

Accreditation Progress Report

**Submitted by
Crafton Hills College
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San Bernardino Community College District**

October 2007

To

**Accrediting Commission
for
Community and Junior Colleges
of the
Western Association
of
Schools and Colleges**

**Barbara A. Beno, Executive Director
Novato, California**

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Crafton Hills College
October 15, 2007**

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Statement of Report Preparation

Meetings of faculty, administrators, key committee chairs and the Steering Committee were held to discuss the previous progress report and changes which have occurred since that time. The actions of committees such as Planning and Budget, including program review, Educational Master Plan and Student Learning Improvement Cycle have been reviewed and documented. The activities of the Research and Planning Office in the development of a comprehensive research agenda have been discussed at each of these committees and are included in this report. The final report was completed by the dean of career and technical education, and the accreditation steering committee.

Prepared by:

Accreditation Steering Committee:

Gloria Harrison – College President
Susan Shodahl – Vice President of Instruction (through 6/30/07)
Cheryl Marshall – Vice President of Instruction
Charlie Ng – Vice President Administrative Services
Alex Contreras – Vice President Student Services
Richard Hogrefe – Academic Senate President
David Molnar – Classified Senate President

Donna Ferracone - Dean Career and Technical Education
Mark Snowwhite – Faculty Chair – English
Catherine Pace-Pequeno – Co-chair Planning and Budget Committee
Charlie Ng – Co-chair Planning and Budget Committee, Educational Master Plan
Gary Williams – SLIC Committee Chair
Ciddhinnia Torres-Campos – Director Research and Planning

Signed:

Gloria Harrison

Date: _____

Approved by the
San Bernardino Community College District Board of Trustees
October 11, 2007

Recommendation 1.

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

Crafton Hills College has taken the following steps to address this recommendation:

- Planning and Budget Committee have separated annual planning and program review. The two processes together are linked to resource allocation. (*Evidence file: Recommendation 1 – 1.1 Planning and Budget Committee minutes*)
Individual units (*see organizational chart – Appendix A*) develop their annual plans based on program review criteria, application to the master plan and in the future progress toward student learning outcomes (SLOs). These plans are submitted to the appropriate administrator as well as the Planning and Budget Committee. Division meetings take place to prioritize needs and the needs are forwarded to the President’s Cabinet where decisions are made regarding funding priorities. This cabinet also addresses the fit with program review, the master plan and will in the future address SLOs. A final report is made to the campus community regarding funding. Program review is on a four-year cycle, except for career and technical programs that follow a mandated two-year cycle (*see schedule – Appendix B*). The program review process involves a review of the demographics and achievement data prepared by institutional research, enrollment comparisons and persistence to completion. The recommendations are linked to the master Plan Goals along with specific budget recommendations. The campus is at the front end of identifying SLOs, linking the SLOs to software (eLumens) that will track progress and by the next fiscal year this will be in place as another element of budget planning. Final program reviews are submitted to the Planning and Budget Committee for assessment using standardized rubrics (*Appendix C*). A report of the committee’s findings is submitted to the President’s Office and the submitting unit. Once a unit has completed a program review cycle, all annual plans and funding requests must be linked to the program review findings. (*Evidence file: Recommendation 1 – 1.2 Program Review Process*)
- With the help of outside consultants and under the leadership of the Vice-President of Administrative Services, the college has worked diligently to develop an Educational Master Plan. The Educational Master Plan Taskforce began meeting on a regular basis in September 2006 (*Evidence file: Recommendation 1- 1.3 Educational Master Plan Committee Minutes*).
- A SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis was conducted on August 11, 2006 as part of the opening-day activities by outside consultants who provided the college with a comprehensive analysis (*Evidence file: Recommendation 1 – 1.4 SWOTs*).
- The Associated Students, with the help of the Office of Research and Planning, conducted a survey designed to assess student satisfaction with campus life (*Appendix D*). A Student Attitudes and Perceptions survey will be administered both fall and spring semesters starting fall 2007
- The mission, values, and vision were reviewed and revised in November 2006, reviewed and approved by the campus constituencies in spring 2007, and approved by the Board of Trustees in May 2007. (*Evidence file: Recommendation 1 – 1.3 Board Minutes*)
 - Mission: To advance the education and success of students in a quality learning environment.

