Crafton Hills College
Institutional Self Evaluation of
Educational Quality and
Institutional Effectiveness
in Support of Reaffirmation of
Accreditation
2014
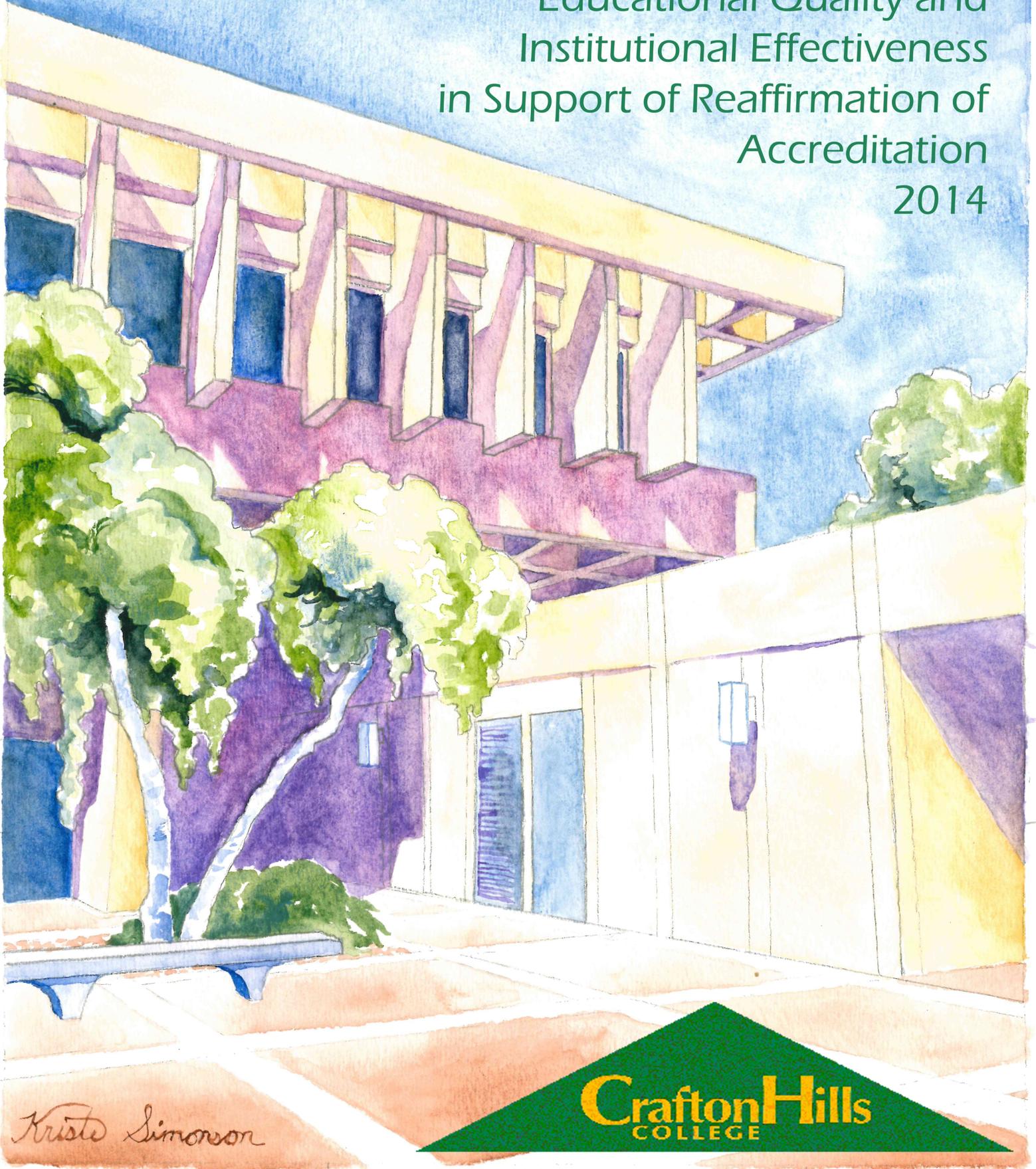
Kristi Simonson

Crafton Hills
COLLEGE

CRAFTON HILLS COLLEGE

Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of Reaffirmation of Accreditation

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

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

July 22, 2014

Certification of Self Evaluation Report

July 22, 2014

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

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

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

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

Signatures:
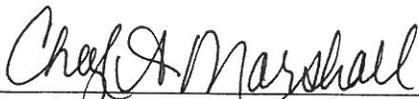
_____
Cheryl Marshall, President Crafton Hills College

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Donna Ferracone, President SBCCD Board of Trustees
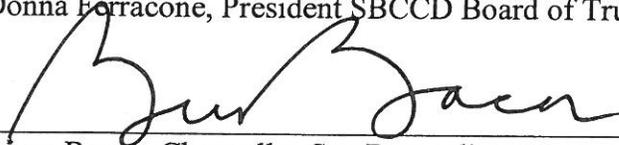
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Bruce Baron, Chancellor San Bernardino Community College District

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Denise Allen Hoyt, President Crafton Hills College Academic Senate
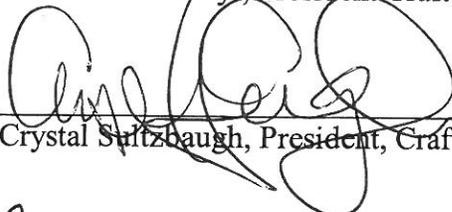
_____
Crystal Sultzbaugh, President, Crafton Hills College Student Senate

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Colleen Gamboa, President California School Employees Association

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INTRODUCTION

Introduction

Crafton Hills College

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have utilized the outstanding educational opportunities available at the College. Crafton Hills College currently serves approximately 5,500 students. Located in the beautiful rolling hills of Yucaipa, Crafton Hills offers more than 38 majors in the liberal arts and sciences, vocations and technical studies. With its imaginative architecture, manicured grounds and spectacular surroundings, the atmosphere of the College is one of serenity; right for reflection, growth and learning.

What sets the campus apart from many others is that, in addition to quality instruction, many of the professors are experts in their field outside the classroom. The small size of the College affords students the opportunity for more one-on-one communication with instructors. CHC instructors are noted for being accessible and caring about the students as individuals. In a recent student satisfaction survey, students were asked what they believe are the best things Crafton has to offer; numerous comments referred to the quality of CHC's instructors (I.1). For example, one student stated: "Crafton is a great school with great teachers."

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

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

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

Figure 1, Geographic Distribution of CHC Students

Fall 2013 Crafton Hills College Student Population
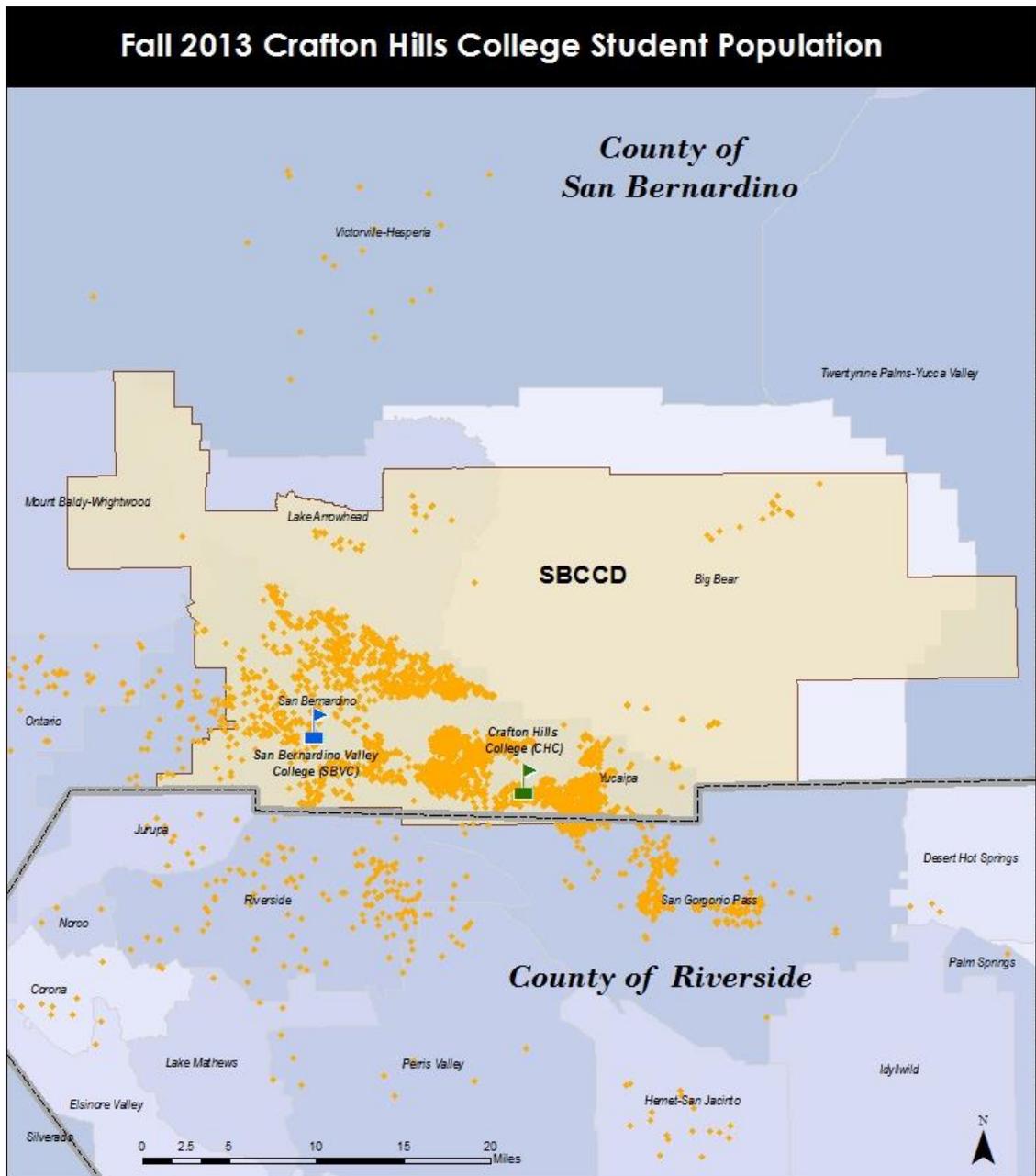
Legend:
- County Delineation
- San Bernardino Community College District
- CHC
- SBVC
- CHC Individual Student Locations

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

Continuous Quality Improvement

Crafton Hills College has created a culture of continuous quality improvement to further facilitate the education and access of students in a quality learning environment.

Crafton administers the Employee Campus Climate Survey semi-annually. The survey allows the College to gather feedback regarding employee perceptions of such issues as campus communication, the use of outcomes assessment data to improve programs and services, the college wide prioritization of objectives, shared governance, and resource allocation (I.2). The results of the survey are used to plan and implement continuous quality improvement.

For example, even though Crafton had dramatic increases on many of the employee campus climate areas in fall 2012, we continue to work on making improvements. Communicating effectively among the institution's constituencies has been one of Crafton's challenges. Employee Campus Climate Surveys conducted in fall 2010 and fall 2012 identified communication as a concern (I.3; I.4). As noted in a fall 2012 presentation to the campus by the Office of Institutional Effectiveness, Research and Planning (OIERP), employee perceptions of the effectiveness of campus communication have improved considerably (I.5). In fall 2010 44 percent of respondents agreed or strongly agreed communication on campus was timely and accurate, compared to 66 percent of fall 2012 respondents. Satisfaction with communication among constituency groups rose from 32 percent in 2010 to 57 percent in 2012. Last, the number of respondents who reported that best practices were shared effectively at CHC rose from 49 percent in 2010 to 57 percent in 2012. Comments from the 2012 Employee Campus Climate Survey related to communication included the following:

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

The Crafton Council continuously reviews suggestions and develops improvement plans as indicated in the Fall 2010 Research Brief, for example (I.6). As a result of the dialogue regarding the results of the Employee Campus Climate Survey, the following actions have been taken:

- College hour has been expanded from one hour each week to one hour Monday through Thursdays. The purpose of College Hour is to provide students and staff

- with ample time for communication, reflection, engagement, and connection (I.7, see Block Scheduling).
- A Director of Marketing was hired to improve information-sharing within the College, as well as with external entities (I.8).
- Administrative reports are presented by senior administrators at the Classified and Academic Senates to promote good communication and information-sharing (I.9; I.10).

In addition to examining internal data, the College has examined external data to help guide decision making. In 2013, the District commissioned an environmental scan to provide detailed information on future student enrollment from local feeder schools, occupational and industry trends, socioeconomic data, and the demographic composition of the communities surrounding and serviced by Crafton Hills College. The data suggests a 35 percent population increase by 2022. The environmental scan data showed that in 2012, 49 percent of residents in the College service area were Hispanic and 10 percent were African-American. The median household income in 2012 was $54,853 which was lower than both San Bernardino and Riverside county medians at $56,703 and $59,109, respectively. Twenty-two percent of adults 25 years or older in the service area had less than a high school diploma while 27 percent had a high school diploma or GED. The economic prospects appeared to be improving for service area residents as the data projected job growth and decreases in unemployment.

In reviewing the environmental scan data, the Office of Institutional Effectiveness, Research and Planning (OIERP) defined CHC's core service area those zip codes immediately surrounding the college with the highest student density. Crafton Hills serves 49 percent of community college students in its core service area, which is lower than the Inland Empire community college average core service area student density of 71 percent. The 185-page environmental scan report and its 86 exhibits were developed into a comprehensive presentation for the campus community (I.11; I.12). The president, the dean of Institutional Effectiveness, Research and Planning, and the research analyst presented the data to various collegial consultative bodies and committees, including the Academic Senate, in order to stimulate a community dialogue to inform strategic planning.

Crafton Hills College Growth

Crafton has grown from a student population of 3,900 FTES in 2012-2013 to 4356.72 in 2013-2014.   The student population is expected to grow to 5,400 FTES by 2016-2017. The 5,400 FTES target has been set as a minimum goal that will generate enough apportionment to hold the College at sustainability including personnel and infrastructure projections. To achieve this growth, the College has been developing schedules guided by student course-

taking demand. This has led to a nine percent increase in Career Technical Education (CTE) course offerings, a 24 percent increase in basic skills courses and a 67 percent increase in traditional transfer courses. In conjunction with the College's scheduled offerings, a marketing plan has been developed for the region that targets community college going students. This is the primary target due to the low market penetration with regard to community college students in the region. In the immediate service area, fewer than half of the community college-bound students chose to attend Crafton Hills College. This is significantly below the averages found in the Inland Empire.

Environmental Scan Data

Figure 2, CHC Service Area Population Ethnicity in 2012

2012 Population Ethnicity		
Ethnicity	**#**	**%**
African-American	89,183	10.4
Asian	50,751	5.9
Caucasian	271,363	31.6
Hispanic	420,295	48.9
Other	27,174	3
Total	858,766	100.0
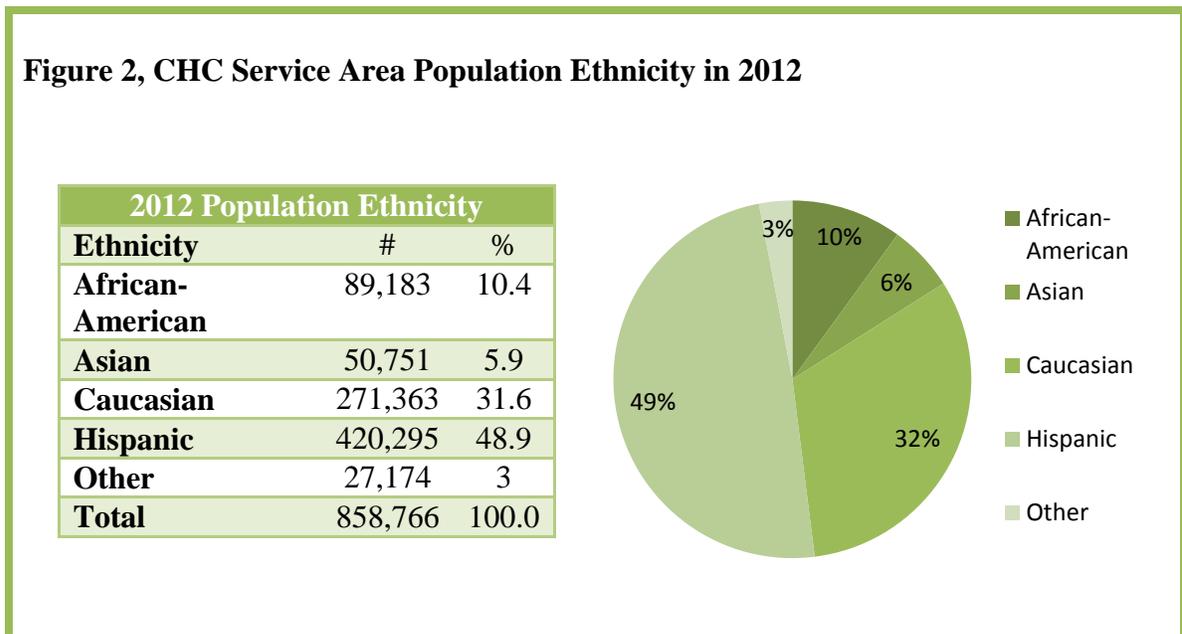
In 2013, Crafton Hills College and San Bernardino Community College District commissioned an environmental scan of the Crafton Hills College service area (I.11). In the report, a core study area was identified by zip codes from which 90 percent of the 2011-2012 student body is derived. Within this service area, 49 percent of the population is identified as Hispanic. Crafton Hills College serves a majority-minority population, and at least 59 percent of the population identifies in a group that has been traditionally underserved. It is notable that Caucasians constituted the second largest ethnic group at 32 percent. This information was shared with campus committees and constituencies in spring 2014 by the president, the dean of Institutional Effectiveness, Research and Planning, and the research analyst. The information presented is being used to inform planning.

Figure 3, CHC Service Area Population Age in 2012

2012 Population Age		
Age Range	**#**	**%**
17 and younger	240,525	28.0
18 – 24	99,509	11.6
25 – 29	62,352	7.3
30 – 34	57,460	6.7
35 – 39	54,756	6.4
40 – 49	110,013	12.8
50 and older	234,151	27.3
Total	858,766	100.0
Average Age		36.1
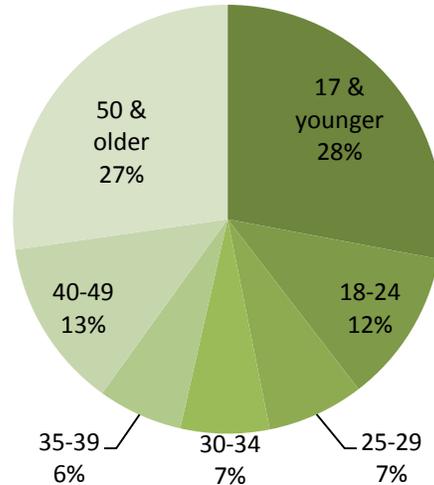
In the same environmental scan data, age distribution data for the Crafton service area was presented (I.11). Forty-seven percent of the population in Crafton's service area was under the age of 30 demonstrating a significant opportunity for the College to continue serving more students now and in future years. With 30 to 50 year olds constituting another quarter of the population, Crafton will continue to be vital in ongoing workforce development for the surrounding communities. This information was shared with college committees and constituencies in early spring 2014 by the president, dean of Institutional Effectiveness, Research and Planning, and the research analyst. The data is being used to inform planning.

Figure 4, CHC Service Area Annual Household Income in 2012

2012 Household Income		
Income Range	**#**	**%**
$0 – $40,000	94,481	36.4
$40,000 – $60,000	46,803	18.0
$60,000 – $80,000	36,702	14.1
$80,000 – $100,000	27,203	10.5
$100,000 – $150,000	35,521	13.7
$150,000 and up	19,152	7.4
Total	259,862	100.0
Median Income		$54,853
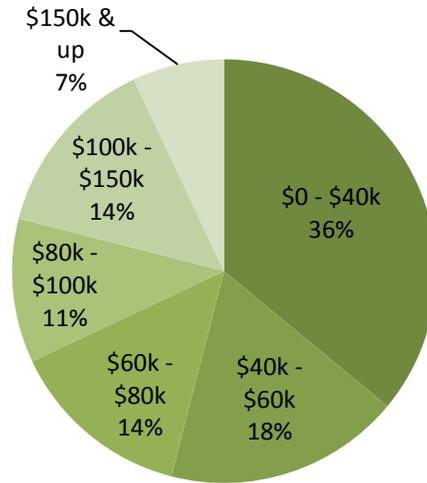
In the same environmental scan data, 2012 annual household income data for the Crafton service area was presented (I.11) . The median household income in Crafton's service area was $54,853 in 2012. Moreover, 36% of households in Crafton's service area earned less than $40,000 while 21 percent of households had household incomes greater than $100,000. This information was shared with college committees and constituencies in early spring 2014 by the president, dean of Institutional Effectiveness, Research and Planning, and the research analyst. The data is being used to inform planning.

Figure 5, CHC Service Area Education Level Attainment as of 2012

2012 Education Level Attained		
Education Level Attained	**#**	**%**
Less than High School Diploma	114,031	22.0
High School Diploma/GED	137,999	26.6
Some College	123,136	23.7
Associate's Degree	42,844	8.3
Bachelor's Degree	63,321	12.2
Graduate Degree	37,408	7.2
Total	518,739	100.0
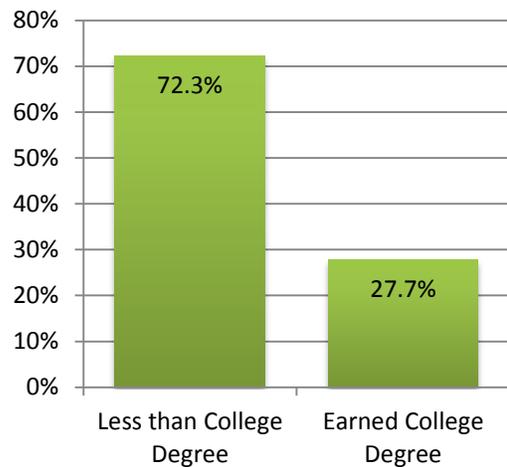
In the same environmental scan data, educational level attainment data for Crafton's service area was presented (I.11). Approximately 72 percent of individuals over the age of 25 had less than a college degree. Twenty-two percent- of individuals over the age of 25 without a high school diploma indicating that the Crafton service area has a high need for General Education (GED) and basic skills education programs. This information was shared with college committees and constituencies in early spring 2014 by the president, dean of Institutional Effectiveness, Research and Planning, and the research analyst. The data is being used to inform planning.

Figure 6, CHC Core Service Area Student Density, 2012

2012 Core Service Area Density	
Occupation Area	**%**
Crafton Hills College	48.8
San Bernardino Valley College	61.5
Mt. San Jacinto College	83.5
Moreno Valley College	51.1
Riverside City College	66.1
Norco College	53.7
Chaffey College	76.4
Victor Valley College	86.5
Barstow College	89.4
College of the Desert	94.8
Average Density	71.2
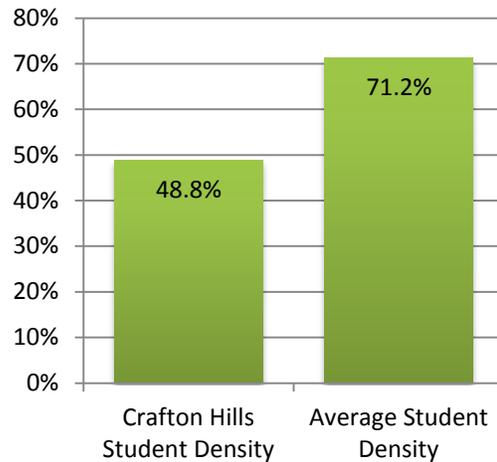
In the same environmental scan data, enrollment data by zip code for Crafton Hills and the other community colleges in the Inland Empire was presented (I.11). An apparent relationship exists between student density, which is the proportion of community college students within a specified zip code who enroll at a given community college, and the community college a student elects to attend. Community colleges tend to maintain a higher student density in the zip codes immediately surrounding the college. This can be identified as the college's core service area. For Crafton Hills College, the core service area includes the zip codes covering Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. The average core service area student density for community colleges in the Inland Empire is approximately 71 percent, while Crafton has a core service area student density of approximately 48 percent. This information was shared with college committees and constituencies in early spring 2014 by the president, dean of Institutional Effectiveness, Research and Planning, and the research analyst. The data is being used to inform planning.

Figure 7, Crafton Hills College Student Demographics

The Ethnic Composition of the CHC Student Body in Fall 2013

Fall 2013 Student Ethnicity		
Student Ethnicity	**#**	**%**
Asian	309	5.5
African American	438	7.7
Hispanic	2,373	41.9
Native American	67	1.2
Caucasian	2,458	43.4
Unknown	21	0.4
Total	5,666	100.0
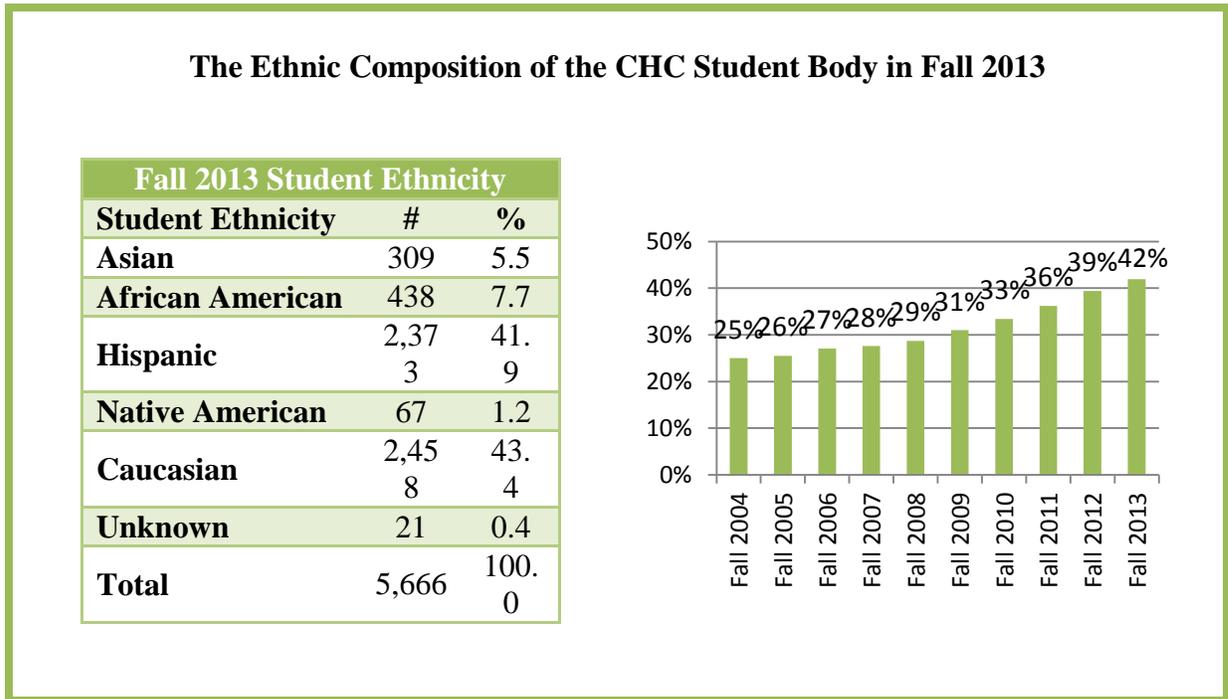
In fall 2013, for the first time in Crafton's history, a majority (51 percent) of Crafton students were from traditionally under-represented groups (i.e. African American, Hispanic, and Native American). In the last ten years the proportion of Hispanic students has increased every year from 25 percent in fall 2004 to 42 percent in fall 2013. This information was shared with college committees and constituencies in early spring 2014 by the president, dean of Institutional Effectiveness, Research and Planning, and the research analyst (I.13; I.11; I.14). The data is being used to inform planning

Figure 8, The Gender Composition of the CHC Student Body in Fall 2013

Fall 2013 Student Gender		
Student Gender	**#**	**%**
Female	2,962	52.3
Male	2,691	47.5
Unknown	13	0.2
Total	5,666	100.0
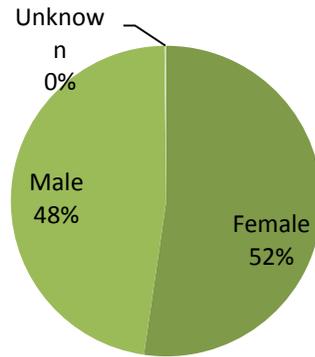
In the last four year the proportion of females at Crafton has remained relatively the same. In fall 2013 52 percent of Crafton students were female and 48 percent were male. Each fall semester this information is shared with the campus under Quick Links on the Office of Institutional Effectiveness, Research, and Planning. See the College Snapshot, for example, listed on the OIERP Web Site (I.15; I.16).

Figure 9, The Age Composition of the CHC Student Body in Fall 2013

Fall 2013 Student Age		
Student Gender	**#**	**%**
19 or younger	1,921	33.9
20 – 24	2,232	39.4
25 – 29	702	12.4
30 – 34	310	5.5
35 – 39	172	3.0
40 – 49	205	3.6
50 or older	123	2.2
Unknown	1	0.0
Total	5,666	100.0
Average Age		24.0
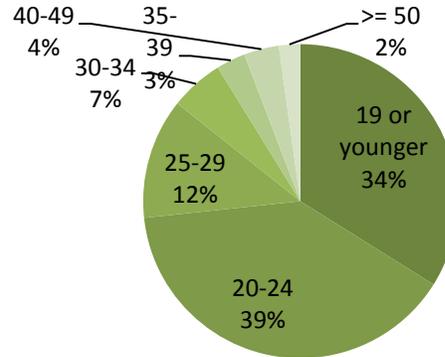
The average age of Crafton Hills College students has remained relatively stable over the past four years. It has declined slightly from 24.5 to 24. In fall 2013, 34 percent of students were 19 years old or younger and 39 percent were 20 – 24 years old. Each fall semester this information is shared with the campus as a Snapshot under Quick Links on the Office of Institutional Effectiveness, Research, and Planning Web Site (I.15; I.16).

Figure 10, CHC Students Receiving Financial Aid in Fall 2013

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

Students that Might Benefit from
Financial Aid
(n = 263, 5%)
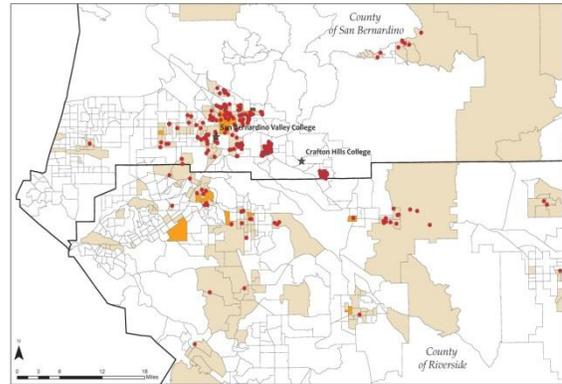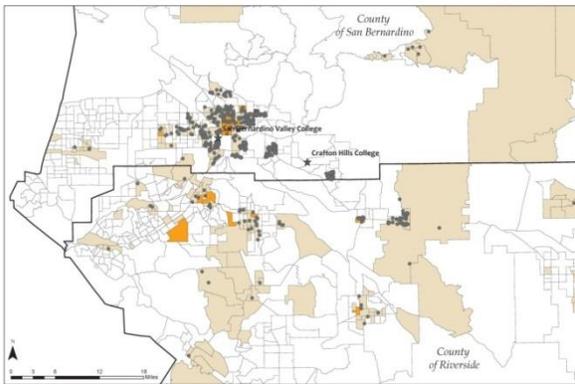
In fall 2013 57 percent of Crafton students received financial aid. Using Geographical Information Systems (GIS) mapping software and US Census data the number of fall 2013 Crafton students who reside in poverty areas was also identified; indicating the possibility that an additional 5 percent, or 263 Crafton students, might benefit from receiving financial aid. This information was shared with the campus in the OIERP's *Did you Know?* newsletter and is available in a more detailed research brief (I.17; I.18).

Figure 11, CHC Students Full-Time Equivalent Student (FTES)

Total Credit FTES	#	%
2008-2009	4,824.24	**22%**
2009-2010	4,286.87	**20%**
2010-2011	4,601.62	**21%**
2011-2012	4,032.97	**19%**
2012-2013	3,918.76	**18%**
Total	21,664.46	**100%**
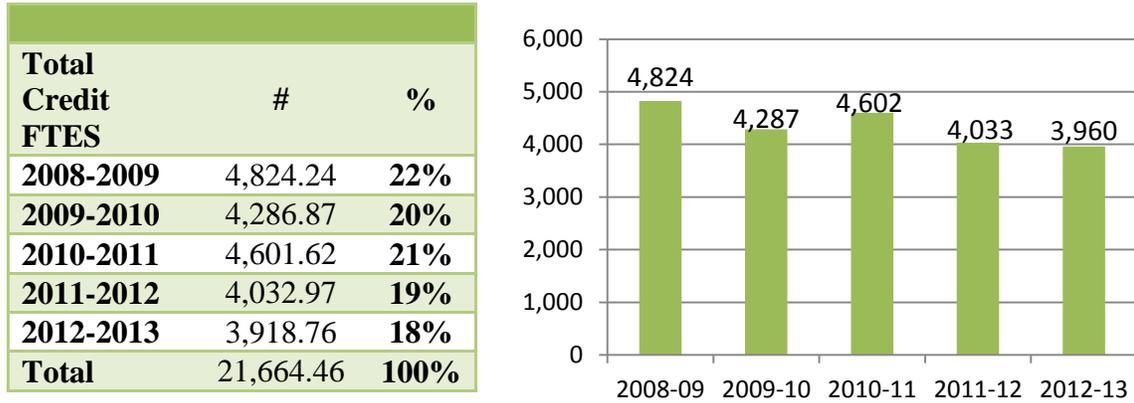
In 2012-2013 Crafton served the lowest number of students in the last five years, only generating 3,960 total FTES. The highest amount of FTES was generated in 2008-2009 with 4,824 total FTES. In 2013-2014, Crafton is on target to generate approximately 4,362 Total FTES representing an 11percent increase.

Crafton Hills College Student Outcomes

Figure 12, CHC Course Success Rate

Course Success	2010-11			2011-12			2012-13			Min Stan-dard	13-14 Tar-get
	#	N	%	#	N	%	#	N	%		
CTE	4,365	5,606	77.9	3,798	4,803	79.1	3,614	4,557	79.3	NA	80.0%
Transfer	20,063	28,008	71.6	17,953	24,330	73.7	16,937	22,998	73.6	NA	73.4%
Dev./Basic	3,619	5,753	62.9	3,080	4,699	65.5	2,804	4,525	62.0	NA	63.0%
Overall	26,837	37,439	71.7	24,330	32,795	74.2	23,839	32,356	73.7	63.6%	73.4%
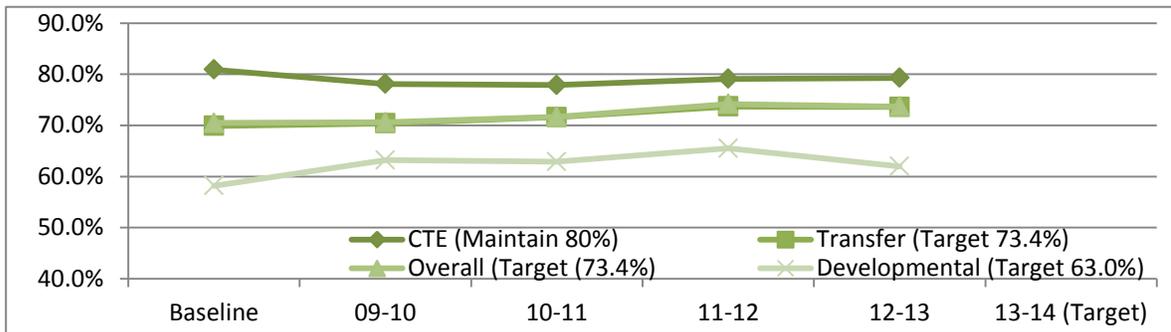
In the last three years the overall and transfer course success rates have consistently increased. In 2011 - 2012 the overall transfer course success rate target was reached and sustained throughout 2012-2013. The CTE course success rate has increased over the last three years and the developmental course success rate needs to increase by one percentage point to reach the 2013-2014 target. Progress on Crafton's Quantitative Effectiveness Indicators (QEIs) is examined regularly as illustrated in volume 33 of the OIERP newsletter, *Did You Know*?

Figure 13, CHC 2012 – 2013 Overall Course Success Rate by Ethnicity

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

Chart showing percentages: Asian 77%, African American 72%, Hispanic 70%, Native American 73%, Caucasian 77%, Unknown 77%, Total 74%
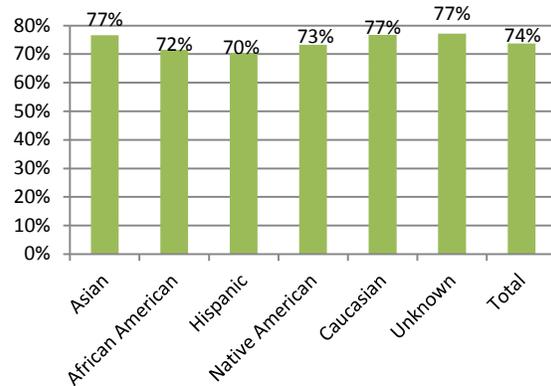
In 2012 – 2013 there were differences in course success rates by ethnicity. Specifically, African American (71.5 percent) and Hispanic (70.4 percent) students had the lowest course success rates. Information on the relationship between demographics and performance is readily available to the campus. For example, volume 33 of the OIERP newsletter, *Did You Know?* contains information about the College's progress toward meeting its QEIs, and volume 34 provides a discussion about the graduation rates of men of color. The latter edition also included the announcement of a discussion group on the topic, sponsored by the Professional Development Committee

Figure 14, CHC Fall to Fall Retention (i.e. Persistence) Rate

Fall to Fall Retention	#	N	%	Minimum Standard		13-14 Target	
				Standard	Met	Target	Met
Fall 2008 to Fall 2009 (Baseline)	771	1,883	**40.9**	NA	NA	45.9%	**No**
Fall 2009 to Fall 2010	829	1,865	**44.5**	NA	NA	45.9%	**No**
Fall 2010 to Fall 2011	683	1,574	**43.4**	NA	NA	45.9%	**No**
Fall 2011 to Fall 2012	682	1,502	**45.4**	37.8%	**Yes**	45.9%	**No**
Fall 2012 to Fall 2013	626	1,320	**47.4**	37.8%	**Yes**	45.9%	**Yes**
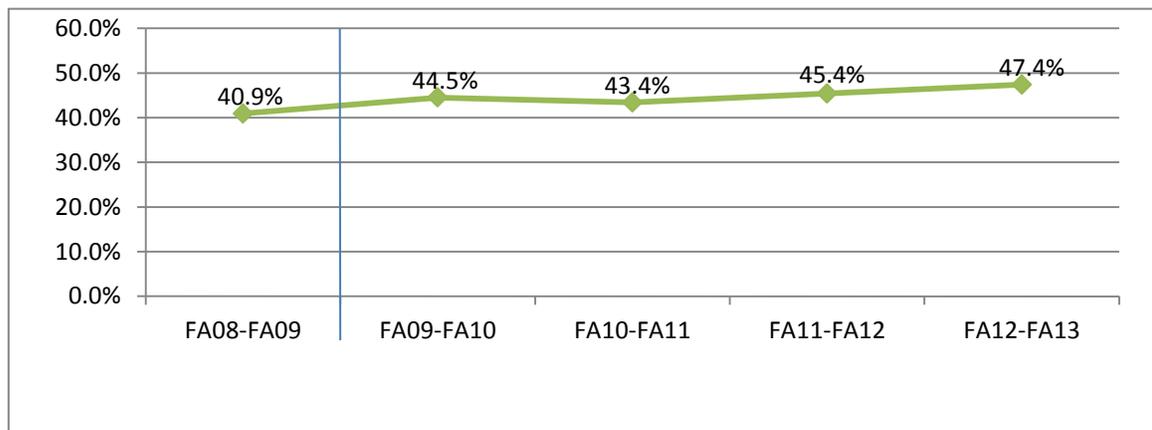
The fall-to-fall retention rate has increased every year for the last five cohort years. In the most recent year, the retention rate increased from 45 percent in fall 2011 to fall 2012 to 47 percent in fall 2012 to fall 2013. The 2013 – 2014 fall-to-fall retention rate target was met in the fall 2012 to fall 2013 cohort. These data are included volume 33 of the OIERP newsletter, *Did you Know?* which describes the College's progress toward meeting its 11 quantitative effectiveness indicators and the ACCJC institutional set standards.

Figure 15, CHC Fall 2012 to Fall 2013 Retention (i.e. Persistence) Rate by Ethnicity

2012-13 Overall Course Success			
Ethnicity	**#**	**N**	**%**
Asian	30	85	**35.3**
African American	44	107	**41.1**
Hispanic	286	578	**49.5**
Native American	7	19	**36.8**
Caucasian	259	526	**49.2**
Unknown	0	5	**0.0**
Total	626	1,320	**47.4**
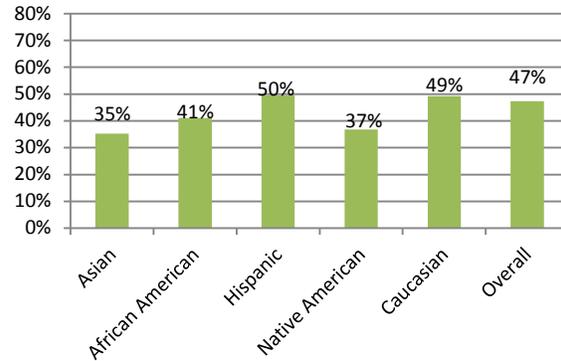
Asian students had a lower retention rate (35 percent) than the overall retention rate (47 percent), suggesting that Asians are less likely to be retained from fall to fall. Students may be less likely to be retained because they are completing their Crafton educational goals by earning a degree, certificate, transferring, and/or working. These data are noted in volume 33 of the OIERP newsletter, *Did you Know?*

Figure 16, CHC Three Year Transfer Rate

Fall to Fall Retention	#	N	%	13-14 Target	
				Target	Met
2006-2007 to 2008-2009	93	908	**10.2**	13.3%	**No**
2007-2008 to 2009-2010	57	672	**8.5**	13.3%	**No**
2008-2009 to 2010-2011	52	393	**13.2**	13.3%	**No**
2009-2010 to 2011-2012	65	669	**9.7**	13.3%	**No**
2010-2011 to 2012-2013	153	1,075	**14.2**	13.3%	**Yes**
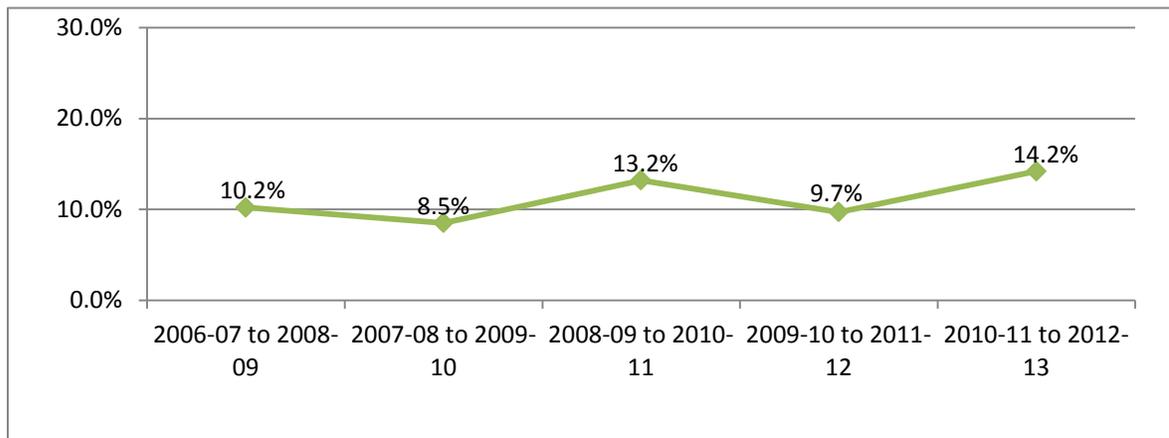
In the last five years the three-year transfer rate has fluctuated from 9 to 14 percent. The transfer rate also appears to increase one year, decrease the next, and increase the next, suggesting a pattern of transfer that fluctuates from year to year. In the most recent year, Crafton has met the 2013-2014 transfer rate target as noted in volume 33 of the OIERP newsletter, *Did you Know?*

Figure 17, CHC Transfer Rate from 2010 – 2011 to 2012 - 2013 by Ethnicity

2012-13 Overall Course Success			
Ethnicity	**#**	**N**	**%**
Asian	11	64	**17.2**
African American	16	78	**20.5**
Hispanic	43	373	**11.5**
Native American	1	19	**5.3**
Caucasian	81	536	**15.1**
Unknown	1	5	**20.0**
Total	153	1,075	**14.2**
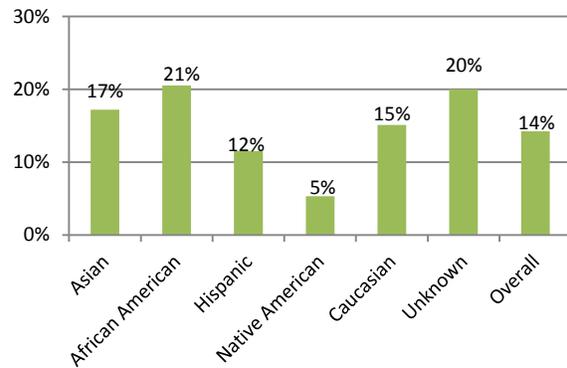
The three-year transfer rate of Native American students is less than 14 percent indicating that these students are less likely to transfer to a four-year institution than other students. On the other hand, African American Students (21 percent) had the highest transfer rate. These data are noted in volume 33 of the OIERP newsletter, *Did you Know?*

Evidence, Introduction

I.1   OIERP Report, CHC Student Satisfaction Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf

I.2   OIERP Research Brief, Feedback for the CHC 2010 Campus Climate Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/1112_Brief3_SuggestedImprovements.pdf

I.3   OIERP Report, CHC Employee Campus Climate Survey, Fall 2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/CampusClimateFall2010.pdf

I.4   OIERP Report, CHC Employee Campus Climate Survey, Fall 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

I.5   CHC Fall 2012 Campus Climate Survey Results, OIERP Presentation
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf

I.6   OIERP Research Brief, Feedback for the CHC 2010 Campus Climate Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/1112_Brief3_SuggestedImprovements.pdf

I.7   Minutes, Crafton Council, January 28, 2014, see Block Scheduling
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2001-28-14.pdf

I.8   CHC Administrative Organization, webpage (see Directors)
http://www.craftonhills.edu/About_CHC/College_Administration

I.9   Minutes, Academic Senate, September 18, 2013, see Administrative Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2009-18-2013.pdf

I.10   Minutes, Classified Senate, December 7, 2013, see Reports, Bryan Reece
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/Minutes/2012-2013/20131207_ClassifiedSenateMinutes.pdf

I.11   SBCCD 2013 Environmental Scan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf

I.12   Reading the Tea Leaves: Analyzing the 2013 Environmental Scan Data
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Environmental%20Scan%20Presentation.pdf

I.13   OIERP Planning Presentations
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations

I.14   CHC Hispanic Student Enrollments Fall 2003 to Fall 2012

ORGANIZATION OF THE SELF EVALUATION PROCESS

Organization of the Self Evaluation Process

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

The charge of the committee is as follows:

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

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

10. The committee co-chairs will coordinate the preparation of the self-study. The standards subcommittee co-chairs will coordinate the preparation of their respective sections of the self-study with input from the committee and the ALO.
11. Report to the Crafton Council.
12. Encourage members of the college community to serve on accreditation teams.

Membership includes the accreditation liaison officer (co-chair); vice president, instruction or designee; vice president, student services or designee; vice president, administrative services or designee; dean, institutional effectiveness, research and planning; two deans (including one each from instruction and student services,); a minimum of eight faculty (including the instructional assessment specialist, one academic senate executive member, and at least one faculty from student services); one classified senate representative; one classified bargaining unit representative; and one student senate appointee

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

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

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

The completed standard templates were forwarded to James Urbanovich, a Speech and Communication faculty on full release from January, 2014 through May, 2014 to write the Self Evaluation. Editing services were provided by Patricia Menchaca, the Title III grant activity director. Overload pay was granted to Ms. Menchaca for this function.

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

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

Crafton Hills College Accreditation 2014 Detailed Timeline
Revised March 10, 2014

Month/Date	Activity
September 2008	Self Evaluation
January 2009	College placed on probation
October, 2009	Follow-up Report
January, 2010	Presentation to ACCJC; probation sustained but progress noted
October 2010	Follow-up Report
January, 2011	Accreditation reaffirmed; removed from sanction
March, 2011	Standard Chairs for 2014 Self Evaluation determined
October, 2011	Mid-term Report; Commission noted change was sustained
March 2012	Accreditation Self Evaluation Timeline determined
August 2013	August Kickoff, In-Service Day, Accreditation Presentation by ALO
September 2013	Templates to Chairs
Sept. 2013-March 2014	Narrative responses to templates are written and forwarded to the ALO. Evidence is attached or cited. Templates are emailed to the CHC campus as they are received.
February 2014	Collaborate with SBVC and District Personnel to develop the Function Map
March 31, 2014	Deadline, final templates to writer
March 31, 2014	Templates posted online
March 31, 2014	Front material is drafted
April 23, 2014	Board Study Session, Rough Draft
April 24-May 21	Campus Review of Standards
June-July 2014	Editing and Polishing
July 10, 2014	Board Review and Approval
July 22, 2014	Final report to ACCJC
August 2014	In-Service Day Report to Campus
September 2014	Mock Site Visit
September 29-October 2, 2014	Campus Visit
October 3, 2014	Party
January 2014	ACCJC Board Review and Results

Accreditation Standard Chairs and Co-Chairs

Standard I.A Mission and
Standard I.B Improving Institutional Effectiveness

Keith Wurtz, *Dean of Office of Institutional Effectiveness, Research, & Planning (OIERP)*
Ralph Rabago, *Professor, Kinesiology*

Standard II.A., Instructional Programs

Bryan Reece, *Vice President, Instruction*
Gary Williams, *Professor, Psychology and Instructional Assessment Specialist*
Dan Word, *Professor, Paramedic Program*

Standard II.B, Student Support

Rebeccah Warren-Marlatt, *Vice President, Student Services*
Larry Aycock, *Interim Director, Admissions and Records*
Tina Gimple, *Administrative Coordinator, Office of the Vice President of Administrative Services*

Standard II.C, Library and Learning Resources

Raju Hegde, *Dean, Math, English, Reading, and Instructional Support*

Standard III.A, Human Resources

Rebeccah Warren-Marlatt, *Vice President, Student Services*
Ruth Greyraven, *Professor, Biology*

Standard III.B, Physical Resources

Ruth Greyraven, *Professor, Biology*
Tina Gimple, *Administrative Coordinator, Office of the Vice President of Administrative Services*

Standard III.C, Technology Resources

Raju Hegde, *Dean, Math, English, Reading and Instructional Support*
Larry Aycock, *Interim Director, Admissions and Records*

Standard III.D, Financial Resources

Tina Gimple, *Administrative Coordinator, Office of the Vice President of Administrative Services*
Mike Strong, *Vice President, Administrative Services*

Standard IV.A, Decision-Making Roles/Processes and
Standard IV.B, Board and Administrative Organization

Rebeccah Warren-Marlatt, *Vice President, Student Services*
Keith Wurtz, *Dean, OIERP*

Support Staff

Accreditation Liaison Officer
    Rebeccah Warren-Marlatt, *Vice President, Student Services*
Writer
    Jimmy Urbanovich, *Professor, Speech and Communication Studies*
Editor
    Patricia Menchaca, *Assistant Professor and Activity Director, Title III STEM Grant*

Institutional Effectiveness, Accreditation, and Outcomes Committee

* Chair or Co-Chair

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

Standard Participants, Contributors, and Reviewers

* Chair or Co-Chair

I.A. Mission
Keith Wurtz* *Dean, OEIRP*
Ralph Rabago, *Professor, Kinesiology*
Donna Hoffman, *Director, Marketing and Public Information*

I.B. Improving Institutional Effectiveness
Keith Wurtz*, *Dean, OIERP*
Ralph Rabago*, *Professor, Kinesiology*
Ben Gamboa, *Research Analyst, OIERP*
Lorena Guadiana, *Research Assistant, OIERP*
James Holbrook, *Professor, Emergency Services*
Cheryl Marshall, *President*

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II.A. Instructional Programs
Bryan Reece*, *Vice President, Instruction*
Dan Word*, *Professor, Paramedic Program*
Gary Williams* *Professor, Psychology and Instructional Assessment Specialist*
Scott Rippy, *Professor, Mathematics*
Catherine Hendrickson, *Associate Professor, Librarian*
June Yamamoto, *Dean, Career Education and Human Development*
Robert Brown, *Professor and Activity Director, STEM Grant*
Richard Hughes, *Professor, Earth Science*
Raju Hegde, *Dean, Library and Learning Resources*
Michael Sheahan, *Associate Professor, Respiratory Therapy*
Kelly Boebinger, *Professor, Chemistry*
Sam Truong, *Associate Professor, Anatomy and Physiology*
James Holbrook, *Professor, Emergency Services*
Lorena Guadiana, *Research Assistant*
Keith Wurtz, *Dean, OIERP*

II.B. Student Support
Rebeccah Warren-Marlatt* *Vice President, Student Services*
Larry Aycock* *Interim Director, Admissions and Records*
Tina Gimple* *Project Analyst, Administrative Services*
Ericka Paddock, *Director, Student Life*
Rejoice Chavira, *Director, EOPS/CARE/CalWORKS*
Judy Giacona, *Professor, Coordinator, Health and Wellness Center*
Deborah Bogh, *Professor, Activity Director, Title V Grant*
Kirsten Colvey, *Dean, Student Services, Counseling and Matriculation*
Robert McAtee, *Professor, Counseling*
Patrick Dorsey, *Student Senate President*
Keith Wurtz, *Dean, OIERP*
Denise Allen Hoyt, *Professor, CIS; Academic Senate President*

II.C. Library and Learning Resources
Raju Hegde*, *Dean, Library and Learning Resources*
Laura Winningham, *Professor, Librarian*
Catherine Hendrickson, *Associate Professor, Librarian*
Elizabeth Mealey, *Library Technology Assistant*
Keith Wurtz, *Dean, OIERP*

III.A. Human Resources
Rebeccah Warren-Marlatt, *Vice President, Student Services*
Amalia Perez, *Interim Director, Human Resources*
Kirsten Colvey, *Dean, Student Success*
Jimmy Urbanovich, *Professor, Communication Studies*
Keith Wurtz, *Dean, OIERP*

III.B. Physical Resources
Tina Gimple* *Administrative Coordinator, Office of the Vice President of Administrative Services*
Mike Strong, *Vice President, Administrative Services*
Rosemarie Hansen, *Laboratory Assistant, Biology and Co-Chair, Safety Committee*
Diane Pfahler, *Professor, Psychology*

IIIC. Technology Resources
Larry Aycock* *Interim Director, Admissions and Records*
Raju Hegde* *Dean, Library and Learning Resources*
Anthony White, *Technology Support Specialist*
Wayne Bogh, *Director, Technology*
Glen Kuck, *Assistant Vice Chancellor, Technology and Educational Support Services*

III.D. Financial Resources
Mike Strong*, *Vice President, Administrative Services*
Rebeccah Warren-Marlatt, *Vice President Student Services*
Ruby Zuniga, *Secretary, Title V Transfer Prep Grant*
Denise Allen Hoyt, Professor, *CIS, Academic Senate President*
Kathy Gibson, *Professor, Mathematics*
Bob O'Toole, *Professor, Business and Accounting*
Scott Rippy, *Professor, Mathematics*
Ben Mudgett, *Evaluator, Admissions and Records*
Chris Robles, *Student*
Kathy Crow, *Professor, Mathematics*
Kirsten Colvey, *Dean, Counseling and Matriculation*
Karen Childers, *Director, Grants and Resource Development*

IV.A. Decision-Making Roles/Processes
Keith Wurtz*, *Dean, OIERP*
Ben Gamboa, *Research Analyst, OIERP*
Lorena Guadiana, *Research Assistant, OIERP*

IV.B. Board and Administrative Organization
Keith Wurtz* *Dean, OIERP*
Rebeccah Warren-Marlatt* *Vice President, Student Services*
Cheryl Marshall, *President*
Ben Gamboa, *Research Analyst, OIERP*
Lorena Guadiana, *Research Assistant, OIERP*

ORGANIZATIONAL
INFORMATION

Organizational Information

San Bernardino Community College District Organizational Chart

Board of Trustees

Donna Ferracone, President
Dr. Kathleen (Katy) Henry, Vice President
Joseph Williams, Clerk
Gloria Macías Harrison, Trustee
John Longville, Trustee
Dr. Donald L. Singer, Trustee
Nickolas W. Zoumbos, Trustee

Chancellor
Bruce Baron

Executive Assistant to the Chancellor
Stacey Nikac

Vice Chancellor Fiscal Services
Tim Oliver
(Interim)

Vice Chancellor Human Resources
Dr. Jack Miyamoto
(Consultant)

Associate Vice Chancellor Technology & Educational Support Services
Dr. Glen Kuck

Executive Director Economic Development & Corporate Training
Dr. Matthew Isaac

San Bernardino Valley College President
Dr. Gloria Fisher
(Interim)

Crafton Hills College President
Dr. Cheryl Marshall

KVCR TV/FM Station General Manager
Alfredo Cruz

District Police Chief
Pierre Galvez

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SBCCD Human Resources Organizational Chart

Vice Chancellor
Human Resources
Dr. Jack Miyamoto (Consultant)

Administrative Assistant II
Lorraine Norton

Administrative Secretary
Catalina Trasporte

Human Resources Administrative Manager
Vacant

Human Resources Analyst
Amalia Perez

Human Resources Generalist
Julia Sanchez

Human Resources Benefits Specialist
Vacant

Human Resources Recruitment Specialist
Vacant

Human Resources Technician
Karla Trujillo

Human Resources Technician
Cory Elmore

Clerical Assistant II
Maria Torres

SBCCD Fiscal Services Organizational Chart

Vice Chancellor Fiscal Services
Tim Oliver (Interim)

Administrative Assistant II
Kelly Goodrich

Director, Internal Audits
Larry Strong

Director, Fiscal Services
Jose Torres

Accounting Manager
Greg Allred

Budget Analyst
Susan Ryckevic

Payroll Specialist/ Academic
Colleen Gamboa

Payroll Accountant Classified
Vacant

Accountant Reconciliation
Lydia Alamsyah

Account Clerk II / Payroll
Angela Lujan

Accounting Supervisor
Kate Myers

A/P Account Clerk II A-H & Tuition
Rhonda Prater

A/P Account Clerk II I-Q, Staples & Travel
Margarita Aguirre

A/P Account Clerk II R-Z & Utilities
Martha Camacho-Kelly

Accountant Student Loans
Noemi Elizalde

A/P Account Clerk II Student Refunds
Nancy Green

Director, Facilities Planning & Construction
John Grow

Environmental Health & Safety Administrator
Whitney Fields

Energy Education Administrator
Vacant

Lead Custodian
Earnest Higgins

Courier/Custodian
Debra Smith

Annex Custodian
Anthony Roberson

Business Manager
Steve Sutorus

Contract Project Analyst
Virginia Diggle

Purchasing Agent
Jason Oberhelman

Purchasing Technician
June Flores

Warehouse Technician
Damon Smith

Technology and Educational Support Services Organizational Chart

Glen Kuck, Ed.D.
Associate Vice-Chancellor Technology and Educational Support Services

Colleen Leon
Administrative Assistant I

Rosie Para
Secretary II

Phylis Mitchell
Clerical Assistant II

Rick Hrdlicka
Director of Campus Technology Services (SBVC)*

Gabriel Roseli
Senior Technology Support Specialist

Anselmo Escobedo
Technology Support Specialist II

Mark Byrd
Senior Technology Support Specialist

Craig Ferguson
Technology Support Specialist II

John Feist
Computer Technician

Steve Race
Senior Multimedia Specialist

Jonathan Flaa
Multimedia Specialist

Wayne Bogh
Director of Campus Technology Services (CHC)*

Tracy Gray
Secretary II

Gino Barabani
Senior Technology Support Specialist

Anthony White
Senior Technology Support Specialist

Karen Mottl
Computer Technician

Kevin Limoges
Computer Technician

Shane Veloni
Senior Multimedia Specialist

Charlie Rahn
Multimedia Specialist

Jeff Baugher
Director of Alternate Text Production Center

Dawn Gross
Braille Production Manager

Vacant
Project Analyst

Vacant
Senior Technology Support Specialist

Distance Education

Trelisa Glazatov
Instructional Technology Specialist

Rhiannon Lares
Instructional Technology Specialist

Andrew Chang
Director of Administrative Applications Systems

Cory Brady
Senior Programmer/Analyst

Dianna Jones
Senior Programmer/Analyst

Mike Tran
Senior Programmer/Analyst

Joyce Bond
Senior Programmer/Analyst

Vacant
Senior Programmer/Analyst

Yvette Tram
System Analyst

Arlene McGowan
Systems Analyst

DyAnn Walter
User Liaison

Carol Harmon
User Liaison

Vacant
Data Analyst

Dennis Winters
Interim Supervisor Printing Services

Vacant
Printer Operations Specialist

Chris Jones
Printer Operations Specialist

Carmen Sanchez
Printer Reproduction Operator

Gloria Piggott
Graphics Specialist

Debbie Castro
Graphics Specialist

Jeremy Sims
Director of Technical Services

Osman Parada
Senior Technology Support Specialist

Dennis Carmichael
Senior Technology Support Specialist

Laz Mascarenhas
Senior Technology Support Specialist

James Harris, II
Telecommunications Specialist

Vacant
Telecommunications Specialist

Jason Brady
Web-Developer

Organizational Chart
Spring 2014

SPRING 2014

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

Crafton Hills COLLEGE

Assistant Director
Resource Development
Michelle Riggs

Director
Resource Dev. & Grants
Karen Childers
Administrative Secretary:
Nicole Rodriguez

Dean
Institutional Effectiveness,
Research & Planning
Keith Wurtz

Title V Grant
Debbie Bogh
Administrative Secretary:
Ruby Zuniga

Director
Marketing
Donna Hoffmann

Web Developer
Kristi Simonson

Vice President of Student Services
Rebecah Warren-Marlatt

Dean
Student Services &
Student Development
Vacant

Interim Director
Admissions & Records
Larry Aycock

Director
Financial Aid
John Muskavitch

Director
Student Life
Ericka Paddock

Health & Wellness

Dean
Student Services
Counseling &
Matriculation
Kirsten Colvey

Disabled Student
Program & Services

Director
EOPS/CARE
Rejoice Chavira

Counseling & Guidance
Matriculation
Assessment
Articulation
Career Services/Job
Placement
Transfer Center

Vice President of Instruction
Bryan Reece

Dean
Instructional Support
Raju Hegde

Tutoring Center, Learning
Resources, College Life,
Personal & Career
Development

Library

Dean
Math, English, & Reading
Joe Cabrales

English, Reading & Study
Skills

Mathematics

Dean
Career Education &
Human Development
June Yamamoto

Allied Health, Radiologic
Technology, Respiratory
Care

Child Development,
Education, Psychology

Emergency Medical
Services, Fire Technology,
Public Safety & Services

Director
Child Care Center
Deborah Wasbotten

Emergency Training
Center

Dean
Arts & Sciences
Rick Hogrefe

Anatomy, Astronomy,
Biology, Chemistry,
Engineering, Geography,
Geology, Microbiology,
Oceanography, Physics,
Surveying & Mapping
Services

Accounting, Business
Administration, Computer
Info Systems, Economics,
Marketing, Multimedia

American Sign Language,
Arabic, French, Japanese,
Journalism, Russian,
Spanish, Speech Comm.

