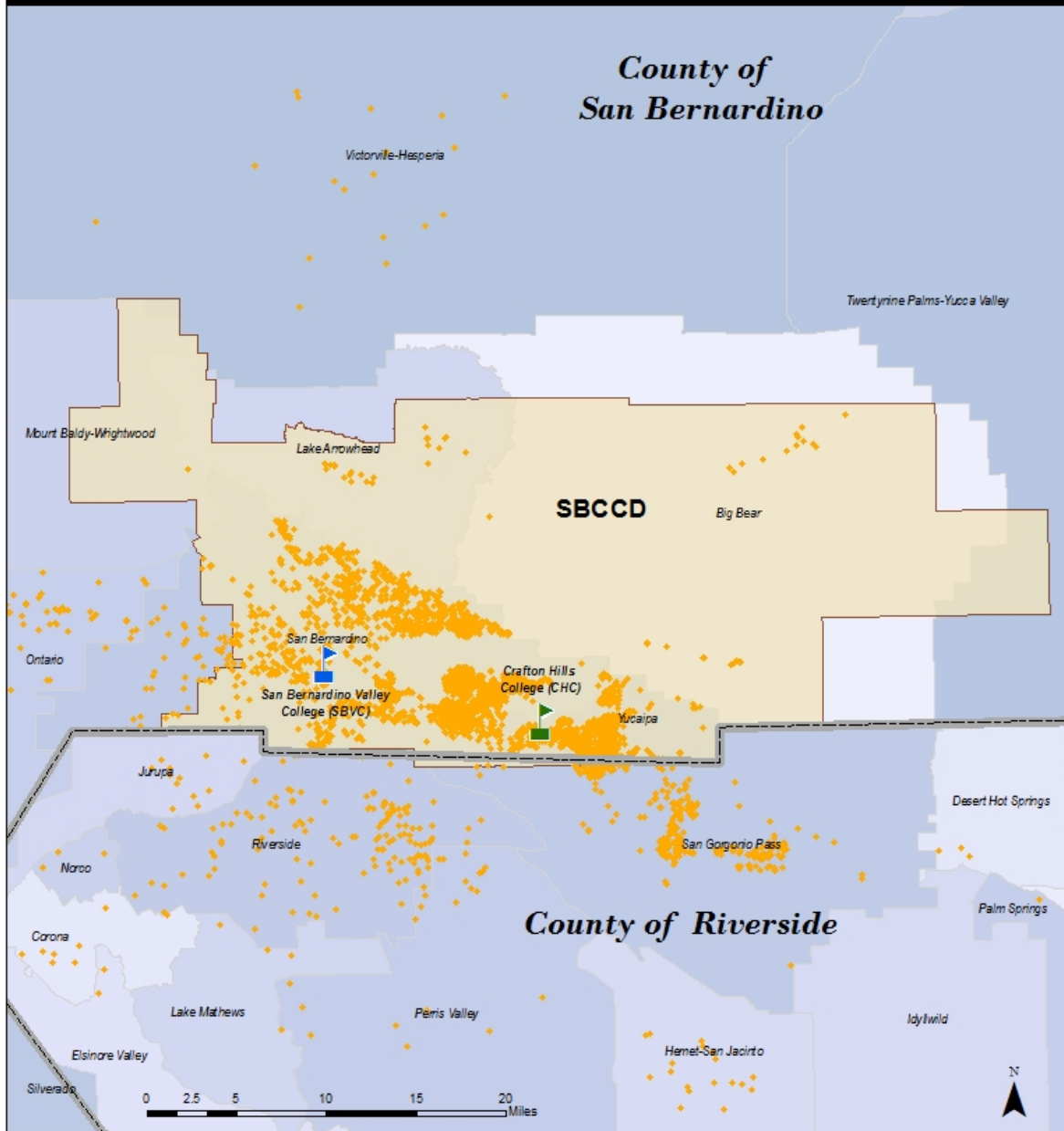
What sets the campus apart from many others is that, in addition to quality instruction, many of the professors are experts in their field outside the classroom. Also, the small size of the college affords students the opportunity for more one-to-one communication with instructors. CHC instructors are noted for being accessible, and caring about the students as individuals. For example, when Crafton students were asked in a recent [student satisfaction survey](#), what they believed were the best things Crafton had to offer, numerous comments referenced the instructors. One student made the following comment: “Great instructors, I don’t know if it is just me, but I always get very nice, great instructors.”

In addition to student-centered classes and an able counseling and career guidance staff, CHC provides a variety of cultural, social and recreational opportunities. The Art, Music and Theatre Departments are student intensive, offering two years of experience-based education that allows our students to explore various facets of the fine arts in the friendly environment of a smaller campus. Also, students have extracurricular opportunities to explore their interests in clubs, student government and educational field trips to various locations.

The Fire Science Program and the Emergency Medical Services-Paramedic Program are two of the finest community college emergency services programs in the state. CHC is the primary trainer for paramedics in San Bernardino and Riverside counties.

A 20-year campus facilities master plan is now completed that includes the construction of a Crafton Center, housing Student Services and administration, an Occupational Education building housing Fire Science, Basic Fire Academy, Emergency Technology and Paramedic programs, and a Science building which will accommodate the biological sciences.

Fall 2013 Crafton Hills College Student Population



Map by Lorenna Guadarrama | L.Guadarrama@CraftonHills.edu | March 28, 2014 | Sources: 2010 US Census | Projection: NAD_1983_StatePlane_California_V_FIPS_9403_1feet

- County Delineation
- San Bernardino Community College District
- ▲ CHC
- ▲ SBVC
- CHC Individual Student Locations

Crafton Hills College serves over 7,500 students. Located in the foothills of Yucaipa, the campus has a park-like setting with welcoming open spaces. The College's focus is to help students engage, learn, and advance. With over 40 degrees and 30 certificates, the college offers a diverse catalog of courses and Student Life activities to facilitate learning through career education and academic transfer. The faculty and staff serve students via mentoring relationships, contributing to a rich, balanced college experience.

Continuous Quality Improvement

Crafton Hills College has also created a culture of innovation and continuous quality improvement to continue to facilitate quality instruction. For example, even though Crafton had dramatic increases on many of the employee campus climate areas in Fall 2012, we continue to work on making improvements. Crafton administers the Employee Campus Climate Survey semi-annually and spends the year in which the survey is not administered collecting [feedback](#) on the results and engaging in the process of continuous quality improvement.

Another example of Crafton's continuous effort to improve can be found with our effort to improve communication. As with any large organization, communicating effectively among the institution's constituencies remains one of Crafton's challenges and one that Crafton is continuously striving to improve. In both the [Fall 2010](#) and the [Fall 2012](#) Employee Campus Climate Surveys, Crafton Employees identified communication as a concern ([Fall 2012 presentation](#)). However, Crafton is moving in the right direction. Crafton substantially improved in communicating across campus in a timely and accurate manner (44% to 66%), communicating among the different constituency groups (32% to 52%), and at sharing best practices effectively (49% to 57%). Some of the suggestions that Crafton has received to improve communication are listed below:

- Provide feedback about how suggestions are used
- Examine how email is distributed and develop a more user-friendly approach
- Communicate face-to-face
- Conduct research on how to communicate more effectively (i.e. literature review, focus groups, and survey)
- Communication issues mainly have to do with the District
- When turn on computer a list of events pops up on the screen
- Need to celebrate and have more parties throughout the year
- Information is there, need to motivate people to get it

Crafton Council continuously reviews suggestions and develops improvement plans (see [Fall 2010 example](#)). In addition, some of the suggestions have already been implemented.

- [Increase the amount of time for college hours](#)
- [Hire a Director of Marketing](#)
- Administrative reports in the Senates have been very helpful ([see Academic Senate Minutes](#), [see Classified Senate Minutes](#))

In addition to examining internal data to facilitate continuous quality improvement, Crafton also wanted to examine external data to help inform decision making. Accordingly, in 2013, the District commissioned an environmental scan to provide detailed information on future student enrollment from local feeder schools, occupational and industry trends, socioeconomic data, and the demographic composition of the communities surrounding and serviced by Crafton Hills.

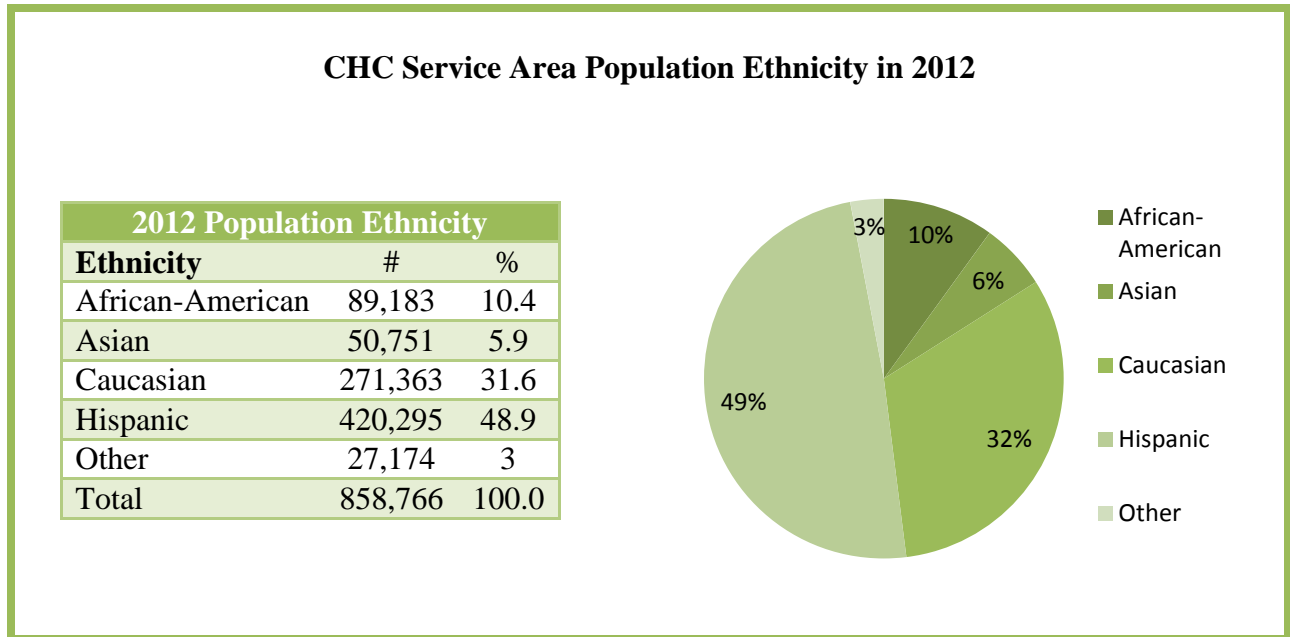
The data forecast an overall 35% population increase through 2022. Moreover, in 2012, 49% of residents in the Crafton Hills service area identified as Hispanic while an additional 10% were African-Americans. The Crafton Hills service area median household income in 2012 was \$54,853 which was lower than both San Bernardino and Riverside county medians, \$56,703 and \$59,109, respectively. Additionally, 22% of adults 25 years or older in the Crafton Hills service area have less than a high school diploma, and another 27% have a high school diploma or GED. Lastly, the economic prospects appear to be improving for residents of the Crafton Hills service area as the data project job growth and decreases in unemployment.

In reviewing the environmental scan data, the Office of Institutional Effectiveness, Research and Planning identified CHC's core service area as zip codes immediately surrounding the college with the highest student density proportions. Crafton Hills serves 49% of community college students in its core service area, which is lower than the Inland Empire community college average core service area student density of 71%. The [185-page environmental scan](#) report and its 86 exhibits were developed into a [comprehensive presentation](#) for the campus community. The President, Dean of Institutional Effectiveness, Research and Planning, and Research Analyst presented the data to various collegial consultative bodies and committees, including the Academic Senate, in order to stimulate a community dialogue using the environmental scan data to inform strategic planning.

Crafton Hills College Growth

Crafton is in a growth mode, planning to move from about 3,900 FTES in 2012-2013 to 5,400 FTES by 2016-2017. The 5,400 FTES target has been set as a minimum goal because it will generate enough apportionment to hold the college at sustainability, given current personnel and infrastructure projections. To achieve this growth, we have been developing our schedules with heavy consideration to student course taking demand. This has led to a small increase in CTE offerings (~9% growth), a modest increase in basic skills courses (~24%) and a large increase in traditional transfer courses (~67%). In conjunction with our scheduled offerings, we have a marketing plan for the region that looks to target community college going students. This is our primary target because of our low market penetration with regard to community college students in the region. In our immediate service area, less than half of the community college bound students choose Crafton Hills College. This is significantly below the averages found in the Inland Empire.

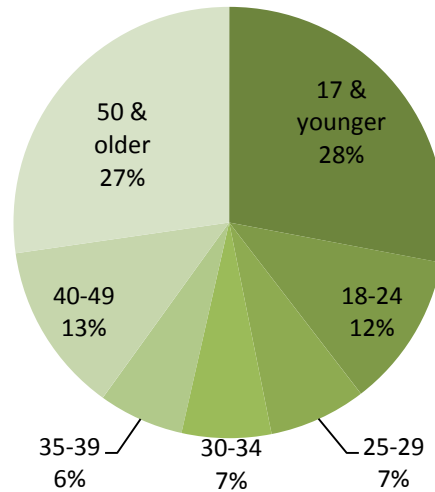
Environmental Scan Data



In 2013, Crafton Hills College and San Bernardino Community College District commissioned an [environmental scan](#) of the Crafton Hills College service area. In the report, a core study area was identified by zip codes from which 90% of the 2011-2012 student body derives. Within this service area, a near majority (49%) of the population identified as Hispanic. Crafton Hills College serves a majority-minority population, and at least 59% of the population identifies in a group that has been traditionally underserved. It is notable that Caucasians constituted the second largest ethnic group at 32%. This information was shared with the Campus through multiple [presentations](#) of the environmental scan data conducted by the President, the Dean of Institutional Effectiveness, Research and Planning, and the Research Analyst in early Spring 2014 and is being used to inform planning.

CHC Service Area Population Age in 2012

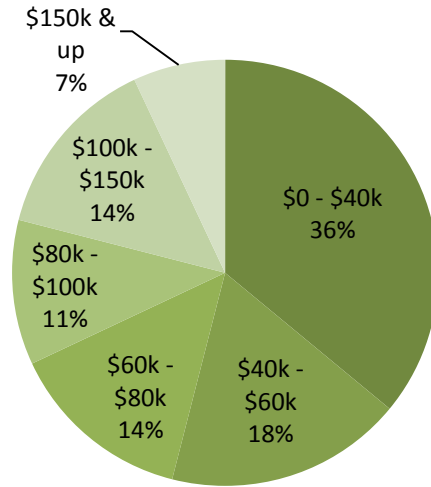
2012 Population Age		
Age Range	#	%
17 and younger	240,525	28.0
18 – 24	99,509	11.6
25 – 29	62,352	7.3
30 – 34	57,460	6.7
35 – 39	54,756	6.4
40 – 49	110,013	12.8
50 and older	234,151	27.3
Total	858,766	100.0
Average Age	36.1	



In the same [environmental scan](#) data, age distribution data for the Crafton service area was presented. Forty-seven percent of the population in Crafton’s service area was under the age of 30 demonstrating a significant opportunity for the College to continue serving more students now and in future years. With 30 to 50 year olds constituting another quarter of the population, Crafton will continue to be vital in ongoing workforce development for the surrounding communities. This information was shared with the Campus through multiple [presentations](#) of the environmental scan data conducted by the President, the Dean of Institutional Effectiveness, Research and Planning, and the Research Analyst in early Spring 2014 and is being used to inform planning.

CHC Service Area Annual Household Income in 2012

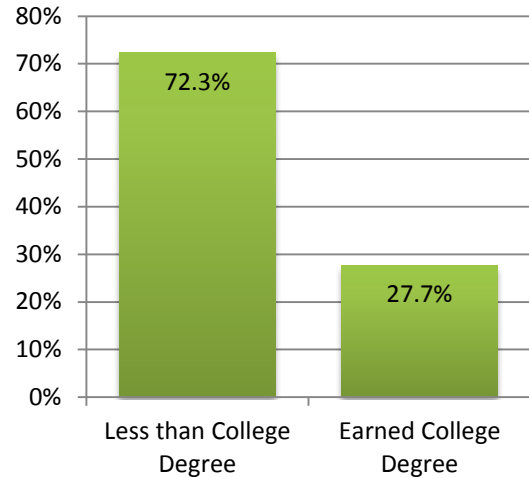
2012 Household Income		
Income Range	#	%
\$0 – \$40,000	94,481	36.4
\$40,000 – \$60,000	46,803	18.0
\$60,000 – \$80,000	36,702	14.1
\$80,000 – \$100,000	27,203	10.5
\$100,000 – \$150,000	35,521	13.7
\$150,000 and up	19,152	7.4
Total	259,862	100.0
Median Income		\$54,853



In the same [environmental scan](#) data, 2012 annual household income data for the Crafton service area was presented. The median household income in Crafton’s service area was \$54,853 in 2012. Moreover, 36% of households in Crafton’s service area earned less than \$40,000 while 21% of households had household incomes greater than \$100,000. This information was shared with the Campus through multiple [presentations](#) of the environmental scan data conducted by the President, the Dean of Institutional Effectiveness, Research and Planning, and the Research Analyst in early Spring 2014 and is being used to inform planning.

CHC Service Area Education Level Attainment as of 2012

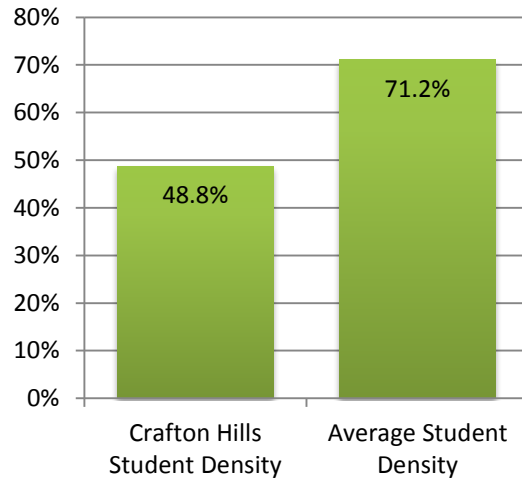
2012 Education Level Attained		
Education Level Attained	#	%
Less than High School Diploma	114,031	22.0
High School Diploma/GED	137,999	26.6
Some College	123,136	23.7
Associate's Degree	42,844	8.3
Bachelor's Degree	63,321	12.2
Graduate Degree	37,408	7.2
Total	518,739	100.0



In the same [environmental scan](#) data, educational level attainment data for Crafton's service area was presented. Approximately 72% of individuals over the age of 25 had less than a college degree. With 22% of individuals over the age of 25 without a high school diploma, the Crafton service area has a high need for GED and basic skills education programs. This information was shared with the Campus through multiple [presentations](#) of the environmental scan data conducted by the President, the Dean of Institutional Effectiveness, Research and Planning, and the Research Analyst in early Spring 2014 and is being used to inform planning.

CHC Core Service Area Student Density, 2012

2012 Core Service Area Density	
Occupation Area	%
Crafton Hills College	48.8
San Bernardino Valley College	61.5
Mt. San Jacinto College	83.5
Moreno Valley College	51.1
Riverside City College	66.1
Norco College	53.7
Chaffey College	76.4
Victor Valley College	86.5
Barstow College	89.4
College of the Desert	94.8
Average Density	71.2

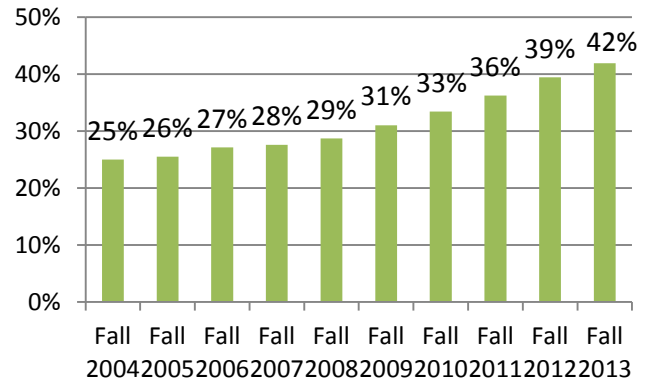


In the same [environmental scan](#) data, enrollment data by zip code for Crafton Hills and the other community colleges in the Inland Empire was presented. An apparent relationship exists between student density, which is the proportion of community college students within a specified zip code who enroll at a given community college, and the community college a student selects. Community colleges tend to maintain a higher student density in the zip codes immediately surrounding the college. This can be identified as the college’s core service area. For Crafton Hills College, the core service area includes the zip codes covering Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. The average core service area student density for community colleges in the Inland Empire is approximately 71%, while Crafton has a core service area student density of approximately 48%. This information was shared with the Campus through multiple [presentations](#) of the environmental scan data conducted by the President, the Dean of Institutional Effectiveness, Research and Planning, and the Research Analyst in early Spring 2014 and is being used to inform planning.

Crafton Hills College Student Demographics

The Ethnic Composition of the CHC Student Body in Fall 2013

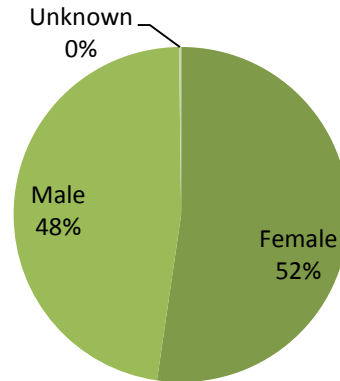
Fall 2013 Student Ethnicity		
Student Ethnicity	#	%
Asian	309	5.5
African American	438	7.7
Hispanic	2,373	41.9
Native American	67	1.2
Caucasian	2,458	43.4
Unknown	21	0.4
Total	5,666	100.0



In Fall 2013 for the first time in Crafton’s history, a majority (51%) of Crafton students were from traditionally under-represented groups (i.e. African American, Hispanic, and Native American). In the last ten years the proportion of Hispanic students has increased every year from 25% in Fall 2004 to 42% in Fall 2013. This information has been shared with numerous committees on campus on numerous occasions and is being used to inform planning (see the following presentations on the [OIERP Web Site: *Environmental Scan*](#), and [Increase in Hispanic Students at CHC](#)).

The Gender Composition of the CHC Student Body in Fall 2013

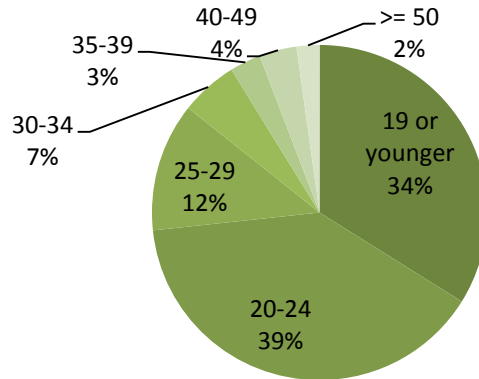
Fall 2013 Student Gender		
Student Gender	#	%
Female	2,962	52.3
Male	2,691	47.5
Unknown	13	0.2
Total	5,666	100.0



In the last four year the proportion of females at Crafton has remained relatively the same. In Fall 2013 52% of the Crafton students were female and 48% were male. Each fall semester this information is shared with the campus under Quick Links on the Office of Institutional Effectiveness, Research, and Planning [Web Site](#) (see [College Snapshot](#)).

The Age Composition of the CHC Student Body in Fall 2013

Fall 2013 Student Age		
Student Gender	#	%
19 or younger	1,921	33.9
20 – 24	2,232	39.4
25 – 29	702	12.4
30 – 34	310	5.5
35 – 39	172	3.0
40 – 49	205	3.6
50 or older	123	2.2
Unknown	1	0.0
Total	5,666	100.0
Average Age 24.0		

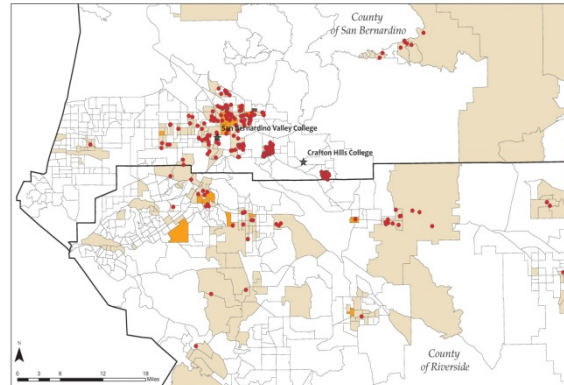
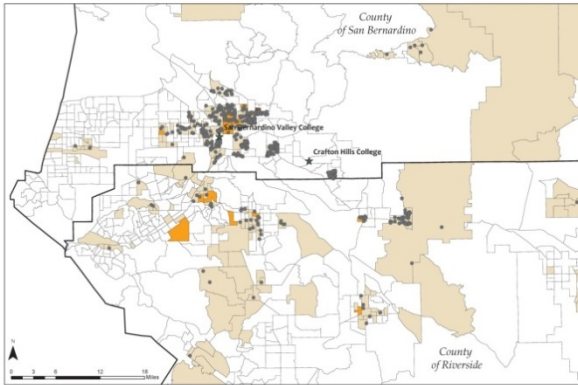


In the last four year the average at Crafton has remained relatively the same. It has declined slightly from 24.5 to 24. In Fall 2013 34% of the students were 19 years old or younger and 39% were 20 – 24 years old. Each fall semester this information is shared with the campus under Quick Links on the Office of Institutional Effectiveness, Research, and Planning [Web Site](#) (see [College Snapshot](#)).

CHC Students Receiving Financial Aid in Fall 2013

Students Receiving Financial Aid
(n = 3,211, 57%)

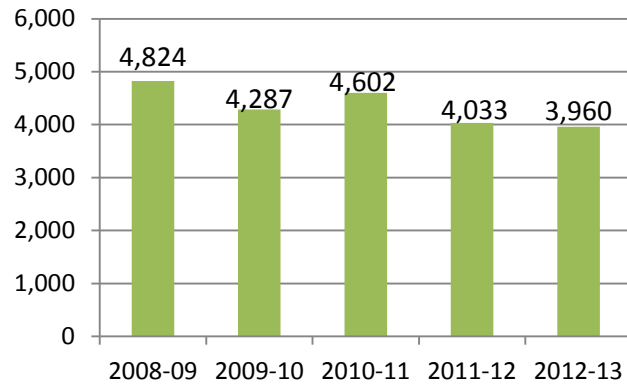
Students that Might Benefit from Financial Aid
(n = 263, 5%)



In Fall 2013 57% of Crafton students received financial aid. Moreover, using GIS mapping software and US Census data the number of Fall 2013 Crafton students who reside in poverty areas was also identified; indicating the possibility that an additional 5% or 263 Crafton students might benefit from receiving financial aid. This information was shared with the Campus in the Office of Institutional Effectiveness, Research, and Planning's "[Did you Know?](#)" newsletter and is available in a more detailed [research brief](#).

CHC Students Full-Time Equivalent Student (FTES)

Total Credit FTES	#	%
2008-2009	4,824.24	22%
2009-2010	4,286.87	20%
2010-2011	4,601.62	21%
2011-2012	4,032.97	19%
2012-2013	3,918.76	18%
Total	21,664.46	100%

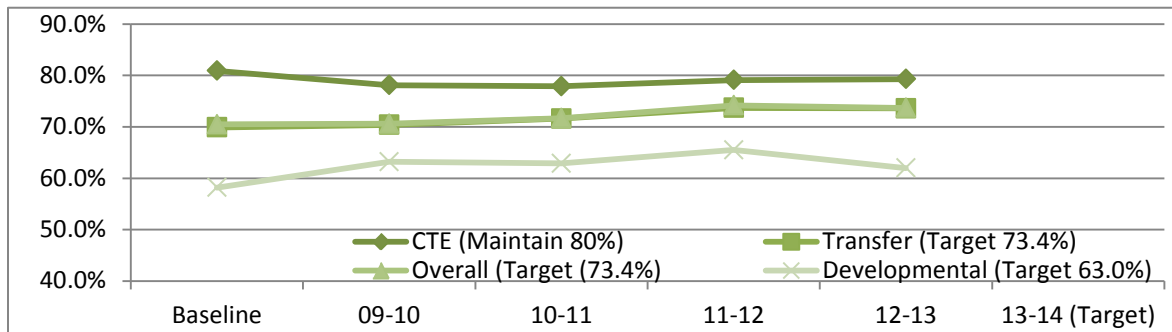


In 2012-2013 Crafton served the lowest number of students in the last five years, only generating 3,960 Total FTES. The highest amount of FTES was generated in 2008-2009, 4,824 Total FTES. In the 2013-2014 academic year, Crafton is on target to generate approximately 4,362 Total FTES, an increase of 11%.

Crafton Hills College Student Outcomes

CHC Course Success Rate

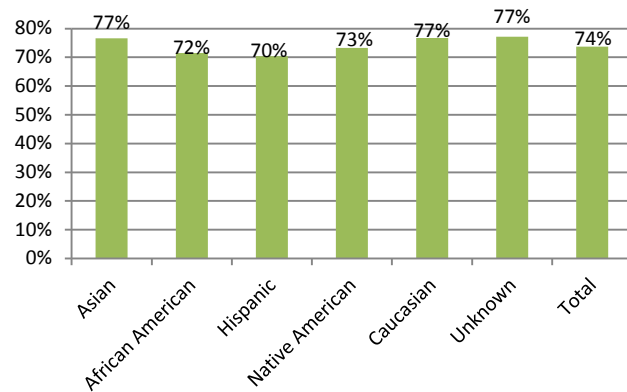
Course Success	2010-11			2011-12			2012-13			Minimum Standard	13-14 Target
	#	N	%	#	N	%	#	N	%		
CTE	4,365	5,606	77.9	3,798	4,803	79.1	3,614	4,557	79.3	NA	80.0 %
Transfer	20,063	28,008	71.6	17,953	24,330	73.7	16,937	22,998	73.6	NA	73.4 %
Dev./Basic	3,619	5,753	62.9	3,080	4,699	65.5	2,804	4,525	62.0	NA	63.0 %
Overall	26,837	37,439	71.7	24,330	32,795	74.2	23,839	32,356	73.7	63.6%	73.4 %



In the last three years the overall and transfer course success rates have consistently increased. In 2011 – 2012 the 2013-2014 overall transfer course success rates were reached and sustained in 2012-2013. The CTE course success rate has increased over the last three years and the developmental course success rate needs to increase by one percentage point to reach the 2013-2014 target. Progress on Crafton’s Quantitative Effectiveness Indicators (QEIs) is examined regularly (see Did you Know newsletters [#33](#) for example).

CHC 2012 – 2013 Overall Course Success Rate by Ethnicity

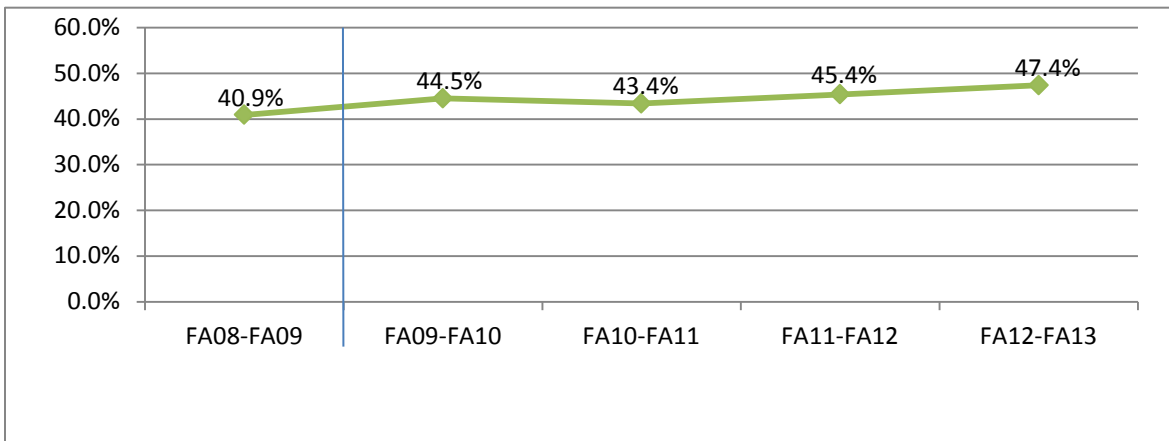
2012-13 Overall Course Success			
Ethnicity	#	N	%
Asian	1,421	1,856	76.6
African American	1,636	2,289	71.5
Hispanic	9,246	13,139	70.4
Native American	484	660	73.3
Caucasian	10,906	14,223	76.7
Unknown	146	189	77.2
Total	23,839	32,356	73.7



In 2012 – 2013 there were differences in course success rates by ethnicity. Specifically, African American (71.5%) and Hispanic (70.4%) students had the lowest course success rates. Information on the relationship between demographics and performance is discussed regularly (see Did you Know newsletters [#33](#) and [#34](#) for examples).

CHC Fall to Fall Retention (i.e. Persistence) Rate

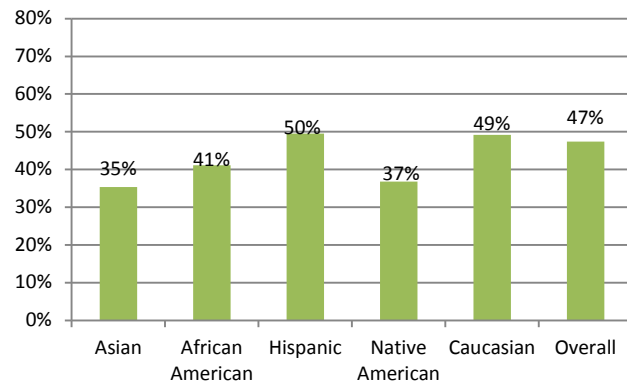
Fall to Fall Retention	#	N	%	Minimum Standard		13-14 Target	
				Standard	Met	Target	Met
Fall 2008 to Fall 2009 (Baseline)	771	1,883	40.9	NA	NA	45.9%	No
Fall 2009 to Fall 2010	829	1,865	44.5	NA	NA	45.9%	No
Fall 2010 to Fall 2011	683	1,574	43.4	NA	NA	45.9%	No
Fall 2011 to Fall 2012	682	1,502	45.4	37.8%	Yes	45.9%	No
Fall 2012 to Fall 2013	626	1,320	47.4	37.8%	Yes	45.9%	Yes



The fall to fall retention rate has increased every year for the last five cohort years. In the most recent year, the retention rate increased from 45% in Fall 2011 to Fall 2012 to 47% in Fall 2012 to Fall 2013. The 2013 – 2014 fall to fall retention rate target was met in the Fall 2012 to Fall 2013 cohort. (see Did you Know newsletter [#33](#)).

CHC Fall 2012 to Fall 2013 Retention (i.e. Persistence) Rate by Ethnicity

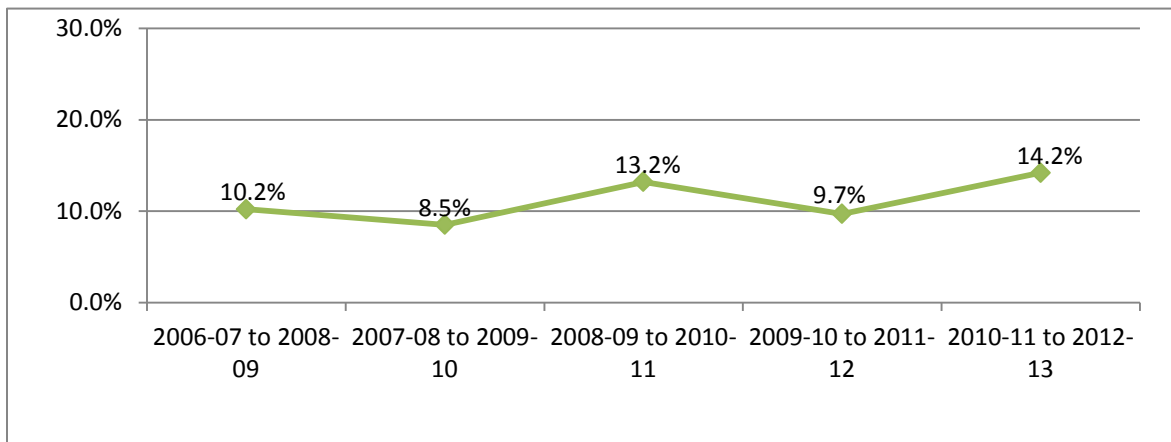
2012-13 Overall Course Success			
Ethnicity	#	N	%
Asian	30	85	35.3
African American	44	107	41.1
Hispanic	286	578	49.5
Native American	7	19	36.8
Caucasian	259	526	49.2
Unknown	0	5	0.0
Total	626	1,320	47.4



Asian students had a lower retention rate (35%) than the overall retention rate (47%), suggesting that Asians are less likely to be retained from fall to fall. Students may be less likely to be retained because they are completing their Crafton educational goals by earning a degree, certificate, transferring, and/or working. (see Did you Know newsletter [#33](#)).

CHC Three Year Transfer Rate

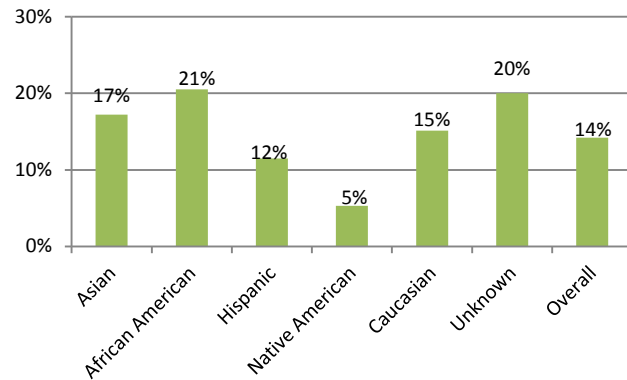
Fall to Fall Retention	#	N	%	13-14 Target	
				Target	Met
2006-2007 to 2008-2009	93	908	10.2	13.3%	No
2007-2008 to 2009-2010	57	672	8.5	13.3%	No
2008-2009 to 2010-2011	52	393	13.2	13.3%	No
2009-2010 to 2011-2012	65	669	9.7	13.3%	No
2010-2011 to 2012-2013	153	1,075	14.2	13.3%	Yes



In the last five years the three-year transfer rate has fluctuate from 9% to 14%. The transfer rate also appears to increase one year, decrease the next, and increase the next, suggesting a pattern of transfer that fluctuates from year to year. In the most recent year, Crafton has met the 2013-2014 transfer rate target (see Did you Know newsletter [#33](#)).

CHC Transfer Rate from 2010 – 2011 to 2012 - 2013 by Ethnicity

2012-13 Overall Course Success			
Ethnicity	#	N	%
Asian	11	64	17.2
African American	16	78	20.5
Hispanic	43	373	11.5
Native American	1	19	5.3
Caucasian	81	536	15.1
Unknown	1	5	20.0
Total	153	1,075	14.2



The three-year transfer rate of Native American Students is less than 14% indicating that these students are less likely to transfer to a four-year institution than other students. On the other hand, African American Students (21%) had the highest transfer rate (see Did you Know newsletter [#33](#)).

Organization of the Self Evaluation Process

The Crafton Hills College Accreditation Committee was first convened in the Spring of 2010 to ensure that accreditation became a matter of institutional awareness and importance. In fall, 2012, the committee charge was expanded to include outcomes assessment. Now referred to as the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), this participative governance body, which reports to the Crafton Council, formed the leadership group for the 2014 Self Evaluation.

The charge of the committee is as follows:

The Institutional Effectiveness, Accreditation, and Outcomes Committee will facilitate sustainable continuous quality improvement of the organization. The members will:

1. Fulfill their responsibilities as described in *Committee Responsibilities* in the *CHC Organizational Handbook*.
2. Become knowledgeable about Accreditation processes and standards and serve as a resource to the campus.
3. Guide the accreditation process for the entire college, including:
 - a. Development of timelines, policies, and procedures for accreditation within the guidelines provided by ACCJC (Accrediting Commission for Community and Junior Colleges).
 - b. Recommend and support training for faculty, staff, and management with regard to accreditation standards, policies, and procedures.
4. Guide the Outcomes Assessment process for the entire college, including:
 - a. Develop a college assessment plan that is easy to use and meaningful
 - b. Develop best practices for creating and assessing outcomes (SLOs, SAOs, ILOs)
 - c. Provide meaningful feedback, suggestions, and guidance on the outcome assessment process for the purpose of improvement
 - d. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment.
5. Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).
6. Recommend staff and faculty membership of Accreditation subcommittees to the President.
7. Serve as co-chairs of accreditation standard subcommittees.
8. Recommend to the President a list of qualified candidates for the task of editing Accreditation reports.
9. Review and provide input on midterm, follow-up, and other special reports to the Commission. If requested by the ALO, help draft such reports.
10. The committee co-chairs will coordinate the preparation of the self-study. The standards subcommittee co-chairs will coordinate the preparation of their respective sections of the self-study with input from the committee and the ALO.

11. Report to the Crafton Council.
12. Encourage members of the college community to serve on accreditation teams.

Membership includes the Accreditation Liaison Officer (*co-chair*); Vice President, Instruction or designee; Vice President, Student Services or designee; Vice President, Administrative Services or designee; Dean, Institutional Effectiveness, Research and Planning; two Deans (including one each from Instruction and Student Services,); a minimum of eight faculty (including the Instructional Assessment Specialist, one Academic Senate Executive Member, and at least one faculty from Student Services); one Classified Senate representative; one CSEA representative; and one Student Senate appointee

Subcommittees for each of the major standard components were chaired by committee members, who included others as appropriate in drafting the narrative and collecting the evidence for the evaluation.

To garner broad input from the campus and participation from all constituencies, the co-chairs of the IEAOC and the Dean of Institutional Effectiveness developed response templates for each standard. The standard chairs then recruited staff, faculty, and administrators to draft narrative and provide evidence for each of the templates.

As sections of the templates were completed, the Accreditation Liaison Officer (ALO) emailed them to the entire campus for feedback and input. To heighten the campus community's interest in the progress of the Self Evaluation, each email contained a cartoon, usually corresponding to the attached standard and featuring members of the college community. Comments and revisions were collected and forwarded to the standard chairs and the input and the draft templates were posted on the Accreditation website. The link to the website is available on the CHC home page.

The completed standard templates were forwarded to James Urbanovich, a Speech and Communication faculty on full release from January, 2014 through May, 2014 to write the Self Evaluation. Editing services were provided by Patricia Menchaca, the STEM grant Activity Director.

A draft of the self-evaluation was shared with the Academic, Classified, and Student Senates, and with all participative governance committees that report to the Crafton Council.

Documents in support of the Organization of the Self Evaluation Process are available on the Accreditation website.

Crafton Hills College Accreditation 2014 Detailed Timeline

Revised March 10, 2014

Month/Date	Activity
August 2013	August Kickoff, In-Service Day, Accreditation Presentation by ALO
September 2013	Templates to Chairs
Sept. 2013- March 2014	Narrative responses to templates are written and forwarded to the ALO. Evidence is attached or cited. Templates are emailed to the CHC campus as they are received.
February 2014	Collaborate with SBVC and District Personnel to develop the Function Map
March 31, 2014	Deadline, final templates to writer
March 31, 2014	Templates posted online
March 31, 2014	Front material is drafted
April 23, 2014	Board Study Session, Rough Draft
April 24-May 21	Campus Review of Standards
June 2014	Board Briefing and Revision
June-July 2014	Editing and Polishing
July 22, 2014	Final report to ACCJC
August 2014	In-Service Day Report to Campus
September 2014	Mock Site Visit
September 29- October 2, 2014	Campus Visit
October 3, 2014	Party
January 2014	ACCJC Board Review and Results

Accreditation Standard Chairs and Co-Chairs

Chair/Standard	Topic
Keith Wurtz, Ralph Rabago	
Standard IA	Mission
Standard IB	Improving Institutional Effectiveness
Bryan Reece, Gary Williams, Dan Word	
Standard IIA	Instructional Programs
Rebecca Warren-Marlatt, Larry Aycock, Tina Gimple	
Standard IIB	Student Support
Raju Hegde	
Standard IIC	Library and Learning Resources
Ruth Greyraven	
Standard IIIA	Human Resources
Ruth Greyraven, Tina Gimple (with Mike Strong)	
Standard IIIB	Physical Resources
Rebecca Warren-Marlatt, Raju Hegde, and Larry Aycock	
Standard IIIC	Technology Resources
Tina Gimple and Mike Strong	
Standard IIID	Financial Resources
Rebecca Warren-Marlatt and Keith Wurtz	
Standard IVA	Decision-Making Roles/Processes
Standard IVB	Board and Administrative Organization

Institutional Effectiveness, Accreditation, and Outcomes Committee

* Chair or Co-Chair

Larry Aycock, Interim Director, Admissions and Records
Tina Gimple, Project Analyst, Administrative Services
Ruth Greyraven, faculty, Biology
Raju Hegde, Dean, Library and Learning Resources
Kim McCormick, faculty, Career Specialist
Ralph Rabago, faculty, Kinesiology*
Bryan Reece, Vice President, Instruction
Kristi Simonson, Web Developer
Jonathan Townsend, faculty, Tutoring Center
Rebeccah Warren-Marlatt, Vice President, Student Services*
Gary Williams, faculty, Psychology
Daniel Word, Faculty, Paramedic program
Keith Wurtz, Dean, OIERP

Standard Workgroup Participants

* Chair or Co-Chair

IA. Mission

Keith Wurtz* Dean, Office of Institutional Effectiveness, Research and Planning (OIERP)

IB. Improving Institutional Effectiveness

Keith Wurtz, Dean, OIERP
Ben Gamboa, Research Analyst, OIERP

IIA. Instructional Programs

Bryan Reece*, Vice President of Instruction
Dan Word* Faculty, Paramedic Program
Gary Williams* Faculty, Psychology and
Scott Rippy, Faculty, Mathematics
Catherine Hendrickson, Faculty, Librarian
June Yamamoto, Dean-Career Education and Human Development
Robert Brown, Faculty, STEM Grant
Richard Hughes, Faculty, Earth Science
Raju Hegde, Dean, Library and Learning Resources
Michael Sheahan, Faculty, Respiratory Therapy
Kelly Boebinger, Faculty, Chemistry
Sam Truong, Faculty, Anatomy and Physiology

IIB. Student Support

Rebecca Warren-Marlatt* Vice President of Student Services
Larry Aycock* Interim Director, Admissions and Records
Tina Gimple* Project Analyst, Administrative Services
Ericka Paddock, Director, Student Life
Rejoice Chavira, Director, EOPS/CARE/CalWORKS
Judy Giacona, Faculty, Coordinator, Health and Wellness Center
Deborah Bogh, Faculty, Activity Director, Title V Grant
Kirsten Colvey, Dean, Student Services, Counseling and Matriculation
Robert McAtee, Faculty, Counseling
Lorena Guadiana, Research Assistant, OIERP

IIC. Library and Learning Resources

Raju Hegde*, Dean-Library and Learning Resources
Laura Winningham, faculty, Librarian
Catherine Hendrickson, faculty, Librarian

IIIA. Human Resources

Rebecca Warren-Marlatt, Vice President, Student Services
Amalia Perez, Interim Director, Human Resources
Kirsten Colvey, Dean, Student Success

IIIB. Physical Resources

Tina Gimple* Project Analyst
Mike Strong, Vice President, Administrative Services
Rosemarie Hansen, Laboratory Assistant, Biology and Co-Chair, Safety Committee

IIIC. Technology Resources

Larry Aycock* Interim Director, Admissions and Records
Raju Hegde* Dean, Library and Learning Resources
Anthony White, Technology Support Specialist
Wayne Bogh, Director, Technology

IIID. Financial Resources

Mike Strong* Vice President, Administrative Services

IVA. Decision-Making Roles/Processes

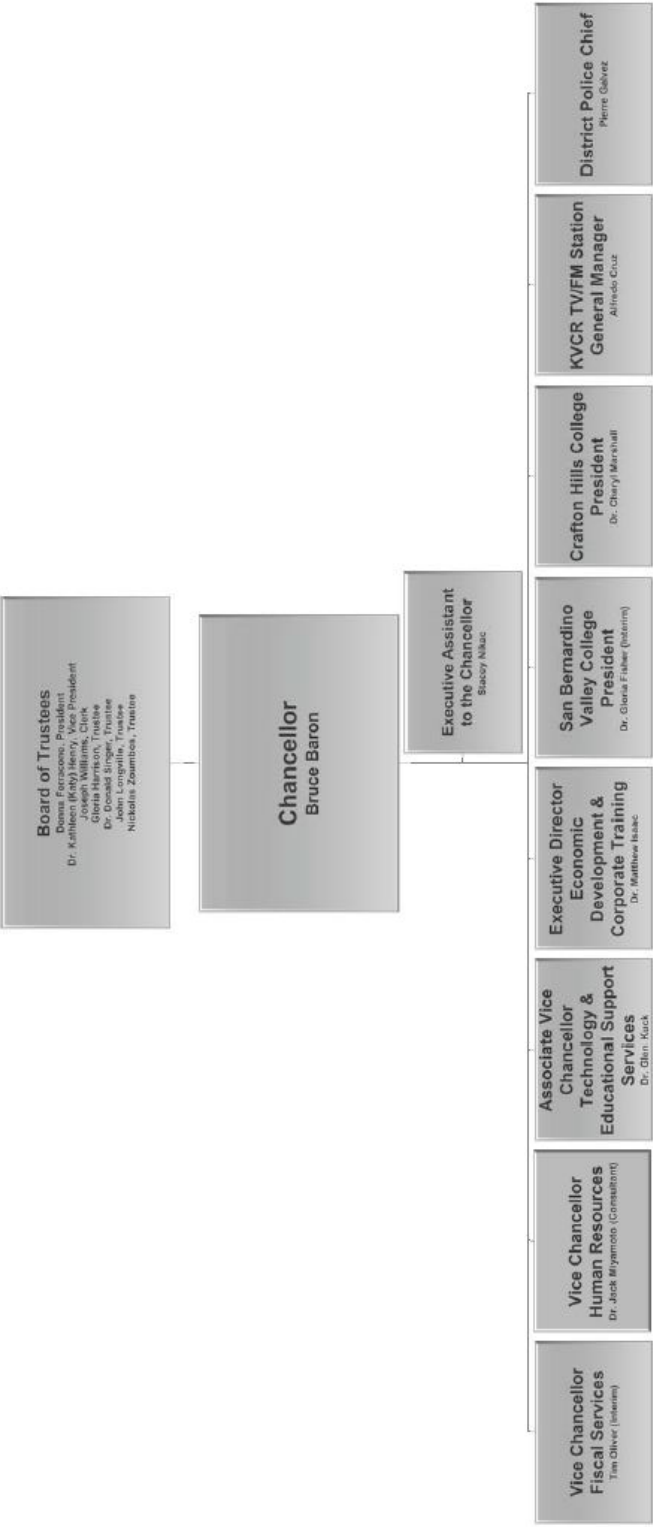
Keith Wurtz* Dean, OIERP
Ben Gamboa, Research Analyst, OIERP

IVB. Board and Administrative Organization

Keith Wurtz* Dean, OIERP
Rebecca Warren-Marlatt* Vice President, Student Services
Cheryl Marshall, President
Ben Gamboa, Research Analyst, OIERP

Organizational Information

DRAFT

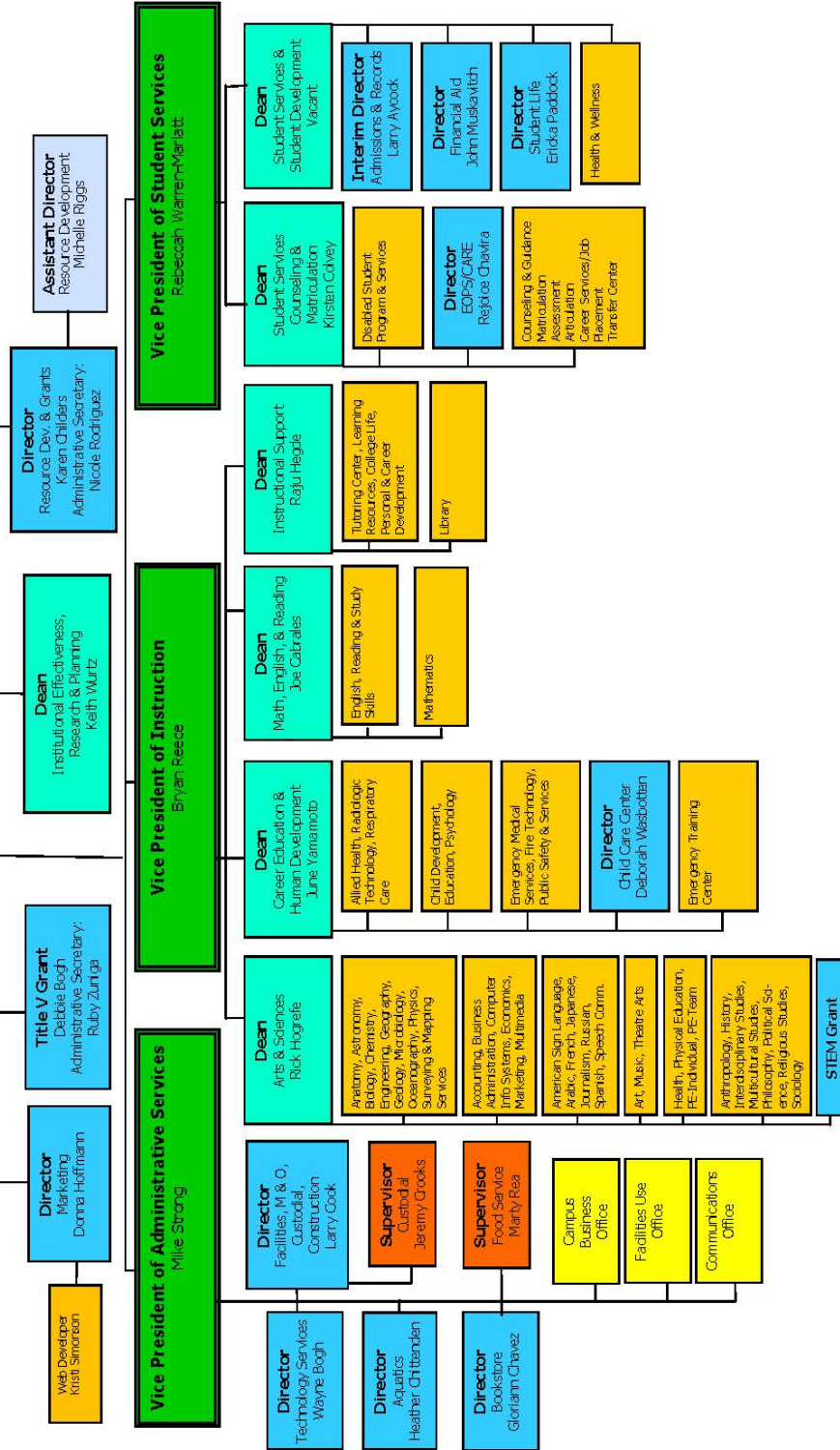


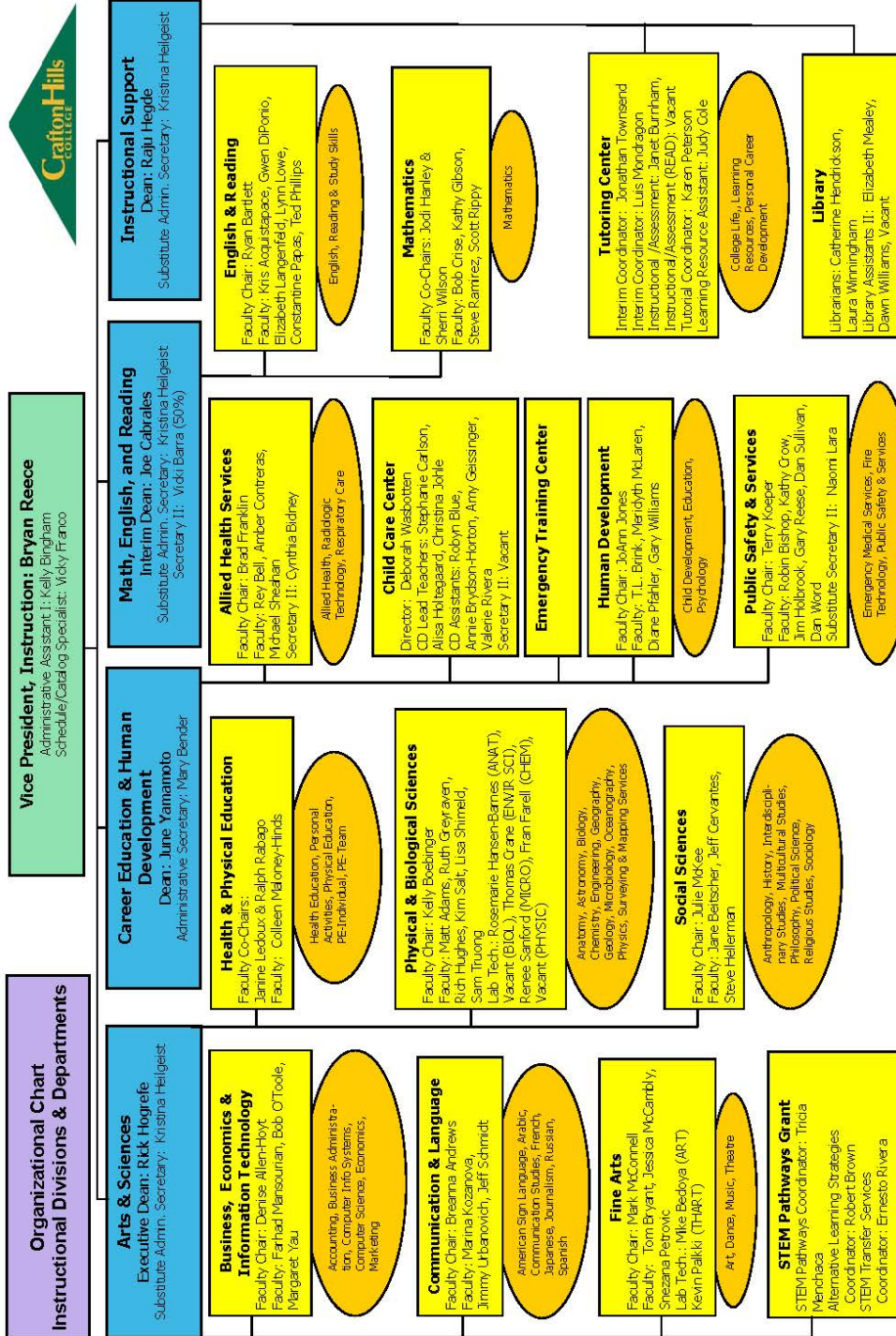


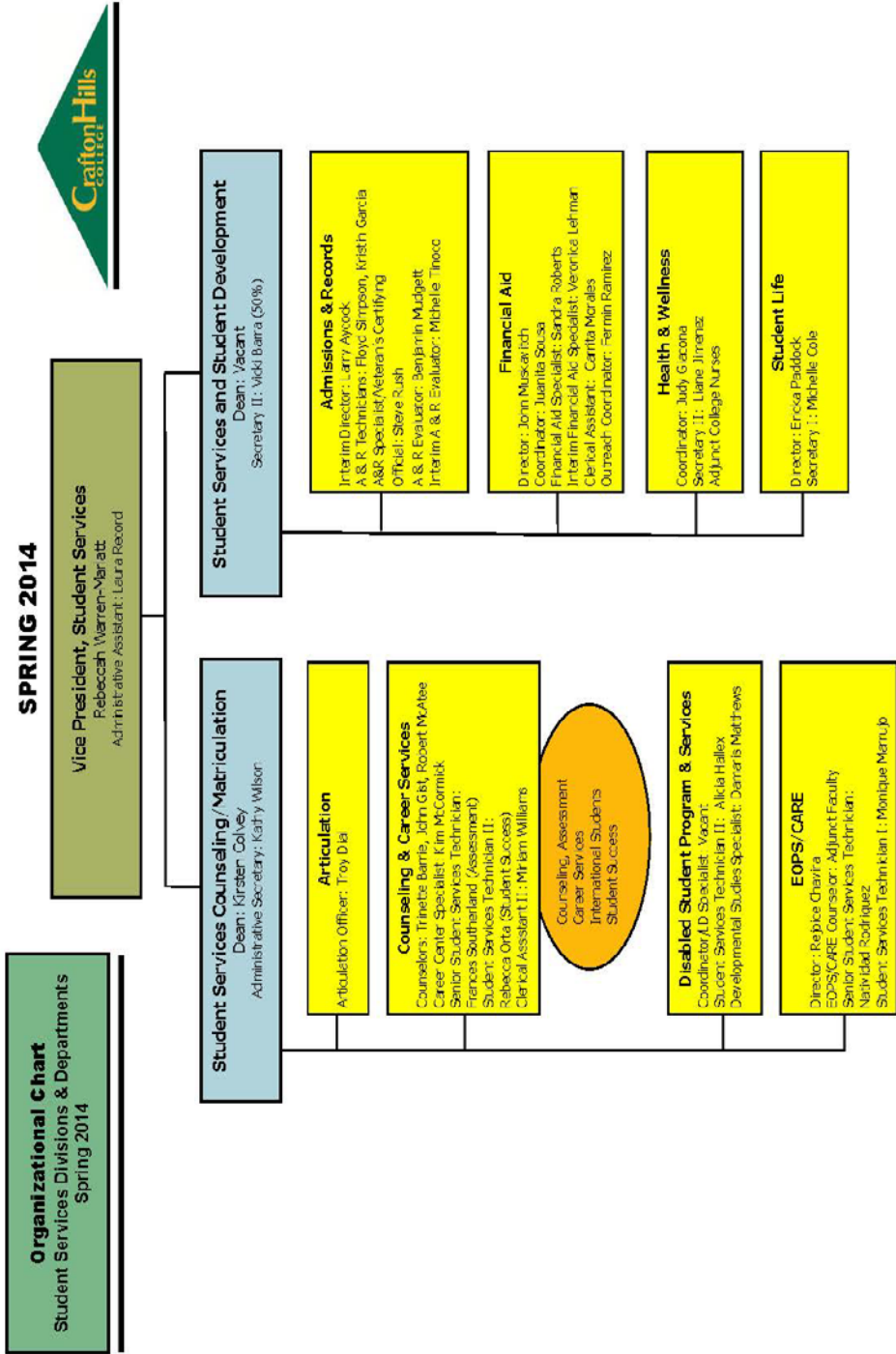
SPRING 2014

President: Cheryl Marshall
Administrative Assistant II: Cyndie St. Jean

Organizational Chart
Spring 2014



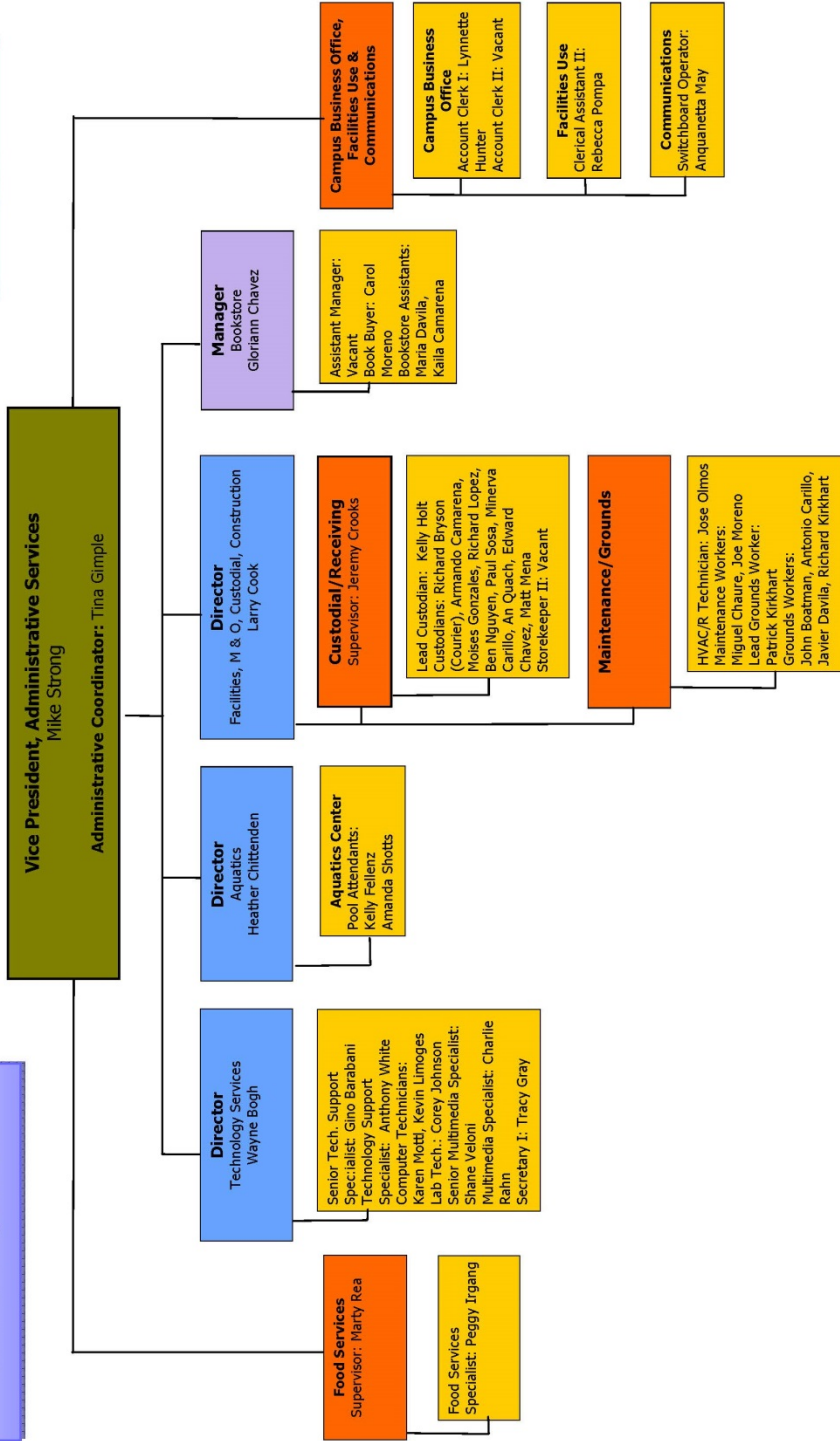






SPRING 2014

**Organizational Chart
Administrative Services
Divisions & Departments**



Function Map

San Bernardino Community College District (SBCCD) has been a two-college district since Crafton Hills College opened in 1972. The relationship between the district and the two colleges is characterized by long-standing processes and organizational functions.

