Midterm Report

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

CRAFTON HILLS
COLLEGE

Approved by the San Bernardino Community College District Board of Trustees
September 14, 2017

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges
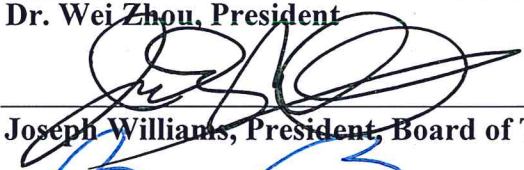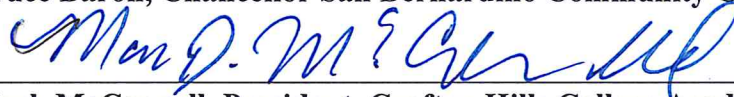October 15, 2017

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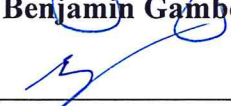## Certification of the Midterm Report

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

From: Dr. Wei Zhou
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

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

Signatures:

Dr. Wei Zhou, President	9/14/2017
	Date
Joseph Williams, President, Board of Trustees	9-14-2017
	Date
Bruce Baron, Chancellor San Bernardino Community College District	9-14-2017
	Date
Mark McConnell, President, Crafton Hills College Academic Senate	9-16-2017
	Date
Benjamin Gamboa, President, Crafton Hills College Classified Senate	9-14-2017
	Date
Marcus McInerny, President, Crafton Hills College Student Senate	09/15/17
	Date
Kevin Palkki, Vice President, California State Employees Association	9-14-2017
	Date
Rebeccah Warren-Marlatt, Accreditation Liaison Officer	9-14-2017
	Date

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Report Preparation

The College began preparing the Midterm Report in September 2016, three months after receiving the Commission's decision following the January, 2016 Follow-up Report. The Institutional Effectiveness, Accreditation, and Outcomes Committee, in close collaboration with the Accreditation Liaison Officer, was responsible for coordinating and monitoring the development of the Midterm Report. Drafts of the report were distributed to the campus via email four times; in February, 2017 as a preliminary draft, with a call for information and evidence; in April, 2017 as a second preliminary draft; in August, 2017 as a polished draft, and in September as a final report.

An Open Forum was held on September 12, 2017 to discuss the college's progress toward sustaining its work, to identify work yet to be accomplished, and to ensure the campus' broad understanding.

The Classified, Student, and Academic Senates reviewed the report throughout the spring and fall semesters. The three Senates and Crafton Council, the central deliberative body of the College gave their final approval in August and September, 2017.

A detailed timeline of the College's approach to the preparation of the Midterm Report is provided below.

Crafton Hills College 2016-17 Midterm Report Detailed Timeline

Date	Activity
July 8 2016	ACCJC Decision: CHC off Warning
July 11 2016	CHC President announces ACCJC finding
July 11 2016	Follow-Up Report, Follow-Up Team Report, ACCJC Letter on website
September 6 2016	Midterm Report on IEAOC Agenda
September 2016	Midterm Report on Accreditation Steering Committee Agenda
Sept. 2016– Feb 2017	Preliminary draft of midterm report developed
February 7 2017	IEAOC Review of preliminary draft
February 10 2017	Preliminary draft of report to campus constituencies
February 10-28 2017	Feedback incorporated into midterm report
April 24 2017	Draft Midterm Report to Senates and Crafton Council
June – July 2017	Midterm Report edited
August 10, 2017	First Board Presentation and Reading
August 11, 2017	Accreditation Update, In-Service Day (to all CHC employees)
August 25 2017	Classified Senate Approval
September 6, 2017	Academic Senate Approval
September 8	Student Senate Review (Approval September 15)
September 12 2017	Crafton Council Approval
September 12, 2017	Open Forum
September 14 2017	Board Approval
Sept 14 – Oct 14	Editing and polishing
October 15 2017	Final Midterm Report to Commission

At the July, 2016 meeting, the Accrediting Commission for Community and Junior Colleges (ACCJC) removed Crafton Hills College from warning status and fully reaffirmed accreditation. The Commission found, based on the January, 2016 Follow-up Report, the College had resolved deficiencies 1 through 4, and the District had resolved deficiencies 1 through 3. This report provides updates on the recommendations previously addressed, delineates the planning agendas from the 2014 Self Evaluation, addresses the college and district recommendations for improvement, and provides evidence that the improvement processes adopted by the College and the District have been sustained.

Following is a brief update of the deficiencies cited by the Commission and addressed by the College and by the District. Throughout this document, the evidence corresponding to each update, planning agenda, or recommendation for improvement is numbered and cited within the text. The full, numbered list can be found in the final section of this report.

Update, Commission Recommendations from the 2014 Self Evaluation

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

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

- Demonstrate the use of the assessment results to make improvements to courses and programs; Demonstrate the use of student learning assessment results in college-wide planning;
- Demonstrate that resource decisions are based on student learning assessment results;
- Develop and implement a process to ensure that SLOs are included on all course syllabi.
- (Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)

College Recommendation 1 Update

The External Evaluation Team found that the College had made significant progress towards the systematic assessment of course, program, and institutional outcomes, that meaningful dialogue had taken place, and that the implementation of the Cloud Tool, a clearinghouse for all levels of assessment, was providing constituents with ready access to the tools and information needed for institutional improvement.   The table below illustrates that the College's progress has been sustained over the past three years.