Art, Music, Theatre Arts

Health, Physical Education,
FE-Individual, PE-Team

Anthropology, History,
Interdisciplinary Studies,
Multicultural Studies,
Philosophy, Political Sci-
ence, Religious Studies,
Sociology

STEM Grant

Vice President of Administrative Services
Mike Strong

Director
Facilities, M & O,
Custodial,
Construction
Larry Cook

Supervisor
Custodial
Jeremy Crooks

Supervisor
Food Service
Marty Rea

Campus
Business
Office

Facilities Use
Office

Communications
Office

Director
Technology Services
Wayne Bogh

Director
Aquatics
Heather Chittenden

Director
Bookstore
Gloriann Chavez

Organizational Chart
Instructional Divisions & Departments

SPRING 2014

Vice President, Instruction: Bryan Reece
Administrative Assistant I: Kelly Bingham
Schedule/Catalog Specialist: Vicky Franco

Crafton**H**ills
COLLEGE

Instructional Support
Dean: Raju Hegde
Substitute Admin. Secretary: Kristina Heligeist

English & Reading
Faculty Chair: Ryan Bartlett
Faculty: Kris Acquistapace, Gwen DiPonio, Elizabeth Langenfeld, Lynn Lowe, Constantine Papas, Ted Phillips

English, Reading & Study Skills

Mathematics
Faculty Co-Chairs: Jodi Hanley & Sherri Wilson
Faculty: Bob Crise, Kathy Gibson, Steve Ramirez, Scott Rippy

Mathematics

Tutoring Center
Interim Coordinator: Jonathan Townsend
Interim Coordinator: Luis Mondragon
Instructional /Assessment: Janet Burnham,
Instructional /Assessment (READ): Vacant
Tutorial Coordinator: Karen Peterson
Learning Resource Assistant: Judy Cole

College Life, Learning Resources, Personal Career Development

Library
Librarians: Catherine Hendrickson, Laura Winningham
Library Assistants II: Elizabeth Mealey, Dawn Williams, Vacant

Math, English, and Reading
Interim Dean: Joe Cabrales
Substitute Admin. Secretary: Kristina Heligeist
Secretary II: Vicki Barra (50%)

Allied Health Services
Faculty Chair: Brad Franklin
Faculty: Rey Bell, Amber Contreras, Michael Sheahan
Secretary II: Cynthia Bidney

Allied Health, Radiologic Technology, Respiratory Care

Child Care Center
Director: Deborah Wadbotten
CD Lead Teachers: Stephanie Carlson, Alisa Holtegaard, Christina Jokle
CD Assistants: Robyn Blue, Annie Brydson-Horton, Amy Geissinger, Valerie Rivera
Secretary II: Vacant

Emergency Training Center

Human Development
Faculty Chair: JoAnn Jones
Faculty: T.L. Brink, Meridyth McLaren, Diane Pfahler, Gary Williams

Child Development, Education, Psychology

Public Safety & Services
Faculty Chair: Terry Koeper
Faculty: Robin Bishop, Kathy Crow, Jim Holbrook, Gary Reese, Dan Sullivan, Dan Word
Substitute Secretary II: Naomi Lara

Emergency Medical Services, Fire Technology, Public Safety & Services

Career Education & Human Development
Dean: June Yamamoto
Administrative Secretary: Mary Bender

Health & Physical Education
Faculty Co-Chairs:
Janine Ledoux & Ralph Rabago
Faculty: Colleen Maloney-Hinds

Health Education, Personal Activities, Physical Education, PE-Individual, PE-Team

Physical & Biological Sciences
Faculty Chair: Kelly Boelinger
Faculty: Matt Adams, Ruth Greyraven, Rich Hughes, Kim Salt, Lisa Shimeld, Sam Truong
Lab Tech: Rosemarie Hansen-Barnes (ANAT), Vacant (BIOL), Thomas Crane (ENV/R SCI), Renee Sanford (MICRO), Fran Farell (CHEM), Vacant (PHYSIC)

Anatomy, Astronomy, Biology, Chemistry, Engineering, Geography, Geology, Microbiology, Oceanography, Physics, Surveying & Mapping Services

Social Sciences
Faculty Chair: Julie McKee
Faculty: Jane Beetscher, Jeff Cervantes, Steve Hellerman

Anthropology, History, Interdisciplinary Studies, Multicultural Studies, Philosophy, Political Science, Religious Studies, Sociology

Arts & Sciences
Executive Dean: Rick Hogrefe
Substitute Admin. Secretary: Kristina Heligeist

Business, Economics & Information Technology
Faculty Chair: Denise Allen-Hoyt
Faculty: Farhad Mansourian, Bob O'Toole, Margaret Yau

Accounting, Business Administration, Computer Info Systems, Computer Science, Economics, Marketing

Communication & Language
Faculty Chair: Breanna Andrews
Faculty: Marina Kozanova, Jimmy Urbanovich, Jeff Schmidt

American Sign Language, Arabic, Communication Studies, French, Japanese, Journalism, Russian, Spanish

Fine Arts
Faculty Chair: Mark McConnell
Faculty: Tom Bryant, Jessica McCambly, Snezana Petrovic
Lab Tech: Mike Bedoya (ART)
Kevin Palkki (THEAT)

Art, Dance, Music, Theatre

STEM Pathways Grant
STEM Pathways Coordinator: Tricia Menchaca
Alternative Learning Strategies Coordinator: Robert Brown
STEM Transfer Services Coordinator: Ernesto Rivera

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Organizational Chart
Student Services Divisions & Departments
Spring 2014

SPRING 2014

Vice President, Student Services
Rebecca Warren-Marlatt
Administrative Assistant: Laura Record

Crafton Hills COLLEGE

Student Services Counseling/Matriculation
Dean: Kirsten Colvey
Administrative Secretary: Kathy Wilson

Student Services and Student Development
Dean: Vacant
Secretary II: Vicki Barra (50%)

Articulation
Articulation Officer: Troy Dial

Counseling & Career Services
Counselors: Trinette Barrie, John Gist, Robert McAtee
Career Center Specialist: Kim McCormick
Senior Student Services Technician:
Frances Southerland (Assessment)
Student Services Technician II:
Rebecca Orta (Student Success)
Clerical Assistant II: Miriam Williams

Counseling, Assessment
Career Services
International Students
Student Success

Disabled Student Program & Services
Coordinator/LD Specialist: Vacant
Student Services Technician II: Alicia Hallex
Developmental Studies Specialist: Damaris Matthews

EOPS/CARE
Director: Rejoice Chavira
EOPS/CARE Counselor: Adjunct Faculty
Senior Student Services Technician:
Natividad Rodriquez
Student Services Technician I: Monique Marrujo

Admissions & Records
Interim Director: Larry Aycock
A & R Technicians: Floyd Simpson, Kristin Garcia
A&R Specialist/Veteran's Certifying
Official: Steve Rush
A & R Evaluator: Benjamin Mudgett
Interim A & R Evaluator: Michelle Tinoco

Financial Aid
Director: John Muskavitch
Coordinator: Juanita Sousa
Financial Aid Specialist: Sandra Roberts
Interim Financial Aid Specialist: Veronica Lehman
Clerical Assistant: Carrita Morales
Outreach Coordinator: Fermin Ramirez

Health & Wellness
Coordinator: Judy Giacona
Secretary II: Liane Jimenez
Adjunct College Nurses

Student Life
Director: Ericka Paddock
Secretary I: Michelle Cole

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**Organizational Chart
Administrative Services
Divisions & Departments**

Crafton Hills COLLEGE

SPRING 2014

Vice President, Administrative Services
Mike Strong

Administrative Coordinator: Tina Gimple

Food Services
Supervisor: Marty Rea

Food Services
Specialist: Peggy Irgang

Director
Technology Services
Wayne Bogh

Senior Tech. Support
Spec.:alist: Gino Barabani
Technology Support
Specialist: Anthony White
Computer Technicians:
Karen Mott, Kevin Limoges
Lab Tech.: Corey Johnson
Senior Multimedia Specialist:
Shane Veloni
Multimedia Specialist: Charlie
Rahn
Secretary I: Tracy Gray

Director
Aquatics
Heather Chittenden

Aquatics Center
Pool Attendants:
Kelly Fellenz
Amanda Shotts

Director
Facilities, M & O, Custodial, Construction
Larry Cook

Custodial/Receiving
Supervisor: Jeremy Crooks

Lead Custodian: Kelly Holt
Custodians: Richard Bryson
(Courier), Armando Camarena,
Moises Gonzales, Richard Lopez,
Ben Nguyen, Paul Sosa, Minerva
Carillo, An Quach, Edward
Chavez, Matt Mena
Storekeeper II: Vacant

Maintenance/Grounds

HVAC/R Technician: Jose Olmos
Maintenance Workers:
Miguel Chaure, Joe Moreno
Lead Grounds Worker:
Patrick Kirkhart
Grounds Workers:
John Boatman, Antonio Carillo,
Javier Davila, Richard Kirkhart

Manager
Bookstore
Gloriann Chavez

Assistant Manager:
Vacant
Book Buyer: Carol
Moreno
Bookstore Assistants:
Maria Davila,
Kaila Camarena

**Campus Business Office,
Facilities Use &
Communications**

**Campus Business
Office**
Account Clerk I: Lynnette
Hunter
Account Clerk II: Vacant

Facilities Use
Clerical Assistant II:
Rebecca Pompa

Communications
Switchboard Operator:
Anquanetta May

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Function Map

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

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

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

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

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

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

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

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

Standard I: Institutional Mission and Effectiveness

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

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

Standard II: Student Learning Programs and Services

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

f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificate, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies	P	S
g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test bias.	P	S
h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.	P	S
i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.	P	S
3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.	P	S
a. An understanding of the basic content and methodology of the major areas of knowledge; areas include the humanities and fine arts, the natural sciences, and the social sciences.	P	S
b. A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.	P	S
c. A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles, civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.	P	S
4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.	P	S
5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.	P	S
6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.	P	S

	a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.	P	S
	b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	P	S
	c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.	P	S
7.	In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.	P	S
	a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.	P	S
	b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.	P	S
	c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.	P	S
8.	Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.	N/A	N/A

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

C. LIBRARY AND LEARNING SUPPORT SERVICES		
Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.		
	College	**District**
1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.	P	S
a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.	P	S
b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.	P	S
c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.	P	S
d. The institution provides effective maintenance and security for its library and other learning support services.	P	S
e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.	P	S
2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.	P	S

STANDARD III: Resources

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

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

B. PHYSICAL RESOURCES

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

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

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

D. FINANCIAL RESOURCES Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.		
	College	**District**
1. The institution relies upon its mission and goals as the foundation for financial planning.	P	S
a. Financial planning is integrated with and supports all institutional planning.	P	S
b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.	P	S
c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.	P	S
d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.	P	S

2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.		S	P
	a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial recourses to support student learning programs and services.	S	P
	b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.	SH	SH
	c. Appropriate financial information is provided throughout the institution, in a timely manner.	SH	SH
	d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.	SH	SH
	e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.	SH	SH
3. The institution has policies and procedures to ensure sound financial practices and financial stability.		SH	SH
	a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences.	S	P
	b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.	SH	SH
	c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.	S	P
	d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards	N/A	P
	e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.	N/A	P
	f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.	SH	SH
	g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.	P	S

h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.	P	S
4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.	P	S

STANDARD IV: Leadership and Governance

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

	College	District
B. BOARD AND ADMINISTRATIVE ORGANIZATION In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.		
1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.	S	P
a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.	N/A	P
b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.	S	P
c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.	S	P
d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.	S	P
e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary	S	P
f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.	N/A	P
g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.	N/A	P
h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.	N/A	P
i. The governing board is informed about and involved in the accreditation process.	P	S

j.	The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.	S	P
2.	The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.	P	S
a.	The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.	P	S
b.	The president guides institutional improvement of the teaching and learning environment by the following: • establishing a collegial process that sets values, goals, and priorities; • ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; • ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and • establishing procedures to evaluate overall institutional planning and implementation efforts.	P	S
c.	The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.	P	S
d.	The president effectively controls budget and expenditures.	P	S
e.	The president works and communicates effectively with the communities served by the institution.	P	S
3.	In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.	S	P
a.	The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.	S	P
b.	The district/system provides effective services that support the colleges in their missions and functions.	S	P
c.	The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.	S	P
d.	The district/system effectively controls its expenditures.	S	P

e.	The Chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.	S	P
f.	The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.	S	P
g.	The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.	S	P

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Certification of Continued Institutional Compliance with Eligibility Requirements

1. Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public colleges in the Western Pacific are authorized through a charter provided as part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

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

2. Mission

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

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

3. Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution's mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board's membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other

personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

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

4. Chief Executive Officer

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

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

5. Administrative Capacity

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

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

6. Operational Status

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

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

7. **Degrees**

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

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

8. **Educational Programs**

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

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

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

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

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

9. **Academic Credit**

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

Crafton Hills College policies regarding transfer and awarding of credit are specified in the College Catalog (E.9.a., pp. 11, 16, 32). Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of 18 hours of in-class and out-of-class work. Each CHC course is of sufficient length and content to comprise its unit assignment, consistent with Title 5, section 55002.5 of the California Administrative Code.

10. Student Learning and Achievement

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

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

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

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

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

11. General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major

areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of quality and rigor appropriate to higher education. See the Accreditation Standards, II.A.3, for areas of study required for general education.

General Education courses are incorporated into all Crafton Hills College degree offerings. General Education at CHC is designed to prepare students to:
- Analyze, synthesize, and evaluate various forms of information
- Demonstrate effective oral and written communication
- Analyze and use quantitative and qualitative information
- Apply problem-solving and decision-making skills utilizing multiple methods of inquiry;
- Recognize the contributions of the arts, humanities, and sciences
- Make informed decisions regarding physical, mental and emotional health issues
- Develop social awareness and a global perspective
- Understand the power and complexity of diversity

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

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

12. Academic Freedom

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

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

Additionally, the College Catalog contains the policies and procedures regarding academic freedom (E.12.c, p. 43).

13. Faculty

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

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

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

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

14. Student Services

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

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

Admissions. Students access the online application and registration process via the statewide CCCApply portal (E.14.d.). Students can register and pay for classes, withdraw from classes, and check their grades through the CHC online portal known as, WebAdvisor. This portal provides students with important deadlines, pre-requisites, co-requisites, program information, and policy information. In addition, students can order

transcripts online and submit online requests for enrollment and degree verification. Student contact information can also be updated in WebAdvisor.

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

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

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

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

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

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

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

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

15. Admissions

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

The CHC admission policy is located in the College Catalog (E.15.a., p. 11). Statements regarding student qualifications for admission, admission requirements for students transferring credit, international students, and high school students can also be found in the Catalog. Admissions information includes residency rules, advanced placement, and acceptance of College-Level Examination Program (CLEP).

16. Information and Learning Resources

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

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

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

17. Financial Resources

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

Campus financial planning and information for Crafton Hills College is the responsibility of the president of Crafton Hills College in collaboration with the vice president of administrative services. At the District level, the vice chancellor of fiscal services oversees -all fiscal matters, including the budget development process, accounting, purchasing, contracts, district strategic planning, and environmental, health, and safety

compliance. Enrollment targets and college allocations are determined by the vice chancellor based on the SBCCD Budget Allocation model, with input from the College presidents.

The annual District budget serves as a financial plan for all District entities and is broadly distributed. District budgets are available on the District website (E.17.a.). General, restricted, and categorical funds are identified in the budget development process to support instructional programs and student services. The annual budget identifies revenues, their sources and amounts, and a detailed description of budgeted revenue and expenditures by fund. SBCCD won the Distinguished Budget Presentation Award from the Government Financial Officers Association for the fiscal year beginning July 1, 2012.

18. Financial Accountability

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

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

A typical annual financial audit consists of the following:

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

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

19. Institutional Planning and Evaluation

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

At Crafton Hills College, the Planning and Program Review Committee (PPR) has developed a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years and completes the Annual Planning questionnaire on alternate years. All units in each of the four major administrative areas, President, Student Services, Instruction, and Administrative Services have participated in at least one cycle of program review and have submitted at least one annual plan (E.19.a.).

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

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

20. Integrity in Communication with the Public

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

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

21. Relations with the Accrediting Commission

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

The CHC Catalog includes a general statement of accreditation in the President's Message (E.21.a., p. 5), a description of the College, degrees and certificate programs, and policies and procedures. The front page of the website has a direct link to the College Accreditation reports from 2005 to the present, and a link to the ACCJC website. Students and community members can file a complaint with ACCJC through our "Contact Us" link (E.21.b.) which includes a form for local complaints and a link to the ACCJC complaint form. The student policies and procedures section of the College Catalog includes a table listing the responsible party for each policy, including Accreditation (E.21.c., p. 42).

Evidence, Eligibility Requirements for Accreditation

E.3.a.   SBCCD Website, Board of Trustees
http://www.sbccd.org/Board_of_Trustees/Trustees

E.3.b.   SBCCD Website, Board of Trustees Agendas and Minutes
http://www.sbccd.org/Board_of_Trustees/Board_Agendas_,-a-,_Minutes

E.3.c.   SBCCD Website, Board of Trustees, Policies and Procedures
http://www.sbccd.org/Board_of_Trustees/Policies_,-a-,_Procedures

E.4.a.   SBCCD Website, Board Policy 3100, Organizational Structure
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/3000/3100_Org%20Structure.pdf

E.5.a.   CHC Catalog, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.6.a.   CHC Website, Degrees and Certificates
http://www.craftonhills.edu/Degrees_and_Certs

E.6.b.   CHC Catalog, Degrees and Certificates
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.7.a.   CHC Website, 2013-2014
http://www.craftonhills.edu/Degrees_and_Certs

E.9.a.   CHC Catalog, 2013-2014, pp. 11, 16, 32
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.10.a.   2014 Annual Report to ACCJC
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf

E.11.a.   CHC Catalog, 2013-2014, pp. 59-61
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.12.a.   Board Policy 4030, Academic Freedom
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/4000/4030_Academic%20Freedom.pdf

E.12.b.   Administrative Procedure 4030, Academic Freedom
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/4000/4030__AP.pdf

E.12.c.   CHC Catalog (p. 43)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.13.a.   CTA Bargaining Agreement
http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/CTA/2007-2010%20CTA%20Agreement.pdf

E.13.b.   CHC Academic Senate Resolution on Student Learning Outcomes
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Resolutions/10-11/RESOLUTION_STUDENT_LEARNING_OUTCOMES.pdf

E.14.a CHC Catalog 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.14.b. CHC Online Orientation
http://www.craftonhills.edu/Apps/Orientation/chc.asp

E.14.c. CHC Student Handbook, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf

E.14.d. CHC Website, Apply
http://www.craftonhills.edu/Admissions_and_Records/Apply

E.14.e. CHC Website, Bookstore
https://bookstore.craftonhills.edu/

E.14.f. CHC Website, Financial Aid
http://www.craftonhills.edu/Current_Students/Financial_Aid

E.15.a. CHC Catalog, 2013-2014, p. 11
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.17.a. SBCCD Website, Annual Reports
http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx

E.18.a. SBCCD Website, Annual Reports
http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Annual_Reports.aspx

E.19.a. Integrated Planning and Program Review Handbook, 5th edition
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf

E.19.b. CHC Education Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf

E.20.a. CHC Website, Prospective Students Link
http://www.craftonhills.edu/CHC/Prospective%20Students.aspx

E.20.b. CHC Website, Current Students Link
http://www.craftonhills.edu/CHC/Current%20Students.aspx

E.20.c. SBCCD Website, Policies and Administrative Procedures
http://www.sbccd.org/Board_of_Trustees/Policies_,-a-,_Procedures

E.21.a. CHC Catalog, p. 5
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

E.21.b. CHC Website, Contact Us/Student Complaints
http://www.craftonhills.edu/Utilities/Contact_Us/Student%20Complaints.aspx

E.21.c. CHC Catalog, p. 42
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES
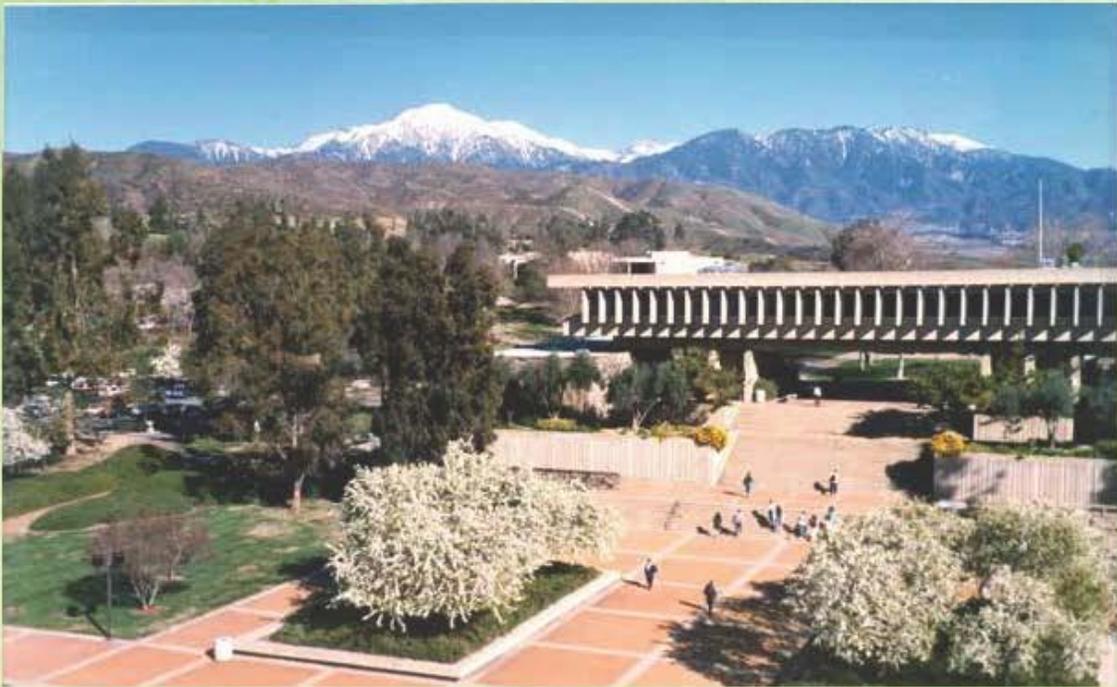
Certification of Continued Institutional Compliance with Commission Policies

Policy on Distance Education and on Correspondence Education

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

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

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

Policy on Institutional Compliance with Title IV

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

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

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

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

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

Policy of Institutional Degrees and Credits

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

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

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

The degrees and credits award at Crafton Hills College conform to commonly accepted practices in higher education, to Title V, California Education Code, and the California Community College Accounting Manual, which defines credit hours, clock hours, and

certificate and degree requirements. The courses of study in all degree and certificate programs are have appropriate length, content, and rigor. All courses have clear objectives and statements of student learning outcomes. Courses are assessed on a periodic basis in accordance with the college Institutional Assessment Plan to ensure students achieve the stated outcomes. The College has articulation agreements with the California State University and University of California systems to promote the advancement of Crafton Hills College students. Such agreements ensure the content, breadth and rigor of CHC courses meets the expectations of transfer institutions. Additionally, state-approved certification programs have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Policy on Institutional Integrity and Ethics

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

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

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

Policy on Contractual Relationships with Non-Regionally Accredited Organizations

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

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

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

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

Evidence, Commission Policies

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

RESPONSES TO RECOMMENDATIONS FROM THE MOST RECENT EDUCATIONAL QUALITY AND INSTITUTIONAL EFFECTIVENESS REVIEW

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

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

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

The college should move immediately to:

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

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

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

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

Planning and Program Review. At Crafton Hills College, planning and program review has become a cyclical, sustainable, and well-documented process that is central to integrated

planning, evaluation, and resource allocation. The PPR Handbook, updated annually and published online, describes the PPR process and the basis on which programs are evaluated (R.1.c.). The PPR forms, rubrics, and evaluative rubrics are also accessible online. Each unit participates in a full program review every four years, and completes the Annual Planning questionnaire on alternate years (R.1.d.; R.1.d.i). To date, nearly all units in each of the four major administrative areas (President, Student Services, Instruction, and Administrative Services) have submitted at least two full PPR self-evaluations and have participated during alternate years in the annual planning process. The PPR process is reviewed and improved annually. The committee surveys participants annually (R.1.e.). The committee discusses the results of the survey and uses them to improve the clarity of the questions and rubrics, the quality and format of data provided, and the level of support provided by the Office of Institutional Effectiveness, Research and Planning (OIERP) and the PPR Committee (R.1.f., for example).

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

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

Recommendation 2: Data Reliability, Access, and Training

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

As demonstrated in the 2012 midterm report to the Commission, the College has made considerable progress in the use of and reliance upon data to inform planning and decision-making. . The College now has qualified personnel and an infrastructure in place that provide data and analyses to committees, to individual departments and disciplines, and to the District office. The OIERP director, hired in 2010, was promoted to dean of institutional effectiveness, research and planning in 2012. He has a staff comprised of a research assistant

and a research analyst (R.2.a.) Future plans include hiring a fourth staff member who will provide clerical support for the outcomes assessment process.

The OIERP staff has held many facilitated discussions of research results on a broad range of research topics in order to nurture a culture of evidence and improve institutional effectiveness. (R.2.b.). Information is also disseminated to the campus community through written reports. The OIERP website contains information and data covering a broad range of topics. The department's Best Organizational Research Gauge (BORG) Data Cubes site, currently being developed, will provide up-to-the-minute enrollment and section information (R.2.c.). The department's Research Briefs, distributed via email and posted online, contain the results of research regarding academic success, institutional effectiveness, instruction, student services, and other matters of institutional significance (R.2.d.). The *Did You Know?* publication is widely distributed and contains each semester's research on a -variety of topics (R.2.e.) The information from these sources is used to encourage dialogue within disciplines, programs, divisions, and areas. Requests for research can be made from any individual by accessing the OIERP's online request form. This form requires that individuals requesting research explain how the request aligns with the goals of the Educational Master Plan (R.2.f.).

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

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

Recommendation 3: Assessment of Student Learning Outcomes

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

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

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

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

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

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

Table R.1 describes CHC's progress toward meeting the ACCJC Proficiency rubric.

Table R.1. CHC's Progress toward Proficiency

Proficiency	Progress
Student learning outcomes and authentic assessment are in place for courses, programs and degrees.	100% of courses have established SLOs, 61% have assessment methods, and assessments have occurred in 70% of courses. 66% of programs have established outcomes. Numerous programs have fully integrated program and course outcomes. GE and Institutional level outcomes are in place and have been assessed.
There is widespread institutional dialogue about the results *of assessment and identification of gaps.*	An Outcomes Committee has been established to help facilitate broad dialogue about outcomes. An Institutional Assessment Plan has been drafted that, once approved, will establish annual cycles including institutional dialogue. The results of ILO and GE Assessments are targeted for discussion at Fall 2012 In Service Day.

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

Table R.2 shows CHC's progress toward meeting ACCJC's expectation of sustainable continuous quality improvement.

Table R.2. CHC's Progress toward Sustainable Continuous Quality Improvement

Sustainable Continuous Quality Improvement	Progress
Student learning outcomes and assessment are ongoing, systematic and used for continuous quality improvement	The college has improved the rate of assessment at the course, program, and institutional level. Assessment is occurring cyclically, and the results are used to improve teaching, learning, and service.
Dialogue about student learning is ongoing, pervasive and robust	Dialogue about outcomes occurs at the unit, division, and institution level in meetings, forums, workshops, and all-campus presentations.

Sustainable Continuous Quality Improvement	Progress
Evaluation and fine-tuning of organizational structures to support learning is ongoing	The college has adopted a four-point rubric for all assessment to allow alignment of outcomes at three levels: course, program, and institution. The PPR web tool is now the repository of all outcomes information, allowing for effective inventory and tracking. The Office of Institutional Effectiveness, Research and Planning is hiring a new position to assist faculty with the documentation and reporting of outcomes.
Student learning improvement is a visible priority in all practices and structures across the college	Assessment of outcomes is incorporated into all planning structures. The Educational Master Plan cites assessment and improvement as an institutional priority.
Learning outcomes are specifically linked to program reviews	Units report outcomes in the annual planning and, every four years, in the full Program Review process. The PPR process uses a rubric to assess the extent to which programs have developed and assessed outcomes, determined a benchmark, and are using the information for improvement.

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

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

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

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

To clarify the roles, responsibilities, and reporting structure of participative governance, the Council developed The Organizational Handbook, which is published online and updated annually (R.4.b). The Handbook highlights the importance of inclusiveness in shared governance (R.4.b., pp. 7-8) and describes the roles and responsibilities of each constituency representative (R.4.b., pp. 10-11). Also included are descriptions of committee operational rules and models, an organizational chart showing the reporting structure of all the

participative governance functions, list of constituency committees (R.4.b., pp. 14-15), and a detailed description of each committee's charge and membership (R.4.b., pp. 19-30). The Handbook - provides strategies for retaining and supporting student members (R.4.b., pp. 31-32) and model minutes and agenda templates that include the College mission, vision, and values (R.4.b., pp. 33-34).

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

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

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

Recommendation 5: Improving Communication and Sharing Information

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

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

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

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

Recommendation 6: Participation in Decision-Making and Planning Processes

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

The Crafton Council has served as the central collegial consultation body at the College. It has taken steps to clarify and evaluate governance structures and processes through the development and distribution of the annual Organizational Handbook (R.6.a.). The Educational Master Plan addresses the inclusion of College employees in planning and decision making (R.6.b.). Progress has been made on objectives by holding Town Hall meetings and open forums (R.6.c., p. 11), the development of a mentoring program for staff, faculty, and managers (R.6.c., p. 8), and including all staff in the In-Service Day activities, (R.6.c., p. 10). Results of both the Committee Survey (R.6.d.) and the Campus Climate Survey (R.6.e.) reveal that the College has made considerable progress in the satisfaction of Classified Staff with communication processes. A comparison of the 2010 results of the Climate Survey with those of 2012 (R.6.f.) showed:
- Overall satisfaction with the level of Inclusiveness increased by 15%, starting from 63% in 2010 to 78% in 2012.

- Overall satisfaction with shared-governance increased by 24%, starting from 52% in 2010 to 76% in 2012.
- Overall satisfaction with working at Crafton increased by 11%, starting from 81% in 2010 to 92% in 2012.

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

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

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

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

Recommendation 7.a. Program Review of District Functions

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

Services, Environmental Health and Safety, and Facilities. Unit-level plans within Technology and Educational Services include: Administrative Applications, Distance Education, Printing Services, and Technical Services (R.7.a.3.). The program review document for every unit includes the following sections.

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

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

Recommendation 7.b. District Strategic Plan

The District has completed and revised the formal Strategic Plan. The Plan is composed of six strategic directions and 12 strategic goals (R.7b.1). The College's educational master plan is fully aligned with the District Strategic Plan. The District Strategic Plan provides direction for the colleges as well as the District. The plan includes a method of measuring the District's progress towards meeting its goals. At the fall 2011 in-service day, the chancellor gave a presentation summarizing how the plans from each College aligned with the District Strategic Plan (R.7b.2, slides 9-15).

Recommendation 7.c. Technology Strategic Plan

The 2010-2013 District Technology Strategic Plan was developed by shared governance committees, is aligned with College plans, and its implementation is -underway (R.7.c.1.). The plan is being revised during the 2013-2014 academic year by the Technology and Educational Support Services (TESS) Executive Committee (R.7.c.2). Progress toward meeting the goals and objectives of the plan is tracked through the accomplishment of

objectives ([R.7.c.3](R.7.c.3).) and satisfaction with service levels ([R.7.c.4.](R.7.c.4.)). Two surveys, conducted in 2010-2011, established baseline measures of user satisfaction and will be referenced in future years. Accomplishments related to the plan's objectives include the implementation of a communication plan, development of standards, and the award of a new grant. The recommendation for a coordinated strategic plan has been addressed and processes are in place to ensure continued progress.

Recommendation 7.d. Human Resources Plan

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

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

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

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

Recommendation 8: Program Review and Distributed Education

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

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

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

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

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

Recommendation 9: Including Student Learning Outcomes Assessment in Faculty Evaluations

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

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

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

The MOU stipulated that the faculty evaluation include the faculty member's self-reflection of their participation in outcomes assessment (R.9.c.). However the self-reflection language has not been included in the evaluation tool nor has the MOU been posted on the Human Resources website under Agreements.

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

Recommendation 10: Long-Term Fiscal Plans and Financial Information

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

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

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

Commission Recommendation 1: District Resource Allocation Process

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

In October 2009, a Resource Allocation Committee was formed with representation from Colleges, the District Office, Economic Development and Corporate Training, KVCR, and all constituency groups (CR.1.a.). The purpose of the committee is to develop a transparent

model for the allocation of funds to District entities. Committee members reviewed the existing model; examined eight models used at other multi-campus districts; researched best practices; and generated a list of guiding principles for the SBCCD model (CR.1.b.; CR.1.c.). By February 2010 a draft of the allocation model was ready for review (CR.1.d.). After the committee reviewed the model and made revisions it was distributed to the campuses for feedback. Presentations were made on both campuses to help explain the model and answer questions from the campuses. As a result of these meetings, further revisions were made and the committee approved the final version in May 2010 (CR.1.e.). It was then posted on the website and used to allocate resources in 2010-2011.

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

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

In 2013, an expert was hired by the District to develop recommendations with regard to the allocation model. The Brain Trust recommendations were shared with the District Budget Committee members and the members of the CHC and SBVC Budget Committees (CR.1.h.). The Cabinet lent its support to the Brain Trust's recommendation that FTEs growth determine the allocation model. As a result, the District Budget Committee approved the funding of FTES as a base allocation at the March 13, 2014 meeting (CR.1.i.).

Several additional items were resolved at the March 13th meeting of the District Budget Committee, including the following:
- The District and SBVC will prepare multi-year budget plans similar to Crafton's
- The District will strengthen and document its position control process
- The District will provide a means by which timely access to expenditure data can be provided to administrative staff
- The integration of the Educational Master Plans, Capital Outlay Master Plan, and Technology Master Plan will be integrated into the resource allocation process
- The District will set productivity goals and FTES growth goals for each college

The Districts resource allocation process was clearly articulated and broadly distributed. When it became clear that the model was not working for Crafton Hills College,

collaboration occurred among the District, SBVC, and CHC to examine the problem and arrive at a mutually agreeable solution that will allow both campuses can grow. Therefore, as was demonstrated in the 2012 Midterm Report to ACCJC, Commission Recommendation 1 has been met.

Evidence, Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review

R.1.a. CHC Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf

R.1.b. Presentation, CHC Education Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1213_EMPC_UpdatePresentation_Final.pdf

R.1.c. CHC Integrated Planning and Program Review Handbook, fifth edition
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf

R.1.d. OIERP Website, Planning and Program Review Links, Documents, Resources
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

R.1.d.i OIERP Website, Four-Year Planning Schedule
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf

R.1.e. PPR Feedback Results, Spring 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP13_SurveyResults2.pdf

R.1.f. PPR Minutes, August 27, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/20120827_Minutes_Approved.pdf

R.1.g. 2012-2013 PPR Committee's Process for Prioritizing Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_PPRC_PrioritizationProcess.pdf

R.1.h. OIERP Research Brief: Integrated Planning and Program Review Process for Prioritizing Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf

R.1.i. PowerPoint Presentation, CHC Excellence in Planning Award Presentation
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_RP_AwardPresentation.pdf

R.1.j. Progress Report on Educational Master Plan at Action Level Fall, 2012
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/~/media/B8287799645C40389FD763D1FB937FA0.ashx

R.2.a.   OIERP Website, Staffing
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/ORP_Staff
R.2.b.   OIERP Website, Presentations
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations
R.2.c.   OIERP Website, BORG Data Cubes
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/BORG_Data_Cubes
R.2.d.   OIERP Website, Research Briefs and Reports
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports
R.2.e.   OIERP Website, *Did You Know*?
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_Know
R.2.f.   OIERP Website, Research Request Form
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Request_Form
R.2.g.   OIERP Website, Presentations
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentations
R.3.a.   Crafton Hills College Institutional Assessment Plan
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/IAP_Final_20120408.ashx
R.3.b.   ILO and GE alignment map
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Forms%20and%20Documents/2013-2014/ILO%20GE%20Worksheets_2.pdf
R.3.c.   Planning and Program Review Resources, 2013-2014 PPR Instructional
           Questions (link)
           https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/bd54cd09-42b0-4b8c-bb14-1f402c5eb1f1
R.3.d.   Planning and Program Review Resources, 2013-2014 PPR Non-Instructional
           Questions (link)
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
R.3.e.   College Status Report to ACCJC on Student Learning Outcomes Implementation,
           Oct. 2012
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2012/Crafton%20Hills%20College%20Status%20Report%20on%20SLO%20Implementation_10%2012%202012.pdf
R.3.f.   Pdf, 2013-2014 Annual Report to ACCJC
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf
R.3.g.   Academic Senate Minutes, December 18, 2013, D. (re: Four-Point Rubric)
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2012-18-2013.pdf

R.4.a.   Crafton Council Charge and Membership
          http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
R.4.b.   CHC Organizational Handbook 2013-2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
          ch%20and%20Planning/CHC_Org_Handbook_13-14.pdf
R.4.c.   OIERP Report, CHC Committee Self Evaluations Spring 2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
          ch%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
R.4.d.   IEAOC Minutes, September 3, 2013
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
          f/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20%209%20
          3%2013docx%20(3).pdf
R.4.e.   OIERP Report, Shared Governance Committee Self-Evaluations Results for
          Academic Year 2012-2013
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
          ch%20and%20Planning/Planning%20Documents/2013SP_CommitteeSelfEvals.p
          df
R.4.f.   CHC Committee Assignments, 2013-2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
          f/Committees/CommitteeAssignments13-14.pdf
R.5.a.   CHC Educational Master Plan Update 2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
          f/Committees/Educational%20Master%20Planning%20Committee/2012_August
          _EMP_FormUpdate.ashx
R.5.b.   CHC Organizational Handbook 2013-2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
          ch%20and%20Planning/CHC_Org_Handbook_13-14.pdf
R.5.c.   Open Forum for "Crafton Hills College Village Plan" Wed. 1/22/14
          http://www.craftonhills.edu/News/December_2013/Open_Forum_for_Crafton_H
          ills_College_Village_Plan
R.5.d.   Letter to the Campus from President Marshall, September 10, 2012, see Open
          Meetings
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Preside
          nt's%20Page/President's%20Letters/2012/Pres%20Letter%209-10-2012.pdf
R.5.e.   Navigator Online Resource
          http://www.craftonhills.edu/Faculty_and_Staff/Navigator_Online_Resource
R.5.f.   Letter to the Campus from President Marshall, January 2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Preside
          nt's%20Page/President's%20Letters/2014/President%20Letter%20Jan%2027%20
          2014.pdf
R.5.g.   President's Board Report, February 6, 2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Preside
          nt's%20Page/Board%20Reports/2014/Feb.%202014%20Board%20Report.pdf
R.5.h.   Chancellor's Chat Email Archives Homepage
          http://archive.constantcontact.com/fs057/1102943000584/archive/110348645494
          9.html

R.5.i.   District Assembly Minutes, Sept. 3 2013, for example
         http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Assembly/Agenda/9-3-13%20web.pdf
R.5.j.   SBCCD Safety Monthly Newsletters
         http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/Environmental_Health_and_Safety/Safety_Newsletters
R.5.k.   SBCCD Police Beat Newsletters
         http://www.sbccd.org/District_Police_Department/Police_Beat
R.5.l.   SBCCD Human Resources Monthly Newsletters
         http://www.sbccd.org/Human_Resources-Jobs/HR_Monthly_Newsletters?folder=Volume%201
R.5.m.   CHC OIERP Presentation/Discussion: Fall 2012 Campus Climate Survey Results
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf
R.6.a.   Crafton Hills College Organizational Handbook, pp. 13-14
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/
R.6.b.   Crafton Hills College Educational Master Plan
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
R.6.c.   CHC Educational Master Plan Update, August 2012
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/2012_August_EMP_FormUpdate.ashx
R.6.d.   OIERP Report, Committee Self Evaluations Spring 2012
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
R.6.e.   PowerPoint, CHC Fall 2012 Campus Climate Survey Results
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf
R.6.f.   OIERP Did You Know? Comparison of 2010 and 2012 CHC Campus Climate Survey Results
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1213_DYK25.pdf
R.7.a.i. District Program Review Committee Members
         http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/2013-2014%20%20District%20Program%20Review%20Committee%20Members.pdf
R.7.a.2. SBCCD Program Review Process 2013-2014
         http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/agends-minutes/Program%20Review%20Checklist_2013-2014.pdf
R.7.a.3. SBCCD Website, 2013-2014 Program Review Plans-Participants
         http://www.sbccd.org/About_the_District/Board_Imperatives_,-a-,_Planning_Documents/Program_Review/2013-2014/Plans

R.7.a.4.. Plans for Administrative Applications, 2013-2014 (example)
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Administrative%20Applications.pdf

R.7.a.5. Plans for Distance Education, 2013-2014 (example)
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Distance%20Education.pdf

R.7.a.6. District Operations Satisfaction Summary
http://www.sbccd.org/About_the_District/Board_Imperatives_,-a-,_Planning_Documents/Program_Review/2013-2014/Results

R.7.b.1. District Strategic Plan 2011-14
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2011-2012/2011-14%20District%20Strategic%20Plan%20w%20Appendix.pdf

R.7.b.2. SBCCD Chancellor's In-Service Presentation 2011-2012 Academic Year
http://www.sbccd.org/~/media/Files/SBCCD/District/Chancellor/Inservice%202011.pdf

R.7.c.1. District Technology Strategic Plan 2010-2013
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Technology%20Planning/District_Strategic_Documents/District_Information_Technology_Strategic_Plan_-_Final_Version_06.01.10_PDF.pdf

R.7.c.2. Draft SBCCD Educational Technology Plan, 2014-2017
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/TESS%20Committees/Web%20Standards/Addendums/2014-17%20DTSP%20V1.docx

R.7.c.3. Plans for Technical Services, 2013-2014
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2013-2014/plans/Final-TESS_Technical%20Services.pdf

R.7.c.4. District Operations Satisfaction Survey, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Program%20Review/2012-2013/survey-results/TESS-SpecialProjectsSurveyResults.pdf

R.7.d.1. SBCCD Human Resources, Long-Range Staffing Plan, 2010-2013
http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Long-Range%20Staffing%20Plan/Final%20Staffing%20PLAN%20100902.pdf

R.8.1. Approval to Teach Online
http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Approval_to_Teach_Online

R.8.2. Course Approval, Addendum, Distance Education Format
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf

R.8.3. Online Classes Web portal
http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes

R.8.4. CHC Online, FAQs for Faculty
http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/CHC_Online_-_Faculty

R.8.5. OIERP Report, SBCCD Distance Education Success and Completion Rates, 08-09, 12-13
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/District_DE_SucRet_0809to1213.pdf

R.8.6. SBCCD Plans for Distance Education, 2013-2014
https://craftonhills.edu/ProgramReview/Plan.aspx/View/c2eedc91-370a-4f11-aa21-6741f2fbd8c5

R.8.7 CHC Distributed Education Implementation Plan, 2007-2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Committee%20Documents/Educational%20Technology%20Committee%20Documents/07-08/DEPlanSept07.pdf

R.9.a. District/CTA Negotiations Agenda, February 18, 2011
https://doclib.sbccd.org/Files/SBVC/Accreditation/2011/Recomm%205/Agenda2.18.11.pdf

R.9.b. SBCCD Board of Trustees Minutes, November 15, 2012, p. 2, #7.
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Minutes/11-15-2012.pdf

R.9.c. Minutes, Board of Trustees, November 15, 2012, p. 2, item 7, Report of Action in Closed Session re: SLOs, PLOs, ILOs
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Minutes/11-15-2012.pdf

R.10.a. Monthly Budget Summary Reports (Example)
http://www.sbccd.org/~/media/Files/SBCCD/District/Purchasing/13-14%20Budget/2014-02-06%20All%20Funds/2014-02-06%20CHC%20Unrestricted.pdf

R.10.b. Online Training, EduReports
https://doclib.sbccd.org/Files/SBVC%2FAccreditation%2F2010%2FRecommendation%206a%2FFinancial%202000%20EduReports%20Online%20Tutorial.pdf

R.10.c. Classified Voice, Issue Two, Volume Two, 2014 (see Mark Your Calendars, Budget Management)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/Classified%20Voice/2013-2014/Classified%20Voice%202014%2002.pdf

R.10.d. Workshop Evaluations, Budget Workshops
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/0910_ProfessionalDevelopment_WorkshopEvaluations_%20FA09.pdf

R.10.e.   Minutes, District Budget Committee, February 20, 2014, State Budget Update
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-02-20%20Minutes%20Approved.pdf

R.10.f.   Minutes, Budget Committee, December 12, 2013, re: Training Presentation
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2013-12-12%20Minutes%20Approved.pdf

CR.1.a.   SBCCD Resource Allocation Committee Meeting Notes, October 20, 2009
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2010%2020%202009.pdf

CR.1.b.   SBCCD Resource Allocation Committee Meetings Notes November 2, 2009
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2011%202%202009.pdf

CR.1.c.   SBCCD Resource Allocation Committee Meetings Notes November 30, 2009
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%2011%2030%202009.pdf

CR.1.d.   Draft Resource Allocation Model
            http://www.sbccd.org/~media/Files/SBCCD/District
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/2010-2011%20Budget%20Model.pdf

CR.1.e.   SBCCD Resource Allocation Committee Meeting Notes May 17, 2010
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/Resource_Allocation_Committee/Resource%20Allocation%20Committee%20Notes%205%2017%20%202010.pdf

CR.1.f.   Minutes, District Budget Committee April 11, 2013 re:CHC Growth Proposal, p. 2
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2013/2013-04-11%20Minutes%20Approved.pdf

CR.1.g.   Budget Committee Minutes May 9, 2013
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2013/2013-05-09%20Minutes%20Approved.pdf

CR.1.h.   SBCCD Resource Allocation and Utilization, Prepared by CBT Consultants January 2014
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf

CR.1.i.   Draft Memo, Chancellor's Cabinet from Chair, District Budget Committee March 13, 2014
            http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-03-13%20Budget%20Committee%20Recommendations.pdf

STANDARD I:
Institutional Mission and Effectiveness

Standard I: Institutional Mission and Effectiveness

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

.

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

Descriptive Summary

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

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

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

- Student Access and Success
- Inclusiveness
- Best Practices for Teaching and Learning
- Enrollment Management
- Community Value
- Effective, Efficient, and Transparent Processes
- Organizational Development
- Effective Resource Use and Development

As a public, open-access community college, Crafton Hills College offers a wide range of programs and services that support a diverse student population while also supporting its commitment to facilitating student learning and success. The Crafton student population increase is most apparent among Hispanic students (I.A.1). In the last ten years, the proportion of Hispanic students at Crafton has increased from 24 percent in fall 2003 to 42 percent in fall 2013. An increase in the proportion of Hispanic students has occurred in every year for the last ten years, and has increased 3 percentage points every year since fall 2010. Additionally, the percent of students receiving financial aid has increased from 37 percent in 2010-2011 to 57 percent in fall 2013. Incoming students are likely to be academically underprepared when entering Crafton with 67 percent of students placing below transfer level English and 94 percent placing below transfer level math (I.A.2).

Although a majority of Crafton students enter the College assessing into courses below transfer level English and math, 60 – 80 percent of students indicate that their academic goal is to transfer to a four-year university (I.A.3). In support of its mission, the College operates three academic divisions and a variety of student service programs. The College offers 53 associate degrees and 25 certificates of achievement to support the educational aspirations of Crafton students.

The Crafton Hills College vision and values statements also articulate the College's main goals of promoting student advancement, community creativity, inclusiveness, and student learning.

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

Values
The institution's values include creativity, inclusiveness, excellence, and learning centeredness.

Population
The CHC Office of Institutional Effectiveness, Research, and Planning (OIERP) identifies and defines the College's intended population through a variety of state and local data. The sources for statewide data are compiled from the California Community College's Chancellor's Office (CCCCO), Data mart, Career and Technical Education programs, Core Indicator Reports, Management Information System (MIS), and the CCCCO Accountability Reporting for the Community Colleges (ARCC) data. The OIERP collects, compiles, researches, and communicates data to help describe Crafton's student population to the campus community. These data are available on the OIERP website (I.A.4). An example of data communicated is a demographic profile that is compiled every fall semester in the form of a college snapshot (I.A.5). Some data from this snapshot are highlighted in Figures I.A.1 through I.A.4.

Figure I.A.1. Fall 2013 Students by Gender
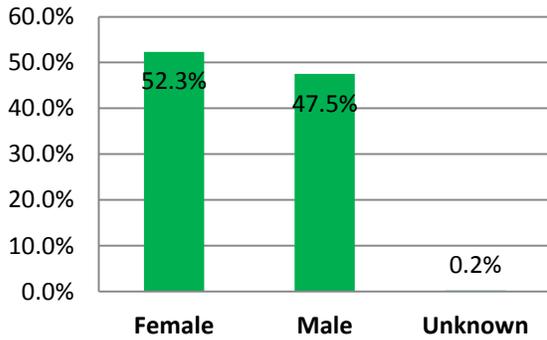
Figure I.A.2. Fall 2013 Students by Full-Time Status
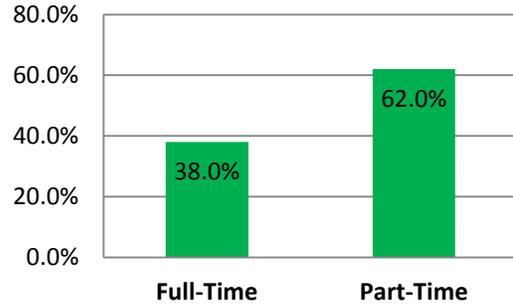
Note: Fall 2013 Average Units = 9.4

Figure I.A.3. Fall 2013 Students by Race/Ethnicity
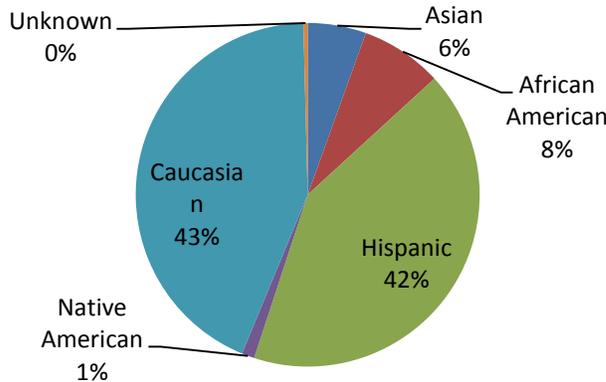
Figure I.A.4. Fall 2013 Students by Age
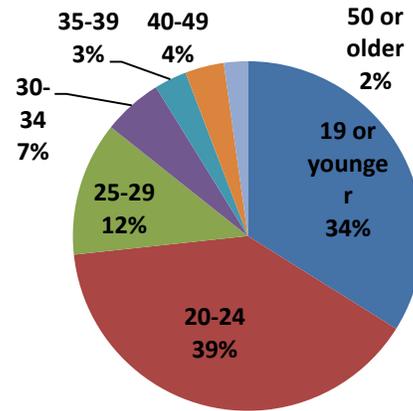
The College's mission, vision, and values reinforce Crafton's commitment to facilitating student achievement and learning. The mission statement expresses the educational purpose of the College to support a diverse student population that will advance in their educational goals. The mission statement is further supported by the vision statement, which clearly underscores the central importance of the College's transfer, public safety and health services programs. Moreover, Crafton's values of creativity, inclusiveness, excellence, and learning centeredness support the institution's commitment to student learning.

To foster its commitment to student learning, the College has been reviewing its current mission, vision, and values and discussing the adoption of a new framework. In the fall of 2013, the College adopted the framework of Engage, Learn, and Advance to drive College planning and decision-making. Initially, the framework was intended to guide

planning and decision-making in ways that would encourage student engagement, learning, and advancement throughout their educational career. However, through the process of collegial consultation and shared decision-making, the Engage, Learn, Advance framework has also been extended to Crafton employees. It is believed that for students to follow this framework, all employees must also engage with the college community, learn, acquire new skills and expertise, and advance in their own professional and personal development. To help inspire students, faculty, and staff CHC held its first traditional 3-Peaks Challenge in October of 2012. This challenge involved hiking to the San Bernardino Peak and two additional peaks. Each peak represented one portion of the framework (Engage, Learn, and Advance) bringing students, faculty, and staff together to work toward a common goal regardless of their roles within the College community. By fall 2014, the College will have reviewed and approve the revised mission, vision, and values. It will be published online and in all College documents.

I.A.1.   The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

The College's framework, mission, vision, and values all drive the planning processes that include programs, services, and the allocation of resources. The College has numerous programs and services that support a diverse student population and their diverse learning needs, such as: the Transfer Center, Student Life, Extended Opportunity Programs and Services (EOPS), Disabled Student Program and Services (DSPS), the Left Lane Program (LLP), the College Honors Institute (CHI), Tutorial Services, the STEM Pathways Project, and Counseling.

The College uses the award-winning (I.A.6) planning and program review processes to guide assessment strategies. Within these processes courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), program level outcomes (PLOs), service area outcomes (SAOs), assessments, and results. Additionally, program objectives are required to align with the College's strategic directions. The program-level objectives and their accompanying resource requests are prioritized by the Planning and Program Review Committee. The prioritized list is then used to prioritize the allocation of resources. The annual unit planning process utilizes student retention and success data, student satisfaction (I.A.7) data, CCSSE (I.A.8), and Campus Climate (I.A.9) data to assess how effectively the College meets the needs of its students. Departments develop goals and objectives based on assessment and achievement data.

The College further supports student learning by incorporating SLO's into the program review process. In spring of 2014, the responsibility of collecting and compiling assessment data was transferred from individual faculty and departments to the OIERP to ensure a

central repository of outcomes information. As part of the review process, the campus collectively agreed to adopt a four-level rubric to have the ability to combine assessment data across courses, programs, services and the institution. Campus feedback from CHC's continuous quality improvement (I.A.10) process prompted the decision to funnel all outcomes assessment reporting through the program review process. The goals and objectives of programs, departments, and service units are derived from data from the previous year provided by the OIERP. Currently, the OIERP in collaboration with the Offices of Instruction and Student Services is developing a dynamic Data Mart that will provide data to programs that isn't static in nature to help further facilitate evidence-based decision making. Depending on which phase of the four-year planning cycle the programs fall within, each program will develop both a long- or short-term plan for improvement and a resource request, if appropriate, to implement program objectives.

Figure I.A.5. The Continuous Quality Improvement Cycle

The fundamental purpose of ongoing integrated planning and program review is for continuous improvement of all Crafton Hills College programs and services. As indicated in Figure 5, the College has developed an integrated planning and program review process for prioritizing objectives (I.A.11). This process is collaborative, meaningful, inclusive, transparent, and results in the continuous improvement of programs and services. Each fall begins a new planning and program review cycle. During this cycle every program/unit on campus prepares an Annual Plan or Program Review document that identifies the prioritization of goals and objectives. Each identified objective includes actions, resources,

rationale, costs, a timeline and person responsible, the Crafton strategic direction, and identifies the type of institutional impact. As seen in Figure 6, it is a cyclical process where objectives are prioritized at four levels prior to reaching the president, regardless of each objective's need for resources. When developing and prioritizing objectives, each unit must identify how objectives align with the College's strategic directions. This assessment provides the foundation for the planning resource allocation process.

Figure 6. The Integrated Planning and Resource Allocation Process
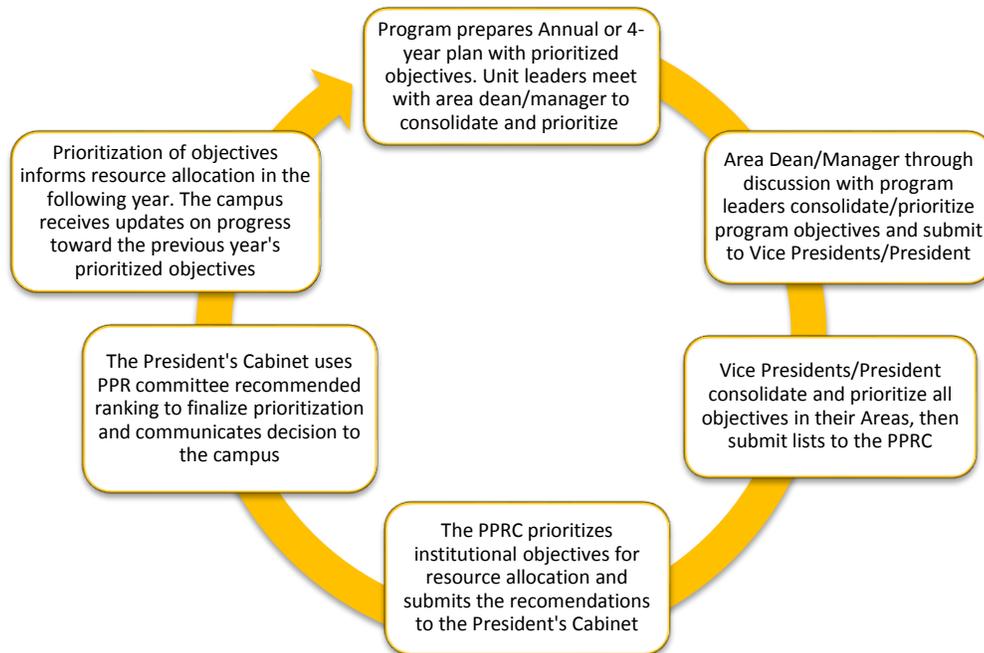
Learning programs and services are established to ensure student success across the institution. For example, the College has developed an impactful first-year experience program, known as the Left Lane Project (LLP) (I.A.12). The LLP is designed to address several of the student success initiatives by connecting Crafton's effective matriculation processes (e.g.: SOA^{3}R, student orientation, application, assessment, advisement, and registration (I.A.13) with an intensive summer bridge program designed to increase student engagement and to prepare students to succeed in mathematics courses. The LLP primarily serves first-year students who assess below transfer level English or math courses by providing SOA^{3}R resources such as; tutoring services, learning communities, and courses offering supplemental instruction. LLP is expanding its resources to include an educational plan for all students, to articulate clear educational pathways, and to improve services and instruction through enhanced professional development. Other programs and services designed to improve student learning and achievement include:
- Supplemental Instruction
- Service Learning

- Structured Learning Activities (SLA)
- Learning Communities
- Title V Transfer Prep Grant
- Title III STEM Grant
- Summer Bridge Program
- SciFri
- High School Computer Science Fair
- Road Runner Rally

The Crafton Hills College Educational Master Plan (EMP) (I.A.14) serves as the guide for planning processes at the College, and the mission is used to guide all planning. The purpose of the EMP is to improve institutional effectiveness and to ensure the College's resources are used to achieve the goals of the mission statement and strategic directions. The annual planning and program process aligns with and informs the Educational Master Plan.

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

The current mission statement was adopted by the SBCCD Board of Trustees at its June 14, 2007 meeting (I.A.15). It is published on the College's website (I.A.16), catalog (I.A.17, p. 6), Template for Committee Meeting Agendas and Minutes in the CHC Organizational Handbook (I.A. 18 pp. 33-34), and in all planning and program review documents, (I.A.19, p. 15). A new mission statement was adopted in spring 2014 and will be submitted for Board approval in the fall.

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

The planning agenda of Standard IA.2 in Crafton's 2008 Self-Study (I.A.20, p. 102) and the OIERP calendar (I.A.21)state that the College will review its mission, vision, and value statements every five years. Accordingly, the CHC Educational Master Plan Committee (EMPC), a Crafton Council shared governance committee, discussed possible revisions to the College's mission and vision statements and values during the 2012-2013 Academic Year (I.A.22, I.A.23, I.A. 24, I.A.25, I.A.26, I.A.27). The EMPC in conjunction with the OIERP developed a web-based survey for interested employees and students to inform the committee's ongoing discussions. In addition to the fall 2013 survey, the OIERP collected feedback from a workshop on April 9, 2013, a workshop with the Academic Senate on September 4, 2013, and a Flex Day workshop on September 25, 2013 (I.A.28, I.A.29). Modifications were made based on the feedback from the campus. In the future, Crafton will examine the mission, vision, and values on an annual basis (I.A.30).

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

In order to ensure that the College mission is central to institutional planning and decision-making, the College has incorporated the mission statement into all planning documents, agendas, and minutes. All instruction and noninstructional programs that complete a four-year plan must demonstrate how their mission and vision aligns with the College's mission and vision (PPR Question 8, I.A.31, I.A.32). Programs completing or updating a four-year plan connect each objective to the mission through the College's eight strategic directions (I.A.33, pp. 21-23):

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

When completing the four-year plan or annual plan through the planning and program review process, programs prioritize each of their objectives and then use this information to determine the prioritization of resource allocations for the College. As illustrated in Figure 6, programs prioritize each objective, which may or may not have a resource need (I.A.34). Objectives are prioritized at the department, division, and area levels. The Planning and Program Review Committee then prioritizes all of the combined objectives at the institutional level and submits them to the President's Cabinet. The President's Cabinet then makes the final priority determination and the President shares the finalized list with the Crafton Council and the campus.

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

The College began discussion revisions to the mission, vision and values as a result of an enhanced focus on student learning and success. Discussions were prompted in part by institutional research, and in part by the passage of the Student Success Act of 2012. Additionally, there was a change in the leadership team; a new president was hired in 2013 and a new vice president of instruction was hired in fall 2013. As a result of college wide dialogue and input (I.A.37), the mission, vision, and values were revised in spring 2014 by the Educational Master Plan Committee (I.A.38), approved by Crafton Council (I.A.39) and will be submitted to the Board of Trustees for approval in fall 2014.

Self-Evaluation
The college meets the Standard.

Planning Agenda
None.

Evidence, Standard I.A, Mission

I.A.1   CHC Hispanic Student Enrollments: Fall 2003 to Fall 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Increase_HispanicStudents.pdf

I.A.2   CHC Student Placement Results: 2012-2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

I.A.3   Uninformed and Informed CHC Student Education Goal and Academic Program
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf

I.A.4   Office of Institutional Effectiveness, Research, and Planning
http://www.craftonhills.edu/About_CHC/Research_and_Planning

I.A.5   Crafton Hills College Snapshot
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Snapshot_Fall2013.pdf

I.A.6   Crafton Hills College Integrated Planning and Program Review
http://www.rpgroup.org/content/2012-rp-group-awards

I.A.7   CHC Student Satisfaction Survey: Spring 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf

I.A.8   Spring 2010 CCSSE CCFSSE Active and Collaborative Learning
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1011_DYK_10.pdf

I.A.9   CHC Employee Campus Climate Survey: Fall 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

I.A.10   What Worked? What Didn't Work? Learning through Continuous Quality Improvement
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf

I.A.11   Integrated Planning and Program Review Process for Prioritizing Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf

I.A.12   Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf

I.A.13   The Relationship between SOAR and Student Success by High School and Term
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf

I.A.14   CHC Educational Master Plan
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research
          %20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.A.15   SBCCD Board of Trustees Meeting Minutes, June 14, 2007
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research
          %20and%20Planning/Planning%20Documents/20080614_Minutes_Mission_Combi
          ned.pdf
I.A.16   Mission
          http://www.craftonhills.edu/About_CHC/Mission
I.A.17   CHC Catalog 2013-2014 (p. 6)
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/
          Catalogs/Online-Catalog-13-14.pdf
I.A.18   CHC Organizational Handbook (Appendix C: Template for Committee Meeting
          Minutes)
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research
          %20and%20Planning/CHC_Org_Handbook_13-14.pdf
I.A19   CHC Planning and Program Review Handbook, p.15, item 8b)
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research
          %20and%20Planning/Planning%20Documents/PPR%20Handbook%206th%20Editi
          on%2020140602.pdf
I.A.20   CHC 2008 Self-Study, p. 102
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
          Accreditation/2008/Materials%20Submitted%20by%20CHC/Self%20Study%20Rep
          ort/Self%20Study%20Report.pdf
I.A.21   CHC Office of Institutional Effectiveness, Research and Planning Research
          Calendar: July 24, 2013
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research
          %20and%20Planning/CHC_Research_Calendar7.pdf
I.A.22   CHC Educational Master Planning Committee (EMPC) Minutes, September 11,
          2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
          Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-
          2013/Minutes_20120911.pdf
I.A.23   CHC EMPC Minutes, October 9, 2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
          Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-
          2013/Minutes2_20121009.pdf
I.A.24   CHC EMPC Minutes, November 13, 2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
          Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-
          2013/Minutes_20121113.pdf
I.A25   CHC EMPC Minutes, February 12, 2013
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
          Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-
          2013/Minutes_20130212.pdf

I.A.26 CHC EMPC Minutes, February 19, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20130219.pdf

I.A.27 CHC EMPC Minutes, April 30, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20130430.pdf

I.A.28 ECPM CHC Mission Statement, Vision Statement, and Values Survey Results: Spring 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_EMP_MVV_Survey_Results.pdf

I.A.29 EMPC CHC Mission Statement, Vision Statement, and Values Survey Results: Spring and Fall 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_Survey_InService_AcadSen_Flex_Results.pdf

I.A.30 CHC Office of Institutional Effectiveness, Research and Planning Research Calendar: January 6, 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf

I.A.31 CHC Planning and Program Review Questions (see Question 8)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instructional.docx

I.A.32 Planning and Program Review Screen Shots showing Connection between College Mission, Strategic Directions and Program Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_ScreenShots.pdf

I.A.33 CHC Educational Master Plan, pp. 21-23
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf

I.A.34 Integrated Planning and Program Review Process for Prioritizing Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf

I.A.35 CHC Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf

I.A.36 CHC Educational Master Plan Formative Evaluations
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Formative_Evaluations

I.A.37   Spring and Fall 2013 CHC EMPC Review of the Mission, Vision, and Values: Survey and Workshop Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_Survey_InService_AcadSen_Flex_Results.pdf

I.A.38   Minutes, March 24, 2014, Educational Master Plan Committee, item 2.0
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(032514).pdf

I.A.39   Crafton Council Minutes, April 29, 2014, Item 1.0
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Learning%20Communities/Agendas%20and%20Minutes/2013-2014/Agenda_20140506.pdf

Descriptive Summary

Campus wide dialogue consistently occurs through shared governance committees, management meetings, and planning processes. The College's shared governance committees hold frequent dialogue on student learning outcomes and institutional improvement; these committees include the Educational Master Planning Committee (EMPC), the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), the Planning and Program Review Committee (PPRC), and the Student Success, Engagement, Enrollment and Management Committee (SSEEM). The charges of these committees are described in the College Organizational Handbook, updated annually and published online each fall (I.B1).

The College also engages in dialogue concerning student learning during deans' meetings, management meetings, Crafton Council meetings, department meetings, and planning events like the two SSEEM planning retreats held in 2013-2014 (I.B2, I.B3). For instance, during the SSEEM retreats, data provided by the OIERP helped to facilitate discussions for continuous improvement of student learning and institutional processes (I.B4, I.B5). The institutional dialogue that occurs is an integral aspect of departmental planning, program review, and student learning outcomes assessment processes.

The College Planning and Program review process supports the continuous improvement of student learning and institutional effectiveness. Each department participates annually in the planning and program review process by either developing an annual plan or a four-year plan (I.B6). Whether an annual plan (I.B7) or a four-year program review (I.B8, I.B9), the unit reviews student achievement and learning data, which is provided by the OIERP, for the prior five years (I.B10). Noninstructional units are also provided data by OEIRP upon request with results from the most recent Student Satisfaction Survey and the Community College Survey of Student Engagement. Each department then updates the progress made on

goals and objectives from the prior year and develops an improvement plan consisting of goals, objectives, and actions for the upcoming year that will address student learning. The program review web tool is available online for all faculty and staff to access, supporting the dialogue concerning continuous improvement (I.B11. Examples of completed documents are also available online at the OIERP webpage (I.B12, I.B13). The College also identifies whether each objective has an institutional-, division-, or department-level impact and the alignment of each objective with Crafton's Strategic Directions. The College can then allocate resources to help facilitate achieving its identified goals and objectives.

Both the instructional and noninstructional program review processes at the College are conducted on a four-year cycle that focuses on departmental reflection of student learning and success. In addition, departments are also required to annually complete a brief review of their progress when they are not scheduled to complete a four-year review (I.B6). It is a faculty-driven, shared governance self-evaluation processes that facilities improvement of all instructional and noninstructional programs. In conjunction with departmental planning, program review solicits evidence-based documentation from instructional and noninstructional programs to assess effectiveness, identify areas of institutional and instructional improvement, and provide justification for planning the allocation of resources.

When instructional and/or noninstructional departments begin the program review process, the PPRC provides the department with a committee contact person to assist the departments throughout the process as well as access to the Office of Institutional Effectiveness, Research, and Planning (OIERP) staff (I.B14). The PPRC also offers numerous workshops, handbook, and training materials to help facilitate the process of planning (I.B15).

Crafton Hills College consistently engages in dialogue on student learning throughout the campus. In July 2009, a new Educational Master Planning Committee was formed with shared governance representation (I.B16). The committee began with a review of existing campus and District plans and documents, including the existing Educational Master Plan (EMP). Updated environmental scan data was analyzed and considered in drafting the new plan. Four cycles of review were held with faculty, staff, management, and students with particular attention paid to the development of strategic directions, goals, and quantitative effectiveness indicators. Campus feedback was considered at each stage and incorporated as appropriate to strengthen the plan. The final version was submitted to and approved by the president in May 2010 and disseminated to the campus in August 2010 (I.B.17; I.B.18). The EMPC continued to meet twice a month during the 2010-2011 academic year (I.B.19).

To ensure consistency in progress reporting, the committee's fall work began with the review and approval of a template for point persons to use to document movement on action items, objectives, and goals (I.B.20). Updates were provided in late November and the committee

conducted a formative evaluation of progress on December 14, 2010, noting that the campus had made acceptable progress on the majority of objectives (I.B.21; I.B.22; I.B.23). These results were shared with the campus at In Service Day and posted on the OIERP website in January 2011. In spring 2011, the EMPC focused on revisions. Work included a review of existing quantitative effectiveness indicators (QEIs) to evaluate their efficacy, consideration of new QEIs taken from a list developed the prior year, consideration of updates to environmental scan data, comparison to the District Strategic Plan, and examination of strategic directions, goals, objectives, and actions to modify as needed (I.B.24; I.B.25, I.B.26, I.B.27). The revised plan was distributed via email to the entire campus on April 29, 2011, with feedback due by May 9. In addition, presentations were made to the Academic Senate, to the Crafton Council, and during an Open Forum (I.B.28). The Committee then reviewed all comments and feedback at its May 10 meeting and finalized the revised plan (I.B.29). Committee members agreed on a three-year EMP period (2011 through 2014) because the newly-approved plan had undergone a formative evaluation along with serious consideration of revisions. Therefore, the focus for the next two years was on implementation and monitoring of goals and objectives (I.B.30; I.B.31).

