

Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this Standard are broadly applicable to all instructional activities offered in the name of the institution.

A.1 The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity

Descriptive Summary

One major way that we address this standard is by publishing the mission, vision and values in as many relevant places as possible. We try to make it omnipresent at the college. It is prominently displayed on the College website¹, integrated in to all the official documents of the college (catalog, schedule, etc.), integrated into the agendas of all shared governance committee meetings (a good example of this can be found by looking at any agenda on http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Agendas_and_Minutes) and marketed across campus through a poster campaign. This practice provides a constant reminder to the campus community of our primary focus as an institution.

- **Mission**—The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.
- **Vision**—The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.
- **Values**—Our institutional values are creativity, inclusiveness, excellence, and learning centeredness.

Another way we meet this standard is through ongoing assessment of our instructional programs. This is principally done through the annual planning process and the program review process. All instructional programs are required to participate in this process and in so doing consider how their program is tied to the larger mission, vision and values of the college. Through this process, programs and services are reviewed every four years by faculty and staff to ensure that student and community needs are met through the planning and program review processⁱⁱ. This process assures programs and services are aligned with the Colleges overall institutional mission and vision as well as achieve stated student learning outcomes. The program review process also aligns all activities within a program, discipline, and courses with the mission and vision of Crafton Hills College as it determines program and service quality, and appropriateness in support of the College goals. Additionally, an annual review planning processⁱⁱⁱ has been implemented that serves as a yearly checkpoint and review process for all instructional and service programs. All programs undergo this yearly annual review to assess how effective they are functioning and meeting the needs of the students and the College while making changes and improvements where necessary.

Faculty play a lead role in rigorously examining each course and program to reaffirm alignment with the College's mission and vision. Faculty and staff members are provided a Planning and Program Review Handbook^{iv} to assist with the construction of the reviews while the Planning and Program Review Committee^v reviews all programs for evidence that all institutional offerings align with the vision and mission of the College. Dialogue concerning courses and outcomes also includes area Deans and others, such as instructional support staff and Laboratory technicians while the Academic Senate^{vi} oversees that critical instructional programs and services are consistently provided at a high level of quality. Other committees, such as the Curriculum committee^{vii}, also shares the charge of ensuring the quality of education the College provides.

Major support for this process is provided by the Office of Institutional Effectiveness Research and Planning (OIERP). The OIERP supports this process by collaborating with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning, analysis, and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the College by promoting and coordinating the following:

- The continuous improvement of academic programs, student services, and administrative services;
- short and long range college-wide planning and decision making;
- assessment of student success, learning and service area outcomes, reporting to Federal, State, and Accrediting agencies;
- the use of accurate, timely, and accessible information in a professional and ethical manner;
- linking of strategic planning, college goals, district goals, and institutional data;
- meaningful discussions of the college's purpose and performance;
- high quality web services to inform students and the community of programs and services.

To effectively ensure online courses are aligned with the College's mission and uphold its integrity, the Educational Technology Committee^{viii} is primarily responsible for overseeing the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses^{ix}. Each academic department in coordination with the Educational Technology Committee share the responsibility of ensuring that Distance Education Course offerings align with the Mission of Crafton Hills College. Each individual Academic department and discipline are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings.

An Environmental Scan^x was completed in 2013 to assist the College in determining relevant and emerging areas of study in the College's specific geographical location (the full scan can be found at [Catherine insert link here]). An Environmental Scan is generally defined as a collection of strategic information about the College's service area or external setting in which it functions. The study of this external setting includes such factors as its resident population, community college students, businesses, competitive educational institutions, local and regional labor market, and local and regional economic context. This scan is not meant to be prescriptive, but rather to be instructive in that it raises issues, stimulates dialogue, generates ideas, provides data for further analysis and support for better decision making, including recognizing emerging fields of study for students, and contributes to the College's overall dialogue in the assessment process.

The Educational Master Plan^{xi} is a living document that encompasses the development of the College and its educational programs (the Plan and information about the Education Master Plan Committee can be found at http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee). The College relies on evaluations of its internal condition, by means of in-house demographic and enrollment data^{xii} and student satisfaction surveys^{xiii}, performed every two years, as well as external conditions by means of the aforementioned Environmental Scan^{xiv},^{xv} to ensure that the College is meeting the needs of the local community and the broader needs of the Inland Empire.

The institution measures and tracks student achievement at a variety of micro and macro levels. Student retention and persistence evaluations along with other key indicators such as the analysis of course length and student success^{xvi}, student success and retention by peer tutor access^{xvii}, as well as Distributed Education success rate by age, ethnicity, and gender^{xviii} are provided to all instructional programs to utilize in the program review and planning efforts. This data enables planning programs and services within the College to make key decisions and achieve and maintain high quality programs that lead to student success.

Other bodies, such as the Curriculum Committee, Academic Senate, Crafton Council^{xix} and related subcommittees, share the responsibility of being stewards of educational quality across the institution. This process allows the College to review and assess its stated Student Learning Outcomes for all programs and uphold its integrity.

In summary, the College has thorough and ongoing processes that keeping all instructional programs, regardless of location or means of delivery, addressing/meeting the mission of the institution and upholding the integrity of the College.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

Crafton is active in range of activities and processes that bring us to the expectation of this standard. These include external surveys, internal surveys, student assessments, planning, regional partnerships, specific programs and ongoing research. Each of these areas is discussed below.

As stated in II.A.1, the Office of Institutional Effectiveness, Research and Planning, reviews and analyzes data regarding the College and the Community^{xx}. The College identifies educational needs through said Environmental Scans^{xxi} (The full scan report can be found at [**Catherine insert link here**]). Data for the environmental scan was compiled and reported on by the Madrid Consulting Group^{xxii}. Data was taken from 23 surrounding zip codes where approximately 90% of Crafton students reside. The results included a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, demographics and population trends, psychographic data, area community colleges and public and private schools, projected high school graduates, employment and job projections, and area business clusters.

The College relies on evaluations of its internal condition, by means of in-house demographic and enrollment data^{xxiii} and student satisfaction surveys^{xxiv}, performed every two years. In the Fall of 2011, The Community College Survey of Student Engagement (CCSSE)^{xxv} was completed allowing the College to compare the College's students with students across the nation in a variety of different areas.

The Accuplacer assessment test is used to gauge student preparedness in English and Mathematics^{xxvi}. As a result of this assessment, 67% of Crafton students place into developmental level English courses and 94% place into developmental level math courses indicating that most Crafton students begin their college careers without the English, reading, and math skills that they need to be successful in college. This is especially the case for math and strongly suggests that strategies need to be developed to strongly encourage students to continuously enroll in math and English, especially when taking into account the research indicating that Crafton students are four times more likely to transfer when they have completed

transfer level math and twice as likely to transfer when they have completed transfer level English^{xxvii}.

All courses and programs are required to identify and assess student learning outcomes on an annual cycle to determine how well students are achieving stated learning outcomes. Faculty members in the discipline areas review the assessment results to determine if outcomes are being met and if instructional improvements need to be made. Institutional student learning outcomes also direct the process of revising course SLO's and inform the program review process as well. All SLO data can be found in each individual program review^{xxviii}

The Crafton Hills College Enrollment Management Plan^{xxix} was developed to address the recruitment, admission, retention, and success of students. The overall goal of the committee is to develop processes and strategies to predict and manage enrollment at the campus and program level. The plan has 5 basic goals:

- Goal 1: Develop an evidence-based Enrollment Management Plan.
- Goal 2: Develop processes and strategies to attract and retain students from initial contact through goal completion.
- Goal 3: Identify and implement strategies to reach college-wide goals for certificate and degree completion.
- Goal 4: Develop strategies to effectively prepare students for transfer and to increase the CHC transfer rate.
- Goal 5: Develop strategies to ensure effective levels of instructional productivity and efficiency while maintaining high quality instruction.

In October of 2011 the Enrollment Management Committee (EMC)^{xxx} decided to use the Accountability Reporting for Community Colleges (ARCC) Student Progress and Achievement Rate (SPAR) data to identify student dropout points and strategies related to student success. In short, the best predictor of achieving any of the SPAR transfer milestones was to successfully complete transfer level math^{xxxi}. The Office of Institutional Effectiveness, Research and Planning presently collects data on enrollment, retention, and success for all mathematics courses. The data is used to inform the dialogue concerning development mathematics courses and to assess progress toward achieving the stated learning outcomes.

Crafton Hills College is an active participant in numerous regional partnerships in the community to better determine student learning needs. Some examples include:

- The California Partnership for Achieving Student Success (Cal-PASS)^{xxxii} -brings together K-12, community colleges and four-year colleges to share information and data. Through Cal-PASS, student data are collected, analyzed and student performance is tracked in order to improve rates of success from elementary school through college.
- The Alliance for Education -is a partnership of more than 800 individuals from business, labor, government, education, and community-based organizations, including the San Bernardino County business community and all levels of public school, who are committed to producing a highly-educated and skilled workforce. Attached is the 2012 Annual Performance Report as the

College was a participant in the “STEMapalooza” outreach event hosted by San Bernardino County School’s Alliance for Education^{xxxiii}.

- The Regional Consortium of District Superintendents which includes pre-school to university-level superintendents and presidents. One project arising from this partnership is the development of a common framework to share data among the partners regarding high school graduation rates, retention, and persistence in order to identify where students are being lost during the transitions from K-12 to colleges and universities.

Programs such as the Left Lane Project^{xxxiv}, which are designed to assist first year , basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College’s dedication to it’s mission. The subsequent analysis entitled, “Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention^{xxxv}” is an ongoing and regular activity.

Other studies and evaluations such as the 2013 “Uninformed & Informed CHC Student Education Goal & Academic Program^{xxxvi}” along with a wide variety of Research & Planning briefs and reports concerning academic success, dashboards, enrollment reports, institutional effectiveness, instruction, student services, and satisfaction surveys^{xxxvii} are common forms of evaluations to ensure student success among the College’s demographics.

