

San Bernardino Community College District

Crafton Hills College Institutional Self-Evaluation Report



2020

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CRAFTON HILLS
COLLEGE



Institutional Self-Evaluation Report

In Support of an Application for

Reaffirmation of Accreditation

Submitted by

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

to

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

August 2020

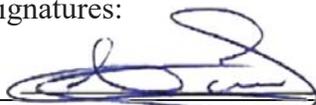
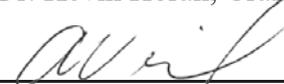
Certification

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
From: Dr. Kevin Horan, President
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92374

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

		8/13/20
Mr. Jose Torres, SBCCD Interim Chancellor		Date
Kevin Horan	 Digitally signed by Kevin Horan Date: 2020.08.03 09:59:08 -07'00'	8/3/20
Dr. Kevin Horan, Crafton Hills College President		Date
		8/13/20
Dr. Anne L. Viricel, SBCCD Board of Trustees Chair		Date
Keith Wurtz	 Digitally signed by Keith Wurtz Date: 2020.07.29 15:16:28 -07'00'	7/29/2020
Dr. Keith Wurtz, CHC Vice President of Instruction		Date
Delmy Spencer	 Digitally signed by Delmy Spencer Date: 2020.07.30 12:13:57 -07'00'	7/30/2020
Dr. Delmy Montenegro-Spencer, CHC VP of Student Services		Date
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Mr. Michael Strong, CHC Vice President of Administrative Services		Date
Brandi Bailes	 Digitally signed by Brandi Bailes Date: 2020.08.04 16:22:06 -07'00'	8/4/2020
Ms. Brandi Bailes, CHC Academic Senate President		Date
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Mr. Jake Fuller, CHC Student Senate President		Date
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Mr. Herberth Jaco, CHC Classified Senate President		Date

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A. Introduction

College History

Located on rolling hills above the Yucaipa Valley and surrounded by an undisturbed natural environment, Crafton Hills College (CHC) is a comprehensive, public two-year college. Founded in 1972, it is the newer and smaller of the two colleges in the San Bernardino Community College District (SBCCD), serving the economically and ethnically diverse communities of the eastern San Bernardino Valley. Since its founding, CHC has helped over 100,000 students achieve their educational and career aspirations. Many have faced socioeconomic challenges, are students of color, and/or are the first in their families to attend college.

Crafton Hills College began as a concept in the mid-1960s. After voters in the Yucaipa and Redlands area approved a measure to join the San Bernardino Valley Joint Union Junior College District (later to become the San Bernardino Community College District), Lester and Rubin Finkelstein donated 163 acres of rugged terrain in the Yucaipa area to the District for the purpose of building a college to serve the populations of Yucaipa and Redlands and the surrounding areas. The voters of the District then passed a tax over-ride that assured the funding of the new college. Construction began in 1969.

The architects designed the first buildings in a way that would allow for construction with the least amount of earth moving, and they selected materials and designs that would blend with the natural surroundings. By the summer of 1972, the newly constructed buildings were ready for occupancy, and in September 1972, Crafton Hills College began its initial semester as California's ninety-sixth community college. Crafton Hills College serves the people in the eastern part of the San Bernardino Valley. San Bernardino Valley College, the older and larger college, continues to serve predominantly those in the valley to the west, although both colleges share the larger District service area and offer programs not available at the other college.

CHC's enrollment now exceeds 9,000 students annually, an increase largely stemming from the population growth in recent years. In fact, the College's census enrollment has increased by 16 percent between Fall 2015 and Fall 2019. CHC experienced an increase not only in enrollment but also in the number of completions. In the 2018-2019 academic year, the College awarded over 1,300 degrees and certificates to over 700 graduates, representing the highest number of completions in the College's 50-year history. Many of those awards were in fields that support the largest industry sector in our economic region: health care (EMSI, 2016). Indeed, 38 percent of the certificates CHC students earned in 2018-2019 were in health care fields such as radiologic technology and emergency medical services.

CHC is a place where students thrive. The College's students have consistently achieved the highest retention rate among the nine colleges in the Inland Empire, and students have achieved the third highest success rate in the region (Spring 2019). The two most recent biennial student satisfaction survey results (Spring 2016 and Spring 2018) showed that over 95 percent of students are satisfied with their educational experience and over 94 percent would recommend CHC to their family and friends. Coupled with the College's efforts to maintain and enhance an already picturesque learning environment, supported by the \$470 million bond measure secured in 2018,

CHC is dedicated to its mission and vision of creating an engaging and supportive learning environment.

Mission, Vision, and Values

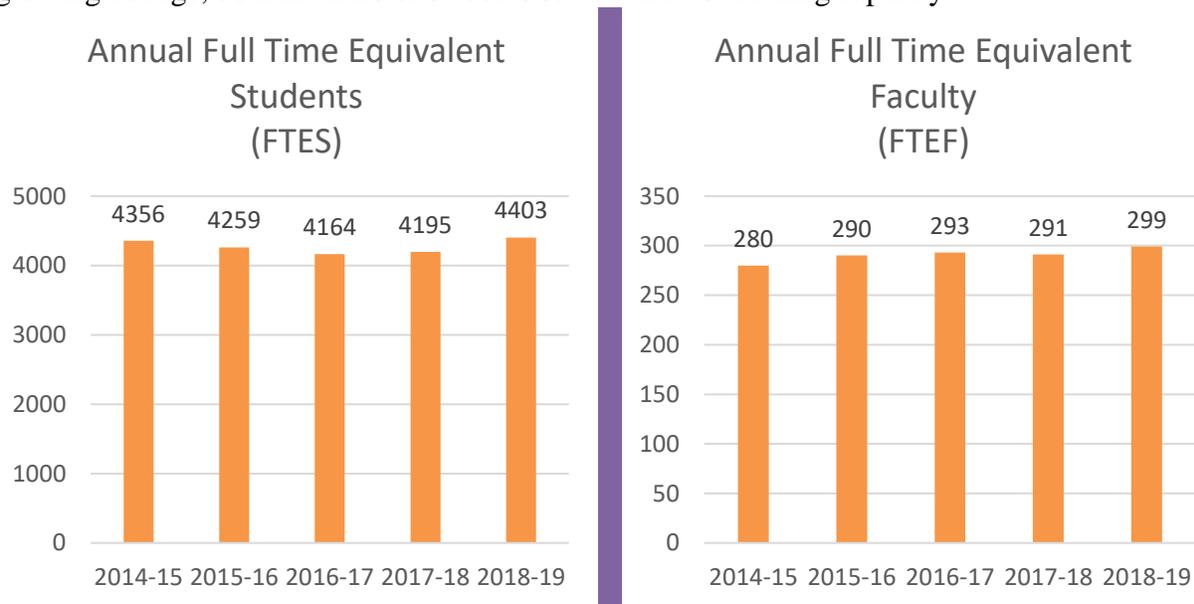
Mission: The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Vision: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

Institutional Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual. (CHC website)

Student Enrollment Data

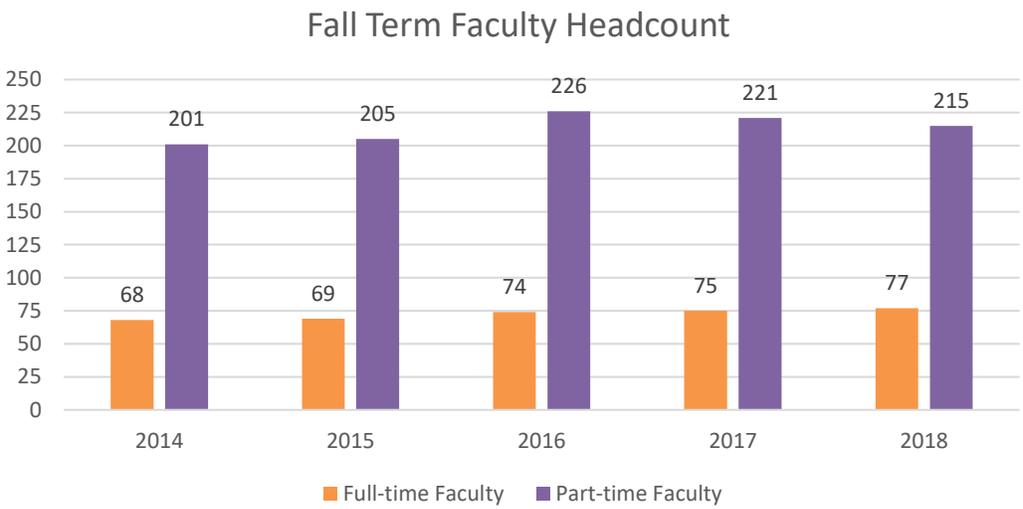
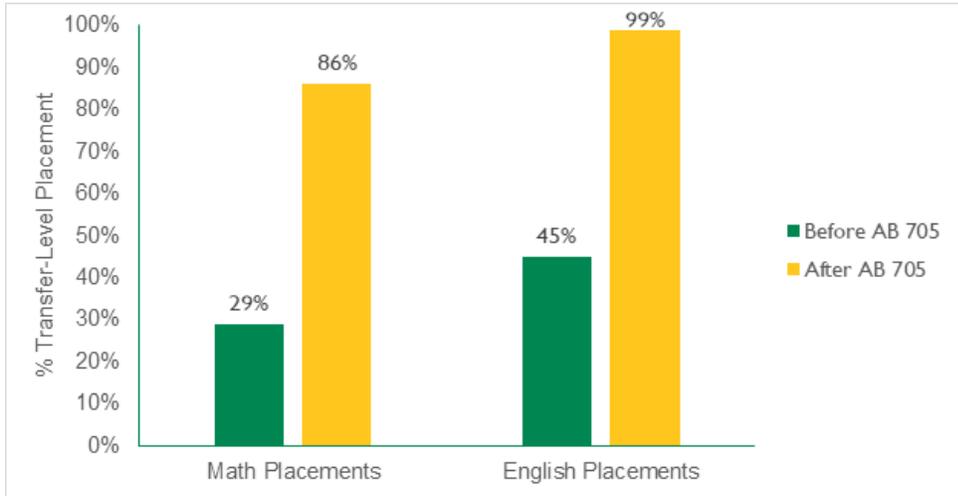
The number of full-time equivalent students (FTES) has increased by only 1 percent since 2014-2015. This increase is modest because of enrollment declines in 2015-16 through 2017-18. FTES have increased in the last year by 5 percent and are expected to increase in the 2019-20 academic year. Similarly, the College has experienced an increase in the number of full-time equivalent faculty (FTEF) by 6.4 percent since 2014-2015 and 3 percent in just the last year. Thus, CHC is a growing college, both in terms of students served and its teaching capacity.



Source: CHC's Student Information System

While the number of classes taught by part-time faculty has been a little over one-third of all classes for the past five academic years, part-time faculty positions have continued to increase. Full-time faculty reached their highest number of positions in Fall 2016 (226); however, the number of full-time positions has since declined from 226 to 215.

The figure below illustrates the transfer-level placements in math and English before (Feb. 2017-Aug 2017) and after (Feb 2019-Aug 2019) the implementation of a placement process that aligns with the requirements of California’s AB705. The percentage of students placing directly into transfer-level math almost tripled from 29 to 86 percent. Additionally, the percentage of students placing into transfer-level English more than doubled from 45 to over 99 percent.



Source: CCCO’s Data Mart

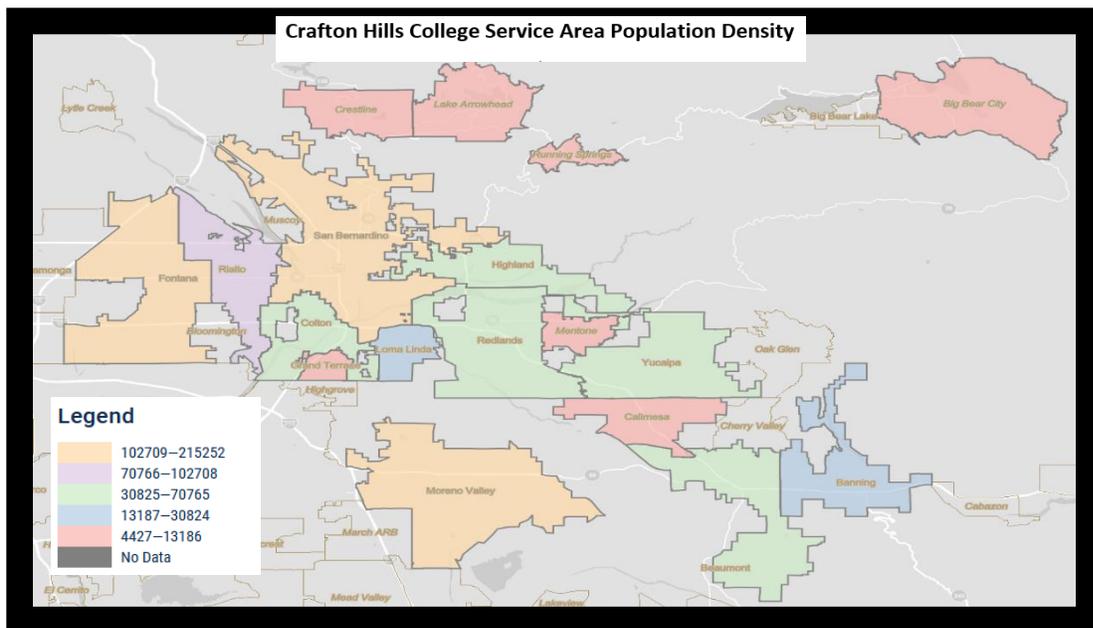
Demographic Data Overview of Service Area from 2016 Environmental Scan-- Population Density.

The population of CHC’s service area has increased by almost seven percent since 2010, which represents a growth that exceeds that across California during that time span. While cities like San Bernardino and Fontana have the greatest population density in the College’s service area, cities in closer proximity to the CHC campus – Calimesa and Beaumont, most notably – have experienced the largest population gains since 2010 and are expected to continue to grow.

Table 1: Annual Estimates of the Resident Population of CHC’s Service Area, surrounding counties, and California

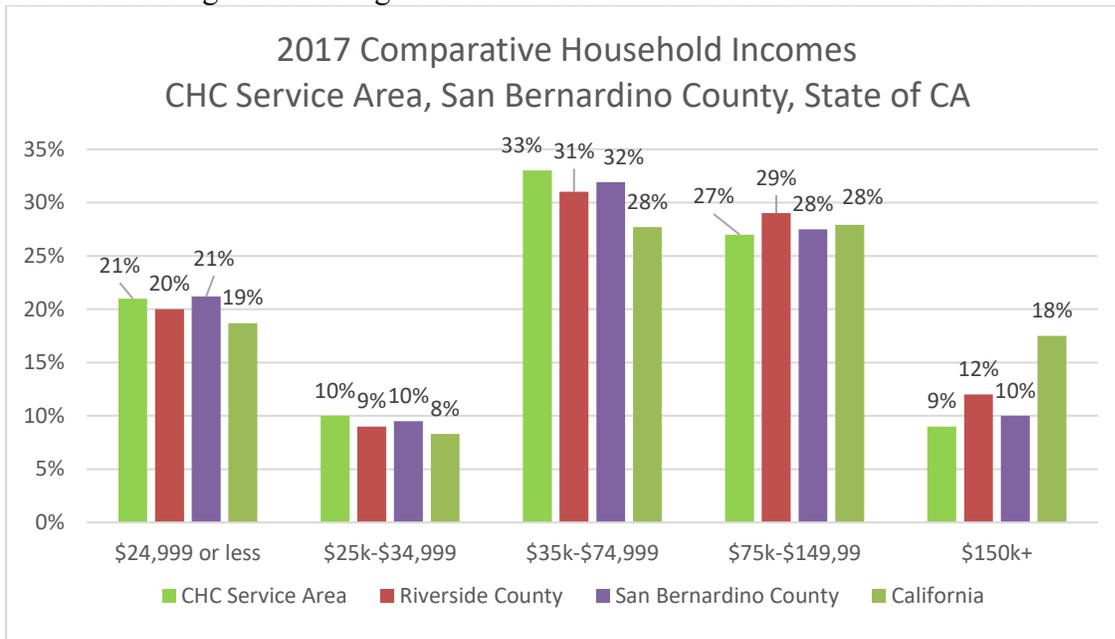
Geography	2010 Census	2014 Population Estimate	2018 Population Estimate (as of July 1)	% Change in Population 2010-2018
California	37,253,956	38,625,139	39,557,045	6.2
Riverside County	2,189,641	2,317,955	2,450,758	11.9
San Bernardino County	2,035,210	2,100,776	2,171,603	6.7
CHC Service Area	1,033,561	1,069,982	1,103,982	6.8
Banning	29,603	30,617	31,253	5.6
Beaumont	36,877	42,020	49,241	33.5
Calimesa	7,879	8,378	8,937	13.4
Colton	52,154	53,741	54,741	5.0
Fontana	196,069	204,152	213,739	9.0
Grand Terrace	12,040	12,347	12,584	4.5
Highland	53,104	54,353	55,406	4.3
Loma Linda	23,261	23,767	24,382	4.8
Moreno Valley	193,365	201,874	209,050	8.1
Redlands	68,747	70,264	71,586	4.1
Rialto	99,171	102,107	103,440	4.3
San Bernardino	209,924	213,588	215,941	2.9
Yucaipa	51,367	52,774	53,682	4.5

Source: PEPANNRES – [Annual Estimates of the Resident Population: April 1, 2010 to July 1, 2018 – 2018 Population Estimates](#)

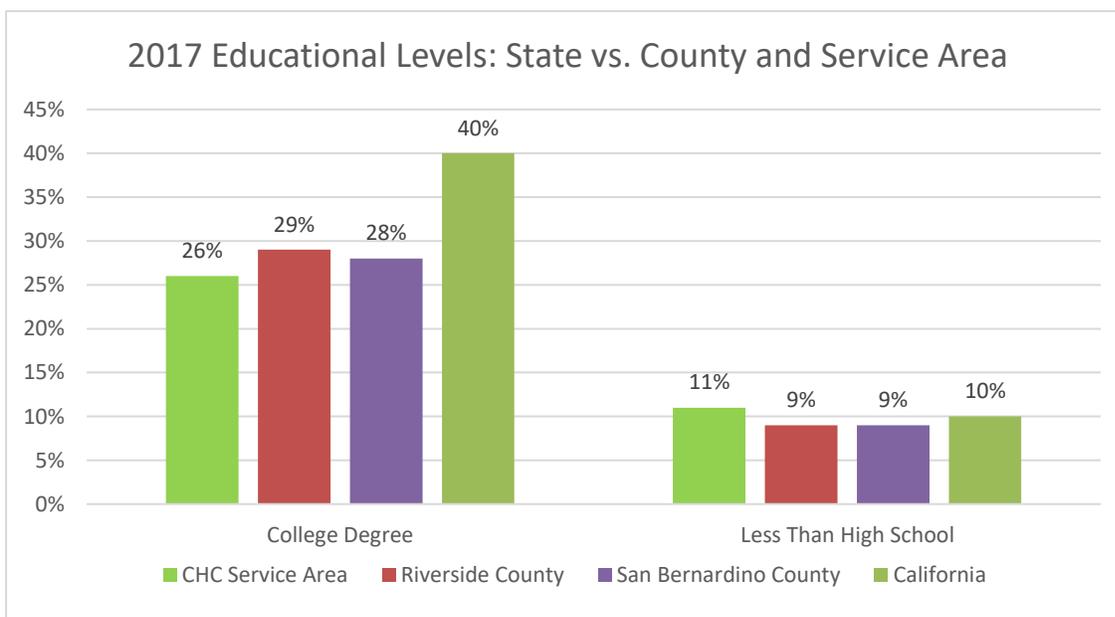


Comparative Household Income and Educational Levels.

For those residing in CHC’s service area, 21 percent of households have an income of less than \$25,000 a year, two percentage points greater than the California average. The gap in household income between residents of the College’s service area those of California is similar with respect to incomes between \$25,000 and \$34,999. However, there is a significant gap between the College’s service area and California at-large with respect to college degree attainment: While 40 percent of individuals in California have attained at least a baccalaureate degree, only 26 percent of those residing in the College’s service area have attained that educational level.



Source: US Census Bureau



Source: US Census Bureau

Labor Market Information Findings

Analysis of data regarding the labor market in the service area and region provides insight for making informed planning decisions. The CHC Comprehensive Master Plan identifies top industries within the College's service area as well as how CHC can help its residents realize their educational and career goals by offering degrees and certificates that relate to the employment needs of the region.

Within CHC's service area, the following are the top industries in terms of individuals employed:

- Healthcare and Social Assistance (47,528 jobs)
- Government (35,679 jobs)
- Retail Trade (32,193 jobs)
- Accommodation and Food Services (21,564 jobs)
- Transportation and Warehousing (17,659 jobs)

These industries are also the same five industries that are projected to experience growth going into 2025. Of the top thirty projected annual job openings in the College's service area, approximately 2,404 annual openings are related to medical occupations, approximately 5,090 are related to business professions, and approximately 1,374 jobs are related to education/teaching.

Of the 44,103 average annual job openings in the region, approximately 17,538 openings belong to occupations related to current programs offered by Crafton Hills College. The 17,538 openings can be divided by typical entry-level educational requirements as follows:

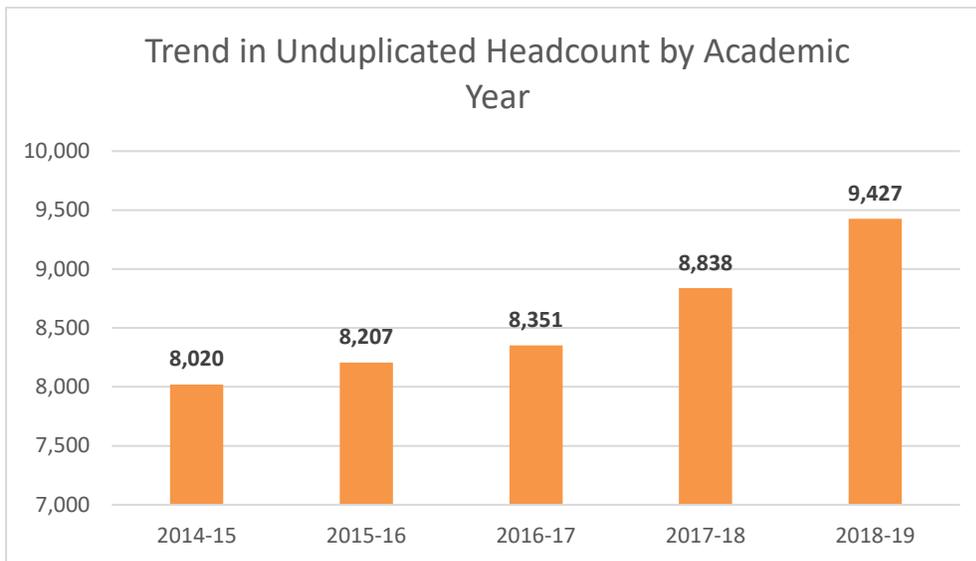
- 7,013 (39.99%) openings – high school diploma or equivalent
- 549 (3.13%) openings – some college, no degree
- 1,319 (7.52%) openings – postsecondary non-degree award
- 1,592 (9.08%) openings – Associate degree
- 5,715 (32.59%) openings – Bachelor's degree
- 641 (3.66%) openings – Master's degree
- 710 (4.05%) openings – Doctoral or professional degree

Job openings in CHC's service area that have a typical entry-level educational requirement of a postsecondary non-degree award or higher are projected to be related to the following programs:

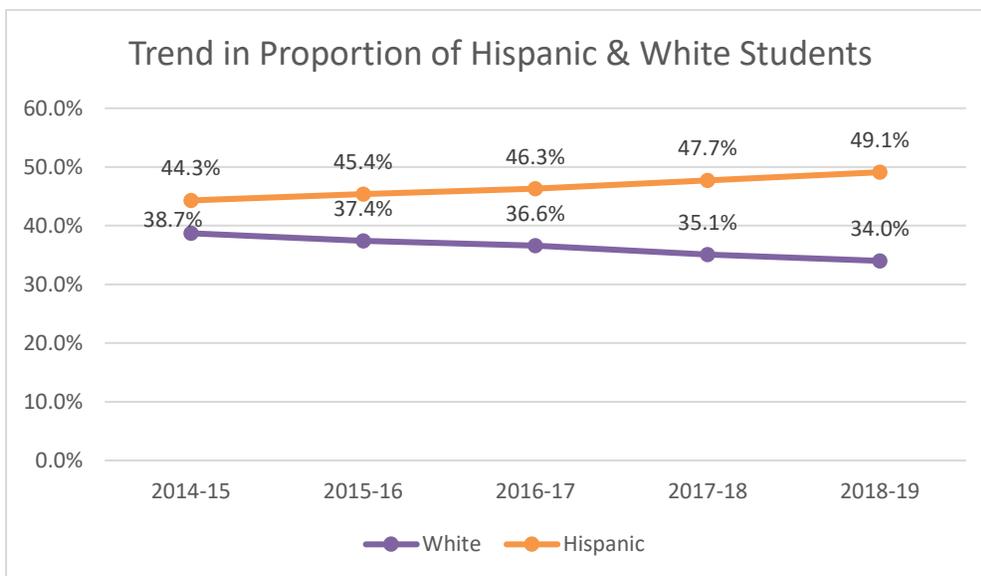
- Biology (31.42% or 675 openings)
- Child Development and Education (23.13% or 497 openings)
- Business Administration (14.42% or 310 openings)
- Psychology (6.95% or 149 openings)
- Accounting (6.66% or 143 openings)

Demographic Data

A comparison of data for the past five academic years shows that Crafton Hills College's annual unduplicated headcount has continued to increase each year, going up from 8,020 students in 2014-15 to 9,427 students in 2018-19 -- an 18 percent increase. Meanwhile, the College's student population has become more diverse. The proportion of CHC's White population has decreased from 39 percent in 2014-15 to 34 percent in 2018-19 while the Hispanic student population has increased from 44 percent to 49 percent during that same period.

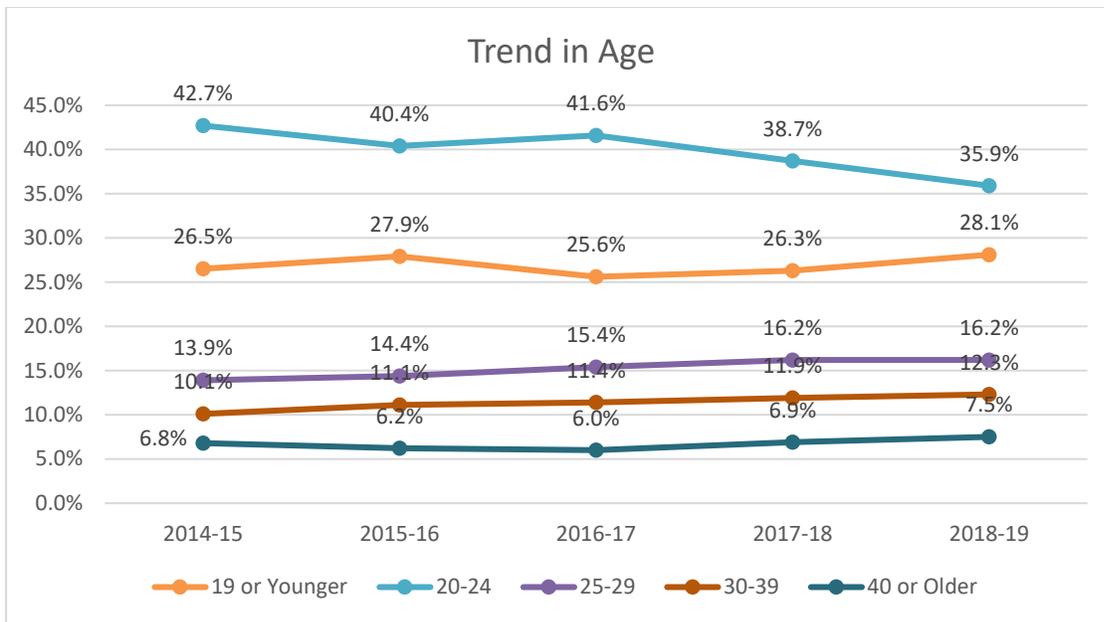


Source: CHC's Student Information System



Source: CHC's Student Information System

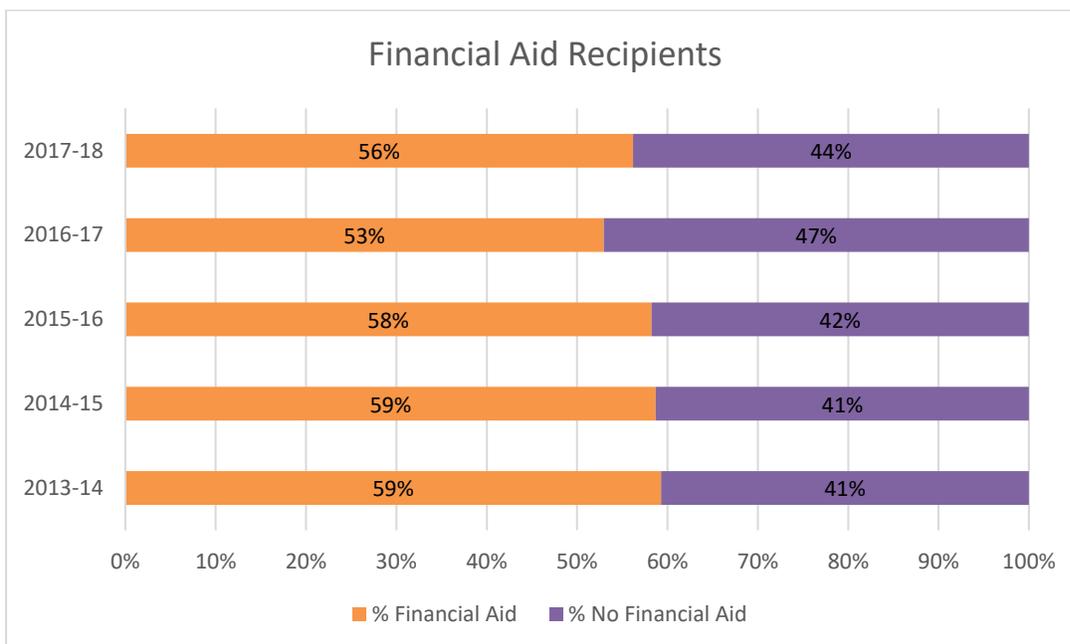
For the past five years, the two age ranges that were most prominent are those 19 or younger and 20-24. The 19 or younger population has remained stable (ranging from 26-28 percent) while the proportion of students between the ages of 20-24 decreased from 43 percent in 2014-15 to 36 percent in 2018-19. Students falling into the age groups of 25-29 or 30-39 increased by 2 percentage points per group since 2014-15, reaching 16 percent and 12 percent respectively in 2018-19. However, the population of those 40 or older increased by just 1 percentage point to 8 percent in 2018-19.



Source: CHC's Student Information System

Socio-economic Data

Fifty-nine percent of CHC students received some form of financial aid in 2013-14 and 2014-15. This rate declined slightly in 2015-16 to 58 percent before a sharper drop in 2016-17 to 53 percent. As of 2017-18, the rate has increased to 56 percent.



Source: CCCC's Data Mart

Sites

Crafton Hills College is located on 523 acres in the foothills of the San Bernardino Mountains overlooking the Yucaipa Valley. The College campus has 19 buildings (385,000 total square feet), six outdoor tennis courts, and a multi-purpose athletic field. Over the last 15 years, two local bond measures have supported an ongoing flurry of construction at the College. Since 2010, CHC has added 37 percent to the overall campus square footage. The largest increase occurred in late 2015 at the opening of three new buildings: the Crafton Center (student services, bookstore, food services, and administration), Canyon Hall (science building), and the new Public Safety and Allied Health building. In November 2018, the community again supported the development of the College with the passage of a \$470M bond measure that will fund new buildings and further enhance the remaining older facilities and infrastructure, as outlined in the CHC Facilities Master Plan.

Although CHC has no off-campus facilities, students in Fire Science, Radiologic Technology, Emergency Medical Services, and Respiratory Care programs complete practical and clinical training at off-site specialized facilities, in local hospitals, or other treatment facilities. In addition, CHC has partnerships with nearby K-12 districts whereby the College schedules transfer-level classes in a variety of subjects for high school juniors and seniors. CHC has also been offering Spanish classes at the San Bernardino Public Safety Academy, a charter high school.

Crafton also works off site with the San Bernardino County Fire Protection District. The San Bernardino Regional Training Center functions as a joint-powers agreement (JPA) between the San Bernardino Community College District and San Bernardino County Fire Protection District. The focus of the Center is to provide training for aircraft rescue firefighting. CHC provides expertise and support in the area of curriculum development for training course delivery. Additionally, CHC lends administrative and office technology support for daily operations through consultation and direct interaction with the Dean of Career Education & Human Development.

Specialized or Programmatic Accreditation

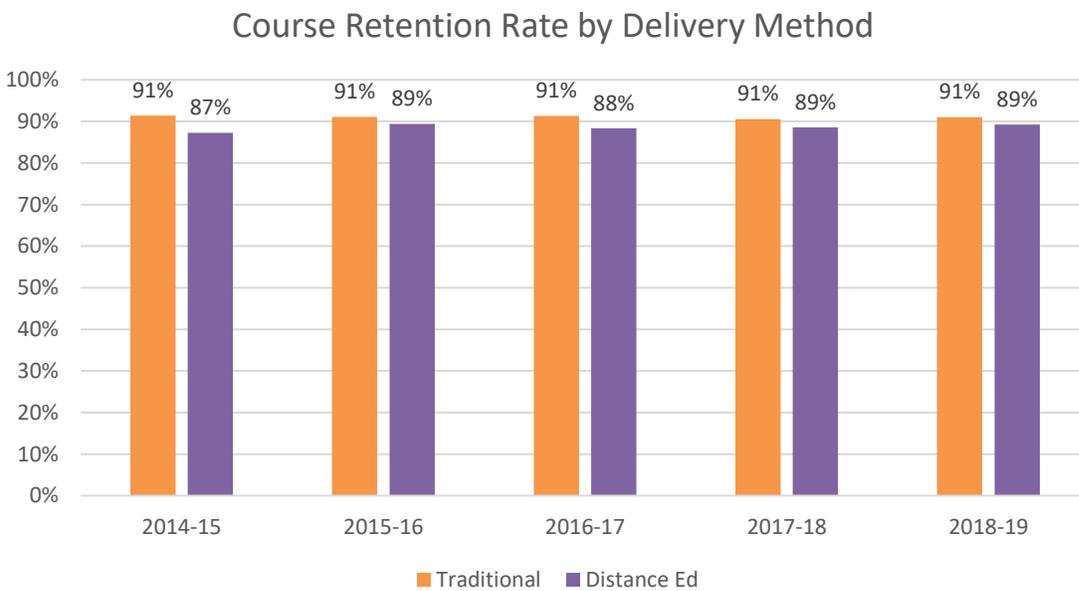
Several of the CHC's Career/Technical programs are accredited or licensed by quality assurance agencies and fully compliant with all requirements:

- Basic Firefighter Academy: CAL FIRE, California State Training
- Child Development Center: California Department of Social Services Community Care Licensing
- Emergency Medical Technician Certificate: Inland Counties Emergency Medical Agency (ICEMA)
- Emergency Medical Technician Paramedic Program: Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Radiologic Technology: Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Respiratory Care: (Program No. 200132): Commission on Accreditation for Respiratory Care

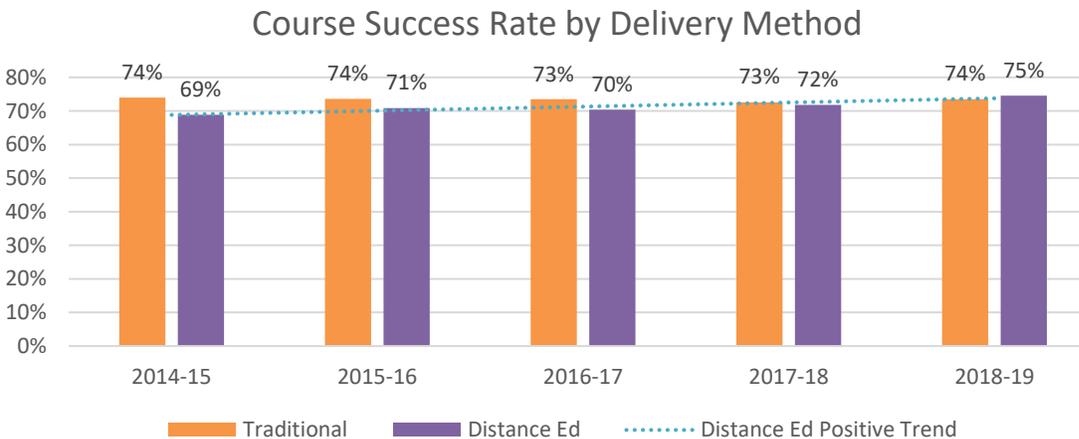
B. Presentation of Student Achievement Data and Institution-set Standards

Course Retention and Success by Delivery Method

CHC’s course retention rates for both traditional face-to-face and distance education (DE) delivery methods of instruction have remained consistent over the past five academic years. Retention rates for classes in the traditional method of delivery (i.e., face-to-face) has remained steady at 91 percent, and retention rates for classes in distance education (DE) has remained steady at 89 percent. The College’s success rates for traditional instruction has likewise been steady for the past five academic years, whereas the course success rate for distance education (DE) courses has increased. While students in traditional courses have typically achieved higher success rates than those in DE courses, the College’s DE rates have increased steadily in recent years – and, in fact, exceeded the success rates in traditional courses in 2018-2019.



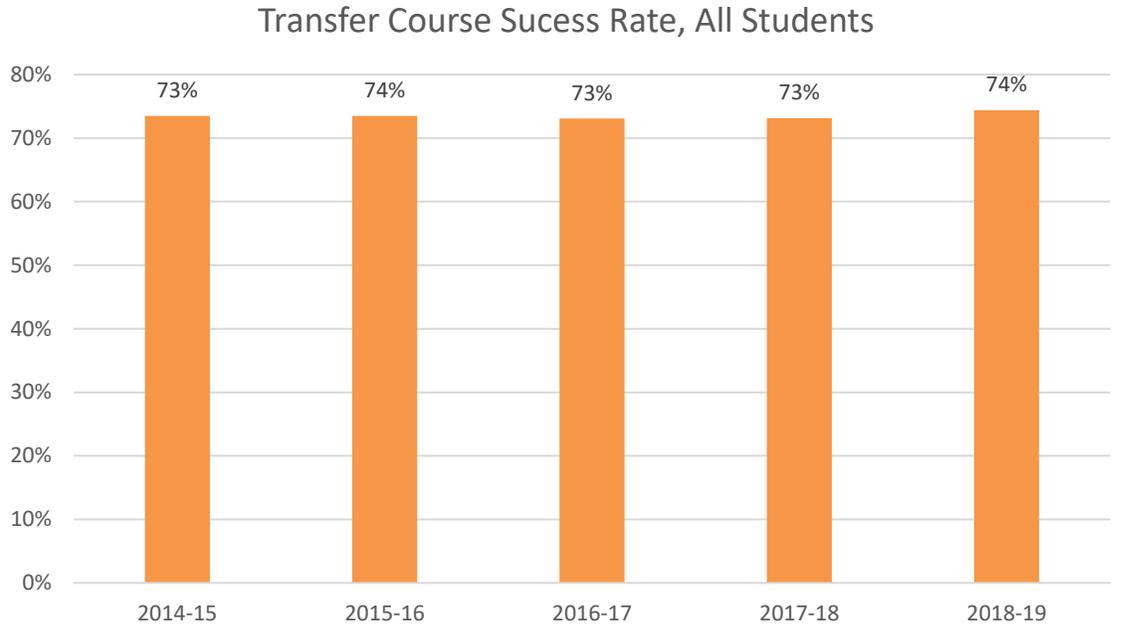
Source: CHC’s Student Information System



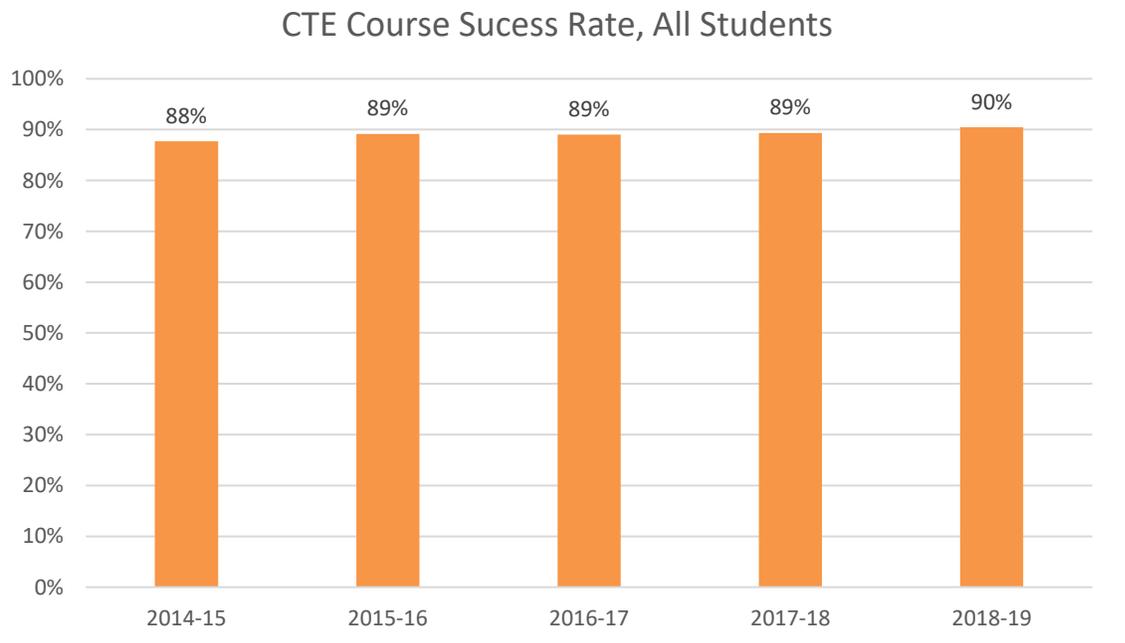
Source: CHC’s Student Information System

Course Success by Course Types

For the last five years, CHC’s course success rates in transfer-level courses have consistently remained at 73-74 percent. Students in Career Technical Education (CTE) classes have achieved slightly higher success rates, from 88 percent in 2014-2015 to 90 percent in 2018-2019.



Source: CHC’s Student Information System

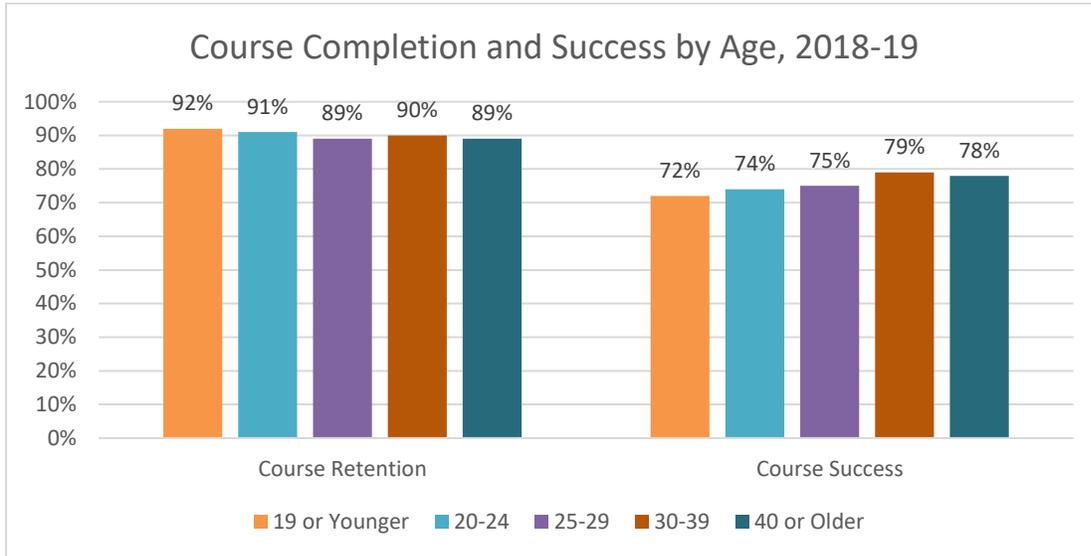


Source: CHC’s Student Information System

Course Retention and Success by Demographic Characteristics

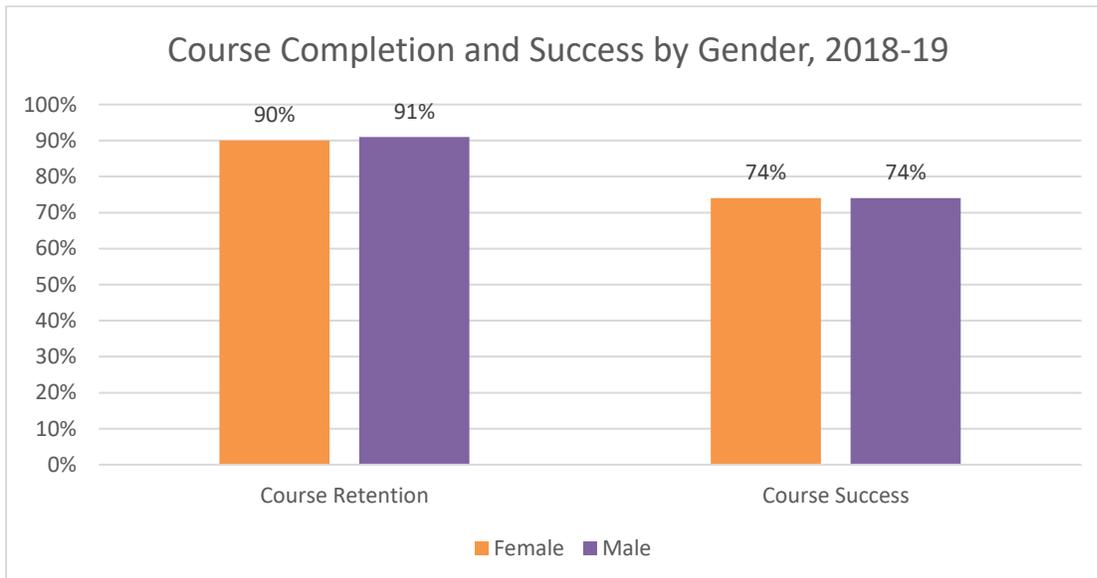
Course retention is highest among the 19 or younger age group (92 percent) and the 20-24 age group (91 percent) and is lowest among those who are between the ages of 25-29 (89 percent) and

40 or older (89 percent). Regarding course success, the data show that course success is higher among older age groups (30-39 and 40 or older) compared to success of the younger age groups (19 or younger, 20-24, and 25-29). Thus, while the retention rates may be higher among younger students than among older students, older students achieved higher success rates than younger students over the same time period.



Source: CHC’s Student Information System

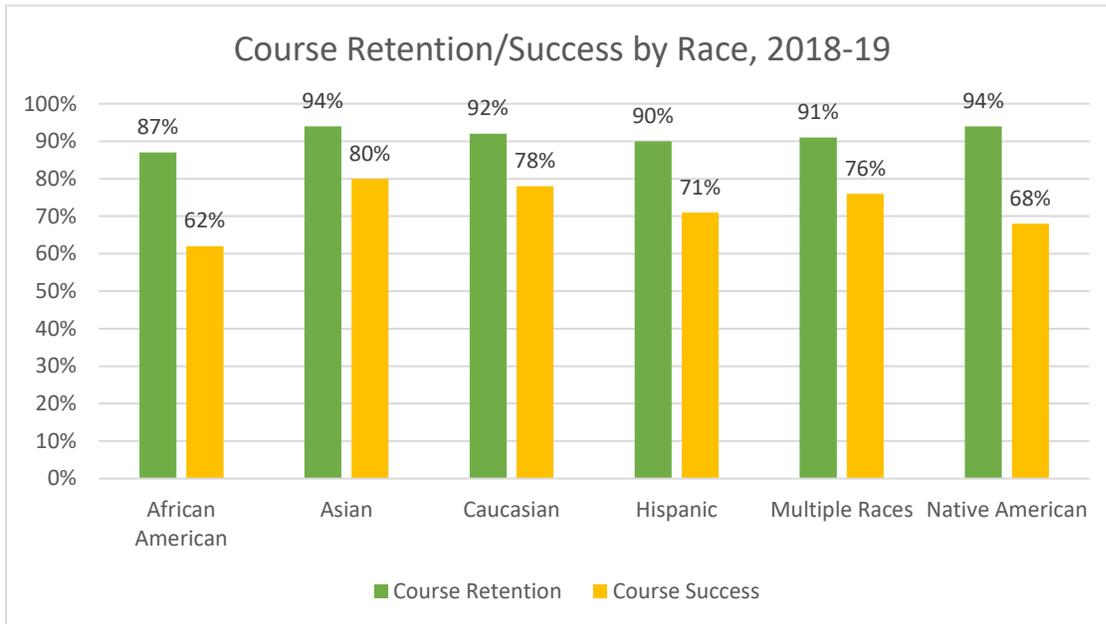
Course retention and success rates of males and females are nearly equal. In 2018-19, males achieved slightly higher rates than females for course retention but achieved lower rates than did female students for course success (73.5 percent for males and 74.0 percent for females).



Source: CHC’s Student Information System

The College also examined course retention and success by ethnic group for the 2018-19 academic year. The biggest gap between retention and success exists among Native American students (a

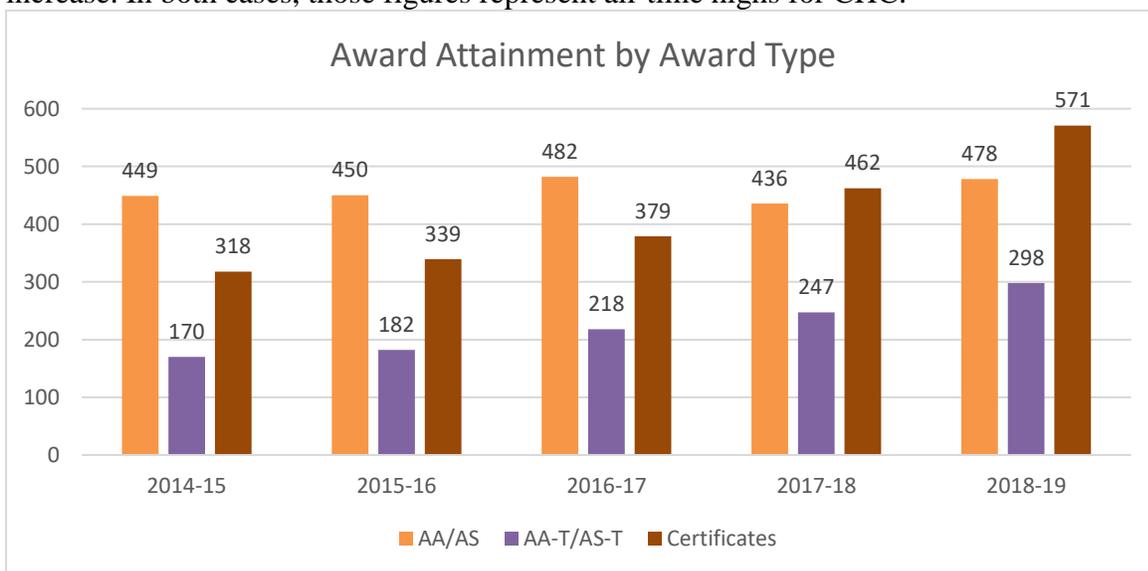
26-percentage-point gap) followed closely by African American students (a 25-percentage-point gap). These findings suggest that many Native American and African American students are completing their classes; however, many of those same students are not earning successful grades. Asian and Caucasian students achieved the highest success rates at 80 percent and 78 percent, respectively.



Source: CHC’s Student Information System

Completions and Awards

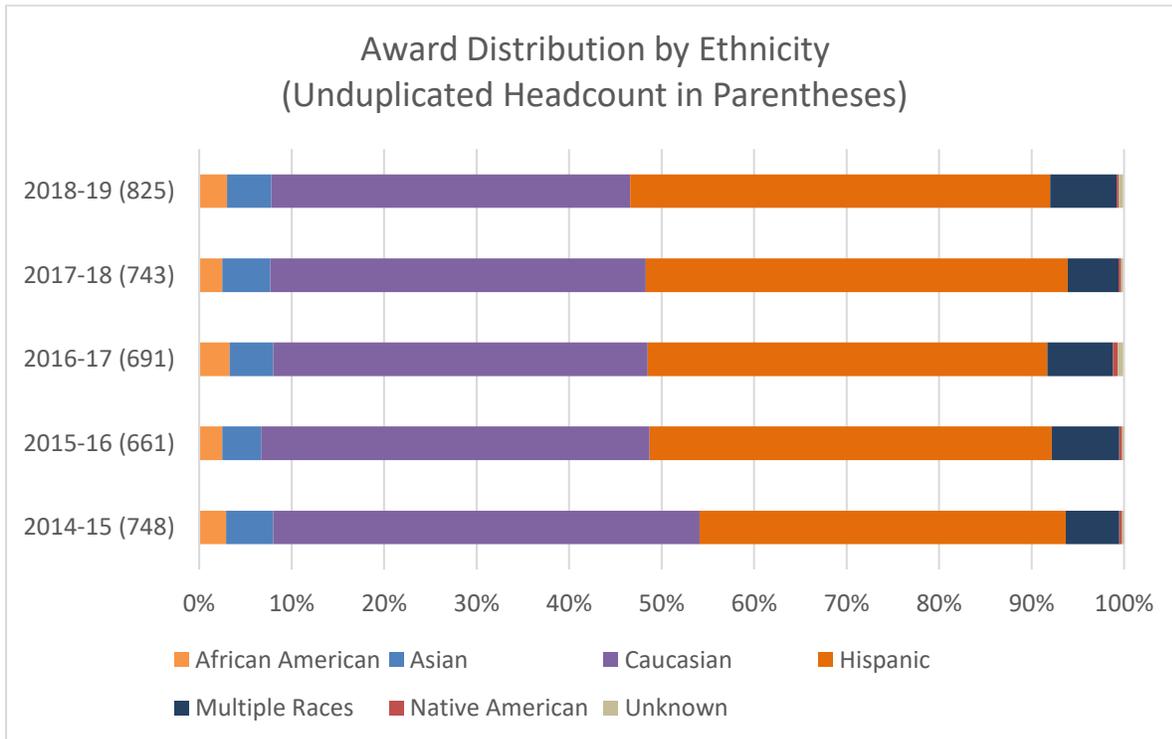
CHC bestowed 1,347 awards in 2018-19 -- the most in its history and a 44 percent increase over 2014-15. Also noteworthy are the five-year increases in the number of certificates awarded-- 318 to 571, an 80 percent increase -- and Associate Degrees for Transfer – 170 to 298, a 75 percent increase. In both cases, those figures represent all-time highs for CHC.



Source: CHC’s Student Information System

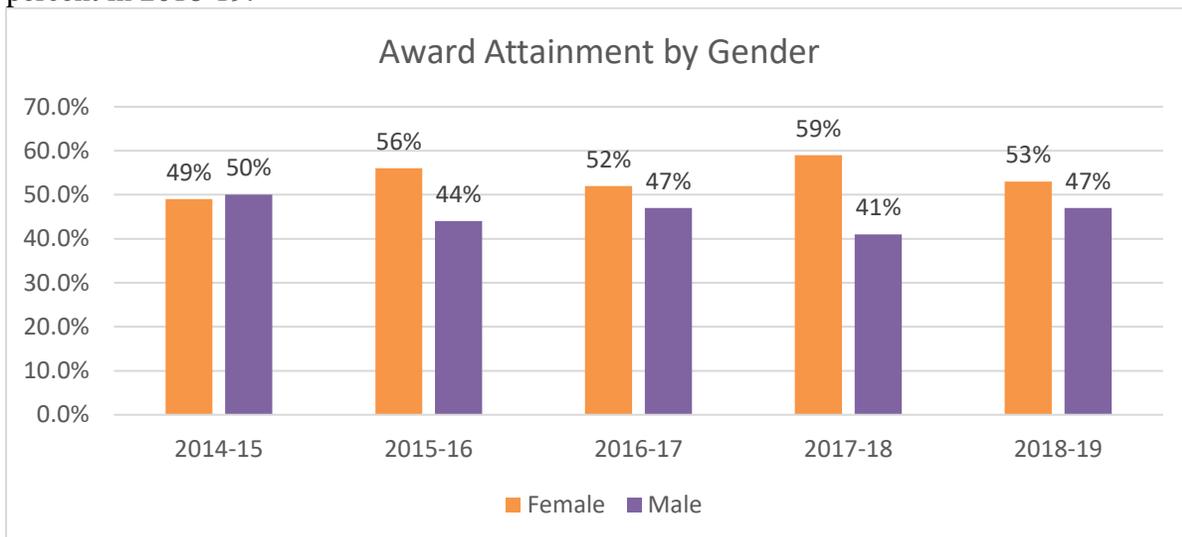
Completions and Awards by Demographic Characteristics

Hispanic and Caucasian students earned the greatest percentage of awards, earning 84 percent of all awards in 2018-19 (45 percent for Hispanic and 39 percent for Caucasian). The percentage of Hispanic students earning a degree or certificate has increased over the last five years, in line with the increasing number of Hispanic students the College has served over that time period.



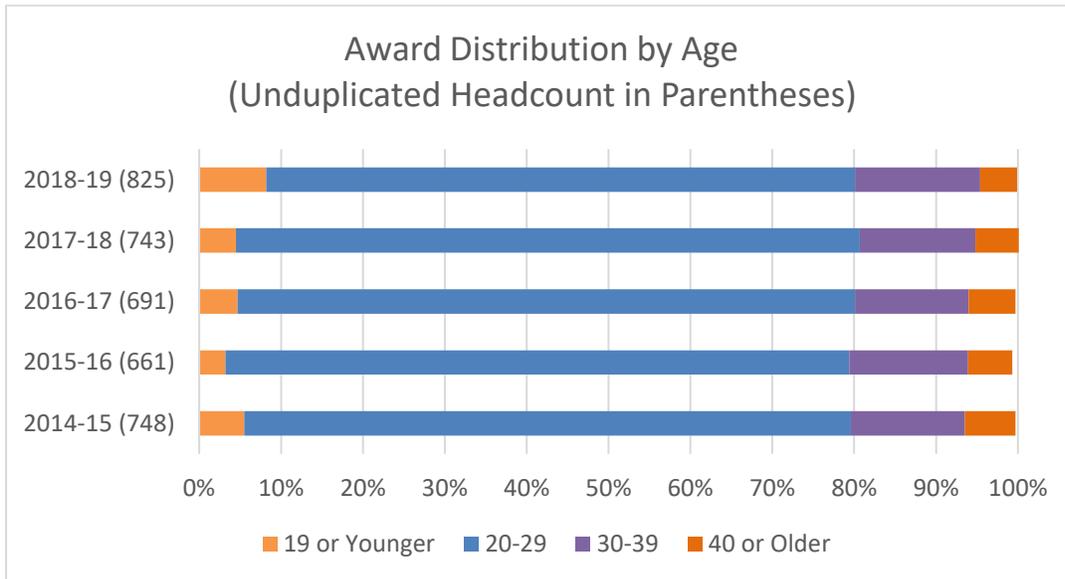
Source: CHC’s Student Information System

The percentage of awards by female and male students has changed over the last five years. Female students have increasingly earned a greater share of all awards, from 49 percent in 2014-15 to 53 percent in 2018-19.



Source: CHC’s Student Information System

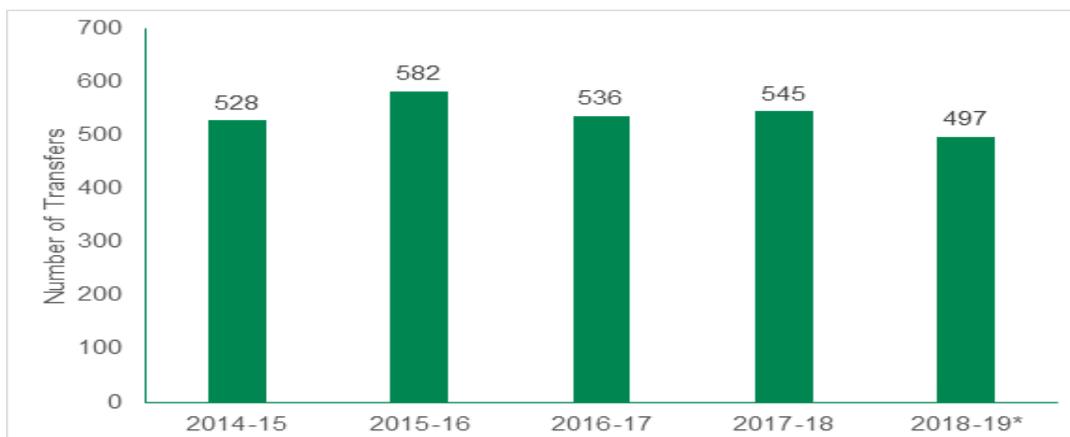
The percentage of degrees and certificates earned by different age groups has also changed slightly over time. In 2014-15, 74 percent of awards were earned by students between the ages of 20 and 29. Not only has that percentage declined to 72 percent as of 2018-19 but the percentage of awards earned by students 19 or younger has increased from a low 3 percent in 2015-16 to 8 percent in 2018-19. Thus, CHC’s award earners are generally younger now than five years ago.



Source: CHC’s Student Information System

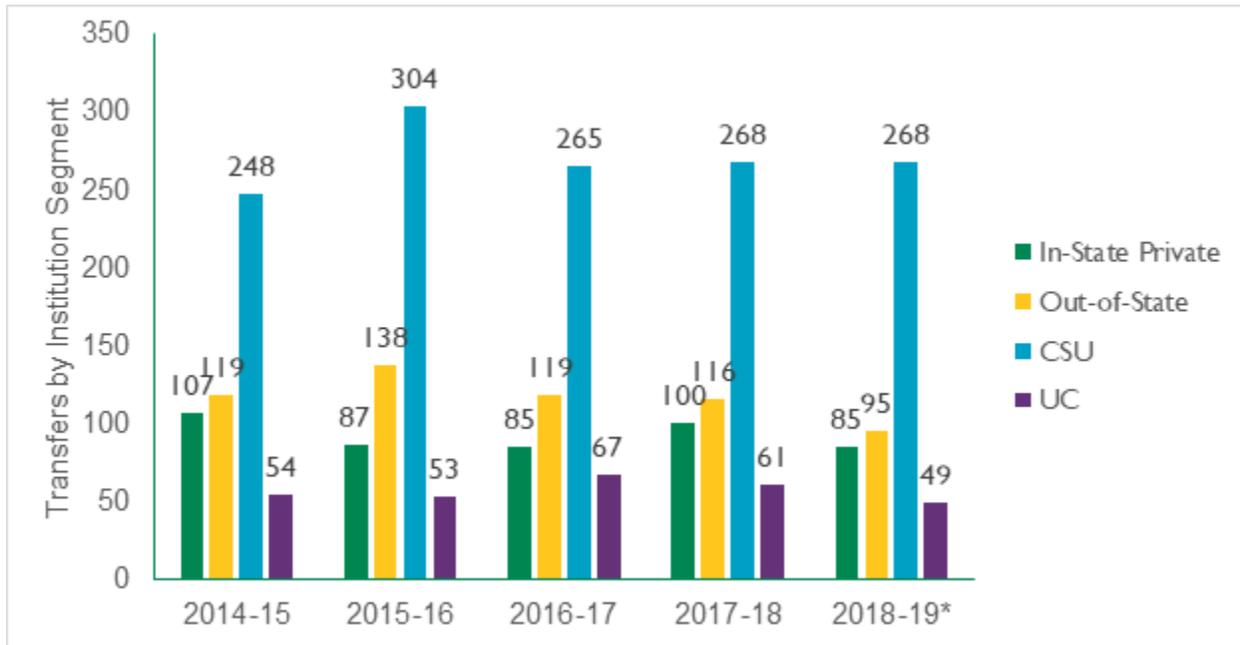
Transfer to Four-Year Institutions

The figure below lists the number of transfers to baccalaureate-granting institutions between 2014-15 and 2018-19¹. This number has remained relatively consistent during that five-year period, except that it declined below the 500 mark for 2018-19, but that number may be under-reported because the California State University (CSU) has not yet provided a report for 2018-2019.



¹ The 2018-19 figure is tentative as the California State University (CSU) has not reported figures for 2018-19.

The figure below depicts the transfer information over the same time period disaggregated by institution segment (i.e., in-state private, out-of-state, California State University (CSU), and University of California (UC))². The decline for 2018-19 appears to be largely the result of a decline in the number of out-of-state transfers (from 116 in 2017-18 to 95 in 2018-19) and in the number of UC transfers (from 61 in 2017-18 to 49 in 2018-19).

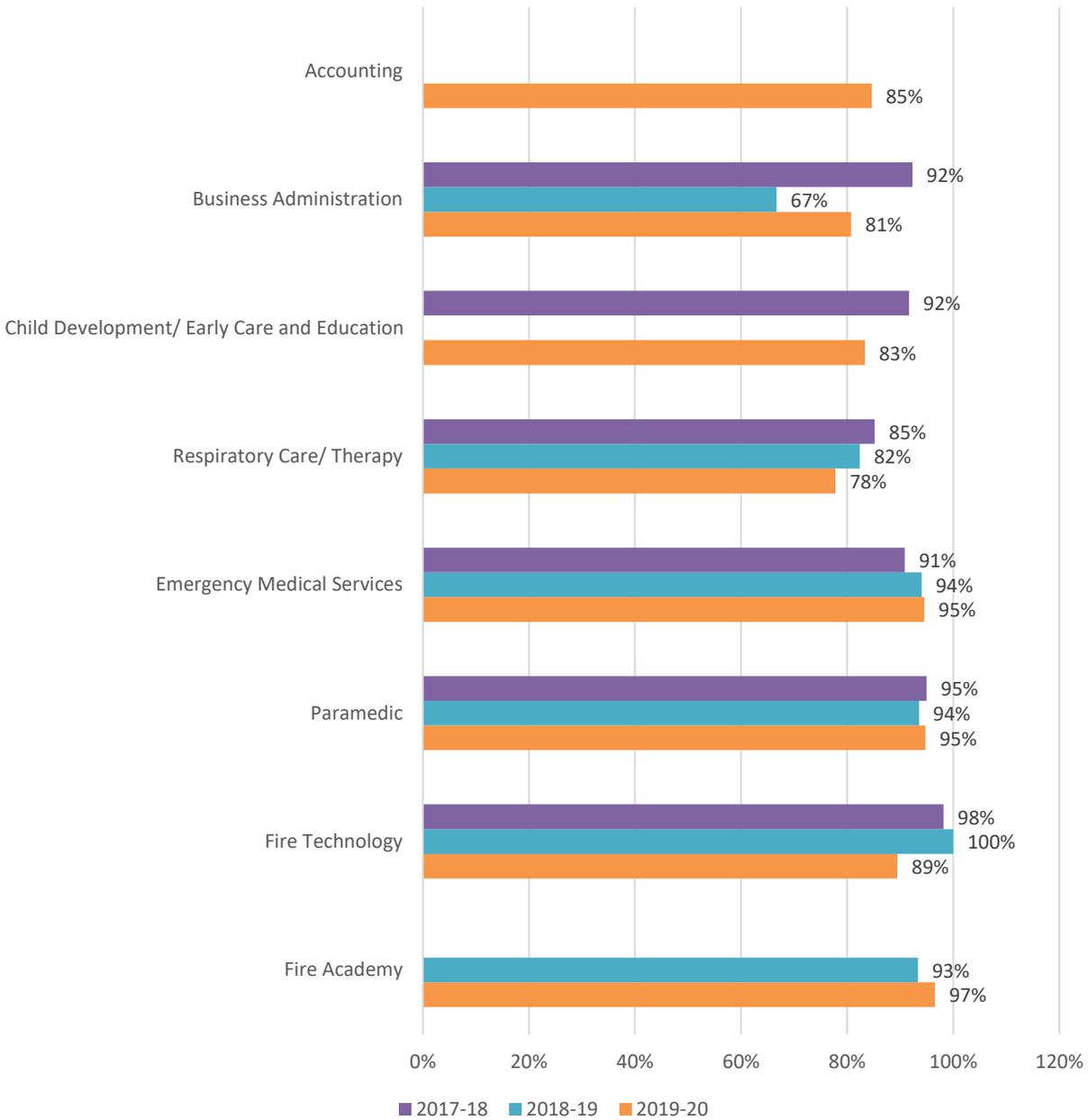


Job Placement and Pass Rates on Licensure Exams.

Crafton Hills College’s Career-Technical Education (CTE) programs offer students a rigorous curriculum, founded on the skills students need most to succeed in the workplace. The College’s CTE programs are effective in preparing students for entry into the two largest industry sectors in the region: health care and social assistance. CHC’s job placement rates have consistently exceeded the 2016-2017 Performance Goal of 73.23 percent, indicating an alignment between the College’s curriculum, program and institutional learning outcomes, and employment outcomes.

² The 2018-19 figure is tentative as the Cal State University (CSU) has not reported figures for 2018-19. The CSU figure reported herein is the same value reported in 2017-18.

Job Placement Rate (Students completing certificates and CTE degrees)

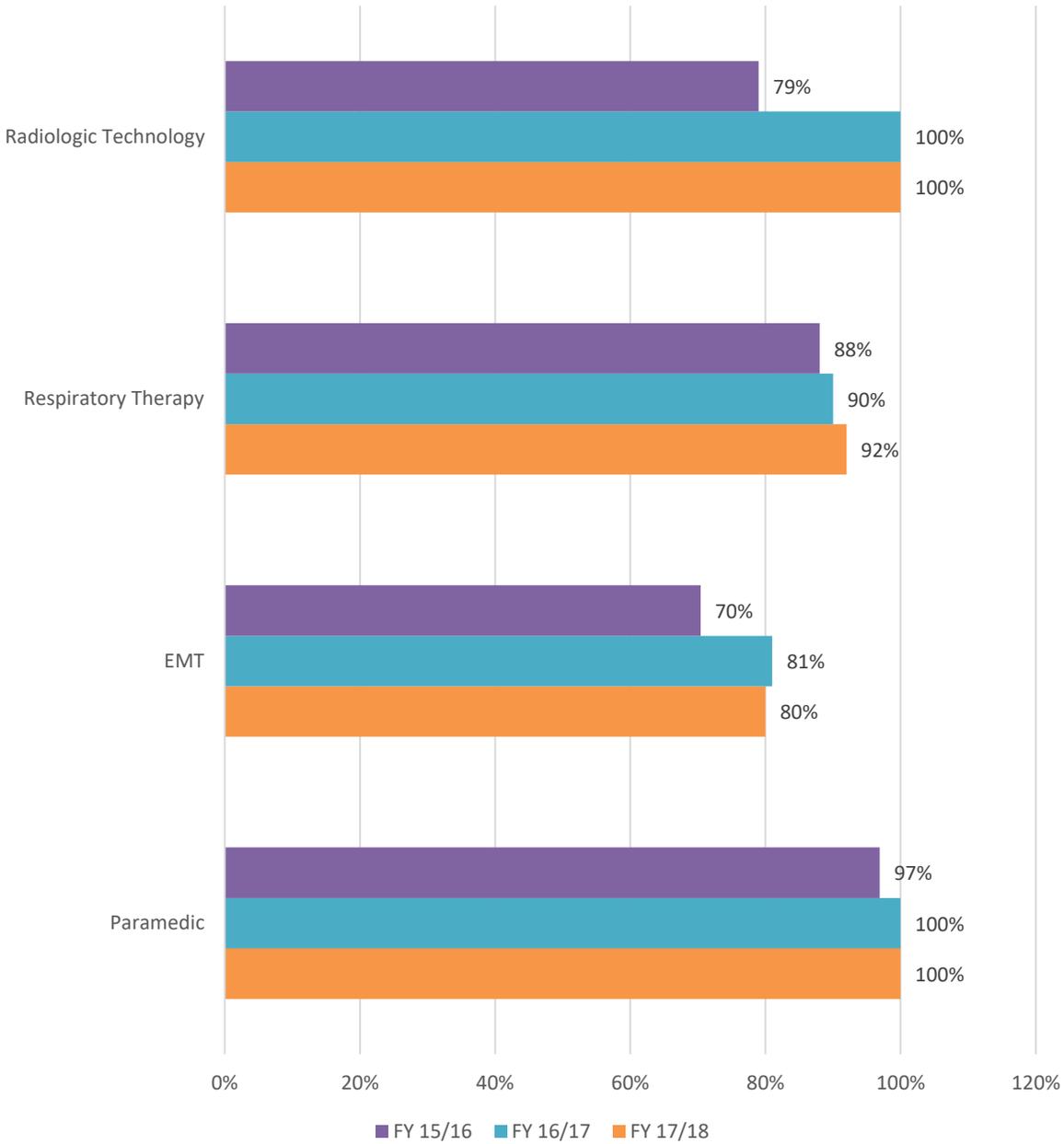


Source: Career Technical Education Perkins IV Report

Note. Rates do not appear for programs with a total count of less than 10 students.

