February 3, 2009

Ms. Gloria Harrison
President
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Dear President Harrison:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting on January 7-9, 2009, reviewed the institutional Self Study Report and the report of the evaluation team which visited Crafton Hills College on Monday, October 6-Thursday, October 9, 2008. The Commission acted to place Crafton Hills College on **Probation** effective immediately and to require that the college submit two Follow-Up Reports. The first Follow-Up Report is due by **October 15, 2009**. The second Follow-Up Report is due by **October 15, 2010**.

Probation is issued when an institution deviates significantly from the Commission's Eligibility Requirements, Accreditation Standards, or policies, or fails to respond to actions and conditions imposed by the Commission. The accredited status of the institution continues during the probation period. However, the institution's accreditation will not be reaffirmed until the conditions which warranted the warning are addressed to meet Commission Standards.

I also wish to inform you that under U.S. Department of Education regulations, institutions out of compliance with standards or on sanction are expected to correct deficiencies within a maximum two-year period or the Commission must take action to terminate accreditation. Recommendations 1, 2, 3, 8, and 10 identified as deficiencies were also noted by the year 2002 evaluation team. It is therefore imperative that the college move immediately to completely resolve these deficiencies.

The Follow-Up Report due by **October 15, 2009** should demonstrate the college's complete resolution of the following recommendations:

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

- Complete the implementation of a cycle of systematic integrated planning, evaluation, prioritization, resource allocation, implementation, and re-evaluation.

- Identify quantitative effectiveness measures (key performance indicators), gather baseline data and establish institutional planning goals.

- Revise the Educational Master Plan to include long-term resource allocation.

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

Recommendation 3: As was noted in recommendation 4 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the assessment results to make continuous program improvements. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, ER 10)

Recommendation 4: In order to meet the standards, the college should develop and implement procedures to evaluate the effectiveness of administrative and governance structures, processes and services; communicate evaluation results to constituencies; and utilize the results to make improvements. The college should also define the roles and responsibilities of each governance structure and establish more widespread participation by classified staff and students. (Standards I.B.1, I.B.5, IV.A.2.a, IV.A.3)

Recommendation 8: As was noted in recommendation 6 of the 2002 Accreditation Evaluation Report and to meet the standards, the college should complete the integration of program review for all academic, student services and administrative services units into institutional evaluation and planning. In particular, the college should develop processes and procedures to ensure program effectiveness of distributed education courses. (Standards II.A.2.e, II.B.4, II.C.2, III.D.2.g, IV.A.5, ER 19, 21)

Recommendation 10: As was noted in recommendation 9 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should develop long-term fiscal plans. Employees should be provided with adequate financial information and training in the use of such data. (Standards III.D.1.c, III.D.3)

The second Follow-Up of **October 15, 2010** should demonstrate the institution's resolution of the following concerns expressed in team recommendations:

Recommendation 6: In order to improve the quality of the institution, the college president should ensure that all areas, including academic, student, and administrative services, are actively participating in the decision making and planning processes. (Standards I.B.4, IV.A.3, IV.B.2.a, IV.B.2.b)

Recommendation 7: In order to meet the standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a Program Review model. (Standards IV.B.3.a.b)

- The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)

- The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2, III.D.2.a)

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

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

A **final copy** of the team report is attached. Please discard any earlier versions you may have. The Commission requires you to give the team report and this letter dissemination to your college staff and to those who were signatories of your college Self Study Report. This group should include the Chancellor, campus leadership and the Board of Trustees. The Commission also requires that the team report and the self study report be made available to students and the public. Placing copies in the college library can accomplish this. Should you want the report electronically to place on your web site or for some other purpose, please contact Commission staff.

The recommendations contained in the evaluation team report represent the observations of the evaluation team at the time of the visit. The Commission reminds you that while an institution may concur or disagree with any part of the team report, the college is expected to use the report to improve the educational programs and services of the institution.

All colleges are required to file a Midterm Report in the third year after each comprehensive evaluation. Crafton Hills College should submit the Midterm Report by **October 15, 2011.** The Commission will send a reminder to the college about the Midterm Report; a description of reporting requirements can be found on the Commission's website.

The college conducted a comprehensive self study as part of its evaluation. The Commission suggests that the plans for improvement of the institution included in that document be taken into account in the continuing development of Crafton Hills College. The next comprehensive evaluation of the college will occur during **Fall 2014.**

Finally, let me take this opportunity to remind you that federal legislation affecting accrediting agencies requires that accredited colleges conduct systematic assessment of educational outcomes (see especially Standards One and Two). A further requirement is that accrediting agencies pay close attention to student loan default rates.

Gloria Harrison
Crafton Hills College
February 3, 2009
Page Five

On behalf of the Commission, I wish to express continuing interest in the institution's educational programs and services. Professional self-regulation is the most effective means of assuring integrity, effectiveness and quality.

Sincerely,

Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Noelia Vela, Chancellor, San Bernardino CCD
    Ms. Donna Ferracone, Accreditation Liaison Officer
    Board President, San Bernardino CCD
    Ms. Kathryn G. Lehner, Team Chair
    Evaluation Team Members
    Ms. Linda Henderson, U.S. DOE

ACCREDITATION EVALUATION REPORT

CRAFTON HILLS COLLEGE

11711 Sand Canyon Road

Yucaipa, CA 92399-1799

A Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

This report represents the findings of the evaluation team that visited
Crafton Hills College from October 6 through October 9, 2008.

Ms. Kathryn G. Lehner, Chair

Crafton Hills College
Comprehensive Evaluation Visit Team Roster
October 6-9, 2008

Ms. Kathryn Lehner, Chair
Superintendent/President
Mendocino-Lake CCD

Ms. Kathy Blackwood
Chief Financial Officer
San Mateo County CCD

Ms. Debbie Budd
Associate Vice Chancellor, AcademicAffairs
Peralta CCD

Ms. Sherrean Carr
Dean, Technical & Public Service
Gavilan Community College

Dr. Chris Myers
Former Director, Institutional Research & Planning
Hartnell College

Mr. Oscar De Haro
Vice President, Student Services
Napa Valley College

Ms. Cathy Itnyre
Professor of Philosophy and History
Copper Mountain College

Dr. Laurel Jones
Vice President, Academic Services
Las Positas College

Mr. Robert Lee
Instructor
Pasadena City College

Mr. Jaime Cechin
Instructor of English
Mendocino-Lake CCD

Ms. Jean Perry
Division Chair, Language Arts
Glendale Community College

ACCREDITATION EVALUATION REPORT
CRAFTON HILLS COLLEGE

Comprehensive Evaluation Visit

October 6-9, 2008

Introduction and Summary

The purpose of the visit was to conduct a comprehensive evaluation of the college in order to determine its accreditation status under the standards of the Accrediting Commission for Community and Junior College (ACCJC) of the Western Association of Schools and Colleges (WASC). The team was composed of ten members and a chair. All team members were selected by the ACCJC.

Team members attended training sessions in August and September, 2008, in preparation for the Crafton Hills College visit. The team chair conducted a pre-visit to the college on September 15, 2008, and met with the college president, the accreditation liaison officer, and faculty and classified leadership in order to begin the logistical planning for the team visit. Prior to arriving at the campus, team members reviewed several college-generated documents, including the self study, college catalog and schedule of classes; in addition, the team members reviewed the reports of previous accreditation teams, as well as the progress reports submitted since the college's last comprehensive accreditation visit. The team members prepared written analyses of the self study, generated a list of questions to guide them upon arrival on campus, and preliminary lists of individuals or groups they wished to interview during the visit. The members first gathered as a complete team in San Bernardino on October 6, 2008, and shared with the team chair initial impressions of the college's status based on analysis of the self study and its progress toward meeting the recommendations since the last comprehensive evaluation; the team also discussed individual standard assignments and the logistical details of the team visit before touring the campus that same afternoon.

The team found the Crafton Hills self study report to be organized in its presentation and thorough in its coverage of the standards and eligibility requirements. However, the report suffers from issues of clarity and consistency. For example, most of the descriptive summaries, self assessments, and planning agendas appear to have been written in "multiple voices" and do not directly relate to each other within a specified standard subsection. It was also not clear from the report that the college uses data on student achievement and student learning to plan and implement improvement.

The staff of Crafton Hills College made every effort to assist the team during this visit. The team is very grateful to the college for the hospitality and friendliness of faculty, staff, and students; additionally, the team appreciates the assistance of staff that helped facilitate its work. When CHC last underwent a comprehensive evaluation for accreditation in 2002, the accrediting team proposed nine recommendations for the college. In October 2003, the college submitted a Progress Report and hosted a visiting team from the ACCJC. After submitting a Focused Midterm Report in October 2005, CHC produced additional progress reports in 2006 and 2007

addressing the steps taken toward meeting the recommendations of the October 2002 visiting team; additionally, another team representing the ACCJC visited the college in October 2007.

Located in Yucaipa, California, Crafton Hills College is the smaller and newer of the two public community colleges in the San Bernardino Community College District. CHC's service area includes the cities of Yucaipa and Redlands, parts of San Bernardino, Banning, Beaumont, Calimesa, Highland, Loma Linda, and Mentone. Since November 2002, the voters of San Bernardino County have approved two local bond measures (Measures P and M), which provide over $500 million of bond funds to improve the facilities at San Bernardino Community College District's two colleges, San Bernardino Valley College and Crafton Hills College.

Crafton Hills College (CHC) has an enrollment of over 5,100 students whose average age is 25. Ethnically, the student body reflects the ethnic breakdown in the service area (57 percent White, 6 percent Asian/Pacific Islander/Filipino, and 4 percent African American) with a steadily increasing Hispanic population (25 percent). Over 50 percent of first-time students who show intent to transfer to a four-year college or university succeed in earning an associate degree or certificate, or achieving transfer-prepared status within six years. Annually, over 76 percent of students enrolled in career/technical courses successfully complete those courses (2005-2006). On average, about 55 percent of students enrolled in developmental (i.e., basic skills) courses successfully complete those courses. Students are served by over 79 full-time faculty and over 120 part-time faculty.

