



Accreditation Midterm Report

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

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

October 15, 2011



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Certification of the Midterm Report

Date: October 15, 2011

This Midterm Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community and believe that this report accurately reflects that nature and substance of this institution.

Signed

Gloria Macías Harrison
President, Crafton Hills College

Carleton W. Lockwood, Jr.
President, Board of Trustees

Bruce Baron
Chancellor, San Bernardino Community College District

Dr. Cheryl A. Marshall
Vice President of Instruction and Accreditation Liaison Officer, Crafton Hills College

Scott Rippy
President, Academic Senate, Crafton Hills College

Karen Peterson
President, Classified Senate, Crafton Hills College

Chris Walsh
President and Student Trustee, Associated Students, Crafton Hills College

Statement on Report Preparation

This Midterm Report provides a progress update on the ten recommendations noted in the October 2008 Team Report, the additional Commission Recommendation noted in the February 2009 Commission action letter, and the improvement plans (formerly called the planning agenda) from the College's 2008 Self Study. The Report includes a narrative analysis and evidence that demonstrate how deficiencies have been resolved and the progress sustained in order to meet Commission Standards.

This Report was prepared by the Accreditation Liaison Officer, who also serves as Vice President of Instruction, with assistance from the Vice President of Student Services, the Vice President of Administrative Services, the Director of Research and Planning, and members of the Accreditation Committee. Editing assistance was provided by the Director of Marketing and Public Information, the Director of Grants, and the College President. Staff at the District Office provided evidence for the responses to recommendations involving district-wide functions and they reviewed drafts of these responses, providing input as needed.

The first steps in completing the Report involved the Accreditation Committee members. In Spring 2011, subcommittees were formed for each standard that included members of the Committee and subject matter experts (SP.1). The subcommittee members were:

- Standard 1 – Director of Research and Planning, Research Assistant, Faculty Co-Chair of Accreditation
- Standard 2A – Dean of Math, English, and Instructional Support, Instructional Assessment Specialist (faculty), and EMS Instructor (member of committee)
- Standard 2B – Vice President of Student Services, Dean of Matriculation, and Dean of Student Support Services
- Standard 2C – Dean of Math, English, and Instructional Support, Tutoring Center Coordinator (faculty), and Librarian
- Standard 3A – Dean of Arts and Sciences, Sociology Instructor (member of committee)
- Standard 3B – Vice President of Administrative Services, Maintenance and Operations Supervisor, Child Development Instructor (member of committee)
- Standard 3C – Director of Technology, Economics Instructor (member of committee)
- Standard 3D – Vice President of Administrative Services, Business Instructor

Each subcommittee reviewed their assigned standard along with the planning agenda items from the Self Study using the Commission's *Guide to Evaluating Institutions*. Written reports were prepared and submitted to the ALO, who also chairs the Committee (SP.2; SP.3). Much of their work is included in responses to the improvement plans (planning agenda).

The authors noted above prepared responses to the Recommendations by using the reports from the Accreditation Committee and by conducting a thorough review of evidence and the Follow-Up Reports submitted to the Commission in 2009 and 2010.

A draft of the Midterm Report was distributed to the campus on August 25, 2011 requesting review and feedback (SP.4; SP.5). Presentations were given to the Academic and Classified Senates and an Open Forum was held on August 29. The Accreditation Committee reviewed all feedback and determined which changes would be made.

The final report was approved by the President and submitted to the Board of Trustees for review at its meeting on September 15, 2011.

Documents in Support of Statement of Preparation

[SP.1 Accreditation Committee Minutes 2-23-11](#)

[SP.2 Accreditation Committee Minutes 3-30-11](#)

SP.3 Accreditation Committee Minutes 4-27-11

SP.4 Distribution Email

SP.5 Distribution Draft

Section 5: Response to Team Recommendations and Commission Action Letter

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.

Introduction

The College has completed three cycles of program review using a revised process, with improvements made at the end of each cycle. Every unit has completed a program review with annual plans done during the alternate years. The Educational Master Plan (EMP) has been revised to serve as the integrated, long-term, strategic plan for the College. It includes strategic directions, goals, and objectives that provide focus and clarity regarding areas that are of utmost importance to the College. Quantitative Effectiveness Indicators (QEIs) and goal completion are used to monitor progress. A long-term financial forecast has been incorporated into the EMP to help plan for resource allocation.

Integrated Long-Range Institutional Plan

Initial Planning and Implementation

The college's earliest venture into integrated long-range planning began in the Spring of 2006 when a broadly representative group met to develop the elements of an educational master plan. Their work continued during the 2006-2007 academic year with contributions from campus forums and a review of environmental scan data. As a result, they produced a vision statement, a mission statement, institutional values, and five over-arching goals (1.1). At the August 2007 In Service Day, campus members developed action plans for the goals, but the work lost momentum at this point when the focus shifted to the pressing needs of increasing FTEs (1.2).

In July 2009, a new Educational Master Planning Committee (EMPC) was formed with shared-governance representation (1.3). They began their work with a review of existing campus and district plans and documents, including the existing Educational Master Plan (EMP). Updated environmental scan data was also analyzed and considered in drafting the new plan. Four cycles of review were held with faculty, staff, management, and students with particular attention paid to the development of strategic directions, goals, and quantitative effectiveness indicators. Campus feedback was considered at each stage and incorporated as appropriate to strengthen the plan. The final version was submitted to and approved by the President in May 2010 and distributed to the campus in August 2010 (1.4; 1.5).

Progress, Improvements, and Revisions

The EMPC continued to meet twice a month during the 2010-2011 academic year (1.6). To ensure consistency in progress reporting, the committee's Fall work began with the review and approval of a template for point persons to use to document movement on action items, objectives, and goals (1.7). Updates were provided in late November and the committee conducted a formative evaluation of progress on December 14, 2010, noting that the campus had made acceptable progress on the majority of objectives (1.8; 1.9; 1.10). These results were shared with the campus at In Service Day and posted on the website in January 2011.

In Spring 2011, the EMPC focused on revisions. Their work included a review of existing quantitative effectiveness indicators (QEIs) to evaluate their efficacy, consideration of new QEIs taken from a list developed the prior year, consideration of updates to environmental scan data, comparison to the District Strategic Plan, and examination of strategic directions, goals, objectives, and actions to modify as needed (1.11; 1.12; 1.13; 1.14). The resulting changes were (1.15; 1.16):

- Objective 3.1.1 described the creation of a mentoring program for students, faculty, and staff. It was eliminated and subsumed under Objectives 2.1.1 and 3.1.3 which differentiate between programs for students and those for employees.
- Objective 3.1.5 was determined to be too narrow since it only targeted institutional learning outcomes. It was replaced with two new objectives:
 - 3.1.5: Establish and assess student learning outcomes at the course, program, and institutional levels.
 - 3.1.6: Identify and develop methods to assess Service Area and/or Administrative Unit Outcomes

- QEI 5, Transfer Rate, and QEI 6, Transfer Readiness Rate, were revised using data from the National Student Clearing House, a more accurate data set for identifying first-time college students and tracking transfers to four-year institutions.
- Three new QEIs were added to help define and measure progress:
 - QEI 9 – CHC Employee Satisfaction
 - QEI 10 – CHC Transfer Students CSU Grade Point Average
 - QEI 11 – Job Placement Rate

The revised plan was distributed via email to the entire campus on April 29, 2011, with feedback due by May 9. In addition, presentations were made to the Academic Senate, to the Crafton Council, and during an Open Forum (1.17). The Committee then reviewed all comments and feedback at its May 10 meeting and finalized the revised plan (1.18). Committee members agreed on a three-year EMP period (2011 through 2014) because the newly-approved plan has undergone a formative evaluation along with serious consideration of revisions. Therefore, the focus for the next two years will be implementation and monitoring of goals and objectives with regular updates provided to the campus. In addition, continuing work will take place to ensure alignment among campus and district plans.

During the 2010 - 2011 academic year one of the tasks of the EMPC was to monitor progress on the goals, objectives, and actions associated with each objective identified in the EMP. As of Spring 2011, some actions are underway for every goal. As an illustration, Goal 1.1 in the EMP states the following: Support, guide, and empower every student to achieve his or her goals. Objective 1.1.3 states that Crafton will implement best practices for underprepared students. The EMP Committee identified five actions to meet that objective:

1. Identify best practices
2. Implement best practices
3. Evaluate the effects on student performance
4. Implement improvements based on the evaluation
5. Develop and apply methods to ease the path of graduating high school students into CHC

In 2010 - 2011 Crafton Hills College completed the identification of best practices, implemented some of the identified best practices in the Basic Skills Initiative and the Santos Manuel Student Success Program, completed an evaluation of one of the programs, and implemented the SOA³R Program to ease the path of graduating high school students into CHC.

In summarizing the College's overall progress on meeting its goals and objectives, Crafton has started work on every goal. For the forty objectives included in the EMP, sixteen have at least one completed action item, with ten of the actions changed to "Completed and Ongoing." Only two objectives, those dealing with managing change (7.1.4. and 7.2.1), have not yet been addressed and another two (2.1.3. and 6.1.5.) have progressed to the "Planned or Scheduled" status but EMPC members agreed these will be a major area of focus for the 2011-2012 academic year (1.19).

In order to facilitate the process of tracking progress on Crafton's goals and objectives, a template was created and used (1.20). In addition, the template is being used to create a Web Tool to more easily record progress on the objectives and activities in the Educational Master Plan. The Web Tool will be available for use at the end of the 2011 – 2012 academic year.

The committee is also using QEIs to monitor progress and health. Eight of the measures are student success indicators (success, completion, retention, degrees and certificates, transfer rate, transfer readiness rate, performance after transfer, and job placement rate) and the three new indicators are instructional productivity, outcomes assessment, and employee satisfaction. Currently, Crafton has made increases in six of the eleven (55%) indicators (i.e., success, completion, retention, transfer readiness rate, job placement rate, and instructional productivity). In addition, Crafton has also met the five year targets for the transfer readiness rate, performance after transfer, job placement rate, and instructional productivity (1.21).

At the end of the 2010 – 2011 year, members of each shared governance committee completed an evaluation of the committee(s) they served on. Educational Master Plan Committee (EMPC) members described their committee as collaborative, transparent, evidence-based, effective, and efficient. Specifically, 100% of the committee members rated the EMPC as always or almost always collaborative, 100% rated the EMPC as often or almost always (90%) transparent, 100% rated the EMPC as often or almost always (90%) evidence-based, 100% rated the EMPC as often or almost always (90%) effective, and 100% rated the EMPC as often or almost always (80%) efficient (1.22).

The Crafton Council supported the EMPC's work by monitoring alignment of other campus plans with the EMP. At the October 5, 2010 Council meeting alignment was discussed with

Chairs of Distributed Education, Technology, Basic Skills Initiative, Accreditation, Enrollment Management, Matriculation, Outcomes, Planning & Program Review, Professional Development, and Safety (1.23). Chairs were reminded that plans should line up with the EMP at one of the following levels:

- Ensuring that the plan's goals and objectives do not work at cross-purposes with those of the EMP
- Mapping the alignment of the plan's existing goals and objectives with those of the EMP
- Adding or changing goals, objectives, or actions in each plan to bring it more into alignment with the EMP

The Crafton Hills College Campus Climate survey provided an additional measure of plan integration (1.24). The survey was administered in Fall 2010 to all of the CHC employees. It is important to note that the survey had a low response rate (28%) and is most likely not representative of the entire CHC campus community. However, when examining integration with other plans the results indicated that 79% of the respondents agreed or strongly agreed that the EMP was integrated with the planning for physical resources, 80% agreed or strongly agreed the EMP was integrated with the process of prioritizing objectives, 77% agreed or strongly agreed the EMP was integrated with the planning for technology resources, and 73% of the respondents agreed or strongly agreed the EMP was integrated with financial planning at the College (percentages exclude those who chose "Did not know" or No opinion.) .

Planning and Program Review Process

At Crafton Hills College, Planning and Program Review (PPR) has become a cyclical and sustainable process that is central to integrated planning, evaluation, and resource allocation. Each unit participates in a full Program Review every three years and completes the Annual Planning questionnaire on alternate years. To date, all units in each of the four major administrative areas—President, Student Services, Instruction, and Administrative Services, have participated in at least one cycle of Program Review and have submitted at least one Annual Plan.

Over the past three years, the College has continued to revise and refine PPR to ensure clarity and shared understanding of the purpose, evaluative standards, and product of the PPR

process. The committee has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants (1.25, 1.26)

A survey eliciting participant feedback was distributed to PPR participants each of the past two spring semesters after the annual cycle was completed (1.27, 1.28). The 2010-2011 participant survey results revealed that most participants felt the PPR timelines and process were clear (83% and 77%, respectively), that the feedback was useful and appropriate, that the process encouraged collaboration within programs (72%), and that having managers involved in the process was helpful (72%). Relatively fewer participants felt the Handbook was useful (61%), and that the feedback received from the committee was useful (67%). The survey results were shared with the PPR Committee in April 2010 and 2011. The committee used the final meeting to address issues identified by the survey, and to plan improvements for the subsequent year (1.29, 1.30).

During 2010-2011, several actions were taken to address issues raised by the survey results and by the committee members:

- Training and Communication. In response to the survey, the committee increased training efforts during 2010-2011. At the annual Opening Day all-campus meeting in August, 2010 the PPR co-chair described the PPR process and its intersection with the EMP and the District Strategic Plan. The faculty co-chair, the Director of Research and Planning, and the Accreditation Consultant conducted a demonstration of the new online PPR web tool (1.31). Second, participants were invited to meet with the committee to review the forms, rubrics, and online tool (1.32, 1.33). In addition, the Director of Research and Planning held two workshops for PPR participants on the writing goals and objectives, and two workshops on assessment and the display and interpretation of data (1.34, 1.35). A brownbag discussion with division deans was held to clarify strategies for supporting the units completing PPR.
- Revisions to Forms. As a result of the committee's end-of-year evaluation of the process, the PPR forms were revised to yield more useful information regarding the status of learning and service area outcomes (1.36). In 2010-2011, a new online PPR tool was implemented for both the Planning and the Program Review phases of the process (1.37). In Summer 2010, corresponding updates were made to the PPR Handbook and were approved by the Committee at its first meeting in the Fall (1.38;

1.39). The handbook was distributed in print format to faculty and managers in Fall 2009 and Fall 2010, and the link to the online version was included in the cover email sent to all participants. Revisions to the annual planning questions and process were approved by the CHC academic senate in Fall 2010 prior to final adoption by the committee (1.40)

- Improved Feedback. Detailed feedback was provided to unit leaders, the appropriate dean, and all those full-time and part-time unit members identified as having participated in the process. The feedback reported to each unit included two separate categories of feedback. The first identified whether or not the committee felt that the document met or did not meet expectations for each response. The second feedback component included a rubric score of 1, 2, or 3 on eleven areas for instructional programs and nine areas for student services programs.

Improvements in progress for the 2011-2012 year include a more user-friendly Handbook, the revision of the SLO question to emphasize the continuous completion of the assessment cycle, the revision of the PPR Web Tool allowing participants to copy information from the prior year from Annual Plans to Three Year Plans, Annual Plans to Annual Plans, and Three-Year Plans to Annual Plans, and a streamlined Annual Planning process, all of which help to reduce the workload of participants. Additionally, the committee plans to use a more proactive approach to the training and guidance of participating departments during the PPR process. Each unit will be assigned a committee member contact, who will meet with the unit or department at least once during the draft phase and will be available to answer questions about the process, documents, and committee expectations (1.41).

There are two major results of the PPR committee: 1) the annual prioritized list of college-wide objectives; and 2) a Planning and Program Review summary.

- Annual Prioritized List. The committee uses a voting process to merge the prioritized objectives from each of the four major administrative areas into a single prioritized list. The prioritization takes place without the consideration of budgetary implications, though each objective is listed with any concomitant resources (1.42, 1.43). The list of objectives along with their corresponding resources is forwarded to the President's Cabinet for revision. If revisions are made, the President must provide the committee with a rationale. Last, the prioritized list is reviewed by the College Council, after which the President shares it with the entire campus

community (1.44). An update was shared with the campus in October 2010 with the status of goals and resources allocated to goals and activities. This process will repeat during the 2011-2012 academic year. Over the past three years, the quality of the dialogue within the PPR committee regarding the effective evaluation of programs and its contribution to integrated planning has increased considerably. According to the results of the 2010 – 2011 PPR committee evaluation, 100% of the PPR Committee participants agreed or strongly agreed (91%) that they have had sufficient opportunities to provide input into committee recommendations (1.45).

- Summary of Participating Programs. A second product of PPR is the annual Summary of Participating programs (1.44). This document lists the PPR participants, the comments provided to each unit, and, based on the percent earned of the total available rubric points, a designation of program health or effectiveness as follows: Exemplary, Strong/Healthy, Healthy with Specific Concerns, or Distressed. The President distributes this document with a cover memo to the committee and to the campus community (1.44). In 2010-2011, the committee met with unit leaders and deans of the programs that were designated as Distressed the previous year to review and discuss their plans, and to ensure the issues of concern were being addressed (1.46, 1.47).

Conclusion

The College has made significant progress on integrated planning. The EMP serves as a meaningful, comprehensive, long-range institutional plan. It has been monitored, reviewed, and revised accordingly over the past two years. Progress has been made on every goal with further implementation a major focus over the next three years. The initial work on alignment of all major plans, including the District Strategic Plan, has taken place and will be continued through the 2011-2012 year. The Planning & Program Review process has been improved each cycle and there is a good connection between the resulting priorities, the EMP, and resource allocation.

Recommendation 1: List of Evidence

- 1.1 [Educational Master Plan 2007](#)
- 1.2 [Workshop Results](#)
- 1.3 [EMPC Roster](#)
- 1.4 [EMPC Minutes](#)
- 1.5 [Educational Master Plan 2010](#)
- 1.6 [EMPC Minutes](#)
- 1.7 EMPC Minutes 8-24-10
- 1.8 EMPC Minutes 11-8-10
- 1.9 [EMPC Minutes 12-14-10](#)
- 1.10 [EMP Formative Evaluation](#)
- 1.11 [EMPC Minutes 2-22-11](#)
- 1.12 [EMPC Minutes 3-8-11](#)
- 1.13 [EMPC Minutes 3-29-11](#)
- 1.14 [EMPC Minutes 4-12-11](#)
- 1.15 [EMPC Minutes 4-26-11](#)
- 1.16 Educational Master Plan Updated
- 1.17 EMP Presentation
- 1.18 EMPC Minutes 5-10-11
- 1.19 [EMP Progress Report](#)
- 1.20 [EMP Progress Report](#)
- 1.21 Educational Master Plan Updated
- 1.22 EMPC Survey Results
- 1.23 Crafton Council Minutes 10-5-10
- 1.24 [Campus Climate Survey](#)
- 1.25 PPR Timeline
- 1.26 PPR Minutes 5/9/2011; 5/16/2011
- 1.27 PPR Participant Survey 2010
- 1.28 PPR Participant Survey 2011
- 1.29 PPR Minutes 5/10
- 1.30 PPR Minutes 5/9/11
- 1.31 Agenda and Powerpoint, Opening Day Fall 2010
- 1.32 [PPR Minutes 9/20/10](#)
- 1.33 [PPR Minutes 10/5/10](#)

- 1.34 [ORP, Writing goals and Objectives](#)
- 1.35 [ORP Presentation, Planning and Program Review Data](#)
- 1.36 PPR Minutes
- 1.37 [Online PPR Form](#)
- 1.38 [PPR Handbook, 2010-2011](#)
- 1.39 [PPR Minutes, 8/23/10](#)
- 1.40 Academic Senate Minutes, 8 or 9/2010
- 1.41 PPR Minutes, 8/29/11
- 1.42 PPR Minutes, 5/10
- 1.43 PPR Minutes, 5/11
- 1.44 Email from President
- 1.45 Committee Survey, PPR Results
- 1.46 PPR Minutes 2/28/2011
- 1.47 PPR Minutes 3/7/2011

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)

Introduction

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 infrastructure in place and provides data and analyses to committees, to individual departments and disciplines, and to the District Office. The staff has created opportunities for facilitated discussions of research results in order to nurture a culture of evidence and improve institutional effectiveness. There is frequent communication with the campus community through written and verbal reports.

Overview of the Office of Research and Planning

As was mentioned in the previous follow-up report, a new Director of Institutional Research was hired in January 2010. In 2010, the ORP secretary, having completed her Master's Degree and minimum qualifications, was reclassified to the position of Research Analyst. An additional Research Analyst was hired through the College's new Title V grant and is scheduled to begin work in October 2011.

Under the leadership of the ORP Director, the type and variety of data and analyses has increased dramatically. Specifically, according to the [2010-2011 Campus Climate Survey](#) (2.1) 83% of the respondents agreed or strongly agreed that the college uses both qualitative and quantitative data to identify student learning needs. In addition, 74% of the respondents agreed or strongly agreed that data and information were used routinely to inform institutional decisions (percentages exclude those who chose "Did not know" or No opinion."). Research projects have now been placed on an annual research agenda, which is available on the ORP webpage. Regularly scheduled research efforts have included the bi-annual Campus Climate Survey, the [Community College Survey of Student Engagement \(CCSSE\)](#) (2.2), and the analysis and interpretation of [Accountability Reporting for the Community Colleges \(ARCC\)](#) (2.3) data. In addition, the department has aided many units in the development and assessment of service area outcomes and student learning outcomes.

Methods used to gather and analyze data include MIS, Data on Demand, EIS, Datatel, ARCC, various standardized and locally-developed survey instruments, focus groups, interviews, and other methods as appropriate. EIS is used to answer commonly asked questions about enrollment, student characteristics and academic performance. This decision support system contains both a data warehouse and a presentation tool.

Specific Research and Data Analyses

In the past three years, many recommending and decision-making bodies have collaborated with the Office of Research and Planning to better incorporate the use of data into their work.

- The Educational Master Plan Committee selected the institution's Quantitative Effectiveness Indicators, which were subsequently vetted by the Academic, Student, and Classified Senates and approved by the Crafton Council. The QEI's include 5-year averages and targets for transfer, transfer readiness, course success and course retention rates, persistence, instructional productivity, degree and certificate completion, and progress on the use of SLO/SAO for the improvement of teaching, learning, and service (2.4). For instance, according to the Committee Evaluation completed by the EMP Committee participants, 100% of the respondents felt that the access data needed for deliberations was good or very good (89%).
- The Planning and Program Review Committee reviews Program Review documents from each unit once every three years. All programs participate in Annual Planning. The Program Review process is data intensive and each program is provided the required data to respond to each question by the ORP. One hundred percent of the PPR Committee participants felt that access to data needed for deliberations was very good. In addition, in the Spring 2011 Committee Evaluation (2.5) one participant made the following comment about the performance of the PPR Committee: "I think we have done really good work and come so far. Our time and efforts seem to be really going towards changing the process's culture and that's rewarding." Equally important, those who participated in Planning and Program Review in 2010 – 2011 felt that the ORP provided needed data to complete their program review. For instance, according to the PPR Feedback Results (Spring 2011), one respondent stated the following: "ORP is very helpful with providing data." Programs are asked to reflect and plan on the basis of their population demographics, productivity, retention, persistence, course and degree completion, and survey and assessment results. In addition, the ORP staff provided

training to PPR participants on the topics of writing goals and objectives and assessment reporting.

- In Spring 2011, the Vice Presidents used student success data provided by the ORP to lead college-wide discussions entitled *Whom Shall We Serve?* The data elements in Research to Drive Campus Conversations on Student Success included data-supported best practices, such as seeing a counselor and participating in Orientation, as well as the identification of stop-out and drop-out points for basic skills students, disaggregated by age, gender, and ethnicity (2.6). The data provided enhanced the quality of the dialogue, and several actions were taken in response. For instance, institutional funding for a new online orientation was identified in response to an ORP finding that Orientation positively correlated with student persistence. Moreover, 85% of the responses to the 2010 – 2011 Committee Evaluations felt that decisions in shared-governance committees were evidence-based. In addition, 91% of the responses on the committee evaluations from full-time faculty felt that decision-making in the shared governance committees were evidence-based.
- The 2010-2013 Enrollment Management Plan (2.7) was revised in 2011 to emphasize decision-making and planning based on the collection, analysis, and interpretation of data. This is supported by the 2010 – 2011 Committee Evaluations that illustrate how 86% of the participants in the Enrollment and Management Committee felt that decisions in the committee were evidence-based (2.5). Actions pertaining to the first goal of the plan include identifying systemic dropout/stop-out points for CHC students so that effective interventions can be designed and implemented, improving the accuracy of tracking and data systems to better understand the relationship between existing services and programs and student degree and certificate completion, promoting the use of quantitative and qualitative evidence to inform the decisions of the Enrollment Management Committee, and, based on internal and external evidence, identifying new and existing programs with growth potential to inform Enrollment Management decisions.
- The ORP has been highly supportive of faculty as they develop and interpret Student Learning Outcomes, and of unit leaders in the assessment of program effectiveness. In response to faculty concerns about the challenges faced in using eLumen, the software

used to track SLO's at the course and program level, the Director developed an interfacing SLO/SAO Assessment Cycle (2.8) web portal allowing the input of program outcomes and measures using the Nichols Model. In addition, a step-by-step guide to assessment at the College, entitled *SLO's Made Simple* (2.9), was created to help make the process of assessment and the recording of assessment easy.

- Title V Hispanic-Serving Institution grant was written with this Recommendation in mind. See pages 13-15 of Title V.

ORP Communication and Campus Participation

The ORP has communicated frequently with the campus community using a variety of formats.

- Newsletter. A monthly newsletter titled "Did You Know" is emailed to all members of the campus community (2.10). A wide variety of topics have been covered in the newsletter, including Strategies Related to Crafton Student Success, (2.11) Matriculation, Retention, Success, and Persistence (2.12), Crafton Hills College Accountability Reporting for the Community Colleges (ARCC) (2.13), the Spring 2009 Community College Survey of Student Engagement (2.14) and the 2010 Community College Survey of Student Engagement (CCSSE) (2.15), the results of a study of the relationship between student use of the Health and Wellness Center and Success and Retention (2.16), and Web Site Usage Statistics from October 2010 to January 2011 (2.17).
- Website. The ORP Website (2.17) includes an online research request form, research briefs, reports, the monthly *Did You Know* newsletter, satisfaction surveys, a link to the enrollment statistics, the results of district-level research, and a link to planning and program review online forms. The website is updated frequently and can be accessed through the campus web portal under "departments."
- Presentations and Training. The ORP staff members have made many presentations about research findings to staff, faculty, administrators, and students. (2.18). The results of assessment have been presented to the Board of Trustees, Student Senate, Academic Senate, Classified Senate, and Chairs Committees throughout each year on topics of interest. In addition, the ORP provides ongoing individual and group training to the campus community on accessing and interpreting data. ORP staff members have

met with many units to identify necessary data, develop measures to collect and interpret it, and to review and refine formats for the presentation of results.

The participation of ORP staff in shared governance and recommending bodies reflects the increased importance of research, evaluation, and assessment in the CHC culture. The ORP Director has used committee work strategically to ensure that the ORP Research Calendar reflects current and emerging campus concerns and needs, and to provide timely information about research findings to all constituencies (2.19). The table below shows ORP committee membership for 2010-2011 and 2011-2012.