Table 1. Annual Percentages by Level of Assessment

Level of Outcome	2014	2015	2016
Courses	99.6%	97%	95.5%
Programs	90.9%	97.7%	100%
Student Services/Learning Support	100%	100%	100%

In addition, student learning outcomes were listed on course syllabi. In spring 2017, student learning outcomes were listed on 97.44% of syllabi. The Commission found that the College had addressed College Recommendation 1, resolved deficiencies, and that it met Standards.

College Recommendation 2, Distance Education Plan
In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)
College Recommendation 2 Update
In the 2016 Follow-up Report, the College reported that a Distance Education Coordinator had been hired, the Distance Education Plan had been written, vetted, and approved by the Academic Senate, and that the plan was approved by the Crafton Council. Additionally, a Substantive Change proposal was to have been submitted in March to allow the College to offer programs in DE formats. A Substantive Change proposal was submitted, and was approved by the Commission at the May 2016 meeting.   Services and support for online courses were being addressed through the purchase of NetTutor, an online tutoring application. Since that time, Counseling has implemented Cranium Café for online counseling services. PrepTalk and Student Lingo are being used to deliver workshops and procedural information to students.   The Commission found that the College had addressed College Recommendation 2, resolved the deficiencies, and met the Standards (1).

College Recommendation 3, Program Elimination Policy
In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)
College Recommendation 3 Update
In the 2016 Follow Up visit, the team found that the Chairs Council and Academic Senate had developed, vetted, and approved the college Program Viability process. The new process allowed new programs to be proposed, as well as current programs to be discontinued. The policy ensures that students in discontinued programs will not be negatively impacted. Since the implementation of the Program Viability Process, two new programs have been proposed. The team found the College had addressed College Recommendation 3, resolved the deficiency, and met the Standards (2).

College Recommendation 4, College Catalog
In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)
College Recommendation 4 Update
In the 2016 Follow Up Visit, the team found that the College had established a protocol to produce, publish, and distribute a current and accurate College Catalog. An online catalog application had been implemented, and the workflow clearly articulated. Administrative oversight had changed to Student Services, and there had been staffing improvements to ensure the work was accomplished timely. The College continues to make alterations to the catalog production process. A new digital workflow process was developed and implemented. The team found that the College had addressed College Recommendation 4, resolved the deficiency, and met the standards (3).

District Recommendation 1, Board of Trustees Policies
In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)
District Recommendation 1 Update
In the 2016 Follow-Up Visit, the team found that the Board had engaged in self-reflection and training to examine their role in the development of policies and to act in a manner consistent with those policies. Additionally, a comprehensive process of policy review, revision, and approval had been established and was functioning appropriately. The team found that the college and district had fully addressed the recommendation, corrected the deficiencies, and met the Commission standards. Board Policy 2200, Board Duties and Responsibilities, was reviewed and approved on 1/21/16. The policy clearly delineates Board roles. The Board of Trustees Policy Committee was established as a standing committee, which meets quarterly to discuss and review Board Policies and Procedures (4, 5).

District Recommendation 2, District Human Resources

In order to meet standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;

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

District Recommendation 2 Update

The Follow-Up team found that progress had been made, and that improvements in Human Resources had been implemented to increase the department's productivity and the quality of services to the colleges. In 2015, staffing in Human Resources was increased and the department underwent reorganization. The team found that the college had addressed the recommendation, corrected the deficiencies, and now meets the Commission Standards. On April 27, 2017, the Board approved a reorganization of the Human Resources department, eliminating five positions, adding 6 positions, transferring 3 positions to other departments, and placing the department under the position of Vice Chancellor, Business and Fiscal Services. The purpose of the reorganization was the continuous improvement of services to the colleges and to provide consistent and reliable leadership (6, 7, 8).

In order to provide consistent policy interpretation and guidance, a second Human Resources Director was hired as part of the organization. The Human Resources department has created a clear six-year cycle to revamp all Board Policies and Administrative Procedures. In addition, the District has received a grant from participating in the Institutional Effectiveness Partnership Initiative. The Human Resources department was recipient of $120,000 as part of the grant in order to revamp all Board Policies and Administrative Procedures (9).

Furthermore, the new Human Resources Director, along with a new Human Resources Supervisor, is now providing consistent leadership to the Generalists in order to improve timelines for employee hiring.

In order to improve the timeliness of employee evaluations, the Human Resources department provided training for all managers on September 15, 2017. In addition, the Human Resources department is implementing a new human resources information system, which also contains a performance evaluation module. The expected go-live for this new system is January 1, 2019 (10).

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

District Recommendation 3 Update
The Follow Up team found that adjustments to the resource allocation model had been implemented to better address the fiscal needs of the colleges. An Enrollment Management Plan and a Human Resources/Staffing Plan were also completed, and these plans were integrated with other district and college plans. (Standard III.A.6) Communication and information dissemination were found to have improved. The team found that the college had addressed the recommendation, corrected deficiencies, and met the Commission Standards. The District Budget Committee, a participative governance body, continues to review budgetary policies, administrative procedures, allocation model formulas and guidelines across the District (11).