Crafton Hills College has set forth aggressive goals in regards to future growth. The college anticipates the student population to increase to 7,500 within the next two years. Should this growth occur, the college will be challenged to maintain the current level of student and facilities services. In order to provide for this growth, the college is constructing a new 60,000 square foot library and technology center, to be completed in 2012. CHC also expects to more than double in student enrollment and increase by 75 percent in physical size by the year 2025. At present, the college offers 35 associate degrees and 33 certificates of achievement.

Once on campus, the team interviewed administrators, faculty members, support staff, students, and representatives from employee unions. Team members also visited a number of randomly selected classes and were very pleased with the high quality of instruction at CHC. The college provided the team with evidence both on their Blackboard website and in the form of printed documents; however, the team discovered that a small number of documents directly referenced in the self study were either missing from the evidence provided or had yet to be produced. Four team members plus the team chair also visited the San Bernardino Community College District Office, where they met with members of the Board of Trustees, with the Chancellor, and with Vice-Chancellors and Directors who oversee District functions that serve both Crafton Hills College and their sister college, San Bernardino Valley College. As Crafton Hills College has no other off-campus sites where fifty percent of more of a program can be completed, team members spent the majority of their time on the main campus in Yucaipa.

Using a review of the self study, the content of the Focused Midterm Report as well as the three progress reports (2003, 2006, 2007), and the information gathered during the on-campus visit, the team was able to evaluate Crafton Hills College's responses to the previous teams

recommendations. Since the last comprehensive evaluation, the college has attempted to integrate cyclical planning processes based on data and evidence. CHC created the position of instructional assessment specialist in the hopes of expediting the development and measurement of student learning outcomes, yet approximately half of the courses offered at the college remain without SLO's, and only a small number of those have undergone assessment. The college has administered several surveys to students, staff, and faculty members. While CHC has also significantly revised the annual planning and program review processes, a majority of these program reviews have yet to be reviewed and approved by the appropriate committees. The college has done well in developing and implementing a new technology plan. CHC has launched a new college website and created the new Division of Technology and Learning Resources to improve the quality of the library, learning resource, and technology services. The college has also developed its Facilities Master Plan through 2025; this plan includes the new Library and Learning Resource Center, presently under construction.

The primary concern of the visiting team is the college's implementation of institution-wide planning processes that are based on a culture of evidence. While CHC has made great strides in designing a more cyclical planning process, a complete cycle of the new processes has not yet been implemented, so the team was unable to evaluate its effectiveness on improving student learning. The team also believes that the college has not yet adequately defined its leadership roles or placed enough emphasis on the relationship between evidence, program planning and resource allocation.

The team's experience at Crafton Hills College was both positive and encouraging. The faculty and staff have worked diligently in preparation for this accreditation visit, and their efforts reflect a strong commitment to overall institutional effectiveness. To acknowledge both the quality and spirit of the work being done at CHC, the team makes the following specific commendations:

1. The team commends the college for the welcoming atmosphere provided to students and the high level of customer service and satisfaction noted by students.

2. The team commends the college for its use of campus forums, community surveys and dialogue to ensure widespread contributions to the college's recent planning efforts and development of the college mission and vision.

3. The team commends the college for the large volume of work that has been accomplished during the last two years in regards to planning, dialogue, program reviews and institutional research.

4. The team commends the college for the development of a professional development program and the significant number of offerings and attendees.

5. The team commends the college for the use of local bond funds to leverage significantly greater funding from other sources for construction of new facilities.

6. The team commends the college for modifying its administrative organizational structure to fill gaps identified by respondents to an employee survey and campus dialogue.

7. The team commends the college for the Title V grant and other initiatives that have increased the capacity for student success, especially in the area of developmental education and in the increased availability of student life activities.

8. The team commends the Technology Services Department for their job of completing a large scale upgrading of computer hardware and infrastructure. They have continued to provide wide-ranging technical support above and beyond their officially defined work.

9. The team commends Administrative Services for creating a well-kept and beautiful campus that enhances the learning environment.

After carefully reviewing the self study, examining evidence, interviewing college personnel and students, and discussing the findings in the context of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges 2002 Standards, the team makes the following recommendations to Crafton Hills College in order to help it come into compliance with the standards, or to achieve a higher level of quality and performance. The recommendations are based on specific standards cited in parentheses following each component of the recommendation.

Recommendations:

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

   The college should move immediately to:

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

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

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

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

4. In order to meet the standards, the college should develop and implement procedures to evaluate the effectiveness of administrative and governance structures, processes and services; communicate evaluation results to constituencies; and utilize the results to make improvements. The college should also define the roles and responsibilities of each governance structure and establish more widespread participation by classified staff and students. (Standards I.B.1, I.B.5, IV.A.2.a, IV.A.3)

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

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

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

   - The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a Program Review model. (Standards IV.B.3.a.b)
   - The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the colleges educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)
   - The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2, III.D.2.a)
   - The development of a long range Human Resources Plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards I.A.4, III.A.6, III.B.2.b)

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

9. In order to meet the standards, the team recommends that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a

component of their evaluation, effectiveness in producing those learning outcomes. (Standard III.A.1.c)

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

Crafton Hills College
Compliance with Eligibility Requirements

1. AUTHORITY

Crafton Hills College, one of two colleges in the San Bernardino Community College District, is authorized to operate as an institution of higher education and to award degrees by the California Community College System Office. The college is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges (WASC). Crafton Hills College was first accredited by WASC in 1972 and its accreditation was last reaffirmed in 2002.

Additionally, the college's Emergency Medical Services, Respiratory Care and Radiologic Technology programs are accredited by the Commission on Accreditation of Allied Health Education Programs. The Fire Academy is accredited by the California Department of Forestry and Fire Protection and the Office of the State Fire Marshal. The college meets this requirement.

2. MISSION

Crafton Hills College developed a revised mission statement, vision statement, values and overarching goals during the 2006-2007 fiscal year. This document, along with the college's first formal Educational Master Plan was presented to the Board of Trustees at the June 14, 2007 board meeting. The mission and vision statements appear in the college catalog, on the college website and in all class schedules. The college meets this requirement.

3. GOVERNING BOARD

The seven members of the San Bernardino Community College District Board of Trustees are elected at large as the policy-making and oversight body of the district. A non-voting student trustee from each of the two colleges also sits on the board. Members of the board have no employment, family or personal financial interest in the district or its institutions. The college meets this requirement.

4. CHIEF EXECUTIVE OFFICER

The president of Crafton Hills College is the full-time chief executive officer of the college and is appointed by the San Bernardino Community College District Board of Trustees. The president reports to the district chancellor; the chancellor is appointed by and reports directly to the board. The college meets this requirement.

5. ADMINISTRATIVE CAPACITY

The college administration is comprised of one president, three vice presidents and eighteen deans and directors. The administrative team of the college possesses the requisite

preparation and professional experience to adequately support the college's mission and services. The college meets this requirement.

6. OPERATIONAL STATUS

Crafton Hills College enrolls over 5,000 students each semester, most of whom are pursuing associate degrees, career and technical certificates, and/or programs leading to transfer to four-year institutions. The college meets this requirement.

7. DEGREES

Crafton Hills College offers twenty-one associate of arts and twenty-three associate of sciences degree programs in addition to thirty-seven certificate programs. Over half of the students entering the college intend to transfer to four-year colleges and universities. The college meets this requirement.

8. EDUCATIONAL PROGRAMS

The principal degree programs at Crafton Hills College are congruent with its mission. They are recognized as higher education fields of study, are sufficient in length and content, and are conducted at levels of quality and rigor appropriate to the degrees offered. All associate degrees are designed for completion in two years of full-time regular academic study. The college meets this requirement.

9. ACADEMIC CREDIT

Crafton Hills College awards academic credit based on generally accepted practices in degree-granting institutions of higher education. Detailed information about the awarding of academic credits is published in the college catalog and schedule of classes. The college meets this requirement.

10. STUDENT LEARNING AND ACHIEVEMENT

Crafton Hills College is in the process of defining student learning and achievement outcomes for all courses, disciplines, certificates and degrees. As of October 2008, approximately half of the course student learning outcomes have been defined. Students completing various career and technical programs must achieve externally determined outcomes, and their achievement of such outcomes is appropriately documented. Until the college establishes regular and systematic assessment of outcomes at all levels, it only partially meets this requirement.

11. GENERAL EDUCATION

Crafton Hills College revised its general education requirements in 2007 to better meet accreditation standards. All degree programs now include a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry.

The general education component includes competence in writing, reading and computational skills. General education requirements are stated in the catalog, on the college website and in the class schedules. The college meets this requirement.

12. ACADEMIC FREEDOM

The faculty and students of Crafton Hills College are free to examine and test all knowledge appropriate to their discipline. Faculty are assured of this freedom by the statement on academic freedom contained in their contract through the California Teachers' Association (CTA). The college meets this requirement.

13. FACULTY

Crafton Hills College has a substantial core of seventy-nine qualified faculty with full-time responsibility to the college. This core, augmented by part-time faculty, is sufficient in size and expertise to support the college's educational programs. Faculty responsibilities, including development and review of curriculum, and assessment of student learning, are detailed in the faculty contract with the district. The college meets this requirement.

14. STUDENT SERVICES

Crafton Hills College provides appropriate student services designed to support student learning and development. Specific student services programs have been developed to support the changing demographics of the college's students. The college meets this requirement.

15. ADMISSIONS

Crafton Hills College is a public two-year community college and adheres to open-access policies and practices. Admission procedures clearly identify the qualifications needed for admission and are printed in the college catalog, on the website and in the schedule of classes. The college meets this requirement.