Other research data, such as the College’s “Examination of Motivated Strategies for Learning Questionnaire for Use on Accuplacer^{xxxviii}” and “Placement Results and Student Outcomes by Ethnicity^{xxxix}” allow the College to consistently evaluate and monitor its methods and practices. Research on student needs and educational preparedness is incorporated into program planning through the Annual Planning and Program Review Committee^{xl} which conducts a comprehensive review of each unit on a four year cyclical basis and oversees an annual college-wide process, which is conducted by faculty^{xli}.

In summary, Crafton’s work with regard to external surveys, internal surveys, student assessments, planning, regional partnerships, specific programs and ongoing research helps the institution meet the varied educational needs of its students in a manner that is consistent with their educational preparation, diversity, demographics, and economic status. Crafton does this through ongoing research and analysis of student learning needs and assessment of progress toward achieving our published learning outcomes.

Self-Evaluation

The College meets or exceeds this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

The College uses a number of delivery systems and modes of instruction that meet the needs of all students and are compatible with the College's mission, vision, and values. Crafton is active in a range of activities and processes that bring us to the expectation of this standard. These include: traditional instruction, online instruction, committee support/oversight, institutional research, professional development and institutional sharing of best practices. Each of these areas is discussed below.

The primary source of instruction remains the traditional, face-to-face course as the total number of students who enrolled in at least one distance education course in 2012-2013 was 896. However, of these students, 793 (88.5%) also were concurrently enrolled in at least one traditional face-to-face course, and 103 (11.5%) were exclusively online students (Evidence). Online and hybrid courses are offered with twenty-eight sections - spanning fifteen different disciplines^{xliii} for the Spring 2014 semester. In addition, many of the above courses are offered as regular term, short term, late start, and early end courses.

Faculty members determine which courses are offered online, face-to-face, or as a hybrid. A Distance Education Addendum^{xliiii} -an explanation and implementation plan as to how a face-to-face course will translate into an online or hybrid course- is approved by the Curriculum Committee and attached to each online course outline of record. Information obtained from the

The College uses a variety of committees to ensure that delivery systems and modes of instruction are appropriate for each course. The Curriculum Committee^{xliiv} is responsible for reviewing all courses, determining the placement of courses within disciplines, and ensuring that delivery of instruction supports the objectives and content of each course. The content of all new courses are scrutinized and evaluated by the CurricUNET^{xliv} review process. Existing courses are re-evaluated every six years. New courses are evaluated as they are submitted and new courses can only be developed by full-time faculty. This process certifies that proposals are consistent with the College's mission, meet-standard requirements, and follows Title 5 regulations.

The Educational Technology Committee (ETC) works to approve online instructors and matching- instructors with the online courses being offered. The ETC also examines the data of online/hybrid effectiveness in its effort to continually increase retention rates^{xlvi}. As part of the regular assessment of both course-level and program-level student learning outcomes (SLO's), delivery methods are evaluated for their effectiveness in meeting the mission and vision of the College.

Office of Institutional Effectiveness, Research and Planning reviews the success of the delivery method^{xlvii}. The College's Office of Institutional Effectiveness, Research and Planning— conducted a recent five-year study comparing short-term and long-term classes. Results indicated that the success rate of students is significantly greater for short-term courses^{xlviii}. For example,

the success of an average student in a compressed course offered in computer information systems was 8 percentage points higher, in history was 21 percentage points higher, in communication studies was 17 percentage points higher, and in theatre arts was 19 percentage points higher than the success of an average student in a traditional-length course offered in the same subject, respectively. It is therefore imperative that the College continue to offer a wide variety of instruction modalities and choices in length of Instruction while always offering short-term alternatives.

The College's success rate in online sessions has increased from 55% in 2007-08 to 68% in 2011-12^{xlix}. The discussion among the Education Technology Committee concerning delivery systems and modes of instruction continue dialogue which focuses on the drop-out rate and the age of the student – e.g., distance-education students are older and frequently do not have the extra time online coursework demands; and younger students have the time, but not the self-confidence to work without an instructor nearby^l.

The Technology Planning Committee^{li} is reviewing both the College's Educational Master Plan and SBCCD's Strategic Plan as indicators of delivery and instruction needs and as a guide to the development of future strategies including directions, goals and alignment^{lii}.

Professional development has been emphasized at Crafton for several years and places a premium on training around delivery systems and modes of instruction that are compatible with the college curriculum and student learning needs (the Professional Development Committee site can be found at http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development). Most of the professional development activities are organized by the Professional Development Committee. The shared governance committee organized workshops, seminars, flex activities and more to help stimulate professional development in all things pedagogical. The college has recently expanded its commitment to PD by setting aside 0.5 release time for a faculty member to coordinate all PD development activities.

A good example of how teaching methods/modes are shared on campus can be seen in the unique Learning Community^{liii} environment, the delivery method and instruction effectiveness is shared among two or more topics delivered by two or more professors. Early data has demonstrated that students enrolled in Learning Communities have higher success and retention rates (73.8 success rate compared to 64.9 while retention rates were 92.3 compared to stand alone instructor courses which were 86.1) when compared to rates of students enrolled in traditional courses in most disciplines^{liv}.

In summary, The College uses a number of delivery systems and modes of instruction that meet the needs of all students. Crafton does this with traditional instruction, online instruction, committee support/oversight, institutional research, professional development and institutional sharing of best practices. This helps Crafton meet the objective of their curriculum and the learning needs of their students.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

Crafton employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include: SLO development, SLO assessment, result dialogue, program improvements, and ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Crafton Hills College has developed Student Learning Outcomes for all Courses, Programs , Degrees and Certificates, as well as Institutional Learning Outcomes for six overarching areas^{lv}. All student learning outcomes can be found in each planning and program review plan^{lvi} The College has instituted a campus-wide Institutional Assessment Plan. This plan includes an annual calendar intended to guide the outcomes assessment process^{lvii}. Results of the Outcomes assessment at the course and program levels are integrated both into the Program Review and Annual Planning process, and are then used to make decisions regarding program modifications. The Office of Institutional Effectiveness, Research and Planning -regularly publishes the most current completed outcome assessment results for courses and and program outcome results^{lviii} in order to promote data driven decision making for outcomes at any level.

Faculty in instructional areas are responsible for determining the student learning outcomes and assessment strategies. Examples of such strategies include: pre/post tests, attaining skill level, tracking progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings, as well as program meetings. These dialogues focus on program elements that are successful as well as the identification of gaps in student learning that need to be addressed. Improvement strategies are documented within the SLO improvement cycle, and also are reported on Program Review and Planning documents. Programs in the Career and Technical fields have additional accrediting boards that require annual accountability measures, and undergo more scrutiny with regard to student success in preparing graduates for entry into their respective professions.

Dialogue regarding the degree to which course, program, and institutional assessments to improve student learning at all levels occurs at Program and Department meetings; College In-Service Days; Academic Senate; Classified Senate; College Hour Workshops; Planning and

Program Review, committee dialogue, and participant feedback; Educational Master Planning Committee; Crafton Council; Professional Development; and Outcomes Committee. Examples of how dialogue has resulted in improvements are as follows:

Chemistry: Assessment of lab skills across multiple courses. Benchmark set and student performance tracked^{lix}.

Spanish: Use of data to increase vocabulary content in Spanish 101 and 102^{lx}.

Communication Studies: Data used to determine student's perceived ethnocentrism and results indicate lower rates of ethnocentrism upon completion of the course^{lxi}.

The English and Reading Departments have revised pre-collegiate English to include a reading component. Reading and English pre-requisites are now co-requisites, taken together, shortening the amount of time to complete pre-collegiate English from three to two semesters.

In the 2013-14 academic year, Crafton focused considerable effort on improving program level SLO assessment (The minutes related to this deliberation can be found at [[Catherine insert link here](#)]). The first steps taken were in the fall of 2013, when the campus assessed the quality of SLOs and found a gap at the program level and decided to improve the level with a series of improvements.

There are 391 active courses in the college catalog of which, 16 are cross-listed courses. This provides students with 375 courses that are offered on a semester schedule with some rotation between semesters. - One hundred percent of courses have documented student learning outcomes. 249 of the courses, or 66.4%, participate in ongoing assessment of learning outcomes^{lxii}. The College is working to increase this number of ongoing assessments.

There are 43 active college programs that include certificates and degrees.. 100% of these active college programs have defined and documented student learning outcomes. 20 programs, or 46.5% participate in ongoing assessment of learning outcomes^{lxiii}.

There are 16 student support activities identified for SLO implementation. 13, or 81.3%, have defined and documented student learning outcomes and participate in ongoing assessment of learning outcomes^{lxiv}.

One improvement was the clear articulation of roles and responsibilities. Crafton settled on the following:

Position	Role/Responsibility
IEAO Committee	Oversee the assessment process; Contribute to institution and GE assessment
Faculty	Lead on all professional work surrounding process (no technical or clerical work)
Academic Senate	Oversee faculty roles and responsibilities; Contribute to institution and GE assessment
IER&P Office	Support process with technical and clerical work
SLO	Liaise between faculty and IER&P; Emphasize program level

Coordinator	assessment support
Program Review C	Oversee program level assessment (program as defined by program review process)
Deans/Directors	Oversee process in respective areas; Contribute to assessment
VP Instruction	Secure resources for support; Oversee process; Contribute to assessment

Another improvement was the development of a program level SLO process. The goals of the adopted process are to provide meaningful information to faculty/community about student learning; genuinely acquire deep knowledge about student learning at CHC; tie course, program, division and institution level data together and minimize compliance-driven motivations. Leverage as much existing data as possible (MIS data, GPA, student evaluations, etc.). Integrate new data collection into existing processes whenever possible (student engagement survey, student satisfaction surveys). Agree on common database (back-end solution). Provide data input support through IER&P Office. Agree on common course-level data format.

In summary, Crafton employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include: SLO development, SLO assessment, result dialogue, program improvements, and ongoing improvement of the process, especially as it relates to program level SLOs. Each of these areas is discussed below.

