Crafton Hills College
Follow-Up Report

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

Certification of the Follow-Up Report, December 2015

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

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

I certify that there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

Signatures

Cheryl A. Marshall, Ed.D., President, Crafton Hills College	**Date**
John Longville, President, San Bernardino Community College District Board of Trustees	**Date**
Bruce Baron, Chancellor San Bernardino Community College District	**Date**
Denise Hoyt, President, Crafton Hills College Academic Senate	**Date**
Michelle Tinoco, President, Crafton Hills College Classified Senate	**Date**
Aaron Burgess, President, Crafton Hills College Student Senate	**Date**

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Report Preparation

The Crafton Hills College 2015 Follow-Up Report is submitted to the Commission in response to six college recommendations, four district recommendations, and the issuance of Warning to Crafton Hills College in January, 2015. In addressing each of the six college recommendations, the College used its existing governance structures to promote internal communication and collaboration. The Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) led the college's response, working in concert with the Academic Senate, the Planning and Program Review Committee, the Chairs Council, the Budget Committee, district Human Resources and Fiscal Services, and the Crafton Council.

The response to the four District recommendations was led by a district wide steering committee chaired by the Associate Vice Chancellor of Technology and Educational Support Services and comprised of the presidents of both colleges, the accreditation liaison officers and faculty co-chairs of the College committees on accreditation, Academic Senate presidents, Classified Senate presidents, Student Senate presidents, two Board of Trustees members, the Chancellor of the District, the interim Vice Chancellor of Human Resources, the interim Vice Chancellor of Fiscal Services, the Deans of Institutional Effectiveness and Research, representatives of district Human Resources, a CSEA representative, and a CTA representative. The taskforce met in April 2015. Workgroups of the same taskforce met in May and throughout the summer. The full taskforce reconvened in September of 2015 and monthly thereafter to monitor and provide feedback on the progress that was being made towards addressing the District recommendations. The goals of the taskforce were to:

1) Distill what triggered the Crafton Hills College and San Bernardino Valley College visiting teams' findings;
2) Evaluate what must be done to address the findings;
3) Identify resources, points of accountability, and timelines that will be necessary to address the findings;
4) And list what evidence would satisfy the visiting team to show we have addressed each recommendation.

The final outcome of the taskforce was a tactical plan to resolve all district recommendations.

Addressing the district recommendations involved close collaboration among Crafton Hills College, San Bernardino Valley College (SBVC), and District personnel. The communication between the two Colleges and the District was, at times, conflicted. Concerns from both colleges included:

- Board inconsistency in following approved Board Policies and Administrative Procedures, for example:

- o The Chancellor's evaluation did not conform to Board Policy and was not completed timely. The evaluation was completed pursuant to Board Policy in January 2016.
  - o Based on a third party complaint to the Commission, ACCJC concluded that the SBVC President did not meet minimum qualifications for her position, a violation of Board Policy 7120 (Recruitment and Hiring): "Academic employees shall possess the minimum qualifications proscribed for their positions by the Board of Governors." The SBVC President will retire in June 2016 and a national search will be conducted beginning spring 2016 to identify qualified candidates.
- Inadequate response to Senate resolutions, and inconsistent collegial consultation with the faculty on academic and professional matters (10 + 1 issues); for example:
  - o The Academic Senate's vote of no confidence for the Chancellor elicited no Board response initially. The Board later answered with a legal opinion that the vote fell outside the purview of the senate. The Senate sought input from the State Academic Senate, which supported the legal opinion. Since then, the Chancellor has presented all District managers and the Crafton Council with his personal plan for improvement in leadership, inclusiveness, and transparency.
  - o Funding was allocated over the summer to implement the new HR reorganization. While the District Budget Committee approved the added cost, the meeting took place during the summer and no faculty attended. The District has since developed a process to ensure the participation of faculty in decision-making during the summer months.
  - o A consultant to develop the District Facilities Master Plan was hired without faculty representation in the selection process and in the determination of the scope of work. The College administration issued an apology to the Academic Senate. The consultants have held at least one meeting with the Senate to discuss the scope and purpose of their consultancy.
- Public comments by the Board President were perceived as censoring the colleges' ability to communicate freely with regard to accreditation concerns (resolution?);
- The Crafton Hills College Academic Senate took exception to the assessment to the College of the cost of tuition reimbursements to the San Bernardino Valley College President for enrollment in a degree program (resolution?)

Despite the formal and informal conflict that arose after the Commission recommendation, the District Accreditation Steering Committee and college Institutional Effectiveness, Accreditation, and Outcomes Committee continued to work cooperatively to address and to document the efforts to meet ACCJC standards. The District Steering Committee met periodically from spring, 2015 through fall 2015. Sub-committees of this group, comprised of District and College personnel, developed the Board Orientation and Handbook, and a revised policy revision and review process.

The Vice Chancellor of Fiscal Services and the Vice Chancellor of Human Resources attended meetings of the Academic and Classified Senates to answer accreditation-related questions. Both participated in monthly accreditation open forums at Crafton Hills College, and district updates were provided at college In-Service and Flex days. To address some of the faculty concerns, the Vice Chancellor of Fiscal Services, met with the President, Vice President of Fiscal Services and Academic Senate President of Crafton Hills College to discuss faculty concerns about the process the District used to allocate funds after the 2015-16 Budget had been approved. As mentioned above, the Chancellor met with the Crafton Council, the central deliberative body of the College, to discuss his plan for improvement and to express his interest in collaboration and inclusivity.

The College Accreditation Liaison Officer prepared the Follow-Up report, with the input, support, and review of the Institutional Effectiveness, Accreditation, and Outcomes Committee. A draft of the Follow-Up Report was shared with the committee on September 15, 2015 and on November 2, 2015. The draft plan was emailed to the Academic, Classified, and Student Senates, and the entire campus November, 4 2015. The IEAOC Co-Chairs and ALO provided updates regarding the follow-up report to the Crafton Council, the primary shared governance body on campus, charged with reviewing the action taken in response to the external evaluation. Additionally, Open Forums were held each month from October through December at College Hour. A third draft of the document was emailed to the entire campus community on January 12, 2015. Included in the email was a survey designed to assess campus perceptions of the progress made towards resolution of the recommendations.

Workshops on the District and College progress towards meeting Commission standards were held during flex day on January 15, 2016, and at the spring in-service on January 15, 2016. Participants at the Flex and in-Service workshops completed the same survey, which was made available in paper and electronic formats. The data from the campus and workshop surveys were incorporated into the section under each recommendation sub-titled *Analysis of Results Achieved to Date*.

A work group comprised of the Accreditation Liaison Officers from San Bernardino Valley College and Crafton Hills College, the Associate Vice Chancellor of Technology and Educational Support Services, the Vice Chancellor of Human Resources, and the Vice Chancellor of Fiscal Services met from December through February to ensure alignment of the two college follow up reports, to identify gaps in narrative and evidence, and to coordinate communication with the campuses.

The final report was read and approved by the Crafton Council on January 26, 2016. The Board of Trustees formally reviewed the report three times: February 4, 2016, February 25, 2016, and

March 10, 2016 for final approval. A timeline outlining the College and District processes in responding to the Commission's recommendations is provided below.

Crafton Hills College 2015 Follow-Up Report Detailed Timeline

Month/Date	Activity
February, 2015	College receives External Evaluation Report; the Commission issues Warning
February, 2015	President shares the External Evaluation Report with campus
February, 2015	IEAOC develops a response template
	Response template shared with Crafton Council
May, 2015	District Steering Committee: District Recommendations
February - May, 2015	Steering Committee meets throughout spring 2015
June - July, 2015	A sub-group of the District Steering Committee meets
September 15, 2015	Preliminary draft to the IEAOC
October 8, 2015	CHC/SBVC joint presentation to the Board of Trustees
October 19, 2015	First Open Forum
November 2, 2015	Second Preliminary draft to the IEAOC
November 6, 2015	Preliminary draft to the campus
November 23, 2015	Second Open Forum
December 11 2015	Second Draft to Campus and Collegial Consultation Groups
December 14, 2015	Third Open Forum (Resource Allocation Model)
January 5, 2016	Follow-up Report to SBVC/District work group
January 11, 2016	Alignment Meeting with SBVC and District
January 12, 2016	Distribution to Senates and Crafton Council
January 14, 2016	Workshop and Presentation, Accreditation (Flex)
January 15 2015	Workshop and Presentation, Accreditation (In-Service)
January 20	Academic Senate Review
January 22	Student Senate Review
January 22	Classified Senate Review
January 25, 2016	Fourth Open Forum
January 26, 2016	Crafton Council Final Approval
January 27, 2016	Follow-up Report to Board
February 4, 2016	Board Meeting, Study Session
February 17, 2016	Final Follow-up Report to Board
February 25, 2016	Board Meeting, Business
March 2, 2016	Ultimate Final Follow-Up Report to Board
March 3, 2016	Fifth Open Forum, Campus Preparation
March 10, 2016	Board Meeting, Final Approval and Signature
March 15, 2016	Follow-up report submitted to ACCJC

Response to the Commission Action Letter

When the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve these deficiencies. During the warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If warning is issued as a result of the institution's educational quality and institutional effectiveness review, reaffirmation is delayed during the period of warning. The accredited status of the institution continues during the warning period. (ACCJC (2014) Accreditation Reference Handbook, p. 44).

The deficiencies and needed improvements cited by the Commission had emerged in the College's self-evaluation process, and therefore, many of the actions to address the issues were under way when the external evaluation team visited Crafton Hills College in October, 2014. As of December, 2015, the college has made significant progress toward resolving the six College recommendations and the four District recommendations.

College Recommendations to Meet the Standards

College Recommendation 1, Assessment and Review of Outcomes at All Levels In order to meet the standards, the team recommends that the college systematically complete the implementation and regularly assess and review student learning outcomes (and services area outcomes, where applicable) for all courses, programs, certificates, and degrees and;

- Demonstrate the use of the assessment results to make improvements to courses and programs; Demonstrate the use of student learning assessment results in college-wide planning;
- Demonstrate that resource decisions are based on student learning assessment results;
- Develop and implement a process to ensure that SLOs are included on all course syllabi.

(Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)

College Recommendation 2, Distance Education Plan

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

College Recommendation 3, Program Elimination Policy

In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)

College Recommendation 4, College Catalog

In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)

College Recommendation 1, Assessment and Review of Outcomes at All Levels

In order to meet the standards, the team recommends that the college systematically complete the implementation and regularly assess and review student learning outcomes (and services area outcomes, where applicable) for all courses, programs, certificates, and degrees and;
1. **Demonstrate the use of the assessment results to make improvements to courses and programs;**
2. **Demonstrate the use of student learning assessment results in college-wide planning;**
3. **Demonstrate that resource decisions are based on student learning assessment results;**
4. **Develop and implement a process to ensure that SLOs are included on all course syllabi. (Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)**

II.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.

II.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.

II.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.

II.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.

II.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 objectives consistent with those in the College's officially approved course outline.

II.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.

II.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.

II.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.

Eligibility Requirement 10 The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met

Recommendation 3, 2008; Recommendation 4, 2002: Student Learning Outcomes. With regard to Recommendation 3 below, 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 2012 deadline. As was 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.a, II.A.2.b, II.A.2.f, ER 10)

Actions Taken to Resolve Deficiencies

1) **The College has engaged in the systematic completion of outcomes (II.A.1.c, II.A.2.e, II.A.2.f, II.B.1, II.B.4, II.C.2, ER 10)**

When the external evaluation team visited the College in October, 2014, 100% of institutional learning outcomes had been assessed, though assessments had been completed for only 71.6% of course outcomes and 68% of program outcomes. General Education outcomes had not yet been assessed. During the prior spring semester, the College had adopted a universal four-point rubric to allow course level outcomes results to more clearly align with program and institutional outcomes, promoting a better understanding of the gaps in student learning across the institution.

In addition, in fall 2014, the college adopted a new cloud tool as the sole repository of SLO information, where previously outcomes were archived in any of three locations: ELumen, a software designed to manage outcomes assessment, the Planning and Program Review online tool, and an online Nichols model tool. The new cloud tool has improved tracking and inventory of SLO data, and has allowed for the alignment and assessment of outcomes at all levels of the institution.

Training in the use of the new cloud tool occurred throughout fall, 2014 and spring 2015. Training of adjunct faculty took place at the Adjunct Faculty Orientation on January 14, 2016. As Table 1 indicates, as of November 2015 97.1% of course and 97.8% of program outcomes had been assessed and documented in the cloud tool.

Table 1, Outcomes Assessment Completion through November 2015 by Type of Outcome

Month/Year	Course Outcomes		Program Outcomes		Learning & Support		Institutional Learning Outcome	
	Number	*Percent*	*Number*	*Percent*	*Number*	*Percent*	*Number*	*Percent*
2013-14	227	71.6%	30	68.2%	10	100%	6	100%
Dec. 2014	278	86.1%	32	72.7%	16	100%	6	100%
January 2015	291	89.8%	37	84.1%	16	100%	6	100%
March 2015	291	89.8%	40	90.9%	16	100%	6	100%
April 2015	292	91.0%	40	90.9%	16	100%	6	100%
May 2015	313	93.2	42	95.5%	16	100%	6	100%
June 2015	328	95.9	44	97.8%	16	100%	6	100%
Nov. 2015	334	97.1%	44	97.8%	16	100%	6	100%

To ensure that outcomes completion data was readily available and broadly disseminated, the Office of Institutional Effectiveness, Research, and Planning (OIERP) created an online dashboard, which displays the course assessment rate by division, department, unit, discipline,

and reporting year. The Dean of OIERP demonstrated the tool to the Institutional Effectiveness, Accreditation and Outcomes Committee on January 20, 2015 and to the Chairs Council in fall 2014.

As indicated above, the assessment of both course and program-level increased substantially with the implementation of the new cloud tool. An example of the ways course level assessments align with program, general education, and institutional learning outcomes is demonstrated in Figures 1-4, which are snapshots from the online cloud tool.

Figure 1 shows an example of the course assessment of ASL 103. The cloud tool shows the number of students in each of the four rubric categories. A score of zero denotes no achievement of the outcome, and a score of four denotes high achievement. The tool also features linkages with program outcomes, which can be selected from a pull-down menu, general education outcomes, and institutional outcomes.

Figure 1: Course Assessment, ASL 103

Figure 2 shows a summary of the program level assessment for American Sign Language for the past three years. Links are provided to the faculty reflections logged, the number of sections reporting, and the number not reporting within the past three years.

Figure 3 shows the ILO summary report for the past three years. To date, 499 sections have been linked to one or more Institutional Learning Outcomes.

Figure 4 shows the GE Assessment Report for the past three years. The report shows the percentage of students who met each general education outcome with a score of 3 or above.

Figure 2: Program Assessment, ASL

Program Summary Report

Year	2015 - 2016	Period	Last 3 Years	
Division	Communication & Language	Department	ASL	

Tools ▾

Program SLOs

#	Program SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.	11	26	98	107	205	84.71%
2	Interpret visual/signed ASL at a beginning to intermediate level.	32	22	80	107	187	77.59%
3	Demonstrate appropriate knowledge of the Deaf community regarding social interactions, beliefs, values, arts, literature, entertainment, and diversity.	9	13	83	138	221	90.95%
4	Define the concept of culture, appreciate other cultures and interact with members of those cultures in relation to their own.	7	16	107	79	186	89.00%
5	N/A						

10 Reflection(s)

11 Section(s) Reporting

36 Section(s) Not Reporting

Figure 3: ILO Assessment Report

ILO/GEO Summary Report

| Year | 2015 - 2016 ⌄ | Period | Last 3 Years ⌄ | Type | ILO ⌄ |

Tools ▾

Institution Learning Outcomes

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.	1694	1428	3635	7620	11255	78.28%
2	Written & Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	848	607	1939	3730	5669	79.58%
3	Interpersonal & Group Skills: Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.	50	44	213	401	614	86.72%
4	Society & Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	220	343	908	1388	2296	80.31%
5	Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	166	104	281	699	980	78.40%
6	Ethics & Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.	59	32	163	177	340	78.89%
7	N/A	552	557	1142	4131	5273	82.62%

499 Section(s) Reporting

3409 Section(s) Not Reporting

Figure 4: GE Assessment Report

General Education Outcomes

#	General Education Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.	411	516	1334	2219	3553	79.31%
2	Social & Behavioral Sciences: Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	184	266	533	580	1113	71.21%
3	Humanities: Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.	384	176	606	1271	1877	77.02%
4	Fine Arts: Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.	155	118	290	940	1230	81.84%
5	Written Traditions: Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.	243	166	445	825	1270	75.64%
6	Oral Traditions: Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.	134	248	852	1098	1950	83.62%
7	Quantitative Reasoning: Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.	566	478	1127	1342	2469	70.28%
8	Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	623	513	1403	2804	4207	78.74%
9	Health & Wellness: Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.	149	107	226	1870	2096	89.12%
10	Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.	58	88	297	378	675	82.22%
11	American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.						
12	N/A	682	439	1168	4819	5987	84.23%

499 Section(s) Reporting

3409 Section(s) Not Reporting

The structure of the tool allows the faculty member to document the course-level outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, each of the course-level outcomes for ASL 103 serves as evidence of higher-order assessments.

Dialogue. In addition to department, division, and college wide dialogues described in the 2014 Self Evaluation, campus dialogues to discuss General Education and Institutional Learning Outcomes took place on flex day, Wednesday, April 1, 2015, on in-service day, August 18, 2015, and at the spring 2016 flex and in-service days on January 14 and 15, 2016, respectively. Participants of the well-attended events developed ideas for improvement in those areas. A summary of the dialogues was emailed to the campus and posted on the ILO and GEO websites.

In addition, the Dean of the Office of Institutional Effectiveness and Planning developed a PowerPoint presentation which he delivered to many campus committees and constituencies, including the Planning and Program Review Committee (9/21/2015), Educational Master Planning Committee (9/22/2015) Institutional Effectiveness, Accreditation, and Outcomes Committee (9/1/2015), Crafton Council (8/25/2015), Student Success, Equity, and Enrollment Management Committee (9/17/2015), Chairs Council (10/2/2015), Classified Senate (10/9/2015), Professional Development Committee (10/2/2015), and the Basic Skills Committee (10/21/2015). The presentation included a report of the percentage of course and program outcomes completed, and the results of dialogue and feedback concerning the general education outcomes and the institutional learning outcomes. The Institutional Effectiveness, Accreditation, and Outcomes Committee is currently working on processing, prioritizing, and implementing the suggestions and feedback received through the assessment process and the dialogues about the process and results.

Learning Support. Though, as the evaluation report indicated, all Student Services units had engaged in assessment, the staff engaged in additional planning at the spring 2015 in-service to adopt a more programmatic approach to assessment. Each unit now conducts assessment specific to: 1) student satisfaction; 2) productivity; 3) student learning; and 4) institutional impact. Outcomes are placed on a five-year calendar and linked to institutional learning outcomes, if appropriate, as well as to Student Services goals. Outcomes will be placed in the new cloud tool, once the design of the tool has been modified to accommodate service unit outcomes. The Student Services Council agenda features a standing agenda item regarding outcomes assessment. Members of the Council report their outcomes assessment progress and the group shares in the dialogue regarding the implications of the data for program improvement.

Outcomes for the Tutoring Center were reported in the Planning and Program Review process during the 2014 cycle. While all outcomes were not completely assessed, the department made modifications to the Summer Bridge program, improvements to the weekly tutoring program, and changes in the tutor training program to address the results of assessment.