The College’s CTE programs also prepare students for corresponding licensure exams. The findings shown below all reflect pass rates on licensure exams exceeding institution-set standards (78.6 percent for Radiologic Technology, 70 percent for all other programs).

Pass Rates on Licensure Exams



Source: Career Technical Education Perkins IV Report

Note. Business Administration, Child Development, Fire Technology, and Fire Academy are excluded since they do not have required licensure. Accounting licensure is excluded since most accounting positions (tax examiner/ collector/ preparer, accountant, auditor, personal finance advisor) require bachelor’s degree or above.

Institution-Set Standards

The institution-set standards developed at Crafton Hills College in 2013 are reviewed annually by the Institutional Effectiveness, Accreditation, and Outcomes Committee. In setting the standards,

CHC worked from the ACCJC guidance that the College should not fall below the number or rate that was set. If it did fall below this number, then it would focus more energy and resources than normal to increase the College’s performance rate to bring this number up. At the time, the College adopted the common approach of calculating a five-year average and using one standard deviation below the average to identify a minimum. This approach was used because the College felt that a decrease of one standard deviation represented a substantial decrease.

There is an important distinction between the institution-set standards and the College’s stretch goals. The Educational Master Plan Committee annually reviews the College’s stretch goals, which are separate from the institution-set standards.

The College has identified the following institution-set standards: 63.6% for successful course completion, 204 certificate completions annually, 250 degree completions annually, and 163 transfers to four-year institutions annually.

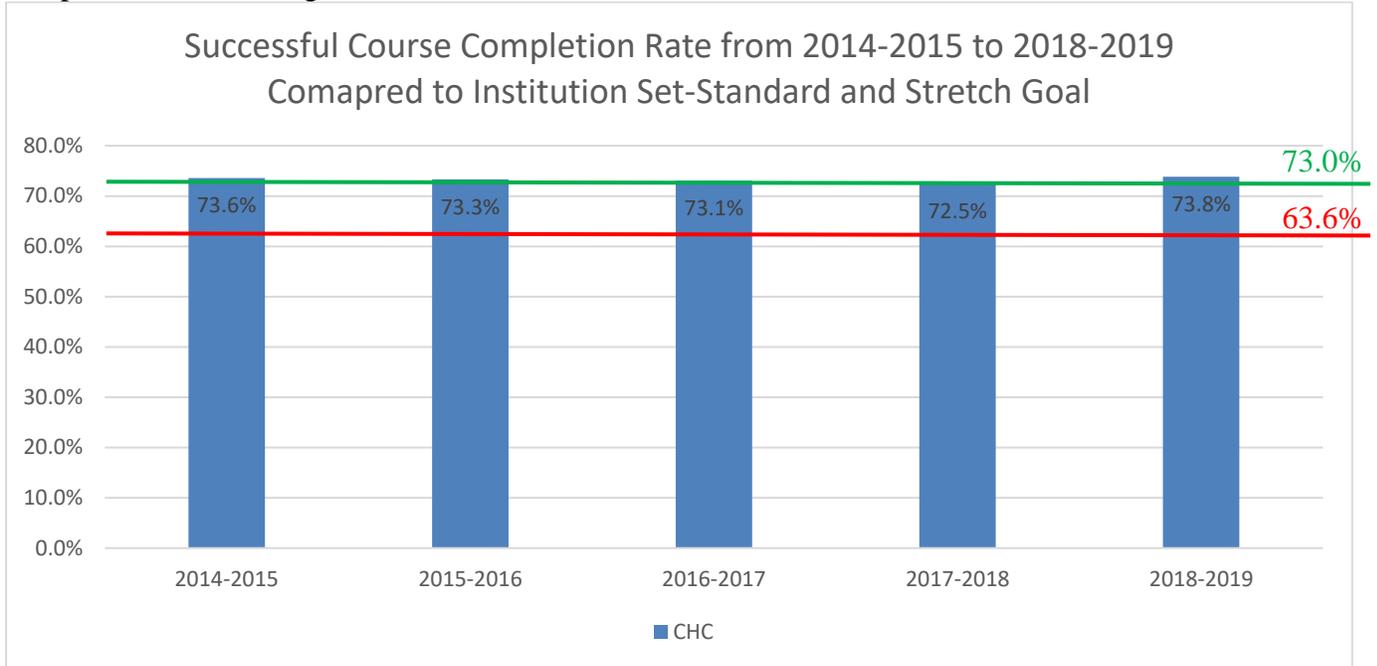
Below are the Institution-Set Standards and the 2018-2019 Measure for Successful Course Completion, the Number of Certificates and Degree Completions, and the Number of Transfers for 2018-2019.

Data Element	Definition	Institution-Set Standard	2018-2019 Outcome
Course Completion (Success) Rate	The number of students earning a “C” grade or better divided by the number of grades at census multiplied by 100 in the fall semester. Represented as a percent of students successfully completing a course.	63.6%	73.8%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	296
Degrees	The annual number of students earning AA/AS degrees. This excludes transfer degrees.	250	472
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, private, and out-of-state universities.	163	497

Successful Course Completion

Crafton Hills College has an institution-set standard of 63.6 percent for the successful course completion rate. The stretch goal is 73 percent. The institution-set standard and the stretch goal were based on the fall successful course completion rate. This was the first year in which the ACCJC Annual Report requested the successful course completion rate as the *annual* number, not the fall number. Accordingly, the rate increased because summer was included, which tends to have high course completion rates. The Institutional Effectiveness, Outcomes, and Assessment Committee will review the institution-set standards and stretch goals to adjust for this change. When examining the fall course success rates, the College has not been able to sustain the 73

percent target for more than one semester. In the past five years, the annual successful course completion rate has ranged from 72.5% to 73.8%.



Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except for African American students. The success rate observed among African American students has declined from a five-year peak of 70 percent in 2016-17 to 62 percent in 2018-2019. These findings have spurred College action, particularly increased efforts towards identifying the reasons underlying this achievement gap (see standard I.B.3).

Successful Course Completion Rates by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	67%	66%	70%	66%	62%
Asian	79%	80%	79%	79%	80%
Caucasian	77%	77%	77%	76%	78%
Hispanic	70%	70%	69%	70%	71%
Multiple Races	76%	73%	73%	72%	76%
Native American	76%	78%	68%	53%	68%
Unknown	69%	84%	80%	77%	86%

Success rates have also remained consistent across age groups, all of which achieved success rates well above the institutional set standard. Consistent with past findings, older students generally achieved higher course success rates than younger students.

Successful Course Completion Rates by Age from 2014-2015 to 2018-2019.

Age	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	72%	72%	71%	71%	72%
20-24 Years Old	73%	73%	72%	72%	74%
25-29 Years Old	76%	75%	75%	74%	75%
30-34 Years Old	78%	76%	77%	78%	78%
35-39 Years Old	78%	80%	80%	77%	79%
40-49 Years Old	83%	81%	79%	80%	77%
50 Years Old or Older	78%	78%	73%	75%	80%
Unknown	100%	100%	100%	n/a	n/a

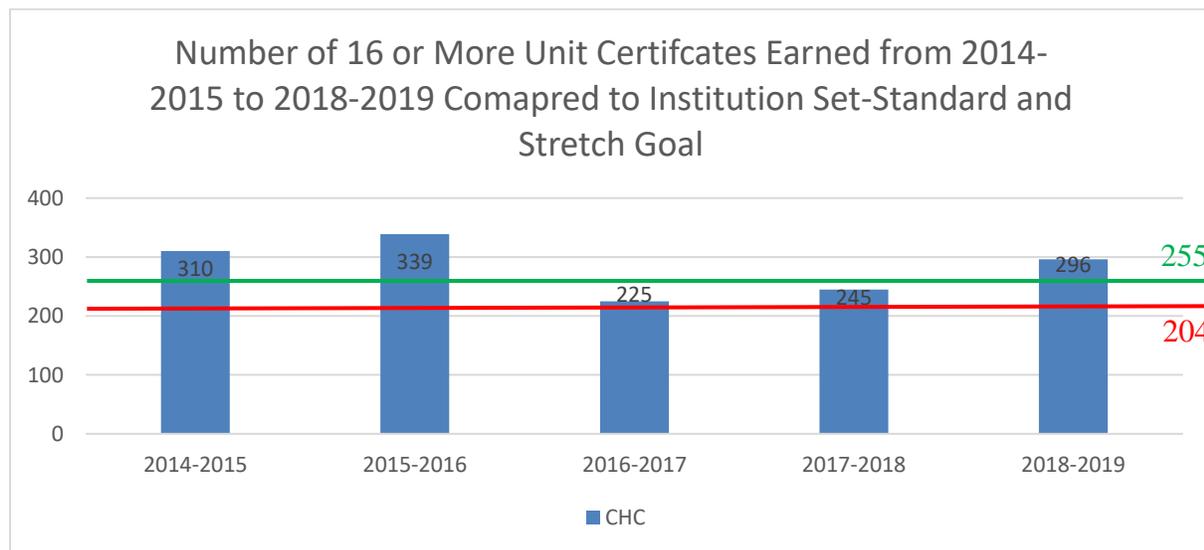
Success rates have also remained consistent for male and female students, who achieved success rates well above the institutional set standard. In fact, the success rates across both gender groups remained similar across the five-year period between 2014-15 and 2018-19. The course success rates of students for whom no gender is recorded has varied from year-to-year, largely due to the small number of students in this group per year (ranging from zero to eight).

Successful Course Completion Rates by Gender from 2014-2015 to 2018-2019.

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Male	73%	73%	73%	72%	74%
Female	75%	74%	74%	73%	74%
Unknown	67%	75%	78%	59%	71%

Certificates

Crafton Hills College has an institution-set standard of 204 certificates earned annually. The stretch goal is 255. The institution-set standard and the stretch goal are based on the annual number of certificates requiring 16 or more units earned. In the last five years, the annual number of these certificates earned has ranged from 225 to 339. CHC has not been able to sustain meeting the stretch goal of 255; however, in the last three years the number of these certificates earned has increased from 225 in 2016-2017 to 296 in 2018-2019.



The certificates earned by students of particular ethnic groups have largely mirrored those groups' representation across the entire campus. One pattern that perhaps best reflects this correspondence is the declining percentage of certificates earned by Caucasian students (48% in 2014-15 and 39% in 2018-19) and the increasing percentage of certificates earned by Hispanic students (36% in 2014-15 and 47% in 2018-19). Both of these changes are consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	5%	2%	3%	4%	3%
Asian	7%	8%	8%	7%	9%
Caucasian	48%	47%	44%	43%	39%
Hispanic	36%	41%	44%	45%	47%
Multiple Races	0%	0%	0%	0%	0%
Native American	0%	1%	1%	1%	1%
Unknown	1%	2%	< 1%	0%	0%

The certificates earned by student age group indicate that, on average, student earning a certificate were between the ages of 20 and 29 years of age, consistent with broader student population. However, the percentage of students between 20 and 24 earning a certificate has increased over time (increasing from 37% in 2015-16 to 58% in 2018-19), and the percentage of students between the ages of 25 and 29 years of age earning a certificate has decreased (from 49% in 2014-15 to 22% in 2018-19).

Percent of Certificates Earned by Age from 2014-2015 to 2018-2019.

Age	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	0%	0	<1%	0%	5%
20-24 Years Old	0%	37%	47%	55%	58%
25-29 Years Old	49%	38%	32%	27%	22%
30-34 Years Old	31%	14%	10%	10%	7%
35-39 Years Old	9%	6%	5%	4%	5%
40-49 Years Old	7%	2%	4%	3%	1%
50 Years Old or Older	4%	2%	2%	2%	3%
Unknown	0%	0%	0%	0%	0%

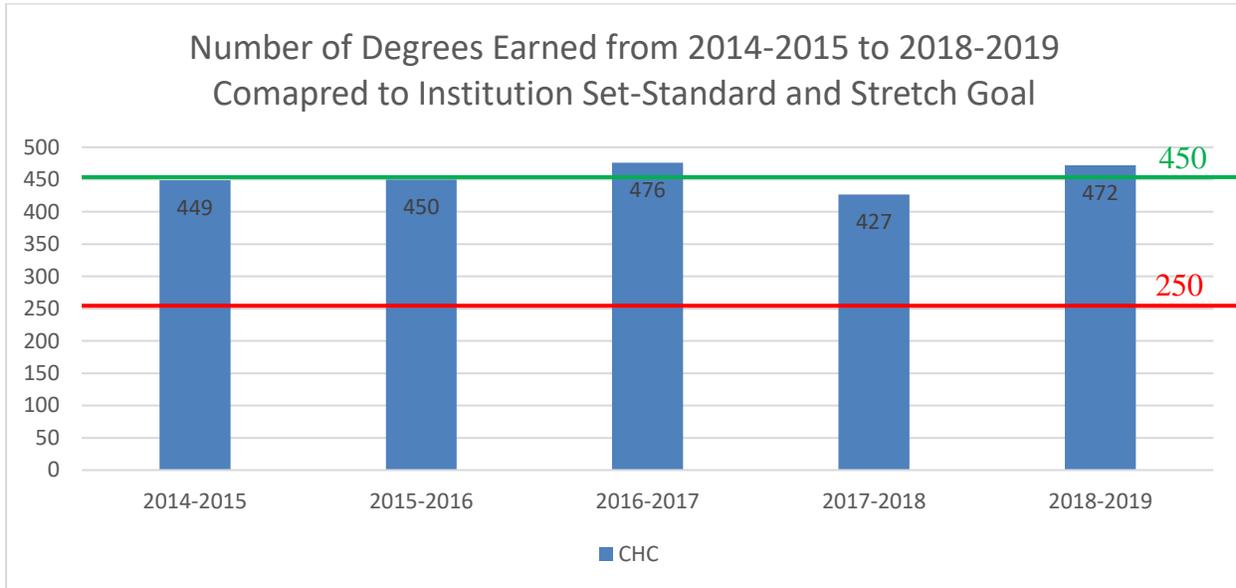
The certificates earned by gender has ranged from 49 percent to 67 percent in the last five years for males. Specifically, the percentage of males earning a certificate has increased from 50 percent in 2015-16 to 58 percent in 2018-19, and the percentage of female students earning a certificate has decreased from 50 percent in 2015-16 to 42 percent in 2018-19. The percent of certificates earned annually appears to fluctuate from a majority of males to a majority of females.

Percent of Certificates Earned by Gender from 2014-2015 to 2018-2019.

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Male	67%	50%	54%	49%	58%
Female	32%	50%	46%	51%	42%

Degrees

Crafton Hills College has an institution-set standard of 250 AA/AS degrees earned annually. The stretch goal is 450. The institution-set standard and the stretch goal are based on the annual number of AA/AS degrees earned. In the last five years the number of annual degrees earned has ranged from 427 to 476 degrees. CHC has not been able to sustain meeting the stretch goal of 450 for more than two consecutive years; however, in the last two years the number of degrees earned has increased from 427 in 2017-2018 to 472 in 2018-2019.



As is the case with certificate attainment, the AA/AS degrees earned by student ethnic groups have largely mirrored groups' representation across the entire campus. The pattern that best reflects this idea is the declining percentage of degrees earned by Caucasian students (50% in 2014-15 and 39% in 2018-19) and the increasing percentage of degrees earned by Hispanic students (38% in 2014-15 and 45% in 2018-19), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	3%	6%	5%	4%	6%
Asian	7%	7%	9%	9%	8%
Caucasian	50%	44%	46%	42%	39%
Hispanic	38%	41%	37%	43%	45%
Multiple Races	0%	0%	0%	0%	0%
Native American	1%	2%	1%	1%	2%
Unknown	0%	0%	1%	1%	<1%

The degrees earned by students according to age group indicate that, on average, students earning a certificate between the ages of 20 and 29 years of age had the highest percentage, consistent with the broader student population. However, the percentage of students between 20 and 24 earning a degree has increased over time (increasing from 19% in 2014-15 to 51% in 2018-19), and the

percentage of students between the ages of 25 and 29 years of age earning a degree has decreased (from 43% in 2014-15 to 22% in 2018-19).

Percent of Degrees Earned by Age from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Younger	0%	0%	0%	1%	3%
20-24 Years Old	19%	36%	42%	46%	51%
25-29 Years Old	43%	38%	34%	31%	22%
30-34 Years Old	20%	12%	10%	9%	10%
35-39 Years Old	7%	6%	6%	6%	8%
40-49 Years Old	7%	5%	5%	5%	4%
50 Years Old or Older	3%	2%	4%	3%	3%
Unknown	0%	0%	0%	0%	0%

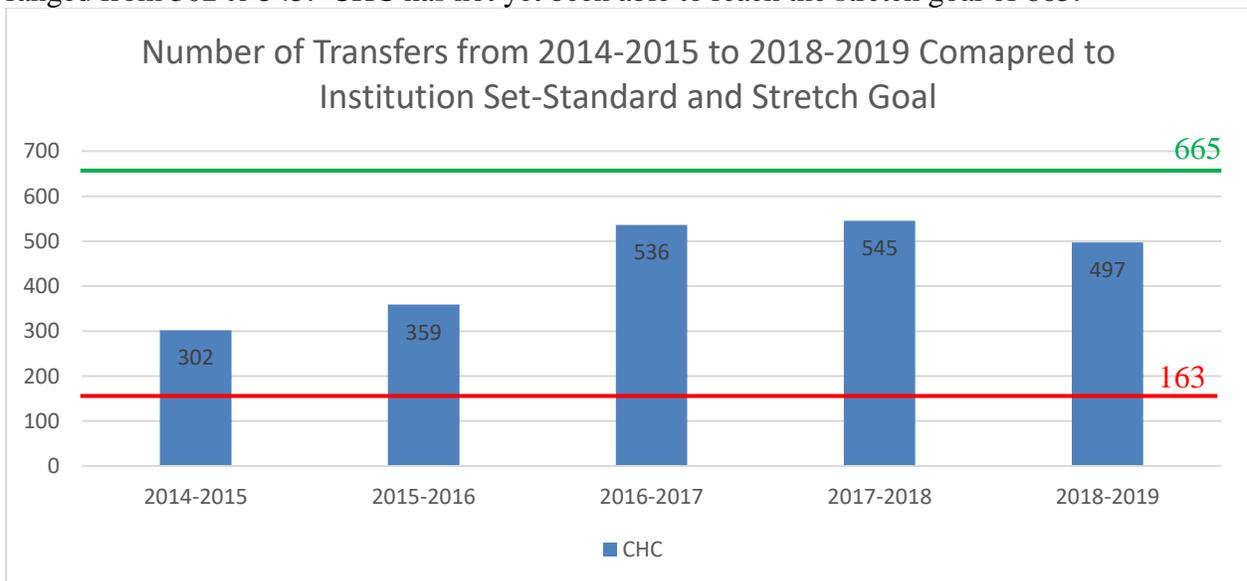
The degrees earned by gender has changed by 11 percentage points since 2015-16. Specifically, the percentage of males earning a degree has declined from 44 percent in 2014-15 to 33 percent in 2018-19, and the percentage of female students earning a degree has increased from 56 percent in 2014-15 to 67 percent in 2018-19.

Degrees Earned by Gender from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
Male	44%	38%	43%	35%	33%
Female	56%	62%	56%	65%	67%
Unknown	0%	0%	<1%	0%	0%

Transfers

Crafton Hills College has an institution-set standard of 163 transfers earned annually. The stretch goal is 665. The institution-set standard and the stretch goal are based on the annual number of transfers to four-year universities. In the last five years the number of annual transfers earned has ranged from 302 to 545. CHC has not yet been able to reach the stretch goal of 665.



The transfers to CSU campuses have remained relatively consistent across student ethnic groups, except for Caucasian and Hispanic students. Specifically, the rate among Caucasian students has declined from 40 percent in 2014-15 to 34 percent in 2017-18, and the rate among Hispanic students has increased from 7 percent in 2014-15 to 41 percent in 2018-19. This change is consistent with the broader shifts in ethnicity observed across the College’s student population.

Percent of Transfers to CSU Campuses by Ethnicity from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19₁
African American	3%	4%	2%	2%	
Asian	2%	6%	6%	6%	
Caucasian	40%	40%	37%	34%	
Hispanic	37%	36%	43%	41%	
Multiple Races	6%	3%	3%	6%	
Native American	2%	<1%	<1%	0%	
Unknown	9%	12%	9%	11%	

₁No data are yet available for 2018-19.

The transfers to CSU campus have remained consistent across gender groups. In fact, the percentages observed in 2017-18 are identical to those observed in 2014-15.

Percent of Transfers to CSU Campus by Gender from 2014-2015 to 2018-2019.

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19₁
Male	43%	45%	45%	43%	
Female	57%	55%	55%	57%	
Unknown	0%	0%	0%	0%	

₁No data are yet available for 2018-19.

Standards for the licensure examination pass rates and the job placement rates were set by the program faculty. The licensure examination pass rates institution-set standard for Respiratory, EMS, and Paramedic were all set at 70 percent. The institution-set standard for Radiologic Technology was set at 78.6 percent. Some of the rates were based on the standard deviation described above, and others based on expectations from individual accrediting agencies from each program. All of the programs have exceeded the institution-set standards consistently for both the licensure examination pass rates and the job placement rates.

Institution-Set Standards and the 2018-2019 Licensure Examination Pass Rates for 2018-2019.

Program	Institution-Set Standard	2018-2019 Outcome
Respiratory Care / Therapy	70.0%	93%
Radiologic Technology	78.6%	100%
Emergency Medical Services	70.0%	88%
Paramedic	70.0%	100%

The institution set standards for the job placement rates are illustrated in the table below and range from 43 percent to 90 percent. All of the programs have also consistently exceeded the institution-set standard.

Institution-Set Standards and the 2018-2019 Employment Rates for CTE Students for 2018-2019.

Program	Institution-Set Standard	2018-2019 Outcome
Accounting	43.2	61.5
Business Administration	64.0	83.3
Business Management	70.0	83.3
Computer Information Systems	70.0	100.0
Respiratory Care / Therapy	57.2	76.9
Radiologic Technology	63.6	100.0
Emergency Medical Services	85.4	98.6
Child Development / Early Care and Education	49.6	83.3
Fire Technology	80.1	96.6

C. Organization of the Self-Evaluation Process

The Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) is charged with guiding the accreditation process for the College. The committee membership is listed below:

- Accreditation Liaison Officer (co-chair) – Vice President of Instruction, Keith Wurtz
- Vice President designee – Van Muse, Dean of Social, Information, and Natural Sciences
- Vice President, Student Services – Delmy Spencer
- Vice President, Administrative Services – Mike Strong
- Dean, Institutional Effectiveness, Research and Planning – Giovanni Sosa
- Two Deans (including one each from Instruction and Student Services,) – Joe Cabrales and Kirsten Colvey
- Academic Senate President – Mark McConnell
- Math Faculty – Danielle McCoy
- EMT Faculty – Kristen Clements
- History Faculty – Sabrina Jimenez
- Library Faculty – Krista Ivy
- Classified Senate representative – Karen Peterson (co-chair)
- CSEA representative – Jonathan Townsend
- Student Senate Representative – Jake Fuller

The IEAOC began the self-evaluation process in Fall 2018. Historically, the College has created sub-committees according to ACCJC standards to work on the evaluation. This year the committee wanted to encourage more people to provide input into the self-evaluation process and participate in writing the ISER. The approach that the IEAOC decided on was that existing committees would review the sub-standards that related to their respective areas of focus. This approach also aligns with the recommendation from ACCJC for the ISER process to use existing committee structures to develop the responses in sub-standards.

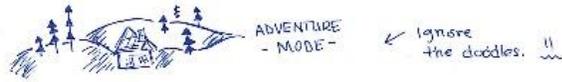
Accordingly, the IEAOC began by asking the Office of Institutional Effectiveness, Research, and Planning (OIERP) to align each sub-standard with committees on campus whose charges correspond with that sub-standard. Based on this alignment the sub-standards were placed on the agendas of each of the committees to initially receive input, and then to review and edit the

narrative of each sub-standard. Rather than listing each committee and the sub-standards reviewed, we use two examples, one from the Academic Senate committees and one from Crafton Council's participatory governance committees, to illustrate this approach.

- 1) The sub-standards aligned and reviewed by the Academic Senate's Educational Technology Committee are listed below. The charge of the Educational Technology Committee is to develop and recommend policies for CHC eLearning.
 - II-A.1: All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
 - II-A.2: Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
 - II-A.7: The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.
 - II-B.1: The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.
- 2) The Crafton Hills College Crafton Council participatory governance IEAOC reviewed and provided input on the following sub-standards. The charge of the IEAOC is to facilitate sustainable continuous quality improvement of the organization and to guide the accreditation process for the entire College.
 - I-A.2: The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.
 - I-B.1: The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
 - I-B.2: The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.
 - I-B.4: The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
 - I-B.5: The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement.

Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

- I-B.6: The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- I-B.8: The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- I-C.1: The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.
- I-C.3: The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.
- I-C.11: Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.
- I-C.12: The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.
- I-C.13: The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.



II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

All courses and program offerings align with the stated mission of the institution.

Description

The College's processes for approving all programs and courses offered by Crafton Hills College assure that all of its instructional programs, regardless of mode of delivery, are offered in fields of study consistent with the respective missions of the State community college system, the San Bernardino Community College District, and Crafton Hills College. When completing program review, each program must ensure that its mission, goals, and objectives align with the institutional mission (See Question #1 of Program Review questions (Ex. #, Ex. #)). In addition, each program must show how its objectives align with the College's strategic directions, which themselves are aligned with the institution's mission (Ex. #). Supporting this conclusion are recent randomly selected program reviews from the following programs: Business (Ex. #), Communication Studies (Ex. #), History (Ex. #), Kinesiology (Ex. #), Radiological Technology (Ex. #), Respiratory Care (Ex. #), Spanish (Ex. #), Chemistry (Ex. #), and CIS (Ex. #). In addition to program review, anyone wishing to create a new program at CHC, must ensure that the proposed program aligns with the College's mission and strategic directions (Ex. #).

Program review asks each applicable program to describe how their curriculum is needs based and designed for transfer, if applicable (Ex. #, Ex. #). For students, all policies of the College regarding transfer and awarding of credit are specified in the College Catalog (Ex. #). Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of approximately 18 hours of in-class and 36 hours of out-of-class work. The number of total hours of instruction and the content of each CHC course are consistent with its unit assignment and with Title 5, section 55002.5 of the California Administrative Code (Ex. #).

The institution assesses whether students progress through the complete degrees and certificates, gain employment, and/or transfer to four-year institutions.

The College defines and assesses learning outcomes at all levels (Ex. #, Ex. #, Ex. #). Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLOs have been developed for all courses, and of these, 94% percent have completed the assessment cycle at least once. As referenced above (see response to Standard I.B.1), student learning outcomes (SLO) assessment is also a major component of program review. Each year programs analyze the results of their course SLOs, and every four years programs analyze the results of their program-level outcomes. Also, many of the College's career/technical programs must collect and publish information regarding their compliance with their particular accreditation/certification requirements. These include Respiratory Care, Radiological Technology, Fire Science, Emergency Medical Technology, and the Child

Upper Division
 rainbows
 +
 sunshine

- II-A.3: The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section, students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- II-A.11: The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
- II-C.1: The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
- II-C.2: The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
- IV-B.4: The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.
- IV-C.13: The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Each committee reviewing a sub-standard would first review the sub-standard, the possible sources of evidence, and the ACCJC Evaluation Criteria, and then provide a list of sources of evidence and a brief response. This information was compiled into narrative format with other information and then taken back to the committee for review and input. Next, each committee would review and provide additional input to the written narrative and the evidence. Equally important, four open forums were held to illicit input and feedback. The ALO, Dr. Keith Wurtz, Vice President of Instruction, collected all of the feedback and included it in the document. Several requests for feedback were made to the entire campus community. The Lead Editor, Mark Snowwhite, reviewed the entire work for clarity, consistency, and voice.

D. Organizational Information

Instructional Services

The Instructional Area at Crafton Hills College values best practices and innovative strategies aimed at enhancing student success. Specific strategies already implemented include embedded tutoring, supplemental instruction, and integration with support services, student learning outcomes assessment, improved classroom technology, professional development, and identification of teaching best practices.

The following clusters are the focal points for the Instruction Area:

- Transfer Math and English — Faculty in these programs not only serve developmental needs but have provided rich opportunities for advanced students as well. The College will continue to support and enhance upper-level classes and activities in these areas.
- English and Math Transition to AB 705 – The math and English faculty have developed multiple measures for placement and co-requisite support courses and provide ongoing training to faculty. In addition, the transition to placement by multiple measures is supported through embedded tutoring and supplemental instruction.
- Public Safety and Health Careers — The College has an excellent reputation with regional employers for programs training hundreds of career-ready first responders and allied health professionals each year. High-quality instruction pathway development and community collaboration in these areas will continue. Faculty in these programs have excellent relationships with employers and work closely with industry advisory groups to keep their curriculum and training standards current.
- Science — Courses in the natural sciences are in high demand at the College. These disciplines are essential for transfer preparation and entrance into various health care professional programs, such as nursing and respiratory care. Efforts will continue to expand the number of sections and resources available to the sciences as well as support the growing needs of STEM majors.
- The Fine Arts Department – This cluster, with its disciplines of music, theatre, and visual arts, holds a unique place within Crafton Hills College. Fine Arts is the heart of creativity on campus and offers art gallery exhibitions, music and theatre performances by professional artists and musicians, and student-driven projects and shows throughout the academic year. All performances and exhibitions are open to the community. The fine arts programs are designed to nurture the creative spirit within CHC students and guide them towards their career goals. Fine arts degrees are transferrable to UC and CSU and private colleges.
- Child Development and Education – These courses prepare students to become educators in early childhood programs or in a K-12 setting. The child development program is based on developmental theories and developmentally appropriate practices. It also provides opportunities for practical applications of knowledge and skills.
- Business, Economics, Multimedia, and Information Technology — Courses in this cluster include both transfer and workforce development opportunities for students.
- Communication and Language — Coursework in communication and language prepares students to succeed in an increasingly multicultural world. The languages have been expanded to offer a variety of transfer options and to expose students to different cultures. Clubs and co-curricular activities enhance the classroom experience.
- Health and Kinesiology — The Health and Kinesiology Department is a diverse and interdisciplinary department that seeks to encourage lifetime learning, health, wellness, physical fitness, and sports related skills through a variety of lecture and activity courses; prepares students for careers and certification in kinesiology, health, public health and nutrition; prepares students to transfer to UC and CSU campuses; provides opportunities

for students to connect with the campus and community; and provides opportunities for students to participate in athletics.

- Humanities, Social Science, and Behavioral Science — Programs in this cluster offer students tremendous opportunities for transfer preparation and a variety of ways to meet general education requirements. Faculty in many of these areas provide leadership to clubs and service organizations.

The Instructional Area also provides instructional support through the following:

- Child Development Center – Provides a preschool program with extended care hours for children ages 3-5 of students, staff, and community members. The Center also serves as a facility for the College's early education program.
- Study Abroad Program – As a member of the Southern California Foothills Consortium, Crafton Hills College offers students the opportunity to spend a semester of study abroad.
- Tutoring – The mission of the Tutoring Center is to foster student-driven success, promote independent learning, and provide academic support through an encouraging, engaging, and constructive environment.
- Library – The CHC Library supports the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and maintaining a high-quality collection of print and electronic resources.

In addition, the Instructional Area also provides the leadership for Institutional Effectiveness, Research and Planning:

- Office of Institutional Effectiveness, Research, and Planning – seeks to collaborate with faculty, administration, staff, and students to provide high quality educational programs and services by integrating institutional research, planning, analysis, and systematic assessment to inform evidenced-based decision making and learning.

More broadly, Instructional Area program directions include the following:

- Identify and meet student needs related to the College vision and mission.
- Implement best practices for managing and teaching, including experimentation and innovation.
- Model and reinforce collaborative approaches to meeting student needs.
- Encourage co-curricular activities such as clubs, participation in professional organizations, and internships.
- Maintain and expand Student Learning Outcomes assessment and continuous improvement.
- Strengthen developmental education and support services.
- Expand honors curriculum and activities.

Student Services

Student Services is responsible for all student services matters, including counseling and matriculation, student development and success, and special services. The area's strategic directions include the following:

- Providing integrated and mandatory key intake programs, placement in appropriate programs of study, careful monitoring of student success, and facilitation of student success.
- Promoting equity, access, and inclusion; valuing diversity; and supporting student connection.
- Promoting deep learning through experiences and courses.
- Providing means for inclusion, development, and empowerment of staff.
- Providing for continuous quality improvement and effective resource utilization.

Crafton Hills College currently offers the following student services:

- Admissions and Records – Provides enrollment services, including registration, transcripts, and graduation.
- California Work Opportunity and Responsibility to Kids (CalWORKs) – Administers this program designed for students who receive public assistance. The program provides education, training, and supportive services to eligible students.
- Career Services – Provides specialized services and information to assist students with career planning, including career assessment/exploration, labor market statistics, and career education/training requirements.
- Cooperative Agencies Resources for Education (CARE) – Provides supplemental financial support and services to qualified students who are single heads of household.
- Counseling – Provides students counseling and career services.
- Disabled Student Programs & Services (DSPS) – Ensures access to educational opportunities for students with visual, hearing, physical, learning, and mental disabilities.
- Extended Opportunities Programs and Services (EOPS) – Provides supplemental services and financial aid for academically and financially at-risk students.
- Financial Aid – Oversees application for and disbursement of federal and state financial aid.
- Health and Wellness – Provides first aid, urgent care, and mental health services.
- International Students – The College is approved by the Immigration and Naturalization Service to admit non-immigrant F-1 Visa international students.
- Resources, Encouragement, and Advocacy for Crafton’s Homeless (REACH) – Provides access, advocacy, resources, and support for homeless and at-risk students.
- Student Life – Promotes student engagement in clubs and co-curricular activities and supports and guides the Associated Student Government.
- Student Success and Support Program – Provides assistance for students to obtain the resources and support they need to be successful in college.
- Technical Preparation Articulation – Allows students to earn college credit for articulated career-technical courses they have successfully completed at their high school or local Regional Occupational Program (ROP).
- University Transfer Center – Provides transfer assistance to CSU, UC, private, and out-of-state universities.

- Veterans – Provides veteran students with referral, certification, and liaison support services.

Administrative Services

Administrative Services consists of the Campus Business Office, the Facilities Use Office, the Communications Office, Aquatics, Technology Services, Maintenance, Grounds, Custodial, Warehouse, Bookstore, and the Cafeteria. The mission of the Administrative Services is to support the various departments, programs, students, and services of Crafton Hills College and provide a quality learning environment.

Administrative Services is responsible for budget development, budget management, safety compliance, physical facility scheduling, financial support services, parking services, construction coordination, campus telephone operator functions, food services, bookstore services, aquatics center management, and technology support services.

- Facilities (Maintenance, Grounds, Custodial) — The Crafton Hills College Facilities Department is a combination of the four facilities service centers (facilities use, custodial, grounds, and maintenance) that provide the physical support services to all of the campus facilities, programs, and occupants. Its mission is “...to help provide a welcoming, safe, clean, comfortable, and efficient environment for the students, faculty, and staff. We value the diverse campus community and will treat everyone with respect and courtesy.”
- Aquatics – The purpose of this service is to increase opportunities for instructional course offerings, maintain the health and safety of the pool, and increase revenues to offset the operational cost. In addition, aquatics management enhances community partnerships.
- Technology Services — Technology Services supports the delivery and dissemination of information through the following units: Network/Desktop support, Audio/Visual support, and Computer Lab support. These areas provide all the constituencies of Crafton Hills College with a number of vital resources, such as a stable and dependable data infrastructure, a current and purposeful desktop computing environment, and technology equipped “smart” classrooms, as well as instructional support for audio/visual needs (e.g., classroom support, media conversion/ duplication). Technology Services also works in conjunction with District Technology and Educational Support Services (TESS) to ensure that District managed systems utilized by campus constituents are readily available through the campus network.
- Bookstore/Food Services—Bookstore services are outsourced to Follett Higher Education Group. The bookstore provides course materials and supplies, convenience foods, and programs and services to make learning materials readily available and customized for students. The bookstore supports the campus community by partnering with programs such as EOPS/CARE, Scholarships, and the CHC Foundation, as well as with individual faculty, to provide course materials to students. Food services are also outsourced. Queen Bean is a local vendor that helps complete the campus store services by providing a variety of food options to meet student and employee needs. Queen Bean also supports the campus community by providing delivery, catering services, and online ordering. This company has been a good partner in responding to students and adjusting their menu to satisfy student and employee requests.

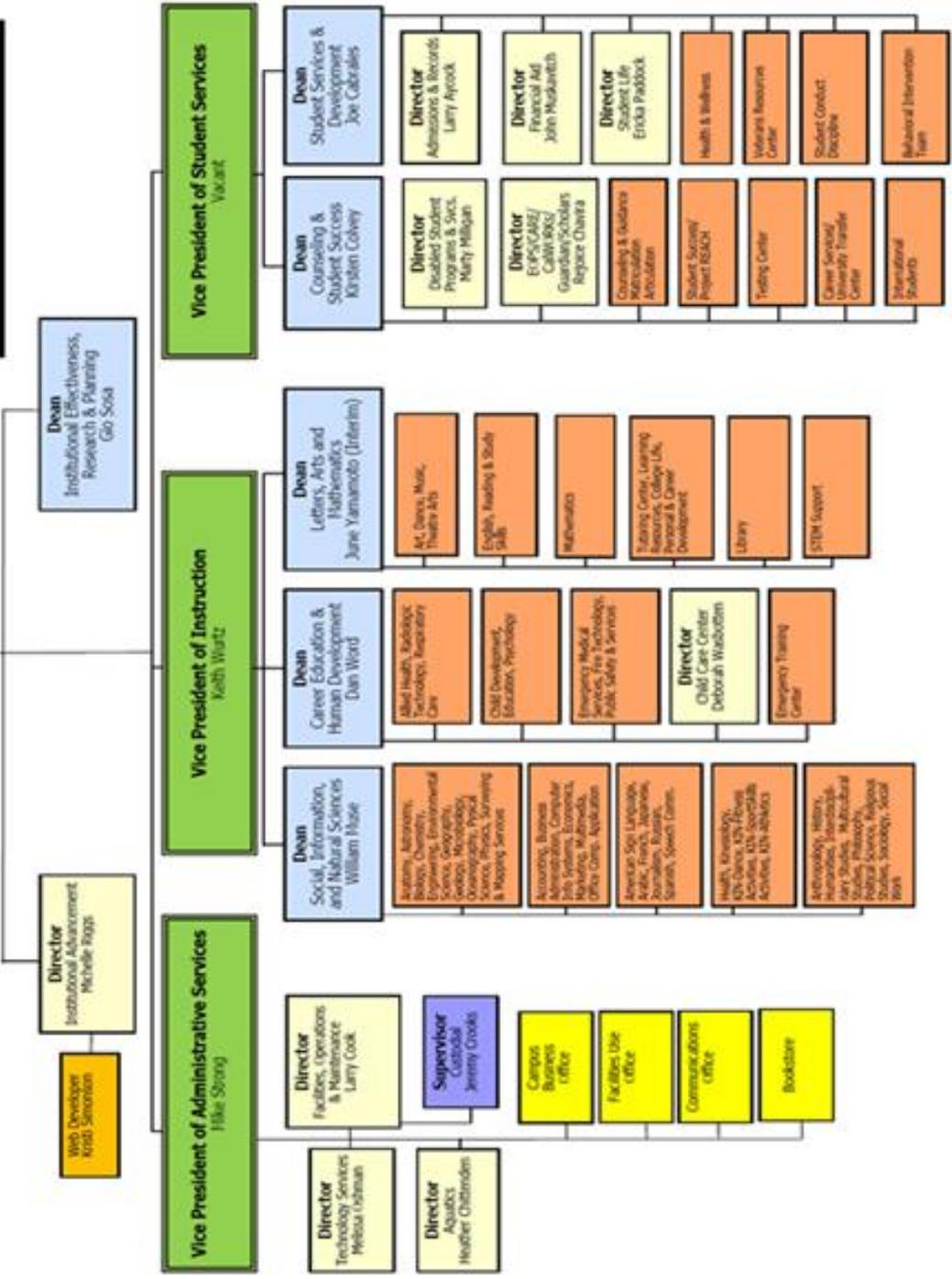
Reporting Directly to the President

- Institutional Advancement – This office is responsible for strengthening external and internal support through fundraising and friend-raising, managing student scholarships, overseeing the CHC Foundation, and planning and coordinating outreach and advancement activities and events. In addition, this office is responsible for internal and external communications and marketing, College media and public relations, branding, advertising, publications, photography and story writing, the College website, and College social media accounts.



President: Dr. Kevin Horan
Executive Administrative Assistant: Cyndie St. John

Organizational Chart
Fall 2019



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Crafton Hills College (CHC) is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC) ([Ev. 1](#)). ACCJC is authorized to operate by the U.S. Department of Education through the Higher Education Opportunity Act of 2008. Crafton Hills College has been accredited since 1972. The College conducts a self-evaluation every seven years for reaffirmation of accreditation. Crafton Hills College is also authorized by the State of California to operate as a public two-year college as one of 115 colleges in the California Community College system ([Ev. 2](#))

Evidence List

ER 1-01 – [Letter reaffirming Accreditation](#)

ER 1-02 – [California Community Colleges](#)

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

In the most recent academic year (2018-2019) 9,427 students enrolled in CHC classes. For 2017-2018, 8,838 students enrolled ([Ev. 1](#)). Most students enroll in classes for courses that lead to an associate degree, transfer, or a certificate of achievement. The Fall 2019 schedule is an example of the College's typical course offerings ([Ev. 2](#)). In addition, schedules for these classes are available from the College website. Recent trends in student success can be found in the CHC Comprehensive Master Plan Scorecard ([Ev. 3](#)). The College's inventory of classes sent to the State Chancellor's Office and College catalogs dating back to the College's opening are available ([Ev. 4](#)).

Evidence List

ER 2-01 – [CHC Annual Headcounts](#)

ER 2-02 – [Fall 2019 Schedule](#)

ER 2-03 – [CHC Comprehensive Master Plan Scorecard](#)

ER 2-04 – [2019 – 2020 Catalog](#)

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

The majority of courses support degree and certificate programs as described in the Crafton Hills College Catalog ([Ev. 1](#)). Degree and certificate options at CHC are designed to meet students' diverse goals. The College offers 36 associate degrees, and 27 transfer degrees. CHC also offers

26 certificates. Degree programs are generally two years in length while certificate programs vary in length. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely fashion. In Fall 2019, ninety-four percent of the enrollments were in degree applicable courses ([Ev. 2](#)). More than 1,300 degrees and certificates are awarded yearly ([Ev. 3](#)).

Evidence List

ER 3-01 – [2019 – 2020 Catalog](#)

ER 3-02 – [Fall 2019 Enrollments by Course Degree Status](#)

ER 3-03 – [Degree and Certificate Awards](#)

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The Chancellor of the District is selected by the Governing Board ([Ev. 1](#)). The Chancellor delegates authority to the College President ([Ev. 2](#)). Dr. Keven Horan, appointed by the San Bernardino Community College Board as president of Crafton Hills College, oversees the College's broad strategic directions and executive responsibilities for administering Board policies and procedures. Board Policy 3100 states that the SBCCD Chancellor is responsible for establishing and documenting the organizational structure ([Ev. 3](#)). The organizational chart of the District and its two campuses are subject to review by the Board. The CEO does not serve as chair of the governing board ([Ev. 4](#)).

Evidence List

ER 4-01 – [BP 2431 – Chancellor Selection](#)

ER 4-02 – [BP 2430 – Delegation of Authority](#)

ER 4-03 – [BP 3100 – Organizational Charts](#)

ER 4-04 – [BP 2210 – Board of Trustees Officers](#)

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

As a community college district and public entity, San Bernardino Community College District is required to have an annual audit of financial statements. The District contracts with an independent audit firm to conduct the annual audit. The District makes the independent audit report available to the public. A typical annual financial audit consists of the following:

1. Pre-audit conference between the Internal Auditor and the independent audit firm,
2. Interim fieldwork consisting of compliance elements and internal control testing,
3. Year-end fieldwork consisting of the drafting of the District's financial statements and testing of the balance sheet accounts,

4. Receipt and review of the independent audit firm's report, and
5. Acceptance of the independent audit firm's report by the Board of Trustees and submission to the State of California and the California Community College Chancellor's Office ([Ev. 1](#), see page 18). Annual audit reports are available online at the District Website ([Ev. 2](#)).

Evidence List

ER 5-01 – [Board of Trustees Approval of Audit](#)

ER 5-02 – [Fiscal Services Web Site with Audit Report](#)

F. Certification of Continued Institutional Compliance with Commission Policies

Crafton Hills College certifies that it continues to comply with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

Crafton Hills College maintains an Accreditation webpage that is linked directly from the College homepage. The College's Accreditation webpage includes a link to all reports the College has submitted to the Commission, all responses from 2008 to the present, and a link to the ACCJC website. Prior to the scheduled team visit, the College posts a notice of the visit on its webpage. Students and community members can file a complaint with ACCJC through the College's "Contact Us" link on the homepage, which includes a form for local complaints and a link to the ACCJC complaint form. To date, there have been no third-party comments. It is the College's intention to fully cooperate to resolve concerns associated with third-party comments should any be submitted. For more information on CHC's continued adherence to Commission Policy on Rights and Responsibilities of Commission and Member Institutions, see section I.C.12 of the Self-Evaluation.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Crafton Hills College has established standards of student achievement through the institution-set standards as well as stretch goals. The standards were developed by the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) and established by the Crafton Council, the participatory governance committee responsible for facilitating participatory governance on campus. The IEAOC reviews the standards for successful course completion rate, degree completion, certificate completion, and transfer to four-year colleges annually. The College also has institutional-set standards for job placement rates and the passage of licensure exams. Both

the Introduction and Section I.B.3 of the Self-Evaluation provides additional detail about the establishment and continued evaluation of institution-set standards for student achievement.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Crafton Hills College awards degrees and credits that conform to commonly accepted practices in higher education, to Title 5 of the California Education Code of Regulations, and to the *California Community College Accounting Manual*, which defines credit hours, clock hours, and certificate and degree requirements. All courses and degree and certificate programs must be proposed and approved by the CHC faculty through its Academic Senate Curriculum Committee, which relies on the *Program and Course Approval Handbook* published by the California Community Colleges Chancellor's Office. This process assures that all courses of study in all degree and certificate programs have appropriate length, content, and rigor. The District also has policies (Board Policy 4020) and procedures (Administrative Procedure 4020) and the Curriculum Handbook for determining a credit hour that meets commonly accepted academic standards. In addition, all courses have clear objectives and stated student learning outcomes.

The College uses a program review process to assess courses and programs regularly in accordance with the College Institutional Assessment Plan to ensure students achieve the stated outcomes. The College also has articulation agreements with the California State University and University of California systems to promote the advancement of Crafton Hills College students. Such agreements ensure that the content, breadth, and rigor of CHC courses meet the expectations of transfer institutions. Additionally, State approved certification programs have been reviewed and approved by the Chancellor's Office for California Community Colleges.

Tuition is set by the California legislature, is standardized across all courses and programs, and is based on units. For additional information see Standards II.A.5, II.A.9, and I.C.6 of the Self-Evaluation.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

CHC's transfer policies appear in the [Crafton Hills College Catalog](#), available through the College webpage. Students also get information about transfer from counselors and the [College University Transfer Center](#). For more information about transfer see Standard II.A.10 of the Self-Evaluation.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Online learning opportunities constitute an alternative to the traditional learning format. All of the College's online and hybrid courses are also offered in the traditional, face-to-face format. The only exception, CHC-062, Introduction to Online Learning, is offered only online with the objective of teaching students how to become successful online learners. Online and traditional courses share a common course outline of record with the same learning outcomes. The College

closely monitors the quality of online and distance education offerings. The Academic Senate Curriculum Committee reviews all courses, determines the placement of courses within disciplines, and ensures that delivery of instruction supports the objectives and content of each course. This committee approves online offerings separately from their companion face-to-face course offerings. The committee reviews all courses on a six-year cycle. All programs, including those with distance-education courses, are reviewed in the planning and program review process on a four-year cycle. Online courses and traditional courses share a common set of learning outcomes that are determined by instructional faculty and are used for the improvement of teaching and learning.

The College, with support from District Educational Technology, offers all online courses through Canvas. Faculty teaching online courses must demonstrate their competency using this online course delivery tool. Specifically, each faculty teaching online must complete course work and a process that is facilitated by the Academic Senate Educational Technology Committee. In addition, AP 4105 requires that instructors maintain regular and effective contact between instructor and students. All students must verify their identity by authenticating into the Canvas learning management system each time they login to access their online course. The College does not offer Correspondence Education. For additional information see Standards II.A.1, II.A.2, II.B.1, and II.C.3.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College's student grievance process is articulated in BP/AP 5530 and is published in the College Catalog. Anyone may file a complaint using a form available from the Crafton Hills College webpage through the "Contact Us" link. Once completed, this form is sent to the District Vice Chancellor of Human Resources, who initiates action to resolve the issue identified in the complaint if feasible. Also, the front page of the College webpage has a direct link to the ACCJC website, where anyone may file a complaint with ACCJC. The College maintains records on student complaints in the respective division offices. Records of formal complaint concerning harassment or discrimination are maintained in the Human Resources Office. The Accreditation status of the College and its programs is appropriately represented on the College website.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Crafton Hills College is an open-access institution whose mission is to serve the community. The College provides outreach services to feeder high schools and to community entities on an as-needed basis. The College hosts events such as the Arts Fair and Senior Day for area high school students to introduce its programs and student support services. The Financial Aid Office also provides financial aid workshops to high schools and agencies in the Crafton Hills service area. The Crafton Hills College Catalog, Schedule of Classes, and other material on the College website accurately describe the conditions for admission and enrollment, transfer and acceptance of coursework, degree and certificate completion requirements, and certificate and licensure requirements. The names and degrees of administration and faculty are provided in the College Catalog. This information is updated annually. Information regarding the College's accredited

status is accessible from a link on the front page of the College website. A link to the District website is provided at the bottom of the CHC homepage. Student policies and procedures are also described in the *Online Orientation* and the *New Student Handbook*.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

As a community college district and public entity, San Bernardino Community College District is required by law to undergo an annual audit. The District contracts with an independent audit firm to conduct this audit, which includes the close inspection of the use of categorical and federal funds. The District's annual independent audits reflect the appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Any findings are reported to Fiscal Services and the campus. Corrective actions are prompt and the audit is presented to the Board of Trustees. The District makes each final audit report available to the public on its [website](#) with its other annual reports. The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for Board meetings and Board committee meetings. The Board reviews all contracts and agreements and votes on approval at their monthly public sessions. Section III.D.4 provides further details on financial responsibility.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

I.A.1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard

Crafton Hills College (CHC) is one of 115 public community colleges supported by the State of California and overseen by the California Community Colleges Chancellor's Office, which states the mission and vision of the community college system as follows:

To provide students with the knowledge and background necessary to compete in today's economy ([Ev. 1](#)). The vision is...*making sure students from all backgrounds succeed in reaching their goals and improving their families and communities. We have bold and*

straightforward goals to significantly increase the numbers of students transferring to a UC or CSU campus; increasing the numbers of students earning degrees and certificates and completing career education programs leading to good jobs; reducing the number of unnecessary units many students are taking to get their degree and eliminating achievement gaps once and for all (Ev. 2).

As a State-supported community college, CHC identifies its student population as all Californians in its service area who have successfully completed high school and all residents who are eighteen years of age or older and able to benefit from instruction, whether or not they have completed high school, and non-residents who have attended a high school in California. In addition, the College admits students under the age of eighteen who do not have a high school diploma or the equivalent as *special-admit* students, and current high school students who qualify under the College's partnership with local high school programs under the District's dual-enrollment designation (Ev. 3).

The College's mission statement -- viewed in conjunction with the State Chancellor's Office mission and vision statements (above) and the system's inclusive state mandated admissions policies -- defines the College's broad educational purposes and its commitment to student learning and student achievement. The Crafton Council and Educational Master Plan Committee review the mission statement, vision, and values every year (Ev. 4) (Ev. 5) (Ev. 6) (Ev. 7). The current mission statement is as follows: **The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.** It was approved by the District Board of Trustees on October 9, 2014 (Ev. 8).

This mission is amplified by a vision statement: **Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.**

The College also has a statement of institutional values: **Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.**

The degrees and certificates the College awards are standard across the State's community college system and appear prominently in the College Catalog and promotional materials.

CHC's mission, together with its vision statement and values, stresses its broad educational purpose to deliver a variety of lower division programs and opportunities to all students in its service area who wish to earn a degree or certificate in an academic or career field as well as offer classes in developmental education for those not yet prepared to complete college-level course work. CHC has recently added non-credit classes and programs to meet the needs of students entering the workforce. The State's community college open access policy and the College's recruitment efforts are aimed at attracting a student body whose diversity mirrors that of the community it serves.

Crafton Hills College's mission statement is implemented through collaboratively developed strategic directions (Ev. 9, see pages 30-32):

1. Promote Student Success

- 2. Build Campus Community
- 3. Develop Teaching and Learning Practices
- 4. Expand Access
- 5. Enhance Value to the Surrounding Community
- 6. Promote Effective Decision Making
- 7. Develop Programs and Services
- 8. Support Employee Growth
- 9. Optimize Resources

As a public, open-access community college, CHC offers a wide range of programs and services to support a student population that has become increasingly diverse over the past decade. The current percentages of ethnicities of students is as follows:

Hispanic	=	49.3%
Caucasian	=	35%
Multiple ethnicities	=	5.8%
Asian	=	5.5%
African American	=	3.7%

Female students make up 55.3 percent of the student body; male students, 44.3 percent. Students of all ages enroll, with those 24 or under making up 68.4 percent of the student body.

In addition, in the last five years the number of students receiving financial aid has increased from 4,399 to 4,846, a 10 percent increase. Prior to the implementation of AB705, the incoming students were also likely to be assessed as academically underprepared when entering CHC, with 64 percent placing below transfer-level in English and 94 percent placing below transfer-level in math. However, with the implementation of AB 705, which requires placement using high school transcripts for recent high school graduates instead of a placement exam, the percentage of students placing into transfer-level English and math classes has increased from 6 to 71 percent. As a result, the majority of students entering the College eligible for transfer-level English and math now aligns with the percent of students indicating their desire to transfer. Specially, approximately 81 percent of students indicate that their academic goal is to transfer to a four-year institution ([Ev. 10](#)).

In support of its mission, the College is organized with three academic divisions and a variety of student learning and other support service programs. The College currently offers 36 associate degrees, 27 of which are transfer degrees; 26 credit certificates of achievement; and one non-credit job-readiness skills certificate.

CHC's Institutional Learning Outcomes, aligned with the Student Learning Outcomes at the course level, are designed to provide its educational programs with consistent quality in accordance with its mission, vision, and values. In addition, the College has greatly expanded its online offerings for students who have difficulty attending classes on campus or who prefer this mode of delivery. Specifically, the percentage of distance education has increased from 9 percent in 2014-2015 to 19 percent in 2018-2019. CHC's library, tutoring, and Supplemental Instruction (SI) services support academic programs.

To provide a supportive community that gives every student the help needed to succeed (see vision statement above), Crafton Hills College offers a rich array of student support services. These include activities and services in the College's Student Equity program, a STEM program, EOP&S, a Career Center, Starfish, and College Promise, to name a few. Most of these services are available online as well as on campus.

In addition, the Crafton Hills College Foundation has become another important agency that supports students, especially those with substantial financial need, who may receive grant-supported on-campus work (ISEEK program) or grants or loans for textbooks. Specifically, the Foundation provides scholarships, student employment, emergency grants, and transfer application fee waivers. Moreover, the Foundation supports the Honors, Art, STEM, and Fire Academy programs ([Ev. 11](#)).

The College's mission statement establishes the broad goals for all of its planning activities. Furthering the College's mission has been the primary purpose of the College's Comprehensive Master Plan, which includes the Educational Master Plan and Facilities Master Plan ([Ev. 12](#)), Student Equity Plan ([Ev. 13](#)), Guided Pathways Plan ([Ev. 14](#)), and other plans. The Crafton Hills College Comprehensive Master Plan is also aligned with the Districtwide Support Services Strategic Plan ([Ev. 15](#)).

Analysis and Evaluation

CHC's Educational Masterplan Committee and Crafton Council -- whose membership includes classified staff, faculty, and administration -- review the mission annually and decide whether to make changes after each constituency has an opportunity to comment. ([Ev. 16](#)) ([Ev. 17](#)) ([Ev. 18](#))

CHC's mission statement serves as a basis for all College planning activities. These include development of degree and certificate programs that meet the diverse needs of students, the use of Student Learning Outcomes (SLO's) and Institutional Learning Outcomes (ILO's) to improve the quality of instruction, development of a robust distance learning program to support an ever expanding volume of online course offerings, comprehensive student support services, the development of a Student Equity Plan to help underserved student populations, and plans to help other student groups with identified needs, such as returning veterans and students with disabilities.

The mission, vision, and values statements are available on the College website and in College publications.

I.A.2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Crafton Hills College's Office of Institutional Effectiveness, Research, and Planning (OIERP) provides data for everyone involved in decision-making to assess the effectiveness of programs in fulfilling the College's mission and to develop plans for improvement. These data appear in the following forms and reports: the program review/annual plan instructional data ([Ev. 1](#), [Ev. 2](#), [Ev.](#)

[3](#), [Ev. 4](#), [Ev. 5](#)), the [BORG Data Cubes web site](#), the CHC Comprehensive Master Plan Scorecard ([Ev. 6](#), [Ev. 7](#), [Ev. 8](#)), the Student Equity Data ([Ev. 9](#)), and the continuing assessments of the General Educational Outcomes (GEO's) and the Institutional Learning Outcomes (ILO's) ([Ev. 10](#), [Ev. 11](#), [Ev. 12](#), [Ev. 13](#)). The OIERP develops numerous other reports on learning related to the College mission as requested. It also distributes important information and data to the College community in a monthly newsletter called *Did You Know?* ([Ev. 14](#), [Ev. 15](#)).

Data from the OIERP is central to the program reviews that each academic and student services department regularly prepares ([Ev. 1](#), [Ev. 2](#), [Ev. 3](#), [Ev. 4](#), [Ev. 5](#), [Ev. 16](#)). The program review process is crucial to maintaining mission-based program quality and continual improvement. No matter where a program is in its four-year planning cycle, its faculty and staff have access to the data that they need for planning. Every instructional program has access to data on demographics, course completion and success, FT/PT faculty ratio efficiency, section fill rates, degree and certificate completion, and student learning outcomes (SLOs). Equally important, student services and non-instructional programs have access to the most recent results of the student satisfaction surveys ([Ev. 17](#)), Community College Survey of Student Engagement (CCSSE) results ([Ev. 18](#)), and Campus Climate survey results ([Ev. 19](#)) to assess how well the College meets the needs of its students.

Departments develop goals and objectives based on assessment and achievement data. As an illustration, question 4 in the program review questions for all programs ([Ev. 20](#), [Ev. 21](#)) requires each program to develop objectives based on the results of the outcomes assessment. As an example, in the 2018-2019 Computer and Information Systems (CIS) program review, that program developed five objectives based on the outcomes assessment process that revealed the need for improvement ([Ev. 22](#)). CIS faculty then initiated changes in classes to meet this need. The use of SLOs in the program review process shows the prominence of student learning achievement in the College's self-assessment.

Cooperation has been another important element of the self-assessment process. The campus has collectively agreed to adopt four common rubric levels so that those who analyze student progress can combine assessment data across courses, programs, and services, and at the general education and institutional level. CHC uses its program review process as a unifying measure of how all programs contribute to the mission, vision, and values framework of the College.

The goals and objectives of programs, departments, and service units are derived from data from the previous year provided by the OIERP. The OIERP, in collaboration with the offices of Instruction, Student Services, Administrative Services, and the President's area has developed a dynamic Data Mart that provides ongoing data to programs to facilitate evidence-based decision-making at the College. Depending on where the program is on the four-year review cycle, each program develops both a long- and short-term plan for improvement and requests resources to implement its objectives. The goal of the College-wide integrated planning and program review process for prioritizing objectives (IA2.11) is continuous improvement of all CHC programs and services.

CHC has developed a process for planning and program review prioritization of objectives that is collaborative, meaningful, inclusive, and transparent, resulting in the continuous improvement of programs and services ([Ev. 23](#)). Each fall begins a new Planning and Program Review Cycle whereby every program/unit on campus prepares an SLO Annual Plan, Two-

Year Plan, or Four-Year Program Review document that includes the prioritization of identified goals and objectives. In addition, each objective includes actions, resources, rationale, costs, a timeline and person responsible, the College strategic direction, the type of expected institutional impact, and any alignment with the Institutional Learning Outcomes for the College. As seen in Figure 1 (below), the process is cyclical, and all objectives, including resource requests, are prioritized at four levels before reaching the President.

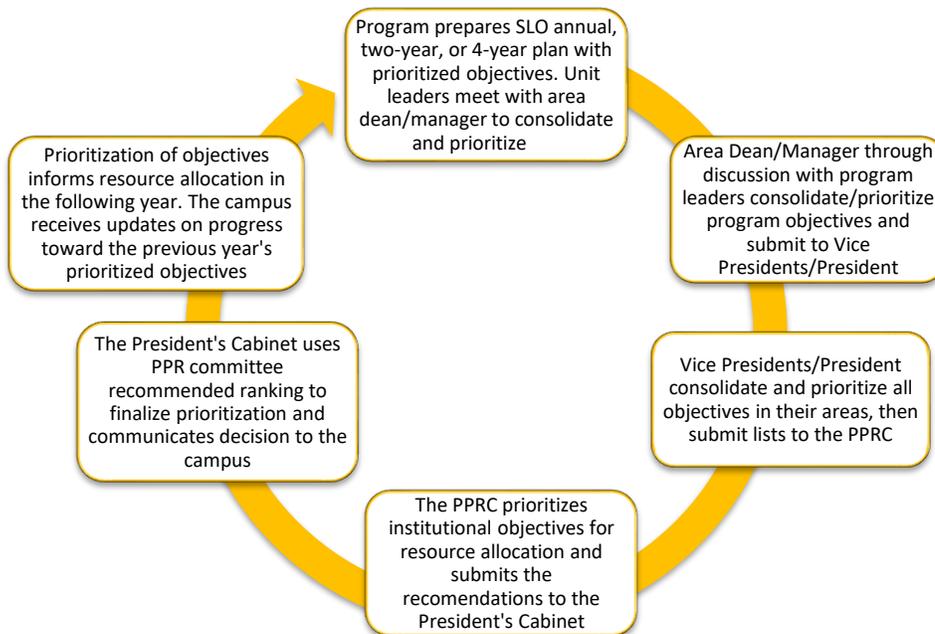


Figure 1: *Crafton Hills College Program Review Cyclical Process*

Resource allocation relies on the results of the planning and program review process described above. The Planning and Program Review Committee (PPRC) -- a committee including administrators, faculty and classified staff -- receives prioritized objectives from the major administrative areas: President's Office, Instruction, Student Services, and Administrative Services. All objectives are prioritized through group discussion and consensus of the PPRC. The following criteria are used to guide the recommendations of institutional priorities for resource allocation:

- the vision, mission, and values of the College
- mandated activities related to facilities and safety
- accreditation requirements
- impact on students; innovation
- impact on quality and comprehensiveness of program
- the Comprehensive Master Plan
- service levels
- effective infrastructure
- document quality
- overall program health/effectiveness.

Once the PPRC has completed the prioritization of objectives, the Committee submits the recommendations to the President. The President, with the advice of his Cabinet, creates the final institutional list of goals, objectives, resources, and rationale based on the PPRC recommendations, and reports the order of priority to the campus community ([Ev. 24](#), [Ev. 25](#)).

Analysis and Evaluation

The College uses data from its OIERP as a key part of its program review and improvement decision-making process. The OIERP has consistently provided easily accessible explanations for submitting data (such as Student Learning Outcomes through the SLO Cloud) and invited faculty and staff to ask for any additional help they need in the data gathering and interpreting processes. However, the results from the most recent Campus Climate Survey show that the College can improve at ensuring that decision-making processes are evidence-based. Specifically, 35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based.

1.A.3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

The College's mission, vision, and values (see IA1 above) provide a framework that drives the planning processes for programs, services, and allocation of resources ([Ev. 1](#), [Ev. 2](#), [Ev. 3](#), [Ev. 4](#)). Crafton Hills College has many programs and services that support the various learning needs of diverse students, such as the Transfer Center, Student Life, Health and Wellness, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the Honors Program, Free College Promise, Tutorial Services, Veteran Services, and Counseling. In addition, CHC has been offering an ever-growing volume of courses and services through its Distance Education program.

To maintain the high quality of its programs and continually improve, the College uses an ongoing annual planning and assessment effort through its planning and program review processes carried out by the Planning and Program Review Committee (PPRC) ([Ev. 5](#)), which includes faculty, administrators, staff, and students. In accordance with this process, courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), program level outcomes (PLOs), and/or service area outcomes (SAOs). In addition, this process requires programs to show how their goals and objectives connect to the College's strategic directions (see 1.A.1 above), which must be directly tied to the mission, vision, and values. In a separate process, goals and objectives from program review are used collaboratively to prioritize resource allocations (see 1.A.2 above for detail on how data is used to assess progress in this area).

Analysis and Evaluation

CHC's mission statement, supplemented by its vision and values, provides the basis for all relevant decision making, beginning with its planning process and extending to establishing goals and objectives and prioritizing resource allocation. As explained above, these processes rely on College community engagement. The mission statement, vision, and values appear on the College webpage, in its Catalog, and in its planning documents.

I.A.4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.

Evidence of Meeting the Standard

Crafton Hills College’s mission, vision, and values appear on the College webpage ([Ev. 1](#)), in the College Catalog ([Ev. 2](#)), and in the Faculty Handbook ([Ev. 3](#), [Ev. 4](#)).

The Educational Master Plan Committee (EMPC), a Crafton Council participatory governance committee, is charged with reviewing the mission, vision, and values regularly ([Ev. 5](#)). Accordingly, the EMPC discussed possible revisions to the College mission, vision, and values statements during the 2017-18 academic year ([Ev. 6](#), [Ev. 7](#)). In 2018-2019, the EMPC recommended to the Crafton Council to make no changes to the mission statement and consider one change to the vision statement. Crafton Council decided to make no changes to either the mission or the vision statements in 2018-2019 ([Ev. 8](#)). Equally important, in 2019-2020, both the EMPC and Crafton Council approved the mission, vision, and values without any changes ([Ev. 9](#), [Ev. 10](#)).

Analysis and Evaluation

CHC’s mission, vision, and values are accessible from CHC’s home page. They also appear in the College Catalog ([Ev. 2](#)), on the template for committee meeting agendas and minutes ([Ev. 11](#)), in the CHC Faculty Handbooks ([Ev. 3](#), [Ev. 4](#)), and in all planning documents, including program review ([Ev. 12](#)).

Conclusions on Standard I.A. Mission

Crafton Hills College’s publicly available mission, along with the mission of the California Community College system, describes Crafton Hills College’s broad educational purposes, indicates its inclusive student population, and shows its commitment to student learning and achievement. The College’s Office of Institutional Effectiveness, Research and Planning provides data to assess the effectiveness of programs in fulfilling the mission and to improve performance. The College mission, vision, and values guide all the College’s activities.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Implement the data coaching program described in the QFE	I.A.2	Dean of Institutional Effectiveness, Research, and Planning	December 2019 – June 2022	Increase the use of data to inform decision-making processes

Evidence List

Standard I.A.1

I.A.1.01. [CCCCO Mission](#)

- I.A.1.02. [CCCCO Vision for Success](#)
- I.A.1.03. [Dual Enrollment Process](#)
- I.A.1.04. [EMPC September 8, 2015 minutes - mission](#)
- I.A.1.05. [EMPC October 9, 2018 minutes - mission](#)
- I.A.1.06. [EMPC November 27, 2018 minutes - mission](#)
- I.A.1.07. [Crafton Council October 23, 2018 minutes - mission](#)
- I.A.1.08. [Board Approval - Mission](#)
- I.A.1.09. [Strategic Directions](#)
- I.A.1.10. [Informed Education Goal](#)
- I.A.1.11. [Fall 2019 In-Service Presentation - Foundation](#)
- I.A.1.12. [Comprehensive Master Plan - Mission](#)
- I.A.1.13. [2019 Student Equity Plan - Mission](#)
- I.A.1.14. [Guided Pathways Plan - Mission](#)
- I.A.1.15. [SBCCD and CHC Strategic Direction Mapping](#)
- I.A.1.16. [EMPC October 9, 2018 minutes - mission](#)
- I.A.1.17. [EMPC November 27, 2018 minutes - mission](#)
- I.A.1.18. [Crafton Council October 23, 2018 minutes - mission](#)

Standard I.A.2

- I.A.2.01. [PPR Completion and Success](#)
- I.A.2.02. [PPR Full Time/ Part Time Faculty Ratio](#)
- I.A.2.03. [PPR WSCH/FTEF Ratio](#)
- I.A.2.04. [PPR Demographic Dashboard](#)
- I.A.2.05. [PPR Degrees and Certificates Dashboard](#)
- I.A.2.06. [CHC Comprehensive Master Plan Scorecard](#)
- I.A.2.07. [October 2018 EMPC Minutes Scorecard](#)
- I.A.2.08. [March 2019 EMPC Minutes Scorecard](#)
- I.A.2.09. [Student Equity Data 2014 to 2017 Comparison](#)
- I.A.2.10. [ILO/GEO Planning Presentation](#)
- I.A.2.11. [ILO/GEO PPR](#)
- I.A.2.12. [ILO Assessment Results Web Page](#)
- I.A.2.13. [GEO Assessment Results Web Page](#)
- I.A.2.14. [Did you Know - Dual Enrollment](#)
- I.A.2.15. [Did you Know - Student Equity](#)
- I.A.2.16. [Spring 2016 EOPS Student Satisfaction Results](#)
- I.A.2.17. [Student Satisfaction Survey](#)
- I.A.2.18. [CCSSE Did you Know?](#)
- I.A.2.19. [Did you Know - Campus Climate Data](#)
- I.A.2.20. [PPR Instructional Questions - Q4](#)
- I.A.2.21. [PPR Non-Instructional Questions - Q4](#)
- I.A.2.22. [CIS PPR Q4 Evidence](#)
- I.A.2.23. [PPR Prioritization Process](#)
- I.A.2.24. [Informer Dashboard - Prioritized Objectives \(In Network\)](#)
- I.A.2.25. [I.A.2-30 Informer Dashboard - Prioritized Objectives \(Screenshot\)](#)

Standard I.A.3

- I.A.3.01. [Mission and Vision - Transfer Center](#)
- I.A.3.02. [Mission and Vision - Administrative Services](#)
- I.A.3.03. [Mission and Vision - CIS](#)
- I.A.3.04. [Mission and Vision - OIERP](#)
- I.A.3.05. [PPR Handbook](#)

Standard I.A.4

- I.A.4.01. [Crafton Hills College Mission – Web Site](#)
- I.A.4.02. [Crafton Hills College Mission – 2019 – 2020 Catalog](#)
- I.A.4.03. [FT Faculty Handbook](#)
- I.A.4.04. [PT Faculty Handbook](#)
- I.A.4.05. [EMPC Charge - Review Mission](#)
- I.A.4.06. [EMPC Minutes 1 - 1819 Review Mission](#)
- I.A.4.07. [EMPC Minutes 2 - 1819 Review Mission](#)
- I.A.4.08. [Crafton Council 1819 Minutes - Keep Mission](#)
- I.A.4.09. [EMPC 2019-2020 Minutes - Keep Mission](#)
- I.A.4.10. [Crafton Council 2019-2020 Minutes - Keep Mission](#)
- I.A.4.11. [CHC 1819 Handbook Agenda and Minute Templates](#)
- I.A.4.12. [PPR 1920 Handbook - Mission](#)

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

I.B.1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard

Crafton Hills College engages in ongoing dialogue about student outcomes within contexts of student equity, academic quality, and institutional effectiveness. Campus-wide dialogue consistently occurs during in-service events and through collegial governance committees, management meetings, and planning processes.

The College's collegial governance committees hold frequent dialogue on student learning outcomes. These committees include the Educational Master Planning Committee (EMPC, [Ev. 01](#)); the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) ([Ev. 02](#)); the Planning and Program Review Committee (PPRC) ([Ev. 03](#)); the Enrollment Strategies Committee (ESC) ([Ev. 04](#)), and the Student Success and Equity Committee (SSEC) ([Ev. 05](#)). Currently, The SSEC is being re-envisioned to include basic skills, which was under a separate committee prior to SEAP (Student Equity and Achievement Program). The SSEC is charged with developing and overseeing the implementation of the College's Student Success and Student Equity Plans. Specifically, the SSEC addresses the recruitment, admission, retention, and success

of all students, including the development of support services and programs for transitioning students to higher levels of learning.

