San Bernardino Community College District
Board Strategy Session - Guided Pathways
July 23, 2020
12:00 pm-2:00 pm Pacific Time

Governor Newsom issued Executive Order N-25-20 on March 12, 2020, and Executive Order N-29-20 on March 17, 2020. Portions of these orders relax parts of the Brown Act. In part, the orders allow elected officials to "attend" a meeting via teleconference WITHOUT having to admit members of the public into the location from which they are participating (N-25-20) and orders that "such a body need not make available any physical location from which members of the public may observe the meeting and offer public comment" (N-29-20).

Anyone wishing to participate may do so via the Zoom link on the agenda. The meetings are also recorded. Public comments be submitted electronically by emailing snikac@sbccd.edu Submissions must be received 24-hours in advance of the meeting. From the comments received, staff will call each speaker to make their public comment.

Submissions will be considered a public record under the Public Records Act, and are therefore subject to public disclosure.

In accordance with Board Policy 2350, persons may address the Board of Trustees either on an agenda item or on other matters of interest to the public that are within the subject matter jurisdiction of the Board. Public comments will take place at the time designated at the meeting for public comment. Comments must be limited to five (5) minutes per speaker and twenty (20) minutes per topic if there is more than one speaker. At the conclusion of public comment, the Board may ask staff to review a matter or may ask that a matter be put on a future agenda. As a matter of law, members of the Board may not discuss or take action on matters raised during public comment unless the matters are properly noticed for discussion or action in Open Session. Anyone who requires a disability-related modification or accommodation in order to participate in the public meeting should contact the Chancellor's Office at (909) 388-6902 as far in advance of the Board meeting as possible.

AGENDA
Board Strategy Session - Guided Pathways
July 23, 2020
12:00 - 2:00 p.m.

LOCATION: Zoom Conference:
https://cccconfer.zoom.us/j/549366869
Dial: (669) 900-6833 or (346) 248-7799 - Meeting ID: 549 366 869

I. **CALL TO ORDER – PLEDGE OF ALLEGIANCE**

II. **PUBLIC COMMENTS ON AGENDA AND NON-AGENDA ITEMS**

Public comments must be submitted electronically by emailing snikac@sbccd.edu Submissions must be received 24-hours in advance of the meeting.

III. **ACTION AGENDA**

A. Crafton Hills College Institutional Self-Evaluation Report - 1st Reading (p3)

B. San Bernardino Valley College Institutional Self-Evaluation Report - 1st Reading (p274)

IV. **PRESENTATION**

A. Four Pillars of Guided Pathways
   1. Clarify the Path
   2. Enter the Path
   3. Stay on the Path
   4. Ensure Learning

V. **ADJOURN**

The next meetings of the Board: Zoom Conference
https://cccconfer.zoom.us/j/549366869
Business Meeting, August 13, 2020 at 4pm

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO:	Board of Trustees
FROM:	Jose Torres, Interim Chancellor
REVIEWED BY:	Dr. Kevin Horan, President, CHC
PREPARED BY:	Dr. Keith Wurtz, Vice President of Instruction, CHC
DATE:	July 23, 2020
SUBJECT:	Crafton Hills College Institutional Self-Evaluation Report 2020

RECOMMENDATION

It is recommended that the Board of Trustees accept Crafton's Accrediting Commission for Community and Junior Colleges (ACCJC) Institutional Self-Evaluation Report (ISER) for first reading.

OVERVIEW

At Crafton Hills College the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) is charged with guiding the accreditation process for the College. The IEAOC is a shared governance committee including administrators, the Academic Senate President, faculty, and representation from the Classified and Student Senates. The IEAOC began the self-evaluation process in Fall 2018.

ANALYSIS

The writing of the ISER began by asking the Office of Institutional Effectiveness, Research, and Planning (OIERP) to align each sub-standard with committees on campus whose charges correspond with that sub-standard. Based on this alignment the sub-standards were placed on the agendas of each of the committees to initially receive input, and then to review and edit the narrative of each sub-standard. Each committee reviewing a sub-standard would first review the sub-standard, the possible sources of evidence, and the ACCJC Evaluation Criteria, and then provide a list of possible sources of evidence and a brief response. This information was compiled into narrative format with other information and then taken back to the committee for review and input. Next, each committee would review and provide additional input to the written narrative and the evidence. Equally important, four open forums were held to illicit input and feedback. The ALO, Dr. Keith Wurtz, Vice President of Instruction, collected all of the feedback and included it in the document. Several requests for feedback were made to the entire campus community. The Lead Editor, Mark Snowhite, reviewed the entire work for clarity, consistency, and voice. The ISER is 268 pages long and includes over 1,200 pieces of evidence. The two areas identified in the Quality Focus Essay for improvement were improve the analysis of student learning outcomes and the use of data to inform decision-making

INSTITUTIONAL VALUES

I. Institutional Effectiveness
II. Learning Centered Institution for Student Access, Retention, and Success.

FINANCIAL IMPLICATIONS

None.

Return to Agenda

San Bernardino Community College District

Crafton Hills College Institutional Self-Evaluation Report

2020

Engage
Learn
Advance

Return to Agenda

Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

to

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

August 2020

Return to Agenda

Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
From: Dr. Kevin Horan, President
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92374

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Mr. Jose Torres, SBCCD Interim Chancellor	Date
Dr. Kevin Horan, Crafton Hills College President	Date
Dr. Anne L. Viricel, SBCCD Board of Trustees Chair	Date
Dr. Keith Wurtz, CHC Vice President of Instruction	Date
Dr. Delmy Montenegro-Spencer, CHC VP of Student Services	Date
Mr. Michael Strong, CHC Vice President of Administrative Services	Date
Mr. Brandi Bailes, CHC Academic Senate President	Date
Dr. Keith Wurtz, CHC Accreditation Liaison Officer	Date
Mr. Jeff Fuller, CHC Student Senate President	Date
Ms. Herberth Jaco, CHC Classified Senate President	Date

Return to Agenda

Contents

A. Introduction 4
College History 4
Mission, Vision, and Values 5
Student Enrollment Data 5
Demographic Data 9
Socio-economic Data 11
Sites 12
Specialized or Programmatic Accreditation 12
B. Presentation of Student Achievement Data and Institution-set Standards 13
C. Organization of the Self-Evaluation Process 30
E. Organizational Information 34
F. Certification of Continued Compliance with Eligibility Requirements 40
G. Certification of Continued Institutional Compliance with Commission Policies 42
H. Institutional Analysis 46
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 46
A. Mission 46
B. Assuring Academic Quality and Institutional Effectiveness 55
C. Institutional Integrity 77
Standard II: Student Learning Programs and Support Services 91
A. Instructional Programs 91
B. Library and Learning Support Services 126
C. Student Support Services 135
Standard III: Resources 159
A. Human Resources 159
B. Physical Resources 178
C. Technology Resources 185
D. Financial Resources 193
Standard IV: Leadership and Governance 214
A. Decision-Making Roles and Processes 214
B. Chief Executive Officer 228
C. Governing Board 238
D. Multi-College Districts or Systems 254
I. Quality Focus Essay 262

Return to Agenda

A. Introduction

College History

Located on rolling hills above the Yucaipa Valley and surrounded by an undisturbed natural environment, Crafton Hills College (CHC) is a comprehensive, public two-year college. Founded in 1972, it is the newer and smaller of the two colleges in the San Bernardino Community College District (SBCCD), serving the economically and ethnically diverse communities of the eastern San Bernardino Valley. Since its founding, CHC has helped over 100,000 students achieve their educational and career aspirations. Many have faced socioeconomic challenges, are students of color, and/or are the first in their families to attend college.

Crafton Hills College began as a concept in the mid-1960s. After voters in the Yucaipa and Redlands area approved a measure to join the San Bernardino Valley Joint Union Junior College District (later to become the San Bernardino Community College District), Lester and Rubin Finkelstein donated 163 acres of rugged terrain in the Yucaipa area to the District for the purpose of building a college to serve the populations of Yucaipa and Redlands and the surrounding areas. The voters of the District then passed a tax over-ride that assured the funding of the new college. Construction began in 1969.

The architects designed the first buildings in a way that would allow for construction with the least amount of earth moving, and they selected materials and designs that would blend with the natural surroundings. By the summer of 1972, the newly constructed buildings were ready for occupancy, and in September 1972, Crafton Hills College began its initial semester as California's ninety-sixth community college. Crafton Hills College serves the people in the eastern part of the San Bernardino Valley. San Bernardino Valley College, the older and larger college, continues to serve predominantly those in the valley to the west, although both colleges share the larger District service area and offer programs not available at the other college.

CHC's enrollment now exceeds 9,000 students annually, an increase largely stemming from the population growth in recent years. In fact, the College's census enrollment has increased by 16 percent between Fall 2015 and Fall 2019. CHC experienced an increase not only in enrollment but also in the number of completions. In the 2018-2019 academic year, the College awarded over 1,300 degrees and certificates to over 700 graduates, representing the highest number of completions in the College's 50-year history. Many of those awards were in fields that support the largest industry sector in our economic region – health care (EMSI, 2016). Indeed, 38 percent of the certificates CHC students earned in 2018-2019 were in health care fields such as radiologic technology and emergency medical services.

CHC is a place where students thrive. The College's students have consistently achieved the highest retention rate among the nine colleges in the Inland Empire, and students have achieved the third highest success rate in the region (Spring 2019). The two most recent biennial student satisfaction survey results (Spring 2016 and Spring 2018) showed that over 95 percent of students are satisfied with their educational experience and over 94 percent would recommend CHC to their family and friends. Coupled with the College's efforts to maintain and enhance an already

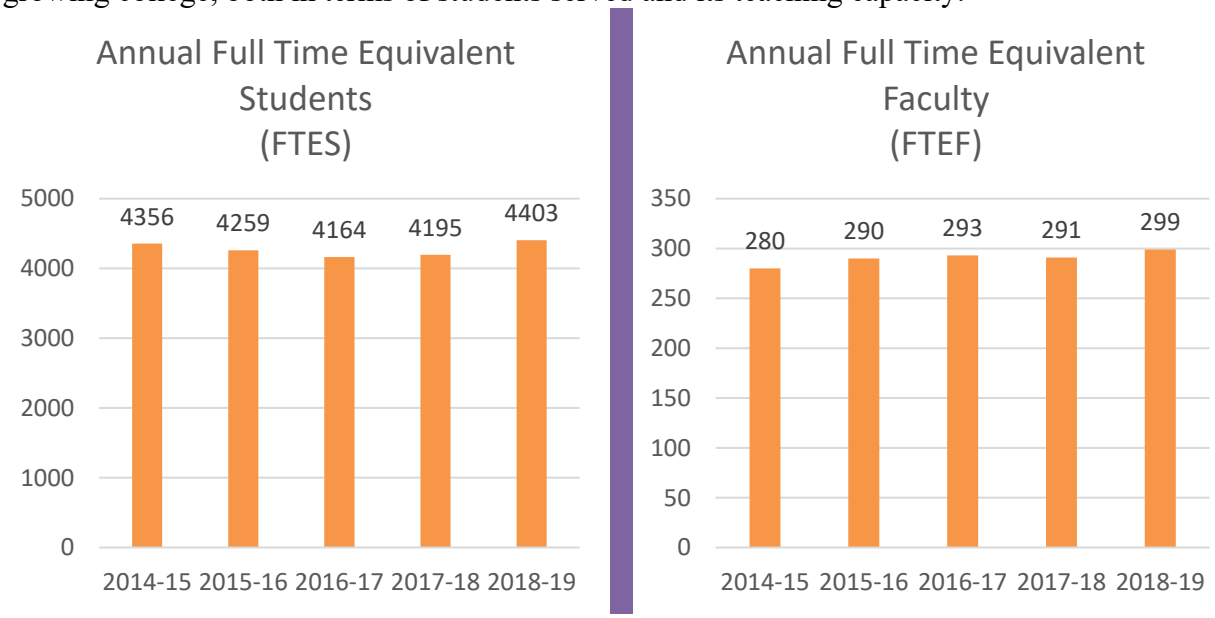
picturesque learning environment, supported by the $470 million bond measure secured in 2018, CHC is dedicated to its mission and vision of creating an engaging and supportive learning environment.

Mission, Vision, and Values

> *Mission: The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.*
>
> *Vision: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.*
>
> *Institutional Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.* (CHC website)

Student Enrollment Data

The number of full-time equivalent students (FTES) has increased by only 1 percent since 2014-2015. This increase is modest because of enrollment declines in 2015-16 through 2017-18. FTES have increased in the last year by 5 percent and are expected to increase in the 2019-20 academic year. Similarly, the College has experienced an increase in the number of full-time equivalent faulty (FTEF) by 6.4 percent since 2014-2015 and 3 percent in just the last year. Thus, CHC is a growing college, both in terms of students served and its teaching capacity.

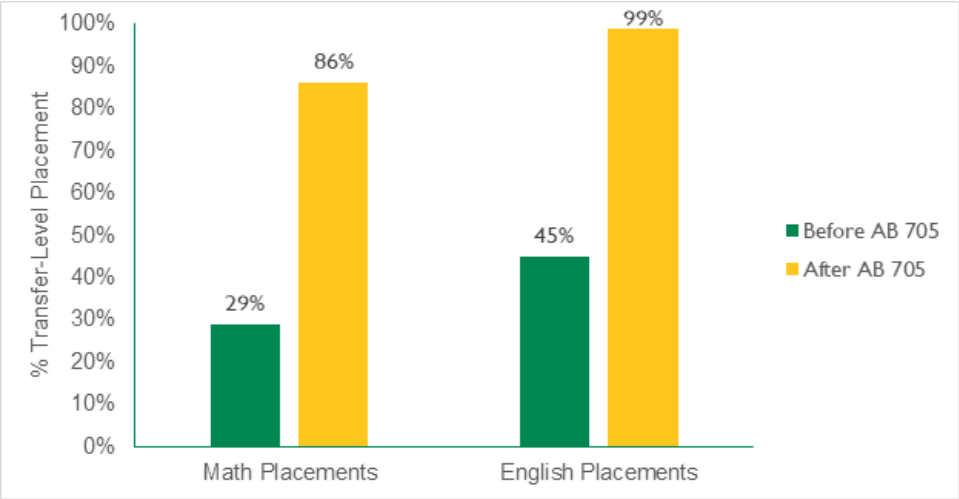


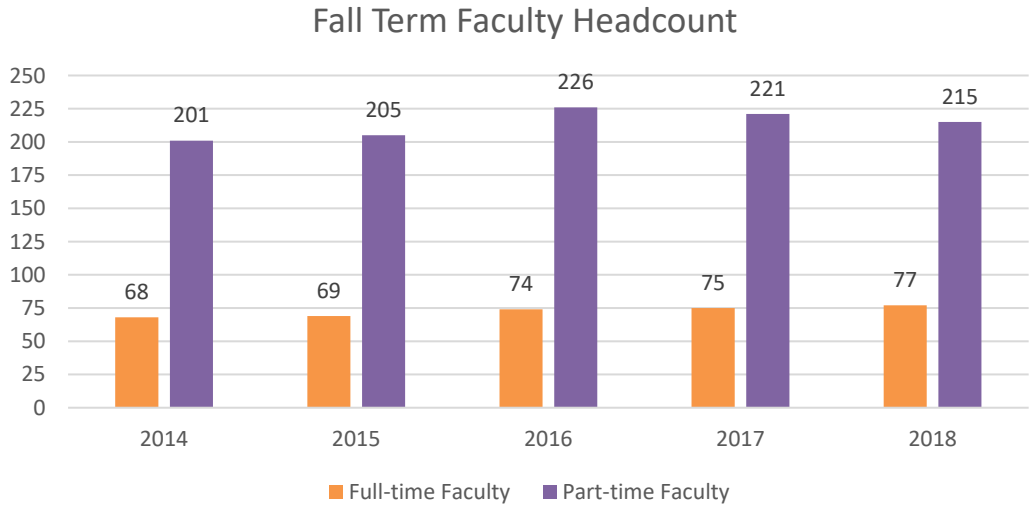
Source: CHC's Student Information System

While the number of classes taught by part-time faculty has been a little over one-third of all classes for the past five academic years, part-time faculty positions have continued to increase. Full-time faculty reached their highest number of positions in Fall 2016 (226); however, the number of full-time positions has since declined from 226 to 215.

Return to Agenda

The figure below illustrates the transfer-level placements in math and English before (Feb. 2017-Aug 2017) and after (Feb 2019-Aug 2019) the implementation of a placement process that aligned with the requirements of California's AB705. The percentage of students placing directly into transfer-level math almost tripled from 29 to 86 percent. Additionally, the percentage of students placing intro transfer-level English more than doubled from 45 to over 99% percent.





Source: CCCO's Data Mart

Demographic Data of Service Area Overview from 2016 Environmental Scan-- Population Density.

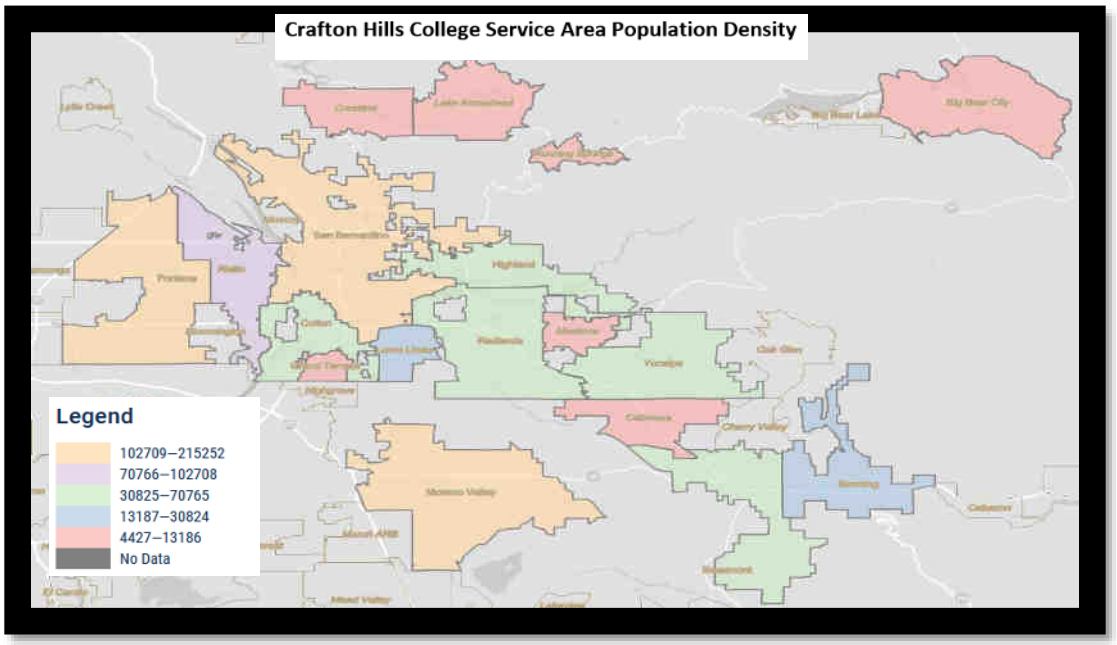
The population of CHC's service area has increased by almost seven percent since 2010, which represents a growth that exceeds that across California during that time span. While cities like San Bernardino and Fontana may have the greatest population density in the College's service area, cities in closer proximity to the CHC campus – Calimesa and Beaumont, most notably – have experienced the largest population gains since 2010 and are expected to continue to grow.

Return to Agenda

Table 1: *Annual Estimates of the Resident Population of CHC's Service Area, surrounding counties, and California*

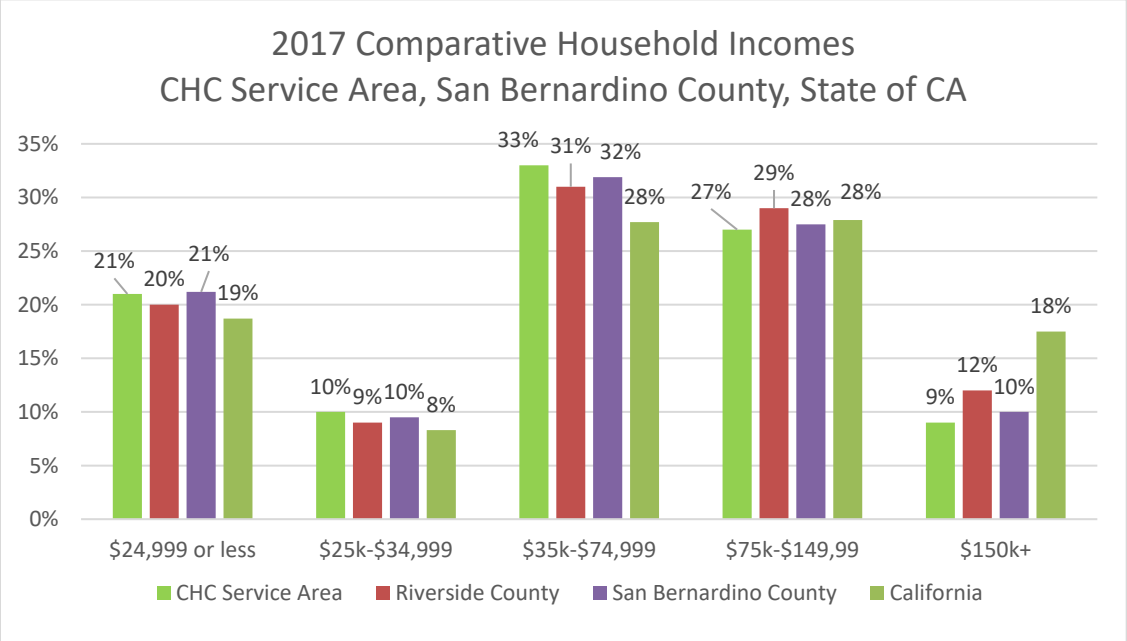
Geography	2010 Census	2014 Population Estimate	2018 Population Estimate (as of July 1)	% Change in Population 2010-2018
California	37,253,956	38,625,139	39,557,045	6.2
Riverside County	2,189,641	2,317,955	2,450,758	11.9
San Bernardino County	2,035,210	2,100,776	2,171,603	6.7
CHC Service Area	1,033,561	1,069,982	1,103,982	6.8
Banning	29,603	30,617	31,253	5.6
Beaumont	36,877	42,020	49,241	33.5
Calimesa	7,879	8,378	8,937	13.4
Colton	52,154	53,741	54,741	5.0
Fontana	196,069	204,152	213,739	9.0
Grand Terrace	12,040	12,347	12,584	4.5
Highland	53,104	54,353	55,406	4.3
Loma Linda	23,261	23,767	24,382	4.8
Moreno Valley	193,365	201,874	209,050	8.1
Redlands	68,747	70,264	71,586	4.1
Rialto	99,171	102,107	103,440	4.3
San Bernardino	209,924	213,588	215,941	2.9
Yucaipa	51,367	52,774	53,682	4.5

Source: PEPANNRES – Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2018 – 2018 Population Estimates

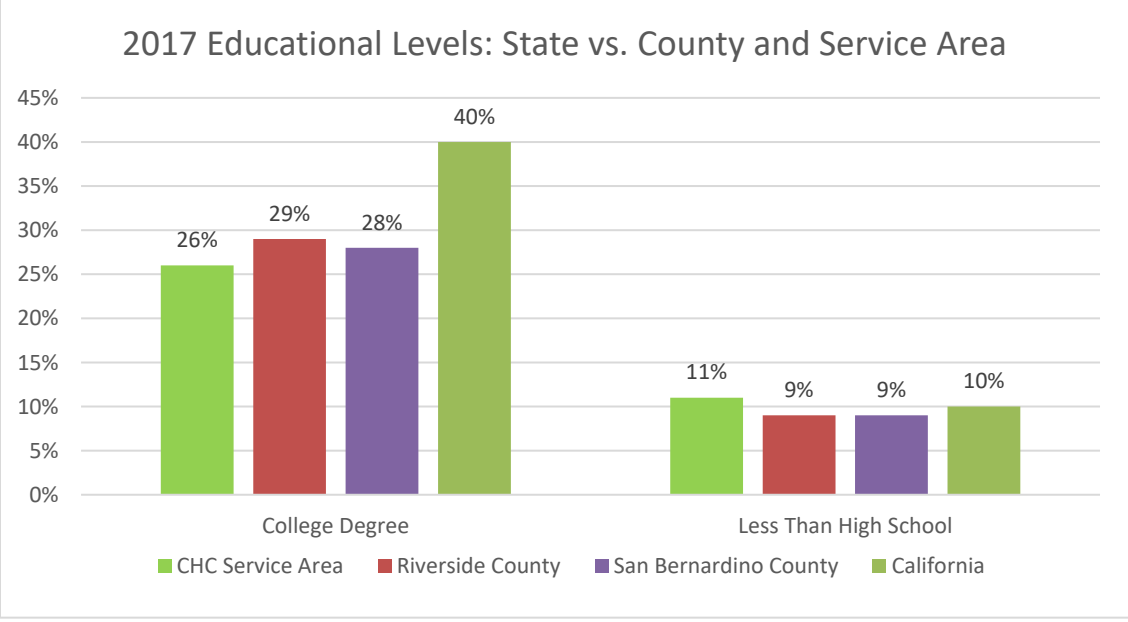


Return to Agenda

Comparative Household Income and Educational Levels.
For those residing in CHC's service area, 21 percent of households have an income of less than $25,000 a year, two percentage points greater than the California average. The gap in household income between residents of the College's service area those of California is similar with respect to incomes between $25,000 and $34,999. However, there is a significant gap between the College's service area and California at-large with respect to college degree attainment: While 40 percent of individuals in California have attained at least a baccalaureate degree, only 26 percent of those residing in the College's service area have attained that educational level.



Source: US Census Bureau



Source: US Census Bureau

Return to Agenda

Labor Market Information Findings

Analysis of data regarding the labor market in the service area and region provides insight for making informed planning decisions. The CHC Comprehensive Master Plan identifies top industries within the College's service area as well as how CHC can help its residents realize their educational and career goals by offering degrees and certificates that are relevant to the employment needs of the region.

Within CHC's service area, the following are the top industries in terms of individuals employed:

- Healthcare and Social Assistance (47,528 jobs)
- Government (35,679 jobs)
- Retail Trade (32,193 jobs)
- Accommodation and Food Services (21,564 jobs)
- Transportation and Warehousing (17,659 jobs)

These industries are also the same five industries that are projected to experience growth going into 2025. Of the top thirty projected annual job openings in the College's service area, approximately 2,404 annual openings are related to medical occupations, approximately 5,090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.
Of the 44,103 average annual job openings in the region, approximately 17,538 openings belong to occupations related to current programs offered by Crafton Hills College. The 17,538 openings can be divided by typical entry-level educational requirements as follows:

- 7,013 (39.99%) openings – high school diploma or equivalent
- 549 (3.13%) openings – some college, no degree
- 1,319 (7.52%) openings – postsecondary non-degree award
- 1,592 (9.08%) openings – Associate degree
- 5,715 (32.59%) openings – Bachelor's degree
- 641 (3.66%) openings – Master's degree
- 710 (4.05%) openings – Doctoral or professional degree

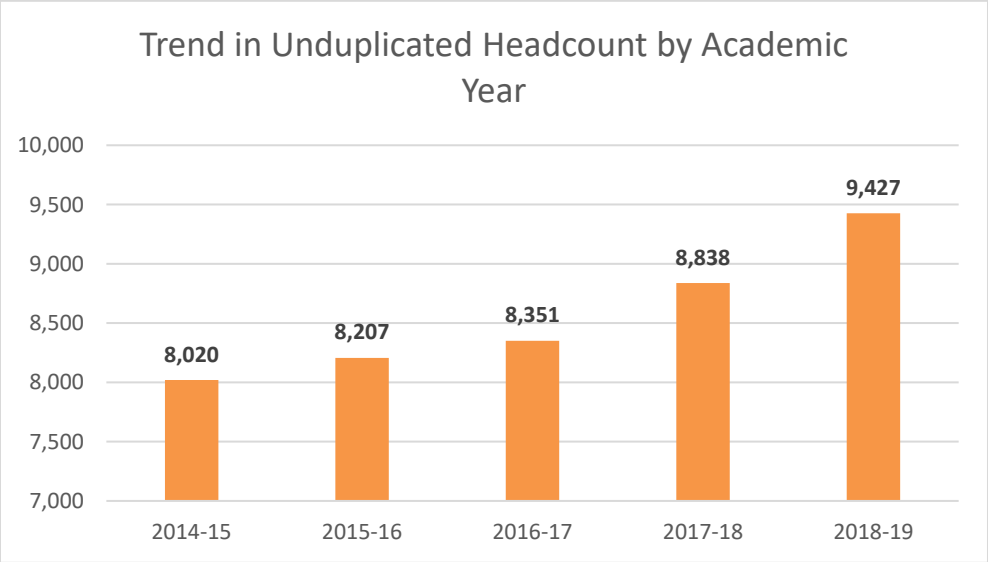
Job openings in CHC's service area that have a typical entry-level educational requirement of a postsecondary non-degree award or higher are projected to be related to the following programs:

- Biology (31.42% or 675 openings)
- Child Development and Education (23.13% or 497 openings)
- Business Administration (14.42% or 310 openings)
- Psychology (6.95% or 149 openings)
- Accounting (6.66% or 143 openings)

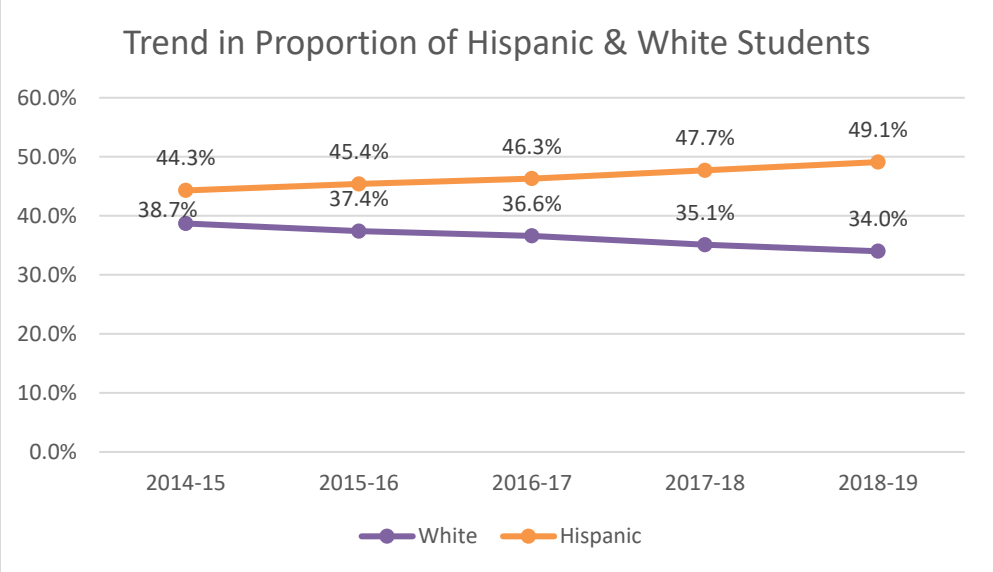
Demographic Data

A comparison of data for the past five academic years shows that Crafton Hills College's annual unduplicated headcount has continued to increase each year, going up from 8,020 students in 2014-15 to 9,427 students in 2018-19 -- an 18 percent increase. Meanwhile, the College's student population has become more diverse. The proportion of CHC's White population has decreased from 39 percent in 2014-15 to 34 percent in 2018-19 while the Hispanic student population has increased from 44 percent to 49 percent during that same period.

Return to Agenda



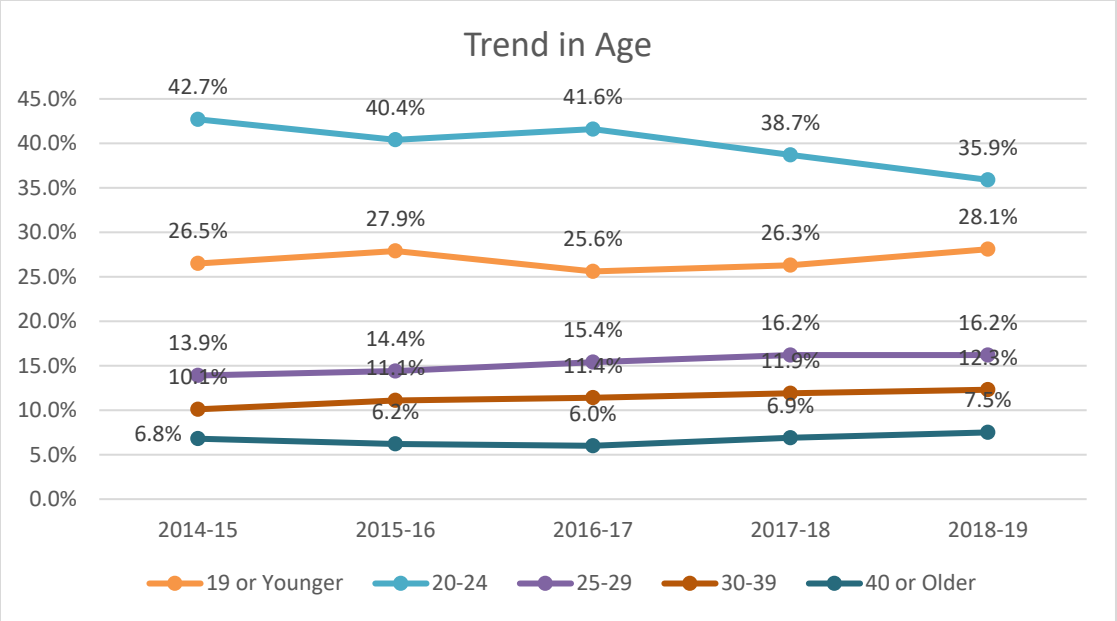
Source: CHC's Student Information System



Source: CHC's Student Information System

For the past five years, the two age ranges that were most prominent are those 19 or younger and 20-24. The 19 or younger population has remained stable (ranging from 26-28 percent) while the proportion of students between the ages of 20-24 decreased from 43 percent in 2014-15 to 36 percent in 2018-19. Students falling into the age groups of 25-29 or 30-39 increased by 2 percentage points per group since 2014-15, reaching 16 percent and 12 percent respectively in 2018-19. However, the population of those 40 or older increased by just 1 percentage point to 8 percent in 2018-19.

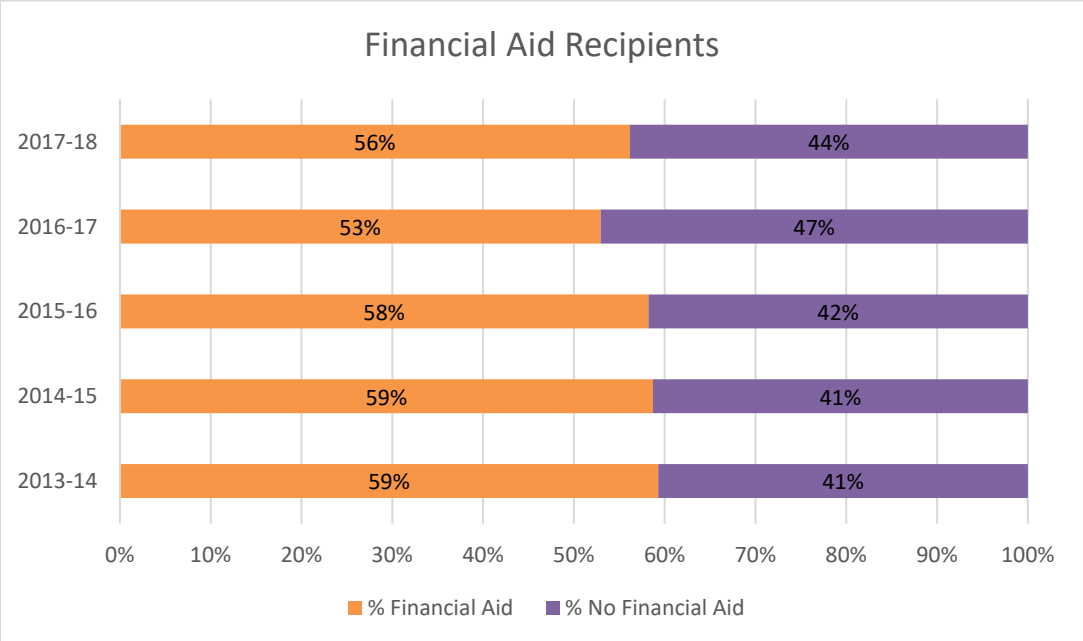
Return to Agenda



Source: CHC's Student Information System

Socio-economic Data

Fifty-nine percent of CHC students received some form of financial aid in 2013-14 and 2014-15. This rate declined slightly in 2015-16 to 58 percent before a sharper drop in 2016-17 to 53 percent. As of 2017-18, the rate has increased to 56 percent.



Source: CCCCO's Data Mart

Return to Agenda

Sites

Crafton Hills College is located on 523 acres in the foothills of the San Bernardino Mountains overlooking the Yucaipa Valley. The College campus has 19 buildings (385,000 total square feet), six outdoor tennis courts, and a multi-purpose athletic field. Over the last 15 years, two local bond measures have supported an ongoing flurry of construction at the College. Since 2010, CHC has added 37 percent to the overall campus square footage. The largest increase occurred in late 2015 at the opening of three new buildings: the Crafton Center (student services, bookstore, food services, and administration), Canyon Hall (science building), and the new Public Safety and Allied Health building. In November 2018, the community again supported the development of the College with the passage of a $470M bond measure that will fund new buildings and further enhance the remaining older facilities and infrastructure, as outlined in the CHC Facilities Master Plan.

Although CHC has no off-campus facilities, students in Fire Science, Radiologic Technology, Emergency Medical Services, and Respiratory Care programs complete practical and clinical training at off-site specialized facilities, in local hospitals, or other treatment facilities. In addition, CHC has partnerships with nearby K-12 districts whereby the College schedules transfer-level classes in a variety of subjects for high school juniors and seniors. CHC has also been offering Spanish classes at the San Bernardino Public Safety Academy, a charter high school.

Crafton also works off site with the San Bernardino County Fire Protection District. The San Bernardino Regional Training Center functions as a joint-powers agreement (JPA) between the San Bernardino Community College District and San Bernardino County Fire Protection District. The focus of the Center is to provide training for aircraft rescue firefighting. CHC provides expertise and support in the area of curriculum development for training course delivery. Additionally, CHC lends administrative and office technology support for daily operations through consultation and direct interaction with the Dean of Career Education & Human Development.

Specialized or Programmatic Accreditation

Several of the CHC's Career/Technical programs are accredited or licensed by quality assurance agencies and fully compliant with all requirements. These are listed below:

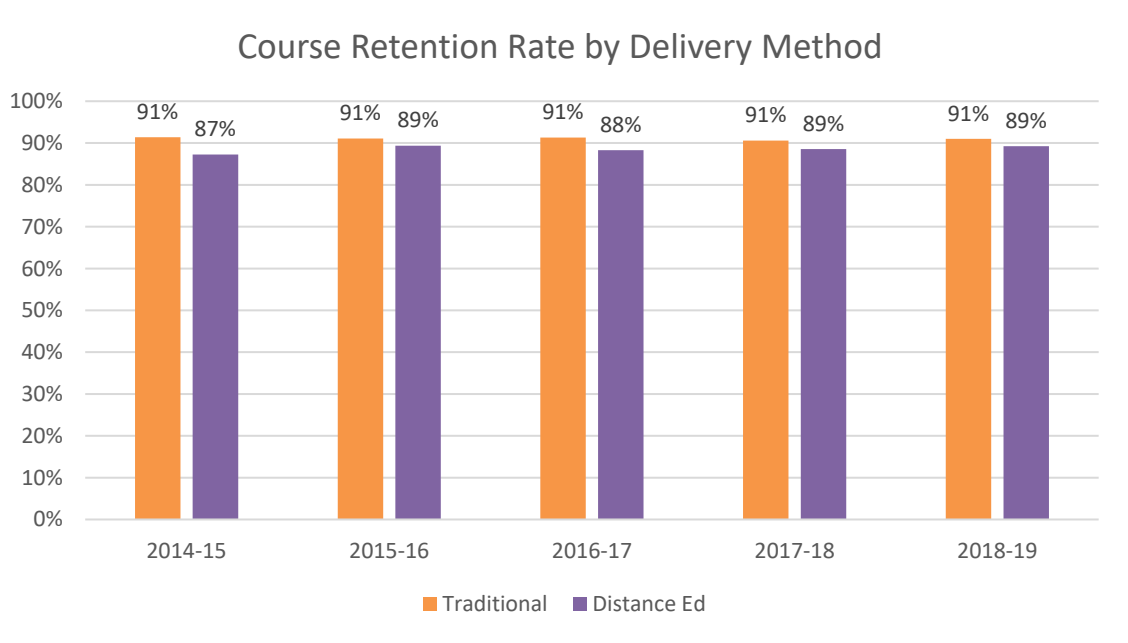
- Basic Firefighter Academy: CAL FIRE, California State Training
- Child Development Center: California Department of Social Services Community Care Licensing
- Emergency Medical Technician Certificate: Inland Counties Emergency Medical Agency (ICEMA)
- Emergency Medical Technician Paramedic Program: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Radiologic Technology: Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Respiratory Care: (Program No. 200132): Commission on Accreditation for Respiratory Care

Return to Agenda

B. Presentation of Student Achievement Data and Institution-set Standards

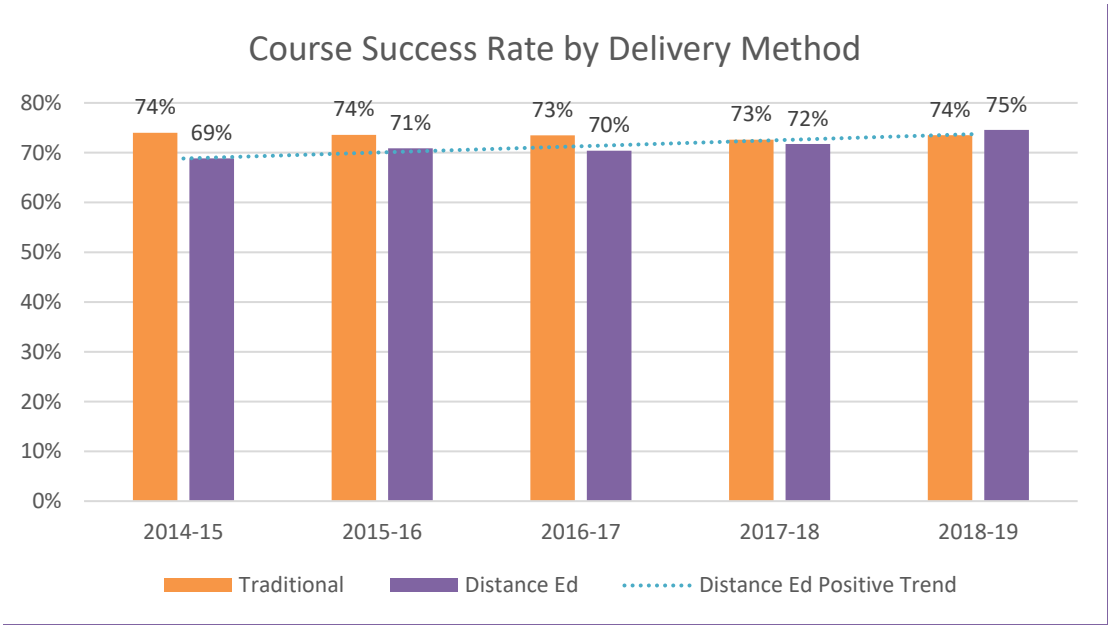
Course Retention and Success by Delivery Method

CHC's course retention rates for both traditional face-to-face and distance education (DE) delivery methods of instruction have remained consistent over the past five academic years. Retention rates for classes in the traditional method of delivery (i.e., face-to-face) has remained steady at 91 percent, and retention rates for classes in distance education (DE) has remained steady at 89 percent. The College's success rates for traditional instruction has likewise been steady for the past five academic years, whereas the course success rate for distance education (DE) courses has increased. While students in traditional courses have typically achieved higher success rates than those in DE courses, the College's DE rates have increased steadily in recent years – and, in fact, exceeded the success rates in traditional courses in 2018-2019.



Source: CHC's Student Information System

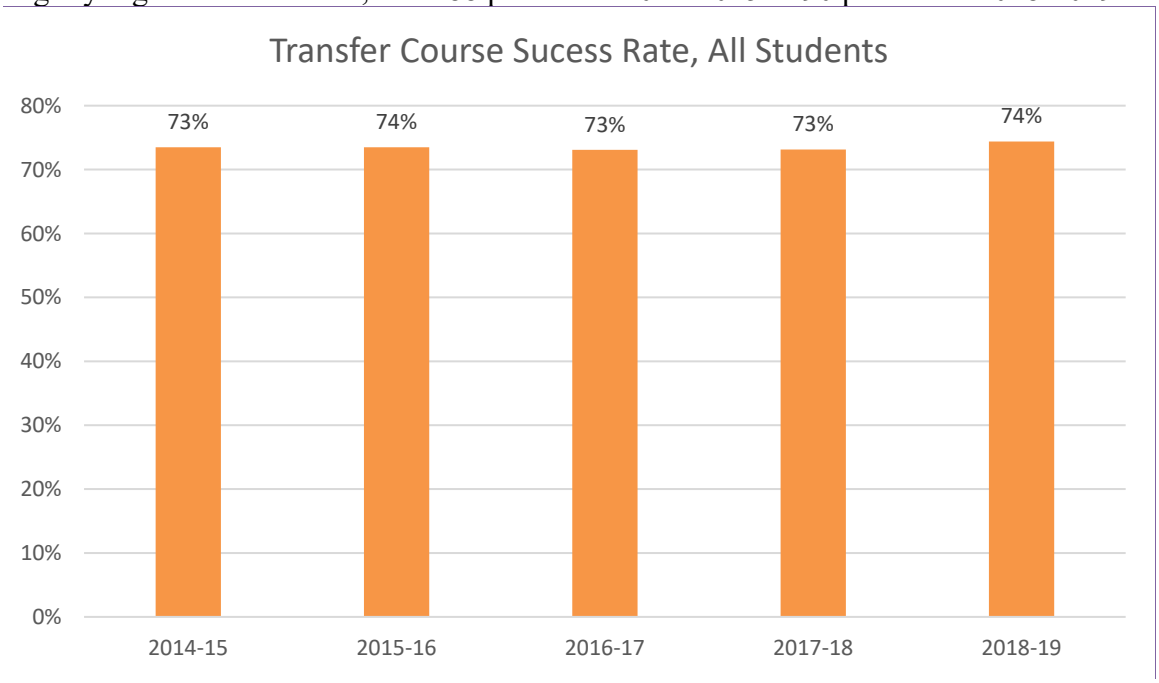
Return to Agenda



Source: CHC's Student Information System

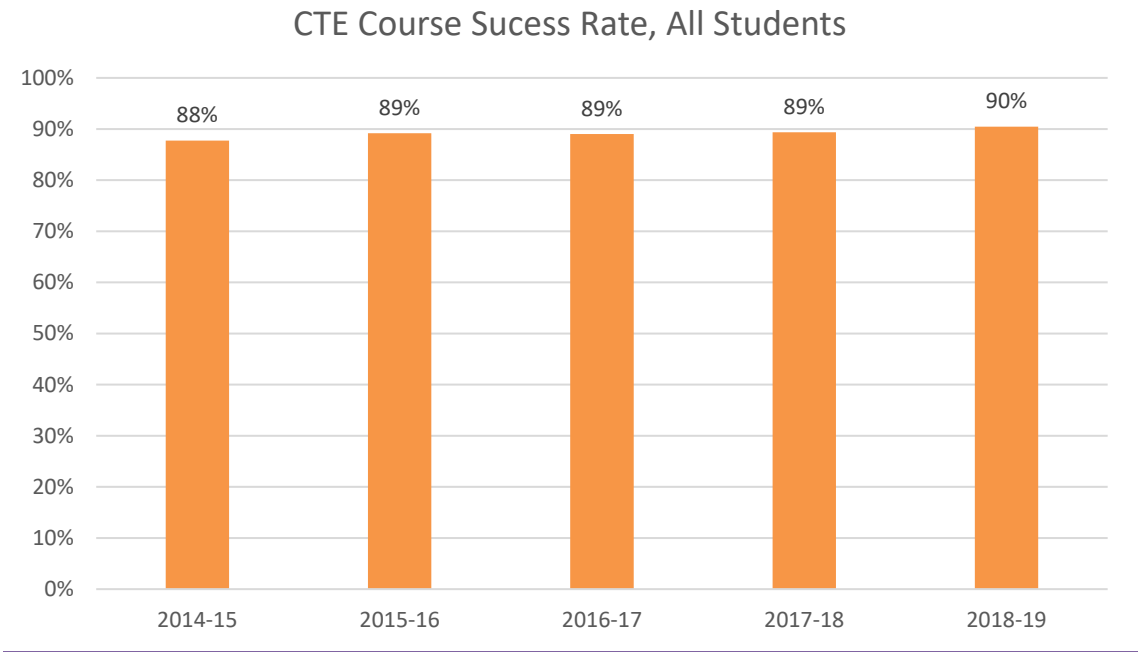
Course Success by Course Types

For the last five years, CHC's course success rates in transfer-level courses have consistently remained at 73-74 percent. Students in Career Technical Education (CTE) classes have achieved slightly higher success rates, from 88 percent in 2014-2015 to 90 percent in 2018-2019.



Source: CHC's Student Information System

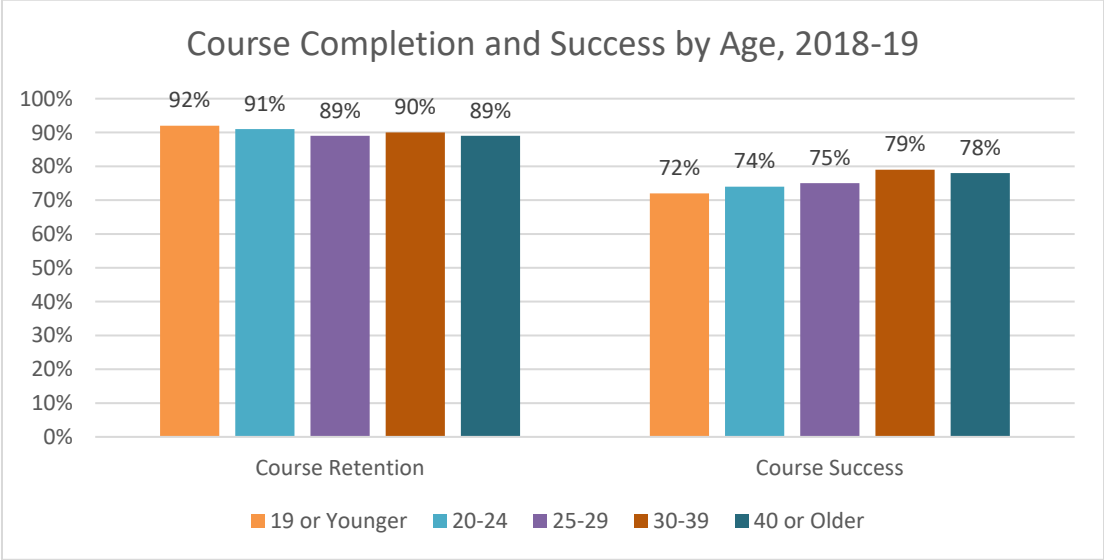
Return to Agenda



Source: CHC's Student Information System

Course Retention and Success by Demographic Characteristics

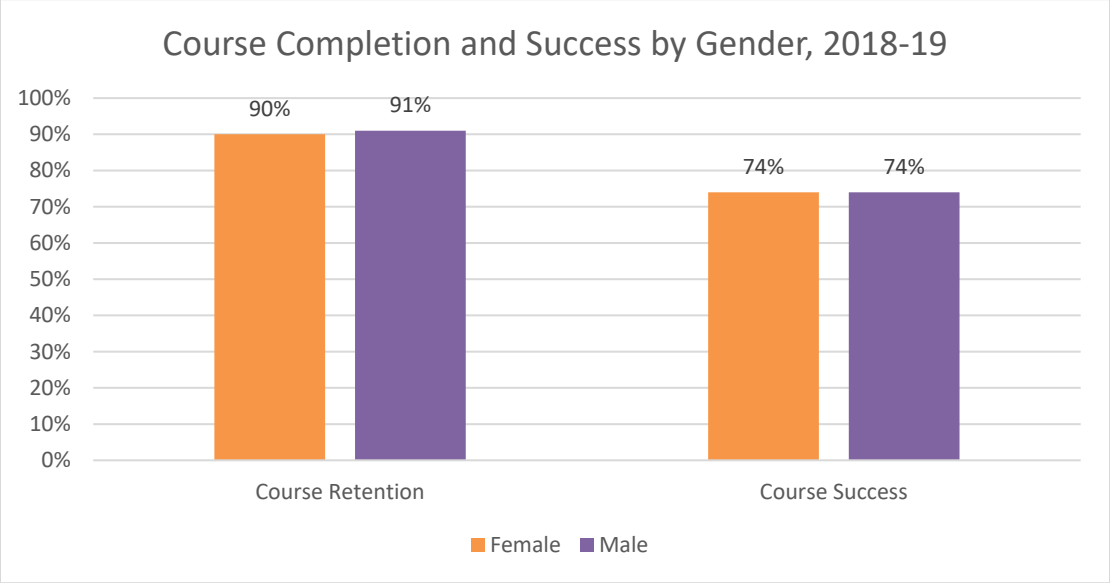
Course retention is highest among the 19 or younger age group (92 percent) and the 20-24 age group (91 percent) and is lowest among those who are between the ages of 25-29 (89 percent) and 40 or older (89 percent). Regarding course success, the data show that course success is higher among older age groups (30-39 and 40 or older) compared to success of the younger age groups (19 or younger, 20-24, and 25-29). Thus, while the retention rates may be higher among younger students than among older students, older students achieved higher success rates than younger students over the same time period.



Source: CHC's Student Information System

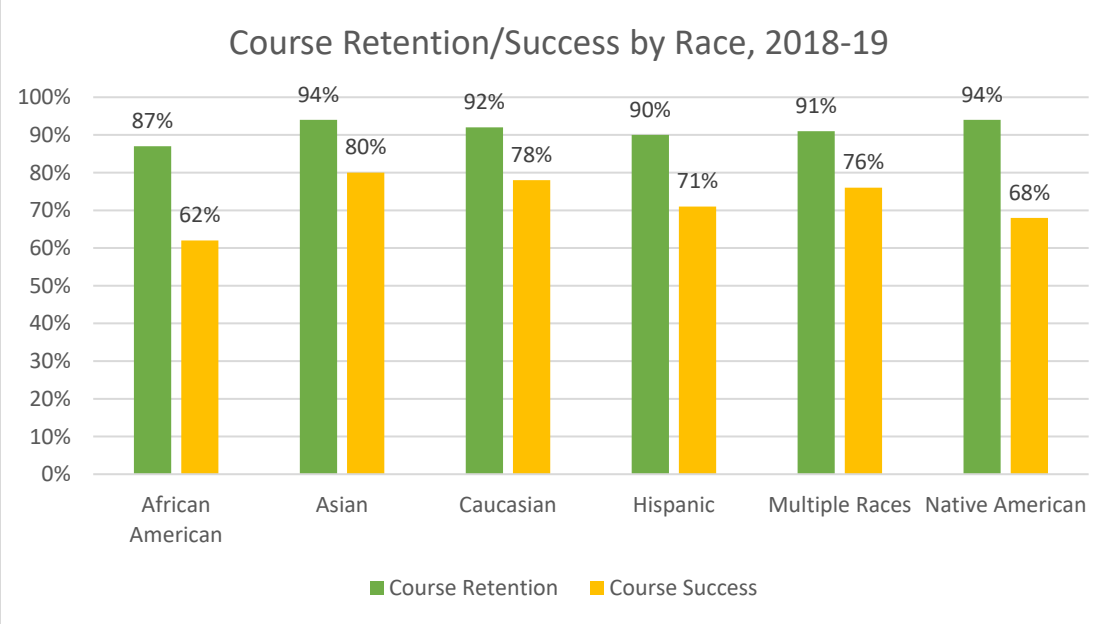
Return to Agenda

Course retention and success rates of males and females are nearly equal. In 2018-19, males achieved slightly higher rates than females for course retention but achieved lower rates than did female students for course success (73.5 percent for males and 74.0 percent for females).



Source: CHC's Student Information System

Course retention and success was also examined by ethnic group for the 2018-19 academic year. The biggest gap between retention and success exists among Native American students (a 26-percentage-point gap) followed closely by African American students (a 25-percentage-point gap). These findings suggest that many Native American and African American students are completing their classes; however, many of those same students are not earning successful grades. Asian and Caucasian students achieved the highest success rates at 80 percent and 78 percent, respectively.

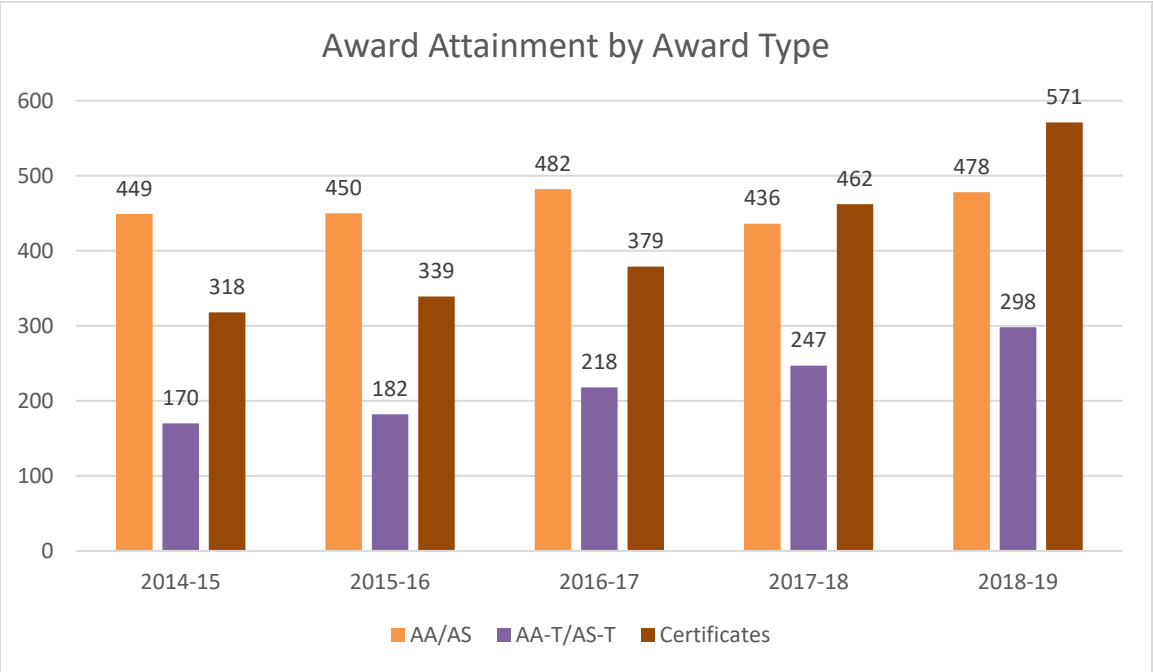


Source: CHC's Student Information System

Return to Agenda

Completions and Awards

CHC awarded 1,347 awards in 2018-19 -- the most in its history and a 44 percent increase over 2014-15. Also noteworthy are the five-year increases in the number of certificates -- 318 to 571, an 80 percent increase -- and Associate Degrees for Transfer – 170 to 298, a 75 percent increase. In both cases, those figures represent all-time highs for CHC.

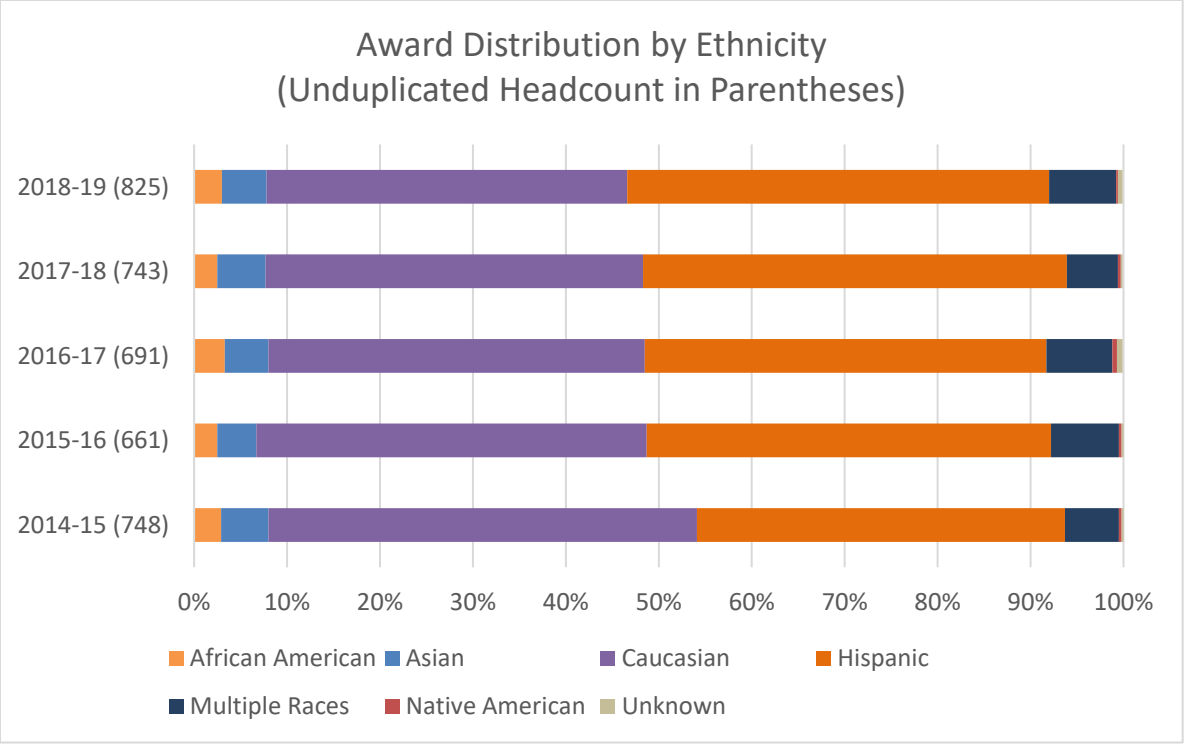


Source: CHC's Student Information System

Completions and Awards by Demographic Characteristics

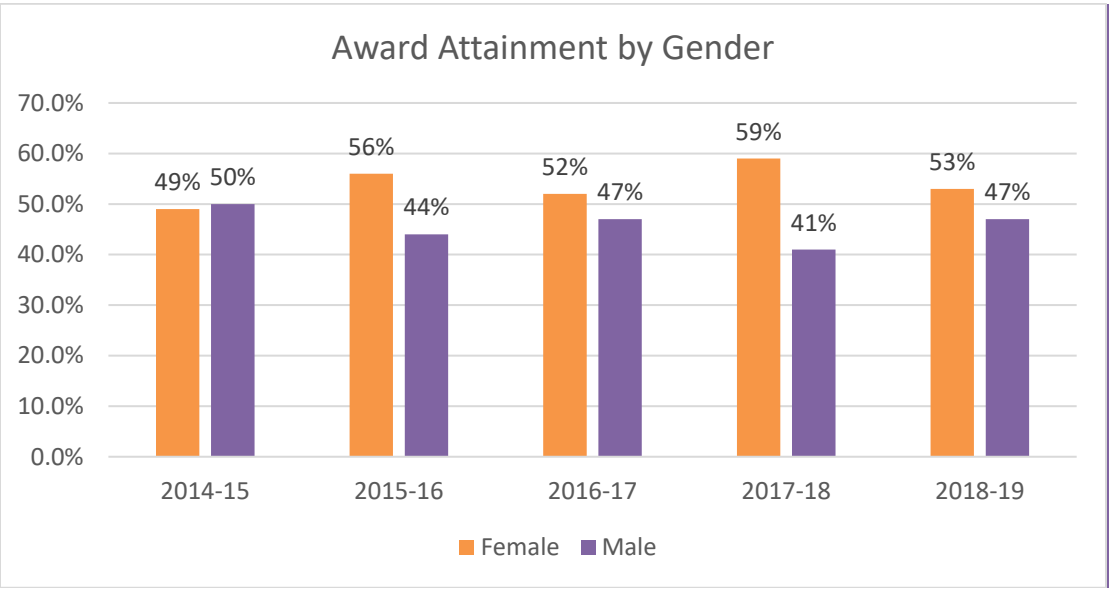
Hispanic and Caucasian students earned the greatest percentage of awards, earning 84 percent of all awards in 2018-19 (45 percent for Hispanic and 39 percent for Caucasian). The percentage of Hispanic students earning a degree or certificate has increased over the last five years, in line with the increasing number of Hispanic students the College has served over that time period.

Return to Agenda



Source: CHC's Student Information System

The percentage of awards by female and male students has changed over the last five years. Female students have increasingly earned a greater share of all awards, increasing from 49 percent in 2014-15 to 53 percent in 2018-19.

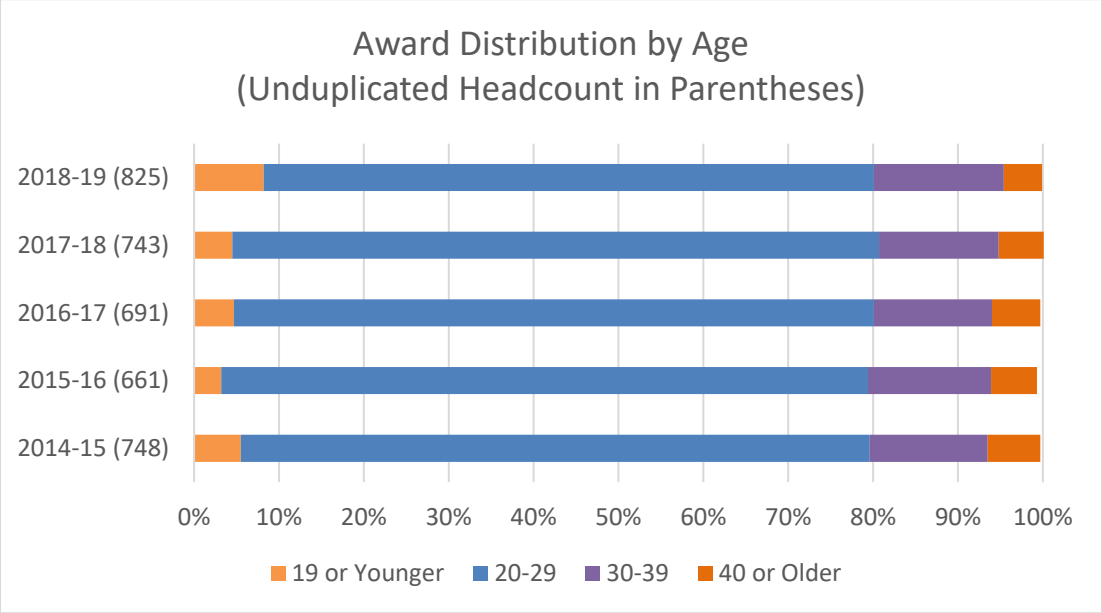


Source: CHC's Student Information System

The percentage of degrees and certificates earned by different age groups has also changed slightly over time. In 2014-15, 74 percent of awards were earned by students between the ages of 20 and

Return to Agenda

29. Not only has that percentage declined to 72 percent as of 2018-19 but the percentage of awards earned by students 19 or younger has increased from a low 3 percent in 2015-16 to 8 percent in 2018-19. Thus, CHC's award earners are now generally younger now than five years ago.

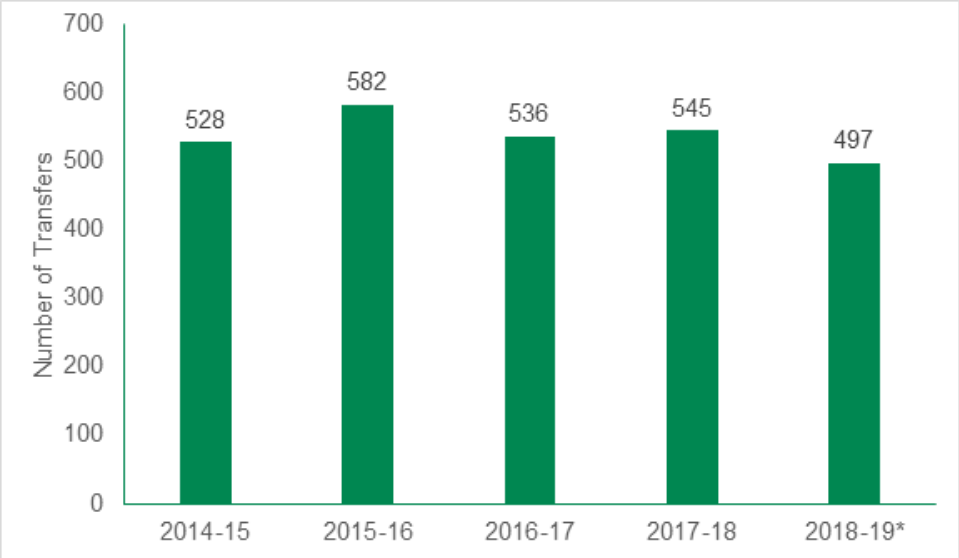


Source: CHC's Student Information System

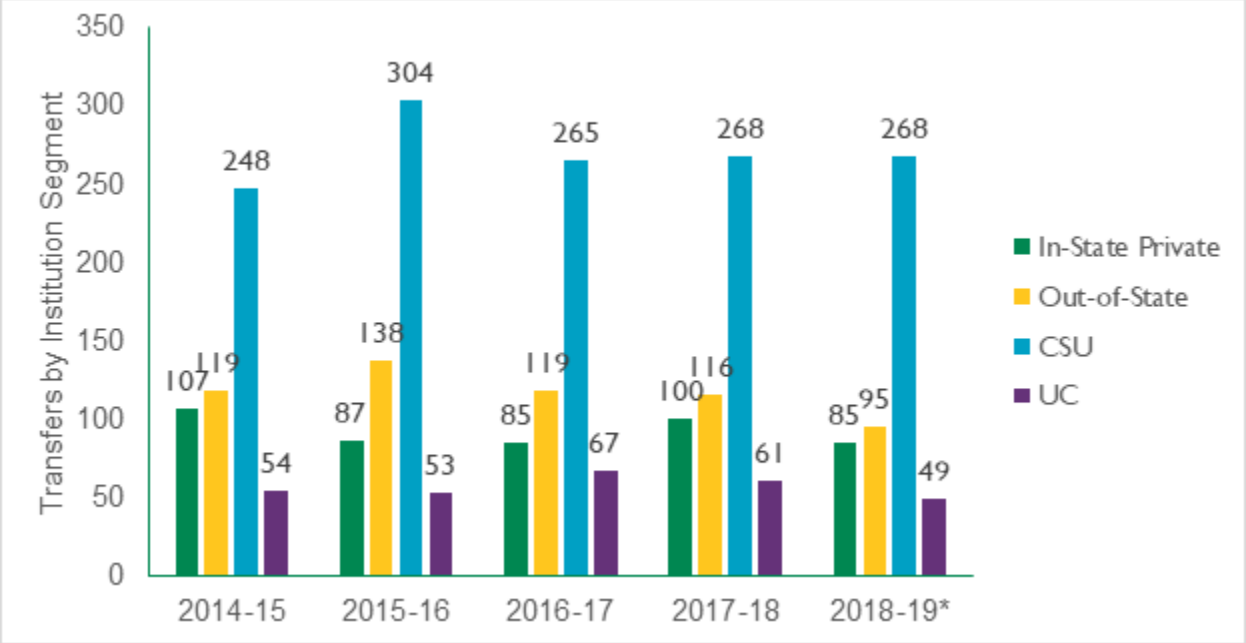
Transfer to Four-Year Institutions

The figure below lists the number of transfers to baccalaureate-granting institutions between 2014-15 and 2018-19[1]. This number has remained relatively consistent during that five-year period, except that it declined below the 500 mark for 2018-19, but that number may be under-reported because the California State University (CSU) has not reported figures for 2018-2019.

[1] The 2018-19 figure is tentative as the California State University (CSU) has not reported figures for 2018-19.



The figure below depicts the transfer information over the same time period disaggregated by institution segment (i.e., in-state private, out-of-state, California State University (CSU), and University of California (UC))[2]. The decline for 2018-19 appears to be largely the result of a decline in the number of out-of-state transfers (from 116 in 2017-18 to 95 in 2018-19) and in the number of UC transfers (from 61 in 2017-18 to 49 in 2018-19).

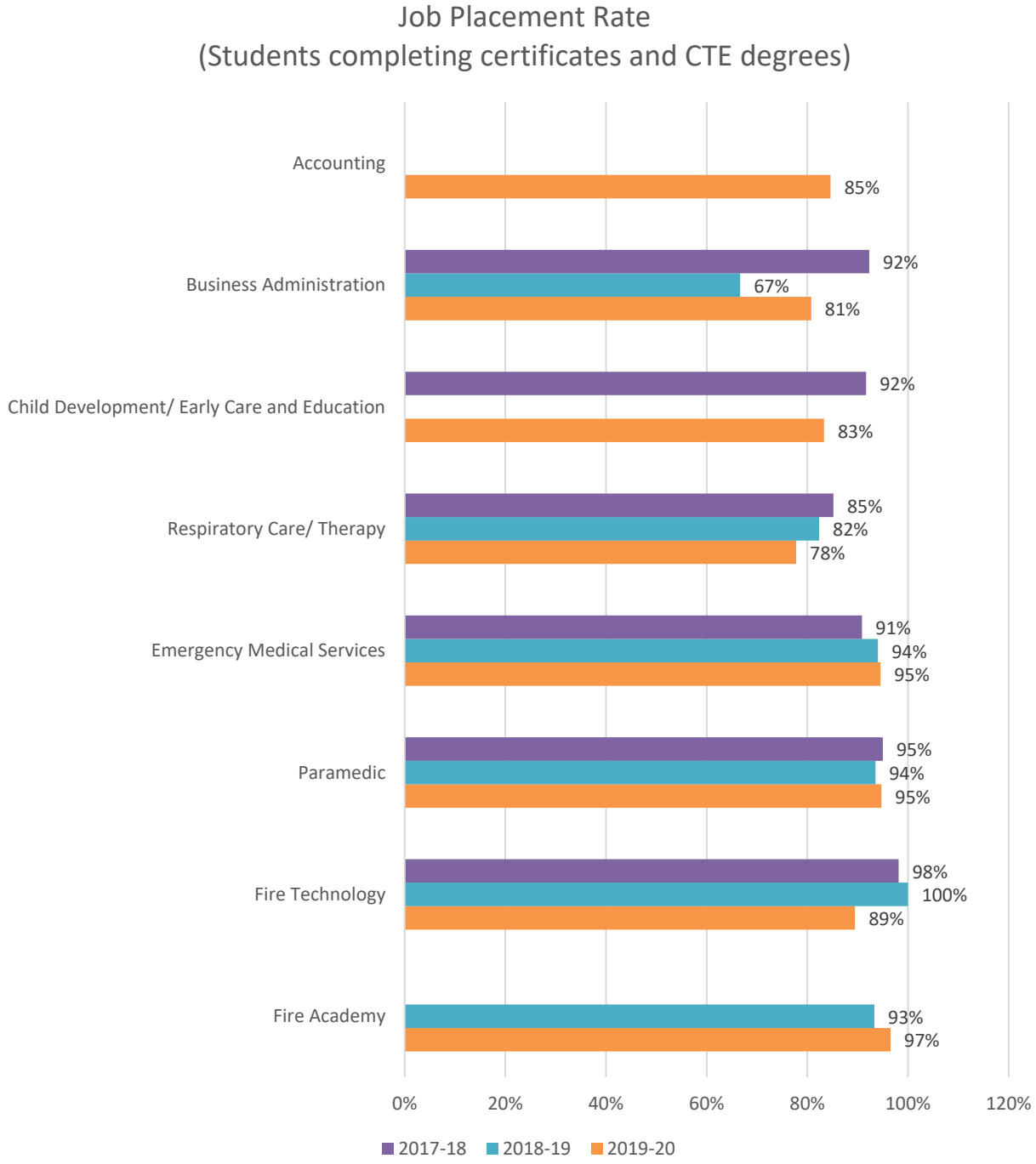


Job Placement and Pass Rates on Licensure Exams.

[2] The 2018-19 figure is tentative as the Cal State University (CSU) has not reported figures for 2018-19. The CSU figure reported herein is the same value reported in 2017-18.

Return to Agenda

Crafton Hills College's Career-Technical Education (CTE) programs offer students a rigorous curriculum, founded on the skills students need most to succeed in the workplace. The College's CTE programs are effective in preparing students for entry into the two largest industry sectors in the region – health care and social assistance. CHC's job placement rates have consistently exceeded the 2016-2017 Performance Goal of 73.23 percent, indicating an alignment between the College's curriculum, program and institutional learning outcomes, and employment outcomes.

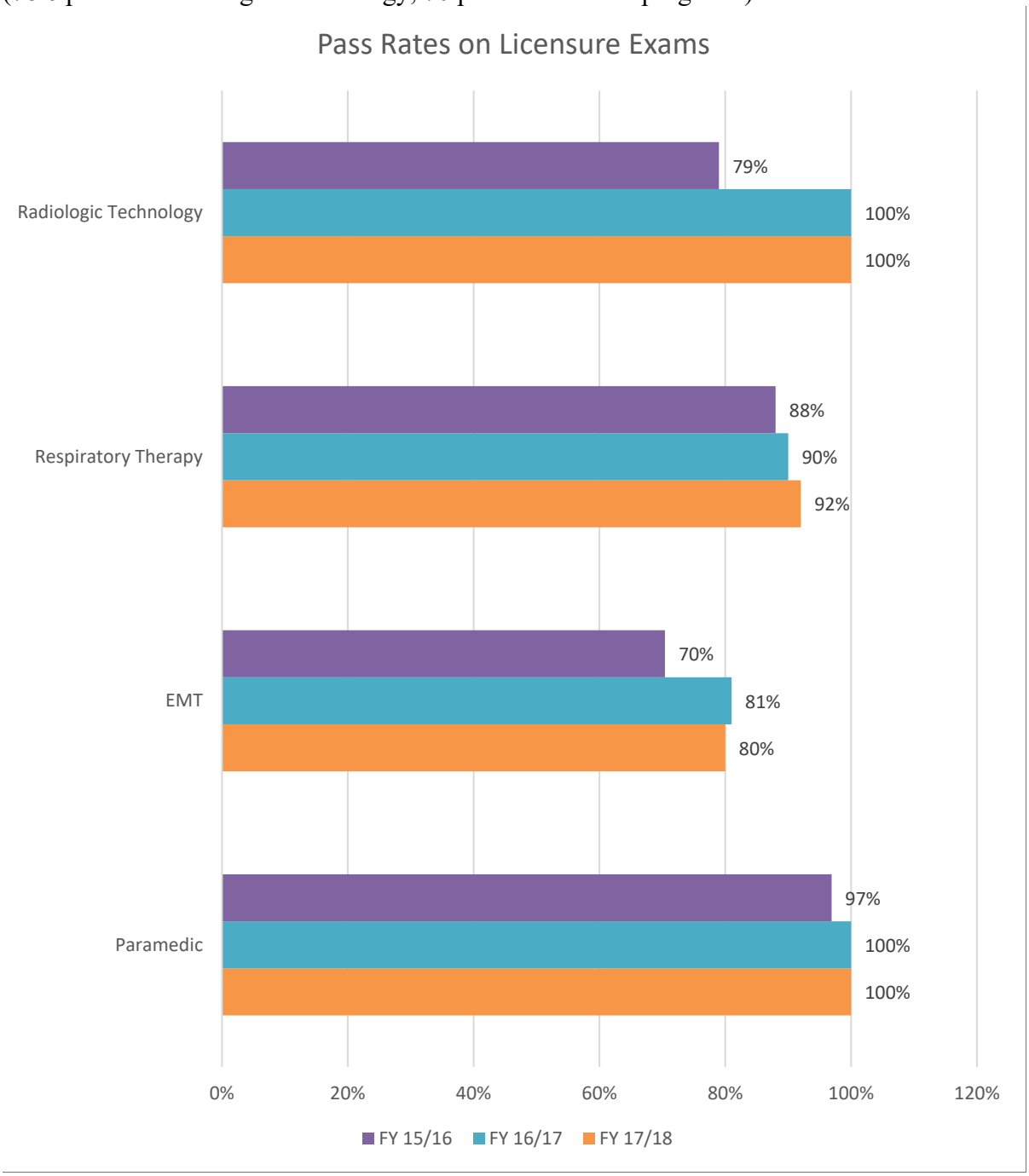


Source: Career Technical Education Perkins IV Report

Note. Rates do not appear for programs with a total count of less than 10 students.

Return to Agenda

The College's CTE programs also prepare students for corresponding licensure exams. The findings shown below all reflect pass rates on licensure exams exceeding institution-set standards (78.6 percent Radiologic Technology, 70 percent all other programs).



Source: Career Technical Education Perkins IV Report

Note. Business Administration, Child Development, Fire Technology, and Fire Academy are excluded since they do not have required licensure. Accounting licensure is excluded since most accounting positions (tax examiner/ collector/ preparer, accountant, auditor, personal finance advisor) require bachelor's degree or above.

Return to Agenda

Institution-Set Standards

The institution-set standards developed at Crafton Hills College in 2013 are reviewed annually by the Institutional Effectiveness, Accreditation, and Outcomes Committee. In setting the standards, CHC worked from the ACCJC guidance that the College should not fall below the number or rate that was set. If it did fall below this number, then it would focus more energy and resources than normal to increase the College rate. At the time, the College adopted the common approach of calculating a five-year average and using one standard deviation below the average to identify a minimum. This approach was used because the College felt that a decrease of one standard deviation represented a substantial decrease.

There is an important distinction between the institution-set standards and the College's stretch goals. The Educational Master Plan Committee annually reviews the College's stretch goals, which are separate from the institution-set standards.

The College has identified the following institution-set standards: 63.6% for successful course completion, 204 certificate completions annually, 250 degree completions annually, and 163 transfers to four-year institutions annually.

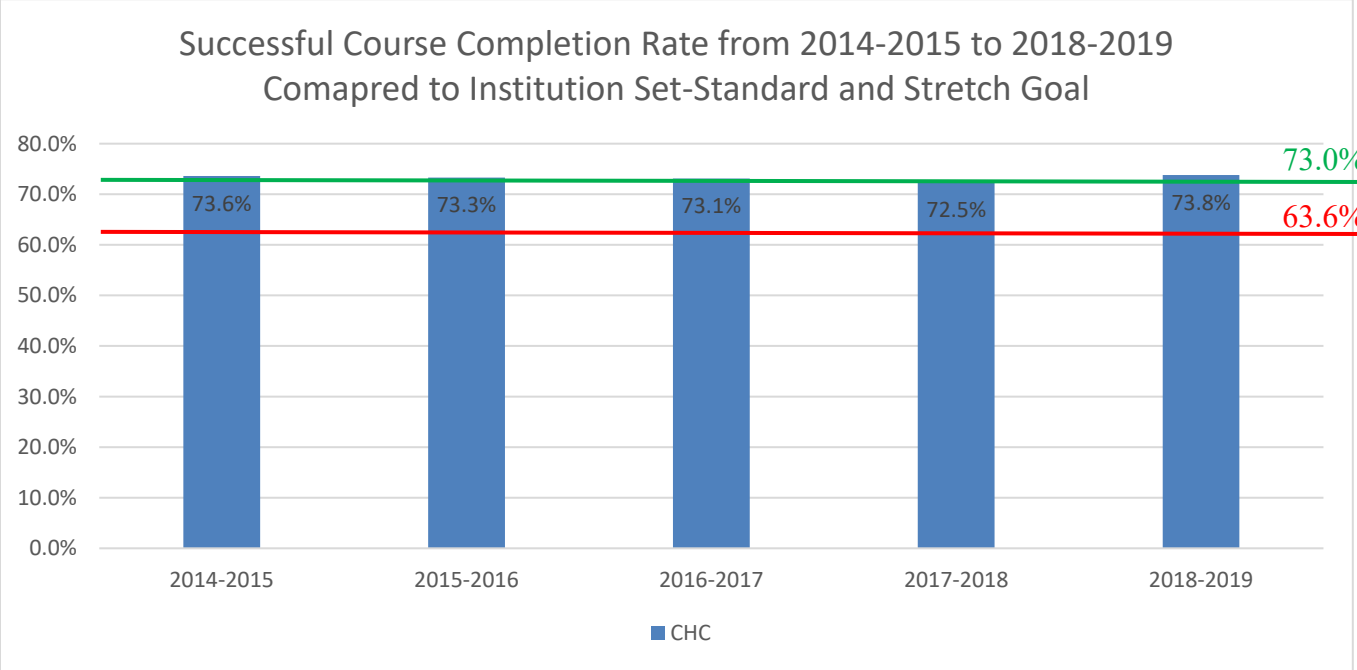
Below are the Institution-Set Standards and the 2018-2019 Measure for Successful Course Completion, the Number of Certificates and Degree Completions, and the Number of Transfers for 2018-2019.

Data Element	Definition	Institution-Set Standard	2018-2019 Outcome
Course Completion (Success) Rate	The number of students earning a "C" grade or better divided by the number of grades at census multiplied by 100 in the fall semester. Represented as a percent of students successfully completing a course.	63.6%	73.8%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	296
Degrees	The annual number of students earning AA/AS degrees. This excludes transfer degrees.	250	472
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, Private, and Out-of-State universities.	163	497

Successful Course Completion

Crafton Hills College has an institution-set standard of 63.6 percent for the successful course completion rate. The stretch goal is 73 percent. The institution-set standard and the stretch goal were based on the fall successful course completion rate. This was the first year in which the ACCJC Annual Report requested the successful course completion rate as the annual number, not the fall number. Accordingly, the rate increased because summer was included, which tends to have high course completion rates. The Institutional Effectiveness, Outcomes, and Assessment

Committee will review the institution-set standards and stretch goals to adjust for this change. When examining the fall course success rates, the College has not been able to sustain the 73 percent target for more than one semester. In the past five years, the annual successful course completion rate has ranged from 72.5% to 73.8%.



Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except for African American students. The success rate observed among African American students has declined from a five-year peak of 70 percent in 2016-17 to 62 percent in 2018-2019. These findings have spurred College action, particularly increased efforts towards identifying the reasons underlying this achievement gap (see standard I.B.3).

Successful Course Completion Rates by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
African American	67%	66%	70%	66%	62%
Asian	79%	80%	79%	79%	80%
Caucasian	77%	77%	77%	76%	78%
Hispanic	70%	70%	69%	70%	71%
Multiple Races	76%	73%	73%	72%	76%
Native American	76%	78%	68%	53%	68%
Unknown	69%	84%	80%	77%	86%

Success rates have also remained consistent across age groups, all of which achieved success rates well above the institutional set standard. Consistent with past findings, older students generally achieved higher course success rates than younger students.

Successful Course Completion Rates by Age from 2014-2015 to 2018-2019.

Age	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	72%	72%	71%	71%	72%
20-24 Years Old	73%	73%	72%	72%	74%
25-29 Years Old	76%	75%	75%	74%	75%
30-34 Years Old	78%	76%	77%	78%	78%
35-39 Years Old	78%	80%	80%	77%	79%
40-49 Years Old	83%	81%	79%	80%	77%
50 Years Old or Older	78%	78%	73%	75%	80%
Unknown	100%	100%	100%	n/a	n/a

Success rates have also remained consistent for male and female students, who achieved success rates well above the institutional set standard. In fact, the success rates across both gender groups remained similar across the five-year period between 2014-15 and 2018-19. The course success rates of students for whom no gender is recorded has varied from year-to-year, largely due to the small number of students in this group per year (ranging from zero to eight).

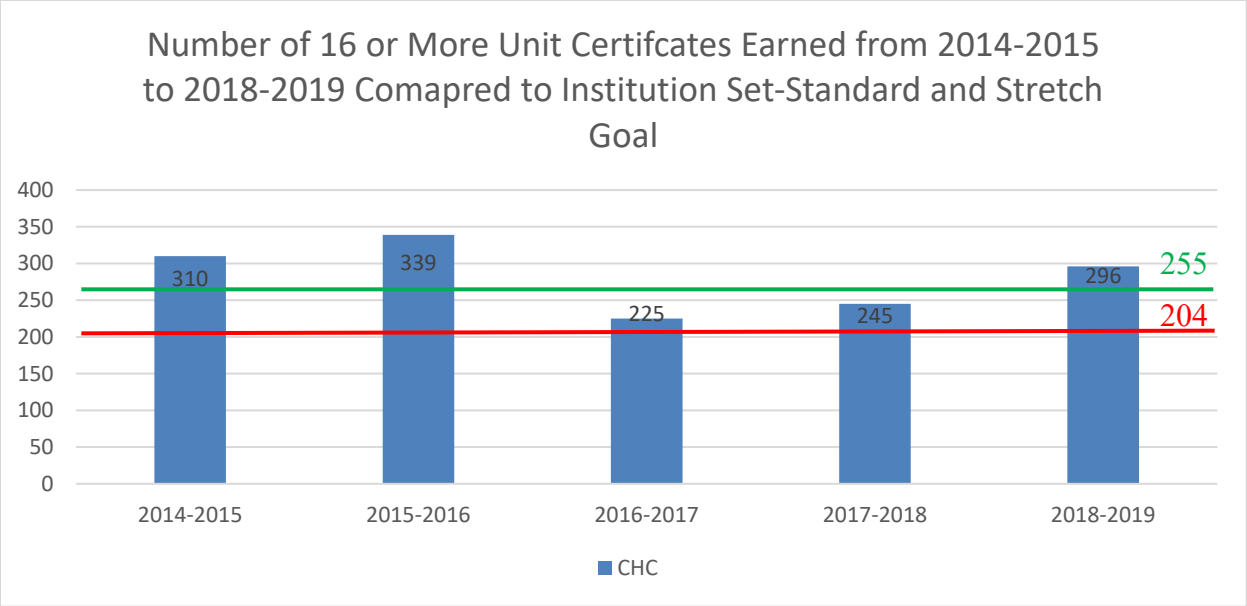
Successful Course Completion Rates by Gender from 2014-2015 to 2018-2019.

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Male	73%	73%	73%	72%	74%
Female	75%	74%	74%	73%	74%
Unknown	67%	75%	78%	59%	71%

Certificates

Crafton Hills College has an institution-set standard of 204 certificates earned annually. The stretch goal is 255. The institution-set standard and the stretch goal are based on the annual number of certificates requiring 16 or more units earned. In the last five years, the annual number of these certificates earned has ranged from 225 to 339. CHC has not been able to sustain meeting the stretch goal of 255; however, in the last three years the number of these certificates earned has increased from 225 in 216-2017 to 296 in 2018-2019.

Return to Agenda



The certificates earned by students of particular ethnic groups have largely mirrored those groups' representation across the entire campus. One pattern that perhaps best reflects this correspondence is the declining percentage of certificates earned by Caucasian students (48% in 2014-15 and 39% in 2018-19) and the increasing percentage of certificates earned by Hispanic students (36% in 2014-15 and 47% in 2018-19). Both of these changes are consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
African American	5%	2%	3%	4%	3%
Asian	7%	8%	8%	7%	9%
Caucasian	48%	47%	44%	43%	39%
Hispanic	36%	41%	44%	45%	47%
Multiple Races	0%	0%	0%	0%	0%
Native American	0%	1%	1%	1%	1%
Unknown	1%	2%	< 1%	0%	0%

The certificates earned by student age group indicate that, on average, student earning a certificate were between the ages of 20 and 29 years of age, consistent with broader student population. However, the percentage of students between 20 and 24 earning a certificate has increased over time (increasing from 37% in 2015-16 to 58% in 2018-19), and the percentage of students between the ages of 25 and 29 years of age earning a certificate has decreased (from 49% in 2014-15 to 22% in 2018-19).

Return to Agenda

Percent of Certificates Earned by Age from 2014-2015 to 2018-2019.

Age	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	0%	0	<1%	0%	5%
20-24 Years Old	0%	37%	47%	55%	58%
25-29 Years Old	49%	38%	32%	27%	22%
30-34 Years Old	31%	14%	10%	10%	7%
35-39 Years Old	9%	6%	5%	4%	5%
40-49 Years Old	7%	2%	4%	3%	1%
50 Years Old or Older	4%	2%	2%	2%	3%
Unknown	0%	0%	0%	0%	0%

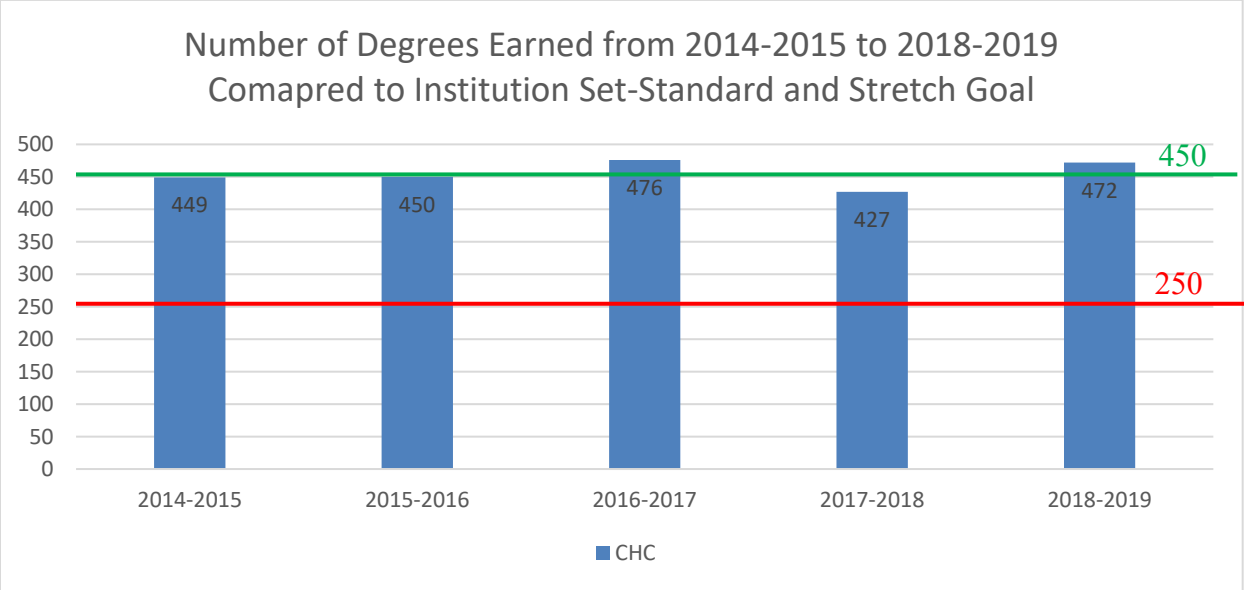
The certificates earned by gender has ranged from 49% to 67% in the last five years for males. Specifically, the percentage of males earning a certificate has increased from 50% in 2015-16 to 58% in 2018-19, and the percentage of female students earning a certificate has decreased from 50% in 2015-16 to 42% in 2018-19. The percent of certificates earned annually appears to fluctuate from a majority of males to a majority of females.

Percent of Certificates Earned by Gender from 2014-2015 to 2018-2019.

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Male	67%	50%	54%	49%	58%
Female	32%	50%	46%	51%	42%

Degrees

Crafton Hills College has an institution-set standard of 250 AA/AS degrees earned annually. The stretch goal is 450. The institution-set standard and the stretch goal are based on the annual number of AA/AS degrees earned. In the last five years the number of annual degrees earned has ranged from 427 to 476 degrees. CHC has not been able to sustain meeting the stretch goal of 450 for more than two consecutive years; however, in the last two years the number of degrees earned has increased from 427 in 217-2018 to 472 in 2018-2019.



Return to Agenda

As is the case with certificate attainment, the AA/AS degrees earned by student ethnic groups have largely mirrored groups' representation across the entire campus. The pattern that best reflects this idea is the declining percentage of degrees earned by Caucasian students (50% in 2014-15 and 39% in 2018-19) and the increasing percentage of degrees earned by Hispanic students (38% in 2014-15 and 45% in 2018-19), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
African American	3%	6%	5%	4%	6%
Asian	7%	7%	9%	9%	8%
Caucasian	50%	44%	46%	42%	39%
Hispanic	38%	41%	37%	43%	45%
Multiple Races	0%	0%	0%	0%	0%
Native American	1%	2%	1%	1%	2%
Unknown	0%	0%	1%	1%	<1%

The degrees earned by students according to age group indicate that, on average, students earning a certificate between the ages of 20 and 29 years of age had the highest percentage, consistent with the broader student population. However, the percentage of students between 20 and 24 earning a degree has increased over time (increasing from 19% in 2014-15 to 51% in 2018-19), and the percentage of students between the ages of 25 and 29 years of age earning a degree has decreased (from 43% in 2014-15 to 22% in 2018-19).

Percent of Degrees Earned by Age from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
19 or Younger	0%	0%	0%	1%	3%
20-24 Years Old	19%	36%	42%	46%	51%
25-29 Years Old	43%	38%	34%	31%	22%
30-34 Years Old	20%	12%	10%	9%	10%
35-39 Years Old	7%	6%	6%	6%	8%
40-49 Years Old	7%	5%	5%	5%	4%
50 Years Old or Older	3%	2%	4%	3%	3%
Unknown	0%	0%	0%	0%	0%

The degrees earned by gender has changed by 11 percentage points since 2015-16. Specifically, the percentage of males earning a degree has declined from 44 percent in 2014-15 to 33 percent in 2018-19, and the percentage of female students earning a degree has increased from 56 percent in 2014-15 to 67 percent in 2018-19.

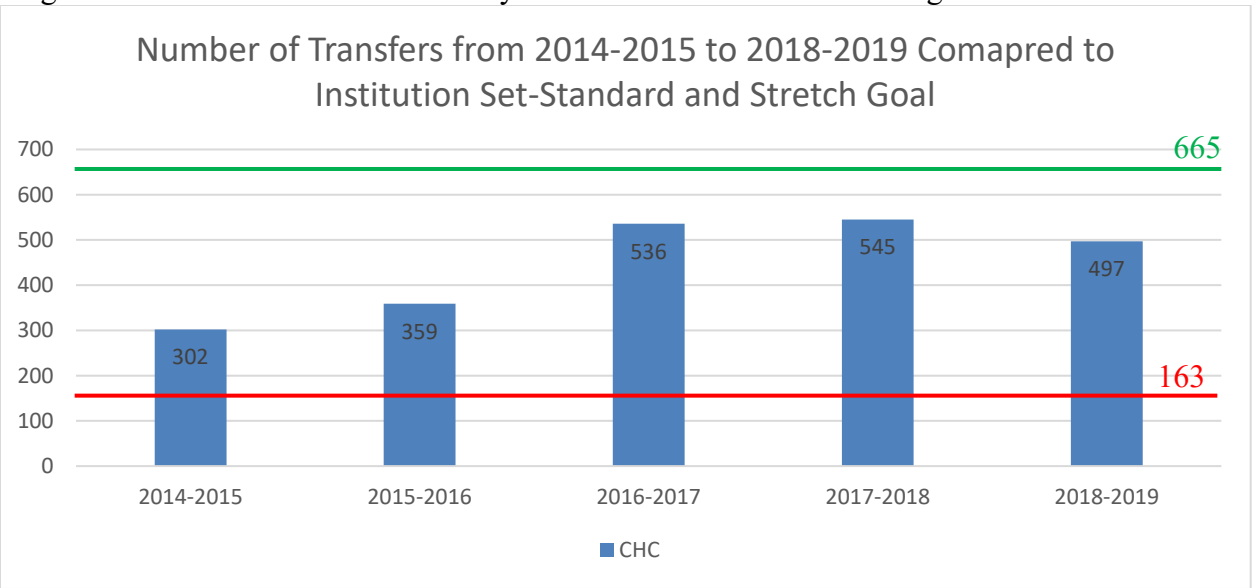
Degrees Earned by Gender from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**
Male	44%	38%	43%	35%	33%
Female	56%	62%	56%	65%	67%
Unknown	0%	0%	<1%	0%	0%

Return to Agenda

Transfers

Crafton Hills College has an institution-set standard of 163 transfers earned annually. The stretch goal is 665. The institution-set standard and the stretch goal are based on the annual number of transfers to four-year universities. In the last five years the number of annual transfers earned has ranged from 302 to 545. CHC has not yet been able to reach the stretch goal of 665.



The transfers to CSU campuses have remained relatively consistent across student ethnic groups, except for Caucasian and Hispanic students. Specifically, the rate among Caucasian students has declined from 40 percent in 2014-15 to 34 percent in 2017-18, and the rate among Hispanic students has increased from 7 percent in 2014-15 to 41 percent in 2018-19. This change is consistent with the broader shifts in ethnicity observed across the College's student population.

Percent of Transfers to CSU Campuses by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**[1]
African American	3%	4%	2%	2%	
Asian	2%	6%	6%	6%	
Caucasian	40%	40%	37%	34%	
Hispanic	37%	36%	43%	41%	
Multiple Races	6%	3%	3%	6%	
Native American	2%	<1%	<1%	0%	
Unknown	9%	12%	9%	11%	

[1]No data are yet available or 2018-19.

The transfers to CSU campus have remained consistent across gender groups. In fact, the percentages observed in 2017-18 are identical to those observed in 2014-15.

Percent of Transfers to CSU Campus by Gender from 2014-2015 to 2018-2019.

Ethnicity	**2014-15**	**2015-16**	**2016-17**	**2017-18**	**2018-19**[1]
Male	43%	45%	45%	43%	
Female	57%	55%	55%	57%	
Unknown	0%	0%	0%	0%	

[1]No data are yet available for 2018-19.

Return to Agenda

Standards for the licensure examination pass rates and the job placement rates were set by the program faculty. The licensure examination pass rates institution-set standard for Respiratory, EMS, and Paramedic were all set at 70%. The institution-set standard for Radiologic Technology was set at 78.6%. Some of the rates were based on the standard deviation described above, and others based on expectations from individual accrediting agencies from each program. All of the programs have exceeded the institution-set standards consistently for both the licensure examination pass rates and the job placement rates.

Institution-Set Standards and the 2018-2019 Licensure Examination Pass Rates for 2018-2019.

Program	**Institution-Set Standard**	**2018-2019 Outcome**
Respiratory Care / Therapy	70.0%	93%
Radiologic Technology	78.6%	100%
Emergency Medical Services	70.0%	88%
Paramedic	70.0%	100%

The institution set standards for the job placement rates are illustrated in the table below and range from 43% to 90%. All of the programs have also consistently exceeded the institution-set standard.

Institution-Set Standards and the 2018-2019 Employment Rates for CTE Students for 2018-2019.

Program	**Institution-Set Standard**	**2018-2019 Outcome**
Accounting	43.2	61.5
Business Administration	64.0	83.3
Business Management	70.0	83.3
Computer Information Systems	70.0	100.0
Respiratory Care / Therapy	57.2	76.9
Radiologic Technology	63.6	100.0
Emergency Medical Services	85.4	98.6
Child Development / Early Care and Education	49.6	83.3
Fire Technology	80.1	96.6

C. Organization of the Self-Evaluation Process

The Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) is charged with guiding the accreditation process for the College. The committee membership is listed below:

- Accreditation Liaison Officer (co-chair) – Vice President of Instruction, Keith Wurtz
- Vice President designee – Van Muse, Dean of Social, Information, and Natural Sciences
- Vice President, Student Services – Delmy Spencer
- Vice President, Administrative Services – Mike Strong
- Dean, Institutional Effectiveness, Research and Planning – Giovanni Sosa
- Two Deans (including one each from Instruction and Student Services,) –Joe Cabrales and Kirsten Colvey
- Academic Senate President – Mark McConnell
- Math Faculty – Danielle McCoy
- EMT Faculty – Kristen Clements

Return to Agenda

- History Faculty – Sabrina Jimenez
- Library Faculty – Krista Ivy
- Classified Senate representative – Karen Peterson (co-chair)
- CSEA representative – Jonathan Townsend
- Student Senate Representative – Jake Fuller

The IEAOC began the self-evaluation process in Fall 2018. Historically, the College has created sub-committees by standard to work on the evaluation. This year the committee wanted to provide an opportunity for more people to provide input into the self-evaluation process and participate in writing the ISER. The approach that the IEAOC decided on was that existing committees would review the sub-standards that related to their respective areas of focus. This approach also aligns with the recommendation from ACCJC for the ISER process to use existing committee structures to develop the responses in sub-standards.

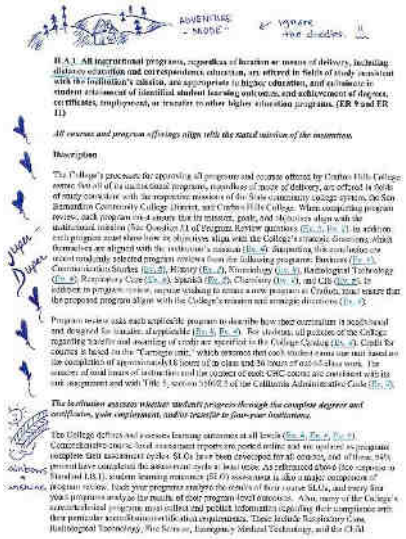
Accordingly, the IEAOC began by asking the Office of Institutional Effectiveness, Research, and Planning (OIERP) to align each sub-standard with committees on campus whose charges correspond with that sub-standard. Based on this alignment the sub-standards were placed on the agendas of each of the committees to initially receive input, and then to review and edit the narrative of each sub-standard. Rather than listing each committee and the sub-standards reviewed, we use two examples, one from the Academic Senate Committees and one from Crafton Council's participatory governance committees, to illustrate this approach.

1) The sub-standards aligned and reviewed by the Academic Senate's Educational Technology Committee are listed below. The charge of the Educational Technology Committee is to develop and recommend policies for CHC eLearning.

   - II-A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
   - II-A.2: Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
   - II-A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
   - II-B.1: The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories,

learning technology, and ongoing instruction for users of library and other learning support services.

2) The Crafton Hills College Crafton Council participatory governance IEAOC reviewed and provided input on the following sub-standards. The charge of the IEAOC is to facilitate sustainable continuous quality improvement of the organization and to guide the accreditation process for the entire College.



- I-A.2: The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
- I-B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- I-B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
- I-B.4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
- I-B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- I-B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- I-B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- I-C.1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.
- I-C.3: The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.
- I-C.11: Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
- I-C.12: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure,

Return to Agenda

institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.

- I-C.13: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.
- II-A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- II-A.11: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
- II-C.1: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
- II-C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
- IV-B.4: The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
- IV-C.13: The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Each committee reviewing a sub-standard would first review the sub-standard, the possible sources of evidence, and the ACCJC Evaluation Criteria, and then provide a list of possible sources of evidence and a brief response. This information was compiled into narrative format with other information and then taken back to the committee for review and input. Next, each committee would review and provide additional input to the written narrative and the evidence. Equally important, four open forums were held to illicit input and feedback. The ALO, Dr. Keith Wurtz, Vice President of Instruction, collected all of the feedback and included it in the document. Several requests for feedback were made to the entire campus community. The Lead Editor, Mark Snowhite, reviewed the entire work for clarity, consistency, and voice.

Return to Agenda

E. Organizational Information

Instructional Services

The Instructional Area at Crafton Hills College values best practices and innovative strategies aimed at enhancing student success. Specific strategies already implemented include embedded tutoring, supplemental instruction, and integration with support services, student learning outcomes assessment, improved classroom technology, professional development, and identification of teaching best practices.

The following clusters are the focal points for the Instruction Area:

- Transfer Math and English — Faculty in these programs not only serve developmental needs but have provided rich opportunities for advanced students as well. The College will continue to support and enhance upper-level classes and activities in these areas.
- English and Math Transition to AB 705 – The math and English faculty have developed multiple measures for placement and co-requisite support courses and provide ongoing training to faculty. In addition, the transition to multiple measures is supported through embedded tutoring and supplemental instruction.
- Public Safety and Health Careers — The College has an excellent reputation with regional employers, with these programs training hundreds of career-ready first responders and allied health professionals each year. High-quality instruction pathway development and community collaboration in these areas will continue. Faculty in these programs have excellent relationships with employers and work closely with industry advisory groups to keep their curriculum and training standards current.
- Science — Courses in the natural sciences are in high demand at the College. These disciplines are essential for transfer preparation and entrance into the various health care professional programs, such as nursing and respiratory care. Efforts will continue to expand the number of sections and resources available to the sciences, as well as support the growing needs of STEM majors.
- The Fine Arts Department, with its disciplines of Music, Theatre, and Visual Arts – This cluster holds a unique place within Crafton Hills College. Fine Arts is the heart of creativity on campus and offers art gallery exhibitions, music and theatre performances by professional artists and musicians, as well as student driven projects and shows throughout the academic year. All performances and exhibitions are open to the community. The Fine Arts programs are designed to nurture the creative spirit within CHC students and guide them towards their career goals. Fine Arts degrees are transferrable to UC and CSU institutions and private colleges.
- Child Development and Education – These courses prepare students to become educators in Early Childhood programs or in a K-12 setting. The program is based on developmental theories and developmentally appropriate practices. It also provides opportunities for practical applications of knowledge and skills.
- Business, Economics, Multimedia, and Information Technology — Courses in this cluster include both transfer and workforce development opportunities for students.

Return to Agenda

- Communication and Language — Coursework in communication and language prepares students to succeed in an increasingly multicultural world. The languages have been expanded to offer a variety of transfer options and to expose students to different cultures. Clubs and co-curricular activities enhance the classroom experience.
- Health and Kinesiology — The Kinesiology and Health Department is a diverse and interdisciplinary department that seeks to encourage lifetime learning, health, wellness, physical fitness, and sports related skills through a variety of lecture and activity courses; prepares students for careers in kinesiology, health, public health and nutrition; prepares students to transfer to UC and CSU campuses; prepares students for careers and certification in health and kinesiology; provides opportunities for students to connect with the campus and community; and provides opportunities for students to participate in athletics.
- Humanities, Social Science, and Behavioral Science — Programs in this cluster offer students tremendous opportunities for transfer preparation and a variety of ways to meet general education requirements. Faculty in many of these areas provide leadership to clubs and service organizations.

The Instructional Area also provides instructional support through the following:

- Child Development Center – Provides a preschool program with extended care hours for children ages 3-5 of students, staff, and community members. The Center also serves as a facility for the College's early education program.
- Study Abroad Program – As a member of the Southern California Foothills Consortium, Crafton Hills College offers students the opportunity to spend a semester of study abroad.
- Tutoring – The mission of the Tutoring Center is to foster student-driven success, promote independent learning, and provide academic support through an encouraging, engaging, and constructive environment.
- Library – The CHC Library supports the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and maintaining a high-quality collection of print and electronic resources.

In addition, the Instructional Area also provides the leadership for Institutional Effectiveness, Research and Planning:

- Office of Institutional Effectiveness, Research, and Planning – seeks to collaborate with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning, analysis, and systematic assessment to inform evidenced-based decision making and learning.

More broadly, Instructional Area program directions include the following:

- Identify and meet student needs related to the College vision and mission.
- Implement best practices for managing and teaching, including experimentation and innovation.
- Model and reinforce collaborative approaches to meeting student needs.

Return to Agenda

- Encourage co-curricular activities such as clubs, participation in professional organizations, and internships.
- Maintain and expand Student Learning Outcomes assessment and continuous improvement.
- Strengthen developmental education and support services.
- Expand honors curriculum and activities.

Student Services

Student Services is responsible for all student services matters including counseling and matriculation, student development and success, and special services. The area's strategic directions include:

- Integrated and mandatory key intake programs, placement in appropriate programs of study, careful monitoring of student success, and creation of student success.
- Promoting equity, access, and inclusion; valuing diversity; and supporting student connection.
- Promotion of deep learning through experiences and courses.
- Inclusion, development, and empowerment of staff.
- Continuous quality improvement and effective resource utilization.

Crafton Hills College currently offers the following student services:

- Admissions and Records – Provides enrollment services, including registration, transcripts and graduation.
- California Work Opportunity and Responsibility to Kids (CalWORKs) – Administers this program designed for students who receive public assistance. The program provides education, training, and supportive services to eligible students.
- Career Services – Provides specialized services and information to assist students with career planning, including career assessment/exploration, labor market statistics, and career education/training requirements.
- Cooperative Agencies Resources for Education (CARE) – Provides supplemental financial support and services to qualified students who are single heads of household.
- Counseling – Provides students counseling and career services.
- Disabled Student Programs & Services (DSPS) – Ensures access to educational opportunities for students with visual, hearing, physical, learning, and mental disabilities.
- Extended Opportunities Programs and Services (EOPS) – Provides supplemental services and financial aid for academically and financially at-risk students.
- Financial Aid – Oversees application for and disbursement of federal and state financial aid.
- Health and Wellness – Provides first aid, urgent care, and mental health services.
- International Students – The College is approved by the Immigration and Naturalization Service to admit non-immigrant F-1 Visa international students.
- Resources, Encouragement, and Advocacy for Crafton's Homeless (REACH) – Provides access, advocacy, resources, and support for homeless and at-risk students.

Return to Agenda

- Student Life – Promotes student engagement in clubs and co-curricular activities and supports and guides the Associated Student Government.
- Student Success and Support Program – Provides assistance for students to obtain the resources and support they need to be successful in college.
- Technical Preparation Articulation – Allows students to earn college credit for articulated career-technical courses they have successfully completed at their high school or local Regional Occupational Program (ROP).
- University Transfer Center – Provides transfer assistance to CSU, UC, private, and out-of-state universities.
- Veterans – Provides veteran students with referral, certification, and liaison support services.

Administrative Services

Administrative Services consists of the Campus Business Office, the Facilities Use Office, the Communications Office, Aquatics, Technology Services, Maintenance, Grounds, Custodial, Warehouse, Bookstore, and the Cafeteria. The mission of the Administrative Services is to support the various departments, programs, students, and services of Crafton Hills College and provide a quality learning environment.

Administrative Services is responsible for budget development, budget management, safety compliance, physical facility scheduling, financial support services, parking services, construction coordination, campus operator functions, food services, bookstore services, aquatics center management, and technology support services.

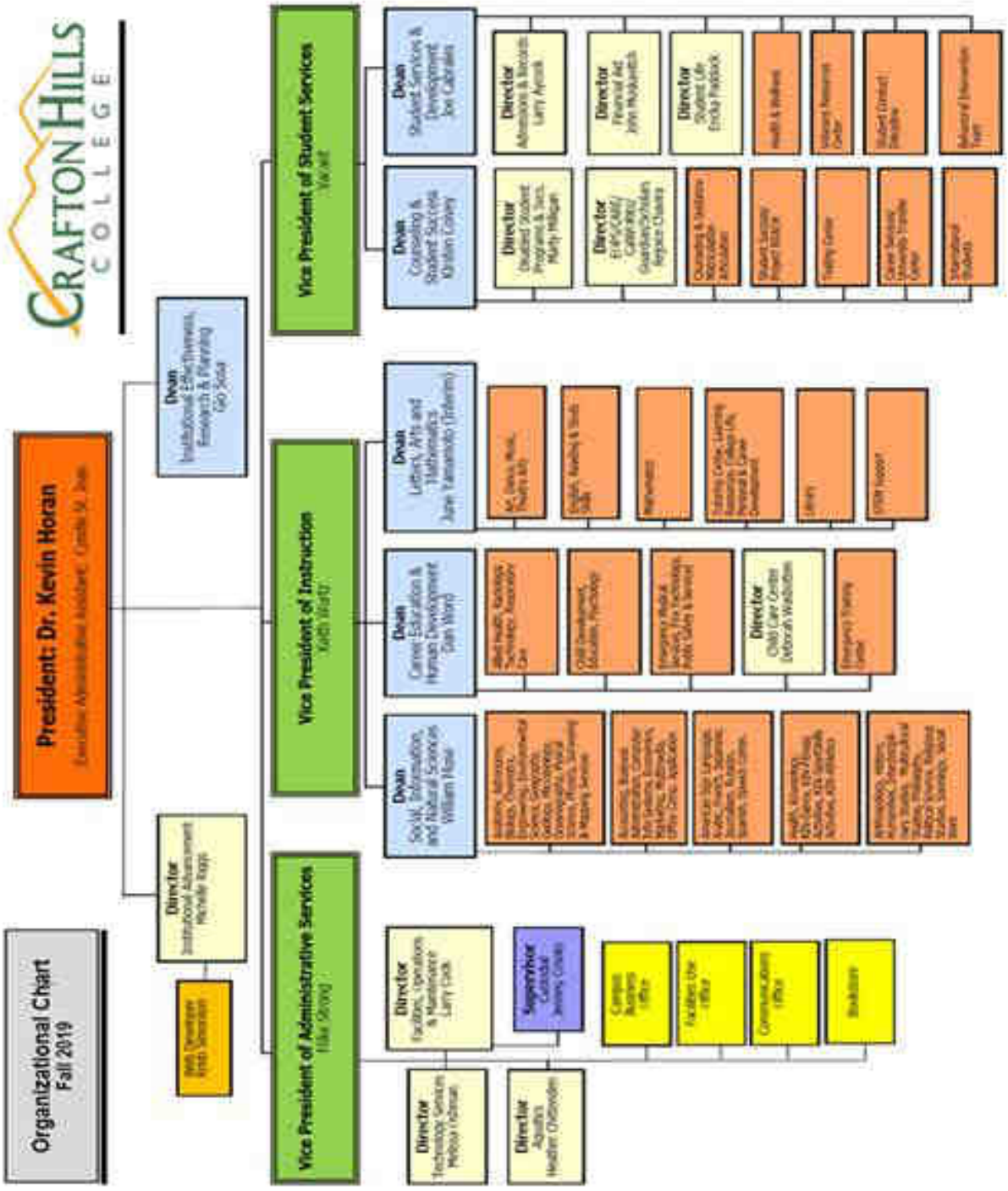
- Facilities (Maintenance, Grounds, Custodial) — The Crafton Hills College Facilities Department is a combination of the four facilities service centers (facilities use, custodial, grounds, and maintenance) that provide the physical support services to all of the campus facilities, programs, and occupants. Its mission is "As an integral part of Crafton Hills College, we pledge to help provide a welcoming, safe, clean, comfortable, and efficient environment for the students, faculty, and staff. We value the diverse campus community and will treat everyone with respect and courtesy."
- Aquatics – The purpose of this service is to increase opportunities for instructional course offerings, maintain the health and safety of the pool, and increase revenues to offset the operational cost. In addition, aquatics management enhances community partnerships.
- Technology Services — Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support, Audio/Visual support, and Computer Lab support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as a stable and dependable data infrastructure, a current and purposeful desktop computing environment, and technology equipped "Smart" classrooms, as well as instructional support for audio/visual needs (e.g., classroom support, media conversion/ duplication). Technology Services also works in conjunction with District Technology and Educational Support Services (TESS) to ensure that District managed systems utilized by campus constituents are readily available through the campus network.

Return to Agenda

- Bookstore/Food Services—Bookstore services are outsourced to Follett Higher Education Group. The bookstore provides course materials and supplies, convenience foods, and programs and services to make learning materials readily available and customized for students. The bookstore supports the campus community by partnering with programs such as EOPS/CARE, Scholarships, and the CHC Foundation, as well as with individual faculty, to provide course materials to students. Food services are also outsourced. Queen Bean is a local vendor that helps complete the campus store services by providing a variety of food options to meet student and employee needs. Queen Bean also supports the campus community by providing delivery, catering services, and online ordering. This company has been a good partner in responding to students and adjusting their menu to help meet student and employee requests.

Reporting Directly to the President

- Institutional Advancement – This office is responsible for strengthening external and internal support through fundraising and friend-raising, managing student scholarships, overseeing the CHC Foundation, and planning and coordinating outreach and advancement activities and events. In addition, this office is responsible for internal and external communications and marketing, College media and public relations, branding, advertising, publications, photography and story writing, the College website, and College social media accounts.



Return to Agenda

F. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority
The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Crafton Hills College (CHC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) (Ev. 1). ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Crafton Hills College has been accredited since 1972. The College conducts a self-evaluation every seven years for reaffirmation of accreditation. Crafton Hills College is also authorized by the State of California to operate as a public two-year college as one of 115 colleges in the California Community College system (Ev. 2)

Evidence List
ER 1-01 – Letter reaffirming Accreditation
ER 1-02 – California Community Colleges

Eligibility Requirement 2: Operational Status
The institution is operational, with students actively pursuing its degree programs.

In the most recent academic year (2018-2019) 9,427 students enrolled in CHC classes. For 2017-2018, 8,838 students enrolled (Ev. 1). Most students enroll in classes for courses that lead to associate degrees, transfer, or certificates of achievement. The Fall 2019 schedule is an example of the College's typical course offerings (Ev. 2). In addition, schedules for these classes are available from the College website. Recent trends in student success can be found in the CHC Comprehensive Master Plan Scorecard (Ev. 3). The College's inventory of classes sent to the State Chancellor's Office and College catalogs dating back to the College's opening are available (Ev. 4).

Evidence List
ER 2-01 – CHC Annual Headcounts
ER 2-02 – Fall 2019 Schedule
ER 2-03 – CHC Comprehensive Master Plan Scorecard
ER 2-04 – 2019 – 2020 Catalog

Eligibility Requirement 3: Degrees
A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The majority of courses support degree and certificate programs as described in the Crafton Hills College Catalog (Ev. 1). Degree and certificate options at CHC are designed to meet students' diverse goals. The College offers 36 associate degrees, and 27 transfer degrees. CHC also offers

26 certificates. Degree programs are generally two years in length while certificate programs vary in length. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion. Ninety-four percent of the enrollments were in degree applicable courses in Fall 2019 (Ev. 2). More than 1,300 degrees and certificates are awarded yearly (Ev. 3).

Evidence List
ER 3-01 – 2019 – 2020 Catalog
ER 3-02 – Fall 2019 Enrollments by Course Degree Status
ER 3-03 – Degree and Certificate Awards

Eligibility Requirement 4: Chief Executive Officer
The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chancellor of the District is selected by the Governing Board (Ev. 1). The Chancellor delegates authority to the College President (Ev. 2). Dr. Keven Horan, appointed by the San Bernardino Community College Board as president of Crafton Hills College, oversees the College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Board Policy 3100 states that the SBCCD Chancellor is responsible for establishing and documenting the organizational structure (Ev. 3). The organizational chart of the District and its two campuses are subject to review by the Board. The CEO does not serve as chair of the governing board (Ev. 4).

Evidence List
ER 4-01 – BP 2431 – Chancellor Selection
ER 4-02 – BP 2430 – Delegation of Authority
ER 4-03 – BP 3100 – Organizational Charts
ER 4-04 – BP 2210 – Board of Trustees Officers

Eligibility Requirement 5: Financial Accountability
The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As a community college district and public entity, San Bernardino Community College District is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes the independent audit report available to the public. A typical annual financial audit consists of the following: 1. Pre-audit conference between the Internal Auditor and the independent audit firm, 2. Interim fieldwork consisting of compliance elements and internal control testing, 3. Year-end fieldwork consisting of the drafting of the District's financial statements and testing of the balance sheet accounts, 4. Receipt and review of the independent audit firm's report, and 5. Acceptance of the independent audit firm's

report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office (Ev. 1, see page 18). Annual audit reports are available online at the District Website (Ev. 2).