Committee	Director	Research Assistant
CHC Classified Senate		X
Educational Master Plan	X	X
Enrollment Management	X	
Outcomes	X	
Matriculation	X	
Planning and Program Review	X	X
Professional Development		X (2011-12)
Student Success and Engagement (formerly Basic Skills)	X	
Title V Steering	X	X
Facilities Master Planning	X	
CCC Apply	X	
District Assembly		X (2010-11)
MIS Committee	X	
Technology Applications	X	
Technology Exec.	X	

Conclusion

In sum, Crafton Hills College has ready access to the data needed for informed decision making through the newly-expanded Office of Research and Planning. Data is used for evaluation and planning at every level of the institution, as evidenced by the results of the Fall 2010 Campus Climate Survey (2.1). For example, 83% of the respondents perceived that both qualitative and quantitative data were used to identify student learning needs; and 77% agreed or strongly agreed that Crafton uses the results of research studies to inform decision-making and institutional decisions (percentages exclude those who chose “Did not know” or No opinion.”). As the most recent Program Review document for the ORP indicates, plans include the continued collaboration with all campus units to identify , gather, and interpret necessary data, refine formats for its presentation, and assist students, staff, faculty, and administrators to use data to improve learning, teaching and institutional improvement.

Recommendation 2: List of Evidence

- 2.1 [2010-2011 Campus Climate Survey](#)
- 2.2 [Community College Survey of Student Engagement \(CCSSE\)](#)
- 2.3 [Accountability Reporting for the Community Colleges \(ARCC\)](#)
- 2.4 [QEI Report](#)
- 2.5 [Spring 2011 Committee Evaluation](#)
- 2.6 [Research to Drive Campus Conversations on Student Success](#)
- 2.7 [2010-2013 Enrollment Management Plan](#)
- 2.8 [SLO/SAO Assessment Cycle](#)
- 2.9 [SLO's Made Simple](#)
- 2.10 [Did You Know Series](#)
- 2.11 [Strategies Related to Crafton Student Success](#)
- 2.12 [Matriculation, Retention, Success, and Persistence](#)
- 2.13 [Crafton Hills College Accountability Reporting for the Community Colleges \(ARCC\)](#)
- 2.14 [Spring 2009 Community College Survey of Student Engagement](#)
- 2.15 [2010 Community College Survey of Student Engagement \(CCSSE\)](#)
- 2.16 [Health and Wellness Center and Success and Retention](#)
- 2.17 [Web Site Usage Statistics from October 2010 to January 2011](#)
- 2.18 ORP Senate Presentations
- 2.19 [ORP Research Calendar](#)

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.

Introduction

Crafton Hills College has successfully reached the Development Level in the Commission's *Rubric for Evaluating Institutional Effectiveness – Part III: Student Learning Outcomes* and is on track to achieve the Proficiency Level by Fall 2012. The majority of faculty, with the support and guidance of supervisors and the Instructional Assessment Specialist, are engaged in developing and assessing outcomes (Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), as applicable) and recommending needed improvements based on analysis of the results. For instance, 97% of valid responses in the Campus Climate survey agreed or strongly agreed that assessment of SLOs and SAOs is ongoing at Crafton.

Over the past year, faculty have focused more specifically on "closing the loop" and documenting learning achievement, identifying areas for improvement. The Instructional Assessment Specialist, in partnership with the Director of Research and Planning, has introduced the Nichols Five-Column Model along with a web-based tool to clarify and improve the documentation of these improvements.

In Spring 2011, the CHC Academic Senate passed a resolution indicating their support for the SLO assessment process. Moreover, the Curriculum Committee, Educational Master Planning Committee, and Planning and Program Review Committee have all integrated consideration of outcomes into their work.

Institutional Support

The college supports the use of outcomes assessment for continuous improvement and has established a structure to encourage cycle completion that includes both hands-on and structural support. The most essential hands-on services are provided through the Office of Research and Planning (ORP) and by the College's Instructional Assessment Specialist. Both are available to work with departments and disciplines on the development and assessment of

outcomes. They provide guidance on every aspect of cycle completion including the writing of outcomes, the development and implementation of assessment methods, and facilitation of discussions regarding results. The ORP has become the central location for the storage of instructional outcomes data. Over the past year, the software used for tracking instructional outcomes was enhanced with an option for recording summaries of assessment data at every stage of the cycle following the Nichols model (3.1). Now disciplines have the choice to record data for every student in e-Lumen or use the Nichols model to record assessment results for an entire class. This second option is more efficient and captures data at a level that can easily be used for program review and curricular changes. The ORP and Instructional Assessment Specialist have also provided numerous training sessions on the assessment cycle during in-service and flex days with a recent focus on “closing the loop” to encourage faculty to discuss results and implement requisite changes. The training sessions over the past three years have included:

- Designing Effective Assessment (3.2)
- Research to Drive Campus Conversations on Student Success (3.3)
- Assessment Reporting – The Five Column Model (3.4)
- Why do Assessment? (3.5)
- SLOS Made Simple – A Step-by-Step Guide to Assessment at CHC (3.6)
- Where We Go from Here: From Assessment to Improvement (3.7)
- Using Electronic Response Systems (“Clickers”) to Assess/Improve Student Learning (3.8)
- Using the College Success Factors Index (CSFI) to assess Co-curricular Student Learning (3.9)
- Introduction to Student Learning Outcomes and Assessment (3.10)
- Using eLumen to Document Student Learning Achievement (3.11)

At an institutional level, structural support for the assessment cycle comes from committees and managers. In Spring 2010, a new Outcomes Committee was formed which is co-chaired by a senate appointed faculty member and a vice president (3.12). During its first year, the committee authored a resolution in support of outcomes assessment which was passed by the Senate on March 14, 2011 (3.13; 3.14, 3.15). In partnership with the ORP, they created a brochure entitled “SLOs Made Simple” which was initially distributed to the campus in April 2011 and will be shared throughout the 2011-2012 academic year during training sessions and via the website (3.16). The Outcomes Committee has established a forum for discussion regarding

assessment and has tackled the job of promoting the completion of cycles. For this purpose, an institutional assessment plan has been drafted and will be reviewed by shared governance bodies including the Senates and Crafton Council during the 2011-2012 year (3.17; 3.18). Implementation of the plan will create an annual campus-wide cycle for assessment, dialogue, and improvements based on outcomes data.

In addition to the Outcomes Committee, three other committees lend support to the assessment process. The Planning and Program Review Committee has incorporated assessment of student learning and/or service area outcomes into the process with each unit analyzing its results as an essential aspect of self-reflection. In fact, 94% of the valid responses on the Campus Climate Survey agreed or strongly agreed that assessment of SLOs and SAOs is considered in program review and annual planning (percentage exclude those who chose “Did not know” or No opinion.) (3.19). For 2011-2012, each unit will also prepare a plan for completion of cycles. The Curriculum Committee requires that student learning outcomes be submitted with each new course or course revision, assuring that all courses undergoing changes have outcomes that align with course content. Finally, the Educational Master Planning Committee revised two of the plan’s objectives to include the establishment and assessment of all student learning and service area outcomes. These objectives were reinforced by the Planning and Program Review priority list published in Spring 2011. The top goal established the completion of outcomes assessment as a primary focus for the campus during the 2011-2012 year (3.20).

As a result of institutional support, the majority of faculty and staff, with the support and guidance of supervisors and the Instructional Assessment Specialist, are engaged in developing and assessing outcomes (Student Learning Outcomes (SLOs) and Service Area Outcomes (SAOs), as applicable) and recommending needed improvements based on analysis of the results (3.21). For instance, 97% of valid responses in the Campus Climate survey agreed or strongly agreed that assessment of SLOs and SAOs is ongoing at Crafton (percentages exclude those who chose “Did not know” or No opinion.”). None of the respondents strongly disagreed with this statement. In addition, 94% of the respondents agreed or strongly agreed that assessment of SLOs and SAOs is considered in program review and annual planning and 86% agreed or strongly agreed that assessment of SLOs and SAOs are considered in college-wide planning.

Progress in Instruction

Validated figures as of August 2011 show the following (3.22):

- Faculty have developed SLOs in 74 percent of all existing courses.
 - An appropriate assessment method has been identified in 61 percent of courses.
 - Assessment has taken place in 30 percent of courses.
 - Discussion regarding results has occurred in 25 percent of those courses.
- The percentages increase when only those courses that have been offered in the past two years are included. In this case, faculty have developed SLOs in 81 percent of offered courses.
 - An appropriate assessment method has been identified in 68 percent of courses.
 - Assessment has taken place in 52 percent of courses.
 - Discussion regarding results has occurred in 42 percent of courses.
- Additionally, there have been gains in the completion of Program Level SLO assessments, particularly in the Career programs such as Respiratory Care, Firefighter 1 Basic Training Academy, and Cisco Certified Network Associate Certificate. Other disciplines have completed assessment of Program SLOs across all offered courses (such as the A.A. Degree Programs in Economics, Spanish and Communication).
- Documented improvements have occurred in
 - A.S. Degree Respiratory Care
 - Firefighter 1 Basic Training Academy Certificate
 - Cisco Certified Network Associate Certificate
 - A.A. Degree Economics
 - A.A. Degree History
 - A.A. Degree Spanish
 - A.A. Degree Communication
 - Microbiology
 - Chemistry
 - A.S. Degree Geography
 - A.S. Degree Geology
 - Oceanography
 - American Sign Language
 - Reading
 - CHC Guidance

- Library Science
- Health and Physical Education.
- Child Development and Education
- Nearly all disciplines are participating in the SLO cycle. The exceptions are new programs where no courses have been offered (e.g. pre-engineering, surveying), orphaned disciplines with no full-time faculty (e.g. interdisciplinary studies), and inactive disciplines (e.g. office computer applications).

The following examples highlight examples of “closing the loop” at Crafton Hills College:

Department/Program	Outcome(s) assessed	Results	Changes made
Public Safety and Services: Emergency Management	Clarify and contrast differing approaches to problem-solving and decision-making in realistic emergency settings. (PBSF 127)	Students evaluated their own learning through an “After Action Review” Process. The evidence reflected a group of students who have gained a keener sense of self-awareness with regard to problem solving, communication and preparedness when addressing emergency disaster scenarios.	Students and instructor both indicated a desire to spend more time covering ethics. Students wanted more time spent understanding the Incident Command System (ICS).
Child Development Education	Design, Implement and evaluate curriculum activities in Math, science, social studies and arts/crafts. (CD 205)	Of all curricular elements developed, students demonstrated a sense of apprehension in developing and implementing Math curriculum.	Using more interactive math curriculum, specifically to increase the confidence level of students.
English	Students write well-crafted essays that are free of errors, focused on a clear thesis and provide appropriate examples to support the topic. (ENGL 015)	Some underprepared students are moved ahead in classes. Students are getting too much help revising papers and aren’t able to produce satisfactory work on their own. Citation of source material remains a widespread concern.	Faculty clarified expectations on: (1) teaching citation of sources earlier in the semester, (2) what amount of outside help from tutors is acceptable, and (3) achieving a better balance of in-class and out-of-class writing assignments.
College Life and Learning Assistance 100	Students will successfully navigate the campus and use	Students scored low as a group in Responsibility and College Involvement,	Created “The Amazing Race”: challenge-based competitive

	available resources to become successful students. (CHC 100)	indicating low levels of campus awareness and engagement.	activity designed to provide a more in-depth experience of campus services and resources.
Web Page Programming and Design	Students can describe the structure of a web page using hypertext markup language. (CIS-111)	Out of the 14 specification items on which students were assessed, there were 11 items in which 80% of students were able to implement correctly using HTML by scoring a 3 or 4 on the scoring rubric. In other words, not all criteria for success are met. The three items in which students did not perform satisfactorily are: 1) a bullet symbol using a special character code 2) a horizontal rule that belongs to a specified class 3) an image with a specified ID.	More focus will be placed on the items in which students did not achieve the performance goal. More specifically, more class time and more exercises will be spent on learning how to put special characters on a web page as well as assigning an HTML element to a class and id.

Progress in Student Services

To date, of the eight distinct Student Services units (Admissions and Records, Counseling, Matriculation, DSPS, EOPS/CARE, Financial Aid, Health and Wellness Center, Student Life) all have completed at least one assessment cycle, and most have completed two (3.23). To improve Student Services data collection systems, SARS Track was installed in DSPS, Financial Aid, Counseling, and EOPS.

Over the past two years, Student Services units have worked closely with the Office of Research and Planning to develop effectiveness indicators. For example:

- **All Student Services Units.** Service area outcomes were measured in all Student Services units with a point of service survey (POS). The results were used in the Planning and Program Review documents of each program. In Fall 2011, all Student Services units will have completed a second cycle using a POS. While the evaluations were generally positive, the units are using the comments to address issues such as wait time, customer service, workshop and event planning, and improving the accuracy of information given to students.

- **Matriculation.** The results of an ORP study revealed: 1) Students who had contact with a counselor during the 2009 – 2010 academic year were more likely to successfully complete their Fall 2009 courses and persist in Spring 2010 than students who did not have contact with a counselor (3.24). In addition, students who had contact with a counselor an average of three times a year were more likely to successfully complete their courses than students who have less than two contacts a year; and 2) Yucaipa High School students who participated in the Student Orientation, Admission, Assessment, Advisement, Registration (SOA³R) program had higher success, retention, and persistence rates than their peers who were non-participants. This information was used in the annual Program Review process to gain campus support for hiring additional counseling staff, should funds become available, to provide information to high school leaders supporting the value of high school student participation in SOA³R, and to examine the feasibility of expanding the program to other local high schools.
- **Health and Wellness Center (HWC).** The unit worked closely with ORP to gather data demonstrating that students who obtained services from the HWC had higher retention and success rates than students who did not obtain any services from the HWC (3.25). The department has also used clicker technology in classroom presentations to elicit information about CHC students' health concerns. The HWC staff has begun to use the resultant data to plan services and awareness activities that address the needs identified in the class surveys.
- **DSPS.** The department used Data Mart information to draw conclusions about disabled students' success, retention, transfer rates, and goal completion compared to their non-disabled peers.
- **EOPS.** In 2009-2010, the department used the College Success Factors Index as a pre- and post-test to determine whether there is improvement in students' ability to accurately assess their strengths, habits and challenges, and to identify strategies to address challenges.
- **Student Life.** The department found that students who participate in clubs or organizations successfully complete coursework (3.26).

Several programs in Student Services have also developed learning outcomes. For instance, Student Life and EOPS measured the extent to which participants developed responsibility and accountability. DSPS has measured the extent to which DSPS students understand their disability-related needs, access appropriate services and accommodations, and feel confident doing so.

The Student Services Council includes Outcomes on each agenda. During the 2010-2011 year, representatives of Admissions and Records, Student Life, EOPS, Matriculation, and Financial Aid shared information and updates regarding measurement of their Service Area Outcomes and Student Learning Outcomes. The item will continue to be on the agenda during 2011-2012 to ensure that progress toward institutional proficiency is continuous.

Progress in Administrative Services

Validated figures as of Spring 2011 show the following (3.27):

- Outcomes and/or objectives have been defined for all nine Administrative Services units.
- All outcomes have completed one full assessment cycle.
- Assessment of these outcomes is dependent upon the results of the Campus Climate Survey (administered Fall 2010), the Administrative Services Satisfaction Survey (administered May 2011), the Administrative Services Employee Survey (administered May 2011), the Cafeteria Point of Service Evaluation (administered Fall 2009), and the Bookstore Point of Service Evaluation (administered Fall 2009).
 - The results of these surveys have been gathered and computed.
- Second cycle assessments and analysis of results are nearing completion in seven of those units

The schedule for continuing the cycle for all units is as follows:

- Administer the Cafeteria Point of Service Evaluation and the Bookstore Point of Service Evaluation.
- Complete second cycle evaluation for all units by meeting with managers and staff to review the results.

- Evaluate and determine what units require improvements, the timeline for those improvements, and appropriate documentation. Adjust the goals and strategies identified during the first cycle as necessary for improvement.
- Complete by November 2011.
- Reassessment of units requiring improvement will occur in Summer 2012.
- Re-administer Administrative Services Employee Surveys in 2013

Progress in President's Areas

Office of Research and Planning. The Office of Research and Planning (ORP) has collaboratively developed thirteen Service Area Outcomes (SAOs) that encompass research and planning, web development, and outcomes assessment. Eight of thirteen SAOs have been assessed to date. Of the eight SAOs that have been assessed, completing the loop has occurred in three of the eight outcomes. Based on the feedback received on the implementation of the "Did you Know?" series and the ORP Web Site, the ORP is going to continue to provide these services to help inform evidence-based decision making on the campus. In addition, the results from the Campus Climate Survey administered in the 2010-2011 year will be evaluated and discussed in the coming year to identify strategies for improvement in four of the other outcomes that have been assessed. (3.28)

Marketing. A new Director of Marketing and Public Relations, who is shared half-time with the District Office, was hired in September 2010. As part of re-establishing this function, six Service Area Outcomes were developed and baseline measures were established for each. These include the number of media releases, the number of events supported, and the number of publications completed. Further measurement will take place in the 2011-2012 academic year (3.29).

Technical Services. The Technical Services area developed nine Service Area Outcomes that are based on their Strategic Plan and have completed the assessment cycle for two. Improvements are planned for 2011-2012, with reassessment scheduled for Spring 2012 (3.30).

Office of Resource Development. The Office of Resource Development established three SAOs and has begun reflection on the evidence and results for each. Further refinement and measurements will take place in 2011-2012 (3.31).

General Education and Institutional Level Outcomes

General Education Outcomes. SLOs were developed by a subcommittee of the Academic Senate for all eleven categories of General Education (GE) along with assessment rubrics for ten of them. These outcomes were adopted by the Senate in Spring 2006 (3.32). A plan for assessment was presented on In Service Day in August 2011 that proposes assessing several of these outcomes during Spring Flex Day in March 2012 (3.33). Faculty volunteers will be asked to bring a random sample of assignments and use the existing rubrics to assess areas such as critical thinking, society and culture, and interpersonal skills.

Institutional Level Outcomes. Six Institutional Level Outcomes (ILOs) were defined by an ad hoc task force that included faculty and managers during Spring and Summer 2010. The group reviewed themes from the GE and Program Level Outcomes along with samples from other colleges to develop a working set of ILOs (3.34; 3.35).

In October 2010, a presentation was made to the Academic Senate proposing the use of selected CCSSE items as an initial way to assess the affective component of critical thinking, one of the six ILOs. Based on the discussion and feedback received during the meeting, the Outcomes Committee took two courses of action: 1) Offer additional opportunities for dialogue on ILOs to clarify their purpose and 2) Proceed with the assessment of critical thinking using the proposed affective measure (3.36). In addition, a subcommittee revised the plan for assessing ILOs which streamlined the actions needed to make progress and achieve broad campus dialogue by Fall 2012. This plan was presented on In Service Day in Fall 2011, with follow up discussions scheduled with the Senates during the semester (3.37).

Comparison to Rubric

The following table summarizes examples from our response to Recommendation 3 of institutional behaviors that support fulfillment of the Development and Proficiency stages of the rubric.

Development	Activities/Progress
College has established an institutional framework for definition of student learning outcomes (where to start), how to extend, and timeline.	<i>SLOs Made Simple</i> brochure published and distributed A variety of training and facilitated workshops have taken place Targets and timelines have been established over the past three years resulting in significant progress An Institutional Assessment Plan has been drafted that, once approved, will establish annual cycles

College has established assessment strategies for assessing student learning outcomes as appropriate to intended course, program, and degree learning outcomes.	74% of courses have established SLOs, 61% have assessment methods, and assessments have occurred in 30% 66% of programs have established outcomes Numerous programs have fully integrated program and course outcomes GE and Institutional level outcomes are in place and scheduled to be assessed in 2011-2012
Existing organizational structures (e.g. Senate, Curriculum Committee) are supporting strategies for student learning outcomes definition and assessment.	The Academic Senate passed a resolution in support of outcomes assessment The Curriculum Committee requires submission of SLOs with course outlines An Outcomes Committee has been established to help facilitate broad dialogue about outcomes The ORP and Institutional Assessment Specialist provide guidance and support in outcomes assessment Outcomes assessment is incorporated into program review and planning documents
Leadership groups (e.g. Academic Senate and administration), have accepted responsibility for student learning outcomes implementation.	The Academic Senate passed a resolution in support of outcomes assessment An Outcomes Committee has been established to help facilitate broad dialogue about outcomes The program review priority list established outcomes assessment as the number 1 priority for 2011-2012 Two EMP objectives target the completion of SLO and SAO cycles
Appropriate resources are being allocated to support student learning outcomes and assessment.	An Outcomes Committee has been established to help facilitate broad dialogue about outcomes An Instructional Assessment Specialist is dedicated to guiding and assisting faculty with outcomes assessment The ORP provides guidance on all aspects of outcomes assessment
Faculty and staff are fully engaged in student learning outcomes development.	Nearly all disciplines are involved in outcomes assessment All administrative and support areas have developed SAOs and are involved at various points in the cycle
Proficiency	
Student learning outcomes and authentic assessment are in place for courses, programs and degrees.	74% of courses have established SLOs, 61% have assessment methods, and assessments have occurred in 30% 66% of programs have established outcomes Numerous programs have fully integrated program and course outcomes GE and Institutional level outcomes are in place and scheduled to be assessed in 2011-2012
There is widespread institutional dialogue about the results of <i>assessment and identification of gaps</i> .	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 <i>aligning institution-wide practices to support and improve</i> student learning.	Program Review documents require analysis of and reflection on assessment results An Outcomes Committee has been established to help facilitate broad dialogue about outcomes The results of ILO and GE Assessments are targeted for discussion at Fall 2012 In Service Day
Appropriate resources continue to be allocated and fine-tuned.	An Outcomes Committee has been established to help facilitate broad dialogue about outcomes An Instructional Assessment Specialist is dedicated to guiding and assisting faculty with outcomes assessment The ORP provides guidance on all aspects of outcomes assessment ELumen software was modified to include the data in the Five Column Model format
Comprehensive assessment reports exist and are completed <i>and updated</i> on a regular basis.	Completion of the Five Column Model in eLumen produces a comprehensive assessment report for each unit Institution-wide results of ILOs, GE outcomes, and unit level assessments are planned for Fall 2012
Course student learning outcomes are aligned with degree student learning outcomes.	Numerous programs have fully integrated program and course outcomes GE and Institutional level outcomes are in place and scheduled to be assessed in 2011-2012
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

Conclusion

The College has made significant progress towards the use of outcomes assessment for continuous program improvement and is on target to achieve the proficiency level on the Commission's rubric by 2012. Results from assessment cycles are incorporated into program reviews for each unit's use in planning and goal setting. The College provides hands-on support and training for every aspect of the assessment cycle. An Outcomes Committee has been established to provide additional guidance, support, and facilitation of dialogue. Plans are in place to assess institutional level and general education outcomes in 2011-2012 with broad dialogue of results in Fall 2012. The Educational Master Plan and Planning and Program Review Priority List have established outcomes assessment as high priorities for the campus. The College's commitment to outcomes assessment is strong and producing tangible results that address the Recommendation requirements.

Recommendation 3: List of Evidence

- 3.1 [Outcomes Assessment Form](#)
- 3.2 [Designing Effective Assessments Presentation](#)
- 3.3 [Research on Student Success Presentation](#)
- 3.4 [Assessment Reporting Presentation](#)
- 3.5 [Why Do Assessment Presentation](#)
- 3.6 Step-by-Step Guide to Assessment Presentation
- 3.7 From Assessment to Improvement Presentation
- 3.8 Using Clickers Presentation
- 3.9 Using the CSFI Presentation
- 3.10 Introduction to SLOs
- 3.11 Using eLumen Presentation
- 3.12 [Outcomes Committee Charge](#)
- 3.13 [Outcomes Committee Minutes 4-14-11](#)
- 3.14 Academic Senate Minutes 3-14-11
- 3.15 SLO Resolution
- 3.16 [SLOs Made Simple Brochure](#)
- 3.17 Draft Institutional Assessment Plan
- 3.18 [Outcomes Committee Minutes 12-9-10](#)
- 3.19 [Campus Climate Survey](#)
- 3.20 Program Review Priority List
- 3.21 [Campus Climate Survey](#)
- 3.22 Instruction SLO Spreadsheet
- 3.23 Student Services Spreadsheet
- 3.24 [Counseling SAO Report](#)
- 3.25 [Health and Wellness Center Report](#)
- 3.26 [Student Life SAO Report](#)
- 3.27 Administrative Services SAO Report
- 3.28 ORP SAOs List
- 3.29 Marketing Progress Report
- 3.30 Technical Services Report
- 3.31 Office of Resource Development SAO Report
- 3.32 Senate Minutes Approving GE Outcomes

3.33 [ILO Presentation](#)

3.34 ILO Themes

3.35 [Working Set of ILOs](#)

3.36 [Outcomes Committee Minutes 10-28-10](#)

3.37 [ILO Presentation](#)

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)

Introduction

The College has made significant progress during the past three years in evaluating the effectiveness of governance and using the results for improvement. The Crafton Council was established as the central deliberative collegial consultation body for the College. The Council has taken action to define the roles and responsibilities for governance structures and ensure the inclusiveness of all constituencies. As part of the Council's charge, it has collaborated with the Office of Research and Planning to evaluate the campus climate and committee effectiveness. Review of results is on-going and initial steps have been taken to further define next steps.

Role of the Crafton Council

In Fall 2009 the Crafton Council was created as the central deliberative collegial consultation body at Crafton Hills College. The charge of the Council is to provide information, facilitate communication, and solve problems related to shared governance (1.1). A full description of the Council and its work is included in Recommendation 6. In relation to promoting effective governance and evaluating results, the Council accomplished the following activities:

- Reviewed and revised the Organizational Handbook. The Handbook describes all committee structures and relationships. It includes the responsibilities of conveners and members to actively participate and share information. The Handbook helps define the roles and responsibilities of each governance structure, a requirement of Recommendation 4 (1.2; 1.3).
- Authorized Focus Groups. In October, the Council met with the Director of the Office of Research and Planning (ORP) to discuss the need for focus groups to help accomplish EMP objective 6.1.5: Ensure that planning processes and decision-making are

collaborative, transparent, evidence-based, effective, and efficient. A methodology was agreed to in which students, managers, full-time faculty, and classified staff defined the terms “collaborative,” “transparent,” “evidence-based,” “effective,” “efficient,” and “inclusive” both operationally and conceptually. Results of the focus groups will be reviewed in Fall 2011 (1.4).

- Reviewed Campus Climate Survey Design and Results. The Council reviewed the draft of the Campus Climate survey and recommended changes to the Director of ORP. The Council reviewed the results in May 2011 (1.5; 1.6; 1.7; 1.8). Related results are fully described below.
- Reviewed Committee Self-Evaluation Survey Design. The Council reviewed the drafts of the Committee Self-Evaluation Survey designed by ORP and agreed upon the process for its distribution (1.9; 1.10; 1.11; 1.12). Results are scheduled for Council review in Fall 2011 and are described below.