The Library continues to collect and analyze productivity and student satisfaction. Data shows increases in the circulation of library materials, reference instruction sessions, and door counts, as well as high student satisfaction, at 95 percent. The Library staff will assess student learning and faculty satisfaction with library materials by the end of spring 2016.

2) Improvements to courses and programs are documented and ongoing (II.A.2.f).
As indicated above, course and program outcomes are documented in the online cloud tool, which features an aggregated assessment of progress on each of the four rubric points, and a written reflection regarding the results of the assessment. Program improvement is documented

in the Planning and Program Review process, in which each unit participates every four years, and in the Annual Planning process. For example, the American Sign Language program reported assessment progress and instructional improvements under Item 3 of the 2015-16 Annual Plan, a required reporting item. A snapshot of the department's report is shown in Figure 5.

As mentioned above, campus dialogues concerning institutional learning outcomes and general education outcomes took place in spring 2015 and spring 2016. For example, faculty found that 87 percent of students earned a score of 3 or 4 on the Humanities General Education Outcome rubric. They recommended that successful practices being used to reach this learning outcome be identified and shared with the campus community. During spring, 2016, the Office of Instruction began development of a "Best Practices for Teaching and Instruction" website, cataloging and demonstrating practices that promote student success.

In contrast, students' relatively low attainment of success on the Writing Traditions General Education Outcome prompted faculty to recommend additional collaboration between the Tutoring Center and English faculty, such as developing embedded tutoring techniques, zero unit labs, directed learning activities, adding study groups, and employing early alert/follow-up tools to promote appropriate intervention.

A summary of the dialogue regarding each outcome and the accompanying suggestions for improvement can be found on the OIERP website.

Figure 5, Snapshot of 2015-16 Annual Plan, American Sign Language, Progress on SLOs

3. Progress on SLOs

Updating this Question is _Required_ on the Annual Plan!

Rubric Item: Student Learning Outcomes

    a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
    b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
    c. What is your plan for continuously completing the assessment cycle?
    d. If your program has SAOs, please discuss here.

All SLOs have been, and will continue to be measured every year. ASL 101, ASL 103 and MCS 110 are assessed every fall, and ASL 102 and 104 are assessed in the spring as well as a rotating elective course (ASL 200/ASL 205). Students' community involvement (Cultural Diversity Appreciation), receptive and expressive signing skills, as well as Deaf Cultural and History knowledge are examined. This is consistent with the program SLOs of receptive and expressive communication and cultural awareness and appreciation. Overall, the SLO data shows a pretty steady trend in students' success rates.

Past SLO results have been a large motivating factor in all ASL faculty members coming together to share their materials. Large USB devices were purchased so each faculty member could share their, and receive others', teaching related documents. Assignment guidelines, projects, PowerPoints, review games, and assessments have been exchanged among faculty members for continual course development and improvements.

Since the previous annual plan, the ASL program has lowered their course caps. Previous caps were set at 40 students for ASL 101 and 102, and 35 students for ASL 103 and 104. The course caps now decrease with each level so ASL 101 has a cap of 35 students, ASL 102=30 students, 103= 25 students, 104=25 students. This has had a positive impact on student learning and the ability for instructors to provide better and more frequent feedback. Faculty members have been able to implement more hands-on projects that require more grading time such as video assessments and projects. However, with the lower caps, we expected classes to fill more quickly. In reality we experienced lower fill rates but this was a result of offering more sections of courses, as in 101 courses, and the cyclical nature of 102/103 courses. There has been rise/fall cycle of enrollment in ASL 102 and 103/104 courses for the past few years. This fall 2015 semester, we experience a high enrollment of ASL 103 students, to the point we had to open a second section of 103, something that has never been done before. At the same time, we saw a steep decrease in ASL 102 enrollment. I am hopeful that the new ASL 901/902 courses will help boost overall enrollment of the program and increase program retention.

In order to continue our assessment cycles, the fulltime faculty member will continue to train her part-time faculty members and set up tutorials to assist them in this process. Sample rubrics (see attachment) have been provided to them as a means of gathering data while they grade assignments that they already require.

The inclusion of the implications of assessments in the College Planning and Program Review process ensures the close alignment of outcomes with college-wide planning.

3) Assessment results are used in college wide planning (II.A.2.f).

The College approached the requirement to demonstrate the use of student learning assessment results in college-wide planning on several fronts. First, College committees responsible for planning, such as the Student Success, Engagement, Equity, and Enrollment Management (SSEEM) Committee, the Budget Committee, and the Educational Master Planning Committee revised their charges to include a reliance on quantitative and qualitative research and the results of student learning assessments in carrying out their planning. For example, the SSEEM Committee's charge was revised as follows (new language is in italics):

> The Student Success, Equity, and Enrollment Management Committee is charged with developing and overseeing the Student Success Plan, the Student Equity Plan, and the Enrollment Management Plan for the college. *Relying on quantitative and qualitative research and the results of student learning assessments*, the SSEEM committee *uses an evidence-based approach in planning* recruitment, admission, retention, and student support services and programs to promote the success of all students. The Student Success, Equity, and Enrollment Management committee meets twice per month.

Second, the Planning and Program Review (PPR) process has included an update of course and program-level outcomes for the past several years; however, to better link outcomes with planning, in spring 2015 the PPR Committee reviewed Institutional Learning Outcomes prior to prioritizing the unit-level objectives and their accompanying resources. Other types of evidence considered in the prioritization of objectives and resources included Student Satisfaction results, Title IX mandates, the College Brain Trust enrollment study, college completion data, equity research, alumni data, environmental scan data, and financial aid participation data.

The College reports the funding status of resources biannually during fall and spring in-service days. To ensure that the information regarding resource allocation is shared as broadly as possible, the Planning and Program Review Committee, Budget Committee, and Crafton Council added to their webpage a link to a spreadsheet showing all the institution's objectives, their accompanying resources, their funding status, and their priority ranking by the PPRC and by the President's Cabinet.

The spring 2016 flex and in-service days featured a workshop to promote dialogue about institutional and general education learning outcomes, to address improvements in the College's SLO process as a result of last year's dialogues, and to elicit feedback from participants regarding the improvement of teaching and learning. These dialogues resulted in the following feedback:
- Develop a common understanding of success (e.g. 90% at 3 or higher)
- Establish a target standard for courses and programs (e.g. 80% of students scoring at 3 of higher)

- Include a default to "standard met" or "standard not met," depending on the outcome
- Include a clear definition of each rubric point in the cloud tool

In addition to the suggestions for improving the process, proposed actions were also developed around the improvement of student learning:

- Hold mock job interviews for students
- Hold a forum discussion about the improvement of students' critical thinking skills
- Require English 101 as a pre-requisite to all college-level coursework

4) Outcomes are listed in course syllabi (II.A.2h, II.A.6).
In spring, 2015 the Vice President of Instruction surveyed Chief Instructional Officers to explore methods of including outcomes in course syllabi. To meet the 2014 standard II.A.3, the Curriculum Committee recommended that outcomes be added to course outlines of record beginning in fall 2015, and that updates occur as courses and programs undergo content review. The Academic Senate approved a Syllabus Checklist listing the Instructor's Name and Student Learning Outcomes as required syllabus components.

In the past, the divisions were responsible for the collection and examination of course syllabi, and the process was sometimes not systematic.   In fall 2015 81% of course syllabi had been collected from faculty; of these, 89.5 percent included student learning outcomes.

Beginning spring 2016, the Office of Instruction collects all syllabi and distributes them to the divisions so they can be checked for the required components, including student learning outcomes.

Analysis of Results Achieved to Date
The College has made substantial progress towards addressing this deficiency. Assessment of 97.1 percent of courses and 97.8 percent of programs has been accomplished; the assessment of general education outcomes and institutional learning outcomes is at 100 percent. Figure 6 shows the dramatic progress that Crafton has made in process of collecting, analyzing, and in the process of improving student learning. In just six months the percent of courses assessed increased from 72% to 96% and the percent of programs assessed increased from 68% to 98%.

Figure 6: Percent of courses and programs assessed from 2013-14 to November 2015
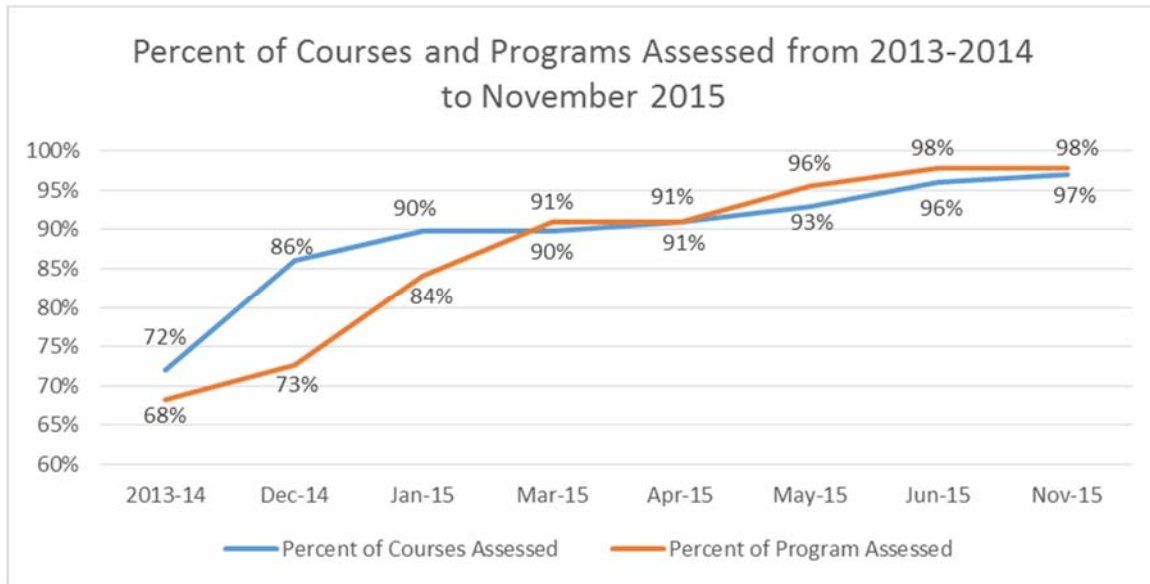
Evidence of the Results

1) Systematic Completion of Outcomes

C.1.a. <u>SLO Cloud Crafton Hills College Homepage</u>

C.1.b. <u>SLO Course Assessment Rate</u>

C.1.c. <u>2015 - 2016 Campus Wide Dialogue Assessment Results ILO #5, Information Literacy</u>

C.1.d. <u>2015-2016 Campus Wide Dialogue Assessment Results GEO #3, Humanities</u>

C.1.e. <u>2015-2016 Campus Wide Dialogue Assessment Results GEO #4, Fine Arts</u>

C.1.f. <u>2015 - 2016 Campus Wide Dialogue Assessment Results GEO #10, Diversity and Multiculturalism</u>

C.1.g. <u>2015 - 2016 Campus Wide Dialogue Assessment Results GEO #11, American Heritage</u>

C.1.h. <u>CHC Professional Development Committee website, Minutes, March 13, 2015, Item 4, Finalize April 1ˢᵗ Flex Day Schedule</u>

C.1.i. <u>CHC Professional Development Committee website, Minutes, April 3, 2015, Item 2, Report on GEO-ILO Outcome Assessment Workshop</u>

C.1.j. <u>Agenda, IEAOC August 31, 2015</u>

C.1.k. <u>Minutes Planning and Program Review, April 6, 2015</u>

C.1.l. <u>Student Services Outcomes Summary</u>

C.1.m. <u>Student Services Five-Year Assessment Plan</u>

C.1.n. <u>Tutoring Center Program Review</u>, Item 3, Outcomes Assessment Reporting

2) Use of Assessment in College-wide Planning:

C.1.o. <u>PPR Agenda, 4/6/2015</u>

C.1.p. <u>Budget Committee Webpage, Link to Funding Status of Prioritized Objectives</u>

C.1.q. <u>Planning and Program Review Webpage, Link to Funding Status of Prioritized Objectives</u>

C.1.r. <u>Crafton Council Webpage, Link to Funding Status of Prioritized Objectives</u>

3) Improvements to Courses and Programs

C.1.s. <u>Student Learning Outcomes/Course Learning Outcomes</u>

C.1.t. <u>Student Learning Outcomes/Course Assessment Reports</u>

C.1.u. <u>Student Learning Outcomes/Program Assessment Reports</u>

C.1.v. <u>Student Learning Outcomes/General Education Assessment Reports</u>

C.1.w. <u>Student Learning Outcomes/ILO Assessment Reports</u>

C.1.x. <u>Planning and Program Review Web Tool</u> **(guest login: sbccd/chcaccreditor guess password: tGVBpR8K)**

4) Outcomes on Course Outlines of Record and Course Syllabi

C.1.y. <u>Syllabus Checklist</u> (on Academic Senate website)

C.1.z. <u>Academic Senate Document, Student Learning Outcomes on Course Outlines of Record. May 6, 2015</u>

Additional Plans Developed

Assessment work remains to be done in the Library, which will be undertaken once the staffing in the area has stabilized, and in Tutoring, which is in the process of developing assessments specific to student learning. While the majority of courses have been assessed, work must continue to involve adjunct faculty in the ongoing assessment of the sections they teach in order to develop a more thorough understanding of student learning across the institution.

To further improve the syllabus collection method the Instruction Office, in conjunction with the Office of Institutional Effectiveness, Research, and Planning and the college Web Developer is creating a database to allow faculty to upload their course syllabi. The database features a drop-down menu of SLOs by course and a check box to verify the professor has included SLOs. The database will allow for reports and data to be accessed by deans and the Vice President of Instruction to ensure faculty adherence to the Academic Senate-approved syllabus checklist.

Crafton Hills College will continue to refine and scale the assessment of outcomes at every level. Campus discussions about the results of assessment will continue to inform resource allocation, planning, and institutional improvement.

College Recommendation 2, Distance Education Plan

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

II.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.

II.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

II.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.

II.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

IIlB.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.

II.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.

II.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.

Actions Taken to Resolve Deficiencies

In spring, 2015 the Academic Senate adopted a resolution recommending the assignment of distance education (DE) coordination duties to a CHC faculty in order to undertake the revision and updating of the College Distance Education Plan. Because returning students and students aged 24-39 are designated in the college Equity Plan as disproportionately impacted, this position receives Equity Plan funding. A Distance Education Coordinator began work on July 1, 2015.

1) **The Distance Education Plan has been updated and revised (II.A.1, II.A.1.b).**
The 2015-2020 Distance Education Plan received a second reading by the Crafton Hills College Academic Senate on December 2, 2015. The Senate distributed the plan to the college community on December 2, 2015. Final Senate approval occurred on January 20, 2016. The plan was then forwarded to Crafton Council and approved on January 26, 2016.

Components of the new Distance Education plan include the mission of distance education, determination and approval of DE courses, alignment of the DE plan with the Crafton Hills College Educational Master Plan goals, and a discussion of the major distance education initiatives. These include faculty training and support, student success and readiness strategies, online student services, policies and procedures, such as verification of student identity, assessment of student achievement, and planning for growth in DE course and program offerings.

2) **Distance Education instructional programs have been reviewed and a substantive change proposal is under way (II.A.1).**
The new Distance Education Coordinator worked during the summer of 2015 to review all online curricula and to determine the extent to which programs can be offered in an online format. As a result of this examination, the College found that at least 50 percent of several programs could be completed in a DE format. The Accreditation Liaison Officer contacted ACCJC in November, 2015 and was advised to send a request for Substantive Change review to the commission to ensure the College aligns with ACCJC standards. The substantive change request will be submitted to the Commission in March, 2016 for consideration at the May, 2016 meeting.

3) **Counseling has adopted an online distance counseling tool (II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1).**
During spring 2015 the Counseling department reviewed online counseling tools. Individuals involved included the Dean of Student Success, the Department Chair of Counseling, the Webmaster, and the Distance Education and Tutorial Center Coordinators. After deliberation, the department selected Prep Talk as the online counseling delivery tool. The tool includes video chat, document display, and student authentication using the students' CHC login information.

The contract with the company was board approved on May 14, 2015. Implementation took place during July, 2015 and was piloted with Crafton Hills College Master Students (sophomore-level student workers hired to assist students with college processes) in early December and implemented with counselor-assigned learning communities in January, 2016.

4) **Library and Learning Support are reviewing online tutoring and service platforms (II.C.1, II.C.1.c)**

The Educational Technology Committee (an Academic Senate committee) considered several online tutoring platforms 12/9/2015. The committee has requested demonstrations from two companies, Smarthinking and NetTutor, which will be presented at the next two scheduled meetings, on January 27, 2016 and February 10, 2016. The department plans to enter into a contractual agreement as soon as possible, and to implement the tool the following term.

Analysis of Results Achieved to Date

Considerable progress has been made to date. Staffing for the College's distance efforts has been funded and the Distance Education Coordinator position filled; twenty faculty have participated in @One training; the distance education plan has been updated; counseling has selected and piloted an online counseling tool, and the Tutoring Center is in the process of determining a suitable product for the delivery of online tutoring. The College has permission to submit a substantive change proposal to the Commission to ensure alignment with ACCJC standards.

Evidence of the Results

    C.2.a. Academic Senate Resolution, DE Coordination

    C.2.b. November 2015 CHC Academic Senate Written Report to the Board paragraph 4, regarding Distance Education

    C.2.c. Academic Senate Minutes December 2, 2015, third item under Old Business

    C.2.d. Academic Senate Minutes January 20, 2016, DE Plan (Old Business)

    C.2.e. Crafton Council Minutes, January 26, 2016

    C.2.f. SBCCD Board of Trustees Meeting Minutes 5/14/2015, p.238, Prep Talk Contract Approval.

    C.2.g. Link to Prep Talk

Additional Plans Developed

The College will execute the actions and meet the objectives of the new updated Distance Education Plan.

Counseling, EOPS/CARE/CalWORKS, and the Transfer/Career Center will continue to pilot PrepTalk throughout spring 2016. Online counseling will be provided to all Crafton Hills College students who desire to access services in this format by summer, 2016. The Tutoring

Center will collaborate with the Library to use a common tool to provide online tutoring and library reference services.

A substantive change proposal for approval of several distance education degrees will be forwarded to ACCJC in March, 2016 for consideration at the Commission's May, 2016 meeting.

College Recommendation 3, Program Elimination Policy

In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)

II.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

Actions Taken to Resolve Deficiency

The College has a program elimination policy (II.A.6.b).
In fall, 2014, the Chairs Council, an Academic Senate Committee comprised of instructional and non-instructional department chairs, added program viability to their list of discussion items. The Council developed a proposed process based on the examination of program discontinuance models from several colleges.   The process includes the establishment, modification, or discontinuance of degree and certificate instructional programs, instructional disciplines, and all departments of other campus units offering instruction, including student service programs that include an instruction component. The first reading of the process by the Academic Senate occurred on November 19, 2014. The second and third readings took place on December 3 and 17, 2014, respectively. The policy was approved by the Senate on December 17, 2014, by Crafton Council on September 22, 2015, and by the SBCCD Board of Trustees as an information item on November 12, 2015.

The program viability process ensures that the elimination or contraction of programs will not negatively impact students by taking into consideration the following factors:

1. The impact on students and student success
2. The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district
3. The impact the educational and budget-planning process used at the institution;
4. The positive and/or negative impact on transfer to four-year colleges and universities;
5. The effects of the program on local businesses and industries;
6. The effects of the program on faculty and staff;
7. In the case of program discontinuance, provisions that can and should be made for students in progress to complete their educational goals.

