

**Crafton Hills College
Follow-Up Report**

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



**Submitted to
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges**


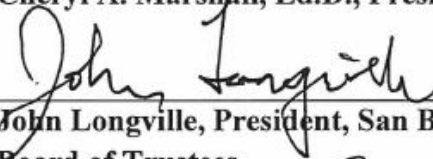

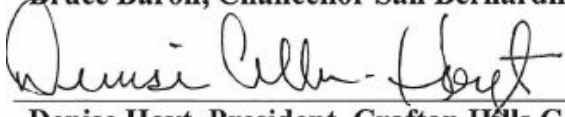
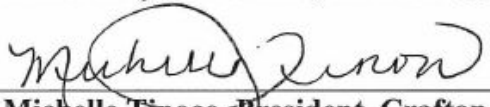
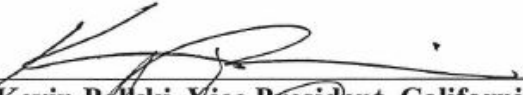
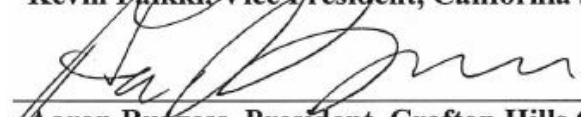
Certification of the Follow-Up Report, December 2015

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

**From: Dr. Cheryl A. Marshall, President
 Crafton Hills College
 11711 Sand Canyon Rd.
 Yucaipa, CA 92399**

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

Signatures

	3/11/2016
Cheryl A. Marshall, Ed.D., President, Crafton Hills College	Date
	3/14/16
John Longville, President, San Bernardino Community College District Board of Trustees	Date
	3-11-16
Bruce Baron, Chancellor San Bernardino Community College District	Date
	3-11-2016
Denise Hoyt, President, Crafton Hills College Academic Senate	Date
	03-11-2016
Michelle Timoo, President, Crafton Hills College Classified Senate	Date
	3-11-2016
Kevin Palkki, Vice President, California State Employees Association	Date
	3-11-2016
Aaron Burgess, President, Crafton Hills College Student Senate	Date

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Report Preparation

The Crafton Hills College 2015 Follow-Up Report is submitted to the Commission in response to six college recommendations, four district recommendations, and the issuance of Warning to Crafton Hills College in January, 2015. In addressing each of the six college recommendations, the College used its existing governance structures to promote internal communication and collaboration. The Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) led the college's response, working in concert with the Academic Senate, the Planning and Program Review Committee, the Chairs Council, the Budget Committee, District Human Resources and Fiscal Services, and the Crafton Council.

Response to the four District recommendations was led by a District-wide steering committee chaired by the Associate Vice Chancellor of Technology and Educational Support Services and comprised of the presidents of both colleges, the accreditation liaison officers and faculty co-chairs of the College committees on accreditation, Academic Senate presidents, Classified Senate presidents, Student Senate presidents, two Board of Trustees members, the Chancellor of the District, the interim Vice Chancellor of Human Resources, the interim Vice Chancellor of Fiscal Services, the Deans of Institutional Effectiveness and Research, representatives of District Human Resources, a CSEA representative, and a CTA representative. The steering committee met in April 2015. Workgroups of the same steering committee met in May and throughout the summer. The full steering committee reconvened in September of 2015 and monthly thereafter to monitor and provide feedback on the progress that was being made towards addressing the District recommendations. The goals of the taskforce were to:

- 1) Distill what triggered the Crafton Hills College and San Bernardino Valley College visiting teams' findings
- 2) Evaluate what must be done to address the findings
- 3) Identify resources, points of accountability, and timelines that will be necessary to address the findings
- 4) And, list what evidence would satisfy the visiting team to show we have addressed each recommendation.

The final outcome of the taskforce was a tactical plan to resolve all District recommendations.

Addressing the District recommendations involved close collaboration among Crafton Hills College, San Bernardino Valley College (SBVC), and District personnel. The communication between the two Colleges and the District was, at times, conflicted. Concerns from both colleges included:

- The Board's actions were sometimes inconsistent with its role. For example:
 - Based on a third party complaint to the Commission, ACCJC concluded that the SBVC President did not meet minimum qualifications for her position, a violation of Board Policy 7120 (Recruitment and Hiring): "Academic employees shall

possess the minimum qualifications prescribed for their positions by the Board of Governors.” The SBVC President will retire in June 2016 and a national search is currently under way.

- Public comments by the Board President during in-service day were perceived as censoring the colleges' ability to communicate freely with regard to accreditation concerns.
- Inadequate response to Academic Senate resolutions, and inconsistent collegial consultation with the faculty on academic and professional matters (10 + 1 issues); for example:
 - The Academic Senate's vote of no confidence for the Chancellor elicited no Board response initially. The Board later answered with a legal opinion that the vote fell outside the purview of the Senate. The Senate sought input from the State Academic Senate, which supported the legal opinion. Since then, the Chancellor presented to all District managers on January 12, 2016 and to the Crafton Council on January 26, 2016 his personal plan for improvement in leadership, inclusiveness, and transparency. His plan was also outlined in the monthly Chancellor's Chat, which is distributed to every employee in the District.
 - Funding was allocated over the summer to implement the new HR reorganization. While the District Budget Committee approved the added cost, the meeting took place during the summer. Although the meeting was pre-scheduled and compensation for faculty who were on summer break was available, no faculty attended. The District has since developed a process to ensure the participation of faculty in decision-making during the summer months.
 - A consultant to develop the District Facilities Master Plan was hired without faculty representation in the selection process and in the determination of the scope of work. The College administration issued an apology to the Academic Senate. The consultants have held a meeting with the Senate to discuss the scope and purpose of their consultancy, and to express their commitment to consultation and faculty input.
- The Crafton Hills College Academic Senate disputed the assessment to the College of the cost of tuition reimbursements to the San Bernardino Valley College President for enrollment in a degree program.

Despite the formal and informal conflict that arose after the Commission recommendation, the District Accreditation Steering Committee and college Institutional Effectiveness, Accreditation, and Outcomes Committee continued to work cooperatively to address and to document the efforts to meet ACCJC standards. The District Steering Committee met periodically from spring, 2015 through fall 2015. Sub-committees of this group, comprised of District and College personnel, developed the Board Orientation and Handbook, and a revised policy revision and review process.

The Vice Chancellor of Fiscal Services and the Vice Chancellor of Human Resources attended meetings of the Academic and Classified Senates to answer accreditation-related questions. Both participated in monthly accreditation open forums at Crafton Hills College, and district updates were provided at college In-Service and Flex days. The Vice Chancellor of Fiscal Services met with the President, Vice President of Administrative Services and Academic Senate President of Crafton Hills College to discuss faculty concerns about the process the District used to allocate funds after the 2015-16 Budget had been approved.

As mentioned above, the Chancellor met with the Crafton Council, the central deliberative body of the College, to discuss his plan for improvement and to express his interest in collaboration and inclusivity.

The Board of Trustees has invited a technical assistance team of the California Community Colleges Institutional Effectiveness Partnership Initiative (IEPI) to assist them in addressing issues impacting the District. Additionally, the Board of Trustees approved a statement of self-reflection and affirmation of responsibility at the February 25, 2016 meeting:

The Board recognizes the importance of the ACCJC recommendations and continues an ongoing review to address each one in detail. In so doing the Board reasserts its commitment to reflection and self-improvement as a governing body. The Board reaffirms its duty to work collegially to address the ACCJC findings, and to strive for the improvement and success of the Colleges, the District, and the community we serve. Last, the Board appreciates and commends the efforts of all staff, across the district, in their hard work to collegially address the recommendations of the ACCJC.

The College Accreditation Liaison Officer prepared this Follow-Up report, with the input, support, and review of the Institutional Effectiveness, Accreditation, and Outcomes Committee. A draft of the Follow-Up Report was shared with the committee on September 15, 2015 and on November 2, 2015. The draft plan was emailed to the Academic, Classified, and Student Senates, and the entire campus November, 4 2015. The IEAOC Co-Chairs and Accreditation Liaison Officer provided updates regarding the follow-up report to the Crafton Council, the primary shared governance body on campus, charged with reviewing the action taken in response to the external evaluation. Additionally, open forums were held each month from October through December at College Hour. A third draft of the document was emailed to the entire campus community on January 12, 2015. Included in the email was a survey designed to assess campus perceptions of the progress made towards resolution of the recommendations.

Workshops on the District and College progress towards meeting Commission standards were held during flex day on January 15, 2016, and at the spring in-service on January 15, 2016. Participants at the flex and in-service workshops completed the same survey, which was made available in paper and electronic formats. The data from the campus and workshop surveys were

incorporated into the section under each recommendation sub-titled *Analysis of Results Achieved to Date*.

A work group comprised of the Accreditation Liaison Officers from San Bernardino Valley College and Crafton Hills College, the Associate Vice Chancellor of Technology and Educational Support Services, the Vice Chancellor of Human Resources, and the Vice Chancellor of Fiscal Services met from December through February to ensure alignment of the two college follow up reports, to identify gaps in narrative and evidence, and to coordinate communication with the campuses.

The final report was read and approved by the Crafton Council on January 26, 2016. The Board of Trustees formally reviewed the report three times: February 4, 2016, February 25, 2016, and March 10, 2016 for final approval. A timeline outlining the College and District processes in responding to the Commission’s recommendations is provided below.

Crafton Hills College 2015 Follow-Up Report Detailed Timeline

Month/Date	Activity
February, 2015	College receives External Evaluation Report; the Commission issues Warning
February, 2015	President shares the External Evaluation Report with campus
February, 2015	IEAOC develops a response template
	Response template shared with Crafton Council
May, 2015	District Steering Committee: District Recommendations
February - May, 2015	Steering Committee meets throughout spring 2015
June - July, 2015	A sub-committee of the District Accreditation Steering Committee meets
September 15, 2015	Preliminary draft to the IEAOC
October 8, 2015	CHC/SBVC joint presentation to the Board of Trustees
October 19, 2015	First Open Forum
November 2, 2015	Second Preliminary draft to the IEAOC
November 6, 2015	Preliminary draft to the campus
November 23, 2015	Second Open Forum
December 11 2015	Second Draft to Campus and Collegial Consultation Groups
December 14, 2015	Third Open Forum (Resource Allocation Model)
January 5, 2016	1 st Draft Follow-up Report to SBVC/District work group
January 11, 2016	Alignment Meeting with SBVC and District
January 12, 2016	Distribution to Senates and Crafton Council
January 14, 2016	Workshop and Presentation, Accreditation (Flex)
January 15 2015	Workshop and Presentation, Accreditation (In-Service)
January 20	Academic Senate Review

January 22	Student Senate Review
January 22	Classified Senate Review
January 25, 2016	Fourth Open Forum
January 26, 2016	Crafton Council Final Approval
January 27, 2016	2 nd Draft Follow-up Report to Board
February 4, 2016	Board Meeting, Study Session
February 17, 2016	3 rd Draft Follow-up Report to Board
February 25, 2016	Board Meeting, Business
March 2, 2016	Final Follow-Up Report to Board
March 3, 2016	Sixth Open Forum, Campus Preparation
March 10, 2016	Board Meeting, Final Approval and Signature
March 15, 2016	Follow-up report submitted to ACCJC

Response to the Commission Action Letter

When the Commission finds that an institution has pursued a course deviating from the Commission's Eligibility Requirements, Accreditation Standards, or Commission policies to an extent that gives concern to the Commission, it may issue a warning to the institution to correct its deficiencies, refrain from certain activities, or initiate certain activities. The Commission will specify the time within which the institution must resolve these deficiencies. During the warning period, the institution will be subject to reports and visits at a frequency to be determined by the Commission. If warning is issued as a result of the institution's educational quality and institutional effectiveness review, reaffirmation is delayed during the period of warning. The accredited status of the institution continues during the warning period. (ACCJC (2014) Accreditation Reference Handbook, p. 44).

The deficiencies and recommended improvements cited by the Commission had emerged in the College's self-evaluation process, and therefore, many of the actions to address the issues were under way when the external evaluation team visited Crafton Hills College in October, 2014. As of December, 2015, the College has resolved or made significant progress toward resolving the six college recommendations and the four district recommendations.

College Recommendations to Meet the Standards

College Recommendation 1, Assessment and Review of Outcomes at All Levels In order to meet the standards, the team recommends that the college systematically complete the implementation and regularly assess and review student learning outcomes (and services area outcomes, where applicable) for all courses, programs, certificates, and degrees and;

- Demonstrate the use of the assessment results to make improvements to courses and programs; Demonstrate the use of student learning assessment results in college-wide planning;
- Demonstrate that resource decisions are based on student learning assessment results;
- Develop and implement a process to ensure that SLOs are included on all course syllabi. (Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)

College Recommendation 2, Distance Education Plan

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

College Recommendation 3, Program Elimination Policy

In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)

College Recommendation 4, College Catalog

In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)

College Recommendation 1, Assessment and Review of Outcomes at All Levels

In order to meet the standards, the team recommends that the college systematically complete the implementation and regularly assess and review student learning outcomes (and services area outcomes, where applicable) for all courses, programs, certificates, and degrees and;

- 1. Demonstrate the use of the assessment results to make improvements to courses and programs;**
- 2. Demonstrate the use of student learning assessment results in college-wide planning;**
- 3. Demonstrate that resource decisions are based on student learning assessment results;**
- 4. Develop and implement a process to ensure that SLOs are included on all course syllabi. (Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)**

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

II.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.