The foundation of the College's multi-faceted ongoing dialogue about student outcomes and ways to increase student success is its Office of Institutional Effectiveness, Research, and Planning (OIERP), headed by a dean and staffed by two full-time researchers, one half-time researcher, and a data research specialist. The vision of the OIERP is to facilitate Crafton Hills College becoming a *learning college*, which is the ultimate institutional effectiveness outcome ([Ev. 06](#)). A *learning college* is defined as a college which "becomes a true 'Learning' organization that grows and adapts through ongoing innovation tuned to current, emerging, and future needs." Further, it "celebrates a culture...where data-supported intelligence can be agreed upon so people can focus on being successful" ([Goben, 2007, p. 4](#)).

The Dean of Institutional Effectiveness, Research, and Planning is a permanent member of the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Crafton Council; the Educational Master Plan Committee; the Enrollment Strategies Committee; and the Student Success and Equity Committee, as well as various ad hoc committees. A vital part of the job of this administrator is to make data and other information available in a way that is easy to understand and can be used to improve instruction and support on a continuous basis.

Outcomes. Crafton Hills College has developed a system for developing, measuring, reporting, and using student learning outcomes (SLOs) at the class, course, program, and institutional levels. The OIERP oversees all the processes involved. SLO data are recorded and tabulated on the OIERP's SLO Cloud ([Ev. 07](#)) and available to all faculty and administrators. Therefore, dialogue about student performance is based on current outcomes data.

All faculty and student support staff are responsible for developing, measuring, analyzing, and using SLOs to improve student learning. Instructional departments develop SLOs for each course, and faculty members must include these SLOs on course outlines and syllabi ([Ev. 08](#), [Ev. 09](#)). Measuring these SLOs is done on a six-year assessment cycle, whereby every course is assessed at least once every six years ([Ev. 10](#), [Ev. 11](#)). Student support units measure Service Area Outcomes (SAOs) and SLOs to determine the effectiveness of their service. The analysis of assessment results is integrated into planning and resource allocation for every CHC program, including instruction, student services, administrative services, and the President's area ([Ev. 12](#)). Each program is required to report and analyze its program review results every year and use those results to inform planning ([Ev. 12](#), [Ev. 13](#), [Ev. 14](#)). In addition, instructional programs analyze the results for course SLOs annually, and every four years instructional programs analyze the results for program-level outcomes (PLOs).

The College engages in dialogue concerning student learning and evidenced-based decision-making during various activities: meetings of the deans ([Ev. 15](#), [Ev. 16](#)), Crafton Council meetings ([Ev. 17](#)), department meetings, the Academic Senate's Faculty Chairs Council meetings, and planning events like the Fall 2018 and Fall 2019 all-campus in-services ([Ev. 18](#), [Ev. 19](#)). During the Fall 2019 in-service program, every program was provided disaggregated outcomes assessment results to analyze. Each program worked together within their respective departments to analyze the data and develop objectives or actions in their program review to address needed

improvements. The institutional dialogue that occurs is integral to departmental planning, program review, and student learning outcomes assessment processes.

Each department annually participates in planning by developing either an annual plan, a two-year plan, or a four-year plan, depending on where the program is in the planning cycle ([Ev. 12](#)). For the annual, two-year, and four-year plans, the unit reviews student achievement and learning data for the prior five years (I.B10) and then considers ways to improve learning represented by these outcomes ([Ev. 20](#), [Ev. 21](#), [Ev. 22](#), [Ev. 23](#), [Ev. 24](#)). The OIERP also provides non-instructional units results from the most recent Student Satisfaction Survey, the Community College Survey of Student Engagement, SAO reports, SLOs, and any other relevant data they request.

Using these outcomes data, each department/unit then updates the progress it has made on its goals and objectives from the prior year and develops an improvement plan consisting of new or revised goals, objectives, and actions for the upcoming year that address student learning or support services ([Ev. 12](#)). The department/unit also identifies the strategic direction and institutional learning outcome (ILO) that each objective aligns with and the anticipated impact level of each objective ([Ev. 25](#)). It then uses this information to request resources to help achieve its goals and objectives.

The program review process for both the instructional and non-instructional programs-- conducted on an annual, two-, and four-year cycle-- focuses on departmental reflection of student learning or support and student success. In addition, departments/units are also required to complete a brief annual review of progress when they are not scheduled to complete a four-year review ([Ev. 12](#)). This process is a faculty-driven, collegial self-evaluation that facilitates improvement of all instructional and non-instructional programs. In conjunction with departmental planning, program review solicits evidence-based documentation from instructional and non-instructional programs to assess effectiveness, identify areas needing institutional and instructional improvement, and provide justification for requesting resources.

When instructional and non-instructional departments begin the program review process, the PPRC provides them with training and support to complete their annual planning tasks ([Ev. 26](#)). The PPRC also provides numerous workshops, a handbook, and training materials to help facilitate the planning ([Ev. 27](#), [Ev. 28](#)).

In addition to dialog relating to program review, CHC consistently engages in dialogue on student learning in other campus planning activities. In July 2009, an Educational Master Planning Committee (EMPC) was formed with representation from each campus constituency ([Ev. 29](#)). This committee reviews College and District plans, including the current Educational Master Plan (EMP). It also reviews any updated environmental scan data as well as the progress that the College is making on its Student Scorecard ([Ev. 30](#), [Ev. 31](#)).

The most recent version of the Crafton Hills Comprehensive Master Plan was completed in 2017. The planning team consisted of administrators, Crafton Council, the EMPC, College deans, students, members from the community, HMC Architects, and representatives from the consulting company ALMA Strategies ([Ev. 32](#)). In addition, open forums were held on March 28 and September 20, 2016 to provide the opportunity for broader input from the entire campus. Both the

Educational and Facilities Master Plans were prepared through an integrated process facilitated by a single team of educational and facilities planning consultants. Stakeholders engaged in joint educational and facilities planning interviews and forums.

As part of the integration and alignment of long-range planning at Crafton Hills College, the EMPC followed a five-step planning process organized around a logical sequence of activities and discussions intended to foster a shared understanding of the planning environment and build consensus around planning objectives and recommendations. This five-step process is outlined below ([Ev. 32](#)):

1. Prepare – Planning began in fall 2015 with the development of the timeline of planning activities. The EMPC gathered measures of success for the master planning process and outcomes from stakeholders. The EMPC also requested and received educational and facilities planning information.
2. Analyze – To build an understanding of existing campus facilities and their current use, the EMPC surveyed campus facilities and updated the space inventory in fall 2015. In early spring 2016, educational and facilities planners participated in program interviews with faculty and staff from each instructional, student support, and administrative support department to learn first-hand about facilities-related issues. The EMPC then prepared, presented, and validated an analysis of existing campus conditions with the Crafton Council. This analysis is documented in the *Facilities Analysis* section of the Comprehensive Master Plan.
3. Frame – The educational planning process is an extension and validation of work that the College began more than a year before the planning team’s involvement. During spring 2016, as final adjustments were made to the College’s strategic directions and objectives, the facilities planning process advanced into a discussion of planning objectives and space needs. The forecasted space needs that are documented in the *Program of Instruction and Current + Future Instructional Space Needs* section of the Comprehensive Master Plan were established through the educational planning process and analyzed in relation to the current space inventory on the campus. The planning objectives and programmed space needs provided a framework for the exploration of development options in the next step. This framework and the methodology used to arrive at these results are documented in the *Needs* section of the Comprehensive Master Plan.
4. Explore – Over the course of two workshops that were held in spring 2016, the EMPC presented development options to Crafton Council, which provided input. Faculty in the Art and the Kinesiology programs provided further input for program-related recommendations. The EMPC reviewed a draft list of recommended projects with the Crafton Council during the second workshop.
5. Review – When planning resumed in fall 2016, the EMPC reviewed and revised the draft Facilities Master Plan (FMP) document, which had been prepared over the summer, in accordance with the College’s established procedures. During this time, discussions of the linkages between the Educational and Facilities Master Plans took place with the Crafton

Council and the Crafton Hills College EMPC, yielding more specific implications for facilities planning that were included in the FMP document and addressed in its recommendations.

Student Equity. The Vice President of Student Services has primary responsibility for initiating dialog and support for student equity. This administrator is charged with developing and revising the College's Student Equity Plan, which has clear goals, objectives, and activities to increase student equity. The VP of Student Services and the Student Services deans further dialog about student equity by serving on a variety of decision-making committees, including the Student Success and Equity Committee; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Crafton Council; the Educational Master Plan Committee; the Enrollment Management Committee, and various ad hoc committees. Equally important, in question 6 of program review, each instructional and non-instructional program examines program student demographics in relation to the College and develops needed equity improvements based on the data ([Ev. 33](#), [Ev. 34](#), [Ev. 35](#)). In addition, data for questions 5ai, 5aai, and 6b provide course completion, success, and degree and certificate attainment data by program, gender, ethnicity, and age ([Ev. 20](#), [Ev. 24](#)).

Significant dialog about improving student equity occurs across campus and is infused in planning and decision-making during deliberations regarding funding from the State grant for Student Equity ([Ev. 36](#)). The Student Success and Equity Committee developed a funding request form and rubric to help its members make funding decisions ([Ev. 37](#), [Ev. 38](#)). Improving student equity is also a prominent goal for EOP&S ([Ev. 39](#)) and the Transfer Center ([Ev. 40](#)), to name a few programs.

Question 6 of both the instructional and non-instructional program reviews illustrates how the College community engages in rigorous dialog about improving student equity during each phase of the annual budgeting process, when committees review initiatives and recommend funding priorities ([Ev. 41](#), [Ev. 42](#)). Proposals must be supported by data ([Ev. 43](#)) after extensive dialog to have a chance of gaining Student Equity Grant funding. Because student equity falls under matters that are *academic and professional*, the College relied on the Academic Senate to review and approve its most recent Student Equity Plan (2019-2022). At its meeting on May 19, 2019, the Academic Senate approved the plan ([Ev. 44](#), [Ev. 45](#), [Ev. 43](#)).

Institutional Effectiveness & Continuous Improvement of Student Learning and Achievement. Continuous improvement of student learning and achievement remains the goal of Crafton Hills College's planning activities at all its stages. The College's most recent Comprehensive Master Plan (2017) provides an essential context for all College planning efforts by providing a road map of the College's needs and priorities. Each year the College identifies priorities from the Comprehensive Master Plan.

In Spring 2018, the following priorities were the subject of a planning retreat for faculty, administrators, and classified staff:

- 1) Develop the desired qualification, ideal characteristics, challenges, and opportunities for our new College President.

- 2) Hear and discuss reports from participative governance committees, align tasks, identify gaps.
- 3) Identify the pressing issues in relation to Crafton's Strategic Directions to be addressed in 2018-19 ([Ev. 46](#)).
- 4) Identify planning priorities for the 2018-2019 academic year ([Ev. 47](#), [Ev. 48](#)).

This retreat exemplifies CHC's reliance on participatory governance processes. In all, more than 40 people from all employee constituencies attended, including representation from all three senates ([Ev. 49](#)). Retreat participants reviewed planning priorities at the start of the 2019-2020 academic year and decided to continue with those priorities ([Ev. 50](#)).

The College implements strategic plans that the College community reviews annually to meet the goals of the College ([Ev. 50](#)). Dialog occurs in departments/units, committees, and forums. For budgeting decisions for the College's general budget (but not grant funds), departments/units determine their respective funding priorities through prioritizing their objectives in program review ([Ev. 51](#)). Divisions further prioritize these and send their lists to their administrative offices ([Ev. 52](#), [Ev. 53](#)). Senior administrators then prioritize proposals using the Master Plan goals, which prominently includes student equity. Extensive dialog occurs at each step of the process.

Analysis and Evaluation

Crafton Hills College uses a variety of means for fostering broad based, sustained collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Dialog is evidence-based and intended to improve student learning. The College has achieved most of its objectives in this endeavor.

I.B.2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Crafton Hills College uses a range of strategies to define and assess student learning outcomes (SLOs) for courses, programs, student learning services, and other student services to make improvements in student learning. Strategies include SLO development, SLO assessment, dialogue about SLOs, program improvements, and ongoing improvement of the SLO process, especially as it relates to program level SLOs. Each of these areas is discussed below.

CHC has developed SLOs for all courses and degree and certificate programs ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#), [Ev. 04](#)). In addition, CHC has developed Institutional Learning Outcomes (ILOs) for six overarching areas: critical thinking, written and oral communication, interpersonal and group skills, society and culture, information and literacy, and ethics and values ([Ev. 05](#)). CHC also has developed general education outcomes that are published in its Catalog ([Ev. 06](#)). Student learning outcomes can be found in the planning and program review (PPR) process, the SLO Cloud, and the Catalog.

The College is in the process of developing a campus-wide Institutional Assessment Plan that captures all the outcomes assessment processes ([Ev. 07](#)). To date, this plan includes an annual calendar for the activities of the outcomes assessment process. Results of outcomes assessment at the course and program levels is integrated into the program review, two-year, and annual planning processes and used by the programs to make decisions regarding program modifications. When completing their program reviews, programs access their most current completed outcomes assessment results from the SLO Cloud or from the Office of Institutional Effectiveness, Research, and Planning (OIERP) for courses and programs to promote data-driven decision-making for improvement in student learning at any level ([Ev. 08](#), [Ev. 09](#)).

Instructional faculty are responsible for determining SLO assessment strategies. Examples of such strategies include pre- and post-tests, demonstrated skill-level attainment, tracking other levels of progress, tracking participation, and specific sets of exam questions. Results of these assessments are collected and organized for discussion at department meetings and program meetings that include more than one department. These dialogs focus on program elements that are successful as well as the identification of gaps in student learning that departments/units and/or programs need to address ([Ev. 10](#)). Improvement strategies are documented within the SLO improvement cycle and reported on PPR documents.

Programs in the Career and Technical Education fields have additional accrediting agencies that require annual accountability measures and therefore undergo more scrutiny of student success in preparing graduates for entry into their respective professions. The Fire Academy is accredited by the California State Marshall's Office, the Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs, the Radiological Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology, and Respiratory Care is accredited by the Commission on Accreditation for Respiratory Care.

Analysis and Evaluation

Faculty establish, measure, and use SLOs at the department and program levels to improve student learning.

I.B.3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Crafton Hills College established its institutional-set standards for student achievement in 2013 and has reported its results to the ACCJC every year since then. Measures for these standards include successful course completion rates, fall-to-fall retention rates, number of transfers to a four-year college or university, and number of degrees and certificates awarded. Initially, the Office of Institutional Effectiveness, Research, and Planning (OIERP) compiled the data and proposed a minimum standard for each measure based on the agreed upon practice in the field at the time. Each year the College's Institutional Effectives, Accreditation, and Outcomes Committee evaluates the College's performance against these standards ([Ev. 01](#), [Ev. 02](#)).

To date, the College has fallen below the institutional-set standard for course success only when the data was disaggregated by ethnicity in the most recent academic year. In the past, the College has examined the institutional set-standards for the fall semester based on the Annual ACCJC Report. March 2020 was the first year that ACCJC required that the data be reported by academic year, but the College was not aware of the change until it received the ACCJC Annual Report template in February 2020.

The course success rates in relation to the institutional-set standards have remained relatively consistent and well above the institutional-set standard across all ethnic groups, except with respect to African American students. The success rate observed among African American students has declined from a five-year peak of 70 percent in 2016-17 to 62 percent in 2018-2019, which is below the course success rate institutional-set standard of 63.6 percent. These findings have spurred College action, particularly efforts towards identifying the potential reasons underlying this achievement gap.

To address this outcomes gap, CHC partnered with the Research and Planning Group for California Community Colleges (RP Group) to conduct six focus groups in Fall 2019. Student populations with historically low course success rates were the target audience, namely African American and Hispanic populations ([Ev. 03](#), see page 8). Based on the focus group findings, the RP Group offered eight recommendations for the College to consider, three of which were subsequently prioritized by the College's Enrollment Strategies Committee: (1) Create networking opportunities for students based on shared cultural experiences and interests in order to increase a sense of inclusion and diversity; (2) explore additional professional development opportunities for faculty to increase engagement and proactive supports for students, including specific training in Canvas to increase faculty's adoption and full utilization; and (3) simplify the registration process such that students can more easily access and complete the CHC application ([Ev. 04](#)).

An action plan documenting the specific activities the College would engage in in response to these recommendations is in development and will be implemented in Fall 2020. Some of the tentative activities proposed by the committee focus on enhancing faculty members' adoption and effective use of the Canvas learning management system and an automated notification process that informs students of available courses that meet their education plan requirements as course sections fill to capacity. One activity that the College is already pursuing, one that aligns with the recommendation concerning inclusion and diversity, is a deeper exploration of the student voice - one focused on engaging students in dynamic online-based activities designed to help them express their perceptions of the College and their ideas of how to enhance inclusion across the College. This work is scheduled to take place in Spring 2020 ([Ev. 05](#)).

CHC's Guided Pathways Leads are using the resulting information, coupled with the action plan described above, to guide the College's efforts in developing professional learning opportunities for faculty and staff. Indeed, all the prioritized recommendations identified by the Enrollment Strategies committee align with the College's Guided Pathways efforts, namely as they relate to clarifying paths for students, helping them pursue such pathways, and helping them remain on those pathways. In addition to working closely with the College's OIERP on matters relating to the study exploring the student voice (identified above), the College's Guided Pathways Leads are already working with students, faculty, and staff on developing the College's meta-majors

(referred to locally as Career and Academic Pathways or simply as CAPS), developing program maps for all CHC programs of study, redesigning the College's website to closely align it with the newly developed CAPS, and revising the College's *New Student Handbook* to better reflect the changes associated with a scaled adoption of a guided pathways framework ([Ev. 06](#)).

In addition to the institutional-set standards, the College also regularly reviews its progress on its stretch goals or the Crafton Hills College Scorecard and Vision for Success targets ([Ev. 07](#), [Ev. 08](#), [Ev. 09](#)). The College regularly reviews its progress on its CHC Scorecard relative to the targets for each ([Ev. 10](#)). To assess CHC's progress towards achieving its strategic directions, the College uses twenty-two distinct student and institutional outcomes, including student course success rates, student satisfaction, inclusion and diversity, and annual credit FTES.

As the most recent Crafton snapshot illustrates, CHC experienced year-to-year gains in 14 of its 22 measured outcomes (64%). In fact, given the breadth of these gains, CHC has made progress towards achieving all nine of its strategic directions. The two strategic directions that are especially noteworthy are the ones of expanding the access of the College to the community and enhancing the value that it offers the community. For each of these strategic directions, the College achieved improvements in all the corresponding outcomes, including serving more students and helping a greater percentage of CHC students earn a living wage.

The College also recognizes that it can do more towards achieving its goals. For instance, the OIERP found a decrease in the College's fall-to-spring persistence rates (i.e., a smaller percentage of Fall 2018 students remained enrolled in Spring 2019 than in Fall 2017 to Spring 2018). The OIERP also found that, on average, CHC's degree-earning students have completed on average over 90 units of credit. Since degrees typically require 60 units of credit, CHC students on average completed more classes than they needed. To address these objectives the College is focusing on Guided Pathways and its new Promise program. Based on prior evidence and many case studies around the country, CHC is confident that its efforts will result in robust improvements in many student outcomes, particularly as they relate to keeping students enrolled at CHC and helping them complete their educational goals in programs aligned with viable career pathways in less time than many currently spend. These objectives relate directly to the CHC's mission and vision.

The Educational Master Plan Committee (EMPC) takes the primary role in facilitating the achievement of CHC's Strategic Directions. The charge of the EMPC is to rely on evidence (e.g., quantitative and qualitative research, learning assessment results) to develop, review, and revise the Educational Master Plan with input from appropriate constituencies. The EMPC forwards revisions of the Educational Master Plan and the College Mission, Vision, and Values to the Crafton Council for review and approval.

Analysis and Evaluation

Since 2013, CHC has established institution-set standards and attained all its goals each year. In addition, the College has established *stretch* goals and uses the Crafton Hills College Scorecard and Vision for Success targets -- in all twenty-two student and institutional outcomes -- to measure progress in its strategic directions, which are based on the College's Comprehensive Master Plan.

I.B.4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

As described above, dialog about assessments to improve student learning at all levels -- course, program, and institutional -- occurs in a variety of groups and during special events, including the following:

- Program and Department Meetings ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#), [Ev. 04](#))
- College In-Service Days ([Ev. 05](#), [Ev. 06](#))
- Academic Senate ([Ev. 07](#), [Ev. 08](#), [Ev. 09](#))
- Classified Senate ([Ev. 10](#), [Ev. 11](#))
- *College Hour* Workshops ([Ev. 12](#))
- Planning and Program Review Committee (dialogue and participant feedback) ([Ev. 13](#), [Ev. 14](#))
- Educational Master Planning Committee ([Ev. 15](#))
- Crafton Council ([Ev. 16](#), [Ev. 17](#))
- Professional Development ([Ev. 18](#), [Ev. 19](#))

In addition to the committees identified above, each program in the program review cycle is required to analyze its outcome and achievement data and generate objectives or action steps based on the assessment data. To demonstrate how programs engage in evidence-based decision-making, we highlight three programs that completed their four-year plan in 2018-2019. First, computer information systems (CIS) examined its program-level outcomes data and implemented several instructional improvements ([Ev. 20](#)). CIS-101 (Introduction to Computer and Information Technology) instructors developed practical projects to help students apply skills acquired in the Microsoft Office course. Instructors of CSCI-120 (Introduction to Computer Science II) are working on incorporating creative team projects that address social issues and connect learning to real-world applications. To improve student performance in CIS-140 (Introduction to Networks), instructors incorporated the 7-layer OSI model into the course. Moreover, instruction for CIS 141 (Basic Routing and Switching) was enhanced using *Lynda.com* tutorials, instructor led demos, and hands-on labs in CIS 141.

Next, the Chemistry program found SLO evaluations to be helpful in modifying its program ([Ev. 21](#)). Specifically, in evaluating outcomes assessment data, the Chemistry faculty found that many students were not prepared to successfully complete CHEM-150 (General Chemistry), which had no prerequisite. As a result, they proposed to the Curriculum Committee implementing CHEM 101 (Introduction to Chemistry I) as a prerequisite for CHEM 150; this change was approved and implemented.

Finally, the Honors Program added strategies after it examined demographic data and found that Hispanic and African American students were less likely than other students to participate in Honors ([Ev. 22](#)). As a result, the Honors Program leadership planned to do more outreach to minority populations on campus, including recruiting at minority-based club meetings and in minority studies classes. The Honors Program faculty lead is also planning to work with counseling to help identify and encourage Hispanic and African American students to participate

in Honors. In addition, the Honors newsletter will highlight traditionally under-represented students. Finally, although gender demographics for CHC students are closely aligned with those of the College, the Honors Program has substantially fewer men than women participants in the many research opportunities that it offers. The program will make a greater effort to encourage more men to participate in these activities.

Analysis and Evaluation

The College uses data from its OIERP in a wide variety of processes that improve student learning and achievement.

Institutional Effectiveness

I.B.5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard

Crafton Hills College uses a collaborative and transparent program review process for assessing its progress in accomplishing its mission. This process includes a means for prioritizing objectives ([Ev. 01](#)), a planning and program review web tool ([Ev. 02](#)), and a means for continuous quality improvement ([Ev. 03](#)). In addition, each program evaluates goals and objectives, student learning outcomes (SLOs), and student achievement data to assess its contribution to the College mission ([Ev. 04](#)). All the work done by the programs is aligned with CHC's Strategic Directions ([Ev. 05](#)). Quantitative and qualitative data are disaggregated for analysis in program review. Specifically, each instructional unit has access to disaggregated achievement data to inform its planning ([Ev. 06](#), [Ev. 07](#), [Ev. 08](#)). The data can be disaggregated by gender, age, and ethnicity as well as by the following program types: developmental, transfer, and CTE. Moreover, both instructional and non-instructional programs are required to examine their program demographics in relation to the campus and develop an improvement plan based on this analysis ([Ev. 09](#), [Ev. 10](#), [Ev. 11](#)).

There are multiple examples of the College's use of quantitative and qualitative data that is disaggregated by program type and mode of delivery. One is in response to a concern about class size for online sections that was expressed by the Academic Senate ([Ev. 12](#), [Ev. 13](#)). To address this concern, the Office of Institutional Effectiveness Research and Planning (OIERP) conducted research to examine the relationship between student success rates and class size for online sections ([Ev. 14](#)). The results indicated that from Fall 2013 to Fall 2017 both the online class size and course success rate increased, indicating a positive relationship between class size and course success. In addition, there was a slight increase in the online course success rate as the average class size increased. These data helped to inform the decision of the College for setting the cap sizes for online courses ([Ev. 15](#)).

The Crafton Hills College Psychology Department has also examined distance education and face-to-face course success rates to help inform decision-making and continuous improvement ([Ev. 16](#)). In addition, the Educational Technology Committee requested research comparing online and face-to-face course success rates among community colleges in the Inland Empire ([Ev. 17](#)). The

College has also examined the relationship between success rates for online and face-to-face courses ([Ev. 18.](#)). Specifically, when controlling for instructor and semester, students in lecture-only sections were slightly more likely to successfully complete the course (74%) than students in distance education sections (71%), a difference that is neither statistically significant ($p = .212$) nor substantial ($ES = .06$).

The College also regularly conducts research to examine the effectiveness of different program types and alternative learning strategies ([Ev. 19](#)). As an illustration, to prepare for the development of the Student Equity Plan, the College examined programs that were the most effective in serving the two most disproportionately impacted groups at CHC, Hispanic and African American students. Research conducted at CHC revealed that the programs that were the most effective in helping Hispanic and African American students succeed included the Tutoring Center, a summer bridge program in the College's Promise Program, supplemental instruction (SI), learning communities, educational planning and counseling, access to undergraduate research opportunities, extracurricular STEM activities, student success and counseling services, and study skills courses ([Ev. 19](#)). This research will help the College develop more effective plans for student equity.

Analysis and Evaluation

CHC uses a collaborative, transparent program review process for all departments/units with the ultimate objective of fulfilling its mission to provide the best possible educational experience for its students and continuously improve its performance to this end. The College OIERP provides quantitative and qualitative data, disaggregated to target subpopulations, for this purpose and assists in assuring that faculty, managers, and staff understand how to use these data.

I.B.6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

The College disaggregates and analyzes learning outcomes and achievement for subpopulations of students and uses this data to address achievement gaps. In May 2017 the Academic Senate reviewed a draft proposal to assess disaggregated learning outcomes ([Ev. 01](#)) and agreed to examine a six-year assessment cycle ([Ev. 02](#), [Ev. 03](#)) to understand how the disaggregation of outcomes data provides insights into the teaching and learning process in terms of performance gaps in learning for certain student populations. Accordingly, the faculty focused on identifying the most effective method for disaggregating outcomes data that informs teaching methods, learning, and curriculum. The Senate reviewed the following possible categories to disaggregate learning outcomes: delivery mode (online, face-to-face), section length (number of weeks), and section-specific strategy (linked, and compressed learning communities). Equally important, the Academic Senate also considered gender, ethnicity, economic status, and student nationality (U.S. vs. international). They also explored outcomes related to student services, the Tutoring Center, the placement process, and supplemental instruction. The Senate expressed interest in disaggregating the outcomes data by delivery mode and student demographics as a first step.

At an in-service in Fall 2020, the faculty and staff took this first step towards examining disaggregated data to evaluate learning outcomes ([Ev. 04](#)). Instructional programs were provided with a comparison of learning outcomes by online to face-to-face and short-term to full-term. In addition, the Office of Institutional Effectiveness, Research, and Planning (OIERP) also provided data to the non-instructional programs. Each program completed its learning outcomes program review questions for the year at the in-service ([Ev. 05](#)). Accordingly, each program reviewed the data, discussed their meaning and implications, and developed objectives based on that analysis.

Currently the OIERP also disaggregates student performance data based on the Crafton Hills College Comprehensive Master Plan Student Scorecard ([Ev. 06](#)). These data track success rates of student cohorts for transfer level math and English, fall-to-spring retention, transfer, program completion, and graduation. In addition, many of the outcome measures provide the ability to examine the outcomes by student demographics and are directly linked to dynamic dashboards that allow the user to view and analyze disaggregated data.

In addition, the Scorecard helps the College collect data related to differences in performance by gender, ethnic background, age, and other characteristics. These disaggregated data are shared among all those who participate in assessment and planning activities. They are vital in the College's quest to increase the success rates for all of its students and thereby reach the College's student equity goals. As an illustration, the Student Equity Plan is based on these disaggregated data as well as research conducted to identify the programs that had the greatest impact on increasing the student success of disproportionately impacted groups ([Ev. 07](#), [Ev. 08](#)). Specifically, Hispanic and African American students are more likely to be disproportionately impacted at CHC. As a result, the most effective strategies for these students were included in the Student Equity Plan: tutoring, learning communities, student educational plans (SEPs), and counseling.

Analysis and Evaluation

The College's OIERP disaggregates and analyzes student-learning outcomes and makes results available and usable to the College community. In addition, integrated planning processes at the College are informed by assessment results that are widely disseminated to the campus. The results from outcomes assessment and achievement data inform discussions and decision-making. Although the College has worked to meet this standard, it has room to improve by establishing a consistent process for evaluating disaggregated student learning outcomes data. Improving assessment processes is the primary focus of the Quality Focus Essay.

I.B.7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

Evidence of Meeting the Standard

The purpose of the District Assembly Committee is to make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of San Bernardino Community College District (SBCCD) and its colleges ([Ev. 01](#)). One of the primary roles of the District Assembly is to evaluate

policies and practices regularly. Accordingly, the District Assembly has created a cycle for reviewing all its policies in the District whereby this body reviews ten percent of the policies each year ([Ev. 02](#), [Ev. 03](#)).

Each year the campus leads gather input from the campus community, including suggested revisions to Board Policies (BPs) and Administrative Procedures (APs). Any BPs and APs that are identified as falling under the 10+1 (academic and professional matters) are submitted for consideration to the academic senate of each college ([Ev. 04](#)). The charge of the CHC Academic Senate Educational Policies committee is to develop proposals for new policies and review proposed changes in existing policies that affect the College's educational programs ([Ev. 05](#)). The Academic Senate regularly reviews and provides input into the policies and procedures of the District related to *academic and professional matters* ([Ev. 06](#)). All other policies and procedures are reviewed by the campus leads and forwarded to the appropriate departments on the campus.

As described in I.B.5 (above), Crafton Hills College uses various means and evaluation tools to collect evidence about the effectiveness of its programs and services. One of its primary means is the College's Planning and Program Review (PPR) process. Each College department/unit performs cyclical and systematic program review that includes annual updates on program effectiveness and planning for improvement, and a more comprehensive program review every two and four years. The PPR timeline is incorporated into the OIERP's annual research calendar, and an annual timeline is distributed to the campus. The purpose and activities of the Planning and Program Review Committee (PPRC) are published on a webpage ([Ev. 07](#), [Ev. 08](#)). The PPRC reviews and evaluates unit-level plans and prioritizes the objectives that emerge from the planning process into a single College-wide document ([Ev. 10](#), [Ev. 11](#)).

Equally important, the College assesses its program review evaluation processes annually. First, the PPRC surveys all the program review participants ([Ev. 12](#), [Ev. 13](#)). The results of the survey inform the committee's dialogue about training needs, internal procedures, forms, rubrics, website contents, and the content and clarity of the Integrated Planning and Program Review Handbook ([Ev. 13](#)). Finally, the committee determines any improvements to the process that should be implemented.

The College also regularly evaluates employee perceptions through the Campus Climate Survey, administered every other year ([Ev. 14](#)). The Educational Master Plan Committee (EMPC) reviews the results of this survey, which may provide suggestions to improve these processes. In Fall 2019, the EMPC discussed a decrease in employee satisfaction with planning and decision-making, participatory governance, and resource allocation ([Ev. 15](#)). The EMPC noted a small response rate as well as reliance on interim executive leadership during the most recent administration of the survey, factors which probably resulted in less satisfaction on the measures. Nevertheless, the EMPC suggested strategies for addressing each concern. Survey results are also presented to the Crafton Council, charged with overseeing issues related to accreditation and integrating plans, and serving as the advisory body to the President on issues of planning, program review, and resource allocation ([Ev. 16](#)).

Crafton Council is primarily charged with facilitating participatory governance. Specifically, Crafton Council coordinates the systematic evaluation of governance and coordinates campus

training in participatory governance ([Ev. 17](#)). Crafton Council employs the following approaches to ensure that the governance processes support academic quality and the accomplishment of the College's mission: Each participatory governance committee reviews its charge and membership each year ([Ev. 18](#), [Ev. 19](#)). Any recommended changes are taken to Crafton Council ([Ev. 20](#)). Equally important, each spring Crafton Council coordinates the administration of the Committee Self-Evaluation survey ([Ev. 21](#)). The results from this survey are used to inform any changes to the governance processes and committee chair training ([Ev. 22](#)). In addition, each participatory governance committee is provided with the disaggregated results to inform improvements ([Ev.23](#), [Ev. 24](#), [Ev. 25](#), [Ev. 26](#)).

Analysis and Evaluation

The College uses a variety of means to assess its evaluation mechanisms designed to improve instruction, student support services, resource management, and governance processes.

I.B.8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Data used for decision-making is accessible to the entire College community through the Planning and Program Review (PPR) processes on the Office of Institutional Effectiveness, Research, and Planning (OIERP) website ([Ev. 01](#)). Regularly collected data includes measures of academic success ([Ev. 02](#)), enrollment numbers ([Ev. 03](#)), institutional effectiveness indicators ([Ev. 04](#)), instruction and student services measures ([Ev. 05](#), [Ev. 06](#)), and satisfaction survey results ([Ev. 07](#)). In addition, the College has adopted a four-level assessment rubric for all learning outcomes (SLOs, ILOs, and SAOs), which the OIERP collects and organizes. The OIERP compiles all of these data and manages processes for distributing them to facilitate evidence-based decision-making. The College also collects and distributes data through emails, committee meetings, and the *Did you Know?* newsletter on assessment and placement results ([Ev. 08](#)), student demographics ([Ev. 09](#)), student engagement ([Ev. 10](#)), and student satisfaction ([Ev. 11](#)).

The OIERP website also includes a *Data Mart* page and BORG (Best Organizational Research Gauge) Data Cubes ([Ev. 12](#)) that link to the San Bernardino Community College District (SBCCD) Executive Information System (EIS). This link, which is updated daily, allows anyone on campus to access section (i.e., class) detail data for enrollment planning. Moreover, each *cube* provides data for certain related groups of activities, such as faculty load, faculty schedules, dual enrollment, prerequisites, and schedule information. This organization makes it easy for CHC employees to access live reports on enrollment, open sections, and faculty schedules. In addition, the OIERP has been able to develop reports that automatically update daily for students to be able to view open sections, open online sections, and open short-term sections ([Ev. 13](#)). This easy-to-access information helps facilitate evidence-based decision-making. For example, many of the faculty have requested to see automatically generated reports that provide daily enrollment information to help them make timely decisions about matters such as scheduling, room changes, and book orders ([Ev. 14](#)). The OIERP website also provides links to the California Community College Chancellor's Office (CCCCO) Data Mart for information about the State's community college system and individual colleges.

The OIERP has also created dashboards that provide programs dynamic data cubes to help faculty assess student learning, as well as a dashboard accessible to all CHC employees where they can enter a student ID and receive information about that student ([Ev. 15](#)). This access point allows CHC employees to better help individual students.

The public can also access the OIERP website to obtain data about the College ([Ev. 16](#)). Other ways in which the campus presents data to the public is through presentations to the Board of Trustees ([Ev. 17](#), [Ev. 18](#)), at meetings attended by the CHC President's Cabinet, and at meetings with community organizations ([Ev. 19](#)). Data is frequently discussed and evaluated by campus committees, including meetings of management, the Academic Senate, and Crafton Council. The OIERP shares the results of the Community College Survey of Student Engagement (CCSSE), Student Satisfaction survey, and Employee Campus Climate survey with numerous committees and departments on campus to help inform decision-making and elicit feedback. Moreover, the OIERP also distributes data through the *Did you Know?* monthly newsletter ([Ev. 20](#), [Ev. 21](#)) and presents data for various committees when this office develops information that may help to inform planning ([Ev. 22](#), [Ev. 23](#)).

Analysis and Evaluation

The OIERP collects, organizes, and provides assessment data for the College community to use in analysis and planning. The OIERP provides data in a form that is easy to understand.

I.B.9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)

Evidence of Meeting the Standard

Crafton Hills College uses broad based, comprehensive, and thoroughly integrated program review, planning, and resource allocation processes to continually improve its outcomes for fulfilling its mission and vision (see responses to Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, and I.B.7). The College Planning and Program Review Committee (PPRC) has developed a cyclical process central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years, a two-year update that includes outcomes and objectives, and an annual update that includes outcomes. Planning and program review (PPR) is required of all units in each of the four major administrative areas: President, Instruction, Student Services, and Administrative Services. Over the past several years, the College has continued to revise and refine PPR to ensure clarity and a shared understanding of its purpose, evaluative standards, and outcomes. The PPRC has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants. The PPR web tool is also the common site for reporting course and program-level outcomes (e.g. SLOs and SAOs).

In addition to the PPR process, the College is guided by its Comprehensive Master Plan: CHC's Educational Master Plan and Facilities Master Plan, aligned with the District Strategic Plan and

District Educational Master Plan (see responses to Standards I.B.1, I.B.5, and I.B.6). The College's Educational Master Plan committee (EMPC) is the body responsible for reviewing, revising, and updating the plan with broad-based input from the campus community and alignment with the District plans. Related to these plans are the College's Student Equity Plan and its Scheduled Maintenance Program.

Broad participation in these processes by all major campus constituencies has been a consistent goal of all committees and groups responsible for planning. To ensure broad and inclusive participation, a description of the planning process has been distributed to and integrated among various participatory governance committees: the Educational Master Plan Committee; the Planning & Program Review Committee; the Budget Committee; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Enrollment Strategies Committee; and the Technology Planning Committee (see responses to Standards I.A.2, I.A.3, I.B.1, I.B.2, I.B.4, I.B.5, I.B.6, and I.B.7). Each committee has representatives from all major College constituencies, including students. Agendas and minutes from committee meetings are posted and archived on the CHC website along with draft and final plans ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)).

The Office of Institutional Effectiveness, Research and Planning (OIERP) continuously hosts campus-wide workshops and activities for faculty, staff, students, and administrators to learn about and participate in planning. For example, presentations have been made to campus and District entities concerning such topics as the enrollment management data, the Student Success Initiative, Guided Pathways, and the results of a local environmental scan (see responses in Standards I.A.2, I.B.1, and I.B.8, [Ev. 04](#)). In addition, the College annually updates and publishes an Organizational Handbook that describes the value of participatory governance and how to maintain effective participation (p. 8). The Handbook identifies all constituencies and appointment responsibilities (p. 7); the College governance structure (p. 14-17); and committee processes, charges, and memberships (pp. 10-13 & 18-29) ([Ev. 05](#)).

The PPRC is responsible for evaluating programs and for prioritizing the objectives requiring resources that emerge from the planning process (see responses to Standards I.A.2, I.B.1, and I.B.5). PPRC forwards to the President's Cabinet the list of prioritized objectives and the resources needed to meet them (e.g., personnel and physical resources). The President's Cabinet reviews the list and adds its recommendations. After that, Crafton Council reviews the recommended priorities, which are also presented to the Budget Committee ([Ev. 06](#), [Ev. 07](#)). The Budget Committee monitors expenditures throughout the year to ensure their alignment with the institutional priorities identified by PPR and the President's Cabinet, using the Educational Master Plan.

This process tends to highlight short-term goals for the annual budgeting cycle, but it also provides for continuing long-term goals that might not be obtainable in the next fiscal year. Addressing long-range needs for educational programs and services and for human, physical, technology, and financial resources falls primarily to the two Master Plan committees and to the District planning process.

The College continuously seeks alternate sources of revenue to ensure that institutional priorities are adequately funded. Funds from grants supplement the College's general fund. The College has an Institutional Advancement Office charged with expanding income to the CHC Foundation and

seeking grants from philanthropic and community organizations, such as the San Manuel Band of Mission Indians, to increase resources available to students, including programmatic support, textbook assistance, and scholarships (Ev. 08). Most of the grant money that the College receives is restricted to proscribed activities, but what little discretionary grant money remains is distributed according to the College’s current planning priorities.

Analysis and Evaluation

CHC’s planning and program review processes are broad-based, continuous, and driven by the missions of the District and College with the goal of continuous improvement of student learning and institutional effectiveness.

Conclusions on Standard I.B. Academic Quality and Institutional Effectiveness

Crafton Hills College continually engages in dialogue about student outcomes in relation to student equity, academic quality, and institutional effectiveness. Its Office of Institutional Effectiveness, Research, and Planning provides leadership in assessing student learning outcomes (SLOs) throughout the College and at all levels (course, program, GE, and institutional), provides set-standards (and stretch standards) to support and continuously improve student learning, and records all outcomes results, which are available from the web-accessible SLO Cloud. Results are disaggregated to identify groups who need increased support to succeed.

College departments use SLO data in a regular, systematic program review process established to continually improve student learning and student learning support services. Program reviews are one way the College evaluates its programs to assure that they provide the best possible service to students in fulfillment of the College’s mission.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Based on changes to Annual ACCJC Report from fall to academic year data, review and revise institutional set standards	I.B.3	Dean of Institutional Effectiveness, Research, and Planning	Spring 2021	Continuous quality improvement
Improve the outcomes assessment processes as described in the QFE.	I.B.6	Dean of Institutional Effectiveness, Research, and Planning	Fall 2020 – Fall 2021	Establish a consistent process for evaluating disaggregated SLO data.

Evidence List

Standard I.B.1

- I.B.1-01. [EMPC Charge](#)
- I.B.1-02. [IEAOC Charge](#)
- I.B.1-03. [PPRC Charge](#)
- I.B.1-04. [ESC Charge](#)
- I.B.1-05. [SSE Charge](#)
- I.B.1-06. [OIERP Website](#)
- I.B.1-07. [SLO Cloud Login](#)
- I.B.1-08. [Anthropology COR - SLO](#)
- I.B.1-09. [RADTECH COR - SLO](#)
- I.B.1-10. [Math Six-Year Assessment Cycle](#)
- I.B.1-11. [Fine Arts Six-Year Assessment Cycle](#)
- I.B.1-12. [PPR Schedule](#)
- I.B.1.13. [PPR Instructional Questions - SLOs](#)
- I.B.1.14. [PPR Non-Instructional Questions - SLOs](#)
- I.B.1.15. [Deans Meeting - Wait List Data](#)
- I.B.1.16. [Deans Meeting - Active Enrollments Data](#)
- I.B.1.17. [Crafton Council Minutes - Data](#)
- I.B.1.18. [Fall 2018 In-Service - Data RJohnstone](#)
- I.B.1.19. [Fall 2019 In-Service - SLO Activity](#)
- I.B.1.20. [PPR Completion and Success](#)
- I.B.1.21. [PPR Full Time/ Part Time Faculty Ratio](#)
- I.B.1.22. [PPR WSCH/FTEF Ratio](#)
- I.B.1.23. [PPR Demographic Dashboard](#)
- I.B.1.24. [PPR Degrees and Certificates Dashboard](#)
- I.B.1.25. [RadTech - Objective Example](#)
- I.B.1.26. [PPR Schedule - Training](#)
- I.B.1.27. [PPR 2019-2020 Handbook](#)
- I.B.1.28. [PPR Resources – Web Site](#)
- I.B.1.29. [EMPC Membership](#)
- I.B.1.30. [CHC Scorecard Snapshot](#)
- I.B.1.31. [EMPC Scorecard Review Agenda](#)
- I.B.1-32. [Comprehensive Master Plan - Process](#)
- I.B.1-33. [PPR Instructional Questions 5 and 6](#)
- I.B.1-34. [PPR Non-Instructional Question 6](#)
- I.B.1-35. [PPR Question 6 Rubric](#)
- I.B.1-36. [Student Equity Plan Process](#)
- I.B.1-37. [Student Equity Funding Request – Web Site](#)
- I.B.1-38. [Student Equity Funding Request Rubric](#)
- I.B.1-39. [EOPS PPR Equity Objective](#)
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- I.B.1-41. [PPR Instructional Question 6 - Equity](#)
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- I.B.1-43. [Student Equity Plan - Data Reviewed](#)

- I.B.1-44. [Student Equity Plan Approved AS](#)
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- I.B.1-46. [BOT April 12, 2018 Agenda CHC Planning Retreat](#)
- I.B.1-47. [EMPC Minutes Planning Priorities](#)
- I.B.1-48. [2018-2019 Planning Priorities](#)
- I.B.1-49. [Planning Retreat Agenda](#)
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- I.B.1-51. [PPR Handbook Prioritization Process](#)
- I.B.1-52. [Informer Dashboard - Prioritized Objectives \(In Network\)](#)
- I.B.1-53. [Informer Dashboard - Prioritized Objectives Screenshot](#)

Standard I.B.2

- I.B.2.01. [COR Communication Studies SLOs](#)
- I.B.2.02. [Math Communication Studies SLOs](#)
- I.B.2.03. [English AA PLOs - Catalog](#)
- I.B.2.04. [Radiologic Technology AS PLOs - Catalog](#)
- I.B.2.05. [Institutional Learning Outcomes](#)
- I.B.2.06. [General Education Outcomes](#)
- I.B.2.07. [Institutional Assessment Plan](#)
- I.B.2.08. [SLO Cloud Course Report - CD](#)
- I.B.2.09. [SLO Cloud PLO Report - Math](#)
- I.B.2.10. [Math Department Agenda - SLOs](#)

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- I.B.3.01. [IEAOC 2019 Institutional Set Standards Minutes](#)
- I.B.3.02. [2019 Institutional Set Standards Annual Report](#)
- I.B.3.03. [Research and Planning Focus Group Study](#)
- I.B.3.04. [March 2, 2020 Enrollment Strategies Minutes](#)
- I.B.3.05. [Qualitative Student Voices Study](#)
- I.B.3.06. [March 24, 2020 Guided Pathways Taskforce Agenda](#)
- I.B.3.07. [AS Minutes Scorecard](#)
- I.B.3.08. [EMPC September 2019 Scorecard review minutes](#)
- I.B.3.09. [Vision for Success Targets Approved by AS](#)
- I.B.3.10. [CHC Comprehensive Master Plan Scorecard September 2019](#)

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- I.B.4.02. [October 2019 Math Department Agenda](#)
- I.B.4.03. [Math Department Data – Charts](#)
- I.B.4.04. [May 2019 Math Department Achievement Data](#)
- I.B.4.05. [Fall 2018 In-Service - Data RJohnstone](#)
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- I.B.4.08. [Student Equity Plan PowerPoint](#)
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- I.B.4.10. [Classified Senate Minutes - Data](#)

- I.B.4.11. [Classified Senate Data - IEPI](#)
- I.B.4.12. [Workshop on ILO/GEO](#)
- I.B.4.13. [PPR Minutes - Committee Self-Eval](#)
- I.B.4.14. [PPR Committee Self-Eval Research Brief](#)
- I.B.4.15. [EMPC November 2018 Minutes Data](#)
- I.B.4.16. [Crafton Council May 2019 Minutes Data](#)
- I.B.4.17. [Crafton Council review of Student Equity Plan](#)
- I.B.4.18. [September 2018 PDC Minutes](#)
- I.B.4.19. [Spring 2018 PDC Self-Evaluation Data](#)
- I.B.4.20. [CIS 2018-2019 Four-Year Plan - Actions](#)
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- I.B.4.22. [PPR Honors Program - Demographics](#)

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- I.B.5.01. [PPR Objective Prioritization Process](#)
- I.B.5.02. [PPR Web Tool](#)
- I.B.5.03. [PPR April 8, 2019 minutes - continuous improvement](#)
- I.B.5.04. [PPR Instructional Questions - Accomplish Mission](#)
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- I.B.6.01. [May 2017 AS Agenda - Standard IB6](#)
- I.B.6.02. [May 2017 AS Minutes - Standard IB6](#)
- I.B.6.03. [May 2017 Six-Year Assessment Cycle - Standard IB6](#)
- I.B.6.04. [Fall 2019 In-Service SLO Disaggregation Activity](#)
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- I.B.6.06. [CHC Comprehensive Master Plan Scorecard](#)
- I.B.6.07. [Student Equity Plan](#)
- I.B.6.08. [Success Outcomes among African American and Hispanic Students](#)

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- I.B.7.01. [District Assembly Purpose](#)

- I.B.7.02. [2019-2020 AP/BP Review Cycle](#)
- I.B.7.03. [AP 2410 10% Reviewed](#)
- I.B.7.04. [AP 2410 Board Policies and Administrative Procedures](#)
- I.B.7.05. [Educational Policies Committee Charge](#)
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- I.B.7.07. [PPR Timeline](#)
- I.B.7.08. [PPR Schedule](#)
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- I.B.7.11. [Informer Dashboard - Prioritized Objectives Screenshot](#)
- I.B.7.12. [PPR April 2019 Minutes - Participant Survey](#)
- I.B.7.13. [PPR Spring 2019 Participant Survey](#)
- I.B.7.14. [CMP Scorecard Snapshot - Processes](#)
- I.B.7.15. [EMPC October 2019 Minutes - CC Survey](#)
- I.B.7.16. [Crafton Council Minutes review Scorecard](#)
- I.B.7.17. [Crafton Council Charge](#)
- I.B.7.18. [EMPC Review of Charge and Membership](#)
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- I.B.7.20. [Crafton Council review of PDC Charge](#)
- I.B.7.21. [Crafton Council Coordination of Committee Self-Evaluation](#)
- I.B.7.22. [2019-2020 Committee Chair Training](#)
- I.B.7.23. [Spring 2019 Crafton Council Committee Self-Evaluation Results](#)
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- I.B.8.01. [Office of Institutional Effectiveness, Research, and Planning Website](#)
- I.B.8.02. [Relationship of SI Participation to Course Success](#)
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- I.B.8.04. [Improvement of Student Equity Gaps](#)
- I.B.8.05. [EMS-020 Prerequisite and Self-Efficacy with EMS-020 Course Success](#)
- I.B.8.06. [COUN-111 Pre/Post Assessment Results](#)
- I.B.8.07. [Spring 2019 Counseling POS Survey Results](#)
- I.B.8.08. [Impact of New Math Placement on Student Success](#)
- I.B.8.09. [Senior Day Evaluations - Demographics](#)
- I.B.8.10. [ISEEK Student Engagement](#)
- I.B.8.11. [EOPS Student Satisfaction](#)
- I.B.8.12. [BORG Data Cubes Web Site](#)
- I.B.8.13. [Open Sections - Students](#)
- I.B.8.14. [Section Enrollment Information Reports by Discipline](#)
- I.B.8.15. [BORG Dashboards](#)
- I.B.8.16. [OIERP Web Site - Research](#)
- I.B.8.17. [BOT Study Session Data - Agenda](#)
- I.B.8.18. [BOT Study Session Data - Minutes](#)
- I.B.8.19. [Community Presentation with Data](#)
- I.B.8.20. [Did you Know? Email](#)

- I.B.8.21. [Did you Know? Web Site](#)
- I.B.8.22. [BSI Committee Minutes - Data](#)
- I.B.8.23. [Faculty Department Chairs Minutes - Data](#)

Standard I.B.9

- I.B.9.01. [Committees Website](#)
 - I.B.9.02. [Comprehensive Master Plan Web Site](#)
 - I.B.9.03. [Student Equity Plan](#)
 - I.B.9.04. [Environmental Strategies Minutes - Environmental Scan Data](#)
 - I.B.9.05. [CHC Organizational Handbook](#)
 - I.B.9.06. [Budget Committee Minutes - PPR Prioritization](#)
 - I.B.9.07. [Crafton Council Minutes - PPR Prioritization](#)
 - I.B.9.08. [Foundation Purpose](#)
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C. Institutional Integrity

I.C.1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Evidence of Meeting the Standard

Crafton Hills College provides precise, accurate, and current information to the public and College community through various means. The College Catalog and Addendum, available from the College website, is comprehensive and includes policies affecting students, requirements for all CHC programs, and procedures important to students. The Catalog is reviewed throughout the academic year by various groups to ensure that its information is accurate and current ([Ev. 01](#); [Ev. 02](#); [Ev. 03](#); [Ev. 04](#); [Ev. 05](#)). Program Learning Outcomes are available through the College Catalog, and Student Learning Outcomes listed on course outlines of record are available to all through CurricUNET ([Ev. 06](#)). Student Learning Outcomes are also required in all syllabi ([Ev. 07](#)). The Curriculum Committee checks to make sure SLOs are listed for each course when it reviews course outlines of record in a six-year cycle ([Ev. 07](#); [Ev. 08](#); [Ev. 09](#); [Ev. 10](#)).

All District policies are available on the District website (www.sbccd.org). A link to the District website is provided at the bottom of the CHC homepage (www.craftonhills.edu). Student policies and procedures are also described in the Online Orientation, the New Student Handbook, and the Schedule of Classes. These policies are kept up-to-date through reviews conducted by various bodies on campus ([Ev. 01](#); [Ev. 11](#); [Ev. 03](#)).

The College's mission, vision, and values are prominently displayed on the College website, in all the official College documents such as the Catalog ([Ev. 12](#)), and at the bottom of the template used for agendas of all participatory governance committee meetings (see I.A.4). This practice provides a constant reminder to the campus community of the College's primary focus as an institution.

The College's mission, vision, and values statements are reviewed annually by the Educational Master Plan Committee and Crafton Council to ensure that these statements best reflect the College's long-term goal of enhancing the lives of its students (see I.A.1 and I.A.4).

The College website also includes a link to the California Community Colleges Chancellor's Office Student Success Metrics ([Ev. 13](#)). The Student Success Metrics dashboard contains information on student enrollment, information on student demographics, information about student academic success, momentum points along their academic journey, and employment and earnings data. Data is reported for each college according to gender, age, and ethnicity of students.

The College community regularly receives research briefs from the Office of Institutional Effectiveness, Research, and Planning (OIERP) on topics relating to assessment, such as Assessment of Course SLOs Map to ILOs, and reports on student success and institutional effectiveness. Members of the College community use these data in different dialog occasions and to inform each area's program review. The OIERP also conducts presentations on SLOs during FLEX and in-service days ([Ev. 14](#); [Ev. 15](#); [Ev. 16](#)). Exemplary program reviews are available from the College website for faculty and staff to view. The program review web tool is also readily accessible for faculty and staff through the College website ([Ev. 17](#)). Information about the College's educational programs and student support services is readily available from the College Catalog and on the College web site ([Ev. 18](#); [Ev. 19](#); [Ev. 20](#)). In addition, when he visits community organizations, President Horan shares CHC achievement data, including the course success rate, degree and certificate completions, transfer numbers, educational attainment, and enrollment data ([Ev. 21](#)).

The College website prominently displays its ACCJC current accreditation status and all reports to the Commission ([Ev. 22](#)). The College also includes its accreditation status in its Catalog and has created a repository for evidence in the work that it is doing to meet these standards that is available on the CHC website ([Ev. 22](#)). The Catalog and program promotional material indicate program accreditation status of individual programs that are accredited by professional agencies ([Ev. 23](#); [Ev. 24](#); [Ev. 25](#); [Ev. 26](#); [Ev. 27](#); [Ev. 28](#); [Ev. 29](#)).

Analysis and Evaluation

Many different campus groups and individuals review the College Catalog to ensure that it is clear and accurate. Additionally, the College makes learning outcomes for courses and programs publicly available through CurricUNET. Student policies and procedures are described in the student orientation material, the New Student Handbook, and the schedule of classes. They are continuously reviewed for accuracy by various bodies on campus. The College regularly reviews its mission, values, and vision to make sure that they remain relevant to the work of the institution. Data is distributed throughout the campus community by the OIERP to contribute to data-driven decision-making at the College. The College also makes its accreditation status easily available to the public through the College website.

I.C.2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements." (ER 20)

Evidence of Meeting the Standard

The College's Schedule/Catalog Data Specialist, under the Dean of Student Services and Development, keeps the CHC Catalog current. It contains all requirements, policies, and procedures affecting students and details about CHC programs ([Ev. 01](#)). The Catalog is available online on the College website and is reviewed and revised where necessary annually and when relevant changes in course descriptions, programs, or policies are approved by the Board of Trustees ([Ev. 02](#); [Ev. 03](#); [Ev. 04](#)). Links to the Catalog are available on the main page of the College website and also under the *Academics* tab and the *Current Students* section.

Analysis and Evaluation

Crafton Hills College ensures that information in its College Catalog is accurate and that it includes all major policies affecting students. The Catalog is revised with feedback and participation throughout the campus to update its content as needed. Current and prospective students have easy access to the College catalog using the College website.

I.C.3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The College's Planning and Program Review Committee (PPRC) -- a participatory governance committee with membership from faculty, staff, administration, and students -- has developed a cyclical process central to integrated planning, evaluation, and resource allocation. Each unit participates in a full program review every four years and completes the annual planning questionnaire on years when it does not complete a full program review. This process is comprehensive: All units in each of the four major administrative areas -- President, Student Services, Instruction, and Administrative Services -- participate ([Ev. 01](#)).

In order to assist all areas in their preparation of their program review, resources are provided on the College website with examples for each area to use. Additionally, a handbook on how to use the web tool and PPR timelines and schedules is posted on the CHC website (see I.B.1). The Office of Institutional Effectiveness, Research, and Planning (OIERP) has also posted explanatory material about the PPR web tool ([Ev. 02](#); [Ev. 03](#)) and holds many workshops throughout the academic year to help departments/units in preparing program reviews ([Ev. 04](#)).

In addition to this assistance provided to each area, data for specific programs and areas are provided through specific PPR dashboards that are updated annually. The dashboards on the College website cover student success and retention, full-time/part-time faculty ratio, efficiency, fill rates for courses, demographics by area, and the number of degrees and certificates awarded ([Ev. 05](#)). The OIERP also provides reports on various aspects of the College, such as student satisfaction with specific departments on campus ([Ev. 06](#); [Ev. 07](#)), reports detailing equity gaps in the College ([Ev. 08](#)), and the academic impact of supplemental instruction on course success ([Ev. 09](#)).

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

([Ev. 10](#)). The PPRC has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants ([Ev. 11](#); [Ev. 12](#); [Ev. 13](#)). The cloud-based PPR web tool is also the common site for reporting course and program-level outcomes.

In addition to the PPR process, the College is guided by its Educational Master Plan. The Educational Master Plan Committee (EMPC) is responsible for reviewing, revising, and updating the plan with input from the campus community. The Educational Master Plan can be viewed online by accessing the link under *Faculty and Staff* ([Ev. 14](#), see section IB9 for more detail).

Analysis and Evaluation

Information regarding academic quality and student achievement are distributed by the OIERP through dashboards on the College website to inform the Planning and Program Review process for each area on campus. The Planning and Program Review process is also continually updated through feedback from members of the College community. The OIERP provides reports as needed containing both quantitative and qualitative analyses of point-of-service surveys and the academic achievement of students. These reports are accessible on the College website and help to inform discussions on campus. The Educational Master Plan Committee also reviews the Educational Master Plan in accordance with input from the campus community to make necessary changes to better guide the College.

I.C.4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Crafton Hills College describes its degrees and certificates in a variety of locations available to students on the College website including the Catalog, the program website, and major sheet used by counselors ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#), [Ev. 04](#)). The College Catalog contains descriptions of and requirements for each program and its Program Learning Outcomes (PLOs). Information regarding transfer requirements for the CSU and UC and prerequisites also appears in the Catalog. Communication with students via the College's University Transfer Center, Counseling Office, EOPS, and College Promise also ensures that students get clear, detailed, and accurate information about educational courses, programs, and transfer policies.

In addition, all students have access to a Student Success Checklist to help them navigate through their first two years of study. The Checklist is available anytime through the College website ([Ev. 05](#)). Through Starfish or meeting directly with a counselor, students craft an educational plan ([Ev. 06](#)), which they complete before meeting again with a counselor. During these meetings, counselors provide each student with guidance and access to a student success checklist, major sheet ([Ev. 07](#)), and GE sheet ([Ev. 08](#), [Ev. 09](#)). GE sheets are interactive in the Catalog.

Students can find course or program SLOs in each syllabus, which include SLOs in addition to course objectives. Before the beginning of each semester at part-time faculty orientations, instructional deans and department chairs stress to all part-time faculty the importance of providing a complete syllabus consistent with course outlines of record, including SLOs. The Faculty Handbook also includes this requirement ([Ev. 10](#)). Each instructor submits his/her course syllabus or syllabi to the division dean at the beginning of each semester and summer session for the dean

to ensure the presence of required elements. Sample syllabi are also available to each faculty through her/his department chair ([Ev. 10](#)).

Analysis and Evaluation

The College provides students with detailed and accurate information regarding all of the courses and programs offered by the College in its College Catalog. Additional processes ensure that students understand the services that are available on campus and are given resources to help them navigate through the College's programs. For each class, SLOs are clearly indicated in the syllabus.

I.C.5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The College has mechanisms to evaluate its policies and procedures and assure that they are published and available to all who have an interest in them. First, the Employee Campus Climate Survey, administered biennially, allows the College to evaluate how College employees perceive its decision-making structures ([Ev. 01](#), [Ev. 01.1](#)). The survey is designed with feedback received from Crafton Council on its structure and content ([Ev. 02](#); [Ev. 03](#)). Results of the survey are shared with the Campus in a newsletter ([Ev. 04](#)) and through various presentations to committees ([Ev. 03](#)). The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, planning and program review, and the resource allocation processes. Respondents also comment on their perceptions of the overall inclusiveness of participatory governance at the College.

In addition, every spring Crafton Council administers the Committee Self-Evaluation Survey to evaluate the College's participatory governance and decision-making committees ([Ev. 05](#)). The aggregated results of the committee self-evaluations are shared with Crafton Council, which uses them to make changes to the CHC Organizational Handbook. Committee discussions about changes to the Organizational Handbook can be found in the committee agendas and minutes ([Ev. 06](#); [Ev. 07](#)). The disaggregated results of the self-evaluations for each committee are also distributed to the committee chairs, who initiate discussions with committee members at a meeting early in the next school year so each committee may make changes accordingly ([Ev. 08](#); [Ev. 09](#); [Ev. 10](#); [Ev. 11](#)). In addition to the committee-self evaluations and the revisions to the Organizational Handbook, Crafton Council is also responsible for reviewing the Facilities Master Plan for the College ([Ev. 12](#); [Ev. 13](#)) and the College's mission, values, and vision statements ([Ev. 14](#)).

Review of policies and procedures is also carried out at the District level by the District Assembly ([Ev. 15](#)). This participatory governance body reviews and, when necessary, revises District Board policies on an ongoing basis ([Ev. 16](#); [Ev. 17](#); [Ev. 18](#)). The District Assembly posts minutes and agendas for these reviews on its website ([Ev. 19](#); [Ev. 20](#)). Also, the Community College League of California provides the District with a service designed to keep districts up to date on legislative changes and good practices. The League notifies the District when it adds any such changes to its suggestions. Additional review of proposed District policies or policy changes that relate to academic and professional matters is carried out by the academic senate of each of the District's

two colleges ([Ev. 21](#); [Ev. 22](#); [Ev. 23](#)). The District’s governing Board relies primarily on the advice of the academic senates in such matters ([Ev. 24](#), p. 139).

District policies that relate to District employees are available from the District website ([Ev. 25](#)). Policies that relate to students appear in the Catalog under *What You Need to Know* ([Ev. 26](#)).

Analysis and Evaluation

Crafton Hills College has a regular and effective means for evaluating its institutional policies and procedures, making changes to improve them, and publishing them. Policies and procedures are readily available from the College and District websites.

I.C.6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Crafton Hills College provides detailed and accurate information about the total cost of education, including enrollment fees, additional fees, textbooks, and any supplies needed for a class. The College distributes information to students about the total cost of education through the College website ([Ev. 01](#)). The link to this information is available through the *Start Your Education* section of the website ([Ev. 02](#)). Links to information regarding the costs associated with textbooks for individual courses are available using the online course schedule ([Ev. 03](#)). Career and Technical Education programs have more information regarding additional cost of materials, which is accessible from the *Gainful Employment* section of the College website ([Ev. 04](#)).

The District provides student costs and expected budget information in accordance with the Gainful Employment disclosure requirements ([Ev. 05](#), [Ev. 06](#)). This page is accessible through the *Financial Aid* section of the College website ([Ev. 07](#)). The Board of Trustees approves any changes to student fees and/or additional tuition costs at public board meetings ([Ev. 08](#); [Ev. 09](#); [Ev. 10](#)).

Analysis and Evaluation

The College website contains information about the total cost of education as well as the cost of additional materials for CTE programs. The District also provides an annual cost-of-education report that provides information on fees, books, supplies, and other expenses such as food and housing.

I.C.7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)

Evidence of Meeting the Standard

The San Bernardino Community College District is committed to the principle that the free expression of ideas is essential to the education of its students and to the effective governance of

its colleges. This commitment is reflected in the District’s governing Board policy on academic freedom (Board Policy 4030), which is posted on the District website ([Ev. 01](#); [Ev. 02](#)). The College references this governing Board policy in the College Catalog ([Ev. 03](#); [Ev. 04](#)). The Faculty Handbook also expresses the responsibility for faculty to respect academic freedom ([Ev. 05](#)).

Board Policy 4030 asserts that the free expression of ideas is limited only by the principles of fairness, respectful expression, and the careful differentiation between fact and opinion. No limitations are placed upon study, investigation, presentation, and interpretation of facts and ideas. Students have the opportunity to study controversial issues and divergent viewpoints. Academic employees are obligated to protect a student’s right to freedom of inquiry, even when the conclusions of such inquiry differ from those of the employee ([Ev. 02](#)). This policy is also clear in its support for academic freedom for all academic employees.

Analysis and Evaluation

The College’s support for academic freedom is expressed in Board Policy 4030 and stated in the College Catalog and the Faculty Handbook.

I.C.8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.

Evidence of Meeting the Standard

Student standards of conduct that promote academic integrity, honesty, and responsibility are outlined in Board Policy (BP) and Administrative Procedure (AP) 5500 ([Ev. 01](#)) ([Ev. 02](#)). The policy and procedure define academic dishonesty, various types of such misconduct, and the process for reporting violations. A second administrative procedure, AP 5520 ([Ev. 03](#)), outlines students’ rights and responsibilities concerning the discipline process and describes the role of the student discipline officer.

Crafton Hills College goes to great lengths to communicate appropriate standards of conduct to students, especially as they relate to academic dishonesty. The Student Integrity Policy in the College Catalog ([Ev. 04](#)) offers students a comprehensive explanation of academic dishonesty, including descriptions of the behaviors that constitute academic dishonesty, and the College website offers students access to an array of related resources ([Ev. 05](#)). Faculty are encouraged to include information about academic dishonesty and student conduct in their syllabi, and in fact, receive professional learning opportunities to discuss these matters with the College’s student discipline officer ([Ev. 06](#)). Matters relating to student conduct are also documented in the Faculty Handbook ([Ev. 07, pps. 13 & 31](#)) and the Chairs Handbook ([Ev. 08, p. 31](#)).

Analysis and Evaluation

Crafton Hills College establishes and communicates clear policies on academic integrity. The policies are widely communicated, and faculty receive professional learning opportunities that help them discourage academic dishonesty and encourage responsible behaviors.

I.C.9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The District's Academic Freedom policy (BP 4030, [Ev. 01](#)) offers a framework for faculty to distinguish between personal conviction and professionally accepted views within a discipline. This policy requires that faculty protect students' rights to freedom of inquiry even when students' conclusions diverge from those held by faculty (BP 4030, Section C). The evaluation process addresses this matter through the criteria by which faculty are evaluated, specifically as it relates to the effectiveness of communication, as described on pages 33, 34, and 37 of the District-CTA bargaining agreement ([Ev. 02](#)). As part of the evaluation process, faculty receive regular student feedback on a myriad of items, including the instructor's ability to remain open to diverging viewpoints ([Ev. 03](#)). It is in the context of this process that any existing prejudice and subjective viewpoints may be identified and resolved.

Additionally, our English faculty have taken part in professional learning opportunities that offered them additional experience in negotiating their personal views in aligning their pedagogical approaches with discipline-standards, including Assembly Bill (AB) 705 activities tied to co-requisite instruction and syllabus building ([Ev. 04](#)). In fact, our math faculty, who have taken part in similar professional learning activities, include in their syllabi a section on student-centered instruction -- an approach that reflects a teacher-guided-discovery process that emphasizes collaborative work and shifts the focus of student activity from observing to engaging ([Ev. 05](#)).

Analysis and Evaluation

Board policy offers a framework by which to distinguish between personal conviction and professionally accepted views, and the evaluation process provides a means by which to help faculty continuously improve in this respect.

I.C.10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.

Evidence of Meeting the Standard

Crafton Hills College does not require any specific code of conduct based on specific beliefs or world views. Section IC8 (above) describes expected student conduct.

Analysis and Evaluation

This standard does not apply to Crafton Hills College.

I.C.11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Crafton Hills College is a member of the Southern California Foothills Consortium, a group of 16 California community colleges committed to quality study abroad programs ([Ev. 01](#)).

Locations of study abroad programs for this consortium currently include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study (AIFS). CHC faculty, along with the faculty of the other participating colleges, teach the courses offered, and the students enrolled in these classes have always included CHC students. Besides participation in this program, the College does not offer courses in foreign locations.

Analysis and Evaluation

As a member of the Southern California Foothills Consortium, CHC offers students the opportunity to study abroad. However, that is the extent of the College's involvement in foreign locations.

I.C.12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

Board Policy (BP) and Administrative Procedure (AP) 3200 describe the College's commitment to complying with accreditation eligibility requirements ([Ev. 01](#) – BP 3200, [Ev. 02](#) – AP3200). The College also completes the required annual and midterm ACCJC reports in a timely manner ([Ev. 03](#), [Ev. 04](#)). Further, the College met all of the progress report deadlines during its follow-up period in 2016 ([Ev. 05](#)) and offers the ACCJC timely submissions concerning substantive changes made at the College ([Ev. 06](#)). The College, therefore, has a history of fulfilling ACCJC requirements and following through with Commission requirements.

The College also demonstrates its commitment to transparency by publishing all its correspondences with the Commission on its website ([Ev. 07](#)). The College publishes a wealth of information concerning educational quality and institutional effectiveness, as evidenced by the publication of the College Catalog ([Ev. 08](#)), accreditation information ([Ev. 07](#)), Gainful Employment Information for career and technical programs ([Ev. 09](#)), and Institutional Effectiveness home page ([Ev. 10](#)), where interested parties may gather an array of relevant information, including the *Did You Know?* series, which offers a brief yet comprehensive and timely synopsis of recent College efforts to enhance both educational quality and institutional effectiveness ([Ev. 11](#)).

Analysis and Evaluation

Crafton Hills College has a myriad of ways by which it discloses to the public its accreditation status and makes available all reports and other correspondences relating to compliance with ACCJC standards and all relevant reports.

I.C.13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

Crafton Hills College demonstrates honesty and integrity in all its interactions with external accrediting agencies and accurately represents information relating to external accrediting agencies on the College website and in the College Catalog ([Ev. 01](#)). Communications between the Commission and the College are posted on the College website ([Ev. 02](#)), and the College indicates its accreditation status on its home page ([Ev. 03](#)). The College complies with federal regulations and other required requests for information, such as the Integrated Postsecondary Education Data System (IPEDS) reporting requirements and the annual Equity in Athletics Disclosure Act Survey. The College also maintains program accreditation or licensure for seven different Career/Technical Education (CTE) programs:

- Child Development Center, licensed by the California Department of Social Services Community Care Licensing Division and evaluated by the California Department of Education and the San Bernardino County Supervisor
- The Radiological Technology Program, accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)
- The Respiratory Care Program, accredited by the Commission on Accreditation for Respiratory Care (CoARC).
- The San Bernardino Regional Emergency Training Center, which follows the Federal Aviation Administration and National Fire Protection Association requirements, procedures, and guidelines.
- The Emergency Medical Technician Course, accredited through the Inland Counties Medical Authorities and approved by the State of California.
- The Paramedic Program, accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as recommended by the Committee on Accreditation of Educational Programs for the Emergency Medical Services Profession (CoAEMSP). The State of California authorizes the program through the Inland Counties EMS Agency (ICEMA).
- The Firefighter Academy, accredited by the Office of the State Fire Marshall State Fire Training.

Analysis and Evaluation

The College maintains clear and accurate communications with external accrediting/licensing agencies, and it clearly communicates its current accreditation status to the students and public.

I.C.14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The CHC's commitment to offering its students high quality education is paramount to any other objectives, including fiscal matters. This claim is evidenced by Board Policy 2710 ([Ev. 01](#)) and its corresponding Administrative Procedure ([Ev. 02](#)), which outline the responsibilities of College employees and members of its District's governing board on matters relating to actual and potential financial conflicts. This commitment to high quality education is further demonstrated by the goals and objectives of the College's Educational Master Plan, which prioritizes student success, student learning, expanding access to prospective students, and professional growth (pp. 2.004 and 2.005) ([Ev. 03](#)), and by the faculty statement of ethics ([Ev. 04](#)).