In 2012-2013 the EMPC also began to discuss the process for reviewing Crafton's mission, vision, and values statements and to discuss how the EMPC would engage in dialogue around reviewing the mission, vision, and values (I.B.31). In 2012-2013 the EMPC discussed the importance of dialogue when reviewing the mission, vision, and values and how the EMPC would approach facilitating dialogue and obtaining feedback (I.B.31). Specifically, a survey was distributed to all employees and students in fall 2013 to collect input on the mission, vision, and values (I.B.32), a workshop was conducted during spring 2013 Flex Day (I.B.33), a workshop was conducted with the Academic Senate in fall 2013 (I.B.34), and another Flex Day Workshop was held in fall 2013 (I.B.35). In spring 2014, the EMPC compiled all feedback from the workshops and surveys and generated a draft mission, vision, and values statements, including the original statements and went back to the Academic (I.B.36), Student, and Classified Senates (I.B.37) as well as Crafton Council (I.B.38). Next, the EMPC compiled the feedback and revised the different options for the mission, vision, and values statement. Surveys were conducted so that students, full-time and part-time faculty, staff, managers, and community members could rank each option (I.B.39). The

In fall 2013, the leadership team, which included a new president and a new vice president of instruction, discussed the development of a conceptual framework that would underscore the institution's commitment to student success and progress, guide all institutional planning efforts, serve as an easy reminder of the College's focus on student success, and provide the College with a tool for the communication of its essential mission. Crafton began the campus wide dialogue around the framework of Engage, Learn, and Advance at the fall 2013

in-service day. The presentation given by the president set the stage for the College to discuss how students engage, learn, and advance (I.B.40). The vice president of instruction developed an activity for each area to engage in that would help the College identify the strategies that it used to help students engage. The president's area, instruction, student services, and administrative services examined how the College is engaging students and how it can improve student engagement within each of Crafton's strategic directions (I.B.41, I.B.42).   The dialogue around engagement was continued by the EMPC and led to the campus wide adoption of the Engage, Learn, and Advance framework (I.B.43, I.B.44). The Engage, Learn, and Advance framework, also known as the Three Peaks (I.B.45), was developed based on the engagement information collected during fall 2013 In-Service activity by the EMPC and the adoption of the framework by all three senates (I.B.46): Classified Senate (I.B.47), Academic Senate (I.B.48), and Student Senate.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan: None

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

Descriptive Summary

Crafton Hills College utilizes the Educational Master Plan to articulate and implement its goals (I.B.49). The plan focuses on increasing student success and access, inclusiveness, implementing best practices for teaching and learning, organizational development, effective and efficient processes, effective resource use, and enhancing institutional effectiveness. For each of the goals and objectives, the College has identified a point person to implement the goals and objectives and regularly reviews the progress that the College has made on achieving its objectives in the Education Master Plan (I.B.50, I.B.51). The EMPC monitors the implementation of the Educational Master Plan and its objectives using periodic formative evaluations (I.B.52).

By aligning its goals to other aspects of planning, the College demonstrates its commitment to achieving the identified goals. Through program review and the annual and four-year planning process, departments analyze learning and achievement data and establish new

goals and objectives that tie to the College's strategic directions (I.B.53). Each department must base its objectives and activities on learning and achievement that connect to one of the College's strategic directions in order for its resource request to be included in the prioritization process. In addition, when programs and/or departments request funding from grants like the Title V Transfer Prep Grant (I.B.54), the unit must have completed their most recent program review and tie a department objective to the request.

In addition, the annual planning and program review process requires that all programs participate in the College's strategic planning process by reviewing their goals and objectives from the prior year, This review allows them to and assess whether departments have accomplished each objective and action and to determine if improvements still need to be made (I.B.55). It also gives each department an additional opportunity to integrate department goals into the College's broader strategic goals.

According to the most recent formative review, the College has completed a majority of its actions and objectives and is currently in the process of reviewing and revising the Educational Master Plan (I.B.56). In addition, the College regularly reviews its progress on its Quantitative Effectiveness Indicators and how well it is meeting the targets for each (I.B.57). The results indicated that Crafton exceeds the targets for 2013-2014 in the following areas:

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

The College is also working on the following QEIs:
- Course Success Rate
    - CTE Course Success Rate
    - Developmental Course Success Rate
- Number of Degrees and Certificates Earned
- Transfer Readiness Rate

- Job Placement Rate
- Outcomes Assessment Completion Rate

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

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

Descriptive Summary

In response to Recommendation 1 made in the 2002 and 2008 Accreditation Evaluation Reports, the College revised its Educational Master Plan, sustained an annual cyclical unit planning process, and deeply integrated unit and institutional planning so that they effectively inform each other. Institutional and unit planning have become an integral aspect of the College's culture and have consistent collegial participation (I.B.58) from administrators, faculty, staff and student representatives on multiple shared governance committees.

Crafton Hills College was awarded the 2012 RP Group Excellence in Planning Award by the Research and Planning Group for California Community Colleges for developing a collaborative, meaningful, and transparent process for program review (I.B.59) that includes prioritization of objectives, (I.B.60.) a planning a program review web tool, (I.B.61) and continuous quality improvement (I.B.62) Additionally, it has collegially developed (I.B.63) an EMP (I.B.64) which integrated planning, evaluation, and improvement; aligned institutional goals and measures with district strategic goals; and included long-term budgeting integrated with institutional planning and prioritization.

The EMP includes quantitative effective indicators (e.g. course success rate, transfer rates, and overall student satisfaction) which are reviewed, assessed, and integrated into unit planning and program review processes. For continuous improvement (I.B.65), the EMP processes are annually evaluated and adjusted by the Educational Master Plan Committee.

Plans have been collegially developed and implemented for enrollment management (I.B.66), facilities (I.B.67), and technology (I.B.68).

The College has consistently sustained a cyclical comprehensive unit planning process, which is collegially reviewed and integrated into institutional planning processes. Units establish plans (I.B.69) that correspond with the institutional mission, vision, values, and learning outcomes. The annual unit planning and program review process focuses on data-driven decision making utilizing QEI target setting, survey responses, and environmental scan data. Continuous improvement is emphasized in unit planning with goals, objectives, actions, and outcomes annually adopted, assessed, and improved. The annual unit planning and program review process allows for the review and prioritization of objectives and resource allocation requests. Prioritized objectives and their corresponding resource allocation requests are reviewed by the president's cabinet. The finalized list is shared with the College. For continuous improvement, the annual planning and program review processes are annually evaluated and adjusted by the PPRC. The College has continued to improve access to data for administrators, faculty, staff and students by expanding the role and resources of the research and planning office to include a dean, an analyst, and a research assistant position.

The Office of Institutional Effectiveness, Research and Planning produces and publishes research briefs and reports (I.B.70) for data analysis requests to ensure data are interpreted accurately and easily understood. Units are provided updated QEI data for use in their annual unit planning and program review process to provide measurements consistent with EMP objectives.

OIERP functions include the publishing of its research calendar (I.B.71) in order to effectively prioritize mandated reporting, database management, and ad hoc requests. It also publishes monthly *Did You Know?* bulletins (I.B.72) to circulate timely and innovative community college programs and research.

The College provides ongoing professional development and presentations regarding qualitative (I.B.73) and quantitative data (I.B.74) and best practices in planning (I.B.75). The District publishes the District and College budget document (I.B.76) which received the 2012-2013 Distinguished Budget Presentation Award from the Government Finance Officers Association for being a policy document, an operations guide, a financial plan, and a communications device integrated with the College and District planning and resource allocation processes.

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

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

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

Descriptive Summary

To ensure broad and inclusive participation from all appropriate constituencies, the planning process has been distributed to and integrated among various participatory governance committees: Educational Master Plan Committee; Planning & Program Review Committee; Budget Committee; Institutional Effectiveness, Accreditation, and Outcomes Committee; Student Success, Engagement, Enrollment Management and Matriculation Committee; and Technology Planning Committee. Each committee has active representatives from all constituencies including faculty, staff, and students. Agendas and minutes from participative governance committee meetings are posted and archived on the CHC website along with draft and final plans (I.B.77.).

Committees and the OIERP continuously host campus wide workshops and activities for faculty, staff, students and administrators to learn about and participate in planning. For example, presentations have been made to campus and District entities concerning such topics as the enrollment management data, the Student Success Initiative, and the results of a local environmental scan (I.B.78.; I.B.79; I.B.80).

In Spring 2013, the EMPC in conjunction with the OIERP conducted student and employee surveys to elicit input on the proposed revised mission, vision, and values; the results were communicated through campus wide emails and workshops where additional input was gathered, aggregated, and used to inform the final recommendation (I.B.81; I.B.82).

Crafton Hills College publishes and annually updates an Organizational Handbook (I.B.83) that describes the value in participatory governance and maintaining effective participation (p. 8). The Organizational Handbook identifies all constituencies and appointment responsibilities (p.7); the College governance structure (pp. 14-18); and committee processes, charges and memberships (pp. 10-13; 19-29). Participative governance committees typically assign a mentor to student representatives to ensure continuous active student representation (I.B.84).

The Planning and Program Review Committee is responsible for evaluating programs and prioritizing objectives that emerge from the planning process (I.B.85). The list of prioritized objectives and the resources needed to meet them are forwarded to the President's Cabinet for review (I.B.86). The finalized priorities are presented to the Budget Committee. The Budget Committee monitors expenditures throughout the year to ensure their alignment with the institutional priorities identified by the PPR, the President's Cabinet, and with the Educational Master Plan (I.B.87).

The College continuously seeks alternate sources of revenue to ensure that institutional priorities are adequately funded. The College has a Resource Development and Grants office with a director, assistant director, one full-time resource development administrative secretary, a part-time grants administrative secretary, and an account clerk (I.B.88). CHC sought and was awarded two federal grants to expand transfer preparation, resource development, and increasing the number of Hispanic students in Science, Technology, Engineering, and Mathematics (STEM) fields (I.B.89; I.B.90). CHC is also developing an Alumni Association program to develop and expand philanthropic support from its alumni network (I.B.91; I.B.92).

The CHC Educational Foundation continues to develop and expand relationships with philanthropic and community organizations, such as the San Manuel Band of Mission Indians, to increase resources available to students, including programmatic support, textbook assistance, and scholarships (I.B.93).

Crafton Hills College has incorporated participative decision-making into the campus culture using several strategies. First, the Crafton Council was established to help ensure that all areas and constituencies have the opportunity to participate in the decision making and planning processes for the College (I.B.94). The integrated planning processes have also paid particular attention to governance issues. Participation and inclusion in governance are central ideas in both the planning and program review process and the Educational Master Plan (I.B.95). As a result, the College has sustained improvement in assuring that all constituencies have a voice in these processes.

Role of the Crafton Council

In fall 2009, the Crafton Council was created as the central deliberative collegial consultation body at Crafton Hills College. The charge of the Council is to provide information, facilitate communication, and solve problems related to shared governance (I.B.94). The Council:

- Acts as a clearinghouse for shared-governance issues
- Provides information and support to shared-governance committees regarding best practices
- Has oversight of the *CHC Organizational Handbook*

- Monitors policies and laws related to shared governance and makes appropriate recommendations as needed
- Coordinates campus training in shared governance
- Promotes the integration of plans by examining their alignment annually, and making corrective recommendations when necessary

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

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

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

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

Descriptive Summary

Data that is used for decision-making is accessible to all constituents on the Office of Institutional Effectiveness, Research, and Planning web site (I.B.96). Data is regularly collected in the areas of academic success, enrollment, institutional effectiveness, instructional and student services, and satisfaction (I.B.97). In spring 2014, the campus agreed to adopt a four-level assessment rubric that the OIERP would to manage, collect, and organize Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs) data. The OIERP is currently compiling this data and

developing processes to manage and distribute data in a way that will help facilitate evidence-based decision making. The College also collects data on assessment placement results (I.B.98), identifying the best predictors of the ARCC data (I.B.99), student demographics (I.B.100), student engagement data (I.B.101), and student satisfaction data (I.B.102). Distance education data is also collected, examined, and shared with the CHC Academic Senate Educational Technology Committee (I.B.103).

The OIERP Web Site includes a data mart page (I.B.104) that provides links to the San Bernardino Community College District (SBCCD) Executive Information System (EIS) that allows anyone on campus to access section detail data for enrollment planning that is updated on a daily basis. The OIERP Web Site also provides links to the California Community College Chancellor's Office (CCCCO) Data Marts. Moreover, the OIERP is currently in the process of developing BORG (Best Organizational Research Gauge) Data Cubes to help facilitate evidence-based decision making and provide assessment results that communicate matters of quality assurance to appropriate constituencies (I.B.105). Currently, Crafton employees can access live reports on enrollment, open sections, and view faculty schedules. In addition, the OIERP has been able to develop reports that automatically update daily for students to view open sections, open online sections, and open short-term sections (I.B.106). The development of these reports was based on feedback received from students, faculty, managers, and staff. The OIERP is creating dashboards that will provide programs with dynamic data cubes to help them assess student learning (I.B.107), and a dashboard where all CHC employees can enter a student ID and information about the student will be readily retrieved to better assist the student.

The public can access the OIERP website to obtain data about the College (I.B.108). Other ways in which the campus presents data to the public is through presentations to the board (I.B.109), through the Office of Public Relations (I.B.110), at meetings attended by the CHC President's Cabinet, and at the K-12 Superintendent/Principal breakfast meetings (I.B.111). Data is frequently discussed and evaluated within committees throughout the campus, management meetings, Academic Senate meetings, and at Crafton Council, to name a few. In Standard IVA a description of continuous quality improvement and how data is distributed to the campus is described in more detail. In brief, OIERP shares the results of the CCSSE, Student Satisfaction Survey, and Employee Campus Climate survey with numerous committees on campus to help inform decision-making and illicit feedback. Moreover, the OIERP also distributes data through the "Did you Know" newsletter on a monthly basis (I.B.112) as well as asks to be put on the agenda for numerous committees to provide presentations of interesting information that may help to inform planning (I.B.113).

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

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

Descriptive Summary

To assess the effectiveness of planning processes, the College biennially administers the Employee Campus Climate Survey, the Committee Self-Evaluation survey, and the Planning and Program Review Feedback Survey and qualitatively evaluates the planning and program review process (I.B.114). In reviewing the results from the most recent Employee Campus Climate Survey, the College saw dramatic increases in fall 2012 compared to fall 2010 in the satisfaction with the planning processes.

- The level of CHC employee satisfaction with the outcomes assessment processes at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .74$) higher in fall 2012 ($M = 3.05$) than in fall 2010 ($M = 2.51$)
- The level of CHC employee satisfaction with inclusiveness at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .47$) higher in fall 2012 ($M = 2.93$) than in fall 2010 ($M = 2.55$)
- The level of CHC employee satisfaction with planning and decision making at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .69$) higher in fall 2012 ($M = 2.32$) than in fall 2010 ($M = 2.84$)
- The level of CHC employee satisfaction with shared governance at Crafton was statistically significantly ($p < .001$) and substantially ($ES = .61$) higher in fall 2012 ($M = 2.84$) than in fall 2010 ($M = 2.37$)
- The level of CHC employee satisfaction with resource allocation process at Crafton was statistically significantly ($p < .005$) and substantially ($ES = .55$) higher in fall 2012 ($M = 2.74$) than in fall 2010 ($M = 2.32$)

The feedback from presenting the results from the evaluation of Crafton's planning processes continuously helps to foster improvement (I.B.115). Improvements to the Planning and Program Review Processes Based on Feedback have included the following:

- The PPR Committee assigned all PPR participants with a committee contact to provide support and feedback regarding the process, the web tool, and the PPR document as it is developed.
- Workshops and open meetings are conducted throughout the fall to provide ready access to support in developing the PPR report.

- Questions have been revised to reduce redundancy and increase clarity.
- The PPR web tool is was designated as the central location for reporting outcomes.
- A quick link to the PPR web tool was added to Crafton home page.
- The web tool was improved to make the objective prioritization phase of the process more user friendly.

The following are examples of improvements based on feedback from the Campus Climate Survey have included:

- The applause card is now an online form, making it readily available and improving the ease with which employees and students can recognize others.
- An annual training is now conducted for committee chairs to ensure a shared understanding of process, decision-making models, the retention of members, and the charge of each committee. The email database can now be searched by first name, department, or office.
- The campus community was urged to "bring a friend" to a committee meeting to improve employee engagement and connection.
- Crafton Hills College utilizes a four-year cycle for the program and planning process that encompasses both the setting of new goals and objectives as well as documenting the status and progress made on previous goals and objectives.
- Crafton Hills College utilizes an annual planning cycle that includes reported updates on the status and progress made on previous goals and objectives which all departments and areas participate in annually during the years that fall between the scheduled completion of four-year plans.
- Crafton Hills College has a shared governance committee who is charged with reviewing every area / department's four-year plans and the program and planning process on an annual basis.
- The Program and Planning Committee at Crafton Hills College solicits campus wide feedback regarding the planning process as a whole as well as resource allocation via an annual survey.
- The Program and Planning Committee at Crafton Hills College recognizes that the part of the planning process that involves instruction is a 10+1 matter and regularly consults with the Academic Senate for feedback and input.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

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

Descriptive Summary

Crafton Hills College utilizes various evaluation tools and mechanisms to collect evidence about the effectiveness of its programs and services. One of its primary methods of doing so is the College's award-winning planning and program review process (I.B.116; I.B.117). The College units perform cyclical and systematic program review processes: Program Review (PR), a 4-year cycle, or an Annual Planning (AP), an annual update to evaluate the effectiveness of programs. The PPR timeline is incorporated into the OIERP's annual research calendar (I.B.118). An annual timeline is distributed to the campus and the committee's purpose and activities are published on a webpage (I.B.119; I.B.120 ; I.B.121). The PPR committee reviews and evaluates unit level plans, and prioritizes the objectives that emerge from the planning process into a single college wide document (I.B.122; I.B.123).

Assessment of Institutional Learning Outcomes. Crafton Hills College evaluates student learning and development by assessing outcomes at the course, program, and institution levels. Institutional Learning Outcomes (ILOs) measure the knowledge, skills, attitudes, and values that college students will need to be successful (I.B.124). They provide a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contribute to an individual's self-awareness. The College also evaluates student learning in courses, services, and educational programs (I.B.125; I.B.126). The College has adopted the five-step Nichols Model to connect institutional effectiveness with the assessment of learning outcomes. The five steps are as follows:

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

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

Studies that measure academic success (I.B.127; I.B.128; I.B.129; I.B.130)
Studies requested from and specifically to instruction (I.B.131; I.B.132; I.B.133)

Summaries of research such as dashboards and snapshots (I.B.134; I.B.135)
Enrollment reports (I.B.136)
Studies that examine institutional effectiveness (I.B.137; I.B.138)
Studies solicited from and specifically to student services (I.B.139)
Satisfaction surveys (I.B.140)

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

Student Engagement. The College administers the Community College Survey of Student Engagement (CCSSE) every other year (I.B.130) to assess institutional practices and student behaviors that have been found in the literature to be highly correlated with student learning and retention.

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

Employee Perceptions. Second, the College assesses employee perceptions of the College environment and progress towards meeting goals and objectives identified in the Educational Master Plan (EMP) using the Campus Climate Survey (I.B.141). The results are shared with the campus community through the campus website, written reports, presentations and discussions and dialogue in shared-governance committee meetings (I.B.142, for example). The results are also presented to the Crafton Council, charged to oversee issues related to accreditation, integrate College plans and to serve as the advisory body to the president on issues of planning and program review and relationship resource allocation.

Discussions with the Crafton Council about the results of the survey have led to plans for implementation. Examples include the implementation of annual Committee Chairs Training and development of an employee recognition program (I.B.142, pp. 18-19).

Alignment of ILOs with Course and Program Outcomes. Third, the College assesses ILOs, which are integrated to the institution's general education curriculum. One example is found in the spring 2012 Critical Thinking Assessment ILO Report, which showed 82 percent of students enrolled in English and math demonstrated critical thinking skills at the course level,

providing evidence for mastery of the College's critical thinking ILO (I.B.143). The College has ensured the alignment of ILOs with program and course-level outcomes (I.B.144).

The continuous assessments of learning outcomes make it possible for units to regularly question and gather information about how their effectiveness. For instance, an SLO in Communication Studies 111 measured students' understanding of group membership on interpersonal communication (I.B.145). While the results suggested students were learning the core concepts, improvement was indicated in the areas of nonverbal and listening skills. The spring 2012 Student Life service area outcome measured student participation in shared-governance committees (I.B.146). The results of assessment resulted in the creation of a new plan to address the selection and retention of student representatives serving on committees.

The availability of research and data has helped the College to determine where improvement is needed. OIERP data shows that 87 percent of the 2012-2013 research requests cited evidence-based decision-making as the reason for the request, compared to 75 percent of the requests during the prior year (I.B.147).

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

ARCC Data and Planning. Crafton Hills College has utilized the Accountability Reporting for Community Colleges (ARCC) for research such as studies on enrollment management. In this particular study, the Student Progress and Achievement Rate (SPAR) data from ARCC aided the Enrollment Management Committee (EMC) at Crafton with the identification of student dropout points and strategies related to success (I.B.148). The study revealed noteworthy momentum points such as completion of transfer level English and math courses and adherence to an educational plan. The results of this ARCC study informed the College's enrollment management and enrollment priorities decisions (I.B.149). The College will examine subsequent ARCC reports, as well.

Self Evaluation

The College meets Standard I.

Actionable Improvement Plan

None

Evidence, Standard IB. Institutional Effectiveness

IB.1 CHC Organizational Handbook: 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf

IB.2 SSEEM Retreat Agenda, January 24, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013_January_SSEEM_Retreat_Agenda.pdf

IB.3 SSEEM Retreat Agenda, November 1, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/Agenda_SSEEMM_Retreat_20131101.pdf

IB.4 Crafton Student Characteristics and Successful Student Behaviors
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_StuChar_Suc_FA12.pdf

IB.5 Foundations of Successful Programs
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Characteristics_Successful_Programs.pdf

IB.6 Program Review/Annual Plan Planning Schedule: Start Year 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf

IB.7 Annual Plan Questions, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_AnnualPlan_Questions2.docx

IB.8 2013-2014 PPR Instructional Questions
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instructional.docx

IB.9 2013-2014 PPR Non-Instructional Questions
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Non-Instructional.docx

IB.10 2013-2014 Communication Studies Data Example
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR_SPEECH_Data_20132014.pdf

IB.11 Planning and Program Review Web Tool
https://www.craftonhills.edu/ProgramReview/Account.aspx/LogOn

IB.12   American Sign Language 2013-2014 Annual Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20132014_AP_ASL.pdf

IB.13   Communication Studies (Speech) 2013-2014 Four-Year Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20132014_PPR_COMSTD2.pdf

IB.14   PPR Timeline for Program Review, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_PPR_Timeline2.pdf

IB.15   Planning and Program Review Resources Web Site
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

IB.16   EMPC Roster
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2010/Materials%20Submitted%20by%20CHC/2010%20Accreditation%20Evidence/Recommendation%201/EMPC%20Roster%202020
09-10.pdf

IB.17   EMPC Minutes, 2009-2010
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2009-2010

IB.18   Educational Master Plan 2010, Revised Spring 2011
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf

IB.19   EMPC Minutes, 2010-2011
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2010-2011

IB.20   EMPC Minutes, August 24, 2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.7%20EMPC%20Minutes%208-24-10.pdf

IB.21   EMPC Minutes, November 9, 2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Recommendation%201/1.8%20EMPC%20Minutes%2011-9-10.pdf

IB.22   EMPC Minutes, December 14, 2010
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/EMP
         C%20Minutes%2012-14-10.pdf

IB.23   EMPC Formative Evaluation
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/Rec%
         201%20item%201%20%20EMP%20Update%20and%20Form%20Eval%20
         Dec%202010.pdf

IB.24   EMPC Minutes, February 22, 2011
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/EMP
         C%20Minutes%20-%20Feb%2022%202011.pdf

IB.25   EMPC Minutes, March 8, 2011
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/EMP
         C%20Minutes%20-%20March%208%202011.pdf

IB.26   EMPC Minutes, March 29, 2011
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/EMP
         C%20Minutes%20-%20March%2029%202011.pdf

IB.27   EMPC Minutes, April 12, 2011
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/EMP
         C%20Minutes%20-%20April%2012%202011.pdf

IB.28   EMP Presentation
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%
         20CHC/Evidence/Recommendation%201/1.17%20EMP%20Presentation%2
         0May%202011.pdf

IB.29   EMPC Minutes, May 2010, 2011
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%
         20CHC/Evidence/Recommendation%201/1.18%20EMPC%20Minutes%205-
         10%20-11.pdf

IB.30   EMPC Minutes, 2011-2012
         http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Mas
         ter_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%2
         0Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee
         %2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2011
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IB.31   EMPC Minutes, 2012-2013
         http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Mas
         ter_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%2
         0Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee
         %2FAgendas%20and%20Minutes%2FFile%20Listing%2FAgendas%2F201
         2-2013
IB.32   CHC EMPC Review of the Mission, Vision, and Values: Results from the
         Fall 2013 Survey and Multiple Workshops
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
         search%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_S
         urvey_InService_AcadSen_Flex_Results.pdf
IB.33   Spring 2013 Flex Day Calendar
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
         search%20and%20Planning/Planning%20Documents/2013SP_FlexDayCalen
         dar.pdf
IB.34   Minutes, Academic Senate, September 4, 2013
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-
         2014/AS%20Minutes%2009-04-2013.pdf
IB.35   Fall 2013 Flex Day Calendar
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
         search%20and%20Planning/Planning%20Documents/2013FA_FlexDayCale
         ndar.pdf
IB.36   Academic Senate Minutes, February 5, 2014
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-
         2014/AS%20Minutes%202.5.14.pdf
IB.37   Classified Senate Minutes, February 7, 2014
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Classified%20Senate/Minutes/2013-
         2014/CS%20minutes%202014%2002%2007.pdf
IB.38   Crafton Council Minutes, January 28, 2014
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Crafton%20Council/Minutes/2013-
         2014/Crafton%20Council%20Minutes%2001-28-14.pdf
IB.39   EMPC Minutes, February 25, 2014
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/Committees/Educational%20Master%20Planning%20Committee/Minut
         es/2013-2014/EMP%20Committee%20Minutes%20(022514).pdf
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty and
         Staff/Committees/Crafton Council/Minutes/2013-2014/Crafton Council
         Minutes 01-28-14.pdf
IB.40   President's Remarks, Fall 2013 In-Service
         http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
         Staff/In-
         Service%20Day/President's%20Remarks%20Aug%2016%202013.pptx

IB.41   Fall 2013 In-Service Engagement Activity – Effective Strategies
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_Effective_Engage.pdf

IB.42   Fall 2013 In-Service Engagement Activity – Improvement Strategies
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013FA_InService_ImproveEngage.pdf

IB.43   EMPC Minutes, 2013-2014
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staff%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAgendas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2013-2014

IB.44   EMPC Minutes, October 8, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2013-2014/EMP%20Committee%20Minutes%20(100813).pdf

IB.45   Three Peaks Challenge
http://www.craftonhills.edu/Three_Peaks_Challenge

IB.46   Request for Recommendation on "Engage-Learn-Advance"
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ELASenateProposal101413.pdf

IB.47   Classified Senate Minutes, December 7, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/Minutes/2012-2013/20131207_ClassifiedSenateMinutes.pdf

IB.48   Academic Senate Minutes, November 6, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2011-6-13.pdf

I.B.49   CHC Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf

I.B.50   Educational Master Planning Committee Minutes, September 11, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20120911.pdf

I.B.51   EMP Formative Evaluations
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Formative_Evaluations

I.B.52   Educational Master Planning Committee Website and Charge
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee

I.B.53   Planning and Program Review Screen Shots Illustrating Connection to
          Strategic Directions
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
          search%20and%20Planning/Planning%20Documents/PPR_StrategicDiretion
          s_ScreenShots.pdf
I.B.54   Title V/HIS Grant Funding Request
          http://www.craftonhills.edu/About_CHC/Title_V_Transfer_Prep_Grant/Title
          _V_Grant_Funding_Request
I.B.55   Planning and Program Review Handbook, 5th Edition
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
          search%20and%20Planning/Planning%20Documents/PPR%20Handbook%2
          05th%20Edition%2020130425.pdf
I.B.56   Educational Master Planning Committee Minutes, February 25, 2014
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20
          Staff/Committees/Educational%20Master%20Planning%20Committee/Minut
          es/2013-2014/EMP%20Committee%20Minutes%20(022514).pdf
I.B.57   Did you Know? Crafton Progress on its 11 QEIs and the ACCJC Institutional
          Set Standards
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
          search%20and%20Planning/Did%20You%20Know/1314DYK33_QEI_Min
          Standards.pdf
I.B.58   Planning & Program Review Committee
          http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Pr
          ogram_Review.aspx
I.B.59   Planning & Program Review Website
          http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_a
          nd_Program_Review
I.B.60   2013-2014 Objective Prioritization
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/Planning
          Documents/1314_PrioritizationDiagram2.pdf
I.B.61   Planning & Program Review Web Tool
          https://www.craftonhills.edu/ProgramReview/Account.aspx/LogOn
I.B.62   Continuous Quality Improvement Presentation
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and
          Planning/Presentations/2013SSC_LearningContinuousImprovementPollResul
          ts.pdf
I.B.63   Educational Master Plan Committee
          http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Mas
          ter_Plan_Committee
I.B.64   Educational Master Plan
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Educational Master Plan/Educational Master Plan 2010-2011 MASTER
          COPY.pdf

I.B.65   Continuous Quality Improvement Presentation
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and
          Planning/Presentations/2013SSC_LearningContinuousImprovementPollResul
          ts.pdf
I.B.66   Enrollment Management Plan
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty and
          Staff/Committees/Enrollment Management Committee/Enrollment
          Management Plan May 5 2011.pdf
I.B.67   Facilities Master Plan
          http://www.craftonhills.edu/~/media/Files/SBCCD/District/Bond Oversight-
          Construction/College Master Plans/CHC/2011 CHC Master Plan Update.pdf
I.B.68   Technology Strategic Plan
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty and
          Staff/Committees/Technology Planning Committees/Crafton Hills college
          Technology Strategic Plan 2012.pdf
I.B.69   Planning & Program Review Handbook
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/Planning Documents/PPR Handbook 5th Edition
          20130425.pdf
I.B.70   OIERP Research Reports & Briefs Website
          http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_
          Briefs_and_Reports
I.B.71   OIERP Research Calendar
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/CHC_Research_Calendar7.pdf
I.B.72   OIERP "Did You Know?" Website
          http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_
          Know
I.B.73   Professional Development at Community Colleges Presentation
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/Planning
          Documents/2012_Prof_Dev_EAB_Presentation2.pdf
I.B.74   Working with Executive Information System (EIS) Presentation
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/Presentations/Working_With_EIS.pdf
I.B.75   Best Practices in Planning Presentation
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About
          CHC/Research and Planning/Planning
          Documents/201309_LFMA_RobustEvalProcess2.pdf
I.B.76   2013-2014 Budget Book
          http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal Services
          Documents/2013-14 Final Budget Book - Enhanced 2.pdf
I.B.77   Committees Homepage
          http://www.craftonhills.edu/Faculty_and_Staff/Committees

I.B.78   PowerPoint, Enrollment Management Data
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/EnrollmentMgmt_Training_KW2.pdf
I.B.79   Student Success Initiatives PowerPoint
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/StudentSuccessInitiatives_ImplementationPlan_Brief.pdf
I.B.80   Overview of Crafton Hills College, October 2012
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_2012_Planning_DSP.pdf
I.B.81   Educational Master Plan Committee CHC Mission Statement, Vision
          Statement and Values Survey Results
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_EMP_MVV_Survey_Results.pdf
I.B.82   Spring 2013 Mission Survey Results and Activity
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/1213_EMPC_MVV.pdf
I.B.83   Organizational Handbook
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
I.B.84   August 28, 2013 Crafton Hills College Minutes, Institutional Effectiveness,
          Accreditation, and Outcomes Committee
          http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAO%20Minutes%208%2028%2012.pdf
I.B.85   Planning, Program and Review Committee Homepage
          http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
I.B.86   Webpage, PPR Resources, 3rd bullet under PPR/AP Documents, 2014-2015
          Prioritized Objectives, Sorted by Priority
          http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
I.B.87   Budget Committee Homepage
          http://www.craftonhills.edu/Faculty_and_Staff/Committees/Budget_Committee
I.B.88   Grants Office Homepage
          http://www.craftonhills.edu/Faculty_and_Staff/Grants_Office
I.B.89   Title V Transfer Prep Grant
          http://www.craftonhills.edu/About_CHC/Title_V_Transfer_Prep_Grant
I.B.90   STEM Grant
          http://www.craftonhills.edu/About_CHC/STEM_Grant
I.B.91   Alumni and Friends Homepage
          http://www.craftonhills.edu/Visitors_and_Friends/Alumni_and_Friends

I.B.92   Giving to CHC Homepage
            http://www.craftonhills.edu/Visitors_and_Friends/Giving_to_CHC
I.B.93   San Manuel Band of Mission Indian Events
            http://www.craftonhills.edu/Visitors_and_Friends/Giving_to_CHC/San_Man
            uel_Band_of_Mission_Indians_Events
I.B.94   CHC Webpage, Crafton Council
            http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
I.B.95   Educational Master Plan
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Ed
            ucational%20Master%20Plan/Educational%20Master%20Plan%202010-
            2011%20MASTER%20COPY.pdf
I.B.96   Office of Institutional Effectiveness, Research, and Planning Web Site
            http://www.craftonhills.edu/About_CHC/Research_and_Planning
I.B.97   Office of Institutional Effectiveness, Research, and Planning Research Brief
            and Report Web Site
            http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_
            Briefs_and_Reports
I.B.98   CHC Student Placement Results: 2012-2013
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
            search%20and%20Planning/Research%20Briefs/Student%20Services%20Re
            search/1112_SU2010_Orientation/2013-All-Placements2.pdf
I.B.99   The Relationship of Momentum Points, Placement Results, and Student
            Service and Instructional Strategies to the ARCC SPAR Milestones
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
            search%20and%20Planning/Research%20Reports/ARCC_Research_June20
            12_EnrollMgmtPlan.pdf
I.B.100   CHC Hispanic Student Enrollments: Fall 2003 to Fall 2012
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
            search%20and%20Planning/Presentations/Increase_HispanicStudents.pdf
I.B.101   CCSSE Comparison of CHC Students to Students at Other Hispanic Serving
            Institutions
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
            search%20and%20Planning/Did%20You%20Know/1213_DYK24.pdf
I.B.102   OIERP Web Site: Recent Satisfaction Survey Results
            http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_
            Briefs_and_Reports/Satisfaction_Surveys
I.B.103   CHC DE Success and Completion Rates: 2007-2008 to 2011-2012
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
            search%20and%20Planning/Research%20Briefs/Academic%20Success%20
            Studies/1213_CHC_DE_SucRet_0708to1112.pdf
I.B.104   OIERP Data Marts
            http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institution
            al_Effectiveness_Resources/Data_Marts
I.B.105   BORG Data Cubes
            http://www.craftonhills.edu/About_CHC/Research_and_Planning/BORG_D
            ata_Cubes

I.B.106   Find Open Classes Here, Updated Daily!
           http://www.craftonhills.edu/News/December_2013/Find_Spring_Open_Clas
           ses_Here_Updated_Daily
I.B.107   PPR Table 4: Completion Rate (Informer Login Required)
           https://informer.sbccd.cc.ca.us:1443/?locale=en_US#action=DashboardView
           &id=65
I.B.108   Office of Institutional Effectiveness, Research, and Planning Web Site
           http://www.craftonhills.edu/About_CHC/Research_and_Planning
I.B.109   ARCC Report to the SBCCD Board of Trustees
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/Presentations/1112_ARCC2011_for_0910.pdf
I.B.110   CHC Office of Public Relations
           http://www.craftonhills.edu/About_CHC/Public_Relations
I.B.111   CHC Principal's Breakfast, Spring 2012
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/Presentations/1112_SP12_PrincipalBreakfast.pd
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I.B.112   OIERP Did you Know Website
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_
           Know
I.B.113   OIERP Presentations Website
           http://www.craftonhills.edu/About_CHC/Research_and_Planning/Presentati
           ons
I.B.114   OIERP Research Calendar
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/CHC_Research_Calendar8.pdf
I.B.115   What Worked? What Didn't Work? Learning through Continuous Quality
           Improvement
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/Presentations/2013SSC_LearningContinuousIm
           provementPollResults.pdf
I.B.116   Award-Winning PPR
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/Did%20You%20Know/1112_DYK19.pdf
I.B.117   PPR Handbook
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/Planning%20Documents/PPR%20Handbook%2
           05th%20Edition%2020130425.pdf
I.B.118   Institutional Effectiveness, Research and Planning Research Calendar
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Re
           search%20and%20Planning/CHC_Research_Calendar7.pdf
I.B.119   Planning and Program Review Web Tool
           https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing

I.B.120	Planning and Program Review Timeline http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_PPR_Timeline2.pdf
I.B.121	Planning and Program Review Committee http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
I.B.122	PPR Prioritized Objectives – Sorted by Department http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Object_Sorted_Department.xlsx
I.B.123	PPR Prioritized Objectives – Sorted by Priority http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Object_Sorted_Priority.xlsx
I.B.124	Institutional Learning Outcomes http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_ILOs_2010-2013.pdf
I.B.125	Presentation: Student Learning Outcomes http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/SLOs/Presentations/SLOs%20Made%20Simple.pdf
I.B.126	Service Area Outcomes, Student Services and Administrative Services http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Program_Assessment_Reports
I.B.127	ARCC 2.0 http://scorecard.cccco.edu/scorecard.aspx
I.B.128	Scorecard: An Accountability Framework for the California Community Colleges http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Final%20ARCC%20Scorecard%20Framework.pdf
I.B.129	Accountability Reporting for the California Community Colleges (Annual Report) http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC/ARCC%202012%20March%20Final.pdf
I.B.130	CCSSE http://www.ccsse.org/aboutccsse/aboutccsse.cfm
I.B.131	LibQUAL: Quality of Library Services Survey Tool http://www.libqual.org/home
I.B.132	Learning Communities http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_LC_ENGL015_Brief_FA08andSP09.pdf

I.B.133   Supplemental Instruction
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/SI%20Brief_Transfer%20Prep_Final_3%2026%2013.pdf

I.B.134   Dashboard
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Dashboards/2012_Dashboard_Transfer.pdf

I.B.135   Snapshot
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Snapshot_Fall2013.pdf

I.B.136   Enrollment Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Enrollment%20Reports/1314_Ideal_Priority_Results.pdf

I.B.137   Institutional Effectiveness
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

I.B.138   Distance Education
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/FA2012_DECourseEvals_All.pdf

I.B.139   Transfer Advocates
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/RRN%20632_SP2013_Transfer%20Advocates_FINAL.pdf

I.B.140   Satisfaction Surveys
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/2013SP_CHCWebSurveyReport_Final.pdf

I.B.141   Presentation: Results from the Fall 2012 Employee Campus Climate Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final.pdf

I.B.142   Presentation: What Worked? What Didn't Work? Learning through Continuous Quality Improvement
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf

I.B.143   Critical Thinking ILO
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/~/media/B737631FC4DD414BAAACC63F99023365.ashx

I.B.144　Brief: Results from the Assessment of Course SLOs Map to Crafton's ILOs
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/~/media/C957397B4BFF4449999E6CB008981993.ashx

I.B.145　SPEECH-111 SLO
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Courses/SP_12SPEECH111SLO.pdf

I.B.146　Student Life SAO
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/1112_SL_SharedGovernance.pdf

I.B.147　On-line Research Request Form
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Request_Form

I.B.148　Report: The Relationship of Momentum Points, Placement Results, and Student Service and Instructional Strategies to the ARCC SPAR Milestones
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

I.B.149　Report: Possible Impact of Draft Ideal Priority Registration on Math and English Enrollments
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Enrollment%20Reports/1314_Ideal_Priority_Results.pdf

STANDARD II:
Student Learning Programs and Services

Standard II: Student Learning Programs and Services

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

Descriptive Summary

Crafton Hills College demonstrates that all instructional programs, regardless of location or means of delivery, support the mission and integrity of the institution. The College publishes the mission, vision and values via posters placed throughout campus and on the College website (II.A.1), in the official documents of the college, such as the catalog and schedule of classes, the agendas of all shared governance committees. This practice provides a constant reminder to the campus community of the primary focus of the institution.

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

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

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

The assessment of instructional programs is accomplished through the annual planning and program review process (PPR). All instructional programs are required to participate in a full program review every four years, and to demonstrate their alignment with the College mission, vision and values (II.A.2). Programs must also demonstrate how they have achieved stated student learning outcomes at the course and program levels. To promote continuous improvement and the attainment of stated goals and to identify emerging needs across campus, programs participate in an annual review planning process during alternate years (II.A.3, p. 5).

The faculty plays a critical role in rigorously examining each course and program to reaffirm alignment with the College's mission and vision. Faculty and staff members are provided a planning and program review handbook (II.A.4) to assist with the construction of the reviews. The Planning and Program Review Committee (II.A.5) reviews all programs for evidence that all institutional offerings align with the vision and mission of the College. Dialogue concerning courses and outcomes also include area deans, instructional support staff, and laboratory technicians. The Academic Senate (II.A.6) oversees the curriculum committee (II.A.7), which reviews courses and programs, establishes prerequisites, and places courses within disciplines.

The data and information necessary to support the PPR process is provided by the Office of Institutional Effectiveness Research and Planning (OIERP) (II.A.8). The office seeks to meet the needs of the College by promoting and coordinating the following:

The continuous improvement of academic programs, student services, and administrative services;

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

The educational technology committee (II.A.9) is primarily responsible for overseeing the development and implementation of distance learning courses, which include online, hybrid, web-mediated and telecourses (II.A.10).   Each academic department in coordination with the educational technology committee shares the responsibility for ensuring that distance education course offerings align with the mission of the College. Each Academic department and discipline is responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, and that the quality and content is consistent with that of face-to-face course offerings. The OIERP provides information regarding the success and completion rates of distance education courses (II.A.11) in aggregate as well as by course (II.A.12).

An environmental scan (II.A.13) was completed in 2013 to assist the College in determining relevant and emerging fields of study in the College's specific geographical location. An environmental scan is generally defined as a collection of strategic information about the College's service area or external setting in which it functions. The study of this external setting includes such factors as its resident population, community college students,

businesses, competitive educational institutions, local and regional labor market, and local and regional economic context. This scan allows the College to identify emerging fields of study for students, and contributes to the College's overall dialogue in the assessment process.

The Educational Master Plan (II.A.14) is a living document that guides the development of the College and its educational programs.

The College relies on evaluations of its internal condition by using of demographic and enrollment data (II.A.15) and student satisfaction surveys (II.A.16) which are performed every two years. External conditions are assessed by the Environmental Scan (II.A.17; II.A.18) to ensure that the College meets the needs of the local community and of the broader Inland Empire by offering degrees and certificates in relevant and applicable fields of study.

The College assesses student achievement in various ways. Instructional programs have access to student retention and persistence information, along with other key indicators, such as course length and student success (II.A.19), student success and retention by peer tutor access (II.A.20), and Distributed Education success rate by age, ethnicity, and gender (II.A.21). This data informs decision-making and planning.

College governance bodies, such as the curriculum committee, academic senate, Crafton Council (II.A.22) and related subcommittees share the responsibility for stewardship of educational quality across the institution. This process allows the College to review and assess its stated student learning outcomes for all programs and uphold its integrity.

In summary, the College has a thorough and ongoing process that keeps all instructional programs, regardless of location or means of delivery, while addressing and meeting the mission of the institution and upholding the integrity of the College.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton Hills College engages in a range of activities and processes to meet this Standard. These include external and internal surveys, student assessment, planning, regional partnerships, the evaluation of specific programs and ongoing research. Each of these areas is discussed below.

The College has responded to community needs by increasing enrollment by 18.8 percent, making Crafton's one of the fastest growing enrollment rates in the state. Because of an increase in enrollments, certificate attainment increased to 347, representing a 19.7 percent increase over the previous year); and degree attainment grew to 487 degrees, representing an increase of 10.4 percent over the previous year. The new Transfer Model Curriculum (TMC) degrees represented 136 of degrees earned. Degrees and certificates awarded in 2013-2014 totaled 834, an increase of 14.1 relative to 2012-2013.

As stated in II.A.1, the OIERP reviews and analyzes data regarding the College and the community (II.A.23; II.A.24). The College identifies educational needs through Environmental Scan data (II.A.25) The most recent environmental scan was done by the Madrid Consulting Group (II.A.26). The study focused on 23 surrounding zip codes where approximately 90 percent of Crafton students reside. The report included an analysis of the college's strengths, weaknesses, opportunities, and threats (SWOT), the area's demographics and population trends, psychographic profiles, community college, public and private schools enrollments, the projected number of high school graduates, employment and job projections, and area business clusters.

The College relies on evaluations of its internal condition by using demographic and enrollment data, (II.A.27) biennial student satisfaction surveys, (II.A.28) and the Community College Survey of Student Engagement (CCSSE) (II.A.29) which allowed the College to compare CHC students' engagement with students across the nation.

To ensure accurate placement of the Accuplacer assessment test is used to gauge student preparedness in English and Mathematics (II.A.30). The results of placement assessment show that 67 percent of Crafton students place into developmental level English courses and 94 percent place into developmental level Math courses. Crafton students are four times more

likely to transfer when they have completed transfer level Math and twice as likely to transfer when they have completed transfer level English (II.A.31).

In the annual Planning and Program Review cycle, all courses and programs are required to identify and assess student learning outcomes on an annual cycle to determine how well students are achieving stated learning outcomes. Faculty members in the discipline areas review the assessment results to determine if outcomes are being met and if instructional improvements need to be made. Institutional student learning outcomes also direct the process of revising course SLO's and inform the program review process as well. All SLO data can be found in each individual program review (II.A.32).

The Crafton Hills College Enrollment Management Plan (II.A.33) was developed to address the recruitment, admission, retention, and success of students. The overall goal of the committee is to develop processes and strategies to predict and manage enrollment at the campus and program level. The plan has 5 basic goals:

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

In October of 2011 the Enrollment Management Committee (EMC),which has been consolidated into the SSEEMM Committee as of 2012-3013, (II.A.34) decided to use the Accountability Reporting for Community Colleges (ARCC) Student Progress and Achievement Rate (SPAR) data to identify student dropout points and strategies related to student success. In short, the best predictor of achieving any of the SPAR transfer milestones was to successfully complete transfer level Math (II.A.35). The Office of Institutional Effectiveness, Research and Planning presently collects data on enrollment, retention, and success for all Mathematics courses. The data is used to inform the dialogue concerning developmental Mathematics courses and to assess progress toward achieving the stated learning outcomes (II.A.36; II.A.37).

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

- The California Partnership for Achieving Student Success (Cal-PASS) (II.A.38) brings together K-12, community colleges and four-year colleges to share information

and data. Through Cal-PASS, student data are collected and analyzed and student performance is tracked in order to improve rates of success from elementary school through college.

- The Alliance for Education is a partnership of more than 800 individuals from business, labor, government, education, and community-based organizations, including the San Bernardino County business community and all levels of public school, who are committed to producing a highly-educated and skilled workforce. Attached is the 2012 Annual Performance Report as the College was a participant in the "STEMapalooza" outreach event hosted by San Bernardino County School's Alliance for Education (II.A.39).

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

Programs such as the Left Lane Project (II.A.40), which are designed to assist first year, basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College's dedication to its mission. The analysis of the project's first-year results showed Left Lane students were more likely to be successful in their courses and to have higher fall to spring retention than their non-participant peers (II.A.41).

The OIERP has conducted a broad range of studies and evaluations, such as a recent examination of the impact of uninformed versus informed student education goals on student success, (II.A.42) The department website includes research results on many topics, such as academic success, enrollment, institutional effectiveness, instruction, student services, and student and employee satisfaction (II.A.43).

Studies such as "The Examination of Motivated Strategies for Learning Questionnaire for Use on Accuplacer" (II.A.44) and "Placement Results and Student Outcomes by Ethnicity" (II.A.45) allow the College to evaluate and improve its methods and practices. Research on student needs and educational preparedness is incorporated into program planning through the annual planning and program review process (II.A.46) which promotes the comprehensive review of each unit on a four year cycles well as an annual college wide planning process (II.A.47).

In summary, Crafton's work with regard to external surveys, internal surveys, student assessments, planning, regional partnerships, the evaluation of specific programs and ongoing research helps the institution meet the varied educational needs of its students in a manner that is consistent with their educational preparation, diversity, demographics, and

economic status. Crafton does this through ongoing research and analysis of student learning needs and assessment of progress toward achieving our published learning outcomes.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The College uses a number of delivery systems and modes of instruction that meet the needs of all students. Delivery systems include traditional, or face-to-face, online and hybrid formats. The College has one off-site instruction location for the Basic Firefighter Academy while a new Occupational Education building construction is under construction.

In addition, the College is discussing the implementation of a tablet initiative, which will allow for the distribution of tablets and e-books to all students.

To ensure these delivery systems and modes of instruction are compatible with the objectives of the curriculum, the College uses committee support/oversight, institutional research, professional development and institutional sharing of best practices. Each of these areas is discussed below.

The primary source of instruction remains the traditional, face-to-face course. The total number of students who enrolled in at least one distance education course in 2012-2013 was 896. However, of these students, 793 or 88.5 percent were also concurrently enrolled in at least one traditional face-to-face course, and 103 or 11.5 percent were exclusively online students (II.A.48.). Twenty-eight sections of online and hybrid courses spanning fifteen different disciplines were offered in spring 2014. (II.A.49).In addition, to meet the scheduling needs of students many of the above courses are offered as regular term, short term, late start, and early end courses.

Faculty members determine the format and delivery method of all classes. The Curriculum Committee requires that faculty submit the Distance Education Addendum (II.A.50) in the curriculum approval process, which explains how the content and evaluation methods for each online and hybrid course aligns with the corresponding face-to-face course. The College uses a variety of committees to ensure that delivery systems and modes of instruction are appropriate for each course. The Curriculum Committee (II.A.51) is responsible for reviewing all courses, determining the placement of courses within disciplines, and ensuring that delivery of instruction supports the objectives and content of each course. The content of all new courses are scrutinized and evaluated by the CurricUNET (II.A.52) review process. Existing courses are re-evaluated every six years. New courses are evaluated as they are submitted and new courses can only be developed by full-time faculty. This process certifies that proposals are consistent with the College's mission, meet-standard requirements, and follows Title 5 regulations.

The Educational Technology Committee (ETC) approves online instructors and matching instructors with the online courses being offered. The ETC also examines the data of online/hybrid effectiveness in its effort to continually increase retention rates (II.A.53). As part of the regular assessment of both course-level and program-level student learning outcomes (SLO's), delivery methods are evaluated for their effectiveness in meeting the mission and vision of the College.

The Office of Institutional Effectiveness, Research and Planning (OIERP) reviews the success of the delivery method (II.A.54). For example, a recent five-year study comparing short-term and long-term classes revealed that the success rate of students is significantly greater for short-term (compressed) versus full-term courses (II.A.55). The study concluded the success of an average student in a compressed course offered in Computer Information Systems was 8 percentage points higher; History was 21 percentage points higher; Communication Studies was 17 percentage points higher, and Theatre Arts was 19 percentage points higher than the success of an average student in a traditional-length course offered in the same subject, respectively. It is therefore imperative that the College continue to offer a wide variety of instruction modalities and choices in length of instruction while always offering short-term alternatives.

The College's success rate in online sessions has increased from 55 percent in 2007-08 to 68percent in 2011-12 (II.A.56). The discussion among the Education Technology Committee concerning delivery systems and modes of instruction continue dialogue which focuses on the drop-out rate and the age of the student, e.g., distance-education students are older and frequently do not have the extra time online coursework demands; and younger students have the time, but not the self-confidence to work without an instructor nearby (II.A.57).

The Technology Planning Committee (II.A.58) is reviewing both the College's Educational Master Plan and SBCCD's Strategic Plan as indicators of delivery and instruction needs and as a guide to the development of future strategies including directions, goals and alignment (II.A.59).

Professional development has been emphasized at Crafton for several years. The Professional Development Committee, an Academic Senate body, places a premium on training around delivery systems and modes of instruction that are compatible with the college curriculum and student learning needs. Most of the professional development activities are organized by the Professional Development Committee. The shared governance committee organized workshops, seminars, flex activities and more to help stimulate professional development in all things pedagogical. The College has recently expanded its commitment to PD by setting aside 0.5 release time for a faculty member to coordinate all PD development activities.

A good example of how teaching methods/modes are shared on campus can be seen in Learning Communities (II.A.60) in which the delivery method and instruction is delivered by two or more professors, who work collaboratively to link the content material. Early data has demonstrated that students enrolled in Learning Communities have higher course success rates; 73.8 percent of students enrolled in learning communities completed their courses successfully versus 64.9 percent of students enrolled in all other types of courses. Students in learning communities also had higher retention rates than their peers; of 92.3 percent of students in learning communities enrolled in the spring also enrolled the following fall, compared to 86.1 percent of students enrolled in traditional-format classes (II.A.61).

In order to best facilitate learning utilizing effective modes of instruction and delivery systems, the College is currently navigating the "Tablet Initiative" designed to place a tablet device in the hands of every student and professor at the College (II.A.61.a; II.A.61.b). Some of the main reasons Crafton Hills is pursuing this initiative are as follows:

> Increase book availability—the fee structure we plan to use will allow for free or nearly free eBooks for all students. Books will be ubiquitous with this approach.
>
> Improve college readiness—we will integrate basic skills content across the curriculum by developing a seamless integration between the classroom and the Tutorial Center (e.g., contextualized directed learning activities).
>
> Enhance learning environment—we will immediately bring the entire learning environment up to 21st century technology standards. This will change the in-class and out-of-class experience for students.

Expand communications—we will be able to leverage the contemporary communication systems (e.g., social media) students use in their personal lives.

Track academic progress—with this approach, we will be able to maintain a dynamic and current student profile for each individual student. The profile will indicate levels of engagement, learning and advancement.

Reduce busywork—this infrastructure will allow us to automate many of the tedious activities that currently burn time—test score input, attendance records, Scantron scoring, etc.

Integrate assessment & testing—we will integrate student learning assessment into the testing already used in the class. This will streamline work for faculty and generate better learning measurements from students.

Advance sustainability—we will be able to reduce paper-based handouts. Syllabi, agendas, minutes, reports, activities, etc. will be saved to shared drives for all to read via tablet. Much of this is already done through Blackboard, but the tablet will allow for all materials to be accessed directly in class.

Build campus community—we will be able to build greater knowledge of campus activities and tighter relationships between members of our community.

Eliminate digital divide—the majority of Crafton students are low income. These students are often at a digital disadvantage in comparison to middle and upper income students. This initiative evens the playing field.

It is the hope of the College that this initiative is approved by the District Board in order to launch a pilot program for the fall of the 2014.

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton Hills College employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include: SLO development, SLO assessment, result dialogue, concluding in program improvements, This process is referred to on campus as "closing the loop" on the SLO cycle. There is campus wide dialogued concerning ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Crafton Hills College has developed student learning outcomes for all courses, programs, degrees and certificates, as well as institutional learning outcomes for six overarching areas (II.A.62). All student learning outcomes can be found in each planning and program review plan (II.A. 63). The College has instituted a campus wide Institutional Assessment Plan. This plan includes an annual calendar intended to guide the outcomes assessment process. Results of the Outcomes assessment at the course and program levels are integrated both into the Program Review and Annual Planning process, and are then used to make decisions regarding program modifications. The Office of Institutional Effectiveness, Research and Planning regularly publishes the most current completed outcome assessment results for courses and programs (II.A.64 ; II.A.65) in order to promote data driven decision making for outcomes at any level.

The faculty in instructional areas is responsible for determining the student learning outcomes and assessment strategies. Examples of such strategies include: pre/posttests, attaining skill level, tracking progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings, as well as program meetings. These dialogues focus on program elements that are successful as well as the identification of gaps in student learning that need to be addressed. Improvement strategies are documented within the SLO improvement cycle, and also are reported on Program Review and Planning documents. Programs in the Career and Technical fields have additional accrediting boards that require annual accountability

measures, and undergo more scrutiny with regard to student success in preparing graduates for entry into their respective professions.

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

> Chemistry: Assessment of lab skills across multiple courses. Benchmark set and student performance tracked (II.A.66)
> Spanish: Use of data to increase vocabulary content in Spanish 101 and 102 (II.A.67).
> Communication Studies: Data used to determine student's perceived ethnocentrism and results indicate lower rates of ethnocentrism upon completion of the course (II.A.68).
> The English and Reading Departments have revised pre-collegiate English to include a reading component. Reading and English pre-requisites are now co-requisites, shortening the amount of time to complete pre-collegiate English from three to two semesters.

Since earlier discussions on program level SLO's by the Crafton Council (II.A.69.), in the 2013-14 academic year, Crafton focused considerable effort on improving program level SLO assessment (II.A.70.a. ; II.A.70.b. ; II.A.70.c.) The first steps taken were in the fall of 2013, when the campus assessed the quality of SLOs and found a gap at the program level and decided to improve the level with a series of improvements.

There are 391 active courses in the college catalog of which sixteen are cross-listed courses. This provides students with 375 courses that are offered on a semester schedule with some rotation between semesters. One hundred percent of courses have documented student learning outcomes. Of the courses, 249, or 66.4 percent, participate in ongoing assessment of learning outcomes (II.A.71). The College is working to increase this number of ongoing assessments.

There are 44 active college programs that include certificates and degrees, 100 percent of which have defined and documented student learning outcomes. Thirty programs or 68.2 percent participate in ongoing assessment of learning outcomes (II.A.72). There are 10 student support activities identified for SLO implementation, all of which have defined and documented student learning outcomes and participate in ongoing assessment of learning

outcomes ([II.A.73](#)).It is the goal of the College to reach 100 percent participation with regards to ongoing assessment.

One improvement to the assessment process was the clear articulation of roles and responsibilities. Table II.B.1 shows the major roles and responsibilities with regard to the assessment of outcomes.

Table I.B.1, Roles and Responsibilities, Outcomes Assessment

Position	Role/Responsibility
IEAO Committee	Oversee the assessment process; Contribute to institution and GE assessment
Faculty	Lead on all professional work surrounding process (no technical or clerical work)
Academic Senate	Oversee faculty roles and responsibilities; Contribute to institution and GE assessment
OIERP	Support process with technical and clerical work
SLO Coordinator	Liaise between faculty and IER&P; Emphasize program level assessment support
Program Review C	Oversee program level assessment (program as defined by program review process)
Deans/Directors	Oversee process in respective areas; Contribute to assessment
VP Instruction	Secure resources for support; Oversee process; Contribute to assessment

Another improvement was the college wide adoption of a campus wide standard 4-level rubric to ensure that consistent and comparable data can be collected across all courses, programs, and at the institution-level universally-formatted rubric with a common directionality will allow for linkages between levels of assessment, and will tie course, program, division and institution level data together and minimize compliance-driven motivations. The goals of the adopted process are to provide meaningful information to faculty and the community about student learning and to acquire deep knowledge about student learning at CHC. The College has agreed to use the Planning and Program Review process as the public repository of all outcomes information, and efforts are underway to provide data input support and a common database through OIERP.

Program-level outcomes are assessed using many forms of relevant data, such as MIS data, student satisfaction survey results, student engagement survey results, and course-level outcomes. The College's General Education learning outcomes are a particular type of program-level outcome. Rubrics for each General Education SLOs were developed in 2008.

The new four-point rubric will allow the College to "roll-up" course-level assessment data as a means of carrying out the assessment of GE outcomes.

The College has prescribed a method of assessing student learning outcomes for all courses that are included in the General Education course pattern (II.A.74). However, those assessments have yet to be carried out, including the courses offered in Distance Education mode. Currently, eLumen is being re-configured to be the engine that will power the roll-up of course level assessment data to inform student achievement of program as well as general education student learning outcomes. The Aggregation and "roll-up" of previously completed course-level assessments provides the needed data to conduct ex post facto assessment of GE SLOs from past semesters.

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

The College needs to continue work on consistently assessing outcomes within each course as planned as well as efforts on completing assessment cycles consistently, and reassessing all improvements identified. In addition, the College must complete/continue the assessment of all course level SLOs, program level SLOs and institution/GE level SLOs.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

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

Crafton Hills College's Educational Master Plan (II.A.75) provides a vision and roadmap to shape the College's educational programs and services, in support of student success. The College, in partnership with the SBCCD district, undertakes periodic environmental scans (II.A.76), and uses the data to guide decisions regarding the development of programs that will service the east valley and the Inland Empire. The College offers collegiate, transfer, developmental, and pre-collegiate courses and programs; career pathway programs for public safety and health services programs (II.A.77); a small study abroad program in partnership with a community college consortium (II.A.78), and contracted partnerships with external entities, such as the San Bernardino county emergency response services for continuing education for Fire fighters and paramedics; and most recently, a contracted agreement with Brandman University to begin offering Graduate courses in Educational disciplines (evidence).

The College has instituted a program review process (II.A.79) that ensures that all its courses and programs are aligned with the College mission and vision. As part of the program review process, faculty and departments assess the quality of its courses and programs, make decisions about program quality, and identify areas for improvement.

At the institutional level, the program review process identifies programs that are exemplary, healthy with specific concerns, or distressed with targeted follow-up among distressed programs to address quality issues. Faculty, in consultation with departments, deans and shared governance committees, have developed new courses to meet the needs of all students, and in consultation with deans shared governance committees, established new academic programs. Examples include the expansion of language programs including ASL, Arabic, French, Japanese, and new certificates in the career technical education division, including Emergency Medical Technician (I/EMT), Mobile Intensive Care Nurse, Emergency Medical Technician Paramedic, and California Fire Officer Training (II.A.80). As an example of a new course developed to meet the changing needs of students, the Communication Studies department recently developed a new course, "Communication in a Technological World (II.A.81)," that is currently going through the UC articulation process.

Additionally, the College has been successful in securing grants from outside sources, in particular, US Dept. of Education Title V and STEM Pathways grants (II.A.82) to develop the College's capacity to address the evolving needs of its students.

A total of sixteen Transfer Associate Degrees (AA-T & AS-T) have been developed in the disciplines of Anthropology, Business Administration, Early Childhood and Elementary Education, Communication Studies, Computer Science, English, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Sociology, and Theater Arts.

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

The Educational Technology Committee is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, hybrid, web-mediated and telecourses (II.A.83). Individual academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course approval process (II.A.84) that includes an online readiness quiz (II.A.85) and a hands-on skills demonstration. Courses that are approved to be offered online are also required to be submitted for course modification approved through the Curriculum process, known as a DE addendum (II.A.86).

The Academic Senate (adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as "rely primarily on" items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas. These areas include matters that are central to course and program quality.

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

The Curriculum Committee approves all courses and programs at the College. The committee uses Curricunet to manage the approval process, holding each course and program to an agreed upon set of College standards.

The Professional Development Committee (places a great deal of emphasis on teaching practices. The training they offer in this area has a direct impact on the quality of Crafton's courses and programs.

The Chairs Council is a standing committee of all department chairs. This group regularly discusses the quality of programs, focusing on issues that need to be addressed for overall program improvement.

The Student Success, Engagement, Enrollment Management, and Matriculation (SSEEMM) Committee has been instrumental in implementing the Student Success Act and launching innovative programs that help improve college courses and programs. A good example is the development of the Left Lane Project (II.A.87). This program is designed to assist first year, basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College's dedication to its mission. The subsequent analysis of its effectiveness (II.A.88) is a regular activity. The Student Orientation, Application, Assessment, and Advisement program (SOA^{3}R) (II.A.89) provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, academic support, and a first year Student Education Plan (SEP).

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

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

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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

Descriptive Summary

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

The Academic Senate recognizes the role of faculty as central to establishment and improvement of quality instructional courses and programs. The Senate adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as "rely primarily on" items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas. The "rely primarily" language in these areas is taken very seriously by the Vice President of Instruction and Academic Senate President. It is discussed frequently between the two in their standing meetings.

The faculty creates, develop, and evaluate all courses, programs, certificates, and degrees with the support of instructional administrators and staff.   The Curriculum Committee (II.A.90) is a sub-committee of the Academic Senate, charged with overseeing the approval and deletion of courses and programs, the modification of courses and programs, the periodic review of course outlines, the review of degree and certificate requirements, the approval of modifications to degree and certificate requirements, the approval of prerequisites and co-requisites, and Distributed Education components.

The Curriculum Committee has developed documents to guide faculty in the creation and modification of course outlines. These documents include the Guide to Authoring and Approving Course Outlines (II.A.91), the Six-Year Review criteria and instructions (II.A.92),

the CurricUNET user's guide (II.A.93), and faculty checklists (II.A.94) for correctly developing course outlines. This year, the committee also created a document detailing the components of the approval process that are the purview of the administrators and support staff (II.A.95).

Faculty members lead the efforts of the review and evaluation process for all courses, certificates, degrees, and programs. The program review process (II.A.96) that has been established and refined over the past few years provides faculty with a systematic method of assessing curriculum and programs.

The award winning (II.A.97) planning and program review (PPR) committee is composed of faculty, administrators, classified staff, and a student representative. To continue guiding faculty in the evaluation of their academic programs, the PPR committee developed a handbook (II.A.98) that details the entire program review process. Faculty are tasked with completing a comprehensive review of academic programs every four years, with less comprehensive annual plans submitted in intermittent years. After program review documents are submitted, the PPR committee evaluates them using two rubrics. One assesses the quality of the document and the second evaluates the program itself (II.A.99).

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

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

As part of the institution's commitment to a transparent, faculty-driven assessment process, the CHC Institutional Assessment Plan was established (II.A.100). This plan includes a 5-step model of assessment, the fifth step of which includes department faculty interpreting assessment data to develop changes that would improve future student learning.

Several areas have used the Planning and Program Review process to initiate change within the programs. For example, in the 2011-2012, the English department was recognized for

having submitted an exemplary program review ([II.A.101](#)). Faculty within the English department saw the need to better streamline the curriculum leading students to college level composition (English 101) that led to the implementation of and accelerated curriculum designed to help move students through - basic skills courses faster, and norming grades to strengthen the effectiveness of instructor grading - to increase student readiness for subsequent writing Additional examples of how the assessment cycle and the program review process informs program changes can be seen in program assessment reports ([II.A.102](#); [II.A.103](#); [II.A.104.](#)) .

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

As demonstrated above, Crafton is committed to SLO assessment at the course, program and institutional level. Once again, this was thoroughly documented in II.A.1.c. It is clear that the faculty is central in this process as demonstrated through several committees and processes that include the Academic Senate, Curriculum Committee, annual planning, program review and SLO assessment.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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

Descriptive Summary

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

The Advisory groups currently in place to assess student and SLO progress include the President's Cabinet, the Management Team, and President's Council. The Advisory Committees include Career and Technical Education Advisory Committee Child Development and Education Committee Disabled Student Programs and Services (DSP&S) Committee EOPS / CARE / CalWORKS Committee Radiologic Technology Committee Respiratory Care Committee Title V Transfer Prep Grant Committee

The purpose of the advisory committees is to assist the College in developing and maintaining effective and current programs, including direction in Student Learning Outcomes.