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

II.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.

II.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 objectives consistent with those in the College's officially approved course outline.

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

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

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

Eligibility Requirement 10 The institution defines standards for student achievement and assesses its performance against those standards. The institution publishes for each program the program's expected student learning and any program-specific achievement outcomes. Through regular and systematic assessment, it demonstrates that students who complete programs, no matter where or how they are offered, achieve the identified outcomes and that the standards for student achievement are met

Recommendation 3, 2008; Recommendation 4, 2002: Student Learning Outcomes. With regard to Recommendation 3 below, Crafton Hills College should demonstrate that it is at the Development Level on the Commission's Rubric for Evaluating Institutional Effectiveness and will reach the Proficiency Level by the Commission's 2012 deadline. As was noted in recommendation 4 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the assessment results to make continuous program improvements. (Standards I.B.1, II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f, ER 10)

Actions Taken to Resolve Deficiencies

1) The College has engaged in the systematic completion of outcomes (II.A.1.c, II.A.2.e, II.A.2.f, II.B.1, II.B.4, II.C.2, ER 10)

When the external evaluation team visited the College in October, 2014, 100% of institutional learning outcomes had been assessed, though assessments had been completed for only 71.6% of course outcomes and 68% of program outcomes. General Education outcomes had not yet been assessed. During the prior spring semester, the College had adopted a universal four-point rubric to allow course level outcomes results to more clearly align with program and institutional outcomes, promoting a better understanding of the gaps in student learning across the institution.

In addition, in fall 2014, the College adopted a new cloud tool as the sole repository of SLO information. Previously, outcomes were archived in any of three locations: ELumen, a software program designed to manage outcomes assessment; the Planning and Program Review online tool; and an online Nichols model tool. The new cloud tool has improved tracking and inventory of SLO data, and has allowed for the alignment and assessment of outcomes at all levels of the institution.

Training in the use of the new cloud tool occurred throughout fall, 2014 and spring 2015. Training of adjunct faculty took place at the Adjunct Faculty Orientation on January 14, 2016. As Table 1 indicates, as of November 2015 97.1% of course and 97.8% of program outcomes had been assessed and documented in the cloud tool.

Table 1, Outcomes Assessment Completion through November 2015 by Type of Outcome

Month/Year	Course Outcomes		Program Outcomes		Learning & Support		Institutional Learning Outcome	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
2013-14	227	71.6%	30	68.2%	10	100%	6	100%
Dec. 2014	278	86.1%	32	72.7%	16	100%	6	100%
January 2015	291	89.8%	37	84.1%	16	100%	6	100%
March 2015	291	89.8%	40	90.9%	16	100%	6	100%
April 2015	292	91.0%	40	90.9%	16	100%	6	100%
May 2015	313	93.2	42	95.5%	16	100%	6	100%
June 2015	328	95.9	44	97.8%	16	100%	6	100%
Nov. 2015	334	97.1%	44	97.8%	16	100%	6	100%

To ensure that outcomes completion data was readily available and broadly disseminated, the Office of Institutional Effectiveness, Research, and Planning (OIERP) created an online dashboard, which displays the course assessment rate by division, department, unit, discipline,

and reporting year. The Dean of OIERP demonstrated the tool to the Institutional Effectiveness, Accreditation and Outcomes Committee on January 20, 2015 and to the Chairs Council in fall 2014.

As indicated above, the assessment of both courses and programs increased substantially with the implementation of the new cloud tool. An example of the ways course level assessments align with program, general education, and institutional learning outcomes is demonstrated in Figures 1-4, which are snapshots from the online cloud tool.

Figure 1 shows an example of the course assessment of ASL 103. The cloud tool shows the number of students in each of the four rubric categories. A score of zero denotes no achievement of the outcome, and a score of four denotes high achievement. The tool also features linkages with program outcomes, each of which can be selected from a pull-down menu, general education outcomes, and institutional outcomes.

Figure 1: Course Assessment, ASL 103

#	SLO Statement	# of Students Meeting SLO Rubric				Total Assessed	% Assessed 3 or Higher	Target Met?
		1	2	3	4			
1	Expressive Communication: Students will demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.	0	2	10	11	23	91.3	Yes <input type="checkbox"/>
Outcomes Mapping								
		Program-Level		General Ed		Institutional		
		Demonstrate la <input type="checkbox"/>		GEO#6: Oral T <input type="checkbox"/>		ILO#2: Written <input type="checkbox"/>		
2	Receptive Communication: Students will interpret visual/signed ASL at a beginning to intermediate level.	0	2	3	18	23	91.3	Yes <input type="checkbox"/>
Outcomes Mapping								
		Program-Level		General Ed		Institutional		
		Interpret visual <input type="checkbox"/>		GEO#6: Oral T <input type="checkbox"/>		ILO#2: Written <input type="checkbox"/>		

Figure 2 shows a summary of the program level assessment for American Sign Language for the past three years. Links are provided to the faculty reflections logged, the number of sections reporting, and the number not reporting within the past three years.

Figure 3 shows the ILO summary report for the past three years. To date, 499 sections have been linked to one or more Institutional Learning Outcomes.

Figure 4 shows the GE Assessment Report for the past three years. The report shows the percentage of students who met each general education outcome with a score of 3 or above.

Figure 2: Program Assessment, ASL

Program Summary Report

Year
 Division

Period
 Department

Tools

Program SLOs

#	Program SLO Statement	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Demonstrate language proficiency by signing American Sign Language at a beginning to intermediate level.	11	26	98	107	205	84.71%
2	Interpret visual/signed ASL at a beginning to intermediate level.	32	22	80	107	187	77.59%
3	Demonstrate appropriate knowledge of the Deaf community regarding social interactions, beliefs, values, arts, literature, entertainment, and diversity.	9	13	83	138	221	90.95%
4	Define the concept of culture, appreciate other cultures and interact with members of those cultures in relation to their own.	7	16	107	79	186	89.00%
5	N/A						

10 Reflection(s)
11 Section(s) Reporting
36 Section(s) Not Reporting

Figure 3: ILO Assessment Report

ILO/GEO Summary Report

Year 2015 - 2016

Period Last 3 Years

Type ILO

Tools

Institution Learning Outcomes

#	Institution Learning Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Critical Thinking: Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.	1694	1428	3635	7620	11255	78.28%
2	Written & Oral Communication: Students are able to express ideas clearly in a variety of formats and contexts; read, listen, and interpret accurately; and use appropriate technology to do so.	848	607	1939	3730	5669	79.58%
3	Interpersonal & Group Skills: Students are able to work with others with respect, honesty, responsibility, empathy, and collaborative synergy. They can also manage conflict and advocate for themselves and others with integrity.	50	44	213	401	614	86.72%
4	Society & Culture: Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.	220	343	908	1388	2296	80.31%
5	Information Literacy: Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.	166	104	281	699	980	78.40%
6	Ethics & Values: Students make informed, principled choices; foresee the consequences of their choices; and solve moral dilemmas. They demonstrate self-awareness, social responsibility, and behavior guided by personal and professional ethics.	59	32	163	177	340	78.89%
7	N/A	552	557	1142	4131	5273	82.62%

499 Section(s) Reporting

3409 Section(s) Not Reporting

Figure 4: GE Assessment Report

General Education Outcomes

#	General Education Outcomes	# of Students Meeting SLO Rubric				# 3 or higher	% 3 or higher
		1	2	3	4		
1	Natural Science: Students successfully completing a course in this area will be able to apply a problem solving strategy such as the scientific method or other systematic process of inquiry and to recognize the contributions of science and technology in our world.	411	516	1334	2219	3553	79.31%
2	Social & Behavioral Sciences: Students successfully completing a course in this area will be able to recognize, describe and analyze individual behaviors and various social institutions that influence our world.	184	266	533	580	1113	71.21%
3	Humanities: Students successfully completing a course in this area will be able to identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.	384	176	606	1271	1877	77.02%
4	Fine Arts: Students successfully completing a course in this area will be able to appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.	155	118	290	940	1230	81.84%
5	Written Traditions: Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.	243	166	445	825	1270	75.64%
6	Oral Traditions: Students successfully completing a course in this area will be able to demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.	134	248	852	1098	1950	83.62%
7	Quantitative Reasoning: Students successfully completing a course in this area will be able to interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.	566	478	1127	1342	2469	70.28%
8	Critical Thinking & Information Literacy: Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.	623	513	1403	2804	4207	78.74%
9	Health & Wellness: Students successfully completing a course in this area will be able to appreciate one's own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.	149	107	226	1870	2096	89.12%
10	Diversity & Multiculturalism: Students successfully completing a course in this area will be able to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one's own.	58	88	297	378	675	82.22%
11	American Heritage: Students successfully completing a course in this area will be able to recognize and appreciate the unique contributions, history and collective heritage of the United States.						
12	N/A	682	439	1168	4819	5987	84.23%

499 Section(s) Reporting

3409 Section(s) Not Reporting

The structure of the tool allows the faculty member to document the course-level outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, for example, each of the course-level outcomes for ASL 103 serves as evidence of higher-order assessments.

Dialogue. In addition to department, division, and college wide dialogues described in the 2014 Self Evaluation, campus dialogues to discuss General Education and Institutional Learning Outcomes took place on flex day, Wednesday, April 1, 2015, on in-service day, August 18, 2015, and at the spring 2016 flex and in-service days on January 14 and 15, 2016, respectively. Participants of the well-attended events developed ideas for improvement in those areas. A summary of the dialogues was emailed to the campus and posted on the ILO and GEO websites.

To promote dialogue about assessment, the Dean of the Office of Institutional Effectiveness and Planning developed a PowerPoint presentation which he delivered to many campus committees and constituencies, including: the Planning and Program Review Committee (9/21/2015); Educational Master Planning Committee (9/22/2015); Institutional Effectiveness, Accreditation, and Outcomes Committee (9/1/2015); Crafton Council (8/25/2015); Student Success, Equity, and Enrollment Management Committee (9/17/2015); Chairs Council (10/2/2015); Classified Senate (10/9/2015); Professional Development Committee (10/2/2015); and the Basic Skills Committee (10/21/2015). The presentation included a report of the percentage of course and program outcomes completed, and the results of dialogue and feedback concerning the general education outcomes and the institutional learning outcomes. The Institutional Effectiveness, Accreditation, and Outcomes Committee is currently working on processing, prioritizing, and implementing the suggestions and feedback received through the assessment process and the dialogues about the process and results.

Learning Support. Though, as the evaluation report indicated, all Student Services units had participated in assessment, the staff engaged in additional planning at the spring 2015 in-service to adopt a programmatic approach to assessment. Each unit now conducts assessment specific to: 1) student satisfaction; 2) productivity; 3) student learning; and 4) institutional impact. Outcomes are placed on a three-year calendar and linked to institutional learning outcomes, if appropriate, as well as to Student Services goals. Outcomes will be placed in the new cloud tool, once the design of the tool has been modified to accommodate service unit outcomes. Also, the Student Services Council agenda features a standing agenda item regarding outcomes assessment. Members of the Council report their outcomes assessment progress, and the group shares in the dialogue regarding the implications of the data for program improvement.

Outcomes for the Tutoring Center were reported in the Planning and Program Review process during the 2014 cycle. While all outcomes were not completely assessed, the department made modifications to the Summer Bridge program, improvements to the weekly tutoring program, and changes in the tutor training program to address the results of assessment.

The Library continues to collect and analyze productivity and student satisfaction. Data shows increases in the circulation of library materials, reference instruction sessions, and door counts, as well as high student satisfaction at 95 percent. The librarians continue to assess student learning outcomes for their library orientations. The Library staff will assess student learning and faculty satisfaction with library materials by the end of spring 2016.

2) Improvements to courses and programs are documented and ongoing (II.A.2.f).

As indicated above, course and program outcomes are documented in the online cloud tool, which features an aggregated assessment of progress on each of the four rubric points, and a

written reflection regarding the results of the assessment. Program improvement is documented in the Planning and Program Review process, in which each unit participates every four years, and in the Annual Planning process. For example, the American Sign Language program reported assessment progress and instructional improvements under Item 3 of the 2015-16 Annual Plan, a required reporting item. A snapshot of the department's report is shown in Figure 5.

As mentioned above, campus dialogues concerning institutional learning outcomes and general education outcomes took place in spring 2015 and spring 2016. For example, faculty found that 87 percent of students earned a score of three or four on the Humanities General Education Outcome rubric. They recommended that successful practices being used to reach this learning outcome be identified and shared with the campus community. During spring, 2016, the Office of Instruction began development of a "Best Practices for Teaching and Instruction" website, cataloging and demonstrating practices that promote student success.

In contrast, students' relatively low attainment of success on the Writing Traditions General Education Outcome prompted faculty to recommend additional collaboration between the Tutoring Center and English faculty, such as developing embedded tutoring techniques, zero unit labs, directed learning activities, adding study groups, and employing early alert/follow-up tools to promote appropriate intervention.

A summary of the dialogue regarding each outcome and the accompanying suggestions for improvement can be found on the OIERP website.

Figure 5, Snapshot of 2015-16 Annual Plan, American Sign Language, Progress on SLOs

3. Progress on SLOs

Updating this Question is **Required** on the Annual Plan!