The district is primarily a service and fiscal entity, responsible for operational functions such as human resources, payroll, fiscal processes, and technology infrastructure. Crafton Hills College retains primary responsibility for college-level functions such as institutional planning, fiscal planning, resource allocation, program evaluation and quality, instruction, student services, and library and learning support services. Governance is shared between the district and the campus. While the college has purview over participative governance at the site level, the Board of Trustees has purview over the strategic directions of the district.

The SBCCD Function Map demonstrates how each functional responsibility is distributed between the two colleges and the District. These functional responsibilities are derived from the Policy and Procedures for the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems of ACCJC/WASC.

The Function Map was developed in collaboration between both campuses with input from district entities. At Crafton Hills College, a draft of the map was discussed in the Institutional Effectiveness, Accreditation, and Outcomes Committee. The draft was shared with the Classified, Student, and Academic Senates for input and revision. Input was also elicited from District entities, in concert with the Accreditation team at San Bernardino Valley College. Once consensus was reached, revisions were made and the Function Map was distributed to the campus for input and comment. The final version was reviewed by the Crafton Council.

P = Primary responsibility (leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement).

S = Secondary Responsibility (support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility).

SH = Shared Responsibility (the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function-district and college mission statements).

N/A = Responsibility not Applicable (in cases where neither the District nor the college has such responsibility; for example, Standard II.A.8, concerning offering courses in foreign locations).

Standard I: Institutional Mission and Effectiveness

A. MISSION		
The institution has a statement of mission that defines the institution’s broad educational purposes, its intended student population, and its commitment to achieving student learning.		
	College	District
1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.	P	S
2. The mission statement is approved by the governing board and published.	P	S
3. Using the institution’s governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.	P	S
4. The institution’s mission is central to institutional planning and decision making.	P	S
B. IMPROVING INSTITUTIONAL EFFECTIVENESS		
The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes, and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.		
	College	District
1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes	P	S
2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.	P	S
3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.	P	S
4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	P	S
5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.	P	S
6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.	P	S
7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.	P	S

Standard II: Student Learning Programs and Services

A. INSTRUCTIONAL PROGRAMS		
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.		
	College	District
1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.	P	S
a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.	P	S
b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.	P	S
c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.	P	S
2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.	P	S
a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.	P	S
b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.	P	S
c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.	P	S
d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students	P	S
e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.	P	S
f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificate, programs including general and vocational education, and degrees. The institution systematically strives to	P	S

improve those outcomes and makes the results available to appropriate constituencies		
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles, civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S
a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
b. When programs are eliminated or program requirements are significantly	P	S

changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.		
c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student Support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services

	College	District
1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.	P	S
2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: a. General Information, b. Requirements, c. Major Policies Affecting Students, d. Locations or publications where other policies may be found.	P	S
3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.	P	S
a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.	P	S
b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.	P	S
c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.	P	S
d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.	P	S
e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S
4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

C. LIBRARY AND LEARNING SUPPORT SERVICES

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

	College	District
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

STANDARD III: Resources

A. HUMAN RESOURCES		
<p>The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.</p>		
	College	District
1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.	SH	SH
a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.	SH	SH
b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.	P	S
c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.	P	S
d. The institution upholds a written code of professional ethics for all of its personnel.	SH	SH
2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.	SH	SH
3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.	S	P
a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.	S	P
b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P

4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	SH	SH
a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.	SH	SH
b. The institution regularly assesses its record in employment equity and diversity consistent with its mission	SH	SH
c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.	P	S
5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.	P	S
a. The institution plans professional development activities to meet the needs of its personnel.	SH	SH
b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	P	S
6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.	P	S

B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

	College	District
1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.	SH	SH
a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.	SH	SH
b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S
a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.	P	S

C. TECHNOLOGY RESOURCES

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

	College	District
1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.	SH	SH
a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.	SH	SH
b. The institution provides quality training in the effective application of its information technology to students and personnel.	SH	SH
c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.	SH	SH
d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.	SH	SH
2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.	SH	SH

D. FINANCIAL RESOURCES

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

	College	District
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S
2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.	S	P
a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	S	P
b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	SH	SH
3. The institution has policies and procedures to ensure sound financial practices and financial stability.	SH	SH
a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen	S	P

occurrences.		
b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards	N/A	P
e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N/A	P
f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S
h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	P	S
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

STANDARD IV: Leadership and Governance

A. DECISION-MAKING ROLES AND PROCESSES		
The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.		
	College	District
1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.	P	S
2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.	P	S
a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.	P	S
b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.	P	S
3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.	P	S
4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.	P	S
5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	P	S

B. BOARD AND ADMINISTRATIVE ORGANIZATION

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

	College	District
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	P	S
j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b. The president guides institutional improvement of the teaching and learning environment by the following: <ul style="list-style-type: none"> • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts. 	P	S
c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d. The president effectively controls budget and expenditures.	P	S
e. The president works and communicates effectively with the communities served by the institution.	P	S
3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b. The district/system provides effective services that support the colleges in their missions and functions.	S	P
c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d. The district/system effectively controls its expenditures.	S	P
e. The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g. The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

Certification of Continued Institutional Compliance With Eligibility Requirements

1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

Crafton Hills College (CHC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Crafton Hills College has been accredited since 1972. The College conducts a self-evaluation every six years.

2. Mission

The institution's educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

The mission of Crafton Hills College can be found in the College Catalog, the Educational Master Plan, and the Organizational Handbook and on the minutes and agendas of most participative governance committees. This year, the mission, vision, and values statements of Crafton Hills College are being reviewed and revised by the Educational Master Planning Committee with input from the college community. The College mission, to “advance the education and success of students in a quality learning environment” both reflects and includes all offsite programs.

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body

members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

A seven-member Board of Trustees comprises the governance body of the San Bernardino Community College District Board of Trustees. The Board holds open, public meetings monthly. Minutes and agendas are published in online and paper formats well in advance of each meeting. Trustee biographies, board minutes and agendas, and board policies and administrative procedures are accessible on the San Bernardino Community College District (SBCCD) website (E.3.a., E.3.b., and E.3.c).

4. Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Cheryl A. Marshall, president of Crafton Hills College, oversees the College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Board Policy 3100 states the SBCCD Chancellor is responsible for establishing and documenting the organizational structure (E.4.a). The organizational chart of the District and its two campuses are subject to review by the Board.

5. Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

Crafton Hills College has sufficient staffing in the management ranks to ensure that the College mission is carried out. To qualify for employment within the District, all managers must meet or exceed minimum qualifications. College managers are listed in the College Catalog (E.5.a., p.190).

6. Operational Status

The institution must be operational, with students actively pursuing its degree programs.

Crafton Hills College has operated continuously since 1972. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive range of associates degrees, transfer degrees, certificates, basic skills courses, and career and technical programs (E.6.a.; E.6.b).

7. Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Degree and certificate options at CHC are designed to meet students' divergent goals. The College offers 52 degrees, of which 13 are California State University (CSU) Transfer Degrees to include the Associate of Arts-Transfer Degree (AA-T) and the Associate of Science-Transfer Degree (AS-T), as well as 25 certificates (E.7.a.). The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion

8. Educational Programs

The institution's principal degree programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must culminate in identified student outcomes. At least one degree program must be of two academic years in length.

The principal degree programs at CHC lead to an Associate of Arts (AA) or Associate of Science (AS) Degree, or facilitate transfer to a university after a student completes 60 or more units. The College also offers a Certificate of Achievement in several career or technical fields. Consistent with the College mission and vision, considerable emphasis is placed on transfer preparation and on public safety and health career preparation

The College Catalog and website list all degree and certificate programs, as well as program and course descriptions. Certificate programs listed in the Catalog include each program's objective.

The online and pdf versions of each semester's schedule of classes includes: a brief course description, the number of units per course, the meeting pattern, and the class location.

Lastly, the CHC Curriculum Committee examines the curriculum for each program to determine that curriculum is need-based and meets all requirements with respect to content, rigor, quality, and length regardless of where the program is offered.

9. Academic Credit

The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.

Crafton Hills College policies regarding transfer and awarding of credit are specified in the College Catalog (E.9.a., pp. 11, 16, 32). Credit for courses is based on the "Carnegie unit,"

which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each CHC course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

10. Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Crafton Hills College has made steady progress toward defining and assessing outcomes at all levels (E.10.a.). Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLOs have been developed for all courses offered within the past two years, and of these, 71.6 percent have completed the assessment cycle at least one time.

Beginning in 2008-2009 and each year thereafter, the College Catalog has been published in hard copy and online and includes program level outcomes for certificates and degrees. As of spring 2014, 100 percent of the 44 instructional programs have defined program level outcomes, while 68.2 percent of programs are assessing outcomes on an ongoing basis. Of the learning and support activities on campus, all have defined outcomes and are engaged in ongoing assessment, with some units completing as many as four cycles.

The College has six Institutional Learning Outcomes (ILOs): Critical Thinking, Written and Oral Communication, Interpersonal and Group Skills, Society and Culture, Information Literacy, and Ethics and Values. All ILOs have been assessed and are mapped to General Education Learning Outcomes.

Beginning in 2013-2014, course-level, program-level, and institutional outcomes will be aligned through the use of a universally adopted four-point rubric. The content of the rubric will change to fit the needs of the course or program, but the structural consistency across levels will allow lower-level assessments to provide evidence for higher-level outcomes. Assessments will be at least 80 percent complete for all course, program, and institutional outcomes by the end of the academic year.

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels

of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

General Education courses are incorporated into all Crafton Hills College degree offerings. General Education at CHC is designed to prepare students to:

- Analyze, synthesize, and evaluate various forms of information
- Demonstrate effective oral and written communication
- Analyze and use quantitative and qualitative information
- Apply problem-solving and decision-making skills utilizing multiple methods of inquiry;
- Recognize the contributions of the arts, humanities, and sciences
- Make informed decisions regarding physical, mental and emotional health issues
- Develop social awareness and a global perspective
- Understand the power and complexity of diversity

General education courses are clearly identified in the College Catalog (E.11.a., pp. 59- 61). Course-level outcomes for each General Education cluster are also described in the College Catalog. Outcomes for each course are assessed in accordance with the CHC Institutional Assessment Plan.

The Curriculum Committee, charged by the Academic Senate, ensures the academic rigor and quality of all CHC courses including those designated as General Education. Courses are taught in accordance with the Course Outline of Record.

12. Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of its Colleges. The free expression of ideas is limited only by the principles of fairness, respectful expression, and the careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, and interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee. The Board Policy and Administrative Procedure (4030) on Academic Freedom are posted on the San Bernardino Community College District website (E.12.a. and E.12.b.). Additionally, the College Catalog contains the policies and procedures regarding academic freedom (E.12.c, p. 43).

13. Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient in size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

As of fall 2012, Crafton Hills College employed 69 tenured/tenure track faculty and over 130 part-time faculty. All CHC faculty meet minimum qualifications for their discipline, as stipulated in the California Teachers Association (CTA) Bargaining Agreement (E.13.a.). The CTA contract contains a full description of faculty responsibilities and includes a 2013 Memorandum of Understanding between CTA and SBCCD that describes those responsibilities:

- a. Writing and revising learning outcomes
- b. Choosing a method to measure the learning outcomes
- c. Setting a numerical target for outcome results
- d. Assessment of the learning outcomes
- e. Participating in departmental meetings
- f. Documenting the results of the cycle.

The CHC Academic Senate also passed a resolution stating that it is the faculty right and responsibility to assess student learning to ensure student achievement and program effectiveness. (E.13.b).

14. Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Crafton Hills College provides a range of services for all students to actively engage, learn, and advance. Services are described in the College Catalog, Online Orientation, and New Student Handbook (E.14.a., b., c.).

Admissions. Students access the online application and registration process via the statewide CCCApply portal (E.14.b.). Students can register and pay for classes, withdraw from classes, and check their grades through the CHC online portal known as, WebAdvisor. This portal provides students with important deadlines, pre-requisites, co-requisites, program information, and policy information. In addition, students can order transcripts online and submit online requests for enrollment and degree verification. Student contact information can also be updated in WebAdvisor.

Bookstore. Students can order textbooks and supplies online through the CHC Bookstore (E.14.c). Links to the online book ordering service are located in the college e-schedule. Students can view or order books for a specific course while perusing the schedule.

Financial Aid. The Financial Aid department's website allows students to download financial aid forms, sign up for a Sallie Mae Debit Card, apply for Federal Work Study, and view the financial aid refund policy. The website also includes a links to the Federal Application for Federal Student Aid (FAFSA) and to online financial aid resources such as: scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission (E.14.d).

Academic Advising, Counseling, and Transfer. Degree and transfer information is provided in the CHC Catalog, the Online Orientation, and the New Student Handbook.

Assessment and Placement. Students interested in pursuing a degree or certificate requiring math or English must take the college assessment.

College Police and Security. The District Police are responsible for the safety and security of students, staff, and property throughout the District. The temporary offsite location for the Basic Firefighter Academy has been added to the routine patrol schedule.

Disabled Student Programs and Services (DSPS). DSPS is available to provide assessment, advisement, testing accommodations, assistive technology, textbooks in alternate formats, and other academic adjustments to qualified students. - Licensing exams are also available to students. Additionally, the department -reviews medical and mental health documentation and has developed an appropriate referral and accommodation plan for students with learning and psychological challenges. DSPS services are described in the online orientation, the college catalog, the New Student Handbook, and the campus website.

Extended Opportunity Program and Services (EOPS)/ Cooperative Agencies Resource for Education (CARE)/ California Work Opportunities and Responsibility to Kids (CalWORKS). Crafton Hills College has EOPS/CARE/CalWORKS programs that serve approximately 354 financially disadvantaged students. The College online orientation, College Catalog, New Student Handbook, and campus website contain information about these programs.

Health and Wellness Center. The Health and Wellness Center provides mental health counseling, inoculations, and medical intervention to all enrolled CHC students. The department's website provides a wealth of information and resources to students.

15. Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The CHC admission policy is located in the College Catalog E.15.a., p. 11). Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the

Catalog. Admissions information includes residency rules, advanced placement, and acceptance of College-Level Examination Program (CLEP).

16. Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

The College provides learning, information, and tutorial support through several programs, including the Tutoring Center, the Science, Technology, Engineering, and Mathematics (STEM) Trek Program, a Title V grant-funded program, Disabled Student Programs and Services, and the CHC Library. Tutorial and learning support services are offered in face-to-face formats. Appointments can be made online. Efforts are being made to meet the learning needs of the Basic Firefighter Academy cadets since their facility is temporarily located off-site.

The Tutoring Center has worked closely with faculty to provide in-class tutorial support for specific topics. All SBCCD students can use the San Bernardino Community College District Libraries and Beyond link to search for books and informational materials. The College Library also provides access to a large collection of over 150,000 eBooks that are accessible online through EBSCO Host. A broad range of library databases, such as EBSCO Host, Political Science Complete, and Vocational Studies Complete are available for student use.

17. Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Campus financial planning and information for Crafton Hills College is the responsibility of the president of Crafton Hills College in collaboration with the vice president of Administrative Services. At the District level, the vice chancellor of Fiscal Services oversees all fiscal matters, including the budget development process, accounting, purchasing, contracts, district strategic planning, and environmental, health, and safety compliance. Enrollment targets and college allocations are determined by the vice chancellor based on the SBCCD Budget Allocation model, with input from the College presidents.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website (E.17.a.). General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, their sources and amounts, and a detailed description of budgeted revenue and expenditures by

fund. SBCCD won the Distinguished Budget Presentation Award from the Government Financial Officers Association for the fiscal year beginning July 1, 2012.

18. Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility application process.

As a community college district and public entity, San Bernardino Community College District is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes each final audit report available to the public with all other annual reports.

A typical annual financial audit consists of the following:

1. Pre-audit conference between the Internal Auditor and the independent audit firm
2. Interim fieldwork- consisting of compliance elements and internal control testing
3. Year-end fieldwork- consisting of the drafting of the District's financial statements and testing of the balance sheet accounts
4. Receipt and review of the independent audit firm's report
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office

Annual audit reports are available online at the District Website (E.18.a.).

19. Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals, and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation.

At Crafton Hills College, the Planning and Program Review Committee (PPR) has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years and completes the Annual Planning questionnaire on alternate years. All units in each of the four

major administrative areas, President, Student Services, Instruction, and Administrative Services have participated in at least one cycle of program review and have submitted at least one annual plan (E.19.a.).

Over the past several years, the College has continued to revise and refine PPR to ensure clarity and shared understanding of the purpose, evaluative standards, and product of the PPR process. The committee has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants. In the current year, the PPR web tool is also the common site for reporting course and program-level outcomes.

In addition to the planning and program review process, the College is guided by its Educational Master Plan. The Educational Master Plan Committee (EMPC) is the body responsible for reviewing, revising, and updating the plan with input from the campus community. The Educational Master Plan can be viewed online by accessing the link under Faculty and Staff (E.19.b.).

20. Integrity in Communication with the Public

The institution must provide a catalog for its constituencies with precise, accurate, and current information about the college in general, requirements, major policies affecting students, and documentation.

Catalog information is available at the Crafton Hills College website under the Prospective and Current Student links (E.20.a.; E.20.b.). The catalog contains all policies affecting students. Policies can also be accessed online at the District website (E.20.c.). A link to the District website is provided at the bottom of the CHC homepage. Student policies and procedures are also described in the Online Orientation, the New Student Handbook, and the Schedule of Classes.

21. Relations with the Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions and policies, and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

The CHC Catalog includes a general statement of accreditation in the President's Message (E.21.a., p. 5), a description of the College, degrees and certificate programs, and policies and procedures. The front page of the website has a direct link to the College Accreditation reports from 2005 to the present, and a link to the ACCJC website. Students and community

members can file a complaint with ACCJC through our “Contact Us” link (E.21.b.) which includes a form for local complaints and a link to the ACCJC complaint form. The student policies and procedures section of the College Catalog -includes a table listing the responsible party for each policy, including Accreditation (E.21.c., p. 42).

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Evidence, Eligibility Requirements for Accreditation

E.3.a.	SBCCD Website, Board of Trustees http://www.sbccd.org/Board_of_Trustees/Trustees
E.3.b.	SBCCD Website, Board of Trustees Agendas and Minutes http://www.sbccd.org/Board_of_Trustees/Board_Agendas_-a-,_Minutes
E.3.c.	SBCCD Website, Board of Trustees, Policies and Procedures http://www.sbccd.org/Board_of_Trustees/Policies_-a-,_Procedures
E.4.a.	SBCCD Website, Board Policy 3100, Organizational Structure http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/3000/3100_Org%20Structure.pdf
E.5.a.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.6.a.	CHC Website, Degrees and Certificates http://www.craftonhills.edu/Degrees_and_Certs
E.6.b.	CHC Catalog, Degrees and Certificates http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.7.a.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/Degrees_and_Certs
E.9.a.	CHC Catalog, 2013-2014, pp. 11, 16, 32 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.10.a.	2014 Annual Report to ACCJC http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf
E.11.a.	CHC Catalog, 2013-2014, pp. 59-61 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.12.a.	Board Policy 4030, Academic Freedom http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/4000/4030_Academic%20Freedom.pdf
E.12.b.	Administrative Procedure 4030, Academic Freedom http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/4000/4030_AP.pdf

E.12.c.	CHC Catalog (p. 43) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.13.a.	CTA Bargaining Agreement http://www.sbccd.org/~media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/2007-2010%20CTA%20Agreement.pdf
E.13.b.	CHC Academic Senate Resolution on Student Learning Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Resolutions/10-11/RESOLUTION_STUDENT_LEARNING_OUTCOMES.pdf
E.14.a	CHC Catalog 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.14.b.	CHC Online Orientation http://www.craftonhills.edu/Apps/Orientation/chc.asp
E.14.c.	CHC Student Handbook, 2013-2014
E.14.d.	CHC Website, Apply http://www.craftonhills.edu/Admissions_and_Records/Apply
E.14.e.	CHC Website, Bookstore https://bookstore.craftonhills.edu/
E.14.f.	CHC Website, Financial Aid http://www.craftonhills.edu/Current_Students/Financial_Aid
E.15.a.	CHC Catalog, 2013-2014, p. 11 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.17.a.	SBCCD Website, Annual Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx
E.18.a.	SBCCD Website, Annual Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx
E.19.a.	Integrated Planning and Program Review Handbook, 5 th edition http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%20201304

	25.pdf
E.19.b.	CHC Education Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
E.20.a.	CHC Website, Prospective Students Link http://www.craftonhills.edu/CHC/Prospective%20Students.aspx
E.20.b.	CHC Website, Current Students Link http://www.craftonhills.edu/CHC/Current%20Students.aspx
E.20.c.	SBCCD Website, Policies and Administrative Procedures http://www.sbccd.org/Board_of_Trustees/Policies_-a-,_Procedures
E.21.a.	CHC Catalog, p. 5 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
E.21.b.	CHC Website, Contact Us/Student Complaints http://www.craftonhills.edu/Utilities/Contact_Us/Student%20Complaints.aspx
E.21.c.	CHC Catalog, p. 42 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

Commission policy specifies that all learning opportunities provided by accredited institutions must have equivalent quality, accountability, and focus on student outcomes, regardless of mode of delivery. This policy provides a framework that allows institutions the flexibility to adapt their delivery modes to the emerging needs of students and society while maintaining quality. Any institution offering courses and programs through distance education or correspondence education is expected to meet the requirements of accreditation in each of its courses and programs and at each of its sites.

At Crafton Hills College, all online and hybrid courses are also offered in the traditional, face-to-face format. Online learning opportunities constitute an alternative to the traditional learning format. Online and traditional courses share a common course outline of record.

The quality of online and distance education offerings is monitored closely by the College. The Curriculum Committee reviews all courses, determines the placement of courses within disciplines, and ensures that delivery of instructions supports the objectives and content of each course. The committee reviews all courses on a six-year cycle. All programs, including those with distance-education courses, are reviewed in the planning and program review process on a four-year cycle. Online courses and traditional courses share a common set of learning outcomes that are determined by instructional faculty and are used for the improvement of teaching and learning. The College, with support from District Educational Technology, offers all online courses through Blackboard. Faculty teaching online courses must demonstrate their competency using the online course delivery tool.

Policy on Institutional Compliance with Title IV

As a community college district and public entity, San Bernardino Community College District is required to have an annual audit. The District contracts with an independent audit firm to conduct the annual independent audit. The audit includes the close inspection of the use of categorical and federal funds. The District makes each final audit report available to the public with its other annual reports (P.1.).

Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

All accredited institutions, or individuals acting on their behalf, must exhibit integrity and responsibility in advertising, student recruitment, and representation of accredited status. Responsible self-regulation requires rigorous attention to principles of good practice

Crafton Hills College is an open-access institution whose mission is to serve the community. In lieu of active recruitment, the College provides outreach services to feeder high schools and to community entities on an as-needed basis. The Financial Aid department also participates in the statewide Cash for College effort by providing financial aid workshops to high schools and agencies in the Crafton Hills service area.

The Crafton Hills College Catalog, schedule of classes, and website describe the conditions for admission and enrollment, transfer and acceptance of coursework, degree and certificate completion requirements, and certificate and/or licensure requirements. The names and degrees of administration and faculty are provided in both the hard copy and online versions of the College Catalog. Information regarding the College's accredited status is accessible from a link on the front page of the College website, and is available in the College Catalog (P.2., p. 5).

Policy of Institutional Degrees and Credits

An accredited institution conforms to a commonly accepted minimum program length of 60 semester credit hours or 90 quarter credit hours awarded for achievement of student learning for an associate degree. Any exception to this minimum must be explained and justified.

An accredited institution must have in place written policies and procedures for determining a credit hour that generally meet commonly accepted academic expectation and it must apply the policies and procedures consistently to its courses and programs.

At the time of an educational quality and institutional effectiveness review (formerly comprehensive review), the Commission will review the institution's policies and procedures for determining credit hours for its courses and programs and how these policies and procedures are applied. The Commission will as part of this review assess whether the institution implements the clock-to-credit hour conversion formula. The Commission will make a reasonable determination of whether the institution's assignment of credit hour conforms to commonly accepted practice in higher education using sampling and other methods. If, following the review, the Commission finds systematic non-compliance with this policy or significant non-compliance regarding one or more programs at the institution it must take appropriate action and promptly notify the U.S. Department of Education.

The degrees and credits award at Crafton Hills College conform to commonly accepted practices in higher education, to Title V, California Education Code, and the California Community College Accounting Manual, which defines credit hours, clock hours, and certificate and degree requirements. The courses of study in all degree and certificate programs are have appropriate length, content, and rigor. All courses have clear objectives and statements of student learning outcomes. Courses are assessed on a periodic basis in accordance with the college Institutional Assessment Plan to ensure students achieve the stated outcomes. The College has articulation agreements with the California State University and University of California systems to promote the advancement of Crafton Hills College students. Such agreements ensure the content, breadth and rigor of CHC courses meets the expectations of transfer institutions. Additionally, state-approved certification programs have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Policy on Institutional Integrity and Ethics

Accredited institutions, or individual acting on their behalf, must exhibit integrity and subscribe to and advocate high ethical standards in the management of its affairs and all of its activities dealing with students, faculty, and staff, its governing board, external agencies and organizations, including the Commission, and the general public.

Crafton Hills College and the San Bernardino Community College District provide accurate information to the public in a variety of formats for ease of access. The College publishes a catalog describing the college mission, programs, courses, policies, and procedures in both print and online formats. The Schedule of Classes, which contains accurate information about the class schedule and important dates and deadlines, is published online each semester. The College and the District submit annual and special reports to the Commission, to the California Community Colleges Chancellor's Office, to state and federal governments, and to any other body requiring information about the College.

All District policies and administrative procedures are readily accessible to students, staff, and the public on the SBCCD website. A process for revision of policies and procedures has been developed that ensures their alignment with ACCJC Standards and with legal requirements.

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

When an institution contracts certain functions to a related entity, the institution is responsible to the Commission for presenting, explaining, and evaluating all significant matters and relationships involving related entities that may affect accreditation requirements and decisions at the time of eligibility review, candidacy review, initial accreditation, educational quality and institutional effectiveness review, follow-up and special reports, all other items deemed relevant by the Commission. Although a related entity may affect an institution's ongoing compliance with the Accreditation Standards, the Commission will review and hold responsible the applicant, candidate, or accredited institution for compliance with Accreditation Standards. The Commission will protect the confidential nature of all information submitted by the institutions or by related entities except as otherwise required by law or other Commission policies.

If an institution is part of a district/system with shared facilities or processes (e.g., library) or centralized information (e.g. strategic plan), the institution may use documents prepared by the district/system in its report to the Commission.

The accredited institution's obligation to report any changes in control, legal status or ownership through its substantive change process also applies to related entities.

Crafton Hills College is one of two colleges in a two-college district. San Bernardino Community College District does not have contractual relationships for the provision of instruction or student support.

Evidence, Commission Policies

P.1	SBCCD Website, Press Room and Publications, Annual Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports
P.2	CHC Catalog, p. 5 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

Recommendation 1: Integrated Planning, Quantitative Effectiveness Measures, and Long-Term Resource Allocation

As was noted in recommendations 1 and 2 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should integrate all planning processes and documents into a meaningful, comprehensive, long-range institutional plan to accomplish its mission and realize its vision. Additionally, the college plan should be integrated into an overall district strategic plan. (Standards I.A.4, I.B.2, I.B.3, I.B.6, III.A.6, III.B.2.b, III.C.2, III.D.1.a)

The college should move immediately to:

- *Complete the implementation of a cycle of systematic integrated planning, evaluation, prioritization, resource allocation, implementation, and re-evaluation.*
- *Identify quantitative effectiveness measures (key performance indicators), gather baseline data and establish institutional planning goals.*
- *Revise the Educational Master Plan to include long-term resource allocation.*

Since the January, 2009 sanction of probation was assigned to the College, Crafton Hills College has embarked on a path of continuous quality improvement that overarches all planning and evaluation processes.

Educational Master Plan. The Educational Master Plan (EMP), developed in 2010, includes the strategic directions, goals, and objectives that provide focus and clarity regarding areas of institutional importance (R.1.a.). The plan has been updated annually. In 2013-2014, the College undertook a major review of the EMP and of the College mission, vision, and values. These changes will be in effect during the 2014-15 academic year (R.1.b).

The EMP includes a series of Quantitative Effectiveness Indicators (QEIs) that gauge progress on such quantitative markers such as: course completion, retention, transfer readiness, transfer student performance, and job placement rate (R.1.a., pp. 45-60). An institutional target is set for each QEI and progress is updated annually.

Planning and Program Review. At Crafton Hills College, planning and program review has become a cyclical, sustainable, and well-documented process that is central to integrated planning, evaluation, and resource allocation. The PPR Handbook, updated annually and published online, describes the PPR process and the basis on which programs are evaluated (R.1.c.). The PPR forms, rubrics, and evaluative rubrics are also accessible online. Each unit participates in a full program review every four years, and completes the Annual Planning

questionnaire on alternate years (R.1.d.). To date, nearly all units in each of the four major administrative areas (President, Student Services, Instruction, and Administrative Services) have submitted at least two full PPR self-evaluations and have participated during alternate years in the annual planning process. The PPR process is reviewed and improved annually. The committee surveys participants annually (R.1.e.). The committee discusses the results of the survey and uses them to improve the clarity of the questions and rubrics, the quality and format of data provided, and the level of support provided by the Office of Institutional Effectiveness, Research and Planning (OIERP) and the PPR Committee (R.1.f., for example).

To promote alignment across all levels of planning, the annual plan and the full self-evaluation include a pull-down menu with options that allow units to link their goals to the strategic directions of the college and indicate the level of impact of each objective (institution, division, or unit) (R.1.g.). The committee uses a voting process to develop an annual prioritized list of objectives (R.1.h.). This list of objectives and corresponding resource needs guides the resource allocation process at Crafton Hills College. Notably, the CHC PPR process was recognized and presented with the Excellence in Planning award from the research and planning group in 2012 (R.1.i.).

To summarize, Crafton Hills College has improved all planning processes, documents the results of planning, uses planning to guide resource allocation, and links planning processes across the institution. Significant progress has been made on every institutional goal (R.1.j.). As demonstrated in the 2012 Midterm report, this recommendation has been met.

Evidence, Recommendation 1: Integrated Planning, Quantitative Effectiveness Measures, and Long-Term Resource Allocation

R.1.a.	CHC Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
R.1.b.	Presentation, CHC Education Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1213_EMPC_UpdatePresentation_Final.pdf
R.1.c.	CHC Integrated Planning and Program Review Handbook, fifth edition http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
R.1.d.	OIERP Website, Planning and Program Review Links, Documents, Resources http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
R.1.d.	OIERP Website, Four-Year Planning Schedule http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf
R.1.e.	PPR Feedback Results, Spring 2013

	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP13_SurveyResults2.pdf
R.1.f.	PPR Minutes, August 27,. 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/20120827_Minutes_Approved.pdf
R.1.g.	2012-2013 PPR Committee's Process for Prioritizing Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_PPRC_PrioritizationProcess.pdf
R.1.h.	OIERP Research Brief: Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf
R.1.i.	PowerPoint Presentation, CHC Excellence in Planning Award Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_RP_AwardPresentation.pdf
R.1.j.	Progress Report on Educational Master Plan at Action Level Fall, 2012 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/~media/B8287799645C40389FD763D1FB937FA0.ashx

Recommendation 2: Data Reliability, Access, and Training

As was noted in recommendations 2 and 7 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should develop processes that produce reliable data, provide employees with easy access to data, and provide training on how to access, interpret and utilize data. (Standards I.B.2, I.B.3, I.B.5, II.A.1.a)

As demonstrated in the 2012 midterm report to the Commission, the College has made considerable progress in the use of and reliance upon data to inform planning and decision-making. . The College now has qualified personnel and an infrastructure in place that provide data and analyses to committees, to individual departments and disciplines, and to the District office. The OIERP director, hired in 2010, was promoted to dean of institutional effectiveness, research and planning in 2012. He has a staff comprised of a research assistant and a research analyst (R.2.a.) Future plans include hiring a fourth staff member who will provide clerical support for the outcomes assessment process.

The OIERP staff has held many facilitated discussions of research results on a broad range of research topics in order to nurture a culture of evidence and improve institutional effectiveness. (R.2.b.). Information is also disseminated to the campus community through written reports. The OIERP website contains information and data covering a broad range of topics. The department's Best Organizational Research Gauge (BORG) Data Cubes site, currently being developed, will provide up-to-the-minute enrollment and section information (R.2.c.). The department's Research Briefs, distributed via email and posted online, contain the results of

research regarding academic success, institutional effectiveness, instruction, student services, and other matters of institutional significance (R.2.d.). The “Did You Know?” publication is widely distributed and contains each semester’s research on a -variety of topics (R.2.e.) The information from these sources is used to encourage dialogue within disciplines, programs, divisions, and areas. Requests for research can be made from any individual by accessing the OIERP’s online request form. This form requires that individuals requesting research explain how the request aligns with the goals of the Educational Master Plan (R.2.f.).

OIERP staff members provide ongoing training and support to the campus by demonstrating the use and interpretation of quantitative and qualitative information. Presentations have been offered by OIERP and include topics such as: the interpretation of environmental scan data; the 2013 Mission, Vision, and Values survey; prerequisite validation, the 2012 Student Satisfaction Results, and interpreting and understanding enrollment management data (R.2.g.).

Recommendation 2 has been addressed with the development of processes that produce reliable data, providing employees with easy access to data, and providing training on how to access, interpret, and use data.

Evidence, Recommendation 2: Data Reliability, Access, and Training

R.2.a.	OIERP Website, Staffing http://www.craftonhills.edu/About_CHC/Research_and_Planning/ORP_Staff
R.2.b.	OIERP Website, Presentations http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations
R.2.c.	OIERP Website, BORG Data Cubes http://www.craftonhills.edu/About_CHC/Research_and_Planning/BORG_Data_Cubes
R.2.d.	OIERP Website, Research Briefs and Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports
R.2.e.	OIERP Website, <i>Did You Know?</i> http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_Know
R.2.f.	OIERP Website, Research Request Form http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Request_Form
R.2.g.	OIERP Website, Presentations http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations

Recommendation 3: Assessment of Student Learning Outcomes

As noted in recommendation 4 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the

assessment results to make continuous program improvements. (Standards I.B.1, II.A.1.c, II.A.2.b, II.A.2.f, ER 10)

With regard to Recommendation 3, Crafton Hills College should demonstrate that it is at the Development Level on the Commission’s Rubric for Evaluating Institutional Effectiveness and will reach the Proficiency Level by the Commission’s target date of 2012.

Crafton Hills College has made considerable progress in the development and assessment of outcomes since the 2008 Self Evaluation. The entire assessment process is guided by the Academic Senate-approved Institutional Assessment Plan (R.3.a.). The Plan describes the process and timeline for assessment at the course, program, and institution level. The College now has six Institutional Learning Outcomes that align with General Education and Program Level Outcomes (R.3.b). Course level outcomes are assessed on a faculty-determined three-year cycle and results are reported in the planning and program review web tool annually (R.3.c. and R.3.d., items 3 and 4).

The college is making progress in SLO assessment. In October 2012 the College reported to the Commission that 100 percent of courses had developed SLOs and of these, 66 percent had been assessed at least one time. Only 46 percent of instructional programs had assessed program-level outcomes and half of the six ILOs had been assessed (R.3.e.). Though all student services units had completed assessment cycles, the library and tutoring center had developed but not yet assessed outcomes.

The 2014 Annual Report to the Commission demonstrated that all courses had SLOs, 71.6 percent had assessed them, and 68.2 percent of instructional programs and 100 percent of non-instructional programs had assessed outcomes. All institutional outcomes were assessed by 2013-2014 (R.3.f.).

To improve alignment of outcomes across all levels of the College, a universal four-point rubric was proposed by the Institutional Effectiveness, Accreditation and Outcomes Committee and approved in 2013-2014 by the Academic Senate (R.3.g.).

The table below describes CHC’s progress toward meeting the ACCJC Proficiency rubric.

Proficiency	Progress
Student learning outcomes and authentic assessment are in place for courses, programs and degrees.	100% of courses have established SLOs, 61% have assessment methods, and assessments have occurred in 70% 66% of programs have established outcomes Numerous programs have fully integrated program and course outcomes GE and Institutional level outcomes are in place have been assessed.
There is widespread institutional dialogue about the results of assessment and identification of gaps.	An Outcomes Committee has been established to help facilitate broad dialogue about outcomes An Institutional Assessment Plan has been drafted that,

	once approved, will establish annual cycles including institutional dialogue The results of ILO and GE Assessments are targeted for discussion at Fall 2012 In Service Day
Decision-making includes dialogue on the results of assessment and is purposefully directed toward <i>aligning institution-wide practices to support and improve</i> student learning.	Program Review documents require analysis of and reflection on assessment results The IEAOC Committee has been established to help facilitate broad dialogue about outcomes The results of ILO and GE Assessments were discussed throughout 2012-2014. The Academic Senate adopted a common four-point rubric to facilitate interpretability of course, program, and institution-level results and to promote clear linkages between levels of assessment.
Appropriate resources continue to be allocated and fine-tuned.	The OIERP provides guidance on all aspects of outcomes assessment The Planning and Program Review online tool was modified to be the repository of all outcomes data and results.
Comprehensive assessment reports exist and are completed <i>and updated</i> on a regular basis.	The PPR web tool allows for the effective inventory and scrutiny of assessment at all levels.
Course student learning outcomes are aligned with degree student learning outcomes.	Numerous programs have fully integrated program and course outcomes GE outcomes have been mapped to Institution Level Outcomes. All six ILOs have been assessed.
Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.	All instructors are encouraged to include SLOs on syllabi The CCSSE is used to assess student understanding of the effort and expectations required to be successful and track proven behaviors leading to the achievement of set goals Existing program level outcomes are listed in the College Catalog

The table below shows CHC's progress toward meeting ACCJC's expectation of sustainable continuous quality improvement.

Sustainable Continuous Quality Improvement	Progress
Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement	The college has improved the rate of assessment at the course, program, and institutional level. Assessment is occurring cyclically, and the results are used to improve teaching, learning, and service
Dialogue about student learning is ongoing, pervasive and robust	Dialogue about outcomes occurs at the unit, division, and institution level in meetings, forums, workshops, and all-campus presentations
Evaluation and fine-tuning of organizational structures to support learning is ongoing	The college has adopted a four-point rubric for all assessment to allow alignment of outcomes at three levels: course, program, and institution The PPR web tool is now the repository of all outcomes information, allowing for effective inventory and tracking The Office of Institutional Effectiveness, Research and Planning is hiring a new position to assist faculty with the documentation and reporting of outcomes
Student learning improvement is a visible priority in	Assessment of outcomes is incorporated into all planning

all practices and structures across the college	structures, The Educational Master Plan cites assessment and improvement as an institutional priority.
Learning outcomes are specifically linked to program reviews	Units report outcomes in the annual planning and, every four years, in the full Program Review process. The PPR process uses a rubric to assess the extent to which programs have developed and assessed outcomes, determined a benchmark, and are using the information for improvement.

Crafton Hills College has exceeded the development level on the Commission’s SLO rubric and has reached proficiency with regard to outcomes assessment at all levels of the institution.

Evidence, Recommendation 3: Assessment of Student Learning Outcomes

R.3.a.	Crafton Hills College Institutional Assessment Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/IAP_Final_20120408.ashx
R.3.b.	ILO and GE alignment map http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Forms%20and%20Documents/2013-2014/ILO%20GE%20Worksheets_2.pdf
R.3.c.	Planning and Program Review Resources, 2013-2014 PPR Instructional Questions (link) https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/bd54cd09-42b0-4b8c-bb14-1f402c5eb1f1
R.3.d.	Planning and Program Review Resources, 2013-2014 PPR Non-Instructional Questions (link) http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
R.3.e.	College Status Report to ACCJC on Student Learning Outcomes Implementation, Oct. 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2012/Crafton%20Hills%20College%20Status%20Report%20on%20SLO%20Implementation_10%202012%202012.pdf
R.3.f.	Pdf, 2013-2014 Annual Report to ACCJC http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf
R.3.g.	Academic Senate Minutes, December 18, 2013, D. (re: Four-Point Rubric) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2012-18-2013.pdf

Recommendation 4: Evaluation of the Effectiveness of Administrative and Governance Structures

In order to meet the standards, the college should develop and implement procedures to evaluate the effectiveness of administrative and governance structures, processes and services; communicate evaluation results to constituencies; and utilize the results to make improvements. The college should also define the roles and responsibilities of each governance structure and establish more widespread participation by classified staff and students (Standards I.B.1, IB.5, IV.A2.a, IV.A.3)

In response to the 2008 recommendation, the College has taken steps to clarify governance structures and processes and to evaluate effectiveness on an ongoing basis. In 2009, the Crafton Council was established as the central collegial consultation body for the college (R.4.a.).

To clarify the roles, responsibilities, and reporting structure of participative governance, the Council developed The Organizational Handbook, which is published online and updated annually (R.4.b.). The Handbook highlights the importance of inclusiveness in shared governance (R.4.b., pp. 7-8) and describes the roles and responsibilities of each constituency representative (R.4.b., pp. 10-11). Also included are descriptions of committee operational rules and models, an organizational chart showing the reporting structure of all the participative governance functions, list of constituency committees (R.4.b., pp. 14-15), and a detailed description of each committee's charge and membership (R.4.b., pp. 19-30). The Handbook - provides strategies for retaining and supporting student members (R.4.b., pp. 31-32) and model minutes and agenda templates that include the College mission, vision, and values (R.4.b., pp. 33-34).

Committees that report to the Crafton Council are evaluated for effectiveness annually. The OIERP conducts a committee self-evaluation in the late spring (R.4.c), and the results are placed on the first fall agenda for each of the major committees (R.4.d). The results of the spring, 2012 and 2013 Committee Self-Evaluations showed that the - majority of participants felt that the processes, interactions, and outcomes of the committee were often or almost always collaborative, transparent, evidence-based, effective, and efficient. Respondents also reported that they were comfortable contributing ideas, that their ideas were treated with respect, and there were sufficient opportunities to provide input (R.4.c, R.4.e.).

The membership rosters of all the Crafton Council committees show - participation by managers, faculty, classified staff, and students. Classified staff and students have representation on all participative governance committees that report to the Crafton Council; on some functional committees, such as Crisis Intervention and the Institutional Review Board; on Academic Senate Committees, such as Curriculum and the Honors Steering Committee; and on District bodies, such as the District Budget Committee, the District Strategic Planning Committee, and District Assembly (R.4.f.).

CHC has clearly defined the roles and responsibilities of governance structures, has implemented annual evaluations of its governance processes and used the information to improve their effectiveness, and has become more inclusive of all constituencies in governance bodies and processes. As demonstrated in the 2012 Midterm Report to ACCJC, the college has met this recommendation.

Evidence, Recommendation 4: Evaluation of the Effectiveness of Administrative and Governance Structures

R.4.a.	Crafton Council Charge and Membership http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
R.4.b.	CHC Organizational Handbook 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
R.4.c.	OIERP Report, CHC Committee Self Evaluations Spring 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
R.4.d.	IEAOC Minutes, September 3, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20%20%209%203%2013docx.pdf
R.4.e.	OIERP Report, Shared Governance Committee Self-Evaluations Results for Academic Year 2012-2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013SP_CommitteeSelfEvals.pdf
R.4.f.	CHC Committee Assignments, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/CommitteeAssignments13-14.pdf

Recommendation 5: Improving Communication and Sharing Information

In order to improve, the college administration should strengthen communication with faculty, staff and students, and between the college and the district. Processes should be established for regular, timely sharing of information and decisions. (Standards I.B.5, IV.A.6.c, III.D.2.a, III.D.2.b, IV.A.3)

The College has shown a commitment to improving communication and the sharing of information over the past six years. Solid progress has been made on the goals and objectives in the Educational Master Plan related to communication as illustrated in objective 2.1 and 6.1.(R.5.a. pp. 11; 25-29). This progress includes the publication of the Organizational Handbook (R.5.b.), the offering of open forums and meetings (R.5.c.; R.5.d.), and the establishment of a central online resource for information (R.5.e). Email communication to the

entire campus has increased thereby providing important information through the President’s Letters (R.5.f.) and Board Reports (R.5.g.). The chancellor shares news and information with the College via an online newsletter (R.5.h), and the department of fiscal services provides regular updates concerning budget and fiscal affairs to the District Assembly (R.5.i.). District newsletters concerning safety (R.5.j.), district police (R.5.k.), and human resources (R.5.l.) are also regularly distributed to the College in online formats. Those who participate on committees have a positive view of communication both in meetings and with constituencies. In 2010, 20 percent of classified staff and 58 percent of faculty reported that communication and understanding among faculty, classified staff and managers was sufficient, compared to 67 percent of managers. By 2012 the satisfaction survey revealed that though faculty and manager satisfaction regarding communication across campus remained stable, classified staff satisfaction rose from 20 percent in fall 2010 to 66 percent in 2012 (R.5.m., slide 12).

Processes have been established and concrete actions have occurred to improve the effectiveness of communication throughout the campus. The Educational Master Plan includes a number of goals and objectives that support effective communication exemplified by the regular meetings taking place to share information and decisions. Communication with the District office has improved as a result of campus involvement on committees and information shared regularly through email newsletters. Therefore, as demonstrated in the 2012 Midterm Report, CHC has fully addressed Recommendation 5.

Evidence, Recommendation 5: Improving Communication and Sharing Information

R.5.a.	CHC Educational Master Plan Update 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/2012_August_EMP_FormUpdate.ashx
R.5.b.	CHC Organizational Handbook 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
R.5.c.	Open Forum for “Crafton Hills College Village Plan” Wed. 1/22/14 http://www.craftonhills.edu/News/December_2013/Open_Forum_for_Crafton_Hills_College_Village_Plan
R.5.d.	Open forum Title V Coop Grant, PowerPoint Presentation
R.5.e.	Navigator Online Resource http://www.craftonhills.edu/Faculty_and_Staff/Navigator_Online_Resource
R.5.f.	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President's%20Page/President's%20Letters/2014/President%20Letter%20Jan%2027%202014.pdf
R.5.g.	President’s Letter January 27, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President's%20Page/Board%20Reports/2014/Feb.%202014%20Board%20Report.pdf
R.5.h.	Chancellor’s Chat Email Archives Homepage

	http://archive.constantcontact.com/fs057/1102943000584/archive/1103486454949.html
R.5.i.	District Assembly Minutes, Sept. 3 2013, for example http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/Agenda/9-3-13%20web.pdf
R.5.j.	SBCCD Safety Monthly Newsletters http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/Environmental_Health_and_Safety/Safety_Newsletters
R.5.k.	SBCCD Police Beat Newsletters http://www.sbccd.org/District_Police_Department/Police_Beat
R.5.l.	SBCCD Human Resources Monthly Newsletters http://www.sbccd.org/Human_Resources-Jobs/HR_Monthly_Newsletters?folder=Volume%201
R.5.m.	CHC OIERP Presentation/Discussion: Fall 2012 Campus Climate Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf

Recommendation 6: Participation in Decision-Making and Planning Processes

In order to improve the quality of the institution, the college president should ensure that all areas, including academic, student, and administrative services, are actively participating in the decision making and planning processes. (Standards I.B.4, IV.A.3, IV.B.2.a, IV.B.2.b)

The Crafton Council has served as the central collegial consultation body at the College. It has taken steps to clarify and evaluate governance structures and processes through the development and distribution of the annual Organizational Handbook (R.6.a.). The Educational Master Plan addresses the inclusion of College employees in planning and decision making (R.6.b.). Progress has been made on objectives by holding Town Hall meetings and open forums (R.6.c., p. 11), the development of a mentoring program for staff, faculty, and managers (R.6.c., - p. 8), and including all staff in the In-Service Day activities, (R.6.c., -p. 10). Results of both the Committee Survey (R.6.d.) and the Campus Climate Survey (R.6.e.) reveal that the College has made considerable progress in the satisfaction of Classified Staff with communication processes. A comparison of the 2010 results of the Climate Survey with those of 2012 (R.6.f.) showed:

- Overall satisfaction with the level of Inclusiveness increased by 15%, starting from 63% in 2010 to 78% in 2012.
- Overall satisfaction with shared-governance increased by 24%, starting from 52% in 2010 to 76% in 2012.
- Overall satisfaction with working at Crafton increased by 11%, starting from 81% in 2010 to 92% in 2012.

The College has sustained its work and progress regarding issues of shared governance. . Therefore, as demonstrated in the 2012 Midterm Report to ACCJC, the College has met Recommendation 6.

Evidence, Recommendation 6: Participation in Decision-Making and Planning Processes

R.6.a.	Crafton Hills College Organizational Handbook, pp. 13-14 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/
R.6.b.	Crafton Hills College Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
R.6.c.	CHC Educational Master Plan Update, August 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/2012_August_EMP_FormUpdate.ashx
R.6.d.	OIERP Report, Committee Self Evaluations Spring 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
R.6.e.	PowerPoint, CHC Fall 2012 Campus Climate Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf
R.6.f.	OIERP Did You Know? Comparison of 2010 and 2012 CHC Campus Climate Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1213_DYK25.pdf

Recommendation 7: District-Level Program Review, Strategic Plan, Technology Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a Program Review model. (Standards IV.B.3.a, b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the colleges' educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2, III.D.2.a)*

- *The development of a long range Human Resources Plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards I.A.4, III.A.6, III.B.2.b)*

Recommendation 7.a. Program Review of District Functions

In response to this recommendation, the District convenes a Steering Committee to oversee the Program Review Committee and all of its entities (R.7.a.1.) The Steering Committee establishes and publishes the timelines for program review (R.7.a.2.) and ranks the resource requests across all District entities. Each District unit now completes a program review every three years with annual planning updates during the two year interval. District entities that have participated in program review include: Human Resources, Fiscal Services, College Police, Economic Development and Corporate Training, KVCR, and Technology and Educational Services. Unit-level plans within Fiscal Services include: Accounting, Business Services, Environmental Health and Safety, and Facilities. Unit-level plans within Technology and Educational Services include: Administrative Applications, Distance Education, Printing Services, and Technical Services (R.7.a.3.). The program review document for every unit includes the following sections.

- Mission
- Description
- Outcomes and Other measures of Effectiveness
- External Opportunities and Challenges
- Analysis and Evaluation
- Three-to-Five-year Vision
- Impact on the Colleges and the District
- Other Pertinent Information
- Goals, Objectives and Action Plans
- Resource Requests
- Progress Report on Last Cycle's Goals, Objectives and Action Plan (if applicable)
- Description of Process and Participants

Each unit has established effectiveness measures, analyzed data, and set goals and objectives (R.7.a.4 and R.7.a.5, for example): Necessary improvements to both the process and unit services have been identified and are contributing to a service-oriented culture. A District Operations Satisfaction Survey is sent annually to all employees and results are used to identify service gaps (R.7.a.6.). The survey provides an opportunity for the campuses to offer input on District services and for the units to enhance services.

Recommendation 7.b. District Strategic Plan

The District has completed and revised the formal Strategic Plan. The Plan is composed of six strategic directions and 12 strategic goals (7b.1). The College's educational master plan is fully aligned with the District Strategic Plan. The District Strategic Plan provides direction for the colleges as well as the District. The plan includes a method of measuring the District's progress towards meeting its goals. At the fall 2011 in-service day, the chancellor gave a presentation

summarizing how the plans from each College aligned with the District Strategic Plan (7b.2, slides 9-15).

Recommendation 7.c. Technology Strategic Plan

The 2010-2013 District Technology Strategic Plan was developed by shared governance committees, is aligned with College plans, and its implementation is -underway (R.7.c.1.). The plan is being revised during the 2013-2014 academic year by the Technology and Educational Support Services (TESS) Executive Committee (R.7.c.2.). Progress toward meeting the goals and objectives of the plan is tracked through the accomplishment of objectives (R.7.c.3.) and satisfaction with service levels (R.7.c.4.). Two surveys, conducted in 2010-2011, established baseline measures of user satisfaction and will be referenced in future years. Accomplishments related to the plan's objectives include the implementation of a communication plan, development of standards, and the award of a new grant. The recommendation for a coordinated strategic plan has been addressed and processes are in place to ensure continued progress.

Recommendation 7.d. Human Resources Plan

The Staffing Plan was drafted in 2009-2010 by a subcommittee of the District Resource Allocation Committee and finalized in fall 2010 (7d.1). The plan was updated in 2011. Its primary purpose is to provide information and guidance to the Colleges in determining hiring priorities. The contents include:

- Description of the District's hiring and evaluation processes
- Current workforce demographics
- Historical staffing ratios
- Faculty loads by discipline
- Turnover rates
- Retirement projections
- Information on compliance issues such as the full-time faculty obligation and the 50 percent law
- Three measureable objectives to address district-wide needs

Because there has been considerable turnover in leadership and staff in Human Resources (HR), the HR staffing plan has not been updated. This task will become the responsibility of a new vice chancellor of human resources, once he/she is hired.

The College and District have fulfilled Recommendation 7 by developing planning and program processes for all District entities. District plans align with College goals and objectives. The District has developed technology and human resources plans to help the Colleges meet their goals.