The College's commitment to its students is also demonstrated through the College's planning and program review process ([Ev. 05](#)). In fact, once the College's prioritized objectives are finalized, they are published online in the form of a dashboard ([Ev. 06](#)) that illustrates all the objectives by priority and is also updated to reflect which objectives have received funding. The Office of Institutional Effectiveness, Research, and Planning provides this information annually for each finalized set of prioritized objectives. Finally, the District recently allocated significant funds from the FCC's broadcast incentive auction for the College's recently deployed College Promise Program ([Ev. 07](#)), which offered over 400 recently graduated area high school students two years of college without tuition and enrollment fees, free textbooks, \$300 cash for College expenses, and the loan of a laptop for coursework. In this way, the College continues to prioritize student learning and achievement.

Analysis and Evaluation

Student achievement and learning are central to CHC's mission and vision, and the basis for its institutional effectiveness and planning efforts. Moreover, the District's policies and procedures help ensure that maintaining a focus on continuously offering high educational quality remains at the heart of the College's efforts.

Conclusions on Standard I.C. Institutional Integrity

The Crafton Hills College Catalog, available on the College website, includes complete information about its mission, educational programs, expected learning outcomes, student support services, policies on academic freedom, and other information helpful to students, such as approximate costs for students. The College reviews its Catalog regularly and often to assure that it is current.

Improvement Plan(s)

No improvement areas were identified in Standard IC.

Evidence List

Standard I.C.1

- I.C.1.01. [Curriculum Committee Minutes \(05/13/2019\)](#)
- I.C.1.02. [Curriculum Committee Minutes \(02/26/2018\)](#)
- I.C.1.03. [Curriculum Committee Minutes \(09/11/2017\)](#)
- I.C.1.04. [Educational Policies Committee Minutes \(10/10/2018\)](#)

- I.C.1.05. [Educational Policies Committee Minutes \(11/22/2017\)](#)
- I.C.1.06. [Crafton Hills College CurricUNET Site](#)
- I.C.1.07. [Faculty Handbook \(Spring 2016\)](#)
- I.C.1.08. [Curriculum Committee Page](#)
- I.C.1.09. [Curriculum Six-Year Review Criteria](#)
- I.C.1.10. [Curriculum Six-Year Course Revision Proposal Instructions](#)
- I.C.1.11. [Curriculum Committee Minutes \(10/08/2018\)](#)
- I.C.1.12. [Mission in the Catalog](#)
- I.C.1.13. [OIERP Web Site with CCC Student Success Metrics Link](#)
- I.C.1.14. [FLEX Presentation on SLOs \(Fall 2018\)](#)
- I.C.1.15. [FLEX Presentation on SLOs \(Spring 2019\)](#)
- I.C.1.16. [Accreditation Standards Page](#)
- I.C.1.17. [Planning and Program Review Page](#)
- I.C.1.18. [Academic and Career Programs Page](#)
- I.C.1.19. [Catalog - What Are Your Options Page](#)
- I.C.1.20. [Catalog - Help along the Way Page](#)
- I.C.1.21. [President's Presentation to Retired Teachers Association](#)
- I.C.1.22. [Accreditation Status Page](#)
- I.C.1.23. [2019-2020 College Catalog](#)
- I.C.1.24. [Listing of CTE Programs and Accreditation Agencies](#)
- I.C.1.25. [Fire Fighter Academy Page](#)
- I.C.1.26. [Emergency Medical Technician Page](#)
- I.C.1.27. [Emergency Medical Technician Page - Paramedic](#)
- I.C.1.28. [Radiological Technology Page](#)
- I.C.1.29. [Respiratory Care Page](#)

Standard I.C.2

- I.C.2.01. [Catalog - What You Need to Know Page](#)
- I.C.2.02. [2019-2020 CHC Online Catalog](#)
- I.C.2.03. [Curriculum Committee Minutes \(05/13/2019\)](#)
- I.C.2.04. [Educational Policies Committee Minutes \(10/10/2018\)](#)

Standard I.C.3

- I.C.3.01. [PPR Schedule Four-Year Planning Schedule](#)
- I.C.3.02. [Demystifying SLOs FLEX day presentation](#)
- I.C.3.03. [Demystifying SLOs for Adjunct Faculty Orientation](#)
- I.C.3.04. [PPR Committee 2019-2020 Timeline and Meeting Schedule](#)
- I.C.3.05. [PPR Dashboards](#)
- I.C.3.06. [Counseling Point of Service Research Brief \(Spring 2019\)](#)
- I.C.3.07. [Tutoring Center Point of Service Research Brief \(Spring 2018\)](#)
- I.C.3.08. [2017 Student Equity Plan](#)
- I.C.3.09. [Relationship of SI to Course Success \(Fall 2017\)](#)
- I.C.3.10. [PPR Handbook \(9th Edition\)](#)
- I.C.3.11. [PPR Committee Minutes \(04/23/2018\)](#)
- I.C.3.12. [PPR Committee Minutes \(04/16/2018\)](#)
- I.C.3.13. [PPR Committee Minutes \(09/11/2017\)](#)

I.C.3.14. [CHC 2017 Comprehensive Master Plan](#)

Standard I.C.4

- I.C.4.01. [2019-2020 CHC Online Catalog](#)
- I.C.4.02. [Art AA Degree PLOs in Catalog](#)
- I.C.4.03. [Music Program Web Page](#)
- I.C.4.04. [Philosophy Major Sheet](#)
- I.C.4.05. [CHC Student Success Checklist](#)
- I.C.4.06. [Student Starfish View](#)
- I.C.4.07. [Sociology Major Sheet](#)
- I.C.4.08. [CSU GE](#)
- I.C.4.09. [IGETC](#)
- I.C.4.10. [Faculty Handbook \(Spring 2016\)](#)

Standard I.C.5

- I.C.5.01. [Campus Climate Survey \(Fall 2018\)](#)
- I.C.5.01.1. [Did You Know? \(Volume 62\)](#)
- I.C.5.02. [Crafton Council Committee Minutes \(10/25/2016\)](#)
- I.C.5.03. [Crafton Council Committee Minutes \(11/08/2016\)](#)
- I.C.5.04. [Did You Know? \(Volume 62\)](#)
- I.C.5.05. [Crafton Council Committee Minutes \(09/12/2017\)](#)
- I.C.5.06. [Crafton Council Committee Minutes \(08/27/2019\)](#)
- I.C.5.07. [Crafton Council Committee Minutes \(08/28/2018\)](#)
- I.C.5.08. [PPR Committee Minutes \(09/24/2018\)](#)
- I.C.5.09. [PPR Committee Minutes \(09/11/2017\)](#)
- I.C.5.10. [PPR Committee Minutes \(09/18/2017\)](#)
- I.C.5.11. [Student Success and Equity Committee Minutes \(09/07/2017\)](#)
- I.C.5.12. [Crafton Council Committee Minutes \(04/30/2019\)](#)
- I.C.5.13. [Crafton Council Committee Minutes \(11/14/2017\)](#)
- I.C.5.14. [Crafton Council Committee Minutes \(10/08/2019\)](#)
- I.C.5.15. [District Assembly Minutes - Review of Policies and Procedures](#)
- I.C.5.16. [District Assembly Agenda and Minutes Page](#)
- I.C.5.17. [District Assembly Constitution](#)
- I.C.5.18. [2019-2020 AP/BP Review Cycle - District Assembly First Reads](#)
- I.C.5.19. [District Assembly Committee Minutes \(09/03/2019\)](#)
- I.C.5.20. [District Assembly Committee Minutes \(02/06/2018\)](#)
- I.C.5.21. [CHC Academic Senate Minutes \(03/20/2019\)](#)
- I.C.5.22. [CHC Academic Senate Minutes \(04/18/2018\)](#)
- I.C.5.23. [CHC Academic Senate Minutes \(02/07/2018\)](#)
- I.C.5.24. [Board of Trustees Meeting Agenda \(10/10/2019\) \(pg.139\)](#)
- I.C.5.25. [District Policies and Procedures Page](#)
- I.C.5.26. [Catalog - What You Need to Know Page](#)

Standard I.C.6

- I.C.6.01. [Fee Information Page](#)
- I.C.6.02. [Getting Started Page](#)

- I.C.6.03. [CHC Class Schedule](#)
- I.C.6.04. [Gainful Employment Schedule](#)
- I.C.6.05. [District Student Budget 2019-2020](#)
- I.C.6.06. [Gainful Employment Program Costs](#)
- I.C.6.07. [Financial Aid Page](#)
- I.C.6.08. [District Assembly Committee Minutes \(03/03/2015\)](#)
- I.C.6.09. [BP 5030 Fees District Page](#)
- I.C.6.10. [AP 5030 Fees District Page](#)

Standard I.C.7

- I.C.7.01. [Academic Affairs Policy Page](#)
- I.C.7.02. [BP 4030 - Academic Freedom](#)
- I.C.7.03. [2017-18 CHC Catalog \(pg. 22\)](#)
- I.C.7.04. [2018-19 CHC Catalog - Academic Freedom](#)
- I.C.7.05. [Faculty Handbook \(Spring 2016\) \(pg. 10\)](#)

Standard I.C.8

- I.C.8.01. [BP 5500](#)
- I.C.8.02. [AP 5500](#)
- I.C.8.03. [AP 5520](#)
- I.C.8.04. [Student Integrity Policy](#)
- I.C.8.05. [Student Conduct and Academic Integrity Web Page](#)
- I.C.8.06. [Faculty Professional Learning](#)
- I.C.8.07. [Faculty Handbook](#)
- I.C.8.08. [Faculty Chairs Handbook](#)

Standard I.C.9

- I.C.9.01. [BP 4030](#)
- I.C.9.02. [Faculty Evaluation Process](#)
- I.C.9.03. [Student Evaluation Document](#)
- I.C.9.04. [Professional Learning Among English Faculty](#)
- I.C.9.05. [Professional Learning Among Math Faculty](#)

Standard I.C.10

Not Applicable to CHC

Standard I.C.11

- I.C.11.01. [Southern California Foothills Consortium](#)

Standard I.C.12

- I.C.12.01. [BP 3200](#)
- I.C.12.02. [AP 3200](#)
- I.C.12.03. [ACCJC Annual Reports](#)
- I.C.12.04. [Midterm Report](#)
- I.C.12.05. [ACCJC Reporting Deadlines in 2016](#)
- I.C.12.06. [ACCJC Substantive Change Reports](#)

- I.C.12.07. [CHC Accreditation Page](#)
- I.C.12.08. [CHC College Catalog Page](#)
- I.C.12.09. [Gainful Employment Information](#)
- I.C.12.10. [Institutional Effectiveness Home Page](#)
- I.C.12.11. [Did You Know Series](#)

Standard I.C.13

- I.C.13.01. [CHC College Catalog - Citing of External Accrediting Agencies](#)
- I.C.13.02. [ACCJC Letters](#)
- I.C.13.03. [CHC Home Page Listing of Accreditation Status](#)

Standard I.C.14

- I.C.14.01. [BP 2710](#)
- I.C.14.02. [AP 2710](#)
- I.C.14.03. [CHC Educational Master Plan \(pgs. 2000.4 - 2000.7\)](#)
- I.C.14.04. [Faculty Statement of Ethics](#)
- I.C.14.05. [Planning and Program Review Process](#)
- I.C.14.06. [Prioritized Objectives Dashboard](#)
- I.C.14.07. [CHC Free Promise Program](#)

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution’s programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

II.A.1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Evidence of Meeting the Standard

All courses and program offerings align with the stated mission of the institution.

The processes for approving all programs and courses offered by Crafton Hills College assure that all of its instructional programs, regardless of mode of delivery, are offered in fields of study consistent with the respective missions of the State community college system, the San Bernardino

Community College District, and Crafton Hills College. When completing program review, each program must ensure that its mission, goals, and objectives align with the institutional mission (see Question #1 of Program Review questions -- [Ev. 01](#), [Ev. 02](#)). In addition, each program must show how its objectives align with the College's strategic directions, which themselves are aligned with the institution's mission ([Ev. 03](#)). Supporting this statement are randomly selected recent program reviews from the following programs: Business ([Ev. 04](#)), Communication Studies ([Ev. 05](#)), History ([Ev. 06](#)), Kinesiology ([Ev. 07](#)), Radiological Technology ([Ev. 08](#)), Respiratory Care ([Ev. 09](#)), Spanish ([Ev. 10](#)), Chemistry ([Ev. 11](#)), and Computer Information Science ([Ev. 12](#)). In addition to program review, anyone wishing to create a new program at Crafton, must ensure that the proposed program aligns with the College's mission and strategic directions ([Ev. 13](#)).

Program review asks each applicable program to describe how its curriculum is designed to meet an educational or learning support need ([Ev. 14](#), [Ev. 15](#)). For students, all policies of the College regarding transfer and awarding of credit are specified in the College Catalog ([Ev. 16](#)). Credit for courses is based on the "Carnegie unit," which assumes that each student earns one unit based on the completion of approximately 18 hours of in-class and 36 hours of out-of-class work. The number of total hours of instruction and the content of each CHC course are consistent with its unit assignment and with Title 5, section 55002.5 of the California Administrative Code ([Ev. 17](#)).

The institution assesses whether students' progress culminate in the attainment of defined learning outcomes and achievement of degrees and certificates, skills and knowledge leading to employment, and/or transfer to four-year institutions.

The College defines and assesses learning outcomes at all levels ([Ev. 18](#), [Ev. 19](#), [Ev. 20](#)). Comprehensive course-level assessment reports are posted online and are updated as programs complete their assessment cycles. SLOs have been developed for all courses, and of these, 94 percent have completed the assessment cycle at least once. As referenced above (see response to Standard I.B.1), student learning outcomes (SLO) assessment is also a major component of program review. Each year programs analyze the results of their course SLO assessments, and every four years programs analyze the results of their program-level outcomes assessments.

Also, many of the College's career/technical education (CTE) programs must collect and publish information regarding their compliance with their particular accreditation/certification requirements. These include Respiratory Care, Radiological Technology, Fire Science, Emergency Medical Technology, and the Child Development Center. The Educational Technology Committee (ETC) annually assesses the success of CHC's distance education (DE) program and makes recommendations for professional development to address identified deficiencies ([Ev. 21](#), [Ev. 22](#)). In addition, the ETC reviews and makes revision recommendations for the Introduction to Online Learning Course (CHC-062). For example, during the continuous quality improvement process, the ETC and the Faculty DE leads had noticed that the current instructor approval process was cumbersome. They wanted a method that respected the professionalism of faculty and that was more efficient. Accordingly, the DE faculty leads facilitated the development of an instructor approval process that was more efficient and less cumbersome ([Ev. 23](#)). Accordingly, the ETC committed to streamlining the instructor approval process while maintaining quality ([Ev. 24](#)).

In addition, the College has developed the Crafton Hills College Comprehensive Master Plan Scorecard to track student progress in completing degrees and certificates and transferring to a four-year institution or acquiring a job (Ev. 25). CHC uses data from the Scorecard to plan for improving student performance in these areas (Ev. 26, Ev. 27). The Scorecard is revised annually to improve its usefulness (Ev. 28, Ev. 29). In 2018-19 the primary revisions were initiated in response to the new statewide *Vision for Success* requirements. As a result, some of the 2019-20 measures have been revised to more closely align with *Vision for Success* (Ev. 30).

In addition to the CHC Scorecard, the College includes the annual numbers of degrees and certificates in program review data. Each program is required to provide degree and certificate data to gauge that program’s effectiveness as well as Perkins employment data, if relevant (Ev. 31). As a result of the data analysis, the program develops action steps to improve. In addition to program review, each occupational program reviews employment data when it plans to re-apply for Perkins funds (Ev. 32, Ev. 33, Ev. 34, Ev. 35).

The institution evaluates student progress and outcomes and uses results for course and program improvements for all locations and means of delivery.

The College evaluates student progress and outcomes at the course (SLO) and program (PLO) levels, aligned with a general education (GLO) and institutional (ILO) outcomes four-part rubric, and uses results of its evaluations to improve its programs, as described above. Programs write objectives in these terms so that they are aligned with the College mission and strategic directions as a means of integrating efforts. Outcomes assessment evaluations are conducted each year by the Planning and Program Review Committee (PPRC) (Ev. 36, Ev. 37). Specifically, each year programs evaluate their course SLOs in question 4. In the fourth year, when programs answer all questions in their plan evaluation, they evaluate their program-level outcomes in question 4. Below are the rubrics in the PPR for measuring course success and the goals and objectives tied to the outcomes questions (Ev. 38).

4. Program Learning Outcomes (PLOs)	<p>3 = PLOs have been defined, assessed, evaluated in reference to a target, have been used to inform instruction, and have been posted in the catalog for each degree and certificate.</p> <p>2 = PLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the PLOs have not been posted in the catalog for each degree and certificate.</p> <p>1 = PLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.</p>
5.a.ii. Course Success Rate	<p>3 = Unit has set a sound target and has either met the target or made significant progress towards meeting the target.</p> <p>2 = Unit has set a sound target, but has not made significant progress.</p> <p>1 = Unit has not set a sound target and/or has declined.</p>
10. Goals	<p>3 = Unit has identified goals that are clearly related to the results of its self-evaluation, reflect the big picture, and are ambitious</p>

	<p>but attainable. Each goal’s scope is such that its achievement would represent significant progress.</p> <p>2 = Unit has identified goals that are somewhat related to the results of its self-evaluation, only moderately reflect the big picture, and/or are either not ambitious enough or not attainable. Each goal’s scope is such that its achievement would represent moderate progress.</p> <p>1 = Unit has not identified goals, and/or goals are unrelated to the results of its self-evaluation, fail to reflect the big picture, and/or are trivial. Each goal is of such limited scope that its achievement represents insignificant progress.</p>
<p>10. Objectives</p>	<p>3 = Unit has identified objectives that are clearly related to the results of its self-evaluation, concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are necessary to achievement of the objective.</p> <p>2 = Unit has identified objectives that are somewhat related to the results of its self-evaluation, only partially concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are somewhat related to achievement of the objective.</p> <p>1 = Unit has not identified objectives, and/or objectives are unrelated to the results of its self-evaluation, or objectives meet few or none of the characteristics specified in ratings 2 and 3.</p>

As indicated above, DE classes undergo a thorough review using the same course outcomes as those for corresponding face-to-face classes. Assessment occurs online. Board Policy (BP) 4105 (Distance Education) also states that all DE courses must adhere to the same programmatic requirements as traditional classroom programs ([Ev. 39](#)). Moreover, Administrative Procedure (AP) 4105 specifically states that the standards of course quality for DE courses remain the same as for corresponding face-to-face courses. Determinations and judgements about the quality of all DE courses are made by the Curriculum Committee ([Ev. 40](#), [Ev. 41](#)). In order to verify their identity, online students are required to affirm that they are the student enrolled in the course each time they log in to the Learning Management System (LMS), which requires password authentication ([Ev. 42](#)). In addition, the ETC also provides a guide to online instructors for supporting academic integrity ([Ev. 43](#), [Ev. 44](#)).

AP 4105 also states that DE courses need to include *regular effective contact* between students and their instructor. The strategies in the LMS to facilitate *regular effective contact* between instructor and students include the required posting of office hours, announcements, Canvas conversations, submission comments, discussions, Canvas groups, notifications, and analytics. A brief description of these features appears below:

- *Announcements* include instructor-to-group as well as the ability to allow students to comment on announcements.

- *Canvas Conversations* (Inbox) functions similar to email but is confined to the LMS and facilitates communication between instructor and one or more students or between a student and one or more other students.
- *Submission Comments* are instructor-student communication and includes the capability for audio or video feedback in addition to text comments.
- *Speed Grader* allows for instructor direct feedback on student assignment submissions through annotations and commentary on documents.
- *Discussions* support instructor-student and student-student interaction.
- *Canvas Groups* primarily facilitate student-student interactions and also allow for instructors to interact with groups.
- *Notifications* may be set to allow students and instructors to be immediately notified about any of the features mentioned above.
- *Analytics* record data regarding instructor-student contact through *Canvas Conversations* (Inbox) and/or *Submission Comments*.
- *Reports* may be generated for summary of interactions with individual students as well as the class as a whole.

Additionally, synchronous meetings can be scheduled through the LMS with ConferZoom.

Data in the course activity report show that the courses consistently provide content in the form of pages, files and modules, and activities (e.g., assignments, quizzes, and discussions). Discussions and assignments occur on a regular and consistent basis, and instructors and students log in on a regular and consistent basis ([Ev. 45](#)). More specifically, 82 percent of all active courses are using the assignments and 77 percent are using *Discussion Canvas*. As a result, most of the CHC faculty are utilizing assignments and discussions as assessment and interaction.

In addition to the LMS, both the *Course Design Rubric* and the *Intent to Teach Form* required for online instructors include the expectations for *regular and effective contact* ([Ev. 46](#), [Ev. 47](#)). Section B in the *Course Design Rubric* focuses on *regular effective contact*, student-to-student collaboration, and communication activities that build a sense of community among online learners (see questions 12-13 and 15-19). Equally important, the *Intent to Teach Form* includes six questions asking instructors to identify techniques for facilitating regular interaction (see questions 14-17, 20, and 24).

DE students complete a course evaluation survey for each DE course each semester, the results of which are used to inform improvements and discussions within the ETC ([Ev. 48](#), [Ev. 49](#), [Ev. 50](#)). Equally important, the ETC also examines other research to support efforts to improve distance education at CHC. For example, the ETC recently reviewed research on successful online courses in California Community Colleges to inform discussions about online course cap sizes ([Ev. 51](#), [Ev. 52](#)). Moreover, results of DE outcomes, disaggregated by non-DE and DE and by program, were presented at the Fall 2019 In-Service. Each program evaluated the results and responded to the PPR outcomes question 4 ([Ev. 53](#)).

All programs are assessed for currency, appropriateness within higher education, teaching and learning strategies, and student learning outcomes.

All new programs must be approved in accordance with AP 4020 (Program, Curriculum, and Course Development) ([Ev. 54](#)). The program viability process is meant to assure that the College's instructional resources are used to support the College mission, its Comprehensive Master Plan, and the needs of students and the community ([Ev. 55](#)). Program viability discussion may be initiated by any group. Regardless of where the discussion is initiated, the Academic Senate guides the process and makes preliminary recommendations. Once the viability process is initiated, the Academic Senate forms an ad hoc committee consisting of faculty; the Vice President of Instruction; the Dean of Institutional Effectiveness, Research, and Planning; an academic dean; a student; a classified staff member; and a member of the community. After an extensive review of quantitative and qualitative data, the Academic Senate makes a recommendation to the Crafton Council. Finally, the recommendations on approval from the Senate and response from the Crafton Council are forwarded to the President, who, in concert with the Academic Senate, makes the final recommendation to the Governing Board.

Once a program is approved and implemented, it participates in the program planning and review process. Program reviews are completed on a four-year planning cycle: annually the program updates course outcomes assessment results, and every second year the program updates course outcomes, goals, and objectives ([Ev. 56](#)). In addition, to maintain currency, each program must demonstrate how the curriculum is up-to-date and needs-based (see question 2 of its program review -- [Ev. 57](#), [Ev. 58](#)). Moreover, to ensure that curriculum is up-to-date, each program must review its curriculum on a six-year review cycle ([Ev. 59](#)).

In addition to the processes described above, departments that plan to offer any course in the DE mode must submit a separate DE addendum for that course through CurricUNET to the Educational Technology Committee (ETC) and then to the College Curriculum Committee. Both committees must approve the DE Addendum ([Ev. 60](#), [Ev. 61](#), [Ev. 62](#), [Ev. 63](#), [Ev. 64](#)). Once approved, that course and addendum must also be approved by the SBCCD Board of Trustees before the course may be scheduled as a DE section.

Analysis and Evaluation

Crafton Hills College offers a variety of educational programs in fields of study consistent with its mission and appropriate to higher education. Each educational program, regardless of mode of delivery of courses, culminates in student attainment of learning outcomes identified by the faculty of that program and the attainment of a degree or certificate leading to employment or transfer to other higher education programs. Each educational program completes a thorough program review that ensures that its mission, goals, and objectives align with the institutional mission.

II.A.2 (Applicable to institutions with comprehensive reviews scheduled after Fall 2019. ¹)

Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Faculty at Crafton Hills College regularly engage in activities that ensure that course content and methods of instruction meet or exceed academic and professional standards. These activities include development of courses in academic departments; review and approval by the Academic Senate Curriculum Committee; development of standards in the Academic Senate Educational Technology committee (ETC), the student learning outcomes process, and the program review (PPR) processes; discussion in departments for improving outcomes; and the professional development program ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#), [Ev. 04](#)). The College has continued to support professional development during Flex days and retreats.

As stated above (II. A.1), CHC faculty rigorously examine each course and every program the College offers as part of the planning and program review (PPR) process to ensure that it aligns with the College mission and vision. Department faculty use a planning and program review handbook, which encourages consistency and thoroughness of effort ([Ev. 05](#)). The Planning and Program Review Committee, a Crafton Council committee with membership from each College constituency, reviews the work of faculty in each department review on a regular basis and raises questions to assure adherence to the process. Its charge is "...to advance continual, sustainable quality improvement at all levels of the institution..." ([Ev. 06](#)).

Faculty duties include regularly assessing student progress toward achieving learning outcomes ([Ev. 07](#), pp. 23) using a variety of approaches. Faculty in each department engage in developing student learning outcomes (SLOs), measuring these outcomes, and using the results to determine how to improve student learning. To encourage participation from adjunct faculty in these processes, the District has included in the District-CTA Bargaining Agreement a requirement for SLO reporting ([Ev. 07](#), p. 23). In addition, a contract change increased the hourly compensation schedule for adjunct faculty for their time completing SLO assessment and documenting outcomes and holding office hours ([Ev. 08](#)).

Faculty use a variety of teaching methods in the classroom to serve the diverse needs and learning styles of students. These are described below in II.A.7.

Faculty develop all course outlines of record, each of which must indicate a mode or modes of delivery. This includes classroom hours (lab and lecture), expected out-of-class study and practice, and other out-of-class time where appropriate, such as field trips. When a course is offered online, as a growing number of the College's courses are, an addendum to the course outline for distance education (DE) must be approved by the Academic Senate's Curriculum Committee and by the District's Board of Trustees before it may be offered in that mode. In addition, the Academic Senate's ETC verifies which faculty members have the appropriate training to teach online classes. This committee also provides information about how a faculty member may find online courses to provide the needed expertise. In addition, the Curriculum Committee reviews each course every six years and may suggest changes where appropriate.

Also, the College's Academic Senate is committed to advising the College and the District on all matters considered *academic and professional*. Board Policy 2510 (Collegial Consultation [Ev. 09](#)) states that the District will *rely primarily* on advice from the academic senates on each of the

10 areas of responsibility identified in Title 5 of the California Education Code (sections 53200-53206) as well as an eleventh: “[o]ther academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.” These areas include curriculum, degree and certificate requirements, grading policies, educational program development, and standards or policies regarding student preparation and success. This policy provides the foundation for the faculty, through its senate, to exercise primary influence over the College’s educational programs and processes used in their development and delivery.

As an example of how the faculty adapts to new challenges, the mathematics and English departments are conducting training for their adjunct faculty on adjusting curriculum and delivery of course content in response to the passage of AB 705 ([Ev. 10](#), [Ev. 11](#)), which has allowed students who previously would not have qualified to enroll in college-level skills courses to enroll in these courses now based on their high school record. Math and English have established co-requisite support labs for these students as well as embedded classroom tutoring. Additional examples include the following:

- Sociology used results of its program review to hire a full-time Anthropology faculty member.
- Kinesiology added transfer degrees in public health and nutrition.
- Math advocated for white boards to facilitate teaching with new techniques as a result of AB 705.
- ASL transitioned to eCurriculum for more diverse methods of delivery.
- The Multimedia program hired a full-time instructor ([Ev. 12](#), [Ev. 13](#), [Ev. 14](#), [Ev. 15](#), [Ev. 16](#)).

Analysis and Evaluation

The CHC faculty propose and determine the appropriateness of all course outlines and evaluate the effectiveness of instruction through rigorous program review; data from the Office of Institutional Effectiveness, Research and Planning; and the ETC processes. Academic departments develop plans to use results of program review and SLOs to improve instruction through changes in curricula and means of delivery.

II.A.3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard

Crafton Hills College identifies and regularly assesses learning outcomes at the course, program, and institutional levels. The College has developed standard procedures to identify student learning outcomes for courses, programs, and certificates and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Regular activities include the following: student learning outcomes (SLO) development, SLO assessment, dialogue about results that will lead to plans for program improvement, and implementing those plans. As an example CHC’s encouragement for faculty to fully participate in assessment, the

Office of Institutional Effectiveness, Research, and Planning (OIERP) in collaboration with the Professional Development Committee developed an SLO certificate training series for faculty ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)).

CHC has developed SLOs for all courses, programs, and degrees and certificates as well as institutional learning outcomes (ILOs) for six overarching areas: critical thinking, written and oral communication, interpersonal and group skills, society and culture, information literacy, and ethics and values ([Ev. 04](#), [Ev. 05](#)). SLOs can be found in the SLO Cloud, in the College Catalog, and on the CHC website ([Ev. 06](#), [Ev. 07](#), [Ev. 08](#), [Ev. 09](#), [Ev. 10](#), [Ev. 11](#)). In program review, programs evaluate their course- and program-level outcomes on a regular basis.

The College has instituted a campus-wide Institutional Assessment Plan, which includes an annual calendar intended to guide the outcomes assessment process ([Ev. 12](#)). Results of the outcomes assessment at the course and program levels are integrated both into the program planning and review (PPR) and annual planning processes. Results are then used to make decisions regarding program modifications. The OIERP regularly publishes the most current completed outcome assessment results for courses and programs in order to promote data-driven decision-making for outcomes at any level.

Faculty in instructional areas are responsible for determining the student learning outcomes and assessment strategies. In support of these efforts, the District provides additional compensation for both full- and part-time faculty for participation in such activities (see Articles 10E and 10G, and Appendix A-4A, B-6 -- [Ev. 13](#)). Examples of strategies that CHC faculty use include pre- and post-tests to determine attainment of knowledge and/or skills, the tracking of student participation, and the use of specific sets of exam questions. Faculty report the results of these assessments via the SLO Cloud, which has a real-time report function that allows faculty to view the aggregated results of their assessments immediately after entering the data ([Ev. 14](#)).

Department discussions focus on program elements that appear successful as well as gaps in student learning that faculty need to eliminate. Departments document improvement strategies within the SLO improvement cycle in PPR documents ([Ev. 15](#)). Programs in Career and Technical Education (CTE) have accrediting agencies that require additional accountability measures and thereby undergo more scrutiny of student success in preparing graduates for entry into their respective professions.

Dialogue regarding how course, program, and institutional assessments are used to improve student learning at all levels occurs at department, program, and advisory meetings ([Ev. 16](#)). More general discussion about SLOs and the SLO process occurs during meetings of the Academic Senate ([Ev. 17](#)) and the Educational Master Planning Committee ([Ev. 18](#), [Ev. 19](#)), during in-service days ([Ev. 20](#)), at professional development workshops ([Ev. 21](#), [Ev. 22](#)), and elsewhere.

The following randomly selected examples of programs illustrate how outcomes assessment and dialog result in improvements.

- Anatomy has taken multiple steps to make improvements based on the SLO assessments that include working with the tutoring/STEM Centers and identifying tutors to specifically assist in anatomy, providing the lecture PowerPoint presentation from the publisher to all

faculty members, distributing the PowerPoint to all students through QR codes, continuously revising the lab practical database and custom lab manual, updating the QR codes used in selected anatomical models, using an iPad made available to all faculty for a universal laboratory introduction, and creating an ongoing shadowing program for adjunct faculty to attend and learn from experienced faculty.

- The full-time biology faculty has facilitated discussions with adjunct faculty that has led to instructional improvements and additional resources. The ideas implemented have improved the course as well as increased student engagement, satisfaction, attendance, and retention ([Ev. 23](#)).
- American Sign Language (ASL) is in the process of transitioning from tutoring to supplemental instruction as well as revising its primary curriculum to help improve receptive skills ([Ev. 24](#)).
- Psychology has made improvements by developing a rubric for research papers that emphasizes APA format standards, piloting of reading apprenticeship, and strengthening partnerships with the English department and library resources to address student performance gaps in reading ([Ev. 25](#)).

All of the courses in the current College Catalog have approved SLOs. Each faculty member developing a new course is required to include course SLOs in the Course Outline of Record ([Ev. 26](#)). The College has adopted a six-year assessment cycle and maintains an assessment rate that is consistently over 90 percent. The current course assessment rate is 94% ([Ev. 27](#)).

Of the 103 active degree and certificate programs currently offered, 100 percent have defined SLOs. All of these programs participate in ongoing assessment of SLOs in their program reviews ([Ev. 28](#)). Additionally, all of the student learning services (e.g., Tutoring Center, Library) develop SLOs and participate in the SLO assessment process ([Ev. 29](#)).

The College has specified roles and responsibilities for assessing learning outcomes. The table below provides these:

Position	Role/Responsibility
IEAO Committee (Ev. 30)	<p>Guide the Outcomes Assessment process for the entire college, including: Develop a College assessment plan that is easy to use and meaningful Develop best practices for creating and assessing outcomes (SLOs, SAOs, and ILOs).</p> <p>Provide meaningful feedback, suggestions, and guidance on outcome assessment process for the purpose of improvement. Coordinate training for faculty, staff, and management with regard to outcomes and their assessment.</p> <p>Provide a forum for on-going dialogue with regard to Accreditation and Outcomes Assessment (SLOs/SAOs).</p>

Faculty (Ev. 31)	Lead on all professional work surrounding process including the assessment and documentation of SLO/SAO/PLO work (no technical or clerical work)
Academic Senate (Ev. 32)	Oversee faculty roles and responsibilities; Contribute to institution and GE assessment
OIERP (Ev. 33)	Support process with technical and clerical work. Facilitate program level assessment as defined by the program review process.
Program Review Committee (Ev. 34 , Ev. 35)	Oversee program level assessment (program as defined by program review process)
Deans/Directors	Oversee process in respective areas; Contribute to assessment
VP Instruction	Secure resources for support; Oversee process; Contribute to assessment

The College uses the SLO Cloud as the repository of all outcomes information. The OIERP maintains a common data base and a format that is useful to those who need this information. This office also makes available to the public results of the General Education and Institutional Learning Outcomes assessments ([Ev. 36](#), [Ev. 37](#)).

The College has adopted a college-wide standard four-level rubric to ensure that consistent and comparable data can be collected across all courses and programs and at the institutional level. This rubric is universally formatted and includes a common directionality, all of which allow for linkages between levels of assessment, thereby tying together learning outcomes data at all levels -- course, program, general education, and institutional -- for optimal coordination of mission-driven results. A score of one denotes no demonstrated achievement, and a score of four denotes significant evidence of achievement of the outcome. The structure of the tool allows the evaluator to document the outcome, and to choose the program, institutional, and general education outcomes to which it most closely aligns. In this way, a lower-level outcome may provide evidence for higher-order assessments. All faculty and student support staff are responsible for some part of the task of developing, measuring, analyzing, and using SLOs to improve student learning. Instructional departments develop SLOs for each course, and faculty members must include these SLOs on course outlines and syllabi ([Ev. 38](#), [Ev. 39](#)).

Program-level outcomes are assessed using many forms of relevant data, such as course-level outcomes and results of student satisfaction and student engagement surveys. The College's General Education learning outcomes are considered a type of program-level outcomes measure. In addition, instructional programs annually analyze the results for course SLOs, and every four years instructional programs analyze the results for program-level outcomes ([Ev. 40](#)).

The goals of the adopted process are to provide meaningful information to faculty and the community about student learning and to acquire thorough knowledge about student learning at CHC that is used to improve learning.

Analysis and Evaluation

CHC employs a range of strategies to identify student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. Strategies include SLO development, SLO assessment, dialogue

about assessment results, program improvements where results show a need, and ongoing improvement of the process.

II.A.4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Crafton Hills College offers developmental level (i.e., pre-collegiate) classes in English and mathematics. Other pre-collegiate courses are offered in Computer and Information Science, public safety, personal fitness, and supervised tutoring. Classes for these course offerings bear numbers in the 900s or begin with 0 to distinguish them from college-level (usually transferable) classes, which are numbered 1-299. In addition, the College has also started to offer non-credit courses, specifically, job readiness skills certificate courses, which are numbered in the 600s. The College also offers courses designed to meet the educational needs of students with disabilities. A goal of all of these courses is to prepare students for college-level classes. The table below from the College Catalog shows how course numbers correspond to level relative to degree (i.e., college-level) study.

Course Numbering	Description of Course Numbering
010 - 099	Multipurpose courses, but not generally applicable to a baccalaureate degree.
100 - 299	Basic lower division courses applicable to the associate degree. Courses may also apply to a baccalaureate degree.
500 - 599	Continuing education courses in a career technical field. Courses are not applicable to the associates degree.
600 – 699	Non-credit
900 - 999	Courses not applicable to the associate degree and are developmental.

Developmental classes are designed to provide students who have not demonstrated readiness for college-level academic study with the knowledge and skills they lack. Prior to the implementation of AB 705, only 5 to 29 percent of students placed into transfer-level math ([Ev. 01](#)). The College offered a great many developmental classes to increase student skill levels so that students were better prepared for collegiate study in math and English.

However, after the initial implementation of AB 705, which requires community colleges to use a student’s over-all high school GPA to qualify for enrollment in college-level math and English courses, 86 percent of students who assessed placed into transfer-level math. In English the percent of students placing into transfer-level English increased from 45 to 99 percent after the implementation of AB 705.

Since the passage of AB 705, the College has implemented a different strategy for helping underprepared students by developing co-requisite math and English classes as well as embedded tutoring in classrooms. Math offers support classes for students enrolled in a variety of transfer-level math classes, including algebra and statistics, and provides in-class (i.e., imbedded) tutoring

([Ev. 02](#)). English offers two support classes, one for English 101, English Composition, and one for English 010, Introduction to English Composition ([Ev. 03](#)).

To determine how much these supplemental courses help students succeed in college-level math and English, the Office of Institutional Effectiveness, Research, and Planning (OIERP) plans to consistently report on student progress in these courses and student success in the course at the next level or levels in the sequence. Initial results strongly indicate that students are now more likely than before to complete transfer-level math and English courses ([Ev.01](#)). For example, the number of students completing transfer-level math courses increased from 483 in Fall 2017 to 777 in Fall 2019, a 61 percent increase. Equally important, the number of students completing transfer-level English Composition increased from 955 in Fall 2017 to 1,349 in Fall 2019, a 41 percent increase.

Students who require developmental support may take a traditional pathway leading to college-level courses or an accelerated pathway with two consecutive linked nine-week classes that provide needed development of skills and knowledge. For example, a student may enroll in a nine-week developmental English class followed by a nine-week transfer level nine-week class.

New student applicants are placed using criteria developed by the math and English faculty using measures suggested in the Multiple Measures Assessment Project (MMAP), developed as a statewide common assessment tool. MMAP guidelines include using applicants' high school GPA as indicated as well as high school course grades to determine placement in math and English courses. Students also complete a placement questionnaire online and upload it to Colleague. The system automatically enters pre-requisites on their records and the students are credited with participating in the placement process and receive their priority registration ([Ev. 04](#)). Counselors meet with the students to review the placement recommendations in a New Student Advising session, individually, or online. Counselors assist students in deciding their level of preparation in math and English and at what levels they should start.

Analysis and Evaluation

Crafton Hills College offers pre-collegiate (i.e., developmental) courses in basic skills. With the transition to AB 705-mandated placement practices, basic skills courses are most often offered as math and English co-requisite courses. The College Catalog includes descriptions of and numbering for these classes that clearly distinguish them and non-credit courses from collegiate-level courses. The College uses placement procedures to help students select the courses that best suit their needs.

II.A.5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

All of Crafton Hills College's for-credit degree and certificate programs follow practices common to American higher education for breadth, depth, rigor, course sequencing, time-to-

completion, and synthesis of higher learning. All associate degree programs include a general education component designed to ensure that students who earn associate degrees from the College possess a breadth of knowledge consistent with expectations of those possessing a college degree and essential for continued intellectual growth. SBCCD Board Policy (BP) 4025 (Philosophy and Criteria for AS Degree and General Education) indicates that the general education component of the associate degree must provide "...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding" ([Ev. 01](#), [Ev. 02](#)).

Also, CHC fully complies with the requirements of the California Code of Regulations (CCR) Title 5, Section 55063, referenced by District BP and AP 4100, requiring that associate degrees require the satisfactory completion (C or better) of a minimum of 60 semester units ([Ev. 03](#), [Ev. 04](#)).

As with all *academic and professional matters*, the College relies on its Academic Senate, through its Curriculum Committee, to approve and periodically review all courses and programs and, when appropriate, recommend program discontinuance. The Curriculum Committee provides a handbook describing its processes, outline format, and a checklist of criteria for reviewing proposed course outlines ([Ev. 05](#)). A Curriculum Check Sheet includes the questions faculty need to answer ([Ev. 06](#)). The questions in the checklist appear below:

Prerequisites

1. Is there a justified need for pre-requisite and/or co-requisite?
2. Have the entrance skills been matched?

Need for Course

3. Does the need relate to the CHC vision and mission?
4. Does the course fulfill a degree, certificate, and/or transfer requirement?
5. Is target audience/student demand/labor market demand referenced?
6. Is the way the course fits into the current program described?
7. If there is no current program, is the plan to develop one?
8. Does the course overlap with other courses on campus?
9. Does the course equate with a course at San Bernardino Valley College?

Course Content / Objectives / Methods

10. Are objectives clear?
11. Do objectives and content align?
12. Are the methods of instruction appropriate and varied?
13. Is there appropriate rigor?
14. Are writing assignments required?
15. Are SLO identified?

Methods of Evaluation

16. Variety of assignments and methods?

17. Appropriate minimum and maximum percentages for each method?

In addition, the Curriculum Committee reviews the handbook at the start of every academic year ([Ev. 07](#)).

The District provides for its responsibility in the development, approval, and regular review of curricula described above through BP 4020 (Program, Curriculum, and Course Development) ([Ev. 08](#)), which states the following: “The programs and curricula of the District shall be of high quality, relevant to community and student needs, and evaluated regularly to ensure quality and currency. To that end, the Chancellor shall establish procedures for the development and review of all curricular offerings, including their establishment, modification, or discontinuance.” APs 4020 ([Ev. 09](#)), 4021 ([Ev. 10](#)), and 4022 ([Ev. 11](#)) provide the procedures to carry out this policy, including primary responsibilities of the faculty through its Academic Senate Curriculum Committee. Approved course sequences for all programs are available in the College Catalog.

Analysis and Evaluation

All CHC degree and certificate programs are developed following practices and meeting standards common to American higher education. These are codified in Board policies and the College Curriculum Handbook.

II.A.6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Crafton Hills College schedules classes with the intention of enabling its students to complete degree and certificate programs within a period consistent with established expectations in higher education. For full-time students, the time frame is two years for completion of associate degree requirements (although there are a few high-unit majors that may require a longer period) and one or two years for state-approved certificate programs (18 units or more). Time requirements for local certificates of completion are usually of shorter duration.

Each program is required to develop a scheduling matrix in program review to ensure that students can complete certificate and degree programs within a period consistent with established expectations ([Ev. 01](#)). As an illustration, the Cloud Technology Specialist Certificate of Achievement requires 18 units ([Ev. 02](#)). The matrix from the program review illustrates how the courses are consistently offered to ensure timely completion of this program ([Ev. 03](#)).

Credit courses are typically offered either every term (fall, spring, and summer) or in both the fall and spring semesters, with a small number offered once per year or once every two years. The instructional deans and department chairs schedule required courses and popular electives (such as Art History or Introduction to Sociology) throughout the day, in the evenings, and online as well as face-to-face. All departments are required in program review to update a three-year scheduling matrix regularly to ensure this scheduling practice ([Ev. 04](#), [Ev. 05](#)).

Counselors assist students in developing education plans that help them in this regard. First, counselors and students use *Starfish*, a computer-based education planning tool that provides

students with course requirements and options ([Ev. 06](#)). It also shows students when courses they select will likely be offered according to past schedules. The second way counselors assist students with developing a two-semester schedule is in a group format called New Student Advising (NSA) ([Ev. 07](#), [Ev. 08](#)). NSA occurs during the fall, spring, and summer terms and provides students with an overview of education goals and campus services, shows students how to use WebAdvisor to enroll in courses and access their email, and encourages students to meet with a counselor individually to plan their course selections. After helping them plan their courses selections during NSA, counselors ask students to see a counselor later in the semester to develop a comprehensive educational plan that outlines the courses and the sequences of coursework to complete the student's educational goal. Counselors who meet with students from area feeder high schools during the Senior Day event every spring ([Ev. 09](#)) also conduct an NSA to develop a plan that outlines the courses students should take in the first two semesters. Continuing students meet with counselors to plan their long-term schedules.

Analysis and Evaluation

Crafton Hills College schedules classes so that its students can complete degree and certificate programs within a period consistent with established expectations in higher education. Counselors regularly assist students in planning for a two-year program to complete their programs.

II.A.7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Crafton Hills College delivers courses in traditional face-to-face, distance education (DE), and hybrid modes to provide choices for students. This approach is evident in the methods used in the College's classrooms and the means the College uses to assess and sustain this effort, including the Student Engagement Survey; specific research conducted by the Office of Institutional Effectiveness, Research, and Planning (OIERP); assessment of students; Career and Technical Education (CTE) industry standards; and the DE approval process for faculty.

Lecture is the most common methodology used. But faculty are increasingly supplementing lectures with other various technologies such as Clickers, PowerPoint presentations, and websites like *Kahoot*, which students use in or outside of class on their cell phones/computers. These technologies and use of small group discussion help to make the lecture more varied and applicable to a wider range of learning styles. Also, during the last several years, some faculty have used some form of the *flipped classroom*, whereby students use class time to actively engage in activities that promote learning instead of passively listening to a lecture. The *Faculty and Staff* link on the College webpage, under *Professional Development*, includes a recorded Q & A session with one faculty member who uses YouTube to present her lecture material and class time for more engaging student activities ([Ev. 01](#)).

Faculty are also increasing their use of online and hybrid delivery of instruction provided through *Canvas*. Students exploring online classes are provided an online resource, *Is Online Right for Me?*, to help them determine whether they are sufficiently prepared for an online course ([Ev. 02](#)). This resource briefly explains the characteristics related to online course success and provides a

link to an online self-assessment that helps a student determine if she/he is likely to succeed in an online course ([Ev. 03](#)). By taking this assessment, students can quickly see if their skills match those of students who have taken the assessment at other schools.

The OIERP provides the campus with a variety of measures that show the College's effectiveness in instruction. There are numerous examples of the OIERP supporting decision-making and conducting research to inform instructional planning. One such example is the information OIERP provided on the effects of implementing AB 705, a State law that mandates the use of multiple measures for placement, including high school transcripts, which has led to a dramatic increase in the percentage of students placing into transfer-level English and math as well as increases in the percentage of students completing transfer-level English and math ([Ev. 04](#), [Ev. 05](#)).

Another example is how the IEORP provided the Tutoring Center with course success rates by discipline to inform its planning ([Ev. 06](#)). Also, research has helped to increase student engagement. In order to better understand the characteristics and preferences that influence student engagement and ultimately learning, the OIERP reviews several years of results from the Community College Survey of Student Engagement (CCSSE) ([Ev. 07](#), [Ev. 08](#), [Ev. 09](#), [Ev. 10](#)). The results from the CCSSE were most recently used at the Fall 2019 In-Service to inform planning ([Ev. 11](#), [Ev. 12](#), [Ev. 13](#)).

In addition, for the past seven years, CHC has used a method of “rolling up” course level SLO assessment data that will provide new insights to help the College community understand learning at the program and institutional levels. *Rolling-up SLOs* refers to the process by which all of the outcomes assessed and reported for the year in program review are combined for the entire College. Year-over-year reports are available from the SLO Cloud ([Ev. 14](#), [Ev. 15](#), [Ev. 16](#)). This is one of the tools the College uses to track and map learning outcomes.

To ensure the effectiveness of its distance education (DE) program, CHC has adopted an approval process for courses which are taught through alternative modalities (e.g. online or hybrid). Title 5, Section 55206 requires a separate course approval process for courses offered via DE. This regulation states: “if any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.” As a result, faculty and/or departments interested in developing an online/hybrid course are required to submit the course for DE delivery through the curriculum approval process. A DE Addendum ([Ev. 17](#), see page 6) to a course may be submitted to accompany a new course as a part of the course modification process or alone using the “DE Addendum Only” function in the CurricUNET system.

The Educational Technology Committee (ETC) is charged with the oversight of the quality of DE courses and performs evaluations each semester ([Ev. 18](#), [Ev. 19](#)) as well as longitudinally ([Ev. 20](#)). The committee meets regularly throughout the academic year and reports to faculty via the Academic Senate.

As part of the process for certifying courses for distance learning, the ETC evaluates the methods to be used for assessing student learning. This is done via a checklist to ensure that a course has

all the required elements to be taught online successfully ([Ev. 21](#)). The processes that address instructor readiness for online teaching ([Ev. 22](#)) and course approval are accompanied by a series of checklists that ensure appropriate accommodations for students with a variety of learning styles and needs ([Ev. 23](#), [Ev. 24](#)).

Assessment of student learning is conducted primarily by instructors, individually or with colleagues in their departments and divisions. Instructors offer diverse modes of assessment, including objective testing, essays, and direct skills observation. For disabled students who need assistance with assessments, the College's Disabled Student Programs and Services (DSPS) office provides that assistance.

Analysis and Evaluation

Crafton Hills College is committed to using delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. This commitment is expressed through the methods used in CHC's classrooms and the systems CHC uses to sustain this effort, including the Student Engagement Survey, specific research conducted by the OIERP, assessment of students, CTE and industry standards, and the DE approval process. Also, the College's DSPS office provides services to students and faculty who need its help in their assessment activities.

II.A.8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Currently enrolled students who feel that their knowledge is equivalent to the course content of a currently approved course may apply for credit by examination. Exams used are approved by discipline faculty. The process for applying for credit by examination is explained on the College website ([Ev. 01](#)) and in the Catalog ([Ev. 02](#)).

Several programs at CHC use department-wide assessment tools and/or common exams in entry-level or prerequisite courses where there is more than a single class section offered. As an illustration, Chemistry has a prerequisite challenge exam for CHEM-150, General Chemistry. The decision to require CHEM-101, Introduction to Chemistry, as a prerequisite to CHEM-150 was based on research conducted by the OIERP ([Ev. 03](#)). The results showed that students who successfully completed CHEM-101 prior to earning a grade on record (GOR, A, B, C, D, F, I, or W) in CHEM-150 were statistically significantly and substantially more likely to earn a successful grade in CHEM-150 (86%) than students who did not complete CHEM-101 (69%). In addition, female, male, Asian, Hispanic, and 20-34-year-old students were statistically significantly and substantially more likely to successfully complete CHEM-150 if they had successfully completed CHEM-101 when compared to students who had not successfully completed CHEM-101. Still the College, recognizing that some students may have the knowledge necessary to succeed in CHEM-150 without taking the prerequisite course, offers a prerequisite challenge exam. This exam is a standardized exam to reduce test bias and enhance reliability and is developed and maintained by the University of Wisconsin ([Ev. 04](#)).

Some departments use department-wide examinations for courses and/or programs to gauge student performance and learning. For example, American Sign Language (ASL) uses a standard ASL course shell in Canvas that includes organized modules, standard homework assignments, and projects, as well as quizzes, midterms, the final, and a student evaluation for feedback on the course, instructor, and material ([Ev. 05](#)). In addition, ASL also includes a faculty handbook ([Ev. 06](#)) that has information about standardized curriculum, assessments, course challenge assessments ([Ev. 07](#)), and standardized homework, quizzes, and tests ([Ev. 08](#)). These instruments are also used to minimize test bias.

Also, the course program exams used by the College's CTE programs are provided by either the State or nationally recognized testing companies. The exams are validated and used to evaluate the effectiveness of instruction and the achievement of SLOs.

Analysis and Evaluation

The College uses a credit-by-examination process to award credit. Currently enrolled students who feel that their knowledge is equivalent to the course content of a currently approved course may apply for credit by examination. Also, several programs use department-wide assessment tools and/or common exams in entry-level or prerequisite courses where there is more than a single class section offered. Some departments also use department-wide examinations for courses and/or programs to gauge student performance and learning.

II.A.9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

Crafton Hills College uses Institutional Learning Outcomes (ILOs) ([Ev. 01](#)), General Education Outcomes (GEOs) ([Ev. 02](#)), Program Level Outcomes (PLOs) ([Ev. 03](#)), and Course Level SLOs ([Ev. 04](#)) to evaluate all programs leading to a degree or State approved certificate (see IIA3 above). Each course in each program is assessed on a six-year cycle to determine whether it fulfills its objectives in meeting expected student learning outcomes. When they successfully complete the courses required for a degree or certificate, students have achieved program-level SLOs and thereby demonstrated a satisfactory level of competence. In addition, each CTE program conducts a two-year self-evaluation as part of their separate accreditation processes.

The Curriculum Committee reviews each program and each course in that program to assure that the program and courses are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education ([Ev. 05](#), [Ev. 06](#), [Ev. 07](#)). Standards for clock-to-credit-hour conversions are followed ([Ev. 07](#), [Ev. 08](#)). Courses designated as transfer-level must also be approved for transfer by a review committee of the Statewide Academic Senate and California State University (CSU) faculty for a C-ID course number, which establishes certification of transferability (i.e., articulation) to all campuses of CSU. The CSU System allows California Community College faculty to determine transferability based on the criteria it provides. Courses that require C-ID approval for transfer degrees (or for which a community college desires

approval) are reviewed by joint work groups of California Community College and CSU discipline faculty. Career/Technical education (CTE) courses and programs must also satisfy federal requirements, including those specifying clock hours of lab, or field work in addition to class time, and the standards of the accrediting agency to which they apply for accreditation or reaffirmation of accreditation. Finally, all programs and courses offered by the College must have Board of Trustees approval.

Analysis and Evaluation

Institutional Learning Outcomes (ILOs) ([Ev. 01](#)), General Education Outcomes (GEOs) ([Ev. 02](#)), Program Level Outcomes (PLOs) ([Ev. 03](#)), and Course Level SLOs ([Ev. 04](#)) have been established to evaluate all programs leading to a degree or State approved certificate. Academic departments assess each course within each program on a six-year cycle to determine whether it fulfills its objectives in meeting expected learning outcomes for students. In addition, each CTE program conducts a two-year review. When students successfully complete the courses required for a degree or certificate, they have achieved program-level SLOs and thereby demonstrate a satisfactory level of competence.

II.A.10 The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Evidence of Meeting the Standard

Crafton Hills College students get information about transfer policies and procedures from a variety of sources. Students have access to hard copies of instructional materials and forms. The College University Transfer Center and Counseling Department make all transfer documents available to students. Students can also access this information in multiple online locations ([Ev. 01](#), [Ev. 02](#)).

Information about credit for classes taken at other colleges appears on the College website ([Ev. 03](#)). Such credits are evaluated by the records evaluators in the Admissions & Records Office using the SLOs of the corresponding CHC GE requirements. If the evaluators have a question about a course from another college, they send it to the faculty chair of the department of that discipline to make a final determination. The evaluators also examine course content for rigor appropriate for a college-level course. Also, counselors work with faculty department chairs to coordinate course substitutions and waivers when courses required for completion of a program are not available or there is a student hardship that prevents a student from taking a designated required course.

Courses that meet Intersegmental General Education Transfer Curriculum (IGETC) and/or CSU transfer requirements are labeled as such in the Catalog and class schedule ([Ev. 04](#), [Ev. 05](#)). Courses that are articulated to CSU and UC campuses are designated as *transferrable*. Some colleges and universities outside the CSU and UC systems accept CSU and/or IGETC General

Education patterns; others require that transferring students follow their local course pattern for general education.

The College submits courses requiring GE approval electronically for review by faculty and staff from the California Community Colleges (CCC), California State University (CSU), and the University of California (UC). Evaluation is based on Intersegmental General Education Transfer Course (IGETC) Standards, which are codified in Title 5 of the California Education Code, and CSU Executive Orders. New or revised courses from the College are submitted for approval every December. All DE courses undergo the same process as face-to-face courses. Currently, there are no differences in transferring of units earned in a DE course when the face-to-face course has been articulated. The College transcripts do not indicate mode of delivery (i.e., face-to-face, DE, or hybrid).

Analysis and Evaluation

CHC provides its students with clearly stated transfer-of-credit policies and procedures through a variety of sources. The College University Transfer Center and Counseling Department make all transfer documents available to students. Students can also access this information in multiple online locations ([Ev. 01](#), [Ev. 02](#)).

Information about credit for classes taken at other colleges appears on the College website ([Ev. 03](#)). CHC uses various means to assure that courses it accepts for transfer from another institution have SLOs comparable to those of corresponding CHC courses. Such means include agreements with the State community college, college, and university systems, which review and approve courses as meeting standards for articulation between institutions.

II.A.11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

All programs offered by the College require a general education (GE) pattern that includes clearly stated learning outcomes for courses in this pattern (or *cluster*). The clusters of these courses are as follows: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Faculty in each of the major general education (GE) areas have developed one or more GE outcomes (GEOs) in their respective area. These learning outcomes and the courses that satisfy each of them are available on the College website ([Ev. 01](#), [Ev. 02](#)). There are eleven General Education Outcomes.

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.
2. **Social and 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.

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.
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.
5. **Written Traditions:** Students successfully completing a course in this area will be able to write competently for a variety of purposes and audiences.
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.
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.
8. **Critical Thinking and Information Literacy:** Students successfully completing a course in this area will be able to access, analyze, synthesize, evaluate and use various forms of information.
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.
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.
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.

Also included in the GEOs is a requirement for students to take a Diversity and Multiculturalism course. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish and Sociology.

In addition, there are six broad institutional learning outcomes (ILOs) that the College uses in its overall quality assessment of instruction.

1. **Critical Thinking:** Students demonstrate critical thinking through decision-making, problem-solving, analysis of information, and creative thinking across the disciplines.
2. **Written and 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.
3. **Interpersonal and 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.

4. **Society and 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.
5. **Information Literacy:** Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.
6. **Ethics and 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.

The College relies on the expertise of faculty to determine the appropriate content and methodology of courses included in the General Education course cluster. The Academic Senate's Curriculum Committee determines whether a course is appropriate for inclusion in the General Education course pattern. Academic departments conduct their own curricular review of courses that are included in the GE pattern as part of their overall Program Review (PPR). Students completing those courses are expected to be able to demonstrate their achievement of the GEO for that area in addition to related course-level SLOs.

Rubrics for each GEO determine the criteria under which the College assesses student achievement of that outcome ([Ev. 03](#)). The OIERP uses a process to *Roll-up* course-level assessment data as a means of carrying out assessment of GEOs. The Educational Technology Committee reviews all Distance Education (DE) courses to ensure that each course offering meets the same rigorous standards as the corresponding traditional face-to-face course. The Curriculum Committee also reviews DE courses to ensure consistency with face-to-face courses.

The CHC Catalog includes several pages of information about the degree and certificate GE requirements and the courses that fulfill each. It also includes a description of each degree and certificate program that includes information about courses requirements and GE requirements that the program satisfies ([Ev. 04](#)).

Analysis and Evaluation

CHC has established student learning outcomes determined by faculty at the course, program, and institutional levels. All programs require a GE pattern that includes clearly stated learning outcomes for courses in this pattern (or *cluster*). The clusters of these courses include commonly accepted competencies for a college-level education: communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, and the ability to engage diverse perspectives. Outcome achievement for general education is assessed according to commonly accepted rubrics. The Curriculum Committee reviews DE course outcomes to assure that they are the same or equal to those of corresponding courses taught in the face-to-face mode.

II.A.12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the

degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

SBCCD Board Policy (BP) 4025 (Philosophy and Criteria for Associate Degree and General Education) states that the GE components of its colleges’ degree and certificate programs include as learning outcomes “...the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.”

These outcomes are intended to be in addition to “sufficient depth in some field of knowledge to contribute to lifetime interest” ([Ev. 01](#)). Furthermore, Administrative Procedure (AP) 4025 states that the District philosophy stated in BP 4025 should lead to “...the capacity for improved self-understanding... [and] introduce students to the variety of means through which people comprehend the modern world ([Ev. 02](#)).

As explained above (see II.A.11), the College (and District) relies primarily on the faculty to determine which courses implement this philosophy and lead to the desired results. The processes used in this implementation are also described in section II.A.11 (above). GE-designated courses also undergo review by community college faculty from other colleges and faculty from four-year receiving colleges through the C-ID review process or separate articulation agreements. In this way, all courses proposed for the College’s associate, CSU GE, or IGETC patterns meet the standards for college-level general education credit. The Curriculum Committee, a standing committee of the Academic Senate, ensures that all of its degree programs include a component of the general education philosophy ([Ev. 03](#)).

Analysis and Evaluation

Board policy requires that the general education (GE) component of all CHC programs include evidence of student learning in critical thinking, communication, mathematics, modes of inquiry for a chosen discipline and preparation for and acceptance of responsible participation in civil society, and an understanding of ethics and the capacity for self-improvement. The College relies primarily on the faculty to determine which courses implement this philosophy and lead to the desired results.

II.A.13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Crafton Hills College offers 105 degree or certificate programs in focused areas of study ([Ev. 01](#)). All degree programs require the mandated minimum of 18 semester units of focused study or an interdisciplinary core focus in addition to the GE pattern mandated by Title 5 of the California Code of Regulations ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#), [Ev. 05](#)). The focused study conforms to the expectations of knowledge and skills in that academic area.

For Career-Technical Education (CTE) certificates and degrees, focused study includes current standards of knowledge and its application in practice. Faculty and members of College advisory committees in those areas review course requirements and course content regularly to ensure currency and thoroughness. Also, the College Curriculum Committee reviews courses at least once every six years, as required by Board Policy 4020 (*Program and Curriculum Development*) ([Ev. 06](#), [Ev. 07](#)). In addition, area faculty review all programs every two years during the planning process and every four years in preparation for program review (see II.A.16, [Ev. 08](#)).

Finally, the College's associate degrees for transfer (AA-T/AS-T) conform to the Transfer Model Curriculum templates developed by faculty of the State's community colleges working with faculty of the California State University through the CI-D project. Crafton Hills College currently has 26 Associate Degrees for Transfer (AD-T), or AA-T/AS-T degrees. All courses in AA-T/AS-T programs have likewise been approved as meeting the standards for relevance, appropriateness, and currency in their area by community college and CSU faculty through the C-ID course approval process. As described above, programs have program-level student learning outcomes (PLOs), and all courses have SLOs and PLOs that are regularly measured by faculty and recorded on the SLO Cloud. The SLOs and PLOs establish key course objectives, competencies, and outcomes, which appear in the course outlines of record (COR).

Analysis and Evaluation

All 105 of the CHC degree and certificate programs include focused study in at least one area of inquiry or in an established interdisciplinary core. All CHC degree programs require the Title 5 mandated minimum of 18 semester units of focused study or an interdisciplinary core focus in addition to the GE pattern. The focused study conforms to the expectations of knowledge and skills in that academic area.

II.A.14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Graduates of CHC who successfully complete career-technical (CTE) certificate and degree programs demonstrate technical and professional competencies that meet employment standards and any other applicable standards that may be necessary for licensure or other certification ([Ev. 01](#)). In addition to the course requirement for certificate and degree programs, students in CTE programs must pass national and/or State competency tests upon completion of each of these programs ([Ev. 02](#)). These are required for licensure or other certification necessary for obtaining a paid professional position in the career field.

The College assures that CTE graduates possess the requisite knowledge and skills in various ways. These include exams, demonstrations, and written assignments -- all designed around SLOs and PLOs that in turn are based on course and program objectives. As described above and in II.A. 16 below, each program undergoes program review (PPR) by the Program Review Committee every four years. In addition, each CTE program has an advisory committee that includes professionals in the career field who review course requirements and course content for relevance and currency and offer advice on instructional facilities and equipment ([Ev. 03](#)). Programs such as Fire Science also report to outside agencies that review the program.

Some programs have established transfer agreements with area four-year institutions. For example, CHC has articulated the courses in its Chemistry AS-T with University of Redlands so that graduates from the CHC chemistry program may transfer seamlessly to the University of Redlands bachelor's degree chemistry program ([Ev. 04](#), [Ev. 05](#)).

Analysis and Evaluation

The College employs different means to ensure that its degree and certificate graduates demonstrate technical and professional competencies that meet employment standards and any other applicable standards and that may be necessary for licensure or other certification.

II.A.15. 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.

Evidence of Meeting the Standard

San Bernardino Community College District Board Policy (BP) 4020 (Program, Curriculum, and Course Development) ([Ev. 01](#)), Administrative Procedure (AP) 4021 ([Ev. 02](#)) states that each of the District's two colleges will develop within its program evaluation processes a process for program discontinuance and post it on its website. CHC has posted a procedure for use in program discontinuance that makes clear that "program discontinuance should be recommended only after a serious attempt has been made to improve program effectiveness and efficiency, unless it is clear that future efforts at remediation are not warranted" ([Ev. 03](#), [Ev. 04](#)). In the last ten years, only Administration of Justice was discontinued at the College. Administration of Justice is offered at San Bernardino Valley College, the other college in the District.

The procedure for program discontinuance at CHC was developed by the College's Academic Senate. The required review that must be completed includes the consideration of the impact of discontinuance on students and student success and provisions that should be made for students in completing their educational goals ([Ev. 03](#)).

Analysis and Evaluation

District Board policy requires that educational programs at its colleges be discontinued only after every attempt has been made to improve the program and make it more viable. CHC has discontinued only one program in the last ten years. The review that must be completed before a program is discontinued includes the consideration of the impact of discontinuance on students and student success and provisions for students to complete their educational goals.

II.A.16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Crafton Hills College regularly 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. Evaluation is completed through different processes, including planning and program review (PPR), student evaluations, and faculty review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee. Each of these is discussed in detail below.

All CHC programs, both instructional and service programs, undergo systematic program review every four years. A handbook has been developed to guide faculty and staff in this process ([Ev. 01](#)). The fundamental purpose of ongoing, integrated planning and program review is to improve the effectiveness of every College program and service, and of the institution as a whole, based on the results of regular systematic assessment. In addition to the four-year plan, programs update the course assessment results annually, and every two years programs also review and update their action plans as needed ([Ev. 02](#)). The core purpose of this review is to evaluate the efficacy of each course and program component and to assure that each component contributes to student success in a way that aligns with the College's mission, vision, and values ([Ev. 03](#), [Ev. 04](#)).

The Office of Institutional Effectiveness, Research, and Planning (IEORP) provides each program a comprehensive collection of effectiveness measures from which to make evaluative decisions about the strategic direction of the program and program objectives ([Ev. 05](#), [Ev. 06](#)). As part of PPR, each unit is expected to conduct a comprehensive review of each program it offers, to evaluate how those programs align with the mission and strategic directives of the College, and to evaluate how the courses offered both promote the successful completion of programs and degrees within each department/discipline and support students who pursue programs in other departments/disciplines (e.g., completion of prerequisite coursework for other programs).

Student evaluations are conducted annually. All online course offerings are required to have a distance education (DE) addendum to the COR and undergo the six-year review in accordance with the curriculum review process ([Ev. 07](#), [Ev. 08](#)).

In addition, individual instructors/departments assess the student learning outcomes for their distance education courses and discuss the results, which may suggest instituting changes to meet the relevance, appropriateness, and achievement of learning outcomes. Course and program improvements are reported and summarized in the unit's PPR documents (see II.A.1, II.A.3). Student success data are also provided as part of the regular review of course effectiveness in the annual planning process ([Ev. 05](#))

Program relevancy is established through the PPR in consultation with participatory governance committees such as the Crafton Council and Academic Senate. Student learning outcomes (SLOs), as well as service area outcomes (SAOs), have been identified for all programs and undergo annual assessment. The process and results are summarized on program review documents and inform program changes designed to address needs to improve or enhance student learning (see II.A.1, II.A.3). In this way, evidence of student learning achievement drives the planning process. Changes to courses and programs are designed to address the quality of student learning and to address specific learning needs.

For the past ten years, the College has undertaken rigorous efforts to improve PPR and provide guidance and support for program units undergoing review. As a result, the College's programs enjoy health and overall improvement in the student experience as evidenced by campus student satisfaction surveys ([Ev. 09](#)). The process includes identification of outstanding programs, programs that are strong with some minor concerns, and programs that are in need of significant improvement. The planning and program review (PPR) process culminates in the identification of program objectives that are prioritized according to the mission, vision, values and needs of the institution (see I.B.1, [Ev. 10](#)). The process includes criteria that address relevancy of program components, appropriateness of program measures, achievement of SLOs, currency of curricular and co-curricular elements, and plans for improvement. Both instructional and non-instructional programs at the College undergo the same process concurrently each year, with rubrics that are appropriate to instructional ([Ev. 11](#)) and non-instructional ([Ev. 12](#)) areas.

All PPR documents include prioritized objectives and resource requests that are included in the budget prioritization process conducted by the PPR Committee. These documents detail continuous improvements in program outcomes across the campus ([Ev. 13](#), [Ev. 14](#)). Each year, every program unit on campus completes an update on outcomes and goals and objectives, or a complete program review, and it documents continuous improvements to its programs.

The relevancy and appropriateness of DE courses are evaluated each semester and longitudinally, over an extended period. A five-year examination of DE courses shows a slight increase in completion rates from a 65 percent course success rate to a 70 percent course success rate ([Ev. 15](#), [Ev. 16](#)).

The Education Technology Committee (ETC) also discusses issues of program quality and relevancy in its scope, though it does not supersede the authority of units/departments. The charge for the ETC is to develop and recommend policies for the use of technology for education in the traditional classroom, in DE environments, and in student services related to DE and online functions. It also advises the Curriculum Committee in matters involving DE, including periodic reviews of all DE courses. The Curriculum committee reviews all course outlines on a six-year cycle.

Analysis and Evaluation

Crafton Hills College has processes to evaluate all courses and programs in a thorough, systematic manner. Courses and programs are reviewed on a regular basis for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. Central to these processes is the planning and program review (PPR) process. Also used are student evaluations and faculty

review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee.

Conclusions on Standard II.A. Instructional Programs

Crafton Hills College offers high quality, rigorous instructional programs that are appropriate for higher education. These include two-year associate degree programs, many of which are accepted as degrees that allow students to transfer to a four-year institution. CHC also offers certificates designed for entry into professions, such as fire science and radiologic technology.

The educational quality of all programs relies on the program review and planning (PPR) activities, faculty review of student learning outcomes (SLOs), and the use of those outcomes to improve courses and programs. Review by the College Curriculum and Educational Technology Committees provide further assurance of quality courses and programs. Results of assessments developed by these processes are available to the public on the College website.

General education is an important component of all degree and certificate programs except for the newly developed workforce certificate program, a non-credit program. CHC faculty have developed the general education component along with SLOs that are used to improve student learning in these areas.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Create a central repository for CTE program certification results	II.A.1	Dean of Institutional Effectiveness, Dean of Career Education and Human Development	Spring 2021	Ensure results are easier to locate and read through
Create online training videos on the SLO Cloud and the use of SLOs to post on Crafton's website	II.A.1	Dean of Institutional Effectiveness	Fall 2020	Will provide assistance to instructors entering SLOs and will correspond to more accurate data being entered as well as more relevant action plans being crafted in light of that data
Host PPR Trainings Online	II.A.1	Dean of Institutional Effectiveness	Fall 2020	Provide more accessible training to those who are tasked with preparing a PPR for that year
Integrate rubric for scoring SLOs directly	II.A.3	Dean of Institutional Effectiveness,	Fall 2020	Will make it easier for instructors to enter

on the SLO Cloud tool		District Web Developer		SLOs into the SLO Cloud
Review and potentially integrate more items into the student satisfaction survey regarding effectiveness of teaching modes and methodologies currently being offered by CHC	II.A.7	Vice President of Instruction, Dean of Institutional Effectiveness	Spring 2021	Will provide better feedback for what needs are currently being met or that need to be improved upon with regards to teaching modes and methodologies being used

Evidence List

Standard II.A.1

- II.A.1.01. [PPR Instructional Question 1 - Mission](#)
- II.A.1.02. [PPR Question 1 - Rubric](#)
- II.A.1.03. [PPR Question 10 - Strategic Direction](#)
- II.A.1.04. [PPR Mission/Strategic Direction - Business](#)
- II.A.1.05. [PPR Mission/Strategic Direction - Communication Studies](#)
- II.A.1.06. [PPR Mission/Strategic Direction - History](#)
- II.A.1.07. [PPR Mission/Strategic Direction - Kinesiology](#)
- II.A.1.08. [PPR Mission/Strategic Direction - Radiological Technology](#)
- II.A.1.09. [PPR Mission/Strategic Direction - Respiratory Care](#)
- II.A.1.10. [PPR Mission/Strategic Direction - Spanish](#)
- II.A.1.11. [PPR Mission/Strategic Direction - Chemistry](#)
- II.A.1.12. [PPR Mission/Strategic Direction - CIS](#)
- II.A.1.13. [Program Viability - Mission](#)
- II.A.1.14. [PPR Q2 - Needs Based Curriculum - Transfer](#)
- II.A.1.15. [PPR Q2 - Needs Based Curriculum - Rubric](#)
- II.A.1.16. [Catalog - Transfer Information](#)
- II.A.1.17. [Curriculum - Standards for Credit Hour Calculations](#)
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B. Library and Learning Support Services

II.B.1. The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)

Evidence of Meeting the Standard

Crafton Hills College supports student learning and achievement by providing learning support services to students, faculty, and staff. These services are sufficient in quantity, currency, depth, and variety to support educational programs, including distance education (DE). These services include library collections and related services, tutoring centers, computer laboratories, and learning technology. Ongoing evaluation of the effectiveness of services ensures that they meet the needs of students, faculty, and support staff.