Rubric Item: [Student Learning Outcomes](#)

- a. Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.
- b. Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.
- c. What is your plan for continuously completing the assessment cycle?
- d. If your program has SAOs, please discuss here.

All SLOs have been, and will continue to be measured every year. ASL 101, ASL 103 and MCS 110 are assessed every fall, and ASL 102 and 104 are assessed in the spring as well as a rotating elective course (ASL 200/ASL 205). Students' community involvement (Cultural Diversity Appreciation), receptive and expressive signing skills, as well as Deaf Cultural and History knowledge are examined. This is consistent with the program SLOs of receptive and expressive communication and cultural awareness and appreciation. Overall, the SLO data shows a pretty steady trend in students' success rates.

Past SLO results have been a large motivating factor in all ASL faculty members coming together to share their materials. Large USB devices were purchased so each faculty member could share their, and receive others', teaching related documents. Assignment guidelines, projects, PowerPoints, review games, and assessments have been exchanged among faculty members for continual course development and improvements.

Since the previous annual plan, the ASL program has lowered their course caps. Previous caps were set at 40 students for ASL 101 and 102, and 35 students for ASL 103 and 104. The course caps now decrease with each level so ASL 101 has a cap of 35 students, ASL 102=30 students, 103= 25 students, 104=25 students. This has had a positive impact on student learning and the ability for instructors to provide better and more frequent feedback. Faculty members have been able to implement more hands-on projects that require more grading time such as video assessments and projects. However, with the lower caps, we expected classes to fill more quickly. In reality we experienced lower fill rates but this was a result of offering more sections of courses, as in 101 courses, and the cyclical nature of 102/103 courses. There has been rise/fall cycle of enrollment in ASL 102 and 103/104 courses for the past few years. This fall 2015 semester, we experience a high enrollment of ASL 103 students, to the point we had to open a second section of 103, something that has never been done before. At the same time, we saw a steep decrease in ASL 102 enrollment. I am hopeful that the new ASL 901/902 courses will help boost overall enrollment of the program and increase program retention.

In order to continue our assessment cycles, the fulltime faculty member will continue to train her part-time faculty members and set up tutorials to assist them in this process. Sample rubrics (see attachment) have been provided to them as a means of gathering data while they grade assignments that they already require.

The inclusion of the implications of assessments in the College Planning and Program Review process ensures the close alignment of outcomes with college-wide planning.

3) Assessment results are used in college wide planning (II.A.2.f).

The College approached the requirement to demonstrate the use of student learning assessment results in college-wide planning on several fronts. First, College committees responsible for planning, such as the Student Success, Engagement, Equity, and Enrollment Management (SSEEM) Committee, the Budget Committee, and the Educational Master Planning Committee revised their charges to include a reliance on quantitative and qualitative research and the results of student learning assessments in carrying out their planning. For example, the SSEEM Committee's charge was revised as follows (new language is in italics):

The Student Success, Equity, and Enrollment Management Committee is charged with developing and overseeing the Student Success Plan, the Student Equity Plan, and the Enrollment Management Plan for the college. *Relying on quantitative and qualitative research and the results of student learning assessments*, the SSEEM committee *uses an evidence-based approach in planning* recruitment, admission, retention, and student support services and programs to promote the success of all students. The Student Success, Equity, and Enrollment Management committee meets twice per month.

Second, the Planning and Program Review (PPR) process has included an update of course and program-level outcomes for the past several years; however, to better link outcomes with planning, in spring 2015 the PPR Committee reviewed Institutional Learning Outcomes before prioritizing the unit-level objectives and their accompanying resources. Other types of evidence considered in the prioritization of objectives and resources included Student Satisfaction results, Title IX mandates, the College Brain Trust enrollment study, college completion data, equity research, alumni data, environmental scan data, and financial aid participation data.

The College reports the funding status of resources biannually during fall and spring in-service days. To ensure that the information regarding resource allocation is shared as broadly as possible, the Planning and Program Review Committee, Budget Committee, and Crafton Council added to their webpage a link to a spreadsheet showing all the institution's objectives, their accompanying resources, their funding status, and their priority ranking by the PPRC and by the President's Cabinet.

The spring 2016 flex and in-service days featured a workshop to promote dialogue about institutional and general education learning outcomes, to address improvements in the College's SLO process as a result of last year's dialogues, and to elicit feedback from participants regarding the improvement of teaching and learning. These dialogues resulted in the following feedback:

- Develop a common understanding of success (i.e. 90 percent at a score of 3 or higher)
- Establish a target standard for courses and programs (i.e. 80 percent of students scoring at 3 of higher)

- Include a default to “standard met” or “standard not met,” depending on the outcome
- Include a clear definition of each rubric point in the cloud tool

In addition to the suggestions for improving the process, proposed actions were also developed around the improvement of student learning:

- Hold mock job interviews for students
- Hold a forum discussion about the improvement of students’ critical thinking skills
- Require English 101 as a pre-requisite to all college-level coursework

4) Outcomes are listed in course syllabi (II.A.2h, II.A.6).

In spring, 2015 the Vice President of Instruction surveyed Chief Instructional Officers to explore methods of including outcomes in course syllabi. To meet the 2014 standard II.A.3, the Curriculum Committee recommended that outcomes be added to course outlines of record beginning in fall 2015, and that updates occur as courses and programs undergo content review. The Academic Senate approved a Syllabus Checklist listing the Instructor’s Name and Student Learning Outcomes as required syllabus components.

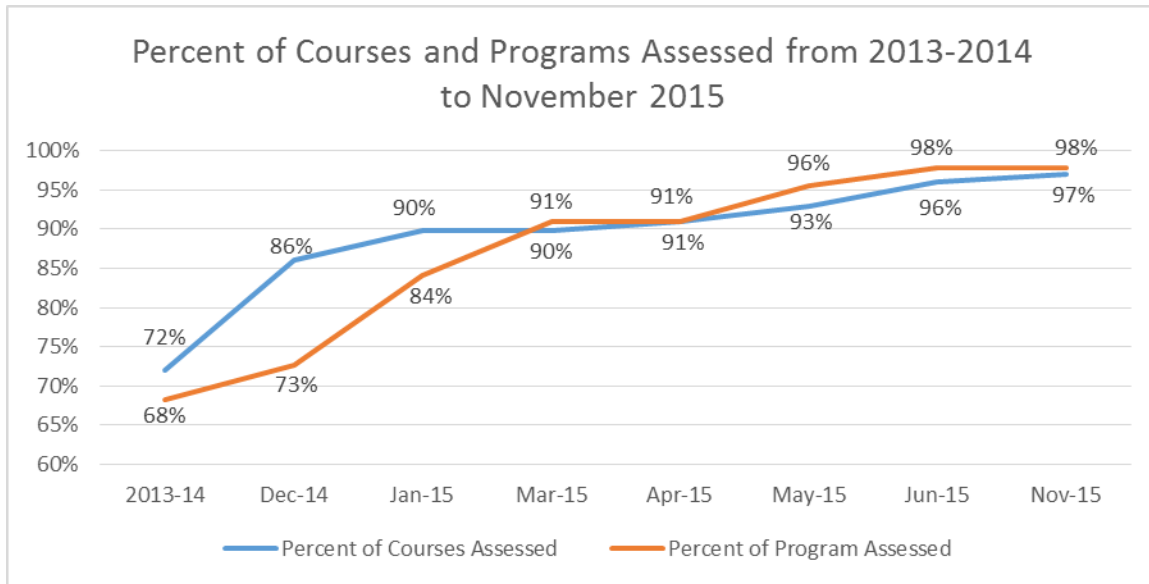
In the past, the divisions were responsible for the collection and examination of course syllabi, and the process was sometimes not systematic. In fall 2015 81% of course syllabi had been collected from faculty; of these, 89.5 percent included student learning outcomes.

Beginning spring 2016, the Office of Instruction collects all syllabi and distributes them to the divisions so they can be checked for the required components, including student learning outcomes.

Analysis of Results Achieved to Date

The College has made substantial progress towards addressing this deficiency. Assessment of 97.1 percent of courses and 97.8 percent of programs has been accomplished; the assessment of general education outcomes and institutional learning outcomes is at 100 percent. Figure 6 shows the dramatic progress that Crafton has made in the process of collecting and analyzing outcomes, and using results to improve student learning. In just six months the percent of courses assessed increased from 72% to 96% and the percent of programs assessed increased from 68% to 98%. Dialogue about the results of outcomes has been robust and ongoing, and processes have been revised to ensure that outcomes are considered in College-wide planning and resource allocation.

Figure 6: Percent of courses and programs assessed from 2013-14 to November 2015



Evidence of the Results

1) Systematic Completion of Outcomes

- C.1.a. SLO Cloud Crafton Hills College Homepage
- C.1.b. SLO Course Assessment Rate
- C.1.c. 2015 - 2016 Campus Wide Dialogue Assessment Results ILO #5, Information Literacy
- C.1.d. 2015-2016 Campus Wide Dialogue Assessment Results GEO #3, Humanities
- C.1.e. 2015-2016 Campus Wide Dialogue Assessment Results GEO #4, Fine Arts
- C.1.f. 2015 - 2016 Campus Wide Dialogue Assessment Results GEO #10, Diversity and Multiculturalism
- C.1.g. 2015 - 2016 Campus Wide Dialogue Assessment Results GEO #11, American Heritage

C.1.h. CHC Professional Development Committee website, Minutes, March 13, 2015, Item 4, Finalize April 1st Flex Day Schedule

C.1.i. CHC Professional Development Committee website, Minutes, April 3, 2015, Item 2, Report on GEO-ILO Outcome Assessment Workshop

C.1.j. Agenda, IEAOC August 31, 2015

C.1.k. Minutes Planning and Program Review, April 6, 2015

C.1.l. Student Services Outcomes Summary

C.1.m. Student Services Three-Year Assessment Plan

C.1.n. Tutoring Center Program Review, Item 3, Outcomes Assessment Reporting

2) Use of Assessment in College-wide Planning:

C.1.o. PPR Agenda, 4/6/2015

C.1.p. Budget Committee Webpage, Link to Funding Status of Prioritized Objectives

C.1.q. Planning and Program Review Webpage, Link to Funding Status of Prioritized Objectives

C.1.r. Crafton Council Webpage, Link to Funding Status of Prioritized Objectives

3) Improvements to Courses and Programs

C.1.s. Student Learning Outcomes/Course Learning Outcomes

C.1.t. Student Learning Outcomes/Course Assessment Reports

C.1.u. Student Learning Outcomes/Program Assessment Reports

C.1.v. Student Learning Outcomes/General Education Assessment Reports

C.1.w. Student Learning Outcomes/ILO Assessment Reports

C.1.x. Planning and Program Review Web Tool (**guest login: sbccd\chcaccrator guest password: tGVBpR8K**)

4) Outcomes on Course Outlines of Record and Course Syllabi

C.1.y. Syllabus Checklist (on Academic Senate website)

C.1.z. Academic Senate Document, Student Learning Outcomes on Course Outlines of Record. May 6, 2015

C.1.z.i. Did You Know? SLOs and Syllabi

Additional Plans Developed

The Library will assess faculty satisfaction with the library holdings. The new faculty coordinator of the Tutoring Center is developing assessments specific to student learning. While the majority of courses have been assessed, work must continue to involve adjunct faculty in the ongoing assessment of the sections they teach in order to develop a more thorough understanding of student learning across the institution.

To further improve the syllabus collection method the Instruction Office, in conjunction with the Office of Institutional Effectiveness, Research, and Planning and the College Web Developer is creating a database to allow faculty to upload their course syllabi. The database features a drop-down menu of SLOs by course and a check box to verify the professor has included SLOs. The database will allow for reports and data to be accessed by deans and the Vice President of Instruction to ensure faculty adherence to the Academic Senate-approved syllabus checklist.

Crafton Hills College will continue to refine and scale the assessment of outcomes at every level. Campus discussions about the results of assessment will continue to inform resource allocation, planning, and institutional improvement.

College Recommendation 2, Distance Education Plan

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

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

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

II.B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

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

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

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

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

Actions Taken to Resolve Deficiencies

In spring, 2015 the Academic Senate adopted a resolution recommending the assignment of distance education (DE) coordination duties to a CHC faculty in order to undertake the revision and updating of the College Distance Education Plan. Because returning students and students aged 24-39 are designated in the College Equity Plan as disproportionately impacted, this position receives Equity Plan funding. A Distance Education Coordinator began work on July 1, 2015.

1) The Distance Education Plan has been updated and revised (II.A.1, II.A.1.b).

The 2015-2020 Distance Education Plan received a second reading by the Crafton Hills College Academic Senate on December 2, 2015. The Senate distributed the plan to the College community on December 2, 2015. Final Senate approval occurred on January 20, 2016. The plan was then forwarded to Crafton Council and approved on January 26, 2016.

The new Distance Education plan includes:

- The mission of distance education,
- Determination and approval processes of distance education courses,
- Alignment of the de plan with the Crafton Hills College educational master plan goals
- Discussion of the major distance education initiatives, including:
 - Faculty training and support
 - Student success and readiness strategies
 - Online student services; policies and procedures, such as verification of student identity
 - Assessment of student achievement
 - Planning for growth in distance education course and program offerings.