While faculty expertise (see section A.2.a) and advisory groups set the standards for learning, a wider range is involved with assessing and tracking the degree to which students meet the learning standards. Crafton has tracked completion and persistence rates for courses, certificates, degrees and transfer readiness since the statewide inception of the Score Card reporting process, originally known as ARCC. AB1417, the legislation which impelled ARCC, passed in 2004 and was implemented at Crafton Hills College by 2006.

Success and completion data has been incorporated into the annual planning process for all departments. The Office of Institutional Effectiveness Research and Planning conducts the analysis and drops the data into the annual reports for each department. From there, each Department is required to respond to the data. A good example of an annual plan with success and completion data can be found here (II.A.105). By incorporating this data into the annual planning process, a larger campus dialogue around learning transpires.

In 2012, the Student Success, Enrollment Management, and Matriculation (SSEEMM) committee added a series of momentum points to the tracking data. Examples include 30-unit completion rates, fall-to-fall persistence rates, basic skills completion rates. These tracking metrics have been discussed across campus.

Crafton has recently made an institutional commitment to assessing student progress by integrating the idea of "advance" into the new mission statement and promoting this idea across campus through the Engage-Learn-Advance campaign.

Figure I.B.1, the CHC Engage, Learn, Advance Logo

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The definition adopted "Advance" applies to students and employees, calling attention to goal setting, goal progress and goal completion. The Crafton Council official adopted the Engage-Learn-Advance framework (II.A.106) on November 26, 2013. Table II.B.2, for example, shows the College's operational definition of 'Advance," and how the concept applies to students and employees. Definitions of "Engage" and "Learn" have also been developed by the EMPC and vetted by student, faculty, and staff constituencies and approved by the Crafton Council.

Table II.B.2, Operational Definition of Advance

	Students who are advancing . . .	Employees who are advancing . . .
Goal Setting	• *Establish academic goals (e.g. major, transfer, etc.)* • *Establish career goals* • *Establish personal development goals*	• *Establish professional goals* • *Establish personal development goals*
Goal Progress	• *Proceed along a curriculum pathway* • *Make career preparations* • *Complete milestones in personal development*	• *Proceed with professional development toward professional goals.* • *Complete milestones in personal development*
Goal Completion	• *Finish their academic program(s)* • *Apply for the next level (transfer, employment, etc.)* • *Reach their personal development goal(s)*	• *Reach their personal development goal(s)*

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

Degree Audit

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

Educational Planning

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

Student Profile

In the 2013-14 academic year, Crafton began the development of an in-house solution known as the student profile. This tool will report Engage-Learn-Advance metrics to the individual student in a dashboard style reporting tool. The "Advance" related analytics in particular will help each student and the college to track the extent to which they are completing their educational goals... The "Learn" related analytics will help each student and the college to determine how well students are learning. The "Engage" related analytics will help each student and the college in general to examine whether and how students are connecting with the institution.

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

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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

Descriptive Summary

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

At Crafton Hills College, the maintenance of quality instruction and instructional programs through appropriate breadth, depth, rigor, sequencing, time for completion and synthesis of learning begins in our interview process with potential faculty that stresses and scrutinizes pedagogy. Upon employment, regular student evaluations assess the quality of instruction and are used as the basis for dialogue concerning improvement. The College culture embraces ongoing discussion of instructional techniques. The Office of Institutional Effectiveness routinely analyzes strategies and evaluates quality of instruction through its Academic Success studies (II.A.107). In addition, courses are analyzed to determine if prerequisites, corequisites, and advisories on recommended preparation is in order (II.A.108; II.A.109)

Pedagogical innovation is demonstrated in a variety of programs. Some examples include: the SIM Center, learning communities support, science, technology, engineering, and mathematics (STEM) teaching techniques, co-curricular collaboration, and the Honors Institute. Each spring the Crafton Hills Communication Studies department hosts the Southern California Communication Studies Speech Educators Forum designed to enhance the quality of instruction in this discipline. In regards to distance learning, the online teaching certification process requires demonstrated online skill levels before online courses can be taught. Professional Development activities develop teaching skills across the faculty.

The program review process holds each department to high levels of accountability to ensure quality instruction and academic rigor (II.A.110). Departments are expected to achieve the objectives stated within the program review and to complete SLO cycles in a regular and consistent manner. Regular semester in-service days focus on pedagogical techniques and strategies (II.A.111). The College Enrollment Management Plan is built around program demand (II.A.112). Division chairs and administrators work together with the Enrollment Management Plan to effectively provide the necessary courses that students need in a two year cycle for a realistic time for completion.

The College culture embraces dialogue around program excellence and planning; this is demonstrated in the types of training offered that encourages conversation around teaching excellence (II.A.113). The Office of Institutional Effectiveness is currently developing a unit profile tool that will measure every program with the same data set.

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

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

The College has developed 20 Transfer Model Curriculum (TMC) degrees, which are designed to expedite students' transfer to the California State University system.

The Educational Technology Committee is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, hybrid, web-mediated and telecourses. The committee membership includes faculty who have years of experience in online teaching, and they direct the dialogue about DE Program quality. They provide guidance and support for distance learning offerings while the San Bernardino Community College District Technology Services provide workshops on Blackboard CMS software, for all online instructors. CHC is currently looking at online demand from students for schedule development as part of the College's growth strategy. Ongoing dialogue around infrastructure needs and requirement (Blackboard, tablets, Turnitin, smart classrooms, etc.) has taken place at the campus level in Academic Senate, as well as the District level with regard to appropriating resources to implement and maintain the software infrastructure to support DE offerings. Individual Academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course approval process, which includes an online readiness quiz (II.A.114) and a hands-on

skills demonstration. Courses that are approved to be offered online are also required to submitted for course modification approved through the Curriculum process

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

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

The faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. Lecture is the most common methodology used while various technologies used in coordination with students personal mobile devices, such as Clickers, PowerPoint presentations, and websites (for example, *www.Polleverywhere.com* ([II.A.115](#)) are used to address the diverse learning needs of students. These technologies and use of small group discussion help to make the lecture more varied and applicable to a wider range of learning styles.

Instructional programs utilize a variety of delivery modes and teaching methods in the face-to-face, hybrid, and online courses. Online and hybrid course management is provided by Blackboard. An online quiz (II.A.116) is provided for all students to assist in the decision as to where an online course is right for their particular learning style. In addition to these methodologies, learning communities are also available at the College.

In order to better understand the characteristics and preferences that influence student engagement and ultimately learning, the College has conducted several years of the Community College Survey of Student Engagement (CCSSE) (II.A.117 ; II.A.118; II.A.119). The College Success Factors Index has been used in first-year student learning communities and Crafton Hills College courses dating back to the 2007-2008. In the 2013-2014, the College has adopted a method of "rolling up" course level SLO assessment data, that will provide new insights to help us understand learning at the program and institutional and level. Rolling-up SLOs refers to the process where all of the outcomes assessed and reported for the year in the program review are combined for the entire college. This is the first year the College was able to do this and all of the information is available in the Program Review Web Tool (II.A.120). This is one of the tools the College uses to track and map learning outcomes.

The College's Office of Institutional Effectiveness, Research and Planning provides the campus with a variety of measures that demonstrate the College's effectiveness in meeting the needs of students (II.A.121). Since 2005, the College has been active in applying for and securing grants to address the needs of students in the areas of developmental education, transfer preparation, Science, Technology, Engineering and Mathematics (STEM) and pathways to college & career success. The College has secured a new title V grant to meet the learning styles of Hispanics in particular. The College brings in professional experts to provide assistance and direction to its faculty to meet the changing and diverse learning styles of students (II.A.122).

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

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

The OIERP produces and distributes disaggregated data across the campus to stimulate a higher conversation around diversity and learning. In 2013-14, 19 different research briefs related to academic success were created and distributed across campus (II.A.123). Some recent examples include research briefs on "African American and Hispanic Male Students" (II.A.124) and "Low Income Students" (II.A.125). Academic departments, management and committees use this data (II.A.126) to drive decision-making and detect correlations between academic success with such issues as prerequisites (II.A.127), ethnicity (II.A.128), and course length (II.A.129). The use of this data is the driving force behind program change and improvement across the campus. For example, as a result of the data comparing student success in short term courses, particular departments in which the short term courses demonstrated markedly more student success, are offering more short terms alternatives for students. Please see Standard II.A.1.b for a more detailed breakdown of these departments and their success rates.

To ensure the effectiveness of the distributed education program, Crafton Hills College has adopted an approval process for courses which are taught through alternative modalities (e.g. online or hybrid). A separate course approval process is required by Title V, Section 55206, which states, "if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures." As a result, faculty and/or departments interested in developing an online/hybrid course are required to submit the course for DE delivery through the curriculum approval process. A DE Addendum (II.A.130) to a course can be submitted to accompany a new course, as a part of the course modification process, or alone using the "DE Addendum Only" function in the CurricUNET system.

The Educational Technology Committee is charged with the oversight of the quality of distance education courses and performs evaluations each semester (II.A.131.a. ; II.A.131.b.) as well as longitudinally (II.A.131.c.). The committee meets twice monthly throughout the academic year and reports to faculty via the Academic Senate.

As part of the process for certifying courses for distance learning, the Educational Technology Committee evaluates the methods to be used for assessing student learning. This is done via a checklist to ensure that the course has all the required elements to be successfully taught online (II.A.132). The processes that address instructor readiness for online teaching (II.A.133) and course approval is accompanied by a series of checklists that ensure appropriate accommodations for students with a variety of learning styles and needs.

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

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

All programs, both instructional and service programs, at Crafton Hills College previously underwent a systematic program review process (II.A.134) every three years. However this process was recently modified to occur every 4 years starting in the 2013-14 academic year with an annual planning update in each intervening year. The core purpose of this review is to evaluate the efficacy of each course and program component and to assure that each component contributes to student success in a way that aligns with the College's mission, vision and values (II.A.135). A handbook has been developed to assist faculty and staff in this process (II.A.136)

The Office of Institutional Effectiveness, Research and Planning provides each program a comprehensive collection of effectiveness measures from which to make evaluative decisions about the strategic direction of the program and program objectives (II.A.137; II.A.138). As part of the program review process, each unit is expected to conduct a comprehensive review

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

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

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

Program relevancy is established through the Program Review process, in consultation with shared governance committees such as the Crafton Council, and Academic Senate. Student learning outcomes, as well as Service Area Outcomes have been identified for all programs and undergo annual assessment. The process and results are summarized on Program review documents (II.A.139) and inform programmatic changes designed to address student learning needs, and bring about improvement. Student learning achievement drives the planning process. Changes to courses and programs are designed to address the quality of student learning, and to specifically address learning needs.

Since the 2008 Self-Study, the College has undertaken rigorous efforts to systematically improve the review process, and provide guidance and support for program units undertaking program review. This improvement has resulted in stronger program health and overall improvement in the student experience at the College as evidenced by campus student satisfaction surveys (II.A.140). For the past several years, the PPR committee characterized programs, based on their overall PPR results, as exemplary, strong, strong with minor concerns, and distressed. This practice allowed the college to identify programs that needed administrative intervention and support. However, after considerable discussion effective 2013-2014, the PPR committee agreed to simply provide each program with their numerical scores on the document quality and program effectiveness scales. The program review and planning process culminates in the identification of program objectives which are prioritized in accordance with the mission, vision, values and needs of the institution (II.A.141).

The program review process includes criteria that addresses relevancy of program components, appropriateness of program measures, achievement of student learning outcomes, currency of curricular and co-curricular elements, as well as future planning for each program. Instructional as well as noninstructional programs at the College undergo the same process concurrently each year, with rubrics that are appropriate to instructional (II.A.142) and noninstructional areas (II.A.143).

All program review documents include prioritized objectives and resource requests that are included in the budget prioritization process conducted by the Planning and Program Review committee. The program review documents detail continuous quality improvements in programs across the campus (II.A.144; II.A.145). Each year, every program unit on campus completes an annual plan document to update-progress on program goals, objectives and initiatives, and documents continuous quality improvements to their programs.

The relevancy and appropriateness of Distance Education courses are evaluated on a semester basis (II.A.131a.; II.A.131b.), as well as longitudinally. As cited earlier, a five-year examination of Distance Education courses showed a slight increase in success and completion rates from 2008-2009 to 2012-2013. The same study revealed that when controlling for term, course, and instructor, the overall five-year success rate was statistically the same for lecture and online format courses (II.A.131c). In spite of the apparent success of DE courses in achieving learning outcomes that are equivalent to courses in other formats, the number of online and hybrid sections offered at the College declined over the past five years by 49 percent. This is not surprising, however, since the number of sections in any instructional method declined during the same period.

The Education Technology committee also discusses issues of course quality and relevancy in its scope, though it does not supersede the department's authority. The charge for the Educational Technology Committee is to develop and recommend policies involving the use of technology for education in the regular classroom, in distributed education environments, and in student services related to distributed education and online functions. It also advises the Curriculum Committee in matters involving distributed education, including periodic reviews of all distributed education courses. The Curriculum Committee reviews all course outlines of record on a six-year cycle.

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

</div>

Descriptive Summary

The College understands and participates in ongoing and integrated planning at several levels and scales. All program units participate in the Planning and Program Review process at Crafton Hills College (II.A.146). Student Learning Outcomes are measured at the institutional level as well as at the program and course level. The Planning and Program Review Process is described thoroughly in a PPR Handbook, updated and published online annually, and tutorials and help are available throughout the planning process (II.A.147). The institution has a well-integrated comprehensive evaluation plan in place that encompasses all tiers, from the program level down to the individual course (II.A.148). All credit courses are reviewed at least once every six years, and are checked for currency of content, alignment with the program, and appropriateness of objectives and student learning outcomes. Outcomes and objectives are submitted as part of the evaluation process. Program Review, long-range and annual plans are part of a comprehensive process tied directly to the College educational master plan and mission statement. The Program Review process requires that each program or discipline conducts a program review at least once every four years. Career and Technical Programs are evaluated every two years. Annual Plans occur every year when there is no Program Review. Standards of the Program Review encompass measures such as program access, purpose relative to the college mission, student learning outcomes (SLOs) and perceived strength and weaknesses in relation to the SLOs, student success, program innovations, program improvements, and trends and plans associated with the discipline or program.

The Planning and Program Review process provides the foundation for budgeting decisions at the College. Student Learning Outcomes (SLOs) and Institutional Level Outcomes (ILOs)

have been created by almost all programs and departments, and the data is analyzed and used by the respective programs for improvements in student learning. Planning and Program Reviews are evaluated by the PPR Committee, and the committee has developed rubrics for measuring progress and identifying areas that need attention in specific programs (II.A.149). The Office of Institutional Effectiveness, Research and Planning Department of Crafton Hills College has surveyed, collected and evaluated multiple sets of data to improve student learning across the disciplines. This data is made available in the research website as part of the publication "Did You Know" (II.A.150). Some examples of such research include the success rates of African American and Hispanic male students (II.A.151), success of low income students (II.A.152) and the relation between course length and student success (II.A.153).

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Several programs at Crafton use assessment tools and/or common exams in entry level or pre-requisite courses where there is more than a single class section offered. For example; 1) the Computer and Information Systems (CIS) Department developed student learning outcomes that have been assessed across all sections of the foundation course CIS 101 (II.A.154), enabling the department to modify the curriculum to improve student success; 2) the Mathematics Department developed and implemented a common final exam that includes the pertinent SLOs for two developmental courses - Math 942 (Arithmetic) and Math 952 (Pre-algebra) - that included multiple assessment methods to allow for different learning styles; 3) the English Department agreed on a common rubric to evaluate research papers to evaluate student learning outcomes in English 101; and 4) the Child Development program utilizes common quizzes and exams in several introductory classes in conjunction with assessing their student learning outcomes (II.A.155).

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

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

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton Hills College requires that all academic and vocational degree programs include a component of general education. The College's educational philosophy is clearly stated in the College catalog on page 6. The statement reads: "In a free society, all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help to promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation for lifelong learning. At Crafton Hills College, students prepare to meet the challenges of an increasingly complex society." In addition, relying on the expertise of the faculty, determines the appropriateness of each course for inclusion in the general education curriculum be examining the stated learning outcomes for the course. This is realized through the rationale

for general education within specific fields of knowledge, the General Education Philosophy, and the required areas of general education.

A faculty-developed rationale for general education can be found on pages 59-61 of the College catalog (II.A.156). Specific fields of knowledge are identified from that general education rationale: Natural Sciences, Social and Behavioral Sciences, Humanities and Fine Arts, Language and Rationality, and Health and Wellness. In each of those fields of general knowledge, specific courses are identified as fulfilling the general education requirement.

The General Education Philosophy, adopted in 2007and stated in the College catalog, (II.A.157, p. 61) frames the General Education course pattern. "General Education courses provide a fundamental learning foundation for all instructional programs offered by the College. These courses are designed to stimulate the student's intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student's awareness of societal concerns and the responsibilities of citizenship. All programs leading to the associate degree include a general education component."

The required areas of general education include reading proficiency, writing, mathematics, biological sciences, communication studies, history, political science, social and behavioral sciences, critical thinking, health education and humanities. These GE areas correspond to the basic and essential skills and knowledge required by the State of California for students completing the requirements for an associate or transfer degree.

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

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

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

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

Descriptive Summary

The College requires that students demonstrate an understanding of the basic content and methodology of the major areas of knowledge, including the humanities and fine arts, the natural sciences, and the social sciences. CHC's general education (GE) courses are designed to prepare students to: analyze, and evaluate information; communicate effectively; analyze and use quantitative and qualitative data; apply problem-solving and decision-making skills using appropriate methods of inquiry; recognize the contributions of the arts, humanities, and sciences, and make informed decisions regarding physical, mental, and emotional health issues. A general education outcome has been developed for each of the major GE areas. These have been aligned with the College's institutional learning outcomes. CHC has developed six institution-level learning outcomes (ILOs), which include: 1) critical thinking; 2) written and oral communication; 3) interpersonal and group skills; 4) society and culture; 5) information literacy; and 6 ethics and values. ILO and GE outcomes are realized through the general education requirements in coordination with various academic departments and committees, the work of the GE taskforce, and various programs, clubs and activities taking place on campus.

First, General Education requirements for all Crafton Hills College students appear in the 2013-14 Crafton Hills College Catalog (II.A.158, 59-63). As required both by accreditation standards and by California Code of Regulations (Title 5 §55063(b)), all students must complete classes in Natural Sciences, Social and Behavioral Sciences, Humanities (including the fine arts), and Language and Rationality (this category includes courses in English

Composition and Communication and Critical Thinking). A review of the College catalog and schedule of classes illustrates that students have a wide and rich range of classes from which to choose. All students who seek to complete a degree must complete the College's general education requirements. The College views general education as one of the pathways to which the College must pay particular attention.

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

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

Secondly, the College has made continual efforts to define and refine its approach to cultivating ethics and citizenship qualities in its students. This work began with the convening of the GE task force in the fall of 2003, which drafted GE SLO statements that characterized the nature of citizenship and ethics, among other qualities, that were present in courses taught at the College (II.A.159).

Lastly, the College has programs that strive to incorporate diversity, resulting in ethical and civil interpersonal skills, into its curriculum. The Communication Studies department sponsors trips to diverse Southern California locations, including a Taoist Temple, Olvera Street, Venice Beach, LGBTQA festivals, Venice Beach, and other locations of historical and aesthetic interest. Such trips result the reduction of students' self-perceptions of ethnocentrism (II.A.160) and exposes them to cultures that inspire further civic, political, and social responsibility. In addition, the Communication Studies department sponsors a campus wide Day of Advocacy, entitled CWAVE (II.A.161), to allow students, staff and faculty alike to advocate for issues of local, national and global concern. Standard II.B.3.d provides further description of the activities, events and student clubs that contribute to the culture of civic, national and global interest at the College.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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

Descriptive Summary

Both Accreditation Standards and California Code of Regulations (Title 5 55063(a)) require that students complete a focused academic program as a component of their degree. The requirement is expressed in Title 5 as follows: "At least 18 semester…units of study must be taken in a single discipline or related disciplines…or in an area of emphasis involving lower division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University."

All degree programs at the College include focused study in at least one area of inquiry or in an established interdisciplinary core. The institution offers more than 65 degree or certificate programs in focused areas of study. All degree programs at CHC require a minimum of 18 semester units of focused study or an interdisciplinary core focus. (II.A.162, p. 59)

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The college obtains reliable information about students' ability to meet the requirements of vocational and occupational programs by obtaining data from a variety sources:
- Career and technical education advisory committees (IIA.163)
- License exam pass rates (IIA.164)
- Job placement rates (IIA.165)

- Research reports from the Office of Institutional Effectiveness, Research and Planning (IIA.166., IIA.167, IIA.168, IIA.169)
- Self-study during program review (IIA.170)
- The California Community Colleges Chancellor's Office Perkin's reports (II.A.171)
- Two-year cycle review specific to the following career and technical education programs:

After reviewing this data departments revise course curriculum to comply with industry and professional standards. The feedback gathered from these sources is part of a continuous improvement process that ties to student learning outcomes. SLOs are regularly assessed at the end of each course and are included in program reviews along with student achievement data (II.A.172).

The college also uses surveys to determine whether students meet employment and other applicable standards. Recently, the college surveyed employers of Crafton paramedic graduates. The results indicated a very high level of satisfaction with CHC paramedic graduates. One hundred percent of employers agreed or strongly agreed that CHC paramedic graduates had the knowledge necessary to function in the health care setting, and that the graduates were able to use sound judgment while functioning in a health care setting.

Furthermore, the career and technical education programs meet regularly with their advisory committees. The committees are composed of professional association members, industry members, practitioners, former graduates, faculty, and administrators. The composition of the Radiologic Technology Advisory is an example (II.A.173). The advisory committees assist the program personnel in bridging the gap between the program and the community, encouraging up-to-date and relevant educational processes, and review and ensure that the curriculum is current.

The college also analyzes various forms of evidence, such as on-time completion rates and costs, to ensure students in CTE programs meet employment expectations. The information is available by clicking on specific CTE programs from the Degrees and Certificates webpage (II.A.174). In addition, the College monitors the job placement rates for career and technical programs. Placement rates for the 2011 – 2012 academic year are provided below:
- Accounting – 58%
- Business – 65%
- Child development – 86%
- CIS – 67%
- Other information technology – 67%
- Respiratory care/therapy – 69%
- Radiologic technology – 100%
- Emergence medical services – 89%
- Paramedic – 100%
- Fire technology – 85%

The college also uses license pass rates as evidence that students meet professional competencies for employment. For example, the pass rates for Respiratory Care are accessible via a link placed on the department's homepage (II.A.175). The license exam pass rates for 2012 are:

- Respiratory – 79%
- Radiologic technology – 92%
- Emergence medical services 80%
- Paramedic – 91%

Every two years the occupational programs requesting Perkins funding completes a funding request plan (II.A.176) Participating programs are required to include Perkins data, information from program review, and any relevant information that supports the proposal. In addition, the programs must demonstrate how they are supporting outcomes assessment, and that the programs' advisory committee is active.

For CTE courses, clinical syllabi describe the competencies related to the professions for which the students will be preparing, while program theory courses are related directly to minimum requirements for licensure as set forth by licensing agencies. The College monitors the passing rates for entry level licensing exams. In addition, the College monitors the placement rates for students who successfully complete the program (II.A.177). Each program monitors this practice on their own and it is part of the program accreditations. In addition, the College is required to report the job placement rates and license exam passage rates each year to ACCJC in the annual report.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The College works diligently to assure students and prospective students receive clear and accurate information about educational courses, programs and transfer policies. Degrees and certificates are described in a variety of locations available to the student both in a printed format and electronically. SLO's are included in the course descriptions in the College catalog and in most course syllabi. An example is the syllabus for Geology 101 (II.A.178). Links to the college catalog can also be found on the College degrees and certificates webpage (II.A.179). Communication with students via the College's Transfer Center and Counseling Office also ensures clear and accurate information about educational courses and programs and transfer policies. As shown in Figure I.A.2, all students have access to a Student Success Checklist (II.A.180) for easier navigation through their first two years of college experience and are provided one upon an appointment with a counselor.

Figure I.A.2, Student Success Planning Checklist for First-Year/First-Semester Students

CHC Student Success Planning Checklist

Freshman Level 1 — If you have between 0 and 15 Units			
Tasks to Complete:	Phone	Room	Website
Before Your First Semester Begins ☐ Complete your New Student Orientation, Assessment and Advising Session ☐ Activate your CHC email and get in the habit of checking it regularly ☐ Purchase your parking permit online from the CHC website ☐ Bring your registration print-out to the Dept. of Student Life to obtain your Student ID ☐ Apply for Financial Aid (FAFSA) and open your FA file in the FA Office ☐ Request all High School and other College/University Transcripts be sent to A&R ☐ *Veterans* - Submit VA Certificate of Eligibility to CHC Veterans Services ☐ *Veterans* – Submit Request for VA Educational Benefits form to CHC Veterans Services	**909** Area Code *for all phone numbers*		**All websites begin with craftonhills.edu**
Admissions and Records (A&R) ☐ Submit request for prerequisites cleared using coursework from other Colleges/Universities or AP exams (if applicable) ☐ Submit a Transcript Evaluation Request to A&R	389-3372	SSA-213	/Admissions
Financial Aid (FA) ☐ If eligible, complete FAFSA application online each year by March 2 for maximum aid ☐ Complete the California Dream Act Application *(for undocumented students)* ☐ Go to Financial Aid Office each year to open your file	389-3242	CL-214	/FinancialAid
Counseling ☐ Meet with a Counselor to develop a Student Educational Plan (SEP) ☐ Choose a General Education pattern: CHC, IGETC, CSU, or Campus-Specific Breadth	389-3366	SSB-201	/Counseling
Career Services ☐ Visit Career Center to research and explore possible careers ☐ Attend Career Exploration and/or Job Readiness Workshops	389-3366	SSB-201	/CareerServices
Transfer Center (TC) ☐ Attend a *Transfer 101* workshop *(call for appointment)* ☐ Identify at least 3 Universities and check the required admission requirements ☐ If transferring to a CSU or UC campus, visit ASSIST.ORG for major preparation courses ☐ Determine which general education plan you should follow: IGETC, CSUGE, University GE, or the articulation agreement for that specific University ☐ Check to see if you qualify for Crafton Honors Institute (CHI): craftonhills.edu/Honors	389-3399	SCC-201	/TransferCenter
Student Life ☐ Participate in student clubs and student government ☐ Attend Club Rush	389-3410	SCC-107	/StudentLife
Tutoring Center ☐ Free tutoring for: Math, Writing, & most major Science courses (appointments) and Math & Writing (walk-ins). Ask for tutoring in other specific courses ☐ Attend tutoring one hour per week ☐ Attend Workshops on various topics throughout the semester	389-3312	LRC-137	/TutoringCenter
Health and Wellness Center (HWC) ☐ Visit the HWC for the following services *(most are free)*: First-Aid, Physical Exams, Medications, Health Screenings, Wellness Counseling, STD testing, birth control, male and female condoms, or to make an appointment with a Mental Health Counselor	389-3272	SSB-101	/HealthCenter
Science, Technology, Engineering, Math (STEM) Majors ☐ Meet with STEM Pathways Coordinator to determine program eligibility ☐ Meet with STEM Counselor to develop a Student Educational Plan ☐ Join the CHC STEM Pathways on Facebook to find out about STEM activities, field trips, and workshops	389-3566	LADM-231	/STEM
Veterans Services ☐ Request all High School and other College/University transcripts be sent to A&R ☐ Submit a Transcript Evaluation Request to A&R ☐ Meet with a VA Counselor to develop a VA Educational Plan	389-3256	SSA-212	/Veterans

Updated 07/25/13

Course syllabi are submitted to the Deans, via the faculty chairs, each term and are stored electronically by both Deans and chairs. It is communicated to all faculty that SLO's are to be included in all course syllabi. Each term, part-time faculty are instructed to include SLO's in the course syllabi during part-time faculty orientation, and also through the Part-time Faculty Handbook (II.A.181).

All course outlines include expected learner outcomes and faculty are contracted to teach to the course outline that can be found through CurricUNET (II.A.182). Part of the evaluation process for all faculty includes submission of course syllabus to the Dean for further evaluation. All courses that are offered in hybrid and/or online formats are required to be approved through the curriculum process. Courses are submitted through the CurricUNET site and DE adaptations to course are reviewed by the Curriculum committee and the Educational Technology Committee. The next step is the course outline is submitted to the SBCCD Board for evaluation and approval.

Expected student learning outcomes are typically communicated through both the course outline of record and each course syllabus. However, currently course outlines do not formally include the SLO's for the course, but it does include what the student is expected to learn at the end of the course. Discussions that include SLO information being incorporated into course outlines have occurred in curriculum committee meetings and best practices on how to include them have also been discussed. One suggestion is to have them as an attached document to the course outline through CurricUNET. Currently, when a course goes through the approval process, instructors are asked to send the committee the SLO's for the course for committee review.

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

Currently the College does not possess a formal system of cross checking between outcomes stated on the course outline of record and each individual syllabus yet may want to consider this as part of the Curriculum Committee process. The College does not currently offer a fully online program, and it is expected that a student earning a degree from Crafton Hills College will also take courses on campus. Information on DE course and programs, and information on how to earn a degree at Crafton Hills can be found in various locations including, the College website (II.A.183), catalog (II.A.184), class schedules (II.A.185).

Self Evaluation

The College partially meets this standard.

Actionable Improvement Plans

- Make course outlines easily accessible to students.
- Attach SLO's to Course Outlines.
- Develop system to cross check SLO's on course syllabi with course outline.

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

Descriptive Summary

Students can learn about transfer policies and procedures from the College website in locations that include the Transfer Center Webpage (II.A.186) and the Counseling webpage (II.A.187). Students can seek information from a counselor and in the Transfer Center.

Information about the transfer of credit and the evaluation of transcripts from other institutions is published in the College catalog (II.A.188, p. 11-12). Credits are evaluated and compared to the SLO of the GE requirements. Course content is examined for its rigor and expected to meet Crafton Hills General Education learning outcomes and major requirements. The counselor works with faculty chairs of each discipline to coordinate course substitutions and waivers. Courses are also accepted to meet IGETC and/or CSU transfer requirements.

CHC courses that are articulated with CSU and UC courses are transferrable. Some colleges and universities accept CSU and/or IGETC General Education patterns, while others require their own GE course patterns. The College posts articulation agreements (II.A.189) online for use by counselors and students. Detailed transfer information is also accessible through the Transfer Center website (II.A.190), which contains links to the catalogs and webpages of many transfer institutions.

Courses requiring GE approval are submitted to the UC system annually in December for the approval for each course in the specific GE area. The evaluation process includes the matching of Crafton Hills Course Outlines to C-ID descriptors and the annual summary and reviews of the articulated courses submitted to CSU. All DE courses undergo the same process as face-to-face courses. The articulation and transferability of a course applies whether the format of the course is DE or face-to-face. The College transcripts do not indicate if courses were taken as face-to-face or DE. In some instances when outside institutions question the DE course, the course outlines have been submitted to the outside institution for review. In the case of laboratory courses and Communication Studies courses, most institutions accept the credits when they have been offered on campus in a hybrid situation with on campus meetings to better facilitate the online experience.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The College began working on creating a Program Discontinuance policy in 2008. Discussions occurred throughout spring 2013, in the Academic Senate, Chairs Council and Crafton Council. However, a final policy has not been adopted.

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

In the history of the College there was one instance of a program, Administration of Justice, that was moved from CHC to its sister college, San Bernardino Valley College. Students were informed when they registered of the elimination of the program at Crafton Hills and the classes they needed to finish the program were available within the year at its sister college, San Bernardino Valley College.

Self-Evaluation

The College meets this standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Under the direction of the College President, the Director of Marketing and Public Relations (II.A.191) implements a district wide program of public information and community relations; and information and requests are channeled through this office to assure accuracy and consistency. In addition, the yearly Crafton Hills College Catalog (II.A.192) is distributed to each faculty member and administrator as well as to the Library, Learning Resource Center, Counseling Department, and other offices where the information can be easily shared with students. Complimentary copies are mailed to the business community and other colleges and high schools. The Crafton Hills College Catalog, Addendum, and Schedule of Classes are available on the College website.

OIERP (II.A.193) collaborates with faculty, administration, staff and students to provide high-quality educational programs and services by integrating institutional research, planning, analysis and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the College by promoting and coordinating high quality web services to inform students and the community of programs and services.

The Crafton Hills College Fall 2012 Campus Climate assessment developed by the Office of Institutional Effectiveness, Research and Planning, in collaboration with the Crafton Council was distributed in the Fall of 2012 (II.A.194) and reflects key findings of employee perceptions of the College's progress toward meeting goals and objectives identified in the

Educational Master Plan (EMP) ([II.A.195](#)) . The Research Briefs and Reports section of the OIERP web site is organized into seven areas, (Academic Success, Dashboards, Enrollment Reports, Institutional Effectiveness, Instruction, Student Services, and Satisfaction Surveys). All current briefs, surveys, and reports are accurate, timely and accessible, and may be retrieved on the OIERP Website or by sending a request to the OIERP.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

As stated in the College catalog ([II.A.196](#), p. 38):

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

SBCCD Board Policy 5500, Standards of Conduct and Disciplinary Procedures ([II.A.197](#)) makes it clear that instructors shall permit free discussion, inquiry, and expression of thought by students. The policy prohibits any form of academic dishonesty. The Academic Senate takes academic integrity seriously, and has developed a set of expectations for CHC students

(II.A.198). The board policy on student conduct is also addressed in the New Student Handbook (II.A.199), and in the CHC Online Orientation (II.A.200).

Board Policy and Procedure 4030, Academic Freedom, is published on the SBCCD website (II.A.201), and in the Part-Time Faculty Handbook (II.A.202, p. 20).
Policies and statements regarding academic freedom and responsibility, academic honesty, and our philosophical commitment to freedom in teaching and learning, can be found at the school and district websites and the College catalog. In addition, instructors include information regarding cheating and plagiarism in the course syllabi and discuss these policies at the beginning of each semester.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Faculty members are expected to follow all policies of SBCCD - in relation to fair and objective dissemination of material, Board policy 4030, Fairness and Objectivity in Teaching (C) (II.A.203): "Academic freedom requires that all academic employees establish and preserve an open learning environment at the college. No special limitations shall be placed upon students in their study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of academic responsibility. Students shall have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect the student's right to freedom of inquiry even when the student's conclusions differ from those of the academic employees."

The biennially-administered Student Satisfaction Survey (II.A.204) showed that 89 percent of students believe that Crafton instructors are fair and unbiased (II.A.205)

Crafton Hills College students can disagree with information perceived to be containing personal prejudice during classroom instruction. The college catalog provides students with information regarding the a grievance process (p.40) as well as contact information for all administrators who oversee complaints pertaining to disabilities laws and regulations, sexual harassment, grade grievances, discrimination, and student conduct (p. 42). In the case of academic bias, students would appeal to the appropriate Dean of the academic division.

All faculty receive regular evaluations and are evaluated by students, peers and management. For full-time faculty, evaluations take place each year the first four years of employment and every three years thereafter. For part-time faculty, evaluations take place in the first semester of the first year and every three years thereafter. During this process, any existing prejudice and subjective viewpoints are identified and resolved accordingly and in relation to the severity and consequence of the prejudice.

Self-Evaluation

The College meets this Standard

Actionable Improvement Plans

None

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

Descriptive Summary

The College catalog provides information regarding academic honesty under "Standards of Student Conduct and Disciplinary Procedures" (II.A.206, p.39). The academic honesty policy is included in course syllabi provided by faculty on the first day of class.

The College holds a clear position regarding academic honesty. A set of procedures explain the protocol followed when a faculty member has made an academic dishonesty allegation against a student. The New Student Handbook (II.A.207, p. 21) and the online new student orientation (II.A.208, Student Conduct and Safety, screen 2) address the regulations regarding academic honesty and the student. The Vice President of Student Services is responsible for investigating violations of academic honesty and is responsible for discipline.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Students, faculty, staff and administrators are encouraged to behave in a respectful manner exemplifying good judgment in their campus conduct. The College mission statement indicates that students can expect, "…a quality learning environment" where we believe that such behaviors are an integral part of that environment. The draft SBCCD Board Policy 3435 (II.A.209) entitled, "Mutual Respect Policy" states, in part:

> Any persistent and unwelcome behaviors such as unwarranted criticism, nit-picking, fault-finding, exclusion, isolation, being singled out and treated differently, being shouted at, humiliated, ridiculed, or the micromanagement of any student, employee, or Trustee, of any other student, employee, or Trustee will not be tolerated. Non-compliance and violation of this policy may be subject to discipline up to and including termination or dismissal. The District will not tolerate persistent and unwelcome behaviors in the workplace and will make every reasonable effort to prevent and eliminate conduct which falls within the scope of this policy.

Various district documents address the expected conduct of student in the classroom and on campus. The college catalog, Board Policy 5500, and the New Student Handbook (II.A.210, pp. 21-22) clearly and in great detail communicates the expected conduct of students in the classroom and on campus. Codes of conduct and ethics statements for staff (II.A.211), faculty (II.A.212), and administrators (II.A.213), are available online. Dialogue concerning the development of these statements occurred in the Classified Senate, Academic Senate, and management team meetings, respectively. The Academic Senate faculty ethics statement is also available in the Part-Time Faculty Handbook (II.A.202, p. 8).

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The College is a member of the Southern California Foothills Consortium, a group of California Community Colleges committed to quality study abroad programs. Locations of study abroad programs for this consortium of 16 colleges include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study (AIFS) (II.A.214). College faculty teach the courses associated with these program and the students enrolled in these programs are college students. This standard does not apply to the College as it does not offer curricula in foreign locations.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

Evidence, Standard II.A. Instructional Programs

II.A.1   Mission Homepage
              http://www.craftonhills.edu/About_CHC/Mission
II.A.2   Planning and Program Review Resources
              http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_an
              d_Program_Review
II.A.3   CHC Integrated Planning and Program Review Handbook, sixth edition, p. 5.
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
              arch%20and%20Planning/Planning%20Documents/PPR%20Handbook%206t
              h%20Edition%2020140602.pdf
II.A.4   Program Review Handbook
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
              arch%20and%20Planning/Planning%20Documents/PPR%20Handbook%205t
              h%20Edition%2020130425.pdf
II.A.5   Planning and Program Review Committee Website
              http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Pro
              gram_Review.aspx
II.A.6   Academic Senate Website
              http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate
II.A.7   Curriculum Committee Website
              http://www.craftonhills.edu/Faculty_and_Staff/Curriculum
II.A.8   OIERP Homepage
              http://www.craftonhills.edu/About_CHC/Research_and_Planning
II.A.9   Educational Technology Committee
              http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Educational_
              Technology_Committee
II.A.10   Online Courses Homepage
               http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes
II.A.11   Distance Education Success and Completion Rates from 2008-09 to 2012-13
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
              arch%20and%20Planning/Research%20Briefs/Instruction/CHC_DE_SucRet_
              0809to1213.pdf
II.A.12   Aggregated Results from Distance Education Course Evaluations Spring 2013
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
              arch%20and%20Planning/Research%20Briefs/Instruction/13SP_DE_Course%
              20Eval_Report.pdf
II.A.13   2013 District Environmental Scan
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
              arch%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20
              _FINAL%20_Report10_24_13.pdf
II.A.14   Educational Master Plan
              http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educ
              ational%20Master%20Plan/Educational%20Master%20Plan%202010-
              2011%20MASTER%20COPY.pdf

II.A.15	Enrollment Reports Homepage
	http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_B riefs_and_Reports/Enrollment_Reports
II.A.16	2012 Student Satisfaction Survey
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfacti onSP2012%282%29.pdf
II.A.17	Evaluating Environmental Scans
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Presentations/Environmental%20Scan%20Presentat ion.pdf
II.A.18	2013 SBCCD Environmental Scan
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20 _FINAL%20_Report10_24_13.pdf
II.A.19	Course Length and Student Success Study
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Research%20Briefs/Academic%20Success%20Stud ies/Compressed%20Course%20Study.pdf
II.A.20	Student Success and Retention by Peer Tutor Access Study
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Research%20Briefs/1011_READ925_SP09_10.pdf
II.A.21	Distributed Education Success Rates by Age, Ethnicity, and Gender
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Research%20Briefs/Instruction/1011_CHC_DE_Su ccessRetention0809to0910_byDemo.pdf
II.A.22	Crafton Council Homepage
	http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
II.A.23	2013 SBCCD Environmental Scan
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20 _FINAL%20_Report10_24_13.pdf
II.A.24	Community Demographics
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese arch%20and%20Planning/Research%20Briefs/Other%20Research%20Studies/ 1011_PSA_Census.pdf
II.A.25	2013 SBCCD Environmental Scan
	http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dis trict%20Strategic%20Planning%20Committee/2013-14/2013-09- 17%20CHC%20Environmental%20Scan%20Presentation.pdf
II.A.26	Madrid Consulting Group
	http://www.madridcg.com/
II.A.27	Enrollment Reports Homepage
	http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_B riefs_and_Reports/Enrollment_Reports

II.A.28	2012 Student Satisfaction Survey http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.A.29	Fall 2011 Benchmark Results from the Community College Survey of Student Engagement (CCSSE) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
II.A.30	2012-13 Student Placement Results http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf
II.A.31	Did You Know? 2012: Summary results for strategies at Crafton related to transfer http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK20.pdf
II.A.32	Planning and Program Review Home https://craftonhills.edu/ProgramReview/Home.aspx/Listing
II.A.33	2010-13 Enrollment Management Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_20110505.pdf
II.A.34	SSEEMM Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees/SSEEMM_Committee
II.A.35	Did You Know? 2012: Summary results for strategies at Crafton related to transfer http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK20.pdf
II.A.36	Powerpoint, Research to Drive Campus Conversations on Student Success, Slide 42 of 47 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Data_To_Drive_Conversations.ashx
II.A.37	Mathematics Program Review http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Math_Exemplary.pdf
II.A.38	Summary of the Student Transfer in Professional Pathways Project (STP3)by the Research and Planning(RP) Group for California Community Colleges (Cal-PASS) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_STP3_Transfer_Research.ashx

II.A.39	2012 Annual Performance Report for "STEMaplooza" through Alliance for Education http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/ED524BCraftonHillsCollegeHSI-STEM012-20-12.pdf
II.A.40	Left Lane Project http://www.craftonhills.edu/Current_Students/Left_Lane_Project
II.A.41	Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf
II.A.42	Uninformed and Informed CHC Student Education Goal and Academic Program http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf
II.A.43	Research Briefs and Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports
II.A.44	Examination of the Motivated Strategies for Learning Questionnaire (MSLQ) for Use on Accuplacer http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_MSLQ_Accuplacer_CHC.pdf
II.A.45	Placement Results and Student Outcomes by Ethnicity http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/SBCCD%20District%20Research/1011_CHC_Equity_District%282%29.pdf
II.A.46	Annual Planning and Program Review Committee http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review
II.A.47	Planning and Program Review Minutes http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review/2013_-_2014
II.A.48	Online Student Enrollment http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/DE%20student%20enrollments.pdf
II.A.49	Online and Hybrid Course Offerings http://www.craftonhills.edu/Online/semester.php?semester=2014SP
II.A.50	Distance Education Addendum http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf
II.A.51	Curriculum Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

II.A.52	CurricUNET Handbook http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/Curricunet%20guide.pdf
II.A.53	Distance Education Evaluations http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/FA2012_DECourseEvals_All.pdf
II.A.54	2012 Distance Education Course Evaluations http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/SP12DE_All.pdf
II.A.55	Impact of Course Length with Student Course Success http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/Compressed%20Course%20Study.pdf
II.A.56	CHC Distance Education Success and Completion Rates http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_CHC_DE_SucRet_0708to1112.pdf
II.A.57	"Distance Education Come of Age" article http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/As_Distance_Education_Comes_of_Age_Article
II.A.58	Technology Planning Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Tech_Planning_Committee
II.A.59	Technology Plan 2012-2015 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/CHC_Technology_Plan_2012to2015.pdf
II.A.60	Learning Communities Homepage http://www.craftonhills.edu/Degrees_and_Certs/Learning_Communities
II.A.61	The Relationship between Learning Communities and Retention, Success, and Persistence from Spring 2007 to Spring 2009 for English, Math, and Reading Learning Communities http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1011_LCBrief07to09.pdf
II.A.61.a	Tablet Initiative Proposal from Educational Technology Committee to Academic Senate http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Forms%20and%20Documents/2013-2014/Tablet%20Initiative%20Proposal%20(050114).pdf
II.A.61.b	Academic Senate Minutes, February 19, 2014, Tablet Initiative, Old Business, D. http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2002-19-2014.pdf

II.A.62   6 Overarching Areas of ILO's
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/ILO_Assessment_Reports.aspx

II.A.63   Planning and Program Review Homepage
https://craftonhills.edu/ProgramReview/Home.aspx/Listing

II.A.64   Course Assessment Reports
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports

II.A.65   Program Assessment Results
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Program_Assessment_Reports

II.A.66   Chemistry Program Review
https://craftonhills.edu/ProgramReview/Plan.aspx/View/b5d9e062-959d-4cd3-acfa-e07311e06b21

II.A.67   Foreign Language Program Review
https://craftonhills.edu/ProgramReview/Plan.aspx/View/b9dd63be-d443-412c-973d-05ae5ee65fc9

II.A.68.   Communication Studies Program Review
https://craftonhills.edu/ProgramReview/Plan.aspx/View/e7066a0c-27ee-46e2-a735-ff617ee9c6cc

II.A.69.   Crafton Council Minutes February 17. 2009
http://www.craftonhills.edu/~/media/D21DEFFE88FF47109863B210FA4C3F25.ashx

II.A.70.a. Institutional Effectiveness, Accreditation, and Outcomes Committee Minutes November 19, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%2011%2019%2013%20Minutes.pdf

II.A.70.b. Institutional Effectiveness, Accreditation and Outcomes Committee Minutes September 17, 2013 regarding the Institutional Assessment Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOCMinutes%2017-September%202013.pdf

II.A.70.c. Institutional Effectiveness, Accreditation and Outcomes Committee Minutes October 15, 2013 regarding ACCJC-sponsored training on SLOs
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20October%2015%202013%20(3).pdf

II.A.71   Course Assessment Reports
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports.aspx

II.A.72	Program Assessment Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Program_Assessment_Reports
II.A.73	ACCJC 2014 Annual Report http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf
II.A.74	Designing Effective Assessments http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Designing_Effective_Assessments.pdf
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II.A.78	Study Abroad Homepage http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Arts_and_Sciences/Study_Abroad
II.A.79	Planning and Program Review Resources http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
II.A.80	Degrees and Certificates Homepage http://www.craftonhills.edu/Degrees_and_Certs
II.A.81	Communication in a Technological World" Course Outline http://www.curricunet.com/Crafton/reports/course_outline_html.cfm?courses_id=2233
II.A.82	STEM Pathways Grant One Year Evaluation Report http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/CHC_evaluation1.pdf
II.A.83	Educational Technology Committee Homepage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educatonal_Technology_Committee
II.A.84	Online Course Approval Homepage http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Course_Approval
II.A.85	Online Readiness Quiz http://tess.sbccd.org/Students/Self-Assessments/Is_Online_Right_for_Me.aspx
II.A.86	Distance Education Addendum http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf

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II.A.88	Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention	
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	http://www.craftonhills.edu/Faculty_and_Staff/Curriculum	
II.A.91	Guide To Approving Courses	
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/guide2013.ashx	
II.A.92	Six Year Course Review Criteria	
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/CURRICULUM-Six-Year%20Review%20Criteria.ashx	
II.A.93	CurricUNET User Guide	
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II.A.94	Faculty Course Checklist	
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Curriculum/CURRICULUM-Curriculum%20check%20sheet.ashx	
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II.A.96	Program Review Website	
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II.A.105   Graduating Men of Color at Crafton Study, Spring 2014
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II.A.108   Prerequisite Validation Studies
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II.A.109   Title Five Education Code and Prerequisite Validation
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II.A.110   Planning and Program Review
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II.A.111   In Service Day Schedules
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II.A.112   Enrollment Management Plan
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II.A.117   CCSSE 2010
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II.A.119   Benchmark Results from 2009, 2010, 2011 CCSSE
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf

II.A.120   Program Review Web Tool: CHC Outcome "Roll Ups"
https://www.craftonhills.edu/ProgramReview/Entity.aspx/Plans/a07e1987-3d79-496e-a468-cb48eb5b44f1

II.A.121   OIERP Home Page
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II.A.122   Flex Day Tom Brown Workshop Evaluation
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II.A.123   Academic Success Research Briefs
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II.A.124   African American and Hispanic Male Students Research Brief
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II.A.125   Low Income Student Research Brief
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II.A.127   Prerequisite Validation Study: English as a Prerequisite to Anthropology, Art,
            Philosophy, and Speech Courses
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II.A.128   RRN 645 August2013Relationship of Supplemental Instruction (SI) to Course
            Success for Students in the HSISTEM SI Program
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II.A.129   Impact of Course Length and Student Success
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
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II.A.130   Distributed Education Addendum
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20
            Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf
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II.A.131.b. Distributed Education Course Evaluations spring 2013
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II.A.131.c. CHC DE Success and Completion Rates from 2008/2009 – 2012/2013
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II.A.132   Online Course Readiness Checklist
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II.A.134   Planning and Program Review Home Page
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II.A.135   Planning and Program Review Resources
            http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_an
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II.A.136   Planning and Program Review Handbook
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II.A.138   Program Review Document Quality Evaluation Rubric
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
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II.A.139   Planning and Program Review Homepage
            https://craftonhills.edu/ProgramReview/Home.aspx/Listing
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II.A.141   Planning and Program Review Home Page
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II.A.142   Instructional Planning Rubric
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
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II.A.143   Non-Instructional Planning Rubric
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II.A.147   Planning and Program Review Handbook
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II.A.149	Instructional Planning Rubric http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2013-14_Inst_DQ.docx
II.A.150	Did you Know? http://www.craftonhills.edu/About_CHC/Research_and_Planning/Did_You_Know
II.A.151	Graduating Men of Color Research Brief http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK34_GraduatingMenofColor.pdf
II.A.152	Low Income Students Research Brief http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK32_LowIncome.pdf
II.A.153	Course Length and Student Success Research Brief http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK31_CompressedCourses.pdf
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II.A.156	College Catalog, pp. 59-61 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
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II.A.160	Communication Studies Program Review https://craftonhills.edu/ProgramReview/Plan.aspx/View/e7066a0c-27ee-46e2-a735-ff617ee9c6cc

II.A.161	CWAVE Website http://www.cwavecraftonhills.com/
II.A.162	2013-2014 College Catalog, p. 59 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
IIA.163	CHC Advisory Committees http://www.craftonhills.edu/Visitors_and_Friends/Advisory_Committees
IIA.164	License Exam Pass Rates http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/LicenseExamPassRates.pdf
IIA.165	Job Placement Rates http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/JobPlacementRates.pdf
IIA.166	Predicting Respiratory Graduation and Employment http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/1314_PredictingRespiratoryGraduationV2.pdf
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IIA.168	Spring 2012 Paramedic Employer Survey http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/ParamedicEmployerSurveySp2012.pdf
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IIA.170	Planning and Program Review http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx
IIA.171	CCCCO CTE Perkins IV Data https://misweb.cccco.edu/perkins/main.aspx
IIA. 172	Planning and Program Review Web Tool Site https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing
IIA.173	Radiologic Technology Advisory Committee http://www.craftonhills.edu/Visitors_and_Friends/Advisory_Committees/Radiologic_Technology_Committee
IIA.174	Degrees and Certificates http://www.craftonhills.edu/Degrees_and_Certs
IIA.175	License Pass Rates, Respiratory Care http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Education_and_Human_Development/Allied_Health_Services/Respiratory_Care/Respiratory_Care_Degree

IIA.176   CHC Perkin's IV Funding Request Plan
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http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/2014_Copy_AnnualReport_Final.pdf

II.A.178   Syllabus, Geology 101
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II.A.179   Degrees and Certificates
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II.A.180   Student Success Checklist
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Current%20Students/CHCStudentSuccessChecklist.pdf

II.A.181   Part-Time Faculty Handbook
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Part-Time%20Faculty/Part-Time%20Faculty%20HandbookFA13.pdf

II.A.182   CurricUNET Search Course Page
http://www.curricunet.com/Crafton/search/course/

II.A.183   Crafton Hills Homepage
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II.A.184   2013-14 College Catalog
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II.A.185   Class Schedules Homepage
http://www.craftonhills.edu/Admissions_and_Records/Enroll/Course_Schedule

II.A.186   Transfer Center Home Page
http://www.craftonhills.edu/Current_Students/Transfer_Center

II.A.187   Counseling Website Home
http://www.craftonhills.edu/Current_Students/Counseling

II.A.188   Crafton Hills College Catalog 2013-2014, pp.11-12
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II.A.189   Articulation
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II.A.190   Transfer Center Homepage
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II.A.191   Public Relations Homepage
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http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

II.A.193	OIERP Homepage
	http://www.craftonhills.edu/About_CHC/Research_and_Planning
II.A.194	Fall 2012 Campus Climate Survey
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
II.A.195	Educational Master Plan
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf
II.A.196	Crafton Hills College Catalog 2013-2014, p. 38
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.A.197	SBCCD Board Policy 5500
	http://www.craftonhills.edu/Faculty_and_Staff/~/media/A5BDFF3D3C444AD9B3763394CA3AAFD9.ashx
II.A.198	April 24, 2013 Academic Senate Minutes
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202012-2013/AS%20Minutes%204-24-13%20Spec%20Mtg.docx
II.A.199	New Student Handbook, 2013-2014, pp. 21-22
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf
II.A.200	CHC Online Orientation, Student Conduct and Safety, (see Appendix A for login information) Screen 2 of 10
	http://www.craftonhills.edu/Apps/Orientation/chc.asp
II.A.201	Board Policy 4030 Academic Freedom
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/4000/4030_Academic%20Freedom.pdf
II.A.202	2013 Part-Time Faculty Handbook
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Part-Time%20Faculty/Part-Time%20Faculty%20HandbookFA13.pdf
II.A.203	Board Policy on Fairness and Objectivity in Teaching
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/4000/4030_Academic%20Freedom.pdf
IIA.204	OIERP Research Calendar
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf
IIA.205	CHC Student Satisfaction Survey: Spring 2012
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf
IIA.206	2013-2014 CHC Catalog
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

II.A.207 New Student Handbook
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf

II.A.208 CHC Online Student Orientation, Student Conduct and Safety, screen 2 of 10
http://www.craftonhills.edu/Apps/Orientation/chc.asp

II.A.209 Draft Mutual Respect Policy
http://www.sbccd.org/~/media/Files/SBCCD/District/EHS/Safety_Committees/District-Wide/Minutes/2013-2-15%20Minutes.pdf

II.A.210 New Student Handbook
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf

II.A.211 Classified Staff Code of Ethics
http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate/Code_of_Ethics

II.A.212 CHC Faculty Ethics Statement
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/CHC%20Faculty%20Ethics%20Statement%20revised%202012.pdf

II.A.213 Crafton Hills College Management Values, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Management_Values_2013-2014.pdf

II.A.214 AIFS Study Abroad Program
http://www.aifsabroad.com/

Standard IIB: Student Support Services

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

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

Descriptive Summary

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

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

The student population at CHC has changed dramatically over the past several years. The most recent environmental scan revealed the College student body is more diverse in ethnicity and socioeconomic status than ever before (II.B.3). The student body is 43 percent Caucasian, 42 percent Hispanic, 8 percent African American, and 6 percent Asian. The typical student is female (52 percent), attends part-time (62 percent), and is between the ages of 19 or younger and 24 (73%). The College has sought to better understand student and community needs by examining the results of environmental scan reports, assessment data, and direct student feedback. As a result, planning of student support services aligns closely with the needs and interests of the campus community.

The College conducts outreach activities in the local community to meet the needs of prospective students. The most prominent of these is Student Orientation, Application, Assessment, and Advisement (SOA^{3}R), the College's early matriculation program. SOA^{3}R provides matriculation services to high school students at the College's eight top feeder schools. SOA^{3}R includes personnel from counseling, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), the Transfer Center, the STEM grant, and Tutoring. High school participants are able to apply to the College, participate in the online orientation, take the assessment, and engage in an educational planning workshop. As mentioned elsewhere in this document, SOA^{3}R participants are more likely to complete and succeed in their courses, and have higher fall to fall retention rates than their non-SOA^{3}R peers (II.B.4). SOA^{3}R also acts as the recruitment vehicle for the Left Lane Project (LLP), a program designed to implement the recommendations of the Student Success Task Force (II.B.5).

In addition to SOA^{3}R, the College hosts the annual High School Senior Day. Seniors from local high schools have the opportunity to tour the campus and attend workshops to learn about financial aid, majors, and opportunities for campus involvement. Other outreach events also take place to attract students with diverse interests, for example SciFri for prospective STEM majors, and Arts Day for students interested in the arts and humanities.

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

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

In addition, each year the new student orientation process is evaluated to ensure clarity of school protocol and procedures among new students (II.B.10). The results showed 93 percent of the respondents who took the online orientation agreed or strongly agreed that the process was useful, easy to follow, and improved their understanding of their program requirements. Of a very small population of respondents who participated in the face-to-face orientation, 100% agreed or strongly agreed to the same statements. In aggregate, 96 percent of the face-to-face orientation participants surveyed rated the presenters as "excellent" or "good." The

online orientation contains a brief quiz at the end of each of the five sections. Students must answer the questions correctly in order to proceed to the next section.

Service units at the College include Admissions & Records, Articulation, the Child Development Center, Counseling, Disabled Student Programs and Services, EOP&S, Cooperative Agencies Resources for Education (CARE), California Work Opportunities and Responsibilities to Kids (CalWORKs), Financial Aid, the Health and Wellness Center, the Transfer Center, and Student Life. EOPS/CARE/CalWORKS are organized in the same department. The Counseling Center also provides career development services and counseling services for international student and veterans. For the duration of the Title V grant, the Transfer Center reports to the president, however once the grant personnel are fully institutionalized in 2015, the center will report to the Dean of Counseling and Student Success. The Student Success program, which is integrated with counseling, provides follow-up and intervention services such as probation workshops and referrals for students who are academically at risk. Scholarships are managed in the office of the vice president of student services, with support from the College foundation. Last, the College has an active and vital office of Student Life which provides support and oversight of the student senate, clubs, and student life programming.

The College reviews the application and registration process to facilitate student access at least annually. The online application includes a satisfaction survey. Ninety-two percent of students who responded were very satisfied or satisfied with the online process ([II.B.11](#)). In 2013-2014, the College transitioned to the new statewide CCCApply. The new tool will be implemented during summer, 2014.

The College website lists online/distant learning opportunities for all students and has implemented a variety of services, addressing issues related to online learning, that are accessible to all students regardless of location ([II.B.12](#)). The links on the College online website include self-assessments to help students determine whether online learning is suitable for them ([II.B.13](#)).

Currently, the only fully off-site instructional program at Crafton Hills is the Basic Firefighter Academy, is temporarily relocated to the California Department of Forestry and Fire Protection (CAL FIRE) at 3800 North Sierra Way, San Bernardino, CA 92405 pending construction of a new Public Safety and Allied Health building. The temporary site is approximately 21.06 miles from the campus. Students enrolled in the Academy have access to all CHC online services, such as tutoring, application, orientation, transcript requests, and the ability to purchase parking permits, fee payments, and book orders. The Radiologic Technology program, jointly operated by Crafton Hills College and Arrowhead Regional Medical Center (ARMC), provides major course offerings in the clinical setting at the hospital, and general education prerequisites at the College. Students enrolled in this program also have access to all CHC online and face-to-face services.

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

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

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

II.B.2.1

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

B.2.b Requirements
- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

B.2.c Major Policies Affecting Students
- **Academic Regulations, including Academic Honesty**

- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

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

Descriptive Summary

Policy and procedure information is readily available to students and the community in formats that meet individual needs. The printed and online Crafton Hills College Catalog (II.B.15) provides information in the following categories: general college information (p. 5); mission and vision (p. 6); course, program and degree offerings (pp.55-72); academic freedom statement (p. 43); student financial aid (p.18); available learning resources (p.5 0); names and degrees of administrators and faculty (p.189); governing board members (p. 190); admissions (p. 28); student fees (p. 24); degrees, certificates, graduation and transfer (p. 73); academic regulations (p. 38); nondiscrimination (p.35); acceptance of transfer credits (p. 58); grievance and complaint procedures (p. 40); sexual harassment (p. 36) and refund of fees (p. 29).

Information about policies and procedures is also available in the Student Handbook, published in print and available online (II.B.16). The online orientation also contains general policy information concerning discrimination and sexual harassment, student conduct and academic integrity, and parking and safety. The location of policy information in these various sources is shown in Table II.B.1.

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

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

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

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

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

One of the chief challenges in the past several years has been the publication of the College Catalog in a timely fashion. Some years the catalog has not been available in either print or in online formats until the fall semester begins. The College has endeavored to clarify the timeline, identify responsible parties, and hold all contributors to specified deadlines; however, these attempts have not been completely successful; for example, the 2013-2014 catalog was not published until after the beginning of the fall semester. In addition, the catalog sometimes reflects inaccurate prescribed course sequences for academic programs. Recommendations the Curriculum Committee makes are not always published in the official college catalog, making it difficult to enforce academic program requirements. The addendum process does not occur frequently enough to capture all the errors in the catalog. To improve the timeliness and accuracy of the catalog, the College purchased an online catalog tool that will allow for year-round revisions and the generation of annual publications and addenda. The online catalog will be printable in a pdf format that is viewable and searchable online. The 2014-2015 College catalog will be published using the new online tool.

Table II.B.1: Location of CHC Student Policies and Procedures

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

Self Evaluation

The College meets this Standard; however the accuracy and timeliness of the College Catalog must improve.

Actionable Improvement Plan

Continue with plans to implement the new online catalog web-based software.

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

Descriptive Summary

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

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

Other service area outcomes focus on the impact of services on student success indicators such as retention, completion, and success. For example, a recent DSPS study showed a positive correlation between 2012-2013 students' use of services and their performance (II.B.23), and a recent study of the College's early matriculation process, Student Orientation, Application, Assessment, Advisement, and Registration, (SOA^{3}R) revealed SOA^{3}R participants were more likely than their non-participant peers to succeed in their courses (81 percent vs. 70 percent) and had higher fall to spring retention rates (89 percent v. 77 percent) (II.B.24.).

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

Outcomes are reported in the planning and program review process. Each service unit develops and assesses Service Area Outcomes (SAOs) to determine program efficacy. In addition, some units have developed Student Learning Outcomes to assess the impact of the unit on students' knowledge and attitudes. For example, Counseling has assessed the extent

to which students who participate in counseling services understand associate degree requirements (II.B.29).

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

Descriptive Summary

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

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

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

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

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

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

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

Disabled Student Programs and Services. DSPS services are described in the online orientation, the college catalog, the New Student Handbook, and the campus website (II.B.39). In addition, DSPS provides an online orientation for students who apply for disability-related services (II.B.40). The orientation features a built-in screen reader for individuals with print impairments. The DSPS application is downloadable and fillable, and the Verification and Consent for Release of Information forms are downloadable.

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

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

Health and Wellness Center. The Health and Wellness Center (HWC) webpage provides students with a wealth of information, including health insurance resources, the Patient Bill of Rights, and downloadable release of information and consent forms(II.B.43). Students can take online quizzes to determine their risk of alcoholism and drug addiction, and they can

take an anonymous screenings for depression, alcohol, and eating disorders (II.B.44).   The HWC website also provides links to Columbia Health's *Go Ask Alice!*, an online tool for the assessment of mental health and physical issues, and Facebook, allowing students to ask and receive answers to their health-related questions.

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

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

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

Self Evaluation

The College meets this Standard; however units that provide counseling services should provide them in online formats, particularly if more online courses are planned.

Actionable Improvement Plan

None

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

Descriptive Summary

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

Over the past three years the Communication Studies Department coordinated and promoted the Day of Public Advocacy for all public speaking students (II.B.46). The intent is to encourage students to become vocal public advocates for community issues and causes. Due to the popularity of the event, the department created Campus with a Voice Elocution (CWAVE) designed to hone the public speaking skills of students and professors and to empower them to fully engage in the College and the greater community (II.B.47).

During the fall, 2013, student government leaders led the College in opposing Assembly Bill 955 and its impending implementation at CHC. Their efforts led to over 4,000 petition signatures, joint student rallies with San Bernardino Valley College, classroom announcements, united support from the campus Classified and Academic Senates, several student testimonials and presentations at monthly Board of Trustees meetings on the topic (II.B.48), and the District's eventual withdrawal from the pilot. The Student Senate also led a successful referendum to assess a students a fee of $1.50 each semester to support the swimming facility and to make it more accessible to students for recreational purposes.

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

Students are active participants in participative governance at the College. All participative governance groups, including the Crafton Council have student representation included in their memberships (II.B.50 pp 6-7, 19-21, 31). The Academic and Classified Senates include a standing report from the Student Senate on their agendas.

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

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

shared governance committees (Campus Governance), and Interclub Council /Advisor Meetings (Training) ([II.B.53](#)).

The College currently has 31 clubs on campus through the office of Student Life ([II.B.54](#); [II.B.55](#)). Some campus clubs are academically themed, such as Math, English, Spanish, Philosophy, and Alpha Gamma Sigma (AGS), the California Community College Scholastic Honor Society. Other clubs focus on aesthetic interests, such as Art, Technology, and Photography; physical well-being, such as Aquatics, Universal Fitness, and Dance; and issues of diversity and inclusion, such as MECHA and Walking Tall, a club designed to support and assist undocumented students. Many other clubs exist on campus designed to meet the various needs of all students on campus.

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

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

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

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

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

Descriptive Summary

The College has a full service counseling office that is open to students 40 hours per week and provides both walk-in and counseling services by appointment. Students can also meet with counselors during workshops dedicated to assisting them in developing a Student Education Plan (SEP). Programs and services have been designed and developed to make the most effective use of the counseling resources at the College and to meet the needs of students in understanding pathways to their educational goal. For example, the College answered the need to provide guidance to a large number of new entering students during peak registration times by developing the New Student Advising workshops. New students who have completed assessment are directed to these workshops where they develop a two semester SEP. To meet the requirements of the Student Success Act of 2012, SEP workshops have been developed to assist students who have less than 30 units to develop a complete SEP. Students who have completed more than 30 units or have units they are transferring from other institutions still meet one-on-one with a counselor to address the complexity of the situation.

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

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

The Title V director will return to the counseling center in 2015, at the end of the grant's funding cycle. Additionally, a counselor currently serving as activity coordinator for the College's Title III STEM grant will be reassigned to counseling in 2016, at the end of that grant. These reassignments, together with the 2013-2014 new hires, will bring the counseling center to a more appropriate staffing level.

Regardless of staffing, the counseling department continually reviews and revises services provided. The department works closely with the Office of Institutional Effectiveness to assess SLO's (II.B.61) and evaluate processes such as the SOA^{3}R Program (II.B.62) and SEP workshops (II.B.63). Students' perceptions of counseling services are evaluated in the biannual administration of the Campus Climate Survey.

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

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

The purpose of the Transfer Advocate Program is to help students "gain the social and cultural capital needed to navigate the complexities of transferring to a university." Transfer advocates are instructional faculty who provide students with transfer information, advice, and mentoring regarding the transfer process.