Evidence, Recommendation 7: District-Level Program Review, Strategic Plan, Technology Plan, and Human Resources Plan

R.7.a.1.	District Program Review Committee Members http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/2013-2014%20%20District%20Program%20Review%20Committee%20Members.pdf
R.7.a.2.	SBCCD Program Review Process 2013-2014 http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/agends-minutes/Program%20Review%20Checklist_2013-2014.pdf
R.7.a.3.	SBCCD Website, 2013-2014 Program Review Plans-Participants http://www.sbccd.org/About_the_District/Board_Imperatives_,-a-._Planning_Documents/Program_Review/2013-2014/Plans
R.7.a.4..	Plans for Administrative Applications, 2013-2014 (example) http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Administrative%20Applications.pdf
R.7.a.5.	Plans for Distance Education, 2013-2014 (example) http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Distance%20Education.pdf
R.7.a.6.	District Operations Satisfaction Summary http://www.sbccd.org/About_the_District/Board_Imperatives_,-a-._Planning_Documents/Program_Review/2013-2014/Results
R.7.b.1.	District Strategic Plan 2011-14 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2011-2012/2011-14%20District%20Strategic%20Plan%20w%20Appendix.pdf
R.7.b.2.	SBCCD Chancellor's In-Service Presentation 2011-2012 Academic Year http://www.sbccd.org/~media/Files/SBCCD/District/Chancellor/Inservice%202011.pdf
R.7.c.1.	District Technology Strategic Plan 2010-2013 http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Technology%20Planning/District_Strategic_Documents/District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10_PDF.pdf
R.7.c.2.	Draft SBCCD Educational Technology Plan, 2014-2017 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/TESS%20Committees/Web%20Standards/Addendums/2014-17%20DTSP%20V1.docx
R.7.c.3.	Plans for Technical Services, 2013-2014 http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Technical%20Services.pdf

R.7.c.4.	District Operations Satisfaction Survey, 2013 http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2012-2013/survey-results/TESS-SpecialProjectsSurveyResults.pdf
R.7.d.1.	SBCCD Human Resources, Long-Range Staffing Plan, 2010-2013 http://www.sbccd.org/~media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Long-Range%20Staffing%20Plan/Final%20Staffing%20PLAN%20100902.pdf

Recommendation 8: Program Review and Distributed Education

As was noted in recommendation 6 of the 2002 Accreditation Evaluation Report and to meet the standards, the college should complete the integration of program review for all academic, student services and administrative services units into institutional evaluation and planning. In particular, the college should develop processes and procedures to ensure program effectiveness of distributed education courses. (Standards II.A.2.e, II.B.4, II.C.2, III.D.2.g, IV.A.5, ER 19, 21)

All academic, student services, and administrative services units at Crafton Hills College participate in the annual Planning and Program Review process every four years, and in the annual planning process during alternate years. To date, all units have completed at least two full Program Review cycles. The results of the Planning and Program Review process are used in institutional planning and resource allocation.

The College has implemented processes and procedures to ensure the effectiveness of distributed education courses. The Educational Technology Committee established teacher certification (R.8.1.) and the Curriculum Committee has course approval processes for online courses (R.8.2). To support students and faculty, a web portal is in place and workshops on best practices are offered (R.8.3.) A set of Frequently Asked Questions guides interested faculty through the teaching and course approval processes for online offerings (R.8.4.). The Educational Technology Committee also reviews course retention and success rates in online courses as compared to their face-to-face counterparts (R.8.5.).

Distributed education is a function that is shared between the College and the District. To ensure the quality of support provided to the colleges, the District Distributed Education department participates in the annual district planning and program review cycle. The district plan for distributed education is updated annually (R.8.6.).

The college has not updated its Distributed Education Implementation Plan since 2010 (R.8.7.).

Evidence, Recommendation 8: Program Review and Distributed Education

R.8.1.	Approval to Teach Online http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Approval_to_Teach_Online
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R.8.2.	Course Approval, Addendum, Distance Education Format http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf
R.8.3.	Online Classes Webportal http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes
R.8.4.	CHC Online, FAQs for Faculty http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/CHC_Online_-_Faculty
R.8.5.	Educational Technology Committee, Student Success Rates in Online Classes
R.8.6.	SBCCD Plans for Distance Education, 2013-2014 https://craftonhills.edu/ProgramReview/Plan.aspx/View/c2eedc91-370a-4f11-aa21-6741f2fbd8c5
R.8.7	CHC Distributed Education Implementation Plan, 2007-2010 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Committee%20Documents/Educational%20Technology%20Committee%20Documents/07-08/DEPlanSept07.pdf

Recommendation 9: Including Student Learning Outcomes Assessment in Faculty Evaluations

In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

When the 2012 Midterm Report was submitted to ACCJC, compliance with Recommendation 9 was not yet completed. Because compliance involved changes to the California Teacher Association (CTA) union contract, this particular recommendation took time to address. In 2011, the vice chancellor of human resources began working with CTA representatives to address the recommendation (R.9.a.). In a series of meetings, the District and CTA, discussed SLOs. The CTA sought compensation for the increase in faculty workload relative to outcomes assessment, and the District sought to incorporate participation in the assessment process into the faculty evaluation. Several successive drafts of a Memorandum of Understanding (MOU) were discussed. A final MOU between CTA and SBCCD was approved by the Board of Trustees on November 15, 2012 (R.9.b., p. 2, #7).

The MOU grants all full-time faculty members an approximate 1 percent salary increase for the development and assessment of SLOs and participation in the assessment dialogue. Part-time faculty members receive additional pay for participation in the assessment process (R.9.c.).

The MOU stipulated that the faculty evaluation include the faculty member's self-reflection of their participation in outcomes assessment (R.9.c.). However the self-reflection language has not

been included in the evaluation tool nor has the MOU been posted on the Human Resources website under Agreements.

While the College has met Recommendation 9, the tools for faculty evaluation do not yet contain the self-reflection cited in the CTA/SBCCD MOU. This will be called to the attention of Human Resources.

Evidence, Recommendation 9: Including Student Learning Outcomes in Faculty Evaluations

R.9.a.	District/CTA Negotiations Agenda, February 18, 2011 https://doclib.sbccd.org/Files/SBVC/Accreditation/2011/Recomm%205/Agenda2.18.11.pdf
R.9.b.	SBCCD Board of Trustees Minutes, November 15, 2012, p. 2, #7. http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2012_Minutes/11-15-2012.pdf
R.9.c.	Pdf., CTA/SBCCD MOU on SLOs

Recommendation 10: Long-Term Fiscal Plans and Financial Information

As was noted in recommendation 9 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should develop long-term fiscal plans. Employees should be provided with adequate financial information and training in the use of such data. (Standards III.D.1.c, III.D.3)

All College staff has access to District-wide and College-specific budget and expenditure figures for each fund at the object-code level in the monthly budget summaries on the District website (R.10.a.).

EduReports, the reporting tool for the District’s Financial 2000 system, is available to all department chairs as well as to cost center managers. Online training in EduReports is available to all users (R.10.b.). The vice president for administrative services also conducts periodic workshops for EduReports users on request. An annual workshop on the basics of budgeting is conducted for general assistance in understanding financial information (R.10.c.). Evaluations are completed by all attendees at the end of each workshop to assist Administrative Services on improving future financial services training (R.10.d.). The Director of Fiscal Services also reports to the district budget committee on budgetary matters (R.10.e.) and conducts training workshops for that body (R.10.f.)

Evidence, Recommendation 10, Long-Range Fiscal Plans and Fiscal Information

R.10.a.	Monthly Budget Summary Reports (Example) http://www.sbccd.org/~media/Files/SBCCD/District/Purchasing/13-14%20Budget/2014-02-06%20All%20Funds/2014-02-06%20CHC%20Unrestricted.pdf
R.10.b.	Online Training, EduReports https://doclib.sbccd.org/Files/SBVC%2FAccreditation%2F2010%2FRecommendation%206a%2F

	Financial%202000%20EduReports%20Online%20Tutorial.pdf
R.10.c.	Email to Campus, Budget Workshops
R.10.d.	Workshop Evaluations, Budget Workshops
R.10.e.	Minutes, District Budget Committee, February 20, 2014, State Budget Update http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-02-20%20Minutes%20Approved.pdf
R.10.f.	Minutes, Budget Committee, December 12, 2013, re: Training Presentation http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2013-12-12%20Minutes%20Approved.pdf

Commission Recommendation 1: District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2.a, b, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g)

In October 2009, a Resource Allocation Committee was formed with representation from both Colleges, the District Office, Economic Development and Corporate Training, KVCR, and all constituency groups (CR.1.a.). The purpose of the committee is to develop a transparent model for the allocation of funds to District entities. Committee members reviewed the existing model; examined eight models used at other multi-campus districts; researched best practices; and generated a list of guiding principles for the SBCCD model (CR.1.b.; CR.1.c.). By February 2010 a draft of the allocation model was ready for review (CR.1.d.). After the committee reviewed the model and made revisions it was distributed to the campuses for feedback. Presentations were made on both campuses to help explain the model and answer questions from the campuses. As a result of these meetings, further revisions were made and the committee approved the final version in May 2010 (CR.1.e.). It was then posted on the website and used to allocate resources in 2010-2011.

The Resource Allocation Committee then became the District Budget Committee. This body, which included representation from the District and both campuses, became responsible for monitoring and updating the allocation model.

In 2013, Crafton Hills College recommended to the Chancellor's Cabinet, the Strategic Planning Committee, and the District Budget Committee that the 70/30 split in the base allocation should be reconsidered, given a shift in the FTEs served at each college and a continuing structural deficit in the Crafton Hills College budget (CR.1.f.). The Budget Committee was asked by the Chancellor to develop a process to examine the resource allocation split annually (CR.1.g.).

In 2013, an expert was hired by the District to develop recommendations with regard to the allocation model. The Brain Trust recommendations were shared with the District Budget

Committee members and the members of the CHC and SBVC Budget Committees (CR.1.h.). The Cabinet lent its support to the Brain Trust’s recommendation that FTEs growth determine the allocation model. As a result, the District Budget Committee approved the funding of FTES as a base allocation at the March 13, 2014 meeting (CR.1.i.).

Several additional items were resolved at the March 13th meeting of the District Budget Committee, including the following:

- The District and SBVC will prepare multi-year budget plans similar to Crafton’s
- The District will strengthen and document its position control process
- The District will provide a means by which timely access to expenditure data can be provided to administrative staff
- The integration of the Educational Master Plans, Capital Outlay Master Plan, and Technology Master Plan will be integrated into the resource allocation process
- The District will set productivity goals and FTES growth goals for each college

The Districts resource allocation process was clearly articulated and broadly distributed. When it became clear that the model was not working for Crafton Hills College, collaboration occurred among the District, SBVC, and CHC to examine the problem and arrive at a mutually agreeable solution that will allow both campuses can grow. Therefore, as was demonstrated in the 2012 Midterm Report to ACCJC, Commission Recommendation 1 has been met.

Evidence, Commission Recommendation 1, District Resource Allocation Process

CR.1.a.	SBCCD Resource Allocation Committee Meeting Notes, October 20, 2009 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2010%2020%202009.pdf
CR.1.b.	SBCCD Resource Allocation Committee Meetings Notes November 2, 2009 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2011%202%202009.pdf
CR.1.c.	SBCCD Resource Allocation Committee Meetings Notes November 30, 2009 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2011%2030%202009.pdf
CR.1.d.	Draft Resource Allocation Model http://www.sbccd.org/~media/Files/SBCCD/District/Resource_Allocation_Model/2010-2011%20Budget%20Model.pdf
CR.1.e.	SBCCD Resource Allocation Committee Meeting Notes May 17, 2010 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2005%2017%20%202010.pdf
CR.1.f.	Crafton Hills College Presentation to District Budget Committee, Resource Allocation Model
CR.1.g.	Budget Committee Minutes May 9, 2013 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Comm

	ittee/2013/2013-05-09%20Minutes%20Approved.pdf
CR.1.h.	SBCCD Resource Allocation and Utilization, Prepared by CBT Consultants January 2014 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf
CR.1.i.	Draft Memo, Chancellor's Cabinet from Chair, District Budget Committee March 13, 2014 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-03-13%20Budget%20Committee%20Recommendations.pdf

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Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

Crafton Hills College's educational purpose, intended student population, and commitment to student learning are clearly defined in its mission, vision, and values statements. The mission statement defines Crafton's broad educational purposes, which is appropriate to an institution of higher learning. The current mission statement reads:

Mission

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

The mission statement clearly states that the fundamental purpose of Crafton Hills College is to facilitate student learning and is implemented through Crafton's collaboratively developed strategic directions:

1. Student Access and Success
2. Inclusiveness
3. Best Practices for Teaching and Learning
4. Enrollment Management
5. Community Value
6. Effective, Efficient, and Transparent Processes
7. Organizational Development
8. Effective Resource Use and Development

As a public, open-access community college, the college offers a wide range of programs and services to support a diverse and rapidly changing student population and to support its commitment to achieving student learning. The rapidly changing Crafton population is most apparent in the proportion of [Hispanic students](#) (IA.1). In the last ten years, the proportion of Hispanic students at Crafton has increased from 24% in Fall 2003 to 42% in Fall 2013. The increase in the proportion of Hispanic students has occurred in every year in the last ten years and has been most dramatic in the last four years. The proportion of Hispanic students has increased 3 percentage points every year since Fall 2010. In addition, the percent of students receiving financial aid has increased from 37% in 2010-2011 to 57% in Fall 2013. Incoming students are also likely to be [educational underprepared](#) when entering Crafton with 67% placing below transfer level English and 94% placing below transfer level math (IA.2).

Although a majority of Crafton students enter the college below transfer level English and math, 60 – 80% of students indicate that their [academic goal](#) is to transfer to a four-year university (IA.3). In support of its mission, the college operates three academic divisions and a variety of student service programs. The college currently offers 53 associate degrees and 25 certificates of achievement to provide the means to make Crafton students educational aspirations a reality.

The Crafton Hills College Vision Statement and Values also articulate the college’s main purposes of promoting student advancement, community creativity, inclusiveness, and student learning.

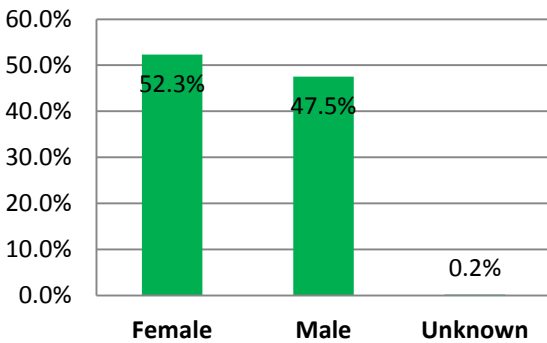
Vision

The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

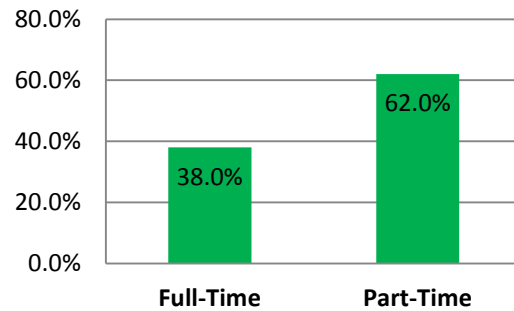
Values

The institution’s values are creativity, inclusiveness, excellence, and learning centeredness. The CHC Office of Institutional Effectiveness, Research, and Planning (OIERP) helps to define its intended population through a variety of state and local data. The sources for statewide data include the California Community College’s Chancellor’s Office (CCCCO), Data mart, Career and Technical Education, Core Indicator Reports, Management Information System (MIS), and the CCCCCO Accountability Reporting for the Community Colleges (ARCC) data. The Crafton OIERP collects, compiles, researches, and communicates data to help inform the definition of Crafton’s student population, most of which is available on the Office’s [website](#) (IA.4). For instance, a demographic profile is compiled every fall semester in the form of a [college snapshot](#) (IA.5), some of which is highlighted below.

Fall 2013 Students by Gender

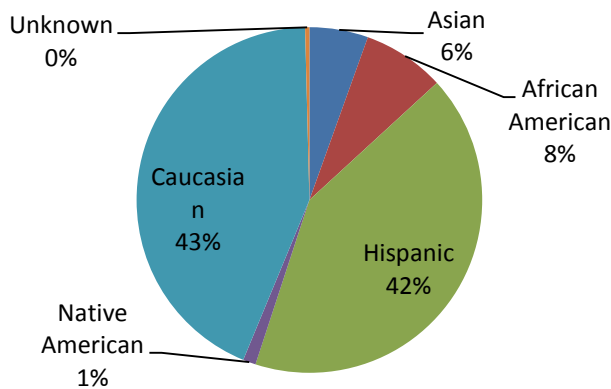


Fall 2013 Students by Full-Time Status

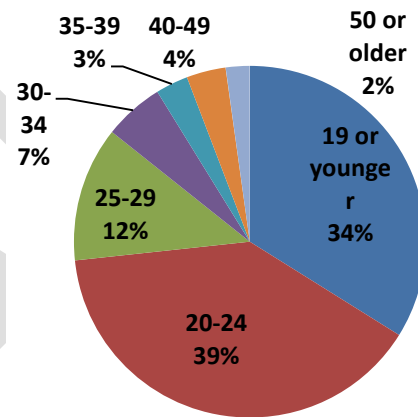


Note: Fall 2013 Average Units = 9.4

Fall 2013 Students by Race/Ethnicity



Fall 2013 Students by Age



The college’s mission, vision, and values make clear Crafton’s commitment to achieve student learning. The mission statement expresses the educational purpose of the college to support a diverse student population to engage, learn, and advance in their various educational goals. Crafton’s vision statement to develop a community where students and employees are committed to deep personal growth further supports the mission statement. Moreover, Crafton’s values of creativity, inclusiveness, excellence, and learning centeredness all support the institution’s commitment to student learning.

To foster its commitment to student learning, in the last two years, the college has been in the process of reviewing its current mission, vision, and values as well as discussing the possible adoption of a new framework. In the fall of 2013, the college adopted the new framework of Engage, Learn, and Advance to drive college planning and decision-making. Originally, the framework set out to guide planning and decision-making to engage students so that students learn and advance in the educational career.



However, through the process of collegial consultation and shared decision-making the Engage, Learn, Advance framework is also being applied to Crafton employees. In order to engage students so that they learn and advance, employees also need to be engaged, learn, and advance in their own professional and personal development. In order to help inspire students, faculty, and staff; Crafton held its first traditional 3-Peaks Challenge in October of 2012, which involved hiking to the summit of San Bernardino Peak, and two additional peaks, to inspire students to engage, learn, and advance.

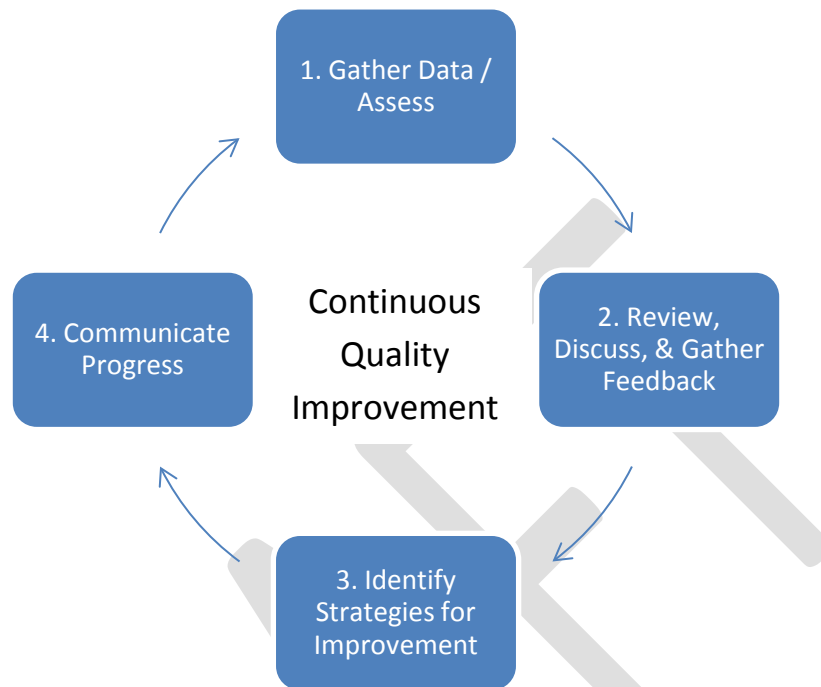
I.A.I. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

The college's framework, mission, vision, and values all drives the planning processes that include programs, services, and allocation of resources. The college has numerous programs and services that support the diverse students and their learning needs, such as the Transfer Center, Student Life, Extended Opportunity Programs and Services (EOPS), Disabled Student Program and Services (DSPS), the Left Lane Program (LLP), Honors Program, Tutorial Services, and Counseling to mention a few.

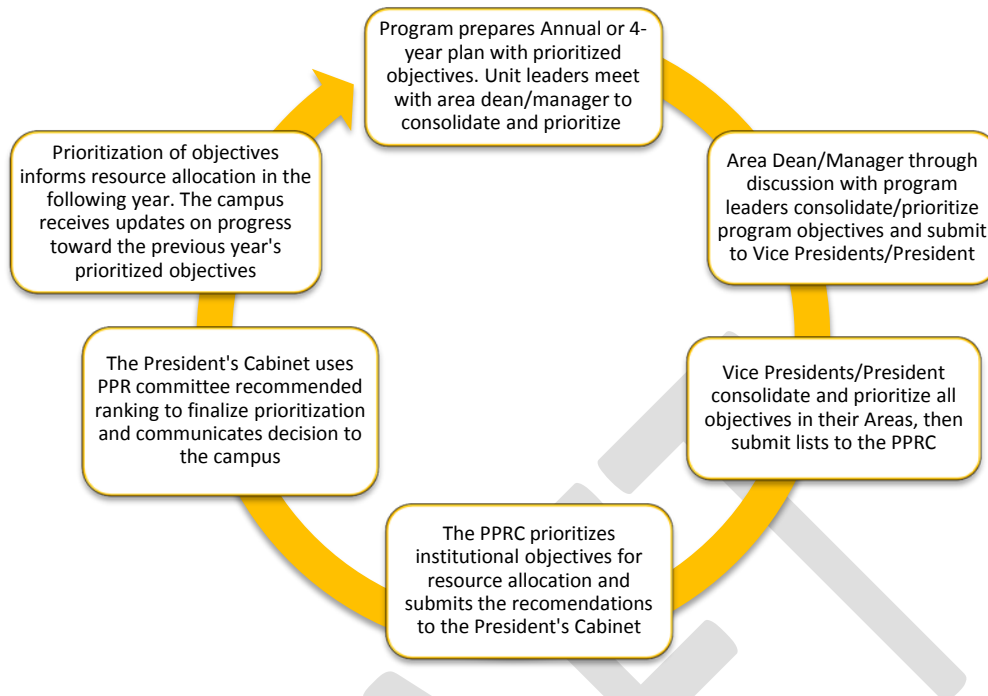
The college continues its ongoing annual planning and assessment effort through its [award winning](#) (IA.6) planning and program review processes. Within this process, courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), program level outcomes (PLOs), service area outcomes (SAOs), assessments, and results. In addition, programs are also required to show how their objectives connect to the college's strategic directions, which is used to prioritize resource allocations. The annual unit planning process utilizes student retention and success data, as well as [student satisfaction](#) (IA.7), [CCSSE](#) (IA.8), and [Campus Climate](#) (IA.9) data to assess how well the college meets the needs of its student population. Departments develop goals and objectives based on assessment and achievement data.

As SLOs are part of the program review process, it is clear that the college is emphasizing achievement of student learning. In addition, spring of 2014 the process for collecting and compiling assessment data shifted to the OIERP. As part of this process, the campus collectively agreed to adopt a common number of rubric levels (i.e. 4) so that the campus can combine assessment data across courses, programs, services, and at the institutional level. In addition, based on feedback from the campus as part of Crafton's [continuous quality improvement](#) (IA.10) process, outcomes assessment reporting now only occurs in program review. The goals and objectives of programs, departments, and service units are derived from data from the previous year provided by the OIERP. Currently, the OIERP in collaboration with the Offices of Instruction and Student Services, is in the process of developing a dynamic Data Mart that will provide data to programs that isn't static in nature to help further facilitate evidence-based

decision making at Crafton Hills College. Depending on where the program is at on the four-year planning cycle, each program develops both a long- or short-term plan for improvement and requests resources to implement their objectives.



The college also developed the integrated planning and program review [process for prioritizing objectives](#) (IA.11). The fundamental purpose of ongoing integrated planning and program review is for continuous improvement of all Crafton Hills College (CHC) programs and services. CHC has developed a planning and program review prioritization of objectives process that is collaborative, meaningful, inclusive, transparent, and results in the continuous improvement of programs and services. Each fall begins a new Planning and Program Review Cycle and every program/unit on campus prepares an Annual Plan or Program Review document which includes the prioritization of identified goals and objectives. In addition, each objective includes actions, resources, rationale, costs, timeline and person responsible, the Crafton strategic direction, and the type of institutional impact. As seen in the figure, the process is cyclical and objectives that both include and do not include resources are prioritized at four levels prior to reaching the President. Central to this planning process is the college mission. In the process of developing and prioritizing objectives, each unit must show how each objective is aligned with the college's Strategic Directions, developed directly from its mission. This assessment provides the foundation for the planning resource allocation process.



In addition to program review and resource allocation process, the Tutoring Center creates an accessible, responsive, constructive, learner-centered space for students to become active, independent, and confident learners. The college has also developed an impactful (IA.12) first-year experience program, the [Left Lane Project \(LLP\)](#). The LLP was designed to address several of the student success initiatives by connecting Crafton’s effective matriculation processes (e.g.: [SOA³R](#), Student Orientation, Application, Assessment, Advisement, and Registration(IA.13)) with an intensive summer bridge program designed to increase student engagement and to prepare students to succeed in the mathematics class in which they placed. The LLP primarily serves first-year students who place below transfer level in English or math by providing [SOA³R](#) to entering high school students, tutoring services, learning communities, and supplemental instruction. In addition, LLP is currently expanding to ensure that every CHC student has an educational plan, clear educational pathways, and increases institutional capacity through professional development. Other programs designed to improve student learning and achievement include:

- Supplemental Instruction
- Service Learning
- Structured Learning Activities (SLA)
- Learning Communities
- Title V Transfer Prep Grant
- Title STEM Grant
- Summer Bridge Program
- SciFri

- High School Computer Science Fair
- Road Runner Rally
- Promise Scholars

The [Crafton Hills College Educational Master Plan](#) (IA.14) serves as the guide for planning processes at the college, and the mission is used to guide all planning. To improve institutional effectiveness and effectively use its resources to achieve the college's mission, strategic directions, and goals the annual planning process is integrated into a comprehensive plan.

IA.2. The mission statement is approved by the governing board and published.

The current Mission Statement above was adopted by the SBCCD Board of Trustees at its June 14, 2007 meeting ([IA.15](#)). It is published on the college website ([IA.16](#)), catalog ([IA.17](#)), Template for Committee Meeting Minutes in the CHC Organizational Handbook ([IA.18](#)), and in all planning documents, including program review ([IA.19](#)).

IA.3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

The planning agenda of Standard IA.2 in [Crafton's 2008 Self-Study](#) (IA.20) states that Crafton will review its mission, vision, and value statements every five years. In addition, the Office of Institutional Effectiveness, Research and Planning (OIERP) Calendar also states that the mission, vision, and values will be reviewed every five years ([IA.21](#)). Accordingly, the CHC Educational Master Plan Committee (EMPC), a Crafton Council shared governance committee, discussed possible revisions to the Crafton Hills College Mission and Vision Statements and Values during the 2012-2013 Academic Year ([IA.22](#), [IA.23](#), [IA.24](#), [IA.25](#), [IA.26](#), [IA.27](#)). The EMPC in conjunction with the OIERP developed a web-based survey for interested employees and students to inform the committee's ongoing discussions. In addition to the Fall 2013 survey, the OIERP also collected feedback from a workshop on April 9, 2013, a workshop with the Academic Senate on September 4, 2013, and a Flex Day workshop on September 25, 2013 ([IA.28](#), [IA.29](#)). In the future, Crafton will examine the mission, vision, and values on an annual basis ([IA.30](#)).

IA.4. The institution's mission is central to institutional planning and decision making.

In order to ensure that the mission is central to institutional planning and decision-making, the college has incorporated the mission statement into all planning documents, agendas, and minutes. Specifically, programs completing a four-year plan must also demonstrate how their mission and vision contributes to the college's mission and vision (PPR Question 8, [IA.31](#)). In addition, both instructional and non-instructional programs completing an annual or four-year

plan connect each program's objectives and/or mission to the mission of the college ([IA.32](#)). Programs completing a four-year plan or updating their four-year plan (i.e. annual plan), connect each objective developed by the program to the mission through the college's eight strategic directions ([IA.33](#)):

1. Student Access and Success
2. Inclusiveness
3. Best Practices for Teaching and Learning
4. Enrollment Management
5. Community Value
6. Effective, Efficient, and Transparent Processes
7. Organizational Development
8. Effective Resource use and Development

Completing the four-year or annual plan in the Planning and Program Review process is also where programs prioritize each of their objectives, which determines the resource allocation prioritization at Crafton Hills College. As illustrated in the resource allocation figure above, as part of the planning process programs prioritize each objective, which may or may not have a resource attached to it ([IA.34](#)). Next, each prioritized objective from each program is rolled-up and combined with the objectives from other programs in each department. Each department meets and prioritizes these objectives. This process is then repeated at the Division level and within the areas of Administrative Services, Instruction, and Student Services. The Planning and Program Review Committee then prioritizes all of these objectives at the institutional level, submits these to the President's Cabinet, and the President's Cabinet makes the final priority determination for resource allocation at Crafton. The budget committee then uses the prioritized objectives to allocate resources.

The college's strategic plan, Educational Master Plan (EMP), was developed in 2010 and revised in 2011. The mission statement provides the basis for that plan ([IA.35](#)). The EMP builds upon our Mission, Vision and Values, by incorporating the aspects of the Strategic Plan that are relevant to the college, and is envisioned to be symbiotic with other vital planning documents: the College, District and State budgets; local, state, and national employment, training, and vocational trends; an environmental scan of the District service area, the Measure M and Measure P bond construction plans; our Facilities Master Plan; the goals of grants we have been awarded such as our transfer-oriented Title V grant for strengthening Hispanic Institutions; our Accreditation Reports; and Program Reviews generated by each program and department of the College. Crafton's strategic plan is a living document and the objectives included in the plan are updated on a regular basis through the formative evaluation process ([IA.36](#)).

Self-Evaluation

The college meets the Standard.

Planning Agenda
None.

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Standard I.A List of Evidence

I.A1	CHC Hispanic Student Enrollments: Fall 2003 to Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Increase_HispanicStudents.pdf
I.A2	CHC Student Placement Results: 2012-2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf
I.A3	Uninformed and Informed CHC Student Education Goal and Academic Program http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf
I.A4	Office of Institutional Effectiveness, Research, and Planning http://www.craftonhills.edu/About_CHC/Research_and_Planning
I.A5	Crafton Hills College Snapshot http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Snapshot_Fall2013.pdf
I.A6	Crafton Hills College Integrated Planning and Program Review http://www.rpgroup.org/content/2012-rp-group-awards
I.A7	CHC Student Satisfaction Survey: Spring 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf
I.A8	Spring 2010 CCSSE CCFSSSE Active and Collaborative Learning http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1011_DYK_10.pdf
I.A9	CHC Employee Campus Climate Survey: Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
I.A10	What Worked? What Didn't Work? Learning through Continuous Quality Improvement http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
I.A11	Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf

I.A12	Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf
I.A13	The Relationship between SOAR and Student Success by High School and Term http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
I.A14	CHC Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.A15	SBCCD Board of Trustees Meeting Minutes, June 14, 2007 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20080614_Minutes_Mission_Combined.pdf
I.A16	Educational Philosophy http://www.craftonhills.edu/About_CHC/Educational_Philosophy
I.A17	CHC Catalog 2013-2014 (p. 6) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
I.A18	CHC Organizational Handbook (Appendix C: Template for Committee Meeting Minutes) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
I.A19	CHC Planning and Program Review Web Tool (Q8b) https://www.craftonhills.edu/ProgramReview/
I.A20	CHC 2008 Self-Study http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2008/Materials%20Submitted%20by%20CHC/Self%20Study%20Report/Self%20Study%20Report.pdf
I.A21	CHC Office of Institutional Effectiveness, Research and Planning Research Calendar: July 24, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar7.pdf
I.A22	CHC Educational Master Planning Committee (EMPC) Minutes, September 11, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20120911.pdf

I.A23	CHC EMPC Minutes, October 9, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes2_20121009.pdf
I.A24	CHC EMPC Minutes, November 13, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20121113.pdf
I.A25	CHC EMPC Minutes, February 12, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20130212.pdf
I.A26	CHC EMPC Minutes, February 19, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20130219.pdf
I.A27	CHC EMPC Minutes, April 30, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20130430.pdf
I.A28	ECPM CHC Mission Statement, Vision Statement, and Values Survey Results: Spring 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_EMP_MVV_Survey_Results.pdf
I.A29	ECPM CHC Mission Statement, Vision Statement, and Values Survey Results: Spring and Fall 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_Survey_InService_AcadSen_Flex_Results.pdf
I.A30	CHC Office of Institutional Effectiveness, Research and Planning Research Calendar: January 6, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf
I.A31	CHC Planning and Program Review Questions (see Question 8) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instructional.docx
I.A32	Planning and Program Review Screen Shots showing Connection between College Mission, Strategic Directions and Program Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_ScreenShots.pdf
I.A33	CHC Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy

	.pdf
I.A34	Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf
I.A35	CHC Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.A36	CHC Educational Master Plan Formative Evaluations http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Formative_Evaluations

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I.B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1 The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Campus wide dialogue consistently occurs through shared governance committees, management meetings, and planning processes. The College's shared governance committees hold frequent dialogue on student learning outcomes; these committees include the Educational Master Planning Committee (EMPC), the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), the Planning and Program Review Committee (PPRC), and the Student Success, Engagement, Enrollment and Management Committee (SSEEM) ([I.B1](#)).

The College also engages in dialogue concerning student learning during deans' meetings, management meetings, Crafton Council meetings, department meetings, and planning events like the two SSEEM planning retreats ([I.B2](#), [I.B3](#)). For instance, during the SSEEM retreats, data provided by the Office of Institutional Effectiveness, Research, and Planning helped to facilitate discussion for the continuous improvement of student learning and institutional processes ([I.B4](#), [I.B5](#)). The institutional dialogue that occurs is an integral aspect of departmental planning, program review, and student learning outcomes assessment processes.

Each department annually participates in planning by either developing an annual plan or a four-year plan ([I.B6](#)). Whether an annual ([I.B7](#)) or a four-year plan ([I.B8](#), [I.B9](#)), the unit reviews student achievement and learning data for the prior five years ([I.B10](#)). Non-instructional units are also provided data on request, as well as results from the most recent Student Satisfaction Survey and the Community College Survey of Student Engagement. Each department then updates the progress that has been made on their goals and objectives from the prior year and develops an improvement plan consisting of goals, objectives, and actions for the upcoming year that address student learning ([I.B11](#), [I.B12](#), [I.B13](#)). The College also identifies the anticipated impact level of each objective, how each objective aligns with Crafton's Strategic Directions, and can then request resources to help facilitate achieving its goals and objectives.

Both the instructional and non-instructional program review processes at the College are conducted on a four-year cycle that focuses on departmental reflection of student learning and success. In addition, departments are also required to annually complete a brief review of their progress when they are not scheduled to complete a four-year review ([I.B6](#)). It is a faculty-driven, shared governance self-evaluation processes that facilitates improvement of all instructional and non-instructional programs. In conjunction with departmental planning,

program review solicits evidence-based documentation from instructional and non-instructional programs to assess effectiveness, identify areas of institutional and instructional improvement, and provide justification for planning the allocation of resources.

When instructional and/or non-instructional departments begin the program review process, the Planning and Program Review Committee (PPRC) provides the department with a committee contact person to assist the departments throughout the process as well as access to the Office of Institutional Effectiveness, Research, and Planning Staff ([I.B.14](#)). The PPRC also offers numerous workshops, handbook, and training materials to help facilitate the process of planning ([I.B.15](#)).

Crafton Hills College consistently engages in dialogue on student learning throughout the campus. In July 2009, a new Educational Master Planning Committee (EMPC) was formed with shared governance representation ([I.B.16](#)). They began their work with a review of existing campus and district plans and documents, including the existing Educational Master Plan (EMP). Updated environmental scan data was also analyzed and considered in drafting the new plan. Four cycles of review were held with faculty, staff, management, and students with particular attention paid to the development of strategic directions, goals, and quantitative effectiveness indicators. Campus feedback was considered at each stage and incorporated as appropriate to strengthen the plan. The final version was submitted to and approved by the President in May 2010 and distributed to the campus in August 2010 ([I.B.17](#); [I.B.18](#)). The EMPC continued to meet twice a month during the 2010-2011 academic year ([I.B.19](#)). To ensure consistency in progress reporting, the committee's Fall work began with the review and approval of a template for point persons to use to document movement on action items, objectives, and goals ([I.B.20](#)). Updates were provided in late November and the committee conducted a formative evaluation of progress on December 14, 2010, noting that the campus had made acceptable progress on the majority of objectives ([I.B.21](#); [I.B.22](#); [I.B.23](#)). These results were shared with the campus at In Service Day and posted on the website in January 2011. In Spring 2011, the EMPC focused on revisions. Their work included a review of existing quantitative effectiveness indicators (QEIs) to evaluate their efficacy, consideration of new QEIs taken from a list developed the prior year, consideration of updates to environmental scan data, comparison to the District Strategic Plan, and examination of strategic directions, goals, objectives, and actions to modify as needed ([I.B.24](#); [I.B.25](#), [I.B.26](#), [I.B.27](#)). The revised plan was distributed via email to the entire campus on April 29, 2011, with feedback due by May 9. In addition, presentations were made to the Academic Senate, to the Crafton Council, and during an Open Forum ([I.B.28](#)). The Committee then reviewed all comments and feedback at its May 10 meeting and finalized the revised plan ([I.B.29](#)). Committee members agreed on a three-year EMP period (2011 through 2014) because the newly-approved plan has undergone a formative evaluation along with serious consideration of revisions. Therefore, the focus for the next two years was on implementation and monitoring of goals and objectives ([I.B.30](#); [I.B.31](#)).

In 2012-2013 the EMPC also began to discuss the process for reviewing Crafton's mission, vision, and values statements and to discuss how the EMPC would engage in dialogue around reviewing the mission, vision, and values ([I.B.31](#)). In 2012-2013 the EMPC discussed the importance of dialogue when reviewing the mission, vision, and values and how the EMPC would approach facilitating dialogue and obtaining feedback ([I.B.31](#)). Specifically, a survey was distributed to all employees and students in Fall 2013 to collect input on the Mission, Vision, and

Values (IB.32), a workshop was conducted during Spring 2013 Flex Day (IB.33), a workshop was conducted with the Academic Senate in Fall 2013 (IB.34), and another Flex Day Workshop was held in Fall 2013 (IB.35). In Spring 2014 the EMPC compiled all of the feedback from the workshops and survey and generated draft mission, vision, and values statements, including the original statements and went back to the Academic (IB.36), Student, and Classified Senates (IB.37) as well as Crafton Councils (IB.38). Next, the EMPC compiled all of the feedback and revised the different options for the mission, vision, and values statement and sent out a survey so that students, full-time and part-time faculty, staff, managers, and community members could rank each option (IB.39). At the time of writing the self-evaluation the EMPC was planning to review the results from the survey and make a recommendation to the Crafton Council. In 2013-2014 Crafton began the campus-wide dialogue around the framework of Engage, Learn, and Advance at the Fall 2013 In-Service. The Fall 2013 In-Service presentation by the President set the stage for Crafton to discuss how students engage, learn, and advance (IB.40). The Vice President of Instruction developed an activity for each area to engage in to help Crafton identify the strategies that it used to help students engage. The President's Area, Instruction, Student Services, and Administrative Services all examined how Crafton is helping to engage students and what it could do better to engage students within each of Crafton's Strategic Directions (IB.41, IB.42). The dialogue around engagement was continued by the EMPC and led to the campus wide adoption of the Engage, Learn, and Advance framework (IB.43, IB.44). The Engage, Learn, and Advance framework, also known as the Three Peaks (IB.45), was developed based on the engagement information collected during Fall 2013 In-Service activity by the EMPC and the adoption of the framework by all three senates (IB.46): Classified Senate (IB.47), Academic Senate (IB.48), and Student Senate.

Evidence, I.B.1.

IB.1	CHC Organizational Handbook: 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
IB.2	SSEEM Retreat Agenda, January 24, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013_January_SSEEM_Retreat_Agenda.pdf
IB.3	SSEEM Retreat Agenda, November 1, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/Agenda_SSEEM_Retreat_20131101.pdf
IB.4	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_StuChar_Suc_FA12.pdf
IB.5	Foundations of Successful Programs http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Characteristics_Successful_Programs.pdf
IB.6	Program Review/Annual Plan Planning Schedule: Start Year 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf

IB.7	Annual Plan Questions, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_AnnualPlan_Questions2.docx
IB.8	2013-2014 PPR Instructional Questions http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instructional.docx
IB.9	2013-2014 PPR Non-Instructional Questions http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Non-Instructional.docx
IB.10	2013-2014 Communication Studies Data Example http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_SPEECH_Data_20132014.pdf
IB.11	Planning and Program Review Web Tool https://www.craftonhills.edu/ProgramReview/Account.aspx/LogOn
IB.12	American Sign Language 2013-2014 Annual Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20132014_AP_ASL.pdf
IB.13	Communication Studies (Speech) 2013-2014 Four-Year Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20132014_PPR_COMSTD2.pdf
IB.14	PPR Timeline for Program Review, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_PPR_Timeline2.pdf
IB.15	Planning and Program Review Resources Web Site http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
IB.16	EMPC Roster http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2010/Materials%20Submitted%20by%20CHC/2010%20Accreditation%20Evidence/Recommendation%201/EMPC%20Roster%202009-10.pdf
IB.17	EMPC Minutes, 2009-2010 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2009-2010
IB.18	Educational Master Plan 2010, Revised Spring 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-

	2011%20MASTER%20COPY.pdf
IB.19	EMPC Minutes, 2010-2011 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational Master Plan Committee/Agendas and Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2010-2011
IB.20	EMPC Minutes, August 24, 2010 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.7%20EMPC%20Minutes%208-24-10.pdf
IB.21	EMPC Minutes, November 9, 2010 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.8%20EMPC%20Minutes%2011-9-10.pdf
IB.22	EMPC Minutes, December 14, 2010 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/EMPC%20Minutes%2012-14-10.pdf
IB.23	EMPC Formative Evaluation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Rec%201%20item%201%20%20EMP%20Update%20and%20Form%20Eval%20Dec%202010.pdf
IB.24	EMPC Minutes, February 22, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/EMPC%20Minutes%20-%20Feb%2022%202011.pdf
IB.25	EMPC Minutes, March 8, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/EMPC%20Minutes%20-%20March%208%202011.pdf
IB.26	EMPC Minutes, March 29, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/EMPC%20Minutes%20-%20March%2029%202011.pdf
IB.27	EMPC Minutes, April 12, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/EMPC%20Minutes%20-%20April%2012%202011.pdf
IB.28	EMP Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.17%20EMP%20Presentation%20

	May%202011.pdf
IB.29	EMPC Minutes, May 2010, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.18%20EMPC%20Minutes%205-10%20-11.pdf
IB.30	EMPC Minutes, 2011-2012 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2011-2012
IB.31	EMPC Minutes, 2012-2013 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FAgendas%2F2012-2013
IB.32	CHC EMPC Review of the Mission, Vision, and Values: Results from the Fall 2013 Survey and Multiple Workshops http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_Survey_InService_AcadSen_Flex_Results.pdf
IB.33	Spring 2013 Flex Day Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013SP_FlexDayCalendar.pdf
IB.34	Minutes, Academic Senate, September 4, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2009-04-2013.pdf
IB.35	Fall 2013 Flex Day Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_FlexDayCalendar.pdf
IB.36	Academic Senate Minutes, February 5, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%202.5.14.pdf
IB.37	Classified Senate Minutes, February 7, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/CS%20minutes%202014%2002%2007.pdf
IB.38	Crafton Council Minutes, January 28, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2001-28-14.pdf

IB.39	EMPC Minutes, February 25, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(022514).pdf
	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty and Staff/Committees/Crafton Council/Minutes/2013-2014/Crafton Council Minutes 01-28-14.pdf
IB.40	President's Remarks, Fall 2013 In-Service http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/In-Service%20Day/President's%20Remarks%20Aug%2016%202013.pptx
IB.41	Fall 2013 In-Service Engagement Activity – Effective Strategies http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_Effective_Engage.pdf
IB.42	Fall 2013 In-Service Engagement Activity – Improvement Strategies http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_ImproveEngage.pdf
IB.43	EMPC Minutes, 2013-2014 http://www.craftonhills.edu/Faculty and Staff/Committees/Educational Master Plan Committee/Agendas and Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2013-2014
IB.44	EMPC Minutes, October 8, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(100813).pdf
IB.45	Three Peaks Challenge http://www.craftonhills.edu/CHC_Three_Peaks_Challenge
IB.46	Request for Recommendation on “Engage-Learn-Advance” http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ELASenateProposal101413.pdf
IB.47	Classified Senate Minutes, December 7, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/20131207_ClassifiedSenateMinutes.pdf
IB.48	Academic Senate Minutes, November 6, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2011-6-13.pdf

B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

Crafton Hills College utilizes the Educational Master Plan to articulate and implement its goals ([I.B.2.1](#)). The plan focuses on increasing student success and access, inclusiveness, implementing best practices for teaching and learning, organizational development, effective and efficient processes, effective resource use, and enhancing institutional effectiveness. For each of the goals and objectives, the College has identified a point person to implement the goals and objectives and regularly reviews the progress that the College has made on achieving its objectives in the Education ([I.B.2.2](#), [I.B.2.3](#)). The Educational Master Planning Committee (EMPC) is responsible for ensuring that the objectives are implemented and for monitoring the progress on the objectives ([I.B.2.4](#)).

By aligning its goals to other aspects of planning, the College demonstrates its commitment to achieving the identified goals. Through program review and the annual and four-year planning process, departments analyze learning and achievement data and establish new goals and objectives that tie to the College's strategic directions ([I.B.2.5](#)). Each department must base its objectives and activities on learning and achievement that connect to one of the College's strategic directions in order for its resource request to be included in the prioritization process. In addition, when programs and/or departments request funding from grants like the Title V Transfer Prep Grant ([I.B.2.6](#)), the unit must have completed their most recent program review and attach tie a department objective to the request.

In addition, the annual planning and program review process requires that all programs participate in the College's strategic planning process by reviewing their goals and objectives from the prior years and assessing whether the department has accomplished each objective and action and there are improvements that still need to be made in that particular area ([I.B.2.7](#)). It also gives each department an additional opportunity to integrate department goals into the College's broader strategic goals.

According to the most recent formative review, the College has completed a majority of its actions and objectives and is currently in the process of reviewing and revising the Educational Master Plan ([I.B.2.8](#)). In addition, the College regularly reviews its progress on its Quantitative Effectiveness Indicators and how well it is meeting the targets for each ([I.B.2.9](#)). The results indicated that Crafton exceeds the targets for 2013-2014 in the following areas:

- Course Success Rate
 - Overall Course Success Rate
 - Transfer Course Success Rate
- Course (i.e. Formally Retention) Completion Rate
 - Overall Course Completion Rate
 - CTE Completion Rate

- Transfer Completion Rate
- Developmental Completion Rate
- Fall to Fall Retention Rate (i.e. Formally Persistence)
- Transfer Rate
- Performance after Transfer (CSU GPA)
- WSCH/FTEF Ratio
- Employee Satisfaction

The College is also working on the following QEIs:

- Course Success Rate
 - CTE Course Success Rate
 - Developmental Course Success Rate
- Number of Degrees and Certificates Earned
- Transfer Readiness Rate
- Job Placement Rate
- Outcomes Assessment Completion Rate

I.B.2.1.	CHC Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.B.2.2.	Educational Master Planning Committee Minutes, September 11, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20120911.pdf
I.B.2.3.	EMP Formative Evaluations http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Formative_Evaluations
I.B.2.4.	Educational Master Planning Committee Website and Charge http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee
I.B.2.5.	Planning and Program Review Screen Shots Illustrating Connection to Strategic Directions http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_StrategicDirections_ScreenShots.pdf
I.B.2.6.	Title V/HIS Grant Funding Request http://www.craftonhills.edu/About_CHC/Title_V_Transfer_Prep_Grant/Title_V_Grant_Funding_Request

I.B.2.7.	Planning and Program Review Handbook, 5 th Edition http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
I.B.2.8.	Educational Master Planning Committee Minutes, February 25, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(022514).pdf
I.B.2.9.	Did you Know? Crafton Progress on its 11 QEIs and the ACCJC Institutional Set Standards http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK33_QEI_MinStandards.pdf

I.B.3 The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

In response to Recommendation 1 made in the 2002 and 2008 Accreditation Evaluation Reports, the College revised its Educational Master Plan (EMP), sustained an annual cyclical unit planning process, and deeply integrated unit and institutional planning so that they effectively inform each other. Institutional and unit planning have become an integral aspect of the College's culture and have consistent collegial participation ([I.B.3.1.](#)) from administrators, faculty, staff and student representatives on multiple shared governance committees.

Crafton Hills College was awarded the 2012 RP Group Excellence in Planning Award by the Research and Planning Group for California Community Colleges for developing a collaborative, meaningful, and transparent process for program review ([I.B.3.2.](#)) that includes prioritization of objectives, ([I.B.3.3.](#)) a planning a program review web tool ([I.B.3.4.](#)) and continuous quality improvement ([I.B.3.5.](#)) Additionally, it has collegially developed ([I.B.3.6.](#)) an EMP ([I.B.3.7.](#)) which integrated planning, evaluation, and improvement; aligned institutional goals and measures with district strategic goals; and included long-term budgeting integrated with institutional planning and prioritization.

The EMP includes quantitative effective indicators (QEIs) (e.g. course success rate, transfer rates, and overall student satisfaction) which are continuously reviewed, assessed, and propagated into unit planning and program review processes. For continuous improvement

[\(I.B.3.8.\)](#), the EMP processes are annually evaluated and adjusted by the Educational Master Plan Committee. Plans have been collegially developed and implemented for enrollment management [\(I.B.3.9.\)](#), facilities [\(I.B.3.10.\)](#), and technology [\(I.B.3.11.\)](#).

The College has consistently sustained a cyclical comprehensive unit planning process, which is collegially reviewed and integrated into institutional planning processes. Units establish plans [\(I.B.3.12.\)](#) that correspond with the institutional mission, vision, values, and learning outcomes. The annual unit planning and program review process focuses on data-driven decision making utilizing QEI target setting, survey responses, and scan data. Continuous improvement is emphasized in unit planning with goals, objectives, actions, and outcomes annually adopted, assessed, and improved. The annual unit planning and program review process establishes objectives and resource allocation requests which are collegially reviewed and prioritized. Prioritized objectives and resource allocation requests are included in annual budget allocations reviewed and recommended by the Budget Committee.

For continuous improvement, the annual planning and program review processes are annually evaluated and adjusted by the Planning & Program Review Committee (PPRC). The College has continued to prioritize access to data for administrators, faculty, staff and students by expanding the role and resources of the research and planning office to include a dean, an analyst, and a research assistant position.

The Office of Institutional Effectiveness, Research and Planning (OIERP) produces and publishes [\(I.B.3.13.\)](#) research briefs and reports for data analysis requests to ensure data are interpreted accurately and easily understood. Units are provided updated QEI data for use in their annual unit planning and program review process to provide measurements consistent with EMP objectives.

OIERP functions include the publishing of its research calendar [\(I.B.3.14.\)](#) in order to effectively prioritize mandated reporting, database management, and ad hoc requests. As well as its monthly “Did You Know?” bulletins [\(I.B.3.15.\)](#) in order to circulate timely and innovative community college programs and research.

The College provides ongoing professional development and presentations regarding qualitative [\(I.B.3.16.\)](#) and quantitative data [\(I.B.3.17.\)](#) and best practices in planning [\(I.B.3.18.\)](#). The district publishes the district and college budget document [\(I.B.3.19.\)](#) which received the 2012-2013 Distinguished Budget Presentation Award from the Government Finance Officers Association for being a policy document, an operations guide, a financial plan, and a communications device integrated with the college and district planning and resource allocation processes.

CHC is procuring licenses for Informer Dashboard, which will expand on-demand analysis and graphical representation of data and student profiles for faculty, staff and administrators facilitating additional evidence-based decision making.

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

I.B.3.1	Planning & Program Review Committee http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
I.B.3.2	Planning & Program Review Website http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
I.B.3.3	2013-2014 Objective Prioritization http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About_CHC/Research_and_Planning/Planning_Documents/1314_PrioritizationDiagram2.pdf
I.B.3.4	Planning & Program Review Web Tool https://www.craftonhills.edu/ProgramReview/Account.aspx/LogOn
I.B.3.5	Continuous Quality Improvement Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About_CHC/Research_and_Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
I.B.3.6	Educational Master Plan Committee http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee
I.B.3.7	Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About_CHC/Educational_Master_Plan/Educational_Master_Plan_2010-2011_MASTER_COPY.pdf
I.B.3.8	Continuous Quality Improvement Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About_CHC/Research_and_Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
I.B.3.9	Enrollment Management Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty_and_Staff/Committees/Enrollment_Management_Committee/Enrollment_Management_Plan_May_5_2011.pdf
I.B.3.10	Facilities Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/District/Bond_Oversight-Construction/College_Master_Plans/CHC/2011_CHC_Master_Plan_Update.pdf
I.B.3.11	Technology Strategic Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty_and_Staff/Committees/Technology_Planning_Committees/Crafton_Hills_college_Technology_Strategic_Plan_2012.pdf
I.B.3.12	Planning & Program Review Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About_CHC/Research_and_Planning/Planning_Documents/PPR_Handbook_5th_Edition_20130425.pdf
I.B.3.13	OIERP Research Reports & Briefs Website

	http://www.craftonhills.edu/About CHC/Research and Planning/Research Briefs and Reports
I.B.3.14.	OIERP Research Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About CHC/Research and Planning/CHC_Research_Calendar7.pdf
I.B.3.15.	OIERP “Did You Know?” Website http://www.craftonhills.edu/About CHC/Research and Planning/Did_You_Know
I.B.3.16	Professional Development at Community Colleges Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About CHC/Research and Planning/Planning Documents/2012_Prof_Dev_EAB_Presentation2.pdf
I.B.3.17.	Working with Executive Information System (EIS) Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About CHC/Research and Planning/Presentations/Working_With_EIS.pdf
I.B.3.18.	Best Practices in Planning Presentation http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About CHC/Research and Planning/Planning Documents/201309_LFMA_RobustEvalProcess2.pdf
I.B.3.19.	2013-2014 Budget Book http://www.sbccd.org/~media/Files/SBCCD/District/Fiscal Services Documents/2013-14 Final Budget Book - Enhanced 2.pdf

I.B.4 The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

To ensure broad and inclusive participation from all appropriate constituencies, the planning process has been distributed to and integrated among various participatory governance committees: Educational Master Plan Committee; Planning & Program Review Committee; Budget Committee; Institutional Effectiveness, Accreditation, and Outcomes Committee; Student Success, Engagement, Enrollment Management and Matriculation Committee; and Technology Planning Committee. Each committee has active representatives from all constituencies including students. Agendas and minutes from committee meetings are posted and archived on the CHC website along with draft and final plans (I.B.4.1.).

Committees and the OIERP continuously host campus-wide workshops and activities for faculty, staff, students and administrators to learn about and participate in planning. For example, presentations have been made to campus and district entities concerning such topics as the enrollment management data, the Student Success Initiative, and the results of a local environmental scan (I.B.4.2.; I.B.4.3.; I.B.4.4.).

In Spring 2013, the EMPC in conjunction with the OIERP conducted student and employee surveys to elicit input on the proposed revised mission, vision, and values; the results were

communicated through campus-wide emails and workshops where additional input was gathered, aggregated, and used to inform the final recommendation (I.B.4.5.; I.B.4.6.).

Crafton Hills College publishes and annually updates an Organizational Handbook which thoroughly describes the value in participatory governance and how to maintain effective participation (p. 8). The Organizational Handbook identifies all constituencies and appointment responsibilities (p. 7); the college governance structure (p. 14-18); and committee processes, charges and memberships (p. 10-13 & 19-29) (I.B.4.7.). Participative governance committees typically assign a mentor to student representatives to ensure continuous active student representation (I.B.4.8).

The Planning and Program Review Committee is responsible for evaluating programs and for prioritizing the objectives that emerge from the planning process (I.B.4.10). The list of prioritized objectives and the resources needed to meet them are forwarded to the President's Cabinet for review (I.B.4.9.). The finalized priorities are presented to the Budget Committee. [The Budget Committee monitors expenditures throughout the year to ensure their alignment with the institutional priorities identified by PPR and the President's Cabinet and with the Educational Master Plan \(I.B.4.11\).](#)

The college continuously seeks alternate sources of revenue to ensure that institutional priorities are adequately funded. The College has a Resource Development and Grants office with a director, assistant director, one full-time resource development administrative secretary, a part-time grants administrative secretary, and an account clerk (I.B.4.12). CHC sought and was awarded two federal grants to expand transfer preparation, resource development, and STEM programs (I.B.4.13.; I.B.4.14.). CHC is also developing an Alumni Association program to develop and expand philanthropic support from its alumni network (I.B.4.15.; I.B.4.16.).

The CHC Educational Foundation continues to develop and expand relationships with philanthropic and community organizations, such as the San Manuel Band of Mission Indians, to increase resources available to students, including programmatic support, textbook assistance, and scholarships (I.B.4.17).

Crafton Hills College has incorporated participative decision-making into the campus culture using several strategies. First, the Crafton Council was established to help ensure that all areas and constituencies have the opportunity to participate in the decision making and planning processes for the College. The integrated planning processes have also paid particular attention to governance issues. Participation and inclusion in governance are central ideas in both the Planning and Program Review process and the Educational Master Plan (I.B.4.18; I.B.4.19). As a result, the College has sustained improvement in assuring all constituencies have a voice in these processes.

Role of the Crafton Council

In Fall 2009, the Crafton Council was created as the central deliberative collegial consultation body at Crafton Hills College. The charge of the Council is to provide information, facilitate communication, and solve problems related to shared governance (I.B.4.18). The Council:

- Acts as a clearinghouse for shared-governance issues
- Provides information and support to shared-governance committees regarding best practices
- Has oversight of the *CHC Organizational Handbook*
- Monitors policies and laws related to shared governance and makes appropriate recommendations as needed
- Coordinates campus training in shared governance
- Promotes the integration of plans by examining their alignment annually, and making corrective recommendations when necessary

The Council meets bi-monthly. Membership consists of representatives of the Student, Academic, and Classified Senates, CSEA, the President, the Co-chair of Program Review, and the three Vice Presidents. Currently, eight standing shared governance committees report to the Council:

- Educational Master Plan
- Institutional Effectiveness, Accreditation, and Outcomes (IEAOC)
- Planning & Program Review
- Professional Development
- Safety
- Student Success and Engagement, Enrollment Management, and Matriculation (SSEEMM)
- Technology
- Title V Steering

Evidence, I.B.4.