16. INFORMATION AND LEARNING RESOURCES

Crafton Hills College provides adequate access and support to their information and learning resources, including the library, online databases, the learning center and open computer labs. The Title V grant awarded to the college has resulted in increased opportunities for students to receive tutoring services and other learning resources. The college meets this requirement.

17. FINANCIAL RESOURCES

Crafton Hills College is allocated a formula-determined portion of the financial resources received by the San Bernardino Community College District. Historically, this proportion has been 30%. As enrollments at Crafton Hills College increase at a rate greater than those of San Bernardino Valley College, it is imperative that the district budget be adjusted to

support the increasing needs of the college. The college has a record of financial stability, and thus meets this requirement.

18. FINANCIAL ACCOUNTABILITY

Crafton Hills College, as one of the colleges in the San Bernardino Community College District, is audited on an annual basis by an external, independent auditor. Audit reports are on file in the district office for public review. The college meets this requirement.

19. INSTITUTIONAL PLANNING AND EVALUATION

Crafton Hills College has developed new procedures for program reviews and integrated planning. A Planning and Budgeting Committee has been established to make recommendations to the President's Cabinet regarding allocation of resources. A cycle has been outlined to complete student learning outcomes, to systematically evaluate outcomes and processes, and to implement improvements. Because the college has not yet completed a full cycle of planning and evaluation to ensure that the new processes are effective in improving student learning, the college only partially meets this requirement.

20. PUBLIC INFORMATION

Crafton Hills College publishes an annual catalog for its constituencies which includes general information, requirements for admission and degrees, and major policies affecting students. The catalog is available in hard-copy form and on the website. Additionally, the college communicates with the public through the regular publishing of class schedules and an annual report to the community. The college meets this requirement.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Crafton Hills College fully complies with the majority of eligibility requirements and is implementing procedures to correct deficiencies and fully comply with all accreditation standards. The college completes and submits the required annual, mid-term and other reports in a timely and professional manner. The college complies with WASC requests, directives and policies, and makes complete, accurate and honest disclosures. Until the college completes its integrated planning and assessment cycle, it only partially meets this requirement.

Crafton Hills College
Response to Previous Team Recommendations

Previous Recommendation 1

Crafton Hills College should follow through with its intent to complete a comprehensive, long-range planning process that establishes clear links between the college mission statement, institutional research, and allocation of resources.

College Response

The College initiated various processes to address this recommendation. An Educational Master Plan has been developed which includes a revised mission, vision and overarching goals and objectives. An architectural firm was engaged to facilitate the creation of a Facilities Master Plan that will meet the College's goals for improving student, faculty and staff life. A long-term Technology Plan has been developed and an Enrollment Management Plan is currently being developed by a newly formed task force.

The Program Review process has been revised to include the analysis of both qualitative and quantitative data provided through institutional research, and to display a clear link to the mission and goals of the College. Tied to this process is the Annual Plan for each program, which is submitted to the Planning and Budget Committee. Prioritized needs are forwarded to the President's Cabinet where funding priority decisions are made.

Conclusion

Crafton Hills College has made progress in addressing this recommendation. Although there is little evidence that improvements were made in the initial years following the 2002 site visit, since 2006, it appears that the College undertook in earnest its task to create long-range plans and to procure data to aid in decision making.

Because most of the long-range plans created to date are still in their infancy, no evidence exists as to their effectiveness. Likewise, the various research activities that have taken place provide primarily current data and, without comparative historical data, there is no way to confirm improvement. Additionally, there is little evidence that the various long-range plans are integrated and clearly used in decisions regarding resource allocation.

The team believes this recommendation has been partially met. The processes have been established that, if successfully implemented, will result in meeting this recommendation in the future. See 2008 Recommendation 1.

Previous Recommendation 2

The college should establish an inclusive and comprehensive research agenda that evaluates and validates all aspects of the college's endeavors. A culture of evidence needs to be established and appropriate qualitative and quantitative data elements need to be collected and evaluated to

monitor the effectiveness of college programs and services. Student, faculty, staff and community perceptions and perspectives need to be examined with regard to the myriad programs and services offered by the college.

College Response

During the last two years, the college has utilized various measures of data and survey gathering. This includes the traditional management tool, SWOT, as well as more involved methods through environmental scanning and the recent survey of college faculty and staff.

The Office of Research and Planning used the surveys and scanning documents to develop a research agenda which includes goals and objectives for future research activities. The program review process has been revised to include analysis of both quantitative and qualitative data.

Conclusion

As with the college's response to Recommendation 1, the college has completed many of the activities listed in Recommendation 2, but there is no evidence that the various activities are integrated into a comprehensive plan and used to improve student learning. Additionally, there is no organized, widespread distribution of the various data reports created, and many college employees are unaware of their existence. Employees interviewed indicated that when they did receive reports, they had difficulty with interpreting the data and could benefit from appropriate staff training sessions.

Because of the recency of the data collection activities, many of the reports show only current data, with no historical comparisons. However, the structure is in place for comprehensive, comparative reports as these research activities are repeated on an annual basis.

The team believes this recommendation has been partially met. If the college continues to collect survey and environmental scanning data in the future and creates comparative reports, the research data will be available to ascertain the level of improvement over time and make any necessary revisions to the strategic action plan. See 2008 Recommendations 1 and 2.

Previous Recommendation 3

The college should develop online services such as library and counseling services, help-desk functions for both faculty and students, and methods to monitor faculty and course quality and effectiveness.

College Response

The college has increased its online library resources, including four online databases for student research. With the launch of a new web site, the college, through the district, is now able to offer faculty and staff any-time help desk assistance. Students have online assistance with email, computer applications and the Blackboard course management system. All students are provided

with a campus email account. Counseling services online are being implemented using eAdvisor and WebAdvisor.

The college completed its first Distributed Education Plan in 2005 and revised it in 2007. Oversight of online classes rests with the Curriculum Committee and the Educational Technology Committee, who examine online classes for rigor and adherence to objectives of their on-site counterpart classes.

Conclusion

The team believes this recommendation has been met. The college continues to seek out and implement ways of providing online instruction and services to students.

Previous Recommendation 4

The faculty should demonstrate its responsibility for maintaining program standards by establishing and clearly communicating instructional requirements and expected learning outcomes.

College Response

The college created and filled a faculty position for an instructional assessment specialist whose role it is to assist faculty with developing and assessing student learning outcomes. Faculty and staff have been provided many opportunities to participate in training sessions, and student learning outcomes have been identified in at least two thirds of the programs. Faculty members are writing an increasing number of individual course outcomes and learning outcomes have been incorporated into the program review process, required of all programs.

Conclusion

Processes have been put into place to complete the development of learning outcomes for all courses and programs. However, very few of the disciplines have constructed assessment measures and even fewer have been through a complete cycle of assessment, planning and implementation.

The team believes that this recommendation has not been met. Learning outcomes need to be completed for all courses and programs and communicated to students. Assessment methods need to be developed and the data gathered used for program improvement. See 2008 Recommendation 3.

Previous Recommendation 5

The college should review the general education requirements for the associate degree, assuring that general education is based on a philosophy that is coherent with the college's mission and objectives statements, and that general education requirements clearly lead to associate-degree-level competencies.

College Response

A General Education Task Force was convened in the fall of 2003 to address this recommendation. The work of this task force resulted in educational and general education philosophy statements for the college as well as revised graduation requirements in English, math and reading. Additionally, a college-wide dialogue took place to develop the learning outcomes expected of students as a result of taking general education coursework at the college; eleven general education student learning outcomes were identified.

Conclusion

The team believes that this recommendation has been met. The Chairs Council of the Academic Senate and the Curriculum Committee have been charged with oversight of the continuing work initiated by the General Education Task Force.

Previous Recommendation 6

The college should integrate program review into institutional evaluation and planning, develop and implement clearly-stated transfer of credit policies, and develop processes and procedures to ensure program effectiveness of distributed education.

College Response

A new program review process was established in 2007, implementing a four-year program review cycle. The new process incorporates much more reliance on program data, and is more closely tied to planning by including links to the college mission and explanations of program learning outcomes, assessments and resulting revisions implemented for improvement.

Transfer of credit procedures have been revised to include evaluation of transcripts only by full-time counselors, with clear guidance as what steps must be completed in order to transfer in credits from other institutions.

A Distributed Education (DE) Task Force was established that worked with an outside consultant to develop a comprehensive DE plan for the college. The plan includes curriculum guidelines, as well as required training for faculty teaching DE classes. The Educational Technology Committee now oversees this program.

Conclusion

The team believes this recommendation has been partially met. Although the new program review process is designed to link program evaluation, planning and budgeting, it has not been fully implemented. The first round of programs that engaged in the new process during the 2007-2008 academic year included fifteen programs, nine of them educational programs. The recommendation regarding transfer of credit policies has been met. The number of distributed education classes is increasing; however, there remains a concern among some faculty regarding

the perceived rigor of online courses, which is affecting the widespread acceptance of distributed education. See 2008 Recommendation 8.

Previous Recommendation 7

The college should develop a comprehensive research agenda that includes systematic collection of data for monitoring, evaluating and improving student services programs.

College Response

The college has developed numerous assessment tools for student services, including a point of service survey, a campus climate survey, a student attitudes and perceptions survey, and professional environmental scans. Additionally, the college uses SARS, a scheduling and appointment reporting software program, to gather data about students using their services.

Conclusion

The team believes this recommendation has been partially met. Now that student services programs have access to numerous forms of data, they need to be educated on how to read and interpret the data, and they need to develop plans to use the data for program improvement. See 2008 Recommendation 2.

Previous Recommendation 8

The college should develop and implement an ongoing process for the comprehensive de-acquisition of old, outdated and inaccurate library materials so as to improve the quality of informational resources available to Crafton Hills College students and faculty.