2) Distance Education instructional programs have been reviewed and a substantive change proposal is under way (II.A.1).

The new Distance Education Coordinator worked during the summer of 2015 to review all online curricula and to determine the extent to which programs can be offered in an online format. As a result of this examination, the College found that at least 50 percent of several programs could be completed in a DE format. The Accreditation Liaison Officer contacted ACCJC in November, 2015 and was advised to send a request for Substantive Change review to the commission to ensure the College aligns with ACCJC standards. The substantive change request will be submitted to the Commission in March, 2016 for consideration at the May, 2016 meeting.

3) Counseling has adopted an online distance counseling tool (II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1).

During spring 2015 the Counseling department reviewed online counseling tools. Individuals involved included the Dean of Student Success, the Department Chair of Counseling, the Webmaster, and the Distance Education and Tutorial Center Coordinators. After deliberation, the department selected Prep Talk as the online counseling delivery tool. The tool includes video chat, document display, and student authentication using students' login information. The contract with the company was board approved on May 14, 2015. Implementation took place during July, 2015 and was piloted with Crafton Hills College Master Students (sophomore-level student workers hired to assist students with college processes) in early December and implemented with counselor-assigned learning communities in January, 2016.

4) Library and Learning Support are reviewing online tutoring and service platforms (II.C.1, II.C.1.c)

The Educational Technology Committee (an Academic Senate committee) considered several online tutoring platforms. The committee requested demonstrations from two companies, Smarthinking and NetTutor, which occurred on January 27, 2016 and February 10, 2016. The department plans to enter into a contractual agreement, and to implement the tool in the summer of 2016.

Analysis of Results Achieved to Date

Considerable progress has been made to date. Staffing for the College's distance efforts has been funded and the Distance Education Coordinator position filled; sixty faculty have participated in @One training; the distance education plan has been updated; counseling has selected and piloted an online counseling tool, and the Tutoring Center is in the process of determining a suitable product for the delivery of online tutoring. The College has permission to submit a substantive change proposal to the Commission to ensure alignment with ACCJC standards. The proposal will be considered at ACCJC's May 2016 meeting.

Evidence of the Results

C.2.a. Academic Senate Resolution, DE Coordination

C.2.b. November 2015 CHC Academic Senate Written Report to the Board, paragraph 4, regarding Distance Education

C.2.c. Academic Senate Minutes December 2, 2015, third item under Old Business

C.2.d. Academic Senate Minutes January 20, 2016, DE Plan (Old Business)

C.2.e. Crafton Council Minutes, January 26, 2016

C.2.f. SBCCD Board of Trustees Meeting Minutes 5/14/2015, p.238, Prep Talk Contract Approval.

C.2.g. Link to Prep Talk

Additional Plans Developed

The College will execute the actions and meet the objectives of the new updated Distance Education Plan.

Counseling, EOPS/CARE/CalWORKS, and the Transfer/Career Center will continue to pilot PrepTalk throughout spring 2016. Online counseling will be provided to all Crafton Hills College students who desire to access services in this format by summer, 2016.

A substantive change proposal for approval of several distance education degrees will be forwarded to ACCJC in March, 2016 for consideration at the Commission's May, 2016 meeting.

College Recommendation 3, Program Elimination Policy

In order to meet the standards, the team recommends that the College establish a policy to address when programs are eliminated or significantly changed and ensure that this process does not negatively impact students. (II.A.6.b)

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

Actions Taken to Resolve Deficiency

The College has a program elimination policy (II.A.6.b).

In fall, 2014, the Chairs Council, an Academic Senate Committee comprised of instructional and non-instructional department chairs, added program viability to their list of discussion items. The Council developed a proposed process based on the examination of program discontinuance models from several colleges. The process includes the establishment, modification, or discontinuance of degree and certificate instructional programs, instructional disciplines, and all departments of other campus units offering instruction, including student service programs that include an instruction component. The first reading of the process by the Academic Senate occurred on November 19, 2014. The second and third readings took place on December 3 and 17, 2014, respectively. The policy was approved by the Senate on December 17, 2014, by Crafton Council on September 22, 2015, and by the SBCCD Board of Trustees as an information item on November 12, 2015.

The program viability process ensures that the elimination or contraction of programs will not negatively impact students by taking into consideration the following factors:

1. The impact on students and student success
2. The impact on the comprehensiveness and balance of offerings across the college curriculum and within the district
3. The impact the educational and budget-planning process used at the institution
4. The positive and/or negative impact on transfer to four-year colleges and universities
5. The effects of the program on local businesses and industries;
6. The effects of the program on faculty and staff
7. In the case of program discontinuance, provisions that can and should be made for students in progress to complete their educational goals.

The information-gathering processes required by the Program Viability procedures also requires that proposals for program elimination consider the effects on students of discontinuing a program, the potential for disproportionate impact on any group of students, and student employability and/or transferability. Quantitative indicators must address the persistence, completion, and success of students in the program. Last, at least one open forum is required to allow any concerned member of the campus community or the greater community to voice his or her opinion and to express concerns about the elimination of a program.

Analysis of Results Achieved to Date

While no programs have been significantly changed since the new Program Viability process was adopted, the process clearly identifies the need to consider the effect on students of

contraction or discontinuance of programs, and for provisions to be made for impacted students in completing their educational goals. This deficiency has been resolved.

Evidence of the Results

C.3.a. CHC Academic Senate Minutes, 12/17/2014, p. 2

C.3.b. Crafton Council Minutes, 9/22/2015, p. 2

C.3.c. SBCCD Board of Trustees Meeting Minutes, 11/12/2015, p. 11

C.3.d. Program Viability Process

Additional Plans Developed

The College will use the Program Viability process and will document and address any issues that arise, including those that affect student success and completion.

College Recommendation 4, College Catalog

In order to meet the standards, the team recommends that the College demonstrate a practice of preparation, review, and publishing the College Catalog at an appropriate time and with a level of accuracy to assure student success. (II.B.2)

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

a. General Information

- Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution
- Educational Mission
- Course, Program, and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b. Requirements

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

c. Major Policies Affecting Students

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

d. Locations or publications where other policies may be found

Actions Taken to Resolve the Deficiency

The College Catalog is published timely and the contents are accurate (II.B.2).

Timeliness and accuracy of the published College Catalog have improved since changes in staffing were executed and a digital catalog implemented. Cleanup of errors in the curriculum occurred throughout spring and summer of 2015, and was complete by June 30.

The College has made considerable process changes to improve the timeliness and accuracy of the catalog:

- The catalog now has administrative oversight in Student Services. The role of Instruction is to develop and maintain the instructional curriculum and programs.
- An audit of the state approval status of all curriculum has been completed by the new Catalog/Schedule Specialist, with support from the Articulation Officer and a counselor. The 2015-16 courses are now accurately described in the college catalog.
- An audit of the current list of open courses is now under way, and the course inventory will be updated. Outdated courses and those that will no longer be offered will be archived and/or removed.
- The application for state approval of courses has been reassigned to the Articulation Officer.
- The catalog committee has now become a work group. The work group has instituted open labs with all participants in the catalog development process. Technical support is provided to content experts, who use the open lab time to update and maintain catalog content regarding state regulations, curriculum, policies, and procedures.
- The workflow has an approval process - from the content expert to the appropriate manager, then to the catalog specialist. The college catalog workflow allows units to update their information throughout the year, with oversight by the Catalog/Schedule Specialist.
- Updates to the catalog can be made electronically throughout the year for publication in the subsequent year. The updating process occurs offline so that it does not impact the status of the currently published catalog.
- The catalog is printable, searchable, and also accessible. It is customizable to the student; users are able to create their own logins and create a personalized document.
- A search feature has been made available on our website that allows individuals to pinpoint specific information in our catalog with ease.

The *go-live* date for the new online catalog was July 1 2015. July 1 will also continue to serve as the annual archival date for the previous catalog. Addenda will be published electronically.

Analysis of Results Achieved to Date

The 2015-16 online catalog was published in May 2015, well before past publication dates.

To determine the extent to which issues of accuracy were addressed, the Dean of Student Support and the Interim Dean of the Office of Institutional Effectiveness, Research and Planning distributed a survey to a small sample of stakeholders, including counselors, instructional faculty, students and staff. All respondents agreed or strongly agreed that the online catalog is user-friendly, a helpful resource, and easy to locate on the CHC website.

The College is publishing the College Catalog in a timely fashion. The course, degree and certificate content has been reviewed and edited, and the accuracy of the information has improved. The College has fully addressed this deficiency.

Evidence of the Results

C.4.a. Crafton Hills 2015-2016 Catalog

C.4.b. Fall 2015 Survey: College Catalog

Additional Plans Developed

The College will continue to make alterations to the catalog production process and to fine-tune the final product. A new digital workflow and tracking procedure will be designed and implemented that will enable the College to specify department ownership for specific sections of the catalog and that will ensure accuracy and collaboration. This will include an accountability feature that will ensure all information published in the catalog is reviewed annually.

In response to the survey results, the College will relocate the current and archived catalogs on the website to make them more easily accessible from the College website front page.

An expanded survey to gauge the accuracy and timeliness of the College Catalog will be distributed to multiple campus stakeholders in fall 2016. The catalog work group will make improvements indicated by the results of the survey.

College Recommendations to Improve

College Recommendation 5, Board Approval of Mission Statement

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or adoption by the District Board of Trustees. (I.A.2, I.A.4, II.A.6.c, IV.B.3.a.)

College Recommendation 6, Performance Evaluations

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

College Recommendation 5, Board Approval of Mission Statement

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or adoption by the District Board of Trustees. (I.A.2, I.A.4, II.A.6.c, IV.B.3.a.)

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

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

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

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Actions Taken to Resolve the Deficiency

The Board of Trustees has approved the Crafton Hills College Mission Statement (II.A.2, I.A.4, II.A.6.c, IV.B.3.a.

In 2012-13, the College engaged in a dialogue resulting in changes to the Mission, Vision, and Values. The Crafton Council agreed to implement the new mission effective spring 2014, before it had been approved by the board. The College Mission, Vision, and Values were later board approved on October 9, 2014.

In addition, the Educational Master Planning Committee (EMPC), charged with the periodic review and revision of the College's Educational Master Plan--which includes the College mission, vision, and values--added the following language to its charge on December 8, 2015: "The EMPC forwards revisions of the Educational Master Plan and the College Mission, Vision, and Values to the Crafton Council for review and approval."

To prevent a similar occurrence, Crafton Council, the central deliberative collegial consultation body at Crafton Hills College, approved a change in its charge on November 10, 2015. The charge now includes the following language: "(the Crafton Council) forwards revisions of the College Mission, Vision, and Values to the Board of Trustees for review and approval, and determines an appropriate implementation date."

The revised committee charges are published in the updated Crafton Hills College Organizational Handbook. In addition, all participative governance committees are required to review their charges at the first meeting of the year, ensuring that this improvement will be sustainable and ongoing.

The new mission is published in the College Catalog, in the Planning and Program Review online template, in the Committee Meetings and Agendas template, and in other online and paper publications.

Analysis of Results Achieved to Date

The new mission has been board-approved and changes have been made to the charges of the two participative governance committees most directly involved in the review and approval of the mission. The College has met the recommendation for improvement.

Evidence of the Results

C.5.a. Crafton Hills Council Minutes 4/22/2014

C.5.b. SBCCD Board of Trustees Agenda 10/9/2014, approval of CHC Mission, Vision, Values. P. 3, Item 12.iii.

C.5.c. SBCCD Board of Trustees Minutes 10/9/2014, approval of CHC Mission, Vision, Values, p. 4.

C.5.d. Educational Master Plan Committee Minutes, 12/8/2015

C.5.e. Crafton Council Minutes, 11/10/2015

Additional Plans Developed

Any changes in the College mission will be submitted to the Board of Trustees for review and approval, as indicated in the revised charges of the Educational Master Planning Committee and the Crafton Council.

College Recommendation 6, Performance Evaluations

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

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

Actions Taken to Resolve the Deficiency

Performance evaluations are completed timely (II.A.1.b).

As reported in the College’s 2014 Self Evaluation, the 2014-2017 Three-Year Staffing Plan dated March 19, 2014 indicated that problems conducting timely evaluations continued to be a matter of concern. The External Evaluation Team noted, “The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. There was no information to indicate faculty evaluations are overdue.”

However, to improve the percentage of timely evaluations, the SBCCD Human Resources Department is implementing PeopleAdmin, an online tool with a feature that allows employee evaluation notifications to be emailed to managers. The software now attaches each position in accordance to the appropriate evaluation cycle, and includes the evaluation cycle for probationary employees. Pending full implementation of the tool, Human Resources is maintaining and updating all evaluation information in a spreadsheet and has actively promoted the timely evaluation of all staff. As of fall 2015, management employees with past-due evaluations were evaluated, and those who had a change of assignment or supervisor were either placed on a new evaluation cycle or were evaluated. Past-due evaluations of classified and academic employees are taking place in accordance with the appropriate bargaining unit agreement.

Pending the implementation of PeopleAdmin, the Vice Chancellor of Human Resources will share the tracking spreadsheet with the President’s Cabinet to ensure alignment with the campus records, and to ensure that the spreadsheet reflects any reporting or organizational changes that may have taken place. Beginning spring 2016, evaluation notifications will be emailed to both the responsible manager and the individual to be evaluated.