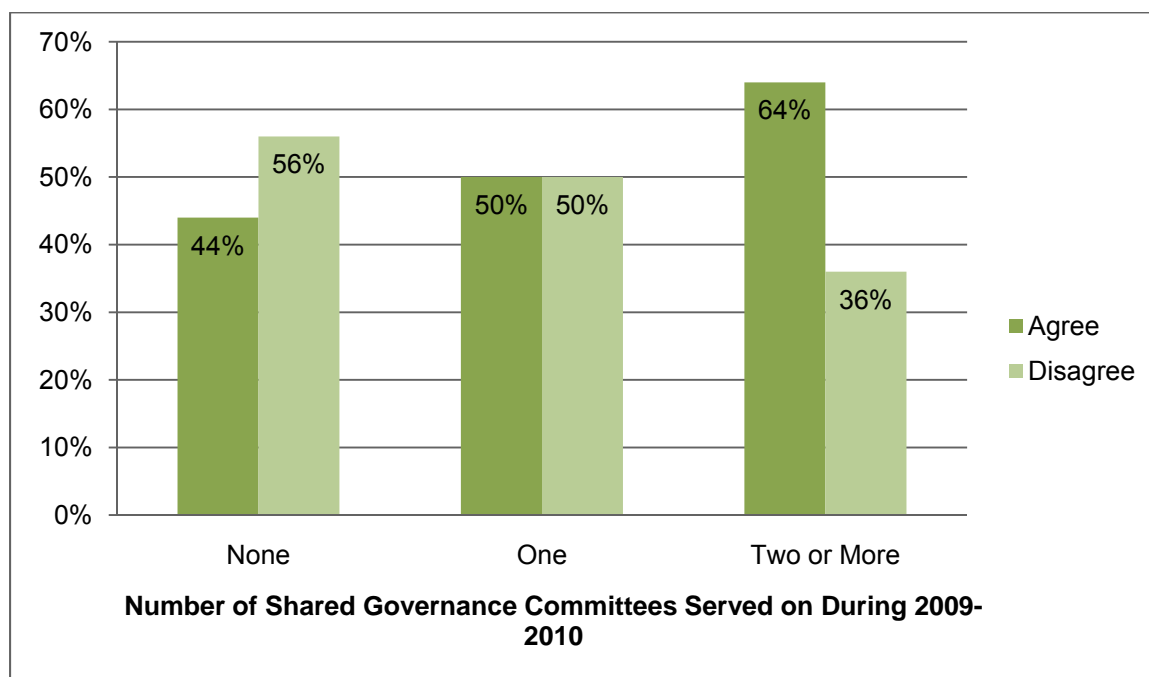
Results of Campus Climate Survey Related Items

The Campus Climate survey was administered to the campus in Fall 2010 for the purpose of assessing employee perceptions of the college’s progress toward meeting goals and objectives in the Educational Master Plan (1.13). Since a number of these goals and objectives deal with governance, these results provide one perspective on campus progress. Although efforts have been made to ensure that all constituencies have a voice in governance, the results of the survey suggested that there is still work to do. The survey revealed differences among employee groups in their participation in governance and in their satisfaction with governance and decision making. Specifically:

- Half of the faculty and classified staff respondents felt that they were not given the opportunity to participate meaningfully in decision-making.
- Fewer than half of the faculty respondents perceived their opinions are given appropriate weight in planning and decision-making, although most classified and management respondents felt the faculty have a prominent voice in governance.
- Neither faculty nor classified staff tended to believe that the opinions of classified staff are taken into consideration, while most managers had the opposite perception.
- Exemplifying the disparity among employee groups was the finding that only 32% of the respondents indicated that communication and understanding among the different employee constituency groups at Crafton is sufficient.

The results of the Climate Survey appear to suggest that there is not broad participation in governance of all constituencies. However, the results of the survey must be interpreted cautiously. Of the 320 surveys distributed, there were only 96 respondents; this provides a limited level of statistical validity and the results may not be representative of all CHC employees. Equally important, there does appear to be a relationship between the number of committees served on and whether or not the respondent felt that they had an opportunity to participate meaningfully in decision-making. Referring to Figure 1, 56% of the respondents who did not serve on a committee did not feel that they had an opportunity to participate meaningfully in decision-making. On the other hand, 64% of respondents who served on two or more committees felt that they had an opportunity to participate meaningfully in decision-making.

Figure 1: Percent of Fall 2010 Campus Climate Survey Respondents who Agree or Disagree that they had an Opportunity to Participate Meaningfully in Decision-Making by the Number of Shared Governance Committees Served on During the 2009 – 2010 Academic Year.



The analysis of the Fall 2010 Campus Climate Survey was completed in late Spring 2011. At the time of its completion the results of the survey were shared with the Crafton Council and posted on the Office of Research and Planning Web Site. The results will further be distributed

through the ORP “Did you Know?” newsletter and by holding workshops throughout the year to present the results to the campus and elicit feedback about the results. Two open sessions are scheduled for September 16 and October 21, 2011. During these follow-up meetings, governance processes will be explored and feedback will be sought on how the campus can be more effective. Additional workshops will be scheduled in Spring 2012, as needed. The results will be shared with the Crafton Council and Senior Management so that plans for improvement can be made.

Results of Committee Survey

An alternative perspective is provided in the results of the annual Committee Survey, distributed to the members of shared governance committees in Spring 2011 (1.14). Since committee structures comprise a major component of both planning and decision-making, an important step in evaluating effectiveness is to ask committee members for their own observations about their committee’s processes, interactions, and outcomes during the 2010-11 academic year. The surveys were distributed to the chairs and conveners of every campus committee and completed by the committee members during committee meetings. A strength of this survey is that the members who were active participants in the shared governance committees were actually surveyed.

With an n=96 (surveys, not unique participants), the results suggest that committee members felt the processes, interactions and outcomes of committees were often or almost always collaborative, transparent, evidence-based, effective, and efficient. In addition, the overwhelming majority of responses strongly suggest that committee participants felt comfortable contributing ideas, felt that their ideas were treated with respect, and felt that there were sufficient opportunities to provide input on the committee. Specifically:

- The majority of respondents strongly agreed that they were comfortable contributing ideas (97%), their ideas were treated with respect (97%), and that there were sufficient opportunities to provide input on the committee (96%). None of the respondents strongly disagreed with any of these statements.
- Respondents were more likely to agree that the processes, interactions, and outcomes of the committee were often or almost always collaborative (94%), transparent (88%), evidence-based (85%), effective (87%), and efficient (82%).

- Overall, committee members responded positively to all statements related to the work the committee completed during the 2010-2011 academic year. Specifically, access to meeting space, data, and other resources, as well as clarity of committee's charge and internal communication were perceived particularly favorable by respondents.
- Areas identified as in need of improvement include training and mentoring for new members, sharing information with the campus as a whole, and developing a plan for better information flow from constituencies to the committees and from the committees to the constituency groups.

The results of the Committee Survey will be used as an evaluation tool of governance structures, processes and services. Evaluation results for each committee will be sent to the committee; to the body to which the committee reports, as outlined in the Organizational Handbook; and to the Crafton Council. An analysis of results aggregated across all committees will provide a baseline measure of institutional committee effectiveness. This self-evaluation process will be an annual reflection of committee member's perspectives and used to evaluate the performance and effectiveness of CHC committees.

Results of Planning and Program Review Survey

Since the Planning and Program Review Committee is an important part of campus planning and decision making, the survey results of participants is another evaluation tool in assessing campus progress. As described in Recommendation 1, a survey eliciting participant feedback was distributed to PPR participants each of the last two spring semesters and the results were shared with the PPR Committee. The committee used the final meeting to address issues identified by the survey, and to plan improvements for the subsequent year. The 2010-2011 participant survey results revealed that:

- Most participants felt the PPR timelines and process were clear (83% and 77%, respectively)
- The process encouraged collaboration within programs (72%)
- Having managers involved in the process was helpful (72%)
- The majority felt that feedback received from the committee was useful (67%)

These results demonstrate progress in and campus participation in the planning and program review process and have been used to make improvements including a streamlined process, more proactive training, and revisions to questions for better clarity.

Conclusion

The College has made significant progress in evaluating the effectiveness of governance structures. A campus climate survey pointed out some levels of dissatisfaction with participation in planning and decision-making. However, a committee survey shows that those who participate on committees have high levels of satisfaction with college governance processes. The Crafton Council is working in collaboration with the Office of Research and Planning to further explore the results and take steps to continuously improve governance structures and processes.

Recommendation 4: List of Evidence

- 4.1. [Organizational Handbook](#)
- 4.2. [Crafton Council Minutes 8-24-10](#)
- 4.3. [Organizational Handbook](#)
- 4.4. [Crafton Council Minutes 10-19-10](#)
- 4.5. [Crafton Council Minutes 9-7-10](#)
- 4.6. [Crafton Council Minutes 10-19-10](#)
- 4.7. [Crafton Council Minutes 5-3-11](#)
- 4.8. [Climate Survey Results](#)
- 4.9. [Crafton Council Minutes 9-7-10](#)
- 4.10. [Crafton Council Minutes 9-21-10](#)
- 4.11. [Crafton Council Minutes 3-1-11](#)
- 4.12. [Committee Self-Evaluation Survey](#)
- 4.13. [Climate Survey](#)
- 4.14. [Committee Self-Evaluation Survey](#)

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)

Introduction

Communication and sharing information continue to be a priority at Crafton Hills College. Over the past three years, 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, regular meetings take place to share information and decisions, and communication with the District Office has improved as a result of campus involvement on committees and information shared regularly through email newsletters.

Communication a Priority in the Educational Master Plan

As described in response to Recommendation 1, the Educational Master Plan (EMP) was developed to serve as the integrated, long-range, strategic plan for the College (5.1). It provides focus and clarity regarding the areas that are of utmost importance to the college community and lays the groundwork for actions to move forward. Since a communication gap was a significant issue for the College, it was natural for the EMP Committee to propose a variety of solutions throughout the Plan. The following goals, objectives, and action items concentrate on improving communication.

Goal 2.1.: Seek, welcome, and respect diversity and promote inclusiveness.	
Objectives	Actions and Progress
2.1.1. Establish a welcome program for new employees.	A Task Force formed by the Professional Development Committee developed a mentoring program for new employees which will be piloted in the 2011-2012 year. Recruitment and the initial training will take place in September 2011. Mentors are responsible for helping new employees understand the culture and processes at the College (5.2).
2.1.4.: Hold at least one major event annually that includes all employees, for the purpose of improving communication and understanding across group and organizational boundaries.	Beginning in Fall 2010, all employees were invited to attend In Service Day presentations. This new practice continues. During In Service Day, updates are provided on topics relevant to the entire campus such as budget, accreditation, construction, etc. (5.3; 5.4).

<p>2.1.5.: Establish a program of Crafton Town Hall meetings to facilitate sharing ideas on significant issues facing the College.</p>	<p>With budget reductions demanding significant cuts to course offerings, two Open Forums were held to discuss where these cuts should be made. Both were well attended, averaging 30 people each. As a result, there was broad dialogue about which programs and services are most effective and needed. The Academic Senate then prepared guidelines for managers to use in cutting classes (5.5; 5.6; 5.7; 5.8).</p> <p>Also as a result of the economic crisis, bond monies for capital construction projects were reduced. A subcommittee of the Crafton Council was formed to reprioritize projects and integrate facilities planning with the Educational Master Plan. After their initial work, an open forum was held seeking input from the campus community and was attended by approximately 40 faculty and staff. The results of the facilities reprioritization were shared with the campus at the Fall 2011 In Service Day (5.9; 5.4).</p>
<p>Goal 5.1.: Enhance the College's value to the community.</p>	
<p>Objectives</p>	<p>Actions and Progress</p>
<p>5.5.1.: Establish an infrastructure to coordinate marketing, outreach, and partnerships with community institutions and organizations.</p>	<p>In Fall 2010, in an effort to continue to provide communication services for the campus, the district and Crafton agreed to share the position of Director of Marketing and Public Relations. This individual is responsible for internal and external communications, publications and marketing. Recently the web developer was assigned to this office. As a result the CHC website is fresh and a valuable resource to the public and the campus community (5.10). It is especially useful considering the construction projects which necessitate pathway and parking changes for students and staff.</p>
<p>Goal 6.1.: Implement and integrate planning processes and decision-making that are:</p>	
<ul style="list-style-type: none"> • Collaborative • Transparent • Evidence-based • Effective, and • Efficient 	
<p>Objectives</p>	<p>Actions and Progress</p>
<p>6.1.2.: Create a structure and processes to communicate committee and shared governance information to the campus.</p>	<p>One of the Crafton Council's charges is to provide information, facilitate communication, and solve problems related to shared governance. Since the Council includes representation from faculty, classified staff, managers, and students, it provides the opportunity for all voices to have a say in major decisions that affect the campus. In addition, representatives share information with their constituencies. Minutes from all meetings are distributed to the campus via email and are posted on the website (5.11).</p> <p>The CHC Organizational Handbook describes all committee structures and relationships. It includes the responsibilities of conveners and members to actively participate and share information (5.12, 5.13).</p>
<p>6.1.5.: Ensure that planning processes and decision-making are collaborative, transparent, evidence-based, effective, and efficient.</p>	<p>In Spring 2011, the Office of Research and Planning held focus groups with students, managers, full-time faculty, and classified staff to define the terms "collaborative," "transparent," "evidence-based," "effective," and "efficient" both operationally and conceptually. The results of the dialogues are being analyzed in Summer 2011 and will</p>

	<p>be shared with the Crafton Council in Fall 2011 and posted on the ORP webpage.</p> <p>The charge of the Crafton Council is to provide information, facilitate communication, and solve problems related to shared governance. The Council acts as a clearinghouse for shared-governance issues, provides information and support to shared-governance committees regarding best practices, has oversight of the <i>CHC Organizational Handbook</i>, monitors policies and laws related to shared governance and makes appropriate recommendations as needed, coordinates campus training in shared governance, and promotes the integration of plans by examining their alignment annually, and making corrective recommendations when necessary.</p>
<p>Goal 7.1.: Optimize the organization’s human resource capacity.</p>	
<p>Objectives</p>	<p>Actions and Progress</p>
<p>7.1.3.: Create an easily accessible online resource center for sharing information and documentation.</p>	<p>Over the past three years, <i>The Navigator Notebook</i> was provided at In Service Day to all faculty and managers. It contained information for the upcoming year including topics such as Planning & Program Review, Curriculum, Construction, Organizational Charts, etc.</p> <p>In an effort to broaden access to information, the Navigator webpage was created and was introduced at Fall 2011 In Service Day. The page contains links to information previously contained in the hard copy of the notebook. It has been enhanced by adding the most frequently requested documents such as forms for HR, Instruction, Admissions, etc. A feedback box is included to provide the campus with a way to make suggestions for additional links (5.14).</p>

Communication in Regular Meetings

Communication across campus has also been enhanced through Senior Management attendance at regular meetings. The President continues to make a brief presentation and take questions at the first Academic Senate Meeting of the month. The Vice President of Instruction does the same at the second meeting and both the Vice Presidents of Instruction and Student Services attend nearly every meeting (5.15; 5.16). As requested, Senior Managers also attend Classified Senate and Associated Students’ meetings to discuss topics of interest (5.17; 5.18). The Crafton Council serves as the chief shared governance committee on campus with representatives from all constituencies. During these meetings, topics of interest to the entire campus are discussed and recommendations made to the President. Representatives report back to their leadership groups regarding discussions and decisions (5.19).

The Vice Presidents of Instruction and Student Services hold regular meetings in their respective areas. The “All Instruction Meetings” began in Fall 2010 and take place two to three times per semester. These optional meetings allow the Vice President to share important

information and take questions from attendees. On the last Friday of the month, all Student Services offices are closed for a portion of the afternoon so that all employees may attend a meeting of the entire area at which the Vice President and individual offices make presentations on matters of importance to everyone (5.20; 5.21).

Feedback on Major Plans and Reports

The College has instituted a process for the review of plans and reports that allows all campus members to provide input. The steps typically include distribution of the document to the campus via email and posting on the website, presentations to the Senates along with at least one Open Forum, the return of suggestions and comments via a template, and review of input by the appropriate committee for determination of revisions. This process has been used over the past two years for the Educational Master Plan, the District Strategic Plan, and Accreditation Reports (5.22; 5.23; 5.24; 5.25; 5.26).

Communication to Build a Culture of Evidence

Through presentations, trainings, and focus groups, the Office of Research and Planning creates opportunities for facilitated discussion of research results in an effort to nurture a culture of evidence. Regular reporting of data to the Board of Directors, Student Senate, Academic Senate, Classified Senate, Chairs Committee, Flex Day trainings, Professional Development workshops, and Student Services meetings promotes the regular communication of data results and opportunities to collaboratively develop improvement strategies (5.27). Overall, assessment at Crafton Hills College is a process of continuous and systematic collection, analysis, interpretation, and use of data by faculty, staff, and administrators to improve institutional effectiveness. For instance, 85% of the responses on the 2010 – 2011 Committee Self-Evaluation survey show that participants feel that decisions were based on relevant, accurate, complete, timely qualitative and/or quantitative information often or almost always. However, when looking at the results of the Fall 2010 Campus Climate Survey, 37% of the respondents did not know if overall, planning and decision-making process at Crafton were evidence-based.

Communication with the District

Overall, communication has improved between the College and the District Office. As an illustration, the Fall 2010 District Education and Technology Services (DETS) Survey strongly suggests that communication between the District and Crafton has improved (5.28). For

instance, 84% of the respondents felt that they had received the right amount of communication during planned system changes or outages and 76% felt that they had received the right amount of communication during unplanned system changes or outages. College representatives (from both campuses) are included on District committees including the District Strategic Planning Committee, the Budget Committee, the Technology Planning Committees, District Assembly and others. In addition, Crafton's Academic Senate President in 2010 – 2011 chaired the District Assembly and in 2011 – 2012 the Chair is one of Crafton's Professor's of Emergency Services who is also a representative on the Academic Senate. These committees have allowed for dialogue about issues that affect the entire District (5.28; 5.29; 5.30; 5.31). In addition, the Chancellor's publishes the *Chancellor's Chat* approximately twice a month where he shares updates and news and the Human Resources, the Police, and Fiscal Services Areas also publish monthly newsletters (5.32; 5.33; 5.34; 5.35).

President's Letter

A president's letter or memo is distributed via email on a regular basis to the campus as well as the Crafton Hills College Foundation directors (5.36; 5.37; 5.38). In addition, the monthly Board Report to the Trustees is distributed. Topics include progress on the budget, accreditation, new projects and other matters of interest to the campus (5.39; 5.40; 5.41).

Survey Results

The campus Committee Survey was distributed to the members of shared governance committees in Spring 2011 (5.42). Committee members were asked for their own observations about their committee's processes, interactions, and outcomes during the 2010-11 academic year. The surveys were distributed to the chairs and conveners of every campus committee and completed by the committee members during committee meetings. The strength of this survey is that the members who were active participants in the shared governance committees were actually surveyed. Results related to communication included:

- 88% of the responses to the 2010 – 2011 Committee Self Evaluation strongly indicate that the committee that they participated in engaged in effective and meaningful communication with the College community
- 80% of the responses illustrated that the participants on the committees felt the quality of communication by the committee with the campus community as a whole was fair, good, or very good.

- 85% of the responses show that the participants on the committees felt that the quality of communication within the committees was good or very good. Moreover, one of the faculty members on the Faculty Chairs Council made the following comment about communication when asked what the most significant accomplishment of the committee was in 2010 – 2011: “Keeping communication between the chairs and administration.”

In contrast, the campus Climate Survey showed that communication is still a concern for some employees at CHC (5.43). For instance, only 32% of respondents on the Fall 2010 Campus Climate survey agreed or strongly agreed that communication and understanding among the different employee constituency groups at Crafton (faculty, classified staff, and managers) is sufficient. The follow up meetings described in Recommendation 4 will help clarify this issue and identify possible solutions.

Conclusion

The College has shown a commitment to communication and sharing information, taking a variety of steps to improve over the past three years. Solid progress has been made on the goals and objectives in the Educational Master Plan related to communication including the publication of the Organizational Handbook, holding open forums and meetings, and establishing an online central resource for information. Email communication has increased, providing important information through the President’s Letter and newsletters from District Offices. Those who participate on committees have a positive view of communication both in meetings and with constituencies. However, respondents to the Campus Climate Survey report dissatisfaction with communication; these results will be explored in focus groups during Fall 2011 to identify possible issues and solutions. The College has responded to the recommendation and taken positive steps to improve communication on campus with additional work forthcoming.

Recommendation 5: List of Evidence

- 5.1 [Crafton Hills College Educational Master Plan, recommended May 11, 2010, approved May 17, 2010](#)
- 5.2 Professional Development Mentoring Program
- 5.3 Fall 2010 In-Service Day President's Letter and Agenda
- 5.4 Fall 2011 In-Service Day President's Letter and Agenda
- 5.5 Spring 2011 Open Forum Invitations
- 5.6 [PowerPoint Presentation, Open Forum, Research to Drive Campus Conversations on Student Success](#)
- 5.7 Academic Senate Guidelines for Cutting Classes
- 5.8 Email to campus regarding decisions
- 5.9 Facilities Planning Agendas
- 5.10 [CHC Website, Homepage](#)
- 5.11 [Crafton Council Meeting Minutes and Agendas](#)
- 5.12 [CHC Organizational Handbook, 2010-2011](#)
- 5.13 CHC Organizational Handbook, 2011-2012
- 5.14 [Navigator, online version, 2011-2012](#)
- 5.15 [Academic Senate Agendas, 2010-2011](#)
- 5.16 [Academic Senate Minutes, 2010-2011](#)
- 5.17 Classified Senate Meeting Agendas
- 5.18 Classified Senate Meeting Agendas
- 5.19 [Crafton Council Minutes](#)
- 5.20 All Instruction Agendas and emails
- 5.21 Student Services Agendas and emails
- 5.22 Emails related to the distribution of the Education Master Plan
- 5.23 Emails related to the distribution of the District Strategic Plan
- 5.24 Email related to the distribution of the Accreditation report
- 5.25 Email related to the distribution of the Accreditation report
- 5.26 Email related to the distribution of the Accreditation report
- 5.27 ORP Presentations to Constituencies, Title V Tracking Sheet
- 5.28 District Educational Technology Survey Results
- 5.29 [District Strategic Planning Committee Membership Roster, 2010-2011](#)
- 5.30 [District Budget Committee Member Roster, 2010-2011](#)
- 5.31 [District Technology Committee, Membership](#)

- 5.31 [Membership District Assembly, 2011-2012](#)
- 5.32 [Chancellor's Chat](#)
- 5.33 [HR Newsletters](#)
- 5.34 [Police Beat](#)
- 5.35 Dollars and Sense
- 5.36 [President's Letters, 2011](#)
- 5.37 [President's Letters, 2010](#)
- 5.38 [President's Letters, 2009](#)
- 5.39 [President's Board Report, 2011](#)
- 5.40 [President's Board Report, 2010](#)
- 5.41 [President's Board Report, 2009](#)
- 5.42 [Campus Committee Self Evaluation, Spring 2011](#)
- 5.43 [CHC Fall 2010 Employee Campus Climate Survey](#)

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)

Introduction

Crafton Hills College has incorporated participative decision-making into the campus culture using several strategies. First, the Crafton Council was established to help ensure that all areas and constituencies have the opportunity to participate in the decision making and planning processes for the College. The integrated planning processes have also paid particular attention to governance issues. Both the Educational Master Plan and the Planning and Program Review process address active participation in decision making and planning. As a result, the College has sustained improvement in assuring all constituencies have a voice in these processes.

Role of the Crafton Council

In Fall 2009, the Crafton Council was created as the central deliberative collegial consultation body at Crafton Hills College. The charge of the Council is to provide information, facilitate communication, and solve problems related to shared governance (6.1). The Council:

- Acts as a clearinghouse for shared-governance issues
- Provides information and support to shared-governance committees regarding best practices
- Has oversight of the *CHC Organizational Handbook*
- Monitors policies and laws related to shared governance and makes appropriate recommendations as needed
- Coordinates campus training in shared governance
- Promotes the integration of plans by examining their alignment annually, and making corrective recommendations when necessary

The Council meets bi-monthly. Membership consists of representatives of the Student, Academic, and Classified Senates, CSEA, the President, the Co-chair of Program Review, and

the three Vice Presidents. Currently, eleven standing shared governance committees report to the Council:

- Accreditation
- Basic Skills Task Force
- Educational Master Plan
- Enrollment Management
- Matriculation
- Outcomes
- Planning & Program Review
- Professional Development
- Safety
- Technology
- Title V Steering

During the 2010-2011 academic year, the Council accomplished the following activities related to effective governance:

- Reviewed and revised the Organizational Handbook. The Handbook describes all committee structures and relationships. It includes the responsibilities of conveners and members to actively participate and share information (6.2; 6.3).
- Monitored Alignment of Campus Plans. As described in Recommendation 1, the Council met with committee chairs and plan authors to align all campus plans. This work helps coordinate major projects and initiatives across campus for more effective and efficient use of resources (6.4; 6.5).
- Authorized Focus Groups. In October, the Council met with the Director of the Office of Research and Planning (ORP) to discuss the need for focus groups to help accomplish EMP objective 6.1.5: Ensure that planning processes and decision-making are collaborative, transparent, evidence-based, effective, and efficient. A methodology was agreed upon in which students, managers, full-time faculty, and classified staff defined the terms “collaborative,” “transparent,” “evidence-based,” “effective,” “efficient,” and “inclusive” both operationally and conceptually. Results of the focus groups will be reviewed in Fall 2011a (6.6).
- Reviewed Campus Climate Survey Design and Results. The Council reviewed the draft of the Campus Climate survey and recommended changes to the Director of ORP. The

Council reviewed the results in May 2011. Related results are fully described in Recommendation 4 and summarized later in this section (6.7; 6.8; 6.9).

- Reviewed Committee Survey Design. The Council reviewed the drafts of the Committee Survey designed by ORP and agreed upon the process for its distribution. Results are described Recommendation 4 and are scheduled for Council review in Fall 2011 (6.10; 6.11; 6.12).
- Reviewed Planning and Program Review Priority List for 2010-2011 (6.13).
- Approved the Educational Master Plan for 2011-2014 (6.14).

Integrated Planning Processes

The CHC Educational Master Plan addresses shared governance and participation in decision-making and planning within Strategic Direction 2, “Inclusiveness,” and Strategic Direction 6, “Effective, Efficient, and Transparent Processes.” The related goals and objectives are described below along with the college’s corresponding actions and progress.

Goal 2.1: Seek, welcome, and respect diversity, and promote inclusiveness

Objective 2.1.3: Develop a common definition of inclusiveness among employees and students at CHC. In Spring 2011, the ORP held focus groups with students, faculty, staff, and administrators to define inclusion and the results were compiled during Summer 2011 (6.15).

