CRAFTON HILLS COLLEGE

Update
Self Evaluation Report of Educational Quality and Institutional Effectiveness

In Support of
Reaffirmation of Accreditation

Submitted by:
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Update
Self Evaluation Report of Educational Quality and Institutional Effectiveness

The purpose of this addendum is to provide updates on major components of the College's work since the completion of the Self Evaluation Report, and to correct omissions and errors.

Contents

Update, Standard I.A. Mission

The Crafton Council approved the new mission, vision and values by the Crafton Council on April 29, 2014. The new mission, vision and values became effective July 1, 2014[1]. The Board will approve them at its October 2014 meeting.

> The new mission is: The mission of Crafton Hills College is advance the educational, career, and personal success of our diverse campus community through engagement and learning.

> The new vision is: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

> The new values statement is: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.[2]

The Educational Master Planning Committee is currently revising the goals and objectives of the Educational Master Plan to ensure alignment with the new mission.

Update, Standard III.D, Fiscal Resources and Standard IV.B, Board and Administrative Organization

- **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**
- **IV.B.2.d. The president effectively controls budget and expenditures.**
- **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.**
- **III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships and expenditure requirements.**

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[1] Crafton Council Minutes, April 29, 2014.
http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Crafton%20Council/Minutes/2013-2014/Crafton%20Council%20Minutes%2004-29-14.pdf
[2] Mission, Vision, Values webpage
http://www.craftonhills.edu/About_CHC/Mission

- **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 obligations.**

The District submitted the tentative 2014-15 budget to the board in June 2014 and a final balanced budget was approved at the board meeting on September 11, 2014. Balancing the district-wide 2014-15 budget has been a challenge. Although the advance apportionment report from the state includes a 3.43% increase in funded FTES to the District (as compared to 2013-14 funded FTES), increased expenses outpace the "access" funding allocated to the district by the State. Agreements reached with bargaining units in May 2014 resulted in salary increases of 4% for 2013-14 and 4% for 2014-15[3] [4]. These cumulative increases of 8.16% were expensed to the college budgets, resulting in deficits. In addition, benefit costs in 2014-15 are projected to increase an average of 6% over 2013-14 and utilities are projected to increase an average of 13% over last year[5].

In an effort to balance the budget, the colleges and district administration have had some challenging and difficult dialog in the development of the solutions to balance the budget. Because of the difficult nature of budgetary decisions when expenses outweigh revenues, it has been necessary for the District to prescribe solutions to the campuses to fill the gaps and balance the budgets. Many pointed questions have been asked by the Board, campus Budget Committees, and by the campus presidents about the way the budgets were balanced using one-time funds for "Unfunded FTEs" and "Student Success." [6] In addition, the District Budget Committee met on September 17, 2014 and had further discussion on the method to balance the budget and the amount and use of district reserves.

Going forward, the District and campuses have implemented short-term solutions to balance the 2014-15 budget and additional discussions regarding long-term solutions are ongoing. For the short-term, the District has implemented a selective hiring freeze, strategically allocated block grant funding, augmented the college budgets with one-time district reserves—identified as

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[3] CTA Bargaining Agreement
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/5-8-14%20web.pdf
[4] CSEA Bargaining Agreement, p.148
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Agenda/2014/7-10-14%20web.pdf
[5] Fiscal Year 2014-2015 Budget Study Session September 9, 2014
http://www.sbccd.org/~/media/Files/SBCCD/District/Board/Board%20Presentations/9-9-14%20-%20Budget%20Presentation4.pdf
[6] Final Budget, 2014-2015, p. 55, lines 25-26
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/Final%20Budget%20-%20Fiscal%20Year%202014-15%20-%20Online%20Version.pdf

"Unfunded FTEs" and "Student Success" [7], and has imposed a "savings factor," which is an amount budgeted but is expected to remain unspent[8].

Long-term solutions being pursued include the development of the District Enrollment Management Plan with the assistance of a professional consultant and continued development of long-term budget projections. The Enrollment Management Plan will further inform the allocation of resources to the campuses based upon data and the District Strategic Plan. Long-term fiscal planning will further integrate college projections with district projections based upon assumptions and state revenue scenarios. The District is pursuing the implementation of a new budget planning software that will enhance the ability of the District and the colleges to collaboratively create projections based upon the developed scenarios.

In addition to the long-term solutions presented above, the CCCCO is in the final stages of developing a new state-wide apportionment model to increase access to students in areas of "unmet need." SBCCD anticipates this new model will allow increased access within the district's service area by helping close the gap of unfunded FTES at both colleges.