The information-gathering processes required by the Program Viability procedures also requires that proposals for program elimination consider the effects on students of discontinuing a program, the potential for disproportionate impact on any group of students, and student employability and/or transferability. Quantitative indicators must address the persistence, completion, and success of students in the program. Last, at least one open forum is required to allow any concerned member of the campus community or the greater community to voice their opinions and express their concerns about the elimination of a program.

Analysis of Results Achieved to Date
While no programs have been significantly changed since the new Program Viability process was adopted, the process clearly identifies the need to consider the effect on students of

contraction or discontinuance of programs, and for provisions to be made for impacted students in completing their educational goals. This deficiency has been resolved.

Evidence of the Results
    C.3.a. CHC Academic Senate Minutes, 12/17/2014, p. 2

    C.3.b. Crafton Council Minutes, 9/22/2015, p. 2

    C.3.c. SBCCD Board of Trustees Meeting Minutes, 11/12/2015, p. 11

    C.3.d. Program Viability Process

Additional Plans Developed
The College will use the Program Viability process and will document and address any issues that arise, including those that affect student success and completion.

College Recommendation 4, College Catalog

In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)

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

a. General Information
- Official Name, Address(es), Telephone Number(s),and Web Site 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. Requirements
- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students
- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d. Locations or publications where other policies may be found

Actions Taken to Resolve the Deficiency

The College Catalog is published timely and the contents are accurate (II.B.2).

Timeliness and accuracy of the published College Catalog have improved since changes in staffing were executed and a digital catalog implemented. Cleanup of errors in the curriculum occurred throughout spring and summer of 2015, and was complete by June 30.
The College has made considerable process changes to improve the timeliness and accuracy of the catalog:

- The catalog now has administrative oversight in Student Services. The role of Instruction is to develop and maintain the instructional curriculum and programs.
- An audit of the state approval status of all curriculum has been completed by the new Catalog/Schedule Specialist, with support from the Articulation Officer and a counselor. The 2015-16 courses are now accurately reflected in the college catalog.
- An audit of the current list of open courses is now under way, and the course inventory will be updated. Outdated courses and those that will no longer be offered will be archived and/or removed.
- The application for state approval of courses has been reassigned to the Articulation Officer.
- The catalog committee has now become a work group. The work group has instituted open labs with all participants in the catalog development process. Technical support is provided to content experts, who use the open lab time to update and maintain catalog content regarding state regulations, curriculum, policies, and procedures.
- The workflow has an approval process - from the content expert to the appropriate manager, then to the catalog specialist. The college catalog workflow allows units to update their information throughout the year, with oversight by the Catalog/Schedule Specialist.
- Updates to the catalog can be made electronically throughout the year for publication in the subsequent year. The updating process occurs offline so that it does not impact the status of the currently published catalog.
- The catalog is printable, searchable, and also accessible. It is customizable to the student; users are able to create their own logins and create a personalized document.
- A search feature has been made available on our website that allows individuals to pinpoint specific information in our catalog with ease.

The *go-live* date for the new online catalog was July 1 2015. July 1 will also continue to serve as the annual archival date for the previous catalog. Addenda will be published electronically and noted in a revised publication date.

Analysis of Results Achieved to Date

The 2015-16 online catalog was published in May 2015, well before past publication dates.

To determine the extent to which issues of accuracy were addressed, the Dean of Student Support and the Interim Dean of the Office of Institutional Effectiveness, Research and Planning distributed a survey to a small sample of stakeholders, including counselors, instructional faculty, students and staff. All respondents agreed or strongly agreed that the online catalog is user-friendly, a helpful resource, and easy to locate on the CHC website.

What can we say about error reports? Do we see an improvement?

The College is publishing the College Catalog in a timely fashion. The course, degree and certificate content has been reviewed and edited, and the accuracy of the information has improved. The College has fully addressed this deficiency.

Evidence of the Results

   C.4.a. Crafton Hills 2015-2016 Catalog

   C.4.b. Fall 2015 Survey: College Catalog

Additional Plans Developed

The College will continue to make alterations to the catalog production process and to fine-tune the final product. A new digital workflow and tracking procedure will be designed and implemented that will enable the College to specify department ownership for specific sections of the catalog and that will ensure accuracy and collaboration. This will include an accountability feature that will ensure all information published in the catalog is reviewed on an annual basis.

In response to the survey results, the College will relocate the current and archived catalogs on the website to make them more easily accessible from the College website front page.

An expanded survey to gauge the accuracy and timeliness of the College Catalog will be distributed to multiple campus stakeholders in fall 2016. The catalog work group will make improvements indicated by the results of the survey.

College Recommendations to Improve

College Recommendation 5, Board Approval of Mission Statement

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or adoption by the District Board of Trustees. (I.A.2, I.A.4, II.A.6.c, IV.B.3.a.)

College Recommendation 6, Performance Evaluations

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

College Recommendation 5, Board Approval of Mission Statement

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or adoption by the District Board of Trustees. (I.A.2, I.A.4, II.A.6.c, IV.B.3.a.)

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

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

II.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.

IV.B.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.

Actions Taken to Resolve the Deficiency

The Board of Trustees has approved the Crafton Hills College Mission Statement (II.A.2, I.A.4, II.A.6.c, IV.B.3.a.

In 2012-13, the College engaged in a dialogue resulting in changes to the Mission, Vision, and Values. The Crafton Council agreed to implement the new mission effective spring 2014, before it had been approved by the board. The College Mission, Vision, and Values were later board approved on October 9, 2014.

To prevent a similar occurrence, Crafton Council, the central deliberative collegial consultation body at Crafton Hills College, approved a change in its charge on November 10, 2015. The charge now includes the following language: "Forwards revisions of the College Mission, Vision, and Values to the Board of Trustees for review and approval, and determines an appropriate implementation date."

In addition, the Educational Master Planning Committee (EMPC), charged with the periodic review and revision of the College's Educational Master Plan, which includes the College mission, vision, and values, added the following language to its charge on December 8, 2015: "The EMPC forwards revisions of the Educational Master Plan and the College Mission, Vision, and Values to the Crafton Council for review and approval."

The revised committee charges are published in the updated Crafton Hills College Organizational Handbook. In addition, all participative governance committees are required to review their charges at the first meeting of the year, ensuring that this improvement will be sustainable and ongoing.

The new mission is published in the College Catalog, in the Planning and Program Review online template, in the Committee Meetings and Agendas template, and in other online and paper publications.

Analysis of Results Achieved to Date

The new mission has been board-approved and changes have been made to the charges of the two participative governance committee's most directly involved in the review and approval of the mission. The College has met the recommendation for improvement.

Evidence of the Results

    C.5.a. Crafton Hills Council Minutes 4/22/2014

    C.5.b. SBCCD Board of Trustees Agenda 10/9/2014, approval of CHC Mission, Vision, Values. P. 3, Item 12.iii.

C.5.c. <u>SBCCD Board of Trustees Minutes 10/9/2014, approval of CHC Mission, Vision, Values</u>, p. 4.

C.5.d. Educational Master Plan Committee Minutes, 12/8/2015

C.5.e. <u>Crafton Council Minutes, 11/10/2015</u>

Additional Plans Developed

Any changes in the College mission will be submitted to the Board of Trustees for review and approval, as indicated in the revised charges of the Educational Master Planning Committee and the Crafton Council.

College Recommendation 6, Performance Evaluations

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

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

Analysis of Results Achieved to Date

Performance evaluations are completed timely (II.A.1.b).

As reported in the College's 2014 Self Evaluation, the 2014-2017 Three-Year Staffing Plan dated March 19, 2014 indicated timely evaluations and lack of a system continued to be a matter of concern. The External Evaluation Team noted, "The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. There was no information to indicate faculty evaluations are overdue."

However, to improve the percentage of timely evaluations, the SBCCD Human Resources Department is implementing People Admin, an online tool with a feature that allows employee evaluation notifications to be emailed to managers. The software now attaches each position in accordance to the appropriate evaluation cycle, and includes the evaluation cycle for probationary employees. Pending full implementation of the tool, Human Resources is maintaining and updating all evaluation information in a spreadsheet and has actively promoted the timely evaluation of all staff. As of fall 2015, management employees with past-due evaluations were evaluated, and those who had a change of assignment or supervisor were either placed on a new evaluation cycle or were evaluated. Past-due evaluations of classified and academic employees are taking place in accordance with the appropriate bargaining unit agreement.

The Vice Chancellor of Human Resources shares the tracking spreadsheet with the President's Cabinet to ensure alignment with the campus records, and to ensure that the spreadsheet reflects any reporting or organizational changes that may have taken place. Beginning spring 2016, evaluation notifications will be emailed to both the responsible manager and the individual to be evaluated.

To promote a more thorough understanding of the importance and utility of performance evaluations, the Human Resources department has developed a training catalog for managers. Topics covered include performance improvement, evaluations, performance coaching, and the FRISK documentation model.

Table 2 shows a comparison of the percentage of completed fall 2014 performance evaluations compared to those completed in 2015. The results show a x percent increase in the number of evaluations completed..

Table 2: Comparison of Fall 2014 Versus Fall 2015 Completed And Not Completed Performance Evaluations

Evaluations Completed				Evaluations Not Completed			
Fall 2014		Fall 2015		Fall 2014		Fall 2015	
N	%	N	%	N	%	N	%

Evidence of the Results

C.6.a. People Admin - Evaluation Tracking overview (e.g. Performance Management) (Attachment IV)

C.6.b. District Evaluation Tracking Spreadsheet

C.6.c. Survey, User Satisfaction with HR Services

C.6.d. The LEADer's Catalog: Learning, Education, Achievement, Diversity (HR publication)

Additional Plans Developed

All Crafton Hills College managers will participate in Human Resources training on the topics of employee evaluations and performance.

District Recommendations to Meet the Standards

District Recommendation 1, Board of Trustees Policies

In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

District Recommendation 2, District Human Resources

In order to meet 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 significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;

- Timeliness of employee evaluations;
- Responsiveness and improved timelines for employee hiring;
- Consistent policy interpretation and guidance; and
- Completion of the faculty evaluation instrument to include work on Student Learning Outcomes. (Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)

District Recommendation 3, District Level Integrated Planning

In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. (*Crafton Hills College* Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

District Recommendation 1, Board of Trustees Policies

In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

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.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

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.

IV.B.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.

IV.B.1.j. The governing board is informed about and involved in the accreditation process

Actions Taken to Resolve Deficiencies

Both Crafton Hills College and San Bernardino Valley College reported in their Self Evaluation documents that: 1) there had been no policy review for the past four years; 2) the Board's request for campus review of all Board Policies and Administrative Procedures during the 2014-15 academic year caused much consternation among faculty due to the highly compressed timeframe; 3) the approval of several board policies (BP 2140 Public Participation at Board Meetings, BP 6610 Local Hire Policy, and BP 6320 Investments) had not been conducted in accordance with the approved procedure; and 4) the Board of Trustees did not complete the Chancellor's evaluation timely in a manner consistent with the relevant Board Policy and Administrative Procedure.

Since the College was placed on warning status, the Board, Chancellor, and Academic Senate have engaged in an ongoing dialogue regarding the Board's adherence to policies and bylaws. Although dialogue has been contentious at times, it has been conducted within the governance framework established by Board Policy, has been characterized by civility, and has led to the Board's examination and improved understanding of its role.

1) The Board has examined its role in the development of policies.
The issuance of warning status to both colleges in the San Bernardino Community College District prompted the Chancellor to convene a district accreditation taskforce charged with identifying the triggers for the recommendations and for proposing a plan of action to remedy them. Among the issues cited was the Board's adherence to Board-approved policies and processes. Both Colleges in the District had cited instances of failure to adhere to board policies in their respective self-evaluation reports.

To address this deficiency, the District taskforce convened two sub-taskforces charged with: a) developing a local Board Handbook, and b) reviewing and revising Board Policy 2140, which codifies the district's process for proposing, reviewing, and approving Board Policies and Administrative Procedures. Both groups included Board members, as well as representatives from the District and both Colleges.

The revised Board Handbook augments and expands upon the Community College League of California (CCLC) Trustee Training Handbook, including such training topics as the Chancellor's responsibilities, the Board President's responsibilities, and a timeline for Board member training. The new Handbook includes a sign-off sheet to verify the training of Board members in each topic area. The District Assembly recommended changes to the Board Handbook and approved it as amended at the Board of Trustees meeting on September 1, 2015.

On June 1, 2015 the Board of Trustees participated in ACCJC training that specifically addressed the role of the Board. Topics addressed included board roles and responsibilities from an accreditation viewpoint, scenarios describing the accreditation experiences of three community college boards, and some pathway actions for improvement.

In August 2015, a facilitated Board retreat was held to discuss Board imperatives, review 2014-15 goals, establish 2015-16 goals, review the Board's self-evaluation, and review the ACCJC recommendations.

2) **The Board acts in a manner consistent with policies and bylaws (III.D.3.a, II.D.3, IV.B.1.e).**
As stated above, District Recommendation One has been the recommendation that has resulted in the highest degree of conflict in developing a resolution. Campus constituencies have perceived that the Board has sometimes not acted in a manner consistent with its policies, particularly with regard to Board Policy 2435, Chancellor's Evaluation; and Board Policy 2715 which addresses the Board Code of Ethics and Standards of Practice, and 4030, which addresses Academic Freedom.

BP 2435: Chancellor's Evaluation. In the October 2014 Self Evaluation, the College reported that the Chancellor's evaluation had not been completed pursuant to Board Policy and Administrative Procedure 2435. Though the evaluation process was underway at the time of the external evaluation visit, the Board failed to complete the Chancellor's evaluation during 2014-15. On October 19, 2015, the Chancellor's Evaluation Committee convened to commence the process for 2015-16 evaluation of the Chancellor. The Committee scheduled anticipated meeting dates as well as determined the date(s) for distribution of the campus wide survey. An *ad hoc* evaluation committee was established by the Board of Trustees. The evaluation was completed in November, 2015 and submitted to the Board of Trustees. The Board shared the evaluation with the Chancellor in closed session at the regular Board Meeting on December 10, 2015. The Committee completed the report by the end of November 2015, and submitted it to the Board of Trustees. The final evaluation was approved by the Board on January 14, 2016.

The Board and District Administration have taken direct steps to improve collective decision-making, and to ensure inclusiveness in decision-making. For example, District Administration revised processes to address faculty input into the budget process during summer months; implemented procedures that allow the District Budget Committee to have input on collective bargaining discussions that may have budgetary impacts; and included College vice presidents in one of the two monthly Chancellor's Cabinet meetings.

3) **The Board has adopted a framework for policy review (III.A.3, II.A.3.a, III.D.3, IV.A.2)**
At the time of the external evaluation visit in fall of 2014, the Colleges had been asked by the Board to review all Board policies during 2013-2014 and to ensure they were up to date and

consistent with legal mandates and accreditation standards. This was proving to be an unattainable goal, given the number of Board policies and administrative procedures. To address this, the District Accreditation Task Force asked the District Assembly, a shared governance body charged with the approval of Board Policies and Administrative Procedures, to stop the BP/AP review process until a new procedure for policy review and revision was developed, and to table approval of the Board Handbook to allow time for review and revision over the summer of 2015. The District Assembly approved both requests. The District Assembly also recommended, and the Board agreed, that the BP/AP review process be reviewed by joint sub-committees of the District Assembly and the ACCJC District Task Force.

The joint sub-committees of the District Assembly and the ACCJC District Task Force convened on two occasions and revised Board Policy and Administrative Procedures (BP/AP 2410) to incorporate the recommendations of the ACCJC District Task Force. These changes included establishing a six-year review cycle for BP/AP review, establishing points of accountability for the review process, developing a tracking system for the review cycle and rationale for BP/AP changes that is available for all to see online, ensuring input by subject area experts, and preventing conflicts with other District BPs/APs. Training sessions were then conducted with the individuals assigned as points of accountability for this new process. The training sessions included the prioritization of BP/APs based on those that were already under review prior to District Assembly putting the process on "pause."

As of January, 2016 policy and procedure updates are following the shared governance model and are moving through the Chancellor's Cabinet to District Assembly (a District wide shared governance body that reviews policies and procedures, and recommends them to the Chancellor) and then to the Board for first and then second review and approval (for Board Policies) or information (Administrative Procedures). To date:
- 42 policies and 21 procedures have been reviewed by the Board Committee.
- 41 policies and 16 procedures have been reviewed by the District Assembly.
- 14 policies have been approved and adopted by the Board of Trustees.

Analysis of Results Achieved to Date
The Board has taken proactive steps to better understand its role and responsibilities. A new Handbook has been developed, and new Board members are required to sign off on sections as they complete them. Board members participated in the District Accreditation Steering Committee and were represented on the sub-committees to develop the Handbook and the policy/administrative procedure review process. The new process for review and approval of Board Policies and Administrative Procedure appears to be working well. The Academic Senate is aware of the policies and procedures that have ten plus one implications, and it includes a list of upcoming policies to be evaluated in their agendas.

The Chancellor's evaluation was completed in January, 2016.

==Campus perceptions: CHC Accreditation Survey Results here==

Evidence of the Results

D.1.a. <u>Minutes/Meeting Summaries from ACCJC District Task Force</u>

D.1.b. <u>Minutes from District Assembly</u> (see, for instance, November 3, 2014, October 6, 2015, and September 1, 2015).

D.1.c. <u>Minutes, Academic Senate, October 21, 2015</u> (showing dialogue regarding vote of no confidence, resolution on district budget process, district assessment for degrees)

D.1.d. <u>Minutes, Academic Senate, November 4, 2015</u> (showing dialogue between Chancellor and CHC students, Senate Business, Item 1)

D.1.e. <u>Minutes, Academic Senate, November 18, 2015</u> (showing dialogue regarding Educational/Facilities Master Planning and process for including faculty, Administrative Report)

D.1.f. <u>Minutes, Academic Senate, December 2, 2015</u> (showing discussion of BPs and APs, Old Business, Item 2)

D.1.g. <u>Minutes, Classified Senate, April 3, 2015</u> (showing dialog with Chancellor)

D.1.h. <u>Minutes, Classified Senate, October 9, 2015</u> (showing dialog with Vice Chancellor, Human Services)

D.1.i. <u>Updated Board Policy 2410</u>

D.1.j. <u>Updated Administrative Procedure 2410</u>

D.1.k. <u>6-Year BP AP Review Cycle</u> (pdf Excel spreadsheet, second line from the top of the webpage

D.1.l. <u>Cross-Referenced Old and New Policies and Procedures</u> (pdf Excel spreadsheet, first line at the top of the webpage)

D.1.m. <u>Board Handbook</u> (updated 10/8/2015)

D.1.n. <u>Board Minutes, December 10, 2015, Closed Session, 3.b.</u>

D.1.o. <u>Board Agenda, January 14, 2016</u>, Evaluation of Chancellor

Additional Plans Developed by the SBCCD

==What additional plans are there? How do we know the new policy processes are successful?==
==How are instances of board non-compliance with board policy addressed?==

District Recommendation 2, District Human Resources
In order to meet 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 significant issues to improve the effectiveness of district human resources
services that support the colleges in their missions and functions. These issues include:
- **Reliable data from the Human Resources Department to support position control**
  and other human resources functions;
- **Timeliness of employee evaluations;**
- **Responsiveness and improved timelines for employee hiring;**
- **Consistent policy interpretation and guidance; and**
- **Completion of the faculty evaluation instrument to include work on Student**
  Learning Outcomes. (Prior Commission Recommendation #1 from 2009, Prior
  Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5,
  IV.B.3.b)

III.A. 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.