Self-Evaluation

The College meets the Standard.

Actionable Improvement Plans

The College needs to continue work on consistently assessing outcomes within each course as planned as well as efforts on completing assessment cycles consistently, and reassessing all improvements identified. In addition, the College needs to:

- Complete/continue the assessment of all course level SLOs, program level SLOs and institution/GE level SLOs

A.2 The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

Crafton uses a range of tactics and processes to make sure all instructional courses and programs meet the college's academic standards. Tactics include: the Education Master Plan, Program

Review, federal and state grants, College Committees and the Instruction Office. Each of these areas is discussed below.

Crafton Hills College's Educational Master Plan^{lxv} provides a vision and roadmap to shape the college's educational programs and services, in support of student success. The College, in partnership with the SBCCD district, undertakes periodic environmental scans^{lxvi}, and uses the data to guide decisions regarding the development of programs that will service the east valley and the Inland Empire -. The College offers collegiate, transfer, developmental, and pre-collegiate courses and programs; career pathway programs for public safety and health services programs^{lxvii}; a small study abroad program in partnership with a community college consortium^{lxviii}, and contracted partnerships with external entities, such as San Bernardino county emergency response services for continuing education for Fire fighters and paramedics; and most recently, a contracted agreement with Brandman University to begin offering Graduate courses in Educational disciplines (evidence).

The College has instituted a program review process^{lxix} that ensures that all its courses and programs are aligned with the college mission and vision. As part of the program review process, faculty and departments assess the quality of its courses and programs, make decisions about program quality, and identify areas for improvement.

At the institutional level, the program review process identifies programs that are exemplary, healthy with specific concerns, or distressed with targeted follow-up among distressed programs to address quality issues.. Faculty, in consultation with departments, deans and shared governance committees, have developed new courses to meet the needs of all students, and in consultation with deans shared governance committees, established new academic programs. Examples include the expansion of language programs including ASL, Arabic, French, Japanese, and new certificates in the career technical education division^{lxx} including Emergency Medical Technician (I/EMT), Mobile Intensive Care Nurse, Emergency Medical Technician Paramedic, and California Fire Officer Training.

Additionally, the college has successful in securing grants from outside sources, in particular, US Dept. of Education Title V, Title V Co-Op, and STEM Pathways grants^{lxxi} to develop the college's capacity to establish new programs and curriculum to address the evolving needs of its students. A total of sixteen Transfer Associate Degrees (AA-T & AS-T) have been developed in the disciplines of Anthropology, Business Administration, Early Childhood and Elementary Education, Communication Studies, Computer Science, English, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Sociology, and Theater Arts.

Several shared governance committees at Crafton are directly and actively involved with assuring the quality of courses and programs.

The Educational Technology Committee^{lxxii} is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses. Individual Academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course

approval process^{lxxiii}, that includes an online readiness quiz^{lxxiv} and a hands-on skills demonstration. Courses that are approved to be offered online are also required to be submitted for course modification approved through the Curriculum process.

Academic Senate

The Academic Senate (http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate) adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as “rely primarily on” items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas. These areas include matters that are central to course and program quality.

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon

Curriculum Committee

The Curriculum Committee (http://www.craftonhills.edu/Faculty_and_Staff/Curriculum) approves all courses and programs at the College. The committee uses Curricunet to manage the approval process, holding each course and program to an agreed upon set of College standards.

Professional Development Committee

The Professional Development Committee (http://www.craftonhills.edu/Faculty_and_Staff/Professional_Development) places a great deal of emphasis on teaching practices. The training they offer in this area has a direct impact on the quality of Crafton’s courses and programs.

Chairs’ Council

The Chairs’ Council (http://www.craftonhills.edu/Faculty_and_Staff/Committees/Chairs_Council) is a standing committee of all department chairs. This group regularly discusses the quality of programs, focusing on issues that need to be addressed for overall program improvement.

SSEEMM Committee

The SSEEMM Committee (http://www.craftonhills.edu/Faculty_and_Staff/Committees/SSEEMM_Committee) has been

instrumental in implementing the Student Success Act and launching innovative programs that help improve college courses and programs. A good example is the development of the Left Lane Project^{lxxv}. This program is designed to assist first year, basic skills college students to navigate through college processes and provide academic support services that encourage increased retention and persistence rates, demonstrate the College's dedication to its mission. The subsequent analysis of its effectiveness^{lxxvi} is a regular activity. Programs such as SOAR^{lxxvii} refers to new Student Orientation, Application, Assessment, Advising and Registration. SOAR provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, academic support, and a first year Student Education Plan (SEP).

Finally, the Office of Instruction plays an active and critical role in maintaining academic quality at the program and course levels. The Office reviews all proposed curriculum, submits curriculum for CID approval through the state and oversees much of the matriculation process with the CSU and UC systems. At the program level, all chairs report to the VPI through the academic deans and are expected to maintain high levels of academic excellence in their programs. This is monitored closely through program review and several of the processes discussed above.

In summary, Crafton is passionate about course and program academic quality. The College has a comprehensive approach, including Education Master Planning, Program Review, federal and state grants, College Committees and the Instruction Office to meet these academic standards.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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.

Descriptive Summary

Crafton is committed to SLO assessment at the course, program and institutional level. This was thoroughly documented in II.A.1.c. This centrality of faculty in this process is widely recognized at Crafton and institutionalized through several committees and processes include: the Academic Senate, Curriculum Committee, annual planning, program review and SLO assessment. Each of these areas is discussed below.

Recognizing the role of faculty as central to establishing quality and improving instructional courses and programs starts with the Academic Senate (http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate). The Senate adheres closely to the 10+1 guidelines stipulated by Title 5 and SBCCD Board policy. All 10+1 have been codified as “rely primarily on” items, where the District is to rely primarily on the advice of the Academic Senate in the 10+1 areas.

1. curriculum, including establishing prerequisites and placing courses within disciplines;
2. degree and certificate requirements;
3. grading policies;
4. educational program development;
5. standards or policies regarding student preparation and success;
6. district and college governance structures, as related to faculty roles;
7. faculty roles and involvement in accreditation processes, including self-study and annual reports;
8. policies for faculty professional development activities;
9. processes for program review;
10. processes for institutional planning and budget development; and
11. other academic and professional matters as are mutually agreed upon

The rely primarily language in these areas is taken very seriously by the Vice President of Instruction and Academic Senate President. It is discussed frequently between the two in their standing meetings.

Faculty create, develop, and evaluate all courses, programs, certificates, and degrees with the support of instructional administrators and staff. The Curriculum Committee^{lxxviii} is a sub-committee of the Academic Senate, charged with overseeing the approval and deletion of courses and programs, the modification of courses and programs, the periodic review of course outlines, the review of degree and certificate requirements, the approval of modifications to degree and certificate requirements, the approval of prerequisites and co-requisites, and Distributed Education components.

The Curriculum Committee has developed documents to guide faculty in the creation and modification of course outlines. These documents include the Guide to Authoring and Approving Course Outlines^{lxxix}, the Six-Year Review criteria and instructions^{lxxx}, the CurricUNET user’s guide^{lxxxii}, and faculty checklists^{lxxxiii} for correctly developing course outlines. This year, the committee also created a document detailing^{lxxxiii} the components of the approval process that are the purview of the administrators and support staff.

Faculty members lead the efforts of the review and evaluation process for all courses, certificates, degrees, and programs. The program review process^{lxxxiv} that has been established and refined over the past few years provides faculty with a systematic method of assessing curriculum and programs.

The Planning and Program Review (PPR) committee is composed of faculty, administrators, classified staff, and a student representative. To continue guiding faculty in the evaluation of their academic programs, the PPR committee developed a handbook^{lxxxv} that details the entire program review process. Faculty are tasked with completing a comprehensive review of academic programs every four years, with less comprehensive annual plans submitted in intermittent years.

After program review documents are submitted, the PPR Committee evaluates them using two rubrics. One assesses the quality of the - document, and the second, evaluates the program itself^{lxxxvi}

As stated on page 27 of the Planning and Program Review Handbook “After the evaluation of all units in a given cycle is complete, the PPR Committee prepares a Summary of Program Health and Effectiveness package, and the co-chairs submit it to the President,” Every unit submits a Four-Year Action Plan containing goals, objectives, actions, and resource requests, regardless of whether it is performing a full program review or is engaged in the annual planning process. These plans are an important component of developing institutional priorities each year. The unit-level objectives, with any associated resource requests, are rolled up successively into consolidated lists at the Division, Area, and College levels.

Faculty members and department colleagues are responsible for identifying appropriate outcomes and assessments. Issues of instructional quality, student learning, and program improvement are addressed and documented in the planning and program review process. For academic programs, this process is entirely faculty driven.

As part of the institution’s commitment to a transparent, faculty-driven assessment process, the CHC Institutional Assessment Plan was established^{lxxxvii}. This plan includes a 5-step model of assessment, the fifth step of which includes department faculty interpreting assessment data to develop changes that would improve future student learning.

Several areas have used the Planning and Program Review process to initiate change within the programs. For example, in the 2011-2012, the English department was recognized for having submitted an exemplary program review^{lxxxviii}. Faculty within the English department saw the need to better streamline the curriculum leading students to college level composition (English 101) that led to the implementation of and accelerated curriculum designed to help move students through - basic skills courses faster, and norming grades to strengthen the effectiveness of instructor grading - to increase student readiness for subsequent - writing courses.

Additional examples of how the assessment cycle and the program review process - informs program changes can be seen in program assessment reports^{lxxxix, xc, xci}.

Course/program quality assessments rely on faculty expertise in a number of ways. Program reviews and annual plans of all instructional units are entirely faculty driven. All course and program concerns including the approval and deletion of courses/programs, course/program modifications, etc., are voted on solely by voting faculty members of the Curriculum Committee -. There are professors on the Planning and Program Review (PPR) Committee to ensure that

faculty constituents are represented and faculty voices are included in the oversight of the assessment process.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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. e 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.