I.B.4.1.	Committees Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees
I.B.4.2.	PowerPoint, Enrollment Management Data http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/EnrollmentMgmt_Training_KW2.pdf
I.B.4.3.	Student Success Initiatives PowerPoint http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/StudentSuccessInitiatives_ImplementationPlan_Brief.pdf

I.B.4.4.	Overview of Crafton Hills College, October 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_2012_Planning_DSP.pdf
I.B.4.5.	Educational Master Plan Committee CHC Mission Statement, Vision Statement and Values Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_EMP_MVV_Survey_Results.pdf
I.B.4.6.	Spring 2013 Mission Survey Results and Activity http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1213_EMPC_MVV.pdf
I.B.4.7.	Organizational Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
I.B.4.8.	August 28, 2013 Crafton Hills College Minutes, Institutional Effectiveness, Accreditation, and Outcomes Committee http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAO%20Minutes%208%2028%2012.pdf
I.B.4.9.	Prioritized Objectives Excel Spreadsheet No link
I.B.4.10.	Planning, Program and Review Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
I.B.4.11.	Budget Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Budget_Committee
I.B.4.12.	Grants Office Homepage http://www.craftonhills.edu/Faculty_and_Staff/Grants_Office
I.B.4.13.	Title V Transfer Prep Grant http://www.craftonhills.edu/About_CHC/Title_V_Transfer_Prep_Grant
I.B.4.14.	STEM Grant http://www.craftonhills.edu/About_CHC/STEM_Grant

I.B.4.15.	Alumni and Friends Homepage http://www.craftonhills.edu/Visitors_and_Friends/Alumni_and_Friends
I.B.4.16.	Giving to CHC Homepage http://www.craftonhills.edu/Visitors_and_Friends/Giving_to_CHC
I.B.4.17.	San Manuel Band of Mission Indian Events http://www.craftonhills.edu/Visitors_and_Friends/Giving_to_CHC/San_Manuel_B_and_of_Mission_Indians_Events
I.B.4.18.	CHC Webpage, Crafton Council http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
I.B.4.19	Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
I.B.4.20.	Planning and Program Review Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf

I.B.5 The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

Data that is used for decision-making is accessible to all constituents on the Office of Institutional Effectiveness, Research, and Planning (OIERP) web site ([I.B5.1](#)). Regularly collected data includes data on academic success data, enrollment data, institutional effectiveness data, instructional and student services data, and satisfaction data ([I.B5.2](#)). In addition, engaging in the continuous quality improvement process, in Spring 2014 the campus agreed to adopt a four-level assessment rubric and that the OIERP would begin to manage, collect, and organize all of the Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs) data. The OIERP is currently compiling all of this data and developing processes for how to manage and distribute the data to help facilitate evidence-based decision making. The College also collects data on assessment placement results ([I.B5.3](#)), identifying the best predictors of the ARCC data ([I.B5.4](#)), student demographics ([I.B5.5](#)), student engagement data ([I.B5.6](#)), and student satisfaction data ([I.B5.7](#)). Distance education data is also collected, examined, and shared with the CHC Academic Senate Educational Technology Committee ([I.B5.8](#)).

The OIERP Web Site also includes a data mart page ([I.B5.9](#)) that provides links to the San Bernardino Community College District (SBCCD) Executive Information System (EIS) that allows anyone on campus to access section detail data for enrollment planning that is updated on a daily basis. The OIERP Web Site also provides links to the California Community College Chancellor’s Office (CCCCO) Data Marts. Moreover, the OIERP is currently in the process of developing BORG (Best Organizational Research Gauge) Data Cubes to help facilitate evidence-based decision making and provide assessment results that communicate matters of quality assurance to appropriate constituencies ([I.B5.10](#)). Currently, Crafton employees can access live reports on enrollment, open sections, and to help view faculty schedules. In addition, the OIERP has been able to develop reports that automatically update daily for students to be able to view open sections, open online sections, and open short-term sections ([I.B5.11](#)). The development of these reports was based on feedback received from students, faculty, managers, and staff. The OIERP is also working on creating dashboards that will provide programs with dynamic data cubes to help them assess student learning ([I.B5.12](#)), as well as a dashboard that all CHC employees can have access to where they enter a student ID and information about the student will help CHC employees help the student.

The public, can access the website to obtain data about the college ([I.B5.13](#)). Other ways in which the campus presents data to the public is through presentations to the board ([I.B5.14](#)), through the Office of Public Relations ([I.B5.15](#)), at meetings attended by the CHC President’s Cabinet, and at the K-12 Superintendent/Principal breakfast meetings ([I.B5.16](#)). Data is frequently discussed and evaluated within committees throughout the campus, management meetings, Academic Senate meetings, and at Crafton Council, to name a few. In Standard IVA a description of continuous quality improvement and how data is distributed to the campus is described in more detail. In brief, the Office of Institutional Effectiveness, Research, and Planning (OIERP) shares the results of the CCSSE, Student Satisfaction Survey, and Employee Campus Climate survey with numerous committees on campus to help inform decision-making and illicit feedback. Moreover, the OIERP also distributes data through the “Did you Know” newsletter on a monthly basis ([I.B5.17](#)) as well as asks to be put on the agenda for numerous committees when the OIERP learns of interesting information that may help to inform planning ([I.B5.18](#)).

Evidence, I.B.5.

I.B.5.1.	Office of Institutional Effectiveness, Research, and Planning Web Site http://www.craftonhills.edu/About_CHC/Research_and_Planning
I.B.5.2.	Office of Institutional Effectiveness, Research, and Planning Research Brief and Report Web Site http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports

I.B.5.3.	CHC Student Placement Results: 2012-2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf
I.B.5.4.	The Relationship of Momentum Points, Placement Results, and Student Service and Instructional Strategies to the ARCC SPAR Milestones http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf
I.B.5.5.	CHC Hispanic Student Enrollments: Fall 2003 to Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Increase_HispanicStudents.pdf
I.B.5.6.	CCSSE Comparison of CHC Students to Students at Other Hispanic Serving Institutions http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1213_DYK24.pdf
I.B.5.7.	OIERP Web Site: Recent Satisfaction Survey Results http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports/Satisfaction_Surveys
I.B.5.8.	CHC DE Success and Completion Rates: 2007-2008 to 2011-2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_CHC_DE_SucRet_0708to1112.pdf
I.B.5.9.	OIERP Data Marts http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Data_Marts
I.B.5.10.	BORG Data Cubes http://www.craftonhills.edu/About_CHC/Research_and_Planning/BORG_Data_Cubes
I.B.5.11.	Find Open Classes Here, Updated Daily! http://www.craftonhills.edu/News/December_2013/Find_Spring_Open_Classes_Here_Updated_Daily
I.B.5.12.	PPR Table 4: Completion Rate (Informer Login Required) https://informer.sbccd.cc.ca.us:1443/?locale=en_US#action=DashboardView&id=65
I.B.5.13.	Office of Institutional Effectiveness, Research, and Planning Web Site http://www.craftonhills.edu/About_CHC/Research_and_Planning

I.B.5.14.	ARCC Report to the SBCCD Board of Trustees http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1112_ARCC2011_for_0910.pdf
I.B.5.15.	CHC Office of Public Relations http://www.craftonhills.edu/About_CHC/Public_Relations
I.B.5.16.	CHC Principal's Breakfast, Spring 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1112_SP12_PrincipalBreakfast.pdf
I.B.5.17.	OIERP Did you Know Website http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_Know
I.B.5.18.	OIERP Presentations Website http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations

B.6 The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

To assess the effectiveness of planning processes, the College biennially administers the Employee Campus Climate Survey, annually administers the Committee Self-Evaluation survey, and annually administers the Planning and Program Review Feedback Survey and qualitatively evaluates the planning and program review process (I.B6.1). In reviewing the results from the most recent Employee Campus Climate Survey, the College saw dramatic increases in the satisfaction with the planning processes.

- The level of CHC employee satisfaction with the outcomes assessment processes at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .74$) higher in Fall 2012 ($M = 3.05$) than in Fall 2010 ($M = 2.51$)
- The level of CHC employee satisfaction with inclusiveness at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .47$) higher in Fall 2012 ($M = 2.93$) than in Fall 2010 ($M = 2.55$)
- The level of CHC employee satisfaction with planning and decision making at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .69$) higher in Fall 2012 ($M = 2.32$) than in Fall 2010 ($M = 2.84$)

- The level of CHC employee satisfaction with shared governance at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .61$) higher in Fall 2012 ($M = 2.37$) than in Fall 2010 ($M = 2.84$)
- The level of CHC employee satisfaction with resource allocation process at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .55$) higher in Fall 2012 ($M = 2.74$) than in Fall 2010 ($M = 2.32$)

The feedback from presenting the results from the evaluation of Crafton's planning processes continuously helps to foster improvement ([I.B6.2](#)).

Improvements to the Planning and Program Review Processes Based on Feedback

- Created PPR Committee Contacts to provide support and feedback
- Added workshops and open meetings
- Revision and streamlining of questions
- Web Tool is now only place where campus is required to report outcomes
- Quick Link added to Crafton home page
- Improved Objective Prioritization aspect of Web Tool to make more user friendly

Improvements Based on Feedback from the Campus Climate Survey

- Make applause cards readily available for use.
- Training for managers on recognition
- Committee chairs should be trained how to run a committee.
- The ability to search the email database by first name, department, or office.
- "Bring a friend" to committee meetings. Where the friend can sit in on committee as a guest.
- Crafton Hills College utilizes a four-year cycle in regards to the program and planning process that encompasses both the setting of new goals and objectives as well as documenting the status and progress made on previous goals and objectives.
- Crafton Hills College utilizes an annual planning cycle that included reported updates on the status and progress made on previous goals and objectives which all departments and areas participate in annually during the years that fall between the scheduled completion of four-year plans.
- Crafton Hills College has a shared governance committee who is charged with reviewing every area/ department's four-year plans but also the Program and Planning Process itself on an annual basis.
- The Program and Planning Committee at Crafton Hills College solicits campus-wide feedback regarding the planning process as a whole as well as resource allocation via an annual survey.

The Program and Planning Committee at Crafton Hills College recognizes that the part of the planning process that involves instruction is a 10+1 matter and regularly consults with the Academic Senate for feedback and input.

Evidence, I.B.6.

I.B.6.1.	OIERP Research Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf
I.B.6.2.	What Worked? What Didn't Work? Learning through Continuous Quality Improvement http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf

I.B.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Descriptive Summary

Crafton Hills College utilizes various evaluation tools and mechanisms to collect evidence about the effectiveness of its programs and services. One of its primary methods of doing so is the College's award-winning Planning and Program Review (PPR) process (B.7.1.; B.7.2.). The College units perform cyclical and systematic program review process: Program Review (PR), a 4-year cycle, or an Annual Planning (AP), an annual update to evaluate the effectiveness of programs. The PPR timeline is incorporated into the OIERP's annual research calendar (B.7.3.), and an annual timeline is distributed to the campus and the committee's purpose and activities are published on a webpage (B.7.5.; B.7.6.). The PPR committee reviews and evaluates unit level plans, and prioritizes the objectives that emerge from the planning process into a single college-wide document (I.B.7.7.; I.B.7.8).

Assessment of Institutional Learning Outcomes. Crafton Hills College evaluates student learning and development upon by assessing outcomes at the course, program, and institution levels. Institutional Learning Outcomes (ILOs) measure the knowledge, skills, attitudes, and values that college students will need to be successful (B.7.9.) They provide a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contribute to an individual's self-awareness. The college also evaluates student learning in courses, services, and educational programs (B.7.10.; B.7.11.). The College has adopted the five-step uses the Nichol's Model to connect institutional effectiveness with the assessment of learning outcomes:

1. Learning Outcome Statement
2. Means of Assessment (Measurement Tool)
3. Criteria for Success (Benchmarking)
4. Summary of Evidence
5. Use of Results (Implications for Program Improvement & Planning)

Assessment of Research Questions of Institutional Importance. Crafton Hills College also generates and provides numerous pieces of research to evaluate instructional programs, student services, and library and other learning support services. These research pieces include:

- Studies that measure academic success (I.B.7.12; I.B.7.13; I.B.7.14; I.B.7.15)
- Studies requested from and specifically to instruction (I.B.7.16; I.B.7.17; I.B.7.18)
- Summaries of research such as dashboards and snapshots (I.B.7.19; I.B.7.20)
- Enrollment reports (I.B.7.21)
- Studies that examine institutional effectiveness (I.B.7.22; I.B.7.23.)
- Studies solicited from and specifically to student services (I.B.7.24)
- Satisfaction surveys (I.B.7.25.)

ARCC Reporting. Crafton Hills College closely tracks The Accountability Report for Community Colleges (ARCC) which provides a snapshot of CHC students' progress on several measures of success: 1) student progress and attainment rate, 2) number of students who completed 30 or more units, 3) persistence rate, 4) career technical education progress and attainment rate, 5) career development and college preparation rate, and 6) basic skills course completion (B.7.12)..

Student Engagement. The College administers the Community College Survey of Student Engagement (CCSSE) every other year (B.7.15) to assess institutional practices and student behaviors that are highly correlated with student learning and retention. In addition, the quality of library services is assessed by administering the Association of Research Libraries survey tool LibQUAL to students (B.7.10).

Planning and Program Review Process Evaluation. The College assesses its evaluation processes in several ways. First, participants in the program review process are surveyed by the committee. The results of the survey inform the committee's dialogue about training needs, internal procedures, forms, rubrics, website contents, and the content and clarity of the Integrated Planning and Program Review Handbook.

Employee Perceptions. Second, the College assesses employee perceptions of the college environment and progress towards meeting goals and objectives identified in the Educational Master Plan (EMP) using the Campus Climate Survey (I. B.7.26.). The results are shared with the campus community through the campus website, written reports, presentations and discussions and dialogue in shared-governance committee meetings (B.7.27, for example). The

results are also presented to the Crafton Council, charged to oversee issues related to accreditation, integrate college plans and to serve as the advisory body to the President on issues of planning and program review and relationship resource allocation.

Discussions with the Crafton Council about the results of the survey have led to plans for implementation. Examples include the implementation of annual Committee Chairs Training and development of an employee recognition program (I.B.27., pp. 18-19).

Alignment of ILOs with Course and Program Outcomes. Third, the College assesses ILOs, which are integrated to the institution's general education curriculum. One example is found in the Spring 2012 Critical Thinking Assessment ILO Report, which showed 82 percent of students enrolled in English and math demonstrated critical thinking skills at the course level, providing evidence for mastery of the college's critical thinking ILO (B.7.28.). The College has ensured the alignment of ILOs with program and course-level outcomes

The continuous assessments of learning outcomes make it possible for units to regularly question and gather information about how they are being effective. For instance, an SLO in Communication Studies 111 measured students' understanding of group membership on interpersonal communication (B.7.30.). While the results suggested students were learning the core concepts, improvement was indicated in the areas nonverbal and listening skills. Therefore, instruction was modified to better emphasize these concepts.

The Spring 2012 Student Life service area outcome measured student participation in shared-governance committees (B.7.31.). The results of assessment resulted in the creation a new plan to address the selection and retention of student representatives serving on committees.

The ready availability of research and data has helped the College to determine where improvement is needed. OIERP data shows that the most 87 percent of the 2012-2013 research requests cited evidence-based decision-making as the reason for the request, compared to 75 percent of the requests during the prior year (B.7.32.).

Among the various types of research requests a unit can make includes satisfaction surveys that are developed in collaboration with the OIERP and are paper and/or web-based. Results of the surveys are submitted to the OIERP for analysis and a brief or report is returned to the requestor to be utilized to inform-decisions and changes in their units. The OIERP also generates dashboards and snapshots which provide a partial summary of research and present a graphic visual of findings. Another example is academic success studies that examine the relationship between student service and/or instructional strategies with student success.

ARCC Data and Planning. Crafton Hills College has utilized the Accountability Reporting for Community Colleges (ARCC) for research such as studies on enrollment management. In this particular study, the Student Progress and Achievement Rate (SPAR) data from ARCC aided the Enrollment Management Committee (EMC) at Crafton with the identification of student dropout

points and strategies related to success (B.7.33). The study revealed noteworthy momentum points such as completion of transfer level English and math and adherence to an educational plan. The results of this ARCC study informed the College's enrollment management and enrollment priorities decisions (B.7.34). The College will examine subsequent ARCC reports, as well.

Self Evaluation

The College meets Standard I.

Actionable Improvement Plan

None

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Evidence, I.B.7.

I.B.7.1	Award-Winning PPR http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK19.pdf
I.B.7.2.	PPR Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
I.B.7.3.	Institutional Effectiveness, Research and Planning Research Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar7.pdf
I.B.7.4.	Planning and Program Review Web Tool https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing
I.B.7.5.	Planning and Program Review Timeline http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_PPR_Timeline2.pdf
I.B.7.6.	Planning and Program Review Committee http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
I.B.7.7.	PPR Prioritized Objectives – Sorted by Department http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Object_Sorted_Department.xlsx
I.B.7.8.	PPR Prioritized Objectives – Sorted by Priority http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Object_Sorted_Priority.xlsx
I.B.7.9.	Institutional Learning Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_ILOs_2010-2013.pdf
I.B.7.10.	Presentation: Student Learning Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/SLOs/Presentations/SLOs%20Made%20Simple.pdf
I.B.7.11.	Service Area Outcomes, Student Services and Administrative Services
I.B.7.12.	ARCC 2.0 http://scorecard.cccco.edu/scorecard.aspx

I.B.7.13.	Scorecard: An Accountability Framework for the California Community Colleges http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Final%20ARCC%20Scorecard%20Framework.pdf
I.B.7.14.	Accountability Reporting for the California Community Colleges (Annual Report) http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf
I.B.7.15.	CCSSE http://www.ccsse.org/aboutccsse/aboutccsse.cfm
I.B.7.16.	LibQUAL: Quality of Library Services Survey Tool http://www.libqual.org/home
I.B.7.17.	Learning Communities http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_LC_ENGL015_Brief_FA08andSP09.pdf
I.B.7.18.	Supplemental Instruction http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/SI%20Brief_Transfer%20Prep_Final_3%2026%2013.pdf
I.B.7.19.	Dashboard http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Dashboards/2012_Dashboard_Transfer.pdf
I.B.7.20.	Snapshot http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Snapshot_Fall2013.pdf
I.B.7.21.	Enrollment Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Enrollment%20Reports/1314_Ideal_Priority_Results.pdf
I.B.7.22.	Institutional Effectiveness http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
I.B.7.23.	Distance Education http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/FA2012_DECourseEvals_All.pdf

I.B.7.24.	Transfer Advocates http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/RRN%20632_SP2013_Transfer%20Advocates_FINAL.pdf
I.B.7.25.	Satisfaction Surveys http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/2013SP_CHCWebSurvey_Report_Final.pdf
I.B.7.26.	Presentation: Results from the Fall 2012 Employee Campus Climate Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf
I.B.7.27.	Presentation: What Worked? What Didn't Work? Learning through Continuous Quality Improvement http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
I.B.7.28.	Critical Thinking ILO http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/~media/B737631FC4DD414BA_AACC63F99023365.aspx
I.B.7.29	Brief: Results from the Assessment of Course SLOs Map to Crafton's ILOs http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/~media/C957397B4BFF4449999E6CB008981993.aspx
I.B.7.30.	SPEECH-111 SLO http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Courses/SP_12SPEECH111SLO.pdf
I.B.7.31.	Student Life SAO http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/1112_SL_SharedGovernance.pdf
I.B.7.32.	On-line Research Request Form http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Request_Form
I.B.7.33.	Report: The Relationship of Momentum Points, Placement Results, and Student Service and Instructional Strategies to the ARCC SPAR Milestones http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollmentPlan.pdf

I.B.7.34.	Report: Possible Impact of Draft Ideal Priority Registration on Math and English Enrollments http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Enrollment%20Reports/1314_Ideal_Priority_Results.pdf
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Standard II: Student Learning Programs and Services

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

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Standard IIA: Instructional Programs

Standard II: Student Learning Programs and Services

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A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity

Descriptive Summary

One major way that we address this standard is by publishing the mission, vision and values in as many relevant places as possible. We try to make it omnipresent at the college. It is prominently displayed on the College website¹, integrated in to all the official documents of the college (catalog, schedule, etc.), integrated into the agendas of all shared governance committee meetings (a good example of this can be found by looking at any agenda on http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes) and marketed across campus through a poster campaign. This practice provides a constant reminder to the campus community of our primary focus as an institution.

- Mission—The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.
- Vision—The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

- Values—Our institutional values are creativity, inclusiveness, excellence, and learning centeredness.

Another way we meet this standard is through ongoing assessment of our instructional programs. This is principally done through the annual planning process and the program review process. All instructional programs are required to participate in this process and in so doing consider how their program is tied to the larger mission, vision and values of the college. Through this process, programs and services are reviewed every four years by faculty and staff to ensure that student and community needs are met through the planning and program review processⁱⁱ. This process assures programs and services are aligned with the Colleges overall institutional mission and vision as well as achieve stated student learning outcomes. The program review process also aligns all activities within a program, discipline, and courses with the mission and vision of Crafton Hills College as it determines program and service quality, and appropriateness in support of the College goals. Additionally, an annual review planning processⁱⁱⁱ has been implemented that serves as a yearly checkpoint and review process for all instructional and service programs. All programs undergo this yearly annual review to assess how effective they are functioning and meeting the needs of the students and the College while making changes and improvements where necessary.

Faculty play a lead role in rigorously examining each course and program to reaffirm alignment with the College’s mission and vision. Faculty and staff members are provided a Planning and Program Review Handbook^{iv} to assist with the construction of the reviews while the Planning and Program Review Committee^v reviews all programs for evidence that all institutional offerings align with the vision and mission of the College. Dialogue concerning courses and outcomes also includes area Deans and others, such as instructional support staff and Laboratory technicians while the Academic Senate^{vi} oversees that critical instructional programs and services are consistently provided at a high level of quality. Other committees, such as the Curriculum committee^{vii}, also shares the charge of ensuring the quality of education the College provides.

Major support for this process is provided by the Office of Institutional Effectiveness Research and Planning (OIERP). The OIERP supports this process by collaborating with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning, analysis, and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the College by promoting and coordinating the following:

- The continuous improvement of academic programs, student services, and administrative services;
- short and long range college-wide planning and decision making;
- assessment of student success, learning and service area outcomes, reporting to Federal, State, and Accrediting agencies;
- the use of accurate, timely, and accessible information in a professional and ethical manner;
- linking of strategic planning, college goals, district goals, and institutional data;
- meaningful discussions of the college's purpose and performance;

- high quality web services to inform students and the community of programs and services.

To effectively ensure online courses are aligned with the College's mission and uphold its integrity, the Educational Technology Committee^{viii} is primarily responsible for overseeing the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses^{ix}. Each academic department in coordination with the Educational Technology Committee share the responsibility of ensuring that Distance Education Course offerings align with the Mission of Crafton Hills College. Each individual Academic department and discipline are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings.

An Environmental Scan^x was completed in 2013 to assist the College in determining relevant and emerging areas of study in the College's specific geographical location (the full scan can be found at [Catherine insert link here]). An Environmental Scan is generally defined as a collection of strategic information about the College's service area or external setting in which it functions. The study of this external setting includes such factors as its resident population, community college students, businesses, competitive educational institutions, local and regional labor market, and local and regional economic context. This scan is not meant to be prescriptive, but rather to be instructive in that it raises issues, stimulates dialogue, generates ideas, provides data for further analysis and support for better decision making, including recognizing emerging fields of study for students, and contributes to the College's overall dialogue in the assessment process.

The Educational Master Plan^{xi} is a living document that encompasses the development of the College and its educational programs (the Plan and information about the Education Master Plan Committee can be found at http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee). The College relies on evaluations of its internal condition, by means of in-house demographic and enrollment data^{xii} and student satisfaction surveys^{xiii}, performed every two years, as well as external conditions by means of the aforementioned Environmental Scan^{xiv},^{xv} to ensure that the College is meeting the needs of the local community and the broader needs of the Inland Empire.

The institution measures and tracks student achievement at a variety of micro and macro levels. Student retention and persistence evaluations along with other key indicators such as the analysis of course length and student success^{xvi}, student success and retention by peer tutor access^{xvii}, as well as Distributed Education success rate by age, ethnicity, and gender^{xviii} are provided to all instructional programs to utilize in the program review and planning efforts. This data enables planning programs and services within the College to make key decisions and achieve and maintain high quality programs that lead to student success.

Other bodies, such as the Curriculum Committee, Academic Senate, Crafton Council^{xix} and related subcommittees, share the responsibility of being stewards of educational quality across the institution. This process allows the College to review and assess its stated Student Learning Outcomes for all programs and uphold its integrity.

In summary, the College has thorough and ongoing processes that keeping all instructional programs, regardless of location or means of delivery, addressing/meeting the mission of the institution and upholding the integrity of the College.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

A.1.a The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Crafton is active in range of activities and processes that bring us to the expectation of this standard. These include external surveys, internal surveys, student assessments, planning, regional partnerships, specific programs and ongoing research. Each of these areas is discussed below.

As stated in II.A.1, the Office of Institutional Effectiveness, Research and Planning, reviews and analyzes data regarding the College and the Community^{xx}. The College identifies educational needs through said Environmental Scans^{xxi} (The full scan report can be found at [Catherine insert link here]). Data for the environmental scan was compiled and reported on by the Madrid Consulting Group^{xxii}. Data was taken from 23 surrounding zip codes where approximately 90% of Crafton students reside. The results included a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, demographics and population trends, psychographic data, area community colleges and public and private schools, projected high school graduates, employment and job projections, and area business clusters.

The College relies on evaluations of its internal condition, by means of in-house demographic and enrollment data^{xxiii} and student satisfaction surveys^{xxiv}, performed every two years. In the Fall of 2011, The Community College Survey of Student Engagement (CCSSE)^{xxv} was completed allowing the College to compare the College's students with students across the nation in a variety of different areas.

The Accuplacer assessment test is used to gauge student preparedness in English and Mathematics^{xxvi}. As a result of this assessment, 67% of Crafton students place into developmental level English courses and 94% place into developmental level math courses indicating that most Crafton students begin their college careers without the English, reading,

and math skills that they need to be successful in college. This is especially the case for math and strongly suggests that strategies need to be developed to strongly encourage students to continuously enroll in math and English, especially when taking into account the research indicating that Crafton students are four times more likely to transfer when they have completed transfer level math and twice as likely to transfer when they have completed transfer level English^{xxvii}.

All courses and programs are required to identify and assess student learning outcomes on an annual cycle to determine how well students are achieving stated learning outcomes. Faculty members in the discipline areas review the assessment results to determine if outcomes are being met and if instructional improvements need to be made. Institutional student learning outcomes also direct the process of revising course SLO's and inform the program review process as well. All SLO data can be found in each individual program review^{xxviii}.

The Crafton Hills College Enrollment Management Plan^{xxix} was developed to address the recruitment, admission, retention, and success of students. The overall goal of the committee is to develop processes and strategies to predict and manage enrollment at the campus and program level. The plan has 5 basic goals:

- Goal 1: Develop an evidence-based Enrollment Management Plan.
- Goal 2: Develop processes and strategies to attract and retain students from initial contact through goal completion.
- Goal 3: Identify and implement strategies to reach college-wide goals for certificate and degree completion.
- Goal 4: Develop strategies to effectively prepare students for transfer and to increase the CHC transfer rate.
- Goal 5: Develop strategies to ensure effective levels of instructional productivity and efficiency while maintaining high quality instruction.

In October of 2011 the Enrollment Management Committee (EMC)^{xxx} decided to use the Accountability Reporting for Community Colleges (ARCC) Student Progress and Achievement Rate (SPAR) data to identify student dropout points and strategies related to student success. In short, the best predictor of achieving any of the SPAR transfer milestones was to successfully complete transfer level math^{xxxii}. The Office of Institutional Effectiveness, Research and Planning presently collects data on enrollment, retention, and success for all mathematics courses. The data is used to inform the dialogue concerning development mathematics courses and to assess progress toward achieving the stated learning outcomes.

Crafton Hills College is an active participant in numerous regional partnerships in the community to better determine student learning needs. Some examples include:

- The California Partnership for Achieving Student Success (Cal-PASS)^{xxxiii} -brings together K-12, community colleges and four-year colleges to share information and data. Through Cal-PASS, student data are collected, analyzed and student performance is tracked in order to improve rates of success from elementary school through college.
- The Alliance for Education -is a partnership of more than 800 individuals from business, labor, government, education, and community-based organizations, including the San Bernardino County business community and all levels of public school, who are committed to producing a

highly-educated and skilled workforce. Attached is the 2012 Annual Performance Report as the College was a participant in the “STEMapalooza” outreach event hosted by San Bernardino County School’s Alliance for Education^{xxxiii}.

- The Regional Consortium of District Superintendents which includes pre-school to university-level superintendents and presidents. One project arising from this partnership is the development of a common framework to share data among the partners regarding high school graduation rates, retention, and persistence in order to identify where students are being lost during the transitions from K-12 to colleges and universities.

Programs such as the Left Lane Project^{xxxiv}, which are designed to assist first year, basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College’s dedication to its mission. The subsequent analysis entitled, “Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention^{xxxv}” is an ongoing and regular activity.

Other studies and evaluations such as the 2013 “Uninformed & Informed CHC Student Education Goal & Academic Program^{xxxvi},” along with a wide variety of Research & Planning briefs and reports concerning academic success, dashboards, enrollment reports, institutional effectiveness, instruction, student services, and satisfaction surveys^{xxxvii} are common forms of evaluations to ensure student success among the College’s demographics.

Other research data, such as the College’s “Examination of Motivated Strategies for Learning Questionnaire for Use on Accuplacer^{xxxviii}” and “Placement Results and Student Outcomes by Ethnicity^{xxxix},” allow the College to consistently evaluate and monitor its methods and practices. Research on student needs and educational preparedness is incorporated into program planning through the Annual Planning and Program Review Committee^{xl} which conducts a comprehensive review of each unit on a four year cyclical basis and oversees an annual college-wide process, which is conducted by faculty^{xli}.

In summary, Crafton’s work with regard to external surveys, internal surveys, student assessments, planning, regional partnerships, specific programs and ongoing research helps the institution meet the varied educational needs of its students in a manner that is consistent with their educational preparation, diversity, demographics, and economic status. Crafton does this through ongoing research and analysis of student learning needs and assessment of progress toward achieving our published learning outcomes.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

A.1.b The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The College uses a number of delivery systems and modes of instruction that meet the needs of all students and are compatible with the College's mission, vision, and values. Crafton is active in a range of activities and processes that bring us to the expectation of this standard. These include: traditional instruction, online instruction, committee support/oversight, institutional research, professional development and institutional sharing of best practices. Each of these areas is discussed below.

The primary source of instruction remains the traditional, face-to-face course as the total number of students who enrolled in at least one distance education course in 2012-2013 was 896. However, of these students, 793 (88.5%) also were concurrently enrolled in at least one traditional face-to-face course, and 103 (11.5%) were exclusively online students (Evidence). Online and hybrid courses are offered with twenty-eight sections - spanning fifteen different disciplines^{xliii} for the Spring 2014 semester. In addition, many of the above courses are offered as regular term, short term, late start, and early end courses.

- i. Faculty members determine which courses are offered online, face-to-face, or as a hybrid. A Distance Education Addendum^{xliiii} -an explanation and implementation plan as to how a face-to-face course will translate into an online or hybrid course- is approved by the Curriculum Committee and attached to each online course outline of record. Information obtained from the
- ii.
- iii. The College uses a variety of committees to ensure that delivery systems and modes of instruction are appropriate for each course. The Curriculum Committee^{xliiv} is responsible for reviewing all courses, determining the placement of courses within disciplines, and ensuring that delivery of instruction supports the objectives and content of each course. The content of all new courses are scrutinized and evaluated by the CurricUNET^{xliv} review process. Existing courses are re-evaluated every six years. New courses are evaluated as they are submitted and new courses can only be developed by full-time faculty. This process certifies that proposals are consistent with the College's mission, meet-standard requirements, and follows Title 5 regulations.

The Educational Technology Committee (ETC) works to approve online instructors and matching- instructors with the online courses being offered. The ETC also examines the data of online/hybrid effectiveness in its effort to continually increase retention rates^{xlvi}. As part of the regular assessment of both course-level and program-level student learning outcomes (SLO's), delivery methods are evaluated for their effectiveness in meeting the mission and vision of the College.

Office of Institutional Effectiveness, Research and Planning reviews the success of the delivery method^{xlvii}. The College's Office of Institutional Effectiveness, Research and Planning—conducted a recent five-year study comparing short-term and long-term classes. Results indicated that the success rate of students is significantly greater for short-term courses^{xlviii}. For example, the success of an average student in a compressed course offered in computer information systems was 8 percentage points higher, in history was 21 percentage points higher, in communication studies was 17 percentage points higher, and in theatre arts was 19 percentage

points higher than the success of an average student in a traditional-length course offered in the same subject, respectively. It is therefore imperative that the College continue to offer a wide variety of instruction modalities and choices in length of Instruction while always offering short-term alternatives.

The College's success rate in online sessions has increased from 55% in 2007-08 to 68% in 2011-12^{xlix}. The discussion among the Education Technology Committee concerning delivery systems and modes of instruction continue dialogue which focuses on the drop-out rate and the age of the student – e.g., distance-education students are older and frequently do not have the extra time online coursework demands; and younger students have the time, but not the self-confidence to work without an instructor nearby^l.

The Technology Planning Committee^{li} is reviewing both the College's Educational Master Plan and SBCCD's Strategic Plan as indicators of delivery and instruction needs and as a guide to the development of future strategies including directions, goals and alignment^{lii}.

Professional development has been emphasized at Crafton for several years and places a premium on training around delivery systems and modes of instruction that are compatible with the college curriculum and student learning needs (the Professional Development Committee site can be found at http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development). Most of the professional development activities are organized by the Professional Development Committee. The shared governance committee organized workshops, seminars, flex activities and more to help stimulate professional development in all things pedagogical. The college has recently expanded its commitment to PD by setting aside 0.5 release time for a faculty member to coordinate all PD development activities.

A good example of how teaching methods/modes are shared on campus can be seen in the unique Learning Community^{liii} environment, the delivery method and instruction effectiveness is shared among two or more topics delivered by two or more professors. Early data has demonstrated that students enrolled in Learning Communities have higher success and retention rates (73.8 success rate compared to 64.9 while retention rates were 92.3 compared to stand alone instructor courses which were 86.1) when compared to rates of students enrolled in traditional courses in most disciplines^{liv}.

In summary, The College uses a number of delivery systems and modes of instruction that meet the needs of all students. Crafton does this with traditional instruction, online instruction, committee support/oversight, institutional research, professional development and institutional sharing of best practices. This helps Crafton meet the objective of their curriculum and the learning needs of their students.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.1.c The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

Crafton employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include: SLO development, SLO assessment, result dialogue, program improvements, and ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Crafton Hills College has developed Student Learning Outcomes for all Courses, Programs , Degrees and Certificates, as well as Institutional Learning Outcomes for six overarching areas^{lv}. All student learning outcomes can be found in each planning and program review plan^{lvi}. The College has instituted a campus-wide Institutional Assessment Plan. This plan includes an annual calendar intended to guide the outcomes assessment process^{lvii}. Results of the Outcomes assessment at the course and program levels are integrated both into the Program Review and Annual Planning process, and are then used to make decisions regarding program modifications. The Office of Institutional Effectiveness, Research and Planning -regularly publishes the most current completed outcome assessment results for courses and and program outcome results^{lviii} in order to promote data driven decision making for outcomes at any level.

Faculty in instructional areas are responsible for determining the student learning outcomes and assessment strategies. Examples of such strategies include: pre/post tests, attaining skill level, tracking progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings, as well as program meetings. These dialogues focus on program elements that are successful as well as the identification of gaps in student learning that need to be addressed. Improvement strategies are documented within the SLO improvement cycle, and also are reported on Program Review and Planning documents. Programs in the Career and Technical fields have additional accrediting boards that require annual accountability measures, and undergo more scrutiny with regard to student success in preparing graduates for entry into their respective professions.

Dialogue regarding the degree to which course, program, and institutional assessments to improve student learning at all levels occurs at Program and Department meetings; College In-Service Days; Academic Senate; Classified Senate; College Hour Workshops; Planning and Program Review, committee dialogue, and participant feedback; Educational Master Planning Committee; Crafton Council; Professional Development; and Outcomes Committee. Examples of how dialogue has resulted in improvements are as follows:

Chemistry: Assessment of lab skills across multiple courses. Benchmark set and student performance tracked^{lix}.

Spanish: Use of data to increase vocabulary content in Spanish 101 and 102^{lx}.

Communication Studies: Data used to determine student's perceived ethnocentrism and results indicate lower rates of ethnocentrism upon completion of the course^{lxi}.

The English and Reading Departments have revised pre-collegiate English to include a reading component. Reading and English pre-requisites are now co-requisites, taken together, shortening the amount of time to complete pre-collegiate English from three to two semesters.

In the 2013-14 academic year, Crafton focused considerable effort on improving program level SLO assessment (The minutes related to this deliberation can be found at [[Catherine insert link here](#)]). The first steps taken were in the fall of 2013, when the campus assessed the quality of SLOs and found a gap at the program level and decided to improve the level with a series of improvements.

There are 391 active courses in the college catalog of which, 16 are cross-listed courses. This provides students with 375 courses that are offered on a semester schedule with some rotation between semesters. - One hundred percent of courses have documented student learning outcomes. 249 of the courses, or 66.4%, participate in ongoing assessment of learning outcomes^{lxii}. The College is working to increase this number of ongoing assessments.

There are 43 active college programs that include certificates and degrees.. 100% of these active college programs have defined and documented student learning outcomes. 20 programs, or 46.5% participate in ongoing assessment of learning outcomes^{lxiii}.

There are 16 student support activities identified for SLO implementation. 13, or 81.3%, have defined and documented student learning outcomes and participate in ongoing assessment of learning outcomes^{lxiv}.

One improvement was the clear articulation of roles and responsibilities. Crafton settled on the following:

Position	Role/Responsibility
IEAO Committee	Oversee the assessment process; Contribute to institution and GE assessment
Faculty	Lead on all professional work surrounding process (no technical or clerical work)
Academic Senate	Oversee faculty roles and responsibilities; Contribute to institution and GE assessment
IER&P Office	Support process with technical and clerical work
SLO Coordinator	Liase between faculty and IER&P; Emphasize program level assessment support
Program Review C	Oversee program level assessment (program as defined by program review process)

Deans/Directors	Oversee process in respective areas; Contribute to assessment
VP Instruction	Secure resources for support; Oversee process; Contribute to assessment

Another improvement was the development of a program level SLO process. The goals of the adopted process are to provide meaningful information to faculty/community about student learning; genuinely acquire deep knowledge about student learning at CHC; tie course, program, division and institution level data together and minimize compliance-driven motivations. Leverage as much existing data as possible (MIS data, GPA, student evaluations, etc.). Integrate new data collection into existing processes whenever possible (student engagement survey, student satisfaction surveys). Agree on common database (back-end solution). Provide data input support through IER&P Office. Agree on common course-level data format.

In summary, Crafton employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include: SLO development, SLO assessment, result dialogue, program improvements, and ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

The College needs to continue work on consistently assessing outcomes within each course as planned as well as efforts on completing assessment cycles consistently, and reassessing all improvements identified. In addition, the College needs to:

- Complete/continue the assessment of all course level SLOs, program level SLOs and institution/GE level SLOs

A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Crafton uses a range of tactics and processes to make sure all instructional courses and programs meet the college's academic standards. Tactics include: the Education Master Plan, Program Review, federal and state grants, College Committees and the Instruction Office. Each of these areas is discussed below.

Crafton Hills College's Educational Master Plan^{lxv} provides a vision and roadmap to shape the college's educational programs and services, in support of student success. The College, in

partnership with the SBCCD district, undertakes periodic environmental scans^{lxvi}, and uses the data to guide decisions regarding the development of programs that will service the east valley and the Inland Empire -. The College offers collegiate, transfer, developmental, and pre-collegiate courses and programs; career pathway programs for public safety and health services programs^{lxvii}; a small study abroad program in partnership with a community college consortium^{lxviii}, and contracted partnerships with external entities, such as San Bernardino county emergency response services for continuing education for Fire fighters and paramedics; and most recently, a contracted agreement with Brandman University to begin offering Graduate courses in Educational disciplines (evidence).

The College has instituted a program review process^{lxix} that ensures that all its courses and programs are aligned with the college mission and vision. As part of the program review process, faculty and departments assess the quality of its courses and programs, make decisions about program quality, and identify areas for improvement.

At the institutional level, the program review process identifies programs that are exemplary, healthy with specific concerns, or distressed with targeted follow-up among distressed programs to address quality issues.. Faculty, in consultation with departments, deans and shared governance committees, have developed new courses to meet the needs of all students, and in consultation with deans shared governance committees, established new academic programs. Examples include the expansion of language programs including ASL, Arabic, French, Japanese, and new certificates in the career technical education division^{lxx} including Emergency Medical Technician (I/EMT), Mobile Intensive Care Nurse, Emergency Medical Technician Paramedic, and California Fire Officer Training.

Additionally, the college has successful in securing grants from outside sources, in particular, US Dept. of Education Title V, Title V Co-Op, and STEM Pathways grants^{lxxi} to develop the college's capacity to establish new programs and curriculum to address the evolving needs of its students. A total of sixteen Transfer Associate Degrees (AA-T & AS-T) have been developed in the disciplines of Anthropology, Business Administration, Early Childhood and Elementary Education, Communication Studies, Computer Science, English, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Sociology, and Theater Arts.

Several shared governance committees at Crafton are directly and actively involved with assuring the quality of courses and programs.

The Educational Technology Committee^{lxxii} is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses. Individual Academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course approval process^{lxxiii}, that includes an online readiness quiz^{lxxiv} and a hands-on skills demonstration. Courses that are approved to be offered online are also required to be submitted for course modification approved through the Curriculum process.

Academic Senate

The Academic Senate (http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate) adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as “rely primarily on” items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas. These areas include matters that are central to course and program quality.

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon

Curriculum Committee

The Curriculum Committee (http://www.craftonhills.edu/Faculty_and_Staff/Curriculum) approves all courses and programs at the College. The committee uses Curricunet to manage the approval process, holding each course and program to an agreed upon set of College standards.

Professional Development Committee

The Professional Development Committee (http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development) places a great deal of emphasis on teaching practices. The training they offer in this area has a direct impact on the quality of Crafton’s courses and programs.

Chairs’ Council

The Chairs’ Council (http://www.craftonhills.edu/Faculty_and_Staff/Committees/Chairs_Council) is a standing committee of all department chairs. This group regularly discusses the quality of programs, focusing on issues that need to be addressed for overall program improvement.

SSEEMM Committee

The SSEEMM Committee (http://www.craftonhills.edu/Faculty_and_Staff/Committees/SSEEMM_Committee) has been instrumental in implementing the Student Success Act and launching innovative programs that help improve college courses and programs. A good example is the development of the Left Lane Project^{lxxv}. This program is designed to assist first year, basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College’s dedication to its mission. The subsequent analysis of its effectiveness^{lxxvi} is a regular activity. Programs such as SOAR^{lxxvii} refers to new Student Orientation, Application, Assessment, Advising and

Registration. SOAR provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, academic support, and a first year Student Education Plan (SEP).

Finally, the Office of Instruction plays an active and critical role in maintaining academic quality at the program and course levels. The Office reviews all proposed curriculum, submits curriculum for CID approval through the state and oversees much of the matriculation process with the CSU and UC systems. At the program level, all chairs report to the VPI through the academic deans and are expected to maintain high levels of academic excellence in their programs. This is monitored closely through program review and several of the processes discussed above.

In summary, Crafton is passionate about course and program academic quality. The College has a comprehensive approach, including Education Master Planning, Program Review, federal and state grants, College Committees and the Instruction Office to meet these academic standards.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

A.2.a The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Descriptive Summary

Crafton is committed to SLO assessment at the course, program and institutional level. This was thoroughly documented in II.A.1.c. This centrality of faculty in this process is widely recognized at Crafton and institutionalized through several committees and processes include: the Academic Senate, Curriculum Committee, annual planning, program review and SLO assessment. Each of these areas is discussed below.

Recognizing the role of faculty as central to establishing quality and improving instructional courses and programs starts with the Academic Senate (http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate). The Senate adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as “rely primarily on” items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas.

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon

The rely primarily language in these areas is taken very seriously by the Vice President of Instruction and Academic Senate President. It is discussed frequently between the two in their standing meetings.

Faculty create, develop, and evaluate all courses, programs, certificates, and degrees with the support of instructional administrators and staff. The Curriculum Committee^{lxxviii} is a sub-committee of the Academic Senate, charged with overseeing the approval and deletion of courses and programs, the modification of courses and programs, the periodic review of course outlines, the review of degree and certificate requirements, the approval of modifications to degree and certificate requirements, the approval of prerequisites and co-requisites, and Distributed Education components.

The Curriculum Committee has developed documents to guide faculty in the creation and modification of course outlines. These documents include the Guide to Authoring and Approving Course Outlines^{lxxix}, the Six-Year Review criteria and instructions^{lxxx}, the CurricUNET user's guide^{lxxxii}, and faculty checklists^{lxxxii} for correctly developing course outlines. This year, the committee also created a document detailing^{lxxxiii} the components of the approval process that are the purview of the administrators and support staff.

Faculty members lead the efforts of the review and evaluation process for all courses, certificates, degrees, and programs. The program review process^{lxxxiv} that has been established and refined over the past few years provides faculty with a systematic method of assessing curriculum and programs.

The Planning and Program Review (PPR) committee is composed of faculty, administrators, classified staff, and a student representative. To continue guiding faculty in the evaluation of their academic programs, the PPR committee developed a handbook^{lxxxv} that details the entire program review process. Faculty are tasked with completing a comprehensive review of academic programs every four years, with less comprehensive annual plans submitted in intermittent years.

After program review documents are submitted, the PPR Committee evaluates them using two rubrics. One assesses the quality of the - document, and the second, evaluates the program itself^{lxxxvi}

As stated on page 27 of the Planning and Program Review Handbook “After the evaluation of all units in a given cycle is complete, the PPR Committee prepares a Summary of Program Health and Effectiveness package, and the co-chairs submit it to the President,” Every unit submits a Four-Year Action Plan containing goals, objectives, actions, and resource requests, regardless of whether it is performing a full program review or is engaged in the annual planning process. These plans are an important component of developing institutional priorities each year. The unit-level objectives, with any associated resource requests, are rolled up successively into consolidated lists at the Division, Area, and College levels.

Faculty members and department colleagues are responsible for identifying appropriate outcomes and assessments. Issues of instructional quality, student learning, and program improvement are addressed and documented in the planning and program review process. For academic programs, this process is entirely faculty driven.

As part of the institution’s commitment to a transparent, faculty-driven assessment process, the CHC Institutional Assessment Plan was established^{lxxxvii}. This plan includes a 5-step model of assessment, the fifth step of which includes department faculty interpreting assessment data to develop changes that would improve future student learning.

Several areas have used the Planning and Program Review process to initiate change within the programs. For example, in the 2011-2012, the English department was recognized for having submitted an exemplary program review^{lxxxviii}. Faculty within the English department saw the need to better streamline the curriculum leading students to college level composition (English 101) that led to the implementation of and accelerated curriculum designed to help move students through - basic skills courses faster, and norming grades to strengthen the effectiveness of instructor grading - to increase student readiness for subsequent - writing courses.

Additional examples of how the assessment cycle and the program review process - informs program changes can be seen in program assessment reports^{lxxxix, xc, xci}.

Course/program quality assessments rely on faculty expertise in a number of ways. Program reviews and annual plans of all instructional units are entirely faculty driven. All course and program concerns including the approval and deletion of courses/programs, course/program modifications, etc.,are voted on solely by voting faculty members of the Curriculum Committee -. There are professors on the Planning and Program Review (PPR) Committee to ensure that faculty constituents are represented and faculty voices are included in the oversight of the assessment process.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

A.2.b The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. e institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

Crafton relies on faculty expertise and the assistance of advisory committees to identify competency levels and SLOs, regularly assessing student progress toward achieving those outcomes through a variety of approaches. Section A.1.c details the SLO process, and Section A.2.a details the reliance on faculty expertise. These sections are directly relevant to this subsection, but will not be repeated here. This section will address the use of advisory groups and the processes Crafton uses to track progress.

Advisory groups . . . (June write)

While faculty expertise (see section A.2.a) and advisory groups set the standards for learning, a wider range is involved with assessing and tracking the degree to which students meet the learning standards. For a number of years, Crafton has tracked completion and persistence rates for courses, certificates, degrees and transfer readiness. This has been part of the institution at least since the state Chancellor's office started the Score Card reporting process (originally known as ARCC). AB1417 (the legislation behind ARCC) passed in 2004 and was implemented at Crafton Hills college by 2006 (Click here to see the first ARCC report from Crafton presented to the Board of Trustees Catherine find link).

This kind of data (success and completion data) has been incorporated into the annual planning process for all departments. The Office of Institutional Effectiveness Research and Planning conducts the analysis and drops the data into the annual reports for each department. From there, each Department is required to respond to the data. A good example of an annual plan with success and completion data can be found here (Catherine find link). By incorporating this data into the annual planning process, a larger campus dialogue around learning transpires.

In 2012, the SSEEM committee added a series of momentum points to the tracking data. Examples include 30-unit completion rates, fall-to-fall persistence rates, basic skills completion rates. These tracking metrics have been discussed across campus (click here to see minutes from SSEEM where momentum points have been discussed Catherine find link).

Crafton has recently made an institutional commitment to assessing student progress by integrating the idea of “advance” into the new mission statement and promoting this idea across campus through the Engage-Learn-Advance campaign (click here to see poster Catherine find link).

The definition we have adopted as a campus for “Advance” applies to students and employees, calling attending to goal setting, goal progress and goal completion. (Click here to see where Crafton Council official adopted the Engage-Learn-Advance framework [Catherine find link](#))

	Students who are advancing . . .	Employees who are advancing . . .
Goal Setting	<ul style="list-style-type: none"> • Establish academic goals (e.g. major, transfer, etc.) • Establish career goals • Establish personal development goals 	<ul style="list-style-type: none"> • Establish professional goals • Establish personal development goals
Goal Progress	<ul style="list-style-type: none"> • Proceed along a curriculum pathway • Make career preparations • Complete milestones in personal development 	<ul style="list-style-type: none"> • Proceed with professional development toward professional goals. • Complete milestones in personal development
Goal Completion	<ul style="list-style-type: none"> • Finish their academic program(s) • Apply for the next level (transfer, employment, etc.) • Reach their personal development goal(s) 	<ul style="list-style-type: none"> • Reach their personal development goal(s)

Crafton is currently in developing a process to comprehensively measure the extent to which students advance with the development of three essential tools:

Degree Audit

In the 2013-14 academic year, Crafton purchased and installed the Degree Audit solution from Elucian. The software allows the college to track each individual students’ progress with respect to the student’s declared educational goal (e.g., major). In the summer and fall of 2014, Crafton build the backend data (e.g., degree requirements) needed to make the program operational.

Ed Planning

In the 2013-14 academic year, Crafton purchased and installed the Ed Planning module from Elucian. The software integrates with Degree Audit to create an ed planning tool that students and counselors/advisors can use to develop comprehensive education plans for each student. With this tool, students can monitor their progress toward their educational goals and explore other education goals and how their completed course work would impact the new goals being explored. The tool can be used by students alone or in companion with their counseling sessions.

Student Profile

In the 2013-14 academic year, Crafton started in on the development of an in-house solution known as the Student Profile. This tool will report Engage-Learn-Advance metrics to the individual student in a dashboard style reporting tool. The “Advance” related analytics in particular will help each student and the college in general track the extent to which they are completing their degrees. The “Learn” related analytics will help each student and the college in general track the extent to which students are learning. The “Engage” related analytics will help

each student and the college in general track the extent to which students are connecting with the institution.

In summary, Crafton identifies competency levels and SLOs, regularly assessing student progress toward achieving those outcomes through a variety of approaches, including a well developed SLO process, faculty input/engagement, advisory input and a growing range of tracking systems.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

A.2.c High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Crafton maintains high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning across all programs through a range of programs and process, including: the faculty interview process, pedagogical innovation, program review, the campus culture, the Education Master Plan, assessment of student learning outcomes and the Ed Tech Committee. Each of these is discussed in detail below.

At Crafton Hills College, the maintenance of quality instruction and instructional programs through appropriate breadth, depth, rigor, sequencing, time for completion and synthesis of learning begins in our interview process with potential faculty that stresses and scrutinizes pedagogy. Upon employment, regular student evaluations assess the quality of instruction and are used as the basis for dialogue concerning improvement. The College culture embraces ongoing discussion of instructional techniques. The Office of Institutional Effectiveness routinely analyzes strategies and evaluates quality of instruction through its Academic Success studies^{xcii}. In addition, courses are analyzed to determine if prerequisites, corequisites, and advisories on recommended preparation is in order^{xciii xciv},

There are pockets of pedagogical innovation demonstrated across campus. Some examples include: SIM Center, Learning Communities support, STEM teaching techniques, Co-curricular collaboration, and the Honors program. Each Spring the Crafton Hills Communication Studies department hosts the Southern California Communication Studies Speech Educators Forum designed to enhance the quality of instruction in this discipline. In regards to distance learning, the online teaching certification process requires demonstrated online skill levels before online courses can be taught. Professional Development activities develop teaching skills across the faculty.

The program review process holds each department to very high levels of accountability to ensure quality instruction and academic rigor^{xcv}. Departments are accountable to achieving the objectives stated within the program review and completing SLO cycles in a regular and consistent manner. Regular semester in-service days focus on pedagogical techniques and strategies^{xcvi}. The College Enrollment Management Plan is built around program demand^{xcvii}. Division chairs and administrators work together with the Enrollment Management Plan to effectively provide the necessary courses that students need in a two year cycle for a realistic time for completion.

The College culture embraces dialogue around program excellence and planning; this is demonstrated in the types of training offered that encourages conversation around teaching excellence^{xcviii}. The Office of Institutional Effectiveness is currently developing a unit profile tool that will measure every program with the same data set.

The College Educational Master Plan (EMP), builds upon the College's Mission, Vision and Values, and incorporates the aspects of the Strategic Plan that are relevant to the College, and is envisioned to be symbiotic with other vital planning documents: the College, District and State budgets; local, state, and national employment, training, and vocational trends; an environmental scan of the District service area, the Measure M and Measure P bond construction plans; the Facilities Master Plan; the goals of grants that have been awarded such as our transfer-oriented Title V grant for strengthening Hispanic Institutions; our Accreditation Reports; and Program Reviews generated by each program and department of the College.

Maintaining a high degree of consistency with Program SLOs and Review is essential in maintaining consistency, quality and rigor. Outside accreditation drives some of the program accountability, particularly in CTE areas. The Curriculum committee has a formal review process that captures program development issues.

TMC (CSU transfer programs) development process has done this for 20 degrees.

The Educational Technology Committee is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses. The committee membership includes faculty who have years of experience in online teaching, and they direct the dialogue about DE Program quality. They provide guidance and support for distance learning offerings while the San Bernardino Community College District Technology Services provide workshops on Blackboard CMS software, for all online instructors. CHC is currently looking at online demand from students for schedule development as part of the College's growth strategy. Ongoing dialogue around infrastructure needs and requirement (Blackboard, tablets, Turnitin, smart classrooms, etc.) has taken place at the campus level in Academic Senate, as well as the District level with regard to appropriating resources to implement and maintain the software infrastructure to support DE offerings. Individual Academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course approval process, that includes an online readiness quiz^{xcix} and a hands-on skills demonstration. Courses that are

approved to be offered online are also required to be submitted for course modification approved through the Curriculum process

In summary, Crafton is able to maintain high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning across all programs by sustaining a range of approaches, including: the faculty interview process, pedagogical innovation, program review, the campus culture, the Education Master Plan, assessment of student learning outcomes and the Ed Tech Committee. Each of these is discussed in detail below.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.2.d The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This can be found by looking at the methods used in Crafton classrooms and by looking at the systems Crafton uses to sustain this effort, including: the student engagement survey, specific research conducted by the Office of Research and Planning, assessment of students, CTE and industry standards and the DE approval process.

Faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. Lecture is the most common methodology used while various technologies such as Clickers, PowerPoint presentations, and websites such as www.Pollev Everywhere.com^c -used in coordination with students personal mobile devices- are some of the ways the College addresses the diverse learning needs of its students. These technologies and use of small group discussion help to make the lecture more varied and applicable to a wider range of learning styles.

Instructional programs utilize a variety of delivery modes and teaching methods in the face-to-face, hybrid, and online courses. Online and hybrid instruction is provided by Blackboard. An online quiz^{ci} is provided for all students to assist in the decision as to where an online course is right for their particular learning style. In addition to these methodologies, learning communities are also available at the College.

In order to better understand the characteristics and preferences that influence student engagement and ultimately learning, the College has conducted several years of the Community College Survey of Student Engagement (CCSSE)^{cii, ciii, civ}. The College Success Factors Index has been used in first-year student learning communities and Crafton Hills College courses

dating back to the 2007-2008. In the 2013-2014, the College has adopted a method of “rolling up” course level SLO assessment data, that will provide new insights to help us understand learning at the program and institutional and level. Rolling-up SLOs refers to the process where all of the outcomes assessed and reported for the year in the program review are combined for the entire college. This is the first year the College was able to do this and all of the information is available in the Program Review Web Tool^{cv}. This is one of the tools the College uses to track and map learning outcomes.

The College’s Institutional Effectiveness, Research and Planning Office provides the campus with a variety of measures that demonstrate the College’s effectiveness in meeting the needs of students^{cvi}. Since 2005, the College has been active in applying for and securing grants to address the needs of students in the areas of developmental education, transfer preparation, Science, Technology, Engineering and Mathematics (STEM) and pathways to college & career success. The College has secured a new title V grant to meet the learning styles of Hispanics in particular. The College brings in professional experts to provide assistance and direction to its faculty to meet the changing and diverse learning styles of students^{cvi}.

Assessment of students is conducted primarily by instructors, and colleagues in their departments and divisions. Many instructors offer diverse modes of assessment methodology including objective testing, essay writing, and direct skill observation. A variety of delivery methods are employed including: lecture, collaborative learning, online, experiential, self-paced, and learning communities.

In the case of Career and Technical Education, methods are defined by industry standards. In addition, Disabled Student Programs Services (DSPS) provides services to students and faculty relating to providing accommodations that aid assessment for students with learning disabilities.

[Keith write--Discuss how disaggregated data is shared across campus to stimulate a higher conversation around diversity and learning]

To ensure the effectiveness of the distributed education program, Crafton Hills College has adopted an approval process for courses which are taught through alternative modalities (e.g. online or hybrid). A separate course approval process is required by Title V, Section 55206, which 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](#)^{cvi} to a course can 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.

The Educational Technology Committee is charged with the oversight of the quality of distance education courses and performs routine evaluations^{cix}. The committee meets regularly throughout the academic year, and reports to faculty via the Academic Senate.

As part of the process for certifying courses for distance learning, the Educational Technology Committee evaluates the methods to be used for assessing student learning. This is done via a checklist to ensure that the course has all the required elements to be successfully taught online^{cx}. The processes that address instructor readiness for online teaching^{cxⁱ}, and course approval are accompanied by a series of checklists that ensure appropriate accommodations for students with a variety of learning styles and needs.

In summary, Crafton is committed to using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This commitment can be found by looking at the methods used in Crafton classrooms and by looking at the systems Crafton uses to sustain this effort, including: the student engagement survey, specific research conducted the Office of Research and Planning, assessment of students, CTE and industry standards and the DE approval process.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.2.e The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

Crafton evaluates all courses and programs through an on-going, systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. This is done through processes associated with program review, student evaluations, the Education Technology Committee and the Curriculum Committee. Each of these is discussed in detail below.

All programs, both instructional and service programs, at Crafton Hills College previously underwent a systematic program review process^{cxⁱⁱ} every 3 years. However this process was recently modified to occur every 4 years starting in the 2013-14 academic year with an annual planning update in each intervening year. The core purpose of this review is to evaluate the efficacy of each course and program component and to assure that each component contributes to student success in a way that aligns with the College's mission, vision and values^{cx^{xiii}}. A handbook has been developed to assist faculty and staff in this process^{cx^{xiv}}

The Office of Institutional Effectiveness, Research and Planning provides each program a comprehensive collection of effectiveness measures from which to make evaluative decisions about the strategic direction of the program and program objectives^{cx^v, cx^{vi}}. As part of the program review process, each unit is expected to conduct a comprehensive review of each

program it offers to students, to evaluate how those programs align with the mission and strategic directives of the College, and, to evaluate how the courses offered to both promote the successful completion of programs and degrees within one's own department, and to support students who pursue programs in other departments (e.g. completion of prerequisite coursework for other programs

Student Evaluations are conducted annually and compiled by the Office of Institutional Effectiveness, Research and Planning. All online course offerings are required to have a Distance Education addendum to the course outline of record, and undergo the 6-year review, in accordance with the Curriculum Review process.