To promote a more thorough understanding of the importance and utility of performance evaluations, the Human Resources department has developed a training catalog for managers. Topics covered include performance improvement, evaluations, performance coaching, and the FRISK documentation model.

Table 2 (also shown in District Recommendation 2) shows the employee evaluation status as of January 2016.

Table 2: District wide Employee Evaluation Status Summary, January 2016.

Status	Employees	Percent
On-Schedule Evaluations	554	89.07%
Past-Due Evaluations	68	10.93%
Total Evaluations	622	100%

Analysis of Results Achieved to Date

The District and the College have collaborated to develop a system for timely and effective employee evaluations. Training is taking place to increase the proficiency of managers in carrying out evaluations.

Evidence of the Results

C.6.a. People Admin - Evaluation Tracking overview (e.g. Performance Management)
(Attachment IV)

C.6.b. SBCCD Employee Climate Survey, HR Services, pp. 32-37

C.6.c. The LEADer's Catalog: Learning, Education, Achievement, Diversity (HR publication)

Additional Plans Developed

All Crafton Hills College managers will participate in Human Resources training on the topics of employee evaluations and performance.

District Recommendations to Meet the Standards

District Recommendation 1, Board of Trustees Policies

In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

District Recommendation 2, District Human Resources

In order to meet standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include: Reliable data from the Human Resources Department to support position control and other human resources functions;

- Timeliness of employee evaluations;
- Responsiveness and improved timelines for employee hiring;
- Consistent policy interpretation and guidance; and
- Completion of the faculty evaluation instrument to include work on Student Learning Outcomes. (Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)

District Recommendation 3, District Level Integrated Planning

In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. (*Crafton Hills College* Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

District Recommendation 1, Board of Trustees Policies

In order to meet standards, the team recommends that the Board of Trustees examine its role in the development of policies and ensure that it acts in a manner consistent with its approved policies and bylaws. The team further recommends that the Board of Trustees take steps to ensure that all policies are developed or revised within the framework of the established input and participation process. (III.A.3, III.A.3.a, III.D.3, IV.A.2, IV.B.1.e, IV.B.1.j)

III.A.3 The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

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

III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

IV.B.1.j. The governing board is informed about and involved in the accreditation process

Actions Taken to Resolve Deficiencies

Both Crafton Hills College and San Bernardino Valley College reported in their respective self evaluations that: 1) there had been no policy review for the past four years; 2) the Board's request for campus review of all Board Policies and Administrative Procedures during the 2014-15 academic year caused much consternation among faculty due to the highly compressed timeframe; 3) the approval of several board policies (BP 2140 Public Participation at Board Meetings, BP 6610 Local Hire Policy, and BP 6320 Investments) had not been conducted in accordance with the approved procedure; and 4) the Board of Trustees did not complete the Chancellor's evaluation in a timely manner consistent with the relevant Board Policy and Administrative Procedure.

Since the College was placed on warning status, the Board, Chancellor, and Academic Senate have engaged in an ongoing dialogue regarding the Board's adherence to policies and bylaws. Although dialogue has been contentious at times, it has been conducted within the governance framework established by Board Policy, has been characterized by civility, and has led to the Board's examination and improved understanding of its role.

1) The Board has examined its role in the development of policies.

The issuance of warning status to both colleges in the District prompted the Chancellor to convene a District accreditation steering committee charged with identifying the triggers for the recommendations and for proposing a plan of action to remedy deficiencies. Among the issues cited was the Board's adherence to Board-approved policies and processes. Both colleges in the District had cited instances of failure to adhere to board policies in their respective self-evaluation reports.

To address this deficiency, the District accreditation steering committee convened two sub-committees charged with: a) developing a local Board Handbook, and b) reviewing and revising Board Policy 2140, which codifies the District's process for proposing, reviewing, and approving Board Policies and Administrative Procedures. Both groups included Board members, as well as representatives from the District and both colleges.

The revised Board Handbook augments and expands upon the Community College League of California (CCLC) Trustee Training Handbook, including such training topics as the Chancellor's responsibilities, the Board President's responsibilities, and a timeline for Board member training. The new Handbook includes a sign-off sheet to verify the training of Board members in each topic area. The District Assembly recommended changes to the Board Handbook and approved it as amended at the Board of Trustees meeting on September 1, 2015.

On June 1, 2015 the Board of Trustees participated in ACCJC training that specifically addressed the role of the Board. Topics addressed included board roles and responsibilities from an accreditation viewpoint, scenarios describing the accreditation experiences of three community college boards, and some actions for improvement.

In August 2015, a facilitated Board retreat was held to discuss Board imperatives, review 2014-15 goals, establish 2015-16 goals, review the Board's self-evaluation, and review the ACCJC recommendations.

2) The Board acts in a manner consistent with policies and bylaws (III.D.3.a, II.D.3, IV.B.1.e).

As stated above, District Recommendation One has been the recommendation that has resulted in the highest degree of conflict in developing a resolution. Campus constituencies, including the Academic Senate and the Classified Senate, have perceived that the Board has sometimes not acted in a manner consistent with its policies, particularly with regard to Board Policy 2435, Chancellor's Evaluation; and Board Policy 2715 which addresses the Board Code of Ethics and Standards of Practice, and 4030, which addresses Academic Freedom.

BP 2435: Chancellor's Evaluation. In the October 2014 Self Evaluation, the College reported that the Chancellor's evaluation had not been completed pursuant to Board Policy and Administrative Procedure 2435. Though the evaluation process was underway at the time of the external evaluation visit, the Board failed to complete the Chancellor's evaluation during 2014-15. On October 19, 2015, the Chancellor's Evaluation Committee convened to commence the process for 2015-16 evaluation of the Chancellor. The Committee scheduled anticipated meeting dates as well as determined the date(s) for distribution of the campus wide survey. An *ad hoc* evaluation committee was established by the Board of Trustees. The evaluation was completed in November, 2015 and submitted to the Board of Trustees. The Board shared the evaluation with the Chancellor in closed session at the regular Board Meeting on December 10, 2015. The Committee completed the report by the end of November 2015, and submitted it to the Board of Trustees. The final evaluation was approved by the Board on January 14, 2016.

The Board and District Administration have taken direct steps to improve collective decision-making, and to ensure inclusiveness in these processes. For example, District Administration revised processes to address faculty input into the budget process during summer months; implemented procedures that allow the District Budget Committee to have input on collective bargaining discussions that may have budgetary impacts; and included College vice presidents in one of the two monthly Chancellor's Cabinet meetings.

3) The Board has adopted a framework for policy review (III.A.3, II.A.3.a, III.D.3, IV.A.2)

At the time of the external evaluation visit in fall of 2014, the Colleges had been asked by the Board to review all Board policies during 2013-2014 and to ensure they were up to date and

consistent with legal mandates and accreditation standards. This goal was proving to be unattainable given the number of Board policies and administrative procedures. To address this problem, the District Accreditation Steering Sub-Committee asked the District Assembly, a shared governance body charged with the approval of Board Policies and Administrative Procedures, to stop the BP/AP review process until a new procedure for policy review and revision was developed, and to table approval of the Board Handbook to allow time for review and revision over the summer of 2015. The District Assembly approved both requests. The District Assembly also recommended, and the Board agreed, that the BP/AP review process be reviewed by joint sub-committees of the District Assembly and the District Accreditation Steering Committee.

The joint sub-committees of the District Assembly and the District Accreditation Steering Committee convened on two occasions and revised Board Policy and Administrative Procedures (BP/AP 2410) to incorporate the recommendations of the District Accreditation Steering Committee. These changes included establishing a six-year review cycle for BP/AP review, establishing points of accountability for the review process, developing a tracking system for the review cycle and rationale for BP/AP changes that is available for all to see online, ensuring input by subject area experts, and preventing inconsistencies with other District BPs/APs. Training sessions were then conducted with the individuals assigned as points of accountability for this new process. The training sessions included the prioritization of BP/APs based on those that were already under review prior to District Assembly putting the process on “pause.”

As of January, 2016 policy and procedure updates are following the shared governance model and are moving through the Chancellor’s Cabinet to District Assembly and then to the Board for first and then second review and approval (for Board Policies) or information (Administrative Procedures). To date:

- 42 policies and 21 procedures have been reviewed by the Board Committee
- 41 policies and 16 procedures have been reviewed by the District Assembly
- 14 policies have been approved and adopted by the Board of Trustees.

Analysis of Results Achieved to Date

The Board has taken proactive steps to better understand its role and responsibilities. A new Handbook has been developed, and new Board members are required to sign off on sections as they complete them. Board members participated in the District Accreditation Steering Committee and were represented on the sub-committees to develop the Handbook and the policy/administrative procedure review process. The new process for review and approval of Board Policies and Administrative Procedure appears to be working well. The Academic Senate is aware of the policies and procedures that have implications related to academic and professional responsibilities, and it includes a list of upcoming policies to be evaluated in their agendas.

The Chancellor's evaluation was completed in January, 2016.

A survey was distributed to the entire campus, Academic and Student Senates, spring open forum participants, workshop participants, and the Institutional Effectiveness, Accreditation and Outcomes Committee to assess campus perceptions of actions taken to address the Commission's recommendations. Of the 25 respondents, 43.4 percent agreed or strongly agreed that the Board of Trustees understands its role in developing district policies. Fewer respondents (39.1 percent) agreed that the Board of Trustees acts in a manner consistent with established policy; and 39.1 percent felt the Board seeks the input of faculty, staff, and students in developing and revising policies. The open-ended responses, however, revealed mixed perceptions, including comments such as the following:

The Board seems to better understand their role as a policy body.

And

The Board understands its role, but fails to understand that its ability to get good information has diminished dramatically due to reliance on unreliable sources.

It is clear that the actions the Board has taken to address the recommendation have not resulted in an immediate change of perception, suggesting that it will take time for the impact of the remedies to be fully realized.

Evidence of the Results

- D.1.a. Minutes/Meeting Summaries from District Accreditation Steering Committee
- D.1.b. Minutes from District Assembly (see, for instance, November 4, 2014, October 6, 2015, and September 1, 2015).
- D.1.c. Minutes, Academic Senate, October 21, 2015 (showing dialogue regarding vote of no confidence, resolution on district budget process, district assessment for degrees)
- D.1.d. Minutes, Academic Senate, November 4, 2015 (showing dialogue between Chancellor and CHC students, Senate Business, Item 1)
- D.1.e. Minutes, Academic Senate, November 18, 2015 (showing dialogue regarding Educational/Facilities Master Planning and process for including faculty, Administrative Report)
- D.1.f. Minutes, Academic Senate, December 2, 2015 (showing discussion of BPs and APs, Old Business, Item 2)
- D.1.g. Minutes, Classified Senate, April 3, 2015 (showing dialog with Chancellor)
- D.1.h. Minutes, Classified Senate, October 9, 2015 (showing dialog with Vice Chancellor, Human Services)
- D.1.i. Updated Board Policy 2410
- D.1.j. Updated Administrative Procedure 2410

- D.1.k. 6-Year BP AP Review Cycle (pdf Excel spreadsheet, second line from the top of the webpage)
- D.1.l. Cross-Referenced Old and New Policies and Procedures (pdf Excel spreadsheet, first line at the top of the webpage)
- D.1.m. Board Handbook (updated 10/8/2015)
- D.1.n. Board Minutes, December 10, 2015, Closed Session, 3.b.
- D.1.o. Board Minutes, January 14, 2016, Evaluation of Chancellor

District Recommendation 2, District Human Resources

In order to meet standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing significant issues to improve the effectiveness of district human resources services that support the colleges in their missions and functions. These issues include:

- **Reliable data from the Human Resources Department to support position control and other human resources functions;**
- **Timeliness of employee evaluations;**
- **Responsiveness and improved timelines for employee hiring;**
- **Consistent policy interpretation and guidance; and**
- **Completion of the faculty evaluation instrument to include work on Student Learning Outcomes. (Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)**

III.A. The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employment personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

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

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

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

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

Actions Taken to Resolve the Deficiency

1) The Office of Human Resources has become more effective (III.A., IV.B.3.b).

The External Evaluation Team Report stated “The employee satisfaction surveys as well as interviews with faculty and staff at the College indicate that staffing instability in the Human Resource Department may be taking a toll on the efficiency of the two Colleges.”

To begin to address the recommendation and standards, the Chancellor determined that the District must address the staffing of Human Resources. A new Vice Chancellor of Human Resources was hired in May 2015. After close examination of the organization structure and functional gaps in the department, she took immediate steps to reorganize and improve staffing in Human Resources to better support the needs of the colleges and the District units. Using the data included in 2014-15 Human Resources Program Review as a baseline for planning, the Vice Chancellor of Human Resources and her staff developed a Human Resources restructuring plan that was approved by the Board of Trustees on June 11, 2015.

The Human Resources Plan components address the following objectives:

- Increase the efficiency of recruitment efforts
- Increase diversity in the organization based on the EEO Plan
- Track and monitor the evaluation system to ensure efficiency and consistency
- Provide professional development to support all SBCCD staff, faculty, and managers
- Develop effective retention and recruitment practices
- Develop efficient and streamlined hiring processes
- Ensure compliance and consistency in day-to-day operations
- Develop a positive and collaborative district/college culture
- Address Worker’s Compensation matters and related legal requirements
- Provide support, compliance and guidance for environmental and safety issues
- Address liability matters, including tort claims and related investigations of facilities

The Human Resources Reorganization and Restructuring Plan includes the addition of two positions, the restructuring of several job descriptions to align job functions with the needs of the department, and the reduction of three confidential positions. The Director of Safety and Risk, who formerly reported to Business and Fiscal Services, was reassigned to Human Resources. The department’s staffing is outlined in Table 2.