College Response

The entire library collection was reviewed in 2006. A new web-based system was set up to aid both in acquisition and de-acquisition processes. As a result, the library removed 9,666 items from the collection and added 596 volumes and 106 periodicals to the collection. The library staff and faculty are working closely on monitoring the available resources.

Conclusion

The team feels this recommendation has been met. An initial de-acquisition process was implemented and procedures are in place to continue to keep the library collection up-to-date.

Previous Recommendation 9

The college should develop a more inclusive and defined long-range fiscal planning process.

College Response

The Planning Committee has been redefined as the Planning and Budget Committee, which, along with the President's Cabinet, has been working on more closely aligning the planning process to allocation of available resources. This process is hampered by the uncertainty of the current economic climate and by the lack of involvement in the budget at the district level. The revised program review process provides for more inclusiveness across the college constituencies.

Conclusion

The team feels this recommendation has not been met. The college continues to prepare its budget one year at a time; there are no multi-year projections. The district adopted deficit budgets for each of the last three years, totaling $11.6 million, which have been taken primarily from reserves, which are one-time funds. The college has not participated in a plan for alleviating this situation in future years. See 2008 Recommendation 10.

Standard I
Institutional Mission and Effectiveness

I.A. Mission

General Observations

The mission statement of Crafton Hills College is clearly stated and describes the college's broad educational purposes. The team found the mission statement readily accessible to all college constituents by being published in various printed materials and on the website. The college has made progress on linking the planning processes to the mission statement.

Findings and Evidence

The college reviewed and revised its mission statement in 2007, with governing board approval on June 14, 2007. The focus of the mission review took place through campus wide forums that utilized information gathered through various mediums. Some alignment to the mission of the district is noted as well. The mission, vision, and institutional values have been aligned with the college's educational purposes and student population. One example of this alignment is demonstrated by the Title V grant initiatives that directly support the developmental education population. Reflection upon data notes that an increasing number of students are placing into one or more basic skills courses. The college responded by incorporating a multi-pronged approach to the need, including curriculum revision, professional development opportunities for faculty, and student learning assessments specific to learning outcomes within the developmental education curriculum. Within the context of the current Educational Master Plan, this initiative would fall under Overarching Goals 1, 3, 4, 5. The Title 5 grant hires, now on categorical funding, are slowly being incorporated into general fund resources.

The college cites the mission in the catalog, schedule and other marketing publications available to the community as well as on the college website. The centralization of the mission was a primary step for the college in its program review development and matrix. However, there are task force plans and planning needs, (enrollment management and long range staffing for example), that need to be incorporated into the program review process as well. (Standards I.A.1, I.A.2, I.A.3, I.A.4)

Conclusions

The college meets Standards I.A.1, I.A.2, and I.A.3 by aligning programs and services with its mission which is regularly reviewed, board approved, and published.

The college meets Standard I.A.4. Although the college has developed and shared its mission statement as a part of the college planning process, the integration of different planning models and documents needs to occur for the college to improve the institutional decision-making process.

Recommendations

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

   The college should move immediately to:

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

I.B. Improving Institutional Effectiveness

General Observations

The college has completed substantial recent work in planning and effectiveness aided by the use of campus forums and dialogue sessions. The information obtained identified several gaps in previous planning processes; hence, new cyclical timelines for planning and review have been developed. The Title V grants and other initiatives, by necessity, have led the college closer to more detailed systems planning and use of data for decision making.

The team noted widespread awareness of and some support for the new planning processes, which have just begun to be implemented. Planning continues to evolve at Crafton Hills College and the current processes cannot be evaluated for effectiveness until more utilization has been documented.

Findings and Evidence

The college has evidence of ongoing, collegial self reflective dialogue through both formal and informal processes. It is unclear whether or not the informal dialogues are captured and utilized within the formal opportunities as well. Because the college just re-implemented the new program review cycle in 2007, it is not known whether or not this dialogue has assisted units in knowing what specific improvements may be leading to program effectiveness. The Basic Skills Initiative planning document does include professional retreats as a part of the reflective dialogue for developmental education, and the college should be commended for including those opportunities within planning documentation. (Standard I.B.1)

The college has established what is labeled Overarching Goals and Strategies within its Educational Master Plan, but on the college website there is no centralized access to all the

planning tenets in one key area. On the college website the mission, vision, and values are easily accessible, but there is no clear link to the Educational Master Plan. Both the Campus Viewbook and the website (under "About CHC") note additional goals as the Crafton Hills College Main Objectives, but they are also published with no clear link to the Educational Master Plan. The Educational Master Plan identifies these additional goals as both overarching goals and strategies; however, in conversations with faculty and administrators, strategic planning occurs and will occur within other planning processes including: Strategic Budget and Finance Plan, Strategic Marketing and Outreach Plan, and Strategic Enrollment Management Plan. Current planning integration and delineation is unclear and inconsistent. (Standard I.B.2)

The Planning and Budget Committee (PBC) is currently reviewing program review documentation. Responses regarding the utilization of data and corresponding goals are assessed in the PBC with feedback given directly to the program review unit. Recommendations from PBC go to the President's Cabinet. In all of these plans, the college continues to identify the purpose of annual planning and program review as well. The timing of the development of the Educational Master Plan, the Annual Review, and the Program Review has not allowed for a clear and seamless planning process. At this point in time it is unclear whether the annual process is based on the program review process, or if this is a separate planning process; the Annual Plan Form is somewhat redundant to the four-year Program Review Form. This may be due to the recency of the current program review process; however, the current template for Annual Review, under the section Review Process, does not indicate whether the Annual Review is an update to the four-year Program Review, a summary of the four-year planning cycle with updated goals, or a separate opportunity for resource allocation not necessarily associated with Program Review. Although units undergoing the program review process are collecting some data, use of data and access to data is inconsistent within the first staggered program review cycle. Evidence of needed district support for the extraction of data came through in several site visit forums and discussions. (Standards I.B.2, I.B.3)

While the College provides evidence that the planning process is broad-based and offers opportunities for input by appropriate constituencies, it is not clear that the allocation of necessary resources leads to increased institutional effectiveness. In part this may be due to the newness of the implementation of the new planning and budgeting processes; however, there was no evidence to support that dialog discussing institutional effectiveness had occurred. (Standard I.B.4)

No evidence was observed linking systematic planning and review systems that guide allocation of resources to accountable improvement for both short term and long term planning. Systemic review timelines outlined in the Planning and Budget Committee web page do not include integration of the four-year program review process into the Annual Plan. Interviews with faculty and the written narrative from some Annual Review documents indicate a frustration with the duplicative nature of the Annual Review with the Program Review, and an indication of no clear or consistent evaluation of the one-year planning document as it relates to program improvements and institutional effectiveness. The Annual Review document does note a narrative section to "address areas to improve." (Standard I.B.5)

Overall, student learning outcomes are included in the program review process but do not appear to be linked to effectiveness and continuous program improvement. The program review process has established rubrics to guide programs in their self reflection and assessment, but it is not clear what happens to the recommendations that come out of the program review process. Interviews with faculty and staff indicate their recommendations are "sent up the chain." However, there appears to be no established criteria by which recommendations are either taken or denied, and the communication of those decisions is not sustained. Student Support Services was noted in several of the site visit focus groups as having program outcomes and a service area outcomes plan, but there has been limited oversight of this process for areas other than counseling, as noted by eLumen data. (Standards I.B.5, I.B.6, I.B.7)

Conclusions

The college meets Standard I.B.1 and should be commended on its approach to ongoing, collegial self reflective dialogue regarding continuous improvement of institutional processes.

The college partially meets Standard I.B.2. The college has worked diligently in the last two years to develop a program review model as well as an Educational Master Plan model; however, there is no evidence of a strategic plan with clearly defined goals, nor is there consistency of publication of college goals either externally or internally. Existing and newly created plans should be integrated and centralized through the program review model, a strategic plan and the Educational Master Plan to take the college into the future. The centralized planning model should be well communicated and should have adequate data and training for unit members to successfully complete the process. The college is at the Development Level on the Rubric for Evaluating Institutional Effectiveness – Part I: Program Review.

The college does not meet Standards I.B.3, I.B.4, and I.B.5. The college has had broad based participation, but the evidence of goal achievement and subsequent institutional effectiveness is not available at this time. Several factors have been noted as barriers to the achievement of these standards including inadequate data access, unreliability of data, and insufficient personnel to acquire the data at the district level. The constituent communication evidenced in the Program Review process and the Annual Plan process has been limited to application feedback.

The college partially meets Standards I.B.6 and I.B.7. The college has spent time reviewing and revising the Program Review process and the Annual Plan process. Revisions have led the college closer to a systematic planning cycle. Issues of data accessibility and accuracy have hampered the college's institutional research efforts. At this time there are no evaluation mechanisms in place except for the qualitative response available through the Program Review and Annual Plan process. A systematic evaluation and assessment of effectiveness has not occurred with the current Program Review process and therefore cannot be noted as a part of these standard completions. The college is at the Awareness Level on the Rubric for Evaluating Institutional Effectiveness – Part II: Planning.

Recommendations

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

3. As was noted in recommendation 4 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the assessment results to make continuous program improvements. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f)

4. In order to meet the standards, the college should develop and implement procedures to evaluate the effectiveness of administrative and governance structures, processes and services; communicate evaluation results to constituencies; and utilize the results to make improvements. The college should also define the roles and responsibilities of each governance structure and establish more widespread participation by classified staff and students. (Standards I.B.1, I.B.5, IV.A.2.a, IV.A.3)

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

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

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

   • The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a Program Review model. (Standards IV.B.3.a.b)
   • The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the colleges educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)
   • The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 5, 6, IV.B.3.b, III.C.1.a, c, III.C.2, III.D.2.a)
   • The development of a long range Human Resources Plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards I.A.4, III.A.6, III.B.2.b)

Standard II
Student Learning Programs and Services

II.A. Instructional Programs

General Observations

Crafton Hills College (CHC) provides educational opportunities to residents of the Yucaipa Valley. CHC offers thirty-five associate of arts and science degrees, along with certificates for programs such as fire technology and inspection, respiratory therapy, emergency medical technician, early learning, and others. The college conducts environmental scans, and departments hold advisory meetings to solicit community advice on the educational needs of the Valley's residents. Articulation agreements with all of the California State Universities and the University of California, as well as with many private universities, aid the paths of students who wish to transfer. Developmental education is a priority at Crafton Hills, providing opportunities for students to secure a good foundation to begin their educational journeys. The college's Curriculum Committee, meeting twice each month during the academic year, is responsible for ensuring the rigor, depth, breadth, synthesis of learning, and sequencing of courses and programs. CHC informs students of its program and degree requirements through published course schedules, the annual college catalog, and the CHC website.