Objective 2.1.4: Hold at least one major event annually that includes all employees, for the purpose of improving communication and understanding across group and organizational boundaries. In Fall 2010, Spring 2011, and Fall 2011 classified staff, faculty, and managers were invited to In Service Day meetings, which traditionally included only administrators and faculty (6.16). All offices were closed for the meetings. Topics of discussion in the meeting have included the state and district budgets, the new Resource Allocation Plan, the District Strategic Plan, an Accreditation update, Planning and Program Review updates, Construction updates and plans, Institutional Learning Outcomes, and Professional Development planning.

Objective 2.1.5: Establish a program of Crafton Town Hall meetings to facilitate sharing ideas on significant issues facing the college.

With budget reductions demanding significant cuts to course offerings, two Open Forums entitled “Whom Shall We Serve?” were held to discuss where these cuts should be made. Both were well attended, averaging 30 people each (6.17; 6.18; 6.19). The Vice Presidents of Instruction, Student Services, and Administrative Services shared data regarding CHC’s student demographics, success rates in each of the basic skills courses, and research-based local best practices. As a result, there was broad dialogue about which programs and services are most effective and needed. The Academic Senate then prepared guidelines for managers to use in cutting classes (6.20). In addition, a workgroup was convened to discuss registration issues. Two of the workgroup’s recommendations were adopted by the Crafton Council (6.21).

1. Priority registration for returning students was revised to allow students returning to Crafton within two academic years to retain their former registration priority status.
2. Students who completed more than 90 units were moved to the bottom of the priority list for registration to ensure that students making progress toward completing transfer requirements have first choice of the available courses.

A second example of a town hall type meeting took place when bond monies for capital construction projects were reduced. A subcommittee of the Crafton Council was formed to reprioritize projects and integrate facilities planning with the Educational Master Plan. After their initial work, an open forum was held seeking input from the campus community and was attended by approximately 40 faculty and staff. The results of the facilities reprioritization were shared with the campus at the Fall 2011 In Service Day (6.22).

Goal 6.1: Implement and integrate planning processes and decision-making that are collaborative, transparent, evidence-based, effective, and efficient.

6.1.2: Create a structure and processes to communicate committee and shared governance information to the campus. As noted above, the Organizational Handbook describes all committee charges and structures. In addition, the Crafton Council is charged with providing information, facilitating communication, and solving problems related to shared governance.

6.1.5: *Ensure that planning processes and decision-making are collaborative, transparent, evidence-based, effective, and efficient.* In Spring 2011, the Office of Research and Planning held focus groups with students, managers, full-time faculty, and classified staff to define the terms “collaborative,” “transparent,” “evidence-based,” “effective,” and “efficient” both operationally and conceptually. The results of the dialogues are being analyzed in Summer 2011 and will be shared with the Crafton Council in Fall 2011.

Goal 6.2: Establish and document effective, efficient, and consistent organizational structures and processes.

Objective 6.2.1: Create a map or flowchart of organizational processes and structures. The *CHC Organizational Handbook*, published in 2009-2010 and updated annually, includes: the legal authority and local practice regarding the inclusion of staff, faculty, managers, and students in governance; tips for facilitating classified staff and student participation; committee member, chair, and student mentor responsibilities; operational rules related to quorum, decision models, meeting notifications and minutes; and a full description of each body or committee, its term and membership (6.24). In addition, the *CHC Organizational Handbook* includes set of guidelines for maintaining student participation. The governance and administrative structure of the College are described in a flowchart showing the link between governance bodies and the Crafton Council and in a campus organizational chart. The Handbook was published in hard copy format and distributed to faculty and managers in the Navigator on Opening Day for the past two years (2009-2010; 2010-2011) however due to budgetary restrictions, the document will now be included in electronic format on the Navigator webpage, where it will be available to all members of the College community.

As fully described in Recommendation 1, the Planning and Program Review process at the College also allows the campus community to participate in planning and decision making processes. In summary:

- Each unit is encouraged to complete their program reviews and annual plans in a collaborative process that includes all constituents. In fact, survey results indicated that 72% of respondents felt the process encourages collaboration within programs. (6.25; 6.26)

- Prioritization of goals, objectives, and resources occurs at the department, division, and area levels, allowing faculty, managers, and staff to participate in the process.
- The PPR Committee prioritizes goals, objectives, and resources at the campus level and the list is then reviewed by President's Cabinet and the Crafton Council.
- The final priorities list is shared with the campus and updates are provided.

Results of Campus Climate Survey

As fully described in Recommendation 4, the Campus Climate survey was administered to the campus in Fall 2010 for the purpose of assessing employee perceptions of the College's progress toward meeting goals and objectives in the Educational Master Plan (6.27). As mentioned previously, a limitation of the Campus Climate survey was that the low response rate suggests that is not representative of all CHC employees. The survey revealed differences among employee groups in their participation in governance and in their satisfaction with governance and decision making. Specifically:

- Half of the faculty and classified staff respondents felt that they were not given the opportunity to participate meaningfully in decision-making.
- Fewer than half of the faculty respondents perceived their opinions are given appropriate weight in planning and decision-making, although most classified and management respondents felt the faculty have a prominent voice in governance.
- Neither faculty nor classified staff tended to believe that the opinions of classified staff are taken into consideration, while most managers had the opposite perception.
- Exemplifying the disparity among employee groups was the finding that only 32% of the respondents indicated that communication and understanding among the different employee constituency groups at Crafton is sufficient.

The results of the Climate Survey point out potential areas where participation in planning and decision making is lacking. As mentioned in Recommendation 4, these results will be explored through open sessions to more fully describe concerns and seek opportunities for improvement. Conversely, the Committee Survey, also described in Recommendation 4, point out that those who fully participate in committees felt the processes, interactions and outcomes of committees were often or almost always collaborative, transparent, evidence-based, effective, and efficient. In addition, the overwhelming majority of respondents felt they were comfortable contributing ideas, that their ideas were treated with respect, and that there were sufficient opportunities to provide input on the committee. During the 2011-2012 year, further analyses and discussions

of the results from both surveys will help inform plans and activities for addressing concerns and issues.

Conclusion

The Crafton Council has served well as the central collegial consultation body at the College. It has taken steps to clarify and evaluate governance structures and processes. The Educational Master Plan earnestly addresses the inclusion of College employees in planning and decision making, with progress already made on objectives such as holding Town Hall meetings and publishing the Organizational Handbook. The results of both the Campus Climate Survey and the Committee Survey are being considered and steps taken to assure understanding and the implementation of improvements. The College has sustained its work and progress regarding issues of shared governance.

Recommendation 6: List of Evidence

- 6.1 [Organizational Handbook](#)
- 6.2 [Crafton Council Minutes 8-24-10](#)
- 6.3 [Crafton Council Minutes 9-7-10](#)
- 6.4 Crafton Council Minutes (date)
- 6.5 Crafton Council Minutes (Dec 2010)
- 6.6 [Crafton Council Minutes 10-19-10](#)
- 6.7 [Crafton Council Minutes 9-7-10](#)
- 6.8 [Crafton Council Minutes 10-19-10](#)
- 6.9 [Crafton Council Minutes 5-3-10](#)
- 6.10 [Crafton Council Minutes 9-7-10](#)
- 6.11 [Crafton Council Minutes 9-21-10](#)
- 6.12 [Crafton Council Minutes 3-1-11](#)
- 6.13 [Crafton Council Minutes 5-3-11](#)
- 6.14 [Crafton Council Minutes 5-18-10](#)
- 6.15 Focus Group Documentation
- 6.16 In Service Invitation
- 6.17 *Whom Shall We Serve* Presentation
- 6.18 *Whom Shall We Serve* Themes
- 6.19 Crafton Council Minutes
- 6.20 Academic Senate Guidelines for Cutting Classes
- 6.21 [Crafton Council Minutes 3-1-11](#)
- 6.22 Facilities Master Plan Revision
- 6.23 Focus Group Documentation
- 6.24 [Organizational Handbook](#)
- 6.25 [Planning and Program Review Handbook](#)
- 6.26 Survey of Program Review Participants
- 6.27 [Fall 2010 Climate Survey](#)

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 7a: District Program Review

Introduction

Over the past three years, SBCCD has established, implemented, and evaluated a systematic program review model for examining district functions and processes. Each district unit now completes a program review every three years with annual planning updates during the two year interval. The program review document for every unit includes the following sections (7a.1):

- 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 Participant

Each unit has established effectiveness measures, analyzed data, and set goals and objectives. Improvements to both the process and to unit services have been realized and are contributing to a service-oriented culture. An integral part of the district program review process is a District Operations Satisfaction Survey sent annually to all employees, with results used to identify service gaps (7a.2). The survey provides an opportunity for the campuses to offer input on district services and for the units to enhance services.

Initial Planning and Implementation

As described in the October 2010 Follow-Up Report, an administrative steering committee began meeting in October 2009 to develop the district program review process. The committee created the timeline, identified participating units, and developed templates for use in the process (7a.3; 7a.4). All unit members were trained in November 2009 during an interactive workshop and received feedback on their initial work (7a.5). By December, all participating units had completed mission statements and selected measures of effectiveness to use in the process. Since a number of units had identified client satisfaction as an essential outcome, the steering committee crafted a survey for distribution to employees and student leadership. The survey was administered for the first time in February and March 2010, with a response rate of 19% (7a.6) In late March, at a follow-up workshop, units completed drafts of their program review documents, with final documents submitted by early May. Several high priority items were funded as a result of the initial cycle completion (7a.7).

At the end of the first cycle, the Steering Committee recommended the following process improvements for future cycles (7a.8):

1. Add a unit representative from each Area to the Steering Committee (Completed)
2. Improve documentation in to clarify the flow of information, the steps in the process, and the purposes of feedback (In progress)
3. Incorporate the consideration of the District Strategic Plan, the District Technology Strategic Plan, and other applicable major planning documents (In progress)

4. Evaluate, and if needed modify, the management of time and tasks associated with the workshops (Scheduled for 2011-2012)
5. Adjust the schedule for the next cycle to ensure timely completion of the process, and timely communication about the process and its results to the participants and the Colleges (In progress)
6. Modify descriptions of departmental functions in the next survey to clarify those functions, the differences among departments, and the differences between district-level functions and their college-level counterparts (Completed)
7. Consider expanding the survey to assess district operational effectiveness in additional ways (Completed)
8. Modify the web-based planning tool to ease navigation, data entry, and prioritization (Completed)
9. Directions on the next survey will urge respondents to focus on each department as a whole rather than on individuals (Completed)

Second Cycle and Process Improvements

During the 2010-2011 academic year, the district completed its second cycle of program review. Units that prepared program review documents in the first year of the cycle completed annual plans while the remaining three units (Police, KVCR, and Economic Development and Corporate Training) received training and completed program review documents (7a.9; 7a.10; 7a.11; 7a.12). As in the first cycle, the district satisfaction survey was distributed to the appropriate clients in March 2011 with results analyzed and given to units by the end of that month (7a.13). The response rate during this second cycle increased significantly from 8% in 2009-2010 to 24% in 2010-2011. The three units completing program reviews were provided with individualized training, support, and feedback during the process. Units completing plans submitted drafts to the steering committee and received feedback during the process. Senior managers from all units met with the Chancellor on August 31, 2011 to review prioritized resource requests and discuss needed funding. The process of prioritization included the review of the District's Strategic Plan (recently updated) and the Long Term Staffing Plan to ensure the priorities were in line and supporting the mission, vision and strategic plan of the District as a whole. The Chancellor has allocated \$250,000 to assist with implementation of priorities (7a.14). At this point, all units are participating in the program review process.

As a result of the initial implementation, a number of improvements were made to the process. The timeline was adjusted to coincide with budget development for the upcoming year, however, the target dates were not achieved and the timeline will be revisited in 2011-2012. The steering committee was expanded to include a representative from each unit; the college presidents supported the committee composition, therefore no college representatives were added (7a.15). The satisfaction survey was improved by clarifying unit descriptions and modifying questions to align more closely with unit functions. In addition, customized questions were created for clients of the Economic Development unit and for KVCR. Finally, the steering committee made a conscious effort to keep the district as a whole updated on the status of the process, with updates regularly provided at the District Assembly meetings and progress reports posted on the website (7a.16; 7a.17; 7a.18; 7a.19; 7a.20). Overall, the lessons learned from the first cycle were used to improve the process during the second year and plans for additional improvements are in place for the 2011-2012 cycle.

Improvements to District Units

Actual improvements to district units have been implemented over the past two years and include:

- Human Resources representatives hold office hours on each campus
- Business Services is using standardized notifications to end users regarding the receipt of contracts.
- Payroll has met its accuracy target to pay warrants in every cycle from March 2010 to present.
- Fiscal Services distributes a monthly newsletter called Dollars and Sense to disseminate timely information regarding procedures, upcoming deadlines and overall best practices to the District and Campus communities (7a.21)
- Human Resources distributes a monthly newsletter to disseminate timely information regarding changes in operating hours, upcoming events, current openings, and other relevant information (7a.22).
- Payroll has been promoting the use of web-based systems for review of vacation and sick days, W2s, and paystubs providing timely information and reducing wait times.

Conclusion

In response to the team's recommendations, the District instituted an effective Program Review model which has sequenced through two planning cycles. Process development was the result of District-wide collegial consultation efforts. The plan, and inclusion in the process, was clearly articulated among all constituent groups and is now effectively aiding in the review and oversight of District functions and processes.

Recommendation 7a: List of Evidence

- 7a.1 [Sample District Program Review](#)
- 7a.2 [District Operations Satisfaction Survey](#)
- 7a.3 [District Program Review Timeline](#)
- 7a.4 [Program Review Participants](#)
- 7a.5 [Training Agenda](#)
- 7a.6 [Summary of Survey Results](#)
- 7a.7 [Priority List Status](#)
- 7a.8 Report on Evaluation of Process
- 7a.9 [Police Program Review](#)
- 7a.10 [KVCR Program Review](#)
- 7a.11 [EDCT Program Review](#)
- 7a.12 KVCR and EDCT Survey Results
- 7a.13 District Satisfaction Survey
- 7a.14 2011-2012 Priority List
- 7a.15 Program Review Meetings
- 7a.16 [Program Review Updates](#)
- 7a.17 [District Assembly Minutes 10-5-10](#)
- 7a.18 [District Assembly Minutes 11-2-10](#)
- 7a.19 [District Assembly Minutes 2-1-11](#)
- 7a.20 [District Assembly Minutes 3-1-11](#)
- 7a.21 Dollars and Sense Newsletter
- 7a.22 [HR Newsletters](#)

Recommendation 7b: District Strategic Plan

Introduction

The district has completed and revised its first formal Strategic Plan. The Plan is composed of 6 strategic directions and 12 strategic goals (7b.1). It is fully aligned with both College educational master plans and has allowed the opportunity to discuss critical issues, to set direction for the district, and to provide a way of measuring progress. In fact, 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).

Initial Planning and Implementation

In October 2009, the District Strategic Planning Committee was formed and was composed of broad and active shared-governance representation including faculty, administrators, classified staff, and students. Over the course of 2009-2010, the initial Plan was drafted based on a review and discussion of the Colleges' Educational Master Plans, Board Imperatives, the California Community Colleges System Strategic Plan, environmental scan data, and other relevant information (7b.3; 7b.4; 7b.5; 7b.6; 7b.7; 7b.8). Once strategic directions and goals were established, they were distributed to all employees in March 2010 by the Chancellor with requests for feedback and input. The committee considered all input and in March and April 2010 prepared a draft of the Plan for distribution (7b.9). Once again, all employees were invited to provide feedback and the Chancellor held an open meeting for discussion. In addition, the Plan was presented to the District Assembly. All input was considered and a number of changes were incorporated into the final Plan, which was approved by the Chancellor in May and by the Board on August 27, 2010 (7b.10).

Progress, Improvements, and Revisions

During 2010-2011, the District Strategic Planning Committee (DSPC) undertook the two major functions of monitoring the Plan's implementation and incorporating revisions to make it exemplary. The committee maintained a broad, representative membership of administrators, faculty, classified staff, and students who met 14 times over the course of the year to accomplish these tasks. In September, the committee developed a schedule for its work and

assigned point persons and subcommittees for reporting and making essential revisions such as updating research and incorporating KVCR and the Economic Development units into the Plan's goals and objectives (7b.11; 7b.12). The entire committee tackled additional substantive issues and changes to the Plan.

For Plan monitoring, a template was agreed upon during the October 8 meeting and point persons used this template to give status reports in December, March, and May (7b.13; 7b.14). The template is being used to create a Web Tool to more easily record progress on the objectives and activities in the District Strategic Plan. The Web Tool will be available for use at the end of the 2011 – 2012 academic year. As a result of these reports, three completed objectives were removed from the revised plan while other objectives were revised (7b.15). The three completed objectives were:

- Objective 1.1.2.: Facilitate collaboration, cooperation, and coordination across the district.
 - This objective was completed by distributing the *Chancellor's Chat* and *What Happened at the Board Meeting* documents, and re-establishing the Economic Development Coordinating Committee.
- Objective 3.2.1: Finalize overall organizational structure for the delivery of identified technology services.
 - This objective was completed through the reorganization of District Computing Services, the definition of roles for each department, and the publication of the new structure.
- Objective 3.3.1: Integrate and coordinate campus level enrollment management with district resource allocation processes.
 - This objective was completed through the completion of campus enrollment management plans.

The process for monitoring progress using the template worked well during the first year of the Plan's implementation and will continue to be used in future years for tracking accomplishments and considering revisions (7b.16).

The committee's second major function for the year was to determine the nature of revisions to the Plan to make it exemplary. This task required making updates to research, thoughtful consideration of significant issues, gaining additional input from the campuses, and minor editing as needed.

To update the research and environmental scan data, the committee considered the existing research and discussed what additional data would enhance the Plan. A small subcommittee was formed that included the Director of Research and Planning from CHC, student representatives from both campuses, the Executive Director of Economic Development, and the President of KVCR. Over the course of meetings from September through February, the subcommittee reported progress, showed sample tables, charts, and maps, and based upon committee feedback finalized all updates (7b.17; 7b.18; 7b.19; 7b.20).

A number of substantive issues were discussed over the course of the year. One of these discussions dealt with the scope of the Plan and whether it there should be a process for identifying emerging curricular needs based on environmental scan data and determining how the district as a whole would respond to those needs. As the committee considered the preamble and the main purpose of the Plan, it was decided that the phrase (to) “provide an integrated framework within which the Board, the district, and the Colleges can work toward coordinated goals over the long term” was appropriate and no further additions would be made at this time. Another discussion addressed the role of the district entities in relationship to the Colleges. The committee members ultimately agreed that the role of the district is to support the Colleges in their service to the community (7b.21; 7b.22). The development of the Plan has allowed a forum for these kinds of meaningful discussions and helps clarify the direction for the district.

The committee also focused on integrating KVCR and the Economic Development units into the Plan. In September, a subcommittee was formed to incorporate KVCR and Economic Development into the Plan’s goals and objectives. By November, the group had accomplished its work, finding that only 8 of the 20 objectives needed revisions (7b.23). For example, objective 6.1.1 describes the development of a district marketing plan; the subcommittee agreed that KVCR and the Economic Development units should be included in developing this plan.

A critical part of this year’s process was to align the DSP with campus plans and to present the revised Plan to both campuses seeking input. At CHC, the DSP was reviewed and considered during updates to the campus Educational Master Plan and Enrollment Management Plan. To gather further input, forums were held at both campuses and at the district office in early April. While much discussion took place at the forums, no comments were received via the website

regarding recommended changes. The committee made final changes to the Plan at its May 13 meeting and forwarded the document to the Chancellor for consideration (7b.24; 7b.25). Having received the Chancellor's endorsement in early June, the 2011-2014 District Strategic Plan was presented to the Board of Trustees and approved on July 21, 2011 (7b.26; 7b.27).

Conclusion

The District has established and revised its first Strategic Plan. The Plan is aligned with both College's Educational Master Plans and helps provide direction for college-level planning. During the 2011-2014 academic years, the focus will be on implementation and monitoring of progress. The recommendation for a district strategic plan has been addressed and work will continue to ensure alignment with College plans and activities.

Recommendation 7b: District Strategic Plan: List of Evidence

- 7b.1 [DSP Brochure](#)
- 7b.2 [Chancellor In Service Presentation](#)
- 7b.3 [DSP Minutes 11-20-09](#)
- 7b.4 [DSP Minutes 12-11-09](#)
- 7b.5 [DSP Minutes 12-18-09](#)
- 7b.6 [DSP Minutes 1-15-10](#)
- 7b.7 [DSP Minutes 1-29-10](#)
- 7b.8 [DSP Minutes 2-5-10](#)
- 7b.9 [Distribution Draft of DSP](#)
- 7b.10 [Board Minutes 8-27-10](#)
- 7b.11 Task Schedule
- 7b.12 [DSP Minutes 9-24-10](#)
- 7b.13 [DSP Minutes 10-8-10](#)
- 7b.14 DSP Progress Template
- 7b.15 [DSP Minutes 3-4-11](#)
- 7b.16 [District Strategic Plan Appendix](#)
- 7b.17 [DSP Minutes 9-24-10](#)
- 7b.18 [DSP Minutes 10-22-10](#)
- 7b.19 [DSP Minutes 11-5-10](#)
- 7b.20 [DSP Minutes 2-18-11](#)
- 7b.21 [DSP Minutes 10-8-10](#)
- 7b.22 [DSP Minutes 10-22-10](#)
- 7b.23 [DSP Minutes 11-5-10](#)
- 7b.24 [DSP Minutes 5-13-11](#)
- 7b.25 [Revised District Strategic Plan](#)
- 7b.26 [Board Minutes 7-21-11](#)
- 7b.27 [Board Agenda 7-21-11](#)

Recommendation 7c: Technology Strategic Plan

Introduction

The District has developed a coordinated strategic plan for technology that is aligned with College plans. It was created by shared governance committees and progress on implementation is well underway.

Initial Planning and Implementation

Over the past few years, the District's Information Technology department has undergone significant changes in order to become more responsive to the College's needs. A structural reorganization was completed that involved the elimination of outsourced management and technical roles (7c.1; 7c.2). A new governance model has been established with five committees overseeing major functions within the department (7c.3). Each committee includes representatives from both campuses and from the district office to ensure the inclusion of different perspectives and needs. These five committees are:

- Executive Committee – Charged with developing, monitoring, and updating the Technology Strategic Plan and ensuring alignment between the district-wide use of technology and the Board of Trustee's imperatives (7c.4)
- Administrative Applications Committee – Charged with guiding all functions related to software purchases and management including the development of an over-arching strategy, implementing a Total Cost of Ownership model, and prioritizing projects (7c.5)
- User Services Committee – Charged with developing software and hardware standards for desktop and peripheral devices, guiding training, and creating a catalog of services (7c.6)
- Technical Committee – Charged with developing hardware and software standards for the core infrastructure, designing the core infrastructure and recommending a replacement cycle, and creating a communication plan (7c.7)
- Web Standards Committee – Charged with developing strategic and long-range recommendations for all district websites, including design standards, defining roles and responsibilities regarding web presence, and recommending web development and management tools (7c.8)

The Executive Committee worked during the beginning of the 2009-2010 academic year to develop the framework for the technology strategic plan including the vision and strategic

directions. This framework was then forwarded to the four operational committees to develop specific goals and objectives within their purview. Once the draft was completed, all committees reviewed the plan and the Executive Committee consolidated and developed the final document. Committee members agreed to enhance the plan during the second year by adding progress measures for each objective.

Progress, Improvements, and Revisions

In Fall 2010, the focus turned to making progress on the goals and objectives and adding measures of progress for each. At the October 1 meeting of the Executive Committee, breakout groups drafted these measures which were then compiled and distributed via email on October 4 to committee members (7c.9; 7c.10). All comments were due back by October 15; since no changes were recommended, the final measures were then incorporated into the plan and it was sent to members of all five district committees and to each campus technology committee for review. The plan was then finalized and posted on the website (7c.11).

The Executive Committee continued to oversee the plan's implementation and received reports from each of the operational committees at meetings. In addition, a comprehensive progress report was completed and discussed in May 2011 (7c.12). Focus during the first year has been on the build-out of infrastructure and back-end functions that will support future activities. Overall, good progress was made (7c.13).

Some of the significant accomplishments during the 2010-2011 year included:

- Determination of how Schedule25 (new software package) could be used to show a district-wide training calendar (Objectives 1.1, 1.3)
- Reviewed the human resource, payroll, and financial services modules of Datatel to evaluate their efficacy in meeting district needs (Objective 2.1)
- Roll out of MIS pre-audit reports for use in the A&R Departments (Objective 2.3)
- Pursued and awarded the grant for an Alternative Text Production Center (Objective 3.1)
- Implementation of a communication plan (Objective 4.4)
- Distribution of a district-wide survey in Fall 2010 to measure satisfaction levels, to identify needed improvements, and to help guide planning. The survey results were discussed at the May 6 Executive Committee meeting. (Objective 7.2)
- Revised the Computer Usage Policy (Objective 7.2)
- Developed district hardware and software standards (Objective 9.3)

Technical Support for the Monitoring, Assessing and Use of Financial Information

As noted above, progress was made this past year on identifying additional ways to support the Colleges' daily management of financial information. Several meetings with Datatel were held to ascertain the cost and timeline for implementation of modules for Human Resources, Payroll, and Financial Services. The transition to a more fully integrated application would reduce dependency on the external county agency and reduce errors due to the current need to enter duplicate data. On June 1, 2011, a team of managers from human resources, payroll, information technology, and business services visited a neighboring college to discuss their migration to these Datatel modules. As a result of that meeting, it became clear that a number of business processes would need to be modified. An analysis by an outside expert is tentatively scheduled for Fall 2011.

Conclusion

The Technology Strategic Plan was developed by shared governance committees and is aligned with College plans. Implementation is well underway and is tracked through accomplishment of objectives and satisfaction with service levels. Two surveys, conducted in 2010-2011, established baseline measures of client satisfaction and will be referenced in future years. Accomplishments related to the Plan's objectives included the implementation of a communication plan, development of standards, and the award of a new grant. The recommendation for a coordinated strategic plan for has been addressed and processes are in place for further progress.

Recommendation 7c: List of Evidence:

[7c.1 Organizational Study Presentation](#)

[7c.2 Catalog of Services](#)

[7c.3 Committee Structure](#)

[7c.4 Executive Committee Webpage](#)

[7c.5 Administrative Applications Committee Webpage](#)

[7c.6 User Services Committee Webpage](#)

[7c.7 Technical Committee Webpage](#)

[7c.8 Web Standards Committee Webpage](#)

7c.9 Executive Committee Minutes 10-1-10;

7c.10 Measures Email

[7c.11 Final Technology Strategic Plan](#)

7c.12 Progress Report

7c.13 Executive Committee Minutes 5-6-11

Recommendation 7d: Human Resources Plan

Initial Planning

The long range Human Resources Plan, currently entitled the Staffing Plan, was drafted in 2009-2010 by a subcommittee of the District Resource Allocation Committee and finalized in Fall 2010 (7d.1 Staffing Plan 2010-2013). Its primary purpose is to provide information and guidance to the Colleges in determining hiring priorities. Therefore, 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% law
- Three measureable objectives to address district-wide needs

Progress and Next Steps

In 2011, the Staffing Plan was updated with new data wherever possible, however not all data was available at the time of the revision (7d.1.). Progress has been made on Objective 1, which proposes a mentoring program for new employees. The Chancellor's Cabinet at its August 17, 2011 meeting approved the draft for a district-wide mentoring program (7d.2). Beginning Fall 2011, the District will launch a New Employee On-Board Program which includes the mentoring component (7d.3). One of the program's goals is to help new employees adjust and succeed on the job.