- Core values: Creativity, Excellence, Inclusiveness, and Learning Centeredness
 - Vision: To become the premier community college for public safety and health services careers and transfer preparation.
- The updated Educational Master Plan was presented to the campus on May 24, 2007 at a luncheon forum. The president and the vice president of administrative services outlined the process used to arrive at the plan and discussed the overarching goals and strategies identified in the plan. The next step was to develop the goals and objectives to implement the overarching strategies. On August 17, 2007, at a mandatory meeting, faculty provided input regarding specific activities for implementing the Educational Master Plan. Faculty members were asked to brainstorm and develop action items, identify the necessary resources, and list volunteers who were willing to participate in each activity. College leadership, including the steering committee, will use the results of this session to develop concrete objectives, activities, and responsibilities for implementing the Educational Master Plan. (*Appendix E – Results of August meeting*)

Recommendation 4.

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

Crafton Hills College has taken the following steps to address this recommendation:

The college offers a wide variety of degrees and certificates, all of which clearly support the mission of community colleges and Crafton Hills College. Discipline faculty are responsible for the design of degrees and certificates which are subsequently scrutinized by the appropriate departments and the curriculum committee.

To increase the college’s capacity to develop, assess, and update its courses and programs, the college has implemented CurricUNET, an online curriculum approval process and workflow automation program designed to facilitate the approval process via an electronic delivery system.

The college is also implementing the eLumens software that will be used to track SLOs and provide a means of assessing student learning as well as assist in determining where improvements need to be made.

To address college-level learning outcomes, the general education task force, with representatives from across the college, has met regularly since spring 2003 to review and reconfigure general education requirements in light of the college mission and philosophy of general education. As a result of extensive dialogue in bi-weekly meetings, the English and mathematics graduation requirements were raised (from Preparation for College Writing to Freshman Composition and from Elementary Algebra to a mathematics course requiring Elementary Algebra as a prerequisite), effective 2006-2007. The academic senate also approved the recommendation to change the reading requirement to satisfactory completion of Freshman Composition or an equivalent English composition course, effective 2007-2008. (*Evidence File – Recommendation 4 4.1 GE Task Force Minutes*)

Throughout the fall 2005 semester, the general education task force held bi-weekly discussions, to which all faculty were invited, to define the precise language for 13 measurable learning outcomes in general education. In spring 2006, the academic senate adopted 13 measurable learning outcomes in general education, thus providing a basis for a new general education requirement. (*Appendix F-2007-2008 College Catalog – see page 40*)

Meetings were held during the 2006-2007 academic year to discuss the 13 outcomes and to begin the process of creating shared assessment instruments for these outcomes. These meetings consisted of discussions among faculty that further clarified the outcome statements, and implications of the shared assessments to be developed in the 2007-2008 academic year. The dialogues will continue as the assessments are piloted and evidence is collected that reflects the nature and character of student learning at the college. (*Appendix G*)

Specific college disciplines are piloting the eLumen Achievement tracking software to comprehensively collect, manage, and analyze learning outcomes. This system is designed to coordinate all direct learning measures throughout the college, provide instructors the means to collect

easily and electronically student achievement scores, and produce aggregated information on student achievement. In spring 2007 the assessment specialist visited two colleges in Connecticut, Quinebaug Valley Community College and Tunxis Community College, that have been using eLumen for the last two to three years. The emerging practices from these two institutions provided a blueprint faculty can follow in deploying their outcomes, the activities used to measure learning, and the rubrics that will drive the assessment of student learning.