Evidence List
ER 5-01 – Board of Trustees Approval of Audit
ER 5-02 – Fiscal Services Web Site with Audit Report

G. Certification of Continued Institutional Compliance with Commission Policies

Crafton Hills College certifies that it continues to comply with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Crafton Hills College maintains an Accreditation webpage that is linked directly from the College homepage. The College's Accreditation webpage includes a link to all reports the College has submitted to the Commission, all responses from 2008 to the present, and a link to the ACCJC website. Prior to the scheduled team visit, the College posts a notice of the visit on its webpage. Students and community members can file a complaint with ACCJC through the College's "Contact Us" link on the homepage, which includes a form for local complaints and a link to the ACCJC complaint form. To date, there have been no third-party comments. It is the College's intention to fully cooperate to resolve concerns associated with third-party comments should any be submitted. For more information on CHC's continued adherence to Commission Policy on Rights and Responsibilities of Commission and Member Institutions, see section I.C.12 of the Self-Evaluation.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Crafton Hills College has established standards of student achievement through the Institution-Set Standards as well as stretch goals. The Standards were developed by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) and established by the Crafton Council, the participatory governance committee responsible for facilitating participatory governance on campus. The IEAOC reviews the standards for successful course completion rate, degree completion, certificate completion, and transfer to four-year colleges annually. The College also has set standards for job placement rates and the passage of licensure exams. Both the Introduction and Section I.B.3 of the Self-Evaluation provides additional detail about the establishment and continued evaluation of Institution-Set Standards for student achievement.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Crafton Hills College awards degrees and credits that conform to commonly accepted practices in higher education, to Title 5 of the California Education Code of Regulations, and to the *California Community College Accounting Manual,* which defines credit hours, clock hours, and certificate and degree requirements. All courses and degree and certificate programs must be proposed and approved by the CHC faculty through its Academic Senate Curriculum Committee, which relies on the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office. This process assures that all courses of study in all degree and certificate programs have appropriate length, content, and rigor. The District also has policies (Board Policy 4020) and procedures (Administrative Procedure 4020) and the Curriculum Handbook for determining a credit hour that meets commonly accepted academic standards. In addition, all courses have clear objectives and stated student learning outcomes.

The College uses a program review process to assess courses and programs regularly in accordance with the College Institutional Assessment Plan to ensure students achieve the stated outcomes. The College also has articulation agreements with the California State University and University of California systems to promote the advancement of Crafton Hills College students. Such agreements ensure that the content, breadth, and rigor of CHC courses meet the expectations of transfer institutions. Additionally, State approved certification programs have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Tuition is set by the California legislature, is standardized across all courses and programs, and is based on units. For additional information see Standards II.A.5, II.A.9, and I.C.6 of the Self-Evaluation.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

CHC's transfer policies appear in the *Crafton Hills College Catalog*, available through the College webpage. Students also get information about transfer from counselors and the College University Transfer Center. For more information about transfer see Standard II.A.10 of the Self-Evaluation.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Online learning opportunities constitute an alternative to the traditional learning format. All of the College's online and hybrid courses are also offered in the traditional, face-to-face format. The only exception is CHC-062, Introduction to Online Learning, is only offered online with the objective of teaching students how to become a successful online learner. Online and traditional courses share a common course outline of record with the same learning outcomes. The College closely monitors the quality of online and distance education offerings. The Academic Senate Curriculum Committee reviews all courses, determines the placement of courses within

disciplines, and ensures that delivery of instruction supports the objectives and content of each course. This committee approves online offerings separately from their companion face-to-face course offerings. The committee reviews all courses on a six-year cycle. All programs, including those with distance-education courses, are reviewed in the planning and program review process on a four-year cycle. Online courses and traditional courses share a common set of learning outcomes that are determined by instructional faculty and are used for the improvement of teaching and learning.

The College, with support from District Educational Technology, offers all online courses through Canvas. Faculty teaching online courses must demonstrate their competency using this online course delivery tool. Specifically, each faculty teaching online must complete course work and a process that is facilitated by the Academic Senate Educational Technology Committee. In addition, AP 4105 requires that instructors maintain regular and effective contact between instructor and students. All students must verify their identity by authenticating into the Canvas learning management system each time they login to access their online course. The College does not offer Correspondence Education. For additional information see Standards II.A.1, II.A.2, II.B.1, and II.C.3.

Student Complaints
Regulation citations: 602.16(a)(1)(ix); 668.43.

The College's student grievance process is articulated in BP/AP 5530 and is published in the College Catalog. Anyone may file a complaint using a form available from the Crafton Hills College webpage through the "Contact Us" link. Once completed, this form is sent to the District Vice Chancellor of Human Resources, who initiates action to resolve the issue identified in the complaint if feasible. Also, the front page of the College webpage has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC. The College maintains records on student complaints in the respective Division offices. Records of formal complaint concerning harassment or discrimination are maintained in the Human Resources Office. The Accreditation status of the College and its programs is appropriately represented on the College website.

Institutional Disclosure and Advertising and Recruitment Materials
Regulation citations: 602.16(a)(1))(vii); 668.6.

Crafton Hills College is an open-access institution whose mission is to serve the community. The College provides outreach services to feeder high schools and to community entities on an as-needed basis. The College hosts events such as the Arts Fair and Senior Day for area high school students to introduce its programs and student support services. The Financial Aid Office also provides financial aid workshops to high schools and agencies in the Crafton Hills service area. The Crafton Hills College Catalog, Schedule of Classes, and other material on the College website accurately describe the conditions for admission and enrollment, transfer and acceptance of coursework, degree and certificate completion requirements, and certificate and licensure requirements. The names and degrees of administration and faculty are provided in the College Catalog. This information is updated annually. Information regarding the College's accredited status is accessible from a link on the front page of the College website. A link to the District website is provided at the bottom of the CHC homepage. Student policies and procedures are also

described in the *Online Orientation* and the *New Student Handbook.*

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

As a community college district and public entity, San Bernardino Community College District is required by law to undergo an annual audit. The District contracts with an independent audit firm to conduct this audit, which includes the close inspection of the use of categorical and federal funds. The District's annual independent audits reflect the appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Any findings are reported to Fiscal Services and the campus. Corrective actions are prompt and the audit is presented to the Board of Trustees. The District makes each final audit report available to the public on its website with its other annual reports. The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for Board meetings and Board committee meetings. The Board reviews all contracts and agreements and votes on approval at their monthly public sessions. Section III.D.4 provides further details on financial responsibility.

H. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard
Crafton Hills College (CHC) is one of 115 public community colleges supported by the State of California and overseen by the California Community Colleges Chancellor's Office, which states the mission and vision of the community college system as follows:

> To provide students with the knowledge and background necessary to compete in today's economy (Ev. 1). The vision is…*making sure students from all backgrounds succeed in reaching their goals and improving their families and communities. We have bold and straightforward goals to significantly increase the numbers of students transferring to a UC or CSU campus; increasing the numbers of students earning degrees and certificates and completing career education programs leading to good jobs; reducing the number of unnecessary units many students are taking to get their degree and eliminating achievement gaps once and for all* (Ev. 2).

As a State-supported community college, CHC identifies its student population as all Californians in its service area who have successfully completed high school and all residents who are eighteen years of age or older and able to benefit from instruction, whether or not they have completed high school, and non-residents who have attended a high school in California. In addition, the College admits students under the age of eighteen who do not have a high school diploma or the equivalent as *special-admit* students, and current high school students who qualify under the College's partnership with local high school programs under the District's dual-enrollment designation (Ev. 3).

The College's mission statement -- viewed in conjunction with the State Chancellor's Office mission and vision statements (above) and the system's inclusive state mandated admissions policies -- defines the College's broad educational purposes and its commitment to student learning and student achievement. The Crafton Council and Educational Master Plan Committee review the mission statement, vision, and values every year (Ev. 4) (Ev. 5) (Ev. 6) (Ev. 7). The current mission statement is as follows: **The mission of Crafton Hills College is to advance the**

educational, career, and personal success of our diverse campus community through engagement and learning. It was approved by the District Board of Trustees on October 9, 2014 (Ev. 8).

This mission is amplified by a vision statement: **Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.**

The College also has a statement of institutional values**: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.**

The degrees and certificates the College awards are standard across the State's community college system and appear prominently in the College Catalog and promotional materials.

CHC's mission, together with its vision statement and values, stresses its broad educational purpose to deliver a variety of lower division programs and opportunities to all students in its service area who wish to earn a degree or certificate in an academic or career field as well as offer classes in developmental education for those not yet prepared to complete college-level course work. CHC has recently added non-credit classes and programs to meet the needs of students entering the workforce. The State's community college open access policy and the College's recruitment efforts are aimed at attracting a student body whose diversity mirrors that of the community it serves.

Crafton Hills College's mission statement is implemented through collaboratively developed strategic directions (Ev. 9, see pages 30-32):

- 1. Promote Student Success
- 2. Build Campus Community
- 3. Develop Teaching and Learning Practices
- 4. Expand Access
- 5. Enhance Value to the Surrounding Community
- 6. Promote Effective Decision Making
- 7. Develop Programs and Services
- 8. Support Employee Growth
- 9. Optimize Resources

As a public, open-access community college, CHC offers a wide range of programs and services to support a student population that has become increasingly diverse over the past decade. The current percentages of ethnicities of students is as follows:

- Hispanic = 49.3%
- Caucasian = 35%
- Multiple ethnicities = 5.8%
- Asian = 5.5%
- African American = 3.7%

Female students make up 55.3 percent of the student body; male students, 44.3 percent. Students of all ages enroll, with those 24 or under making up 68.4 percent of the student body.

In addition, in the last five years the number of students receiving financial aid has increased from 4,399 to 4,846, a 10 percent increase. Prior to the implementation of AB705, the incoming students were also likely to be academically underprepared when entering CHC, with 64 percent placing below transfer-level in English and 94 percent placing below transfer-level in math. However, with the implementation of AB 705, which requires placement using high school transcripts for recent high school graduates instead of a placement exam, the percentage of students placing into transfer-level English and math classes has increased from 6 to 71 percent. As a result, the majority of students entering the College eligible for transfer-level English and math now aligns with the percent of students indicating the desire to transfer. Specially, approximately 81 percent of students indicate that their academic goal is to transfer to a four-year institution (Ev. 10).

In support of its mission, the College is organized with three academic divisions and a variety of student learning and other support service programs. The College currently offers 36 associate degrees, 27 of which are transfer degrees; 26 credit certificates of achievement; and one non-credit job-readiness skills certificate.

CHC's Institutional Learning Outcomes, aligned with the Student Learning Outcomes at the course level, are designed to provide its educational programs with consistent quality in accordance with its mission, vision, and values. In addition, the College has greatly expanded its online offerings for students who have difficulty attending classes on campus or who prefer this mode of delivery. Specifically, the percentage of distance education has increased from 9 percent in 2014-2015 to 19 percent in 2018-2019. CHC's library, tutoring, and Supplemental Instruction (SI) services support academic programs.

To provide a supportive community that gives every student the help needed to succeed (see vision statement above), Crafton Hills College offers a rich array of student support services. These include activities and services in the College's Student Equity program, a STEM program, EOP&S, a Career Center, Starfish, and College Promise, to name a few. Most of these services are available online as well as on campus.

In addition, the Crafton Hills College Foundation has become another important agency that supports students, especially those with substantial financial need, who may receive grant-supported on-campus work (ISEEK program) or grants or loans for textbooks. Specifically, the Foundation provides scholarships, student employment, emergency grants, and transfer application fee waivers. Moreover, the Foundation supports the Honors, Art, STEM, and Fire Academy programs (Ev. 11).

The College's mission statement establishes the broad goals for all of its planning activities. Furthering the College's mission has been the primary purpose of the College's Comprehensive Master Plan, which includes the Educational Master Plan and Facilities Master Plan (Ev. 12), Student Equity Plan (Ev. 13), Guided Pathways Plan (Ev. 14), and other plans. The Crafton Hills College Comprehensive Master Plan is also aligned with the Districtwide Support Services Strategic Plan (Ev. 15).

Analysis and Evaluation
CHC's Educational Masterplan Committee and Crafton Council -- whose membership includes classified staff, faculty, and administration -- review the mission annually and decide whether to make changes after each constituency has an opportunity to comment. **(**Ev. 16**) (**Ev. 17**) (**Ev. 18**)**

CHC's mission statement serves as a basis for all College planning activities. These include development of degree and certificate programs that meet the diverse needs of students, the use of Student Learning Outcomes (SLO's) and Institutional Learning Outcomes (ILO's) to improve the quality of instruction, development of a robust distance learning program to support an ever expanding volume of online course offerings, comprehensive student support services, the development of a Student Equity Plan to help underserved student populations, and plans to help other student groups with identified needs, such as returning veterans and students with disabilities.

The mission, vision, and values statements are available on the College website and in College publications.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard
Crafton Hills College's Office of Institutional Effectiveness, Research and Planning (OIERP) provides data for everyone involved in decision-making to assess the effectiveness of programs in fulfilling the College's mission and to develop plans for improvement. These data appear in the following forms and reports: the program review/annual plan instructional data (Ev. 1, Ev. 2, Ev. 3, Ev. 4, Ev. 5), the BORG Data Cubes web site, the CHC Comprehensive Master Plan Scorecard (Ev. 6, Ev. 7, Ev. 8), the Student Equity Data (Ev. 9), and the continuing assessments of the General Educational Outcomes (GEO's) and the Institutional Learning Outcomes (ILO's) (Ev. 10, Ev. 11, Ev. 12, Ev. 13). The OIERP develops numerous other reports as requested. It also distributes important information and data to the College community in a monthly newsletter called *Did You Know?* (Ev. 14, Ev. 15).

Data from the OIERP is central to the program reviews that each academic and student services department regularly prepares (Ev. 1, Ev. 2, Ev. 3, Ev. 4, Ev. 5, Ev. 16). The program review process is crucial to maintaining mission-based program quality and continual improvement. No matter where a program is in its four-year planning cycle, its faculty and staff have access to the data that they need for planning. Every instructional program has access to data on demographics, course completion and success, FT/PT faculty ratio efficiency, fill rates, degree and certificate completion, and student learning outcomes (SLOs). Equally important, student services and non-instructional programs have access to the most recent results of the student satisfaction surveys (Ev. 17), Community College Survey of Student Engagement (CCSSE) results (Ev. 18), and Campus Climate survey results (Ev. 19) to assess how well the College meets the needs of its students.

Departments develop goals and objectives based on assessment and achievement data. As an illustration, question 4 in the program review questions for all programs (Ev. 20, Ev. 21) requires each program to develop objectives based on the results of the outcomes assessment. As an

example, in the 2018-2019 Computer and Information Systems (CIS) program review, the program developed five objectives based on the outcomes assessment process that revealed the need for improvement (Ev. 22). CIS faculty then initiated changes in classes to meet this need. The use of SLOs in the program review process shows the prominence of student learning achievement in the College's self-assessment.

Cooperation has been another important element of the self-assessment process. The campus has collectively agreed to adopt four common rubric levels so that the campus can combine assessment data across courses, programs, and services, and at the general education and institutional level. CHC uses its program review process as a unifying measure of how all programs contribute to the mission, vision, and values framework of the College.

The goals and objectives of programs, departments, and service units are derived from data from the previous year provided by the OIERP. The OIERP, in collaboration with the Offices of Instruction, Student Services, Administrative Services, and the President's area has developed a dynamic Data Mart that provides ongoing data to programs to facilitate evidence-based decision-making at the College. Depending on where the program is on the four-year review cycle, each program develops both a long- and short-term plan for improvement and requests resources to implement its objectives. The goal of the College-wide integrated planning and program review process for prioritizing objectives (IA2.11) is for continuous improvement of all CHC programs and services.

CHC has developed a process for planning and program review prioritization of objectives that is collaborative, meaningful, inclusive, and transparent, resulting in the continuous improvement of programs and services (Ev. 23). Each fall begins a new Planning and Program Review Cycle whereby every program/unit on campus prepares an SLO Annual Plan, Two-Year Plan, or Four-Year Program Review document that includes the prioritization of identified goals and objectives. In addition, each objective includes actions, resources, rationale, costs, the timeline and person responsible, the College strategic direction, the type of expected institutional impact, and any alignment with the Institutional Learning Outcomes for the College. As seen in Figure 1, the process is cyclical, and all objectives, including resource requests, are prioritized at four levels prior to reaching the President.

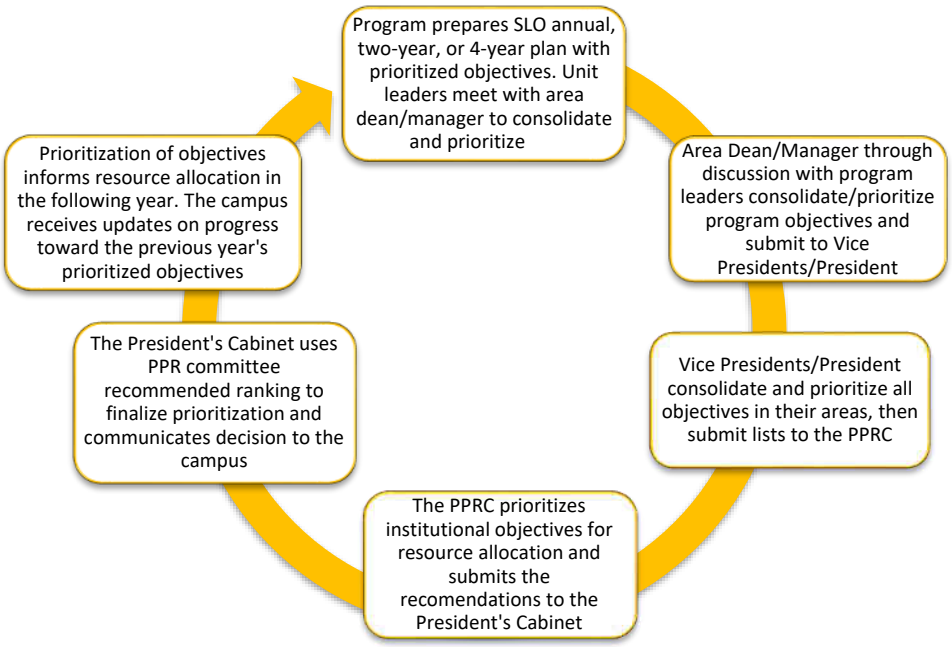


Figure 1: *Crafton Hills College Program Review Cyclical Process*

Resource allocation relies on the results of the planning and program review process described above. The Planning and Program Review Committee (PPRC) -- a committee including administrators, faculty and classified staff -- receives prioritized objectives from the major administrative areas: President's Office, Instruction, Student Services, and Administrative Services. All objectives are prioritized through group discussion and consensus of the PPRC. The following criteria are used to guide the recommendations of institutional priorities for resource allocation:

- the vision, mission, and values of the College
- mandated activities related to facilities and safety
- accreditation requirements
- impact on students; innovation
- impact on quality and comprehensiveness of program
- the Comprehensive Master Plan
- service levels
- effective infrastructure
- document quality
- overall program health/effectiveness.

Once the PPRC has completed the prioritization of objectives, the Committee submits the recommendations to the President. The President, with the advice of the Cabinet, creates the final institutional list of goals, objectives, resources, and rationale based on the PPRC recommendations, and reports the order of priority to the campus community (Ev. 24, Ev. 25).

Return to Agenda

Analysis and Evaluation
The College uses data from its OIERP as a key part of its program review and improvement decision-making process. The OIERP has consistently provided easily accessible explanations for submitting data (such as Student Learning Outcomes through the SLO Cloud) and invited faculty and staff to ask for any additional help they need in the data gathering and interpreting processes. However, the results from the most recent Campus Climate Survey show that the College can improve at ensuring that decision-making processes are evidence-based. Specifically, 35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard
The College's mission, vision, and values (see IA1 above) provide a framework that drives the planning processes for programs, services, and allocation of resources (Ev. 1, Ev. 2, Ev. 3, Ev. 4). Crafton Hills College has many programs and services that support the various learning needs of diverse students, such as the Transfer Center, Student Life, Health and Wellness, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the Honors Program, Free College Promise, Tutorial Services, Veteran Services, and Counseling. In addition, CHC has been offering an ever-growing volume of courses and services through its Distance Education program.

To maintain the high quality of its programs and continually improve, the College uses an ongoing annual planning and assessment effort through its planning and program review processes carried out by the Planning and Program Review Committee (PPRC) (Ev. 5), which includes faculty, administrators, staff, and students. In accordance with this process, courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), program level outcomes (PLOs), and/or service area outcomes (SAOs). In addition, this process requires programs to show how their goals and objectives connect to the College's strategic directions (see I.A.1 above), which must be directly tied to the mission, vision, and values. In a separate process, goals and objectives from program review are used collaboratively to prioritize resource allocations (see 1.A.2 above for detail on how data is used to assess progress in this area).

Analysis and Evaluation
CHC's mission statement, supplemented by its vision and values, provides the basis for all relevant decision making, beginning with its planning process and extending to establishing goals and objectives and prioritizing resource allocation. As explained above, these processes engage the College community. The mission statement, vision, and values appear on the College webpage, in its Catalog, and in its planning documents.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard
Crafton Hills College's mission, vision, and values appear on the College webpage (Ev. 1), in the College Catalog (Ev. 2) , and in the Faculty Handbook (Ev. 3, Ev. 4).

The Educational Master Plan Committee (EMPC), a Crafton Council participatory governance committee, is charged with reviewing the mission, vision, and values regularly (Ev. 5). Accordingly, the EMPC discussed possible revisions to the College mission, vision, and values statements during the 2017-18 academic year (Ev. 6, Ev. 7). In 2018-2019, the EMPC recommended to the Crafton Council to make no changes to the mission statement and consider a change to the vision statement. Crafton Council decided to make no changes to either the mission or the vision statements in 2018-2019 (Ev. 8). Equally important, in 2019-2020, both the EMPC and Crafton Council approved the mission, vision, and values without any changes (Ev. 9, Ev. 10).

Analysis and Evaluation
CHC's mission, vision, and values are accessible from CHC's home page. They also appear in the College Catalog (Ev. 2), on the template for committee meeting agendas and minutes (Ev. 11), in the CHC Faculty Handbooks (Ev. 3, Ev. 4), and in all planning documents, including program review (Ev. 12).

Conclusions on Standard I.A. Mission
Crafton Hills College's publicly available mission, along with the mission of the California Community College system, describes Crafton Hills College's broad educational purposes, indicates its inclusive student population, and shows its commitment to student learning and achievement. The College's Office of Institutional Effectiveness, Research and Planning provides data to assess the effectiveness of programs in fulfilling the mission and to improve performance. The College mission, vision, and values guide all the College's activities.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Implement the data coaching program described in the QFE	I.A.2	Dean of Institutional Effectiveness, Research, and Planning	December 2019 – June 2022	Increase the use of data to inform decision-making processes

Evidence List

Standard I.A.1
I.A.1.01. CCCCO Mission
I.A.1.02. CCCCO Vision for Success

Return to Agenda

I.A.1.03. Dual Enrollment Process
I.A.1.04. EMPC September 8, 2015 minutes - mission
I.A.1.05. EMPC October 9, 2018 minutes - mission
I.A.1.06. EMPC November 27, 2018 minutes - mission
I.A.1.07. Crafton Council October 23, 2018 minutes - mission
I.A.1.08. Board Approval - Mission
I.A.1.09. Strategic Directions
I.A.1.10. Informed Education Goal
I.A.1.11. Fall 2019 In-Service Presentation - Foundation
I.A.1.12. Comprehensive Master Plan - Mission
I.A.1.13. 2019 Student Equity Plan - Mission
I.A.1.14. Guided Pathways Plan - Mission
I.A.1.15. SBCCD and CHC Strategic Direction Mapping
I.A.1.16. EMPC October 9, 2018 minutes - mission
I.A.1.17. EMPC November 27, 2018 minutes - mission
I.A.1.18. Crafton Council October 23, 2018 minutes - mission

Standard I.A.2

I.A.2.01. PPR Completion and Success
I.A.2.02. PPR Full Time/ Part Time Faculty Ratio
I.A.2.03. PPR WSCH/FTEF Ratio
I.A.2.04. PPR Demographic Dashboard
I.A.2.05. PPR Degrees and Certificates Dashboard
I.A.2.06. CHC Comprehensive Master Plan Scorecard
I.A.2.07. October 2018 EMPC Minutes Scorecard
I.A.2.08. March 2019 EMPC Minutes Scorecard
I.A.2.09. Student Equity Data 2014 to 2017 Comparison
I.A.2.10. ILO/GEO Planning Presentation
I.A.2.11. ILO/GEO PPR
I.A.2.12. ILO Assessment Results Web Page
I.A.2.13. GEO Assessment Results Web Page
I.A.2.14. Did you Know - Dual Enrollment
I.A.2.15. Did you Know - Student Equity
I.A.2.16. Spring 2016 EOPS Student Satisfaction Results
I.A.2.17. Student Satisfaction Survey
I.A.2.18. CCSSE Did you Know?
I.A.2.19. Did you Know - Campus Climate Data
I.A.2.20. PPR Instructional Questions - Q4
I.A.2.21. PPR Non-Instructional Questions - Q4
I.A.2.22. CIS PPR Q4 Evidence
I.A.2.23. PPR Prioritization Process
I.A.2.24. Informer Dashboard - Prioritized Objectives (In Network)
I.A.2.25. I.A.2-30 Informer Dashboard - Prioritized Objectives (Screenshot)

Standard I.A.3

I.A.3.01. Mission and Vision - Transfer Center

Return to Agenda

I.A.3.02. Mission and Vision - Administrative Services
I.A.3.03. Mission and Vision - CIS
I.A.3.04. Mission and Vision - OIERP
I.A.3.05. PPR Handbook

Standard I.A.4
I.A.4.01. Crafton Hills College Mission – Web Site
I.A.4.02. Crafton Hills College Mission – 2019 – 2020 Catalog
I.A.4.03. FT Faculty Handbook
I.A.4.04. PT Faculty Handbook
I.A.4.05. EMPC Charge - Review Mission
I.A.4.06. EMPC Minutes 1 - 1819 Review Mission
I.A.4.07. EMPC Minutes 2 - 1819 Review Mission
I.A.4.08. Crafton Council 1819 Minutes - Keep Mission
I.A.4.09. EMPC 2019-2020 Minutes - Keep Mission
I.A.4.10. Crafton Council 2019-2020 Minutes - Keep Mission
I.A.4.11. CHC 1819 Handbook Agenda and Minute Templates
I.A.4.12. PPR 1920 Handbook - Mission

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard
Crafton Hills College engages in ongoing dialogue about student outcomes within contexts of student equity, academic quality, and institutional effectiveness. Campus-wide dialogue consistently occurs during in-service events and through collegial governance committees, management meetings, and planning processes.

The College's collegial governance committees hold frequent dialogue on student learning outcomes. These committees include the Educational Master Planning Committee (EMPC, Ev. 01); the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC, Ev. 02); the Planning and Program Review Committee (PPRC, Ev. 03); the Enrollment Strategies Committee (ESC, Ev. 04), and the Student Success and Equity Committee (SSEC, Ev. 05). Currently, The SSEC is being re-envisioned to combine basic skills, which was a separate committee prior to SEAP (Student Equity and Achievement Program). The SSEC is charged with developing and overseeing the implementation of the College's Student Success and Student Equity Plans. Specifically, the SSEC addresses the recruitment, admission, retention, and success of all students, including the development of support services and programs for transitioning students to higher levels of learning.

The foundation of the College's multi-faceted ongoing dialogue about student outcomes and ways to increase student success is its Office of Institutional Effectiveness, Research, and Planning (OIERP), headed by a dean and staffed by two full-time researchers and one half-time researcher and a data research specialist. The vision of the OIERP is to facilitate Crafton Hills College becoming a *learning college*, which is the ultimate institutional effectiveness outcome (Ev. 06). A *learning college* is defined as a college which "becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs." Further, it "celebrates a culture...where data-supported intelligence can be agreed upon so people can focus on being successful" (Goben, 2007, p. 4).

The Dean of Institutional Effectiveness, Research, and Planning is a permanent member of the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Crafton Council; the Educational Master Plan Committee; the Enrollment Strategies Committee; and the Student Success and Equity Committee, as well as various ad hoc committees. A vital part of the job of this administrator is to make data and other information available in a way that is easy to understand and can be used to improve instruction and support on a continuous basis.

Outcomes. Crafton Hills College has developed a system for developing, measuring, reporting, and using student learning outcomes (SLOs) at the class, course, program, and institutional levels. The OIERP oversees all of the processes involved. SLO data are recorded and tabulated on the OIERP's SLO Cloud (Ev. 07) and available to all faculty and administrators. Therefore, dialogue about student performance is based on current outcomes data.

All faculty and student support staff are responsible for developing, measuring, analyzing, and using SLOs to improve student learning. Instructional departments develop SLOs for each course, and faculty members must include these SLOs on course outlines and syllabi (Ev. 08, Ev. 09). Measuring these SLOs is done on a six-year assessment cycle, whereby every course is assessed at least once every six years (Ev. 10, Ev. 11). Student support units measure Service Area Outcomes (SAOs) and SLOs to determine the effectiveness of their service. The analysis of assessment results is integrated into planning and resource allocation for every program on campus, including instruction, student services, administrative services, and the President's area (Ev. 12). Each program is required to report and analyze its program review results every year and use those results to inform planning (Ev. 12, Ev. 13, Ev. 14). In addition, instructional programs analyze the results for course SLOs annually, and every four years instructional programs analyze the results for program-level outcomes.

The College engages in dialogue concerning student learning and evidenced-based decision-making during various activities: meetings of the deans (Ev. 15, Ev. 16), Crafton Council meetings (Ev. 17), department meetings, the Academic Senate's Faculty Chairs Council meetings, and planning events like the Fall 2018 and Fall 2019 all-campus in-services (Ev. 18, Ev. 19). During the Fall 2019 in-service program, every program was provided disaggregated outcomes assessment results to analyze. Each program worked together within their respective departments to analyze the data and develop objectives or actions in their program review to address needed improvements. The institutional dialogue that occurs creates an integral aspect of departmental planning, program review, and student learning outcomes assessment processes.

Return to Agenda

Each department annually participates in planning by developing either an annual plan, a two-year plan, or a four-year plan, depending on where the program is in the planning cycle (Ev. 12). For the annual, two-year, and four-year plans, the unit reviews student achievement and learning data for the prior five years (I.B10) and then considers ways to improve learning represented by these outcomes (Ev. 20, Ev. 21, Ev. 22, Ev. 23, Ev. 24). The OIERP also provides non-instructional units results from the most recent Student Satisfaction Survey, the Community College Survey of Student Engagement, SAO reports, SLOs, and any other relevant data they request.

Using these outcomes data, each department/unit then updates the progress it has made on its goals and objectives from the prior year and develops an improvement plan consisting of new or revised goals, objectives, and actions for the upcoming year that address student learning or support services (Ev. 12). The department/unit also identifies the strategic direction and institutional learning outcome (ILO) that each objective aligns with and the anticipated impact level of each objective (Ev. 25). It then uses this information to request resources to help achieve its goals and objectives.

The program review process for both the instructional and non-instructional programs are conducted on an annual, two-, and four-year cycle that focuses on departmental reflection of student learning or support and student success. In addition, departments/units are also required to complete a brief annual review of progress when they are not scheduled to complete a four-year review (Ev. 12). This process is a faculty-driven, collegial self-evaluation that facilitates improvement of all instructional and non-instructional programs. In conjunction with departmental planning, program review solicits evidence-based documentation from instructional and non-instructional programs to assess effectiveness, identify areas needing institutional and instructional improvement, and provide justification for requesting resources.

When instructional and non-instructional departments begin the program review process, the PPRC provides them with training and support to complete their annual planning tasks (Ev. 26). The PPRC also provides numerous workshops, a handbook, and training materials to help facilitate the planning (Ev. 27, Ev. 28).

In addition to dialog relating to program review, CHC consistently engages in dialogue on student learning in other campus planning activities. In July 2009, an Educational Master Planning Committee (EMPC) was formed with representation from each campus constituency (Ev. 29). This committee reviews College and District plans, including the current Educational Master Plan (EMP). It also reviews any updated environmental scan data as well as the progress that the College is making on its Student Scorecard (Ev. 30, Ev. 31).

The most recent version of the Crafton Hills Comprehensive Master Plan was completed in 2017. The planning team consisted of administrators, Crafton Council, the EMPC, College deans, students, members from the community, HMC Architects, and representatives from the consulting company ALMA Strategies (Ev. 32). In addition, open forums were held on March 28 and September 20, 2016 to provide the opportunity for broader input from the entire campus. Both the Educational and Facilities Master Plans were prepared through an integrated process facilitated by a single team of educational and facilities planning consultants. Stakeholders engaged in joint educational and facilities planning interviews and forums.

Return to Agenda

As part of the integration and alignment of long-range planning at Crafton Hills College, the EMPC followed a five-step planning process organized around a logical sequence of activities and discussions intended to foster a shared understanding of the planning environment and build consensus around planning objectives and recommendations. This five-step process is outlined below (Ev. 32):

1. Prepare – Planning began in fall 2015 with the development of the timeline of planning activities. The EMPC gathered measures of success for the master planning process and outcomes from stakeholders. The EMPC also requested and received educational and facilities planning information.
2. Analyze – To build an understanding of existing campus facilities and their current use, the EMPC surveyed campus facilities and updated the space inventory in fall 2015. In early spring 2016, educational and facilities planners participated in program interviews with faculty and staff from each instructional, student support, and administrative support department in order to learn first-hand about facilities-related issues. The EMPC prepared, presented, and validated an analysis of existing campus conditions with the Crafton Council. This analysis is documented in the *Facilities Analysis* section of the Comprehensive Master Plan.
3. Frame – The educational planning process is an extension and validation of work that the College began more than a year before the planning team's involvement. During spring 2016, as final adjustments were made to the College's strategic directions and objectives, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in the *Program of Instruction and Current + Future Instructional Space Needs* section of the Comprehensive Master Plan were established through the educational planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in the *Needs* section of the Comprehensive Master Plan.
4. Explore – Over the course of two workshops that were held in spring 2016, development options were presented to Crafton Council, which provided input. Faculty in the Art and the Kinesiology programs provided further input for program-related recommendations. The EMPC reviewed a draft list of recommended projects with the Crafton Council during the second workshop.
5. Review – When planning resumed in fall 2016, the EMPC reviewed and revised the draft Facilities Master Plan (FMP) document, which had been prepared over the summer, in accordance with the College's established procedures. During this time, discussions of the linkages between the Educational and Facilities Master Plans took place with the Crafton Council and the Crafton Hills College EMPC, yielding more specific implications for

facilities planning that were included in the FMP document and addressed in its recommendations.

Student Equity. The Vice President of Student Services has primary responsibility for initiating dialog and support for student equity. This administrator is charged with developing and revising the College's Student Equity Plan, which has clear goals, objectives, and activities to increase student equity. The VP of Student Services and the Student Services deans further dialog about student equity by serving on a variety of decision-making committees, including the Student Success and Equity Committee; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Crafton Council; the Educational Master Plan Committee; the Enrollment Management Committee, and various ad hoc committees. Equally important, in question 6 of program review, each instructional and non-instructional program examines program student demographics in relation to the College and develops needed equity improvements based on the data (Ev. 33, Ev. 34, Ev. 35). In addition, data for questions 5ai, 5aii, and 6b provide course completion, success, and degree and certificate attainment data by program, gender, ethnicity, and age (Ev. 20, Ev. 24).

Significant dialog about improving student equity occurs across campus and is infused in planning and decision-making during deliberations regarding funding from the State grant for Student Equity (Ev. 36). The Student Success and Equity Committee developed a funding request form and rubric to help its members make funding decisions (Ev. 37, Ev. 38). Improving student equity is also a prominent goal for EOP&S (Ev. 39) and the Transfer Center (Ev. 40), to name a few programs.

Question 6 of both the instructional and non-instructional program reviews illustrates how the College community engages in rigorous dialog about improving student equity during each phase of the annual budgeting process, when committees review initiatives and recommend funding priorities (Ev. 41, Ev. 42). Proposals must be supported by data (Ev. 43) after extensive dialog to have a chance of gaining Student Equity Grant funding. Because student equity falls under matters that are *academic and professional*, the College relied on the Academic Senate to review and approve its most recent Student Equity Plan (2019-2022). At its meeting on May 19, 2019, the Academic Senate approved the plan (Ev. 44, Ev. 45, Ev. 43).

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

In Spring 2018, the following priorities were the subject of a planning retreat for faculty, administrators, and classified staff:

1) Develop the desired qualification, ideal characteristics, challenges, and opportunities for our new College President.
2) Hear and discuss reports from participative governance committees, align tasks, identify gaps.

Return to Agenda

3) Identify the pressing issues in relation to Crafton's Strategic Directions to be addressed in 2018-19 (Ev. 46).
4) Identify planning priorities for the 2018-2019 academic year (Ev. 47, Ev. 48).

This retreat exemplifies CHC's reliance on participatory governance processes. In all, more than 40 people from all employee constituencies attended, including representation from all three senates (Ev. 49). Retreat participants reviewed planning priorities at the start of the 2019-2020 academic year and decided to continue with those priorities (Ev. 50).

The College implements strategic plans that the College community reviews annually to meet the goals of the College (Ev. 50). Dialog occurs in a departments/units, committees, and forums. For budgeting decisions for the College's general budget (but not grant funds), departments/units determine their respective funding priorities through prioritizing their objectives in program review (Ev. 51). Divisions further prioritize these and send their lists to their administrative offices (Ev. 52, Ev. 53). Senior administrators then prioritize proposals using the Master Plan goals, which prominently includes student equity. Extensive dialog occurs at each step of the process.

Analysis and Evaluation
Crafton Hills College uses a variety of means for fostering broad based, sustained collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Dialog is evidence-based and intended to improve student learning. The College has achieved most of its objectives in this endeavor.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

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

CHC has developed SLOs for all courses and degree and certificate programs (Ev. 01, Ev. 02, Ev. 03, Ev. 04). In addition, CHC has developed Institutional Learning Outcomes (ILOs) for six overarching areas: critical thinking, written and oral communication, interpersonal and group skills, society and culture, information and literacy, and ethics and values (Ev. 05). CHC also has developed general education outcomes that are published in its Catalog (Ev. 06). Student learning outcomes can be found in the planning and program review (PPR) process, the SLO Cloud, and the Catalog.

The College is in the process of developing a campus-wide Institutional Assessment Plan that captures all the outcomes assessment processes (Ev. 07). To date, this plan includes an annual calendar for the activities of the outcomes assessment process. Results of the outcomes assessment at the course and program levels are integrated both into the program review, two-year, and annual

planning processes and used by the programs to make decisions regarding program modifications. When completing their program reviews, programs access their most current completed outcomes assessment results from the SLO Cloud or from the Office of Institutional Effectiveness, Research, and Planning (OIERP) for courses and programs to promote data-driven decision-making for improvement in student learning at any level (Ev. 08, Ev. 09).

Instructional faculty are responsible for determining SLOs assessment strategies. Examples of such strategies include pre- and post-tests, demonstrated skill-level attainment, tracking other levels of progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings and program meetings that include more than one department. These dialogs focus on program elements that are successful as well as the identification of gaps in student learning that departments/units and/or programs need to address (Ev. 10). Improvement strategies are documented within the SLO improvement cycle and reported on PPR documents.

Programs in the Career and Technical fields have additional accrediting agencies that require annual accountability measures and therefore undergo more scrutiny of student success in preparing graduates for entry into their respective professions. The Fire Academy is accredited by the California State Marshall's Office, the Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs, the Radiological Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology, and Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care.

Analysis and Evaluation
Faculty establish, measure, and use SLOs at the department and program levels to improve student learning.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard
Crafton Hills College established its institutional-set standards for student achievement in 2013 and has reported its results to the ACCJC every year since then. Measures for these standards include successful course completion rates, fall-to-fall retention, number of transfers to a four-year college or university, and number of degrees and certificates awarded. Initially, the Office of Institutional Effectiveness, Research, and Planning (OIERP) compiled the data and proposed a minimum standard for each measure based on the agreed upon practice in the field at the time. Each year the College's Institutional Effectives, Accreditation, and Outcomes Committee evaluates the College's performance against these standards (Ev. 01, Ev. 02).

To date, the College has fallen below the institutional-set standard for course success only when the data was disaggregated by ethnicity in the most recent academic year. In the past, the College has examined the institutional set-standards for the fall semester based on the Annual ACCJC Report. March 2020 was the first year that ACCJC required that the data be reported by academic

year, but the College was not aware of the change until it received the ACCJC Annual Report template in February 2020.

The course success rates in relation to the institutional-set standards have remained relatively consistent and well above the institutional-set standard across all ethnic groups, except with respect to African American students. The success rate observed among African American students has declined from a five-year peak of 70 percent in 2016-17 to 62 percent in 2018-2019, which is below the course success rate institutional-set standard of 63.6 percent. These findings have spurred College action, particularly efforts towards identifying the potential reasons underlying this achievement gap.

To address this outcomes gap, CHC partnered with the Research and Planning Group for California Community Colleges (RP Group) to conduct six focus groups in Fall 2019. Student populations with historically low course success rates were the target audience, namely African American and Hispanic populations (Ev. 03, see page 8). Based on the focus group findings, the RP Group offered eight recommendations for the College to consider, three of which were subsequently prioritized by the College's Enrollment Strategies Committee: (1) Create networking opportunities for students based on shared cultural experiences and interests in order to increase a sense of inclusion and diversity; (2) explore additional professional development opportunities for faculty to increase engagement and proactive supports for students, including specific training in Canvas to increase faculty's adoption and full utilization; and (3) simplify the registration process such that students can more easily access and complete the CHC application (Ev. 04).

An action plan documenting the specific activities the College would engage in in response to these recommendations is in development and will begin its implementation phase in Fall 2020. Some of the tentative activities proposed by the committee center on enhancing faculty members' adoption and effective use of the Canvas learning management system and an automated notification process that informs students of available courses that meet their education plan requirements as course sections fill to capacity. One activity that the College is already pursuing, one that aligns with the recommendation concerning inclusion and diversity, is a deeper exploration of the student voice -- one focused on engaging students in dynamic online-based activities designed to help them demonstrate their perceptions of the College and their ideas of how to enhance inclusion across the College. This work is scheduled to take place in Spring 2020 (Ev. 05).

CHC's Guided Pathways Leads are using the resulting information, coupled with the action plan described above, to guide the College's efforts in developing professional learning opportunities for faculty and staff. Indeed, all the prioritized recommendations identified by the Enrollment Strategies committee align with the College's Guided Pathways efforts, namely as they relate to clarifying paths for students, helping them pursue such pathways, and helping them remain on those pathways. In addition to working closely with the College's OIERP on matters relating to the study exploring the student voice (identified above), the College's Guided Pathways Leads are already working with students, faculty, and staff on developing the College's meta-majors (referred to locally as Career and Academic Pathways or simply as CAPS), developing program maps for all CHC programs of study, redesigning the College's website to closely align it with the

newly developed CAPS, and revising the College's *New Student Handbook* to better reflect the changes associated with a scaled adoption of a guided pathways framework (Ev. 06).

In addition to the institutional-set standards, the College also regularly reviews its progress on its stretch goals or the Crafton Hills College Scorecard and Vision for Success targets (Ev. 07, Ev. 08, Ev. 09). The College regularly reviews its progress on its CHC Scorecard relative to the targets for each (Ev. 10). To assess CHC's progress towards achieving its strategic directions, the College uses twenty-two distinct student and institutional outcomes, including student course success rates, student satisfaction, inclusion and diversity, and annual credit FTES.

As the most recent Crafton snapshot illustrates, CHC experienced year-to-year gains in 14 of its 22 measured outcomes (64%). In fact, given the breadth of these gains, CHC has made progress towards achieving all nine of its strategic directions. The two strategic directions that are especially noteworthy are the ones of expanding the access of the College to the community and enhancing the value that it offers the community. For each of these strategic directions, the College achieved improvements in all the corresponding outcomes, including serving more students and helping a greater percentage of CHC students earn a living wage.

The College also recognizes that it can do more towards achieving its goals. For instance, the OIERP found a decrease in the College's fall-to-spring persistence rates (i.e., a smaller percentage of Fall 2018 students remained enrolled in Spring 2019 than the percentage in Fall 2017 to Spring 2018). The OIERP also found that, on average, CHC's degree-earning students have completed on average over 90 units of credit. Since degrees typically require 60 units of credit, CHC students on average completed more classes than they needed. To address these objectives the College is focusing on Guided Pathways and its new Promise program. Based on prior evidence and many case studies around the country, CHC is confident that its efforts will result in robust improvements in many student outcomes, particularly as they relate to keeping students enrolled at CHC and helping them complete their educational goals in programs aligned with viable career pathways in less time than many currently spend. These objectives relate directly to the CHC's mission and vision.

The Educational Master Plan Committee (EMPC) takes the primary role in facilitating the achievement of CHC's Strategic Directions. The charge of the EMPC is to rely on evidence (e.g., quantitative and qualitative research, learning assessment results) to develop, review, and revise the Educational Master Plan with input from appropriate constituencies. The EMPC forwards revisions of the Educational Master Plan and the College Mission, Vision, and Values to the Crafton Council for review and approval.

Analysis and Evaluation

Since 2013, CHC has established institution-set standards and attained all its goals each year. In addition, the College has established *stretch* goals and uses the Crafton Hills College Scorecard and Vision for Success targets -- in all twenty-two student and institutional outcomes -- to measure progress in its strategic directions, which are based on the College's Comprehensive Master Plan.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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

- Program and Department Meetings (Ev. 01, Ev. 02, Ev. 03, Ev. 04)
- College In-Service Days (Ev. 05, Ev. 06)
- Academic Senate (Ev. 07, Ev. 08, Ev. 09)
- Classified Senate (Ev. 10, Ev. 11)
- *College Hour* Workshops (Ev. 12)
- Planning and Program Review Committee (dialogue and participant feedback) (Ev. 13, Ev. 14)
- Educational Master Planning Committee (Ev. 15)
- Crafton Council (Ev. 16, Ev. 17)
- Professional Development (Ev. 18, Ev. 19)

In addition to the committees identified above, each program in the program review cycle is required to analyze its outcome and achievement data and generate objectives or action steps based on the assessment data. To demonstrate how programs engage in evidence-based decision-making, we highlight three programs that completed their four-year plan in 2018-2019. First, computer information systems (CIS) examined its program-level outcomes data and implemented several instructional improvements (Ev. 20). CIS-101 (Introduction to Computer and Information Technology) instructors developed practical projects to help students apply skills acquired in the Microsoft Office course. Instructors of CSCI-120 (Introduction to Computer Science II) are working on incorporating creative team projects that address social issues and connect learning to real-world applications. To improve student performance in CIS-140 (Introduction to Networks), instructors incorporated the 7-layer OSI model into the course. Moreover, instruction for CIS 141 (Basic Routing and Switching) was enhanced using *Lynda.com* tutorials, instructor led demos, and hands-on labs in CIS 141.

Next, the Chemistry program has found SLO evaluations to be helpful in modifying its program (Ev. 21). Specifically, in evaluating outcomes assessment data, the Chemistry faculty found that many students were not prepared to successfully complete CHEM-150 (General Chemistry), which had no prerequisite. As a result, they proposed to the Curriculum Committee implementing CHEM 101 (Introduction to Chemistry I) as a prerequisite for CHEM 150; this change was approved and implemented.

Finally, the Honors Program added strategies after it examined demographic data and found that Hispanic and African American students were less likely than other students to participate in Honors (Ev. 22). As a result, the Honors Program leadership planned to do more outreach to minority populations on campus, including recruiting at minority-based club meetings and in minority studies classes. The Honors Program Faculty Lead is also planning to work with counseling to help identify and encourage Hispanic and African American students to participate in Honors. In addition, the Honors newsletter will highlight traditionally under-represented students. Finally, although gender demographics for CHC students are closely aligned with those

of the College, the Honors Program has substantially fewer men than women participants in the many research opportunities that it offers. The program will make a greater effort to encourage more men to participate in these activities.

Analysis and Evaluation
The College uses data from its OIERP in a wide variety of processes that improve student learning and achievement.

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard
Crafton Hills College uses a collaborative and transparent program review process for assessing its progress in accomplishing its mission. This process includes a means for prioritizing objectives (Ev. 01), a planning and program review web tool (Ev. 02), and a means for continuous quality improvement (Ev. 03). In addition, each program evaluates goals and objectives, student learning outcomes (SLOs), and student achievement data to assess its contribution to the College mission (Ev. 04). All the work done by the programs is aligned with CHC's Strategic Directions (Ev. 05). Quantitative and qualitative data are disaggregated for analysis in program review. Specifically, each instructional unit has access to disaggregated achievement data to inform its planning (Ev. 06, Ev. 07, Ev. 08). The data can be disaggregated by gender, age, and ethnicity as well as by the following program types: developmental, transfer, and CTE. Moreover, both instructional and non-instructional programs are required to examine their program demographics in relation to the campus and develop an improvement plan based on this analysis (Ev. 09, Ev. 10, Ev. 11).

There are multiple examples of the College's use of quantitative and qualitative data that is disaggregated by program type and mode of delivery. One is in response to a concern about class size for online sections that was expressed by the Academic Senate (Ev. 12, Ev. 13). To address this concern, the Office of Institutional Effectiveness Research and Planning (OIERP) conducted research to examine the relationship between student success rates and class size for online sections (Ev. 14). The results indicated that from Fall 2013 to Fall 2017 both the online class size and course success rate increased, indicating a positive relationship between class size and course success. In addition, there was a slight increase in the online course success rate as the average class size increased. These data helped to inform the decision of the College for setting the cap sizes for online courses (Ev. 15).

The Crafton Hills College Psychology Department has also examined distance education and face-to-face course success rates to help inform decision-making and continuous improvement (Ev. 16). In addition, the Educational Technology Committee requested research comparing online and face-to-face course success rates among community colleges in the Inland Empire (Ev. 17). The College has also examined the relationship between success rates for online and face-to-face courses (Ev. 18.). Specifically, when controlling for instructor and semester, students in lecture-

only sections were slightly more likely to successfully complete the course (74%) than students in distance education sections (71%), a difference that is neither statistically significant (p = .212) nor substantial (ES = .06).

The College also regularly conducts research to examine the effectiveness of different program types and alternative learning strategies (Ev. 19). As an illustration, to prepare for the development of the Student Equity Plan, the College examined programs that were the most effective in serving the two most disproportionately impacted groups at CHC, Hispanic and African American students. Research conducted at CHC revealed that the programs that were the most effective in helping Hispanic and African American students succeed included the Tutoring Center, a summer bridge program in the College's Promise Program, supplemental instruction (SI), learning communities, educational planning and counseling, access to undergraduate research opportunities, extracurricular STEM activities, student success and counseling services, and study skills courses (Ev. 19). This research will help the College develop more effective plans for student equity.

Analysis and Evaluation
CHC uses a collaborative, transparent program review process for all departments/units with the ultimate objective of fulfilling its mission to provide the best possible educational experience for its students and continuously improve its performance to this end. The College OIERP provides quantitative and qualitative data, disaggregated to target subpopulations, for this purpose and assists in assuring that faculty, managers, and staff understand how to use these data.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard
The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and uses this data to address achievement gaps. In May 2017 the Academic Senate reviewed a draft proposal to assess disaggregated learning outcomes (Ev. 01) and agreed to examine a six-year assessment cycle (Ev. 02, Ev. 03) to understand how the disaggregation of outcomes data provides insights into the teaching and learning process in terms of performance gaps in learning for certain student populations. Accordingly, the faculty focused on identifying the most effective method for disaggregating outcomes data that informs teaching methods, learning, and curriculum. The Senate reviewed the following possible categories to disaggregate learning outcomes: delivery mode (online, face-to-face), section length (number of weeks), and section-specific strategy (linked, and compressed learning communities). Equally important, the Academic Senate also considered gender, ethnicity, economic status, and student nationality (U.S. vs. international). They also explored outcomes related to student services, the Tutoring Center, the placement process, and supplemental instruction. The Senate expressed interest in disaggregating the outcomes data by delivery mode and student demographics as a first step.

At an in-service in Fall 2020, the faculty and staff took this first step towards examining disaggregated data to evaluate learning outcomes (Ev. 04). Instructional programs were provided

with a comparison of learning outcomes by online to face-to-face and short-term to full-term. In addition, the Office of Institutional Effectiveness, Research, and Planning (OIERP) also provided data to the non-instructional programs. Each program completed its learning outcomes program review questions for the year at the in-service (Ev. 05). Accordingly, each program reviewed the data, discussed their meaning and implications, and developed objectives based on that analysis.

Currently the OIERP also disaggregates student performance data based on the Crafton Hills College Comprehensive Master Plan Student Scorecard (Ev. 06). These data track success rates of student cohorts for transfer level math and English, fall-to-spring retention, transfer, program completion, and graduation. In addition, many of the outcome measures provide the ability to examine the outcomes by student demographics and are directly linked to dynamic dashboards that allow the user to view and analyze disaggregated data.

In addition, the Scorecard helps the College collect data related to differences in performance by gender, ethnic background, age, and other characteristics. These disaggregated data are shared among all those who participate in assessment and planning activities. They are vital in the College's quest to increase the success rates for all of its students and thereby reach the College's student equity goals. As an illustration, the Student Equity Plan is based on these disaggregated data as well as research conducted to identify the programs that had the greatest impact on increasing the student success of disproportionately impacted groups (Ev. 07, Ev. 08). Specifically, Hispanic and African American students are more likely to be disproportionately impacted at CHC. As a result, the most effective strategies for these students were included in the Student Equity Plan: tutoring, learning communities, student educational plans (SEPs), and counseling.

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

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard
The purpose of the District Assembly Committee is to make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of San Bernardino Community College District (SBCCD) and its colleges (Ev. 01). One of the primary roles of the District Assembly is to evaluate policies and practices regularly. Accordingly, the District Assembly has created a cycle for

reviewing all its policies in the District whereby this body reviews ten percent of the policies each year (Ev. 02, Ev. 03).

Each year the campus leads gather input from the campus community, including suggested revisions to Board Policies (BPs) and Administrative Procedures (APs). Any BPs and APs that are identified as falling under the 10+1 (academic and professional matters) are submitted for consideration to the academic senate of each college (Ev. 04). The charge of the CHC Academic Senate Educational Policies committee is to develop proposals for new policies and review proposed changes in existing policies that affect the College's educational programs (Ev. 05). The Academic Senate regularly reviews and provides input into the policies and procedures of the District (Ev. 06). All other policies and procedures are reviewed by the campus leads and forwarded to the appropriate departments on the campus.

As described in I.B.5 (above), Crafton Hills College uses various means and evaluation tools to collect evidence about the effectiveness of its programs and services. One of its primary means is the College's Planning and Program Review (PPR) process. Each College department/unit performs cyclical and systematic program review that includes annual updates on program effectiveness and planning for improvement, and a more comprehensive program review every two and four years. The PPR timeline is incorporated into the OIERP's annual research calendar, and an annual timeline is distributed to the campus. The purpose and activities of the Planning and Program Review Committee (PPRC) are published on a webpage (Ev. 07, Ev. 08,). The PPRC reviews and evaluates unit-level plans and prioritizes the objectives that emerge from the planning process into a single College-wide document (Ev. 10, Ev. 11).

Equally important, the College assesses its program review evaluation processes annually. First, the PPRC surveys all the program review participants (Ev. 12, Ev. 13). The results of the survey inform the committee's dialogue about training needs, internal procedures, forms, rubrics, website contents, and the content and clarity of the Integrated Planning and Program Review Handbook (Ev. 13). Finally, the committee determines any improvements to the process that should be implemented.

The College also regularly evaluates employee perceptions through the Campus Climate Survey, administered every other year (Ev. 14). The Educational Master Plan Committee (EMPC) reviews the results of this survey, which may provide suggestions to improve these processes. In Fall 2019, the EMPC discussed a decrease in employee satisfaction with planning and decision-making, participatory governance, and resource allocation (Ev. 15). The EMPC noted a small response rate as well as reliance on interim executive leadership during the most recent administration of the survey. Nevertheless, the EMPC suggested strategies for addressing each concern. Survey results are also presented to the Crafton Council, charged with overseeing issues related to accreditation and integrating plans, and serving as the advisory body to the President on issues of planning, program review, and resource allocation (Ev. 16).

Crafton Council is primarily charged with facilitating participatory governance. Specifically, Crafton Council coordinates the systematic evaluation of governance and coordinates campus training in participatory governance (Ev. 17). Crafton Council employs the following approaches to ensure that the governance processes support academic quality and the accomplishment of the

College's mission: Each participatory governance committee reviews its charge and membership each year (Ev. 18, Ev. 19). Any recommended changes are taken to Crafton Council (Ev. 20). Equally important, each spring Crafton Council coordinates the administration of the Committee Self-Evaluation survey (Ev. 21). The results from this survey are used to inform any changes to the governance processes and committee chair training (Ev. 22). In addition, each participatory governance committee is provided with the disaggregated results to inform improvements (Ev.23, Ev. 24, Ev. 25, Ev. 26).

Analysis and Evaluation

The College uses a variety of means to assess its evaluation mechanisms designed to improve instruction, student support services, resource management, and governance processes.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Data used for decision-making is accessible to the entire College community through the Planning and Program Review (PPR) processes on the Office of Institutional Effectiveness, Research, and Planning (OIERP) website (Ev. 01). Regularly collected data includes measures of academic success (Ev. 02), enrollment numbers (Ev. 03), institutional effectiveness indicators (Ev. 04), instruction and student services measures (Ev. 05, Ev. 06), and satisfaction survey results (Ev. 07). In addition, the College has adopted a four-level assessment rubric for all learning outcomes (SLOs, ILOs, and SAOs), which the OIERP collects and organizes. The OIERP compiles all of these data and manages processes for distributing them to facilitate evidence-based decision-making. The College also collects and distributes data through emails, committee meetings, and the *Did you Know?* newsletter on assessment and placement results (Ev. 08), student demographics (Ev. 09), student engagement (Ev. 10), and student satisfaction (Ev. 11).

The OIERP website also includes a *Data Mart* page and BORG (Best Organizational Research Gauge) Data Cubes (Ev. 12) that link to the San Bernardino Community College District (SBCCD) Executive Information System (EIS). This link, which is updated daily, allows anyone on campus to access section (i.e., class) detail data for enrollment planning. Moreover, each *cube* provides data for certain related groups of activities, such as faculty load, faculty schedules, dual enrollment, prerequisites, and schedule information. This organization makes it easy for CHC employees to access live reports on enrollment, open sections, and faculty schedules. In addition, the OIERP has been able to develop reports that automatically update daily for students to be able to view open sections, open online sections, and open short-term sections (Ev. 13). This easy-to-access information helps facilitate evidence-based decision-making. For example, many of the faculty have requested to see automatically generated reports that provide daily enrollment information to help them make timely decisions about matters such as scheduling, room changes, and book orders (Ev. 14). The OIERP website also provides links to the California Community College Chancellor's Office (CCCCO) Data Mart for information about the State's community college system and individual colleges.

The OIERP has also created dashboards that provide programs dynamic data cubes to help faculty assess student learning, as well as a dashboard accessible to all CHC employees where they can enter a student ID and receive information about that student (Ev. 15). This access point allows CHC employees to better help individual students.

The public can also access the OIERP website to obtain data about the College (Ev. 16). Other ways in which the campus presents data to the public is through presentations to the Board of Trustees (Ev. 17, Ev. 18), at meetings attended by the CHC President's Cabinet, and at meetings with community organizations (Ev. 19). Data is frequently discussed and evaluated by campus committees, including meetings of management, the Academic Senate, and Crafton Council. The OIERP shares the results of the Community College Survey of Student Engagement (CCSSE), Student Satisfaction survey, and Employee Campus Climate survey with numerous committees and departments on campus to help inform decision-making and elicit feedback. Moreover, the OIERP also distributes data through the *Did you Know?* monthly newsletter (Ev. 20, Ev. 21) and presents data for various committees when this office develops information that may help to inform planning (Ev. 22, Ev. 23).

Analysis and Evaluation
The OIERP collects, organizes, and provides assessment data for the College community to use in analysis and planning. The OIERP provides data in a form that is easy to understand.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard
Crafton Hills College uses broad based, comprehensive, and thoroughly integrated program review, planning, and resource allocation processes to continually improve its outcomes for fulfilling its mission and vision (see responses in Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, and I.B.7). The College Planning and Program Review Committee (PPRC) has developed a cyclical process central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years, a two-year update that includes outcomes and objectives, and an annual update that includes outcomes. Planning and program review (PPR) is required of all units in each of the four major administrative areas: President, Instruction, Student Services, and Administrative Services. Over the past several years, the College has continued to revise and refine PPR to ensure clarity and a shared understanding of its purpose, evaluative standards, and outcomes. The PPRC has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants. In the current year, the PPR web tool is also the common site for reporting course and program-level outcomes (e.g. SLOs and SAOs).

In addition to the PPR process, the College is guided by its Comprehensive Master Plan: CHC's Educational Master Plan and Facilities Master Plan, aligned with the District Strategic Plan and

District Educational Master Plan (see Standards I.B.1, I.B.5, and I.B.6). The College's Educational Master Plan committee (EMPC) is the body responsible for reviewing, revising, and updating the plan with broad-based input from the campus community and alignment with the District plans. Related to these plans are the College's Student Equity Plan and its Scheduled Maintenance Program.

Broad participation in these processes by all major campus constituencies has been a consistent goal of all committees and groups responsible for planning. To ensure broad and inclusive participation, a description of the planning process has been distributed to and integrated among various participatory governance committees: the Educational Master Plan Committee; the Planning & Program Review Committee; the Budget Committee; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Enrollment Strategies Committee; and the Technology Planning Committee (see responses in Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, and I.B.7). Each committee has representatives from all major College constituencies including students. Agendas and minutes from committee meetings are posted and archived on the CHC website along with draft and final plans (Ev. 01, Ev. 02, Ev. 03).

The Office of Institutional Effectiveness, Research and Planning (OIERP) continuously hosts campus-wide workshops and activities for faculty, staff, students, and administrators to learn about and participate in planning. For example, presentations have been made to campus and District entities concerning such topics as the enrollment management data, the Student Success Initiative, Guided Pathways, and the results of a local environmental scan (see responses in Standards I.A.2, I.B.1, and I.B.8, Ev. 04). In addition, the College annually updates and publishes an *Organizational Handbook* that describes the value of participatory governance and how to maintain effective participation (p. 8). The *Handbook* identifies all constituencies and appointment responsibilities (p. 7); the College governance structure (p. 14-17); and committee processes, charges, and memberships (p. 10-13 & 18-29) (Ev. 05).

The PPRC is responsible for evaluating programs and for prioritizing the objectives requiring resources that emerge from the planning process (see standards I.A.2, I.B.1, and I.B.5). PPRC forwards to the President's Cabinet the list of prioritized objectives and the resources needed to meet them (e.g., personnel and physical resources). The President's Cabinet reviews the list and adds its recommendations. After that, Crafton Council reviews the recommended priorities, which are also presented to the Budget Committee (Ev. 06, Ev. 07). The Budget Committee monitors expenditures throughout the year to ensure their alignment with the institutional priorities identified by PPR and the President's Cabinet, using the Educational Master Plan.

This process tends to highlight short-term goals for the annual budgeting cycle, but it also provides for continuing long-term goals that might not be obtainable in the next fiscal year. Addressing long-range needs for educational programs and services and for human, physical, technology, and financial resources falls primarily to the two Master Plan committees and to the District planning process.

The College continuously seeks alternate sources of revenue to ensure that institutional priorities are adequately funded. Funds from grants supplement the College's general fund. The College has an Institutional Advancement Office charged with expanding income to the CHC Foundation and

seeking grants from philanthropic and community organizations, such as the San Manuel Band of Mission Indians, to increase resources available to students, including programmatic support, textbook assistance, and scholarships (Ev. 08). Most of the grant money that the College receives is restricted to proscribed activities, but what little discretionary grant money remains is distributed according to the College's current planning priorities.

Analysis and Evaluation
CHC's planning and program review processes are broad-based, continuous, and driven by the missions of the District and College with the goal of continuous improvement of student learning and institutional effectiveness.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness
Crafton Hills College continually engages in dialogue about student outcomes in relation to student equity, academic quality, and institutional effectiveness. Its Office of Institutional Effectiveness, Research, and Planning provides leadership in assessing student learning outcomes (SLOs) throughout the College and at all levels (course, program, GE, and institutional), provides set-standards (and stretch standards) to support and continuously improve student learning, and records all outcomes results, which are available from the web-accessible SLO Cloud. Results are disaggregated to identify groups who need increased support to succeed.

College departments use SLO data in a regular, systematic program review process established to continually improve student learning and student learning support services. Program reviews are one way the College evaluates its programs to assure that they provide the best possible service to students in fulfillment of the College's mission.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Based on changes to Annual ACCJC Report from fall to academic year data, review and revise institutional set standards	I.B.3	Dean of Institutional Effectiveness, Research, and Planning	Spring 2021	Continuous quality improvement
Improve the outcomes assessment processes as described in the QFE.	I.B.6	Dean of Institutional Effectiveness, Research, and Planning	Fall 2020 – Fall 2021	Establish a consistent process for evaluating disaggregated SLO data.

Evidence List

Standard I.B.1

I.B.1-01. EMPC Charge
I.B.1-02. IEAOC Charge
I.B.1-03. PPRC Charge
I.B.1-04. ESC Charge
I.B.1-05. SSE Charge
I.B.1-06. OIERP Website
I.B.1-07. SLO Cloud Login
I.B.1-08. Anthropology COR - SLO
I.B.1-09. RADTECH COR - SLO
I.B.1-10. Math Six-Year Assessment Cycle
I.B.1-11. Fine Arts Six-Year Assessment Cycle
I.B.1-12. PPR Schedule
I.B.1.13. PPR Instructional Questions - SLOs
I.B.1.14. PPR Non-Instructional Questions - SLOs
I.B.1.15. Deans Meeting - Wait List Data
I.B.1.16. Deans Meeting - Active Enrollments Data
I.B.1.17. Crafton Council Minutes - Data
I.B.1.18. Fall 2018 In-Service - Data RJohnstone
I.B.1.19. Fall 2019 In-Service - SLO Activity
I.B.1.20. PPR Completion and Success
I.B.1.21. PPR Full Time/ Part Time Faculty Ratio
I.B.1.22. PPR WSCH/FTEF Ratio
I.B.1.23. PPR Demographic Dashboard
I.B.1.24. PPR Degrees and Certificates Dashboard
I.B.1.25. RadTech - Objective Example
I.B.1.26. PPR Schedule - Training
I.B.1.27. PPR 2019-2020 Handbook
I.B.1.28. PPR Resources – Web Site
I.B.1.29. EMPC Membership
I.B.1.30. CHC Scorecard Snapshot
I.B.1.31. EMPC Scorecard Review Agenda
I.B.1-32. Comprehensive Master Plan - Process
I.B.1-33. PPR Instructional Questions 5 and 6
I.B.1-34. PPR Non-Instructional Question 6
I.B.1-35. PPR Question 6 Rubric
I.B.1-36. Student Equity Plan Process
I.B.1-37. Student Equity Funding Request – Web Site
I.B.1-38. Student Equity Funding Request Rubric
I.B.1-39. EOPS PPR Equity Objective
I.B.1-40. Transfer Center PPR Equity Objective
I.B.1-41. PPR Instructional Question 6 - Equity
I.B.1-42. PPR Non-Instructional Question 6 - Equity
I.B.1-43. Student Equity Plan - Data Reviewed

Return to Agenda

I.B.1-44. Student Equity Plan Approved AS
I.B.1-45. Student Equity Plan
I.B.1-46. BOT April 12, 2018 Agenda CHC Planning Retreat
I.B.1-47. EMPC Minutes Planning Priorities
I.B.1-48. 2018-2019 Planning Priorities
I.B.1-49. Planning Retreat Agenda
I.B.1-50. EMPC 1920 Minutes Planning Priorities
I.B.1-51. PPR Handbook Prioritization Process
I.B.1-52. Informer Dashboard - Prioritized Objectives (In Network)
I.B.1-53. Informer Dashboard - Prioritized Objectives Screenshot

Standard I.B.2

I.B.2.01. COR Communication Studies SLOs
I.B.2.02. Math Communication Studies SLOs
I.B.2.03. English AA PLOs - Catalog
I.B.2.04. Radiologic Technology AS PLOs - Catalog
I.B.2.05. Institutional Learning Outcomes
I.B.2.06. General Education Outcomes
I.B.2.07. Institutional Assessment Plan
I.B.2.08. SLO Cloud Course Report - CD
I.B.2.09. SLO Cloud PLO Report - Math
I.B.2.10. Math Department Agenda - SLOs

Standards I.B.3

I.B.3.01. IEAOC 2019 Institutional Set Standards Minutes
I.B.3.02. 2019 Institutional Set Standards Annual Report
I.B.3.03. Research and Planning Focus Group Study
I.B.3.04. March 2, 2020 Enrollment Strategies Minutes
I.B.3.05. Qualitative Student Voices Study
I.B.3.06. March 24, 2020 Guided Pathways Taskforce Agenda
I.B.3.07. AS Minutes Scorecard
I.B.3.08. EMPC September 2019 Scorecard review minutes
I.B.3.09. Vision for Success Targets Approved by AS
I.B.3.10. CHC Comprehensive Master Plan Scorecard September 2019

Standards I.B.4

I.B.4.01. Math Department Data - Flex
I.B.4.02. October 2019 Math Department Agenda
I.B.4.03 Math Department Data – Charts
I.B.4.04. May 2019 Math Department Achievement Data
I.B.4.05. Fall 2018 In-Service - Data RJohnstone
I.B.4.06. Fall 2019 In-Service - SLO Activity
I.B.4.07. Student Equity Plan Approved AS
I.B.4.08. Student Equity Plan PowerPoint
I.B.4.09. Student Equity Plan
I.B.4.10. Classified Senate Minutes - Data

Return to Agenda

I.B.4.11. Classified Senate Data - IEPI
I.B.4.12. Workshop on ILO/GEO
I.B.4.13. PPR Minutes - Committee Self-Eval
I.B.4.14. PPR Committee Self-Eval Research Brief
I.B.4.15. EMPC November 2018 Minutes Data
I.B.4.16. Crafton Council May 2019 Minutes Data
I.B.4.17. Crafton Council review of Student Equity Plan
I.B.4.18. September 2018 PDC Minutes
I.B.4.19. Spring 2018 PDC Self-Evaluation Data
I.B.4.20. CIS 2018-2019 Four-Year Plan - Actions
I.B.4.21. Chemistry 2018-2019 Four-Year Plan - Actions
I.B.4.22. PPR Honors Program - Demographics

Standards I.B.5

I.B.5.01. PPR Objective Prioritization Process
I.B.5.02. PPR Web Tool
I.B.5.03. PPR April 8, 2019 minutes - continuous improvement
I.B.5.04. PPR Instructional Questions - Accomplish Mission
I.B.5.05. PPR Strategic Directions Alignment
I.B.5.06. PPR Demographics
I.B.5.07. PPR Course Completion and Success
I.B.5.08. Degree and Certificate Completion
I.B.5.09. PPR Instructional Questions 5 and 6
I.B.5.10. PPR Non-Instructional Question 6
I.B.5.11. PPR Question 6 Rubric
I.B.5.12. Academic Senate Exec Online Caps
I.B.5.13. Academic Senate Online Cap Decision
I.B.5.14. Student Success by Online Class Size
I.B.5.15. President's Cabinet Response to AS Resolution s18-01
I.B.5.16. Online course success in Psychology
I.B.5.17. Spring 2016 Online Course Success Rates
I.B.5.18. Online course success compared to Face-to-Face
I.B.5.19. Success Outcomes among African American and Hispanic Students

Standard I.B.6

I.B.6.01. May 2017 AS Agenda - Standard IB6
I.B.6.02. May 2017 AS Minutes - Standard IB6
I.B.6.03. May 2017 Six-Year Assessment Cycle - Standard IB6
I.B.6.04. Fall 2019 In-Service SLO Disaggregation Activity
I.B.6.05. Fall 2019 In-Service PPR Questions
I.B.6.06. CHC Comprehensive Master Plan Scorecard
I.B.6.07. Student Equity Plan
I.B.6.08. Success Outcomes among African American and Hispanic Students

Standard I.B.7

I.B.7.01. District Assembly Purpose

Return to Agenda

I.B.7.02. 2019-2020 AP/BP Review Cycle
I.B.7.03. AP 2410 10% Reviewed
I.B.7.04. AP 2410 Board Policies and Administrative Procedures
I.B.7.05. Educational Policies Committee Charge
I.B.7.06. Academic Senate Minutes - Review of BPs/APs
I.B.7.07. PPR Timeline
I.B.7.08. PPR Schedule
I.B.7.10. Informer Dashboard - Prioritized Objectives
I.B.7.11. Informer Dashboard - Prioritized Objectives Screenshot
I.B.7.12. PPR April 2019 Minutes - Participant Survey
I.B.7.13. PPR Spring 2019 Participant Survey
I.B.7.14. CMP Scorecard Snapshot - Processes
I.B.7.15. EMPC October 2019 Minutes - CC Survey
I.B.7.16. Crafton Council Minutes review Scorecard
I.B.7.17. Crafton Council Charge
I.B.7.18. EMPC Review of Charge and Membership
I.B.7.19. Enrollment Strategies Review of Charge and Membership
I.B.7.20. Crafton Council review of PDC Charge
I.B.7.21. Crafton Council Coordination of Committee Self-Evaluation
I.B.7.22. 2019-2020 Committee Chair Training
I.B.7.23. Spring 2019 Crafton Council Committee Self-Evaluation Results
I.B.7.24. Spring 2019 Enrollment Strategies Committee Self-Evaluation Results
I.B.7.25. Spring 2019 Safety Committee Self-Evaluation Results
I.B.7.26. Enrollment Strategies Committee Norms Minutes

Standard I.B.8

I.B.8.01. Office of Institutional Effectiveness, Research, and Planning Website
I.B.8.02. Relationship of SI Participation to Course Success
I.B.8.03. Impact of Not Enforcing Same-Day Drop Non-Payment Policy
I.B.8.04. Improvement of Student Equity Gaps
I.B.8.05. EMS-020 Prerequisite and Self-Efficacy with EMS-020 Course Success
I.B.8.06. COUN-111 Pre/Post Assessment Results
I.B.8.07. Spring 2019 Counseling POS Survey Results
I.B.8.08. Impact of New Math Placement on Student Success
I.B.8.09. Senior Day Evaluations - Demographics
I.B.8.10. ISEEK Student Engagement
I.B.8.11. EOPS Student Satisfaction
I.B.8.12. BORG Data Cubes Web Site
I.B.8.13. Open Sections - Students
I.B.8.14. Section Enrollment Information Reports by Discipline
I.B.8.15. BORG Dashboards
I.B.8.16. OIERP Web Site - Research
I.B.8.17. BOT Study Session Data - Agenda
I.B.8.18. BOT Study Session Data - Minutes
I.B.8.19. Community Presentation with Data
I.B.8.20. Did you Know? Email

Return to Agenda

I.B.8.21. Did you Know? Web Site
I.B.8.22. BSI Committee Minutes - Data
I.B.8.23. Faculty Department Chairs Minutes - Data

Standard I.B.9
I.B.9.01. Committees Website
I.B.9.02. Comprehensive Master Plan Web Site
I.B.9.03. Student Equity Plan
I.B.9.04. Environmental Strategies Minutes - Environmental Scan Data
I.B.9.05. CHC Organizational Handbook
I.B.9.06. Budget Committee Minutes - PPR Prioritization
I.B.9.07. Crafton Council Minutes - PPR Prioritization
I.B.9.08. Foundation Purpose

C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard
Crafton Hills College provides precise, accurate, and current information to the public and College community through various means. The College Catalog and Addendum, available from the College website, is comprehensive and includes policies affecting students, requirements for all CHC programs, and procedures important to students. The Catalog is reviewed throughout the academic year by various groups to ensure that its information is accurate and current (Ev. 01; Ev. 02; Ev. 03; Ev. 04; Ev. 05). Program Learning Outcomes are available through the College Catalog, and Student Learning Outcomes listed on course outlines of record are available to all through CurricUNET (Ev. 06). Student Learning Outcomes are also required in all syllabi (Ev. 07). The Curriculum Committee checks to make sure SLOs are listed for each course when it reviews course outlines of record in a six-year cycle (Ev. 07; Ev. 08; Ev. 09; Ev. 10).
All District policies area available on the District website (www.sbccd.org). A link to the District website is provided at the bottom of the CHC homepage (www.craftonhills.edu). Student policies and procedures are also described in the Online Orientation, the *New Student Handbook*, and the Schedule of Classes. These policies are kept up-to-date through reviews conducted by various bodies on campus (Ev. 01; Ev. 11; Ev. 03).

The College's mission, vision, and values are prominently displayed on the College website, in all the official College documents like the Catalog (Ev. 12), and at the bottom of the template used for agendas of all participatory governance committee meetings (see I.A.4). This practice provides a constant reminder to the campus community of the College's primary focus as an institution.

The College's mission, vision, and values statements are reviewed annually by the Educational Master Plan Committee and Crafton Council to ensure that these statements best reflect the College's long-term goal of enhancing the lives of its students (see I.A.1 and I.A.4).

The College website also includes a link to the California Community Colleges Chancellor's Office Student Success Metrics (Ev. 13). The Student Success Metrics dashboard contains information on student enrollment, information on student demographics, information about student academic success, momentum points along their academic journey, and employment and earnings data. Data is reported for each college according to gender, age, and ethnicity of students.

The College community regularly receives research briefs from the Office of Institutional Effectiveness, Research, and Planning (OIERP) on topics relating to assessment, such as *Assessment of Course SLOs Map to ILOs*, and reports on student success and institutional effectiveness. Members of the College community use these data in different dialog occasions and to inform each area's program review. The OIERP also conducts presentations on SLOs during FLEX and in-service days (Ev. 14; Ev. 15; Ev. 16). Exemplary program reviews are available from the College website for faculty and staff to view. The program review web tool is also readily accessible for faculty and staff through the College website (Ev. 17). Information about the College's educational programs and student support services is readily available from the College Catalog and on the College web site (Ev. 18; Ev. 19; Ev. 20). In addition, when he visits community organizations, President Horan shares CHC achievement data, including the course success rate, degree and certificate completions, transfer numbers, educational attainment, and enrollment data (Ev. 21).

The College website prominently displays its ACCJC current accreditation status and all reports to the Commission (Ev. 22). The College also includes its accreditation status in its Catalog and has created a repository for evidence in the work that it is doing to meet these standards on the website (Ev. 22). The Catalog and program promotional material indicate program accreditation status of individual programs that are accredited by professional agencies (Ev. 23; Ev. 24; Ev. 25; Ev. 26; Ev. 27; Ev. 28; Ev. 29).

Analysis and Evaluation

Many different campus groups and individuals review the College Catalog to ensure that it is clear and accurate. Additionally, the College makes learning outcomes for courses and programs publicly available through CurricUNET. Student policies and procedures are described in the student orientation material, the *New Student Handbook*, and the schedule of classes. They are continuously reviewed for accuracy by various bodies on campus. The College regularly reviews its mission, values, and vision to make sure that they remain relevant to the work of the institution. Data is distributed throughout the campus community by the OIERP to contribute to data-driven decision-making at the College. The College also makes its accreditation status easily available to the public through the College website.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Return to Agenda

Evidence of Meeting the Standard
The College's Schedule/Catalog Data Specialist, under the Dean of Student Services and Development, keeps the CHC Catalog current. It contains all requirements, policies, and procedures affecting students and details about CHC programs (Ev. 01). The Catalog is available online on the College's website and is reviewed and revised where necessary annually and when relevant changes in course descriptions, programs, or policies are approved by the Board (Ev. 02; Ev. 03; Ev. 04). Links to the Catalog are available on the main page of the College website and also under the *Academics* tab and the *Current Students* section.

Analysis and Evaluation
Crafton Hills College ensures that information in its College Catalog is accurate and that it includes all major policies affecting students. The Catalog is revised with feedback and participation throughout the campus to update its content as needed. Current and prospective students have easy access to the College catalog using the College website.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard
The College's Planning and Program Review Committee (PPRC) -- a participatory governance committee with membership from faculty, staff, administration, and students -- has developed a cyclical process central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years and completes the annual planning questionnaire on years when it does not complete a full program review. This process is comprehensive: All units in each of the four major administrative areas -- President, Student Services, Instruction, and Administrative Services – participate (Ev. 01).
In order to assist all areas in their preparation of their program review, resources are provided on the College website with examples for each area to use. Additionally, a handbook on how to use the web tool and PPR timelines and schedules are posted on the website (see I.B.1). The Office of Institutional Effectiveness, Research, and Planning (OIERP) has also posted explanatory material about the PPR web tool (Ev. 02; Ev. 03) and holds many Q&A workshops throughout the academic year to help departments/units in preparing program reviews (Ev. 04).

In addition to this assistance provided to each area, data for specific programs and areas are provided through specific PPR dashboards that are updated annually. The dashboards on the College website cover student success and retention, full-time/part-time faculty ratio, efficiency, fill rates for courses, demographics by area, and the number of degrees and certificates awarded (Ev. 05). The OIERP also provides reports on various aspects of the College, such as student satisfaction with specific departments on campus (Ev. 06; Ev. 07), reports detailing potential equity gaps in the College (Ev. 08), and the academic impact of supplemental instruction on course success (Ev. 09).

Over the past several years, the College has continued to revise and refine PPR to ensure clarity and shared understanding of the purpose, evaluative standards, and product of the PPR process (Ev. 10). The PPRC has built into its calendar a process of continuous quality improvement

consisting of direct feedback from PPR participants (Ev. 11; Ev. 12; Ev. 13). The cloud-based PPR web tool is also the common site for reporting course and program-level outcomes.

In addition to the PPR process, the College is guided by its Educational Master Plan. The Educational Master Plan Committee (EMPC) is responsible for reviewing, revising, and updating the plan with input from the campus community. The Educational Master Plan can be viewed online by accessing the link under *Faculty and Staff* (Ev. 14, see section IB9 for more detail).

Analysis and Evaluation
Information regarding academic quality and student achievement are distributed by the OIERP through dashboards on the College website to inform the Planning and Program Review process for each area on campus. The Planning and Program Review process is also continually updated through feedback from members of the College community. The OIERP provides reports as needed containing both quantitative and qualitative analyses of point-of-service surveys and the academic achievements of students. These reports are accessible on the College website and help to inform discussions on campus. The Educational Master Plan Committee also reviews the Educational Master Plan in accordance with input from the campus community to make necessary changes to better guide the College.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard
Crafton Hills College describes its degrees and certificates in a variety of locations available to students on the College website including the Catalog, the program website, and major sheet used by counselors (Ev. 01, Ev. 02, Ev. 03, Ev. 04). The College Catalog contains descriptions of and requirements for each program and its Program Learning Outcomes (PLOs). Information regarding transfer requirements for the CSU and UC and prerequisites also appears in the Catalog. Communication with students via the College's University Transfer Center, Counseling Office, EOPS, and College Promise also ensures that students get clear, detailed, and accurate information about educational courses, programs, and transfer policies.

In addition, all students have access to a Student Success Checklist to help them navigate through their first two years of study. The Checklist is available anytime through the College website (Ev. 05). Through Starfish or meeting directly with a counselor. Students craft an educational plan (Ev. 06), which they complete before meeting again with a counselor. During these meetings, counselors provide each student with guidance and access to a student success checklist, major sheet (Ev. 07), and GE sheet (Ev. 08, Ev. 09). GE sheets are interactive in the Catalog.

Students can find course or program SLOs in each syllabus, which include SLOs in addition to course objectives. Before the beginning of each semester at part-time faculty orientations, instructional deans and department chairs stress to all part-time faculty the importance of providing a complete syllabus with SLOs and consistent with course outlines of record. The *Faculty Handbook* also includes this requirement (Ev. 10). Each instructor submits his/her course syllabus or syllabi to the division dean at the beginning of each semester and summer session for the dean

to ensure the presence of required elements. Sample syllabi are also available to each faculty through her/his department chair (Ev. 10).

Analysis and Evaluation
The College provides students with detailed and accurate information regarding all of the courses and programs offered by the College in its College Catalog. Additional processes ensure that students understand the services that are available on campus and are given resources to help them navigate through the College's programs. For each class, SLOs are clearly indicated in the syllabus.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard
The College has mechanisms to evaluate its policies and procedures and assure that they are published and available to all who have an interest in them. First, the Employee Campus Climate Survey, administered biennially, allows the College to evaluate how College employees perceive its decision-making structures (Ev. 01, Ev. 01.1). The survey is designed with feedback received from Crafton Council on its structure and content (Ev. 02; Ev. 03). Results of the survey are shared with the Campus in a newsletter (Ev. 04) and through various presentations to committees (Ev. 03). The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, planning and program review, and the resource allocation processes. Respondents also comment on their perceptions of the overall inclusiveness of participatory governance at the College.

In addition, every spring the Crafton Council administers the Committee Self-Evaluation Survey to evaluate the College's participatory governance and decision-making committees (Ev. 05). The aggregated results of the committee self-evaluations are shared with Crafton Council, which uses them to make changes to the *CHC Organizational Handbook*. Committee discussions about changes to the *Organizational Handbook* can be found in the committees' agendas and minutes (Ev. 06; Ev. 07). The disaggregated results of the self-evaluations for each committee are also distributed to the committee chairs, who initiate discussions with committee members at a meeting early in the next school year so each committee may make changes accordingly (Ev. 08; Ev. 09; Ev. 10; Ev. 11). In addition to the committee-self evaluations and the revisions to the *Organizational Handbook*, the Crafton Council is also responsible for reviewing the Facilities Master Plan for the College (Ev. 12; Ev. 13) and the College's mission, values, and vision statements (Ev. 14).

Review of policies and procedures is also carried out at the District level by the District Assembly (Ev. 15). This participatory governance body reviews and, when necessary, revises District Board policies on an ongoing basis (Ev. 16; Ev. 17; Ev. 18). The District Assembly posts minutes and agendas for these reviews on its website (Ev. 19; Ev. 20). Also, the Community College League of California provides the District with a service designed to keep districts up to date on legislative changes and good practices. The League notifies the District when any such changes are appropriate. Additional review of proposed District policies or policy changes that relate to academic and professional matters is carried out by the academic senate of each of the District's

two colleges (Ev. 21; Ev. 22; Ev. 23). The District's governing Board relies primarily on the advice of the academic senates in such matters (Ev. 24, p. 139).

District policies that relate to District employees are available from the District website (Ev. 25). Policies that relate to students appear in the Catalog under *What You Need to Know* (Ev. 26).

Analysis and Evaluation
Crafton Hills College has a regular and effective means for evaluating its institutional policies and procedures, making changes to improve them, and publishing them. Policies and procedures are readily available from the College and District websites.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard
Crafton Hills College provides detailed and accurate information about the total cost of education, including enrollment fees, additional fees, textbooks, and any supplies needed for a class. The College distributes information to students about the total cost of education through the College website (Ev. 01). The link to this information is available through the *Start Your Education* section of the website (Ev. 02). Links to information regarding the costs associated with textbooks for individual courses are available using the online course schedule (Ev. 03). Career and Technical Education programs have more information regarding additional cost of materials, which is accessible from the *Gainful Employment* section of the College website (Ev. 04).

The District provides student costs and expected budget information in accordance with the Gainful Employment disclosure requirements (Ev. 05, Ev. 06). This page is accessible through the *Financial Aid* section of the College website (Ev. 07). The Board of Trustees approves any changes to student fees and/or additional tuition costs at public board meetings (Ev. 08; Ev. 09; Ev. 10).

Analysis and Evaluation
The College website contains information about the total cost of education as well as the cost of additional materials for CTE programs. The District also provides an annual cost-of-education report that provides information on fees, books, supplies, and other expenses such as food and housing.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard
The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of

its colleges. This commitment is reflected in the District's governing Board policy on academic freedom (Board Policy 4030), which is posted on the District website (Ev. 01; Ev. 02). The College references this governing Board policy in the College Catalog (Ev. 03; Ev. 04). The *Faculty Handbook* also expresses the responsibility for faculty to respect academic freedom (Ev. 05).

Board Policy 4030 asserts that the free expression of ideas is limited only by the principles of fairness, respectful expression, and the careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, and interpretation of facts and ideas. This policy is clear in its support for academic freedom for all academic employees. The protection of academic freedom also extends to students. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student's right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee (Ev. 02).

Analysis and Evaluation
The College's support for academic freedom is expressed in Board Policy 4030 and stated in the College Catalog and the *Faculty Handbook*.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard
Student standards of conduct that promote academic integrity, honesty, and responsibility are outlined in Board Policy (BP) and Administrative Procedure (AP) 5500 (Ev. 01) (Ev. 02). The policy and procedure define academic dishonesty, various types of such misconduct, and the process for reporting violations. A second administrative procedure, AP 5520 (Ev. 03), outlines students' rights and responsibilities concerning the discipline process and describes the role of the student discipline officer.

Crafton Hills College goes to great lengths to communicate appropriate standards of conduct to students, especially as they relate to academic dishonesty. The Student Integrity Policy in the College Catalog (Ev. 04) offers students a comprehensive explanation of academic dishonesty, including descriptions of the behaviors that constitute academic dishonesty, and the College website offers students access to an array of related resources (Ev. 05). Faculty are encouraged to include information about academic dishonesty and student conduct in their syllabi, and in fact, receive professional learning opportunities to discuss these matters with the College's student discipline officer (Ev. 06). Matters relating to student conduct are also documented in the *Faculty Handbook* (pgs. 13 & 31) (Ev. 07) and the *Chairs Handbook* (p. 31) (Ev. 08).

Analysis and Evaluation
Crafton Hills College establishes and communicates clear policies on academic integrity. The policies are widely communicated, and faculty receive professional learning opportunities that help them discourage academic dishonesty and encourage responsible behaviors.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard
The District's Academic Freedom policy (BP 4030, Ev. 01) offers a framework for faculty to distinguish between personal conviction and professionally accepted views within a discipline. This policy requires that faculty protect students' right to freedom of inquiry even when students' conclusions diverge from those held by faculty (BP 4030, Section C). The evaluation process addresses this matter through the criteria by which faculty are evaluated, specifically as it relates to the effectiveness of communication, as described on pages 33, 34, and 37 of the bargaining agreement (Ev. 02). As part of the evaluation process, faculty receive regular student feedback on a myriad of items, including the instructor's ability to remain open to diverging viewpoints (Ev. 03). It is in the context of this process that any existing prejudice and subjective viewpoints may be identified and resolved.

Additionally, our English faculty have taken part in professional learning opportunities that offered them additional experience in negotiating their personal views in aligning their pedagogical approaches with discipline-standards, including Assembly Bill (AB) 705 activities tied to co-requisite instruction and syllabus building (Ev. 04). In fact, our math faculty, who have taken part in similar professional learning activities, include in their syllabi a section on student-centered instruction– an approach that reflects a teacher-guided-discovery process that emphasizes collaborative work and shifts the focus of student activity from observing to engaging (Ev. 05).

Analysis and Evaluation
Board policy offers a framework by which to distinguish between personal conviction and professionally accepted views, and the evaluation process provides a means by which to help faculty continuously improve in this respect.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard
Crafton Hills College does not require any specific code of conduct based on specific beliefs or world views. Section IC8 (above) describes expected student conduct.

Analysis and Evaluation
This standard does not apply to Crafton Hills College.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard
Crafton Hills College is a member of the Southern California Foothills Consortium, a group of 16 California community colleges committed to quality study abroad programs (Ev. 01).

Return to Agenda

Locations of study abroad programs for this consortium currently include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study (AIFS). CHC faculty, along with the faculty of the other participating colleges, teach the courses offered, and the students enrolled in these classes have always included CHC students. Besides participation in this program, the College does not offer courses in foreign locations.

Analysis and Evaluation
As a member of the Southern California Foothills Consortium, CHC offers students the opportunity to study abroad. However, that is the extent of the College's involvement in foreign locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard
Board Policy (BP) and Administrative Procedure (AP) 3200 describe the College's commitment to complying with accreditation eligibility requirements (Ev. 01 – BP 3200, Ev. 02 – AP3200). The College also completes the required annual and midterm ACCJC reports in a timely manner (Ev. 03, Ev. 04). Further, the College met all of the progress report deadlines during its follow-up period in 2016 (Ev. 05) and offers the ACCJC timely submissions concerning substantive changes made at the College (Ev. 06). The College, therefore, has a history of fulfilling ACCJC requirements and following through with Commission requirements.

The College also demonstrates its commitment to transparency by publishing all its correspondences with the Commission on its website (Ev. 07). The College publishes a wealth of information concerning educational quality and institutional effectiveness, as evidenced by the publication of the College Catalog (Ev. 08), accreditation information (Ev. 07), Gainful Employment Information for career and technical programs (Ev. 09), and its Institutional Effectiveness home page (Ev. 10), where interested parties may gather an array of relevant information, including the *Did You Know*? series, which offers a brief yet comprehensive and timely synopsis of recent College efforts to enhance both educational quality and institutional effectiveness (Ev. 11).

Analysis and Evaluation
Crafton Hills College has a myriad of ways by which it discloses to the public its accreditation status and makes available all reports and other correspondences relating to compliance with ACCJC standards and all relevant reports.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard
Crafton Hills College demonstrates honesty and integrity in all its interactions with external accrediting agencies and accurately represents information relating to external accrediting agencies on the College website and in the College Catalog (Ev. 01). Communications between the Commission and the College are posted on the College website (Ev. 02), and the College indicates its accreditation status on its home page (Ev. 03). The College complies with federal regulations and other required requests for information, such as the Integrated Postsecondary Education Data System (IPEDS) reporting requirements and the annual Equity in Athletics Disclosure Act Survey. The College also maintains program accreditation or licensure for seven different Career/Technical Education (CTE) programs:

- Child Development Center, licensed by the California Department of Social Services Community Care Licensing Division and evaluated by the California Department of Education and the San Bernardino County Supervisor
- The Radiological Technology Program, accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
- The Respiratory Care Program, accredited by the Commission on Accreditation for Respiratory Care (CoARC).
- The San Bernardino Regional Emergency Training Center, which follows the Federal Aviation Administration and National Fire Protection Association requirements, procedures, and guidelines.
- The Emergency Medical Technician Course, accredited through the Inland Counties Medical Authorities and approved by the State of California.
- The Paramedic Program, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). The State of California authorizes the program through the Inland Counties EMS Agency (ICEMA).
- The Firefighter Academy, accredited by the Office of the State Fire Marshall State Fire Training.

Analysis and Evaluation
The College maintains clear and accurate communications with external accrediting/licensing agencies, and it clearly communicates its current accreditation status to the students and public.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Return to Agenda

Evidence of Meeting the Standard
The CHC's commitment to offering its students high quality education is paramount to any other objectives, including fiscal matters. This claim is evidenced by Board Policy 2710 (Ev. 01) and its corresponding Administrative Procedure (Ev . 02), which outline the responsibilities of College employees and members of its District's governing board on matters relating to actual and potential financial conflicts. This commitment to high quality education is further demonstrated by the goals and objectives of the College's Educational Master Plan, which prioritizes student success, student learning, expanding access to prospective students, and professional growth (p. 2.004 and 2.005) (Ev. 03), and by the faculty statement of ethics (Ev. 04).

The College's commitment to its students is also demonstrated through the College's planning and program review process (Ev. 05). In fact, once the College's prioritized objectives are finalized, they are published online in the form of a dashboard (Ev. 06) that illustrates all the objectives by priority and is also updated to reflect which objectives have received funding. The Office of Institutional Effectiveness, Research, and Planning provides this information annually for each finalized set of prioritized objectives. Finally, the District recently allocated significant funds from the FCC's broadcast incentive auction for the College's recently deployed College Promise Program (Ev. 07), which offered over 400 recently graduated high school students two years of college without tuition and enrollment fees, free textbooks, $300 cash for College expenses, and the loan of a laptop for coursework. In this way, the College continues to prioritize student learning and achievement.

Analysis and Evaluation
Student achievement and learning are central to CHC's mission and vision, and the basis for its institutional effectiveness and planning efforts. Moreover, the District's policies and procedures help ensure that maintaining a focus on continuously offering high educational quality remains at the heart of the College's efforts.

Conclusions on Standard I.C. Institutional Integrity
The *Crafton Hills College Catalog*, available on the College website, includes complete information about its mission, educational programs, expected learning outcomes, student support services, policies on academic freedom, and other information helpful to students, such as approximate costs for students. The College reviews its Catalog regularly and often to assure that it is current.

Improvement Plan(s)
No improvement areas were identified in Standard IC.

Evidence List

Standard I.C.1
I.C.1.01. Curriculum Committee Minutes (05/13/2019)
I.C.1.02. Curriculum Committee Minutes (02/26/2018)
I.C.1.03. Curriculum Committee Minutes (09/11/2017)
I.C.1.04. Educational Policies Committee Minutes (10/10/2018)

Return to Agenda

I.C.1.05. Educational Policies Committee Minutes (11/22/2017)
I.C.1.06. Crafton Hills College CurricUNET Site
I.C.1.07. Faculty Handbook (Spring 2016)
I.C.1.08. Curriculum Committee Page
I.C.1.09. Curriculum Six-Year Review Criteria
I.C.1.10. Curriculum Six-Year Course Revision Proposal Instructions
I.C.1.11. Curriculum Committee Minutes (10/08/2018)
I.C.1.12. Mission in the Catalog
I.C.1.13. OIERP Web Site with CCC Student Success Metrics Link
I.C.1.14. FLEX Presentation on SLOs (Fall 2018)
I.C.1.15. FLEX Presentation on SLOs (Spring 2019)
I.C.1.16. Accreditation Standards Page
I.C.1.17. Planning and Program Review Page
I.C.1.18. Academic and Career Programs Page
I.C.1.19. Catalog - What Are Your Options Page
I.C.1.20. Catalog - Help along the Way Page
I.C.1.21. President's Presentation to Retired Teachers Association
I.C.1.22. Accreditation Status Page
I.C.1.23. 2019-2020 College Catalog
I.C.1.24. Listing of CTE Programs and Accreditation Agencies
I.C.1.25. Fire Fighter Academy Page
I.C.1.26. Emergency Medical Technician Page
I.C.1.27. Emergency Medical Technician Page - Paramedic
I.C.1.28. Radiological Technology Page
I.C.1.29. Respiratory Care Page

Standard I.C.2

I.C.2.01. Catalog - What You Need to Know Page
I.C.2.02. 2019-2020 CHC Online Catalog
I.C.2.03. Curriculum Committee Minutes (05/13/2019)
I.C.2.04. Educational Policies Committee Minutes (10/10/2018)

Standard I.C.3

I.C.3.01. PPR Schedule Four-Year Planning Schedule
I.C.3.02. Demystifying SLOs FLEX day presentation
I.C.3.03. Demystifying SLOs for Adjunct Faculty Orientation
I.C.3.04. PPR Committee 2019-2020 Timeline and Meeting Schedule
I.C.3.05. PPR Dashboards
I.C.3.06. Counseling Point of Service Research Brief (Spring 2019)
I.C.3.07. Tutoring Center Point of Service Research Brief (Spring 2018)
I.C.3.08. 2017 Student Equity Plan
I.C.3.09. Relationship of SI to Course Success (Fall 2017)
I.C.3.10. PPR Handbook (9th Edition)
I.C.3.11. PPR Committee Minutes (04/23/2018)
I.C.3.12. PPR Committee Minutes (04/16/2018)
I.C.3.13. PPR Committee Minutes (09/11/2017)

Return to Agenda

I.C.3.14. CHC 2017 Comprehensive Master Plan

Standard I.C.4

I.C.4.01. 2019-2020 CHC Online Catalog
I.C.4.02. Art AA Degree PLOs in Catalog
I.C.4.03. Music Program Web Page
I.C.4.04. Philosophy Major Sheet
I.C.4.05. CHC Student Success Checklist
I.C.4.06. Student Starfish View
I.C.4.07. Sociology Major Sheet
I.C.4.08. CSU GE
I.C.4.09. IGETC
I.C.4.10. Faculty Handbook (Spring 2016)

Standard I.C.5

I.C.5.01. Campus Climate Survey (Fall 2018)
I.C.5.01.1. Did You Know? (Volume 62)
I.C.5.02. Crafton Council Committee Minutes (10/25/2016)
I.C.5.03. Crafton Council Committee Minutes (11/08/2016)
I.C.5.04. Did You Know? (Volume 62)
I.C.5.05. Crafton Council Committee Minutes (09/12/2017)
I.C.5.06. Crafton Council Committee Minutes (08/27/2019)
I.C.5.07. Crafton Council Committee Minutes (08/28/2018)
I.C.5.08. PPR Committee Minutes (09/24/2018)
I.C.5.09. PPR Committee Minutes (09/11/2017)
I.C.5.10. PPR Committee Minutes (09/18/2017)
I.C.5.11. Student Success and Equity Committee Minutes (09/07/2017)
I.C.5.12. Crafton Council Committee Minutes (04/30/2019)
I.C.5.13. Crafton Council Committee Minutes (11/14/2017)
I.C.5.14. Crafton Council Committee Minutes (10/08/2019)
I.C.5.15. District Assembly Minutes - Review of Policies and Procedures
I.C.5.16. District Assembly Agenda and Minutes Page
I.C.5.17. District Assembly Constitution
I.C.5.18. 2019-2020 AP/BP Review Cycle - District Assembly First Reads
I.C.5.19. District Assembly Committee Minutes (09/03/2019)
I.C.5.20. District Assembly Committee Minutes (02/06/2018)
I.C.5.21. CHC Academic Senate Minutes (03/20/2019)
I.C.5.22. CHC Academic Senate Minutes (04/18/2018)
I.C.5.23. CHC Academic Senate Minutes (02/07/2018)
I.C.5.24. Board of Trustees Meeting Agenda (10/10/2019) (pg.139)
I.C.5.25. District Policies and Procedures Page
I.C.5.26. Catalog - What You Need to Know Page

Standard I.C.6

I.C.6.01. Fee Information Page
I.C.6.02. Getting Started Page

Return to Agenda

I.C.6.03. CHC Class Schedule
I.C.6.04. Gainful Employment Schedule
I.C.6.05. District Student Budget 2019-2020
I.C.6.06. Gainful Employment Program Costs
I.C.6.07. Financial Aid Page
I.C.6.08. District Assembly Committee Minutes (03/03/2015)
I.C.6.09. BP 5030 Fees District Page
I.C.6.10. AP 5030 Fees District Page

Standard I.C.7
I.C.7.01. Academic Affairs Policy Page
I.C.7.02. BP 4030 - Academic Freedom
I.C.7.03. 2017-18 CHC Catalog (pg. 22)
I.C.7.04. 2018-19 CHC Catalog - Academic Freedom
I.C.7.05. Faculty Handbook (Spring 2016) (pg. 10)

Standard I.C.8
I.C.8.01. BP 5500
I.C.8.02. AP 5500
I.C.8.03. AP 5520
I.C.8.04. Student Integrity Policy
I.C.8.05. Student Conduct and Academic Integrity Web Page
I.C.8.06. Faculty Professional Learning
I.C.8.07. Faculty Handbook
I.C.8.08. Faculty Chairs Handbook

Standard I.C.9
I.C.9.01. BP 4030
I.C.9.02. Faculty Evaluation Process
I.C.9.03. Student Evaluation Document
I.C.9.04. Professional Learning Among English Faculty
I.C.9.05. Professional Learning Among Math Faculty

Standard I.C.10
Not Applicable to CHC

Standard I.C.11
I.C.11.01. Southern California Foothills Consortium

Standard I.C.12
I.C.12.01. BP 3200
I.C.12.02. AP 3200
I.C.12.03. ACCJC Annual Reports
I.C.12.04. Midterm Report
I.C.12.05. ACCJC Reporting Deadlines in 2016
I.C.12.06. ACCJC Substantive Change Reports

Return to Agenda

I.C.12.07. CHC Accreditation Page
I.C.12.08. CHC College Catalog Page
I.C.12.09. Gainful Employment Information
I.C.12.10. Institutional Effectiveness Home Page
I.C.12.11. Did You Know Series

Standard I.C.13
I.C.13.01. CHC College Catalog - Citing of External Accrediting Agencies
I.C.13.02. ACCJC Letters
I.C.13.03. CHC Home Page Listing of Accreditation Status

Standard I.C.14
I.C.14.01. BP 2710
I.C.14.02. AP 2710
I.C.14.03. CHC Educational Master Plan (pgs. 2000.4 - 2000.7)
I.C.14.04. Faculty Statement of Ethics
I.C.14.05. Planning and Program Review Process
I.C.14.06. Prioritized Objectives Dashboard
I.C.14.07. CHC Free Promise Program

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate **to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard
All courses and program offerings align with the stated mission of the institution.

The processes for approving all programs and courses offered by Crafton Hills College assure that all of its instructional programs, regardless of mode of delivery, are offered in fields of study consistent with the respective missions of the State community college system, the San Bernardino

Community College District, and Crafton Hills College. When completing program review, each program must ensure that its mission, goals, and objectives align with the institutional mission (see Question #1 of Program Review questions (Ev. 01, Ev. 02). In addition, each program must show how its objectives align with the College's strategic directions, which themselves are aligned with the institution's mission (Ev. 03). Supporting this statement are randomly selected recent program reviews from the following programs: Business (Ev. 04), Communication Studies (Ev. 05), History (Ev. 06), Kinesiology (Ev. 07), Radiological Technology (Ev. 08), Respiratory Care (Ev. 09), Spanish (Ev. 10), Chemistry (Ev. 11), and Computer Information Science (Ev. 12). In addition to program review, anyone wishing to create a new program at Crafton, must ensure that the proposed program aligns with the College's mission and strategic directions (Ev. 13).

Program review asks each applicable program to describe how its curriculum is designed to meet an educational or learning support need (Ev. 14, Ev. 15). For students, all policies of the College regarding transfer and awarding of credit are specified in the College Catalog (Ev. 16). Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of approximately18 hours of in-class and 36 hours of out-of-class work. The number of total hours of instruction and the content of each CHC course are consistent with its unit assignment and with Title 5, section 55002.5 of the California Administrative Code (Ev. 17).

The institution assesses whether students' progress through the complete degrees and certificates, gain employment, and/or transfer to four-year institutions.

The College defines and assesses learning outcomes at all levels (Ev. 18, Ev. 19, Ev. 20). Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLOs have been developed for all courses, and of these, 94 percent have completed the assessment cycle at least once. As referenced above (see response to Standard I.B.1), student learning outcomes (SLO) assessment is also a major component of program review. Each year programs analyze the results of their course SLO assessments, and every four years programs analyze the results of their program-level outcomes assessments.

Also, many of the College's career/technical programs must collect and publish information regarding their compliance with their particular accreditation/certification requirements. These include Respiratory Care, Radiological Technology, Fire Science, Emergency Medical Technology, and the Child Development Center. The Educational Technology Committee (ETC) annually assesses the success of CHC's distance education (DE) program and makes recommendations for professional development to addresses identified deficiencies (Ev. 21, Ev. 22). In addition, the ETC reviews and makes revision recommendations for the Introduction to Online Learning Course (CHC-062). For example, during the continuous quality improvement process, the ETC and the Faculty DE Leads had noticed that the current instructor-approval process was cumbersome. They wanted a method that respected the professionalism of faculty and that was more efficient. Accordingly, the DE Faculty Leads facilitated the development of an instructor- approval process that was more efficient and less cumbersome (Ev. 23). Accordingly, the ETC committed to streamlining the instructor-approval process while maintaining quality (Ev. 24).

In addition, the College has developed the Crafton Hills College Comprehensive Master Plan Scorecard to track student progress in completing degrees and certificates and transferring to a four-year institution or acquiring a job (Ev. 25). CHC uses data from the Scorecard to plan for improving student performance in these areas (Ev. 26, Ev. 27). The Scorecard is revised annually to improve its usefulness (Ev. 28, Ev. 29). In 2018-19 the primary revisions were initiated in response to the new statewide *Vision for Success* requirements. As a result, some of the 2019-20 measures have been revised to more closely align with *Vision for Success* (Ev. 30).

In addition to the CHC Scorecard, the College includes the annual numbers of degrees and certificates in program review data. Specifically, each program is required to provide degree and certificate data to gauge their program's effectiveness as well as Perkins employment data, if relevant (Ev. 31). As a result of the data analysis, the program develops action steps to improve. In addition to program review, each occupational program reviews employment data when it plans to re-apply for Perkins funds at Crafton Hills College (Ev. 32, Ev. 33, Ev. 34, Ev. 35).

The institution evaluates student progress and outcomes and uses results for course and program improvements for all locations and means of delivery.

The College evaluates student progress and outcomes at the course (SLO) and program (PLO) levels, aligned with a general education (GLO) and institutional (ILO) outcomes four-part rubric, and uses results of its evaluations to improve its programs, as described above. Programs write objectives in these terms so that they are aligned with the College mission and strategic directions as a means of integrating efforts. Outcomes assessment evaluations are conducted each year by the Planning and Program Review Committee (PPRC) (Ev. 36, Ev. 37). Specifically, each year programs evaluate their course SLOs in question 4. In the fourth year, when programs answer all questions in their plan, they evaluate their program-level outcomes in question 4. Below are the rubrics in the PPR for measuring course success and the goals and objectives tied to the outcomes questions (Ev. 38).

4. Program Learning Outcomes (PLOs)	3 = PLOs have been defined, assessed, evaluated in reference to a target, have been used to inform instruction, and have been posted in the catalog for each degree and certificate. 2 = PLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the PLOs have not been posted in the catalog for each degree and certificate. 1 = PLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.
5.a.ii. Course Success Rate	3 = Unit has set a sound target and has either met the target or made significant progress towards meeting the target. 2 = Unit has set a sound target, but has not made significant progress. 1 = Unit has not set a sound target and/or has declined.
10. Goals	3 = Unit has identified goals that are clearly related to the results of its self-evaluation, reflect the big picture, and are ambitious

	but attainable. Each goal's scope is such that its achievement would represent significant progress. 2 = Unit has identified goals that are somewhat related to the results of its self-evaluation, only moderately reflect the big picture, and/or are either not ambitious enough or not attainable. Each goal's scope is such that its achievement would represent moderate progress. 1 = Unit has not identified goals, and/or goals are unrelated to the results of its self-evaluation, fail to reflect the big picture, and/or are trivial. Each goal is of such limited scope that its achievement represents insignificant progress.
10. Objectives	3 = Unit has identified objectives that are clearly related to the results of its self-evaluation, concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are necessary to achievement of the objective. 2 = Unit has identified objectives that are somewhat related to the results of its self-evaluation, only partially concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are somewhat related to achievement of the objective. 1 = Unit has not identified objectives, and/or objectives are unrelated to the results of its self-evaluation, or objectives meet few or none of the characteristics specified in ratings 2 and 3.

As indicated above, DE classes undergo a thorough review using the same course outcomes as those for face-to-face classes. Assessment occurs online. Board Policy (BP) 4105 (Distance Education) also states that all DE courses must adhere to the same programmatic requirements as traditional classroom programs (Ev. 39). Moreover, Administrative Procedure (AP) 4105 specifically states that the standards of course quality for DE courses remain the same as for corresponding face-to-face courses. Determinations and judgements about the quality of all DE courses are made by the Curriculum Committee (Ev. 40, Ev. 41). In order to verify their identity, online students are required to affirm that they are the student enrolled in the course each time they log in to the Learning Management System (LMS), which requires password authentication (Ev. 42). In addition, the ETC also provides a guide to online instructors for supporting academic integrity (Ev. 43, Ev. 44).

AP 4105 also states that DE courses need to include *regular effective contact* between students and their instructor. The strategies in the LMS to facilitate *regular effective contact* between instructor and students include the required posting of office hours, announcements, Canvas conversations, submission comments, discussions, Canvas groups, notifications, and analytics. A brief description of these features follows:

- *Announcements* include instructor-to-group as well as the ability to allow students to comment on announcements.

- *Canvas Conversations* (Inbox) functions similar to email but is confined to the LMS and facilitates communication between instructor and one or more students or between a student and one or more other students.
- *Submission Comments* are instructor-student communication and includes the capability for audio or video feedback in addition to text comments.
- *Speed Grader* allows for instructor direct feedback on student assignment submissions through annotations and commentary on documents.
- *Discussions* support instructor-student and student-student interaction.
- *Canvas Groups* primarily facilitate student-student interactions and also allow for instructors to interact with groups.
- *Notifications* may be set to allow students and instructors to be immediately notified about any of the features mentioned above.
- *Analytics* record data regarding instructor-student contact through *Canvas Conversations* (Inbox) and/or *Submission Comments*.
- *Reports* may be generated for summary of interactions with individual students as well as the class as a whole.

Additionally, synchronous meetings can be scheduled through the LMS with ConferZoom.

Data in the course activity report show that the courses consistently provide content in the form of pages, files and modules, and activities (e.g., assignments, quizzes, and discussions). Discussions and assignments occur on a regular and consistent basis, and instructors and students login on a regular and consistent basis (Ev. 45). More specifically, 82 percent of all active courses are using the assignments and 77 percent are using *Discussion Canvas*. As a result, most of the CHC faculty are utilizing assignments and discussions as assessment and interaction.

In addition to the LMS, both the *Course Design Rubric* and the *Intent to Teach Form* required for online instructors include the expectations for *regular and effective contact* (Ev. 46, Ev. 47). Specifically, Section B in the *Course Design Rubric* focuses on *regular effective contact*, student-to-student collaboration, and communication activities that build a sense of community among online learners (see questions 12-13 and 15-19). Equally important, the *Intent to Teach Form* includes six questions asking instructors to identify techniques for facilitating regular interaction (see questions 14-17, 20, and 24).

DE students complete a course evaluation survey for each DE course each semester, the results of which are used to inform improvements and discussions within the ETC (Ev. 48, Ev. 49, Ev. 50). Equally important, the ETC also examines other research to support efforts to improve distance education at CHC. For example, the ETC recently reviewed research on successful online courses in California Community Colleges to inform discussions about online course cap sizes (Ev. 51, Ev. 52). Moreover, results of DE outcomes, disaggregated by non-DE and DE and by program, were presented at the Fall 2019 In-Service. Each program evaluated the results and responded to the PPR outcomes question 4 (Ev. 53).

All programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes.

Return to Agenda

All new programs must be approved in accordance with AP 4020 (Program, Curriculum, and Course Development) (Ev. 54). The program viability process is meant to assure that the College's instructional resources are used to support the College mission, its Comprehensive Master Plan, and the needs of students and the community (Ev. 55). The program viability discussion may be initiated by any group. Regardless of where the discussion is initiated, the Academic Senate guides the process and makes preliminary recommendations. Once the viability process is initiated, the Academic Senate forms an ad hoc committee consisting of faculty; the Vice President of Instruction; the Dean of Institutional Effectiveness, Research, and Planning; an academic dean; a student; a classified staff member; and a member of the community. After an extensive review of quantitative and qualitative data, the Academic Senate makes a recommendation to the Crafton Council. Finally, the recommendations on approval from the Senate and response from the Crafton Council are forwarded to the President, who, in concert with the Academic Senate, makes the final recommendation to the Governing Board.

Once a program is approved and implemented, it participates in the program planning and review process. Program reviews are completed on a four-year planning cycle: annually the program updates course outcomes assessment results, and every second year the program updates course outcomes, goals, and objectives (Ev. 56). In addition, to maintain currency, each program must demonstrate how the curriculum is up-to-date and needs-based (see question 2 of its program review Ev. 57, Ev. 58). Moreover, to ensure that curriculum is up-to-date, each program must review its curriculum on a six-year review cycle (Ev. 59).

In addition to the processes described above, departments that plan to offer any course in the DE mode must submit a separate DE addendum for that course through CurricUNET to the Educational Technology Committee (ETC) and then to the College Curriculum Committee. Both committees must approve the DE Addendum (Ev. 60, Ev. 61, Ev. 62, Ev. 63, Ev. 64). Once approved, that course and addendum must also be approved by the SBCCD Board of Trustees before the course may be scheduled as a DE section.

Analysis and Evaluation

Crafton Hills College offers a variety of educational programs in fields of study consistent with its mission and appropriate to higher education. Each educational program, regardless of mode of delivery of courses, culminates in student attainment of learning outcomes identified by the faculty of that program and the attainment of a degree or certificate leading to employment or transfer to other higher education programs. Each educational program completes a thorough program review that ensures that its mission, goals, and objectives align with the institutional mission.

II.A.2 (*Applicable to institutions with comprehensive reviews scheduled after Fall 2019.* [1]*)*

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Return to Agenda

Evidence of Meeting the Standard

Faculty at Crafton Hills College regularly engage in activities that ensure that course content and methods of instruction meet or exceed academic and professional standards. These activities include development of courses in academic departments, review and approval in the Academic Senate Curriculum Committee, development of standards in the Academic Senate Educational Technology committee (ETC), the student learning outcomes process, the program review (PPR) processes, discussion in departments for improving outcomes, and the professional development program (Ev. 01, Ev. 02, Ev. 03, Ev. 04). The College has continued to support professional development during Flex days and retreats.

As stated above (II. A.1), CHC faculty rigorously examine each course and every program the College offers as part of the planning and program review (PPR) process to ensure that it aligns with the College mission and vision. Department faculty use a planning and program review handbook, which encourages consistency and thoroughness of effort (Ev. 05). The Planning and Program Review Committee, a Crafton Council committee with membership from each College constituency, reviews the work of faculty in each department review on a regular basis and raises questions to assure adherence to the process. Its charge is "…to advance continual, sustainable quality improvement at all levels of the institution…." (Ev. 06).

Faculty duties include regularly assessing student progress toward achieving learning outcomes (Ev. 07, pp. 23) using a variety of approaches. Faculty in each department engage in developing student learning outcomes (SLOs), measuring these outcomes, and using the results to determine how to improve student learning. To encourage participation from adjunct faculty in these processes, the District has included in the District-CTA Bargaining Agreement a requirement for SLO reporting (Ev. 07, p. 23). In addition, a contract change increased the hourly compensation schedule for adjunct faculty for their time completing SLO assessment and documenting outcomes and their office hours (Ev. 08).

Faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. These are described below in II.A.7.

Faculty develop all course outlines of record, each of which must indicate a mode or modes of delivery. This includes classroom hours (lab and lecture), expected out-of-class study and practice, and other out-of-class time where appropriate, such as field trips. When a course is offered online, as a growing number of the College's courses are, an addendum to the course outline for distance education (DE) must be approved by the Academic Senate's Curriculum Committee and by the District's Board of Trustees before it may be offered in that mode. In addition, the Academic Senate's ETC verifies which faculty members have the appropriate training to teach online classes. This committee also provides information about how a faculty member may find online courses to provide the needed expertise. In addition, the Curriculum Committee reviews each course every six years and may suggest changes where appropriate.

Also, the College's Academic Senate is committed to advising the College and the District on all matters considered *academic and professional*. Board Policy 2510 (Collegial Consultation Ev. 09) states that the District will *rely primarily* on advice from the academic senates on each of the

10 areas of responsibility identified in Title 5 of the California Education Code (sections 53200-53206) as well as an eleventh: "[o]ther academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate." These areas include curriculum, degree and certificate requirements, grading policies, educational program development, and standards or policies regarding student preparation and success. This policy provides the foundation for the faculty, through its senate, to exercise primary influence over the College's educational programs and processes used in their development and delivery.

As an example of how the faculty adapts to new challenges, the mathematics and English departments are conducting training for their adjunct faculty on adjusting curriculum and delivery of course content in response to the passage of AB 705 (Ev. 10, Ev. 11), which has allowed students who previously would not have qualified to enroll in college-level skills courses to enroll in these courses now based on their high school record. Math and English have established co-requisite support labs for these students as well as embedded classroom tutoring. Additional examples include the following:

- Sociology used results of its program review to hire a full-time Anthropology faculty member
- Kinesiology added transfer degrees in public health and nutrition
- Math advocated for white boards to facilitate teaching with new techniques as a result of AB 705
- ASL transitioned to eCurriculum for more diverse methods of delivery
- The Multimedia program hired a full-time instructor (Ev. 12, Ev. 13, Ev. 14, Ev. 15, Ev. 16).

Analysis and Evaluation
The CHC faculty propose and determine the appropriateness of all course outlines and evaluate the effectiveness of instruction though rigorous program review; data from the Office of Institutional Effectiveness, Research and Planning; and the ETC processes. Academic departments develop plans to use results of program review and SLOs to improve instruction through changes in curricula and means of delivery.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard
Crafton Hills College identifies and regularly assesses learning outcomes at the course, program, and institutional levels. The College has developed standard procedures to identify student learning outcomes for courses, programs, and certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Regular activities include the following: student learning outcomes (SLO) development, SLO assessment, dialogue about results that will lead to plans for program improvements, and implementing those plans. As an example, the Office of Institutional Effectiveness, Research, and Planning (OIERP)

in collaboration with the Professional Development Committee developed an SLO certificate training series for faculty (Ev. 01, Ev. 02, Ev. 03).

CHC has developed SLOs for all courses, programs, and degrees and certificates as well as institutional learning outcomes (ILOs) for six overarching areas: critical thinking, written and oral communication, interpersonal and group skills, society and culture, information literacy, and ethics and values (Ev. 04, Ev. 05). SLOs can be found in the SLO Cloud, in the College Catalog, and on the CHC website (Ev. 06, Ev. 07, Ev. 08, Ev. 09, Ev. 10, Ev. 11). In program review, programs evaluate their course- and program-level outcomes on a regular basis.
The College has instituted a campus-wide Institutional Assessment Plan, which includes an annual calendar intended to guide the outcomes assessment process (Ev. 12). Results of the outcomes assessment at the course and program levels are integrated both into the program planning and review (PPR) and annual planning processes. Results are then used to make decisions regarding program modifications. The OIERP regularly publishes the most current completed outcome assessment results for courses and programs in order to promote data-driven decision-making for outcomes at any level.

Faculty in instructional areas are responsible for determining the student learning outcomes and assessment strategies. In support of these efforts, the District provides additional compensation for both full- and part-time faculty for participation in such activities (see Articles 10E and 10G, and Appendix A-4A, B-6, (Ev. 13). Examples of strategies that CHC faculty use include pre- and post-tests to determine attainment of knowledge and/or skills, the tracking of student participation, and the use of specific sets of exam questions. Faculty report the results of these assessments via the SLO Cloud. The SLO Cloud has a real-time report function that allows faculty to view the aggregated results of their assessments immediately after entering the data (Ev. 14). Department discussions focus on program elements that appear successful as well as gaps in student learning that faculty need to eliminate. Departments document improvement strategies within the SLO improvement cycle in PPR documents (Ev. 15). Programs in Career and Technical Education (CTE) have accrediting agencies that require additional accountability measures and thereby undergo more scrutiny of student success in preparing graduates for entry into their respective professions.

Dialogue regarding how course, program, and institutional assessments are used to improve student learning at all levels occurs at department, program, and advisory meetings (Ev. 16). More general discussion about SLOs and the SLO process occurs during meetings of the Academic Senate (Ev. 17) and the Educational Master Planning Committee (Ev. 18, Ev. 19), during in-service days (Ev. 20), at professional development workshops (Ev. 21, Ev. 22), and elsewhere.

The following randomly selected examples of programs illustrate how outcomes assessment and dialog result in improvements.

- Anatomy has taken multiple steps to make improvements based on the SLO assessments that include working with the tutoring/STEM Centers and identifying tutors to specifically assist in anatomy, providing the lecture PowerPoint presentation from the publisher available to all faculty members, distributing the PowerPoint to all students through QR codes, continuously revising the lab practical database and custom lab manual, updating

the QR codes used in selected anatomical models, using an iPad made available to all faculty for a universal laboratory introduction, and creating an ongoing shadowing program for adjunct faculty to attend and learn from experienced faculty.

- The full-time biology faculty has facilitated discussions with adjunct faculty that has led to instructional improvements and additional resources. The ideas implemented have improved the course as well as increased student engagement, satisfaction, attendance, and retention (Ev. 23).
- American Sign Language (ASL) is in the process of transitioning from tutoring to supplemental instruction as well as revising its primary curriculum to help improve receptive skills (Ev. 24).
- Psychology has made improvements by developing a rubric for research papers that emphasizes APA format standards, piloting of reading apprenticeship, and strengthening partnerships with the English department and library resources to address student performance gaps in reading (Ev. 25).

All of the courses in the current College Catalog have approved SLOs. Each faculty member developing a new course is required to include course SLOs in the Course Outline of Record (Ev. 26). The College has adopted a six-year assessment cycle and maintains an assessment rate that is consistently over 90 percent. The current course assessment rate is 94% (Ev. 27).