During the 2011-2012 academic year, the District will continue work on the Human Resource Staffing Plan that will result in the integration the plan into the decision making process at each College. This will enable the Colleges to use the Plan as a tool in assisting with the planning and hiring of new staff. The specific next steps include:

- Presenting the Staffing Plan before each College Management Team to ensure a common understanding of how the plan can assist the College in hiring decisions. This has not been the case to date. Additionally, the vetting of the Plan before each

College's Management team will allow for input into improving the plan as well as assisting in the development of a timetable for updating the plan in subsequent years.

- Presenting the Staffing Plan to each of the College's Program Review Committees allowing input on how best to integrate the use of the Plan in their processes.
- Be placed on the District Strategic Planning Committee agenda in October 2011 to glean input for improvements as well as how to integrate the Plan into the Colleges' hiring processes and to ensure that the plan is in concert with the Strategic Plan's objectives.
- Assess an appropriate and more systematic method to monitor and ensure the timeliness of the evaluation process (Objective 2 in the Staffing Plan). The evaluation procedure is subject to the guidelines outlined in both bargaining agreements. Human Resources will be working with both bargaining units to develop a more systematic method and timely submittals.
- Re-establish committee meetings regarding District-wide professional development (Objective 3). These meetings began in Fall 2010 with each College's Professional Development Coordinator and other campus representatives. Discussions with the Chancellor will be forthcoming to identify his goals and vision for the District in regards to Professional Development.

Recommendation 7d: Human Resources Plan: List of Evidence

7d.1 Staffing Plan

7d.2 Staffing Plan, Updated August 2011

7d.3 [Chancellor's Chat 8-18-2011](#)

7d.4 Mentoring Program Proposal

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)

Introduction

The College has established a program review process for examining the effectiveness of distributed education courses. Through the Educational Technology Committee, courses and instructor skill levels are examined to ensure quality. A web portal is in place for student and faculty use and workshops allow for training and dialogue on best practices. A new long-term distance education plan has been drafted for use in guiding future progress.

Initial Implementation

As identified in the October 2010 follow up report, as a result of the work of the Educational Technology Committee (ETC), the College met the recommendation to “develop processes and procedures to ensure program effectiveness of distributed education (DE) courses.” In particular, the committee developed and implemented a revised certification process for instructors to teach DE courses (8.1). This process includes an observation of the faculty member to evaluate technical and practice skills, a quiz covering applicable Title 5 regulations, Americans with Disabilities (ADA) provisions and other subjects, and the evaluation of two weeks of course content using the “CHC Online Course Readiness Checklist.” (8.2) In addition, the ETC created content and launched a DE web portal and instituted a process for evaluating the effectiveness of all distributed education courses (8.3). This process includes administering the Online Course Evaluation to students in all DE courses as well as evaluating the retention and success rates in these courses as compared to similar face-to-face classes.

Additional Progress

- During the past year, the ETC has remained committed to the activities described above while adding activities to ensure the effectiveness of distributed education courses. The Online Course Evaluations have now been administered and success and retention rates collected for all DE courses in each of the past four semesters (Fall 2009 through Spring 2011) (8.4). During the 2010-2011 academic year, members of the ETC engaged in extensive dialogue regarding the implications of the aggregate data. In particular, members of the committee discussed barriers to success in DE courses and possible interventions to address these barriers (8.5). These conversations also informed the revision of the College's Distributed Education Plan discussed below.
- Results from these surveys and applicable retention and success data for specific classes has been shared with individual faculty as well as instructional deans. The ETC has asked the instructional deans to work with individual faculty to improve course effectiveness based on results of this research. In addition, the ETC concluded this year that in situations where the effectiveness of a particular instructor or course came into question over the course of several semesters, the committee would request the dean complete an official evaluation and institute an improvement plan if appropriate.
- In the Spring 2011 semester, the ETC sponsored the first of two brown bag workshops for current and potential DE instructors (8.6). The goal of these sessions is to facilitate the sharing of best practices among online instructors. Attendance at these two sessions was excellent and provided a forum in which faculty could discuss individual strategies for improving the effectiveness of their online courses.
- The committee has also continued to develop additional content for the CHC Online web portal. Specifically, profiles of online faculty and successful online students have been created to give students a clear idea of what is expected in online courses. In addition, members of the committee continue to work

- with District Computing Services personnel to create a searchable database specifically for online courses offered each semester.
- Finally, toward the goal of ensuring the effectiveness of distributed education courses, the ETC undertook the task of revising the Distributed Education Plan (8.7). During the Spring 2011 semester, the committee drafted the plan which will be submitted to the Academic Senate and Crafton Council for approval in Fall 2011. Among the objectives described in the plan is the recommendation that Distributed Education be identified as a planning unit and undergo a unique program review process every three years.

Conclusion

The College has implemented processes and procedures to ensure the effectiveness of distributed education courses. The Educational Technology Committee established certification and approval processes to check instructor skill levels in teaching online and course content in an online format. The Committee also reviews course retention and success rates in online courses as compared to their face-to-face counterparts. To support students and faculty, a web portal is in place and workshops on best practices are offered. A revised plan for distance education has been drafted and will be reviewed by the Academic Senate and Crafton Council in Fall 2011.

Recommendation 8: List of Evidence

- 8.1 [Approval to Teach Online](#)
- 8.2 [Course Readiness Checklist](#)
- 8.3 [Online Webportal](#)
- 8.4 [DE Success and Completion Rates](#)
- 8.5 ETC Minutes
- 8.6 Brown Bag Workshops
- 8.7 Draft Plan

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)

Compliance with the recommendation involves changes to the California Teacher Association (CTA) union contract, since evaluation is a contractual tool. As a result, the Vice Chancellor of Human Resources began working with CTA representatives to address the recommendation. In a series of five meetings with CTA, SLOs and self-reflection evaluation of SLOs have been on the agenda (9.1 – 9.5). Several successive drafts of a Memorandum of Understanding (MOU) have been discussed with CTA which would add to the evaluation process a question that would ask the faculty member to reflect on the effect of SLOs on student success in their courses. The Chancellor discussed at length the draft MOU with the CTA executive committee during a retreat held July 17, 2010.

Subsequently, the District and CTA held negotiating sessions addressing the MOU and the CTA's concerns with regard to Student Learning Outcomes (SLOs) from Fall 2010 through April 2011. The District received a Demand to Bargain from the local Chapter of CTA in November, 2010 stating that ongoing planning and other actions by the District on Student Learning Outcomes created a significant impact on faculty hours, working conditions, and workload (9.6). The CTA forwarded an initial proposal to the District regarding workload issues in August 2011. The Academic Senate Presidents at both campuses have stated that outcomes are an academic and professional matter and have appealed for progress in discussions between CTA and the District (9.7). While there have been no agreements reached to this date, the District and CTA continue to meet in good faith on the inclusion of self-evaluation in the SLO process and are hopeful that mutual agreement can be reached in the near future.

On August 31, 2011 the SBCCD Chancellor sent an email clarifying the District's position on faculty work on Student Learning Outcomes to the Academic Senate Presidents, the President of CTA, and the Chancellor's Cabinet, which includes the Vice Chancellors of Human Resources and Fiscal Services and the President of KVCR. The email stated the District's expectation that "...all faculty members continue to make progress on Student Learning Outcomes based on the plan of the individual College," and emphasized that "...continued

progress on Student Learning Outcomes is of vital importance to the continued accreditation of each campus” (9.8).

Recommendation 9: List of Evidence

9.1 Agenda 2-18-11

9.2 Agenda 3-18-11

9.3 Agenda 4-1-11

9.4 Agenda 4-8-11

9.5 Agenda 4-15-11

9.6 Demand Letter 11-17-10

9.7 Academic Senate Request

9.8 Chancellor Statement of Support

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)

Progress and Analysis

Long-Term Fiscal Plans

Long-term fiscal plans were made available to the entire College community in Spring 2010 and are incorporated into the Educational Master Plan, as described in the *Recommendation 1* section above. In Spring 2010 the Vice President of Administrative Services, in consultation with the Vice Chancellor of Fiscal Services, finalized a budget outlook model for projecting the District's and CHC's likely revenues and expenditures three years beyond the approved budget, based on assumptions that are specified at the District level (10.1).

The resulting CHC Long-Range Financial Plan and Forecast present both conservative and optimistic financial scenarios for revenues, District assessments under the new Resource Allocation Model (see *Commission Recommendation 1* section), and expenditures over a three-year period, including long-term obligations such as the SERP. It also shows explicitly the quantitative assumptions that underlie each of those scenarios. All the data in the Plan and Forecast will be updated regularly as information on the State budget process becomes available each year. The Plan and Forecast thus provides a long-range, realistic context for managers as they construct their developmental budgets each year; for units, committees, and administrators considering resource requests in the planning and program review process; for point persons and groups implementing the Educational Master Plan; and for all other major planning efforts at the College. The District-wide version of the Plan and Forecast will also help the District maintain prudent levels of reserves.

Financial Information and Training

All College staff have 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 (10.2).

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 (10.3). The Vice President for Administrative Services also conducts periodic workshops for EduReports users on request. In addition, to assist employees who need more basic help in understanding financial information, he conducts an annual workshop on the basics of budgeting (10.4). Evaluations are completed by the trainees upon completion of the workshops to assist Administrative Services on improving future financial services training (10.5).

Conclusion

Using the CHC Long-Range Financial Plan and Forecast, Crafton Hills College is now able to consider more systematically the long-range financial implications of its decisions, which promotes its fiscal stability. The Plan and Forecast, together with the District Resource Allocation Model, takes into consideration liabilities and future obligations (Standard III.D.1.c).

The College's planning and program review process (see *Recommendation 1* section) will benefit from the addition of the Long-Range Financial Plan and Forecast to its information arsenal and facilitates annual assessment and improvement of the effective use of financial resources (Standard III.D.3). Finally, all College personnel who require financial information have ready access to it, and training systems are in place for those who need them.

The development and use of the CHC Long-Range Financial Plan and Forecast, together with ready access to and training in the use of financial information, has fulfilled the recommendation to "develop long-term fiscal plans" and provide "adequate financial information and training in the use of such data" to employees.

The data in the CHC Long-Range Financial Plan and Forecast will be updated throughout 2011-2012 as needed, and the Plan and Forecast will be evaluated in Spring 2012. The College will also continue to evaluate the effectiveness of the training it provides in the use of financial information.

Recommendation 10: List of Evidence

- 10.1 [Long Range Financial Plan 4-12-10](#)
- 10.2 [Budget Information Webpage](#)
- 10.3 [Financial 2000 Tutorial Screen Shot](#)
- 10.4 Budget Training Slides
- 10.5 Budget Training Participants

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)

Introduction

The district has developed and implemented a transparent resource allocation model that clearly shows how funds are distributed to district entities. A newly formed District Budget Committee reviewed and evaluated the model during its first year of use and although a number of substantive issues were discussed, no changes were made to the model. The committee will continue an annual analysis of the model's effectiveness.

Establishment of the Resource Allocation Process

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 (CR1.1). The purpose of the committee was to develop a transparent model for the allocation of funds to district entities. The 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 (CR1.2; CR1.3). By February 2010 a draft of the allocation model was ready for review, and after committee review and revisions was distributed to the campuses for feedback with a survey used to collect comments (CR1.4). 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 (CR1.5). It was then posted on the website and used to allocate resources for the 2010-2011 fiscal year (CR1.6).

Further Discussions

In Fall 2010 a District Budget Committee was formed with responsibilities for the review and making recommendations regarding District-wide processes related to budget development which may have a major impact on site operations or allocations (CR1.7). The Committee's charges include (AP2225):

- Review and evaluation of current, projected or proposed Federal, State and local funding proposals affecting California Community Colleges and the related financial impact on the district.

- Review of District budgetary policies, administrative procedures, allocation model formulas and guidelines across the District. Protect the financial well being of the District. Determine that procedures are responsive to strategic priorities as determined by the campuses and District Office. Union issues which are conducted as a part of labor negotiations are not a part of this Committee's responsibility.
- Review both general fund unrestricted and restricted funding sources, enrollment growth projections, and other workload measures.
- Review and make recommendations regarding District-wide budget assumptions (revenues, allocations, COLA and growth). Any District Budget Committee recommendations related to District-wide processes shall be advisory to the Chancellor.
- Promote budget awareness, communicate budget issues and may assist in budget and finance training activities District-wide.

The Committee's Membership includes (CR1.8):

- Vice Chancellor, Fiscal Services
- Vice President Administrative Services from CHC
- Vice President Administrative Services from SBVC
- Management Appointment from CHC President
- Management Appointment from SBVC President
- Academic Senate Appointments from CHC
- Academic Senate Appointments from SBVC
- Classified Senate Member from CHC Appointed by CSEA
- Classified Senate Member from SBVC Appointed by CSEA
- ASB Member from CHC
- ASB Member from SBVC
- KVCR Member
- Executive Director from Economic Development and Corporate Training
- Executive Director of DETS
- Business Manager
- Director of Fiscal Services
- CTA Appointment
- CSEA Appointment
- CSEA Appointment from the District Office

The Committee met ten times over the course of the academic year beginning in September and ending in May (CR1.9). During each meeting an update on the State and District budgets was provided along with requisite training to assure that members understood the material. One of the most important functions of the Committee was to review the Resource Allocation Model and determine its effectiveness. As a result, a number of substantive issues were discussed over the course of the year and decisions made regarding the model.

- Parking Revenue. At the request of the Ad Hoc Parking Committee, discussions took place regarding whether parking revenue should be allocated to a restricted fund or left in the general fund. The committee determined that parking revenue should remain as part of the general fund to allow for more flexibility in how it is spent. (CR1.10; CR1.11).
- Possible Solutions for Budget Shortfall. Committee members generated possible solutions to mitigate budget reductions including offering more fee-based classes and contract education, soliciting sponsorships or advertising, seeking grants, selling real property, and other items (CR1.12).
- Status of District Strategic Plan Objective 3.1.2. This objective covered finalizing the Resource Allocation Model. Since the model was in its first year of implementation, committee members agreed to modify the objective to allow further annual review and analysis of the model. (CR1.13)
- Consideration of Centralizing Utility Costs. An analysis of the effects of centralizing utility costs was conducted for the committee's consideration. Since centralization would have added to the assessment for district services in an unfair way and would remove campus control over functions, costs, and savings, the decision was made to leave utility costs at the campus level. (CR1.14; CR1.15; CR1.16)
- Self-Sufficiency of KVCR. A number of discussions took place regarding the use of FTE generated funds to supplement the KVCR budget. Several committee members expressed concerns about supporting a non-FTE generating function that does not directly or indirectly serve students. The Committee made a formal recommendation to Chancellor's Cabinet that no FTE generated funding be used for anything other than students and their education. (CR 1.17; CR1.18)
- Three-Year Repayment Rule. Committee members noticed that the model did not include previous debts incurred by entities within the district and discussed whether these should be included. It was agreed that a footnote would be added describing the requirement for internal units to repay debts within three years. (CR1.19)

- Use of Environmental Scan Data. The Committee discussed how environmental scan data impacted the model. Members expressed concern about how funding would be identified to meet emerging workforce needs and the lack of a forum for discussing the long-term mix of programs at both Colleges. It was ultimately determined that the allocation model simply determines the distribution of funds and is not designed to address strategic issues such as program development. An informal recommendation was made to the Chancellor to identify a committee or forum for these discussions. (CR1.20)

As a result of these discussions, the committee voted to maintain the model as it currently exists and to continue analysis of its effectiveness (CR1.21).

To communicate the resource allocation model to both Colleges and within the district, the model will be included in the Final Budget Book adopted by the Board of Trustees on September 15, 2011. Upon approval from the Board, the Final Budget Book will be posted on the District's website. The Book will also be discussed at the District Budget Committee. Agenda items will include strategies on how to promote budget awareness, how to communicate budget issues, and the committee will identify ways to assist in budget and finance training activities District-wide.

Conclusion

A transparent resource allocation model has been developed and implemented at the District. During the 2010-2011 academic year, the model was reviewed and evaluated by a newly formed District Budget Committee. No changes were made to the model in its first year of implementation, but further reviews will take place.

Commission Recommendation 1: List of Evidence

[CR1.1 Resource Allocation Committee Minutes 10-20-09](#)

[CR1.2 Resource Allocation Committee Minutes 11-2-09](#)

[CR1.3 Resource Allocation Committee Minutes 11-30-09](#)

[CR1.4 Survey Results](#)

[CR1.5 Resource Allocation Committee Minutes 5-17-10](#)

[CR1.6 Budget Model 2010-2011](#)

[CR1.7 Budget Committee Webpage](#)

[CR1.8 Membership Roster](#)

[CR1.9 Budget Committee Webpage](#)

[CR1.10 Budget Committee Minutes 12-9-10](#)

[CR1.11 Budget Committee Minutes 4-21-11](#)

[CR1.12 Budget Committee Minutes 2-10-11](#)

[CR1.13 Budget Committee Minutes 3-17-11](#)

[CR1.14 Budget Committee Minutes 3-17-11](#)

[CR1.15 Budget Committee Minutes 4-21-11](#)

[CR1.16 Budget Committee Minutes 5-19-11](#)

[CR 1.17 Budget Committee Minutes 3-17-11](#)

[CR1.18 Budget Committee Minutes 4-21-11](#)

[CR1.19 Budget Committee Minutes 4-21-11](#)

[CR1.20 Budget Committee Minutes 4-21-11](#)

[CR1.21 Budget Committee Minutes 4-21-11](#)

Section 6: Response to Self-identified Issues (Formerly called Planning Agenda)

Statement Regarding Self-identified Issues

The levels of expertise now present at the College regarding accreditation and required reports is substantially greater than at the time of the 2008 Self Study. The Self-identified Issues in the 2014 Self Study are expected to be significantly different than the ones listed here; the Educational Master Plan, the Program Review Process, and other major plans will be consulted and used to define future issues to address (formerly the planning agenda). However, the following updates are provided in keeping with Midterm Reporting Requirements.

Standard I: Institutional Mission and Effectiveness

Standard I.A.

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

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

Planning Agenda

- Continue assessing student learning outcomes (SLOs).
- Continue the assessment of program outcomes.
- Continue collecting and using data to assess the impact learning programs and services have on student learning, both short- and long-term.
- Use data from the ARCC report to assess the College's effectiveness as compared to other peer colleges.
- Continue to collect data -- including regular surveys of faculty and staff, students, community members, and businesses -- to assess changing student population characteristics and institutional effectiveness. Analyze and use data from environmental scans on an ongoing basis in program review and the design of new programs and curricula.
- Evaluate ongoing efforts in preparing developmental students for success.
- Continue developing an integrated comprehensive approach to developmental instruction and support.
- Explore the use and implementation of supplemental instruction to support student learning.
- Implement initiatives identified in the College's BSI Action Plan.

As described in Recommendation 3, the College is making significant progress on the assessment of student learning and service area outcomes and is on target to achieve the Proficiency Level on the Commission's rubric by Fall 2012.

As described in Recommendation 2, the College has made significant progress in the use of data for planning and decision making. Data collection and analysis have supported the Educational Master Plan, Planning and Program Review, and the Enrollment Management Plan. A variety of student success reports, including ARCC data, have been prepared, distributed to the campus, and used for presentations and discussions.

The Instructional Area was reorganized in Spring 2011 to integrate support services with developmental education. One dean now oversees English, reading, math, tutoring, and the library and serves as a critical liaison with Student Services (Instruction Organization Chart). As an example of progress, a pilot Bridge Program was completed in Summer 2011 to help prepare students for developmental math and English courses. In Fall 2011, a pilot for supplemental instruction will target developmental math and English courses.

The College's BSI Plan has successfully been implemented with a number of initiatives underway or completed including learning communities, online orientation, supplemental instruction, and integration of instruction and support services.

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

Planning Agenda

- Continue to review and revise the mission, vision, and value statements every five years.
- Make a concerted effort to communicate the mission as well as the vision throughout the campus community.

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

Planning Agenda

- Continue to review and revise the institution's mission, vision, and value statements at least every five years using a process that allows for a wide range of input and data to reach decisions.
- Standardize the mission and vision statement implementation processes.

As described in Recommendation 1, the Educational Master Plan 2010-2011 and the Educational Master Plan 2011-2014 include the College's vision, mission, and values along with strategic directions, goals, and objectives to achieve the vision and mission. The Educational

Master Plan Committee postponed the revision to the mission, vision, and values until adequate time and resources can be dedicated to this work.

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

Planning Agenda

- Incorporate and implement information gathered during Spring 2008 open forums regarding the campus research agenda, including assessing the impact the College's mission, vision, and value statements have on planning and prioritization.
- Continue to refine the annual planning and program review processes to ensure that planning and prioritization across all areas of the institution are linked to the College's mission and vision.
- Continue to prioritize items in the Facilities Master Plan according to their connection to support of the College's mission, vision, and value statements.
- Maintain strong linkages between the College's mission, vision, and value statements, program review, and all aspects of planning by reviewing the College's mission statement in each department and developing departmental mission statements.
- Continue to evaluate and amend where necessary the process that the Planning and Budget Committee uses in program review and annual planning.
- Identify other key decision-making processes, such as facilities use requests, and incorporate a clear link to the College's mission and vision.

As described in Recommendation 1, the Educational Master Plan incorporates the College's mission, vision, and value statements. The strategic directions, goals, and objectives are all aligned with these statements. The Planning and Program Review process requires all units to describe how their program supports the College mission. Each unit also prepares a mission statement to describe their programs and services.

During Spring and Summer 2011, the Facilities Master Plan was revised by a shared governance committee to be in alignment with the Educational Master Plan (Revised Facilities Master Plan).

As described in Recommendation 1, the Planning and Program Review process have undergone revisions and improvements each year based on participant feedback.

Standard I.B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Planning Agenda

- Continue to administer the Campus Climate Survey annually or as necessary.
- Continue to develop and assess course and program (including general education) SLOs.
- Streamline the process for curriculum approval to exploit the potential resources available within Curricunet.
- Administer the Community College Student Engagement Survey.

As described in Recommendations 3, 4 and 6, the Campus Climate Survey was administered in Fall 2010 and will be repeated in Fall 2012. It helps measure employee perceptions of the College's progress toward achieving the goals and objectives in the Educational Master Plan, including progress on assessment of outcomes (See Recommendation 3).

A description of the College's progress on assessment is included in Recommendation 3. In addition, the Educational Master Plan quantitative effectiveness indicator, QEI 8, shows progress on assessment.

The Curriculum Committee systematically evaluates courses offered at the College, examining the course descriptions and codes, scrutinizing the courses' construction and directives and reviewing SLOs to ensure consistency with the course outline. Curricunet is periodically upgraded by the vendor and consideration was given to using the program review and outcomes modules but eLumen was selected to help track outcomes and an internally developed system is being used for program review.

The Community College Survey of Student Engagement (CCSSE) is administered in the spring of odd numbered years and use as a tool to assess how engaged students are with College faculty and staff, other students, and in their studies.

The Student Satisfaction Survey is administered by the ORP in the spring of every odd numbered year to measure student perceptions of how Crafton is helping to serve them with an emphasis on areas not captured by the CCSSE.

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

Planning Agenda

- Guide all planning and resource allocation with the identified vision of CHC as *the premier community college in the Inland Empire for public safety and health services careers and transfer preparation*.
- Continue discussions on branding to explore how the College can firm up its image consistent with these articulated identities.
- Define and articulate specific goals and strategies for reaching them in the CHC Educational Master Plan.

The College has developed, implemented, and completed one cycle of review and improvement for its Educational Master Plan. A standing shared governance committee has primary responsibility for monitoring and evaluating the Plan, using the completion of goals and objectives and quantitative effectiveness measures to track progress. The committee collaborated with the campus when creating the strategic directions, goals, objectives, and quantitative effectiveness measures. A formative evaluation was conducted in December 2010 and shared broadly with the campus through email and presentations.

As of Spring 2011, the College is making good progress on meeting its goals and objectives. In fact, work has started on every goal. For the forty objectives included in the Plan, sixteen have at least one completed action item, with ten of the actions changed to “Completed and Ongoing.” Only two objectives, those dealing with managing change (7.1.4. and 7.2.1), have not yet been addressed and another two (2.1.3. and 6.1.5.) have progressed to the “Planned or Scheduled” status but EMPC members agreed these will be a major area of focus for the 2011-2012 academic year. The Committee will concentrate on plan implementation during the 2011-2014 academic years with major revisions to take place in 2013-2014.

The Plan is a major factor in determining allocation of resources, both monetary and manpower. Other plans, including, for example, the Enrollment Management Plan, the Technology Plan, the Program Review Priority List, and the Basic Skills Plan, have been aligned to the Educational Master Plan and discussions will continue in order to enhance alignment.

In terms of the College’s vision and image, the Educational Master Plan includes a goal and two objectives to address this item. Goal 5.1 is to “Enhance the College’s value to the community” and the two related objectives are:

- 5.1.1.: Establish an infrastructure to coordinate marketing, outreach and partnerships with community institutions and organizations.

- 5.1.2.: Increase the visibility of the College.

In September 2010, a Director of Marketing and Public Information was hired for the district and she is dedicated to the College half-time. She has already begun working on this goal and its objectives by:

- Creating materials such as the CHC Brochure, Fast Facts, and Transfer Center brochure
- Submitting more than 60 media releases, columns and story ideas to more than 40 media outlets
- Initiating redesign of the College website
- Assisting with dedication of new facilities
- Creating a new Facebook page for the College and initiating a Public Relations Twitter account

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

Planning Agenda

- Continue reviewing and refining the planning process to ensure it is as effective as possible.
- Continue widely distributing and using available data and results from the program review process.
- Continue ORP collaboration with all units across campus to identify necessary data, develop measures to gather data, and review and refine formats for the presentation of data. The director of the ORP will work with the Professional Development committee to offer workshops on interpreting data to assist students, staff, faculty, and administrators.

As described in Recommendation 1, the integrated planning, program review, resource allocation, and implementation of improvements is coordinated by the shared-governance Planning and Program Review Committee (PPRC). Based on self-assessment and reflection, all units in all areas of the College complete a full program review every three years with an annual systematic update the second and third years. Each unit receives customized data from the Office of Research and Planning (ORP) for use in completing its program review and annual plans. Training is offered through workshops and on an individual basis as needed. Recommendation 2 includes a full description of the services provided through ORP.

The Planning and Program Review Process uses rubrics, including quantitative and qualitative measures, as the criteria to evaluate and document a program's health and effectiveness. The PPRC reviews each unit's document, meets with them, and provides written feedback to each. A summary with the overview of program health and effectiveness is submitted for review by the President and is distributed to the campus along with the prioritized list of objectives for resource allocation. To gauge the employee's perceptions of this process and to continually improve the process, a survey is sent to all participants in every unit who participated and completed a program review document. The Campus Climate survey assesses employee perceptions of the College's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP). The results of this survey are included in a research report prepared by the ORP that is distributed to the campus to give a comprehensive perspective for evidence-based decision-making and continuous improvement.