The Student Learning Improvement Cycle (SLIC) Committee was created in February 2006 by the Academic Senate to facilitate the development of student learning outcomes assessment cycles (SLOACs) at all levels—course, program, and institutional. Hired in September 2006, the Instructional Assessment Specialist became the chair of the committee and began working with individual faculty, disciplines, and programs in the development of SLOACs. (*Evidence File: Recommendation 4 – 4.2 SLIC Committee Minutes*) The committee began publishing a monthly newsletter (*Appendix H -Outlook on Outcomes*) to provide progress updates and to educate faculty regarding student learning outcomes. The newsletter is one means of continuing the campus-wide dialogue on outcomes assessment.

In spring 2007 the Academic Senate delineated specific programs for which program outcomes were to be developed and directed faculty chairs to develop outcomes by the end of the semester. These program outcomes were submitted and are being reviewed by the assessment specialist and the SLIC Committee. The next step is to develop appropriate assessments for these outcomes. (*Appendix I – SLO Matrix*)

The assessment specialist has collaborated with Dr. Shupe, and worked with District Computing Services, to populate the application with course and student data in order to facilitate piloting of outcomes assessment for the Fall 2007 semester.

Recommendation 6.

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

Integration of program review into institutional evaluation and planning:

Program review and long-range and annual planning are now part of a well-integrated, comprehensive model anchored by a revised mission statement and extending through systematic program review and annual planning and budgeting.

Under the direction of the Vice President of Administrative Services and the president of the academic senate, the college has completed a comprehensive year-long, college-wide review of its mission. The new mission, adopted in May, 2007, is as follows: *The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment (Evidence File: Recommendation 1 – 1.3 Educational Master Plan Minutes)*

To make this mission statement more focused and operational, the following vision, values and goals have been added: *The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.* Added to these are the institutional values of *creativity, inclusiveness, excellence, and learning centeredness.* Completing the educational master plan are the following overarching goals and strategies:

1. *Expand and develop programs by:*
 - *collecting and analyzing data that identify needs*
 - *the prioritization, alignment, and focusing of resources; and*
 - *the creation of partnerships within and without*
2. *Develop resource capacity including staffing, facilities, infrastructure, technology, and funding.*
3. *Increase student success through quality learning, opportunities for personal development, and support services.*
4. *Enhance our image through recruitment, marketing, outreach, retention, and persistence.*
5. *Improve the organization’s capabilities through training, development, and increased learning opportunities.*

The educational master plan will provide direction for program review and budget planning and allocation.

The Planning and Budget Committee has completed the task of developing a streamlined program review model and an annual planning and budget allocation process integrally linked to program

review. The program review model requires that each identified unit conduct a program review at least once every four years. Career and Technical programs are reviewed every two years. A set of standards have been developed for academic disciplines that include such measures as purpose relative to college mission, program access, student learning outcomes (SLOs), perceived strengths and weaknesses relative to SLOs, student success, program innovations, program improvements, trends, and plans. The Budget and Planning Committee has developed rubrics for measuring progress and identifying areas that need attention. User-friendly data to support findings will be made available to those completing program reviews. (*Evidence File: Recommendation 6 – 6.1 Program Review Rubrics*)

This program review model encourages participation from all full-time persons in each unit by their having access to all relevant data and signing off on participation.

The Planning and Budget Committee has also developed an annual budget development and resource allocation model that integrates information from program review in order to meet the needs of the college in terms of its mission and educational master plan. Units will base requests on program changes, perceived strengths and weakness, opportunities, threats, and trends. Units will use outcomes measures to discuss the status of their activities. (*Evidence File: Recommendation 6 – 6.2 Annual Planning Documents*)

Transfer of credit policy:

A clearly-defined transfer of credit policy is published in the college catalog. (*Appendix F – 2007-2008 College Catalog see page 37*) (*Evidence File – Recommendation 6 -2006-2007 College Catalog - see page 30*). The policy covers the evaluation of transcripts from other institutions for the purposes of application of credits earned at these institutions for application to the associate degree requirement at Crafton Hills College.