Of the 103 active degree and certificate programs currently offered, 100 percent have defined SLOs. All of these programs participate in ongoing assessment of SLOs in their program reviews (Ev. 28). Additionally, all of the student learning services (e.g., Tutoring Center, Library) in instruction develop SLOs and participate in the SLO assessment process (Ev. 29).

The College has specified roles and responsibilities for assessing learning outcomes. The table below provides these:

Position	**Role/Responsibility**
IEAO Committee (Ev. 30)	Guide the Outcomes Assessment process for the entire college, including: Develop a College assessment plan that is easy to use and meaningful Develop best practices for creating and assessing outcomes (SLOs, SAOs, and ILOs). Provide meaningful feedback, suggestions, and guidance on outcome assessment process for the purpose of improvement. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment. Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).
Faculty (Ev. 31)	Lead on all professional work surrounding process including the assessment and documentation of SLO/SAO/PLO work (no technical or clerical work)

Return to Agenda

Academic Senate (Ev. 32)	Oversee faculty roles and responsibilities; Contribute to institution and GE assessment
OIERP (Ev. 33)	Support process with technical and clerical work. Facilitate program level assessment as defined by the program review process.
Program Review Committee (Ev. 34, Ev. 35)	Oversee program level assessment (program as defined by program review process)
Deans/Directors	Oversee process in respective areas; Contribute to assessment
VP Instruction	Secure resources for support; Oversee process; Contribute to assessment

The College uses the SLO Cloud as the repository of all outcomes information. The OIERP maintains a common data base and a format that is useful to those who need this information. This office also makes available to the public results of the General Education and Institutional Learning Outcomes (Ev. 36, Ev. 37).

The College has adopted a college-wide standard four-level rubric to ensure that consistent and comparable data can be collected across all courses and programs and at the institutional level. This rubric is universally formatted and includes a common directionality, all of which allow for linkages between levels of assessment, thereby tying together learning outcomes data at all levels -- course, program, general education, and institutional -- for optimal coordination of mission-driven results. A score of one denotes no demonstrated achievement, and a score of four denotes significant evidence of achievement of the outcome. The structure of the tool allows the evaluator to document the outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, a lower-level outcome may provide evidence for higher-order assessments. All faculty and student support staff are responsible for some part of the task of developing, measuring, analyzing, and using SLOs to improve student learning. Instructional departments develop SLOs for each course, and faculty members must include these SLOs on course outlines and syllabi (Ev. 38, Ev, 39).

Program-level outcomes are assessed using many forms of relevant data, such as results of student satisfaction and student engagement survey results, and course-level outcomes. The College's General Education learning outcomes are considered a type of program-level outcomes measure. In addition, instructional programs annually analyze the results for course SLOs, and every four years instructional programs analyze the results for program-level outcomes (Ev. 40).

The goals of the adopted process are to provide meaningful information to faculty and the community about student learning and to acquire thorough knowledge about student learning at CHC.

Analysis and Evaluation

CHC employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include SLO development, SLO assessment, dialogue about assessment results, program improvements where results show a need, and ongoing improvement of the process.

Return to Agenda

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Crafton Hills College offers developmental level (i.e., pre-collegiate) classes in English and mathematics. Other pre-collegiate courses are offered in Computer and Information Science, public safety, personal fitness, and supervised tutoring. Classes for these course offerings bear numbers in the 900s or begin with 0 to distinguish them from college-level (usually transferable) classes, which are numbered 1-299. In addition, the College has also started to offer non-credit courses, specifically, job readiness skills certificate courses, which are numbered in the 600s. The College also offers courses designed to meet the educational needs of students with disabilities. A goal of all of these courses is to prepare students for college-level classes. The table below from the College Catalog shows how course numbers correspond to level relative to degree (i.e., college-level) study.

Course Numbering	Description of Course Numbering
010 - 099	Multipurpose courses, but not generally applicable to a Baccalaureate degree.
100 - 299	Basic lower division courses applicable to the Associate degree. Courses may also apply to a Baccalaureate degree.
500 - 599	Continuing education courses in a Career Technical field. Courses are not applicable to the Associates degree.
600 – 699	Non-credit
900 - 999	Courses not applicable to the Associate degree and are developmental.

Developmental classes are designed to provide students who have not demonstrated readiness for college-level academic study with the knowledge and skills they lack. Prior to the implementation of AB 705, only 5 to 29 percent of students placed into transfer-level math (Ev. 01). The College offered a great many developmental classes to increase student skill levels so that students were better prepared for collegiate study in math and English.

However, after the initial implementation of AB 705, which requires community colleges to use a student's over-all high school GPA to qualify for enrollment in college-level math and English courses, 86 percent of students who assessed placed into transfer-level math. In English the percent of students placing into transfer-level English increased from 45 to 99 percent after the implementation of AB 705.

Since the passage of AB 705, the College has implemented a different strategy for helping underprepared students by developing co-requisite math and English classes as well as embedded tutoring in classrooms. Math offers support classes for students enrolled in a variety of transfer-level math classes, including algebra and statistics, and provides in-class (i.e., imbedded) tutoring (Ev. 02). English offers two support classes, one for English 101, English Composition, and one for English 010, Introduction to English Composition (Ev. 03).

Return to Agenda

To determine how much these supplemental courses help students succeed in college-level math and English, the Office of Institutional Effectiveness, Research and Planning (OIERP) plans to consistently report on student progress in these courses and student success in the course at the next level or levels in the sequence. Initial results strongly indicate that students are now more likely than before to complete transfer-level math and English courses (Ev.01). For example, the number of students completing transfer-level math courses increased from 483 in Fall 2017 to 777 in Fall 2019, a 61 percent increase. Equally important, the number of students completing transfer-level English Composition increased from 955 in Fall 2017 to 1,349 in Fall 2019, a 41 percent increase.

Students who require developmental support may take a traditional pathway leading to college-level courses or an accelerated pathway with two consecutive linked nine-week classes that provide needed development of skills and knowledge. For example, a student may enroll in a nine-week developmental English class followed by a nine-week transfer level nine-week class.

New student applicants are placed using criteria developed by the math and English faculty using measures suggested in the Multiple Measures Assessment Project (MMAP), developed as a statewide common assessment tool. MMAP guidelines include using applicants' high school GPA as indicated as well as high school course grades to determine placement in math and English courses. Students also complete a placement questionnaire online and upload it to Colleague. The system automatically enters pre-requisites on their records and the students are credited with participating in the placement process and receive their priority registration (Ev. 04). Counselors meet with the students to review the placement recommendations in a New Student Advising session, individually, or online. Counselors assist students in deciding their level of preparation in math and English and at what levels they should start.

Analysis and Evaluation
Crafton Hills College offers pre-collegiate (i.e., developmental) courses in basic skills. With the transition to AB 705-mandated placement practices, basic skills courses are most often offered as math and English co-requisite courses. The College Catalog includes descriptions of and numbering for these classes that clearly distinguish them and non-credit courses from collegiate-level courses. The College uses placement procedures to help students select the courses that best suit their needs.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard
All of Crafton Hills College's for-credit degree and certificate programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time-to-completion, and synthesis of higher learning. All associate degree programs include a general education component designed to ensure that students who earn associate degrees from the College possess a breadth of knowledge consistent with expectations of those possessing a

College degree and essential for continued intellectual growth. SBCCD Board Policy (BP) 4025 (Philosophy and Criteria for AS Degree and General Education) indicates that the general education component of the associate degree must provide "…the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding" (Ev. 01, Ev. 02).

Also, CHC fully complies with the requirements of the California Code of Regulations (CCR) Title 5, Section 55063, referenced by District BP and AP 4100, requiring that associate degrees require the satisfactory completion (*C* or better) of a minimum of 60 semester units (Ev. 03, Ev. 04).

As with all *academic and professional matters*, the College relies on its Academic Senate, through its Curriculum Committee, to approve and periodically review all courses and programs and, when appropriate, recommend program discontinuance. The Curriculum Committee provides a handbook describing its processes, outline format, and a checklist of criteria for reviewing proposed course outlines (Ev. 05). A Curriculum Check Sheet includes the questions faculty need to answer (Ev. 06). The questions in the checklist appear below:

Prerequisites

1. Is there a justified need for pre-requisite and/or co-requisite?
2. Have the entrance skills been matched?

Need for Course

3. Does the need relate to the CHC vision and mission?
4. Does the course fulfill a degree, certificate, and/or transfer requirement?
5. Is target audience/student demand/labor market demand referenced?
6. Is the way the course fits into the current program described?
7. If there is no current program, is the plan to develop one?
8. Does the course overlap with other courses on campus?
9. Does the course equate with a course at San Bernardino Valley College?

Course Content / Objectives / Methods

10. Are objectives clear?
11. Do objectives and content align?
12. Are the methods of instruction appropriate and varied?
13. Is there appropriate rigor?
14. Are writing assignments required?
15. Are SLO identified?

Methods of Evaluation

16. Variety of assignments and methods?
17. Appropriate minimum and maximum percentages for each method?

In addition, the Curriculum Committee reviews the handbook at the start of every academic year (Ev. 07).

Return to Agenda

The District provides for its responsibility in the development, approval, and regular review of curricula described above through BP 4020 (Program, Curriculum, and Course Development) (Ev. 08), which states the following: "The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance." APs 4020 (Ev. 09), 4021 (Ev. 10), and 4022 (Ev. 11) provide the procedures to carry out this policy, including primary responsibilities of the faculty through its Academic Senate's Curriculum Committee. Approved course sequences for all programs are available in the College Catalog.

Analysis and Evaluation
All CHC degree and certificate programs are developed following practices and meeting standards common to American higher education. These are codified in Board policies and the College's Curriculum Handbook.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard
Crafton Hills College schedules classes with the intention of enabling its students to complete degree and certificate programs within a period consistent with established expectations in higher education. For full-time students, the time frame is two years for completion of associate degree requirements (although there are a few high-unit majors that may require a longer period) and one or two years for state-approved certificate programs (18 units or more). Local certificates of completion are usually of shorter duration. Each program is required to develop a scheduling matrix in program review to ensure that students can complete certificate and degree programs within a period consistent with established expectations (Ev. 01). As an illustration, the Cloud Technology Specialist Certificate of Achievement requires 18 units (Ev. 02). The matrix from the program review illustrates how the courses are consistently offered to ensure timely completion of this program (Ev. 03).

Credit courses are typically offered either every term (fall, spring, and summer) or in both the fall and spring semesters, with a small number offered once per year or once every two years. The instructional deans and department chairs schedule required courses and popular electives (such as Art History or Introduction to Sociology) throughout the day, in the evenings, and online as well as face-to-face. All departments are required in program review to update a three-year scheduling matrix regularly to ensure this scheduling practice (Ev. 04, Ev. 05).

Counselors assist students in developing education plans that help them in this regard. First, counselors and students use *Starfish*, a computer-based education planning tool that provides students with course requirements and options (Ev. 06). It also shows students when courses they select will likely be offered according to past schedules. The second way counselors assist students with developing a two-semester schedule is in a group format called New Student Advising (NSA) (Ev. 07, Ev. 08). NSA occurs during the fall, spring, and summer terms and provides students

with an overview of education goals and campus services, shows students how to use WebAdvisor to enroll in courses and access their email, and encourages students to meet with a counselor individually to plan their course selections. After helping them plan their courses selections during NSA, counselors ask students to see a counselor later in the semester to develop a comprehensive educational plan that outlines the courses and the sequences of coursework to complete the student's educational goal. Counselors who meet with students from area feeder high schools during the Senior Day event every spring (Ev. 09) also conduct an NSA to develop a plan that outlines the courses students should take in the first two semesters. Continuing students meet with counselors to plan their long-term schedules.

Analysis and Evaluation
Crafton Hills College schedules classes so that its students can complete degree and certificate programs within a period consistent with established expectations in higher education. Counselors regularly assist students in planning for a two-year program to complete their programs.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard
Craton Hills College delivers courses in traditional face-to-face, distance education (DE), and hybrid modes to provide choices for students. This approach is evident in the methods used in the College's classrooms and the means the College uses to assess and sustain this effort, including the Student Engagement Survey; specific research conducted by the Office of Institutional Effectiveness, Research and Planning (OIERP); assessment of students; Career and Technical Education (CTE) industry standards; and the DE approval process for faculty.

Lecture is the most common methodology used. But faculty are increasingly supplementing lectures with other various technologies such as Clickers, PowerPoint presentations, and websites like *Kahoot*, which students use in or outside of class on their cell phones/computers. These technologies and use of small group discussion help to make the lecture more varied and applicable to a wider range of learning styles. During the last several years, some faculty have used some form of the *flipped classroom*, whereby students use class time to actively engage in activities that promote learning instead of passively listening to a lecture. The *Faculty and Staff* link on the College webpage, under *Professional Development*, includes a recorded Q & A session with one faculty member who uses YouTube to present her lecture material and class time for more engaging student activities (Ev. 01).

Faculty are also increasing their use of online and hybrid delivery of instruction provided through *Canvas*. Students exploring online classes are provided an online resource, *Is Online Right for Me?*, to help them determine whether they are sufficiently prepared for an online course (Ev. 02). This resource briefly explains the characteristics related to online course success and provides a link to an online self-assessment that helps a student determine if she/he is likely to succeed in an online course (Ev. 03). By taking this assessment, students can quickly see if their skills match those of students who have taken the assessment at other schools.

The OIERP provides the campus with a variety of measures that show the College's effectiveness in instruction. There are numerous examples of the OIERP supporting decision-making and conducting research to inform instructional planning. One such example is the information OIERP provided on the effects of implementing AB 705, a State law that mandates the use of multiple measures for placement, including high school transcripts, which has led to a dramatic increase in the percentage of students placing into transfer-level English and math as well as increases in the percentage of students completing transfer-level English and math (Ev. 04, Ev. 05).

Another example is how the IEORP provided the Tutoring Center with course success rates by discipline to inform its planning (Ev. 06). Also, research has helped to increase student engagement. In order to better understand the characteristics and preferences that influence student engagement and ultimately learning, the OIERP reviews several years of results from the Community College Survey of Student Engagement (CCSSE) (Ev. 07, Ev. 08, Ev. 09, Ev. 10). The results from the CCSSE were most recently used at the Fall 2019 In-Service to inform planning (Ev. 11, Ev. 12, Ev. 13).

In addition, for the past seven years, CHC has used a method of "rolling up" course level SLO assessment data that will provide new insights to help the College community understand learning at the program and institutional levels. *Rolling-up SLOs* refers to the process by which all of the outcomes assessed and reported for the year in program review are combined for the entire College. Year-over-year reports are available from the SLO Cloud (Ev. 14, Ev. 15, Ev. 16). This is one of the tools the College uses to track and map learning outcomes.

To ensure the effectiveness of its distance education (DE) program, CHC has adopted an approval process for courses which are taught through alternative modalities (e.g. online or hybrid). Title 5, Section 55206 requires a separate course approval process for courses offered via DE. This regulation states: "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures." As a result, faculty and/or departments interested in developing an online/hybrid course are required to submit the course for DE delivery through the curriculum approval process. A DE Addendum (Ev. 17, see page 6) to a course may be submitted to accompany a new course as a part of the course modification process or alone using the "DE Addendum Only" function in the CurricUNET system.

The Educational Technology Committee (ETC) is charged with the oversight of the quality of DE courses and performs evaluations each semester (Ev. 18, Ev. 19) as well as longitudinally (Ev. 20). The committee meets regularly throughout the academic year and reports to faculty via the Academic Senate.

As part of the process for certifying courses for distance learning, the ETC evaluates the methods to be used for assessing student learning. This is done via a checklist to ensure that a course has all the required elements to be taught online successfully (Ev. 21). The processes that address instructor readiness for online teaching (Ev. 22) and course approval are accompanied by a series of checklists that ensure appropriate accommodations for students with a variety of learning styles and needs (Ev. 23, Ev. 24).

Assessment of student learning is conducted primarily by instructors, individually or with colleagues in their departments and divisions. Instructors offer diverse modes of assessment, including objective testing, essays, and direct skills observation. For disabled students who need assistance with assessments, the College's Disabled Student Programs and Services (DSPS) office provides that assistance.

Analysis and Evaluation
Crafton Hills College is committed to using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This commitment is expressed through the methods used in CHC's classrooms and the systems CHC uses to sustain this effort, including the Student Engagement Survey, specific research conducted by the OIERP, assessment of students, CTE and industry standards, and the DE approval process. Also, the College's DSPS office provides services to students and faculty who need its help in their assessment activities.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard
Currently enrolled students who feel that their knowledge is equivalent to the course content of a currently approved course may apply for credit by examination. Exams used are approved by discipline faculty. The process for applying for credit by examination is explained on the College website (Ev. 01) and in the Catalog (Ev. 02).

Several programs at CHC use department-wide assessment tools and/or common exams in entry-level or prerequisite courses where there is more than a single class section offered. As an illustration, Chemistry has a prerequisite challenge exam for CHEM-150, General Chemistry. The decision to require CHEM-101, Introduction to Chemistry, as a prerequisite to CHEM-150 was based on research conducted by the OIERP (Ev. 03). The results showed that students who successfully completed CHEM-101 prior to earning a grade on record (GOR, A, B, C, D, F, I, or W) in CHEM-150 were statistically significantly and substantially more likely to earn a successful grade in CHEM-150 (86%) than students who did not complete CHEM-101 (69%). In addition, female, male, Asian, Hispanic, and 20-34-year-old students were statistically significantly and substantially more likely to successfully complete CHEM-150 if they had successfully completed CHEM-101 when compared to students who had not successfully completed CHEM-101. The prerequisite challenge exam is a standardized exam to reduce test bias and enhance reliability and is developed and maintained by the University of Wisconsin (Ev. 04).

Some departments use department-wide examinations for courses and/or programs to gauge student performance and learning. For example, American Sign Language (ASL) uses a standard ASL course shell in Canvas that includes organized modules, standard homework assignments, and projects, as well as quizzes, midterms, the final, and a student evaluation for feedback on the course, instructor, and material (Ev. 05). In addition, ASL also includes a Faculty Handbook (Ev. 06) that has information about standardized curriculum, assessments, course challenge assessments (Ev. 07), and standardized homework, quizzes, and tests (Ev. 08). These instruments

are also used to minimize test bias. Also, the course program exams used by the College's CTE programs are provided by either the State or nationally recognized testing companies. The exams are validated and used to evaluate the effectiveness of instruction and the achievement of SLOs.

Analysis and Evaluation
The College uses a credit-by-examination process to award credit. Currently enrolled students who feel that their knowledge is equivalent to the course content of a currently approved course may apply for credit by examination. Also, several programs use department-wide assessment tools and/or common exams in entry-level or prerequisite courses where there is more than a single class section offered. Some departments also use department-wide examinations for courses and/or programs to gauge student performance and learning.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard
Crafton Hills College uses Institutional Learning Outcomes (ILOs) (Ev. 01), General Education Outcomes (GEOs) (Ev. 02), Program Level Outcomes (PLOs) (Ev. 03), and Course Level SLOs (Ev. 04) to evaluate all programs leading to a degree or State approved certificate (see IIA3 above). Each course in each program is assessed on a six-year cycle to determine whether it fulfills its objectives in meeting expected learning outcomes for students. When students successfully complete the courses required for a degree or certificate, they have achieved program-level SLOs and thereby demonstrated a satisfactory level of competence. In addition, each CTE program conducts a two-year self-evaluation as part of their separate accreditation processes.

The Curriculum Committee reviews each program and each course in that program to assure that the program and courses are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education (Ev. 05, Ev. 06, Ev. 07). Standards for clock-to-credit-hour conversions are followed (Ev. 07, Ev. 08). Courses designated as transfer-level must also be approved for transfer by a review committee of the Statewide Academic Senate and California State University (CSU) faculty for a C-ID course number, which establishes certification of transferability (i.e., articulation) to all campuses of CSU. The CSU System allows California Community College faculty to determine transferability based on the criteria it provides. Courses that require C-ID approval for transfer degrees (or for which a community college desires approval) are reviewed by California Community College and CSU discipline faculty. Career/Technical education (CTE) courses and programs must also satisfy federal requirements, including those specifying clock hours of lab, or field work in addition to class time, and the standards of the accrediting agency to which they apply for accreditation or reaffirmation of accreditation. Finally, all programs and courses offered by the College must have Board of Trustees approval.

Analysis and Evaluation
Institutional Learning Outcomes (ILOs) (Ev. 01), General Education Outcomes (GEOs) (Ev. 02), Program Level Outcomes (PLOs) (Ev. 03), and Course Level SLOs (Ev. 04) have been established to evaluate all programs leading to a degree or State approved certificate. Academic departments assess each course within each program on a six-year cycle to determine whether it fulfills its objectives in meeting expected learning outcomes for students. In addition, each CTE program conducts a two-year review. When students successfully complete the courses required for a degree or certificate, they have achieved program-level SLOs and thereby demonstrate a satisfactory level of competence.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard
Crafton Hills College students get information about transfer policies and procedures from a variety of sources. Students have access to hard copies of instructional materials and forms. The College University Transfer Center and Counseling Department make all transfer documents available to students. Students can also access this information in multiple online locations (Ev. 01, Ev. 02).

Information about credit for classes taken at other colleges appears on the College website (Ev. 03). Such credits are evaluated by the records evaluators in the Admissions & Records Office using the SLOs of the corresponding CHC GE requirements. If the evaluators have a question about a course from another college, they send it to the faculty chair of the appropriate department of that discipline to make a final determination. The evaluators also examine course content for rigor appropriate for a college-level course. Also, counselors work with faculty department chairs to coordinate course substitutions and waivers when courses required for completion of a program are not available or there is a student hardship that prevents a student from taking a designated required course.

Courses that meet Intersegmental General Education Transfer Curriculum (IGETC) and/or CSU transfer requirements are labeled as such in the Catalog and class schedule (Ev. 04, Ev. 05). Courses that are articulated to CSU and UC institutions are designated as *transferrable*. Some colleges and universities outside the CSU and UC systems accept CSU and/or IGETC General Education patterns; others require that transferring students follow their local course pattern for general education.

The College submits courses requiring GE approval electronically for review by faculty and staff from the California Community Colleges (CCC), California State University (CSU), and the University of California (UC). Evaluation is based on Intersegmental General Education Transfer Course (IGETC) Standards, which are codified in Title 5 of the California Education Code, and CSU Executive Orders. New or revised courses from the College are submitted for approval every

December. All DE courses undergo the same process as face-to-face courses. Currently, there are no differences in transferring of units earned in a DE course when the face-to-face course has been articulated. The College transcripts do not indicate mode of delivery (i.e., face-to-face, DE, or hybrid). In some instances, when outside institutions question the validity of a CHC DE course, the course outlines have been submitted to the outside institution for review. In the case of laboratory courses and Communication Studies courses, most institutions accept CHC credits when they have been offered on campus in a hybrid format with on-campus meetings to better facilitate the online experience as opposed to a strictly online experience.

Analysis and Evaluation

CHC provides its students with clearly stated transfer-of-credit policies and procedures through a variety of sources. The College University Transfer Center and Counseling Department make all transfer documents available to students. Students can also access this information in multiple online locations (Ev. 01, Ev. 02). Information about credit for classes taken at other colleges appears on the College website (Ev. 03). CHC uses various means to assure that courses it accepts for transfer from another institution have SLOs comparable to those of corresponding CHC courses. Such means include agreements with the State community college, college, and university systems, which review and approve courses as meeting standards for articulation between institutions.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs offered by the College require a general education (GE) pattern that includes clearly stated learning outcomes for courses in this pattern (or *cluster*). The clusters of these courses are as follows: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Faculty in each of the major general education (GE) areas have developed one or more GE outcomes (GEOs) in their respective area. These learning outcomes and the courses that satisfy each of them are available on the College website (Ev. 01, Ev. 02). There are eleven General Education Outcomes.

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.
2. **Social and 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.
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.

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.
5. **Written Traditions**: Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.
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.
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.
8. **Critical Thinking and Information Literacy**: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
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.
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.
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.

Also included in the GEOs is a requirement for students to take a Diversity and Multiculturalism course. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish and Sociology.

In addition, there are six broad institutional learning outcomes (ILOs) that the College uses in its overall quality assessment of instruction.

1. **Critical Thinking**: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.
2. **Written and 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.
3. **Interpersonal and 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.
4. **Society and 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

Return to Agenda

and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.

5. **Information Literacy**: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.
6. **Ethics and 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.

The College relies on the expertise of faculty to determine the appropriate content and methodology of courses included in the General Education course cluster. The Academic Senate's Curriculum Committee determines whether a course is appropriate for inclusion in the General Education course pattern. Academic departments conduct their own curricular review of courses that are included in the GE pattern as part of their overall Program Review (PPR). Students completing those courses are expected to be able to demonstrate their achievement of the GEO for that area in addition to related course-level SLOs.

Rubrics for each GEO determine the criteria under which the College assesses student achievement of that outcome (Ev. 03). The OIERP uses a process to *Roll-up* course-level assessment data as a means of carrying out assessment of GEOs. The Educational Technology Committee reviews all Distance Education (DE) courses to ensure that each course offering meets the same rigorous standards as the corresponding traditional face-to-face course. The Curriculum Committee also reviews DE courses to ensure consistency with face-to-face courses.

The CHC Catalog includes several pages of information about the degree and certificate GE requirements and the courses that fulfill each. It also includes a description of each degree and certificate program that includes information about courses requirements and GE requirements that the program satisfies (Ev. 04).

Analysis and Evaluation

CHC has established student learning outcomes determined by faculty at the course, program, and institutional levels. All programs require a GE pattern that includes clearly stated learning outcomes for courses in this pattern (or *cluster*). The clusters of these courses include commonly accepted competencies for a college-level education: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Outcome achievement for general education is assessed according to commonly accepted rubrics. The Curriculum Committee reviews DE course outcomes to assure that they are the same or equal to those of corresponding courses taught in the face-to-face mode.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of

learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard
SBCCD Board Policy (BP) 4025 (Philosophy and Criteria for Associate Degree and General Education) states that the GE components of its colleges' degree and certificate programs include as learning outcomes "…the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding." These outcomes are intended to be in addition to "sufficient depth in some field of knowledge to contribute to lifetime interest" (Ev. 01). Furthermore, Administrative Procedure (AP) 4025 states that the District philosophy stated in BP 4025 should lead to "…the capacity for improved self-understanding… [and] introduce students to the variety of means through which people comprehend the modern world (Ev. 02).

As explained above (see II.A.11), the College (and District) relies primarily on the faculty to determine which courses implement this philosophy and lead to the desired results. The processes used in this implementation are also described in section II.A.11 (above). GE-designated courses also undergo review by community college faculty from other colleges and faculty from four-year receiving colleges through the C-ID review process or separate articulation agreements. In this way, all courses proposed for the College's associate, CSU GE, or IGETC patterns meet the standards for college-level general education credit. The Curriculum Committee, a standing committee of the Academic Senate, ensures that all of its degree programs include a component of the general education philosophy (Ev. 03).

Analysis and Evaluation
Board policy requires that the general education (GE) component of all CHC programs include evidence of student learning in critical thinking, communication, mathematics, modes of inquiry for a chosen discipline and preparation for and acceptance of responsible participation in civil society, and an understanding of ethics and the capacity for self-improvement. The College relies primarily on the faculty to determine which courses implement this philosophy and lead to the desired results.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard
Crafton Hills College offers 105 degree or certificate programs in focused areas of study (Ev. 01). All degree programs require the mandated minimum of 18 semester units of focused study or an interdisciplinary core focus in addition to the GE pattern mandated by Title 5 of the California

Code of Regulations (Ev. 02, Ev. 03, Ev. 04, Ev. 05). The focused study conforms to the expectations of knowledge and skills in that academic area.

For CTE certificates and degrees, focused study includes current standards of knowledge and its application in practice. Faculty and members of College advisory committees in those areas review course requirements and course content regularly to ensure currency and thoroughness. Also, courses are reviewed at least once every six years by the College Curriculum committee, as required by Board Policy 4020 (*Program and Curriculum Development*) (Ev. 06, Ev. 07). In addition, area faculty review all programs every two years during the planning process and every four years in preparation for program review (see II.A.16, Ev. 08).

Finally, the College's associate degrees for transfer (AA-T/AS-T) conform to the Transfer Model Curriculum templates developed by faculty of the State's community colleges working with faculty of the California State University through the CI-D project. Crafton Hills College currently has 26 Associate Degrees for Transfer (AD-T), or AA-T/AS-T degrees. All courses in AA-T/ AS-T programs have likewise been approved as meeting the standards for relevance, appropriateness, and currency in their area by community college and CSU faculty through the C-ID course approval process. As described above, programs have program-level student learning outcomes (PLOs), and all courses have SLOs and PLOs that are regularly measured by faculty and recorded on the SLO Cloud. The SLOs and PLOs establish key course objectives, competencies, and outcomes, which appear in the course outline of record (COR).

Analysis and Evaluation
All 105 of the CHC degree and certificate programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All CHC degree programs require the Title 5 mandated minimum of 18 semester units of focused study or an interdisciplinary core focus in addition to the GE pattern. The focused study conforms to the expectations of knowledge and skills in that academic area.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard
Graduates of CHC who successfully complete career-technical (CTE) certificate and degree programs demonstrate technical and professional competencies that meet employment standards and any other applicable standards that may be necessary for licensure or other certification (Ev. 01). In addition to the course requirement for certificate and degree programs, students in CTE programs must pass national and/or state competency tests upon completion of each of these programs (Ev. 02). These are required for licensure or other certification necessary for obtaining a paid professional position in the career field.

The College assures that CTE graduates possess the requisite knowledge and skills in various ways. These include exams, demonstrations, and written assignments -- all designed around SLOs and PLOs that in turn are based on course and program objectives. As described above and in II.A. 16 below, each program undergoes program review (PPR) by the Program Review committee

Return to Agenda

every four years. In addition, each CTE program has an advisory committee that includes professionals in the career field, who review course requirements and course content for relevance and currency and offer advice on instructional facilities and equipment (Ev. 03). Programs such as Fire Science also report to outside agencies that review most aspects of the program.

Some programs have established transfer agreements with area four-year institutions. For example, CHC has articulated the courses in its Chemistry AS-T with University of Redlands so that graduates from the CHC chemistry program may transfer seamlessly to the University of Redlands bachelor's degree chemistry program (Ev. 04, Ev. 05).

Analysis and Evaluation
The College employs different means to ensure that its degree and certificate graduates demonstrate technical and professional competencies that meet employment standards and any other applicable standards and that may be necessary for licensure or other certification.

II.A.15. 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.

Evidence of Meeting the Standard
San Bernardino Community College District Board Policy (BP) 4020 (Program, Curriculum, and Course Development) (Ev. 01), Administrative Procedure (AP) 4021 (Ev. 02) states that each of the District's two colleges will develop within its program evaluation processes a process for program discontinuance and post it on its website. CHC has posted a procedure for use in program discontinuance that makes clear that "program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted" (Ev. 03, Ev. 04). In the last ten years only Administration of Justice was discontinued at the College. Administration of Justice is offered at San Bernardino Valley College, the other college in the District.

The procedure for program discontinuance at CHC was developed by the College's Academic Senate. The required review that must be completed includes the consideration of the impact of discontinuance on students and student success and provisions that should be made for students in completing their educational goals (Ev. 03).

Analysis and Evaluation
District Board policy requires that educational programs at its colleges be discontinued only after every attempt has been made to improve the program and make it more viable. CHC has discontinued only one program in the last ten years. The review that must be completed before a program is discontinued includes the consideration of the impact of discontinuance on students and student success and provisions for students to complete their educational goals.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to

improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Crafton Hills College regularly 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. Evaluation is completed through different processes, including program review (PPR), student evaluations, faculty review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee. Each of these is discussed in detail below.

All CHC programs, both instructional and service programs, undergo systematic program review every four years. A handbook has been developed to guide faculty and staff in this process (Ev. 01). The fundamental purpose of ongoing, integrated planning and program review is to improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular systematic assessment. In addition to the four-year plan, programs update the course assessment results annually, and every two years programs also review and update their action plans as needed (Ev. 02). The core purpose of this review is to evaluate the efficacy of each course and program component and to assure that each component contributes to student success in a way that aligns with the College's mission, vision, and values (Ev. 03, Ev. 04).

The Office of Institutional Effectiveness, Research and Planning (IEORP) provides each program a comprehensive collection of effectiveness measures from which to make evaluative decisions about the strategic direction of the program and program objectives (Ev. 05, Ev. 06). As part of PPR, each unit is expected to conduct a comprehensive review of each program it offers to students, to evaluate how those programs align with the mission and strategic directives of the College, and to evaluate how the courses offered both promote the successful completion of programs and degrees within each department/discipline and support students who pursue programs in other departments/disciplines (e.g., completion of prerequisite coursework for other programs).

Student evaluations are conducted annually. All online course offerings are required to have a distance education addendum to the COR and undergo the six-year review in accordance with the Curriculum Review process (Ev. 07, Ev. 08).

In addition, individual instructors/departments assess the student learning outcomes for their distance education courses and discuss the results, which may suggest instituting changes to meet the relevance, appropriateness, and achievement of learning outcomes. Course and program improvements are reported and summarized in the unit's PPR documents (see II.A.1, II.A.3). Student success data are also provided as part of the regular review of course effectiveness in the annual planning process (Ev. 05)

Program relevancy is established through the PPR in consultation with participatory governance committees such as the Crafton Council and Academic Senate. Student learning outcomes (SLOs), as well as Service Area Outcomes (SAOs), have been identified for all programs and undergo annual assessment. The process and results are summarized on program review documents and

inform program changes designed to address needs to improve or enhance student learning (see II.A.1, II.A.3). In this way, evidence of student learning achievement drives the planning process. Changes to courses and programs are designed to address the quality of student learning and to address specific learning needs.

For the past ten years, the College has undertaken rigorous efforts to systematically improve PPR and provide guidance and support for program units undertaking program review. As a result, the College's programs enjoy health and overall improvement in the student experience at the College as evidenced by campus student satisfaction surveys (Ev. 09). The process includes identification of outstanding programs, programs that are strong with some minor concerns, and programs that are in need of significant improvement. The program review and planning process culminates in the identification of program objectives that are prioritized in accordance with the mission, vision, values and needs of the institution (see I.B.1, Ev. 10). The program review process includes criteria that address relevancy of program components, appropriateness of program measures, achievement of SLOs, currency of curricular and co-curricular elements, and plans for improvement. Both instructional and non-instructional programs at the College undergo the same process concurrently each year, with rubrics that are appropriate to instructional (Ev. 11) and non-instructional (Ev. 12) areas.

All PPR documents include prioritized objectives and resource requests that are included in the budget prioritization process conducted by the PPR Committee. These documents detail continuous improvements in program outcomes across the campus (Ev. 13, Ev. 14). Each year, every program unit on campus completes an update on outcomes and goals and objectives, or a complete program review, and it documents continuous improvements to its programs.

The relevancy and appropriateness of DE courses are evaluated each semester and longitudinally, over an extended period. A five-year examination of DE courses shows a slight increase in completion rates from a 65 percent course success rate to a 70 percent course success rate (Ev. 15, Ev. 16).

The Education Technology Committee (ETC) also discusses issues of program quality and relevancy in its scope, though it does not supersede the authority of units/departments. The charge for the ETC is to develop and recommend policies for the use of technology for education in the traditional classroom, in DE environments, and in student services related to DE and online functions. It also advises the Curriculum Committee in matters involving DE, including periodic reviews of all DE courses. The Curriculum committee reviews all course outlines on a six-year cycle.

Analysis and Evaluation

Crafton Hills College has processes to evaluate all courses and programs in a thorough, systematic manner. Courses and programs are reviewed on a regular basis for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Central to these processes is the program, planning review (PPR) process. Also used are student evaluations and faculty review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee.

Conclusions on Standard II.A. Instructional Programs
Crafton Hills College offers high quality, rigorous instructional programs that are appropriate for higher education. These include two-year associate degree programs, many of which are designed and accepted as degrees that allow students to transfer to a four-year institution. CHC also offers certificates designed for entry into professions, such as fire science and healthcare.

The educational quality of all programs relies on the program review and planning activities, faculty review of student learning outcomes (SLOs), and the use of those outcomes to improve courses and programs. Review by the College Curriculum and Educational Technology Committees provide further assurance of quality courses and programs. Results of assessments developed by these processes are available to the public on the College website.

General education is an important component of all degree and certificate programs except for the newly developed workforce certificate program, a non-credit program. CHC faculty have developed the general education component along with SLOs that are used to improve student learning in these areas.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Create a central repository for CTE program certification results	II.A.1	Dean of Institutional Effectiveness, Dean of Career Education and Human Development	Spring 2021	Ensure results are easier to locate and read through
Create online training videos on the SLO Cloud and the use of SLOs to post on Crafton's website	II.A.1	Dean of Institutional Effectiveness	Fall 2020	Will provide assistance to instructors entering SLOs and will correspond to more accurate data being entered as well as more relevant action plans being crafted in light of that data
Host PPR Trainings Online	II.A.1	Dean of Institutional Effectiveness	Fall 2020	Provide more accessible training to those who are tasked with preparing a PPR for that year
Integrate rubric for scoring SLOs directly on the SLO Cloud tool	II.A.3	Dean of Institutional Effectiveness, District Web Developer	Fall 2020	Will make it easier for instructors to enter SLOs into the SLO Cloud

Return to Agenda

Review and potentially integrate more items into the student satisfaction survey regarding effectiveness of teaching modes and methodologies currently being offered by CHC	II.A.7	Vice President of Instruction, Dean of Institutional Effectiveness	Spring 2021	Will provide better feedback for what needs are currently being met or that need to be improved upon with regards to teaching modes and methodologies being used

Evidence List

Standard II.A.1

II.A.1.01. PPR Instructional Question 1 - Mission
II.A.1.02. PPR Question 1 - Rubric
II.A.1.03. PPR Question 10 - Strategic Direction
II.A.1.04. PPR Mission/Strategic Direction - Business
II.A.1.05. PPR Mission/Strategic Direction - Communication Studies
II.A.1.06. PPR Mission/Strategic Direction - History
II.A.1.07. PPR Mission/Strategic Direction - Kinesiology
II.A.1.08. PPR Mission/Strategic Direction - Radiological Technology
II.A.1.09. PPR Mission/Strategic Direction - Respiratory Care
II.A.1.10. PPR Mission/Strategic Direction - Spanish
II.A.1.11. PPR Mission/Strategic Direction - Chemistry
II.A.1.12. PPR Mission/Strategic Direction - CIS
II.A.1.13. Program Viability - Mission
II.A.1.14. PPR Q2 - Needs Based Curriculum - Transfer
II.A.1.15. PPR Q2 - Needs Based Curriculum - Rubric
II.A.1.16. Catalog - Transfer Information
II.A.1.17. Curriculum - Standards for Credit Hour Calculations
II.A.1.18. SLOs - Assessment at All Levels
II.A.1.19. PPR Instructional Questions - SLOs
II.A.1.20. PPR Non-Instructional Questions - SLOs
II.A.1.21. ETC Charge
II.A.1.22. ETC Minutes - Feedback on Accessibility Course
II.A.1.23. ETC - Improve Process Qualitative Data
II.A.1.24. ETC Minutes - Improve Process
II.A.1.25. CMP Scorecard - Degrees and Transfer
II.A.1.26. EMPC Minutes - Scorecard Review to Improve Processes October, 2018
II.A.1.27. EMCP Minutes - Scorecard Review to Improve Processes November, 2018
II.A.1.28. EMPC Minutes - Scorecard Revised Annually
II.A.1.29. EMPC Scorecard Reviewed with Vision for Success
II.A.1.30. EMPC Scorecard with Vision for Success Additions
II.A.1.31. PPR Degrees/Certificates and Employment Data
II.A.1.32. Perkin's Employment Data

Return to Agenda

II.A.1.33. Internal Process for Applying for Perkin's Funding that Includes Employment Dates
II.A.1.34. CIS Employment Data Inform Action Planning
II.A.1.35. Fire Employment Data Inform Action Planning
II.A.1.36. PPR Schedule - Outcomes Analysis
II.A.1.37. PPR Outcomes Instructional Questions
II.A.1.38. PPR Outcomes, Course Success, and Objectives Rubrics
II.A.1.39. DE Board Policy 4105
II.A.1.40. DE Administrative Policy 4105
II.A.1.41. Curriculum Committee DE Minutes
II.A.1.42. DE Student Integrity Statement
II.A.1.43. Online Academic Integrity Guide
II.A.1.44. Academic Integrity Web Site
II.A.1.45. DE Analytics
II.A.1.46. DE Course Design Rubric
II.A.1.47. DE Intent to Teach Form
II.A.1.48. ETC November 13, 2019 Agenda
II.A.1.49. Aggregated DE Course Evaluation Results
II.A.1.50. DE PPR with Action Items to Address Concerns Identified in DE Course Evaluation
II.A.1.51. ETC Agenda Review Research
II.A.1.52. ETC Online Classes Research
II.A.1.53. Fall 2019 In-Service Outcomes Activity
II.A.1.54. AP 4020 - Program, Curriculum, and Course Development
II.A.1.55. Program Viability Process
II.A.1.56. PPR Schedule
II.A.1.57. PPR Needs Based Question
II.A.1.58. PPR Needs Based Rubric
II.A.1.59. Curriculum Committee Minutes Six Year Revision
II.A.1.60. ETC - DE Addendum Course Approval Process
II.A.1.61. Curriculum Handbook DE Approval
II.A.1.62. ETC Charge DE Approval
II.A.1.63. Curriculum Minutes Approving DE Course
II.A.1.64. ETC Minutes Approving DE Courses

Standard II.A.2

II.A.2.01. Curriculum Committee Minutes - Yoga
II.A.2.02. ETC Minutes - Goals and Objectives
II.A.2.03. Math Department Meeting Minutes - Improvements
II.A.2.04. PDC Minutes - Improvements
II.A.2.05. PPR Handbook
II.A.2.06. PPR Charge
II.A.2.07. CTA 19-20 Bargaining Agreement SLOs
II.A.2.08. CTA MOU - Adjunct Pay for SLOs
II.A.2.09. AP 2510 - Collegial Consultation
II.A.2.10. Math PPR - AB 705

Return to Agenda

II.A.2.11. English PPR - AB 705
II.A.2.12. Sociology PPR - FT Anthropology Instructor
II.A.2.13. Kinesiology PPR - Transfer Degrees
II.A.2.14. Math PPR - White Boards to Support Group Work
II.A.2.15. ASL PPR - eCurriculum
II.A.2.16. CIS PPR - FT Multimedia Instructor

Standard II.A.3

II.A.3.01. SLO Training Series 1
II.A.3.02. SLO Training Series 2
II.A.3.03. SLO Training Series 3
II.A.3.04. ILOs Results
II.A.3.05. GEOs Results
II.A.3.06. GEOs Catalogue
II.A.3.07. SLO Cloud CIS SLOs Report
II.A.3.08. SLO Cloud Music SLOs Report
II.A.3.09. SLO Cloud GEO SLOs Report
II.A.3.10. SLO Cloud ILO SLOs Report
II.A.3.11. SLOs on Website - ASL
II.A.3.12. Institutional Assessment Plan
II.A.3.13. CTA Bargaining Agreement - SLOs
II.A.3.14. SLO Cloud Report - Anatomy
II.A.3.15. CIS PPR SLO Evidence
II.A.3.16. Math Department Agenda - SLOs
II.A.3.17. AS SLO Minutes
II.A.3.18. EMPC Minutes - ILOs
II.A.3.19. EMPC Scorecard - ILOs
II.A.3.20. Fall 2019 In-Service - SLOs
II.A.3.21. Professional Development Session on SLOs - Fall 2018
II.A.3.22. Professional Development Session on SLOs - Fall 2019
II.A.3.23. Biological Sciences SLO Improvements
II.A.3.24. ASL SLO Improvements
II.A.3.25. Psychology SLO Improvements
II.A.3.26. New Course - SLOs Required
II.A.3.27. SLO Assessment Rate
II.A.3.28. PPR Instructional SLO Questions
II.A.3.29. PPR Non-Instructional SLO Questions
II.A.3.30. IEAOC Charge - Outcomes Assessment
II.A.3.31. CTA Bargaining Agreement - SLOs
II.A.3.32. Academic Senate - 10+1 SLOs
II.A.3.33. OIERP Mission Statement - SLOs
II.A.3.34. PPR Instructional Questions - SLOs
II.A.3.35. PPR Non-Instructional Questions - SLOs
II.A.3.36. ILO Assessment Results Web Page
II.A.3.37. GEO Assessment Results Web Page
II.A.3.38. Anthropology COR - SLO

Return to Agenda

II.A.3.39. RADTECH COR - SLO
II.A.3.40. PPR Instructional Questions - SLOs

Standard II.A.4
II.A.4.01. Developmental Math and English Placements Post AB705
II.A.4.02. 2019-2020 Catalog Math Co-requisites
II.A.4.03. 2019-2020 Catalog English Co-requisites
II.A.4.04. Online Placement Process

Standard II.A.5
II.A.5.01. BP 4025 - Philosophy and Criteria for Associates Degree and GE
II.A.5.02. AP 4025 - Philosophy and Criteria for Associates Degree and GE
II.A.5.03. BP 4100 - Graduation Requirements for Degrees and Certificates
II.A.5.04. AP 4100 - Graduation Requirements for Degrees and Certificates
II.A.5.05. Guide to Course Outlines - Curriculum
II.A.5.06. Curriculum Check Sheet
II.A.5.07. September 9, 2019 Curriculum Minutes - Review of Handbook
II.A.5.08. BP 4020 - Program, Curriculum, and Course Development
II.A.5.09. AP 4020 - Program, Curriculum, and Course Development
II.A.5.10. AP 4021 - Program Discontinuance
II.A.5.11. AP 4022 - Course Approval

Standard II.A.6
II.A.6.01. Schedule Matrix PPR Requirement
II.A.6.02. Cloud Technology Specialist Certificate
II.A.6.03. Cloud Technology Specialist Schedule Matrix
II.A.6.04. Chemistry Scheduling Matrix
II.A.6.05. Spanish Scheduling Matrix
II.A.6.06. Starfish Website
II.A.6.07. Online Orientation
II.A.6.08. 2019-2020 New Student Handbook
II.A.6.09. Senior Day

Standard II.A.7
II.A.7.01. Flipped Classroom Training
II.A.7.02. Are Online Classes Right for Me?
II.A.7.03. Online Self-Assessment Results
II.A.7.04. Initial Impact of AB 705 in Math and English
II.A.7.05. Impact of the New Math Placement Process
II.A.7.06. Success Rates by Discipline
II.A.7.07. 2009-2013 Financial Aid CCSSE Brief
II.A.7.08. 2009-2013 Counseling CCSSE Brief
II.A.7.09. 2009-2013 Student Life CCSSE Brief
II.A.7.10. 2009-2013 DSPS CCSSE Brief
II.A.7.11. Career Center CCSSE Results
II.A.7.12. Technology Center CCSSE Results

Return to Agenda

II.A.7.13. Transfer Center CCSSE Results
II.A.7.14. SLO Cloud - Program Report
II.A.7.15. SLO Cloud - General Education Outcomes Report
II.A.7.16. SLO Cloud - Institutional Learning Outcomes Report
II.A.7.17. DE Addendum
II.A.7.18. Aggregated DE Course Evaluation Results
II.A.7.19. DE PPR with Action Items to Address Concerns Identified in DE Course Evaluation
II.A.7.20. Online Course Success by Academic Year
II.A.7.21. DE Course Approval Process
II.A.7.22. Online Instructor Verification Process
II.A.7.23. DE Course Design Rubric
II.A.7.24. DE Intent to Teach Form

Standard II.A.8
II.A.8.01. Web Site Credit by Exam
II.A.8.02. Catalog Credit by Exam
II.A.8.03. Chemistry Prerequisite Research
II.A.8.04. Chemistry Standardized Exam Statistics
II.A.8.05. ASL Course Commons
II.A.8.06. ASL Faculty Handbook
II.A.8.07. ASL Course Challenge Assessments
II.A.8.08. ASL Standardized Homework, Quizzes, and Tests

Standard II.A.9
II.A.9.01. ILOs Results
II.A.9.02. GEOs Results
II.A.9.03. PLO Results
II.A.9.04. Course SLO Results
II.A.9.05. Curriculum Committee Charge
II.A.9.06. BP 4020 - Program, Curriculum, and Course Development
II.A.9.07. AP 4020 - Program, Curriculum, and Course Development
II.A.9.08. Curriculum - Standards for Credit Hour Calculations

Standard II.A.10
II.A.10.01. University Transfer Center - Transfer Agreement Links
II.A.10.02. Articulation Agreements
II.A.10.03. Transfer Credit to Other Institutions
II.A.10.04. CSU Applicable
II.A.10.05. UC Applicable

Standard II.A.11
II.A.11.01. GEO Courses by GE Outcome
II.A.11.02. GEO Results
II.A.11.03. GEO SLO Cloud Alignment (Roll-Up)
II.A.11.04. ASL Degree Program Catalog Web Site

Return to Agenda

Standard II.A.12

II.A.12.01. BP 4025 - Philosophy and Criteria for Associates Degree and GE
II.A.12.02. AP 4025 - Philosophy and Criteria for Associates Degree and GE
II.A.12.03. Curriculum Committee Charge GE

Standard II.A.13

II.A.13.01. Credit Programs
II.A.13.02. General Education Requirements
II.A.13.03. CHC GE Courses
II.A.13.04. CSU GE Courses
II.A.13.05. IGETC Courses
II.A.13.06. BP 4020 - Program, Curriculum, and Course Development
II.A.13.07. AP 4020 - Program, Curriculum, and Course Development
II.A.13.08. PPR Schedule

Standard II.A.14

II.A.14.01. Respiratory Demonstrate Competencies
II.A.14.02. Paramedic Exam Requirement and Results
II.A.14.03. Fire Advisory Committee
II.A.14.04. Articulation Agreement with University of Redlands
II.A.14.05. Articulation Agreement University of Redlands Website

Standard II.A.15

II.A.15.01. BP 4020 - Program, Curriculum, and Course Development
II.A.15.02. AP 4021 - Program Discontinuance
II.A.15.03. CHC Program Discontinuance Process
II.A.15.04. CHC Program Discontinuance Process on Web Site

Standard II.A.16

II.A.16.01. PPR Handbook
II.A.16.02. PPR Schedule
II.A.16.03. PPR Instructional Question 1 - Mission
II.A.16.04. PPR Question 10 - Strategic Direction
II.A.16.05. PPR BORG Dashboards
II.A.16.06. PPR Student Services Data
II.A.16.07. Six Year Curriculum Review
II.A.16.08. Six Year Curriculum Review Instructions
II.A.16.09. Student Satisfaction Survey
II.A.16.10. PPR Objective Prioritization Process
II.A.16.11. PPR Instructional Rubric Items
II.A.16.12. PPR Non-Instructional Rubric Items
II.A.16.13. Informer Dashboard - Prioritized Objectives
II.A.16.14. Informer Dashboard - Prioritized Objectives Screenshot
II.A.16.15. DE Course Success Rates
II.A.16.16. DE Course Success Rates and Class Size

Return to Agenda

B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Crafton Hills College supports student learning and achievement by providing learning support services to students, faculty, and staff. These services are sufficient in quantity, currency, depth, and variety to support educational programs, including distance education (DE). These services include library collections and related services, tutoring centers, computer laboratories, and learning technology. Ongoing evaluation of the effectiveness of services ensures that they meet the needs of students, faculty, and support staff.

At CHC, all students are provided the essential and necessary equipment, supplies, and materials in State approved lab environments for students to complete the lab experiments required by the approved curriculum for natural science classes. These labs are managed by trained staff who serve as laboratory technicians and are overseen by administrative supervisors with the guidance of faculty in their respective disciplines. The equipment, supplies, and materials for these labs are funded through recurring annual budgets with amounts necessary to meet the enrollment needs. The labs are subject to local and State oversight in terms of safety training and guidelines.

Additionally, students in business, computer science, computer information systems, and multimedia programs have access to essential and necessary equipment, computers, and software to complete the lab work required by the approved curriculum for classes in these disciplines. As with the science labs, these labs are managed by trained staff and overseen by administrators with the guidance of faculty in their respective disciplines. The equipment, supplies, and materials for these labs are funded through recurring annual budgets with amounts necessary to meet the enrollment needs.

Students in Career/Technical Education (CTE) programs have additional laboratory resources to support learning within their specialty areas. The Stanley Krasovec Simulation Center, used by allied health programs, provides high-fidelity mannequins and standardized clinical equipment to replicate hospital and pre-hospital encounters. The on-campus Day-Care Center serves as an interactive laboratory for early education students. Additionally, fire academy/technology students have access to a fire engine garage, drill yard, and spray wall similar to such resources in the work environment.

Return to Agenda

CHC's primary learning support services include library services, technology services, media collections, tutoring, and the distance education lab. Most of these services are housed in the Learning Resource Center (LRC). Tutoring for STEM subjects occurs in the newly opened STEM Center, which also has computers for student use.

The mission of the CHC Library is "to support the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and maintaining a high-quality collection of print and electronic resources" (Ev. 01).

The Tutoring Center provides a broad range of academic support services (Ev. 02).

- Subject tutoring (e.g., Math, Language, Sciences)
- Writing tutoring
- Workshops
- Computers and Printers
- Group Study Rooms. (see below for a more complete list)

The Tutoring Center is also a resource for students who seek help with time management, study skills, note-taking skills, test-taking skills, goal setting, and reading a college textbook.

Below is a more detailed description of these learning support services.

Library. The 59,100 square-foot LRC houses the Library and the main Tutoring Center. The Library provides over 60,500 items in print in various formats (e.g., print books, periodicals, audio-visual materials), and over 180,000 electronic books. It also provides learning support services: reference assistance, research instruction, 112 public access computers, a classroom with 36 computers, 11 study rooms, as well as fax, copying, and printing services to support the diverse needs of the campus community both on campus and online.

Library technical services include cataloging, acquisitions, and the processing of all materials that the Library receives. Library reference and circulation staff email addresses are posted online as well as all the Library's printed hand-out materials to provide staff availability to students. Both research and circulation assistance are available via phone and email as well as in-person. Contact information for this assistance is included in all publications, print and online (Ev. 03). The Library also allows for the renewal of loans of materials, places holds on materials when fines are due, checks fees and fines online, and allows for access of articles online.

The Library engages in innovations that help make research more efficient. During Spring 2010, the Library successfully launched the new *OneSearch* platform. Providing this updated platform not only increased the functionality and resources available but also orients CHC students who will continue their education at CSU campuses and other local four-year institutions that use the same integrated library services platform. Also, beginning in 2018, the CHC Library, along with all the other California Community College Libraries, has participated in the statewide Library Services Project (LSP) of migrating its current catalog to the Ex Libris platform.

Return to Agenda

The Library provides extensive services to support the College's academic programs and promote student success. Reference services include one-on-one instruction on research methods, class and group information literacy orientations, and drop-in workshops, all of which help students learn effective use of print and electronic resources and thereby become information-literate researchers. Technical services include cataloging, acquisitions, ordering materials, and processing all materials that the Library receives.

Circulation services include checking out of materials, purchasing and processing new library materials, and issuing IEALC (Inland Empire Academic Library Cooperative) cards. Interlibrary loan services and participation in IEALC move materials beyond the doors of the library through collegial borrowing agreements with other institutions in the region, thus allowing students expanded access to materials. Also, reserves service allows students to use textbooks and other course materials set aside by classroom instructors to assist in coursework and provide a no-cost option for course materials loaned by instructors.

The Library offers a rich array of resources for students to support learning. The Library subscribes to more than 30 online databases, which reference librarians teach students to use during orientations and individual reference assistance, providing access to thousands of journals, eBooks, and streaming films in all subject areas and providing convenient and accessible support for research papers, projects, and other reports. Also, available to students, faculty, and staff is *Films on Demand*, a Web-based digital video delivery service that allows students to view streaming videos from Films Media Group anytime, anywhere. Students can choose from thousands of titles in dozens of subject areas (Ev. 04). Special features allow users the ability to organize and bookmark clips, create and share playlists, personalize folders, and manage their entire collection through a robust administrative reporting system. Finally, the Library offers 112 public access computers for students.

Analysis of the Library collection is conducted on an on-going basis with de-selection of materials occurring primarily during the summer months. This process is carried out in line with the collection development policy (Ev. 05). Each year, the Library faculty and staff, after an examination of the collection, selects two to three areas on which to focus for the coming fiscal year. Librarians use their expertise and knowledge of collection development to select disciplines that most need updating, and work with discipline instructional faculty, as needed. Librarians and staff produce active shelf list reports of print materials to use periodically and on demand to show holdings by title, call number, and usage. This practice identifies the relative efficacy of the Library's collection, which Library staff analyze to determine usage, effectiveness of instruction, and relevancy to campus curriculum (Ev. 06).

The Library selects and subscribes to its online resources through the Council of Chief Librarians (CCL) and the Community College League of California. These resources are provided at a discounted rate and are vetted to meet State accessibility standards. Each year the Library evaluates online resources for curriculum and program relevance and usage statistics. In 2019, the Library was able to update its database offerings, responding to area deficiencies and usage statistics. Among the new resource subscriptions are Opposing Viewpoints in Context, Business Source Elite, and Major US Newspapers (*New York Times, Los Angeles Times, Washington Post,* and *Wall Street Journal).*

Return to Agenda

During the fall and spring semesters the Library is open 59 hours per week, Monday through Thursdays from 7:00 am to 8:00 pm, and Friday from 8:00 am to 3:00 pm. During intersessions, the Library's hours of operation are usually 8:00 am to 3:00 pm. The Library has been closed on weekends because demand did not justify staffing the library on the weekends. CHC students and staff also have access to CHC's sister college's library on the weekends. Current Library hours are posted just outside the entrance to the Library, at the LRC building main entrance, on campus digital displays, and on the Library's website.

Tutoring. The tutoring centers serve both the students and the faculty (Ev. 07, Ev. 8). The centers provide a variety of support services to students, instructors, and departments that include the following:

- One-on-one appointment tutoring
- Online tutoring
- Walk-in tutoring
- Group tutoring and study groups
- 24 computers available to students for accessing online and supplemental course materials
- Permanent, specialized assistance personnel (Instructional Assessment Technicians) in math and English.
- Subject area peer tutors
- Study skills and discipline-specific workshops open to the entire student body
- Specialized supplemental assistance programs targeting math and English courses with embedded tutoring and supplemental instruction targeting courses with low course success rates

This last learning support service became vital with the implementation of AB 705, which mandates that community colleges use grades for high school coursework instead of the results of a placement test as a primary means for student placement in math and English courses. To maximize the probability that each student will complete transfer-level coursework for degree-applicable English and math courses within a one-year timeframe, the Tutoring Center worked with faculty to develop effective tutoring programs.

The new AB 705 placement rules for math were implemented in Fall 2018 and for English in Fall 2019. As a result, the percent of students placed into transfer level English increased from 30 percent prior to the implementation of AB705 to 99 percent in Fall 2019, after the implementation. The percent of students placed into transfer level math increased from 5 percent prior to the implementation of AB 705 to 71 percent in 2018-2019, after implementing AB 705 reforms. Based on the research at colleges that have implemented AB 705, increases in transfer level math and English completion were greater at colleges that offered both co-requisite courses and embedded tutoring than at colleges that did not use these strategies. For this reason, the College decided to provide regular tutoring support for these courses. Embedded tutoring was first offered in an online section of math in Fall 2019. In addition, in Spring 2020, embedded tutoring was offered in two sections of transfer-level English.

In 2018, CHC opened the Science, Technology, Engineering, Math (STEM) Success Center as an environment of learning support. The mission of the STEM Center is to provide students with academic support and co-curricular experiences that promote successful course completion for a Science, Technology, Engineering or Mathematics (STEM) degree at CHC or transfer to a four-year institution in a STEM field. The STEM Center also offers tutoring that is enhanced by faculty facilitated special topics STEM workshops for students in STEM related classes.

The College website lists online/distant learning opportunities for all students and has implemented a variety of services to support online learning. Online tutoring is available to students in two formats, NetTutor and CHC local online tutoring.

NetTutor provides online, on-demand services to meet with live online tutors, submit questions and receive responses, and review drafts of essays. Tutors hold, at minimum, a bachelor's degree in their area of study; many hold a master's or Ph.D. At CHC, NetTutor is integrated into the Canvas LMS, providing immediate access for students to the services. NetTutor currently offers tutoring in almost all disciplines offered at CHC except for career/technical courses. Instructors provide students with instructions for using NetTutor (Ev. 9).

In order to enhance the availability of tutoring to students, the Tutoring Center has recently provided another format for online tutoring by expanding it to include online appointments with Crafton Hills College tutors. These online services allow students to receive synchronous tutoring.

Analysis and Evaluation

Crafton Hills College provides labs that support science and many CTE programs. These labs are managed by qualified staff and are well equipped. The College provides library services that are ample in quantity, currency, depth, and variety to support educational programs. The Library's collection is large enough to support CHC students and faculty, and its resources are continuously analyzed and enhanced by Library faculty and staff. Student group orientations and individual assistance in using resources support student learning of research techniques and resources.

High quality tutoring services are available to students in almost all subject areas and have expanded in recent years to help the increased number of students who now enroll in transfer-level math and English classes to succeed. The STEM Center tutoring center has added depth and variety to the activities of the College's Tutoring Center. The Library and Tutoring Center also have computers and copiers available to students.

Library and tutoring services are available to students online as well as in-person.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College librarians coordinate with discipline faculty to determine the need for both electronic and print materials available. In addition, librarians consult discipline faculty, professional resources (e.g., journals, organizations, standards), the College's curricula, course assignments,

and student feedback to select library materials. A collection development policy helps guide and inform this process (Ev. 01). Any faculty, staff member, or student can suggest a specific book or other material through the CHC Library website by completing an online form (Ev. 02). Suggestions are then reviewed and evaluated by the librarians in accordance with the library Collection Development Policy.

To support specific student needs, classroom faculty are invited to provide library faculty and staff with course information including syllabi, specific assignments, and desired learning outcomes for students coming to the Library either independently or as part of a scheduled class period (Ev. 03). Also, librarians are available to assist CHC students, faculty, and staff either in-person or via phone or email. Students may also make appointments with librarians in the same way (Ev. 04). The College website includes multiple access points including a link to the Library that allows students and anyone else at CHC or in the community to access services (Ev. 05).

The Library undergoes regular program review through the program planning and review (PPR) process to evaluate its performance in terms of supporting the College mission. Specifically, The Library is reviewed for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The Library also uses student evaluations and, for its course offerings, faculty review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee.

The Tutoring Center, with two locations on campus, provides support for students by maintaining a full staff of student tutors, some of whom are from four-year universities in the area (classified as *professional experts*). The Tutoring Center's faculty and staff coordinate with classroom faculty to ensure that appropriate materials, such as Directed Learning Activities (DLAs) and workshops, are available in the centers to support student learning. The supplemental instruction (SI) program, which has recently been put under the direction of the Tutoring Center, trains SI tutors, who attend lectures and lead study groups for students in classes that have traditionally proved challenging and have low success rates. In addition, the Tutoring Center also coordinates embedded tutoring in English and mathematics courses to support the transition to placement under AB 705 (see II.B.1 above).

Both the Library and Tutoring Center work closely with Technology Services to ensure that computers and other equipment in these areas are properly functioning and up to date (Ev. 06).

CHC has approximately 1,500 computers available to students, faculty, and staff. There are open computer labs throughout campus with 184 computers available for student use. Classrooms are equipped with a computer, projector, audio system, and document camera. Staff and full-time faculty have a computer assigned to them. Network copiers/printers are available to faculty, staff, and students throughout the campus. Adjunct faculty have access to computers and network copiers/printers in three designated workspaces on campus.

Technology-based courses such as computer information systems (CIS) courses have four labs exclusively for their use. These labs include three Microsoft Windows based labs and an Apple Mac lab. The Technology Services department periodically evaluates the hardware and software in these labs to assure that they meet industry standards.

The Technology Services department maintains the campus' technology equipment. This department includes a Director of Technology Services, two Senior Technology Support Specialists, one Technology Support Specialist II, one full time and two-part time Technology Support Specialist I's, and an Administrative Secretary.

Analysis and Evaluation
In accordance with its collection development policy, the CHC librarians coordinate with discipline faculty and other resources to determine the need for both electronic and print materials. Library faculty and staff continuously evaluate the Library's resources to assure their currency and depth.

The Tutoring Center, with locations in the Learning Resource Center and the STEM Center, works with instructional faculty to provide students with the support necessary to succeed in their classes, including technology, mainly computers and selected software programs.

The College Technology Services department provides and maintains educational equipment and materials for the Library, the Tutoring Center, and classrooms.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard
Library. The CHC Library assesses student learning outcomes (SLOs) for information literacy as well as service outcomes (SAOs). Information literacy is a part of the College's general education learning outcomes (GEOs) and closely related to institutional learning outcomes (ILOs). One of the ILOs states, *Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully* (see II.C.15). Library faculty integrate information literacy into the day-to-day work with students.

Most recently, the analysis of the Information Literacy ILO resulted in action plans to increase the number of students receiving information literacy training provided by the Library, and to provide professional development training for full- and part-time faculty on information literacy (Ev. 01). Specifically, the Library program review includes nine objectives that support the development of information literacy (Ev. 02). In addition, the Library has also added an objective to increase the training provided to students and faculty on information literacy.

As described above (II.B.2), the planning and program review (PPR) process assesses all programs, including the Library. The PPR Committee completes a comprehensive program review every four years with an annual planning update in all other years.

In addition to outcomes assessment data (Ev. 01), student satisfaction data (Ev. 03), and point-of-service survey results (Ev. 04), the Library tracks student use statistics. Specifically, the student satisfaction data illustrate that 85 percent of student respondents agree or strongly agree that the

library resources meet their needs. In addition, 88 percent of student respondents were satisfied or very satisfied with the quality of the CHC Library. The assessment of the Library's use statistics continues to be a high priority because it helps Library faculty and staff gauge the Library's usefulness and the degree to which students and classroom faculty find visiting the Library a positive experience. Data gathered by Library faculty and staff includes door counts, database use, reference desk transactions, information literacy instruction assessments, IEALC card use (inter-library loans), in-house material use, circulating materials, inter-library loans with SBVC. The results of these analyses inform the services provided by the library (Ev. 05).

Tutoring. As is true for all other service units, the Tutoring Center participates in annual PPR. The PPR process requires that programs provide qualitative and quantitative evidence of their effectiveness. To this end, the Tutoring Center works with the Office or Institutional Effectiveness, Research, and Planning (OIERP) to assess student success and retention rates for students who have received tutoring compared with those who have not to determine the effectiveness of this service. In addition, the Supplemental Instruction (SI) and imbedded tutoring programs are also assessed in program review (Ev. 06, Ev. 07, Ev. 08).

A spring 2019 student satisfaction survey for instructional support services revealed a high level of student satisfaction. Overall, 98 percent of the student respondents agreed or strongly agreed that visiting the Tutoring Center assisted them in becoming an independent learner (Ev. 09). In addition, 98 percent also agreed or strongly agreed that the tutors were encouraging and supportive, with 74 percent strongly agreeing.

Analysis and Evaluation

In accordance with the College's PPR practices, CHC evaluates the Library and Learning Center to determine how well these services meet student learning support needs. According to PPR evidence and student satisfaction survey results, these services are meeting their respective goals of contributing to the attainment of CHC student learning outcomes. Through the PPR process, they continue to strive to improve their services.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Library subscribes to thirty online resources, including journal databases, ebook collections, and streaming film services (II.C.14.). These include the eBook Academic Collection, with 120,000 eBooks with titles from leading university publishers such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, and Harvard University Press. This collection focuses on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than

48,000 titles, covering topics across programs and fields of study in key subject areas such as the humanities and social sciences, business, science & technology, and literary criticism.

These items are vetted and purchased through the Community College League of California's Library Consortium (CCLC). The CCLC contract for library databases includes more than 25 different data bases and information sites (Ev. 01). The Library benefits from the expertise and cost-savings provided by the CCLC for its database contracts. CCLC does quality control on the contracted databases, service, assistance with questions, and renewal reminders. It also facilitates the purchase of contracts.

Analysis and Evaluation
The CHC Library subscribes to thirty online resources, including the eBook Academic Collection, a multi-discipline collection includes more than 48,000 titles in academic areas and much more. These services, provided through the Community College League of California's Library Consortium, which vets these resources before making them available, are well regarded by college libraries.

Conclusions on Standard II.B. Library and Learning Support Services
Crafton Hills College supports student learning and achievement by providing a library with ample library services and other learning support services to students, faculty, and other staff. The Library is staffed with faculty librarians and support staff who carry out functions that assure that students can learn research skills necessary for college success and access materials they need. The College also provides a Tutoring Center with two locations (the Learning Resource Center and the Stem Center) that provides high quality tutoring for almost all subjects, with access in-person and online.

The above description of library and tutoring demonstrates that these services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Integrate library and tutoring availability surveys on a regular basis	II.B.1	Dean of Institutional Effectiveness, Dean of Letters, Arts and Mathematics, and Vice President of Instruction	Fall 2020	Ensure that these offices have hours that cater to the current needs of CHC's student population.

Evidence List

Standard II.B.1
II.B.1.01. Library online electronic resources
II.B.1.02. Tutoring online electronic resources

Return to Agenda

II.B.1.03. Online Library Services
II.B.1.04. Films on Demand
II.B.1.05. Library Collection Development Policy
II.B.1.06. Library PPR Needs Assessment
II.B.1.07. Student Services - Tutoring Center
II.B.1.08. Faculty Services - Tutoring Center
II.B.1.09. NetTutor Student Instructions

Standard II.B.2
II.B.2.01. Library Collection Development Policy
II.B.2.02. Library Book Request Website
II.B.2.03. Library Orientation Request Website
II.B.2.04. Library Reference Resources
II.B.2.05. Library Website
II.B.2.06. Technology Planning Committee Membership

Standard II.B.3
II.B.3.01. ILO Information Literacy Results
II.B.3.02. Library PPR Information Literacy Objectives
II.B.3.03. Library Student Satisfaction Results
II.B.3.04. Library Point of Service Results
II.B.3.05. Library Data and Evidence-Based Decisions
II.B.3.06. Tutoring Center Utilization and Course Success
II.B.3.07. Tutoring Center Utilization and English Course Success
II.B.3.08. Supplemental Instruction and Course Success
II.B.3.09. Spring 2019 Tutoring Center Satisfaction Survey

Standard II.B.4
II.B.4.01. Library Reference Databases

C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard
Crafton Hills College regularly evaluates the quality of student support services. All student service units participate in the regular four-year planning and program review (PPR) cycles and annual planning process in years when they do not complete the PPR process. All student service units have developed service area outcomes (SAOs) derived from the College Master Plan and aligned with current strategic objectives, evaluate those outcomes according to a unit-level plan, and use the results for program improvement (Ev. 01, Ev. 02, Ev. 03). All student service units work closely with the Office of Institutional Effectiveness, Research and Planning (OIERP) to

choose appropriate outcomes and assessments. Appropriateness is based on consistency with the College mission, vision, and values and the unit's stated function or charge (Ev. 04). The PPR process requires that each unit report its SAOs on an established schedule and demonstrate how the results are used to improve services and learning.

All incoming students receive the *New Student Handbook*, which includes descriptions that help them identify where they can find assistance. Distance Education (DE) students are given downloadable access to the *New Student Handbook* online (Ev. 05).

The OIERP also evaluates the quality of student support by conducting an annual student survey that evaluates satisfaction with all aspects of the College, including student recognition of, usage of, and satisfaction with student support services (Ev. 06). The OIERP has also conducted campus climate surveys, point-of-service surveys, and inferential studies to determine the effectiveness of student services and programs (Ev. 07). Two particularly valuable assessment instruments have been the Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE) (Ev. 08, Ev. 09), each of which is administered to a large sample of students in alternate years. Surveys include items specific to each department. Faculty and staff in student service units discuss results and address their implications.

Analysis and Evaluation
CHC regularly assesses and reviews its student support services through program and service area reviews and other evaluation methods. PPR is aligned with the Educational Master Plan, which ensures that student support services support student learning and enhance the accomplishment of the College mission. CHC student services offer many comprehensive programs that support students and assist them in attaining their educational goals to ensure that they feel supported and valued while attending CHC. Results of student surveys demonstrate the success of the College's student support services.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard
One requirement of the Planning and Program Review (PPR) process is that each unit identify its learning and/or service outcomes, consistent with the College mission, vision, and values and, by extension, the Educational Master Plan and related strategic plans. The unit then measures these outcomes in a variety of ways, including student surveys and numbers of students served, to measure success for each of these outcomes. Outcomes are posted on the College's SLO cloud.

This assessment occurs both within and outside of the PPR process. As explained in the section directly above (II.C.1), each unit provides the Office of Institutional Effectiveness, Research and Planning (OIERP) with students learning outcomes (SLOs) or service area outcomes (SAOs). Some units may have both SLOs and SAOs. For example, in addition to assessing student learning outcomes in counseling, the Counseling department also assesses the satisfaction students have with counseling services through a point-of-service (POS) survey. The survey results showed that

99 percent of the students who participated strongly agreed or agreed with the statement, *The Counseling Office provided me with high quality service* (Ev. 01).

The students' perceptions of counseling services are also evaluated through the Campus Climate Survey, administered every other year. This information helps the Counseling department improve services. In the 2016 Student Satisfaction Survey, student respondents indicated a greater satisfaction with the availability of counseling services than in 2014 on the same survey. On the Spring 2016 survey 85 percent of respondents either agreed or strongly agreed that counseling services are readily available, which is a significant ($p = 0.001$) and substantial ($d = 0.24$) increase from 76 percent in Spring 2014. Between 2014 and 2016 Counseling moved to the new Campus Center building, thereby increasing its space and creating a more welcoming environment. Three new full-time counselors and several more adjunct counselors were also hired using State Student Success and Support Program Funds (Ev. 02).

As stated in II.C.1 (above), the College conducts a Campus Climate survey and the Community College Survey of Student Engagement (CCSSE) biannually, administering one of the surveys each alternate year (Ev. 02, Ev. 03, Ev. 04). The Student Services Council reviews the results of the surveys in addition to reviews in management meetings. Unit leaders then use the results of these reviews to develop and implement program improvements. This process is in addition to the results and action of the regular PPR process, described above.

All student service units develop program-level outcomes and assess them regularly. Some of the outcomes are generated by student satisfaction with service (Ev. 05). An example of services assessment is DSPS assessments through point-of-service (POS) surveys, the Crafton Hills College Student Satisfaction Survey, and through the Community College Survey of Student Engagement (Ev. 06).

Another example of continuous assessment and improvement occurred when the Counseling services evaluated student satisfaction by surveying students. The survey results illustrated that 99 percent of respondents agreed that the counseling office provided students with high quality service (Ev. 07, Ev. 01).

The Counseling department is continuing to host bi-weekly meetings/trainings and provide opportunities to attend conferences that enhance counselor knowledge and help improve on the quality services counselors provide. Question 5, highlighted in the counseling department program review, also evaluates online *Starfish* early-alert services for both students and faculty (Ev. 07, Ev. 08, Ev. 09). The results show that students feel cared for by instructors when they receive a flag showing concern or a *Kudo* showing positive feedback (Ev. 10, Ev. 11, Ev. 08, Ev. 09).

Other service area outcomes focus on the impact of services on student success indicators such as class retention, completion, and success. For example, a recent study of the *Starfish* early-alert process shows that 62 percent of disciplines that offered at least five sections that used early alert had higher success rates than those disciplines that did not use the tool for at least five sections (Ev. 10).

A third type of outcome focuses on the outcome of specific services or events. For example, the Counseling Department conducts an annual evaluation of Senior Day (Ev. 12, Ev. 05).

The Health and Wellness Center has evaluated faculty awareness and satisfaction with its services (Ev. 13), the University Transfer Career Center evaluates the effectiveness of its informational workshops and university campus visits (Ev. 14, Ev. 15), and the Counseling department evaluates satisfaction with counseling services with a point of service survey (Ev. 01).

As the College has developed online access to student services, it has attempted to provide students with tools to assess their responses to these services. For example, satisfaction surveys are embedded in some online tools, such as new student orientation and online application, to assess the quality of services.

Analysis and Evaluation
Crafton Hills College identifies and assesses learning support outcomes for its students. All Student Services programs and offices focus on continuous improvement using various assessment methods: the PPR processes, surveys, and other assessment techniques and technology tools.

II.C.3. 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. (ER 15)

Evidence of Meeting the Standard
The College utilizes face-to-face (F2F), email, and phone delivery methods to provide equitable access to its comprehensive student services, as summarized in the table below:

II.C-2. Crafton Hills College Service by Delivery Mode

Service	**F2F**	**Telephone, Email or Web based Modalities**
Admissions and Records	Yes	Yes
Assessment and Testing	Yes	Yes
Book Store	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKs)	Yes	Yes
Career Center	Yes	Yes
Counseling	Yes	Yes
Disabled Students Programs and Services (DSPS)	Yes	Yes
Extended Opportunity Programs and Services (EOPS)	Yes	Yes
Financial Aid	Yes	Yes
Health Services	Yes	Yes
International Students	Yes	Yes
Student Success Workshops	Yes	Yes
Scholarships	Yes	Yes
Transfer Center	Yes	Yes

Tutoring	Yes	Yes
Veterans Center	Yes	Yes
Workshops for Student Success	Yes	Yes

The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes, the Catalog, and its website (Ev. 01, Ev. 02). Further, the 2019-20 Catalog clearly describes the ways that DE students can access student services (Ev. 03).

To provide accessible services that meet the needs and schedule of each student, the College has implemented phone and online services to all students. Students (or prospective students) may now apply for acceptance into the College, receive student orientation, complete the placement process, meet with a counselor, request their transcripts, and apply for financial aid -- all online. The College is working to provide more online submission processes through a paperless workflow system to do some of the following: submit requests for evaluation of transcripts, apply for graduation, and apply for services such as EOPS and DSPS.

Students (or prospective students) may access information about all the CHC programs and services through the College's website (Ev. 04). Each student services program has its own webpage easily accessible from the College website. They include contact office phone numbers, names of staff members and their phone numbers, email addresses, and other information important to those who need their service (Ev. 05, Ev. 06, Ev. 07, Ev. 08). Below is a description of student service offices with an online presence.

Admissions. The Admissions website is the gateway to CHC for prospective students (Ev. 09, Ev. 10). Students use this site to access the online application process via the statewide CCCApply portal (Ev. 11). The link is provided on the Admission and Records website under *Apply*. A 24-hour phone help line is available through CCCApply for students to call if they need assistance with the online application. Students may register and pay for classes, withdraw from classes, and check their grades through WebAdvisor, the CHC online portal (Ev. 12). This portal also provides students with important information regarding registration and withdrawal deadlines, pre- and co-requisites, program information, and policy information. Admissions staff members and student employees are available to assist students who need help accessing WebAdvisor and other College systems.

Students can order transcripts or check the status of their order by phone or online through a third-party partner, Credentials Inc. (Ev. 13). Students can submit online requests for enrollment and degree verifications through a third-party partner, National Student Clearinghouse (Ev. 14). In 2015-16, data had indicated that online verifications had grown by 94 percent over the previous year (Ev. 15).

This service has been very successful. A point-of-service survey indicated that 98 percent of respondents indicated that they strongly agreed or agreed that the transcript ordering process was easy to use (Ev 15).

A workstation in the lobby in front of the Admissions and Registration desk (in the CCR building) is available for students to use for online functions. Students also have access to the computers in the Library for application and registration. Students can call the Admissions & Records (A&R) office during regular business hours for assistance with registering, dropping or withdrawing from courses, payments, general questions regarding A&R processes.

A&R continuously evaluates its services through the Crafton Hills College Student Satisfaction Survey and point-of-service (POS) surveys. (Ev. 15). Question 4 in program review demonstrates the metrics used to evaluate its services. For example, 91 percent of students taking a point-of-service survey indicated that the Admissions staff were helpful. A&R is currently working on setting up Cranium Café to offer online assistance to students who are not able to physically come to the College. The College expects to have this service available by the end of the Spring 2020 semester.

Bookstore. Students can order textbooks and supplies online, or they may purchase or rent textbooks in the College bookstore (Ev. 16).

Counseling, Career Services, Transfer Services. The Counseling, Career Services, and University Transfer Center websites contain information about orientation, registration, academic probation, educational planning, international students and career and transfer opportunities (Ev. 17, Ev. 18, Ev. 19). Students can make appointments for workshops and with university representatives online (Ev. 20, Ev. 21). The Counseling Center provides an engaging and thorough *New Student Orientation* in an online format. Students can evaluate the Orientation by following the online link to a survey.

Students can now meet with a counselor online in synchronous format using Cranium Café (Ev. 22). The results of the Spring 2019 survey evaluating online counseling showed that students who used online counseling were very satisfied with the service (Ev. 23). Specifically, question 8 of the survey showed that 93 percent of the respondents agreed or strongly agreed that the online counselor was helpful, that the online counselor treated the student with respect, and that the online counselor communicated clearly so that the student understood the information being shared. Counselors can provide online almost all services provided in the face-to-face format: provide orientation, develop educational plans, complete graduation checks, and conduct probation advising. The newly implemented *Starfish* Degree Planner and early alert process also allow students to engage with these processes remotely. Data is also being collected on the usage of Starfish among students and faculty to better understand how the tool is being used as well as addressing how this program might better meet the needs of the campus community (Ev. 24, Ev. 25).

Counseling also examines feedback each spring with the use of a point-of-service survey in which they ask students for the reason for their visit and their experiences during their visit. In Spring 2019, 99 percent of students taking the survey indicated that they agreed or strongly agreed that they received high-quality service from the Counseling Center (Ev. 26). The Counseling department reflects on his high degree of satisfaction during the program review process as shown in Question 4 of the department's program review (Ev. 27).

Return to Agenda

The College also conducts outreach activities in the local community to provide information to prospective students and encourage their applying and enrolling in CHC classes. The most prominent of these is the early matriculation program, SOA^3 R (Student Orientation, Application, Assessment, Advisement and Registration). SOA^3 R provides matriculation services to high school students at the College's eight top feeder schools. This program is a team effort from the Outreach and Educational Partnership program, Counseling, Extended Opportunity Programs and Services (EOPS), Honors, College Promise, Disabled Student Programs and Services (DSPS), the University Transfer and Career Center, and the Student Success and Student Life offices. High school participants can apply to the College, participate in the online orientation, complete the placement questionnaire, and engage in a New Student Application workshop. SOA^3 R workshops are also provided on Saturdays at least once a semester. As mentioned elsewhere in this report, SOA^3 R participants are more likely to complete and succeed in their courses and have higher fall-to-fall retention rates than their non-SOA^3 R peers. SOA^3 R also acts as the recruitment vehicle for the SBCCD Promise Program, designed to provide a high school-to-college bridge for newly graduated high school students and to create a supported pathway to completion of a degree in two years.

In addition to SOA^3 R, the College hosts the annual High School Senior Day every fall, during which seniors from area high schools have the opportunity to tour the campus and attend workshops to learn about financial aid, DSPS, EOPS, Honors, College Promise, counseling, career and transfer services, health and wellness, various degree and certificate programs, and campus student organizations, including clubs (Ev. 28, Ev. 29, Ev. 30).

In addition, in recent years the College's Student Success office and EOPS have responded to growing student economic and social needs through the REACH program, which helps students with food insecurities and/or homelessness by providing referrals to the community and on-campus support services (Ev. 30, Ev. 31, Ev. 32). These services are also available through College's Behavioral Intervention Team (BIT) (Ev. 33).

The recently established (2019) PROMISE program allows recent qualified high school graduates to be admitted to the College and enroll in classes free of charge. Coordinating support for these students is another function of the Office of Outreach and Educational Partnerships that manages the recruitment of students into the PROMISE program and management of the application and acceptance process, including Promise Orientation and Summer Bridge events. This office also verifies that participating students have enrolled in and continue with a full load of courses, attend workshops, complete progress reports, complete a comprehensive educational plan, and participate in check-in meetings. Staff code students in the student information system (Colleague) and maintain the financial aid computer monitoring program and other tracking systems. Counseling, EOPS (Economic Opportunity Programs and Services), DSPS (Disabled Students Programs and Services), UTCC (University Transfer Center) staff and faculty provide additional support to this program. Initial research on the impact of College Promise shows an increase in the proportion of Hispanic students attending Crafton from 49 to 57 percent, an 8-point increase. In addition, compared to other students, PROMISE students are more likely to enroll full-time (92 to 44 percent), complete more units (12 to 7.5), and persist in greater numbers from fall to spring (87 to 61 percent) (Ev. 34).

Return to Agenda

The Counseling Center also provides counseling services for international students (Ev. 35) and veterans (Ev. 36). In 2017 the College opened an office for Veterans Affairs, where military veteran students and their dependents find dedicated services in a relaxing atmosphere. The Center recently received a grant that allows it to provide mental health counseling for veteran students.

The University Transfer Center has created a Transfer Course Sandbox on Canvas that is accessible 24/7 (Ev. 37). Approximately 1,500 students are invited every fall term. These are students who have been identified as potentially transfer-ready with 30 or more transfer units completed. The purpose of this Canvas sandbox is to prepare and assist students with transfer applications and to monitor their progress towards transfer, including assisting with the transition to the university. The course offers five modules:

1. Step 1: How Do I Know When, And, If I Should Apply for Transfer?
2. Step 2: Next Steps
3. Step 3: Applying on Time
4. Step 4: After You Apply
5. Step 5: Transitioning to Your University

Within each module are sub-pages and relevant content for each specific step. In fall 2019, approximately 990 students have participated in the sandbox course.

The Student Success program, which is integrated with counseling, provides follow-up and intervention services, such as academic probation workshops, for students who are academically at risk. During the last three years, the College has instituted Starfish, a program that helps faculty and counselors identify students who need support services and connect those students with effective help, including counseling appointments. In addition, the College awards scholarships with funds provided by the Crafton Hills College Foundation to help students with college-related expenses. Finally, the College has an active Student Life office, which provides support and oversight of the student senate, clubs, and student life programs.

The College website lists online/distance learning opportunities for all students and has implemented a variety of services that address issues related to online learning (Ev. 38, Ev. 39). This site allows students to receive the same information regardless of location. The links on the College website include self-assessments to help students determine whether online learning is suitable for them (Ev. 40).

Disabled Student Programs and Services (DSPS). DSPS services are described in the online orientation, the College Catalog, the *New Student Handbook*, and the campus web page (Ev. 41, Ev. 42, Ev. 43, Ev. 44). In addition, DSPS provides an online orientation for students who apply for disability-related services (Ev. 45). The orientation features a built-in screen reader for individuals with sight impairments. The DSPS application is downloadable and fillable, and the verification and forms for Consent for Release of Information are downloadable. The program is working to make these forms available to submit online in the next term. DSPS also periodically evaluates its services to students through the Crafton Hills College Student Satisfaction Survey and the Community College Survey of Student Engagement (Ev. 46).

Return to Agenda

EOPS/CARE/CalWORKs. EOPS/CARE/CalWORKs services are described in the online orientation, the College Catalog, the *New Student Handbook*, and the campus website (Ev. 47, Ev. 48, Ev. 49, Ev. 50). The EOPS/CARE/CalWORKS website provides students with eligibility criteria, application information, and links to free online learning tools. Online counseling is provided through the same synchronous tool used by counseling for students who cannot come to campus to meet with a counselor (Ev. 22). The program is working to make some forms available to submit online, such as the application for EOPS/CARE/CalWORKS services.

EOPS periodically evaluates its services through the Crafton Hills College Student Satisfaction Survey, point-of-service (POS) evaluations, and pre/post orientation assessments (Ev. 51, Ev. 52). Question 4 in program review illustrates how EOPS evaluates its services. For example, the results of the POS evaluations consistently show that over 90 percent of respondents are satisfied with the services provided by EOPS. In addition, the pre/post orientation assessment shows that students are statistically significantly and substantially more likely to answer all ten questions correctly on the post-assessment than on the pre-assessment.

Financial Aid. The Financial Aid Department's website includes a link to the Free Application for Federal Student Aid (FAFSA) and the Dream Application (Ev. 53). Students may also download financial aid forms, sign up for a debit card, and apply for Federal Work Study online. The Financial Aid department's website also provides links to online financial aid resources, such as scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission. Direct assistance with the financial aid application process is available from the department on an appointment or walk-in basis. The Financial Aid department holds Financial Aid workshops on Wednesdays from noon to 1:00 pm throughout the year to assist students with the application process. One-on-one assistance is also provided to students. Students also receive support and assistance after leaving Crafton and transferring to a university.

Financial Aid periodically evaluates the services provided to financial aid students (Ev. 54, Ev. 55). Question 4 in program review illustrates the most recent results showing that from 86 to 92 percent of respondents were able to resolve their issue; found staff helpful, friendly, and knowledgeable; felt comfortable with staff; believed the meeting with staff was productive; and felt better after the visit.

Health and Wellness Center (HWC). The Health & Wellness Center provides a broad range of health services on campus to all registered students who have paid the health fee. Services provided include physical exams, screening for disease through laboratory tests, diagnosis and treatment, health education and prevention, immunizations and titers, reproductive health services, and mental health counseling and crisis management for students in emotional distress. The Health & Wellness Center also provides a Lactation Room, a private space where nursing mothers can pump breast milk or nurse their babies.

HWC services are advertised to students through several media: brochure, website, classroom presentations, and campus-wide health fairs. Mental Health services are provided through one-on-one mental health therapy sessions, support group sessions, and collaborative community services as needed.

Return to Agenda

The HWC webpage provides students with a wealth of information, including health insurance resources, the *Patient Bill of Rights*, and downloadable forms (Ev. 56). Students may take online quizzes to determine their risk of alcoholism and drug addiction, and they may participate in anonymous screening for depression, alcohol addiction, and eating disorders. The HWC website also provides links to Columbia Health's *Go Ask Alice!*, an online tool for the assessment of mental health and physical problems, and Facebook, allowing students to ask and receive answers to their health-related questions.

Online, students can also complete an anonymous emotional health questionnaire that suggests severity levels for depression and anxiety and recommends a visit to the HWC if needed. A link to screen for blood alcohol levels is provided along with resources for alcoholism treatment. Several resources are displayed for mental health, such as KOGNITO, an interactive training designed to educate faculty, staff, and students about supporting vulnerable groups of students: 1) those who struggle with psychological distress, including depression and anxiety, 2) LGBTQ community members who struggle due to harassment or exclusion, and 3) veterans who are facing challenges in adjusting to college life.

The needs assessments for the Health and Wellness Center focus on facilitating the use of the center for students and improving mental health. Specifically, question 4 in the HWC's program review illustrates that 13 percent of the respondents to the point-of-service (POS) survey used the HWC as a result of classroom presentations (Ev. 57).

Student Life. The Student Life department, with the support of the web master, maintains the Student Senate webpage, which includes agendas and minutes, instructions for joining the senate, contact information, and a link to the Student Senate Facebook page (Ev. 58). Equally important, Student Life offers campus tours for prospective students, coordinates College mascot appearances, and oversees campus clubs, student government, and its Instagram account. The Department also coordinates major events for the College, including Roadrunner Rally, the Student Recognition Dinner, Graduation Breakfast, and commencement. In addition, Student Life works closely with committees, departments, the campus, and community organizations like Omnitrans and Census 2000 to plan celebrations, cultural events, and activities (Ev. 59).

Student Life assesses the services provided to students through the Community College Survey of Student Engagement (CCSSE) and individual assessments. For example, question 4 in program review evaluates the student senators' knowledge of parliamentary procedure (Ev. 60). Equally important, the CCSSE assesses multiple aspects of Student Life, including students' satisfaction with the services provided by Student Life (Ev. 61). The results show that 95 percent of students are satisfied with the quality of the services provided by Student Life.

In addition to each service's webpage, student service units maintain Twitter accounts to provide students with timely updates concerning deadlines, office hours, events, and office closures.

The College continues to utilize technology to provide appropriate delivery of services to students without regard to location. Each service unit maintains its own website by updating and revising the service and contact information as appropriate. The College is continually striving to update

and improve each one of these portals. All student services units use some form of social media, such as Twitter or Facebook, to provide current information to students.

Analysis and Evaluation
Crafton Hills College provides for equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College continues to expand its capacity to bring all student support services to those unable to visit the campus for in-person service. Point-of-service surveys indicate that CHC is serving its students well.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard
Crafton Hills College began an athletics program in spring 2018, when it initiated competitive swimming and water polo teams for men and women. This program, administered through the Kinesiology department, is well suited to the College's mission and contributes to the social and cultural dimensions of the educational experience of participants and fans in the College and surrounding community.

For many years, students and community members had expressed their desire to have competitive athletics at CHC; however, because of its relatively small student population and perceived funding difficulties, the College put off plans to establish an athletic program. Then, in 2015, as the College began planning for growth, serious discussion occurred on beginning a competitive athletics program.

College discussion favored moving ahead with competitive swimming and water polo as the most feasible options to begin the College's athletics program. The College contacted the Pacific Coast Athletic Conference (PCAC), the same conference in which CHC's sister college participated. After meeting institutional requirements for admission as a member of the PCAC and California Community College Athletics Association (CCCAA), the College developed more precise plans to move forward with the objective of beginning men's and women's teams for swimming and water polo. This decision was based on the College's having an excellent aquatics facility, which it shares with the surrounding city of Yucaipa, Yucaipa High School, a water polo club, and swimming programs.

The College's athletics program is compliant with CCCAA and PCAC guidelines. All athletes are required to be in the applicable athletics class for their sport. All coaches are Crafton faculty. The College Athletics Director works with the Admissions and Records department to certify and monitor athlete eligibility. The Athletics Director is responsible for completing the program review and annual plans for the athletics program, which assures that the program supports the College mission and conforms to its Comprehensive Master Plan and strategic plans. The program follows CCCAA policies and procedures, the San Bernardino Community College District Board Policy

on intercollegiate athletics (BP 5700), the State Education Code, and federal Title IX requirements. Information about CHC athletics is accessible from a link on the College website (Ev. 01).

A broad array of other co-curricular activities for students is offered by the Office of Student Life. These activities are consistent with and support the mission, vision, and values of the College. This office supports and oversees the Associated Student Body and Student Senate, extra-curricular activities for students, and clubs, which are listed on the College website (Ev. 02). It also supervises the College's Student Ambassador program, which supports the College's efforts to increase student engagement events on campus, support campus outreach activities with K-12 schools (elementary, middle, and high schools), and provide campus tours for prospective students and their families. The student ambassadors play an important role in the College's efforts to provide a welcoming and smooth transition for entering students.

Every student enrolled at Crafton Hills College is a member of the Associated Students. The College's Student Senate is the governing board of the Associated Students. The mission of the Student Senate, which appears on the College website, is to "serve current and future students by establishing a foundation that fosters involvement, awareness and unity" (Ev. 03).

The Associated Students of Crafton Hills College is organized and recognized as a body representing all CHC students and as such a participant in College governance. Associated Students of Crafton Hills College participation offers students development and engagement opportunities through leadership, community service, social interaction, and the development of individual attitudes and values (Ev. 04, Ev. 05). All student clubs follow the Associated Students of Crafton Hills College Constitution (Ev. 04), bylaws (Ev. 06), Finance Code (Ev. 07, Ev. 08), and Election Code (Ev. 09, Ev. 10). These governing documents are consistent with College policies and administrative regulations as well as the California Education Code.

The College's many clubs promote good citizenship in a non-threatening group environment by encouraging shared decision-making and cooperation. In addition to providing a safe environment, clubs promote and encourage communication skills, respect for the opinions of others, personal responsibility, time management, and positive group action -- all of which contribute to developing a good citizenship.

Co-curricular activities are also organized by campus faculty to ensure that students and faculty are given the opportunity to explore culture and diversity within the campus community. These activities complement the curricular mission to provide a "worldwide" education to the campus community. For example, Black History month events are scheduled on campus to promote inclusiveness and celebrate contributions and accomplishments of African Americans. Another example is the annual Poetry Slam competition, coordinated by an English faculty member. This event is a friendly competition between the two colleges of the District where faculty and community members judge Crafton Hills and Valley College student poetry readings.

Analysis and Evaluation

CHC's co-curricular and athletic programs and policies are aligned with the CHC mission to enrich the learning environment. The College recognizes that important learning occurs beyond the

classroom. Co-curricular programs provide students with leadership opportunities and promote the social, cultural, and personal development of students.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard
Crafton Hills College provides counseling and academic advising programs designed to support student development and success in achieving students' educational goals. All students have access to counseling and academic advising services through the College's General Counseling Office. Additionally, various student support programs, such as EOPS/CARE, CalWORKs, and DSPS, also provide program participants with dedicated counseling and academic advising support. The College's counseling department supports orientation events and advises students on the academic requirements for the College's degree and certificate programs, graduation, and transfer. Counselors help students develop comprehensive educational plans to provide them with a clear track to degree and/or certification completion and/or transfer. All entering students at the College must complete core matriculation steps, including a comprehensive online orientation that details the requirements to earn a degree or certificate, graduate, and transfer.

Additionally, the matriculation process also requires all entering students to participate in a group counseling session to develop an initial abbreviated student education plan to ensure that they receive timely and accurate advising upon entering the College (Ev. 01, Ev. 02, Ev. 03).

The College's Counseling Center provides full-service advising and counseling and is open whenever the campus is open to the public, typically 43 hours a week. Counselors provide counseling services on a walk-in, appointment, and online basis. New students meet with counselors during New Student Advising workshops established to assist them in developing an abbreviated (two-semester) SEP. Students meet with counselors individually to complete or update their comprehensive SEP. Programs and services have been designed to make the most effective use of the counseling resources at the College and to meet the needs of students in understanding pathways to their educational goal.

Since the last comprehensive institutional accreditation report (2014), the Counseling department has hired three new full–time counselors. Currently, the College employs 11 full-time and eight part-time counselors. These numbers include general counselors and counselors assigned to special programs (EOPS, DSPS, Transfer and Career Center

General advising and counseling is provided through the following means:
In-Person Counseling Appointments. Students can call the Counseling Office or schedule an online appointment. Students whose educational plans require more time, such as student veterans or students on probation or facing dismissal, may have one-hour appointments. The counselors provide guidance to a great many new entering students during peak registration times by

establishing New Student Advising workshops. New students who have completed assessment are directed to these workshops, where they develop a two-semester student education plan (SEP). Students who have completed more than 15 units or have units they are transferring from other institutions still meet one-to-one with a counselor to address the planning complexities. Students may also schedule appointments online or drop-in with an online counselor to do most counseling activities (Ev. 04, Ev. 05).

Drop-in (Walk-in) Counseling Appointments. During peak periods in Student Services (three weeks before classes begin, two weeks after classes start, three weeks before registration opens, four weeks after registration opens), the Counseling Office has counselors available for "drop-in" meetings for handling "quick questions" in 10-15 minutes. Students requiring more time are asked to make an appointment for a longer meeting.

Online Counseling for Distance Education Students. This dynamic service is designed to provide synchronous online counseling sessions. This online service uses Cranium Cafe, an interactive and secure online meeting hosting portal with chat and video conferencing features. This service is for CHC students and prospective students who have time or transportation constraints, making it difficult to meet with a counselor in-person during normal business hours.

A variety of questions may be answered during an online counseling session. However, due to the nature of online counseling, some topics/services, considered confidential, must be discussed with a counselor in-person. Online counseling is available for the following services: (Ev. 06).

- General questions
- Questions regarding certificate/degree/transfer requirements
- Application and registration information
- Course overload requests
- Comprehensive Student Educational Plan
- Review or update of a previously drafted Student Educational Plan (SEP)
- Assessment waivers/Pre-requisite clearance

Several counselors are trained on the tool and are assigned each week to provide online services (Ev 06, Ev. 07).

The University Transfer Center. This office helps prepare students for transfer to four-year institutions after they graduate or complete their course work at CHC, assists students with decision-making, and provides transition services to help them achieve advanced educational degrees and/or employment. Its services include the following (Ev. 08, Ev. 09, Ev. 10, Ev. 11, Ev. 12):

- Transfer assistance to CSU, UC, private and out-of-state universities
- Creating a 2-year educational plan for successful transfer
- On-site University Representatives to review progress
- University Field Trips
- University Fairs and Events
- Assistance with applications for transfer
- Workshops to help with the transfer process

Return to Agenda

- Transfer Agreements
- Transfer Admission Guarantee Programs
- Computer workstations
- University catalogs and college search resources

The Career Center. This service, which is located with the University Transfer Center, provides counseling and services to support career exploration and development. Online career counseling services are also available. Services include the following (Ev. 13):

- Individual Counseling Appointments (face-to-face and online)
- Career Development Workshops
- Online Career Development Videos
- Drop-in Advising
- Major and Career Identification, Exploration, Decision & Planning
- Career Assessments
- Resume and Cover Letter Critiques
- Developing Career Skills
- Building a Professional Presence
- Networking with Employers, Career Professionals & Alumni
- Job Search Strategies
- Interviewing Techniques
- Soft Skills for Employment
- Career Resources
- Major/Career Fairs & Networking Events
- Job Development
- Employment resources

Career Center staff also coordinate much of the College's on-campus student employment process. They work with other departments to identify open positions and then handle the application, hiring paperwork, and student worker orientation process (Ev. 13, Ev. 14, Ev. 15, Ev. 16, Ev. 17).

Specialized Services. Examples of specialized and innovative counseling services provided include the following:

- SOA^{3}R (Senior Orientation, Application, Assessment, Advisement and Registration) for entering high school graduates: Incoming first-year students attend a workshop geared for all high school seniors to complete the matriculation process, which consists of developing an abbreviated educational plan (class selection for the first semester), attending a counselor presentation, learning about student services programs (e.g., EOPS, CalWORKs, Financial Aid, and DSPS), and registering for classes. Students are encouraged to participate in SOA^{3}R by receiving priority registration (Ev. 18, Ev. 19, Ev. 20).
- Academic Probation Interventions: Students who are on level one or level two academic probation status receive intervention services and resources for retention. They attend a workshop and then meet with a counselor to develop a student education plan (SEP), complete the Student Academic Success Agreement, and receive recommendations of

resources and strategies to enhance their academic success and return to satisfactory academic status. Students on level one probation can complete these workshops online (Ev. 21, Ev. 22)

- Online Orientation: The College has launched a robust, interactive online orientation to provide all entering students with a solid foundation to help them succeed as they pursue their educational goals. This online orientation ensures that students receive comprehensive, accurate, and timely information as they enter the College (Ev. 23).
- Transfer Advising: In addition to the University Transfer Center, The California State University, San Bernardino, University of Redlands, and many other four-year colleges and universities also provide on-site advising to the College's students to help them plan and prepare for transfer (Ev. 24).

Professional Development for Counseling Faculty. The College ensures academic counselors are provided opportunities to keep abreast of changing academic policies, processes, laws, and regulations, as well as transfer requirements, so that the information they provide to students is current and accurate. The College holds regular Counseling Department meetings that include all part-time counselors, general counselors, and counselors from the special support programs, such as DSPS, EOPS/CARE, and CalWORKs. In these meetings Counselors actively participate in a variety of professional activities and discuss what they learned at conferences about matters such as federal or State legislative changes, transfer updates, and best practices in the discipline (Ev. 25, Ev. 26, Ev. 27).

Annual conferences attended by full-time and adjunct counselors include the California State University Counselors Conference, the University of California Counselors Conference, and the University of California sponsored *Ensuring Transfer Success* Conference. Attending these helps ensure that counselors are provided with up-to-date information about transfer.

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

Analysis and Evaluation

The College provides comprehensive academic counseling services to support student development and success. Additionally, the College schedules regular meetings and in-services and encourages counselors to attend professional conferences in areas such as UC and CSU transfer.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard
As one of the 115 colleges in the California Community College system, Crafton Hills College adheres to the open admission and enrollment policies for the State's residents as defined in Title 5 of the California Code of Education (Section 54000) and in San Bernardino Community College District Board Policy (BP) 5010 (Admissions Concurrent Enrollment) (Ev: 01). Open enrollment is consistent with the College mission: *... to advance the educational, career, and personal success of our diverse campus community through engagement and learning.*

In addition to the residency requirement, BP 5010 includes the following qualifications for status as a student at its colleges:

- Any person possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee, are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The CHC admission policy appears in the College Catalog (Ev. 02). The College also has standards for *Special Admissions* students, which include qualified high school students and international students (Ev. 03, Ev. 04).

Many high school students participate in the College's Dual-Enrollment program, which allows area high school students who have a 2.0 or higher grade-point average to earn college transferrable units while they are still pursuing their high school diploma. The Catalog also explains the College's criteria for accepting transfer of credit as well as accepting advanced placement high school courses or the College-Level Examination Program (CLEP) for college credit.

The College Catalog clearly indicates the process for new students to apply for admission to the College by explaining the steps to enrollment as well as indicating important dates and deadlines and giving them an opportunity to get information through a customizable brochure that displays information on selected majors, services, and activities that students indicate they are interested in (Ev. 05, Ev. 06).

The Office of Admissions and Records reviews and processes all applications and directs new students to assessment, orientation, and counseling to ensure that they are appropriately advised.

Analysis and Evaluation
The College adheres to laws and regulations established by the State for admission to its public community colleges. These are stated in BP 5010.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard
Crafton Hills College uses CCCApply, the statewide portal, for its admission instrument (Ev. 01). Admissions and Records regularly evaluates this tool by specifically asking students to complete a brief survey about their satisfaction with the online application process. The results of those who answered the questions have shown a 90 percent or higher satisfaction level with the online application and less than 2 percent indicating they were dissatisfied. The high ratings and the overwhelmingly positive remarks support the continued promotion of the on-line application.

The College is implementing Assembly Bill 705, which ensures that students are not placed into pre-collegiate (i.e., remedial) courses that may delay or deter their educational progress unless evidence suggests that they are highly unlikely to succeed in the college-level course.

After they apply to the College using the State's CCCApply online application, students must complete the CHC online orientation and the placement processes. Student's first log in to their newly established WebAdvisor (Ev. 02) accounts and click on CHC *Placement Process*. They then complete the placement questionnaire (Ev. 03). Results and course recommendations are sent to the students at their newly established College email address. If a student believes that his/her placement is incorrect, he/she is urged to see a counselor, who will review the placement. All new students are directed to the Counseling Center for an appointment for a New Student Advising session to develop an abbreviated SEP.

Analysis and Evaluation
The College has fully implemented the State laws and requirements related to Assembly Bill 705 (AB 705). Also, the College has begun a regular process to review and update the changes to the process for continuous evaluation and improvement (Ev. 04, Ev. 05, Ev. 06). Program staff (in Math, English, and ESL), in cooperation with the College's Dean of Research and Planning, will monitor the evaluation of the new process for the academic year 2019-20 to determine whether changes are needed.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard
CHC secures and maintains student records permanently in accordance with its Records Retention Policy, defined in Board Policy (BP) and Administrative Procedure (AP) 3310 (Retention and Destruction of Records) (Ev. 01, Ev. 02). The College is required by law to follow Title 5, Section 59023, for classifying documents for records retention and destruction. All CHC programs adhere to the California Code of Regulations listing the types of documents that must be maintained permanently and those that may be destroyed after a designated amount of time.

The College is committed to preserving the confidentiality and security of student records. Student records and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information and see a reminder of their

responsibility each time they log onto the CHC computer system. District employees may access student records only in accordance with access granted by virtue of their position.

Student policies and procedures are published in the *New Student Handbook* and the *College* Catalog. Both are revised annually and appear on the College website. The Catalog and the *Handbook* include guidelines for FERPA: Family Educational Rights and Privacy Act, which does not permit access to or release of any information contained in student education records to any unauthorized party or agency without proper court orders or written consent of the student. All student records are administered in accordance with the law. So, except for specific exceptions, no information will be disseminated to anyone other than the student without his or her expressed consent. The online application now includes a release of directory student information check box for providing such consent if the student wishes. FERPA training is provided to all newly hired full-time and adjunct faculty and student services personnel.

CHC publishes the *Notification of Rights under FERPA* in the College Catalog. This notification describes the policies the institution must follow to ensure confidentiality of the student's records and personal information (Ev. 03). The College complies with FERPA regulations by requiring any student who requests his/her records to present a valid, government issued, photo identification before releasing those records.

Student support service centers are beginning to use digital imaging as a primary record archival method. DSPS, Financial Aid, Counseling, Admissions, and EOPS are now imaging student records.

Analysis and Evaluation

The College is committed to preserving the confidentiality and security of student records. Student records and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information each time they log onto the CHC computer system. Student data are protected by the student information system, and employee access is based upon administrative approval. An employee's level of access is determined at the time of hire and is based on the responsibilities of the position.

Conclusions on Standard II.C. Student Support Services

Crafton Hills College evaluates its student support services on the same regular schedule as it uses for all other programs according to its planning and program review (PPR) activities. Rigorous standards appropriate to these services require that the units that provide these services focus on delivering services efficiently and in a manner that helps fulfill the mission of the College. Evaluations demonstrate the quality of these services, whether they are provided in-person or online.

Still, CHC recognizes that there are opportunities to improve the quality of service area outcomes (SAOs) and ensure that data are accurately reported and meaningful. The Program Review Committee is working with all student support programs to ensure SAOs are of a high quality, so changes made from assessment are used to improve services.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Work with student services areas in order to ensure that SAOs are entered within the SLO Cloud and improvements are adequately documented within their program review documents	II.C.1	Dean of Institutional Effectiveness, VP of Student Services, Dean of Student Services, Dean of Student Success	Fall 2020	Increase the amount of SAOs present within the SLO Cloud and improve action plans associated with these outcomes
Improve access to institutional level data (student satisfaction and CCSSE) through the implementation of accessible dashboards	II.C.1	Dean of Institutional Effectiveness	Summer 2020	Increase the number of individuals accessing this data and making improvements in their respective departments based on the findings listed within
Hold continuous meetings with student services areas in order to evaluate current assessment tools and revise them in accordance with the needs of each respective area	II.C.2	Vice President of Student Services, Dean of Student Success, Dean of Student Services, Dean of Institutional Effectiveness	Fall 2020	Ensures that surveys we have are tailored to the outcomes needed to be assessed
Provide Cranium Cafe professional development to faculty and staff for online advising	II.C.3	Dean of Student Services, Dean of Student Success	Spring 2020	Increase usage of Cranium Café by faculty and staff for online advising
Scale online advising through Cranium Cafe across all programs and departments	II.C.3	Dean of Student Services, Dean of Student Success	Fall 2020	Increase usage of Cranium Café by Faculty and Staff for online advising
Look for additional ways in which to foster a welcoming, communal atmosphere for	II.C.4	Director of Student Life	Fall 2020	Increase student engagement and feelings of belonging in response to items in the

Return to Agenda

students attending Crafton Hills College				Student Satisfaction Survey
Expand access to student services by further developing online services for students	II.C.5	Dean of Student Services, Dean of Student Success	Summer 2020	Increased use of online workshops or tools to student support staff
Work closely with Guided Pathways leads and relevant individuals on campus to develop clearer pathways for students leading to the awarding of degrees	II.C.6	Guided Pathways Leads, Vice President of Instruction, Vice President of Student Services	Spring 2021	Increase the ability of students to clearly understand and access essential services and courses required for them to reach their goals
Continue monitoring student success and persistence for students in transfer-level math and English courses to evaluate current placement process	II.C.7	Vice President of Instruction, Dean of Institutional Effectiveness	Fall 2021	Be aware of how AB705 has impacted our students and make necessary modifications to the placement process based on the data observed
Continue with the process of converting to digital imaging of student files for archival purposes	II.C.8	Dean of Student Services, Dean of Student Success	Fall 2020	Eliminate the use of paper student records where possible in favor of digital copies of records

Evidence List

Standard II.C.1

II.C.1.01. Student Life PPR - Improvements
II.C.1.02. Counseling PPR - Improvements
II.C.1.03. Transfer Center PPR - Improvements
II.C.1.04. Planning and Program Review Handbook - Tenth Edition
II.C.1.05. New Student Handbook 2019-2020
II.C.1.06. Spring 2018 Graduation Exit Survey Results
II.C.1.07. Admissions & Records Point of Service Survey (Fall 2019-Spring 2020)
II.C.1.08. DSPS CCSSE and Student Satisfaction Survey Results
II.C.1.09. Student Life CCSSE Results

Standard II.C.2

II.C.2.01. Spring 2019 Counseling Point of Service Survey Results
II.C.2.02. Spring 2016 Student Satisfaction Survey Results
II.C.2.03. Spring 2009, 2010, 2011, 2013 & 2015 CHC CCSSE Results by Year

Return to Agenda

II.C.2.04. Career Services 2017 CCSSE and 2018 Student Satisfaction Survey Results
II.C.2.05. Student Services Satisfaction Survey Research Results Site
II.C.2.06. 2018-2019 Admission & Records Annual Plan
II.C.2.07. 2019-2020 Counseling Annual Plan
II.C.2.08. Spring 2017 Starfish Early Alert Student Survey Results
II.C.2.09. Spring 2017 Starfish Early Alert Faculty Survey Results
II.C.2.10. Fall 2017 and Spring 2018 Starfish Adoption and Student Success Report
II.C.2.11. Spring 2018 Starfish Usage Survey Results
II.C.2.12. Spring 2017 Senior Day Evaluations
II.C.2.13. Fall 2017 Health & Wellness Center Point of Service Results
II.C.2.14. Fall 2018 Career Center Workshop Evaluations
II.C.2.15. Spring 2017 University Transfer Center Campus Visit Evaluation Results

Standard II.C.3

II.C.3.01. 2019-2020 College Catalog
II.C.3.02. Admissions Class Schedule Page
II.C.3.03. Student Support Services Website
II.C.3.04. Crafton Home Page
II.C.3.05. Student Support Provided with Email 1
II.C.3.06. Student Support Provided with Email 2
II.C.3.07. Student Support Provided with Email 3
II.C.3.08. DSPS Student Support Email - FaceTime
II.C.3.09. Admissions - Gateway for Students
II.C.3.10. Admissions - Get Started Page
II.C.3.11. CCCApply Portal
II.C.3.12. Web Advisor
II.C.3.13. Transcripts
II.C.3.14. Enrollment and Degree Verification Page
II.C.3.15. Admissions - Online Needs Assessment
II.C.3.16. Bookstore
II.C.3.17. Counseling Services
II.C.3.18. Career Center Services
II.C.3.19. Transfer Center Services
II.C.3.20. Online Appointments - Transfer Center
II.C.3.21. University Representatives Scheduling System Website Page
II.C.3.22. Online Counseling
II.C.3.23. Spring 2019 Online Counseling Satisfaction Survey Results
II.C.3.24. Student Online Starfish Counseling Needs Assessment
II.C.3.25. Faculty Online Starfish Counseling Needs Assessment
II.C.3.26. Counseling POS Needs Assessment
II.C.3.27. Counseling PPR Needs Assessment
II.C.3.28. Senior Day
II.C.3.29. Senior Day Fall 2019 PowerPoint
II.C.3.30. Accreditation Standard II Website
II.C.3.31. REACH (Resources, Encouragement, and Advocacy for Crafton's Homeless)
II.C.3.32. COACH Cupboard Page

Return to Agenda

II.C.3.33. Behavioral Intervention Team (BIT)
II.C.3.34. College Promise Research
II.C.3.35. International Students - Counseling Services
II.C.3.36. Veteran Students - Counseling Services
II.C.3.37. University Transfer Center - Canvas Course
II.C.3.38. Online Educational Opportunities
II.C.3.39. Online Services
II.C.3.40. Is Online Right for Me?
II.C.3.41. DSPS in Online Orientation
II.C.3.42. DSPS College Catalog
II.C.3.43. DSPS New Student Handbook
II.C.3.44. DSPS Campus Website
II.C.3.45. Online DSPS Orientation
II.C.3.46. DSPS CCSSE and Student Satisfaction Survey Results
II.C.3.47. EOPS in Online Orientation
II.C.3.48. EOPS College Catalog
II.C.3.49. EOPS New Student Handbook
II.C.3.50. EOPS Campus Website
II.C.3.51. EOPS Student Satisfaction and POS Evaluations
II.C.3.52. EOPS PPR Needs Assessments
II.C.3.53. Financial Aid Online Services
II.C.3.54. Financial Aid PPR Needs Assessment
II.C.3.55. Financial Aid POS Evaluation Survey
II.C.3.56. Health and Wellness Online Resources
II.C.3.57. Health and Wellness PPR Needs Assessment
II.C.3.58. Student Senate Web Site
II.C.3.59. Student Senate Twitter - Cultural Events
II.C.3.60. Student Life PPR Needs Assessment
II.C.3.61. Student Life CCSSE Results

Standard II.C.4

II.C.4.01. Athletics Website
II.C.4.02. Crafton Clubs Website
II.C.4.03. Student Senate Website
II.C.4.04. Student Senate Constitution
II.C.4.05. BP 5400 Associated Students Organization
II.C.4.06. Student Senate Bylaws
II.C.4.07. BP 5420 Associated Students Finance
II.C.4.08. AP 5420 Associated Students Finance
II.C.4.09. ASCHC Elections Code
II.C.4.10. BP 5410 Associated Students Elections

Standard II.C.5

II.C.5.01. Fall 2016 New Student Advising Evaluations
II.C.5.02. Start Your Education at Crafton Hills Website
II.C.5.03. Counseling - Steps for Successful Enrollment Document

Return to Agenda

II.C.5.04. CHC FAQ
II.C.5.05. Counseling Website
II.C.5.06. Online Counseling Website
II.C.5.07. Online Counseling Appointment Instructions
II.C.5.08. Articulation Agreements Website
II.C.5.09. Transfer Admission Guarantee Website
II.C.5.10. Transfer Mentors Website
II.C.5.11. Transfer Center Workshop Scheduling System Website
II.C.5.12. Spring 2020 Transfer Center Workshops Flyer
II.C.5.13. Career Center Website
II.C.5.14. Career Planning Workshop Website
II.C.5.15. Career Assessments Website
II.C.5.16. CHC Student Employment Website
II.C.5.17. Job Resources Website
II.C.5.18. RHS Seniors Steps to SOA3R
II.C.5.19. SOA3R Crafton Hills College High School Priority Enrollment Program
II.C.5.20. This is Your Time SOA3R Postcard
II.C.5.21. Probation Website
II.C.5.22. Instructions to Access Probation Workshop through Student Lingo
II.C.5.23. Online Orientation Website
II.C.5.24. University Representatives Scheduling System Website
II.C.5.25. September 5, 2019 Counseling Faculty Department Meeting Minutes
II.C.5.26. August 22, 2019 Counseling Faculty Department Meeting Minutes
II.C.5.27. September 20, 2018 Counseling Faculty Department Meeting Minutes

Standard II.C.6

II.C.6.01. BP 5010 Admissions
II.C.6.02. 2019-2020 Catalog Applying for Admissions Section
II.C.6.03. 2019-2020 Catalog High School Dual Enrollment Section
II.C.6.04. 2019-2020 Catalog International Students Section
II.C.6.05. Start Your Education at Crafton Hills Website
II.C.6.06. CHC Personalized Brochure Website

Standard II.C.7

II.C.7.01. CHC CCC Apply Website
II.C.7.02. WebAdvisor Website
II.C.7.03. Testing Center Website
II.C.7.04. Fall 2019 - Did You Know? The Impact of the New Placement Process on Student Success
II.C.7.05. Access to Transfer-Level Math and English: Fall 2018-Spring 2020
II.C.7.06. Transformational Success: AB705 - Spring 2020 In-Service

Standard II.C.8

II.C.8.01. BP 3310 Records Retention and Destruction
II.C.8.02. AP 3310 Records Retention and Destruction
II.C.8.03. 2019-2020 Catalog Notification of Rights under FERPA

Return to Agenda

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The San Bernardino Community College District and Crafton Hills College assure the integrity and quality of their programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience. The District clearly and publicly states criteria, qualifications, and procedures for its selection of personnel. These address the needs of the District and its colleges in serving their students. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

As described in the Function Map (Ev. 01), responsibility for the selection and evaluation of personnel is shared between the Crafton Hills College and the District. The College adheres to the Board hiring policies and administrative procedures that include qualifications and hiring procedures for all its personnel. Board Policy (BP) 7120 (Recruitment and Hiring) authorizes the policies and administrative procedures that apply to the hiring of members of each classification of educational employee (Ev. 02, Ev. 03). These procedures include Human Resources (HR) prescreening applicants, the membership of college screening committees, the interview process, the selection process, and the scheduling of interviews.

Qualifications for academic positions conform to the minimum qualifications required by State law as expressed in Title 5 Regulations. The following Board-approved administrative procedures (APs) were developed through bargaining between the District and groups representing each employee constituency: 7210 (academic employees, Ev. 04), 7230 (classified employees, Ev. 05), 7240 (confidential employees, Ev. 06), 7250 (educational administrative employees, Ev. 07), and 7260 (classified supervisors and managers, Ev. 08). Job descriptions are periodically revised through negotiations and consent of the appropriate bargaining group and approval of the Board of Trustees. Descriptions of faculty positions are recommended by discipline faculty. CSEA negotiates the job descriptions for classified professionals, including required education, training, and experience.

Return to Agenda

The District recently completed a classification study in which a representative committee analyzed all classified position descriptions and focused on duties, responsibilities, and authority outlined in each. The committee reviewed all qualifications to ensure internal and external alignment and to remove any arbitrary barriers to employment.

In accordance with these BPs and APs, CHC assures the integrity and quality of its programs and services by hiring the most well qualified, student-success oriented administrators, faculty, and staff available to reach the promise of its mission: "… to advance the educational, career, and personal success of our diverse campus community through engagement and learning." The District website includes a link to the District's open positions with criteria, qualifications, and procedures used in its selection processes (Ev. 09). Job descriptions are written by chairs/supervisors of instructional departments usually in consultation with other department members of the position advertised and administrators of those departments. These descriptions relate to the mission and goals of the District and College and accurately reflect duties, responsibilities, and authority of positions.

After hiring requests and funding for an open position are approved by College senior administration and the District Chancellor, the hiring process begins with full-time department members and supervisors working with District Human Resources (HR) to write the hiring criteria and qualifications for open positions. These qualifications must be clear and align with the College's mission, vision, and values. They must also be consistent with Board BPs 7210, 7230, 7250, & 7260), which specify criteria. As stated in these policies, administrators and faculty (full- and part-time) must meet the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, approved by the State Community College Board of Governors (Ev. 10, Ev. 11) . Department chairs and HR specialists also set dates for the standard processes (e.g., meetings, interviews) that must occur according to the BPs and APs cited above.

If a candidate for a faculty or administrative position lacks the qualifications specified in a job announcement, she/he may apply for an equivalency using the *District Request for Equivalency* form and provide supporting documentation. Applications include this form. When faculty candidate requests equivalency, the District HR department asks the College to convene an equivalency committee. This committee includes the Academic Senate president or designee, the appropriate College vice president or designee, a faculty member with knowledge of the discipline of that position, and at least one other faculty member (Ev. 12). Faculty members are selected by the Academic Senate President. When an applicant for a management position requests equivalency, Human Resources allows for the substitution of education for experience where 30 units above the required degree can be used as one year of experience. In addition, the Vice President can review coursework in cases of specific degree requirements.

Degrees from non-U.S. institutions must be determined equivalent to the required U.S. degree by a recognized third-party evaluation service that determines such equivalency.

Equivalency is Districtwide, so faculty granted equivalency at CHC are also considered qualified at SBVC and vice-versa. For several years, the academic senate at each campus has operated its

equivalency process independently. Then, in 2018-2019, the academic senates worked together to craft AP 7211 (Ev. 12) on equivalency, which established a joint District equivalency committee.

All candidates in the part-time faculty discipline pools are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions (see III.A.2 below for more detail.)