In addition, individual instructors/departments assess the student learning outcomes for their distance learning courses and discuss the results for the purpose of potentially instituting change to meet the relevance, appropriateness, and achievement of these learning outcomes. Course and program improvements are reported and summarized in the Unit's program review/planning documents. Student success data are also provided as part of the regular review of course effectiveness in the annual planning process.

Program relevancy is established through the Program Review process, in consultation with shared governance committees such as the Crafton Council, and Academic Senate. Student learning outcomes, as well as Service Area Outcomes have been identified for all programs and undergo annual assessment. The process and results are summarized on Program review documents^{cxvii}, and inform programmatic changes designed to address student learning needs, and bring about improvement. Student learning achievement drives the planning process. Changes to courses and programs are designed to address the quality of student learning, and to specifically address learning needs.

Since the 2008 Self-Study, the College has undertaken rigorous efforts to systematically improve the review process, and provide guidance and support for program units undertaking program review. This improvement has resulted in stronger program health and overall improvement in the student experience at the College as evidenced by campus student satisfaction surveys^{cxviii}. The process includes identification of outstanding programs, programs that are strong with some minor concerns, and programs that are in need of significant improvement. The program review and planning process culminates in the identification of program objectives which are prioritized in accordance with the mission, vision, values and needs of the institution^{cxix}.

The program review process includes criteria that addresses relevancy of program components, appropriateness of program measures, achievement of student learning outcomes, currency of curricular and co-curricular elements, as well as future planning for each program. Instructional as well as non-instructional programs at the College undergo the same process concurrently each year, with rubrics that are appropriate to instructional^{cxx} and non-instructional areas^{cxxi}.

All program review documents include prioritized objectives and resource requests that are included in the budget prioritization process conducted by the Planning and Program Review committee. The program review documents detail continuous quality improvements in programs across the campus^{cxxii}, ^{cxxiii}. Each year, every program unit on campus completes an annual plan

document to update-progress on program goals, objectives and initiatives, and documents continuous quality improvements to their programs.

The relevancy of all programs, including those in Distance Education mode, are evaluated as part of the program review process. The Education Technology committee also discusses issues of program quality and relevancy in its scope, though it does not supersede the department's authority. While the College largely believe they have met this standard with regard to traditional course offerings, the evidence for DE offerings lags behind, and minutes for the Educational Technology Committee is missing for the last several years.

Kim write--Curriculum Committee reviews all course curriculum on a six year cycle.

In summary, through program review, student evaluations, the Education Technology Committee and the Curriculum Committee, Crafton Hills College is able to evaluate all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.2.f The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The College understands and participates in ongoing and integrated planning at several levels and scales. All program units participate in the Planning and Program Review process at Crafton Hills College^{cxxiv}. Student Learning Outcomes are measured at the institutional level as well as at the program and course level. The Planning and Program Review Process is described thoroughly and tutorials and help are available throughout the planning process^{cxxv}. The institution has a well-integrated comprehensive evaluation plan in place that encompasses all tiers, from the program level down to the individual course^{cxxvi}. All credit courses are reviewed at least once every six years, and are checked for currency of content, alignment with the program, and appropriateness of objectives and student learning outcomes. Outcomes and objectives are submitted as part of the evaluation process. Program Review, long-range and annual plans are part of a comprehensive process tied directly to the College educational master plan and mission statement. The Program Review process requires that each program, -most often a discipline or department- conduct a program review at least once every four years.

Career and Technical Programs are evaluated every two years. Annual Plans occur every year when there is no Program Review. Standards of the Program Review encompass measures such as program access, purpose relative to the college mission, student learning outcomes (SLOs) and perceived strength and weaknesses in relation to the SLOs, student success, program innovations, program improvements, and trends and plans associated with the discipline or program.

The Planning and Program Review process provides the foundation for budgeting decisions at the College. Student Learning Outcomes (SLOs) and Institutional Level Outcomes (ILOs) have been created by almost all programs and departments, and the data is analyzed and used by the respective programs for improvements in student learning. Planning and Program Reviews are evaluated by the PPR Committee, and the committee has developed rubrics for measuring progress and identifying areas that need attention in specific programs^{cxxvii}. The Office of Institutional Effectiveness, Research and Planning Department of Crafton Hills College has surveyed, collected and evaluated multiple sets of data to improve student learning across the disciplines. This data is made available in the research website as part of the publication “Did You Know”^{cxxviii}. Some examples of such research include the success rates of African American and Hispanic male students^{cxxix}, success of low income students^{cxxx} and the relation between course length and student success^{cxxxi}.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.2.g If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

Several programs at Crafton use assessment tools and/or common exams in entry level or pre-requisite courses where there is more than a single class section offered. The Computer and Information Systems (CIS) Department developed student learning outcomes that have been assessed across all sections of the foundation course CIS 101^{cxxxii}. The results enabled the department to make changes to their curriculum to improve student success. The Mathematics Department developed and implemented a common final exam that includes the pertinent SLOs for two developmental courses, Math 942 (Arithmetic) and Math 952 (Pre-algebra) that included multiple assessment methods to allow for different learning styles.

The English Department has been using research papers to evaluate student learning outcomes in ENGL 101, which are read by the individual instructors teaching the subject. A rubric is utilized by all full-time English Faculty scoring the research papers. The Child Development program utilizes common quizzes and exams in several introductory classes in conjunction with assessing their student learning outcomes^{cxxxiii}.

Self-Evaluation

Crafton Hills College uses departmental course and/or program examinations. These examinations validate their effectiveness in measuring student learning and minimize test biases. The course program exams used by the CTE programs are provided by either the state or nationally recognized testing companies. The exams are validated and used to evaluate the effectiveness of instruction and the achievement of SLO's.

Actionable Improvement Plans

None

A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The College awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Self-Evaluation

Crafton Hills College faculty and administration ensure that credit awarded is consistent with generally accepted norms in higher education. All of the College's course outlines of record contain SLO's. Faculty modify instructional strategies as a direct result of outcomes. A student's achievement of the stated SLO's is a factor in determining the student's success.

The College meets this Standard.

Actionable Improvement Plans

None

A.2.i The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Descriptive Summary

Crafton Hills College has program-level SLO's in place for all programs leading to a certification or degree. The courses within each program are fulfilling these program level SLO's and are being assessed on a four year schedule. When students pass the required courses for their degrees or certificates, they are achieving program level SLO's.

Self-Evaluation

Crafton Hills College has implemented institutional, program, and course level SLO's and outcomes are assessed on a four year schedule.

The College meets this Standard.

Actionable Improvement Plans

None

A.3 The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

A faculty developed rationale for general education can be found on pages 59-61 of the College Catalog^{cxxxiv}. Specific fields of knowledge are identified from that general education rationale: Natural Sciences, Social and Behavioral Sciences, Humanities and Fine Arts, Language and Rationality, and Health and Wellness. In each of those fields of general knowledge, specific courses are identified as fulfilling the general education requirement.

Self-Evaluation

The General Education Philosophy, which was adopted in 2007, is stated in the College catalog^{cxxxv}, (page 61) and frames the General Education course pattern. Part of this language includes: “General Education courses provide a fundamental learning foundation for all instructional programs offered by the college. These courses are designed to stimulate the student’s intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student’s awareness of societal concerns and the responsibilities of citizenship. All programs leading to the associate degree include a general education component.”

The required areas of general education which include Reading Proficiency, Writing, Mathematics, Biological Sciences, Communication Studies, History, Political Science, Social and Behavioral Sciences, Critical Thinking, Health Education and Humanities correspond to the basic and essential skills and knowledge required by the State of California for students completing the requirements for an associate or transfer degree.

All course offered under general education have updated SLO’s in place and part of an annual assessment for review.

The College meets this Standard.

Actionable Improvement Plans

None

A.3.a An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

A.3.b A capability to be a productive individual and life-long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

A.3.c A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Descriptive Summary

General Education requirements for all Crafton Hills College students appear on page 58 of the 2013-14 Crafton Hills College Catalog^{cxxxvi}. As required both by accreditation standards and by California Code of Regulations (Title 5 §55063(b)), all students must complete classes in Natural Sciences, Social and Behavioral Sciences, Humanities (including the fine arts), and Language and Rationality (this category includes courses in English Composition and Communication and Critical Thinking). A review of the College catalog and schedule of classes illustrates that students have a wide and rich range of classes from which to choose. All students who seek to complete a degree must complete the College's general education requirements, the College is increasingly viewing general education as one of the pathways to which the College must pay particular attention.

The institution relies on the expertise of Faculty in determining the appropriate content and methodology of courses that are included in the General Education course pattern. The Curriculum Committee is the body which determines whether a course is appropriate for inclusion in the General Education course pattern. The Academic Senate, relying on the broad expertise of its body of faculty, reviewed the General Education Philosophy with respect to its relationship to Institutional Learning Outcomes.

Academic departments conduct their own curricular review of courses that are included in the G.E. pattern as part of their overall Program Review. There is an expectation that students completing those courses are able to demonstrate their achievement of the GE SLO for that area, in addition to related course-level SLOs.

Rubrics for each General Education SLO were developed in 2008. These determine the criteria under which student achievement of GE Outcomes will be judged. In the fall of 2013, the college discussed and approved a strategy to "Roll-up" course-level assessment data as a means of carrying out assessment of GE outcomes. To accomplish this, the college adopted a campus-wide standard 4-level rubric to ensure that consistent and comparable data can be collected across all courses.

The Educational Technology committee reviews all distance education courses to ensure that the course offering meets the same rigorous standards as the traditional face-to-face course. The

Curriculum Committee also reviews online course offerings to ensure consistency with face-to-face courses. Instructors/Departments must submit a distance education (or DE) Addendum for approval before a course can be offered online.

The College has made continual efforts to define and refine its approach to cultivating ethics and citizenship qualities in its students. This work began with the convening of the GE task force in the Fall of 2003, which drafted GE SLO statements that characterized the nature of citizenship and ethics, among other qualities, that were present in courses taught at the College^{cxvii}.

The College has programs that strive to incorporate diversity, resulting in ethical and civil interpersonal skills, into its curriculum. The Communication Studies department sponsors trips to diverse Southern California locations, including a Taoist Temple, Olvera Street, Venice Beach, LGBTQA festivals, Venice Beach, and other locations of historical and aesthetic interest. Such trips result in students lowering their perceived ethnocentrism^{cxviii} (Communication Studies 174 SLO result) and exposes them to cultures that inspire further civic, political, and social responsibility on a global scale. In addition, the Communication Studies department sponsors a campus wide Day of Advocacy, entitled CWAVE^{cxix}, to allow students, staff and faculty alike to advocate for issues of local, national and global concern.

Standard II.B.3.d discusses additional activities, events and student clubs that contributes to the culture of civic, national and global interest at the College.

Self-Evaluation

Through the participatory governance process, the Academic Senate, Curriculum Committee, Office of Instruction, and the instructional divisions are responsible for the general education curriculum. Crafton Hills College has developed a process for assessing and reevaluating SLO's and each course is assessed annually.

Though most course level outcomes have been assessed, the College has not completed the assessment of General Education Student Learning Outcomes. The Aggregation and "roll-up" of previously completed course-level assessments provides the needed data to conduct ex post facto assessment of GE SLOs from past semesters.

The College has prescribed a method of assessing student learning outcomes for all courses that are included in the General Education course pattern^{cxl}. However, those assessments have yet to be carried out, including the courses offered in Distance Education mode. Currently, eLumen is being re-configured to be the engine that will power the roll-up of course level assessment data to inform student achievement of program as well as general education student learning outcomes.

With the adoption of the mapping and roll-up strategy by the Academic Senate, the College now has a way forward to assess the GE Student learning outcomes.

The College meets the Standard

Actionable Improvement Plans

The assessment of GE SLOs are the critical next step in this process.

The process must be robust and sustained, and integrated into the planning processes for all departments and programs.

A.4 All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Descriptive Summary

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The institution offers more than 65 degree or certificate programs in focused areas of study. All degree programs at CHC require a minimum of 18 semester units of focused study or an interdisciplinary core focus.^{exli}

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.5 Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

All programs undergo thorough program review at least once every four years, with career and technical programs using a two-year cycle. This new, thorough review was instituted in 2007-2008 and first used by the career and technical division. Reviews include analyses of student enrollment, student success, transfer or certificate completions as appropriate, and measures of student learning outcomes (SLOs). Students at Crafton Hills College enrolled in occupational or vocational degree or certificate programs (including Emergency Medical Services, Fire Technology, Radiologic Technology) must demonstrate technical and professional competencies ensuring the meet employment standards established by certification/licensing agencies.

Self-Evaluation

Clinical Syllabi provide competencies related to the professions in which the students will be entering while program theory is related directly to minimum requirements for licensure as set forth by licensing agencies. The College monitors the passing rates for entry level licensing exams. In addition, the College monitors the placement rates for students who successfully complete the program. Each program monitors this practice on their own and it is part of the program

accreditations. In addition, the College is required to report the job placement rates and license exam passage rates each year to ACCJC in the annual report.

The College meets this Standard.

Actionable Improvement Plans

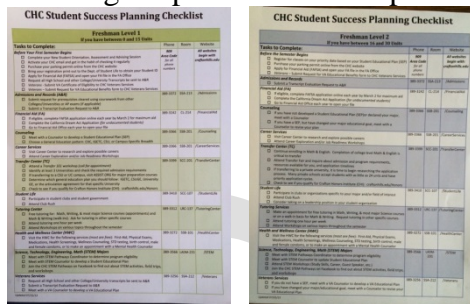
None

None

A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.

Descriptive Summary

Degrees and certificates are described in a variety of locations available to the student both in a printed format and electronically. SLO's are included in the course descriptions in both the College catalog and class schedules while these schedules are available in a number of locations on campus^{cxlii}. This information can also be found on the College website^{cxliii}. Communication with students via the College's Transfer Center and Counseling Office also ensures clear and accurate information about educational courses and programs and transfer policies. All Students have access to a Student Success Checklist^{cxliv} for easier navigation through their first two years of college experience and are provided one upon an appointment with a counselor.



Course syllabi are submitted to the Deans, via the faculty chairs, each term and are stored electronically by both Deans and chairs. It is communicated to all faculty that SLO's are to be included in all course syllabus. Each term, part-time faculty are instructed to include SLO's in the course syllabi during part-time faculty orientation, and also through the Part-time Faculty Handbook^{cxlv}.

All course outlines include expected learner outcomes and faculty are contracted to teach to the course outline which can be found through CurricUNET^{cxlvi}. Part of the evaluation process for all faculty includes submission of course syllabus to the Dean for further evaluation. All courses that are offered as a Hybrid and/or 100% Online are required to be approved through the curriculum process. Courses are submitted through the CurricUNET site and DE adaptations to course are reviewed by the Curriculum committee and the Educational Technology Committee. The next step is the course outline is submitted to the SBCCD Board for evaluation and approval.

Self-Evaluation

The College works diligently to assure students and prospective students receive clear and accurate information about educational courses, programs and transfer policies through those means described above. Expected student learning outcomes are typically communicated through both the course outline of record and each course syllabus. However, currently course outlines do not formally include the SLO's for the course, but it does include what the student is expected to learn at the end of the course. Discussions that include SLO information being incorporated into course outlines have occurred in curriculum committee meetings and best practices on how to include them have also been discussed. One suggestion is to have them as an attached document to the course outline through CurricUNET. Currently, when a course goes through the approval process, instructors are asked to send the committee the SLO's for the course for committee review.

It is not easy for students to find the course outline for each class. The link to course outlines on the College website is through the "Faculty and Staff" tab, and then a student would have to know navigation skills to Curriculum and then CurricUNET. Course Outlines need to be more easily accessible to both current and former students, to help facilitate in transfer to other institutions. A hyperlink to Course Outlines through CurricUNET should be on the College website in the "Current Student" tab and the "Faculty and Staff" tab.

Currently the College does not possess a formal system of cross checking between outcomes stated on the course outline of record and each individual syllabus yet may want to consider this as part of the Curriculum Committee process.

The College does not currently offer a fully online program, and it is expected that a student earning a degree from Crafton Hills College will also take courses on campus. Information on DE course and programs, and information on how to earn a degree at Crafton Hills can be found in various locations including, the College website^{cxlvii}, catalog^{cxlviii}, class schedules^{cxlix}.

The College meets this Standard.

Actionable Improvement Plans

Make course outlines easily accessible to students.

Attach SLO's to Course Outlines.

Develop System to cross check SLO's on course syllabi with course outline.

A.6.a The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Students can learn about transfer policies and procedures from a variety of sources. Students have access to hard copies of instructional materials and forms. Students can also find the information on the College website in locations that include the Transfer Center Webpage^{cl} and the Counseling webpage^{cli}. The Transfer Center opened in the Spring 2012 and is a location where students can go to for appointments with the Transfer Center Lead Coordinator and have access to transfer related documents.

The evaluation of transfer credit is published in the College catalog^{clii} in section 3. Credits are evaluated and compared to the SLO of the GE requirements. Course content is examined for its rigor and expected to meet Crafton Hills General Education learning outcomes and major requirements. The Counselor works with Faculty Chairs of each discipline to coordinate course substitutions and waivers. Courses are also accepted to meet IGETC and/or CSU transfer requirements.

Courses that are articulated to CSU and UC are transferrable. Some colleges and universities accept CSU and/or IGETC General Education patterns. Others require that you follow their course pattern for general education. The Crafton Hills Transfer Center officially opened to students Spring 2012 while the development of the center was started in Fall 2011. In the Fall of 2011, articulation agreements^{cliii} were posted online for use by counselors and students. Students can gain easy access through the Transfer Center website^{cliv}.

Many Private and Out-of-State institutions do not require an individual articulation for each course for transfer; many accept the course for transfer if it meets with CSU or UC transfer requirements. Many Private and Out-of-State institutions look for transfer units in the GE area for approximately 30 units, most prefer students transfer as a sophomore. CSU & UC prefer transfer at the junior level (60 units).

Self-Evaluation

Courses requiring UC articulation and approval are submitted to the UC system with a request for articulation. When approval is given, the- the course is transferable. Courses requiring GE approval are submitted annually in December for the approval for each course in the specific GE area. The evaluation process includes the matching of Crafton Hills Course Outlines to C-ID descriptors and the annual summary and reviews of the articulated courses submitted to CSU. All DE courses undergo the same process as face-to-face courses. Currently, there are no differences in transferring of units earned in a DE course when the face-to-face course has been articulated. The College transcripts do not indicate if courses were taken as face-to-face or DE. In some instances when outside institutions question the DE course, the course outlines have been submitted to the outside institution for review. In the case of laboratory courses and Communication Studies courses, most institutions accept the credits when they have been offered on campus in a hybrid situation with on campus meetings to better facilitate the online experience.

To help students better understand where they are in terms of readiness for transfer to CSU or UC, transcripts from Crafton Hills should include the following two components:(i) an indication next to each course to represents if it is CSU and/or UC transferable and (ii) the summary

sections of the transcripts include CSU total units and GPA, UC total units and GPA, and AA degree applicable total units and GPA

In addition, to help students better understand what courses are transferable, clean up the numbering system for courses such as having all nontransferable course numbering start with 0XX. There are a number of Crafton Hills courses that have course numbers starting with 1XX that are not transferable.

The College meets this Standard.

Actionable Improvement Plans

Create easier accessibility for course outlines.

Include additional information on transcripts as noted above.

A.6.b When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

Since the 2008 Self-Study and Team Visit, the College has been working on creating a Program Discontinuance policy that is driven by institutional needs and planning, and accounts for the needs of students. However, the process appears to be left up to the discretion of the faculty in the division or department. Based on the last program that was eliminated (Criminal Justice), students were informed when they registered of the elimination of the program at Crafton Hills and the classes they needed to finish the program were available within the year at its sister college, San Bernardino Valley College.

Self-Evaluation

Crafton Hills College must continue the work that began in 2008-09 to finalize and adopt a program discontinuance policy. The most recent evidence indicates that this work was still in progress in the Spring 2013 semester, with discussions taking place in Academic Senate, Chairs Council and Crafton Council, among other places.

The College would benefit from having a written policy which identifies the criteria for consideration and the general steps for eliminating programs. The policy should include both the decision making process and the plan for student completion.

In the history of the College there was one instance of a program (Administration of Justice) that was moved to its sister College, San Bernardino Valley College, and in effect, eliminated from the Crafton Hills campus. Anecdotal evidence (verbal reports from affected students) indicated that the College did not provide adequate advance notice of program cessation and transfer to our sister institution in the district. Nor did students who were relocated receive any additional information or support from the other institution. This underscores the need for a policy and a protocol for the cessation of programs.

Actionable Improvement Plans

The need for a policy and a protocol for the cessation of programs.

A.6.c The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

Under the direction of the College President, the Director of Marketing and Public Relations^{clv} implements a district-wide program of public information and community relations; and information and requests are channeled through this office to assure accuracy and consistency. In addition, the yearly *Crafton Hills College Catalog*^{clvi} is distributed to each faculty member and administrator as well as to the Library, Learning Resource Center, Counseling Department, and other offices where the information can be easily shared with students. In addition, complimentary copies are mailed to the business community and other educational institutions including nearby community colleges, four-year institutions, and high schools. The Crafton Hills College Catalog, Addendum, and Schedule of Classes are readily available on the College website.

The Office of Institutional Effectiveness, Research & Planning^{clvii} collaborates with faculty, administration, staff and students to provide high-quality educational programs and services by integrating institutional research, planning, analysis and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the College by promoting and coordinating high quality web services to inform students and the community of programs and services.

The Crafton Hills College Fall 2012 Campus Climate assessment developed by the Office of Institutional Effectiveness, Research and Planning, in collaboration with the Crafton Council was distributed in the Fall of 2012^{clviii} and reflects key findings of employee perceptions of the College's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP)^{clix}. The Research Briefs and Reports section of the Office of Institutional Effectiveness, Research & Planning (OIERP) Web Site is organized into seven areas, (Academic Success, Dashboards, Enrollment Reports, Institutional Effectiveness, Instruction, Student Services, and Satisfaction Surveys). All current briefs, surveys, and reports are accurate, timely and accessible, and may be retrieved on the OIERP Website or by sending a request to the OIERP.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

As stated in the College catalog^{clx} (38): “Crafton Hills College exists for the transmission of knowledge, the pursuit of knowledge and creative expression, the development of students, and the general well being of our community and society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this learning community, students are encouraged to develop the capacity for critical judgment and to engage in an independent and sustained search for knowledge and creativity. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students shall exercise their rights with responsibility, while not threatening or endangering the rights of other members of the Crafton Hills College community.”

SBCCD Board Policy 5500, Standards of Conduct and Disciplinary Procedures^{clxi}, makes it clear that instructors shall permit free discussion, inquiry, and expression of thought by students within the parameters detailed within policy 5500. In addition, according to above board policy 5500, statement 12, any form of academic dishonesty will not be tolerated.

Board Policies and Procedures are posted on the SBCCD website^{clxii}. The Board Approved policies on Academic Freedom are also made public through college publications such as the College Catalog, Academic Senate Agenda & Minutes^{clxiii}, Part-Time Faculty Handbook^{clxiv}, as well as the New Student Handbook.

Self-Evaluation

The aforementioned policies regarding academic freedom and responsibility, academic honesty and our philosophical commitment to freedom in teaching and learning, can be found at the school and district websites and the College catalog. In addition, instructors include information regarding cheating and plagiarism in the course syllabi and discuss these policies at the beginning of each semester.

Actionable Improvement Plans

None

A.7.a Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

Faculty members are expected to follow all policies of SBCCD - in relation to fair and objective dissemination of material, Board policy 4030^{clxv} (C): “Academic freedom requires that all academic employees establish and preserve an open

learning environment at the college. No special limitations shall be placed upon students in their study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of academic responsibility.

Students shall have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the academic employees."

Self-Evaluation

Crafton Hills College students can disagree with information perceived to be containing personal prejudice during classroom instruction. All students have access to a grievance process (p.40) while the college catalog (p. 42) provides contact information for all administrators who oversee grievances. In the case of academic bias, students would appeal to the Dean of Students Services, Student Support. All faculty receive regular evaluations and are evaluated by students, peers and management. During this process, any existing prejudice and subjective viewpoints are identified and resolved accordingly and in relation to the severity and consequence of the prejudice.

Actionable Improvement Plans

None

A.7.b The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Descriptive Summary

The College catalog provides information regarding academic honesty under "Standards of Student Conduct and Disciplinary Procedures" (p.39) . The academic honesty policy is included in course syllabi provided by faculty on the first day of class.

Self-Evaluation

The College holds a clear position regarding academic honesty. A set of procedures explain the protocol followed when a faculty member has made an academic dishonesty allegation against a student. The New Student Handbook^{clxvi} (pp.21) addresses the regulations regarding academic honesty and the student. The Vice President of Student Services is responsible for investigating violations of academic honest and is responsible for discipline.

Actionable Improvement Plans

Create a student code of conduct to be placed prominently on the school website for easier access for all students.

A.7.c Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Students, faculty, staff and administrators are -encouraged to behave in a respectful manner exemplifying good judgment in their campus conduct. The College mission statement indicates that students can expect, "... a quality learning environment" where we believe that such behaviors are an integral part of that environment. SBCCD Board Policy 3435^{clxvii} entitled, "Mutual Respect Policy" states, in part: "Any persistent and unwelcome behaviors such as unwarranted criticism, nit-picking, fault-finding, exclusion, isolation, being singled out and treated differently, being shouted at, humiliated, ridiculed, or the micromanagement of any student, employee, or Trustee, of any other student, employee, or Trustee will not be tolerated. Non-compliance and violation of this policy may be subject to discipline up to and including termination or dismissal. The District will not tolerate persistent and unwelcome behaviors in the workplace and will make every reasonable effort to prevent and eliminate conduct which falls within the scope of this policy."

Self-Evaluation

Various district documents address the expected conduct of student in the classroom and on campus; such as the College catalog, Board Policy, codes of conduct for staff, faculty, and administrators, and the New Student Handbook^{clxviii} (pp. 21,22) clearly, and in great detail, communicates the expected conduct of students in the classroom and on campus.

Actionable Improvement Plans

Create a student and staff, faculty, and management code of conduct to be placed prominently on the school website for easier access for all parties.

A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Descriptive Summary

The College is a member of the Southern California Foothills Consortium, a group of California Community Colleges committed to quality study abroad programs. Locations of study abroad programs for this consortium of 16 colleges include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study^{clxix} (AIFS). College faculty teach the courses associated with these program and the students enrolled in these programs are college students. This standard does not apply to the College as it does not offer curricula in foreign locations.

Self-Evaluation

Crafton Hills College meets this Standard.

Actionable Improvement Plans

None

Note: Standard IIA citations are at the end of the document—need APA-style links.

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Crafton Hills College is an open access institution with admissions and enrollment policies that are consistent with state regulations and San Bernardino Community College District (SBCCD) Board Policies. The College provides programs and services to enhance and support the learning environment. Ongoing evaluation of the effectiveness of services takes place to ensure that they meet the needs of students and the community. The College Mission Statement (II.B.1.) strongly emphasizes the services and priority of students at Crafton Hills College: “The mission of Crafton Hills College is to advance the education and success of students *in a quality learning environment.*”

The Crafton Hills Educational Philosophy expands on the College mission (II.B.2). The Educational Philosophy states, “In a free society all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help to promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation for lifelong learning. At Crafton Hills College, students prepare to meet the challenges of an increasingly complex society.”

The student population at CHC has changed dramatically over the past several years (see Introduction). The most recent environmental scan revealed the College student body is more diverse in ethnicity and socioeconomic status than ever before (II.B.3). The College has sought to better understand student and community needs by examining the results of environmental scan reports, assessment data, and direct student feedback. As a result, planning of student support services aligns closely with the needs and interests of the campus community.

The College conducts outreach activities in the local community to meet the needs of prospective students. The most prominent of these is Student Orientation, Application, Assessment, and Advisement (SOA³R), the College's early matriculation program. SOA³R provides matriculation services to high school students at the College's eight top feeder schools. SOA³R includes personnel from counseling, EOPS, DSPS, the Transfer Center, the STEM grant, and Tutoring. High school participants are able to apply to the college, participate in the online orientation, take the assessment, and engage in an educational planning workshop. As mentioned elsewhere in this document, SOA³R participants are more likely to complete and succeed in their courses, and have higher fall to fall retention rates than their non-SOA³R peers (II.B.3.). SOA³R also acts as the recruitment vehicle for the Left Lane Project, a program designed to implement the recommendations of the Student Success Task Force (II.B.5.).

In addition to SOA³R, the College hosts the annual High School Senior Day. Seniors from local high schools have the opportunity to tour the campus and attend workshops to learn about financial aid, majors, and opportunities for campus involvement. Other outreach events also take place to attract students with diverse interests, for example SciFri for prospective STEM majors, and Arts Day for students interested in the arts and humanities.

To clarify its processes and pathways, the College provides prospective, current and online students with the College Catalog (II.B.6.) a student success planning checklist (II.B.7.), and a website (II.B.8.) containing links to all programs, services, and policy information. The student success planning checklists provide students with complete pathway and timeline information to assist them in meeting their goals. The checklists are organized by year in college (freshman/sophomore) and number of units completed (0-15, 16-30, 31-45, 45-60).

Beginning August, 2012 the College made student orientation a requirement for participation in assessment. The online student orientation provides an introduction to college life and includes the following information: the steps to become a student at Crafton Hills College.; the support services provided to students at the College; certificate programs, associate degree requirements, and transfer requirements to four-year colleges and universities; tips on how to be successful in college; an introduction to student life and activities; and important policies governing student conduct and rights (II.B.9.).

In addition, each year the new student orientation process is evaluated to ensure clarity of school protocol and procedures among new students (II.B.10.). The online orientation contains a brief quiz at the end of each of the five sections. Students must answer the questions correctly in order to proceed to the next section.

Service units at the College include Admissions & Records, Articulation, the Child Development Center, Counseling, Disabled Student Programs and Services, EOP&S/ CARE /CalWORKs, Financial Aid, the Health and Wellness Center, the Transfer Center, and Student Life. The Counseling Center also provides career development services and counseling services for

international student and veterans. For the duration of the Title V grant, the Transfer Center reports to the president, however once the grant personnel are fully institutionalized in 2015, the center will report to the Dean of Counseling and Student Success. The Student Success program, which is integrated with counseling, provides follow-up and intervention services for students who are academically at risk. Scholarships are managed in the office of the vice president of student services, with support from the college foundation. Last, the College has an active and vital office of Student Life which provides support and oversight of the student senate, clubs, and student life programming.

The College continually reviews the application and registration process to facilitate student access. The online application includes a satisfaction survey. Most students are satisfied with the online process (II.B.11.). In 2013-2014, the college transitioned to the new statewide CCCApply. The new tool will be implemented during summer, 2014.

The College website lists online/distant learning opportunities for all students and has implemented a variety of services that address issues related to online learning and allows students to receive the same information regardless of location (II.B.12.). The links on the College website include self-assessments to help students determine whether online learning is suitable for them (II.B.13.).

Currently, the only off-site program at Crafton Hills is the Basic Firefighter Academy, temporarily relocated to the California Department of Forestry and Fire Protection (CAL FIRE), located at 3800 North Sierra Way, San Bernardino, CA 92405 pending construction of a new Public Safety and Allied Health building. The temporary site is approximately 21.06 miles from the campus. Students enrolled in the Academy have access to all CHC online services, such as tutoring, application, orientation, transcript requests, and the purchase of parking passes, fee payments, and book orders.

In addition to these online services, service units at Crafton Hills College are making a concerted effort to serve, support, and engage Fire Academy students. Service units, including representatives of Admissions and Records, Counseling and Matriculation, the Tutoring Center, the CHC Bookstore, Administrative Services, and Student Life met to discuss ways to provide seamless service to students enrolled in the Fire Academy. The Vice President of Student Services and the Dean of Counseling and Matriculation met with the cadets during their orientation to discuss services and support. The services discussed included expedited access to counseling, tutoring, and mental health services. The Tutoring Center provides on-site writing support, and the Health and Wellness Center has agreed to provide an on-site mental health counselor and on-site flu vaccinations (II.B.14.).

B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

B.2.1 General Information

- **Official Name, Address(es), Telephone Number(s), and Website Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

B.2.b Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

B.2c Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

B.2d Locations or Publications Where Other Policies may be Found.

Descriptive Summary

Policy and procedure information is readily available to students and the community in formats that meet individual needs. The printed and online Crafton Hills College Catalog (II.B.15.) provides information in the following categories: general college information (p.5); mission and vision (p. 6); course, program and degree offerings (pp. 55-72); academic freedom statement (p. 43); student financial aid (p. 18); available learning resources (p. 50); names and degrees of administrators and faculty (p. 189); governing board members (p. 190); admissions (p. 28); student fees (p. 24); degrees, certificates, graduation and transfer (p. 73); academic regulations (p. 38); nondiscrimination (p. 35); acceptance of transfer credits (p. 58); grievance and complaint procedures (p. 40); sexual harassment (p.36) and refund of fees (p. 29).

Information about policies and procedures is also available in the Student Handbook, published in print and available online (II.B.16). The online orientation also contains general policy information concerning discrimination and sexual harassment, student conduct and academic integrity, and parking and safety. The location of policy information in these various sources is shown in the table below.

The admissions procedures are clearly stated in the college catalog. A flow chart of the five steps to successful enrollment provides detailed information regarding general enrollment, high school concurrent enrollment, and international enrollment (p. 10). In addition, the catalog covers the requirement for California residency (p. 12) and exemption statuses, such as military dependents and community college employees (p. 13).

The application and enrollment processes are also thoroughly described for prospective students on the College website (II.B.17.). The application webpage includes term dates, priority registration dates, and admission application periods for each semester, as well as a link to the state online application, the FAFSA, and enrollment in classes. As in the college catalog, alternate admissions for high school and international students is described.

The College catalog is the primary source of information for members of the campus community and prospective campus community members. The catalog is available on the College website and hard copies can be found in the counseling center, admissions and records, library and the administration building. The College makes every effort to ensure that information provided in the catalog is current and accurate.

The catalog development process is a shared endeavor at Crafton Hills College, involving the offices of Instruction, Student Services, and Administrative Services. An *ad hoc* group meets during the fall semester to discuss the timeline for catalog production and to determine changes in the formatting and organization of the publication. Members of this work group include the articulation officer, instructional deans, student services representatives, vice presidents of instruction and student services, and the records evaluator. Once the timeline has been developed, a PDF copy of the previous year's catalog is emailed out campus-wide with instructions for submittal of changes and revisions. Instructional programs, student services units, and other entities, such as the College Police, have the opportunity to update their information to reflect accurately the services and instructional programs at the college. These changes are incorporated into the catalog narrative.

Curricular and program changes are made using a variety of sources to ensure the accuracy of course and degree descriptions. These sources include the Curriculum Committee minutes, Board of Trustees minutes showing approval of curriculum changes and updates, and Datatel, the college's electronic course management system. The schedule and catalog specialist works closely with key personnel, including department chairs, the administrative assistant to the vice president of instruction, the articulation officer, the evaluator, and instructional deans to check

the accuracy of the course and degree descriptions. Inaccuracies in any part of the catalog are corrected and published in an addendum in January.

One of the chief challenges in the past several years has been the publication of the college catalog in a timely fashion. Some years the catalog has not been available in either print or in online formats until the fall semester begins. The College has endeavored to clarify the timeline, identify responsible parties, and hold all contributors to specified deadlines; however, these attempts have not been completely successful; for example, the 2013-2014 catalog was not published until after the beginning of the fall semester. In spring, 2014, the College purchased an online catalog tool that will allow for year-round revision and accurate annual publications and addenda. The online catalog will be printable in a pdf format, as well as viewable and searchable online.

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Location of CHC Student Policies and Procedures

Policy/Procedure	Catalog Page #	Student Handbook Page #	Website is searchable (Y/ N)	Online Orientation (Y/N)
Prereqs/Coreqs/Recommendations	25	13	Y	
Prerequisite/Corequisite Challenge Process	25	13	Y	
Cancelled Classes	29	13	Y	
Open Classes	28	13	Y	
Dropping a Course	28	13	Y	
Refund Policy	29	14	Y	
Class Attendance	28	14	Y	
Grading System	29	15	Y	
Grade Changes	31	15	Y	
Pass/No Pass (Formerly Credit/No Credit)	31	15	Y	
Honors	34	17	Y	
Credit by Examination	33	18	Y	
Advanced Placement Policy	15	18	Y	
Unit Limitations	32	19	Y	
Class Level	32	19	Y	
Course Repetition	33	19	Y	
Academic Renewal W/O Course Repetition	33	19	Y	
Petition for Academic Exception	34	19	Y	
Probation and Dismissal	34	20	Y	
Who to Contact for Complaints	42	21	Y	
Standards of Student Conduct	39	21	Y	Y
Types of Disciplinary Action	40	22	Y	Y
Student Integrity Policy	43	22	Y	Y
Student Grievance Procedure	40	25	Y	Y
Discrimination and Harassment	35	26	Y	Y
Computer Use	45	26	Y	
Student Right to Know	41	28	Y	Y
Parking Controls and Traffic Regulations	46	28	Y	Y

B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College conducts a Campus Climate survey and the Community College Survey of Student Engagement (CCSSE) biannually, during alternate years ((II.B.18.; II.B.19.). The results of the surveys are reviewed carefully in the Student Services Council and Management meetings, and unit leaders are expected to use the results of this assessment to develop and implement program and process improvements. In addition, The College regularly assesses each student support unit through the Planning and Program Review Process and schedules program reviews accordingly (II.B.20). Every unit completes a full program review every four years. On alternate years, all units participate in the annual planning process. The Office of Institutional Effectiveness, Research and Planning provide extensive support for service units in the evaluation of their outcomes and effectiveness.

All service units are expected to develop program level outcomes and to assess them regularly. Some of the outcomes are centered on students' satisfaction with customer service. For example recent point-of-service evaluations have been conducted for the DSPS (II.B.21.) and EOPS (II.B.22.) student orientations.

Other service area outcomes focus on the impact of services on student success indicators such as retention, completion, and success. For example, a recent DSPS study showed a positive correlation between 2012-2013 students' use of services and their performance (II.B.23.), and a recent study of the college's early matriculation process, Student Orientation, Application, Assessment, Advisement, and Registration, (SOA³R) revealed increased success and retention of students who participated in relative to those who did not (II.B.24.).

A third type of outcome focuses on the outcome of specific services or events. For example, the Counseling Department conducts an annual evaluation of Senior Day (II.B.25.) the Health and Wellness Center has evaluated faculty awareness and satisfaction with services (II.B.26.), the Transfer Center evaluates the effectiveness of its informational workshops (II.B.27.), and the Counseling department evaluates the effectiveness of new student advisement (student educational planning) workshops (II.B.28.).

Outcomes are reported in the Planning and Program Review process. Each service unit develops and assesses Service Area Outcomes (SAOs) to determine program efficacy. In addition, some units have developed Student Learning Outcomes to assess the impact of the unit on students' knowledge and attitudes. For example, Counseling has assessed the extent to which students who participate in counseling services understand associate's degree requirements (II.B.29.).

B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

To provide accessible services that meet each student's schedule and needs, the College has supported the development and implementation of online services whenever feasible. For example, students may access the college application, new student orientation, transcript request, and financial aid information and application online. Satisfaction surveys are embedded in some online tools, such as new student orientation and online application, to assess the quality of services.

Information regarding various programs and services can be accessed online through the Crafton Hills College website. All Student Service programs have individual websites that include contact information, phone numbers, and email addresses to provide students with various means of access to these services.

Admissions

The Admissions website is the gateway to CHC for prospective students ((II.B.30). Students may access online the online application process via the statewide CCCApply portal (II.B.31.). A link is provided on the Admission and Records website under "Apply." Students may register and pay for classes, withdraw from classes, and check their grades through WebAdvisor (II.B.32; II.B.33). WebAdvisor, the CHC online portal, provides students with important information regarding deadlines, pre- and co-requisites, program information, and policy information. Students can update their contact information through WebAdvisor. Student employees are available to assist students to learn to access WebAdvisor and other college systems.

Students can order transcripts online and submit online requests for enrollment and degree verifications. Admissions staff members provide direct assistance to students with online processes. A workstation is available for students to use. In addition, students have access to the computers in the Library for application and registration.

Parking and Safety

Students must purchase a parking pass online, though payment is accepted in both online and face-to-face formats (II.B.34). Emergency notifications are sent to students via email, phone message, and text message.

Bookstore

Students can order textbooks and supplies online, or they can purchase or rent them in the College bookstore (II.B.35).

Counseling, Career Services, Transfer Services

The Counseling, Career Services, and Transfer department websites contain information about orientation, probation, educational planning, international students and career and transfer opportunities (II.B.36; II.B.37; II.B.38). The Counseling Center provides an engaging and thorough New Student Orientation in online format. Students may evaluate the Orientation by following the online link to the survey. While Counseling is not yet offered in an online format, the department is in the process of implementing Student Planner, which will allow for increased student participation and engagement in the educational planning process. Student Planner will be available for student use beginning in summer, 2014.

Disabled Student Programs and Services

DSPS services are described in the online orientation, the college catalog, the New Student Handbook, and the campus website. In addition, DSPS provides an online orientation for students who apply for disability-related services (II.B.40). The orientation features a built-in screen reader for individuals with print impairments. The DSPS application is downloadable and fillable, and the Verification and Consent for Release of Information forms are downloadable.

EOPS/CARE/Cal WORKS

The EOPS/CARE/CalWORKS website provides students with eligibility criteria, application information, and links to free online learning tools such as *Read & Write Gold 11*, a screen reading tool for students with low reading skills, *Project Gutenberg*, which provides free access to over 42,000 book titles, and the *Khan Academy*, a free website to help students with math, science, and other academic skills (II.B.41).

Financial Aid

The Financial Aid Department's website includes a link to the Free Application for Federal Student Aid (II.B.42.). Students can also download financial aid forms, sign up for a debit card, and apply for Federal Work Study online. The Financial Aid department's website also provides links to online financial aid resources, such as scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission. Direct assistance with the financial aid application process is available from the department on an appointment or walk-in basis. The Financial Aid department holds Financial Aid Fridays throughout the spring to encourage timely application and assist students with the application.

Health and Wellness Center

The Health and Wellness Center (HWC) webpage provides students with a wealth of information, including health insurance resources, the Patient Bill of Rights, and downloadable

forms (II.B.43.). Students can take online quizzes to determine their risk of alcoholism and drug addiction, and they can take an anonymous screening for depression, alcohol, and eating disorders (II.B.44). The HWC website also provides links to Columbia Health's *Go Ask Alice!*, an online tool for the assessment of mental health and physical issues, and Facebook, allowing students to ask and receive answers to their health-related questions.

Student Life

The Student Life department maintains the Student Senate webpage, which includes agendas and minutes, instructions for joining the senate, contact information, and a link to the Student Senate Facebook page (II.B.45).

Each service unit has a webpage which is updated frequently with current information. In addition, services units maintain Twitter accounts to provide students with timely updates concerning deadlines, office hours, events, and office closures.

The College continues to implement and utilize technology to provide appropriate delivery of services to students without regard to location. There are currently some preliminary discussions to provide all students at the College have access to a tablet or similar device in order to have constant access to any and all services the College offers. Each service unit maintains its own website by updating and revising the service and contact information as appropriate. The College is continually striving to update and improve each one of these portals. All student services units use some form of social media, such as Twitter or Facebook, to provide current information to students.

B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Through a variety of programs, services, and activities, the college provides a learning environment that promotes civic and personal responsibility, as well as intellectual, aesthetic, and personal development for all students. Students have a variety of opportunities to practice public advocacy, be involved in student government, and join or create a campus club based a variety of interests. There are many examples of events and practices that demonstrate the college's interest in developing well-rounded individuals.

Over the past three years the Communication Studies Department coordinated and promoted the Day of Public Advocacy for all public speaking students (II.B.46). The intent was to encourage students to become vocal public advocates for community issues and causes. Due to the popularity of the event, the department created Campus with a Voice Elocution (CWAVE)

designed to hone the public speaking skills of students and professors and to empower them to fully engage in the College and the greater community (II.B.47.).

During the fall, 2013, student government leaders led the College in opposing Assembly Bill 955 and its impending implementation at CHC. Their efforts led to over 4,000 petition signatures, joint student rallies with San Bernardino Valley College, classroom announcements, united support from the campus Classified and Academic Senates, several student testimonials and presentations at monthly Board of Trustees meetings on the topic (II.B.49.), and the District's eventual withdrawal from the list of pilot schools.

Annual Student Government elections are open to all enrolled CHC students. In addition, students vote on transportation fees, service fees and similar topics relevant to their student experience. To illustrate, 651 students voted in the spring 2012 student government election, which included a transportation referendum involving a per-semester fee in exchange for free access to Omnitrans transportation (II.B.49.).

Students are active participants in participative governance at the College. All participative governance groups, including the Crafton Council have student representation included in their memberships (II.B.50.). The Academic Senate and the Classified Senate include a standing report from the Student Senate on the agenda.

Students are also participants and planners of activities that affect the entire student body. For instance, student government leaders and members of the campus administration, faculty, and staff worked together to organize and participate in the College's first Three Peaks Challenge. The inaugural event was a 15 mile hike across the three highest peaks in the San Gorgonio Wilderness, symbolizing the three peaks all CHC students must summit: to engage, to learn, and to advance. Recent Three Peaks events included joining the Habitat for Humanity in painting a house (II.B.51.) and a hike through Mt. Baldy (II.B.52.).

Crafton Hills College has a comprehensive student activities program modeled after the Council for the Achievement of Standards in Higher Education (CAS) which stipulates that students be exposed to events focused on each of the following six components: social, intellectual, recreational service learning, campus governance, and training. Examples of such events in the last year include Club Rush (Social), Dia De Los Muertos (Intellectual), a food Drive for Redlands Family Services (Service Learning), student representation on shared governance committees (Campus Governance), and Interclub Council /Advisor Meetings (Training) (II.B.53.).

The College currently has twenty-eight existing clubs on campus through the office of Student Life (II.B.54; II.B.55.). Some campus clubs are academically themed, such as Math, English, Spanish, Philosophy, and Alpha Gamma Sigma (AGS), California Community College Scholastic Honor Society. Other clubs focus on aesthetic interests, such as Art, Technology, and Photography; physical well-being, such as Aquatics, Universal Fitness, and Dance; and issues of

diversity and inclusion, such as MECHA and Walking Tall, a club designed to support and assist undocumented students. Many other clubs exist on campus designed to meet the various needs of all students on campus.

The College is pleased with the effectiveness of its Student Senate (II.B.56). Every student enrolled at Crafton Hills College is a member of the Associated Students, for which the Student Senate acts as the governing board. The Student Senate exists fosters involvement, awareness, and unity among CHC students. The Student Senate has been vocal in the community regarding a number of socially relevant issues, including AB955 (extension programs at Community Colleges).

The College Honors Institute (CHI) provides highly motivated students who have demonstrated outstanding academic achievements the opportunity to participate in a program that challenges and deepens their scholarship, creativity, and commitment (II.B.57). Students who participate in the institute are expected to be able to demonstrate their understanding of diversity and to be active participants in both the college and the greater community (II.B.58.). The college has witnessed substantial growth in their CHI, both in terms of sections offered as well as the number of Honors students.

Three years ago the College implemented “college hour”, a one-hour window when no classes were scheduled, specifically for the purpose of student programming and engagement (II.B.59, for example). Due to vast popularity of our burgeoning student life and involvement, beginning in the fall of 2014, the College hours have been extended to include time blocks on Monday through Thursday.

B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College has a full service counseling office that is open when college campus is open to the public. The office is open to students 40 hours a week and provides both walk-in and counseling services by appointment. Students can also meet with counselors during workshops dedicated to assisting them in developing a Student Education Plan (SEP). Programs and services have been designed and developed to make the most effective use of the counseling resources at the College and to meet the needs of students in understanding pathways to their educational goal. For example, the College answered the need to provide guidance to a large number of new entering students during peak registration times by developing New Student Advising workshops. New students who have completed assessment are directed to these workshops where they develop a two semester SEP. To meet the requirements of the Student Success Act

of 2012 SEP workshops have been developed to assist students who have less than 30 units to develop a complete SEP. Students who have completed more than 30 units or have units they are transferring from other institutions still meet one on one with a counselor to address the complexity of this situation.

Counseling services are supported by a variety of income streams including general fund, categorical (Student Success and Support Program and BSI) and grant funding, such as Title V grant funding for transfer services. The Student Success Act of 2012 has emphasized the importance of educational planning, which has allowed for the hire of additional counseling staff and put a spotlight on the importance of counseling services in student success.

One of the challenges the department has faced has been a shortage of counselors. In 2008 the department included six full-time counselors. By 2013, the number had dropped to two (II.B.60). Two counselors retired, another served on reassignment to the Title V grant as project director and was not replaced, and a third transferred to the articulation officer position to replace a retirement. After the passage of proposition 30, however, the infusion of new revenue allowed the College to hire two new counselors during 2013-2014.

It is expected that the Title V director will return to the counseling center in 2015, at the end of the grant's funding cycle. Additionally, a counselor currently serving as activity coordinator for the College's Title 3 STEM grant will be reassigned to counseling in 2015, at the end of that grant. These reassignments, together with the 2013-2014 new hires, will bring the counseling center to a more appropriate staffing level.

Regardless of staffing, the counseling department continually reviews and revises services provided. The department works closely with the Office of Institutional Effectiveness to assess SLO's (II.B.61) and evaluate processes such as the SOA³R Program (II.B.62.) and SEP workshops (II.B.63). Students' perceptions of counseling services are evaluated in the biannual administration of the Campus Climate Survey.

The College provides training to faculty and staff responsible for providing counseling and advising functions through attendance at related conferences and meetings and regular training. Counselors meet two to three times a month for updates and training on information and processes used in the office. As new technologies are rolled out for counselor use, training is provided. Recently, the district adopted a new electronic SEP and degree audit process. Training was provided to all counselors in the use of this process. A counseling retreat was used to provide the opportunity for all counselors to assist in the revision and development of workshop structures as well as the review of SLO and SAOs. Annual conferences attended by full-time and adjunct counselors include the California State University Counselor Conference the University of California Conference and the University of California sponsored Ensuring Transfer Success Conference.

The Transfer Center equips students for transfer to any and all institutions (II.B.64.). In addition to the primary focus of counseling students in the area of transfer, The Transfer Center trains faculty and staff (called Transfer Advocates) to assist students as well. The Transfer Advocate Program, part of the Transfer Initiative, was established by the Transfer Center Coordinator in collaboration with the Activity One Lead and the Title V Project Director in order to increase the percentage of Crafton Hills College students who are transferring to four-year universities.

As stated in the CHC Title V HSI grant proposal, the purpose of the program is to help students “gain the social and cultural capital needed to navigate the complexities of transferring to a university.” Transfer advocates are instructional faculty who provide students with transfer information, advice, and mentoring regarding the transfer process.

The center conducts annual surveys to determine the effectiveness of the Transfer Advocacy program (II.B.65.) and the program is consistently rated very high by the Advocates. Every two years, a student survey (II.B.66.) is conducted to assess the effectiveness of Transfer Center workshops. The results show students find the workshops to be helpful.

B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Several major planning documents at Crafton Hills College cite inclusion, diversity, and equity as institutional priorities.

- The institution’s values include creativity, inclusiveness, excellence, and learning centeredness (II.B.67).
- Goal 2.1 of the Educational Master Plan (Goal 2.1, Objective 2.1.12, p. 27) is to “Seek, welcome, and respect diversity, and promote inclusiveness.” Objective 2.1.2 is to “Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented.”(II.B.68.)
- The 2010-2013 Enrollment Management Plan) currently under revision by the Student Success, Engagement, Enrollment Management and Matriculation Committee (SSEEMM) calls for the disaggregation of student data by race, ethnicity, gender, disability, and financial disadvantage to ensure the development and delivery of effective interventions for all CHC students (II.B.69.).

The institution maintains a Department of Disabled Student Programs and Services (II.B.70). The full inclusion of individuals with disabilities in academic and co-curricular activities supports and enhances student understanding and appreciation of diversity.

There are 31 clubs at the College (II.B.71). Some of them such as El Club Español, the Terrestrial Investigation Club, the Philosophy Club, and Phi Beta Lambda support students’

diverse academic interests. Others directly support an understanding and appreciation of diversity. Clubs that represent diverse groups include Active Minds (mental health issues), Black Student Union, Hands on ASL (deaf and hard-of-hearing), MECHA (Latino/a issues), PossAbilities (disabilities), and Walking Tall (undocumented immigrant students).

The College provides a broad range of events designed to promote understanding of diversity. Events are sponsored by various campus entities, such as clubs, Student Life, Theatre Arts, Communication Studies, and the Foreign Languages Department. Some of the diversity events and celebrations held at Crafton Hills College in the past four years include:

- Cinco De Mayo
- Dia De Los Muertos (II.B.72.)
- Wa'at Native American Days (II.B.73.)
- Operation Glitter Drag Show, a Benefit for Foothill Aids
- The Laramie Project, a Theatre Arts production
- Arts Day
- Art Gallery Exhibits with themes of diversity
- Advocacy Day, sponsored by the Communication Studies Department
- Arabic Celebration (II.B.74.)
- Multicultural Day (II.B.75.)

The Professional Development Committee has sponsored training opportunities centered on diversity and equity (II.B.76). For example, in December 2013, the Professional Development Committee sponsored Safe Space training to a large group of faculty, staff and managers to support CHC's LGBTQ population. In 2012-2013 the committee's plans focused on the theme of diversity. During fall, 2012 Dr. Tom Brown was invited to address the managers and faculty on the topic of increasing first-year student success in all CHC students, including those with backgrounds typically thought of as "at risk."

The College requires all students take a Diversity and Multiculturalism course in order to complete all general education requirements. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish and Sociology.

The number of Hispanic students at CHC has increased over the past several years, according to fall 2012 demographic study (II.B.77). Research shows that in 2012, 39.4% of CHC students were Hispanic. In response to CHC's changing demographics, the Transfer Center has developed an objective to increase the participation of Hispanic students in transfer activities, a new club for undocumented students (II.B.78.) was created, and the College offered parent orientation in Spanish (II.B.79).

The Crafton Hills College Theatre Arts Program has been particularly instrumental in promoting an understanding and appreciation of diversity at the College. In November, 2012, the department presented “Diversity in the I.E.”, a play funded by the California Council of Humanities. The play was based on interviews with students and local residents representing different cultural, racial, and religious backgrounds. Participants (e.g., actors, crew members) and members of the audience completed surveys provided by the California Council for the Humanities (II.B.80).

A second Theatre Arts program, “Including You: IE” was presented in February, 2014. The program produced site-specific, interactive experimental performances by Japanese artists from the US and Japan.

The college is committed to promoting diversity on campus and supports activities and events that build cultural awareness. The 2012 student survey consistently demonstrated that students felt fairly treated by others (II.B.81).

B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The Admissions and Records Office and its processes and practices are routinely evaluated as part of the College’s regular program review cycle. All California Community College Admissions Offices must abide by the rules and regulations of Title 5, as well as the California Education Code.

The College ensures that the cultural and linguistic biases in the placement instruments are minimized by using assessment instruments that are sanctioned and approved by the California Community College Chancellor’s Office. The assessment instrument for the general student population for the College is Accuplacer. Students are provided complete instructions of the assessment process (II.B.82.).

B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Student policies and procedures are published in the College Catalog and in the new Student Handbook, both of which are revised and published annually. The Catalog and the Handbook include FERPA guidelines. The online application now includes the release of directory student

information check box that appears on the paper application. FERPA training was provided to all full-time and adjunct faculty and Student Services personnel in fall 2010.

Permanent student records are securely kept in various databases which require login of authorized personnel to access. Paper records are scanned to a secure imaging database. After being imaged, the paper records are then boxed and stored in a secure storage facility until such time as they can be destroyed in accordance with Title 5 and District policy regarding the retention of student records (II.B.83; II.B.84). District Computing Services maintains backups of all systems on regularly scheduled intervals.

The institution publishes the Notification of Rights under FERPA in the college catalog which describes the policies the institution must follow to ensure confidentiality of the student's records and personal information (II.B.85). The college complies with FERPA regulations by requiring students to present a valid, government issued, photo identification before releasing student records

Student support service centers are beginning to use digital imaging as a primary archival method. DSPPS, Counseling, Admissions, and EOPS are imaging student records. The imaging of student records in Financial Aid and of some Admissions student documents currently stored on microfiche and microfilm is yet to be accomplished. Both departments have requested additional resources to accomplish this goal in their Planning and Program Review documents.

B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since the last self-evaluation, all service units have completed at least two full Planning and Program Review cycles and have participated in the college's annual planning process. All student services units have developed Service Area Outcomes, evaluate them according to a unit-level plan, and use the resultant information for program improvement (II.B.86). The planning and program review process requires that units report their SLOs and SAOs annually, and that they demonstrate how the results will be used to improve services and learning.

Each student services unit has worked closely with the Office of Institutional Effectiveness, Research and Planning to choose appropriate outcomes and assessments. The OIERP has conducted climate surveys, point of service surveys, and inferential studies to determine the effectiveness of student services and programs (II.B.87). Two particularly valuable assessment instruments have been the Student Satisfaction Survey and the Community College Survey of

Student Engagement (CCSSE) (II.B.88; II.B.89). These two instruments are administered to a large sample of students in alternate years. The survey includes items specific to each department. Student services units discuss the results and address the implications in the annual planning processes.

A Spring 2012 Student Satisfaction Survey revealed that many students were not satisfied with the friendliness of the College's counseling department, possibly the result of the low staffing in that area. In response, the College has added two full-time tenure-track counselors to the staff, and has prioritized additional counseling support at the top of the 2013-2014 program review priority list.

Assessment of transfer workshops showed students tended to agree or strongly agree that the workshop they attended would help them to meet their educational goals. The department responded by increasing the number of transfer workshops offered each year.

Research showed high school students who participated in SOA³R were more likely than a comparison group to complete and succeed in their courses, and had higher fall to spring retention (II.B.90). Another study showed students who used DSPS services were more likely to finish their courses and remain enrolled from spring to fall semester, but were less likely to earn a grade of record than their non-disabled peers (II.B.91).

The annual Senior Day event, coordinated through Counseling with participation from service and instructional units, is assessed and the results are used to improve the event each year (II.B.92).

Assessment of the Left Lane Project, a program designed to reduce the amount of time it takes students to earn a degree at Crafton Hills College, showed Left Lane students were more likely to enroll in and successfully complete a math and/or English course than students in the comparison group during their first semester (II.B.93.) The program was particularly impactful for African American students. Given the positive impacts of the SOA³R program and Left Lane Project on student success, the College developed a three-year plan to expand both programs in order to reach a larger population, with the eventual goal of bringing them to scale.

Self evaluation

The College meets this standard. However, the accuracy and timeliness of the college catalog must improve. The College should provide online counseling services, particularly if more online courses are planned.