Crafton Hills College offers courses in the traditional eighteen-week semester, adding late-start classes to meet student needs. Almost all of the face-to-face classes occur at the Yucaipa campus. Eight and nine week compressed classes, as well as five to eight week classes in the summer, provide alternative timeframes for students who seek a faster track. Telecourses, online and hybrid courses are offered. Furthermore, students may opt to do a semester of coursework in Salamanca, Spain or London, England.

CHC ensures the quality, consistency, currency, and relevance of its courses through review of the college's requirements for degrees and certificates, with the college recently accomplishing a thorough revision of the general education program; the Curriculum Committee's process for course approval and oversight of the course outlines of record; and through the hiring and evaluation of faculty.

Since the last formal accreditation visit in 2002, the college has begun work to develop a plan for student learning outcomes. Faculty and staff have had many opportunities to engage in training sessions, and in 2006, an assessment specialist was hired to help guide the efforts of the instructional faculty. Many of the academic and vocational programs have identified student learning outcomes at the program level, and faculty members are writing an increasing number of individual course outcomes.

Recent success with grant acquisition has helped to invigorate the college's developmental education offerings as well as allowed for a building and strengthening of CHC's technological capacity. Growing student enrollment and the addition of an institutional researcher position are additional factors that have helped the college to embrace a culture of evidence.

Findings and Evidence

Crafton Hills College provides residents of the Yucaipa Valley with educational opportunities to pursue transfer degrees in 35 majors and certificates in 33 different vocational fields. Most instruction occurs in the beautiful wooded campus; however, some of the signature programs' instruction occurs in locations suited to the particular nature of the enterprise, such as the aircraft rescue course delivered off-campus. The college has been increasing the number of courses offered online. Growth of this program, according to the self study, has been slow due, in part, to lack of student demand for online courses. However, the Distributed Education (DE) Plan asserts that the lack of a DE coordinator at CHC has hampered the growth of distance education. In either case, the college is moving towards electronic delivery of coursework with expanded offerings. Classes are also available in a television format on KVCR-TV, with on-campus meetings delineated on dates specified in the college schedule. The college clearly identifies hybrid courses in the schedule, along with required dates for face-to-face meetings. One recent innovation is the offering of Honors classes at CHC for students who qualify. (Standard II.A.1.b)

Since 2002, and especially during the last two years, the faculty of CHC has made progress in developing and measuring student learning outcomes. Improvements have come from professional development opportunities detailed in the self study, the introduction of technological aids such as Curricunet and e-Lumen, and the practice of writing annual reports by each program and unit for review by the Planning and Budget Committee. In 2006, CHC hired a tenure-track assessment specialist, and the presence of an on-site expert who is available to assist faculty and units with developing SLOs has helped faculty to communicate instructional requirements and outcomes. (Standard II.A.1.a)

A review of the annual reports confirmed that although many programs have made great progress in constructing meaningful reviews, not all of them rely upon data to support their claims. Some programs, such as Computer Information Technology, Child Development, and Respiratory Care, use data such as retention and successful completion rates to create a very detailed picture of their status. However, other annual reports reflect a "question and answer" approach that does not embody high levels of self-reflection. Of the 15 program reviews submitted to the Planning and Budget Committee during the 2007-08 academic year, nine were instructional programs or certificates, three were from counseling departments, and the remainder were from the office of the President. Although a majority of the instructional and counseling programs use some data and provide SLOs, not all follow their lead. The Program Review Unit Schedule indicates that 32 program reviews will be conducted in 2008-09; 21 in 2009-20; and 24 in 2020-11. CHC has moved towards linking program review with planning by instituting a formal cycle of program and annual reviews; however, the college has not yet integrated the results of program review into institution-wide planning for improvement and informed decision-making. A majority of the programs have not gone through the review cycle. The college is at the Development Level on the Rubric for Evaluating Institutional Effectiveness – Part I: Program Review. (Standards II.A.1.c, II.A.2.a, II.A.2.e)

The new assessment specialist has helped faculty to develop program and course level student learning outcomes; currently, approximately two-thirds of the college units have completed

program SLOs. Of the disciplines, 26 out of 38 have defined at least one course-level SLO. The program reviews of vocational programs show that they utilize the expertise of advisory committees. However, very few of the disciplines have constructed assessment measures; even fewer have been through a complete cycle of assessment, planning, and implementation. Although a Student Learning Improvement Cycles Committee was formed in February of 2006, the Instructional Management Team took over their functions by the end of 2007. The self study asserts that the college is currently at the Development Level on the Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes, and this appears to be an accurate assessment. (Standards II.A.1.c, II.A.2.b, II.A.2.f)

The Curriculum Committee at CHC plays a significant role in ensuring the currency and rigor of courses offered. Recently, they adopted the Curricunet system, which has opened the curriculum process to a greater number of faculty. The system allows instructors to view the most current versions of course outlines of record at any time from their own computers. According to the chair of the committee, faculty can access course outlines of record of other colleges subscribing to Curricunet, which provides valuable assistance in revising and developing new curriculum. A subcommittee of the Curriculum Committee has assumed the task of scrutinizing distance education addenda to ensure that online and hybrid courses maintain the breadth and rigor of the face-to-face classes. The Curriculum Committee also has developed a document that records the qualifications of faculty who desire to teach online courses; without exception, potential online instructors must demonstrate that they possess sufficient technical skills to teach the proposed course(s). (Standard II.A.6)

Transfer of credit policies are published in the annual college catalog and on the college website. A majority of the college community, based on a recent campus climate survey, believes that CHC's publications are accurate and current. A Catalog Committee follows a process for reviewing the catalog to ensure that there are no factual errors.
(Standards II.A.6.a, II.A.6.b, II.A.6.c)

Conclusions

The college upholds institutional integrity, as evinced by the thorough curriculum process, the care with which its publications are scrutinized, and the thoughtful consideration of distributed education issues. A concern for rigor and a perceived lack of student demand for online courses have caused the slow growth of distance education courses at CHC, but the number of offerings is nonetheless increasing. As the number of online offerings increases, the college should be mindful of the need to submit a substantive change proposal with the Commission if and when the number of credits online exceeds 50% of the credits needed to complete a program or certificate/degree. The growth of learning communities, the initiation of an Honors Institute, and the Study Abroad Program are signs of the college's interest in pursuing new avenues to engage developmental education students as well as highly skilled students. (Standards II.A.1.a, II.A.1.b, II.A.2.d)

Since the last accreditation visit in 2002, the college has worked to ensure that programs and courses offer high quality educational experiences. Task forces have examined and revised the general education degree requirements, some program and course student learning objectives

have been determined, and some program and annual reviews have been conducted. The college has rightly assessed itself to be at the development stage, as not all programs and courses have identified student learning outcomes, nor have assessment measures been delineated to document student success in all cases. Anticipating the continued growth of distributed education courses, the college should develop a means of assessing student success in online classes. The institutional researcher and the assessment specialist have begun to provide data and assistance in interpreting data as a benchmark to measure student success. The Planning and Budget Committee has developed a rubric to help them assess the utility and quality of program and annual reviews, in order to both make budgetary allocation recommendations to the President's Cabinet and to assist departments in rigorous self-assessment. An examination of the 15 program reviews and the annual reviews submitted to date indicates that the use of data to support assertions is problematic for some units. College staff state that it is difficult to obtain data that is useful for programmatic review. (Standards II.A.1.a, II.A.1.c)

Recommendations

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

See also Recommendations 2, 3, and 5 in Standard I.B.

II.B. Student Support Services

General Observations

The student support services offered to the student body included admissions, registration, records, assessment, CalWorks, EOPS, DSP&S, the library and learning center, and student activities across campus. With the recent arrival of a new Director of Student Life, there has been significant increase in participation in campus life activities, including governance and student clubs.

Student learning outcomes are in place for many of the student support services offerings, but some areas such as Admissions and Records and Financial Aid have not yet produced expected outcomes.

CHC has sought to gather information from its constituents and its community in order to improve learning and services. The college has employed the Point of Service (POS) survey, Campus Climate Survey, Student Attitudes and Perception survey, and professional environmental scan. However, they have not yet articulated the results of these attempts to gather useful information, nor have they implemented any plan based on these findings.

The numerous cultural activities organized through the Student Life Office and the recent revision of the General Education requirements which calls for multicultural course offerings attest to the appreciation of diversity at CHC.