The center conducts annual surveys to determine the effectiveness of the Transfer Advocacy program (II.B.65). The survey has shown the greatest number of contacts occurred in classrooms, rather than with individual students. Every two years, a student survey (II.B.66) is conducted to assess the effectiveness of Transfer Center workshops. The results showed most students surveyed felt the workshops helped them to meet their educational goals.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

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

Descriptive Summary

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

- The institution's values include creativity, inclusiveness, excellence, and learning centeredness (II.B.67).

- Goal 2.1 of the Educational Master Plan (Goal 2.1, Objective 2.1.12, p. 27) is to "Seek, welcome, and respect diversity, and promote inclusiveness." Objective 2.1.2 is to "Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented" (II.B.68).

- The 2010-2013 Enrollment Management Plan, currently under revision by the Student Success, Engagement, Enrollment Management and Matriculation Committee (SSEEMM), calls for the disaggregation of student data by race, ethnicity, gender, disability, and financial disadvantage to ensure the development and delivery of effective interventions for all CHC students (II.B.69 p2). The College last updated its equity data in 2011, and will submit more recent data in the November, 2014 Student Equity report to the state Chancellor's Office (II.B.69.a) The 2011 report showed that relative to males, females had higher course completion rates. African American, Native American, and Hispanic students had lower course completion rates than white students, and students with disabilities were less likely to complete their courses than their nondisabled peers. Students who qualified for financial aid were also less likely than those who did not receive financial aid to complete their courses. The results were similar across groups for English and mathematics basic skills and developmental course completion rates (II.B.69.a).

The institution maintains a Department of Disabled Student Programs and Services (DSPS) (II.B.70). The full inclusion of individuals with disabilities in academic and co-curricular activities supports and enhances student understanding and appreciation of diversity. For example, DSPS provides interpreting and captioning services that enable students with hearing limitations to participate fully in the classroom. The department also provides technology and training to ensure students with visual and learning disabilities have access to educational computing.

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

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

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

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

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

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

The number of Hispanic students at CHC has increased over the past several years, according to an examination of the fall 2012 student demographics (II.B.77, p 6). Research shows that in 2012, 39.4 percent of CHC students were Hispanic. In response to CHC's changing demographics, the Transfer Center has developed an objective to increase the participation of Hispanic students in transfer activities, a new club for undocumented students (II.B.78) was created, and the College offered parent orientations in Spanish (II.B.79). The College has a Title III grant to increase the participation of Hispanic students in STEM programs

(II.B.79.a), and a Title V grant (II.B.79.b) to increase Hispanic students' transfer to four-year colleges and universities.

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

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

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

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

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

Descriptive Summary

The Admissions and Records (A&R) Office, its processes, and practices are routinely evaluated as part of the College's regular program review cycle and meet the rules and regulations of Title 5 and California Education Code. The A&R office reviews the results of the biennial student satisfaction survey regularly to evaluate the department's processes and practices (II.B.82). The department also uses point of service surveys to evaluate their effectiveness and the quality of the service provided to students (II.B.83).

The College ensures that the cultural and linguistic biases are minimized by using placement instruments that are sanctioned and approved by the California Community College Chancellor's Office such as Accuplacer, which is used for student assessment and placement into math and English courses. As a condition of approval, the vendor must be able to

demonstrate that their instrument is free of cultural or linguistic biases. The assessment instrument for the general student population is Accuplacer. Students are provided complete instructions of the assessment process in the Student Pre-Assessment Review Guide, available online at the Assessment web page (II.B.84).

The College regularly evaluates placement instruments to validate their effectiveness and minimize biases (II.A.85). The Mathematics department reviewed cut scores and conducted a content validation assessment in 2011 (II.B.86). In 2013 the mathematics cut scores were again examined. The department is working collaboratively with the Office of Institutional Effectiveness, Research and Planning (OIERP) to identify educational background measures that are predictive of success in mathematics courses (II.B.87). The English department conducted a content and cut score validation study in 2013 (II.B.88). Disproportionate impact is assessed in all assessment and placement studies).

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

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

Student policies and procedures are published in the College Catalog and in the new Student Handbook, both of which are revised and published annually. The Catalog and the Handbook include Family Educational Rights and Privacy Act (FERPA) guidelines. The online application now includes the release of directory student information check box that appears on the paper application. FERPA training was provided to all full-time and adjunct faculty and Student Services personnel in fall 2010

Permanent student records are securely kept in various databases which require login of authorized personnel to access. Paper records are scanned to a secure imaging database. After being imaged, the paper records are then boxed and stored in a secure storage facility until such time as they can be destroyed in accordance with Title 5 and District policy (II.B.89) regarding the retention and destruction of student records (II.B.90). District Computing Services maintains backups of all systems on regularly scheduled intervals.

The institution publishes the Notification of Rights under FERPA in the College Catalog which describes the policies the institution must follow to ensure confidentiality of the

student's records and personal information ([II.B.91](#), p. 37). The College complies with FERPA regulations by requiring students to present a valid, government issued, photo identification before releasing student records

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

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since the last self-evaluation, all service units have completed at least two full planning and program review cycles and have participated in the College's annual planning process. All student services units have developed Service Area Outcomes, evaluate them according to a unit-level plan, and use the resultant information for program improvement ([II.B.92](#)). The planning and program review process requires that units report their SLOs and SAOs annually, and that they demonstrate how the results will be used to improve services and learning.

Each student services unit has worked closely with the Office of Institutional Effectiveness, Research and Planning to choose appropriate outcomes and assessments. The OIERP has conducted climate surveys, point of service surveys, and correlational studies to determine the effectiveness of student services and programs ([II.B.93](#)). Two particularly valuable assessment instruments have been the Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE) ([II.B.94](#); [II.B.95](#)). These two instruments are administered to a large sample of students in alternate years. The survey includes items specific to each department. Student services units discuss the results and address the implications in the annual planning processes. For example, the Financial Aid department

responded to student perceptions that the staff was unfriendly and unhelpful by holding customer services workshops for Financial Aid staff during spring 2014. They also implemented Student Appreciation Day and provided a free barbecue lunch for financial aid students.

A Spring 2012 Student Satisfaction Survey revealed that many students were not satisfied with the friendliness of the College's counseling department, possibly the result of the low staffing in that area (II.B.94). In response, the College has added two full-time tenure-track counselors to the staff, and has prioritized additional counseling support at the top of the 2013-2014 program review priority list.

Assessment of transfer workshops showed students tended to agree or strongly agree that the workshop they attended would help them to meet their educational goals. The department responded by increasing the number of transfer workshops offered each year (II.B.27).

Research showed high school students who participated in SOA[3]R were more likely than a comparison group to complete and succeed in their courses, and had higher fall to spring retention (II.B.96). Another study showed that students who used DSPS services were more likely to finish their courses and remain enrolled from spring to fall semester, but were less likely to earn a grade of record than their non-disabled peers (II.B.97).

The annual Senior Day event, coordinated through Counseling with participation from service and instructional units, is assessed and the results are used to improve the event each year (II.B.98). For example, student comments that the tour guides were not knowledgeable prompted the Director of Student Life to conduct annual tour guide training to develop a script for all campus tours.

Assessment of the Left Lane Project, a program designed to reduce the amount of time it takes students to earn a degree at Crafton Hills College, showed Left Lane students were more likely to enroll in and successfully complete a math and/or English course than students in the comparison group during their first semester (II.B.99). The program was particularly impactful for African American students. Given the positive impacts of the SOA[3]R program and Left Lane Project on student success, the College developed a three-year plan to expand both programs in order to reach a larger population, with the eventual goal of serving all first-year students.

Self evaluation

The College meets this standard.

Actionable Improvement Plans:

 None

Evidence, Standard II.B. Support Services

II.B.1   Mission: Mission Statement, Vision Statement, Institutional Values, and
            Educational Philosophy Statement
            http://www.craftonhills.edu/About_CHC/Mission
II.B.2   Educational Philosophy
            http://www.craftonhills.edu/About_CHC/Mission
II.B.3   2013 Environmental Scan: San Bernardino Community College District
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
            arch%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20
            _FINAL%20_Report10_24_13.pdf
II.B.4   The Relationship between SOA^{3}R and Student Success, 2009-2012
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
            arch%20and%20Planning/Research%20Briefs/Student%20Services%20Resear
            ch/1314_SOAR_FA09toFA12_Report.pdf
II.B.5   Left Lane Project General Information
            http://www.craftonhills.edu/Current_Students/Left_Lane_Project/General_Info
II.B.6   College Catalogue
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20
            Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.7   Student Success Planning Checklist
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Current%20Students/
            CHCStudentSuccessChecklist.pdf
II.B.8.   Prospective, Current, and Online Students Website
            http://www.craftonhills.edu/CHC/Current%20Students.aspx
II.B.9   New Student Orientation
            http://www.craftonhills.edu/Prospective_Students/Orientation
            New Student Orientation Evaluation Survey Results
II.B.10   http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
            arch%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_
            OrientationEvals_FA12_SP13.pdf
II.B.11   Admissions and Records Program Outcomes, CCCApply
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
            arch%20and%20Planning/Outcomes%20Reports/Programs/2011SP_AandR.p
            df
II.B.12   Online Learning Links
            http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes
II.B.13   Is Online Learning Right For Me?
            http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Is_Online_Ri
            ght_for_Me
II.B.14   Substantive Change Proposal, Basic Firefighter Academy, p. 4
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20S
            taff/Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Cha
            nge%20Proposal%20Jan%202014.pdf
II.B.15   CHC Catalog, 2013-2014
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20
            Certs/Catalogs/Online-Catalog-13-14.pdf

II.B.16 Student Handbook
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Prospective%20Stud
ents/Orientation/CHC-Student-Handbook-2013-14.pdf

II.B.17 CHC Website, Prospective Students, Apply
http://www.craftonhills.edu/Admissions_and_Records/Apply

II.B.18 2012 Student Survey Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfacti
onSP2012%282%29.pdf

II.B.19 Community College Survey of Student Engagement (CCSSE)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf

II.B.20 CHC Planning and Program Review Schedule, 2013-2020
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_S
chedule_1314to1617.pdf

II.B.21 DSPS POS Satisfaction Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Research%20Briefs/POS_DSPS_FA12.pdf

II.B.22 EOPS POS Satisfaction Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Research%20Briefs/POS_EOPS_FA12.pdf

II.B.23 DSPS Study
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Research%20Briefs/1213_DSPS_Utilization_Succe
ss.pdf

II.B.24 SOA[3]R Success Rates Study 2009-12
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Research%20Briefs/Student%20Services%20Resear
ch/1314_SOAR_FA09toFA12_Report.pdf

II.B.25 Senior Day Evaluation Research Brief
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Satisfaction%20Survey/Student%20Services/Senior
DayBrief2011.pdf

II.B.26 Health and Wellness Center, Faculty Feedback Research Brief
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_
HWC_2013SP_FacEvals.pdf

II.B.27 Transfer Center Workshop Evaluations Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Rese
arch%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluatio
ns.pdf

II.B.28 Student Educational Planning Workshop Evaluation
http://depts.craftonhills.edu/Research/SEP/sep.htm

II.B.29	Counseling SLO Results Fall 2012
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf
II.B.30	Admissions and Records Homepage
	http://www.craftonhills.edu/Admissions_and_Records
II.B.31	CCC Apply Portal
	http://www.craftonhills.edu/Admissions_and_Records/Apply/Apply_for_Admission
II.B.32	CCC Application Logon Page
	https://secure.cccapply.org/Applications/CCCApply/custom_logons/logon.asp?nextpage=/Applications/CCCApply/CCCApply1.asp?application_id=1617
II.B.33	Webadvisor Homepage
	https://webadvisor.sbccd.cc.ca.us/WAProdCHCSec/WebAdvisor?TYPE=M&PID=CORE-XWMAIN&TOKENIDX=9258371834
II.B.34.	Parking and Safety Homepage
	http://www.craftonhills.edu/Current_Students/Parking
II.B.35.	Online Bookstore
	https://bookstore.craftonhills.edu/Buy_Supplies_and_More_Online
II.B.36	Counseling Homepage
	http://www.craftonhills.edu/Current_Students/Counseling
II.B.37	Career Services Homepage
	http://www.craftonhills.edu/Current_Students/Counseling/Career_Services
II.B.38.	Transfer Center Homepage
	http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.39	Disabled Student Services Homepage
	http://www.craftonhills.edu/Current_Students/Disabled_Student_Services
II.B.40	DSPS Online Orientation
	http://www.craftonhills.edu/Orientation/DSPS/chcdsps.asp
II.B.41	EOPS/CARE/Cal WORKS Homepage
	http://www.craftonhills.edu/Current_Students/EOPS_CARE_CalWORKs
II.B.42.	Financial Aid Homepage
	http://www.craftonhills.edu/Current_Students/Financial_Aid
II.B.43	Health and Wellness Center Homepage
	http://www.craftonhills.edu/Current_Students/Health_and_Wellness_Center
II.B.44	Mental Health Screening Log-In
	http://www.mentalhealthscreening.org/screening/CRAFTONHILLS
II.B.45	Student Life Homepage
	http://www.craftonhills.edu/Current_Students/Student_Life
II.B.46	Day of Advocacy Training Announcement
	http://www.craftonhills.edu/News/February_2014/CWAVE_Day_of_Advocacy
II.B.47	CWAVE Public Advocacy Program
	http://www.cwavecraftonhills.com/

II.B.48   September 12, 2013 Board of Trustees Meeting Minutes
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/9-12-13.pdf

II.B.49   May 17, 2012 President's Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/President%27s%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf

II.B.50   CHC Organizational Handbook, pp. 6, 7, 19-21, 31
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf

II.B.51   Brush with Kindness Slideshow
http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Spring_2014_Slideshows/A_Brush_with_Kindness

II.B.52   Three Peaks Challenge: Hike Through Mt. Baldy
http://www.craftonhills.edu/Three_Peaks_Challenge

II.B.53   November 14, 2013, Board of Trustees Meeting Minutes. Associated Students Report (Day of the Dead, Food Drive, Veterans Art Show, AB955)
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/11-14-13-2.pdf

II.B.54   Campus Clubs
http://www.craftonhills.edu/Current_Students/Student_Life/Clubs

II.B.55   Student Life Homepage
http://www.craftonhills.edu/Current_Students/Student_Life

II.B.56   Student Senate
http://www.craftonhills.edu/Current_Students/Student_Life/Student_Senate

II.B.57   College Honors Institute
http://www.craftonhills.edu/Degrees_and_Certs/College_Honors_Institute

II.B.58   Honors Institute Program Level Outcomes
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/College%20Honors%20Institute/CHI%20PROGRAM%20LEVEL%20OUTCOMES.pdf

II.B.59   College Hour
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/News/April%202014/Sexual%20Assault%20Awareness%20Month.pdf

II.B.60   Counseling Program Review, 2013, #2, External Factors
https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/b3b7b835-8135-457c-bd4e-0af98b678042

II.B.61   Counseling SLO Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf

II.B.62   The Relationship Between SOA[3]R and Student Success Research Study
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf

II.B.63	Student Educational Planning Workshop Evaluation Form
	http://depts.craftonhills.edu/Research/SEP/sep.htm
II.B.64	The Transfer Center
	http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.65	Transfer Advocate Satisfaction Survey
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/TAP%20Brief_Final_updated.pdf
II.B.66	Transfer Center Workshop Satisfaction Survey
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluations.pdf
II.B.67	College Mission Homepage
	http://www.craftonhills.edu/About_CHC/Mission.aspx
II.B.68	Educational Master Plan
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
II.B.69	2013 Enrollment Management Plan, p. 2
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Enrollment%20Management%20Committee/Enrollment%20Management%20Plan%20May%205%202011.pdf
II.B.69.a	Crafton Hills College Student Equity Data, 2011
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/1011_CHC_Equity_Report(2).ashx
II.B.70	Disabled Student Services Homepage
	http://www.craftonhills.edu/Current_Students/Disabled_Student_Services
II.B.71	Student Clubs Homepage
	http://www.craftonhills.edu/Current_Students/Student_Life/Clubs
II.B.72	Day of the Dead 2013 Slideshow
	http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Day_of_the_Dead_2013
II.B.73	Wa'at Native American Days 2013 Slideshow
	http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Wa'at_Native_American_Days
II.B.74	Arabic Celebration Slideshow
	http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Arabic_Celebration
II.B.75	President's Newsletter, May 17, 2012 regarding Multicultural Day
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/President's%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf
II.B.76	Professional Development Ideas 2012-2013, Theme, Diversity
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/BrownSummary.pdf

II.B.77	Crafton Student Characteristics And Successful Student Behaviors , Slide 6 of 23 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_StuChar_Suc_FA12.pdf
II.B.78	Walking Tall http://www.craftonhills.edu/Current_Students/Student_Life/Clubs/Walking_Tall
II.B.79	Parent Orientation http://www.craftonhills.edu/News/2012/August_2012/Roadrunner_Rally_and_Parent_Orientation_Wednesday_August_5
II.B.79.a	STEM Grant webpage http://www.craftonhills.edu/About%20CHC/STEM%20Grant
II.B.79.b.	Title V Transfer Prep Grant webpage http://www.craftonhills.edu/About_CHC/Title_V_Transfer_Prep_Grant
II.B.80	"Diversity in the I.E" Survey http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/DiversityintheIE.pdf
II.B.81	2012 Student Satisfaction Survey http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.82	2012 Student Satisfaction Survey http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.83	Admissions and Records Program Review https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/d8876382-9323-46dd-b97b-b91654bc5eb9
II.B.84	Pre-Assessment Review Guide http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Current%20Students/Counseling/Assessment/Assessment%20Guidelines%20and%20Pre%20Assessment%20Review%20Guide.pdf
II.B.85	English and Reading Cut-Score and Content Validation Results Summary http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/PossibleCutScoresEnglish_Current.pdf
II.B.86	Research Brief, Math 952 Course Success Rate by Accuplacer Cut-Score Fall 2011 and Spring 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/1213_M952_CutScoreImpact.pdf
II.B.87	Math Timeline for Identifying and Implementing New Background Measures http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/Math_CutScores_Plan2.pdf

II.B.88   English and Reading Cut-Score and Content Validation Results Summary
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/PossibleCutScoresEnglish_Current.pdf

II.B.89   District Board Policy 3310 – Records Retention and Destruction
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/3000/3310_Records.pdf

II.B.90   District Administrative Procedure – Records Retention and Destruction
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/3000/3310__AP.pdf

II.B.91   Notification of Rights under FERPA, p. 37 of the College Catalog
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf

II.B.92   Program Assessment Reports
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/1213ADRECPLO.pdf

II.B.93   OIERP Research Briefs and Reports
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports

II.B.94   2012 Student Satisfaction Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf

II.B.95   Community College Survey of Student Engagement (PowerPoint Presentation)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CCSSE_2009_2010_2011.pdf

II.B.96   The Relationship Between SOA[3]Rand Student Success, Fall 2009 to Fall 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf

II.B.97   DSPS Students and Student Performance, 2012-2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_DSPS_Utilization_Success.pdf

II.B.98   2011 Senior Day Assessment
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/SeniorDayBrief2011.pdf

II.B.99   Crafton Hills College 2012 Left Lane Student Outcomes
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3_Dash.pdf

III.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Descriptive Summary

Crafton Hills College primary learning support services include all Library services, Technology Services, collections, the Copy Center/Teaching Aids, the Teaching and Learning Center, the Distance Education Lab, and the Tutoring Center, all housed in the Learning Resource Center (LRC). All of these areas work cooperatively under one roof in a complementary fashion.

The mission of the Crafton Hills College Library is "to support the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and by maintaining a high-quality collection of print and electronic resources." ([II.C.1](#)) The Tutoring Center provides a broad range of academic support services ([II.C.2](#)):
- Subject tutoring (Math, Language, and Sciences)
- Writing tutoring
- Workshops
- Computers and printers
- Study rooms

The Tutoring Center is also a resource when students need help with time management, study skills, note-taking skills, test-taking skills, goal-setting, and reading a college textbook. The Tutoring Center staff also provides coordination, scheduling, and tracking for the College's Left Lane Project, a program designed to promote student success and completion. Activities of the Left Lane Project include a student orientation to the program, periodic check-in,

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mandatory tutoring, and a Summer Bridge for students who place in pre-collegiate mathematics.

Crafton Hills College offers a full complement of library and academic support services to support instructional programs. The College offers instructional services primarily in a single location. With the exception of a temporary off-site location for the Fire Academy pending the construction of a new facility, off-site programs do not exist at the College, and the Radiologic Technology program, which provides major courses at the Arrowhead Regional Medical Center and general education and prerequisite courses at CHC.

Library

The recently built (2010), state-of-the-art 59,100 square-foot Learning Resource Center (LRC) is the largest building on the campus. The LRC houses the Library which, along with the Tutoring Center, comprises instructional support (II.C.1; II.C.2). The Library provides over 60,000 items in print, over 140,000 electronic books, reference assistance, research instruction, 96 public access computers, 11 study rooms, fax, copying and printing to support the diverse needs of the campus community both on campus and online. In 2011, Library Reference and Circulation e-mail addresses were created and posted online, and on all Library printed materials in order to increase staff availability to students.

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and on Fridays from 8:00 am to 4:00 pm. Library's hours of operation varies during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

The Library provides extensive services to support the College's academic programs and to promote student success. Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers. Technical services include cataloging, acquisitions and the processing of all materials purchased for the Library. The collection currently consists of over 60,000 physical items in various formats (e.g., print books, periodicals, audio-visual materials) as well as both broad and targeted research databases and e-books fulfilling an important aspect of the Library's mission "to support the education and success of students in a quality learning environment.

The Library staff supports student education by giving instruction on research techniques, teaching information competency skills, and providing a high quality collection of print and electronic resources. Librarians conduct library orientations for classes in a broad range of disciplines upon faculty request. Circulation services includes the checking out of materials, purchasing and handling of periodicals, preservation of Library Archives, maintenance of Circulation policies, and the issuance of IEALC (Inland Empire Academic Library Cooperative) cards. Interlibrary loan services move materials beyond the doors of the Library through collegial borrowing agreements with other institutions, thus allowing students access to a broader range of materials from other libraries. Reserves services allow students to use textbooks and other course materials set aside by classroom instructors to assist in coursework. The EBSCO host database provides access to thousands of journals in all subject areas--English, History, Math, Science, Art, Philosophy, Psychology and much more, providing convenient and accessible support for research papers, projects, essays, and inquiry. With the purchase of the H.W. Wilson Company, EBSCO now offers full-text articles from more than 2,200 journals and 500 podcasts and video casts, covering subject areas including the Humanities, Education, General Sciences, Technology, Business and more. Films on Demand is a Web-based digital video delivery service that allows students to view streaming videos from Films Media Group anytime, anywhere. Students can choose from thousands of high-quality educational titles in dozens of subject areas (II.C.3.). Special features allow users the ability to organize and bookmark clips, create and share playlists, personalize folders, and manage their entire collection through a robust administrative reporting system. Wireless Printing Services are offered to all students in Learning Resource Center (II.C.4.). Last, the library currently offers 96 public access computers for all students, housed on the main floor.

The library serves as the main source of academic materials outside the classroom in order to support the curricular and learning needs of students. Analysis of the library collection is conducted on an ongoing basis with de-selection and selection of materials occurring primarily during the summer months. This process is carried out in line with the collection development policy (II.C.5.)

Each year, the library faculty and staff, after an examination of the collection, selects two to three areas in which to focus collection for the coming fiscal year. Librarians use their expertise and knowledge of collection development to select disciplines that are in most need of updating. Instructional faculty members are also consulted in this process through attendance at shared governance and academic senate committees.

Active shelf list reports of print materials are produced and used on a periodic basis and on demand, showing holdings by title, call number, and usage. The practice identifies the

relative efficacy of the library's collection. Electronic resources statistics are analyzed by library staff to determine usage and effectiveness of instruction.

Tutoring

The Tutoring Center is the second of the College's two academic support units, serving both the students and the faculty (II.C.6.). The center provides a variety of support services to students, instructors, and departments that include:

- Individualized and small group tutoring services;
- 24 computers available to students for accessing online and supplemental course materials;
- Permanent, specialized assistance personnel (Instructional Assessment Technicians) in Math, English and Reading;
- Peer tutors within specialized areas;
- Study skills and discipline-specific workshops open to the entire student body;
- Specialized supplemental assistance programs targeting developmental education courses in reading, writing, and mathematics (Supported Learning Activity (SLA) Pre-algebra program; Summer Bridge program for developmental math and English students and peer-led Study Groups)
- Proctored testing availability in collaboration with instructors and departments.

At Crafton Hills College 67 percent of Crafton students place into developmental level English courses, and 94 percent place into developmental math courses. Most Crafton students begin their college careers without the English, reading, and math skills that they need to be successful in college (II.C.7.). It is imperative that the College's learning support services recognize this need and provide services that are sufficient in quantity, currency, depth, and variety to improve students' academic skills.

The Tutoring Center supports instruction in a variety of ways. For example, the Reading Support Program pairs reading paraprofessionals with Reading 925 (Introduction to Reading) classes. Small groups of 3-7 students meet weekly for 50 minutes with reading to participate in supplemental reading activities. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.).

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

II. C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The College librarians coordinate with discipline faculty to determine the need for both electronic and print materials available in the library. Each year, the library staff selects two to three areas of focus to build the collection. Librarians then reach out to faculty in these disciplines for additional guidance and support. A collection development policy is in place to help guide and inform this process (II.C.5.). Any faculty, staff, or student can make a suggestion for a specific book or material through the CHC library website by completing an online form (II.C.9.). Suggestions are then vetted by the librarians in accordance with library and institutional need. To more specifically support students, instructional faculty provide library faculty and staff with course information including syllabi, specific assignments, desired learning outcomes for students coming to the library either independently or as part of a specific class period.

The library and tutoring center work closely with Technology Services to ensure that computers and other equipment in the library are properly functioning and up to date (II.C.10).

The tutorial center faculty and staff coordinate with instructional faculty to ensure that appropriate materials are available in the tutoring center to support student needs. Tutoring Center staff request input from instructional faculty regularly for guidance to guide the acquisition of books and other learning materials.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

III.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

Though the institution has developed two courses in information literacy, over the last three years, these courses have not been offered due to budget constraints. However, the teaching of information literacy skills occurs in other effective ways.

Reference services include one-on-one research instructions, group orientations, and bibliographic instructions where students learn effective use of print and electronic resources, and how to become information-literate researchers. Each service serves to reinforce information competency tailored to the need of specific courses as well as the needs of individual students. A printed schedule of library instruction and orientations are provided by librarians upon request.

Information competency skills are delivered to distributed education students through collaboration between instructors and librarians. Librarians are consulted on an as-needed basis to provide information literacy content as it pertains to an individual course.

The tutoring department provides a variety of services including one-on-one tutoring, group tutoring, and workshops designed to help students continue to strengthen their skills in information competency.

Outreach is conducted by library staff through classroom visits, attendance at various shared governance and academic senate meetings to provide faculty with information on the services offered to increase informational competency in students.

The library uses the established program review process and SLO assessments to assess student competencies in information retrieval and use (II.C.11; II.C.12.).

Last, information competency is covered in courses such as English 101 and in other courses that require students to access, assess, and use information (II.C.13.). An examination of specific course outlines provides insight into which courses have a heavy information literacy component and how those are assessed.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

III.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

During the fall and spring semesters the Library is open 60 hours per week, Monday through Thursday from 8:00 am to 9:00 pm, and Fridays from 8:00 am to 4:00 pm. Library hours vary during intercessions but are generally 8:00 am to 3:00 pm. The Library has been closed on weekends for many years due to a lack of staffing. Limited weekend class offerings limit the need for weekend hours. As the campus expands and more courses are offered on Saturday and Sunday, weekend hours will need to be re-established. Current Library hours are always posted outside the Library, at the LRC main entrance and on the Library's website.

In addition to the operating hours mentioned above, all faculty, staff and students have access to the electronic resources offered through the library both on campus and off, 24 hours per day, 7 days per week. The library does not offer off-site programs, although many library resources are available online. All users can access these materials from off campus using a designated username and password.

Crafton Hills College, like other public entities, is constantly striving to ensure that its technology is accessible to everyone interacting with the campus, in accordance with the Americans with Disabilities Act. Toward that end, the College builds accessibility into its web site, provides assistance to faculty and staff on how to address accessibility in their unique work areas or instructional strategies, and helps develop accessible workstations throughout the campus. Technology Services works closely with the campus Disabled Student Program and Services Office to do everything it can to ensure that all students and staff can use technology effectively throughout the campus.

The institution demonstrates that it takes responsibility for all programs and services by requiring all programs and services participate in the annual planning and program review process. Student or faculty complaints regarding library services are brought to the dean who is responsible for evaluating the complaint and taking appropriate steps to remedy the issue.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

III.C.1.d. The institution provides effective maintenance and security for its library and other learning support services.

Descriptive Summary

Because the LRC is a new building (August 2010) the maintenance needs are minimal. Maintenance and custodial workers lock and unlock the library doors, and maintain clean restrooms and working areas. A strict no food or drink policy is enforced upon entry into the library/computer/tutoring center locations. For additional security, magnetic tags on books, periodicals, and media items will set off the alarm at the security entrance/exit gate.

It is a policy of the Board of Trustees for the San Bernardino Community College District to protect members of the entire College community and the property of the District. In accordance with this policy, the District maintains a Police Department 24 hours per day, 7 days per week. The officers are sworn and duly Commissioned Police Officers of the State of California as defined in section 830.32 of the Penal Code and 72330 of the California Education Code and authority extends to anywhere within the state. The campus security extension is displayed in all rooms.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

III.C.1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

Descriptive Summary

The College houses twenty-five databases and online book collections (II.C.14.). These include the eBook Academic Collection with 120,000 eBooks, including titles from leading

university presses such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, and Harvard University Press. The eBook Community College Collection focuses on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the Humanities and Social Sciences, Business, Science & Technology, and Literary Criticism. These are vetted and purchased through the Community College League of California's Library Consortium (CCLC). The CCLC contract for Library Databases includes but is not limited to the resources described in Table II.C.1.

Table II.C.1, Library Databases

Database	Function and Topic Areas
EBSCO Academic Search Complete	This EBSCO host database provides access to thousands of journals in all subject areas, including English, History, Math, Science, Art, Philosophy, Psychology and more. With the purchase of the H.W. Wilson Company, EBSCO offers full-text articles from more than 2,200 journals and 500 podcasts and video casts, covering subject areas in the humanities, education, general sciences, technology, and business.
Art Museum Image Gallery	Database includes over 100,000 art images from museums around the world, as well as artist biographies. Students can search by artist name, genre, medium and more and retrieve high resolution image results.
Auto Repair Reference Center	Contains do-it-yourself repair and maintenance information on most major manufacturers of domestic and imported vehicles.
Book Index with Reviews	A comprehensive database that provides information on over 5 million book titles, in a wide range of formats as well as almost 800,000 full-text searchable book reviews.
Book Index with Reviews - Entertainment	Provides information on about 450,000 music titles and 200,000 DVD/video titles searchable by favorite artist or performer, or a specific genre
Business Searching Interface	Provides business researchers with the highly refined tools they need, in order to conduct sophisticated searches for the business content that they require
Communication & Mass Media Complete	Provides the most robust, quality research solution in areas related to communication and mass media.
Consumer Health Complete	The single-most comprehensive resource for consumer-oriented health content. It is designed to support the information needs of patients, and to foster an overall understanding of health-related topics. CHC provides content covering all areas of health and wellness from mainstream medicine to the many perspectives of complementary, holistic and integrated medicine

Database	Function and Topic Areas
Credo Reference	Provides access to more than 600 reference titles from over 80 publishers. Get access to reliable information from encyclopedias, dictionaries, biographies, bilingual dictionaries and more. Tools such as image search, concept maps, crossword solvers and measurement conversions assist you in locating and using reference information effectively
CountryWatch	A comprehensive database of information on countries around the world. The database features current maps (including physical, political, manufacturing, environmental and other data), flags, economic, political, social, gender, investment, intelligence and other extensive country information
eBook Academic Collection	Contains nearly 120,000 eBooks, including titles from leading university presses such as Oxford University Press, State University of New York Press, Cambridge University Press, University of California Press, MIT Press, Harvard University Press and many others
eBook Community College Collection	Focused on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key subject areas such as the humanities and social sciences, business, science & technology, and literary criticism
Education Research Complete	Covers topics related to curriculum and instruction as well as administration, policy, funding, and related social issues. Topics covered include all levels of education from early childhood to higher education, and all educational specialties, such as multilingual education, health education, and testing. This database also includes full text for hundreds of books and monographs, and full text for numerous education-related conference papers
Environment Complete	Offers deep coverage in the areas of agriculture, ecosystem ecology, energy, and affiliated areas of study
History Reference Center	Features full text for more than 1,990 reference books, encyclopedias and non-fiction books from leading history publishers as well as full text for more than 200 leading history periodicals
Legal Information Reference Center	Provides exclusive online full text for many of the top consumer legal reference books, contains hundreds of full-text publications and thousands of legal forms, with more content being added on a regular basis
Library, Information Science & Technology with Full Text (LISTA)	Covers subjects including librarianship, classification, cataloging, bibliometrics, online information retrieval, information management and more

Database	Function and Topic Areas
Literary Reference Center Plus	A comprehensive, full-text database that provides the most relevant information on thousands of authors and their works across literary disciplines and timeframes to give students, professors and researchers a complete foundation of literary reference works to meet their research needs
MasterFILE Complete	Offers the largest collection of the most popular full-text magazines, journals, and other highly-regarded sources from the world's leading publishers, covering virtually every subject area of general interest
Oxford Music Online	Contains more than 8,000 articles on composers, performers, conductors, instruments and notation, forms and genres, and individual works
Points of View	Contains resources that present multiple sides of an issue, and provides the basis from which students can realize and develop persuasive arguments and essays, better understand controversial issues and develop analytical thinking skills
Political Science Complete	Provides extensive coverage on global political topics and a worldwide focus, reflecting the globalization of contemporary political discourse and designed specifically for students, researchers and government institutions.
Science Reference Center	Contains full text for hundreds of science encyclopedias, reference books, periodicals and other sources on the topics of biology, chemistry, earth and space science, environmental science, health and medicine, history of science, life science, physics, science and society, science as inquiry, scientists, technology and wildlife
Small Business Reference Center	Offers a wide variety of information on small business and entrepreneurial subject areas, common business types, a help and advice section, and provides information on how to create business plans that lead to successful funding
SocINDEX with Full Text	A comprehensive and high-quality sociology research database. Its extensive scope and content provide users with a wealth of extremely useful information encompassing the broad spectrum of sociological study
Vocational Studies Complete	A unique database covering such varied topics as: alcohol and drug abuse counseling, audiology, biotechnology, computer and data processing, CAD, cosmetology, electrical technology, fashion design, forensics, graphic arts, health information technology, interior design, law enforcement and criminal justice, paralegal studies, robotics, travel and tourism, veterinary assisting, and dozens more

The library benefits from the expertise and cost-savings provided by the CCLC for its database contracts. CCLC does quality control on the contracted databases, service, assistance with questions, renewal reminders, and it helps with the purchase of contracts.

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

> **II.C.2** **The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

Library
The library has defined and is in the process of assessing learning outcomes for information literacy as well as service outcomes for the department. Further, information literacy is a part of the College's general education learning outcomes and institutional learning outcomes for all students. Institutional Learning Outcome #5 regarding information literacy states, "Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully" (II.C.15). The College has identified information literacy as a General Education Learning Outcome through a shared governance process. The library faculty uses the GLO and SLOs both for the library and other disciplines to integrate information literacy into the day to day work with students. However, assessment of this GLO has not yet been completed. The most recent library SLO assessment was inconclusive; the assessment tool is under revision (II.C.11).

In Spring of 2013, the library successfully applied for a grant from the Association of Research Libraries (ARL) to deliver the LibQUAL evaluation designed to assist libraries with the collection and interpretation of library user feedback. LibQUAL administration and data collection can be used to identify best practices, analyze shortfalls, and to allocate resources.

The web-based LibQUAL evaluation was administered to a random sample of students enrolled at Crafton for the first time in fall 2013 (II.C.16.). The results of the evaluation

were compiled by the ARL and summarized by the Office of Institutional Effectiveness, Research and Planning at Crafton in a research report. The LibQUAL tool provided the library the opportunity to collect data primarily on the following three library service quality dimensions: a) Service Affect, b) Information Control, and c) Library as Place.

The evaluation elicited respondents' opinions on statements corresponding to these three dimensions, and provided service gap scores which illustrate the extent to which is Crafton is meeting or exceeding respondents' expectations. The evaluation also includes library use patterns, satisfaction, information literacy outcomes, and open-ended comments. Additionally, LibQUAL participants can choose to compare library service performance with that of other institutions since access to aggregate data and reports from other institutions is provided by the ARL. The Library staff is reviewing the results of the survey during spring 2014 and will use the results to improve services and support.

As described above, all services are assessed through the planning and program review process. A full program review is completed every four years with annual planning update in all other years. It is important to note that, during the 2012-2013 review, the library conducted a full program review and was deemed to be exemplary after years of receiving the designation of "distressed program" (II.C.17.)

In addition to the program review process, input is collected from faculty, staff and students to evaluate the effectiveness of library and tutoring services on an ongoing basis. Measurement tools include CCSSEE, Student Satisfaction Survey, and point of service surveys. The Student Satisfaction survey showed that 95 percent of respondents felt that library resources meet their needs (II.C.18.).

In addition to SLO, LibQUAL, and CCSSE results, the Library tracks student use statistics. The assessment of the library's use statistics continues to be a high priority as it is one of the basic foundations that inform library service (II.C.19.). Data points tracked by the Library staff and reported in the Planning and Program Review process include:
- Door counts
- Database use
- Frequency of student and community use of the Inland Empire Academic Library Consortium card
- Circulating materials
- Computer use

Tutoring
Like all other service units, the tutoring center participates in annual planning and program review. The process requires that programs provide qualitative and quantitative evidence of their effectiveness.

A spring 2012 Student Survey regarding whether students were satisfied with instructional support services revealed a high level of student satisfaction (II.C.18.). Overall, 91 percent of the respondents are satisfied or very satisfied with the services provided for students at Crafton. Ninety-six percent of students surveyed agreed or strongly agreed that tutoring services are readily available.

A second example of the tutoring center's efficacy can be found in the results of an evaluation of the department's reading support program which, as mentioned earlier in this document, pairs reading paraprofessionals with developmental reading classes. A student survey revealed a high level of satisfaction with this particular intervention (II.C.8.). The tutoring center will continue to assess the extent to which services impact student learning and success.

As mentioned earlier, the Tutoring Center Staff provides coordinating and tracking functions for the College Left Lane Project. While student satisfaction among Left Lane participants has not yet been evaluated, the Tutoring Center will consider adding a satisfaction assessment to its research agenda for the next PPR cycle.

Self evaluation
The College meets this standard.

Actionable Improvement Plan
None

Evidence, Standard II.C. Library and Learning Resources

II.C.1   The Library Website
http://www.craftonhills.edu/Current_Students/library

II.C.2   The Tutoring Center
http://www.craftonhills.edu/Current_Students/Tutoring_Center

II.C.3   Films on Demand this is not a link to the service. It requires a user ID and password.
http://digital.films.com/portalhome.aspx?e=1&aid=29331

II.C.4   Wireless Printing Services
http://www.craftonhills.edu/Current_Students/Library/Printing_Info

II.C.5   Collection Development Policy
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Current%20Students/Library/Collection%20Development%20Policy.pdf

II.C.6   The Tutoring Center
http://www.craftonhills.edu/Current_Students/Tutoring_Center

II.C.7   2012-2013 Student Placement Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

II.C.8   2013 Reading Support Program Survey
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/Reading%20Support%20Program%20Brief_Final.pdf

II.C.9   Book Suggestions, online form
http://www.craftonhills.edu/Current_Students/Library/Acquisitions/Book_Suggestions

II.C.10   Technology Services
http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services

II.C.11   Library SLO Assessment Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/2012SP_Library_.pdf

II.C.12   Library Course Assessments Report
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/Course_Assessment_Reports/LIBR

II.C.13   English 101 Course Outline
http://www.curricunet.com/Crafton/reports/course_outline_html.cfm?courses_id=2189

II.C.14   Library Databases
http://www.craftonhills.edu/Current_Students/Library/Library_Databases

II.C.15   ILO Number 5: Information Literacy
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes/ILO_Assessment_Reports

II.C.16   LibQUAL Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Services/RRN%20824_Fall2013_LibQualReport.pdf

II.C.17   Library Planning and Program Review
https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/9e8c4326-c4d0-4d6e-8848-b3f0f4675c6a

II.C.18   2012 Student Survey Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf

II.C.19   Library Usage Data
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1213_Library_Exemplary.pdf

STANDARD III:
Resources

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.
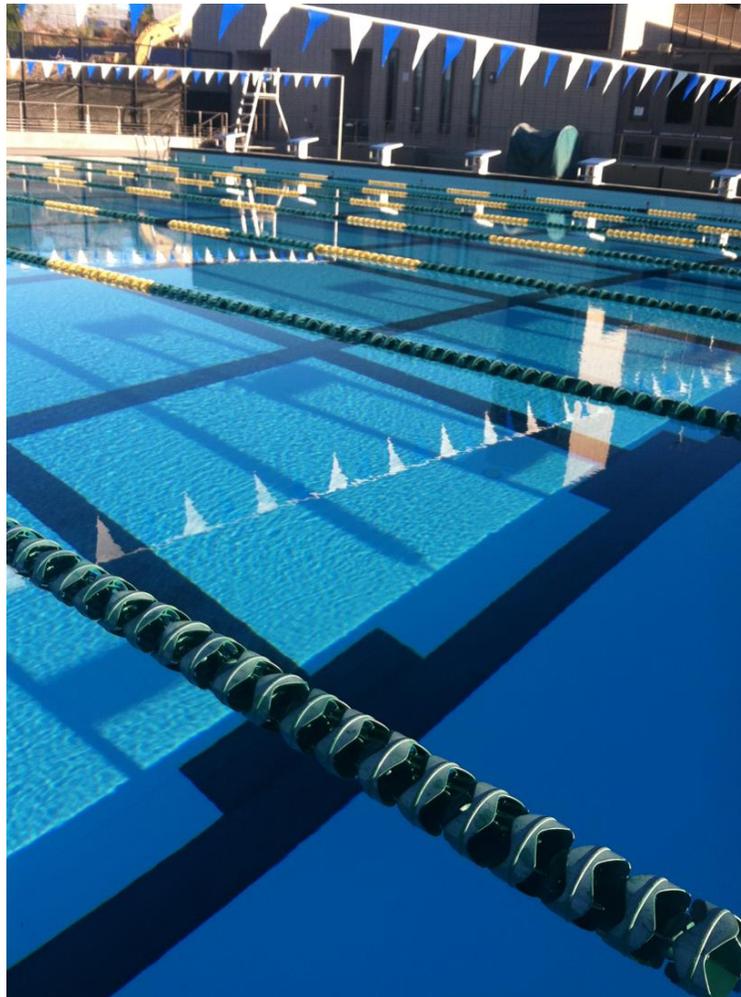
III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

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

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

As noted in the Function Map, responsibility for the selection and evaluation of personnel is shared between the College and the District. The District maintains, upholds, and publishes Board-approved policies and administrative procedures regarding the selection of faculty, classified staff, and managers (III.A.1, III.A.2, and III.A.3). The evaluation of faculty, classified staff, and managers is also codified in policy, accessible on the District's Human Resources website (III.A.4, III.A.5, and III.A.6).

The College adheres to the board-approved selection policies and procedures for all personnel. In 2009 the District and the Colleges began to revise the classified and management hiring policies. Revisions to Board Policy and Administrative Procedure 7320, Classified Employees, Non-Management and 7250, Management Employees, were made through discussions among District and College personnel, collective bargaining units, the District Assembly and other groups and were consequently approved on April 8, 2010 and June 10, 2010 respectively (III.A.7, III.A.8).

The revision of appropriate job descriptions is ongoing and the revised policies and procedures and job descriptions have been implemented upon board approval. The evaluation tools for classified staff, faculty, and managers include a section for the evaluating manager to recommend further professional development and to outline plans for improvement, should a performance deficit be noted.

Board Policy and Administrative Procedure 7125, Eligibility for Employment, describes the District's responsibility for the determination and documentation of employees' fulfillment of minimum qualifications and eligibility for employment (III.A.9.). The selection process for the district includes an initial screening of minimum qualifications. The employee must demonstrate how minimum qualifications are met and must provide evidence of equivalency.

When equivalency is requested for a faculty position, the District asks the College to convene an equivalency committee. The equivalency committee is comprised of the Academic Senate President or designee, the appropriate vice president, a faculty member with content knowledge, and at least one other faculty member. The request form requires that the candidate demonstrate and document how she or he fulfills the educational qualifications and mastery of the requisite skills to do the job (III.A.10).

The College has primary responsibility for the evaluation of all personnel, although the Human Resources Department often provides a reminder to campus managers. The evaluation cycle, criteria, and process for faculty and classified staff is clearly stated in their

respective bargaining agreements and codified in Board Policy 7250 for management employees. The faculty evaluation process covers expertise in subject matter or program area, techniques of instruction, effectiveness of communication, acceptance of responsibility, and performance in areas of responsibility other than the classroom, where applicable (III.A.1).

Since 2008, no discussion regarding revision of the classified staff or management evaluation instruments and processes have been undertaken at the District level. However, negotiations between the District and the faculty bargaining unit regarding revision to the faculty evaluation instruments and the inclusion of SLO assessment information in faculty evaluations took place between 2009 and 2011.

To respond to a 2009 accreditation recommendation, the Tools Committee, an *ad hoc* group that reviews and revises the tools of evaluation, recommended the revision of the faculty evaluation to include the individual's self-reflection of participation in outcomes assessment and dialogues. After discussion, the District and the bargaining unit leadership agreed to negotiate. The CTA characterized SLO assessment as a workload issue, while the District's interest was compliance with the 2008 Commission recommendation. In 2012, a Memorandum of Understanding between the District and the bargaining unit was signed and approved by the Board (III.A.11). The District agreed to increase the salary of full time faculty by one percent and to compensate part time faculty for their participation in the development, and assessment of outcomes and participation in the college's defined assessment processes. The evaluation tool for full- and part time faculty was to be revised to include a self-reflection of their participation in outcomes assessment. To date, the faculty evaluation tool has not been revised to reflect the self-evaluation requirement.

The evaluation of personnel is not always completed timely. An initial draft of the SBCCD Three Year Staffing Plan showed a significant proportion of staff and management evaluations were over 60 days past due, and nearly half the evaluations of probationary classified employees were not completed. Crafton was responsible for six of the District's 40 past due evaluations during fiscal year 2013-2014. Four of these were classified, and two were management evaluations (III.A.12 p. 30). The College Brain Trust, the consultant group that developed the plan, cited the lack of District tracking and follow-up and a lack of management accountability for past-due evaluations as the reasons for the District's high number of past-due evaluations (III.A.12 p. 6).

At Crafton Hills College, the Classified and Academic Senates and the Management team have each developed a written Code of Professional Ethics (III.A.13 , III.A.14, and III.A.15). The Faculty Code of Ethics is also included in the *Part time Faculty Handbook* (III.A.16 p. 8).

Self Evaluation

Major District and College personnel processes are clearly articulated and adhered to. In fulfillment of the Planning Agenda described in the 2012 Midterm report to the Commission, negotiations between the College and the District occurred on the subject of SLOs. Faculty are now expected to provide a self-evaluation of their involvement in outcomes assessment as part of the formal evaluation process, although the evaluation tools have not been revised to reflect this. All employee groups at Crafton Hills College, including classified, management, and faculty have developed a Code of Ethics. The College has completed the 2012 Planning Agenda and meets this standard. The College has not always conducted classified and employee evaluations in a timely manner, as shown in the College Brain Trust SBCCD Three Year Staffing Plan.

Actionable Improvement Plan

The faculty evaluation tool must be revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit.

The College must ensure the evaluation of all classified staff and management employees is conducted in a timely manner.

III.A.2. The institution maintains a sufficient number of qualified faculty with full time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

A 2013 study was conducted by the College Brain Trust, a consultant firm hired to determine the effectiveness of the current District budget allocation model. Particular focus was placed on the budget and expenditures at Crafton Hills College because the College has experienced a structural deficit since the 2010 implementation of the District budget allocation model. The consultants examined the College's recruitment, selection, and evaluation processes, as well staffing levels, the fulltime faculty obligation number, the District budget allocation formula, and staffing issues and concerns. Two reports were submitted by the College Brain Trust. A report concerning resource allocation and utilization was submitted to the District in January 2014 (III.A.17), and a three year staffing plan was submitted in March, 2014. While the staffing plan has not been finalized and board approved, it provides the District with data and information to guide the recruitment and retention of high-quality staff through 2017, and to plan and implement improvements in the use of human and fiscal resources (III.A.12).

The College Brain Trust's draft three year staffing plan revealed the College is slightly over-staffed in the faculty, management, and classified ranks relative to similar-sized colleges (III.A.12 p. 6), even though the District number of full time faculty members actually decreased to 213.9 in 2012 from 258 in 2008. The College Brain Trust report concerning resource allocation and utilization showed slightly over 33 percent of the District's faculty were assigned to Crafton Hills. The College has 71 of the District's 214 full time faculty and a full time/part time ratio of 55.8, compared to a full time/part time ratio of 51.6 percent at San Bernardino Valley College (III.A.17 pp. 25-26).

As a whole, the District has had some difficulty recruiting qualified applicants to fill vacancies. For example, the District has engaged in a number of unsuccessful recruitments. Fourteen of the 29 failed recruitments in the past two years occurred at CHC's sister college, San Bernardino Valley College. Four occurred at CHC in the faculty and management ranks. The balance occurred at the District offices, KVCR TV/FM, the annex, which houses Technology and Educational Support Services, and the District police department (III.A.12 p. 19).

One explanation is that the District's pay and classification structures appear to be out of alignment with the marketplace, impacting employee recruitment, retention, and moral. To address its comparatively low salary structure, a salary increase of 8.16 percent was negotiated with the faculty bargaining unit. Faculty received four percent of their base salaries retroactive to July, 2013 and an additional 4.16 percent beginning July 1, 2014. Managers received the same salary increase. The District and the Classified Staff Employees Association (CSEA) were negotiating classified salaries as of June, 2014. The District's salary structure is also being investigated by the Hay Group, Inc., which began to conduct a classification and compensation study in spring, 2014. The results will be distributed in fall 2014 (III.A.18).

The College uses its integrated planning and resource allocation process to identify the areas of greatest need with regard to full time faculty. Through the program review and annual planning process, each programming unit identifies current and future staffing needs which are then prioritized with all other resource requests by the organizational units, Planning and Program Review Committee, President's Cabinet and finally the College President. The President then notifies the entire campus community of the final prioritization (III.A.19 p. 13). The Chairs Council, an Academic Senate committee that includes the deans and the vice president of instruction, reviews the faculty positions from the prioritized list and makes a recommendation to the President. Chairs Council has used information such as FTES/FTEF, load, and the availability of qualified faculty to develop a prioritized list of faculty positions.

New faculty, staff and management positions are identified in the College prioritization process, which entails the scrutiny and prioritization of objectives and resources by the Planning and Program Review Committee, the President's Cabinet, Chairs Council, the

Budget Committee, and Crafton Council (III.A.20). New positions have been funded through grants as well as through the reallocation of resources resulting from retirements and employee resignations. When a resignation or retirement occurs, the President's Cabinet evaluates the need for that position relative to prioritization. In some instances, the vacated position has been filled. In other instances, the position has been left vacant in order to realize a budget savings and in yet other instances, resources were reallocated in order to fill positions identified as crucial in the prioritization process (III.A.19).

The Brain Trust consultants referenced above determined that the District has met and is currently meeting the state mandated Fulltime Obligation Number (FON) each year, however for the past five years there has been a decline in the full time/part time faculty ratio, currently 53/55 compared to the ideal ratio of 75/25 (III.A.12 pp. 6-7). The group recommended that the District review its strategy for FON compliance to determine the level of fulltime faculty positions over the minimum FON it should fund, and that part time faculty is decreased when fulltime faculty are hired. The SBCCD Chancellor's Cabinet responded that FON statistics and compliance are reviewed by the colleges, the District, and the Chancellor's Cabinet. Business Services works closely with the colleges to monitor current and project FON levels, and to predict faculty levels necessary to meet future FON requirements (III.A.21 p. 9).

The Brain Trust consultants also recommended that the College reduce the cost of administrators by about $250,000. However, the District Chancellor's Cabinet argued against a reduction in administrators since the College is now in a growth mode. The Cabinet did recommend that the College review its administrative and classified staff needs, and make adjustments over a reasonable period of time to ensure that staffing productivity is improved. The College will review vacancies, eliminate unnecessary positions, and move vacancies to match critical work needs (III.A.21 p.10).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

None

III.A.3. the institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

District and College personnel, the Academic Senate, and collective bargaining agents participate in regular reviews of board policies and procedures related to employment and evaluation. The District Assembly, a governance body comprised of District and College representatives, reviews and approves policy changes and recommends them to the Board. For example, the management hiring process was recently discussed by the District Assembly. A plan to review and revise the policies was developed. Feedback was solicited from both colleges and from the District Assembly (III.A.22 p.3).

The Human Resources department ensures fairness in all employment procedures and assures the security and confidentiality of personnel records. Human Resources job descriptions include maintenance of personal, sensitive, and collective bargaining information in accordance with District regulations (III.A.23). Complaints regarding confidentiality can be filed directly with Human Resources, or through the District's anonymous compliance hotline (III.A.24)

Self Evaluation

The College meets this standard

Actionable Improvement Plan

None

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Recruitment and employment is a district function. The District Human Resources Office has indicated that its plans include the following:

- Continue to use advertising, outreach, recruitment programs, and relationships with community-based organizations to inform all groups, especially those who are underrepresented, of employment opportunities.
- Identify additional methods of disseminating information regarding employment opportunities.

The District's plans align closely with CHC's Educational Master Plan, which identified inclusiveness as one of the College's strategic directions and established the goal to "seek, welcome and respect diversity, and promote inclusiveness." While the objectives corresponding to this goal do not specifically address diversity among employees, a consequence of this goal has been a renewed interest in assessing issues of equity and diversity among students and employees. The Educational Master Plan includes demographic data of the number and percent of employees by type, gender and ethnicity and the Enrollment Management Committee devoted energy during the 2010-2011 academic year to updating student equity data in an effort to inform enrollment practices (III.A.25 p. 25; III.A.26 pp. 2, 4, 5, 7, 10, 12).

The SBCCD 2014-2017 Staffing Plan cited a deficiency in the ratio of full and part time faculty and staff to students of Hispanic origin. The College's full and part time Hispanic student headcount represented 42.69 percent of the student population, which total Hispanic staff count and full and part time faculty count represented only 8.76 and 9.06 percent of their respective groups (III.A.12 p. 23) . It is clear that in order to align with the District and College values of inclusiveness and diversity, the College and the District must work collaboratively to increase Hispanic representation in the staff and faculty.

The College continues to subscribe to, advocate for and demonstrate integrity in the treatment of administration, faculty, staff and students. Toward that goal, a campus climate survey, student satisfaction surveys, and the Community College Survey of Student Engagement (CCSSE) have been administered at regular intervals throughout the past two years to identify strengths and weaknesses in the way various constituent groups perceive their experience at the College. A comparison of the fall 2010 and fall 2012 Campus Climate Surveys showed overall employee satisfaction with the level of inclusiveness at the College increased by 15 percent, from 63 percent in 2010 to 78 percent in 2012. Satisfaction with shared governance increased by 24 percent, from 52 percent in 2010 to 76 percent in 2012. Finally, satisfaction working at Crafton increased by 11 percent, from 81 percent in 2010 to 92 percent in 2012 (III.A.27). Members of the college community review the results of the satisfaction survey, and data collected from these surveys inform future inquiries.

Self Evaluation

The College meets this standard

Actionable Improvement Plan

None

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

> **III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.**
>
> **III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

Descriptive Summary

To address the planning agenda in the 2012 Midterm Report to the Commission, the College continued to work toward fulfilling the goals and objectives described in the Professional Development Plan, 2007-2010 (III.A.28). Because the plan had not been updated since 2010, the Professional Development Committee began a review and revision of the plan in spring 2014. The College has maintained its frequent professional development workshop offerings during the past three years while at the same time building additional professional development resources (III.A.29; III.A.30).

Effective fall 2014, a full time faculty member on reassignment will led the Professional Development Committee and will coordinate several major professional development initiatives. Among them will be the development and integration of directed learning activities into instruction, the improvement of instructional methods and modalities, the use of tablets as an instructional tool, and the development of a robust Teaching and Learning Center. The position was requested as part of the College's Left Lane expansion plan. As described elsewhere in this document, Left Lane is a student success project that integrates educational planning, tutoring, and professional development to improve student throughput in the English and mathematics basic skills courses and to promote goal attainment.

The Teaching and Learning Center, located in the Learning Resource Center (LRC) building is dedicated to the professional development of employees. Employees have access to a smart classroom, hundreds of electronic resources including Lynda.com, a comprehensive collection of video tutorials and online courses on a variety of software and design topics, and a meeting space (III.A.31).   While the Teaching and Learning Center was envisioned by

the College when the LRC was built, there has been a lack of consistent leadership due to limitations in funding. A faculty on 50 percent reassignment will serve the College as the Professional Development Coordinator. This position is intended to promote the development of the Teaching and Learning Center, and to focus on the improvement of teaching, learning, and service.

Professional development activities are reported by faculty annually in the spring. The Flex reporting and tracking procedures were improved in 2012 by implementing an online web tool that describes the appropriate uses of Flex time and allows faculty to enter a description and the location and date(s) of their FLEX activity, and indicate which of the guidelines the activity fulfills. The form is also available in print format for those who prefer paper (III.A.32).

The District assumes responsibility for providing and tracking mandated sexual harassment and injury and illness prevention training (III.A.33). The District police department offers safety-related training on topics such as what to do during a campus lockdown, and how to respond to an active shooter alert (III.A.34). The District police department also collaborates closely with College staff and faculty to provide training in general safety, Clery reporting, and sexual assault awareness and prevention. The CHC Classified Senate also coordinates training on a variety of topics during Classified Professionals Week (III.A.35). Topics covered during the summer 2014 event included the rights of bargaining unit members, personality types, civility, and purchasing processes and procedures.

The College evaluates professional development events using workshop and event evaluation surveys. For example, survey results are extant on the OIERP website on such diverse professional development topics as the statewide travel program (III.A.36), a fall 2012 flex day speaker (III.A.37), a Title III and V webinar (III.A.38), and workshops offered during the 2010 Classified Professionals Week (III.A.39). Assistance in compiling, analyzing, and distributing the results of the workshops is provided by the OIERP.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

- The Professional Development Committee will work with campus constituencies to update the Professional Development Plan.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The Educational Master Plan makes continued professional development a college wide priority. Specifically, the EMP calls for the College to develop and implement appropriate mentorship programs for faculty, staff and students (Objective 3.1.1.); develop a best practices for teaching and learning program through professional development (Objective 3.1.2); provide a comprehensive set of useful, accessible resources for best practices in teaching and learning (Objective 3.1.4); ensure that all faculty, staff and administrators receive relevant, timely and appropriate training (Objective 7.1.2); and institutionalize professional development (Objective 7.1.4) (III.A.40).

The College also assesses employee satisfaction every two years. The 2012 Employee Campus Climate Survey showed employees generally felt included and satisfied with their employment. However, classified staff felt communication among constituency groups needed to improve (III.A.41).

The results of the 2012 Employee Campus Climate Survey revealed the following (III.A.41):
- 92% of the respondents agreed or strongly agreed that they were satisfied with their employment at Crafton, and that they know what is expected of them in their job
- 88% of the respondents agreed or strongly agreed that they get a feeling of personal satisfaction from their work
- 75% of the full time faculty and management respondents feel pressure to accomplish too many tasks and priorities
- 70% of the classified respondents did not feel communication and understanding among different employee constituency groups is sufficient
- 62% of the classified respondents were not satisfied with the opportunities for advancement
- Overall satisfaction with the level of inclusiveness increased from 63% in 2010 to 78% in 2012, a 15% improvement

As part of the District's program review process, employees are surveyed regarding their perceptions of the services provided by Human Resources (III.A.42, p. 1). While most respondents expressed satisfaction with HR's courtesy, helpfulness, follow-through and accuracy of information (71.6, 66.4, 56.8, and 56.8 percent, respectively), fewer reported satisfaction with the timeliness of initial response, final resolution, and clarity of consistent procedures (52, 48.6 percent, respectively). Comments from participants cited concerns about the continuity of leadership and the level of staffing in HR, as well as the clarity and consistency of information (III.A.42 pp. 3-8)

Self Evaluation

The College meets this standard; however the college must improve campus communication and opportunities for advancement among classified staff.

Actionable Improvement Plan

- Collaborate with the vice chancellor of human resources, bargaining units, and staff to develop opportunities for advancement
- Develop a strategy to improve communication among employee constituency groups, focusing particular efforts on including classified staff

Evidence, Standard III.A. Human Resources

III.A.1   Administrative Procedure 7210, Academic Employees, Non-Management
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7210__AP.pdf

III.A.2   Administrative Procedure 7230, Classified Employees, Non-Management
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7230__AP.pdf

III.A.3   Administrative Procedure 7250, Management Employees
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7250__AP.pdf

III.A.4   CTA Bargaining Agreement, p. 45
http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/2007-2010%20CTA%20Agreement.pdf

III.A.5   CSEA Bargaining Agreement, p. 27
http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Bargaining%20Agreements/CSEA%20Agreement%202010_2013.pdf

III.A.6   Administrative Procedure 7251, Management Evaluation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7251_AP.pdf

III.A. 7   Board Minutes April 8, 2010, page 7
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2010_Minutes/04-08-2010.pdf

III.A.8   Board Minutes June 10, 2010, page 5
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2010_Minutes/06-10-2010.pdf

III.A.9   Administrative Procedure 7125, Eligibility for Employment
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7125__AP.pdf

III.A.10   AR 7210, Academic Employees, Non-Management, Equivalency Procedures, ln. 1246
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/7000/7210__AP.pdf

III.A.11   Board of Trustees Minutes, November 15, 2015, p. 2, item 7
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Minutes/11-15-2012.pdf

III.A.12   Draft SBCCD Three Year Staffing Plan, 2014-2017
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/SBCCD%203%20Year%20Staffing%20Plan.pdf

III.A.13   Classified Senate Code of Professional Ethics
http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate/Code_of_Ethics

III.A.14   Faculty Code of Ethics on Academic Senate Website
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/CHC%20Faculty%20Ethics%20Statement%20revised%202012.pdf

III.A.15   Management Code of Ethics
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Manag
            ement%20Values%202013-2014.pdf
III.A.16.   Faculty Ethics Statement, page 8 of the CHC Part Time Faculty Handbook
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Sta
            ff/Handbooks/parttimefacultyhandbook11.ashx
III.A.17.   Resource Allocation and Utilization, College Brain Trust Report, pp. 25-26
            http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Distri
            ct_Budget_Committee/2014/College%20Brain%20Trust%20-
            %20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf
III.A.18   What Happened at the Board Meeting? April, 2013 re: Classification and
            Compensation Study
            http://www.sbccd.org/~/media/Files/SBCCD/District/Board%20News/2013/04-
            11-2013.pdf
III.A.19   President's PowerPoint, Slide 13
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
            ch%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovem
            entPollResults.pdf
III.A.20   Planning and Program Review Funded Items, 2010-2011, Cabinet Comments
            and Funded Status
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
            ch%20and%20Planning/Planning%20Documents/1011_PriorObject_Status2011
            0914.ashx
III.A.21   Response of Chancellor's Cabinet, February 2014 to the Recommendations of
            the College Brain Trust re: Resource Allocation and Utilization, p. 9
            http://www.sbccd.org/~/media/files/sbccd/district/district_committees/district_b
            udget_committee/2014/2014-02-
            20%20chancellor's%20Cabinet%20Response%20to%20CBT%20Recommendati
            ons.pdf
III.A.22   District Assembly Minutes, February 4, 2014, p. 3, Doc link
            http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-
            Forms/District_Committee_Minutes/District_Assembly
III.A.23   Human Resources, Job Descriptions
            http://www.sbccd.org/Human_Resources-
            Jobs/Job_Descriptions/Confidential?index=H
III.A.24   SBCCD Compliance Hotline
            http://www.sbccd.org/Compliance
III.A.25   Educational Master Plan, page 25
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educat
            ional%20Master%20Plan/Educational%20Master%20Plan%202010-
            2011%20MASTER%20COPY.pdf
III.A.26   Enrollment Management Plan, pages 2, 4, 5,7,10, 12
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
            ch%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_20110
            505.pdf

III.A.27   Campus Climate Survey, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

III.A.28   Professional Development Plan 2007-2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/1.08.08%20Professional%20Development%20Plan.pdf

III.A.29   Professional Development Brochure, Fall 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Fall%202013%20for%20website.pdf

III.A.30   Professional Development Brochure, Spring 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for%20website%20FINAL.pdf

III.A.31   CHC Professional Development Webpage, Online Links to Resources
http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development

III.A.32   Professional Development online FLEX form
http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development/Professional_Development_Forms/Flex_Form

III.A.33   SBCCD webpage, Professional Development Opportunities
http://www.sbccd.org/Human_Resources-Jobs/Employee_Training_and_Development

III.A.34   SBCCD Police Lockdown Active Shooter Training
http://www.sbccd.org/District_Police_Department/Informational_Videos/Lockdown_Active_Shooter_Training

III.A.35   Classified Senate Minutes, p. 2, II, Classified Professionals Week
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Classified%20Senate/CS%20minutes%202014%2002%2007.pdf

II.A.36   Fall 2012 Workshop Evaluation, Statewide Travel Program
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_FlexDay_TravelProgram.pdf

II.A.37   Flex Day Workshop Evaluation: Dr. Tom Brown, Pathways to Persistence
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_FlexDay_BrownAM.pdf

II.A.38   Webinar Evaluation: An Intuitive Approach to Title III/V
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/titleVwebinar.pdf

II.A.39   Classified Professionals Workshop Evaluations Spring 2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Other%20Research%20Studies/0910_ClassPD_SP10.pdf

III.A.40   Educational Master Plan
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educat
           ional%20Master%20Plan/Educational%20Master%20Plan%202010-
           2011%20MASTER%20COPY.pdf
III.A.41   CHC Employee Campus Climate Survey, 2012
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
           ch%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
III.A.42   SBCCD Program Review Survey Results, Human Resources
           http://www.sbccd.org/~/medAia/Files/SBCCD/District/Planning%20Imperatives
           %20and%20Documents/Program%20Review/2013-2014/survey-
           results/Human_Resources-Survey%20Results.pdf

Descriptive Summary

Crafton Hills College is sited on 523 acres in the foothills of the San Bernardino Mountains overlooking the Yucaipa Valley. The College includes a new learning resource center, a performing arts center, a gymnasium, a student services annex, a child development complex, an aquatics center, a visual arts building, and a bookstore. A bond measure passed in 2008 has prompted the next phase of construction at the College. Currently under construction are: a fitness center, a science building, a public safety and allied health building, which will replace the current structure, and a new student center which will house student services, food services, the bookstore, and administration.

The physical resources at CHC are maintained and operated to ensure the best possible use with regard to the education, safety, and overall institutional effectiveness of the campus. CHC has a comprehensive program to maintain and utilize the ongoing changes to student populations, needs, and faculty services. CHC uses many different software tools, planning tools, committees, and services to incorporate all of the changing needs and services that are provided by the campus.