III.A.1. The institution assures the integrity and quality of its programs and services by
employment personnel who are qualified by appropriate education, training, and experience to
provide and support these programs and services.

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

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.

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.

IV.B.3.b. The district / system provides effective services that support the colleges in their missions and functions.

Actions Taken to Resolve the Deficiency

1) **The Office of Human Resources has become more effective (III.A., IV.B.3.b).**
The External Evaluation Team Report stated "The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges."

To begin to address the recommendation and standards, the Chancellor determined that the District must address the staffing of Human Resources. A new Vice Chancellor of Human Resources was hired in May 2015. After close examination of the organization structure and functional gaps in the department, she took immediate steps to reorganize and improve staffing in Human Resources to better support the needs of the colleges and the district units. Using the data included in 2014-15 Human Resources Program Review as a baseline for planning, the Human Resources organizational plan was developed and approved by the Board of Trustees on June 11, 2015.

The Human Resources Plan components address the following objectives:
- Increase the efficiency of recruitment efforts
- Increase diversity in the organization based on the EEO Plan
- Track and monitor the evaluation system to ensure efficiency and consistency
- Provide professional development to support all SBCCD staff, faculty, and managers
- Develop effective retention and recruitment practices
- Develop efficient and streamlined hiring processes
- Ensure compliance and consistency in day-to-day operations
- Develop a positive and collaborative district/college culture
- Address Worker's Compensation matters and related legal requirements
- Provide support, compliance and guidance for environmental and safety issues
- Address liability matters, including tort claims and related investigations of facilities

The Human Resources Reorganization and Restructuring Plan includes the addition of two positions, the restructuring of several job descriptions to align job functions with the needs of the department, and the reduction of three confidential positions. The Director of Safety and Risk, who formerly reported to Business and Fiscal Services, was reassigned to Human Resources. The department's staffing is outlined in Table 2.

The Coordinator of Diversity and Talent Recruitment position replaced two Recruitment Specialist positions. This individual conducts local, state, and national recruitments, and develops, maintains, and follows the legally-mandated SBCCD EEO Plan to ensure recruitment efforts address diversity and equal opportunity in employment

Table 3: Human Resources Staff, 2015-16 (Post-Re-organization)

Position, 2015-16	Status
Vice Chancellor	Existing
Administrative Assistant II	Existing
Director, Human Resources	New
Director, Safety and Risk Management (reorganized from Fiscal Services to HR)	Existing
Employee Relations Officer	New
Coordinator - Diversity and Talent Acquisition	New
Coordinator - Professional Learning & Org. Effectiveness (revised job description)	Revised
Benefits Specialist	Existing
HR Generalist	Existing
HR Generalist	Existing
HR Generalist	Existing
HR Generalist	Existing
Recruiter - Professional Expert	Revised
Clerical Assistant II	Existing

The Employee Relations Officer replaced the Human Resources Analyst position. In addition to assuming an analyst's responsibilities, this individual will also be responsible for addressing the growing needs related to Title IX and ADA mandates.

The Coordinator of Professional Learning and Organizational Effectiveness was approved through the District's planning and program review process. Originally entitled Training Specialist, this position plans, coordinates, and implements professional and leadership development for the District. This position will ensure District compliance with state and federal regulations regarding discrimination, sexual harassment, Equal Opportunity Employment, and Title IX.

Subsequent to Board approval of the HR Reorganization and Restructure Plan, five positions were filled over the summer, and were approved at the August 13, 2015 and September 10, 2015 Board meetings. These positions included: Coordinator of Professional Learning and Organizational Effectiveness, Employment Relations Officer, Coordinator, Diversity and Talent Acquisition, and two Human Resources Generalists. These positions were filled and approved expeditiously in order to enable the Human Resources department to respond to the ACCJC recommendations from the 2015 External Evaluation and to better meet the needs of the District and College. The net cost of the personnel reorganization was $80,000. The department is now comprised of eleven employees. In addition, one-time funds were used to pay for the costs of

such Human Resources infrastructure items as Title IX assessment, investigator and coordinator training, tracking tools, and employee training modules.

2) There is reliable data to support position control (IV.B.3.b).
To improve the accuracy and timeliness of the data to support position control, Questica Software was implemented. Questica is an operation, capital, and position planning software program that allows the District to assign unique position numbers to budgeted and new positions. This software allows for timely salary distribution reports to the colleges.

A manual on SBCCD hiring processes was created to clarify the processes by which all positions, and actions related to positions, are handled. The manual includes a flow chart and necessary forms, such as a newly-revised personnel requisition form and the Chancellor's Cabinet approval form. Included in the process is a Job Analysis Questionnaire (JAQ) designed to provide managers with guidance in the development of a new job description, and ensures compliance with EEO legal requirements. The JAQ is an internal tool that is applied prior to final position approval. The use of this tool prevents errors and inconsistencies in developing job descriptions, and avoids delays.

3) Employee evaluations have been completed timely (III.A, III.A.1.b, IV.B.3.b).
As reported in the College's 2014 Self Evaluation, the 2014-2017 Three-Year Staffing Plan dated March 19, 2014 indicated timely evaluations and lack of a system continued to be a matter of concern. The External Evaluation Team noted, "The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. There was no information to indicate faculty evaluations are overdue."

When fully implemented, PeopleAdmin software, purchased at the beginning of fall 2015 semester, will assist in maintaining employee evaluation notifications to managers. Once the current and correct employee information and evaluation cycle is recorded, PeopleAdmin will allow automated evaluation notifications to be generated to managers and to those individuals scheduled for evaluation.

Pending the full implementation of PeopleAdmin, the Office of Human Resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor. In some cases, Human Resources will place the employee on a new evaluation cycle, depending on whether there was a change in the employee's position and/or supervisor since the prior evaluation. The completion of a past-due evaluation will reset the evaluation cycle, serving as the base year for the subsequent evaluation cycle.

Important to the evaluation process, the Human Resources endeavored to understand the reasons that evaluations were past due. The HR staff concluded that the District lacked training on the evaluation process. To respond to this need, Human Resources is providing training on the evaluation process beginning spring 2016, and will continue to provide ongoing training on this topic to ensure that each employee receives timely and constructive performance feedback. The topic of evaluation is included in a new catalog of workshops and training topics for managers, published in January, 2016.

4) There has been improved responsiveness and improved timelines for employee hiring (III.A, III.A.1, IV.B.3.b).

Several strategies were developed to improve the timeliness of the employment process. The first concerned human resources staffing. Two Human Resources Generalist positions were filled in summer, 2015. The HR Generalist is responsible for planning and oversight of the selection process. Hiring processes are now carefully calendared to include deadlines for all hiring activities leading to the projected Board of Trustees meeting date as the end point. One time-saving device is the concurrent internal and external posting of all vacancies for the first two weeks of the process. If the position is filled with an internal candidate, the posting is simply withdrawn.

Hiring committee members are now identified when a position is announced, rather than after a position has closed, as was the previous practice. All hiring committee meetings and interviews are scheduled well in advance to avoid delays due to scheduling conflicts.

To improve the hiring process, the District has focused on reducing the number of failed searches, and on targeted, job-specific recruitment strategies. The primary work of the new Coordinator, Diversity and Talent Acquisition is to conduct local, state, and national searches, and to coordinate recruitment efforts that draw the most qualified position applicants in adequate numbers for selection. Recruitment activity has increased in 2015-compared to 2014-15. For example, in 2014-15, the District participated in two recruitment fairs. During 2015-16, the District will participate in seven recruitment fairs. In addition, job search engines have been examined for their efficacy in recruiting applicants. The contracts of those with minimal hits will be discontinued, while others, such as the State Registry, not previously utilized by the District, were identified as a viable recruitment tool.

As Table 4 illustrates, the District hired 25 full-time employees in new or replacement positions between June 2015 and September 2015, compared to 12 positions during the same time period in 2014-15, representing an increase of 108%. Table 5 shows the number of recruitments that took place in 2015-16, and Table 6 shows the number of 2015 hires by employee category.

Table 4: Fall Quarter Hires, 2014-15 vs. 2015-16

Quarter	SBCCD (District)	Crafton Hills College	San Bernardino Valley College	Total Hires
June-September, 2014-15	1	4	7	12
June-September, 2015-26	10	6	9	25

Table 5: 2015-2016 Recruitments as of December, 2015

Recruitment Status	CHC	District	SBVC	TOTAL
Anticipated	12	0	1	**13**
In Process	8	11	23	**42**
On Hold	4	3	16	**23**
Total	**24**	**14**	**40**	**78**

Table 6: 2015 District Hires by Employee Category

Hires	CHC	District	SBVC	TOTAL
Academic	6	0	18	**24**
Classified	7	7	17	**31**
Confidential	0	8	0	**8**
Interim-Mgmt	1	2	0	**3**
Management	0	7	4	**11**
Total	**14**	**24**	**39**	**77**

5) **There is consistent policy interpretation and guidance from the Office of Human Resources (III.A.3, III.A.3.a, IV.B.3.b).**

The Office of Human Resources is developing a manual to guide and document SBCCD hiring processes, and to ensure the consistency and accuracy of policy interpretation. New and continuing Human Resources employees participate in weekly Human Resources staff meetings, at which the contents of the HR Manual will be discussed and explicated. Collective bargaining agreements and meet and confer agreements with management and confidential associations will also be reviewed as part of HR's ongoing internal training efforts. The Human Resources department also holds bi-weekly "lunch and learn" meetings to provide policy and process updates. Topics include research and best practices in areas such as benefits, recruitment, and professional development.

6) **The faculty evaluation instrument has been completed to include outcomes (II.A.1.c).**

In 2013 the faculty bargaining unit and the District agreed to a Memorandum of Understanding regarding the incorporation of faculty participation in Student Learning Outcomes assessment in the faculty evaluation. Faculty responsibilities delineated in the memorandum of understanding regarding Student Learning Outcomes include:

   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 department meetings
   f. Documenting the results of the cycle

As of October 2014, when the External Evaluation team visited the campuses of the District, the agreed-upon language had not been incorporated into the faculty evaluation tool. The "Tools Committee," an ad hoc group convened to address evaluations tools, met October 23, 2015. Based on their recommendation, negotiations with CTA took place. The new contract language and the appropriate placement on the evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article 16B. The specific language, embedded in the evaluation form, reads, "I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty)." The statement includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty verifies they have fulfilled the faculty responsibilities outlined in the memorandum of understanding. At a January 12, 2016 district management meeting, the Vice Chancellor of Human Resources reviewed the memorandum of understanding and emphasized the importance of linking the faculty responsibilities with the self-reflection.

Professional Development addresses improvement throughout the district (III.A.5, IV.B.3.b).

As mentioned above, the Human Resources department developed a catalog of professional development opportunities for managers. Topics covered include the evaluation of personnel, bargaining agreements, and progressive discipline. The catalog was published online in January, 2016.

Analysis of Results Achieved to Date
Considerable improvements have been made in the Office of Human Resources. A new Vice Chancellor was hired, the department has undergone reorganization, and additional funding for staff and necessary software, training, and contracts was allocated. In a few short months, there have been notable improvements in the areas of professional development, recruitment, hiring, and evaluations. The faculty evaluation instrument now includes verification of participation in the outcomes assessment process, and is backed by the specific deliverables outlined in the memorandum of understanding agreed to by the District and the faculty bargaining unit.

The results of the San Bernardino Community College District Climate Survey revealed that 77 percent of administrators are satisfied with the level of services provided by Human Resources, however only half of faculty and 33 percent of classified staff share that perception. Several

respondents to the climate survey noted an improvement in leadership of Human Resources. The following comment is an example:

> "[*Name] is bringing an excellent level of professionalism to the HR Department. [Pronoun] made organizational changes quickly based on the needs of the department and the needs of accreditation. The inability of the District to recruit a qualified HR Vice Chancellor previously was difficult for the staff to work with, But, it was necessary to wait to make change of this magnitude until we had a permanent VC.*"

It is clear that it will take time for the improvements in Human Resources to be recognized by all employees, and that efforts must continue to improve services and support.

==The results of the campus accreditation survey need to be included here to demonstrate how well these identified deficiencies have been remedied. Need evidence of at least one evaluation workshop provided to managers.==

Evidence of the Results

Reliable data

    D.2.a. Position Tracking System

    D.2.b. Board Policy 3100 – Organizational Structure

    D.2.c. Informer Dashboard – Demographic Data Analysis

Timeliness of employee evaluations

    D.2.d. People Admin - Evaluation Tracking overview (e.g. Performance Management)

    D.2.e. District Evaluation Tracking Spreadsheet

    D.2.f. Survey Results, User Satisfaction

    D.2.g. The LEADers Catalog p. 3, Progressive Discipline

Responsiveness and improved timelines for employee hiring

    D.2.h. Vacancy tracking Spreadsheet

    D.2.i. Minutes, Board of Trustees, June 11, 2015 (Human Resources Restructure/Reorganization, Action Agenda, Item 4)

Consistent policy interpretation and guidance

    D.2.j. Job Analysis Questionnaire

    D.2.k. Human Resources Manual

    D.2.l. Meeting Notes and/or Agendas, Human Resources meetings

Completion of the faculty evaluation instrument to include work on Student Learning Outcomes

    D.2.m. Memorandum of Understanding, SLOs and Faculty Evaluation

D.2.n. <u>Faculty Evaluation Summary Form</u>

Analysis

D.2.o. <u>SBCCD Employee Climate Survey, 2015-16, pp. 32-36</u>

Additional Plans Developed by the SBCCD

<mark>Work on this in conjunction with Vice Chancellor Norman and staff</mark>.

District Recommendation 3, District Level Integrated Planning
In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. *2009 Crafton Hills College* **Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)**

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.

III.D. 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.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

III.D.1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

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.

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.

IV.B.3.c. The district / system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

District Recommendation 3, District Level Integrated Planning
In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. *2009 Crafton Hills College* **Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)**

Actions Taken to Resolve the Deficiency

1) **The District follows the Resource Allocation Model (III.D, III.D.1.d, III.D.4).**
Beginning in 2010, the District implemented a Resource Allocation Model (RAM) that allocated the funds between the two colleges as follows: 70% to San Bernardino Valley College and 30% to Crafton Hills College, after district expenses were assessed based on the same model. The 70/30 model, however, did not address the needs of either college. In particular, Crafton Hills College was continuously operating in a structural deficit under the 2010 version of the RAM.

Growth in the Crafton Hills College student population and college facilities prompted campus and district dialogues to take place about the adequacy of the RAM in promoting managed growth and fiscal sustainability at both campuses. To answer the concerns, the District Budget Committee developed and recommended the implementation of a revised RAM that allocates funding based upon actual FTES generation, rather than the 70/30 split. Support for the revision was provided by an in-depth resource allocation study conducted by the College Train Trust in spring 2014. The new RAM was implemented in fall 2014; however, there was a lack of constituent understanding of the model, and the colleges continued to express the need for a planning tool that would allow them to explore enrollment strategies proactively, and to better use the campus budget committees for input and guidance. In addition, Board AP2610 (Presentation of Initial Collective Bargaining Proposals) requires the Chancellor to provide the Board with "a long term fiscal analysis illustrating the overall impact on the District's budget including employee step and column costs as well as health and welfare benefit increases."

In response to input from the colleges, the District Budget Committee recommended revisions to the RAM and modified the Resource Allocation Model Guidelines in August 2015. The new model, described in detail in Figure 6, provides clear goals and expectations for both colleges, allows San Bernardino Valley College, the District's medium-sized institution, to continue growing, and shifts the risk and reward of unfunded FTES generation to Crafton Hills College.

The new RAM provides the District with the flexibility to adjust to changing circumstances without the need for extensive debate and readjustment every fiscal year. For example, at the August 20, 2015 meeting, the District Budget Committee (DBC) approved a recommendation to Chancellor's Cabinet to revise the RAM Guidelines for FY 2015-16 to accommodate the state's

newly proposed growth formula. The recommendations were approved, and the new RAM was implemented in 2015-16.

2) **Financial decision-making is transparent, inclusive, and broadly communicated to the Colleges (III.D).**

The District has clearly defined guidelines and processes for financial planning and budget development, involving all constituencies. Budget preparation is addressed in Board Policy and Administrative Procedure 6200, and budget management is addressed in Board Policy and Administrative Procedure 6250.

Inclusiveness. The college Budget Committee actively participates in budget and resource allocation processes, and provides input to the District Budget Committee. Other groups, such as the Crafton Council and Planning and Program Review Committee, also have the opportunity to provide input through the College Budget Committee.

The District Budget Committee, chaired by the Vice Chancellor of Fiscal Services, is responsible for ensuring that budget-related decision-making is characterized by clear communication, transparency, inclusiveness and evidence based information.

To ensure that all constituent groups were informed about the new Resource Allocation Model, the 2015-2016 Budget allocation was presented by the Chancellor or Vice-Chancellor of Business and Fiscal Services to constituent groups and to the Board of Trustees. The Vice Chancellor of Fiscal Services discussed the RAM with the Classified Senate on September 4, 2015 and at an open forum on January 25, 2016.

Transparency. To increase fiscal transparency and communication throughout the District, the District Budget Committee developed an annual report and emailed the first iteration to all employees on September 30, 2015. The annual report provides the meetings at-a-glance during the year along with the 2014-15 District Budget Committee recommendations.

Additionally, an online publication, entitled *Frequently Asked Questions* (FAQ) was developed to provide clarification on such topics as the Resource Allocation Model, the 15% Reserve Fund, and the District Office Expense Budget. These documents were emailed to all employees on October 8, 2015 (Resource Allocation Model), October 30, 2015 (15% Reserve Fund), and October 19, 2015 (District Office Expense Budget).

The district budget for fiscal year 2015-16 is available online, and has been distributed to the members of the Budget Committee. The District Budget Committee's Annual Report and the Resource Allocation Model FAQs are available online.

To promote and maintain consistent communication with the leadership of the Colleges, the District meets regularly with the College Presidents and Vice Presidents of Administrative Services to discuss financial issues that could potentially affect the colleges. Participants include

the District Interim Director of Fiscal Services and the Vice Chancellor of Business & Fiscal Services. However, these meetings do not replace the collegial process that takes place during District Budget Committee meetings.

The results of a 2016 survey to assess employees' perceptions of District Services revealed that 66 percent of respondents agreed or strongly agreed that financial planning is integrated with the District Strategic Plan, and 46 percent reported, "do not know" on this item. Fifty-two percent of respondents reported they did not know whether the District follows the RAM. Guided by these outcomes, the District and the College will continue to take steps to improve communication with the campuses regarding budget processes.

3) **A comprehensive District Enrollment Management Plan is integrated with district programs and financial Plans (III.D, III.D.1.a, III.D.4).**

The District conducted an Enrollment Management assessment in 2014 with the help of a consulting firm, The Collegiate Collaborative Brain Trust. The results of the assessment were presented to the district and college budget committees, and were discussed with college leadership including presidents, vice presidents, faculty senate presidents and District office staff. Work was identified for the next steps including allocation of enrollments by college, budget implications, data needs, and the ability to grow.

On May 12, 2015, the taskforce recommended that the Chancellor establish a District Enrollment Management Committee. The District Budget Committee and District Assembly recommended members for the group. The first meeting of the District Enrollment Management Committee, comprised of 25 members representing both colleges the district, and employee constituencies, took place on November 15, 2015. The group's charge is to develop an enrollment management plan that supports and guides the work of the colleges, and to ensure alignment with the District's strategic goals and objectives.