Descriptive Summary

Crafton relies on faculty expertise and the assistance of advisory committees to identify competency levels and SLOs, regularly assessing student progress toward achieving those outcomes through a variety of approaches. Section A.1.c details the SLO process, and Section A.2.a details the reliance on faculty expertise. These sections are directly relevant to this subsection, but will not be repeated here. This section will address the use of advisory groups and the processes Crafton uses to track progress.

Advisory groups . . . (June write)

While faculty expertise (see section A.2.a) and advisory groups set the standards for learning, a wider range is involved with assessing and tracking the degree to which students meet the learning standards. For a number of years, Crafton has tracked completion and persistence rates for courses, certificates, degrees and transfer readiness. This has been part of the institution at least since the state Chancellor's office started the Score Card reporting process (originally known as ARCC). AB1417 (the legislation behind ARCC) passed in 2004 and was implemented at Crafton Hills college by 2006 (Click here to see the first ARCC report from Crafton presented to the Board of Trustees Catherine find link).

This kind of data (success and completion data) has been incorporated into the annual planning process for all departments. The Office of Institutional Effectiveness Research and Planning conducts the analysis and drops the data into the annual reports for each department. From there, each Department is required to respond to the data. A good example of an annual plan with success and completion data can be found here (Catherine find link). By incorporating this data into the annual planning process, a larger campus dialogue around learning transpires.

In 2012, the SSEEM committee added a series of momentum points to the tracking data. Examples include 30-unit completion rates, fall-to-fall persistence rates, basic skills completion rates. These tracking metrics have been discussed across campus (click here to see minutes from SSEEMM where momentum points have been discussed [Catherine find link](#)).

Crafton has recently made an institutional commitment to assessing student progress by integrating the idea of “advance” into the new mission statement and promoting this idea across campus through the Engage-Learn-Advance campaign (click here to see poster Catherine find link).

The definition we have adopted as a campus for “Advance” applies to students and employees, calling attending to goal setting, goal progress and goal completion. (Click here to see where Crafton Council official adopted the Engage-Learn-Advance framework [Catherine find link](#))

	Students who are advancing . . .	Employees who are advancing . . .
Goal Setting	<ul style="list-style-type: none"> • Establish academic goals (e.g. major, transfer, etc.) • Establish career goals • Establish personal development goals 	<ul style="list-style-type: none"> • Establish professional goals • Establish personal development goals
Goal Progress	<ul style="list-style-type: none"> • Proceed along a curriculum pathway • Make career preparations • Complete milestones in personal development 	<ul style="list-style-type: none"> • Proceed with professional development toward professional goals. • Complete milestones in personal development
Goal Completion	<ul style="list-style-type: none"> • Finish their academic program(s) • Apply for the next level (transfer, employment, etc.) • Reach their personal development goal(s) 	<ul style="list-style-type: none"> • Reach their personal development goal(s)

Crafton is currently in developing a process to comprehensively measure the extent to which students advance with the development of three essential tools:

Degree Audit

In the 2013-14 academic year, Crafton purchased and installed the Degree Audit solution from Elucian. The software allows the college to track each individual students’ progress with respect to the student’s declared educational goal (e.g., major). In the summer and fall of 2014, Crafton build the backend data (e.g., degree requirements) needed to make the program operational.

Ed Planning

In the 2013-14 academic year, Crafton purchased and installed the Ed Planning module from Elucian. The software integrates with Degree Audit to create an ed planning tool that students and counselors/advisors can use to develop comprehensive education plans for each student. With this tool, students can monitor their progress toward their educational goals and explore other education goals and how their completed course work would impact the new goals being explored. The tool can be used by students alone or in companion with their counseling sessions.

Student Profile

In the 2013-14 academic year, Crafton started in on the development of an in-house solution known as the Student Profile. This tool will report Engage-Learn-Advance metrics to the individual student in a dashboard style reporting tool. The “Advance” related analytics in particular will help each student and the college in general track the extent to which they are completing their degrees. The “Learn” related analytics will help each student and the college in general track the extent to which students are learning. The “Engage” related analytics will help each student and the college in general track the extent to which students are connecting with the institution.

In summary, Crafton identifies competency levels and SLOs, regularly assessing student progress toward achieving those outcomes through a variety of approaches, including a well developed SLO process, faculty input/engagement, advisory input and a growing range of tracking systems.

Self-Evaluation

The College meets the Standard

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton maintains high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning across all programs through a range of programs and process, including: the faculty interview process, pedagogical innovation, program review, the campus culture, the Education Master Plan, assessment of student learning outcomes and the Ed Tech Committee. Each of these is discussed in detail below.

At Crafton Hills College, the maintenance of quality instruction and instructional programs through appropriate breadth, depth, rigor, sequencing, time for completion and synthesis of learning begins in our interview process with potential faculty that stresses and scrutinizes pedagogy. Upon employment, regular student evaluations assess the quality of instruction and are used as the basis for dialogue concerning improvement. The College culture embraces ongoing discussion of instructional techniques. The Office of Institutional Effectiveness routinely analyzes strategies and evaluates quality of instruction through its Academic Success studies^{xcii}. In addition, courses are analyzed to determine if prerequisites, corequisites, and advisories on recommended preparation is in order^{xciii xciv},

There are pockets of pedagogical innovation demonstrated across campus. Some examples include: SIM Center, Learning Communities support, STEM teaching techniques, Co-curricular collaboration, and the Honors program. Each Spring the Crafton Hills Communication Studies

department hosts the Southern California Communication Studies Speech Educators Forum designed to enhance the quality of instruction in this discipline. In regards to distance learning, the online teaching certification process requires demonstrated online skill levels before online courses can be taught. Professional Development activities develop teaching skills across the faculty.

The program review process holds each department to very high levels of accountability to ensure quality instruction and academic rigor^{xcv}. Departments are accountable to achieving the objectives stated within the program review and completing SLO cycles in a regular and consistent manner. Regular semester in-service days focus on pedagogical techniques and strategies^{xcvi}. The College Enrollment Management Plan is built around program demand^{xcvii}. Division chairs and administrators work together with the Enrollment Management Plan to effectively provide the necessary courses that students need in a two year cycle for a realistic time for completion.

The College culture embraces dialogue around program excellence and planning; this is demonstrated in the types of training offered that encourages conversation around teaching excellence^{xcviii}. The Office of Institutional Effectiveness is currently developing a unit profile tool that will measure every program with the same data set.

The College Educational Master Plan (EMP), builds upon the College's Mission, Vision and Values, and incorporates the aspects of the Strategic Plan that are relevant to the College, and is envisioned to be symbiotic with other vital planning documents: the College, District and State budgets; local, state, and national employment, training, and vocational trends; an environmental scan of the District service area, the Measure M and Measure P bond construction plans; the Facilities Master Plan; the goals of grants that have been awarded such as our transfer-oriented Title V grant for strengthening Hispanic Institutions; our Accreditation Reports; and Program Reviews generated by each program and department of the College.

Maintaining a high degree of consistency with Program SLOs and Review is essential in maintaining consistency, quality and rigor. Outside accreditation drives some of the program accountability, particularly in CTE areas. The Curriculum committee has a formal review process that captures program development issues.

TMC (CSU transfer programs) development process has done this for 20 degrees.

The Educational Technology Committee is primarily responsible for the oversight of the development and implementation of Distance learning courses, which include online, Hybrid, Web-mediated and Telecourses. The committee membership includes faculty who have years of experience in online teaching, and they direct the dialogue about DE Program quality. They provide guidance and support for distance learning offerings while the San Bernardino Community College District Technology Services provide workshops on Blackboard CMS software, for all online instructors. CHC is currently looking at online demand from students for schedule development as part of the College's growth strategy. Ongoing dialogue around infrastructure needs and requirement (Blackboard, tablets, Turnitin, smart classrooms, etc.) has taken place at the campus level in Academic Senate, as well as the District level with regard to

appropriating resources to implement and maintain the software infrastructure to support DE offerings. Individual Academic departments/disciplines are responsible for ensuring that online course offerings are of appropriate depth, breadth and rigor, consistent with face-to-face course offerings. Online faculty certification requires the completion of the course approval process, that includes an online readiness quiz^{xcix} and a hands-on skills demonstration. Courses that are approved to be offered online are also required to be submitted for course modification approved through the Curriculum process

In summary, Crafton is able to maintain high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning across all programs by sustaining a range of approaches, including: the faculty interview process, pedagogical innovation, program review, the campus culture, the Education Master Plan, assessment of student learning outcomes and the Ed Tech Committee. Each of these is discussed in detail below.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This can be found by looking at the methods used in Crafton classrooms and by looking at the systems Crafton uses to sustain this effort, including: the student engagement survey, specific research conducted the Office of Research and Planning, assessment of students, CTE and industry standards and the DE approval process.

Faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. Lecture is the most common methodology used while various technologies such as Clickers, PowerPoint presentations, and websites such as www.Pollevywhere.com^c -used in coordination with students personal mobile devices- are some of the ways the College addresses the diverse learning needs of its students. These technologies and use of small group discussion help to make the lecture more varied and applicable to a wider range of learning styles.

Instructional programs utilize a variety of delivery modes and teaching methods in the face-to-face, hybrid, and online courses. Online and hybrid instruction is provided by Blackboard. An online quiz^{ci} is provided for all students to assist in the decision as to where an online course is right for their particular learning style. In addition to these methodologies, learning communities are also available at the College.

In order to better understand the characteristics and preferences that influence student engagement and ultimately learning, the College has conducted several years of the Community College Survey of Student Engagement (CCSSE)^{cii, ciii, civ}. The College Success Factors Index has been used in first-year student learning communities and Crafton Hills College courses dating back to the 2007-2008. In the 2013-2014, the College has adopted a method of “rolling up” course level SLO assessment data, that will provide new insights to help us understand learning at the program and institutional and level. Rolling-up SLOs refers to the process where all of the outcomes assessed and reported for the year in the program review are combined for the entire college. This is the first year the College was able to do this and all of the information is available in the Program Review Web Tool^{cv}. This is one of the tools the College uses to track and map learning outcomes.