Findings and Evidence

CHC provides its students with student services including admissions, assessment, counseling, and financial aid. Students appear to regard their experiences with these service areas as positive, citing the friendly and caring help they receive from staff in these areas. Some staff voiced a concern that, as the college grows, the pleasant atmosphere which characterizes this area of the college may change due to increased workload. However, staff in this area seems ready to meet this challenge. Student Services units engage in systematic outreach activities with the surrounding community; for example, cultural events, high school visits, holiday celebrations, financial aid workshops, conferences, and entertainment events provide enjoyable opportunities for local residents to become familiar with all that the college offers. (Standard II.B.1)

Crafton Hills College's catalog provides information about a comprehensive array of course offerings and support services. The annual college catalog is a source of pride to the CHC community due to its attractive design and layout. Accurate information about the college programs, requirements, and policies is overseen by a catalog committee who meets throughout the year to ensure that all information remains current. The 2007-08 catalog includes the general education SLOs; the self study states that program-level SLOs for each discipline will be published in the 2008-09 catalog. At the time of the visit, this document was not available for review. The self study's planning agenda indicates that there are plans to publish a semi-annual addendum to the catalog, or create an on-line "living" catalog, in order to maintain the highest level of accuracy. (Standard II.B.2)

The Hispanic Serving Institutions grant from 2004 has added a new emphasis on basic skills and developmental education programs, which has produced learning communities for students transitioning to the college. However, there is no mandatory assessment and placement as the nexus to a student's participation in the basic skills learning community. Instead, a student self-selects a basic skills course and a college-level course. A counselor is assigned to work with the learning community, but does not teach a linked counseling course. In the fourth year of the Title V grant, the college has not performed any assessment to determine whether there is a need for ESL, nor apparently has it conducted any research, despite the requirements of the grant. (Standards II.B.3.a)

As a single-site college, all student services are located on campus. Student satisfaction surveys indentify support needs, with a Point of Service (POS) survey recently introduced. However, the POS is a generic measurement tool not linked to student learning outcomes and program improvement. (Standard II.B.3.c)

In spite of steep hills, handicapped students have access to all campus buildings with the aid of a special tram that transports them. (Standard II.B.3.a)

There has been progress in moving more counseling services to the internet, but the online application is still not fully operational, and there is no online counseling service. Furthermore, counseling staff report that SARS does not work for their department, and they are unable to obtain meaningful data under the current system. (Standards II.B.3.a, II.B.3.c)

CHC has revised the Accuplacer cut scores based on faculty input and a consequential validity study in the fall of 2007. However, the college has not yet measured the effectiveness of admissions and placement practices. The online application form still does not accept returning students. (Standard II.B.3.e)

All student access computers on campus are accessible to disabled students through software such as JAWS, PLATO, and Kurzweil. The college has recently redesigned the Learning Resource Center for greater efficiency, and students who need extra help have very comprehensive reading and math support in the Writing Center and Math Center, both of which appear to be constantly busy. (Standards II.B.1, II.B.3.a)

Conclusions

Although much has been accomplished in the Student Support Services area, those programs would greatly benefit from strong leadership ensuring the integration of the myriad activities found in the various support programs. (Standards II.B, II.B.1, II.B.3.a)

There has been incomplete progress in implementing measures that assist returning student enrollment. The department has improved the transcript process, decreasing turnaround time, and allowing students to request transcripts online; however, they have been working fourteen months to solve a software problem: updating online applications for returning students. (Standard II.B.3.e)

SLO development in the Student Support Services area has only just begun. To bring them in line with the rest of the college, work in this area should accelerate. (Standard II.B.4)

Recommendations

See Recommendation 8 in Standard II.A.

II.C. Library and Learning Support Programs

General Observations

The current library serves all programs on the Crafton Hills campus and occupies three floors of a dedicated building, two for its collection and one for a Learning Resource Center. The college is constructing a new 60,000 square foot library and technology center, to be completed in 2012. The administration of the library reports to the Dean of Technology and Learning Resources, who reports directly to the President of the college.

Findings and Evidence

The college's library and learning support services appear to meet the standards in that they provide proper support for the current instructional programs. The college has projected growth to 7500 students within the next two years, however, and the current library size, hours and days open, library literacy workshops, computer stations (64), staffing levels (3 librarians), and tutoring center will be taxed beyond its capacity. Thus, the in-place online services, participation in the Inland Empire Academic Cooperative (ILEAC), and projected increase in hours of operation will be necessary to meet demand. (Standards II.C.1.a, II.C.1.b, II.C.1.c, II.C.1.e)

Interviews with library staff indicate that there is a lack of cooperation with the sister college, San Bernardino Valley College, which has resulted in the inability to share library resources in recent years. This circumstance should be addressed immediately. (Standard II.C.1.e)

In 2005 the college completed a Campus Technology Plan to develop an obsolescence plan for library computers which, supported by Title V grant funds, allowed library computers to be brought up to date. The Technology Department maintains the computers with permanent funds, thus ameliorating the problem of grant or "soft" dollars being used to maintain a long-term commitment. (Standard II.C.1.d)

Librarians and faculty in each discipline collaboratively select library materials. Participation in the process is spotty with some faculty, although the head librarian reports that progress has been made in updating the periodical section. Paired classes have begun between library literacy classes and those in other disciplines, most notably American History. The unit has identified student learning outcomes, but the process of writing them has just begun in the fall of 2008. A new web-based online tracking system to keep track of student library visits has been implemented this fall by the Technology Department in an attempt to align library courses with student need. (Standard II.C.2)

Conclusions

The team finds that the college and library support services partially meet Standard IIC. The library and faculty support staff have worked diligently to implement programs to engender student success; however, student learning outcomes should now move to the forefront. (Standard II.C.2)

The team suggests greater emphasis be placed upon online library student resources including online book and periodical hours and check-out.

Occupation of the new library and learning resource center will alleviate some of the crowding and access problems plaguing the current facility. An updated collection and more computer terminals for the new facility must remain priorities. Given the projected increased enrollment and the fact that the library is now open during school breaks (times when the library formerly was closed for maintenance), the college should consider dedicating more staff to the library and learning service function.

Recommendations

See Recommendation 8 in Standard II.A.

Standard III
Resources

III.A. Human Resources

General Observations

The human resources function for Crafton Hills College (CHC) is performed by the San Bernardino CCD office. There has been a significant change in staff in the Human Resources Department within the last year. The department has hired four new staff members and few of the staff prior to that time remain; additionally, the district hired a new Human Resources Vice Chancellor only four weeks ago in September 2008. The evidence supports that systems and procedures are being established that will put more structure and formalization into the human resource functions. The challenge will be for the Human Resource Department to work collaboratively with college staff to ensure human resource processes and procedures are viable for those who use the systems and then effectively communicate these changes so that all stakeholders are clearly informed of the processes necessary to carry out their Human Resource Department needs.

Findings and Evidence

Crafton Hills College uses appropriate criteria and procedures for developing and advertising job descriptions, and selecting and hiring qualified faculty, management and classified staff. The College has established criteria, qualifications and procedures for selection of personnel (Board Policy and Administrative Regulation #7210). In 2007-08, the Human Resource Department conducted an audit on all adjunct faculty personnel files to determine and validate minimum qualifications and equivalency credentials which resulted in the elimination of unqualified adjunct faculty. From this process, Human Resources established and implemented academic equivalency procedures. The department also conducted an audit of all short-term and substitute employee rosters resulting in the compliance with Education Code Section 88003. In 2007-08, Human Resources implemented an applicant testing program for entry level classified positions validated through the Cooperative Organization for the Development of Employee Selection Procedures (CODESP), a consortium of over 700 public school districts in California and Nevada. (Standard III.A.1.a)

CHC has evaluation procedures that effectively ensure the timely evaluation of all employees. Non-instructional faculty (counselors and librarians) are revising the evaluation form used in their areas to gain more relevant feedback from students. Managers are trained in using the evaluation instruments for all personnel. Managers are provided ongoing trainings in the areas of effective management techniques, and training needs are identified through surveys. The Board of Trustees, the Academic Senate, the Classified Senate and the administrative team have all adopted codes of ethics. Procedures for selection of personnel reflect diverse views from different perspectives and broad involvement in the process. The department is developing standard operation procedures, a Human Resources manual and an employee handbook. (Standard III.A.1.a)

Systematic evaluations of faculty and staff occur at stated intervals as defined in the respective collective bargaining agreements. Human Resources maintain a tracking system for the evaluation of classified and management staff. The Office of Instruction maintains a tracking system for evaluation of faculty. The evaluation forms are agreed upon collegially with the appropriate collective bargaining unit and are included in the appropriate collective bargaining agreement. The management evaluation form is currently under review. (Standard III.A.1.b)

CHC is in the initial stages of designing assessment methods for student learning outcomes and the forms for faculty evaluation do not include student learning outcomes effectiveness. It is stated in the self study that this needs to be negotiated through the collective bargaining process. CHC needs to include the effectiveness of producing stated student learning outcomes in the evaluations of faculty and appropriate administrators (Standard III.A.1.c)

CHC has a written code of ethics for all personnel. (Standard III.A.1.d)

The College uses the annual planning process to identify and prioritize staffing decisions. Due to administrative restructuring in 2007, three dean level positions were added. Classified staff and full-time faculty were reportedly not pleased with this decision; however, the District is currently 32 faculty over the full time obligation. Individual unit plans include staffing needs. (Standard III.A.2)

The district personnel policies and procedures are clearly posted on the district's web pages as well as being included in collective bargaining agreements. Personnel records are adequately secured. (Standard III.A.3)

The district has policies and administrative regulations defining and prohibiting discrimination and harassment. The Human Resources Department is developing an equal opportunity plan in compliance with recent Title 5 revisions and the State Chancellor's Office. The district analyzes the diversity of its applicant pools and resultant demographics of the employees and conducts recruitment efforts to sustain diversity. EEO hiring data is shared with the Board in the annual Human Resources report. Board policy supports an understanding of and concern for issues of equity and diversity. The district recruits for faculty and administrative positions from a variety of sources. District sponsored workshops and training further promote diversity. The college reviews, monitors and conducts revisions on hiring data. Board Policy #7100 excludes any form of discrimination in its treatment of faculty, staff and students. Bargaining unit agreements establish procedures for unit members to encourage equitable treatment among all employees. (Standard III.A.4.c)

CHC has developed a Professional Development Plan for 2007-2010. The college has also created a number of professional development activities as a result of the Title V grant, Delta Academies and flex time for faculty. An evaluation form allows feedback and identification of future needs. The college is to be commended for creation of a professional development plan and program and for the number of offerings and attendees. CHC has used its grant funding to significantly augment professional development activities. (Standard III.A.5)

The College uses the annual planning process to identify and prioritize human resource needs for additional faculty and staff; however, resource constraints have prevented the funding that would address these needs. (Standard III.A.6)

Conclusions

The College recognizes the Human Resource department has undergone major staffing changes. The department is poised to create practices and procedures that meet the needs of the college. A long-term human resource plan integrated with institutional planning efforts will guide the college into the future.