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

Planning Agenda

- Articulate specific college-wide goals in the Educational Master Plan.
- Develop both short-term (one- to three-years) and long-term (five-years or more) strategies for achieving those goals.
- Continue training personnel in the planning and program review processes.
- Continue developing the CHC Alumni & Friends.
- Continue to pursue alternate funding sources to meet identified needs.
- Continue developing the CHC Grants Office.

The Educational Master Plan (EMP) is described in Recommendation 1; it includes strategic directions, college-wide goals, and objectives and actions to accomplish the goals. Each objective in the EMP lists a reference/referral source, suggested actions, a tentative timeline, a point person, and measurements of progress. The EMPC met bi-monthly in 2010-2011 to track progress on the goals and to review the strategies for implementation of the plan.

The Planning and Program Review Process is described in Recommendation 1. Training at the Fall 2010 In Service Day included a presentation to the campus to communicate improvements made to the PPR process based on feedback and reflection and mandatory training for all faculty and managers on the web-based tool. During Fall 2010, two PPRC meetings were

devoted to meeting with PPR participants to answer questions and guide them through the online PPR tool.

The Office of Resource Development has established an Alumni and Friends program to increase the gifts given to the College.

The Grants Office was established in Spring 2011 to: 1) link College priorities to external funding sources, 2) train faculty and staff, and 3) manage grants to ensure compliance.

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

Planning Agenda

- Continue collaboration between the ORP and other campus and community constituencies to assess and improve the effectiveness of communication of data and other information.
- Continue to gauge the community's satisfaction with communication from the College.
- Develop a mechanism for linking student data to course taking patterns, grades, and use of student support services in order to provide greater quality information.

Results from assessment are regularly communicated internally and externally through presentations, trainings, and discussions. The ORP regularly reports data to the Board of Directors, Student Senate, Academic Senate, Classified Senate, and Chairs Committee to communicate quality assurance through documented assessment results. In addition, the ORP trains others in how to access, interpret, and apply data on a one-to-one basis and in groups. All research resources are available through the ORP website, and monthly distributions of the "Did You Know" research series is distributed to the campus. Assessing the effective communication of institutional quality to the public is collected by means of evaluations through the Marketing unit. In addition, EIS is a data tool used at the College to answer commonly asked questions about enrollment, student characteristics, and academic performance. This decision support system contains both a data warehouse and the presentation tool.

Under the direction of the College president, the director of marketing and public relations has implemented a district-wide program of public information and community relations. Measures have been established, including Service Area Outcomes, to gauge community satisfaction.

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

Planning Agenda

- Develop a program to train classified staff to participate in the planning and resource allocation processes more effectively, which will help them understand what these processes are and what part they play in the total College enterprise.
- Continue using the revised annual planning and program review processes.
- Continually review and revise the annual planning and program review processes as needed.

The Planning and Program Review process and annual improvements are fully described in Recommendation 1.

Classified staff are represented on the Crafton Council, the Planning and Program Review Committee, and the Educational Master Plan Committee. Classified representatives have a voice in conducting college-wide planning through these committees. Presentations are given to the Classified Senate on planning elements including QEIs, the Educational Master Plan, and accreditation. The Planning and Program Review handbook and process encourage the participation of classified staff in unit planning and review. However, the Campus Climate Survey indicates that Classified staff may not be as involved in campus decision making and planning as the College would like. Additional training and methods may be necessary to be more inclusive of Classified staff.

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

Planning Agenda

- Continue cross-campus participation in the annual planning and program review processes.
- Continue regular review and assessment of the planning and program review processes to ensure their effectiveness.
- Continue the development and assessment of student learning outcomes and service area outcomes, as appropriate.
- Continue review and refinement of data to ensure it is user-friendly as well as reliable and valid

The Planning and Program Review Process is described in Recommendation 1. All unit members are expected to actively participate in the collaborative and comprehensive discussion necessary to complete the PPR process. Annual review and revision of the PPR process is driven by the PPR survey results along with on-going dialog of committee members. All units must report the results of their assessment of outcomes as part of the PPR process. The online outcomes assessment tracking model is being used to facilitate evaluation of progress in the SLO process. Progress on outcomes assessment is described in Recommendation 3.

A full discussion of the use of reliable data is provided in Recommendation 2. To strengthen the use of information, the ORP applies a collaborative action-oriented approach. The ORP trains users to access, interpret, and apply data, provides research and evaluation summaries, and facilitates discussions about key findings. The ORP validates the accuracy and integrity of the data and provides that data for the College's major planning processes including program review data to all units and the QEI updates for the EMP. Training provided by the ORP on outcomes assessment, data usage, and other topics relevant to planning and decision-making is positioning Crafton for greater institutional effectiveness.

Standard II: Student Learning Programs and Services

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

Planning Agenda

- Continue to conduct environmental scans and use data to identify needed course and program changes.
- Support further implementation of Title V activities, including developmental education efforts.
- Continue to participate in partnership activities.

The College continues to conduct environmental scans and collect data to better understand the nature of our changing student body, the needs of the community in challenging economic times, and to develop program in accordance with that data. The data is available to all areas of the College for use in identifying needed courses and program changes. Recent relevant data collection includes CHC Student Equity Data from 2011. In addition, environmental scan data was provided through the research offices at both campuses and from the Center of Excellence, a part of the Economic Development and Corporate Training Division of the district. The data is used in the District Strategic Plan and the College's Educational Master Plan.

The previous Title V grant held by the College was partly focused on improving developmental education activities. Through this grant, the College was able to implement an orientation program, answer centers, and learning communities. These activities supported the initiation and engagement of developmental students.

Noteworthy continued partnerships include growth in articulation agreements in Career and Technical Education (CTE) with K-12 partners as well as steady increase in clearer agreements with four year institutions. The 2010-2012 Tech Prep Articulated Courses and Transfer Services website both demonstrate this increase. Partnerships with employers are prominent in the Public Safety and Health programs. Students participate in clinical rotations, internships, and field experiences to ensure they are job-ready when they complete programs.

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

Planning Agenda

- Continue to implement innovative face-to-face teaching methods and offer additional learning communities.
- Expand online and hybrid course offerings.
- Develop criteria and tools for evaluating online offerings.

Learning communities continue to be an important part of the instructional offerings at the College and have expanded at the College since 2008 from approximately three per semester up nine in Fall 2011. More importantly, the learning communities concept has been expanded to include College level communities, developmental education level communities, and communities that link a developmental course with a college level course.

Unfortunately, online offerings have decreased slightly due to budget cuts. A program review process is now in place for online offerings and is described in Recommendation 8.

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

Planning Agenda

- Continue to set goals in each program area for completing the full student learning improvement cycle.
- Continue dialogue about SLOs.
- Institute widespread dialogue about assessment and use of results by setting aside a portion of each in-service day for discussion.
- Continue supporting retreats where faculty deliberate and devise SLOs for their respective areas.
- Continue to use eLumen to document and share progress and results.

A full description of outcomes assessment progress is included in Recommendation 3. The College has made significant progress and is on target to achieve the Proficiency Level of the Commission's rubric by Fall 2012.

Standard II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and

programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Planning Agenda

- Continue to engage and rely on faculty to develop and review curriculum.
- Continue dialogue about courses and programs through the curriculum approval process.
- Continue implementation of the program review process and make improvements where needed.
- Move forward on the implementation of SLOs as part of program assessment and improvement.
- Develop and implement an enrollment management plan to help guide course offerings and scheduling.
- Make revisions to online course evaluations to more fully determine program effectiveness.

The Curriculum Committee, authorized by the Academic Senate, is charged with approval of new courses, deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, changes in programs, review of degree and certificate requirements, approval of changes in degree and certificate requirements, and the approval of prerequisites and co-requisites.

The program review process and improvements are fully described in Recommendation 1. Progress on outcomes assessment is described in Recommendation 3.

An Enrollment Management Plan was developed in 2010-2011 by a shared governance committee that reports to the Crafton Council. The plan is fully aligned with the Educational Master Plan and informs decisions regarding course offerings.

The program review process for online courses is described in Recommendation 8.

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

Planning Agenda

- Continue to engage and rely on faculty to develop and review curriculum.
- Continue to have dialogue about courses and programs through the curriculum approval process.

- Continue implementation of the program review process
- Continue dialogue with advisory committees.
- Continue partnership in Cal-PASS.
- Continue development of the learning assessment cycles until 100 percent participation is achieved.

As noted in our response to Standard IIA.2.a above, the Curriculum Committee, authorized by the Academic Senate, is charged with approval of new courses, the deletion of existing courses, proposed changes in courses, periodic review of course outlines, approval of proposed programs, deletion of programs, changes in programs, review of degree and certificate requirements, approval of changes in degree and certificate requirements, and the approval of prerequisites and co-requisites.

The program review process and improvements are fully described in Recommendation 1.

All career education programs now hold advisory committee meetings. Partnerships are prominent in the Public Safety and Health programs. Students participate in clinical rotations, internships, and field experiences to ensure they are job-ready when they complete programs.

The College continues participation in Cal-PASS; faculty from English, Math, and Counseling participate in the meetings.

Progress on outcomes assessment is described in Recommendation 3.

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

Planning Agenda

- Develop content courses for basic skills students.
- Expand weekend and evening offerings.
- Continue pre-requisite validation studies to ensure student success.
- Continue review of majors to determine the appropriate number of units for completion.
- Continue implementation of two-year scheduling pattern to assure students know when courses will be offered.
- Develop measures for general education SLOs developed in Spring 2008.

While no new content courses have been developed for basic skills students, at least half of all learning communities offered each semester include one or more basic skills or developmental class with a college-level class.

Evening courses have expanded at the College since 2008 despite budget cuts. Evening offerings have allowed the College to meet community needs and to better utilize existing rooms.

When the new Director of Research and Planning started in January of 2010 one of the Faculty mentioned that they were concerned about the reading level of students entering their program. Accordingly, the Office of Research and Planning (ORP) engaged in its first prerequisite validation study. The study examined reading as a prerequisite to the Emergency Medical Technician I course and examined disproportionate impact and differential prediction. As a result of the study, the program decided to establish a reading prerequisite, which is being enforced for the first time in the Fall 2011 semester. At the end of the 2011 – 2012 academic year the ORP will examine the impact of the reading prerequisite on success in Emergency Medical Technician I course. The ORP is available to conduct future prerequisite validation studies and has offered and will continue to offer this service to the CHC campus.

The College has successfully implemented three CSU Transfer degrees and will continue to review degrees and majors in 2011-2012. The Curriculum Committee reviews all degrees for content and number of units.

The two-year scheduling pattern continues to be published in the catalog, although it has suffered some with budget cuts. However, Chairs and Deans continue to use the pattern as a guide for offering courses so that students can complete certificates and degrees.

As described in Recommendation 3, GE Outcomes are scheduled to be assessed in Spring 2012.

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

Planning Agenda

- Continue to develop and offer online services and additional resources.

- Expand schedules to include additional evening courses and weekend courses.
- Expand the number of learning communities offered.
- Continue to offer practical experiences for students.
- Expand the College Honors Institute.

An online orientation is under development for the College and is expected to be in place by Spring 2012. The Distance Education Plan proposes increasing the variety of online services including Counseling and Tutoring.

Evening courses have expanded at the College since 2008 despite budget cuts. Evening offerings have allowed the College to meet community needs and to better utilize existing rooms.

Learning communities continue to be an important part of the instructional offerings at the college and have expanded at the College since 2008 from approximately three per semester up nine in Fall 2011. More importantly, the learning communities effort has been expanded to include college-level communities, developmental education level communities, and communities that link a developmental course with a college-level course.

Students continue to have options for practical experiences through internships, field experience and clinical rotations, service learning by clubs, and student government.

The College Honors Institute has expanded over the past three years by adding approximately 10 honors courses and increasing the number of students in the program. The new Title V grant received in Fall 2010 includes funding and activities to provide further opportunities for expansion including a physical location (scheduled to open September 2011) and a funded Honors Director.

Standard II.A.2.e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Standard II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Planning Agenda

- Continue to use annual planning, program review, and curriculum review processes to evaluate effectiveness in achieving relevant outcomes and strengthening programs.
- Continue to revise and improve the data and reports provided for use in these processes.

The planning and program review process is described in Recommendation 1. The use of outcomes assessment for program improvement is described in Recommendation 3. The improvements in data provided are described in Recommendation 2.

Standard II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Planning Agenda

- Continue to encourage faculty to develop and implement common exams and assessments where appropriate and integrate them with SLOs.
- Expand formal evaluation of exam validity as part of the student learning improvement cycle.

When appropriate, many of the programs at CHC have implemented common exams and assessments. For instance, Crafton's Fire Technology, Firefighter 1 Basic Training Academy, EMT Basic, EMT Paramedic, and Respiratory Care programs use common exams that are geared specifically toward industry and/or licensing standards. Moreover, there are at least nine other disciplines that use common exams in their courses: basic skills and developmental math, public speaking, English, Spanish, AS, Japanese, chemistry, and Microbiology. In order to minimize test biases, Crafton continues to engage faculty in dialogue regarding the goals and purposes of assessment. Moreover, Crafton has focused on developing simple, effective strategies for collecting evidence of learning by providing guidance and support for common embedded assessment strategies, when Faculty identify embedded assessment as the most appropriate strategy for assessing learning.

Standard II.A.2.i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

Planning Agenda

- Continue to implement program-level student learning outcomes and revise as needed.
- Expand measurement and assessment of program-level outcomes.

Progress has been made in assessing program-level outcomes. A full description is included in Recommendation 3.

Standard II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Planning Agenda

- Continue to review the general education philosophy and its implementation across campus.
- Continue to develop rubrics for general education student learning outcomes.
- Establish a timeline for measuring general education SLOs.

The Curriculum Committee reviews course revisions as they are completed to determine their alignment with the general education philosophy. GE outcomes are scheduled to be assessed in Spring 2012. A description is included in Recommendation 3.

General education has comprehensive learning outcomes for the students who complete it, including the following:

Standard II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Standard II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Standard II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

Planning Agenda

- Continue to refine and integrate general education outcomes across the curriculum.
- Conduct assessments and make improvements as needed.
- Finalize the last two outcomes, map them to courses, and assess them.

The Curriculum Committee reviews course revisions as they are completed to determine their alignment with the general education philosophy. GE outcomes are scheduled to be assessed in Spring 2012. A description is included in Recommendation 3.

Standard II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

- Continue to review and revise degrees and their requirements as necessary.

Degrees revisions are reviewed by the Curriculum Committee. As previously noted, three CSU Transfer degrees are in place and a review of all degrees is scheduled for 2011-2012.

Standard II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Planning Agenda

- Continue to review and revise career/technical programs based on external requirements.

Each career and technical program is continuously reviewed by faculty in those disciplines with changes made as needed to meet external requirements.

Standard II.A.6.a. The institution makes available to its students clearly stated transfer-of credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Planning Agenda

- Continue to review and revise materials that communicate with students regarding transfer policies.
- Schedule additional visits from university representatives and schedule more workshops.

The College's new Title V grant includes activities to enhance our transfer programs. A Transfer Coordinator was hired and a physical location is scheduled to open in September 2011. The Coordinator has prepared new materials, scheduled visits from university representatives, and organized a Transfer Fair. She is also recruiting Transfer Advocates from among faculty, an activity listed in the grant.

Standard II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Planning Agenda

- Continue to make special arrangements for students in regards to program completion.

Special arrangements are made for students in regards to program completion when a program is changed significantly or eliminated. For example, when the College eliminated the Administration of Justice Program due to budget cuts, the Dean made arrangements with our sister campus for students to complete their programs at San Bernardino Valley College.

Standard II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Planning Agenda

- Continue annual review and revisions to the catalog.
- Begin the production and dissemination of a mid-year addendum that will list new courses and up-to-date information regarding transfer status of courses.

The catalog is updated on an annual basis and an addendum is published near the beginning of the Spring term each year.

Standard II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Standard II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

Standard II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Planning Agenda

- Continue dialogue regarding the integrity of the teaching-learning process as necessary.

Dialogue is ongoing regarding the integrity of the teaching-learning process.

Standard II.B.1. The institution assures quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Planning Agenda

- Continue efforts to implement strategies to assure that students consistently receive accurate information.
- Continually review the application and registration process to facilitate student access.
- Continue efforts to increase student awareness of financial aid and increase the number of Free Application for Federal Student Aid (FAFSA) completions and Board of Governors Fee Waiver (BOGFV) applications.
- Continue to use POS surveys on a regular basis to help student services departments assess their levels of student satisfaction and plan improvements during annual reviews.
- Explore how level of service for each department relates to its SLOs.
- Continue integrated outreach and recruitment efforts
- Develop an early alert system that coordinates services that support classroom instruction
- Begin to assess and offer ways to improve student learning through the use of the early alert system, POS student surveys, and Student Services progress reports.

To improve the quality and consistency of information given to students and the community, in 2009-2010 all Student Services personnel participated in a series of workshops in which staff, faculty, and managers in each unit described pertinent processes and services. In addition, all units have updated their web pages, and several units, such as Admissions and Records and Counseling, now have the ability to make changes in their department web pages without support from the campus web master. Web sites were improved to include current hours of operation, information, and appropriate links. In addition, Student Services units such as Counseling, Transfer, Admissions and Records, Student Life and Financial Aid have improved communication with students by implementing Twitter and RSS feeds.

The application and registration processes have been improved with the implementation of Web Advisor Admission and Registration. In addition, in Fall 2009, the local online registration was replaced by CCCApply, which is capable of allowing former students to re-apply online, instead of having to appear at the Admissions and Records Office to reapply. The efficacy of the online

application process is measured by Likert-type questions embedded in the online application. The results reported in the 2009 Program Review indicated over 96% of respondents were satisfied with the online application process. In Spring 2011, the feedback gathered in a series of Open Forums entitled “Whom Shall We Serve?” resulted in the formation of a small task group whose purpose was to develop recommendations to the Crafton Council. The following recommendations were supported by the Crafton Council and implemented in Spring 2011:

- Registration priorities now allow returning students to retain their priority status
- The priority status of students who have completed more than 90.9 units was downgraded from priority B to priority F in order to encourage the completion of degree and transfer requirements.

The Financial Aid Office tracks the number of FAFSA and BOGG applications, the number of Pell, BOGG, and Chaffee Grant awards, recipients, and the annual amount granted. The data reported in the 2009-2010 Program Review for the unit showed an increase in all measures. A full-time Financial Aid Outreach Coordinator is responsible for Financial Aid outreach and in-reach efforts, and for ensuring that CHC students are aware of financial aid opportunities.

To date, all Student Services units have identified Service Area Outcomes and several have identified Student Learning Outcomes. All Student Services units have an SAO measuring student satisfaction with the services provided. In 2009, all Student Services units administered a point of service survey measuring satisfaction. The survey instrument was revised to suit the needs of each unit, and will be administered in Fall 2011. In addition, other measures of effectiveness have been developed. For example, the Financial Aid Office measures student satisfaction with the quality of FAFSA and Cash for College workshops, and the Health and Wellness Center measures student awareness of services. The results of the measures are used to improve services and programs.

Integrated outreach is accomplished through SOA³R (Student Orientation, Application, Assessment, Advisement, and Registration), a matriculation program that is conducted in each of the four top CHC feeder high schools; an annual High School Senior Day, which has drawn up to 700 high school seniors; Arts Day, which recruits high school students interested in Theatre, Art, Music, and other fine and performing arts; and many discipline-specific off-campus fairs, workshops, and visitations. Though the College has no stable staffing for outreach, there is broad participation by Student Services and Instruction staff and faculty. Tracking has shown

that Yucaipa High School students who participate in SOA³R have higher persistence, retention, and course success than those who do not. As a result, the College will expand the SOA³R program to several other high schools.

CHC piloted an Early Alert System in Spring 2011. Full implementation will occur in Fall 2011. The system allows instructors to provide feedback to students throughout the semester, and includes teacher notification when the student has followed up on recommendations by seeking counseling or tutoring.

Standard II.B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information • Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution

- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation and Transfer

c. Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

Planning Agenda

- Continue revision and improvement of the College Catalog and other informational materials.

- Publish a semi-annual addendum to the catalog in order to provide the most up-to-date program and course information for students and other groups.
- Examine the feasibility of an online “living” catalog which can be revised at any time.

A work group consisting of the Vice Presidents of Instruction and Student Services, the academic deans, the Director of Marketing and Public Relations, and the Data Specialist undertakes the annual revision and improvement of the College Catalog. Each year, the catalog is distributed to department chairs and managers, who are invited to make recommended changes. Factual changes are incorporated into the revised version, and the committee makes decisions about the look and organization of the catalog. Addenda to the catalog are published to reflect curricular changes. The catalog is published in both print and online. The feasibility of an online “living” catalog will be discussed by the work group in future years.

Standard II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Planning Agenda:

- Identify resources to expand services to evening students.
- Provide dedicated staffing and space for Career/Transfer Center
- Implement the *Web Advisor* and *eAdvising* components of Colleague to allow for online counseling services and improve access to other important individual academic information for students.
- Expand the use of SARS as a data tool across student support services as appropriate
- Address areas of weakness in the provision of comprehensive services to all students regardless of location or delivery method.
- Coordinate community outreach efforts

Crafton Hills College has used several strategies to ensure that all students receive excellent services. Online services have been expanded, a new Title V grant has allowed for the development of a Transfer Center, and tracking tools have been made available to service units, allowing programs to better identify student needs and gaps in services.

Though the statewide budget crisis has severely impacted the ability of the College to expand evening staffing, to better serve evening and distance education students, the College has begun to offer many face-to-face services in online formats. For example, the College now offers online counseling services, Financial Aid application, admissions (CCCApply), degree

audit, and transcript service. In addition, the face-to-face orientation, which includes the Matriculation components of assessment, orientation, advisement, and registration, will be offered online in Spring 2012. DSPS will also offer an online orientation during the same semester. The standard Student Services operating hours are now 9:00 a.m. – 6:00 p.m., giving evening students as well as day students the opportunity to access services

A new Title V grant which began in Spring 2011 has provided the funding to hire a Transfer Center Coordinator, who began work in May 2011. One-time funds were used to remodel an existing space for the new Transfer and Honors Center. The Center, which has office, lab, and meeting space, will open in Fall 2011. The Educational Master Plan and Enrollment Management Plans both have goals, objectives, and actions designed to improve the transfer rate.

As indicated in II.B.1 above, the Web Advisor and eAdvising components of Colleague were piloted in Spring 2011. The Registration module of Web Advisor was piloted in Summer 2011 and fully implemented in Fall 2011.

Also as indicated in II.B.1, SARS has been installed in Counseling/Assessment, DSPS, EOPS, and the Tutoring Center to ensure the collection of detailed data, which is used in planning and in the self-evaluation phase of Planning and Program Review. Units can now make statements about the demographics of the populations they serve, and take steps to reach out to underserved groups. The Health and Wellness Center plans to purchase a data base that is specifically designed for college health centers.

The district and its campuses have developed a comprehensive approach to technology that includes improved communication and accountability. Several district committees with broad campus representation address issues regarding administrative applications, user services, technology, and web standards. An executive committee provides oversight and guidance to the committees, and updates the District Technology Strategic Plan, ensuring alignment between the District-wide use of technology and the Board of Trustees' imperatives. District Education and Technology Services (DETS) conducts an annual survey measuring staff satisfaction with technology services, such as phone, email, internet, computer replacement, and other services, as well as district-to-campus communication about technology-related issues. The results are shared with the campuses, and planning takes place to address issues that are identified. Processes are now in place to accept requests for programming from the campuses, and to place these on a priority list with input from committee members.

The campus goal of improving the coordination of community outreach efforts has not been as thoroughly addressed. Because of budget restrictions, many staff vacancies have not been filled, resulting in fewer staff qualified to conduct outreach. With the exception of Financial Aid outreach, the SOA³R program, Senior Day, Arts Day, and occasional off-site visitations by the CTE programs, the campus has made a deliberate decision to redirect staff resources to increase retention efforts. The coordination of events continues to be shared by Student Services and Instructional deans and others as needed. The campus Enrollment Management Plan calls for the development of “a comprehensive outreach and marketing program to align with the District Outreach and Marketing Plan (Objective 2.1), a goal that will be addressed in 2011-2012 under the leadership of the new Public Information Officer, hired in January 2011.

Standard II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Planning Agenda

- Develop a means to assess components and resources that provide opportunities for student responsibility and development.
- Develop college-wide student life outcomes

Crafton Hills takes seriously its responsibility to provide students with opportunities to develop as persons and to become engaged citizens of the campus and the community. The commitment of the College to measuring student outcomes has prompted both the Student Life Office and EOPS to develop learning outcomes of accountability and follow-through. The Institutional Assessment Plan includes the use of The Center for Community College Student Engagement survey as a measure of student engagement. Administered in 2010, the results showed compared to a comparison group, CHC students were: 1) less likely to use Financial aid and DSPS than students from the cohort comparison group; 2) more satisfied with Peer or other tutoring; and 3) more likely to rank Career Counseling and Transfer Assistance as important. The CCSSE has been placed on the research planning agenda every two years.

On a broad level, the College has adopted Institutional Learning Outcomes (ILO's) that include critical thinking, written and oral communication, interpersonal and group skills, society and culture, information literacy and ethics and values. In 2011-2012, course SLO's that have major emphasis on specific ILO's will be identified, and the data used to make general statements about student learning. In addition, a gap analysis will help discipline faculty determine if

additional outcomes are needed to more fully describe the quality of student learning and engagement at CHC.

While the College has not developed college-wide student life outcomes, several measures appear to indicate an increased level of engagement in the student population. The Student Life Office conducts its annual programming using the Council for the Achievement of Standards in Higher Education (CAS) standards: social, intellectual, service learning, recreational, campus governance and training. The number of events in all six CAS categories increased annually between 2006-2007 and 2009-2010. In addition, Student Life tracks student participation at major campus events, such as Sports Day, Student Government elections, the Student Recognition Dinner, Commencement Rehearsal and Breakfast, and Commencement. Attendance has increased on all measures over the past five years and the number of chartered clubs has increased from 12 in 2006-2007 to 22 in 2009-2010. Last, the Student Life department is now tracking the correlation between club membership and persistence and successful course completion. Initial results indicate that students who participate in clubs have an 83.5% course completion rate compared to the campus rate of 69.2%, though fall to spring persistence was somewhat lower than the general population.

Standard II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Planning Agenda

- Implement changes recommended by program review.
- Create evaluation plan that includes SLOs and Service Area Outcomes (SAOs).
- Develop and implement a faculty advising program.
- Use POS and other student satisfaction surveys to implement changes to improve service

As indicated in II.B.1, all student support programs, including those that have counseling and advising components, have evaluation plans that include both service area and student learning outcomes. As of Fall 2011, all Student Services have completed at least one cycle of student satisfaction assessment, and some, such as EOP and the Health and Wellness Center, have completed 2-3. All Student Services units are scheduled to conduct point of service satisfaction surveys in Fall 2011. While student assessments of each unit were nearly exclusively positive in 2009, units have used the comments students made to make pointed improvements in their programs. For instance, Financial Aid now has a computer lab where students can receive

guidance as they complete their FAFSA, and has piloted the use of a debit card for financial aid disbursements to reduce wait time.