The College’s Institutional Effectiveness, Research and Planning Office provides the campus with a variety of measures that demonstrate the College’s effectiveness in meeting the needs of students^{cvi}. Since 2005, the College has been active in applying for and securing grants to address the needs of students in the areas of developmental education, transfer preparation, Science, Technology, Engineering and Mathematics (STEM) and pathways to college & career success. The College has secured a new title V grant to meet the learning styles of Hispanics in particular. The College brings in professional experts to provide assistance and direction to its faculty to meet the changing and diverse learning styles of students^{cvii}.

Assessment of students is conducted primarily by instructors, and colleagues in their departments and divisions. Many instructors offer diverse modes of assessment methodology including objective testing, essay writing, and direct skill observation. A variety of delivery methods are employed including: lecture, collaborative learning, online, experiential, self-paced, and learning communities.

In the case of Career and Technical Education, methods are defined by industry standards. In addition, Disabled Student Programs Services (DSPS) provides services to students and faculty relating to providing accommodations that aid assessment for students with learning disabilities.

[Keith write--Discuss how disaggregated data is shared across campus to stimulate a higher conversation around diversity and learning]

To ensure the effectiveness of the distributed education program, Crafton Hills College has adopted an approval process for courses which are taught through alternative modalities (e.g. online or hybrid). A separate course approval process is required by Title V, Section 55206, which states, “if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district’s adopted course approval procedures.” As a result, faculty and/or departments interested in developing an online/hybrid course are required to submit the course for DE delivery through the curriculum approval process. A [DE Addendum](#)^{cviii} to a course can be submitted to accompany a new course, as a part of the course modification process, or alone using the “DE Addendum Only” function in the CurricUNET system.

The Educational Technology Committee is charged with the oversight of the quality of distance education courses and performs routine evaluations^{cxix}. The committee meets regularly throughout the academic year, and reports to faculty via the Academic Senate.

As part of the process for certifying courses for distance learning, the Educational Technology Committee evaluates the methods to be used for assessing student learning. This is done via a checklist to ensure that the course has all the required elements to be successfully taught online^{cx}. The processes that address instructor readiness for online teaching^{cxii}, and course approval are accompanied by a series of checklists that ensure appropriate accommodations for students with a variety of learning styles and needs.

In summary, Crafton is committed to using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This commitment can be found by looking at the methods used in Crafton classrooms and by looking at the systems Crafton uses to sustain this effort, including: the student engagement survey, specific research conducted the Office of Research and Planning, assessment of students, CTE and industry standards and the DE approval process.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. This is done through processes associated with program review, student evaluations, the Education Technology Committee and the Curriculum Committee. Each of these is discussed in detail below.

All programs, both instructional and service programs, at Crafton Hills College previously underwent a systematic program review process^{cxii} every 3 years. However this process was recently modified to occur every 4 years starting in the 2013-14 academic year with an annual planning update in each intervening year. The core purpose of this review is to evaluate the efficacy of each course and program component and to assure that each component contributes to student success in a way that aligns with the College's mission, vision and values^{cxiii}. A handbook has been developed to assist faculty and staff in this process^{cxiv}.

The Office of Institutional Effectiveness, Research and Planning provides each program a comprehensive collection of effectiveness measures from which to make evaluative decisions about the strategic direction of the program and program objectives^{cxv, cxvi}. As part of the program review process, each unit is expected to conduct a comprehensive review of each program it offers to students, to evaluate how those programs align with the mission and strategic directives of the College, and, to evaluate how the courses offered to both promote the successful completion of programs and degrees within one's own department, and to support students who pursue programs in other departments (e.g. completion of prerequisite coursework for other programs

Student Evaluations are conducted annually and compiled by the Office of Institutional Effectiveness, Research and Planning. All online course offerings are required to have a Distance Education addendum to the course outline of record, and undergo the 6-year review, in accordance with the Curriculum Review process.

In addition, individual instructors/departments assess the student learning outcomes for their distance learning courses and discuss the results for the purpose of potentially instituting change to meet the relevance, appropriateness, and achievement of these learning outcomes. Course and program improvements are reported and summarized in the Unit's program review/planning documents. Student success data are also provided as part of the regular review of course effectiveness in the annual planning process.

Program relevancy is established through the Program Review process, in consultation with shared governance committees such as the Crafton Council, and Academic Senate. Student learning outcomes, as well as Service Area Outcomes have been identified for all programs and undergo annual assessment. The process and results are summarized on Program review documents^{cxvii}, and inform programmatic changes designed to address student learning needs, and bring about improvement. Student learning achievement drives the planning process. Changes to courses and programs are designed to address the quality of student learning, and to specifically address learning needs.

Since the 2008 Self-Study, the College has undertaken rigorous efforts to systematically improve the review process, and provide guidance and support for program units undertaking program review. This improvement has resulted in stronger program health and overall improvement in the student experience at the College as evidenced by campus student satisfaction surveys^{cxviii}. The process includes identification of outstanding programs, programs that are strong with some minor concerns, and programs that are in need of significant improvement. The program review and planning process culminates in the identification of program objectives which are prioritized in accordance with the mission, vision, values and needs of the institution^{cxix}.

The program review process includes criteria that addresses relevancy of program components, appropriateness of program measures, achievement of student learning outcomes, currency of curricular and co-curricular elements, as well as future planning for each program. Instructional as well as non-instructional programs at the College undergo the same process concurrently each year, with rubrics that are appropriate to instructional^{cxx} and non-instructional areas^{cxxi}.

All program review documents include prioritized objectives and resource requests that are included in the budget prioritization process conducted by the Planning and Program Review committee. The program review documents detail continuous quality improvements in programs across the campus^{cxxii}, ^{cxxiii}. Each year, every program unit on campus completes an annual plan document to update-progress on program goals, objectives and initiatives, and documents continuous quality improvements to their programs.

The relevancy of all programs, including those in Distance Education mode, are evaluated as part of the program review process. The Education Technology committee also discusses issues of program quality and relevancy in its scope, though it does not supersede the department's authority. While the College largely believe they have met this standard with regard to traditional course offerings, the evidence for DE offerings lags behind, and minutes for the Educational Technology Committee is missing for the last several years.

Kim write--Curriculum Committee reviews all course curriculum on a six year cycle.

In summary, through program review, student evaluations, the Education Technology Committee and the Curriculum Committee, Crafton Hills College is able to evaluate all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

The College understands and participates in ongoing and integrated planning at several levels and scales. All program units participate in the Planning and Program Review process at Crafton Hills College^{cxxiv}. Student Learning Outcomes are measured at the institutional level as well as at the program and course level. The Planning and Program Review Process is described thoroughly and tutorials and help are available throughout the planning process^{cxxv}. The institution has a well-integrated comprehensive evaluation plan in place that encompasses all tiers, from the program level down to the individual course^{cxxvi}. All credit courses are reviewed at least once every six years, and are checked for currency of content, alignment with the program, and appropriateness of objectives and student learning outcomes. Outcomes and

objectives are submitted as part of the evaluation process. Program Review, long-range and annual plans are part of a comprehensive process tied directly to the College educational master plan and mission statement. The Program Review process requires that each program, -most often a discipline or department- conduct a program review at least once every four years. Career and Technical Programs are evaluated every two years. Annual Plans occur every year when there is no Program Review. Standards of the Program Review encompass measures such as program access, purpose relative to the college mission, student learning outcomes (SLOs) and perceived strength and weaknesses in relation to the SLOs, student success, program innovations, program improvements, and trends and plans associated with the discipline or program.

The Planning and Program Review process provides the foundation for budgeting decisions at the College. Student Learning Outcomes (SLOs) and Institutional Level Outcomes (ILOs) have been created by almost all programs and departments, and the data is analyzed and used by the respective programs for improvements in student learning. Planning and Program Reviews are evaluated by the PPR Committee, and the committee has developed rubrics for measuring progress and identifying areas that need attention in specific programs^{cxxvii}. The Office of Institutional Effectiveness, Research and Planning Department of Crafton Hills College has surveyed, collected and evaluated multiple sets of data to improve student learning across the disciplines. This data is made available in the research website as part of the publication “Did You Know”^{cxxviii}. Some examples of such research include the success rates of African American and Hispanic male students^{cxxix}, success of low income students^{cxxx} and the relation between course length and student success^{cxxxi}.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

Several programs at Crafton use assessment tools and/or common exams in entry level or pre-requisite courses where there is more than a single class section offered. The Computer and Information Systems (CIS) Department developed student learning outcomes that have been assessed across all sections of the foundation course CIS 101^{cxxxii}. The results enabled the department to make changes to their curriculum to improve student success. The Mathematics Department developed and implemented a common final exam that includes the pertinent SLOs for two developmental courses, Math 942 (Arithmetic) and Math 952 (Pre-algebra) that included multiple assessment methods to allow for different learning styles.

The English Department has been using research papers to evaluate student learning outcomes in ENGL 101, which are read by the individual instructors teaching the subject. A rubric is utilized by all full-time English Faculty scoring the research papers. The Child Development program utilizes common quizzes and exams in several introductory classes in conjunction with assessing their student learning outcomes^{cxxxiii}.

Self-Evaluation

Crafton Hills College uses departmental course and/or program examinations. These examinations validates their effectiveness in measuring student learning and minimizes test biases. The course program exams used by the CTE programs are provided by either the state or nationally recognized testing companies. The exams are validated and used to evaluate the effectiveness of instruction and the achievement of SLO's.

Actionable Improvement Plans

None

A.2.h The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

The College awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Self-Evaluation

Crafton Hills College faculty and administration ensure that credit awarded is consistent with generally accepted norms in higher education. All of the College's course outlines of record contain SLO's. Faculty modify instructional strategies as a direct result of outcomes. A student's achievement of the stated SLO's is a factor in determining the student's success.