Announcements for unfilled positions at the College appear on the District website (Ev. 13). The list of positions includes those for full-time faculty, staff, and administration, part-time (i.e., adjunct) faculty, short-term (i.e., hourly) staff positions, student workers, professional experts, and interim positions. Applicants apply online through the District's ADP management system. Job announcements for all positions include education and experience, knowledge, and abilities necessary to perform the duties of the position. Also included are the documents and materials (e.g., philosophy of education, work portfolios) that the hiring committee will evaluate as part of its selection process (Ev. 14).

The District also advertises open positions in a variety of third-party print and online publications, including *Job Elephant*, *California Community College Registry*, *Indeed.com*, *Higher Ed Jobs*, and *The Chronicle of Higher Education*. Also, the District and colleges send teams to the CCC Registry job fair in Los Angeles to meet with those looking for faculty or administrative positions.

To assure the consistency of hiring practices, HR uses an internal hiring document. HR is creating a manual for end-users to further assure the consistency and transparency of hiring practices. HR is also developing a Screening Committee Handbook, expected to be completed by Fall 2021, which incorporates provisions of the District EEO plan and references all State and federal hiring regulations. A draft of this handbook is being vetted through the collegial consultation process along with a "best practices" document for hiring adjunct faculty and hourly employees.

Analysis and Evaluation
The College uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's in California Community Colleges Handbook* to assure that faculty and administrators hold the State mandated qualifications. For full-time faculty positions, discipline faculty may recommend additional minimum qualifications and preferred qualifications that will appear in the job announcement. For classified professionals, CSEA negotiates the job descriptions for each position, which include minimum requirements for education, training, and experience.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, College administration, the hiring committee, and HR as appropriate.

All campus positions have a role in fulfilling the campus mission to provide quality education and services to a diverse community of learners.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills

for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

As indicated above (III.A.1), CHC uses the most recent edition of the *Minimum Qualifications for Faculty and Administrators* in *California Community Colleges Handbook* (Ev. 01), available from the State Chancellor's Office (CCCCO), to determine the minimum educational preparation required for faculty positions in each discipline. These standards have been established by the statewide Academic Senate for California Community Colleges and approved by the State Board of Governors of the California Community Colleges. The search committees often add job-related preferred qualifications. They may also add minimum qualifications beyond those in the State required minimum qualifications.

Administrative Procedure (AP) 7210 (Academic Employees) details the hiring procedures, including development of the job posting and desired qualifications and experience (Ev. 02). For instructional faculty applicants, a teaching demonstration is usually required on a topic determined by the screening committee. Non-instructional faculty applicants may be asked to give a teaching demonstration, participate in role playing, or give a presentation on a relevant topic determined by the screening committee.

Interview questions at first level interviews are crafted by the screening committee and include questions directed towards not only teaching skills but also how well the applicant can contribute to the campus mission and serve the campus community outside the classroom (AP 7120, *Recruitment and Hiring*, Ev. 03).

Job postings for instructional faculty positions ask for the applicant to show evidence of skills and experience in such areas as curriculum development, program review, and leadership. Applicants may submit unofficial copies of transcripts during the application process but must submit original transcripts before they can be hired.

The process for hiring part-time faculty is much briefer since part-time faculty positions need to be filled according to need and often in a short time period. Positions for part-time faculty for disciplines that typically use part-time faculty remain open for application on the District website. There is usually a pool of applicants for these positions. HR staff screens applicants in these pools for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions (see III.A.1. above). Applicants for Potential part-time faculty positions may be interviewed by a single department chair or a departmental committee. Managers use recommendations from these interviews to make hiring decisions. When possible, applicants for part-time positions may be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with CHC's student population.

The District HR department maintains internal documentation of all full-time hiring procedures for HR employees. The HR department is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook.

Analysis and Evaluation
Crafton Hills College has well-defined processes that are detailed in APs 1710 and 1720 to ensure faculty hired meet minimum qualifications and possess skills and experience that will help the College meet its mission and vision. The District Human Resources department has internal documentation of hiring processes to ensure consistency in hiring and is working on documents to provide additional guidance, which are identified in Standard III.A.1 (above).

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard
As it does for faculty hiring, the College uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's* in the *California Community Colleges Handbook*, available from the State Chancellor's Office (CCCCO), to determine the appropriate degrees and qualifications for administrators (AP 7210, Academic Employees, Ev. 01). Administrative Procedure (AP) 7250 (Ev. 02), for educational administrators, and AP 7260 (Ev. 03), for classified supervisors and managers, detail the hiring procedure, including development of the job posting, minimum and desired qualifications, and experience. These APs also indicate the composition of selection committees. Applicants for these positions may submit unofficial copies of transcripts during the application process but must submit original transcripts before they are hired.

Analysis and Evaluation
San Bernardino Community College District policies and procedures, the HR office, and the manner that CHC conducts the process for hiring administrators ensure that candidates hired possess the qualifications necessary for the position, and that those hired will continue to support institutional effectiveness, academic quality, and student success.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard
Administrators and faculty (both full-time and part-time) must meet minimum qualifications defined by the state in the *Minimum Qualifications for Faculty and Administrators* in the *California Community Colleges Handbook*, provided by the California Community Colleges Chancellor's Office (AP 7210, Academic Employees, Ev. 01). The District also recognizes equivalent qualifications (Ev. AP 7211, Faculty Service Area and MQs, Ev. 02), as described above (III.A.3). For claims of equivalency by applicants for faculty positions, HR relies primarily on the College's Academic Senate, in consultation with administration, to determine equivalency of degree titles or experience, based on an examination of an applicant's transcripts (Ev. AP 7211, Faculty Service Area and MQs, Ev. 02).

Equivalency is recognized Districtwide. Faculty granted equivalency at CHC also receive equivalency at SBVC and vice-versa.

Foreign degrees may be considered equivalent to those from the U.S. The HR department requires applicants for academic and administrative positions with foreign degrees to provide a foreign transcript equivalency from an approved third-party agency (see Standard III.A.1. above). In addition, the applicant must show proof that the institution that awarded the degree "…is accredited in its country of operation or in the United States" (AP 7211). This requirement is included in the District's job announcements.

Analysis and Evaluation
The District HR office processes are published for all applicants to read and ensure that applicants for all positions in the District possess the appropriate degree required by the State and the District to be offered the position for which he/she will be considered. The Academic Senate and College administration carry out their respective, collaborative roles in the hiring process as set forth in District policy and procedures.

III.A.5. 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.

Evidence of Meeting the Standard
Policies and procedures for performance evaluations of faculty and classified professionals -- including the cycle, criteria, and process -- are contractual items negotiated with local bargaining units, CTA for faculty (Ev. 01, see Article 16, p. 33) and CSEA for classified employees (Ev. 02, see Article 13, p. 28). Policies and procedures for the evaluation of academic and classified managers appear in Administrative Procedure (AP) 7150 (Evaluation) (Ev. 03). This AP and the CTA and CSEA contracts establish timelines, responsible parties, evaluation instruments, and the composition of evaluation teams. AP 7150 and the referenced contracts further define the steps to be taken if an evaluation indicates employee deficiencies. Such corrective measures include professional development opportunities and support from CTA, CSEA, academic senate or mentor, as appropriate.

The District Chancellor is evaluated according to BP (Ev. 04) and AP 2435 (Ev. 05).

Newly hired full-time faculty and administrators are evaluated every year during their four-year probationary period. Full-time regular contract (i.e., tenured) faculty and administrators are evaluated at least once every three years, part-time faculty at least once every six consecutive semesters, and classified employees at least once every three years. Evaluations may be conducted more frequently if warranted.

The evaluation summary forms for classified staff (Ev. 06), faculty (Ev. 07), and managers (Ev. 08, see pages 2-3) provide for a comprehensive assessment of performance. These forms also include a section for the evaluating manager to note any areas that need improvement, recommendations for appropriate professional development, and an outline of plans for improvement.

Since 2008, there has been no revision of the classified staff or management evaluation instruments and processes. However, negotiations between the District and the faculty bargaining unit (CTA) regarding revision to the faculty evaluation instruments to include SLO assessment information in faculty evaluations occurred between 2009 and 2011. The Tools Committee, an ad hoc group that focuses on the means of evaluation, developed a recommendation to revise the faculty evaluation to include a self-reflection of the faculty member's participation in outcomes assessment (SLOs and SAOs) and dialogues related to assessment. After discussion, the District and the bargaining unit leadership agreed to negotiate. As a result, the self-evaluation form for all faculty has a question about whether the faculty member being evaluated self-reflected on SLOs.

Also, the District's local CTA characterized SLO assessment as a workload issue, while at the same time, the District intended to remain compliant with the 2008 Commission standards regarding SLOs. So, in 2012, the Board signed a Memorandum of Understanding between the District and the faculty bargaining unit (CTA/NEA) intended to resolve this issue (III.A.11). The District agreed to increase the salary of full-time faculty by one percent and provide compensation to part-time faculty for their participation in the assessment and documentation of SLOs, SAOs, and PLOs in the College's defined assessment processes. This agreement is now part of the District-CTA agreement (Ev. 09, see p. 15). Moreover, faculty are required to submit their SLO documentation at the end of each spring semester (Ev. 10, see pp. 23 and 26). The evaluation tool for full- and part-time faculty was revised to include a self-reflection of their participation in outcomes assessment (Ev. 11, see page 103).

Although the content of evaluation forms varies by employee classification, all managers and faculty provide a self-evaluation and have the opportunity to comment on their interpersonal communication skills, their participation the campus community and furtherance of the College mission, and dedication to student success. All faculty and managers complete a self-evaluation that allows them to comment on their strengths in preforming their duties, which contribute to the College mission and student success. Classified employees also have the opportunity to provide comments on their evaluation.

All employee positions are stored in EPICS. Information in this program is used to generate a spreadsheet that incorporates timelines that HR uses to track positions through the evaluation process. HR is responsible for the tracking of employee evaluations according to the regular cycle for evaluations. This office notifies managers about which employees are due for evaluation and provides the dates by which evaluations must be completed and sent to HR (Ev. 12, Ev. 13, Ev. 14, Ev. 15). HR has verified that evaluations for all personnel are up to date.

Evaluation processes seek to encourage improvement and development. The classified evaluation has a specific area dedicated to employee development if the needs for improvements are identified in the evaluation (Ev. 16). In addition, the CTA evaluation includes a requirement that if

deficiencies are identified, the evaluator is required to provide specific written recommendations for improvement (Ev. 17). In addition, there is a specific form that is completed when improvements are needed (Ev. 18). Equally important, HR has also developed a Performance Improvement Plan (PIP) template where the focus is on improvement (Ev. 19). In order to ensure that actions are taken in a formal, timely, and documented manner, evaluations are tracked with EPICS, and HR regularly follows up with managers to ensure evaluations are formal, timely, and documented. Moreover, HR reviews every file for accuracy and to confirm that it meets the requirements of this standard.

Analysis and Evaluation
District policies and procedures and HR processes assure that District employees undergo systematic evaluation on a regular basis. Criteria for evaluating all personnel are thorough and designed to improve performance of duties when shortcomings are revealed. Evaluation results and actions taken in response to those results are formal, timely, and documented.

~~**III.A.6. valuation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~ ***(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)***

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard
Crafton Hills College employs well qualified full- and part-time faculty to provide instruction and instructional support services. Although the District as a whole is meeting the faculty obligation number (FON) established by the Governing Board for California Community Colleges, the full-time to part-time faculty ratio at Crafton Hills College has been below 50 percent since 2011-2012. Specifically, from 2014-2015 to 2018-2019 the recommended 75/25 ratio has ranged from 35.7 to 38.6 indicating that the percent of the credit load taught by FT faculty is approximately 36% - 39% (Ev. 01).

The CHC Office of Institutional Effectiveness, Research, and Planning provides annual data for full-time equivalent faculty (FTEF) that departments use in the program planning and review (PPR) process for both the annual and four-year program cycle. Departments also use weekly student contact hours to full-time equivalent faculty (WSCH/FTEF) and student success and retention data for planning annual needs assessments and full program reviews (Ev. 02). In the last five years the number of full-time faculty has increased from 69 in Fall 2015 to 76 in Fall 2019, a 10 percent increase. The number of students has also increased by 10 percent.

Each spring, the Program Review and Planning Committee (PPRC) reviews the prioritized list of full-time faculty growth positions (Ev. 03). These rankings are prioritized separately by the Academic Senate Chairs Council and administrators. Both of these groups may alter the rankings in light of institutional priorities (Ev. 04). The ranked list of recommended new positions is sent to the President's Cabinet and to Crafton Council for review and input to the President (Ev. 05). The President makes the final decision on the faculty hiring priority list, which is implemented if funds become available and the District Chancellor approves it.

In the event of a vacancy in a full-time faculty position, the funding for that position remains in the department's or program's budget and the department/program may file a request to fill that position as soon as possible. However, if there is either not enough load and/or a greater need for filling another position within the area, the full-time faculty in that discipline, instructional dean, VPI and Academic Senate President will review and provide a recommendation to the President to fill another position within the area. Every effort is made to always have at least one full-time faculty member for each instruction discipline.

The District also has negotiated a reduction-in-force (RIF) procedure in the event that District revenues are substantially reduced (Ev. 06, see Article 21). It is designed to ensure that necessary reductions in faculty are done in a way that allows departments to remain as well staffed with full-time faculty as possible while also protecting faculty with the most tenure. This procedure has never been implemented.

Analysis and Evaluation
Through its PPR process, the College assesses the need for additional full-time faculty and ranks faculty growth requests according to greatest institutional need. Lack of ongoing funding has limited growth over the past several years. The District's RIF procedure protects the integrity of the educational program.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard
Administrative Procedure (AP) 7210 (Academic Employees) (Ev. 01) defines employment procedures for part-time (i.e., adjunct) faculty. The CTA-District Agreement governs the evaluation and seniority ranking of part-time faculty (Ev. 02, see page 21). Part-time faculty undergo evaluation on a regular basis. Those whose evaluations are satisfactory gain seniority that requires that the College give them "first consideration" for teaching assignments not filled by full-time, contract faculty.

The College conducts an orientation session before the beginning of each semester for part-time faculty that includes a welcoming and general information session, breakout sessions for professional development, division and department meetings, and an orientation session for part-time faculty who have not taught before at the College (Ev. 03, Ev. 04). Part-time faculty are invited to division and department meetings as well as professional development activities.

Return to Agenda

The Academic Senate has a process for the election of up to four part-time senators (Ev. 05). Also, part-time faculty select a member of their constituency to serve on the District CTA board.

Part-time faculty are encouraged to take advantage of professional development activities both on and off campus (Ev. 06). The District provides additional compensation for up to four hours of professional development (PD) time at the non-instructional rate (Ev. 07, see p. 15). The maximum PD time that can be compensated is eight hours per semester and is based on load. As part of the District-CTA contract, office hours for part-time faculty are required based on load, and five more hours for conferencing with students outside of class time.

Analysis and Evaluation
The District has clear policies and procedures for hiring and evaluating part-time faculty. Part-time faculty members have full access to professional development activities, including part-time orientation, which takes place just prior to fall and spring semesters. Part-time faculty are compensated for professional development in accordance with the District-CTA Agreement. Part-time faculty can participate in the collegial consultation process through the Academic Senate, and a part-time faculty member serves on the CTA board.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard
Every program or unit at the College completes an annual program planning review (PPR) plan identifying any positions needed for the coming fiscal year. Needed positions could be new positions or positions that are vacant at the time of the review. Once the positions are identified, they go through the strategic PPR process (Ev. 01). Various strategic planning committees make recommendations to the College President, who makes final decisions on staffing after conferring with his cabinet. Human Resources may also perform a needs assessment and make recommendations for positions, changes, and reorganizations.

All classified growth positions are ranked by the PPR committee (Ev. 02, Ev. 03). These rankings serve as advisory to the College President when growth funding is available or when faculty resignation or retirement create an opportunity to reallocate funding to another department. All positions are subject to funding decisions.

Analysis and Evaluation
Through the PPR process, the campus effectively assesses the need for additional classified staff and ranks classified growth requests according to greatest institutional need. Lack of ongoing funding has limited growth over the past several years.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard
Administrative positions go through the same planning and program review process that all positions go through. As described above (III.A.9), these positions are prioritized through the planning and program review process and are reviewed and prioritized by the President after conferring with his cabinet (Ev. 01, Ev. 02, Ev. 03).

Analysis and Evaluation
Crafton Hills College uses a planning and program review process to prioritize administrative positions needed to provide continuity and effective administrative leadership. The College has enough administrators to supervise the services that support the College mission.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard
The Board policies (BPs), administrative procedures (APs), and agreements (i.e., contracts) between the District and its two main bargaining agencies, CTA and CSEA, are available for information and review on the District website (Ev. 01). Human Resources (HR), CTA, and CSEA email announcements and presentations guide employees to BPs, APs, and contracts as appropriate. HR includes information about union contracts and District policy and procedure at orientations for all new employees. In addition, HR provides training on policy interpretation for new HR employees.

HR, the academic senate of each college, and collective bargaining agents regularly review Board policies and procedures related to employment, working conditions, evaluation of performance, and other employee related matters. The District Assembly (DA), a participatory governance body that includes District and college representatives, reviews all Board policies and procedures that govern HR on a ten-year cycle, whereby ten percent of the policies are reviewed each year. Recommendations for change are sent to the Board (Ev. 02, Ev. 03, Ev. 04, Ev. 05).

In addition, the District updates BPs and APs when necessary to meet legal requirements because of changes in State or federal law or regulations. Changes to BPs & APs out of cycle may be brought to the District Assembly for consideration by any constituency at any time during the regular academic year (Ev. 6). Review of and changes to BPs and APs is a collegial process that goes out to both campus communities and receives final approval by the Board of Trustees.

The San Bernardino Community College District (SBCCD) seeks to maintain policies and procedures that assure District employees that they will be treated in an ethical manner. To encourage adherence to this commitment, the District has selected Lighthouse Services to provide a means for any employee or student to report activities that may violate SBCCD ethics policy or federal or State laws. A form for employee or student complaints is available from the *Compliance Hotline* link on the District website (Ev. 7). Employees may also use the SBCCD Community Suggestion box.

Return to Agenda

All administrative policies regarding personnel are posted on the District website. Internal policies and procedures can be found on the Human Resources website and the employee-only District Wiki page.

Analysis and Evaluation
District policies, procedures, and contracts are readily available online from the District website. HR has developed FAQs by topic that refer employees to the appropriate BP, AP, or contract. HR conducts frequent trainings and provides information on employee benefits, internal employment opportunities, and training opportunities via email. Employees and students have a means by which to lodge a complaint or offer a suggestion.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard
The SBCCD is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put those principles into practice (BP 3410 -- Nondiscrimination, Ev. 01). It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination in any program or activity.

The District is committed to providing opportunities without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because an applicant is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics (Ev. 02, Ev. 03, Ev. 04).

The District's screening and selection procedures are consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions and the selection process as a whole, is designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group (Ev. 05, see pp. 17-22).

The EEO (Equal Employment Opportunity) Committee and Human Resources annually reviews the District's EEO Plan (Ev. 06) and an update is provided to the State Chancellor's Office every three years (Ev. 07, pp. 143-149). The EEO Advisory Committee is responsible for assisting the District in implementing the plan and seeks to include a diverse membership. Ex-officio members include the EEO Officer, the Title IX Officer, the ADA Compliance Officer, and the Director of Human Resources (Ev. 08, Ev. 09).

Human Resources (HR) annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District reports these data on employees of the District to the State Chancellor (Ev. 10, Ev. 11).

HR reviews these data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. HR uses the following analyses in this review:

- Longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

At the College-level, CHC's Comprehensive Master Plan identifies inclusiveness as one of the College's strategic directions and establishes the goal to "seek, welcome and respect diversity, and promote inclusiveness" (Ev. 12, see Strategic Direction 2, p. 30). While the objectives corresponding to this goal do not explicitly address diversity among employees, a consequence of this goal has been a renewed interest in assessing issues of equity and diversity among students and employees. The Educational Master Plan includes demographic data of the number and percent of employees by position, gender, and ethnicity.

Analysis and Evaluation

District policies and procedures establish the District's value of equity in hiring. All recruiting, screening, and hiring procedures are designed to avoid any adverse impact. The District HR office conducts analyses to determine whether any group appears to be adversely impacted so that the District may take corrective measures. CHC's Comprehensive Master Plan includes the College's value of equity and inclusiveness.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Administrative Procedure (AP) 3050 (Institutional Code of Ethics) states the following:

> The District recognizes its responsibility and obligation to the public and to the students it serves to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in board policy. To that end, the District is committed to public accountability and transparency. The Institutional Code of Ethics applies to all employees of the District. Employees of the District share the fundamental responsibility to always act with integrity and in

a manner that reflects the best interests of the District and its students." (Ev. 01, AP 3050).

This AP then specifies expected behavior in various activities:

- Use of District Resources
- Relationship with Vendors
- Conflict of Interest
- Maintenance of Accurate Accounts and Records
- Maintenance of Confidentiality
- Employment Practices

It ends with a section on consequences for violations of these provisions.

On the college level, CHC's mission, vision, and values statements identify values that express the College's guiding principles. These are widely disseminated in such publications as the College Catalog and apply to all College employees. Also, the academic and classified senates and the management team have adopted their own codes of ethics statements. Each is indicated below:

Academic Senate: The CHC Academic Senate has a five-part ethics statement (Ev. 02).

Managers (Ev. 03): "Managers will act with integrity by demonstrating sincerity, honesty, and dependability. We will aim for excellence in all we do and will focus on the best interests of our students. Our levels of professionalism will serve as a model throughout the institution."

Classified Senate (Ev. 04): CHC's Classified Senate's Code of Ethics is available on the Crafton Hills College Classified Senate web site.

Board of Trustees. The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specified by BP 2715 (Code of Ethics – Standards of Practice) (Ev. 05). *The Orientation and Development for Community College Trustees* and the *Trustee Handbook* used for trustee orientation also include information on Board ethics (see IV.C.1).

Analysis and Evaluation

Each employee category has discussed the issue of ethical behavior. Members of the Board of Trustees, managers, faculty, and classified employees have ethics statements endorsed by their respective representative District or College organizations. The ethics statement for faculty is featured prominently on the website of the Academic Senate webpage. All of the statements referenced above are available from the College webpage.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's mission statement is as follows: "The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning." This commitment applies to not only students but also employees of the College as well. The College's Comprehensive Master Plan states, "Crafton Hills College is committed to developing the full potential of every employee….Crafton Hills College will continue to provide and enhance opportunities for its employees to grow professionally and be happy working here" (Ev. 01). In accordance with this goal, the College provides a robust professional development program for faculty and classified staff. The Professional Development website (Ev. 02) includes information that faculty and classified staff need to take advantage of professional development opportunities, including funding request forms, YouTube videos, free online webinars, on-demand seminars, and information about the Professional Development Committee, which makes recommendations about the professional development program.

The Professional Development Committee is a College committee whose membership includes faculty, administrators, classified staff, and students. This committee is charged with involving

> …the entire campus in learning activities characteristic of the very best teaching and learning organizations. The Committee places the highest value on activities that help people to realize their individual and collective aspirations, raise the quality of their reflection and conversation, and hone their conceptualizations of the larger system in which their work is situated. In addition, the Committee actively seeks to help people to take advantage of learning opportunities with other institutions, organizations, and professional networks that fulfill our mission as a community college. (Ev. 03)

An example of professional development activities that has a direct effect on the College is a presentation from Dr. Craig Justice to the faculty chairs on how block scheduling was used at his college to improve the scheduling system and provide more consistency to help students plan.

Faculty and staff development activities are coordinated by the Coordinator of Professional Development, a faculty position that provides 50 percent reassigned time. The Coordinator works with the College's Professional Development Committee on developing a program for faculty and staff. This group uses survey results to develop a program of relevant activities. It occasionally works with the professional development counterparts from San Bernardino Valley College to provide inclusivity. The professional development program includes activities intended for instructional improvement, such as in-service training sessions, workshops, professional conferences and seminars, and approved individual or small group projects.

Full-time faculty are required to participate in four days (24 hours) of professional development activities, referred to as *FLEX* time (see District-CTA Agreement, Article 13, Sect. A) in addition to their required work schedule (177 days per year). Activities or events that contribute to "Staff, Student, and Instructional Improvement" are considered to be applicable toward satisfying the Flex Calendar Obligation. Administrators and classified staff may request time from supervisors during their work schedules to participate in optional professional development activities, although some activities may be required, such as presentations on sexual harassment or safety.

Return to Agenda

The College assesses employee satisfaction every two years. The Fall 2018 Employee Campus Climate survey showed that 86 percent of respondents felt that they were treated with respect and 71 percent felt satisfied with the work that they do at Crafton (see I.A.2).

Analysis and Evaluation
Professional development is regarded as a necessity. The District requires faculty to participate in at least four days of professional development. The College encourages participation in professional development activities by supporting the Professional Development Committee and a Professional Development Coordinator. This committee and the Coordinator have developed a rich program of professional development activities.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard
The District Human Resources department ensures fairness in all employment procedures and assures the security and confidentiality of personnel records. Human Resources is responsible for maintenance of personal, sensitive, and collective bargaining information in accordance with District regulations (Ev. 01).

According to law, personnel records should be private, accurate, complete, and permanent. Any derogatory information may not be entered into an employee's personnel record unless and until the employee is given notice and has had an opportunity to review and comment on that information. District employees have the right to respond to -- and have their own comments attached to -- any derogatory statement. Reviews of personnel files to resolve relevant issues must take place during normal business hours, and the employee's supervisor must release the employee from duty without penalty for this purpose (Ev. 01).

Complaints regarding confidentiality can be filed directly with Human Resources or through the District's anonymous compliance hotline (Ev. 02).

Analysis and Evaluation
According to law, the District assures the security and confidentiality of all personnel records. Each employee may access her/his personnel file upon request.

Conclusions on Standard III.A. Human Resources
The SBCCD has policies and procedures that assure that it hires administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support District and College programs and services. The qualifications and criteria used for selecting applicants are published on the District website and relate to fulfilling the mission of the District and College. The steps in the hiring process are also clearly stated as are directions for application online. The qualifications include the ability to work with a diverse student population, which is a value of the District and CHC.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Create a manual for screening committee participants of hiring practices	III.A.1, III.A.2	Human Resources	Fall 2021	Further assure the consistency and transparency of hiring practices

Evidence List

Standard III.A.1

III.A.1.01. SBCCD Function Map
III.A.1.02. BP 7120 - Recruitment and Hiring
III.A.1.03. AP 7120 - Recruitment and Hiring
III.A.1.04. AP 7210 Academic Employees
III.A.1.05. AP 7230 - Classified Employees
III.A.1.06. AP 7240 Confidential Employees
III.A.1.07. AP 7250 - Educational Administrative Employees
III.A.1.08. AP 7260 - Classified Supervisors and Managers
III.A.1.09. SBCCD Career Opportunities
III.A.1.10. AP 7210 Academic Employees
III.A.1.11. MQs for Faculty and Administrators in CCC: 2018 Handbook
III.A.1.12. AP 7211 - Faculty Service Area, Minimum Qualifications, and Equivalencies
III.A.1.13. Human Resources Web Site
III.A.1.14. SBCCD Career Opportunities

Standard III.A.2

III.A.2.01. MQs for Faculty and Administrators in CCC: 2018 Handbook
III.A.2.02. AP 7210 Academic Employee
III.A.2.03. AP 7120 - Recruitment and Hiring: Questions

Standard III.A.3

III.A.3.01. AP 7210 - Academic Employees - MQs
III.A.3.02. AP 7250 - Educational Administrators - Hiring Qualifications
III.A.3.03. AP 7260 - Classified Supervisors - Hiring Qualifications

Standard III.A.4

III.A.4.01. AP 7210 Academic Employee
III.A.4.02. AP 7211 - Faculty Service Area, Minimum Qualifications, and Equivalencies

Standard III.A.5

III.A.5.01. CTA Bargaining Agreement - Evaluation
III.A.5.02. CSEA Bargaining Agreement - Evaluation

Return to Agenda

III.A.5.03. AP 7150 - Evaluation
III.A.5.04. BP 2435 - Evaluation of the Chancellor
III.A.5.05. AP 2435 - Evaluation of the Chancellor
III.A.5.06. CSEA Evaluation Template
III.A.5.07. CTA Evaluation Template
III.A.5.08. Manager Evaluation
III.A.5.09. CTA Bargaining Agreement - SLOs (page 15)
III.A.5.10. CTA Bargaining Agreement - SLOs (pages 23 and 26)
III.A.5.11. CTA Bargaining Agreement - SLOs (page 103)
III.A.5.12. HR Email CSEA Evaluations 1
III.A.5.13. HR Email CSEA Evaluations 2
III.A.5.14. HR Email CSEA Evaluations 3
III.A.5.15. HR Email CSEA Evaluations 4
III.A.5.16. Classified Evaluation - Improvement
III.A.5.17. CTA Evaluation - Improvement
III.A.5.18. CTA Evaluation Improvement Form
III.A.5.19. Performance Improvement Plan Template

Standard III.A.6
Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

Standard III.A.7
III.A.7.01. CHC 75/25 ratio
III.A.7.02. BORG Dashboards for PPR
III.A.7.03. PPR May 20, 2019 Minutes - Prioritization
III.A.7.04. Faculty Department Chairs February 21, 2020 Minutes - Faculty Prioritization
III.A.7.05. Faculty Hiring Prioritization Process
III.A.7.06. CTA Bargaining Agreement - RIF Article 21

Standard III.A.8
III.A.8.01. AP 7210 - Part-Time Faculty Hiring Procedure
III.A.8.02. CTA Contract - Adjunct Seniority Process
III.A.8.03. Fall 2019 Flex Schedule
III.A.8.04. Spring 2020 Flex Schedule
III.A.8.05. AS By-Laws Part-Time Faculty Representation
III.A.8.06. Online Part-Time Faculty Resources
III.A.8.07. CTA Bargaining Agreement - Part-Time Faculty PD

Standard III.A.9
III.A.9.01. PPR Prioritization Process
III.A.9.02. Informer Dashboard - Prioritized Objectives
III.A.9.03. Informer Dashboard - Prioritized Objectives

Standard III.A.10
III.A.10.01. PPR Prioritization Process

Return to Agenda

III.A.10.02. Informer Dashboard - Prioritized Objectives
III.A.10.03. Informer Dashboard - Prioritized Objectives

Standard III.A.11
III.A.11.01. SBCCD Web Site
III.A.11.02. AP 2410 - BP/AP Ten Year Review Cycle
III.A.11.03. District Assembly Purpose - Policies and Procedures
III.A.11.04. 2019-2020 AP/BP Review Cycle
III.A.11.05. 2019-2020 AP/BP Review Progress - Fall 2019
III.A.11.06. AP 2410 - BP/AP Review Out of Cycle
III.A.11.07. Compliance Hotline Website

Standard III.A.12
III.A.12.01. BP 3410 - Nondiscrimination
III.A.12.02. EEO HSI Training Presentation for Managers
III.A.12.03. EEO 2019 Manager Presentation
III.A.12.04. EEO Top 3 Groups - Demographics for Manager Training
III.A.12.05. EEO Plan - Recruitment Data (pages 17-22)
III.A.12.06. EEO Plan
III.A.12.07. BOT May 10, 2018 Agenda - EEO Plan
III.A.12.08. EEO Committee October 3, 2019 Minutes
III.A.12.09. EEO Committee January 22, 2020 Minutes
III.A.12.10. EEO Data
III.A.12.11. EEO Summary Report
III.A.12.12. CHC CMP Strategic Direction 2

Standard III.A.13
III.A.13.01. AP 3050 - Institutional Code of Ethics
III.A.13.02. Academic Senate Code of Ethics
III.A.13.03. Managers Code of Ethics
III.A.13.04. Classified Senate Code of Ethics
III.A.13.05. BP 2715 - Code of Ethics/Standards of Practice

Standard III.A.14
III.A.14.01. CHC CMP Strategic Directions
III.A.14.02. CHC Professional Development Web Site
III.A.14.03. CHC Professional Development Committee Charge and Membership

Standard III.A.15
III.A.15.01. AP 7145 Personnel Files
III.A.15.02. HR Compliance Hotline

Return to Agenda

B. Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

Crafton Hills College assures safe and sufficient physical resources at its campus. Their construction is designed to assure access, safety, security, and a healthful learning and working environment, and they are well maintained by the College Maintenance and Operations department. The College offers a small number of classes at area high schools in accordance with its partnership programs with area K-12 school districts for students of those schools. The classrooms where these classes are offered are maintained by their respective host school districts and meet CHC standards.

In cooperation with design professionals, the Vice President of Administrative Services submits plans for facilities improvement projects to the Division of State Architects (DSA) for review and approval. This agency assures that plans are compliant with codes for building structure and fire-life safety and the Americans with Disabilities Act (ADA).

As mandated in the District Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate when an unsafe condition is reported to them or when an employee is injured (Ev. 01, see page 3). Reports of those inspections and investigations are forwarded to the appropriate department for any needed corrective action.

The CHC Safety Committee meets each month to discuss health and safety related issues and recommend solutions to any problems that have been identified. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, reports on safety related issues from Maintenance and Operations, Police, and the student Health and Wellness Center (Ev. 02). The committee makes requests and recommendations to resolve safety issues.

To secure a healthful learning and working environment, the College collaborates with the District Safety Officer to develop and update when necessary College and District safety plans (Ev. 03). These include the following:

- Illness and Injury Prevention (IIPP) Safety Program
- Aerial Work Safety Program
- Asbestos Operations and Maintenance Program
- Bloodborne Pathogens Safety Program
- Chemical Hygiene Program
- Fall Protection Safety Program

Return to Agenda

- Communicable Disease Safety Program
- Confined Space Entry Safety Program - Non-Permit Required
- Fire Prevention, Life & Safety Program
- Forklift - Powered Industrial Truck Safety Program
- Formaldehyde Program
- Hazard Communication Safety Program - Employee Right To Know
- Hazardous Waste Management Program
- Hearing Conservation Safety Program
- Heat Illness Safety Program
- Lockout/Tagout (LOTO) Safety Program
- Respiratory Protection Program
- Sewer Management Program - SBVC/CHC - 2016
- Spill Prevention Control and Countermeasure Program
- Utility Safety Program

In addition to the work order and inspection processes used by the Maintenance Department, the College addresses matters of access, safety, and security through supervisor inspections; safety training; risk management inspections performed by consultants; permit compliance; a hazardous materials removal program; maintaining building captain supplies, first aid supplies, and trauma kits; maintaining a chemical inventory; and emergency preparedness activities (Ev. 04, Ev. 05, Ev. 06, Ev. 07, Ev. 08, Ev. 09). The Safety Committee also works with the Vice President of Administrative Services and the assigned building captains to conduct two emergency evacuation drills annually.

The District is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct regular evaluations and safety inspections, and to report findings to the Authority. Real property valuations must be updated annually using industry-recognized measures. Also, a certified appraiser conducts a complete field appraisal every five years. An outside qualified loss prevention specialist, who must be an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection once every two years. The loss prevention specialist conducts a follow-up audit during the years that an inspection is not required in accordance with the schedule (Ev. 04).

Another aspect of assuring safety is the inspections and permitting requirements for new construction, building renovations, and building system improvements. Permitted equipment includes gasoline pumps, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous material. These services are carried out by agencies that include Southern California Air Quality Management District (SCAQMD), Division of State Architects (DSA), and the California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The College also attends to environmental concerns regarding hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the College and District safety plans. Waste is removed from the campus on a quarterly schedule. These operations are managed by the College Custodial department. When required, hazardous materials within buildings -- such as

asbestos, lead, and PCBs (printed circuit boards) -- are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations (Ev. 10).

The Custodial department also maintains a campus-wide recycling program that was established in 2007. The program includes recycling receptacles in all buildings used by faculty, staff, and students. The campus community recycles paper, cardboard, plastics, and aluminum cans. This program reduces the amount of material sent to landfills.

To help facilitate adherence to emergency procedures of the Emergency Operations Plan (Ev. 11) when necessary, the College issues emergency flip charts for all workspaces and classrooms. In addition, each year the College participates in the Great Shakeout evacuation drills (Ev. 07). Building captains receive training and lead building evacuations (Ev. 05).

Finally, the campus is patrolled by District police. A security officer and a police officer are on duty during all hours of operation. The police department operates 24 hours a day, seven days a week.

Analysis and Evaluation
Crafton Hills College assures that its buildings and equipment are safe. The College adheres to all laws and regulations that have been established for this purpose. In addition, the College participates in a recycling program. In all, the campus is a safe, secure, and healthful place to work and study.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard
Crafton Hills College plans, maintains, and upgrades or replaces its physical resources according to processes that assures the high quality of buildings and equipment needed to support its programs and services and fulfill its mission. The College incorporates action planning by using the program review process (PPR) to identify objectives consistent with the Comprehensive Master Plan (Educational Master Plan and the Facilities Master Plan), which includes cleaning and maintenance, projecting cost of ownership (ongoing operational costs and replacement of facilities and equipment), and sustainability (Ev. 01, Ev. 02).

Facility Master Plan (FMP). CHC has planned facilities consistent with the goals of its Educational Master Plan (EMP). In an effort to increase educational effectiveness, CHC is actively implementing the Facilities Master Plan. This process is ongoing. The plan prioritizes the projects of the campus based upon educational needs and occupant safety. Projects have been funded through a combination of State and local bond funding. A list of completed projects appears below.

In spring 2016, CHC's Facilities Master Plan Committee, which is made up of members of the Crafton Council and contracted consultants, began revisions to the 2011 Facilities Master Plan. This committee is charged with updating/revising the Facilities Master Plan (FMP) and prioritizing

projects based upon the priorities identified in the EMP and available funding. In this way, the FMP aligns with the goals of the EMP (Ev. 02). Together they form the Comprehensive Master Plan (Ev. 02).

With the funds approved through local bonds, CHC is implementing the highest priority projects that have been identified in the 2017 FMP. These projects are now in the planning stage (see IIIB.1.A.3). Additional funding will be required to reach the full planned build-out of the campus. Currently, property values of the surrounding areas are rising, a trend which will likely increase the ability for the District to issue another series of bonds. This anticipated infusion of bond money would provide most of the additional funding necessary to complete the immediate needs of the campus. The 2017 FMP quantifies the amount and type of space needed to deliver future programs of instruction. The EMP provides the basis for planning and decision-making in the key area of campus facilities development. The 2017 FMP translates these goals, actions, and needs into a holistic and implementable vision of the future campus.

- The following projects have been completed over the last six years:
- 2014 Library Demo
- 2014 High Voltage Improvements Project
- 2014 Building (BL) 19 KHA Expansion (PE Complex)
- 2015 BL1 M&O Renovation Project
- 2015 BL 9 Performing Arts Center Roof Replacement
- 2015 BL 6 Crafton Center
- 2015 BL 12 Canyon Hall (Science Building)
- 2015 Campus Signage and Wayfinding Project
- 2015 Minor Renovations Improvement Projects (BL 5 West, BL 11 Central Complex 2, BL 13 Arts, BL 15 North Complex)
- 2015 BL 16 Public Safety, Allied Health Building
- 2016 Non-Potable Water Project
- 2017 BL 4 Clock Tower Building Renovation
- 2017 BL 10 Central Complex 1 Renovation
- 2018 BL 9 Performing Arts Center Improvements
- 2019 BL14 Renovation (Print Shop)

Scheduled Maintenance. The College uses the State's Scheduled Maintenance Program to protect the State's investment in CHC through timely nonrecurring repair and maintenance of the facilities to correct and avoid health and safety hazards, to maintain an environment conducive to learning, and to improve long-term cost effectiveness of facilities operations (Ev. 03).

Total Cost of Ownership. In 2020, as part of its developmental budget projections, CHC is adapting a financial forecasting tool that integrates projections for anticipated operational expenses for facilities and/or equipment. In addition, the office of Administrative Services has collaborated with ARUP Engineers to develop a total-cost-of-ownership tool to plan for the cost of equipment replacements, building repairs/replacements, and the impacts of each (Ev. 04).

Return to Agenda

Originating at the department level, units incorporate consideration of all aspects of their program, including the need for facilities utilization and modifications, into their annual planning and program review. Integration of the FMP, District Strategic Plan, and EMP -- with its resource allocation prioritization -- ensures continued improvement of physical resource planning, assessment, and evaluation.

Analysis and Evaluation
Crafton Hills College has comprehensive, ongoing processes for planning projects that will meet anticipated needs. The College also has a process for evaluating its need to replace its physical resources, including facilities and equipment, to assure effective utilization and the continuing quality needed to support its programs and services and fulfill its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard
Crafton Hills College assures the feasibility and effectiveness of its physical sources in supporting its programs and services by developing a Comprehensive Master Plan that brings together all available information about the economy and demographics of the College's service area. This comprehensive plan is developed collegially under the leadership of the Crafton Council, which includes representatives from students, managers, faculty, staff, and students.

In addition to the Facilities Assessment information in the Facilities Master Plan, a complete assessment of the facilities was completed in 2017. The report of this assessment summarizes the condition of each facility using a scoring system called the Facility Condition Index. This information is being used to evaluate and plan the extent of each renovation and what buildings should be considered for demolition and replacement (Ev. 01).

The description of how the College maintains and upgrades or replaces its physical resources appears in sub-standard III.B.2 (above). All departments use the annual planning and program review (PPR) processes to indicate needs for physical resources, including supplies, equipment, and building changes or additions. The College adheres to regular maintenance schedules and uses effective total-cost-of-ownership predictions to develop budgets.

Analysis and Evaluation
Crafton Hills College uses established processes to evaluate the adequacy and condition of its facilities and equipment. Standard III.B.2. (above) describes the process by which CHC maintains and upgrades or replaces its physical resources.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard
Long-range capital plans that support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment appear in the Comprehensive Master Plan. The following projects are planned to be completed within the next seven years:

- BL (Building) 2 Child Development Center Modernization
- BL3 Crafton Hall Renovation
- BL 5 West Complex Renovation
- BL 7 Student Support Building Improvements
- BL 9 Performing Arts Center Demolition and Replacement
- BL 11 Central Complex 2 Renovation
- BL 13 ARTS Demolition
- BL 15 East Complex Partial Demolition
- BL17 GYM Demolition Project
- New Instructional Building
- Regional Fire Training Center
- Gymnasium and Athletic field Improvements
- Campus Infrastructure Improvements
    - Central Plant Upgrades
    - Exterior Lighting Improvements
    - Irrigation Control Upgrades
    - Campus Risk Mitigation Project
    - Campus Accessibility Improvements

The Maintenance and Operations department has developed campus standards for renovations, remodels, and new construction (Ev. 01, Ev. 02, Ev. 03). These standards were developed in 2012 and have been integrated into the design and construction of each capital improvement/replacement project since then. As it implements the next phase of bond-funded construction, CHC uses a process of updating the 2012 *District Standards* from "lessons-learned" to be included in future capital outlay projects (Ev. 03). Namely, the College developed standards based on the lessons learned from the implementation of prior bonds. Having a campus standard for HVAC control systems, fire alarms, elevators, security systems, access control, door hardware, plumbing fixtures, lighting, and lighting controls is essential to maintaining continuity of systems and making them more affordable, operable, and maintainable.

Analysis and Evaluation
Crafton Hills College use carefully developed long-range capital plans that support its institutional improvement goals. The College's Maintenance and Operations department uses campus standards that are integrated into all building projects to assure that the buildings and equipment that maintains them function well and support the learning and working environment.

Return to Agenda

Conclusions on Standard III.B. Physical Resources

CHC has robust physical resources that are safe, well maintained, and carefully planned. Facilities support instruction and safety information is up-to-date and shared broadly across campus. Plans for additional physical resources are sound and in accordance with all State regulations and District safety standards.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Provide a list of building captains and those with safety training in an easily accessible location on the website.	III.B.1	Vice President of Administrative Services	Fall 2020	Allow for the easy identification of relevant individuals in the event of an emergency situation

Evidence List

Standard III.B.1

III.B.1.01. Illness and Injury Prevention Program
III.B.1.02. Safety Committee Minutes and Agenda Website
III.B.1.03. Safety Programs
III.B.1.04. SWACC Property & Liability Inspection
III.B.1.05. Fall 2019 Building Captain Training
III.B.1.06. CERT Training Flyer
III.B.1.07. CHC Great California Shakeout – Evacuation Drill Timeline
III.B.1.08. Crafton Hills College Safety Summary
III.B.1.09. In-Service Day Materials Website
III.B.1.10. CHC Hazardous Waste Management Plan
III.B.1.11. SBCCD Emergency Operations Plan

Standard III.B.2

III.B.2.01. 2019-2020 Facilities Program Review Plan
III.B.2.02. 2017 Comprehensive Master Plan
III.B.2.03. Crafton Hills College 5 Year Plan Deferred Maintenance 2019-2024
III.B.2.04. Life Cycle Cost Tool Summary

Standard III.B.3

III.B.3.01. Facilities Condition Assessment - Executive Summary Report

Standard III.B.4

III.B.4.01. SBCCD District Standards - Draft Table of Contents
III.B.4.02. SBCCD District Standards - Matrix of Standards
III.B.4.03. SBCCD District Standards - Final Draft

Return to Agenda

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology resources are the shared responsibility of Crafton Hills College Technology Services and the San Bernardino Community College District office of Technology and Educational Support Services (TESS). The College Technology Services department provides support for assistive technology, audiovisual service, and instructional design requests.

The College Technology Services department helps employees procure, set up, maintain, and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with state and federal disabilities and privacy laws; and answer questions about hardware and programs (Ev. 01).

The department is headed by a director, who reports to the Vice President of Administrative Services. She is supported by a secretary, two Senior Technology Support Specialists, a Technology Support Specialist II, a Technology Support Specialist I, and two part-time Technology Support Specialist I's (see III.C.3.) (Ev. 02, Ev. 03, Ev. 04). In addition to direct support to employees, Technology Services maintains the campus technology infrastructure, including wireless capability. Employees can request assistance online using the appropriate *service request* link, or by phone, using the monitored help line (Ev. 05).

In conjunction with the District, the department also provides access to support through the SBCCD Helpdesk (Ev. 06). Online request forms provide for ease of access and a linked list of frequently asked questions on such topics as equipment setup, new phone set-up, ordering equipment, accessibility, removing computer viruses, and using software. Members of the campus community use the department's website for requesting support with already deployed software and hardware and to request new technology for teaching and learning and campus-wide communication and operations. It also has a *Helpbot* feature that includes live chat. The department supports college-wide communication needs including phone, intranet/ internet/website, email, Twitter, and Facebook.

The College Technology Services department is responsible for a considerable amount of electronics infrastructure. As part of the infrastructure upgrade and new construction, all data closets are designed with a dual homed system to provide the highest levels of reliability for the campus network. All of the vital communications components, such as the primary data center and the Main Point of Entry for communications for the campus, are connected to battery backups. Additionally, there are generators prepared to provide power in the event of prolonged power outages. Technology Services also performs regular data backups of the core server systems, using a disk-to-disk backup method. The edge switches as part of the network infrastructure on the campus have been refreshed over the last two years.

Return to Agenda

Analysis and Evaluation
CHC's Technology Services department, in conjunction with the District's Technology and Educational Support Services (TESS), provides College personnel with the professional support it needs to serve students and carry out all other necessary functions. The College's technology hardware and software are appropriate and adequate to support these functions.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard
The ability to serve the technology needs of the College efficiently begins with planning. Technology planning at the College is integrated with institutional planning in two ways. First, the Technology Services department participates in the annual planning and program review (PPR) process, which is the first step in the resource allocation process for unit-level objectives to be prioritized college-wide. As outlined in the *Planning and Program Review Handbook*, the results of the prioritization of objectives is used to guide the allocation of College resources (Ev. 01). The department's objectives outlined in its 2018-2019 PPR document were to increase two Technology Support Specialist I positions from part-time to full-time (Ev. 02). The second way that technology plans are developed is through the opportunity of other units to develop goals and objectives related to technology in their own PPRs. When such requests become an institutional priority, they may be funded.

The requests list is posted on the PPR Committee's webpage annually, and an update is provided to the campus at the spring in-service session. To rise to the top of the planning and program review list, units must show that their objectives are aligned with the Comprehensive Master Plan and that they have institutional impact. The Technology Plan which is aligned with the Comprehensive Master Plan and includes resources to maintain and update technological capabilities. Currently only three instructional spaces are without installed *smart* technology. Of the others, all have at least a projector, computer, and internet access, with 19 of them having more additional technology including Smart Boards or ELMO document cameras.

To summarize, decisions regarding the procurement of technology are made at two levels, with multiple avenues for input and discussion. College decisions are made using the PPR process in alignment with the Technology Plan, which is aligned with the Comprehensive Master Plan. Decisions that impact the District -- such as the purchase of SARS, *Turnitin*, *Canvas*, and *Colleague*, -- are made by the District, with recommendations filtered through and prioritized by the District office of Technology and Educational Support Services (TESS). Standards for the District infrastructure are also determined by TESS. These standards allow for increased sustainability by ensuring that infrastructure hardware installed throughout the District is similar or compatible with existing equipment.

To maintain and expand capacity the College's for technology, the department receives approximately $400,000 per year to replace outdated computers on a five-year rotation. It uses an asset list by location to ensure equipment is inventoried, tracked, and replaced regularly.

Return to Agenda

To ensure it responds effectively to the needs of faculty, students, and employees, Technology Services works closely with several other campus entities to develop plans and monitor activities in relation to those plans. One such entity is the Technology Planning Committee, a participatory governance group that reports to the Crafton Council. This committee is charged with "developing and overseeing a comprehensive technology plan for the college, identify and troubleshoot technology issues at a strategic level and evaluate technology opportunities" (Ev. 03). Members include the Director of Facilities, Maintenance and Operations; the Director of Technology Services; the dean from each of the three instructional divisions; the coordinator of the Tutoring Center; a department network specialist; the Web Developer; an Academic Senate representative; a Classified Senate representative; a Student Senate appointee; a representative from District Computing Services; and a representative from the Academic Senate's Educational Technology committee (Ev. 03).

Beginning in 1995, the Technology Planning committee has developed several multi-year plans. The goals of the most recent plan (2020-2023) align with the College's Comprehensive Master Plan as well as the SBCCD Strategic Plan. Benchmarks for the objectives accompanying each goal have been selected and operationally defined (Ev.04). The Campus Technology Plan also takes into account replacement, maintenance, and upgrading of the core infrastructure, back-end servers, and other components that provide technology access to the College. The network infrastructure is one of the topics for annual review by the Campus Technology Committee, as the committee is charged with ensuring that the infrastructure is kept current.

Planning for technology services is also addressed in the Educational Technology committee (ETC), a standing committee of the Academic Senate that includes faculty representatives from all three instructional divisions: Career Education and Human Development; Social, Information and Natural Sciences; and Learning Resources, Arts, and Mathematics. The ETC focuses on technology as it relates to teaching and learning both in the classroom and online. In addition to its responsibility for certifying faculty to teach online, the committee provides recommendations to the College regarding instructional technology (Ev. 05). The ETC has also developed a 2016-2020 Distance Education Plan that delineates the oversight of distance education (DE) offerings, staff support, student preparation, and the growth potential for online delivery in the next three to five years. Benchmarks for success include an increase in the number of faculty certified to teach online, increased training and support for the Canvas Learning Management System, and improved support for online learners (Ev. 06).

The Technology Services Department also interacts closely with the District Technology and Educational Services (TESS) department, which serves the colleges and all other District entities. TESS services include printing, distance education, and computing services (Ev 07). TESS also assists employees with a wide variety of support involving technology: personnel account management; training in the use of tools and applications; application development; wide area network management; classroom support; media and event support; software, web, and internet assistance; archive management support; and technology procurement.

The work of TESS is guided by the District Technology Strategic Plan, which provides a long-range view of technology that anticipates the emerging technological needs of the District and its colleges (Ev. 08). This plan is developed by the TESS Executive Committee, whose membership

includes representatives of the District and both colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from the colleges and from the District, propose new policies and procedures, and advise the Chancellor's Cabinet (Ev. 09). The TESS Committee also selects applications that are shared across the District. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website (Ev. 10).

The District Applications Workgroup (DAWG) is responsible for implementing many of the prioritized projects from the TESS Executive Committee. This District group is comprised of representatives of the District, both colleges; and Administrative Applications, a TESS department that manages student information systems, such as the Help Desk, training, and web development (Ev. 11). DAWG carries out the prioritized projects from the TESS Executive Committee. The group has been highly effective in ensuring that the decisions concerning implementation of new programs and applications are shared among all the interested parties (Ev. 12, Ev. 13).

Analysis and Evaluation
Crafton Hills College has extensive means for planning for updating and replacing its technology hardware, software, and networking capabilities. The College's Technology Services department has multiple responsibilities to ensure that CHC's technological infrastructure, quality of equipment, and capacity can support all of the functions of its programs necessary in fulfilling its mission. It works with the Academic Senate ETC to provide instructional services for distance education classes and classroom technological support. For District-wide functions and decisions, The College's Technology Services department works with TESS, the District Technology and Educational Services department.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard
Crafton Hills College assures that its campus technology resources are sufficient in quality and reliability to meet the instructional and support services needs of the College. As described above (III.C.1), the College Technology Services department helps College employees procure, set up, maintain, and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with State and federal disabilities and privacy laws; and answer questions about hardware and programs. The department also maintains the campus technology infrastructure and responds to requests for assistance primarily through its website (Ev. 01). Technology is replaced on a five-year expected life cycle, and the technology infrastructure is reliable, using uninterruptable power supplies and back-up generators where possible. When problems are reported to Technology Services, personnel respond promptly to solve those problems (Ev. 02, Ev. 03).

CHC Faculty teaching classes at the area high schools where the College offers classes in its dual-enrollment partnerships rely on classroom technology services provided by those high schools. CHC instructors are provided with orientations on the use of those systems before beginning their

teaching duties. Although the high school districts have controls on internet access that the College does not have, faculty have reported no problems using these systems.

Analysis and Evaluation
The College has technological resources and services to support student learning, student support services, and all other functions of the College that need technology.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard
Technology instruction is a shared responsibility between the District and the College. The College Professional Development Committee, a participatory governance group that reports to the Crafton Council, provides professional development opportunities on a wide range of topics including technology (Ev. 01). Similarly, CHC's Educational Technology Committee (ETC) provides resources for faculty using online tools to teach their courses (Ev. 02, Ev. 03, Ev 04).

Technology training is used to enhance the operation of the College according to plans. For example, training in the basic use of District-wide resources such as the *eLumen* system, *WebAdvisor*, and the email system is provided as part of the new employee orientation process. Specific training in the use of specific technologies, such as *Starfish* for counseling and instruction, is also supported by the District (through TESS) or the College (through professional development) upon request by completing and sending an online form (Ev. 05), through FLEX Day activities (Ev. 06, Ev. 07, Ev. 01), and through resources that are available on CHC's website (Ev. 08, Ev. 09).

The College uses surveys to assess the need for technology by faculty, staff, and students. Recent Student Satisfaction surveys indicate that nearly all students feel that the College provides adequate access to computers for their use on campus (Ev. 10). The District also conducts employee surveys to assess the extent to which employees feel their needs for technology are supported, the comfort level of employees with existing and emerging technologies, and the satisfaction of employees with the level of support available. The most recent survey revealed that 78 percent of respondents reported that they strongly agreed or somewhat agreed that TESS staff follow through with providing help in a timely fashion, and 80 percent noted that they received the help and support they needed from the Technology Services department. However, comments regarding several departments within TESS revealed the need to support the different campus cultures in their work (Ev. 11).

Analysis and Evaluation
Crafton Hills College, in cooperation with the District, uses a variety of means to provide instruction and support for faculty, staff, students, and administrators in their use of technology and technology systems related to its programs, services, and the operations of the College and District. Employee Satisfaction surveys indicate that most employees who responded to these surveys agreed that the instruction and support they receive is good.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The San Bernardino Community College District and Crafton Hills College have policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Board Policy (BP) and Administrative Procedure (AP) 3720 (Computer and Network Use) define the District's and its employees' responsibilities when using District technology (e.g., computers) (Ev. 01, Ev. 02). BP and AP 3920 (Electronic Mail) define proper use of employee email and District rights and responsibilities in this area (Ev. 03, Ev. 04).

The District provides key technology services to both its colleges through its Technology and Educational Services (TESS) department. TESS services include printing, distributed (i.e., distance) education, and computing services for the District (Ev. 05). Among its many responsibilities, it provides support with project management tools and classroom use of technology. The office is led by an associate vice chancellor who reports directly to the District Chancellor.

As described above (III.C.2), the District Technology Strategic Plan, which is developed by the TESS executive committee, provides a long-range view of technology that anticipates the emerging technological needs of the District and the colleges (Ev. 06). Members of TESS and the District Associate Vice Chancellor for Technology participate in technology planning for the College and its departments.

In addition, the College's Educational Technology Committee (ETC), an Academic Senate committee, develops standards for faculty who apply for certification to teach online classes and for course addenda for online offerings. This committee also provides assistance to faculty who need help with either process and provides recommendations for professional development in instructional technology and distance education areas when they are identified as deficiencies (Ev. 07, Ev. 08, Ev. 09, Ev. 10).

Analysis and Evaluation

Board BP and AP 3720 indicate appropriate use and identify misuse of District technology. Procedures and standards of use for more specific purposes are developed at the District level by TESS and at the College level, to support student learning, by the ETC, an Academic Senate committee.

Conclusions on Standard III.C. Technology Resources

CHC has processes that ensure that all technology needs of students and College personnel are met and that the efforts to train individuals are available to through the efforts of technology services and various committees on campus.

Return to Agenda

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Improve methods for obtaining feedback about current processes to see if online forms are adequate or can be modified to better meet the needs of the campus community.	III.C.1	Director of Technology Services, Dean of Institutional Effectiveness	Fall 2020	Obtain feedback about current processes and revise them as needed.
More clearly demonstrate the work that Technology Services conduct with the various committees on campus within its own program review.	III.C.2	Director of IT	Spring 2021	Highlight how the work that Technology Services meets the technology needs of the campus
Expand the technology resources website to contain more information on the roles and responsibilities of technology services as well as the steps taken to ensure that technology resources at all locations are implemented to ensure access, safety and security	III.C.3	Director of IT	Fall 2020	Help to better educate individuals on campus about the various steps being taken to ensure that technology services is meeting these standards.
Revise the Crafton Hills College Climate Survey to more closely align with technology items on the District Climate Survey	III.C.4	Dean of Institutional Effectiveness	Fall 2020	Allow for more informed decision-making regarding campus technology needs on behalf of administrators, staff, and faculty

Return to Agenda

Evidence List

Standard III.C.1

III.C.1.01. September 26, 2019 Technology Committee Meeting Minutes
III.C.1.02. 2019 Technology Services Organizational Chart
III.C.1.03. Technology Reference Guide
III.C.1.04. Remote Work Technology Guide
III.C.1.05. Technology Services Faculty and Staff Website
III.C.1.06. SBCCD Help Desk Website

Standard III.C.2

III.C.2.01. PPR Handbook: 10th Edition
III.C.2.02. 2018-19 Technology Services PPR Annual Plan
III.C.2.03. CHC Technology Planning Committee Website
III.C.2.04. 2020-2023 Draft of CHC Technology Plan
III.C.2.05. Educational Technology Committee Website
III.C.2.06. 2016-2020 Distance Education Plan
III.C.2.07. Technology and Educational Support Services Website
III.C.2.08. 2014-2017 District Technology Strategic Plan
III.C.2.09. TESS Executive Committee Charge
III.C.2.10. TESS Prioritization Process
III.C.2.11. District Applications Work Group Website
III.C.2.12. November 20, 2019 District Applications Workgroup Minutes
III.C.2.13. January 22, 2020 District Applications Workgroup Minutes

Standard III.C.3

III.C.3.01. Technology Services Website
III.C.3.02. 2018-19 Technology Services PPR Annual Plan
III.C.3.03. Help Desk Ticket Analysis Report

Standard III.C.4

III.C.4.01. November 16, 2018 Professional Development Committee Minutes
III.C.4.02. Distance Education Training Website
III.C.4.03. How to Get Started With Canvas Faculty Guide
III.C.4.04. Additional Remote Education Resources Document
III.C.4.05. DCS Training Request Form
III.C.4.06. Fall 2017 FLEX Day Workshops
III.C.4.07. Spring 2018 FLEX Day Workshops
III.C.4.08. Starfish Counseling Website
III.C.4.09. Starfish Resources for Instructional Faculty Website
III.C.4.10. Spring 2017 and Spring 2018 Technology Services CCSSE and Student Satisfaction Survey Results
III.C.4.11. 2018-19 Employee Climate Survey of District Central Services - Full Report

Standard III.C.5

III.C.5.01. BP 3720 Computer and Network Use

Return to Agenda

III.C.5.02. AP 3720 Computer and Network Use
III.C.5.03. BP 3920 Electronic Mail
III.C.5.04. AP 3920 Electronic Mail
III.C.5.05. Technology and Educational Support Services Website
III.C.5.06. 2014-2017 District Technology Strategic Plan
III.C.5.07. Educational Technology Committee Website
III.C.5.08. Online Teaching Website
III.C.5.09. Instructor Approval Process Website
III.C.5.10. January 22, 2020 Educational Technology Committee Minutes

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D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard
Crafton Hills College's financial resources have been carefully managed to maintain high quality instruction, student support, faculty and staff support, and a high quality learning environment. Budgetary decisions are made collegially based upon institutionally established priorities. Senior managers update the College community regarding budget decisions regularly. On the whole, the College has progressed by expanding course offerings, expanding and improving student services, and growing its physical capacity.

Improvements in budgetary transparency and campus-wide understanding of fiscal resources and processes are ongoing. With the implementation of the State Chancellor's Office Student Centered Funding Formula (SCFF), the San Bernardino Community College District has seen less growth funding. With the State's *holding harmless* declining districts by providing stability funding, less funding is available to support growing districts like SBCCD (Ev. 01). Nonetheless, CHC continues to increase instructional course offerings to respond to student demand, especially for distance education (DE) classes, and continues to adjust the class schedule to increase classroom efficiencies and provide students with increased schedule options.

To ensure actions taken towards growth are calculated, prioritized, planned, and implemented in accordance with the goals and directions of the College's Educational Master Plan, financial planning is integrated into institutional planning through the Comprehensive Master Planning process so that facility objectives are aligned with the Strategic Directions outlined in the Educational Master Plan. These are called *Educational Linkages* (Ev. 02). With the support of the local community through a bond initiative, construction was completed in 2018, partially fulfilling the projected outcomes of the Facility Master Plan, established in 2005 and revised in 2011. The Master Plan was again updated in 2017; and with the passage of Measure CC in November 2018,

Crafton Hills expects to have the funding to implement the essential elements of the 2017 Facilities Master Plan (Ev. 03).

Senior management, supported by the Office of Institutional Effectiveness and Planning (OIERP), provides crucial information about District budget allocation, the effects of the State budget on the District and College, and multi-year budget forecasts for review in open forums, the College and District budget committees, and meetings of the Board of Trustees.

Analysis and Evaluation
With the added support from District reserves, Crafton Hills College has financial resources sufficient to support and sustain its instructional and student support programs and continue to improve them. These resources are distributed in a way that supports the development, maintenance, allocation, and enhancement of programs and services. The College manages its financial affairs with integrity and in a manner that ensures financial stability (Ev. 0404). Information about District resources is shared throughout the College.

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard
Financial and institutional planning are integrated from the department level to the District level through two collaborative processes: the annual planning and program review (PPR) process, which is described in Standard I.B.7, and the District resource allocation process.

Planning & Program Review. Departments (i.e., units) submit an annual PPR plan or a full four-year PPR that includes budget requests with prioritized goals and objectives. These must be linked to Strategic Directions in the Educational Master Plan (EMP) (Ev. 01). Corresponding actions and resources necessary to achieve the stated objectives are linked to each objective. Objectives from all administrative area units are then "rolled up" and prioritized at the area level (President, Instruction, Student Services, or Administrative Services) with input from each representative department or division. At that point, the Planning and Program Review Committee considers the prioritization of all the objectives campus-wide and recommends the prioritization to the President's cabinet for approval. Following cabinet review and approval, the list of prioritized objectives, including budgets, is distributed to the campus community (Ev. 02).

The process of prioritizing objectives is completed in the spring so that high priority resource needs can be built into the developmental budget in accordance with available funding. This process ensures that the allocation of financial resources is integrated with planned institutional priorities, and that fiscal decision-making is transparent and collaborative.

Resource Allocation and the District Strategic Plan. The College uses program review and strategic planning processes to determine the highest priority goals and objectives. Consequently, the

budget reflects resources allocated to departments based on those prioritized requirements in an effort to match resources with the highest priority goals and objectives.

The annual budget includes a four-year, long-range financial plan that incorporates enrollment management projections by college, personnel and benefit costs, revenue projections, and cost-of-living adjustments. It provides direction to the College, allows the District to make adjustments as necessary, and helps measure progress on established goals as well as identify and minimize risks (Ev. 03). The budget adheres to prioritized directives for the General Fund budget approved by the Board of Trustees annually (Ev. 04).

To maintain budget transparency and input into the budget process, the District and the College have active budget committees. Changes to the budget process, draft and final budgets, funding status of prioritized objectives from program review, and other budget developments are openly shared and discussed (Ev. 05, Ev. 06). Final budgets are published on the District's website. Budget is a regular topic at Crafton Council meetings, where staff, faculty, students, and managers are all represented (Ev. 07).

With the implementation of the new State Student Centered Funding Formula (SCFF), the District's resource allocation model (RAM) is in flux. The version of the RAM used till recently was based solely upon enrollment, following the State's SB361 enrollment funding model. As the method of calculating the data informing the SCFF has become more solidified and understood, Fiscal Services and the District Budget Committee began working toward developing a new District RAM (Ev. 08).

Dissemination of Financial Information. Financial information is readily available online through Financial 2000, Oracle, and Questica —the District's budget management software program. These systems are available District-wide for all who need access to monitor or manage budgets. Those include faculty chairs, department secretaries, managers, and assistants. This information is also regularly communicated and discussed in forums such as the District Budget Committee, the CHC Budget Committee, the Academic Senate, the monthly management meeting, Crafton Council, and the President's Cabinet. Financial issues discussed include enrollment projections, the State budget outlook, current year budget status, College budget projections, and instructional efficiencies.

The CHC Budget Committee meets once a month throughout the academic year with the charge to become informed about and discuss the financial circumstances of the College. This includes issues such as the budget projections, reserves, the budgeting of institutional priorities, the resource allocation model (RAM), strategic growth directions, the fifty-percent law, the faculty obligation number, current budget status, the impacts of grant institutionalization and future grants, impacts of programs and bargaining unit agreements, capital construction program planning and budgets, and other relevant issues. Further, this committee ensures that the College's financial resources are connected to institutional planning and the mission of the College (Ev. 09).

Analysis and Evaluation

Crafton Hills College's mission, vision, and goals are the foundation for financial planning. This planning is integrated with and supports all institutional planning. Adherence to District policies

and procedures ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.3. 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.

Evidence of Meeting the Standard

Consistent with Administrative Procedure (AP) 6200 (Budget Preparation), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1 (Ev. 01). SBCCD's budget is prepared in accordance with Title 5 Regulations, the *California Community Colleges Budget and Account Manual*, and all other related State and federal laws and regulations. To meet these mandates, the College works closely with District Fiscal Services while establishing the annual budget, which incorporates institutional plans and campus-wide input.

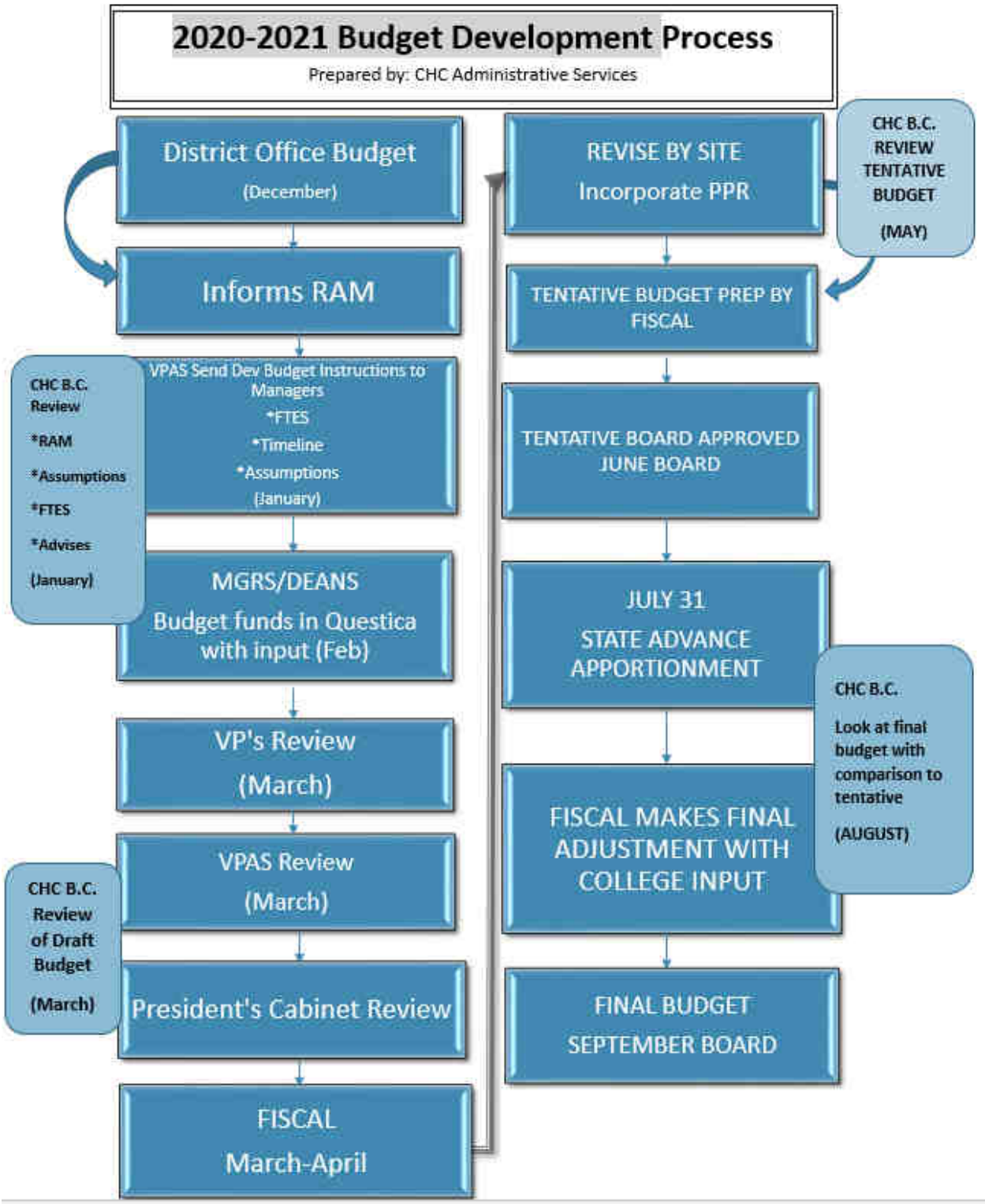
The District utilizes budget development software (i.e., Questica) as a tool to plan, detail, and develop the entire campus budget. Historical budget information is readily accessible for managers and staff to analyze through the Financial 2000 software and through the Oracle budget management software. Department chairs, managers, and staff have access to these tools.

At the beginning of each developmental budget period, the Vice President of Administrative Services distributes instructions about the procedure, timeline, and budget assumptions for each division and department to complete its budget or budgets (Ev. 02). The Office of Administrative Services provides training workshops and one-on-one support in the development of these budgets. The instructions and directions are reviewed in Crafton Council (Ev. 03).

During the developmental budget process, deans meet with faculty chairs to discuss departmental budget adjustments from the prior year, input the department budget in Questica, and then submit it to the Vice President of Administrative Services for review and approval. Using input from program review and classified staff, managers develop and submit their budgets through Questica to their division vice president for review and approval. Once all budgets have been submitted, Administrative Services reviews developmental budgets and develops comparison reports to review with the College President before he submits the developmental budget to the District for incorporation into the District-wide budget.

Both the planning and program review process, coupled with the developmental budget process, provide all campus constituencies opportunities to have input into their budgets and plans. The Planning and Program Review Committee reviews department plans, including resource requests, which are prioritized and incorporated into the developmental budget as funds are available. The flowchart below illustrates the developmental budget process through the institution. Departmental managers are responsible for managing their budgets throughout the year with oversight by the division vice presidents and Administrative Services.

Current Developmental Budget Process (see chart on following page).



Analysis and Evaluation

Administrative Procedure (AP) 6200 (Budget Preparation) provides the framework for the District and College budget development. Title 5 of the California Education Code also mandates practices that help ensure integrity to the College's and District's processes in budget development. The

Return to Agenda

California Community Colleges Budget and Account Manual provides established good practices for the budgeting process. The College's budget preparation is transparent and involves administrators, faculty, and staff.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's financial planning process relies on the cooperation of several planning committees: Educational Master Plan Committee, the Planning and Program Review Committee, the Budget Committee, and the Crafton Council. Each uses as its basis for its actions or recommendations institutional directions, departmental directions, and needs -- all measured against available resources.

Although current funding is sufficient to support the College's ongoing daily operations, CHC's additional resource request needs exceed the available resources. CHC's current general fund allocation through the District Resource Allocation Model (RAM) is insufficient to sustain development of additional programs and services. This inadequacy results primarily from CHC's being the smaller college in a multiple-college district and the local resource allocation following the State funding model. These circumstances cause some inequities between the funding for two colleges. For example, CHC's non-instructional faculty costs for counseling, transfer, tutoring, and wellness services to students is 35.8 percent of the District-wide total non-instructional faculty costs while the allocation of revenues to the college is 30.5 percent. Thus, in order for the College to continue to provide these much needed basic and valuable services, the cost disparity must be absorbed by applying District reserves, reducing other services, or reducing instruction costs. These imbalances are currently a matter of ongoing discussion in the District Budget Committee and at the Chancellor level in an effort to remedy the budget gaps by revising the RAM. Despite these challenges, the gap between the College's budget and the allocation has most recently been remedied with the application of the District's ample reserves.

The College has obtained additional streams of resources through grants, partnerships, bonds, donations, and local reserves:

- In July 2017 SBCCD received $157 million in FCC Auction Proceeds in exchange for the transition of KVCR TV (District-owned radio/TV station) from UHF to VHF. A portion of these funds have been dedicated to the colleges (Ev. 01).
- Local General Obligation Bonds for construction
- Partnership Donations restricted for student and program support
    - San Manuel Donations
    - Foundation Donations
    - Foundation Support
- Categorical Programs (from the State)

For annual planning, the College's Office of Institutional Effectiveness, Research and

Planning (OIERP) provides to institutional planning stakeholders a list of prioritized resource requests that have been funded (Ev. 02). The Office of Administrative Services provides the Crafton Council, College Budget Committee, Managers, Senates, Chairs Council, Planning and Program Review Committee, and others involved in planning updates on the status of funded resources and available funding. With the allocation of some funding from the FCC auction proceeds (referenced above), the College has invested $3M in a pension rate stabilization trust whereby the investment returns can be used to provide some perpetual funding for program review.

For budget forecasting, the College relies on a multi-year budget forecast to project future general fund budget allocations. These forecasts are updated by Fiscal Services as budget projections are announced by the State Chancellor's Office following the Governor's budget proposal beginning each January, again in May with the Governor's May revise, and again with advance apportionment near the end of July. These forecasts are reviewed and discussed in both the District and College budget committees (Ev. 03). In addition, budget projections are compared to *actuals to date* to track, manage, and make adjustments as necessary. The Board of Trustees and various committees are also updated on a regular basis about key issues related to the College's budget status, including any changed conditions caused by either internal or external events.

In an effort to offset general fund utility expenses, the campus leveraged local bond funding with incentives from the California Solar Initiative to construct and operate a solar farm (140 photovoltaic arrays). The incentives were realized through 2017 (the first five years of operation) based upon actual generated power. The incentives offset the cost of utilities and the maintenance of the solar farm during that time, thereby increasing the payback period of this investment. In addition to the incentive, the solar farm generates approximately 65 percent of CHC's power usage, which has offset the cost of electricity approximately $2M since it started operating in June 2012 (Ev. 04, Ev. 05).

Another innovative partnership was formalized with EcoVox, an energy consultant company that assists the District by developing energy usage dashboards to monitor and analyze utility consumption across the District. This company also trains staff on optimum equipment performance for energy conservation.

In addition, the Crafton Hills College Foundation, established in 1973, has been an integral partner in fostering and providing support for the College. The mission of the Foundation is to enhance educational excellence. The Foundation achieves its mission by promoting gifts to support and enhance quality education at the College. Gifts are applied to scholarships, improvement of facilities and instructional equipment, and supporting vocational and academic disciplines that best serve the needs of students and the community. CHC Foundation assets have grown by 33 percent over the last six years, resulting in additional scholarships to students, program support, and direct student support.

Analysis and Evaluation

Planning at Crafton Hills College is based on a thorough assessment of financial resource availability, development of financial resources, contribution from the CHC Foundation, and

other partnerships. Financial planning at the College is closely intertwined with the integrated planning process described in III.D.3 (above), which creates opportunities within each department to look inwardly and take steps towards continuous improvement. District and College leadership and budget committees have been reviewing the District's resource allocation model (RAM) to create greater equity of funding between the two colleges.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College maintains budgetary accuracy by employing Financial 2000, Questica, and Oracle software programs. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools. Inputs are made at the department level and approved through District fiscal services, including appropriate approvals of College management. Managers have access to view and query current account balances, view transactions, and purchase order balances.

The CHC Budget Committee meets once a month throughout the academic year to review, discuss, and provide input on the financial circumstances of the College. Topics include issues such as budget projections, reserves, budgeting of institutional priorities, the District's allocation model, strategic growth directions, the fifty-percent law, the faculty obligation number, current budget status, the impacts of grant institutionalization and future grants, impacts of programs and bargaining unit agreements, capital construction program planning and budgets, as well as other relevant issues. Further, this committee ensures that the College's financial resources are connected to institutional planning and the mission of the College (Ev. 01).

The Board of Trustees and the Chancellor continue to regularly evaluate the management of the District's funds. The Board of Trustees develops annual budget directives to guide the Colleges' and District office's development of the budget. These directives are based upon Title 5 and the *California Community Colleges Budget and Accounting Manual*, and all other related State and federal laws and regulations (Ev. 02). The District and CHC follow prudent business procedures, which are organized into a document library located on the District's Wiki on their website. District fiscal services operations meet State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing (Ev. 03). The District Fiscal Services office works with the College Vice President of Administrative Services to resolve any irregularities in the budgeting and expenditure processes. College vice presidents, deans, and directors are involved in monitoring their budgets and resolving any issues on an ongoing basis. When issues are identified, discussions occur collaboratively with those involved and necessary adjustments are made through the District's financial accounting systems.

Analysis and Evaluation

Using the *California Community Colleges Budget and Accounting Manual* as a guide, the SBCCD and CHC adhere to all applicable laws and regulations governing the use and monitoring of State

funds. Also, the District and College use appropriate tools to maintain budgetary accuracy and conduct financial planning, which involves broad participation from the College and invites input from all campus constituencies.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College maintains budgetary accuracy and financial integrity through the use of software tools: Financial 2000, Questica, and Oracle. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and follow a specified approval process using these financial management tools. District software systems prevent any expenditure and encumbrance above the approved budget. Oracle requires that invoices submitted for payment be approved by the submitting department before they are processed for payment to the vendor/supplier.

District Fiscal Services and the College collaborate on timelines for fiscal operations, including when funds become available, when funds must be spent, and year-end financial closeout activities. The College budget is an accurate reflection of institutional spending (Ev. 01). The District contracts for annual independent audits and employs an internal auditor who reviews transactions for irregularities and provides findings and recommendations for any corrective action needed. The District's annual independent audits reflect he appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Any findings are reported to Fiscal Services and the campus. Corrective actions are prompt and the audit is presented to the Board of Trustees.

As mentioned in III.D.7 (below), the District's measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices. Audit findings are reported at Board of Trustees' public meetings.

Each year Fiscal Services updates the resource allocation model following the January announcement of the Governor's proposed budget (Ev. 02). Projections for both revenues and expenses are developed into a long-term budget forecast using assumptions generated from the CCCCO's analysis of the budget and the impacts it will have on the District's allocation from the State (Ev. 03., Ev. 04). The College uses this forecast for campus budget discussions and decisions that inform directions as departments develop budgets for services and student learning programs (Ev. 05).

Analysis and Evaluation

The SBCCD and CHC follow all State mandates and use reliable software programs to create accurate financial documents used in planning processes. Independent audits assure that controls of financial resources are accurate and conform to sound, accepted practices.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard
Each year the District Vice Chancellor of Fiscal Services submits all District financial records and related material to an independent auditor for review of the financial statements for the District as a whole. Any significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements are required to be reported in accordance with Government Auditing Standards.

Following the audit, the audit firm submits a report issuing its opinion of the overall accuracy of the financial statements for the District and its colleges (Ev. 01). For FY 2018-19 the auditor issued "unmodified opinion," the highest opinion that can be given for all areas except two "modified opinion(s)" in relation to state awards. These issues are clearly identified in the report, and management has responded with a corrective action plan for each issue. In 2017-18, audit findings were satisfactorily corrected as verified by the independent auditor on the prior year's findings (Ev. 02).

Anyone, inside the District or out, can report concerns through the Compliance Reporting Line on the District website (Ev. 03). Those concerns are addressed by the District's internal auditor. Board minutes include audit reports and Board responses to them.

Analysis and Evaluation
The SBCCD undergoes an annual audit, the results of which are used to verify compliance with accepted standards of accuracy and to identify where the District must take corrective action. Audit reports and Board action in response to those reports appear in Board minutes.

III.D.8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard
As expressed in sub-section III.D.5. (above), the Board of Trustees and the District Chancellor continue to evaluate the management of the District's funds regularly. CHC follows standard business fiscal procedures, and District Fiscal Services operations meet all State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing. When financial control issues are identified, administration addresses them and in a timely manner. For example, at the end of the 2019 fiscal year, the external auditor recommended that the District develop a financial closing procedure to ensure regular and timely reconciliation of all accounts with any inconsistencies reconciled and adjusted prior to year-end (Ev. 01). Although the implementation of Oracle had been successful, there were challenges with year-end reconciliation and preparation of all accounting entries. The District management achieved this difficult, multi-year goal in July 2019. Now that the Oracle system is fully implemented, management is updating its year-end closing procedures to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger.

Analysis and Evaluation
The SBCCD and CHC have worked to worked to identify weaknesses in the District's financial and internal control systems and correct deficiencies.

Return to Agenda

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District regularly monitors cash flow to ensure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, College and District administration reviews enrollment reports and compares them to enrollment projections (Ev. 01).

Fund Balance is used to describe the District's general fund reserve. At the end of Fiscal Year 2020, the District's unrestricted general fund balance is projected to be $16.2 million, or 14.29 percent of the total unrestricted general fund expenditure budget. The State mandates the District maintain a five percent general fund reserve. Thus, the District has adequate reserves to maintain financial stability and meet financial emergencies and unforeseen circumstances (Ev. 02). The fund balance is expected to decrease to 10.17 percent by the end of Fiscal Year 2020-21 but rise again in 2022-23 to 12.19 percent.

In February 2020, the Board of Trustees (BOT) provided a directive to maintain a minimum range of 10-15 percent in the unrestricted fund balance (Ev. 03). This level of fund balance is necessary to accommodate the District's cash flow needs in the event that the State experiences a budget shortfall as part of its allocation to Districts.

The District's budget functions as a financial plan based on estimated revenues and expenditures for the fiscal year. *Cash* refers to that amount of funds that is actually in the District treasury on a day-to-day and month-to-month basis. Monitoring the amount of cash available to meet the District's financial obligations is the core responsibility of the District Fiscal Services department. The staff of this office submits a monthly general fund cash flow analysis report to the BOT.

The senior management from the two colleges and District meet bi-weekly to review and discuss financial issues, budget, policy, administrative procedures, and any other topics related to the fiscal health of the colleges and District.

The District is protected from general property losses and liabilities through its participation in various joint powers authorities (JPAs) throughout the State. One such JPA is the Statewide Association of Community Colleges (SWACC) JPA, which covers District liability losses in excess of $50,000 and property losses above $5,000 (Ev. 04).

For Workers Compensation insurance, the District belongs to the Schools Alliance for Workers' Compensation Excess (SAWCX) JPA, which covers District losses in excess of $500,000 (Ev. 04).

The District purchases medical malpractice insurance for health-related programs such as emergency medical technician, emergency medical services, and fire technology. In addition, the District provides some limited health insurance programs for students. International students are required to provide proof of personal insurance (Ev. 05).

Return to Agenda

For other insurance needs, the District is self-insured and maintains proper procedures and funds for the protection of its staff and students. Every other year, as required by the Governmental Accounting Standards Board (GASB), the District completes an actuarial study for all self-insured funds to determine whether the budget reserves meet the required thresholds (Ev. 06). Budgets are then adjusted accordingly.

Analysis and Evaluation
The current level of reserves is adequate to meet expected obligations as well as unanticipated and unforeseen financial events (e.g., State budget cuts, delays in the adoption of the State budget, and statewide property tax shortfalls). The District's insurance coverage for excessive risks of losses and liabilities is adequate.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard
District and College finances are managed by District Fiscal Services with the collaboration and support of College Administrative Services. College revenues and expenses are managed through a fund accounting system that enables the College to ensure that its funds are used in accordance with funding source requirements or legislative directives.

As an accredited institution, the College is eligible to administer financial aid as authorized by State and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The College has been granted authority to participate and disburse Title IV, State, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference
- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Annually updates the *Financial Aid Policy and Procedures Manual* to conform to current laws and regulations. The manual outlines all processes within the Financial Aid office
- Works in cooperation with Admissions and Records, Counseling, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Administrative Services to assure the funding, awarding, and disbursing of funds
- Meets all deadlines and regulations in a timely and accurate process.

External funding agencies (federal, State, county, and local) require the College to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. Each September the College provides the federal government with the annual Fiscal Operations Report and Application to Participate (FISAP). This report covers grants, loans, and work-study awards and payments. The Financial Aid office also provides required reports through the Common Organization and Disbursement (COD) system of the U.S. Department of Education (DOE). In addition, the District external auditor performs an audit each

summer to ensure compliance with all reporting requirements. The California State Aid Commission (CSAC) performs regular audits approximately every five years or when determined by this commission. Because the College has a high amount of credibility and proven track record with the commission, the commission has not audited the financial aid systems since 2011 (Ev. 01). Training is provided by the DOE, along with annual CSAC conferences, workshops, and webinars to help staff keep apprised of program requirements.

Extended Opportunity Programs and Services (EOPS), a State-funded categorical program that provides support services to financially disadvantaged students, is another program that requires detailed oversight of funds provided. Fund awards to students include book grants and loans, gas cards, parking permits, supplies for classes, and CARE academic grants. To participate, students must qualify by meeting several criteria that establish need. The College must submit to the State a program plan for each EOPS student showing how he/she will spend EOPS awards. The EOPS department submits midyear and year-end reports to the State that show all program financial transactions. The District's external auditor also performs an audit of this program.

The Grants Team, comprised of the Office of Institutional Effectiveness, Research, and Planning (OIERP) and the Office of Resource Development, prepares applications for grants and other externally funded categorical programs in alignment with the College's Educational Master Plan. Training and consultation in grant compliance are provided for project directors, who ultimately have responsibility for adherence to the regulations under the provisions of the Federal Single Audit Act. The OIERP assists project directors in understanding their role for a given grant-funded program. The offices of Business Services and Fiscal Services work closely with the grant directors and Administrative Services to provide necessary training on grant administration and reporting requirements. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted District, State, and federal audit practices.

Programs that are fully or partially funded externally, such as the child-care center, are audited as a component of the District's annual audit. The audit findings are reported to the Board of Trustees (BOT). Financial activity of externally funded programs is also reported to the BOT regularly. The Vice Chancellor of Fiscal Services meets with the Vice President of Administrative Services from the District's two colleges in a fiscal services planning meeting, usually held once each month, to discuss financial performance and corrective action as necessary.

The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for general and committee BOT meetings. The BOT reviews all contracts and agreements and votes on approval at their monthly public meetings.

Foundations in the District are established as nonprofit organizations (501c3) to support students with scholarships, gifts such as gas cards, and grants and loans to buy books (Ev. 02). The CHC Foundation has its own board as an entity separate from the District. The CHC Foundation also has bylaws governing its activities. The College President serves as the secretary, and the CHC Vice President of Administrative Services as the treasurer, providing oversight of investments, fund management, expense approvals, budget development, and budget management. He also presents budgets, income/expense reports and investment reports to the Foundation board at executive committee and quarterly board meetings. The Foundation hires an independent CPA to

review and audit financial records annually (Ev. 03). The Foundation student scholarships awarded are reported to the Financial Aid office.

Annually each June, the BOT establishes signature authorization according to Education Code §§ 17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated District administrators to sign orders drawn on District funds and notices of employment. To certify the authorization, the District requires that the certification-of-signatures form be filed with the San Bernardino County Superintendent of Schools. The Board has approved the Chancellor, Vice Chancellor of Fiscal Services, Business Manager, Director of Fiscal Services, and the Vice Chancellor of Human Resources various levels of signature authority, including District orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

Finally, the District maintains an Office of Internal Audits, which reports to the Chancellor and Vice Chancellor of Fiscal Services and to the BOT as needed. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the BOT regarding status of the annual audit recommendations.

Analysis and Evaluation
District Fiscal Services along with the local Office of Administrative Services carries out oversight of all District financial resources according to state regulations and accepted accounting practices.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard
Each year the District Fiscal Services department updates the resource allocation model following the January announcement of the Governor's proposed budget. The model includes general fund projections for income based upon the most current data available from the State Chancellor's Office. Along with updates of information from the State Chancellor's Office, these projections function as the basis of projection for the next four years. The allocation model includes assumptions for General Fund income and expenses (Ev. 01).

The District sets aside and invests funds for or plans future revenues dedicated to the payment of long-term and future liabilities. These long-term obligations consist of general obligation bonds, workman's compensation claims liability, compensated absences, other post-employment benefits (OPEB) liability, and pension obligation. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. Workers' compensation claims paid are drawn from the District Self-Insurance Fund. The compensated absences, pension obligations, and the balances of the net OPEB liability are paid according to the fund under which the employee worked.

Return to Agenda

Analysis and Evaluation
The SBCCD uses its Resource Allocation Model, which is updated by the Fiscal Services department when relevant new information becomes available, to assure that the District has funds, or a plan for future funds, to meet all anticipated liabilities.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard
Each year, the District assesses CHC the funds necessary for the payment of liabilities and future obligations to ensure sufficient funds are available. These liabilities and future obligations include Other Post-Employment Benefits (OPEB). The amount of these obligations is determined by the Governmental Accounting Standards Board (GASB) Statements 74 and 75 for public sector employers to identify and report their Other Post-Employment Benefits (OPEB) liabilities.

In 2013-14, District Fiscal Services worked with the District Budget Committee to establish a Futurist trust to fund future OPEB benefits (Ev. 01). The District's Futurist Trust (the Trust) is an irrevocable governmental trust for the purpose of funding certain post-employment benefits other than pensions. The District has created a Retirement Board of Authority consisting of District personnel to oversee and run the Futurist Trust. The District has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the District. In 2018-19, this trust fund covered 91 percent of the District's anticipated total OPEB liability (Ev. 02, Ev. 03).

Analysis and Evaluation
The SBCCD plans for payment for all its liabilities, including Other Post-Employment Benefits (OPEB). The District assures that its plans for satisfying all its liabilities is kept current.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard
Crafton Hills College annually assesses and allocates funds for the repayment of locally incurred debt. Debt is managed by the District. Since 2014, the District has repaid prior local debt. Short-term borrowing from the County treasury to maintain cash flow has been eliminated as the State has eliminated appropriation deferrals, which created shortfalls covered by borrowing. Also, the debt incurred by the supplemental early retirement plan (SERP) that was offered to employees in 2011 has been entirely repaid. Currently, local debt exists only for OPEB as mentioned in III.D.12 (above).

Return to Agenda

As explained in sub-standard III.D.12 (directly above), the total OPEB liability is near fully funded (91%) as the District has set aside committed funds for that liability (Ev. 01).

Analysis and Evaluation
CHC assesses and allocates funds for the repayment of locally incurred debt. The District manages debt.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard
The auditing of all financial resources related to bond, fundraising efforts through the CHC Foundation, and auxiliary activities are performed in accordance with generally accepted auditing standards and the Government Auditing Standards. The review of CHC's financial resources -- including debt instruments, auxiliary activities, and grants -- is completed annually within the scope of the District audit.

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee, members of which were appointed to oversee two general obligation bonds: Measure M, a $500 million bond passed in February 2008, and Measure CC, a $470 million bond passed in November 2018. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures and the external audits of the District's bond program to verify that the expenditure of the funds are consistent with each bond measure's stated purpose (Ev. 01, Ev. 02).

Grant resources are monitored by the grant director and responsible administrator, who ensure that grant expenses and actions are in full adherence with the intended purpose of the grant. Revenues and expenses are handled in accordance with District policies and procedures as well in compliance with all federal and State requirements. The grant director produces an annual report to account for expenditures and update the grant providers on the progress of grant actions (Ev. 03, Ev. 04).

Analysis and Evaluation
As evidenced by the results and conclusions of District annual audit review and the accountability reports for the grants, all financial resources of the College are used with integrity for their intended purpose.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard
Crafton Hills College participates in State and federal financial aid programs and monitors student loan default rates. The College participates in the State Cal Grant and California College Promise

Grant (formerly known as the Board of Governors' Waiver) in addition to federal grant programs, including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

CHC administered the Federal Student Loan Program until it ended in 2011. The default rates of three-year cohorts in 2010-2011 and 2009-2010 were 6.5 percent and 4.7 percent, respectively, well below the guidelines maximum of 25 percent. In 2019, the District has again become part of the program, which will begin to take effect at CHC in Fall 2020.

As required by Administrative Procedure (AP) 6500 (Property Management), the College accounts for District assets using appropriate records and inventory procedures (Ev. 01). All equipment is assigned a property control number upon receipt, and its location is recorded in the District's electronic asset management system (Oracle). Reports containing a list of all College assets are available through District Business Services.

Analysis and Evaluation
CHC participates in State and federal programs that provide grants and loans to its students. The College monitors all funds it receives from such programs, including default rates, when required to do so. Also, the College accounts for District assets using appropriate records and inventory procedures (Ev. 01).

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard
Crafton Hills College has contractual agreements that are processed through the District Fiscal Services Business Office and submitted to the Board of Trustees (BOT) for approval. These agreements allow the College to provide services to students in accordance with the College's mission, vision, and values (Ev. 01, Ev. 02, Ev. 03).

Each manager who initiates a contract is responsible for oversight and performance of its terms. Termination clauses in the agreements (i.e., contracts) may be invoked when the contracted services do not meet the scope and standards of the agreement. The office of the Vice Chancellor of Fiscal Services provides oversight in the contracting process with the College. The District Fiscal Services Business Office establishes guidelines and timelines, which it distributes to the College managers and appropriate staff.

Architectural, program-management, and construction-management services at CHC are contracted by the District and managed by the District's Facilities and Planning Department in coordination with CHC management. These services provide support with ongoing maintenance, new construction, and projects. These projects are outlined in the Facilities Master Plan (see Standard III.B.2, Ev. 2) and the Five-Year Scheduled Maintenance Plan (see Standard III.B.2, Ev.

3). Any material changes in the plan, such as projects added to the Measure M bond projects list, are made in collaboration with the College.

The Measure CC program management procedures, updated in 2019, were developed in collaboration between District leadership, the program management consultant, and CHC leadership to govern internal controls for contracting, invoicing, payments, contract changes/amendments, and other matters. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consultation with San Bernardino Community College bond and/or construction attorneys. The bond program controls and processes, including financial, are included in the program implementation plan, reviewed and updated annually by the program management consultant and the District Facilities, Planning, and Construction office. Significant changes are reviewed and approved through the Chancellor's Cabinet.

CHC uses vendors to provide outside services by contract such as maintenance agreements with companies that maintain the campus's physical plant. The College also contracts for services that enhance College operations, including classroom environments and equipment. Such services include leasing and maintaining copying machines, removing hazardous waste, and providing security for cash movement (Brinks Security).

CHC also contracts with area K-12 districts to provide instructional and support services to high school students who are dual-enrolled in both high school and CHC as participants in the K-12 partnerships. The College also has an agreement with the San Bernardino Public Safety Academy, a charter school, to provide classes for CHC college credit to eligible students.

Analysis and Evaluation
There are numerous (nonpublic works) contracts, both annual and one-time, to support CHC educational programs and operations. Managers are required to review contracts in their respective areas of responsibility, sign a contract coversheet, and submit it to the BOT for approval through District Business Services. Contracts are all effectively governed by the California Public Contract Code and BP/AP 6340 (Bids & Contracts). The District's Business Services Office must approve all College and District contracts to ensure legal compliance and process each contract for BOT approval.

Conclusions on Standard III.D. Financial Resources
Crafton Hills College has a sufficient budget with the support from District reserves to support the mission and the Educational Master Plan. District Central Services has robust financial procedures and well-established and continually improving processes to assure consistency, reliability, and financial solvency. The Board of Trustees has established up-to-date written policies that provide a solid framework for fiscal and business agents of the District to manage funds and contract services. Short- and long-term liabilities are considered and planned for annually. Grants are managed in compliance with their specific spending and reporting requirements.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Increase the amount of exposure employees have to the budgeting tools and ensure that they continue to provide and improve the training tools being offered	III.D.2	VP of Administrative Services	Fall 2020	Increase the number of employees that are familiar with the budget and understand how to use the tools provided to them.
Explore tools to migrate existing dashboards into Tableau and edit for ease of consumption by constituent groups	III.D.2	Dean of Institutional Effectiveness, VP of Instruction, VP of Administrative Services	Fall 2020	Increase access to and understanding of data among employees
Work to familiarize groups on campus with the compliance hotline by providing campus communications regarding the compliance hotline and its purpose	III.D.7	VP of Administrative Services	Fall 2020	Increase awareness of the compliance hotline to faculty, staff, administrators, and others on campus
Work with the District to help CHC become less reliant on the District's reserves.	III.D.11	VP of Administrative Services, Budget Committee Members	Spring 2021	Provide more financial security and stability for Crafton Hills College
Develop instruments to provide instruction and support for students who are considering taking out loans to provide additional information and address student concerns	III.D.15	Director of Financial Aid, Director of EOPS	Fall 2020	Reduce the number of students who would be at risk of defaulting on their student loans

Return to Agenda

Evidence List

Standard III.D.1
III.D.1.01. 2019-2020 SBCCD Final Budget
III.D.1.02. CHC Comprehensive Master Plan
III.D.1.03. SBCCD 5 Year Construction Plan
III.D.1.04. Unrestricted General Fund Multi-Year Budget Forecast

Standard III.D.2
III.D.2.01. 2019-2020 CHC Planning and Program Review Handbook
III.D.2.02. 2018-19 Prioritized Objectives Dashboard
III.D.2.03. Unrestricted General Fund Multi-Year Budget Forecast
III.D.2.04. Prioritized Board Directives for the 2020-21 General Fund Budget
III.D.2.05. District Budget Committee Website
III.D.2.06. CHC Budget Committee Meetings Website
III.D.2.07. Crafton Council Meetings Website
III.D.2.08. January 16, 2020 District Budget Committee Meeting Minutes
III.D.2.09. CHC Budget Committee Website

Standard III.D.3
III.D.3.01. AP 6200 Budget Preparation
III.D.3.02. 2020-2021 Developmental Budget Instructions
III.D.3.03. January 28, 2020 Crafton Council Minutes

Standard III.D.4
III.D.4.01. Proposal of Allotment of FCC Proceeds
III.D.4.02. Funding Status of Prioritized Objectives (Dashboard)
III.D.4.03. Resource Allocation Model for Fiscal Year 2019-2020
III.D.4.04. Solar Production Dashboard
III.D.4.05. CHC Solar Farm Production 2017-2018

Standard III.D.5
III.D.5.01. Budget Committee Charge
III.D.5.02. 2019-2020 SBCCD Final Budget
III.D.5.03. June 30, 2019 SBCCD Annual Financial Report

Standard III.D.6
III.D.6.01. 2019-2020 SBCCD Final Budget
III.D.6.02. Resource Allocation Model for Fiscal Year 2019-2020
III.D.6.03. 2019-2020 Long-Term Budget Forecast (Excel)
III.D.6.04. 2019-2020 Multi Year Forecast Budget
III.D.6.05. February 21, 2017 Budget Committee Minutes

Standard III.D.7
III.D.7.01. SBCCD Fiscal Services Website
III.D.7.02. June 30, 2019 SBCCD Annual Financial Report

Return to Agenda

III.D.7.03. Compliance Hotline Website

Standard III.D.8
III.D.8.01. June 30, 2019 SBCCD Annual Financial Report

Standard III.D.9
III.D.9.01. January 2020 FTES Report to the Board
III.D.9.02. 2020 Draft Resource Allocation Model and Long-Term Forecast
III.D.9.03. February 13, 2020 Board of Trustees Meeting Agenda
III.D.9.04. 2019-2020 Proof of Insurance
III.D.9.05. International Students Website
III.D.9.06. SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75

Standard III.D.10
III.D.10.01. California State Aid Commission Audit 2011
III.D.10.02. Crafton Hills College Foundation Scholarship Policy
III.D.10.03. Crafton Hills College Foundation Audit Policy

Standard III.D.11
III.D.11.01. 2020-2021 Draft Resource Allocation Model

Standard III.D.12
III.D.12.01. 2014 SBCCD Actuarial Study of Retiree Health Liabilities
III.D.12.02. 2019 SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75
III.D.12.03. 2018 SBCCD Actuarial Study of Retiree Health Liabilities under GASB 74/75

Standard III.D.13
III.D.13.01. 2019 SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75

Standard III.D.14
III.D.14.01. Citizens Bond Oversight Committee 2018 Report to the Community
III.D.14.02. Citizens Bond Oversight Committee Meeting Agendas/Minutes Website
III.D.14.03. Strong Workforce Narrative Reporting - Inland Empire/Desert Regional Consortium
III.D.14.04. Crafton Hills College - SBCCD Perkins First Quarter Report - July to September 2019

Standard III.D.15
III.D.15.01. AP 6500 Property Management

Standard III.D.16
III.D.16.01. BP 6340 Bids and Contracts
III.D.16.02. AP 6340 Bids and Contracts
III.D.16.03. Board of Trustees Agendas and Minutes Website

Return to Agenda

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

Crafton Hills College has consistently used decision-making processes that include the collaboration of all campus constituencies. Inclusive participation in College governance (i.e., *shared governance*) that encourages innovation and stimulates creativity has been a tradition of CHC since its establishment in 1972 and continues through policy and continued practice, especially in planning.

Board Policy (BP) 2510 (Collegial Consultation) states that "[t]he Board embraces the concept of collegial consultation and… [provides] procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation…." For academic and professional matters, the District relies primarily on the advice of the District's colleges' academic senates, and each college relies on the advice of its academic senate on academic and professional processes and procedures for local decision-making matters (Ev. 1, Ev. 2). For other matters that affect the College community, CHC includes all constituencies (i.e., administrators, faculty, classified staff, and students) in collaborative discussion groups or committees. On occasions when decisions must be made that affect the surrounding community, such as public use of the CHC Aquatics Center, members of the community are invited to participate. At the District level, BP 2345 (Public Participation at Board Meetings) provides for members of the public to comment on any agenda item at Board meetings (Ev. 3).

Administrative Procedure (AP) 2510 includes a diagram of the College's decision-making organizational structure. The *CHC Organizational Handbook* explains the roles all constituencies on campus play in decision-making processes (Ev. 4). In addition, the College webpage provides information about how members of different constituencies participate in decision-making.

Student participation in governance is explained on the Student Senate web page (Ev. 5). The role of classified employees and how they may get involved in decision-making is explained on the Classified Senate's webpage (Ev. 6). Information for faculty who would like to be involved in College governance is available on the Academic Senate's webpage (Ev. 7). All faculty are represented by the Academic Senate. Divisions select representatives to attend meetings and vote on their behalf. There are also four seats on the Academic Senate for part-time faculty.

To help keep all members of the College community informed about issues discussed and action taken at committee meetings, all committees record minutes that are published and readily available to anyone through the College website (Ev. 8). In addition, when the campus worked on this Institutional Self Evaluation Report (ISER), sub-standards were aligned with individual campus committees, which provided information in their respective areas of responsibility (Ev. 9, Ev. 10, Ev. 11, Ev. 12). Also, in accordance with the State's Brown Act, anyone may attend any meeting of a group or committee involved in College or District governance. Moreover, public forums are held to introduce and discuss issues or proposals that affect the campus as a whole. For example, there have been open forums to discuss all responses to standards in this report (Ev. 13, Ev. 14, Ev. 15).

In addition to the formal committee structure the College uses to develop ideas and forums for eliciting reactions to proposals for improving the institution, the College President holds open office hour sessions once a month, when anyone in the College community may come in, with or without an appointment, to discuss policies and procedures or offer suggestions (Ev. 16, Ev. 17). Times for these sessions vary from month to month to accommodate schedules. These times are announced via email to the entire campus community (Ev. 18).

This system of participatory decision-making has created a sense of empowerment reflected in the results of the most recent Crafton Hills College Employee Campus Climate Survey (Ev. 19). Specifically, 86 percent of respondents agreed or strongly agreed that they are personally treated with respect. Equally important, 80 percent of respondents agreed or strongly agreed that the annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.

CHC administers the Employee Campus Climate Survey bi-annually and spends the year in which the survey is not administered collecting feedback on the results and engaging in the process of continuous institutional improvement (Ev. 20). Even though this most recent employee campus climate survey showed that all constituencies of the College's employees remain generally satisfied with most items related to roles in College governance, the College continues to work on making improvements (Ev. 21).

To determine student attitudes relating to their role in governance, the College includes students on each participatory governance committee, and the College President or a designee attends the Student Senate meetings on a regular basis to illicit feedback (Ev. 22, Ev. 23). In addition, faculty and administrators -- including the President, Vice Presidents, and Deans -- regularly attend the Student Senate meetings to illicit feedback on such matters as bonds, the Truth Initiative, ASB card fees, resources, food services, support for San Bernardino Community College District Teachers Association (SBCCDTA), mental health support, and the writing of the ISER (Ev. 24, Ev. 25, Ev. 26, Ev. 27).

Analysis and Evaluation
The College constantly strives to bring together all constituent groups of the College community to participate meaningfully in decision-making. Responses to the employee campus climate survey reflect a general recognition of this inclusiveness.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard
As explained above (IV.A.1), Crafton Hills College is committed to including all constituencies (i.e., administrators, faculty, classified staff, and students) in decision-making. The roles and procedures for those constituencies are clearly outlined in the District's and College's governance documents. As described in sub-standard IV.A.1 (directly above), District Board Policy (BP) 2510 (Collegial Consultation) provides the foundation for participatory institutional governance (Ev. 01). The manner by which participation is carried out is outlined for the District and each college in AP 2510 (Ev. 02). In addition, the College created the *CHC Organizational Handbook* to provide a formal resource to faculty, staff, students, and managers on all matters related to governance of the College (Ev. 03). The Crafton Council reviews and updates the *Handbook* annually.

At the District level, a number of different groups function as forums for discussion and means to bring forward ideas and recommendations to the District Chancellor and Board of Trustees.

The District Assembly is a representative group that advises and makes recommendations to the District Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District (Ev. 04). The District Assembly ensures that each appropriate constituent group participates in the decision-making process (Ev. 05) by providing a forum for effective communication among representatives of the District's major constituent groups. This body is charged with discussing issues of policy. It also assigns policy issues to appropriate committees for development of recommendations to the Chancellor. District Assembly minutes are published and available on the District website.

The Crafton Hills College *Organizational Handbook* includes a description of the decision-making process and the committees involved in this process at the College (Ev. 06). Participatory governance at CHC is characterized by inclusiveness, rigorous dialogue, and collaborative decision-making involving all constituents: classified staff, faculty, administrators, and students.

There are four different types of participatory governance committees at CHC: Crafton Council committees, functional committees, constituency committees, and ad hoc committees (or task forces). Crafton Council Committees have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council. Functional Committees may or may not have broad representation, depending on the charge. The charge of a functional committee may be

information sharing or serving to provide advice on a matter. Constituency committees report to the Student Senate, Academic Senate, or Classified Senate as appropriate. Ad hoc committees (or task forces) are typically convened for a limited time and a limited issue or purpose. A current example is the Guided Pathways Task Force, which is tasked with institutionalizing guided pathways and will no longer meet after it has completed its goals (Ev. 07). Depending on their purpose, they may or may not have broad representation for all constituencies. The College website includes a list of the committees and resources for the committee chairs (Ev. 08).

Decisions made in Crafton Council, committees, and constituency committees are communicated to the campus community through minutes, agendas, and supporting documents. These items are published on each committee's web page, which is accessible through the committee's web site (Ev. 08). For Example, the Crafton Council web page includes its charge and membership, a link to the *CHC Organizational Handbook*, funding status of prioritized objectives, and the committee's minutes and agendas (Ev. 09).

The Crafton Council is the central deliberative collegial body at CHC. The primary shared governance committees report to Crafton Council. Its fundamental purpose is to provide information and facilitate communication and governance. Below is the Crafton Council's charge, indicating that this committee

1. Functions as a clearing house for potential or actual shared governance issues.
2. Provides information to and models best practices for shared governance committees.
3. Assumes oversight and maintenance of the *CHC Organizational Handbook*.
4. Monitors Policies and Administrative Regulations related to shared governance, and recommends modifications thereof, or new Policies or Administrative Regulations, as needed.
5. Coordinates the systematic evaluation of governance and administrative structures, processes, and services.
6. Recommends resolutions of or guidelines on larger shared governance questions at CHC.
7. Coordinates campus training in shared governance principles and practice.
8. Promotes plan integration and alignment and recommends corrective action as necessary.
9. Relies on research, evidence and learning assessment results to inform planning and decision-making.
10. Forwards revisions of the college Mission, Vision and Values to the Board of Trustees for review and approval and determines an appropriate implementation date.

Major participatory governance committees include the District Assembly; the Crafton Council; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Planning and Program Review Committee; and the Student Success and Equity Committee (The District Assembly is a District committee; the others are College committees.). These and other standing and ad hoc committees include balanced representation from the four major constituencies. Administrator members are selected by senior administration, faculty members are selected by the Academic Senate, classified professionals are selected by the Classified Senate or CSEA, and student members by the Student Senate representing the Associated Students.

Return to Agenda

Ad hoc committees are created to deliberate and make recommendations on issues that are not clearly under the charge of a standing committee or on matters that require special consideration.

Analysis and Evaluation
Board policy and administrative procedures provide a framework for collaboration among all constituencies in decision-making. The *CHC Organizational Handbook* includes the mechanisms and references to resources for those who participate in governance. All constituencies are well represented on participatory governance committees at the College and District levels.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard
Roles and procedures for participation of administrators and faculty in College governance are clearly outlined in the College's governance documents. The *CHC Organizational Handbook* (Ev. 01) describes the responsibilities of all Crafton Council and Academic Senate committees. The *Background and Overview* section of the *Handbook* sites BP 2510 (*Collegial Consultation*), which clearly states that "…faculty, management, classified staff, and students [have] the right to participate…in collegial consultation…." The *Principles of Collegial Consultation* in AP 2510 states that each constituency is responsible for appointing representatives to various participatory governance committees on campus (Ev. 02, Ev. 03).

Moreover, the *Handbook* makes clear that consensus is the preferred decision-making process and that the Crafton Council oversees the participatory governance process. This body represents all campus constituencies and includes the CHC President, Academic Senate President and Vice President, Classified Senate President, a CSEA representative, Associated Students President, VP of Student Services, VP of Instruction, and VP of Administrative Services (Ev. 04). AP 2510 defines the process of collegial consultation at the College as follows:

> Collegial Consultation is a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations that the Chancellor carries forward to the Board of Trustees for final approval. In issues related to academic and professional matters the Board will rely primarily on the Academic Senate.

Ten areas are defined by Title 5 Regulation, Article2, Section 53200 as *academic and professional matters* (an eleventh is for matters that may be defined as such by mutual agreement between the academic senate and the governing board):

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Education program development
5. Standards or policies regarding student preparation and success
6. District and college consultation structures, as related to faculty roles

7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Process for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

For other areas of decision-making in regard to board policy, the Governing Board, the Academic Senate, administration, staff, and students work together to reach agreement. Discussion of such matters occurs most often in the District Assembly, a body with broad representation that advises the Chancellor on matters affecting the District (Ev. 03).

Each committee involved in developing recommendations or proposals for decision-making has a committee charge and must record minutes of meetings, which are available to all from the College website.

The *Planning and Program Review Handbook* (Ev. 05) and the *Integrated Planning and Program Review Process for Prioritizing Objectives* (Ev. 06) describe the process by which all units on campus participate in institutional planning and the prioritization of resources. This process is also described in the 2012 Research and Planning Group Conference Presentation where Crafton received the Excellence in Planning Award for its integrated planning and program review process (Ev. 07). The unit plan is the foundation for planning on campus, and all employees are given opportunities to participate in the development of these plans.

Facilities planning has recently become a more collaborative process than in the past. The Academic, Classified, and Student senates have approved a process to help prioritize capital outlay projects, such as building renovations and new buildings. For example, in Spring 2019, the College engaged in a revised prioritization of the CHC Facility Master Plan Projects. The process included the Student, Academic, and Classified Senates. The President's Cabinet reviewed input from the senates and prioritized the facilities projects based on this feedback (Ev. 08, Ev. 09).

Analysis and Evaluation
Faculty and administrators have a clearly defined and broad responsibility to participate in all decision-making at Crafton Hills College. This participation is clearly described in the *CHC Organizational Handbook* and the *Planning and Program Review Handbook* as well as in Board Policies that relate to the delegation of authority to administrators and the responsibilities of faculty through their Academic Senate regarding academic and professional matters.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard
Crafton Hills College faculty, working through their Academic Senate and departments/units, have primary responsibility for decisions regarding curriculum and other matters pertaining to the

College's policies and procedures on curriculum and student learning programs and services (Ev. 01, Ev. 02). Board Policy (BP) 4020 (Program, Curriculum, and Course Development) states that the faculty, through its academic senate, are involved in all program and curriculum processes (Ev. 03). AP 4020 further states that each college will describe procedures in its curriculum handbook (Ev. 04). Moreover, AP 2510 (Collegial Consultation) states that with "…issues related to academic and professional matters the Board will rely primarily on the Academic Senate."

The Curriculum Committee (Ev. 05) is authorized by the College's Academic Senate to make recommendations to the Board of Trustees about the curriculum of the College, including the following:

- Approval of new courses
- Deletion of existing courses
- Proposed changes in courses
- Periodic review of course outlines
- Approval of proposed programs
- Deletion of programs
- Changes in programs
- Review of degree and certificate requirements
- Approval of changes in degree and certificate requirements
- Approval of prerequisites and co-requisites

The *Crafton Hills College Curriculum Handbook* outlines the processes for carrying out these functions (Ev. 06).

Curriculum Committee membership includes the following:

- Faculty members as appointed by the Academic Senate including the Curriculum Committee Chair (voting)
- Articulation Officer (voting)
- Representative of the Educational Technology Committee (Voting)
- Vice President, Instruction (Non-Voting)
- Deans (Non-Voting)
- Catalog/Data Specialist (Non-Voting)
- Admissions and Records Evaluator (Non-Voting)
- Administrative Assistant to the Vice President, Instruction (Non-Voting)

In addition to the Academic Senate's Curriculum Committee, a number of other Academic Senate committees address issues on curriculum and student learning programs and services on campus. These include the Educational Policies Committee (Ev. 07), the Honors Committee (Ev. 08), and the Educational Technology Committee (Ev. 09), which provides resources for online teaching through its Online Teaching Resources document (Ev. 10). This publication includes requirements for courses offered in distance education (DE) mode, certification of instructors assigned a DE class (No one may teach a DE class without certification), and information for faculty who seek training to become certified to teach DE classes.

Return to Agenda

The Crafton Council committees that address College educational issues include the following: Educational Master Plan; Institutional Effectiveness, Accreditation and Outcomes; Planning and Program Review; Professional Development; Student Success and Equity; and Technology Planning.

The responsibilities and membership of each committee are outlined in the *CHC Organizational Handbook* (Ev. 11). Responsibilities and membership of Crafton Council committees are reviewed annually by the Council (see Standard I.B.7, Ev. 12). And the Academic Senate's executive committee reviews those elements of Senate committees periodically (Ev. 13).

Analysis and Evaluation
CHC faculty and academic administrators fulfill their roles in making recommendations about curriculum and student learning programs and services. These roles are well defined in the *Crafton Hills College Curriculum Handbook,* the *CHC Organizational Handbook*, and committee charges.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard
The policies on governance procedures specify appropriate roles for all administrators, faculty, classified staff, and students. These policies and processes are established and published by various groups across campus. For example, they appear in BP 2510 (Collegial Consultation) (Ev. 01, Ev. 02), the *CHC Organizational Handbook* (Ev. 03), and on the Academic (Ev. 04), Classified (Ev. 05), and Student Senate websites (Ev. 06).

The participatory (or *shared*) governance process at CHC occurs through the committee structure. This structure affords broad-based participation in the governance process by all campus constituencies to ensure collegial decision-making processes that encourage constituencies to work together for the good of the institution and to further its mission. Specifically, the *Crafton Hills College Organizational Handbook* provides a formal resource to faculty, staff, students, and managers on all matters related to College governance processes (Ev. 03). This handbook provides information about how decisions are made—the many structures and paths available to influence decision-making—with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad of available decision-making opportunities.

Most College employees appear to be satisfied with how collaboration at the College works. The overall satisfaction with the collaborative governance process at Crafton increased from 46 percent in Fall 2016 to 66 percent in Fall 2018, a 20-point increase. In addition, the satisfaction with the planning and decision-making processes at CHC increased from 36 percent in Fall 2016 to 59 percent in Fall 2018, a 23-point increase.

In addition, faculty maintain their position of exercising primary responsibility for planning of educational programs and services, in accordance with the California Code of Regulations, which established the "10+1" *academic and professional matters* (Ev. 04).

The staff and students are informed of their respective roles through information and documents made available across campus, primarily through the *CHC Organizational Handbook* (Ev. 03).

To provide membership to the various committees, the College relies on the four major constituency groups: The Academic Senate, the Classified Senate, the Student Senate, and CSEA. This process is also facilitated through the Crafton Council (Ev. 3, Ev. 07).

The timeline for review and approval of institutional plans varies depending on the type of planning. The process and timeline for program review annual, two-year, and four-year plans is available in the Planning and Program Review Schedule (Ev. 08).

The College's mission statement is reviewed annually by the Educational Master Planning Committee (Ev. 09). Other College plans, such as the Guided Pathways Work Plan, are developed with broad participation by all constituent groups (Ev. 10, Ev. 11, Ev. 12).

The Board of Trustees provides for a regular opportunity through which the following constituents can report and provide their particular perspectives at each Board of Trustees meeting (Ev. 13):

- Academic Senate
- Classified Senate
- Associated Students
- CSEA
- CTA

Analysis and Evaluation

CHC has a committee system that encourages everyone in the College community to participate in decision-making on matters that relate to his or her responsibilities. Processes and procedures for participation in College governance are available in many publications, including the *CHC Organizational Handbook* and committee charges. This system works well to ensure timely action on important matters such as institutional plans, policies, and curriculum development and change.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Crafton Hills College documents and communicates across the institution discussions and/or outcomes in committees and other work groups that relate to decisions and recommendations. Board Policy (BP) and Administrative Procedure (AP) 2510 (Collegial Consultation) make clear the District's intention to communicate its processes for decision-making and the outcomes of those processes (Ev. 01, Ev. 02).

Decisions made in Crafton Council and the College's other committees are communicated through members of the committees representing the College's constituent groups, through the minutes and other documentation available on the College's website, and -- for planning and program review -- through an annual letter from the President emailed to the entire campus (Ev. 03). This letter describes the process for prioritizing objectives, explains any changes made by the

President's Cabinet, and provides a link so that programs can monitor the funding status of their prioritized objectives.

In addition, decisions are also communicated by the College President when he addresses the College community or any part of it during in-services or forums or at meetings of the senates or divisions.

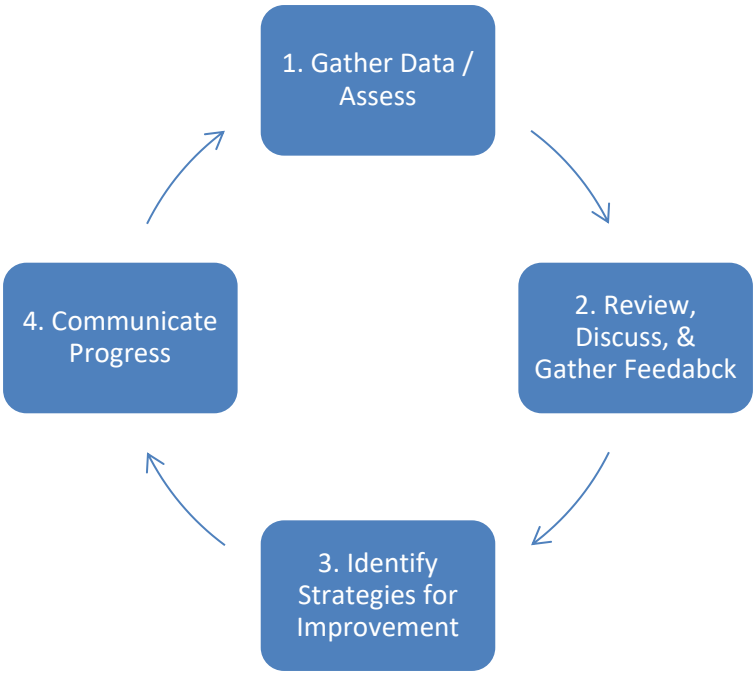
Analysis and Evaluation
Decisions and explanations from committee discussions are communicated to the campus community by reports from collegial consultation committee members representing constituencies, committee meeting minutes posted on the College website under that committee, and -- for planning and program review actions -- through an annual letter from the College President.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
The College has many mechanisms for evaluating the institution's governance and decision-making structures and processes. Most important is the Employee Campus Climate Survey, administered biennially and used to measure employee perception of and satisfaction with CHC's governance and decision-making structures, among other matters. The results of the survey are shared with the campus in a report (Ev. 01), a dashboard (Ev. 02), a newsletter (Ev. 03), the Crafton Hills College Scorecard (Ev. 04), and various presentations at committee meetings. The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, inclusiveness, planning and program review, participatory (or *shared*) governance, and the resource allocation processes.

The results of the Campus Climate Survey are reviewed every year by the Educational Master Plan Committee (EMPC), which may use results to recommend improvements to decision-making processes. For example, In Fall 2019 the EMPC discussed a decrease in employee satisfaction with planning and decision-making, participatory governance, and resource allocation (Ev. 04). The EMPC noted a smaller than usual response rate as well as the existence of interim executive leadership during the last administration of the survey, an issue that would be resolved with new permanent leadership. Nevertheless, EMPC suggested strategies for addressing concerns.

The survey results are also presented to the Crafton Council, charged with overseeing issues related to accreditation and integrating plans, and serving as the advisory body to the President on issues of planning, program review, and relationship resource allocation (Ev. 05, Ev. 06, Ev. 07). In Fall 2019 the Crafton Council developed strategies to help address concerns identified in the Campus Climate Survey results that had specifically to do with planning and program review. This process of continuous institutional improvement is also described in Standard IA (Ev. 08). A diagram of how the process works appears below.



Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate the participatory governance and decision-making committees (Ev. 09). The Crafton Council uses the results of the Committee Self-Evaluation (Ev. 10) to improve and update training of the committee chairs (Ev. 11) and to improve the College's participatory governance processes (Ev. 12). The disaggregated results for each committee are distributed to the committee chairs, who discuss them with the rest of their committee at one of the first meetings of the school year to determine what changes that committee should consider regarding its charge, processes, and means of communication (Ev. 13, Ev. 14).