A draft of the plan will be distributed to campus constituencies in late February. The draft will be posted and comments elicited from district and college employees.

4) **The Human Resources Staffing Plan is integrated with District-Wide Programs and Financial Plans (III.A.6).**

The District, with the help of The Collegiate Collaborative Brain Trust, developed a Staffing Plan in 2014 that was shared with the District Assembly. Using this information as a foundation, the District convened a District committee to develop a comprehensive staffing plan. The committee, led by the Vice Chancellor of Human Resources, met throughout fall and spring, 2016 to develop the committee charge and the scope of work, and to decide on the contents of the plan. Members included broad representation from the Colleges and constituencies. As of January, 2016 the plan's contents had been determined and narrative was being developed for

review by the committee. It is anticipated the Staffing Plan will be completed by March 2016. A vetting process similar to the one used for the Enrollment Management will take place; the draft plan will be reviewed by campus constituencies and campus input will be used to inform the final version.

Figure 6, San Bernardino Community College District Resource Allocation Model

Revised Resource Allocation Model (RAM) Guidelines
Fiscal Year 2015-16
(As Revised by DBC on 8/20/2015)

Revenues shall be divided between the two colleges of the District, San Bernardino Valley College and Crafton Hills College, in accordance with the following principles. These guidelines accord best with the desired objectives of transparency, fairness, and ease of understanding; and have the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year.

1. The SB361 State Base Allocation revenue for each college shall be passed directly on to the college concerned.

2. The district's State non-credit FTES allocation revenue shall be passed directly on to the college that produced the non-credit FTES.

3. The district's state credit FTES allocation revenue shall be divided between the two colleges as follows:

   San Bernardino Valley College
   I. ~~10,454~~ 10,504 total projected funded FTES
   II. San Bernardino Valley College will carry any excess over ~~10,454~~ 10,504 as unfunded FTES *

   Crafton Hills College
   I. ~~4,791~~ 4,841 total projected funded FTES
   II. All District Unfunded FTES will be carried by Crafton Hills College (projected is ~~78~~ 23 unfunded FTES)
   III. District to fund unfunded FTES from fund balance

4. Overcap funding for credit FTES shall be divided between the two colleges as follows. (Overcap is the additional FTES the district could recapture if other districts do not grow enough during the year. It is usually known around February of each year at recalculation [Recalc].)

   San Bernardino Valley College
   No additional Overcap funding since San Bernardino Valley College will be fully funded for the credit FTES

   Crafton Hills College
   Additional Overcap funding will be absorbed by Crafton Hills College since all unfunded FTES are carried by Crafton

5. Other eligible revenues received by the district shall be divided between the two colleges in accordance with the relative FTES numbers achieved by the colleges as in item 3. above.

6. Site-specific revenues will remain with the college concerned.

7. District growth levels/targets may be recommended by District Budget Committee and approved/modified by the Chancellor's Cabinet.

8. Districtwide assessments shall be divided between the two colleges based on FY 2015-16 projected actual (not funded) FTES.

   San Bernardino Valley College
   ~~10,454~~ 10,504 actual FTES

   Crafton Hills College
   4,864 actual FTES

Analysis of Results Achieved to Date

The District and the Colleges have worked collaboratively to address this recommendation. The Resource Allocation Model has been revised, approved by appropriate constituencies, and broadly shared with the Colleges. Budgetary decision-making includes representatives from campuses and the District, as well as all constituencies. Efforts have been made to provide budget information in a variety of formats: via emailed reports directly from Fiscal Services, face-to-face meetings between the Vice Chancellor and campus senates, committees, and individuals, and through the monthly *Chancellor's Chat*.

At its May 21, 2015 meeting, the District Budget Committee was asked to complete the annual Committee Self-Evaluation and later tallied (a total of 9 responses were received). The results of the self-evaluation were presented to the District Budget Committee during the June 19, 2015 meeting. The self-evaluation showed that all respondents felt that quality of information flow from the committee to the constituency groups is good to very good; all respondents agreed that the quality of information flow from the constituency groups to the committee was good to very good; and all respondents agreed that the quality of communication by the committee with the District community as a whole was good to very good. However, as the District Climate Survey results showed, the campus is still unclear about the how the RAM works, and how it aligns with the District Strategic Plan. CHC Accreditation Survey results here.

Excellent progress has been made on the development of the District Enrollment Management Plan and the District Staffing Plan. The committees charged with developing these plans will continue to work on the integration of all planning documents (e.g., educational, facilities, technology, and staffing) and to develop an integrated timeline that shows the relationships between and among district and campus strategic planning processes. This is planned to be completed during spring, 2016.

Evidence of the Results
Resource Allocation Model

> D.3.a. College Brain Trust Resource Allocation and Utilization Review, January 2014 (cited in CHC 2015 Self Evaluation)

> D.3.b. FAQs, 2015-16 Final Budget and Resource Allocation Model

> D.3.c. SBCCD Resource Allocation Model, 2015-16

> D.3.d. Response of Chancellor's Cabinet to the Recommendations of the College Brain Trust, February 2014

Transparency, Inclusiveness, and Broad Communication

> D.3.e. FAQs, 2015-16 Final Budget and Resource Allocation Model

> D.3.f SBCCD Employee Climate Survey 2015-2016, p. 4

Enrollment Management Plan

> D.3.g. <u>Multi Year Resource Allocation Forecast for the Unrestricted General Fund, 2015-16 through 2016-17</u>

Human Resources Staffing Plan

> D.3.h. Notes, Human Resources Staffing Plan Ad Hoc Committee

> D.3.i. Human Resources Staffing Plan

Additional Plans Developed by the SBCCD

The District Enrollment Management Planning Committee and the Staffing Planning Committee will complete their planning processes in late February or early March. The committees charged with developing these plans will continue to work on the integration of all planning documents (e.g., educational, facilities, technology, and staffing) and to work with the District Strategic Planning Committee to develop an integrated timeline that shows the relationships between and among district and campus strategic planning processes. This is planned to be completed during spring, 2016. The College and the District will continue to use a variety of modalities to communicate with employees about budget issues and the Resource Allocation Model, and will assess employee perceptions annually.

District Recommendations to Improve

District Recommendation 4, Board Orientation

In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members (IV.B.1.f).

District Recommendation 4, Board Orientation
In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members (IV.B.1.f).

IV.B.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.

Actions Taken to Address the Recommendation

The Board has developed and implemented a local Board orientation and training process (IV.B.1.f).

In response to the Commission recommendation for improvement, the SBCCD Board of Trustees reviewed and revised the Board Handbook over the past year. The current draft includes the mission, vision and values of the District, organizational charts for both campuses and the district entities, Board imperatives and goals, Board duties and responsibilities, procedural information regarding the Board and its meetings, planning and evaluation, accreditation, and a Board member orientation, among other topics. The section of the handbook concerning orientation calls for the orientation of all new Board of Trustee appointees within 30 days of the appointment. The responsibility for orienting new Board members is shared by the Chancellor and current Board of Trustees members. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly 9/1/2015 and by the Board on 10/8/2015. The Handbook is available on the District website.

Each section of the Handbook features a checklist, which the new Board member is expected to sign. The Board has scheduled a special meeting for the purposes of new Trustee Orientation on 12/3/15.

In addition, the SBCCD Board of Trustees participated in Board Training at a special meeting on June 1, 2015. Topics addressed included board roles and responsibilities from an accreditation viewpoint, the realm of the Board, scenarios describing the accreditation experiences of three community college boards, and some pathway actions for improvement.

The Board President received training specific to his/her role (IV.B.1.f).

Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include board imperatives and goals, board duties and responsibilities, elections, officers of the board, committees of the board, board education, the Brown Act, preparing for meetings, communications among board members, and the like. Most important in addressing the recommendation is the addition of clear language that Board President is ultimately responsible to orient new board members and student trustees. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new Handbook. Board Policy 2210 was approved by the District Assembly on 11/3/15, was forwarded to the Board for a first reading on 12/10/15. Final Board approval is expected on 1/21/16. The updated Board Policy will be added to the District website.

Analysis of Results Achieved to Date

A new Board Handbook and Board training process was developed with input from both Colleges, Board members, and District representatives. In December 2015 one new Board member has been selected. She has received two training sessions—one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on: background information on the District, issues impacting the District and Board; Board Handbook, Board Policies, committee structure, and the distinctions between board governance and District operations. District materials were provided to the Trustee for study. The Trustee was connected with online Trustee resources of the California Community Colleges League and ACCJC. The new Trustee signed off on completion of the Board training modules. The District has fully addressed this recommendation for improvement.

Evidence of the Results

    D.4.a. <u>District Assembly Minutes, September 1, 2015</u>, re: Old Business/ Revised Board Handbook Review

    D.4.b. <u>SBCCD Board of Trustees Minutes, June 1, 2015</u>, Item 8, pp. 1-2.

    D.4.c. <u>SBCCD Board of Trustees Handbook</u> (Approved 10/8/15)

    D.4.d. <u>SBCCD Board of Trustees Minutes, December 3, 2015, Item 3: New Trustee Orientation</u>

Additional Plans Developed

The updated version of Board Policy 2210 will be added to the SBCCD/Board of Trustees website once it is Board approved, anticipated to occur in January 2016.

College Recommendations

Recommendation 1, Student Learning Outcomes

In order to meet the standards, the team recommends that the college systematically complete the implementation and regularly assess and review student learning outcomes (and services area outcomes, where applicable) for all courses, programs, certificates, and degrees, and

1. Demonstrate the use of the assessment results to make improvements to courses and programs;
2. Demonstrate the use of student learning assessment results in college-wide planning;
3. Demonstrate that resource decisions are based on student learning assessment results;
4. Develop and implement a process to ensure that SLOs are included on all course syllabi.

Actions Taken

- Cloud tool implemented
- Course assessments increased from 71% in 2013-14 to 97.1% in fall 2015.
- Program assessment increased from 68.2% in 2013-14 to 97.8% in fall 2015.
- The cloud tool includes links from course to program, general education, and institutional learning outcomes
- The PPR tool includes drop-down boxes linking objectives/resources to institutional outcomes
- Charges of the Budget Committee, Educational Master Planning Committee, Crafton Council, Student Services Council, Planning and Program Review now include review and consideration of institutional learning outcomes in planning and resource allocation.
- As of December, 81% of syllabi had been collected and reviewed. Of these, 89.5 had SLOs. Improvements are being made to the collection process.
- Campus dialog has taken place: spring flex day, April 18 2015, fall in-service, August 18, 2015, spring flex day, January 14, 2016, and spring in-service, January 15, 2016.

Recommendation 2, Distance Education

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services.

Actions Taken

- Academic resolution in support of a DE Coordinator
- DE Coordinator identified and 40% release provided
- DE Curricula reviewed and inventoried. Request for substantive change to be submitted to Commission in March for consideration at their May meeting
- Draft DE plan written and distributed to Senate
- Plan distributed to campus community
- Counseling has selected and piloted an online counseling tool
- Tutoring Center is in the process of selecting an online tutoring tool.

Recommendation 3, Program Elimination Policy

In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)

Actions Taken

- Chairs Council drafted policy based on examination of several models from other colleges
- Approved by Academic Senate
- Approved by Crafton Council
- Sent to Board as an information item
- Policy directly addresses impact on students of program contraction or discontinuance
- Quantitative indicators are required before action is taken
- An open forum is required before action is taken

Recommendation 4, College Catalog

In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)

Actions Taken

- Staffing issues addressed
- Audit of state approval status has been completed
- Audit of the current list of open courses is now under way.
- Shared responsibility between Student Services and Instruction
- Online catalog implemented
- Publication occurred in May
- The catalog committee is now a work group, with open labs to promote continuous input and improvement of the catalog content
- Approval process has been clarified and codified
- Catalog is printable, searchable, and accessible
- Go-live date of July 1 has been established. This will also serve as the annual archival date for the previous catalog
- Addenda to be published electronically

College Recommendation 5 (for improvement) Board Approval of Mission Statement

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or adoption by the District Board of Trustees. (I.A.2, I.A.4, II.A.6.c, IV.B.3.a.)

Actions Taken

- Mission statement approved October 9, 2014
- Crafton Council, change of charge: "Forwards revisions of the College mission, Vision, and Values to the Board of Trustees for review and approval, and determines an appropriate implementation date."
- Educational Master Plan, change of charge: The EMPC forwards revisions of the Educational Master Plan and the College Mission, Vision, and Values to the Crafton Council for review and approval."

College Recommendation 6 (for improvement), Performance Evaluations

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

Actions Taken

- The External Evaluation Team noted, "The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. There was no information to indicate faculty evaluations are overdue."
- However, HR is tracking evaluations more carefully, pending the implementation of People Admin
- Notifications will be sent to evaluators and evaluatees
- Training will be provided to managers regarding effective evaluation of employees.

District Recommendations

District Recommendation 1: Board Role and Responsibilities

In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

Actions Taken

- District Accreditation Steering Committee recommended a revised, cyclical process for board policy/administrative procedure review and revision
  o Six-year cycle adopted;
  o Tracking tool allows each document to be monitored and tracked
  o Approved by District Assembly/ pending Board approval 1/21/2016)
  o Tool available on District Website
    o Subject Expert Review is built into the process
    o Academic and professional matters are proactively identified
    o Responsibility centers (Chapter Owners) are identified
    o Currently, policies are available online and cross-referenced (new/old BPs/Aps)
    o Incorporated into Board self-evaluation
- Data shows the process is working; policy and procedure updates are following the shared governance model and are moving through the Chancellor's Cabinet to District Assembly, to the campuses and senates (if indicated), and then to the Board for first and second review and approval. So far:
    o 42 policies and 21 procedures have been reviewed by the Board Committee.
    o 41 policies and 16 procedures have been reviewed by the District Assembly.
    o 14 policies have been approved and adopted by the Board of Trustees.
- Misalignment between Board Policy and actions are being addressed:
    o Chancellor's evaluation was completed January 14, 2016 pursuant to the revised board policy/administrative procedure

District Recommendation 2: Human Resources

In order to meet 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 significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;

- Timeliness of employee evaluations;
- Responsiveness and improved timelines for employee hiring;
- Consistent policy interpretation and guidance; and
- Completion of the faculty evaluation instrument to include work on Student Learning Outcomes. (Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)

Actions Taken

General quality of services

- A new Vice Chancellor was hired
- Reorganization occurred, and new hires have been made strategically to fill necessary functions
- A plan is under way to increase efficiency of recruitment; increase diversity in the organization, track and monitor the evaluation system; provide professional development; develop retention and recruitment strategies; ensure compliance and consistency in day-to-day operations; develop a positive culture; address Workers Compensation matters; provide support and guidance for environmental and safety issues; address liability matters.

Reliable Data

- New position tracking system addresses the flow of from inception to completion.
- New personnel requisition process has led to more consistent process, oversight and accountability.
- Questica fully implemented with current information on all positions in the District. The system has been fully implemented and is used for any changes made to a position(s).

Timeliness of Employee Evaluations

- Organizational charts follow BP3100. New implementation of People Admin software for Performance Management (Evaluation) provides automated notification to supervisors of upcoming and due evaluations.
- Employee demographic distribution data is maintained in SBCCD Dashboard and reviewed for Coordinator, Diversity and Talent Acquisition, the District's primary recruiter.
- HR will send out notifications via email to each employee and manager being evaluated on a consistent, scheduled basis.
- New People Admin software that has been contracted by the District will address and assist in maintaining employee evaluation notifications to managers.

- The software will include each position in accordance to the cycle they should be evaluated (e.g yearly, every other year, etc).
- The system maintains all of the district's evaluation data and will provide ongoing notification of upcoming and due evaluations. The notification process sends the information to the evaluatee, evaluator, and the evaluator's supervisor.

Responsiveness and Improved Timelines for Employee Hiring

- Questica links funding with positions.
- HR is will recruit strategically, particularly for difficult-to-fill positions. Increasing advertisement in strategic locations and developing agreements with different agencies.
- Selection Committees are now scheduled and meeting(s) are scheduled while positions are still posting; Internal/external positions posting simultaneously with priority given to CSEA members for interviews in the process in accordance to CBA.
- The 2nd meeting for committees occur after the position closes but now only requires one (1) meeting versus two after the position closes;
- On an ongoing basis, HR will seek input from supervisors, associations and senates to establish standing committees to ensure better advance preparation for interview committees to improve attendance.
- In the recruitment process, a prospective board meeting date is selected based on priority of campus/department to ensure board meetings are not missed to reduce time in filling positions;
- The development of new job descriptions are addressed by HR to ensure appropriate structure, process and procedure is followed.
- The restructure/reorganization has addressed the capacity issues within HR staffing.

Consistent policy interpretation and guidance

- HR has developed a guide/manual for ongoing review and discussion to assist in addressing process, procedure and policy interpretation.
- HR is working with supervisors and staff on most appropriate marketing tools for unique positions.
- Tests are being reviewed and updated by generalists under the guidance of the Director, HR.
- 4Hiring committees are being structured in advance to assist with clarity of appointments and to ensure appropriate staff can attend.
- Training is being provided to staff based on specific needs within the position type
- When needed, minimum degree requirement will be based on job analysis study as assessed by the market of similar positions in the educational sector.
- Inter-departmental information sharing has improved:
  - o HR staff meetings include review of policies and procedures
  - o HR manual a working, living document
  - o HR Director convenes with generalists every two weeks to review areas for review to include consistent interpretation and implementation of process and procedure
  - o HR huddles every Monday morning for quick updates
  - o Lunch and learn every other week to address process/procedure
  - o Monthly staff meeting for sharing of information, goal alignment, process

Completion of the faculty evaluation instrument to include work on SLOs

- Meetings with CTA took place; the tools committee met; a statement of self-reflection regarding SLOs was added to the faculty evaluation form. The form was updated November 2015.

District Recommendation 3, Resource Allocation Model

In order to meet the standards, the team recommends that the district follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges (2009 Crafton Hills College Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c).

Actions Taken

District Follows the RAM
- New Resource Allocation Model has been developed
- FTES allocation recommended by the enrollment management task force (11 members representing both colleges and the district)
- District Budget Committee (DBC) accepted recommendations
- DBC revised the RAM for FY 2014-15 and FY 2015-16
- Not a floating model
- Provides clear goals to the colleges
- Allows Valley to continue growing
- Easy to understand & transparent
- Flexible
- Avoids competition among colleges
- Provides multi-year goals to the colleges

Transparency and Inclusiveness/ broad communication with colleges
- Board AP2610 - Requires the Chancellor to provide advanced notice and forecasts to the Board of Trustees
- Bi-weekly meetings with College's leadership (VPs of Admin and Presidents) to discuss financial issues and possible scenarios in advance
- District Budget Committee (DBC) approved recommendation to review "what-if" scenarios; recommendation was accepted by Chancellor's Cabinet on October 27, 2014
- Permanent placement of Vice Chancellor of Business and Fiscal Services
- Communicating throughout the district by Chancellor, Vice Chancellor and various written reports (DBC Annual Report, FAQs, Presentations, Academic Senates, Classified Senates, etc.)

Enrollment Management Plan

- Formalization of District-Wide Enrollment Management Committee
  - Recommended by the enrollment management task force
  - The committee was formalized on November 15, 2015
  - 25 members representing both campuses, the district office, and all employee constituencies
- Two initial charges
  - Develop a district-wide enrollment management plan

      o Continue working on developing a system for facilitating enrollment management at both colleges
- FTES allocation recommended by the enrollment management task force and accepted by District Budget Committee up to FY 20-21 (Updated annually by Enrolment Management Committee)

Human Resources Staffing Plan

- The colleges and the district have addressed their staffing needs through a prioritization process during program review
- Final hiring decisions are made in Chancellor's Cabinet with the support from the prioritization process at each college and program review
- Staffing plan is under development
    - Large committee convened
    - Charge developed
    - Other college plans examined and a table of contents agreed-upon
    - Considerable narrative has been developed to date

District Recommendation 4 (for improvement), Local Board Orientation

In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members (IV.B.1.f).