Crafton Hills College has worked assiduously to address and comply with all the College recommendations, and to sustain the College's progress toward meeting all accreditation standards. The Colleges and the District have collaboratively addressed the District recommendations. To prepare for this Midterm Report, the college Institutional Effectiveness, Accreditation, and Outcomes Committee reviewed the planning agenda items in the college's 2014 Institutional Self Evaluation Report (ISER). The following section demonstrates that the college's Planning Agenda items have either been addressed during the completion of the 2016 Follow Up Report, and/or have continued to be addressed through the college's existing planning and implementation processes.   The next section contains a chart listing the following:

1) all planning agenda items from the ISER
2) the relevant deficiency or improvement cited by the Commission, if any were cited
3) their alignment with the relevant standard(s)
4) the actions taken to address the planning agenda, and their integration with planning and/or implementation processes

Plans Arising out of the Self-Evaluation Process

Planning Agenda for College Recommendation 1: Assessment and Review of Outcomes
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

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**II.A.3**. Make course outlines easily accessible to students.	Complete	Curriculum Committee	N/A
2.	**II.A.3**. Attach SLO's to Course Outlines.	Complete	Deans of Instruction and Student Services	N/A
3.	**II.A.3**. Develop system to cross check SLO's on course syllabi with course outline	Complete	Deans of Instruction and Student Services	N/A
Actions and Integration with Planning/Implementation Processes:				
The College continues to implement the SLO practices and processes described in the 2016 Follow Up Report (12, p. 19). A process to attach SLOs to course outlines was integrated into the curriculum approval process by the Curriculum Committee (13a, b, c). Division deans and their administrative secretaries routinely and systematically check course syllabi to ensure they contain SLOs. As of spring 2017, 97.44 percent of syllabi included Student Learning Outcomes. The College continues its dialogue about the use of learning outcomes data to improve teaching and learning. For example, the Academic Senate considered a proposal for the disaggregation of student learning outcomes data at its May 17 meeting (14).				

Planning Agenda for College Recommendation 4, College Catalog

II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:
II.B.2.a General Information and Available Learning Resources;
II.B.2.b Requirements;
II.B.2.c Major Policies Affecting Students; Locations or Publications Where Other Policies May Be Found

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**II.B.2. a.-c.** Continue with plans to implement the new online catalog web-based software	Complete	Vice President Student Services/ Dean of Student Services/Student Support	N/A

Actions and Integration with Planning/Implementation Processes:

The College has sustained the improvements to the catalog described in the 2016 Follow Up Report, 8, pp. 30-32. The online catalog has been in place for five years, and has been available in June before the actual go-live date. A second Services Catalog/Schedule Data Specialist position, which reports to Student Services, was created and filled to ensure additional time and focus can be devoted to the accuracy and timely publication of the catalog, to manage degree audit, and to work collaboratively with her counterpart in Instruction on joint scheduling and catalog projects. Audits of all curriculum have continued. All courses that did not satisfy state regulations were identified and corrected. As of April 14, 2017, the college had received state approval for 100% of courses, and was completely up-to-date on all course filing through the 2017/2018 catalog. The formatting and content of the online catalog continue to be reviewed and revised, with input from stakeholders. The College is examining the addition of course scheduling, syllabus, and curriculum management software solutions to streamline editing and to integrate academic content with the Catalog, to ensure its accuracy (15, 16, 17).

Planning Agenda for College Recommendation 6 for Improvement, Performance Evaluations and for District Recommendation 2, District Human Resources

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

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**III.A.1.b**. The College must ensure the evaluation of all classified staff and management employees is conducted in a timely manner	Complete	Vice Chancellor, Fiscal and Human Resources	N/A
2.	**III.A.1.c**. The faculty evaluation tool must be revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit.	Complete	Vice Chancellor, Fiscal and Human Resources	N/A
3.	**IV.B.3. IV.B.3.b.** The District must secure stable leadership in Human Resources by hiring a qualified Vice Chancellor.	Complete	Chancellor	N/A
	IV.B.3.b. Staffing in Human Resources should be strategically increased to meet college needs.	Complete	Vice Chancellor, Fiscal and Human Resources	N/A

Actions and Integration with Planning/Implementation Processes:

Administrative Procedure 7150, Evaluation, was updated in May, 2015 (18). To promote the timely evaluation of all employees, the Human Resources department sends email notifications of pending evaluations to the manager and the individual to be evaluated. SBCCD continues to implement the process improvements for position control numbers, employee evaluations, hiring practices, and policy interpretation and guidance described in the Follow-Up report. For additional details see March 2016 Follow-Up Report (12. pp. 20-29).

The faculty evaluation tool was revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit. For additional details see March 2016 Follow-Up Report (12, p. 54).

The District has charged the former Vice Chancellor of Fiscal Services with leadership of both fiscal services and human resources. Human Resources was reorganized to have two directors over labor relations and operations, respectively (6). The intent of the reorganization was to stabilize the area and to increase the level of service to the colleges.

Planning Agenda for Professional Development (Not cited by the Commission as a deficiency or improvement item)

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.

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**III.A.5.a.** The Professional Development Committee will work with campus constituencies to update the Professional Development Plan.	In Progress	Chair, Professional Development Committee	December 2017
2.	**III.A.5. III.A.5.b**. Collaborate with the vice chancellor of human resources, bargaining units, and staff to develop opportunities for advancement	Complete	Vice Chancellor, Fiscal and Human Resources	
3.	**III.A.5**. Develop a strategy to improve communication among employee constituency groups, focusing particular efforts on including classified staff	Complete	Chancellor, President, Vice Chancellor	

Actions and Integration with Planning/Implementation Processes:

In 2015-16, the College assigned a faculty member to serve the college as the Professional Development Coordinator, who also co-chaired the Professional Development Committee. The Professional Development Coordinator collaborated with the Coordinator of Diversity and Inclusion to offer a broad range of workshops, training events, and speakers (19). The Professional Development Plan was reviewed by the Academic and Classified Senate Senates in spring 2017. The revised plan will be published in fall 2017.