All CHC students are provided the essential and necessary equipment, supplies, and materials in State approved lab environments for students to complete the lab experiments required by the approved curriculum for natural science classes. These labs are managed by trained staff who serve as laboratory technicians and are overseen by administrative supervisors with the guidance of faculty in their respective disciplines. The equipment, supplies, and materials for these labs are funded through recurring annual budgets with amounts necessary to meet enrollment needs. The labs are subject to local and State oversight in terms of safety training and guidelines.

Additionally, students in business, computer science, computer information systems, and multimedia programs have access to essential and necessary equipment, computers, and software to complete the lab work required by the approved curriculum for classes in these disciplines. As with the science labs, these labs are managed by trained staff and overseen by administrators with the guidance of faculty in their respective disciplines. The equipment, supplies, and materials for these labs are funded through recurring annual budgets with amounts necessary to meet the enrollment needs.

Students in Career-Technical Education (CTE) programs have additional laboratory resources to support learning within their specialty areas. The Stanley Krasovec Simulation Center, used by allied health programs, provides high-fidelity mannequins and standardized clinical equipment to replicate hospital and pre-hospital encounters. The on-campus Day-Care Center serves as an interactive laboratory for early education students. Additionally, fire academy/technology students have access to a fire engine garage, drill yard, and spray wall similar to such resources in the work environment.

CHC's primary learning support services include library services, technology services, media collections, tutoring, and the distance education lab. Most of these services are housed in the Learning Resource Center (LRC). Tutoring for STEM subjects occurs in the newly opened STEM Center, which also has computers for student use.

The mission of the CHC Library is "to support the education and success of students in a quality learning environment. The Library staff supports student education by providing instruction on research techniques, teaching information competency skills, and maintaining a high-quality collection of print and electronic resources" ([Ev. 01](#)).

The Tutoring Center provides a broad range of academic support services ([Ev. 02](#)).

- Subject tutoring (e.g., Math, Language, Sciences)
- Writing tutoring
- Workshops
- Computers and Printers
- Group Study Rooms. (see below for a more complete list)

The Tutoring Center is also a resource for students who seek help with time management, study skills, note-taking skills, test-taking skills, goal setting, and reading a college textbook.

Below is a more detailed description of these learning support services.

Library. The 59,100 square-foot LRC houses the Library and the main Tutoring Center. The Library provides over 60,500 items in print in various formats (e.g., print books, periodicals, audio-visual materials), and over 180,000 electronic books. It also provides learning support services: reference assistance, research instruction, 112 public access computers, a classroom with 36 computers, 11 study rooms, as well as fax, copying, and printing services to support the diverse needs of the campus community both on campus and online.

Library technical services include processing all materials that the Library receives, cataloging, and acquisitions. Library reference and circulation staff email addresses are posted online as well as all the Library's printed hand-out materials to provide staff availability to students. Both research and circulation assistance are available via phone and email as well as in-person. Contact information for this assistance is included in all Library publications, print and online ([Ev. 03](#)). The Library also allows for the renewal of loans of materials, places holds on materials when fines are due, checks fees and fines online, and provides for access of articles online.

Also, the Library engages in innovations that help make research more efficient. During Spring 2010, the Library successfully launched the new *OneSearch* platform. Providing this updated platform not only increased the functionality and resources available but also orients CHC students who will continue their education at CSU campuses and other local four-year institutions that use the same integrated library services platform. In addition, beginning in 2018, the CHC Library, along with all the other California Community College Libraries, has participated in the statewide Library Services Project (LSP) of migrating its current catalog to the Ex Libris platform.

The Library provides extensive services to support the College's academic programs and promote student success. Reference services include one-on-one instruction on research methods, class and group information literacy orientations, and drop-in workshops, all of which help students learn effective use of print and electronic resources and thereby become information-literate researchers.

Circulation services include checking out of materials, purchasing and processing new library materials, and issuing IEALC (Inland Empire Academic Library Cooperative) cards. Interlibrary loan services and participation in IEALC move materials beyond the doors of the library through collegial borrowing agreements with other institutions in the region, thus allowing students expanded access to materials. Also, a reserves service allows students to use textbooks and other course materials set aside by classroom instructors to assist in coursework and provide a no-cost option for course materials loaned by instructors.

The Library offers a rich array of resources for students to support learning. The Library subscribes to more than 30 online databases, which reference librarians teach students to use during orientations and individual reference assistance, providing access to thousands of journals, eBooks, and streaming films in all subject areas and providing convenient and accessible support for research papers, projects, and other reports. Also, available to students, faculty, and staff is *Films on Demand*, a Web-based digital video delivery service that allows students to view streaming videos from Films Media Group anytime, anywhere. Students can choose from thousands of titles in dozens of subject areas ([Ev. 04](#)). Special features allow users the ability to organize and bookmark clips, create and share playlists, personalize folders, and manage their entire collection through a robust administrative reporting system. Finally, the Library offers 112 public access computers for students.

Analysis of the Library collection is conducted on an on-going basis with de-selection of materials occurring primarily during the summer months. This process is carried out in line with the collection development policy ([Ev. 05](#)). Each year, the Library faculty and staff, after an examination of the collection, selects two to three areas on which to focus for the coming fiscal year. Librarians use their expertise and knowledge of collection development to select disciplines that most need updating, and work with discipline faculty as needed. Librarians and staff produce active shelf list reports of print materials to use periodically and on demand to show holdings by title, call number, and usage. This practice identifies the relative efficacy of the Library's collection, which Library staff analyze to determine usage, effectiveness of instruction, and relevancy to campus curriculum ([Ev. 06](#)).

The Library selects and subscribes to its online resources through the Council of Chief Librarians (CCL) and the Community College League of California. These resources are provided at a discounted rate and are vetted to meet State accessibility standards. Each year the Library evaluates online resources for curriculum and program relevance and usage statistics. In 2019, the Library was able to update its database offerings, responding to area deficiencies and usage statistics. Among the new resource subscriptions are *Opposing Viewpoints in Context*, *Business Source Elite*, and *Major US Newspapers* (*New York Times*, *Los Angeles Times*, *Washington Post*, and *Wall Street Journal*).

During the fall and spring semesters, the Library is open 59 hours per week, Monday through Thursdays from 7:00 am to 8:00 pm, and Friday from 8:00 am to 3:00 pm. During intersessions, the Library's hours of operation are usually 8:00 am to 3:00 pm. The Library has been closed on weekends because demand did not justify staffing then. CHC students and staff also have access to CHC's sister college's library on the weekends. Current Library hours are posted just outside the Library entrance, at the LRC building main entrance, on campus digital displays, and on the Library website.

Tutoring. The tutoring centers serve both the students and the faculty ([Ev. 07](#), [Ev. 8](#)). The centers provide a variety of support services to students, instructors, and departments that include the following:

- One-on-one appointment tutoring
- Online tutoring
- Walk-in tutoring
- Group tutoring and study groups
- 24 computers available to students for accessing online and supplemental course materials
- Permanent, specialized assistance personnel (Instructional Assessment Technicians) in math and English
- Subject area peer tutors
- Study skills and discipline-specific workshops open to the entire student body
- Specialized supplemental assistance programs targeting math and English courses with embedded tutoring and supplemental instruction targeting courses with low course success rates

This last learning support service became vital with the implementation of AB 705, which mandates that community colleges use grades for high school coursework instead of the results of a placement test as a primary means for student placement in math and English courses. To maximize the probability that each student will complete transfer-level coursework for degree-applicable English and math courses within a one-year timeframe, the Tutoring Center worked with faculty to develop effective tutoring programs.

The new AB 705 placement rules for math were implemented in Fall 2018 and for English in Fall 2019. As a result, the percentage of students placed into transfer-level English increased from 30 percent prior to the implementation of AB705 to 99 percent in Fall 2019, after the implementation. The percentage of students placed into transfer level math increased from 5 percent prior to the implementation of AB 705 to 71 percent in 2018-2019, after implementing AB 705 reforms. Based on the research at colleges that have implemented AB 705, increases in transfer level math and English completion were greater at colleges that offered both co-requisite courses and embedded tutoring than at colleges that did not use these strategies. For this reason, the College decided to provide regular tutoring support for these courses. Embedded tutoring was first offered in an online section of math in Fall 2019. In addition, in Spring 2020, embedded tutoring was offered in two sections of transfer-level English.

In 2018, CHC opened the Science, Technology, Engineering, Math (STEM) Success Center as an environment of learning support. The mission of the STEM Center is to provide students with academic support and co-curricular experiences that promote successful course completion for a Science, Technology, Engineering or Mathematics (STEM) degree at CHC or transfer to a four-year institution in a STEM field. The STEM Center also offers tutoring that is enhanced by faculty facilitated special topics STEM workshops for students in STEM related classes.

The College website lists online/distant learning opportunities for all students and has implemented a variety of services to support online learning. Online tutoring is available to students in two formats, NetTutor and CHC local online tutoring.

NetTutor provides online, on-demand meetings with live online tutors, responses to questions, and review of essay and report drafts. Tutors hold, at minimum, a bachelor's degree in their area of study; many hold a master's or Ph.D. At CHC, NetTutor is integrated into the Canvas LMS, providing immediate access for students to the services. NetTutor currently offers tutoring in almost all disciplines offered at CHC except for career/technical courses. Instructors provide students with instructions for using NetTutor ([Ev. 9](#)).

In order to enhance the availability of tutoring to students, the Tutoring Center has recently provided another format for online tutoring by expanding it to include online appointments with Crafton Hills College tutors. These online services allow students to receive synchronous tutoring.

Analysis and Evaluation

Crafton Hills College provides labs that support science and many CTE programs. These labs are managed by qualified staff and are well equipped. The College provides library services that are ample in quantity, currency, depth, and variety to support educational programs. The Library's collection is large enough to support CHC students and faculty, and its resources are continuously analyzed and enhanced by Library faculty and staff. Student group orientations and individual assistance in using resources support student learning of research techniques and resource availability.

High quality tutoring services are available to students in almost all subject areas and have expanded in recent years to help the increased number of students who now enroll in transfer-level math and English classes to succeed. The STEM Center tutoring center has added depth and variety to the activities of the College's Tutoring Center. The Library and Tutoring Center also have computers and copiers available to students.

Library and tutoring services are available to students online as well as in-person.

II.B.2. Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard

The College librarians coordinate with discipline faculty to determine the need for both electronic and print materials available. In addition, librarians consult discipline faculty, professional

resources (e.g., journals, organizations, standards), the College curricula, course assignments, and student feedback to select library materials. A collection development policy helps guide and inform this process ([Ev. 01](#)). Any faculty, staff member, or student can suggest a specific book or other material through the CHC Library website by completing an online form ([Ev. 02](#)). Suggestions are then reviewed and evaluated by the librarians in accordance with the library Collection Development Policy.

To support specific student needs, classroom faculty are invited to provide library faculty and staff with course information including syllabi, specific assignments, and desired learning outcomes for students coming to the Library either independently or as part of a scheduled class period ([Ev. 03](#)). Also, librarians are available to assist CHC students, faculty, and staff either in-person or via phone or email. Students may also make appointments with librarians in the same way ([Ev. 04](#)). The College website includes multiple access points including a link to the Library that allows students and anyone else at CHC or in the community to access services ([Ev. 05](#)).

The Library undergoes regular program review through the program planning and review (PPR) process to evaluate its performance in terms of supporting the College mission. Specifically, The Library is reviewed for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The Library also uses student evaluations and, for its course offerings, faculty review of course outlines of record (CORs) by the Education Technology Committee (ETC) and the Curriculum Committee.

The Tutoring Center, with two locations on campus, provides support for students by maintaining a full staff of student tutors, some of whom are from four-year universities in the area (classified as *professional experts*). The Tutoring Center's faculty and staff coordinate with classroom faculty to ensure that appropriate materials, such as Directed Learning Activities (DLAs) and workshops, are available in the centers to support student learning. The supplemental instruction (SI) program, which has recently been put under the direction of the Tutoring Center, trains SI tutors, who attend lectures and lead study groups for students in classes that have traditionally proved challenging and have low success rates. In addition, the Tutoring Center also coordinates embedded tutoring in English and mathematics courses to support the transition to placement under AB 705 (see II.B.1 above).

Both the Library and Tutoring Center work closely with Technology Services to ensure that computers and other equipment in these areas are properly functioning and up to date ([Ev. 06](#)).

CHC has approximately 1,500 computers available to students, faculty, and staff. There are open computer labs throughout campus with 184 computers available for student use. Classrooms are equipped with a computer, projector, audio system, and document camera. Staff and full-time faculty have a computer assigned to them. Network copiers/printers are available to faculty, staff, and students throughout the campus. Adjunct faculty have access to computers and network copiers/printers in three designated workspaces on campus.

Technology-based courses, such as computer information systems (CIS) courses, have four labs exclusively for their use. These labs include three Microsoft Windows based labs and an Apple

Mac lab. The Technology Services department periodically evaluates the hardware and software in these labs to assure that they meet industry standards.

The Technology Services department maintains the campus' technology equipment. This department includes a Director of Technology Services, two Senior Technology Support Specialists, one Technology Support Specialist II, one full-time and two part-time Technology Support Specialist I's, and an Administrative Secretary.

Analysis and Evaluation

In accordance with its collection development policy, the CHC librarians coordinate with discipline faculty and other resources to determine the need for both electronic and print materials. Library faculty and staff continuously evaluate the Library's resources to assure their currency and depth.

The Tutoring Center, with locations in the Learning Resource Center and the STEM Center, works with instructional faculty to provide students with the support necessary to succeed in their classes, including technology, mainly computers and selected software programs.

The College Technology Services department provides and maintains educational equipment and materials for the Library, the Tutoring Center, and classrooms.

II.B.3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Library. The CHC Library assesses student learning outcomes (SLOs) for information literacy as well as service outcomes (SAOs). Information literacy is a part of the College's general education learning outcomes (GEOs) and closely related to institutional learning outcomes (ILOs). One of the ILOs states, "*Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully*"(see II.C.15). Library faculty integrate information literacy into their day-to-day work with students.

Most recently, the analysis of the Information Literacy ILO resulted in action plans to increase the number of students receiving information literacy training provided by the Library and to provide professional development training for full- and part-time faculty on information literacy ([Ev. 01](#)). Specifically, the Library program review includes nine objectives that support the development of information literacy ([Ev. 02](#)). In addition, the Library has also added an objective to increase the training provided to students and faculty on information literacy.

As described above (II.B.2), the planning and program review (PPR) process assesses all programs, including the Library. The PPR Committee completes a comprehensive program review every four years with an annual planning update in all other years.

Student feedback is an important means for the Library to assess its effectiveness. In addition to outcomes assessment data ([Ev. 01](#)), student satisfaction data ([Ev. 03](#)), and point-of-service survey results ([Ev. 04](#)), the Library tracks student use statistics. Specifically, the student satisfaction data illustrate that 85 percent of student respondents agree or strongly agree that the library resources meet their needs. In addition, 88 percent of student respondents were satisfied or very satisfied with the quality of the CHC Library.

The assessment of the Library's use statistics continues to be a high priority because it helps Library faculty and staff gauge the Library's usefulness and the degree to which students and classroom faculty find visiting the Library a positive experience. Data gathered by Library faculty and staff include door counts, database use, reference desk transactions, information literacy instruction assessments, IEALC card use (inter-library loans), in-house material use, circulating materials, inter-library loans with SBVC. The results of these analyses inform the services provided by the library ([Ev. 05](#)).

Tutoring. As is true for all other service units, the Tutoring Center participates in annual PPR. The PPR process requires that programs provide qualitative and quantitative evidence of their effectiveness. To this end, the Tutoring Center works with the Office of Institutional Effectiveness, Research, and Planning (OIERP) to assess student success and retention rates for students who have received tutoring compared with those who have not to determine the effectiveness of this service. In addition, the Supplemental Instruction (SI) and imbedded tutoring programs are also assessed in program review ([Ev. 06](#), [Ev. 07](#), [Ev. 08](#)).

A spring 2019 student satisfaction survey for instructional support services revealed a high level of student satisfaction. Overall, 98 percent of the student respondents agreed or strongly agreed that visiting the Tutoring Center assisted them in becoming an independent learner ([Ev. 09](#)). In addition, 98 percent also agreed or strongly agreed that the tutors were encouraging and supportive, with 74 percent strongly agreeing.

Analysis and Evaluation

In accordance with the College's PPR practices, CHC evaluates the Library and Learning Center to determine how well these services meet student learning support needs. According to PPR evidence and student satisfaction survey results, these services are meeting their respective goals of contributing to the attainment of CHC student learning outcomes. Through the PPR process, they continue to strive to improve their services.

II.B.4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

The Library subscribes to thirty online resources, including journal databases, ebook collections, and streaming film services (II.C.14.). These include the eBook Academic Collection, with

120,000 eBooks with titles from leading university publishers. This collection focuses on the academic and trade information needs of community colleges. This multidisciplinary collection contains more than 48,000 titles, covering topics across programs and fields of study in key broad subject areas such as the humanities and social sciences, business, science & technology, and literary criticism.

These items are vetted and purchased through the Community College League of California’s Library Consortium (CCLC). The CCLC contract for library databases includes more than 25 different data bases and information sites ([Ev. 01](#)). The Library benefits from the expertise and cost-savings provided by the CCLC for its database contracts. CCLC conducts quality control on the contracted databases, service, assistance with questions, and renewal reminders. It also facilitates the purchase of contracts.

Analysis and Evaluation

The CHC Library subscribes to thirty online resources, including the eBook Academic Collection, a multi-discipline collection includes more than 48,000 titles in academic areas and much more. These services, provided through the Community College League of California’s Library Consortium, which vets these resources before making them available, are well regarded by college libraries.

Conclusions on Standard II.B. Library and Learning Support Services

Crafton Hills College supports student learning and achievement by providing a library with ample library services and other learning support services to students, faculty, and other staff. The Library is staffed with faculty librarians and support staff who carry out functions that assure that students can learn research skills necessary for college success and access materials they need. The College also provides a Tutoring Center with two locations (the Learning Resource Center and the Stem Center) that provides high quality tutoring for almost all subjects, with access in-person and online.

The above description of library and tutoring demonstrates that these services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Integrate library and tutoring availability surveys on a regular basis	II.B.1	Dean of Institutional Effectiveness, Dean of Letters, Arts and Mathematics, and Vice President of Instruction	Fall 2020	Ensure that these offices have hours that meet the current needs of CHC’s student population.

Evidence List

Standard II.B.1

- II.B.1.01. [Library online electronic resources](#)
- II.B.1.02. [Tutoring online electronic resources](#)
- II.B.1.03. [Online Library Services](#)
- II.B.1.04. [Films on Demand](#)
- II.B.1.05. [Library Collection Development Policy](#)
- II.B.1.06. [Library PPR Needs Assessment](#)
- II.B.1.07. [Student Services - Tutoring Center](#)
- II.B.1.08. [Faculty Services - Tutoring Center](#)
- II.B.1.09. [NetTutor Student Instructions](#)

Standard II.B.2

- II.B.2.01. [Library Collection Development Policy](#)
- II.B.2.02. [Library Book Request Website](#)
- II.B.2.03. [Library Orientation Request Website](#)
- II.B.2.04. [Library Reference Resources](#)
- II.B.2.05. [Library Website](#)
- II.B.2.06. [Technology Planning Committee Membership](#)

Standard II.B.3

- II.B.3.01. [ILO Information Literacy Results](#)
- II.B.3.02. [Library PPR Information Literacy Objectives](#)
- II.B.3.03. [Library Student Satisfaction Results](#)
- II.B.3.04. [Library Point of Service Results](#)
- II.B.3.05. [Library Data and Evidence-Based Decisions](#)
- II.B.3.06. [Tutoring Center Utilization and Course Success](#)
- II.B.3.07. [Tutoring Center Utilization and English Course Success](#)
- II.B.3.08. [Supplemental Instruction and Course Success](#)
- II.B.3.09. [Spring 2019 Tutoring Center Satisfaction Survey](#)

Standard II.B.4

- II.B.4.01. [Library Reference Databases](#)
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C. Student Support Services

II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)

Evidence of Meeting the Standard

Crafton Hills College regularly evaluates the quality of student support services. All student service units participate in the regular four-year planning and program review (PPR) cycles and annual planning process in years when they do not complete the full PPR process. All student service units have developed service area outcomes (SAOs) derived from the College Master Plan

and aligned with current strategic objectives, evaluate those outcomes according to a unit-level plan, and use the results for program improvement ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)). All student service units work closely with the Office of Institutional Effectiveness, Research, and Planning (OIERP) to choose appropriate outcomes and assessments. Appropriateness is based on consistency with the College mission, vision, and values and the unit's stated function or charge ([Ev. 04](#)). The PPR process requires that each unit report its SAOs on an established schedule and demonstrate how the results are used to improve services and learning.

All incoming students receive the New Student Handbook, which includes descriptions that help them identify where they can find assistance. Distance Education (DE) students are given downloadable access to the Handbook online ([Ev. 05](#)).

The OIERP also evaluates the quality of student support by conducting an annual student survey that evaluates satisfaction with all aspects of the College, including student recognition of, usage of, and satisfaction with student support services ([Ev. 06](#)). The OIERP has also conducted campus climate surveys, point-of-service surveys, and inferential studies to determine the effectiveness of student services and programs ([Ev. 07](#)). Two particularly valuable assessment instruments have been the Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE) ([Ev. 08](#), [Ev. 09](#)), each of which is administered to a large sample of students in alternate years. Surveys include items specific to each department. Faculty and staff in student service units discuss results and address their implications.

Analysis and Evaluation

CHC regularly assesses and reviews its student support services through program and service area reviews and other evaluation methods. PPR is aligned with the CHC Educational Master Plan, which ensures that student support services support student learning and enhance the accomplishment of the College mission. CHC student services offer many comprehensive programs that support students and assist them in attaining their educational goals to ensure that they feel supported and valued. Results of student surveys demonstrate the success of the College's student support services.

II.C.2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.

Evidence of Meeting the Standard

One requirement of the Planning and Program Review (PPR) process is that each unit identify its learning and/or service outcomes, consistent with the College mission, vision, and values and, by extension, the Educational Master Plan and related strategic plans. The unit then measures these outcomes in a variety of ways, including student surveys and numbers of students served, to measure success for each of these outcomes. Outcomes are posted on the College's SLO cloud.

This assessment occurs both within and outside of the PPR process. As explained in the section directly above (II.C.1), each unit provides the Office of Institutional Effectiveness, Research and Planning (OIERP) with student learning outcomes (SLOs) or service area outcomes (SAOs). Some

units may have both SLOs and SAOs. For example, in addition to assessing SLOs in counseling, the Counseling department also assesses the satisfaction students have with counseling services through a point-of-service (POS) survey. The survey results showed that 99 percent of the students who participated strongly agreed or agreed with the statement *The Counseling Office provided me with high quality service* ([Ev. 01](#)).

The students' perceptions of counseling services are also evaluated through the Campus Climate Survey, administered every other year. Results help the Counseling department improve services. In the 2016 Student Satisfaction Survey, student respondents indicated a greater satisfaction with the availability of counseling services than in 2014 on the same survey. On the Spring 2016 survey, 85 percent of respondents either agreed or strongly agreed that counseling services are readily available, which is a significant ($p = 0.001$) and substantial ($d = 0.24$) increase from 76 percent in Spring 2014. Between 2014 and 2016 Counseling moved to the new Campus Center building, thereby increasing its space and creating a more welcoming environment. Three new full-time counselors and several more adjunct counselors were also hired using State Student Success and Support Program Funds ([Ev. 02](#)).

As stated in II.C.1 (above), the College conducts a Campus Climate survey and the Community College Survey of Student Engagement (CCSSE) biannually, administering one of the surveys each alternate year ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#)). The Student Services Council reviews the results of the surveys in addition to reviews in management meetings. Unit leaders then use the results of these reviews to develop and implement program improvements. This process is in addition to the results and action of the regular PPR process, described above.

All student service units develop program-level outcomes and assess them regularly. Some of the outcomes are generated by student satisfaction with service ([Ev. 05](#)). An example of services assessment is DSPS assessments through point-of-service (POS) surveys, the Crafton Hills College Student Satisfaction Survey, and the Community College Survey of Student Engagement ([Ev. 06](#)).

Another example of continuous assessment and improvement occurred when the Counseling Department evaluated student satisfaction by surveying students. The survey results illustrated that 99 percent of respondents agreed that the counseling office provided students with high quality service ([Ev. 07](#), [Ev. 01](#)).

The Counseling department is continuing to host bi-weekly meetings/trainings and provide opportunities to attend conferences that enhance counselor knowledge and help improve the quality of services counselors provide. Question 5, highlighted in the counseling department program review, also evaluates online *Starfish* early-alert services for both students and faculty ([Ev. 07](#), [Ev. 08](#), [Ev. 09](#)). The results show that students feel cared for by instructors when they receive a flag showing concern or a *Kudo* showing positive feedback ([Ev. 10](#), [Ev. 11](#), [Ev. 08](#), [Ev. 09](#)).

Other service area outcomes focus on the impact of services on student success indicators such as class retention, completion, and success. For example, a recent study of the *Starfish* early-alert process shows that 62 percent of disciplines that offered at least five sections that used early alert

had higher success rates than those disciplines that did not use the tool for at least five sections ([Ev. 10](#)).

A third type of outcome focuses on the outcome of specific services or events. For example, the Counseling Department conducts an annual evaluation of Senior Day ([Ev. 12](#), [Ev. 05](#)).

The Health and Wellness Center has evaluated faculty awareness and satisfaction with its services ([Ev. 13](#)), the University Transfer Career Center evaluates the effectiveness of its informational workshops and university campus visits ([Ev. 14](#), [Ev. 15](#)), and the Counseling Department evaluates satisfaction with counseling services with a point of service survey ([Ev. 01](#)).

As the College has developed online access to student services, it has attempted to provide students with tools to assess their responses to these services. For example, satisfaction surveys are embedded in some online tools, such as new student orientation and online application, to assess the quality of services.

Analysis and Evaluation

Crafton Hills College identifies and assesses learning support outcomes for its students. All Student Services programs and offices focus on continuous improvement using various assessment methods: the PPR processes, surveys, and other assessment techniques and technology tools.

II.C.3. 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. (ER 15)

Evidence of Meeting the Standard

The College utilizes face-to-face (F2F), email, and phone delivery methods to provide equitable access to its comprehensive student services, as summarized in the table below:

II.C-2. Crafton Hills College Service by Delivery Mode

Service	F2F	Telephone, Email or Web based Modalities
Admissions and Records	Yes	Yes
Assessment and Testing	Yes	Yes
Book Store	Yes	Yes
California Work Opportunity and Responsibility to Kids (CalWORKs)	Yes	Yes
Career Center	Yes	Yes
Counseling	Yes	Yes
Disabled Students Programs and Services (DSPS)	Yes	Yes
Extended Opportunity Programs and Services (EOPS)	Yes	Yes
Financial Aid	Yes	Yes
Health Services	Yes	Yes
International Students	Yes	Yes

Student Success Workshops	Yes	Yes
Scholarships	Yes	Yes
Transfer Center	Yes	Yes
Tutoring	Yes	Yes
Veterans Center	Yes	Yes
Workshops for Student Success	Yes	Yes

The College provides access to information about its courses, academic programs, and services through a variety of methods, including the schedule of classes, the Catalog, and its website ([Ev. 01](#), [Ev. 02](#)). Furthermore, the 2019-20 Catalog clearly describes the ways that DE students can access student services ([Ev. 03](#)).

To provide accessible services that meet the needs and schedule of each student, the College has implemented phone and online services to all students. Students (or prospective students) may now apply for acceptance into the College, receive student orientation, complete the placement process, meet with a counselor, request their transcripts, and apply for financial aid -- all online. The College is working to provide more online submission processes through a paperless workflow system to do some of the following: submit requests for evaluation of transcripts, apply for graduation, and apply for services such as EOPS and DSPS.

Students (or prospective students) may access information about all the CHC programs and services through the College's website ([Ev. 04](#)). Each student services program has its own webpage easily accessible from the College website. They include contact office phone numbers, names of staff members and their phone numbers, email addresses, and other information important to those who need their service ([Ev. 05](#), [Ev. 06](#), [Ev. 07](#), [Ev. 08](#)). Below is a description of student service offices with an online presence.

Admissions. The Admissions website is the gateway to CHC for prospective students ([Ev. 09](#), [Ev. 10](#)). Students use this site to access the online application process via the statewide CCCApply portal ([Ev. 11](#)). The link is provided on the Admission and Records website under *Apply*. A 24-hour phone help line is available through CCCApply for students to call if they need assistance with the online application.

Students may register and pay for classes, withdraw from classes, and check their grades through WebAdvisor, the CHC online portal ([Ev. 12](#)). This portal also provides students with important information regarding registration and withdrawal deadlines, pre- and co-requisites, program information, and policy information. Admissions staff members and student employees are available to assist students who need help accessing WebAdvisor and other College systems.

Students can order transcripts or check the status of their order by phone or online through a third-party partner, Credentials Inc. ([Ev. 13](#)). Students can submit online requests for enrollment and degree verifications through another third-party partner, National Student Clearinghouse ([Ev. 14](#)). In 2015-16, data had indicated that online verifications had grown by 94 percent over the previous year ([Ev. 15](#)).

This service has been very successful. A point-of-service survey indicated that 98 percent of respondents indicated that they strongly agreed or agreed that the transcript ordering process was easy to use ([Ev. 15](#)).

A workstation in the lobby in front of the Admissions and Registration desk (in the CCR building) is available for students to use for online functions. Students also have access to the computers in the Library for application and registration. Students can call the Admissions & Records (A&R) office during regular business hours for assistance with registering, dropping or withdrawing from classes, payments, or answering general questions regarding A&R processes.

A&R continuously evaluates its services through the Crafton Hills College Student Satisfaction Survey and point-of-service (POS) surveys. ([Ev. 15](#)). Question 4 in program review demonstrates the metrics used to evaluate its services. For example, 91 percent of students taking a point-of-service survey indicated that the Admissions staff were helpful. A&R is currently working on setting up Cranium Café to offer online assistance to students who are not able to physically come to the College. The College expects to have this service available by the end of the Spring 2020 semester.

Bookstore. Students can order textbooks and supplies online, or they may purchase or rent textbooks in the College bookstore ([Ev. 16](#)).

Counseling, Career Services, Transfer Services. The Counseling, Career Services, and University Transfer Center websites contain information about orientation, registration, academic probation, educational planning, international students, and career and transfer opportunities ([Ev. 17](#), [Ev. 18](#), [Ev. 19](#)). Students can make appointments for workshops and with university representatives online ([Ev. 20](#), [Ev. 21](#)). The Counseling Center provides an engaging and thorough *New Student Orientation* in an online format. Students can evaluate the orientation by following the online link to a survey.

Students can now meet with a counselor online in synchronous format using Cranium Café ([Ev. 22](#)). The results of the Spring 2019 survey evaluating online counseling showed that students who used online counseling were very satisfied with the service ([Ev. 23](#)). Specifically, responses to question 8 of the survey showed that 93 percent of the respondents agreed or strongly agreed that the online counselor was helpful, that the online counselor treated the student with respect, and that the online counselor communicated clearly so that the student understood the information being shared.

Counselors can provide online almost all services provided in the face-to-face format: provide orientation, develop educational plans, complete graduation checks, and conduct probation advising. The newly implemented *Starfish* Degree Planner and early alert process also allow students to engage with these processes remotely. Data is also being collected on the usage of *Starfish* among students and faculty to better understand how the tool is being used as well as addressing how this program might better meet the needs of the campus community ([Ev. 24](#), [Ev. 25](#)).

Counseling also examines feedback each spring with the use of a point-of-service survey in which they ask students for the reason for their visit and their experiences during their visit. In Spring 2019, 99 percent of students taking the survey indicated that they agreed or strongly agreed that they received high-quality service from the Counseling Center ([Ev. 26](#)). The Counseling Department reflects on his high degree of satisfaction during the program review process as shown in Question 4 of the department's program review ([Ev. 27](#)).

The College also conducts outreach activities in the local community to provide information to prospective students and encourage their applying and enrolling in CHC classes. The most prominent of these is the early matriculation program, SOA³R (Student Orientation, Application, Assessment, Advisement and Registration). SOA³R provides matriculation services to high school students at the College's eight top feeder schools. This program is a team effort from the Outreach and Educational Partnership program, Counseling, Extended Opportunity Programs and Services (EOPS), Honors, College Promise, Disabled Student Programs and Services (DSPS), the University Transfer and Career Center, and the Student Success and Student Life offices. High school participants can apply to the College, participate in the online orientation, complete the placement questionnaire, and engage in a New Student Application workshop. SOA³R workshops are also provided on Saturdays at least once a semester. As mentioned elsewhere in this report, SOA³R participants are more likely to complete and succeed in their courses and have higher fall-to-fall retention rates than their non-SOA³R peers. SOA³R also acts as the recruitment vehicle for the SBCCD Promise Program, designed to provide a high school-to-college bridge for newly graduated high school students and to create a supported pathway to completion of a degree in two years.

In addition to SOA³R, the College hosts the annual High School Senior Day every fall, during which seniors from area high schools have the opportunity to tour the campus and attend workshops to learn about financial aid, DSPS, EOPS, Honors, College Promise, counseling, career and transfer services, health and wellness, various degree and certificate programs, and campus student organizations, including clubs ([Ev. 28](#), [Ev. 29](#), [Ev. 30](#)).

In addition, in recent years the College's Student Success office and EOPS have responded to growing student economic and social needs through the REACH program, which helps students with food insecurities and/or homelessness by providing referrals to the community and on-campus support services ([Ev. 30](#), [Ev. 31](#), [Ev. 32](#)). These services are also available through College's Behavioral Intervention Team (BIT) ([Ev. 33](#)).

The recently established (2019) PROMISE program allows recent qualified high school graduates to be admitted to the College and enroll in classes free of charge. Coordinating support for these students is another function of the Office of Outreach and Educational Partnerships that manages the recruitment of students into the PROMISE program and management of the application and acceptance process, including Promise Orientation and Summer Bridge events. This office also verifies that participating students have enrolled in and continue with a full load of courses, attend workshops, complete progress reports, complete a comprehensive educational plan, and participate in check-in meetings. Staff code students in the student information system (Colleague) and maintain the financial aid computer monitoring program and other tracking systems. Counseling, EOPS (Economic Opportunity Programs and Services), DSPS (Disabled Students Programs and

Services), UTCC (University Transfer Center) staff and faculty provide additional support to this program.

Initial research on the impact of College Promise shows an increase in the proportion of Hispanic students attending Crafton from 49 to 57 percent, an 8-point increase. In addition, compared to other students, PROMISE students are more likely to enroll full-time (92 to 44 percent), complete more units (12 to 7.5), and persist in greater numbers from fall to spring (87 to 61 percent) ([Ev. 34](#)).

The Counseling Center also provides counseling services for international students ([Ev. 35](#)) and veterans ([Ev. 36](#)). In 2017 the College opened an office for Veterans Affairs, where military veteran students and their dependents find dedicated services in a relaxing atmosphere. The Center recently received a grant that allows it to provide mental health counseling for veteran students.

The University Transfer Center has created a Transfer Course Sandbox course on Canvas that is accessible at all times ([Ev. 37](#)). Approximately 1,500 students are invited every fall term. These are students who have been identified as potentially transfer-ready with 30 or more transfer units completed. The purpose of this Canvas Sandbox is to prepare and assist students with transfer applications and to monitor their progress towards transfer, including assisting with the transition to the university. The course offers five modules:

1. Step 1: How Do I Know When, And, If I Should Apply for Transfer?
2. Step 2: Next Steps
3. Step 3: Applying on Time
4. Step 4: After You Apply
5. Step 5: Transitioning to Your University

Within each module are sub-pages and relevant content for each specific step. In fall 2019, approximately 990 students have participated in the sandbox course.

The Student Success program, which is integrated with counseling, provides follow-up and intervention services, such as academic probation workshops, for students who are academically at risk. During the last three years, the College has instituted Starfish, a program that helps faculty and counselors identify students who need support services and connect those students with effective help, including counseling appointments. In addition, the College awards scholarships with funds provided by the Crafton Hills College Foundation to help students with college-related expenses. Finally, the College has an active Student Life office, which provides support and oversight of the student senate, clubs, and student life programs.

The College website lists online/distance learning opportunities for all students and has implemented a variety of services that address issues related to online learning ([Ev. 38](#), [Ev. 39](#)). This site allows students to receive the same information regardless of location. The links on the College website include self-assessments to help students determine whether online learning is suitable for them ([Ev. 40](#)).

Disabled Student Programs and Services (DSPS). DSPS services are described in the online orientation, the College Catalog, the New Student Handbook, and the campus web page ([Ev. 41](#), [Ev. 42](#), [Ev. 43](#), [Ev. 44](#)). In addition, DSPS provides an online orientation for students who apply for disability-related services ([Ev. 45](#)). The orientation features a built-in screen reader for individuals with sight impairments. The DSPS application is downloadable and fillable, and the verification and forms for Consent for Release of Information are downloadable. The program is working to make these forms available to submit online in the next term. DSPS also periodically evaluates its services to students through the Crafton Hills College Student Satisfaction Survey and the Community College Survey of Student Engagement ([Ev. 46](#)).

EOPS/CARE/CalWORKs. EOPS/CARE/CalWORKs services are described in the online orientation, the College Catalog, the New Student Handbook, and the campus web page ([Ev. 47](#), [Ev. 48](#), [Ev. 49](#), [Ev. 50](#)). The EOPS/CARE/CalWORKS website provides students with eligibility criteria, application information, and links to free online learning tools. Online counseling is provided through the same synchronous tool used by counseling for students who cannot come to campus to meet with a counselor ([Ev. 22](#)). The program is working to make some forms available to submit online, such as the application for EOPS/CARE/CalWORKS services.

EOPS periodically evaluates its services through the Crafton Hills College Student Satisfaction Survey, point-of-service (POS) evaluations, and pre/post orientation assessments ([Ev. 51](#), [Ev. 52](#)). Question 4 in program review illustrates how EOPS evaluates its services. For example, the results of the POS evaluations consistently show that over 90 percent of respondents are satisfied with the services provided by this office. In addition, the pre/post orientation assessment shows that students are statistically significantly and substantially more likely to answer all ten questions correctly on the post-assessment than on the pre-assessment.

Financial Aid. The Financial Aid Office's website includes a link to the Free Application for Federal Student Aid (FAFSA) and the Dream Application ([Ev. 53](#)). Students may also download financial aid forms, sign up for a debit card, and apply for Federal Work Study online. The Financial Aid Office's website also provides links to online financial aid resources, such as scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission. Direct assistance with the financial aid application process is available from the office on an appointment or walk-in basis. The Financial Aid Office holds Financial Aid workshops on Wednesdays from noon to 1:00 pm throughout the year to assist students with the application process. One-on-one assistance is also provided to students. Students also receive support and assistance after leaving Crafton and transferring to a university.

Financial Aid periodically evaluates the services provided to financial aid students ([Ev. 54](#), [Ev. 55](#)). Question 4 in program review illustrates the most recent results showing that from 86 to 92 percent of respondents were able to resolve their issue; found staff helpful, friendly, and knowledgeable; felt comfortable with staff; believed the meeting with staff was productive; and felt better after the visit.

Health and Wellness Center (HWC). The Health & Wellness Center provides a broad range of health services on campus to all registered students who have paid the health fee. Services provided include physical exams, screening for disease through laboratory tests, diagnosis and treatment,

health education and prevention, immunizations and titers, reproductive health services, and mental health counseling and crisis management for students in emotional distress. The Health & Wellness Center also provides a Lactation Room, a private space where nursing mothers can pump breast milk or nurse their babies.

HWC services are advertised to students through several media: brochure, website, classroom presentations, and campus-wide health fairs. Mental Health services are provided through one-on-one mental health therapy sessions, support group sessions, and collaborative community services as needed.

The HWC webpage provides students with a wealth of information, including health insurance resources, the *Patient Bill of Rights*, and downloadable forms (Ev. 56). Students may take online quizzes to determine their risk of alcoholism and drug addiction, and they may participate in anonymous screening for depression, alcohol addiction, and eating disorders. The HWC website also provides links to Columbia Health's *Go Ask Alice!*, an online tool for the assessment of mental health and physical problems, and Facebook, allowing students to ask and receive answers to their health-related questions.

Online, students can also complete an anonymous emotional health questionnaire that suggests severity levels for depression and anxiety and recommends a visit to the HWC if needed. A link to screen for blood alcohol levels is provided along with resources for alcoholism treatment. Several resources are displayed for mental health, such as KOGNITO, an interactive training designed to educate faculty, staff, and students about supporting vulnerable groups of students: 1) those who struggle with psychological distress, including depression and anxiety, 2) LGBTQ community members who struggle due to harassment or exclusion, and 3) veterans who are facing challenges in adjusting to college life.

The needs assessments for the Health and Wellness Center focus on facilitating the use of the center for students and improving mental health. Specifically, question 4 in the HWC's program review illustrates that 13 percent of the respondents to the point-of-service (POS) survey used the HWC as a result of classroom presentations (Ev. 57).

Student Life. The Office of Student Life, with the support of the web master, maintains the Student Senate webpage, which includes agendas and minutes, instructions for joining the senate, contact information, and a link to the Student Senate Facebook page (Ev. 58). Equally important, Student Life offers campus tours for prospective students, coordinates College mascot appearances, and oversees campus clubs, student government, and its Instagram account. This office also coordinates major events for the College, including Roadrunner Rally, the Student Recognition Dinner, Graduation Breakfast, and commencement. In addition, Student Life works closely with committees, departments, and community organizations like Omnitrans and Census 2000 to plan celebrations, cultural events, and activities (Ev. 59).

Student Life assesses the services provided to students through the Community College Survey of Student Engagement (CCSSE) and individual assessments. For example, question 4 in program review evaluates the student senators' knowledge of parliamentary procedure (Ev. 60). Equally important, the CCSSE assesses multiple aspects of Student Life, including students' satisfaction

with the services provided by Student Life ([Ev. 61](#)). The results show that 95 percent of students are satisfied with the quality of the services provided by Student Life.

In addition to each service's website, student service units maintain Twitter accounts to provide students with timely updates concerning deadlines, office hours, events, and office closures.

The College continues to utilize technology to provide appropriate delivery of services to students without regard to location. Each service unit maintains its own website by updating and revising the service and contact information as appropriate. The College is continually striving to update and improve each one of these portals. All student services units use some form of social media, such as Twitter or Facebook, to provide current information to students.

Analysis and Evaluation

Crafton Hills College provides for equitable access to all its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. The College continues to expand its capacity to bring all student support services to those unable to visit the campus for in-person service. Point-of-service surveys indicate that CHC is serving its students well.

II.C.4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard

Crafton Hills College began an athletics program in spring 2018, when it initiated competitive swimming and water polo teams for men and women. This program, administered through the Kinesiology and Health Department, is well suited to the College's mission and contributes to the social and cultural dimensions of the educational experience of participants and fans in the College and surrounding community.

For many years, students and community members had expressed their desire to have competitive athletics at CHC; however, because of its relatively small student population and perceived funding difficulties, the College put off plans to establish an athletic program. Then, in 2015, as the College began planning for growth, serious discussion occurred on beginning a competitive athletics program.

Discussion favored moving ahead with competitive swimming and water polo as the most feasible options to begin the College's athletics program. The College contacted the Pacific Coast Athletic Conference (PCAC), the same conference in which CHC's sister college participated. After meeting institutional requirements for admission as a member of the PCAC and California Community College Athletics Association (CCCAA), the College developed more precise plans to move forward with the objective of beginning men's and women's teams for swimming and water polo. This decision was based on the College's having an excellent aquatics facility, which

it shares with the surrounding city of Yucaipa, Yucaipa High School, a water polo club, and swimming programs.

The College's athletics program is compliant with CCCAA and PCAC guidelines. All athletes are required to be in the applicable athletics class for their sport. All coaches are CHC faculty. The College Athletics Director works with the Admissions and Records department to certify and monitor athlete eligibility. The Athletics Director is responsible for completing the program review and annual plans for the athletics program, which assures that the program supports the College mission and conforms to its Comprehensive Master Plan and strategic plans. The program follows CCCAA policies and procedures, the San Bernardino Community College District Board Policy on intercollegiate athletics (BP 5700), the State Education Code, and federal Title IX requirements. Information about CHC athletics is accessible from a link on the College website ([Ev. 01](#)).

A broad array of other co-curricular activities for students is offered by the Office of Student Life. These activities are consistent with and support the mission, vision, and values of the College. This office supports and oversees the Associated Student Body and Student Senate, extra-curricular activities for students, and clubs, which are listed on the College website ([Ev. 02](#)). It also supervises the College's Student Ambassador program, which supports the College's efforts to increase student engagement events on campus, support campus outreach activities with K-12 schools (elementary, middle, and high schools), and provide campus tours for prospective students and their families. The student ambassadors play an important role in the College's efforts to provide a welcoming and smooth transition for entering students.

Every student enrolled at Crafton Hills College is a member of the Associated Students. The College's Student Senate is the governing board of the Associated Students. The mission of the Student Senate, which appears on the College website, is to "serve current and future students by establishing a foundation that fosters involvement, awareness and unity" ([Ev. 03](#)).

The Associated Students of Crafton Hills College is organized and recognized as a body representing all CHC students and as such a participant in College governance. Associated Students of Crafton Hills College participation offers students development and engagement opportunities through leadership, community service, social interaction, and the development of individual attitudes and values ([Ev. 04](#), [Ev. 05](#)). All student clubs follow the Associated Students of Crafton Hills College Constitution ([Ev. 04](#)), bylaws ([Ev. 06](#)), Finance Code ([Ev. 07](#), [Ev. 08](#)), and Election Code ([Ev. 09](#), [Ev. 10](#)). These governing documents are consistent with College policies and administrative regulations as well as the California Education Code.

The College's many clubs promote good citizenship in a non-threatening group environment by encouraging shared decision-making and cooperation. In addition to providing a safe environment, clubs promote and encourage communication skills, respect for the opinions of others, personal responsibility, time management, and positive group action.

Co-curricular activities are also organized by campus faculty to ensure that students and faculty are given the opportunity to explore cultural diversity within the campus community. These activities complement the curricular mission to provide a "worldwide" education to the campus community. For example, Black History month events are scheduled on campus to promote

inclusiveness and celebrate contributions and accomplishments of African Americans. Another example is the annual Poetry Slam competition, coordinated by an English faculty member. This event is a friendly competition between the two colleges of the District where faculty and community members judge Crafton Hills and Valley College student poetry readings.

Analysis and Evaluation

CHC's co-curricular and athletic programs and policies are aligned with the CHC mission to enrich the learning environment. The College recognizes that important learning occurs beyond the classroom. Co-curricular programs provide students with leadership opportunities and promote the social, cultural, and personal development of students.

II.C.5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard

Crafton Hills College provides counseling and academic advising programs designed to support student development and success in achieving students' educational goals. All students have access to counseling and academic advising services through the College's General Counseling Office. Additionally, various student support programs, such as EOPS/CARE, CalWORKs, and DSPS, also provide program participants with dedicated counseling and academic advising support. The College's Counseling Department supports orientation events and advises students on the academic requirements for the College's degree and certificate programs, graduation, and transfer. Counselors help students develop comprehensive educational plans to provide them with a clear track to degree and/or certification completion and/or transfer. All entering students at the College must complete core matriculation steps, including a comprehensive online orientation that details the requirements to earn a degree or certificate, graduate, and transfer.

Additionally, the matriculation process also requires all entering students to participate in a group counseling session to develop an initial abbreviated student education plan to ensure that they receive timely and accurate advising upon entering the College ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)).

The College's Counseling Center provides full-service advising and counseling and is open whenever the campus is open to the public, typically 43 hours a week. Counselors provide counseling services on a walk-in, appointment, and online basis. New students meet with counselors during New Student Advising workshops established to assist them in developing an abbreviated (two-semester) SEP. Students meet with counselors individually to complete or update their comprehensive SEP. Programs and services have been designed to make the most effective use of CHC counseling resources and to meet the needs of students in understanding pathways to their educational goal.

Since the last comprehensive institutional accreditation report (2014), the Counseling Department has hired three new full-time counselors. Currently, the College employs 11 full-time and eight

part-time counselors. These numbers include general counselors and counselors assigned to special programs (EOPS, DSPS, Transfer and Career Center

General advising and counseling is provided through the following means:

In-Person Counseling Appointments. Students can call the Counseling Office or schedule an online appointment. Students whose educational plans require more time, such as student veterans or students on probation or facing dismissal, may have one-hour appointments. The counselors provide guidance to a great many new entering students during peak registration times by establishing New Student Advising workshops. New students who have completed assessment are directed to these workshops, where they develop a two-semester student education plan (SEP). Students who have completed more than 15 units or have units they are transferring from other institutions still meet one-to-one with a counselor to address the planning complexities. Students may also schedule appointments online or drop-in with an online counselor to do most counseling activities ([Ev. 04](#), [Ev. 05](#)).

Drop-in (Walk-in) Counseling Meetings. During peak periods in Student Services (three weeks before classes begin, two weeks after classes start, three weeks before registration opens, four weeks after registration opens), the Counseling Office has counselors available for “drop-in” meetings for handling “quick questions” in 10-15 minutes. Students requiring more time are asked to make an appointment for a longer meeting.

Online Counseling for Distance Education Students. This dynamic service is designed to provide synchronous online counseling sessions. This online service uses Cranium Cafe, an interactive and secure online meeting hosting portal with chat and video conferencing features. This service is for CHC students and prospective students who have time or transportation constraints, making it difficult to meet with a counselor in-person during normal business hours.

Counselors answer a variety of questions during an online counseling session. However, due to the nature of online counseling, some topics/services, considered confidential, must be discussed with a counselor in-person. Online counseling is available for the following services: ([Ev. 06](#)).

- General questions
- Questions regarding certificate/degree/transfer requirements
- Application and registration information
- Course overload requests
- Comprehensive Student Educational Plan
- Review or update of a previously drafted Student Educational Plan (SEP)
- Assessment waivers/pre-requisite clearance

Several counselors are trained on the tool and are assigned each week to provide online services ([Ev 06](#), [Ev. 07](#)).

The University Transfer Center. This office helps prepare students for transfer to four-year institutions after they graduate or complete their course work at CHC, assists students with decision-making, and provides transition services to help them achieve advanced educational degrees and/or employment. Its services include the following ([Ev. 08](#), [Ev. 09](#), [Ev. 10](#), [Ev. 11](#), [Ev. 12](#)):

- Transfer assistance to CSU, UC, private and out-of-state universities
- Creating a 2-year educational plan for successful transfer
- On-site University Representatives to review progress
- University Field Trips
- University Fairs and Events
- Assistance with applications for transfer
- Workshops to help with the transfer process
- Transfer Agreements
- Transfer Admission Guarantee Programs
- Computer workstations
- University catalogs and college search resources

The Career Center. This service, which is located with the University Transfer Center, provides counseling and services to support career exploration and development. Online career counseling services are also available. Services include the following ([Ev. 13](#)):

- Individual Counseling Appointments (face-to-face and online)
- Career Development Workshops
- Online Career Development Videos
- Drop-in Advising
- Major and Career Identification, Exploration, Decision & Planning
- Career Assessments
- Resume and Cover Letter Critiques
- Developing Career Skills
- Building a Professional Presence
- Networking with Employers, Career Professionals & Alumni
- Job Search Strategies
- Interviewing Techniques
- Soft Skills for Employment
- Career Resources
- Major/Career Fairs & Networking Events
- Job Development
- Employment resources

Career Center staff also coordinates much of the College's on-campus student employment process. They work with other departments to identify open positions and then help student applicants complete and submit the application and other hiring paperwork, and participate in the student worker orientation process ([Ev. 13](#), [Ev. 14](#), [Ev. 15](#), [Ev. 16](#), [Ev. 17](#)).

Specialized Services. Examples of specialized and innovative counseling services provided include the following:

- SOA³R (Senior Orientation, Application, Assessment, Advisement and Registration) for entering high school graduates: Incoming first-year students attend a workshop geared for all high school seniors to complete the matriculation process, which consists of developing

an abbreviated educational plan (class selection for the first semester), attending a counselor presentation, learning about student services programs (e.g., EOPS, CalWORKs, Financial Aid, and DSPS), and registering for classes. Students are encouraged to participate in SOA³R by receiving priority registration ([Ev. 18](#), [Ev. 19](#), [Ev. 20](#)).

- Academic Probation Interventions: Students who are on level one or level two academic probation status receive intervention services and resources for retention. They attend a workshop and then meet with a counselor to develop a student education plan (SEP), complete the Student Academic Success Agreement, and receive recommendations of resources and strategies to enhance their academic success and return to satisfactory academic status. Students on level one probation can complete these workshops online ([Ev. 21](#), [Ev. 22](#))
- Online Orientation: The College has launched a robust, interactive online orientation to provide all entering students with a solid foundation to help them succeed as they pursue their educational goals. This online orientation ensures that students receive comprehensive, accurate, and timely information as they enter the College ([Ev. 23](#)).
- Transfer Advising: In addition to the University Transfer Center, The California State University, San Bernardino, University of Redlands, and many other four-year colleges and universities also provide on-site advising to the College's students to help them plan and prepare for transfer ([Ev. 24](#)).

Professional Development for Counseling Faculty. The College ensures academic counselors are provided opportunities to keep abreast of changing academic policies, processes, laws, and regulations, as well as transfer requirements, so that the information they provide to students is current and accurate. The College holds regular Counseling Department meetings that include all part-time counselors, general counselors, and counselors from the special support programs, such as DSPS, EOPS/CARE, and CalWORKs. In these meetings counselors actively participate in a variety of professional activities and discuss what they learned at conferences about matters such as federal or State legislative changes, transfer updates, and best practices in the discipline ([Ev. 25](#), [Ev. 26](#), [Ev. 27](#)).

Annual conferences attended by full-time and adjunct counselors include the California State University Counselors Conference, the University of California Counselors Conference, and the University of California sponsored *Ensuring Transfer Success* Conference. Attending these helps ensure that counselors are provided with up-to-date information about transfer.

Because CHC was a pilot college for Hobson's *Starfish*, the District coordinated training for the Educational Planning Initiative sponsored by the Technology Center for the California Community Colleges. As part of the project, the District adopted Hobson's *Starfish* to provide electronic SEPs and a degree-audit process. Training was provided to all counselors in the use of this system. A counseling retreat was held to provide the opportunity for all counselors to assist in the revision and development of workshop structures as well as the review of Counseling SLO and SAOs.

Analysis and Evaluation

The College provides comprehensive academic counseling services to support student development and success. Additionally, the College schedules regular meetings and in-services

and encourages counselors to attend professional conferences in areas such as UC and CSU transfer.

II.C.6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

As one of the 115 colleges in the California Community College system, Crafton Hills College adheres to the open admission and enrollment policies for the State's residents as defined in Title 5 of the California Code of Education (Section 54000) and in San Bernardino Community College District Board Policy (BP) 5010 (Admissions Concurrent Enrollment) ([Ev: 01](#)). Open enrollment is consistent with the College mission: *... to advance the educational, career, and personal success of our diverse campus community through engagement and learning.*

In addition to the residency requirement, BP 5010 includes the following qualifications for status as a student at its colleges:

- Any person possessing a high school diploma or its equivalent.
- Other persons who are over the age of 18 years and who, in the judgment of the Chancellor or his or her designee, are capable of profiting from the instruction offered. Such persons shall be admitted as provisional students, and thereafter shall be required to comply with the District's rules and regulations regarding scholastic achievement and other standards to be met by provisional or probationary students as a condition to being readmitted in any succeeding semester.
- Persons who are apprentices as defined in Labor Code Section 3077.

The CHC admission policy appears in the College Catalog ([Ev. 02](#)). The College also has standards for *Special Admissions* students, which include qualified high school students and international students ([Ev. 03](#), [Ev. 04](#)).

Many high school students participate in the College's Dual-Enrollment program, which allows area high school students who have a 2.0 or higher grade-point average to earn college transferrable units while they are still pursuing their high school diploma. The Catalog also explains the College's criteria for accepting transfer of credit as well as accepting advanced placement high school courses or the College-Level Examination Program (CLEP) for college credit.

The College Catalog clearly indicates the process for new students to apply for admission to the College by explaining the steps to enrollment as well as indicating important dates and deadlines and giving them an opportunity to get information through a customizable brochure that displays information on selected majors, services, and activities that students indicate they are interested in ([Ev. 05](#), [Ev. 06](#)).

The Office of Admissions and Records reviews and processes all applications and directs new students to assessment, orientation, and counseling to ensure that they are appropriately advised.

Analysis and Evaluation

The College adheres to laws and regulations established by the State for admission to its public community colleges. These are stated in BP 5010.

II.C.7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Crafton Hills College uses CCCApply, the statewide portal, for its admission instrument ([Ev. 01](#)). Admissions and Records regularly evaluates this tool by asking students to complete a brief survey about their satisfaction with the online application process. The results of those who answered the questions have shown a 90 percent or higher satisfaction level with the online application and less than 2 percent indicating they were dissatisfied. The high ratings and the overwhelmingly positive remarks support the continued promotion of the on-line application.

The College is implementing Assembly Bill 705, which ensures that students are not placed into pre-collegiate (i.e., remedial) courses that may delay or deter their educational progress unless evidence suggests that they are highly unlikely to succeed in the college-level course.

After they apply to the College using the State's CCCApply online application, students must complete the CHC online orientation and the placement processes. Student's first log in to their newly established WebAdvisor ([Ev. 02](#)) account and click on CHC *Placement Process*. They then complete the placement questionnaire ([Ev. 03](#)). Results and course recommendations are sent to the students at their newly established College email address. If a student believes that his/her placement is incorrect, he/she is urged to see a counselor, who will review the placement. All new students are directed to the Counseling Center for an appointment for a New Student Advising session to develop an abbreviated SEP.

Analysis and Evaluation

The College has fully implemented the State laws and requirements related to Assembly Bill 705 (AB 705). Also, the College has begun a regular process to review and update the changes to the process for continuous evaluation and improvement ([Ev. 04](#), [Ev. 05](#), [Ev. 06](#)). Program staff (in Math, English, and ESL), in cooperation with the College's Dean of Research and Planning, will monitor the evaluation of the new process for the academic year 2019-20 to determine whether changes are needed.

II.C.8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard

CHC maintains student records securely in accordance with its Records Retention Policy, defined in Board Policy (BP) and Administrative Procedure (AP) 3310 (Retention and Destruction of Records) ([Ev. 01](#), [Ev. 02](#)). The College is required by law to follow Title 5, Section 59023, for

classifying documents for records retention and destruction. All CHC programs adhere to the California Code of Regulations listing the types of documents that must be maintained permanently and those that may be destroyed after a designated amount of time.

The College is committed to preserving the confidentiality and security of student records. Student records and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information and see a reminder of their responsibility each time they log onto the CHC computer system. District employees may access student records only in accordance with access granted by virtue of their position.

Student policies and procedures are published in the New Student Handbook and the College Catalog. Both are revised annually and appear on the College webpage. The Catalog and the Handbook include guidelines for FERPA-- Family Educational Rights and Privacy Act, which does not permit access to or release of any information contained in student education records to any unauthorized party or agency without proper court orders or written consent of the student. All student records are administered in accordance with the law. So, except for specific exceptions, no information will be disseminated to anyone other than the student without his or her expressed consent. The online application now includes a release of directory student information check box for providing such consent if the student wishes. FERPA training is provided to all newly hired full-time and adjunct faculty and student services personnel.

CHC publishes the *Notification of Rights under FERPA* in the College Catalog. This notification describes the policies the institution must follow to ensure confidentiality of the student's records and personal information ([Ev. 03](#)). The College complies with FERPA regulations by requiring any student who requests his/her records to present a valid, government issued, photo identification before releasing those records.

Student support service centers are beginning to use digital imaging as a primary record archival method. DSPS, Financial Aid, Counseling, Admissions, and EOPS are now imaging student records.

Analysis and Evaluation

The College is committed to preserving the confidentiality and security of student records. Student records and confidentiality policies are communicated to campus offices and departments via staff meetings and the College website. Employees are trained to ensure understanding of Board policies regarding the appropriate use of confidential information each time they log onto the CHC computer system. Student data are protected by the student information system, and employee access is based upon administrative approval. An employee's level of access is determined at the time of hire and is based on the responsibilities of her/his position.

Conclusions on Standard II.C. Student Support Services

Crafton Hills College evaluates its student support services on the same regular schedule as it uses for all other programs according to its planning and program review (PPR) activities. Rigorous standards appropriate to these services require that the units that provide these services focus on

delivering services efficiently and in a manner that helps fulfill the mission of the College. Evaluations demonstrate the quality of these services, whether they are provided in-person or online.

Still, CHC recognizes that there are opportunities to improve the quality of service area outcomes (SAOs) and ensure that data are accurately reported and meaningful. The Program Review Committee is working with all student support programs to ensure SAOs are sufficient and provide a complete assessment so changes made from assessment are used to improve services.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Work with student services areas in order to ensure that SAOs are entered within the SLO Cloud and improvements are adequately documented within their program review documents	II.C.1	Dean of Institutional Effectiveness, VP of Student Services, Dean of Student Services, Dean of Student Success	Fall 2020	Increase the amount of SAOs present within the SLO Cloud and improve action plans associated with these outcomes
Improve access to institutional level data (student satisfaction and CCSSE) through the implementation of accessible dashboards	II.C.1	Dean of Institutional Effectiveness	Summer 2020	Increase the number of individuals accessing this data and making improvements in their respective departments based on the findings listed within
Hold continuous meetings with student services areas in order to evaluate current assessment tools and revise them in accordance with the needs of each respective area	II.C.2	Vice President of Student Services, Dean of Student Success, Dean of Student Services, Dean of Institutional Effectiveness	Fall 2020	Ensures that surveys we have are tailored to the outcomes needed to be assessed
Provide Cranium Cafe professional development to faculty and staff for online advising	II.C.3	Dean of Student Services, Dean of Student Success	Spring 2020	Increase usage of Cranium Café by faculty and staff for online advising

Scale online advising through Cranium Cafe across all programs and departments	II.C.3	Dean of Student Services, Dean of Student Success	Fall 2020	Increase usage of Cranium Café by Faculty and Staff for online advising
Look for additional ways in which to foster a welcoming, communal atmosphere for students attending Crafton Hills College	II.C.4	Director of Student Life	Fall 2020	Increase student engagement and feelings of belonging in response to items in the Student Satisfaction Survey
Expand access to student services by further developing online services for students	II.C.5	Dean of Student Services, Dean of Student Success	Summer 2020	Increased use of online workshops or tools to student support staff
Work closely with Guided Pathways leads and relevant individuals on campus to develop clearer pathways for students leading to the awarding of degrees	II.C.6	Guided Pathways Leads, Vice President of Instruction, Vice President of Student Services	Spring 2021	Increase the ability of students to clearly understand and access essential services and courses required for them to reach their goals
Continue monitoring student success and persistence for students in transfer-level math and English courses to evaluate current placement process	II.C.7	Vice President of Instruction, Dean of Institutional Effectiveness	Fall 2021	Be aware of how AB705 has impacted our students and make necessary modifications to the placement process based on the data observed
Continue with the process of converting to digital imaging of student files for archival purposes	II.C.8	Dean of Student Services, Dean of Student Success	Fall 2020	Eliminate the use of paper student records where possible in favor of digital copies of records

Evidence List

Standard II.C.1

- II.C.1.01. [Student Life PPR - Improvements](#)
- II.C.1.02. [Counseling PPR - Improvements](#)
- II.C.1.03. [Transfer Center PPR - Improvements](#)
- II.C.1.04. [Planning and Program Review Handbook - Tenth Edition](#)
- II.C.1.05. [New Student Handbook 2019-2020](#)

- II.C.1.06. [Spring 2018 Graduation Exit Survey Results](#)
- II.C.1.07. [Admissions & Records Point of Service Survey \(Fall 2019-Spring 2020\)](#)
- II.C.1.08. [DSPS CCSSE and Student Satisfaction Survey Results](#)
- II.C.1.09. [Student Life CCSSE Results](#)

Standard II.C.2

- II.C.2.01. [Spring 2019 Counseling Point of Service Survey Results](#)
- II.C.2.02. [Spring 2016 Student Satisfaction Survey Results](#)
- II.C.2.03. [Spring 2009, 2010, 2011, 2013 & 2015 CHC CCSSE Results by Year](#)
- II.C.2.04. [Career Services 2017 CCSSE and 2018 Student Satisfaction Survey Results](#)
- II.C.2.05. [Student Services Satisfaction Survey Research Results Site](#)
- II.C.2.06. [2018-2019 Admission & Records Annual Plan](#)
- II.C.2.07. [2019-2020 Counseling Annual Plan](#)
- II.C.2.08. [Spring 2017 Starfish Early Alert Student Survey Results](#)
- II.C.2.09. [Spring 2017 Starfish Early Alert Faculty Survey Results](#)
- II.C.2.10. [Fall 2017 and Spring 2018 Starfish Adoption and Student Success Report](#)
- II.C.2.11. [Spring 2018 Starfish Usage Survey Results](#)
- II.C.2.12. [Spring 2017 Senior Day Evaluations](#)
- II.C.2.13. [Fall 2017 Health & Wellness Center Point of Service Results](#)
- II.C.2.14. [Fall 2018 Career Center Workshop Evaluations](#)
- II.C.2.15. [Spring 2017 University Transfer Center Campus Visit Evaluation Results](#)

Standard II.C.3

- II.C.3.01. [2019-2020 College Catalog](#)
- II.C.3.02. [Admissions Class Schedule Page](#)
- II.C.3.03. [Student Support Services Website](#)
- II.C.3.04. [Crafton Home Page](#)
- II.C.3.05. [Student Support Provided with Email 1](#)
- II.C.3.06. [Student Support Provided with Email 2](#)
- II.C.3.07. [Student Support Provided with Email 3](#)
- II.C.3.08. [DSPS Student Support Email - FaceTime](#)
- II.C.3.09. [Admissions - Gateway for Students](#)
- II.C.3.10. [Admissions - Get Started Page](#)
- II.C.3.11. [CCCApply Portal](#)
- II.C.3.12. [Web Advisor](#)
- II.C.3.13. [Transcripts](#)
- II.C.3.14. [Enrollment and Degree Verification Page](#)
- II.C.3.15. [Admissions - Online Needs Assessment](#)
- II.C.3.16. [Bookstore](#)
- II.C.3.17. [Counseling Services](#)
- II.C.3.18. [Career Center Services](#)
- II.C.3.19. [Transfer Center Services](#)
- II.C.3.20. [Online Appointments - Transfer Center](#)
- II.C.3.21. [University Representatives Scheduling System Website Page](#)
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- II.C.4.07. [BP 5420 Associated Students Finance](#)
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- II.C.5.25. [September 5, 2019 Counseling Faculty Department Meeting Minutes](#)
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Standard II.C.6

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- II.C.7.01. [CHC CCC Apply Website](#)
- II.C.7.02. [WebAdvisor Website](#)
- II.C.7.03. [Testing Center Website](#)

- II.C.7.04. [Fall 2019 - Did You Know? The Impact of the New Placement Process on Student Success](#)
- II.C.7.05. [Access to Transfer-Level Math and English: Fall 2018-Spring 2020](#)
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- II.C.8.01. [BP 3310 Records Retention and Destruction](#)
- II.C.8.02. [AP 3310 Records Retention and Destruction](#)
- II.C.8.03. [2019-2020 Catalog Notification of Rights under FERPA](#)

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

III.A.1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

Evidence of Meeting the Standard

The San Bernardino Community College District and Crafton Hills College assure the integrity and quality of their programs and services by employing administrators, faculty, and staff who are qualified by appropriate education, training, and experience. The District clearly and publicly states criteria, qualifications, and procedures for its selection of personnel. These address the needs of the District and its colleges in serving their students. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

As described in the Function Map ([Ev. 01](#)), responsibility for the selection and evaluation of personnel is shared between the Crafton Hills College and the District. The College adheres to the Board hiring policies and administrative procedures that include qualifications and hiring procedures for all its personnel. Board Policy (BP) 7120 (Recruitment and Hiring) authorizes the policies and administrative procedures that apply to the hiring of members of each classification of educational employee ([Ev. 02](#), [Ev. 03](#)). These procedures include Human Resources (HR) prescreening applicants, the membership of college screening committees, the interview process, the selection process, and the scheduling of interviews.

Qualifications for academic positions conform to the minimum qualifications required by State law as expressed in Title 5 Regulations. The following Board-approved administrative procedures (APs) were developed through bargaining between the District and groups representing each employee constituency: 7210 (academic employees, [Ev. 04](#)), 7230 (classified employees, [Ev. 05](#)), 7240 (confidential employees, [Ev. 06](#)), 7250 (educational administrative employees, [Ev. 07](#)), and 7260 (classified supervisors and managers, [Ev. 08](#)). Job descriptions are periodically revised through negotiations and consent of the appropriate bargaining group and approval of the Board of Trustees. Descriptions of faculty positions are recommended by discipline faculty. CSEA negotiates the job descriptions for classified professionals, including required education, training, and experience.

The District recently completed a classification study in which a representative committee analyzed all classified position descriptions and focused on duties, responsibilities, and authority outlined in each. The committee reviewed all qualifications to ensure internal and external alignment and to remove any arbitrary barriers to employment.

In accordance with these BPs and APs, CHC assures the integrity and quality of its programs and services by hiring the most well qualified, student-success oriented administrators, faculty, and staff available to reach the promise of its mission: "... to advance the educational, career, and personal success of our diverse campus community through engagement and learning." The District website includes a link to the District's open positions with criteria, qualifications, and procedures used in its selection processes ([Ev. 09](#)). Job descriptions are written by chairs/supervisors of instructional departments usually in consultation with other department members of the position advertised and administrators of those departments. These descriptions relate to the mission and goals of the District and College and accurately reflect duties, responsibilities, and authority of positions.

After hiring requests and funding for open positions are approved by College senior administration and the District Chancellor, the hiring process begins with full-time department members and supervisors working with District Human Resources (HR) to write the hiring criteria and qualifications for these positions. These qualifications must be clear and align with the College's mission, vision, and values. They must also be consistent with BPs 7210, 7230, 7250, & 7260), which specify criteria. As stated in these policies, administrators and faculty (full- and part-time) must meet the *Minimum Qualifications for Faculty and Administrators in California Community Colleges*, approved by the State Community College Board of Governors ([Ev. 10](#), [Ev. 11](#)). Department chairs and HR specialists also set dates for the standard processes (e.g., meetings, interviews) that must occur according to the BPs and APs cited above.

If a candidate for a faculty or administrative position lacks the qualifications specified in a job announcement, she/he may apply for an equivalency using the *District Request for Equivalency* form and provide supporting documentation. Applications include this form. When a faculty applicant requests equivalency, the District HR department asks the College to convene an equivalency committee. This committee includes the Academic Senate President or designee, the appropriate College vice president or designee, a faculty member with knowledge of the discipline of that position, and at least one other faculty member ([Ev. 12](#)). Faculty members are selected by the Academic Senate President. When an applicant for a management position requests

equivalency, Human Resources allows for the substitution of education for experience whereby 30 units above the required degree can be used as one year of experience. In addition, the Vice President can review coursework in cases of specific degree requirements.

Degrees from non-U.S. institutions must be determined equivalent to the required U.S. degree by a recognized third-party evaluation service that determines such equivalency.

Equivalency is Districtwide, so faculty granted equivalency at CHC are also considered qualified at SBVC and vice-versa. For several years, the academic senate at each campus has operated its equivalency process independently. Then, in 2018-2019, the academic senates worked together to craft AP 7211 ([Ev. 12](#)) on equivalency, which established a joint District equivalency committee.

All candidates in the part-time faculty discipline pools are subject to initial screening by HR staff for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions (see III.A.2 below for more detail.)