The College meets this Standard.

Actionable Improvement Plans

None

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

Descriptive Summary

Crafton Hills College has program-level SLO's in place for all programs leading to a certification or degree. The courses within each program are fulfilling these program level SLO's and are being assessed on a four year schedule. When students pass the required courses for their degrees or certificates, they are achieving program level SLO's.

Self-Evaluation

Crafton Hills College has implemented institutional, program, and course level SLO's and outcomes are assessed on a four year schedule.

The College meets this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

A faculty developed rationale for general education can be found on pages 59-61 of the College Catalog^{cxixiv}. Specific fields of knowledge are identified from that general education rationale: Natural Sciences, Social and Behavioral Sciences, Humanities and Fine Arts, Language and Rationality, and Health and Wellness. In each of those fields of general knowledge, specific courses are identified as fulfilling the general education requirement.

Self-Evaluation

The General Education Philosophy, which was adopted in 2007, is stated in the College catalog^{cxixv}, (page 61) and frames the General Education course pattern. Part of this language includes: "General Education courses provide a fundamental learning foundation for all instructional programs offered by the college. These courses are designed to stimulate the student's intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student's awareness of societal concerns and the responsibilities of citizenship. All programs leading to the associate degree include a general education component."

The required areas of general education which include Reading Proficiency, Writing, Mathematics, Biological Sciences, Communication Studies, History, Political Science, Social and Behavioral Sciences, Critical Thinking, Health Education and Humanities correspond to the basic and essential skills and knowledge required by the State of California for students completing the requirements for an associate or transfer degree.

All course offered under general education have updated SLO's in place and part of an annual assessment for review.

The College meets this Standard.

Actionable Improvement Plans

None

- 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.**
- 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.**
- 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.**
-

Descriptive Summary

General Education requirements for all Crafton Hills College students appear on page 58 of the 2013-14 Crafton Hills College Catalog^{cxxxvi}. As required both by accreditation standards and by California Code of Regulations (Title 5 §55063(b)), all students must complete classes in Natural Sciences, Social and Behavioral Sciences, Humanities (including the fine arts), and Language and Rationality (this category includes courses in English Composition and Communication and Critical Thinking). A review of the College catalog and schedule of classes illustrates that students have a wide and rich range of classes from which to choose. All students who seek to complete a degree must complete the College's general education requirements, the College is increasingly viewing general education as one of the pathways to which the College must pay particular attention.

The institution relies on the expertise of Faculty in determining the appropriate content and methodology of courses that are included in the General Education course pattern. The Curriculum Committee is the body which determines whether a course is appropriate for inclusion in the General Education course pattern. The Academic Senate, relying on the broad expertise of its body of faculty, reviewed the General Education Philosophy with respect to its relationship to Institutional Learning Outcomes.

Academic departments conduct their own curricular review of courses that are included in the G.E. pattern as part of their overall Program Review. There is an expectation that students completing those courses are able to demonstrate their achievement of the GE SLO for that area, in addition to related course-level SLOs.

Rubrics for each General Education SLO were developed in 2008. These determine the criteria under which student achievement of GE Outcomes will be judged. In the of Fall 2013, the college discussed and approved a strategy to "Roll-up" course-level assessment data as a means of carrying out assessment of GE outcomes. To accomplish this, the

college adopted a campus-wide standard 4-level rubric to ensure that consistent and comparable data can be collected across all courses.

The Educational Technology committee reviews all distance education courses to ensure that the course offering meets the same rigorous standards as the traditional face-to-face course. The Curriculum Committee also reviews online course offerings to ensure consistency with face-to-face courses. Instructors/Departments must submit a distance education (or DE) Addendum for approval before a course can be offered online.

The College has made continual efforts to define and refine its approach to cultivating ethics and citizenship qualities in its students. This work began with the convening of the GE task force in the Fall of 2003, which drafted GE SLO statements that characterized the nature of citizenship and ethics, among other qualities, that were present in courses taught at the College^{cxxxvii}.

The College has programs that strive to incorporate diversity, resulting in ethical and civil interpersonal skills, into its curriculum. The Communication Studies department sponsors trips to diverse Southern California locations, including a Taoist Temple, Olvera Street, Venice Beach, LGBTQA festivals, Venice Beach, and other locations of historical and aesthetic interest. Such trips result in students lowering their perceived ethnocentrism^{cxxxviii} (Communication Studies 174 SLO result) and exposes them to cultures that inspire further civic, political, and social responsibility on a global scale. In addition, the Communication Studies department sponsors a campus wide Day of Advocacy, entitled CWAVE^{cxxxix}, to allow students, staff and faculty alike to advocate for issues of local, national and global concern.

Standard II.B.3.d discusses additional activities, events and student clubs that contributes to the culture of civic, national and global interest at the College.

Self-Evaluation

Through the participatory governance process, the Academic Senate, Curriculum Committee, Office of Instruction, and the instructional divisions are responsible for the general education curriculum. Crafton Hills College has developed a process for assessing and reevaluating SLO's and each course is assessed annually.

Though most course level outcomes have been assessed, the College has not completed the assessment of General Education Student Learning Outcomes. The Aggregation and "roll-up" of previously completed course-level assessments provides the needed data to conduct ex post facto assessment of GE SLOs from past semesters.

The College has prescribed a method of assessing student learning outcomes for all courses that are included in the General Education course pattern^{cxl}. However, those assessments have yet to be carried out, including the courses offered in Distance Education mode. Currently, eLumen is being re-configured to be the engine that will power the roll-up of course level assessment data to inform student achievement of program as well as general education student learning outcomes.

With the adoption of the mapping and roll-up strategy by the Academic Senate, the College now has a way forward to assess the GE Student learning outcomes.

The College meets the Standard

Actionable Improvement Plans

The assessment of GE SLOs are the critical next step in this process.

The process must be robust and sustained, and integrated into the planning processes for all departments and programs.

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

Descriptive Summary

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The institution offers more than 65 degree or certificate programs in focused areas of study. All degree programs at CHC require a minimum of 18 semester units of focused study or an interdisciplinary core focus.^{cxli}

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

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.

Descriptive Summary

All programs undergo thorough program review at least once every four years, with career and technical programs using a two-year cycle. This new, thorough review was instituted in 2007-2008 and first used by the career and technical division. Reviews include analyses of student enrollment, student success, transfer or certificate completions as appropriate, and measures of student learning outcomes (SLOs). Students at Crafton Hills College enrolled in occupational or vocational degree or certificate programs (including Emergency Medical Services, Fire Technology, Radiologic Technology) must demonstrate technical and professional competencies ensuring the meet employment standards established by certification/licensing agencies.

Self-Evaluation

Clinical Syllabi provide competencies related to the professions in which the students will be entering while program theory is related directly to minimum requirements for licensure as set forth by licensing agencies. The College monitors the passing rates for entry level licensing

exams. In addition, the College monitors the placement rates for students who successfully complete the program. Each program monitors this practice on their own and it is part of the program accreditations. In addition, the College is required to report the job placement rates and license exam passage rates each year to ACCJC in the annual report.

The College meets this Standard.

Actionable Improvement Plans

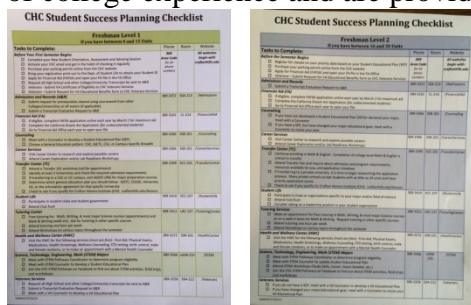
None

None

A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.

Descriptive Summary

Degrees and certificates are described in a variety of locations available to the student both in a printed format and electronically. SLO’s are included in the course descriptions in both the College catalog and class schedules while these schedules are available in a number of locations on campus^{cxlii}. This information can also be found on the College website^{cxliii}. Communication with students via the College’s Transfer Center and Counseling Office also ensures clear and accurate information about educational courses and programs and transfer policies. All Students have access to a Student Success Checklist^{cxliiv} for easier navigation through their first two years of college experience and are provided one upon an appointment with a counselor.



Course syllabi are submitted to the Deans, via the faculty chairs, each term and are stored electronically by both Deans and chairs. It is communicated to all faculty that SLO’s are to be included in all course syllabus. Each term, part-time faculty are instructed to include SLO’s in the course syllabi during part-time faculty orientation, and also through the Part-time Faculty Handbook^{cxlv}.

All course outlines include expected learner outcomes and faculty are contracted to teach to the course outline which can be found through CurricUNET^{cxlvi}. Part of the evaluation process for all faculty includes submission of course syllabus to the Dean for further evaluation. All courses

that are offered as a Hybrid and/or 100% Online are required to be approved through the curriculum process. Courses are submitted through the CurricUNET site and DE adaptations to course are reviewed by the Curriculum committee and the Educational Technology Committee. The next step is the course outline is submitted to the SBCCD Board for evaluation and approval.

Self-Evaluation

The College works diligently to assure students and prospective students receive clear and accurate information about educational courses, programs and transfer policies through those means described above. Expected student learning outcomes are typically communicated through both the course outline of record and each course syllabus. However, currently course outlines do not formally include the SLO's for the course, but it does include what the student is expected to learn at the end of the course. Discussions that include SLO information being incorporated into course outlines have occurred in curriculum committee meetings and best practices on how to include them have also been discussed. One suggestion is to have them as an attached document to the course outline through CurricUNET. Currently, when a course goes through the approval process, instructors are asked to send the committee the SLO's for the course for committee review.

It is not easy for students to find the course outline for each class. The link to course outlines on the College website is through the "Faculty and Staff" tab, and then a student would have to know navigation skills to Curriculum and then CurricUNET. Course Outlines need to be more easily accessible to both current and former students, to help facilitate in transfer to other institutions. A hyperlink to Course Outlines through CurricUNET should be on the College website in the "Current Student" tab and the "Faculty and Staff" tab.