The Coordinator of Diversity and Talent Recruitment position replaced two Recruitment Specialist positions. This individual conducts local, state, and national recruitments, and develops, maintains, and follows the legally-mandated SBCCD EEO Plan to ensure recruitment efforts address diversity and equal opportunity in employment

Table 3: Human Resources Staff, 2015-16 (Post-Re-organization)

Position, 2015-16	Status
Vice Chancellor	Existing
Administrative Assistant II	Existing
Director, Human Resources	New
Director, Safety and Risk Management (reorganized from Fiscal Services to HR)	Existing
Employee Relations Officer	New
Coordinator - Diversity and Talent Acquisition	New
Coordinator - Professional Learning & Org. Effectiveness (revised job description)	Revised
Benefits Specialist	Existing
HR Generalist	Existing
HR Generalist	Existing
HR Generalist	Existing
HR Generalist	Existing
Recruiter - Professional Expert	Revised
Clerical Assistant II	Existing

The Employee Relations Officer replaced the Human Resources Analyst position. In addition to assuming an analyst’s responsibilities, this individual will also be responsible for addressing the growing needs related to Title IX and ADA mandates.

The Coordinator of Professional Learning and Organizational Effectiveness was approved through the District’s planning and program review process. Originally entitled Training Specialist, this position plans, coordinates, and implements professional and leadership development for the District. This position will ensure District compliance with state and federal regulations regarding discrimination, sexual harassment, Equal Opportunity Employment, and Title IX.

Subsequent to Board approval of the HR Reorganization and Restructure Plan, five positions were filled over the summer, and were approved at the August 13, 2015 and September 10, 2015 Board meetings. These positions included: Coordinator of Professional Learning and Organizational Effectiveness, Employment Relations Officer, Coordinator, Diversity and Talent Acquisition, and two Human Resources Generalists. These positions were filled and approved expeditiously in order to enable the Human Resources department to respond to the ACCJC recommendations from the 2015 External Evaluation and to better meet the needs of the District and College. The total cost of personnel after the restructuring was \$637,878; however, because several vacant positions were either eliminated or re-organized, the net cost was \$134,367. The

department is now comprised of eleven employees. In addition, one-time funds were used to pay for the costs of such Human Resources infrastructure items as Title IX assessment, investigator and coordinator training, tracking tools, and employee training modules.

2) There is reliable data to support position control (IV.B.3.b).

To improve the accuracy and timeliness of the data to support position control, Questica Software was implemented. Questica is an operation, capital, and position planning software program that allows the District to assign unique position numbers to budgeted and new positions. This software allows for timely salary distribution reports to the colleges.

A manual on SBCCD hiring processes was created to clarify the processes by which all positions, and actions related to positions, are handled. The manual includes a flow chart and necessary forms, such as a newly-revised personnel requisition form and the Chancellor's Cabinet approval form. Included in the process is a Job Analysis Questionnaire (JAQ) designed to provide managers with guidance in the development of a new job description, and to ensure compliance with EEO legal requirements. The JAQ is an internal tool that is applied prior to final position approval. The use of this tool prevents errors and inconsistencies in developing job descriptions, and avoids delays.

3) Employee evaluations have been completed timely (III.A, III.A.1.b, IV.B.3.b).

As reported in the College's 2014 Self Evaluation, the 2014-2017 Three-Year Staffing Plan dated March 19, 2014 indicated timely evaluations and lack of a system continued to be a matter of concern. The External Evaluation Team noted, "The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. There was no information to indicate faculty evaluations are overdue."

When fully implemented, PeopleAdmin software, purchased at the beginning of fall 2015 semester, will assist in maintaining employee evaluation notifications to managers. Once the current and correct employee information and evaluation cycle is recorded, PeopleAdmin will allow automated evaluation notifications to be generated to managers and to those individuals scheduled for evaluation.

Pending the full implementation of PeopleAdmin, the Office of Human Resources has compiled a list of current and past-due employee evaluations. Those with no change in assignment were evaluated first, followed by employees with a change of assignment and/or supervisor. In some cases, Human Resources will place the employee on a new evaluation cycle, depending on whether there was a change in the employee's position and/or supervisor since the prior evaluation. The completion of a past-due evaluation will reset the evaluation cycle, serving as the base year for the ACCJCsequent evaluation cycle. Current and past-due management evaluations were initiated and completed in fall 2015. Past-due evaluations of classified and academic employees will take place

in accordance with the respective bargaining unit agreements. Table 4 shows the employee evaluation status as of January, 2016 across the District.

Table 4: District wide Employee Evaluation Status Summary, January 2016

Status	Employees	Percent
On-Schedule Evaluations	554	89.07%
Past-Due Evaluations	68	10.93%
Total Evaluations	554	89.07%

Recognizing the importance of the evaluation process, the Human Resources staff endeavored to understand the reasons that evaluations were past due. The Human Resources staff concluded that the District lacked training on the evaluation process. To respond to this need, Human Resources is now providing training on the evaluation process, which began in January, 2016, and will continue to provide ongoing training on this topic to ensure that each employee receives timely and constructive performance feedback. The topic of evaluation is included in a new catalog of workshops and training topics for managers, published in January, 2016.

4) There has been improved responsiveness and improved timelines for employee hiring (III.A, III.A.1, IV.B.3.b).

Several strategies were developed to improve the timeliness of the employment process. The first concerned human resources staffing. Two Human Resources Generalist positions were filled in summer, 2015. The HR Generalist is responsible for planning and oversight of the selection process. Hiring processes are now carefully calendared to include deadlines for all hiring activities leading to the projected Board of Trustees meeting date as the end point. One time-saving device is the concurrent internal and external posting of all vacancies for the first two weeks of the process. If the position is filled with an internal candidate, the posting is simply withdrawn.

Hiring committee members are now identified when a position is announced, rather than after a position has closed, as was the previous practice. All hiring committee meetings and interviews are scheduled well in advance to avoid delays due to scheduling conflicts.

To improve the hiring process, the District has focused on reducing the number of failed searches, and on targeted, job-specific recruitment strategies. The primary work of the new Coordinator, Diversity and Talent Acquisition is to conduct local, state, and national searches, and to coordinate recruitment efforts that draw the most qualified position applicants in adequate numbers for selection. Recruitment activity has increased in 2015-compared to 2014-15. For example, in 2014-15, the District participated in two recruitment fairs. During 2015-16, the District will participate in seven recruitment fairs. In addition, job search engines have been examined for their efficacy in recruiting applicants. The contracts of those with minimal hits will be discontinued, while others, such as the State Registry, not previously utilized by the District, were identified as a viable recruitment tool.

As Table 5 illustrates, the District hired 25 full-time employees in new or replacement positions between June 2015 and September 2015, compared to 12 positions during the same time period in 2014-15, representing an increase of 108%. Table 6 shows the number of recruitments that took place in 2015-16, and Table 7 shows the number of 2015 hires by employee category.

Table 5: Fall Quarter Hires, 2014-15 vs. 2015-16

Quarter	SBCCD (District)	Crafton Hills College	San Bernardino Valley College	Total Hires
June-September, 2014-15	1	4	7	12
June-September, 2015-26	10	6	9	25

Table 6: 2015-2016 Recruitments as of January 2016

Recruitment Status	CHC	District	SBVC	TOTAL
Anticipated	6	3	5	14
In Process	21	10	14	45
On Hold	1	3	10	14
Total	28	16	29	73

Table 7: 2015 District Hires by Employee Category

Hires	CHC	District	SBVC	TOTAL
Academic	6	0	31	37
Classified	9	7	23	39
Confidential	0	6	0	6
Interim-Mgmt	1	2	0	3
Management	0	3	5	8
Total	16	18	59	93

5) There is consistent policy interpretation and guidance from the Office of Human Resources (III.A.3, III.A.3.a, IV.B.3.b).

The Office of Human Resources is developing a manual to guide and document SBCCD hiring processes, and to ensure the consistency and accuracy of policy interpretation. New and continuing Human Resources employees participate in weekly Human Resources staff meetings, at which the contents of the HR Manual will be discussed. Collective bargaining agreements and meet and confer agreements with management and confidential associations will also be reviewed as part of HR’s ongoing internal training efforts. The Human Resources department also holds bi-weekly “lunch and learn” meetings to provide policy and process updates. Topics include research and best practices in areas such as benefits, recruitment, and professional development.

6) The faculty evaluation instrument has been completed to include outcomes (II.A.1.c).

In 2013 the faculty bargaining unit and the District agreed to a Memorandum of Understanding (MOU) regarding the incorporation of faculty participation in Student Learning Outcomes assessment in the faculty evaluation. Faculty responsibilities delineated in this MOU include:

- a. Writing and revising learning outcomes
- b. Choosing a method to measure the learning outcomes
- c. Setting a numerical target for outcome results
- d. Assessment of the learning outcomes
- e. Participating in department meetings
- f. Documenting the results of the cycle

As of October 2014, when the External Evaluation team visited the campuses of the District, the agreed-upon language had not been incorporated into the faculty evaluation tool. The “Tools Committee,” an ad hoc group convened to address evaluations tools, met October 23, 2015. Based on their recommendation, negotiations with CTA, the faculty bargaining unit, took place. The new contract language and the appropriate placement on the evaluation form was distributed to all managers and is available on the District Wiki, labeled Formal Evaluation Procedure Pursuant to Article 16B. The specific language in the evaluation form reads, “I have self-reflected in regards to the development and assessment of SLOs (this statement may apply to SLO/Compensated Part-Time Faculty).” The statement includes a check-box above the signature line for the individual being evaluated. By checking the box, faculty verifies they have fulfilled the faculty responsibilities outlined in the memorandum of understanding. At a January 12, 2016 District management meeting, the Vice Chancellor of Human Resources reviewed the memorandum of understanding and emphasized the importance of linking the faculty responsibilities with the self-reflection.

Professional Development addresses improvement throughout the district (III.A.5, IV.B.3.b).

As mentioned above, the Human Resources department developed a catalog of professional development opportunities for managers. Topics covered include the evaluation of personnel, bargaining agreements, and progressive discipline. The catalog was published online in January, 2016. Spring, 2016 trainings for managers will cover investigations, FRISK (Facts, Rules, Impact, Suggestion, Knowledge), and documentation and progressive intervention.

Analysis of Results Achieved to Date

Considerable improvements have been made in the Office of Human Resources. A new Vice Chancellor was hired, the department has undergone reorganization, and additional funding for staff and necessary software, training, and contracts was allocated. In a few short months, there have been notable improvements in the areas of professional development, recruitment, hiring, and evaluations. The faculty evaluation instrument now includes verification of participation in

the outcomes assessment process, and is backed by the specific deliverables outlined in the memorandum of understanding agreed to by the District and the faculty bargaining unit.

The results of the San Bernardino Community College District Climate Survey revealed that:

- 71 percent of the respondents agreed or strongly agreed that Human Resources staff are courteous and helpful.
- 55 percent of the respondents agreed or strongly agreed that planning for human resources is integrated with the District Strategic Plan and/or the District level planning processes.
- 51 percent of the respondents agreed or strongly agreed that they were satisfied with the level of services provided by Human Resources.

Several respondents to the District climate survey noted an improvement in leadership of Human Resources. The following comment is an example:

[Name] is bringing an excellent level of professionalism to the HR Department. [Pronoun] made organizational changes quickly based on the needs of the department and the needs of accreditation. The inability of the District to recruit a qualified HR Vice Chancellor previously was difficult for the staff to work with, but, it was necessary to wait to make change of this magnitude until we had a permanent VC.

Of the 25 staff, managers, and faculty who participated in the campus accreditation survey, 60 percent agreed or strongly agreed that Human Resources consistently interprets policy pertaining to hiring processes and collective bargaining agreements; 56.4 percent felt the District is responsive to staffing needs. Comments related to this recommendation were generally positive. For example:

HR tries to implement effectively, but has not had a strong leader, nor support for years. This is changing and it is apparent that the VC is on top of things and moving in a good direction.

To summarize, though considerable improvements have taken place, the efforts of the District Human Resources department to address the recommendation are not yet apparent to all employees.

Evidence of the Results

Reliable data

D.2.a. Position Tracking System

D.2.b. Board Policy 3100 – Organizational Structure

D.2.c. Informer Dashboard – Demographic Data Analysis

Timeliness of employee evaluations

D.2.d. People Admin - Evaluation Tracking overview (e.g. Performance Management)

D.2.e. SBCCD Human Resources Restructure 5 27 2015

D.2.f. SBCCD Employee Climate Survey, HR, pp. 32-37

D.2.g. The LEADers Catalog p. 3, Progressive Discipline

Responsiveness and improved timelines for employee hiring

D.2.h. Vacancy Tracking

D.2.i. Minutes, Board of Trustees, June 11, 2015 (Human Resources Restructure/Reorganization, Action Agenda, Item 4)

Consistent policy interpretation and guidance

D.2.j. Job Analysis Questionnaire

D.2.k. Human Resources Goals and Objective

D.2.l. Agenda, SBCCD Staffing Plan Committee 11 2015

D.2.l.i. Agenda, SBCCD Staffing Plan Committee 10 2015

Completion of the faculty evaluation instrument to include work on Student Learning Outcomes

D.2.m. Memorandum of Understanding, SLOs and Faculty Evaluation

D.2.n. Faculty Evaluation Summary Form

Analysis

D.2.o. SBCCD Employee Climate Survey, 2015-16, pp. 32-36

Additional Plans Developed by the SBCCD

The Human Resources Department will continue to work collaboratively with the campus to promote effective communication. Efforts to provide the campus with consistent policy interpretation will continue, and metrics designed to assess staff knowledge and expertise will be developed and implemented. The effectiveness of the department and the services it offers will be evaluated annually, and improvements will be made based on the results of assessment.