Corrected Omission, Policy on Distance Education and on Correspondence Education
To page 69, the highlighted narrative is added to more fully describe the College's response to the policy on Distance Education and 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

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[7] Final Budget, 2014-2015, p. 55, lines 25-26
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/Final%20Budget%20-%20Fiscal%20Year%202014-15%20-%20Online%20Version.pdf

[8] Board of Trustees Study Session, Budget, slide 27
http://www.sbccd.org/~/media/Files/SBCCD/District/Fiscal%20Services%20Documents/2014-09-09%20Budget%20Study%20Session%20Presentation%20for%20Final%20Budget%20FY%202015.pdf

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[9]. This includes posting of the syllabus, use of discussion forums, posting of grades, integration with eBook materials, and more.

The District integrates the official roster for the College with Blackboard's rosters for each class. To ensure the authentication of the student's identity, enrollees in online and hybrid courses must access their courses using their District login.[10]

The College is currently investigating the process involved in gaining authorization from other states for out of state students taking DE classes. In the past two years, one out-of-state student has enrolled a DE course. The College is communicating with Montana authorities to ensure the accreditation status of the course in that state. The College has placed a message on the Online Classes website to inform out of state students taking DE classes of the Department of Education's regulations regarding state authorization[11].

The College does not provide correspondence education.

[9] Online Teaching webpage
http://www.craftonhills.edu/Faculty_and_Staff/Online_Teaching
[10] Blackboard login webpage
https://sbccd.blackboard.com/webapps/login/
[11] Out of State Online Students.
http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Out_of_State_Online_Students

Errata

Correction, Introduction, Figures

A corrected copy of the Crafton Hills College Institutional Self Evaluation contains the changes described below.

On page 12, Figure 9: the column heading is changed to Age

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

Fall 2013 Student Age		
Student Age	**#**	**%**
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
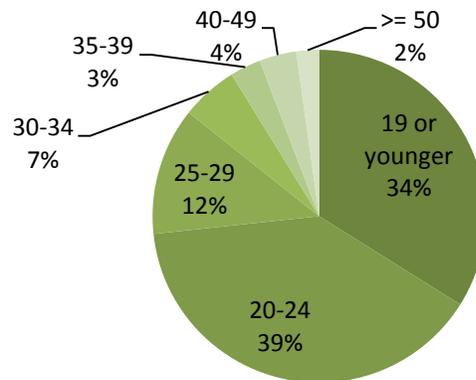
On page 15, Figure 12, the table formatting is revised.

Figure 12, CHC Course Success Rate

Course Success	2010-11			2011-12			2012-13			Minimum Standard	13-14 Target
	#	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%
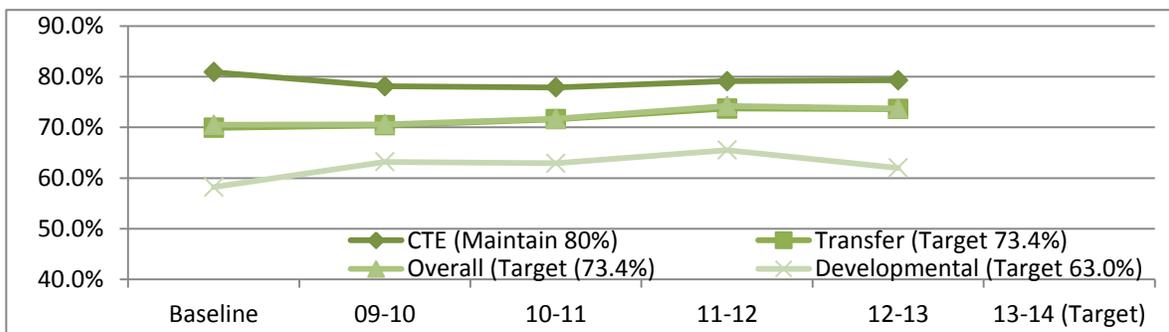
On page 17, Figure 14, the table formatting is revised.

**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
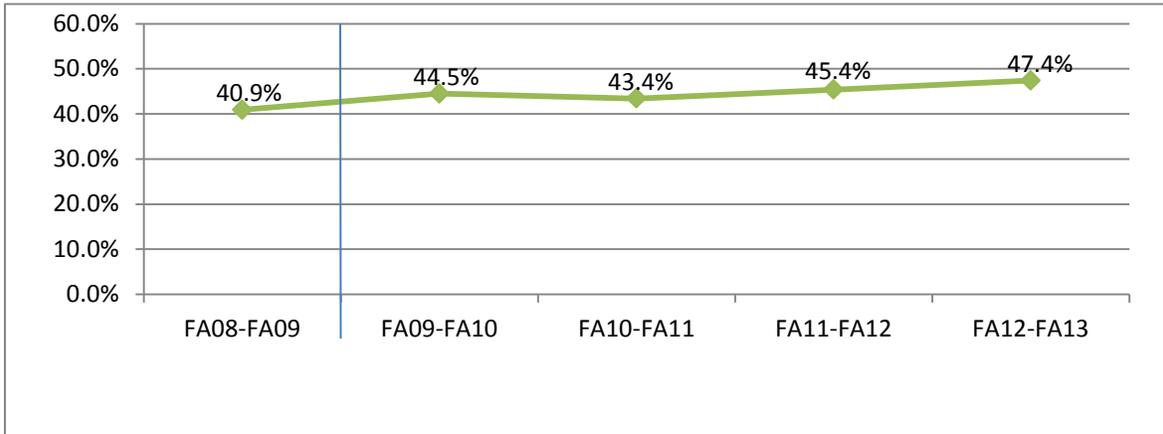
On page 18, Figure 15 is replaced with the correct figure.