In addition, assessment continues to be a standing agenda item of the Student Services Council. Each unit leader reports on the status of outcomes assessment for his or her unit at least annually, and the members of the group have the opportunity to dialogue about the implications for program improvement.

As mentioned in II.B.3.a, a new Title V Grant has provided funding for the staffing and development of a new Transfer Center. One of the goals of the grant is to develop the Transfer Advocates Program, which provides stipends to discipline faculty who will be trained in academic advisement and guidance for their particular areas of expertise.

Standard II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance understanding and appreciation of diversity.

Planning Agenda

- Continue to make diversity a priority in planning.
- Use evidence garnered from recently begun practices to increase diversity and student achievement

The CHC values statement, the Educational Master Plan and the Enrollment Management Plan cite inclusion and equity as major college goals. The Enrollment Management Plan calls for the disaggregation of all types of student data to determine disparate impact from outreach and recruitment to goal completion and transfer, as well as the use of quantitative and qualitative evidence to inform the decisions of the Enrollment Management Committee and a reliance on evidence-based strategies to improve services and learning. In Spring 2011, the Office of Research and Planning conducted focus groups with student, staff, faculty, and management to develop a college-specific, operational definition of inclusiveness. The results are being compiled and will be shared with the campus in Fall 2011.

- Examples of diversity events held during the past two years at CHC include:
 - Dia De Los Muertos
 - Cinco De Mayo
 - First Cultures Day
 - Arts Day
 - Art Gallery Exhibits (included themes of diversity)
 - Book Club Discussions (included themes of diversity)
 - Business Club-Sponsored Lecture on Native American History and Culture

- Speech/Communication Department Sponsored Speaker, Understanding the Transgendered
- Operation Glitter Drag Show; benefit for Foothill Aids
- Theatre Arts production: *Laramie Project*
- Theatre Arts, Panel Discussion, GLBT Issues
- Theatre Arts, Film, “Most Hated Man in America”
- Fine Arts, “Walls,” a series of Art/Music/Theatre installations about social issues
- Speech Department, Advocacy Day
- Student Senate, Multicultural Day
- Student Senate, Documentary Film Series on Social Issues
- Black History Month Activities
- Health and Wellness Center, film showing (mental illness)
- Earth Day (issues of biodiversity and sustainable practices)
- Music productions: Annual winter Choir concert showcasing music from diverse cultures
- Music productions: Musical Theatre Workshop – workshop that explores gender, ethnic, cultural, and social diversity (“Midnight Zone”, “Winter Slumber”)

Standard II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Planning Agenda

- Develop formal processes to evaluate the effectiveness of admissions processes and continue existing informal means of evaluation.
- Complete a differential impact study of Accuplacer
- Conduct consequential validity study of placement processes.
- Implement CCCApply.

As mentioned in II.B.1, Admissions and Records gathers student satisfaction data in an item embedded in the online registration tool. In addition, a point of service satisfaction survey, administered in 2009 and scheduled to be administered again in Fall 2011, yields data and comments regarding students’ perceptions of the admissions processes and services. The results of the Fall 2009 POS and the embedded online questions were analyzed and reported in the unit’s Program Review report in 2009. The point of service survey showed 92% of students were satisfied with admissions services. Responses to the online item showed 96.1% of students surveyed reported they were satisfied with the online admission tool.

As mentioned, several modules of Web Advisor, the new campus web portal have been implemented. Continuous improvements are being made through the district Web Advisor work group and the district-wide technology committees, which promote dialogue, campus input, and

ownership of the online systems and processes. As mentioned earlier, the Technology and Educational Support Services executive committee has implemented a formal process for proposing projects that includes a method for prioritization and revision based on such factors as impact and mandate.

Standard II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Planning Agenda

- Revise the Student Handbook, which will be available in the Fall 2009, to include the FERPA statement.
- Include in the revised online application the *release of directory student information* check-off box that appears on the paper application.
- Create procedures to secure current paper files in all student support service centers.
- Continue implementing the student records imaging system in all student support service centers.
- A&R has eight years of student educational records on microfilm and microfiche; not all records are archived or stored in the imaging system. All records need to be converted to electronic imaging to ensure their permanence.

Student policies and procedures are published in the College Catalog and in the new 63-page Student Handbook, which was revised and published in Summer 2011. The Handbook includes FERPA guidelines, the new Title IX regulations, the Student Conduct policy, and Faculty guidelines on Academic Honesty. A table showing the point person for each of the policies is also provided.

The online application now includes the release of directory student information check box that appears on the paper application. FERPA training was provided to all full-time and adjunct faculty and Student Services personnel in Fall 2010.

Student support service centers are beginning to use digital imaging as a primary archival method. DSPS, Counseling, Admissions, and EOPS are imaging student records. The imaging of student records in Financial Aid and of some Admissions student documents currently stored on microfiche and microfilm is yet to be accomplished. Both departments have requested additional resources to accomplish this goal in their Planning and Program Review documents.

Financial Aid has allocated funds in the 2011-2012 budget development to pay a contractor to image all Financial Aid records.

Standard II.B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

- All Student Services departments will develop SLOs and begin collecting data systematically with the help of eLumen to improve student services.

As indicated in Recommendation 3, of the eight distinct Student Services units (Admissions and Records, Counseling, Matriculation, DSPS, EOPS/CARE, Financial Aid, Health and Wellness Center, Student Life) all have completed at least one assessment cycle, and most have completed two. Student Services units have used a standard form to report their outcomes, measures, progress, and program improvements. The Office of Research and Planning and the Student Learning Outcomes Coordinator have developed a Nichols model portal that allows the programs to report their outcomes information.

Standard II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support service professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Planning Agenda

- Continue current efforts to offer library and other learning support services that are sufficient in quantity, currency, depth, and variety to support instructional offerings, regardless of location or means of delivery.
- Complete an entire outcomes assessment cycle to better integrate SLOs into practice throughout the library and other support centers.

Crafton Hills College completed construction of the new Learning Resources Center (LRC) building that now houses both the library and the tutorial center. The LRC is a 20,000 square foot, state of the art facility that houses the library, tutoring, copy and data centers for the College, as well as an auditorium, an art gallery and a multipurpose room. The new LRC has the potential to allow for the expansion of programming in the library and tutoring areas and to

accommodate more varied programs and functions such as distributed learning, electronic commons, audiovisual learning activities and services, individual and group study areas, teleconferencing, staff development and office and work areas for support services. The LRC design is intended to create a space that can become the central hub for all college learning resources for students, faculty and staff.

Additional actions aimed at offering enhanced learning support services were completed in Spring and Fall 2011 and include:

1. Established regular staff meetings
2. Developed collections and acquisitions policy
3. Revised de-selection policy
4. Completed a weeding as well as an additional weeding of the circulating collection
5. Updated College research databases to better support College curriculum
6. Updated print periodicals collection to better support College curriculum

The Library staff has implemented Point of Service surveys for the collection of qualitative data, and the development of Service Area Outcomes (SAO) and Student Learning Outcomes (SLO). The following actions will be discussed in upcoming library staff meetings and appropriate action plans will be developed.

1. Revise SAOs and SLOs in line with PPR committee comments
2. Develop and implement process for assessing SAOs and SLOs (as appropriate) in order to successfully “close the assessment loop”
3. Develop additional qualitative and quantitative measures to compliment SLOs and SAOs in order to give a broader view of the effectiveness of services provided by the library
4. Discuss and implement best practices for instructional faculty involvement in library oversight.
5. Develop and implement a clear communication plan to address the information needs of students, faculty and staff

Standard II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Planning Agenda

- Continue to work through the entire SLOs cycle to better integrate SLOs into practice throughout the library and other support centers.
- Implement LIBR 110, a new one-unit information literacy course to offer information competence instruction to students who may not want to enroll in the three-unit LIBR 100 course.

As previously noted, the assessment cycles are underway.

The library faculty designed and implemented LIBR 110, a one unit information literacy course. Unfortunately, neither this course nor the 3 unit course has been offered for the past three academic semesters due to budget cuts.

Standard II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Planning Agenda

- Continue implementation of Point of Service (POS) evaluations and other more effective measurement tools for determining the adequacy of library and LRC services for students.
- Develop strategies for providing online tutoring and expanded online library services to students taking classes online
- Develop plans to expand hours of operation to meet the needs of students taking classes when the library, LRC, and tutoring centers are not open.

The library has also been unable to successfully expand hours of service or to seriously consider the development and implementation of online services due to budget cuts. However, the website has been revamped in order to be more user friendly for students, faculty and staff. The website revisions are also intended to be a first step in creating clearer and more consistent communication with faculty.

Standard II.C.1.d. The institution provides effective maintenance to all labs, either through the Information Systems department for electronic equipment and site licenses or specific contracts with vendors to cover equipment reliability.

Planning Agenda

- Continue present efforts to maintain all computers on campus.

The Library partners with Technical Services to maintain computers in the Library.

Standard II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library or other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided whether directly or through contractual arrangement.

Planning Agenda

- Investigate options regarding inter-library loan services as well as agreements with other institutions to expand library services.
- Improve and develop new methods for evaluating the identification and implementation of learning support services.

The library has also continued to strengthen local and regional partnerships in order to better serve students and faculty. The library has improved its relationship with the Valley College Library in order to better share print resources. In addition, CHC continues to be an active member of the Inland Empire Academic Library Cooperative which gives students the opportunity to use the resources of 18 different regional academic libraries.

As noted, the library has a new facility and is considering additional ways to implement innovative methods.

Standard II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of SLOs. The institution uses the results of these evaluations as the basis for improvement.

Planning Agenda

- Continue to develop the rubrics and other evaluative tools required to obtain meaningful information about how our learning resources are supporting the needs of CHC students (SLOs and SAOs).
- Continue efforts to collect information through POS survey evaluation which, when combined with the data collected through SLO and SAO assessment and other methods for collecting information on the effectiveness of services, will help the College provide more effective support for CHC students.

As previously noted, assessment methods are in place for the Library.

Standard III: Resources

Standard III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Planning Agenda

- Continue using current selection policies and procedures for personnel.

Since the 2008 visit by the accrediting team, the College has maintained good practices as described in the Self Study report while working with District staff and collective bargaining units to address issues addressed in the planning agenda related to Standard III.A. The College has continued to use current selection policies and procedures for personnel, specifically faculty. Work began at the District level in 2009 to revise the classified and management hiring policies. Revisions to Board Policy and Administrative Procedure 7320, Classified Employees, Non-Management and 7250, Management Employees, were made through discussions among District and College personnel, collective bargaining units, the District Assembly and other groups and were consequently approved on April 8, 2010 and June 10, 2010 respectively. Revision of appropriate job descriptions are on-going and both the revised policies and procedures as well as job descriptions have been enacted upon approval.

Standard III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Planning Agenda

- Develop more effective evaluation instruments and processes as part of negotiations between the district and the designated bargaining group for each major constituency employed by the College/District.

Standard III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Planning Agenda

- Include in contract negotiations between the district and the faculty bargaining agent how SLO assessment information may be used in faculty evaluations.

Since 2008, no discussion regarding revision of the classified staff or management evaluation instruments and processes have been undertaken at the District level, although negotiations have been underway between the District and the faculty bargaining unit regarding both revision to the faculty evaluation instruments as well as the extent to which SLO assessment information may be used in faculty evaluations. The Tools Committee was convened to make recommendations regarding revision of the faculty evaluation instruments although to date, no changes have been made. In addition, the District and faculty union leadership remain in negotiation regarding the extent to which SLO assessment information can be included in faculty evaluations. At this point, no agreement has been reached as both parties look to how the issue will be addressed by the Academic Senate for California Community Colleges and other districts throughout the state.

Standard III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Planning Agenda

- Continue to uphold the written code of professional ethics for all personnel.

The College continues to uphold the written Code of Professional Ethics for all personnel. In Summer 2011 management began discussion to revisit management values and professional standards.

Standard III.A.2. The institution maintains a sufficient number of qualified faculty with fulltime responsibility to the institution. The institution has a sufficient number of staff

and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Planning Agenda

- Continue to use the annual planning process to determine staffing needs.
- Give high priority to filling gaps in staffing.

Through the program review and annual planning process, each programming unit identifies current and future staffing needs which are then prioritized with all other resource requests by the organizational units, Planning and Program Review Committee, President's Cabinet and finally the College President. The President then notifies the entire campus community of the final prioritization. While the campus continues to give high priority to filling gaps in staffing, the current state budget crisis coupled with the newly enacted District budget allocation model have resulted in the College operating at a deficit in each of the past two years. As a result, the College has not had adequate financial resources to create new positions funded from the general fund.

New faculty, staff and management positions identified in the prioritization have been funded through grants as well as reallocation of resources resulting from retirements and employee resignations. When a resignation or retirement occurs, President's Cabinet evaluates the need for that position relative to prioritization. In some instances, the vacated position has been filled. In other instances, the position was left unfilled in order to realize a budget savings and in yet other instances, resources were reallocated in order to fill positions identified as crucial in the prioritization process. For example, when the physics laboratory technician retired in 2010, that position was reduced to part-time, allowing the College to hire a part-time earth sciences laboratory technician, a position that had been identified as a critical need as a result of the prioritization process in previous years.

Standard III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Planning Agenda

- Continue regular review and revision by the Academic Senate and the bargaining agents of district policies and administrative regulations relating to employment and evaluation procedures.

Standard III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Planning Agenda

- Continue to review practices periodically to ensure compliance with current laws and regulations.

District and College personnel, the Academic Senate and collective bargaining agents continue to participate in regular reviews of board policies and procedures related to ensure fairness in all employment procedures and to assure the security and confidentiality of personnel records.

Standard III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Planning Agenda

- The College and the District Human Resources Office will continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

The College and the District Human Resources personnel continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

Standard III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Planning Agenda

Recruitment and employment is a district function. The District Human Resources Office has indicated that its plans include the following:

- Continue to use advertising, outreach, recruitment programs, and relationships with community-based organizations to inform all groups, especially those who are underrepresented, of employment opportunities.
- Identify additional methods of disseminating information regarding employment opportunities.

The Educational Master Plan developed by the College in 2010 and revised in 2011 identified Inclusiveness as one of the College's strategic directions and established the goal to "seek, welcome and respect diversity, and promote inclusiveness." While objectives to this goal do not specifically address diversity among employees, a consequence of this goal has been an renewed interest in assessing issues of equity and diversity among students and employees.

The Educational Master Plan includes demographic data of the number and percent of employees by type, gender and ethnicity and the Enrollment Management Committee devoted energy during the 2010-2011 academic year to updating equity data in an effort to inform enrollment practices.

Recruitment and employment continued to remain a District function.

Standard III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Planning Agenda

- Continue subscribing to, advocating, and demonstrating fairness in relations with administration, faculty, staff, and students.

The institution continues to subscribe to, advocate for and demonstrate integrity in the treatment of administration, faculty, staff and students. Toward that goal, a campus climate survey, student satisfaction surveys, and the Community College Survey of Student Engagement (CCSSE) have been administered at regular intervals throughout the past two years to identify strengths and weaknesses in the way various constituent groups perceive their experience at the College. Members of the college community review the results, and data collected from these surveys inform future decisions and actions

Standard III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Standard III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Planning Agenda

- Work towards fulfilling each of the goals and objectives listed in the *Professional Development Plan 2007-2010*.

The College continued to work toward fulfilling the goals and objectives described in the Professional Development Plan, 2007-2010. The College has maintained its frequent professional development workshop offerings during the past three years while at the same time building additional professional development resources. Located in the new Learning Resource Center building is the Teaching and Learning Center, a space dedicated to professional

development of employees. Here, in addition to being able to attend workshops, faculty, staff and managers have access to a professional development library of over 100 titles. Moreover, employees have access to hundreds of electronic resources including Lynda.com, a comprehensive collection of video tutorials and online courses on a variety of software and design topics.

The Educational Master Plan makes continued professional development a college-wide priority. Specifically, the EMP calls for the College to develop and implement appropriate mentorship programs for faculty, staff and students (Objective 3.1.1.); develop a best practices for teaching and learning program through professional development (Objective 3.1.2); provide a comprehensive set of useful, accessible resources for best practices in teaching and learning (Objective 3.1.4); ensure that all faculty, staff and administrators receive relevant, timely and appropriate training (Objective 7.1.2); and institutionalize professional development (Objective 7.1.4).

Standard III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda

- Continue to integrate human resource planning with institutional planning.
- Further develop assessments for the effective use of human resources.

See response to Recommendation 7 for the development of a long-range Human Resources Plan

Standard III.B – Physical Resources

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

The physical resources at CHC are maintained and operated to ensure the best possible use with regards to the education, safety, and overall institutional effectiveness of the campus. CHC has a comprehensive program to maintain and utilize the ongoing changes to student populations, needs, and faculty services. CHC uses online tools, planning documents, input from district and campus shared-governance committees, and the community to incorporate all of the changing needs and services that are provided by the campus.

Standard III.B.1: The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Planning Agenda:

No planning agenda items were identified for Standard III.B.1 in the 2008 self study. However, the following items provide an update on this standard's general progress.

The Crafton Hills College Safety Committee meets monthly to discuss and evaluate any changes or issues that need to be addressed by the Campus Maintenance & Operations Department. In addition, to ensure the safety of all persons on campus, routine maintenance reviews are conducted by the custodial and maintenance staff. For example, each month all exterior lighting fixtures are examined and repaired or replaced as necessary to alleviate any unsafe lighting issues. For non-routine maintenance, the campus utilizes an online service request form to track, prioritize, and schedule all service and maintenance concerns identified by Crafton employees. This online service is effective in providing fast response to any needs to be addressed by the custodial, maintenance or grounds personnel.

The Campus is in compliance with all local and state regulations. All permits for elevators, HVAC equipment, fuel stations, pesticides, backflow devices, and generators are maintained per the appropriate regulations and are current. The Chemistry, Biology, and Maintenance and Operations Departments follow an ecologically aware process to handle and dispose of all biological, hazardous and electronic wastes. All discarded materials are reused or recycled where possible or disposed of by a certified vendor in compliance with the appropriate agencies.

Additionally, construction improvements including the upgrade of parking lot lighting and ADA parking and pathways campus-wide will ensure continued safety and compliance with current codes.

CHC operates the San Bernardino Regional Emergency Training Center (SBRETC) in a joint partnership agreement between the San Bernardino Community College District, the San Bernardino City Fire Department and the San Bernardino County Fire Department. The Dean of Career Development at CHC serves as the Program Administrator at this offsite facility located at the former Norton Air Force Base. The Crafton Maintenance and Operations Department in collaboration with the San Bernardino County Fire Department respond to all service requests, provide general upkeep of the facility, and perform routine maintenance as summarized in the scheduling calendar located at the training center .

Standard III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Planning Agenda:

- Continue making progress on the Facilities Master Plan with issues related to infrastructure, classrooms, offices, and parking in support of the Educational Master Plan with current state and local bond funds.
- Continue institutional planning activities including the program review, facilities planning, and the scheduled maintenance program.

The 2005-2006 Facilities Master Plan provided the framework for the following projects:

- Construction of a 60,000 square foot Learning Resource Center (completed August 2010)
- Infrastructure improvement projects including, campus-wide utility piping replacement and upgrade of the central plant (completed August 2010)
- Construction of an Aquatics Center (completed October 2010)
- Parking Lot ADA Upgrades and Lighting Project (scheduled completion December 2011)
- Installation of the Math and Science Annex portable classroom buildings (scheduled completion October 2011)
- Demolition of the Library building

In Spring 2011, a Facilities Master Planning Committee was assembled to review, revise, and update the 2005-2006 Facilities Master Plan (FMP) and project list based upon the priorities

identified in the Educational Master Plan (EMP) and available funding. All members of the Crafton Council, the central deliberative collegial consultation body at Crafton, together with contracted consultants are developing the 2011 Facilities Master Plan to guide construction projects over the next several years.

For efficient and effective utilization of available resources, Crafton is incorporating results from a recent energy audit to include the latest advancements in water conservation and to minimize energy consumption. In addition to new construction projects and remodels, the Facilities Master Plan prioritizes the renovation of existing buildings. The Maintenance and Operations Department is developing campus standards to be integrated into all renovation, remodel, and new construction projects. Establishing a campus standard for maintenance laden building components, such as plumbing fixtures, electrical fixtures, HVAC systems, fire alarm, etc., will standardize materials needed for future maintenance. These standards will be regularly evaluated and modified to incorporate changing requirements and budgets.

To correct and avoid health and safety hazards, maintain an environment conducive to learning, and improve the long-term cost effectiveness of facility operations, the College utilizes the state's Scheduled Maintenance Program. The state's investment in CHC is protected through the timely nonrecurring repair and maintenance of the facilities. Although the state budget has not included scheduled maintenance funds during the last two years, the campus has secured District funds to move forward with critical maintenance projects. Any additional resources are considered in order of institutional priority as identified through the process of annual planning, program review, and the annual prioritization of objectives.

Standard III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Planning Agenda:

- Continue the planning processes.
- Continue precautionary measures for a healthful environment, including the safe removal of hazardous materials.
- Continue making progress on parking, signage, and a permanent solution to the lighting problems on campus.

In an effort to maximize resources, the annual planning and program review process integrates the campus-wide prioritization of all objectives and resource requests. All health and safety

compliance issues and requirements are prioritized and funded according to Crafton's goals and objectives identified in the Educational Master Plan, aligned with the Facilities Master Plan and as funds are available.

After the completion of the 2005-2006 Facilities Master Plan, the campus began the development, design, and construction of the following projects:

- Construction of a 60,000 square foot Learning Resource Center building which includes a library, classrooms, offices, computer laboratories, meeting rooms and campus data center (completed August 2010)
- Various infrastructure improvement projects (campus-wide utility piping replacement projects and upgrade of the central plant) (completed August 2010)
- The construction of an Aquatics Community Recreation Center with swimming pool and one story building with locker rooms, showers, a multi-purpose room, offices and mechanical equipment space. (completed October 2010) LEED solar heating and solar PV work is planned for Fall 2011
- Parking lot improvements, roadway improvements, pedestrian accessibility & path-of-travel improvements, parking lot ADA upgrades & site lighting improvements and signage improvements (scheduled completion December 2011)
- Installation of Math and Science Annex Portable classroom buildings including a fully compliant ADA path of travel from the existing campus to the new facility. (scheduled completion October 2011)
- Old Library Demolition including the removal and proper disposal of all hazardous materials.

To secure a healthful learning and working environment, the Campus has worked with the District and with Keenan and Associates (District risk management consultant) in the development of the Campus and District safety plans which include:

- Chemical Hygiene Program
- Confined Space Entry Program (draft)
- Driving/Transportation Safety
- Emergency Preparedness Program (draft)
- Exposure Control Program for Blood borne Pathogens
- Hazard Communication Program
- Heat Illness Prevention Program
- Illness and Injury Prevention Program

- Lockout/Tagout Program
- Regulated Chemicals Program
- Respiratory Protection Program

In mid-2008, the Campus implemented a new internet based work order system (Maintenance Connection) to streamline work requests from the campus community to be processed quickly, prioritized easily, assigned appropriately, and completed quickly. This software also allows managers to view “dashboard” reports to identify areas for improvement and analyze various data (such as populations served, recurring maintenance issues, work assignments, quantity of work requests completed, among many others). This also provides a good source of accurate data for annual planning and program review.

Hazardous materials are removed from the campus in accordance with applicable laws, regulations, and in accordance with our safety plans. Outside vendors remove ongoing, program/departmental generated waste from the campus on a quarterly basis as overseen by the Campus Custodial Department. Additionally, when required, hazardous materials contained within buildings (such as asbestos, lead, and PCB's) are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations.

To increase access, safety, and security, a parking lot ADA upgrade and lighting construction project is underway which will improve parking, signage, and provide a permanent solution to the lighting problem. Scheduled for completion in December 2011, the scope of work with this project includes the replacement of all parking lot and pathway lighting and installation of improved signage for current compliance with ADA standards.

Standard III.B.2: To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

The campus, in collaboration with Steinberg Architects, completed a comprehensive Facilities Master Plan (FMP) in 2005 that served as a foundation for the first phase of bond and state funded projects. The 2005 FMP also supplied justification for Measure M, a local bond request to fund the next phase of projects which successfully passed in February of 2008. As a result of reduced state funding for capital projects and the adoption of the CHC Educational Master Plan

to provide an integrated framework for planning, the 2005 Facilities Master Plan has been revised. In Spring 2011, President Gloria Harrison commissioned an ad hoc Facilities Master Planning Committee with shared-governance representation to prioritize, define, and schedule the next horizon of Measure M projects.

Standard III.B.2.a Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

See response to Standard III.B.2 above.

Standard III.B.2.b Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda:

- Continue using the results of integrated physical resource planning, assessment, and evaluation as the basis for improvement.

See response to Standard III.B.1.a above.

Originating at the department level, units incorporate consideration of all aspects of their program including the need for facilities utilization and modifications into their goals and objectives. From a strategic level, integration of the Facilities Master Plan, District Strategic Plan, and Educational Master plan with the resource allocation prioritization will ensure continued improvement of physical resource planning, assessment, and evaluation.

The College identified the need to develop and implement tools and processes for the optimal utilization of existing facilities. To achieve this objective, Crafton is in the process of implementing a campus-wide, multi-user system to more effectively schedule and maintain facility synchronization. The software tool, Resource 25 includes reporting capabilities and user web access to precisely manage space to meet scheduling needs and goals. At this time, faculty work independently and then collectively to plan the utilization of classrooms on the CHC campus. A 'Sticky Friday' has become the preferred method to schedule room utilization. At 'Sticky Friday', all available classrooms are indicated on large flip chart paper with time indicators on the left side of the sheet. Faculty use post-it notes to secure certain blocks of time throughout the day in any given room. At a glance, an observer can see where/when time slots are available and in which locations throughout the campus.

Finally, results from the Fall 2010 Campus Climate survey (as described in Recommendation 4) captured employee perceptions of the College's utilization of physical resources. Overall, employees were more likely to agree that CHC uses its physical resources effectively to support the programs and services at the College (54.8%). In addition, half of the respondents agreed that CHC assures physical resources at all locations are constructed and maintained to ensure safety and security (50%) and success (50%). Crafton will use these results as the basis for improvement. As mentioned previously, the response rate to the Fall 2010 Campus Climate survey was a limitation to the survey and it may not be representative of the entire CHC population. In addition, it is also important to note that for all three questions below, 22 – 25% of the respondents stated that they "Did not know" or had "No opinion."

Standard III.C: Technology Resources

Standard III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Planning Agenda

- Enhance assessment mechanisms for identifying technology training needs for students and personnel.
- Explore alternatives and develop specific programs for supporting the use of technology.