District Recommendation 3, District Level Integrated Planning

In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. 2009 Crafton Hills College Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

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

III.D. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

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

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

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution.

IV.B.3.c. The district / system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Actions Taken to Resolve the Deficiency

1) The District follows the Resource Allocation Model (III.D, III.D.1.d, III.D.4).

Beginning in 2010, the District implemented a Resource Allocation Model (RAM) that allocated the funds between the two colleges as follows: 70% to San Bernardino Valley College and 30% to Crafton Hills College, after district expenses were assessed based on the same model. The 70/30 model, however, did not address the needs of either college. In particular, Crafton Hills College was continuously operating in a structural deficit under the 2010 version of the RAM.

Growth in the Crafton Hills College student population and College facilities prompted campus and District dialogues to take place about the adequacy of the RAM in promoting managed growth and fiscal sustainability at both campuses. To answer the concerns, the District Budget Committee developed and recommended the implementation of a revised RAM that allocates funding based upon actual FTES generation, rather than the 70/30 split. Support for the revision was provided by an in-depth resource allocation study conducted by the College Brain Trust in spring 2014. The new RAM was implemented in fall 2014; however, there was a lack of constituent understanding of the model, and the colleges continued to express the need for a planning tool that would allow them to explore enrollment strategies proactively, and to better use the campus budget committees for input and guidance. In addition, Board AP2610 (Presentation of Initial Collective Bargaining Proposals) requires the Chancellor to provide the Board with “a long term fiscal analysis illustrating the overall impact on the District’s budget including employee step and column costs as well as health and welfare benefit increases.”

In response to input from the colleges, the District Budget Committee recommended revisions to the RAM and modified the Resource Allocation Model Guidelines in August 2015. The new model, described in detail in Figure 6, provides clear goals and expectations for both colleges, allows San Bernardino Valley College, the District’s medium-sized institution, to continue growing, and shifts the risk and reward of unfunded FTES generation to Crafton Hills College.

The new RAM provides the District with the flexibility to adjust to changing circumstances without the need for extensive debate and readjustment every fiscal year. For example, at the August 20, 2015 meeting, the District Budget Committee (DBC) approved a recommendation to Chancellor’s Cabinet to revise the RAM Guidelines for FY 2015-16 to accommodate the state’s newly proposed growth formula. The recommendations were approved, and the new RAM was implemented in 2015-16.

2) Financial decision-making is transparent, inclusive, and broadly communicated to the Colleges (III.D).

The District has clearly defined guidelines and processes for financial planning and budget development, involving all constituencies. Budget preparation is addressed in Board Policy and

Administrative Procedure 6200, and budget management is addressed in Board Policy and Administrative Procedure 6250.

Inclusiveness. The College Budget Committee actively participates in budget and resource allocation processes, and provides input to the District Budget Committee. Other groups, such as the Crafton Council and Planning and Program Review Committee, also have the opportunity to provide input through the College Budget Committee.

The District Budget Committee, chaired by the Vice Chancellor of Fiscal Services, is responsible for ensuring that budget-related decision-making is characterized by clear communication, transparency, inclusiveness, and evidence based information.

To ensure that all constituent groups were informed about the new Resource Allocation Model, the 2015-2016 Budget allocation was presented by the Chancellor or Vice-Chancellor of Business and Fiscal Services to constituent groups and to the Board of Trustees. The Vice Chancellor of Fiscal Services discussed the RAM with the Classified Senate on September 4, 2015 and at an open forum on January 25, 2016.

Transparency. To increase fiscal transparency and communication throughout the District, the District Budget Committee developed an annual report and emailed the first iteration to all employees on September 30, 2015. The annual report provides the meetings at-a-glance during the year along with the 2014-15 District Budget Committee recommendations.

Additionally, an online publication entitled *Frequently Asked Questions* (FAQ) was developed to provide clarification on such topics as the Resource Allocation Model, the 15% Reserve Fund, and the District Office Expense Budget. These documents were emailed to all employees on October 8, 2015 (Resource Allocation Model), October 30, 2015 (15% Reserve Fund), and October 19, 2015 (District Office Expense Budget).

The district budget for fiscal year 2015-16 is available online, and has been distributed to the members of the Budget Committee. The District Budget Committee's Annual Report and the Resource Allocation Model FAQs are available online.

To promote and maintain consistent communication with the leadership of the colleges, the District meets regularly with the College Presidents and Vice Presidents of Administrative Services to discuss financial issues that could potentially affect the colleges. Participants include the District Interim Director of Fiscal Services and the Vice Chancellor of Business & Fiscal Services. However, these meetings do not replace the collegial process that takes place during District Budget Committee meetings.

The results of a 2016 survey to assess employees' perceptions of District Services revealed that 66 percent of respondents agreed or strongly agreed that financial planning is integrated with the District Strategic Plan, and 46 percent reported, "do not know" on this item. Fifty-two percent of

respondents reported they did not know whether the District follows the RAM. Guided by these outcomes, the District and the College will continue to take steps to improve communication with the campuses regarding budget processes.

3) A comprehensive District Enrollment Management Plan is integrated with district programs and financial Plans (III.D, III.D.1.a, III.D.4).

The District conducted an Enrollment Management assessment in 2014 with the help of a consulting firm, The College Brain Trust. The results of the assessment were presented to the District and College budget committees, and were discussed with College leadership including presidents, vice presidents, faculty senate presidents, and District office staff. Work was identified for the next steps, including allocation of enrollments by college, budget implications, data needs, and the ability to grow.

On May 12, 2015, the District Accreditation Steering Committee recommended that the Chancellor establish a District Enrollment Management Committee. The District Budget Committee and District Assembly recommended members for the group. The first meeting of the District Enrollment Management Committee--comprised of 25 members representing both colleges the district, and employee constituencies--took place on November 15, 2015. The group's charge is to develop an enrollment management plan that supports and guides the work of the colleges, and to ensure alignment with the District's strategic goals and objectives.

A draft of the plan will be distributed to campus constituencies in spring 2016. The draft will be posted and comments elicited from district and college employees.

4) The Human Resources Staffing Plan is integrated with District-Wide Programs and Financial Plans (III.A.6).

The District, with the help of The College Brain Trust, developed a Staffing Plan in 2014 that was shared with the District Assembly. Using this information as a foundation, the District convened a District committee to develop a comprehensive staffing plan. The committee, led by the Vice Chancellor of Human Resources, met throughout fall and spring, 2016 to develop the committee charge and the scope of work, and to decide on the contents of the plan. Members included broad representation from the colleges and constituencies. As of January, 2016 the plan's contents had been determined and narrative was being developed for review by the committee. It is anticipated the Staffing Plan will be completed by March 2016. A vetting process similar to the one used for the Enrollment Management will take place; the draft plan will be reviewed by campus constituencies, and campus input will be used to inform the final version.

Figure 6, San Bernardino Community College District Resource Allocation Model



Revised Resource Allocation Model (RAM) Guidelines
Fiscal Year 2015-16
(As Revised by DBC on 8/20/2015)

Revenues shall be divided between the two colleges of the District, San Bernardino Valley College and Crafton Hills College, in accordance with the following principles. These guidelines accord best with the desired objectives of transparency, fairness, and ease of understanding; and have the flexibility to adjust to changing circumstances, without the need for extensive debate and readjustment every fiscal year.

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1. The SB361 State Base Allocation revenue for each college shall be passed directly on to the college concerned.
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2. The district's State non-credit FTES allocation revenue shall be passed directly on to the college that produced the non-credit FTES.
-
3. The district's state credit FTES allocation revenue shall be divided between the two colleges as follows:

<p>San Bernardino Valley College</p> <p>I. 10,454 10,504 total projected funded FTES</p> <p>II. San Bernardino Valley College will carry any excess over 10,454 10,504 as unfunded FTES *</p>	<p>Crafton Hills College</p> <p>I. 4,723 4,841 total projected funded FTES</p> <p>II. All District Unfunded FTES will be carried by Crafton Hills College (projected is 78 23 unfunded FTES)</p> <p>III. District to fund unfunded FTES from fund balance</p>
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4. Overcap funding for credit FTES shall be divided between the two colleges as follows. (Overcap is the additional FTES the district could recapture if other districts do not grow enough during the year. It is usually known around February of each year at recalculation [Recalc].)

<p>San Bernardino Valley College</p> <p>No additional Overcap funding since San Bernardino Valley College will be fully funded for the credit FTES</p>	<p>Crafton Hills College</p> <p>Additional Overcap funding will be absorbed by Crafton Hills College since all unfunded FTES are carried by Crafton</p>
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5. Other eligible revenues received by the district shall be divided between the two colleges in accordance with the relative FTES numbers achieved by the colleges as in item 3. above.
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6. Site-specific revenues will remain with the college concerned.
-
7. District growth levels/targets may be recommended by District Budget Committee and approved/modified by the Chancellor's Cabinet.
-
8. Districtwide assessments shall be divided between the two colleges based on FY 2015-16 projected actual (not funded) FTES.

<p>San Bernardino Valley College</p> <p>10,454 10,504 actual FTES</p>	<p>Crafton Hills College</p> <p>4,864 actual FTES</p>
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Analysis of Results Achieved to Date

The District and the Colleges have worked collaboratively to address this recommendation. The Resource Allocation Model has been revised, approved by appropriate constituencies, and broadly shared with the Colleges. Budgetary decision-making includes representatives from campuses and the District, as well as all constituencies. Efforts have been made to provide

budget information in a variety of formats: via emailed reports directly from Fiscal Services; via face-to-face meetings between the Vice Chancellor and campus senates, committees, and individuals; and through the monthly *Chancellor's Chat*.

At its May 21, 2015 meeting, the District Budget Committee was asked to complete the annual Committee Self-Evaluation and later tallied responses (a total of 9 were received). The results of the self-evaluation were presented to the District Budget Committee during the June 19, 2015 meeting. The self-evaluation showed that all respondents felt that quality of information flow from the committee to the constituency groups is good to very good; all respondents agreed that the quality of information flow from the constituency groups to the committee was good to very good; and all respondents agreed that the quality of communication by the committee with the District community as a whole was good to very good. However, as the District Climate Survey results showed, the campus is still unclear about the how the RAM works, and how it aligns with the District Strategic Plan. The campus accreditation survey showed that 41 percent of the 25 respondents agreed or strongly agreed that the District is transparent and inclusive in matters pertaining to financial planning and budget development.

Excellent progress has been made on the development of the District Enrollment Management Plan and the District Staffing Plan. The committees charged with developing these plans will continue to work on the integration of all planning documents (e.g., educational, facilities, technology, and staffing) and to develop an integrated timeline that shows the relationships between and among District and campus strategic planning processes. This is planned to be completed during spring, 2016.

The responses to the annual District Employee Climate Survey showed divided perceptions of fiscal services. Respondents tended to agree that the fiscal services staff is helpful and that financial planning is integrated with the District Strategic plan. However, they were less likely to agree that the Resource Allocation Model is open and easy to understand, or that dependable financial information is distributed in a timely fashion. The narrative responses showed equally divided responses. For example:

Fiscal services is very professional and dependable. However, budget planning and disseminating budget information should include staff support and not management only. Information is not given timely nor accurately.

And,

The district holds meetings regarding resource allocation and prioritization, but then decides to do whatever the Chancellor wants instead.

The College accreditation survey revealed equally divided perceptions; 42 percent of respondents agreed or strongly agreed that the District is transparent and inclusive in matters

pertaining to financial planning and budget development; 38 percent disagreed or strongly disagreed with this statement. For example:

We receive excellent new and regular emails about the state, college, and the district budget and financial processes. I feel much better informed!

And,

The process still feels very top down. Though the District might think it (sic) getting good info from groups like the Senate and the unions, those groups are not communicating well with their constituents yet claim to know what those constituents want.

As with the other District recommendations, the perceptions of College employees regarding the District's progress are mixed in spite of the considerable efforts that have taken place.