The Planning and Program Review Committee (PPRC) also uses the same continuous institutional improvement process described in the above figure to review its structures and processes annually to assure their integrity and effectiveness (Ev. 15). For example, in Spring 2018 the committee reviewed the program review survey results and found that the PPRC needed to improve the process for prioritizing unit objectives (Ev. 16). In addition, the committee also discussed revising the rubric item requiring programs to have program learning outcomes in the Catalog. In Spring 2019, the PPRC reviewed the budget categories and the instructional questions and agreed to minor changes to improve how the objectives were prioritized within budget categories (Ev. 17).

Analysis and Evaluation

CHC uses surveys and discussion in participatory governance committees, especially Crafton Council, to evaluate and improve its decision-making processes and assure their integrity and effectiveness. The College communicates the results of these evaluations and uses them to improve the effectiveness of decision-making processes.

Return to Agenda

Conclusions on Standard IV.A. Decision Making Roles and Processes

Decision-making at Crafton Hills College occurs through a collegial system of participatory (or *shared*) governance by which decision-making committees composed of members from administration, faculty, classified staff, and students provide input on matters pertaining to student success and advancing the College mission. Crafton Council committees are organized by and report their actions to the Crafton Council. The Academic Senate delegates work on academic and professional matters, such as curriculum, to committees of faculty, which may also include non-voting members of administration and students.

Board policy defines governance roles, structures, processes, and practices for administrators and faculty. The District has policies and practices that delineate functions of the District and the colleges.

CHC committees publish their actions in minutes that are available to all from the College website. To improve performance, they engage in self-evaluation to assess committee effectiveness. Also, employees participate in surveys to express their level of satisfaction with College governance. CHC continuously works to improve its governance system.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Continue monitoring campus climate survey results regarding satisfaction in decision-making processes and make formal recommendations for future inquiry or action based on these results	IV.A.5	President, VP of Instruction, VP of Student Services, VP of Administrative Services, Dean of Institutional Effectiveness	Spring 2021	Further gains in the satisfaction with the collaborative governing process at Crafton Hills College
Establish processes to ensure a regular review of campus committee pages to ensure the pages are always up to date with the most recent minutes and agendas posted.	IV.A.6.	Director of Institutional Advancement, Web Developer, Committee Chairs	Fall 2020	Ensure that agendas and minutes are always up to date and receive feedback regarding potential issues in updating the websites
Create a central repository of data regarding committee self-evaluations that	IV.A.7.	Dean of Institutional Effectiveness	Spring 2021	Make it easier to interpret and access results from multiple years' worth of

is easy to access and compare results across years for all committee members				committee data to help inform decision-making

Evidence List

Standard IV.A.1

IV.A.1-01. BP 2510 - Collegial Consultation
IV.A.1-02. AP 2510 - Collegial Consultation
IV.A.1-03. BP 2345 - Public Participation at Board Meetings
IV.A.1-04. CHC Organizational Handbook
IV.A.1-05. Student Senate Web Page
IV.A.1-06. Classified Senate Web Page
IV.A.1-07. Academic Senate Web Page
IV.A.1-08. Committees Web Page
IV.A.1-09. Curriculum Committee Minutes
IV.A.1-10. Faculty Department Chairs Minutes
IV.A.1-11. EMPC Minutes
IV.A.1-12. Crafton Council Minutes
IV.A.1-13. Accreditation Timeline - Open Forums
IV.A.1-14. January Accreditation Open Forum
IV.A.1-15. February Accreditation Open Forum
IV.A.1-16. President and VPs Open Forum
IV.A.1-17. VP Student Services Open Forum
IV.A.1-18. President - Open Office Hours
IV.A.1-19. Campus Climate Survey Dashboard
IV.A.1-20. Did you Know - Campus Climate Data
IV.A.1-21. November 12, 2019 Crafton Council Minutes
IV.A.1-22. Committee Student Membership
IV.A.1-23. Crafton Council Minutes showing Student Attendance
IV.A.1-24. Student Senate November 16, 2018 Minutes
IV.A.1-25. Student Senate November 30, 2018 Minutes
IV.A.1-26. Student Senate March 8, 2019 Minutes
IV.A.1-27. Student Senate May 10, 2019 Minutes

Standard IV.A.2

IV.A.2.01. BP 2510 - Collegial Consultation
IV.A.2.02. AP 2510 - Collegial Consultation
IV.A.2.03. CHC Organizational Handbook
IV.A.2.04. District Assembly Charge
IV.A.2.05. District Assembly Membership
IV.A.2.06. CHC Organizational Handbook
IV.A.2.07. Guided Pathways Task Force
IV.A.2.08. Committee Website
IV.A.2.09. Crafton Council Committee Website

Return to Agenda

Standard IV.A.3

IV.A.3.01. CHC Organizational Handbook
IV.A.3.02. BP 2510 - Collegial Consultation
IV.A.3.03. AP 2510 - Collegial Consultation
IV.A.3.04. Crafton Council Membership
IV.A.3.05. PPR Handbook
IV.A.3.06. PPR Prioritization Process
IV.A.3.07. RP Group Excellence in Planning Presentation
IV.A.3.08. Facilities Master Plan Reprioritization Process
IV.A.3.09. Crafton Council October 22, 2019 Minutes

Standard IV.A.4

IV.A.4.01. BP 2510 - Collegial Consultation
IV.A.4.02. AP 2510 - Collegial Consultation
IV.A.4.03. BP 4020 - Program, Curriculum, and Course Development
IV.A.4.04. AP 4020 - Program, Curriculum, and Course Development
IV.A.4.05. Curriculum Committee Charge
IV.A.4.06. Curriculum Handbook
IV.A.4.07. Educational Policies Committee Charge
IV.A.4.08. Honors Committee Charge
IV.A.4.09. Educational Technology Committee Charge
IV.A.4.10. Online Teaching Resources
IV.A.4.11. CHC Organizational Handbook
IV.A.4.12. Crafton Council Coordination of Committee Self-Evaluation
IV.A.4.13. Academic Senate Minutes - Committee Review

Standard IV.A.5

IV.A.5.01. BP 2510 - Collegial Consultation
IV.A.5.02. AP 2510 - Collegial Consultation
IV.A.5.03. CHC Organizational Handbook
IV.A.5.04. Academic Senate Charge
IV.A.5.05. Classified Senate Charge
IV.A.5.06. Student Senate Charge
IV.A.5.07. Crafton Council Charge
IV.A.5.08. PPR Schedule
IV.A.5.09. EMPC November 27, 2018 minutes - mission
IV.A.5.10. Crafton Council January 23, 2018 minutes
IV.A.5.11. Crafton Council February 27, 2018 minutes
IV.A.5.12. Crafton Council March 27, 2018 minutes
IV.A.5.13. Board of Trustees February 13, 2020 minutes

Standard IV.A.6

IV.A.6.01. BP 2510 - Collegial Consultation
IV.A.6.02. AP 2510 - Collegial Consultation
IV.A.6.03. PPR President's Letter

Return to Agenda

Standard IV.A.7

IV.A.7.01. Campus Climate Survey Report
IV.A.7.02. Campus Climate Survey Dashboard
IV.A.7.03. Did you Know - Campus Climate Survey
IV.A.7.04. CMP Crafton Hills College Scorecard - Campus Climate Survey
IV.A.7.05. Crafton Council Minutes Review Scorecard including Campus Climate Survey Results
IV.A.7.06. Crafton Council November 12, 2019 Minutes - Campus Climate Survey
IV.A.7.07. Crafton Council December 10, 2019 Minutes - Campus Climate Survey
IV.A.7.08. Continuous Quality Improvement
IV.A.7.09. Crafton Council Coordination of Committee Self-Evaluation
IV.A.7.10. Spring 2019 Crafton Council Committee Self-Evaluation Results
IV.A.7.11. 2019-2020 Committee Chair Training
IV.A.7.12. Spring 2019 Enrollment Strategies Committee Self-Evaluation Results
IV.A.7.13. Spring 2019 Safety Committee Self-Evaluation Results
IV.A.7.14. Enrollment Strategies Committee Norms Minutes
IV.A.7.15. PPR Evaluation Survey Results
IV.A.7.16. September 24, 2018 PPR Minutes
IV.A.7.17. April 8, 2019 PPR Minutes

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As the chief executive officer (CEO) of the District, the Chancellor has primary responsibility for the quality of all District activities, property, and Board approved agreements. Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) makes clear the scope of the Chancellor's authority as delegated by the District Board of Trustees: "[T]he Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (Ev. 01). The Chancellor has the authority and responsibility to develop administrative procedures with Board approval and perform all the duties of his/her job description, including reporting regularly all matters pertaining to Board authority to the Board (see Sub-Standard IV.D.1&2 for a more complete description). This policy provides for the Chancellor to delegate authority to each of the college presidents for the activities of the colleges, interpreting Board policy, and informing the Board of Trustees (BOT) about matters of policy and performance.

The President of Crafton Hills College reports directly to the District Chancellor and provides leadership for the College. According to the job description for college presidents (Ev. 02), the

President of Crafton Hills College has the authority to recommend for Board approval actions relating to all functions of Crafton Hills College.

The Crafton Hills College President exercises leadership of the College through many different administrative structures in the areas of planning, organizing, budgeting, selecting and developing personnel, and assessing and furthering institutional effectiveness. The President uses CHC's Comprehensive Master Plan, which combines the Educational and Facilities Master Plans, as a guide for decision-making (Ev. 03). The President must approve all recommendations from the Crafton Council or Academic Senate or committees of these bodies before such recommendations may move forward (Ev. 04).

Directly reporting to the College President are the vice presidents in each of three areas: administrative services, instruction, and student services (Ev. 05). The Dean of Institutional Effectiveness, Research, and Planning and the Director of Institutional Advancement also report directly to the President. The President has established a collegial process that emphasizes respect, collaboration, rigorous dialogue, and responsible, deliberative action.

The organizational structure of the College is clearly delineated in the *Crafton Hills College Organizational Handbook*, which is updated annually with input from participatory governance committees and the academic, classified, and student senates (see pages 16 and 17 in Ev. 06). Feedback and input from the campus on matters of organization are reviewed annually by the Crafton Council, which is chaired by the President (Ev. 07). The Council's recommendations for change are incorporated into the finalized *Handbook*, and the revised edition appears online each fall.

The President ensures that evaluation and planning rely on high-quality research and analysis. The Dean of Institutional Effectiveness, Research, and Planning meets with the President regularly to report on activities of that office on assessment, learning outcomes, evidence-based decision making, and planning.

Under the direction of the President, the Office of Institutional Effectiveness, Research and Planning (OIERP) regularly examines research on student learning, widely shares this information with the campus community, and facilitates the use of evidence to inform decision-making discussion. Multiple examples of this activity can be found on the OIERP website (Ev. 08).

The College President uses other means to evaluate institutional planning processes, including evaluating participatory governance, planning and program review, and resource allocation. Evaluation of governance processes conducted through committees is carried out by the Crafton Council, the central deliberative participatory governance body at the College. All participatory governance committees report to the Crafton Council, which is chaired by the College President, or to the Academic Senate, whose committees have authority over *academic and professional matters*. Every year the Crafton Council evaluates all of its participatory governance committees through a committee evaluation process, a part of which is self-evaluation by committee members (Ev. 07). The Council uses this evaluation as a basis for discussion of how to improve participatory governance at the College and often recommends changes to the President.

The President also provides leadership in the selection and development of personnel in accordance with the hiring policies for regular contract faculty and administrators as indicated in AP 7120 (Recruitment and Hiring) (Ev. 09). In addition, the President must determine the funding for all proposed new positions or changes in existing staffing, which usually come to him through unit and area program requests (see PPR process standard I.B.1).

Analysis and Evaluation

Dr. Kevin Horan has fulfilled his responsibilities in the areas of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. He uses the College's participatory governance committee structure to receive recommendations from all constituencies before making decisions about College practices and budget recommendations. He also makes the final decision for new hires, pending Board of Trustees approval.

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

According to the President's job description, "[t]he President is the Chief Administrative Officer of the college and is in direct reporting relationship to the District Chancellor." Following this statement is a summary and twenty-four duties (Ev. 01). Accordingly, Crafton Hills College's President plans, oversees, and evaluates an administrative structure organized and staffed to support all activities necessary to carry out the mission of the College and progress toward its vision (Ev. 02). As indicated in the College's *Organizational Handbook*, the College President "… is solely accountable to the Board of Trustees for the outcomes of all decisions made (Ev. 03). In addition, the College President is responsible for establishing timelines and institutional priorities, developing structures and processes, providing information, and ensuring that certain policies are in place and that procedures are followed."

To carry out these responsibilities, the President delegates authority to administrators and others consistent with their contractual responsibilities, as appropriate. As described in sub-standard IV.B.1 (above), the President works collaboratively with all of the College's constituencies to oversee and lead the activities of the College.

The President delegates the coordination of planning to the Office of Institutional Effectiveness, Research, and Planning (OIERP), headed by a dean. Planning is conducted in accordance with the Comprehensive Master Plan and carried out by all College units according to the Program Planning and Review (PPR) processes described above (see standard I.B.1). Included in the PPR process is evaluation of the process itself and continual improvement. Assessment of governance structures and processes is conducted by the Crafton Council, an advisory body that includes members from all constituencies. This body reviews the College's organizational structure annually and recommends changes when a consensus agrees that such changes would improve the College's performance in carrying out its mission. President Horan works in collaboration with the Council (He also chairs the Council).

Return to Agenda

Vice presidents, deans, and directors understand their responsibilities indicated in their respective job descriptions (Ev. 04). President Horan relies on these administrators to perform their assigned duties. Each administrator is evaluated once a year for the first two years of employment and every three years thereafter (Ev. 05). Evaluation results have been used as opportunities for improvement. On rare occasions, a contract renewal is not offered to an administrator whose evaluation shows a lack of competence.

Analysis and Evaluation

Dr. Kevin Hoar, President of the Crafton Hills College, is accountable to the District Board of Trustees (BOT) for all College decisions and their results. In carrying out his duties, he is responsible for establishing timelines and institutional priorities, establishing processes for planning and action to carry out those plans, keeping the campus informed about decisions and outcomes, working within Board policy, reporting to the BOT regularly, and performing related activities. President Horan delegates authority to his administrative team and is in charge of their regular evaluations. Because he is completing his first year as CHC's President, President Horan has not yet undergone an evaluation.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

In accordance with California Education Code 70902(b) (7), which establishes the rights of faculty, staff, and students to participate effectively in District and College governance, Administrative Procedure (AP) 2510 and the College's *Organizational Handbook* (2019) provide the framework and describe general processes by which the College President brings together the College community to collaborate in governing the College (Ev. 01, Ev. 02).

The committees that contribute to decision-making are organized in four broad categories:

1. Crafton Council Committees have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council.
2. Functional committees may or may not have broad representation, depending on the committee charge. The charge of a functional committee may be sharing information, providing advice on an issue, or fulfilling some other immediate need.

3. Constituency committees report to the Student Senate, Academic Senate, or Classified Senate as appropriate.
4. Ad Hoc Committees or Task Forces are typically convened for a defined period. Depending on their purpose, they may or may not have broad representation from all constituencies.

The College President presides over and relies on the Crafton Council as the central deliberative collegial body at CHC. The participatory governance committees that report to Crafton Council provide information and facilitate communication and decision-making. The Crafton Council also serves as a central communications venue for College governance. A listing of all current committees appears in the *Organizational Handbook* (p. 18, Ev. 02).

The Academic Senate is primarily responsible for recommending District policy and procedures and College processes relating to *academic and professional matters*. The College President relies on advice from the Academic Senate on these matters.

The College President is responsible for approving plans, establishing institutional priorities and timelines, developing structures and processes for meeting planning goals and objectives, providing information, and ensuring that activities are carried out according to appropriate policies and procedures. The President accepts counsel from all governance committees in making decisions that affect the College community.

Crafton Hills College has established policies and procedures that enable the College President to guide the College in improving its teaching and learning environment. Board Policy (BP) 3250 (Institutional Planning) (Ev. 03) requires that the District use "a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research." To carry out this purpose, Administrative Procedure (AP) 3250 (Ev. 04) sets forth the following functions:

> The colleges and District Office, through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, physical, technological, and financial resources.
>
> Applying the criteria of accreditation standards, the planning process will be guided by adopted vision, mission, and core values statements and will develop specific goals, objectives, and strategies, which have measurable outcomes and specific accountability.

All such plans, especially those that address the teaching and learning environment, must be reviewed and revised regularly (Ev. 05).

The President ensures that evaluation and planning rely on high-quality research and analysis. The Dean of Institutional Effectiveness, Research, and Planning (OIERP) meets regularly with President Horan to review research results and its work plans. The OIERP generates data reports for President Horan and reports and presentations for strategic planning committees that analyze

internal and external conditions to inform decision-making. Specific examples include the Spring 2020 in-service presentation of research data (Ev. 06), enrollment management research (Ev. 07), and the discipline specific data to inform faculty department chairs of the full-time faculty hire prioritization process (Ev. 08).

President Horan oversees the CHC's continuous improvement process, described above (see I.A.2 and I.B.1). This process relies on data from the OIERP for planning. This office regularly examines research on student learning, shares the information with the campus community, and facilitates the use of evidence to inform discussion and decision-making. There are multiple examples of this process on the OIERP website (Ev. 09) including the monthly *Did you Know?* Newsletter (Ev. 10). Most recently, the newsletter summarized the results from eight focus groups designed to gather information from students on enrollment management. The recommendations from the focus groups are being reviewed by multiple committees and are being used to inform planning in guided pathways, professional development (Ev. 11), and enrollment management (Ev. 12).

The OIERP not only provides information to the College President but also remains accessible to managers, faculty, and staff. This office seeks to provide evidence to help facilitate decision-making. According to the most recent Campus Climate Survey, 75 percent of CHC employees agreed that the College uses both qualitative and quantitative data to identify student learning needs, and 78 percent felt that the College uses the results from research studies to inform decision-making. Moreover, 75 percent of CHC employees agreed that the evaluation and fine-tuning of CHC's organizational structures and processes to support student learning is ongoing.

The College uses its Comprehensive Master Plan as a framework for its goals and objectives. The program planning and review process provides planning and assessment information that allows for continuous program assessment and improvement. President Horan, in collaboration with the vice presidents and other leaders, relies on this process to determine funding priorities for resource requests and budgeting.

The College has numerous mechanisms to evaluate institutional planning processes, including the process for evaluating participatory governance, planning and program review, and resource allocation (see IV.B.1 & 2). In the most recent Campus Climate Survey, 73 percent of respondents felt that planning for physical resources is integrated with the CHC EMP and the PPR process. In addition, 81 percent of respondents felt that financial planning is integrated with the CHC EMP and PPR planning processes.

Analysis and Evaluation

The above description explains how the College President relies on established policies and procedures to guide the College's efforts in institutional improvement of the teaching and learning environment. CHC has developed a structure of participatory governance that encourages broad-based input of ideas and the use of data to develop plans in the context of the College's Educational Master Plan. President Horan has used this structure to encourage progress toward the College's goals of improving student learning.

According to the results of the College's most recent campus climate survey, most employees agree that the College uses both qualitative and quantitative data to identify student learning needs, uses

the results from research studies to inform decision-making, and continuously supports student learning.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard
Board Policy (BP) 3200 (Accreditation) identifies the District Chancellor as responsible for ensuring that the District complies with ACCJC requirements of the accreditation process and those of other agencies that accredit District programs (Ev. 01). Administrative Procedure (AP) 3200 identifies the College President as responsible for appointing an accreditation liaison officer (ALO) to coordinate all activities related to the preparation for the self-evaluation and visit by members of the Commission team (Ev. 02). AP 3200 also requires that each college "have an Accreditation Steering Committee with members from faculty, management, the classified staff, and students."

President Kevin Horan appointed Dr. Keith Wurtz, Vice President of Instruction, as the College's ALO for the current accreditation cycle. Dr. Wurtz chairs the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), a Crafton Council participatory governance committee (with membership from faculty, classified staff, and administration) that provides leadership for gathering information for the Institutional Self-Evaluation Report (ISER, Ev. 03). This committee has developed a table that identifies which of the College's committees have charges that correspond to the different sub-standards, eligibility requirements, and ACCJC policies. Dr. Wurtz has used this table to elicit input from those committees in the development of this ISER. He keeps President Horan well informed on the progress of the IEAOC in its work to produce the ISER.

The timeline for completing the ISER and sending it to the Board of Trustees (BOT) for approval includes dates for review of and comments on the ISER draft by each of the senates (academic, classified staff, and student, Ev. 04). Also scheduled are college-wide forums where anyone may comment on the contents of the report. The Board of Trustees will also have an opportunity to review the final draft of the report and comment on its contents before they are asked to approve it.

Analysis and Evaluation
Dr. Keith Wurtz, the chair of the IEAOC, keeps CHC President Horan well informed of the progress of that committee in developing a complete and accurate ISER. The IEAOC includes members from the College's faculty, staff, and administrators. Forums have been scheduled for comment by anyone in the CHC community. The ISER will be reviewed by the BOT before it is finalized and sent to the ACCJC. President Horan is well aware of the importance of meeting or exceeding all ACCJC eligibility requirements, policies, and standards, which has consistently been expressed in Board policy and in the goals and objectives of College and District plans.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The SBCCD Board of Trustees (BOT) delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) (Ev. 01) states that "[t]he Chancellor may delegate any powers and duties entrusted to him/her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties." Accordingly, the Chancellor delegates authority to the president of each college to implement all laws, regulations, and board policies and to assure that the College follow decisions of the BOT requiring administrative action. In accordance with this authority, Crafton Hills College President Kevin Horan assures the implementation of statutes, regulations, and BOT policies and reviews institutional practices to assure that they are consistent with institutional mission and policies.

Crafton Hills College's President has consistently shared information about regulatory policy with the College community. When BOT policies are under review by the District Assembly, the College community is invited to provide comments through its representative groups (e.g., senates or unions), each of which has representation on the District Assembly (Ev. 02). Specifically, membership of this advisory body includes two faculty, one classified staff, one administrator, two students, the presidents (or their designees) of the CHC Academic Senate, Classified Senate, Student Senate, CTA and CSEA.

CHC President Horan is also responsible for the College budget and therefore regularly confers with the College vice presidents about budgetary matters. President Horan also sits on the District Budget Committee, where he advocates for District funding necessary to conduct College activities in accordance with the College mission and plans for the growth envisioned in the College Comprehensive Master Plan (Ev. 03). Furthermore, President Horan reviews and must approve all major College expenditures.

In addition, President Horan has been an active Board member (ex-officio) of the Crafton Hills College Foundation, leading efforts to increase its assets, which are used to support students with unmet financial needs and activities important to instruction. These efforts include participating in Foundation Board and committee meetings, conferring with the Foundation Board of Directors, taking on the role of MC and cheerleader at Foundation events, and supporting innovative Foundation efforts to increase its assets.

Analysis and Evaluation

Dr. Horan exercises leadership of College activities to assure that they are consistent with statutes, regulations, and BOT policies and procedures. He also assures that institutional practices are consistent with the College's mission, vision, and values. Finally, Dr. Horan, with advice from his cabinet, leads in determining funding priorities and has the authority over the College's budget and expenditures.

Return to Agenda

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

President Kevin Horan represents the College to a diverse community of private and public entities. He participates in activities of the following organizations and projects with cities, businesses, and schools.

- Joint use of CHC's soccer field with the City of Yucaipa
- Dual enrollment and CCAP with both Redlands Unified School District & Yucaipa-Calimesa Unified School District
- Revitalization of San Gorgonio Pass Economic Development Agency (PASS EDA)
- Partnership with the Yucaipa Valley Wine Alliance in the support of EVA designation for the region
- Partnership with Garner Holt and Redlands Unified School District to develop at STEAM pathway to CHC

The President also participates in groups to communicate information about the College that help establish its image as an important asset for the education and betterment of the community (Ev. 01, see Page 9). These include the following:

- California Community Colleges CEOs, Region IX
- Inland Empire Athletics Association, CEO Region IX Representative
- Community College League of California
- Economic Development Advisory Committee, City of Yucaipa
- Growing Inland Achievement
- Inland Empire Community Foundation
- City of Yucaipa Joint Issues Committee
- Inland Adult Education Consortium
- Redlands Chamber of Commerce
- Yucaipa Chamber of Commerce
- Highland Chamber of Commerce
- Calimesa Chamber of Commerce

He has given presentations about CHC to groups with diverse interests including:

- Redlands Chamber of Commerce
- Yucaipa Chamber of Commerce
- Redlands Kiwanis
- Yucaipa Kiwanis
- Highland Chamber of Commerce
- Yucaipa-Calimesa Unified School District Board of Trustees
- Redlands Unified School District Board of Trustees
- Community College League of California, New CEO Symposium
- Retired Teachers Association of Redlands

Analysis and Evaluation
CHC President Kevin Horan has been working with a broad and diverse array of organizations to develop positive relationships with the community the College serves, and strengthen CHC's position as an important resource for that community.

Conclusions on Standard IV.B. CEO
Crafton Hills College President Kevin Horan has primary responsibility for all activities of the College related to decision-making. He presides over the Crafton Council, the college council responsible for overseeing the work of College participatory governance committees, and maintains a collegial relationship with the College's Academic Senate on academic and professional matters. His cabinet, senior administrators, provide recommendations on issues such as prioritizing resource allocation and budget development. He uses agreed upon mechanisms to evaluate the effectiveness of the College's governance structure. In addition, President Horan is active in many community service, professional, and governance organizations and has provided hands-on leadership for the CHC Foundation -- all in his first full year in his position.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Continue working with committees to review standards throughout the six-year cycle and maintain an evidence repository that managers and other relevant individuals have access to	IV.B.4.	VP of Instruction, ALO	Fall 2020	Placing permanent processes in place to ensure that committees are always thinking about how the work they are doing ties to accreditation and the mission of the college

Evidence List

Standard IV.B.1
IV.B.1.01. BP 2430 - Delegation of Authority to the Chancellor
IV.B.1.02. College President Job Description
IV.B.1.03. Facilities Master Plan Reprioritization Process
IV.B.1.04. PPR President's Letter
IV.B.1.05. CHC Organizational Chart
IV.B.1.06. CHC Organizational Handbook
IV.B.1.07. Crafton Council Coordination of Committee Self-Evaluation
IV.B.1.08. OIERP Web Site
IV.B.1.09. AP 7120 - Recruitment and Hiring

Return to Agenda

Standard IV.B.2
IV.B.2.01. College President Job Description
IV.B.2.02. College Mission, Vision, and Values
IV.B.2.03. CHC Organizational Handbook - President
IV.B.2.04. Manager Job Descriptions
IV.B.2.05. AP 7150 - Evaluation

Standard IV.B.3
IV.B.3.01. AP 2510 - Collegial Consultation
IV.B.3.02. CHC Organizational Handbook
IV.B.3.03. BP 3250 - Institutional Planning
IV.B.3.04. AP 3250 - Institutional Planning
IV.B.3.05. PPR Schedule
IV.B.3.06. In-Service Presentation Research
IV.B.3.07. Enrollment Management Research
IV.B.3.08. Data to Inform FT Faculty Hire Prioritization
IV.B.3.09. OIERP BORG Web Site
IV.B.3.10. Did you Know? - Enrollment Management Focus Groups
IV.B.3.11. Professional Development Committee Agenda
IV.B.3.12. Enrollment Strategies Agenda

Standard IV.B.4
IV.B.4.01. BP 3200
IV.B.4.02. AP 3200
IV.B.4.03. IEAOC Charge
IV.B.4.04. ISER Timeline

Standard IV.B.5
IV.B.5.01. BP 2430 - Delegation of Authority to the Chancellor
IV.B.5.02. District Assembly Membership
IV.B.5.03. District Budget Committee Membership

Standard IV.B.6
IV.B.6.01. BOT March 12, 2019 Agenda

C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard
Crafton Hills College is one of two colleges in the San Bernardino Community College District. The District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the District's service area elected by voters, one Board

member for each of the seven component areas making up the District as a whole (in accordance with California Education Code 70902) (Ev. 01, Ev. 02). In addition to these voting members, two students, one selected by the student body of each college, also serve as student trustees (Ev. 03, Ev. 04, Ev. 05). The BOT carries out its governance functions in accordance with the District's mission, which appears in Board Policy 1200 (Ev. 06):

The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.

The BOT reviews the mission statement on a regular basis and revises it when the Board agrees that change is appropriate. It was last revised and approved in January 2019 (Ev. 07).

The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission (Ev. 08). In addition, the Board regularly establishes and prioritizes Board Directives that provide the District with areas of special focus to support its mission and the mission of each of its colleges (Ev. 09). Most recently the BOT prioritized aligning unrestricted general fund and Student Success funding with the State Chancellor's Vision for Success as its highest priority, followed by allocating funding to support the implementation of the SBCCD College Promise, which allows eligible graduates from area high schools to attend CHC free of charge (Ev. 10).

The BOT ensures that policies are consistent with the District's mission and that they are properly carried out. Administrative procedures for most policies describe how these policies should be carried out. In this way the BOT acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges.

Board Policy (BP) 2740 (Board Education) (Ev. 11) provides for the orientation of new Board members. In addition, the BOT has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and college missions, to name a few (Ev. 12). BP 2745 (Board Self-Evaluation) (Ev. 13) sets forth guidelines for the BOT to evaluate its performance annually in terms of defining and making progress towards its goals. The process of assessing its progress begins with an annual special study session in August or September to conduct this self-evaluation and establish goals for the year. On September 26 last year (2019) the Board held a study session to review progress reports for the past school year from both colleges in achieving the goals (i.e., *strategic directions*) in their respective educational masterplans (Ev. 14).

BPs in Chapter 4 of Board policies assure academic effectiveness and integrity of the colleges' respective academic programs. BPs in Chapter 5 assure the effectiveness and integrity of student learning services available to students of the colleges. BPs in Chapter 6 assure the effectiveness and integrity of the District's financial practices and its financial stability. Board policies are available from the District website (Ev. 15).

The BOT reviews all financial matters relating to the District, including contracts, agreements, and audits, and works to ensure the financial health and stability of the District and its colleges (Ev. 10). The District Budget Committee reviews the resource allocation model (RAM) that

determines the amount of funding each college receives to conduct its activities, purchase equipment, maintain sufficient staffing, and provide and maintain the facilities necessary for conducting the activities of the college (see Standard III. D for more detail, Ev. 16). he BOT reviews this committee's recommendations to the Chancellor before determining whether to approve them.

Analysis and Evaluation
District policies assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Newly elected Board members are provided with orientation and educational materials to understand and carry out their official duties as responsible members of the District's governing board.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard
The San Bernardino Community College District Board of Trustees (BOT) carries out its responsibilities collaboratively. The District Chancellor advises the BOT after conferring with various groups established for that purpose. One is the District Assembly, which includes representation from all constituent groups (see IV.A.2). Members of the Assembly advise and make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District. In addition, the Chancellor meets regularly with the Chancellor's Cabinet, which includes the president of each college, which advises the Chancellor in decision-making. All decisions must be approved by the BOT before they are enacted.

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP 2330 (Quorum and Voting), Board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each Board member agrees to uphold that decision (Ev. 01, Ev. 02). BP 2715 (Code of Ethics-Standards of Practice) states that "…the Board acts as a whole and that the authority rests only with the Board in a legally constituted meeting, not with individual members" (Ev. 03).

Analysis and Evaluation
Board policies state that when the BOT adopts a policy or position on an issue, each BOT member agrees to uphold that policy or position. Further Board policy stresses the fact that the Board acts as a single entity on matters of Board authority.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard
The San Bernardino Community College District Board of Trustees (BOT) selects and evaluates the District Chancellor according to its policies. Board Policy (BP) and Administrative Procedure (AP) 2431 (Chancellor Selection) require the process of selecting a new Chancellor to include the establishment of a search process (Ev. 01, Ev. 02).

The District is currently in the process of selecting a new Chancellor and is committed to having an inclusive and comprehensive selection process. A 24-member search committee has been formed with representation from all major District constituencies and the public. A national search process is being carried out by the Association of Community College Trustees (ACCT). A former community college district chancellor, Dr. Pam Fisher, has agreed to serve as the District's search consultant. Four candidates will be selected as finalists.

Open forums were held at each college in early March to determine the qualities and qualifications that District employees considered most important in a chancellor (Ev. 03). The selection and hiring process will conclude in August.

The BOT selects the president of each college according to BP and AP 7250 (Educational Administrators), which defines the process used to hire educational administrators for the colleges. In addition to the provisions in Board policy and accompanying procedures, finalists for the position of president participate in interviews in a public session on the college campus in which they present an introduction and answer questions from attendees. Attendees are asked to complete questionnaires indicating preferences. These are sent to the screening committee to help members make a selection (Ev. 04, Ev. 05).

According to BP and AP 2435 (Evaluation of the Chancellor), the District Chancellor is evaluated at least annually by the BOT. The BOT's evaluation committee requests written evaluations from every manager, academic and classified senate presidents, CTA and CSEA presidents, and community representatives whose selection is agreed to by the committee and the Chancellor. Evaluations are also requested from all permanent District employees, who use an evaluation form. Each member of the Board will also complete an evaluation of the Chancellor using a form agreed upon by the Board.

The College President is evaluated according to the process described in BP and AP 2435 (Evaluations) for all District employees. Presidents undergo a performance evaluation at prescribed intervals (usually after their first full year in their position and every three years thereafter). The criteria for management evaluations are based on board policy, the job descriptions, and performance goals and objectives developed mutually by the Chancellor and the College President.

Analysis and Evaluation
Board policies and procedures lay out a clear process for hiring a District chancellor and college presidents. The District's policies and procedures for evaluating the Chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the District or college community.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard
As described above (IV.C.1), the San Bernardino Community College Board of Trustees (BOT) is an independent governing body. Each of its seven voting members represent one of the voting divisions in the District's service area (Ev. 01, Ev. 02). Two students, one from each college, serve as trustees. Their votes are advisory.

Board Policy (BP) 2200 (Purpose and Role of the Board) (Ev. 03) describes the duties of the BOT to adopt or amend policies that govern all matters of the District and its colleges in accordance with the authority granted and duties defined in California Education Code, Section 70902. In their Board reports and discussion of policy matters, BOT members (i.e., trustees) routinely make comments that show their awareness of and involvement in the activities and concerns of their respective constituencies and the District as a whole. Also, Board members may serve on the BOT legislative, finance, or evaluation committees in addition to ad hoc committees.

To maintain effectiveness in carrying out their duties, the BOT conducts an annual self-evaluation with questions relating to this standard (see BP 2745, Ev. 04). The Board reviewed the annual self-evaluation and developed plans for improvement at its June 13, 2019 annual retreat (Ev. 05). As a result of this review, the Board agreed to keep meetings on the second Thursday of the month and not to reschedule them. In addition, the Board also agreed to modify AP 2435 (Evaluation of the Chancellor), dissolve the evaluation committee, and hold meetings of the finance committee one hour before the regular board meetings.

Analysis and Evaluation
Through Board Policy and recent practice, the Board has demonstrated its independence in performing its role in governance.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard
The San Bernardino Community College District Board of Trustees (BOT) has adopted policies consistent with the respective missions of the State Community College system, the District, and the District's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

Board Policy (BP) 1200 (District Mission Statement) sets forth the District's mission, which is consistent with the mission, vision, and values of Crafton Hills College (Ev. 01). Together these expressions form the philosophical foundation for all of the College's program planning and decision-making. The District mission and plans informed the development of Crafton Hills College's strategic planning and align with CHC's mission, vision, and values (Ev. 02, see pp. 38-41). Equally important, planning for each CHC program aligns with the College's mission, vision, and values (Ev. 03, Ev. 04). As a result, the District's mission provides the philosophical foundation for all of the College's planning. The District mission, together with the CHC mission,

vision, and values, promote open access, student equity and opportunity, and success in high quality degree and certificate programs.

BP and AP 2410 (Board Policies and Administrative Procedures) govern how board policies and administrative procedures may be established or revised (Ev. 05, Ev. 06). The 2019 *Trustee Handbook* (Ev. 07) and BP 2200 (Board Duties and Responsibilities) (Ev. 08), explain how BOT members are expected to act with integrity and in the best interests of the colleges and their students.

Chapter Four of Board Policies include various policies designed to assure the effectiveness, quality, and integrity of student learning programs (Ev. 09). Most noteworthy are the following policies: BP 4010 (Academic Calendar), BP 4020 (Program, Curriculum, and Course Development), BP 4025 (Philosophy and Criteria for AS degree and General Education), BP 4040 (Library Services), BP 4100 (Graduation Requirements for Degrees and Certificates), BP 4105 (Distance Education), BP 4220 (Standards of Scholarship), and BP 4250 (Probation, Dismissal, & Readmission).

Chapter Five of the Board Policies includes those policies that have been adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges (Ev. 10). Most notable are the following policies: BP 5050 (Student Success and Support Program), 5110 (Counseling), 5130 (Financial Aid), 5500 (Standards of Student Conduct), and 5530 (Student Rights and Grievances). In addition to its responsibility for educational quality and student learning support, the BOT also has ultimate responsibility for financial integrity and stability (Ev. 11). Chapter Six of Board Policies include those policies that assure such matters. Notable examples are the following: BP 6200 (Budget Preparation), 6250 (Budget Management), BP/AP 6300 & APs 6305, 6307, 6310, 6315 (Fiscal Management), BP 6320 (Investments), BP 6400 (Audits), and BP 6600 (Capital Construction).

Regular formal reports about the colleges' instructional programs, student learning support programs, and the financial status of the District are routinely presented to the BOT. For example, on January 9, 2020 the Board reviewed an update on two Key Performance Indicators, the percentage of students with a Student Education Plan (SEP) and the number of current online sections (Ev. 12, pp. 10-14). In addition, the District Strategic Plan (Ev. 13) was presented on October 24, 2019. It shows the alignment of College plans with the District plan (p. 6), student success objectives (p. 7), enrollment and access objectives (p. 7), strategic partnerships (p. 8), and District operational systems, including financial systems (p. 8). On September 26, 2019, the Educational Master Plan updates from both colleges were presented to the BOT, which included plans for instructional and student learning support programs (Ev. 14). The BOT also regularly receives updates on the budget (Ev. 15). Finally, the BOT is informed about personnel and legal issues relating to the District in closed sessions (Ev. 16).

Agendas for regular BOT meetings include reports from Board committees, the academic senate of each college, the classified senate of each college, the students (i.e., associated students) of each college, CSEA (classified employees' union), and CTA (faculty union). Reports on student performance, such as key performance indicators, are routinely placed on the Board agenda (Ev. 17). Other routinely appearing items on BOT meeting agendas are consent agenda items, which include new employee hires and assignments, field trips, employee travel, and financial reports

showing income, expenditures, and budget balances. All of these items have been approved at the college or District level and are deemed non-controversial -- although if any such item is questioned by a Board member, it may be moved from the consent agenda for discussion.

Each year the Board reviews the results of the annual audit of the District's finances. Reports from the foundation of each college, various ad hoc committees, and special programs, such as the high school partnership programs, also appear on BOT agendas. In addition, grant applications or awards and contracts for services are on the agenda for approval.

In accordance with AP 2305 (Annual Organization Meeting), the BOT holds an annual meeting after the election of Board members to choose its officers (Ev. 18, Ev. 19). The BOT also has a mid-year retreat in January and a two-day retreat in June to reflect on the year's accomplishments and review effective trustee practices. In addition, the Board discusses plans to further goals of the District Strategic Plan and sets the District's Institutional Values, planning priorities, and Chancellor's Goals.

Analysis and Evaluation
The description of BOT policies outlined above demonstrates how the SBCCD BOT has established policies consistent with the District mission and the College mission, vision, and values to ensure the quality, integrity, and improvement of student learning programs and services and the resources needed to support them.

Further, the BOT fulfills its obligation to make decisions regarding legal matters. This function occurs primarily in BOT closed sessions. Finally, the District BOT assures that the District and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision-making on financial matters. As a result, the District's present financial status remains sound.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard
All policies and administrative procedures of the District are available from the District website (Ev. 01). Policies and procedures in Chapter Two address the organization, size, duties, responsibilities, structure, and operating procedures of the Board of Trustees (BOT). Policies and procedures are updated to reflect any changes that occur in these matters. For example, when Board member elections were changed from at-large to voting area-specific representation in 2018, BP 2100 was amended to reflect this change (Ev. 02).

Analysis and Evaluation
All policies and administrative procedures are readily available from the District website.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

All actions taken by the SBCCD Board of Trustees (BOT) are consistent with its policies and bylaws, which are referenced in all actions formally adopted at Board meetings (Ev. 01, Ev. 02, p. 5). The BOT engages in a process for considering and adopting new policies and administrative procedures defined in Administrative Procedure (AP) 2410 (Board Policies & Administrative Procedures) (Ev. 03). This annual process requires that the District continually review all of its policies and procedures according to a ten-year timeline and revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District's and its colleges' respective missions. Each year the Executive Director of Institutional Effectiveness, Research, and Planning develops a list of APs and BPs to be reviewed that year.

AP 2410 identifies *leads* for policies and procedures in different chapters of Board Policies and Procedures who may propose changes. The BOT Executive Committee -- the BOT President, Vice President, and Clerk -- considers recommendations for policies and procedures in Chapter Two, which relate to the functioning of the Board -- except for BPs and APs 2410 (Board Policies) and 2510 (Collegial Consultation, Ev. 04), which must go through the full review process.

All proposed changes to the BPs and APs are sent to the District Assembly (DA) for comment before they are placed on the Board agenda for adoption. The DA is an advisory body that includes representation from all District constituencies. This body reviews all BPs and APs except for those in Chapter Two according to the list provides by the Executive Director of Institutional Effectiveness, Research, and Planning. DA recommendations are presented to the District Chancellor, who may recommend them for BOT adoption.

In addition, any interested party may submit a proposal for a new board policy or a change in a current policy or administrative procedure not included on the annual review list. The proposal must be submitted in writing to the Chancellor and/or the DA. The DA, in consultation with the Chancellor, will determine whether the proposed BP/AP or a change in current BP/AP is warranted.

Items deemed *academic and professional matters* are sent to the academic senates of the colleges for their consideration. Senate responses are sent to the District Assembly. Other items are sent to the appropriate constituency groups for consideration and responses. After reviewing responses, the District Assembly may amend or reject proposals. After a proposal has been accepted by the academic senates and/or other constituency groups, it is put on the Board agenda for approval and adoption as policy (Ev. 03). For example, AP/BP 3550 (Drug Free Environment and Drug Prevention Program) was approved by the BOT on November 14, 2019 (Ev. 05, see pages 194-197) after the DA had reviewed these on September 3, 2019 (Ev. 06) and October 1, 2019 (Ev. 07).

To further assist the BOT in revising its policies and procedures, the District uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges with language that aligns with legislative and accreditation requirements.

Return to Agenda

Analysis and Evaluation
In accordance with BP and AP 2410, Board policies and procedures are continuously reviewed by the BOT and the District Assembly. When the BOT, the academic senates, or the District Assembly recommend changes in policies and/or procedures, the BOT formally considers these changes.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard
The SBCCD Board of Trustees (BOT) regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality by different means (Ev. 1, pp. 10-19). First, the BOT schedules a formal annual presentation of data that the colleges send to the State Chancellor's Office for its annual publication of the Student Success Scorecard and the Vision for Success, available on the State Chancellor's website as well as the College website (Ev. 2).

Also, the District Office of Research, Planning, and Institutional Effectiveness created a dashboard for key performance indicators (KPI Dashboard) that is available from the District website (Ev. 3). These indicators include 1) Student success, 2) Enrollment and Access, 3) Partnerships of Strategic Importance, and 4) District Operational Systems. They allow Board members -- and anyone else – to see at a glance current progress on important goals and objectives.

The Board also receives reports and conducts study sessions on student achievement and institutional plans for improving academic quality and learning support. Below are the most recent Board meetings when these reports were presented

- October 24, 2019: District Support Services Strategic Plan 2019 Update (Ev. 4, see page 2)
- September 26, 2019: Educational Master Plan Updates (Ev. 5, see pages 4 and 10)
- May 16, 2019 and June 20, 2019: CHC's Student Equity Plan (Ev. 6, Ev. 7, see item 12.6)
- April 26, 2018: Student Success Outcomes, Interventions, Resources, and Plans (Ev. 8)

Analysis and Evaluation
Evidence referenced above demonstrates that the Board regularly reviews key evidence of student learning and achievement and the College's plans to improve its performance on these measures.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard
The SBCCD Board of Trustees (BOT) provide for the orientation of new Board members and participate in ongoing training for improvement in the performance of all Board members. A wealth of advisory information is available on the SBCCD Board of Trustees webpage (Ev. 1). Included is a training manual entitled *Orientation and Development for Community College Trustees* (Ev. 2). Topics covered include organizational charts, collective bargaining processes,

communication protocols, sample policies and plans, board duties and responsibilities, and retreats. A checklist for CEOs and Board Chairs includes what candidates for election to the Board and newly elected Board members need to know. In addition, the trustees regularly attend conferences and workshops for their professional development (Ev. 3).

Also available on the Board of Trustees webpage is the Community College League of California's (CCLC) *Trustee Handbook* (Ev. 4), which provides an overview of the State's community college system and its governance structures; the strategic plan for the California Community Colleges; and the role, practices, and ethical responsibilities of a trustee. The *Handbook* also includes a section on board self-evaluation using methods such as structured surveys and interviews and less formal methods, such as dialogue.

A third publication available on the Board of Trustees webpage is *California Community Colleges Trustees Board Chair Handbook*, published by the Advisory Committee on Education Services of the CCLC (Ev. 5). This publication covers such varied topics as the roles and responsibilities of the Chair, elections, the Board Chair and Chancellor Relationships, representing the Board and the District, involvement in accreditation, responding to campus crises, and relating to public media.

In addition, Board study sessions and workshops provide opportunities for trustees to gain important knowledge about matters critical to the operation of the District and the progress of the students its colleges serve. For example, on June 13 and 14, 2019, the BOT held a retreat on communication protocols, effective meetings, and the Board's role in planning (Ev. 6, Ev. 7).

An important part of BOT development is the annual Board's Self-Evaluation, described below (IV.C.10, Ev. 8). Board Policy 2100 (Board Elections) states that Board members serve four-year staggered terms. Elections for members are held "…every two years, in even numbered years, for four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Beginning in January 2014, trustees have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office.

Analysis and Evaluation

The College and District maintain an ongoing training program for board development that includes an orientation for new Board members and ongoing development of all BOT members. The Board also has a mechanism for providing for continuity of its membership with staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2745 (Board Self Evaluation) establishes the process by which the Board of Trustees (BOT) evaluates its performance in governing the District (Ev. 1). The Board uses this

process as a means to identify its strengths and areas needing improvement. BP 2745 requires that "an ad hoc committee of the Board…be appointed in April to determine the instrument or process to be used in Board self-evaluation." This committee may use any evaluation instrument it agrees to, but it must incorporate criteria contained in Board policies that define Board operations and generally accepted standards of Board effectiveness. Once evaluations are completed, the ad hoc evaluation committee submits a report that includes a summary of the evaluation results to the Chancellor, who synthesizes the report and shares it with the full BOT for discussion at an annual Board retreat scheduled for that purpose. The BOT uses these results to identify accomplishments in the past year and goals for the current year (Ev. 2). The BOT then meets in open session to complete a final assessment of its performance.

This process is designed to improve BOT performance and ultimately result in more effective performance of the District's colleges in terms of their respective missions and the mission of the District.

Most recently, on July 11, 2019, the Board, working with recommendations from the District Chancellor, approved Institutional Values and Operational Priorities (Ev. 3).

Analysis and Evaluation
The District BOT conducts an evaluation of its effectiveness according to BP 2745 (Board Self Evaluation). The BOT evaluates its practices and performance regularly and makes public the results in BOT minutes. The results are intended to improve BOT performance, academic quality, and institutional effectiveness.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard
Board Policy (BP) 2715 (Code of Ethics and Standards of Practice) establishes a code of ethics and standards of conduct regarding District matters for members of the Board of Trustees (BOT) (Ev. 1). It includes the prohibition against conflicts of interest that involve BOT members or their family members, the importance of following Board policies and procedures, and responsibilities of a Board member in fulfilling his/her duties, including working cooperatively with other trustees. This policy also includes a process for lodging a complaint against any perceived misconduct by a Board member.

BP 2710 (Conflict of Interest) (Ev. 2) defines and prohibits conflicts of interest, and Administrative Procedure (AP) 2710 (Ev. 3) provides details that further define conflicts of interest based on applicable statutes. AP 2712 (Conflict of Interest Code) (Ev. 4) identifies those officeholders who must file disclosures regarding potential conflicts of interest. Other Board policies that address ethical responsibilities are 2716 (Political Activity) (Ev. 5) and 2717 (Personal Use of Public Resources) (Ev. 6). These policies and administrative procedures are available to the public on the District website (Ev. 7).

Return to Agenda

Each member serving on the District Board swears or affirms the following oath:

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, age, marital status, national origin, or handicap.

Analysis and Evaluation
The District adheres to its policies and procedures regarding ethical behavior, including avoiding conflict of interest. District policy includes a process by which anyone may lodge a complaint against a District employee or Board member for not adhering to these policies.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard
Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) delegates full responsibility and authority to the District Chancellor to implement and administer Board policies (Ev. 1). The Chancellor has the authority to develop administrative procedures for Board of Trustees (BOT) approval and perform all the duties of his/her job description, including reporting regularly to the BOT all matters pertaining to BOT authority (see Sub-Standard IV.D.1 & 2 for a more detailed description). This policy also provides for the Chancellor to delegate authority to each of the college presidents to govern his/her college, interpret Board policy, and inform the BOT on matters of policy.

The BOT holds the District Chancellor accountable for the operation of the District, including the operation of both colleges, primarily through its process of evaluating the Chancellor's performance at least once every year, as described in BP 2435 (Evaluation of the Chancellor) (Ev. 2). This evaluation uses criteria based on Board policy, the Chancellor's job description, the Chancellor's contract, and progress towards performance goals and objectives required by BP 2430 (Delegation of Authority to the Chancellor). AP 2435 (Evaluation of the Chancellor) (Ev. 3) requires that the process for evaluating the Chancellor include "…written feedback from every manager, academic and classified senate presidents, CTA and CSEA presidents, and community representatives as agreed upon by the Chancellor and the Board" and responses to requests for commentary by all permanent employees of the District.

The District Chancellor delegates the authority to implement and administer board policies on each college campus to that college's president.

Analysis and Evaluation
Board policies provide for the District Chancellor to implement and administer Board policies without interference. This authority is delegated to the CHC College President for the conduct of operations at the College.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's

accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard
Board Policy (BP) 3200 (Accreditation) (Ev. 1) requires that the District Chancellor ensure that "the District complies with the requirements of the accreditation process of the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) and of other agencies that accredit District programs that seek accreditation." This policy also calls for the Chancellor to keep the Board of Trustees (BOT) informed of the District's obligations related to accrediting organizations and progress in meeting those obligations. The Chancellor is, therefore, expected to involve the Board in any accreditation process requiring Board participation. The Chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

Administrative Procedure (AP) 3200 (Ev. 2) further describes the process for developing the self-evaluation report for ACCJC and assures compliance with all ACCJC requirements and recommendations. The development of the self-evaluation report is a joint responsibility of the college president and the college academic senate (Ev. 3, Ev. 4).

On March 12, 2020 the Board reviewed the accreditation timeline (Ev. 5, p. 351). The first reading of the Institutional Self-Evaluation (ISER) by the BOT is scheduled for July 23, 2020; the second reading is scheduled for August 13, 2020.

Analysis and Evaluation
BP and AP 3200 require the College to inform the Board of its activities to meet all requirements necessary for the College to maintain its accredited status and supports the College's efforts to improve and excel. The Board of Trustees participates in evaluating its roles and functions in the accreditation process and reviews all accreditation reports before approving them.

Conclusions on Standard IV.C. Governing Board
The SBCCD Board of Trustees (BOT) fulfills all its statutory obligations for governing the District and its two colleges. Its policies and administrative procedures aim to fulfill its mission: …*to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.*

Board policy includes means for the BOT to provide training for new members, educate all Board members on emerging issues that affect its governing function, evaluate its performance and make improvements when needed, regularly evaluate the District Chancellor, and inform the public of its actions. Trustees adhere to ethical behavior defined in Board policy and act in unity on its decisions.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Promote the KPI dashboard on Crafton's website and on the Crafton's Office of Institutional Effectiveness, Research, and Planning page	IV.C.8.	Dean of Institutional Effectiveness	Spring 2021	Increase constituent groups knowledge of the District's current progress on goals and objectives

Evidence List

Standard IV.C.1

IV.C.1.01. BP 2100 Board Elections
IV.C.1.02. BP 2010 Board Membership
IV.C.1.03. BP 2015 - Student Members
IV.C.1.04. BP 2105 - Election of Student Trustees
IV.C.1.05. AP 2105 - Election of Student Trustees
IV.C.1.06. BP 1200 - District Mission
IV.C.1.07. BOT January 10, 2019 Minutes - District Mission approval
IV.C.1.08. BOT BP and AP Approval - January 9, 2020 Minutes
IV.C.1.09. BOT Prioritized Directives for General Fund - January 9, 2020 Minutes
IV.C.1.10. BOT Prioritized General Fund Directives
IV.C.1.11. BP 2740 - Board Education
IV.C.1.12. BOT Orientation Handbook
IV.C.1.13. BP 2745 - Board Self-Evaluation
IV.C.1.14. BOT September 26, 2019 Minutes - Review of progress on Strategic Directions
IV.C.1.15. Board Policies Chapters 4, 5, and 6
IV.C.1.16. District Budget Committee January 16, 2020 Minutes - RAM Review

Standard IV.C.2

IV.C.2.01. BP 2330 - Quorum and Voting
IV.C.2.02. AP 2330 - Quorum and Voting
IV.C.2.03. BP 2715 - Code of Ethics/Standards of Practice

Standard IV.C.3

IV.C.3.01. BP 2431 - Chancellor Selection
IV.C.3.02. AP 2431 - Chancellor Selection
IV.C.3.03. Chancellor Community Forum
IV.C.3.04. BP 7250 Educational Administrators
IV.C.3.05. AP 7250 Educational Administrators

Standard IV.C.4

IV.C.4.01. BP 2100 Board Elections
IV.C.4.02. BP 2010 Board Membership
IV.C.4.03. BP 2200 Board Duties and Responsibilities
IV.C.4.04. BP 2745 - Board Self-Evaluation
IV.C.4.05. BOT June 13, 2019 Minutes - Annual Board Retreat Annual Self-Evaluation

Standard IV.C.5

IV.C.5.01. BP 1200 - District Mission
IV.C.5.02. CMP - Alignment with District Mission
IV.C.5.03. PPR Instructional Questions - Accomplish Mission
IV.C.5.04. PPR Non-Instructional Questions - Accomplish Mission
IV.C.5.05. BP 2410 - Board Policies and Administrative Procedures
IV.C.5.06. AP 2410 - Board Policies and Administrative Procedures
IV.C.5.07. BOT Orientation Handbook
IV.C.5.08. BP 2200 - Board Duties and Responsibilities
IV.C.5.09. Chapter 4 Board Policies - Academic Affairs
IV.C.5.10. Chapter 5 Board Policies - Student Services
IV.C.5.11. Chapter 6 Board Policies - Business and Fiscal Services
IV.C.5.12. BOT January 9, 2020 Agenda - KPI Report
IV.C.5.13. BOT October 24, 2019 Agenda - DSP
IV.C.5.14. BOT September 26, 2019 Agenda - Educational Master Plan Update
IV.C.5.15. BOT August 29, 2019 Agenda - Final Budget Presentation
IV.C.5.16. BOT March 12, 2020 Agenda - Closed Session
IV.C.5.17. BOT February 13, 2020 Agenda - KPIs
IV.C.5.18. BP 2305 Annual Organizational Meeting
IV.C.5.19. AP 2305 Annual Organizational Meeting

Standard IV.C.6

IV.C.6.01. Board of Trustees Policies and Procedures Web Site
IV.C.6.02. BP 2100 Board Elections

Standard IV.C.7

IV.C.7.01. Board Item Template
IV.C.7.02. February 13, 2020 BOT Agenda - Board Item (see page 5)
IV.C.7.03. AP 2410 - Board Policies and Administrative Procedures
IV.C.7.04. AP 2410 - Process for 2410 and 2510
IV.C.7.05. November 14, 2019 BOT Agenda - BP/AP 3550
IV.C.7.06. September 3, 2019 DA Agenda - BP/AP 3550

Return to Agenda

IV.C.7.07. October 1, 2019 DA Agenda - BP/AP 3550

Standard IV.C.8
IV.C.8.01. March 12, 2020 BOT Agenda - KPI
IV.C.8.02. September 6, 2018 BOT Agenda - Student Scorecard
IV.C.8.03. KPI SBCCD Dashboard Web Site
IV.C.8.04. BOT October 24, 2019 Agenda - District Support Services Strategic Plan 2019 Update
IV.C.8.05. BOT September 26, 2019 Agenda - Educational Master Plan Updates
IV.C.8.06. BOT May 16, 2019 Agenda: First Read of CHC's Student Equity Plan
IV.C.8.07. BOT June 20, 2019 Agenda: Second Read of CHC's Student Equity Plan
IV.C.8.08. BOT April 26, 2018: Student Success Outcomes, Interventions, Resources, and Plans

Standard IV.C.9
IV.C.9.01. BOT Web Site
IV.C.9.02. Orientation and Development of Community College Trustees
IV.C.9.03. BOT List of 2019 Conferences/Workshops Attended
IV.C.9.04. Trustee Handbook
IV.C.9.05. California Community Colleges Trustees Board Chair Handbook
IV.C.9.06. June 13, 2019 BOT Retreat
IV.C.9.07. June 14, 2019 BOT Retreat
IV.C.9.08. BP 2100 Board Elections

Standard IV.C.10
IV.C.10.01. BP 2745 - Board Self-Evaluation
IV.C.10.02. BOT June 13, 2019 Minutes - Annual Board Retreat Annual Self-Evaluation
IV.C.10.03. BOT July 11, 2019 Agenda - Institutional Values and Operational Priorities

Standard IV.C.11
IV.C.11.01. BP 2715 - Code of Ethics/Standards of Practice
IV.C.11.02. BP 2710 - Conflict of Interest
IV.C.11.03. AP 2710 - Conflict of Interest
IV.C.11.04. AP 2712 - Conflict of Interest Code
IV.C.11.05. BP 2716 - Political Activity
IV.C.11.06. BP 2717 - Personal Use of Public Resources
IV.C.11.07. BP and AP Web Site

Standard IV.C.12
IV.C.12.01. BP 2430 - Delegation of Authority to the Chancellor
IV.C.12.02. BP 2435 - Evaluation of the Chancellor
IV.C.12.03. AP 2435 - Evaluation of the Chancellor

Standard IV.C.13
IV.C.13.01. BP 3200 - Accreditation
IV.C.13.02. AP 3200 - Accreditation

Return to Agenda

IV.C.13.03. BP 2510 - Collegial Consultation
IV.C.13.04. AP 2510 - Collegial Consultation
IV.C.13.05. March 12, 2020 BOT Agenda - Accreditation

D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard
The Chancellor of the San Bernardino Community College District (SBCCD) leads the District and its colleges in setting and communicating expectations of educational excellence and integrity. The Chancellor assures support for the effective operation of the colleges by adhering to clearly defined roles, authority, and responsibility between the colleges and the District.

The San Bernardino Community College District Function Map (Ev. 1) distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared.

In addition to the function map, the roles, authority, and responsibilities are also included and communicated through the organizational charts for the District (Ev. 2), Crafton Hills College (Ev. 3), and San Bernardino Valley College (Ev. 4). The organizational charts are updated annually.

The Chancellor expresses his and the BOT's expectation of educational excellence and integrity throughout the District through various methods: The Chancellor holds an annual Leadership Academy to develop leaders within the District (Ev. 5, p 13), and the Chancellor communicates his vision of excellence through the *Chancellor's Chat* (Ev. 6). Also, the Interim Vice Chancellor was named Administrator of the Year by the Community College League of California (Ev. 7, p. 9), and the District has developed through the College Promise Program (Ev. 8, p. 25) a means to provide educational opportunities to deserving students who need financial support.

Analysis and Evaluation
The District Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity by providing a function map of the roles, authority, and responsibilities of the District and its colleges. In addition, the Chancellor encourages the development of leadership and communicates successful expressions of excellence.

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for

resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The SBCCD Chancellor delineates the operational responsibilities and functions of the District by conducting the business of the District in accordance with the policies and procedures approved by the Board of Trustees (BOT). In addition, the District Assembly, with representation from all constituent groups, collaborates with and helps to inform the decision-making process for the Chancellor and the BOT. Most relevant of these is Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) (Ev. 1), which states that "The Chancellor may delegate any powers and duties entrusted to him/ or her [sic] by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties." In addition, this policy also states that the Chancellor is empowered to reasonably interpret Board policy. Also, BP 3100 (Organizational Structure) states that "The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District. The organizational charts are subject to review by the Board" (Ev. 2, Ev. 3, Ev. 4, Ev. 5).

The District assesses its effectiveness by administering an annual employee satisfaction survey to all full-time District employees (Ev. 6). The results of the most recent survey indicate that 68 percent of the respondents were overall satisfied with the services provided by the District (Ev. 7). In addition, the results of the District Climate Survey are used to inform the District program reviews and planning. To ensure that the colleges receive effective services from the District, the District Office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts a regular program review of all District Office service operations to determine needed improvements and plan for increased effectiveness.

SBCCD's District Program Review Plan 2018-2022 includes the four-year program evaluation cycle and annual resource request application process (Ev. 8). Completed District program Four-Year Self-Evaluations and Two-Year Updates can be found online on the District Research, Planning, and Institutional Effectiveness website (Ev. 9). Applications for and results of District program annual Resource Requests can also be found on the District research website (Ev. 10).

The District provides several essential services to Crafton Hills College to support the institution's goals and objectives. These are human resources, educational technology, and fiscal services.

Human Resources. The Human Resources office helps to build an environment in which people can do their best work. Human resource professionals are available to answer questions about the District's HR programs, policies, and practices. HR staff assist employees in the following areas:

- Employee benefits
- Employee/labor relations
- Collective bargaining
- Classification and pay
- Personnel records maintenance
- Professional development and training
- Grievance resolutions

- Unlawful discrimination complaints
- Employee discipline

HR also supports the colleges in recruiting academic, classified, and administrative employees.

Educational Technology. Technology & Educational Support Services (TESS) serves Crafton Hills College, San Bernardino Valley College, and the District Office. Services include Distributed (e.g., Distance) Education, Administrative Applications, Information Technology, and Graphics and Printing Services. An online catalog explains the services provided by TESS (Ev. 11). These services are as follows:

1. Distributed Education includes managing and providing support for all alternative learning modalities (Ev. 12). Services offered include technical support, training, access to learning management systems, DVD/VCD duplication, and video-streaming.
2. Administrative Applications manages the Student Information System and other administrative applications (Ev. 13). Services offered include help-desk, training, web development, and administrative user support.
3. Information Technology manages the core technology infrastructure of the District (Ev. 14). Services offered include help-desk, telecommunications management, network administration, and user support.
4. Graphics and Printings Services provides the following: graphic design and layout, low and high volume printing (black and white or color), banner creation, laminating, brochures, envelops, letter head, business cards, and District forms (Ev. 15).

Fiscal Services. The Business & Fiscal Services department is responsible for District budgeting, purchasing, contracts, accounting, accounts payable, payroll, student loans, environmental health and safety, and facilities planning and construction. This department is committed to the development and implementation of programs that will assist or enable employees to better serve the people of the District. Business Services maintains a *Doing Business with the District* webpage that provides information on how to become a vendor with SBCCD, along with addressing common questions (Ev. 16). Fiscal Services provides annual audit and budget reports, which can be accessed from the District website (Ev. 17).

Analysis and Evaluation

Under the leadership of the District Chancellor, the District Office provides support for the District colleges in personnel matters, educational technology, and fiscal services. The District ensures that these services are sufficient to support the colleges in achieving their respective missions. Results of the most recent annual employee satisfaction survey showing only 68 percent of employees satisfied with District services indicate that the District should continue efforts to improve its performance.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard
Establishing an equitable model for distributing District resources to the two colleges has been a decades-long, ongoing effort. The most recent resource allocation model (RAM) was established in 2014, after the District Budget Committee reviewed the needs of the colleges and discussed ways to create a more equitable model than the one it had been using (Ev. 1). The District Budget Committee is currently working on a revised RAM proposal, which was discussed at its Feb. 20, 2020 meeting and is presently circulating among constituent groups. The Budget Committee discussed this proposal again at its April 16, 2020 meeting (Ev. 2).

Analysis and Evaluation
The District has a model for allocation of resources that has been the subject of debate over the years in terms of its adequacy to support the operations and sustainability of Crafton Hills College effectively as the College attempts to grow from a small to a medium size college. The District Chancellor ensures effective control of expenditures.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard
The Board of Trustees delegates to the District Chancellor the tasks of administering the policies and procedures adopted by the Board; providing leadership for planning, setting priorities, and managing resources; and ensuring compliance with relevant laws and regulations (Ev. 1). In turn, the Chancellor delegates the authority for administration of the colleges to the president of each college. To ensure that these responsibilities are carried out efficiently and effectively, the Chancellor's Cabinet meets every week — except for weeks when there is a monthly Board meeting -- to discuss matters of importance to the District and its colleges. The Cabinet includes the college presidents along with selected District administrators. In addition, the Chancellor's Cabinet holds quarterly planning retreats. Crafton Hills College President Kevin Horan also meets once a month or as needed with the Chancellor to discuss College matters.

In accordance with the authority delegated to him by the District Chancellor, President Horan provides leadership and is responsible for making decisions at the college level (Ev. 1). Delegation of authority is also described in the *Trustee Handbook* (Ev. 2) and the *Board Orientation Handbook* (Ev. 3).

Analysis and Evaluation
The District Chancellor delegates responsibility and authority to the college presidents to implement and administer delegated District policies without interference.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District Office of Research, Planning, and Institutional Effectiveness (ORPIE) is committed "to collaborate with faculty, staff, and administrators to facilitate and support planning and evidence-based decision-making" (Ev. 1). This office integrates institutional research, planning, and analysis to promote continuous improvement in student learning and thereby increase institutional effectiveness. To this end, the ORPIE works to meet the needs of the District by supporting, promoting, and coordinating the following:

- Access to information and high-quality data management services through self-service reports and web tools to improve decision-making at the District and each of the colleges
- Short- and long-range Districtwide planning and decision making
- Reporting to Federal, State, and Accrediting agencies
- Integration of strategic planning, District goals, central services goals, college goals, and institutional data
- Meaningful discussions examining the District's role and performance
- Evidence to stimulate thoughtful reflection on existing practices and encourage ongoing review and improvement
- The use of accurate, timely, and accessible information in a professional and ethical manner.

The ORPIE conducts research on activities and conditions that affect the District as a whole. Subjects of research include District climate, which this office surveys annually, and program effectiveness, which this office thoroughly evaluates through its program review process. The ORPIE provides detailed reports on its research. Results of the annual District Climate surveys appear on the District website (Ev. 2). Assessments of effectiveness of District programs are also posted on the District Program Review website (Ev. 3). In addition, the ORPIE publishes the Fact Book, which includes key points of information about the District's student learning programs (Ev. 4). The most recent issue of this publication includes distance learning measures, employee characteristics, enrollment trends, FTES, fill rates, efficiency rates, instructional data, and demographics for the service area and students.

The ORPIE also issues reports and reviews that are relevant to student learning and the educational programs (Ev. 5). Faculty, administrators, and staff use this information to evaluate programs and activities and plan for improved performance to increase student learning.

In addition, the District contracts with agencies, most recently EMSI, to provide demographic information for its environmental scan. In 2016, the District received a Gap Analysis report showing the need for trained workers to fill jobs in the District's service area (Ev. 6). Such information helps the colleges and the District Office determine what educational programs they could develop or which ones they could expand to prepare students for rewarding jobs or professions. Finally, Crafton Hills College works with the District's ORPIE when it writes or revises its Comprehensive Master Plan so that the College goals, objectives, and activities align with those of the District (Ev. 7, p. 1.003).

Return to Agenda

Analysis and Evaluation
The District's Office of Research, Planning and Institutional Effectiveness (ORPIE) supports planning and evidence-based decision-making by making data available to support those efforts. CHC uses the work of ORPIE to evaluate certain outcomes and develop its Comprehensive Master Plan so that it is consistent with District plans to improve programs and student learning and achievement.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard
The Chancellor's Cabinet acts as a primary conduit for exchanging information and ideas between the District and its colleges. Members of the Cabinet are the Executive Vice Chancellor; Vice Chancellor of Human Resources; Senior District Director of Marketing, Public Affairs and Government Relations; Chief Technology Officer; Vice Chancellor of Workforce Development, Advancement and Media Systems, and the two college presidents.

Information is also exchanged and transmitted via the following mechanisms:

- Monthly Board of Trustees meetings
- Reports to the Board by the president of each college (Ev. 1, see page 2)
- *Chancellor's Chat* (Ev. 2)
- *There is now Good News*, a report from the Chancellor shared at every Board meeting (Ev. 3, see page 9).
- Board of Trustees agendas and minutes posted on the District website (Ev. 4)
- Board of Trustees committee reports at regular Board meetings
- Faculty, administrators, staff, and students from both colleges as members of District committees (e.g., District Assembly, District Strategic Planning Committee, District Budget Committee, TESS Committee, various District ad hoc committees).

Board of Trustees (BOT) meetings are held once a month, with occasional study sessions scheduled when appropriate for Trustee understanding of topics requiring Board action, such as bond approval. In addition to BOT agendas, minutes, and supporting documents, Board meetings are recorded and the audio recordings made available online from the District website (Ev. 4). Minutes and materials of District committee and Board meetings are broadly distributed and available for use by College groups. Therefore, District deliberations and actions are transparent and available for use in decision-making and discussions about activities at the District and College.

Most importantly, integration between the District and its colleges drives the process of strategic planning at the District and college-levels. The District Institutional Effectiveness Committee is a broadly representative group that includes representatives from the academic senates and classified senates from both colleges; the deans of institutional effectiveness, research, and planning at both

colleges; and one student representative from each college (Ev. 5). This committee oversees the development of the District Strategic Plan and helps ensure that the Crafton Hills College Strategic Plan is consistent with the District Strategic Plan and with the CHC Comprehensive Master Plan.

Analysis and Evaluation
The District uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District, which contributes to the effective operation of CHC.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard
A primary responsibility of the District's Office of Research, Planning and Institutional Effectiveness (ORPIE) is to evaluate how effectively it operates to support the colleges' educational programs. To this end, the ORPIE administers an annual employee satisfaction survey to all full-time District employees (see Standard IV.D.2.). This survey reveals areas of employee satisfaction and areas where employees feel that the District falls short. Results of this survey have led to actions by the District to improve its support of the colleges and District employees. For example, in order to help improve transparency and communication, an email summary of each District Assembly meeting is now sent to all campus and District employees. In addition, the websites for District Committees now include when the committee is dark (i.e., not holding a regular meeting) (Ev. 1, p. 2). There is also a regularly updated flowchart of all District committees on the District committee webpage (Ev. 2). Each District service area also completes a regular program review to identify needed improvements and plan for increased effectiveness (Ev. 3). Results of all the research conducted by the ORPIE appear on its website and are available to the public (Ev. 4).

Analysis and Evaluation
The District Chancellor, through the ORPIE, evaluates District employee satisfaction and how effectively the District office operates to support the colleges' educational programs in meeting educational goals for student achievement and learning. The District ORPIE communicates the results of its evaluations on its website, and the District and College use them as the basis for improvement. The District has recognized the need to make improvements in certain areas and has acted to improve information sharing.

Conclusions on Standard IV.D. Multi-College District or Systems
The District Chancellor provides leadership over all District functions. Functions are delineated as *District*, *college*, or *shared* responsibilities by the Board approved function map, based on ACCJC standards. The District Chancellor works with the colleges to assure that they have sufficient resources to accomplish their respective goals and objectives, that the District provides research data that support the colleges' efforts, that the District office communicates with the colleges on all matters related to performance of functions, that evaluations of college leadership occur in a timely manner, that the District conducts evaluations of its functions, and that the

public is apprised of District activities. The most recent employee satisfaction survey indicates that 68 percent of District employees believe that the District adequately serves their needs.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Add a section to the Budget Committee Website discussing the importance of the RAM, the current RAM and possible revisions going forward.	IV.D.3.	VP of Administrative Services	Fall 2020	To help people on campus understand underlying processes regarding the budget and what work the college is doing to help alleviate any inequities that exist in the RAM

Evidence List

Standard IV.D.1

IV.D.1.01. SBCCD Function Map
IV.D.1.02. SBCCD Organizational Chart
IV.D.1.03. CHC Organizational Chart
IV.D.1.04. SBVC Organizational Chart
IV.D.1.05. Chancellor's Leadership Academy
IV.D.1.06. Chancellor's Vision
IV.D.1.07. Administrator of the Year
IV.D.1.08. College Promise

Standard IV.D.2

IV.D.2.01. BP 2430 - Delegation of Authority to the Chancellor
IV.D.2.02. BP 3100 - Organizational Charts
IV.D.2.03. SBCCD Organizational Chart
IV.D.2.04. CHC Organizational Chart
IV.D.2.05. SBVC Organizational Chart
IV.D.2.06. District Campus Climate Survey Results
IV.D.2.07. 2019 District Campus Climate Survey Summary
IV.D.2.08. District PPR Plan
IV.D.2.09. Completed District PPRs
IV.D.2.10. District Annual Resource Requests
IV.D.2.11. TESS Catalog of Services
IV.D.2.12. Distributed Education Web Site
IV.D.2.13. Administrative Applications
IV.D.2.14. Information Technology
IV.D.2.15. Graphics and Printing Services
IV.D.2.16. Business Services
IV.D.2.17. Fiscal Services

Return to Agenda

Standard IV.D.3
IV.D.3.01. SBCCD Resource Allocation Model (RAM)
IV.D.3.02. District Budget Committee February 20, 2020 Agenda - Draft RAM

Standard IV.D.4
IV.D.4.01. BP 2430 - Delegation of Authority to the Chancellor
IV.D.4.02. Trustee Handbook
IV.D.4.03. Board Orientation Handbook

Standard IV.D.5
IV.D.5.01. District Office of Research, Planning and Institutional Effectiveness - Mission
IV.D.5.02. District Office of Research, Planning and Institutional Effectiveness - Web Site
IV.D.5.03. District Office of Research, Planning and Institutional Effectiveness – Program Review
IV.D.5.04. District Office of Research, Planning and Institutional Effectiveness - Fact Book
IV.D.5.05. District Office of Research, Planning and Institutional Effectiveness - Research Reports
IV.D.5.06. Environmental Scan Data
IV.D.5.07. Comprehensive Master Plan - Alignment

Standard IV.D.6
IV.D.6.01. BOT March 12, 2020 Agenda - President Report
IV.D.6.02. Chancellor's Chat
IV.D.6.03. Good News, BOT
IV.D.6.04. BOT Web Site - Agendas and Minutes
IV.D.6.05. District Institutional Effectiveness Committee - Membership and Charge

Standard IV.D.7
IV.D.7.01. District Institutional Effectiveness Committee - Committee is Not Meeting
IV.D.7.02. District Committee Organization
IV.D.7.03. District Office of Research, Planning and Institutional Effectiveness - Program Review
IV.D.7.04. District Office of Research, Planning and Institutional Effectiveness - Research Reports

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I. Quality Focus Essay

Introduction of Projects
This project will improve the outcomes assessment processes at Crafton Hills College. At present, the CHC Office of Institutional Effectiveness, Research, and Planning (OIERP) accomplishes its objectives for outcomes assessment by disaggregating and analyzing student learning outcomes and making results available to the College community. In addition, integrated planning processes at the College are informed by assessment results that are widely disseminated to the campus. The results from outcomes assessment and achievement data inform discussions and decision-making. Although the College meets all parts of the standards relating to learning outcomes assessment, it

has room to improve by establishing a more consistent process for evaluating disaggregated student learning outcomes data. In addition, the College could also make improvements in the processes for regularly and consistently evaluating GEO and ILO results, more specifically defining the four-point assessment rubric and further developing an annual assessment calendar.

CHC has had substantial successes in the area of learning outcomes assessment, especially with the development and implementation of the SLO Cloud and the adoption of a four-point rubric. The Cloud and the rubric have allowed the College to conduct assessment at the course level and align those assessments at the program, general education, and the institutional levels. At the same time, as the College as engaged in the continuous evaluation of its learning outcomes assessment process, it has identified areas to help improve the assessment process.

Anticipated Impact on Student Learning and Achievement
The purpose of learning outcomes assessment is to improve the learning of Crafton students at every level. Improving the processes will help faculty and the College make improvements to instruction and learning support services on a more consistent and continuous basis, thereby increasing student learning and achievement. Specifically, improving the outcomes assessment processes will increase student learning to a three or higher on the SLO rubric for 80 percent of the students for the Society and Culture ILO, Social and Behavioral Sciences GEO, Quantitative Reasoning GEO, and the American Heritage GEO. All of the other ILOs and GEOs are already above 80 percent.

Outcome Measures
The outcomes for improving the assessment process were developed from conversations at in-services; the Institutional Effectiveness, Outcomes, and Assessment Committee; Faculty Department Chairs Council; and the Educational Technology Committee. They are to

1. Improve the processes for evaluating and assessing the disaggregation of outcomes assessment data and fully implement the six-year assessment cycle

2. Improve the processes for evaluating assessment data on a consistent and regular basis, including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud.

Action Plan(s)
Outcome 1: Improve the processes for evaluating and assessing the disaggregated outcomes assessment data and fully implement the six-year assessment cycle.

Activity	Responsible Party	Resources	Timeline
Work with TESS to revise the SLO Cloud to collect disaggregated assessment data on a six-year assessment schedule	Dean of Institutional Effectiveness, Research, and Planning	Personnel and time at TESS to update the SLO Cloud	Pilot in Fall 2020 and fully implement in Fall 2021

Return to Agenda

Recruit instructional faculty to pilot the disaggregation assessment process	Vice President of Instruction		August 2020 – December 2020
Based on feedback from faculty piloting process, make improvements to tool	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Annually review disaggregated assessment data by instruction method in the ETC	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Fully implement the assessment with SAOs within the SLO Cloud. Explore SLOs in Student Services	Dean of Institutional Effectiveness, Research, and Planning		Pilot in Fall 2020 and fully implement in Fall 2021
Pilot the SAO assessments in Student Services	Vice President of Instruction		August 2020 – December 2020
Base on feedback from Student Services pilot make improvements to tool	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
QFE summary report			Mid-Term Report

Outcome 2: Improve the processes for evaluating assessment data on a consistent and regular basis, including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud.

Activity	**Responsible Party**	**Resources**	**Timeline**
Work with the Professional Development Committee to ensure that at fall in-service outcomes work is completed on an annual basis	Vice President of Instruction		August 2020 – December 2020
Provide the outcomes assessment results to faculty, staff, and administrators at fall in-service	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Annually, at fall In-Service, evaluate the GEO and ILO results	Dean of Institutional Effectiveness, Research, and Planning		August 2020 –

Return to Agenda

and develop action plans to improve outcomes			December 2020
Work with the Institutional Effectiveness, Outcomes, and Assessment Committee and Academic Senate to define the four-point rubric and include the definitions in the SLO Cloud web tool	Dean of Institutional Effectiveness, Research, and Planning		Spring 2021
Work with the Professional Development Committee to provide training on how to incorporate what we learn from assessment into evidence-based action plans	Dean of Institutional Effectiveness, Research, and Planning		Spring 2021

Quality Focus Essay Area Two: Development of a Data Coaching Program

Introduction of Projects

The Office of Institutional Effectiveness, Research, and Planning (OERP) has consistently provided easily accessible explanations for submitting data (such as Student Learning Outcomes through the SLO Cloud) and invited faculty and staff to ask for any additional help they need in the data gathering and interpreting processes. However, the results from the most recent Campus Climate Survey show that the College can improve at ensuring that decision-making processes are evidence-based. Specifically, 35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based. In order to better address the need for data to inform decision-making processes at the College, CHC will develop a data coaching program.

A data coaching program will provide a framework for collaborative inquiry that leverages the expertise of decision-makers to bring about a culture in which evidence is used to improve teaching, learning, and institutional effectiveness continuously (CCCCO, 2019). A data coach, therefore, is an institutional leader – one who facilitates the dialogue centered on how to interpret evidence, one who helps others make informed decisions about additional relevant evidence that can inform such discussions, and one who helps decision-makers turn the evidence into actionable outcomes that improve teaching and learning. In this way, data coaching includes all of the following elements: (a) The enhancement of data literacy across the College, (b) collaborative evidence-based decision-making, and (c) the collaborative development of measurable action items directly tied to evidence.

A data coaching program would significantly enhance the existing culture of inquiry and evidence. In fact, such an effort would positively impact all institutional facets tied to student learning (including student learning outcomes), student achievement, student engagement, institutional effectiveness and planning, and professional learning. Some of the current work of committees is carried out without the benefit of data literacy-oriented facilitation – the kind of facilitation designed to connect decision-making to evidence-based practices, such as data disaggregation and the use of documented case studies. CHC's campus culture – one that remains committed to leveraging evidence-based strategies – is uniquely situated to benefit from a more purposeful

approach to relying on evidence in its decision-making structures. Therefore, our vision is to embed data coaching into every one of the College's participatory governance committees, and in doing so, align the data discussions to existing agenda items. In this way, we hope to better integrate data and evidence into existing decision-making structures.

Anticipated Impact on Student Learning and Achievement

A data coaching program would offer the College additional access points to data and evidence that can help participants in governance across the College community make informed decisions about how to help students master their learning outcomes and achieve their educational goals.

For instance, a data coach charged with facilitating discussions centered on student learning outcomes could help faculty navigate the menus in our locally developed SLO Cloud, enter and interpret corresponding SLO data, and guide faculty towards their development/implementation of classroom strategies designed to enhance student learning in areas tied to the observed SLO data. Similarly, a data coach assigned to support CHC's Equity Committee could lead the discussions centered on disproportionately impacted student groups, particularly with respect to interpreting available evidence on the matter along with the development of action plans that align with the pattern of evidence that the committee examines.

These examples highlight the impact that a data coaching program would have on the College. The expanded discussions stemming from the examination of data/evidence would enhance our collective understanding of how to leverage evidence into goals and objectives that have the potential of having a discernable -- and measurable -- impact on our students' access to the courses they need, access to financial aid, attainment of learning outcomes tied to gainful employment, and successful completion of their educational plans. In other words, a data coaching program has the potential of having a transformative impact on how we go about helping our students succeed.

Outcome Measures

1. The development of professional learning activities designed to prepare coaches in areas tied to (a) accessing data, (b) interpreting data, (c) communicating data findings, (d) collaborative learning, (e) leadership styles, and (f) facilitating change. These trainings will be available in-person and online.

2. Recruitment of faculty and staff members interested in serving as data coaches, namely from among faculty and staff already serving in a leadership role, such as shared governance committee member or chair, an academic department chair, or a guided pathways lead. One of our principle aims is to integrate data literacy support into existing decision-making bodies, and we believe we can accomplish this by leveraging the expertise that such leaders already possess – individuals that can not only present evidence and have a discussion about what it means but can readily contextualize it within the scope or charge of the decision-making body.

3. Completion of the training described in #1, including the completion of specific learning modules grouped within the training categories described above (e.g., accessing data, facilitating change).

Return to Agenda

Development of a data/evidence review process to be embedded within all participatory governance bodies. In collaboration with the data coaches, the Office of Institutional Effectiveness will develop a process to guide the coaches' facilitation efforts when working with shared governance committees. Broadly speaking, the evidence review process will encompass two core components: (a) The regular delivery of reliable evidence that has direct bearing on the work of the committee, and (b) the facilitation of efforts to make use of the evidence, including the development of goals and objectives. The data literacy that the coaches will possess by virtue of the training described above, coupled with their expertise in matters pertaining to the work of their respective participatory governance committees, will be conducive to the development of a meaningful process by which key decision-making bodies can use evidence to both make sound decisions and implement successful strategies.

4. Enhanced integration between the work of shared governance committees and data/evidence; every agenda for participatory governance committees will include at least one item that involves the discussion and interpretation of data/evidence. Additionally, each shared governance committee will have a committee member specifically responsible for presenting on an agendized evidence item and will help facilitate that conversation.

Action Plan(s)

Outcome Measure/Activity	**Responsible Party**	**Resources**	**Timeline**
Professional learning to prepare data coaches	Office of Institutional Effectiveness, Research, and Planning (OIERP)	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy, which will be adapted to meet local needs.	December 2019 – December 2020
Recruitment of coaches	OIERP: Guided Pathways Leads; participatory governance committees; department chairs	All vice presidents; department chairs; participatory governance committee chairs	August 2020 – December 2020
Completion of data literacy training	OIERP; recruited data coaches	All vice presidents; department chairs; participatory governance committee chairs	January 2021 – May 2021
Development of data review process embedded in all participatory	Data coaches; OIERP	All vice presidents; department chairs; participatory governance committee chairs	March 2021 – May 2021

Outcome Measure/Activity	Responsible Party	Resources	Timeline
governance committees			
Enhanced integration between the work of participatory governance committees and data/evidence	Data coaches; Office of Institutional Effectiveness, Research, and Planning; Guided Pathways Leads	Support of Academic, Classified, and Student Senates; support of president and vice presidents	January 2021 – June 2022
Ensure that participatory governance committees are consistently provided data to inform decision-making, which will be included in the committee chair training and in management training.	Office of Institutional Effectiveness, Research, and Planning; Data Coaches	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy, which will be adapted to meet local needs	May 2021 and thereafter

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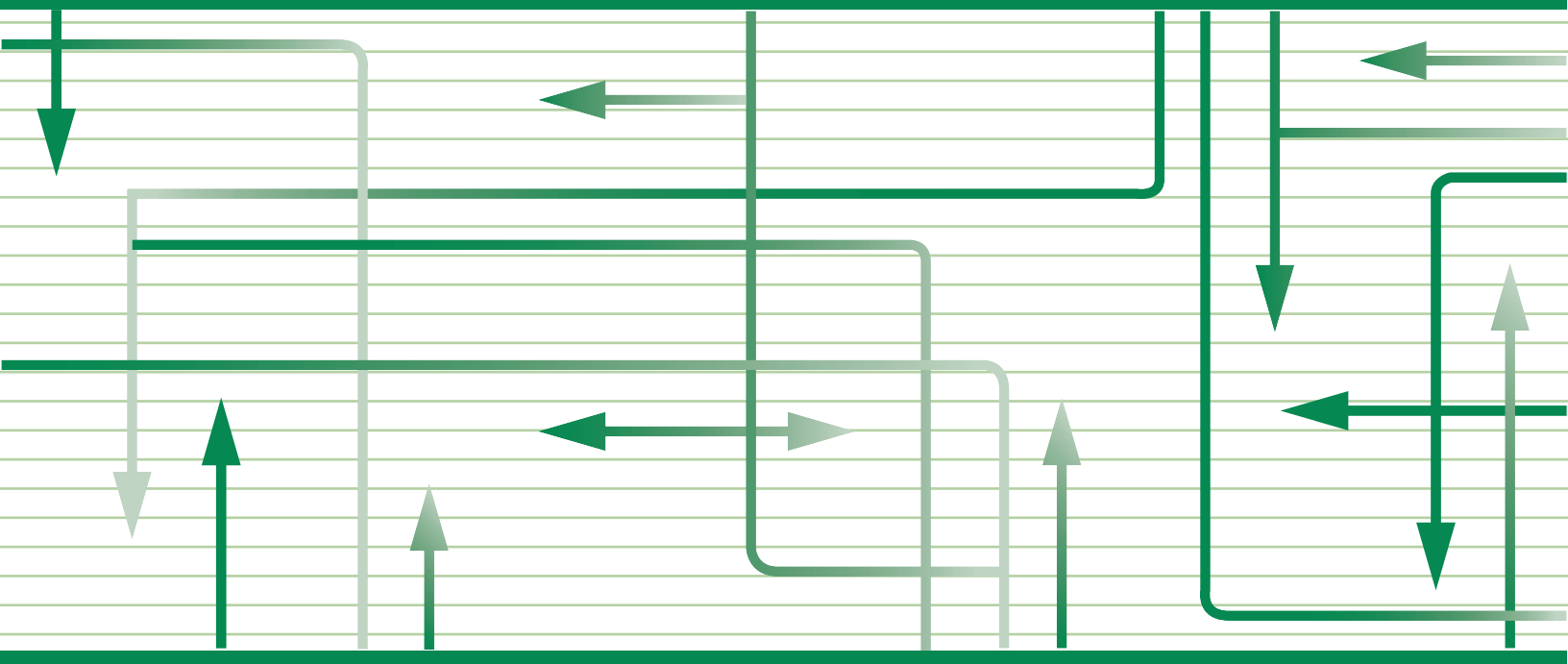
Yucaipa, CA 92399
909-794-2161



Return to Agenda

SAN BERNARDINO COMMUNITY COLLEGE DISTRICT

TO: Board of Trustees

FROM: Jose Torres, Interim Chancellor

REVIEWED BY: Diana Rodriguez, President, SBVC

PREPARED BY: Dr. Dina Humble, Vice President of Instruction, SBVC
Dr. James Smith, Dean, Research, Planning & Institutional Effectiveness

DATE: July 23, 2020

SUBJECT: San Bernardino Valley College (SBVC) Institutional Self-Evaluation Report 2020

RECOMMENDATION

It is recommended that the Board of Trustees accept SBVC's Accrediting Commission for Community and Junior Colleges (ACCJC) Institutional Self-Evaluation Report (ISER) for first reading.

OVERVIEW

At San Bernardino Valley College, the Accreditation and Outcomes (A&O) Committee is charged with guiding the accreditation process for the College. The A&O Committee is a shared governance committee which includes faculty, classified professionals, administrators, and students. The A&O Committee began the self-evaluation process in Fall 2018.

ANALYSIS

SBVC began preparing for the 2020 self-evaluation during the fall 2018 semester by reviewing the standards and assigning Accreditation Standard chairs. Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. Over the course of the 2018-2019 academic year, the A&O Committee visited collegial consultation committees, such as Curriculum Committee, Program Review Committee and Technology Committee, to review the standards and seek input on how the work of the committee meets the standard. In spring 2019, the A&O Committee hosted Accreditation Interviews session for each standard. The first full draft of the ISER was composed in summer 2019 and was reviewed by the A&O Committee. The second draft came out in late fall of 2019. This draft was presented to all constituency groups for review and feedback. The A&O Committee hosted forums for each standard and the Quality Focus Essay. The ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended. The feedback from the second draft was used to develop the final draft. The institution worked as a team with Faculty Lead Dr. Celia Huston as the main author, administrative co-chairs Dr. James Smith and Dr. Dina Humble, along members of the A&O Committee to bring this document to fruition. The two areas identified in the Quality Focus Essay for improvement were Scale academic and student support services in support of Guided Pathways and AB705 and Evaluate Program Review processes to ensure integration in planning and prioritization across the College.

INSTITUTIONAL VALUES

I. Institutional Effectiveness
II. Continuous Improvement of Student Learning and Achievement

FINANCIAL IMPLICATIONS

None.

Return to Agenda

Institutional Self-Evaluation Report
In Support of an Application for
Reaffirmation of Accreditation

Submitted by

San Bernardino Valley College
701 S. Mt. Vernon Ave
San Bernardino, CA 92410
to

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

August 2020

Return to Agenda

Certification

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

From: Diana Rodriquez, President
San Bernardino Valley College
701 S. Mt. Vernon Ave
San Bernardino, CA 92410

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

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

SBCCD Interim Chancellor

SBVC College President

SBCCD Board of Trustees Chair

SBVC Vice President of Instruction

SBVC Vice President of Student Services

SBVC Vice President of Administrative Services

SBVC Academic Senate President

SBVC Accreditation Liaison Officer

SBVC Student Senate President

Return to Agenda

Contents

Introduction 6
Labor Market Data 12
Demographic Data 13
Socio-Economic Data 15
Sites 18
Specialized or Programmatic Accreditation 19
Presentation of Student Achievement Data and Institution-set Standards 20
Organization of the Self-Evaluation Process 24
Organizational Information 25
Certification of Continued Compliance with Eligibility Requirements 30
Eligibility Requirement 1: Authority 30
Eligibility Requirement 2: Operational Status 30
Eligibility Requirement 3: Degrees 30
Eligibility Requirement 4: Chief Executive Officer 30
Eligibility Requirement 5: Financial Accountability 30
Certification of Continued Institutional Compliance with Commission Policies 31
Public Notification of an Evaluation Team Visit and Third-Party Comment 31
Standards and Performance with Respect to Student Achievement 31
Credits, Program Length, and Tuition 32
Transfer Policies 33
Distance Education and Correspondence Education 33
Student Complaints 34
Institutional Disclosure and Advertising and Recruitment Materials 35
Evaluation Items: 35
Advertising, Publications, and Promotional Literature 35
Student Recruitment for Admissions 35
Representation of ACCJC Accredited Status 36
Title IV Compliance 36
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity 39
I.A Mission 39

Return to Agenda

Evidence of Meeting the Standard 39
Analysis and Evaluation 39
Evidence of Meeting the Standard 40
Analysis and Evaluation 40
Evidence of Meeting the Standard 41
Analysis and Evaluation 41
Evidence of Meeting the Standard 42
Analysis and Evaluation 42
Conclusions on Standard I.A. Mission 42
Improvement Plan(s) 42
Evidence List 42
I.B Assuring Academic Quality and Institutional Effectiveness 44
Academic Quality 44
Evidence of Meeting the Standard 44
Analysis and Evaluation 45
Evidence of Meeting the Standard 45
Analysis and Evaluation 47
Evidence of Meeting the Standard 48
Analysis and Evaluation 48
Evidence of Meeting the Standard 49
Analysis and Evaluation 50
Institutional Effectiveness 50
Evidence of Meeting the Standard 50
Analysis and Evaluation 51
Evidence of Meeting the Standard 52
Analysis and Evaluation 52
Evidence of Meeting the Standard 53
Analysis and Evaluation 54
Evidence of Meeting the Standard 54
Evidence of Meeting the Standard 54
Analysis and Evaluation 55
Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness 55

Return to Agenda

Improvement Plan(s) 56
Evidence List 56
I.C. Institutional Integrity 60
Standard II: Student Learning Programs and Support Services 71
II.A. Instructional Programs 71
II.B. Library and Learning Support Services 92

Introduction

History of San Bernardino Valley College

An election to establish the San Bernardino Valley Union Junior College District was held on March 26, 1926. On June 23, 1926, the Board of Trustees met at a site on the east side of Mt. Vernon Avenue equidistant between the downtown areas of San Bernardino and Colton. It was suggested that approximately 30 acres in the northwestern section of the parcel being inspected would provide the ideal location for the new college.

The 1927-1928 SBVC faculty comprised 11 men and six women. Nearly 300 students enrolled for the fall semester of 1927 with the freshmen outnumbering the sophomores nearly six to one. Fifty-four courses were offered, nearly all with a strong academic orientation.

The effects of the Great Depression were felt on campus in the early 1930s, but beginning in 1936, SBVCs financial situation seemed to recover. Additional buildings were added, providing employment for over 500 individuals in the area. The auditorium was accepted by the Board of Trustees in October 1938, and during that same month, the Drama Department presented Shakespeare's *As You Like It* as its first production. In other construction projects, State Emergency Relief Administration funds were obtained to construct a Greek Theatre, and Works Progress Administration (WPA) funds were used to build concrete bleachers for the stadium and a new vocational building.

The fall of France in 1940 and the passage and implementation of the Selective Service Act had a sobering effect on the SBVC campus. After the United States' entry into World War II, the number of male students on the campus decreased drastically. The war impacted the college in other direct ways in both curriculum and campus activities. The vocational building, completed in the fall of 1941, was used to house a number of Off Reservation Training (ORT) courses. Courses in radio equipment repair and battery maintenance were also offered (0.1).

Some of the first veterans returned to campus in 1944, and a Veterans' Club was organized. By the fall of 1945, the faculty men who had been on military leave began to return, and veterans enrolled in SBVC in ever-increasing numbers. A big expansion in enrollment came a year later in 1946 with the addition of many new faculty members and a rapidly growing student body. Through the 1960s, 1970s, and 1980s, changes in curriculum mirrored the changing social and economic conditions. The Civil Rights Movement resulted in a substantial increase of minority students. Occupational courses were in great demand, and courses in psychology and philosophy also became popular.

Faced with increasing enrollment and a cap on state funding, SBVC faculty and administration held a forum in 1991 to discuss "Whom Shall We Serve?" Initiatives to bring new populations to the campus were reduced, while state-mandated tuition was increased, resulting in a sharp decline in enrollment. An earthquake in 1992 severely damaged the book stacks on the main floor of the Library, causing the facility to be closed down for the summer while repairs were made (0.2).

Return to Agenda

During the winter break for the 1995-1996 academic year, trenching began to determine the vulnerability of the campus to future seismic activity. The results of the study revealed that seven of the 15 buildings on campus straddled or were near the San Jacinto earthquake fault and would eventually have to be taken down.

In 1997, SBVC President Sharon Caballero was presented with an immediate challenge. There was a pressing need to identify a funding source to build new facilities to replace seven buildings that straddled the San Jacinto fault line, which traversed the campus. A combination of District and College efforts as well as contacts with the Federal Emergency Management Agency (FEMA) resulted in the positive outcome of a state commitment of over $40 million to erect replacement structures (0.3, 0.4).

In 2002, voters passed Measure P, a local bond measure totaling $190 million benefiting SBCCD and its two sister colleges. Steven Ehrlich, a noted architect, was hired to design the new buildings for the Library, Administration/Student Services, Campus Center, Health and Life Sciences, and the Art Building and Gallery at SBVC. These buildings were completed between 2005 and 2006. At the same time several outdated buildings were demolished, and three buildings were retrofitted.

In 2008, SBCCD asked voters again to approve funds to complete work laid out in SBCCD's Master Plan. Voters approved a $500 million general obligation bond, Measure M, to complete construction projects at SBVC and Crafton Hills College (CHC). In fall 2008, SBVC began another phase of construction with a phasing in of three new buildings on campus and a fourth across Grant Street and the demolition of the old North Hall, the Physical Sciences Building, the Chemistry Building, and the Maintenance and Operations (M&O) Building. Four new buildings opened in 2010: North Hall, Media and Communications, Custodial, and M&O. The new M&O Building was soon converted to the Diesel instructional program, with M&O and Custodial using the same building. In fall 2011, another new three-story building opened, the 56,000-square-foot Physical Sciences Building, the campus's first Leadership in Energy and Environmental Design (LEED) certified building (0.5)

The SBVC campus now features new access points, sweeping walkways, vistas, and an expansive greenbelt area. As visitors, staff, and students traverse the college grounds—from the Administration Building to the Campus Center—the area now equals the size of the Pasadena Rose Bowl. The revamped Business Building is Silver LEED Certified from the U.S. Green Building Council. A new state of the art Athletic building opened in fall 2016 (0.6) The SBVC website contains a full history of SBVC (0.7).

In November 2018, voters approved bond measure CC to support new construction and retrofitting of buildings laid out in the 2016 Facilities Master Plan. In addition, SBVC will receive $34 million from Prop 51 funding to support the construction of a new Career Technology Education (CTE) building. SBVC is in the developmental stages for construction of the CTE building and new parking structure (0.8).

SBVC has found that student success courses, learning communities (such as Valley-Bound Commitment [VBC] for low-income students), College Promise, faculty mentoring, curriculum

redesign, guidance, tutoring, recruitment efforts, and celebration programs in STEM have resulted in improved achievement for students. The services provided to students include personal counseling, career counseling, workforce education and job placement, a Veterans Resource Center, programs and services for disabled students, tutoring, academic advising and matriculation, transfer services, vocational rehabilitation, and childcare for students who are parents. There are several tutoring centers on campus specifically dedicated to assisting students in need of academic help.

SBVC presently offers 88 certificate and 66 degree programs (2018-2019 Catalog). SBVC also maintains one of the most diverse and comprehensive vocational programs in its region with 11 programs, from Aeronautics to Water Supply Technology, and has more than 170 distributed education courses. Strong Workforce funding has enhanced offering and resources for CTE programs across campus. New programs include Sterile Processing, Baking, and Pharmacy Technology. For students interested in enrolling in a four-year college or university, SBVC offers 19 AA-T and AA-S transfer degrees that guarantee admission into the four-year CSU and UC systems. SBVC has one fully online degree path and one zero textbook cost degree path.

Despite challenges unique to SBVC, such as a massive construction project, statewide initiatives being implemented throughout the educational system, and uncertainty of the new funding model, SBVC has remained committed to maintaining a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners; its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

The COVID-19 pandemic of 2020 had significant impact on SBVC and SBCCD. Just prior to spring break SBCCD announced that in order to reduce the spread of the virus and for the safety of students and District employees, most classes and many student and learning support services would be moved online. The campus complied with the CCCCOs Office and ACCJC requirements for waiving DE requirements. The District entered into MOUs with SBCDTA and CSEA on March 16, 2020. The campus moved forward in good faith to provide DE training for faculty, work at home training for all employees, and for department chairs and deans to identify classes which could be feasibly taught online. On March 19, 2020, the governor of California issued a stay-at-home order (Executive Order N-33-20) that further affected how classes and services might be offered. Faculty and staff began receiving training during spring break (March 16, 2020–March 22, 2020). Classes were suspended from 3/23/2020-3/30/2020 while faculty moved classes into a fully online format (0.9.1, 0.9.2, 0.9.3, 0.9.4, 0.9.5).

Campus and District shared governance processes were observed during the COVID-19 pandemic. The campus employees were resilient and strove to adapt and complete their workload in a work-at-home environment. Essential campus processes such as curriculum, Program Review, accreditation and outcomes assessment continued. The Professional Development Coordinator, DE Faculty Leads, and Technology and Educational Support Services provided outstanding support and training. Examples and evidence regarding SBVCs response to the COVID-19 pandemic will be further addressed in the Standards.

Student Enrollment Data

Figures 1-4 show enrollment trends by semester for FTES and Unduplicated Head Count. Fall enrollments rose sharply from 2016 to 2017 but declined slightly in 2018. Spring enrollments also rose sharply in 2016 and have continued to rise the past two years.

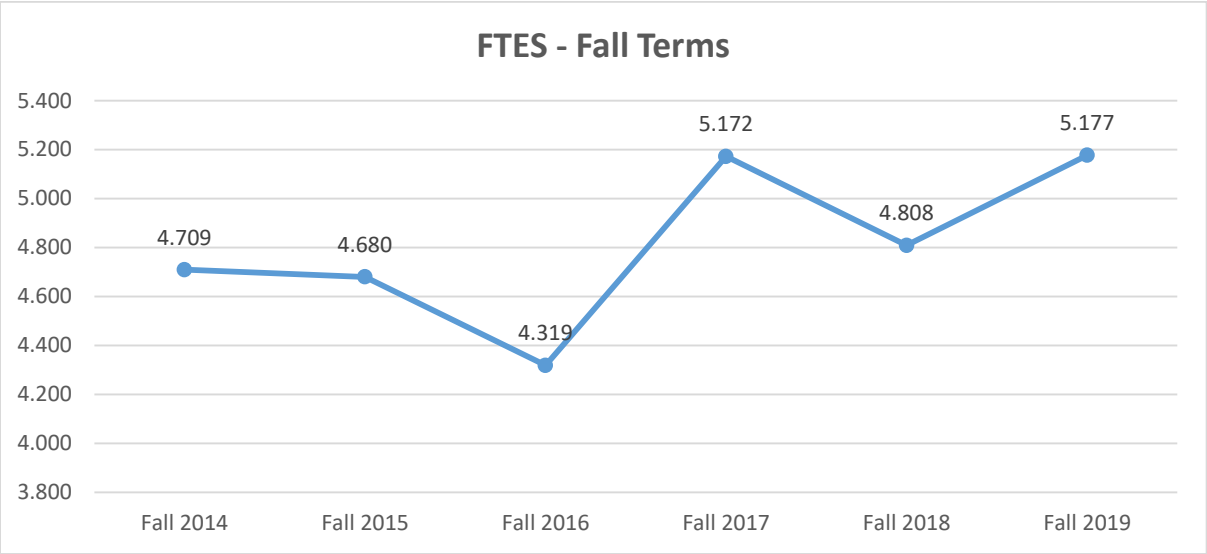


Figure 1: FTES – Fall Terms

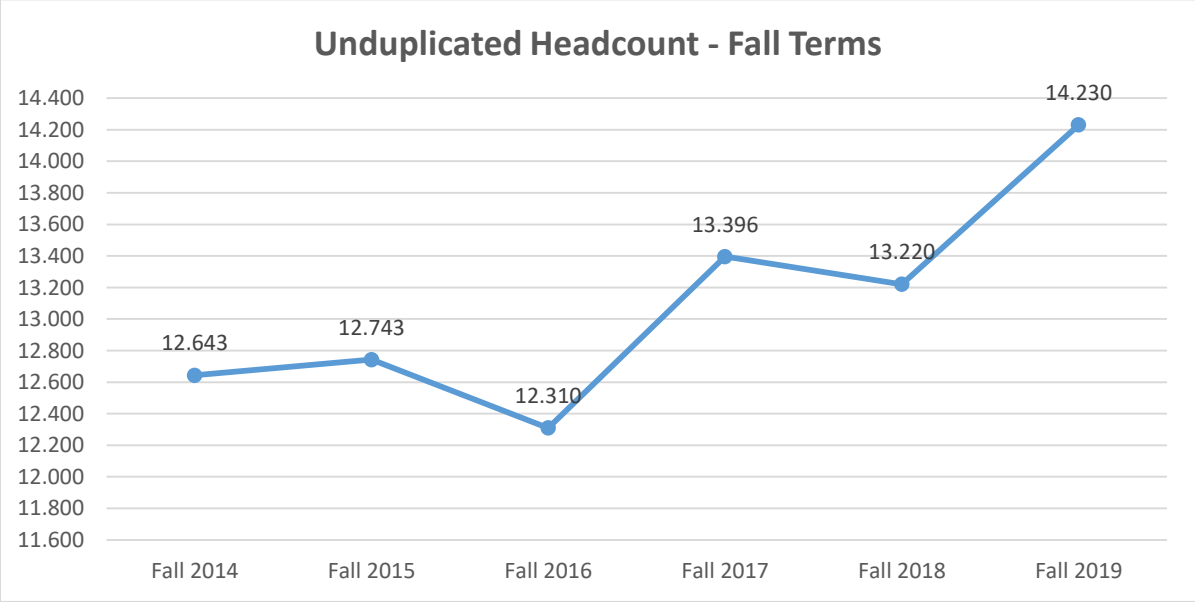


Figure 2: Unduplicated Head Count – Fall Terms

Return to Agenda

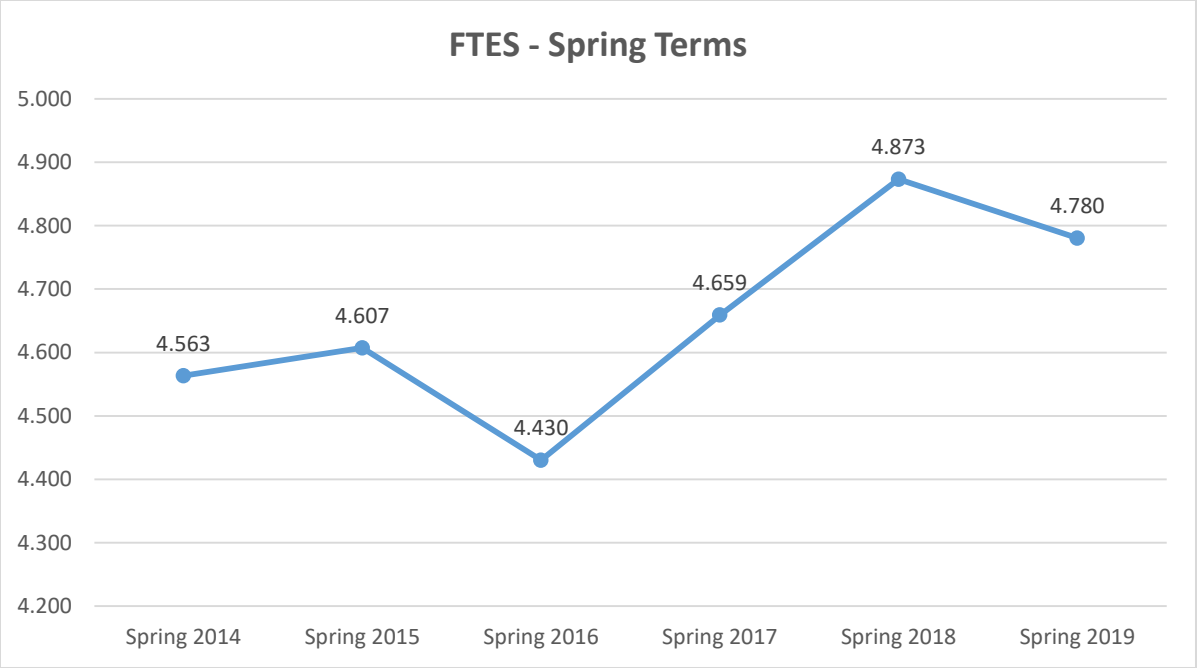


Figure 3: FTES – Spring Terms

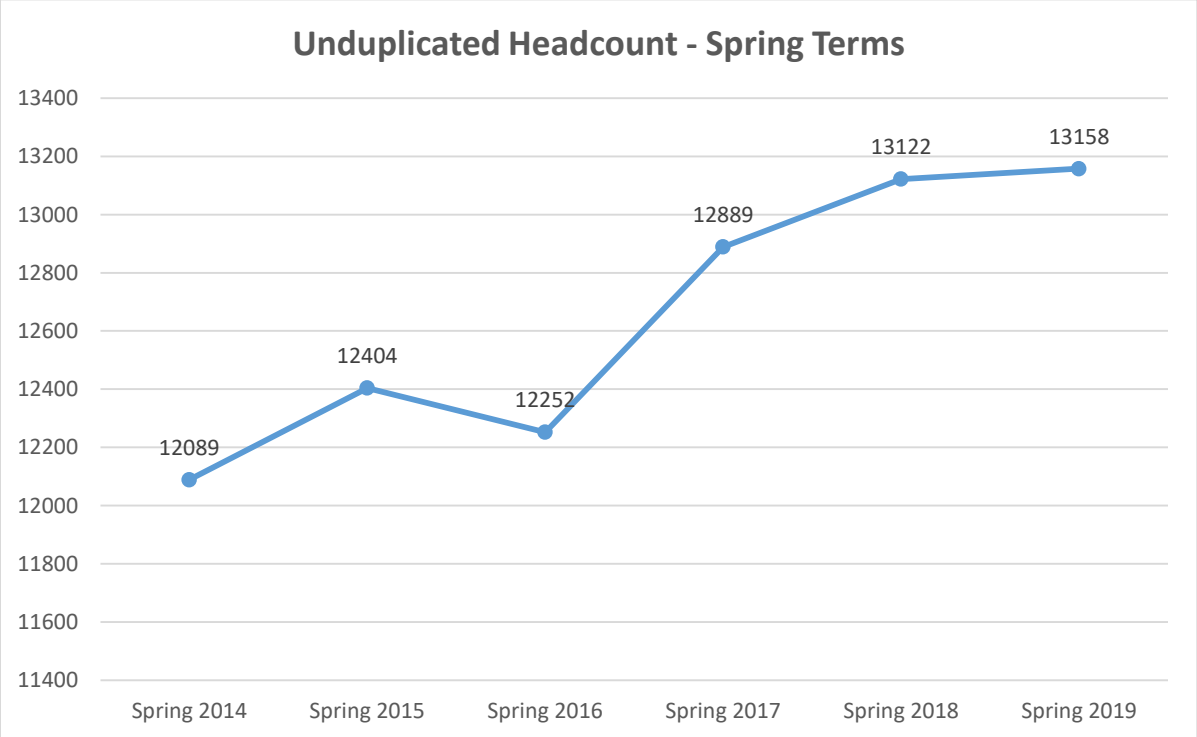


Figure 4: Unduplicated Head Counts – Spring Terms

Return to Agenda

Table 1: First-Time Student Count

Fall Term	First-Time Student Count
2014	1,820
2015	1,923
2016	1,808
2017	1,902
2018	1,614
2019	4,030
Six-Year Average	2,183

https://datamart.cccco.edu/Students/Enrollment_Status.aspx

The table above includes first-time students of all ages. Approximately 75% of these students come from local feeder high schools within one year of graduation.

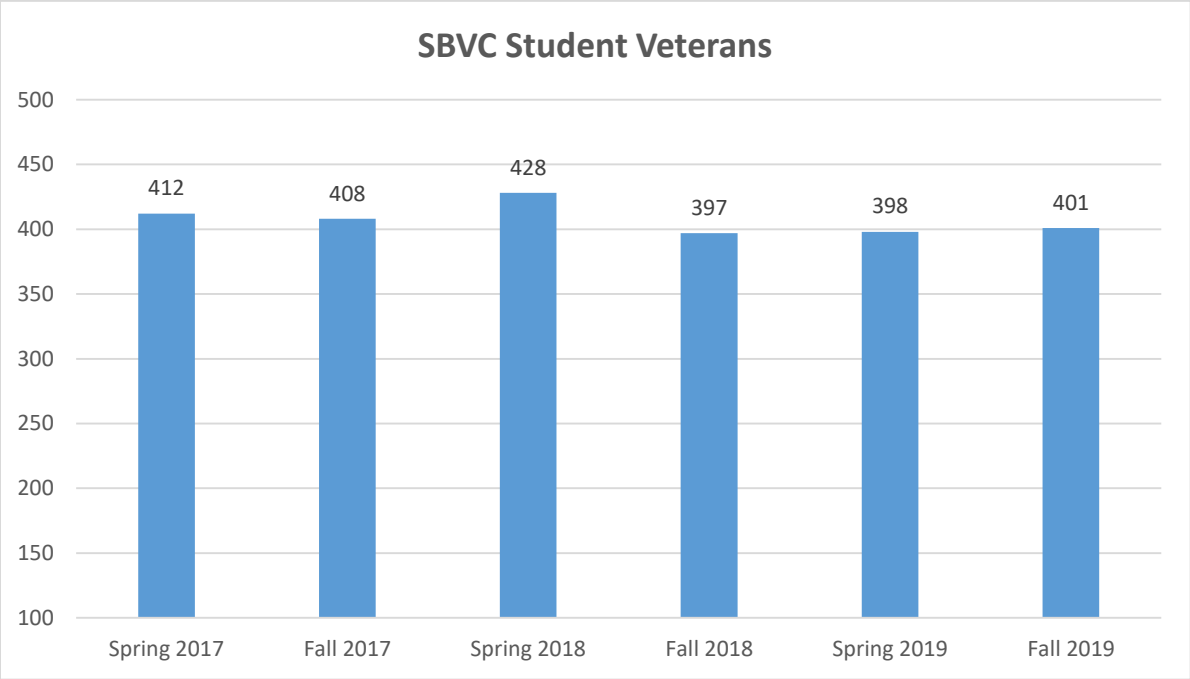


Figure 4: SBVC Student Veterans

Labor Market Data

The institution offers 72 Gaining Employment Programs. Data on annual openings, percent change, average hourly wage and median hour wages are included in the Gainful Employment Programs for San Bernardino Valley College from the Center of Excellence, Supply and Demand Tool for the Desert Region: San Bernardino and Riverside Counties.

Table 2: Labor Market Data

Demographic Data

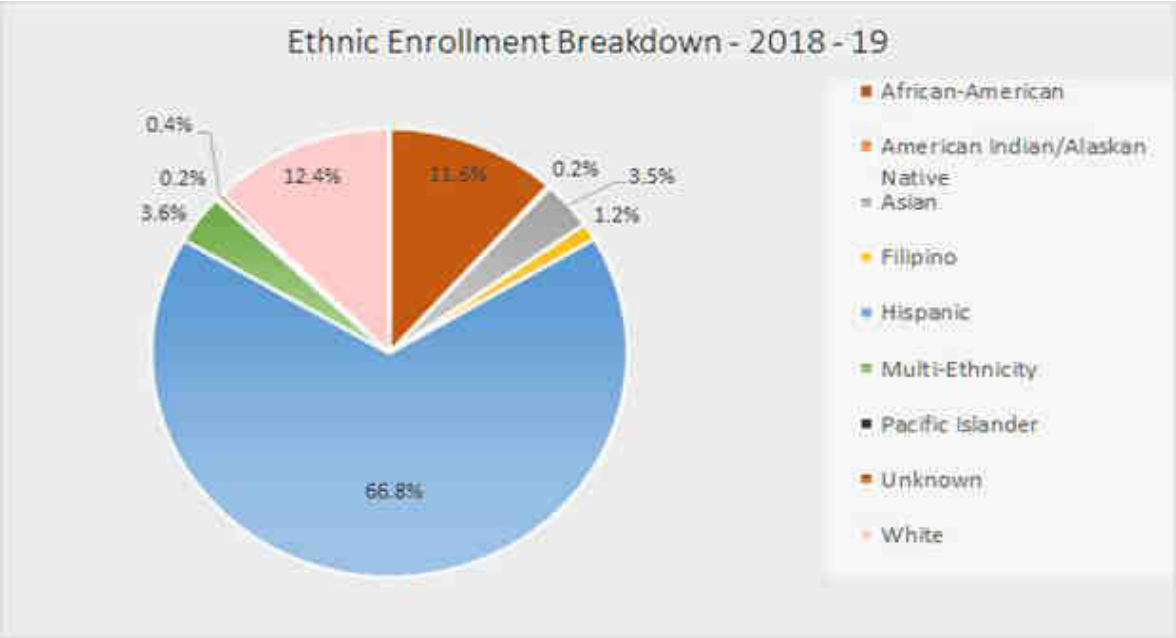


Figure 5: 2017-2918 Ethnic Enrollment Breakdown

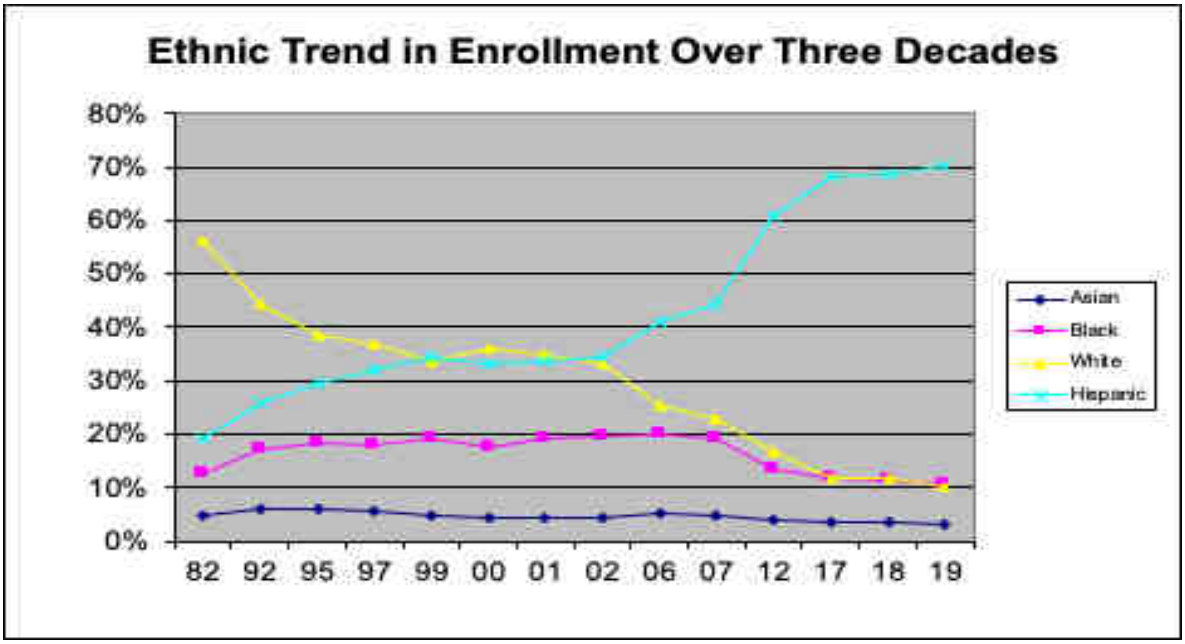


Figure 6: Ethnic Trends in Enrollment Over Three Decades

SBVC is a federally designated Hispanic-Serving Institution with over 66% of students identifying as Hispanic. White Non-Hispanic and African Americans make up just over 25% of the school population. American Indian/Alaskan Native, Asian, Filipino, Multi-Ethnic, Pacific

Return to Agenda

Islander, and students who did not specify an ethnicity compose the remainder combined make up 9% of the student the school population.

Ethnic enrollment trends over the past three decades show a decline in enrollment of white students with a concurrent increase in the numbers of Hispanic students. Since 2003, the majority of student on campus are Hispanic students. In 2007, the African American student population began to decline, but the African American population was stable from 2017 to 2018. The Asian population varies by a few percent each year.

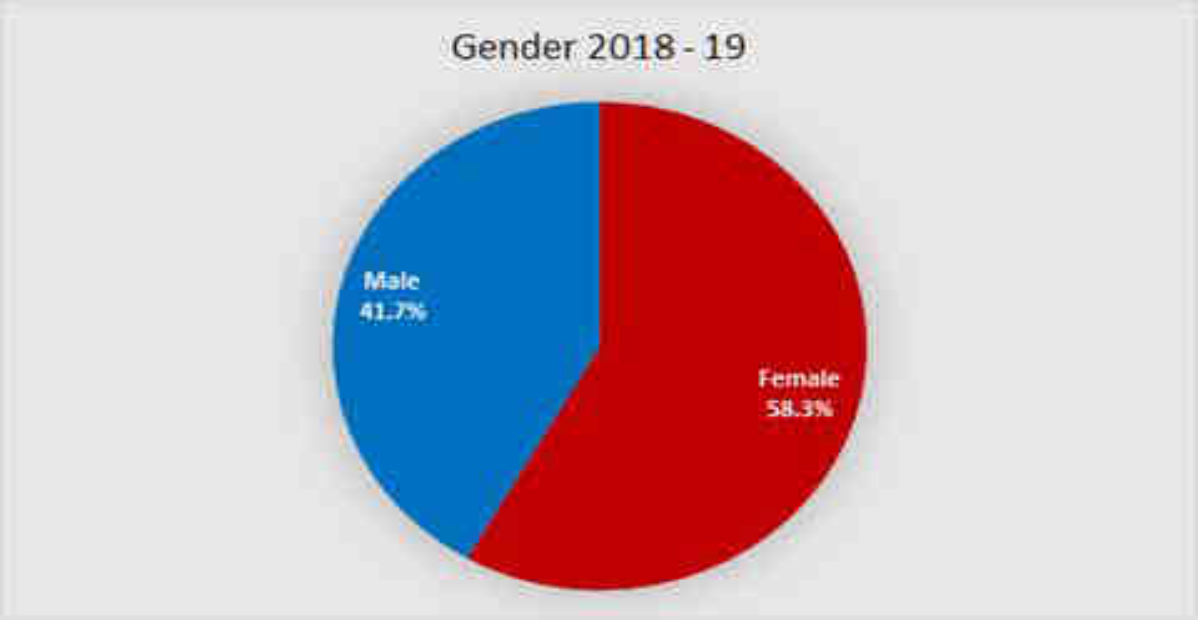


Figure 7: 2017-2018 Gender

SBVCs student population is predominately female.