Currently the College does not possess a formal system of cross checking between outcomes stated on the course outline of record and each individual syllabus yet may want to consider this as part of the Curriculum Committee process.

The College does not currently offer a fully online program, and it is expected that a student earning a degree from Crafton Hills College will also take courses on campus. Information on DE course and programs, and information on how to earn a degree at Crafton Hills can be found in various locations including, the College website^{cxlvii}, catalog^{cxlviii}, class schedules^{cxlix}.

The College meets this Standard.

Actionable Improvement Plans

Make course outlines easily accessible to students.

Attach SLO's to Course Outlines.

Develop System to cross check SLO's on course syllabi with course outline.

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.

Descriptive Summary

Students can learn about transfer policies and procedures from a variety of sources. Students have access to hard copies of instructional materials and forms. Students can also find the information on the College website in locations that include the Transfer Center Webpage^{cl} and the Counseling webpage^{cli}. The Transfer Center opened in the Spring 2012 and is a location where students can go to for appointments with the Transfer Center Lead Coordinator and have access to transfer related documents.

The evaluation of transfer credit is published in the College catalog^{clii} in section 3. Credits are evaluated and compared to the SLO of the GE requirements. Course content is examined for its rigor and expected to meet Crafton Hills General Education learning outcomes and major requirements. The Counselor works with Faculty Chairs of each discipline to coordinate course substitutions and waivers. Courses are also accepted to meet IGETC and/or CSU transfer requirements.

Courses that are articulated to CSU and UC are transferrable. Some colleges and universities accept CSU and/or IGETC General Education patterns. Others require that you follow their course pattern for general education. The Crafton Hills Transfer Center officially opened to students Spring 2012 while the development of the center was started in Fall 2011. In the Fall of 2011, articulation agreements^{cliii} were posted online for use by counselors and students. Students can gain easy access through the Transfer Center website^{cliv}.

Many Private and Out-of-State institutions do not require an individual articulation for each course for transfer; many accept the course for transfer if it meets with CSU or UC transfer requirements. Many Private and Out-of-State institutions look for transfer units in the GE area for approximately 30 units, most prefer students transfer as a sophomore. CSU & UC prefer transfer at the junior level (60 units).

Self-Evaluation

Courses requiring UC articulation and approval are submitted to the UC system with a request for articulation. When approval is given, the- the course is transferable. Courses requiring GE approval are submitted annually in December for the approval for each course in the specific GE area. The evaluation process includes the matching of Crafton Hills Course Outlines to C-ID descriptors and the annual summary and reviews of the articulated courses submitted to CSU. All DE courses undergo the same process as face-to-face courses. Currently, there are no differences in transferring of units earned in a DE course when the face-to-face course has been articulated. The College transcripts do not indicate if courses were taken as face-to-face or DE. In some instances when outside institutions question the DE course, the course outlines have been submitted to the outside institution for review. In the case of laboratory courses and Communication Studies courses, most institutions accept the credits when they have been offered on campus in a hybrid situation with on campus meetings to better facilitate the online experience.

To help students better understand where they are in terms of readiness for transfer to CSU or UC, transcripts from Crafton Hills should include the following two components:(i) an indication next to each course to represent if it is CSU and/or UC transferable and (ii) the summary sections of the transcripts include CSU total units and GPA, UC total units and GPA, and AA degree applicable total units and GPA

In addition, to help students better understand what courses are transferable, clean up the numbering system for courses such as having all nontransferable course numbering start with 0XX. There are a number of Crafton Hills courses that have course numbers starting with 1XX that are not transferable.

The College meets this Standard.

Actionable Improvement Plans

Create easier accessibility for course outlines.

Include additional information on transcripts as noted above.

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.

Descriptive Summary

Since the 2008 Self-Study and Team Visit, the College has been working on creating a Program Discontinuance policy that is driven by institutional needs and planning, and accounts for the needs of students. However, the process appears to be left up to the discretion of the faculty in the division or department. Based on the last program that was eliminated (Criminal Justice), students were informed when they registered of the elimination of the program at Crafton Hills and the classes they needed to finish the program were available within the year at its sister college, San Bernardino Valley College.

Self-Evaluation

Crafton Hills College must continue the work that began in 2008-09 to finalize and adopt a program discontinuance policy. The most recent evidence indicates that this work was still in progress in the Spring 2013 semester, with discussions taking place in Academic Senate, Chairs Council and Crafton Council, among other places.

The College would benefit from having a written policy which identifies the criteria for consideration and the general steps for eliminating programs. The policy should include both the decision making process and the plan for student completion.

In the history of the College there was one instance of a program (Administration of Justice) that was moved to its sister College, San Bernardino Valley College, and in effect, eliminated from the Crafton Hills campus. Anecdotal evidence (verbal reports from affected students) indicated that the College did not provide adequate advance notice of program cessation and transfer to our sister institution in the district. Nor did students who were relocated receive any additional

information or support from the other institution. This underscores the need for a policy and a protocol for the cessation of programs.

Actionable Improvement Plans

The need for a policy and a protocol for the cessation of programs.

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.

Descriptive Summary

Under the direction of the College President, the Director of Marketing and Public Relations^{clv} implements a district-wide program of public information and community relations; and information and requests are channeled through this office to assure accuracy and consistency. In addition, the yearly *Crafton Hills College Catalog*^{clvi} is distributed to each faculty member and administrator as well as to the Library, Learning Resource Center, Counseling Department, and other offices where the information can be easily shared with students. In addition, complimentary copies are mailed to the business community and other educational institutions including nearby community colleges, four-year institutions, and high schools. The Crafton Hills College Catalog, Addendum, and Schedule of Classes are readily available on the College website.

The Office of Institutional Effectiveness, Research & Planning^{clvii} collaborates with faculty, administration, staff and students to provide high-quality educational programs and services by integrating institutional research, planning, analysis and systematic assessment to inform evidenced-based decision making and learning. The office seeks to meet the needs of the College by promoting and coordinating high quality web services to inform students and the community of programs and services.

The Crafton Hills College Fall 2012 Campus Climate assessment developed by the Office of Institutional Effectiveness, Research and Planning, in collaboration with the Crafton Council was distributed in the Fall of 2012^{clviii} and reflects key findings of employee perceptions of the College's progress toward meeting goals and objectives identified in the Educational Master Plan (EMP)^{clix}. The Research Briefs and Reports section of the Office of Institutional Effectiveness, Research & Planning (OIERP) Web Site is organized into seven areas, (Academic Success, Dashboards, Enrollment Reports, Institutional Effectiveness, Instruction, Student Services, and Satisfaction Surveys). All current briefs, surveys, and reports are accurate, timely and accessible, and may be retrieved on the OIERP Website or by sending a request to the OIERP.

Self-Evaluation

The College meets this Standard.

Actionable Improvement Plans

None

A.7 In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

As stated in the College catalog^{clx} (38): “Crafton Hills College exists for the transmission of knowledge, the pursuit of knowledge and creative expression, the development of students, and the general well being of our community and society. Free inquiry and free expression are indispensable to the attainment of these goals. As members of this learning community, students are encouraged to develop the capacity for critical judgment and to engage in an independent and sustained search for knowledge and creativity. Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends on appropriate opportunities and conditions in the classroom, on the campus, and in the larger community. Students shall exercise their rights with responsibility, while not threatening or endangering the rights of other members of the Crafton Hills College community.”

SBCCD Board Policy 5500, Standards of Conduct and Disciplinary Procedures^{clxi}, makes it clear that instructors shall permit free discussion, inquiry, and expression of thought by students within the parameters detailed within policy 5500. In addition, according to above board policy 5500, statement 12, any form of academic dishonesty will not be tolerated.

Board Policies and Procedures are posted on the SBCCD website^{clxii}. The Board Approved policies on Academic Freedom are also made public through college publications such as the College Catalog, Academic Senate Agenda & Minutes^{clxiii}, Part-Time Faculty Handbook^{clxiv}, as well as the New Student Handbook.

Self-Evaluation

The aforementioned policies regarding academic freedom and responsibility, academic honesty and our philosophical commitment to freedom in teaching and learning, can be found at the school and district websites and the College catalog. In addition, instructors include information regarding cheating and plagiarism in the course syllabi and discuss these policies at the beginning of each semester.

Actionable Improvement Plans

None

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

Descriptive Summary

Faculty members are expected to follow all policies of SBCCD - in relation to fair and objective dissemination of material, Board policy 4030^{clxv} (C): “Academic freedom requires that all academic employees establish and preserve an open learning environment at the college. No special limitations shall be placed upon students in their study, investigation, presentation, and interpretation of facts and ideas concerning human society, the physical and biological world, and other branches of learning, subject to accepted standards of academic responsibility. Students shall have the opportunity to study controversial issues and divergent views and to arrive at their own conclusions. Academic employees have an obligation to protect the student’s right to freedom of inquiry even when the student’s conclusions differ from those of the academic employees.”

Self-Evaluation

Crafton Hills College students can disagree with information perceived to be containing personal prejudice during classroom instruction. All students have access to a grievance process (p.40) while the college catalog (p. 42) provides contact information for all administrators who oversee grievances. In the case of academic bias, students would appeal to the Dean of Students Services, Student Support. All faculty receive regular evaluations and are evaluated by students, peers and management. During this process, any existing prejudice and subjective viewpoints are identified and resolved accordingly and in relation to the severity and consequence of the prejudice.

Actionable Improvement Plans

None

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

Descriptive Summary

The College catalog provides information regarding academic honesty under “Standards of Student Conduct and Disciplinary Procedures” (p.39) . The academic honesty policy is included in course syllabi provided by faculty on the first day of class.

Self-Evaluation

The College holds a clear position regarding academic honesty. A set of procedures explain the protocol followed when a faculty member has made an academic dishonesty allegation against a student. The New Student Handbook^{clxvi} (pp.21) addresses the regulations regarding academic honesty and the student. The Vice President of Student Services is responsible for investigating violations of academic honest and is responsible for discipline.