Evidence of the Results

Resource Allocation Model

D.3.a. College Brain Trust Resource Allocation and Utilization Review, January 2014 (cited in CHC 2015 Self Evaluation)

D.3.b. FAQs, 2015-16 Final Budget and Resource Allocation Model

D.3.c. SBCCD Resource Allocation Model, 2015-16

D.3.d. Response of Chancellor's Cabinet to the Recommendations of the College Brain Trust, February 2014

Transparency, Inclusiveness, and Broad Communication

D.3.e. FAQs, 2015-16 Final Budget and Resource Allocation Model

D.3.f SBCCD Employee Climate Survey 2015-2016, p. 4_Collaborative Budgeting

Enrollment Management Plan

D.3.g. Multi Year Resource Allocation Forecast for the Unrestricted General Fund, 2015-16 through 2016-17

Human Resources Staffing Plan

D.3.h. Agenda, Human Resources Staffing Plan Ad Hoc Committee, October 2015

D.3.i. Agenda, Human Resources Staffing Plan Ad Hoc Committee, November 2015

Additional Plans Developed by the SBCCD

The District Enrollment Management Planning Committee and the Staffing Planning Committee will complete their planning processes in spring 2016. The committees charged with developing

these plans will continue to work on the integration of all planning documents (e.g., educational, facilities, technology, and staffing) and to work with the District Strategic Planning Committee to develop an integrated timeline that shows the relationships between and among District and campus strategic planning processes. This work is planned to be completed during spring, 2016. The College and the District will continue to use a variety of modalities to communicate with employees about budget issues and the Resource Allocation Model, and will assess employee perceptions annually.

District Recommendations to Improve

District Recommendation 4, Board Orientation

In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members (IV.B.1.f).

District Recommendation 4, Board Orientation

In order to improve effectiveness, the team recommends that the District develop a local Board orientation program to ensure that all members of the Board are adequately prepared to provide leadership appropriate to their role as board members (IV.B.1.f).

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Actions Taken to Address the Recommendation

The Board has developed and implemented a local Board orientation and training process (IV.B.1.f).

In response to the Commission recommendation for improvement, the SBCCD Board of Trustees reviewed and revised the Board Handbook over the past year. The current draft includes the mission, vision and values of the District, organizational charts for both campuses and the District entities, Board imperatives and goals, Board duties and responsibilities, procedural information regarding the Board and its meetings, planning and evaluation, accreditation, and a Board member orientation, among other topics. The section of the handbook concerning orientation calls for the orientation of all new Board of Trustee appointees within 30 days of appointment. The responsibility for orienting new Board members is shared by the Chancellor and current Board of Trustees members. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly on September 1, 2015 and by the Board on October 8, 2015. The Handbook is available on the District website.

Each section of the handbook features a checklist, which the new Board member is expected to sign. The Board scheduled a special meeting for the purposes of new Trustee Orientation on December 3, 2015.

In addition, the SBCCD Board of Trustees participated in Board Training at a special meeting on June 1, 2015. Topics addressed included Board roles and responsibilities from an accreditation viewpoint, the realm of the Board, scenarios describing the accreditation experiences of three community college boards, and some actions for improvement.

The Board President received training specific to his/her role (IV.B.1.f).

Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include Board imperatives and goals, Board duties and responsibilities, elections, officers of the Board, committees of the Board, Board education, the Brown Act, preparing for meetings, communications among Board members, and the like. Most important in addressing the recommendation is the addition of clear language that the Board President is ultimately responsible to orient new board members and student trustees. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new handbook. Board Policy 2210 was approved by the District Assembly on November 3, 2015, was forwarded to the Board for a first reading on

December 10, 2015. Final Board approval took place on January 21, 2016. The updated Board Policy will be added to the District website.

Analysis of Results Achieved to Date

A new Board Handbook and Board training process was developed with input from both colleges, Board members, and District representatives. In December 2015 one new Board member has been selected. She has received two training sessions—one with the Chancellor and the second with the Chancellor and Board President. The sessions focused on background information on the District, issues impacting the District and Board; Board Handbook, Board Policies, committee structure, and the distinctions between board governance and District operations. District materials were provided to the Trustee for study. The Trustee was connected with online Trustee resources of the California Community Colleges League and ACCJC. The new Trustee signed off on completion of the Board training modules. The District has fully addressed this recommendation for improvement.

Evidence of the Results

- D.4.a. District Assembly Minutes, September 1, 2015, re: Old Business/ Revised Board Handbook Review
- D.4.b. SBCCD Board of Trustees Minutes, June 1, 2015, Item 8, pp. 1-2.
- D.4.c. SBCCD Board of Trustees Handbook (Approved 10/8/15)
- D.4.d. SBCCD Board of Trustees Minutes, December 3, 2015, Item 3: New Trustee Orientation

Additional Plans Developed

The updated version of Board Policy 2210 will be added to the SBCCD/Board of Trustees website once it is Board approved, anticipated to occur in January 2016.

Appendix: Evidence

Evidence to support the Crafton Hills College 2016 Follow-Up Report can be accessed at the following link:

<https://doctlib.sbccd.org/index.php?CurrentDir=%2FCHC%2FAccreditation%2FFollow%20Up%20Evidence%2F>

(Important note: The San Bernardino Community College District website is undergoing a planned web migration during the month of April, therefore the evidence stored at the link above is also provided on the flash drive provided to the Commission.)

College Recommendation 1, Assessment and Review of Outcomes at All Levels

- C.1.a. SLO Cloud Crafton Hills College Homepage
- C.1.b. SLO Course Assessment Rate
- C.1.c. 2015 - 2016 Campus Wide Dialogue Assessment Results ILO #5, Information Literacy
- C.1.d. 2015-2016 Campus Wide Dialogue Assessment Results GEO #3, Humanities
- C.1.e. 2015-2016 Campus Wide Dialogue Assessment Results GEO #4, Fine Arts
- C.1.f. 2015 - 2016 Campus Wide Dialogue Assessment Results GEO #10, Diversity and Multiculturalism
- C.1.g. 2015 - 2016 Campus Wide Dialogue Assessment Results GEO #11, American Heritage
- C.1.h. CHC Professional Development Committee website, Minutes, March 13, 2015, Item 4, Finalize April 1st Flex Day Schedule
- C.1.i. CHC Professional Development Committee website, Minutes, April 3, 2015, Item 2, Report on GEO-ILO Outcome Assessment Workshop
- C.1.j. Agenda, IEAOC August 31, 2015
- C.1.k. Minutes Planning and Program Review, April 6, 2015
- C.1.l. Student Services Outcomes Summary
- C.1.m. Student Services Three-Year Assessment Plan
- C.1.n. Tutoring Center Program Review, Item 3, Outcomes Assessment Reporting
- C.1.o. PPR Agenda, 4/6/2015
- C.1.p. Budget Committee Webpage, Link to Funding Status of Prioritized Objectives
- C.1.q. Planning and Program Review Webpage, Link to Funding Status of Prioritized Objectives
- C.1.r. Crafton Council Webpage, Link to Funding Status of Prioritized Objectives
- C.1.s. Student Learning Outcomes/Course Learning Outcomes
- C.1.t. Student Learning Outcomes/Course Assessment Reports
- C.1.u. Student Learning Outcomes/Program Assessment Reports
- C.1.v. Student Learning Outcomes/General Education Assessment Reports
- C.1.w. Student Learning Outcomes/ILO Assessment Reports
- C.1.x. Planning and Program Review Web Tool (guest login: sbccd\chcaccrator guest password: tGVBpR8K)
- C.1.y. Syllabus Checklist (on Academic Senate website)
- C.1.z. Academic Senate Document, Student Learning Outcomes on Course Outlines of Record. May 6, 2015
- C.1.z.i. Did You Know? SLOs and Syllabi
- C.2.a. Academic Senate Resolution, DE Coordination
- C.2.b. November 2015 CHC Academic Senate Written Report to the Board paragraph 4, regarding Distance Education
- C.2.c. Academic Senate Minutes December 2, 2015, third item under Old Business
- C.2.d. Academic Senate Minutes January 20, 2016, DE Plan (Old Business)
- C.2.e. Crafton Council Minutes, January 26, 2016

- C.2.f. SBCCD Board of Trustees Meeting Minutes 5/14/2015, p.238, Prep Talk Contract Approval.
- C.2.g. Link to Prep Talk

College Recommendation 3, Program Elimination Policy

- C.3.a. CHC Academic Senate Minutes, 12/17/2014, p. 2
- C.3.b. Crafton Council Minutes, 9/22/2015, p. 2
- C.3.c. SBCCD Board of Trustees Meeting Minutes, 11/12/2015, p. 11
- C.3.d. Program Viability Process

College Recommendation 4, College Catalog

- C.4.a. Crafton Hills 2015-2016 Catalog
- C.4.b. Fall 2015 Survey: College Catalog

College Recommendation 5, Board Approval of Mission Statement

- C.5.a. Crafton Hills Council Minutes 4/22/2014
- C.5.b. SBCCD Board of Trustees Agenda 10/9/2014, approval of CHC Mission, Vision, Values. P. 3, Item 12.iii.
- C.5.c. SBCCD Board of Trustees Minutes 10/9/2014, approval of CHC Mission, Vision, Values, p. 4.
- C.5.d. Educational Master Plan Committee Minutes, 12/8/2015
- C.5.e. Crafton Council Minutes, 11/10/2015

College Recommendation 6, Performance Evaluations

- C.6.a. People Admin - Evaluation Tracking overview (e.g. Performance Management) (Attachment IV)
- C.6.b. SBCCD Employee Climate Survey, HR Services, pp. 32-37
- C.6.c. The LEADer's Catalog: Learning, Education, Achievement, Diversity (HR publication)

District Recommendation 1, Board of Trustees Policies

- D.1.a. Minutes/Meeting Summaries from District Accreditation Steering Committee
- D.1.b. Minutes from District Assembly (see, for instance, November 4, 2014, October 6, 2015, and September 1, 2015).
- D.1.c. Minutes, Academic Senate, October 21, 2015 (showing dialogue regarding vote of no confidence, resolution on district budget process, district assessment for degrees)
- D.1.d. Minutes, Academic Senate, November 4, 2015 (showing dialogue between Chancellor and CHC students, Senate Business, Item 1)
- D.1.e. Minutes, Academic Senate, November 18, 2015 (showing dialogue regarding Educational/Facilities Master Planning and process for including faculty, Administrative Report)
- D.1.f. Minutes, Academic Senate, December 2, 2015 (showing discussion of BPs and APs, Old Business, Item 2)
- D.1.g. Minutes, Classified Senate, April 3, 2015 (showing dialog with Chancellor)
- D.1.h. Minutes, Classified Senate, October 9, 2015 (showing dialog with Vice Chancellor, Human Services)
- D.1.i. Updated Board Policy 2410
- D.1.j. Updated Administrative Procedure 2410
- D.1.k. 6-Year BP AP Review Cycle (pdf Excel spreadsheet, second line from the top of the webpage)
- D.1.l. Cross-Referenced Old and New Policies and Procedures (pdf Excel spreadsheet, first line at the top of the webpage)
- D.1.m. Board Handbook (updated 10/8/2015)
- D.1.n. Board Minutes, December 10, 2015, Closed Session, 3.b.
- D.1.o. Board Minutes, January 14, 2016, Evaluation of Chancellor

District Recommendation 2, District Human Resources

- D.2.a. Position Tracking System
- D.2.b. Board Policy 3100 – Organizational Structure
- D.2.c. Informer Dashboard – Demographic Data Analysis
- D.2.d. People Admin - Evaluation Tracking overview (e.g. Performance Management)
- D.2.e. SBCCD Human Resources Restructure 5 27 2015
- D.2.f. SBCCD Employee Climate Survey, HR, pp. 32-37
- D.2.g. The LEADers Catalog p. 3, Progressive Discipline
- D.2.h. Vacancy Tracking
- D.2.i. Minutes, Board of Trustees, June 11, 2015 (Human Resources Restructure/Reorganization, Action Agenda, Item 4)
- D.2.j. Job Analysis Questionnaire
- D.2.k. Human Resources Goals and Objective
- D.2.l. Agenda, SBCCD Staffing Plan Committee 11 2015
- D.2.l.i. Agenda, SBCCD Staffing Plan Committee 10 2015
- D.2.m. Memorandum of Understanding, SLOs and Faculty Evaluation
- D.2.n. Faculty Evaluation Summary Form
- D.2.o. SBCCD Employee Climate Survey, 2015-16, pp. 32-36

District Recommendation 3, District Level Integrated Planning

- D.3.a. College Brain Trust Resource Allocation and Utilization Review, January 2014 (cited in CHC 2015 Self Evaluation)
- D.3.b. FAQs, 2015-16 Final Budget and Resource Allocation Model
- D.3.c. SBCCD Resource Allocation Model, 2015-16
- D.3.d. Response of Chancellor’s Cabinet to the Recommendations of the College Brain Trust, February 2014
- D.3.e. FAQs, 2015-16 Final Budget and Resource Allocation Model
- D.3.f. SBCCD Employee Climate Survey 2015-2016, p. 4 *Collaborative Budgeting*
- D.3.g. Multi Year Resource Allocation Forecast for the Unrestricted General Fund, 2015-16 through 2016-17
- D.3.h. Agenda, Human Resources Staffing Plan Ad Hoc Committee, October 2015
- D.3.i. Agenda, Human Resources Staffing Plan Ad Hoc Committee, November 2015

District Recommendation 4, Board Orientation

- D.4.a. District Assembly Minutes, September 1, 2015, re: Old Business/ Revised Board Handbook Review
- D.4.b. SBCCD Board of Trustees Minutes, June 1, 2015, Item 8, pp. 1-2.
- D.4.c. SBCCD Board of Trustees Handbook (Approved 10/8/15)
- D.4.d. SBCCD Board of Trustees Minutes, December 3, 2015, Item 3: New Trustee Orientation