Actions Taken
- Board Handbook reviewed and revised by the Board; input from both colleges, Board members, District representatives
- The new Handbook includes:
- District mission, vision, values
- Board imperatives and goals
- Board duties and responsibilities
- Procedural information regarding Board and meetings
- Planning and Evaluation
- Accreditation
- Board member orientation
    - This section calls for orientation of all new members within 30 days
    - Places responsibility for orientation of new members on the Board President and Chancellor
    - Each section of the Handbook features a checklist, which the new member signs
- New Trustee Orientation took place on 12/3/2015 (Ann Viricil, new Board member)
- Board took part in a special meeting regarding accreditation on June 1, 2016
- Local Board President training is also included in the latest edition of the Board Handbook
    - Topics covered include: board imperatives and goals; elections, Brown Act; preparing for meetings; communications among board members, etc.
- BP 2210 (Board Officers) was updated to align with the new Handbook

Requirements and Format for Follow-up Reports

The following elements are required to be included in a Follow-up Report:

1. Cover Sheet (Appendix A)

> The Cover Sheet identifies it is a Follow-up Report and includes the name and address of the institution and the date of submission.

2. Certification Page (Appendix B)

> The Certification Page certifies there was broad participation in the preparation of the Report and the Report is an accurate reflection of the nature and substance of the institution. The college Chief Executive Officer (CEO), Chair of the Governing Board, and other college personnel as appropriate, sign this certification attesting to their review of the Report.

3. Table of Contents

> The Table of Contents is a listing of the contents of the Report, including appendices.

4. Report Preparation

> This section describes the process of report preparation and identifies those who were involved in its preparation.

5. Response to the Commission Action Letter

> Each deficiency identified by the Commission in its action letter must be resolved. The Report must provide a narrative analysis and evidence that demonstrates the institution has addressed each recommendation and resolved the associated deficiencies. It must ASLO demonstrate that the Eligibility Requirements, Accreditation Standards, and Commission policies are met and affirm that the institution will sustain the changes/improvements.

6. Appendices

> The Follow-up Report shall include appropriate evidence to support the information provided in the Report.

4. Report Preparation

This section describes the process of report preparation and identifies those who were involved in its preparation.

To respond to the Accrediting Commission for Community and Junior College's (ACCJC) District Recommendations, an Ad Hoc task force was assembled that included representatives from the Board of Trustees, Chancellor, College Presidents, Academic and Classified Senates, California School Employees Association (CSEA), California Teachers Association (CTA), Student Government, Human Resources, Research and Planning, Black Faculty and Staff, Latino Faculty and Staff, Accreditation Liaison Officers, and Business and Fiscal Services. The full task force conducted three initial meetings in April 2015 and several sub-task force meetings in May 2015 and throughout the summer. The full task force began meeting again in September 2015 and monthly thereafter to monitor and provide feedback on the progress that was being made towards addressing the District recommendations.

The purpose of the initial three meetings in April were to analyze each of the District-level findings to:
1. Distill what triggered the visiting team's findings;
2. Evaluate what needed to be done to address the findings;
3. identify resources, points of accountability, and timelines necessary to address the findings; and
4. List what evidence would satisfy the visiting team to show we have addressed each recommendation.

The task force reviewed and collectively agreed to the following goals for the task force:
1. Develop a tactical plan that will enable the District to completely satisfy the ACCJC District Recommendations, with evidence to support addressing the recommendations and satisfying the standards;
2. Develop a tactical plan that all constituent groups believe can satisfy the ACCJC District Recommendations;
3. Work as a team to communicate the work that has and will be done to re-instill confidence in our colleges' and district's ability to serve our community;
4. Develop a monitoring process that all constituency groups believe is accurate, timely, meaningful, and transparent.

The SBCCD and its colleges fully recognized the rationale for the four District Recommendations. These recommendations highlighted issues our District has been cognizant of but has had challenges addressing. The recommendations provided by the visiting team were constructive, provided guidance, and served as impetus for the SBCCD to finally put thoughts into action.

All constituent groups approved and supported all steps in this process; the end result includes solutions they collectively believe fully address the ACCJC District recommendation. The solutions that have been implemented codify processes along with timelines and points of responsibility, and ensure ongoing transparency.

Preparation of the follow-up report addressing the need to resolve deficiencies from a comprehensive evaluation underwent several integrated processes at the district and campus levels. The district convened an ACCJC Ad Hoc Committee to address the district recommendations to resolve deficiencies. The committee is representative of campuses, the district, and all constituent groups.

The work of the ACCJC Ad Hoc Committee provided a foundation for the Accreditation and SLO [ASLO] Committee as they worked on the District Recommendations section of the follow-up report. In Spring 2015 the ASLO committee developed a timeline for drafting, editing, and finalizing the follow-up report. ASLO committee members who were a part of the ACCJC Ad Hoc committee were tasked with drafting sections addressing the response to the three District recommendations. This draft was then taken to the campus for input from all constituencies in October 2015. Feedback was reviewed by the subcommittee and incorporated into the District draft.

The Accreditation and SLO Committee used portions of the District draft to develop the first draft of SBVC follow-up report. The first draft details the steps taken to date by the campus and district to resolve deficiencies. Special care was taken to capture the campus perspective into narrative analysis and evidence that describes the resolution of district and third-party deficiencies, thus creating a follow-up report that reflects the viewpoint and character of the SBVC campus.

In October 2015, the ASLO Committee, with the assistance of the Office of Research, Planning and Institutional Effectiveness, conducted a First Draft survey to solicit feedback from the campus. For each recommendation, employees were asked to respond on a 5-point Likert scale as to whether the recommendation had been adequately addressed. A comment box was included on the survey for additional feedback. The survey and first draft were distributed to all campus and district employees on October 15, 2015. Two reminders were sent before the survey closed on 11/6/2015. There were 85 respondents to the survey. CSEA gathered feedback from classified staff and submitted a report to the ASLO Committee. The Associated Student Government (ASG) representative to the ASLO committee gathered feedback from the ASG Board.

The October 2015 Survey benchmarked the progress the campus and district had made towards meeting the recommendations. Many of the improvements being made at the District level may not yet have been apparent to the campus by October 2015, so the survey provided a snapshot of the campus perceptions of the progress being made, and insight into what areas of the recommendations needed more development and better communication. The survey results and feedback were shared with the ASLO Committee, Academic Senate, the ACCJC Ad-Hoc Task Force, and directly communicated to a member of the Board of Trustees, the Vice Chancellor of Finance, and the Vice Chancellor of Human Resources.

Feedback from the October 2015 Draft was combined with the updated information from the district presented to the ACCJC Taskforce in December 2015 to create the second draft. The second draft was

released to the campus on January 14 2016 [NOTE: District Campus Climate Survey results will ASLO be used in the report when available]

Follow Up Report Timeline

Month/Date	Activity
February 2015	College receives External Evaluation Report; the Commission issues Warning
February 2015	President shares the External Evaluation Report with campus
February - May, 2015	District ACCJC Ad-Hoc Committee meets throughout spring 2015
May 2015	District ACCJC Ad-Hoc Committee Meetings: District Recommendations
June - July, 2015	A sub-group of the District ACCJC Ad-Hoc Committee meets
September 15, 2015	Preliminary draft to the ASLO Committee
October 8, 2015	CHC/SBVC joint presentation to the Board of Trustees
October 15, 2015	First Draft to SBVC Campus; Follow-up Survey Begins
November ,2015	Follow Up Survey Closes – Results disseminated
January 8, 2016	Follow-up Report, 2nd Draft to SBVC/District work group
January 11, 2016	Alignment Meeting with SBVC and District
January 13, 2016	Adjunct Orientation Workshops
January 14, 2016	Workshop and Presentation, Accreditation (Flex);
January, 20, 2016	Follow-up Report, 2nd Draft to Campus
January 27, 2016	Follow-up Report to the Board of Trustees
February 3, 2016	First Reading, Academic Senate
February 10, 2016	First Reading, College Council
February 17, 2016	Academic Senate Approval
February 24, 2016	College Council Approval
TBD	Student Senate Approval
TBD	Classified Approval
February 25, 2016	First Reading, Board of Trustees
March 10, 2016	Board of Trustees, Final Approval and Signature
March 15, 2016	Follow-up Report submitted to ACCJC

ACCJC Recommendation to Resolve College Deficiencies

At the conclusion of Standard 2.A of the ACCJC Visiting Team Report, the team noted The College's SLO assessment process was functioning well and appears to have become well established. The program-level SLO assessment cycle was lagging, however, with only a minority of programs having completed assessment at the time of the site visit. (I.B.1)

College Recommendation 1*: In order to meet the standards, the team recommends that all programs' student learning outcomes be assessed on a regular basis as part of a sustainable cycle of continuous quality improvement.*

Actions Taken to Resolve Deficiencies

At the time of the ACCJC visit, only 22% of SBVC's programs were continuously collecting assessment data on PLOs and evaluating the data on a 3-year cycle. SBVC had a timetable developed to achieve 100% PLO ongoing assessment and systematic evaluation by the end of the academic year by mapping the required courses within the discipline to the Program Level Outcomes of the degree or certificate program. Course assessment data collected every semester is aligned with and provides assessment data for PLOs. This data are available for use in the Program Summary Evaluation that takes place at least once every three years. By the time of receipt of the ACCJC Action Letter, the PLO assessment had reached 83%. Currently 100% of SBVC's programs are continuously collecting assessment data on PLOs and systematically evaluating the data on a 3-year cycle.

To achieve this, the Accreditation and SLO Committee Faculty Co-Chair (ASLO Co-Chair) began meeting with department faculty to map courses and PLOs on an individual or small group basis. The process of mapping was often used as a baseline evaluation of PLOs and resulted in rewriting of SLOs/PLOs, developing new assessment methodologies and criteria, and identifying capstone projects or courses that could ASLO be used to assess PLOs. Concurrently, the ASLO Co-Chair and District Computer Programing office were working together to create an online system for outcomes assessment by modifying the open source program SLOCloud. The SLOCloud was easily adapted to reflect the paper forms and processes established by the college. The SLOCloud collects assessment data and generates course and program level reports that include aggregated data for courses and programs, assessment methodology and criteria, and qualitative reflections of faculty.

Courses are the common dominator for learning outcomes assessment. Every student who attends SBVC, whether for self-improvement, lifelong learning, job skills, certificates, degrees, or transfer, will take a course; thus, courses become the foundation for assessment. SBVC has practiced 3-E Assessment (collection of SLO assessment data for every course, every section, every semester) since Fall 2013. This practice of ongoing assessment has created a data-rich environment used as part of the systematic 3-year evaluation process.

Ongoing assessment of PLOs is achieved by mapping the course assessment data to the program level. Courses in all disciplines that are a part of a degree or certificate program are mapped to the PLOs for that degree or certificate for ongoing assessment. The assessment data, along with other discipline-specific criteria, are used as part of the systematic 3-year evaluation process.
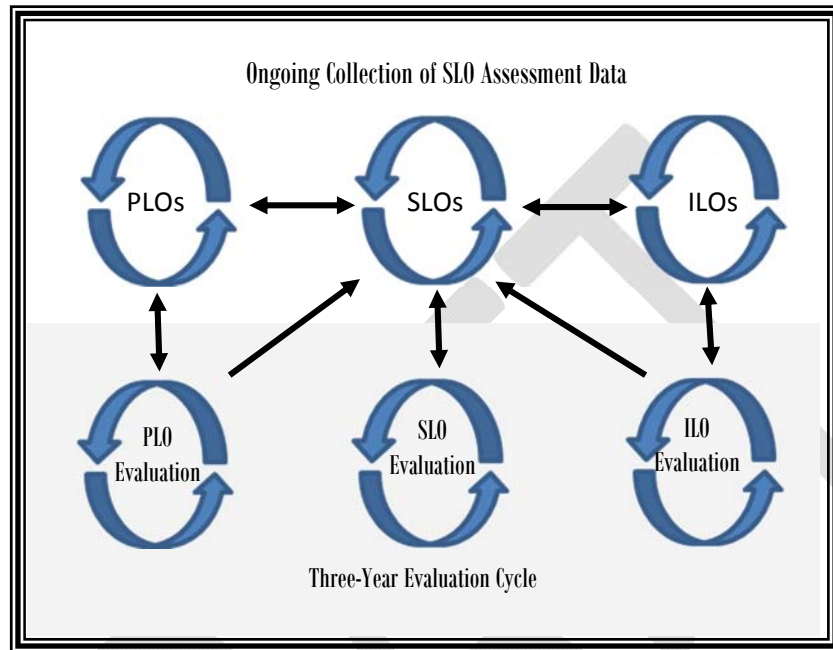

Figure 1. Relationships among SLO, PLO, and ILO assessments.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey responses for College Recommendation 1 indicated the campus was satisfied the recommendation had been met. Ninety percent (90%) of respondents agreed or strongly agreed that the recommendation had been adequately addressed, 6% of respondents disagreed, and 14% indicated "Don't Know or N/A." There were a total of 9 comments. Several expressed satisfaction with the SLO Cloud and the mapping process and some voiced concern that there was too much focus on ongoing assessment and not enough evaluation and dialogue.

Evaluation of PLOs is taking place on a 3-Year cycle. Over 87% of programs have completed their first 3-year evaluation and are on schedule for their next evaluation. The remaining 13% of programs, consisting primarily of new or newly revised degrees and certificates, are on schedule for their first 3-year evaluation.

Ongoing assessment and systematic evaluation have stimulated dialog about teaching and learning at SBVC. The Administration of Justice department identified that students seem underprepared for higher

level reading and writing, which generated discussion of the benefits and challenges of adding departmental advisories or prerequisites during the next curriculum cycle. Diesel is another example of a program that used a PLO assessment to implement changes. Diesel identified that reading comprehension presented a challenge to many students; the department worked with Disabled Students Programs and Services department to provide reading support and textbook audio for students with reading challenges.

Many programs chose to evaluate or reevaluate PLOs after the Course-to-PLO mapping for the SLOCloud process had been completed. After mapping was complete, dialog among faculty led to programmatic changes; for example: programs were able to see whether PLOs and SLOs were out of alignment, resulting in writing more effective outcomes; programs identified potential capstone courses and assignments; programs saw the need to develop a common assessment instrument; programs initiated curriculum changes; and programs identified equipment and professional development needs.

The College meets the standard.

Evidence:
Representative Sample of PLO Evaluations
3-Year PLO evaluation cycle
SLOCloud
ASLO Committee Minutes
Academic Senate Minutes
The Arrowhead
Gilbert e-mail
College Council minutes
President's Forum

ACCJC Recommendations to Resolve District Deficiencies

District Recommendation 1:

The ACCJC Visiting Team reported in the conclusion of Standard IV.B
The team found evidence throughout the Self-Evaluation, which was confirmed during the team's visit, that the Standards for Board and Administrative Organization are met with the exception of the Board being in compliance with its own policies. Also, the team found that, while there was evidence that new board members attend orientation, they do not have a specific orientation to their role as a San Bernardino Community College board member.

In order to meet the standards, the team recommends that [1] the Board of Trustees examine its role in the development of policies and [2] ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to [3] ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

Actions Taken to Resolve Deficiencies

The ACCJC Ad Hoc Task Force collectively identified the following deficiencies, which were recognized as district shortcomings that needed to be addressed and which all believed led to the findings.

Subsequently, the task force openly and candidly discussed strategies for addressing these deficiencies. The corrective actions collectively recommended were:

1. To define timeline and systematic process for BP/AP review. The timing should be specific and achievable and include:
    a. The monitoring and tracking of progress via checklists;
    b. Clear definitions and be communicated;
    c. Subject expert review and tracking;
    d. Tracking of the rationale for any changes;
    e. Watching for conflict with other BP/APs;
    f. Needing to make sure current policies are available online;
    g. Inclusion in the Board self-evaluation; and
    h. A clear definition of "Periodic Review."
2. Board Training
    a. The development of a local Board Handbook inclusive of training.
    b. Develop a living and evolving list of what every board member should know and be trained on.
    c. Consideration for transition time between Board of Trustee Presidents.
3. Develop local Board President Training which should be included in overall Board Handbook/Training; should include clear language that Board President is ultimately responsible to orient new board members and student trustees.

During the month of May and throughout the summer, the sub-task force committees for the development of a Board Policy Manual and for the revision of the Board Policy and Administrative Procedures (BP/AP 2410) met. In both instances, representatives from the ACCJC District Task Force met with the District Assembly to request that the current BP/AP review process be placed on "pause" until a new process was developed and proposed for the fall, and that rather than approving the Board Handbook that was scheduled to be approved, they allow time for the ACCJC District Task Force to review and incorporate additional changes over the summer. Both requests were approved. It was suggested, and agreed to, that the BP/AP review process be reviewed by joint sub-committees of the District Assembly and the ACCJC District Task Force.

The SBVC Academic Senate had a thorough discussion of the ACCJC Action Letter at the 2/18/15 and the 3/4/15 meetings. The Senate considered all the District Recommendations and the Commission Recommendation was the result of the insufficient leadership and management at the District level, and ultimately the responsibility of the Chancellor. The Senate took action to resolve the deficiencies by initiating a vote of no confidence in the chancellor. The SBVC Academic Senate worked with the Crafton Hills College Academic Senate to craft a resolution and gather evidence. The resolution and evidence were presented to the Board of Trustees at the 4/9/15 board meeting, with a request that the resolution be place on the agenda for discussion at the 5/14/15 board meeting. The Board of Trustees offered the following statement in reply. "The Board has received and carefully reviewed the Academic Senates' no confidence resolutions (SBVC Resolution SP15.02 and CHC Resolution SP15.04) and supporting documents. As with all information received by the Board, it will be given careful consideration. The Board requests that the faculty work together with the Chancellor and the District Office staff to implement the recommendations of the ACCJC and prepare the follow up report for submission on its March 15, 2016 due date." The Academic Senate has continued to participate in the District ACCJC Ad-Hoc Task Force and work with the work with the ASLO Committee, Ad-Hoc Staffing Plan Committee, Enrollment Management Committee, and others to resolve campus and district deficiencies.

[1] Board Examination of Role

The sub-task force committee working on the Board Handbook met to review the local handbook that was being proposed, and incorporated the changes recommended by the ACCJC District Task Force. This included ensuring that the local handbook complemented, augmented, and expanded upon the Community College League of California (CCLC) Trustee Training, reviewing and adding to the list of topics in which all trustee members should be trained, ensuring regular updating of the handbook, specifying Chancellor and Board President responsibilities, specifying when the training of board members is to occur, and incorporating a sign-off sheet to verify the training of board members in each topic area. District Assembly recommended changes to the Board Handbook and approved the Board Handbook as amended at the Board at the 9/1/2015.

The Board of Trustees received training from ACCJC on June 1, 2015 that specifically addressed the role of the Board. Topics addressed included board roles and responsibilities from an accreditation

viewpoint, the realm of the board, scenarios describing the accreditation experiences of three community college boards, and some pathway actions for improvement. In August 2015, a trustee at the Butte-Glenn Community College District in Oroville, facilitated the Board Retreat. The retreat agenda included:

- Board Imperatives
- Review of Board Self-Evaluation
- Review of 2014-2015 Board Goals
- Establishing 2015-2016 Board Goals
- Review of ACCJC Recommendations.