Announcements for unfilled positions at the College appear on the District website ([Ev. 13](#)). The list of positions includes those for full-time faculty, staff, and administration, part-time (i.e., adjunct) faculty, short-term (i.e., hourly) staff positions, student workers, professional experts, and interim positions. Applicants apply online through the District's ADP management system. Job announcements for all positions include education and experience, knowledge, and abilities necessary to perform the duties of the position. Also included are the documents and materials that applicants must complete (e.g., philosophy of education, work portfolios) and that the hiring committee will evaluate as part of its selection process ([Ev. 14](#)).

The District also advertises open positions in a variety of third-party print and online publications, including *Job Elephant*, *California Community College Registry*, *Indeed.com*, *Higher Ed Jobs*, and *The Chronicle of Higher Education*. Also, the District and colleges send teams to the annual CCC Registry job fair in Los Angeles to meet with those looking for faculty or administrative positions.

To assure the consistency of hiring practices, HR uses an internal hiring document. HR is creating a manual for end-users to further assure the consistency and transparency of hiring practices. HR is also developing a Screening Committee Handbook, expected to be completed by Fall 2021, which incorporates provisions of the District EEO plan and references all State and federal hiring regulations. A draft of this handbook is being vetted through the collegial consultation process along with a "best practices" document for hiring adjunct faculty and hourly employees.

Analysis and Evaluation

The College uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's in California Community Colleges Handbook* to assure that faculty and administrators hold the State mandated qualifications. For full-time faculty positions, discipline faculty may recommend additional minimum qualifications and preferred qualifications that will

appear in the job announcement. For classified professionals, CSEA negotiates the job description for each position, which includes minimum requirements for education, training, and experience.

Minimum qualifications and desired qualifications for job postings are based on the job description determined by the hiring manager in consultation with department members, College administration, the hiring committee, and HR as appropriate.

All campus positions have a role in fulfilling the campus mission to provide quality education and services to a diverse community of learners.

III.A.2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Evidence of Meeting the Standard

As indicated above (III.A.1), CHC uses the most recent edition of the *Minimum Qualifications for Faculty and Administrators in California Community Colleges Handbook* ([Ev. 01](#)), available from the State Chancellor's Office (CCCCO), to determine the minimum educational preparation required for faculty positions in each discipline. These standards have been established by the statewide Academic Senate for California Community Colleges and approved by the State Board of Governors of the California Community Colleges. The search committees often add job-related preferred qualifications. They may also add minimum qualifications beyond those in the State required minimum qualifications.

Administrative Procedure (AP) 7210 (Academic Employees) details the hiring procedures, including development of the job posting and desired qualifications and experience ([Ev. 02](#)). For instructional faculty applicants, a teaching demonstration is usually required on a topic determined by the screening committee. Non-instructional faculty applicants may be asked to give a teaching demonstration, participate in role playing, or give a presentation on a relevant topic determined by the screening committee.

Interview questions at first level interviews are crafted by the screening committee and include questions directed towards not only teaching skills but also how well the applicant can contribute to the campus mission and serve the campus community outside the classroom (AP 7120, *Recruitment and Hiring*, [Ev. 03](#)).

Job postings for instructional faculty positions ask for the applicant to show evidence of skills and experience in such areas as curriculum development, program review, and leadership. Applicants may submit unofficial copies of transcripts during the application process but must submit original transcripts before they can be hired.

The process for hiring part-time faculty is much briefer since part-time faculty positions need to be filled according to need and often in a short time period. Positions for part-time faculty for

disciplines that typically use part-time faculty remain open for application on the District website. There is usually a pool of applicants for these positions. HR staff screens applicants in these pools for sensitivity to diversity and to ensure that they meet the same minimum academic and professional standards as full-time faculty. Applicants for part-time positions are subject to the same equivalency processes as candidates for full-time positions (see III.A.1. above). Applicants for potential part-time faculty positions may be interviewed by a single department chair or a departmental committee. Managers use recommendations from these interviews to make hiring decisions. When possible, applicants for part-time positions may be required to demonstrate teaching, counseling, librarianship, or other job-related skills to exhibit their ability to work effectively with CHC's student population.

The District HR department maintains internal documentation of all full-time hiring procedures for HR employees. The HR department is developing an external document of management procedures to guide hiring managers through the process and a Screening Committee Handbook.

Analysis and Evaluation

Crafton Hills College has well-defined processes that are detailed in APs 1710 and 1720 to ensure faculty hired meet minimum qualifications and possess skills and experience that will help the College meet its mission and vision. The District Human Resources department has internal documentation of hiring processes to ensure consistency in hiring and is working on documents to provide additional guidance, which are identified in Standard III.A.1 (above).

III.A.3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

Evidence of Meeting the Standard

As it does for faculty hiring, the College uses the most recent edition of the *Minimum Qualifications for Faculty and Administrator's* in the *California Community Colleges Handbook*, available from the State Chancellor's Office (CCCCO), to determine the appropriate degrees and qualifications for administrators (AP 7210, Academic Employees, [Ev. 01](#)). Administrative Procedure (AP) 7250 ([Ev. 02](#)), for educational administrators, and AP 7260 ([Ev. 03](#)), for classified supervisors and managers, detail the hiring procedure, including development of the job posting, minimum and desired qualifications, and experience. These APs also indicate the composition of selection committees. Applicants for these positions may submit unofficial copies of transcripts during the application process but must submit original transcripts before they are hired.

Analysis and Evaluation

San Bernardino Community College District policies and procedures, the HR office, and the manner that CHC conducts the process for hiring administrators ensure that candidates hired possess the qualifications necessary for the position, and that those hired will continue to support institutional effectiveness, academic quality, and student success.

III.A.4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard

Administrators and faculty (both full-time and part-time) must meet minimum qualifications defined by the state in the *Minimum Qualifications for Faculty and Administrators* in the *California Community Colleges Handbook*, provided by the California Community Colleges Chancellor's Office (AP 7210 -- Academic Employees, [Ev. 01](#)). The District also recognizes equivalent qualifications (Ev. AP 7211 -- Faculty Service Area and MQs, [Ev. 02](#)), as described above (III.A.3). For claims of equivalency by applicants for faculty positions, HR relies primarily on the College's Academic Senate, in consultation with administration, to determine equivalency of degree titles or experience, based on an examination of an applicant's transcripts (Ev. AP 7211 -- Faculty Service Area and MQs, [Ev. 02](#)).

Equivalency is recognized Districtwide. Faculty granted equivalency at CHC also receive equivalency at SBVC and vice-versa.

Foreign degrees may be considered equivalent to those from the U.S. The HR department requires applicants for academic and administrative positions with foreign degrees to provide a foreign transcript equivalency from an approved third-party agency (see Standard III.A.1. above). In addition, the applicant must show proof that the institution that awarded the degree "...is accredited in its country of operation or in the United States" (AP 7211). This requirement is included in the District's job announcements.

Analysis and Evaluation

The District Human Resources (HR) office processes are published for all applicants to read and ensure that applicants for all positions in the District possess the appropriate degree required by the State and the District to be offered the position for which he/she will be considered. The Academic Senate and College administration carry out their respective, collaborative roles in the hiring process as set forth in District policy and procedures.

III.A.5. 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.

Evidence of Meeting the Standard

Policies and procedures for performance evaluations of faculty and classified professionals -- including the cycle, criteria, and process -- are contractual items negotiated with local bargaining units: CTA for faculty ([Ev. 01](#), see Article 16, p. 33) and CSEA for classified employees ([Ev. 02](#), see Article 13, p. 28). Policies and procedures for the evaluation of academic and classified managers appear in Administrative Procedure (AP) 7150 (Evaluation, [Ev. 03](#)). This AP and the CTA and CSEA contracts establish timelines, responsible parties, evaluation instruments, and the composition of evaluation teams. AP 7150 and the referenced contracts further define the steps to be taken if an evaluation indicates employee deficiencies. Such corrective measures include

professional development opportunities and support from CTA, CSEA, academic senate or mentor, as appropriate.

The District Chancellor is evaluated according to BP ([Ev. 04](#)) and AP 2435 ([Ev. 05](#)).

Newly hired full-time faculty and administrators are evaluated every year during their four-year probationary period. Full-time regular contract (i.e., tenured) faculty and administrators are evaluated at least once every three years, part-time faculty at least once every six consecutive semesters, and classified employees at least once every three years. Evaluations may be conducted more frequently if warranted.

The evaluation summary forms for classified staff ([Ev. 06](#)), faculty ([Ev. 07](#)), and managers ([Ev. 08](#), see pp. 2-3) provide for a comprehensive assessment of performance. These forms also include a section for the evaluating manager to note any areas that need improvement, recommendations for appropriate professional development, and an outline of any plans for improvement.

Since 2008, there has been no revision of the classified staff or management evaluation instruments and processes. However, negotiations between the District and the faculty bargaining unit (CTA) regarding revision to the faculty evaluation instruments to include SLO assessment information in faculty evaluations occurred between 2009 and 2011. The Tools Committee, an ad hoc group that focuses on the means of evaluation, developed a recommendation to revise the faculty evaluation to include a self-reflection of the faculty member's participation in outcomes assessment (SLOs and SAOs) and dialogues related to assessment. After discussion, the District and the bargaining unit leadership agreed to negotiate this recommendation, and as a result, the self-evaluation form for all faculty has a question about whether the faculty member being evaluated self-reflected on SLOs.

Also, the District's local CTA characterized SLO assessment as a workload issue, while at the same time, the District intended to remain compliant with the 2008 Commission standards regarding SLOs. So, in 2012, the Board signed a Memorandum of Understanding between the District and the faculty bargaining unit (CTA/NEA) intended to resolve this issue (III.A.11). The District agreed to increase the salary of full-time faculty by one percent and provide compensation to part-time faculty for their participation in the assessment and documentation of SLOs, SAOs, and PLOs in the College's defined assessment processes. This agreement is now part of the District-CTA agreement ([Ev. 09](#), see p. 15). Moreover, faculty are required to submit their SLO documentation at the end of each spring semester ([Ev. 10](#), see pp. 23 and 26). The evaluation tool for full- and part-time faculty was revised to include a self-reflection of their participation in outcomes assessment ([Ev. 11](#), see page 103).

Although the content of evaluation forms varies by employee classification, all managers and faculty provide a self-evaluation and have the opportunity to comment on their interpersonal communication skills, their participation the campus community and furtherance of the College mission, and their dedication to student success. All faculty and managers complete a self-evaluation that allows them to comment on their strengths in performing their duties, which contribute to the College mission and student success. Classified employees also have the opportunity to provide comments on their evaluation.

All employee positions are stored in EPICS. Information in this program is used to generate a spreadsheet that incorporates timelines that HR uses to track positions through the evaluation process. HR is responsible for the tracking of employee evaluations according to the regular cycle. This office notifies managers about which employees are due for evaluation and provides the dates by which evaluations must be completed and sent to HR ([Ev. 12](#), [Ev. 13](#), [Ev. 14](#), [Ev. 15](#)). HR has verified that evaluations for all personnel are up to date.

Evaluation processes seek to encourage improvement and development. The classified evaluation has a specific area dedicated to employee development if needs for improvements are identified in the evaluation ([Ev. 16](#)). In addition, the CTA evaluation includes a requirement that if deficiencies are identified, the evaluator is required to provide specific written recommendations for improvement ([Ev. 17](#)). In addition, there is a specific form that supervisors complete when they identify areas that need improvement ([Ev. 18](#)). Equally important, HR has also developed a Performance Improvement Plan (PIP) template that focuses on improvement ([Ev. 19](#)). In order to ensure that actions are taken in a formal, timely, and documented manner, evaluations are tracked through EPICS, and HR regularly follows up with managers to ensure that evaluations are formal, timely, and documented. Moreover, HR reviews every file for accuracy and to confirm that it meets the requirements of this standard.

Analysis and Evaluation

District policies and procedures and HR processes assure that District employees undergo systematic evaluation on a regular basis. Criteria for evaluating all personnel are thorough and designed to improve performance of duties when shortcomings are revealed. Evaluation results and actions taken in response to those results are formal, timely, and documented.

~~**III.A.6. ——— valuation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning. (Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.)**~~

[Skip Standard III.A.6. Continue responses with Standard III.A.7)

III.A.7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Crafton Hills College employs well qualified full- and part-time faculty to provide instruction and instructional support services. Although the District as a whole is meeting the faculty obligation number (FON) established by the Governing Board for California Community Colleges, the full-time to part-time faculty ratio at Crafton Hills College has been below 50 percent since 2011-2012. Specifically, from 2014-2015 to 2018-2019 the recommended 75/25 ratio has ranged from 35.7 to

38.6 indicating that the percent of the credit load taught by FT faculty is approximately 36% - 39% ([Ev. 01](#)).

The CHC Office of Institutional Effectiveness, Research, and Planning provides annual data for full-time equivalent faculty (FTEF) that departments use in the program planning and review (PPR) process for both the annual and four-year program cycle. Departments also use weekly student contact hours to full-time equivalent faculty (WSCH/FTEF) and student success and retention data for planning annual needs assessments and full program reviews ([Ev. 02](#)). In the last five years the number of full-time faculty has increased from 69 in Fall 2015 to 76 in Fall 2019, a 10 percent increase. The number of students has also increased by 10 percent.

Each spring, the Program Review and Planning Committee (PPRC) reviews the prioritized list of full-time faculty growth positions ([Ev. 03](#)). These rankings are prioritized separately by the Academic Senate Chairs Council and administrators. Both of these groups may alter the rankings in light of institutional priorities ([Ev. 04](#)). The ranked list of recommended new positions is sent to the President's Cabinet and to Crafton Council for review and input to the President ([Ev. 05](#)). The President makes the final decision on the faculty hiring priority list, which is implemented if funds become available and the District Chancellor approves it.

In the event of a vacancy in a full-time faculty position, the funding for that position remains in the department's or program's budget and the department/program may file a request to fill that position as soon as possible. However, if there is either not enough load and/or a greater need for filling another position within the area, the full-time faculty in that discipline, instructional dean, Vice President of Instruction, and Academic Senate President will review and provide a recommendation to the President to fill another position within the area. Every effort is made to always have at least one full-time faculty member for each instruction discipline.

The District also has negotiated a reduction-in-force (RIF) procedure in the event that District revenues are substantially reduced ([Ev. 06](#), see Article 21). This procedure is designed to ensure that necessary reductions in faculty are done in a way that allows departments to remain as well staffed with full-time faculty as possible while also protecting faculty with the most tenure. This procedure has never been implemented.

Analysis and Evaluation

Through its PPR process, the College assesses the need for additional full-time faculty and ranks faculty growth requests according to greatest institutional need. Lack of ongoing funding has limited growth over the past several years. The District's RIF procedure protects the integrity of the educational program.

III.A.8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Administrative Procedure (AP) 7210 (Academic Employees, [Ev. 01](#)) defines employment procedures for part-time (i.e., adjunct) faculty. The CTA-District Agreement governs the evaluation and seniority ranking of part-time faculty ([Ev. 02](#), see p. 21). Part-time faculty undergo evaluation on a regular basis. Those whose evaluations are satisfactory gain seniority that requires that the College give them “first consideration” for teaching assignments not filled by full-time, contract faculty.

The College conducts an orientation session before the beginning of each semester for part-time faculty that includes a welcoming and general information session, breakout sessions for professional development, division and department meetings, and an orientation session for part-time faculty who have not taught before at the College ([Ev. 03](#), [Ev. 04](#)). Part-time faculty are invited to division and department meetings as well as professional development activities.

The Academic Senate has a process for the election of up to four part-time senators ([Ev. 05](#)). Also, part-time faculty select a member of their constituency to serve on the District CTA board.

Part-time faculty are encouraged to take advantage of professional development activities both on and off campus ([Ev. 06](#)). The District provides additional compensation for up to four hours of professional development (PD) time at the non-instructional rate ([Ev. 07](#), see p. 15). The maximum PD time that can be compensated is eight hours per semester and is based on load. As part of the District-CTA contract, office hours for part-time faculty are required based on load, and five more hours for conferencing with students outside of class time.

Analysis and Evaluation

The District has clear policies and procedures for hiring and evaluating part-time faculty. Part-time faculty members have full access to professional development activities, including part-time orientation, which takes place just prior to fall and spring semesters. Part-time faculty are compensated for professional development in accordance with the District-CTA Agreement. Part-time faculty can participate in the collegial consultation process through the Academic Senate, and a part-time faculty member serves on the CTA board.

III.A.9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Every program or unit at the College completes an annual program planning review (PPR) plan identifying any positions needed for the coming fiscal year. Needed positions could be new positions or positions that are vacant at the time of the review. Once the positions are identified, they go through the strategic PPR process ([Ev. 01](#)). Various strategic planning committees make recommendations to the College President, who makes final decisions on staffing after conferring with his cabinet. Human Resources may also perform a needs assessment and make recommendations for positions, changes, and reorganizations.

All classified growth positions are ranked by the PPR committee ([Ev. 02](#), [Ev. 03](#)). These rankings serve as advisory to the College President when growth funding is available or when resignation or retirement create an opportunity to reallocate funding to another department. All positions are subject to funding decisions.

Analysis and Evaluation

Through the PPR process, the campus effectively assesses the need for additional classified staff and ranks classified growth requests according to greatest institutional need. Lack of ongoing funding has limited growth over the past several years.

III.A.10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

Administrative positions go through the same planning and program review process that all positions go through. As described above (III.A.9), these positions are prioritized through the planning and program review (PPR) process and are reviewed and prioritized by the President after conferring with his cabinet ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)).

Analysis and Evaluation

Crafton Hills College uses a PPR process to prioritize administrative positions needed to provide continuity and effective administrative leadership. The College has enough administrators to supervise the services that support the College mission.

III.A.11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

The Board policies (BPs), administrative procedures (APs), and agreements (i.e., contracts) between the District and its two main bargaining agencies, CTA and CSEA, are available on the District website ([Ev. 01](#)). Human Resources (HR), CTA, and CSEA email announcements and presentations guide employees to BPs, APs, and contracts as appropriate. HR includes information about union contracts and District policy and procedure at orientations for all new employees. In addition, HR provides training on policy interpretation for new HR employees.

HR, the academic senate of each college, and collective bargaining agents regularly review Board policies and procedures related to employment, working conditions, evaluation of performance, and other employee related matters. The District Assembly (DA), a participatory governance body that includes District and college representatives, reviews all Board policies and procedures that govern HR on a ten-year cycle, whereby ten percent of the policies are reviewed each year. Recommendations for change are sent to the Board ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#), [Ev. 05](#)).

In addition, the District updates BPs and APs when necessary to meet legal requirements because of changes in State or federal law or regulations. Changes to BPs & APs out of cycle may be

brought to the District Assembly for consideration by any constituency at any time during the regular academic year ([Ev. 6](#)). Review of and changes to BPs and APs is a collegial process that involves both campus communities, and any recommended changes must receive final approval by the Board of Trustees before being adopted.

The San Bernardino Community College District (SBCCD) seeks to maintain policies and procedures that assure District employees that they will be treated in an ethical manner. To encourage adherence to this commitment, the District has selected Lighthouse Services to provide a means for any employee or student to report activities that may violate SBCCD ethics policy or federal or State laws. A form for employee or student complaints is available from the *Compliance Hotline* link on the District website ([Ev. 7](#)). Employees may also use the SBCCD Community Suggestion box.

All administrative policies regarding personnel are posted on the District website. Internal policies and procedures can be found on the Human Resources website and the employee-only District Wiki page.

Analysis and Evaluation

District policies, procedures, and contracts are readily available online from the District website. HR has developed FAQs by topic that refer employees to the appropriate BP, AP, or contract. HR conducts frequent trainings and provides information on employee benefits, internal employment opportunities, and training opportunities via email. Employees and students have a means by which to lodge a complaint or offer a suggestion.

III.A.12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The SBCCD is committed to the principles of equal employment opportunity and has implemented a comprehensive program to put those principles into practice in accordance with Board Policy (BP) 3410 (Nondiscrimination, [Ev. 01](#)). This policy ensures that all qualified applicants for employment and all employees have full and equal access to employment opportunities and are not subjected to unfair discrimination in any program or activity.

The District is committed to providing opportunities without regard to national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, pregnancy, or military and veteran status, or because an applicant is perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#)).

The District's screening and selection procedures are consistent with all the requirements set forth in Section 53024 of Title 5 of the California Code of Regulations. Specifically, all screening and selection techniques, including the procedure for developing interview questions and the selection

process as a whole, is designed to avoid an adverse impact, as defined in Section 53001(a) of Title 5 of the California Code of Regulations, and monitored by means consistent with this section to detect and address any adverse impact which does occur for any monitored group ([Ev. 05](#), see pp. 17-22).

The EEO (Equal Employment Opportunity) Advisory Committee and Human Resources reviews the District's EEO Plan annually ([Ev. 06](#)), and an update is provided to the State Chancellor's Office every three years ([Ev. 07](#), pp. 143-149). The EEO Advisory Committee is responsible for assisting the District in implementing the plan and seeks to include a diverse membership. Ex-officio members include the EEO Officer, the Title IX Officer, the ADA Compliance Officer, and the Director of Human Resources ([Ev. 08](#), [Ev. 09](#)).

Human Resources (HR) annually collects employee demographic data and monitors applicants for employment on an ongoing basis in order to evaluate the implementation of its EEO plan and to provide data needed for the analyses required by Sections 53003, 53006, 53023, and 53024 of Title 5 of the California Code of Regulations. The District reports these data on employees of the District to the State Chancellor ([Ev. 10](#), [Ev. 11](#)).

HR reviews these data to determine if significant underrepresentation of a monitored group may be the result of non-job-related factors in the employment process. HR uses the following analyses in this review:

- Longitudinal analysis of data regarding job applicants to identify whether over multiple job searches, a monitored group is disproportionately failing to move from the initial applicant pool to the qualified applicant pool
- Analysis of data regarding potential job applicants, to the extent provided by the State Chancellor, which may indicate significant underrepresentation of a monitored group
- Analysis pursuant to Section 53003(c)(7) of Title 5 of the California Code of Regulations to determine whether a group is significantly underrepresented.

At the College-level, CHC's Comprehensive Master Plan identifies inclusiveness as one of the College's strategic directions and establishes the goal to "seek, welcome and respect diversity, and promote inclusiveness" ([Ev. 12](#), see Strategic Direction 2, p. 30). While the objectives corresponding to this goal do not explicitly address diversity among employees, a consequence of this goal has been a renewed interest in assessing issues of equity and diversity among students and employees. The CHC Educational Master Plan includes demographic data of the number and percent of employees by position, gender, and ethnicity.

Analysis and Evaluation

District policies and procedures establish the District's value of equity in hiring. All recruiting, screening, and hiring procedures are designed to avoid any adverse impact. The District HR office conducts analyses to determine whether any group appears to be adversely impacted so that the District may take corrective measures. CHC's Comprehensive Master Plan includes the College's value of equity and inclusiveness.

III.A.13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Administrative Procedure (AP) 3050 (Institutional Code of Ethics) states the following:

The District recognizes its responsibility and obligation to the public and to the students it serves to conduct its business with honesty, integrity, professionalism, and quality in the performance of those operations and functions necessary to achieve its established mission and philosophy as described in board policy. To that end, the District is committed to public accountability and transparency. The Institutional Code of Ethics applies to all employees of the District. Employees of the District share the fundamental responsibility to always act with integrity and in a manner that reflects the best interests of the District and its students.” ([Ev. 01](#), AP 3050).

This AP then specifies expected behavior in various activities:

- Use of District Resources
- Relationship with Vendors
- Conflict of Interest
- Maintenance of Accurate Accounts and Records
- Maintenance of Confidentiality
- Employment Practices

It ends with a section on consequences for violations of these provisions.

On the college level, CHC’s mission, vision, and values statements identify values that express the College’s guiding principles. These are widely disseminated in such publications as the College Catalog and apply to all College employees. Also, the academic and classified senates and the management team have adopted their own codes of ethics statements. Each appears below:

Academic Senate: The CHC Academic Senate has a five-part ethics statement available on the College webpage ([Ev. 02](#)).

Managers ([Ev. 03](#)): “Managers will act with integrity by demonstrating sincerity, honesty, and dependability. We will aim for excellence in all we do and will focus on the best interests of our students. Our levels of professionalism will serve as a model throughout the institution.”

Classified Senate ([Ev. 04](#)): CHC’s Classified Senate’s Code of Ethics is available on the Crafton Hills College Classified Senate web site.

Board of Trustees. The ethical behavior expected of a member of the Board of Trustees of the SBCCD is specified by BP 2715 (Code of Ethics – Standards of Practice, [Ev. 05](#)). *The Orientation and Development for Community College Trustees* and the *Trustee Handbook* used for trustee orientation also include information on Board ethics (see IV.C.1).

Analysis and Evaluation

Each employee category has discussed the issue of ethical behavior. Members of the Board of Trustees, managers, faculty, and classified employees have ethics statements endorsed by their respective representative District or College organizations. The ethics statement for faculty is featured prominently on the Academic Senate website. All of the statements referenced above are available from the College webpage.

III.A.14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The College's mission statement is as follows: "The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning." This commitment applies to not only students but also employees of the College. The College's Comprehensive Master Plan states, "Crafton Hills College is committed to developing the full potential of every employee....Crafton Hills College will continue to provide and enhance opportunities for its employees to grow professionally and be happy working here" ([Ev. 01](#)). In accordance with this goal, the College provides a robust professional development program for faculty and classified staff. The Professional Development website ([Ev. 02](#)) includes information that faculty and classified staff need to take advantage of professional development opportunities, including funding request forms, YouTube videos, free online webinars, on-demand seminars, and information about the Professional Development Committee (PDC), which makes recommendations about the professional development program.

The PDC is a College committee whose membership includes faculty, administrators, classified staff, and students. This committee is charged with involving

...the entire campus in learning activities characteristic of the very best teaching and learning organizations. The Committee places the highest value on activities that help people to realize their individual and collective aspirations, raise the quality of their reflection and conversation, and hone their conceptualizations of the larger system in which their work is situated. In addition, the Committee actively seeks to help people to take advantage of learning opportunities with other institutions, organizations, and professional networks that fulfill our mission as a community college. ([Ev. 03](#))

An example of professional development activities that has a direct effect on the College is a presentation from Dr. Craig Justice to the faculty chairs on how block scheduling was used at his college to improve the scheduling system and provide more consistency to help students plan.

Faculty and staff development activities are coordinated by the Coordinator of Professional Development, a faculty position that provides 50 percent reassigned time. The Coordinator works

with the College's PDC on developing a program for faculty and staff. This group uses survey results to develop a program of relevant activities. It occasionally works with the professional development counterparts from San Bernardino Valley College to provide inclusivity. The professional development program includes activities intended for instructional improvement, such as in-service training sessions, workshops, professional conferences and seminars, and approved individual or small group projects.

Full-time faculty are required to participate in four days (24 hours) of professional development activities, referred to as *FLEX* time (see District-CTA Agreement, Article 13, Sect. A) in addition to their required work schedule (177 days per year). Activities or events that contribute to "Staff, Student, and Instructional Improvement" are considered to be applicable toward satisfying the Flex Calendar Obligation. Administrators and classified staff may request time from supervisors during their work schedules to participate in optional professional development activities, although some activities may be required, such as presentations on sexual harassment or safety.

The College assesses employee satisfaction every two years. The Fall 2018 Employee Campus Climate survey showed that 86 percent of respondents felt that they were treated with respect, and 71 percent felt satisfied with the work that they do at Crafton (see I.A.2).

Analysis and Evaluation

Professional development is regarded as a necessity. The District requires faculty to participate in at least four days of professional development. The College encourages participation in professional development activities by supporting the Professional Development Committee and a Professional Development Coordinator. This committee and the Coordinator have developed a rich program of professional development activities.

III.A.15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Evidence of Meeting the Standard

The District Human Resources (HR) department ensures fairness in all employment procedures and assures the security and confidentiality of personnel records. HR is responsible for maintenance of personal, sensitive, and collective bargaining information in accordance with District regulations ([Ev. 01](#)).

According to law, personnel records should be private, accurate, complete, and permanent. Any derogatory information may not be entered into an employee's personnel record unless and until the employee is given notice and has had an opportunity to review and comment on that information. District employees have the right to respond to -- and have their own comments attached to -- any derogatory statement. Reviews of personnel files to resolve relevant issues must take place during normal business hours, and the employee's supervisor must release the employee from duty without penalty for this purpose ([Ev. 01](#)).

Complaints regarding confidentiality can be filed directly with HR or through the District's anonymous compliance hotline ([Ev. 02](#)).

Analysis and Evaluation

According to law, the District assures the security and confidentiality of all personnel records. Each employee may access her/his personnel file upon request.

Conclusions on Standard III.A. Human Resources

The SBCCD has policies and procedures that assure that it hires administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support District and College programs and services. The qualifications and criteria used for selecting applicants are published on the District website and relate to fulfilling the mission of the District and College. The steps in the hiring process are also clearly stated as are directions for application online. The qualifications include the ability to work with a diverse student population, which is a value of the District and CHC. The College provides for professional development opportunities for employees. All employee records are confidential and handled with care.

Improvement Plan(s)

Activity	Sub-Standard(s)	Responsible Party	Timeline	Anticipated Outcome
Create a manual for screening committee participants of hiring practices	III.A.1, III.A.2	Human Resources	Fall 2021	Further assure the consistency and transparency of hiring practices

Evidence List

Standard III.A.1

- III.A.1.01. [SBCCD Function Map](#)
- III.A.1.02. [BP 7120 - Recruitment and Hiring](#)
- III.A.1.03. [AP 7120 - Recruitment and Hiring](#)
- III.A.1.04. [AP 7210 Academic Employees](#)
- III.A.1.05. [AP 7230 - Classified Employees](#)
- III.A.1.06. [AP 7240 Confidential Employees](#)
- III.A.1.07. [AP 7250 - Educational Administrative Employees](#)
- III.A.1.08. [AP 7260 - Classified Supervisors and Managers](#)
- III.A.1.09. [SBCCD Career Opportunities](#)
- III.A.1.10. [AP 7210 Academic Employees](#)
- III.A.1.11. [MQs for Faculty and Administrators in CCC: 2018 Handbook](#)
- III.A.1.12. [AP 7211 - Faculty Service Area, Minimum Qualifications, and Equivalencies](#)
- III.A.1.13. [Human Resources Web Site](#)
- III.A.1.14. [SBCCD Career Opportunities](#)

Standard III.A.2

- III.A.2.01. [MQs for Faculty and Administrators in CCC: 2018 Handbook](#)
- III.A.2.02. [AP 7210 Academic Employee](#)
- III.A.2.03. [AP 7120 - Recruitment and Hiring: Questions](#)

Standard III.A.3

- III.A.3.01. [AP 7210 - Academic Employees - MQs](#)
- III.A.3.02. [AP 7250 - Educational Administrators - Hiring Qualifications](#)
- III.A.3.03. [AP 7260 - Classified Supervisors - Hiring Qualifications](#)

Standard III.A.4

- III.A.4.01. [AP 7210 Academic Employee](#)
- III.A.4.02. [AP 7211 - Faculty Service Area, Minimum Qualifications, and Equivalencies](#)

Standard III.A.5

- III.A.5.01. [CTA Bargaining Agreement - Evaluation](#)
- III.A.5.02. [CSEA Bargaining Agreement - Evaluation](#)
- III.A.5.03. [AP 7150 - Evaluation](#)
- III.A.5.04. [BP 2435 - Evaluation of the Chancellor](#)
- III.A.5.05. [AP 2435 - Evaluation of the Chancellor](#)
- III.A.5.06. [CSEA Evaluation Template](#)
- III.A.5.07. [CTA Evaluation Template](#)
- III.A.5.08. [Manager Evaluation](#)
- III.A.5.09. [CTA Bargaining Agreement - SLOs \(page 15\)](#)
- III.A.5.10. [CTA Bargaining Agreement - SLOs \(pages 23 and 26\)](#)
- III.A.5.11. [CTA Bargaining Agreement - SLOs \(page 103\)](#)
- III.A.5.12. [HR Email CSEA Evaluations 1](#)
- III.A.5.13. [HR Email CSEA Evaluations 2](#)
- III.A.5.14. [HR Email CSEA Evaluations 3](#)
- III.A.5.15. [HR Email CSEA Evaluations 4](#)
- III.A.5.16. [Classified Evaluation - Improvement](#)
- III.A.5.17. [CTA Evaluation - Improvement](#)
- III.A.5.18. [CTA Evaluation Improvement Form](#)
- III.A.5.19. [Performance Improvement Plan Template](#)

Standard III.A.6

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

Standard III.A.7

- III.A.7.01. [CHC 75/25 ratio](#)
- III.A.7.02. [BORG Dashboards for PPR](#)
- III.A.7.03. [PPR May 20, 2019 Minutes - Prioritization](#)
- III.A.7.04. [Faculty Department Chairs February 21, 2020 Minutes - Faculty Prioritization](#)
- III.A.7.05. [Faculty Hiring Prioritization Process](#)
- III.A.7.06. [CTA Bargaining Agreement - RIF Article 21](#)

Standard III.A.8

- III.A.8.01. [AP 7210 - Part-Time Faculty Hiring Procedure](#)
- III.A.8.02. [CTA Contract - Adjunct Seniority Process](#)
- III.A.8.03. [Fall 2019 Flex Schedule](#)
- III.A.8.04. [Spring 2020 Flex Schedule](#)
- III.A.8.05. [AS By-Laws Part-Time Faculty Representation](#)
- III.A.8.06. [Online Part-Time Faculty Resources](#)
- III.A.8.07. [CTA Bargaining Agreement - Part-Time Faculty PD](#)

Standard III.A.9

- III.A.9.01. [PPR Prioritization Process](#)
- III.A.9.02. [Informer Dashboard - Prioritized Objectives](#)
- III.A.9.03. [Informer Dashboard - Prioritized Objectives](#)

Standard III.A.10

- III.A.10.01. [PPR Prioritization Process](#)
- III.A.10.02. [Informer Dashboard - Prioritized Objectives](#)
- III.A.10.03. [Informer Dashboard - Prioritized Objectives](#)

Standard III.A.11

- III.A.11.01. [SBCCD Web Site](#)
- III.A.11.02. [AP 2410 - BP/AP Ten Year Review Cycle](#)
- III.A.11.03. [District Assembly Purpose - Policies and Procedures](#)
- III.A.11.04. [2019-2020 AP/BP Review Cycle](#)
- III.A.11.05. [2019-2020 AP/BP Review Progress - Fall 2019](#)
- III.A.11.06. [AP 2410 - BP/AP Review Out of Cycle](#)
- III.A.11.07. [Compliance Hotline Website](#)

Standard III.A.12

- III.A.12.01. [BP 3410 - Nondiscrimination](#)
- III.A.12.02. [EEO HSI Training Presentation for Managers](#)
- III.A.12.03. [EEO 2019 Manager Presentation](#)
- III.A.12.04. [EEO Top 3 Groups - Demographics for Manager Training](#)
- III.A.12.05. [EEO Plan - Recruitment Data \(pages 17-22\)](#)
- III.A.12.06. [EEO Plan](#)
- III.A.12.07. [BOT May 10, 2018 Agenda - EEO Plan](#)
- III.A.12.08. [EEO Committee October 3, 2019 Minutes](#)
- III.A.12.09. [EEO Committee January 22, 2020 Minutes](#)
- III.A.12.10. [EEO Data](#)
- III.A.12.11. [EEO Summary Report](#)
- III.A.12.12. [CHC CMP Strategic Direction 2](#)

Standard III.A.13

- III.A.13.01. [AP 3050 - Institutional Code of Ethics](#)
- III.A.13.02. [Academic Senate Code of Ethics](#)
- III.A.13.03. [Managers Code of Ethics](#)

- III.A.13.04. [Classified Senate Code of Ethics](#)
- III.A.13.05. [BP 2715 - Code of Ethics/Standards of Practice](#)

Standard III.A.14

- III.A.14.01. [CHC CMP Strategic Directions](#)
- III.A.14.02. [CHC Professional Development Web Site](#)
- III.A.14.03. [CHC Professional Development Committee Charge and Membership](#)

Standard III.A.15

- III.A.15.01. [AP 7145 Personnel Files](#)
- III.A.15.02. [HR Compliance Hotline](#)

B. Physical Resources

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

Evidence of Meeting the Standard

Crafton Hills College assures safe and sufficient physical resources at its campus. Its campus facilities are designed and constructed to assure access, safety, security, and a healthful learning and working environment, and they are well maintained by the College Maintenance and Operations department. The College offers a small number of classes at area high schools in accordance with its partnership programs with area K-12 school districts for students of those schools. The classrooms where these classes are offered are maintained by their respective host school districts and meet CHC standards.

In cooperation with design professionals, the Vice President of Administrative Services submits plans for facilities improvement projects to the Division of State Architects (DSA) for review and approval. This agency assures that plans comply with codes for building structure and fire-life safety and the Americans with Disabilities Act (ADA).

As mandated in the District Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate when an unsafe condition is reported to them or when an employee is injured ([Ev. 01](#), see p. 3). Reports of those inspections and investigations are forwarded to the appropriate department for any needed corrective action.

The CHC Safety Committee meets each month to discuss health and safety related issues and recommend solutions to any problems that have been identified. Committee agendas include various safety projects, training reports, status of safety plans and records, condition of facilities, emergency preparedness drills, and reports on safety related issues from Maintenance and

Operations, Police, and the student Health and Wellness Center ([Ev. 02](#)). The committee makes requests and recommendations to resolve safety issues.

To secure a healthful learning and working environment, the College collaborates with the District Safety Officer to develop and update when necessary College and District safety plans ([Ev. 03](#)). These include the following:

- Illness and Injury Prevention (IIPP) Safety Program
- Aerial Work Safety Program
- Asbestos Operations and Maintenance Program
- Bloodborne Pathogens Safety Program
- Chemical Hygiene Program
- Fall Protection Safety Program
- Communicable Disease Safety Program
- Confined Space Entry Safety Program - Non-Permit Required
- Fire Prevention, Life & Safety Program
- Forklift - Powered Industrial Truck Safety Program
- Formaldehyde Program
- Hazard Communication Safety Program - Employee Right To Know
- Hazardous Waste Management Program
- Hearing Conservation Safety Program
- Heat Illness Safety Program
- Lockout/Tagout (LOTO) Safety Program
- Respiratory Protection Program
- Sewer Management Program - SBVC/CHC - 2016
- Spill Prevention Control and Countermeasure Program
- Utility Safety Program

In addition to the work order and inspection processes used by the Maintenance Department, the College addresses matters of access, safety, and security through supervisor inspections; safety training; risk management inspections performed by consultants; permit compliance; a hazardous materials removal program; maintaining building captain supplies, first aid supplies, and trauma kits; maintaining a chemical inventory; and emergency preparedness activities ([Ev. 04](#), [Ev. 05](#), [Ev. 06](#), [Ev. 07](#), [Ev. 08](#), [Ev. 09](#)). The Safety Committee also works with the Vice President of Administrative Services and the assigned building captains to conduct two emergency evacuation drills annually.

In addition, the District is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which requires members to conduct regular evaluations and safety inspections, and to report findings to the Authority. Real property valuations must be updated annually using industry-recognized measures. Also, a certified appraiser conducts a complete field appraisal every five years. An outside qualified loss prevention specialist, who must be an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection once every two years. The loss prevention specialist conducts a follow-up audit during the years that an inspection is not required in accordance with the schedule ([Ev. 04](#)).

Another aspect of assuring safety is the inspections and permitting requirements for new construction, building renovations, and building system improvements. Permitted equipment includes gasoline pumps, conveyances, fire suppression systems, boilers, generators, backflow devices, and hazardous material. These services are carried out by agencies that include Southern California Air Quality Management District (SCAQMD), Division of State Architects (DSA), and the California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The College also attends to environmental concerns regarding hazardous material removal. Licensed contractors regularly remove industrial, chemical, and biochemical wastes from the campus in accordance with applicable laws, regulations, and the College and District safety plans. Waste is removed from the campus on a quarterly schedule. These operations are managed by the College Custodial department. When required, hazardous materials within buildings -- such as asbestos, lead, and PCBs (printed circuit boards) -- are removed by certified and licensed abatement contractors in accordance with applicable laws and regulations ([Ev. 10](#)).

The Custodial department also maintains a campus-wide recycling program that was established in 2007. The program includes recycling receptacles in all buildings used by faculty, staff, and students. The campus community recycles paper, cardboard, plastics, and aluminum cans. This program reduces the amount of material sent to landfills.

To help facilitate adherence to emergency procedures of the Emergency Operations Plan ([Ev. 11](#)) when necessary, the College issues emergency flip charts for all workspaces and classrooms. In addition, each year the College participates in the Great Shakeout evacuation drills ([Ev. 07](#)). Building captains receive training and lead building evacuations ([Ev. 05](#)).

Finally, the campus is patrolled by District police. A security officer and a police officer are on duty during all hours of operation. The police department operates 24 hours a day, seven days a week.

Analysis and Evaluation

Crafton Hills College assures that its buildings and equipment are safe. The College adheres to all laws and regulations that have been established for this purpose. In addition, the College participates in a recycling program. In all, the campus is a safe, secure, and healthful place to work and study.

III.B.2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.

Evidence of Meeting the Standard

Crafton Hills College plans, maintains, and upgrades or replaces its physical resources according to processes that assure the high quality of buildings and equipment needed to support its programs and services and fulfill its mission. The College incorporates action planning by using the program

planning review process (PPR) to identify objectives consistent with the Comprehensive Master Plan (Educational Master Plan and the Facilities Master Plan), which include cleaning and maintenance, projecting cost of ownership (ongoing operational costs and replacement of facilities and equipment), and sustainability ([Ev. 01](#), [Ev. 02](#)).

Facility Master Plan (FMP). CHC has planned facilities consistent with the goals of its Educational Master Plan (EMP). In an effort to increase educational effectiveness, CHC is actively implementing the Facilities Master Plan. This process is ongoing. The plan prioritizes the projects of the campus based upon educational needs and occupant safety. Projects have been funded through a combination of State and local bond funding. A list of completed projects appears below.

In spring 2016, CHC's Facilities Master Plan Committee, which is made up of members of the Crafton Council and contracted consultants, began revisions to the 2011 Facilities Master Plan. This committee is charged with updating/revising the Facilities Master Plan (FMP) and prioritizing projects based upon the priorities identified in the EMP and available funding. In this way, the FMP aligns with the goals of the EMP ([Ev. 02](#)). Together they form the Comprehensive Master Plan ([Ev. 02](#)).

With the funds approved through local bonds, CHC is implementing the highest priority projects that have been identified in the 2017 FMP. These projects are now in the planning stage (see IIIB.1.A.3). Additional funding will be required to reach the full planned build-out of the campus. Currently, property values of the surrounding areas are rising, a trend which will likely increase the ability for the District to issue another series of bonds. This anticipated infusion of bond money would provide most of the additional funding necessary to complete the immediate needs of the campus. The 2017 FMP quantifies the amount and type of space needed to deliver future programs of instruction. The EMP provides the basis for planning and decision-making in campus facilities development. The 2017 FMP translates these goals, actions, and needs into a holistic and implementable vision of the future campus.

The following projects have been completed over the last six years:

- 2014 Library Demo
- 2014 High Voltage Improvements Project
- 2014 Building (BL) 19 KHA Expansion (PE Complex)
- 2015 BL1 M&O Renovation Project
- 2015 BL 9 Performing Arts Center Roof Replacement
- 2015 BL 6 Crafton Center
- 2015 BL 12 Canyon Hall (Science Building)
- 2015 Campus Signage and Wayfinding Project
- 2015 Minor Renovations Improvement Projects (BL 5 West, BL 11 Central Complex 2, BL 13 Arts, BL 15 North Complex)
- 2015 BL 16 Public Safety, Allied Health Building
- 2016 Non-Potable Water Project
- 2017 BL 4 Clock Tower Building Renovation
- 2017 BL 10 Central Complex 1 Renovation

- 2018 BL 9 Performing Arts Center Improvements
- 2019 BL14 Renovation (Print Shop)

Scheduled Maintenance. The College uses the State’s Scheduled Maintenance Program to protect the State's investment in CHC through timely nonrecurring repair and maintenance of the facilities to correct and avoid health and safety hazards, to maintain an environment conducive to learning, and to improve long-term cost effectiveness of facilities operations ([Ev. 03](#)).

Total Cost of Ownership. In 2020, as part of its developmental budget projections, CHC is adapting a financial forecasting tool that integrates projections for anticipated operational expenses for facilities and/or equipment. In addition, the office of Administrative Services has collaborated with ARUP Engineers to develop a total-cost-of-ownership tool to plan for the cost of equipment replacements, building repairs/replacements, and the impacts of each ([Ev. 04](#)).

Originating at the department level, units incorporate consideration of all aspects of their program, including the need for facilities utilization and modifications, into their annual planning and program review. Integration of the FMP, District Strategic Plan, and EMP -- with its resource allocation prioritization -- ensures continued improvement of physical resource planning, assessment, and evaluation.

Analysis and Evaluation

Crafton Hills College has comprehensive, ongoing processes for planning physical resource projects that will meet anticipated needs. The College also has a process for evaluating its need to replace its physical resources, including facilities and equipment, to assure effective utilization and the continuing quality needed to support its programs and services and fulfill its mission.

III.B.3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Evidence of Meeting the Standard

Crafton Hills College assures the feasibility and effectiveness of its physical sources in supporting its programs and services by developing a Comprehensive Master Plan that brings together all available information about the economy and demographics of the College’s service area. This comprehensive plan is developed collegially under the leadership of the Crafton Council, which includes representatives from managers, faculty, staff, and students.

In addition to the Facilities Assessment information in the Facilities Master Plan, a complete assessment of the facilities was completed in 2017. The report of this assessment summarizes the condition of each facility using a scoring system called the Facility Condition Index. This information is being used to evaluate and plan the extent of each renovation and what buildings should be considered for demolition and replacement ([Ev. 01](#)).

The description of how the College maintains and upgrades or replaces its physical resources appears in sub-standard III.B.2 (above). All departments use the annual planning and program review (PPR) processes to indicate needs for physical resources, including supplies, equipment,

and building changes or additions. The College adheres to regular maintenance schedules and uses effective total-cost-of-ownership predictions to develop budgets.

Analysis and Evaluation

Crafton Hills College uses established processes to evaluate the adequacy and condition of its facilities and equipment. Standard III.B.2. (above) describes the process by which CHC maintains and upgrades or replaces its physical resources.

III.B.4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital plans that support institutional improvement goals and reflect projections of total cost of ownership of new facilities and equipment appear in the Comprehensive Master Plan. The following projects are planned to be completed within the next seven years:

- BL (Building) 2 Child Development Center Modernization
- BL3 Crafton Hall Renovation
- BL 5 West Complex Renovation
- BL 7 Student Support Building Improvements
- BL 9 Performing Arts Center Demolition and Replacement
- BL 11 Central Complex 2 Renovation
- BL 13 ARTS Demolition
- BL 15 East Complex Partial Demolition
- BL17 GYM Demolition Project
- New Instructional Building
- Regional Fire Training Center
- Gymnasium and Athletic field Improvements
- Campus Infrastructure Improvements
 - Central Plant Upgrades
 - Exterior Lighting Improvements
 - Irrigation Control Upgrades
 - Campus Risk Mitigation Project
 - Campus Accessibility Improvements

The Maintenance and Operations department has developed campus standards for renovations, remodels, and new construction ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)). These standards were developed in 2012 and have been integrated into the design and construction of each capital improvement/replacement project since then. As it implements the next phase of bond-funded construction, CHC uses a process of updating the 2012 *District Standards* from “lessons-learned” to be included in future capital outlay projects ([Ev. 03](#)). Namely, the College developed standards based on the lessons learned from the implementation of prior bonds. Having a campus standard for HVAC control systems, fire alarms, elevators, security systems, access control, door hardware,

plumbing fixtures, lighting, and lighting controls is essential to maintaining continuity of systems and making them more affordable, operable, and maintainable.

Analysis and Evaluation

Crafton Hills College use carefully developed long-range capital plans that support its institutional improvement goals. The College’s Maintenance and Operations department uses campus standards that are integrated into all building projects to assure that the buildings and equipment that maintains them function well and support the learning and working environment.

Conclusions on Standard III.B. Physical Resources

CHC has robust physical resources that are carefully planned, safe, and well maintained. Facilities support instruction and safety information is up-to-date and shared broadly across campus. Plans for additional physical resources are sound and in accordance with all State regulations and District safety standards.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Provide a list of building captains and those with safety training in an easily accessible location on the website.	III.B.1	Vice President of Administrative Services	Fall 2020	Allow for the easy identification of relevant individuals in the event of an emergency situation

Evidence List

Standard III.B.1

- III.B.1.01. [Illness and Injury Prevention Program](#)
- III.B.1.02. [Safety Committee Minutes and Agenda Website](#)
- III.B.1.03. [Safety Programs](#)
- III.B.1.04. [SWACC Property & Liability Inspection](#)
- III.B.1.05. [Fall 2019 Building Captain Training](#)
- III.B.1.06. [CERT Training Flyer](#)
- III.B.1.07. [CHC Great California Shakeout – Evacuation Drill Timeline](#)
- III.B.1.08. [Crafton Hills College Safety Summary](#)
- III.B.1.09. [In-Service Day Materials Website](#)
- III.B.1.10. [CHC Hazardous Waste Management Plan](#)
- III.B.1.11. [SBCCD Emergency Operations Plan](#)

Standard III.B.2

- III.B.2.01. [2019-2020 Facilities Program Review Plan](#)
- III.B.2.02. [2017 Comprehensive Master Plan](#)
- III.B.2.03. [Crafton Hills College 5 Year Plan Deferred Maintenance 2019-2024](#)

III.B.2.04. [Life Cycle Cost Tool Summary](#)

Standard III.B.3

III.B.3.01. [Facilities Condition Assessment - Executive Summary Report](#)

Standard III.B.4

III.B.4.01. [SBCCD District Standards - Draft Table of Contents](#)

III.B.4.02. [SBCCD District Standards - Matrix of Standards](#)

III.B.4.03. [SBCCD District Standards - Final Draft](#)

C. Technology Resources

III.C.1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard

Technology resources are the shared responsibility of Crafton Hills College Technology Services and the San Bernardino Community College District office of Technology and Educational Support Services (TESS). The College Technology Services department provides support for assistive technology, audiovisual service, and instructional design requests.

The College Technology Services department helps employees procure, set up, maintain, and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with State and federal disabilities and privacy laws; and answer questions about hardware and programs ([Ev. 01](#)).

The department is headed by a director, who reports to the Vice President of Administrative Services. She is supported by a secretary, two Senior Technology Support Specialists, a Technology Support Specialist II, a Technology Support Specialist I, and two part-time Technology Support Specialist I's (see III.C.3.) ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#)). In addition to direct support to employees, Technology Services maintains the campus technology infrastructure, including wireless capability. Employees can request assistance online using the appropriate *service request* link, or by phone, using the monitored help line ([Ev. 05](#)).

In conjunction with the District, the department also provides access to support through the SBCCD Helpdesk ([Ev. 06](#)). Online request forms provide for ease of access and a linked list of frequently asked questions on such topics as equipment setup, new phone set-up, ordering equipment, accessibility, removing computer viruses, and using software. Members of the campus community use the department's website for requesting support with already deployed software and hardware and to request new technology for teaching and learning and campus-wide communication and operations. It also has a *Helpbot* feature that includes live chat. The department supports college-wide communication needs including phone, intranet/internet/website, email, Twitter, and Facebook.

The College Technology Services department is responsible for a considerable amount of electronics infrastructure. As part of the infrastructure upgrade and new construction, all data closets are designed with a dual homed system to provide the highest levels of reliability for the campus network. All of the vital communications components, such as the primary data center and the Main Point of Entry for communications for the campus, are connected to battery backups. Additionally, there are generators prepared to provide power in the event of prolonged power outages. Technology Services also performs regular data backups of the core server systems, using a disk-to-disk backup method. The edge switches as part of the network infrastructure on the campus have been refreshed over the last two years.

Analysis and Evaluation

CHC's Technology Services department, in conjunction with the District's Technology and Educational Support Services (TESS), provides College personnel with the professional support they need to serve students and carry out all other necessary functions. The College's technology hardware and software are appropriate and adequate to support these functions.

III.C.2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.

Evidence of Meeting the Standard

The ability to serve the technology needs of the College efficiently begins with planning. Technology planning at the College is integrated with institutional planning in two ways. First, the Technology Services department participates in the annual planning and program review (PPR) process, which is the first step in the resource allocation process for unit-level objectives to be prioritized college-wide. As outlined in the Planning and Program Review Handbook, the results of the prioritization of objectives is used to guide the allocation of College resources ([Ev. 01](#)). The department's objectives outlined in its 2018-2019 PPR document were to increase two Technology Support Specialist I positions from part-time to full-time ([Ev. 02](#)). The second way that technology plans are developed is through the opportunity of other units to develop goals and objectives related to technology in their own PPRs. When such requests become an institutional priority, they may be funded.

The requests list is posted on the PPR Committee's webpage annually, and an update is provided to the campus at the spring in-service session. To rise to the top of the planning and program review list, units must show that their objectives are aligned with the Comprehensive Master Plan and that they have institutional impact. The Technology Plan is aligned with the Comprehensive Master Plan and includes resources to maintain and update technological capabilities. Currently only three instructional spaces are without installed *smart* technology. Of the others, all have at least a projector, computer, and internet access, with 19 of them having more additional technology including smart boards or ELMO document cameras.

To summarize, decisions regarding the procurement of technology are made at two levels, with multiple avenues for input and discussion. College decisions are made using the PPR process in alignment with the Technology Plan, which is aligned with the Comprehensive Master Plan. Decisions that impact the District -- such as the purchase of SARS, *Turnitin*, *Canvas*, and

Colleague, -- are made by the District, with recommendations filtered through and prioritized by the District office of Technology and Educational Support Services (TESS). Standards for the District infrastructure are also determined by TESS. These standards allow for increased sustainability by ensuring that infrastructure hardware installed throughout the District is similar or compatible with existing equipment.

To maintain and expand the College's technology, Technology Services receives approximately \$400,000 per year to replace outdated computers on a five-year rotation. It uses an asset list by location to ensure equipment is inventoried, tracked, and replaced regularly.

To ensure it responds effectively to the needs of faculty, students, and employees, Technology Services works closely with several other campus entities to develop plans and monitor activities in relation to those plans. One such entity is the Technology Planning Committee, a participatory governance group that reports to the Crafton Council. This committee is charged with "developing and overseeing a comprehensive technology plan for the college, identify and troubleshoot technology issues at a strategic level and evaluate technology opportunities" ([Ev. 03](#)). Members include the Director of Facilities, Maintenance and Operations; the Director of Technology Services; the dean from each of the three instructional divisions; the coordinator of the Tutoring Center; a department network specialist; the Web Developer; an Academic Senate representative; a Classified Senate representative; a Student Senate appointee; a representative from District Computing Services; and a representative from the Academic Senate's Educational Technology Committee ([Ev. 03](#)).

Beginning in 1995, the Technology Planning committee has developed several multi-year plans. The goals of the most recent plan (2020-2023) align with the College's Comprehensive Master Plan as well as the SBCCD Strategic Plan. Benchmarks for the objectives accompanying each goal have been selected and operationally defined ([Ev.04](#)). The Campus Technology Plan also takes into account replacement, maintenance, and upgrading of the core infrastructure, back-end servers, and other components that provide technology access to the College. The network infrastructure is one of the topics for annual review by the Campus Technology Committee, as the committee is charged with ensuring that the infrastructure is kept current.

Planning for technology services is also addressed in the Educational Technology Committee (ETC), a standing committee of the Academic Senate that includes faculty representatives from all three instructional divisions: Career Education and Human Development; Social, Information and Natural Sciences; and Learning Resources, Arts, and Mathematics. The ETC focuses on technology as it relates to teaching and learning both in the classroom and online. In addition to its responsibility for certifying faculty to teach online, the committee provides recommendations to the College regarding instructional technology ([Ev. 05](#)). The ETC has also developed a 2016-2020 Distance Education Plan that delineates the oversight of distance education (DE) offerings, staff support, student preparation, and the growth potential for online delivery in the next three to five years. Benchmarks for success include an increase in the number of faculty certified to teach online, increased training and support for the Canvas Learning Management System, and improved support for online learners ([Ev. 06](#)).

Technology Services also interacts closely with the District Technology and Educational Services (TESS) department, which serves the colleges and all other District entities. TESS services include printing, distance education, and computing services ([Ev 07](#)). TESS also assists employees with a wide variety of support involving technology: personnel account management; training in the use of tools and applications; application development; wide area network management; classroom support; media and event support; software, web, and internet assistance; archive management support; and technology procurement.

The work of TESS is guided by the District Technology Strategic Plan, which provides a long-range view of technology that anticipates the emerging technological needs of the District and its colleges ([Ev. 08](#)). This plan is developed by the TESS Executive Committee, whose membership includes representatives of the District and both colleges. The charge of the TESS committee is to develop, monitor, and revise the Technology Strategic Plan, prioritize projects that emerge from the colleges and from the District, propose new policies and procedures, and advise the Chancellor's Cabinet ([Ev. 09](#)). The TESS Committee also selects applications that are shared across the District. TESS has a well-defined process and timeline for analyzing and prioritizing projects as defined on the website ([Ev. 10](#)).

Implementing many of the projects prioritized by the TESS Executive Committee is the task of the District Applications Workgroup (DAWG). This District group is comprised of representatives of the District, both colleges, and Administrative Applications, a TESS department that manages student information systems, such as the Help Desk, training, and web development ([Ev. 11](#)). The group has been highly effective in ensuring that the decisions concerning implementation of new programs and applications are shared among all the interested parties ([Ev. 12](#), [Ev. 13](#)).

Analysis and Evaluation

Crafton Hills College has extensive means for planning for updating and replacing its technology hardware, software, and networking capabilities. The College's Technology Services department has multiple responsibilities to ensure that CHC's technological infrastructure, quality of equipment, and capacity can support all of the functions of its programs necessary in fulfilling its mission. It works with the Academic Senate ETC to provide instructional services for distance education classes and classroom technological support. For District-wide functions and decisions, The College's Technology Services department works with TESS, the District Technology and Educational Services department.

III.C.3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard

Crafton Hills College assures that its campus technology resources are sufficient in quality and reliability to meet the instructional and support services needs of the College. As described above (III.C.1), the College Technology Services department helps College employees procure, set up, maintain, and repair computers and other technology equipment; plan for technology projects; access technology resources and develop technology-based instructional strategies; ensure compliance with State and federal disabilities and privacy laws; and answer questions about

hardware and programs. The department also maintains the campus technology infrastructure and responds to requests for assistance primarily through its website ([Ev. 01](#)). Technology is replaced on a five-year expected life cycle, and the technology infrastructure is reliable, using uninterruptable power supplies and back-up generators where possible. When problems are reported to Technology Services, personnel respond promptly to solve those problems ([Ev. 02](#), [Ev. 03](#)).

CHC Faculty teaching classes at the area high schools where the College offers classes in its dual-enrollment partnerships rely on classroom technology services provided by those high schools. CHC instructors are provided with orientations on the use of those systems before beginning their teaching duties. Although the high school districts have controls on internet access that the College does not have, faculty have reported no problems using these systems.

Analysis and Evaluation

The College has technological resources and services to support student learning, student support services, and all other functions of the College that need technology.

III.C.4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard

Technology instruction is a shared responsibility between the District and the College. The College Professional Development Committee, a participatory governance group that reports to the Crafton Council, provides professional development opportunities on a wide range of topics including technology ([Ev. 01](#)). Similarly, CHC's Educational Technology Committee (ETC) provides resources for faculty using online tools to teach their courses ([Ev. 02](#), [Ev. 03](#), [Ev. 04](#)).

Technology training is used to enhance the operation of the College according to plans. For example, training in the basic use of District-wide resources such as the *eLumen* system, *WebAdvisor*, and the email system is provided as part of the new employee orientation process. Specific training in the use of specific technologies, such as *Starfish* for counseling and instruction, is also supported by the District (through TESS) or the College (through professional development) upon request by completing and sending an online form ([Ev. 05](#)), through FLEX Day activities ([Ev. 06](#), [Ev. 07](#), [Ev. 01](#)), and through resources that are available on CHC's website ([Ev. 08](#), [Ev. 09](#)).

The College uses surveys to assess the need for technology by faculty, staff, and students. Recent Student Satisfaction surveys indicate that nearly all students feel that the College provides adequate access to computers for their use on campus ([Ev. 10](#)). The District also conducts employee surveys to assess the extent to which employees feel their needs for technology are supported, the comfort level of employees with existing and emerging technologies, and the satisfaction of employees with the level of support available. The most recent survey revealed that 78 percent of respondents reported that they strongly agreed or somewhat agreed that TESS staff follow through with providing help in a timely fashion, and 80 percent noted that they received the help and support they needed from the Technology Services department. However, comments

regarding several departments within TESS revealed the need to support the different campus cultures in their work ([Ev. 11](#)).

Analysis and Evaluation

Crafton Hills College, in cooperation with the District, uses a variety of means to provide instruction and support for faculty, staff, students, and administrators in their use of technology and technology systems related to programs, services, and the operations of the College and District. Employee Satisfaction surveys indicate that most employees who responded to these surveys agreed that the instruction and support they receive is good.

III.C.5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The San Bernardino Community College District and Crafton Hills College have policies and procedures that guide the appropriate use of technology in the teaching and learning processes. Board Policy (BP) and Administrative Procedure (AP) 3720 (Computer and Network Use) define the District's and its employees' responsibilities when using District technology (e.g., computers) ([Ev. 01](#), [Ev. 02](#)). BP and AP 3920 (Electronic Mail) define proper use of employee email and District rights and responsibilities in this area ([Ev. 03](#), [Ev. 04](#)).

The District provides key technology services to both its colleges through its Technology and Educational Services (TESS) department. TESS services include printing, distributed (i.e., distance) education, and computing services for the District ([Ev. 05](#)). Among its many responsibilities, it provides support with project management tools and classroom use of technology. The office is led by an associate vice chancellor who reports directly to the District Chancellor.

As described above (III.C.2), the District Technology Strategic Plan, which is developed by the TESS executive committee, provides a long-range view of technology that anticipates the emerging technological needs of the District and the colleges ([Ev. 06](#)). Members of TESS and the District Associate Vice Chancellor for Technology participate in technology planning for the College and its departments.

In addition, the College's Educational Technology Committee (ETC), an Academic Senate committee, develops standards for faculty who apply for certification to teach online classes and for course addenda for online offerings. This committee also provides assistance to faculty who need help with either process and provides recommendations for professional development in instructional technology and distance education areas when they are identified as deficiencies ([Ev. 07](#), [Ev. 08](#), [Ev. 09](#), [Ev. 10](#)).

Analysis and Evaluation

Board BP and AP 3720 indicate appropriate use and identify misuse of District technology. Procedures and standards of use for more specific purposes are developed at the District level by TESS and at the College level, to support student learning, by the ETC, an Academic Senate committee.

Conclusions on Standard III.C. Technology Resources

CHC has processes that ensure that all technology needs of students and employees are met, and through the efforts of technology services and various committees on campus, training in the use of technology is available to all who need it.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Improve methods for obtaining feedback about current processes to see if online forms are adequate or can be modified to better meet the needs of the campus community.	III.C.1	Director of Technology Services, Dean of Institutional Effectiveness	Fall 2020	Obtain feedback about current processes and revise them as needed.
More clearly demonstrate the work that Technology Services conducts with the various committees on campus within its own program review.	III.C.2	Director of IT	Spring 2021	Highlight how the work that Technology Services meets the technology needs of the campus
Expand the technology resources website to contain more information on the roles and responsibilities of Technology Services as well as the steps taken to ensure that technology resources at all locations are implemented to ensure access, safety and security	III.C.3	Director of IT	Fall 2020	Help to better educate individuals on campus about the various steps being taken to ensure that technology services is meeting these standards.
Revise the Crafton Hills College Climate Survey to more	III.C.4	Dean of Institutional Effectiveness	Fall 2020	Allow for more informed decision-making regarding

closely align with technology items on the District Climate Survey				campus technology needs on behalf of administrators, staff, and faculty
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Evidence List

Standard III.C.1

- III.C.1.01. [September 26, 2019 Technology Committee Meeting Minutes](#)
- III.C.1.02. [2019 Technology Services Organizational Chart](#)
- III.C.1.03. [Technology Reference Guide](#)
- III.C.1.04. [Remote Work Technology Guide](#)
- III.C.1.05. [Technology Services Faculty and Staff Website](#)
- III.C.1.06. [SBCCD Help Desk Website](#)

Standard III.C.2

- III.C.2.01. [PPR Handbook: 10th Edition](#)
- III.C.2.02. [2018-19 Technology Services PPR Annual Plan](#)
- III.C.2.03. [CHC Technology Planning Committee Website](#)
- III.C.2.04. [2020-2023 Draft of CHC Technology Plan](#)
- III.C.2.05. [Educational Technology Committee Website](#)
- III.C.2.06. [2016-2020 Distance Education Plan](#)
- III.C.2.07. [Technology and Educational Support Services Website](#)
- III.C.2.08. [2014-2017 District Technology Strategic Plan](#)
- III.C.2.09. [TESS Executive Committee Charge](#)
- III.C.2.10. [TESS Prioritization Process](#)
- III.C.2.11. [District Applications Work Group Website](#)
- III.C.2.12. [November 20, 2019 District Applications Workgroup Minutes](#)
- III.C.2.13. [January 22, 2020 District Applications Workgroup Minutes](#)

Standard III.C.3

- III.C.3.01. [Technology Services Website](#)
- III.C.3.02. [2018-19 Technology Services PPR Annual Plan](#)
- III.C.3.03. [Help Desk Ticket Analysis Report](#)

Standard III.C.4

- III.C.4.01. [November 16, 2018 Professional Development Committee Minutes](#)
- III.C.4.02. [Distance Education Training Website](#)
- III.C.4.03. [How to Get Started With Canvas Faculty Guide](#)
- III.C.4.04. [Additional Remote Education Resources Document](#)
- III.C.4.05. [DCS Training Request Form](#)
- III.C.4.06. [Fall 2017 FLEX Day Workshops](#)
- III.C.4.07. [Spring 2018 FLEX Day Workshops](#)
- III.C.4.08. [Starfish Counseling Website](#)
- III.C.4.09. [Starfish Resources for Instructional Faculty Website](#)

- III.C.4.10. [Spring 2017 and Spring 2018 Technology Services CCSSE and Student Satisfaction Survey Results](#)
- III.C.4.11. [2018-19 Employee Climate Survey of District Central Services - Full Report](#)

Standard III.C.5

- III.C.5.01. [BP 3720 Computer and Network Use](#)
- III.C.5.02. [AP 3720 Computer and Network Use](#)
- III.C.5.03. [BP 3920 Electronic Mail](#)
- III.C.5.04. [AP 3920 Electronic Mail](#)
- III.C.5.05. [Technology and Educational Support Services Website](#)
- III.C.5.06. [2014-2017 District Technology Strategic Plan](#)
- III.C.5.07. [Educational Technology Committee Website](#)
- III.C.5.08. [Online Teaching Website](#)
- III.C.5.09. [Instructor Approval Process Website](#)
- III.C.5.10. [January 22, 2020 Educational Technology Committee Minutes](#)

D. Financial Resources

Planning

III.D.1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Evidence of Meeting the Standard

Crafton Hills College's financial resources have been carefully managed to maintain high quality instruction, student support, faculty and staff support, and a high-quality learning environment. Budgetary decisions are made collegially based upon institutionally established priorities. Senior managers update the College community regarding budget decisions regularly. On the whole, the College has progressed by expanding course offerings, expanding and improving student services, and growing its physical capacity.

Improvements in budgetary transparency and campus-wide understanding of fiscal resources and processes are ongoing. With the implementation of the State Chancellor's Office Student Centered Funding Formula (SCFF), the San Bernardino Community College District has seen less growth funding. With the State's *holding harmless* declining districts by providing stability funding, less funding is available to support growing districts like the SBCCD ([Ev. 01](#)). Nonetheless, CHC continues to increase instructional course offerings to respond to student demand, especially for distance education (DE) classes, and continues to adjust the class schedule to increase classroom efficiencies and provide students with increased schedule options.

To ensure actions taken towards growth are calculated, prioritized, planned, and implemented in accordance with the goals and directions of the College's Educational Master Plan, financial

planning is integrated into institutional planning through the Comprehensive Master Planning process so that facility objectives are aligned with the Strategic Directions outlined in the Educational Master Plan. These are called *Educational Linkages* ([Ev. 02](#)). With the support of the local community through a bond initiative, construction was completed in 2018, partially fulfilling the projected outcomes of the Facility Master Plan, established in 2005 and revised in 2011. The Master Plan was again updated in 2017, and with the passage of Measure CC in November 2018, Crafton Hills College expects to have the funding to implement the essential elements of the 2017 Facilities Master Plan ([Ev. 03](#)).

Senior management, supported by the Office of Institutional Effectiveness and Planning (OIERP), provides crucial information about District budget allocation, the effects of the State budget on the District and College, and multi-year budget forecasts for review in open forums and meetings of the College and District budget committees and the Board of Trustees.

Analysis and Evaluation

With the added support from District reserves, Crafton Hills College has financial resources sufficient to support and sustain its instructional and student support programs and continue to improve them. These resources are distributed in a way that supports the development, maintenance, allocation, and enhancement of programs and services. The College manages its financial affairs with integrity and in a manner that ensures financial stability ([Ev. 04](#)). Information about District resources is shared throughout the College.

III.D.2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard

Financial and institutional planning are integrated from the department level to the District level through two collaborative processes: the annual planning and program review (PPR) process, which is described in Standard I.B.7, and the District resource allocation process.

Planning & Program Review. Departments (i.e., units) submit a full four-year or an annual PPR plan that includes budget requests with prioritized goals and objectives. These must be linked to Strategic Directions in the Educational Master Plan (EMP) ([Ev. 01](#)). Corresponding actions and resources necessary to achieve the stated objectives are linked to each objective. Objectives from all administrative area units are then “rolled up” and prioritized at the area level (President, Instruction, Student Services, or Administrative Services) with input from each representative department or division. At that point, the Planning and Program Review Committee considers the prioritization of all the objectives campus-wide and recommends the prioritization to the President’s cabinet for approval. Following cabinet review and approval, the list of prioritized objectives, including budgets, is distributed to the campus community ([Ev. 02](#)).

The process of prioritizing objectives is completed in the spring so that high priority resource needs can be built into the developmental budget in accordance with available funding. This process

ensures that the allocation of financial resources is integrated with planned institutional priorities and that fiscal decision-making is transparent and collaborative.

Resource Allocation and the District Strategic Plan. The College uses program review and strategic planning processes to determine the highest priority goals and objectives. Consequently, the budget reflects resources allocated to departments based on those prioritized requirements in an effort to match resources with the highest priority goals and objectives.

The annual budget includes a four-year, long-range financial plan that incorporates enrollment management projections by college, personnel and benefit costs, revenue projections, and cost-of-living adjustments. It provides direction to the College, allows the District to make adjustments as necessary, and helps measure progress on established goals as well as identify and minimize risks ([Ev. 03](#)). The budget adheres to prioritized directives for the General Fund budget approved by the Board of Trustees annually ([Ev. 04](#)).

To maintain budget transparency and input into the budget process, the District and the College have active budget committees. Changes to the budget process, draft and final budgets, funding status of prioritized objectives from program review, and other budget developments are openly discussed ([Ev. 05](#), [Ev. 06](#)). Final budgets are published on the District's website. Budget is a regular topic at Crafton Council meetings, where staff, faculty, students, and managers are all represented ([Ev. 07](#)).

With the implementation of the new State Student Centered Funding Formula (SCFF), the District's resource allocation model (RAM) is in flux. The version of the RAM used till recently was based solely upon enrollment, following the State's SB361 enrollment funding model. As the method of calculating the data informing the SCFF has become more solidified and better understood, Fiscal Services and the District Budget Committee has begun working toward developing a new District RAM ([Ev. 08](#)).

Dissemination of Financial Information. Financial information is readily available online through Financial 2000, Oracle, and Questica —the District's budget management software program. These systems are available District-wide for all who need access to monitor or manage budgets. Those include faculty chairs, department secretaries, managers, and assistants. This information is also regularly communicated and discussed in forums such as the District Budget Committee, the CHC Budget Committee, the Academic Senate, the monthly management meeting, Crafton Council, and the President's Cabinet. Financial issues discussed include enrollment projections, the State budget outlook, current year budget status, College budget projections, and instructional efficiencies.

The CHC Budget Committee meets once a month throughout the academic year with the charge to become informed about and discuss the financial circumstances of the College. This includes issues such as the budget projections, reserves, the budgeting of institutional priorities, the resource allocation model (RAM), strategic growth directions, the fifty-percent law, the faculty obligation number, current budget status, the impacts of grant institutionalization and future grants, impacts of programs and bargaining unit agreements, capital construction program planning and budgets,

and other relevant issues. Further, this committee ensures that the College's financial resources are connected to institutional planning and the mission of the College ([Ev. 09](#)).