As reported in the 2016 Follow Up report, improved communication among constituents has been addressed in several areas: 1) The Accreditation Steering Committee, which meets periodically to ensure alignment of the college reports and plans for ACCJC; 2) Consistent communication from the Vice Chancellor of Fiscal (and Human) Resources to the campus; 3) Monthly Extended Cabinet meetings between the Chancellor and the college cabinets; 4) and periodic assessment of the effectiveness of District an College communications. (12., pp. 4, 56, 59, 62).

Planning Agenda for Facilities, Safety, and Long-Range Capital Plans (Not cited by the Commission as a deficiency or as an improvement item)
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.
III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.
III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**III.B.1.b**. Continue safety training programs, emergency preparedness program implementation, and safety inspections.	Complete	Vice Chancellor, Fiscal Services	N/A
2.	**III.B.2.a**. Continue development of capital improvement/replacement plans based upon lifecycles identified in the total cost of ownership evaluations for each building.	Complete	Vice Chancellor Fiscal Services	N/A
3.	**III.B.2.b**. Continue implementation of online software tools to inform physical resource use and improve efficiencies.	In Progress	Vice President Administrative Services	Spring 2018

Actions and Integration with Planning/Implementation Processes:

Safety and emergency training programs are promoted by the District Police as well as by the College's Administrative Services and the Safety Committee. District Human Resources has implemented SBCCD/Keenan SafeColleges Online Safety Training, which provides employees with links to mandatory and optional training opportunities (20). The SBCCD Police provide training workshops on topics such as sexual assault, active shooter, campus safety awareness, and dealing with difficult/irate people (21). The College's 2017 Comprehensive Master Plan integrates internal and external scan data, labor market information, instructional data, and major institutional goals and initiatives with a through facilities analysis. Recommendations regarding the campus learning environment, building renovation and construction, vehicular circulation and parking, and campus   security and safety align with the strategic directions and goals of the College (22). The District is in the process of implementing scheduling software to better utilize instructional and non-instructional space, and to aid in room assignment decisions. Additionally, both colleges are reviewing scheduling software that integrates with Colleague, the catalog system, and other data systems.

Planning Agenda for College Recommendation 2, Distance Education Plan				
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.				
#	**Planning Agenda**	**Status**	**Responsibility Center**	**Timeline (if incomplete)**
1.	**III.C.1.** The Distance Education Plan must be updated and aligned with the Education Master Plan.	Complete	Distance Education Coordinator, Chair, Educational Master Planning	N/A
Actions and Integration with Planning/Implementation Processes:				
As reported in the 2016 Follow Up Report (12, p. 24), the DE Plan was updated and aligned with the Educational Master Plan (23).				

Planning Agenda for District Recommendation 3, District Level Integrated Planning

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.
III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner.
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.
Standard 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
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.
III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.
IV.B.3.d. The district / system effectively controls its expenditures

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**III.D.1.a.** Complete a District enrollment management plan and utilize enrollment projections to solidify financial planning.	Complete	Executive Vice Chancellor Fiscal Services and Human Resources	N/A
2.	**III.D.1, III.D.1.a, II.D.2.c.** 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.	Complete	Vice President, Administrative Services	N/A
3.	**III.D.2.c, III.D.2.e, III.D.3. III.D.3.a, III.D.3.h**. 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,	Complete	Executive Vice Chancellor Fiscal Services and Human Resources	N/A

	provide a higher level of efficiency, consistency, and control in financial management and analysis.			
4.	**III.D.2.c, III.D.2.e, III.D.3 III.D.3.a, III.D.3.h.** The district and college should continue to collaboratively implement the "ideal" processes outlined in the business process analysis assessment report.	In progress	Executive Vice Chancellor Fiscal Services and Human Resources, Vice President, Administrative Services	Spring 2018
5.	**III.D.3, II.D.3.a, III.D.3.h**. Continue action plans in reviewing budgetary projections, developing solutions, and implementing remedies to mitigate the projected future budget deficit	In progress	Executive Vice Chancellor Fiscal Services and Human Resources, Vice President of Administrative Services	Fall 2017
6.	**III.D.4.** Continue evaluation and assessment to inform annual budgeting and resource allocation.	Complete	Executive Vice Chancellor Fiscal Services and Human Resources, Vice President of Administrative Services	N/A
7.	**IV.B.3.d**. Additionally, the District must develop long-term financial plans that allow the Colleges to meet the needs of their respective communities.	Complete	Executive Vice Chancellor Fiscal Services and Human Resources, Vice President of Administrative Services	N/A
8.	A permanent Vice Chancellor of Fiscal Services must be hired	Complete	Chancellor	N/A

Actions and Integration with Planning/Implementation Processes:

The 2016-2019 San Bernardino Community College District Enrollment Management Plan was approved by the Board of Trustees on July 14, 2016. The three-year plan supports the District's mission and goals, and aligns with the college's strategic enrollment goals and strategies (24).