A new trustee was appointed to the board in December 2015. The Trustee has received two training sessions, one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on: background information on SBCCD, outstanding issues currently impacting the District and Board of Trustees; and Board Handbook, Board Policy, committee structures, and how board governance differed from District operations. District materials were provided to the Trustee for study. The Trustee was connected with online Trustee resources for CCCL and ACCJC.

[2] Board Acting in a Manner Consistent with Policies

The Board of Trustees is becoming more educated about policy and procedures. The Board of Trustees is studying a list of perceived inconsistencies between Board Policies and Board actions that were identified in the October 2015 Follow-up Survey.

[3] Framework for Policy Review

The joint sub-committees of the District Assembly and the ACCJC District Task Force convened on two occasions and revised Board Policy and Administrative Procedures (BP/AP 2410) to incorporate the recommendations of the ACCJC District Task Force. These changes included establishing a defined timeline for BP/AP review (6-year review cycle), establishing points of accountability for the review process, developing a tracking system for the review cycle along with a rationale for BP/AP changes available for all to see online, ensuring input by subject area experts, and preventing conflicts with other District BPs/APs. Training sessions were conducted for both the subject area experts and those charged with accountability for of the review process. The BP/AP review cycle was reviewed at District Assembly on 9/1/2015 and approved at the 10/6/2015 meeting.

District Assembly is reviewing the 86 BP/APs scheduled for review this year in accordance with the current AP 2410 review process. To date:

- 42 policies and 21 procedures have been reviewed by the Board Committee.
- 41 policies and 16 procedures have been reviewed by the District Assembly.
- 14 policies have been approved and adopted by the Board of Trustees.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that 39% of the respondents agreed or strongly agreed the district had adequately addressed the recommendation; 38% of respondents disagreed or strongly disagreed the district adequately addressed the recommendation; and 23% of respondents responded "Don't Know or N/A." The 19 comments expressed concerns about inconsistencies between board actions and board Policy, effectiveness of the Board Handbook, and support for the AP/BP review process.

A trustee met ASLO co-chairs to discuss the findings of the October 2015 survey and attend the December 4, 2015 ACCJC Ad-Hoc Task Force meeting, where further discussion of District Recommendation 1 took place. Following those meetings the Chancellor and the Board requested a list of the inconsistencies noted by the campus for further discussion and review. Items included were:

- Board Agenda 8/13/15 p. 42 references BP 7250 in a request for management tuition reimbursement. BP 7250 is an incorrect reference. Tuition reimbursement is mentioned in AP 7250, and AP 7250 refers the reader to correct BP 7160/AP 7160 Professional Development.

- The above-referenced tuition reimbursement request was challenged by the Academic Senate Resolution FA15-5. The resolution stated that the tuition reimbursements were intended for professional development whereas the request for reimbursement would pay tuition for a manager to earn a degree retroactively that was required for the current position held by the manager.

- BP 2315: Board regularly fails to report on the results of closed session items during the meeting and in minutes [Dates forthcoming].

- It is unclear whether the Board evaluated the Chancellor according to BP/AP in 2014-2015. Chancellor's evaluation is on every Board agenda, but the completion of the Chancellor's evaluation has not been reported out.

- BP 2340 - Board Agenda announcement did not comply with the Brown Act's stipulation to post the agenda 72 hour in advance of the meeting for 10/08/2015 (Agenda emailed 10/06/2015) and 11/12/2015 (Agenda emailed 11/10/2015).

- Board approved the hiring of a campus president who did not hold an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded.

- BP/AP 2510 - Board frequently acts on items that have not had sufficient collegial consultation and/or items that fall under the 10 +1 purview of the Academic Senate. Examples cited are: Reorganization of Personnel during summer (impacted campus budgets, hiring processes, duplication of positions, insufficient program review/needs assessment); Hiring outside consultants for Facilities & Educational Master Plan

(impacted budget & intuitional planning at the campus level); Budget approval when tentative budget was altered by the DBC over the summer without all constituencies being represented. [Note: DBC is addressing the summer issues in several ways; moving up the budget timeline, and having prioritized lists for adjustments in place prior to commencement.]

- BP 2715/BP 4030 The Board President's urging district employees to censor their conversations with ACCJC is a violation of ethics and academic freedom. BP 4030 states "Academic freedom allows academic employees to seek and present the truth as they know it on problems and issues, subject to the accepted standards of professional responsibility without fear of interference from administrators, the District Board of Trustees, governmental authorities, or pressure groups." Accreditation is an academic and professional matter as defined by Title 5, Section 53206, California Code of Regulations; thus it is entirely appropriate for academic employees to address the ACCJC.

In working on District Recommendation 1, the Board of Trustees has become more involved at a campus and District level. The Trustee member of the ACCJC Ad-Hoc Task Force has encouraged increased dialog among the Board, District and Campuses. Board members are now assigned to sub-committees and meet with the Vice-Chancellors to gain a better understanding of Budget and HR issues. The Board is actively involved in developing and adhering to the new Board Book.

On October 19, 2015, the Chancellor's Evaluation Committee convened to commence the process for the 2015-16 evaluation of the Chancellor. The Committee scheduled anticipated meeting dates as well as determined the date for the distribution of the campus-wide survey. The Committee planned to complete the report by the end of November 2015, and to submit said report to the Board of Trustees. A separate ad hoc evaluation committee, established by the Board of Trustees, was working simultaneously to address the chancellor's evaluation.

Evidence:
- Minutes/Meeting Summaries from ACCJC District Task Force
- Notes from sub-committee meetings
- Minutes from District Assembly
- Minutes from Academic and Classified Senate Meetings
- Updated BP/AP 2410
- Tracking Spreadsheet for BP/AP Review
- Training attendance sheet for individuals assigned as points of accountability
- Updated local Board Handbook

District Recommendation 2:

At the conclusion of Standard III.A of the ACCJC Visiting Team Report, the team made the following observations.

Interviews with members of all constituent groups reveal high levels of frustration with the length of time needed to complete the hiring process. If the hiring process does not yield an accepted employment, the process begins again with the failed position moving to the end of a rotation of prioritized positions, thus delaying the hiring for previously ranked positions. The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resources Department may be taking a toll on the efficiency of the institution. Employee surveys completed as a component of District planning reveal that end users of human resources services are frustrated by a lack of permanent personnel to respond to information requests and process needs related to hiring and the evaluation of employees. In addition to the high level of frustration with Human Resources at the District level, faculty and administration cited heavy workload and insufficient personnel to efficiently complete human resource functions at the College in a timely manner, despite the fact that two more positions were recently approved for Human Resources at the District Office. A lack of permanent leadership in the Human Resource Department at the District level has contributed to inconsistencies in hiring practice at the College and, as a result, undermined employee confidence in the Human Resource Department's ability to meet planning goals.

And made the following recommendation:
1. *Reliable data from the Human Resources Department to support position control and other human resources functions;*
2. *Timeliness of employee evaluations;*
3. *Responsiveness and improved timelines for employee hiring;*
4. *Consistent policy interpretation and guidance; and*
5. *Completion of the faculty evaluation instrument to include work on Student Learning Outcomes (III.A, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b).*

Actions Taken to Resolve Deficiencies

The ACCJC Ad Hoc Task Force collectively identified the following deficiencies, recognized as district shortcomings that needed to be addressed and which all believed led to the findings.
. The corrective actions collectively recommended were:
1. Continue to utilize and expand upon the functionality of the new budgeting system, Questica. Specifically, utilizing one system to handle Position Control Management allows for the reconciliation of positions between the District and the colleges through the Administrative Services offices and District Fiscal Services. The Questica system shows position status in real time and accommodates for future planning (e.g., grants with multi-year funding or retirements);

2. Establish points of accountability where positions changes are to be submitted and who is to enter the changes into the system;

3. Define the data requirements needed by the colleges to anticipate position needs. This step is to be accomplished in two phases. The first phase is to create dashboards that link local data and data available through the State Chancellor's Data-Mart. The second phase will be to build data dashboards directly into an Enterprise Resource Planning (ERP) system for which the District is currently preparing to issue a Request for Proposal (RFP);

4. Provide training to users on where this information is located, how to access it, and how to interpret and use the data within for planning purposes;

5. Consistent with the need for additional data, HR needs to reconcile positions with regard to whom employees report, validate and codify the evaluation process ensuring alignment with Board Policy, and ultimately move to an integrated environment consistent with the District's intent to move to an ERP;

6. To improve the timeliness of evaluations, HR needs to reinforce the evaluation timelines with managers, validate reporting structures, and when notifying managers of which employees are to be evaluated, the Dean or next responsible managers are to be copied in the notification;

7. While Questica now addresses the concerns over which positions are funded versus unfunded, there is still a need to accommodate for forecasted positions not accounted for in Questica;

8. HR needs to codify the hiring process and provide consistent training to its staff, including mapping out each step in the hiring process, establishing time expectations, and identifying and eliminating bottlenecks. HR items should also be added to Board of Trustee Study Sessions to expedite hiring;

9. HR needs to codify its departmental rules and procedures, provide consistent and ongoing training to its staff, and work to reduce staff turnover;

10. HR needs to consult with managers on best marketing approaches based on the type of position for which they are recruiting. Consistent with this recommendation, HR's budget needs to be augmented to accommodate for marketing needs;

11. To get better candidate pools, HR needs to ensure consistency in job description structure and instead of committees trying to come up with "related fields" prior to reviewing applications, HR should screen for degree minimum requirements, after which the committee considers appropriateness of degrees in conjunction with applicants' professional experience;

12. HR needs to evaluate the needs for classified testing, as most managers have found the tests to not be valid based on the true expectations of the position for which they need to hire; and

13. HR needs to convene the Tools committee to address the Student Learning Outcome (SLO) requirement in faculty evaluations.

A permanent Vice Chancellor of Human Resources was hired in May 2015. The Vice Chancellor found that the Human Resources department was operating on an antiquated HR model, with outdated job descriptions and responsibilities. Recognizing that the outdated HR model, compounded by the number of vacancies within the department and the lack of permanent leadership led to the deficiencies cited by

the ACCJC, the Vice Chancellor took immediate steps to reposition the HR department to better support the needs of the campus.

Working with the Chancellor's Cabinet, the 2014/2015 Human Resources program review, and as much as possible within the existing resources and number of positions allotted to HR, the Vice Chancellor of Human Resources prepared the *Human Resources Reorganization and Restructure Plan* (6/11/15 Board Agenda pp 275-333).

The essential aspects of the plan include:
1. Increase the efficiency of recruitment efforts;
2. Create more diversity in the organization based on population (EEO Plan);
3. Track and monitor the evaluation system so that it is streamlined and consistent;
4. Provide professional development to support the district staff;
5. Develop effective retention and recruitment practices (e.g., on-boarding, orientation, and training);
6. Develop more efficient and streamlined hiring processes;
7. Ensure compliance and consistency are met within day-to-day operations;
8. Develop positive and collaborative cultural systems within the district;
9. Address worker's compensation matters and related legal requirements;
10. Provide support, compliance, and guidance for environmental and safety issues; and
11. Address liability matters including tort claims and related investigations of facilities.

The Human Resources Reorganization and Restructure Plan includes the addition of two positions; the restructuring of various job descriptions to align essential functions with actual job performance; and the reduction of three (3) confidential positions (6/11/15 Board Agenda, p. 331-332). The Director of Safety and Risk, who formerly reported to Business and Fiscal Services, now reports to Human Resources.

The Coordinator of Diversity and Talent Recruitment position replaced two Recruitment Specialist positions. This position conducts recruitment locally, statewide, and nationally and develops, maintains, and follows the legally mandated SBCCD EEO Plan to ensure recruitment efforts address diversity and equal opportunity employment.

The Employee Relations Officer position replaced the Human Resources Analyst position and in addition to an Analyst's responsibilities, will be responsible for addressing the ever-growing needs related to Title IX compliance and ADA requirements.

Coordinator, Professional Learning and Organizational Effectiveness, is a position that had been approved by the 2014/2015 District Program Review process and was originally entitled Training Specialist. This position is charged with coordinating, implementing, and supporting the implementation of professional and leadership development. This position will assure District compliance with all

training necessary for state and federal laws and regulations including but not limited to Discrimination, Sex Harassment, Equal Employment Opportunity, and Title IX.

Upon Board approval of the Human Resources Reorganization and Restructure Plan, five positions - Coordinator, Professional Learning & Organizational Effectiveness, Employment Relations Officer, Coordinator, Diversity and Talent Acquisition, and Human Resources Generalist (2) - were hired over the summer and approved at the August 13, 2015 and September 10, 2015 Board meetings. These positions were expedited by Chancellor's cabinet so that Human Resources would be positioned to meet the many needs of the District and campuses in the current academic year. The ACCJC Visiting Team Report stated "The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges." The Human Resources Reorganization and Restructure Plan indicated that the restructure would cost approximately $134,000 in additional salaries. This changed when the existing Recruitment Specialist position was vacated and eliminated, which reduced the increased salary costs by $54,000. The Human Resources Department had been initially recommended at 13 positions prior to May 2015. After the restructure/reorganization plan was finalized, it comprised 11 positions, with each having added duties and responsibilities to meet the growing and complex needs within the department.

[1] Reliable data from the Human Resources Department to support position control and other human resources functions;

Position Control is a human resources and fiscal tool that allows the District to track the funding and history of a position without regard to employee names or vacancies. "The San Bernardino County Office of Education system that the District uses lacks the ability to assign unique position numbers to budgeted and new positions, delaying instantaneous salary distribution detail reports to the College."

Questica Software, an operating, capital, and position planning software solution, with a Salary and Position Planning module, has been fully implemented to ensure accurate funding and position control for management. It maintains budgeting aspects, ensuring all management is aware of the funding source for each position.

An internal hiring process manual was created that addresses how all positions and actions related to positions move through the system. The process includes a flow chart and necessary forms, such as personnel requisition forms for Chancellor's Cabinet approval implemented at the end of July 2015. Included in this process is a new Job Analysis Questionnaire (JAQ) designed to provide managers with a series of questions that incorporate consistent guidelines in the formation of a new job description consistent with and meets legal requirements of an equal opportunity employer. Human Resources has designed the JAQ as an internal tool used prior to the final approval of a position so that supports are

provided to the departments to prevent delays caused by errors and inconsistencies in forming a job description.

[2] Timeliness of Employee Evaluations

The ACCJC Visiting Team report noted that "During the visit, the District Team verified that tracking records maintained by Human Resources for all employee evaluations are inconsistent in the dates that the evaluations are scheduled and actually completed based on College records."

When fully implemented, PeopleAdmin software, purchased at the beginning of fall semester 2015 after a thorough evaluation period, will address and assist in maintaining employee evaluation notifications to managers. PeopleAdmin will monitor each position and, based on the position's evaluation cycle (annual, every two years, every three years, etc.), generate a notification to the employee and the appropriate manager. Once all current data is entered into the system, it will maintain the information and provide timely notifications.

Pending the full implementation of PeopleAdmin, Human resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor. In some cases, Human resources will place the employee on a new evaluation cycle, depending on whether the employee's position and/or supervisor had changed since the prior evaluation. The completion of a past-due evaluation will reset the evaluation cycle, serving as the base year for the subsequent evaluation cycle.

Current and past-due management evaluations were initiated and completed in fall 2015. Past-due evaluations of classified and academic employees will take place in accordance with the respective bargaining unit agreements. Eight overdue academic evaluations were completed in December 2015. The classified evaluation process will begin April 2016. It is not appropriate to evaluate past-due classified staff out of cycle as it would be a violation of the CSEA contract.

Past-Due Evaluations

Status	Academic	Classified	Management	Grand Total
Interim Immediate Supervisor	1	2		3
Management Mid-Year Hire		2		2
Missed Deadline	13	64	4	81
Grand Total	**14**	**68**	**4**	**86**

Employee Evaluation Status Summary

	Employees	*Percent*
On-schedule Evaluations	*536*	*86%*
Past-Due Evaluations	*86*	*14%*
Total Evaluations	*622*	*100%*

[3] Employee Hiring

Several strategies have been developed to improve the timeliness of the employment process. Two Human Resources Generalist positions were filled over the summer. Timelines for hiring are now planned by identifying the date of Board Meeting for final approval and scheduling hiring committee meetings and interviews with the intent of completing the hiring process by the target date. Two weeks of the hiring process is saved by concurrently posting vacancies internally and externally; if the position is filled internally, the external posting is withdrawn. Hiring committee members are identified when a position is announced, instead of after a position has closed. All hiring committee meetings and interviews are scheduled well in advance to avoid delays due to scheduling conflicts.

Decreasing the number of failed searches will speed up the hiring process. The primary work of the new Coordinator, Diversity and Talent Acquisition position is to conduct recruitment locally, statewide, and nationally, and efficiently and effectively coordinate recruitment efforts to obtain the most qualified applicants for positions.

HR is becoming proactive active in its recruitment efforts. District participated in only two (2) recruitment fairs in the spring of 2014-15, whereas HR has plans to attend seven (7) recruitment fairs in fall 2015. Job search engines, which have been utilized by the District for the purpose of recruitment, have been analyzed to determine whether posted jobs are rendering "hits" by prospective applicants. Search engines that demonstrated minimal hits have been identified for non-renewal of contracts while others, such as the State Registry, which has not been utilized by the District, have been identified as a viable option for recruitment.

The Vacancy Tracking Spreadsheet is a tool being used by HR to track position control numbers, approvals, hiring committee dates, anticipated Board dates, status and other essential information for each vacancy. A flowchart for personnel requests has been developed and outlines the steps that need to be taken to hire new and replacement employees.

SBCCD has hired a total of 25 full-time employees for new or replacement positions (6-CHC, 9-SBVC, 10-District) between June 2015 - September 2015. This represents a 108% increase in the number of full-time new or replacement employees over the same time period last year, as 12 positions (4-CHC, 7-SBVC, 1-District) were hired between June 2014 - September 2014. Total recruitments for 2015-2016, which includes part-time employees and internal promotions, is 77.

Fall Quarter Full-Time Hires, 2014-15 vs. 2015-16

Quarter	DIST	CHC	SBVC	FT Total Hires
June-September, 2014-15	1	4	7	12
June-September, 2015-16	10	6	9	25

2015-2016 Recruitments to Date

Recruitment Status	CHC	DIST	SBVC	TOTAL
Anticipated	12	0	1	**13**
In Process	8	11	23	**42**
On Hold	4	3	16	**23**
Total	**24**	**14**	**40**	**78**

2015 Total Hires

Hires	CHC	DIST	SBVC	TOTAL
Academic	6	0	18	**24**
Classified	7	7	17	**31**
Confidential	0	8	0	**8**
Interim-Mgmt	1	2	0	**3**
Management	0	7	4	**11**
Total	**14**	**24**	**39**	**77**

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[4] Consistent Policy Interpretation

The Human Resources Department has established a manual to guide hiring processes and address interpretation of policy and procedure. This tool will be used on an ongoing basis and has been incorporated into weekly training meetings within the Human Resources department. During the weekly training meetings, the entire staff addresses concerns/issues that may have occurred in the previous week to ensure open dialogue and consistency of application of policy and procedure. In addition, the department convenes bi-weekly "lunch and learn" meetings to provide training updates and sharing of knowledge across distinct areas within the department such as benefits, recruitment, and professional development based on recognized needs in the field. As such, HR has begun the process of training not only new staff, but also existing staff to address the unique and complex scenarios that occur on a daily basis. As a part of this process, collective bargaining agreements as well as meet-and-confer agreements with management and confidential associations are reviewed. Monthly HR meetings focus on policies and procedures as well as goals and objectives that align with the district-wide strategic plan.