Needs Assessment

At the request of the San Bernardino Community College District (SBCCD) Distributed Education and Technology Services (DETS) department, the Crafton Hills College (CHC) Office of Research and Planning (ORP) worked with representatives to create a comprehensive needs-assessment survey designed to guide in the development of a long-range distributed education and technology services plan. The survey was administered in Fall 2010 to document areas where employees are satisfied or dissatisfied, and identify gaps. The results indicated that in general the respondents were satisfied with the courtesy and knowledge of desk side support technicians, the responsiveness of DETS, and the amount of communication when planned and/or unplanned outages occur.

In addition to the Fall 2010 survey, a survey was also conducted in March of 2010 that examined all of the services provided by the District. The results from this survey also indicate that the respondents were satisfied with the services provided by DETS. Specifically, 84% were

satisfied or very satisfied with the helpfulness of staff, 90% were satisfied or very satisfied with courtesy of staff, and 81% were satisfied or very satisfied with the follow-through of the staff and the accuracy of information provided by the DETS staff.

Alternative Programs

During Fall 2011, a pilot program is being conducted with faculty and students in the Respiratory Therapy Department using laptops and electronic books. The goals of the program include reducing the costs of textbooks and increasing student success. Students were provided with laptops for doing their assignments and all texts were downloaded onto the computers with the assistance of the publisher and CHC's Technology Department. Students received a discount of twenty percent on books. The success of the program will be evaluated in Spring 2012.

Standard III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Planning Agenda

- Continue managing, maintaining, and operating technological infrastructure and equipment.
- Continue providing appropriate system reliability and emergency backup.
- Continue upgrading classrooms to “smart” as funding becomes available.

CHC's Technology Department has completed the following since 2008:

- The campus now has a new and enhanced fiber infrastructure. A new central location has been constructed to serve as the “hub” of this new infrastructure thus creating a new central core location. Campus buildings are served with multiple strands and types of air-blown fiber-optic cable with growth potential designed into the supporting tube system.
- The new infrastructure has been designed to provide an upgrade path for the campus fire alarm system to be routed over the fiber optics, thereby allowing for more detailed building safety data to be monitored.
- Technology Services has consolidated all areas of responsibility within a single area. A new Data Center, complete with environmental backup systems, provides the campus an area for both physical and electronic expansion. Highspeed data links have been established with other district entities. These links have provided data pathways for disaster recovery (DR) protocols to be established. These include but are not limited to

remote site backup and replication of all critical business data and a near future implementation of a redundant ERP (Datatel) system.

- Since 2008, eight existing classrooms have been upgraded to Smart Classrooms

Standard III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Planning Agenda

- Develop a plan to address service levels for delivery of equipment to classrooms with no “smart classroom” technology.
- Evaluate the appropriateness of telecast or podcast technology.
- Develop capacity to produce video and other media content for distance education.

Since 2008, eight existing classrooms have been upgraded to Smart Classrooms. Classrooms in all new buildings are designed and built as smart rooms. In addition, the standards for Smart Classrooms are modified and enhanced as needed to keep pace with changing technology. To better serve the delivery of equipment to regular classrooms, staff hours have changed to provide expanded coverage of operational hours.

In the new Learning Resource Center, two Smart Classrooms have the capacity to capture a session live and distribute the session either live or later. In addition, the District Offices have established production rooms where lectures can be recorded. A pilot study session was conducted in Summer 2010 using Math faculty to capture sessions on basic skills concepts that students typically need assistance with and a follow up to the pilot is underway.

Standard III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Planning Agenda

- Continue to conduct planning according to the current processes.
- Develop a means for assessing the effective use of technology resources.

As described in Recommendation 7, a District-wide Technology Plan was developed through a shared governance process. The campus continues to develop its own Technology plan that is aligned with the District Plan as shown on pages 13 and 14 of the District Plan (District

Technology Plan 2010-2013; CHC Technology Plan 2007-2010). During Spring 2011 the campus Technology Committee met to begin the process of updating the College's plan.

CHC's Technology Department has also developed Service Area Outcomes and used results from the Campus Climate Survey to establish baseline measures. The results will be used in the development of the revised campus Technology Plan and for service improvement.

Standard III.D: Financial Resources

Standard III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Planning Agenda:

- Continue to use the newly developed model for budgeting and resource allocation.

In late Summer 2009 the Chancellor's Cabinet approved the "Summary of Budget Allocation Model 2008-09," which clarified the methods used for 2008-09 allocations to District operations and the Colleges. This document represented the first written description of such allocations ever done in the District. It thus represented a major advance in transparency and communication for the District and its Colleges. However, it was descriptive of what had been done, not prescriptive of what should be done, and the Cabinet made the decision to develop a model based on best practices that would meet current and future needs.

To address the issue, the District convened a Resource Allocation Committee (RAC). Beginning in October 2009, RAC members examined the characteristics of the existing allocation model in detail, considered best practices in the field and eight budget models from other multi-campus districts, formulated guiding principles for the SBCCD model, and sought input from colleagues at the campuses.

Based on the work conducted by the RAC, the Interim Chancellor drafted an allocation model in February 2010 for committee consideration. The committee discussed and revised the model and based on this feedback, the Interim Chancellor drafted a revised model. The revised model was approved by the RAC in March 2010 for distribution to the District community for feedback.

In April 2010 the Interim Chancellor presented a live webcast to explain it. Based on the feedback received, the Interim Chancellor drafted a third model, which the RAC considered on May 17, 2010. After making further revisions based upon feedback from the RAC and responses from the District community survey, the RAC then approved the model unanimously, as amended. The Interim Chancellor shared the adopted model with all District employees in mid-June 2010.

The approved model was used in making allocations to the Colleges for the 2010-11 fiscal year and the 2011-12 fiscal year. It was used to communicate the budget scenarios (based upon the statewide budget condition) to the campus throughout 2010-11. It was also incorporated into the District Strategic Plan. In accord with the guiding principles, it will be reviewed annually by the District-wide Budget Committee, which will recommend changes as needed. The Colleges will provide their own input into that review; for example, the Crafton Council and the CHC President's Cabinet will evaluate the effectiveness of the model from the perspective of CHC, and forward their comments and suggestions for enhancement, if any, to the District-wide Budget Committee. A similar shared governance process will occur at San Bernardino Valley College.

Standard III.D.1.b Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Planning Agenda:

- Continue integrating and supporting all institutional planning with financial planning.

Over the last several years, CHC has dramatically refined the integration of the annual planning and program review process with resource identification and prioritization. Each department must perform a full program review every three years, and a condensed annual plan in the years that they are not developing a three-year plan. As part of this process, each department prioritizes their goals and objectives. When all of the plans are submitted, the Planning and Program Review Committee combines (i.e. "rolls up") all of the departmental prioritized objectives into a campus-wide, prioritized list. In order to streamline the process of prioritizing objectives District Computing Services has developed a Planning and Program Review Web Tool where all of the objectives can be combined electronically. All of the objectives are prioritized by the Planning and Program Review and reviewed by the CHC President's Cabinet. As funding becomes available the objectives at the top of the list have priority.

Long-term financial plans were made available to the entire College community in Spring 2010 and are incorporated into the Educational Master Plan. In Spring 2010 the Vice President of Administrative Services, in consultation with the Vice Chancellor of Fiscal Services, finalized a budget outlook model for projecting the District's and CHC's likely revenues and expenditures three years beyond the approved budget, based on assumptions that are specified at the District level. The resulting CHC Long-Range Financial Plan and Forecast presents both conservative and optimistic financial scenarios for revenues, District assessments under the new Resource Allocation Model and expenditures over a three-year period, including long-term obligations. It also shows explicitly the quantitative assumptions that underlie each of those scenarios. All the data in the Plan and Forecast will be updated regularly as information on the State budget process becomes available each year. Accordingly, both the Plan and Forecast provide a long-range, realistic context for financial planning for the following campus constituencies:

- Managers as they construct their developmental budgets each year
- Units, committees, and administrators considering resource requests in the planning and program review process
- Point persons and groups implementing the Educational Master Plan
- All other major planning efforts at the College

Moreover, the District-wide version of the Plan and Forecast will also help the District maintain prudent levels of reserves.

Standard III.D.1.c When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Planning Agenda:

- Continue planning for payment of liabilities and future obligations in order to maintain sufficient cash flow for financial stability.

When planning for payment liabilities and future obligations (such as Retiree Funds for GASB 45 compliance), the District calculates, projects, and informs the Campus of the liability and the amount that will be assessed to the Campus. This occurs on an annual basis during the establishment of developmental budgets. This assessment is made by reducing the Campus's base allocation in the Resource Allocation Model by the amount of the long-term liability

applicable to the Campus. In order to plan for such assessments, the Campus Long-Range Financial Plan and Forecast takes into account the annual costs of the liability assessments.

Standard 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.

Planning Agenda:

- Continue using the current financial planning model, which encourages broad participation from each unit.
- Survey the campus community about satisfaction regarding participation in the campus planning process.

In regards to continuing the current financial planning model, please refer to the progress on Standard III.D.1.a above

To facilitate financial planning by programs and units at Crafton all College staff have 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. In addition, 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. The Vice President for Administrative Services also conducts periodic workshops for EduReports users on request. In addition, to assist employees who need more basic help in understanding financial information, the Vice President of Administrative Services conducts an annual workshop on the basics of budgeting. Evaluation surveys are completed by the trainees upon completion of the workshops. The results of these surveys are used to improve the effectiveness of the trainings.

In April 2010, as part of the process of developing the Resource Allocation Model and encouraging broad participation from each unit, the Campus was introduced to a draft of the new Resource Allocation Model. Managers, faculty, and staff were given the opportunity to review the new model during regularly scheduled management team, Academic Senate, and Classified Senate meetings. The Vice President of Administrative Services introduced the new Resource Allocation Model by presenting the draft and providing a handout with the new model to all attendees at the meetings.

In an effort to obtain feedback on the model, a short survey was administered by email to the

CHC management, faculty, and staff who participated at the meetings where the Resource Allocation Model was presented. The survey asked respondents to rate their agreement with the ease of understanding and transparency of the model. The results of the survey strongly indicated that CHC managers, faculty, and staff were satisfied with the Resource Allocation Model. Namely, 94% agreed or strongly agreed that the model was easy to understand and 82% agreed or strongly agreed that the model was transparent.

A Campus Climate Survey was developed by the Office of Research and Planning, in collaboration with the Crafton Council, and distributed to all Crafton Hills College (CHC) employees in Fall 2010. The purpose of the survey was to assess employee perceptions of the College's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP). This survey included questions related to Employee Perceived Satisfaction with Planning and Decision-Making. The survey was organized into the following five themes to assess perceptions of various aspects of the campus:

- Outcomes Assessment
- Inclusiveness
- Planning and Program Review
- Shared Governance (also known as Collegial Consultation)
- Resources

In addition to the Fall 2010 Campus Climate Survey, the Spring 2011 Committee Self-Evaluation Survey was also administered to evaluate the Crafton planning processes. The results and limitations of the Fall 2010 Campus Climate Survey and the Committee Self-Evaluation Surveys in relation to planning are described in Recommendations 1, 4, 5, and 6. In brief, the results of the Campus Climate Survey indicate that Crafton needs to improve how well planning processes are being communicated to the campus community while the respondents from the Committee Self-Evaluation strongly felt that the planning processes at Crafton were collaborative, transparent, evidence-based, effective, and efficient.

Standard III.D.2 To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

Standard III.D.2.a Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning

programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Planning Agenda:

- Continue using budgets and independent audits that reflect the appropriate allocation and use of financial resources to support student learning

Each year the District Vice Chancellor of Fiscal Services submits all College and District financial records and related material to an independent auditor. Following the audit, the auditor submits a report showing the overall fiscal health of the District and its Colleges.

Standard III.D.2.b Appropriate financial information is provided throughout the institution.

Planning Agenda:

- Continue to provide appropriate financial information throughout the institution through Financial 2000, board meetings, and other College committees and forums.

In brief, tools like EduReports and Financial 2000 are available to all department chairs as well as to cost center managers and online and face-to-face training is available for all users throughout each academic year. See a more detailed response to Standard III.D.1.d in item III.D.1.d above.

Standard III.D.2.c The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Planning Agenda:

- Continue to maintain sufficient cash flow and reserves.
- Continue appropriate risk management strategies

Long-term financial plans were made available to the entire College community in Spring 2010 and are incorporated into the Educational Master Plan. During the same semester, the Vice President of Administrative Services, in consultation with the Vice Chancellor of Fiscal Services, finalized a budget outlook model for projecting the District's and CHC's likely revenues and expenditures three years beyond the approved budget, based on assumptions that are specified at the District level. The resulting CHC Long-Range Financial Plan and Forecast presents both conservative and optimistic financial scenarios for revenues, District assessments under the new Resource Allocation Model, and expenditures over a three-year period, including long-term obligations. It also shows explicitly the quantitative assumptions that underlie each of those

scenarios.

The Plan and Forecast thus provides a long-range, realistic context for managers as they construct their developmental budgets each year; for units, committees, and administrators considering resource requests in the planning and program review process; for point persons and groups implementing the Educational Master Plan; and for all other major planning efforts at the College. The District-wide version of the Plan and Forecast will also help the District maintain prudent levels of reserves.

Standard III.D.2.d The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Planning Agenda:

- Continue effective oversight of finances with appropriate management and audit controls.

Each year the District Vice Chancellor of Fiscal Services submits all College and District financial records and related material to an independent auditor. Following the audit, the auditor submits a report showing the overall fiscal health of the District and its Colleges.

Standard III.D.2.e All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Planning Agenda:

- Continue using financial resources in a manner consistent with CHC's mission and goals by auditing and reviewing the results of audits for improvement.
- Continue to work with the CHC Foundation to increase its success in raising and dispersing funds to benefit CHC students.

Approval authority processes and procedures ensure that financial resources are used in a manner consistent with CHC's mission and goals. The aligned utilization of financial resources with CHC's mission and goals has been refined by the planning and program review process. Once departments prioritize their goals and objectives as part of the annual planning and program review process, the Planning and Program Review (PPR) Committee combines (i.e. "rolls up") all of the departmental prioritized objectives into a campus-wide, prioritized list. Each objective requiring additional funding is considered in order of institutional priority and funded accordingly as funds come available. Equally important, in the PPR process programs must

demonstrate how their goals and objectives align with the mission and goals of the College.

In order to ensure that the Foundation continues to disperse funds to benefit CHC students, the Foundation continues to raise funds for scholarships, grants, and other types of assistance for CHC students and faculty. Several staff members meet regularly with the Foundation to plan events and participate in activities in support of the Campus and its programs.

The CHC Grants Office was established in April 2011 with the hiring of a Director of Grants Development and Management. The role of the CHC Grants Office is to work with faculty and staff to apply for and receive grants, and to assist project staff with grant management. The Director's position is partially funded out of a new Title V grant and will be fully institutionalized by 2014. The training, assistance, grant acquisition, and grant management functions of the CHC Grants Office are based on goal 8.2 of the Educational Master Plan.

Standard III.D.2.f Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Planning Agenda:

- Continue to ensure that contractual agreements contain appropriate provisions to maintain the institution's integrity.

The campus continues to ensure that all contracts for goods and services are processed through Business Services and approved by the Board of Trustees in accordance with Board Policy #6340.

Standard III.D.2.g The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Planning Agenda:

- Continue current fiscal management processes to assure the integrity of the District and College financial management.

The Board of Trustees and the chancellor continues to regularly evaluate the management of the District's funds. CHC follows prudent business procedures, and District Fiscal Services operations meet state-mandated guidelines. Business procedures and processes are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner.

Standard III.D.3 The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Planning Agenda:

- Continue using and refining where necessary the College's current practices.

The aligned utilization of financial resources with CHC's mission and goals has been refined by the planning and program review process described above. The Planning and Program Review Committee analyzes each program review and provides a summary of their findings to the Crafton Council as well as the President's Cabinet. This provides an opportunity for the committee to raise any concerns regarding a program. In addition, the prioritized objective list is reviewed by the Crafton Council and President's Cabinet to verify appropriate priorities for resource requests have been developed.

Standard IV: Leadership and Governance

Standard IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Planning Agenda

- Require minutes of committees and task force findings to be posted and communicated.
- Encourage Classified Senate to diversify committee appointments.
- Encourage supervisors to allow greater staff participation.
- Encourage the Student Senate to find more students to participate on committees.
- Require committees and task forces to be responsible for consistent student participation.
- Continue to provide for innovative ideas.

To more clearly articulate institutional expectations with regard to the role and function of committees, the Crafton Council publishes the annual *Organizational Handbook*. As described in Recommendation 6, the Handbook defines the terminology and legal authority of shared governance, the roles of staff, faculty, and students, the operational rules of committees, such as quorum, decision models, meeting notifications, and minutes or summaries, and includes the charge, composition, term and reporting structure of each committee. Committee agendas and minutes are posted online for the following committees: Crafton Council, Educational Master Plan, Enrollment Management, Matriculation, Outcomes, Planning and Program Review, Professional development, Safety, and Technology.

The President has conveyed in a written directive to all managers her expectation that they “facilitate participation in College governance activities by classified staff members under their supervision, to the extent feasible.” This directive is included in a section of the *Organizational Handbook* addressing the facilitation of classified staff in shared governance bodies.

The Classified Senate works closely with CSEA to appoint classified representatives to each committee. In 2010-2011, all shared governance committees except the Enrollment Management Committee included at least one classified representative. The chair worked with

the Classified Senate to identify a representative but none was found. Efforts will be made in 2011-2012 to recruit a classified representative.

To promote and encourage student representation in governance, the Organizational Handbook includes a set of written guidelines for maintain student participation on committees. In Fall 2010 the Crafton Council met with all committee chairs and described these guidelines, which include the assignment of a staff/faculty/administrator mentor to each student representative. The mentor is expected to explain the committee charge, structure, language, expectations, and processes, and to answer any questions or concerns students might have. The Director of Student Life also evaluates student leaders' participation in governance at the end of the academic year.

Standard IV.A.2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Planning Agenda:

- Continue the work begun by deans, directors, and council chairs to encourage communication between counselors and classroom faculty.
- Require committees to be responsible for student participation.
- Work with the student life director to replace students who do not participate on committees.

Counselors and classroom faculty collaborate in two important ways: through membership in the Academic Senate and on shared governance committees such as Curriculum, Matriculation, Enrollment Management, the Basic Skills Steering Committee, Academic Standards, and the Financial Aid Term Dismissal Committee; and through professional collaboration in Learning Communities, in which content courses are linked with a counseling course.

As indicated in Standard IV.A.1 above, beginning in 2010-2011, each shared governance committee appointed a student mentor to better retain student members throughout the academic year. When the student does not attend, the Director of Student Life is to be notified, and she will work with the Student Senate President to identify a replacement.

Standard IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together

for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Planning Agenda

- Define roles and responsibilities of each governing structure of the College.
- Develop means by which to encourage broader participation in College governance for all.
- Disseminate committee membership and meeting times.

As indicated in IV.A.1 above, the Crafton Council annually publishes the *Organizational Handbook*, which defines the roles and responsibilities of each governing structure of the College.

Also as indicated, the *Handbook* includes committee membership and term, as well as methods of facilitating effective faculty, classified staff, and student participation in governance opportunities.

Meeting times are published in the annual Master Calendar, which is published in hard copy and posted online, and faculty and staff are encouraged to choose committees that fit within their work schedules.

Standard IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Planning Agenda:

- Crafton Hills College will continue to comply with commission directives.

Over the past three years, the faculty, staff, students, and administrators of Crafton Hills College and of the San Bernardino Community College District have worked assiduously to address all ten of the Commission's 2008 recommendations. Detail is provided in Recommendations 1 through 10. The College has worked toward long-term sustainability in its efforts to improve integrated planning, data-driven decision-making, inclusion and participation, communication and transparency, fiscal planning and resource allocation, and clearly articulated governance structures and processes.

Two committees were established in 2009-2010 to ensure that campus efforts to comply with commission directives are not only sustainable but are incorporated into the College culture. The Accreditation Committee guides the accreditation process for the entire College, develops timelines, policies and procedures for accreditation, coordinates training for faculty, staff, and management, and provides a forum for ongoing campus dialogue with regard to Accreditation. The members include faculty, managers, classified staff, and students. Members serve as co-chairs on standard subcommittees, and are expected to become experts on Accreditation processes and standards and to serve as a resource to the campus.

The Outcomes Committee was convened in Spring 2010 to guide the SLO/SAO process for the entire College. The committee, such includes the three Vice Presidents or their designees, faculty, managers, and classified staff, is charged with developing and sharing with the campus: 1) the College assessment plan, 2) a resource bank of best practices for creating and assessing outcomes, and 3) a document that summarizes the requirements of the ACCJC, Title 5, and the Education Code regarding outcomes and their assessment. In addition, the committee is responsible for providing meaningful feedback, suggestions, and guidance on outcomes for the purpose of program improvement, and coordinating training for faculty, staff and management with regard.

Standard IV.A.5. The role of leadership of individuals and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

Planning Agenda:

- Develop a process to evaluate the institution's governance and decision-making structures for integrity and effectiveness.
- Conduct a faculty-satisfaction survey of the Academic Senate.
- Conduct a student-satisfaction survey of Student Services.
- Conduct a campus wide satisfaction survey on governance and district processes.
- Conduct a management-satisfaction survey on current management councils.

As indicated in Recommendation 4, the College has made substantial progress over the past three years in the evaluation of governance and decision-making processes. Under the guidance of the Crafton Council, the roles and responsibilities of each committee have been clarified. Focus groups representing all constituencies provided input to operationally define EMP objective 6.1.5: "Ensure that planning processes and decision-making are collaborative,

transparent, evidence-based, effective, and efficient” and inclusive. In addition, the Campus Climate Survey was administered to students, staff, faculty and managers in Fall 2010. Though the results indicate that many faculty and staff perceive they do not have the opportunity to participate in decision making and have their voices heard, the survey of committee members showed that, of those who did participate, most felt comfortable contributing their ideas, thought the work accomplished by the committee was valuable, and assessed the processes, interactions, and outcomes of the committee as collaborative, transparent, evidence-based, effective, and efficient.

Also described in Recommendation 4 are the results of the Planning and Program Review Survey, which revealed that most participants felt the process was clear, that having managers involved was helpful, and that the process encouraged collaboration within units.

While there has not been a manager-satisfaction survey on current management councils, administrative participants on shared governance committees were invited to participate in the committee survey and in the Campus Climate survey.

The student version of the Campus Climate Survey was administered in Spring 2011. The data is currently being compiled. The results of the Spring 2010 Community College Survey of Student Engagement at Crafton Hills College indicated that CHC students were significantly less likely to participate in DSPS and Financial Aid, were more satisfied with peer or other tutoring than students from the cohort comparison group, and that they were more likely to rank Career Counseling and Transfer Assistance as important compared to their cohort group.

To date, no faculty satisfaction survey of the Academic Senate has been conducted.

Standard IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multicollge district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Planning Agenda

- Work with the College constituencies to develop a process that will be established in board policy for the selection and succession of the Chancellor and the College Presidents.

While Board Policy and Administrative Procedure 7250 address the selection of management, a separate process for the selection of the President and the Chancellor has not been codified. In addition, a specific process for the succession of the Chancellor and the College Presidents has not been explored because the district is mandated by law to open all vacancies. The last two Chancellor Search Committees (2009 and 2011) included broad campus and constituency representation. The committees were comprised of District and College managers, the Academic and Classified Senate Presidents from each College, a CSEA appointee, a CTA appointee, and one-two community members. Three board members sat on the 2009 committee as non-voting members.

Standard IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Planning Agenda

- Survey faculty and staff to determine whether a more favorable opinion of the College's administrative structure develops.

As indicated in Recommendation 4, the Crafton Council, which is chaired by the President, and includes the three Vice Presidents, the Presidents of the Academic, Classified, and Student Senates, the President of CSEA, and the faculty Co-Chair of Program Review, has oversight of the evaluation of College governance structures. The Campus Climate Survey results were disappointing, revealing that most faculty and staff felt their opinions are not considered, that they do not have the opportunity to participate in shared governance opportunities, that the opinions of classified staff are not taken into consideration, and that communication among constituencies is inadequate. However, the Committee Survey showed that participants in committees had more positive assessments of their governance experiences. Most felt comfortable contributing their ideas, were likely to describe the processes and interactions as collaborative, and valued the work accomplished in the committees. The Crafton Council will work with the Office of Research and Planning to develop further assessments measuring the effectiveness of administrative structures.

Standard IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;
- ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and
- establishing procedures to evaluate overall institutional planning and implementation efforts.

Planning Agenda:

- Continue to emphasize and evaluate campus processes with appropriate data.

As described in Recommendations 1, 2, 3, 4, 5, 6, 7, 8, and 10, Crafton Hills College uses data to inform decision-making and to evaluate processes, learning, teaching, and student progress. The importance of data is called out in the Educational Master Plan, the Planning and Program Review Process, the Matriculation Plan, and the Enrollment Management Plan.

Standard IV.B.2.d. The president effectively controls budget and expenditures.

Planning Agenda

- Continue implementing the planning and new budgeting process.

Communication about the planning and budget process occurs continuously through several means. The President included the new District resource allocation model, described in Recommendation 1, as an agenda item in the Crafton Council meeting (March 30, April 6, and April 13, 2010), and in the last two Fall opening day meetings. In addition, she presented the model to the Academic Senate in the Spring 2010, and provides the Academic Senate with budget updates during her report. She shares current state and local budget news and information with both the Academic and Classified Senate President, both of whom also participate in the District Budget Committee.

The College now operates within its share of the district's resources, and in Spring 2010 and 2011 unit-level budgets were developed to reflect the anticipated changes in resources.

Standard IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Planning Agenda

- Recommend to the Chancellor that the District assess the effectiveness of District services.

As described in Recommendation 7, a systematic program review process for District functions and processes has been implemented. The cycle is similar to that of the campus Planning and Program Review—each unit is evaluated every three years, with planning updates during the two-year interval. To date, two planning cycles have been completed. Satisfaction data from each campus as well as other measures of effectiveness are included in the evaluations.

Standard IV.B.3.f. The district acts as a liaison between the colleges and the governing board.

The district and the colleges use effective methods of communication, and they exchange information in a timely manner.

Planning Agenda

- Develop and implement procedures to meet expectations that information provided at the District and College administrative levels is shared appropriately and in a timely manner.
- Develop and implement processes for providing college-level administration and staff access to data available in the district computer information system.

District communication with the campus has improved in several ways. The Chancellor, SBCCD Police, Human Resources, and Fiscal Services publish period electronic newsletters containing current information and policy updates.

As indicated in Recommendation 7, the improvement of access to financial information by the campuses has been undertaken and will be further explored in Fall 2011.

Standard IV.B.3.g. The district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.

Planning Agenda

- Develop a means by which all constituencies regularly evaluate District/College decision-making structures and communicate the results of such an evaluation to the campus community as a first step in reviewing and considering changes in those decision-making structures.

As described in Recommendations 1, 7 and 8, campus and district entities have implemented Program Review processes to demonstrate their effectiveness, identify gaps in processes and services, and inform short and long-range planning. The results of evaluation are available to the public on the campus and district websites. In addition, the Educational Master Planning Committee at CHC has tracked progress on the Quantitative Effectiveness Indicators. The results are included in the annually-updated Educational Master Plan.