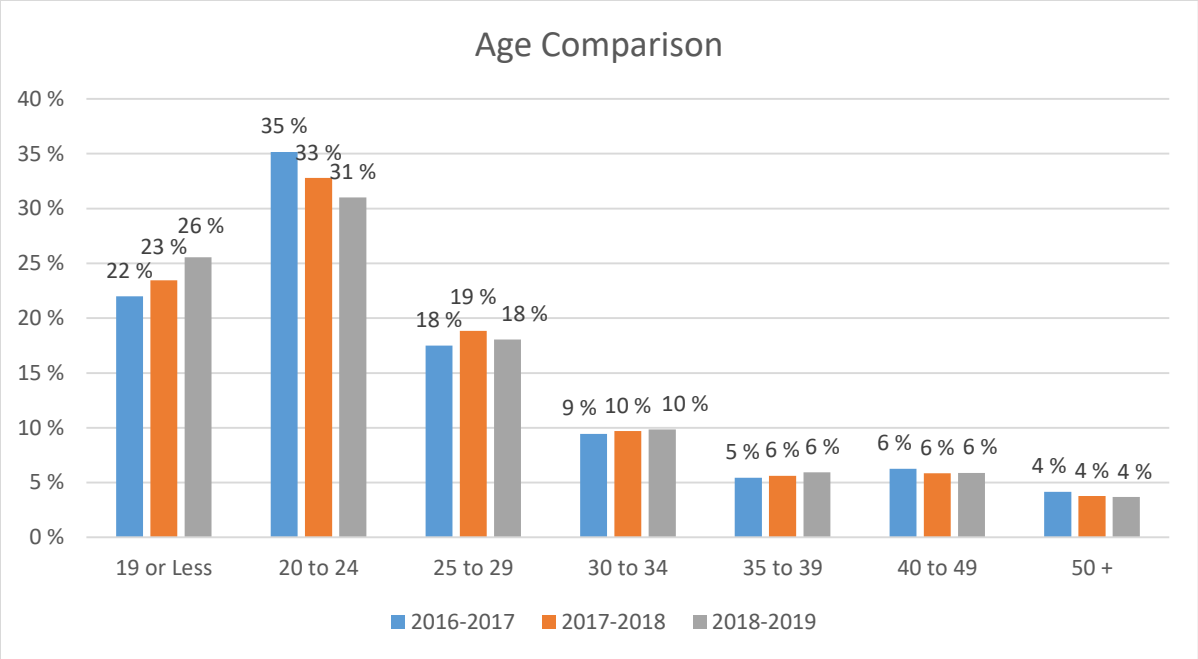


Figure 8: Age Comparison

The majority of SBVCs students range in age from 19-29, with the 20-24 age group being dominant. 2017-2018 saw an increase in students 19 or less, 30-34, and 35-39.

Socio-Economic Data

Table 3 shows the demographics for the ZIP codes where approximately 80 percent of the SBVC students live. Many students are characterized by lower household incomes and higher-than-average poverty rates. These demographics show how essential SBVC is to the community's well-being.

Table 3: *Top 25 ZIP Codes Where SBVC Students Resided in 2018-2019*

Top 25 ZIP Codes Where SBVC Students Resided in 2018 – 2019							
ZIP code	**City**	**of % Students in this ZIP code**	**Median Household Income**	**% with less than a H.S. Degree**	**% with a Bachelor's Degree or higher**	**% below poverty level with less than a H.S. Degree***	**% below poverty level with a Bachelor's Degree or higher***
92404	San Bernardino	8.9%	$42,051	18.59%	13.85%	36.2%	6.5%
92407	San Bernardino	8.8%	$56,819	17.43%	16.31%	32.0%	7.3%
92324	Colton	8.5%	$48,578	17.45%	18.05%	18.9%	7.6%

Return to Agenda

92410	San Bernardino	7.7%	$27,383	27.56%	5.71%	40.7%	14.0%
92376	Rialto	7.2%	$60,732	21.85%	12.07%	20.6%	8.9%
92346	Highland	7.6%	$59,722	15.40%	26.26%	32.1%	4.2%
92405	San Bernardino	4.3%	$38,762	19.74%	12.11%	35.6%	12.5%
92411	San Bernardino	4.2%	$37,266	27.07%	7.59%	29.5%	6.6%
92374	Redlands	3.0%	$67,606	9.88%	39.24%	37.3%	5.0%
92335	Fontana	2.9%	$47,226	24.73%	9.77%	24.4%	15.0%
92399	Yucaipa	2.3%	$58,570	8.85%	29.57%	29.6%	4.5%
92336	Fontana	2.2%	$87,744	11.52%	29.12%	16.1%	1.9%
92354	Loma Linda	2.0%	$54,877	8.76%	72.85%	29.0%	10.1%
92316	Bloomington	2.0%	$53,648	25.24%	12.58%	22.1%	5.6%
92373	Redlands	1.9%	$65,403	5.59%	64.75%	24.9%	5.9%
92408	San Bernardino	1.8%	$38,949	25.35%	19.71%	38.5%	12.5%
92377	Rialto	1.6%	$77,094	13.58%	21.34%	12.2%	3.8%
92223	Beaumont	1.5%	$63,999	9.25%	31.97%	19.5%	4.2%
92313	Grand Terrace	1.2%	$65,565	9.41%	38.12%	24.6%	1.4%
92337	Fontana	1.0%	$76,046	14.06%	19.69%	8.6%	2.1%
***Population 25 years and over**			factfinder.census.gov				

Table 4: *Top Ten Feeder High Schools*

Return to Agenda

Top Ten Feeder High Schools

Fall 2013		Fall 2014		Fall 2015		Fall 2016		Fall 2017	
High School	%	High School	%	High School	%	High School	%	High School	%
Colton	11.82%	Colton	10.68%	Arroyo Valley	11.60%	Arroyo Valley	13.58%	Arroyo Valley	13.15%
Cajon	11.22%	Cajon	10.50%	Colton	9.36%	Cajon	10.66%	Home School	7.44%
Arroyo Valley	10.09%	Pacific	9.62%	Cajon	8.93%	Indian Springs*	8.55%	Colton	7.09%
San Gorgonio	10.09%	San Gorgonio	9.53%	Rialto	8.76%	Pacific	7.61%	Cajon	6.66%
Rialto	9.40%	Arroyo Valley	7.94%	Pacific	7.04%	San Bernardino	6.91%	Indian Springs*	6.66%
Pacific	8.11%	San Bernardino	7.15%	San Gorgonio	6.53%	San Gorgonio	6.32%	San Gorgonio	6.66%
Eisenhower	5.69%	Rialto	7.06%	Home School	6.44%	Eisenhower	5.97%	Pacific	6.57%
Wiler Amina Carter	3.54%	Eisenhower	6.53%	San Bernardino	6.27%	Home School	5.53%	Wiler Amina Carter	6.57%
Home School	2.93%	Home School	5.65%	Eisenhower	5.93%	Rialto	5.27%	Eisenhower	5.36%
Redlands	2.67%	Wiler Amina Carter	4.94%	Wiler Amina Carter	4.98%	Colton	5.04%	Grand Terrace	5.19%

*Only taught 9 -11th grades until 2015

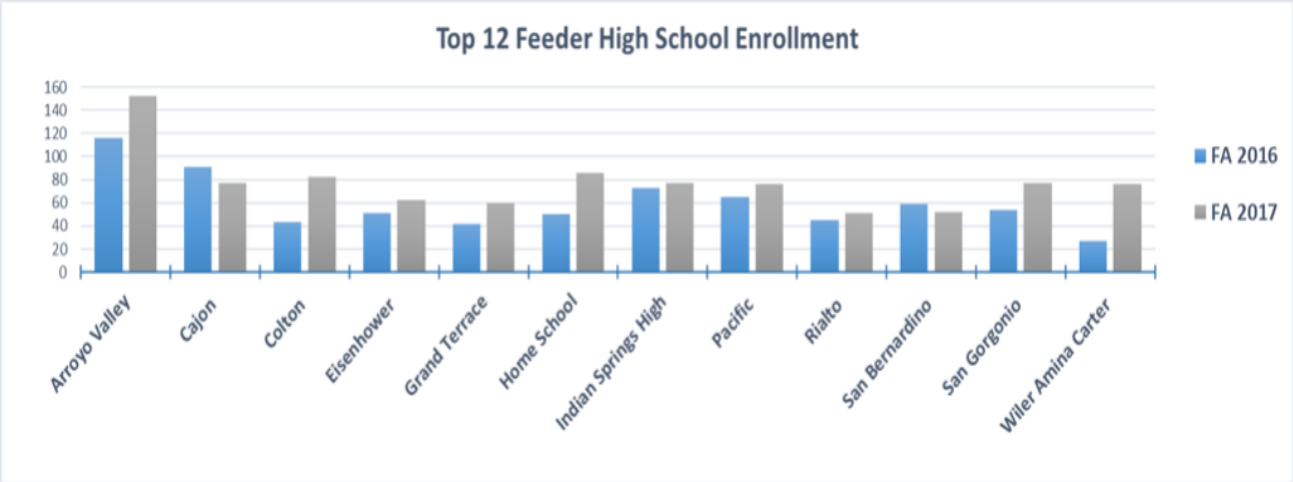


Figure 9: Top 12 Feeder High School Enrollments

Return to Agenda

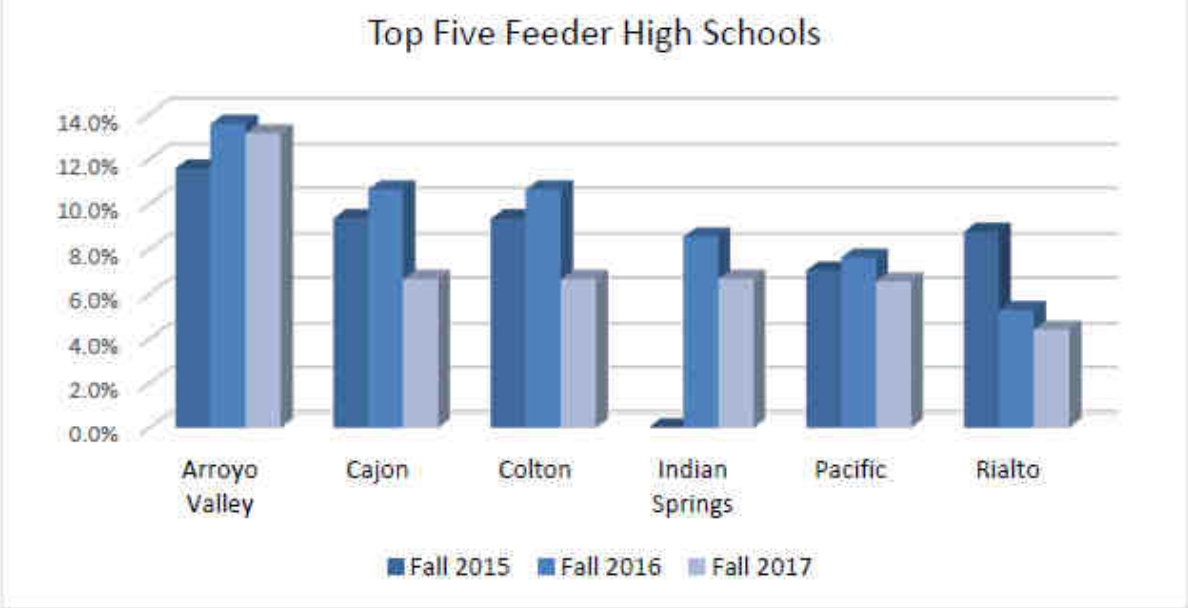


Figure 10: Top Five Feeder High Schools

Evening classes provide access to the Big Bear mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site (0.10).

Sites

SBVC offers classes at two off-campus sites: one serves the population in the local mountains and another provides training in basic law enforcement at the San Bernardino County Sheriff's (SBCSs) Regional Training Center.

The Big Bear program, located at Big Bear High School, serves the residents of this mountain community. Surveys and focus groups have been held in Big Bear to determine the services and student learning programs of interest in the community. SBVC staff makes frequent trips to Big Bear to provide visibility, interest, and dedication to support a successful learning program. Evening classes provide access to the Big Bear mountain students who would have a long and difficult commute to the SBVC campus. The classes range from associate degree and transferable courses, such as political science to certificate courses, such as child development. An on-site coordinator provides management and support for the classes. Many classes are offered using interactive television (ITV) technology, which provides two-way instruction between the SBVC campus and the Big Bear site. Most of the students and the instructor are located in a classroom on the SBVC campus, while some students participate from a classroom at the Big Bear site.

Return to Agenda

All matriculation services are provided to the students in the mountain communities. Counselors go to the site each semester to meet with the currently enrolled students. Counseling can also be provided by telephone or Cranium Café. There are two Super Saturdays, one in summer and one in late fall, that provide a one-stop array of services that help new students matriculate. Personnel from Admissions and Records, Financial Aid, Assessment, and Counseling all participate. On Super Saturday, students can apply, complete the online orientation, take the assessment test, speak to Financial Aid staff, and consult with a counselor.

Students registered for classes have access to SBVCs digital library and can order textbooks from the campus bookstore and have them delivered to their residence.

The SBCSs Academy is located 12 miles north of SBVC at 18000 Institution Road in San Bernardino. The Basic Academy is a partnership between the SBCS and SBVC. This partnership generates approximately 300 FTES yearly and has been in existence for the last 40 years.

The Academy is certified by Peace Officer Standards and Training (POST), and graduates of the program receive a certificate that allows them to be hired by most law enforcement agencies in the State of California. The Academy program is administered under a structured discipline format, which prepares officers for the stress related to law enforcement.

The Academy is 23 weeks in length and meets Monday through Friday 8:00 a.m. to 5:00 p.m. and occasionally in the evening for scenario and driver training. The Academy consists of Police 002, Police 100, Police 101, Police 102, and Police 103. The five classes total 39.75 units of college credit. Twelve of the units are transferable to CSU San Bernardino (CSUSB).

Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the *Commission on Peace Officers Standards and Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees (0.11).

Enrollment is limited to those students who meet the screening requirements as outlined in the Government Code, California Penal Code, and the *Commission on Peace Officers Standards and Training Administrative Manual*. All prospective trainees visit SBVC for matriculation services. Trainees must apply, complete the online orientation, and take the assessment test. Financial aid, tutoring, and computer labs are available for all Academy trainees.

Specialized or Programmatic Accreditation

SBVC Accreditation webpage, program webpages and SBVC Catalog lists the specialized and programmatic accreditations or certifications held by the institution. (0.12)

Accreditation Commission for Education in Nursing (ACEN)
California State Board of Registered Nursing
California State Board of Vocational Nurses and Psychiatric Technicians
FAA Certification

Presentation of Student Achievement Data and Institution-set Standards

[see Chapter 5.3B and Appendix E of *Guide to Institutional Self- Evaluation, Improvement, and Peer Review*]

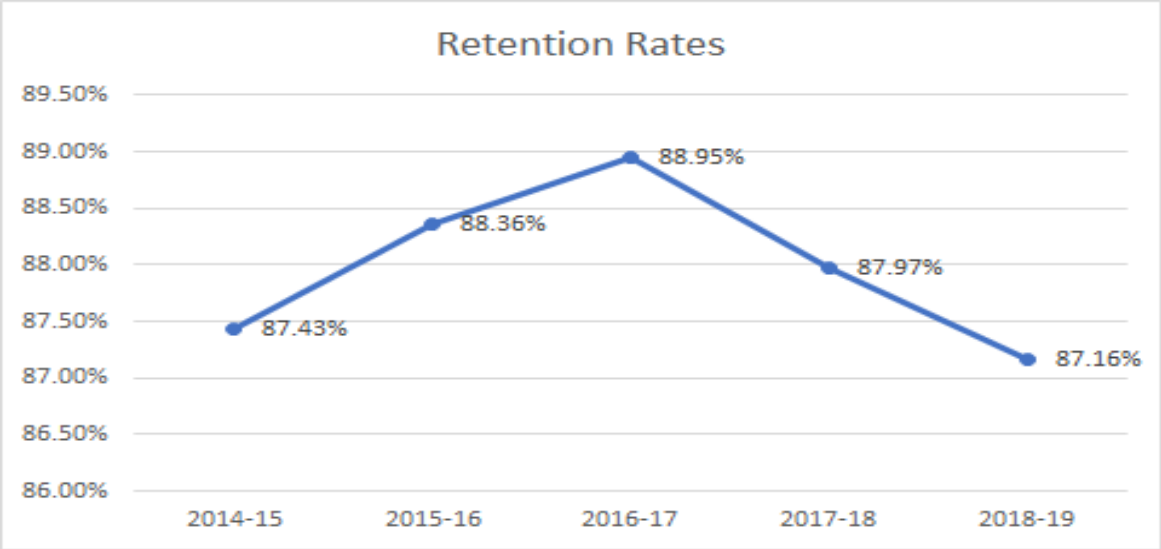


Figure 11: Average Retention
https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

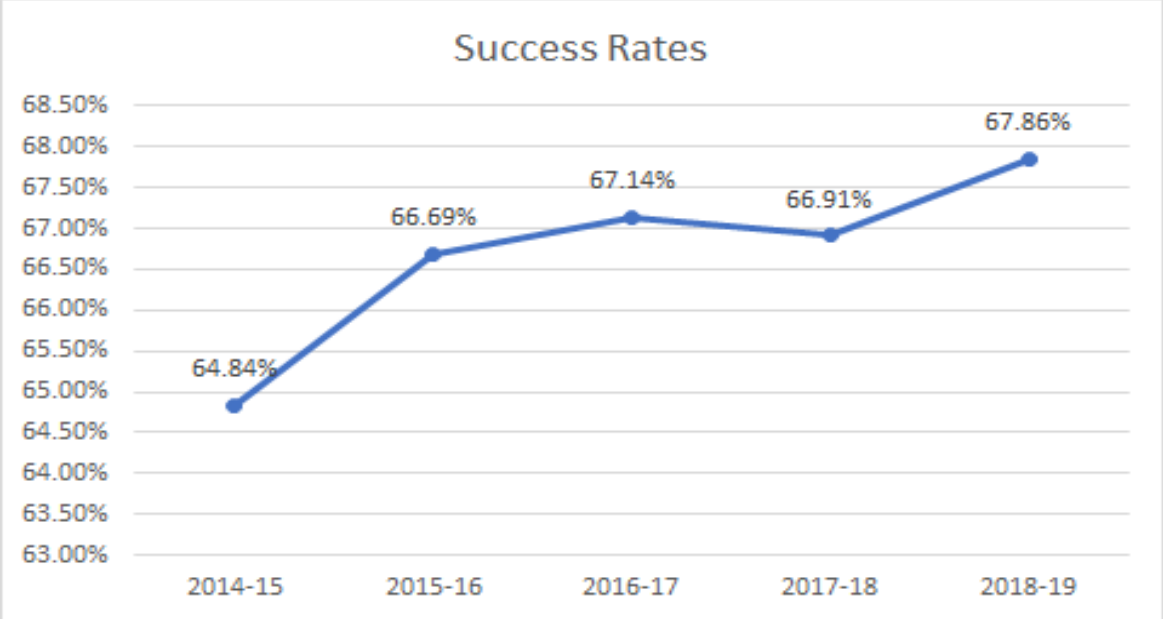


Figure 12: Success Rates
https://datamart.cccco.edu/Outcomes/Course_Ret_Success.aspx

Return to Agenda

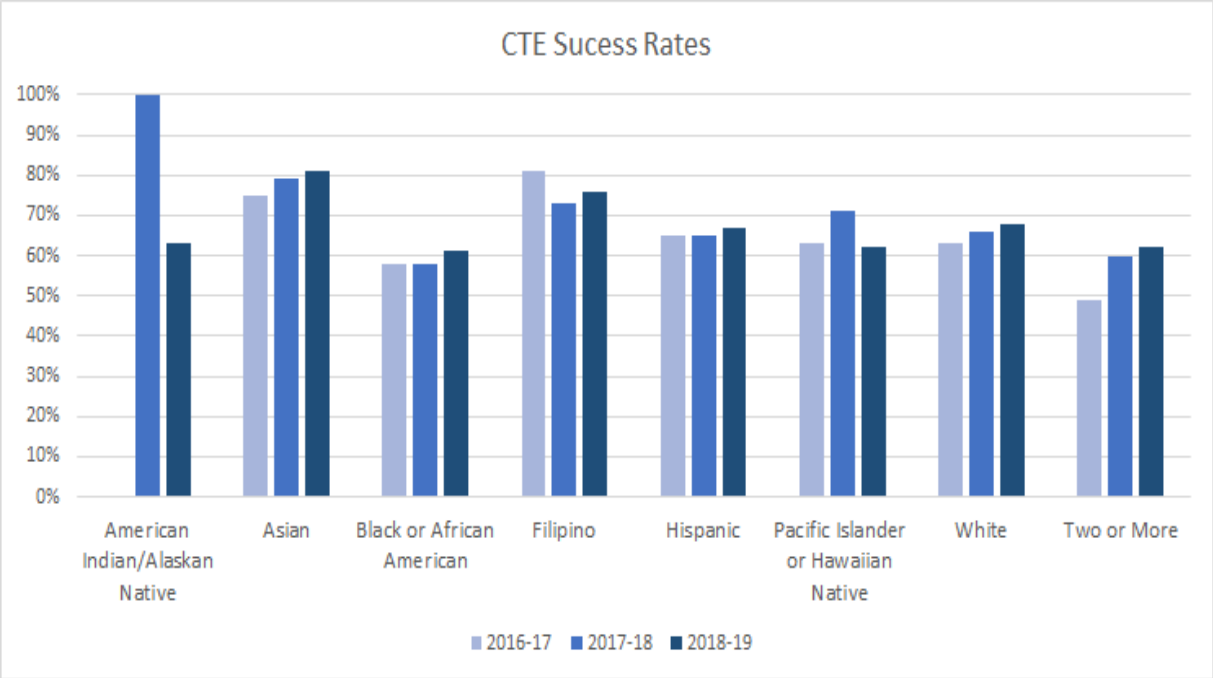


Figure 13: CTE Success Rates
https://www.calpassplus.org/LaunchBoard/Student-Success-Metrics.aspx

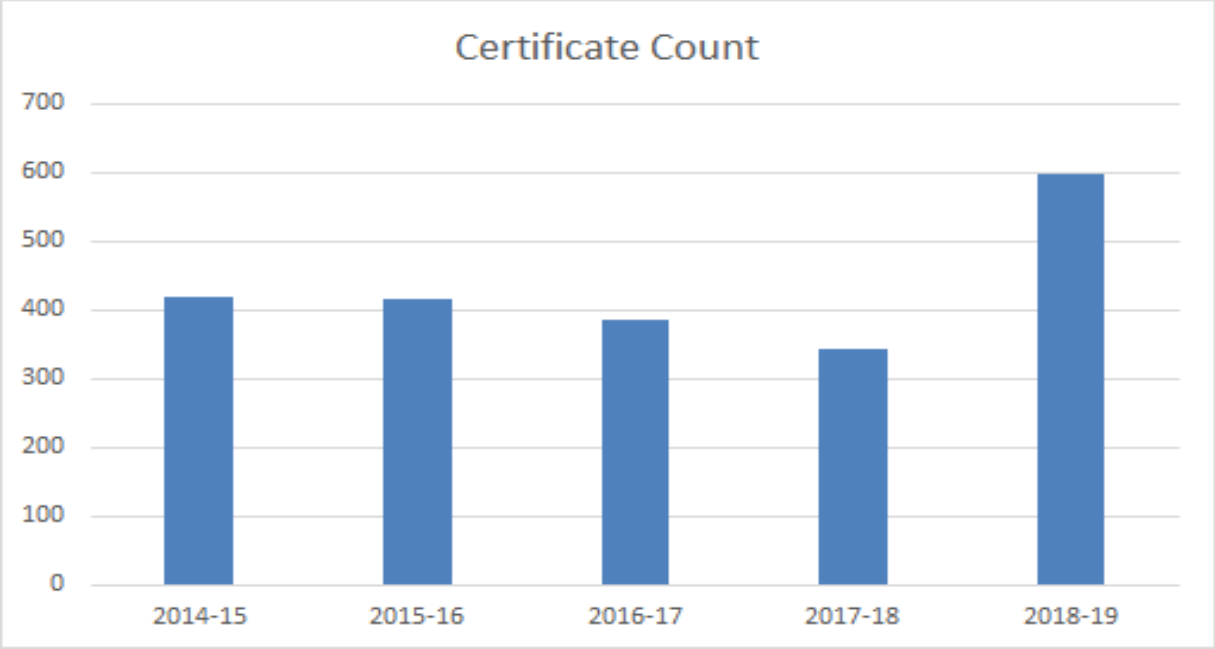


Figure 14: Certificate Count
https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Return to Agenda

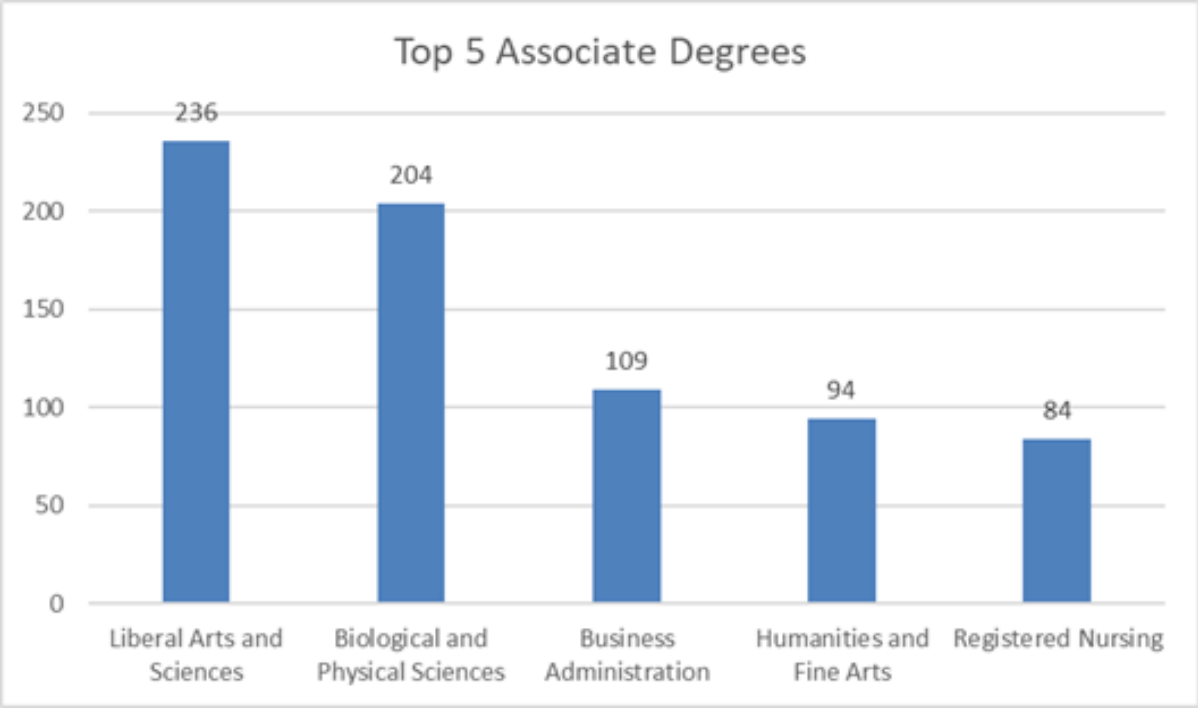


Figure 15: Top 5 AA/AS Degrees Awarded
https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

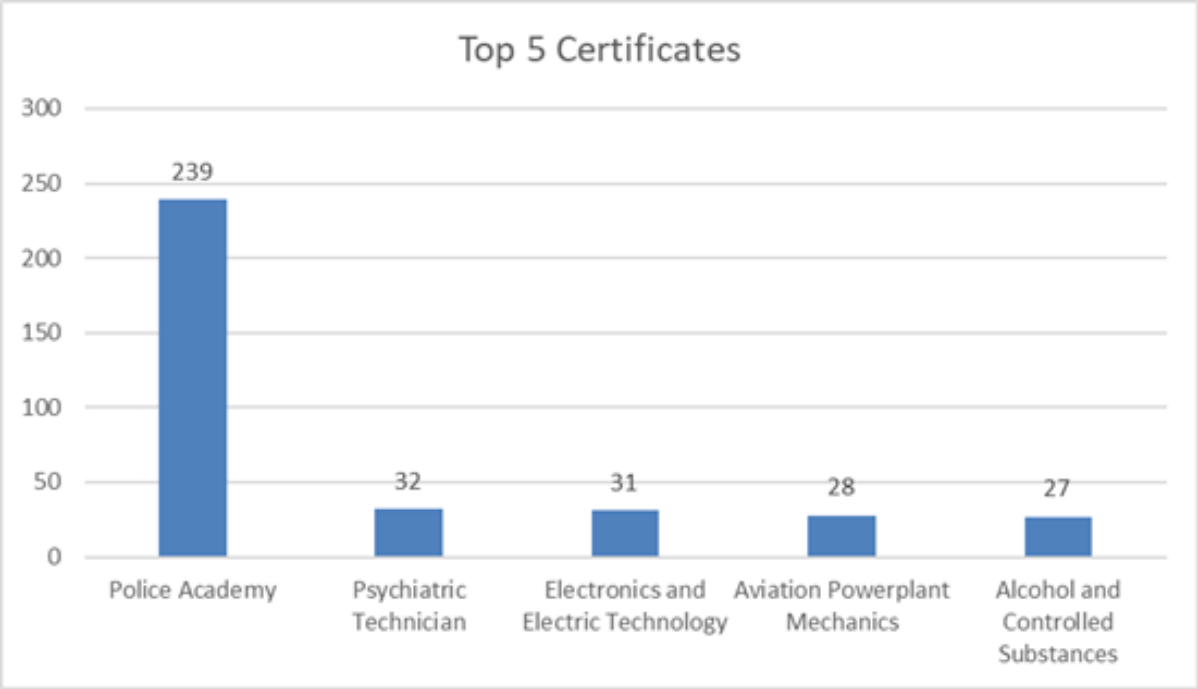


Figure 16: Top 5 Certificates Awarded
https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Return to Agenda

Table 5: *CTE and Completion Success*

Ethnicity	CTE	Program Completion
Overall	50.3%	36.7%
African American	51.9%	33.0%
Asian	52.2%	65.4%
Filipino	66.7%	46.7%
Hispanic	51.3%	36.0%
Pacific Islander	75.0%	37.5%
White	45.1%	35.9%

CTE/ Program Completion 2016-17 from 2011-2012 Cohort.

https://datamart.cccco.edu/Outcomes/Student_Success_Scorecard.aspx

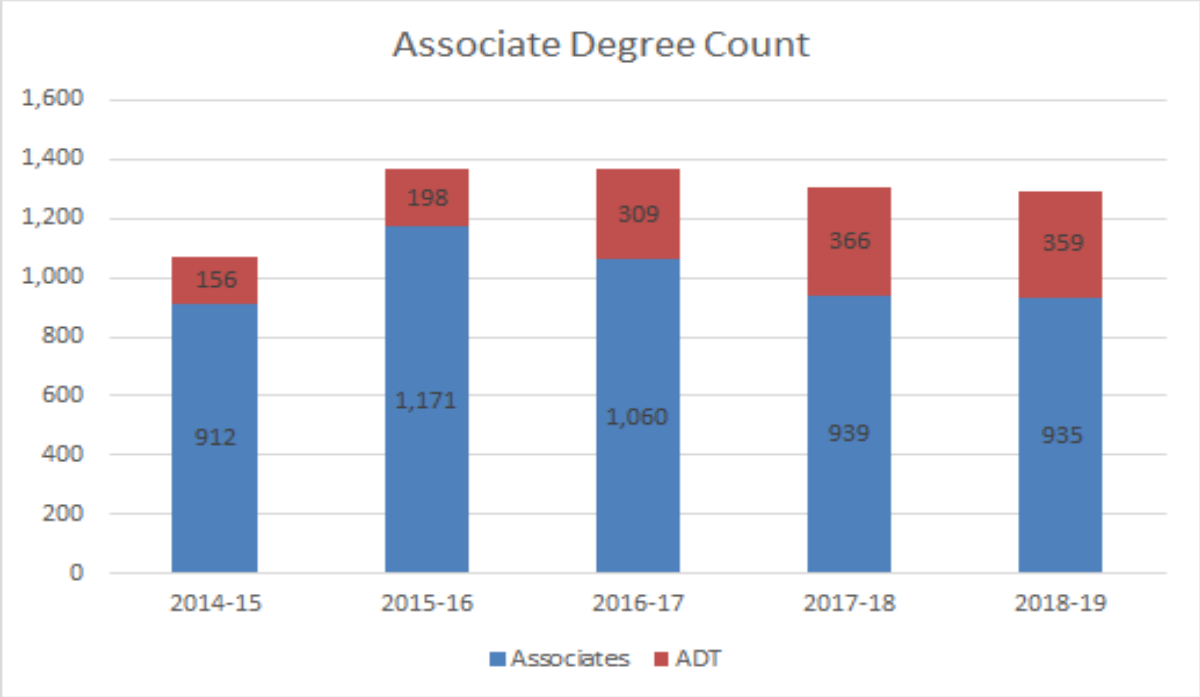


Figure 17: AA/AS Degree Count
https://datamart.cccco.edu/Outcomes/Program_Awards.aspx

Return to Agenda

Organization of the Self-Evaluation Process

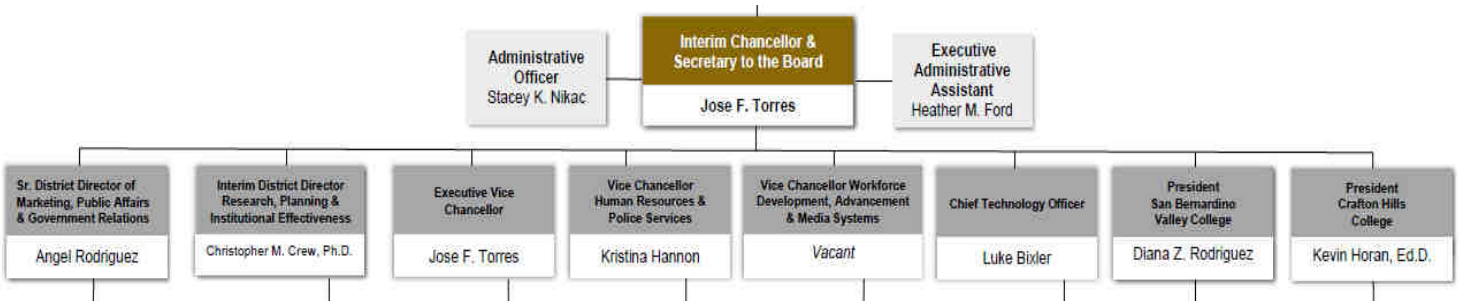
SBVC began preparing for the 2020 self-evaluation during the fall 2018 semester by reviewing the standards and assigning Accreditation Standard chairs (0.13). Accreditation Standard chairs and membership, which included representatives from administration, faculty, classified staff, and students, were finalized. Over the course of the 2018-2019 academic year, the A&O Committee visited collegial consultation committees, such as Curriculum Committee, Program Review Committee and Technology Committee, to review the standards and seek input on how the work of the committee meets the standard (0.14.1, 0.14.2) In spring 2019, the A&O Committee hosted Accreditation Interviews session for each standard (0.15.1, 0.15.2).

The first full draft of the ISER was composed in summer 2019 and was reviewed by the A&O Committee (0.16). The second draft came out in late fall of 2019. This draft was presented to all constituency groups for review and feedback 0.17.1, 0.17.2, 0.17.3) The A&O Committee hosted forums for each standard and the QFE. The ISER Flex Day workshop, conducted virtually due to the COVID-19 crisis, was well attended (0.18.1, 0.18.2, 0.18.3). The feedback from the second draft was used to develop the final draft. First reading of the final ISER took began in May 2020 (0.19), and the second reading and approvals took place in August.

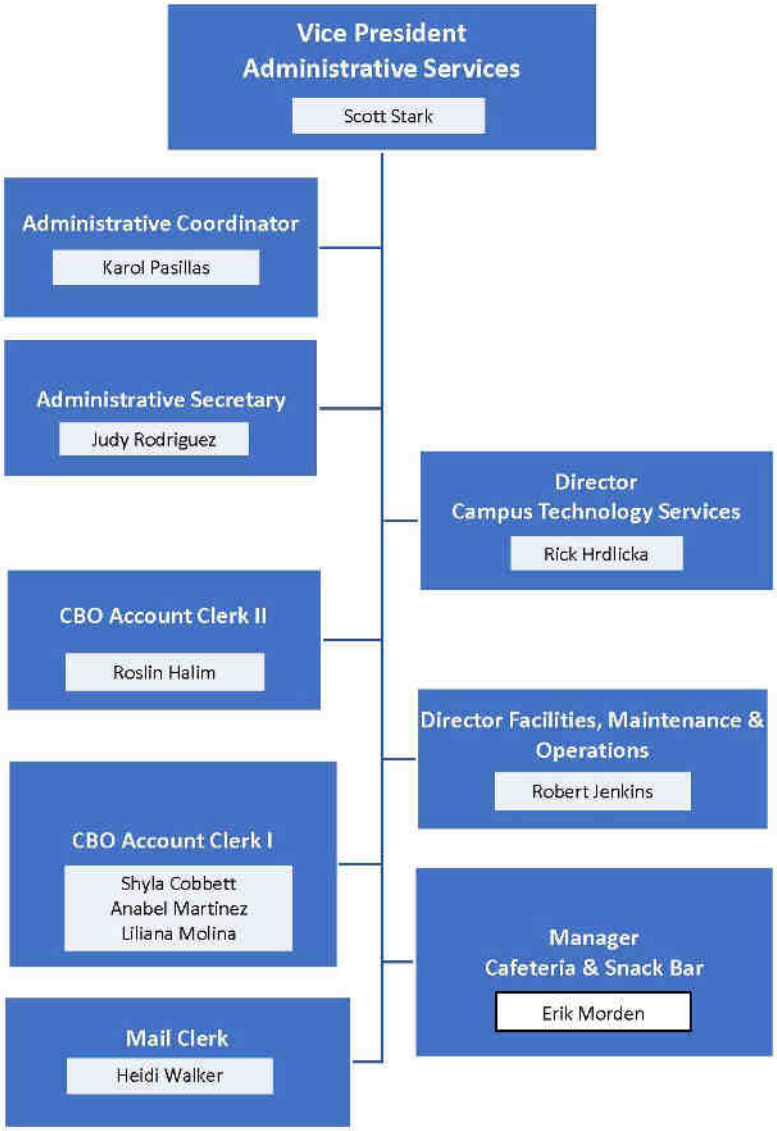
On March 17, 2020, the Board of Trustees approved resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) Declaration of State of Emergency (0.20)

The COVID-19 crisis necessitated changes in practices, instruction, and services. SBVCs response to COVID-19 is addressed in the conclusion section of each standard.

Organizational Information

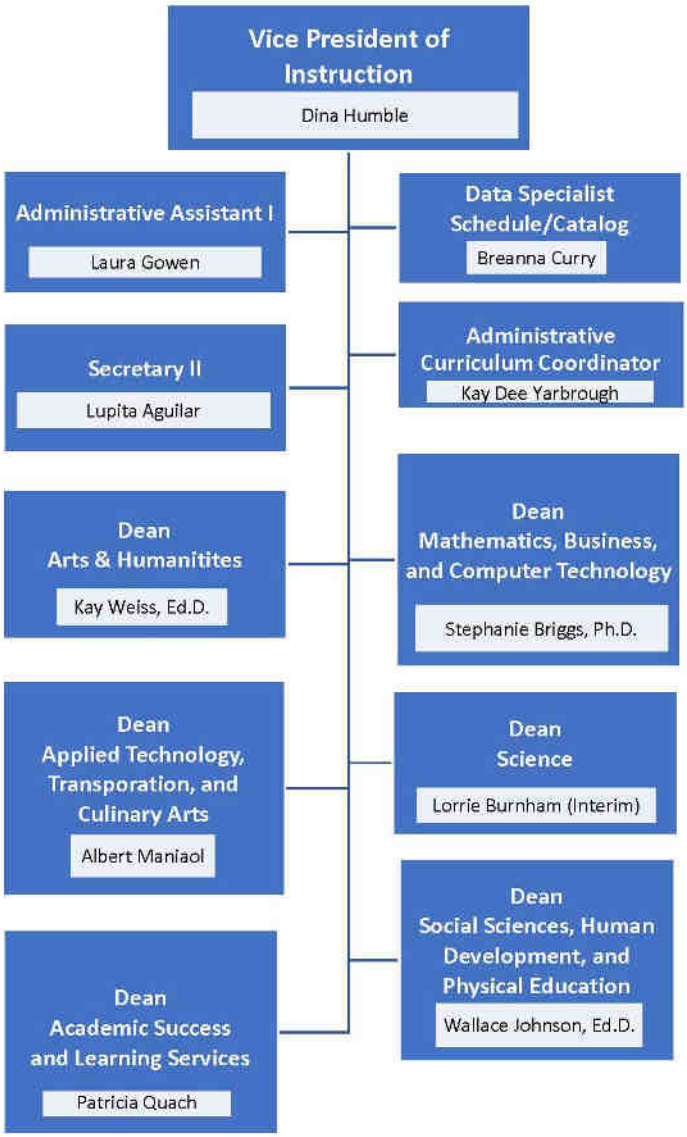


Return to Agenda

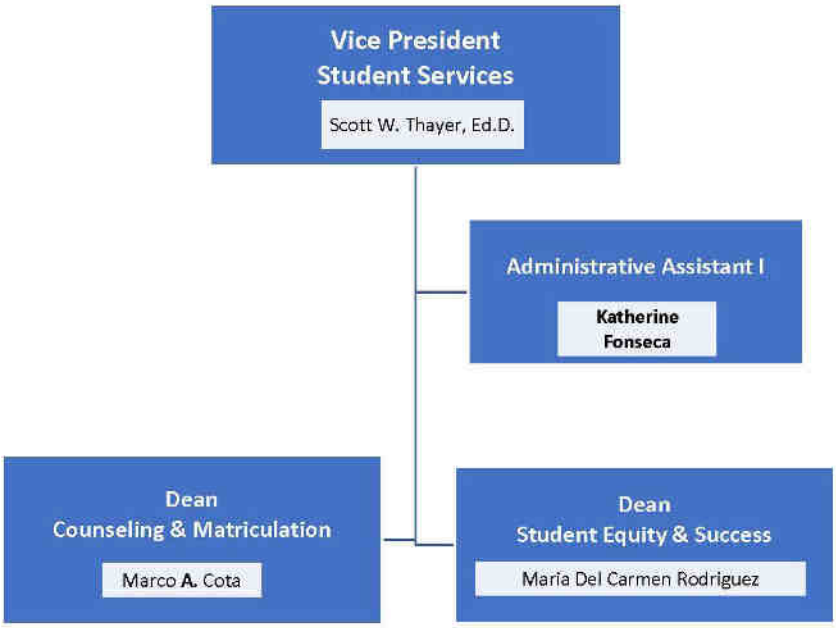


Saturday, March 16, 2019: 1

Return to Agenda



Return to Agenda



Return to Agenda

Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

San Bernardino Valley College (SBVC) is a public two-year community college operating and awarding degrees and certificates under the authority of the State of California, the Board of Governors (BOG) of the California Community Colleges, and the Board of Trustees of the San Bernardino Community College District (SBCCD).

SBVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). This organization is recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education (USDE).

SBVC also offers programs accredited by the California State Board of Registered Nursing and the National League for Nursing Accrediting Commission.

Eligibility Requirement 2: Operational Status

SBVC is a comprehensive college that meets the educational needs of its community. It offers a wide range of academic and vocational programs leading to degrees, certificates, transfer to four-year colleges and universities, career advancement, job training, lifelong learning, and personal enrichment in support of both its mission and the mission of the California Community College System (CCCS). SBVC has been in continuous operation since 1926.

Eligibility Requirement 3: Degrees

SBVC offers programs leading to 66 Associate of Arts (AA) and Associate of Science (AS) degrees, including 19 Transfer (AS-T and AA-T) degrees and 88 State approved, locally approved and non-credit certificates (effective fall 2018). Most courses satisfy the requirements for either majors or general education (GE).

Eligibility Requirement 4: Chief Executive Officer

Ms. Diana Z. Rodriguez has served as the president of SBVC since her appointment by the Board of Trustees effective July 1, 2016. She does not serve on the Board of Trustees.

Eligibility Requirement 5: Financial Accountability

Annual financial audits are conducted by externally contracted certified public accountants. These audits are reviewed by the Board of Trustees. SBCCDs business manager provides the financial audit for interested stakeholders.

Return to Agenda

Certification of Continued Institutional Compliance with Commission Policies

San Bernardino Valley College certifies that it continues to be in compliance with the federal regulations noted below and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; institutional degrees and credits; transfer of credit; distance education and on correspondence education; representation of accredited status; student and public complaints against institutions; institution advertising, student recruitment, contractual relationships with non-regionally accredited organizations; and institutional compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

SBVC identifies all its accreditors in the College Catalog and on the Campus website. Contact information is available. The data of the ACCJC is listed on the Accreditation website along with a direct link for third-party comments

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Student Success Measure	2017-2018	2018-19	ISS	Goal
Course Completion*	67.00%	67.00%	66.82	67.68
Course Retention	88.60%	88.40%	84.88%	88.28%
Certificates Awarded	344	599	330.86	554.47
Degrees Awarded*	1305	1294	1289.60	1355.74
Transfers to CSU	454	411	417.33	453.34
Transfers to UC	69	66	66.09	68.58
Total Transfers	785	745	753.40	796.60
Completed Transfer-Level Math Within the First Year	7.00%	7.00%	5.88%	6.99%
Completed Transfer-Level English Within the Frist Year	10.00%	10.00%	8.51%	9.08%
Completed Transfer-Level Math and English Within the First Year	3.00%	3.00%	2.32%	2.78%
*Average Number of Units Accumulated by Associate Degree Earners	93	96	95.41	92.59
Retained from Fall to Spring	72.90%	67.10%	67.70%	72.39%
Attained the Living Wage, Year the Student Exited	52.00%	55.00%	49.55%	54.45%
Nursing (licensure pass rate)	87.00%	85.33%	80.33%	87.22%

Return to Agenda

Psych Tech (licensure pass)	76.00%	79.00%	76.37%	82.97%
Job Placement				
Student Success Measure	2017-2018	2018-19	ISS	Goal
Business Management	78.13%	86.67%	78.74%	88.17%
Computer and information SCI, General	75.00%	81.82%	69.67%	83.32%
Environmental Control Tech HVAC	45.45%	84.00%	45.66%	85.50%
Manufacturing and industrial tech	88.89%	76.92%	61.71%	78.42%
Water and Wastewater Tech	86.87%	83.78%	58.60%	85.28%
Pharmacy Tech	50.00%	94.75%	52.24%	96.25%
Library Technology	100.00%	85.71%	72.51%	87.21%
Administration of Justice	84.20%	85.71%	76.70%	87.21%

As required by Commission policy, SBVC identifies and reports on student achievement standards annually. The College first defined these standards in 2013. Student Achievement Standards are described in detail in Standards I.A.2 and I.B.3 as well as in the Introduction chapter of the Institutional Self-Evaluation Report (ISER). As described in Standard I.A.2 and I.B.3 and throughout the ISER, this information is reported regularly across the campus and used in evaluating how well the institution fulfill its mission, to determine needed changes and for allocating resources.

SBVC's Program Efficacy process requires instructional departments to examine elements of student achievement such as success and retention rates. This process is described throughout the ISER, especially in Standards I.A.2, I.B.3. and II.A.2. Each program looks at these rates and disaggregates them by race, ethnicity, and other demographic elements. CTE programs engage in the process every other year.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Academic credit is given in semester units based on the Carnegie Unit Value (CUV) system and Title 5 of the California Code of Regulations (CCR) minimum standards. One credit hour of work is equivalent to one hour of lecture or three hours of laboratory per week based on a term of 18 weeks. Information regarding academic credit is published in SBVCs catalog.

SBVC complies with this policy. The College conforms to the 60-unit semester credit-hour standard. Requirements are on page 33 in the College Catalog (0.21). Graduation requirements for the AA degree have the following criteria:

A. A student must complete 60 units of degree-applicable work with an overall grade point average (GPA) of *C* (2.0) or higher in all courses.
B. Depending on the major, a student must achieve a grade of *C* or higher in each course to be counted for the major. Courses completed for a Certificate of Achievement that also fulfill requirements for an AA degree must be completed with a grade of *C* or higher.
C. For associate degrees for transfer, a student must complete a minimum of 18 semester units in the major or area of emphasis.

SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program and Curriculum Development (4.11). The definition of a credit hour is on page 10 of SBVCs catalog. SBVC has established procedures to ensure that curriculum complies with the definition of "credit hour" or "clock hour," where applicable. SBVCs Curriculum Committee ensures that a credit hour meets accepted academic expectations. SBVC complies with the ACCJC's assessment of clock-to-credit-hour conversion formula.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

BP/AP4050 Articulation and BP/AP4235 Credit by Examination are publicly available on the District's website (0.22, 0.23).

The SBVC College Catalog (p. 13) Transfer of Credit and the College website about the acceptance of transfer credit meet associate degree requirements and policies on transfer to upper-division curricula.

Part II Certificate, Degree, and Transfer of the SBVC College Catalog (pp. 39-47) the College's website, about the acceptance of coursework meet associate degree requirements and policies on transfer to upper-division curricula, such as Intersegmental General Education Transfer Curriculum (IGETC) or California State University General Education (CSUGE).

Students are also provided with a variety of transfer services and resources through the Transfer and Career Center to guide them in the transfer process (0.24).

The Transfer Guidebook is a comprehensive guide to transfer services, events, and planning for transfer to four-year institutions (0.25).

Incoming students planning to transfer are provided clear guidance about the Transfer-of-credit policies during student orientations, counseling appointments, and the development of student education plans specific to their majors and chosen transfer institution.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance education (DE) offerings at SBVC do not alter or supplant the mission of the College; those offerings are a way of advancing SBVCs mission by using technology to increase student access to quality education and services that support a diverse community of learners. One of SBVCs strategic direction and goals—initiatives that grow out of the mission—is "access." Thus, there is a clear correspondence between the mission of SBVC, its strategic goals, and the existence of courses approved for DE delivery (0.27).

All courses are the same in content, rigor, and quality, regardless of the mode of delivery. DE courses adhere to the course outline of record. SBVC requires that all courses proposed for DE delivery be separately reviewed and approved by the Curriculum Committee, a standing committee of the Academic Senate, before being forwarded to the Board of Trustees for final approval.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College Catalog provides information on major policies affecting students on pages 30-31 of the 2018-2019 College Catalog (0.26). This information can also be found on the SBVC website. (0.28) SBVC affirms its policy to provide fair and equitable treatment to students and employees in an effort to prohibit retaliation or discrimination on the basis of ethnic group identification, national origin, religion, age, gender, race, color, ancestry, sexual orientation, physical or mental disability.

SBVC is committed to nondiscrimination. The nondiscrimination policy can be found on page 17 of the College Catalog (0.29). SBVCs goal is to provide equal opportunities for all community members in all areas of the College, including admission, student financing, student support facilities and activities, and employment. Federal laws and SBCCD policies strictly prohibit all types of discrimination, including sexual harassment and inequities based on race, color, religion, gender, age, marital status, physical disabilities, mental impairments, or sexual orientation. SBVC is further committed to overcoming gender discrimination and gender stereotyping in vocational education programs. In addition, the lack of English language skills is not a barrier to admission and participation in vocational education programs. Information regarding SBCCD's Unlawful Discrimination and Sexual Harassment policies and forms are located on SBCCD's website (0.30), as are SBCCD's Informal and Formal Complaint Forms (0.31) that SBVC uses to intake and track student complaints. The complaint forms and related policies are in the human resources area of SBCCD's website (0.32)

Students are encouraged to resolve complaints at the appropriate level of the dispute. Any student complaint about a grade, instructor, or course should be first made to the instructor involved. However, should this approach fail or be inappropriate, students may submit a written complaint through the faculty chair or the division dean, or students may use SBCCD's Informal and Formal Complaint Forms. Once received, the complaint is forwarded to the appropriate College official for review, and the complaint receives a response as soon as possible. For matters regarding grade appeals, student grievances, discrimination, or sexual harassment, please refer to SBVCs policies relating to those matters. The student complaint process is currently

being updated. For more information on the student complaint process, please refer to the SBCCD BP5530 Student Rights and Grievances. (0.33) The Title IX Brochure (0.34) contains valuable information on discrimination and harassment processes.

Sexual harassment of students or employees in the academic and work environments violates both federal and state law and District policy BP/AP3430 Prohibition of Harassment (0.35.1. 0.35.2), and it is not tolerated. It also violates the law and policy to retaliate against any individuals for filing a complaint of sexual harassment or for participation in the investigation or resolution of a formal or informal written or oral complaint of sexual harassment. Unlawful harassment on the basis of sex includes, but is not limited to, classroom conditions, grades, academic standing, scholarships, recommendations, employment opportunities, disciplinary action, or any other aspects of college life within the control of SBCCD.

The policy on sexual harassment can be found on the SBVC website. (0.36)

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1))(vii); 668.6.

Evaluation Items:

SBVC complies with this policy through the College Catalog (0.37), class schedules (0.38), College's website, and other forms of social media. SBVC uses several forms of institutional advertising to ensure integrity and responsibility in marketing, student recruitment, and representation of the College's accredited status to prospective and current students. The following list is an overview of how SBVC promotes its educational programs on and off campus:

Advertising, Publications, and Promotional Literature

SBVC utilizes the College Catalog and class schedules, which are available in print and electronic formats, to inform the public of its educational programs and services. These publications are clear and updated electronically to ensure that they are factually accurate. The College Catalog and class schedules offer information on SBVCs education program and display the regulatory and enrollment information.

The catalog is revised and reissued every year. The catalog is available in print and online. Catalog Addendums are published online as necessary.

Student Recruitment for Admissions

SBVC relies on qualified faculty and classified professionals who are knowledgeable about the College's admissions policies and procedures for financial aid. The Outreach and Recruitment Office is the primary recruitment unit on campus (0.39). The Outreach and Recruitment Office's objective is to provide prospective and current students with access to SBVC through recruitment and outreach efforts in the local community. The Outreach and Recruitment Office disseminates admissions information, major sheets, and other SBVC information at feeder high schools and community events. Under the direction of the outreach coordinator, trained student ambassadors

serve as representatives at college fairs, community events, and high school visits. Together, the outreach coordinator and student ambassadors work to assist current and prospective students with admissions and successfully transitioning into college.

The campus website includes information on gainful employment for degrees and certificates. Gainful employment information includes program costs, licensure rates, and links to the occupational summary on O*.net (0.40).

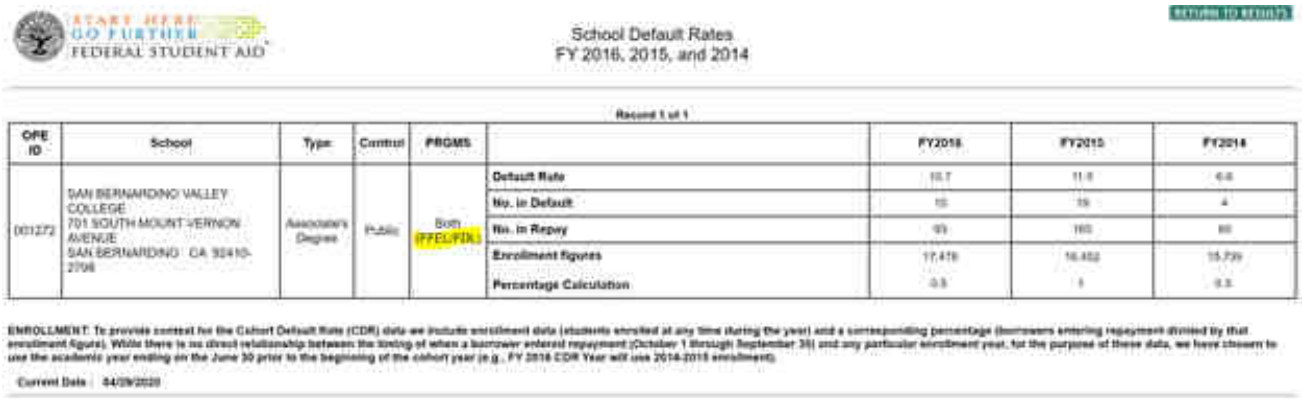
Representation of ACCJC Accredited Status

SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website (0.41). The current accreditation status with the ACCJC is also published in the College Catalog. Additionally, the College Catalog includes statements that "SBVCs Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing (0.42)."

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

SBVC complies with this policy. SBVC participates in the Federal Perkins Loan Program. SBVC has a small amount of money to award in Perkins Loans each academic year. First consideration of these loan awards is typically given to students with exceptional financial needs as well as students enrolled in the nursing, psychiatric technician, and sheriff's academy programs. Other students are considered on an individual basis. For the past three years, the percentage of students receiving loans has been approximately 0.003 percent.



START HERE GO FURTHER FEDERAL STUDENT AID

School Default Rates
FY 2016, 2015, and 2014

OPE ID	School	Type	Control	PRGMS		FY2016	FY2015	FY2014
001272	SAN BERNARDINO VALLEY COLLEGE 701 SOUTH MOUNT VERNON AVENUE SAN BERNARDINO CA 92410-2706	Associate's Degree	Public	Both (FFEL/FDL)	Default Rate	10.7	11.6	6.6
					No. in Default	10	10	4
					No. in Repay	93	86	60
					Enrollment figures	17,419	16,452	15,739
					Percentage Calculation	0.5	1	0.3

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2016 CDR Year will use 2014-2015 enrollment).

Current Data: 04/29/2020

0.1	From Jantzen to Jenson
0.2	SBVC Working Through the Years 1976-1992
0.3	FEMA $
0.4	Measure P and Measure M
0.5	LEED Certification
0.6	Campus Map

Return to Agenda

0.7	SBVC Website - Our History
0.8	Measure CC
0.9	COVID Communication
0.9.1	March 13 Email Public Health Updates on Coronavirus
0.9.2	Classes during the week of 3.23.2020 email
0.9.3	COVID-19 March 18 email
0.9.4	Task Force Meeting Minutes
0.9.5	Training and Resources for Online email
0.10	Big Bear Mountain Centers
0.11	Police Academies
0.12	Accreditation and Outcomes Committee
0.13	Minutes 9.12.18 re: Standard Chairs
0.14	Accreditation Committee Input
0.14.1	Minutes 9.27.18 re: Committee Input
0.14.2	SSSP agenda 2018-11-15
0.15	
0.15.1	4.5.19 email re: Accreditation Interviews
0.15.2	4.16.19 email re: Accreditation Interviews
0.16	9.17.19 Minutes re: Summer draft
0.17	ISER Draft Review
0.17.1	1.23.20 ASG Agenda- ISER Review
0.17.2	2.14.20 Classified Senate Agenda- ISER
0.17.3	1.15.20 Academic Senate Quick Minutes
0.18	ISER Forums
0.18.1	2.11.20 Email – Forums
0.18.2	Standard III Forum Presentation
0.18.3	4.6.20 Email Flex Day Forum
0.19	ISER First Read Email Announcement
0.20	3.17.2020 BOT Meeting Minutes
0.21	Page 33 of Catalog - Credit Hour
0.22	BP/AP4050 Articulation
0.23	BP/AP4235 Credit by Examination
0.24	Transfer and Career Center
0.25	Transfer Guidebook
0.26	30-31 of the 2018-2019 College Catalog. Student Complaints
0.27	SBVC Strategic Direction and Goals – DE
0.28	Student Complaints
0.29	page 17 of the College Catalog - Non-Discrimination
0.30	SBCCD's Unlawful Discrimination and Sexual Harassment policies and forms
0.31	SBCCD's Informal and Formal Complaint Forms
0.32	HR Compliance Hotline
0.33	BP5530 Student Rights and Grievances.
0.34	Title IX Brochure
0.35.1	AP3430 Prohibition of Harassment

Return to Agenda

0.35.2	BP3430 Prohibition of Harassment
0.36	SBVC Website - Sexual Harassment Policy
0.37	College Catalog
0.38	Schedule of Classes
0.39	Office of Outreach and Recruitment
0.40	Gainful Employment
0.41	Accreditation Status
0.42	Accreditation Status - Nursing and other external

Return to Agenda

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, classified staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

The mission of San Bernardino Valley College (SBVC).

"*San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.*"

The mission meets the standard by describing:

- the campus's broad educational purpose, which includes providing students the opportunity to earn certificates and degrees, transfer to four-year institutions, job readiness, workforce development, and improved quality of life;
- the student population as diverse learners in the Inland Empire, as evidenced by the student demographics in the introduction;
- the types of Degrees and Credentials available at the college, certificate, degree, transfer degrees; and,
- SBVCs commitment to student learning and achievement as providing a high-quality education and services, using innovative instruction and services.

Analysis and Evaluation

The campus mission statement includes all elements described in Standard I.A.1. The mission is reaffirmed and supplemented by SBVCs vision and values, which reiterate the campus's commitment to educational quality, student population, and community. (1.1)

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

The campus uses data provided by the Office of Research Planning and Institutional Effectiveness (ORPIE) to determine how the campus is meeting the mission (1.2). ORPIE collects and analyzes data on success, persistence, graduation, transfer, outcomes, institution self-standards, certification pass rates, job placement, earnings and the socio-economic/demographic data for our student and community populations (1.3, 1.3.1, 1.3.2) Data is reported out and discussed at collegial consultation committees, community meetings, and Board of Trustee meetings. (1.4)

Mission related data sets are used to set and measure institutional priorities, such as offering dual and concurrent enrollment, adult education, and growing an equity minded culture. Data from ORPIE, SWF Labor Market Analysis, and environmental scan and gap analysis, support program growth and workforce development. Baking, Cyber Security, Sterile Process, Pharmacy Technician and Workforce Readiness (Generations Go!) are among the new or developing programs that have been established to meet industry needs (1.5, 1.6).

The campus mission is at the heart of Program Review processes, which include program efficacy, EMP Sheets, and needs assessment. Campus departments complete EMP Sheets annually and program efficacy every four years. These data rich processes examine student success, retention, and completion, enrollment and students served, student demographics, and services to students as appropriate. Program efficacy and EMP Sheets (1.7) lead to improvement in instruction and services, increase access for students, and prioritization of program growth and needs.

ORPIE receives research requests for individuals, departments, and committees and preforms customized datasets and surveys to meet their research needs (1.8).

Analysis and Evaluation

ORPIEs habitual data collection, reports and presentations, contain the depth and breadth needed to fully evaluate how effectively the campus is achieving its mission. ORPIE maintains a website containing comprehensive local, state, and national data that is relevant to the institution and its mission. The Office's mission, like the campus mission focuses on continuous improvement and achievement.

"The mission of Research, Planning and Institutional Effectiveness is to provide leadership for continuous improvement of academic achievement and institutional excellence by coordinating the college's planning and accreditation processes, offering opportunity and support for the professional development of employees, assisting members of the college community with program evaluation, and providing data to support decision-making." (1.9)

SBVC effectively uses data to evaluate the campus mission, set mission driven priorities, and meet the educations needs of students.

I.A.3. The institution's programs and services are aligned with its mission. The mission guides

institutional decision-making, planning, and resource allocation and informs institutional goal for student learning and achievement.

Evidence of Meeting the Standard

The SBVC Planning Model (1.10) demonstrates the importance of the mission as its base.

The SBVC Strategic Goals and Objectives (0.27) and the SBVC Educational Master Plan (1.12) were formulated using the mission statement as the foundation. The Strategic Goals and Objectives identify six themes that link the mission to planning. These Strategic Goals and Objectives drive and inform the campus Program Review process. The SBVC Facilities Master Plan (FMP) (1.13) and the SBVC Technology Strategic Plan (1.16) also stem from the mission.

Programs, divisions, and departments demonstrate their alignment with the mission of SBVC through the Program Review efficacy and needs assessment processes (1.17.1, 1.17.2, 1.17.3, 1.17.4). In program efficacy, programs are asked to respond to the statement, "The program has a mission, and it links clearly with the institutional mission." Program responses are evaluated to see if they meet or do not meet the rubric for alignment with the campus mission. Programs must successfully complete program efficacy and submit EMP Sheets to participate in needs assessment. Both needs assessment and program efficacy are linked to SBVCs strategic planning in that programs must identify which strategic initiatives they are working to achieve. Institutional planning uses the documents from Program Review (See I.B.5) to guide decision making. Program Review needs assessment recommends and prioritizes growth positions for faculty and classified professionals as well as equipment, technology, facilities, and budget needs.

The SBVC Budget Committee uses data to make recommendations that align resource allocations with resource planning, utilizing the college mission, institutional planning documents, and Program Review recommendations. Annually, the SBVC Budget Committee identifies one-time funding to support campus growth in technology, facilities, equipment and budget increases. College Council allocates these funds based on the needs assessment prioritization lists from the Program Review Committee. Based on annual reoccurrence or projected future need, College Council will recommend that one-time budget requests be integrated into the annual budget. (1.18)

Analysis and Evaluation

The mission of San Bernardino Valley College is the focal point for all planning activities on campus. SBVC Strategic Goals and Objectives support the campus mission. The campus embeds the mission, goals, and initiatives in its planning model, Program Review process, and major campus documents.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

SBVCs mission statement appears on all major publications including but not limited to the College Catalog, Schedule of Classes, Educational Master Plan, and Campus Website. The mission appears on recruiting materials, campus flyers, and division/department publications. The campus mission is embedded into the campus Program Review processes (1.17). An email signature generator that includes the mission statement is available to all campus employees.

The campus mission statement was collegially developed and approved by the Board of Trustees on March 10, 2016, and is periodically reviewed by major campus committees (1.19).

Analysis and Evaluation

The SBVC mission statement is approved by the Board of Trustees and is widely distributed to the campus community. The mission statement is periodically reviewed by campus constituencies.

Conclusions on Standard I.A. Mission

SBVCs mission statement is broadly disseminated and shows the campus's commitment to student learning and achievement. Campus decision-making processes are tied to the mission of the college. The campus collects and analyzes data that reflects the values stated in the campus mission. The campus applies knowledge gained from data analysis to improve instruction and support services and create a culture of continuous improvement.

Improvement Plan(s)

Evidence List

1.1 Mission Statement, tenants, and values
1.2 ORPIE Home Page
1.3 ORPIE Reports Page
1.3.1 Campus Climate Surveys
1.3.2 State Certification Pass Rates
1.3.3 EOPS Report
1.4 Reports to the Board of Trustees
1.5 IE-DRC Regional Labor Market Analysis
1.6 Environmental Scan and Gap Analysis 8_2016
1.7 EMP Sheets
1.8 Research Requests
1.9 ORPIE Mission
1.10 SBVC Planning Model

1.12 Educational Master Plan
1.13 Facilities Master Plan
1.16 SBVC Technology Plan
1.17 Program Efficacy Alignment with Mission
1.17.1 Program Efficacy Process (pp10-16)
1.17.2 Admission and Records 2017-2018 pp 57
1.17.3 Diesel 2018-2019 p. 22
1.17.4 Physics/Astronomy/Observatory 2015-2016 p. 22
1.18 Needs Assessment
1.18.1 Needs Assessment Process (pp. 2-4)
1.18.2 2.12.2020 College Council Agenda
1.18.3 1.23.19 College Council Minutes
1.19 BOT Agenda 3/10/16

Return to Agenda

I.B Assuring Academic Quality and Institutional Effectiveness

Academic Quality

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

Evidence of Meeting the Standard

San Bernardino Valley College (SBVC) continually engages in substantive dialogue in an atmosphere of mutual respect.

Student outcomes (SLOs/PLOs/ILOs) are discussed at the department, and division level, in the Accreditation and Outcomes (A&O) Committee, Academic Senate, and College Council, and at all faculty/campus meetings and through professional development activities (2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6).

Preparation of the Basic Skills Plans, SSSP Plans, and Student Equity Plans involve dialog in planning committees, governance committees, District, and Board of Trustees (2.2). Additionally, the development of these plans encourages dialog between SBVC and our sister campus Crafton Hills College (CHC).

Dialog on student equity is prevalent throughout the campus. In 2016/2017 SBVC hosted a three-part workshop series off campus to focus on strategic planning through a cultural competency lens. The first workshop focused on understanding equity, access, success facilitated by Rondine Macadaeg from Elevate Tomorrow. The following two workshops facilitated by Denice Inciong and Bri Hays from the RP Group, incorporated the equity and cultural competency framework into the strategic plan (2.3.1, 2.3.2).

In August 2019, a team of nine faculty and one administrator attended the workshop Equity in the Classroom presented by USC Rossiter School of Education, Center for Education. The “CUE Team” as they call themselves, presented information at the Academic Senate Retreat and at the all faculty meeting on opening day (2.4).

The Arts, Lecture, and Diversity Committee is sponsoring equity minded events that are representative of the campus’ diverse student population including the following; Art, Allies & Activism: Supporting Migrant Communities with Favianna Rodriguez; Nahuatl Language Workshop; Dennis Biddle, former Negro league baseball player; themed film festivals and Illusions of ASL, a live theater that combines ASL language, performance; and storytelling (2.5.1, 2.5.2, 2.5.3, 2.5.4).

Dialog around academic quality, institutional effectiveness, and continuous improvement of student learning and achievement takes place at all levels of the campus and the District. These include the following:

- Through developing major planning documents such as the Educational Master Plan (EMP) (36), Strategic Goals and Objectives (2.6), and Facilities Master Plan, (FMP) (1.13);
- When developing grant applications;
- Through the use of EMP Sheets (1.7);
- Through targeted research and analysis such as development and analysis of assessment cut scores, and the success and achievement of cohort groups (1.14); and
- In governance and planning meetings.

Dialog regarding student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement culminates in our Program Review process which is discussed in detail later in this standard.

Further evidence of dialog on student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement includes trainings from ASCCC on AB705 and Guided Pathways; Gregory Stoup's presentation on ways to re-think student success and equity for fall 2015 opening day and a follow-up visit to continue dialog on spring 2016 opening day. Dr. Vincent Tinto's speech on student persistence and completion on opening day Fall 2016, Rondine Macadaeg's speech on cultural competency in fall 2017; Dr. Wood's presentation "Teaching Men of Color" at the all-faculty meeting on opening day fall 2018; and Dr. Harris's follow-up training on use of "Teaching Men of Color" modules in spring 2019 (2.7.1, 2.7.2, 2.7.3).

Analysis and Evaluation

SBVC has a robust governance and committee structure as detailed in AP2510 Collegial Consultation (2.8), which is inclusive of all constituency groups with representatives from administration, classified professionals, and faculty included in the committee membership. Student representatives are included on major committees, such as College Council, Curriculum, Program Review, and A&O Committee. Community input is sought through Advisory Groups, Focus Groups, and Bi-Annual Community meetings. District and campus leaders have initiated discussion regarding providing students with small stipends to attend campus meetings and search committees to inspire greater participation. All-campus governance and planning meetings are open to the public. The SBVC Communication Chart (2.shows how dialog and dissemination of information takes place. The SBVC Planning Model (1.10) further supports that planning and dialog is centered on the campus mission and strategic goals and objectives.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Outcomes (SLOs/PLOs/ILOs/SAOs) are under the purview of the faculty and processes for the establishment, assessment, and evaluation of outcomes are included in the charge of the A&O Committee whose membership is comprised of all campus constituencies. Outcomes processes are documented in the Outcomes Handbook. (2.9)

Outcomes for non-administrative areas are written by discipline faculty. In 2018, the establishment of instructional outcomes was moved from an independent process and aligned with the curriculum process. Instructional outcomes are created when a new course or program is established through the campus curriculum process. SLOs are a part of the course outline of record and appear on class syllabi. PLOs are listed in the catalog. Changes to SLOs or PLOs are made through the Content Review Process. (2.10)

In 2018, the A&O Committee developed the SLO Rubric to provide guidance for discipline faculty who are writing SLOs. The SLO Rubric ensures that SLO contain four components; SLOs are student centered, SLOs are measurable, SLOs contain action verbs, and that SLOs are related to course objectives and content. The SLO Rubric was adopted by the Academic Senate. As part of the curriculum process, SLOs and PLOs are review by faculty serving on the A&O Committee. SLOs and PLOs are evaluated for adherence to the SLO Rubric (2.11, 2.11.1).

It is the current philosophy of SBVC to practice "3E" assessment every semester for every course and section. SLO data is reported in the SLO Cloud. Along with the data, the SLO Cloud can collect assessment methodologies and faculty reflections on instruction and assessment. The SLO Cloud maps course data to PLOs based on mapping sheets completed by discipline experts. The SLO Cloud can create longitudinal reports for courses and programs that display outcome success rates, assessment methodologies, and faculty reflections. SLO Cloud reports can be generated by semester, by academic year, and for a three-year period. SLO data can also be exported by campus, division or department and disaggregated by course section number. The SLO Cloud contains data going back to fall 2013.

SLO assessment data and reports are used for evaluation of SLOs and PLOs. SLOs evaluation started as an independent paper process that occurred at least once during a three-year period. In 2018, SLO evaluation was aligned with Program Review's program efficacy process (2.12), which occurs every four years. Program efficacy's focus on SLOs has progressed as the campus culture on outcomes has moved forward, for example:

Year	Program efficacy Rubric for SLOs
2016-2017	Program **has demonstrated** that they have made progress on Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to area services is **complete.**
2017-2018	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs)
2018-2019	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).

2019-2020	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing all Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs). And Program **has demonstrated** that it has analyzed disaggregated data for at least two highly relevant Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs).

SAOs assessment and evaluation for student and administrative services are currently taking place within the department or division. SAOs and SAO assessment methodologies were established for all student and administrative services departments in fall 2015. Staffing changes, departmental reorganizations, and the addition and deletion of programs has created gaps in SAO assessment and reporting. These gaps are identified and remedied through the Program Review process. Student and administrative services areas who do not meet the Program Efficacy Rubric for SAOs are placed on conditional or probationary status until the rubric is met (2.13)
The process for outcomes development, assessment, evaluation, and continuous quality improvement is documented in the Outcomes Handbook. The most recent version of the Outcomes Handbook was developed by the A&O Committee in 2018/2019 and adopted by the Academic Senate.

Analysis and Evaluation

The SBVC Outcomes Handbook offers guidelines for developing outcomes at the course, program, and service area level, and describes the processes by which outcomes are defined and assessed.

Using the SLO Rubric faculty defines learning outcomes for all instructional programs and courses during the curriculum process. Content Review for CTE programs takes place every two years and takes place every six years for non-CTE courses. The SLO Rubric was implemented in Spring 2019 thus, not all SLOs have been evaluated using SLO Rubric.

Course SLOs are intended to be assessed every semester and the data reported in the SLO Cloud. However, while the campus has data for 91.9 courses (2.14), it has not yet achieved 100% assessment of all sections taught in a semester. This is in part due to contract negotiations to compensate full-time and adjunct faculty for outcomes assessment (2.15). In 2013, full-time faculty salaries were augmented to include outcomes work, and adjunct faculty who chose to work on SLOs could be compensated on an hourly basis. In spring 2019, adjunct salaries were negotiated to include assessment and reporting of outcomes. Another gap in “3E” assessment was that the campus did not have an established culture of assessment or clear assessment expectations for the summer months. Some courses, offered only in summer and taught by adjuncts, have limited assessment data (2.16). The A&O Committee is working towards closing these gaps by messaging the contractual and philosophical expectations of SLO assessment and offering professional development opportunities on writing SLO’s, reporting SLO data, retrieving reports from the SLO Cloud, and data disaggregation workshops (2.17). Data collected at the course-level is mapped to Certificates and Degree Program Level Outcomes (PLOs). The SLO Cloud houses longitudinal data and faculty reflections from fall 2013 forward. The SLO Cloud has the capacity to generate reports for courses and programs by semester, academic year,

three-year period or all available data. The report consists of composite data for SLOs/PLOS for the reporting period, assessment methodologies as available, and faculty reflections (2.18.1, 2.18.2).

All programs are to do a thorough analysis and evaluation of SLOs/PLOs/SAOs as a part of their Program efficacy cycle. Program efficacy occurs every four years, with a mini-review for career technical programs to be completed two years after their full efficacy.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

In February 2014, the Academic Senate finalized the initial group of institution-set standards. They included set standards for course completion rates, number of degrees awarded, number of certificates awarded, and number of students who transferred to four-year colleges. The standards boundaries for the set standards were established to be one standard deviation below the mean over a seven-year period. College Council endorsed the institution-set standards on March 12, 2014. The ISS methodology was later used to establish IEPI stretch goals, which were calculated at one standard deviation above the five-year average of each relevant metric. For Distance Education Courses, the set standard is the state average for DE courses.

In 2019, the A&O Committee revised institution-set standards and set the goal at one standard deviation below the three-year mean. The revised institution-set standards include a floor, which we will not go below, and a stretch goal to encourage campus growth. The revised institution-set standards were adopted by the Academic Senate on April 17, 2019, and by College Council on April 24, 2019 (2.19).

Institution-set standards are documented annually in the ACCJC Annual Report. The annual Institution set-standard data can be viewed on ACCJC Annual Report (2.20). is developed by Office of Research Planning and Institutional Effectiveness (ORPIE) with the support the A&O Committee and disseminated to College Council and Academic Senate.

There is one instance where the college fell below the institution-set standard for certificates awarded. This triggered analysis by the ORPIE, A&O Committee and Academic Senate. It was determined and reported to College Council and Academic Senate that the dip below the institution-set standard was an aberration, caused by more students being awarded degrees than certificates that year. The campus met the institution-set standard the following year and continues to do so (2.20).

Analysis and Evaluation

The development and establishment of institution-set standards have been collegially developed and approved by the Academic Senate, College Council, and A&O committee.

Institution-set standards are embedded in SBVCs assessment culture. The campus used the institution-set standard formula to measure progress on Strategic Goals and Objectives (0.27), including but not limited to

2.5 Improve performance on all Student Success Scorecard measures
2.6.5 Increase success rate of transfer level courses; and
2.6.6 Increase the percentage of students who succeed in CTE courses and programs

Institution-set standards, along with stretch goals and timelines, are published in the Strategic Plan (2.6) and Educational Master Plan (1.12).

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The progression of planning utilizes the campus mission, Strategic Goals and Objectives, Program Review, EMP, EMP Sheets, FMP, institution-set standards, Outcomes, Campus Technology Strategic Plan, Professional Development Plan (2.21) as well as SBCCD's imperatives, and California's Vision for Success to improve institutional effectiveness. Each of these plans uses data to measure how the plan is supporting student learning and achievement. For instance, EMP Data Sheets have five-year data sets on student success, retention data, and number of degrees and certificates awarded. This data is used by instructional programs to establish and evaluate departmental goals, reflect on opportunities and challenges, and create action plans. Student and administrative services areas utilize programmatic data sets in EMP Sheets for the same purpose.

Additionally, the dean of ORPIE habitually hosts campus and community forums (2.22) via flex-day meetings to discuss student success and presents at Academic Senate and College Council to capture emerging themes and concerns on campus.

Strategic planning on the SBVC campus has a long history starting in 1999. The first comprehensive plan was a five-year plan spanning the years between 2008 and 2013. This Strategic Plan was constructed primarily around goals and activities. The Strategic Plan 2014-2019 was built on the previous plan and contains six strategic initiatives to support a revised mission and vision and includes more contextual narrative than previous plans (2.6). Development of the plan included broad-based input from every campus constituency, and on-campus and off-campus stakeholders. To accommodate all voices, there were over 200 measurable goals tied to the six strategic initiatives. College Council reviewed the 2014-2019 Strategic plan during the 2018-19 school year establishing which goals have been met, which goals were unmet, and which goals were obsolete (2.23.1, 2.23.2, 2.23.2). The 200 measurable goals were reviewed by College Council and in community forms and reduced to 42 measurable goals. The six strategic initiatives and their goals were aligned with campus processes, Vision for Success goals, the Student-Centered Funding Formula, and SBCCD Strategic Goals and KPIs (2.24).

Analysis and Evaluation

The College Mission statement forms the foundation for setting goals, objectives, and planning priorities through its planning documents, grant applications, Program Review, needs assessments and an abundance of subject-specific reports that support student success and achievement driven by qualitative and quantitative data.

Through analysis of the 2014-2019 Strategic Plan, its many goals, and the alignment exercise, ORPIE drafted the SBVC Planning Handbook. The handbook details the strategic planning process and demonstrates how campus plans and processes align with and support each other (2.25).

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through Program Review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

The institution assesses the accomplishment of its mission through Program Review. Program Review requires that programs complete EMP Sheets annually, provide an in-depth program efficacy report every four years, and conducts an annual needs assessment process (2.26).

The EMP Sheets (2.27) include planning statements that evaluate goals and objectives in light of the student access and performance data. Access and performance data include student demographics, course retention, course success, and an assessment of student learning outcomes (SLOs). The EMP Sheets are used as an evaluation tool by the Program Review Committee with regard to program efficacy and needs assessment. ORPIE engages in conversations with the Program Review and A&O Committees about how best to include SLO/SAO assessment data in the EMP data/planning sheets. Over the years, the EMPs have undergone a number of changes. In 2010, student services programs were included. In 2017, SLOs and SAOs were included in the datasheets. Each program receives an updated data sheet annually. Current and historical EMP Sheets are available on the ORPIE website. (2.27)

Program efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP data and dialogue that is updated and submitted to the PRPIC each fall (2.28). Full-efficacy reviews require areas to address the following through both data analysis and anecdotal evidence:

- Increase Access (programs address service to demographic makeup of the college and pattern of services);
- Promote Student Success (programs provide data/analysis demonstrating achievement of instructional or service success and analysis of SLOs/SAOs/PLOs);

- Improve Communication, Culture & Climate (program demonstrates and analyzes communication efforts with college and community and demonstrates and analyzes its impact on culture and climate);
- Maintain Leadership and Promote Professional Development (program demonstrates currency in professional development activities);
- Evaluate effectively and provide accountability (program provides mission/statement of purpose that is linked to the college's and provides data analysis of productivity, evidence of program's relevance/currency—specifically curriculum for instructional programs and incorporates program weaknesses and challenges into planning); and
- Facilities (program evaluates sustainability of physical environment for its program).

Program efficacy requires departments/programs to submit their EMPs as part of the review process. Departments/programs evaluate their effectiveness through analysis of FTES, duplicated enrollment, FTFE, WSCH, student success and retention, percent of online enrollment, degrees awarded, and certificates awarded. Department/program planning is linked to data analysis, anticipated challenges and opportunities, SAO/SLO/PLO assessment, and previous progress on department/program goals (1.17, 2.28).

During the 2017-18 academic year, the Academic Senate voted to align SLO/PLO/SAO reporting processes with program efficacy in order to eliminate duplication of reporting. At that time, departments reported on their SLO/PLO/SAO progress, assessments, and findings on a three-year cycle. Beginning in fall 2017, this cycle was aligned with the four-year Program Review cycle, and departments now submit evidence to the Program Review Committee, via the efficacy process so that each course and program has completed a summary evaluation at least once during the four-year review cycle (2.29).

The Program Review Committee conducts an annual campus-wide needs assessment each fall. Programs' requests for budget, equipment, faculty or classified professionals are evaluated and ranked to inform college decision-making. Request for technology or facilities are forwarded to committees charged with evaluating those requests (2.30.1, 2.30.2, 2.30.3). The results of the Needs assessment Program Review Rankings are sent via email to the entire campus. Results are also posted on the Program Review website (2.31.1, 2.31.2, 2.31.3). Needs assessment is tied to department/program efficacy; departments/programs are required to address how the content of their latest program efficacy Report and current EMP data support their requests.

Analysis and Evaluation

The Program Review Process is transparent, and all documents (efficacy reports, needs assessment requests, committee minutes, etc.) are posted on the college's Program Review website. (2.32)

The Faculty and Administrative Co-Chairs of the Program Review Committee are members of College Council where they take part in planning, issue management, and communication for college governance issues. The Faculty Co-Chair is a member of the Academic Senate and regularly informs that constituency of Program Review processes and outcomes (2.33, 2.34).

The Program Review Committee is charged with evaluating the effectiveness of programs and services. The current efficacy cycle for full review is every four years. However, in order to comply with Title 5 regulations, CTE programs are required to review their programs every two years (2.26). Committee membership requires area representation and is comprised of at least three Vice Presidents or their designees, as appointed by the President, 10% faculty representation by Division, at least three classified professionals as appointed by Classified Senate/CSEA, and one student (2.34).

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

SBVC collects aggregate learning outcomes data at the course-level, which allows for disaggregation at the section level. Faculty are able to disaggregate and analyze data by mode of delivery, day or time of instruction, upper division vs. lower division, analyze student performance in gateway and capstone courses, linked courses, cohort groups, accelerated courses, short term vs. full term courses and any other way faculty find relevant to their courses and programs (2.35.1, 2.35.2, 2.35.3, 2.35.4). Course-level SLO data are mapped up to PLOs. Faculty have the opportunity to compare and evaluate program outcomes for certificates and degrees and analyze the underlying courses (2.36.1, 2.36.2). Faculty can disaggregate and evaluate SLOs using quantitative data and/or incorporate faculty reflections to identify challenges, successes, and improve the quality of teaching and learning.

Advisory committees in CTE programs meet regularly to evaluate program practices and recommend ways to improve instructional programs (2.37).

ORPIE utilizes disaggregated achievement data that is integrated into planning processes throughout the institution. For instance, student achievement data can be found in EMPs, Program efficacy, STEM data, SSSP reporting, and strategic goals and initiatives (1.3).

Every three years, the campus prepares a formal Student Equity Report. This report includes data disaggregated by all student demographics including race, gender, age, foster youth, LGBGT, and veteran status. The report identifies groups that are disproportionately impacted on key performance metrics and specifies which support programs will address the gaps (2.38.1, 2.38.2, 2.38.3).

Analysis and Evaluation

Initially, disaggregation took place at the campus level with periodic reporting on SLOs for all courses disaggregated by mode of delivery. Departments report on SLOs once every four years as a part of program efficacy. As data collection in the SLO Cloud began in 2014, it took several years for departments to gather enough data for thorough evaluations. Analysis of disaggregated SLO data began to appear in program efficacy documents in 2017. As of 2019-2020 program efficacy has included disaggregation of SLO data in its evaluation rubrics (2.35).

Return to Agenda

ORPIE makes regular reports that analyze student-success scorecard, now Vision for Success data. Reports are made to the Academic Senate, College Council, and the Board of Trustees. Strengths and weaknesses are discussed with respect to the disaggregated data. Student Equity Reports are prepared every three years, and ORPIE makes presentations at community meetings addressing enrollment and success rates. The ORPIE website contains campus planning documents, survey results, and data reports on such key indicators as demographics, enrollment, graduation, and student success. Each year the campus holds a campus and community meeting where scorecard and student equity data are presented along with plans for partnerships, instructional programs, and student success programs. ORPIE has standing items on the College Council agenda for strategic planning and Educational Master planning where data is discussed in terms of planning priorities (2.22).

With the implementation of AB 705, analysis of math and English achievement was used to estimate the increases in resources for tutoring and supplemental instruction that would be needed (2.39.1, 2.39.2, 2.39.3, 2.39.4, 2.39.5).

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

SBVC evaluates its policies and practices based on the timelines established within a plan and/or by the responsible committee.

Board policies and Administrative Policies are overseen by District Assembly and are reviewed in accordance with AP2410 Board policies & Administrative Procedure. This review process also ensures that governance processes, outlined in AP2510 Collegial Consultation are regularly reviewed (2.33, 2.8).

Instructional programs and student and learning support services complete EMP Sheets annually. All areas on campus that do not have a program efficacy rating of ‘probation’ and have current EMP Sheets are able to participate in needs assessment to identify and prioritize needed resources. With the mission at its center program efficacy evaluates all administrative, instructional, and student and learning support services areas.

The Program Review Committee seeks anecdotal feedback from participants annually and uses the information refine and perfect committee processes. The Program Review Committee will be conducting a campus wide survey on program review processes in fall 2019. All campus committees are given a committee self-evaluation at the end of the academic year. Committee surveys are compiled and reported to College Council (2.40.1, 2.40.2).

Campus Climate Surveys provide insight from management, faculty, classified professionals, and student regarding the scope and quality of campus programs and services. Campus Climate surveys are conducted every year. They are distributed in two phases: (1) students and faculty

during spring semester and (2) classified professionals and managers during summer months (1.3.1).

Analysis and Evaluation

SBVC engages in evaluation of policies, procedures, instructional and student support services. On the first day of every semester, the president and executive team visit each Division meeting to hear feedback about campus policies and practices.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Campus collegial consultation processes are designed to disseminate information, including assessment and evaluation activities, across campus. When representatives report out to their membership and constituencies, the information flows to all constituent groups, divisions, and departments (2.41, 2.8). Additionally, committee agendas and minutes are posted online and available for review by all interested parties.

The Program Review Committee posts online all program efficacy materials, including outcome evaluation and achievement data, and needs assessment results (2.32). CORs are available through CurricUNET (2.42.1, 2.42.2, 2.43.3, 2.43,4). The ORPIE provides access to student achievement data and assessment reports (1.4). Board of Trustee meetings, Campus and Community meetings, and SBVC Foundation meetings are opportunities to convey information to the public. The President's Report to the Board of Trustees, and the Chancellor's Chat are emailed to the entire campus (2.43.1, 2.43.2, 2.43.3, 2.43.4).2.43.4).

Analysis and Evaluation

SBVC has processes in place to facilitate communication and create a shared understanding of the institution's strengths and weaknesses. Although the channels to distribute information are present, Campus Climate Surveys indicate that not all SBVC employees feel they are well informed (29). To address this, committee members are being reminded that reporting out to their constituencies is part of their committee responsibilities (2.44.1, 2.44.2).

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates Program Review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Institutional planning and evaluation are cyclical and recurs at established intervals. For instance, the Strategic Plan and Objectives, EMP, FMP, and Campus Technology Plan are on a five-year cycle and include short- and long-range planning objectives. Such plans are fluid and can be updated as necessary but undergo a thorough evaluation and review that begins during the last year of the plan's cycle (2.25).

Curriculum content review for courses and programs take place every seven years, except for CTE programs, which undergo content review every two years (Curriculum Handbook) (2.45)

Program Review needs assessment is conducted annually, and program efficacy is conducted every four years except for CTE programs, which alternate between a full program efficacy and a mini efficacy report every second year (2.26).

SLOs are aligned with both Content Review and Program Review processes.

The campus standing committee structure is evaluated every two years to ensure that committees are relevant to the campus mission and have the appropriate campus membership. Often starting in the Academic Senate, committee deletions, committee additions, or changes to a committee mission or membership are collegially discussed and an updated campus committee structure is forwarded to College Council for further discussion and adoption. These changes can be established out of cycle should the need arise (2.46.1, 2.46.2).

Analysis and Evaluation

Program Review is central to campus planning. With the campus mission at its core, program efficacy acts as a touchstone for all departments on campus. Through program efficacy, departments verify that their curriculum is up to date and the catalog is accurate; evaluate student success, retention, and outcomes, conduct analysis on equity and access, and engage in short-term and long-range planning. The Program Review committee follows a department's progress on planning goals annually through EMP Sheets and from efficacy report to efficacy report. Program's efficacy status, analysis of data student performance data, and progress on planning goals is a factor in the needs assessment process, which is directly tied to allocation of campus resources.

All committees on campus complete a Committee Self-Evaluation Survey every year and uses the data to improve internal processes and communication (2.40). The Program Review committee evaluates and improves its processes annually.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

The Program Review Committee evaluates the student achievement data and planning statements for all instructional, student services, and administrative services programs. The planning sections of the EMP sheets are expected to highlight what to expand that lead to activities that lead to successful outcomes and to make changes to activities that lead to declines in success. The committee evaluates the data and planning statements and makes recommendations. Quantitative and qualitative data are disaggregated and discussed by the committee (E2.5.3 Program Review meeting minutes). The committee also organizes training sessions for program

representatives to make them aware of “best practices” for using data for planning that leads to a cycle of continuous improvement. Training sessions focus on the unique approaches used by particular divisions—instructional, student services, and administrative services. Evaluations/ recommendations are tailored to the division and program type and instructional mode of delivery.

Although the COVID-19 pandemic resulted in the majority of employees working from home it did not interrupt the campus collegial consultation process or the essential work of the campus, such as Program Review processes or other campus processes. The Program Review Committee already utilized Canvas to organize and share documents. The Program Review Committee continued its normal meeting pattern using Zoom and spring 20 program efficacy was completed on schedule. The Curriculum Committee continued the content review processes and course and program additions and deletions (2.47).

Communication improved during the pandemic. Informational emails were sent out with regular frequency, and the emergency alert system was utilized for communicating important news flashes to employees and students. The college president established bi-weekly campus updates. Meetings saw greater attendance. It is unknown at this time exactly why there was an upswing in communication and attendance; perhaps uncertainty and isolation brought on by the pandemic and work at home encouraged employees to seek out information and interaction (0.9, 2.47).

Improvement Plan(s)

SBVC second Quality Focus Essay project will focus on the Program Review processes
Goal 1. Conduct an in-depth evaluation of the current Program Review process.
Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.

Evidence List

2.1 Representative Samples of Dialogue re: Outcomes
2.1.1 Reading Program Efficacy
2.1.2 Aeronautics Program Efficacy
2.1.3 Academic Senate Meeting 1.16.19 Summer Assessment of SLOs
2.1.4 Adjunct Orientation Fall 2017
2.1.5 Outcomes Handbook p. 8
2.1.6 A&O Committee Agenda 1.21.2020
2.1.7 ILO Alignment with Campus Climate Surveys

2.2 5.1.19 Academic Senate Agenda
2.3 Representative Dialogue of Equity
2.3.1 Strategic Planning through a Culturally Competent Lens
2.3.2 Teaching Men of Color
8.16.19 All Faculty Meeting Presentation
2.4 Cue Team Meeting
2.5 Arts Lectures and Diversity Programs

Return to Agenda

2.5.1 Nahuatl Language Workshop
2.5.2 Dennis Biddle
2.5.3 F. Rodriguez
2.5.4 Illusions of ASL
2.6 Strategic Goals and Objectives 2014-2019
2.7 Representative Sample of Presentations
2.7.1 Fall 2018 Opening Day Presentations pp. 17-19
2.7.2 Fall 2019 Opening Day Presentations pp. 48
2.7.3 Equity Minded Teaching at SBVC All Faulty Meeting 8.16.19
2.8 AP2510
2.9 Outcomes Handbook
2.10 Outcomes Handbook p. 10
2.11 SLO Rubric
2.11.1 Curriculum Committee Minutes 11.25.19
2.12 Recommendation of Program Review and ASLO Committee to Academic Senate
2.13 SAO Assessment Examples
2.13.1 Food Services Committee Evaluation SP19
2.13.2 CalWorks Efficacy Team Report SP20
2.14 Number of Courses Assessed
2.15 SBCCDTA 2019-2020 Agreement p. 15 Article 10 E
2.16 1.16.18 Academic Senate Agenda
2.17 Outcomes Training
2.17.1 SLO Disaggregation Workshop
2.17.2 What's Happening in Professional Development
2.18 SLO Cloud Screenshots
2.18.1 SLO Cloud Course Data Collection
2.18.2 SLO Cloud 2013-2014 Course Report
2.19 Institution Set Standards
2.19.1 College Council Minutes 9/12/18 p. 6
2.19.2 Academic Senate Minutes 4/17/2019 p. 9
2.19.3 ACCJC Annual Reports
2.20 Dialogue re: Certificates/ISS
2.21 Professional Development Plan
2.22 Community Meetings
2.23 College Council Minutes re: Strategic Plan Update
2.23.1 April 24, 2019 CC Minutes
2.23.2 May 22, 2019 CC Agenda
2.23.3 8/28/2019 Minutes
2.24 Strategic Plan Update Spreadsheet May 22, 2019 CC Attachment
2.25 Draft SBVC Planning Handbook
2.26 Efficacy Rotation Chart
2.27 ORPIE Website EMP Sheets
2.28 Efficacy Reporting (Institutional Program Review Report—2018-19)
2.29 Moved SLO/PLO/SAO evaluation to Program Review Efficacy Cycle (March

Return to Agenda

3, 2017 meeting minutes)
2.30 Needs Assessment Rankings and Requests
2.30.1 Needs Assessment Requests (2019-20)
2.30.2 Needs Assessment Requests (2016-17) pp. 6-10
2.30.3 Program Review Minutes 11.17.17
2.31.1 Needs Assessment Reporting to the Campus (2017-18—Institutional Program Review Report—pp. 5-9)
2.31.2 Needs Assessment Requests (2017-18) p. 5-9
2.31.3 Program Review Minutes 11/2/18
2.32 Program Review Website
2.33 BP/AP 2410
2.34 Academic Senate Roster
2.35 Sample Disaggregated SLO Data
2.35.1 Library Technology Program Efficacy 2017 p. 398-401
2.35.2 Architecture Program Efficacy 2018 p. 10-14
2.35.3 Philosophy and Religious Studies PR Team Report SP2020
2.35.4 Physics PR Team Report Final Revised
2.36 Course to Program Maps
2.36.1 SLO to PLO Map – Astronomy
2.36.2 SLO to PLO Map - Machine Trades
2.37 Advisory Committee Minutes
2.37.1 5.8.18 Library Technology Program Advisory Minutes
2.37.2 Auto Advisory Meeting 2016
2.37.3 AERO Advisory Meeting Minutes_121929
2.37.4 Culinary Arts Advisory Agenda Jan 2020
2.37.5 Diesel Advisory Committee Meeting Minutes Sept 2017
2.37.6 Electricity Electronics Advisory minutes May 2019
2.37.7 Aero Advisory Meeting Minutes_121919
2.38 Equity Report and Equity Coals
2.38.1 Student Equity Report (check for current)
2.38.2 Student Equity Goals
2.38.3 Student Equity Presentation to College Council 5.19
2.39 AB705 Data and Analysis
2.39.1 AB705-Basic Skills Presentation
2.39.2 AB 705 English Reading Presentation
2.39.3 2020-03-04 Academic Senate Minutes pp.65-68
2.39.4 2019-5-1 Student Equity Plan Presentation p. 8
2.39.5 ASCCC AB-705 Presentation
2.40 Program Review Self-Evaluation
2.40.1 Program Review Minutes 4.20.18
2.40.2 Draft FA20 Program Review Survey
Minutes 5/3/19 Committee Self-Evaluation
2.41 Committees Structure 2020-2022
2.42 Sample Course Outlines of Record
2.42.1 COR AERO 646

Return to Agenda

2.42.2 COR CHEM205
2.42.3 COR MUS117D
2.42.4 COR ECON 200
2.42.5 COR SDEV 105
2.43 Reports to BOT, Foundation, Community
2.43.1 President's Report to the BOT November 2018
2.43.2 President's Report to the BOT July2018
2.43.3 Chancellor's Chat May 2017
2.43.4 Chancellor's Email - Year of Impact December 2018
2.44 Committee Minutes
2.44.1 Academic Senate Minutes
2.44.2 Academic Senate Minutes 4.18.18 p.2
2.45 Curriculum Handbook
2.46 College Council and Academic Senate Minutes re: Committees
2.46.1 Academic Senate Minutes 10-4-17
Academic Senate Agenda

2.47 COVID Meeting emails for Program Review and Curriculum
2.47.1 Curriculum Needs Email 3.20.2020
2.47.2 Program Review Meetings SP20 Online

I.C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

SBVC ensures that information related to its mission, outcomes, educational programs, and student support services is accurate and readily available to the public. The College Catalog, schedule of classes, and website are the main sources of information regarding San Bernardino Valley College's (SBVC) educational programs and institutional policies. SBVCs accreditation status is published in the catalog (3.1, 3.2).

Processes are in place to ensure the accuracy of the information published including, but not limited to, catalog development processes conducted by the Office of Instruction, verification of information by Dean's Cabinet, and email to Department Chairs. Program Review serves as another check point. Program efficacy includes a section on Relevance and Currency, Articulation of Curriculum, which includes the question "Review all mentions of your area in the catalog. Is the information given accurate? If not, briefly identify the areas that will be revised (3.3)."

SBVC completes and submits all required reports to the Accreditation Commission, California Community Colleges Chancellor's Office (CCCCO), state and federal governments, and any other body requiring information about the College. SBVC maintains its accreditation status and informs the public of accreditation activities via the SBVC website. The current accreditation status with the ACCJC is also published in the 2019-2020 College Catalog (page 5). Additionally, the College Catalog includes statements that "SBVCs Nursing Program is approved by the California Board of Registered Nursing and accredited by the Accreditation Commission for Education in Nursing" (3.2).

Analysis and Evaluation

Information on SBVCs mission, outcomes, educational programs, student services and accreditation status is accurate. The campus has processes and checks and balances in place to ensure integrity of information. SBVC welcomes accreditation site visit teams and will aid and support to peer evaluators so that they may perform their duties.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

SBVC publishes a print and online catalog annually. Catalog information is reviewed by administration, faculty, and staff to ensure that information published in the catalog is accurate. The program efficacy process also ensures catalog accuracy by requiring departments to review the catalog information for their area and submitting updates to the Office of Instruction (3.4). As changes occur, addend are published with curriculum updates as needed throughout the year. Archived college catalogs can be found in the SBVC Library and are also posted on the college's webpage.

Requirement		**SBVC College Catalog 2019-2020 page number**
Name, address of institution		Title Page
Mission statement		Title Page
Accreditation status		Page 3
Course, program, and degree offerings		Page 49-306
PLOs for programs and degrees		Page 49-306
Academic calendar and program length		Back Cover
Academic freedom statement		Page 20
Available financial aid		Page 31-32
Available learning resources		Page 22-30
Names and degrees of administrators and faculty		Page 308-313
Names of board members		Page 1
Admissions		Page 5-7
Student fees and financial obligations		Page 9
Degree, certificate, graduation, and transfer		Page 39-47
Academic regulations, academic honesty		Page 33-34
Non-discrimination		Page 20
Acceptance of credits and transfer		Page 15-18
Transcripts		Page 12
Grievance and complaint procedures		Page 36-38
Sexual harassment		Page 20
Refund of fees		Page 10

Return to Agenda

Courses are included in GE requirements based on the philosophy of GE as articulated in a statement on page 39 of the 2019-2020 College Catalog (3.1). These courses are in alignment with the CSU system and IGETC requirements for GE. The statement also delineates ILOs derived from this rationale for GE.

Analysis and Evaluation

The SBVC catalog is updated annually and is available in print and on SBVCs website for easy access. Deans and faculty chairs are required to ensure consistency between the information appearing in print and online (3.3). Students are encouraged to meet with their counselors on a regular basis to facilitate understanding of requirements and to be updated on recent information not yet reflected in print media. Program Review process verifies accuracy of catalog information during the program efficacy phase (3.4).

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

SBVC reports student achievement data to current and perspective students, campus, District and community in a variety of ways. The Office of Research Planning and Institutional Effectiveness (ORPIE) prepares student achievement reports and presents the information to campus constituencies, at community meetings, and reports to the Board of Trustee. Additionally, the ORPIE website posts these reports for public viewing. ORPIE website also includes data on student success and graduation rates by department (1.3).

The District Office of Research, Planning, and Institutional Effectiveness (DORPIE) publish Key Performance Indicators on Student Success, Enrollment and Access (3.5).

The SLO Cloud generates success reports on outcomes by class, certificate, or degree (3.6). This outcomes data is utilized for EMP Sheets and program efficacy, which are available for public viewing.

Analysis and Evaluation

SBVC documents, evaluates and disseminates information on student learning and achievement to campus and District constituencies, current and prospective students, and the public. Student learning and achievement reports and data are available for viewing on the ORPIE website and presented and discussed at campus, District and community meetings.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Part II of the SBVC Catalog provides comprehensive information on general requirements for certificates degree, transfer and transfer (3.7). The catalog further details discipline specific requirements for certificates and degrees, including a description of the discipline, discipline degree or certificate requirements, and Program Learning Outcomes.

Comprehensive and discipline specific information on general requirements for certificates degree, transfer and transfer is distributed by the Counseling office and published in department brochures (3.8).

This information is also available on the campus website (3.9). SBVC implemented an interactive online catalog developed using CourseLeaf in spring 2020.

SBVC is currently working toward Guided Pathways (GP) implementation whereby each path is clearly articulated for students. When completed, GP will be available in the College Catalog and campus website (3.10).

Analysis and Evaluation

SBVC provides descriptions of certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes is a variety of publications and modalities.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The review cycle for Board policies (BPs) and Administrative Procedures (APs) is governed by AP2410 Board policies & Administrative Procedures (2.33) and administered through District Assembly, an advisory committee with representation across constituencies from SBVC, CHC, and the District. AP2410 Board policies & Administrative Procedures (2.33) ensures that BPs and APs are reviewed by the appropriate departments and constituency groups at both campuses and the District before being forwarded to the Board of Trustees for approval.

Internal policies and procedures such as Program Review, Curriculum, Outcomes processes and Student Equity practices are reviewed and updated by campus governance groups and through the campus committee structure. For instance, the Curriculum and Program Review committees operate under the authority of the Academic Senate. Both committees perform a self-evaluation of both their committee and their processes and report to the Academic Senate on an ongoing basis (2.40). Changes to processes, committee charge, or membership are brought to the Academic Senate for consideration and approval (2.12, 3.11.1).

Publication of the College Catalog includes multiple checkpoints to verify accuracy prior to publication including the Office of Instruction, Office of Student Services, Deans, and Department Chairs (2.40). Verification of catalog information is also included as part of the Program Review process (3.4).

The Strategic Planning Handbook and Accreditation Review Cycle, both currently in draft format, will document review cycles local plans and processes (2.25; 3.12).

Analysis and Evaluation

SBVC regularly reviews institutional policies, plans, procedures, and publications to assure integrity in all representations of its mission, programs, and services. The campus has checks and balances through AP2410 Board policies & Administrative Procedures (2.33) and local practices to ensure that policies, plans, procedures, and publications are accurate and up to date.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education**,** including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

SBVC informs all students, current, prospective and international of campus tuition and fees via the printed and online College Catalog, the Admissions and Records, and Financial Aid websites. Information on tuition and fees is also available in the Counseling office (3.15). Tools available include a Net Costs Calculator, Gainful Employment information by discipline that include the estimated cost of tuition, fees, and instructional materials (0.40). The exact cost of textbooks by course and section are available on the SBVC Bookstore website (3.16).

SBVC submits comprehensive data to the IPEDS National Center for Education that are used to inform estimates on the costs of rent and transportation in the City of San Bernardino. The IPEDS summary paper informs students of these costs of living as well as costs for tuition, fees, and an estimated annual cost for textbooks (3.16).

Analysis and Evaluation

San Bernardino Valley College accurately informs current and prospective students of the total cost of education**,** including tuition, fees, and other required expenses, including textbooks and other instructional materials using a variety of resources and modalities.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing Board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

Academic Freedom is ensured by BP4030 Academic Freedom. BP4030 is regularly reviewed as per AP2410 Board Policies & Administrative Procedures and can be brought forward for review at any time (3.17).

SBVC reiterates its commitment to Academic Freedom in the SBVC print and online catalogs. Additionally, the California Teachers' Association (CTA) contract with the SBCCD addresses academic freedom (Article 6) (03). SBVC provides faculty and students with the freedom to explore all knowledge appropriate to their discipline.

Analysis and Evaluation

SBVC policies, procedures and ethics statements make clear the institution's commitment to the free pursuit and dissemination of knowledge. SBVC supports an environment of intellectual freedom for all constituencies.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Student behavior and conduct on campus and in the classroom, plagiarism, cheating, fabrication, and disciplinary action are listed under the SBVC Catalog heading of Student Rights and Responsibilities (3.18). Student Rights and Responsibilities are also available on the SBVC Website (3.19), the Student Handbook (3.20), and the Online Student Handbook (3.21).

Student Conduct is governed by BP/AP5500 Standards of Student Conduct (3.22.1, 3.22.2) and AP5520 Student Discipline (3.23). AP3430 Prohibition of Harassment (3.24), and AP3435 Discrimination and Harassment Investigations (3.25) may also be applied to student conduct should a student's action meet the criteria for discrimination or harassment.

Analysis and Evaluation

SBVC maintains and publishes their policies on academic honesty, intellectual integrity, and student conduct for all students regardless of the modality in which a course is delivered. Ninety-three percent of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that faculty are clear about the rules regarding academic honesty (3.26).

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The Faculty Ethics Statement (3.27) encourages faculty to distinguish between personal convictions and professional views, stating that faculty should "show due respect for the opinions and diversity of others through the exchange of constructive criticism and ideas of their colleagues."

Faculty have a responsibility to students to

- Encourage intellectual curiosity and the pursuit of learning,
- Demonstrate respect for students as individuals, and
- Respect individual perspectives and contexts.

Student feedback is sought during faculty evaluation process includes a student survey. One of the questions on this survey asks whether an instructor presents information in a fair and unbiased manner. Therefore, student feedback is sought regarding the instructors' appropriate application of academic freedom (3.28).

Analysis and Evaluation

SBVC supports academic freedom and respects the rights of both faculty and students as to regards academic freedom. Over 87 percent of students who responded to the 2017-2018 Student Campus Climate Survey agreed or strongly agreed that SBVC, which is inclusive of classroom instruction, is free of racial and gender bias (3.26). Based on SBVCs 2018-2019 Faculty Campus Climate Surveys 77 percent of faculty were satisfied that SBVC supports an environment that fosters intellectual, ethical, and personal development for all students (3.29).

I.C.10. Institutions that require conformity to specific codes of conduct of classified staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

N/A

Analysis and Evaluation

N/A

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

N/A

Analysis and Evaluation

N/A

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission,

the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

A link to San Bernardino Valley College's accreditation website appears in the footer of every web page, allowing interested parties to immediately access SBVCs accreditation status (3.30). The main accreditation page includes contact information for ACCJC, recent accreditation reports, ACCJC action letters, and ACCJC reaffirmation letters. In addition, the college is accredited by the Accreditation Commission for Education in Nursing (ACEN) and is recognized by the California State Board of Registered Nursing and links to those entities are on the main accreditation page. From the main accreditation page, interested parties can link out information on the A&O Committee, past accreditation reports, accreditation evidence, and other resources.

The institution completes documents for ACCJC in a timely manner, including ACCJC Annual Reports, substantive change requests, Midterm reports, and the ISER. If the campus receives a compliance recommendation, as it did in 2014, the recommendation is addressed and included in a follow-up report to ACCJC.

Analysis and Evaluation

SBVC is in full compliance with past Accreditation Commission recommendations as evidenced by the Follow Up Report (2016) (3.31) and the Midterm Report, (2017) (3.32) and submission of the ACCJC Annual Reports (2.19.3). SBVC has been responsive to ACCJC's recommendations and has been proactive in many areas to sustain and improve the quality of its services.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

SBVC has numerous relationships with outside agencies, including nonprofits, such as the Boys and Girls Club, as well as with school Districts. For example, SBVC offers dual enrollment classes at San Bernardino Unified School District (SBUSD), and Rialto Unified School District. In 2019, SBCCD entered into CCAP/dual enrollment agreements with Lifelong Learning Administration Corporation (Learn4Life) Provisional Accelerated Learning (PAL) & Charter Academy and Alta Vista Public Charter Schools (3.33).

One of the SBUSD partnerships is Middle College High School (MCHS), one of the most successful programs of its kind in the state, providing high school students the opportunity to complete their diplomas and associate degree concurrently (SBUSD_MCHS). MCHS received a designation as a "Distinguished School" in the California School Recognition Program (CDE_2007) (3.34). MCHS has also had 100 percent pass rates on the CAHSEE test over the past six years (3.35).

Vocational programs have benefited from the many advisory programs with business and industry. Students from the applied technology programs can earn a certificate while still in high school; the technology faculty and administrators at SBVC have been very active to recruit and address job opportunities after students are trained (3.36).

SBVC has expanded partnerships with area school Districts and employers with Generation Go!, a non-credit workforce readiness program. Students participating in Generation Go! receive 54 hours of instruction in soft skills for employment and earn a Job Readiness Skills certificate. Students participate in a paid internship with SBVCs partner employers in the community which provides them with work experience (3.37).

Analysis and Evaluation

SBVC demonstrates honesty and integrity in its relationships with external agencies. SBVC is in compliance with regulations and statutes. The growth of partnerships with area schools and employers speaks to SBVC reputation in the community.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

San Bernardino Valley College is a state-funded, non-profit school without external interests. As stated in the campus mission SBVCs goal is to “provide quality education.” The campus measures its performance, not by how much revenue it generates, but by how many students attain their educational goals and the quality of services offered by the campus.

Analysis and Evaluation

SBVC has a commitment to high quality education. SBVCs goals are based on student achievement, student learning, quality of support services, access, and equity. SBVC measures and evaluates campus goals through the SBVC Strategic and Goals, Scorecard, and Vision for Success Goals.

Conclusions on Standard I.C. Institutional Integrity

SBVC provides information on its accreditation status, learning outcomes, instructional program and support services in its print catalog, online catalog, and on the College website. The SBVC meets all elements list for catalog requirements, academic freedom, academic dishonesty, and Title IX. Students are informed of the total cost on education. The institution represents its accreditation status accurately and responds to commission requirements.

The COVID-19 epidemic caused the majority of classes in spring 2020 and summer 2020 to move to a 100% online environment. This information was disseminated to students via e-mail,

social media, and the District's emergency alert system. Every effort is being made to keep students and the community informed on how SBVC is addressing this rapidly changing and ongoing emergency. Student have been notified of changes to the refund policy, excused withdrawal requirements, and pass/no pass grading options. Students are informed what services are available on campus and how they can check out Chromebooks and hot spots for home use.

The summer and fall schedules are released simultaneously and registration for summer and fall classes is done concurrently. At the time the schedules were published, it was unclear if face-to-face classes could be held in the fall or CTE and science labs could be held on campus for either semester. The majority of classes in the summer were changed to online delivery prior to the release of the summer schedule and the fall schedule without changes. The schedule of classes website displays a large banner stating that the majority of summer classes are being offered remotely, and that fall may be offered remotely (3.39).

The Academic Senate Executive Committee met with administration and discussed setting decision date for the mode of delivery of fall classes. The college president worked with Chancellor's Cabinet and chose May 15, 2020, as the decision date. Chancellor's Cabinet felt that a decision date prior to the end of spring semester would ensure that faculty and students know how to prepare for fall semester. The decision to offer fall 2020 classes primarily online was formally announced on May 5, 2020 (3.40).

At a special meeting the Academic Senate passed several motions supporting online delivery, suspended courses, and faculty DE training. The incoming and outgoing members of the Academic Senate Executive Committee agreed to meet regularly over the summer (3.41).

Evidence

3.1 Page 39 of the 2019-2020 College Catalog
3.2 Page 3 of the 2019-2020 College Catalog
3.3 Email Chain/Cabinet Minutes
3.3.1 Email re: Catalog Review 5.6.16
3.3.2 Email re: Catalog Review 2.2.18
3.3.3 Fall 2020 Catalog Vetting Process.docx
Currency of Curriculum Geology Program Efficacy 2020 pp.
3.4 38-42
3.5 District ORPIE KPI Dashboard
3.6 Sample SLO Cloud Reports
3.6.1 DIESEL 021 3 year SLO Cloud Report
3.6.2 MATH 095 Fall 2019 SLO Cloud Report
3.6.3 Architecture AA 2018-2019 SLO Cloud Report
3.7 Catalog Pages: Part II
3.8 Counseling Handouts, Discipline Brochures
3.9 Online Information for 83
3.10 Guided Pathways
3.10.1 Guided Pathways Launch Point
3.10.2 Explore all career pathways

Return to Agenda

3.11 Representative Sample of Agendas and Minutes
3.11.1 Academic Senate Minutes Quick Summary 11.6.2020
3.12 Draft Accreditation Review Cycle
3.13 Process for Review for Publications
3.14 Hold for process to update website
3.15 Cost of Education Examples - Catalog, Web, Counseling
3.16 Bookstore Textbook Pricing
IPEDs
3.17 BP/AP4030 Academic Freedom
3.18 SBVC Catalog Student Rights and Responsibilities
3.19 Student Rights and Responsibilities - Web
3.20 Student Handbook
3.21 Student Online Handbook
3.22 BP/AP 5500 Standards of Student Conduct
BP5500
AP5500
3.23 AP 5520 Student Discipline
3.24 AP 3430 Prohibition of Harassment
3.25 AP 3435 Discrimination and Harassment Procedures
2017-2018 Student Campus Climate Survey - Academic
3.26 Honesty Item 6h
3.27 Faculty Ethic Statement
3.28 Student Evaluations Form
2019-2020 College Catalog, p. 20 Academic Freedom
3.29 2018-2019 Faculty Campus Climate Survey item 5b
3.30 Accreditation Link
3.31 Follow-Up Report
3.32 Mid-Term Report
3.33 Agreements with External Agencies' CCAP Agreements
3.34 Middle College High School Information
3.35 Middle College High School CHESPE Success Rates
3.36 Dual Enrollment Degrees and Certificates
3.37 Generation Go! Information
3.38 COVID emails to Students
3.39 Fall Courses Online Banner
3.40 FA2020 Online Announcement
3.41 Academic Senate Motions May 6, 2020

Return to Agenda

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and non-credit education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

SBVC offers instructional programs in support of its mission to serve a diverse community of learners and meets the needs of its community. SBVC offers degrees, transfer degrees, certificates, non-credit certificates in a variety of fields of study, including career technical fields and basic skills (4.1). Courses and programs are available on campus, via hybrid and fully online delivery, and dual/concurrent enrollment. Departments, through the Program Review process, must demonstrate how they align with the mission of SBVC (1.17).

As evidenced by the Education Master Plan (1.12), 2016 Environment Scan (1.6), and Strong Workforce alignment. (1.5) CTE programs address regional workforce needs, employment opportunities, and the College mission. CTE programs have employer advisory boards to ensure program and curriculum alignment with workforce needs. (2.37) CTE programs participate in curricular and Program Review on a biennial basis. The Inland Empire Regional Consortium reviews CTE degrees and certificates as required by the CCCCO. (4.2)

Credits for traditional and DE courses as are the SLOs are the same, regardless of mode of delivery. DE courses are content reviewed on a regular basis, although the DE addendum is initially approved through a separate process. The addendum was updated at the beginning of October 2019 to comply with recent changes in Title 5. (4.3.1, 4.3.2)

The Curriculum Committee, as part of the curriculum review and approval process, reviews all degrees, certificates, and courses through a transparent and rigorous approval process that ensures appropriateness to the mission, need, curriculum standards, learning outcomes, adequate resources, and state regulations. Each year the Curriculum Chair certifies that all curriculum goes through the processes that meet Ed Code. The Articulation Officer, a standing member of the

committee, ensures that SBVC courses and programs meets with the articulation requirements for transfer to four-year universities (2.45).

The Curriculum Committee is working on growing its non-credit courses and certificates. The committee developed a designated non-credit approval mode in CurriUNET: however, all non-credit courses are reviewed using the same standards as credit courses and they ensure local and state compliance. By fall of 2019, the committee approved 96 noncredit courses and 10 noncredit certificates.

The Curriculum Committee worked diligently to comply with AB705 legislation by Fall of 2019. During Fall 2018, the committee, in collaboration with the Senate and multiple divisions on campus, began the process of reviewing and approving the revised curricular changes in English and math, implementing co-requisite courses, reviewing recommendations by the Chancellor's office, and assisting faculty whose courses were impacted by the changes in prerequisites. (4.4.1)

Faculty assess student achievement of SLOs and report achievement data in the SLO Cloud. Program efficacy processes include evaluation and analysis of student learning outcomes and student achievement data. (2.9; 2.12; 2.35)

Analysis and Evaluation

All instructional programs at SBVC are consistent with the campus mission, EMP, community data in the environmental scan, and Strong Workforce. SBVC ensures that approved courses and programs are appropriate to higher education by complying with the requirements of the CCCCO and by meeting Title 5 regulations regardless of location or means of delivery. (2.45)

Credit and non-credit programs and /or courses, regardless of means of delivery, are subject to the same rigorous curriculum requirements and Program Review processes.

Learning outcomes are established and evaluated through the curriculum and Program Review processes. Faculty incorporate outcomes into instruction and report on student attainment of outcomes every semester. (2.9; 2.12; 2.35)

II.A.2. Faculty including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive Program Review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

SBVC employs a multilevel process by which all courses and programs are developed and reviewed. Curriculum development includes a review by the initiating faculty member, members of the department, the department faculty chair, the division dean, and the Curriculum Committee. The Curriculum Committee, whose membership includes 10% of faculty from each

campus division, ensures that all SBVC courses and programs are compliant with accepted academic and professional standards. As stated in the Curriculum Handbook, the course outline of record must include methods of instruction, learning objectives, learning outcomes, appropriate assignments, and sample texts. Courses offered through DE must undergo further scrutiny. In response to recent Title V changes, professional development for online instruction has been modified fall 2019 to include level one and level two training modeled after best practices from the CVC-OEI, delivered in a 4-week or 10-week format. The college has moved to evidence-based training to ensure that all instructors meet pedagogical standards appropriate for DE. Approval and review processes for degrees and certificates identify learning outcomes and ensure that programs meet the needs of students and the community (2.41; 2.45; 4.3; 4.6, 4.6.1, 4.6.2).

Educational quality of student learning programs and support services is evaluated on a four-year cycle through the Program Review Efficacy Process. Efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP data and dialogue that is updated and submitted to the ORPIE each fall. Program Review teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality. (2.9; 2.13; 2.28; 2.29)

Program efficacy reports require that programs/departments; include a mission/purpose statement and address the way that mission/purpose links to the institution's mission; demonstrate currency in professional development activities and ways faculty and classified professionals engage in professional growth (1.17); and provide evidence of program's relevance/currency—specifically curriculum for instructional programs. SLOs/PLOs/SAOs progress, and, analysis, requires departments/programs to provide evidence that the pattern of service or instruction meets student needs (1.17.1); and evaluation is reported via the efficacy process on a four-year cycle and requires a summary evaluation at least once during those four years (2.26).

Analysis and Evaluation

The Curriculum Committee is a subcommittee of the Academic Senate and is a faculty-driven process. The committee employs a fully transparent process with voting membership and the committee complies with the Brown Act. Agendas are posted 48 hours prior to the meeting and minutes are posted on the website for the following meeting. Membership on the committee rotates every two years. The curriculum chair serves a term of three years, and the membership consists of 10% faculty from each division to ensure global representation. All faculty receive mandated training at the first meeting of each academic year.

The approval process is outlined in the Curriculum Handbook. However the faculty member will "launch" a course, either new or modified in CurricUNET and then the appropriate faculty are notified to review the proposal, including the department faculty, department chairs, deans, the articulation officer, the SLO coordinator and the DE coordinator. Following review of all the appropriate constituencies, the proposal then goes to technical review and then goes to a full committee review and vote. (2.45)

Return to Agenda

The Program Review Process is transparent, and all efficacy reports and committee minutes are posted on the college's Program Review website. (2.32)

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

Learning outcomes are identified for all courses, programs, certificates and degrees using the procedures outlined in the Outcomes Handbook. (2.9) SLOs are on the Course Outline of Record (CORs). In 2018-2019, the Curriculum and A&O committees added an outcomes approval process through CurricUNET, so members of the SLO committee can review outcomes to be sure they meet the SLO Rubric (2.11) and make recommendations as needed. Approved CORs can be accessed from the main CurricUNET page. Course syllabi include learning outcomes from the COR. (2.42)

As per the Outcomes Handbook (2.9), faculty assess student achievement on SLOs and record the data in the SLOCloud. SLOCloud uses SLO data to populate PLOs based on SLO to PLO maps created by discipline faculty. The SLOCloud generates reports at the course and program level that are analyzed and evaluated for continuous quality improvement (72). Analysis and evaluation of SLO/PLO assessment data occurs at least once every four years as part of the Program Review processes. (1.17.1; 3.36)

Analysis and Evaluation

SBVC identifies, assesses, and evaluates learning outcomes through the curriculum and Program Review processes. All faculty are expected to assess outcomes and report assessment data in the SLOCloud every semester. As noted in standard II.B.2 the A&O Committee is working to shift campus culture and fully embrace year-round "3E" assessment of SLOs.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

In the curriculum approval process, pre-collegiate curriculum is distinguished from college-level curriculum by the course numbering system. The numbering systems designate 001-099 as pre-collegiate courses, 100-299 as collegiate level courses, and 600-699 as non-credit courses. (4.7)

The Office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts job analyses and other surveys and engages in data analysis (1.3). Students participate in a comprehensive matriculation process, which includes assessment and advisement. These are instrumental in identifying the varied educational needs of students and the community. This information is

essential to making informed decisions regarding the need for pre-collegiate course offerings. The Basic Skills Committee uses this data to foster instructional support across campus for example projects supported by Basic Skills, including overnight textbooks, reading lab software, and tutoring support. As detailed in Standards II.B. and II.C., appropriate instructional support services are offered across campus, including tutoring, supplemental instruction, computer labs, writing lab, and a reading lab.