Actionable Improvement Plans

Create a student code of conduct to be placed prominently on the school website for easier access for all students.

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 world views, give

clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

Students, faculty, staff and administrators are -encouraged to behave in a respectful manner exemplifying good judgment in their campus conduct. The College mission statement indicates that students can expect, "...- a quality learning environment" where we believe that such behaviors are an integral part of that environment. SBCCD Board Policy 3435^{clxvii} entitled, "Mutual Respect Policy" states, in part: "Any persistent and unwelcome behaviors such as unwarranted criticism, nit-picking, fault-finding, exclusion, isolation, being singled out and treated differently, being shouted at, humiliated, ridiculed, or the micromanagement of any student, employee, or Trustee, of any other student, employee, or Trustee will not be tolerated. Non-compliance and violation of this policy may be subject to discipline up to and including termination or dismissal. The District will not tolerate persistent and unwelcome behaviors in the workplace and will make every reasonable effort to prevent and eliminate conduct which falls within the scope of this policy."

Self-Evaluation

Various district documents address the expected conduct of student in the classroom and on campus; such as the College catalog, Board Policy, codes of conduct for staff, faculty, and administrators , and the New Student Handbook^{clxviii} (pp. 21,22) clearly, and in great detail, communicates the expected conduct of students in the classroom and on campus.

Actionable Improvement Plans

Create a student and staff, faculty, and management code of conduct to be placed prominently on the school website for easier access for all parties.

A.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with Standards and applicable Commission policies.

Descriptive Summary

The College is a member of the Southern California Foothills Consortium, a group of California Community Colleges committed to quality study abroad programs. Locations of study abroad programs for this consortium of 16 colleges include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study^{clxix} (AIFS). College faculty teach the courses associated with these program and the students enrolled in these programs are college students. This standard does not apply to the College as it does not offer curricula in foreign locations.

Self-Evaluation

Crafton Hills College meets this Standard.

Actionable Improvement Plans

None

ⁱ Mission Homepage

http://www.craftonhills.edu/About_CHC/Mission

ⁱⁱ Planning and Program Review Resources

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Planning_and_Program_Review

ⁱⁱⁱ Annual Plan Process

www.craftonhills.edu/.../35817660A4524EC3BCFBAF9EC0C5EBAC.ashx

^{iv} Program Review Handbook

<http://www.craftonhills.edu/~ /media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/PPR%20Handbook%205th%20Edition%2020130425.pdf>

^v Planning and Program Review Committee Website

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review.aspx

^{vi} Academic Senate Website

http://www.craftonhills.edu/Faculty_and_Staff/Academic_Senate

^{vii} Curriculum Committee Website

http://www.craftonhills.edu/Faculty_and_Staff/Curriculum

^{viii} Educational Technology Committee

http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Educational_Technology_Committee

^{ix} Online Courses Homepage

http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes

^x 2013 District Environmental Plan

http://www.craftonhills.edu/~ /media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf

^{xi} Educational Master Plan

<http://www.craftonhills.edu/~ /media/Files/SBCCD/CHC/About%20CHC/Educational%20Master%20Plan/Educational%20Master%20Plan%202010-2011%20MASTER%20COPY.pdf>

^{xii} Enrollment Reports Homepage

http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports/Enrollment_Reports

^{xiii} 2012 Student Satisfaction Survey

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf>

^{xiv} Evaluating Environmental Scans

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Environmental%20Scan%20Presentation.pdf>

^{xv} 2013 SBCCD Environmental Scan

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD Env SCAN%20 FINAL%20 Report10 24 13.pdf>

^{xvi} Course Length and Student Success Study

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/Compressed%20Course%20Study.pdf>

^{xvii} Student Success and Retention by Peer Tutor Access Study

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1011_READ925_SP09_10.pdf

^{xviii} Distributed Education Success Rates by Age, Ethnicity, and Gender

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Instruction/1011_CHC_DE_SuccessRetention0809to0910_byDemo.pdf

^{xix} Crafton Council Homepage

http://www.craftonhills.edu/Faculty_and_Staff/Committees/Crafton_Council

^{xx} Community Demographics

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Other%20Research%20Studies/1011_PSA_Census.pdf

^{xxi} 2013 SBCCD Environmental Scan

http://www.sbccd.org/~media/Files/SBCCD/District/District_Committees/District%20Strategic%20Planning%20Committee/2013-14/2013-09-17%20CHC%20Environmental%20Scan%20Presentation.pdf

^{xxii} Madrid Consulting Group

<http://www.madridcg.com/>

^{xxiii} Enrollment Reports Homepage

[http://www.craftonhills.edu/About CHC/Research and Planning/Research Briefs and Reports/Enrollment Reports](http://www.craftonhills.edu/About%20CHC/Research%20and%20Planning/Research%20Briefs%20and%20Reports/Enrollment%20Reports)

^{xxiv} 2012 Student Satisfaction Survey

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf>

^{xxv} Fall 2011 Benchmark Results from the Community College Survey of Student Engagement (CCSSE)

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf

^{xxvi} 2012-13 Student Placement Results

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf

^{xxvii} June 2012 Enrollment Management Plan: 2005-6 First Time College Six Year Cohort

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

^{xxviii} Planning and Program Review Home

<https://craftonhills.edu/ProgramReview/Home.aspx/Listing>

^{xxix} 2010-13 Enrollment Management Plan

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/EnrollMgmtPlan_Final_20110505.pdf

^{xxx} SSEEMM Committee Homepage

http://www.craftonhills.edu/Faculty_and_Staff/Committees/SSEEMM_Committee

^{xxx1} June 2012 Enrollment Management Plan: 2005-6 First Time College Six Year Cohort

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.pdf

^{xxxii} Summary of the Student Transfer in Professional Pathways Project (STP3) by the Research and Planning (RP) Group for California Community Colleges (Cal-PASS)

http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/1213_STP3_Transfer_Research.aspx

xxxiii 2012 Annual Performance Report for “STEMaploozza” through Alliance for Education
<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/STEM%20Grant/ED524BCraftonHillsCollegeHSI-STEM012-20-12.pdf>

xxxiv Left Lane Project
http://www.craftonhills.edu/Current_Students/Left_Lane_Project

xxxv Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf

xxxvi Uninformed and Informed CHC Student Education Goal and Academic Program
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf

xxxvii Research Briefs and Reports
http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research_Briefs_and_Reports

xxxviii Examination of the Motivated Strategies for Learning Questionnaire (MSLQ) for Use on Accuplacer
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_MSLQ_Accuplacer_CHC.pdf

xxxix Placement Results and Student Outcomes by Ethnicity
http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/SBCCD%20District%20Research/1011_CHC_Equity_District%282%29.pdf

xl Annual Planning and Program Review Committee
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review

xli Planning and Program Review Minutes
http://www.craftonhills.edu/Faculty_and_Staff/Committees/Planning_and_Program_Review/2013_-_2014

xlii Online and Hybrid Course Offerings
<http://www.craftonhills.edu/Online/semester.php?semester=2014SP>

xliii Distance Education Addendum

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/CHC%20Online/DE%20Addendum%2009.16.09.pdf>

xliv Curriculum Committee Homepage

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lviii Program Assessment Results
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lxiii Program Assessment Reports
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lxviii Study Abroad Homepage

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lxx Degrees and Certificates Homepage

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lxxi STEM Pathways Grant One Year Evaluation Report

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lxxii Educational Technology Committee Homepage

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lxxiv Online Readiness Quiz

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lxxv Left Lane Project

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^{lxxvi} Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention
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^{lxxviii} Curriculum Committee Website
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^{lxxix} Guide To Approving Courses
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^{lxxx} Six Year Course Review Criteria
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^{lxxxiii} Faculty Course Checklist
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^{lxxxiiii} Course Approval Process Upon Completion
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^{lxxxvi} Program Review Handbook
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^{lxxxvii} Crafton Hills Institutional Effectiveness Plan

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^{lxxxviii} English 2011-12 Program Review

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^{xc} Communication Studies Outcomes Assessment Report

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^{xci} CIS Program Assessment Report

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^{xciv} Title Five Education Code and Prerequisite Validation

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^{xcvi} In Service Day Schedules

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^{xcvii} Enrollment Management Plan

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^{xcix} Online Instructor Readiness Test

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^{ci} Is Online Right For Me? Homepage

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^{cvi} Flex Day Tom Brown Workshop Evaluation

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^{cx} Online Course Readiness Checklist

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^{cxiv} Planning and Program Review Handbook

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^{cxvi} Program Review Evaluation Rubric

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^{cxvii} Planning and Program Review Homepage

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^{cxxi} Non-Instructional Planning Rubric

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^{cxxiii} ASL Program Review

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^{cxxiv} Planning Assessment Calendar

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^{cxxvi} Crafton Hills College Institutional Assessment Plan

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^{cxxviii} Did you Know?

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^{cxxix} Graduating Men of Color Research Brief

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^{cxxxiii} Child Development SLO Data

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^{cxxxiv} College Catalog

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^{cxxxv} College Catalog

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^{cxxxix} CWAVE Website

cwavecraftonhills.com

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^{cxli} College Catalogue

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^{cxlii} Student Learning Outcomes

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^{cxliii} Degrees and Certificates

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^{cxliv} Student Success Checklist

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^{cxlv} Part-Time Faculty Handbook

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^{cxlvii} Crafton Hills Homepage

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^{cxlix} Class Schedules Homepage

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^{cl} Transfer Center Home Page

http://www.craftonhills.edu/Current_Students/Transfer_Center

^{cli} Counseling Website Home

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clii Crafton Hills College Catalog 2013-2014

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cliv Transfer Center Homepage

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clv Public Relations Homepage

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clxvi New Student Handbook

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clxvii Mutual Respect Policy

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clxviii New Student Handbook THIS IS A REPEAT

<http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf>

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<http://www.aifsabroad.com/>