The Crafton Hills College Budget Committee has met regularly. The President's Cabinet regularly reviews the college budget. A budget forum was held on May 10, 2017 that included presentations by the Vice President of Administrative Services and the district Vice Chancellor of Fiscal and Human Resources. The Vice President of Administrative Services has provided budget updates to the entire campus on fall and spring In-Service Days, and at Academic Senate and Classified Senate meetings. The District Budget Committee has met monthly to develop the annual budget, to review the resource allocation model, and to discuss other district budget-related items (25). The Vice Chancellor communicates regularly with the Academic Senate, the Crafton Hills College management team, and the campus via emailed *Business and Fiscal Updates*, open forums, presentations, and Board updates (26, 27, 28, 29, 30).

In 2015-16, the District implemented Questica, a web-based tool designed to create efficiencies in budget development, fiscal forecasting, and other financial functions (31). In 2016-18, the District implemented Oracle, an online financial management system that integrates with other systems and allows the colleges to gain efficiencies through more automated and standardized processes (32, 33).

Planning Agenda for District Recommendation I, Board of Trustees Policies

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. 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.

#	Planning Agenda	Status	Responsibility Center	Timeline (if incomplete)
1.	**IV.B.1.d. IV.B.1.e.** The Board of Trustees must adhere to Board policy concerning the creation of District policies and procedures.	Complete	Board of Trustees	N/A
2.	**IV.B.1.j**. The Board will adhere to Board Policy concerning the evaluation of the chancellor.	Complete	Board of Trustees	N/A

Actions and Integration with Planning/Implementation Processes:

Progress toward meeting this standard has continued since the 2016 Follow Up Report. As of January, 2016 policy and procedure updates are following the shared governance model and are moving through the Chancellor's Cabinet, District Assembly, the Board of Trustees Policy Committee, and the Board of Trustees for first and second review and approval (for Board Policies) or information (Administrative Procedures) (34, 35). Since the 2014 Self Evaluation:

- 54 policies and 32 procedures have been reviewed by the Board Ad Hoc Committee
- 145 policies and 111 procedures have been reviewed by the District Assembly
- 69 policies have been approved and adopted by the Board of Trustees.

The Board completed the most recent evaluation of the Chancellor in January 2016. The Chancellor's evaluation was item 2 b. on the Board's July 13, 2017 agenda (36).

Institutional Reporting on Quality Improvements

Quality Improvements: Crafton Hills College

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

As of fall 2016, the Educational Master Planning Committee and Crafton Council had revised their charges to specify their roles in reviewing, approving, and forwarding revisions in the mission, vision, and values to the Board of Trustees for review and approval.

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

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

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

The new mission is published in the College Catalog, in the Planning and Program Review online template, in the Committee Meetings and Agendas template, and in other online and paper publications. (37, 38, 39, 40, 41, 42).

> **College Recommendation for Improvement, Performance Evaluations**
> In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.

Human Resources is continuing to assess its effectiveness. Human Resources is maintaining and updating all evaluation information in a spreadsheet and has actively promoted the timely evaluation of all staff. As of fall 2015, management employees with past-due evaluations were evaluated, and those who had a change of assignment or supervisor were either placed on a new evaluation cycle or were evaluated. Past-due evaluations of classified and academic employees are taking place in accordance with the appropriate bargaining unit agreement.

Beginning spring 2016, evaluation notifications were emailed to both the responsible manager and the individual to be evaluated. Notifications of the classified evaluations were disseminated to the appropriate administrators in March 2017 and April 2017. Classified evaluations were completed in a timely manner as required by the collective bargaining agreement.

To continue to increase the proficiency of managers in carrying out evaluations, the District hosted a workshop for mangers on conducting effective performance evaluations in fall 2017. The workshop, which encompassed the entire performance appraisal process, included defining performance expectations, the measurement and evaluation of performance, providing feedback, and effective documentation.

With the recent implementation of the Human Capital Management System with ADP-Vantage, Human Resources is in the process implementing Phase II, which will encompass the Talent Management suite. The ADP Performance Management will automate the performance evaluation process, facilitate alignment of management employees' goals with SBCCD initiatives. This will further improve the notification process. Human Resources anticipates a Spring 2018 implementation of the Performance Management solution.

To promote a more thorough understanding of the importance and utility of performance evaluations, the new Learning Management module of ADP-Advantage includes workshops on such topics as performance improvement, evaluations, performance coaching, and the FRISK documentation model. Table 1 compares employee evaluation status for January 2016 and 2017. The results show an improvement in the completion of employee evaluations in 2017 compared to 2016 (43, 44, 45).

Table 1: District wide Employee Evaluation Status Summary, January 2016; January 2017

Evaluations	2016	2017
On-Schedule	554	275
Past-Due	68	26
Total	622	301
Percent Completed	89%	91.4%
Percent Past Due	11%	8.6%

Analysis of Results Achieved to Date

The District and the College have collaborated to develop a system for timely and effective employee evaluations. Training is taking place to increase the proficiency of managers in carrying out evaluations.

Quality Improvements: San Bernardino Community College District

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

In response to the Commission recommendation for improvement, the SBCCD Board of Trustees reviewed and revised the Board Handbook during 2014-15. The updated draft includes the mission, vision and values of the District, organizational charts for both campuses and the District entities, Board imperatives and goals, Board duties and responsibilities, procedural information regarding the Board and its meetings, planning and evaluation, accreditation, and a Board member orientation, among other topics. The section of the handbook concerning orientation calls for the orientation of all new Board of Trustee appointees within 30 days of appointment. The responsibility for orienting new Board members is shared by the Chancellor and current Board of Trustees members. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly on September 1, 2015 and by the Board on October 8, 2015. The Handbook is available on the District website.