Actionable Improvement Plans

None

Evidence, Standard II.B., Support Services

II.B.1	Mission: Mission Statement, Vision Statement, Institutional Values, and Educational Philosophy Statement http://www.craftonhills.edu/About_CHC/Mission
II.B.2.	Educational Philosophy http://www.craftonhills.edu/About_CHC/Mission
II.B.3.	2013 Environmental Scan: San Bernardino Community College District http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf
II.B.4.	The Relationship between SOA3R and Student Success, 2009-2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.5.	Left Lane Project General Information http://www.craftonhills.edu/Current_Students/Left_Lane_Project/General_Info
II.B.6.	College Catalogue http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.7.	Student Success Planning Checklist http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/CHCStudentSuccessChecklist.pdf
II.B.8.	Prospective, Current, and Online Students Website http://www.craftonhills.edu/CHC/Current%20Students.aspx
II.B.9.	New Student Orientation http://www.craftonhills.edu/Prospective_Students/Orientation
II.B.10.	New Student Orientation Evaluation Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_OrientationEvals_FA12_SPI3.pdf
II.B.11.	Admissions and Records Program Outcomes, CCCApply http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/2011SP_AandR.pdf
II.B.12.	Online Learning Links http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes
II.B.13.	Is Online Learning Right For Me? http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Is_Online_Right_for_Me

II.B.14.	Substantive Change Proposal, Basic Firefighter Academy, p. 4 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Change%20Proposal%20Jan%202014.pdf
II.B.15.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.16	Student Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf
II.B.17.	CHC Website, Prospective Students, Apply http://www.craftonhills.edu/Admissions_and_Records/Apply
II.B.18.	2012 Student Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.19.	CCSSE http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
II.B.20.	CHC Planning and Program Review Schedule, 2013-2020 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf
II.B.21.	DSPS POS Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/POS_DSPTS_FA12.pdf
II.B.22.	EOPS POS Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/POS_EOPS_FA12.pdf
II.B.23.	DSPS Study http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_DSPTS_Utilization_Success.pdf
II.B.24.	SOAR Success Rates Study 2009-12 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.25.	Senior Day Evaluation Research Brief http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/SeniorDayBrief2011.pdf

II.B.26.	Health and Wellness Center, Faculty Feedback Research Brief http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_HWC_2013SP_FacEvals.pdf
II.B.27.	Transfer Center Workshop Evaluations Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluations.pdf
II.B.28.	Student Educational Planning Workshop Evaluation http://depts.craftonhills.edu/Research/SEP/sep.htm
II.B.29.	Counseling SLO Results Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf
II.B.30	Admissions and Records Homepage http://www.craftonhills.edu/Admissions_and_Records
II.B.31.	CCC Apply Portal http://www.craftonhills.edu/Admissions_and_Records/Apply/Apply_for_Admission
II.B.32.	CCC Application Page https://secure.cccapply.org/Applications/CCCApply/custom_logons/logon.asp?nextpage=/Applications/CCCApply/CCCApply1.asp?application_id=1617
II.B.33.	Webadvisor Homepage https://webadvisor.sbccd.cc.ca.us/WAProdCHCSec/WebAdvisor?TYPE=M&PID=CORE-XWMAIN&TOKENIDX=9258371834
II.B.34.	Parking and Safety Homepage http://www.craftonhills.edu/Current_Students/Parking
II.B.35.	Online Bookstore https://bookstore.craftonhills.edu/Buy_Supplies_and_More_Online
II.B.36	Counseling Homepage http://www.craftonhills.edu/Current_Students/Counseling
II.B.37	Career Services Homepage http://www.craftonhills.edu/Current_Students/Counseling/Career_Services
II.B.38.	Transfer Center Homepage http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.39	Disabled Student Services Homepage http://www.craftonhills.edu/Current_Students/Disabled_Student_Services

II.B.40.	DSPS Online Orientation http://www.craftonhills.edu/Orientation/DSPS/chcdsps.asp
II.B.41.	EOPS/CARE/Cal WORKS Homepage http://www.craftonhills.edu/Current_Students/EOPS_CARE_CalWORKs
II.B.42.	Financial Aid Homepage http://www.craftonhills.edu/Current_Students/Financial_Aid
II.B.43.	Health and Wellness Center Homepage http://www.craftonhills.edu/Current_Students/Health_and_Wellness_Center
II.B.44.	Mental Health Screening Log-In http://www.mentalhealthscreening.org/screening/CRAFTONHILLS
II.B.45.	Student Life Homepage http://www.craftonhills.edu/Current_Students/Student_Life
II.B.46	Day of Advocacy Training Announcement http://www.craftonhills.edu/News/February_2014/CWAVE_Day_of_Advocacy
II.B.47.	CWAVE Public Advocacy Program http://www.cwavecraftonhills.com/
II.B.48.	September 12, 2013 Board of Trustees Meeting Minutes http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2013_Minutes/9-12-13.pdf
II.B.49.	May 17, 2012 President's Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President%27s%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf
II.B.50.	CHC Organizational Handbook, pp. 6, 7, 19-21, 31 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
II.B.51.	Brush with Kindness Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Spring_2014_Slideshows/A_Brush_with_Kindness
II.B.52.	Three Peaks Challenge: Hike Through Mt. Baldy http://www.craftonhills.edu/Three_Peaks_Challenge
II.B.53.	November 14, 2013, Board of Trustees Meeting Minutes. Associated Students Report (Day of the Dead, Food Drive, Veterans Art Show, AB955) http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2013_Minutes/11-14-13-2.pdf

II.B.54.	Campus Clubs http://www.craftonhills.edu/Current_Students/Student_Life/Clubs
II.B.55.	Student Life Homepage http://www.craftonhills.edu/Current_Students/Student_Life
II.B.56.	Student Senate http://www.craftonhills.edu/Current_Students/Student_Life/Student_Senate
II.B.57.	College Honors Institute http://www.craftonhills.edu/Degrees_and_Certs/College_Honors_Institute
II.B.58.	Honors Institute Program Level Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/College%20Honors%20Institute/CHI%20PROGRAM%20LEVEL%20OUTCOMES.pdf
II.B.59.	College Hour, for example http://www.craftonhills.edu/~media/Files/SBCCD/CHC/News/April%202014/Sexual%20Assault%20Awareness%20Month.pdf
II.B.60.	Counseling Program Review, 2013, #2, External Factors https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/b3b7b835-8135-457c-bd4e-0af98b678042
II.B.61	Counseling SLO Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf
II.B.62.	The Relationship Between Soar and Student Success Research Study http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.63.	Student Educational Planning Workshop Evaluation Form http://depts.craftonhills.edu/Research/SEP/sep.htm
II.B.64.	The Transfer Center http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.65.	Transfer Advocate Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/TAP%20Brief_Final_updated.pdf
II.B.66.	Transfer Center Workshop Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluations.pdf

II.B.67.	College Mission Homepage http://www.craftonhills.edu/About_CHC/Mission.aspx
II.B.68.	Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
II.B.69.	2013 Enrollment Management Plan, p. 2 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Enrollment%20Management%20Committee/Enrollment%20Management%20Plan%20May%205%202011.pdf
II.B.70.	Disabled Student Services Homepage http://www.craftonhills.edu/Current_Students/Disabled_Student_Services
II.B.71.	Student Clubs Homepage http://www.craftonhills.edu/Current_Students/Student_Life/Clubs
II.B.72.	Day of the Dead 2013 Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Day_of_the_Dead_2013
II.B.73.	Wa'at Native American Days 2013 Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Wa'at_Native_American_Days
II.B.74.	Arabic Celebration Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Arabic_Celebration
II.B.75.	President's Newsletter, May 17, 2012 regarding Multicultural Day http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President's%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf
II.B.76.	Professional Development Ideas 2012-2013, Theme, Diversity http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/BrownSummary.pdf
II.B.77.	Crafton Student Characteristics And Successful Student Behaviors , Slide 6 of 23 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_StuChar_Suc_FA12.pdf
II.B.78.	Walking Tall http://www.craftonhills.edu/Current_Students/Student_Life/Clubs/Walking_Tall

II.B.79.	Parent Orientation http://www.craftonhills.edu/News/2012/August_2012/Roadrunner Rally and Parent Orientation Wednesday August 5
II.B.80.	“Diversity in the I.E” Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/DiversityintheIE.pdf
II.B.81.	2012 Student Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.82.	Student Assessment Review Guide http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/Counseling/Assessment/Assessment%20Guidelines%20and%20Pre%20Assessment%20Review%20Guide.pdf
II.B.83.	District Board Policy 3310 – Records Retention and Destruction http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/3000/3310_Records.pdf
II.B.84.	District Administrative Procedure – Records Retention and Destruction http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/3000/3310_AP.pdf
II.B.85.	Notification of Rights under FERPA http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.86.	Program Assessment Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional Effectiveness Resources/Student Learning Outcomes/Program Assessment Reports
II.B.87.	OIERP Research Briefs and Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research Briefs and Reports
II.B.88	2012 Student Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.89.	Community College Survey of Student Engagement (PowerPoint Presentation) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CCSSE_2009_2010_2011.pdf

II.B.90.	The Relationship Between SOA3R and Student Success, Fall 2009 to Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.91.	DSPS Students and Student Performance, 2012-2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_DSPS_Utilization_Success.pdf
II.B.92	2011 Senior Day Assessment http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/SeniorDayBrief2011.pdf
II.B.93.	Crafton Hills College 2012 Left Lane Student Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3_Dash.pdf

DRAFT

Standard IIC: Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary

Crafton Hills College primary learning support services include all Library services, Technology Services, collections, the Copy Center/Teaching Aids, the Teaching and Learning Center, the Distance Education Lab, and the Tutoring Center, all housed in the Learning Resource Center (LRC). All of these areas work cooperatively under one roof in a complementary fashion.

The mission of the Crafton Hills College Library is “to support the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and by maintaining a high-quality collection of print and electronic resources.” (II.C.1.) The Tutoring Center provides a broad range of academic support services (II.C.2.):

- Subject tutoring (Math, Language, Sciences)
- Writing tutoring
- Workshops
- Computers and printers
- Study rooms.

The Tutoring Center is also a resource when students need help with time management, study skills, note-taking skills, test-taking skills, goal-setting, and reading a college textbook.

C.1 The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Crafton Hills College offers a full complement of library and academic support services to support instructional programs. The college offers instructional services primarily in a single location. With the exception of a temporary off-site location for the Fire Academy pending the construction of a new facility, off-site programs do not exist at the College.

Library



The recently built (2010), state-of-the-art 59,100 square-foot Learning Resource Center (LRC) is the largest building on the campus. The LRC houses the Library which, along with the Tutoring Center, comprises instructional support (II.C.1; II.C.2). The Library provides over 60,000 items in print, over 140,000 electronic books, reference assistance, research instruction, 96 public access computers, 11 study rooms, fax, copying and printing to support the diverse needs of the campus community both on campus and online. In 2011, Library Reference and Circulation e-mail addresses were created and posted online, and on all Library printed materials in order to increase staff availability to students.

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and on Fridays from 8:00 am to 4:00 pm. Library's hours of operation varies during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

The following support services satisfy the mission and purpose of the institution and Library:

- Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers.
- Technical services include cataloging, acquisitions and the processing of all materials purchased for the Library. The collection currently consists of over 60,000 physical items in various formats (e.g., print books, periodicals, audio-visual materials) as well as both broad and targeted research databases and e-books fulfilling an important aspect of the Library's mission "to support the education and success of students in a quality learning environment. The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and providing a high quality collection of print and electronic resources.
- Circulation services includes the checking out of materials, purchasing and handling of periodicals, preservation of Library Archives, maintenance of Circulation policies, and the issuance of IEALC (Inland Empire Academic Library Cooperative) cards.
- Interlibrary loan services move materials beyond the doors of the Library through collegial borrowing agreements with other institutions, thus allowing students access to a broader range of materials from other libraries.
- Reserves services allow students to use textbooks and other course materials set aside by classroom instructors to assist in coursework.
- The EBSCO host database provides access to thousands of journals in all subject areas-- English, History, Math, Science, Art, Philosophy, Psychology and much more, providing convenient and accessible support for research papers, projects, essays, and inquiry. With

the purchase of the H.W. Wilson Company, EBSCO now offers full-text articles from more than 2,200 journals and 500 podcasts and video casts, covering subject areas including the Humanities, Education, General Sciences, Technology, Business and more.

- [Films on Demand](#) is a Web-based digital video delivery service that allows students to view streaming videos from Films Media Group anytime, anywhere. Students can choose from thousands of high-quality educational titles in dozens of subject areas (II.C.3.). Special features allow users the ability to organize and bookmark clips, create and share playlists, personalize folders, and manage their entire collection through a robust administrative reporting system.
- Wireless Printing Services are offered to all students in Learning Resource Center (II.C.4.).
- The library currently offers 96 public access computers for all students.

The library serves as the main source of academic materials outside the classroom in order to support the curricular and learning needs of students. Analysis of the library collection is conducted on an on-going basis with de-selection and selection of materials occurring primarily during the summer months. This process is carried out in line with the collection development policy (II.C.5.)

Each year, the library faculty and staff, after an examination of the collection, selects two to three areas in which to focus collection for the coming fiscal year. Librarians use their expertise and knowledge of collection development to select disciplines that are in most need of updating. Instructional faculty members are also consulted in this process through attendance at shared governance and academic senate committees.

Active shelf list reports of print materials are produced and used on a periodic basis and on demand, showing holdings by title, call number, and usage. The practice identifies the relative efficacy of the library's collection. Electronic resources statistics are analyzed by library staff to determine usage and effectiveness of instruction.

Tutoring

The Tutoring Center is the second of the college's two academic support units, serving both the students and the faculty (II.C.6.). The center provides a variety of support services to students, instructors, and departments that include:

- Individualized and small group tutoring services;
- 24 computers available to students for accessing online and supplemental course materials;
- Permanent, specialized assistance personnel (Instructional Assessment Technicians) in Math, English and Reading;
- Peer tutors within specialized areas;
- Study skills and discipline-specific workshops open to the entire student body;

- Specialized supplemental assistance programs targeting developmental education courses in reading, writing, and mathematics (SLA Pre-algebra program; Summer Bridge program for developmental math and English students and peer-led Study Groups)
- Proctored testing availability in collaboration with instructors and departments.

At Crafton Hills College 67 percent of Crafton students place into developmental level English courses, and 94 percent place into developmental math courses. Most Crafton students begin their college careers without the English, reading, and math skills that they need to be successful in college (II.C.7.). It is imperative that the College’s learning support services recognize this need and provide services that are sufficient in quantity, currency, depth, and variety to improve students’ academic skills.

The Tutoring Center supports instruction in a variety of ways. For example, the Reading Support Program pairs reading paraprofessionals with Reading 925 (Introduction to Reading) classes. Small groups of 3-7 students meet weekly for 50 minutes with reading to participate in supplemental reading activities. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.).

C.1.a Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The college librarians coordinate with discipline faculty to determine the need for both electronic and print materials available in the library. Each year, the library staff selects two to three areas of focus to build the collection. Librarians then reach out to faculty in these disciplines for additional guidance and support. A collection development policy is in place to help guide and inform this process (II.C.5.). Any faculty, staff, or student can make a suggestion for a specific book or material through the CHC library website by completing an online form (II.C.9.). Suggestions are then vetted by the librarians in accordance with library and institutional need. To more specifically support students instructional faculty provide library faculty and staff with course information including syllabi, specific assignments, desired learning outcomes for students coming to the library either independently or as part of a specific class period.

The library and tutoring center work closely with Technology Services to ensure that computers and other equipment in the library are properly functioning and up to date (II.C.10).

The tutorial center faculty and staff coordinate with instructional faculty to ensure that appropriate materials are available in the tutoring center to support student needs. Tutoring

Center staff request input from instructional faculty regularly for guidance to guide the acquisition of books and other learning materials.

C.1.b The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Though the institution has developed two courses in information literacy, over the last three years, these courses have not been offered due to budget constraints. However, the teaching of information literacy skills occurs in other effective ways.

Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers. Each service serves to reinforce information competency tailored to the need of specific courses as well as the needs of individual students. A printed schedule of library instruction and orientations are provided by librarians upon request.

Information competency skills are delivered to distributed education students through collaboration between instructors and librarians. Librarians are consulted on an as-needed basis to provide information literacy content as it pertains to an individual course.

The tutoring department provides a variety of services including one-on-one tutoring, group tutoring, and workshops designed to help students continue to strengthen their skills in information competency.

Outreach is conducted by library staff through classroom visits, attendance at various shared governance and academic senate meetings to provide faculty with information on the services offered to increase informational competency in students.

The library uses the established program review process and SLO assessments to assess student competencies in information retrieval and use (II.C.11; II.C.12.).

Last, information competency is covered in courses such as English 101 and in other courses that require students to access, assess, and use information (II.C.13.). An examination of specific course outlines provides insight into which courses have a heavy information literacy component and how those are assessed.

C.1.c The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and Fridays from 8:00 am to 4:00 pm. Library hours vary during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Limited weekend class offerings limit the need for weekend hours. As the campus expands and more courses are offered on Saturday and Sunday, weekend hours will need to be re-established. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

In addition to the operating hours mentioned above, all faculty, staff and students have access to the electronic resources offered through the library both on campus and off, 24 hours per day, 7 days per week. The library does not offer off-site programs, although many library resources are available online. All users can access these materials from off campus using a designated username and password.

Crafton Hills College, like other public entities, is constantly striving to ensure that its technology is accessible to everyone interacting with the campus, in accordance with the Americans with Disabilities Act. To that end, the College builds accessibility into its web site, provide assistance to faculty and staff on how to address accessibility in their unique work areas or instructional strategies, and help develop accessible workstations throughout the campus. Technology Services works closely with the campus Disabled Student Program and Services Office to do everything it can to ensure that all students and staff can use technology effectively throughout the campus.

The institution demonstrates that it takes responsibility for all programs and services by requiring all programs and services participate in the annual planning and program review process. Student or faculty complaints regarding library services are brought to the dean who is responsible for evaluating the complaint and taking appropriate steps to remedy the issue.

C.1.d The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Because the LRC is a new building (August 2010) the maintenance needs are minimal. Maintenance and custodial workers lock and unlock the library doors, and maintain clean restrooms and working areas. A strict no food or drink policy is enforced upon entry into the library/computer/tutoring center locations. For additional security, magnetic tags on books, periodicals, and media items will set off the alarm at the security entrance/exit gate.

It is a policy of the Board of Trustees for the San Bernardino Community College District to protect members of the entire college community and the property of the District. In accordance with this policy, the District maintains a Police Department 24 hours per day, 7 days per week. The officers are sworn and duly Commissioned Police Officers of the State of California as defined in section 830.32 of the Penal Code and 72330 of the California Education Code and authority extends to anywhere within the state. The campus security extension is displayed in all rooms.

C.1e When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The College houses twenty-five databases and online book collections (II.C.14.). These include the [eBook Academic Collection](#) with 120,000 eBooks in which titles from leading university presses; such as, Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press are contained within. The [eBook Community College Collection](#) focuses on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism. These are vetted and purchased through the Community College League of California's Library Consortium (CCLC). The CCLC contract for Library Databases includes but is not limited to the following resources:

- EBSCO Academic Search Complete This EBSCO host database provides access to thousands of journals in all subject areas, including English, History, Math, Science, Art, Philosophy, Psychology and more. This is a great place to start for research projects. With the purchase of the H.W. Wilson Company, EBSCO offers full-text articles from more than 2,200 journals and 500 podcasts and

videocasts, covering subject areas in the Humanities, Education, General Sciences, Technology, Business.

- Art Museum Image Gallery This database also includes over 100,000 art images from museums around the world, as well as artist biographies. Students can search by artist name, genre, medium and more and retrieve high resolution image results.
- Auto Repair Reference Center contains do-it-yourself repair and maintenance information on most major manufacturers of domestic and imported vehicles.
- Book Index with Reviews is a comprehensive database that provides information on over 5 million book titles, in a wide range of formats as well as almost 800,000 full-text searchable book reviews.
- Book Index with Reviews - Entertainment provides information on about 450,000 music titles and 200,000 DVD/video titles searchable by favorite artist or performer, or a specific genre.
- Business Searching Interface provides business researchers with the highly refined tools they need, in order to conduct sophisticated searches for the business content that they require.
- Communication & Mass Media Complete provides the most robust, quality research solution in areas related to communication and mass media.
- Consumer Health Complete is the single-most comprehensive resource for consumer-oriented health content. It is designed to support the information needs of patients, and to foster an overall understanding of health-related topics. CHC provides content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic and integrated medicine.
- Credo Reference provides access to more than 600 reference titles from over 80 publishers. Get access to reliable information from encyclopedias, dictionaries, biographies, bilingual dictionaries and more. Tools such as image search, concept maps, crossword solvers and measurement conversions assist you in locating and using reference information effectively.
- CountryWatch is a comprehensive database of information on countries around the world. The database features current maps (including physical, political, manufacturing, environmental and other data), flags, economic, political, social, gender, investment, intelligence and other extensive country information.
- eBook Academic Collection contains nearly 120,000 eBooks, including titles from leading university presses such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press and many others.
- eBook Community College Collection is focused on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism.
- Education Research Complete covers topics related to curriculum and instruction as well as administration, policy, funding, and related social issues. Topics covered include all levels of education from early childhood to higher education,

- and all educational specialties, such as multilingual education, health education, and testing. This database also includes full text for hundreds of books and monographs, and full text for numerous education-related conference papers.
- Environment Complete offers deep coverage in the areas of agriculture, ecosystem ecology, energy, and affiliated areas of study.
 - History Reference Center features full text for more than 1,990 reference books, encyclopedias and non-fiction books from leading history publishers as well as full text for more than 200 leading history periodicals.
 - Legal Information Reference Center provides exclusive online full text for many of the top consumer legal reference books, contains hundreds of full-text publications and thousands of legal forms, with more content being added on a regular basis.
 - LISTA with Full Text Library, Information Science & Technology with Full Text covers subjects including librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more.
 - Literary Reference Center Plus is a comprehensive, full-text database that provides the most relevant information on thousands of authors and their works across literary disciplines and timeframes to give students, professors and researchers a complete foundation of literary reference works to meet their research needs.
 - MasterFILE Complete offers the largest collection of the most popular full-text magazines, journals, and other highly-regarded sources from the world's leading publishers, covering virtually every subject area of general interest.
 - Oxford Music Online Oxford Music Online contains more than 8,000 articles on composers, performers, conductors, instruments and notation, forms and genres, and individual works.
 - Points of View contains resources that present multiple sides of an issue, and provides the basis from which students can realize and develop persuasive arguments and essays, better understand controversial issues and develop analytical thinking skills.
 - Political Science Complete provides extensive coverage on global political topics and a worldwide focus, reflecting the globalization of contemporary political discourse and designed specifically for students, researchers and government institutions.
 - Science Reference Center contains full text for hundreds of science encyclopedias, reference books, periodicals and other sources on the topics of biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife.
 - Small Business Reference Center offers a wide variety of information on small business and entrepreneurial subject areas, common business types, a help and advice section, and provides information on how to create business plans that lead to successful funding
 - SocINDEX with Full Text is the world's most comprehensive and highest-quality sociology research database. Its extensive scope and content provide users with a

wealth of extremely useful information encompassing the broad spectrum of sociological study.

- Vocational Studies Complete is a unique database covering such varied topics as: alcohol and drug abuse counseling, audiology, biotechnology, computer and data processing, CAD, cosmetology, electrical technology, fashion design, forensics, graphic arts, health information technology, interior design, law enforcement and criminal justice, paralegal studies, robotics, travel and tourism, veterinary assisting, and dozens more.

The library benefits from the expertise and cost-savings provided by the CCLC for its database contracts. CCLC does quality control on the contracted databases, service, assistance with questions, renewal reminders, and it helps with the purchase of contracts.

C.2 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Library

The library has defined and is in the process of assessing learning outcomes for information literacy as well as service outcomes for the department. Further, information literacy is a part of the college's general education learning outcomes and institutional learning outcomes for all students. Institutional Learning Outcome #5 regarding information literacy states, "Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully" (II.C.15). The college has identified information literacy as a General Education Learning Outcome through a shared governance process. The library faculty uses the GLO and SLOs both for the library and other disciplines to integrate information literacy into the day to day work with students. However, assessment of this GLO has not yet been completed. The most recent library SLO assessment was inconclusive; the assessment tool is under revision (II.C.11).

In Spring of 2013, the library successfully applied for a grant from the Association of Research Libraries (ARL) to deliver the LibQUAL evaluation designed to assist libraries with the collection and interpretation of library user feedback. LibQUAL administration and data collection can be used to identify best practices, analyze shortfalls, and to allocate resources.

The web-based LibQUAL evaluation was administered to a random sample of students enrolled at Crafton for the first time in Fall 2013 (II.C.16.). The results of the evaluation were compiled by the ARL and summarized by the Office of Institutional Effectiveness, Research and Planning

at Crafton in a research report. The LibQUAL tool provided the library the opportunity to collect data primarily on the following three library service quality dimensions: a) Service Affect, b) Information Control, and c) Library as Place.

The evaluation elicited respondents' opinions on statements corresponding to these three dimensions, and provided service gap scores which illustrate the extent to which is Crafton is meeting or exceeding respondents' expectations. The evaluation also includes library use patterns, satisfaction, information literacy outcomes, and open-ended comments. Additionally, LibQUAL participants can choose to compare library service performance with that of other institutions since access to aggregate data and reports from other institutions is provided by the ARL. The Library staff is reviewing the results of the survey during spring 2014 and will use the results to improve services and support.

As described above, all services are assessed through the planning and program review process. A full program review is completed every four years with annual planning update in all other years. It is important to note that, during the 2012-2013 review, the library conducted a full program review and was deemed to be exemplary after years of receiving the designation of "distressed program" (II.C.17.)

In addition to the program review process, input is collected from faculty, staff and students to evaluate the effectiveness of library and tutoring services on an ongoing basis. Measurement tools include CCSSEE, Student Satisfaction Survey, informal conversation, and point of service surveys. The Student Satisfaction survey showed that 95 percent of respondents felt that library resources meet their needs (II.C.18.).

In addition to SLO, LibQUAL, and CCSSE results, the Library tracks student use statistics. The assessment of the library's use statistics continues to be a high priority as it is one of the basic foundations that inform library service (II.C.19.).

- Door counts
- Database use
- IEALC card
- Circulating materials
- ILL with SBVC
- Computer use

Tutoring

Like all other service units, the tutoring center participates in annual planning and program review. The process requires that programs provide qualitative and quantitative evidence of their effectiveness.

A Spring 2012 Student Survey regarding whether students were satisfied with instructional support services revealed a high level of student satisfaction (II.C.18.). Overall, 91 percent of the respondents are satisfied or very satisfied with the services provided for students at Crafton. Ninety-six percent of students surveyed agreed or strongly agreed that tutoring services are readily available.

A second example of the tutoring center’s efficacy can be found in the results of an evaluation of the department’s reading support program which, as mentioned earlier in this document, pairs reading paraprofessionals with developmental reading classes. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.). The tutoring center will continue to assess the extent to which services impact student learning and success.

Self evaluation

The College meets this standard.

Actionable Improvement Plan

None

Evidence, Standard II.C., Library and Learning Resources

II.C.1.	The Library Website http://www.craftonhills.edu/Current_Students/library
II.C.2.	The Tutoring Center http://www.craftonhills.edu/Current_Students/Tutoring_Center
II.C.3.	Films on Demand this is not a link to the service. It requires a user ID and password. http://digital.films.com/portalthome.aspx?e=1&aid=29331
II.C.4.	Wireless Printing Services http://www.craftonhills.edu/Current_Students/Library/Printing_Info
II.C.5..	Collection Development Policy http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/Library/Collection%20Development%20Policy.pdf
II.C.6.	The Tutoring Center http://www.craftonhills.edu/Current_Students/Tutoring_Center
II.C.7.	2012-2013 Student Placement Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

II.C.8.	2013 Reading Support Program Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/Reading%20Support%20Program%20Brief_Final.pdf
II.C.9.	Book Suggestions, online form http://www.craftonhills.edu/Current_Students/Library/Acquisitions/Book_Suggestions
II.C.10.	Technology Services http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services
II.C.11.	Library SLO Assessment Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/2012SP_Library_.pdf
II.C.12.	Library Course Assessments Report http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports/LIBR
II.C.13.	English 101 Course Outline http://www.curricunet.com/Crafton/reports/course_outline_html.cfm?courses_id=2189
II.C.14.	Library Databases http://www.craftonhills.edu/Current_Students/Library/Library_Databases
II.C.15.	ILO Number 5: Information Literacy http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/ILO_Assessment_Reports
II.C.16.	LibQUAL Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Services/RRN%20824_Fall2013_LibQual_Report.pdf
II.C.17.	Library Planning and Program Review https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/9e8c4326-c4d0-4d6e-8848-b3f0f4675c6a
II.C.18.	2012 Student Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.C.19.	Library Usage Data onenote:///\\casper\depts\Research%20and%20Planning\Accreditation\SII%20-%20Student%20Support%20&%20Library.one#C.1.e.%20Formal%20Agreements&section-id={7BE5D34B-51B8-4AD1-9078-956B22227050}&page-id={B98316E8-1B56-4CB9-B036-A73EED06E757}&object-id={FF64001B-79CC-0674-23ED-C07939725932}&10

II.C.20.	Results of the Spring 2013 Reading Support Program Evaluation from Students in Reading 925 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/Reading%20Support%20Program%20Brief_Final.pdf
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Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

As noted in the Function Map on page **xx** of this document, responsibility for the selection and evaluation of personnel is shared between the College and the District. The District maintains, upholds, and publishes Board-approved policies and administrative procedures regarding the selection of faculty, classified staff, and managers (III.A.1, 2, and 3). The evaluation of faculty, classified staff, and managers is also codified in policy, accessible on the District's Human Resources website (III.A.4, 5, and 6, respectively).

The College adheres to the board-approved selection policies and procedures for all personnel. Work began at the District level in 2009 to revise the classified and management hiring policies.

Revisions to Board Policy and Administrative Procedure 7320, Classified Employees, Non-Management and 7250, Management Employees, were made through discussions among District and College personnel, collective bargaining units, the District Assembly and other groups and were consequently approved on April 8, 2010 and June 10, 2010 respectively (III.A.7, III.A.8). The revision of appropriate job descriptions is on-going and the revised policies and procedures and job descriptions have been implemented upon board approval. The evaluation tools for classified staff, faculty, and managers include a section for the evaluating manager to recommend further professional development and to outline plans for improvement, should a performance deficit be noted.

The District assumes responsibility for the determination and documentation of employees' fulfillment of minimum qualifications and eligibility for employment (III.A.9.). The selection process for the district includes an initial screening of minimum qualifications. The employee must demonstrate how minimum qualifications are met, must provide evidence of equivalency.

When equivalency is requested for faculty, the District asks the College to convene an equivalency committee. The equivalency committee is comprised of the Academic Senate President or designee, the appropriate vice president, a faculty member with content knowledge, and at least one other faculty member. The request form requires that the candidate demonstrate and document how she or he fulfills the educational qualifications and mastery of the requisite skills to do the job (III.A.10.).

The College has primary responsibility for the evaluation of all personnel, although the Human Resources Department often provides a reminder to campus managers. The evaluation cycle, criteria, and process for faculty and classified staff is clearly stated in their respective bargaining agreements and codified in Board Policy 7250 for management employees.

Since 2008, no discussion regarding revision of the classified staff or management evaluation instruments and processes have been undertaken at the District level. However, negotiations between the District and the faculty bargaining unit regarding revision to the faculty evaluation instruments and the inclusion of SLO assessment information in faculty evaluations took place between 2009 and 2011.

The Tools Committee, an *ad hoc* group that focuses on the tools of evaluation, developed a recommendation to revise the faculty evaluation to include a self-reflection of the individual's participation in outcomes assessment and dialogues. After discussion, the District and the bargaining unit leadership agreed to negotiate. The CTA characterized SLO assessment as a workload issue, while the District's interest was compliance with the 2008 Commission recommendation. In 2012, a Memorandum of Understanding between the District and the bargaining unit was signed and approved by the Board (III.A.11). The District agreed to increase the salary of full-time faculty by 1% and part-time faculty by xxx in reimbursement for their participation in the development, and assessment of outcomes and participation in the college's defined assessment processes. The evaluation tool for full- and part-time faculty was to be revised to include a self-reflection of their participation in outcomes assessment. To date, the faculty evaluation tool has not been revised to reflect the self-evaluation requirement.

At Crafton Hills College, the Classified Senate and Academic Senate, and Management have each developed a written Code of Professional Ethics (III.A.12., III.A.13., III.A.14.). The Faculty Code of Ethics is also included in the *Part-Time Faculty Handbook* (III.A.15)

Self Evaluation

In spite of considerable staff turnover and discontinuity of leadership in SBCCD's Human Resources department, major personnel processes are clearly articulated and adhered to. In fulfillment of the Planning Agenda described in the 2012 Midterm report to the Commission, negotiations between the College and the District occurred on the subject of SLOs. Faculty are now expected to provide a self-evaluation of their involvement in outcomes assessment as part of the formal evaluation process, although the evaluation tools have not been revised to reflect this. All employee groups at Crafton Hills College, including classified, management, and faculty have developed a Code of Ethics. The College has completed the 2012 Planning Agenda and meets this standard.

Actionable Improvement Plan

The faculty evaluation tool must be revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

A recent study by the Brain Trust revealed Crafton Hills College is slightly over-staffed in the faculty, management, and classified ranks (III.A.16.). As of fiscal year 2012, the number of full-time faculty members in the district had decreased to 213.9 from 258 in 2008. At Crafton Hills, the total of full-time faculty was 71, slightly over 33 percent of the total, and the number of part-time faculty was 56 (III.A.16.). However, due to recent retirements as a result of incentivized retirement packages offered during the state budget crisis, and because the recent fiscal environment has improved, the College has been able to hire several new faculty using a process that involves existing planning structures and rigorous dialogue that is informed by data. .

Due to the prolonged economic recession and state budget cuts, the District's pay and classification structures appear to be out of alignment with the marketplace, impacting employee recruitment, retention, and moral. To address this concern, the District entered into a contract for consulting services with the Hay Group, Inc., which will conduct a classification and compensation study (III.A.17). The consultants began gathering data for the study in spring, 2014.

The College uses its integrated planning and resource allocation process to identify the areas of greatest need with regard to full-time faculty. Through the program review and annual planning process, each programming unit identifies current and future staffing needs which are then prioritized with all other resource requests by the organizational units, Planning and Program Review Committee, President's Cabinet and finally the College President. The President then notifies the entire campus community of the final prioritization (III.A.18.).

While the campus continues to give high priority to filling gaps in staffing, the current state budget crisis has resulted in the College operating at a deficit since the district resource allocation model was implemented. As a result, the College has not had adequate financial resources to create new positions funded from the general fund.

New faculty, staff and management positions identified in the prioritization have been funded through grants as well as reallocation of resources resulting from retirements and employee resignations. When a resignation or retirement occurs, President's Cabinet evaluates the need for that position relative to prioritization. In some instances, the vacated position has been filled. In other instances, the position was left unfilled in order to realize a budget savings and in yet other instances, resources were reallocated in order to fill positions identified as crucial in the prioritization process (III.A.19.).

Actionable Improvement Plan

- Continue to use the annual planning process to determine staffing needs.
- Give high priority to filling gaps in staffing strategically.

Standard III.A.3. the institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Standard III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

District and College personnel, the Academic Senate, and collective bargaining agents participate in regular reviews of board policies and procedures related to employment and evaluation. The District Assembly, a governance body comprised of District and College representatives, reviews and approves policy changes and recommends them to the Board. For example, the management evaluation process was recently discussed by the District Assembly. A plan to review and revise the policies was developed. Feedback and input was solicited from both colleges and from the District Assembly (III.A.20.).

The Human Resources department ensures fairness in all employment procedures and assures the security and confidentiality of personnel records. Human Resources job descriptions include maintenance of personal, sensitive, and collective bargaining information in accordance with District regulations (III.A.21.). Complaints regarding confidentiality can be filed directly with Human Resources, or through the District's anonymous compliance hotline (III.A.22.)

Standard III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Standard III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Recruitment and employment is a district function (See the CHC/District Function Map, p. x). The District Human Resources Office has indicated that its plans include the following:

- Continue to use advertising, outreach, recruitment programs, and relationships with community-based organizations to inform all groups, especially those who are underrepresented, of employment opportunities.
- Identify additional methods of disseminating information regarding employment opportunities.

The District's plans align closely with CHC's *Educational Master Plan*, which identified inclusiveness as one of the College's strategic directions and established the goal to "seek, welcome and respect diversity, and promote inclusiveness." While the objectives corresponding to this goal do not specifically address diversity among employees, a consequence of this goal has been an renewed interest in assessing issues of equity and diversity among students and employees. The Educational Master Plan includes demographic data of the number and percent of employees by type, gender and ethnicity and the Enrollment Management Committee devoted energy during the 2010-2011 academic year to updating equity data in an effort to inform enrollment practices (III.A.23; III.A.24.).

The College continues to subscribe to, advocate for and demonstrate integrity in the treatment of administration, faculty, staff and students. Toward that goal, a campus climate survey, student satisfaction surveys, and the Community College Survey of Student Engagement (CCSSE) have been administered at regular intervals throughout the past two years to identify strengths and weaknesses in the way various constituent groups perceive their experience at the College. Members of the college community review the results, and data collected from these surveys inform future decisions and actions (III.A.25; III.A.26; III.A.27.).

Standard III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Standard III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

To address the planning agenda in the 2012 Midterm Report to the Commission, the College continued to work toward fulfilling the goals and objectives described in the Professional

Development Plan, 2007-2010 (III.A.28.). Though the plan has not been updated, the College has maintained its frequent professional development workshop offerings during the past three years while at the same time building additional professional development resources (III.A.29; III.A.30.).

Located in the new Learning Resource Center building is the Teaching and Learning Center, a space dedicated to professional development of employees. Employees have access to hundreds of electronic resources including Lynda.com, a comprehensive collection of video tutorials and online courses on a variety of software and design topics (III.A.31.).

The Flex reporting and tracking procedures were improved by implementing an online web tool that describes the appropriate uses of Flex time and allows faculty to enter a description and the location and date(s) of their FLEX activity, and indicate which of the guidelines the activity fulfills. The form is also available in print format for those who prefer paper (III.A.32.).

Actionable Improvement Plan

- The Professional Development Committee must work with campus constituencies to update the *Professional Development Plan*.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

The Educational Master Plan makes continued professional development a college-wide priority. Specifically, the EMP calls for the College to develop and implement appropriate mentorship programs for faculty, staff and students (Objective 3.1.1.); develop a best practices for teaching and learning program through professional development (Objective 3.1.2); provide a comprehensive set of useful, accessible resources for best practices in teaching and learning (Objective 3.1.4); ensure that all faculty, staff and administrators receive relevant, timely and appropriate training (Objective 7.1.2); and institutionalize professional development (Objective 7.1.4) (III.A.33.).

The College also assesses employee satisfaction every two years. The 2012 Employee Satisfaction Survey showed employees generally felt included and satisfied with their employment. However, classified staff felt communication among constituency groups needed to improve. (A.III.34.).

- 92% of the respondents agreed or strongly agreed that they were satisfied with their employment at Crafton, and that they know what is expected of them in their job
- 88% of the respondents agreed or strongly agreed that they get a feeling of personal satisfaction from their work
- 75% of the full-time faculty and management respondents feel pressure to accomplish too many tasks and priorities
- 70% of the classified respondents did not feel communication and understanding among different employee constituency groups is sufficient

- 62% of the classified respondents are not satisfied with the opportunities for advancement
- Overall satisfaction with the level of inclusiveness increased from 63% in 2010 to 78% in 2012, a 15% improvement

Self Evaluation

Actionable Improvement Plan

- Continue to integrate human resource planning with institutional planning.
- Further develop assessments for the effective use of human resources.

Evidence, Standard III.A.

III.A.1	Administrative Procedure 7210, Academic Employees, Non-Management http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/7000/7210__AP.pdf
III.A.2.	Administrative Procedure 7230, Classified Employees, Non-Management http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/7000/7230__AP.pdf
III.A.3.	Administrative Procedure 7250, Management Employees http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/7000/7250__AP.pdf
III.A.4.	CTA Bargaining Agreement, p. 45 http://www.sbccd.org/~media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/2007-2010%20CTA%20Agreement.pdf
III.A.5.	CSEA Bargaining Agreement, p. 27 http://www.sbccd.org/~media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/CSEA%20Agreement%202010_2013.pdf
III.A.6.	Administrative Procedure 7251, Management Evaluation http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/7000/7251__AP.pdf
III.A. 7.	Board Minutes April 8, 2010, page 7 http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2010_Minutes/04-08-2010.pdf
III.A.8.	Board Minutes June 10, 2010, page 5 http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2010_Minutes/06-10-2010.pdf
III.A.9.	Administrative Procedure 7125, Eligibility for Employment http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/7000/7125__AP.pdf
III.A.10.	AR 7210, Academic Employees, Non-Management, Equivalency Procedures, In. 1246 http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures

	s/7000/7210__AP.pdf
III.A.11.	Board of Trustees Minutes, November 15, 2015, p. 2, item 7 http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2012_Minutes/11-15-2012.pdf
III.A.12.	Classified Senate Code of Professional Ethics http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate/Code_of_Ethics
III.A.13.	Faculty Code of Ethics on Academic Senate Website http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/CHC%20Faculty%20Ethics%20Statement%20revised%202012.pdf
III.A.14.	Management Code of Ethics http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Management%20Values%202013-2014.pdf
III.A.15.	Faculty Ethics Statement, page 8 of the CHC Part Time Faculty Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Handbooks/parttimefacultyhandbook11.aspx
III.A.16.	Brain Trust Report, p. 25 http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf
III.A.17.	What Happened at the Board Meeting? April, 2013 re: Hay Group, Inc. http://www.sbccd.org/~media/Files/SBCCD/District/Board%20News/2013/04-11-2013.pdf
III.A.18.	President's PowerPoint, Slide 13 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
III.A.19.	Planning and Program Review Funded Items, 2012-2013
III.A.20.	District Assembly Minutes, February 4, 2014, Doc link http://www.sbccd.org/District_Faculty_-a-_Staff_Information-Forms/District_Committee_Minutes/District_Assembly
III.A.21.	Human Resources, Job Descriptions http://www.sbccd.org/Human_Resources-Jobs/Job_Descriptions/Confidential?index=H
III.A.22.	SBCCD Compliance Hotline http://www.sbccd.org/Compliance
III.A.23.	Educational Master Plan, page 25 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
III.A.24.	Enrollment Management Plan, pages 2, 4, 5,7,10, 12 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_20110505.pdf
III.A.25.	Campus Climate Survey, 2012

	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
III.A.26.	Satisfaction Surveys, Office of Research and Planning webpage, Facilities, example http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/2013SP_Facilities.pdf
III.A.27.	ORP Did You Know? Benchmark Results from the CCSSE, Faculty and Students http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
III.A.28.	Professional Development Plan 2007-2010 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/1.08.08%20Professional%20Development%20Plan.pdf
III.A.29.	Professional Development Brochure, Fall 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Fall%202013%20for%200website.pdf
III.A.30.	Professional Development Brochure, Spring 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for%20%20website%20FINAL.pdf
III.A.31.	CHC Professional Development Webpage, Online Links to Resources http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development
III.A.32.	Professional Development online FLEX form http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development/Professional_Development_Forms/Flex_Form
III.A.33.	Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
III.A.34.	CHC Employee Campus Climate Survey, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
III.A.35.	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Crafton Hills College is sited on 523 acres in the foothills of the San Bernardino Mountains and overlooks the Yucaipa Valley. The college includes a new learning resource center, a performing arts center, a gymnasium, a student services annex, a child development complex, an aquatics center, a visual arts building, and a bookstore. A bond measure passed in 2008 has prompted the next phase of construction at the college. Currently under construction are: a fitness center, a science building, a public safety and allied health building, which will replace the current structure, and a new student center which will house student services, food services, the bookstore, and administration.

The physical resources at CHC are maintained and operated to ensure the best possible use with regards to the education, safety, and overall institutional effectiveness of the campus. CHC has a comprehensive program to maintain and utilize the ongoing changes to student populations, needs, and faculty services. CHC uses many different software tools, planning tools, committees, and services to incorporate all of the changing needs and services that are provided by the campus.

The campus Safety Committee meets monthly to address the status of safety self-inspections, status of safety plans, patterns in reported injuries, discuss ways to improve safety on campus, as well as plan emergency preparedness activities (IIIB.1.1). Any injuries are reviewed (IIIB.1.9) and managers report on what has been done to mitigate repeat injuries. A safety issue tracking log has been developed for any safety concerns that require tracking to resolution (IIIB.1.2). The maintenance staff conducts monthly exterior lighting reviews to repair or replace any lighting issues. The campus uses an online maintenance service software to track and distribute daily, weekly and monthly service or maintenance concerns (IIIB1.3). This service is integrated with

the staff and faculty to give a fast response to any needs that need to be addressed by the custodial, maintenance or grounds personnel. This software also enables managers to extract necessary data to assess effectiveness and focus in on unsatisfactory areas to improve service to the campus

- EH&S Administrator – To improve safety awareness and compliance within the District, the District has employed a full-time Environmental Health Administrator.
- Safety program development – The campus continues to increase safety awareness and compliance through implementation of drafted and finalized safety programs (IIIB.1.6).
- Regular safety trainings are provided to increase awareness of safety hazards and how to properly respond and work safely. Trainings are provided through Keenan Safe Colleges and live trainings provided by EH&S and Administrative Services (IIIB.1.4)
- Statewide Association of Community Colleges (SWACC) – biannually, Keenan’s loss control manager provides inspections and reports findings. These findings are reviewed and work orders are generated as appropriate to address the issues. Follow up inspections are provided in the interim years between inspections (IIIB.1.7) (IIIB.1.8).
- Safety Self inspection findings – CHC has begun the next level of safety compliance in performing self-inspections on a regular and recurring schedule (IIIB.1.5).
- The campus has completed upgrading all of the parking lot lighting and upgrading ADA parking and pathways to comply with current codes.
- All permits for elevators, HVAC equipment, fuel stations, pesticides, backflow devices, and generators are maintained per the appropriate regulations and are current.
- The Chemistry, Biology and M&O department have a comprehensive program to handle and dispose of all biological, hazardous and electronic wastes. These materials are reused or recycled where possible and disposed of by a certified vendor in compliance with the appropriate agencies.
- Offsite Facilities
- The Emergency Training Center:
 - The training center operates in a joint partnership agreement with San Bernardino City Fire Department, the San Bernardino County Fire Department, and The San Bernardino Community College District.

- The Dean of Career Development at CHC also serves as the Program Administrator for this facility and is the direct contact for the Fire Departments and Police Departments. A scheduling calendar is located at the training center.
- This facility serves both international and national (including local) groups. These are not courses that fall under the college academic preview but are field training/experiences courses.
- Because of the association with the career and technical education programs at Crafton Hills, the Custodial Department and Maintenance Department respond to service requests and perform routine maintenance and cleaning at the facility. Also, the San Bernardino County Fire Department assists in the upkeep of the facility.
- Criteria: regulatory compliance, safety inspection checklists, general building codes, ADA regulations, best practices; Board Policy and Administrative Procedures

Process: Reporting tools, risk assessments, surveys, safety inspections,

6. Ongoing inspections—both self-inspections and professional consultants
7. Standing meetings: Safety Committee Meetings, During monthly safety committee meeting, a Workman’s Comp Injury Summary Report is distributed and the hazards surrounding the injuries are evaluated (IIIB.1.9). Patterns are identified and suggestions for resolution are discussed with management.
8. The campus community has access to several means of reporting safety issues/concerns. They include the safety hazard report online (IIIB.1.10). Students, faculty, staff, or any campus visitor has access to submit any identified hazard. An email is automatically generated to Administrative Services and Environmental Health and Safety for immediate attention to hazards reported.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Facility Master Plan: CHC has planned facilities around the goals of the Educational Master Plan. In an effort to increase educational effectiveness, CHC is actively implementing the facilities master plan. This process is ongoing. In 2005, the campus completed a master plan which built upon prior completed master plans. The plan prioritized the projects of the campus based upon educational needs and occupant safety. Immediately thereafter, projects were funded through a combination of state and local bond funding. A list of completed projects is provided below.

In spring 2011, CHC began revisions to the 2005 Facility Master Plan (IIIB.1.a.1). Due to the economic downturn, available funding was reduced; thus, creating an immediate need to adjust the projects either in scope or timing. The Facility Master Planning Committee comprised of the Crafton Council (highest governing body with all campus constituencies represented) and contracted consultants. This committee was charged with updating/revising the Facility Master Plan and priority project list based upon the priorities identified in the Educational Master Plan and available funding; thus, creating alignment between the EMP and the FMP (IIIB.1.a.4). With the funds approved through local bonds, CHC is implementing the highest priority projects that have been identified in the plan. These projects are currently in varying stages of design and construction (IIIB.1.a.3).

In order to reach the full planned build-out of the campus (the 2025 plan of the FMP), additional funding will be required. Currently, property values of the surrounding areas are on the rise, which will likely increase the ability for the District to issue another series of bonds. This would provide much of the additional funding necessary to complete the immediate needs of the campus; thus, reaching a new horizon for the capacity of the facilities to support the technological and space requirements of education.

The following projects included in the 2005 and 2011 master plans have been completed or are in process:

9. 60,000 square foot Learning Resource Center (completed August 2010)
10. Various infrastructure improvement projects (campus-wide utility piping replacement projects and upgrade of the central plant) (completed August 2010)
11. Aquatics Center (completed October 2010)
12. Math and Science Annex Portables (completed October 2011)
13. Old Library Demolition (completed November 2011)
14. Parking Lot ADA Upgrades, Signage, and Lighting Project (completed April 2012)
15. High Voltage Underground Cabling Replacement Circuits A and C (completed June 2013)
16. Kinesiology and Health Education Complex (4,000 SF) – Scheduled completion June 2014
17. New Science Building (40,000 SF) – Scheduled completion July 2015
18. Public Safety and Allied Health Complex (40,000 SF) – Scheduled completion July 2015

19. (One Stop) Student Center Building (40,000 SF) – Scheduled completion September 2015
20. Maintenance and Operations Renovation – Scheduled completion April 2015
21. Laboratory/Administration Building Renovation – Scheduled completion December 2016
22. Student Services Building Renovation – Scheduled completion December 2016
23. Student Center/Cafeteria Renovation (partial) – Scheduled completion December 2016
24. Temporary Parking Lot N – Scheduled completion April 2014
25. 1.29MW Solar Farm (completed June 2012)
26. Performing Arts Center Renovation (scheduled completion TBD)

Maintenance and Operations has developed campus standards which are being integrated into renovations, remodels, and new construction (IIIB.1.a.2). Having a campus standard for maintenance laden building components, such as HVAC control systems, fire alarm, elevators, lighting controls, etc., will standardize materials and contracts needed for future maintenance. This will further enhance the best methods and materials for the campus. This plan will be modified as needed to incorporate changing requirements and budgets.

CHC is working with District facilities personnel and Cenergistic to reduce energy consumption through the performance of energy audits and performing adjustments to control systems to improve energy efficiency. This has and will continue to reduce energy consumption.

Scheduled Maintenance: The College uses the state’s Scheduled Maintenance Program to protect the state's investment in CHC through timely nonrecurring repair and maintenance of the facilities to correct and avoid health and safety hazards, to maintain an environment conducive to learning, and to improve long-term cost effectiveness of facility operations (IIIB.1.a.5).

Although the District has not received scheduled maintenance funding over the last several years, we anticipate a level of authorized funding this year. However, the campus has identified the highest priority projects and obtained some limited funds from available District funds to move forward with a few critical maintenance projects.

Annual Planning and Program Review: Over the last several years, CHC’s program review process has been on a continual path of improvement from an institutional perspective. The improvements dramatically improved the integration of the annual planning and program review process with resource identification and prioritization as well as increasing accountability to show continuing improvement. Each department must perform a full program review every four years, with an annual plan every year in between. As part of this process, each department prioritizes their goals and objectives. Once all the annual plans are submitted, the Planning and Program Review Committee “rolls up” all of the departmental prioritized objectives into a campus-wide, prioritized list. Each objective requiring additional funding is considered in order of institutional priority and funded accordingly as funds come available. Priorities for physical resources are institutionally considered and prioritized as part of the campus-wide process (IIIB.1.a.6)

Removal of Hazardous Materials: Hazardous materials are removed from the campus in accordance with applicable laws, regulations, and in accordance with our safety plans. The campus uses outside vendors to remove ongoing, program/departmental generated waste from the campus a quarterly basis. This is managed by the Custodial Department. When required, hazardous materials contained within buildings (such as asbestos, lead, and PCB's) are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations.

Safety and Compliance Improvements: In 2012, the campus completed the long awaited Parking Lot ADA Upgrades and Lighting Project. This project replaced all the parking lot lighting, pathway lighting, installed new wayfinding signage, and brought the ADA parking and pathways up to current ADA standards.

To secure a healthful learning and working environment, the Campus has developed and continues to update Campus and District safety plans (IIIB.1.6), including:

- Chemical Hygiene Program
- Driving/Transportation Safety
- Emergency Operations Plan
- Exposure Control Program for Blood borne Pathogens
- Hazard Communication Program
- Heat Illness Prevention Program
- Illness and Injury Prevention Program
- Lockout/Tagout Program
- Regulated Chemicals Program
- Respiratory Protection Program

The campus completed a comprehensive Facilities Master Plan (FMP) in 2005 followed by an update to the FMP in 2011. This plan serves as a foundation for the implementation plan of bond and state funded projects. The 2005 FMP also supplied justification for Measure M, a local bond request that funded the current phase of projects which successfully passed in February 2008.

As a result of reduced state funding for capital projects and the adoption of the CHC Educational Master Plan to provide an integrated framework for planning, the 2005 Facilities Master Plan was revised in 2011. This was completed through an ad hoc Facilities Master Planning Committee with shared-governance representation to prioritize, define, and schedule the next horizon of Measure M projects.

Long range capital plans are fully integrated and aligned with the priorities and strategic directions contained in the EMP as detailed in the response to Standard IIIB.1.a above.

Total Cost of Ownership: CHC has developed a financial planning tool that fully integrates projections for future known expenses for facility and/or equipment replacement—see Standard IIID. In addition, Administrative Services has collaboratively worked with ARUP Engineers to

develop a total cost of ownership tool to financially plan for future equipment replacements, building repairs/replacements and the impacts of each (IIB.2.a.1). Currently, this tool has been populated for the new science building and will be utilized to create models for all buildings on campus.

Originating at the department level, units incorporate consideration of all aspects of their program, including the need for facilities utilization and modifications, into their goals and objectives. From a strategic level, integration of the Facilities Master Plan, District Strategic Plan, and Educational Master Plan with the resource allocation prioritization will ensure continued improvement of physical resource planning, assessment, and evaluation.

Facilities Use: In collaboration with District Technology Support Services, the College identified the need to develop and implement tools and processes for the optimal utilization of existing facilities. To achieve this objective, Crafton is in the process of implementing a campus-wide, multi-user system to more effectively schedule and maintain facility synchronization. The software tool, Colleague (otherwise known as “Resource 25”), includes reporting capabilities and user web access to precisely manage space to meet scheduling needs and goals. At this time, faculty work independently and then collectively to plan the utilization of classrooms on the CHC campus.

A “Sticky Friday” continues to be the preferred method to schedule room utilization. At “Sticky Friday,” all available classrooms are indicated on large flip chart paper with time indicators on the left side of the sheet. Faculty use post-it notes to secure blocks of time throughout the day in any given room. At a glance, an observer can see the available time slots and locations throughout the campus.

Finally, the results from the Fall 2012 Campus Climate survey (IIB.2.b.1) (as described in Recommendation 4), the Spring 2013 Facilities Satisfaction Survey (IIB.2.b.1), and the Fall 2012 Facilities Evaluation Survey (IIB.2.b.2) capture employee perceptions of the College’s utilization of physical resources. These results are being evaluated and plans for improvement are incorporated into the facilities department’s annual plans (IIB.1.a.6)

Self Evaluation

The college meets this standard.

Actionable Improvement Plan

None.

Evidence, III.B

IIIB.1.1	CHC Safety Committee Meeting Minutes & Agendas, http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/Environmental_Health_and_Safety/Safety_Committees/Crafton_Hills_College_Safety_Committee;
IIIB.1.2	CHC Safety Issue Tracking Log (electronic copy in evidence file)
IIIB.1.3	Sample M&O Work Order Report (electronic copy in evidence file)
IIIB.1.4	CHC Safety Training Report
IIIB.1.5	Sample Safety Self Inspection Report
IIIB.1.6	CHC Safety Plans http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/Environmental_Health_and_Safety/Safety_Programs
IIIB.1.7	CHC SWACC Safety Inspection 012414 (electronic copy in evidence file)
IIIB.1.8	CHC Property and Liability Inspection (electronic copy in evidence file)
IIIB.1.9	Workman's Compensation Injury Summary March 2014 (electronic copy in evidence file)
IIIB.1.10	SBCCD Safety Hazard Reporting Form http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/Environmental_Health_and_Safety/Forms/Hazard_Reporting
IIIB.1.a.1	CHC Facilities Master Plan Update (electronic copy in evidence file)
IIIB.1.a.2	SBCCD Construction Standards (electronic copy in evidence file)
IIIB.1.a.3	Master Construction Schedule (electronic copy in evidence file)
IIIB.1.a.4	Construction Priorities-Approved Measure M Project List (electronic copy in evidence file)
IIIB.1.a.5	Scheduled Maintenance Plan (electronic copy in evidence file)
IIIB.1.a.6	Planning and Program Review Documents, https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing
IIIB.1.b.1	Campus Climate Survey, Fall 2012; Campus Climate Survey Fall 2012, Ref. pp 20-21
IIIB.2.a.1	Total Cost of Ownership--Life Cycle Cost Sci Building (electronic copy in evidence file)
IIIB.2.b.1	Facilities Satisfaction Survey Spring 2013, http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/2013SP_Facilities.pdf
IIIB.2.b.2	Facilities Evaluation Survey, Fall 2012, http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Facilities20120911.pdf

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Technology resources are the shared responsibility of Crafton Hills College Technology Services and the San Bernardino Community College District office of Technology and Educational Support Services (TESS) (III.C.1; III.C.2.).

Technology Services

The College Technology Services department provides support for assistive technology, audio-visual, phone system, and instructional design requests. The department is staffed by a director, who reports to the vice president of administrative services, a secretary, four specialists and two computer technicians (III.C.3.). In addition to direct support to employees, Technology Services maintains the campus technology infrastructure, such as wireless capability. Employees can request assistance online using the appropriate service request link, or by phone, using the monitored help line. In conjunction with the District, the department also provides access to support through the SBCCD Technical Assistance Center (III.C.4.).

The program provides online request forms for ease of access, and a linked list of frequently asked questions concerning such topics as equipment setup, new phones, ordering equipment, accessibility, computer viruses, and software (III.C.3.). The department exists to help employees procure, set up, maintain and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with state and federal disabilities and privacy laws, and answer

questions about hardware and programs. This department's website is used for requesting support with already deployed software and hardware and is also to request new technology for teaching and learning, campus-wide communication and operations. The department supports college-wide communication needs including phone, intranet/internet/website, email, twitter, and Facebook.

The college Technology Services department is responsible for a considerable amount of infrastructure. The department receives approximately \$397,197 per year to replace outdated computers on a five-year rotation. The department maintains an asset list by location to ensure equipment is inventoried and tracked (III.C.5.)

As part of the infrastructure upgrade and new construction, all data closets are designed with a dual homed system to provide the highest levels of reliability for the campus network. All of the vital communications components, such as the primary data center, and the Main Point of Entry for communications for the campus are connected to battery backups. Additionally, there are generators prepared to provide power in the event of prolonged power outages. Technology Services also performs regular data backups of the core server systems. The backup process consists of disk to disk backups with additional backups to tape medium for failsafe redundancy. The entire network infrastructure on the campus has been refreshed over the last two years. Additionally, the College has moved from a single core network architecture to a dual core architecture with each building being dual homed so that if a single communication path is disrupted, the network will still function. There has been a rollout and expansion of the wireless network across the campus that is serving to steadily increase the amount of area covered. (III.C.6.)

To ensure the department is responsive to the needs of faculty, students, and employees, Technology Services staff work closely with several campus entities.

Technology Planning Committee. The Technology Planning Committee, a participative governance group that reports to the Crafton Council, is charged with "developing and overseeing a comprehensive technology plan for the college" (III.C.7.). Members include the Director of Technology Services, a dean from each of the three instructional divisions, the Director of Facilities, Maintenance and Operations, the Coordinator of the Tutoring Center, a Department Network Specialist, the Web Developer, an Academic Senate representative, a Classified Senate representative, a Student Senate appointee, a representative from District Computing Services and a representative from the Academic Senate's Educational Technology Committee (III.C.8.). The committee has developed several multi-year plans, beginning in 1995. The goals of the most recent plan, which spans 2012-2015 are aligned with the College Educational Master Plan (III.C.9., pp. 8-9). Benchmarks for the objectives accompanying each goal have been selected to and operationally defined (pp. 10-14). The Campus Technology Plan

also took into account the necessity of replacing, maintaining, and upgrading the core infrastructure, back end servers, and other components that provide technology access to the institution. The network infrastructure is one of the topics for annual review by the Campus Technology Committee, as the committee is charged with ensuring that the infrastructure is kept current.

