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

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.). 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.

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

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.	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%20Plan

	ning/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

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.

Evidence, Recommendation 2: Data Reliability, Access, and Training

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

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 non-instructional 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.).

The table below describes CHC's progress toward meeting the ACCJC Proficiency rubric.

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% 66% of programs have established outcomes Numerous programs have fully integrated program and course outcomes GE and Institutional level outcomes are in place 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
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

The table below shows CHC's progress toward meeting ACCJC's expectation of 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
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	Assessment of outcomes is incorporated into all planning

all practices and structures across the college	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.

Evidence, Recommendation 3: Assessment of Student Learning Outcomes

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

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.

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

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/Research%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/Research%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%20Staff/Committees/IEAO%20Committee/Minutes/IEAOC%20Minutes%20%209%203%2013docx.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/Research%20and%20Planning/Planning%20Documents/2013SP_CommitteeSelfEvals.pdf
R.4.f.	CHC Committee Assignments, 2013-2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/CommitteeAssignments13-14.pdf

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 meetings (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.

Evidence, Recommendation 5: Improving Communication and Sharing Information

R.5.a.	CHC Educational Master Plan Update 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/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/Research%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_Hills_College_Village_Plan
R.5.d.	Open forum Title V Coop Grant, PowerPoint Presentation
R.5.e.	Navigator Online Resource http://www.craftonhills.edu/Faculty_and_Staff/Navigator_Online_Resource
R.5.f.	http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/President's%20Page/President's%20Letters/2014/President%20Letter%20Jan%2027%202014.pdf
R.5.g.	President's Letter January 27, 2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/President'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/1103486454949.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

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.

Evidence, Recommendation 6: Participation in Decision-Making and Planning Processes

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

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 (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 (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.) and satisfaction with service levels (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 (7d.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.

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

R.7.a.1.	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

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.).

Evidence, Recommendation 8: Program Review and Distributed Education

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 Webportal 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.	Educational Technology Committee, Student Success Rates in Online Classes
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

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.

Evidence, Recommendation 9: Including Student Learning Outcomes in Faculty Evaluations

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.	Pdf., CTA/SBCCD MOU on SLOs

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.)

Evidence, Recommendation 10, Long-Range Fiscal Plans and Fiscal Information

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.	Email to Campus, Budget Workshops

R.10.d.	Workshop Evaluations, Budget Workshops
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

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 both 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, Commission Recommendation 1, District Resource Allocation Process

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.	Crafton Hills College Presentation to District Budget Committee, Resource Allocation Model
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