Each section of the handbook features a checklist, which the new Board member is expected to sign. The Board scheduled a special meeting for the purposes of new Trustee Orientation on December 3, 2015.

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

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

Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include Board imperatives and goals, Board duties and responsibilities, elections, officers of the Board, committees of the Board, Board education, the Brown Act, preparing for meetings, communications among Board members, and the like. Most important in addressing the recommendation is the addition of clear language that the Board President is ultimately responsible to orient new board members and student trustees. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new handbook. Board Policy 2210 was approved by the District Assembly on November 3, 2015, was forwarded to the Board for a first reading on December 10, 2015. Final Board approval took place on January 21, 2016. The updated Board Policy will be added to the District website.

In 2016, the Chancellor requested a Partnership Resource Team through the Institutional Effectiveness Partnership Initiative (IEPI), to focus on the district recommendations from the Commission. The outcome was a plan that included:

- Improvement of the relationship between the Board, the district, and the colleges
- Development of a process to vet Board agenda items
- Increase communication, training, and leadership growth for the Trustees and the Chancellor.

To reach these goals, several actions were delineated, some of which have taken place.

1) The District held a joint training on the topic of the Academic Senate's Academic and Professional matters (10 plus 1) was held on May 17, 2017 for managers, Board members, and Academic Senate leadership.
2) Joint training with constituency group leadership has been held to improve communication and build a culture of trust.
3) The District Assembly Executive Committee vets all board agenda items.
4) Key topics are calendared on the Board agenda for annual presentation.
5) Board training on the following topics has been provided:
   a. Decision-making
   b. Adherence to policies and procedures
   c. The role and importance of senate resolutions
   d. District processes for problem resolution

The Accreditation Steering Committee, which meets approximately quarterly, developed a list of additional topics for Board training, including collegial consultation, and the alignment of district and college planning and program review processes.

Analysis of Results Achieved

A new Board Handbook and Board training process was developed with input from both colleges, Board members, and District representatives. In December 2015 and January 2017 the new Board members received two training sessions—one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on background information on the District, issues impacting the District and Board; Board Handbook, Board Policies, committee structure, and the distinctions between board governance and District operations. District materials were provided to the Trustee for study. The Trustees were connected with online Trustee resources of the California Community Colleges League and ACCJC. The new Trustees signed off on completion of the Board training modules. The District has fully addressed this recommendation for improvement (46, 47, 48, 49, 50, 51).

Data Trend Analysis

Annual Report Data/Institution-Set Standards

Category	Reporting year		
	2014	**2015**	**2016**
STUDENT COURSE COMPLETION **(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)**			
Standard	63.6%	63.6%	63.6%
Performance	73%	72%	72.8%
Difference between Standard and Performance	9.4%	8.4%	9.2%
Analysis of the data: The performance trend data indicates the College has performed above the set standard for the 2014, 2015, and 2016 reporting years. Specifically, in the last two reporting years, the course completion rate increased from 72% in 2015 to 72.8% in 2016. As part of Crafton's continuous quality improvement process, the College will review the minimum standard in the 2017-2018 academic year.			
DEGREE COMPLETION **(Students who received one or more degrees may be counted once.)**			
Standard	250	250	250
Performance	417	465	473
Difference	167	215	223
Analysis of the data: The performance trend data indicates the College has performed above the set standard for the 2014, 2015, and 2016 reporting years. Specifically, the number of students earning a degree increased from 417 in 2014 to 473 in 2016, a 13% increase. As part of Crafton's continuous quality improvement process, the College will review the minimum standard in the 2017-2018 academic year. Most of the growth in degree completion is a result of the newly created Associate Degrees for Transfer. In the last three years, the number of transfer degrees awarded increased from 80 to 182, an increase of 128%.			
CERTIFICATE COMPLETION **(Students who received one or more certificates may be counted once.)**			
Standard	204	204	204
Performance	305	310	339
Difference	101	106	135
Analysis of the data: The performance trend data indicates the College has performed above the set standard for the 2014, 2015, and 2016 reporting years. Specifically, the number of students earning a certificate increased from 305 in 2014 to 339 in 2016, an 11% increase. As part of Crafton's continuous quality improvement process, the College will review the minimum standard in the 2017-2018 academic year.			

Category	Reporting year		
	2014	**2015**	**2016**
TRANSFER			
Standard	163	163	163
Performance	255	302	359
Difference	92	139	196

Analysis of the data: The performance trend data indicates the College has performed above the set standard for the 2014, 2015, and 2016 reporting years. Specifically, the number of students transferring to a four-year institution increased from 255 in 2014 to 359 in 2016, a 41% increase. One possible impact on the number of transfers to four-year institutions is the creating and implementation of the Associate Degrees in Transfer. As mentioned previously, there has been a 128% increase in the transfer degrees, which were specifically designed to help make transfers from community colleges to four-year institutions seamless for students. As part of Crafton's continuous quality improvement process, the College will review the minimum standard in the 2017-2018 academic year.