The campus Safety Committee meets monthly to address the status of safety self-inspections, status of safety plans, patterns in reported injuries, discuss ways to improve safety on campus, as well as plan emergency preparedness activities (III.B.1). Any injuries are reviewed (III.B.2) and managers report on the actions taken to mitigate repeat injuries. A safety issue tracking log has been developed for any safety concerns that require tracking to resolution (III.B.2).

The maintenance staff conducts monthly exterior lighting reviews to repair or replace any lighting issues. The campus uses online maintenance service software to track and distribute daily, weekly and monthly service or maintenance concerns (III.B.3). This service is integrated with the staff and faculty to give a fast response to any needs that need to be addressed by the custodial, maintenance or grounds personnel. This software also enables managers to extract necessary data to assess effectiveness and focus in on unsatisfactory areas to improve service to the campus.

The College and the District each have a significant role in maintaining a safe and adequate environment to facilitate education. Some examples of the distribution of responsibilities for safety and facilities are provided below.

- District Environmental Health and Safety (EH&S) Administrator – To improve safety awareness and compliance within the District, the District has employed a full-time Environmental Health Administrator. This person is a resource to the campus to provide specialized knowledge and regular attention to safety matters.
- Regular safety trainings are provided to increase awareness of safety hazards and how to properly respond and work safely. Trainings are provided through Keenan Safe Colleges and live trainings provided by EH&S and Administrative Services (III.B.4)
- Safety self-inspections – CHC has begun the next level of safety compliance in performing self-inspections on a regular and recurring schedule (III.B.5). Findings are presented and reviewed in safety committee meetings.
- Safety program development – The College continues to increase safety awareness and compliance through implementation of drafted and finalized safety programs (III.B.5; III.B.6).
- Statewide Association of Community Colleges (SWACC) – biannually, Keenan's loss control manager performs safety inspections in all areas across the campus and reports findings. These findings are reviewed by Administrative Services and work orders are generated as appropriate to address the issues. Follow up inspections are provided in the interim years between inspections (III.B.7) (III.B.8).
- The EH&S administrator distributes periodic workers compensation data to all District managers. The data is disaggregated by site (III.B.9).
- The campus community has access to several means of reporting safety issues/concerns. They include the safety hazard report online (III.B.10). Students, faculty, staff, or any campus visitor has access to submit any identified hazard. An email is automatically generated to Administrative Services and District Environmental Health and Safety for immediate attention to hazards reported.
- In 2012, the campus completed the replacement of all the parking lot and site lighting throughout the campus; thus, improving the safety of the campus after dark. This project also brought all handicap pathways and parking areas up to comply with current codes.
- All permits for elevators, HVAC equipment, fuel stations, pesticides, backflow devices, and generators are maintained per the appropriate regulations and are current.
- The Chemistry, Biology and Maintenance and Operations departments have a comprehensive program to handle and dispose of all biological, hazardous and electronic wastes. These materials are reused or recycled where possible and disposed of by a certified vendor in compliance with the appropriate agencies. This process is managed through the Custodial Department.

Crafton also manages and maintains two offsite facilities. The Basic Firefighter Academy is temporarily relocated to San Bernardino pending the construction of a new campus facility (III.B.11). The College provides custodial, police, and instructional technology services to the site. The San Bernardino Emergency Training Center (SBRETC) is located in San Bernardino and operates in a joint partnership agreement with San Bernardino City Fire Department, the San Bernardino County Fire Department, and the District. The dean of career and technical education functions as the program administrator of the training center acting as the point person for all the agencies to coordinate the use of the center. A scheduling calendar is located at the training center. This training center facility serves local, international and national groups. These are not courses that fall under the College academic purview but are field training/experiences courses.

Because of the SBRETC's association with the career and technical education programs at Crafton Hills, the Custodial Department and Maintenance Department respond to service requests and perform routine maintenance and cleaning at the facility. Also, the San Bernardino County Fire Department assists in the upkeep of the facility.

Self Evaluation

The College meets the standard.

Actionable Improvement Plan

None

> **III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.**

Descriptive Summary

Facilities Master Plan. In an effort to improve the quality of its facilities, CHC is actively implementing the facilities master plan. This process is ongoing. In 2005, the campus completed a master plan which built upon prior master plans. The plan prioritized the projects of the campus based upon educational needs and occupant safety. Immediately thereafter, projects were funded through a combination of state and local bond funding.

In spring 2011, CHC began revisions to the 2005 Facility Master Plan (III.B.12). Due to the economic downturn, available funding was reduced; thus, creating an immediate need to adjust the projects either in scope or timing. A Facility Master Planning Committee was convened. The committee, comprised of the College president and vice presidents, faculty,

staff, students, and contracted consultants, was charged with updating/revising the Facility Master Plan (III.B.12, p. 12). As part of this update, the committee developed a project list based upon the priorities identified in the Educational Master Plan and available funding, aligning the EMP and the FMP (III.B.12). With the funds approved through local bonds, CHC is implementing the highest priority projects that have been identified in the plan. These projects are currently in varying stages of design and construction (III.B.12).

In order to reach the full planned build-out of the campus, projected for completion in 2025, additional funding will be required along with an increase in state apportionment to support potential FTES growth and operational cost increases. Currently, property values of the surrounding areas are on the rise, which will likely increase the ability for the District to issue another series of bonds. This would provide much of the additional funding necessary to complete the immediate needs of the campus. If funded, CHC would reach a new horizon for the capacity of the facilities to support the space requirements of the potential student growth—increasing potential student access within CHC's service area.

The following projects included in the 2005 and 2011 master plans have been completed or are in process (III.B.13; III.B.14):

1. 60,000 square foot Learning Resource Center (completed August 2010)
2. Various infrastructure improvement projects (campus wide utility piping replacement projects and upgrade of the central plant) (completed August 2010)
3. Aquatics Center (completed October 2010)
4. Math and Science Annex Portables (completed October 2011)
5. Old Library Demolition (completed November 2011)
6. Parking Lot ADA Upgrades, Signage, and Lighting Project (completed April 2012)
7. 1.29MW Solar Farm (completed June 2012)
8. High Voltage Underground Cabling Replacement Circuits A and C (completed June 2013)
9. Temporary Parking Lot N (Completed April 2014)
10. Kinesiology and Health Education Complex (4,000 SF) – Scheduled completion June 2014
11. New Science Building (40,000 SF) – Scheduled completion July 2015
12. Public Safety and Allied Health Complex (40,000 SF) – Scheduled completion July 2015
13. (One Stop) Student Center Building (40,000 SF) – Scheduled completion September 2015
14. Maintenance and Operations Renovation – Scheduled completion April 2015
15. Laboratory/Administration Building Renovation – Scheduled completion December 2016
16. Student Services Building Renovation – Scheduled completion December 2016

17. Student Center/Cafeteria Renovation (partial) – Scheduled completion December 2016
18. Performing Arts Center Renovation (scheduled completion TBD)

Maintenance and Operations has developed campus equipment and controls standards which are being integrated into renovations, remodels, and new construction ([III.B.15](#)). Having a campus standard for maintenance laden building components, such as HVAC control systems, fire alarm, elevators, lighting controls, etc., will standardize materials and contracts needed for future maintenance. This will further enhance the best methods and materials for the campus. Standardized systems also controls operational costs and improve the functionality and maintainability of the systems.

In an effort to reduce energy consumption, the District has contracted with Cenergistic, a private energy audit company. Cenergistic tracks energy consumption and recommends adjustments to control systems to improve energy efficiency. Cenergistic's compensation is based upon actual reduction of utility bills. Thus, no additional out-of-pocket commitment is required.

Scheduled Maintenance. The College uses the State's Scheduled Maintenance Program to protect the state's investment in CHC through timely nonrecurring repair and maintenance of the facilities to correct and avoid health and safety hazards, to maintain an environment conducive to learning, and to improve long-term cost effectiveness of facility operations ([III.B.16](#)). This program is a strategic long-range program developed by the state to assist community colleges in maintaining facilities and sharing in the cost of repairing and replacing some of the more costly maintenance projects found on the campus. The Scheduled Maintenance Program has helped the College to regularly maintain the physical plant and address special repair projects. It is the intent of the program to target those structures and their related infrastructures that are in the most need of repair. The District/CHC and the State share the cost of the projects.

The Chancellor's Office uses the district's annual Five-Year Scheduled Maintenance Plan to substantiate project needs and determine the dollar amounts required to meet those needs. The plan includes projects, dollar amounts, and time frames for preventive as well as scheduled maintenance projects.

Although the District has not received significant scheduled maintenance funding over the last several years, we anticipate a gradual increase in the level of authorized funding over the next few years. Despite the lack of state funding, the Campus has been able to make critical repairs to leaking roofs and has replaced failing electrical equipment using limited District capital outlay funds.

Annual Planning and Program Review. Over the last several years, CHC's program review process has promoted continuous institutional improvement. Improvements in the planning and program review process promoted the integration of planning with resource allocation. Each department must complete a full program review every four years, and an annual plan in alternate years. The process entails the prioritization of goals and objectives at the department, division, and area levels. The prioritized objectives for each administrative area-- instruction, administrative services, student services, and departments reporting to the president-- are reviewed by the PPR committee and are consolidated into a single prioritized list. Each objective requiring resources is considered in order of institutional priority and is funded accordingly as funds come available. Priorities for physical resources are institutionally considered and prioritized as part of the campus wide process (III.B.17).

Work Orders and Preventive Maintenance. The facilities department uses work order and preventive maintenance processes to address the short-range, day-to-day facility needs of the campus. Since 2008, the Maintenance and Operations Department utilizes a computerized maintenance management system (CMMS) to perform a variety of functions including asset tracking/history, work order tracking, and preventive maintenance. The college community submits work orders online through the CMMS.

While parking lots are well maintained, there is a shortage of spaces during the beginning of the fall and spring semesters. This condition elicits a large number of student and faculty complaints. This is exacerbated by construction of new facilities, which currently have required two parking lots for construction staging. To mitigate the parking issues, CHC has constructed a small, temporary staff parking lot behind the Learning Resource Center and is partnering with Yucaipa City to construct another temporary lot a short distance from the campus. Students will be able to park without a permit and ride public transportation to campus at no cost. This will alleviate some of the parking needs until the construction is completed.

To improve way-finding throughout the campus, the Facilities Master Plan included developing a standard for signage throughout the campus. This is being implemented through Measure M construction projects. In addition, during the first week of each semester, Answer Centers placed throughout the campus are staffed by volunteer faculty, staff, students, and administrators who help direct students.

Self Evaluation

The College meets the standard. Physical resources support student learning programs and services. Resource planning is integrated with institutional planning for the construction, maintenance, and upgrading of physical resources. Significant improvements have been made over the past several years to physical resources of the campus. The College is making

significant progress through the implementation of the Facilities Master Plan to improve instructional and instructional support spaces throughout the campus.

Maintenance has been consistently reliable. Requests for repairs to resolve potential hazards or resolve problems that interfere with the comfort of students and staff are addressed in a timely manner.

Actionable Improvement Plan

None

> **III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Descriptive Summary

The College assures safety, security, and access for new buildings, renovations, and significant facility improvement projects by submitting the plans to the Division of State Architects (DSA) for review and approval. DSA ensures the safety and compliance with codes for building structural, fire-life safety, and the Americans with Disabilities Act (ADA).

In 2012, the campus completed the long awaited Parking Lot ADA Upgrades and Lighting Project. This project replaced all the parking lot lighting, pathway lighting, installed new way finding signage, and brought the ADA parking and pathways up to current ADA standards.

As prescribed by the Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate and inspect a site when an unsafe condition is brought to their attention or an employee is injured. Reports of those investigations and inspections are then forwarded to the appropriate department for action. Action may be to simply remove hazardous objects such as tripping hazards, or to correct facilities, such as sidewalk repair.

The CHC Safety Committee meets once per month to discuss health and safety related problems and appropriate solutions. These discussions include various safety plans, training, record keeping, condition of facilities, and needed supplies and equipment. The committee makes requests and accountability reports are made to follow up with such requests during Safety Committee meetings.

To secure a healthful learning and working environment, the College works collaboratively with the District Safety Officer to develop and update College and District safety plans (III.B.18), including:

- Chemical Hygiene Program
- Driving/Transportation Safety
- Emergency Operations Plan
- Exposure Control Program for Blood borne Pathogens
- Hazard Communication Program
- Heat Illness Prevention Program
- Illness and Injury Prevention Program
- Lockout/Tagout Program
- Regulated Chemicals Program
- Respiratory Protection Program

In addition to the work order and inspection processes employed by the Maintenance Department, the College addresses matters of access, safety, and security through supervisor investigations inspections, activities of the safety committee, risk management inspections performed by consultants, permit compliance, a hazardous materials removal program, emergency preparedness activities, and recycling. For example, the Safety Committee, in conjunction with theater arts students, sponsored the Zombie Apocalypse, an activity designed to increase the campus community's awareness of disaster preparedness (III.B.19). The Safety Committee also works with the vice president of administrative services and the assigned building captains to conduct periodic emergency drills (III.B.20).

CHC/district is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct property evaluations and safety inspections, and to report findings to the Authority. Real property valuations must be updated annually utilizing industry-recognized measures. Also, a complete field appraisal every five years must be conducted by a competent appraiser. An outside qualified loss prevention specialist, who is an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection at least once every two years. The loss prevention specialist conducts a follow up audit during the years that an inspection is not required in accordance with the schedule (III.B.21).

Building systems requiring permits, such as gasoline pumps, elevators, fire suppression systems, boilers, generators, and backflow devices, are inspected and permitted to comply with the requirements of the appropriate permitting agencies, such as the Southern California Air Quality Management District (SCAQMD) and the California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The College attends to environmental concerns regarding hazardous material removal. Licensed outside contractors regularly remove industrial, chemical, and biochemical wastes from the campus. Hazardous materials are removed from the campus in accordance with

applicable laws, regulations, and in accordance with our safety plans. Program/departmental generated waste is removed from the campus on a quarterly basis. This is managed by the Custodial Department. When required, hazardous materials contained within buildings (such as asbestos, lead, and PCB's) are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations.

The Custodial Department maintains a campus wide recycling program that was established in 2007. The program includes recycling receptacles in all buildings for faculty, staff, and students to use. The recycling program is designed to reduce the amount of material sent to landfills and address the expressed interest of the greater CHC community. Custodians, staff, and students voluntarily recycle paper, cardboard, plastics, and aluminum cans.

The College has an Emergency Operations Plan (III.B.22) and emergency flip charts (III.B.23). The flip charts are widely distributed throughout the campus and the Emergency Operation Plan is available online.

The campus is patrolled by District Police. A security officer and a police officer are on duty during all operational hours. The duties of the sergeants and officers are divided between both Crafton Hills and San Bernardino Valley College. The police department operates 24 hours a day, seven days a week.

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

Continue safety training programs, emergency preparedness program implementation, and safety inspections.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

The campus completed a comprehensive Facilities Master Plan (FMP) in 2005 followed by an update to the FMP in 2011. This plan serves as a foundation for the implementation plan of bond and state funded projects. The 2005 FMP also supplied justification for Measure M, a local bond request that funded the current phase of projects which successfully passed in February 2008.

As a result of reduced state funding for capital projects and the adoption of the CHC Educational Master Plan to provide an integrated framework for planning, the 2005 Facilities Master Plan was revised in 2011. This was completed through an ad hoc Facilities Master Planning Committee with shared-governance representation to prioritize, define, and schedule the next horizon of Measure M projects.

In addition to facility assessments completed as part of the master planning process, the CHC Facilities Department performs routine inspections of lighting, HVAC equipment, fire extinguishers, fire alarms, elevators, emergency generators, fire hydrants, and fire sprinklers. The Custodial Department also functions as the "eyes and ears" in identifying necessary facilities and equipment requiring repairs.

> **III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.**

Descriptive Summary

Long range capital plans are fully integrated and aligned with the priorities and strategic directions contained in the EMP as detailed in the response to Standard III.B.1.a above. Systematic assessments include the facilities assessment completed during the Facilities Master Planning process in 2005, facility space and repair needs incorporated into the program review and annual planning processes, work order reviews, preventive maintenance inspections, utility usage reports, and vehicle and equipment maintenance records. The College uses the results of these assessments to make decisions about operations, supplies, utilities, and equipment needs. These needs are collegially discussed, prioritized, and funded as resources come available.

For long-range facility needs identified in the Facilities Master Plan or Five-Year Construction Plan, the College works in cooperation with the District to determine the priority and potential funding sources for projects. For short- to mid-range facility needs identified in the program review, annual plans, and the Scheduled Maintenance Program (SMP), the department indicating the need must determine the total cost of the projects during the planning process. Included in cost estimates are capital investment, operating and maintenance costs, other requirements (both sort- and long-term), useful life, and salvage value as appropriate.

CHC has developed a financial planning tool that fully integrates projections for future known expenses for facility and/or equipment replacement—reference response to Standard IIID. In addition, Administrative Services has collaboratively worked with ARUP Engineers to develop a total cost of ownership tool to financially plan for future equipment

replacements, building repairs/replacements and the impacts of each (III.B.24). Currently, this tool has been populated for the new science building and will be utilized to create models for all buildings on campus.

Self Assessment

The College meets the standard.

Actionable Improvement Plan

Continue development of capital improvement/replacement plans based upon lifecycles identified in the total cost of ownership evaluations for each building.

> **III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.**

Descriptive Summary

Originating at the department level, units incorporate consideration of all aspects of their program, including the need for facilities utilization and modifications, into their goals and objectives. From a strategic level, integration of the Facilities Master Plan, District Strategic Plan, and Educational Master Plan with the resource allocation prioritization will ensure continued improvement of physical resource planning, assessment, and evaluation.

As discussed in III.B.2.a (above), physical resource planning for both long-range capital construction and maintenance is integrated with institutional planning. The Educational Master Plan, program review and annual planning, work order requests, student satisfaction survey results, and preventive maintenance processes inform the Facilities Master Plan, the Five-Year Construction Plan, the Scheduled Maintenance Program, and the day-to-day facility operations managed by the Maintenance and Operations Department.

In collaboration with District Technology Support Services, the College identified the need to develop and implement tools and processes for the optimal utilization of existing facilities. To achieve this objective, Crafton is in the process of implementing a campus wide, multi-user system to more effectively schedule and maintain facility synchronization. The software tool, Colleague (also known as "Resource 25"), includes reporting capabilities and user web access to precisely manage space to meet scheduling needs and goals. At this time, faculty work independently and then collectively to plan the utilization of classrooms on the CHC campus.

At present, faculty prefer to work collaboratively to schedule class room utilization. At "Sticky Friday," each classroom and all time blocks are listed on flip chart paper and

arranged on the walls of a large classroom. Faculty use post-it notes to secure classroom space that meets the pedagogical requirements of specific programs and courses. At a glance, an observer can see where and when classrooms are available. Implementation of the Colleague software will improve space utilization and integration between instructional and non-instructional programs by allowing online access for all users to view room availability and room features. Furthermore, it will automate efficient space utilization, which will allow the consolidation of building use during low-use times to improve energy efficiency.

Finally, the results from the Fall 2012 Campus Climate survey (III.B.25, pp. 20-21), the Spring 2013 Facilities Satisfaction Survey (III.B.26), and the Fall 2012 Facilities Evaluation Survey (III.B.27) capture employee perceptions of the College's utilization of physical resources. These results are being evaluated and plans for improvement are incorporated into the facilities department's annual plans (III.B.17).

Self Evaluation

The College meets this standard.

Actionable Improvement Plan

Continue implementation of online software tools to inform physical resource use and improve efficiencies.

Evidence, Standard III.B, Physical Resources

III.B.1   CHC Safety Committee Meeting Minutes & Agendas,
http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-
Forms/Environmental_Health_and_Safety/Safety_Committees/Crafton_Hills_Colle
ge_Safety_Committee;

III.B.2   CHC Safety Issue Tracking Log
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.2%20Saf
ety%20Issue%20Tracking%20Log.xlsx

III.B.3   Sample M&O Work Order Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.3%20Sa
mple%20MO%20Workorder%20Report.pdf

III.B.4   CHC Safety Training Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/IIIB.4%20CH
C%20Safety%20Training%20Report.pdf

III.B.5   Sample Safety Self Inspection Report
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.5%20Sa
mple%20Safety%20Self%20Inspection%20Report.pdf

III.B.6   CHC Safety Plans
, http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-
Forms/Environmental_Health_and_Safety/Safety_Programs

III.B.7   CHC SWACC Safety Inspection 012414
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.7%20SB
CCD-SWACC%20InspectionRpt012414.pdf

III.B.8   CHC Property and Liability Inspection
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.8%20CH
C%20Property%20and%20Liability%20Inspection.pdf

III.B.9   Workman's Comp Injury Summary March 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.9%20Wo
rkmans%20Comp%20Injury%20Summary%20March%202014.pdf

III.B.10   SBCCD Safety Hazard Reporting Form
http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-
Forms/Environmental_Health_and_Safety/Forms/Hazard_Reporting

III.B.11   Substantive Change Proposal, CHC Basic Firefighter Academy
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/
Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Change%20P
roposal%20Jan%202014.pdf

III.B.12 CHC Facilities Master Plan Update
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/IIIB.12%20CHC%20Facilities%20Master%20Plan%20Update%202011%20-%20Final.pdf

III.B.13 Master Construction Schedule
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.13%20Master%20Construction%20Schedule.pdf

III.B.14 Construction Priorities-Approved Measure M Project List
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.14%20Construction%20Priorities-Approved%20Measure%20M%20Project%20List.pdf

III.B.15 SBCCD Construction Standards
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.15%20SBCCD%20Construction%20Standards%20doc.pdf

III.B.16 Scheduled Maintenance Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.16%20Scheduled%20Maintenance%20Plan.XLS

III.B.17 Planning and Program Review Documents,
https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing

III.B.18 San Bernardino Community Colleges Safety Update, May 2014 Presentation to the Board of Trustees
http://www.sbccd.org/~/media/Files/SBCCD/District/EHS/SBCCD-SafetyUpdate-2014%20ppt.pptx-WebSiteVersion2.pdf

III.B.19 Safety Committee Minutes, Feb. 11, 2013, regarding Zombie Apocalypse
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Safety/Minutes/2-11-13%20Minutes.pdf

III.B.20 Slideshow, Emergency Drill Spring 2013
http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Spring_2013_Slideshows/Emergency_Drill_Spring_2013

III.B.21 Loss Prevention Follow-up Audit
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.21%20Loss%20Prevention%20Follow%20Up%20Audit%20110512.pdf

III.B.22 Emergency Operations Plan
http://sbccd.org/~/media/Files/SBCCD/District/EHS/2013-11-14%20EOP.docx-FinalRev.10-31-13.pdf

III.B.23 CHC Emergency Flip Charts
http://www.sbccd.org/~/media/Files/SBCCD/District/EHS/6-10-13%20CHC%20Flipchart.pdf-911update.pdf

III.B.24   Total Cost of Ownership--Life Cycle Cost Sci Building
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Self%20Evaluation/Evidence/Standard%20IIIB/III.B.24%20Total%20Cost%20of%20Ownership--Life%20Cycle%20Cost%20Sci%20Building.pdf

III.B.25   Campus Climate Survey, Fall 2012, pp. 20-21
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/Other%20Research%20Studies/CampusClimateFall2010.ashx

III.B.26   Facilities Satisfaction Survey Spring 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/2013SP_Facilities.pdf%20

III.B.27   Facilities Evaluation Survey, Fall 2012,
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Facilities20120911.pdf

III.C. Technology Resources

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

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

> **III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution**
>
> **III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel**
>
> **III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.**
>
> **III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.**

Descriptive Summary

Technology resources are the shared responsibility of Crafton Hills College Technology Services and the San Bernardino Community College District office of Technology and Educational Support Services (TESS) (III.C.1; III.C.2).

Technology Services

The College Technology Services department provides support for assistive technology, audio-visual, and phone system, and instructional support requests. The department is staffed by a director, who has a dual reporting relationship to the vice president of administrative services and the associate vice-chancellor of Technology and Educational Support Services, a secretary, two network specialists, two part-time computer technicians, and 2 audio visual specialists (III.C.3). In addition to direct support to employees, the College Technology Services department maintains the campus technology infrastructure, such as wireless capability. Employees can request assistance online using the appropriate service request link, or by phone, using the monitored help line (III.C.4). In conjunction with the District, the department also provides access to support through the SBCCD Technical Assistance Center.

The program provides online request forms for ease of access, and a linked list of frequently asked questions concerning such topics as equipment setup, new phones, ordering equipment, accessibility, computer viruses, and software (III.C.4). The department exists to help employees procure, set up, maintain and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with state and federal disabilities and privacy laws, and answer questions about hardware and programs. This department's website is used for requesting support with already deployed software and hardware and to request new technology for teaching and learning, and campus wide communication and operations. The department supports college wide communication needs including phone, intranet/internet/website, email, twitter, and Facebook.

The College Technology Services department is responsible for a considerable amount of infrastructure. The department receives approximately $397,197 per year from District capital outlay funds to replace outdated computers on a five-year rotation. The department and the District purchasing department maintain an asset list by location to ensure equipment is inventoried and tracked (III.C.5).

As part of an infrastructure upgrade and new construction at the College, all data closets are designed with a dual homed system to provide the highest levels of reliability for the campus network. All of the vital communications components, such as the primary data center, and the Main Point of Entry for communications for the campus are connected to battery backups. Additionally, there are generators prepared to provide power in the event of prolonged power outages. Technology Services also performs regular data backups of the core server systems. The backup process consists of disk to disk backups with additional backups to tape medium for failsafe redundancy. The entire network infrastructure on the campus has been refreshed over the last two years.

Additionally, the College is moving from a single core network architecture to a dual core architecture with each building being dual homed so that if a single communication path is disrupted, the network will still function. There has been a rollout and expansion of the wireless network across the campus that is serving to steadily increase the amount of area covered (III.C.6). All Crafton Hills College buildings have access to the wireless network.

To ensure the department is responsive to the needs of faculty, students, and employees, Technology Services staff work closely with all campus entities.

Technology Planning Committee. The Technology Planning Committee, a participative governance group that reports to the Crafton Council, is charged with "developing and overseeing a comprehensive technology plan for the College" (III.C.7). Members include the

director of technology services, a dean from each of the three instructional divisions, the director of facilities, Maintenance and Operations, the coordinator of the Tutoring Center, a department network specialist, the web developer, an Academic Senate representative, a Classified Senate representative, a Student Senate appointee, a representative from District Technology and Educational Support Services and a representative from the Academic Senate's Educational Technology Committee (III.C.8). The committee has developed several multi-year plans, beginning in 1995. The goals of the most recent plan, which spans 2012-2015, are aligned with the College Educational Master Plan (III.C.9, pp. 8-9). Benchmarks for the objectives accompanying each goal have been selected and operationally defined (III.C.9., pp. 10-14). The Campus Technology Plan also addresses the replacement, maintenance, and improvement of the core infrastructure, back end servers, and other components that provide technology access to the institution. The Technology Committee reviews the College network infrastructure annually to ensure that the infrastructure is kept current. Although there is a current technology plan in place at the College, this committee has met infrequently and has suffered from a lack of participation. A more active committee would ensure that the College addresses emergent technology issues in a timely fashion, and that communication regarding the state of technology at the College is broadly disseminated.

Educational Technology Committee. Membership in this Academic Senate standing committee includes faculty representatives from all three divisions; Career Education and Human Development; Sciences and Humanities; and Math, English, and Learning Resources (III.C.10). The group focuses on technology as it relates to teaching and learning both in the classroom and online. This group is responsible for certifying faculty to teach online, and providing recommendations to the College regarding instructional technology. The committee has developed a Distance Education Plan, which spanned 2007-2010, and has not been updated (III.C.11). The plan delineates the oversight of distance education (DE) offerings, staff support, student preparation, and the growth potential for online delivery in the next three to five years. Benchmarks for success included an increase in the number of faculty certified to teach online, increased training and support for the Blackboard Learning Management System, and improved support for online learners (III.C.11, pp. 4-7). The Blackboard Learning Management System is centrally hosted by the District and includes 24/7 help desk support for faculty, staff, and students. Additionally, the District and college professional development staff work closely to provide ongoing training and coordinate system upgrades. It is important to note that the College does not offer any comprehensive DE programs. Although some departments offer online classes, the College does not provide the end-user equipment to students studying off-campus. The District, rather than the College maintains the Blackboard Learning Management System for DE instruction.

The Educational Technology Committee has been a primary driver and supporter of the recent campus Tablet Initiative (III.C.12). The goal of the initiative is to provide every

student with a tablet device. When implemented fully, the plan will allow the College to provide free ebooks to students, integrate basic skills content across the curriculum, enhance the learning environment, support effective communication between the College and students, track academic progress, advance sustainability, and eliminate the digital divide. A pilot program is expected to be launched in fall 2014. For a more thorough discussion of the Tablet Initiative, see Standard II.A.1.b.

The campus Technology Services department works closely with District Technology and Educational Support Services (TESS).

Technology and Educational Support Services
A District office that serves the Colleges and all other district entities, TESS is led by an associate vice chancellor who reports directly to the chancellor. TESS departments include distributed education, administrative applications, information technology, and graphics and printing services. The TESS departments and their services are described in a catalog of services, published and distributed in print and online formats (III.C.13). TESS is ultimately responsible for all core technology and communication systems of the District and assists employees with account management, training in the use of project management tools and applications, application development, classroom support, media and event support, software, web, and internet assistance, archive management support, technology procurement, the student information system, and all district wide hosted applications. The district publications center provides graphic design, quick copy and offset printing services.

Planning
The work of TESS is guided by the District's Technology Strategic Plan (III.C.14), which provides a long-range view of technology that anticipates the emerging technological needs of the District and the Colleges. The plan was developed by the TESS Executive Committee, comprised of representatives of the District and both Colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from the Colleges and the District, propose new policies and procedures, and advise the Chancellor's Cabinet (III.C.15). Applications that are shared across the District are identified and selected by the TESS committee TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website. Project requests are received three times per year, during fall, spring and summer, and the deadlines for proposals are published. To ensure effective communication with the campuses in the District, current projects and their status are posted on the TESS website (III.C.16).

By working with the District, the College can meet technological needs for which it does not have the budget or the personnel. For example, Crafton Hills forwarded a request to upgrade student services technology for educational planning. The student services department

followed the process outlined by TESS, the project was prioritized, and the District, working closely with the College, was able to upgrade the student portal used for educational planning.

The District Applications Workgroup (DAWG) is responsible for implementing many of the prioritized projects from the TESS Executive Committee. The District-led group is comprised of representatives of the District, both Colleges and Administrative Applications, a TESS department which manages the student information system such as help desk, training, and web development. DAWG has been highly effective in ensuring that the decisions concerning implementation of new programs and applications are shared among all the interested parties For example, in the past year, the group engaged in dialog and decision-making concerning the implementation of the new state enrollment priorities, degree audit and student educational planning systems, the state CCCApply online application system, and a campus web application (III.C.17; III.C.18).

Assessment
The institution uses a variety of survey tools to assess the need for technology by faculty and staff. The College's The 2012 student satisfaction survey revealed that 93 percent of students surveyed agreed or strongly agreed that computer labs were adequate and accessible; and 87 percent were satisfied or very satisfied with computer availability at CHC (III.C.19).

The District conducts employee satisfaction surveys assessing the extent to which students and employees feel their technological needs are supported, the comfort level of personnel with the existing and emerging technologies, and with the level of support available (III.C.20). The fall 2013 survey, for example, reported that over 70 percent of respondents were satisfied with the outcome of their project requests. Comments regarding TESS and the TESS departments of Distance Education and Administrative Applications, centered on the need for additional personnel (III.C.20, pp. 14, 23, 32).

Training
Technology training is a shared responsibility between the District and the College. The College Professional Development Committee, a participative governance group which reports to the Crafton Council, provides professional development opportunities on a wide range of topics including technology. For example, the spring 2014 workshops included workshops on the Blackboard reporting tools and technology-enhanced teaching (III.C.21).

The District provides technology training in a deliberate and planned fashion to enhance the operation of the College. For example, training in the basic use of district wide resources such as the eLumen system, WebAdvisor, and the email system is provided as part of the new employee orientation process. The office of Distributed Education provides open labs

for faculty delivering instruction in online formats. Specific training in the use of department-specific technologies, such as SARS for counseling and tutoring, is also supported by the District upon request by completing an online form (II.C.22).

Self Evaluation

The College meets this Standard, however the Distance Education Plan must be updated and aligned with the Education Master Plan.

Actionable Improvement Plan

None

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Planning
Technology planning at the College is integrated with institutional planning in two ways. First, the Technology Department participates in the annual planning and program review process, which directly intersects the resource allocation process when unit-level objectives are prioritized college wide.   As outlined in the Planning and Program Review Handbook, the results of the prioritization of objectives are used to guide the allocation of resources at the College (III.C.23, p. 5).

The department's objectives outlined in the 2013-2014 Technology Services PPR document were fourfold: to provide continuous audio visual support during the College's hours of operation; to replace 20 percent of the desktop computers annually; to upgrade audio visual controls in the performing arts center, and to ensure that non-computer technology in classrooms, such as projectors, remains operational (III.C.24). Computer replacement was ranked 22nd by the PPR committee and 31st by the president's cabinet on a college-wide list of over 300 objectives, a relatively high ranking that demonstrates the objective's institutional importance (III.C.25).

In the program review process, other units also have the opportunity to develop goals and objectives related to technology. When such requests become an institutional priority they may be funded. For example, an objective of the Admissions and Records department was to meet the communication, service and support needs of the community. The corresponding resource was a phone queue system. The objective was prioritized 5th by the PPR committee

and 8th by the president's cabinet on the 2013-2014 list of priorities ([III.C.26](#)). The list is posted on the Planning and Program Review Committee's webpage annually and an update is provided to the campus at the spring in-service day.

The second way the College integrates technology planning with institutional planning is by requiring the alignment of the goals and objectives of the Technology Plan with the goals of the Educational Master Plan. To advance on the annual planning and program review list of prioritized objectives, units must show that their objectives are aligned with the master plan and that they have institutional impact. For example, the Technology Services department's objective to increase audio visual's hours of operation was aligned with Goal 8 of the Educational Master Plan – Effective Resource Use and Development ([III.C.27](#)).

To summarize, decisions regarding the procurement of technology are made at two levels, with multiple avenues for input and discussion. As indicated above, College decisions are made using the PPR process in alignment with the Technology Plan. Decisions that impact the District, such as the purchase of SARS, Turnitin, Blackboard, and Datatel, are made by the District, with recommendations filtered through and prioritized by the TESS committee. Standards for the district regarding infrastructure are also determined by the TESS committee and those standards allow for increased sustainability by ensuring that infrastructure hardware installed throughout the district is similar.

Although planning, assessment, and training is ongoing due to the joint efforts of the College and the District, the College has not documented the decision-making process for all technology decisions in a single place. There are numerous opportunities for the campus community to participate in making technology decisions including the committees noted above, but the overall process is not well documented. The decision-making process for individual committees can be found on their respective webpages.

Self Evaluation

The College meets this Standard,
Actionable Improvement Plan

None

Evidence, Standard III.C. Technology Resources

III.C.1   CHC Technology Services Webpage
           http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services
III.C.2   SBCCD Technology and Educational Support Services Webpage
           http://tess.sbccd.org/
III.C.3   CHC Technology Services Webpage, Contacts
           http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services/Contact_Te
           chnology_Services
III.C.4   CHC Technology Services FAQs
           http://www.craftonhills.edu/Faculty_and_Staff/Technology_Services/FAQ
III.C.5   Technology Services PPR, enter PPR password (see Appendix A) scroll to item
           12, Supporting Documents, Computer Breakdown by Building
           https://www.craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument
           /ba80e9ef-2e63-48ee-8af6-
           1dbc5c7125a7/Computer%20Breakdown%20by%20Building%20noVDI.pdf
III.C.6   CHC Technology Services Program Review, enter PPR password (see Appendix
           A)
           https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/08353a53-fb21-
           4c1f-9e57-20fc31598000
III.C.7   Technology Planning Committee Webpage
           http://www.craftonhills.edu/Faculty_and_Staff/Committees/Tech_Planning_Com
           mittee
III.C.8   CHC Webpage, Committee Assignments 2013-2014
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
           f/Committees/CommitteeAssignments13-14.pdf
III.C.9   CHC Technology Plan, 2012-2015
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
           f/Committees/Technology%20Planning%20Committees/Crafton%20Hills%20col
           lege%20Technology%20Strategic%20Plan%202012.pdf
III.C.10   CHC Webpage, Educational Technology Committee
           http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Educational_Tec
           hnology_Committee
III.C.11   CHC Educational Technology Committee's Distance Education Plan 2007
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Cer
           ts/CHC%20Online/DEStrategicPlan2007.pdf
III.C.12   Academic Senate Minutes, Feb. 19, 2014, p. 3-4, Old Business, D. Tablet
           Initiative
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staf
           f/Academic%20Senate/Minutes/Approved%20Minutes%202013-
           2014/AS%20Minutes%2002-19-2014.pdf
III.C.13   TESS Catalog of Services 2013-2014
           http://tess.sbccd.org/~/media/Files/SBCCD/TESS/Catalogs/TESS%20Catalog%2
           0%207-9-14.pdf

III.C.14	District Strategic Technology Plan, 2014-2017
	http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Technology%20Planning/District_Strategic_Documents/2014-17%20District%20Technology%20Strategic%20Plan%20-%20Final.pdf
III.C.15	TESS Executive Committee Webpage
	http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/District_Committee_Minutes/TESS_Committees/TESS_Executive_Committee
III.C.16	TESS Project Prioritization Webpage
	http://tess.sbccd.org/Projects
III.C.17	District Application Workgroup Minutes, pp. 5, Enrollment Priorities
	http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/TESS%20Committees/Administrative%20Applications/Agendas/2013/2013-09-04.pdf
III.C.18	District Applications Workgroup Minutes, pp. 6-7, #5, Degree Audit
	http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/TESS%20Committees/Administrative%20Applications/Agendas/2013/2013-03-20.pdf
III.C.19	CHC 2012 Student Satisfaction Survey
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf
III.C.20	District Operations Satisfaction Survey December, 2013
	https://craftonhills.edu/ProgramReview/Plan.aspx/GetSupportingDocument/a95d72db-9b38-4318-8115-8e500094eb9b/Final%20-%20%20FY2013-2014_District%20Operationa%20Satisfaction%20Survey%20Results.pdf
III.C.21	Professional Development, spring 2014 (see, for example January and February).
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/Misc%20Docs%20-%202013-2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for%20website%20FINAL.pdf
II.C.22	TESS Website, Training Request Form
	http://tess.sbccd.org/~/media/Files/SBCCD/TESS/DCS/Forms/DCS_Training_Request_Form_02272013.pdf
III.C.23	Planning and Program Review Handbook, 5th edition, p. 5
	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf
III.C.24	Planning and Program Review Document, Technology Services, enter PPR password (see Appendix A)
	https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/08353a53-fb21-4c1f-9e57-20fc31598000
III.C.25	Planning and Program Review Homepage: PPR 2014-2015 PPR Prioritized Objectives - Sorted by Priority (click on link to access pdf)
	http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

III.C.26   PPR Goals and Objective Lists, Technology Services, enter PPR password (see Appendix A) (showing alignment with the EMP—see Columns C and D) https://www.craftonhills.edu/ProgramReview/Plan.aspx/ObjectivePriority/08353a53-fb21-4c1f-9e57-20fc31598000

III.C.27   Education Master Plan, Revised, p. 22, # 7, Organizational Development, http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf

III.D. Financial Resources

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

Introduction

Despite challenges spurred by state-wide budgetary shortfalls in recent years, CHC has maintained high quality instruction, student support, faculty and staff support, and a quality learning environment. Budgetary decisions have been made collegially based upon institutionally established priorities. Executive management has communicated with the College regarding budget decisions. Although there have been reductions in course offerings and operational budgets during the economic downturn, the college has continued to grow. Improvements in budgetary transparency and campus wide understanding of fiscal resources and processes are ongoing. With the passage of Proposition 30, financial resources have stabilized and are on the road to recovery. Instructional course offerings have been increased to respond to student demand. To ensure actions taken towards recovery are calculated, prioritized, planned, and implemented in accordance with the goals and directions of the educational master plan, financial planning is integrated into institutional planning through the annual planning and program review process. With the support of the local community through a bond initiative, construction has continued on the campus to implement the facility master plan established in 2005 with revisions in 2011.

Crucial information regarding district budget allocation, the effects of the state budget upon SBCCD and CHC, budget reports, and multi-year budget forecasts are communicated through open forums, campus budget committee, district budget committee, and through the board of trustees.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

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

Descriptive Summary

Financial planning and institutional planning are integrated from the department level to the district level. This is primarily accomplished through two collaborative processes: the annual planning and program review process and the resource allocation process stipulated within the district strategic plan.

Annual Planning and Program Review

Departments complete an annual plan (or full program review every 4 years) complete with prioritized goals and objectives, which are linked to strategic directions contained in the educational master plan (III.D.1). Corresponding actions and resources necessary to achieve the stated objectives are linked to each objective (III.D.2). Objectives are prioritized at the area level (President, Instruction, Student Services, or Administrative Services) with input from each representative department or division. The planning and program review committee consolidates all the objectives into a single prioritized list, which is forwarded to the president's cabinet for revision and approval. Following cabinet review and approval, the list of prioritized objectives and their concomitant resources is distributed to the campus community (III.D.2). The process of prioritizing objectives is completed in the early spring to allow high priority resource needs to be built into the developmental budget, given available funding. This process ensures that the allocation of financial resources is integrated with planned institutional priorities, and that fiscal decision-making is characterized by transparency and collaboration.

Resource Allocation and the District Strategic Plan

In late summer 2009, the Chancellor's Cabinet approved the *Summary of Budget Allocation Model 2008-09*, which clarified the methods used for 2008-09 allocations to District operations and the Colleges. This document represented the first written description of such allocations ever done in the District, forming a major advancement in transparency and communication for the District and its Colleges. However, it was descriptive of what had been done, not prescriptive of what should be done, and the Chancellor's Cabinet made the decision to develop a model based on best practices that would meet current and future needs.

To address the issue, the District convened a Resource Allocation Committee (RAC). Beginning in October 2009, RAC members examined the characteristics of the existing allocation model in detail, considered best practices in the field and examined eight budget models from other multi-campus districts. With this input, guiding principles for the SBCCD model were formulated, and put was sought from the two campuses.

Following rounds of review and feedback from the RAC and District community, the chancellor presented the revised model to the RAC on May 17, 2010. After making further revisions based upon feedback from the RAC and responses from the District community survey, the RAC then approved the model unanimously as amended. The Interim Chancellor shared the adopted model with all District employees in mid-June 2010 (III.D.3).

The approved model has been used to determine allocations to the Colleges for fiscal years 2010-11, 2011-12, 2012-13, and 2013-14 (III.D.4, p.43). The model has been used each year to communicate budget scenarios (based upon the statewide budget condition) to the campus. It was also incorporated into the District Strategic Plan (III.D.5, pp. 39-40). In accordance with the guiding principles, it has been reviewed annually by the District-wide Budget Committee representing all district constituents, which has recommended changes as needed.

The strength of the model is the consistency that it brings to the budgeting process. The District and the Campuses are able to use the model to inform future financial projections and fund balances based upon a series of assumptions. However, the challenge has been determining the appropriate percentage of the allocation each college should receive and what criteria should be used to establish ongoing and future general fund allocations to the colleges. Both the College and District budget committees have had substantial dialog surrounding this issue and have settled on allocating funding to the colleges based upon the actual FTES generated (III.D.6). Although this allocation is fair, it does not allow much flexibility for district-wide enrollment management. The college and district committees are working towards developing an enrollment management plan that will further allow the campuses and the district to project revenues based upon FTES allocations, which will consider such elements as the district strategic plan, the Colleges' educational master plans, environmental scan data, enrollment data, state growth allocations, facility limitations, and college base funding thresholds.

Self Evaluation

The campus meets the Standard. However to improve enrollment and fiscal planning, the District will be developing an enrollment management plan to further inform fiscal and institutional planning.

Actionable Improvement Plan

Complete a District enrollment management plan and utilize enrollment projections to solidify financial planning.

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

Descriptive Summary

Crafton's institutional planning process creates opportunities for each department to conduct a rigorous self-evaluation to identify areas needing improvement. Many departments on campus have been able to "do more with less" throughout the fiscal downturn. However, due to funding limitations they are having difficulty meeting staffing and growth goals. Institutional planning is most effective when the planning committees (Educational Master Plan Committee, Planning and Program Review, Budget Committee, and the Crafton Council) have full knowledge and understanding of District directions, institutional directions, departmental directions, and the relationship between department needs and available resources.

Although current funding is sufficient to support the ongoing daily operations, Crafton's resource needs outweigh the available resources. The current general fund allocation from the District is insufficient to sustain development of additional programs and services, causing the campus to seek additional resources through grants, partnerships, bonds, planned giving, donations, and local reserves. Examples of additional funding streams are as follows:

- Left Lane Project, funded by District one-time monies
- Title V STEM Grant
- Title V Transfer Preparation Grant
- Local Capital Appreciation Bond
- Partnership Donations
  - San Manuel
  - Foundation Donations
- Foundation Support
- Categorical Programs

The college provides and communicates to institutional planning stakeholders the prioritized resource requests that have been funded (III.D.7). For future planning, the college has built upon the district's multi-year budget forecast by projecting revenues and expenditures in a multi-year budget forecast (III.D.8). Regular review of current year revenues and expenditures are provided at the College and District level budget committees, the Crafton Council, the Board of Trustees, and online (III.D.9). In addition, budget projections are compared to actual expenditures to track, manage, and make adjustments as necessary. The Board of Trustees and various committees are also updated on a regular basis about key

issues related to the college's budget status, including any changed conditions caused by either internal or external events.

To offset general fund utility expenses, the campus leveraged local bond funding with incentives from the California Solar Initiative to construct and operate 140 solar photovoltaic arrays (solar farm). The incentives will be realized for the first five years of operation based upon actual generated power. In addition to the incentive, the solar farm generates approximately 67 percent of CHC's power usage, which translates to a savings of approximately $300,000 per year since it began operation in June 2012 (III.D.10, slides 5-6).

Another innovative partnership was formalized with Cenergistic, an energy consumption consultant company that assists the District by training maintenance staff on optimum equipment performance, and by providing energy conservation training to the campus community. In addition to training, they assist in implementing actions to reduce energy consumption. Compensation for Cenergistic's services is based on the savings from measured reductions in usage.

In February 2014, the college established a contract with Brandman University to begin the process of offering bachelor's, master's, and doctorate degree programs to the general public and Crafton students (III.D.11). Brandman is a four-year private university fully accredited by the Western Association of Schools and Colleges (WASC). This partnership is in developmental stages and the full benefits are yet to be realized.

CHC also pursues additional financial resources through grant opportunities. In 2012, the college was awarded $4,350,000 from the U.S. Department of Education for a five-year Hispanic Serving Institution grant to increase Hispanic students' degree and transfer attainment in science, technology, engineering, and mathematics (STEM) fields. The College sought funding for this purpose because it is in alignment with an institutional goal to improve student access and success (III.D.12, p.21).

In 2010, the College was awarded $3,119,044 from the U.S. Department of Education for a five-year Title V grant to improve transfer preparedness and to increase access to data and research to guide decision-making. Resources from this grant are in alignment with college planning to improve student access and success as well as to follow best practices for learning and teaching (III.D.12, p.21-22).

The Crafton Hills College Foundation was established in 1973. For 40 years, the foundation has been an integral partner in fostering and providing support for the college. The mission of the CHC Foundation is to enhance educational excellence. The Foundation achieves its mission by promoting gifts to support and enhance quality education the college. Gifts are

applied to scholarships, improvement of facilities and instructional equipment, and the support of vocational and academic disciplines. Funding decisions are made based on the needs of students and the community. The college received $541,613 in benefits from the Foundation during fiscal year 2012-13 (III.D.13).

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

None

> **III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations**

Descriptive Summary

Each year during developmental budget, the District drafts the resource allocation model with the participation and concurrence of the District-Wide Budget Committee. The model includes funding projections based upon the most current data available from the State Chancellor's Office (III.D.14, p. 42). Along with updates of information from the State Chancellor's Office, Exhibit C functions as the basis of projection for the next fiscal year. The allocation model includes long-range liabilities and obligations for retiree funds GASB 45 state retirement fund and for supplemental executive retirement plan (SERP) obligations (III.D.15, pp. 43-45).

Additionally, long-term financial plans were made available to the entire College community in spring 2010 and are incorporated into the Educational Master Plan (III.D.16, pp.41-43). Shortly thereafter, CHC created a long-range financial plan and forecast which projects expenditures and revenues three years beyond the approved budget, based on assumptions that are specified at the District level (III.D.17). In 2013, CHC built upon the long-range financial plan by creating a multi-year budget forecast in a spreadsheet tool that presents both conservative and optimistic financial scenarios for revenues, expenses, and District assessments (III.D.18, pp. 20-23). This tool also allows CHC to run different scenarios based upon state growth projections and District FTES allocations. Data in the forecast will be updated regularly as information on the state budget becomes available each year. Accordingly, the budget forecast provides a long-range, realistic context to inform campus financial planning, operational planning, staffing, and capital improvements/replacements.

Moreover, the District-wide version of the plan and forecast will also help the District plan and maintain prudent levels of reserves.

Self Evaluation

The college meets the Standard, and must maintain long-range fiscal planning.

Actionable Improvement Plan

None

> **III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

Descriptive Summary

To facilitate financial planning by programs and units all college staff has access to District-wide and college-specific budget and expenditure figures for each fund at the object code level. This information is available in the monthly budget summaries on the District website (III.D.19). In addition, EduReports, the reporting tool for the District's Financial 2000 budget management and monitoring software, is available to all department chairs as well as to cost center managers (III.D.20). Training on Financial 2000 is available online as well as through the office of administrative services. The Vice president for administrative services also conducts annual workshops for budgeting, financial planning, and understanding budgetary processes (III.D.21, p. 16).

The planning and program review and the developmental budget processes provide all campus constituencies the opportunity to have ownership of their budgets and plans. Table III.D.1 illustrates the developmental budget process and the distribution of responsibility for specific phases of the process. Plans are reviewed by the Planning and Program Review Committee (III.D.22) and developmental budgets are analyzed in detail by administrative services prior to submission to the district. Departmental managers are responsible for managing their budgets throughout the year with oversight by the area vice presidents and administrative services.

Following submission of the annual budgets from the campus, District Fiscal Services develops tentative and final budgets, which are presented to the board of trustees (BOT) for discussion and adoption (III.D.23, p. 1). A budget public hearing is held every September. Throughout the year, Fiscal Services submits monthly financial statements to the Board and

also reviews quarterly financial reports that are submitted to the California Community College State Chancellor's Office (III.D.24).

Table III.D.1
Crafton Hills College Budget Development Process

Date	Responsible	Item
2/24/2014	Fiscal Services	Prior and current year line budgets, instruction packet, and due dates are forwarded to campus presidents and chancellor for distribution to responsibility centers
2/24/14-2/26/2014	Admin Services	Admin Services separates budget by area and distributes to VP's and President
2/27/14 - 2/28/2014	President, VP's	Areas separate budgets and disseminate to appropriate departments
3/3/2014-3/14/2014	President, VP's, Managers	Develop departmental budgets; determine priorities; responsibility center managers prepare budget forms for submission back to VP's
3/11/2014	Admin Services	Budget Workshop #1 (10AM-12PM)
3/12/2014	Admin Services	Budget Workshop #2 (1-3PM)
3/14/2014	Admin Services	Budget Workshop #3 (10-12PM)
3/17/2014	President, VP's, Managers	Departments submit budgets to president, VP's
3/17/14-3/21/2014	President, VP's	President and VP's review departmental budgets and submit to Admin Services
3/24/14-3/26/14	Admin Services	Compiles and reconciles budgets for submission to District
3/27/2014	Admin Services	Submit to District

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

Improve budget development by implementation of a paperless process and reducing manual data entry. Refine and clarify approval process for incorporating planning resource requests into developmental budgeting.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

> **III.D.2.a. Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Descriptive Summary

Each year the District vice chancellor of fiscal services submits all College and District financial records and related material to an independent auditor. The auditor reviews the financial statements for the institution as a whole for significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements that are required to be reported in accordance with Government Auditing Standards (III.D.25, p.1).

Budgetary accuracy is maintained using the Financial 2000 and EduReports web-based software tools. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools. Inputs are made by fiscal services at the District with the proper requests and approvals of campus management. Managers can view and query budget information such as current account balances, transactions, personnel expenditures, and purchase order balances (III.D.26).

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

None

> **III.D.2.b. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

Descriptive Summary

The annual external audit report contains an assessment of the accuracy of the financial statements for the District and its Colleges. The 2012-13 audit report contained an "unmodified opinion," the highest ranking that can be earned (III.D.27, p. 61). District and community members can report concerns through the compliance reporting line on the District website (III.D.28). Those concerns are addressed by the District's internal auditor.

In 2010-11, audit findings were discovered and resolved promptly. The following year the independent auditor reviewed the District's resolution of the prior year findings and verified the findings were satisfactorily corrected (III.D.29, pp. 62-63).

Self Evaluation

The campus meets the Standard.

Actionable Improvement Plan

None

> **III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.**

Descriptive Summary

Financial information is readily available online through the Financial 2000 budget management software. This is available to employees who are responsible for monitoring or managing a budget, for example faculty chairs, department secretaries, managers, and assistants. Financial information is regularly communicated and/or discussed in forums such as the District Budget Committee, the college Budget Committee, the Academic Senate, the monthly management meeting, Crafton Council, and the President's Cabinet. The financial issues discussed include enrollment projections, the state budget outlook, the current year budget status, and College budget projections.

The CHC Budget Committee meets monthly during the academic year to discuss and review the financial circumstances of the College. This includes issues such as budget projections, reserves, the funding of institutional priorities, the District allocation model, strategic growth directions, the fifty-percent law, the faculty obligation number, the current budget status, the impacts of grant institutionalization and future grants, the impacts of programs and bargaining unit agreements, capital construction program planning and budgets, and other emergent fiscal issues. Further, this committee ensures that the college's financial resources are connected to institutional planning and the mission of the college (III.D.30).

Self Evaluation

The campus meets the Standard.

Actionable Improvement Plan

Continue commitment to full transparency through ongoing development of the budget committee. Increased budgetary reviews in President's Cabinet meetings, improve fiscal sustainability through input with all campus stakeholders.

> **III.D.2.d. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

Descriptive Summary

The audit of financial resources related to bond, fundraising efforts through the college foundation, and auxiliary activities are performed in accordance with generally accepted auditing standards and the Government Auditing Standards. The review of all CHC's financial resources, including debt instruments, auxiliary activities, and grants are reviewed annually within the scope of the district audit.

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee. This committee was appointed to oversee two general obligation bonds: Measure P, a $190 million bond passed in November 2002, and Measure M, a $500 million bond passed in February 2008. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures and the external audits of the District's bond program to verify the expenditure of the funds are consistent with each bond measure's stated purpose (III.D.31; III.D.32).

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Grant resources are monitored and maintained by the grant director and administration, who ensure that grant expenses and actions are in full adherence with the intended purpose of the grant. Revenues and expenses are handled in accordance with District policies and procedures and federal and state requirements. The grant director produces an annual report of expenditures and updates grant providers on the progress of grant actions (III.D.33; IIID.34, pp. e31; e39).

Self Evaluation

The college meets the Standard. As evidenced by the results and conclusions of annual audit review and the accountability reports for the grants, all financial resources of the college are utilized with integrity for their intended purpose.

Actionable Improvement Plan

None

> **III.D.2.e. The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.**

Descriptive Summary

The Board of Trustees and the chancellor receive monthly budget reports, which include the status of the District budget, cash flow analysis, and the general expense of District's funds (III.D35, pp. 384-423). CHC follows prudent business procedures, and District Fiscal Services operations meet state-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner as previously stated in III.D.2.b above.

In 2012, the District completed a "business process analysis" of internal processes (III.D.36). The study involved representatives from instruction, the president's office, administrative services and the District office. This study has been used to inform improvements and provide direction toward the development and implementation of streamlined processes.

In response to a need at the college for improved budgeting tools for planning, development, and management, CHC, in collaboration with SBCCD fiscal services, is reviewing more advanced budgeting software for training and deployment prior to the 2015-16 fiscal year budget development cycle.

Self Evaluation

The campus meets the Standard. The college and district have internal control systems that are valid and generate the desired results. Although many of the processes are cumbersome paper based processes, the campus and district are continuing to improve efficiency, consistency, accountability, and fiscal management.

Actionable Improvement Plan

District Fiscal Services and the college office of administrative services continue to pursue improvements in the budget planning and forecasting that will minimize the use of cumbersome paper processes, facilitate electronic review and approvals, provide a higher level of efficiency, consistency, and control in financial management and analysis.

The district and college should continue to collaboratively implement the "ideal" processes outlined in the business process analysis assessment report.

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

> **III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences**

Descriptive Summary

The institution has fiscal policies and procedures to ensure sound financial practices and financial stability. Board Policies and Administrative Procedures 6200, Budget Preparation; 6250 Budget Management; 6300 Fiscal Management; 6320 Investments; 6330 Purchasing; 6340 Contracts; and 6400 Audits, are established by SBCCD Fiscal Services, approved by the Board, and tested for compliance annually by the external auditor. There have been no audit exceptions in the past two consecutive fiscal years (reference Standard III.D.2 above). In FY 2013-14 the College and District are reviewing and modifying these procedures to improve, update, and comply with governmental budgeting and accounting standards and CCCCO guidelines.

Income and expenditures are monitored, and financial obligations are budgeted and paid regularly. State apportionment payments are made to the District regularly, and property tax revenues are received in December and April. On rare occasions, disruptions in deposit

variables may create projected cash deficits for which Tax and Revenue Anticipation Notes are issued.

Fund Balance is used to describe the net assets, or available resources of funds. At the end of fiscal year 2014 the district's unrestricted general fund balance is projected to be $14 million, or 17.12 percent of the total unrestricted general fund expenditure budget. The College has maintained its solvency during the state budget crisis through savings from unfilled retirements and vacancies, a soft hiring freeze, utility savings due to energy efficiency measures, and the District's fund balance. However, we are not out of the woods. Future projections include assumptions for state growth and cost of living allowance (COLA) as well as increased expenditures for salaries, benefits, inflation, and operational costs. These are included in a seven year budget projection (III.D.37, pp.42-43)

In January 2014, the Board of Trustees approved a directive to maintain a minimum 15 percent fund balance of expenditure budget. The state mandates a minimum of five percent (III.D.38, p. 301). These fund balance levels are necessary to accommodate the District's cash flow needs when the State delays appropriation payments (deferrals). This has allowed the district to make payroll and other expenses at the end of the fiscal year while waiting for deferred payments. In fiscal year 2013-14, the District did not borrow from the county treasury, and if state deferrals continue to decrease, this may not be necessary in the future. The Board may approve inter-fund transfers and borrowing if cash-flow issues arise.

The District's budget functions as a financial plan based on estimated revenues and expenditures for the fiscal year. Cash refers to what is actually in the district's treasury on a day-to-day and month-to-month basis. Monitoring the amount of cash available to meet the District's financial obligations is the core responsibility of the district fiscal services department. District fiscal services staff submit a monthly general fund cash flow analysis report to the Board of Trustees as an information item (III.D.39, pp. 423-424).

To improve collaboration and consistency across the district, the District and the Colleges began a bi-weekly fiscal meeting during fiscal year 2013-2014 that included fiscal managers from the district, SBVC, and CHC. The purpose was to review and discuss fiscal issues, budget, policy and administrative procedures, and all topics relative to the fiscal health of the colleges and district. This meeting was recommended by the College Brain Trust, a consulting firm which completed a third party assessment in 2013-14 of the district's resource allocation process. The meeting provides the opportunity to establish/review long and short term goals, run "what-if" scenarios for multiple options and determine how to achieve District and College goals as a team.

The District is protected from general property losses and liabilities through its participation in various joint powers authorities (JPA) throughout the state. The District belongs to the Statewide Association of Community Colleges (SWACC) JPA. The District is covered from liability losses in excess of $50,000 and property losses above $5000 by SWACC or the re-insurers from whom it buys insurance.

For workers compensation insurance, the district belongs to the Schools Alliance for Workers' Compensation Excess (SAWCX) JPA. SAWCX or the re-insurers from whom it buys insurance cover district losses in excess of $500,000.

Every other year, as required by the Governmental Accounting Standards Board (GASB), the district completes an actuarial study for all self-insured funds to determine if the budget reserves meet the appropriate thresholds (III.D.40). Budgets are then adjusted accordingly. The district is self-insured and maintains the proper procedures and funds for the protection of its staff and students.

The district purchases medical malpractice insurance for health-related programs such as emergency medical technology, emergency medical services, and fire technology. In addition, the district provides some limited health insurance programs for students. International students are required to provide proof of personal insurance.

Self Evaluation

The college meets the Standard. The current level of reserves is adequate to meet expected obligations as well as unanticipated and unforeseen financial events (e.g., state budget cuts, delays in the adoption of the state budget, deferrals, and statewide property tax shortfalls). The district's insurance coverage for property losses and liabilities is adequate.

Actionable Improvement Plan

Continue action plans in reviewing budgetary projections, developing solutions, and implementing remedies to mitigate the projected future budget deficit.

> **III.D.3.b. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

Descriptive Summary

District and College finances are managed by district fiscal services with the collaboration and support of college administrative services. The revenues and expenses of the college are managed through a fund accounting system that enables the college to ensure that funds are used in accordance with funding source requirements or legislative directives.

As an accredited institution, the college is eligible to administer financial aid as authorized by state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process. The college has been granted authority to participate and disburse Title IV, state, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference
- Makes available all applications for students to complete
- Sends staff to program training and conferences annually to maintain knowledge of changing rules and regulations
- Annually updates the Financial Aid Policy and Procedures Manual to conform to current laws and regulations. The manual outlines all processes within the Financial Aid Office (III.D.3.b.1)
- Works in cooperation with Admissions and Records, Counseling, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Administrative Services to assure the funding, awarding, and disbursing of funds
- Meets all deadlines and regulations in a timely and accurate process.

External funding agencies (federal, state, county, local) require the institution to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. The annual Fiscal Operations Report and Application to Participate (FISAP) is provided to the federal government each September. The report covers grants, loans, and work-study awards and payments. The financial aid office also provides required reports through the Common Origination and Disbursement system (COD) of the U.S. Department of Education (DOE). An audit is performed by the external auditors each summer to ensure compliance. The California Student Aid Commission (CSAC) performs regular audits approximately every five years or otherwise as determined by the commission. CHC received the last CSAC audit in February 2011. Training is provided by the DOE, along with annual CSAC conferences, workshops, and webinars to help staff keep apprised of program requirements.

Extended Opportunity Programs and Services (EOPS) is a state funded categorical program that provides support services to financially and educationally disadvantaged students. Services include book grants, book loans, gas cards, parking permits, academic

supplies, and CARE academic grants. To participate, students must: (a) have a Board of Governor's (BOG) waiver (A/B), (b) be a California resident, (c) be enrolled as a full-time student (unless in the DSPS Program), (d) have less than 70 degree applicable units, and (e) meet one of the educationally disadvantaged criteria. A program plan is submitted to the state indicating what services will be provided each year and how the funds will be spent. The department submits midyear and year-end reports to the state. These cover all financial transactions in the program. The audits of this department are performed by the external auditor.

The CalWORKs Program is a state funded categorical program that assists welfare recipients to achieve self-sufficiency through the attainment of higher education. Students must provide documentation of eligibility which is obtained through the county welfare department. Cal WORKS provides book grants, academic supplies, on campus and off campus work study employment, child care, and transportation assistance (parking permits and gas cards). An annual audit is performed by the external auditor to ensure CalWORKS and TANF budgetary and program plan compliance. CalWORKS and TANF funds must be spent on specialized student support services, curriculum development, or instruction to eligible students. Audits also include the verification and documentation of students' eligibility for the program.

The Grants Team, comprised of the Office of Research and Planning and the Office of Resource Development, prepares grant applications and other externally funded categorical programs in accordance with the college's Educational Master Plan. Training and consultation in grant compliance is provided for project directors, who ultimately have responsibility for the regulations under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Programs that are fully or partially funded externally, such as the cafeteria, the bookstore, and the child care center, are audited as a component of the district's annual audit. The audit findings are reported to the Board of Trustees. Financial activity of externally funded programs is also reported to the Board regularly. The vice chancellor of fiscal services meets with the colleges' vice presidents of administrative services twice each month to discuss financial performance and corrective action as necessary.

The district business manager reviews all contracts and agreements developed at or by the college in preparing agendas for board meetings and board committee meetings. The Board reviews all contracts and agreements and determines their approval during monthly public sessions.

Foundations in the District are organized as nonprofit organizations (separate 501c3). Foundations have their own boards, and are separate entities from the District. The CHC Foundation has established bylaws governing the activities of the foundation. The foundation is staffed by full time and part time employees. The college president serves as the secretary and the vice president of administrative services as the treasurer. The treasurer provides oversight on investments, fund management, expense approvals, budget development, and budget management. Budgets, income/expense reports, and investment reports are presented by the treasurer at foundation executive committee meetings and quarterly foundation board meetings.

Annually in June, the Board establishes signature authorization according to Education Code Sections 17604, 17605, 35161, 81655, 87302, and 42603, which authorizes designated district administrators to sign orders drawn on district funds and notices of employment. To certify the authorization, the district requires that the certification of signatures form is filed with the San Bernardino County Superintendent of Schools. The board has approved the chancellor, vice chancellor of fiscal services, business manager, director of fiscal services, and the vice chancellor of human resources for various levels of signature authority, including district orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

The district maintains an Office of Internal Audits, which reports to the chancellor and vice chancellor of fiscal services and to the Board as needed. Internal audit reports are presented to the Board upon completion of the audits, and regular status reports are provided to the Board regarding status of the annual audit recommendations.

Self Evaluation

The college meets the Standard. District fiscal services along with the College office of administrative services carries out effective oversight of all district financial resources according to state regulations and accepted accounting practices.

Actionable Improvement Plan

None

> **III.D.3.c. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations.**

Descriptive Summary

District Fiscal Services analyzes and tracks the appropriate maintenance of liabilities and future obligations including retiree health liabilities. To provide information necessary to manage the costs and liabilities associated with retiree health benefits, the district obtains an Actuarial Study at least every two years as required under GASB43/45 (III.D.41).

Through the District allocation model, necessary funds for the payment of liabilities and future obligations are "assessed" each year to the college by the District to ensure appropriate funds are available to make payment of liabilities and future obligations, such as including Other Post-Employment Benefits (OPEB) (III.D.42; (III.D.43, p. 43).

In April of 2014, the District Budget Committee approved a recommendation by Fiscal Services to deposit $7,482,000 into the OPEB trust account from the district's reserves; bringing SBCCD current for past OPEB liabilities. The CHC portion of $2,244,630 will be withdrawn from the college fund balance. While this will reduce the college's reserves, it will pay down the liability and more accurately reflect the College's financial position.

Accumulated unpaid employee vacation benefits are accrued as a liability as the benefits are earned. The entire compensated absence liability is reported on the entity-wide financial statements. The amounts are recorded in the fund from which the employees who have accumulated the leave are paid. The District also participates in "load-banking" with eligible academic employees which allowed faculty to teach extra courses in one period in exchange for time off in another period.