[5] Faculty Evaluation Instrument/SLOs

The Tools committee has been established, includes faculty representation from SBVC and CHC, and has the authority to change evaluation instruments. The committee had early difficulty finding a meeting time, but finally met on October 23, 2015. The committee and subsequently the District and CTA agreed to the recommended placement of Student Learning Outcome (SLOs) language in the formal evaluation

form. The new contract language and the appropriate placement on the evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article 16B. The specific language, "I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty)" includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty are acknowledging that they are actively participating in the SLO process by assessing, evaluating, and rewriting (as necessary) learning outcomes for applicable courses and programs.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed 38% of the respondents agreed or strongly agreed that the district had adequately addressed the recommendation. 39% of respondents disagreed or strongly disagreed adequately addressed the recommendation. 23% of respondents responded "Don't Know or N/A". The 16 comments expressed concerns and praise. A greater portion of the comments indicated that little improvement had been made in HR. Concern was expressed about the appropriateness of the reorganization of HR. Especially the creation of the Professional Learning and Organizational Development position when each campus already has a Professional Development Coordinator. The ACCJC visiting team gave SBVC's Professional Development Department an accommodation for the professional development program on campus. Other comment spoke favorably of the changes in HR and found noticeable improvements in the department.

The Chancellor is taking steps to improve communication with constituent groups regarding important work across the district. Out of concern that one-one-one meetings are too narrowly focused and District Assembly is too large, the Chancellor has created the Chancellor's Advisory Group. The Chancellor's Advisory Group will include key campus constituency leaders and create the opportunity informally to discuss new ideas, concerns, problems, strategies and to gather advice. The membership includes the following positions: Chancellor, CHC President, SBVC President, VC HR, VC Fiscal, Associate VC TESS, CHC Faculty Senate President, SBVC Faculty Senate President, CHC Classified Senate, SBVC Classified Senate, Management Association President.

Evidence:

I. Reliable data from the Human Resources Department to support position control and other human resources functions
   A. Position Tracking System (Attachment I)
   B. Board Policy 3100 – Organizational Structure; Annual notification from Chancellor's office (Attachment II)
   C. Informer Dashboard – Demographic Data Analysis (Attachment III)

II. Timeliness of employee evaluations
   A. People Admin - Evaluation Tracking overview (e.g., Performance Management) (Attachment IV)

III. Responsiveness and improved timelines for employee hiring

A. Vacancy tracking spreadsheet (e.g., in part; time sensitive) that includes data on committees, prospective board dates for hire, etc. (Attachment V).

B. Human Resources Restructure/Reorganization (Attachment VI)

IV. Consistent policy interpretation and guidance

A. Job Analysis Questionnaire (Attachment VII)

B. Human Resources Standard Operating Procedures Manual (VIII)

V. Completion of the faculty evaluation instrument to include work on Student Learning Outcomes (III.A, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b).

A. E-mail from Sheri Lillard detailing the Tools Committee's efforts to establish a meeting time

District Recommendation 3:

In the conclusion of Standard IIID in the ACCJC Visiting Team Report the team noted
"In May 2013, the District Budget Committee developed a process to adjust the Resource Allocation Model based on data and institutional planning documents to determine the appropriate allocation to the Colleges. The team found that this fact is not widely known on campus and that there are certain aspects of the model that lack transparency such as the criteria for funding the District wide assessments and why some revenue is excluded from the model. Also, the team could not find any evidence of integrated planning at the District level or how campus-level planning links to District-level planning which is the reason why both the College and District teams developed District Recommendation 2."

In order to meet the standards, the team recommends that the District [1] follow their Resource Allocation Model focusing on [2] transparency and inclusiveness, supported by a comprehensive district-wide [3] Enrollment Management Plan and a [4] Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly [5] communicated to the colleges (III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c).

Actions Taken to Resolve Deficiencies

The ACCJC Ad Hoc task force openly and candidly discussed strategies for addressing these deficiencies. The corrective actions that were collectively recommended were.

1. Though Board AP2610 (Presentation of Initial Collective Bargaining Proposals) as amended requires the chancellor to provide advanced notice and forecasts to the Board of Trustees, there is also a need to provide the colleges with scenarios in advance, capitalizing on use of the campus budget committees;
2. Need documented process, guidelines, and training on how to implement resource allocation model, using "Guiding Principles" (e.g., SBVC must stay above 10,000 FTE, CHC needs to become financially self-sufficient) and there is a need for the chancellor and Vice-Chancellor of Fiscal Services to promote an approved resource allocation model consistently and transparently;
3. Need to develop and use District Enrollment Management Plan;
4. Campus presentations and Quarterly or Annual Newsletter from District Budget Committee;
5. Provide realistic scenarios in advance and adjust budget calendar to facilitate forecasting for the colleges.

[1][3]Resource Allocation Model [RAM] and Enrollment Management Plan

In response to the Collaborative Brain Trust (CBT) report on enrollment management received October 2014, the Chancellor formed an enrollment management task force comprising 11 members representing both campuses and the district. The task force was charged with developing a

recommendation on FTES goal distribution between the two colleges. On April 16, 2015, the enrollment management task force recommended the "floating" Resource Allocation Model (RAM) be modified to a more systematical model that could address the issues identified in the CBT report.

District Budget Committee revised RAM Guidelines for FY 2014-15 and 2015-16 in August 2015. The new model provides clear goals and expectations from both colleges, allows SBVC to continue growing, and shifts the risk and reward of unfunded FTES to Crafton.

Revised Resource Allocation Model (RAM) Guidelines
Fiscal Year 2015-16
(As Revised by DBC on 8/20/2015)

Revenues shall be divided between the two colleges of the District, San Bernardino Valley College and Crafton Hills College, in accordance with the following principles. These guidelines accord best with the desired objectives of transparency, fairness, and ease of understanding; and have the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year.

1. The SB361 State Base Allocation revenue for each college shall be passed directly on to the college concerned.

2. The district's State non-credit FTES allocation revenue shall be passed directly on to the college that produced the non-credit FTES.

3. The district's state credit FTES allocation revenue shall be divided between the two colleges as follows:

   San Bernardino Valley College
   I. 10,454 10,504 total projected funded FTES
   II. San Bernardino Valley College will carry any excess over 10,454 10,504 as unfunded FTES *

   Crafton Hills College
   I. 4,791 4,841 total projected funded FTES
   II. All District Unfunded FTES will be carried by Crafton Hills College (projected is 73 23 unfunded FTES)
   III. District to fund unfunded FTES from fund balance

4. Overcap funding for credit FTES shall be divided between the two colleges as follows. (Overcap is the additional FTES the district could recapture if other districts do not grow enough during the year. It is usually known around February of each year at recalculation [Recalc].)

   San Bernardino Valley College
   No additional Overcap funding since San Bernardino Valley College will be fully funded for the credit FTES

   Crafton Hills College
   Additional Overcap funding will be absorbed by Crafton Hills College since all unfunded FTES are carried by Crafton

5. Other eligible revenues received by the district shall be divided between the two colleges in accordance with the relative FTES numbers achieved by the colleges as in item 3. above.

6. Site-specific revenues will remain with the college concerned.

7. District growth levels/targets may be recommended by District Budget Committee and approved/modified by the Chancellor's Cabinet.

8. Districtwide assessments shall be divided between the two colleges based on FY 2015-16 projected actual (not funded) FTES.

   San Bernardino Valley College
   10,454 10,504 actual FTES

   Crafton Hills College
   4,864 actual FTES

The District believes that this new RAM provides transparency, fairness, and ease of understanding; and has the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year. As an example of the flexibility of this new RAM, at its August 20, 2015 meeting, the District Budget Committee (DBC) approved a recommendation to Chancellor's Cabinet to revise the RAM Guidelines for FY 2015-16 in view of the state's newly proposed growth formula.

On May 12, 2015, the enrollment management task force recommended to the chancellor to establish a Districtwide Enrollment Management Committee with membership recommendations from the District Budget Committee and District Assembly in order to develop a District wide Enrollment Management Plan. The committee will comprise 15 members representing both campuses, the district, and all employee constituencies.

[2][5]Transparency and Communication

To promote and maintain consistent communication with the leadership of the Colleges, the District meets regularly with the college presidents and Vice Presidents of Administrative Services to discuss financial issues that could potentially affect the colleges. The attendance to these meetings include the Interim Director of Fiscal Services and Interim Vice Chancellor of Business & Fiscal Services from the District Office. However, these meetings do not replace the collegial process that takes place during District Budget Committee meetings.

To keep the Board of Trustees informed and to provide realistic scenarios in advance, through Board AP2610 (Presentation of Initial Collective Bargaining Proposals) as amended, requires the Chancellor to provide advanced notice and forecasts to the Board of Trustees; there is also a need to provide the colleges with scenarios in advance, capitalizing on use of the campus budget committees.

At its May 21, 2015 meeting, DBC was asked to complete the annual Committee Self-Evaluation and later tallied (a total of 9 responses were received). The results of the Self-Evaluation was presented to DBC during the June 19, 2015 meeting. The Self-Evaluation showed that all respondents felt that quality of information flow from the committee to the constituency groups is good to very good; all respondents agreed that the quality of information flow from the constituency groups to the committee was good to very good; and all respondents agreed that the quality of communication by the committee with the District community as a whole was good to very good.

The Vice Chancellor of Business and Fiscal Services has remained the chair of the District Budget Committee and continues to have the responsibility for clear communication, transparency, inclusiveness, and evidence-based information.

The District Budget Committee [DBC] Annual Report was emailed district-wide on September 25, 2015. The annual report provided the meetings at-a-glance during the year along with the recommendation from DBC during FY 2014-15. Frequently Asked Questions (FAQs) regarding the FY 2015-16 budget and RAM were emailed district-wide in September and October 2015. The District Budget FY 2015-16 is available online and in the library. The DBC Annual Report and RAM FAQs are available online.

The proposed 2015-2016 Budget allocation based on the RAM guidelines has been presented by the Chancellor or Interim Vice-Chancellor of Fiscal Services to various constituents groups and the Board of Trustees.

Questions have been raised about how the District apportionment was determined. Between the preliminary budget presentation (May 2015) and the adoption of the final budget (September 2015), $1,308,628 was added to the District apportionment. When the Chancellor addressed the San Bernardino Valley College Academic Senate on 9/30/2015, he stated that he had asked the Interim Vice-Chancellor of Fiscal Services to provide an explanation for the significant increase. This increase was discussed during the October 15, 2015 District Budget Committee and addressed in the Department of Fiscal Services Frequently Asked Question letter that was emailed district wide.

[4] Staffing Plan

An Ad-Hoc Staffing Plan committee was formed in October 2015 and will meet for the third time in January 2016. The goal of the January meeting is to: evaluate the content of the proposed staffing plans, and look at the available data and how the data addresses the recommendations in the plan. The February 2016 meeting will develop a section on how future changes such as the economy, enrollment, and legislation could impact the staffing plan, and develop a summary of the entire plan. Ad-Hoc Staffing Plan committee members will take the draft of the staffing plan to their constituencies for review and feedback. March 2016 is the target date for final approval of the Staffing Plan.

Analysis of Actions to Resolve Deficiencies

The October 2015 survey showed that approximately 33% of the respondents agreed or strongly agreed that the district had adequately addressed the recommendation; another 43% of respondents disagreed or strongly disagreed the district had adequately addressed the recommendation. Finally, almost 22% of respondents responded "Don't Know or N/A." The 16 comments varied widely, with many respondents noting greater transparency and communication from the Office of Fiscal Services and other respondents who believed the communication and transparency efforts were superficial. There were also comments that clearly referenced earlier versions of the RAM.

After reviewing the survey results, The Vice Chancellor of Fiscal Services choose to be proactive and improve communication with the campuses. He has been attending Academic Senate meetings. To fully

explain budget issues, a Budget Forum took place on 1/14/2016. The Forum went beyond the ACCJC recommendations and explored broader budgetary concerns.

The chancellor is taking steps to improve communication with constituent groups regarding important work across the district. Based on a concern that one-one-one meetings are too narrowly focused and District Assembly is too large, the chancellor created the Chancellor's Advisory Group. The Chancellor's Advisory Group will include key campus constituency leaders and create the opportunity informally to discuss new ideas, concerns, problems, strategies and to gather advice. The membership includes the following positions: Chancellor, CHC President, SBVC President, VC HR, VC Fiscal, Associate VC TESS, CHC Faculty Senate President, SBVC Faculty Senate President, CHC Classified Senate, SBVC Classified Senate, Management Association President.

Evidence:

1. **Administrative Procedure AP 2610:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/2000/AP%202610%20Presentation%20of%20Initial%20Collective%20Bargaining%20Proposals%203-12-15.pdf

2. **District Budget Committee Recommendation #FY2015-01:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/Recommendations/Budget%20Committee%20Recommendation%20FY2015-01.pdf

3. **Agendas from College/District Business & Fiscal Services meetings**
   Separate attachment

4. **June 18, 2015 District Budget Committee Agenda with minutes:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2015/2015-06-18%20Minutes%20-%20Approved.pdf

5. **Enrollment Management Task Force - Recommendation to DBC for FY 15-16:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2015/2015-04-16%20Enrollment%20Management%20Task%20Force%201%20Proposal%20to%20DBC.pdf

6. **District Budget Committee Recommendation #FY2015-05:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/Recommendations/Budget%20Committee%20Recommendation%202015-05%20on%20Revised%20RAM%20Guidelines%20for%20FY%202014-15%20and%202015-16.pdf

7. **District Budget Committee Recommendation #FY2016-01:**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/Recommendations/Budget%20Committee%20Recommendation%202016-01%20on%20Revised%20RAM%20Guidelines%20for%202015-16%20-%20Approved.pdf

8. **District Budget Committee Self-Evaluation**
   http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2016/2015-06-18%20Committee%20Self%20Evaluation%20from%202014-15.pdf

9. **2015-07-16 Tentative vs Final FTES Distribution Growth:**
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2016/2015-07-16%20Tentative%20vs%20Final%20FTES%20Distribution%20Growth.pdf

10. **May 28, 2015 Board Study Session - Preliminary Budget Presentation Study Session:**
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Presentations/2015%20Presentations/5-25-15%20Preliminary%20Budget.pdf

11. **June 18, 2015 District Budget Committee Agenda with minutes:**
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2015/2015-06-18%20Minutes%20-%20Approved.pdf

12. **Chancellor's Chat Newsletter – Volume 5, Issue 11 - June 18, 2015:**
http://www.sbccd.org/~/media/Files/SBCCD/District/Chancellor/Chancellors%20Chat/2015/61815%20Chancellors%20Chat.pdf

13. **District Budget Committee 2014-15 Annual Report:**
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/DBC%20Annual%20Report.pdf

14. **Frequently Asked Questions:**
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/2015-10-15%20FAQ%20-%202015-16%20Final%20Budget%20and%20RAM.pdf

15. **District Budget Committee Roster:**
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2015-16%20Membership%20Roster-June%202015.pdf

16. **Chancellor's Opening Day Presentations 2015:**
http://www.sbccd.org/About_the_District/Chancellor/Presentations
http://www.sbccd.org/~/media/Files/SBCCD/District/Chancellor/Chancellors%20SBVC%20Welcome%202015.pdf

17. **SBVC Academic Senate Minutes for September 2, 2015:**
http://www.valleycollege.edu/~/media/Files/SBCCD/SBVC/committees/academic-senate/Agendas_Minutes_1516/AS_Min_September_2_2015.pdf

18. **CHC Academic Senate Minutes for August 19, 2015:**
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Meeting%20Agendas%20and%20Documents/2015-2016/09-02-2015/AS%20Minutes%208.19.15.pdf

19. **Review of District Office proposed budget for FY 2015-2016 at District Budget Committee:**
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2015/2015-05-21%20District%20Office%20Expenses.pdf

20. **Tentative Budget (pages 447-534):**
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2015/6-11-15.pdf

21. **Final Budget:**
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2015/9-8-15.pdf

22. **Explanations of District Office budget increases from tentative budget and final budget:**

http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/2015-10-15%20FAQ%20-%202015-16%20District%20Office%20Expense%20Buget%20-%20Tentative%20to%20Final.pdf

ACCJC Recommendation to Resolve Third Party Comment Deficiencies

Commission Recommendation to Address Third Party Comment: *In order the meet standards, the college must [1] ensure that the President holds an appropriate degree from an institution accredited by a recognized U.S. accrediting agency at the time of the degree was awarded. Furthermore, the college should [2] ensure that the college catalog contain precise, accurate, and current information with the names and degrees of all administrators and faculty.*

Actions Taken to Resolve Deficiencies
[1] Ensure College President holds an appropriate degree

The President has enrolled at Pacific Oaks College, an institution accredited by WASC, with the goal of earning a bachelor's equivalency based on life experience and a Master's Degree of Arts in Human Development. The President is making progress towards that goal.

In November 2015, the President announced her retirement, effective June 30, 2016.

[2] Ensure that the college catalog contain precise, accurate, and current information with the names and degrees of all administrators and faculty

The 2015-2016 Catalog lists all degrees held by faculty and administrators.

Analysis of Actions to Resolve Deficiencies

The initial plan to resolve this deficiency was opposed by the Academic Senate. Resolution SP15.04 ACCJC Commission Recommendation 1 and Minimum Eligibility Requirements for Chief Executive Officers was passed on 3/25/15 opposing the Chancellor's plan to resolve the Commission Recommendation. The Academic Senate believes that enrollment in a master's program will not meet the Commission's expectation that SBVC "ensure that the President holds an appropriate degree from an institution accredited by a recognized U.S. accrediting agency" at the time the Follow-up is due.

The October 2015 survey showed that about 28% of the respondents agreed or strongly agreed that the district had adequately addressed the recommendation; also, 61% of respondents disagreed or strongly disagreed adequately addressed the recommendation; and approximately 12% of respondents responded "Don't Know or N/A." The 29 comments expressed concerns about: the campus's

accreditation, reputation, and morale; the hiring process; and the quality of college being attended by the president.

Since the announcement of the president's retirement, Human Resources, in consultation with college constituencies, has been working towards hiring a president to start July 1, 2016. There is confidence on campus that the new president will hold the appropriate degrees. The Vice Chancellor of Human Resources is sending out a survey to solicit information on what the campus would like to see in the next president. The president position announcement will be posted on 2/1/2016 and the announcement will run for 60 days. To obtain a diverse pool of applicants, the position was posted in the following locations/publications:

- SBCCD Employment Website, CCC Registry (Add all others locations when complete list received received)
- A hiring committee composed of (1) CSEA, (1) Classified staff (President's Office), (1)Classified Senate, (1) CTA, (1) SBVC Academic Senate, (1) Management, and (1) Chancellor's designee, (1) Student, (1) Community member (optional) will be convened
- Open Forums will be held

It was noted in the survey comments that the 2015-2016 College Catalog reflected the necessary updates.

Evidence:
- Chancellor's E-mail 2/4/15
- Academic Senate Minutes 2/18/15;
- Barbara Beno's letter to Chancellor 2/20/15
- Barbara Beno's e-mail to J. Gilbert 3/6/15
- Higher Ed Article 2/12/15
- Resolution SP15.04 & Board Minutes
- PPT from 2/19/15 forum and any subsequent forums regarding accreditation
- 2015-2016 Catalog