Program effectiveness of distributed education:

In conjunction with the Education Technology Committee, the college has implemented a process through professional development to train and certify the competence of all on line instructors. Proposed online courses are evaluated according to the standards articulated in the college's distributed education plan (*Appendix J DE Plan*). A course certification check-off sheet (*Appendix K-Certification Check Off Form*) is used to determine whether or not a proposed course meets the rigor of the standards. If it does not, a Faculty Support and Development Team assists the developing faculty member in revising the course to meet the required standards. Currently, the district Office of Distributed Education is responsible for formulating a method for delivering faculty evaluations on-line as well as student evaluations for all on line classes.

Recommendation 7

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

In spring 2005 the Extended Opportunity Programs and Services (EOPS) office piloted a procedure for identifying outcomes and developing criteria and assessment tools for determining student support and program outcomes consistent with the mission of the EOPS office and that of the college. This process also included identifying the criteria for assessment, as well as the tools to be used to assess the level of successful achievement of the outcomes. Data from this pilot was examined with the EOPS director and the assessment specialist, and the decision was made to revise the outcomes to reflect a wider variety of affective learning domains, and tie those assessment efforts to a comprehensive set of proven student intervention practices. Specifically, the EOPS program will pilot the use of the “College Success Factors Index,” a nationally-normed online assessment tool designed to provide students with comprehensive feedback on personal practices that lead to educational achievement and success.

In the 2006-2007 academic year, other departments in Student Services (Admissions and Records, Financial Aid, Counseling, and Disabled Student Services) have worked on developing Student Service/Learning outcomes in their respective programs, and these efforts have become more focused with the assistance of the Director of Research and Planning, in cooperation with the Instructional Assessment Specialist. On June 1, 2007, the Student Services Division held a retreat that focused on developing an outcomes-driven approach to delivering services to students. The assessment specialist facilitated a workshop that was designed to identify the ways in which student services impact student learning at the college, and to examine the means in which this learning can be directly as well as indirectly observed and measured. This activity was succeeded by dialogue designed to develop student learning outcomes as well as service outcomes for each department and program. Work on these two kinds of outcomes (and their assessment approach) will continue within each department through summer 2007 into the fall. (*Appendix L – Student Services Retreat Minutes*)

Systematic data collection is common practice for student services at Crafton Hills College and the data have been used, on an informal basis, to monitor, evaluate, and improve those services. Work is progressing on developing a comprehensive research agenda that will include a comprehensive assessment of all student services students receive, through regular satisfaction surveys and the creation of an overarching evaluation plan for student services. A system for tracking student participation in all types of student support services is being developed in order to assess the additive effects of wrap around services. Additionally, the Office of Research and Planning is coordinating with District Computing Services to develop a linked database to allow for longitudinal examinations of the effects of receiving the student services on academic outcomes including grades, transfer, and persistence. (*Appendix M – Notes of Meetings, Director of Research and Instruction Assessment Specialist*)

List of Supporting Documents Included:

- **Appendix A - Individual Unit Organizational Chart**
- **Appendix B - Program Review Schedule**
- **Appendix C – Program Review Rubrics**
- **Appendix D - Student Survey and Results**
- **Appendix E - Results of Faculty Brainstorming Meeting**
- **Appendix F - 2007-2008 College Catalog**
- **Appendix G - GE Course Grid for SLOs**
- **Appendix H – OutLook on Outcomes Newsletter**
- **Appendix I - SLO Matrix**
- **Appendix J - Distance Education Plan**
- **Appendix K - Distance Education Course Check Off Form**
- **Appendix L - Student Services Retreat Agenda, Notes and Sign In Sheet**
- **Appendix M - Notes of Meetings, Director of Research and Instruction Assessment Specialist**