Educational Technology Committee. Membership in this Academic Senate standing committee includes faculty representatives from all three divisions; Career Education and Human Development; Sciences and Humanities; and Math, English, and Learning Resources (III.C.10.). The group focuses on technology as it relates to teaching and learning both in the classroom and online. This group is responsible for certifying faculty to teach online, and providing recommendations to the college regarding instructional technology. The committee has developed a Distance Education Plan, which spanned 2007-2010, and has not been updated (III.C.11.). The plan delineated the oversight of distance education (DE) offerings, staff support, student preparation, and the growth potential for online delivery in the next three to five years. Benchmarks for success included an increase in the number of faculty certified to teach online, increased training and support for the Blackboard Learning System, and improved support for online learners (pp. 4-7). It is important to note that the college does not offer any comprehensive DE programs. Some departments offer online classes but the college does not provide equipment specifically for DE instruction.

The campus Technology Services department also interacts closely with the District Technology and Educational Services (TESS) department.

Technology and Educational Support Services

A District office that serves the colleges and all other district entities, TESS provides a catalog of services that includes printing, distributed education, and computing services (III.C.12.). The department assists employees with account management, training in the use of project management tools and applications, application development, classroom support, media and event support, software, web, and internet assistance, archive management support, and technology procurement. The publications center provides graphic design, quick copy and offset printing services. The office is led by an associate vice chancellor who reports directly to the chancellor.

Planning

The work of TESS is guided by the District Technology Strategic Plan, which provides a long-range view of technology that anticipates the emerging technological needs of the District and the Colleges (III.C.13.). The plan is developed by the TESS Executive Committee, comprised of representatives of the District and both colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from

the colleges and from the district, propose new policies and procedures, and advise the Chancellor's Cabinet (III.C.14.). Applications that are shared across the district are identified and selected by the TESS committee, a representative district-wide technology services group. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website (III.C.15.)

By working with the District, the College can meet technological needs for which it does not have the budget or the personnel. For example, Crafton Hills forwarded a request to upgrade student services technology for educational planning. The student services department followed the process outlined by TESS, the project was prioritized, and the District, working closely with the Colleges, was able to upgrade the student portal used for educational planning.

Other District-led groups include the District Applications Workgroup (DAWG), comprised of representatives of the District and both colleges; Administrative Applications, which manages the student information system such as help desk, training, and web development. DAWG carries out the prioritized projects from the TESS Executive Committee. The group has been highly effective in ensuring that the decisions concerning implementation of new programs and applications are shared among all the interested parties.

Assessment

The institution uses a variety of survey tools to assess the need for technology by faculty and staff. The College student satisfaction survey revealed in 2012 that 93 percent of students surveyed agreed or strongly agreed that computer labs were adequate and accessible; and 87 percent were satisfied or very satisfied with computer availability at CHC (III.C.16.).

The District also conducts surveys assessing the extent to which students and employees feel their technological needs are supported. The results of satisfaction surveys, administered as part of the district planning and program review process, provide direct evidence regarding the comfort level of personnel with the existing and emerging technologies and with the level of support available. The most recent survey, for example revealed over 70 percent of respondents reported they were satisfied with the outcome of their project requests. However, comments regarding several departments within TESS centered on the need for additional personnel (III.C.17.).

Training

Technology training is a shared responsibility between the District and the College. The College Professional Development Committee, a participative governance group which reports to the Crafton Council, provides professional development opportunities on a wide range of topics including technology. For example, the spring 2014 workshops included workshops on the Blackboard reporting tools and technology-enhanced teaching (III.C.18.).

Technology training is used to enhance the operation of the college in a deliberate and planned fashion. For example, training in the basic use of district wide resources such as the eLumen system, WebAdvisor, and the email system is provided as part of the new employee orientation process. Specific training in the use of department-specific technologies, such as SARS for counseling and tutoring, is also supported by the District upon request by completing an online form (II.C.19.).

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Planning

Technology planning at the College is integrated with institutional planning in two ways. First, the Technology Department participates in the annual planning and program review process, which directly intersects the resource allocation process when unit-level objectives are prioritized college-wide. As outlined in the Planning and Program Review Handbook, the results of the prioritization of objectives is used to guide the allocation of resources at the College (III.C.20).

The department's objectives outlined in 2013-2014 PPR document were fourfold: to provide continuous A/V support during the college hours of operation; to replace 20 percent of the deployed desktop computers annually; to upgrade audio visual controls in the performing arts center, and to ensure non-computer technology in classrooms, such as projectors, remains viable (III.C.21.). Computer replacement was ranked by the committee 22nd and by the president's cabinet 31st on a college-wide list of over 300 objectives, a relatively high ranking that demonstrates the objective's institutional importance (III.C.22.).

In the program review process, other units also have the opportunity to develop goals and objectives related to technology. When such requests become an institutional priority they may be funded. For example, an objective of the Admissions and Records department was to meet the communication, service and support needs of the community. The corresponding resource was a phone queue system. The objective was prioritized 5th by the committee and 8th by the president's cabinet on the 2013-2014 list of priorities (III.C.22.). The list is posted on the PPR Committee's webpage annually and an update is provided to the campus at the spring in-service.

To rise to the top of the planning and program review list, units must show that their objectives are aligned with the master plan and that they have institutional impact. For example, Technology Services' objective to increase audio visual's hours of operation aligned with Goal 8 of the Educational Master Plan – Effective Resource Use and Development (III.C.23.).

The goals of the Technology Plan are also aligned with those of the Educational Master Plan. The technology plan outlines the major technological needs of the campus. Currently there are only 6 instructional spaces currently without installed smart technology. Of the 38 others, all

have at least a projector, computer, and internet access, with 19 of them having more additional technology including Smart Boards or ELMO document cameras,

To summarize, decisions regarding the procurement of technology are made at two levels, with multiple avenues for input and discussion. As indicated above, College decisions are made using the PPR process in alignment with the Technology Plan. Decisions that impact the District, such as the purchase of SARS, Turnitin, Blackboard, and Datatel, are made by the District, with recommendations filtered through and prioritized by the TESS committee. Standards for the district regarding infrastructure are also determined by the TESS committee and those standards allow for increased sustainability by ensuring that infrastructure hardware installed throughout the district is similar.

Although planning, assessment, and training is ongoing due to the joint efforts of the College and the District, the college has not documented the decision-making process for all technology decisions in a single place. There are numerous opportunities for the campus community to participate in with technology decisions included the committees noted above, the overall process is not well documented. The decision-making process for individual committees can be found on their respective webpages.

Self Evaluation

The College meets this standard; however there are some weaknesses which must be remedied. The College must update the Distance Education Plan, which expired in 2010. Technology has changed considerably since then. The plan must also align closely with the Educational Master Plan. Second, the processes and procedures that guide the interaction between the district and campus technology committees are not well documented.

Actionable Improvement Plan

The College will update the Distance Education Plan and ensure its alignment with the Education Master Plan.

The College will work with District Technology to more clearly articulate the processes and procedures that guide decisions about technology.

Evidence, Standard III.C. Technology Resources

III.C.1	CHC Technology Services Webpage http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services
III.C.2.	SBCCD Technology and Educational Support Services Webpage
III.C.3.	CHC Technology Services Webpage, Contacts http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services/Contact_Technology_Services
III.C.4.	CHC Technology Services FAQs http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services
III.C.5.	CHC Asset List by Location (supporting document in Technology Services PPR) https://www.craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/ba80e9ef-2e63-48ee-8af6-1dbc5c7125a7/Computer%20Breakdown%20by%20Building%20noVDI.pdf
III.C.6.	CHC Technology Services Program Review https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/08353a53-fb21-4c1f-9e57-20fc31598000
III.C.7.	Technology Planning Committee Webpage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Tech_Planning_Committee
III.C.8.	CHC Webpage, Committee Assignments 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/CommitteeAssignments13-14.pdf
III.C.9.	Technology Plan, 2012-2015 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Technology%20Planning%20Committees/Crafton%20Hills%20college%20Technology%20Strategic%20Plan%202012.pdf
III.C.10.	CHC Webpage, Educational Technology Committee http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Educational_Technology_Committee
III.C.11.	CHC Educational Technology Committee's Distance Education Plan 2007 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DEStrategicPlan2007.pdf
III.C.12.	TESS Catalog of Services 2013-2014 http://tess.sbccd.org/~media/Files/SBCCD/TESS/Catalogs/TESS%20Catalog%209-24-13.pdf
III.C.13.	District Strategic Technology Plan, 2014-2017 (Draft) www.sbccd.org/.../District/District.../2014-17%20DTSP%20V1.docx
III.C.14.	TESS Executive Committee Webpage http://www.sbccd.org/District_Faculty_,_a-,_Staff_Information-Forms/District_Committee_Minutes/TESS_Committees/TESS_Executive_Committee
III.C.15.	TESS Project Prioritization Webpage http://tess.sbccd.org/Projects
III.C.16.	CHC 2012 Student Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%

	20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf
III.C.17.	District Operations Satisfaction Survey December, 2013 https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/a95d72db-9b38-4318-8115-8e500094eb9b/Final%20-%20%20FY2013-2014_District%20Operationa%20Satisfaction%20Survey%20Results.pdf
III.C.18.	Professional Development, spring 2014 (see, for example January and February). http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for%20website%20FINAL.pdf
II.C.19.	TESS Website, Training Request Form http://tess.sbccd.org/~media/Files/SBCCD/TESS/DCS/Forms/DCS_Training_Request_Form_02272013.pdf
III.C.20.	Planning and Program Review Handbook, 5 th edition http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
III.C.21.	Planning and Program Review Document, Technology Services https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/08353a53-fb21-4c1f-9e57-20fc31598000
III.C.22.	PPR 2013-14 Prioritized List of Objectives
III.C.23.	PPR Objective List, Technology Services (showing alignment with the EMP) https://www.craftonhills.edu/ProgramReview/Plan.aspx/ObjectivePriority/08353a53-fb21-4c1f-9e57-20fc31598000

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Introduction:

Despite monumental challenges spurred by state-wide budgetary shortfalls in recent years, CHC has maintained high quality instruction, student support, faculty and staff support, and a quality learning environment. Budgetary decisions have been made collegially based upon institutionally established priorities. Executive management has made regular and ongoing budget updates to the campus regarding budget decisions. Although there has been some reduction in course offerings and reductions to operational budgets during the economic downturn, as a whole, the college has progressed forward while being stretched. Improvements in budgetary transparency and campus-wide understanding of fiscal resources and processes are ongoing. With the passage of Proposition 30, financial resources have stabilized and are on the road to recovery. Instructional course offerings have been added to respond to student demand. To ensure actions taken towards recovery are calculated, prioritized, planned, and implemented in accordance with the goals and directions of the educational master plan, financial planning is integrated into institutional planning through the annual planning and program review process. With the support of the local community through a bond initiative, construction has continued on the campus to implement the facility master plan established in 2005 with revisions in 2011.

Crucial information regarding district budget allocation, the effects of the state budget upon SBCCD and CHC, budget reports, and multi-year budget forecasts are communicated through open forums, campus budget committee, district budget committee, and through the board of trustees.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Summary Description

Financial planning and institutional planning are integrated from the department level to the district level. This is primarily accomplished through two collaborative processes: the annual planning and program review process and the resource allocation process stipulated within the district strategic plan.

Annual Planning and Program Review

Departments complete an annual plan (or full program review every 4 years) complete with prioritized goals and objectives, which are linked to strategic directions contained in the educational master plan (III.D.1.a.1). Corresponding actions and resources necessary to achieve the stated objectives are linked to each objective (III.D.1.a.2). Objectives are then “rolled up” and prioritized at the area level (President, Instruction, Student Services, or Administrative Services) with input from each representative department or division. At that point, the planning and program review committee tackle the prioritization of all the objectives campus-wide and make a recommendation to the president’s cabinet for approval. Following cabinet review and approval, the “Prioritized Objectives” list published to the campus community (III.D.1.a.2). The process of prioritizing objectives is completed in the early spring so that high priority resource needs can be built into the developmental budget in accordance with available funding; thus, binding financial resources with collegially and collaboratively planned institutional priorities.

Resource Allocation and the District Strategic Plan

In late Summer 2009 the Chancellor’s Cabinet approved the “Summary of Budget Allocation Model 2008-09,” which clarified the methods used for 2008-09 allocations to District operations and the Colleges. This document represented the first written description of such allocations ever done in the District. It thus represented a major advance in transparency and communication for the District and its Colleges. However, it was descriptive of what had been done, not prescriptive of what should be done, and the Cabinet made the decision to develop a model based on best practices that would meet current and future needs.

To address the issue, the District convened a Resource Allocation Committee (RAC). Beginning in October 2009, RAC members examined the characteristics of the existing allocation model in detail, considered best practices in the field and eight budget models from other multi-campus districts, formulated guiding principles for the SBCCD model, and sought input from colleagues at the campuses.

Following rounds of review, feedback, from the RAC and District community, the chancellor presented the revised model to the RAC on May 17, 2010. After making further revisions based

upon feedback from the RAC and responses from the District community survey, the RAC then approved the model unanimously, as amended. The Interim Chancellor shared the adopted model with all District employees in mid-June 2010 (III.D.1.a.2).

The approved model has been used in determining allocations to the Colleges for fiscal years 2010-11, 2011-12, 2012-13, and 2013-14 (III.D.1.a.3 p.43). The model has been used each year to communicate budget scenarios (based upon the statewide budget condition) to the campus. It was also incorporated into the District Strategic Plan (III.D.1.a.4, pp. 39-40). In accord with the guiding principles, it has been reviewed annually by the District-wide Budget Committee representing all district constituents, which has recommended changes as needed.

Perhaps more should be said here about District directions for CHC being soft and unclear. A firming of the DSP needs to occur to better inform the Allocation model.

Self Evaluation

The campus meets the standard.

Actionable Improvement Plan

Maintain annual planning and program review processes. Solidify integration of the strategic directions of the district strategic plan into the allocation model.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Crafton's robust institutional planning process creates opportunities within each department to look inwardly and make steps towards continuous improvement. To the credit of many departments on campus, they have been able to "do more with less" through the last several years fiscal downturn. None-the-less, due to funding limitations they are not where they want to be. Institutional planning is most effective when the planning committees (Educational Master Plan Committee, Planning and Program Review, Budget Committee, and the Crafton Council) have full knowledge and understanding of institutional directions, departmental directions, needs measured against available resources.

Although current funding is sufficient to support the ongoing daily operations, Crafton's additional resource request needs outweigh the available resources. The current general fund allocation from the District is insufficient alone to sustain building additional programs and

services. This opportunity has caused the campus to seek additional streams of resources through grants, partnerships, bonds, planned giving, donations, and local reserves.

- Left Lane
- Title V STEM
- Title V
- Local Capital Appreciation Bond
- Partnership Donations
 - San Manuel
 - Foundation Donations
- Foundation Support
- Categorical Programs

The college provides and communicates to institutional planning stakeholders what prioritized resource requests have been funded (Evidence). To build upon this, accurate information on available funds is provided to the Campus Budget Committee (Evidence). For future planning, the college has built upon the district's multi-year budget forecast by projecting revenues and expenditures in a multi-year budget forecast (Evidence). Regular review of current year revenues and expenditures are provided at both the college and district level budget committees, Crafton Council, and the Board of Trustees (evidence—spent to date reports). In addition, Budget projections are compared to actuals to date to track, manage, and make adjustments as necessary. The Board of Trustees and various committees are also updated on a regular basis about key issues related to the college's budget status, including any changed conditions caused by either internal or external events.

In an effort to offset general fund utility expenses, the campus leveraged local bond funding with incentives from the California Solar Initiative to construct and operate 140 solar photovoltaic arrays (solar farm). The incentives will be realized for the first five years of operation based upon actual generated power. In addition to the incentive, the solar farm generates approximately 75% of CHC's power usage, which has offset the cost of electricity approximately \$500,000 since it started operation in June 2012 (evidence).

Another innovative partnership was formalized with Cenergistic, an energy consumption consultant company that assists the district by training maintenance staff on optimum equipment performance as well as training the campus community in ways of energy conservation. In addition to providing training, they assist in implementation of viable actions to reduce energy consumption. Compensation for Cenergistic's services is structured to where they receive a portion of the savings from actual measured reductions in usage (Evidence).

In February 2014, the college established a contract with Brandman University to offer bachelor's, master's, and doctorate degree programs to the general public and Crafton students (evidence-Brandman Contract). Brandman is a four-year private university fully accredited by the Western Association of Schools and Colleges (WASC). This partnership is in developmental stages and the full benefits are yet to be realized.

CHC also pursues additional financial resources through grant opportunities. In 2012, the college was awarded \$4,350,000 from the U.S. Department of Education for a five-year Hispanic Serving Institution grant for science, technology, engineering, and math (STEM) with a primary purpose to create a pathway to increase Hispanic student STEM degrees and transfer. This purpose is in alignment with college planning to improve student access and success (evidenceEMP p.21).

In 2010, the college was awarded \$3,119,044 from the U.S. Department of Education for a five-year Title V grant for transfer preparedness geared to infuse the campus with a culture emphasizing transfer, as well as data-driven decision-making. Resources from this grant are in alignment with college planning to improve student access and success as well as to follow best practices for learning and teaching (evidenceEMP p.21-22).

The Crafton Hills College Foundation was established in 1973. For 40 years, the foundation has been an integral partner in fostering and providing support for the college. The mission of the CHC Foundation is to enhance educational excellence. The Foundation achieves its mission by promoting gifts to support and enhance quality education the college. Gifts are applied to scholarships, improvement of facilities and instructional equipment, and supporting vocational and academic disciplines which best serve the needs of students and the community. The college has received \$541,613 in benefits from the Foundation during fiscal year 2012-13 (III.D.1.a.x).

Self Evaluation

The college meets the standard.

Actionable Improvement Plan

Expand understanding and transparency of available funds for resource requests.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations

Each year during developmental budget, the District drafts the resource allocation model with the input and concurrence of the District-Wide Budget Committee. The model includes projections

for funding based upon the most current data available from the State Chancellor's Office (Evidence—Exhibit C). Along with updates of information from the State Chancellor's Office, Exhibit C functions as the basis of projection for the next fiscal year. The allocation model includes long-range liabilities and obligations for retiree funds GASB 45 state retirement fund and for supplemental executive retirement plan (SERP) obligations (Evidence, III.D.1.c.X—allocation model).

Additionally, long-term financial plans were made available to the entire College community in spring 2010 and are incorporated into the Educational Master Plan (III.D.1.c.x - Evidence EMP). Shortly thereafter, CHC created a Long-Range Financial Plan and Forecast which projects expenditures and revenues three years beyond the approved budget, based on assumptions that are specified at the District level (III.D.1.c.x, 2010 LR Financial Plan). In 2013, CHC built upon the long-range financial plan by creating a Multi-year Budget Forecast in a spreadsheet tool that presents both conservative and optimistic financial scenarios for revenues, expenses, and District assessments (III.D.1.c.x – CHC Multi-Year Budget Forecast). This tool also allows CHC to run different scenarios based upon state growth projections, and District FTES allocations. Data in the forecast will be updated regularly as information on the State budget becomes available each year. Accordingly, the budget forecast provides a long-range, realistic context to inform campus financial planning, operational planning, staffing, and capital improvements/replacements. Moreover, the District-wide version of the Plan and Forecast will also help the District plan and maintain prudent levels of reserves.

Self Evaluation

Actionable Improvement Plan

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

To facilitate financial planning by programs and units all college staff have access to District-wide and college-specific budget and expenditure figures for each fund at the object code level in the monthly budget summaries on the District website (III.D.1.d.x). In addition, EduReports, the reporting tool for the District's Financial 2000 budget management and monitoring software, is available to all department chairs as well as to cost center managers. (SIII.D.1.d.x) Training on Financial 2000 is available online as well as through the office of Administrative Services. The Vice President for Administrative Services also conducts annual

workshops for budgeting, financial planning, and understanding budgetary processes (III.D.1.d.x—Email on developmental budget instructions).

Both the planning and program review process coupled with the developmental budget process provide all campus constituencies opportunities to have ownership of their budgets and plans. The table below illustrates the developmental budget process through the institution. Plans are reviewed appropriately by the Planning and Program Review Committee (III.D.1.d.x—PPR plan review schedule) and developmental budgets are analyzed in detail by Administrative Services prior to submission to the district (III.D.1.d.x—developmental budget spreadsheet). Departmental managers are responsible to manage their budgets throughout the year with oversight by the area vice presidents and Administrative Services.

Date	Responsible	Item
2/24/2014	Fiscal Services	Prior and current year line budgets, instruction packet, and due dates are forwarded to campus presidents and chancellor for distribution to responsibility centers
2/24/14-2/26/2014	Admin Services	Admin Services separates budget by area and distributes to VP's and President
2/27/14 - 2/28/2014	President, VP's	Areas separate budgets and disseminate to appropriate departments
3/3/2014-3/14/2014	President, VP's, Managers	Develop departmental budgets; determine priorities; responsibility center managers prepare budget forms for submission back to VP's
3/11/2014	Admin Services	Budget Workshop #1 (10AM-12PM)
3/12/2014	Admin Services	Budget Workshop #2 (1-3PM)
3/14/2014	Admin Services	Budget Workshop #3 (10-12PM)
3/17/2014	President, VP's, Managers	Departments submit budgets to president, VP's
3/17/14-	President,	President and VP's review departmental budgets and submit to

3/21/2014	VP's	Admin Services
3/24/14- 3/26/14	Admin Services	Compiles and reconciles budgets for submission to District
3/27/2014	Admin Services	Submit to District

Following submission of the annual budgets from the campus, District Fiscal Services develops tentative and final budgets, which are presented to the board of trustees (BOT) for adoption. A budget public hearing is held every September. Throughout the year, Fiscal Services submits monthly financial statements to the Board and also reviews quarterly financial reports that are submitted to the California Community College State Chancellor's Office (III.D.1.b.x, Minutes of Board meeting where reviewed reports).

Self Evaluation

The college meets the standard.

Actionable Improvement Plan

Improve budget development by implementation of a paperless process and reducing manual data entry. Refine and clarify approval process for incorporating planning resource requests into developmental budgeting.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Each year the District Vice Chancellor of Fiscal Services submits all College and District financial records and related material to an independent auditor. The auditor reviews the financial statements for the institution as a whole for significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards.

Budgetary accuracy is maintained utilizing software tools of Financial 2000 and EduReports. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools. Inputs are made by Fiscal Services at the District with the proper requests and approvals of campus management. Managers have access to view and query current account balances, view transactions, purchase order balances, etc. (III.D.a.x, Sample Budget Report).

Self Evaluation

The college meets the standard.

Actionable Improvement Plan

III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Following the audit, the auditor submits a report issuing their opinion of the overall accuracy of the financial statements for the District and its Colleges (III.D.2.b.x—Link to audit reports). For FY 2012-13 the auditor issued “unmodified opinion,” the highest opinion that can be given (III.D.2.b.x, p. 61—2012-13 Audit Report, p.61). Anyone, inside the District or out, can report concerns through the Compliance Reporting Line on the District website (SIII.D.2.b.-1; SIII.D.2.b.-2). Those concerns are addressed by the District’s Internal Auditor.

In 2010-11, audit findings were discovered and resolved promptly. The following year independent auditor reviewed the District’s resolution of the prior year findings and verified the findings were satisfactorily corrected (III.D.2.b.x, Audit Report June 2012, p. 62-63).

Self Evaluation

Actionable Improvement Plan

III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.

Financial information is readily available online through Financial 2000, budget management software. This is available district-wide for all who need access to monitor or manage the finances. These include faculty chairs, department secretaries, managers, and assistants. and is also regularly communicated and/or discussed in forums such as the District Budget Committee, the college Budget Committee, the Academic Senate, the monthly management meeting, Crafton

Council, and the President's Cabinet. The financial issues discussed include enrollment projections, state budget outlook, current year budget status, and college budget projections.

The CHC Budget Committee meets once a month throughout the academic year with the charge to discuss and be informed of the financial circumstances of the college. This includes issues such as the budget projections, reserves, the budgeting of institutional priorities, allocation model, strategic growth directions, the fifty-percent law, the faculty obligation number, current budget status, the impacts of grant institutionalization and future grants, impacts of programs and bargaining unit agreements, capital construction program planning and budgets, as well as other relevant issues. Further, this committee ensures that the college's financial resources are connected to institutional planning and the mission of the college (III.D.2.c.x, Budget Committee Charge).

Self Evaluation

Actionable Improvement Plan

Continue commitment to full transparency through ongoing development of the budget committee. Increased budgetary reviews in President's Cabinet meetings, improve fiscal sustainability through input with all campus stakeholders.

III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Audits are performed of all financial resources related to bond, fundraising efforts through the college foundation, and auxiliary activities in accordance with generally accepted auditing standards and as well as the standards contained in Government Auditing Standards. In addition to that described in Standard IIID.2.a above, review and accountability of all CHC's financial resources, including debt instruments, auxiliary activities, and grants are reviewed annually within the scope of the district audit.

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee. This committee was appointed to oversee two general obligation bonds: Measure P, a \$190 million bond passed in November 2002, and Measure M, a \$500 million bond passed in February 2008. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures, and the external audits of the District's bond program to verify the expenditure of the funds are consistent with the intended purpose of

the bonds as stated to the voters in the wording of the original ballot measure (III.D.2.d.x, CBOC Annual Report; III.D.2.d.x, CBOC Agendas and Minutes).

In regards to grant resources, the grant director along with administration ensure that grant expenses and actions are in full adherence with the intended purpose of the grant and that all revenues and expenses are handled in accordance with District policies and procedures as well in compliance with all federal and state requirements. The grant director produces an annual report to account for expenditures and update the grant providers on the progress of grant actions (III.D.2.d.x, STEM Annual Report) (IIID.2.d.x, Title V Transfer Grant Annual Report).

Self Evaluation

The college meets the Standard. As evidenced by the results and conclusions of annual audit review and the accountability reports for the grants, all financial resources of the college are utilized with integrity for their intended purpose.

Actionable Improvement Plan

III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

Descriptive Summary

The Board of Trustees and the chancellor continues to regularly evaluate the management of the District's funds. CHC follows prudent business procedures, and District Fiscal Services operations meet state-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner as previously stated in III.D.2.b above (III.D.2.e.x, 2012-13 Audit Report; III.D.2.e.x, 2011-12 Audit Report; III.D.2.e.x, 2010-11 Audit Report).

In 2012, the District completed a "business process analysis" of internal processes (III.D.2.e.x, Business Process Analysis Reports). The study involved representatives from Instruction, the President's office, Administrative Services and the District office. This study has been used to inform improvements and planned development of streamlined processes.

Self Evaluation

Actionable Improvement Plan

Collaborative work to continue implementation of the “ideal” processes outlined in the BPA reports.

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences

The district uses the accrual basis of accounting for all cash flows. Income and expenditures are monitored, and financial obligations are budgeted and paid regularly. State apportionment payments to the district come regularly, and property tax revenues are received in December and April. On rare occasions, disruptions in deposit variables may create projected cash deficits for which Tax and Revenue Anticipation Notes are issued.

Fund Balance is used to describe the net assets, or available resources, of funds. At the end of Fiscal Year 2013 the unrestricted general fund balance was \$24.1 million, or 35.5% of the total unrestricted general fund expenditure budget. Fund balance will increase approximately \$1.3 million at the end of fiscal year 2014. The unrestricted general fund balance is expected to end the year at \$25.4 million, or 34.7% of the total unrestricted general fund expenditure budget (IIID.3.a.x, p.5, Final Budget 2013-14)

In January 2014, the Board of Trustees provided a directive to maintain a minimum of 15% fund balance of expenditure budget, and the State mandates a minimum of 5% (IIID.3.a.x, Budget Calendar and Board Directives 2014-15). These levels of fund balance are necessary to accommodate the District’s cash flow needs as the State continues to defer appropriation payments.

The district is protected from general property losses and liabilities through its participation in various joint powers authorities (JPAs) throughout the state. The district belongs to the Statewide Association of Community Colleges (SWACC) JPA. SWACC or re-insurers from whom it buys insurance cover district liability losses in excess of \$50,000 and property losses above \$5,000 (III.D.3.a.x, Evidence).

For Workers Compensation insurance, the district belongs to the Schools Alliance for Workers’ Compensation Excess (SAWCX) JPA. SAWCX or re-insurers from whom it buys insurance cover district losses in excess of \$500,000.

Every other year, as required by the Governmental Accounting Standards Board (GASB), the district completes an actuarial study for all self-insured funds to determine if the budget reserves meet the appropriate thresholds. Budgets are then adjusted accordingly. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.

The district regularly monitors cash flow to ensure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections (III.D.3.a.x, Evidence).

The district purchases medical malpractice insurance for health-related programs such as emergency medical technician, emergency medical services, and fire technology. In addition, the district provides some limited health insurance programs for students. International students are required to provide proof of personal insurance.

Self Evaluation

The college meets the standard. The current level of reserves is adequate to meet expected obligations as well as unanticipated and unforeseen financial events (e.g., state budget cuts, delays in the adoption of the state budget, and statewide property tax shortfalls). The district's insurance coverage for excessive risks of losses and liabilities is adequate.

Actionable Improvement Plan

III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Effective oversight of all district and college finances is managed by district fiscal services with the collaboration and support of administrative services at the college. The revenues and expenses of the college are managed through a fund accounting system that enables the college to ensure that funds are used in accordance with funding source requirements or legislative directives.

As an accredited institution, the college is eligible to administer financial aid as authorized by state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The college has been granted authority to participate and disburse Title IV, state, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference

- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Writes an annual policy-and-procedures manual outlining all processes within the Financial Aid Office
- Works in cooperation with Admissions and Records, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Academic Services to assure the funding, awarding, and disbursing of funds
- Meets all deadlines and regulations in a timely and accurate process.

The Grants Team, comprised of the Office of Research and Planning and the Office of Resource Development, prepares grant applications and other externally funded categorical programs in accordance with the college's Educational Master Plan. Training and consultation in grant compliance is provided for project directors, who ultimately have responsibility for the regulations under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Programs that are fully or partially funded externally, such as the cafeteria, the bookstore, and the child care center, are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees. Financial activity of externally funded programs is also reported to the Board regularly. The vice chancellor of fiscal services meets with the district's two colleges' respective vice presidents of administrative services in a Fiscal Services planning meeting, held about twice each month, to discuss financial performance and corrective action as necessary.

The district business manager reviews all contracts and agreements developed at or by the college in preparing agendas for board meetings and board committee meetings. The Board reviews all contracts and agreements and determines their approval during monthly public sessions.

Annually each June, the Board establishes signature authorization according to Education Code §§ 17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated district administrators to sign orders drawn on district funds and notices of employment. To certify the authorization, the district requires that the certification of signatures form be filed with the San Bernardino County Superintendent of Schools. The board has approved the chancellor; vice chancellor of fiscal services, business manager, director of fiscal services, and the vice chancellor of human resources various levels of signature authority including district orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

The district maintains an Office of Internal Audits, which reports to the chancellor and vice chancellor of fiscal services and to the Board as needed. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the Board regarding status of the annual audit recommendations.

Self Evaluation

The college meets the standard. District Fiscal Services along with the local Office of Administrative Services carries out oversight of all district financial resources according to state regulations and accepted accounting practices.

Actionable Improvement Plan

III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.

Through the District allocation model, necessary funds for the payment of liabilities and future obligations are “assessed” each year to the college by the District to ensure appropriate funds are available to make payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB) (III.D.3.c.x, Allocation Model).

Self Evaluation

Actionable Improvement Plan

Allocate for compensated absences.

III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

The San Bernardino Community College District has established the Futuris Public Entity Investment Trust. This Trust is an IRS Section 115 Trust that is used for the purposes of investment and disbursement of funds irrevocably designated by the District for the payment of its obligations to eligible employees (and former employees) of the District and their eligible dependents and beneficiaries for life, sick, hospitalization, major medical, accident, disability, dental and other similar benefits (sometimes referred to as “other post-employment benefits,” or “OPEB”), in compliance with governmental Accounting Statement Nos. 43 and 45.

The Governmental Accounting Standards Board (GASB) adopted Statements 43 and 45 for public sector employers to identify and report their Other Post-Employment Benefits (OPEB) liabilities. GASB Statements 43 and 45 establish uniform financial reporting standards for OPEB and improve relevance and usefulness of the reporting. In particular, the statements require systematic, accrual based measurement and recognition of OPEB expenses over the employees' years of service as well as providing information regarding the progress being made toward funding the plan.

The District has created a Retirement Board of Authority consisting of District personnel to oversee and run the Futuris Trust. Benefit Trust Company is the qualified Discretionary Trustee for asset and fiduciary management and investment policy development. Keenan & Associates is the Program Coordinator for the Futuris Trust providing oversight of the Futuris program and guidance to the District. (III.D.3.d.x, Annual Report Futuris Trust)

Current status under assessment. Will need more information from Fiscal Services. SERP obligations will be paid off by June 2015. The SERP offered in 2009 retired June 30, 2013. The SERP offered in 2010, will be retired June 2014.

Self Evaluation

Actionable Improvement Plan

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Further input from Fiscal Services to complete.

Locally incurred debt is the bond program. Will be paid back through local property tax assessment.

Self Evaluation

Actionable Improvement Plan

III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.

Will need further input from Fiscal Services to construct.

Self Evaluation

Actionable Improvement Plan

III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

- Yucaipa City – Aquatics
- Contract Ed—CalFire, others
- Maintenance and operations contracts
- Professional service contracts, maintenance agreements, supplies, software, Brandman, construction for Measure M,
- Board policies govern integrity of execution and implementation of contractual obligations. Bid threshold policies for equipment, services, supplies, etc.; purchasing standards (III.D.3.g.x, Board Policies)

Self Evaluation

Actionable Improvement Plan

III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

- Regular meetings to discuss fiscal management practices and financial planning—Fiscal Services meeting with college VPAS's
- Budget committee reviews
- Example of improvement is budgeting for salary savings and improvement for position control
- Board policy review and recommended changes—example parking policy revision 2013.
- External audit findings and corrective action
- Deposit procedures

Self Evaluation

Actionable Improvement Plan

III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

- Institutional planning through the PPR process is integrated with fiscal planning through the prioritization process and bi-annual funding review
 - Budget committee review of resource requests
- Annual plans are aligned with the EMP
- FMP is aligned with the EMP and bond funding has been received to fulfill the educational goals in the EMP. EMP drives the FMP, not the other way around.
- Comparison of YTD actual expenses to the annual budget to determine problematic areas
 - Budget committee review, President's cabinet review
- Computer obsolescence plan

Self Evaluation

Actionable Improvement Plan

Evidence, Standard III.D., Fiscal Resources

III.D.1.a.1	Sample Department Annual Plan
III.D.1.a.2	2012-13 PPR Prioritized Objectives – Sorted by Priority http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review/2012_-_2013
III.D.1.a.3	Resource Allocation Committee and Approved Model http://www.sbccd.org/District_Faculty_-_a-,_Staff_Information-Forms/District_Committee_Minutes/Resource_Allocation_Committee
III.D.1.a.4	2013-14 Final Budget, p.43 http://www.sbccd.org/~//media/Files/SBCCD/District/Fiscal%20Services%20Documents/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf
III.D.1.a.5	District Strategic Plan http://www.sbccd.org/~//media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2011-2012/2011-14%20District%20Strategic%20Plan%20w%20Appendix.pdf
III.D.1.a.x	Budget Information and Reports http://www.sbccd.org/District_Faculty_-_a-,_Staff_Information-Forms/Budget
III.D.1.x.x	Educational Master Plan http://www.craftonhills.edu/~//media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
III.D.1.x.x	Foundation Annual Report 2012-13 http://www.craftonhills.edu/~//media/Files/SBCCD/CHC/Visitors%20and%20Friends/CHC%20Foundation%20Annual%20Report%202012-12-13.pdf
III.D.2.b.x	District Annual Audit Reports http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx
III.D.2.b.x, p.62-63	Audit Report 2011-12 http://www.sbccd.org/~//media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2011-12%20Independent%20Audit%20Report.pdf
III.D.2.b.x, p.61	Audit Report 2012-13 http://www.sbccd.org/~//media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf
III.D.2.d.x	STEM Grant Annual Performance Report http://www.craftonhills.edu/~//media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/2013%20APR.pdf
III.D.2.d.x	Title V Grant Annual Report
III.D.3.d.x	July 2013 Futuris Trust Report

	http://www.sbccd.org/~media/Files/SBCCD/District/Business%20Services%20Documents/2013%20Annual%20Report.pdf
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Finalize evidence referenced in report

DRAFT

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.**

Descriptive Summary

Dr. Marshall, Crafton Hills College President, has been creating an environment for empowerment, innovation, and institutional evidence since she was Vice President of Instruction, when she became the Interim President of Crafton Hills College in Fall 2012, and now as President of Crafton Hills College. Specifically, during her Fall 2012 In-Service speech, Dr. Marshall sought to inspire the campus by beginning with a quote from Dr. Seuss ([IV.A1](#)).

“You have brains in your heads. You have feet in your shoes. You can steer yourself in any direction you choose.”

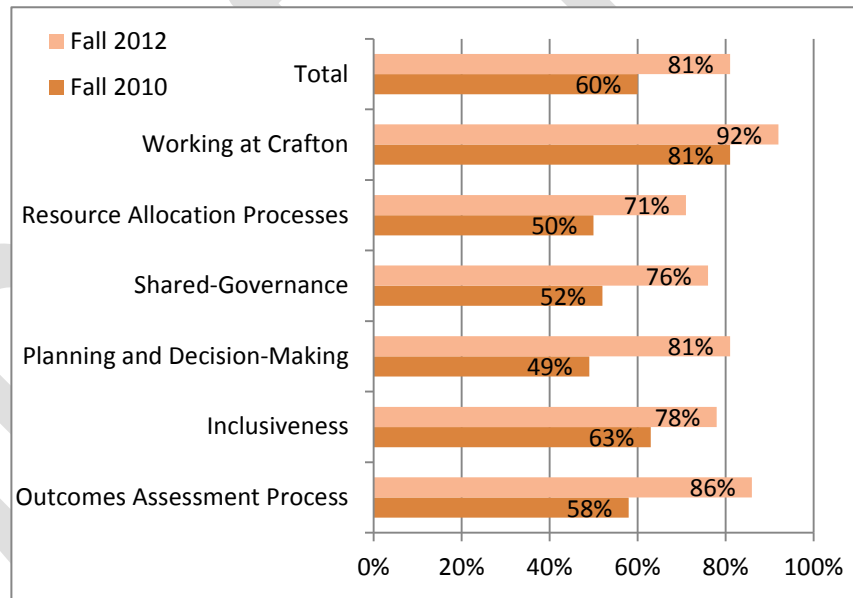
This was followed by Dr. Marshall’s message that “people matter” and to simply “do stuff” and that how we treat each other matters. All of this was combined with her message of transparency, collaboration, and inclusiveness. Moreover, Dr. Marshall was communicating to the Crafton students, staff, faculty, and administrators that to “do stuff” means to try something new, to keep getting better, or to innovate. She also strongly communicated the message that it is all right to make mistakes.

“Anyone who has never made a mistake has never tried anything new.” ~ Albert Einstein

The atmosphere that Dr. Marshall began to facilitate in early fall of 2012 was reflected in the Fall 2012 Crafton Hills College Employee Campus Climate Survey ([IV.A2](#)). Results from the Fall 2012 Crafton Hills College Employee Campus Climate Survey were summarized in a PowerPoint presentation and feedback for improvement was collected in multiple venues

(IV.A3). From the Fall 2010 (IV.A4) to the Fall 2012 Campus Climate Survey (IV.A2), Crafton Hills College employees were statistically significantly ($p < .001$) and substantially ($ES = .62$) more likely to believe that CHC administrators encourage innovation. This change was noted after Dr. Marshall was interim president for five months. In addition, there was also a dramatic increase in the percent of staff, faculty, and administrators who agreed or strongly agreed that they were satisfied with the following at Crafton from Fall 2010 to Fall 2012 (IV.A3):

- The level of CHC employee satisfaction with the outcomes assessment processes at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .74$) higher in Fall 2012 ($M = 3.05$) than in Fall 2010 ($M = 2.51$)
- The level of CHC employee satisfaction with inclusiveness at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .47$) higher in Fall 2012 ($M = 2.93$) than in Fall 2010 ($M = 2.55$)
- The level of CHC employee satisfaction with planning and decision making at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .69$) higher in Fall 2012 ($M = 2.32$) than in Fall 2010 ($M = 2.84$)
- The level of CHC employee satisfaction with shared governance at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .61$) higher in Fall 2012 ($M = 2.37$) than in Fall 2010 ($M = 2.84$)
- The level of CHC employee satisfaction with resource allocation process at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .55$) higher in Fall 2012 ($M = 2.74$) than in Fall 2010 ($M = 2.32$)
- The level of CHC employee satisfaction with working at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .44$) higher in Fall 2012 ($M = 3.23$) than in Fall 2010 ($M = 2.91$)



Even though Crafton had dramatic increases on many of the employee campus climate areas in Fall 2012, we continue to work on making improvements. Crafton administers the Employee

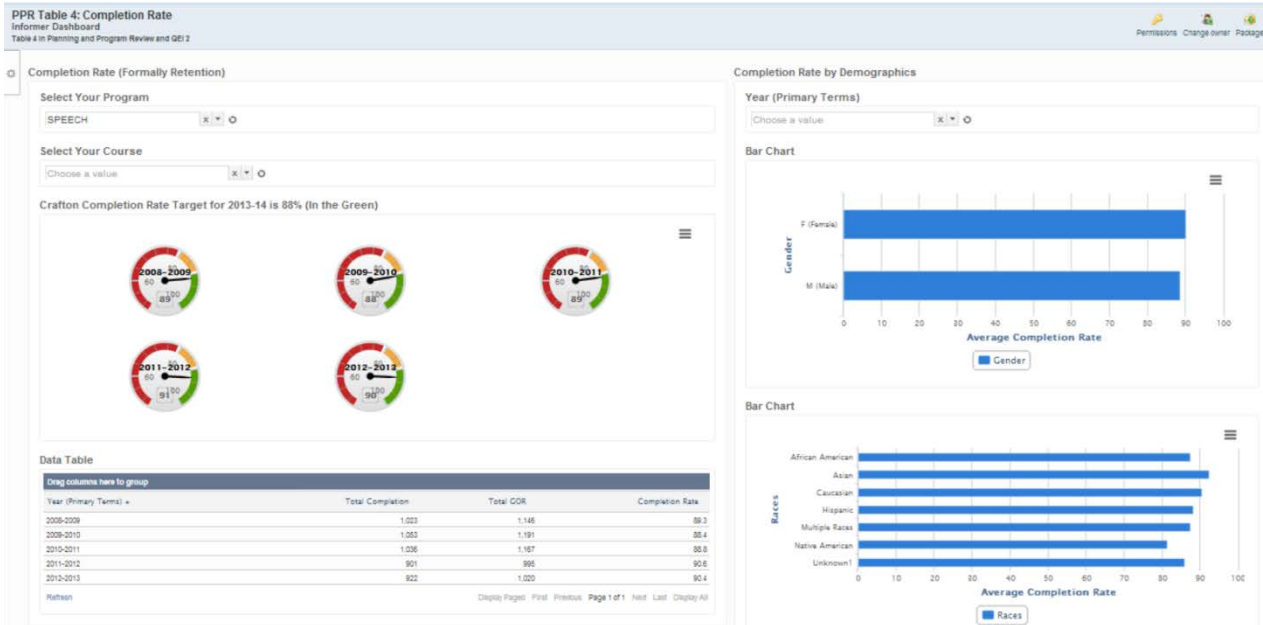
Campus Climate Survey semi-annually and spends the year in which the survey is not administered collecting feedback on the results and engaging in the process of continuous quality improvement ([IV.A5](#)).

Crafton's commitment to excellence is also reflected in the College's mission, vision, and values, the College's strategic directions, and the President's goals. The Educational Master Plan calls for ongoing improvement in student access and success; inclusiveness; best practices for teaching and learning; enrollment management; community value; effective, efficient, and transparent processes; organizational development; and effective resource use and development ([IV.A6](#)).

The Strategic Directions are the different ways that the College can influence student success. For this reason, as departments develop annual and four-year plans, they are asked to tie their objectives and resource requests to one of the eight strategic directions ([IV.A7](#)). This has made all persons involved in the planning process mindful of the Crafton Strategic Directions. In addition, the President has also established goals to help facilitate empowerment, innovation, and institutional excellence ([IV.A8](#)).

- Build systems and processes to sustain and enhance student success and a quality learning environment
- Build a culture that is collaborative, innovative, appreciative, fun, and action-oriented
- Enhance participative decision making allowing all voices to be expressed
- Develop people to perform at a level of excellence and to achieve their career goals
- Maintain fiscal responsibility
- Manage construction projects for aesthetics and fiscal efficiency
- Preserve and advance the College's image in the community
- As a campus, embody our values: creativity, inclusiveness, excellence, and learning centeredness

The College continuously makes information about institutional performance widely available and facilitates the use of this information to inform decision-making. For the annual and four-year planning and program review plans, academic units are provided demographic, course completion and success rates, 75/25 ratio, WSCH/FTEF, and fill rate data and are asked to analyze the data and provide plans for improvement ([IV.A9](#)). The Office of Institutional Effectiveness, Research, and Planning is also working on replacing the static Word files with dynamic Dashboards that allow the user to examine the data in more ways to better help with the facilitation of evidence-based decision making. The gauges in the Dashboard will not only indicate how each unit is helping the College to reach its target (i.e. in the green), they will also show how far above the unit is exceeding the institutional set standards for areas where a minimum standard has been set (i.e. how far above the red).



Units are also required to report their student learning outcomes (SLO) results in their plans which includes an analysis and plans for improvement for each outcome assessed ([IV.A10](#), [IV.A11](#), [IV.A12](#)). Faculty and staff from all units may view outcomes assessment, success, and completion data by reading the unit plans.

The College also provides the campus community with a host of college wide data. The Office of Institutional Effectiveness, Research, and Planning (OIERP) website provides academic success data, satisfaction data, enrollment research, institutional effectiveness data, research in instructional areas, and research specific to student services ([IV.A13](#)). One of the most recent examples of the data provided to the campus was the 33rd Did you Know Newsletter illustrating the progress that the campus has made on its Quantitative Effectiveness Indicators (QEIs) ([IV.A14](#)). Student assessment data ([IV.A15](#)), and the College's Accountability Reporting for Community College's (ARCC) data is also included ([IV.A16](#)). In addition, the OIERP also provides research illustrating the relationship of student service and instructional strategies to the ARCC SPAR milestones ([IV.A17](#)). This information is also presented publically to the Board of Trustees ([IV.A18](#)), and to College Shared Governance Committees ([IV.A19](#), [IV.20](#)). In addition, in Fall 2013 the OIERP made BORG (Best Organizational Research Gauge) Cubes available to all Crafton employees to help facilitate decision-making ([IV.A21](#)). The BORG Data Cubes provides real-time access to enrollment data and faculty schedules to help evidence-based decision making. Currently there are 7 reports; however, the number of these will increase along with the Dashboards discussed previously.

Self-Evaluation

The college meets the Standard.

Actionable Improvement Plan

None.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Crafton Hills College is committed to including all constituencies in decision making; the roles and procedures for those constituencies are clearly outline in the District's and College's governance documents. District Board Policy 2225 ([IV.A22](#)) provides the foundation for participatory institutional planning. BP 2225 states that the Board "...embrace(s) the concept of collegial consultation and ... establish(es) procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation...." Administrative Procedure 2225 outlines the procedures and principles of collegial consultation. In addition, Crafton created the CHC Organizational Handbook to provide a formal resource to faculty, staff, students, and managers on all matters related to governance processes of the College ([IV.A23](#)). The document provides information about how decisions are made. Crafton Council reviews and updates the Handbook each year.

Self-Evaluation

The college meets the Standard.

Planning Agenda

None.

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Crafton Hills College is committed to including all constituencies in decision making; the roles and procedures for those constituencies are clearly outlined in the College's governance documents. The CHC Organizational Handbook ([IV.A23](#)) describes the responsibilities of all the institutional and Faculty and Senate committees. The Background and Overview sites BP 2225, Collegial Consultation, and clearly states that each constituency, "...faculty, management, classified staff, and students (have) the right to participate...in collegial consultation..." and the

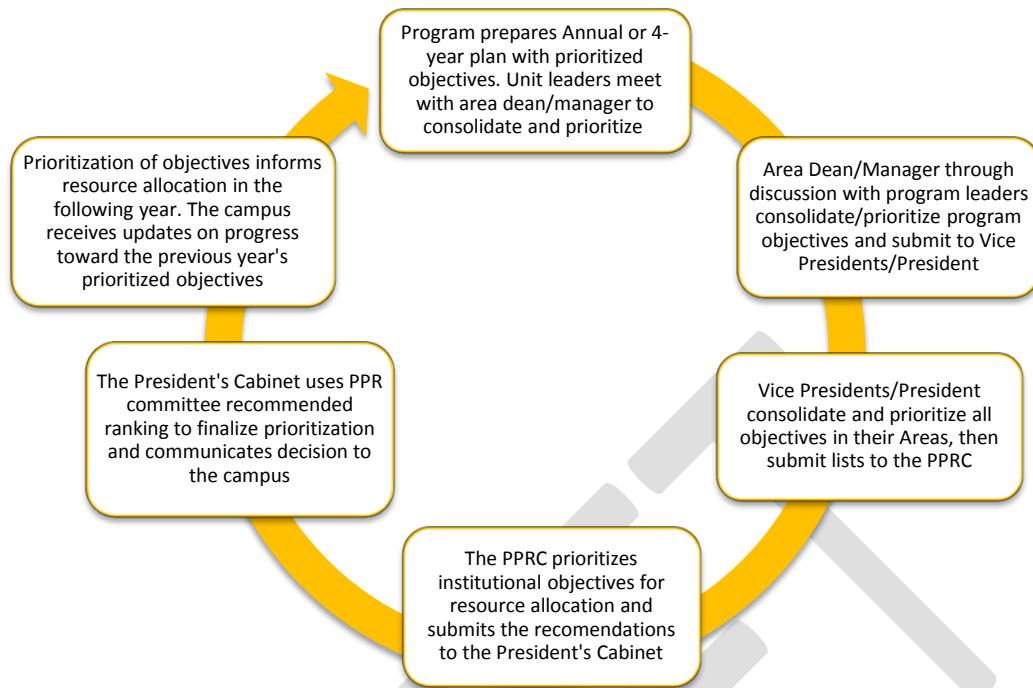
Principles of Collegial Consultation in AP 2225 states that each constituency is responsible for appointing representatives to various shared governance committees on campus ([IV.A24](#)).

Moreover, the Handbook makes clear that, for the College, consensus is the preferred decision-making process, and that the shared governance process is overseen by the Crafton Council, which consists of the CHC President, Academic Senate President and Vice President, Classified Senate President, CSEA representative, Student Senate President, VP of Student Services, VP of Instruction, and the VP of Administrative Services ([IV.A23](#)). AP 2225 defines the process of Collegial Consultation at the College as follows:

Collegial Consultation is a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations that the Chancellor carries forward to the Board of Trustees for final approval. In issues related to academic and professional matters the Board will rely primarily on the Academic Senate. Other areas of decision-making in regard to Board Policy will be mutually agreed upon between the Governing Board, the Academic Senate, administration, staff and students.

The policy also delineates the responsibilities of the Academic Senate with regard to the “10 + 1” academic and professional matters listed in Title 5, which areas the board will “rely primarily on” the judgment of the Academic Senate, and which areas require mutual agreement.

The Planning and Program Review Handbook, 5th Edition ([IV.A25](#)) and the Integrated Planning and Program Review Process for Prioritizing Objectives ([IV.A26](#)) describe the process by which all units on campus participate in institutional planning and the prioritization of resources. This process is also described in the 2012 Research and Planning Group Conference Presentation where Crafton received the Excellence in Planning Award for its integrated planning and program review process ([IV.A27](#)). The unit plan is the foundation for planning on campus, and all employees are given opportunities to participate.



The process of prioritizing objectives and resource allocation is continuously being reviewed. For instance, based on feedback from the presentations on the results from the Fall 2012 Campus Climate Survey the process for prioritizing objectives now includes the CHC strategic directions that are attached to each objective as well as the anticipated impact level of each objective ([IV.A28](#)).

Self-Evaluation

The college meets the Standard.

Planning Agenda

None.

IV.A.2.b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

The College gives faculty the primary responsibility for decisions regarding curriculum and other educational matters in the College's policies and procedures. BP 4020 state that the faculty and Academic Senate are involved in all program and curriculum processes ([IV.A29](#)). AP 4020 states that each College will document procedures in their respective curriculum handbooks ([IV.A30](#)). Moreover, AP 2225 ([IV.A24](#)) also states that with "...issues related to academic and professional matters the Board will rely primarily on the Academic Senate."

The Crafton Hills College Curriculum Handbook outlines the process for authoring and approval of curriculum ([IV.A31](#)). The Curriculum Committee Charge ([IV.A32](#)) states that the Curriculum Committees is authorized by the Crafton Academic Senate to make recommendations to the Board of Trustees about the curriculum of the College, including

- approval of new courses;
- deletion of existing courses;
- proposed changes in courses;
- periodic review of course outlines;
- approval of proposed programs;
- deletion of programs;
- changes in programs;
- review of degree and certificate requirements;
- approval of changes in degree and certificate requirements;
- approval of prerequisites and co-requisites;

In addition to the Academic Senate and the Curriculum Committee, there are a number of committees that address education issues on campus. These include the following additional Academic Senate Committees:

- Educational Policies Committee
- Educational Technology Committee
- Honors Committee

The Crafton Council Committees that address educational issues on campus include the

- Educational Master Plan Committee
- Institutional Effectiveness, Accreditation and Outcomes Committee
- Planning and Program Review Committee
- Professional Development
- Student Success, Engagement, and Enrollment Management (SSEEM) Committee
- Technology Planning Committee

The responsibilities and membership of each committee are outlined in the CHC Organizational Handbook ([IV.A23](#)). The responsibilities and membership of the various committees are reviewed annually in Crafton Council ([IV.A33](#), [IV.A34](#)).

Self-Evaluation

The college meets the Standard.

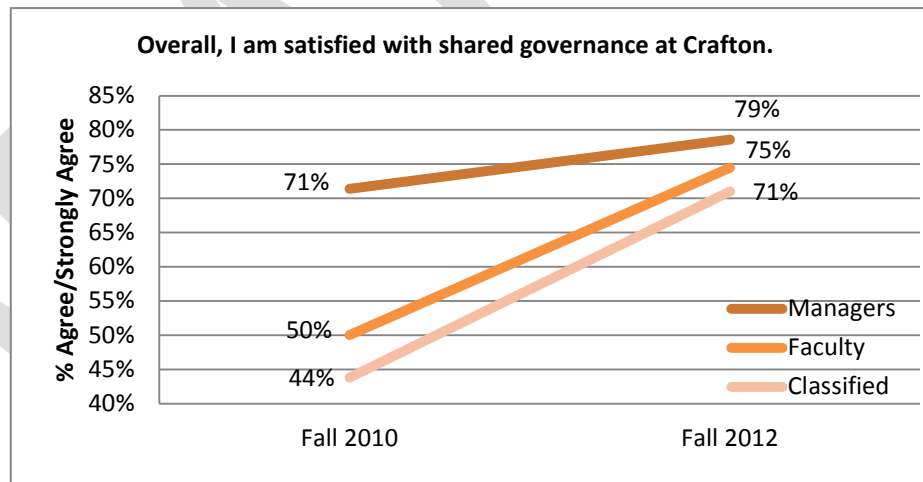
Planning Agenda

None.

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

The written policies on governance procedures specify appropriate roles for all administrators, faculty, staff, and students. These policies and processes are established by various groups across campus. For example, they are established in Board Policy 2225 (IV.A24), the CHC Organizational Handbook (IV.A23), by the President of Crafton (IV.A1, IV.A8.), and on the Academic Senate (IV.A35), Classified Senate (IV.A36), and Student Senate (IV.A37) websites.

The shared governance process at Crafton Hills College occurs through the campus committee structure. The structure affords broad-based participation in the shared governance process by all campus constituencies to ensure collegial decision-making processes that encourage constituencies to work together for the good of the institution, or rather for student success (IV.A23). For instance, the overall satisfaction with the shared governance process at Crafton increased from 52% in Fall 2010 to 76% in Fall 2012, a statistically significant ($p < .001$) and substantial ($ES = .61$) increase (IV.A3). In addition, the satisfaction with the planning and decision making processes at Crafton increased from 21% in Fall 2010 to 78% in Fall 2012 for Faculty and from 58% in Fall 2010 to 78% in Fall 2012 for classified staff. Similar increases were also apparent with the satisfaction of shared governance: 50% to 70% for Faculty and 44% to 71% for classified staff. At the same time, the priority of faculty in areas of the planning of educational program and service is maintained, in compliance with the California Code of Regulations, and in particular the “10+1” academic professional matters (IV.A24).



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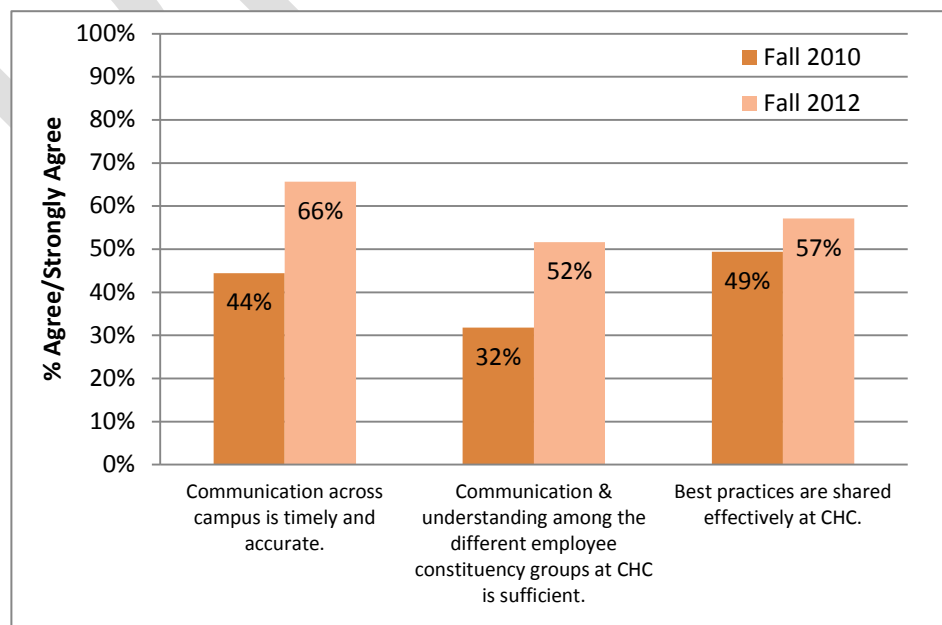
The staff and students are informed of their respective roles through information and documents made available across campus, primarily through the CHC Organizational Handbook (IV.A23). The College relies on constituency groups to provide membership to the various committees: the Academic Senate, Classified Senate, and CSEA. This process is also facilitated through the

Crafton Council ([IV.A38](#), [IV.A39](#)). One example of how the constituencies have worked together for student success and the good of the institution is with the development of the Engage-Learn-Advance framework. In 2013-2014 Crafton began the campus-wide dialogue around the framework of Engage, Learn, and Advance at the Fall 2013 In-Service. The Fall 2013 In-Service presentation by the President set the stage for Crafton to discuss how students engage, learn, and advance ([IV.A40](#)). The Vice President of Instruction developed an activity for each area to engage in to help Crafton identify the strategies that it used to help students engage. The President’s Area, Instruction, Student Services, and Administrative Services all examined how Crafton is helping to engage students and what it could do better to engage students within each of Crafton’s Strategic Directions ([IV.A41](#), [IV.A42](#)). The dialogue around engagement was continued by the EMPC and led to the campus wide adoption of the Engage, Learn, and Advance framework ([IV.A43](#), [IV.A44](#)). The Engage, Learn, and Advance framework, also known as the Three Peaks ([IV.A45](#)), was developed based on the engagement information collected during Fall 2013 In-Service activity by the EMPC and the adoption of the framework by all three senates ([IV.A46](#)): Classified Senate ([IV.A47](#)), Academic Senate ([IV.A48](#)), and the Student Senate.