The professional development plan and program is to be commended for the large number of offerings and attendees. CHC has used its grant funding to significantly augment professional development activities. The college is encouraged to support activities for its administrative staff that promote statewide professional networking and development.

The college has met standards III.A.1.a, II.A.1.b, II.A.1.d, III.A.3.a, III.A.3.b, III.A.4.a, III.A.4.b, III.A.4.c, III.A.4.d, III.A.5.a and III.A.5.b. The college has partially met III.A.2 and III.A.6. The college has not met standard III.A.1.c.

Recommendations

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

See also Recommendation 1 in Standard I.A and Recommendation 7 in Standard I.B.

III.B. Physical Resources

General Observations

The college completed a Facilities Master Plan in 2005 and an Educational Master Plan in 2007. The district passed two infrastructure bonds, Measure P and Measure M in 2002 and 2008, respectively. The two local bonds plus state bond funds will allow the college to complete much of the Facilities Master Plan. The district reports that only 40% of the total construction costs are coming from local bonds, meaning that they are doing an excellent job in leveraging outside funds. Current bids are coming in significantly below budget; the district is continuing to anticipate additional state funding.

Findings and Evidence

CHC uses the annual planning process along with the 5-Year Construction Plan and the Facilities Master Plan to identify physical resource needs. The college prioritizes these needs in the planning process; they have successfully obtained both local and state funding to address some of these needs. The college has identified a shortage in larger instructional spaces as well as faculty and staff offices. The self study identifies parking and lighting, particularly during

construction, as an area of concern; this problem was also addressed in the open forums, and as a result, is listed as the first priority in the construction projects. The college has an active safety committee, an Injury and Illness Prevention plan and biannual inspections for safety. The reported crime statistics show a very safe campus. (Standard III.B.1)

The college uses a biannual assessment as well as the information from the annual planning process to evaluate the effectiveness of physical resources. These evaluations inform the Facilities Master Plan as well as the Scheduled Maintenance Program. (Standard III.B.2)

Conclusions

The college meets this standard. The college has facilities that meet its needs and has plans to improve and increase those facilities as the college grows. The facilities growth is tied to the projected enrollment growth and to the Educational Master Plan.

Recommendations

See Recommendation 1 in Standard I.A and Recommendation 7 in Standard I.B.

III.C. Technology Resources

General Observations

Technology responsibilities are split between the district and the college. The district is responsible for administrative computing, 24 hour help desk, VOIP, and web services. The college is responsible for all academic computing and distance education. The district contracts for its IT management and about half of the staff in the IT department. Recent assessment has resulted in a plan to bring more of the functions, including that of CIO, in house. Both the college and the district staff stated that they were unable to get needed data from their systems to adequately plan or even determine what is happening currently with enrollment, productivity, retention and persistence.

Findings and Evidence

The college has an up-to-date Technology Plan that assesses the college's technology needs and identifies actions that need to be taken to meet those needs. The assessment is primarily through the knowledge of those on the committee and the annual planning process. CHC provides training for disabled students, but the number of sessions was not specified. It is not clear what training is provided for non-disabled students. The self-study cites training for faculty but provides no evidence of such. There is no evidence of assessment of training needs or of training for classified employees or administrators. (Standard III.C.1)

There is nearly universal acclaim for the tech support provided on-campus by college technicians. There is an equal amount of disdain for District Computing Services (DCS) and the private contractor, SunGard. Computer faculty members and college tech staff who were interviewed stated that DCS is in general unresponsive, that it does not prioritize requests from

the college and that it is more interested in telling faculty and staff what they cannot do rather than trying to provide support in solving problems.

The CHC Technology Plan 2004-2007 accomplished the majority of its goal, including installing VOIP phones, implementing a campus-wide wireless network for faculty and student internet, repairing the high-speed data link with DCS, and upgrading the computer "backbone" to support current and future tech needs. (Standard III.C.1.a)

The Technology Planning Committee has developed an obsolescence plan and also reviews all technology requests presented through the annual planning process. The current plan is to replace 25 percent of computers each year, a four year obsolescence cycle. They have added 64 computers in a "computer mall" in the library for student computer and internet access. The college does not have technology resources in place that will provide the data necessary for the institutional planning process. There were repeated assertions that data was not available to administrators and staff to enable them to monitor, assess or report on student or financial measures. (Standard III.C.1.c, III.C.2)

Conclusions

The college is effective at procuring, maintaining and replacing technology equipment. The Technology Services Department has done a commendable job of completing a large scale upgrading of computer hardware and infrastructure. They have continued to provide wide-ranging technical support above and beyond their officially defined work. The Educational Technology Committee had done a thorough job ensuring the quality of both the Distributed Education (DE) courses and DE teachers, without onerous certification requirements. The DE Implementation Plan appears well thought out and tied to planning and budget. A coordinated technology plan for the district and contract provider(s) is needed, as well as improved communication between the college and the district regarding the services provided and the process for prioritizing requests made by the colleges of the district.

The college needs software and training to enable it to access, analyze, and use data in its planning processes.

Recommendations

See Recommendation 1 in Standard I.A and Recommendation 7 in Standard I.B.

III.D. Financial Resources

General Observations

The district adopted a deficit budget for 2006-07 of $2.3 million, for 2007-08 of $1.4 million and for 2008-09 of $7.9 million using one-time funds. The use of this large amount of one-time funds to balance the budget in a time of fiscal uncertainty is risky, although the risk is mitigated by the nine percent growth that CHC is experiencing in the current Fall semester. The college community does not generally understand the resource allocation from the district and does not believe that the district allocates the funds fairly. Internally, the college allocates some funds within the planning matrix and some funds are allocated outside of the planning processes. In

Fall 2007, the college instituted a new program review and annual planning process. In 2007-08, the college allocated funds in a manner more closely aligned with the Educational Master Plan and the program reviews.

Findings and Evidence

Like most planning at the college, financial planning is not thoroughly integrated with other planning activities. The district meets with the two colleges' Vice Presidents of Instruction to develop enrollment targets and full and part-time faculty budgets, but without much consultation with the Vice President of Administrative Services at CHC. Although the college has grown approximately 15 percent over the last three years, the allocation of discretionary funds (all but contract salaries and benefits) has essentially not changed. The Vice Chancellor of Administrative Services anticipates an increase in the college share in 2009-10, albeit of a potentially smaller pie. The college prepares its budget for one year at a time; there are no multi-year projections. The college does not have information that would allow it to plan for more than one year or to estimate the resources that would be available to it in the next year's planning process. In addition, appropriate financial information is not readily available to those responsible for overseeing their departments. Additional training and access to financial information needs to be provided to college staff. (Standards III.D.1.a, III.D.1.c, III.D.2.b)

The institution should be commended for producing its first Educational Master Plan, yet there should be more focus on data, and when programs complete their program reviews and annual plans, consistent data needs to be included to justify requests and validate effectiveness. The new planning process appears to include a number of constituents; the college should assess how effective the new planning process is. (Standards III.D.1.b, III.D.1.d)

The district has identified its long-term liabilities for post retirement benefits, workers compensation and property insurance and has set aside resources to fund those liabilities. In addition, the district has set aside funds for load banking liabilities. The district has shifted FTES between fiscal years to allow it to maintain its base funding from the state. These resources have been built into the ongoing budget of the district although the state could prohibit the shifting of FTES at any time. The district has identified the current year growth as a solution to this problem. The district has called extensively on its reserves in prior and current years; however, as the state funding enters a particularly rocky time, the district may not be in a position to continue this practice. (Standard III.D.1.c)

The district and college have adequate financial controls. The district is in the implementation process of CalCard, which should assist with the control of purchasing and the audit findings. The district approves contractual agreements that reflect appropriate integration with the college mission and goals. While the college has forms for annual unit planning, the way the form is designed does not guarantee that all departments will fill it out with the same data. There is no place on the form for justification of the budget requests in the planning documents. (Standards III.D.2.a, III.D.2.d, III.D.2.e, III.D.2.f, III.D.3)

The external audit functions as one assessment of the effectiveness of the financial processes. The internal auditor also evaluates some of the processes. Results from site visit meetings indicate some college staff members feel that the district staff is inaccessible and has processes that hinder the ability of the staff to get their jobs done. Communication between the district and

college staff is poor and there is a lack of trust by the college. While some Crafton Hills administrators state that they do not know how the college receives its allocation of funds from the District or how the funds are split between the colleges, the District Vice Chancellor indicated that the formula was provided to the colleges. There is nothing in the published budget that provides this formula or even provides a summary budget by college. (Standards III.D.2.g, III.D.3)

Conclusions

The college partially meets Standard III.D. While the planning process has recently been revised, the college has only completed one full cycle. The college lacks the data needed to develop and monitor financial plans. There needs to be additional communication between the college and the district on financial information and allocations. The college needs information from both college and district sources in order to develop long-range plans. This information includes results from program review that indicate FTES growth projections and resource needs as well as budget projections including college allocations from the district.

Recommendations

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

See also Recommendation 1 in Standard I.A, Recommendations 5 and 7 in Standard I.B and Recommendation 8 in Standard II.A.

Standard IV
Leadership and Governance

IV.A. Decision-Making Roles and Processes

General Observations

The college has reviewed and adjusted its committee structure to enable more members of constituent groups to be involved in the decision-making processes. There are opportunities for any individual who desires to be involved. As with many institutions, faculty and administrators are the primary decision-makers, while classified staff and students often don't recognize the benefits of participating and thus don't make the time to do so.