LICENSENSURE PASS RATE
(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination)

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
Respiratory Care/Therapy	1210	70%	78.80%	88%	94.40%	8.80%	18%	24.40%
Radiologic Technology	1225	78.60%	92%	100%	88.80%	13.40%	21%	10.20%
Emergency Medical Services	1250	70%	80.30%	90%	72.60%	10.30%	20%	2.60%
Paramedic	1251	70%	86%	80%	86%	+16%	+10%	+16%

Analysis of Data: The performance trend data indicates that each of the four programs has exceeded the Institution Set Standards in all three years. In addition, the Respiratory Care Licensure Pass Rate has consistently increased from 79% in 2014 to 94% in 2016. The Paramedic Licensure Pass Rate increased from 80% in 2015 to 86% in 2016. The other two areas appear to have declined and appear to have a pattern of increasing in one year, decreasing in the next, and increasing in the next. Radiologic Technology has very small cohorts and in 2014 and 2016; the percentages indicate that only 1 student did not pass the exam. The pass rate for Emergency Medical Services (EMS) has fallen from previous assessments in overall scoring. Because of this decrease, the program is implementing a measuring sequence to determine a more focused rationale. The measurement will evaluate which specific module of NREMT the student had difficulty with (example, airway, trauma, medical etc.). This information will guide revisions to the instructional processes. EMS has already secured the funding for the 2017 – 2018 academic year for this assessment.

Program Name	CIP Code	Institution Set Standard	Performance			Difference		
			2014	2015	2016	2014	2015	2016
JOB PLACEMENT RATE (Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.)								
Accounting	0502	43%	58.30%	75%	50%	15.30%	32%	7%
Business Management	0506	54%	64.70%	67%	66.67%	10.70%	13%	13%
Computer Information Systems	0702	61%	66.70%	62%	57.14%	5.70%	1%	-4%
Other Information Technology	0799	53%	66.70%	71%	70.27%	13.70%	18%	17%
Respiratory Care/Therapy	1210	57%	69%	63%	80%	12.00%	6%	23%
Radiologic Technology	122 5	64%	100%	91%	86.53%	36.00%	27%	23%
Emergency Medical Services	1250	85%	85.70%	73%	100%	0.70%	-12%	15%
Paramedic	1251	96%	70%	91%	73.68%	26.00%	-5%	-22%
Child Development/Early Care and Education	1305	50%	49.60%	65%	91.67%	-0.40%	15%	42%
Fire Technology	2133	80%	80.10%	79%	50%	0.10%	-1%	-30%

Analysis of Data: The College and the system have been working to track graduates and their eventual placement in the workforce accurately. The numbers reported here are from the most recent Perkins Core Indicators data. The Perkins Core Indicators data has many methodological issues, such as the inability to track students who join the military or students hired by the federal government, and the low number of students in each cohort. Another concern is that the job placement rates increase dramatically as time passes and the rates in the most recent year are often lower than prior years because of the availability of the data. The performance trend data indicates that all but three programs have exceeded the Institution Set Standards in the most recent performance year. The Institution Set Standard for the Paramedic and Fire Technology programs may be uncharacteristically high and will be reviewed with the programs in the 2017-2018 academic year. When looking at the most recent job placement rates, in 2017 the Computer Information Systems Job Placement Rate increased to 100% and exceeded the Institutional Set Standard.

STUDENT LEARNING OUTCOMES ASSESSMENT			
	2014	**2015**	**2016**
Number of Courses	320	344	385
Number of courses assessed	291	334	368
Number of Programs	44	44	54
Number of Programs assessed	40	43	54
Number of Institutional Outcomes	6	6	6
Number of outcomes assessed	6	6	6

Analysis of the data: Crafton continues to consistently review and improve its outcomes assessment processes. Currently, the Crafton faculty is working on identifying student characteristics that may help to inform curriculum development and instruction when examined in relation to outcomes assessment data. In addition, Crafton is refining its assessment processes in program review and the calendar and timeline for program and course level assessments. Crafton has assessed all of the Institutional Outcomes in the last three years as well as 100% of the programs in the most recent year. Ninety-six percent of Crafton's courses were assessed in the most recent course assessment cycle. As mentioned previously, Crafton is continuously refining its processes to ensure the assessment of all of its courses in each assessment cycle.

Annual Fiscal Report Data

Category	Reporting year		
	2014	**2015**	**2016**
General Fund Performance			
Revenues	76,906,981	78,442,275	98,090,550
Expenditures	73,167,902	78,869,870	83,535,522
Expenditures for Salaries and Benefits	62,457,130	67,295,050	72,283,420
Surplus/Deficit	3,739,079	(427,495)	14,555,027
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	4.86%	(.545%)	14.84%
Reserve (Primary Reserve Ratio)	22.8%	13.3%	20.0%
Analysis of the data: The General Fund remains healthy, with 2016 year-end fund balance of 20%			
Other Post-Employment Benefits			
Actuarial Accrued Liability (AAL) for OPEB	7,224,889	7,224,899	8,325,249
Funded Ratio (Actuarial Value of plan Assets/AAL)	46%	46%	94%
Annual Required Contribution (ARC)	732,097	732,097	568,558
Amount of Contribution to ARC	4,384,127	374,226	304,023
Analysis of the data: Per SBCCD's most recent actuarial report, OPEB liability is nearly fully funded at 94%.			
Enrollment			
Actual Full Time Equivalent Enrollment (FTES) District	14,401.00	14,467.00	15,343.00
Actual Full Time Equivalent Enrollment (FTEs) CHC	4498.90	4349.89	4843.24
Analysis of the data: District-wide, FTES has steadily increased over the last three years. Though Crafton Hills College experienced a decrease in FTES in 2014 relative to the previous year, there was growth in 2016. To promote sustainable growth at Crafton Hills College and throughout the District, the Enrollment Management Strategies Committee, together with the District Enrollment Management Committee, is supporting and implementing initiatives to address the educational needs of new student populations and to implement scheduling practices that will improve productivity and enrollments.			
Financial Aid			
USDE official cohort Student Loan Default Rate (FSLD - 3 year rate)	25%	22%	20%
Analysis of the data: The default rate has steadily improved over the last three years.			