The college’s employees and students collaboratively work together, and recently Crafton has seen improvements in this area. Specifically, CHC employees agree or strongly agree that planning and decision-making process at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose). The Campus Climate Survey ([IV.A2](#)) indicated that in Fall 2012 (73%) Crafton employees were almost statistically significantly ($p = .06$) and were substantially ($ES = .29$) more likely to agree or strongly agree that employees collaboratively work together than in Fall 2010 (59%).

As with any large organization, communicating effectively among the institution’s constituencies remains one of Crafton’s challenges and one that Crafton is continuously striving to improve. In

both the Fall 2010 and the Fall 2012 Employee Campus Climate Surveys, Crafton Employees identified communication as a concern



([IV.A2](#), [IV.A3](#), [IV.A4](#)). However, Crafton is moving in the right direction. Crafton substantially improved in communicating across campus in a timely and accurate manner (44% to 66%), communicating among the different constituency groups (32% to 52%), and at sharing best practices effectively (49% to 57%). The following are some examples of suggestions for improving communication at Crafton.

- Provide feedback about how suggestions are used
- Examine how email is distributed and develop a more user-friendly approach
- Communicate face-to-face
- Conduct research on how to communicate more effectively (i.e. literature review, focus groups, and survey)
- Communication issues mainly have to do with the District
- When turn on computer a list of events pops up on the screen
- Need to celebrate and have more parties throughout the year
- Information is there, need to motivate people to get it

Crafton Council is currently reviewing all of the suggestions and developing an improvement plan, similar to what was done with the results from the Fall 2010 Campus Climate Survey ([IV.A49](#)). In addition, some of the suggestions have already been implemented.

- Increase the amount of time for college hours ([IV.A50](#))
- Hire a Director of Marketing ([IV.A51](#))
- Administrative reports in the Senates have been very helpful ([IV.A52](#), [IV.A53](#))

Self-Evaluation

The college meets the Standard.

Planning Agenda

None.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

The ACCJC placed Crafton Hills College on probation after the self-evaluation visit in 2008 and required that the college submit two follow-up reports, one in October 2009 and one in October 2010 ([IV.A54](#)). In the letter dated July 17, 2009, the ACCJC listed nine recommendations and

required that six of them (numbers 1, 2, 3, 4, 8, and 10) be remedied by October 15, 2009 and that three of them (numbered 6, 7, and Commission Recommendation 1) be remedied by October 15, 2010. The Commission stated that five of the deficiencies were previously noted in 2002 (1, 2, 3, 8, and 10) and that it was imperative that the college move immediately to completely resolve the deficiencies with the exception of Recommendation 3.

A year later, in a letter dated January 29, 2010 ([IV.A55](#)), the Commission accepted the Follow-Up Report submitted in October 2009 and stated that “the Commission has extended the time to resolve these recommendations in light of the enormous energy and significant work done at the college.” However, the Commission also stated that the College needed to completely resolve the recommendations by October 15, 2010. In a letter dated January 31, 2011, the Commission accepted the 2010 Follow-Up Report and noted that the College resolved Recommendations 1, 2, 6, 7, 8, 10 and Commission Recommendation 1 ([IV.A56](#)). The Commission removed Probation and reaffirmed accreditation. The College was also required to submit a Substantive Change Proposal to establish an additional location geographically apart from the main campus to temporarily house the Fire Academy Program during construction of the new building ([IV.A57](#)). The Substantive Change Proposal was approved on March 6, 2014 ([IV.A74](#)). At this time, therefore, Crafton Hills College is in good standing with the ACCJC and advocates and demonstrates honesty and integrity in its relationships with external agencies.

Accreditation reports and information are available to the public and staff through the college’s Accreditation website ([IV.A58](#)). It provides hyperlinks to the 2008 Self-Evaluation, 2009 Follow-Up Report, 2010 Follow-Up Report, 2011 Midterm Report, 2012 Status Report on SLO Implementation, the 2014 Substantive Change Proposal, and the 2014 Self-Evaluation.

Individual units and programs are in good standing with various licensing or accrediting agencies, as follows:

- The Child Development Center is licensed by the California Department of Social Services, Community Care Licensing Division and is evaluated by the California Department of Education and the San Bernardino County Supervisor
- The Radiological Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) ([IV.A59](#))
- The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), Program Number: 200132 ([IV.A60](#))
- The San Bernardino Regional Emergency Training Center follows the Federal Aviation Administration and National Fire Protection Association requirements, procedures, and guidelines.
- The Emergency Medical Technician course is accredited through the Inland Counties Medical Authorities and licensed by the State of California.

- The EMT Paramedic Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). The State of California authorizes the program through the Inland Counties EMS Agency (ICEMA).
- The Firefighter Academy is accredited by the Office of the State Fire Marshall State Fire Training.

Self-Evaluation

The college meets the Standard.

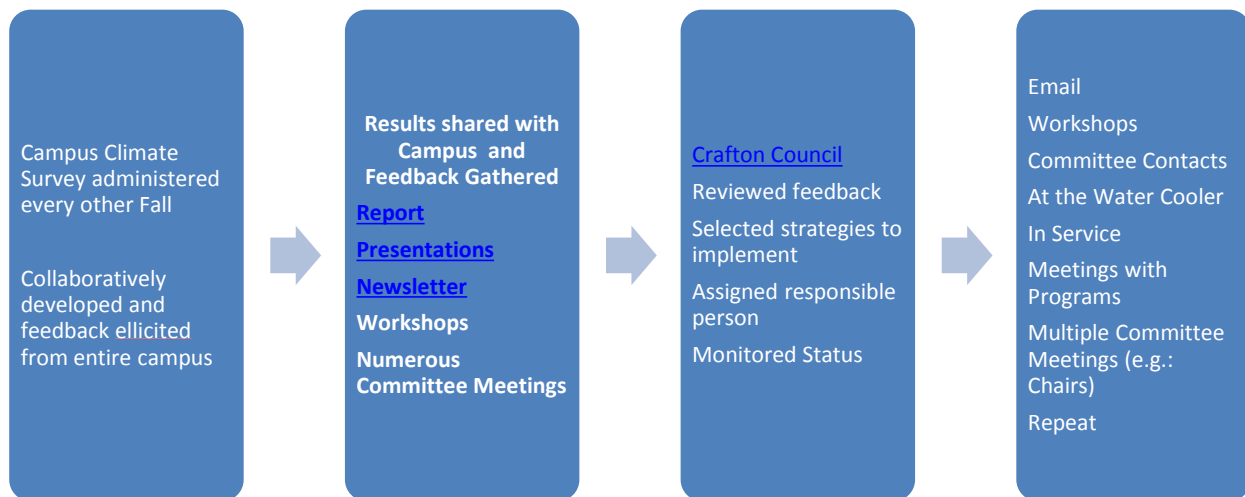
Planning Agenda

None.

IV.A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

The College has many mechanisms to evaluate the institution’s governance and decision-making structures and processes. The Employee Campus Climate Survey is administered biennially to allow time to collect and implement feedback and it is used to evaluate Crafton’s governance and decision-making structures ([IV.A61](#)). The results of the survey are shared with the Campus in a report ([IV.A2](#), [IV.A4](#)), a newsletter ([IV.A62](#)), and through numerous presentations ([IV.A3](#)). The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, inclusiveness, planning and program review, shared governance, and the resource allocation processes. Feedback from the presentations is compiled in a report and shared with the Crafton Council ([IV.A33](#), [IV.A34](#)). Crafton Council processes the feedback and develops a plan for improvement ([IV.A5](#)). This process of continuous quality improvement is also described in Standard IA. An example of how the process works is illustrated below in the figure ([IV.A68](#)).





Examples of some of the implemented suggestions based on feedback from the Campus Climate Survey are shown below in the table ([IV.A68](#)).

Suggestion	Progress
Make applause cards readily available for use.	A link to the Applause Cards is available on the Navigator Online Resource Web Site.
Training for managers on recognition	Training occurred on Friday, November 9 th , 2012.
Committee chairs should be trained how to run a committee.	Training occurred on August 22 nd , 2012. Future trainings will occur once every primary term.
The ability to search the email database by first name, department, or office.	Contacted DCS in Fall 2012. When click on “To”, check “More columns” and enter first name.
“Bring a friend” to committee meetings. Where the friend can sit in on committee as a guest.	Piloted in Spring 2012, and did not work well.

Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate the shared governance and decision-making committees ([IV.A61](#)). The aggregated results of the Committee Self-Evaluation ([IV.A63](#), [IV.A64](#), [IV.A65](#)) are shared with Crafton Council and the Council uses the results to inform changes to CHC Organizational Handbook ([IV.A34](#), [IV.A66](#), [IV.A67](#)). The disaggregated results for each committee are distributed to the

Committee Chairs and the results are discussed at one of the first meetings of the year by each committee and used to inform the decision-making processes within each committee ([IV.A69](#), [IV.A70](#), [IV.A71](#), [IV.A72](#), [IV.A73](#)).

The Planning and Program Review Committee (PPRC) also uses the same continuous quality improvement process described in Standard IA to annually reviews its structures and processes to assure their integrity and effectiveness ([IV.A75](#), [IV.A76](#), [IV.A77](#)). In Spring 2011 the feedback received suggested that the process was more clear and the feedback more useful; however, the participants felt that the PPRC could streamline the questions and provide mentoring and feedback. As a result of the feedback, the questions were revised and the number of questions was reduced, the PPRC created committee contacts to provide support and feedback, and added open meetings and workshops ([IV.A68](#)). In Spring 2012 ([IV.A78](#)) and 2013 ([IV.A79](#)) the PPRC received quantitative feedback indicating that the timelines were more clear and that the web tool was more difficult to use. In addition, the qualitative feedback recommended that the outcomes needed to be streamlined and collected in one place, and that a quick link be provided to the web tool. As a result of the feedback the questions were revised, the web tool is now the only place where the campus is required to report outcomes, a quick link was added to the Crafton home page under “Logins,” and the prioritization of objectives in the web tool was made more user friendly ([IV.A80](#)).

In addition to the annual review of the planning and program review processes, in Spring 2013 the PPRC also explored moving from a three-year to a four-year planning cycle. The PPRC began by gathering information about the planning cycle lengths at 18 community colleges ([IV.A81](#)), asked the Academic Senate for their feedback about changing from a three to a four-year planning cycle ([IV.A82](#)), and sent out a survey to the Crafton Campus to collect the input from the campus ([IV.A83](#)). Based on input received from the evidence the PPRC recommended changing from a three to a four-year planning cycle to the Crafton Council, which was approved on May 14, 2013 ([IV.A84](#)).

Self-Evaluation

The college meets the Standard.

Planning Agenda

None.

Standard IV.A., List of Evidence

IV.A1	<p>President Marshall’s Fall 2012 In-Service Presentation</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/In-Service%20Day/President's%20Remarks%20Aug%202012.pptx</p>
IV.A2	<p>CHC Employee Campus Climate Survey: Fall 2012</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf</p>
IV.A3	<p>CHC Fall 2012 Campus Climate Survey Presentation</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf</p>
IV.A4	<p>CHC Employee Campus Climate Survey: Fall 2010</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/CampusClimateFall2010.pdf</p>
IV.A5	<p>Feedback for the CHC 2010 Campus Climate Survey Results</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/1112_Brief3_SuggestedImprovements.pdf</p>
IV.A6	<p>CHC Educational Master Plan</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf</p>
IV.A7	<p>Planning and Program Review Strategic Direction Screen Shots</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_ScreenShots.pdf</p>
IV.A8	<p>President’s Updates, In-Service, August 10, 2012</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/In-Service%20Day/President's%20Remarks%20Aug%202012.pptx</p>
IV.A9	<p>Planning and Program Review 2013-2014 Communication Studies (Speech) Data Example</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_SPEECH_Data_20132014.pdf</p>
IV.A10	<p>Planning and Program Review Annual Plan Questions</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_AnnualPlan_Questions2.docx</p>

IV.A11	<p>Planning and Program Review Four Plan Instructional Questions</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instructional.docx</p>
IV.A.12	<p>Planning and Program Review Four Plan Non-Instructional Questions</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Non-Instructional.docx</p>
IV.A.13	<p>Office of Institutional Effectiveness Research, and Planning Research Briefs and Reports Website</p> <p>http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports</p>
IV.A.14	<p>Crafton Progress on its 11 QEIs and the ACCJC Institutional Set Standards</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK33_QEI_MinStandards.pdf</p>
IV.A.15.	<p>CHC Student Placement Results: 2012-2013</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU_2010_Orientation/2013-All-Placements2.pdf</p>
IV.A.16.	<p>OIERP Data Marts Web Site</p> <p>http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Data_Marts</p>
IV.A.17.	<p>The Relationship of Momentum Points, Placement Results, and Student Service and Instructional Strategies to the ARCC SPAR Milestones</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf</p>
IV.A.18.	<p>SBCCD Minutes, September 26, 2013</p> <p>http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2013_Minutes/9-26-13.pdf</p>
IV.A.19.	<p>CHC Academic Senate Minutes, April 3, 2013</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202012-2013/AS%20Minutes%204-3-13.pdf</p>
Iv.A.20.	<p>Chairs Council Minutes, April 5, 2013</p> <p>http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/A</p>

	ademic%20Senate/Additional%20Documents/Committee%20Documents/Chairs%20Council%20Documents/2012-2013/Chairs%20Council%20Minutes/Chairs%20Council%20Minutes%204-5-13.docx
IV.A.21.	BORG Data Cubes http://www.craftonhills.edu/About CHC/Research and Planning/BORG Data Cubes
IV.A.22.	Board Policy 2225, Collegial Consultation http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/2000/2225 Collegial Consultation.pdf
IV.A.23.	CHC Organizational Handbook, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC Org Handbook 13-14.pdf
IV.A.24.	Administrative Procedure 2225, Collegial Consultation http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/2000/2225 AP.pdf
IV.A.25.	CHC Integrated Planning and Program Review Handbook: 5 th Edition http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
IV.A.26.	CHC Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314 PrioritizationDiagram2.pdf
IV.A.27.	RP Group Excellence in Planning Award Presentation: CHC Integrated Planning and Program Review http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112 RP AwardPresentation.pdf
IV.A.28.	PPR Strategic Direction and Anticipated Impact Level Screen Shots http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR StrategicDiretions ScreenShots.pdf
IV.A.29.	Board Policy 4020, Program, Curriculum, and Course Development http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/4000/4020 Program%20Development.pdf
IV.A.30.	Administrative Procedure 4020, Program, Curriculum, and Course Development http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/40

	00/4020 AP.pdf
IV.A.31.	Guide to Course Outlines: Authoring and Approval (Curriculum Handbook) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/guide2013.pdf
IV.A.32.	Curriculum Committee Web Site http://www.craftonhills.edu/Faculty_and_Staff/Curriculum
IV.A.33.	CHC Crafton Council Committee Minutes, May 22, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2011-2012/Crafton%20Council%20Minutes%20052212.pdf
IV.A.34.	CHC Crafton Council Committee Minutes, August 27, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2008-27-13.pdf
IV.A.35.	Academic Senate Web Site http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate
IV.A.36.	Classified Senate Web Site http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate
IV.A.37.	Student Senate Web Site http://www.craftonhills.edu/Current_Students/Student_Life/Student_Senate
IV.A.38.	CHC Crafton Council Minutes, August 27, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2008-27-13.pdf
IV.A.39.	CHC Crafton Council Minutes, September 10, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton_Council_Minutes_9-10-13%20(3).pdf
IV.A.40.	President's Remarks, Fall 2013 In-Service http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/In-Service%20Day/President's%20Remarks%20Aug%2016%202013.pptx
IV.A.41.	Fall 2013 In-Service Engagement Activity – Effective Strategies http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_Effective_Engage.pdf

IV.A.42.	Fall 2013 In-Service Engagement Activity – Improvement Strategies http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_ImproveEngage.pdf
IV.A.43.	EMPC Minutes, 2013-2014 http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2013-2014
IV.A.44.	EMPC Minutes, October 8, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(100813).pdf
IV.A.45.	Three Peaks Challenge http://www.craftonhills.edu/CHC_Three_Peaks_Challenge
IV.A.46.	Request for Recommendation on “Engage-Learn-Advance” http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ELASenateProposal101413.pdf
IV.A.47.	Classified Senate Minutes, December 7, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/20131207_ClassifiedSenateMinutes.pdf
IV.A.48.	Academic Senate Minutes, November 6, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2011-6-13.pdf
IV.A.49.	Feedback for the CHC 2010 Campus Climate Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/1112_Brief3_SuggestedImprovements.pdf
IV.A.50.	CHC Crafton Council Minutes, January 28, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2001-28-14.pdf
IV.A.51.	CHC College Administration and Organizational Charts Web Site http://www.craftonhills.edu/About_CHC/College_Administration
IV.A.52.	CHC Academic Senate Minutes, September 18, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/A

	ademic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2009-18-2013.pdf
IV.A.53.	CHC Classified Senate Minutes, December 6, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/20131207_ClassifiedSenateMinutes.pdf
IV.A.54.	ACCJC July 17, 2009 Letter http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2009/Commission%20Communications%20and%20Decisions/Accrediting%20Commission%20Revised%20Letter.pdf
IV.A.55.	ACCJC January 11, 2010 Letter http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2010/Commission%20Communications%20and%20Decisions/Accreditation%20Letter%20022910.pdf
IV.A.56.	ACCJC January 31, 2011 Letter http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/January%202011/Commission%20Communications%20and%20Decisions/Crafton%20Hills%20College%20January%2031%202011.pdf
IV.A57	2014 Substantive Change Proposal http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Change%20Proposal%20Jan%202014.pdf
IV.A58	Accreditation Web Site http://www.craftonhills.edu/Faculty_and_Staff/Accreditation
IV.A59	Radiologic Technology Degree Web Site http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Education_and_Human_Development/Allied_Health_Services/Radiologic_Technology/Radiologic_Technology_Degree_and_Certificate
IV.A60	Respiratory Care Program Web Site http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Education_and_Human_Development/Allied_Health_Services/Respiratory_Care/Respiratory_Care_Degree
IV.A61	Office of Institutional Effectiveness, Research, and Planning Research Calendar http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf
IV.A62	Did you Know #25, Comparison of 2020 and 2012 CHC Campus Climate Survey Results

	http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1213_DYK25.pdf
IV.A63	Spring 2013 CHC Committee Self-Evaluations http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013SP_CommitteeSelfEvals.pdf
IV.A64	Spring 2012 CHC Committee Self-Evaluations http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
IV.A65	Spring 2011 CHC Committee Self-Evaluations http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/2011SP_CommitteeSelfEvals.pdf
IV.A66	Crafton Council Minutes, September 6, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2011-2012/CraftonCouncilMinutes%20090611.pdf
IV.A6	Crafton Council Minutes, October 9, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2012-2013/Crafton%20Council%20Minutes%202010-09-12%20(2).pdf
IV.A68	What Worked? What Didn't Work? Learning through Continuous Quality Improvement http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
IV.A69	CHC Budget Committee Minutes, September 17, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Budget/Minutes/2013-2014/Budget%20Committee%20Minutes%2009%2017%202013.pdf
IV.A70	Educational Master Planning Committee Minutes, September 24, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(092413).pdf
IV.A71	Institutional Effectiveness, Accreditation, and Outcomes Committee Minutes, September 3, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20%2009%2003%2013docx.pdf

IV.A72	Planning and Program Review Committee Minutes, October 28, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2013%20-%202014/Minutes_20131028.pdf
IV.A73	Safety Committee Minutes, September 9, 2013 http://www.sbccd.org/~media/Files/SBCCD/District/EHS/CHC-SCM-9-9-13%20Minutes%20REVISED.pdf
IV.A74	ACCJC Substantive Change Approval Letter, March 7, 2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ACCJC_SubChange_20140307.pdf
IV.A75	Planning and Program Review Committee Minutes, May 9, 2011 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2010%20-%202011/Minutes/PPR%20Minutes%205-9-11-revised.pdf
IV.A.76.	Planning and Program Review Committee Minutes, April 30, 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2011%20-%202012/Minutes/20120430Minutes.pdf
IV.A.77.	Planning and Program Review Committee Minutes, April 29, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130429.pdf
IV.A.78.	Spring 2012 PPRC Feedback Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP12_Survey_Results.pdf
IV.A.79.	Spring 2013 PPRC Feedback Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP13_SurveyResults2.pdf
IV.A.80.	PPRC Minutes, May 6, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130506.pdf
IV.A.81.	PPRC Minutes, April 8, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130408.pdf

	%202013/Minutes_20130408.pdf
IV.A.82.	Academic Senate Minutes, April 17, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202012-2013/AS%20Minutes%204-17-13.pdf
IV.A.82.	PPRC Minutes, April 29, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130429.pdf
IV.A.84.	Crafton Council Minutes, May 14, 2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2012-2013/Crafton%20Council%20Minutes%2005-14-13(3).pdf

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IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts / systems clearly define the organizational roles of the district / system and the colleges.

B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district / system.

1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

The San Bernardino Community College District Board of Trustees is an independent governing board elected at large by voters and consisting of community members living within the San Bernardino Community College District as authorized by [Education Code 70902 \(IV.B.1\)](#). The Board of Trustees is [comprised](#) of seven trustees elected in even-numbered years to serve four-year staggered terms (IV.B.2). A [student trustee](#) is elected by the student body of each campus for a single academic year term (IV.B.3). Student trustees provide [advisory votes](#) (IV.B.4).

In January 2014, the board [unanimously approved](#) to divide the San Bernardino Community College District into seven trustee areas so that board members would be elected by trustee areas rather than at large (IV.B.5). Establishing trustee areas serves the public interest by ensuring diverse representation of the various communities within district boundaries in accordance with the [California and Federal Voting Rights Acts](#) (IV.B.6). The new trustee areas will be in effect for the November 2014 election.

Board Policy 1100 defines the mission of the District and states the following:

The mission of the San Bernardino Community College District is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to

contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world ([IV.B7](#)).

Policy 1100 also states that the College "...provide(s) to the students and communities we serve high quality, effective and accountable instructional programs and services." To ensure the quality, integrity, and improvement of the District's educational programs and services, the Board of Trustees adopts policies and reviews procedures that facilitate the acquisition of skills and the development of intellect among students as identified in the mission.

Through the Board Imperatives, the District advances its goals and supports the missions of the two colleges, which are also focused on student success. The District Board Imperatives underscore its function to promote and to provide opportunities for students to be successful in accomplishing their educational and career goals. The District's Board Imperatives are stated in BP 2270 and include ([IV.B8](#)):

- I. Institutional Effectiveness
- II. Learning Centered Institution for Student Access, Retention and Success
- III. Resource Management for Efficiency, Effectiveness and Excellence Enhanced and Informed Governance and Leadership
- IV. The Board of Trustees is responsible for ensuring that policies are enacted that are consistent with the mission of the San Bernardino Community College District. The Board is committed to "...excellence and effectiveness in all operations and entities that comprise the SBCCD ([IV.B8](#)).” In addition, the Board is committed to student access, success, retention, and the prudent management of District resources.

1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Various Board Policies and Administrative Procedures address how governing board actions should support and improve student learning outcomes and expectations for institutional improvement:

- [BP 2020](#) Board Self-Evaluation (IV.B.9)
- [BP 2045](#) and [AP 2045](#) Board Policies and Administrative Procedures ([IV.B.10](#); [IV.B.11](#))
- [BP 2110](#) Board Education (IVB.12)
- [BP 2270](#) Board Imperatives (IV.B.13).

With the goal of continuous quality improvement, the governing board has progressively improved their self-evaluation and goal-setting processes. The governing board holds an annual special study session typically in August or September for the sole purpose of conducting a self-evaluation, establishing goals, and confirming board imperatives. The board minutes from [August 2013](#), documents a discussion among the trustees about the recent board self-

evaluation. The discussion was characterized by transparency, reflection, and attention to detail. In contrast, the [September 2008](#) discussion of the board self-evaluation and imperatives featured little dialogue and no reflection (IV.B.15.).

The governing board also attended a special study session on strategic planning in [June 2013](#) to learn about and participate in the district's strategic planning process (IV.B.16.).

[Board imperatives](#) are broad policy statements which provide guidance and support to the district and colleges as they collegially develop [strategic](#) and [education master](#) plans (IV.B.17; IV.B.18, IV.B.19). The first Board imperative is Institutional Effectiveness, which supports continuous quality improvement through data-driven decision making. The second Board imperative is Learning Centered Institution for Student Access, Retention and Success, which supports college programs focused on improving student learning outcomes. All Board imperatives reflect the standards set by ACCJC.

1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Administrative Procedure [2045](#) prescribes the process for considering and approving board policies and administrative procedures (IV.B.20). All new and changes to existing policies and procedures are required to go through the district assembly collegial consultation process. Policy proposals may be made by individuals or constituency groups and are brought to the Chancellor's Cabinet for review. Proposals are then considered by the district assembly. Items deemed academic and professional are sent to the Academic Senates for consideration and action. After Academic Senate action, the policy proposals are brought back to district assembly as information items and then taken to the governing board for action. Items deemed not academic and professional are forwarded to the constituency groups for consideration and action. After constituency group action, the policy proposals are brought back to district assembly for action and then taken to the governing board for action. The approximately three-month process is described in narrative and graphical forms in AP 2045.

According to [governing board](#) and [district assembly](#) meeting minutes, the last Board Policies to go through the district assembly collegial consultation processes were BP 2060 Student Trustees, BP 2070 Advisory Voting Student Members, BP and AP 3740 Emergency Notification System (IV.B.21; IV.B.22). The policies and applicable procedures were considered and approved by the

district assembly body on May 1, 2012. The governing board subsequently considered and approved the policies on June 14, 2012.

The governing board created a policy subcommittee on [March 14, 2013](#) to consider and recommend changes to outdated policies (IV.B.23). Since the creation of this board subcommittee, numerous new policies and procedures have bypassed the district assembly collegial consultation process: [BP 2140 Public Participation at Board Meetings](#), [BP 6610 Local Hire Policy](#), and [BP 6320 Investments](#) (IV.B.24; IV.B.25; IV.B.26; IV.B.27).

The governing board and district office have initiated a rigorous plan for revising and updating all policies and procedures. An expert consultant from the California Community College League is providing templates with updated language that aligns with legislative and accreditation changes. Drafts have been broadly distributed to constituencies including the colleges' councils, academic senates, and other decision-making bodies. Input is being provided to the district office and to the district assembly committee which is responsible for approving changes to policies and procedures. In addition, a subcommittee of the board is reviewing all policies related to board actions. The proposed schedule for completing these updates is December 2014.

Prior to this initiative, policies and procedures have been regularly brought to district assembly for review, input, and approval. Over the past three years, the following policies were addressed:

Date	Policy/ Procedure	Link to Evidence
9-7-10	AP 2060, BP/AP 2045	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/09-07-2010.pdf
10-5-10	AP 2225	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/10-05-2010.pdf
11-2-10	BP/AP 3580, BP/AP 3740	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/11-02-2010.pdf
12-7-10	BP 7385, AP 6330	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/12-07-2010.pdf
3-1-11	BP/AP 6340	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/03-01-2011.pdf
4-5-11	BP/AP 3720	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/04-05-2011.pdf
9-6-11	AP 2045, AP 3720, AP 5030	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/09-06-2011.pdf

		ees/District_Assembly/District%20Assembly%20Minutes/09-06-2011.pdf
12-6-11	AP 6620	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/12-06-2011.pdf
3-6-12	BP/AP 7250	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/03-06-2012.pdf
4-17-12	BP/AP 3740, AP 2260	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/04-17-2012.pdf
5-1-12	AP 5030	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/05-01-2012.pdf
9-4-12	BP/AP 3570, AP 2225, AP 6750	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/09-04-2012.pdf
2-5-13	AP 2260	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/02-05-2013.pdf
3-5-13	AP 3050, AP 5033	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/03-05-2013.pdf
4-2-13	BP/AP 6710, AB/AP 3590	http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/04-02-13pdf
2-4-14	BP/AP 3570	http://www.sbccd.org/District_Faculty_-a-,_Staff_Information-Forms/District_Committee_Minutes/District_Assembly (Note: this is a word doc, so I wasn't able to include the exact link)

For the most part, the Board of Trustees' actions are consistent with its policies and bylaws. In addition to the chancellor evaluation issue outlined in IVB1, there is concern about a deviation in the collegial consultation process for creating and updating district policies and procedures.

1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

1.i. The governing board is informed about and involved in the accreditation process.

The governing board has attended multiple trainings which support improving student learning outcomes and institutional improvement. For example, on April 25, 2013, the governing board attended a [workshop with Drs. Barbara Beno and Susan Clifford of the ACCJC](#) regarding accreditation and the role of trustees (IV.B.28). The governing board also attended a February 21, 2013 [workshop with the Community College League of California](#) regarding teamwork, the role of trustees, and establishing meaningful goals and standards for measuring student success (IV.B.29).

A wealth of advisory information is available to the governing board on the SBCCD Board of Trustees webpage. The site includes a training manual published by the Community College League of California (CCLC) entitled [Local Trustee Orientation and Education \(IV.B.30\)](#). Topics covered include organizational charts, collective bargaining processes, communication protocols, sample policies and plans, study sessions, and retreats. A checklist for CEOs and Board Chairs outlines the importance of orienting candidates for election and newly elected trustees.

Board members also have online access to the [Trustee Handbook](#), also published by the CCLC (IV.B.31). The Handbook provides an overview of the community college system and its governance structures, the strategic plan for the California Community Colleges, and the role, practices, and ethical responsibilities of a Trustee. The Handbook also contains a section regarding board self-evaluation using such formal methods as structured surveys and interviews, as well as informal methods, such as dialogue, and an assessment of progress towards goals and objectives (p. 59).

A third publication available on the Board's website is the [California Community College Trustees Board Chair Handbook](#), published by the Advisory Committee on Education Services of the CCLC (IV.B.32) This publication covers such varied topics as the roles and responsibilities of the Chair, elections, the Board Chair and CEO relationships, representing the Board and the District, involvement in Accreditation, responding to crises on campus, and handling the media.

[Board Policy 2020, Board Self-Evaluation](#), establishes the process for evaluation (IV.B.33). The policy stipulates that the board and the chancellor establish the District goals and objectives. The Chancellor reports to the Board regarding progress toward meeting the planned goals and objectives. Additionally, the Board and the Chancellor are expected to develop an evaluation instrument that will be used to assess each Board member's performance of his or her role and responsibilities. The Chancellor then summarizes the results of the evaluation and shares it with the Board. The final review of the assessment is completed in open session.

Board Policy [2050](#) states that governing board members serve four year staggered terms (IV.B.34). Terms expire for four members in every other even-numbered year and in the alternate even-number year for the other three members. The policy does not provide for a limit to the number of terms a governing board member may serve.

The Board of Trustees adhere to various policies and procedures to ensure the public interest is upheld. BP and AP 2010 address the board's [Code of Ethics](#) (IV.B.35; IV.B.36); BP and AP 2260 address [Conflict of Interest](#) (IV.B.37; IV.B.38), and [BP](#) and [AP](#) 6320 address Investments (IV.B.39; IV.B.40).

1.j. The governing board has the responsibility for selecting and evaluating the district / system chief administrator (most often known as the chancellor) in a multi-college district / system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him / her to implement and administer board policies without board interference and holds him / her accountable for the operation of the district / system or college, respectively. In multi-college districts / systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

The selection and evaluation of both the Chancellor of the district and the President of Crafton Hills College are guided by board policies and administrative regulations. These are readily available online at the District's website and are consulted on an as-needs basis. Administrative Procedure 7250 describes the selection process for management employees, including the chancellor and college president. The current [chancellor](#) and [college president](#) were appointed after respective open searches which followed the processes prescribed in AP 7250 (IV.B.41; IV.B.42).

Selection and Evaluation of the Chancellor. The duties and responsibilities of the board are enumerated in [Board Policy 2000](#), which assigns the Board the task of selecting the chief administrative officer of the District (IV.B.43). [Board Policy 2175](#) specifically names the Board as the entity responsible for conducting an evaluation of the Chancellor (IV.B.44), and [Administrative Procedure 2175](#) outlines the process for evaluation of the Chancellor (IV.B.45).. BP 2175 states, "The Board shall conduct an evaluation of the Chancellor in compliance with the requirements set forth in the contract of employment with the Chancellor and Administrative Procedure 2175." Delegation of authority by the Board to the Chancellor is also codified in policy. [Board Policy 2170](#) states, "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.B.46).

The chancellor received an evaluation from the Board of Trustees on [May 17, 2012](#) prior to the adoption of BP and AP 2175 on May 9, 2013. According to Board of Trustee meeting minutes, the chancellor's evaluation has been an ongoing consideration during its closed session over the last two years since the approval of the chancellor's last evaluation. ([Jan 16, 2014](#); [Dec 12, 2013](#); [Nov 14, 2013](#); [Oct 10, 2013](#); [Sep 12, 2013](#); [Apr 11, 2013](#); [Jan 17, 2013](#); [Dec 13, 2012](#); [Nov 15, 2012](#); [Oct 25, 2012](#); [Sep 6, 2012](#); [Aug 9, 2012](#); [July 12, 2012](#)) (IV.B.47-IV.B.59). In Fall 2013, an evaluation committee was formed and an evaluation form sent to employees and community members. The evaluation process has not yet been completed, however.

Selection and Evaluation of the President. Pursuant to [2170](#), the Board delegates authority to the Chancellor to authorize all other employment, fix job responsibilities and perform other personnel actions that fall within the confines of law and the Board's own administrative policies (IV.B.60).. The Chancellor, therefore has purview over the selection and hiring of the college President. The process for selection of the President must conform to [Board Policy 7250](#) and [Administrative Procedure 7250](#), which guides the establishment of minimum qualifications, the composition of the screening committee, the interview process, selection process, reference check, and evaluation process (IV.B.61; IV.B.62). AP7250 stipulates the composition of the President's evaluation committee must include the Chancellor, a manager appointed by the Chancellor, two faculty members appointed by the Academic Senate, and one classified employee appointed by CSEA.

The policy pertaining to the evaluation of the President also pertains to all managers. [Board Policy 7251](#) and [Administrative Procedure 7251](#) outline the frequency of evaluation, the process, and the composition of the evaluation committee (IV.B.63; IV.B.64). The college president, appointed in December 2012, is receiving her first formal evaluation in Spring 2014. The district is adhering to the process prescribed in AP [7251](#). An appropriately representative committee has been formed, and an approved evaluation form was sent to all college employees and appropriate community members.

Delegation of Authority to the Chancellor. As indicated above, Board Policy [2170](#) delegates authority to the Chancellor to administer the policies and actions adopted by the governing board. In general, the governing board understands and adheres to the delegation of authority. From time to time, however, the governing board aggressively question and alter routine business items. For example, the board has adopted numerous job descriptions for management and classified job descriptions over the years. However, in [August 2013](#), board members questioned standard language of a management job description and then acted to alter the standard language (IV.B.65).

Additionally, in [May 2013](#), the governing board excessively questioned the necessity and use of a low-dollar value contract to JobElephant online recruitment services under a routine item (IV.B.66). A discussion commenced in which individual governing board members were

encouraged to submit simple questions regarding any board items to the Chancellor prior to board meetings, so clarity can be provided timely. Some governing board members felt that asking targeted questions on specific, routine administrative items is their duty as elected officials.

B.2. The president has primary responsibility for the quality of the institution he / she leads. He / she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He / she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- 1. Establishing a collegial process that sets values, goals, and priorities;**
- 2. Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- 3. Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- 4. Establishing procedures to evaluate overall institutional planning and implementation efforts.**

2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

2.d. The president effectively controls budget and expenditures.

2.e. The president works and communicates effectively with the communities served by the institution.

The College president is the leader of Crafton Hills College. The organizational structure of the College is designed to support the goals and objectives of the Educational Master Plan and the college mission.

Directly reporting to her are three vice presidents in each of three areas; administrative services, instruction, and student services. The dean of the Office of Institutional Effectiveness, Research and Planning (OIERP), the director of Grants and Resource Development, the director of Marketing and Public Information, and personnel assigned to the Title V grant also report directly to the president.

The president has established a collegial process that emphasizes respect, collaboration, rigorous dialogue, and responsible, deliberative action. For example, at the spring, 2013 in-service meeting, Dr. Marshall outlined her leadership goals:

1. Enhance participative decision making allowing all voices to be expressed.
2. Build a cultural that is collaborative, innovative, appreciative, fun, and action-oriented.
3. Build systems and processes to sustain and enhance student success and a quality learning environment.
4. As a campus, embody our values.

The president also exhorted the college community to experiment, examine the results of innovation, tolerate mistakes, and have fun (IV.2.).

The organizational structure of the College is clearly articulated in the Organizational Handbook, which is updated annually with input from shared governance committees, the academic, classified, and student senates. Feedback and input from the campus is reviewed by Crafton Council, which is chaired by the president. Recommendations are incorporated into the finalized document and it is published online in early August.

The president ensures that evaluation and planning rely on high-quality research and analysis. The dean of the Office of Institutional Effectiveness, Research, and Planning (OIERP) meets with the president twice a month and the research office reports directly to the President and has easy access to the president's office.

OIERP generates data reports for the President and reports and presentations for standing strategic planning committees that analyze internal and external conditions and are used to inform decision-making. Two of the most recent projects developed for the President to help facilitate planning included the research projecting high school graduation rates (IV.B2.1), and research and presentations analyzing the environmental scan data (IV.B2.2, IV.B2.3, IV.B2.4). The research on the projecting high school graduation rates has been used to inform discussion around revising the District Resource Allocation Model. In addition, the environmental scan data is being used to inform the development of the District Strategic Plan (IV.B2.5), the Crafton Hills College Educational Master Plan, and decision-making on campus. Results from the Environmental Scan have been presented to the CHC managers on January 24, 2014 (IV.B2.6), Crafton Council on January 28, 2014 (IV.B2.7), the Student Success, Engagement, Enrollment and, and Management (SSEEM) Committee on January 29, 2014 (IV.B2.8), the Chairs Council on February 7, 2014 (IV.B2.9), the All Student Services Meeting on February 11, 2014 (IV.B2.10), and the Academic Senate on February 5 and February 19, 2014 (IV.B2.11, IV.B2.12). Crafton's Continuous Quality Improvement process described in Standard IA is being used to inform planning and decision-making (IV.B2.13).

The OIERP regularly examines research on student learning, widely shares the information with the campus community, and facilitates the use of evidence to inform decision-making. There are multiple examples of this process on the OIERP Web Site ([IV.B2.14](#)). One of the more recent examples is the research conducted on the impact of course length on student success ([IV.B2.15](#)). In the Summer of 2013 an instructor at Crafton observed abnormally high course completion and success rates in a 5-week lower division general education course, which prompted an inquiry to the OIERP on whether there was a statistical difference in student success when comparing coterminous (i.e. full-term or traditional) and non-coterminous (i.e. short-term or compressed) courses. At the same time, faculty in other disciplines, particularly in math, were also interested in offering more short-term classes that could increase the likelihood that students would successfully complete transfer level math. Based these requests, the OIERP conducted research on the impact of short-term classes on student success which led to an increased offering of short-term math classes in the 2014-2015 academic year. The OIERP is very accessible to managers, faculty, and staff and seeks to provide evidence to help facilitate decision-making. For instance, on the most recent Fall 2012 Campus Climate Survey, 90% of Crafton employees agreed that research was used to inform-decision making ([IV.B2.16](#)). Moreover, 92% of Crafton employees agreed that the evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing.

Crafton has numerous research mechanisms to evaluate institutional planning processes including the process for evaluating shared governance, planning and program review, and resource allocation. Every year the Crafton Council evaluates all of its shared governance committees through the Committee Evaluation process ([IV.B2.17](#)). The Crafton Council is chaired by the President and its purpose is to be the central deliberative collegial consultation body at Crafton Hills and seeks to provide information, facilitate communication, and solve problems related to shared governance. Each year, one of the ways in which the Crafton Council facilitates the evaluation of its shared governance committees is through Committee self-evaluations ([IV.B2.18](#)). Each spring the Crafton Council administers the Committee Self-Evaluation Surveys, reviews the results, and discusses approaches for improving the shared governance processes at Crafton. These changes are reflected in the CHC Organizational Handbook ([IV.B2.19](#)).

In addition, the Planning and Program Review Committee (PPRC) evaluates and makes improvements every year to the Planning and Program Review (PPR) and Resource Allocation processes ([IV.B2.20](#)). In the spring of every year the PPRC administers a survey to the programs that completed a four-year plan asking for their feedback to help improve the PPRC processes ([IB.B2.21](#)). The results of the surveys are reviewed and discussed in the PPRC ([IB.B2.22](#)), and changes to the PPRC processes are reflected in the PPRC Handbook ([IB.B2.23](#)).

The College also evaluates planning and resource allocation processes through the Employee Campus Climate Survey, which is administered every other year ([IB.B2.24](#)). The Employee

Campus Climate Survey evaluates outcomes assessment processes, inclusiveness, planning and program review processes, shared governance, and resource allocation processes (IB.B2.16). The results from the Fall 2012 Employee Campus Climate Survey indicated that there were dramatic increases in employee satisfaction from Fall 2010 to Fall 2012 with outcomes assessment, inclusiveness, planning and decision-making, shared governance, resource allocation, and with working at Crafton.

IV.B. 3. In multi-college districts or systems, the district / system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district / system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district / system and acts as the liaison between the colleges and the governing board.

3.a. The district / system clearly delineates and communicates the operational responsibilities and functions of the district / system from those of the colleges and consistently adheres to this delineation in practice.

3.b. The district / system provides effective services that support the colleges in their missions and functions.

3.c. The district / system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

3.d. The district / system effectively controls its expenditures.

Statements from the chancellor and from the board setting and communicating expectations of educational excellence and integrity can be found in several sources. The Chancellor's 2012 address to the colleges on in-service day focused on his vision of excellence, student success, innovation and new programs, and a healthy culture. He has emphasized the need to work on the district culture by bringing both campuses together more often, evidenced in a 2011 edition of the Chancellor's Chat, August 29, 2013). He shared the District's strategic goals in the September 15, 2011 version of his newsletter:

- Implement best practices
- Improve student access and success
- Develop and efficiently use resources
- Review governance and organizational structures
- Promote professional development
- Value and promote diversity
- Enhance the image and reputation of the district and colleges

The Board of Trustees published a printed brochure, which is also available online, describing the mission statements of the District, CHC, and SBVC, and showing the alignment between District Strategic Directions and Goals and those of the Colleges. It is also important to note that the service aspects of the District regularly assess their effectiveness through the annual planning and program review process. Feedback and input is solicited from the college, analyzed, and the results are published online for all staff to review.

The District provides several valuable services to Crafton Hills College to support the institution's mission and goals. Fiscal services, human resources, and educational technology services are critical in the smooth operations of the colleges. However, as noted in Standard III.C., the discontinuity of staffing in human resources has a direct impact on recruitments and hiring, causing the College to have multiple vacancies.

The fair and equitable distribution of resources was a matter of much dialogue among the colleges and the district during 2013-2014. The district developed a [resource allocation model](#) in [May 2010](#) to be effective for the 2010-2011 fiscal year. The resource allocation model, adopted through a participatory governance structure with input from all interested constituency groups, established a baseline allocation in which 100% of district unrestricted revenues were allocated to the colleges. The larger college, San Bernardino Valley College, received 70% of the allocation to match the percentage of the district's total FTES at its campus, and Crafton Hills College received 30% of the allocation to match its percentage of the district's total FTES. The district then assessed a portion of the allocations made to each campus in order to provide centralized services and costs (e.g. fiscal services, human resources, distance education and technology services, police and safety services, property and liability insurance, and district-wide software expenses).

A component of the resource allocation model was its annual evaluation by the District Budget Committee to determine whether the assumptions made in the creation of the allocation model realistically assessed the needs of the institutions. The resource allocation model was reviewed by the District Budget Committee in [April 2011](#), [May 2012](#), and [May 2013](#).

In [October 2013](#), the district retained the services of the College Brain Trust to [study](#) the district and college budgets and assess the allocation model. The College Brain Trust recommended adjustments to the resource allocation model, financing of various expenses (e.g. OPEB costs and KVCR TV-FM), and college operations. The Chancellor's Cabinet and the District Budget Committee [provided](#) recommendations to the governing board based upon the College Brain Trust report in order to improve the resource allocation model.

In [May 2013](#), the District Budget Committee developed a process to adjust the resource allocation model based upon data and institutional planning. Rather than relying on a stagnate 70/30 split allocation model, the District Budget Committee agreed to utilize district and college

master plans, enrollment and environmental scan data, and other sources (i.e. Office of the Controller, California Community College Chancellor's Office, and the Community College League of California) to determine the appropriate allocation to and assessment of the college budget.

Additionally, the College Brain Trust [study](#) provided data on other community colleges for the District Budget Committee to consider. This data included comparisons on budget expenditures and staffing levels of Crafton Hills College in comparison with other similar colleges. Attachment D provides data which shows that the college's total expenditures are in line with other similar colleges.

The San Bernardino Community College District received the Government Finance Officers Association award for Distinguished Budget Presentation for its [2011-2012](#) and [2012-2013](#) budget documents. The award reflects the commitment of the governing board and staff to meeting the highest principles of governmental budgeting. SBCCD was the only community college in California to receive the award both years.

The district follows all standard good business practices in regard to fiscal management. The annual audits for [2011-2012](#) and [2012-2013](#), which reviewed the internal controls and fiscal management of the district, identified no deficiencies or material weaknesses in the district's internal controls.

Administrative Procedure [6300](#) describes the fiscal management of the district and its financial and accounting processes. The policy explicitly describes the importance of internal controls which prevent any single person from controlling an entire process in the expenditure of funds, requires expenditures have a three-way match.

In managing expenditures, all contract authority is centralized to a limited number of positions at the district office in order to control contracted liabilities. Administrative Procedure [6340](#) Contracts further requires all contracts for goods and services to be encumbered on a purchase order for the full amount of the contract preventing any unknown liabilities.

According to the [2013-2014 budget document](#), the district ended fiscal year 2012-2013 with an Unrestricted General Fund balance of \$24,062,724.76 or 37% of the Unrestricted General Fund expenditures. The minimum [recommended](#) budget reserve set by the California Community College Board of Governors is 5%, which means the district is in a remarkably healthy financial position.

The district has consistently been in a healthy financial position. According to the [2012-2013](#) and [2011-2012](#) budget documents, the Unrestricted General Fund balance was 33% of

expenditures in 2011-2012 and 39% in 2010-2011. The lowest fund balance in the last five years was 24% in 2008-2009.

The district maintains a strong financial position and excellent control of expenditures. In both fiscal years [2011-2012](#) and [2012-2013](#), the district's independent auditor, Christy White Accountancy Corp, produced no findings or questioned costs on the district's financial statements, federal awards or state awards. The audit included an evaluation of the district's internal controls and compliance to various laws and grants received by the district.

Christy White Accountancy Corp also conducted a [financial and performance audit](#) on the district's significant bond construction program. Again, the auditors produced no findings in either fiscal year 2011-2012 or 2012-2013. The financial and performance audit included an evaluation of internal controls, site walks of projects, and tests on expenditures and contracting procedures.

3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district / system policies without his/her interference and holds them accountable for the operation of the colleges.

3.f. The district / system effectively acts as the liaison between the colleges and the governing board. The district / system and the colleges use effective methods of communication, and they exchange information in a timely manner.

3.g. The district / system regularly evaluates district / system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district / system widely communicates the results of these evaluations and uses them as the basis for improvement.

The Chancellor's Cabinet acts a primary conduit for exchanging information and ideas between the district and campuses on topics of importance for the district and the campus. The Chancellor's Cabinet is comprised of the two District vice chancellors of fiscal and business services and of human resources, the associate vice chancellor of technology and education support services and the two College presidents. The chancellor's cabinet meets twice each month. Quarterly retreats are also part of the meeting pattern. Recent topics addressed by the Chancellor's Cabinet have been the College Brain Trust Report and the Hay Salary Study, AB 867, parking fees, accreditation, district strategic plan goal 3, the district's crisis communication plan, and requests for information from the board of trustees (Chancellor's Cabinet agendas, April 2, 2014; April 30, 2014).

Evidence, Standard II.A., Instruction

ⁱ Mission Homepage

http://www.craftonhills.edu/About_CHC/Mission

ⁱⁱ Planning and Program Review Resources

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

ⁱⁱⁱ Annual Plan Process

www.craftonhills.edu/.../35817660A4524EC3BCFBAF9EC0C5EBAC.ashx

^{iv} Program Review Handbook

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf>

^v Planning and Program Review Committee Website

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx

^{vi} Academic Senate Website

http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate

^{vii} Curriculum Committee Website

http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

^{viii} Educational Technology Committee

http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Educational_Technology_Committee

^{ix} Online Courses Homepage

http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes

^x 2013 District Environmental Plan

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf

^{xi} Educational Master Plan

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf>

^{xii} Enrollment Reports Homepage

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports/Enrollment_Reports

^{xiii} 2012 Student Satisfaction Survey

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf>

^{xiv} Evaluating Environmental Scans

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Environmental%20Scan%20Presentation.pdf>

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- ^{xv} 2013 SBCCD Environmental Scan
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf
- ^{xvi} Course Length and Student Success Study
<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/Compressed%20Course%20Study.pdf>
- ^{xvii} Student Success and Retention by Peer Tutor Access Study
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1011_READ925_SP09_10.pdf
- ^{xviii} Distributed Education Success Rates by Age, Ethnicity, and Gender
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/1011_CHC_DE_SuccessRetention0809to0910_byDemo.pdf
- ^{xix} Crafton Council Homepage
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
- ^{xx} Community Demographics
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Other%20Research%20Studies/1011_PSA_Census.pdf
- ^{xxi} 2013 SBCCD Environmental Scan
http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2013-14/2013-09-17%20CHC%20Environmental%20Scan%20Presentation.pdf
- ^{xxii} Madrid Consulting Group
<http://www.madridcg.com/>
- ^{xxiii} Enrollment Reports Homepage
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports/Enrollment_Reports
- ^{xxiv} 2012 Student Satisfaction Survey
<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf>
- ^{xxv} Fall 2011 Benchmark Results from the Community College Survey of Student Engagement (CCSSE)
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
- ^{xxvi} 2012-13 Student Placement Results
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf
- ^{xxvii} June 2012 Enrollment Management Plan: 2005-6 First Time College Six Year Cohort
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

^{xxviii} Planning and Program Review Home
<https://craftonhills.edu/ProgramReview/Home.aspx/Listing>

^{xxix} 2010-13 Enrollment Management Plan

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_20110505.pdf

^{xxx} SSEEMM Committee Homepage
http://www.craftonhills.edu/Faculty_and_Staff/Committees/SSEEMM_Committee

^{xxxi} June 2012 Enrollment Management Plan: 2005-6 First Time College Six Year Cohort
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

^{xxxii} Summary of the Student Transfer in Professional Pathways Project (STP3) by the Research and Planning (RP) Group for California Community Colleges (Cal-PASS)

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_STP3_Transfer_Research.ashx

^{xxxiii} 2012 Annual Performance Report for “STEMaploozza” through Alliance for Education
<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/ED524BCraftonHillsCollegeHSI-STEM012-20-12.pdf>

^{xxxiv} Left Lane Project
http://www.craftonhills.edu/Current_Students/Left_Lane_Project

^{xxxv} Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf

^{xxxvi} Uninformed and Informed CHC Student Education Goal and Academic Program

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf

^{xxxvii} Research Briefs and Reports
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports

^{xxxviii} Examination of the Motivated Strategies for Learning Questionnaire (MSLQ)

for Use on Accuplacer

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_MSLQ_Accuplacer_CHC.pdf

^{xxxix} Placement Results and Student Outcomes by Ethnicity

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/SBCCD%20District%20Research/1011_CHC_Equity_District%282%29.pdf

^{xl} Annual Planning and Program Review Committee

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review

^{xli} Planning and Program Review Minutes

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review/2013_-_2014

^{xlii} Online and Hybrid Course Offerings

<http://www.craftonhills.edu/Online/semester.php?semester=2014SP>

^{xliii} Distance Education Addendum

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf>

^{xliv} Curriculum Committee Homepage

http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

^{xlv} CurricUNET Handbook

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/Curricunet%20guide.pdf>

^{xlvi} Distance Education Evaluations

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/FA2012_DECourseEvals_All.pdf

^{xlvii} 2012 Distance Education Course Evaluations

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/SP12DE_All.pdf

^{xlviii} Impact of Course Length with Student Course Success

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/Compressed%20Course%20Study.pdf>

^{xlix} CHC Distance Education Success and Completion Rates

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_CHC_DE_SucRet_0708to1112.pdf

^l "Distance Education Come of Age" article

http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/As_Distance_Education_Comes_of_Age_Article

^{li} Technology Planning Committee Homepage

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Tech_Planning_Committee

^{lii} Technology Plan 2012-2015

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/CHC_Technology_Plan_2012to2015.pdf

^{liii} Learning Communities Homepage

http://www.craftonhills.edu/Degrees_and_Certs/Learning_Communities

liv The Relationship between Learning Communities and Retention, Success, and Persistence from Spring 2007 to Spring 2009 for English, Math, and Reading Learning Communities

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1011_LCBrief07to09.pdf

lv 6 Overarching Areas of ILO's

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/ILO_Assessment_Reports.aspx

lvi Planning and Program Review Homepage

<https://craftonhills.edu/ProgramReview/Home.aspx/Listing>

lvii Course Assessment Reports

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports

lviii Program Assessment Results

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Program_Assessment_Reports

lix Chemistry Program Review

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lxi Communication Studies Program Review

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lxii Course Assessment Reports

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports.aspx

lxiii Program Assessment Reports

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lxiv ACCJC Status Report on SLO Implementation

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lxvi 2013 SBCCD Environmental Scan

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lxvii Public Safety and Health

http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Education_and_Human_Development/Public_Safety_and_Services

lxviii Study Abroad Homepage

http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Arts_and_Sciences/Study_Abroad

lxix Planning and Program Review Resources

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lxx Degrees and Certificates Homepage

http://www.craftonhills.edu/Degrees_and_Certs

lxxi STEM Pathways Grant One Year Evaluation Report

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lxxii Educational Technology Committee Homepage

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Technology_Committee

lxxiii Online Course Approval Homepage

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lxxiv Online Readiness Quiz

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lxxv Left Lane Project

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lxxvi Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention

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lxxvii Fall 2009-12 SOAR Report

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lxxviii Curriculum Committee Website

http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

lxxix Guide To Approving Courses

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/guide2013.ashx>

lxxx Six Year Course Review Criteria

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/CURRICULUM-Six-Year%20Review%20Criteria.ashx>

^{lxxxix} CurricUNET User Guide

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^{lxxxix} Faculty Course Checklist

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^{lxxxix} Course Approval Process Upon Completion

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Forms%20and%20Documents/2013-2014/Curriculum%20process.pdf>

^{lxxxix} Program Review Website

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^{lxxxix} Program Review Handbook

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^{lxxxix} PPR Rubric

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^{lxxxix} Crafton Hills Institutional Effectiveness Plan

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^{lxxxix} English 2011-12 Program Review

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_English_Plan.pdf

^{lxxxix} Microbiology Outcomes Assessment

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^{xc} Communication Studies Outcomes Assessment Report

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^{xc} CIS Program Assessment Report

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^{xc} Academic Success

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^{xc} Prerequisite Validation Studies

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/0910_EMS_Read_PrerequisiteStudy.ashx

^{xciv} Title Five Education Code and Prerequisite Validation
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013_T5EdCode_Prerequisites.pdf

^{xcv} Planning and Program Review
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^{xcvi} In Service Day Schedules
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^{xcvii} Enrollment Management Plan
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^{xcviii} Presentation To Drive the Conversation On Student Success
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^{xcix} Online Instructor Readiness Test
<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/2A.%20Online%20Instructor%20Readiness%20Quiz%2009.16.09.pdf>

^c Polleverywhere website
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^{ci} Is Online Right For Me? Homepage
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^{cii} CCSSE 2010
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^{ciii} CCSSE 2009
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^{civ} Benchmark Results from 2009, 2010, 2011 CCSSE
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^{cv} Program Review Web Tool: CHC Outcome “Roll Ups”
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^{cvi} OIERP Home Page
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^{cvi} Flex Day Tom Brown Workshop Evaluation

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^{cviii} Distributed Education Addendum

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^{cx} Online Course Readiness Checklist

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/3.%20Online%20Course%20Readiness%20Checklist%2009.21.10.pdf>

^{cxI} Faculty Online Readiness Test

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^{cxii} Planning and Program Review Home Page

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx

^{cxiii} Planning and Program Review Resources

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^{cxiv} Planning and Program Review Handbook

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^{cxv} Instructional Program Review Document Quality Evaluation Rubric

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^{cxvi} Program Review Evaluation Rubric

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^{cxvii} Planning and Program Review Homepage

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^{cxviii} 2012 Student Satisfaction Survey

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^{cxix} Planning and Program Review Home Page

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^{cxx} Instructional Planning Rubric

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^{cxxi} Non-Instructional Planning Rubric

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_NonInstRubric.docx

^{cxxii} History Program Review

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_History_Exemplary.pdf

^{cxxiii} ASL Program Review

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^{cxxiv} Planning Assessment Calendar

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^{cxxv} Planning and Program Review Handbook

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^{cxxvi} Crafton Hills College Institutional Assessment Plan

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^{cxxvii} Instructional Planning Rubric

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^{cxxviii} Did you Know?

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_Know

^{cxxix} Graduating Men of Color Research Brief

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^{cxxx} Course Length and Student Success Research Brief

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^{cxxxiii} Child Development SLO Data

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^{cxxxiv} College Catalog

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^{cxxxv} College Catalog

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^{cxxxvi} 2013-14 College Catalog

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^{cxxxvii} May 17, 2006 Academic Senate Minutes

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^{cxxxviii} Communication Studies Program Review

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^{cxxxix} CWAVE Website

cwavecraftonhills.com

^{cxl} Designing Effective Assessments

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Designing_Effective_Assessments.pdf

^{cxli} College Catalogue

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf>

^{cxlii} Student Learning Outcomes

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes

^{cxliv} Degrees and Certificates

http://www.craftonhills.edu/Degrees_and_Certs

cxliv Student Success Checklist

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/CHCStudentSuccessChecklist.pdf>

cxlv Part-Time Faculty Handbook

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cxlvi CurricUNET Search Course Page

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cxlvii Crafton Hills Homepage

<http://www.craftonhills.edu/>

cxlviii 2013-14 College Catalog

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cxlix Class Schedules Homepage

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cl Transfer Center Home Page

http://www.craftonhills.edu/Current_Students/Transfer_Center

cli Counseling Website Home

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clii Crafton Hills College Catalog 2013-2014

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cliii Articulation

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cliv Transfer Center Homepage

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clv Public Relations Homepage

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clvi Crafton Hills College Catalogue

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clvij OIERP Homepage

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clviii Fall 2012 Campus Climate Survey

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clxi SBCCD Board Policy 5500

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clxiii April 24, 2013 Academic Senate Minutes

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clxiv 2013 Part-Time Faculty Handbook

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clxv Board Policy on Fairness and Objectivity in Teaching

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clxvi New Student Handbook

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clxvii Mutual Respect Policy http://www.sbccd.org/~media/Files/SBCCD/District/EHS/Safety_Committees/District-Wide/Minutes/2013-2-15%20Minutes.pdf

clxviii New Student Handbook THIS IS A REPEAT

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf>

clxix AIFS Study Abroad Program

<http://www.aifsabroad.com/>