Analysis and Evaluation

Crafton Hills College's mission, vision, and goals are the foundation for financial planning. This planning is integrated with and supports all institutional planning. Adherence to District policies and procedures ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

III.D.3. 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.

Evidence of Meeting the Standard

Consistent with Administrative Procedure (AP) 6200 (Budget Preparation), the Board of Trustees provides staff with initial direction concerning the distribution of resources for the next fiscal year's budget prior to March 1 ([Ev. 01](#)). SBCCD's budget is prepared in accordance with Title 5 Regulations, the *California Community Colleges Budget and Account Manual*, and all other related State and federal laws and regulations. To meet these mandates, the College works closely with District Fiscal Services while establishing the annual budget, which incorporates institutional plans and campus-wide input.

The District utilizes budget development software (Questica) as a tool to plan, detail, and develop the entire campus budget. Historical budget information is readily accessible for managers and staff to analyze through the Financial 2000 software and through the Oracle budget management software. Department chairs, managers, and staff have access to these tools.

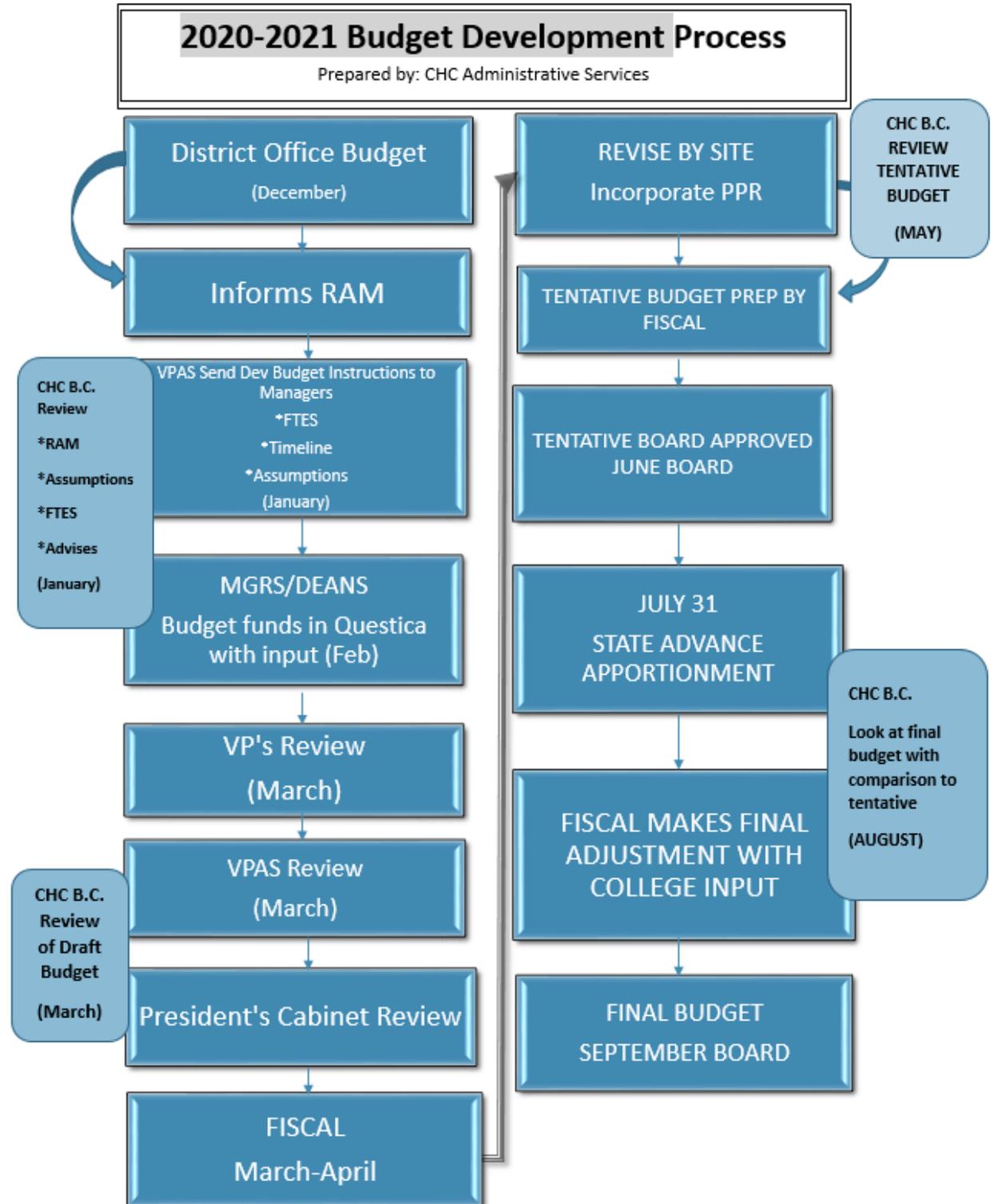
At the beginning of each developmental budget period, the Vice President of Administrative Services distributes instructions about the procedure, timeline, and budget assumptions for each division and department to complete its budget or budgets ([Ev. 02](#)). The Office of Administrative Services provides training workshops and one-on-one support in the development of these budgets. The instructions and directions are reviewed in Crafton Council ([Ev. 03](#)).

During the developmental budget process, deans meet with faculty chairs to discuss departmental budget adjustments from the prior year, input the department budget in Questica, and then submit it to the Vice President of Administrative Services for review and approval. Using input from program review and classified staff, managers develop and submit their budgets through Questica to their division vice president for review and approval. Once all budgets have been submitted, Administrative Services reviews developmental budgets and develops comparison reports to review with the College President before he submits the developmental budget to the District for incorporation into the District-wide budget.

Both the planning and program review process, coupled with the developmental budget process, provide all campus constituencies opportunities to have input into their budgets and plans. The Planning and Program Review Committee reviews department plans, including resource requests, which are prioritized and incorporated into the developmental budget as funds are available. The

flowchart below illustrates the developmental budget process through the institution. Departmental managers are responsible for managing their budgets throughout the year with oversight by the division vice presidents and Administrative Services.

Current Developmental Budget Process (see chart on following page).



Analysis and Evaluation

Administrative Procedure (AP) 6200 (Budget Preparation) provides the framework for the District and College budget development. Title 5 of the California Education Code also mandates practices that help ensure integrity to the College's and District's processes in budget development. The *California Community Colleges Budget and Account Manual* provides established good practices for the budgeting process. The College's budget preparation is transparent and involves administrators, faculty, and staff.

Fiscal Responsibility and Stability

III.D.4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College's financial planning process relies on the cooperation of several planning committees: the Educational Master Plan Committee, the Planning and Program Review Committee, the Budget Committee, and the Crafton Council. Each uses as its basis for its actions or recommendations institutional directions, departmental directions, and needs -- all measured against available resources.

Although current funding is sufficient to support the College's ongoing daily operations, CHC's additional resource request needs exceed the available resources. CHC's current general fund allocation through the District Resource Allocation Model (RAM) is insufficient to sustain development of additional programs and services. This inadequacy results primarily from CHC's being the smaller college in a multiple-college district and the local resource allocation following the State funding model. These circumstances cause some inequities between the funding for two colleges. For example, CHC's non-instructional faculty costs for counseling, transfer, tutoring, and wellness services to students is 35.8 percent of the District-wide total non-instructional faculty costs while the allocation of revenues to the college is 30.5 percent. Thus, in order for the College to continue to provide these much needed basic and valuable services, the cost disparity must be absorbed by applying District reserves, reducing other services, or reducing instruction costs. These imbalances are currently a matter of ongoing discussion in the District Budget Committee and at the Chancellor level in an effort to remedy the budget gaps by revising the RAM. Despite these challenges, the gap between the College's budget and the allocation has most recently been remedied with the application of the District's ample reserves.

The College has obtained additional streams of resources through grants, partnerships, bonds, donations, and local reserves:

- In July 2017 SBCCD received \$157 million in FCC Auction Proceeds in exchange for the transition of KVCR TV (the District-owned radio/TV station) from UHF to VHF. A portion of these funds have been allocated to the colleges ([Ev. 01](#)).
- Local General Obligation Bonds for construction
- Partnership Donations restricted for student and program support
 - San Manuel Donations

- Foundation Donations
- Foundation Support
- Categorical Programs (from the State)

For annual planning, the College's College Office of Institutional Effectiveness, Research, and Planning (OIERP) provides to institutional planning stakeholders a list of prioritized resource requests that have been funded ([Ev. 02](#)). The Office of Administrative Services provides the Crafton Council, budget committee, managers, senates, Chairs Council, Planning and Program Review Committee, the College community, and others involved in planning updates on the status of funded resources and available funding. With the allocation of some funding from the FCC auction proceeds (referenced above), the College has invested \$3M in a pension rate stabilization trust whereby the investment returns can be used to provide some perpetual funding for program review.

For budget forecasting, the College relies on a multi-year budget forecast to project future general fund budget allocations. These forecasts are updated by Fiscal Services as budget projections are announced by the State Chancellor's Office following the Governor's budget proposal beginning each January, again in May with the Governor's May revise, and again with advance apportionment near the end of July. These forecasts are reviewed and discussed in both the District and College budget committees ([Ev. 03](#)). In addition, budget projections are compared to *actuals to date* to track, manage, and make adjustments as necessary. The Board of Trustees and various committees are also updated on a regular basis about key issues related to the College's budget status, including any changed conditions caused by either internal or external events.

In an effort to offset general fund utility expenses, the campus leveraged local bond funding with incentives from the California Solar Initiative to construct and operate a solar farm (140 photovoltaic arrays). The incentives were realized through 2017 (the first five years of operation) based upon actual generated power. The incentives offset the cost of utilities and the maintenance of the solar farm during that time, thereby increasing the payback period of this investment. In addition to the incentive, the solar farm generates approximately 65 percent of CHC's power usage, which has offset the cost of electricity approximately \$2M since it started operating in June 2012 ([Ev. 04](#), [Ev. 05](#)).

Another innovative partnership was formalized with EcoVox, an energy consultant company that assists the District by developing energy usage dashboards to monitor and analyze utility consumption across the District. This company also trains staff on optimum equipment performance for energy conservation.

In addition, the Crafton Hills College Foundation, established in 1973, has been an integral partner in fostering and providing support for the College. The mission of the Foundation is to enhance educational excellence. The Foundation achieves its mission by promoting gifts to support and enhance quality education at the College. Gifts are applied to scholarships, improvement of facilities and instructional equipment, and support for vocational and academic disciplines that best serve the needs of students and the community. CHC Foundation assets have grown by 33 percent over the last six years, resulting in additional

scholarships to students, program support, and direct student support.

Analysis and Evaluation

Planning at Crafton Hills College is based on a thorough assessment of financial resource availability, development of financial resources, contribution from the CHC Foundation, and other partnerships. Financial planning at the College is closely intertwined with the integrated planning process described in III.D.3 (above), which creates opportunities within each department to look inwardly and take steps towards continuous improvement. District and College leadership and budget committees have been reviewing the District's resource allocation model (RAM) to create greater equity of funding between the two colleges.

III.D.5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard

The College maintains budgetary accuracy by employing Financial 2000, Qwestica, and Oracle software programs. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and integrally connected with these financial management tools. Inputs are made at the department level and approved through District fiscal services, following appropriate approvals of College management. Managers have access to view and query current account balances, view transactions, and purchase order balances.

The CHC Budget Committee meets once a month throughout the academic year to review, discuss, and provide input on the financial circumstances of the College. Topics include issues such as budget projections, reserves, budgeting of institutional priorities, the District's allocation model, strategic growth directions, the fifty-percent law, the faculty obligation number, current budget status, the impacts of grant institutionalization and future grants, impacts of programs and bargaining unit agreements, capital construction program planning and budgets, as well as other relevant issues. Further, this committee ensures that the College's financial resources are connected to institutional planning and the mission of the College ([Ev. 01](#)).

The Board of Trustees and the Chancellor continue to evaluate the management of the District's funds regularly. The Board of Trustees develops annual budget directives to guide the Colleges' and District office's development of the budget. These directives are based upon Title 5 and the *California Community Colleges Budget and Accounting Manual*, and all other related State and federal laws and regulations ([Ev. 02](#)). The District and CHC follow prudent business procedures, which are organized into a document library located on the District's Wiki on the District website.

District fiscal services operations meet State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing ([Ev. 03](#)). The District Fiscal Services office works with the College Vice President of Administrative Services to resolve any irregularities in the budgeting and expenditure processes. College vice presidents, deans, and directors regularly monitor their budgets and resolve any issues. When issues are identified,

discussions occur collaboratively with those involved and necessary adjustments are made through the District's financial accounting systems.

Analysis and Evaluation

Using the *California Community Colleges Budget and Accounting Manual* as a guide, the SBCCD and CHC adhere to all applicable laws and regulations governing the use and monitoring of State funds. Also, the District and College use appropriate tools to maintain budgetary accuracy and conduct financial planning, which involves broad participation from the College and invites input from all campus constituencies.

III.D.6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard

The College maintains budgetary accuracy and financial integrity through the use of software tools: Financial 2000, Qwestica, and Oracle. Processes such as purchase requisitions, budget transfers, and budget adjustments are clearly defined and follow a clearly delineated approval process using these financial management tools. District software systems prevent any expenditure and encumbrance above approved budgets. Oracle requires that invoices submitted for payment be approved by the submitting department before they are processed for payment to the vendor/supplier.

District Fiscal Services and the College collaborate on timelines for fiscal operations, including when funds become available, when funds must be spent, and year-end financial closeout activities. The College budget is an accurate reflection of institutional spending ([Ev. 01](#)). The District contracts for annual independent audits and employs an internal auditor who reviews transactions for irregularities and provides findings and recommendations for any corrective action needed. The District's annual independent audits reflect the appropriate allocation and use of financial resources in compliance with established governmental rules, regulations, policies, and established accounting practices. Any findings are reported to Fiscal Services and the campus. Corrective actions are prompt and the audit reflecting such action is presented to the Board of Trustees.

As mentioned in III.D.7 (below), the District's measures are implemented to ensure proper conformance to rules, regulations, policies, and approved governmental practices. Audit findings are reported at Board of Trustees' public meetings.

Each year Fiscal Services updates the resource allocation model following the January announcement of the Governor's proposed budget ([Ev. 02](#)). Projections for both revenues and expenses are developed into a long-term budget forecast using assumptions generated from the California Community College Chancellor's O's analysis of the budget and the impacts it will have on the District's allocation from the State ([Ev. 03.](#), [Ev. 04](#)). The College uses this forecast for

campus budget discussions and decisions that inform directions as departments develop budgets for services and student learning programs ([Ev. 05](#)).

Analysis and Evaluation

The SBCCD and CHC follow all State mandates and use reliable software programs to create accurate financial documents used in planning processes. Independent audits assure that controls of financial resources are accurate and conform to sound, accepted practices.

III.D.7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Each year the District Vice Chancellor of Fiscal Services submits all District financial records and related material to an independent auditor for review of the financial statements for the District as a whole. Any significant deficiencies, material weaknesses, and instances of noncompliance related to the financial statements are required to be reported in accordance with Government Auditing Standards.

Following the audit, the audit firm submits a report issuing its opinion of the overall accuracy of the financial statements for the District and its colleges ([Ev. 01](#)). For FY 2018-19 the auditor issued “unmodified opinion,” the highest opinion that can be given for all areas except two “modified opinion(s)” in relation to state awards. These issues are clearly identified in the report, and management has responded with a corrective action plan for each issue. In 2017-18, audit findings were satisfactorily corrected as verified by the independent auditor on the prior year’s findings ([Ev. 02](#)).

Anyone, inside the District or out, can report concerns through the Compliance Reporting Line on the District website ([Ev. 03](#)). Those concerns are addressed by the District’s internal auditor. Board minutes include audit reports and Board responses to them.

Analysis and Evaluation

The SBCCD undergoes an annual audit, the results of which are used to verify compliance with accepted standards of accuracy and to identify where the District must take corrective action. Audit reports and Board action in response to those reports appear in Board minutes.

III.D.8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

As expressed in sub-section III.D.5. (above), the Board of Trustees and the District Chancellor continue to evaluate the management of the District’s funds regularly. CHC follows standard business fiscal procedures, and District Fiscal Services operations meet all State-mandated guidelines. Internal control systems are regularly evaluated through external and internal auditing.

When financial control issues are identified, administration addresses them and in a timely manner. For example, at the end of the 2019 fiscal year, the external auditor recommended that the District develop a financial closing procedure to ensure regular and timely reconciliation of all accounts with any inconsistencies reconciled and adjusted prior to year-end ([Ev. 01](#)). Although the implementation of Oracle had been successful, there were challenges with year-end reconciliation and preparation of all accounting entries. The District management achieved this difficult, multi-year goal in July 2019. Now that the Oracle system is fully implemented, management updates its year-end closing procedures to ensure that all information is prepared, reviewed, and reconciled prior to the closing of the general ledger.

Analysis and Evaluation

The SBCCD and CHC have worked to identify weaknesses in the District's financial and internal control systems and correct deficiencies.

III.D.9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The District regularly monitors cash flow to ensure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, College and District administration reviews enrollment reports and compares them to enrollment projections ([Ev. 01](#)).

Fund Balance is used to describe the District's general fund reserve. At the end of Fiscal Year 2020, the District's unrestricted general fund balance is projected to be \$16.2 million, or 14.29 percent of the total unrestricted general fund expenditure budget. The State mandates the District maintain a five percent general fund reserve. Thus, the District has ample reserves to maintain financial stability and meet financial emergencies and unforeseen circumstances ([Ev. 02](#)). The fund balance is expected to decrease to 10.17 percent by the end of Fiscal Year 2020-21 but rise again in 2022-23 to 12.19 percent.

In February 2020, the Board of Trustees (BOT) provided a directive to maintain a minimum range of 10-15 percent in the unrestricted fund balance ([Ev. 03](#)). This level of fund balance is necessary to accommodate the District's cash flow needs in the event that the State experiences a budget shortfall in its allocation to Districts.

The District's budget functions as a financial plan based on estimated revenues and expenditures for the fiscal year. *Cash* refers to that amount of funds that is actually in the District treasury on a day-to-day and month-to-month basis. Monitoring the amount of cash available to meet the District's financial obligations is the core responsibility of the District Fiscal Services department. The staff of this office submits a monthly general fund cash flow analysis report to the BOT.

The senior management from the two colleges and District meet bi-weekly to review and discuss financial issues, budget, policy, administrative procedures, and any other topics related to the fiscal health of the colleges and District.

The District is protected from general property losses and liabilities through its participation in various joint powers authorities (JPAs) throughout the State. One such JPA is the Statewide Association of Community Colleges (SWACC) JPA, which covers District liability losses in excess of \$50,000 and property losses above \$5,000 ([Ev. 04](#)).

For Workers Compensation insurance, the District belongs to the Schools Alliance for Workers' Compensation Excess (SAWCX) JPA, which covers District losses in excess of \$500,000 ([Ev. 04](#)).

The District purchases medical malpractice insurance for health-related programs such as emergency medical technician, emergency medical services, and fire technology. In addition, the District provides some limited health insurance programs for students. International students are required to provide proof of personal health insurance ([Ev. 05](#)).

For other insurance needs, the District is self-insured and maintains proper procedures and funds for the protection of its staff and students. Every other year, as required by the Governmental Accounting Standards Board (GASB), the District completes an actuarial study for all self-insured funds to determine whether the budget reserves meet the required thresholds ([Ev. 06](#)). Budgets are then adjusted accordingly.

Analysis and Evaluation

The current level of reserves is adequate to meet expected obligations as well as unanticipated and unforeseen financial events (e.g., State budget cuts, delays in the adoption of the State budget, and statewide property tax shortfalls). The District's insurance coverage for excessive risks of losses and liabilities is adequate.

III.D.10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard

District and College finances are managed by District Fiscal Services with the collaboration and support of College Administrative Services. College revenues and expenses are managed through a fund accounting system that enables the College to ensure that its funds are used in accordance with funding source requirements or legislative directives.

As an accredited institution, the College is eligible to administer financial aid as authorized by State and federal agencies. Effective oversight of financial aid is ensured through the eligibility process. The College has been granted authority to participate and disburse Title IV, State, and institutional funds. To ensure effective oversight, the Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference
- Makes available all applications for students to complete
- Sends all staff to annual program training to maintain knowledge of changing rules and regulations

- Annually updates the *Financial Aid Policy and Procedures Manual* to conform to current laws and regulations. This manual outlines all processes within the Financial Aid office
- Works in cooperation with Admissions and Records, Counseling, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Administrative Services to assure the funding, awarding, and disbursing of funds
- Meets all deadlines and regulations in a timely and accurate process.

External funding agencies (federal, State, county, and local) require the College to provide backup documentation for all payments. Federal regulations require that a certain number of students go through a verification process. Each September the College provides the federal government with the annual Fiscal Operations Report and Application to Participate (FISAP). This report covers grants, loans, and work-study awards and payments. The Financial Aid office also provides required reports through the Common Organization and Disbursement (COD) system of the U.S. Department of Education (DOE). In addition, the District's external auditor performs an audit each summer to ensure compliance with all reporting requirements. The California State Aid Commission (CSAC) performs regular audits approximately every five years or when determined by this commission. Because the College has a high amount of credibility and proven track record with the commission, the commission has not audited the financial aid systems since 2011 ([Ev. 01](#)). Training is provided by the DOE, along with annual CSAC conferences, workshops, and webinars to help staff keep apprised of program requirements.

Extended Opportunity Programs and Services (EOPS), a State-funded categorical program that provides support services to financially disadvantaged students, is another program that requires detailed oversight of funds provided. Fund awards to students include book grants and loans, gas cards, parking permits, supplies for classes, and CARE academic grants. To participate, students must qualify by meeting several criteria that establish need. The College must submit to the State a program plan for each EOPS student showing how he/she will spend EOPS awards. The EOPS department submits midyear and year-end reports to the State that show all program financial transactions. The District's external auditor also performs an audit of this program.

The Grants Team, comprised of the Office of Institutional Effectiveness, Research, and Planning (OIERP) and the Office of Resource Development, prepares applications for grants and other externally funded categorical programs in alignment with the College's Educational Master Plan. Training and consultation in grant compliance are provided for project directors, who ultimately have responsibility for adherence to the regulations under the provisions of the Federal Single Audit Act. The OIERP assists project directors in understanding their role for a given grant-funded program. The offices of Business Services and Fiscal Services work closely with the grant directors and Administrative Services to provide necessary training on grant administration and reporting requirements. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted District, State, and federal audit practices.

Programs that are fully or partially funded externally, such as the child-care center, are audited as a component of the District's annual audit. The audit findings are reported to the Board of Trustees (BOT). Financial activity of externally funded programs is also reported to the BOT regularly. The Vice Chancellor of Fiscal Services meets with the Vice President of Administrative Services from

the District's two colleges in a fiscal services planning meeting, usually held once each month, to discuss financial performance and corrective action as necessary.

The District Business Manager reviews all contracts and agreements that the College develops in preparing agendas for general and committee BOT meetings. The BOT reviews all contracts and agreements and votes on approval at its monthly public meetings.

Foundations in the District are established as nonprofit organizations (501c3) to support students with scholarships, gifts such as gas cards, and grants and loans to buy books ([Ev. 02](#)). The CHC Foundation has its own board as an entity separate from the District. The CHC Foundation also has bylaws governing its activities. The College President serves as the secretary, and the CHC Vice President of Administrative Services as the treasurer, providing oversight of investments, fund management, expense approvals, budget development, and budget management. He also presents budgets, income/expense reports, and investment reports to the Foundation board at executive committee and quarterly board meetings. The Foundation hires an independent CPA to review and audit financial records annually ([Ev. 03](#)). The Foundation student scholarships awarded are reported to the Financial Aid office.

Annually each June, the BOT establishes signature authorization according to Education Code §§ 17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated District administrators to sign orders drawn on District funds and notices of employment. To certify the authorization, the District requires that the certification-of-signatures form be filed with the San Bernardino County Superintendent of Schools. The Board has approved the Chancellor, Vice Chancellor of Fiscal Services, Business Manager, Director of Fiscal Services, and the Vice Chancellor of Human Resources various levels of signature authority, including District orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

Finally, the District maintains an Office of Internal Audits, which reports to the Chancellor and Vice Chancellor of Fiscal Services and to the BOT as needed. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the BOT regarding status of the annual audit recommendations.

Analysis and Evaluation

District Fiscal Services along with the local Office of Administrative Services carries out oversight of all District financial resources according to state regulations and accepted accounting practices.

Liabilities

III.D.11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

Each year the District Fiscal Services department updates the resource allocation model following the January announcement of the Governor's proposed budget. The model includes general fund projections for income based upon the most current data available from the State Chancellor's Office. Along with updates of information from the State Chancellor's Office, these projections function as the basis of projection for the next four years. The allocation model includes assumptions for General Fund income and expenses ([Ev. 01](#)).

The District sets aside and invests funds for or plans future revenues dedicated to the payment of long-term and future liabilities. These long-term obligations consist of general obligation bonds, workman's compensation claims liability, compensated absences, Other Post-Employment Benefits (OPEB) liability, and pension obligation. Payments on the general obligation bonds are made by the bond interest and redemption fund with local property tax collections. Workers' compensation claims paid are drawn from the District Self-Insurance Fund. The compensated absences, pension obligations, and the balances of the net OPEB liability are paid according to the fund under which the employee worked.

Analysis and Evaluation

The SBCCD uses its Resource Allocation Model, which is updated by the Fiscal Services department when relevant new information becomes available, to assure that the District has funds, or a plan for future funds, to meet all anticipated liabilities.

III.D.12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

Each year, the District assesses CHC the funds necessary for the payment of liabilities and future obligations to ensure sufficient funds are available. These liabilities and future obligations include Other Post-Employment Benefits (OPEB). The amount of these obligations is determined by the Governmental Accounting Standards Board (GASB) Statements 74 and 75 for public sector employers to identify and report their OPEB liabilities.

In 2013-14, District Fiscal Services worked with the District Budget Committee to establish a Futurist trust to fund future OPEB benefits ([Ev. 01](#)). The District's Futurist Trust (the Trust) is an irrevocable governmental trust for the purpose of funding certain post-employment benefits other than pensions. The District has created a Retirement Board of Authority, consisting of District personnel, to oversee and run the Futurist Trust. The District has a contract with the Benefit Trust Company as a fiduciary to manage its assets and investment policy development. Keenan & Associates is the program coordinator for the Futurist Trust, providing oversight of the Futurist program and guidance to the District. In 2018-19, this trust fund covered 91 percent of the District's anticipated total OPEB liability ([Ev. 02](#), [Ev. 03](#)).

Analysis and Evaluation

The SBCCD plans for payment for all its liabilities, including Other Post-Employment Benefits (OPEB). The District assures that its plans for satisfying all its liabilities is kept current.

III.D.13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

Crafton Hills College annually assesses and allocates funds for the repayment of locally incurred debt. Debt is managed by the District. Since 2014, the District has repaid prior local debt. Short-term borrowing from the County treasury to maintain cash flow has been eliminated as the State has eliminated appropriation deferrals, which created shortfalls covered by borrowing. Also, the debt incurred by the supplemental early retirement plan (SERP) that was offered to employees in 2011 has been entirely repaid. Currently, local debt exists only for OPEB, as mentioned in III.D.12 (above).

As explained in sub-standard III.D.12 (directly above), the total OPEB liability is near fully funded (91%) as the District has set aside committed funds for that liability ([Ev. 01](#)).

Analysis and Evaluation

CHC assesses and allocates funds for the repayment of locally incurred debt. The District manages debt.

III.D.14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

The auditing of all financial resources related to bond, fundraising efforts through the CHC Foundation, and auxiliary activities are performed in accordance with generally accepted auditing standards and the Government Auditing Standards. The review of CHC's financial resources -- including debt instruments, auxiliary activities, and grants -- is completed annually within the scope of the District audit.

Bond oversight is provided by the SBCCD Citizens' Bond Oversight Committee, members of which were appointed to oversee two general obligation bonds: Measure M, a \$500 million bond passed in February 2008, and Measure CC, a \$470 million bond passed in November 2018. The committee meets three times a year, including a required annual meeting in November. During these meetings, the committee reviews expenditures and the external audits of the District's bond program to verify that the expenditure of the funds are consistent with each bond measure's stated purpose ([Ev. 01](#), [Ev. 02](#)).

Grant resources are monitored by the grant director and responsible administrator, who ensure that grant expenses and actions are in full adherence with the intended purpose of the grant. Revenues

and expenses are handled in accordance with District policies and procedures as well in compliance with all federal and State requirements. The grant director produces an annual report to account for expenditures and update the grant providers on the progress of grant actions ([Ev. 03](#), [Ev. 04](#)).

Analysis and Evaluation

As evidenced by the results and conclusions of District annual audit review and the accountability reports for the grants, all financial resources of the College are used with integrity for their intended purpose.

III.D.15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

Crafton Hills College participates in State and federal financial aid programs and monitors student loan default rates. The College participates in the State Cal Grant and California College Promise Grant (formerly known as the Board of Governors' Waiver) in addition to federal grant programs, including the Pell grant, Federal Work-Study program, and the Supplemental Educational Opportunity Grant (SEOG).

CHC administered the Federal Student Loan Program until it ended in 2011. The default rates of three-year cohorts in 2010-2011 and 2009-2010 were 6.5 percent and 4.7 percent, respectively, well below the guidelines maximum of 25 percent. In 2019, the District has again become part of the program, which will begin to take effect at CHC in Fall 2020.

As required by Administrative Procedure (AP) 6500 (Property Management), the College accounts for District assets using appropriate records and inventory procedures ([Ev. 01](#)). All equipment is assigned a property control number upon receipt, and its location is recorded in the District's electronic asset management system (Oracle). Reports containing a list of all College assets are available through District Business Services.

Analysis and Evaluation

CHC participates in State and federal programs that provide grants and loans to its students. The College monitors all funds it receives from such programs, including default rates, when required to do so. Also, the College accounts for District assets using appropriate records and inventory procedures ([Ev. 01](#)).

Contractual Agreements

III.D.16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

Crafton Hills College has contractual agreements that are processed through the District Fiscal Services Business Office and submitted to the Board of Trustees (BOT) for approval. These agreements allow the College to provide services to students in accordance with the College's mission, vision, and values ([Ev. 01](#), [Ev. 02](#), [Ev. 03](#)).

Each manager who initiates a contract is responsible for oversight and performance of its terms. Termination clauses in the agreements (i.e., contracts) may be invoked when the contracted services do not meet the scope and standards of the agreement. The office of the Vice Chancellor of Fiscal Services provides oversight in the contracting process with the College. The District Fiscal Services Business Office establishes guidelines and timelines, which it distributes to the College managers and appropriate staff.

Architectural, program-management, and construction-management services at CHC are contracted by the District and managed by the District's Facilities and Planning Department in coordination with CHC management. These services provide support with ongoing maintenance, new construction, and projects. These projects are outlined in the Facilities Master Plan (see Standard III.B.2, [Ev. 2](#)) and the Five-Year Scheduled Maintenance Plan (see Standard III.B.2, [Ev. 3](#)). Any material changes in the plan, such as projects added to the Measure M bond projects list, are made in collaboration with the College.

The Measure CC program management procedures, updated in 2019, were developed in collaboration between District leadership, the program management consultant, and CHC leadership to govern internal controls for contracting, invoicing, payments, contract changes/amendments, and other matters. All internal contracting procedures are governed by and fit within the legal parameters of the California Public Contract Code. Bond-related contract issues are resolved in coordination and consultation with San Bernardino Community College bond and/or construction attorneys. The bond program controls and processes, including financial, are included in the program implementation plan, reviewed and updated annually by the program management consultant and the District Facilities, Planning, and Construction office. Significant changes are reviewed and approved through the Chancellor's Cabinet.

CHC uses vendors to provide outside services by contract such as maintenance agreements with companies that maintain the campus's physical plant. The College also contracts for services that enhance College operations, including classroom environments and equipment. Such services include leasing and maintaining copying machines, removing hazardous waste, and providing security for cash movement (Brinks Security).

CHC also contracts with area K-12 districts to provide instructional and support services to high school students who are dual-enrolled in both high school and CHC as participants in the K-12 partnerships. The College also has an agreement with the San Bernardino Public Safety Academy, a charter school, to provide classes for CHC college credit to eligible students.

Analysis and Evaluation

There are numerous (nonpublic works) contracts, both annual and one-time, to support CHC educational programs and operations. Managers are required to review contracts in their

respective areas of responsibility, sign a contract coversheet, and submit the contract to the BOT for approval through District Business Services. Contracts are all effectively governed by the California Public Contract Code and BP/AP 6340 (Bids & Contracts). The District’s Business Services Office must approve all College and District contracts to ensure legal compliance and process each contract for BOT approval.

Conclusions on Standard III.D. Financial Resources

Crafton Hills College has a sufficient budget with the support from District reserves to support the mission and the Educational Master Plan. District Central Services has robust financial procedures and well-established and continually improving processes to assure consistency, reliability, and financial solvency. The Board of Trustees has established up-to-date written policies that provide a solid framework for fiscal and business agents of the District to manage funds and contract services. The District considers and plans for short- and long-term liabilities annually. Grants are managed in compliance with their specific spending and reporting requirements.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Increase the amount of exposure employees have to the budgeting tools and ensure that they continue to provide and improve the training tools being offered	III.D.2	VP of Administrative Services	Fall 2020	Increase the number of employees that are familiar with the budget and understand how to use the tools provided to them.
Explore tools to migrate existing dashboards into Tableau and edit for ease of consumption by constituent groups	III.D.2	Dean of Institutional Effectiveness, VP of Instruction, VP of Administrative Services	Fall 2020	Increase access to and understanding of data among employees
Work to familiarize groups on campus with the compliance hotline by providing campus communications regarding the compliance hotline and its purpose	III.D.7	VP of Administrative Services	Fall 2020	Increase awareness of the compliance hotline to faculty, staff, administrators, and others on campus

Work with the District to help CHC become less reliant on the District's reserves.	III.D.11	VP of Administrative Services, Budget Committee Members	Spring 2021	Provide more financial security and stability for Crafton Hills College
Develop instruments to provide instruction and support for students who are considering taking out loans to provide additional information and address student concerns	III.D.15	Director of Financial Aid, Director of EOPS	Fall 2020	Reduce the number of students who would be at risk of defaulting on their student loans

Evidence List

Standard III.D.1

- III.D.1.01. [2019-2020 SBCCD Final Budget](#)
- III.D.1.02. [CHC Comprehensive Master Plan](#)
- III.D.1.03. [SBCCD 5 Year Construction Plan](#)
- III.D.1.04. [Unrestricted General Fund Multi-Year Budget Forecast](#)

Standard III.D.2

- III.D.2.01. [2019-2020 CHC Planning and Program Review Handbook](#)
- III.D.2.02. [2018-19 Prioritized Objectives Dashboard](#)
- III.D.2.03. [Unrestricted General Fund Multi-Year Budget Forecast](#)
- III.D.2.04. [Prioritized Board Directives for the 2020-21 General Fund Budget](#)
- III.D.2.05. [District Budget Committee Website](#)
- III.D.2.06. [CHC Budget Committee Meetings Website](#)
- III.D.2.07. [Crafton Council Meetings Website](#)
- III.D.2.08. [January 16, 2020 District Budget Committee Meeting Minutes](#)
- III.D.2.09. [CHC Budget Committee Website](#)

Standard III.D.3

- III.D.3.01. [AP 6200 Budget Preparation](#)
- III.D.3.02. [2020-2021 Developmental Budget Instructions](#)
- III.D.3.03. [January 28, 2020 Crafton Council Minutes](#)

Standard III.D.4

- III.D.4.01. [Proposal of Allotment of FCC Proceeds](#)
- III.D.4.02. [Funding Status of Prioritized Objectives \(Dashboard\)](#)
- III.D.4.03. [Resource Allocation Model for Fiscal Year 2019-2020](#)
- III.D.4.04. [Solar Production Dashboard](#)
- III.D.4.05. [CHC Solar Farm Production 2017-2018](#)

Standard III.D.5

- III.D.5.01. [Budget Committee Charge](#)
- III.D.5.02. [2019-2020 SBCCD Final Budget](#)
- III.D.5.03. [June 30, 2019 SBCCD Annual Financial Report](#)

Standard III.D.6

- III.D.6.01. [2019-2020 SBCCD Final Budget](#)
- III.D.6.02. [Resource Allocation Model for Fiscal Year 2019-2020](#)
- III.D.6.03. [2019-2020 Long-Term Budget Forecast \(Excel\)](#)
- III.D.6.04. [2019-2020 Multi Year Forecast Budget](#)
- III.D.6.05. [February 21, 2017 Budget Committee Minutes](#)

Standard III.D.7

- III.D.7.01. [SBCCD Fiscal Services Website](#)
- III.D.7.02. [June 30, 2019 SBCCD Annual Financial Report](#)
- III.D.7.03. [Compliance Hotline Website](#)

Standard III.D.8

- III.D.8.01. [June 30, 2019 SBCCD Annual Financial Report](#)

Standard III.D.9

- III.D.9.01. [January 2020 FTES Report to the Board](#)
- III.D.9.02. [2020 Draft Resource Allocation Model and Long-Term Forecast](#)
- III.D.9.03. [February 13, 2020 Board of Trustees Meeting Agenda](#)
- III.D.9.04. [2019-2020 Proof of Insurance](#)
- III.D.9.05. [International Students Website](#)
- III.D.9.06. [SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75](#)

Standard III.D.10

- III.D.10.01. [California State Aid Commission Audit 2011](#)
- III.D.10.02. [Crafton Hills College Foundation Scholarship Policy](#)
- III.D.10.03. [Crafton Hills College Foundation Audit Policy](#)

Standard III.D.11

- III.D.11.01. [2020-2021 Draft Resource Allocation Model](#)

Standard III.D.12

- III.D.12.01. [2014 SBCCD Actuarial Study of Retiree Health Liabilities](#)
- III.D.12.02. [2019 SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75](#)
- III.D.12.03. [2018 SBCCD Actuarial Study of Retiree Health Liabilities under GASB 74/75](#)

Standard III.D.13

- III.D.13.01. [2019 SBCCD Draft of Actuarial Study of Retiree Health Liabilities under GASB 74/75](#)

Standard III.D.14

- III.D.14.01. [Citizens Bond Oversight Committee 2018 Report to the Community](#)
- III.D.14.02. [Citizens Bond Oversight Committee Meeting Agendas/Minutes Website](#)
- III.D.14.03. [Strong Workforce Narrative Reporting - Inland Empire/Desert Regional Consortium](#)
- III.D.14.04. [Crafton Hills College - SBCCD Perkins First Quarter Report - July to September 2019](#)

Standard III.D.15

- III.D.15.01. [AP 6500 Property Management](#)

Standard III.D.16

- III.D.16.01. [BP 6340 Bids and Contracts](#)
- III.D.16.02. [AP 6340 Bids and Contracts](#)
- III.D.16.03. [Board of Trustees Agendas and Minutes Website](#)

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

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

Evidence of Meeting the Standard

Crafton Hills College has consistently used decision-making processes that include the collaboration of all campus constituencies. Inclusive participation in College governance (i.e., *shared governance*) that encourages innovation and stimulates creativity has been a tradition of CHC since its establishment in 1972 and continues through policy and continued practice, especially in planning.

Board Policy (BP) 2510 (Collegial Consultation) states that “[t]he Board embraces the concept of collegial consultation and... [provides] procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation...” For academic and professional matters, the District relies primarily on the advice of the colleges’ academic senates, and each college relies on the advice of its academic senate on academic and professional processes and procedures for local decision-making matters ([Ev. 1](#), [Ev. 2](#)). For other matters that affect the College community, CHC includes all constituencies (i.e., administrators, faculty, classified staff, and students) in collaborative discussion groups or committees. On occasions when decisions must be made that affect the surrounding community, such as public use of the CHC Aquatics Center, members of the community are invited to participate. At the District level, BP 2345 (Public Participation at Board Meetings) provides for members of the public to comment on any agenda item at Board meetings ([Ev. 3](#)).

Administrative Procedure (AP) 2510 includes a diagram of the College’s decision-making organizational structure. The *CHC Organizational Handbook* explains the roles all constituencies on campus play in decision-making processes ([Ev. 4](#)). In addition, the College webpage provides information about how members of different constituencies participate in decision-making. Student participation in governance is explained on the Student Senate web page ([Ev. 5](#)). The role of classified employees and how they may get involved in decision-making is explained on the Classified Senate’s webpage ([Ev. 6](#)). Information for faculty who would like to be involved in College governance is available on the Academic Senate’s webpage ([Ev. 7](#)). All faculty are represented by the Academic Senate. Divisions select representatives to attend meetings and vote on their behalf. There are also four seats on the Academic Senate for part-time faculty.

To help keep all members of the College community informed about issues discussed and action taken at committee meetings, all committees record minutes that are published and available to anyone through the College website ([Ev. 8](#)). In addition, when the campus worked on this Institutional Self Evaluation Report (ISER), sub-standards were aligned with individual campus committees, which provided information in their respective areas of responsibility ([Ev. 9](#), [Ev. 10](#), [Ev. 11](#), [Ev. 12](#)). Also, in accordance with the State’s Brown Act, anyone may attend any meeting of a group or committee involved in College or District governance. Moreover, public forums are held to introduce and discuss issues or proposals that affect the campus as a whole. For example, there have been open forums to discuss all responses to standards in this report ([Ev. 13](#), [Ev. 14](#), [Ev. 15](#)).

In addition to the formal committee structure the College uses to develop ideas and forums for eliciting reactions to proposals for improving the institution, CHC President Kevin Horan holds open office hour sessions once a month, when anyone in the College community may come in, with or without an appointment, to discuss policies and procedures or offer suggestions ([Ev. 16](#), [Ev. 17](#)). Times for these sessions vary from month to month to accommodate schedules. These times are announced via email to the entire campus community ([Ev. 18](#)).

This system of participatory decision-making has created a sense of empowerment reflected in the results of the most recent Crafton Hills College Employee Campus Climate Survey ([Ev. 19](#)). Specifically, 86 percent of respondents agreed or strongly agreed that they are personally treated

with respect. Equally important, 80 percent of respondents agreed or strongly agreed that the annual process of prioritizing objectives is integrated with the CHC Educational Master Plan.

CHC administers the Employee Campus Climate Survey bi-annually and spends the year in which the survey is not administered collecting feedback on the results and engaging in the process of continuous institutional improvement ([Ev. 20](#)). Even though this most recent employee campus climate survey showed that all constituencies of the College's employees remain generally satisfied with most items related to roles in College governance, the College continues to work on making improvements ([Ev. 21](#)).

To determine student attitudes relating to their role in governance, the College includes students on each participatory governance committee, and the College President or a designee attends the Student Senate meetings on a regular basis to illicit feedback ([Ev. 22](#), [Ev. 23](#)). In addition, faculty and administrators -- including the President, Vice Presidents, and Deans -- regularly attend the Student Senate meetings to illicit feedback on such matters as bonds, the Truth Initiative, ASB card fees, resources, food services, support for San Bernardino Community College District Teachers Association (SBCCDTA), mental health support, and the writing of the ISER ([Ev. 24](#), [Ev. 25](#), [Ev. 26](#), [Ev. 27](#)).

Analysis and Evaluation

The College constantly strives to bring together all constituent groups of the College community to participate meaningfully in decision-making. Responses to the Employee Campus Climate Survey reflect a general recognition of this inclusiveness.

IV.A.2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard

As explained above (IV.A.1), Crafton Hills College is committed to including all constituencies (i.e., administrators, faculty, classified staff, and students) in decision-making. The roles and procedures for those constituencies are clearly outlined in the District's and College's governance documents. As described in sub-standard IV.A.1 (directly above), District Board Policy (BP) 2510 (Collegial Consultation) provides the foundation for participatory institutional governance ([Ev. 01](#)). The manner by which participation is carried out is outlined for the District and each college in AP 2510 ([Ev. 02](#)). In addition, the College created the *CHC Organizational Handbook* to provide a formal resource to faculty, staff, students, and managers on all matters related to governance of the College ([Ev. 03](#)). The Crafton Council reviews and updates the *Handbook* annually.

At the District level, a number of different groups function as forums for discussion and means to bring forward ideas and recommendations to the District Chancellor and Board of Trustees.

The District Assembly is a representative group that advises and makes recommendations to the District Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District ([Ev. 04](#)). The District Assembly ensures that each appropriate constituent group participates in the decision-making process ([Ev. 05](#)) by providing a forum for effective communication among representatives of the District's major constituent groups. This body is charged with discussing issues of policy. It also assigns policy issues to appropriate committees for development of recommendations to the Chancellor. District Assembly minutes are published and available on the District website.

The Crafton Hills College *Organizational Handbook* includes a description of the decision-making process and the committees involved in this process at the College ([Ev. 06](#)). Participatory governance at CHC is characterized by inclusiveness, rigorous dialogue, and collaborative decision-making involving all constituents: classified staff, faculty, administrators, and students.

There are four different types of participatory governance committees at CHC: Crafton Council committees, functional committees, constituency committees, and ad hoc committees (or task forces). Crafton Council Committees have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council. Functional Committees may or may not have broad representation, depending on the charge. The charge of a functional committee may be information sharing or providing advice on a matter. Constituency committees report to the Student Senate, Academic Senate, or Classified Senate as appropriate. Ad hoc committees (or task forces) are typically convened for a limited time and a limited issue or purpose. A current example is the Guided Pathways Task Force, which is tasked with institutionalizing guided pathways and will no longer meet after it has completed its goals ([Ev. 07](#)). Depending on their purpose, they may or may not have broad representation for all constituencies. The College website includes a list of the committees and resources for the committee chairs ([Ev. 08](#)).

Decisions made in Crafton Council, committees, and constituency committees are communicated to the campus community through minutes, agendas, and supporting documents. These items are published on each committee's web page, which is accessible through the committee's web site ([Ev. 08](#)). For Example, the Crafton Council web page includes its charge and membership, a link to the *CHC Organizational Handbook*, funding status of prioritized objectives, and the committee's minutes and agendas ([Ev. 09](#)).

The Crafton Council is the central deliberative collegial body at CHC. The primary participatory (*shared*) governance committees report to Crafton Council. Its purpose is to provide information and facilitate communication and governance. Below is the Crafton Council's charge, indicating that this committee

1. Functions as a clearing house for potential or actual shared governance issues.
2. Provides information to and models best practices for shared governance committees.
3. Assumes oversight and maintenance of the *CHC Organizational Handbook*.
4. Monitors Policies and Administrative Regulations related to shared governance, and recommends modifications thereof, or new Policies or Administrative Regulations, as needed.

5. Coordinates the systematic evaluation of governance and administrative structures, processes, and services.
6. Recommends resolutions of or guidelines on larger shared governance questions at CHC.
7. Coordinates campus training in shared governance principles and practice.
8. Promotes plan integration and alignment and recommends corrective action as necessary.
9. Relies on research, evidence and learning assessment results to inform planning and decision-making.
10. Forwards revisions of the college Mission, Vision and Values to the Board of Trustees for review and approval and determines an appropriate implementation date.

Major participatory governance committees include the District Assembly; the Crafton Council; the Institutional Effectiveness, Accreditation, and Outcomes Committee; the Planning and Program Review Committee; and the Student Success and Equity Committee (The District Assembly is a District committee; the others are College committees). These and other standing and ad hoc committees include balanced representation from the four major constituencies. Administrator members are selected by senior administration, faculty members are selected by the Academic Senate, classified professionals are selected by the Classified Senate or CSEA, and student members by the Student Senate representing the Associated Students.

Ad hoc committees are created to deliberate and make recommendations on issues that are not clearly under the charge of a standing committee or on matters that require special consideration.

Analysis and Evaluation

Board policy and administrative procedures provide a framework for collaboration among all constituencies in decision-making. The *CHC Organizational Handbook* includes the mechanisms and references to resources for those who participate in governance. All constituencies are well represented on participatory governance committees at the College and District levels.

IV.A.3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Evidence of Meeting the Standard

Roles and procedures for participation of administrators and faculty in College governance are clearly outlined in the College's governance documents. The *CHC Organizational Handbook* ([Ev. 01](#)) describes the responsibilities of all Crafton Council and Academic Senate committees. The *Background and Overview* section of the *Handbook* sites BP 2510 (Collegial Consultation), which clearly states that "...faculty, management, classified staff, and students [have] the right to participate...in collegial consultation..." The *Principles of Collegial Consultation* in AP 2510 states that each constituency is responsible for appointing representatives to various participatory governance committees on campus ([Ev. 02](#), [Ev. 03](#)).

Moreover, the *Handbook* makes clear that consensus is the preferred decision-making process and that the Crafton Council oversees the participatory governance process. This body represents all campus constituencies and includes the CHC President, Academic Senate President and Vice

President, Classified Senate President, a CSEA representative, Associated Students President, VP of Student Services, VP of Instruction, and VP of Administrative Services ([Ev. 04](#)). AP 2510 defines the process of collegial consultation at the College as follows:

Collegial Consultation is a process involving faculty, administrators, classified staff and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations that the Chancellor carries forward to the Board of Trustees for final approval. In issues related to academic and professional matters the Board will rely primarily on the Academic Senate.

Ten areas are defined by Title 5 Regulation, Article 2, Section 53200 as *academic and professional matters* (an eleventh is for matters that may be defined as such by mutual agreement between the academic senate and the governing board):

1. Curriculum including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Education program development
5. Standards or policies regarding student preparation and success
6. District and college consultation structures, as related to faculty roles
7. Faculty roles and involvement in accreditation processes, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Process for institutional planning and budget development
11. Other academic and professional matters as mutually agreed upon between the Governing Board and the Academic Senate.

For other areas of decision-making in regard to Board policy, the Governing Board, the Academic Senate, administration, staff, and students work together to reach agreement. Discussion of such matters occurs most often in the District Assembly, a body with broad representation that advises the Chancellor on matters affecting the District ([Ev. 03](#)).

Each committee involved in developing recommendations or proposals for decision-making has a committee charge and must record minutes of meetings, which are available to all from the College website.

The *Planning and Program Review Handbook* ([Ev. 05](#)) and the Integrated Planning and Program Review Process for Prioritizing Objectives ([Ev. 06](#)) describe the process by which all units on campus participate in institutional planning and the prioritization of resources. This process is also described in the 2012 Research and Planning Group Conference Presentation where Crafton received the Excellence in Planning Award for its integrated planning and program review process ([Ev. 07](#)). The unit plan is the foundation for planning on campus, and all employees are given opportunities to participate in the development of these plans.

Facilities planning has recently become a more collaborative process than in the past. The Academic, Classified, and Student Senates have approved a process to help prioritize capital outlay

projects, such as building renovations and new buildings. For example, in Spring 2019, the College engaged in a revised prioritization of the CHC Facility Master Plan Projects. The process included the Student, Academic, and Classified Senates. The President’s cabinet reviewed input from the senates and prioritized the facilities projects based on this feedback ([Ev. 08](#), [Ev. 09](#)).

Analysis and Evaluation

Faculty and administrators have a clearly defined and broad responsibility to participate in all decision-making at Crafton Hills College. This participation is clearly described in the *CHC Organizational Handbook* and the *Planning and Program Review Handbook* as well as in Board Policies that relate to the delegation of authority to administrators and the responsibilities of faculty through their Academic Senate regarding academic and professional matters.

IV.A.4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Evidence of Meeting the Standard

Crafton Hills College faculty, working through their Academic Senate and departments/units, have primary responsibility for decisions regarding curriculum and other matters pertaining to the College’s policies and procedures on curriculum and student learning programs and services ([Ev. 01](#), [Ev. 02](#)). Board Policy (BP) 4020 (Program, Curriculum, and Course Development) states that the faculty, through its academic senate, are involved in all program and curriculum processes ([Ev. 03](#)). AP 4020 further states that each college will describe procedures in its curriculum handbook ([Ev. 04](#)). Moreover, AP 2510 (Collegial Consultation) states that with “...issues related to academic and professional matters the Board will rely primarily on the Academic Senate.”

The Curriculum Committee ([Ev. 05](#)) is authorized by the College’s Academic Senate to make recommendations to the Board of Trustees about the curriculum of the College, including the following:

- Approval of new courses
- Deletion of existing courses
- Proposed changes in courses
- Periodic review of course outlines
- Approval of proposed programs
- Deletion of programs
- Changes in programs
- Review of degree and certificate requirements
- Approval of changes in degree and certificate requirements
- Approval of prerequisites and co-requisites

The *Crafton Hills College Curriculum Handbook* outlines the processes for carrying out these functions ([Ev. 06](#)).

Curriculum Committee membership includes the following:

- Faculty members as appointed by the Academic Senate including the Curriculum Committee Chair (voting)
- Articulation Officer (voting)
- Representative of the Educational Technology Committee (Voting)
- Vice President, Instruction (Non-Voting)
- Deans (Non-Voting)
- Catalog/Data Specialist (Non-Voting)
- Admissions and Records Evaluator (Non-Voting)
- Administrative Assistant to the Vice President, Instruction (Non-Voting)

In addition to the Academic Senate’s Curriculum Committee, other Academic Senate committees address issues on curriculum and student learning programs and services on campus. These include the Educational Policies Committee ([Ev. 07](#)), the Honors Committee ([Ev. 08](#)), and the Educational Technology Committee ([Ev. 09](#)), which provides resources for online teaching through its Online Teaching Resources document ([Ev. 10](#)). This publication includes requirements for courses offered in distance education (DE) mode, certification of instructors assigned a DE class (No one may teach a DE class without certification), and information for faculty who seek training to become certified to teach DE classes.

The Crafton Council committees that address College educational issues include the following: Educational Master Plan; Institutional Effectiveness, Accreditation and Outcomes; Planning and Program Review; Professional Development; Student Success and Equity; and Technology Planning.

The responsibilities and membership of each committee are outlined in the *CHC Organizational Handbook* ([Ev. 11](#)). Responsibilities and membership of Crafton Council committees are reviewed annually by the Council (see Standard I.B.7, [Ev. 12](#)). And the Academic Senate’s executive committee reviews those elements of Senate committees periodically ([Ev. 13](#)).

Analysis and Evaluation

CHC faculty and academic administrators fulfill their roles in making recommendations about curriculum and student learning programs and services. These roles are well defined in the *Crafton Hills College Curriculum Handbook*, the *CHC Organizational Handbook*, and committee charges.

IV.A.5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.

Evidence of Meeting the Standard

The policies on governance procedures specify appropriate roles for all administrators, faculty, classified staff, and students. These policies and processes are established and published by various groups across campus. For example, they appear in BP 2510 (Collegial Consultation, [Ev. 01](#), [Ev. 02](#)), the *CHC Organizational Handbook* ([Ev. 03](#)), and on the Academic ([Ev. 04](#)), Classified ([Ev. 05](#)), and Student Senate websites ([Ev. 06](#)).

The participatory (or *shared*) governance process at CHC occurs through the committee structure. This structure affords broad-based participation in the governance process by all campus constituencies to ensure collegial decision-making processes that encourage constituencies to work together for the good of the institution and to further its mission. Specifically, the *Crafton Hills College Organizational Handbook* provides a formal resource to faculty, staff, students, and managers on all matters related to College governance processes ([Ev. 03](#)). This handbook provides information about how decisions are made—the many structures and paths available to influence decision-making—with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad of available decision-making opportunities.

Most College employees appear to be satisfied with how collaboration at the College works. The overall satisfaction with the collaborative governance process at CHC increased from 46 percent in Fall 2016 to 66 percent in Fall 2018, a 20-point increase. In addition, the satisfaction with the planning and decision-making processes at CHC increased from 36 percent in Fall 2016 to 59 percent in Fall 2018, a 23-point increase.

In addition, faculty maintain their position of exercising primary responsibility for planning of educational programs and services, in accordance with the California Code of Regulations, which established the “10+1” *academic and professional matters* ([Ev. 04](#)).

The staff and students are informed of their respective roles through information and documents made available across campus, primarily through the *CHC Organizational Handbook* ([Ev. 03](#)).

To provide membership to the various committees, the College relies on the four major constituency groups: The Academic Senate, the Classified Senate, the Student Senate, and CSEA. This process is also facilitated through the Crafton Council ([Ev. 3](#), [Ev. 07](#)).

The timeline for review and approval of institutional plans varies depending on the type of planning. The process and timeline for program review annual, two-year, and four-year plans is available in the Planning and Program Review Schedule ([Ev. 08](#)).

The College’s mission statement is reviewed annually by the Educational Master Planning Committee ([Ev. 09](#)). Other College plans, such as the Guided Pathways Work Plan, are developed with broad participation by all constituent groups ([Ev. 10](#), [Ev. 11](#), [Ev. 12](#)).

The Board of Trustees provides for a regular opportunity through which the following constituents can report and provide their particular perspectives at each Board of Trustees meeting ([Ev. 13](#)):

- Academic Senate
- Classified Senate
- Associated Students
- CSEA
- CTA

Analysis and Evaluation

CHC has a committee system that encourages everyone in the College community to participate in decision-making on matters that relate to his/her responsibilities. Processes and procedures for

participation in College governance are available in many publications, including the *CHC Organizational Handbook* and committee charges. This system works well to ensure timely action on important matters such as institutional plans, policies, and curriculum development and change.

IV.A.6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Crafton Hills College documents and communicates across the institution discussions and/or outcomes in committees and other work groups that relate to decisions and recommendations. Board Policy (BP) and Administrative Procedure (AP) 2510 (Collegial Consultation) make clear the District's intention to communicate its processes for decision-making and the outcomes of those processes ([Ev. 01](#), [Ev. 02](#)).

Decisions made in Crafton Council and the College's other committees are communicated through members of the committees representing the College's constituent groups, through the minutes and other documentation available on the College's website, and -- for planning and program review -- through an annual letter from the President emailed to the entire campus ([Ev. 03](#)). This letter describes the process for prioritizing objectives, explains any changes made by the President's cabinet, and provides a link so that programs can monitor the funding status of their prioritized objectives.

In addition, decisions are also communicated by the President Horan when he addresses the College community or any part of it during in-services or forums or at meetings of the senates or divisions.

Analysis and Evaluation

Decisions and explanations from committee discussions are communicated to the campus community by reports from collegial consultation committee members representing constituencies, committee meeting minutes posted on the College website under that committee, and -- for planning and program review actions -- through an annual letter from the College President.

IV.A.7. Leadership roles and the institution's governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

The College has many mechanisms for evaluating the institution's governance and decision-making structures and processes. Most important is the Employee Campus Climate Survey, administered biennially and used to measure employee perception of and satisfaction with CHC's governance and decision-making structures, among other matters. The results of the survey are shared with the campus in a report ([Ev. 01](#)), a dashboard ([Ev. 02](#)), a newsletter ([Ev. 03](#)), the Crafton Hills College Scorecard ([Ev. 04](#)), and various presentations at committee meetings. The survey evaluates the following governance and decision-making structures and processes: outcomes

assessment, inclusiveness, planning and program review, participatory (or *shared*) governance, and the resource allocation processes.

The results of the Campus Climate Survey are reviewed every year by the Educational Master Plan Committee (EMPC), which may use results to recommend improvements to decision-making processes. For example, In Fall 2019 the EMPC discussed a decrease in employee satisfaction with planning and decision-making, participatory governance, and resource allocation ([Ev. 04](#)). The EMPC noted a smaller than usual response rate as well as the existence of interim executive leadership during the last administration of the survey, an issue that would be resolved with new permanent leadership. Nevertheless, EMPC suggested strategies for addressing concerns.

The survey results are also presented to the Crafton Council, charged with overseeing issues related to accreditation and integrating plans, and serving as the advisory body to the President on issues of planning, program review, and relationship resource allocation ([Ev. 05](#), [Ev. 06](#), [Ev. 07](#)). In Fall 2019 the Crafton Council developed strategies to help address concerns identified in the Campus Climate Survey results that had specifically to do with planning and program review. This process of continuous institutional improvement is also described in Standard IA ([Ev. 08](#)). A diagram of how the process works appears below.



Every spring the Crafton Council also administers the Committee Self-Evaluation Survey to evaluate the participatory governance and decision-making committees ([Ev. 09](#)). The Crafton Council uses the results of this survey ([Ev. 10](#)) to improve and update training of the committee chairs ([Ev. 11](#)) and to improve the College’s participatory governance processes ([Ev. 12](#)). The disaggregated results for each committee are distributed to the committee chairs, who discuss them with the rest of their committee at one of the first meetings of the school year to determine what changes that committee should consider regarding its charge, processes, and means of communication ([Ev. 13](#), [Ev. 14](#)).

The Planning and Program Review Committee (PPRC) also uses the same continuous institutional improvement process described in the above figure to review its structures and processes annually to assure their integrity and effectiveness ([Ev. 15](#)). For example, in Spring 2018 the committee reviewed the program review survey results and found that the PPRC needed to improve the process for prioritizing unit objectives ([Ev. 16](#)). In addition, the committee also discussed revising the rubric item requiring programs to have program learning outcomes in the Catalog. In Spring 2019, the PPRC reviewed the budget categories and the instructional questions and agreed to minor changes to improve how the objectives were prioritized within budget categories ([Ev. 17](#)).

Analysis and Evaluation

CHC uses surveys and discussion in participatory governance committees, especially Crafton Council, to evaluate and improve its decision-making processes and assure their integrity and effectiveness. The College communicates the results of these evaluations and uses them to improve the effectiveness of decision-making processes.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Decision-making at Crafton Hills College occurs through a collegial system of participatory (or *shared*) governance by which decision-making committees composed of members from administration, faculty, classified staff, and students provide input on matters pertaining to student success and advancing the College mission. Crafton Council committees are organized by and report their actions to the Crafton Council. The Academic Senate delegates work on academic and professional matters, such as curriculum, to committees of faculty, which may also include non-voting members of administration and students.

Board policy defines governance roles, structures, processes, and practices for administrators and faculty. The District has policies and practices that delineate functions of the District and the colleges.

CHC committees publish their actions in minutes that are available to all from the College website. To improve performance, they engage in self-evaluation to assess committee effectiveness. Also, employees participate in surveys to express their level of satisfaction with College governance. CHC continuously works to improve its governance system.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Continue monitoring campus climate survey results regarding satisfaction in decision-making	IV.A.5	President, VP of Instruction, VP of Student Services, VP of Administrative Services, Dean of	Spring 2021	Further gains in the satisfaction with the collaborative governing process at Crafton Hills College

processes and make formal recommendations for future inquiry or action based on these results		Institutional Effectiveness		
Establish processes to ensure a regular review of campus committee pages to ensure the pages are always up to date with the most recent minutes and agendas posted.	IV.A.6.	Director of Institutional Advancement, Web Developer, Committee Chairs	Fall 2020	Ensure that agendas and minutes are always up to date and receive feedback regarding potential issues in updating the websites
Create a central repository of data regarding committee self-evaluations that is easy to access and compare results across years for all committee members	IV.A.7.	Dean of Institutional Effectiveness	Spring 2021	Make it easier to interpret and access results from multiple years' worth of committee data to help inform decision-making

Evidence List

Standard IV.A.1

- IV.A.1-01. [BP 2510 - Collegial Consultation](#)
- IV.A.1-02. [AP 2510 - Collegial Consultation](#)
- IV.A.1-03. [BP 2345 - Public Participation at Board Meetings](#)
- IV.A.1-04. [CHC Organizational Handbook](#)
- IV.A.1-05. [Student Senate Web Page](#)
- IV.A.1-06. [Classified Senate Web Page](#)
- IV.A.1-07. [Academic Senate Web Page](#)
- IV.A.1-08. [Committees Web Page](#)
- IV.A.1-09. [Curriculum Committee Minutes](#)
- IV.A.1-10. [Faculty Department Chairs Minutes](#)
- IV.A.1-11. [EMPC Minutes](#)
- IV.A.1-12. [Crafton Council Minutes](#)
- IV.A.1-13. [Accreditation Timeline - Open Forums](#)
- IV.A.1-14. [January Accreditation Open Forum](#)
- IV.A.1-15. [February Accreditation Open Forum](#)
- IV.A.1-16. [President and VPs Open Forum](#)
- IV.A.1-17. [VP Student Services Open Forum](#)
- IV.A.1-18. [President - Open Office Hours](#)
- IV.A.1-19. [Campus Climate Survey Dashboard](#)

- IV.A.1-20. [Did you Know - Campus Climate Data](#)
- IV.A.1-21. [November 12, 2019 Crafton Council Minutes](#)
- IV.A.1-22. [Committee Student Membership](#)
- IV.A.1-23. [Crafton Council Minutes showing Student Attendance](#)
- IV.A.1-24. [Student Senate November 16, 2018 Minutes](#)
- IV.A.1-25. [Student Senate November 30, 2018 Minutes](#)
- IV.A.1-26. [Student Senate March 8, 2019 Minutes](#)
- IV.A.1-27. [Student Senate May 10, 2019 Minutes](#)

Standard IV.A.2

- IV.A.2.01. [BP 2510 - Collegial Consultation](#)
- IV.A.2.02. [AP 2510 - Collegial Consultation](#)
- IV.A.2.03. [CHC Organizational Handbook](#)
- IV.A.2.04. [District Assembly Charge](#)
- IV.A.2.05. [District Assembly Membership](#)
- IV.A.2.06. [CHC Organizational Handbook](#)
- IV.A.2.07. [Guided Pathways Task Force](#)
- IV.A.2.08. [Committee Website](#)
- IV.A.2.09. [Crafton Council Committee Website](#)

Standard IV.A.3

- IV.A.3.01. [CHC Organizational Handbook](#)
- IV.A.3.02. [BP 2510 - Collegial Consultation](#)
- IV.A.3.03. [AP 2510 - Collegial Consultation](#)
- IV.A.3.04. [Crafton Council Membership](#)
- IV.A.3.05. [PPR Handbook](#)
- IV.A.3.06. [PPR Prioritization Process](#)
- IV.A.3.07. [RP Group Excellence in Planning Presentation](#)
- IV.A.3.08. [Facilities Master Plan Reprioritization Process](#)
- IV.A.3.09. [Crafton Council October 22, 2019 Minutes](#)

Standard IV.A.4

- IV.A.4.01. [BP 2510 - Collegial Consultation](#)
- IV.A.4.02. [AP 2510 - Collegial Consultation](#)
- IV.A.4.03. [BP 4020 - Program, Curriculum, and Course Development](#)
- IV.A.4.04. [AP 4020 - Program, Curriculum, and Course Development](#)
- IV.A.4.05. [Curriculum Committee Charge](#)
- IV.A.4.06. [Curriculum Handbook](#)
- IV.A.4.07. [Educational Policies Committee Charge](#)
- IV.A.4.08. [Honors Committee Charge](#)
- IV.A.4.09. [Educational Technology Committee Charge](#)
- IV.A.4.10. [Online Teaching Resources](#)
- IV.A.4.11. [CHC Organizational Handbook](#)
- IV.A.4.12. [Crafton Council Coordination of Committee Self-Evaluation](#)
- IV.A.4.13. [Academic Senate Minutes - Committee Review](#)

Standard IV.A.5

- IV.A.5.01. [BP 2510 - Collegial Consultation](#)
- IV.A.5.02. [AP 2510 - Collegial Consultation](#)
- IV.A.5.03. [CHC Organizational Handbook](#)
- IV.A.5.04. [Academic Senate Charge](#)
- IV.A.5.05. [Classified Senate Charge](#)
- IV.A.5.06. [Student Senate Charge](#)
- IV.A.5.07. [Crafton Council Charge](#)
- IV.A.5.08. [PPR Schedule](#)
- IV.A.5.09. [EMPC November 27, 2018 minutes - mission](#)
- IV.A.5.10. [Crafton Council January 23, 2018 minutes](#)
- IV.A.5.11. [Crafton Council February 27, 2018 minutes](#)
- IV.A.5.12. [Crafton Council March 27, 2018 minutes](#)
- IV.A.5.13. [Board of Trustees February 13, 2020 minutes](#)

Standard IV.A.6

- IV.A.6.01. [BP 2510 - Collegial Consultation](#)
- IV.A.6.02. [AP 2510 - Collegial Consultation](#)
- IV.A.6.03. [PPR President's Letter](#)

Standard IV.A.7

- IV.A.7.01. [Campus Climate Survey Report](#)
- IV.A.7.02. [Campus Climate Survey Dashboard](#)
- IV.A.7.03. [Did you Know - Campus Climate Survey](#)
- IV.A.7.04. [CMP Crafton Hills College Scorecard - Campus Climate Survey](#)
- IV.A.7.05. [Crafton Council Minutes Review Scorecard including Campus Climate Survey Results](#)
- IV.A.7.06. [Crafton Council November 12, 2019 Minutes - Campus Climate Survey](#)
- IV.A.7.07. [Crafton Council December 10, 2019 Minutes - Campus Climate Survey](#)
- IV.A.7.08. [Continuous Quality Improvement](#)
- IV.A.7.09. [Crafton Council Coordination of Committee Self-Evaluation](#)
- IV.A.7.10. [Spring 2019 Crafton Council Committee Self-Evaluation Results](#)
- IV.A.7.11. [2019-2020 Committee Chair Training](#)
- IV.A.7.12. [Spring 2019 Enrollment Strategies Committee Self-Evaluation Results](#)
- IV.A.7.13. [Spring 2019 Safety Committee Self-Evaluation Results](#)
- IV.A.7.14. [Enrollment Strategies Committee Norms Minutes](#)
- IV.A.7.15. [PPR Evaluation Survey Results](#)
- IV.A.7.16. [September 24, 2018 PPR Minutes](#)
- IV.A.7.17. [April 8, 2019 PPR Minutes](#)

B. Chief Executive Officer

IV.B.1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning,

organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard

As the chief executive officer (CEO) of the District, the Chancellor has primary responsibility for the quality of all District activities, property, and Board approved agreements. Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) makes clear the scope of the Chancellor's authority as delegated by the District Board of Trustees: "[T]he Board delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action" (Ev. 01). The Chancellor has the authority and responsibility to develop administrative procedures with Board approval and perform all the duties of his/her job description, including reporting regularly all matters pertaining to Board authority to the Board (see Sub-Standard IV.D.1&2 for a more complete description). This policy provides for the Chancellor to delegate authority to each of the college presidents for the activities of the colleges, interpreting Board policy, and informing the Board of Trustees (BOT) about matters of policy and performance.

The President of Crafton Hills College reports directly to the District Chancellor and provides leadership for the College. According to the job description for college presidents (Ev. 02), the President of Crafton Hills College has the authority to recommend for Board approval actions relating to all functions of Crafton Hills College.

The Crafton Hills College President exercises leadership of the College through many different administrative structures in the areas of planning, organizing, budgeting, selecting and developing personnel, and assessing and furthering institutional effectiveness. The President uses CHC's Comprehensive Master Plan, which combines the Educational and Facilities Master Plans, as a guide for decision-making (Ev. 03). The President must approve all recommendations from the Crafton Council or Academic Senate or committees of these bodies before such recommendations may move forward (Ev. 04).

Directly reporting to the College President are the vice presidents in each of three areas: administrative services, instruction, and student services (Ev. 05). The Dean of Institutional Effectiveness, Research, and Planning and the Director of Institutional Advancement also report directly to the President. The President has established a collegial process that emphasizes respect, collaboration, rigorous dialogue, and responsible, deliberative action.

The organizational structure of the College is clearly delineated in the *Crafton Hills College Organizational Handbook*, which is updated annually with input from participatory governance committees and the academic, classified, and student senates (Ev. 06. pp. 16-17). The Crafton Council, which is chaired by the President, reviews feedback and input from the campus on matters of organization (Ev. 07). The Council's recommendations for change are incorporated into the finalized *Handbook*, and the revised edition appears online each fall.

The President ensures that evaluation and planning rely on high-quality research and analysis. The Dean of Institutional Effectiveness, Research, and Planning meets with the President regularly to

report on activities of that office on assessment, learning outcomes, evidence-based decision making, and planning.

Under the direction of the President, the Office of Institutional Effectiveness, Research and Planning (OIERP) regularly examines research on student learning, widely shares this information with the campus community, and facilitates the use of evidence to inform decision-making discussion. Multiple examples of this activity can be found on the OIERP website ([Ev. 08](#)).

The College President uses other means to evaluate institutional planning processes, including evaluating participatory governance, planning and program review, and resource allocation. Evaluation of governance processes conducted through committees is carried out by the Crafton Council, the central deliberative participatory governance body at the College. All participatory governance committees report to the Crafton Council, which is chaired by the College President, or to the Academic Senate, whose committees have authority over *academic and professional matters*. Every year the Crafton Council evaluates all of its participatory governance committees through a committee evaluation process, a part of which is self-evaluation by committee members ([Ev. 07](#)). The Council uses this evaluation as a basis for discussion of how to improve participatory governance at the College and often recommends changes to the President.

The President also provides leadership in the selection and development of personnel in accordance with the hiring policies for regular contract faculty and administrators as indicated in AP 7120 (Recruitment and Hiring. [Ev. 09](#)). In addition, the President must determine the funding for all proposed new positions or changes in existing staffing, which usually come to him through unit and area program requests (see PPR process standard I.B.1).