Evidence

Update, College Recommendation 2, Distance Education Plan

1. Online Counseling Webpage and links.

Update, College Recommendation 3, Program Elimination Policy

2. Program Viability Proposal: Workforce Readiness Credential (example).

Update, College Recommendation 4, College Catalog

3. 2017-18 College Catalog.

Update, District Recommendation 1, Board of Trustees Policies

4. Board Policy 2200, Board Duties and Responsibilities, reviewed 1/21/2016.

5. Webpage, Board of Trustees Policy Committee.

Update, District Recommendation 2, District Human Resources

6. Board of Trustees, Agenda, April 27, 2017, p. 1, 4. a.; pp. 25-53.

Update, District Recommendation 3, District Level Integrated Planning

7. Human Resources Reorganization Chart.

8. Reorganization, Out of Class, Generalist to Analyst.

9. SBCCD IEPI Plan.

10. ADP Vantage, Performance Management.

11. District Budget Committee Web Page.

Planning Agenda for College Recommendation 1: Assessment and Review of Outcomes at All Levels

12. Crafton Hills College Follow Up Report, 2016.

13. Curricunet, Examples of CORs with embedded SLOs.
    a. Anatomy 101.
    b. Communication Studies 100.

    c.   Arabic 101.

14. Academic Senate Agenda, May 17, 2017. Proposal for Disaggregating Student Learning Outcomes Data.

Planning Agenda for College Recommendation 4, College Catalog

15. CHC 2017-18 SmartCatalog.

16. Email regarding Catalog Updates, 5/12/2017.

17. Catalog Updates.

Planning Agenda for College Recommendation 6 for Improvement, Performance Evaluations; and District Recommendation 2, District Human Resources

18. Administrative Procedure 7150, Evaluation.

Planning Agenda for Professional Development (not cited by the Commission for improvement)

19. Professional Development and Diversity and Inclusion Spring 2017 Workshops and Events.

Planning Agenda for Facilities, Safety, and Long-Range Capital Plans (not cited by the Commission for improvement)

20. SBCCD Safety Training Web Page.

21. SBCCD Police Web Page, Request a Presentation.

22. Crafton Hills College Comprehensive Master Plan, 2017.

Planning Agenda for College Recommendation 2, Distance Education Plan

23. Crafton Hills College Distance Education Plan 2016-2020.

Planning Agenda for District Recommendation 3, District Level Integrated Planning

24. San Bernardino Community College District Enrollment Management Plan.

25. District Budget Committee Meeting Minutes and Agenda Website.

26. Academic Senate Minutes, May 10, 2017, Budget Discussion, Old Business.

27. Classified Senate Minutes, April 28, 2017. Budget Discussion, New Business, pp. 2-3.

28. Classified Senate Minutes May 12, 2017, Budget Discussion, New Business, p. 2.

29. CHC Budget Open Forum May 10, 2017.

30. Email to the campus from the Vice Chancellor of Fiscal and Human Resources. Business & Fiscal Services Update: FY 2017-18 Final State Budget Approved.

31. SBCCD Board Minutes, Approval of Questica, p. 11.

32. District Budget Committee Minutes December 17, 2015 re: Enterprise Resource Planning solutions Oracle and ADP.

33. Enterprise Resource Planning Update, 2016.

Planning Agenda for District Recommendation 1, Board of Trustees, Policies

34. Board of Trustees, Policy Committee Minutes, March 23, 2017.

35. Special Meeting of the Board of Trustees, Minutes, January 14, 2016.

36. Board of Trustees, Agenda, July 13, 2017, Item 2.b.

Quality Improvements, Board Approval of Mission Statement

37. Crafton Council Minutes 4/22/2014

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

39. SBCCD Board of Trustees, Minutes 10/9/2014, approval of CHC Mission, Vision, Values, p. 4.

40. Educational Master Plan, Committee Minutes, 12/10/2015.

41. Crafton Council, Minutes, 11/10/2015.

42. Crafton Council, Web Page, Charge (#11).

Quality Improvements, Performance Evaluations

43. Notice, Evaluations, Classified, April 2017.

44. ADP Vantage, Performance Management.

45. ADP Vantage, Learning Management.

Quality Improvements, Board Orientation

46. District Assembly Agenda, September 1, 2015, re: Old Business, Board Handbook Review.

47. SBCCD Board of Trustees Retreat Agenda: Best Practices of Effective Community College Governing Boards: Part Two. August 22 2016.

48. SBCCD Board of Trustees Minutes, June 1, 2015, Item 8, pp. 1-2.

49. SBCCD Board of Trustees Handbook (Approved 10/8/15, Updated 4-24-17).

50. SBCCD Board of Trustees Special Meeting Minutes, December 3, 2015: New Trustee Orientation, p. 2.

51. SBCCD Board of Trustees Study Session Agenda, January 12 2017, New Trustee Orientation.