Sick leave is accumulated without limit for each employee based upon negotiated contracts. Leave with pay is provided when employees are absent for health reasons; however, the employees do not gain a vested right to accumulated sick leave. Employees are never paid for any sick leave balance at termination of employment or any other time, therefore, the value of accumulated sick leave is not recognized as a liability in the District's financial statements. However, credit for unused sick leave is applicable to all classified school members. At retirement, each member will receive .004 year of service credit for each day of unused sick leave.

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

None

III.D.3.d. The actual plan to determine Other Post-Employment Benefits (OPEB) is prepared, as required by appropriate accounting standards.

Descriptive Summary

For the purpose of securing the payment of its benefit obligations to employees, the District has established the Futuris Public Entity Investment Trust, an IRS Section 115 trust used for the investment and disbursement of funds designated by the District for the payment of its obligations to eligible District current and former employees, and their dependents and beneficiaries. The trust administers other post-employment benefits (OPEB) such as life insurance, sick leave, hospitalization, major medical, accident, disability, dental and other similar benefits in compliance with GASB 43 and 45. Annually, the District receives a statement and provides a report to the Board of Trustees regarding the health and status of the District's OPEB requirements (III.D.44).

Since 2003, the District implemented three supplemental early retirement plans (SERP).The plans offered monetary incentives and health insurance benefits ending when the individuals reach the age of 65. The debt for the monetary benefits of the first and second SERP has been retired, and the third will be retired in June of 2014. The medical benefits end as each individual reaches the age of 65.

The District has assessed the colleges for these past liabilities, and continues to assess for our past and future OPEB liability per our Annual Required Contribution (ARC) in accordance with GASB statement 45. The assessment is part of the Resource Allocation Model, and the annual amount is assessed prior to the college allocation (III.D.43, p.43).

Self Evaluation

The campus meets the Standard.

Actionable Improvement Plan

None

III.D.3.e. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Descriptive Summary

The institution annually assesses and allocates resources for the repayment of locally incurred debt. Debt is managed by the district. Locally incurred debt includes:

1. Tax and Revenue Anticipation Notes (TRAN) short term borrowing from the county treasury for cash flow difficulty brought about by state payment deferrals.
2. SERP Supplemental Employee Retirement Plans.
3. OPEB Other Post-Employment Benefits (GASB 45 requirements)

The district borrowed from the county treasury in FY12-13 and paid the debt back the following fiscal year, when deferred payments from the state were received. The District continues to assess for our past and future OPEB liability per the Annual Required Contribution (ARC) in accordance with GASB statement 45.

Self Evaluation

The campus meets the Standard. There is no debt concerning the TRANs, and the SERP has been well planned in an effort to eliminate the liability June 2014.

Actionable Improvement Plan

None

> **III.D.3.f. Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with federal requirements.**

Descriptive Summary

The college participates in state and federal financial aid programs, and monitors student loan default rates. The college participates in the state Cal Grant and Board of Governor's Waiver (BOG waiver); in addition to federal grant programs including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG) (reference response to Standard III.D.3.b above).

In the past, the College administered the Federal FFEL program but stopped administering the program in 2011 due to regulatory changes and the resultant impacts to the College. The CHC default rate of three-year cohorts in 2010-2011 and 2009-2010 were 6.5 percent and 4.7 percent, respectively.

Per SBCCD Board Administrative Procedure 6500, District assets are accounted for through the use of appropriate records and inventory procedures. All equipment is assigned a property control number upon receipt and its location is recorded in the District's electronic asset

management system. Reports containing a list of all College assets are available through the office of Administrative Services or District Business Services.

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

None

> **III.D.3.g. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

Descriptive Summary

In fulfilling the college's mission, CHC has entered into contractual agreements with various firms, individuals, governmental agencies, municipalities, and private businesses for the purpose of providing goods and services necessary to operation of the institution. All contracts for goods and services are processed through the district office and approved by the Board of Trustees according to Board Policy and Administrative Procedure 6340 (III.D.45, III.D.46). These policies and procedures govern contractual agreements with external partners and maintain consistency as well as uphold the integrity of the institution.

The Board of Trustees has designated authority to the Vice Chancellor of Fiscal Services and the Director of Business Services for contracts according to applicable California statutes, codes, and regulations. The Board annually designates authorized signatories (III.D.47, pp. 218-221).

The college follows Public Contract Code (PCC) 20651 whereby goods and services are publicly let when specified bid limits are exceeded. For small-scale construction/renovation projects over $45,000 and under $175,000, SBCCD has adopted the procedures contained within the California Uniform Public Cost Construction Accounting Act (CUPCCAA). This allows the District to utilize a prequalification program for potential bidders of construction projects (III.D.48).

District Business Services is the primary resource to interpret insurance requirements, purchasing/procurement policies, procedures, and regulations related to the procurement of goods and services, including public works. District Business Services ensures that legal

compliance, risk management, and best business practices are followed to maintain the integrity of the College's contracting activities.

The College maintains appropriate control over its contracts and typically uses standardized contractual agreements approved by legal counsel that allow for control over the terms and conditions of the agreements and for their execution. All contracts contain necessary terms and conditions to protect the college against legal liability.

Contracts and amendments to contracts that require Board approval are part of the Board of Trustees meeting agendas. All contracts include clauses to allow changes, amendments, or termination. The college may also change or terminate contracts that do not meet its required standard of quality.

Architectural, program management, construction management, and large-scale construction contracts/services are contracted by the District and managed by the District Facilities and Planning Department in coordination with the College. Contractual services support the College's construction and renovation projects, which are outlined in the Facilities Master Plan and the 5-year Scheduled Maintenance Plan. The Measure M Program Implementation Plan, developed in collaboration with the College and updated in 2013, governs internal controls for contracting, invoicing, payments, and contract changes and amendments (III.D.49).

The college uses service companies and vendors for maintenance agreements and the procurement of supplies to support physical plant assets such as HVAC systems, fire alarms, elevators, fire extinguishers, copy machines, and software. Services such as hazardous waste removal, rodent and pest control, and security are also procured through contractual agreements using the approved District process.

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

None

III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures.

Descriptive Summary

Evaluations of financial management practices are ongoing. The College and the District use the following methods to identify areas of improvement as related to internal control:

1. SBCCD Fiscal Services, College Presidents, and Vice Presidents of Administrative Services meet regularly to discuss fiscal management practices, human resources as related to financial resources, and financial planning. This meeting facilitates collaboration between the District and both campuses. District-wide, standardized solutions are identified to complex issues such as management of position control and common approaches to financial planning.

2. The Campus Budget Committee meets monthly and reviews, identifies, and makes recommendations on the process of institutional planning as related to budget development, identifies strengths and weaknesses within the relationship between the college's budget and Educational Master Plan, advocates execution of the budget efficiently and effectively towards the achievement of optimal performance levels across all segments of the campus community, and strives to make the budgeting process transparent to the campus community (III.D.50).

3. The District Budget Committee provides a forum for discussion and input from budget committee members, which represent classified, faculty, and management employees across the District. The Committee's responsibilities include the review and recommendations regarding District-wide processes related to budget development which may have a major impact on site operations or allocations. The Committee's charge includes the following as related to informing/improving financial control structures (III.D.51):
   a. Review and evaluation of current, projected or proposed Federal, State and local funding proposals affecting California Community Colleges and the related financial impact on the district.
   b. Review of District budgetary policies, administrative procedures, allocation model formulas and guidelines across the District. Protect the financial well-being of the District. Determine that procedures are responsive to strategic priorities as determined by the campuses and District Office.

4. In accordance with the District practices regarding vacant positions, CHC budgets each year for job positions that are vacant. Savings from these unfilled positions are utilized to temporarily fill some of the positions, while the remainder improves the annual ending balance of the general fund. However, for Fiscal Year 2014-15, the District and College have reviewed this process of budgeting for vacancies and, on the basis of that review, is making changes to the process that are improving the accuracy of our position control system. It is intended that the improvements will allow for tight monitoring of full-time and part-time positions and consequently

improved the college's ability to accurately budget and forecast personnel costs for 2014-15 and beyond.

5. An annual independent external audit is used by the District to objectively evaluate, assess, and provide feedback on the district-wide financial management practices. This allows for assessment of a wide range of financial management practices and related internal controls. As addressed within this Standard above, the audit firm visits the District and Campus each year to identify issues and recommend corrections, if any are necessary, prior to the end of the fiscal year. After closure of the fiscal year, auditors return to conduct a more comprehensive audit to validate fiscal operations and, if necessary, recommend new internal control processes. In this review, the auditor considers the expenditure of federal, state, and local funds; the compliance with laws, regulations, contracts, and grants applicable to federal and state programs; and, the system of internal control over the District/College's financial reporting. The auditor's report includes comments and recommendations related to the District's internal control structure (III.D.52, pp.54-55).

Self Evaluation

CHC follows prudent business procedures, and District Fiscal Services operations meet state-mandated guidelines. Business procedures and processes are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner. The college meets this Standard.

Actionable Improvement Plan

Continue development and implementation of position control tools and procedures to improve budget processes and accuracy.

III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

Descriptive Summary

As described in III.D.1.a & b above, financial resource planning is integrated with institutional planning. Once departments prioritize their goals and objectives as part of the annual planning and program review process, the Planning and Program Review (PPR) Committee combines all of the departmental prioritized objectives into a campus wide, prioritized list. Each objective requiring additional funding is considered in order of institutional priority and funded accordingly as funds come available.

Financial resource planning is driven by the District Strategic Plan, Educational Master Plan and associated Quantitative Effectiveness Indicators, Facilities Master Plan, District Five-Year Construction Plan, and the Technology Plan (III.D.53, III.D.54, III.D.55, III.D.56, III.D.57, III.D.58). These plans provide a long-term perspective that guides the continuous improvement of services and instructional programs. These plans establish the need and assist in the prioritization of resources needed for instructional support, student services, facilities, personnel, and equipment. For example, the District established the computer rotation/replacement plan. This plan allows for technology equipment such as computers to be replaced on an ongoing five-year cycle with 20 percent of computers replaced annually (III.D.59, p. 2). This expenditure of financial resources has been determined to be an effective use of resources for the benefit of students, faculty, and staff.

Evaluation of the effective use of financial resources occurs at a District, College, division, and department basis. Throughout the year, expenditures are analyzed to compare the actual year-to-date expenses to the adopted budget. This allows the management to make necessary adjustments, or to conserve, or to make adjustments in future planning necessary to improve accuracy, accountability, and oversight.

Self Evaluation

The college meets the Standard.

Actionable Improvement Plan

Continue evaluation and assessment to inform annual budgeting and resource allocation.

Evidence, Standard III.D. Fiscal Resources

III.D.1   Administrative Services, Planning and Program Review, Objectives Priority Report 2014 (login, see Appendix A)
https://www.craftonhills.edu/ProgramReview/Plan.aspx/ObjectivePriority/2f6d7a28-49d2-4080-931b-3326b384bfee

III.D.2   2012-13 PPR Prioritized Objectives – Sorted by Priority
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review/2012_-_2013

III.D.3   Resource Allocation Committee and Approved Model
http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/District_Committee_Minutes/Resource_Allocation_Committee

III.D.4   2013-14 Final Budget, p.43
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf

III.D.5   District Strategic Plan
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2011-2012/2011-14%20District%20Strategic%20Plan%20w%20Appendix.pdf

III.D.6   Resource Allocation Model Guidelines
Fiscal Years 2014-2015 & 2015-2016
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-04-24%20Budget%20Committee%20Recommendations%20for%20RAM%20Assumptions.pdf

III.D.7   PPR Resources webpage, Link under PPR/AP Documents:2013-2014 Prioritized Objectives Sorted by Priority
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

III.D.8   CHC Budget Forecast 2010-2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CHC/Evidence/Standard%20IIID/CHC%20Long%20Range%20Financial%20Plan%204-12-10.pdf

III.D.9   Monthly Budget Reports
http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/Fiscal_Services_Information_and_Reports

III.D.10   Campus Update, Presentation, Slides 5-6 re: Solar Farm Production Data
http://www.craftonhills.edu/Faculty_and_Staff/Navigator_Online_Resource/In_Service_Day_Materials

III.D.11   President's Letter to the Campus, January 27, 2014, p.2, Brandman University
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/President's%20Page/President's%20Letters/2014/President%20Letter%20Jan%2027%202014.pdf

III.D.12 Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educat
ional%20Master%20Plan/Educational%20Master%20Plan%202010-
2011%20MASTER%20COPY.pdf

III.D.13 Foundation Annual Report 2012-13
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Visitors%20and%20Fri
ends/CHC%20Foundation%20Annual%20Report%2012-12-13.pdf

III.D.14 2013-14 Final Budget, p.42
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Do
cuments/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf

III.D.15 2013-14 Final Budget, pp.43-45
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Do
cuments/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf

III.D.16 Educational Master Plan, pp. 41-43
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educat
ional%20Master%20Plan/Educational%20Master%20Plan%202010-
2011%20MASTER%20COPY.pdf

III.D.17 CHC Long-Range Financial Plan and Forecast, 2010-2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Sta
ff/Accreditation/2011/October%202011/Materials%20Submitted%20by%20CH
C/Evidence/Standard%20IIID/CHC%20Long%20Range%20Financial%20Plan
%204-12-10.pdf

III.D.18 College Brain Trust Report, Resource Allocation and Utilization re CHC Multi-
Year Budget Modeling, pp. 20-23
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Distri
ct_Budget_Committee/2014/College%20Brain%20Trust%20-
%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf

III.D.19 SBCCD Monthly Budget Summaries
http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-
Forms/Fiscal_Services_Information_and_Reports

III.D.20 Financial 2000 Training
https://wiki.sbccd.org/FiscalServices/Pages/Financial%202000.aspx

III.D.21 Professional Development Guide Spring 2014Annual Budget Workshop, p. 16
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Sta
ff/Professional%20Development/Misc%20Docs%20-%202013-
2014/CHC%20Prof%20Dev%20Program%20Guide%20Spring%202014%20for
%20website%20FINAL.pdf

III.D.22 PPR Committee Plan Review Schedule
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resear
ch%20and%20Planning/Planning%20Documents/1415_PPR_4YearCycle_Sche
dule_1415to1718.pdf

III.D.23 Minutes, Board of Trustees, May 29, 2014, p. 1, 2014-2015 Preliminary Budget
Presentation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min
utes/5-29-14.pdf

III.D.24   Monthly Budget Report to BOT, p. 245
            http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/4-10-14%20web.pdf
III.D.25   District Annual Audit Report 2012-13, p.1
            http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf
III.D.26   Sample Budget Report
            http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2013-12-12%20Fiscal%20Reports.pdf
III.D.27   Audit Report 2012-13, p.61
            http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf
III.D.28   Compliance Reporting Line
            http://www.sbccd.org/Compliance
III.D.29   Audit Report 2011-12, pp.62-63
            http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2011-12%20Independent%20Audit%20Report.pdf
III.D.30   CHC Budget Committee Charge and Minutes
            http://www.craftonhills.edu/Faculty_and_Staff/Committees/Budget_Committee
III.D.31   Citizen's Bond Oversight Committee Annual Report
            http://www.sbccd.org/~/media/Files/SBCCD/District/Bond%20Oversight-Construction/Annual%20Reports/2012-13%20CBOC%20Annual%20Report.pdf
III.D.32   Citizen's Bond Oversight Committee Meeting Agenda and Minutes
            http://www.sbccd.org/Construction_Program/Citizens_Bond_Oversight_Committee/Meeting_Agendas-Minutes
III.D.33   STEM Grant Annual Performance Report
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/2013%20APR.pdf
III.D.34   Title V Grant, p. e31, Record-Keeping and Submission of Reports; e39: Project Director Duties
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Title%20V/Transfer%20Prep%20Grant/CHC_Title_V_2010_Grant_Copy.pdf
III.D.35   Sample SBCCD Board Agenda budget reports and cash flow analysis, pp. 384-423
            http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/1-16-14.pdf
III.D.36   Minutes, District Assembly, February 7, 2012, p. 2, Technology, DTSP: Business Process Analysis Report
            http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/02-07-2012.pdf
III.D.37   Budget Study Session May 29 2014, pp. 42-43
            http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/Budget%20Study%20Session%20-%20May%2029%202014%20Rev%209%20(2).pdf

III.D.38   SBCCD Board Meeting Agenda, January 16, 2014, p.301
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/1-16-14.pdf
III.D.39   SBCCD Board Meeting Agenda, January 16, 2014, pp.423-424
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/1-16-14.pdf
III.D.40   SBCCD Actuarial Study of Retiree Health Liabilities as of February 1, 2014
           http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/Actuarial%20Study%20of%20Retiree%20Health%20Liabilities%20as%20of%2002-01-2014.pdf
III.D.41   SBCCD Actuarial Study, 2/1/2014
           http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/Actuarial%20Study%20of%20Retiree%20Health%20Liabilities%20as%20of%2002-01-2014.pdf
III.D.42   Retiree Benefits Analysis
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-04-10%20Normal%20Costs%20Estimates.pdf
III.D.43   2013-14 Resource Allocation Model, p. 43
           http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf
III.D.44   July 2013 Futuris Trust Report
           http://www.sbccd.org/~/media/Files/SBCCD/District/Business%20Services%20Documents/2013%20Annual%20Report.pdf
III.D.45   SBCCD Board Policy 6340
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/6000/6340_Contracts.pdf
III.D.46   SBCCD Administrative Procedure 6340
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/6000/6340__AP.pdf
III.D.47   Authorized Signature List, Board Agenda, March 2014, pp.218-221
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/3-13-14%20web.pdf
III.D.48   SBCCD Uniform Construction Cost Accounting Procedures, California Uniform
           Public Cost Construction Accounting Act (CUPCCAA)
           http://www.sbccd.org/Construction_Program/Informal_Bidding
III.D.49   Program Implementation Plan, Measure M
           http://www.sbccd.org/~/media/Files/SBCCD/District/Bond%20Oversight-Construction/Bond-Capital%20Projects/2013-11-14%20Revised%20Measure%20M%20PIP.pdf
III.D.50   CHC Budget Committee Charge
           http://www.craftonhills.edu/Faculty_and_Staff/Committees/Budget_Committee
III.D.51   District Budget Committee Charge
           http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/District_Committee_Minutes/District_Budget_Committee

III.D.52   Audit Report 2012-13, pp.54-55
            http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit%20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf
III.D.53   District Strategic Plan
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2011-14_DSP_w_Appendix.pdf
III.D.54   CHC Educational Master Plan
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
III.D.55   CHC Educational Master Plan Quantitative Effectiveness Indicators
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/0910_EMP_QEIs_Methodology.pdf
III.D.56   CHC Facilities Master Plan
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2011_CHC_Master_Plan_Update.pdf
III.D.57   District Five-Year Construction Plan
            http://www.sbccd.org/~/media/Files/SBCCD/District/Bond%20Oversight-Construction/College%20Master%20Plans/2015-16%20SBCCD%20Five%20Year%20Construction%20Plan.pdf
III.D.58   District Technology Strategic Plan
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2014-17_District_Technology_Strategic_Plan.pdf
III.D.59   District Technology Strategic Plan, p.2 (Computer Rotation Plan, second to last bullet under "Strengths")
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/2014-17_District_Technology_Strategic_Plan.pdf

STANDARD IV:
Leadership and Governance
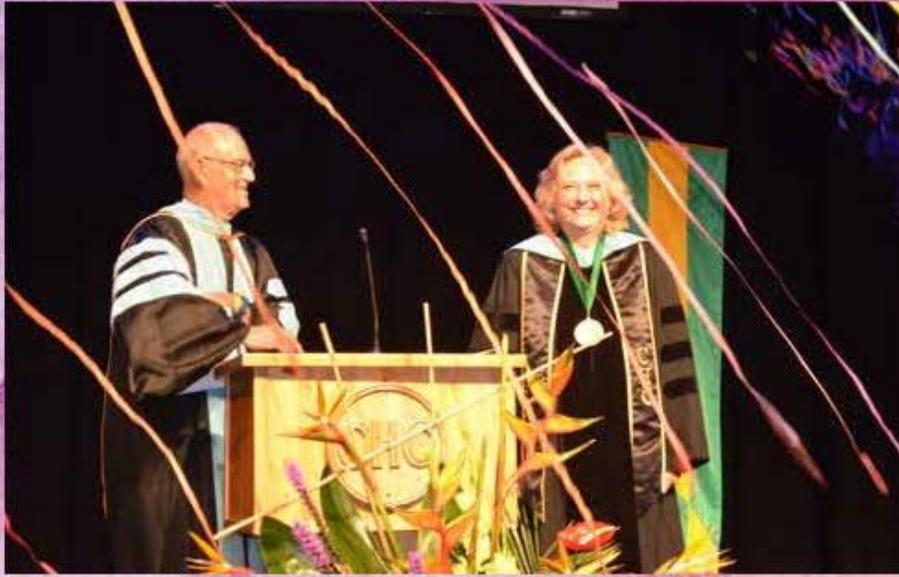
Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

Descriptive Summary

Dr. Marshall, Crafton Hills College President, has created an environment for empowerment, innovation, and institutional evidence as Vice President of Instruction, as the Interim President in fall 2012, and now as President of Crafton Hills College. Specifically, during her fall 2012 in-service day speech, Dr. Marshall inspired the campus by beginning with a quote from Dr. Seuss (IV.A.1).

> "You have brains in your heads. You have feet in your shoes. You can steer yourself in any direction you choose."
>
> ~Dr. Seuss

Dr. Marshall's message was that "people matter" and that everyone should feel encouraged and empowered to "do stuff," that is, to innovate, try something new, and keep getting better. Dr. Marshall advocated for a campus culture that is characterized by transparency, collaboration, and inclusiveness. Quoting Albert Einstein, Dr. Marshall strongly communicated the message that it is all right to make mistakes.

> "Anyone who has never made a mistake has never tried anything new."
>
> ~ Albert Einstein

The atmosphere that Dr. Marshall began to facilitate in early fall of 2012 was reflected in the fall 2012 Crafton Hills College Employee Campus Climate Survey (IV.A.2). Results from the fall 2012 Crafton Hills College Employee Campus Climate Survey were summarized in a PowerPoint presentation and feedback for improvement was collected in multiple venues (IV.A.3). From the fall 2010 (IV.A.4) to the Fall 2012 Campus Climate Survey (IV.A.2), Crafton Hills College employees were statistically significantly ($p < .001$) and substantially ($ES = .62$) more likely to believe that CHC administrators encourage innovation. This change was noted after Dr. Marshall was interim president for five months. In addition, there was also a dramatic increase in the percent of staff, faculty, and administrators who agreed or strongly agreed that they were satisfied with the following at Crafton from fall 2010 to Fall 2012 (IV.A.3), shown in Figure IV.A.1.

The level of CHC employee satisfaction with the outcomes assessment processes at Crafton was significantly (p < .001) and substantially (ES = .74) higher in fall 2012 (M = 3.05) than in fall 2010 (M = 2.51).

The level of CHC employee satisfaction with inclusiveness at Crafton was statistically significantly (p < .005) and substantially (ES = .47) higher in fall 2012 (M = 2.93) than in fall 2010 (M = 2.55). A recent dialogue between the Accreditation Liaison Officer and the Classified Senate reveals that many staff members feel integrated into the college community. However, there are still times they are not consulted about things that affect their work. For example, staff members who are responsible for posting program information on the College website were not consulted when the website was re-designed (IV.A.3.a).

The level of CHC employee satisfaction with planning and decision making at Crafton was significantly (p < .001) and substantially (ES = .69) higher in fall 2012 (M = 2.84) than in fall 2010 (M = 2.32).

The level of CHC employee satisfaction with shared governance at Crafton was significantly (p < .001) and substantially (ES = .61) higher in fall 2012 (M = 2.84) than in fall 2010 (M = 2.37).

Figure IV.A.1, CHC Employee Satisfaction, fall 2012, 2010
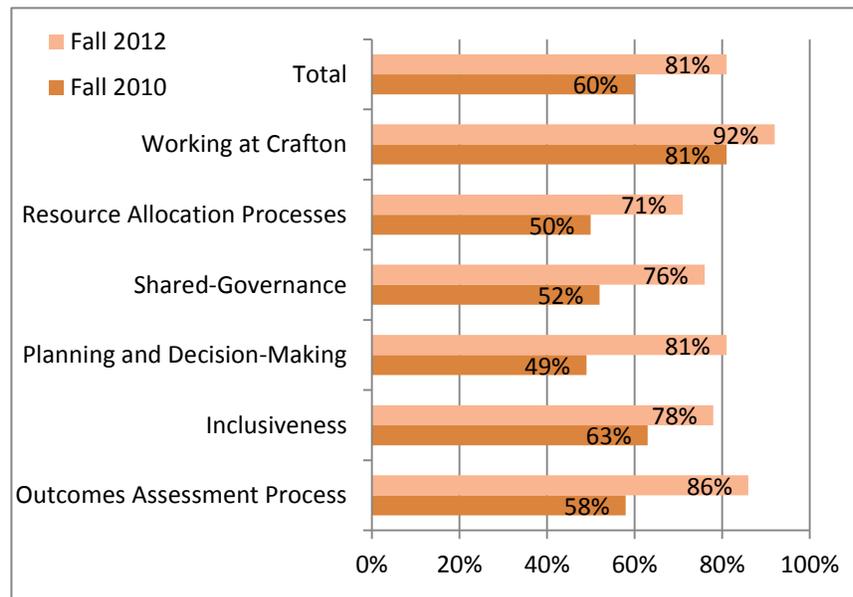
The level of CHC employee satisfaction with resource allocation process at Crafton was significantly (p < .005) and substantially (ES = .55) higher in fall 2012 (M = 2.74) than in fall 2010 (M = 2.32).

The level of CHC employee satisfaction with working at Crafton was significantly (p < .005) and substantially (ES = .44) higher in fall 2012 (M = 3.23) than in fall 2010 (M = 2.91).

Even though Crafton had dramatic increases on many of the employee campus climate areas in fall 2012, we continue to work on making improvements. Crafton administers the Employee Campus Climate Survey semi-annually and spends the year in which the survey is

not administered collecting feedback on the results and engaging in the process of continuous quality improvement (IV.A.5).

Crafton's commitment to excellence is also reflected in the College's mission, vision, and values, the College's strategic directions, and the President's goals. The Educational Master Plan calls for ongoing improvement in student access and success; inclusiveness; best practices for teaching and learning; enrollment management; community value; effective, efficient, and transparent processes; organizational development; and effective resource use and development (IV.A.6).

The Strategic Directions are the different ways that the College can influence student success. For this reason, as departments develop annual and four-year plans, they are asked to tie their objectives and resource requests to one of the eight strategic directions (IV.A.7). This has made all persons involved in the planning process mindful of the Crafton Strategic Directions. In addition, the President has also established goals to help facilitate empowerment, innovation, and institutional excellence (IV.A.8).

- Build systems and processes to sustain and enhance student success and a quality learning environment
- Build a culture that is collaborative, innovative, appreciative, fun, and action-oriented
- Enhance participative decision making allowing all voices to be expressed
- Develop people to perform at a level of excellence and to achieve their career goals
- Maintain fiscal responsibility
- Manage construction projects for aesthetics and fiscal efficiency
- Preserve and advance the College's image in the community
- As a campus, embody our values: creativity, inclusiveness, excellence, and learning centeredness

The College continuously makes information about institutional performance widely available and facilitates the use of this information to inform decision-making. For the annual and four-year planning and program review plans, academic units are provided demographic, course completion and success rates, 75/25 ratio, WSCH/FTEF, and fill rate data and are asked to analyze the data and provide plans for improvement (IV.A.9). The Office of Institutional Effectiveness, Research, and Planning is also working on replacing the static Word files with dynamic Dashboards that allow the user to examine the data in more ways to better help with the facilitation of evidence-based decision making. The gauges in the Dashboard will not only indicate how each unit is helping the College to reach its target (i.e. in the green), they will also show how far above the unit is exceeding the institutional set standards for areas where a minimum standard has been set (i.e. how far above the red).

Units are also required to report their student learning outcomes (SLO) results in their plans which includes an analysis and plans for improvement for each outcome assessed (IV.A.10,

,). Faculty and staff from all units may view outcomes assessment, success, and completion data by reading the unit plans.

Figure IV.A.2, OIERP Data Dashboard
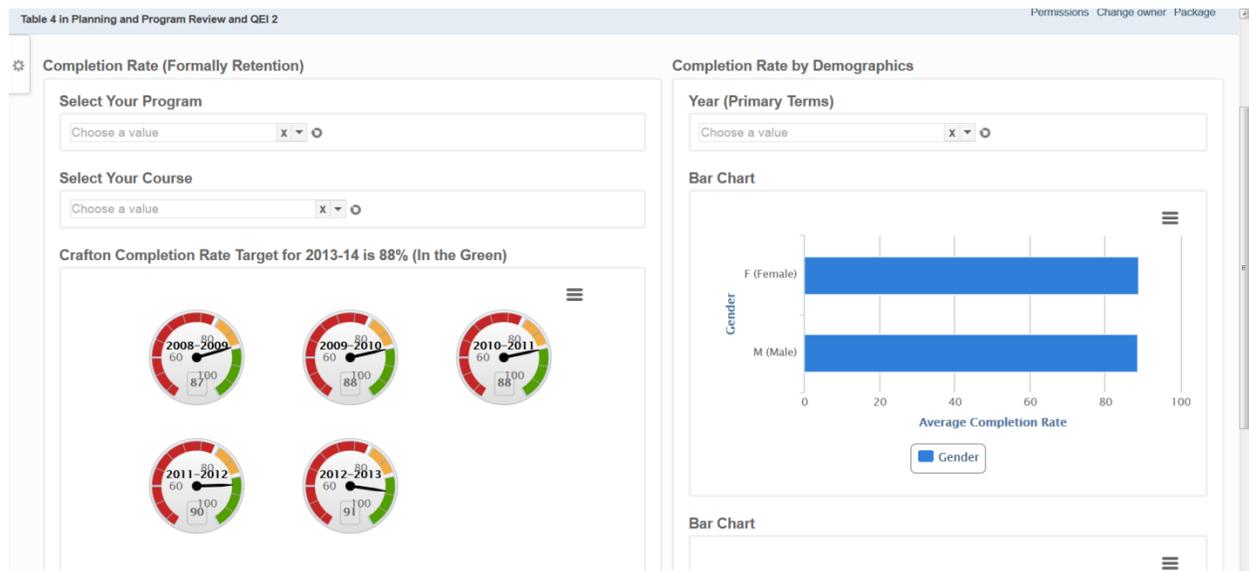
The College also provides the campus community with a host of college wide data. The Office of Institutional Effectiveness, Research, and Planning (OIERP) website provides academic success data, satisfaction data, enrollment research, institutional effectiveness data, research in instructional areas, and research specific to student services (IV.A.13). One of the most recent examples of the data provided to the campus was the 33rd Did you Know Newsletter illustrating the progress that the campus has made on its Quantitative Effectiveness Indicators (QEIs) (IV.A.14). Student assessment data (IV.A.15), and the College's Accountability Reporting for Community College's (ARCC) data is also included (IV.A.16). In addition, the OIERP also provides research illustrating the relationship of student service and instructional strategies to the ARCC SPAR milestones (IV.A.17). This information is also presented publically to the Board of Trustees (IV.A.18), and to College Shared Governance Committees (IV.A19, IV.20). In addition, in Fall 2013 the OIERP made BORG (Best Organizational Research Gauge) Cubes available to all Crafton employees to help facilitate decision-making (IV.A.21). The BORG Data Cubes provides real-time access to enrollment data and faculty schedules to help evidence-based decision making. Currently there are 7 reports; however, the number of these will increase along with the Dashboards discussed previously.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

Crafton Hills College is committed to including all constituencies in decision making; the roles and procedures for those constituencies are clearly outline in the District's and College's governance documents. District Board Policy 2225 (IV.A.22) provides the foundation for participatory institutional planning. BP 2225 states that it is the Board's responsibility to "…embrace the concept of collegial consultation and … establish procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation." Administrative Procedure 2225 outlines the procedures and principles of collegial consultation. Board Policy is also under revision to reflect current practices and improvements. In addition, Crafton created the CHC Organizational Handbook to provide a formal resource to faculty, staff, students, and managers on all matters related to governance processes of the College (IV.A.23). The document provides information about how decisions are made. Crafton Council reviews and updates the Handbook each year.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.2.a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Crafton Hills College is committed to including all constituencies in decision making; the roles and procedures for those constituencies are clearly outlined in the College's governance

documents. The CHC Organizational Handbook (IV.A.23) describes the responsibilities of all participative governance committees, functional committees, and constituent groups, such as the Academic, Classified, and Student Senates, as well as committees reporting to these bodies. The Background and Overview sites BP 2225, Collegial Consultation, and clearly states that each constituency, including faculty, management, classified staff, and students has the right to participate in collegial consultation, and the Administrative Procedure for the policy states that each constituency is responsible for appointing representatives to various shared governance committees on campus (IV.A.24).

Moreover, the Handbook makes clear that, for the College, consensus is the preferred decision-making process, and that the shared governance process is overseen by the Crafton Council, which consists of the CHC President, Academic Senate President and Vice President, Classified Senate President, CSEA representative, Student Senate President, VP of Student Services, VP of Instruction, and the VP of Administrative Services (IV.A.23). AP 2225 defines the process of Collegial Consultation at the College as follows:

> Collegial Consultation is a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the College. These deliberations lead to recommendations that the Chancellor carries forward to the Board of Trustees for final approval. In issues related to academic and professional matters the Board will rely primarily on the Academic Senate. Other areas of decision-making in regard to Board Policy are to be mutually agreed upon between the Governing Board, the Academic Senate, administration, staff and students.

The Academic Senate makes recommendations with respect to academic and professional matters to the Board of Trustees. Title 5 lists eleven (commonly referred to as ten plus one) policy development matters that fall within the purview of the faculty (The Board relies primarily on the faculty for recommendations regarding eleven areas, which are listed on the CHC Academic Senate website:

1. Curriculum
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. College governance structures related to faculty roles
7. Faculty roles and involvement in accreditation processes
8. Policies for faculty professional development
9. Processes for program review
10. Processes for institutional planning and budget development
11. Other academic and professional matters mutually agreed upon.

The Planning and Program Review Handbook, 5th Edition (IV.A.25) and the Integrated Planning and Program Review Process for Prioritizing Objectives (IV.A.26) describe the process by which all units on campus participate in institutional planning and the prioritization of resources, shown in Figure IV.A.3. This process is also described in the 2012 Research and Planning Group Conference Presentation where Crafton received the Excellence in Planning Award for its integrated planning and program review process (IV.A.27). The unit plan is the foundation for planning on campus, and all employees are given opportunities to participate.

Figure IV.A.3, Planning and Program Review Cycle
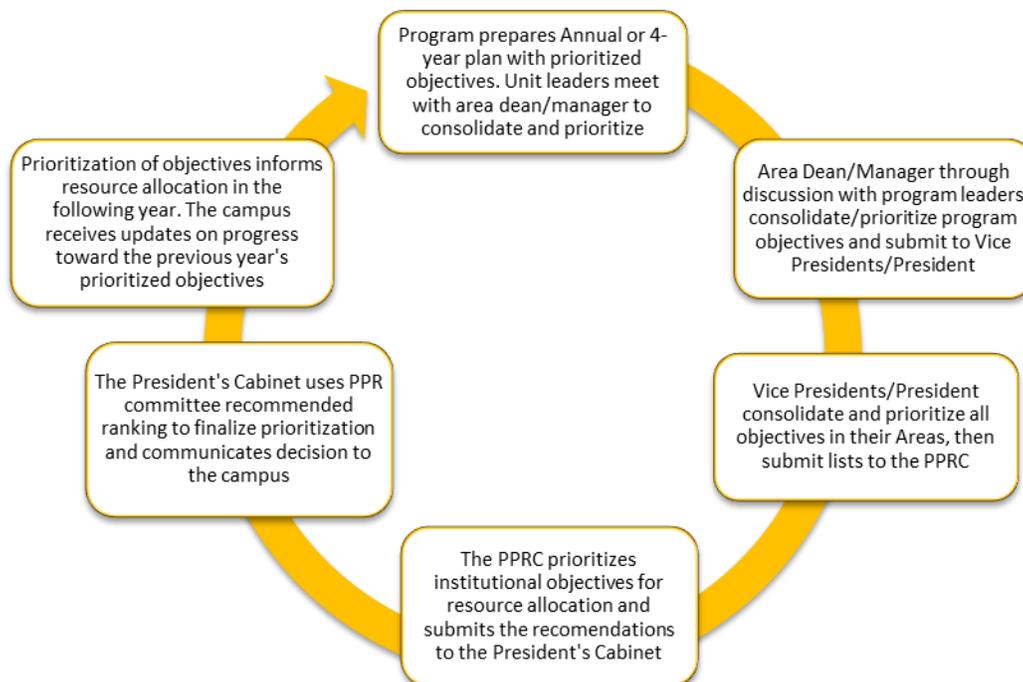
The process of prioritizing objectives and resource allocation is continuously being reviewed. For instance, based on feedback from the presentations on the results from the fall 2012 Campus Climate Survey the process for prioritizing objectives now includes the CHC strategic directions that are attached to each objective as well as the anticipated impact level of each objective (IV.A.28).

 Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.2.b.The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary

The Crafton Hills College faculty has the primary responsibility for decisions regarding curriculum and other educational matters in the College's policies and procedures. BP 4020 state that the faculty and Academic Senate are involved in all program and curriculum processes (IV.A.29). AP 4020 states that each college will document procedures in their respective curriculum handbooks (IV.A.30). Moreover, AP 2225 (IV.A.24) also states that with "…issues related to academic and professional matters the Board will rely primarily on the Academic Senate."

The Crafton Hills College Curriculum Handbook outlines the process for authoring and approval of curriculum (IV.A.31). The Curriculum Committee Charge (IV.A.32) states that the Curriculum Committees is authorized by the Crafton Academic Senate to make recommendations to the Board of Trustees about the curriculum of the College, including:

- Approval of new courses
- Deletion of existing courses
- Proposed changes in courses
- Periodic review of course outlines
- Approval of proposed programs
- Deletion of programs
- Changes in programs
- Review of degree and certificate requirements
- Approval of changes in degree and certificate requirements
- Approval of prerequisites and co-requisites

In addition to the Academic Senate and the Curriculum Committee, there are a number of committees that address education issues on campus, including the Educational Policies, Educational Technology, and the Honors Committees, all of which are Academic Senate committees. For example, the Educational Technology Committee is leading the new Tablet Initiative at the College. The Educational Policies Committee recently reviewed and recommended an audit policy to the Academic Senate.

The Crafton Council Committees that address educational issues on campus include the Educational Master Plan Committee, the Institutional Effectiveness, Accreditation and Outcomes Committee, the Planning and Program Review Committee, the Professional

Development Committee, the Student Success, Engagement, and Enrollment Management (SSEEM) Committee, and the Technology Planning Committee.

The responsibilities and membership of each committee are outlined in the CHC Organizational Handbook (IV.A.23). The responsibilities and membership of the various committees are reviewed annually in Crafton Council (IV.A.33, IV.A.34).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

The written policies on governance procedures specify appropriate roles for all administrators, faculty, staff, and students. These policies and processes are established by various groups across campus. For example, they are established in Board Policy 2225 (IV.A.24), the CHC Organizational Handbook (IV.A.23), by the President of Crafton (IV.A.1, IV.A.8,), and on the Academic Senate (IV.A.35), Classified Senate (IV.A.36), and Student Senate (IV.A.37) websites.

The shared governance process at Crafton Hills College occurs through the campus committee structure. The structure affords broad-based participation in the shared governance process by all campus constituencies to ensure collegial decision-making processes that encourage constituencies to work together for the good of the institution, or rather for student success (IV.A.23). Figure IV.A.4 shows the overall satisfaction with the shared governance process at Crafton increased from 52% in fall 2010 to 76% in fall 2012, a statistically significant ($p < .001$) and substantial (ES = .61) increase (IV.A.3). In addition, the satisfaction with the planning and decision making processes at Crafton increased from 21% in fall 2010 to 78% in Fall 2012 for Faculty and from 58% in Fall 2010 to 78% in Fall 2012 for classified staff. Similar increases were also apparent with the satisfaction of shared governance: 50% to 70% for Faculty and 44% to 71% for classified staff. At the same time, the priority of faculty in areas of the planning of educational program and service is maintained, in compliance with the California Code of Regulations, and in particular the "10+1" academic professional matters (IV.A.24).

Figure IV.A.4, Employee Satisfaction with Shared Governance, fall 2010 and 2012

Overall, I am satisfied with shared governance at Crafton.
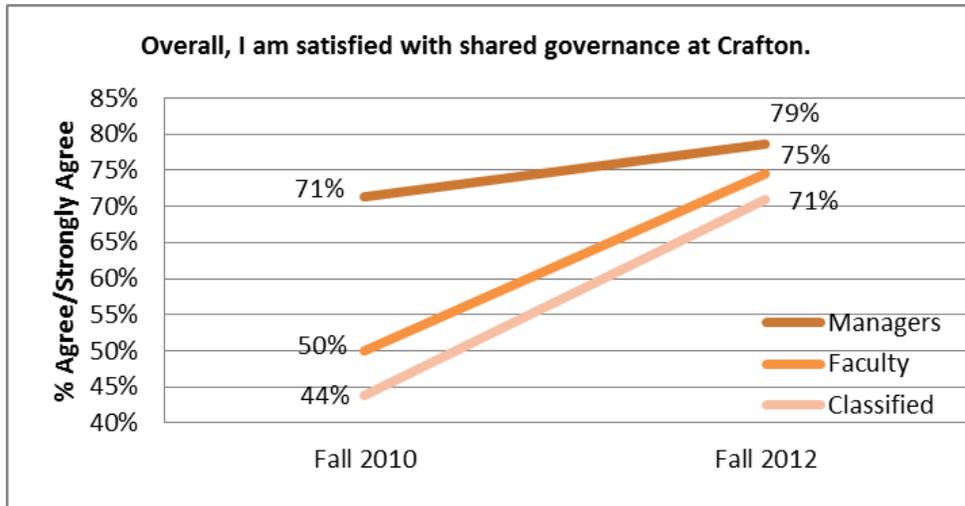
The staff and students are informed of their respective roles through information and documents made available across campus, primarily through the CHC Organizational Handbook (IV.A.23). The College relies on constituency groups to provide membership to the various committees: the Academic Senate, Classified Senate, and CSEA. This process is also facilitated through the Crafton Council (IV.A.38, IV.A.39). One example of how the constituencies have worked together for student success and the good of the institution is with the development of the Engage-Learn-Advance framework.

The College began the campus wide dialogue around the framework of Engage, Learn, and Advance at the fall 2013 In-Service. The fall 2013 In-Service presentation by the President set the stage for Crafton to discuss how students engage, learn, and advance (IV.A.40). The Vice President of Instruction developed an activity for each area to engage in to help Crafton identify the strategies that it used to help students engage. The President's Area, Instruction, Student Services, and Administrative Services all examined how Crafton is helping to engage students and what it could do better to engage students within each of Crafton's Strategic Directions (IV.A.41, IV.A.42). The dialogue about engagement was continued by the Educational Master Planning Committee and led to the campus wide adoption of the Engage, Learn, and Advance framework (IV.A43, IV.A.44). The Engage, Learn, and Advance framework, also known as the Three Peaks (IV.A.45), was developed based on the engagement information collected during fall 2013 In-Service activity by the EMPC and the adoption of the framework by all three senates (IV.A.46): Classified Senate (IV.A.47), Academic Senate (IV.A.48), the Student Senate, and Crafton Council.

Consistent with the Educational Master Plan's goal of inclusion, the College's employees and students work together collaboratively. Crafton has seen improvements in this area. Specifically, CHC employees agree or strongly agree that planning and decision-making process at Crafton are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose). The results of the Campus Climate Survey (IV.A.2), shown in Figure IV.A.5, revealed that in fall 2012 (73%) Crafton employees were almost statistically significantly (p = .06) and were substantially (ES = .29) more likely to agree or strongly agree that employees collaboratively work together than in fall 2010 (59%).

Figure IV.A.5, Employee Satisfaction with Communication and Best Practices, fall 2010, 2012
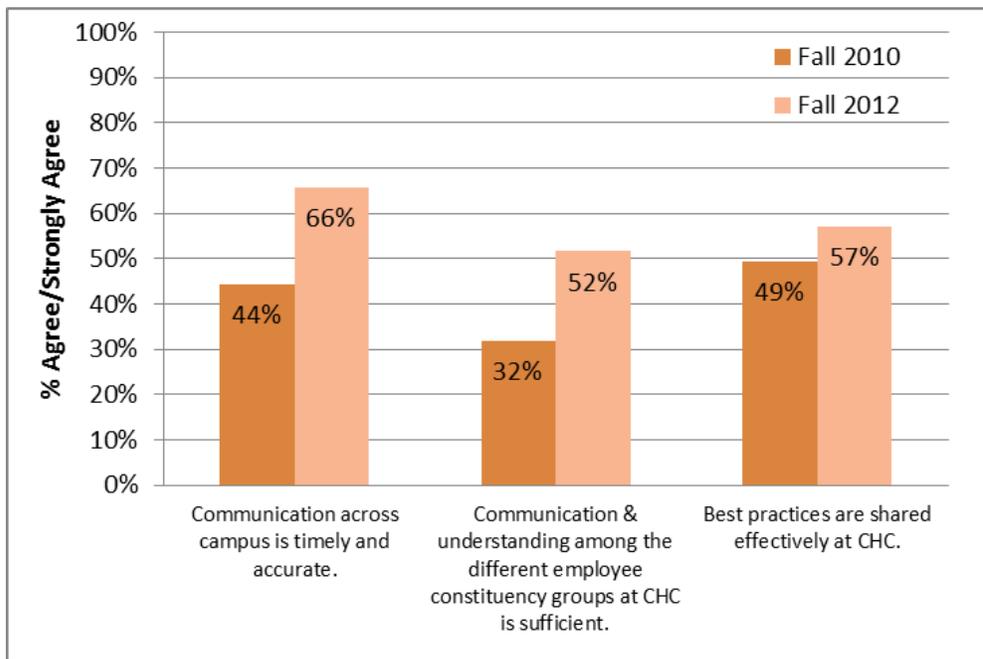
As with any large organization, communicating effectively among the institution's constituencies remains one of Crafton's challenges and one that Crafton is continuously striving to improve. In both the fall 2010 and the fall 2012 Employee Campus Climate Surveys, Crafton Employees identified communication as a concern (IV.A.2, IV.A3, IV.A.4). However, Crafton is moving in the right direction. Crafton substantially improved in communicating across campus in a timely and accurate manner (44% to 66%), communicating among the different constituency groups (32% to 52%), and at sharing best practices effectively (49% to 57%). The following are some examples of suggestions for improving communication at Crafton:

- Provide feedback about how suggestions are used
- Examine how email is distributed and develop a more user-friendly approach

- Communicate face-to-face
- Conduct research on how to communicate more effectively (i.e. literature review, focus groups, and survey)
- Communication issues mainly have to do with the District
- A list of events should pop up on the screen when you turn on your computer
- Need to celebrate and have more parties throughout the year
- Information is there; need to motivate people to get it

Crafton Council is currently reviewing all of the suggestions and developing an improvement plan, similar to what was done with the results from the fall 2010 Campus Climate Survey (IV.A.49). In addition, some of the suggestions have already been implemented. For example, in 2013-2014 the College increased college hour from one per week to four per week (IV.A.50). Additionally, a director of marketing and public information was hired (IV.A.51). Administrative reports in the Senates become a regular part of the senate agendas, consistent with the suggestions received in the Campus Climate Survey (IV.A.52, IV.A.53). A recent dialogue between the Accreditation Liaison Officer and the Classified Senate regarding Standard IV.A revealed that many staff members feel college leaders encourage them to take initiative to improve CHC programs, practices and services (IV.A.53.a). However, staff members often feel that dialogue is closed when an issue intersects the 10 + 1 issues identified by the senate as faculty-owned. For example, the faculty did not seek input about a new proposed auditing policy from Admissions and Records personnel, even though this is the department that would implement the policy.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

The ACCJC placed Crafton Hills College on probation after the self-evaluation visit in 2008 and required that the College submit two follow-up reports, one in October 2009 and one in October 2010 (IV.A.54). In the letter dated July 17, 2009, the ACCJC listed nine

recommendations and required that six of them (numbers 1, 2, 3, 4, 8, and 10) be remedied by October 15, 2009 and that three of them (numbered 6, 7, and Commission Recommendation 1) be remedied by October 15, 2010. The Commission stated that five of the deficiencies were previously noted in 2002 (1, 2, 3, 8, and 10) and that it was imperative that the College move immediately to completely resolve the deficiencies with the exception of Recommendation 3.

A year later, in a letter dated January 29, 2010 (IV.A.55), the Commission accepted the Follow-Up Report submitted in October 2009 and stated that "the Commission has extended the time to resolve these recommendations in light of the enormous energy and significant work done at the college." However, the Commission also stated that the College needed to completely resolve the recommendations by October 15, 2010. In a letter dated January 31, 2011, the Commission accepted the 2010 Follow-Up Report and noted that the College resolved Recommendations 1, 2, 6, 7, 8, 10 and Commission Recommendation 1 (IV.A.56). The Commission removed Probation and reaffirmed accreditation. The College was also required to submit a Substantive Change Proposal to establish an additional location geographically apart from the main campus to temporarily house the Fire Academy Program during construction of the new building (IV.A.57). The Substantive Change Proposal was approved on March 6, 2014 (IV.A.74). At this time, therefore, Crafton Hills College is in good standing with the ACCJC and demonstrates honesty and integrity in its relationships with external agencies.

Accreditation reports and information are available to the public and staff through the College's Accreditation website (IV.A.58). It provides hyperlinks to the 2008 Self-Evaluation, 2009 Follow-Up Report, 2010 Follow-Up Report, 2011 Midterm Report, 2012 Status Report on SLO Implementation, the 2014 Substantive Change Proposal, and the 2014 Self-Evaluation.

Individual units and programs are in good standing with various licensing or accrediting agencies, as follows:

- The Child Development Center is licensed by the California Department of Social Services, Community Care Licensing Division and is evaluated by the California Department of Education and the San Bernardino County Supervisor
- The Radiological Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) (IV.A.59)
- The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care (CoARC), Program Number: 200132 (IV.A.60)
- The San Bernardino Regional Emergency Training Center follows the Federal Aviation Administration and National Fire Protection Association requirements, procedures, and guidelines.

- The Emergency Medical Technician course is accredited through the Inland Counties Medical Authorities and licensed by the State of California.
- The EMT Paramedic Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). The State of California authorizes the program through the Inland Counties EMS Agency (ICEMA).
- The Firefighter Academy is accredited by the Office of the State Fire Marshall State Fire Training.

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

IV.A.5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The College has many mechanisms to evaluate the institution's governance and decision-making structures and processes. The Employee Campus Climate Survey is administered biennially to allow time to collect and implement feedback and it is used to evaluate Crafton's governance and decision-making structures (IV.A.61). The results of the survey are shared with the Campus in a report (IV.A.2, IV.A.4), a newsletter (IV.A.62), and through numerous presentations (IV.A.3). The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, inclusiveness, planning and program review, shared governance, and the resource allocation processes. Feedback from the presentations is compiled in a report and shared with the Crafton Council (IV.A.33, IV.A.34). Crafton Council processes the feedback and develops a plan for improvement (IV.A.5). This process of continuous quality improvement is also described in Standard IA. An example of how the process works is illustrated below in Figure IV.A.6 (IV.A.68).

Figure IV.A.6, CHC Continuous Quality Improvement Cycle

1. Gather Data / Assess	→	2. Review, Discuss, & Gather Feedback	→	3. Identify Strategies for Improvement	→	4. Communicate Progress
Campus Climate Survey administered every other Fall Collaboratively developed and feedback ellicited from entire campus	→	**Results shared with Campus and Feedback Gathered** **Report** **Presentations** **Newsletter** **Workshops** **Numerous Committee Meetings**	→	Crafton Council Reviewed feedback Selected strategies to implement Assigned responsible person Monitored Status	→	Email Workshops Committee Contacts At the Water Cooler In Service Meetings with Programs Multiple Committee Meetings (e.g.: Chairs) Repeat

Examples of some of the implemented suggestions based on feedback from the Campus Climate Survey are shown below in Table IV.A.1 (IV.A.68).

Each spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate the shared governance and decision-making committees (IV.A.61). The aggregated results of the Committee Self-Evaluation (IV.A.63, IV.A.64, IV.A.65) are shared with Crafton Council and the Council uses the results to inform changes to CHC Organizational Handbook (IV.A.34, IV.A.66, IV.A.67). The disaggregated results for each committee are distributed to the Committee Chairs and the results are discussed at one of the first meetings of the year by each committee and used to inform the decision-making processes within each committee (IV.A.69, IV.A.70, IV.A.71, IV.A.72, IV.A.73).

Table IV.A.1, Implementation of Improvements Based on College Feedback

Suggestion	Progress
Make applause cards readily available for use.	A link to the Applause Cards is available on the Navigator Online Resource Web Site.
Training for managers on recognition	Training occurred on Friday, November 9th, 2012.
Committee chairs should be trained how to run a committee.	Training occurred on August 22nd, 2012. Future trainings will occur once every primary term.
The ability to search the email database by first name, department, or office.	Contacted DCS in Fall 2012. When click on "To", check "More columns" and enter first name.
"Bring a friend" to committee meetings. Where the friend can sit in on committee as a guest.	Piloted in Spring 2012, and did not work well.

The Planning and Program Review Committee (PPRC) also uses the same continuous quality improvement process described in Standard IA to annually reviews its structures and processes to assure their integrity and effectiveness (IV.A.75, IV.A.76, IV.A.77). In spring 2011 the feedback received suggested that the process was more clear and the feedback more useful; however, the participants felt that the PPRC could streamline the questions and provide mentoring and feedback. As a result of the feedback from participants, the questions were revised to improve clarity and remove redundancy, and the number of questions was reduced. Additionally, the PPR committee assigned committee contacts to each participating unit to provide support and feedback. Open meetings and workshops (IV.A.68) were provided throughout the fall. In spring 2012 (IV.A.78) and 2013 (IV.A.79) the participant satisfaction survey revealed that the PPR timelines needed clarification, and that the PPR web tool needed to be improved. As a result of the participant feedback, the PPR questions were revised, a quick link was added to the Crafton home page under "Logins," and the prioritization of objectives in the web tool was made more user friendly (IV.A.80).

In addition to the annual review of the planning and program review processes, in Spring 2013 the PPRC also explored moving from a three-year to a four-year planning cycle. The PPRC began by gathering information about the planning cycle lengths at 18 community colleges (IV.A.81), asked the Academic Senate for their feedback about changing from a

three to a four-year planning cycle (IV.A.82), and sent out a survey to the Crafton Campus to collect the input from the campus (IV.A.83). Based on input received from the evidence the PPRC recommended changing from a three to a four-year planning cycle to the Crafton Council, which was approved on May 14, 2013 (IV.A84).

Self Evaluation

The College meets the Standard.

Actionable Improvement Plan

None

Evidence, Standard IV.A, Leadership

IV.A.1 President Marshall's Fall 2012 In-Service Presentation
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/In-Service%20Day/President's%20Remarks%20Aug%202012.pptx

IV.A.2 CHC Employee Campus Climate Survey: Fall 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf

IV.A.3 CHC Fall 2012 Campus Climate Survey Presentation
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Presentations/2012FA_CampusClimateSurvey_Final. pdf

IV.A.3.a Classified Senate Minutes, April 25, 2014, New Business, Item V
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Classified%20Senate/Minutes/2013-
2014/CS%20minutes%202014%2004%2025.pdf

IV.A.4 CHC Employee Campus Climate Survey: Fall 2010
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Research%20Reports/Other%20Research%20Studies/ CampusClimateFall2010.pdf

IV.A.5 Feedback for the CHC 2010 Campus Climate Survey Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Research%20Reports/Other%20Research%20Studies/ 1112_Brief3_SuggestedImprovements.pdf

IV.A.6 CHC Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf

IV.A.7 Planning and Program Review Strategic Direction Screen Shots
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_Scr eenShots.pdf

IV.A.8 President's Updates, In-Service, August 10, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/In-Service%20Day/President's%20Remarks%20Aug%202012.pptx

IV.A.9 Planning and Program Review 2013-2014 Communication Studies (Speech) Data Example
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Planning%20Documents/PPR_SPEECH_Data_20132 014.pdf

IV.A.10 Planning and Program Review Annual Plan Questions
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Planning%20Documents/1314_AnnualPlan_Question s2.docx

IV.A.11 Planning and Program Review Four Plan Instructional Questions
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Instru ctional.docx

IV.A.12   Planning and Program Review Four Plan Non-Instructional Questions
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_Questions_Non-Instructional.docx

IV.A.13   Office of Institutional Effectiveness Research, and Planning Research Briefs and Reports Website
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports

IV.A.14   Crafton Progress on its 11 QEIs and the ACCJC Institutional Set Standards
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1314DYK33_QEI_MinStandards.pdf

IV.A.15.   CHC Student Placement Results: 2012-2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

IV.A.16.   OIERP Data Marts Web Site
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Data_Marts

IV.A.17.   The Relationship of Momentum Points, Placement Results, and Student Service and Instructional Strategies to the ARCC SPAR Milestones
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

IV.A.18.   SBCCD Board Minutes, September 26, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/9-26-13.pdf

IV.A.19.   CHC Academic Senate Minutes, April 3, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202012-2013/AS%20Minutes%204-3-13.pdf

Iv.A.20.   Chairs Council Minutes, April 5, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Additional%20Documents/Committee%20Documents/Chairs%20Council%20Documents/2012-2013/Chairs%20Council%20Minutes/Chairs%20Council%20Minutes%204-5-13.docx

IV.A.21.   BORG Data Cubes
http://www.craftonhills.edu/About_CHC/Research_and_Planning/BORG_Data_Cubes

IV.A.22.   Board Policy 2225, Collegial Consultation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2225_Collegial_Consultation.pdf

IV.A.23.   CHC Organizational Handbook, 2013-2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf

IV.A.24.   Administrative Procedure 2225, Collegial Consultation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu
res/2000/2225_AP.pdf

IV.A.25.   CHC Integrated Planning and Program Review Handbook: 5th Edition
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th
%20Edition%2020130425.pdf

IV.A.26.   CHC Integrated Planning and Program Review Process for Prioritizing
Objectives
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram
2.pdf

IV.A.27.   RP Group Excellence in Planning Award Presentation: CHC Integrated
Planning and Program Review
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/1112_RP_AwardPresentatio
n.pdf

IV.A.28.   PPR Strategic Direction and Anticipated Impact Level Screen Shots
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_Scr
eenShots.pdf

IV.A.29.   Board Policy 4020, Program, Curriculum, and Course Development
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/
4000/4020_Program%20Development.pdf

IV.A.30.   Administrative Procedure 4020, Program, Curriculum, and Course
Development
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu
res/4000/4020__AP.pdf

IV.A.31.   Guide to Course Outlines: Authoring and Approval (Curriculum Handbook)
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Curriculum/guide2013.pdf

IV.A.32.   Curriculum Committee Web Site
http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

IV.A.33.   CHC Crafton Council Committee Minutes, May 22, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Committees/Crafton%20Council/Minutes/2011-
2012/Crafton%20Council%20Minutes%20052212.pdf

IV.A.34.   CHC Crafton Council Committee Minutes, August 27, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Committees/Crafton%20Council/Minutes/2013-
2014/Crafton%20Council%20Minutes%208-27-13.pdf

IV.A.35.   Academic Senate Web Site
http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate

IV.A.36.   Classified Senate Web Site
http://www.craftonhills.edu/Faculty_and_Staff/Classified_Senate

IV.A.37. Student Senate Web Site
http://www.craftonhills.edu/Current_Students/Student_Life/Student_Senate
IV.A.38. CHC Crafton Council Minutes, August 27, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Committees/Crafton%20Council/Minutes/2013-
2014/Crafton%20Council%20Minutes%208-27-13.pdf
IV.A.39. CHC Crafton Council Minutes, September 10,
2013http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%
20Staff/Committees/Crafton%20Council/Minutes/2013-
2014/Crafton_Council_Minutes_9-10-13%20(3).pdf
IV.A.40. President's Remarks, Fall 2013 In-Service
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/In-Service%20Day/President's%20Remarks%20Aug%2016%202013.pptx
IV.A.41. Fall 2013 In-Service Engagement Activity – Effective Strategies
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/2013FA_InService_Effectiv
e_Engage.pdf
IV.A.42. Fall 2013 In-Service Engagement Activity – Improvement Strategies
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/2013FA_InService_Improve
Engage.pdf
IV.A.43. EMPC Minutes, 2013-2014
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Maste
r_Plan_Committee/Agendas_and_Minutes?folder=%2FFaculty%20and%20Staf
f%2FCommittees%2FEducational%20Master%20Plan%20Committee%2FAge
ndas%20and%20Minutes%2FFile%20Listing%2FMinutes%2F2013-2014
IV.A.44. EMPC Minutes, October 8, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2
013-2014/EMP%20Committee%20Minutes%20(100813).pdf
IV.A.45. Three Peaks Challenge
http://www.craftonhills.edu/Three_Peaks_Challenge
IV.A.46. Request for Recommendation on "Engage-Learn-Advance"
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
rch%20and%20Planning/Planning%20Documents/ELASenateProposal101413.
pdf
IV.A.47. Classified Senate Minutes, December 6, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Classified%20Senate/Minutes/2012-
2013/20131207_ClassifiedSenateMinutes.pdf
IV.A.48. Academic Senate Minutes, November 6, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
aff/Academic%20Senate/Minutes/Approved%20Minutes%202013-
2014/AS%20Minutes%2011-6-13.pdf

IV.A.49.	Feedback for the CHC 2010 Campus Climate Survey Results http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea rch%20and%20Planning/Research%20Reports/Other%20Research%20Studies/ 1112_Brief3_SuggestedImprovements.pdf
IV.A.50.	CHC Crafton Council Minutes, January 28, 2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Committees/Crafton%20Council/Minutes/2013- 2014/Crafton%20Council%20Minutes%2001-28-14.pdf
IV.A.51.	CHC College Administration and Organizational Charts Web Site http://www.craftonhills.edu/About_CHC/College_Administration
IV.A.52.	CHC Academic Senate Minutes, September 18, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Academic%20Senate/Minutes/Approved%20Minutes%202013- 2014/AS%20Minutes%2009-18-2013.pdf
IV.A.53.	CHC Classified Senate Minutes, December 6, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Classified%20Senate/Minutes/2012- 2013/20131207_ClassifiedSenateMinutes.pdf
IV.A.53.a	Classified Senate Minutes, April 25, 2014, New Business, Item V http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Classified%20Senate/Minutes/2013- 2014/CS%20minutes%202014%2004%2025.pdf
IV.A.54.	ACCJC July 17, 2009 Letter http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Accreditation/2009/Commission%20Communications%20and%20Decision s/Accrediting%20Commission%20Revised%20Letter.pdf
IV.A.55	ACCJC January 11, 2010 Letter http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Accreditation/2010/Commission%20Communications%20and%20Decision s/Accreditation%20Letter%20022910.pdf
IV.A.56	ACCJC January 31, 2011 Letter http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Accreditation/2011/January%202011/Commission%20Communications%2 0and%20Decisions/Crafton%20Hills%20College%20January%2031%202011. pdf
IV.A.57	2014 Substantive Change Proposal http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St aff/Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Chan ge%20Proposal%20Jan%202014.pdf
IV.A.58	Accreditation Web Site http://www.craftonhills.edu/Faculty_and_Staff/Accreditation
IV.A.59	Radiologic Technology Degree Web Site http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Educa tion_and_Human_Development/Allied_Health_Services/Radiologic_Technolo gy/Radiologic_Technology_Degree_and_Certificate

IV.A.60   Respiratory Care Program Web Site
            http://www.craftonhills.edu/Degrees_and_Certs/Divs_and_Depts/Career_Educa
            tion_and_Human_Development/Allied_Health_Services/Respiratory_Care/Res
            piratory_Care_Degree
IV.A.61   Office of Institutional Effectiveness, Research, and Planning Research Calendar
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/CHC_Research_Calendar8.pdf
IV.A.62   Did you Know #25, Comparison of 2010 and 2012 CHC Campus Climate
            Survey Results
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/Did%20You%20Know/1213_DYK25.pdf
IV.A.63   Spring 2013 CHC Committee Self-Evaluations
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/Planning%20Documents/2013SP_CommitteeSelfEval
            s.pdf
IV.A.64   Spring 2012 CHC Committee Self-Evaluations
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.p
            df
IV.A.65   Spring 2011 CHC Committee Self-Evaluations
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/Research%20Briefs/2011SP_CommitteeSelfEvals.pdf
IV.A.66   Crafton Council Minutes, September 6, 2011
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
            aff/Committees/Crafton%20Council/Minutes/2011-
            2012/CraftonCouncilMinutes%20090611.pdf
IV.A.67   Crafton Council Minutes, October 9, 2012
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
            aff/Committees/Crafton%20Council/Minutes/2012-
            2013/Crafton%20Council%20Minutes2%2010-09-12%20(2).pdf
IV.A.68   What Worked? What Didn't Work? Learning through Continuous Quality
            Improvement
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
            rch%20and%20Planning/Presentations/2013SSC_LearningContinuousImprove
            mentPollResults.pdf
IV.A.69   CHC Budget Committee Minutes, September 17, 2013
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
            aff/Committees/Budget/Minutes/2013-
            2014/Budget%20Committee%20Minutes%209%2017%2013.pdf
IV.A.70   Educational Master Planning Committee Minutes, September 24, 2013
            http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
            aff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2
            013-2014/EMP%20Committee%20Minutes%20(092413).pdf

IV.A.71   Institutional Effectiveness, Accreditation, and Outcomes Committee Minutes, September 3, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20%209%203%2013docx%20(3).pdf

IV.A.72   Planning and Program Review Committee Minutes, October 28, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2013%20-%202014/Minutes_20131028.pdf

IV.A.73   Safety Committee Minutes, September 9, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/EHS/CHC-SCM-9-9-13%20Minutes%20REVISED.pdf

IV.A.74   ACCJC Substantive Change Approval Letter, March 7, 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ACCJC_SubChange_20140307.pdf

IV.A.75   Planning and Program Review Committee Minutes, May 9, 2011
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2010%20-%202011/Minutes/PPR%20Minutes%205-9-11-revised.pdf

IV.A.76.   Planning and Program Review Committee Minutes, April 30, 2012
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2011%20-%202012/Minutes/20120430Minutes.pdf

IV.A.77.   Planning and Program Review Committee Minutes, April 29, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130429.pdf

IV.A.78.   Spring 2012 PPRC Feedback Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP12_Survey_Results.pdf

IV.A.79.   Spring 2013 PPRC Feedback Results
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP13_SurveyResults2.pdf

IV.A.80.   PPRC Minutes, May 6, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130506.pdf

IV.A.81.   PPRC Minutes, April 8, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130408.pdf

IV.A.82.   Academic Senate Minutes, April 17, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202012-2013/AS%20Minutes%204-17-13.pdf

IV.A.83   PPRC Minutes, April 29, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130429.pdf

IV.A.84.   Crafton Council Minutes, May 14, 2013
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2012-2013/Crafton%20Council%20Minutes%2005-14-13(3).pdf

IV.B. Board and Administrative Organization

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

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district / system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The San Bernardino Community College District Board of Trustees is an independent governing board elected at large by voters and consisting of community members living within the San Bernardino Community College District as authorized by Education Code 70902 (IV.B.1). The Board of Trustees is comprised of seven trustees elected in even-numbered years to serve four-year staggered terms (IV.B.2). A student trustee is elected by the student body of each campus for a single academic year term (IV.B.3). Student trustees provide advisory votes (IV.B.4).