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

Fall to Fall Retention Rate by Ethnicity			
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**
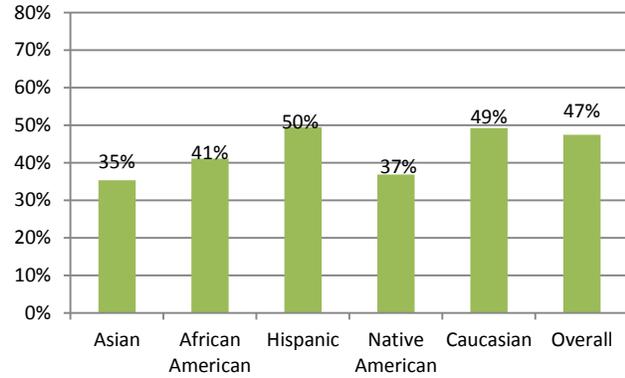
On page 19, Figure 16 is replaced with the correct figure.

Figure 16, CHC Three Year Transfer Rate

Three-Year Transfer Rate	#	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**
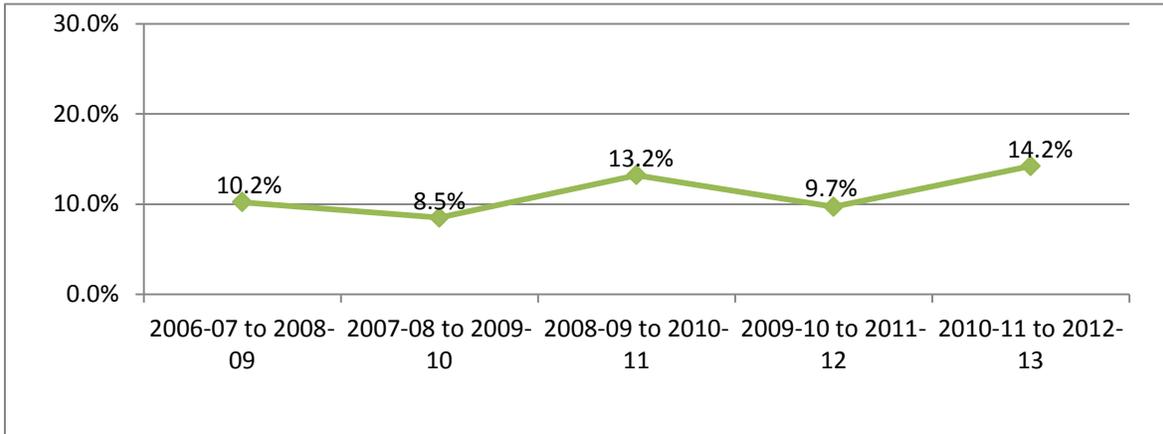
On page 20, Figure 17 is replaced with the correct figure.

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

Transfer Rate by Ethnicity			
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**

Bar chart: Asian 17%, African American 21%, Hispanic 12%, Native American 5%, Caucasian 15%, Unknown 20%, Overall 14%.
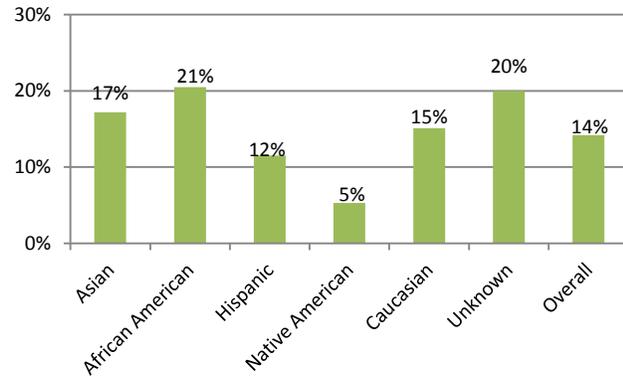
Correction, Standard IB, Typographical Error

On page 111, the second paragraph, omit "The".

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

Correction, Standard IIA, Typographical Error

On page 153, the second paragraph, omit "(evidence)" at the end of the sentence.

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)~~.