English, mathematics, and reading departments have revised their curricula to meet the goals established in AB 705. Students wishing to complete college-level English and math within one year may select English and math pathways that offer accelerated basic skills, collegiate-level courses with supplemental instruction, and/or non-credit support classes. (2.39; 4.8.1, 4.8.2, 4.8.3, 4.8.4)

Analysis and Evaluation

The institution is in the process of implementing AB 705 with the offering of supplementary courses such as English 086 and 087 to facilitate students' success in English 101. As of fall 2019, the Department of English has offered 92% of composition courses at the transfer-level. SBVC is in compliance with AB 705 and have adopted the co-requisite model, which is widely employed by other colleges in the state. All indications are these courses are making a difference in student retention and success. A community of practice that was convened in spring 2019 endeavor to establish strategies and best practices for the implementation of AB 705. However, SBVC is in the early stages of implementation and are in the process of establishing baseline data for evaluation of effectiveness of the model (4.9.1, 4.9.2).

The mathematics department, as of fall 2019, is offering 53% transfer-level courses, and for spring 2020, the department will be offering 57% transfer-level courses. The department is employing a multi-pronged approach in an effort to reach the goal of 90% transfer-level course offerings by fall 2020. The efforts include offering co-requisite courses and additional transfer-level courses for non-STEM students. Some courses will provide students with a non-credit laboratory before or after classes to enhance their chances for success. The math department has undertaken professional development activities to ensure instructional effectiveness. These activities include a community of practice for statistics instructors and for Pure Math instructors who teach Applied Math (4.10).

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

AP4100 Graduation Requirements for Degrees and Certificates (4.11.1, 4.11.2, 4.11.3) ensures that SBVC conforms to the 60-unit semester credit-hour standard. Requirements for an Associate Degree or Associate Transfer Degree begin on page 39 of the 2019-2020 College Catalog. Graduation requirements for the AA degree have the following criteria:

Return to Agenda

- SBVC ensures that a credit hour meets accepted academic expectations through BP/AP4020 Program, Curriculum, and Course Development.
- The definition of a credit hour is on page 12 of 2019-2020 SBVC catalog (4.12). SBVC has established procedures to ensure that curriculum complies with the definition of "credit hour" or "clock hour," where applicable.
- Students must take a minimum of 18 units of study with all coursework for the Major or Area of Emphasis
- SBVCs Curriculum Committee and Articulation officer ensures that a credit hour meets accepted academic expectations (2.45).
- SBVC complies with the ACCJC's assessment of clock-to-credit-hour conversion formula.

Analysis and Evaluation

SBVC has practices in place to ensure compliance with ER 12 as determined by the California Community Colleges Chancellor's Office and are published in the Program and Course Approval Handbook (PCAH). Step 5 in the Curriculum Handbook (2.45) shows that the process for creating new degrees or certificate requires that units in the area of emphasis be calculated as part of the curriculum process. New degrees and certificates are reviewed at least once by the Curriculum Technical Review and full Curriculum Committee. The Articulation officer reviews new degrees and certificates at all steps in the approval process. Curriculum Committee members are trained on credit program criteria at the beginning of the academic years.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The establishment of course sequences for degrees and certificates is a part of all program proposals and program modifications that go through the Curriculum Committee. Department Chairs, Division Deans, and the VPI, ensures that the schedule and sequencing of courses allow students to complete a degree within two years and a certificate within one year. Higher credit degrees, such as chemistry, or degrees with prerequisites such as nursing, may take longer. The Program Review process includes a section on Access. One aspect of this section requires department faculty to analyze and evaluate their course scheduling to ensure it meets the needs of the student population (1.17.1, 4.13)

SBVC is implementing Guided Pathways (GP) in order to facilitate student completion of degrees and certificate programs in a timely manner. Compliance with the state-mandated GP deadlines of the year 2023 is well underway with SBVC projected to be in full compliance by 2022. SBVC has identified and grouped certificates and degrees into six difference career fields. The Guided Pathways career wheel on the SBVC homepage allows students to explore certificates and degrees in career fields that are of interest to them (3.10).

Return to Agenda

SBVC also has a Program Discontinuance Policy that addresses the needs of students whose programs are being eliminated. When program modifications are made, students are guaranteed the right to complete the program under the guidelines of the catalog under which they first register, as long as there were no breaks in attendance. Department chairs and counselors also ensure timely completion of programs through course substitution by using the Modification of Major form. SBVCs membership in the California Virtual Campus-Online Education Initiative (CVC-OEI) Consortium allows students to gain access to courses that are offered through other institutions within the consortium (4.14, 4.15, 4.16).

Analysis and Evaluation

Department chairs have access to enrollment data and use this data in the scheduling of classes. Fill rates, persistence, retention, wait lists, and trends over time contribute to data-driven decision-making when scheduling courses.

The new scheduling tool that will roll out in fall 2020 will increase access through standardization of class start and end times. This standardization will optimize classroom utilization and ensure students have adequate passing time between classes. The scheduling tool also takes the local bus schedule into account, ensuring that students will have time to make the bus when classed end (4.17).

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

True to its mission, SBVC promotes the success of its diverse community of learners by offering instructional and support programs using different modalities and methodologies. SBVC provides programs and services for special populations, responds to state-wide initiatives, embraces distance education, and works to reduce textbook costs.

SBVC programs are targeted to enhance the educational experiences of specific student populations. For example, the success rates of African American and Latino students have been enhanced by the Tumaini Program and Puente Project, respectively. College Promise and First Year Experience, two outstanding programs, assist incoming high school students with tuition, textbooks, scheduling, and have built-in instructional support services. In order the facilitate AB 705, faculty are implementing new instructional strategies by embedding SI into courses or linking credit courses with non-credit support courses. Students with identified disabilities have the support of a strong DSP&S office. Both the EOP&S and STAR programs support first-generation students with academic and financial assistance. The Honors Program challenges those students who favor more academic rigor. (4.19)

The educational needs of foster youth are addressed by the Guardian Scholars program. (4.20) This program provides school supplies and textbooks free, food vouchers, priority A registration, specialized counseling, and computer lab with free printing. In addition, two workshops are

provided each semester and a major conference each spring. The program accommodates full-time and part-time students. Currently, there are 85 students in the program for 2019-2020.

The First Year Experience (FYE) program provides additional support for lower-achieving first-time college students in a cohort model (4.21). The cohorts include course offerings in English, math, student development, and political science. In fall of 2019, there were 70 students in the program, and currently in spring 2020, there are 65 students. Professors affiliated with the FYE program offer sections in these courses for which FYE students have priority registration. FYE provides a specialized counselor, a one-week summer bridge program, and enrichment activities such as field trips to universities and museums. Books and supplies are provided for free of cost to these students. One of the requirements of the program is to attend two workshops per year. FYE retention rate has ranged from 3.9% to 5.2% higher than the campus retention rate. Except for a slight 2% decline in the 2017-2018 school year, the overall success rate has been higher than the campus success rate anywhere from 2% to 3.9%. Measures are being taken to further increase the effectiveness of the program by recruitment from local adult education institutions, allow for part-time status, provide FYE-specific tutors, and work towards offering priority registration. Student Development (SD) and Learning Services and Tutoring (LST) courses have been created to facilitate the success of first-year college students. (4.22)

The College Promise program, which began in fall 2019, is designed to meet the needs of first-time college students from high schools in the District. Currently, there are 1,304 students in the program. They are provided with a one-week summer bridge program, priority B registration, a parent orientation in the spring, and free Chromebooks, textbooks, supplies, and classes. In return, they have to maintain a 2.0 GPA and a 12-unit course load each semester, are required to attend two workshops or cultural events on campus each semester and participate in 15 hours of community service activity each semester. In fall 2019, over 12,000 hours of community service was performed at 115 separate locations. Promise students compared to other first-time college students were more successful in English and math courses. For example, in English the Promise students had a pass rate of 15.09% greater than the rate for other first-year college students. In math, the College Promise students had a pass rate of 20.03% greater than the rate for other first-year college students. To better assist College Promise students, the program plans to use a Customer Relations Management System (CRM) in fall 2020 to track students' enrollment and performance in math and English classes. Also, in the fall, the program will start to offer granted permission classes dedicated to the Promise students in the future so that faculty and Promise program counselors can be in closer coordination to assist those students. (4.23)

The Umoja-Tumaini program (4.23) was designed to meet the needs of students seeking to enhance their educational experiences through increased exposure to African-American history, literature, and culture. Since its inception, the program has positively impacted the retention and success rates of program participants. For example, during the 2017-2018 and 2018-2019 school years, the program shows a 92% retention rate and success rates of 67% and 72% respectively, indicating a narrowing of the gap between retention and success. To maintain or increase the retention of African-American males, a demographic with fluctuations in rates of retention and success, the program seeks to establish a pipeline to area high schools and partnerships with the Puente and Promise programs. In addition, the Tumaini Club has been instrumental in academically supporting those who are no longer in the community by tracking and holding onto

students until they graduate. Serving former and current participants is the Nitasoma/Skills Café, a space for students to gather and to receive tutoring.

The Puente program (4.25.1, 4.25.2) was designed for underrepresented students who intend to transfer to four-year universities. From 1984 to the present, the Puente program has made a positive impact on retention and success rates of students. The program has demonstrated a consistently higher success rate for students than the campus-wide success rate. In 2018-2019, for instance, the campus-wide success rate was 69%-70%. During the same period, the Puente program experienced an 81% success rate. Within the program itself, the success rate has shown a steady increase so that in 2018-2019, the success rate was 91%. Regarding retention, the rate has shown a steady increase as well from 92% in 2016-2017 to 96% in 2018-2019. However, one on-going challenge facing the program is the need to recruit non-Latino students. The program will make a concerted effort to reach out to other ethnic communities.

The mathematics department, which currently offers 53% transfer-level courses in fall 2019 and 57% transfer-level courses in spring 2020, has adopted a multi-pronged approach to reach 90% transfer-level course offerings by fall 2020 in order to comply with AB 705 guidelines. This approach includes offering fewer remedial courses and introducing non-credit co-requisite courses to enhance the success rates of students in transfer-level courses. In addition, the department has established one track for non-STEM students and another for STEM students to meet the needs of these two categories. Also, the co-requisite offerings include embedded tutors as an integral feature to facilitate student success. Another resource opened to students is MyOpenMath, which is an online program to help remediate areas such as intermediate algebra, pre-algebra, and arithmetic. To facilitate instructional effectiveness in the implementation of AB 705, the math instructors are engaged in a Community of Practice to establish best practices in college algebra and statistics (4.25, 4.26).

To meet the needs of diverse students, SBVC has employed various delivery modes. Campus classes are scheduled during the day, evenings, and on weekends. Courses are offered in a DE format, including ITV, which involves streaming video and is employed in various courses to assist students in the Big Bear area who may have difficulty attending classes on the SBVC campus. SBVC offers 14 fully online degrees and certificates (4.27).

DE courses are offered in support of equity for all students. SBVCs involvement in the CVC-OEI Consortium facilitates cross enrollment of students both on our campus and students on other campuses within the consortium. The automatic cross enrollment will be fully implemented by spring 2020. SBVCs current course completion rate of 64% compares favorably with the state-wide completion rate of 60% (4.28).

SBVC faculty have adopted new teaching methodologies by implementing the use of Open Education Resources and Zero Cost Textbook cost. Students can locate these courses can in the schedule and on the campus website OER and ZTC courses are offered online and on campus (4.30, 4.30.1, 4.31). Since the cost of textbooks is a significant financial deterrent to student retention and success, the use of the Open Educational Resource (OER) has been a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2018, and courses utilizing this service are indicated as ZTC (Zero Textbook Cost) courses in the online class schedule. For 2018, the ZTC designated courses had

higher success and retention rates than courses with for-cost textbooks: 9.3% points higher in math courses and 7.7% points higher in English courses (4.32.1).

Since the cost of textbooks is a significant financial deterrent to student retention and success, the use of the Open Educational Resource and Zero Textbook Cost (OER/ZTC) has made a significant advance in meeting the needs of students at SBVC. The college began making this resource available to students in fall 2016, and courses utilizing this service are indicated as ZTC courses in the online class schedule. For 2018, the ZTC-designated courses had higher success and retention rates than courses with for-cost textbooks: 9.3% points higher in math courses and 7.7% points higher in English courses. Furthermore, English and math had a 10% success rate increase in spring 2019. However, this program needs to be further institutionalized by the appointment of a campus-wide OER/ZTC coordinator and a standing committee with broad representation from various academic disciplines. A creation of an OER/ZTC Guided Pathway would further make this an integral part of the college experience for students (4.31).

Analysis and Evaluation

To effectively provide equitable instructional and support services SBVC encourages innovation and effective use of a variety of student-centered programs, delivery modes, methodologies, and teaching strategies. SBVC collects and evaluates program data to the document number of students served and student success.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Department-wide examinations are not widely used at SBVC.

The nursing program makes extensive use of Elsevier learning materials, including an exit exam for every nursing course. The score on the exam is factored into the student's final grade for the course. These courses and the grades assigned to them adequately reflect the results from the national licensing examination. For the past three years, the success rate of SBVC nursing program has gone from 78.67% in 2016-2017 to 89% in 2018-2019. This significantly exceeds the 75% pass rate mandated by the California Board of Registered Nursing for program accreditation. Similarly, on the national nursing exam (NCLEX-RN), the students' success rate from 2018-2019 was 89.13%, which parallels the students' program success rate for the same academic year. Thus, there has been a steady increase in the success rates of both the program and on the national nursing exam from 2013 until 2019. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in nursing. (4.33.1, 4.33.2, 4.33.3).

A few programs have PLO directly influenced by the pass rate of licensing/national/state exams. Several departments use departmental course and/or program examinations or components of examinations or projects in determining achievement of SLOs and PLOs. For example, chemistry utilizes the American Chemical Society Annualized Exam in partial assessment of its

programmatic outcomes in Chemistry 150 and 151 and Chemistry 212 and 213. The chemistry exam is normed on a national level by the American Chemical Society. Test bias and reliability are issues addressed by the use of both internal and external measures of student achievement in chemistry. The Psychiatric Technology Program simulated Psychiatric Technology State Board Certification as measure of PLOs (4.33).

Direct assessment of prior learning is available for students via credit by examination, as described in BP/AP4235 Credit by Examination and is included in the SBVC College Catalog. The SBVC College Catalog lists the criteria used to accept the transfer of external exam credit as well as the courses to which they apply. Prior learning assessments include standardized exams such as the College-Level Examination Program and the Advanced Placement Examinations. An application for Credit by Examination is available on the College website (0.23).

Analysis and Evaluation

Discipline faculty work to align assessments with SLOs. Departments that utilize departmental exams review the exams and the results on a regular basis, looking for trends in achievement in addition to evidence of any disproportionate impact. The testing instruments and results are reviewed by faculty to ensure providers are committed to reducing test bias. Policies for Credit by Examination exist, and information is posted in multiple locations.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

All faculty are required to teach to the COR, which includes stated learning outcomes as approved by the Curriculum Committee. Each unit of credit is based on Title 5 state requirements and accepted practices in higher education.

The policies for awarding academic credit for DE programs and traditional programs are the same. Academic credit is not a function of delivery mode. Further, the SLOs for a course remain the same, regardless of delivery mode. Any review of curriculum proceeds through the Curriculum Committee. However, a separate approval process for DE courses is required. Each course is reviewed every six years as a part of the content review process. At that time, all parts of the unified COR, including the DE approval, are reviewed and adjusted as necessary (2.45, 4.3).

Clarification of the academic credit for DE classes is in the *Handbook for Online Students*, the College Catalog, and the schedule of classes. (3.21)

SBVC faculty recognize the distinction between student learning and student achievement. Faculty assess and evaluate outcomes to improve teaching in the classroom and increase student success. For instance, in Economics 2016-2017 Program efficacy the department discusses how

disaggregation of SLOs by mode of delivery highlighted gap in student attainment of SLO in ECON 201 for hand drawn graphs (4.34). The analysis lead to a discussion around accessibility, equitable access to technology, and commitment to explore solutions. A look at the composite percentage for all ECON 201 classes in 2016-2017 show SLO success at 76%, and by 2018-2019, SLO success rose to 87% present.

Self-Evaluation

SBVC adheres to Title 5 Section 55002 of the CCR, which specifies the relationship of hours of lecture, laboratory, and study. Credit is awarded based on performance measures, which include course objectives and SLOs. Thoughtful assessment and evaluation of SLOs lead to improvement in teaching and learning.

II.A.10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

The official clearinghouse of articulation for the CCCS, the UC system, and the CSU system is the Articulation System Stimulating Inter-Institutional Student Transfer (ASSIST). This agency is cited in the College Catalog, class schedule, and other publications related to transfer. The SBVC website includes a page with information for students regarding transfer and articulation (4.37).

SBVC has developed articulation agreements with numerous universities, including those showing low transfer rates for SBVC students, to encourage transfer to these institutions. These agreements are updated annually. SBVCs articulation officer oversees all the articulation agreements for all programs, including those that offer classes in the DE delivery mode. The articulation agreements are evaluated when the content review process has an impact on a program and when new courses or programs are offered. For example, new courses were developed for computer science, and these courses were articulated with partner institutions to ensure they aligned with student transfer requirements. (4.38, 4.39)

Course equivalency is determined at the departmental level, and the Admissions and Records Office evaluates transcripts from other institutions for equivalence to SBVC courses for eligibility in fulfilling graduation requirements.

Self-Evaluation

As of June 2020, all ten of the UC campuses articulate with SBVC, and 17 campuses of the 23 in the CSU system have articulation agreements with SBVC. Nineteen private universities also articulate with SBVC Articulation agreements are constantly renewed and updated, as the articulation officer consults with faculty on course revisions and new course development to meet transfer needs of students. SLOs are submitted through the curriculum process for courses,

certificates, and degrees, and are available at the Office of Instruction website, where they are promptly updated when departments make adjustments.

SBVC will maintain its current articulation agreements with UC, CSU, private universities, and expand when needed to include new partners.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

SBVC programs with certificates and degrees establish PLOs through the curriculum process and include competencies in communication, quantitative reasoning, information and inquiry, ethics and diversity as appropriate to the program (2.9). SBVCs ILOs include communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. (2.19)

ILO 1: COMMUNICATION SKILLS
Literacy: reading, listening, observing, speaking and writing *Interpersonal skills: working with individuals and groups, including conflict resolution and giving/receiving constructive feedback*
ILO 2: QUANTITATIVE SKILLS
Mathematical theory: understanding mathematical concepts and structures *Applied mathematics: applying mathematical skills and numerical data to analyze and solve real world problems* *Mathematical visualization: using graphs, charts, and tables*
ILO 3: CRITICAL THINKING SKILLS
Information literacy: finding, interpreting and evaluating information in print, electronic, and non-electronic media sources *Logical reasoning: constructing, supporting, analyzing, and evaluating arguments* *Problem solving: using evidence-based reasoning to articulate a problem and propose hypotheses or solutions* *Creativity: using creative reasoning for problem solving and personal and social expression*
ILO 4: DISCIPLINE SPECIFIC SKILLS
Discipline theory: understanding and employing discipline vocabulary, ideas, theories, standards and ethics

Return to Agenda

Discipline technology: using tools, computers, instruments, and equipment relevant to discipline *Discipline performance: working in labs, workshops, clinics, performances, and work experience relevant to discipline*
ILO 5: PERSONAL, SOCIAL, PROFESSIONAL RESPONSIBILITY
Self-knowledge: understanding and evaluating personal strengths, weaknesses, biases and values *Goal-setting: setting goals that are realistic and balance educational, professional and personal life* *Cultural awareness: understanding and respecting one's own culture, other cultures, and diversity* *Ethics: understanding and practicing ethics, intellectual honesty, fairness, and personal responsibility*

SBVC alignment and assessment of learning outcomes are rooted in SLOs, course-level learning outcomes. SLOs are aligned to PLOs, and SLOs are in the processes of being aligned to ILOs. The rationale for rooting alignment and assessment of learning outcomes at the course-level stems from our diverse student population. Some student goals vary. Students will take courses to improve their reading and writing skills, to improve their math skills, for employment advancement, and for pleasure without choosing to obtain a certificate or degree. CTE students on a certificate or degree pathway may "job out" because they are hired in the industry without obtaining a certificate or degree. Some students transfer to other universities without obtaining a certificate or degree, and of course, students do complete certificates and degrees. What do all these students with diverse learning goals have in common? They take classes. Thus, rooting learning outcomes assessment at the course-level and aligning SLOs with PLOs and ILOs provides ample data for assessment and evaluation (2.9, 4.40).

The A&O Committee has aligned ILOs with corresponding questions in campus Student Campus Climate Surveys and Faculty Campus Climate Survey. In spring 2020, the A&O began the process of assembling and analyzing longitudinal ILO data from the Campus Climate Surveys. The A&O Committee will present its findings to campus constituencies in fall 2020.

Analysis and Evaluation

SBVC curriculum processes ensure that all certificates and degrees going through curriculum have PLOs. ILOs for the institution that align with communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes. SBVC uses course-level alignment and assessment to capture the widest range of data on learning outcomes for use

in assessment and evaluation of PLOs and ILOs. SBVC incorporates survey data into the ILO assessment and evaluation process.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

General education requirements for associate degrees are clearly stated in the SBVC College Catalog (pp 39-47).

SBVCs curriculum process relies on the expertise of faculty. The articulation officer serves on the Curriculum Committee and pages 34-35 on the Curriculum Handbook show faculty how to align courses with GE requirement. Annual Curriculum committee training emphasizes compliance with Title 5 and the PACH. Courses undergo review and approval by the Curriculum Committee and articulation officer before being included in the GE pattern in the College Catalog (2.45, 4.41).

SBVCs Institutional Learning Outcomes (ILOs) address student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.

Analysis and Evaluation

The general education patterns (SBVC, CSU, and IGETC) are updated annually to reflect new, modified and deleted SBVC curriculum. BP4020 Program, Curriculum, and Course Development (4.11) further ensure adherence to Title 5 and the appropriate involvement of the faculty and Academic Senate in all curricular processes.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The Curriculum Committee evaluates all degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. AP4100 Graduation Requirements for Degrees and Certificates (4.11) states that all degrees have 60 semester units with 18 of those semester units are required in the major or area of emphasis as determined by the SBCCD. Additionally,

students may also complete general education requirements and additional graduation requirements or electives, if necessary, to bring the total units to a minimum of 60 semester units (3.2). Annual Curriculum committee training emphasizes

The Curriculum process ensures that PLOs are present for all degrees. College Catalog describes the PLOs for each program and SLOs for the degree required core courses are available on the course outline of record (0.37).

Analysis and Evaluation

Degrees offered at SBVC meet the minimum requirement of 60 semester units, with 18 of those semester units from core discipline courses. Learning outcomes for the degree required core courses include mastery, at the appropriate degree level, of key theories and practices within the field of study. Learning outcomes are reviewed by the A&O Committee based on the SLO Rubric to verify that outcomes are student centered, measurable and based on course content and objectives.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The Curriculum Committee evaluates all CTE certificate and degree programs to ensure adequate depth and breadth in accordance with Title 5 standards. CTE programs use Strong Workforce data, consult with advisory committees, and network with area employers to ensure that graduating students have the skills and competencies for employment in the field. For example, in working with their advisory committee, the Library Technology program identified and created curriculum to meet industry needs for digital archiving and youth services (2.37.1). Aeronautics noted in the 2018-2019 EMP Sheet that through advisory meetings, they learned that needed to update PLOs and SLOs to a higher industry standard while keeping within the requirements of the FAA (4.42).

Core courses within a discipline prepare students for external licensure and certification, as well as any TSAs for Perkins. ORPIE seeks external licensure and certification data from CTE industries, but data is not always accessible or reliable. ORPIE maintains a State Certification Pass Rate webpage (4.43). Available data is gathered, evaluated, and used in campus documents and processes such as the EMP Sheets and Program Review (4.44)

Analysis and Evaluation

SBVC CTE programs have active advisory committees that ensure curriculum and outcomes are relative to the field and prepare students for external licensure. CTE programs and courses undergo curriculum content review every two years and program to ensure relevancy and currency (2.37).

II.A.15. 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.

Evidence of Meeting the Standard

SBVCs Program Discontinuance Policy was developed in 2007 and approved by the Academic Senate. Under the Program Discontinuance Policy, programs can be discontinued or placed on hiatus while significant curricular changes are being made. The Program Discontinuance Policy requires that existing students in the program have a pathway to completion in alignment with the course catalog of their initial year provided their continuous enrollment in the program (4.14).

Analysis and Evaluation

On the rare occasions when Program Discontinuance Policy has resulted in discontinuance of a program or a program being placed on hiatus, students are provided a pathway to completion. For example, the Paralegal Program was discontinued in 2012, and arrangements were made for students to complete their paralegal degree or certificate at Riverside Community College (4.50). The Program Discontinuance Policy has not been reviewed by the Program Review Committee or Academic Senate since its inception in 2011 and will be evaluated as part of our QFE.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

As evidenced and discussed in Standard II.A.2., the quality of educational programs is evaluated through the Program Review Efficacy Process. Program efficacy includes assessment and evaluation of SLOs to improve student learning. Program reflect on the impact of mode of deliver student access and student success. All departments are required to complete Program efficacy every 4 years. In fulfillment of Title 5, CTE program complete a mini-review 2 years after their full Program efficacy (2.26, 2.28). EMP Sheet data on success, retention, and achievement is provided to departments for review and analysis on an annual basis.

All courses go through content review in the Curriculum Committee at least once every six years. CTE programs complete content review every two years. Departments must complete a DE addendum through the Curriculum Committee prior to being offered in a DE format (2.45).

Analysis and Evaluation

Program efficacy is a robust analysis and evaluation of how the program meets the mission of the college and ensures access for all students by demonstrating that the pattern of service or instruction meets student needs. Programs analyze and evaluate learning outcomes and student

success and retention data. Program efficacy speaks to currency of curriculum and engages in short and long-term planning goals that reflect trends in the discipline.

Conclusions on Standard II.A. Instructional Programs

SBVC offers exemplary curriculum, certificates, and degrees that meet Title 5 and other eligibility requirements.

SBVC has comprehensive curriculum, Program Review, and outcomes processes. These processes are interwoven, which provides checks and balances that ensure program quality and currency.

Students taking classes for personal or education growth, students earning a certificate or degree, and students seeking to transfer can be assured of a quality education.

Outcomes processes have evolved rapidly in the past three years. Assessment has been impacted by contractual and process changes that are not yet entrenched in the campus culture. The A&O Committee is identifying gaps and working to remedy them.

Impact of COVID-19

The SBVC Emergency Task Force on March 13, 2020, endorsed decisions made by District leadership to extend Spring Break by one week and move the majority of classes into a fully online environment. The Task Force focused conversations to address continuity of instruction, professional development, and student equity. (9.4)

The Professional Development Coordinator developed intensive training sessions and labs on Canvas and Zoom designed to assist faculty with little or no online teaching experience to move their course materials online. Faculty attending or supporting training during Spring Break were compensated for their time. DE professional development and support continued throughout spring and summer. (9.5; 4.45)

SBVC complied with CCCCO and ACCJC requirements to complete the DE Blanket Addendum for spring, summer, and fall semesters 2020. The Curriculum Committee worked with department chairs, DE Faculty Leads, and Professional Development to complete the local DE approval process prior to courses being offered in summer and fall.

CTE and science labs were suspended mid-semester. The uncertainty of how social distancing and stay-at-home orders may impact summer and fall semester made the completion timeline for these labs difficult to predict.

To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Additionally, the Library and Library Computer Lab remained open two days a week so student could access textbooks and library materials and meet computing and printing needs. Campus Technology Services (CTS) is using Amazon Workspaces to create virtual computers, give students access to lab software, or to access lab software using a Chromebooks. CTS has 200 virtual computers for student access to Campus

provided software applications ready for summer session and is making plans to scale up for fall if needed (4.47; 4.48).

Improvement Plan(s)

SBVC will continue to collect AB 705 success and retention data. Data will be evaluated and used to improve math and English courses developed to meet the requirements of AB 705 and to inform SBVC Quality Focus Essay Action Project 1: Scale academic student support services in support of Guided Pathways and AB705.

The A&O Committee will complete work to map SLOs to ILOs and generate ILO data to evaluate and improve student learning. A&O will continue to identify and resolve gaps in Outcomes Processes.

The SBVC Quality Focus Essay Action Project 2: will be do evaluate Program Review processes to ensure integration in planning and prioritization across the college.

Evidence List

4.1 Degrees and Certificated Offered
4.2 Inland Empire Regional Consortium Approvals
4.3 Curriculum Committee Minutes re: DE
4.3.1 Curriculum Committee Minutes 4-27-20
4.3.2 Curriculum Committee Minutes 10-07-19
4.4 Representative Samples of AB705 @ Curriculum
4.4.1 Curriculum Committee Minutes 10-21-19
4.4.2 Curriculum Committee Minutes re: AB 705
4.6 DE Training
4.6.1 Online Teaching Training
4.6.2 Faculty Resources
4.7 Evidence for collegiate number system
4.8 Minutes re: AB 705 Senate, College Council, BOT
4.8.1 Academic Senate Minutes 4.4.18
4.8.2 College Council Minutes 1.24.18
4.8.3 Board Addendum 5.16.19
4.8.4 Board of Trustees Agenda 4.9.20 beginning p. 192
4.9 AB 705 English
4.9.1 ENGL 086
4.9.2 ENGL 087
4.9.3 2019-2020 Catalog p. 161
4.10 SB 705 Math 2019-2020 Catalog p. 229
4.11 AP4100 Graduation Requirements for Degrees and Certificates
4.11.1 BP/AP 4020 Program, Curriculum, and Course Development
4.11.2 BP4020
4.11.3 AP4020
4.12 p. 12 of 2019-2020 College Catalog

Return to Agenda

4.13 Scheduling/Course Rotation
4.14 Program Discontinuance
4.15 Modification of Major form
4.16 California Virtual Campus Online Education Initiative membership
4.17 Scheduling Tool - Academic Senate Minutes 10.16.19 pp.12-15
4.18 SBVC Website: Specialized Counseling Services
4.19 Honors Program
4.20 Guardian Scholars
4.21 First Year Experience
4.21 Student Development and LST courses
4.22 College Promise
4.23 Umoja-Tumaini program
4.24 Puente program
4.25 FA18 and FA 19 Schedule offering remedial math
4.25.1 FA 18 pp. 140-141
4.25.2 FA 19 pp. 190-191
4.26 MyOpenMath
4.27 ITV Big Bear
4.29 SBVC and State Course Completion Rate
4.30 Open Educational Resources
4.31 OER/ZTC Course List
4.32 OER/ZTC Data
4.32.1 4.1.18 As minutes p. 11
4.33 Department Wide Exams
4.33.1 Chemistry SLO Cloud
4.33.2 BVNPT Pass Rates
4.33.3 NCLEX Pass Rates
4.34 Economics Program Efficacy 2016-2017 p.196
4.35 ECON 201 2016-2017 SLO Report
4.36 ECON 201 2016-2017 SLO Report
4.37 Transfer Information
4.38 Articulation Agreements
4.39 Articulation Agreements Independent Universities
4.40 Course Level SLO Assessment (see Follow Up or Mid-Term)
4.41 33-39 of 2018-2019 College Catalog
4.42 AERO 2018-2019 EMP p.
4.43 State Certification Pass Rates
4.44 Nursing Program Review 2018-2019 p.4
Program Discontinuance Paralegal College Council Minutes
4.45 4/13/11 p. 2
4.46 COVID Ongoing Professional Development
4.46.1 PD Email This Week
4.46.2 PD Email Wayfinding
4.46.3 PD Email Happening Tomorrow
4.47 DE Addendum Memo

Return to Agenda

4.48 Virtual Computers for Students
4.49 Chromebooks for Students

Return to Agenda

II.B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

A part of the Academic and Learning Support Services Division (5.1), the Library (5.2) and other Learning Support Services are available to students regardless of location or means of delivery. SBVC Library has a print collection of more than 70,000 volumes, searchable by author, title and/or subject – along with more than 200,000 eBooks and periodicals that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library's online databases. (5.3) Passwords for the online databases are distributed in the library and are accessible to any student using Canvas, the campus' online learning shell. Faculty librarians provide one-on-one research assistance, orientations, workshops and information literacy instruction. The Library participates in the LibAnswers online chat reference service. (5.4) The Library maintains a textbook collection and faculty are able to place other items on reserve.

The Library Computer Lab provides currently enrolled students with 120 computers as well as printing and photocopying services. Computer technicians are available in the library to provide technical support. There are over 84 additional computers available for student use throughout the campus in the Tutoring Center, Math and Science Success Center, Associated Student Center Lab, SBVC Athletics Center (The Huddle), and Veterans' Center (5.5, 5.6).

The San Bernardino Valley College Student Success Center (SSC) (5.7) provides academic support services across disciplines available through Supplemental Instruction, tutoring, STEM/Math Science Success Center, The Writing Center (5.8), The Huddle and Veterans' Center. The centers provide access to anatomy bones and organs, calculators, textbooks and basic office supplies. Online tutoring is available through NetTutor and is accessible through SBVCs online learning shell Canvas.

The Writing Center serves students at all levels and from all disciplines to improve their writing and schedules workshops through the year that focus on various aspects of the writing process. The Writing Center has tutors available for face-to-face writing conferences with individual students and the Writing Center offers online tutoring for students in 100 level classes and above. The Center offers ESL conversation groups that meet weekly to explore language issues that challenge non-native speakers of English. (5.8)

The STEM (Science, Technology, Engineering and Mathematics) Program is housed under the Student Success Center. (5.7) The program is designed to assist low income and other

traditionally underrepresented students and prepare them to pursue diverse careers in various STEM fields. It assists students in math and science courses and prepares them to transfer to four-year universities. SBVC is part of the California MESA college and career prep engine that propels student diversity and achievement in science, technology, engineering and math (STEM). (5.9) The MESA program has developed an innovative series of guest presentations in the science fields including, exploring internships at Dreamworks, veterinary careers, and the physics of bubbles. (5.10) Students enrolled in the nursing, psychiatric technology or pharmacy technology program can participate in the tutoring services provided by this Health/Science Research Center.

Zero Textbook Cost Degree Program (Z Degree) is one of the Open Educational Resources (OER) initiatives to improve teaching, learning and accessibility for all learners at California Higher Education institutions. The Z Degree Pathway is earned entirely by completing courses that eliminate conventional textbook costs. (4.30, 4.31)

Analysis and Evaluation

Under the direction of the Division of Academic Support and Learning Services, SBVC supports student learning and achievement by providing comprehensive library instruction and services, general and specialized tutoring, and supplemental instruction. Library and learning support services are appropriate to support campus curriculum and support a diverse community of learners.

Library and learning support services are available to students regardless of location or means of delivery. The SBVC Library has a print and online collection that supports the depth and breadth of the campus curriculum. Ebooks and research materials are available on or off campus to all students via the SBVC Library's online databases. Reference services are available in person, by phone, or online using "LibAnswers."

Computer labs are available in Library Computer Lab, Associated Student Center Lab, Success Center, Veteran's Center, and Business Building. Students participating in the Z Degree Program can check out Chromebooks in the library.

Tutoring and Academic Success resources are open for scheduled and drop-in tutoring sessions and offer a variety of academic assistance programs including one-on-one tutoring, group tutoring, and workshops. Academic support is also provided through Supplemental Instruction (SI). Usage of SI on campus is increasing with the implementation of AB 705. The ZTC/OER grant is providing access to NetTutor for all of SBVCs online classes and allows online students access to tutoring services. The Tutoring and Academic Support Website provides links to additional online resources available to all students.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

AP4040 Library Services (5.11) outlines the SBVC Library's Collection development policy and the library's mission to support campus curriculum. Librarians use a wide variety of collection development resources including, Library Journal, Booklist, School Library Journal, Books in Print, to select materials for the campus. Information on how students and faculty may request library resources is available online. (5.12)

The campus relies on the expertise of library faculty to build a well-rounded collection of quality print and online resources. A librarian traditionally serves as a member of the Curriculum Committee and review all new and updated curriculum and verifies that resources and typical text for the course are sufficient in quality and currency. The librarian their knowledge from the curriculum committee to purchase materials to meet curricular needs.

Academic support services faculty rely on discipline faculty expertise to decide which classes will receive tutoring and SI support. Academic support relies on faculty expertise when hiring tutors. Tutors are required to earn an A in the course they will tutor as well as provide a letter of recommendation from the instructor whose course they took. (5.13) Academic support faculty work together with discipline faculty, tutors, and students to determine what kinds of software and other hands on materials, such as anatomy models, would be most beneficial to the students who use academic support services.

SBVC relies on a team of faculty including the Coordinator, Math & Science, Student Success Center, the MESA Director, and MESA and STEM Counselors, to develop and coordinate learning support services.

The campus Technology Committee (5.14) uses campus processes and works with other campus committees, District committees, professional development and grant development to select and maintain educational equipment that support student learning. The 2018-2021 Technology Plan (1.16) outlines the mission, vision and goals of the campus. Departments may also request educational equipment and technology to support student learning through the campus Program Review Needs Assessment process.

Discipline faculty maintain currency through attendance of conferences and workshops in their field. The professional development committee helps fund discipline specific conferences and other activities that contribute to professional growth. Additionally, the committee provides many local opportunities for faculty to increase their skills, gain insight to new theories of teaching and learning, increase student equity, and serve diverse populations. The professional development coordinator sends regular communication to all faculty about online resources, webinars, and other virtual learning opportunities.

Analysis and Evaluation

SBVC Library maintains a print and online collection with the depth and breadth to support the campus curriculum. The reading level for library materials purchased ranges from 6th grade through college level to accommodate the reading levels of our student population.

Return to Agenda

Educational Equipment and Technology for learning support services are selected by technology and discipline experts through the Technology Committee, Online Resources Committee, and Program Review processes.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Library and all learning support services and programs at San Bernardino Valley College participate in the campus Program Review processes (1.17.1). Program efficacy, which occurs every four years, is a comprehensive reflection on how departments meet the mission and strategic goals of the college. Programs report on the depth and breadth of services offered, student population served, access, assessment and evaluation of learning outcomes, and student success. During Program efficacy, departments engage in short- and long-range planning and improvement. Program may participate in the annual Program Review needs assessment process to make requests for additional faculty, classified professional, facilities, equipment, or technology to improve campus services to students (1.81.1).

By analyzing SAO assessment quantitative and qualitative data from a student survey the Writing Center identified a need for more drop-in spots. The Writing Center strategically placed drop-in spots throughout the tutors' schedules, and thus accommodated for more students who did not have appointments. (5.15)

All SAOs and SLOs for the Academic Success Centers and ACAD-606 were assessed during Spring 2020.Through analysis of their SAOs the Academic Success Center discovered a theme around hours and access in two of the SAOs; SAO 3 "Student Success Center hours conveniently fit student schedule" and SAO 4, "Students will continue to receive quality services from the Student Success Center," As a result, the math and science success center expanded its regular hours from 8:00 a.m.-6:00 p.m. to 8 a.m.-8:00 p.m. and will also increase summer hours based on SAO assessment and evaluation. (5.16)

Analysis and Evaluation

Library, Student Success Center, Tutoring/SI, and Veterans Center, participate in Program Review processes including needs assessment, program efficacy, and updating annual EMP Sheets to assure the adequately meet student needs. All areas have SLOs and/or SAOs as appropriate. The Writing Center under-goes efficacy in collaboration with the English Department. SLOs/SAOs, and student success data are assessed and evaluated. The Writing Center undergoes efficacy in collaboration with the English Department and the Health/Science Research Center reports with Nursing. Grant funded programs such as MESA and ZTC/OER are assessed through the grant reporting process.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that

formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

SBVC Library collaborates with institutions and consortiums as appropriate to support library services and the library collection. Formal agreements with vendors are maintained in the Library Director's office. (5.17) SBVC Library participates in Inter-Library Loan with its sister campus Crafton Hills College.

Security is provided to all learning support services through SBCCD Police. All learning support service areas are equipped with fire alarms, panic buttons, and telephones hook up to the campus emergency alert services. All doors can be locked from the inside. All learning support services participate in semi-annual disaster drills. The Library has 3M security gates and uses tattle tape to secure the print collection. Computers in all campus labs are protected with security software. Technology that circulates can be tracked through GPS and can be disabled remotely.

Campus Computer Services and TESS maintain and ensure the reliability of computers and software. Additionally, a 24/7 help desk available to assist students, faculty, and staff that experience challenges with computers or programs. Campus custodial and maintenance departments care for campus facilities. (5.18)

Analysis and Evaluation

SBVC documents contracts with vendors and ensures that resources and services provided through these contracts are adequate and meet the needs of the institution. SBVC provides maintenance and security for its locations, equipment, as well as the security of personnel and students.

Conclusions on Standard II.B. Library and Learning Support Services

The Division of Academic Services and Learning Support houses the library and majority of learning support services, including the Student Success Center, Tutoring Center, and Supplemental Instruction. The library collection and tutorial services are appropriate to meet the needs of SBVCs diverse student population and are available in face-to-face and online formats. Computer labs are located in the Library, Student Success Center, Tutoring Center and Student Center. There are additional learning support services available for special populations in The Huddle, Veterans Center, and Health Science Research Center.

SBVC relies on the expertise of faculty to build the library collection and SBVC on the Faculty Coordinator or Math & Science St, Student Success Center, the MESA Director, and MESA and STEM Counselors to build programs and services that enhance student equity and increase student achievement. Faculty keep current in their disciplines through participation in conferences and workshops. Faculty participate in professional development opportunities at the

campus and the District. All Library and Learning Support Services participate in campus Program Review processes, which is aligned with the campus' Strategic Goals and includes analysis of outcomes and student success data. SBVC keeps library and learning support services equipment well-maintained and locations secure.

The Library is an essential component to maintain student equity during the COVID-19 crisis. The Library remained open two days per week, with minimal staffing, to meet student's need for access to textbooks, computer use, internet access, and photocopying. Students were able to check out Chromebooks for the remainder of the semester at the library circulation desk.

The SBVC Library has made several resources available to faculty to ensure student success while campus continues its transition to online learning. The library website has been updated to allow all students and faculty full access to databases, ebooks and resources. One updated subscription includes a film database where faculty members can easily embed recorded learning sessions or PDF "quick guides" into Canvas. Reference services were offered fully online. Librarians worked virtual reference during their regularly scheduled hours and interacted with students by phone, email, and live Zoom conferencing. Faculty librarians reached out to faculty to show library resource usage increases student success. Library orientations went virtual and can be embedded in faculty courses. Orientations are available online, as well as training, guides and best practices for using databases. (5.19)

Improvement Plan(s)

The SBVC Quality Focus Essay Action Project 1 will scale academic student support services in support of Guided Pathways and AB705.

Evidence List

5.1 Academic and Learning Support Services Website
5.2 Library Website
5.3 Library Databases and Online Services
5.4 Library Quick Guides and Videos
5.5 Open Use Computer Lab
5.6 Library Computer Lab
5.7 Student Success Center
5.8 Writing Center
5.9 MESA
5.10 MESA Guest Presentation
5.11 AP4040 Library Services
5.12 Request a Title
5.13 Become a Tutor
5.14 Technology Committee
5.15 Writing Center SAO Improvements
5.16 Success Center PR SP20
5.17 CCLC Contract
5.18 Computer Help Desk

Return to Agenda

5.19 Library Virtual Learning

Return to Agenda

II.C. Student Support Services

II.C.1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Educational quality of student support services is evaluated on a four-year cycle through the Program Review Efficacy Process. The efficacy process requires student support services to provide evidence that the pattern of service, in person or online, meets student needs, engages in assessment and evaluation of SAOs, and addresses how the department meets the institution's mission. Efficacy evaluation is framed by the college's strategic initiatives and incorporates the programs' EMP data. EMP dialogue and data is updated and submitted to the Office of Institutional Research each fall. Program Review member teams evaluate efficacy documents and provide feedback to the departments/programs for consideration in planning and improving quality (1.7, 1.17.1, 1.18.1).

Student support services receive evaluative feedback from Campus Climate Surveys (1.3.1), post services feedback satisfaction surveys, and SARS data. SARS data is disaggregated by ethnicity, gender, location, and time of day. Survey results and data are used to inform EMP sheets and program efficacy, support needs assessment requests, and evaluate SAOs. (2.13. 5.16, 6.1, 6.2, 6.3)

Elements of student support services have further been evaluated through the implementation of Guided Pathway, AB705 and College Promise. Guided Pathways' functional inquiry with students, administrators, faculty, and staff has highlighted the challenges of applying to college, obtaining financial aid, and registering for classes (3.10). The Academic Senate hosted a local ASCCC event on Guided Pathways on October 2, 2018. ASCCC presenters enumerated some of the difficulties they had as a new student applying to campus, navigating the campus website, and finding scheduled classes needed to achieve a student's academic goal. As part of Guided Pathways, all new students are helped to explore career options and college pathways during the onboarding process. Students are required to meet with a counselor who assists them in the process of creating an educational plan, which is closely monitored by the college.

AB 705 prompted evaluation of admission and assessment. The SSSP Committee discussions lead to updating language on the college website, working with discipline faculty to develop a Guided Self-Placement instrument.

Analysis and Evaluation

Procedures are in place at SBVC to evaluate the quality of programs and services and ensure support of the College mission in Student Services regardless of modality.

In addition to Program Review and Campus Climate Surveys, the College periodically contract with 25th Hour Communication (6.4) to assess the ease and accuracy of campus services using "secret shopper." The quality of student services is overseen by the Student Success Support Program (SSSP) Committee, which oversees the development of the SSSP plan, reviews plan data, and creates the SSSP report (2.38), and an Enrollment Management and Student Equity Committee, who has as part of its charge the "reviewing [of] internal and external assessment trend data as it applies to enrollment planning, researching and reviewing successful models of recruitment and retention programs" SBVC uses state-wide initiatives as a spring-board to evaluate programs and services.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

Student Services departments analyze qualitative and quantitative data to evaluate services, evaluate SAOs, and inform planning. Collection of SAO data is ongoing, and a full analysis of evaluation of SAOs must take place at least once during the department's four-year program efficacy cycle. SAOs are used to continuously improve services to students. For example, in Admission and Records' (A&R) 2015 examination of data for the SAO "Students will become more self-sufficient with learning how to use the Admissions and Records online systems such as: WebAdvisor, online transcripts and the SBVC email account." This allowed the department to identify that only 47% of students surveyed understood how to order online transcripts. (6.5) In response, A&R, has improved its communication and outreach to current and former students by creating an A&R Facebook page and an Instagram page. In addition, A&R identified that students surveyed are not at a point in their education that requires transcripts and is reaching out to students who are concluding their educational journey at SBVC by providing information on requesting online transcripts at graduation fairs. Annual EMP Sheets that accompany needs assessment requests, afford Student Services the opportunity to analyze and evaluate data annually.

Analysis and Evaluation

SBVC defines SAOs for its student population. SAO assessment data is collected, analyzed and evaluated. The results of SAO assessment and evaluation are used to improve student support programs and services.

As noted earlier the creation of new departments and the frequent changes in staffing and management have led to some gaps in SAO establishment, assessment, and evaluation. The SLO Coordinator is working to close these gaps. Program efficacy also identifies SAO gaps and departments close those gaps during the efficacy process. (2.13)

EMP Sheets are expected to be completed annually as required for needs assessment, however it appears that sometimes departments who are not making needs assessment requests do not

complete EMP Sheets. EMP Sheets and their role in Program Review will be evaluated as part of the QFE.

II.C.3. 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. (ER 15)

Evidence of Meeting the Standard

The College provides on campus and remote students equitable access to student services. On the SBVC campus, A&R, financial aid, individual counseling sessions, and online advising are available during day and evening hours and on Super Saturdays. These services and the bookstore extend hours of operation at the beginning of the semester to increase student access. (6.6, 6.7, 6.8, 6.9)

Counselors, admissions, and financial aid staff go to the mountain communities, Big Bear and Rim of the World, to provide on-site registration before the semester starts and during Super Saturdays. These on-site services are also offered in area high schools. (6.10)

All students can access student services information in the College Catalog, on the webpages, and can call campus departments for assistance. Online counseling and Telecounseling via Cranium Café are available. Financial Aid has implemented Qless software to improve in person wait times, and Chatbot software to facilitate targeted online help at the student's point of need. Financial Aid TV, which consists of sixty-second video help modules, is available on the campus website. Students can also access FAQs or call the published help lines for further assistance with online systems such as CCCApply and FAFSA application that are not administered by the campus. Campus Logic, a system for virtual documentation, is in the implementation phase and will be live in 2021. (6.11, 6.12)

Online orientation (6.13) and additional workshops (6.14) designed to explain the policy of the college regarding academic performance, explore strategies to improve GPA, and modify behaviors for academic success are available in English and Spanish. (6.15)

There are services for students that are best utilized in person. Comprehensive information on services offered and contact information these departments, for instance DSPS (6.16), Student Health (6.17), and the Valley 360 Resource Center (6.18), are available in the College catalog and the College website.

Analysis and Evaluation

The efficacy and accuracy of student support services, regardless of modality, is evaluated through the Program Review process (1.17.1). The Enrollment Management and Student Equity Committee (6.19) provides another check point for consistent and accurate enrollment and student services information as does the periodic reports on access to accurate information from 25th Hour Communication. (6.4)

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

The mission of the Office of Student Life (6.20) is one of equity and inclusiveness for SBVCs diverse community of learners. Student clubs must identify a faculty advisor, register with the Office of Student Life, and be recognized by Associated Student Government (ASG). (6.21) Clubs identify that their focus such as, achieving success, personal or academic growth, diversity beyond the classroom, and inclusiveness support the campus mission. Each club develops a constitution that states its intended purpose and how the club will enrich the campus community. (6.22)

Student club budgets are developed according to AP6200 Budget Preparation (6.23). Clubs submit their budget to the Office of Student Life. The Office of Student Life prepares the overall budget for the department and sends it to the Division, who in turn sends the budget to President's Cabinet for final review. Once budgets are approved and funds available, student clubs' expenses go through multiple layers of budget approvals before funds a distributed.

Oversite is provided in a number of ways. The Office of Student Life participates in the Program Review Process. Faculty club advisors are charged with overseeing club programs and funding, ensuring club effectiveness and recruitment and retention of club members. AP7400 Travel (6.24) delineates procedure for student travel to conferences. The Office of Student Life ensures compliance with Title V and Title IX.

BP5700 Athletics (6.25) establishes intercollegiate athletics at SBVC. Athletics are subject to SBCCD budgetary and travel processes. Each year, San Bernardino Valley College submits a federally mandated Equity in Athletic Report (EAR), which includes demographic, expense and revenue information on its intercollegiate athletic program. (6.26) The comprehensive Athletic website (6.27) contains information on the 12 sports offered at SBVC, academics, recruiting, schedules, and special events. The Huddle (6.28) offers specialized academic support and advising for student athletes.

Analysis and Evaluation

SBVC has a robust programs and services that contribute to the social and cultural dimensions of the student's educational experiences. These programs include Student Life, Student Government, Student Health Services, Service Learning, The Pantry, and Athletics.

The Office of Student Life assumes a leadership role in creating a campus environment that integrates the rich diversity of our campus with learning experiences and those experiences outside of the classroom that complement the academic curriculum. Student participation in the design and implementation of campus-wide programs provides opportunities for the development and enhancement of leadership, interpersonal skills, and personal growth. The

office provides structured activities, programs, services, resources, and facilities to accomplish this mission.

The Inter-Club Council. The Inter-Club Council (ICC) (6.29) is composed of one club representative from each of the chartered clubs on campus and serves as the forum by which clubs communicate and work collaboratively with one another to strengthen and support campus events and activities. The club rush event is regularly sponsored by the ICC. ICC has a designated time for networking via an established college hour for meetings and events. Clubs are student-focused and intended to provide students with a holistic environment on campus, one that encourages academics and addresses the personal development of students and their interests.

The Associated Student Government (6.21) offers students the opportunity to share in college governance, interact with professionals, participate in social and cultural activities, and create and administer their own programs and support systems that reflect diversity and instill self-reliance, ethical leadership, and responsible action. Student leaders have membership in campus collegial consultation committees per California Education Code 70902(b)(7).

Programs such as VBC (6.30) College Promise (4.22), and Alpha Gamma Sigma (6.31), have service-learning components. College Promise requires fifteen hours of community service for program participation. HACU Club (6.32) is developing local community partnerships with a focus on aiding the homeless in the community. Alpha Gamma Sigma sponsors activities such as electronic waste recycling, among other events. Although service learning has been slow to develop at SBVC, the Office of Student Life will be using the Presence, a campus-wide engagement software to track student involvement on campus, identify trends in student behavior and increase student outreach and engagement in service-learning opportunities.

The Valley 360 Resource Center (6.18), affectionately known as The Pantry, provides meals, clothing, baby items, and hygiene referral services for hundreds of San Bernardino Valley College students who will need them most, allowing them to focus more time on their studies and on completing their degree or certificate that will lead them to employment in their future career. Associated Student Government advocated for space on campus for the Panty and for a new space in the Library Building. The Panty is open two days a week.

Student Health Services (6.17) at SBVC supports the campus mission by working to keep our community of diverse learners healthy so they can achieve their academic goals and fully engage in their education. Their priorities are set utilizing data from the National College Health Assessment Survey (NCHA), our public health dashboard trends, and observations of student needs. The department is comprised of nursing professionals, family nurse practitioners, mental health counseling professionals, and support staff. All student health staff are dedicated to assisting students in accomplishing their personal and educational goals. Students are assisted in achieving optimal health by providing mental health, physical health, strengths development, and wellness-oriented health education services. Mental health services (6.33) (include 1:1 psychotherapy session, mental wellness-oriented groups, and stigma reduction and wellness-oriented events, campus outreach, and referrals to services. Wellness-oriented educational services encourage a culture of health and wellness events already mentioned in addition to, campus calls when student health staff go where the students are on campus to interact and

provide information and dialogue about health topics guided by data or student curiosity and Strengths-based development utilizing the Gallup StrengthsFinder (6.34) assessment tool and development through small groups, classroom trainings, individual coaching, and faculty training. Student Health Services has been privileged to receive some supplemental funding, grant money, and event funding to expand and enrich SBVC mental health services in recent year. These funds have helped better meet these significant needs on this campus and supported events on mental health stigma reduction as well as providing expanded therapeutic services. (6.35)

The Athletics Program hosts numerous sporting events that showcase SBVCs student athletes, thereby promoting home team spirit, sportsmanship, and a sense of belonging beyond physical education courses. (6.36) A dedicated counselor from the Counseling Department provides counseling services for the athletes' well-rounded development. Athletic Success Center (The Huddle) provides sports-minded students easy access to extra help in math and English, priority registration, and financial resources.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Student services offers face-to-face and online orientations for all students (0.25, 6.6, 6.37). Student services hosts single and multi-day campus orientation for incoming high school students, their parents, and cohort groups such as FYE, Valley Bound, and College Promise (6.38, 6.39). The College also uses the campus webpage, social media sites, campus advertising, and email to inform students on graduation and commencement requirements.

Student services faculty share information about academic advising resources in a variety of ways (6.41, 6.42), including but not limited to announcements during all faculty meeting, working with the Academic Senate to evaluate and approve the adoption of software, emails, and flex and in-service day workshops. (6.43)

Analysis and Evaluation

The institution provides counseling and academic advising to all students using different modalities.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

AP5010 Admission (6.44) sets forth policies for students are consistent with the College's mission to serve a diverse community of learners. AP5010 Admissions (6.44) the college catalog 0.37), College website, and promotional materials, stipulate the criteria for international students (6.45), student residency (6.46), and for student participation in dual/concurrent enrollment programs. (6.47) Programs with internal requirements for admission, such as nursing or external requirements for licensure such as aeronautics, are clearly stated in program requirements and literature. (6.48)

Counseling (6.6), Transfer Center (0.24), and Discipline offices, advise students how best to attain their educational goals. The College catalog (0.37), and the campus website include general education requirements for graduation and transfer and the discipline courses required. (6.49) Discipline-specific planning sheets and program catalogs are available in print in Counseling and departmental offices. The campus migrating Starfish software to create educational plans that lays out the course requirement and sequencing for students to achieve their educational goals.

The campus is engaged in developing a Guided Pathways model to guide students using meta-measure pathways that allow students to complete graduation/transfer requirements in a shorter period of time and with minimal accumulation of units. (3.10) The First Year Experience (4.21) and Valley Bound (6.30), forerunners for pathways on campus, have laid the foundation for two-year College Promise program (4.22) and the ZTC degree pathway. (4.32.2)

Analysis and Evaluation

In accordance with the College mission, SBVC has consistent policies that govern student admission. These policies are widely available to perspective and current students.

SBVC developed student "pathways" such as FYE and Valley Bound before the Guided Pathways initiative formally defined and scripted Guided Pathways as a navigational model for student completion.

The Guided Pathways team of four faculty with administrative support, mindful of campus culture, has sought to become well informed prior to implementing Guided Pathways, educate campus through targeted training, and institutionalize the Guided Pathways framework on campus in incremental steps. Guided Pathways is gaining momentum, as illustrated by the Media Academy "meta-major," which spans telecommunications, broadcasting, digital archiving, journalism, information literacy, videography, theater and music productions, and soundtrack production has been developed with the cooperation of diverse disciplines across campus including, RTVF, English, Music, Theater, Communication Arts and Library Technology. The Guided Pathways Team needs to work further with department chairs and within divisions to streamline and standardize GE courses and identify new curriculum to be developed. (3.10)

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Prior to the adoptions of AB705, SBVC utilized Accuplacer for assessment in mathematics, reading, ESL and English. Student seeking to enroll in English 101 also completed an essay that was evaluated by the English faculty. Evaluation of Accuplacer and adjustment of cut of scores was conducted by department faculty based on student success data and feedback from faculty and counselors. Counseling also receives a monthly assessment report that informs assessment decisions. (6.52)

With the implementation of AB 705, a new self-guided placement instrument was developed in collaboration with department faculty and the SSSP Committee. The self-guided placement is based on a student's self-report GPA in high school courses. The self-guided assessment recommends appropriate math, ESL, English and reading courses, but students are free to select and enroll in college or remedial level courses based on their educational goals and/or skill sets. (6.53, 6.53.1)

Guided self-placement was implemented in summer 2019. The Office of Research, Planning, and Instructional Effectiveness will gather success data over several semesters, which will be combined with Starfish data and monthly assessment reports and be evaluated by departmental faculty who will consider adjustments to course recommendations, using self-reported GPA as the "cut score" Adjustments would only inform students on course recommendations, not require or limit students to registration in the courses recommended.

Analysis and Evaluation

SBVC is compliant with AB705 (3.39). Guided self-placement was collegially developed by faculty, the SSSP Committee, and informed with data gathered from the ORPIE office, and analysis of self-assessment instruments at other California Community Colleges. Development of guided self-placement was transparent with regular reports to Academic Senate, College Council, and the Board of Trustees. New curriculum has been developed to provide credit or non-credit companion and support courses. (4.9, 4.10) SBVC has increased instructional support services including tutoring, supplemental instruction, and self-paced computer instruction to provide additional support for students. (4.25) Guided self-placement is compliant with AB705 requirement to provide students with easily understandable community college placement policies and requires colleges to report the percentage of students placed into college-level courses. (2.29.6, 2.39.7)

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

The Admissions and Records Office is responsible for maintaining student records. Student records are electronically archived electronically and password protected. The SBCCD has a policy for the release of student records, which is compliant with FERPA (6.54) BP/AP 3300 Public Records (6.55, 6.55.1) and BP 3300 Records Retention and Destruction (6.56) policies posted for student access on the SBCCD website.

The Financial Aid Office (6.57) is governed by both federal and state regulations with regard to the maintenance of student records. Federal regulations governing financial aid require that student financial aid records are kept for three years after the date of the last Fiscal Operations Report and Application to Participate (FISAP) (6.58), which is filed each September 30th following the end of the academic year. The Financial Aid Office complies with this regulation. State regulations governing state financial aid require that student financial aid records are kept for three years from the last day of the period in which the grants were intended. The SBVC Financial Aid Office complies with this regulation. Financial aid records are now scanned into SBVCs ImageNow System, and only the Financial Aid staff have access to these records. The SBVC Financial Aid Office follows FERPA regulations with respect to releasing student records. The policy is posted for student access on the SBCCD website (4.66).

The campus utilizes the Maxient System to secure non-academic student records such as Behavioral Intervention Team records, student discipline records, and Title IX records. Medical records storage in Student Health Services are HIPPA compliant.

Analysis and Evaluation

Student admission records, transcripts, and financial aid records are maintained in accordance with state and federal guidelines. Student records are secured and only released in accordance with Board policies and administrative procedures.

Conclusions on Standard II.C. Student Support Services

Student Support Services at SBVC support the mission of the college. Most services are available to students regardless of location or means of delivery. The college evaluates and revises assessment instruments. Student services are assessed and evaluated annually using the EMP-Sheet and program efficacy every four years. Student Services Departments have defined SAOs and are assessing SAOs. Departments evaluate SAOs during the program efficacy process, and if departments are behind on their SAOs, they must remediate to successfully complete program efficacy. SAO data is used to improve services to students. Student Services are proactive, using state-wide initiatives as catalysts for evaluating services and implementing necessary changes.

Counseling and academic advisement is available to orient students on certificate, degree, and transfer requirements. Programs such as College Promise, Generation Go!!, and Middle College High School embed academic advisement and educational planning within the program.

Return to Agenda

SBVC has many resources and programs to support student equity and reach out to underserved populations including, the Dreamers Center, Puente and Tumaini Programs, EOPS/Care, scholarships, Veterans Center, Athletics Counseling and International Student Counseling. The Department of Student Life support Student Government and clubs.

SBVC is mindful of and responsive to the struggles and challenges faced by its students. The Valley 360 Resource Center assists students with food insecurities. Student Health Services is an advocate for mental health services to students and works to increase services and raise awareness of the mental health challenges facing students.

In fall 2020 SBVC received a Communicator Award in Digital Marketing Services. (6.60) The Communicator Awards is the leading international awards program recognizing big ideas in marketing and communications**.** The Communicator Awards is sanctioned and judged by the Academy of Interactive & Visual Arts.

The COVID-19 crisis moved the majority of Student Services into an online environment. During the extended Spring Break closure, faculty and staff transitioned to work at home. Cranium Café a meeting and collaboration platform designed specifically for student support was fully implemented and training was provided to faculty and staff. Personnel needing access to campus or District systems were able to login with secure VPN connections.

The Library opened two days a week to provide DSPS remained open for limited hours two days a week to provide services to students who needs could not be met online. The Bookstore reopened briefly so students starting short-term classes could pick up textbooks. The Bookstore has also provided free shipping for textbooks and school supplies. In addition, the Valley 360 Resources Center operates two days a week. SBVC partnered with Feeding Our Community to host a drive-thru food distribution event. Student Health Services established Zoom meetings that are HIPPA compliant so they can continue mental health support for students.

Improvement Plan(s)

The college will evaluate the new Guided Self-Placement instrument

Evidence List

6.1 Transfer Center EMP 18-19
6.2 Needs Assessment Student Health FA19
62 Counseling Efficacy SP20
6.3 Enrollment Management Plan
6.4 25th Hour Communication
6.5 Admission & Records FA18 Efficacy p. 50
6.6 Online Advisement
6.7 Online Admissions
6.8 Chatbot
6.9 Financial Aid Services

Return to Agenda

6.10 Super Saturdays
6.11 Online Counseling
6.12 Qless
6.13 Online Orientation
6.14 Online Probation & Dismissal Workshops
6.15 Counseling Program Efficacy 2016
6.16 DSPS
6.17 Student Health
6.18 Valley 360 Resource Center
6.19 Enrollment Management and Student Equity Committee
6.20 Office of Student Life
6.21 Associated Student Government
6.22 Student Clubs
6.23 AP6200 Budget
6.24 AP7400 Travel
6.25 BP 5700 Athletics
6.26 Equity in Athletics Report
6.27 SBVC Athletics Website
6.28 The Huddle
6.29 Inter Club Council
6.30 Valley Bound
6.31 Alpha Gamma Sigma
6.32 HACU Club
6.33 Mental Health Services
6.34 StrengthsFinder
6.35 Mental Health, Stress Management & Crisis Workshop
6.36 Athletic Events
6.37 New Student Orientation
6.38 New Student Welcome Day
6.39 Summer Bridge
6.40 SBVC Important Dates
6.41 Starfish Training
6.42 12.14.19 CS Meeting Minutes
6.43 October 2, 2018 Flex Day
6.44 AP5010 Admission
6.45 International Students
6.46 Residency
6.47 Dual & Concurrent Enrollment
6.48 Nursing Program Requirements
6.49 Degree Requirements - Human Services
6.50 Ed Plan

Return to Agenda

6.51 Starfish Ed Plans
6.52 Accuplacer
6.53 Guided Self-Placement
6.53 Admissions and Records
5.54 FERPA Notice
6.55 BP/AP 3300 Public Records
6.56 BP 3310 Records Retention and Destruction
6.57 Office of Financial Aid
Fiscal Operations Report and Application to
6.58 Participate
BP 5040 Public Records
6.54 AP 5040 Public Records

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the District/system. In such cases, the District/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and classified staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

As described in the Function Map (see IV.D.1.), responsibility for the selection and evaluation of personnel is shared between the SBVC and SBCCD. SBVC adheres to the Board-approved hiring policies and administrative procedures that include qualifications and hiring procedures for all its personnel. Administrative Procedures, including AP7120 Recruitment and Hiring (7.1), AP7210 Academic Employees (7.2), AP7230 Classified Employees (7.3), AP7240 Confidential Employees (7.4), AP7250 Educational Administrators (7.5), AP7260 Classified Supervisors and Managers. (7.6) The APs, job descriptions, and job postings clearly delineate the minimum qualifications for employment and procedures for hiring personnel. These procedures include Human Resources (HR) prescreening applicants, the membership of college screening committees, the interview process, the selection process, and the scheduling of interviews.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, administration, the hiring committee, and HR as appropriate.

If a candidate for a faculty or administrative position lacks the qualifications specified in a job announcement, she/he may apply for an equivalency using AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7) and provide supporting documentation as appropriate. When a request for equivalency occurs among a faculty candidate, the District HR department asks the College to convene an equivalency committee. This committee includes the Academic Senate president or designee, the appropriate College vice president, a faculty member with knowledge of the discipline of that position, and at least one other faculty member. When a request for equivalency occurs among candidates for a management position Human Resources allows for the substitution of education for experience where 30 units above the required degree

can be used as one year of experience. In addition, the VPI can review coursework in cases of specific degree requirements.

Degrees from non-U.S. institutions must be determined equivalent to the required U.S. degree by a recognized third-party evaluation service that determines such equivalency (7.2, 7.7).

Equivalency is Districtwide, so faculty granted equivalency at CHC are also considered qualified at SBVC and vice-versa. For several years, the academic senates at each campus have operated equivalency process independently. Then, in 2018-2019, the academic senates worked together to craft AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7, 7.8) on equivalency, which established a joint equivalency committee.

All candidates in the part-time faculty discipline pools are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions.

HR works with an internal Standard Operating Policy (SOP) (7.9) document to assure the consistency of hiring practices and is creating an external hiring policy manual for end users, this will further assure the consistency and transparency of hiring practices. HR is developing and vetting a Screening Committee Handbook (7.10, 7.11) through the Collegial Consultation process.

Announcements for unfilled positions at the College appear on the District website. (7.12) The list of positions includes those for full-time faculty, staff, and administration, part-time (i.e., adjunct) faculty, short-term (i.e., hourly) staff positions, student workers, professional experts, and interim positions. Applicants apply online through the District's ADP management system. Job announcements for all positions include education and experience, knowledge, and abilities necessary to perform the duties of the position. Also included are the documents and materials (e.g., philosophy of education, work portfolios) that the hiring committee will evaluate as part of its selection process.

The District also advertises open positions in a variety of third-party print and online publications, including *Job Elephant*, *California Community College Registry*, *Indeed.com*, *Higher Ed Jobs*, and *The Chronicle of Higher Education*. Also, the District and colleges send teams to the CCC Registry job fair in Los Angeles to meet with those looking for faculty or administrative positions.

Analysis and Evaluation

SBVC uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's in California Community Colleges Handbook* to assure that faculty and administrators hold the required credentials. For classified professionals, CSEA negotiates the job descriptions for each position, which include minimum requirement for education, training, and experience.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, College administration, the hiring committee, and HR as appropriate.

All campus positions have a role in fulfilling the campus mission to provide quality education and services to a diverse community of learners.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

The District uses the most recent edition of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* available from the State Chancellor's Office (CCCCO), to determine the minimum educational preparation required for positions in each discipline. These standards have been established by the statewide Academic Senate for California Community Colleges and approved by the State Board of Governors of the California Community Colleges. Occasionally, the College uses additional or *preferred* qualifications.

AP7210, Academic Employees (7.2) details the hiring procedures, including development of the job posting and desired qualifications and experience. For instructional faculty candidates, a teaching demonstration is required on a topic determined by the hiring committee. Non-instructional faculty candidates may be asked to give a teaching demonstration, participate in role playing, or give a presentation as determined by the hiring committee.

As per AP7120, Recruitment and Hiring (7.1), interview questions at first level and second level interviews are crafted by the hiring committee and included questions directed towards the candidate's contributions to the campus mission and service to the campus community outside the classroom.

Job postings for instructional faculty positions include curriculum development, Program Review, and participation in campus committees. Candidates may submit copies of transcripts during the application process, but must submit original transcripts before hiring.

The process for hiring part-time faculty is much briefer since part-time faculty positions need to be filled according to need and often in a short time period. Positions for part-time faculty for disciplines that typically use part-time faculty remain open for application on the District website. There is usually a pool of applicants for these positions. HR staff screens applicants in these pools for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Managers use recommendations from these interviews to make hiring decisions. When possible, applicants for

part-time positions may be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with SBVC's student population. Human Resources maintains internal documentation of all hiring procedures for HR employees. HR is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook. (7.2; 7.10)

The quality of faculty hired by SBVC is ensured through the faculty evaluation process and the tenure review process.

The District HR department maintains internal documentation of all full-time hiring procedures for HR employees. The HR department is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook. (7.10)

Analysis and Evaluation

SBVC has well-defined processes that are detailed in Administrative Procedure to ensure faculty hired meet minimum qualifications and for the development of desirable qualifications and experience. Human Resources has internal documentation of hiring processes to ensure consistency in hiring and in developing external documentation for managers and screening committees.

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

The recent edition of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* is used to determine the appropriate degrees and qualifications for administrators. AP7250, Educational Administrators (7.5) and AP7260, Classified Supervisors and Managers (7.6) detail the hiring procedure including development of the job posting, desired qualifications, experience, and committee composition. Candidates may submit copies of transcripts during the application process, and must submit original transcripts before hiring.

Analysis and Evaluation

HR and SBVC hiring manager ensure that candidates hired possess the qualifications necessary for the position and will continue to support institutional effectiveness, academic quality, and support student success. It is current practice for HR to check references for all finalists and verify employment information as per AP7126, Applicant Background Investigation (7.13) and Reference Checks. The successful candidate must have a recent Livescan and submit original transcripts prior to hiring.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-

U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Administrators, and full and part-time faculty must meet minimum qualifications defined by the state in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges," provided by the CCCCO and in collaboration with the state Academic Senate.

AP7210, Academic Employees (7.2) ensures that faculty are involved in the selection of new faculty. The administrative procedure specifically states that the majority of a faculty selection committee shall be composed of faculty. Interviews may include a teaching demonstration, role play, a writing sample, or skills demonstration, as appropriate. The demonstrations are typically 10-15 minutes in length. An evaluation form is used by the hiring committee to assess the responses by the candidate.

All faculty are hired under the same faculty hiring process SBCCD AP7210, Academic Employees (7.2) Faculty who teach online classes are held to the same standards as faculty who teach traditional face-to-face classes. Prior to teaching a DE section, a faculty member documents the various ways in which he or she is prepared for the delivery mode. Record of such successful preparation for online teaching is a part of the comprehensive quality control process for online classes.

SBVCs Academic Senate determines equivalency or eminence according to AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies. Applicants who believe that they possess qualifications equivalent to the minimum qualifications for a position and wish to request that a determination of equivalency be made in a specific discipline must complete a District Request for Equivalency form and provide supporting documentation as appropriate. Applicants for both full-time and part-time positions are notified of the opportunity to apply for an equivalency at the time of application. Equivalency is District-wide. For example, faculty granted equivalency at SBVC also receive equivalency at CHC. Previously, the Academic Senates at each campus have operated equivalency process independently. In 2018-2019, the Academic Senates worked together to craft AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7), which established a joint equivalency committee.

Foreign degrees may be considered equivalent to those from the U.S. The HR department requires applicants for academic and administrative positions with foreign degrees to provide a foreign transcript equivalency from an approved third-party agency (see Standard III.A.1.). In addition, the applicant must show proof that the institution that awarded the degree "…is accredited in its country of operation or in the United States." (7.7) This requirement is included in the District's job announcements.

All candidates in the pool for adjunct positions are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards established by the statewide Academic Senate and approved by the Board of Governors of the CCCs. Applicants for adjunct positions are subject to the same equivalency processes as candidates for full-time positions. Potential part-time faculty may be interviewed by a single department chair or a departmental committee. Recommendations arising from these

interviews are used by managers to make hiring decisions. It is recommended that applicants for adjunct positions be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with SBVCs student population.

Analysis and Evaluation

The District HR office processes are published for all applicants to read and ensure that applicants for all positions in the District possess the appropriate degree required by the State and the District to be offered the position for which he/she will be considered. The Academic Senate and College administration carry out their respective, collaborative roles in the hiring process as set forth in District policy and procedures.

SBVC has processes in place to determine equivalency. Equivalency was conducted under the old policy in AP7210, Academic Employees while the details, forms, and processes implementation of AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies (7.7) were being put in place. SBVC and CHC's Academic Senates evaluated the process for new equivalency in spring 2020. The Senates agreed on modifications to AP7211, Faculty Service Areas, Minimum Qualifications, and Equivalencies, and those changes are moving though the approval process. (7.8)

III.A.5. 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.

Evidence of Meeting the Standard

Policies and procedures for performance evaluations of faculty and classified professionals are contractual items negotiated with local CTA (7.14) CSEA (7.15) Policies and procedures for the evaluation of administrators and classified managers is delineated in AP72501 Evaluations which last reviewed by District Assembly in 2019. APs and contracts establish timelines, responsible parties, evaluation instruments, and who serves on an evaluation team. APs and contracts further define the steps to be taken if an evaluation indicates deficiencies, which include professional development opportunities support from CTA, CSEA, Academic Senate or mentor, as appropriate.

The District Chancellor is evaluated according to BP/AP2435. (7.16)

Although the content of self-evaluation forms vary by employee classification, all personnel have the opportunity to speak to their interpersonal communication skills, their participation, the campus community, and the campus mission, as well as dedication to student success.

The evaluation summary forms for classified staff (7.15) faculty (7.14) and managers (Ev. #, see pages 2-3) provide for a comprehensive assessment of performance. These forms also include a

section for the evaluating manager to note any areas that need improvement, recommendations for appropriate professional development, and an outline of plans for improvement.

All employee positions are stored in EPICS. Information in this program is used to generate a spreadsheet that incorporates timelines that HR uses to track positions through the evaluation process. HR is responsible for the tracking of employee evaluations according to the regular cycle for evaluations. This office notifies managers about which employees are due for evaluation and provides the dates by which evaluations must be completed and sent to HR. (7.17) HR has verified that evaluations for all personnel are up to date.

Analysis and Evaluation

Evaluation of personnel is conducted in a timely manner. Evaluations are relevant to the duties performed, and evaluations provide opportunities for personal and professional growth.

Evaluation processes seek to encourage improvement and development. The classified evaluation has a specific area dedicated to employee development if the needs for improvements are identified in the evaluation. (7.19) In addition, the CTA evaluation includes a requirement that if deficiencies are identified, the evaluator is required to provide specific written recommendations for improvement. (7.20) In addition, there is a specific form that is completed when improvements are needed. (7.21) Equally important, HR has also developed a Performance Improvement Plan (PIP) template where the focus is on improvement. (7.22) In order to ensure that actions are taken in a formal, timely, and documented manner, evaluations are tracked with EPICS, and HR regularly follows up with managers to ensure evaluations are formal, timely, and documented. Moreover, HR reviews every file for accuracy and to confirm that it meets the requirements of this standard.

1. ~~The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.~~ *(Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)*

(Skip Standard III.A.6. Continue responses with Standard III.A.7)

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

SBVC employs high-caliber full and part-time faculty to provide instruction and student and instructional support services. The District meets the full-time faculty obligation number (FON) as required by regulation. The Human Resources department monitors faculty assignments Districtwide to ensure that the FON is met. Meeting the FON is a District KPI that is reviewed

by the Board of Trustees. (7.23) The District submits a report annually to the State Chancellor's Office, demonstrating its compliance. The District also complies with requirements of the "Fifty Percent Law" that requires a community college District to spend fifty percent or more of its general fund expenses toward the salaries of classroom instructors.

Departmental data for FTEF is provided for analysis in the Program Review process in both the annual EMP Sheets and during the four-year program efficacy cycle. FTEF data, along with WSCH/FTEF, student success and retention data, and departmental planning, is considered during the annual needs assessment process when departments are able to request growth positions for faculty. All faculty growth positions are ranked by the Program Review Committee. These rankings serve as advisory to the College President when growth funding is available. (2.30)

In the event of a faculty resignation or retirement, the Faculty Replacement Rubric (7.24), developed by the Academic Senate, is used to determine if a vacancy should be refilled. If it is determined that that the position does not need to be replaced, funds are reallocated based on the faculty prioritization list.

Analysis and Evaluation

Although the District as a whole is meeting the FON, the 75/25 FT faculty ratio at SBVC has been below 50% since 2012-2013. (7.25) Lack of ongoing funding has limited FT faculty growth over the past decade and qualified adjuncts are hired to provide instructions. The Program Review process on the campus assesses the need for additional faculty and ranks faculty growth requests according to the greatest institutional need. The faculty prioritization list is used when funding becomes available. (2.30)

The Faculty Replacement Rubric (7.24) is used when a vacancy occurs due to a resignation or retirement to ensure the position is still needed on the campus. In 2017-2018, there were 31 requests for faculty growth positions. Four positions were funded through Strong Workforce. One position was funded when a department voluntarily release a position, and the final position was a growth position.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

SBCCD has established employment procedures for adjunct faculty as defined in AP7210, Academic Employees. Adjunct faculty are SBCCDCTA members, and the union contract governs the evaluation and seniority ranking of adjunct faculty.

Professional Development is provided for all faculty, and adjunct faculty are encouraged to attend in-service and Flex Day events. Adjunct orientation is done in conjunction with the Professional Development Department every fall and spring and consists of an all-adjunct

meeting, breakout sessions for professional development, and department meetings. Adjunct faculty are welcome at all division and department meetings as well as professional development activities. (7.26, 7.27, 7.28) Adjunct faculty also have full access to online learning resources such as the Vision Resource Center and CVC-OEI training materials. (4.6, 4.46) There is also funding for travel provided through the professional development committee for all adjunct faculty.

The Academic Senate defines a process for the election of adjunct senators. Adjunct senators are voting members and expected to fully participate in the work of the Academic Senate. Campus committee meetings are open to everyone. (7.29)

Analysis and Evaluation

AP7210 Academic Employees (7.2) includes policies and procedures for hiring and evaluation of adjunct faculty. AP7210-A Adjunct Faculty is currently being developed to better facilitate adjunct hiring and establish best practices. (7.30) Adjunct faculty have full access to professional development activities, including adjunct orientation, which takes place just prior to fall and spring semesters. Adjunct faculty are compensated for professional development in accordance with the SBCCDCTA agreement. Adjunct faculty can participate in the collegial consultation process through the Academic Senate, and there is an adjunct member serving on the SBCCDCTA Board.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

SBVC employs qualified full and part-time classified professionals to provide quality service to students. Departments evaluate the need for staffing though Program Review and may participate in the annual Program Review needs assessment process identifying growth positions for the coming fiscal year. All classified growth positions are ranked by the Program Review committee (2.30).

These rankings serve as advisory to the College President when growth funding is available, or when a resignation or retirement create an opportunity to reallocate funding to another position.

The District also conducts and annual needs assessment. District needs assessment is conducted in the summer after the college needs assessments and prioritizations are complete. District offices tie their needs assessment requests to the needs of the campuses and prioritizes positions based on the needs of the District and the campuses. District prioritization lists are advisory to the Chancellor's Cabinet. (7.31, 7.32)

CSEA works with the District to establish the minimum number of personnel needed to perform the work. Common instruments to assess the number of personnel needed are OSHA studies, land surveys, and building surveys that recommend the number of grounds or custodial worker per square foot maintained. The District recently completed a classification study in which a

representative committee analyzed all classified position descriptions and focused on duties, responsibility, and authority outlined in each. (7.33) The committee reviewed all qualifications to ensure internal and external alignment and to remove any arbitrary barriers to employment.

Increases in staffing is also done through reorganization of offices. HR assesses staffing levels at the District and campuses that have comparative FTEs, awards, transcript requests, buildings, and acreage before making recommendations for reorganization. (7.34)

Analysis and Evaluation

Through the Program Review process, the campus effectively assesses the need for additional classified and ranks classified growth requests according to the greatest institutional need. Lack of ongoing funding has limited growth over the past several years.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Administrative growth positions at the District go through the District's Program Review process. (7.32) Administrative positions at the campus are not a part of the campus Program Review process. New administrative positions are generally discussed in President's cabinet, then moved forward to Chancellor's cabinet. Administrative growth positions are often affiliated with grants or categorical funding in those instances, such as the SSSP Plan, which come to the Academic Senate and College Council for support and/or approval. (7.35, 7.36) Job descriptions are collegially developed and approved by the Board of Trustees.

Analysis and Evaluation

The process for administrative growth positions needs to be collegially reviewed in light of Prioritized Board Directives for the 2019-20 General Fund. (7.37) Approved by the Board of Trustees on February 21, 2019, the Prioritized Board Directives for the 2019-20 General Fund Budget states, "Funding for any new positions must be approved through the process of Program Review or any other prioritization process as established at the colleges and District offices." It would benefit the campus to have an approved prioritization process for administrative positions that are supported by general funds.

SBVC second Quality Focus Essay project will focus on the Program Review processes allowing the opportunity for campus collegial consultation committees to evaluate processes for identifying administrative grown positions.

Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.

- In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place,

thereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Board policies and Administrative Procedures are collegially developed and meet legal requirements. The District negotiates contracts in good faith with SBCCDTA and CSEA and abides by the terms of those contracts. Contract are available for information and review on the District website. (7.38)

HR, SBCCDTA and CSEA communicate broadly with constituencies through email announcements, workshops, and presentations that guide and inform employees on policies, procedures, and contracts, HR shares information on employee benefits, internal employment opportunities, and training opportunities via email. HR includes information about union contracts and HR policy and procedure at new employee trainings. HR also provides training on policy interpretation for new HR policies and procedures at new employee trainings. The internal SOP manual ensures consistency of practice. (7.39; 7.40, 7.41)

The SBCCD establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Most of the policies and procedures pertaining to Human Resources are included in the Human Resources section of the District's Board policies and Procedure website. Some policies and procedures impacting personnel such as discrimination, harassment, computer use, appear in other sections of the Board policies and Administrative Procedures website. (7.42)

BPs and APs for HR are developed and revised as per BP/AP2410, Board Policies and Administrative Procedures. (2.33) HR, the academic senate of each college, and collective bargaining agents regularly review Board policies and procedures related to employment, working conditions, evaluation of performance, and other employee related matters. The District Assembly (DA), a participatory governance body that includes District and college representatives, reviews all Board policies and procedures that govern HR on a ten-year cycle, whereby ten percent of the policies are reviewed each year. Recommendations for change are sent to the Board. (7.43, 7.44)

Analysis and Evaluation

District policies, procedures, and contracts are readily available online from the District website. HR has developed FAQs by topic that refer employees to the appropriate BP, AP, or contract. HR conducts frequent trainings and provides information on employee benefits, internal employment opportunities, and training opportunities via email. Employees and students have a means by which to lodge a complaint or offer a suggestion.

Seeking to better align of HR resources, standardize practices and improve communication, and transparency, the Office of Human Resources has undergone two reorganizations in recent years to remove positions that are obsolete and create positions relevant to current practice and legal compliance. The new internal SOP manual will provide structure, define processes, and increase clarity. HR is developing external handbooks to inform employees of hiring practices, Title IX, and evaluation processes. (7.9, 7.34)

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The SBCCD is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put those principles into practice BP 3410 Nondiscrimination (7.45). It is the District's policy to ensure that all qualified applicants for employment and employees have full and equal access to employment opportunities and are not subjected to discrimination in any program or activity.

BP7100, Commitment to Diversity, Equal Employment Opportunity (7.46), shows the Districts commitment to "a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation," and that "diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students."

The District is committed to providing opportunities without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because an applicant is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics. (7.47)

The District's EEO (Equal Employment Opportunity) Plan (7.47) is reviewed annually and an update is provided to the State Chancellor's Office every three years. The EEO Advisory Committee is responsible for assisting the District in implementing the plan and seeks to include a diverse membership. Ex-officio members include the EEO Officer, the Title IX Officer, the ADA Compliance Officer, and the Director of Human Resources. (7.48)
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The District's screening and selection procedures are consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions and the selection process as a whole, is designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group. (7.49)

Human Resources (HR) annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District reports these data on employees of the District to the State Chancellor. (7.49.1)

HR reviews these data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. HR uses the following analyses in this review:

- Longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

The Chancellor's Hispanic-Serving Institutions (HIS) Advisory Committee (7.49.1) has as part of its charge that the committee is to "Work on processes that will enhance our recruitment strategies to reach a broader and more ethnically diverse pool of candidates."

In August 2019, a team of nine faculty and one administrator attended the workshop "Equity in the Classroom" presented by USC Rossiter School of Education, Center for Education. The "CUE Team" presented on information micro-aggressions at the Academic Senate Retreat and at the all-faculty meeting on opening day. (2.4, 2.7.3)

Analysis and Evaluation

District policies and procedures establish the District's value of equity in hiring. All recruiting, screening, and hiring procedures are designed to avoid any adverse impact. The District HR office conducts analyses to determine whether any group appears to be adversely impacted so that the District may take corrective measures. District progress on diversity in hiring can be viewed in 2020 Faculty Book Employee Characteristics (7.50) available on this District's website highlights employee tends in ethnic and rational distribution, gender distribution, and age distribution. Over a five-year period (2014-2018), there has been a 7.4% increase in employees identifying as African-American and a 34.5% increase in employees identifying as Hispanic.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

In addition to the SBVC mission statement, the campus has identified values that express its basic beliefs. These tenets are widely published in venues such as the annual College Catalog and apply to all employees at SBVC.

Faculty. The ethics statement for the faculty of SBVC was revised by the Academic Senate in September 2017 and occupies a prominent position on the Academic Senate website. The Academic Senate reviewed and discussed the Faculty Ethics Statement on 2017/2018. It was noted that the ethics statement expresses faculty ideals and SBVCs good intentions but is not designed as an enforcement tool. The preface of the Faculty Ethics Statement was amended to be inclusive of AP3430, Prohibition of Harassment. (0.35, 7.51, 7.52, 7.53, 7.54)

Classified professionals. There is no ethics statement applicable to all classified professionals of SBVC; however, participants in the Classified Senate have adopted and adhere to an ethics statement that was incorporated into the constitution of that group in 2004. In conducting the business of the Senate, participants are to adhere to democratic principles, uphold the majority vote of the Senate, and work to develop an inclusive collegial consultation process. (7.55)

Administrative/management employees. AP3050 Institutional Code of Ethics (7.56) states the following:

> The District recognizes its responsibility and obligation to the public and to the students it serves to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in board policy. To that end, the District is committed to public accountability and transparency. The Institutional Code of Ethics applies to all employees of the District. Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students."

This AP then specifies expected behavior in various activities:

- Use of District Resources
- Relationship with Vendors
- Conflict of Interest
- Maintenance of Accurate Accounts and Records
- Maintenance of Confidentiality
- Employment Practices

It ends with a section on consequences for violations of these provisions.

Administrative and managerial employees developed a management ethics statement approved by the management roundtable in 2005. The statement, based in part on the ethics statement published on the website of the Association of California Community College Administrators, emphasizes the attributes of trustworthiness, respect, fairness, concern, and citizenship. The ethics statement for managers was reviewed in 2012. (7.57)

Return to Agenda

Board of Trustees. The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specifically addressed by BP2715 Code of Ethics – Standards of Practice. (7.58) The Orientation and Development for Community College Trustees and the Trustee Handbook used for trustee orientation also include information on Board ethics.

Analysis and Evaluation

Each employee category has discussed the issue of ethical behavior and established an ethics policy. Members of the Board of Trustees, managers, and faculty have written ethics statements. The ethics statement for faculty is featured prominently on the website of the SBVC Academic Senate. The ethics statement for classified professionals does not address ethical behavior in general and applies only to participants in their role as representatives in the Classified Senate; the statement is featured prominently on the website for the Classified Senate. However the management ethics statement is not published.

Adherence to ethical principles is reinforced by a variety of policies and procedures intended to discourage unethical behavior. Such policies include BP3410, Nondiscrimination (7.45), BP2260, Conflict of Interest (7.59), BP3430, Prohibition of Harassment (0.33), and BP7310, Nepotism. (7.60) Additionally, SBVC supplies an instrument for anonymous reporting of ethical infractions. The compliance hotline webpage states that SBVC "is committed to providing an ethical place to work and go to school." Reports of suspected unethical behavior can be made anonymously by web or telephone.

Complaints regarding employees made directly, or indirectly through the virtual SBCCD Community Suggestion box are addressed by the appropriate manager. SBCCD Compliance Hotline webpage provides students, employees, and community members the opportunity to report complaints in a confidential manner. Compliance Hotline complaints go directly to the Executive Vice-Chancellor of Human Resources for resolutions and confidential records are maintained for each complaint.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The Professional Development Committee, chaired by the Professional and Organizational Development Coordinator, oversees professional development opportunities at the College. Professional development is open to all campus constituencies. Professional development workshops take place on Flex Days, In-Services Days, Classified Connection Week, Adjunct Orientation, Great Teachers Seminar and many other throughout the semester. Professional development topics range from computer and software instruction to instructional pedagogy, training on campus processes, and personal growth workshops such as planning for retirement, budgeting, and health and wellness, such as campus walks, yoga, and Zumba. No space between Zumba and the period. The Professional Development Coordinator creates, coordinates, or

assists in the planning of Opening Day, campus retreats and other large-scale events that further campus-wide reflection and organizational growth. (7.61, 7.62, 7.63, 7.64)

The Professional Development Committee (7.71) funds conference attendance, oversees all Flex reporting for full-time faculty, and steers the campus' sabbatical process. The Coordinator also serves on the District EEO Committee in order to work closely with HR and plan workshops that align with the need to provide diversification and equity training for employees serving on any hiring committee.

Analysis and Evaluation

SBVC has a diverse and robust professional development program. Under the leadership of the Professional and Organizational Development Coordinator, the Professional Development Committee creates year-round programing on a limited budget. There is extensive evidence of the professional development opportunities available throughout this document. Since the COVID-19 closure in March 2020 Professional and Organizational Development Coordinator has worked in partnership with the Distance Education Faculty Leads to provide ongoing training and assistance on Canvas, Zoom, and other online tools. Professional Development is sensitive to the needs of employees working from home, providing sessions on work life balance, virtual exercise programs, and mental health. Professional Development is culturally sensitive and responsive and is providing training opportunities on equity and social justice (7.65, 7.66, 7.67, 7.68, 7.69) A historical list of professional development events can be seen of the Office of Professional Development Event Brite page (7.70)

The Professional Development Committee (7.71) surveys campus employees to evaluate services and develop new topics. Additionally, constituencies directly contact professional development when a need is identified on campus. Professional development is a component of any grant application submitted by the college.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The safety and confidentiality of personnel records are governed by AP7145, Personnel Files (7.72) and AP3310, Records - Retention and Destruction. (7.73) Employees may make an appointment to view their personnel file. The appointment is supervised by HR to ensure that nothing is added or removed from an employee file.

Active personnel files are kept in a secure location at the District's offices with a limited number of confidential employees having access to the files.

Analysis and Evaluation

HR maintains the security and confidentiality of personnel files. When personnel files are only disclosed to the employee, steps are taken to ensure that materials are not added or removed from personnel file during viewing.

Conclusions on Standard III.A. Human Resources

The institution hired high quality full and part-time personnel that meet the minimum qualifications established for their positions. Job descriptions, job postings, and hiring processes are clearly stated and followed. Personnel are evaluated at clearly stated intervals in accordance with bargaining agreements or administrative procedures as appropriate. All constituencies have ethics statements. The District is compliant with Title IX.

The institution maintains a sufficient number of full-time personnel to meet the FON. Full-time and adjunct faculty hired meet minimum qualifications or have established equivalency to teach in their discipline. Classified professionals and administrators have the appropriate qualifications and experience to perform the work assigned. Categorical fund and grants support many necessary positions across the campus.

HR policies and procedures, are reviewed in accordance with AP2410. Union contracts are reviewed and revised as set forth in labor negotiations. HR has developed an internal SOP manual to ensure consistency of policy and practice. HR is developing external manuals for managers and hiring committees.

In response to the COVID-19 emergency, HR resources worked expeditiously with SBCCDTA and CSEA to establish MOUs that ensured the health and safety of employees, provided necessary equipment and professional development for transition to a work at home environment, ensured continuation of pay and benefits, and ensured liberal interpretation of sick leave policies for employees infected with the virus or caring for an infected family member. (7.74, 7.75)

Spring faculty and classified professionals evaluations were still in progress when the campus moved to a work-at-home environment. Since there were few faculty being evaluated and evaluation includes observation of the faculty member in the course of their work by peer evaluators, faculty evaluations were postponed to the following academic year. Classified evaluations resumed and were completed on time. Manager evaluations took place in the fall 2019 and were completed.

HR deferred interviews for all positions and is working to ensure that all candidates and committee members have access to appropriate technology, and all candidate interviews can be conducted equitably. The hiring timeline for the Chancellor was revised and approved by the Board of Trustees. (7.76)

At the July 9, 2020 BOT Meetings the Board took action to approve the Response to an Employee with COVID-19 Procedure and Return to the Workplace Plan. (7.77)

Improvement Plan

Evidence List

7.1 AP7120 Recruitment and Hiring
7.2 AP7210 Academic Employees
7.3 AP7230 Classified Employees
7.4 AP7240 Confidential Employees
7.5 AP7250 Educational Administrators
7.6 AP7260 Classified Supervisors and Managers
7.7 AP7211 Equivalency
7.8 Academic Senate-Agenda 03.04.20
7.9 HR Standard Operating Procedures
7.10 Screening Committee Handbook
7.11 Academic Senate Agenda 2.20.19
7.12 Job Announcements
7.13 AP7126 Applicant Background Investigation
7.14 SBCCDTA Article 16, pp 15, 23, 26, 33, 103
7.15 CSEA Article 13, page 28
7.16 BP2435 Evaluation of the Chancellor
7.17 7150 Evaluations
7.18 Evaluation Notifications
7.19 Classified Evaluation Improvement
7.20 CTA Evaluation - Improvement
7.21 CTA Evolution Improvement Form
7.22 Performance Improvement Plan Template
7.23 District KPI-FON Goal III.
7.24 Faculty Replacement Rubric
7.25 SBVC 75:25 Ratio
7.26 Adjunct Orientation 2016
7.27 Adjunct Orientation 2017
7.28 Oct 3 Flex Day
7.29 Academic Senate By-Laws 122; 150
7.30 Draft 7210-A Adjunct Faculty
7.31 District Program Review
7.32 District Prioritization
7.33 CSEA Reclassification Study 2019
7.34 District Assembly Agenda & Minutes 3/6/18 p. 12
7.35 College Council 10.12.16 agenda
7.36 AS Minutes 10.5.16
7.37 Prioritized Board Directives for the 2019-20 General Fund
7.38 Bargaining Agreements
7.39 Email Health Benefits

Return to Agenda

7.40 Email CTA Employment Opportunity
7.41 Health and Wellness Newsletter
7.42 Chapter 7 Board Policies and Administrative Procedures
7.43 Board Minutes BP/AP Approval
7.44 District Assembly Minutes
7.45 BP/AP 3410 Non-discrimination
7.46 BP7100 Commitment to Diversity, Equal Employment Opportunity
7.47 SBCCD EEO Plan
7.48 EEO Advisory Committee
7.49 EEO Summary Report
7.49.1 Chancellor's Hispanic-Serving Institutions (HIS) Advisory Committee
7.50 2020 Faculty Book Employee Characteristics
7.51 Academic Senate Agenda and Minutes - Ethics Statement
7.52 AS Agenda 9.6.17
7.53 AS Minutes 9.6.17
7.54 AS Minutes 9.20.17
7.55 Classified Professionals Code of Ethics
7.56 AP3050 Institutional Code of Ethics
7.57 Administrative Code of Ethics
7.58 BP2715 Code of Ethics – Standards of Practice
7.59 BP2260 Conflict of Interest
7.60 BP7310 Nepotism
7.61 Onboarding @ SBCCD
7.62 Classified Connection Week
7.63 Great Teacher's Seminar
7.64 Fitness Fridays
7.65 Webinar Work/Life Balance
7.66 Movies for Mental Health
7.67 Black Minds Matter
7.68 Yoga Class
7.69 Equity Webinars
7.70 Office of Professional Development Eventbrite page
7.71 Professional Development Committee
7.72 AP7145 Personnel Files
7.73 AP3310 Records - Retention and Destruction
7.74 COVID MOU CSEA
7.75 COVID MOU CTA
7.76 Revised Chancellor Hiring Timeline
7.77 Board Addendum 7.9.20

Return to Agenda

III.B Physical Resources

III.B.1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard

SBVC has a comprehensive Facilities Master Plan (FMP) (1.13) that includes a thorough facilities analysis, space utilization inventory, campus needs, and recommendations for renovation, replacement, and addition of facilities. The FMP (1.13) is linked to campus strategic planning objectives. (2.6)

San Bernardino Valley College assures safe and sufficient physical resources at its campus. Their construction is designed to assure access, safety, security, and a healthful learning and working environment, and they are maintained by the College Maintenance and Operations department. (8.1) The College offers a small number of classes at area high schools in accordance with its partnership programs with area K-12 school districts for students of those schools. The classrooms where these classes are offered are maintained by their respective host school districts and meet SBVC standards.

In cooperation with design professionals and the District Facilities Department, the Vice President of Administrative Services submits plans for facilities improvement projects to the Division of State Architects (DSA) for review and approval. (8.2) This agency assures that plans are compliant with codes for building structure and fire-life safety and the Americans with Disabilities Act (ADA). (8.2)

As mandated in the District Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate when an unsafe condition is reported to them or when an employee is injured. Reports of those inspections and investigations are forwarded to the appropriate department for any needed corrective action. (8.3)

The SBVC Facilities and Safety Committee (FSC) (8.4) meets each month to discuss health and safety related issues and recommend solutions to any problems that have been identified. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, reports on safety related issues from Maintenance and Operations, Police, and the Student Health Center. The committee makes requests and recommendations to resolve safety issues. The Facilities and Safety Committee prioritizes campus wide facilities requests gathered through the Program Review needs assessment process. (2.30)

To secure a healthful learning and working environment, SBVC collaborates with the District Safety Officer to develop and safety plans when necessary. (8.3)
These include the following:

- Illness and Injury Prevention (IIPP) Safety Program
- Aerial Work Safety Program
- Asbestos Operations and Maintenance Program
- Bloodborne Pathogens Safety Program
- Chemical Hygiene Program
- Fall Protection Safety Program
- Communicable Disease Safety Program
- Confined Space Entry Safety Program - Non-Permit Required
- Fire Prevention, Life & Safety Program
- Forklift - Powered Industrial Truck Safety Program
- Formaldehyde Program
- Hazard Communication Safety Program - Employee Right To Know
- Hazardous Waste Management Program
- Hearing Conservation Safety Program
- Heat Illness Safety Program
- Lockout/Tagout (LOTO) Safety Program
- Respiratory Protection Program
- Sewer Management Program - SBVC/CHC - 2016
- Spill Prevention Control and Countermeasure Program
- Utility Safety Program

In addition to the work order and inspection processes used by the Maintenance and Operations Department (8.1), the College addresses matters of access, safety, and security through supervisor inspections; safety training; risk management inspections performed by consultants; permit compliance; a hazardous materials removal program; maintaining Evacuation Site Coordinator supplies and equipment, first aid supplies, and trauma kits; maintaining a chemical inventory; and emergency preparedness activities. The FSC also works with the VPAS and the assigned emergency evacuation coordinators to conduct two emergency evacuation drills annually (8.5, 8.6).

SBCCD is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct evaluations and safety inspections, and to report findings to the Authority. Real property valuations must be updated annually using industry-recognized measures. Also, a certified appraiser conducts a complete field appraisal every five years. An outside qualified loss prevention specialist, who must be an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection once every two years. The loss prevention specialist conducts a follow-up audit during the years that an inspection is not required in accordance with the schedule. (8.7)

Another aspect of assuring safety is the inspections and permitting requirements for new construction, building renovations, and building system improvements. Permitted equipment includes, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous material. These services are carried out by agencies that include Southern California Air Quality Management District (SCAQMD), Division of State Architects (DSA), and the

California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The College also attends to environmental concerns regarding hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the College and District safety plans. Waste is removed from the campus on a quarterly schedule. Administrative Services. When required, hazardous materials within buildings—such as asbestos, lead, and PCBs—are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations. (8.8)

The Custodial Department (8.9) also maintains a campus-wide recycling program. The program includes recycling receptacles in all buildings used by faculty, staff, and students. This program reduces the amount of material sent to landfills. The campus community recycles paper, cardboard, plastics, and aluminum cans.

To help facilitate adherence to emergency procedures of the Emergency Operations Plan (8.10, 8.11) when necessary, the College issues emergency flip charts for all workspaces and classrooms. In addition, each year the College participates in the Great Shakeout evacuation drills. (8.12, 8.13) Evacuation Site Coordinators and receive training and lead building evacuations. (8.14, 8.15, 8.16, 8.17)

Finally, the campus is patrolled by District police. A security officer and a police officer are on duty during all hours of operation. The police department operates 24 hours a day, seven days a week.

Analysis and Evaluation

SBVC assures that its buildings and equipment are safe. The College adheres to all laws and regulations that have been established for this purpose. In all, the campus is a safe, secure, and healthful place to work and study.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

All departments participate in the Program Review process. (1.18) Departments update their EMP sheets annually and may take part in the annual needs assessment process. Departments undergo a thorough program efficacy once every four years.

The Program Review Committee actively gathers needs assessment requests related to facilities and forwards this list to the FSC annually for prioritization and potential funding and implementation. (8.18) The criteria used by FSC for prioritization of facilities requests are (1) urgent safety; (2) urgent facilities deterioration, urgent program impact, or lessor safety; (3)

lesser facilities deterioration or program impact; and (4) program or facilities improvement. In a similar fashion, Program Review gathers equipment needs that are prioritized by the Program Review committee. A new process to fund urgent and emerging needs was started in 2014 and provides a procedure for constituencies to present requests for facilities modifications to the College Council for funding. (8.19)

The Budget Committee and the College Council, using the Program Review needs assessment prioritization list, often release one-time funds with the president's approval, for the replacement of equipment and facilities upgrades. (8.20, 8.21) The developmental budget process now includes a line item for ongoing and routine replacement of instructional and operational equipment.

The campus has undergone major reconstruction and renovation over the past 15 years. The current FMP (1.13) collegially developed in 2016 is aligned with the College's mission and Educational Master Plan (EMP). (1.12) The FMP drives current and future major facilities growth and renovation projects. SBVC and CHC facilities needs have been prioritized by the SBCCD Board of Trustees. (8.22) Accordingly, replacement CTE building and proposed parking structure will be the first construction projects funded by Measure CC, the successful bond measure SBCCD sponsored in 2018.

Utilization of College facilities is scheduled each semester with the highest priority given to the instructional programs. This scheduling is accomplished in the office of the VPI. This schedule is then loaded into the facility scheduling software, and Administrative Services schedules all other facilities use via the facilities use application process for both in-house and community use applications. Community applications are processed pursuant to BP6700 Civic Center and Other Facilities Use (8.23) and the California Civic Center Act. In 2019, SBVC successfully launched R25 facility scheduling software capable of increasing efficiency of facility use and scheduling.

Analysis and Evaluation

The campus has processes, and procedures with clear ties to the College mission and planning goals to gather, prioritize, and initiate major and minor facilities enhancement, renovation, or construction.

More efficient use of campus facilities accomplished with less staff time is a goal that may be facilitated with the deployment of R25 facilities scheduling software. Many classes, especially on weekends when use of the entire campus is not required, can be consolidated into a single or several buildings, thereby saving significant utility costs and custodial resources.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The campus underwent an extensive evaluation of current and future space utilization during the development of the FMP (1.13), which included assessing the condition of facilities and equipment. The majority of building were judged to be in good condition. The FMP uses FTES growth estimates to calculate future needs for instructional and instructional support spaces.

Return to Agenda

User groups connected to the new buildings have had considerable voice in making sure the new classroom and/or labs are conducive to instruction and student learning. With wide participation on committees and dialogue, groups generally reach consensus on key issues. (8.24, 8.25) Due to the escalation of costs since the reconstruction of the greater part of the campus, needs often outstrip resources, which results in difficult decisions. Accordingly, SBVC has become vigilant regarding recommended materials and products based on performance, life-cycle costs, energy use, and minimizing inventory.

SBVC developed standards for materials and building systems in 2012. There was a joint effort of the SBCCD Facilities Department, the Measure M program management firm and SBVCs Administrative Services and M&O, resulting in standardized installations, less inventory required for multiple types of equipment, and increased consistency of equipment and systems across the campus. This effort resulted in College-approved standards that were published and incorporated into projects that were in design, including the now completed state-of-the-art gymnasium. “Total cost of ownership” is addressed through comprehensive lifecycle cost studies for buildings in design including the forthcoming CTE replacement building and new parking structure. (8.26) The establishment of standards for materials and building systems allows maintenance staff to be knowledgeable on a limited variety of equipment and systems, thus increasing the efficiency of the long-term maintenance and repair of campus facilities. As part of Measure CC bond construction program, SBVC is now beginning a review and revision of building standards (8.27, 8.28).

Campus facilities and equipment are systematically inspected through internal and external processes. Maintenance, custodial, and grounds continuously observe and routinely address maintenance needs within their area of responsibility.

Efficient use of instructional space is an area of facilities management is a current priority. R25 software is used to evaluate the use of SBVC facilities, providing reports of underutilized spaces, highest use spaces, and recommendations for class consolidation to mitigate utility and operational costs. Use of R25 in a pilot study to create classroom assignments for spring 2018 highlighted the strengths and challenges of using software, instead of people, to assign classroom space. While traditional lecture classrooms were used to great efficiency, specialized classrooms or classes needing specialized space were often inappropriately used or assigned. These issues were resolved through a collaboration with SBVC Instruction, Administrative Services and District Technology Services and R25 is now the exclusive campus facility scheduling tool. (8.29)

Analysis and Evaluation

The College regularly assesses the use of facilities and has plans in place to both increase space utilization and meet future needs. The FMP which has clear ties to the College mission and planning goals, guides major construction and renovation projects. All Administrative Services areas, including those responsible for maintenance of facilities, undergo program efficacy to evaluate the effectiveness of the department and assess the need for new equipment or personnel. Personnel and equipment prioritization are used by College Council and the campus president to guide hiring of growth positions and new equipment. Additionally, Program Review gathers

facilities requests that are prioritized by FSC and used to initiates renovations and facilities enhancement. (8.2)

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

SBVC and SBCCD engages in long-range facilities and budget planning. The 2017 Comprehensive Master Plan is a living document intended to guide educational planning over the next five years and facilities planning for fifteen years. Multi-year budget forecast are routinely developed by the DBC and disseminated to the campus for planning purposes. The campus uses these projections to develop multi-year forecasts at the department level. The campus budget includes a line item for long-term care and replacement of equipment. The planning process for facilities renovation and construction include total cost of ownership. (8.2)

San Bernardino Valley College and SBCCD participate in the California Community Colleges Facility Condition Assessment Program, which assesses existing buildings to help Districts plan for maintenance and repair work. The Facilities Condition Index (FCI) is the ratio of the cost of all needed repairs to the replacement cost of the facility expressed as a percentage. The FCI value is used to anticipate and budget for long-term maintenance of facilities.

In 2012, SBVC initiated a building and facility systems commissioning process. While DSA field inspectors reviewed the installations for compliance with plans and specifications, the campus sought to view the full cycle operation for new systems. The commissioning process calls for an engineering firm to run the various systems through the full operational spectrum to ensure it is operating as intended, observing such factors as energy use, reliability of correct operation, noise and vibration, automatic operation and control programming, performance of mechanisms, safety, and many other factors. Heating ventilation and air conditioning systems are a prime target for this commissioning. The intended result is proactive, and early identification of system problems reveals in design by the design architect or engineer or contractor fabrication and installation problems. SBVC can then enforce correction of these errors prior to final payment to the professional design team or contractor. (8.30)

Analysis and Evaluation

SBVC does plan and evaluate the use of its physical resources for effectiveness and has long-range plans to meet improvement goals that consider total cost of ownership.

Conclusions on Standard III.B. Physical Resources

SBVC upholds and utilizes planning and Program Review processes, which are strongly tied to the campus mission, educational goals, and strategic planning initiatives. Long-range planning documents such as the CMP, EMP, and FMP are informed by Program Review.

In response to COVID-19 and prior to the campus closure, Maintenance installed additional hand sanitizing stations throughout the campus. Employees were provided with high-grade

disinfectant wipes and gloves to wipe down high use surfaces such as computers and lab equipment.

After the campus closure, custodial services thoroughly cleaned and disinfected all buildings. Areas still in use are sanitized daily. Buildings not in use were placed on low-power operation to conserve energy. A minimal number of staff are on campus for basic maintenance of grounds and building.

Improvement Plan(s)

Evidence List

8.1 Maintenance and Operations
8.2 Five-Year Construction Plan
8.3 IIPP and Safety Programs Plan
8.4 Facilities and Safety Committee
8.5 Emergency Drill Notice
8.6 Facilities and Safety Minutes 9.9.19
8.7 SBCCD SWACC Inspection
8.7 Emergency Drill Notice
8.8 Hazardous Waste
8.9 Custodial Department
8.10 AP 3505 Emergency Response Procedures
8.11 Emergency Operations Plan
8.12 Great Shake Out Communication
8.13 Great Shake Out Registration
8.14 Utility Shut Off Map
8.15 Emergency Resource Map
8.16 Communication to Campus
8.17 General Instruction for Evac Site Coordinators
8.18 FSC Final PR Ranking FA19
8.19 Urgent or Emerging Needs
8.20 Final PR FA 19 Recommendations
8.21 FA 19 Needs Assessment Rankings
8.22 Districtwide Facilities Master Plan Project List
8.23 BP6700 Civic Center and Other Facilities Use
8.24 Sample User Group Involvement
8.25 User group Feedback
8.26 Life Cycle Use
8.27 SBCCD Furn Std. Meeting
8.28 SBCCD Stds Meeting #1
8.29 25LiveRpt_SBVC_Locations_5-20-19

Return to Agenda

8.30 Tech Building RFQ

Return to Agenda

III.C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Campus Technology Services (CTS), has on-site responsibility for ensuring that available hardware and software are adequate to support the entire campus employee and student population. The CTS Department is a service-oriented department that supports all technology located on the SBVC campus (9.1) Installs, maintains, configures and services computer-based hardware and software along with the network infrastructure that includes switches, cabling, servers, and other networking equipment. Uses the helpdesk system to support campus/district owned systems used by students, faculty and staff. Maintains all of the academic/service/open computer labs and classroom technology. Consults with the campus community as needed to evaluate, specify, and purchase software/equipment that is then deployed to the campus. Works with the technology committee to develop standards and procedures for technology. CTS supports well over 3800 devices on campus. (9.2)

The department is headed by a director, who reports to the VPAS. In addition to direct support to employees, Technology Services maintains the campus technology infrastructure, including wireless capability Online request forms provide for ease of access and a linked list of frequently asked questions (9.3) on such topics as equipment setup, new phone set-up, ordering equipment, accessibility, removing computer viruses, and using software. The department's website is used for requesting support with already deployed software and hardware and to request new technology for teaching and learning and campus-wide communication and operations. The department supports college-wide communication needs. (9.4) In conjunction with the District, the department also provides access to support through the SBCCD Helpdesk. (9.5)

The Technology Committee (9.6), co-chaired by the Director of CTS, is responsible for the development of the Campus Technology Plan. (9.7) CTS maintains a five-year computer rotation plan that also includes an inventory of the over 1,400 computers distributed throughout 67 labs across campus. (9.8) CTS maintains a separate rotation list for campus personnel. All faculty on campus are issued a Windows or Macintosh personal computer or laptop. The Technology Plan (9.7) is inclusive of DE/CE needs. Additionally, the Online Program Committee (9.9) maintains an Online Learning Plan. (9.10)

Technology needs are primarily identified through the Program Review process. The annual needs assessment process allows all departments on campus to submit technology requests. Needs assessment requests are tied to the campus mission, campus strategic initiatives, EMP Sheets, and program efficacy. (1.18) Technology requests are forwarded to the Technology Committee, who create a priority ranking based on campus-wide need. (9.11) The prioritization list is forwarded to the president, who in consultation with College Council and the Budget Committee, funds technology requests using one-time monies. (9.12)

Return to Agenda

District Technology and Education Support Services (TESS) (9.13), is a District office that manages administrative applications, print and graphics, information technology, and distance education. The TESS website include specialized recourses for managers, faculty and students. TESS hosts the Help Desk for students and employees, provides telecommunications management, and network administration. (9.5)

Network hosting and data security and recovery are currently provided by Ellucian. The disaster recovery plan is reviewed annually as part of the audit processes. Goal 5.2 in the District Technology Strategic Plan (9.14) is "Disaster Recovery Plan: Develop and implement a Business Continuity and Disaster Recovery Plan" to cover all areas of technology at the District and at the Colleges. CTS maintains a network blueprint for internal use.

Analysis and Evaluation

The College, through Campus Technology Services, TESS, and the Technology Committee has sufficient employees for technology support and resources for the campus. The College's technology hardware and software are appropriate and adequate to support these functions.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The Campus Technology Strategic Plan 2018-2021(9.7) and the District Strategic Technology Plan 2020-2023 (9.14) are the primary planning tools that guide technology planning, updates, and replacement.

The Campus Technology Strategic Plan, developed in collaboration with Technology Committee, is vetted through collegial processes prior to approval by College Council.

This Campus Technology Strategic Plan describes SBVC's direction for technology through the adoption of goals that are designed to move the institution toward its future vision for technology.

Goal 1. Provide exemplary technology resources and support while maintaining fiscal and environmental responsibility.
Goal 2. Support the Online Program Committee's Plans and Goals.
Goal 3. Encourage partnerships with businesses, other organizations, and the surrounding community.
Goal 4. Collaborate with the District on projects that are beneficial to all.
Goal 5. Work cooperatively through the Office of Professional Development to provide appropriate technology training.
Goal 6. Identify and meet accessibility standards set by Section 508.

On page 7 of the Campus Strategic Technology Plan (9.7) identifies the strategies that will be used to develop these goals, for example, introduction of the supporting strategies for each goal,

demonstration of alignment with the Campus Strategic Master Plan (9.14), District's Planning Imperatives, and an implementation plan for each goal and supporting strategy.

CTS maintains a 5-year technology replacement list detailing the location, number of computers, and year to be replaced. (9.8) Additionally, departments may request additional technology by using the campus Program Review process. (1.13)

The Technology Committee participates in Program Review's needs assessment process by prioritizing technology requests from departments and divisions (9.11, 9.12).

Campus climate surveys are inclusive of technology questions, allowing the campus to gather employee and student satisfaction with campus technology resources. (1.3.1) CTS uses campus climate surveys to evaluate CTS services and SAOs (9.2, 9.15), The District Climate Survey addresses the effectiveness of TESS (9.16) Survey results and comments are publicly available on the campus or District website. Survey results are discussed in College Council, District Assembly, CTS, Technology Committee, Online Learning Committee, and the TESS Executive Committee.

CTS interacts closely with the District Technology and Educational Services (TESS) department, which serves the colleges and all other District entities. TESS services include printing, distance education, and computing services. (9.13) TESS also assists employees with a wide variety of support involving technology: personnel account management; training in the use of tools and applications; application development; wide area network management; classroom support; media and event support; software, web, and internet assistance; archive management support; and technology procurement.

The work of TESS is guided by the District Technology Strategic Plan 2020-2023 (9.14), which provides a long-range view of technology that anticipates the emerging technological needs of the District and the colleges. This plan is developed by the TESS Executive Committee (9.17), whose membership includes representatives of the District and both colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from the colleges and from the District, propose new policies and procedures, and advise the Chancellor's Cabinet. The TESS committee also selects applications that are shared across the District. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website. (9.19, 9.20)

The District Applications Workgroup (DAWG) is responsible for implementing many of the prioritized projects from the TESS Executive Committee. This District group is comprised of representatives of the District, both colleges; and Administrative Applications, a TESS department that manages student information systems, such as the Help Desk, training, and web development. 9.20 DAWG carries out the prioritized projects from the TESS Executive Committee. (9.21)

Return to Agenda

Analysis and Evaluation

Campus and District planning documents ensure that the campus community is working with reliable up-to-date technology. CTS and TESS are evaluated through their participation in Program Review processes and evaluation of survey results.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

CTS services at the SBVC campus assures the reliability, safety, and security of campus technology resources. Goal 6 of the Campus Technology Strategic Plan 2018-2020 (9.7) speaks to the College's dedication to providing accessible services.

Goal 6. Identify and meet accessibility standards set by Section 508. Supporting Strategy:

6.1. Maintain accessible systems for ease of access to academic and student service information.
6.2. Maintain standards for accessibility for all institutional websites to ensure compliance.
6.3. Provide accessibility training to faculty and staff.
6.4. Provide training in the use of accessibility software where needed.
6.5. Work with TESS Web Standards Committee to assure we have accessible web-based systems

CTS participates fully in the campus Program Review program efficacy process, a self-evaluation CTS's services to the campus community including: assessment and analysis of CTS's SAOs, and how CTS support the SBVC mission. CTS completed the department's program efficacy report in spring 2020 and received 'continuation' the Program Review Committee's highest rating. (9.7, 9.15, 9.22)

The five-year computer rotation (9.8) designates the locations on campus where computers are housed and when computers are due to be updated. In instances where the College is providing instruction at a remote site or location, the contractual agreement such as a CCAP agreement (3.33) assures the site will provide appropriate facilities for instruction and instructional support. Ellucian, who specializes in technology support for higher education, handles backup and recovery services for the District.

Analysis and Evaluation

SBVC provides dependable, safe, and secure access to technology for the campus community. SBVC implements and maintains technology resources at all campus locations.

III.C.4. The institution provides appropriate instruction and support for faculty, classified staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Technology training is used to enhance the operation of the College. For example, training in the basic use of District-wide resources such as *WebAdvisor*, and the email system is provided as part of the new employee orientation process. (7.61) Specific training in the use of specific technologies, such as *Starfish* 6.41) for counseling and instruction, is also supported by the District (through TESS) or College (through professional development), upon request by completing and sending an online form, through FLEX Day activities (6.42, 7.28) and through resources that are also available on the SBVC website (9.3, 9.21)

Professional and Organizational Development offers a wide variety of resources for instructional support to classified professionals, administration and faculty. SBVC in the process of fully integrating into the Vision Resource Center as part of cohort 3 through the CCC system. The Professional and Development Coordinator also serves on the Technology Committee to share information and keep up to date on the latest technology needs. There are a variety of self-paced online tutorials including:

- Online Teaching Resources (CVC-OEI, Canvas, etc.)
- OER Professional Development Resources (9.23)
- Vision Resources Center tutorials including LinkedIn Learning, Skill Soft, etc.
- On-going DE Professional Development Workshops and one-on-one appointments (9.24)

Professional and Organizational Development hosts a multitude of training sessions on software in use on campus including, but not limited to, Microsoft Office products, Canvas, Oracle, OU Campus, Adobe software, and the SLO Cloud.

Professional and Organizational Development coordinates weekly small group workshops and one-on-one sessions related to online communication and teaching technology with TESS personnel to answer specific questions from faculty and staff who utilize technology in face-to-face and online instruction.

Analysis and Evaluation

Professional and Organizational Development provides exemplary technology training to the campus community. Training is available in group and individual formats. Professional and Organization Development uses surveys and feedback forms to evaluate and enhance the services offered by the department.

There is extensive evidence of the professional development opportunities available throughout this document. Since the COVID-19 closure in March 2020 Professional and Organizational Development Coordinator has worked in partnership with the Distance Education Faculty Leads to provide ongoing training a9.nd assistance on Canvas, Zoom, and other online tools. (0.9.5,

4.46, 9.24) A historical list of professional development events can be seen of the Office of Professional Development EventBrite page (7.70)

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

AP6535 Use of District Equipment (9.25), AP7371 Personal Use of Public Resources (9.26), and AP3720 Computer and Network Use (9.27), guide the appropriate use of technology in the teaching and learning process. These APs are referenced in the 2019-2020 Faculty Online Handbook. (9.28) Administrative policies are available on the District website.

Students using campus computers must sign in using their student ID number and agree to the acceptable use policy before gaining access to the computer programs.

Analysis and Evaluation

SBVC has policies and procedures that guide the appropriate use of technology in the teaching and learning process of the campus. Students logging in at computer labs agree to adhere to the use policy.

Conclusions on Standard III.C. Technology Resources

Technology resources supports the campus mission to provide quality services in support of student learning CTS engages in long and short-term planning to ensure that students and employees have access to up-to-date hardware and software.

The Campus Technology Services in response to the COVID-19 crisis has been exemplary. CTS provided faculty and staff with necessary equipment to work from home, including laptops and hotspots. To address equity issues students who did not have online access were able to check out Chromebooks and Wi-Fi hotspots for home use. Campus Technology Services (CTS) is using Amazon Workplaces create virtual computers to give students access to lab software using a Chromebook (4.48, 9.30, 9.31, 9.32)

TESS prepared secure VPN connections for employees who need access to administrative applications. TESS supported the network infrastructure when it was hit with such a huge increase in students and employees being online. TESS was able to facilitate the creation of Zoom accounts for all faculty and staff.

The Professional and Organizational Development Coordinator and the DE Faculty Leads worked tirelessly to provide training and support for faculty who had little or no online teaching experience. Curated resources were quickly made available, and intensive training was provided for the two weeks that the campus was closed. The Instructional Technology Specialists at TESS, DE Faculty Leads, and Professional and Organizational Coordinator continue hosting daily drop in troubleshooting and instruction for faculty. Continuing training was offered for the rest of the semester and through the summer.