In January 2014, the board unanimously approved to divide the San Bernardino Community College District into seven trustee areas so that board members would be elected by trustee areas rather than at large (IV.B.5). Establishing trustee areas serves the public interest by ensuring diverse representation of the various communities within district boundaries in accordance with the California and Federal Voting Rights Acts (IV.B.6). The new trustee areas will be in effect for the November 2014 election.

Board Policy 1100 defines the mission of the District and states the following:

The mission of the San Bernardino Community College District is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world (IV.B.7).

Policy 1100 also states that the College "…provide(s) to the students and communities we serve high quality, effective and accountable instructional programs and services." To ensure the quality, integrity, and improvement of the District's educational programs and services, the Board of Trustees adopts policies and reviews procedures that facilitate the acquisition of skills and the development of intellect among students as identified in the mission.

Through the Board Imperatives, the District advances its goals and supports the missions of the two colleges, which are also focused on student success. The District Board Imperatives underscore its function to promote and to provide opportunities for students to be successful in accomplishing their educational and career goals. The District's Board Imperatives are stated in BP 2270 and include (IV.B.8):

I.   Institutional Effectiveness
II.   Learning Centered Institution for Student Access, Retention and Success
III.   Resource Management for Efficiency, Effectiveness and Excellence
IV.   Enhanced and Informed Governance and Leadership

The Board of Trustees is responsible for ensuring that policies are enacted that are consistent with the mission of the San Bernardino Community College District. The Board is committed to "…excellence and effectiveness in all operations and entities that comprise the SBCCD (IV.B.8)." In addition, the Board is committed to student access, success, retention, and the prudent management of District resources.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

Various Board Policies and Administrative Procedures address how governing board actions should support and improve student learning outcomes and expectations for institutional improvement:

- BP 2020 Board Self-Evaluation (IV.B.9)
- BP 2045 and AP 2045 Board Policies and Administrative Procedures (IV.B.10; IV.B.11)
- BP 2110 Board Education (IVB.12)

- BP 2270 Board Imperatives (IV.B.13).

With the goal of continuous quality improvement, the governing board has progressively improved its self-evaluation and goal-setting processes. The governing board holds an annual special study session typically in August or September for the sole purpose of conducting a self-evaluation, establishing goals, and confirming board imperatives. The board minutes from August 2013, documented a discussion among the trustees about the recent board self-evaluation. The discussion was characterized by transparency, reflection, and attention to detail. In contrast, the September 2008 discussion of the board self-evaluation and imperatives featured little dialogue and no reflection (IV.B.14; IV.B.15).

The governing board also attended a special study session on strategic planning in June 2013 to learn about and participate in the District's strategic planning process (IV.B.16).

Board imperatives are broad policy statements which provide guidance and support to the District and colleges as they collegially develop strategic and education master plans (IV.B.17; IV.B.18, IV.B.19). The first Board imperative is Institutional Effectiveness, which supports continuous quality improvement through data-driven decision making. The second Board imperative is Learning Centered Institution for Student Access, Retention and Success, which supports college programs focused on improving student learning outcomes. All Board imperatives reflect the standards set by ACCJC.

As documented in the governing board agendas and minutes, the governing board accepts the ultimate responsibility for educational quality, legal matters, and financial integrity of the District. For example, staff have presented to the Board on such educational topics as sabbaticals (January 16, 2014), the Transfer Center (April 10, 2014), SBVC's Middle College High School (June 12, 1014), and the Student Success Scorecard (September 26, 2013). The Board has also requested presentations on such legal matters as redistricting (December 12, 2013), safety (May 8, 2014), and the District's local hire practices (November 14, 2013). Last, the Board has engaged in special budget study sessions (May 29, 2014; September 12, 2013) (IV.B.20). In addition, all District expenditures are documented in Board agendas and are reviewed and approved by the Board.

> **IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**
>
> **IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.**

Descriptive Summary

Administrative Procedure 2045 prescribes the process for considering and approving board policies and administrative procedures (IV.B.21). All new and changes to existing policies and procedures are required to go through the district assembly collegial consultation process. Policy proposals may be made by individuals or constituency groups and are brought to the Chancellor's Cabinet for review. Proposals are then considered by the district assembly. Items deemed academic and professional are sent to the Academic Senates for consideration and action. After Academic Senate action, the policy proposals are brought back to district assembly as information items and then taken to the governing board for action. Items deemed not academic and professional are forwarded to the constituency groups for consideration and action. After constituency group action, the policy proposals are brought back to district assembly for action and then taken to the governing board for action. The approximately three-month process is described in narrative and graphical forms in AP 2045.

According to governing board and district assembly meeting minutes, the last Board Policies to go through the district assembly collegial consultation processes were BP 2060 Student Trustees, BP 2070 Advisory Voting Student Members, BP and AP 3740 Emergency Notification System (IV.B.22; IV.B.23). The policies and applicable procedures were considered and approved by the district assembly body on May 1, 2012. The governing board subsequently considered and approved the policies on June 14, 2012.

The governing board created a policy subcommittee on March 14, 2013 to consider and recommend changes to outdated policies (IV.B.24). Since the creation of this board subcommittee, numerous new policies and procedures have bypassed the district assembly collegial consultation process: BP 2140 Public Participation at Board Meetings, BP 6610 Local Hire Policy, and BP 6320 Investments (IV.B.25; IV.B.26; IV.B.27; IV.B.28).

Recently, the governing board and District office have initiated a rigorous plan for revising and updating all policies and procedures. An expert consultant from the California Community College League is providing templates with updated language that aligns with legislative and accreditation changes. Drafts have been broadly distributed to constituencies including the colleges' councils, academic senates, and other decision-making bodies. Input is being provided to the District office and to the district assembly committee which is responsible for approving changes to policies and procedures. In addition, a subcommittee of the board is reviewing all policies related to board actions. The proposed schedule for completing these updates is December 2014.

Prior to this initiative, policies and procedures were regularly brought to district assembly for review, input, and approval. Table IV.B.1 shows the policies reviewed by the district assembly over the past three years.

Table IV.B.1, Policies and Date Reviewed by District Assembly

Policy/ Procedure	Title(s)	Link to Evidence
AP 2060 BP/AP 2045	Student Trustees Policies and Administrative Procedures	District Assembly Minutes, September 7, 2010
AP 2225	Collegial Consultation	District Assembly Minutes, October 5, 2010
BP/AP 3580 BP/AP 3740	Sustainability Emergency Notification System	District Assembly Minutes, November 2, 2010
BP 7385 AP 6330	Salary Deductions Purchasing	District Assembly Minutes, December 7, 2010
BP/AP 6340	Contracts	District Assembly Minutes, March 1, 2011
BP/AP 3720	Computer Use	District Assembly Minutes, April 5, 2011
AP 2045 AP 3720 AP 5030	Board and Administrative Policies Computer Use Fees	District Assembly Minutes, September 6, 2011
AP 6620	Naming of Buildings	District Assembly Minutes, December 6, 2011
BP/AP 7250	Management Employees	District Assembly Minutes, March 6, 2012
BP/AP 3740 AP 2260	Emergency Notification System Conflict of Interest	District Assembly Minutes, April 17, 2012
AP 5030	Fees	District Assembly Minutes, May 1, 2012
BP/AP 3570 AP 2225 AP 6750	Smoking on Campus Collegial Consultation Parking	District Assembly Minutes, September 4, 2012
AP 2260	Conflict of Interest	District Assembly Minutes, February 5, 2012
AP 5033	Refunds	District Assembly Minutes, March 5, 2013
AB/AP 3590	Energy Conservation	District Assembly Minutes, April 2, 2013
BP/AP 3570	Smoking on Campus	District Assembly Minutes, February 4, 2014

Self Evaluation

For the most part, the Board of Trustees' actions are consistent with its policies and bylaws. In addition to the chancellor evaluation issue outlined in IV.B.1, there is concern about a

deviation in the collegial consultation process for creating and updating District policies and procedures.

Actionable Improvement Plan

The Board of Trustees must adhere to Board policy concerning the creation of District policies and procedures.

> **IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**
>
> **IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**
>
> **IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.**
>
> **IV.B.1.i. The governing board is informed about and involved in the accreditation process.**

Descriptive Summary

The governing board has attended multiple trainings which support improving student learning outcomes and institutional improvement. For example, on April 25, 2013, the governing board attended a workshop with Drs. Barbara Beno and Susan Clifford of the ACCJC regarding accreditation and the role of trustees (IV.B.29). The governing board also attended a February 21, 2013 workshop with the Community College League of California regarding teamwork, the role of trustees, and establishing meaningful goals and standards for measuring student success (IV.B.30).

A wealth of advisory information is available to the governing board on the SBCCD Board of Trustees webpage. The site includes a training manual published by the Community College League of California (CCLC) entitled Local Trustee Orientation and Education (IV.B.31). Topics covered include organizational charts, collective bargaining processes, communication protocols, sample policies and plans, study sessions, and retreats. A checklist for CEOs and Board Chairs outlines the importance of orienting candidates for election and newly elected trustees.

Board members also have online access to the Trustee Handbook, also published by the CCLC (IV.B.32). The Handbook provides an overview of the community college system and its governance structures, the strategic plan for the California Community Colleges, and the

role, practices, and ethical responsibilities of a Trustee. The Handbook also contains a section regarding board self-evaluation using such formal methods as structured surveys and interviews, as well as informal methods, such as dialogue, and an assessment of progress towards goals and objectives (p. 59).

A third publication available on the Board's website is the California Community College Trustees Board Chair Handbook, published by the Advisory Committee on Education Services of the CCLC (IV.B.33) This publication covers such varied topics as the roles and responsibilities of the Chair, elections, the Board Chair and CEO relationships, representing the Board and the District, involvement in Accreditation, responding to crises on campus, and handling the media.

Board Policy 2020, Board Self-Evaluation, establishes the process for evaluation (IV.B.34). The policy stipulates that the board and the chancellor establish the District goals and objectives. The Chancellor reports to the Board regarding progress toward meeting the planned goals and objectives. Additionally, the Board and the Chancellor are expected to develop an evaluation instrument that will be used to assess each Board member's performance of his or her role and responsibilities. The Chancellor then summarizes the results of the evaluation and shares it with the Board. The final review of the assessment is completed in open session.

Board Policy 2050 states that governing board members serve four year staggered terms (IV.B.35). Terms expire for four members in every other even-numbered year and in the alternate even-number year for the other three members. The policy does not provide for a limit to the number of terms a governing board member may serve.

The Board of Trustees adheres to various policies and procedures to ensure the public interest is upheld. BP and AP 2010 address the board's Code of Ethics (IV.B.36; IV.B.37); BP and AP 2260 address Conflict of Interest (IV.B.38; IV.B.39), and BP and AP 6320 address Investments (IV.B.40; IV.B.41).

The Board concerns itself with the accreditation of both colleges. Recently, the Board heard a from the accreditation liaison officers (ALOs) of both colleges in April, 2014 (IV.B.42). The ALOs and other College representatives described the progress at each campus with regard to each of the Standards, and made recommendations for college and district improvement. Demonstrating interest in and commitment to accreditation, the governing board participated in training by Drs. Barbara Beno and Susan Clifford from the Accrediting Commission of Community and Junior Colleges on April 25, 2013 (IV.B.43). Topics covered included the Standards and the Board's role in accreditation.

]Self Evaluation

The College Meets this Standard

Actionable Improvement Plan

None

> **IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district / system chief administrator (most often known as the chancellor) in a multi-college district / system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him / her to implement and administer board policies without board interference and holds him / her accountable for the operation of the district / system or college, respectively. In multi-college districts / systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.**

Descriptive Summary

The selection and evaluation of both the Chancellor of the District and the President of Crafton Hills College are guided by board policies and administrative regulations. These are readily available online at the District's website and are consulted on an as-needs basis. Administrative Procedure 7250 describes the selection process for management employees, including the chancellor and college president. The current chancellor and college president were appointed after respective open searches which followed the processes prescribed in AP 7250 (IV.B.44; IV.B.45).

Selection and Evaluation of the Chancellor. The duties and responsibilities of the board are enumerated in Board Policy 2000, which assigns the Board the task of selecting the chief administrative officer of the District (IV.B.46). Board Policy 2175 specifically names the Board as the entity responsible for conducting an evaluation of the Chancellor (IV.B.47), and Administrative Procedure 2175 outlines the process for evaluation of the Chancellor (IV.B.48). BP 2175 states, "The Board shall conduct an evaluation of the Chancellor in compliance with the requirements set 6 forth in the contract of employment with the Chancellor and Administrative Procedure 2175." Delegation of authority by the Board to the Chancellor is also codified in policy. Board Policy 2170 states, "The Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (IV.B.49).

The chancellor received an evaluation from the Board of Trustees on May 17, 2012 (IV.B.50) prior to the adoption of BP and AP 2175 on May 9, 2013. According to Board of Trustee meeting minutes, the chancellor's evaluation was an ongoing consideration during its closed session for two years: January 16, 2014 (IV.B.51); December 12, 2013 (IV.B.52); November 14, 2013 (IV.B.53); October 10, 2013 (IV.B.54); September 12, 2013 (IV.B.55); April 11, 2013 (IV.B.56); January 17, 2013 (IV.B.57); December 13, 2013 (IV.B.58); November 15, 2012 (IV.B.59); October 25, 2012 (IV.B.60); September 27, 2012 (IV.B.61); August 9, 2012 (IV.B.62). In fall 2013, an evaluation committee was formed and an evaluation form sent to employees and community members selected by the chancellor and by the evaluation committee. The evaluation process was completed at the Jun 12, 2014 Board meeting.

Selection and Evaluation of the President. Pursuant to BP 2170, the Board delegates authority to the Chancellor to authorize all other employment, fix job responsibilities and perform other personnel actions that fall within the confines of law and the Board's own administrative policies (IV.B.63). The Chancellor therefore has purview over the selection and hiring of the college President. The process for selection of the President must conform to Board Policy 7250 and Administrative Procedure 7250, which guides the establishment of minimum qualifications, the composition of the screening committee, the interview process, selection process, reference check, and evaluation process (IV.B.64; IV.B.65). AP7250 stipulates the composition of the President's evaluation committee must include the Chancellor, a manager appointed by the Chancellor, two faculty members appointed by the Academic Senate, and one classified employee appointed by CSEA.

The policy pertaining to the evaluation of the President also pertains to all managers. Board Policy 7251 and Administrative Procedure 7251 outline the frequency of evaluation, the process, and the composition of the evaluation committee (IV.B.66; IV.B.67). The college president, appointed in December 2012, received her first formal evaluation in spring 2014. The District adhered to the process, but not the timeline prescribed in AP 7251. All managers are to be evaluated once per year for the first two years of employment and every three years thereafter. An appropriately representative committee was formed and an approved evaluation form was sent to all college employees and appropriate community members.

Delegation of Authority to the Chancellor. As indicated above, Board Policy 2170 delegates authority to the Chancellor to administer the policies and actions adopted by the governing board. In general, the governing board understands and adheres to the delegation of authority. From time to time, however, the governing board aggressively questions and alters routine business items. For example, the board has adopted numerous job descriptions for management and classified job descriptions over the years. However, in August 2013, board

members questioned standard language of a management job description and then acted to alter the standard language (IV.B.68; IV.B.69).

Additionally, in May 2013 (IV.B.70), the governing board questioned the necessity and use of a low-dollar value contract to JobElephant online recruitment services under a routine item. A discussion commenced in which individual governing board members were encouraged to submit simple questions regarding any board items to the Chancellor prior to board meetings, so clarity can be provided in a timely manner. Some governing board members felt that asking targeted questions on specific, routine administrative items is their duty as elected officials.

Self-Evaluation

While processes and policies exist for the selection and evaluation of the chancellor and the president, the Board did not evaluate the chancellor in a timely fashion.

Actionable Improvement Plan

The Board will adhere to Board Policy concerning the evaluation of the chancellor.

IV.B.2. The president has primary responsibility for the quality of the institution he / she leads. He / she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

> **IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He / she delegates authority to administrators and others consistent with their responsibilities, as appropriate.**
>
> **IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:**
>
> 1. **Establishing a collegial process that sets values, goals, and priorities;**
> 2. **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
> 3. **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
> 4. **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

The College president is the leader of Crafton Hills College. The organizational structure of the College is designed to support the goals and objectives of the Educational Master Plan and the college mission.

Directly reporting to her are three vice presidents in each of three areas; administrative services, instruction, and student services. The dean of the Office of Institutional Effectiveness, Research and Planning (OIERP), the director of Grants and Resource Development, the director of Marketing and Public Information, and personnel assigned to the Title V grant also report directly to the president. While she served as the interim president during 2012-2013, the president developed a transition plan positions to include an executive vice president and an executive dean of instruction (IV.B.71). In the spring of the same year, the president elicited feedback and input from the Academic Senate and from other groups regarding the effectiveness of the structure (IV.B.72). Based on feedback, she returned to a traditional organizational structure at the end of the academic year, with vice presidents of administrative services, student services, and instruction.

The president has established a collegial process that emphasizes respect, collaboration, rigorous dialogue, and responsible, deliberative action. For example, at the fall 2013 in-service meeting, Dr. Marshall outlined her leadership goals:

1. Enhance participative decision making allowing all voices to be expressed.
2. Build a cultural that is collaborative, innovative, appreciative, fun, and action-oriented.
3. Build systems and processes to sustain and enhance student success and a quality learning environment.
4. As a campus, embody our values.

The president also exhorted the college community to experiment, examine the results of innovation, tolerate mistakes, and have fun (IV.B.73).

The organizational structure of the College is clearly articulated in the Organizational Handbook, the production of which has direct oversight by the Crafton Council (IV.B.74). The Organizational Handbook is updated annually with input from shared governance committees, the academic, classified, and student senates. Feedback and input from the campus is reviewed by Crafton Council, which is chaired by the president. Recommendations are incorporated into the finalized document and it is published online in early fall.

The president ensures that evaluation and planning rely on high-quality research and analysis.   The dean of the Office of Institutional Effectiveness, Research, and Planning (OIERP) meets with the president twice a month and the research office reports directly to the President and has ready access to the president.

OIERP generates data reports for the President, as well as reports and presentations for standing strategic planning committees that analyze internal and external conditions. The President relies on data and information to inform decision-making. Two of the most recent projects developed for the President included the research projecting high school graduation rates (IV.B.75), and research analyzing the environmental scan data (IV.B.76). The research on the projected high school graduation rates has been used to inform the revision of the District Resource Allocation Model. In addition, the environmental scan data is providing important background for the development of the District Strategic Plan (IV.B.77), the Crafton Hills College Educational Master Plan, and decision-making on campus. The president, the dean of OIERP, and the research analyst presented the results from the Environmental Scan to the campus in a series of meetings to promote interest, dialogue, and input. The group presented to the CHC managers on January 24, 2014 (IV.B.78), Crafton Council on January 28, 2014 (IV.B.79), the Student Success, Engagement, Enrollment and, and Management (SSEEM) Committee on January 29, 2014 (IV.B.80), the Chairs Council on February 7, 2014 (IV.B.81), the All Student Services Meeting on February 11, 2014 (IV.B.82), and the Academic Senate on February 5 and February 19, 2014 (IV.B.83, IV.B.84). Crafton's Continuous Quality Improvement process described in Standard IA is being used to inform planning and decision-making (IV.B.85).

Under the direction of the president, the OIERP regularly examines research on student learning, widely shares the information with the campus community, and facilitates the use of evidence to inform decision-making. There are multiple examples of this process on the OIERP Web Site (IV.B.86). One of the more recent examples is the research conducted on the impact of course length on student success (IV.B.87). In the summer of 2013 an instructor at Crafton observed unusually high course completion and success rates in a five-week lower division general education course. At the same time, faculty in other disciplines, particularly math, were also interested in offering more short-term classes if the short-term format would increase the likelihood that students would successfully complete transfer level math. The OIERP investigated whether there was a statistical difference in student success between coterminous (i.e. full-term or traditional) and non-coterminous (i.e. short-term or compressed) courses.   The results of the study led to an increase in the number of short-term math classes offered in the 2014-2015 academic year.

The OIERP is very accessible to managers, faculty, and staff and seeks to provide evidence to help facilitate decision-making. For instance, on the most recent fall 2012 Employee Campus Climate Survey, 90% of Crafton employees agreed that research was used to inform-

decision making (IV.B.88). Moreover, 92% of Crafton employees agreed that the evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing.

Crafton has numerous research mechanisms to evaluate institutional planning processes including the process for evaluating shared governance, planning and program review, and resource allocation. Crafton Council is the central deliberative collegial consultation body at Crafton Hills. The Crafton Council seeks to provide information, facilitate communication, and solve problems related to shared governance.   All participative governance committees report to the Crafton Council, which is chaired by the president. Every year the Crafton Council evaluates the shared governance committees that report to it in an evaluation process that entails an annual committee self-evaluation (IV.B.89; IV.B.90).

Crafton Council reviews the results of the surveys annually, and discusses approaches for improving the shared governance processes at Crafton. These changes are reflected in the CHC Organizational Handbook (IV.B.91).

In addition, the Planning and Program Review Committee (PPRC) evaluates and makes improvements every year to the Planning and Program Review (PPR) and Resource Allocation processes (IV.B.92). In the spring of every year the PPRC administers a survey to the programs that completed a four-year plan asking for their feedback to help improve the PPRC processes (IV.B.93). The results of the surveys are reviewed and discussed in the PPRC (IV.B.94), and changes to the PPRC processes are reflected in the PPRC Handbook (IV.B.95).

The College also evaluates planning and resource allocation processes through the Employee Campus Climate Survey, which is administered every other year (IV.B.96). The Employee Campus Climate Survey evaluates outcomes assessment processes, inclusiveness, planning and program review processes, shared governance, and resource allocation processes (IV.B.97). The results from the fall 2012 Employee Campus Climate Survey indicated that there were dramatic increases in employee satisfaction from fall 2010 to fall 2012 with outcomes assessment, inclusiveness, planning and decision-making, shared governance, resource allocation, and with working at Crafton.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

> **IV.B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.**
>
> **IV.B.2.d. The president effectively controls budget and expenditures.**
>
> **IV.B.2.e. The president works and communicates effectively with the communities served by the institution.**

Descriptive Summary

The president ensures that all statutes, regulations, and governing board policies are adhered to. For example, he president regularly shares regulatory and policy information with the College community. For example, several District policies are currently under review and revision by a consultant hired to update and align them with current legal requirements and accreditation standards. The president distributed the draft policies to the Academic and Classified Senates, and led a discussion about them in Crafton Council (IV.B.98).

The president is responsible for the College budget and is a member of the District Budget Committee. In 2013-2014, the president led a college-wide discussion about College's growth potential (IV.B.99). Because growth closely intersects the availability of resources, the conversation also extended to the District Resource Allocation Model, which since its inception has divided the allocations to the college based on a fixed 70/30 split rather than on the FTES served. However, as the District Budget Allocation Model has direct oversight of the Chancellor, the president has a limited ability to predict the College budget. While she is a strong advocate for growth and a proponent of long-range enrollment management planning at the District level, the ultimate decisions regarding budget and growth reside with the chancellor and the board.

The president represents the College to a diverse community representing private and public entities. She works closely with the city manager of Yucaipa on such joint partnerships as the development of a College parking lot on city-owned land, and joint use of the College swimming pool. To ensure that the College is represented in the community, the president participates in the following groups:

- Executive Board of Directors, Yucaipa Chamber of Commerce
- Yucaipa Valley Kiwanis
- Region IX Coordinator, California Community College CEOS,
- Loma Linda University Gateway Initiative Task Force
- Economic Development Advisory Committee, City of Yucaipa
- Federation for A Competitive Economy

- Inland Empire Economic Partnerships Education Council

She has given presentations about the College to groups with diverse interests such as:

- Redlands Kiwanis
- Highland Chamber of Commerce
- American Association of University Women, Redlands Chapter
- Yucaipa Chamber of Commerce
- Commercial Real Estate Women of the Inland Empire
- Friends of Crafton Hills College
- San Gorgonio Pass Economic Development Association

To summarize, the president has developed an effective administrative structure at the college. She relies on research to guide institutional decision-making, and she encourages innovation and creativity. She is highly communicative with College and community constituencies. She manages the college budget effectively within the parameters of the District Resource Allocation Model, but is hampered by the lack of long-range enrollment management planning on the part of the District.

Self Evaluation

The College meets this Standard.

Actionable Improvement Plan

None

IV.B. 3. In multi-college districts or systems, the district / system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district / system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district / system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district / system clearly delineates and communicates the operational responsibilities and functions of the district / system from those of the colleges and consistently adheres to this delineation in practice.

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

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

IV.B.3.d. The district / system effectively controls its expenditures.

Descriptive Summary

Statements from the chancellor and from the board setting and communicating expectations of educational excellence and integrity can be found in several sources. The Chancellor's 2012 address to the colleges on in-service day focused on his vision of excellence, student success, innovation and new programs, and a healthy culture. He has emphasized the need to work on the district culture by bringing both campuses together more often, evidenced in a 2011 edition of the Chancellor's Chat (IV.B.100). He shared the District's strategic goals in the September 15, 2011 version of his newsletter (IV.B.101):

- Implement best practices
- Improve student access and success
- Develop and efficiently use resources
- Review governance and organizational structures
- Promote professional development
- Value and promote diversity
- Enhance the image and reputation of the district and colleges

The Board of Trustees published a printed brochure, which is also available online, describing the mission statements of the District, CHC, and SBVC, and showing the alignment between District Strategic Directions and Goals and those of the Colleges (IV.B.102). It is also important to note that the service aspects of the District regularly assess their effectiveness through the annual planning and program review process (IV.B.103). Feedback and input is solicited from the Colleges, analyzed, and the results are published online for all staff to review.

The organizational structure of the District and the College are available on the District website. Detailed organizational charts are provided for all District entities, including Human Resources, Fiscal Services, KVCR, the District's radio/television station, the Applied Technology Training Program, and the Professional Development Center (IV.B.104).

The District provides several valuable services to Crafton Hills College to support the institution's mission and goals. Fiscal services, human resources, and educational technology services are critical in the smooth operations of the colleges.

Human Resources. The Human Resources department has suffered from a shortage of staff and full-time leadership. Additionally, there has been a high number of interim management appointments, particularly at SBVC and the District; and a considerable number of failed recruitments, most of them at SBVC (IV.B.105). The discontinuity of staffing in human resources has a direct impact on College recruitments and hiring.

Educational Technology Services. As described in Standard III.C., Technology, The District Technology and Educational Support Services works with constituent groups to develop, monitor, and revise the District Technology Strategic Plan, prioritize projects that emerge from the Colleges and the District, propose new policies and procedures, advise the Chancellor's Cabinet (IV.B.106), ensure accurate MIS reporting, and plan and troubleshoot the implementation of complex software and online solutions. Applications that are shared across the District are identified and selected by the TESS committee, which is led by the associate vice chancellor and comprised of College and District personnel. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website. Project requests are received three times per year, during fall, spring and summer, and the deadlines for proposals are published. To ensure effective communication with the campuses in the District, current projects and their status are posted on the TESS website (IV.B.107).

By working with the District, the College meets technological needs for which it does not have the budget or the personnel. For example, Crafton Hills forwarded a request to upgrade student services technology for educational planning. The student services department followed the process outlined by TESS, the project was prioritized, and the District, working closely with the College, was able to upgrade the student portal used for educational planning.

The College Brain Trust Long-Range Staffing Plan described the staffing level in District technology services as similar to like-sized districts (IV.B.108, p. 37). There has been a history of stable staffing and strong collaboration between the District and the College Technology Services departments. The combined resources of TESS and CHC technology services allow for the delivery of reliable and effective technology services.

Fiscal Services. The San Bernardino Community College District received the Government Finance Officers Association award for Distinguished Budget Presentation for its 2011-2012 (IV.B.109) and 2012-2013 (IV.B.110) budget documents. The award reflects the commitment of the governing board and staff to meeting the highest principles of governmental budgeting. SBCCD was the only community college in California to receive the award both years. The District follows all standard good business practices in regard to fiscal management. The annual audits for 2011-2012 (IV.B.111) and 2012-2013 (IV.B.112), which reviewed the internal controls and fiscal management of the District, identified no deficiencies or material weaknesses in the District's internal controls.

Administrative Procedure 6300 (IV.B.113) describes the fiscal management of the District and its financial and accounting processes. The policy explicitly describes the importance of internal controls which prevent any single person from controlling an entire process in the expenditure of funds, requires expenditures have a three-way match.

In managing expenditures, all contract authority is centralized to designated staff at the District office in order to control contracted liabilities, pursuant to Administrative Procedure 6340 (IV.B.114) Contracts further requires all contracts for goods and services to be encumbered on a purchase order for the full amount of the contract preventing any unknown liabilities.

According to the 2013-2014 budget document (IV.B.115), the District ended fiscal year 2012-2013 with an Unrestricted General Fund balance of $24,062,724.76 or 37% of the Unrestricted General Fund expenditures. The minimum recommended (IV.B.116) budget reserve set by the California Community College Board of Governors is 5%, which means the District is in a remarkably healthy financial position.

The District has consistently been in a healthy financial position. According to the 2012-2013 (IV.B.117) and 2011-2012 (IV.B.118) budget documents, the Unrestricted General Fund balance was 33% of expenditures in 2011-2012 and 39% in 2010-2011. The lowest fund balance in the last five years was 24% in 2008-2009.

The District maintains a strong financial position and excellent control of expenditures. In both fiscal years 2011-2012 (IV.B.119) and 2012-2013 (IV.B.120), the District's independent auditor, Christy White Accountancy Corp, produced no findings or questioned costs on the District's financial statements, federal awards or state awards. The audit included an evaluation of the District's internal controls and compliance to various laws and grants received by the District.

Christy White Accountancy Corp also conducted a financial and performance audit (IV.B.121) on the District's significant bond construction program. Again, the auditors produced no findings in either fiscal year 2011-2012 or 2012-2013. The financial and performance audit included an evaluation of internal controls, site walks of projects, and tests on expenditures and contracting procedures.

Resource Allocation. The fair and equitable distribution of resources was a matter of much dialogue among the colleges and the District during 2013-2014. The District developed a resource allocation model (IV.B.122) in May 2010 (IV.B.123), to take effect in the 2010-2011 fiscal year. The resource allocation model, adopted through a participatory governance structure with input from all interested constituency groups, established a baseline allocation

in which 100% of district unrestricted revenues were allocated to the colleges. The larger college, San Bernardino Valley College, received 70% of the allocation to match the percentage of the district's total FTES at its campus, and Crafton Hills College received 30% of the allocation to match its percentage of the district's total FTES. The district then assessed a portion of the allocations made to each campus in order to provide centralized services and costs (e.g. fiscal services, human resources, distance education and technology services, police and safety services, property and liability insurance, and district-wide software expenses).

A component of the resource allocation model was its annual evaluation by the District Budget Committee to determine whether the assumptions made in the creation of the allocation model realistically assessed the needs of the institutions. The resource allocation model was reviewed by the District Budget Committee in April 2011, (IV.B.124), May 2012(IV.B.125) and May 2013 (IV.B.126).

In October 2013 (IV.B.127), the District retained the services of the College Brain Trust to study (IV.B.128) the District and college budgets and assess the allocation model. The College Brain Trust recommended adjustments to the resource allocation model, financing of various expenses (e.g. OPEB costs and KVCR TV-FM), and College operations. The Chancellor's Cabinet and the District Budget Committee provided (IV.B.129) recommendations to the governing board based upon the College Brain Trust report in order to improve the resource allocation model.

In May 2013 (IV.B.130), the District Budget Committee developed a process to adjust the resource allocation model based upon data and institutional planning. Rather than relying on a constant 70/30 split allocation model, the District Budget Committee agreed to utilize district and college master plans, enrollment and environmental scan data, and other sources (i.e. Office of the Controller, California Community College Chancellor's Office, and the Community College League of California) to determine the appropriate allocation to and assessment of the college budget.

Additionally, the College Brain Trust recommendations on resource allocation and utilization (IV.B.131) provided data on other community colleges for the District Budget Committee to consider. This data included comparisons on budget expenditures and staffing levels of Crafton Hills College in comparison with other similar colleges. Attachment D of the document provides data which shows that the college's total expenditures are in line with other similar colleges (IV.B.131, p. 39).

Self Evaluation

The College partially meets this Standard. The District lacks permanent fulltime leadership of Human Resources and Fiscal Services. Recruitments and vacancies are not conducted in a timely fashion. While discussions about the District's fiscal health are ongoing, the Board has not engaged in long-range fiscal planning. Therefore, the Colleges are constrained in developing their own enrollment management plans and fiscal projections.

Actionable Improvement Plan

The District must secure stable leadership in Human Resources by hiring a qualified Vice Chancellor. Staffing in that department should be strategically increased to meet college needs.

Additionally, the District must develop long-term financial plans that allow the Colleges to meet the needs of their respective communities, and a permanent vice chancellor of fiscal services must be hired.

> **IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district / system policies without his/her interference and holds them accountable for the operation of the colleges.**
>
> **IV.B.3.f. The district / system effectively acts as the liaison between the colleges and the governing board. The district / system and the colleges use effective methods of communication, and they exchange information in a timely manner.**
>
> **IV.B.3.g. The district / system regularly evaluates district / system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district / system widely communicates the results of these evaluations and uses them as the basis for improvement.**

Descriptive Summary

The Board of Trustees delegates to the Chancellor the task of administering the policies adopted by the Board, providing leadership for planning, setting priorities, managing resources, and ensuring compliance with relevant laws and regulations (IV.B.132). In turn, the Chancellor delegates the authority for administration and operation of the College to the President. To ensure that these responsibilities are carried out efficiently and effectively, Chancellor's Cabinet meetings are held bi-monthly to discuss matters of importance to the District and the colleges. In addition, the Chancellor's Cabinet holds quarterly planning retreats. The President meets bi-monthly and as needed with the Chancellor to communicate

and exchange information in a timely manner. The President provides leadership and is responsible for making decisions that affect the operation of the College. She is the final authority at the college level.

The Chancellor's Cabinet acts as a primary conduit for exchanging information and ideas between the District and campuses on topics of importance for the District and the campus. The Chancellor's Cabinet is comprised of the two District vice chancellors of fiscal and business services and of human resources, the associate vice chancellor of technology and education support services and the two College presidents. Recent topics addressed by the Chancellor's Cabinet have been the College Brain Trust Report and the Hay, Inc. Salary Study, AB 867, parking fees, accreditation, district strategic plan goal 3, the district's crisis communication plan, and requests for information from the board of trustees (IV.B.133, IV.B.134).

Information is also exchanged in a timely manner and transmitted among the colleges and the District via the following mechanisms:

- Monthly Board of Trustee meetings (IV.B.135)
- Chancellor's Chat (IV.B.136)
- President's Reports to the Board (IV.B.137)
- Board of Trustee agendas and minutes posted on the District Website (IV.B.138)
- Board of Trustee committee reports at regular Board meetings
- Chancellor's Cabinet meetings and retreats
- Faculty, administration, staff, and students from both colleges as members of District committees (e.g.: District Assembly, District Strategic Planning Committee, District Budget Committee, TESS Committee, etc.)

Board meetings are held once a month with additional study sessions held approximately four times a year. In addition to Board agendas, minutes, and supporting documentation, the board meetings are also recorded and the audio recordings are available online (IV.B.139, IV.B.140). The Chancellor's office sends out a list of due dates for board agenda items annually, which are published in Crafton's Master Calendar (IV.B.141). The minutes and materials of District committee meetings and Board meetings are broadly distributed and are discussed by the appropriate College groups, ensuring clear communication about the activities of the Board, District, and Colleges. District and College strategic planning is integrated through the District Strategic Planning Committee (DSPC). The DSPC membership comprises representatives from each of the colleges and includes in its membership representatives from the college Academic Senates, Classified Senates, the Deans of Institutional Effectiveness, Research and Planning from both colleges, representation from both college planning committees, and District administrator and classified representation (IV.B.142).

In Fall 2012 the District Strategic Planning Committee (DSPC) began developing a new District Strategic Plan to replace the current 2011 – 2014 DSP to assure the effectiveness of the District in assisting colleges in meeting educational goals (IV.B.143, IV.B.144). At the meetings in fall 2012 the DSPC discussed how to proceed and emphasized that the planning process needed to be collaborative. The process of developing a new strategic plan was led by the Vice Chancellor of Fiscal Services, who left the District mid-way through the process. Currently, the process of completing the DSP is being facilitated by an interim Vice Chancellor of Fiscal Services and a consultant, a former VC of Fiscal Services. The DSPC met throughout the 2012 – 2013 and 2013 – 2014 academic years and has developed a draft mission, vision, and values as well as goals (IV.B.145, IV.B.146). Throughout the process the DSPC representatives from the colleges have worked to ensure that the District plan supports the mission, vision, and goals of both colleges. In addition, the DSPC also recommended that an environmental scan be completed to inform the plan, which was completed in October, 2013 (IV.B.147). In May 2014, the DSPC agreed on a revised timeline, which will allow for one last round of additional feedback from District constituencies from both colleges and be approved by the Board in October, 2014.

The District communicates results of its regular assessments of effectiveness by posting all administrative program reviews on the District program review web site (IV.B.148). To illustrate, the 2013 – 2014 Technical Services District Program Review provided assessment results on average resolution time and other assessment measures (IV.B.149). The District committees also review their processes each year and make improvements to their processes by administering and reviewing Committee Self-Evaluations (IV.B.150).

Self Evaluation

The College meets this Standard

Actionable Improvement Plan

None

Evidence, Standard IV.B. Institutional Effectiveness

IV.B.1   Education Code, Title 3, Section 70902
http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=70902.

IV.B.2   Board Policy 2050, Board Membership and Eligibility
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2050_Membership.pdf

IV.B.3   Board Policy 2060, Student Trustees
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2060_Student_Trustees.doc.pdf

IV.B.4   Board Policy 2070, Advisory Voting Student Member of the Board of Trustees
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2070_Advisory_V.pdf

IV.B.5   Board of Trustees Meeting Minutes, January 16, 2014, p. 10
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/1-16-14.pdf

IV.B.6   Board of Trustees Meeting Minutes, July 11, 2013, Item 3, Redistricting
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/07-11-2013.pdf

IV.B.7   Board Policy 1100, District Mission Statement
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/1000/1100_District_Mission.pdf

IV.B.8   Board Policy 2270, Board Imperatives
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2270_Board%20Imperatives.pdf

IV.B.9   Board Policy 2020, Board Self-Evaluation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2020_Self-Evaluation.pdf

IV.B.10   Board Policy 2045, Policies, Procedures
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2045Polices%20%20Regs.pdf

IV.B.11   Administrative Procedures 2045, Policies, Procedures
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/2000/2045_AP.pdf

IV.B.12   Board Policy 2110, Board Education
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2110_Education.pdf

IV.B.13   Board Policy 2270, Board Imperatives
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2270_Board%20Imperatives.pdf

IV.B.14   Board of Trustees Meeting Minutes, August 22, 2013, Item 4, Board Self-Evaluation
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/8-22-13.pdf

IV.B.15 Board of Trustees Meeting Minutes, September 17, 2008, Item 4, Board Retreat
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2008_Minutes/09-17-2008.doc

IV.B.16 Board of Trustees Meeting Minutes June 27, 2013, Item 5, Strategic Planning Workshop
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/06-27-2013.pdf

IV.B.17 Board Policy 2270, Board Imperatives
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2270_Board%20Imperatives.pdf

IV.B.18 District Strategic Plan 2011-14
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2011-2012/2011-14%20District%20Strategic%20Plan%20w%20Appendix.pdf

IV.B.19 Crafton Hills College Educational Master Plan
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf

IV.B.20 Board of Trustees Agendas and Minutes showing Presentation and Study Session Topics
http://www.sbccd.org/Board_of_Trustees/Board_Agendas_,-a-,_Minutes

IV.B.21 Administrative Procedures 2045, Policies and Administrative Procedures
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/2000/2045_AP.pdf

IV.B.22 Board of Trustees Meeting Minutes June 14, 2012, Item 7
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Minutes/06-14-2012.pdf

IV.B.23 District Assembly Meeting Minutes May 1, 2012
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/05-01-2012.pdf

IV.B.24 Board of Trustees Meeting Minutes March 14, 2013, Item 8, Board Committee
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/03-14-2013.pdf

IV.B.25 Board Policy 2140, Public Participation at Board Meetings
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/8-8-13.pdf

IV.B.26 District Assembly Meeting Minutes Re: Board Policy 6610, Local Hire Policy
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Assembly/District%20Assembly%20Minutes/11-5-13%20Minutes.pdf

IV.B.27 Board of Trustees Meeting Minutes p. 14 Re: Board Policy 6610, Local Hire Policy
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/11-14-13-2.pdf

IV.B.28	Board of Trustees Meeting Minutes January 16, 2014, p. 13 re: Board Policy 6320, Investments http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/1-16-14.pdf
IV.B.29	Board of Trustees Meeting Minutes April 25, 2013, Item 5, ACCJC Board Training http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/04-25-2013.pdf
IV.B.30	Board of Trustees Meeting Minutes February 21, 2013, Item 3 http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Minutes/02-21-2013.pdf
IV.B.31	Board of Trustees Website, CCLC Local Orientation and Education http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Orientation%20and%20Development%20for%20Community%20College%20Trustees.pdf
IV.B.32	Board of Trustees Website, Trustee Handbook http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Trustee%20Handbook.pdf
IV.B.33	Board of Trustees Website, CCLC Trustees Board Chair Handbook http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Chair%20Handbook.pdf
IV.B.34	Board Policy 2020, Board Self-Evaluation http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2020_Self-Evaluation.pdf
IV.B.35	Board Policy 2050, Board Membership and Eligibility http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2050_Membership.pdf
IV.B.36	Board Policy 2010, Board of Trustees Code of Ethics http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2010_Code_of_Ethics.pdf
IV.B.37	Administrative Procedure 2010, Board of Trustees Code of Ethics http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/2000/2010_AP.pdf
IV.B.38	Board Policy 2260, Conflict of Interest http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2260_Conflict%20of%20Interest.pdf
IV.B.39	Administrative Procedure 2260, Conflict of Interest http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/2000/2260_AP.pdf
IV.B.40	Board Policy 6320, Investments http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/6000/6320_Investments/6320_BP%20Investments.pdf
IV.B.41	Administrative Procedure 6320, Investments http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedures/6000/6320__AP.pdf

IV.B.42	Minutes, Board of Trustees Meeting, April 21, 2011, Item 9
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2011_Min utes/04-21-11.pdf
IV.B.43	Minutes, Board of Trustees Meeting, December 13, 2012, Item 17
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min utes/12-13-2012.pdf
IV.B.44	Board Policy 7250, Management Employees
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/ 7000/7250_Management%20Employees.pdf
IV.B.45	Administrative Procedure 7250, Management Employees
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu res/7000/7250__AP.pdf
IV.B.46	Board Policy 2000, Duties and Responsibilities of the Board
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/ 2000/2000_Board_Duties.pd
IV.B.47	Board Policy 2175, Evaluation of the Chancellor
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/ 2000/2175_Evaluation_of_Chancellor.pdf
IV.B.48	Administrative Procedure 2175- Management Evaluation, Chancellor
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu res/2000/2175_AP.pdf
IV.B.49	Board Policy 2170, Delegation of Authority to the Chancellor
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/ 2000/2170_Delegation_of_Authority.pdf
IV.B.50	Board of Trustees Meeting Minutes, May 17, 2012, Item 2.D.
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min utes/05-17-2012.pdf
IV.B.51	Board of Trustees Meeting Minutes January 16, 2014
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/1-16-14.pdf
IV.B.52	Board of Trustees Meeting Minutes December 12, 2013
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/12-12-13.pdf
IV.B.53	Board of Trustees Meeting Minutes November 14, 2013
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/11-14-13-2.pdf
IV.B.54	Board of Trustees Meeting Minutes October 10 2013
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/10-29-13.pdf
IV.B.55	Board of Trustees Meeting Minutes September 12 2013
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/9-12-13.pdf
IV.B.56	Board of Trustees Meeting Minutes April 11 2013
	http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min utes/04-11-2013.pdf

IV.B.57   Board of Trustees Meeting Minutes January 17 2013
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min
           utes/01-17-2013.pdf
IV.B.58   Board of Trustees Meeting Minutes December 13 2012
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min
           utes/12-13-2012.pdf
IV.B.59   Board of Trustees Meeting Minutes November 15 2012
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min
           utes/11-15-2012.pdf
IV.B.60   Board of Trustees Meeting Minutes October 25 2012
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min
           utes/10-25-2012.pdf
IV.B.61   Board of Trustees Meeting Minutes September 6 2012
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min
           utes/09-06-2012.pdf
IV.B.62   Board of Trustees Meeting Minutes August 9 2012
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2012_Min
           utes/08-09-2012.pdf
IV.B.63   Board Policy 2170, Delegation of Authority to the Chancellor
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/
           2000/2170_Delegation_of_Authority.pdf
IV.B.64   Board Policy 7250, Management Employees
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/
           7000/7250_Management%20Employees.pdf
IV.B.65   Administrative Procedure 7250, Management Employees
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu
           res/7000/7250__AP.pdf
IV.B.66   Board Policy 7251, Management Evaluation
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/
           7000/7251_Management%20Evaluation.pdf
IV.B.67   Administrative Procedure 7251, Management Evaluation
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu
           res/7000/7251_AP.pdf
IV.B.68   Board Policy 2170, Delegation of Authority to the Chancellor
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/
           2000/2170_Delegation_of_Authority.ashx
IV.B.69   Board of Trustees Meeting Minutes August 8, 2013, 8.
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min
           utes/8-8-13.pdf
IV.B.70   Board of Trustees Meeting Minutes May 30, 2013, 11.
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Minutes/2013_Min
           utes/05-30-2013.pdf
IV.B.71   Crafton Council Minutes, Transition Plan
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
           aff/Committees/Crafton%20Council/Minutes/2011-
           2012/Crafton%20Council%20Minutes%20052212.pdf

IV.B.72   Academic Senate Minutes, January 16, 2013, New Business, A.
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
           aff/Academic%20Senate/Minutes/Approved%20Minutes%202012-
           2013/AS%20Minutes%2001-16-13.pdf
IV.B.73   Spring 2013 In-Service, President's Video
           http://www.craftonhills.edu/sbccd/chc/files/videos/CHC%20Inservice%202014.
           mp4
IV.B.74   CHC Organizational Handbook
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/CHC_Org_Handbook_13-14.pdf
IV.B.75   OIERP Research Brief, Enrollment Projections
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Research%20Briefs/Enrollment%20Reports/HS_Proje
           ctions3_1213to1617.pdf
IV.B.76   Environmental Scan, 2013
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_F
           INAL%20_Report10_24_13.pdf
IV.B.77   PowerPoint Presentation, Marshall, Wurtz, Gamboa, Analyzing the 2013
           Environmental Scan
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Presentations/20140113_Environmental_Sca_%20Pre
           sentation.pdf
IV.B.78   CHC Management Meeting Agenda, Environmental Scan Presentation
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Planning%20Documents/ManageMeetingAgenda_20
           140124.pdf
IV.B.79   Crafton Council Meeting Minutes January 28, 2014
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
           aff/Committees/Crafton%20Council/Minutes/2013-
           2014/Crafton%20Council%20Minutes%2001-28-14.pdf
IV.B.80   SSEEMM Minutes, January 29, 2014
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Planning%20Documents/SSEEMM_Minutes_201401
           29.pdf
IV.B.81   Chairs Council Minutes, February 7, 2014
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
           aff/Committees/Chairs%20Council/Minutes/2013-
           2014/ChairsMinutes_20140207.pdf
IV.B.82   Student Services Council, February 3, 2014, re: Feb. 11 All Student Services
           Meeting to review the Environmental Scan Data
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Planning%20Documents/StuServCouncilMinutes_201
           40203.pdf

IV.B.83	Academic Senate Meeting Minutes, February 5, 2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%202.5.14.pdf
IV.B.84	Academic Senate Meeting Minutes, February 19, 2014, New Business, C. http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Academic%20Senate/Minutes/Approved%20Minutes%202013-2014/AS%20Minutes%2002-19-2014.pdf
IV.B.85	Presentation, Marshall and Wurtz, What Worked and What Didn't Work? Learning Through Continuous Quality Improvement http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
IV.B.86	OIERP Website http://www.craftonhills.edu/About_CHC/Research_and_Planning
IV.B.87	OIERP Research Brief, Course Length and Course Success http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/Compressed%20Course%20Study.pdf
IV.B.88	CHC Employee Campus Climate Survey, Fall 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
IV.B.89	Crafton Council Webpage http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council
IV.B.90	OIERP Report, Committee Self Evaluations Spring 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/CommitteeSelfEvals_20120912.pdf
IV.B.91	Organizational Handbook 2013-2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
IV.B.92	OIERP Website, Planning and Program Review Resources http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review
IV.B.93	Planning and Program Review Feedback Results Spring 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/PPR_SP13_SurveyResults2.pdf
IV.B.94	Planning and Program Review Committee Minutes April 29, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Planning%20and%20Program%20Review/2012%20-%202013/Minutes_20130429.pdf
IV.B.95	PPR Handbook, fifth edition http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf

IV.B.96   OIERP Research Calendar
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar8.pdf
IV.B.97   Employee Campus Climate Survey, Fall 2012
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
IV.B.98   Crafton Council Minutes, March 25, 2014, Policies and Procedures
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2003-25-14.pdf
IV.B.99   PowerPoint Presentation, Marshall, Wurtz, Gamboa, Analyzing the 2013 Environmental Scan
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/20140113_Environmental_Sca_%20Presentation.pdf
IV.B.100   Chancellor's Chat Newsletter, August 29, 2013
           http://archive.constantcontact.com/fs127/1102943000584/archive/1114672631061.html
IV.B.101   Chancellor's Chat, September 15
           http://archive.constantcontact.com/fs057/1102943000584/archive/1107599255197.html
IV.B.102   Brochure, SBCCD Strategic Plan 2010-2014
           http://www.sbccd.org/~/media/Files/SBCCD/District/Planning%20Imperatives%20and%20Documents/Strategic%20Planning%20Brochure/D-Mktg%20Strategic%20Plan%20Broc%2011-12-10%20(2).pdf
IV.B.103   Web Page, SBCCD Program Review, 2013-2014
           http://www.sbccd.org/About_the_District/Board_Imperatives_,-a-,_Planning_Documents/Program_Review/2013-2014
IV.B.104   SBCCD Website, District Organizational Charts
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/District%202014%20Q1.pdf
IV.B.105   College Brain Trust Report: Tentative Long-Range Staffing Plan
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/SBCCD%203%20Year%20Staffing%20Plan.pdf
IV.B.106   TESS Executive Committee
           http://www.sbccd.org/District_Faculty_,-a-,_Staff_Information-Forms/District_Committee_Minutes/TESS_Committees/TESS_Executive_Committee
IV.B.107   TESS Projects
           http://tess.sbccd.org/Projects
IV.B.108   College Brain Trust Report: Tentative Long-Range Staffing Plan, p. 37
           http://www.sbccd.org/~/media/Files/SBCCD/District/Board/SBCCD%203%20Year%20Staffing%20Plan.pdf
IV.B.109   SBCCD National Budget Award, 2011-2012
           http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publications/Latest_News/News/2012/SBCCD_Receives_National_Budget_Award

IV.B.110   SBCCD National Budget Award, 2012-2013
http://www.sbccd.org/District_News_and_Events/Press_Room_and_Publicatio ns/Latest_News/News/2013/SBCCD_Honored_with_Second_Distinquished_B udget_Presentation_Award

IV.B.111   SBCCD 2012 Audit Report
http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit %20Annual%20Report/2011-12%20Independent%20Audit%20Report.pdf

IV.B.112   SBCCD 2013 Audit Report
http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit %20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf

IV.B.113   SBCCD AP 6300: Fiscal Management
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu res/6000/6300__AP.pdf

IV.B.114   SBCCD AP 6340: Contracts
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Procedu res/6000/6340__AP.pdf

IV.B.115   SBCCD Final Budget Fiscal Year 2013-2014
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20D ocuments/2013-14%20Final%20Budget%20Book%20-%20Enhanced%202.pdf

IV.B.116   CCCCO Memorandum 10 25 2005 re: Fiscal Monitoring
http://extranet.cccco.edu/Portals/1/CFFP/Fiscal_Services/Standards/AcctgAdvi sories/FS0505_Fiscal_Monitoring_Accounting_Advisory4.pdf

IV.B.117   SBCCD Final Budget Fiscal Year 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/Purchasing/12-13%20Budget/2012-13%20Enhanced%20Final%20Budget%20Book-Internet%20Version2.pdf

IV.B.118   SBCCD Final Budget Fiscal Year 2012
http://www.sbccd.org/~/media/Files/SBCCD/District/Purchasing/11-12%20Budget/2011-12%20Final%20Budget%20-%209-15-11.pdf

IV.B.119   SBCCD 2012 Audit Report
http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit %20Annual%20Report/2011-12%20Independent%20Audit%20Report.pdf

IV.B.120   SBCCD 2013 Audit Report
http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit %20Annual%20Report/2012-13%20Audit%20Report%20-%20SBCCD.pdf

IV.B.121   SBCCD June 30, 2013 Audit Report
http://www.sbccd.org/~/media/Files/SBCCD/District/Internal%20Audits/Audit %20Annual%20Report/2012-13%20Audit%20Report%20-%20Prop%2039.pdf

IV.B.122   SBCCD FTES History 2005-07 to 2008-09
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Res ource_Allocation_Committee/2010-2011%20Budget%20Model.pdf

IV.B.123   SBCCD Resource Allocation Committee Minutes, May 17, 2010
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Res ource_Allocation_Committee/Resource%20Allocation%20Committee%20Note s%205%2017%20%202010.pdf

IV.B.124   District Budget Committee Minutes, April 21, 2011
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2011/2011-04-21%20Minutes.pdf

IV.B.125   District Budget Committee Minutes, May 17, 2012
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2012/2012-05-17%20Minutes%20Approved.pdf

IV.B.126   District Budget Committee Minutes, May 9, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2013/2013-05-09%20Minutes%20Approved.pdf

IV.B.127   District Budget Committee Minutes, September 12, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2013-09-12%20Minutes.%20Approved.pdf

IV.B.128   SBCCD Resource Allocation Utilization
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf

IV.B.129   SBCCD CBT Recommendations
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/2014-03-06%20Cabinet%20Responses%20to%20CBT%20Report%20-%20Working%20Document.pdf

IV.B.130   District Budget Committee Minutes, May 9, 2013
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2013/2013-05-09%20Minutes%20Approved.pdf

IV.B.131   SBCCD Resource Allocation Utilization
http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/District_Budget_Committee/2014/College%20Brain%20Trust%20-%20SBCCD%20Resource%20Allocation%20an%20Utilization%20Review.pdf

IV.B. 132   BP 2170: Delegation of Authority to the Chancellor
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Policies/2000/2170_Delegation_of_Authority.pdf

IV.B.133   Chancellor's Cabinet Agenda, April 2, 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/Cabinet%20Agenda%20April%202%202014.pdf

IV.B.134   Chancellor's Cabinet Agenda, April 30, 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/Cabinet%20Agenda%20April%2030%202014.pdf

IV.B.135   Board Meetings
http://www.sbccd.org/Board_of_Trustees/Board_Meetings

IV.B.136   Chancellor's Chat, May 13, 2014
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/ChancellorChat.pdf

IV.B.137   President's Reports to the Board
http://www.craftonhills.edu/About_CHC/President's_Page

IV.B.138   Board of Trustees agendas and minutes
           http://www.sbccd.org/Board_of_Trustees/Board_Agendas_,-a-,_Minutes
IV.B.139   Board Agendas and Minutes
           http://www.sbccd.org/Board_of_Trustees/Board_Agendas_,-a-,_Minutes
IV.B.140   Board Meeting Audio Recording, June 12, 2014
           http://www.sbccd.org/SBCCD/Board_Recordings/Audio/6-12-14.MP3?play=1
IV.B. 141 CHC 2012-2013 Master Calendar
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20St
           aff/Master%20Calendar%2012-13.pdf
IV.B. 142 DSPC 2013-14 Member Roster
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2013-14/2013-
           14%20Roster%20-%202014-03-04.pdf
IV.B. 143 DSPC September 21, 2012 Meeting Agenda
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2012-2013/2012-09-
           21%20Agenda-2.pdf
IV.B. 144 DSPC September 7, 2012 Meeting Minutes
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2012-2013/2012-09-
           21%20Minutes2.pdf
IV.B. 145 DSPC Agenda, November 8, 2013
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2013-14/2013-11-
           08%20Agenda.pdf
IV.B. 146 DSPC Minutes, May 1, 2014
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2013-14/2014-05-
           01%20Minutes%20Approved.pdf
IV.B. 147 Environmental Scan for San Bernardino Valley College and Crafton Hills
           College
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/SBVCD%20Env%20SCAN%20
           FINAL%20Report%2010_24_13.pdf
IV.B. 148 District Program Review Web Site
           https://www.sbccd.org/ProgramReview/Home.aspx/Listing
IV.B. 149 2013-2014 TESS Program Review
           http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Resea
           rch%20and%20Planning/Planning%20Documents/2013-14_TESS_PPR.pdf
IV.B. 150 DSPC Minutes, September 17, 2013
           http://www.sbccd.org/~/media/Files/SBCCD/District/District_Committees/Dist
           rict%20Strategic%20Planning%20Committee/2013-14/2013-09-
           17%20Minutes%20Approved.pdf

CONCLUSION

Conclusion

Crafton Hills College has made great progress as an institution since ACCJC placed the College on probation in January, 2009. Since that date, the College has engaged in rigorous self-evaluation leading to institutional improvement. At Crafton, nearly every aspect of instruction, service, and support is assessed, and the results of assessment inform dialogue, planning, and the allocation of resources. To arrive at this juncture, the College has created systems and practices that have ensured its efforts to improve are effective, efficient, and sustainable.

Crafton Hills began its long journey toward institutional effectiveness in 2009-2010 by drafting an Educational Master Plan that connected the College's mission, vision, and values with broad strategic directions, objectives and actions to ensure the advancement of the institution. The College revised the mission, vision and values in 2013-2014 after considerable campus dialogue and input. The Educational Master Plan is also being revised.

The College Planning and Program Review process has become part of the institutional fabric. While no-one leaps at the opportunity to engage in the full evaluation process every four years, most have found it to be an important and enlightening process. The program review process features a web-based questionnaire, carefully crafted evaluative rubrics, and a highly engaged committee. Based on unit-level plans, the committee develops a prioritized list of College objectives and the resources needed to attain them. This list is used in determining the allocation of resources.

The College has ready access to data, information, and research of all types and levels from a highly effective Office of Institutional Effectiveness, Research and Planning. Thanks to a research staff that is both prolific and communicative and to leaders that support and value data, the College is now in the habit of placing data and information at the center of every discussion.

Shared governance and inclusion are embedded in the culture of Crafton Hills. In-service meetings in the fall and spring now include faculty, staff, students, and managers. The message from the president is clear: engage with your college and your community; learn from and teach each other; innovate and try new things; trust, challenge, and forgive each other. While the College must continue to ensure that all voices are heard and that each student and employee feels valued and supported, much improvement has been made.

Constituency groups have actively promoted the advancement of the institution. In 2013-2014 the CHC Academic Senate approved the expansion of college hour, expanded general

education options to include the IGETC and CSUGE patterns, proposed an audit policy, led and supported a tablet initiative, and drafted a resolution in favor of an athletic program. The CHC Classified Senate published a newsletter, held two highly-attended Classified Professionals Weeks featuring workshops, luncheons, and speakers, approved the new college wide Engage-Learn-Advance framework, marched alongside faculty at the President's Inauguration in October, partnered with the Student Senate to organize Dia De Los Muertos, and made recommendations to various bodies on such topics as the mission, vision, and values, college hour, the classified hiring prioritization process, accreditation, and a federal grant opportunity. The Student Senate advocated strenuously against Crafton's inclusion in the AB955 pilot, led a successful referendum to assess students a fee to support and increase access to the swimming facility, painted a house for a disabled veteran, provided leadership for Region IX, and earned a statewide award for advocacy from the Student Senate of the California Community Colleges.

Participative governance committees are more representative of the college community than ever before. Each committee now includes staff and students in their membership, and chairs participate in annual training to increase committees' effectiveness. Committees evaluate their effectiveness each year, and each year, they improve their processes and their results.

The College has undergone physical change as well as cultural advancement. Two successful bond measures have allowed the College to expand instructional space, improve program and office space, and enhance the beauty and safety of the campus. By 2015, the College will have a new science building, a new occupational education and allied health building, a physical education complex, and a student services/administration building. In 2015 the College will begin the renovation of faculty offices and classrooms that were built in 1972.

While Crafton Hills College continues to struggle with a District Resource Allocation Model that locks it into a structural deficit, the improvement in the state's financial picture and the enactment of the Student Success Act of 2012 have allowed the College to increase course offerings and expand access to counseling and services. Innovative pathways initiatives such as the STEM Pathways Project and the Left Lane Project have been designed to improve student success and reduce the disparities in educational attainment based on race and ethnicity, disability, financial disadvantage and language. For example African American participants in the Left Lane Project, a student success initiative program, were more likely to complete their courses and success than their nonparticipant peers.

The 2009 accreditation sanction was a wrenching experience for Crafton Hills College. The College community responded by working diligently and collaboratively to address each standard and to meet each expectation. In the final analysis, the College is better because of

it. As a healthy, stable, and sustainable institution, Crafton Hills College is poised to help new generations of students to engage, learn, and advance.

Appendix

Appendix A: Login Information

New Student Orientation

Enter the Online Orientation as a guest. The link is at the bottom of the online orientation webpage.

You must complete all six sections.

If you are NOT a Crafton Hills College student or do not have a student ID number you may enter the Online Orientation as a guest.

- Completing the Orientation as a guest DOES NOT give credit for the Orientation step for Matriculation.
- Enter the Online Orientation as a Guest.

Planning and Program Review web tool.

The login link can be found in the upper right corner of the PPR page.

Username: sbccd\chcaccreditor

Password: tGVBpR8K

Planning & Program Review

Planning & Program Review

Home

Entities

If you wish to edit or manage plans, please login using the "Log On" link in the upper right.

Available Submitted Plans

After logging in, you may view submitted plans for these entities. Entities without a link do not have any submitted plans available for viewing.

- CHC
  - Administrative Services Area
    - Administrative Services Area (CBO, Communications, Facilities Use)
    - Aquatics Program
    - Bookstore
    - Cafeteria
    - Facilities (Custodial, Maintenance, & Grounds)
      - Custodial
      - Maintenance & Grounds
    - Technology Services
  - Instruction
    - Arts and Sciences
      - Biological Science and Physical Science
        - Anatomy
        - Biology
        - Chemistry
        - Earth Science (Geology / Geography / Oceanography)
        - Microbiology
        - Physics / Astronomy
      - Business, Economics and Information Technology
        - Business Administration / Accounting / Marketing
        - Computer Information Systems

https://www.craftonhills.edu/ProgramReview/Home.aspx/Listing[7/9/2014 8:29:22 AM]

Appendix B: Map of CHC Showing Construction Sites

CAMPUS DIRECTORY
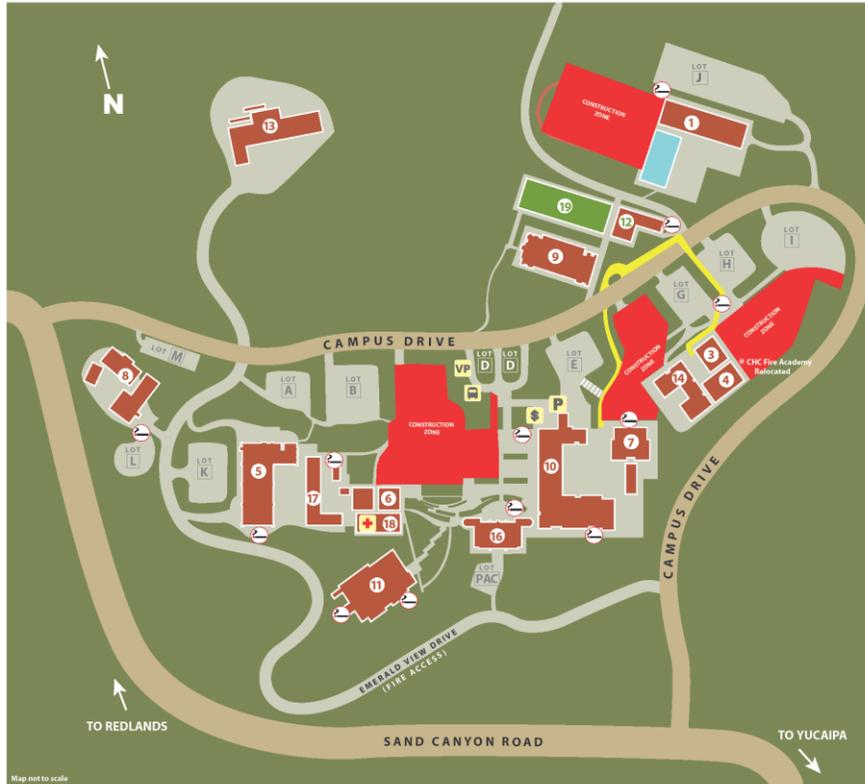
Map not to scale
Updated: Aug 20, 2013

$ ATM

🚌 Bus Stop

✚ Nurse's Station

P Police/Security

VP Visitor Parking

- - - Pedestrian Detour

Parking Permits (Daily)
Parking permits/decals are required to park in all parking lots and on all college streets.

Daily parking permits available in all lots.

Parking in disabled stalls requires a valid California disabled placard and a valid SBCCD parking permit/decal.

Smoking Areas
This is a smoke-free campus smoking in non-designated areas or buildings may result in the issuance of a citation (Board Policy #3570; Government Code #7597)

District Police (909) 389-3275

1 AQUATIC CENTER ....AC	12 MATH & SCIENCE ANNEX ....MSA
2 ATHLETIC FIELD ....AF	13 MAINTENANCE & OPERATIONS/ SHIPPING & RECEIVING
3 BC CLASSROOM BUILDING. ....BC	
4 BOOKSTORE ....BK	14 OCCUPATION EDUCATION 1 ....OE1
5 STUDENT CENTER/CAFETERIA. ......SCC Student Senate	15 UNDER CONSTRUCTION
6 CL CLASSROOM BUILDING...........CL Financial Aid	16 PERFORMING ARTS CENTER ....PAC
7 CHEMISTRY/HEALTH SCIENCES ....CHS	17 STUDENT SERVICES A ....SSA Admissions & Records EOPS
8 CHILD DEVELOPMENT CENTER ....CDC	18 STUDENT SERVICES B ....SSB Counseling Health & Wellness Center Disabled Student Services
9 GYMNASIUM. ....G	
10 LABORATORY/ADMINISTRATION. ......LADM Campus Business Office Parking Permits (Semester/Annual) POLICE (LADM 153)	19 TENNIS COURTS ....TC-CRTS
	✳ CHC Fire Academy has been temporarily relocated during construction to: CALFIRE 3800 N. Sierra Way, San Bernardino, CA 92405 For Information Call: 909-389-3418 or Visit: craftonhills.edu/fireacademy
11 LEARNING RESOURCE CENTER ....LRC Copy Center Multi-purpose Room Gallery Teaching Center Lecture Hall Tutoring Center Library	