Findings and Evidence

Crafton Hills College (CHC) provides opportunity for participation by college constituencies and input to processes and projects through governance groups such as the Academic, Classified, and Student Senates; through representation on standing committees, such as Planning and Budget; and through ad hoc committees, such as the General Education Task Force. The self study report cites the task force that developed the Educational Master Plan as an example of how the college involved the entire campus community to focus on a specific issue. Program review and technology reports were substantive and reflected active participation by the college community. While survey results show that most employees believe they have an opportunity to participate in governance, the majority do not believe that their participation assures that they have a voice in policymaking. In addition, the report indicates that there is a need for more widespread participation by classified staff and students. (Standard IV.A.1)

Faculty, classified staff, administrators, and students have defined roles and mechanisms for participating in the college's governance, as described in Administrative Regulation #2225. Participation occurs primarily through the senates, standing committees, and ad hoc committees. (Standard IV.A.2.a)

Board Policy #2225 specifies that Crafton Hills College primarily relies on faculty for recommendations concerning student learning programs and services. Faculty provide leadership for committees that make recommendations about curriculum, general education, student learning outcomes, instructional planning, and program improvement. Survey results show that employees believe that faculty are sufficiently involved in curriculum development decisions. (Standard IV.A.2.b)

Established governance structures provide avenues for participation by all constituent groups. The District Assembly is the primary vehicle for college representatives to participate in district decisions and to make recommendations to the Board of Trustees. Communication within and between governance groups and committees occurs through discussions at meetings, newsletters, email, and web postings. Survey results show that most employees believe that CHC's governance structures and practices facilitate effective communication, but a minority of employees are aware of faculty and staff roles in the governance structure. The report also states that there is a need to better define the roles and responsibilities of each governing structure. (Standard IV.A.3)

District Administration Regulation 2260 addresses honesty and integrity in public and personal relationships. The self study report responds to all of the previous recommendations from the Commission and outlines an open process for conducting the current self study. (Standard IV.A.4)

CHC reports that it does not have a formal procedure for evaluating the effectiveness of its governance and decision-making structures and processes. (Standard IV.A.5)

Conclusions

San Bernardino Community College District and Crafton Hills College have policies, procedures, and processes in place to govern the college, support student learning and support services, and provide for participation by constituent groups. However, in many areas, there are no procedures for evaluating the effectiveness of processes and services, communicating evaluation results to constituencies, and using the results to make improvement. In addition, many procedures that have been established need to be documented in writing. Thus, CHC appears to have not yet fully developed a culture and practices that support continuous improvement.

Recommendations

See Recommendations 4, 5 and 6 in Standard I.B and Recommendation 8 in Standard II.A.

IV.B. Board and Administrative Organization

General Observations

The San Bernardino Community College District recently hired a new chancellor, who intends to put more emphasis on coordinating district and college planning, documenting processes and procedures, and enhancing accountability. These changes may positively impact leadership and governance at Crafton Hills College (CHC).

The inability to access reliable data continues to hamper college planning and evaluation, which in turn, handicaps the college's ability to use information for decision-making. As an example, the budget office is not able to obtain current data related to FTES generation, retention, persistence, and efficiency needed for accurate budget preparations. While this problem is being addressed, a viable solution does not yet appear to have been implemented.

CHC has a long standing tradition of emphasizing oral communication over written documentation, which has served it well in the past. However, the increased size of the college requires that it more thoroughly document processes and procedures.

Findings and Evidence

The Board of Trustees has established policies, which are aligned with the district mission and that outline it responsibilities and membership requirements. These policies and related administrative regulations are posted on CHC's web site. (Standards IV.B.1.a, IV.B.1.c, IV.B.1.d)

The Board relies on its policies to guide its actions. It follows Policy #2045 to review and revise board policies and administrative regulations. This process includes vetting proposed changes through the District Assembly and other college and district governance structures before final approval by the Board. (Standard IV.B.1.e)

New Board members receive orientation through district developed programs and materials, as well as the Community College League of California (CCLC). Board Policy #2050 outlines Board membership and terms. (Standard IV.B.1.f)

Board Policy #2020 specifies the process that the Board uses to assess its performance. This process involves both an annual self assessment and goals assessment. Examples of current Board evaluation results were reviewed by the team. (Standard IV.B.1.g)

The Board's code of ethics and consequences for violation are described in Board Policy #2010. (Standard IV.B.1.h)

The Board actively participates in the accreditation process, as outlined in Board Policy #3200. Some trustees participate in accreditation training provided by CCLC and the CCC Trustee Group. The Board reviews accreditation related reports and receives periodic updates from the chancellor. (Standard IV.B.1.i)

The chancellor and college president are selected through a process developed by the Board. Board Policies #2170 and #2175 outline the chancellor's roles and responsibilities, as well as the evaluation process for the chancellor and president. (Standard IV.B.1.j)

With assistance from the vice presidents of instruction and administrative services, the president demonstrated leadership in planning, organizing, and budgeting personnel during the past two years. This included hiring a new institutional research and planning director, who has been very active in supporting institutional effectiveness assessment. However, numerous employees indicated that the vice president for student services was not actively involved in some of the planning and decision-making processes, which has hampered student services development. Some senior administrators also indicated that they did actively participate in professional organizations and conferences. (Standard IV.B.2)

The Crafton Hills College president directly supervises four directors and three vice presidents, who supervise other administrators. In response to a need to be more cost effective, to be less reliant on faculty to perform administrative functions on reassigned time, employee survey results, and college dialogue, additional deans were added to the administrative structure to fill identified gaps, which was confirmed through employee interviews. (Standard IV.B.2.a)

The president supports a collegial process for the development of values, mission, and vision statements, the Educational Master Plan, student learning outcomes, and program review. Program review culminates in prioritizing program needs, which are funneled through the divisions and the Planning and Budget Committee for funding. Data from environmental scans and internal research support program review. Approximately one-half of surveyed employees agree that the president provides effective leadership in planning and assessing institutional effectiveness, while 24 percent felt the president's leadership was not effective and 25 percent had no opinion. Although the report does not specify how institutional planning processes are evaluated, committee members indicated that the Planning and

Budget process is reviewed and modified based upon this review. However, a large proportion of respondents to an employee survey disagreed that decision-making processes are regularly evaluated. (Standard IV.B.2.b)

The self study report states that the president assures that statutes, regulations, and Board policies are followed through regular review of expenditures, reports, and procedural and policy decisions and through communication with appropriate college and district staff. Staff interviews confirmed that procedures are followed. (Standard IV.B.2.c)

The president stays informed about current and future resource allocations. She also oversees the college's budget development process, which begins at the department level and percolates up to the college level through the Planning and Budget Committee. Approximately one-half of surveyed employees believe that the president provides effective leadership in fiscal planning and budget development. However, while the president provides feedback to the Academic Senate concerning allocation decisions, faculty expressed concern that the rationale for allocation decisions is often not provided. (Standard IV.B.2.d)

CHC's president communicates with the college's external community through involvement in and presentations to numerous service clubs and other community organizations. While 55 percent of surveyed employees indicated that the president effectively communicates with the communities served by the college, the report provided no assessment results from the community. (Standard IV.B.2.e) An organizational map of functional services delineates district and college functions. The district-wide Collegiate Council serves as the venue for reinforcing the functions of each entity, as well as recommending modifications to the structure. While both the district and CHC have marketing and public relations functions, CHC appears to focus primarily on college marketing. (Standard IV.B.3.a)

While the district provides fiscal services, human resources, facilities planning, computing services, distributed education, marketing and public relations, and government services to Crafton Hills College, there is no formal process for evaluating the effectiveness of these services, using the results for improvement, and communicating evaluation results to constituencies. (Standards IV.B.3.b, IV.B.3.g)

Established formulas determine the distribution of resources to CHC. The district currently allocates 30 percent of operational funds to Crafton Hills, but this percentage is expected to increase in 2009-10 due to CHC's growth. Although the report states that the current distribution of resources is adequate, the college administration did not seem to be aware of how the model would change or how they could predict its changes. In addition, some staff expressed dissatisfaction with the current distribution model. (Standard IV.B.3.c)

The district follows state accounting guidelines in administering the budget. While the district has had a balanced budget in the past, it adopted deficit budgets for the three most recent years, including using $7.9 million in one-time funds for 2008-09. The use of this large amount of one-time funds to balance the budget in a time of uncertainty is risky, although the risk is mitigated by the 9 percent growth the district is experiencing during Fall 2008. (Standard IV.B.3.d)

Board Policy #2170 specifies the authority of the president to operate Crafton Hills College. (Standard IV.B.3.e)

The self study report specifies that the district communicates with CHC through distribution of information via email, memos, fliers, and the college web page, as well as discussions at district-wide committee meetings. However, most surveyed employees do not believe that the district office and CHC use effective methods of communication to exchange information in a timely manner. In addition, employee interviews indicated that district procedures and lack of customer service often impede accomplishing tasks related to human resources, contracts, information systems, finance, and legal services. (Standard IV.B.3.f)

Conclusions

Crafton Hills College used evaluation results to make improvement by modifying its administrative structure to fill gaps identified by respondents to an employee survey and campus dialogue.

To better support student learning and support services, it is suggested that senior administrators enhance their professional development through more actively participating in professional organizations and activities.

The San Bernardino CCD Board policies contain the necessary provisions to support the accreditation standards and encourage student learning and institutional improvement. The Board has well-defined procedures for selecting a chancellor and for evaluating both the chancellor's and the Board's performance.

The Crafton Hills College president is involved in both the external and internal communities and is effective at managing the college budget. The president encourages input from various shared governance committees; however, it was noted that the vice president for student services does not appear to have the same level of involvement as the other vice presidents of the college.

Recommendations

See Recommendations 6 and 7 in Standard I.B.