Return to Agenda

Improvement Plan(s)

Evidence List

9.1 Campus Technology Services
9.2 CTS EMP FA19
9.3 CTS FAQa
9.4 Help Desk Ticket
9.5 SBCCD Technology Help Desk
9.6 Technology Committee
9.7 Campus Technology Plan 2018-2021
9.8 5 Year Computer Rotation
9.9 Online Programs Committee
9.10 Online Learning Plan
9.11 19-20 PR Tech Prioritized
9.12 19-20 PR Tech Funded
9.13 TESS
9.14 District Technology Strategic Plan 2020-2023
9.15 CTS Program Efficacy SP20
9.16 District Campus Climate Survey
9.17 TESS Executive Committee
9.18 4.26.19 TESS Exec Agenda
9.19 TESS Summer 19 Prioritization List
9.20 District Work Applications Group
9.21 1.22.20 DAWG Agenda
9.22 Resource Guide for Instructors
9.23 OER Newsletter
9.24 Webinar-Regular Effective Contact
9.25 AP6535 Use of District Equipment
9.26 AP7371 Personal Use of Public Resources
9.27 AP3720 Computer and Network Use
9.28 Faculty Handbook p.5
9.29 Chromeboks for Students
9.30 Student Technology Recources email
9.31 AS Minutes 4.15.20 p.5
9.32 Virtual Computers for Student

Return to Agenda

III.D. Financial Resources

II.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

SBVC's financial resources have been carefully managed to maintain sufficient high quality instruction, student support, faculty and staff support, and a quality learning environment. Budgetary decisions are made collegially based upon institutionally established priorities. Administration regularly updates the SBVC community regarding the campus and District budget.

The Resource Allocation Model (RAM) (10.1), budget, and multi-year budget forecasts are developed and vetted through the District Budget Committee (DBC) (10.1.1) in accordance with AP6200 Budget Development. (6.23) DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval. (10.2, 10.3, 10.4, 10.5)

SBCCD uses a collegially developed Resource Allocation Model (RAM). Under this RAM resources allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70% for SBVC and 30% for CHC; for instance, RAM allocation for 2017-2018 was 69.91 for SBVC and 30.03 for CHC, thus the informal phrase used to reference the RAM is the "70/30 split." Once the annual budget has been established SBVC creates its budget using local campus processes. SBVC actively seeks additional funding though grants and initiatives to grow programs and services (10.4).

The RAM is used to allocate revenue that comes to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses. (10.6)

The College and the District recognize the need for new RAM. Concern about how Student-Centered Funding Formula (SCFF) funding model would impact District funding the DBC Committee members postponed the development of a new RAM until they had some insight into how the SCFF would impact funding. (10.7) DBC adapted the current RAM by using each campus' performance on the SCFF categories to divide funding between campuses. DBC is planning to begin discussions on a new RAM in fall 2020. (10.8.1, 10.8.2)

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability: BP/AP6200 Budget Preparation (6.23), BP/AP6250 Budget Management (10.8.1, 10.8.2), BP/AP6300 Fiscal Management (10.9.1, 10.9.2), BP/AP6320 Investments (10.10),

Return to Agenda

BP/AP6330 Purchasing (10.11), BP/AP6340 Contracts (10.12), and BP/AP6400 Audits (10.13) are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor. (10.14)

SBVC has a fund balance and relies on the fund balance to/ minimize the negative impact of the state budget cuts to the College. SBVC Budget Committee and College Council in accordance with SBVC procedure have released some of the fund balance for the one-time purchase of emerging and urgent needs as well as Program Review priorities identified through the campus needs assessment process (10.15)

Analysis and Evaluation

SBVC is conservative and works within its budget to provide instruction, services to students, and maintain the campus. SBVC uses its fund balance to support one-time funding needs to support the campus mission as identified through the campus needs assessment process.

SBVC and SBCCD budgets are developed in accordance with Title 5, California Community Colleges Budget and Accounting Manual (BAM), best practices of the Government Finance Office Association (GFOA), and fiscal policies set forth by the Board of Trustees

III.D.2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

The SBVC Planning model uses the mission statement as the foundation for the model followed by the Strategic Plan. The SBVC Planning Model (1.10) traces decision making from the Strategic Plan to both needs assessment and program efficacy in Program Review. A flowchart is used for planning purposes to illustrate how requests move through Program Review to the President for review and potential funding. (10.16) The integration of the campus's Program Review processes with the College mission and strategic goals forms the foundation for financial and instructional planning and support the SBVC Educational Master Plan (EMP) (1.12, 1.17.1).

SBCCD and SBVC maintain budget transparency and input into the budget process. Final budgets are published on the District's website. Budget is a regular topic at College Council meetings, where staff, faculty, students, and managers are all represented.

The SBVC Budget Committee (10.17) advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at College Council meetings**.** The mission, charge, and membership for the Budget Committee was

collegially developed and adopted by the Academic Senate and College Council. The SBVC Budget Committee meets once a month. (10.18)

The Budget Committee serves in an advisory capacity to College Council. A primary function of the Budget Committee is to recommend an amount from the campus's general fund balance to be released for one-time funding of items on the Program Review needs assessment prioritization lists. (10.19, 10.20)

Analysis and Evaluation

The Budget Committee serves in all three areas of the College Council's primary functions including, planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. The Budget Committee reviews and makes recommendations for resolution of emerging budget issues and creates processes for better budget development and management. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency for budget decisions.

III.D.3. 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.

Evidence of Meeting the Standard

Consistent with Administrative Procedure AP 6200 Budget Preparation (6.23), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1. SBCCD's budget is prepared in accordance with Title 5 Regulations, the California Community Colleges Budget and Account Manual, and all other related State and federal laws and regulations. To meet these mandates, the SBVC works closely with District Fiscal Services while establishing the annual budget, which incorporates institutional plans and campus-wide input.

The Budget Committee reviews the College's fund balance, budget, revenue, and expenditure forecasts and makes recommendations for fund source and amounts. (10.19, 10.20) College Council reviews prioritized needs assessment requests for one-time money requests for budget augmentation, equipment, technology, and facilities and makes recommendations for funding up to the amount established by the Budget Committee. The recommendations are forwarded to the president for approval.

Each spring, the College follows a prescribed procedure for budget development. The District moved away from paper budgeting in 2016-2017. Responsibility area/program managers now prepare and submit annual budgets electronically within Questica, the budgeting software adopted by SBCCD. Board policies and administrative procedures, as well as the San Bernardino County Office of Education, provide clear guidelines for processing of contracts, purchase requisitions, vendors, and so forth (10.5, 10.16)

The state financial-planning guidelines, processes, and accounting are available on the chancellor's website. The institution follows the CCCCO BAM procedures for all transactions and recordings.

The processes are also made known and published in the annual budget book, including the budget calendar, budget process, budget assumptions, and influencing factors, such as revenue projections, inflation, regulatory and economic conditions. This information is presented in open meetings of the Board and is also available on the SBCCD website. Other processes are developed within SBVC committees and published and disseminated through college forums, presentations, and via committee members reporting to their constituencies. (10.4)

Analysis and Evaluation

SBVC and SBCCD follow established Board policies and administrative procedures on financial planning, budget development, and financial management. These procedures (6000 series) are published and available on the SBCCD website. Title 5 of the California Education Code also mandates practices that help ensure integrity to the College's and District's processes in budget development. California Community Colleges Budget and Account Manual provides established good practices for the budgeting process.

The 2019-2020 budget year began an increased effort by DBC and SBVC Budget Committee to communicate budget information and improve budgetary shared decision making. The SBVC Budget Committee is a collegial consultation committee and operating in accordance with its charge. Encouragement and new emphasis are being placed on members of collegial consultation groups to report out the information gained in these meetings with their constituencies and to solicit feedback. (10.19, 10.20, 10.21, 10.22)

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The SBVC community in general, as well as institutional planners, receive regular updates and information regarding college financial health and planning, and at other opportunities throughout the year. The budget forecast, including budget assumptions, is also presented at open meetings of the Board and DBC. The budget is presented by the Vice President of Administrative Services (VPAS) annually to the Academic Senate, Budget Committee, Classified Senate, College Council, and mangers for dissemination to all constituencies across campus (10.23, 10.24, 10.25, 10.26)

The DBC reviews timely revenue forecasts and budget information each month and uses this information to make realistic and meaningful budget recommendations to the chancellor. While this occurs throughout the year, there is focused effort during the budget development cycle to

establish budget assumptions and goals, including FTES targets for the year. DBC practices multi-year budget forecasting for campuses and District based on the current RAM. (10.30)

SBVC has additional resources through grants, partnerships, bonds, donations, and local reserves:

- In July 2017 SBCCD received $157 million in FCC Auction Proceeds in exchange for the transition of KVCR TV (District-owned radio/TV station) from UHF to VHF. A portion of these funds have been dedicated to the colleges.
- Local General Obligation Bonds for construction
- Partnership Donations restricted for student and program support
    - San Manuel Donations
    - Foundation Donations
    - Foundation Support
- Categorical Programs
- SBVC Foundation

The budget and monthly expenditure reports are presented at open meetings of the Board and posted on the SBCCD website.

The budget development software is available to the departments and divisions along with a budget memo that includes instructions and parameters that have been set by the DBC, the Chancellor's Office, as well as the SBVC Budget Committee and VPAS. These instructions and parameters take into consideration realistic financial resource information combined with SBCCD and SBVC goals for the year. (10.21)

Analysis and Evaluation

Institutional planning does reflect a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements. Financial planning at the SBVC is closely intertwined with the integrated planning process described in III.D.3. (above) and program review processes, which creates opportunities within each department to look inwardly and take steps towards continuous improvement. SBCCD and SBVC leadership and budget committees are reviewing the District's RAM. (10.30)

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

SBVC maintains budgetary integrity and accuracy by employing Financial 2000, Questica, and Oracle software tools. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools.

Inputs are made at the department level and approved through District fiscal services, including appropriate approvals of College management. Managers have access to view and query current account balances, view transactions, and purchase order balances.

Monthly negative balance reports are distributed to departments, programs, and divisions to help correct over-expenditures within line-item budgets. Oracle does not allow a purchase requisition to be converted into a purchase order without the proper fund balance available to fund the request.

All changes to the budget, as in transfers between accounts and budget adjustments, follow a designated approval process that ultimately includes review and recording by the VPAS and final approval by Fiscal Services and the Board of Trustees. These changes are open for review and scrutiny at the Board meeting and are available on the SBCCD website. The institutional budget is an accurate reflection of institutional spending.

SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his findings and recommendations for corrective action.

SBCCD annual independent audits reflect the use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC and appropriate action is taken to correct any findings immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices. (10.14)

The audit findings are reported at the public meeting of the board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies.

The Board of Trustees and the Chancellor continue to regularly evaluate the management of the District's funds. The Board of Trustees develops annual budget directives to guide the Colleges' and District office's development of the budget. These directives are based upon Title 5 and the *California Community Colleges Budget and Accounting Manual*, and all other related State and federal laws and regulations. The District and SBVC follow conservative business procedures, which are organized into a document library located on the District's Wiki on their website. District fiscal services operations meet State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing. The District Fiscal Services office works with the VPAS to resolve any irregularities in the budgeting and expenditure processes. SBVC vice presidents, deans, and directors are involved in monitoring their budgets and resolving any issues on an ongoing basis. When issues are identified, discussions occur collaboratively with those involved and necessary adjustments are made through the District's financial accounting systems.

Analysis and Evaluation

Using the *California Community Colleges Budget and Accounting Manual* as a guide, the SBCCD and SBVC adhere to all applicable laws and regulations governing the use and monitoring of State funds. Also, the District and College use appropriate tools to maintain budgetary accuracy and conduct financial planning, which involves broad participation from the College and invites input from all campus constituencies.

Budgeting and monitoring expenditures is a shared process with SBCCD. The College's financial management practices are continually monitored by Fiscal Services and the internal auditor to maintain compliance. Internal processes are reviewed on an ongoing basis, and changes are made to resolve issues that arise.

The internal control processes are highly scrutinized at multiple levels within the control structure of SBVC and SBCCD Fiscal Services, including ongoing oversight by the District internal auditor to ensure regulatory compliance and best practices. Any discrepancy or issues that get through the campus control and CBO are brought to SBVCs attention and resolved in collaboration with Fiscal Services and the internal auditor. An external auditor reviews internal controls, management practices, and financial documents annually and reports to the Board. SBCCD responds in a timely manner to any audit exceptions or recommendations

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his/her findings and recommendations for corrective action. SBCCD annual independent audits reflect the appropriate uses of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Audits are conducted annually (10.14)

The college uses budgeting assumptions during budget development and utilizes third-party resources and advisors such as Community College League of California, School Services of California, California Community College Chancellor's Office, and the Department of Finance. The college receives general funds based on the SBCCD RAM. Under this RAM funding is allocated to each college based on the percentage of FTES generated by each college, the number of low-income students, and student success outcomes. These percentages generally hover near 70% SBVC and 30% CHC, for instance RAM allocation for 2017-2018 was 69.91 SBVC and 30.03 CHC, thus the informal phrase used to reference the RAM is the "70/30 split."
In addition, the RAM is also used to allocate revenues that comes to the District, both general and categorical funds. For example, the RAM was used to allocate Strong Workforce funds between the two campuses. (10.6)

Analysis and Evaluation

The institution meets the standard. The institution contracts an external auditor and any issues are provided to SBVC, and appropriate action is taken to correct the finding immediately.

Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices

The RAM is developed by utilizing reliable third-party data, and the multi-year budget forecasts are developed and vetted through the DBC in accordance with AP6200 Budget Development (6.23). DBC is a collegial consultation committee comprised of administrators, faculty, and classified professionals representing SBVC, CHC, and SBCCD. DBC vets drafts of the RAM, budget, and multi-year budget forecast through the campuses for feedback prior to being forwarded to the Board of Trustees for approval.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

As per AP6400 Financial Audits (10.13), an external audit is conducted annually and reported to the Board at an open meeting. The audit findings are posted on the SBCCD website, communicated at the DBC, and communicated to the SBVC Budget Committee.

The external audit is conducted in the fall of each year and submitted to the CCCCO by December 31. Management responds immediately to the audit findings with corrections and implements the correction plan prior to preparation of the final audit report.

Analysis and Evaluation

The institution meets the standard. SBCCD contracts for annual independent audits. SBCCD has an internal auditor who reviews any transactions for irregularities and provides his/her findings and recommendations for corrective action.

SBCCD annual independent audits reflect the appropriate use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. SBVC has an external auditor contracted by SBCCD Fiscal Services. Audits are conducted annually. Findings are provided to SBVC, and appropriate action is taken to correct the finding immediately. Measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices.

The audit findings are reported at the public meeting of the Board. While these findings are posted on the SBCCD website, beginning in 2013-2014, the audit findings are reported to the Budget Committee and College Council for posting and dissemination to constituencies.

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

SBVC follows standard business fiscal procedures, and District Fiscal Services operations meet all State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing.

When financial control issues are identified, administration addresses them and in a timely manner. For example, at the end of the 2019 fiscal year, the external auditor recommended that the District develop a financial closing procedure to ensure regular and timely reconciliation of all accounts with any inconsistencies reconciled and adjusted prior to year-end. (10.31, 10.32) This issue was created due to the implementation of a new enterprise resource management system, which was implemented for the purpose of obtaining fiscal accountability status from the County Superintendent of Schools. Although the implementation of Oracle had been successful, there were challenges with year-end reconciliation and preparation of all accounting entries. The District management achieved this difficult, multi-year goal in July 2019. Now that the Oracle system is fully implemented, management is updating its year-end closing procedures to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger.

SBVCs internal control systems are audited annually by the SBCCD external auditor. The audit findings are reported to the Board each year and posted on the SBCCD website. Any findings are immediately met with an acceptable solution that is implemented and reviewed at the next audit.

Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVCs financial processes and accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

In addition, the institution reviews Board Polices (BP's) and Administrative Procedures (AP's) on a ten-year cycle. The 2019-2020 BP and AP Review Schedule is reviewed and approved by the SBCCD District Assembly Committee. (10.33)

SBCCD and SBVC administration are members of various statewide committees and professional organizations and attend meetings to obtain information about areas of operation that may need to be addressed at the institutional level.

Analysis and Evaluation

The SBCCD and SBVC have worked to worked to identify weaknesses in the District's financial and internal control systems and correct deficiencies.

SBVCs internal control systems are audited annually by the SBCCD external auditor. Financial management processes are reviewed after each audit to identify any areas where improvement can be implemented. The audits include financial statements and discuss the financial management of SBVC in the area being audited. The reports make recommendations about internal controls that could strengthen and improve SBVCs financial processes and

accountability. SBCCD support services also provide direction on improving the effectiveness of fiscal planning, implementation, and operation.

BP's and AP's are regularly reviewed and approved by all constituent groups through the SBCCD District Assembly Committee using a process of first reading, second reading, and then presented to the Board of Trustees for final approval.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District regularly monitors cash flow to ensure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, College and District administration review enrollment reports and compare them to enrollment projections. (10.34)

Fund Balance is used to describe the District's General Fund reserve. At the end of Fiscal Year 2020, the District's unrestricted general fund balance is projected to be $16.2 million, or 14.29 percent of the total unrestricted general fund expenditure budget. The State mandates the District maintain a five percent General Fund reserve. (10.1) Thus, the District has adequate reserves to maintain financial stability and meet financial emergencies and unforeseen circumstances (2019-2020 RAM) The fund balance is expected to decrease to 10.17 percent by the end of Fiscal Year 2020-21 but rise again in 2022-23 to 12.19 percent.

In February 2020, the Board of Trustees (BOT) provided a directive to maintain a minimum range of 10-15 percent in the unrestricted fund balance. (10.35) This level of fund balance is necessary to accommodate the District's cash flow needs in the event that the State experiences a budget shortfall as part of its apportionment to Districts.

SBVC has fiscal policies and procedures to ensure sound financial practices and financial stability. BP/AP6200 Budget Preparation (6.23), BP/AP6250 Budget Management (10.8.1, 10.8.2), BP/AP6300 Fiscal Management (10.9.1, 10.9.2), BP/AP6320 Investments (10.10), BP/AP6330 Purchasing (10.11), BP/AP6340 Contracts (10.12), and BP/AP6400 Audits (10.13) are maintained and employed by SBCCD Fiscal Services and tested for compliance annually by the outside auditor.

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. (10.5) Finally, the Board has created a Standing Board Finance Committee to review any financial activity of the District. (10.36)

SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs, thereby, alleviating the general fund from these costs.

Return to Agenda

SBCCD and SBVC are covered by the SWACC, which is a joint power authority (JPA). It was formed for the purpose of providing the services and other items necessary and appropriate for the establishment, operation, and maintenance of a joint program for liability and property damage claims against public agencies. In addition, it also provides a forum for discussion, study, development, and implementation of recommendations of mutual interest with other joint programs. The third-party administrator for SWACC is Keenan and Associates. The board of this co-op has determined that the amount of coverage for SBCCD is sufficient to meet the needs of each college.

Analysis and Evaluation

SBCCD and SBVC have sufficient financial reserves and strategies to maintain financial stability. SBVC maintains a fiscal reserve and fund balance that is projected five years out. The Board of Trustees practice conservative and prudent risk management and cost control measures to mitigate SBVCs reliance on the same.

SBCCD and SBVC have taken on a very proactive approach to fund the retirement costs; thereby, reducing the stress to the General Fund.

The large financial emergencies and unforeseen occurrences are addressed by the SBCCD reserve. SBCCD has various risk-management programs covering property and liability impacts, workers compensation programs, etc. that provide coverage for any catastrophic event(s) impacting SBVC. SBCCD has several processes in place to provide appropriate risk-management strategies, including mandated cash reserves, additional reserve balances, and spreading the risk by membership in SWACC. Membership costs for participating Districts in the SWACC are determined on actuarial studies. Sufficient funds exist to cover significant incidents.

SBCCD depends on the state apportionment for funding its budgets. Delays (deferrals) in the distribution of funds may require SBCCD to engage in annual short-term borrowing from the county treasury in the form of an interest-free tax revenue anticipation note (TRANS) or similar instrument. The Board may approve inter-fund transfer or borrowing if cash-flow issues arise.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

As an accredited institution, SBVC is eligible to administer financial aid as authorized by State and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. SBVC has been granted authority to participate and disburse Title IV, State, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference

- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Annually updates the *Financial Aid Policy and Procedures Manual* to conform to current laws and regulations. The manual outlines all processes within the Financial Aid office
- Works in cooperation with Admissions and Records, Counseling, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Administrative Services to assure the funding, awarding, and disbursing of funds.
- Meets all deadlines and regulations in a timely and accurate process.

External funding agencies (federal, State, county, and local) require SBVC to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. Each September the SBVC provides the federal government with the annual Fiscal Operations Report and Application to Participate (FISAP). This report covers grants, loans, and work-study awards and payments. The Financial Aid office also provides required reports through the Common Organization and Disbursement (COD) system of the U.S. Department of Education (DOE). In addition, the District external auditor performs an audit each summer to ensure compliance with all reporting requirements. The California State Aid Commission (CSAC) performs regular audits approximately every five years or when determined by this commission.

Extended Opportunity Programs and Services (EOPS), a State-funded categorical program that provides support services to financially disadvantaged students, is another program that requires detailed oversight of funds provided. Fund awards to students include book grants and loans, gas cards, parking permits, supplies for classes, and CARE academic grants. To participate, students must qualify by meeting several criteria that establish need. The College must submit to the State a program plan for each EOPS student showing how EOPS funds will be spent. The EOPS department submits midyear and year-end reports to the State that show all program financial transactions. The District's external auditor also performs an audit of this program.

The Grants Director prepares applications for grants and other externally funded categorical programs in alignment with the SBVCs Educational Master Plan. The Grants Office maintains a Proposal Development (pre award) Grants Handbooks and a Project Director (post award) Handbook. (10.37) The offices of Business Services and Fiscal Services work closely with the grant directors and Administrative Services to provide necessary training on grant administration and reporting requirements. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted District, State, and federal audit practices. Current list of grants awarded to SBVC is available on the campus website. (10.38)

Programs that are fully or partially funded externally, such as the child-care center, are audited as a component of the District's annual audit. The audit findings are reported to the Board of Trustees (BOT). Financial activity of externally funded programs is also reported to the BOT regularly. The Vice Chancellor of Fiscal Services and/or the Director of Fiscal Services meets with the Vice President of Administrative Services from each of the District's two colleges in a fiscal services planning meeting, usually held once each month, to discuss financial performance and corrective action as necessary.

Return to Agenda

The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for general and committee BOT meetings. The BOT reviews all contracts and agreements and votes on approval at their monthly public sessions.

Foundations in the District are established as nonprofit organizations (501c3) to support students with scholarships, gifts such as gas cards, and grants and loans to buy books (10.39). The SBVC Foundation has its own board as an entity separate from the District. The SBVC Foundation (10.40) also has bylaws governing its activities. It has an office on campus staffed by full- and part-time employees. The College President serves as the secretary, and the VPAS as the treasurer, providing oversight of investments, fund management, expense approvals, budget development, and budget management. The VPAS also presents budgets, income/expense reports and investment reports to the Foundation board at executive committee and quarterly board meetings. The Foundation hires an independent CPA to review and audit financial records annually (10.41). The Foundation student scholarships awarded are reported to the Financial Aid office. (10.42, 10.43, 10.44, 10.45)

Annually each June, the BOT establishes signature authorization according to Education Code §§ 17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated District administrators to sign orders drawn on District funds and notices of employment. To certify the authorization, the District requires that the certification-of-signatures form be filed with the San Bernardino County Superintendent of Schools. The Board has approved the Chancellor, Vice Chancellor of Fiscal Services, Business Manager, Director of Fiscal Services, and the Vice Chancellor of Human Resources various levels of signature authority, including District orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

Finally, the District maintains an Office of Internal Audits, which reports to the Chancellor and Vice Chancellor of Fiscal Services and to the BOT as needed. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the BOT regarding status of the annual audit recommendations.

Analysis and Evaluation

District Fiscal Services along with the SBVC Office of Vice President of Administrative Services carries out oversight of all District financial resources according to state regulations and accepted accounting practices, including but not limited to management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Return to Agenda

Evidence of Meeting the Standard

SBCCD Board of Trustees receives monthly Budget Reports and monthly General Fund Cash Flow Analysis. In addition, SBCCD prepares a five-year multi-year forecast. Finally, the Board has created a Standing Board Finance Committee to review any financial activity of the District. SBVC has invested $5 million, and SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs, thereby alleviating the general fund from these costs. (10.36)

Each year the District Fiscal Services department updates the resource allocation model following the January announcement of the Governor's proposed budget. The model includes general fund projections for income based upon the most current data available from the State Chancellor's Office. Along with updates of information from the State Chancellor's Office, these projections function as the basis of projection for the next four years. The allocation model includes assumptions for General Fund income and expenses. (10.45, 10.46)

The District sets aside and invests funds or plans future revenues dedicated to the payment of long-term and future liabilities. These long-term obligations consist of general obligation bonds, workman's compensation claims liability, compensated absences, other post-employment benefits (OPEB) liability, and pension obligation. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. Workers' compensation claims paid are drawn from the District Self-Insurance Fund. The compensated absences, pension obligations, and the balances of the net OPEB liability are paid according to the fund under which the employee worked.

Analysis and Evaluation

The SBCCD uses its RAM which is updated by the Fiscal Services department and reviewed by DBC when relevant new information becomes available, to assure that the District has funds, or a plan for future funds, to meet all anticipated liabilities.

Long-range planning for facilities has primarily been accomplished through bond Measures P, M, and CC. Most buildings have been complete for some time now, and the remaining will begin construction by the last quarter 2025. Accordingly, cost-loaded long-range maintenance and repair/replacement plans will need more attention, sophistication, and granularity in detail and have been incorporated into the SBVC financial plan. Additionally, educational and operational equipment replacement are included in long-range financial planning, even if it must be deferred in the year of replacement. (10.47)

II.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

SBCCD has invested approximately $9 million to pre-fund Other Post-Employment Benefits (OPEB). As of April 28, 2019, the last actuarial date, the Net OPEB liability was $1,652,713. Furthermore, SBCCD has invested $50 million into the Pension Rate Stabilization Trust administered by PARS. The funding from this trust can be used to fund any retirement costs thereby alleviating the general fund from these costs.

Analysis and Evaluation

SBVC and SBCCD plans for and allocates sufficient resources to cover short-term and long-term liabilities for OPEB and other employee-related obligations.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Each year, SBCCD assesses SBVC the funds necessary for the payment of liabilities and future obligations to ensure appropriate funds are available. These liabilities and future obligations include Other Post-Employment Benefits (OPEB). The amount of these obligations is determined by the Governmental Accounting Standards Board (GASB) Statements 74 and 75 for public sector employers to identify and report their Other Post-Employment Benefits (OPEB) liabilities.

In 2013-14, District Fiscal Services worked with DBC to establish a Futurist trust to fund future OPEB benefits. (10.48) The SBCCD's Futurist Trust (the Trust) is an irrevocable governmental trust for the purpose of funding certain post-employment benefits other than pensions. SBCCD has created a Retirement Board of Authority consisting of District personnel to oversee and run the Futurist Trust. SBCCD has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the District. In 2018-19, this trust fund covered 91 percent of the District's anticipated total OPEB liability. (10.49)

Analysis and Evaluation

The SBCCD plans for payment for all its liabilities, including Other Post-Employment Benefits (OPEB). SBCCD assures that its plans for satisfying all its liabilities is kept current.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

SBVC annually assesses and allocates funds for the repayment of locally incurred debt. Debt is managed by SBCCD. Since 2014, SBCCD has repaid prior local debt. Also, the debt incurred by the supplemental early retirement plan (SERP) that was offered to employees in 2011 has been entirely repaid. Currently, local debt exists only for OPEB as mentioned in III.D.12. (above).

Return to Agenda

The OPEB liability is near fully funded (91%) as the District has set aside committed funds for that liability. (Ev. #)

Analysis and Evaluation

SBVC assesses and allocates funds for the repayment of locally incurred debt. The District manages debt.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The auditing of all financial resources related to bond, fundraising efforts through the SBVC Foundation, and auxiliary activities are performed in accordance with generally accepted auditing standards and the Government Auditing Standards. The review of SBVC's financial resources -- including debt instruments, auxiliary activities, and grants -- is completed annually within the scope of the District audit. (10.14)

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee, members of which were appointed to oversee two general obligation bonds: Measure M, a $500 million bond passed in February 2008, and Measure CC, a $470 million bond passed in November 2018. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures and the external audits of the District's bond program to verify that the expenditure of the funds are consistent with each bond measure's stated purpose. (10.51, 10.52)

Grant resources are monitored by the grant director and responsible administrator, who ensure that grant expenses and actions are in full adherence with the intended purpose of the grant. Revenues and expenses are handled in accordance with District policies and procedures as well in compliance with all federal and State requirements. The grant director produces an annual report to account for expenditures and update the grant providers on the progress of grant actions.

Analysis and Evaluation

As evidenced by the results and conclusions of District annual audit review and the accountability reports for the grants, all financial resources of the SBVC are used with integrity for their intended purpose.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies

Evidence of Meeting the Standard

SBVC participates in state and federal financial aid programs and monitors student loan default rates. The College participates in the state Cal Grant and BOG waiver, in addition to federal grant programs including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

SBVC participates in private Sallie Mae student loans by providing information to the prospective lenders regarding the student's attendance and course load, and "total cost of attendance," certifying the maximum loan amount for the student. SBVC does not monitor the default rate of these loans, as they are private loans and the applicants must have a credit check and/or co-signor cosigner for the loan. The funds, however, are dispersed to the students through the institutional Financial Aid Office and CBO for security and accountability.

SBVC administered the now sunset federal FFEL program. SBCCD had a combined default rate of 24.77 percent in 2010, and 21.3 percent in 2009. SBVCs default rate for this program was 24 percent for the last cohort year 2009-2010, just below the federal guideline of 25 percent. SBVC currently administers the federal Perkins loan program. While the College Financial Aid Office processes the applications, the program is administered by Fiscal Services and managed by Affiliated Computer Services Inc. (ACS), a contracted loan servicing company. ACS services the loans, monitors defaults, and sends defaults to collections and to the CCCCO's Tax Offset Program, which garnishes state tax returns for potential collection.

Analysis and Evaluation

SBVC participates in State and federal programs that provide grants and loans to its students. The College monitors all funds it receives from such programs, including default rates, when required to do so. Also, SBVC accounts for District assets using appropriate records and inventory procedure. (10.53)

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

SBVC and SBCCD have fiscal policies and procedures to ensure contractual agreements are consistent with the mission and goals of the institution: BP/AP6300 Fiscal Management (10.9); BP/AP6330 Purchasing (10.11); and BP/AP6340 Contracts. (10.12)

Return to Agenda

SBVC has agreements that are processed through the SBCCD Fiscal Services Business Office and submitted to the Board for approval. These agreements allow SBVC to provide services to students and to help with the institutional mission and goals. BP/AP6340 governs this process. Each manager who initiates a contract is responsible for the oversight and performance of the contract. Termination clauses in the agreements can be invoked when a contract is not meeting the scope and standards of the agreement. The Office of the Vice Chancellor of Fiscal Services provides oversight in the contracting process with the campus. Guidelines and timelines are established and distributed yearly to SBVC.

Architectural, program-management, and construction-management contracts or services are contracted by SBCCD and managed by SBCCD's Facilities and Planning Department in coordination with SBVC. These services provide institutional support with ongoing maintenance, new construction, and reconstruction projects. These projects are outlined in the FMP and the five-year Scheduled Maintenance Plan. Any material changes in the plan, such as projects added to the Measure M bond project list, are in collaboration with SBVC. The Measure CC program management procedures, developed in collaboration with SBVC and updated in 2019, govern internal controls for contracting, invoicing, payments, contract changes/amendments, etc. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consult with SBCCD bond and/or construction attorneys. The bond program's controls and processes, including financial, are included in the program implementation plan and are reviewed and updated annually. (10.54, 10.55)

SBVC uses vendors to provide outside services by contract, such as maintenance agreements with companies that help maintain the plant operations of the institution. There are also contracts for services that enhance campus operations and/or classroom environments, such as security (e.g., Brinks Security), maintenance of copy machines and mailing machines, and hazardous waste removal.

In the Athletics Department, there are numerous annual contracts, which include transportation, game management, and equipment repairs. SBVC also contracts with local K-12 institutions, which provide services to high school students who are dual-enrolled in both their high school and SBVC. There is also an agreement with the San Bernardino County Sheriff's Office allowing students in the academy classes to receive credits and certification of program completion.

Analysis and Evaluation

There are numerous (nonpublic works) contracts, both annual and one-time, to support the college educational programs and operations. All managers are required to review contracts, sign a contract coversheet, and submit it to the BOT for approval through District Business Services. Contracts are all effectively governed by California Public Contract Code and BP/AP6340 Contracts. (10.12, 10.56, 10.57)

Conclusions on Standard III.D. Financial Resources

SBCCD and SBVC conduct financial matters with integrity. SBCCD utilizes Oracle software for budget control. SBCCD has a strong reserve, and SBVC currently has a healthy fund balance. SBCCD has sufficient funds for other post-employment benefits (OPEB) and debt management. Liability and property damage insurance is covered through the Statewide Association of Community Colleges (SWACC) and administered through a third-party vendor. SBCCD and SBVC undergo annual outside audits, and there have been no audit exceptions in the past two years. SBVC regularly provides oversight documentation to external funding agencies and has oversight of financial aid and the SBVC Foundation.

The SBVC Budget Committee advises on planning, issue management, and communication. Specifically, the Budget Committee develops annual budget assumptions, recommends reserve and contingency funds, identifies discretionary monies, and reviews and develops strategies for funding campus priorities. Throughout the year, the Budget Committee articulates and clarifies the budget development and management process for the campus community, including training, promoting budget awareness, and maintaining the transparency of budget decisions. The Budget Committee chair reports on the fund balance at each College Council meeting.

SBCCD and SBVC maintain transparency in budget operations. Audit results are posted on the SBCCD website. The chancellor and SBVC president regularly address budget matters on opening day, disclosing the Resource Allocation Model, developmental budget for SBVC, budget deficits and/or fund balance, and funding of prioritized needs assessment items.

Improvement Plan(s)

Evidence List

10.1 Resource Allocation Model
10.1.1 District Budget Committee
10.2 DBC Minutes 8.16.18
10.3 DBC Minutes 2.20.20
10.4 19-20 Budget with Mulit-Year forecast
10.5 17-18 RAM Multi-Year Forecast
10.6 DBC Recommendation SWF
10.7 DBC Minutes 5.21.20
10.8 BP/AP6250 Budget Management
10.9 BP/AP6300 Fiscal Management
10.10 BP/AP6320 Investments
10.11 BP/AP6330 Purchasing
10.12 BP/AP6340 Contracts
10.13 BP/AP6400 Audits
10.14 2018 District Audit
10.15 Final Fa 19 Program
10.16 Funding Flowchart
10.17 SBVC Budget Committee

Return to Agenda

10.18 SBVC Budget Committee Charge and Membership
10.19 Budget Committee Agenda 12.5.18
10.20 Budget Committee Agenda 12.5.18
10.21 Budget Committee Agenda 9.8.19
10.22 Budget Committee Presentation 9.8.19
10.23 Budget Committee Minutes 9.8.19
10.24 Academic Senate Agenda 9.4.19
10.25 Academic Senate Budget Presentation
10.26 Budget Update College Council 5.13.15
10.27 Budget Basics
10.28 Managers Meeting 7.27.17
10.29 Developmental Budget Instruction 2020-2021
10.30 2.20.2020 DBC Meeting Materials
10.31 Purchasing Cut Off Memo 2017
10.32 Purchasing Cut Off to Manager
10.33 BP/AP Review Cycle
10.34 FTEs & Productivity BOT Report
10.35 2.13.2020 Board
10.36 BOT Finance Committee
10.37 Grant Handbooks
10.38 SBVC Grants Awarded
10.39 Scholarships
10.40 SBVC Foundation
10.41 SBVC Foundation Minutes 11.14.18
10.42 SBVC Foundation Budget 2019-2020
10.43 SBVC Foundation Audit 2019-2020
10.44 SBVC Foundation Agenda 6.10.20
10.45 May 2020 Fiscal Services Update
10.46 July 2020 Fiscal Services Update
10.47 5 Year Plan Deferred Maintenance
10.48 Actuarial Study of Retiree Health Liabilities as of February 1, 2014
10.49 Futuris Benefits Trust Annual Letter - July 2020
10.50 Actuarial Study of Retiree Health Liabilities Under GASB 74/75
10.51 Citizens Bond Oversight Committee 2018
10.52 citizens_bond_oversight_committee_meeting_agendas_minutes_website.
10.53 AP6500 Property Management
10.54 Measure CC
10.55 Facilities, Planning, and Construction
10.56 Doing Business with the District
10.57 Bid Announcements

Return to Agenda

Return to Agenda

IV.A Decision-Making Roles and Processes

IV.A.1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, classified staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.

Evidence of Meeting the Standard

AP2510 Collegial Consultation (2.8) describes the campus committee structure. The committee structure is designed to promote new ideas for the improvement of campus plans, processes, and programs. Campus committees are inclusive of all campus constituency groups. Managers are assigned to committees by President Cabinet. Faculty are assigned to committees by the Academic Senate. Classified professionals are assigned to committees by CSEA and Classified Senate. All campus meetings have an open attendance policy, and anyone is welcome to contribute.

Campus communication is designed in a manner that allows individuals on campus to put forward their ideas for consideration. The campus communication flowchart (1.10.1) captures this aspect of the process. Campus plans are communicated to the campus through committee minutes, newsletters, and public forums before they are implemented.

Additionally, the president informally encourages campus participation by visiting all division meetings with the executive team at the beginning of each semester to provide all faculty members with an opportunity to provide input about campus practices and policies, and each month the president and executive team hold open hours for faculty, classified professionals, and students to drop in without appointments to discuss campus issues (11.1).

SBVC holds campus meetings where members of the community are invited to participate in strategic planning (2.22). These meetings involve providing attendees with data on student performance, updates on programs, updates on facilities, and more. Each year, Campus Climate Surveys (1.3.1) are distributed to campus constituency groups. Results from the Leadership and Governance section of the faculty, classified professional, and manager surveys indicate that the majority of employees agree that they have a substantial voice on campus, are encouraged to be innovative, and have opportunities to serve on committees.

One example of how ideas move through the campus and become reality is the Valley 360 Resource Center, which was brought forward by ASG to College Council in August 2017 and after consultation with constituencies, community outreach and partnerships, the Valley 360 Resource Center became reality in November 2017. A clothing pantry has been added to the Valley 360 Resource Center in the past two years (6.18).

Another example of how the campus supports new practices is the Basic Skills Committee role in providing grants to faculty to initiate innovative programs to support student success in the area of basic skills (11.2).

Return to Agenda

Analysis and Evaluation

The current SBVC campus leadership has established a culture of open communication where innovation is encouraged. Participative processes are integrated into strategic planning and program development through formal and informal structures (11.1).

Institutional structures have been constructed to encourage input and participation for all campus constituencies and community stakeholders. Committee meetings (and the published minutes), campus workshops, campus & community forums, together with informal opportunities to provide feedback to the campus executives are all evidence of an open, inclusive, and transparent decision-making process (2.22, 2.44).

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

AP2510 Collegial Consultation (2.8) establishes the procedure for administrative, classified, faculty, and student roles in decision-making processes. Committee memberships includes managers, faculty, classified and student representation on major collegial consultation committees, including District Assembly, College Council, Accreditation and SLO Committee, Curriculum, Enrollment Management, Facilities and Safety, SSSP (formerly Matriculation Committee), and Program Review (11.3).

AP2510 Collegial Consultation (2.8) clearly makes provision for and encourages student participation. Associated Student Government (ASG) appoints student representatives to these important collegial consultation committees (11.4). ASG student representatives receive training from the Office of Student Life on the importance of collegial consultation and how they can use collegial consultation to effect change on campus (11.4.1).

The Campus Committee Structure is typically reviewed in Academic Senate every two years (2.41). Any recommended changes to the committee structure is shared at College Council. College Council members can share these changes with their constituency groups prior to adoption. Changes to the campus committee structure can be done outside of the two-year review by the Academic Senate and can be brought forward to College Council by any constituency group or committee. The Campus Committee Structure is implemented each year with the appointment of new members by AGS, President's Cabinet, Academic Senate, CSEA, and Classified Senate (2.46).

The Governance Philosophy expressed in AP2510 Collegial Consultation (2.8) states that San Bernardino Valley College is committed to the idea of Collegial Consultation as assured in BP/AP2510:

> We acknowledge the rights and responsibilities accorded to all parties within the District to participate effectively in District consultation and support the establishment of procedures whereby faculty, staff, and students are ensured of appropriate consultation on matters affecting them.
>
> We believe that groups of individuals working together to pool their knowledge, experience, and perspectives are an integral part of the decision-making process at SBVC, and the development of policies and procedures for college governance benefits greatly by involving those with appropriate expertise and those who will be most affected by those policies and procedures.

Which ensures that students and classified professionals are involved in collegial consultation.

Analysis and Evaluation

Administrative procedures provide the opportunity for all staff and students to influence the development of policy and the development of programs. Additionally, all campus meetings are open, and attendance of non-committee members is encouraged (2.22, 2.44). When ad-hoc or special planning committees are convened every effort is made to include all constituencies as per SBVCs governance philosophy stated in AP2510 Collegial Consultation (2.8).

AP2510 Collegial Consultation (2.8) provides for student participation in campus governance and ASG assigns student representatives to major committees each year (11.4.1). Student attendance and at collegial consultation meetings is often minimal. The Director of Student Life was invited to the July 8th, 2020 Academic Senate Executive Committee meeting to discuss how to improve student participation in shared governance (11.5).

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Administrators and faculty have substantive and clearly defined roles in campus and District policies, planning, and budgeting.

Administrators and faculty have a substantial voice in the development and revision of policies and procedures. In accordance with BP/AP2410 Board Policies & Administrative Procedures (2.33), the District Assembly (DA) committee is charged with maintaining the BP/AP review cycle. Any changes to BPs/APs come through DA for review and approval and then forwarded to the Board of Trustees for approval. Administrators and faculty are represented on DA, and appropriate constituencies have feedback into BPs and APs (11.3.1).

BP/AP2510 Collegial Consultation (2.8) ensure administrators and faculty are included as voting members in committees such as College Council, SSSP, Program Review, Accreditation and Outcomes, Enrollment Management, Campus Budget Committee, and District Assembly (11.3, 11.3.1).

Return to Agenda

The charges and membership for District Budget Committee, District Institutional Effectiveness Committee and District Program Review ensure administrative and faculty representation on these committees (11.3.2, 11.3.3, 11.3.4).

Committees that address academic and professional matters as per Title 5 Regulation, Article 2, Section 53200 operate under the purview of the Academic Senate. AP2510 Collegial Consultation (2.8) acknowledges the authority of the Academic Senate in the charge and membership for the Curriculum Committee, Program Review Committee and Student Success Committee (formerly Matriculation).

Campus and District Program Review Committees have administrative and faculty membership that participate in the needs assessment ranking process (11.3.5). Campus Budget Committee and District Budget Committee also have strong administrative and faculty membership (11.3.6, 11.3.2).

Analysis and Evaluation

Administrators and faculty participate fully in areas of institutional policies, planning, and budgeting

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

As per Title 5 Regulation, Article2, Section 53200, AP2510 Collegial Consultation (2.8) and BP4020 Program, Curriculum, and Course Development state that the Curriculum Committee (4.11.1) operates under the purview of the Academic Senate and in accordance with the Senate-approved Curriculum Handbook. The Curriculum Handbook (2.45) outlines the appropriate involvement of the faculty, the Academic Senate, and administrators in making recommendations in the areas of curriculum and academic standards. The AP2510 Collegial Consultation (2.8) and the Curriculum Handbook (2.45) dictate the composition of the Curriculum Committee composed of faculty assigned by the Academic Senate, the VPI, managers, students, articulation officer, and classified professionals (11.3).

Curriculum Committee Charge: Under BP2510 Collegial Consultation (2.8), the Academic Senate has a responsibility to make recommendation with respect to Academic and Professional matters. Curriculum is an academic matter and, therefore, the Curriculum Committee is authorized by the Academic Senate to make recommendation about the curriculum of the college, including (2.45):

- approval of new courses;
- deletion of existing course;
- proposed changes in course;
- periodic review of course outlines;

- approval of proposed programs;
- deletion of programs;
- review of degree and certificate requirements;
- approval of prerequisites and co-requisites; and
- assessment of curriculum as needed.

In addition to course review, approvals, and modifications, the committee has a focus on Title 5 compliance, Distance Education (DE) modality approval, and statewide mandates (11.6, 4.47). All curricular changes are approved by the Board of Trustees (4.11.1, 11.7).

SLOs are included on the COR. SLOs are evaluated using the SLO Rubric developed by the A&O Committee and approved by the Academic Senate (2.42, 2.11).

The Program Review Committee reviews instructional and non-instructional departments and make recommendations for improvement in student learning programs and services through the needs assessment and program efficacy processes. The committee's charge recognizes the purview of the Academic Senate and the committee's membership ensures the participation of administrators, classified professionals, and students (11.3, 11.3.5).

In addition to the Curriculum and Program Review Committees, AP2510 Collegial Consultation (2.8) established faculty and administrative membership for a number of committees that address curriculum and student learning programs and services on campus. These include the Enrollment Management and Student Equity Committee, Basic Skills Committee, the Honors Committee, Accreditation and Outcomes Committee, the Distance Education Committee, and the Technology Committee (11.3).

Analysis and Evaluation

Policies, procedures and processes are in place to ensure administrators and faculty have responsibility for recommendations about curriculum and student learning programs and services.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The policies on governance procedures specify appropriate roles for all administrators, faculty, staff, and students. These policies and processes are established and published by various groups at the campus and district. AP2510 Collegial Consultation (2.8) describes the District, Campus, and governance structure. AP2510 affirms the participation of all constituency groups in decision-making processes. Campus processes allow for the implementation of plans, policies, curricular changes, reports, and initiatives in accordance with internal and external deadlines.

Article 3 of the Classified Senate Constitution (11.8) discusses the role and purpose of classified professionals in collegial consultation.

Similarly, ASG's website includes a section on shared governance and ASG's constitution outlines expectations of student officers in shared governance (11.4, 11.4.3).

The Academic Senate's website includes faculty roles in governance and collegial consultation under Title 5 of the California Code of Regulations, Section 53200 Definitions, commonly known as the 10+1 (11.9). The Academic Senate By-Laws and Constitution outline the purpose and role of the Academic Senate in the campus governance structure (11.9.1). The SBCCDTA contract ensures faculty participation on campus committees (11.10). Faculty committee assignments are made by the Academic Senate (2.46).

Management job descriptions include a description a manger's role in campus and or District leadership (11.11).

Analysis and Evaluation

Campus decision making relies on appropriate expertise based on Title 5, constituency purview, labor bargaining agreements, and committee structure. The campus acts on plans, policies, curricular changes, reports, and initiatives at the local, state, and national level in a timely manner. Manager, Faculty, and Classified Professional Campus Climate Surveys indicate that the majority of managers, faculty, and classified professional feel they have a voice in developing policy and planning (1.3.1).

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The processes for decision-making are documented in AP 2510 Collegial Consultation (2.8), Academic and Classified Senate By-Laws (11.9.1, 11.8.1), committee charges and membership (11.3), CSEA and CTA contracts (11.12) and illustrated by the SBVC Communication Flowchart (1.10.1). Policy and planning decisions are communicated on several campus websites including the president's website (11.13), the ORPIE website (1.2), the President's Newsletter (2.43, 1.43.2), and meeting agendas and minutes (2.11.1). In addition, the campus has formal communication channels for communicating policy changes, including announcements and presentations on Opening Day and Flex Days (2.7.1, 2.7.2, 0.18.3). Decision making processes include discussion and feedback from campus collegial consultation committees who are charged with sharing information with their constituencies.

The Board of Trustees provides for a regular opportunity through which the following campus representatives and constituents can report and provide their particular perspectives at each Board of Trustees meeting (11.14):

- Campus President
- Academic Senate

Return to Agenda

- Classified Senate
- Associated Students
- CSEA
- CTA

Analysis and Evaluation

Decision-making processes are publicly available. Processes are in place to distribute information regarding policy and planning decisions. As noted in Standard I.C., campus communications would benefit from distributing information to the entire campus in multiple formats. Additionally, committee members could be more diligent about reporting out to their constituency groups, and with regard to posting minutes.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

AP2510 Collegial Consultation (2.8) is regularly reviewed as part of the BP/AP Review process. The BP/AP review process is run by District Assembly and allows the opportunity for all constituencies to participate in evaluation and revision of AP2510 Collegial Consultation (11.15).

The campus committee structure is reviewed by Academic Senate biennially for relevancy and effectiveness. Committees can be formally and permanently added to the campus committee structure at any time should the need arise. The Guided Pathways Committee began as an ad-hoc of the Academic Senate. Over time the committee recognized a need to be a permanent committee and developed a formal change which was presented to and approved by the Academic Senate in spring 2019 (11.16).

Leadership positions for faculty, classified, and student bodies are elected and evaluated in accordance with their by-laws (11.9.1, 11.8.1, 11.4.3). Faculty Department Chairs and Faculty Leads are identified and evaluated in accordance with SBCCTA Contract (11.10.1).

Campus plans such as the EMP, FMP, and Strategic Goals and Objectives, while living documents, have established review cycles (2.27, 1.13, 0.27).

Annual Campus Climate Surveys, student success data, local, regional, state and national reporting, committee surveys, and committee evaluations also serve to evaluate and improve campus plans and processes (1.3.1, 2.22, 2.13.1, 2.40).

Analysis and Evaluation

SBVC leadership roles, governance structures, decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness.

Conclusions on Standard IV.A. Decision Making Roles and Processes

The college committee structure offers an effective method of two-way communication between campus leadership and campus constituencies. Faculty, classified professionals, and students are appointed by Academic Senate, Classified Senate, and student government (11.3). Committee meetings are open to all who want to attend. Committee chairs or their designees also attend College Council meetings.

College Council serves as the primary structure for broad-based input from all college constituencies. Co-chaired by the campus president and the academic senate president, College Council meets bi-monthly; the membership includes committee chairs from all campus collegial consultation committees and the entire executive team (11.3).

The Program Review Committee, under the authority of the Academic Senate, regularly assesses the efficacy and needs of campus programs (11.3.5).

Campus Climate Surveys provide all members of the campus community with a voice to evaluate policies, procedures, and decision-making process (1.3.1).

Performance evaluations for managers provide stakeholders on campus and in the community with an opportunity to evaluate specific managers (11.17).

SBVCs strong committee and governance structure was an asset to the college during the COVID-19 crisis. Committees continued to meet online and make recommendations on how the campus respond to COVID-19 (2.47). In addition to regular email updates, the president initiated bi-weekly campus updates via Zoom that are well attended (11.19). Administration was responsive to concerns identified by campus constituencies.

Improvement Plan(s)

Evidence

11.1 President's Open Office Hours
11.2 Basic Skills Minutes
11.3 SBVC Committee Membership List
11.3.1 District Assembly Committee Membership
11.3.2 District Budget Committee List
11.3.3 District Institutional Effectiveness Committee List
11.3.4 District Program Review Committee List
11.3.5 College Council Member List
11.3.5 Program Review Committee List
11.3.6 Campus Budget Committee List

Return to Agenda

11.4 ASG Webpage
11.4.1 ASG Student Representation
11.4.2 ASG Student Training
11.4.3 ASG Constitution
11.5 Academic Senate Executive Committee Minutes 7-8-20
11.6 Program and Course Approval Handbook
11.7 Board of Trustees Agenda 6-11-20 beginning p. 49
11.8 Classified Senate Constitution
11.8.1 Classified Senate By-Laws
11.9 Academic Senate Webpage
11.9.1 Academic Senate By-Laws
11.10 SBCCDTA Contract, p.22
11.10.1 SBCCDTA Contract, p. 86
11.11 Management Job Descriptions
11.12 CSEA and CTA Contracts
11.13 President's Webpage
11.14 Board of Trustees Minutes 4-09-20 p. 4
11.15 District Assembly Constitution
11.16 Academic Senate Minutes - 3-20-19
11.17 BP/AP7250 Educational Administrators
11.18 President's COVID-19 Bi-Weekly Campus Updates

IV.B Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

The College President serves as the chief administrative officer. BP2430 Delegation of Authority to the Chancellor (12.1) states, “The Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.” The college president’s job description further identifies the college president as the chief administrative officer (12.2).

The president ensures that campus planning documents such as the EMP are aligned with the college mission (1.7, 1.17). The president, in collaboration with vice president of instruction, vice president of student services, vice president of administrative services, and dean of research, planning and institutional effectiveness, has created an evidence-based campus culture with a focus on equity and student success. The campus president is an advocate for equity and student

success and is the driving force behind Generation Go! and the College Promise programs on campus (3.37, 4.33).

Analysis and Evaluation

Under the president's guidance, the campus has strengthened ties between campus data, strategic goals, and educational planning to increase student access and success. For instance, during her first semester on campus, the president was tasked with taking over the development of the Comprehensive Master Plan (CMP) for the campus. While ensuring collegiality, President Rodriguez successfully realigned the existing draft with the campus mission and strategic initiatives. The CMP includes realistic goals for student success that were developed using campus and community data (12.3). The president practices transparency in all that she does, short- and long-range institutional planning is shared with campus constituencies and the surrounding community (2.7).

IV.B.2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The college president's job description includes a lengthy list of the qualifications, duties, and responsibilities, including the delegation of authority (12.2). Accordingly, the president delegates authority to the VPs, deans, and other administrators to act within the scope of their position and job description. The SBVC Organization Chart illustrates the formal administration structure on campus (12.4). AP2510 Collegial Consultation Collegial (2.8) speaks to the campus's governance philosophy and collegial consultation processes.

The SBVC president works with President's Cabinet and Chancellor's Cabinet and takes input from campus constituencies and collegial consultation committee to evaluate the administrative structure at SBCCD (11.1). The president has stabilized upper administration and worked with the SSSP Committee, SSSP Plan, and Academic Senate to grow and stabilize the administrative structure on campus, particularly in the area Student Services. Recently, the president has worked with the VPI and appropriate deans to centralize the tutoring and instructional support services, thereby increasing access for all students (5.7, 5.1).

Analysis and Evaluation

As per BP2430 Delegation of Authority to the Chancellor, BP2510 Collegial Consultation, and the job description for the college president, President Rodriguez delegates authority to campus administrators, supervisors, and faculty as is appropriate and consistent with their responsibilities (12.1, 2.8, 12.2). President Rodriguez is patient and intentional, seeking to hire administrators, faculty, and classified professionals who embody the campus mission.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;

- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard

President Rodriquez has maintained the collegial consultation process described in AP2510 Collegial Consultation and the 2014 College Governance Handbook (2.8, 12.5). Collegial consultations committees include Accreditation and Student Learning Outcomes, Facilities and Safety, Technology, Budget, Professional Development, and Enrollment Management. The Matriculation/SSSP, Curriculum, and Program Review Committees are collegial consultation committees that operate under the authority of the Academic Senate (11.3). The chairs of collegial consultation committees along with CSEA, CTA, and Student Government have a seat on College Council (11.3.5).

The College Council has three primary functions: planning, issue management, and communication. The college planning function includes the college Educational Master Plan (EMP), thereby developing the college's Education Strategic Plan (2.27, 2.6). The EMP includes the Program Review's annual needs prioritization, Technology Plan, Five Year Construction and Facilities Plan, Enrollment Management Plan, Basic Skills Plan, and Professional Development Plan (2.27). College Council reviews each of the plans and analyzes each for budget impact and provides recommendations to the President.

The issues management function of College Council takes place as campus issues are presented to the College Council and referred to the appropriate committee for review, consideration, and recommendation to the President.

The communication function is served by the College Council as the central communication venue for college governance issues including budget. All constituent groups are represented and are responsible for reporting and disseminating of information to their appointing body 12.13).

The Strategic Planning Model illustrates that the mission and strategic goals are the foundation for campus planning, The Strategic Planning Model further illustrates how collegial consultation committees and processes are interdependent on each other and that planning is a shared responsibility (1.10, 12.6).

A recent illustration of established procedures to evaluate overall institutional planning with the campus mission and goals is the work done in College Council on the campus strategic direction and goals spreadsheet that highlights progress alignment with campus offices/committees/ processes, accreditation standards, state initiatives, and student funding model (2.24). The spreadsheet illustrates how the campus works to achieve its goals, how campus goals are tied to

the boarder goals of the District and the CCCCO Office, and how the campus work aligns with accreditation. The spreadsheet is a visual illustration used by the President and College Council to measure progress, distribute resources, and eliminate duplication of effort.

Analysis and Evaluation

Lead by the campus president, College Council is the embodiment of how the collegial processes described in AP2510 Collegial Consultation, and the Strategic Planning Model are inclusive of the campus community and set the goals and priorities for the campus (2.8, 1.10). Anchored by a thorough Program Review process and grounded by an evidence-based culture the president allocates available campus resources to the best benefit of students (2.31, 2.32, 12.7).

The success of the campus mission and strategic direction and goals is quantitatively and qualitatively evaluated by using traditional student success matrices, increased access to student and instructional support services, progress on strategic goals, campus climate surveys, campus event feedback, committee self-evaluations, and anecdotal evidence such as social media posts (1.3.1, 2.22, 2.6).

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, classified staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

The campus president guides the campus accreditation process. She meets weekly with the ALO to ensure that the campus meets eligibility requirements, accreditation standards, and commission policies and bi-weekly with the faculty lead of the A&O Committee to ensure that local processes for accreditation are being followed. The president is knowledgeable of programmatic accreditations on campus and assures that programs have the necessary support for their accreditation. (12.8)

President Rodriguez works directly with the ALO in the development and timely utilization of the ACCJC Annual Reports; maintains currency on accreditation by attending meetings, conferences, and workshops that disseminate information and updates on Eligibility Requirements, Accreditation Standards and Commission policies, including Region 9 meetings, ACCJC Team Training, CCLC Annual Conference, Wheelhouse Fellowship Academic, ACCT meetings, and serves on ACCJC visiting teams. Additionally, the president participates in programmatic accreditations visits (12.9).

Analysis and Evaluation

The SBVC president is fully engaged in campus accreditation processes. She consults regularly with the ALO and faculty lead, both of whom have a seat on College Council. President Rodriguez informs the campus community of regional and programmatic accreditation through campus presentations and reports (12.9).

Return to Agenda

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing Board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The District Assembly (DA) is responsible for reviewing and revising governing Board policies (11.15). The president, an ex-officio member of District Assembly, routinely evaluates the alignment of institutional practices to Board policies through discussions in the College Council and the President's Cabinet and works in conjunction with the vice presidents of SBVC to monitor the implementation of the statutes. Through the involvement of the different constituency groups, any and all changes in SBVC practices and policies are immediately reflective upon adoption. Additionally, the SBCCD and SBVC governance structures allow for Board policies and administrative procedures to be reviewed at all levels to ensure alignment of institutional practices, policies, and the mission. (12.10)

The flowchart for changes to Board policies or administrative procedures from AP2410 Board Policies & Procedures shows how the addition of new or revising of existing Board policies and administrative procedures moves from the District Assembly to the appropriate constituent groups (2.33). BPs/APs are reviewed on a 10 year cycle; however, new or revised BPs/APs may be brought to District Assembly at any time. Further, the campus governance chart from AP2510 Collegial Consultation (2.8) shows how the District Assembly interacts with the College Council and other collegial consultation groups.

The president reviews budget summaries on a regular basis and is the ultimate decision maker for SBVCs expenditures. The president holds the responsibility centers accountable for their budgets, with appropriate expenditures to support their respective areas. While the president is well-informed on making these decisions, information is also provided through established processes on the SBVC campus. The Budget Committee identifies unexpended funds and tracks the campus fund balance. The Budget Committee recommends to College Council what portion of the fund balance should be spent to fund one-time needs (12.11, 12.12). College Council makes a recommendation to the president regarding the allocation of funds based on the Program Review prioritizations lists (12.7).

Analysis and Evaluation

The SBVC president regularly participates in the campus and District meetings that drive the development of policies, procedures, and budget. She actively advocates for enhancement of SBVC funding and actively opposes redistribution of funds away from the campus. The president works to establish a working budget that meets the needs of the campus and allows for one-time funding and growth to enhance teaching and learning.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The president regularly communicates with the campus community. All campus meetings are an opportunity to celebrate campus successes, and a springboard for sharing campus goals. The president, with the VPs, outreaches to the campus by hosting a monthly open office hour (11.1). The college president regularly attends and reports out at collegial consultation meetings at the campus and the District, including College Council, Academic Senate, Chancellor's Cabinet and District Budget Committee. She participates in the annual Campus and Community Planning Meeting, a public workshop to gather input on the college's strategic direction (12.13).

The president is active in the community and has implemented outreach programs such as FoodIE Fest, Winterfest, and SBVC Day of Service (12.13). The president serves on a number of local and national boards including Arrowhead United Way, RJ Academies, Making Hope Happen Foundation, Capella University National Board, and the International Board of the Hispanic Association College and Universities (12.13). Additionally, the president is active at the State level. Ms. Rodriguez has addressed members of the State Assembly on several occasions on such topics as Generation Go! and the condition of campus facilities.

Analysis and Evaluation

The SBVC president actively engages and communicates with the campus community.

Conclusions on Standard IV.B. CEO

The Campus President acts with integrity and leads the campus to promote and continuously improve student success by ensuring academic quality and stability. The Campus President depends on employee expertise and uses governance roles and structures to establish, revise, and implement policies and plans. The president communicates with the campus constituencies and the communities served by the campus. The president advocates for students and the campus at the local, regional, state, and national level.

During the COVID-19 the president worked tirelessly to support and ensure the health and safety of the campus community (0.9, 0.9.3, 11.19).

Improvement Plan(s)

Evidence List

12.1	BP2430 Delegation of Authority
12.2	President's Job Description
12.3	Comprehensive Master Plan (CMP)
12.4	SBVC Organizational Chart
12.5	2013-2014 College Governance Handbook
12.6	College Council Minutes 8-28-19
12.7	Approved Programs Review Needs Funded Fall 2019
12.8	A&O Committee Meeting Minutes
12.9	Evidence of President and Accreditation

Return to Agenda

12.10 Evidence about DA and College Council
12.11 Campus Budget Committee minutes 12-05-18 p.6
12.12 College Council Minutes 1-23-19
12.13 President Involvement in Committees and Community Events

IV.C Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

The District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the District's service area elected by voters, one Board member for each of the seven component areas making up the District as a whole (in accordance with California Education Code 70902). In addition to these voting members, two students, one selected by the student body of each college, also serve as student trustees. The BOT carries out its governance functions in accordance with BP1200 District Mission Statement (13.1.1).

> *The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.*

The BOT reviews the mission statement on a regular basis and revises it when the Board agrees that change is appropriate. It was last revised and approved in January 2019 (13.2).

The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission. In addition, the Board regularly establishes and prioritizes Board Directives (13.3) that provide the District with areas of special focus to support its mission and the mission of each of its colleges. Specifically, most recently the BOT prioritized aligning unrestricted general fund and student success funding with the State Chancellor's Vision for Success as its highest priority, followed by allocating funding to support the implementation of the SBCCD College Promise, which allows eligible graduates from area high schools to attend SBVC free of charge (see Section II.A). The BOT ensures that policies are consistent with the District's mission and that they are properly carried out. Administrative procedures for most policies describe how these policies should be carried out. In this way the Board acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges.

BP2200 Board Duties & Responsibilities describes the general guiding principles of the Board of Trustees; their duties and responsibilities are listed. This policy identifies the Board's responsibility to "establish policies for, and approve, current and long-range educational plans

and programs, and promote orderly growth and development of the colleges within the District." BP2200, Section A, 1 and 7 outline the Board's responsibility for hiring and evaluating the chancellor. BP2000, Section C addresses establishing and maintaining academic standards, assuring the quality, integrity, and effectiveness of student learning programs, and BP2200, Section B details the Board's responsibility to ensure the financial stability of SBVC. Further administrative procedures detail how the board carries out its responsibilities. (13.1.2)

BP2740 Board Education (13.1.3) provides for the orientation of new Board members. In addition, the Board has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and college missions, to name a few (13.1). BP2745 Board Self-Evaluation (13.1.4) sets forth guidelines for the BOT to evaluate its performance annually in terms of defining and making progress towards its goals. The process of assessing its progress begins with an annual special study session in August or September to conduct this self-evaluation and establish goals for the year. On September 26, 2019, the Board held a study session to review progress reports for the past school year from both colleges in achieving the goals (i.e., *strategic directions*) in their respective educational masterplans (13.5).

BP4000 Instructional Programs (13.1.5) states, "the colleges of the District shall offer comprehensive instructional programs in the areas of general education, transfer education, vocational education, learning skills education, community services, and joint programs with business, industry, labor, government, and other accredited educational institutions." In addition, BP4100 Graduation Requirements for Degrees and Certificates (4.11) addresses degrees and certificate requirements; BP4220 Standards of Scholarship (13.1.6) addresses the standards for scholarship: BP4100 addresses the graduation requirements for degrees and certificates offered, while the Chapter 5: Student Services of Board policies covers a variety of student services-related items, such as admissions, tuition, fees, refunds, student records, enrollment priorities, and course adds and drops (13.1).

The Board of Trustees Finance Committee exists as a standing, advisory committee on budgetary matters and strives to improve efficiency of BOT decision-making processes by conducting research, improving clarity, and increasing transparency on financial matters (13.6).

Analysis and Evaluation

Board policies are in place to inform and guide trustees on their role and responsibilities to ensure academic quality, support student learning, and provide for the financial stability of the District. Additionally, the Board of Trustees use the following documents to ensure that new and returning trustees fully understand their role and responsibilities:

- Orientation and Development for Community College Trustees; (13.4)
- Trustee Handbook (revised 11/06/19); (13.7)
- Trusteeship; and (13.8)
- Board Chair Handbook (13.9).

Trustees participate in state and national conferences (13.10) that enhance their knowledge of the role of the Board and stay informed about educational trends, initiatives, and laws.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The 2019 Trustee Handbook and BP2200 Board Duties and Responsibilities instructs Trustees to act as a whole once a decision is made (13.7, 13.1.2).

The San Bernardino Community College District Board of Trustees (BOT) carries out its responsibilities collaboratively. The District Chancellor advises the BOT after conferring with various groups established for that purpose. One is the District Assembly, which includes representation from all constituent groups (see IV.A.2). Specifically, members of the Assembly advise and make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District. In addition, the Chancellor meets regularly with the Chancellor's Cabinet, which includes the president of each college, who advise the Chancellor's decision-making and recommendations to the BOT.

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP2330 Quorum and Voting, Board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each Board member agrees to uphold that decision (13.1.7). BP2715 Code of Ethics - Standards of Practice states, "…the Board acts as a whole and that the authority rests only with the Board in a legally constituted meeting, not with individual members" (13.1.8).

Analysis and Evaluation

Board policies state that when the BOT adopts a policy or position on an issue, each BOT member agrees to uphold that policy or position. Further Board policy stresses the fact that the Board acts as a single entity on matters of Board authority.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the District/system.

Evidence of Meeting the Standard

BP/AP2431 Chancellor Selection (13.1.9) and BP/AP7250 Educational Administrators (11.17) define the process for selecting the chancellor and college presidents. BP/AP2435 Evaluation of the Chancellor (7.16) states the chancellor shall be evaluated annually and outlines the process for the evaluation of the chancellor. BP/AP7150 Evaluations (7.17) details the process for evaluating the college president.

The District is currently in the process of replacing its Chancellor and is committed to having an inclusive and comprehensive selection process. A national search process is being carried out by the Association of Community College Trustees (ACCT). A search committee representing a broad base of college constituencies met on March 6, 2020 to develop the profile for the next chancellor. SBCCD's Chancellor's search website includes application information, community,

and chancellor profiles, hiring committee membership, open forum dates, and timeline for hiring SBCCD's next Chancellor (13.11).

The BOT selects the president of each college according to BP/AP7250 Educational Administrators (11.17), which defines the process used to hire educational administrators for the colleges. In addition to the provisions in Board policy and accompanying procedures, finalists for the position of president participate in interviews in a public session on the college campus in which they present an introduction and answer questions from attendees (faculty, staff, and students). Attendees are asked to complete questionnaires indicating preferences. These are sent to the screening committee to help members make a selection. (13.12)

Analysis and Evaluation

Board policies and procedures lay out a clear process for hiring a District chancellor and college presidents (11.17, 13.1.9). The District's policies and procedures for evaluating the Chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the District or college community (7.17, 7.16).

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As described above (IV.C.1), the San Bernardino Community College Board of Trustees (BOT) is an independent governing body. Each of its seven voting members represent one of the voting divisions in the District's service area (13.13). Two students, one from each college, serve as trustees. Their votes are advisory.

The 2019 Trustee Handbook (13.7) instructs trustees on the roles and responsibilities of a board member and instructs the board to serve as an advocate for the District.

BP2200 Board Duties & Responsibilities (13.1.2) further discusses that the role of Board is to support the colleges in the pursuit of their missions and goes on to state that the Board is to represent the general public for whom they hold the colleges in trust. They are responsible for balancing and integrating the wide variety of interests and needs into policies that benefit the common good and the future of this region.

The 2019 Trustee Handbook, AP2200 Board Duties & Responsibilities, AP2710 Conflict of Interest, and BP2715 Code of Ethics - Standards of Practice prohibit trustees from unethical behavior (13.7, 13.1.2, 13.1.10, 13.1.8).

To maintain effectiveness in carrying out their duties, the Board conducts an annual self-evaluation with questions relating to this standard (13.1.4). The Board reviewed the annual self-evaluation and developed plans for improvement at its June 13-14, 2019 Annual Retreat. As a result of the review, the Board agreed to keep meetings on the second Thursday of the month and

not to reschedule them. In addition, the Board also agreed to modify AP2435 Evaluation of the Chancellor, dissolve the evaluation committee, and to hold the finance committee one hour before the regular board meetings (13.14, 13.14.1).

Analysis and Evaluation

The BOT is an independent body that makes decisions for the benefit of the District's population.

IV.C.5. The governing board establishes policies consistent with the college/District/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The San Bernardino Community College District Board of Trustees has adopted policies consistent with the respective missions of the State Community College system, the District, and the District's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

The establishment and revision of Board policies and Administrative Procedures is governed by BP/AP2410 Board Policies & Administrative Procedures (2.33). Chapter Four of Board Policies include various policies designed to assure the effectiveness, quality, and integrity of student learning programs. Chapter Five of the Board policies includes those policies that have been adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges. Chapter Six of Board policies include those policies that assure such matters. (13.1)

The mission of SBVC is approved by the BOT and aligns with the District mission (1.19).

Agendas for regular Board meetings include reports from Board committees, the academic senate of each college, the classified senate of each college, the students (i.e., associated students) of each college, CSEA and CTA (13.15). Reports on student performance, such as key performance indicators, are routinely placed on the Board agenda. The Board maintains a master planning calendar that is inclusive of important items such as budget approval, College Promise, and Vision for Success (13.16).

The 2019 Trustee Handbook and BP2200 Board Duties & Responsibilities instructs the Board to act with integrity and work in the best interest of the colleges and student success and gives the board ultimate responsibility for educational quality, legal matters, and integrity. To this end, the Board has established institutional values that are reviewed and updated annually (13.7, 13.1.2).

In accordance with BP2305 Annual Organization Meeting (13.1.13), the BOT holds an annual meeting after the election of Board members to choose its officers. Additionally, the Board has a mid-year retreat in January and a two-day retreat in June when board members reflect on the years accomplishments and learn about effective trustee practices. The board works on plans to

further the goals stated in the SBCCD Strategic Plan and sets the Board Institutional Values, Board Planning Imperatives, and Chancellor's Goals (13.17, 13.14, 13.14.1).

Analysis and Evaluation

The BOT gives final approval for the establishment and revision of BPs/APs and District and campus planning. The BOT engages in long-range planning of student learning programs and services for the benefit of the institution.

The BOT fulfills its obligation to make decisions regarding legal matters. This function occurs primarily in BOT meeting closed sessions. Finally, the District BOT assures that the District and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision-making on financial matters.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the Board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

Chapter 2 of Board policies and Administrative Procedures that pertain to the Board of Trustees are publicly available on the District website including BP2010 Board Membership and BP2200 Board Roles & Responsibilities (13.1.14, 13.1.2). These policies and procedures outline the number of trustees, and structure of the board. The duties and responsibilities of the Board can be found in policies and procedures and the Trustee Handbook (13.7).

Analysis and Evaluation

The Board of Trustees publishes the board bylaws and policies.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/District/system mission and revises them as necessary.

Evidence of Meeting the Standard

All actions taken by the SBCCD Board of Trustees (BOT) are consistent with its policies and bylaws, which are referenced in all actions formally adopted at Board meetings (13.15). The BOT engages in a process for considering and adopting new policies and administrative procedures defined in AP2410 Board Policies & Administrative Procedures (2.33). This ongoing process requires that the District continually review all of its policies and procedures according to a ten-year timeline and revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District and its colleges' respective missions.

AP2410 Board Policies & Administrative Procedures (2.33) establishes points of accountability for the review process. BP/AP review starts and concludes in District Assembly. PolicyStat is used to track the BP/AP review cycle. PolicyStat tracks changes to BPs/APs and includes notes

and rationale for BP/AP changes. District Assembly members are able to see changes online. District Assembly members are responsible for ensuring input by subject area experts and preventing conflicts with other District BPs/APs. The BP/AP review cycle was reviewed at District Assembly in spring 2019 (13.18). Items deemed academic and professional matters are sent to the academic senates of the colleges for their consideration. Senate responses are sent to the District Assembly for first and second readings. Other items are sent to the appropriate constituency groups for consideration and responses. After reviewing responses, the District Assembly may amend or reject proposals. After a proposal has been accepted by the academic senates and/or other constituency groups, it is put on the Board agenda for approval and adoption as policy

In matters relating to Board policies in Chapter 2 (not including BP/AP2410 Board policies & Administrative & BP/AP2510 Collegial Consultation, which go through the full review process), the Board submits Board policies and policy changes to the District Assembly (DA) for review and feedback only, prior to placing on board agenda (13.1, 13.18).

To further assist the BOT in revising its policies and procedures, the District uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges with language that aligns with legislative and accreditation requirements (13.19).

Analysis and Evaluation

Board policies and procedures are continuously reviewed by the Board and the District Assembly according to a process. When the BOT, the academic senates, or the District Assembly recommend changes in policies and/or procedures, the BOT formally considers these changes.

Board members attend local, state, and national training to stay current with regard to Board policies and discuss policies at their planning retreats (13.10). The full text of all BPs and APs being reviewed, revised, or added are published in the Board Book for first and second read (13.20).

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

At the request of the Board of Trustees the District Office of Research, Planning, and Institutional Effectiveness created a Key Performance Indicators (KPI) dashboard that is available online (3.5). The KPI Dashboard allows trustees to see District-wide progress in the four KPI goals: student success, enrollment and access, partnerships of strategic importance, and District operational systems at a glance. Trustees receive an update on KPIs during the board study sessions.

There are Board study sessions partially or entirely devoted to discussions on student learning and achievement and institutional plans for improving academic quality. Recent Board study sessions have included:

- April 23, 2020 Promise Program Update (13.21)
- October 24, 2019: District Support Services Strategic Plan 2019 Update (13.22)
- September 26, 2019: SBVC & CHC Program Review and Educational Master Plan (13.23)
- May 23, 2019 Quarterly Non-Credit and Basic Skills Updates & Student Equity/SSSP Update (13.24)

Analysis and Evaluation

The BOT is regularly informed on student success measures and KPI in monthly Board reports. Additionally, the Board Study Sessions address student success though in-depth review of indicators such as KPIs and SSSP planning,

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

SBCCD Board of Trustees (BOT) provide for the orientation of new Board members and participate in ongoing training for improvement in the performance of all Board members (13.4, 13.7). A wealth of advisory information is available on the SBCCD Board of Trustees website, including a training manual entitled *Orientation and Development for Community College Trustees* (13.25).

Trustees receive Community College League of California (CCLC) Trustee Training (13.19). The Trustee Handbook is designed to complement, augment, and expand upon the CCLC Trustee Training. The Trustee Handbook contains topics in which all trustee members should be trained to be effective at the local level. The handbook defines the role and responsibilities of the Chancellor and Board President in board member training and includes a sign-off sheet to verify the training of board members in each topic area. The Trustee Handbook was last reviewed in 2019 (13.7).

A third publication available on the Board of Trustees website is *California Community Colleges Trustees Board Chair Handbook*, published by the Advisory Committee on Education Services of the CCLC (13.9). This publication covers such varied topics as the roles and responsibilities of the Chair, elections, the Board Chair and Chancellor relationship, representing the Board and the District, involvement in accreditation, responding to campus crises, and relating to public media.

An important part of BOT development is the annual Board's Self-Evaluation (13.26), described below (IV.C.10). BP2100 Board Elections (13.1.11) states that Board members serve four-year staggered terms. Elections for members are held "…every two years, in even numbered years,

for four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election." Beginning in January 2014, trustees have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office.

Analysis and Evaluation

Trustees receive ongoing professional development at retreats, conferences, and study sessions. The Board members participated in Trustee Training and CCLC Annual Conference (13.10). The 6/13/19 study session included effective trusteeship; best key practices (13.27). Trustees seeking to improve their ability to work well with each other and SBCCD personnel attended a facilitated workshop around the DISC personality assessment (13.28). The Board also has a mechanism for providing for continuity of its membership with staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the Board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The board is committed to assessing its own performance in order to identify its strengths and areas in which it may improve its function. To this end, the board has established the following processes for evaluation:

- The board and the chancellor shall establish goals and objectives to be accomplished each fiscal year. (BOT 6/14/19 link to minutes) (13.14.1)
- A report will be completed by the chancellor on the accomplishments of the board goals and objectives at the end of the fiscal year and will be submitted at the board retreat. (BOT 6/13/19) (13.14)
- During the annual planning session each board member will complete the self-evaluation instrument according to BP2745 Board Self-Evaluation (13.1.4) and submit it to the chancellor. (BOT 6/13/19) (13.14)
- The chancellor shall synthesize the annual report and the self-evaluation, and information will be shared with the board.
- The board shall meet in open session to complete a final review and assessment of the goals and objectives.

Analysis and Evaluation

The 2019-2020 Institutional Values (formerly Board Imperatives) and 2019-2020 Operational Priorities (formerly Board Goals) were approved at the July 11, 2019 Board meeting. District & Chancellor Goals for 2019-2020 were approved at the August 8, 2019 Board meeting (13.29, 13.30).

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

BP2715 Code of Ethics (13.1.8), last reviewed in 2017, presents the code of ethics, which includes thirteen responsibilities of a board member. The oath for a board member is as follows:

> As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, ancestry, age, marital status, national origin, or handicap.

Analysis and Evaluation

The Board meets the standard. The 13 responsibilities include performing board duties effectively and credibly; working with fellow board members cooperatively; voting fairly and without bias; representing all community members; welcoming the active involvement of students, employees, and citizens of SBCCD; and striving to provide the most effective College board service possible.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer Board policies without board interference and holds the CEO accountable for the operation of the District/system or college, respectively.

Evidence of Meeting the Standard

BP2431 Chancellor Selection specifies that the Board of Trustees is responsible for the selection and evaluation of the chancellor. The job description for the chancellor details the responsibility and authority granted to this individual to administer Board policies. As stated in BP2435 Evaluation of the Chancellor, the chancellor is evaluated annually under the terms of their contract. (13.1.9, 7.16)

BP2430 Delegation to the Chancellor (12.1) states that the board clearly delegates to the chancellor the executive responsibility for administering the policies adopted by the board and executing all decisions of the board requiring administrative action, including but not limited to the administration of colleges and centers, and recommending appropriate actions needed to be taken when no written board policy is available, as well as the acceptance of written resignations and conferring with the District legal counsel for matters regarding SBCCD. The chancellor is expected to perform the duties contained in the chancellor's job description and fulfill other

responsibilities as may be determined in annual goal setting or evaluation sessions. The board holds the chancellor accountable for the operations of the two colleges and the SBCCD office.

Analysis and Evaluation

The board has selected, evaluated, and clearly delegated authority to the chancellor in accordance with Board policies and administrative procedures.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

BP/AP3200 Accreditation (13.1.12) sets the requirements for preparation for reaffirmation of accreditation and requires that the District Chancellor ensure that "the District complies with the requirements of the accreditation process of the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) and of other agencies that accredit District programs that seek accreditation." This policy also calls for the Chancellor to keep the Board of Trustees (BOT) informed of the District's obligations related to accrediting organizations and progress in meeting those obligations. The Chancellor is, therefore, expected to involve the Board in any accreditation process requiring Board participation. The Chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

AP3200 Accreditation (13.1.12) includes the following requirements regarding preparation of the self- evaluation and participation of the Board of Trustees:

- The development of a self-study report and any other materials necessary to support accreditation or reaffirmation of accreditation shall begin no less than two years before the accreditation visit.
- The college president shall appoint an ALO, who will be responsible for coordinating all necessary activities in preparation for the visit by the visiting team and subsequent reports and visits. Each college shall have an Accreditation Steering Committee with members from faculty, management, the classified professionals and students.
- The self-study report shall be made available to the faculty, classified professionals, managers, and student leaders for review and comment before it is sent to the Board of Trustees for approval.
- The self-study and any subsequent reports required by the ACCJC shall be approved by the SBCCD Board of Trustees before they are submitted to the ACCJC.

Presentations have been given to the BOT on the 2014 ISER, Follow-Up Report, Mid-Term Report, ACCJC Annual Reports, and the 2020 ISER (3.31, 13.31, 0.18).

AP2510 Collegial Consultation (2.8) establishes the A&O Committee and a collegial consultation committee. The charge of the A&O Committee states that the committee "prepares

the self-study, prepares for the accreditation team site visit, follow up on implementation of accreditation recommendations, performs assessments as needed, and prepares any follow-up reports or documentation." SBVC has been focusing on accreditation since 2017 and preparing for the self-evaluation for over two years. The A&O Committee meets bimonthly, or as necessary, to support the writing of the self-study document and any other reports as required. The A&O meeting minutes since 2006 can be found at the A&O website (13.32). The A&O Committee members have attended conferences in regard to accreditation. Reports to ACCJC are distributed to collegial consultation groups for feedback and approval. The A&O Committee began making presentations, facilitating workshops, and working with constituencies regarding the 2020 self-evaluation study in fall 2018 (0.18).

Analysis and Evaluation

The board is informed on results of past accreditation visits and annual reports. The ALO presents all reports to the board before sending them to the Accrediting Commission. The board typically addresses accreditation at one of its study and/or planning sessions each year.

Conclusions on Standard IV.C. Governing Board

The Board of Trustees maintains appropriate Board policies and Administrative Procedure. The Board of Trustees is guided by the Trustee Handbook and engages in professional development and training. The Board of Trustee have two retreats a year to set District priorities and engage in long-range planning.

On March 17, 2020, the Board of Trustees held a special meeting to adopt resolution #2020-03-17-BOT01 COVID-19, authorizing the District to prepare and respond effectively to the Novel Coronavirus (COVID-19) (13.33).

Improvement Plan(s)

Evidence List

13.1	Board Policies and Administrative Procedures
13.1.1	BP1200 District Mission Statement
13.1.2	BP2200 Board Duties & Responsibilities
13.1.3	BP2740 Board Education
13.1.4	BP2745 Board Self-Evaluation
13.1.5	BP4000 Instructional Programs
13.1.6	BP4220 Standards of Scholarship
13.1.7	BP2330 Quorum and Voting
13.1.8	BP2715 Code of Ethics - Standards of Practice
13.1.9	BP/AP2431 Chancellor Selection
13.1.10	AP2710 Conflict of Interest
13.1.11	BP2100 Board Elections

Return to Agenda

13.1.12	BP/AP3200 Accreditation
13.1.13	BP2305 Annual Organization Meetings
13.1.14	BP2010 Board Membership
13.1.15	BP/AP6100 Delegation of Authority, Business and Fiscal Affairs
13.2	01/10/19 Board Agenda
13.3	2020/2021 Board Directives
13.4	Board Orientation Handbook
13.5	September 2019 Board Study Session
13.6	BOT Finance Committee
13.7	Trustee Handbook
13.8	Trusteeship
13.9	Board Chair Handbook
13.10	Trustee Participation in Conferences
13.11	National Search for SBCCD's 15th Chancellor Website
13.12	Presidential Forum
13.13	Board of Trustees Membership
13.14	June 13, 2019 Annual Retreat Minutes
13.14.1	June 14, 2019 Annual Retreat Minutes
13.15	Board Agenda Website
13.16	District Master Calendar
13.17	Board 2020 Mid-Year Retreat
13.18	District Assembly 05/07/2019 Minutes
13.19	Community College League of California (CCLC) Membership
13.20	1st and 2nd Read BP/AP Updates in board book
13.21	April 23, 2020 Promise Program Update
13.22	October 24, 2019: District Support Services Strategic Plan 2019 Update
13.23	September 26, 2019: SBVC & CHC Program Review and Educational Master Plan
13.24	May 23, 2019 Quarterly Non-Credit and Basic Skills Updates & Student Equity/SSSP Update
13.25	Board of Trustee Webpage
13.26	Board Self-Evaluation
13.27	July 25, 2019 Study Session Minutes
13.28	DISC Personality Assessment
13.29	July 11, 2019 Board Agenda
13.30	August 8, 2019 Board Agenda
13.31	ACCJC Annual Report Presentation
13.32	A&O Website
13.33	3/17/2020 Board Agenda - COVID-19 beginning p. 2

Return to Agenda

IV. D Multi-College Districts or Systems

IV.D.1. In multi-college Districts or systems, the District/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the colleges. Working with the colleges, the District/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the District/system.

Evidence of Meeting the Standard

The chancellor works with the campuses and District support services to provides direction for the SBCCD. The chancellor works with District Assembly, a multi-constituency advisory body, and Chancellor's Cabinet to ensure educational excellence and integrity through the District. There are clearly defined roles within the District and campuses as expressed in the SBCCD organization charts (14.1) and AP2510 (2.8). The chancellor communicates with the campuses through his e-newsletter Chancellor's Chat, Board Reports, dissemination of information through committee processes, and updates to the Academic Senate (2.43.3, 2.43.4).

The San Bernardino Community College District Function Map distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared (14.2).

In addition to the function map, the roles, authority, and responsibilities are also included and communicated through the organizational charts for the District, Crafton Hills College, and San Bernardino Valley College. The organizational charts are updated annually. (14.1)

The Chancellor expresses his and the Board's expectation of educational excellence and integrity throughout the District through various methods: The Chancellor holds an annual Leadership Academy to develop leaders within the District, and the Chancellor's communicates his vision of excellence through the *Chancellor's Chat*. Also, the Interim Vice Chancellor was named Administrator of the Year by the Community College League of California, and the District has developed through the College Promise Program a means to provide educational opportunities to deserving students who need financial support (see Section II.A). (14.3, 2.43.3, 2.43.4)

Analysis and Evaluation

The chancellor plays an active and collegial role in developing and communicating expectations to District personnel.

IV.D.2. The District/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the District/system from those of the colleges and consistently adheres to this delineation in practice. The District/system CEO ensures that the colleges receive effective and adequate District/system provided services to support the colleges in achieving their missions. Where a District/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Return to Agenda

Evidence of Meeting the Standard

The District Support Services Plan (14.4) details how SBCCD supports the college mission and functions by providing fiscal, business, human resources, payroll, purchasing, warehousing, and printing services. TESS provides the infrastructure for technology Districtwide and administers educational learning systems for DE (14.5).

District Assembly (DA) was created to provide a venue for communication between SBCCD and the colleges to review District policy and assign appropriate committees to resolve issues. District Assembly members are elected for all constituencies and locations. The DA Constitution can be found on the District website, and it outlines the purpose, membership, election procedures, duties of officers, meeting norms, and the composition of the executive council (11.15).

DA, TESS, District Marketing and Outreach Committee, DIEC, DPR, and DBC, develop, monitor, and update various activities based on data and solicit campus input with appropriate distribution of College members in each group. Information or potential action items are brought back to the campus community with the intent of improving the services of the colleges. (14.6)

The Chancellor's Cabinet is comprised of the vice chancellors (vice chancellor of fiscal and business services, vice chancellor of human resources and police services, and associate vice chancellor of technology and education support services) and campus presidents. They meet twice a month and have cabinet retreats quarterly and act as a primary conduit for exchanging information and ideas between the District and campuses.

SBVC campus climate surveys include evaluation of employees' satisfaction with District services. SBCCD also surveys the campus to see if SBVC is effectively meeting employee needs. (1.3.1)

The ACCJC's functional map (14.7) further delineates areas of primary, secondary, and joint responsibility between the campuses and District. The functional map was collegially developed and mutually agreed upon.

SBCCD's distribution of resources is dependent upon the source of funds. For the most part, the largest source of revenue that comes to SBCCD is in the form of general apportionment from the CCCCO. Previously, the most significant factor in determining the amount of general apportionment is the generation of FTES. SBCCD calculates the FTES generated by each campus and general apportionment is based on FTES. Generally, FTES fall around 70 percent to SBVC and 30 percent to CHC. Currently, general apportionment funding is calculated based on each campus' success percentage of the Student-Centered Funding Formula. SBCCD does receive other sources of revenue from local, state, and federal sources that either is allocated 100 percent to one particular campus (e.g., grants) or based on FTES (e.g., safety money and block grants).

With the adoption of the CCCCO's Student-Centered Funding Formula, the DBC actively sought an equitable alternative to FTES for division of general apportionment.

Return to Agenda

Analysis and Evaluation

Under the leadership of the District Chancellor, the District Office provides support for the District colleges in the clearly delineated areas of human resources, educational technology, and fiscal services (14.8). The District ensures that these services are sufficient to support the colleges in achieving their respective missions. Results of the most recent annual employee satisfaction survey showing only 68 percent of employees satisfied with District services indicate that the District should continue efforts to improve its performance (1.3.1).

IV.D.3. The District/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and District/system. The District/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Allocations of resources to the campuses and District are governed by the District RAM (10.4), Guiding Principles for FCC Auction Proceeds (14.9), Prioritized Board Directives for the General Fund (7.37), and District and campus budget processes in accordance with BP/AP6100 Delegation of Authority, Business, and Fiscal Affairs (13.1.15), BP/AP6200 Budget Preparations (6.23), and BP/AP6250 Budget Management (10.8). The District Budget Committee is currently working on a revised RAM proposal, which was discussed at its Feb. 20, 2020 and April 16, 2020 meetings (14.10, 14.10.1).

Approval processes for expenditures exist at the campus and District for budget oversight. Contracts and budget information are published monthly in the Board Book (13.15). Accounts are audited on an annual basis or as required by law.

Analysis and Evaluation

The District has a model for allocation of resources. Distribution of public funding, and the KVCR FCC sales are done in accordance with collegially developed practices. SBVC achieves campus goals within its allocation though conservative budget practices. The District Chancellor ensures effective control of expenditures.

IV.D.4. The CEO of the District or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated District/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The SBVC president's job description clearly delineates the president's responsibility for the campus to plan, organize, coordinate, direct, and administer all departments, programs, activities, budgets, and personnel of the College (12.2). The president works under the general direction of the chancellor who holds the president accountable for his/her performance through the evaluation procedure described in AP7250 Educational Administrators (11.17). The SBVC president serves as a member of the District Assembly and Chancellor's Cabinet, which provide a mechanism for communication between SBCCD, the chancellor, and SBVC (11.3.1).

Analysis and Evaluation

The District Chancellor delegates responsibility and authority to the college presidents to implement and administer delegated District policies without interference.
The president's responsibilities to the campus are detailed in the president's job description (12.2). AP7250 Educational Administrators (11.17) is the mechanism used to hold the president responsible for his/her actions. The president's evaluation has taken place in a timely manner. The evaluation was inclusive of the required committee membership, and the campus received evaluation surveys. (7.17, 7.16)

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

San Bernardino Community College District's Office of Research, Planning, and Institutional Effectiveness (ORPIE) is committed "to collaborate with faculty, staff, and administrators to facilitate and support planning and evidence-based decision-making" (3.5). This office integrates institutional research, planning, and analysis to promote continuous improvement in student learning and thereby increase institutional effectiveness. (14.11)

The District ORPIE conducts research on activities and conditions that affect the District as a whole. Subjects of research include District climate, which this office surveys annually, and program effectiveness, which this office thoroughly studies through its program review process. The District ORPIE provides detailed reports on its research. Results of the annual District Climate surveys appear on the District website (14.12.1). The District ORPIE also issues reports and reviews that are relevant to student learning and the educational programs (14.12.2). Faculty, administrators, and staff use this information to evaluate programs and activities and plan for improved performance to increase student learning.

The Districtwide Institutional Effectiveness Committee (DIEC) realized that the District was establishing and prioritizing District needs for supplies and personnel prior to being informed of campus' needs. District ORPIE and DIEC developed a new Program Review process that is aligned with campus Program Review processes and established the District Services Planning and Program Review Committee (DSPPR). DSPPR conducts Program Review over the summer, after the campuses have completed their Program Review processes. District program review Self-Evaluation, Updates, and Resources Request are available on the DSPPR website (14.13).

Analysis and Evaluation

The District's Office of Research, Planning and Institutional Effectiveness (ORPIE) supports planning and evidence-based decision-making by making data available to support those efforts. SBVC uses the work of ORPIE to evaluate certain outcomes and develop its Comprehensive Master Plan so that it is consistent with District plans to improve programs and student learning and achievement.

IV.D.6. Communication between colleges and Districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The chancellor and SBCCD use several mechanisms for communicating with the colleges. SBCCD provides annual reports pertaining to finance, personnel, and demographics. The Chancellor's Cabinet acts as a primary conduit for exchanging information and ideas between the District and its colleges. Members of the Cabinet are the Executive Vice Chancellor; Vice Chancellor of Human Resources and Police Services; Senior District Director of Marketing, Public Affairs and Government Relations; Chief Technology Officer; Vice Chancellor of Workforce Development, Advancement and Media Systems, and the two college presidents.

Districtwide committees such as the District Assembly, District Budget Committee and Districtwide Institutional Effectiveness Committee facilitate the sharing of information, which is brought back to SBVC and shared out to constituency groups (14.6). Board of Trustees meetings are held once a month, with occasional study sessions scheduled when appropriate for Board member understanding of topics requiring Board action, such as bond approval. In addition to Board agendas, minutes, and supporting documents, Board meetings are recorded, and the audio recordings made available online from the District website (13.15).

Communication also takes place through the collegial consultation process via the Academic Senate, Classified Senate, and ASG at SBVC (11.9, 14.14, 11.4). The chancellor addresses the Academic Senate every semester and the Executive Vice-Chancellor of Finance addresses the Academic Senate at least once a year. District administrators are invited to campus meetings as issues arise. The chancellor sends out e-mail to all SBCCD employees, a monthly letter discussing Board highlights, local and statewide decisions and issues facing SBCCD and the colleges (2.43.3). The SBCCD website provides a variety of information about SBCCD, the Board of Trustees, board agenda, and board meeting minutes and recordings for public access (13.15). The SBVC president sends emails of the President's Report to the Board of Trustees every month (2.43.1, 2.43.2).

DBC had discussion on 8/15/19 (14.15) on improving communication with the campuses. The discussion resulted in two e-mail announcements per academic semester, which include links to District committee website, agendas and minutes. Furthermore, the email lists meeting dates for each committee and encourages interested parties to attend.

Analysis and Evaluation

The District uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District, which contributes to the effective operation of SBVC.

IV.D.7. The District/system CEO regularly evaluates District/system and college role delineations, governance, and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and

learning. The District/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The District Office of Research, Planning and Institutional Effectiveness (ORPIE) Office regularly evaluates District services using the District Climate Survey that is administered annually to all full-time District employees (see Standard IV.D.2.). This survey reveals areas of employee satisfaction and areas where employees feel that the District falls short. Results of this survey have led to actions by the District to improve its support of the colleges and District employees. For example, in order to help improve transparency and communication, an email summary of each District Assembly meeting is now sent to all campus and District employees. In addition, the websites for District Committees now include when the committee is dark (i.e., not holding a regular meeting) (13.16). There is also a regularly updated flowchart of all District committees on the District committee website (14.16). Each District service area also completes a regular program review to identify needed improvements and plan for increased effectiveness (14.17). Results of all of the research conducted by the ORPIE appear on its website and are available to the public and District community (14.11).

The Districtwide Institutional Effectiveness Committee (14.18) is charged with aligning SBVCs goals and strategic initiatives with the Board Imperatives while balancing the District-level strategies with measurable outcomes:

- Support the colleges' Institutional Effectiveness processes;
- Support the accreditation processes at the colleges and ensure that the related; accreditation District entities (HR, Business Services, TESS, etc.) are meeting accreditation requirements;
- Draft and finalize District Scorecard with support from colleges;
- Provide an update on annual Student Success Scorecard;
- Monitor progress of IEPI objectives;
- Involve community evaluation and best practices to make data informed decisions;
- Develop mechanisms to assess progress on major District plans and make recommendations to District Assembly; and
- Develop mechanisms to assess effectiveness of District Support Services

The District initiated a new Program Review process in 2017 that better mirrors the campus processes. District Program Review requires District services to undergo a detailed and evaluative self-analysis of their services every four years (14.19).

District needs assessment and prioritization is now conducted during the summer months in order to better sequence with the campus Program Review processes (14.19). DSPPR feels that the District needs assessment will be better informed if the process takes place after CHC and SBVC needs have been identified.

Analysis and Evaluation

District ORPIE, DIEC and DSPPR are evaluating their roles and charges and evolving into more effective entities to assess how the District is assisting the colleges in meeting educational goals for student achievement and learning.

Conclusions on Standard IV.D. Multi-College Districts or Systems

The District Chancellor provides leadership over all District functions. Functions are delineated as District, college, or shared responsibilities by the Board approved function map (14.2), based on ACCJC standards. The chancellor reports directly to the Board of Trustees and works through the District Assembly and Chancellor's Cabinet on strategic planning, issue management, budget expenditures, and communication.

The chancellor delegates authority appropriately to administrators and other constituent groups in keeping with their responsibilities and with collegial consultation processes. The chancellor ensures that all statutes, regulations, and Board policies are implemented and work in accord with the SBCCD mission and values (12.1).

District office communicates with the colleges on all matters related to evaluations of college leadership. District conducts evaluations of its functions. (11.17, 7.17, 14.19)

The Board of Trustee COVID-19 resolution allows the Chancellor to enter into necessary contracts and respond to emergency conditions at District sites in accordance with Public Contract Code (0.9). The chancellor assembled a District Taskforce comprised of student, administrative, classified, and faculty leadership throughout the District. The Taskforce guided planning for the move to online instruction and services in spring 2020 (0.9).

Improvement Plan(s)

Evidence List

14.1	SBCCD Organizational Charts
14.2	SBCCD Function Map
14.3	Chancellor's Leadership Academy
14.4	District Support Services Plan
14.5	TESS
14.6	Evidence of information brought back to campus from District committees
14.7	ACCJC Functional Map
14.8	Districtwide Support Operations (DSO) Help Sheet
14.9	Guiding Principles for FCC Auction Proceeds
14.10	02/20/2020 District Budget Committee Minutes
14.10.1	04/16/2020 District Budget Committee Minutes
14.11	District ORPIE Website
14.12.1	District ORPIE Climate Survey
14.12.2	District ORPIE Reports

Return to Agenda

14.13 District Services Planning and Program Review Committee
14.14 Classified Senate Website
14.15 8/15/19 District Budget Committee Meeting Minutes
14.16 District Committees Webpage
14.17 District Program Review Plan
14.18 Districtwide Institutional Effectiveness Committee
14.19 District Program Self-Evaluation and Updates

San Bernardino Community College District Function Map

The San Bernardino Community College District Function Map is intended to illustrate how the Colleges and the District manage the distribution of responsibility by function as it pertains to the WASC/ACCJC accreditation standards. It was produced as the result of a collaborative process among the two colleges of the District, Crafton Hills College and San Bernardino Valley College, and the San Bernardino Community District Office. The Function Map includes indicators that depict the level and type of responsibility as follows:

P = Primary Responsibility: Primary responsibility indicates leadership and oversight of a given function. This primary leadership may include design, development, implementation, assessment and planning for improvement.

S = Secondary Responsibility: Secondary responsibility indicates support of a given function. This support may include some levels of coordination, input, feedback, or communication to assist the primary responsibility holders with successful execution of their responsibility.

Return to Agenda

SH = Shared Responsibility: Shared responsibility indicates that the District and the College are mutually responsible for the leadership and oversight of a given function or that they engage in logically equivalent versions of a function (for instance, there are mission statements at the Colleges and at the District). This leadership may include design, development, implementation, assessment and communication processes.

N = Not Involved or Not Applicable

Note: It is assumed in this mapping design that the term "institution" generally refers to the individual Colleges of the District and not to the San Bernardino Community College District as a whole, since the standards in many cases address the conditions or practices present in the Colleges. However, there are several areas in which "institution" may be reasonably interpreted to mean "actors at both the College and District levels working together."

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

I.A	Mission	College	District
I.A.1	The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)	P	S
I.A.2	The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.	P	S
I.A.3	The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.	P	S
I.A.4	The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)	P	S

Return to Agenda

I.B	Assuring Academic Quality and Institutional Effectiveness	College	District
I.B.1	The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.	P	S
I.B.2	The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)	P	S
I.B.3	The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)	P	S
I.B.4	The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.	P	S
I.B.5	The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.	P	S
I.B.6	The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.	P	S
I.B.7	The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.	P	S
I.B.8	The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.	P	S
I.B.9	The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)	P	S
I.C	**Institutional Integrity**	**College**	**District**

Return to Agenda

I.C.1	The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)	P	S
I.C.2	The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)	P	S
I.C.3	The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)	P	S
I.C.4	The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.	P	S
I.C.5	The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.	P	S
I.C.6	The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.	P	S
I.C.7	In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)	P	S

I.C.8	The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.	P	S
I.C.9	Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
I.C.10	Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.	P	S

Return to Agenda

I.C.11	Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.	P	S
I.C.12	The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)	P	S
I.C.13	The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)	P	S
I.C.14	The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.	P	S

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

II.A	Instructional Programs	College	District
II.A.1	All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)	P	S

Return to Agenda

II.A.2	Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.	P	S
II.A.3	The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.	P	S
II.A.4	If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.	P	S
II.A.5	The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)	P	S
II.A.6	The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)	P	S
II.A.7	The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.	P	S
II.A.8	The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.	P	S
II.A.9	The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)	P	S

Return to Agenda

II.A.10	The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)	P	S
II.A.11	The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.	P	S
II.A.12	The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)	P	S
II.A.13	All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.	P	S
II.A.14	Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.	P	S
II.A.15	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.	P	S

Return to Agenda

II.A.16	The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.	P	S
II.B	**Library and Learning Support Services**	**College**	**District**
II.B.1	The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)	P	S
II.B.2	Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.	P	S
II.B.3	The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S
II.B.4	When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)	P	S
II.C	**Student Support Services**	**College**	**District**
II.C.1	The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)	P	S

Return to Agenda

II.C.2	The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.	P	S

II.C.3	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. (ER 15)	P	S
II.C.4	Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.	P	S
II.C.5	The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.	P	S
II.C.6	The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)	P	S
II.C.7	The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.	P	S
II.C.8	The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.	P	S

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

III.A	Human Resources	College	District

III.A.1	The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.	SH	SH
III.A.2	Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)	SH	SH
III.A.3	Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.	S	P
III.A.4	Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.	SH	SH
III.A.5	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.	SH	SH
III.A.6	The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)		
III.A.7	The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)	P	S

Return to Agenda

III.A.8	An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.	P	S
III.A.9	The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)	SH	SH
III.A.10	The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)	SH	SH
III.A.11	The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.	S	P
III.A.12	Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.	SH	SH
III.A.13	The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation. (district ethics code)	SH	SH
III.A.14	The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.	SH	SH
III.A.15	The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.	S	P
III.B	**Physical Resources**	**College**	**District**
III.B.1	The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.	SH	SH
III.B.2	The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.	SH	SH

Return to Agenda

III.B.3	To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.	P	S

III.B.4	Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.	P	S
III.C	**Technology Resources**	**College**	**District**
III.C.1	Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.	SH	SH
III.C.2	The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.	SH	SH
III.C.3	The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.	SH	SH
III.C.4	The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.	SH	SH
III.C.5	The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.	SH	SH
III.D	**Financial Resources**	**College**	**District**
III.D.1	Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)	SH	SH

Return to Agenda

III.D.2	The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.	SH	SH
III.D.3	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.	SH	SH
III.D.4	Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	SH	SH
III.D.5	To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.	SH	SH
III.D.6	Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.	SH	SH
III.D.7	Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	S	P
III.D.8	The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.	SH	SH
III.D.9	The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
III.D.10	The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
III.D.11	The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.	SH	SH

Return to Agenda

III.D.12	The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.	S	P
III.D.13	On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	S	P
III.D.14	All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	S	P
III.D.15	The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.	SH	SH
III.D.16	Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.	SH	SH

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

IV.A	Decision-Making Roles and Processes	College	District
IV.A.1	Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and	P	S

	implementation.		
IV.A.2	The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.	P	S
IV.A.3	Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.	P	S
IV.A.4	Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.	P	S
IV.A.5	Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.	SH	SH
IV.A.6	The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.	SH	SH
IV.A.7	Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.	SH	SH
IV.B	**Chief Executive Officer**	**College**	**District**
IV.B.1	The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S

IV.B.2	The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
IV.B.3	Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by: • establishing a collegial process that sets values, goals, and priorities; • ensuring the college sets institutional performance standards for student achievement; • ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions; • ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning; • ensuring that the allocation of resources supports and improves learning and achievement; and • establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.	P	S
IV.B.4	The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.	P	S
IV.B.5	The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.	P	S
IV.B.6	The CEO works and communicates effectively with the communities served by the institution.	P	S
IV.C	**Governing Board**	**College**	**District**
IV.C.1	The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)	N	P
IV.C.2	The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.	N	P
IV.C.3	The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.	N	P

Return to Agenda

IV.C.4	The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)	N	P
IV.C.5	The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.	SH	SH
IV.C.6	The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	N	P
IV.C.7	The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.	N	P
IV.C.8	To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.	SH	SH
IV.C.9	The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N	P
IV.C.10	Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.	N	P
IV.C.11	The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)	N	P
IV.C.12	The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.	N	P

Return to Agenda

IV.C.13	The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.	N	P
IV.D	**Multi-College Districts or Systems**	**College**	**District**
IV.D.1	In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.	S	P
IV.D.2	The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.	S	P
IV.D.3	The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures. (needs Assessment)	S	P
IV.D.4	The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.	N	P
IV.D.5	District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.	SH	SH
IV.D.6	Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.	SH	SH
IV.D.7	The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for	S	P

Return to Agenda

	improvement.		

C. Quality Focus Essay

Quality Focus Essay (QFE)

Introduction and Background

Over the past three years, since the accreditation team follow-up visit in 2017, San Bernardino Valley College (SBVC) has, through the Accreditation and SLO (DISTRICT) Committee, been monitoring, tracking, and updating college documents in preparation for the October 2020 visit. The Accreditation and SLO Committee consists of stakeholder members representing all constituent groups across the college. Under the leadership of President Diana Rodriguez, the executive team, in collaboration with the Academic Senate, the Accreditation and SLO Committee have been conducting the analysis and writing for each accreditation standard. A timeline, including milestones, was published throughout the College to ensure an efficient process. Timelines and report drafts were shared college-wide through meetings, email communications, and campus forums.

Identification of the Action Projects

Action Projects to be represented in the Quality Focus Essay originated in the A&O Committee. Members of the DISTRICT committee were asked to identify projects that are in areas of needed change, development, and improvement and that are related to the accreditation standards. Additional criteria included projects that are critical to the improvement of student learning and achievement, practical, measurable, data-driven, and in support of the College's strategic plan goals. The committee narrowed the topics to two Action Projects, which were agenized on various shared governance committee meetings across campus. It was a priority for the College to provide as many opportunities as possible for all College constituents to provide feedback and voice ideas for the Action Projects.

Through robust dialogue in the DISTRICT committee meetings, two Action Projects were identified and agreed upon unanimously (QFE.1-9).

The table below identifies the two Action Projects and the Standards associated with them.

Action Project	**Standards Related to Action Project**
Scale academic and student support services in support of Guided Pathways and AB705.	I.B.,II.A., II.B, II.C, III.A., III.B., III.C.
Evaluate Program Review processes to ensure integration in planning and prioritization across the College.	I.B

Action Project 1: **Scale academic student support services in support of Guided Pathways and AB705.**

Since fall, 2017, San Bernardino Valley College (SBVC) has been in the process of scaling and adopting practices, policies, and activities for the implementation of Guided Pathways. In addition to the initial self-evaluation in 2017, SBVC conducted two self-evaluations on the scale of adoption for Guided Pathways: one in Spring of 2019 and one in Spring of 2020. Four faculty leaders have been working on Guided Pathways in collaboration with administration and state-designated liaisons. In Spring 2019, the College hosted a Paradigm Shift event, which brought constituents together from throughout the College to discuss College and state initiatives, and how areas are connected in serving student success. In Fall 2019, SBVC organized a standing committee for Guided Pathways. This committee is a college-wide committee of all constituents to come together bi-weekly to work on Guided Pathways. Members from faculty, classified professionals, administration, and students attend the meetings. Most recently, the standing committee split into two sub-groups addressing the topics of the College website and scheduling.

The Guided Pathways steering committee, consisting of four faculty leads and two administrators, meets every week and helps to guide the work of the campus and the standing

committee. The faculty leads worked extensively with the faculty chairs and departments on creating the career fields and placing them into designated colors. The steering committee is proud to report that the College has worked collaboratively and across areas to establish and finalize the grouping of career fields/'meta-majors' and colors, creating a color wheel of career fields. The committees and faculty are currently in the process of finalizing degree and certificate pathways into the broader career fields/meta-majors.

In fall of 2019, the College's efforts in preparing for AB705 came to fruition. SBVC fully implemented AB705 processes and procedures for incoming freshman and first-time college students. To do this, the College utilized self-reported high-school GPA, grades in previous math and English courses, as well as the Guided Self-Placement questionnaire to recommend placement. Also, during this time, the San Bernardino Community College District debuted The Free College Promise. The Free College Promise (Promise), open to all incoming freshmen from area high schools, offered students fee waivers, free Chromebooks, free textbooks, and $300 cash to spend on other expenses. The initial estimate of Promise students was about 700. The College's final numbers from the first semester (Fall 2019) was 1238 incoming Promise students. This presented additional challenges as the College was also implementing AB705. One of the requirements for Promise students is to be a full-time student taking 12 units or more. This created a perfect storm of convergence with AB705 and our Guided Pathways discussions. Not only did we make adjustments to serve new incoming Promise students, but we also had to create the opportunity for all of them, including other incoming students, to complete transfer-level English and math in one year.

For AB705, the College followed the state recommendations for placement as listed below:

<u>English</u>

- Students who have a GPA of 2.6 or higher can enroll directly into ENGL 101 – Freshman Composition.
- Students who have a GPA of 1.9 to 2.59 must enroll in ENGL 086 and ENGL 101. ENGL 086 is the 1-unit co-requisite course designed to provide support for ENGL 101, including strategies for college-level reading, writing, and critical thinking.
- Students who have a GPA less than 1.9 must enroll in ENGL 087 and ENGL 101. ENGL 087 is the 2-unit co-requisite course designed to provide intensive support for ENGL 101, including fundamentals for successful college-level reading, writing, and critical thinking.

Return to Agenda

Math

- Students who have a GPA of 2.6 or higher can enroll directly into the following college-level math courses:
    - MATH 102 – College Algebra
    - MATH 103 – Plane Trigonometry
    - MATH 108 – Introduction to Probability and Statistics
    - MATH 115 – Ideas of Mathematics
    - MATH 141 – Business Calculus
- Students who have a GPA between 2.3 and 2.59 can enroll directly into the following college-level math courses:
    - MATH 108 – Introduction to Probability and Statistics
    - MATH 115 – Ideas of Mathematics
    - MATH 141 – Business Calculus
- Students with a GPA of 2.0 to 2.29 will be required to enroll in MATH 095, – Intermediate Algebra. After the students successfully complete MATH 095 they can enroll in a college-level math class.
- Students with a GPA less than 2.0 will be required to enroll in MATH 096,– Elementary and Intermediate Algebra. After the students successfully complete MATH 096 they can enroll in a college-level math class.
- Students in all math classes will have the option to enroll in MATH 601 for supplemental support. MATH 601 is not directly tied to any individual math course but allows students to improve on specific skills. MATH 601 is supplemented by ALEKS PPL. ALEKS PPL (Placement, Preparation, and Learning) includes:
    - Artificial intelligence that efficiently assesses course readiness
    - Open response, adaptive assessment covers 314 topics in 30 questions or less
    - Mastery-based learning motivates students to achieve higher placement results

[Insert Additional Promise Data Here as Needed]

During fall semester 2019, the College collected an initial set of data.

	Free College Promise

Return to Agenda

TL Math Courses Taken	695
TL Math Courses Passed	254
Percent Passed TL Math	36.55%
% D, F, NP	52.52%
	Continuing Students
TL Math Courses Taken	1750
TL Math Courses Passed	1048
Percent Passed TL Math	59.89%
% D, F, NP	32.78%
	Other First Time Students
TL Math Courses Taken	233
TL Math Courses Passed	50
Percent Passed TL Math	21.46%
% D, F, NP	51.95%
	SBVC Average
TL English Courses Taken	2678
TL English Courses Passed	1352
Percent Passed TL English	50.49%

Return to Agenda

	FCPP
TL English Courses Taken	871
TL English Courses Passed	393
Percent Passed TL English	45.12%
% D, F, NP	34.18%
	Continuing Students
TL English Courses Taken	2370
TL English Courses Passed	1282
Percent Passed TL English	54.09%
% D, F, NP	21.93%
	Other First-Time Students
TL English Courses Taken	245
TL English Courses Passed	60
Percent Passed TL English	24.49%
% D, F, NP	39.14%
	SBVC Average

Return to Agenda

TL English Courses Taken	3486
TL English Courses Passed	1735
Percent Passed TL English	49.77%

	Success: SBVC		
	Courses Passed	**Courses Taken**	**% Success**
Continuing Students	21172	30755	68.84%
Free College Promise	3464	5703	60.74%
Other First-Time Students	1544	3463	44.59%
District	26180	39921	65.58%

Desired Goals and Outcomes

San Bernardino Valley College is committed to a collaborative effort in the success of our students by providing the necessary support services and systems through the lens of Guided Pathways and AB705. In order to achieve advancement in student success, the College will pursue the following goals:

- *Goal 1. Expand and enhance academic support services, including tutoring, embedded tutors, and supplemental instruction.*
    - With the implementation of AB705, Guided Pathways, and the Free College Promise, it is integral to the success of our students that we strengthen and enhance our academic support services.

- *Goal 2. Increase success rates in transfer-level English and Math courses.*

Return to Agenda

- While our initial data indicates that our students are taking advantage of our current wrap-around services, the College would like to increase success rates in these courses by 6% over the next three years.

- *Goal 3. Schedule English, Math, and other Gateway courses to maximize the probability of student success and completion of those courses.*
  - Recently, the College debuted a new scheduling tool that will assist the faculty chairs and deans in creating a student-centered schedule. Further work needs to be done to coordinate across discipline subject areas and student services.

- *Goal 4. Expand and enhance student support services and onboarding to further maximize student success in the first year at the College.*
  - SBVC Student Services currently recruits through extensive outreach for the College and Promise program. Further evaluation and analysis of the year of Promise will help inform adjustments and changes to current practices.

- *Goal 5. Complete course and program maps for Guided Pathways and fully implement Guided Pathways.*
  - Over the next three years, SBVC will complete all implementation of the campus-wide effort of Guided Pathways, ensuring that SBVC clarifies all pathways, ensuring students enter a pathway during their first semester, ensuring they stay on their chosen path, and ensure they are learning and complete the chosen pathway through graduation.

Actions/Steps to be implemented and Timeline

	2019-2020 Academic Year		
	Action/Step to be Implemented	**Goal**	**Progress**
Spring			

Return to Agenda

	The Office of Research, Planning, and Institutional Effectiveness compiles and organizes data from Fall 2019 and distributes it campus-wide for analysis.	G1	In progress
	Fall 2019 data is analyzed by different constituent groups and committees across the College.	G1	In progress
	Hold informational workshops in partnership with Professional Development for college constituents on tutoring, supplemental instruction, and embedded tutors.	G1	Beginning
	English and Math faculty will evaluate practices and services from Fall 2019 in order to implement adjustments as needed to raise overall success rates.	G2	In progress
	Implement new student-centered scheduling tool for Summer 2020 and Fall 2020 schedules.	G3	In progress
	Student Services will meet with Instructional Deans to better align course offerings and student services in order to increase overall success rates.	G3 and G4	Beginning
	Launch student-centered Guided Pathways website.	G4	In progress

	2020-2021 Academic Year		

Return to Agenda

	Action/Step to be Implemented	Goal	Progress
Fall			
	Revise course offerings, as needed, based on data analysis from Fall 2019.	G1	100% - Ongoing
	Based on Spring 2020 discussions with constituent groups across campus, compose comprehensive plan for expanded academic and student services.	G1	100%
	The ORPIE coordinates with the Office of Instruction and Student Services to discuss and refine data collection for academic and student support services.	G2	100% - Ongoing
	English and Math faculty will evaluate practices and services from 2019-2020 in order to implement adjustments as needed to raise overall success rates.	G2	Continuous
	The Office of Instruction and the Office of Student Services devise a plan to connect scheduling with the student educational plans.	G3	Beginning
Spring			
	Review and revise services as needed based on data available at this time.	G1, G2, G3, G4	Continuous

	2021-2022 Academic Year		
	Action/Step to be Implemented	**Goal**	**Progress**
Fall			
	Begin work on the ACCJC Midterm Report and Quality Focus Essay Update		

Return to Agenda

	Evaluate progress on goals to date.	G1, G2, G3, G4	100%
Spring			
	Complete assessment and ACCJC Midterm Report, along with the Quality Focus Essay Update.		

Responsible Parties

The work indicated in the goals and action steps above are made possible only by the collaboration amongst all constituent groups across the campus. However, in order to fully implement actions and steps, the work of groups and/or areas on campus are crucial to this work.

1. Office of Research, Planning, and Institutional Effectiveness

Much of the work listed above is based, in part, on the data obtained from the Office of Research, Planning, and Institutional Effectiveness (ORPIE). It is vital to the achievement of the goals that ORPIE gathers and reports effectively throughout the three years in order for the College to evaluate, analyze and implement changes.

2. Faculty Chairs and Department Faculty

Faculty are discipline experts and ultimately assign work and guide the outcomes for success in courses and programs. Faculty chairs and department faculty receive support for this work from the instructional and student services deans. It is recommended that instructional faculty work with non-instructional faculty, including counselors, on the advising of students, supplemental instruction, and embedded tutors.

3. Tutoring Center Faculty and Classified Professionals

Tutoring center faculty and classified professionals are on the front lines of academic student support. They must work with instructional faculty to ensure that services align with courses and programs, while tracking participation from students.

4. Student Services Managers and Deans.

Student Services manages and operates the Free College Promise onboarding, advising, and counseling. In addition, they are responsible for placement evaluation by utilizing the Self-Guided Placement tool. Special programs and learning cohorts with specific criteria for participation must be included and disaggregated as part of these efforts.

5. Professional Development

The role of Professional Development Committee will be to facilitate professional development opportunities in student success initiatives, serve as a resource for faculty and classified professionals, and provide training where needed in order to accomplish these goals.

6. Guided Pathways Faculty Leads

With support from the Office of Instruction and Office of Student Services, the Guided Pathways faculty leads will continue their leadership in the full implementation of Guided Pathways.

Resources

The San Bernardino Valley College's planning documents will serve as the main catalyst and guiding direction for all work pertaining to continuous quality improvement. Together with the Strategic Plan, Vision for Success, Program Review documents, and initiative work plans, the College will have a clear and integrative framework in support of the completion of this Action Project. In addition to the necessary technology and software support to enable all of the work.

Assessment

Success data will be collected, evaluated, and analyzed throughout the duration of this Action Project. The Office of Research, Planning, and Institutional Effectiveness will be an integral component to the overall gathering, dissemination, and analysis of data. Consistent and regular communication with all College constituent groups will be necessary in achieving the goals set forth in this Quality Focus Essay. Data and practices will be ongoing as adjustments and changes are made in order to achieve the highest level of success by and for our students.

Evidence

Action Project 2: Evaluate Program Review processes to ensure integration in planning and prioritization across the College.

San Bernardino Valley College has a robust Program Review process for evaluating itself in the areas of administrative services, instruction, and student services. The goals of SBVC are articulated in the Strategic Plan and Initiatives, and these are used for evaluation purposes in Program Review. Programs are expected to demonstrate how they are meeting institutional needs with regard to SBVCs mission and Strategic Plan. Since 2008, the Program Review process has been aligned with the strategic initiatives: access, success, planning, technology, partnerships, and campus climate. In the 2007-2013 Strategic Plan and beginning in 2014-2015, Program Review will be aligned with program efficacy and needs assessment with the draft 2014-2019 Strategic Plan: where access, student success, communication, culture, and climate, leadership, and professional development, effective evaluation and accountability, and facilities are accounted for. Most recently, through the college's equity work, Program Review has approved the disaggregation of data on the EMP documents. While the processes that are in place for Program Review are effective in serving their purpose, it is a need of the College to spend the next three years evaluating those processes through the lens of student success and Guided Pathways. Additionally, the integration across the College with Program Review, planning, student learning, and resource allocation will be closely evaluated. Through this evaluation, changes will be recommended, vetted, and implemented during this three-year evaluation process.

Desired Goals and Outcomes

During the Program Review process, departments provide documentation of their needs, including information regarding how fulfilling these needs will support programmatic planning and the institution's mission and strategic plan. In addition, the process helps to monitor and track compliance with curriculum, SLO's, student learning, and budgets. In order to achieve a thorough and in-depth evaluation of the Program Review process, the College will employ the following goals:

- *Goal 1. Conduct an in-depth evaluation of the current Program Review process.*
    - As discussed in College Council during Fall 2019, the Program Review process should provide an opportunity to grow and celebrate success, provide clarity and guidance on continuous quality improvement, and provide stronger links between needs assessment, staffing, and resources.

- *Goal 2. Review process module for the creation of new programs.*
    - There is a recognized need for the Program Review process to allow for faculty to create and vet new program ideas. New programs should be evaluated on the basis of need, ongoing costs, and resources required for the program to be successful in serving our students and the community.

- *Goal 3. Review program discontinuance process.*
- The program discontinuance process is in need of evaluation as it relates to Program Review. As programs are evaluated for efficacy, a recommendation of Continuation or Conditional on the most recent Efficacy Review is required in order to participate in needs assessment.

- *Goal 4. Ensure college-wide participation and linkage to student learning, strategic planning, and resource allocation through an effective and vetted process.*
    - In accordance with Standards III and IV relating to resources and decision-making, it is crucial for the College to have transparent processes in place, thereby linking Program Review to resource requests/allocation/prioritization and college-wide decision-making.

Timeline

Return to Agenda

Term	Stage	Action/Steps to be Implemented	Responsible Parties
Fall 2020	Initial	Incorporate need for Program Review process evaluation into the Quality Focus Essay as an Action Project.	Program Review Committee, DISTRICT Committee, Academic Senate
Spring 2021	Beginning	Begin to evaluate current Program Review procedures in the Program Review Committee. Outline, dissect, and show linkages as a start to the evaluation process.	Program Review Committee
Fall 2021	In Process	Document discussions and outline current processes while vetting throughout various governance committees.	Program Review Committee, Governance Committee Chairs
Spring 2022	In Process	Incorporate the input and feedback from Governance committees in the spring and begin to revise Program Review processes.	Program Review Committee
Fall 2022	Complete Process	Once the new and revised process is complete, take the process to Governance committees on campus for approval and adoption.	Program Review Committee, Governance Chairs

Return to Agenda