Analysis and Evaluation

Dr. Kevin Horan has fulfilled his responsibilities in the areas of planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness. He uses the College's participatory governance committee structure to receive recommendations from all constituencies before making decisions about College practices and budget recommendations. He also makes the final decision for new hires, pending Board of Trustees approval.

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

Evidence of Meeting the Standard

According to the President's job description, "[t]he President is the Chief Administrative Officer of the college and is in direct reporting relationship to the District Chancellor." Following this statement is a summary and twenty-four duties ([Ev. 01](#)). Accordingly, Crafton Hills College's President plans, oversees, and evaluates an administrative structure organized and staffed to support all activities necessary to carry out the mission of the College and progress toward its vision ([Ev. 02](#)). As indicated in the College's *Organizational Handbook*, the College President "... is solely accountable to the Board of Trustees for the outcomes of all decisions made ([Ev. 03](#)).

In addition, the College President is responsible for establishing timelines and institutional priorities, developing structures and processes, providing information, and ensuring that certain policies are in place and that procedures are followed.”

To carry out these responsibilities, the President delegates authority to administrators and others consistent with their contractual responsibilities, as appropriate. As described in sub-standard IV.B.1 (above), the President works collaboratively with all of the College’s constituencies to oversee and lead the activities of the College.

The President delegates the coordination of planning to the Office of Institutional Effectiveness, Research, and Planning (OIERP), headed by a dean. Planning is conducted in accordance with the Comprehensive Master Plan and carried out by all College units according to the Program Planning and Review (PPR) processes described above (see standard I.B.1). Included in the PPR process is evaluation of the process itself and continual improvement. Assessment of governance structures and processes is conducted by the Crafton Council, an advisory body that includes members from all constituencies. This body reviews the College’s organizational structure annually and recommends changes when a consensus agrees that such changes would improve the College’s performance in carrying out its mission. President Horan works in collaboration with the Council (He also chairs the Council).

Vice presidents, deans, and directors understand their responsibilities indicated in their respective job descriptions ([Ev. 04](#)). President Horan relies on these administrators to perform their assigned duties. Each administrator is evaluated once a year for the first two years of employment and every three years thereafter ([Ev. 05](#)). Evaluation results have been used as opportunities for improvement. On rare occasions, a contract renewal is not offered to an administrator whose evaluation shows a lack of competence.

Analysis and Evaluation

The President of Crafton Hills College is accountable to the District Board of Trustees (BOT) for all College decisions and their results. In carrying out his duties, he is responsible for establishing timelines, institutional priorities, and processes for planning and action to carry out those plans. He is also responsible for keeping the campus informed about decisions and outcomes, working within Board policy, reporting to the BOT regularly, and performing related activities. President Horan delegates authority to his administrative team and is in charge of their regular evaluations. Because he is completing his first year as CHC’s President, President Horan has not yet undergone an evaluation.

IV.B.3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**

- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

In accordance with California Education Code 70902(b) (7), which establishes the rights of faculty, staff, and students to participate effectively in District and College governance, Administrative Procedure (AP) 2510 and the College’s *Organizational Handbook* (2019) provide the framework and describe general processes by which the College President brings together the College community to collaborate in governing the College ([Ev. 01](#), [Ev. 02](#)).

The committees that contribute to decision-making are organized in four broad categories:

1. Crafton Council Committees have representation from staff, student, faculty, and administrative groups, and report to the Crafton Council.
2. Functional committees may or may not have broad representation, depending on the committee charge. The charge of a functional committee may be sharing information, providing advice on an issue, or fulfilling some other immediate need.
3. Constituency committees report to the Student Senate, Academic Senate, or Classified Senate as appropriate.
4. Ad Hoc Committees or Task Forces are typically convened for a defined period. Depending on their purpose, they may or may not have broad representation from all constituencies.

The College President presides over and relies on the Crafton Council as the central deliberative collegial body at CHC. The participatory governance committees that report to Crafton Council provide information and facilitate communication and decision-making. The Crafton Council also serves as a central communications venue for College governance. A listing of all current committees appears in the *Organizational Handbook* (p. 18, [Ev. 02](#)).

The Academic Senate is primarily responsible for recommending District policy and procedures and College processes relating to *academic and professional matters*. The College President relies on advice from the Academic Senate on these matters.

The College President is responsible for approving plans, establishing institutional priorities and timelines, developing structures and processes for meeting planning goals and objectives, providing information, and ensuring that activities are carried out according to appropriate policies and procedures. The President accepts counsel from all governance committees in making decisions that affect the College community.

Crafton Hills College has established policies and procedures that enable the College President to guide the College in improving its teaching and learning environment. Board Policy (BP) 3250 (Institutional Planning, [Ev. 03](#)) requires that the District use “a broad-based comprehensive, systematic and integrated system of planning that involves appropriate segments of the college community and is supported by institutional effectiveness research.” To carry out this purpose, Administrative Procedure (AP) 3250 ([Ev. 04](#)) sets forth the following functions:

The colleges and District Office, through established committees with representation from faculty, administration, classified staff, and students, will review and recommend planning decisions related to human, physical, technological, and financial resources.

Applying the criteria of accreditation standards, the planning process will be guided by adopted vision, mission, and core values statements and will develop specific goals, objectives, and strategies, which have measurable outcomes and specific accountability.

All such plans, especially those that address the teaching and learning environment, must be reviewed and revised regularly ([Ev. 05](#)).

The President ensures that evaluation and planning rely on high-quality research and analysis. The Dean of Institutional Effectiveness, Research, and Planning (OIERP) meets regularly with President Horan to review research results and its work plans. The OIERP generates data reports for President Horan and reports and presentations for strategic planning committees that analyze internal and external conditions to inform decision-making. Specific examples include the Spring 2020 in-service presentation of research data ([Ev. 06](#)), enrollment management research ([Ev. 07](#)), and the discipline specific data to inform faculty department chairs of the full-time faculty hire prioritization process ([Ev. 08](#)).

President Horan oversees the CHC's continuous improvement process, described above (see I.A.2 and I.B.1). This process relies on data from the OIERP for planning. This office regularly examines research on student learning, shares the information with the campus community, and facilitates the use of evidence to inform discussion and decision-making. There are multiple examples of this process on the OIERP website ([Ev. 09](#)) including the monthly *Did you Know?* Newsletter ([Ev. 10](#)). Most recently, the newsletter summarized the results from eight focus groups designed to gather information from students on enrollment management. The recommendations from the focus groups are being reviewed by multiple committees and are being used to inform planning in guided pathways, professional development ([Ev. 11](#)), and enrollment management ([Ev. 12](#)).

The OIERP not only provides information to the College President but also remains accessible to managers, faculty, and staff. This office seeks to provide evidence to help facilitate decision-making. According to the most recent Campus Climate Survey, 75 percent of CHC employees agreed that the College uses both qualitative and quantitative data to identify student learning needs, and 78 percent felt that the College uses the results from research studies to inform decision-making. Moreover, 75 percent of CHC employees agreed that the evaluation and fine-tuning of CHC's organizational structures and processes to support student learning is ongoing.

The College uses its Comprehensive Master Plan as a framework for its goals and objectives. The program planning and review process provides planning and assessment information that allows for continuous program assessment and improvement. President Horan, in collaboration with the vice presidents and other leaders, relies on this process to determine funding priorities for resource requests and budgeting.

The College has numerous mechanisms to evaluate institutional planning processes, including the process for evaluating participatory governance, planning and program review, and resource allocation (see IV.B.1 & 2). In the most recent Campus Climate Survey, 73 percent of respondents felt that planning for physical resources is integrated with the CHC Educational Master Plan (EMP) and the Planning and Program Review (PPR) process. In addition, 81 percent of respondents felt that financial planning is integrated with the CHC EMP and PPR planning processes.

Analysis and Evaluation

The description above explains how the College President relies on established policies and procedures to guide the College's efforts in institutional improvement of the teaching and learning environment. CHC has developed a structure of participatory governance that encourages broad-based input of ideas and the use of data to develop plans in the context of the College's Educational Master Plan. President Horan has used this structure to encourage progress toward the College's goals of improving student learning.

According to the results of the College's most recent campus climate survey, most employees agree that the College uses both qualitative and quantitative data to identify student learning needs, uses the results from research studies to inform decision-making, and continuously supports student learning.

IV.B.4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.

Evidence of Meeting the Standard

Board Policy (BP) 3200 (Accreditation) identifies the District Chancellor as responsible for ensuring that the District complies with ACCJC requirements and those of other agencies that accredit District programs ([Ev. 01](#)). Administrative Procedure (AP) 3200 identifies the College President as responsible for appointing an accreditation liaison officer (ALO) to coordinate all activities related to the self-evaluation and visit by members of the Commission team ([Ev. 02](#)). AP 3200 also requires that each college "have an Accreditation Steering Committee with members from faculty, management, the classified staff, and students."

President Kevin Horan appointed Dr. Keith Wurtz, Vice President of Instruction, as the College's ALO for the current accreditation cycle. Dr. Wurtz chairs the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), a Crafton Council participatory governance committee (with membership from faculty, classified staff, and administration) that provides leadership for gathering information for the Institutional Self-Evaluation Report (ISER, [Ev. 03](#)). This committee has developed a table that identifies which of the College's committees have charges that correspond to the different sub-standards, eligibility requirements, and ACCJC policies. Dr. Wurtz has used this table to elicit input from those committees in the development of

this ISER. He keeps President Horan well informed on the progress of the IEAOC in its work to produce the ISER.

The timeline for completing the ISER and sending it to the Board of Trustees (BOT) for approval includes dates for review of and comments on the ISER draft by each of the senates (academic, classified staff, and student, [Ev. 04](#)). Also scheduled are college-wide forums where anyone may comment on the contents of the report. The Board of Trustees will also have an opportunity to review the final draft of the report and comment on its contents before they are asked to approve it.

Analysis and Evaluation

Dr. Keith Wurtz, the chair of the IEAOC, keeps CHC President Horan well informed of the progress of that committee in developing a complete and accurate ISER. The IEAOC includes members from the College's faculty, staff, and administrators. Forums have been scheduled for comment by anyone in the CHC community. The ISER will be reviewed by the BOT before it is finalized and sent to the ACCJC. President Horan is well aware of the importance of meeting or exceeding all ACCJC eligibility requirements, policies, and standards, which has consistently been expressed in Board policy and in the goals and objectives of College and District plans.

IV.B.5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

Evidence of Meeting the Standard

The SBCCD Board of Trustees (BOT) delegates to the Chancellor the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action. Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) ([Ev. 01](#)) states that “[t]he Chancellor may delegate any powers and duties entrusted to him/her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for the execution of such delegated powers and duties.” Accordingly, the Chancellor delegates authority to the president of each college to implement all laws, regulations, and board policies and to assure that the College follow decisions of the BOT requiring administrative action. In accordance with this authority, Crafton Hills College President Kevin Horan assures the implementation of statutes, regulations, and BOT policies and reviews institutional practices to assure that they are consistent with institutional mission and policies.

Crafton Hills College's President has consistently shared information about regulatory policy with the College community. When BOT policies are under review by the District Assembly, the College community is invited to provide comments through its representative groups (e.g., senates or unions), each of which has representation on the District Assembly ([Ev. 02](#)). Specifically, membership of this advisory body includes two faculty, one classified staff, one administrator, two students, the presidents (or their designees) of the CHC Academic Senate, Classified Senate, Student Senate, CTA and CSEA.

CHC President Horan is also responsible for the College budget and therefore regularly confers with the College vice presidents about budgetary matters. President Horan also sits on the District Budget Committee, where he advocates for District funding necessary to conduct College activities in accordance with the College mission and plans for the growth envisioned in the College Comprehensive Master Plan ([Ev. 03](#)). Furthermore, President Horan reviews and must approve all major College expenditures.

In addition, President Horan has been an active Board member (ex-officio) of the Crafton Hills College Foundation, leading efforts to increase its assets, which are used to support students with unmet financial needs and activities important to instruction. These efforts include participating in Foundation Board and committee meetings, conferring with the Foundation Board of Directors, taking on the role of MC and cheerleader at Foundation events, and supporting innovative Foundation efforts to increase its assets.

Analysis and Evaluation

Dr. Horan exercises leadership of College activities to assure that they are consistent with statutes, regulations, and BOT policies and procedures. He also assures that institutional practices are consistent with the College's mission, vision, and values. Finally, Dr. Horan, with advice from his cabinet, leads in determining funding priorities and has the authority over the College's budget and expenditures.

IV.B.6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

President Kevin Horan represents the College to a diverse community of private and public entities. He participates in activities of the following organizations and projects with cities, businesses, and schools.

- Joint use of CHC's soccer field with the City of Yucaipa
- Dual enrollment and CCAP with both Redlands Unified School District & Yucaipa-Calimesa Unified School District
- Revitalization of San Geronio Pass Economic Development Agency (PASS EDA)
- Partnership with the Yucaipa Valley Wine Alliance in the support of EVA designation for the region
- Partnership with Garner Holt and Redlands Unified School District to develop at STEAM pathway to CHC

The President also participates in groups to communicate information about the College that help establish its image as an important asset for the education and betterment of the community ([Ev. 01](#), see Page 9). These include the following:

- California Community Colleges CEOs, Region IX
- Inland Empire Athletics Association, CEO Region IX Representative
- Community College League of California
- Economic Development Advisory Committee, City of Yucaipa
- Growing Inland Achievement

- Inland Empire Community Foundation
- City of Yucaipa Joint Issues Committee
- Inland Adult Education Consortium
- Redlands Chamber of Commerce
- Yucaipa Chamber of Commerce
- Highland Chamber of Commerce
- Calimesa Chamber of Commerce

He has given presentations about CHC to groups with diverse interests including:

- Redlands Chamber of Commerce
- Yucaipa Chamber of Commerce
- Redlands Kiwanis
- Yucaipa Kiwanis
- Highland Chamber of Commerce
- Yucaipa-Calimesa Unified School District Board of Trustees
- Redlands Unified School District Board of Trustees
- Community College League of California, New CEO Symposium
- Retired Teachers Association of Redlands

Analysis and Evaluation

CHC President Kevin Horan has been working with a broad and diverse array of organizations to develop positive relationships with the community the College serves. His participation amplifies CHC’s position as an important resource for that community.

Conclusions on Standard IV.B. CEO

Crafton Hills College President Kevin Horan has primary responsibility for all activities of the College related to decision-making. He presides over the Crafton Council, the college council responsible for overseeing the work of College participatory governance committees, and maintains a collegial relationship with the College’s Academic Senate on academic and professional matters. His cabinet, senior administrators, provide recommendations on issues such as prioritizing resource allocation and budget development. He uses agreed upon mechanisms to evaluate the effectiveness of the College’s governance structure. In addition, President Horan is active in many community service, professional, and governance organizations and has provided hands-on leadership for the CHC Foundation -- all in his first full year in his position.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Continue working with committees to review standards throughout the six-	IV.B.4.	VP of Instruction, ALO	Fall 2020	Placing permanent processes in place to ensure that committees constantly consider

year cycle and maintain an evidence repository that managers and other relevant individuals have access to				how their work ties to accreditation and the mission of the College
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Evidence List

Standard IV.B.1

- IV.B.1.01. [BP 2430 - Delegation of Authority to the Chancellor](#)
- IV.B.1.02. [College President Job Description](#)
- IV.B.1.03. [Facilities Master Plan Reprioritization Process](#)
- IV.B.1.04. [PPR President's Letter](#)
- IV.B.1.05. [CHC Organizational Chart](#)
- IV.B.1.06. [CHC Organizational Handbook](#)
- IV.B.1.07. [Crafton Council Coordination of Committee Self-Evaluation](#)
- IV.B.1.08. [OIERP Web Site](#)
- IV.B.1.09. [AP 7120 - Recruitment and Hiring](#)

Standard IV.B.2

- IV.B.2.01. [College President Job Description](#)
- IV.B.2.02. [College Mission, Vision, and Values](#)
- IV.B.2.03. [CHC Organizational Handbook - President](#)
- IV.B.2.04. [Manager Job Descriptions](#)
- IV.B.2.05. [AP 7150 - Evaluation](#)

Standard IV.B.3

- IV.B.3.01. [AP 2510 - Collegial Consultation](#)
- IV.B.3.02. [CHC Organizational Handbook](#)
- IV.B.3.03. [BP 3250 - Institutional Planning](#)
- IV.B.3.04. [AP 3250 - Institutional Planning](#)
- IV.B.3.05. [PPR Schedule](#)
- IV.B.3.06. [In-Service Presentation Research](#)
- IV.B.3.07. [Enrollment Management Research](#)
- IV.B.3.08. [Data to Inform FT Faculty Hire Prioritization](#)
- IV.B.3.09. [OIERP BORG Web Site](#)
- IV.B.3.10. [Did you Know? - Enrollment Management Focus Groups](#)
- IV.B.3.11. [Professional Development Committee Agenda](#)
- IV.B.3.12. [Enrollment Strategies Agenda](#)

Standard IV.B.4

- IV.B.4.01. [BP 3200](#)
- IV.B.4.02. [AP 3200](#)
- IV.B.4.03. [IEAOC Charge](#)
- IV.B.4.04. [ISER Timeline](#)

Standard IV.B.5

- IV.B.5.01. [BP 2430 - Delegation of Authority to the Chancellor](#)
- IV.B.5.02. [District Assembly Membership](#)
- IV.B.5.03. [District Budget Committee Membership](#)

Standard IV.B.6

- IV.B.6.01. [BOT March 12, 2019 Agenda](#)
-

C. Governing Board

IV.C.1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)

Evidence of Meeting the Standard

Crafton Hills College is one of two colleges in the San Bernardino Community College District. The District is governed by its Board of Trustees (BOT), an independent governing body whose seven voting members are residents from the District's service area elected by voters, one Board member for each of the seven component areas making up the District as a whole (in accordance with California Education Code 70902) ([Ev. 01](#), [Ev. 02](#)). In addition to these voting members, two students, one selected by the student body of each college, also serve as student trustees ([Ev. 03](#), [Ev. 04](#), [Ev. 05](#)). The BOT carries out its governance functions in accordance with the District's mission, which appears in Board Policy 1200 (District Mission Statement, [Ev. 06](#)):

The mission of the San Bernardino Community College District is to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.

The BOT reviews the mission statement on a regular basis and revises it when the Board agrees that change is appropriate. It was last revised and approved in January 2019 ([Ev. 07](#)).

The BOT adopts and reviews policies and procedures that lead to the fulfillment of this mission ([Ev. 08](#)). In addition, the BOT regularly establishes and prioritizes Board Directives that provide the District with areas of special focus to support its mission and the mission of each of its colleges ([Ev. 09](#)). Most recently the BOT prioritized aligning unrestricted general fund and Student Success funding with the State Chancellor's Vision for Success as its highest priority, followed by allocating funding to support the implementation of the SBCCD College Promise, which allows eligible graduates from area high schools to attend CHC free of charge ([Ev. 10](#)).

The BOT ensures that policies are consistent with the District's mission and that they are properly carried out. Administrative procedures for most policies describe how these policies should be carried out. In this way the BOT acts to assure the academic quality, integrity, and effectiveness of the student learning programs and services at its colleges.

Board Policy (BP) 2740 (Board Education, [Ev. 11](#)) provides for the orientation of new Board members. In addition, the BOT has also developed an orientation handbook that covers a broad range of areas including the Brown Act, ethics, and the District and college missions, to name a few ([Ev. 12](#)). BP 2745 (Board Self-Evaluation, [Ev. 13](#)) sets forth guidelines for the BOT to evaluate its performance annually in terms of defining and making progress towards its goals. The process of assessing its progress begins with an annual special study session to conduct this self-evaluation and establish goals for the year. On September 26 last year (2019) the Board held a study session to review progress reports for the past school year from both colleges in achieving the goals (i.e., *strategic directions*) in their respective educational masterplans ([Ev. 14](#)).

BPs in Chapter 4 of Board policies assure academic effectiveness and integrity of the colleges' respective academic programs. BPs in Chapter 5 assure the effectiveness and integrity of student learning services available to students of the colleges. BPs in Chapter 6 assure the effectiveness and integrity of the District's financial practices and its financial stability. Board policies are available from the District website ([Ev. 15](#)).

The BOT reviews all financial matters relating to the District, including contracts, agreements, and audits, and works to ensure the financial health and stability of the District and its colleges ([Ev. 10](#)). The District Budget Committee reviews the resource allocation model (RAM) that determines the amount of funding each college receives to conduct its activities, purchase equipment, maintain sufficient staffing, and provide and maintain the facilities necessary for conducting the activities of the college (see Standard III. D for more detail, [Ev. 16](#)). The BOT reviews this committee's recommendations to the Chancellor before determining whether to approve them.

Analysis and Evaluation

District policies assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. Newly elected Board members are provided with orientation and educational materials to understand and carry out their official duties as responsible members of the District's governing board.

IV.C.2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.

Evidence of Meeting the Standard

The San Bernardino Community College District Board of Trustees (BOT) carries out its responsibilities collaboratively. The District Chancellor advises the BOT after conferring with various groups established for that purpose. One is the District Assembly, which includes representation from all constituent groups (see IV.A.2). Members of the Assembly advise and make recommendations to the Chancellor regarding District-wide governance, institutional planning, budgeting, and policies and procedures that promote the educational mission and goals of the District. In addition, the Chancellor meets regularly with the Chancellor's cabinet, which includes the president of each college, which advises the Chancellor. All recommendations must be approved by the BOT before they are enacted.

Board members discuss relevant issues in public meetings open to anyone who wishes to attend. In accordance with BP 2330 (Quorum and Voting), Board members reach decisions by a majority vote on most matters. Once the Board reaches a decision, each Board member agrees to uphold that decision ([Ev. 01](#), [Ev. 02](#)). BP 2715 (Code of Ethics-Standards of Practice) states that "...the Board acts as a whole and that the authority rests only with the Board in a legally constituted meeting, not with individual members" ([Ev. 03](#)).

Analysis and Evaluation

Board policies state that when the BOT adopts a policy or position on an issue, each BOT member agrees to uphold that policy or position. Further Board policy stresses that the Board acts as a single entity on matters of Board authority.

IV.C.3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

The San Bernardino Community College District Board of Trustees (BOT) selects and evaluates the District Chancellor according to its policies. Board Policy (BP) and Administrative Procedure (AP) 2431 (Chancellor Selection) require the process of selecting a new Chancellor to include the establishment of a search process ([Ev. 01](#), [Ev. 02](#)).

The District is currently in the process of selecting a new Chancellor and is committed to having an inclusive and comprehensive selection process. A 24-member search committee has been formed with representation from all major District constituencies and the public. A national search process is being carried out by the Association of Community College Trustees (ACCT).

The BOT selects the president of each college according to BP and AP 7250 (Educational Administrators), which defines the process used to hire educational administrators for the colleges. In addition to the provisions in Board policy and accompanying procedures, finalists for the position of president participate in interviews in a public session on the college campus in which they present an introduction and answer questions from attendees. Attendees are asked to complete questionnaires indicating preferences. These are sent to the screening committee to help members make a selection to send to the Chancellor and BOT ([Ev. 03](#), [Ev. 04](#)).

According to BP and AP 2435 (Evaluation of the Chancellor), the District Chancellor is evaluated at least annually by the BOT. The BOT's evaluation committee requests written evaluations from every manager, academic and classified senate presidents, CTA and CSEA presidents, and community representatives whose selection is agreed to by the committee and the Chancellor. Evaluations are also requested from all permanent District employees, who use an evaluation form. Each member of the Board will also complete an evaluation of the Chancellor using a form agreed upon by the Board.

The College President is evaluated according to the process described in BP and AP 2435 (Evaluations) for all District employees. Presidents undergo a performance evaluation at prescribed intervals (usually after their first full year in their position and every three years thereafter). The criteria for management evaluations are based on board policy, the job

descriptions, and performance goals and objectives developed mutually by the Chancellor and the College President.

Analysis and Evaluation

Board policies and procedures lay out a clear process for hiring a District chancellor and college presidents. The District's policies and procedures for evaluating the Chancellor and the college presidents provide for a thorough, careful consideration of their respective performance and include feedback from across the District or college community.

IV.C.4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)

Evidence of Meeting the Standard

As described above (IV.C.1), the San Bernardino Community College Board of Trustees (BOT) is an independent governing body. Each of its seven voting members represents one of the voting divisions in the District's service area ([Ev. 01](#), [Ev. 02](#)). Two students, one from each college, serve as trustees. Their votes are advisory.

Board Policy (BP) 2200 (Purpose and Role of the Board, [Ev. 03](#)) describes the duties of the BOT to adopt or amend policies that govern all matters of the District and its colleges in accordance with the authority granted and duties defined in California Education Code, Section 70902. In their Board reports and discussion of policy matters, BOT members (trustees) routinely make comments that show their awareness of and involvement in the activities and concerns of their respective constituencies and the District as a whole. Also, Board members may serve on the BOT legislative, finance, or evaluation committees in addition to ad hoc committees.

To maintain effectiveness in carrying out their duties, the BOT conducts an annual self-evaluation with questions relating to this standard (see BP 2745, [Ev. 04](#)). The Board reviewed the annual self-evaluation and developed plans for improvement at its June 13, 2019 annual retreat ([Ev. 05](#)). As a result of this review, the Board agreed to keep meetings on the second Thursday of the month and not to reschedule them. In addition, the Board also agreed to modify AP 2435 (Evaluation of the Chancellor), dissolve the evaluation committee, and hold meetings of the Board Finance Committee two hours before the regular board meetings.

Analysis and Evaluation

Through Board Policy and recent practice, the Board has demonstrated its independence in performing its role in governance.

IV.C.5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.

Evidence of Meeting the Standard

The San Bernardino Community College District Board of Trustees (BOT) has adopted policies consistent with the respective missions of the State Community College system, the District, and the District's two colleges to ensure the quality, integrity, and improvement of student learning programs and services and the resources that support them.

Board Policy (BP) 1200 (District Mission Statement) sets forth the District's mission, which is consistent with the mission, vision, and values of Crafton Hills College ([Ev. 01](#)). Together these expressions form the philosophical foundation for all of the College's program planning and decision-making. The District mission and plans informed the development of Crafton Hills College's strategic planning and align with CHC's mission, vision, and values ([Ev. 02](#), see pp. 38-41). Equally important, planning for each CHC program aligns with the College's mission, vision, and values ([Ev. 03](#), [Ev. 04](#)). As a result, the District's mission provides the philosophical foundation for all of the College's planning. The District mission, together with the CHC mission, vision, and values, promote open access, student equity and opportunity, and success in high quality degree and certificate programs.

BP and AP 2410 (Board Policies and Administrative Procedures) govern how board policies and administrative procedures may be established or revised ([Ev. 05](#), [Ev. 06](#)). The 2019 *Trustee Handbook* ([Ev. 07](#)) and BP 2200 (Board Duties and Responsibilities, [Ev. 08](#)), explain how BOT members are expected to act with integrity and in the best interests of the colleges and their students.

Chapter Four of Board Policies include various policies designed to assure the effectiveness, quality, and integrity of student learning programs ([Ev. 09](#)). Most noteworthy are the following policies: BP 4010 (Academic Calendar), BP 4020 (Program, Curriculum, and Course Development), BP 4025 (Philosophy and Criteria for AS degree and General Education), BP 4040 (Library Services), BP 4100 (Graduation Requirements for Degrees and Certificates), BP 4105 (Distance Education), BP 4220 (Standards of Scholarship), and BP 4250 (Probation, Dismissal, & Readmission).

Chapter Five of the Board Policies includes those policies that have been adopted to assure the academic quality, integrity, and effectiveness of the student learning services at the colleges ([Ev. 10](#)). Most notable are the following policies: BP 5050 (Student Success and Support Program), 5110 (Counseling), 5130 (Financial Aid), 5500 (Standards of Student Conduct), and 5530 (Student Rights and Grievances).

In addition to its responsibility for educational quality and student learning support, the BOT also has ultimate responsibility for financial integrity and stability ([Ev. 11](#)). Chapter Six of Board Policies include those policies that assure such matters. Notable examples are the following: BP 6200 (Budget Preparation), 6250 (Budget Management), BP/AP 6300 & APs 6305, 6307, 6310, 6315 (Fiscal Management), BP 6320 (Investments), BP 6400 (Audits), and BP 6600 (Capital Construction).

Regular formal reports about the colleges' instructional programs, student learning support programs, and the financial status of the District are routinely presented to the BOT. For example, on January 9, 2020 the Board reviewed an update on two Key Performance Indicators, the percentage of students with a Student Education Plan (SEP) and the number of current online

sections ([Ev. 12](#), pp. 10-14). In addition, the District Strategic Plan ([Ev. 13](#)) was presented on October 24, 2019. It shows the alignment of College plans with the District plan (p. 6), student success objectives (p. 7), enrollment and access objectives (p. 7), strategic partnerships (p. 8), and District operational systems, including financial systems (p. 8). On September 26, 2019, the Educational Master Plan updates from both colleges were presented to the BOT, which included plans for instructional and student learning support programs ([Ev. 14](#)). The BOT also regularly receives updates on the budget ([Ev. 15](#)). Finally, the BOT is informed in closed sessions about personnel and legal issues relating to the District ([Ev. 16](#)).

Agendas for regular BOT meetings include reports from Board committees, the academic senate of each college, the classified senate of each college, the students (i.e., associated students) of each college, CSEA (classified employees' union), and CTA (faculty union). Reports on student performance, such as key performance indicators, are routinely placed on the Board agenda ([Ev. 17](#)). Other routinely appearing items on BOT meeting agendas are consent agenda items, which include new employee hires and assignments, field trips, employee travel, and financial reports showing income, expenditures, and budget balances. All of these items have been recommended for approval at the college or District level and are deemed non-controversial -- although if any such item is questioned by a Board member, it may be moved from the consent agenda for discussion.

Each year the Board reviews the results of the annual audit of the District's finances. Reports from various ad hoc committees, and special programs, such as the high school partnership programs, also appear on BOT agendas. In addition, grant applications or awards and contracts for services are on the agenda for approval.

In accordance with AP 2305 (Annual Organization Meeting), the BOT holds an annual meeting after the election of Board members to choose its officers ([Ev. 18](#), [Ev. 19](#)). The BOT also has a mid-year retreat in January and a two-day retreat in June to reflect on the year's accomplishments and review effective trustee practices. In addition, the Board discusses plans to further goals of the District Strategic Plan and sets the District's Institutional Values, planning priorities, and Chancellor's Goals.

Analysis and Evaluation

The description of BOT policies outlined above demonstrates how the SBCCD BOT has established policies consistent with the District mission and the College mission, vision, and values to ensure the quality, integrity, and improvement of student learning programs and services and the resources needed to support them.

Further, the BOT fulfills its obligation to make decisions regarding legal matters. This function occurs primarily in BOT closed sessions. Finally, the District BOT assures that the District and its colleges operate in a manner that ensures financial integrity and stability through discussion and deliberation leading to decision-making on financial matters. As a result, the District's present financial status remains sound.

IV.C.6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Evidence of Meeting the Standard

All policies and administrative procedures of the District are available from the District website ([Ev. 01](#)). Policies and procedures in Chapter Two address the organization, size, duties, responsibilities, structure, and operating procedures of the Board of Trustees (BOT). Policies and procedures are updated to reflect any changes that occur in these matters. For example, when Board member elections were changed in 2018 from at-large to voting area-specific representation, BP 2100 was amended to reflect that change ([Ev. 02](#)).

Analysis and Evaluation

All policies and administrative procedures are readily available from the District website.

IV.C.7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

Evidence of Meeting the Standard

All actions taken by the SBCCD Board of Trustees (BOT) are consistent with its policies and bylaws, which are referenced in all actions formally adopted at Board meetings ([Ev. 01](#), [Ev. 02](#), p. 5). The BOT engages in a process for considering and adopting new policies and administrative procedures defined in Administrative Procedure (AP) 2410 (Board Policies & Administrative Procedures, [Ev. 03](#)). This annual process requires that the District continually review all of its policies and procedures according to a ten-year timeline and revise them when necessary to bring them up to date with statutes or when policies and/or procedures are amended to help achieve objectives consistent with the District's and its colleges' respective missions. Each year the Executive Director of Institutional Effectiveness, Research, and Planning develops a list of APs and BPs to be reviewed that year.

AP 2410 identifies *leads* for policies and procedures in different chapters of Board Policies and Procedures who may propose changes. The BOT Executive Committee -- the BOT President, Vice President, and Clerk -- considers recommendations for policies and procedures in Chapter Two, which relate to the functioning of the Board -- except for BPs and APs 2410 (Board Policies) and 2510 (Collegial Consultation, [Ev. 04](#)), which must go through the full review process.

All proposed changes to the BPs and APs are sent to the District Assembly (DA) for comment before they are placed on the Board agenda for adoption. The DA is an advisory body that includes representation from all District constituencies. This body reviews all BPs and APs except for those in Chapter Two according to the list provided by the Executive Director of Institutional Effectiveness, Research, and Planning. DA recommendations are presented to the District Chancellor, who may recommend them for BOT adoption.

In addition, any interested party may submit a proposal for a new board policy or a change in a current policy or administrative procedure not included on the annual review list. The proposal must be submitted in writing to the Chancellor and/or the DA. The DA, in consultation with the

Chancellor, will determine whether the proposed BP/AP or a change in current BP/AP is warranted.

Items deemed *academic and professional matters* are sent to the academic senates of the colleges for their consideration. Senate responses are sent to the District Assembly. Other items are sent to the appropriate constituency groups for consideration and responses. After reviewing responses, the District Assembly may amend or reject proposals. As per BP 2410, the Chancellor reviews the recommendations from the Academic Senate and forwards the BPs to the Board of Trustees for action and the APs as information items ([Ev. 03](#)). For example, AP/BP 3550 (Drug Free Environment and Drug Prevention Program) was approved by the BOT on November 14, 2019 ([Ev. 05](#), see pp. 194-197) after the DA had reviewed these on September 3, 2019 ([Ev. 06](#)) and October 1, 2019 ([Ev. 07](#)).

To further assist the BOT in revising its policies and procedures, the District uses the services provided by the Community College League of California (CCLC), which provides templates for all participating state public community colleges with language that aligns with legislative and accreditation requirements.

Analysis and Evaluation

In accordance with BP and AP 2410, Board policies and procedures are continuously reviewed by the BOT and the District Assembly. When the BOT, the academic senates, or the District Assembly recommend changes in policies and/or procedures, the BOT formally considers these changes.

IV.C.8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

Evidence of Meeting the Standard

The SBCCD Board of Trustees (BOT) regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality ([Ev. 1](#), pp. 10-19). First, the BOT schedules a formal annual presentation of data that the colleges send to the State Chancellor's Office for its annual publication of the Student Success Scorecard and the Vision for Success, available on the State Chancellor's website as well as the College website ([Ev. 2](#)).

Also, the District Office of Research, Planning, and Institutional Effectiveness created a dashboard for key performance indicators (KPI Dashboard) that is available from the District website ([Ev. 3](#)). These indicators include 1) Student success, 2) Enrollment and Access, 3) Partnerships of Strategic Importance, and 4) District Operational Systems. They allow Board members -- and anyone else -- to see at a glance current progress on important goals and objectives.

The Board also receives reports and conducts study sessions on student achievement and institutional plans for improving academic quality and learning support. Below are the most recent Board meetings when these reports were presented

- October 24, 2019: District Support Services Strategic Plan 2019 Update ([Ev. 4](#), see page 2)
- September 26, 2019: Educational Master Plan Updates ([Ev. 5](#), see pages 4 and 10)

- May 16, 2019 and June 20, 2019: CHC’s Student Equity Plan ([Ev. 6](#), [Ev. 7](#), see item 12.6)
- April 26, 2018: Student Success Outcomes, Interventions, Resources, and Plans ([Ev. 8](#))

Analysis and Evaluation

Evidence referenced above demonstrates that the BOT regularly reviews key evidence of student learning and achievement and the College’s plans to improve its performance on these measures.

IV.C.9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

The SBCCD Board of Trustees (BOT) provides for the orientation of new Board members and participates in ongoing training for improvement in the performance of all trustees. A wealth of advisory information is available on the SBCCD BOT webpage ([Ev. 1](#)). Included is a training manual entitled *Orientation and Development for Community College Trustees* ([Ev. 2](#)). Topics covered include organizational charts, collective bargaining processes, communication protocols, sample policies and plans, board duties and responsibilities, and retreats. A checklist for CEOs and Board Chairs includes what candidates for election to the Board and newly elected Board members need to know. In addition, the trustees regularly attend conferences and workshops for their professional development ([Ev. 3](#)).

Also available on the Board of Trustees webpage is the Community College League of California’s (CCLC) *Trustee Handbook* ([Ev. 4](#)), which provides an overview of the State’s community college system and its governance structures; the strategic plan for the California Community Colleges; and the role, practices, and ethical responsibilities of a trustee. The *Handbook* also includes a section on board self-evaluation using methods such as structured surveys and interviews and less formal methods, such as dialogue.

A third publication available on the BOT webpage is *California Community Colleges Trustees Board Chair Handbook*, published by the Advisory Committee on Education Services of the CCLC ([Ev. 5](#)). This publication covers such varied topics as the roles and responsibilities of the chair, elections, the board chair and chancellor relationships, representing the board and the district, involvement in accreditation, responding to campus crises, and relating to public media.

In addition, BOT study sessions and workshops provide opportunities for trustees to gain important knowledge about matters critical to the operation of the District and the progress of the students its colleges serve. For example, in June of 2019 and June of 2020, the BOT held a retreat on communication protocols, effective meetings, and the Board’s role in planning ([Ev. 6](#), [Ev. 7](#), [Ev. 8](#)).

An important part of BOT development is the annual Board’s self-evaluation, described below (IV.C.10, [Ev. 9](#)). Board Policy 2100 (Board Elections) states that Board members serve four-year staggered terms. Elections for members are held “...every two years, in even numbered years, for four-year overlapping terms. Terms of trustees are staggered so that, as nearly as practical, one half of the trustees shall be elected at each trustee election.” Beginning in January 2014, trustees

have been and continue to be elected by one of the seven trustee areas of the District. There is no limit on the number of terms a trustee may hold office.

Analysis and Evaluation

The College and District maintain an ongoing training program for board development that includes an orientation for new trustees and ongoing development of all trustees. The Board also has a mechanism for providing for continuity of its membership with staggered terms of office.

IV.C.10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

Board Policy (BP) 2745 (Board Self Evaluation) establishes the process by which the Board of Trustees (BOT) evaluates its performance in governing the District ([Ev. 1](#)). The BOT uses this process as a means to identify its strengths and areas needing improvement. BP 2745 requires that “an ad hoc committee of the Board...be appointed in April to determine the instrument or process to be used in Board self-evaluation.” This committee may use any evaluation instrument it agrees to, but it must incorporate criteria contained in Board policies that define Board operations and generally accepted standards of Board effectiveness. Once evaluations are completed, the ad hoc evaluation committee submits a report that includes a summary of the evaluation results to the Chancellor, who synthesizes the report and shares it with the full BOT for discussion at an annual Board retreat scheduled for that purpose. The BOT uses these results to identify accomplishments in the past year and goals for the current year ([Ev. 2](#), [Ev. 3](#)). The BOT then meets in open session to complete a final assessment of its performance.

This process is designed to improve BOT performance and ultimately result in more effective performance of the District’s colleges in terms of their respective missions and the mission of the District.

Most recently, on July 11, 2019, the Board, working with recommendations from the District Chancellor, approved Institutional Values and Operational Priorities ([Ev. 4](#)).

Analysis and Evaluation

The District BOT conducts an evaluation of its effectiveness according to BP 2745 (Board Self Evaluation). The BOT evaluates its practices and performance regularly and makes public the results in BOT minutes. The results are intended to improve BOT performance, academic quality, and institutional effectiveness.

IV.C.11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and

ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

Board Policy (BP) 2715 (Code of Ethics and Standards of Practice) establishes a code of ethics and standards of conduct regarding District matters for members of the Board of Trustees (BOT) ([Ev. 1](#)). It includes the prohibition against conflicts of interest that involve BOT members or their families, the importance of following Board policies and procedures, and responsibilities of a Board member in fulfilling his/her duties, including working cooperatively with other trustees. This policy also includes a process for lodging a complaint against any perceived misconduct by a Board member.

BP 2710 (Conflict of Interest, [Ev. 2](#)) defines and prohibits conflicts of interest, and Administrative Procedure (AP) 2710 ([Ev. 3](#)) provides details that further define conflicts of interest based on applicable statutes. AP 2712 (Conflict of Interest Code) ([Ev. 4](#)) identifies those officeholders who must file disclosures regarding potential conflicts of interest. Other Board policies that address ethical responsibilities are 2716 (Political Activity, [Ev. 5](#)) and 2717 (Personal Use of Public Resources, [Ev. 6](#)). These policies and administrative procedures are available to the public on the District website ([Ev. 7](#)).

Each member serving on the District Board swears or affirms the following oath:

As a member of the San Bernardino Community College District Board of Trustees, I will perform my duties in accordance with my oath of office. I am committed to serve the individual needs of the citizens of the District. My primary responsibility is to provide learning opportunities to each student regardless of sex, race, color, religion, age, marital status, national origin, or handicap.

Analysis and Evaluation

The District adheres to its policies and procedures regarding ethical behavior, including avoiding conflict of interest. District policy includes a process by which anyone may lodge a complaint against a District employee or Board member for not adhering to these policies.

IV.C.12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Board Policy (BP) 2430 (Delegation of Authority to the Chancellor) delegates full responsibility and authority to the District Chancellor to implement and administer Board policies ([Ev. 1](#)). The Chancellor has the authority to develop administrative procedures for Board of Trustees (BOT) approval and perform all the duties of his/her job description, including reporting regularly to the BOT all matters pertaining to BOT authority (see Sub-Standard IV.D.1 & 2 for a more detailed description). This policy also provides for the Chancellor to delegate authority to each of the college presidents to govern her/his college, interpret Board policy, and inform the BOT on matters of policy.

The BOT holds the District Chancellor accountable for the operation of the District, including the operation of both colleges, primarily through its process of evaluating the Chancellor's performance at least once every year, as described in BP 2435 (Evaluation of the Chancellor, [Ev. 2](#)). This evaluation uses criteria based on Board policy, the Chancellor's job description, the Chancellor's contract, and progress towards performance goals and objectives required by BP 2430. AP 2435 ([Ev. 3](#)) requires that the process for evaluating the Chancellor include "...written feedback from every manager, academic and classified senate presidents, CTA and CSEA presidents, and community representatives as agreed upon by the Chancellor and the Board" and responses to requests for commentary by all permanent employees of the District.

The District Chancellor delegates the authority to implement and administer board policies on each college campus to that college's president.

Analysis and Evaluation

Board policies provide for the District Chancellor to implement and administer Board policies without interference. This authority is delegated to the CHC College President for the conduct of operations at Crafton Hills College.

IV.C.13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

Board Policy (BP) 3200 (Accreditation, [Ev. 1](#)) requires that the District Chancellor ensure that "the District complies with the requirements of the accreditation process of the Western Association of Schools and Colleges (WASC)/Accrediting Commission of Community and Junior Colleges (ACCJC) and of other agencies that accredit District programs that seek accreditation." This policy also calls for the Chancellor to keep the Board of Trustees (BOT) informed of the District's obligations related to accrediting organizations and progress in meeting those obligations. The Chancellor is, therefore, expected to involve the Board in any accreditation process requiring Board participation. The Chancellor provides the BOT with a summary of reports that are submitted as part of the accreditation process and any actions in response to recommendations in an accreditation report.

Administrative Procedure (AP) 3200 ([Ev. 2](#)) further describes the process for developing the self-evaluation report for ACCJC and assures compliance with all ACCJC requirements and recommendations. The development of the self-evaluation report is a joint responsibility of the college president and the college academic senate ([Ev. 3](#), [Ev. 4](#)).

On March 12, 2020 the BOT reviewed the accreditation timeline ([Ev. 5](#), p. 351). The first reading of the Institutional Self-Evaluation (ISER) by the BOT occurred on July 23, 2020; the second reading is scheduled for August 13, 2020.

Analysis and Evaluation

BP and AP 3200 require the College to inform the Board of its activities to meet all requirements necessary for the College to maintain its accredited status and supports the College’s efforts to improve and excel. The Board of Trustees participates in evaluating its roles and functions in the accreditation process and reviews all accreditation reports before approving them.

Conclusions on Standard IV.C. Governing Board

The SBCCD BOT fulfills all its statutory obligations for governing the District and its two colleges. Its policies and administrative procedures aim to fulfill its mission: *...to transform lives through the education of our students for the benefit of our diverse communities. This is achieved through the District's two colleges and public broadcast system by providing high quality, effective and accountable instructional and training programs and services to the students and communities we serve.*

Board policy includes means for the BOT to provide training for new members, educate all Board members on emerging issues that affect its governing function, evaluate its performance and make improvements when needed, regularly evaluate the District Chancellor, and inform the public of its actions. Trustees adhere to ethical behavior defined in Board policy and act in unity on its decisions.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Promote the KPI dashboard on Crafton's website and on the Crafton's Office of Institutional Effectiveness, Research, and Planning page	IV.C.8.	Dean of Institutional Effectiveness	Spring 2021	Increase constituent groups knowledge of the District's current progress on goals and objectives

Evidence List

Standard IV.C.1

- IV.C.1.01. [BP 2100 Board Elections](#)
- IV.C.1.02. [BP 2010 Board Membership](#)
- IV.C.1.03. [BP 2015 - Student Members](#)
- IV.C.1.04. [BP 2105 - Election of Student Trustees](#)
- IV.C.1.05. [AP 2105 - Election of Student Trustees](#)
- IV.C.1.06. [BP 1200 - District Mission](#)
- IV.C.1.07. [BOT January 10, 2019 Minutes - District Mission approval](#)
- IV.C.1.08. [BOT BP and AP Approval - January 9, 2020 Minutes](#)
- IV.C.1.09. [BOT Prioritized Directives for General Fund - January 9, 2020 Minutes](#)
- IV.C.1.10. [BOT Prioritized General Fund Directives](#)

- IV.C.1.11. [BP 2740 - Board Education](#)
- IV.C.1.12. [BOT Orientation Handbook](#)
- IV.C.1.13. [BP 2745 - Board Self-Evaluation](#)
- IV.C.1.14. [BOT September 26, 2019 Minutes - Review of progress on Strategic Directions](#)
- IV.C.1.15. [Board Policies Chapters 4, 5, and 6](#)
- IV.C.1.16. [District Budget Committee January 16, 2020 Minutes - RAM Review](#)

Standard IV.C.2

- IV.C.2.01. [BP 2330 - Quorum and Voting](#)
- IV.C.2.02. [AP 2330 - Quorum and Voting](#)
- IV.C.2.03. [BP 2715 - Code of Ethics/Standards of Practice](#)

Standard IV.C.3

- IV.C.3.01. [BP 2431 - Chancellor Selection](#)
- IV.C.3.02. [AP 2431 - Chancellor Selection](#)
- IV.C.3.03. [BP 7250 Educational Administrators](#)
- IV.C.3.04. [AP 7250 Educational Administrators](#)

Standard IV.C.4

- IV.C.4.01. [BP 2100 Board Elections](#)
- IV.C.4.02. [BP 2010 Board Membership](#)
- IV.C.4.03. [BP 2200 Board Duties and Responsibilities](#)
- IV.C.4.04. [BP 2745 - Board Self-Evaluation](#)
- IV.C.4.05. [BOT June 13, 2019 Minutes - Annual Board Retreat Annual Self-Evaluation](#)

Standard IV.C.5

- IV.C.5.01. [BP 1200 - District Mission](#)
- IV.C.5.02. [CMP - Alignment with District Mission](#)
- IV.C.5.03. [PPR Instructional Questions - Accomplish Mission](#)
- IV.C.5.04. [PPR Non-Instructional Questions - Accomplish Mission](#)
- IV.C.5.05. [BP 2410 - Board Policies and Administrative Procedures](#)
- IV.C.5.06. [AP 2410 - Board Policies and Administrative Procedures](#)
- IV.C.5.07. [BOT Orientation Handbook](#)
- IV.C.5.08. [BP 2200 - Board Duties and Responsibilities](#)
- IV.C.5.09. [Chapter 4 Board Policies - Academic Affairs](#)
- IV.C.5.10. [Chapter 5 Board Policies - Student Services](#)
- IV.C.5.11. [Chapter 6 Board Policies - Business and Fiscal Services](#)
- IV.C.5.12. [BOT January 9, 2020 Agenda - KPI Report](#)
- IV.C.5.13. [BOT October 24, 2019 Agenda - DSP](#)
- IV.C.5.14. [BOT September 26, 2019 Agenda - Educational Master Plan Update](#)
- IV.C.5.15. [BOT August 29, 2019 Agenda - Final Budget Presentation](#)
- IV.C.5.16. [BOT March 12, 2020 Agenda - Closed Session](#)
- IV.C.5.17. [BOT February 13, 2020 Agenda - KPIs](#)
- IV.C.5.18. [BP 2305 Annual Organizational Meeting](#)
- IV.C.5.19. [AP 2305 Annual Organizational Meeting](#)

Standard IV.C.6

- IV.C.6.01. [Board of Trustees Policies and Procedures Web Site](#)
- IV.C.6.02. [BP 2100 Board Elections](#)

Standard IV.C.7

- IV.C.7.01. [Board Item Template](#)
- IV.C.7.02. [February 13, 2020 BOT Agenda - Board Item \(see page 5\)](#)
- IV.C.7.03. [AP 2410 - Board Policies and Administrative Procedures](#)
- IV.C.7.04. [AP 2410 - Process for 2410 and 2510](#)
- IV.C.7.05. [November 14, 2019 BOT Agenda - BP/AP 3550](#)
- IV.C.7.06. [September 3, 2019 DA Agenda - BP/AP 3550](#)
- IV.C.7.07. [October 1, 2019 DA Agenda - BP/AP 3550](#)

Standard IV.C.8

- IV.C.8.01. [March 12, 2020 BOT Agenda - KPI](#)
- IV.C.8.02. [September 6, 2018 BOT Agenda - Student Scorecard](#)
- IV.C.8.03. [KPI SBCCD Dashboard Web Site](#)
- IV.C.8.04. [BOT October 24, 2019 Agenda - District Support Services Strategic Plan 2019 Update](#)
- IV.C.8.05. [BOT September 26, 2019 Agenda - Educational Master Plan Updates](#)
- IV.C.8.06. [BOT May 16, 2019 Agenda: First Read of CHC's Student Equity Plan](#)
- IV.C.8.07. [BOT June 20, 2019 Agenda: Second Read of CHC's Student Equity Plan](#)
- IV.C.8.08. [BOT April 26, 2018: Student Success Outcomes, Interventions, Resources, and Plans](#)

Standard IV.C.9

- IV.C.9.01. [BOT Web Site](#)
- IV.C.9.02. [Orientation and Development of Community College Trustees](#)
- IV.C.9.03. [BOT List of 2019 Conferences/Workshops Attended](#)
- IV.C.9.04. [Trustee Handbook](#)
- IV.C.9.05. [California Community Colleges Trustees Board Chair Handbook](#)
- IV.C.9.06. [June 13, 2019 BOT Retreat](#)
- IV.C.9.07. [June 14, 2019 BOT Retreat](#)
- IV.C.9.08. [June 23-24, 2020 BOT Retreat](#)
- IV.C.9.08. [BP 2100 Board Elections](#)

Standard IV.C.10

- IV.C.10.01. [BP 2745 - Board Self-Evaluation](#)
- IV.C.10.02. [BOT June 13, 2019 Minutes - Annual Board Retreat Annual Self-Evaluation](#)
- IV.C.10.03. [June 23-24, 2020 BOT Retreat](#)
- IV.C.10.04. [BOT July 11, 2019 Agenda - Institutional Values and Operational Priorities](#)

Standard IV.C.11

- IV.C.11.01. [BP 2715 - Code of Ethics/Standards of Practice](#)
- IV.C.11.02. [BP 2710 - Conflict of Interest](#)
- IV.C.11.03. [AP 2710 - Conflict of Interest](#)

- IV.C.11.04. [AP 2712 - Conflict of Interest Code](#)
- IV.C.11.05. [BP 2716 - Political Activity](#)
- IV.C.11.06. [BP 2717 - Personal Use of Public Resources](#)
- IV.C.11.07. [BP and AP Web Site](#)

Standard IV.C.12

- IV.C.12.01. [BP 2430 - Delegation of Authority to the Chancellor](#)
- IV.C.12.02. [BP 2435 - Evaluation of the Chancellor](#)
- IV.C.12.03. [AP 2435 - Evaluation of the Chancellor](#)

Standard IV.C.13

- IV.C.13.01. [BP 3200 - Accreditation](#)
- IV.C.13.02. [AP 3200 - Accreditation](#)
- IV.C.13.03. [BP 2510 - Collegial Consultation](#)
- IV.C.13.04. [AP 2510 - Collegial Consultation](#)
- IV.C.13.05. [March 12, 2020 BOT Agenda - Accreditation](#)

D. Multi-College Districts or Systems

IV.D.1 In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

Evidence of Meeting the Standard

The Chancellor of the San Bernardino Community College District (SBCCD) leads the District and its colleges in setting and communicating expectations of educational excellence and integrity. The Chancellor assures support for the effective operation of the colleges by adhering to clearly defined roles, authority, and responsibility between the colleges and the District.

The San Bernardino Community College District Function Map ([Ev. 1](#)) distinguishes functions for which the District is primarily responsible, those for which primary responsibility rests with the individual colleges, and some for which responsibility is shared.

In addition to the function map, the roles, authority, and responsibilities are also included and communicated through the organizational charts for the District ([Ev. 2](#)), Crafton Hills College ([Ev. 3](#)), and San Bernardino Valley College ([Ev. 4](#)). The organizational charts are updated annually.

The Chancellor expresses his and the Board of Trustees' expectation of educational excellence and integrity throughout the District through various methods: The Chancellor holds an annual Leadership Academy to develop leaders within the District ([Ev. 5](#), p 13), and the Chancellor communicates his vision of excellence through the *Chancellor's Chat* ([Ev. 6](#)). Also, the Interim Vice Chancellor was named Administrator of the Year by the Community College League of California ([Ev. 7](#), p. 9), and the District has developed through the College Promise Program ([Ev.](#)

[8](#), p. 25) a means to provide educational opportunities to deserving students who need financial support.

Analysis and Evaluation

The District Chancellor provides leadership in setting and communicating expectations of educational excellence and integrity by providing a function map of the roles, authority, and responsibilities of the District and its colleges. In addition, the Chancellor encourages the development of leadership and communicates successful expressions of excellence.

IV.D.2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

Evidence of Meeting the Standard

The SBCCD Chancellor delineates the operational responsibilities and functions of the District by conducting the business of the District in accordance with the policies and procedures approved by the Board of Trustees (BOT). In addition, the District Assembly, with representation from all constituent groups, collaborates with and helps to inform the decision-making process for the Chancellor and the BOT. Most relevant of these is Board Policy (BP) 2430 (Delegation of Authority to the Chancellor, [Ev. 1](#)), which states that “The Chancellor may delegate any powers and duties entrusted to him/or her by the Board (including the administration of colleges and centers), but will be specifically responsible to the Board for the execution of such delegated powers and duties.” In addition, this policy also states that the Chancellor is empowered to reasonably interpret Board policy. Also, BP 3100 (Organizational Structure) states that “The Chancellor shall establish organizational charts that delineate the lines of responsibility and fix the general duties of employees within the District. The organizational charts are subject to review by the Board” ([Ev. 2](#), [Ev. 3](#), [Ev. 4](#), [Ev. 5](#)).

The District assesses its effectiveness by administering an annual employee satisfaction survey to all full-time District employees ([Ev. 6](#)). The results of the most recent survey indicate that 68 percent of the respondents were overall satisfied with the services provided by the District ([Ev. 7](#)). In addition, the results of the District Climate Survey are used to inform the District program reviews and planning. To ensure that the colleges receive effective services from the District, the District Office of Research, Planning, and Institutional Effectiveness (ORPIE) conducts a regular program review of all District Office service operations to determine needed improvements and plan for increased effectiveness.

SBCCD’s District Program Review Plan 2018-2022 includes the four-year program evaluation cycle and an annual resource request application process ([Ev. 8](#)). Completed District program Four-Year Self-Evaluations and Two-Year Updates can be found online on the District Research, Planning, and Institutional Effectiveness website ([Ev. 9](#)). Applications for and results of District program annual Resource Requests can also be found on the District research website ([Ev. 10](#)).

The District provides several essential services to Crafton Hills College to support the institution's goals and objectives. These are human resources, educational technology, and fiscal services.

Human Resources. The Human Resources office helps to build an environment in which people can do their best work. Human resource professionals are available to answer questions about the District's HR programs, policies, and practices. HR staff assists employees in the following areas:

- Employee benefits
- Employee/labor relations
- Collective bargaining
- Classification and pay
- Personnel records maintenance
- Professional development and training
- Grievance resolutions
- Unlawful discrimination complaints
- Employee discipline

HR also supports the colleges in recruiting academic, classified, and administrative employees.

Educational Technology. Technology & Educational Support Services (TESS) serves Crafton Hills College, San Bernardino Valley College, and the District Office. Services include Distributed (Distance) Education, Administrative Applications, Information Technology, and Graphics and Printing Services. An online catalog explains the services provided by TESS ([Ev. 11](#)). These services are as follows:

1. Distributed Education includes managing and providing support for all alternative learning modalities ([Ev. 12](#)). Services offered include technical support, training, access to learning management systems, DVD/VCD duplication, and video-streaming.
2. Administrative Applications manages the Student Information System and other administrative applications ([Ev. 13](#)). Services offered include helpdesk, training, web development, and administrative user support.
3. Information Technology manages the core technology infrastructure of the District ([Ev. 14](#)). Services offered include helpdesk, telecommunications management, network administration, and user support.
4. Graphics and Printings Services provides the following: graphic design and layout, low and high volume printing (black and white or color), banner creation, laminating, brochures, envelopes, letter head, business cards, and District forms ([Ev. 15](#)).

Fiscal Services. The Business & Fiscal Services department is responsible for District budgeting, purchasing, contracts, accounting, accounts payable, payroll, student loans, environmental health and safety, and facilities planning and construction. This department is committed to the development and implementation of programs that will assist or enable employees to better serve the people of the District. Business Services maintains a *Doing Business with the District* webpage that provides information on how to become a vendor with SBCCD, along with addressing

common questions ([Ev. 16](#)). Fiscal Services provides annual audit and budget reports, which can be accessed from the District website ([Ev. 17](#)).

Analysis and Evaluation

Under the leadership of the District Chancellor, the District Office provides support for the District colleges in personnel matters, educational technology, and fiscal services. The District ensures that these services are sufficient to support the colleges in achieving their respective missions. Results of the most recent annual employee satisfaction survey showing only 68 percent of employees satisfied with District services indicate that the District should continue efforts to improve its performance.

IV.D.3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

Evidence of Meeting the Standard

Establishing an equitable model for distributing District resources to the two colleges has been a decades-long, ongoing effort. The most recent resource allocation model (RAM) was established in 2014, after the District Budget Committee reviewed the needs of the colleges and discussed ways to create a more equitable model than the one it had been using ([Ev. 1](#)). The District Budget Committee is currently working on a revised RAM proposal, which was discussed at its Feb. 20, 2020 meeting and is presently circulating among constituent groups. The Budget Committee discussed this proposal again at its April 16, 2020 meeting ([Ev. 2](#)).

Analysis and Evaluation

The District has a model for allocation of resources that has been the subject of debate over the years in terms of its adequacy to support the operations and sustainability of Crafton Hills College effectively as the College attempts to grow from a small to a medium size college. The District Chancellor ensures effective control of expenditures.

IV.D.4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO's accountable for the operation of the colleges.

Evidence of Meeting the Standard

The Board of Trustees delegates to the District Chancellor the tasks of administering the policies and procedures adopted by the Board; providing leadership for planning, setting priorities, and managing resources; and ensuring compliance with relevant laws and regulations ([Ev. 1](#)). In turn, the Chancellor delegates the authority for administration of the colleges to the president of each college. To ensure that these responsibilities are carried out efficiently and effectively, the Chancellor's Cabinet meets every week — except for weeks when there is a monthly Board meeting -- to discuss matters of importance to the District and its colleges. The Cabinet includes the college presidents along with selected District administrators. In addition, the Chancellor's Cabinet holds quarterly planning retreats. Crafton Hills College President Kevin Horan also meets once a month or as needed with the Chancellor to discuss College matters.

In accordance with the authority delegated to him by the District Chancellor, President Horan provides leadership and is responsible for making decisions at the college level ([Ev. 1](#)). Delegation of authority is also described in the *Trustee Handbook* ([Ev. 2](#)) and the *Board Orientation Handbook* ([Ev. 3](#)).

Analysis and Evaluation

The District Chancellor delegates responsibility and authority to the college presidents to implement and administer delegated District policies without interference.

IV.D.5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.

Evidence of Meeting the Standard

The District Office of Research, Planning, and Institutional Effectiveness (ORPIE) is committed “to collaborate with faculty, staff, and administrators to facilitate and support planning and evidence-based decision-making” ([Ev. 1](#)). This office integrates institutional research, planning, and analysis to promote continuous improvement in student learning and thereby increase institutional effectiveness. To this end, the ORPIE works to meet the needs of the District by supporting, promoting, and coordinating the following:

- Access to information and high-quality data management services through self-service reports and web tools to improve decision-making at the District and each of the colleges
- Short- and long-range Districtwide planning and decision making
- Reporting to Federal, State, and Accrediting agencies
- Integration of strategic planning, District goals, central services goals, college goals, and institutional data
- Meaningful discussions examining the District’s role and performance
- Evidence to stimulate thoughtful reflection on existing practices and encourage ongoing review and improvement
- The use of accurate, timely, and accessible information in a professional and ethical manner.

The ORPIE conducts research on activities and conditions that affect the District as a whole. Subjects of research include District climate, which this office surveys annually, and program effectiveness, which this office thoroughly evaluates through its program review process. The ORPIE provides detailed reports on its research. Results of the annual District Climate surveys appear on the District website ([Ev. 2](#)). Assessments of District programs are also posted on the District Program Review website ([Ev. 3](#)). In addition, the ORPIE publishes the *Fact Book*, which includes key points of information about the District’s student learning programs ([Ev. 4](#)). The most recent issue of this publication includes distance learning measures, employee characteristics, enrollment trends, FTES, fill rates, efficiency rates, instructional data, and demographics for the service area and students.

The ORPIE also issues reports and reviews that are relevant to student learning and the educational programs ([Ev. 5](#)). Faculty, administrators, and staff use this information to evaluate programs and activities and plan for improved performance to increase student learning.

In addition, the District contracts with agencies, most recently EMSI, to provide demographic information for its environmental scan. In 2016, the District received a Gap Analysis report showing the need for trained workers to fill jobs in the District's service area ([Ev. 6](#)). Such information helps the colleges and the District Office determine what educational programs they could develop or which ones they could expand to prepare students for rewarding jobs or professions. Finally, Crafton Hills College works with the District's ORPIE when it writes or revises its Comprehensive Master Plan so that the College goals, objectives, and activities align with those of the District ([Ev. 7](#), p. 1.003).

Analysis and Evaluation

The District's Office of Research, Planning and Institutional Effectiveness (ORPIE) supports planning and evidence-based decision-making by making data available to support those efforts. CHC uses the work of ORPIE to evaluate certain outcomes and develop its Comprehensive Master Plan so that it is consistent with District plans to improve programs and student learning and achievement.

IV.D.6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

Evidence of Meeting the Standard

The Chancellor's Cabinet acts as a primary conduit for exchanging information and ideas between the District and its colleges. Members of the Cabinet are the Executive Vice Chancellor; Vice Chancellor of Human Resources; Senior District Director of Marketing, Public Affairs and Government Relations; Chief Technology Officer; Vice Chancellor of Workforce Development, Advancement and Media Systems, and the two college presidents.

Information is also exchanged and transmitted via the following mechanisms:

- Monthly Board of Trustees meetings
- Reports to the Board by the president of each college ([Ev. 1](#), see page 2)
- *Chancellor's Chat* ([Ev. 2](#))
- *There is now Good News*, a report from the Chancellor shared at every Board meeting ([Ev. 3](#), see page 9).
- Board of Trustees agendas and minutes posted on the District website ([Ev. 4](#))
- Board of Trustees committee reports at regular Board meetings
- Faculty, administrators, staff, and students from both colleges as members of District committees (e.g., District Assembly, District Strategic Planning Committee, District Budget Committee, TESS Committee, various District ad hoc committees).

Board of Trustees (BOT) meetings are held once a month, with occasional study sessions scheduled when appropriate for Trustee understanding of topics requiring Board action, such as bond approval. In addition to BOT agendas, minutes, and supporting documents, Board meetings are recorded and the audio recordings made available online from the District website ([Ev. 4](#)). Minutes and materials of District committee and Board meetings are broadly distributed and available to College groups. Therefore, District deliberations and actions are transparent and available for use in decision-making and discussions about activities at the District and College.

Most importantly, integration between the District and its colleges drives the process of strategic planning at the District and college-levels. The District Institutional Effectiveness Committee is a broadly representative group that includes representatives from the academic senates and classified senates from both colleges; the deans of institutional effectiveness, research, and planning at both colleges; and one student representative from each college ([Ev. 5](#)). This committee oversees the development of the District Strategic Plan and helps ensure that the Crafton Hills College Strategic Plan is consistent with the District Strategic Plan and with the CHC Comprehensive Master Plan.

Analysis and Evaluation

The District uses a variety of means to communicate timely, accurate, and complete information between the colleges and the District, which contributes to the effective operation of CHC.

IV.D.7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard

A primary responsibility of the District Office of Research, Planning and Institutional Effectiveness (ORPIE) is to evaluate how effectively it operates to support the colleges' educational programs. To this end, the ORPIE administers an annual employee satisfaction survey to all full-time District employees (see Standard IV.D.2.). This survey reveals areas of employee satisfaction and areas where employees feel that the District falls short. Results of this survey have led to actions by the District to improve its support of the colleges and District employees. For example, in order to help improve transparency and communication, an email summary of each District Assembly meeting is now sent to all campus and District employees. In addition, the websites for District Committees now include when the committee is dark (i.e., not holding a regular meeting) ([Ev. 1](#), p. 2). There is also a regularly updated flowchart of all District committees on the District committee webpage ([Ev. 2](#)). Each District service area also completes a regular program review to identify needed improvements and plan for increased effectiveness ([Ev. 3](#)). Results of all the research conducted by the ORPIE appear on its website and are available to the public ([Ev. 4](#)).

Analysis and Evaluation

The District Chancellor, through the ORPIE, evaluates District employee satisfaction and how effectively the District office operates to support the colleges' educational programs in meeting educational goals for student achievement and learning. The District ORPIE communicates the

results of its evaluations on its website, and the District and College use them as the basis for improvement. The District has recognized the need to make improvements in certain areas and has acted to improve information sharing.

Conclusions on Standard IV.D. Multi-College District or Systems

The District Chancellor provides leadership over all District functions. Functions are delineated as *District, college, or shared* responsibilities by the Board approved function map, based on ACCJC standards. The District Chancellor works with the colleges to assure that they have sufficient resources to accomplish their respective goals and objectives, that the District provides research data that support the colleges’ efforts, that the District office communicates with the colleges on all matters related to performance of functions, that evaluations of college leadership occur in a timely manner, that the District conducts evaluations of its functions, and that the public is apprised of District activities. The most recent employee satisfaction survey indicates that 68 percent of District employees believe that the District adequately serves their needs.

Improvement Plan(s)

Activity	Sub-standard(s)	Responsible Parties	Timeline	Anticipated Outcome
Add a section to the Budget Committee Website discussing the importance of the RAM, the current RAM, and possible revisions going forward.	IV.D.3.	VP of Administrative Services	Fall 2020	To help people on campus understand underlying processes regarding the budget and what work the college is doing to help alleviate any inequities that exist in the RAM

Evidence List

Standard IV.D.1

- IV.D.1.01. [SBCCD Function Map](#)
- IV.D.1.02. [SBCCD Organizational Chart](#)
- IV.D.1.03. [CHC Organizational Chart](#)
- IV.D.1.04. [SBVC Organizational Chart](#)
- IV.D.1.05. [Chancellor's Leadership Academy](#)
- IV.D.1.06. [Chancellor's Vision](#)
- IV.D.1.07. [Administrator of the Year](#)
- IV.D.1.08. [College Promise](#)

Standard IV.D.2

- IV.D.2.01. [BP 2430 - Delegation of Authority to the Chancellor](#)
- IV.D.2.02. [BP 3100 - Organizational Charts](#)
- IV.D.2.03. [SBCCD Organizational Chart](#)
- IV.D.2.04. [CHC Organizational Chart](#)

- IV.D.2.05. [SBVC Organizational Chart](#)
- IV.D.2.06. [District Campus Climate Survey Results](#)
- IV.D.2.07. [2019 District Campus Climate Survey Summary](#)
- IV.D.2.08. [District PPR Plan](#)
- IV.D.2.09. [Completed District PPRs](#)
- IV.D.2.10. [District Annual Resource Requests](#)
- IV.D.2.11. [TESS Catalog of Services](#)
- IV.D.2.12. [Distributed Education Web Site](#)
- IV.D.2.13. [Administrative Applications](#)
- IV.D.2.14. [Information Technology](#)
- IV.D.2.15. [Graphics and Printing Services](#)
- IV.D.2.16. [Business Services](#)
- IV.D.2.17. [Fiscal Services](#)

Standard IV.D.3

- IV.D.3.01. [SBCCD Resource Allocation Model \(RAM\)](#)
- IV.D.3.02. [District Budget Committee February 20, 2020 Agenda - Draft RAM](#)

Standard IV.D.4

- IV.D.4.01. [BP 2430 - Delegation of Authority to the Chancellor](#)
- IV.D.4.02. [Trustee Handbook](#)
- IV.D.4.03. [Board Orientation Handbook](#)

Standard IV.D.5

- IV.D.5.01. [District Office of Research, Planning and Institutional Effectiveness - Mission](#)
- IV.D.5.02. [District Office of Research, Planning and Institutional Effectiveness - Web Site](#)
- IV.D.5.03. [District Office of Research, Planning and Institutional Effectiveness – Program Review](#)
- IV.D.5.04. [District Office of Research, Planning and Institutional Effectiveness - Fact Book](#)
- IV.D.5.05. [District Office of Research, Planning and Institutional Effectiveness - Research Reports](#)
- IV.D.5.06. [Environmental Scan Data](#)
- IV.D.5.07. [Comprehensive Master Plan - Alignment](#)

Standard IV.D.6

- IV.D.6.01. [BOT March 12, 2020 Agenda - President Report](#)
- IV.D.6.02. [Chancellor's Chat](#)
- IV.D.6.03. [Good News, BOT](#)
- IV.D.6.04. [BOT Web Site - Agendas and Minutes](#)
- IV.D.6.05. [District Institutional Effectiveness Committee - Membership and Charge](#)

Standard IV.D.7

- IV.D.7.01. [District Institutional Effectiveness Committee - Committee is Not Meeting](#)
- IV.D.7.02. [District Committee Organization](#)
- IV.D.7.03. [District Office of Research, Planning and Institutional Effectiveness - Program Review](#)

H. Quality Focus Essay

Introduction of Projects

This project will improve the outcomes assessment processes at Crafton Hills College. At present, the CHC Office of Institutional Effectiveness, Research, and Planning (OIERP) accomplishes its objectives for outcomes assessment by disaggregating and analyzing student learning outcomes and making results available to the College community. In addition, integrated planning processes at the College are informed by assessment results that are widely disseminated to the campus. The results from outcomes assessment and achievement data inform discussions and decision-making. Although the College meets all parts of the standards relating to learning outcomes assessment, it has room to improve by establishing a more consistent process for evaluating disaggregated student learning outcomes data. In addition, the College could also make improvements in the processes for regularly and consistently evaluating General Education Outcomes (GEO) and Institutional Learning Outcomes (ILO) results, more specifically defining the four-point assessment rubric and further developing an annual assessment calendar.

CHC has had substantial successes in the area of learning outcomes assessment, especially with the development and implementation of the SLO Cloud and the adoption of a four-point rubric. The Cloud and the rubric have allowed the College to conduct assessment at the course level and align those assessments at the program, general education, and the institutional levels. At the same time, as the College as engaged in the continuous evaluation of its learning outcomes assessment process, it has identified areas to help improve the assessment process.

Anticipated Impact on Student Learning and Achievement

The purpose of learning outcomes assessment is to improve the learning of Crafton students at every level. Improving the processes will help faculty and the College make improvements to instruction and learning support services on a more consistent and continuous basis, thereby increasing student learning and achievement. Specifically, improving the outcomes assessment processes will increase student learning to a three or higher on the SLO rubric for 80 percent of the students for the Society and Culture ILO, Social and Behavioral Sciences GEO, Quantitative Reasoning GEO, and the American Heritage GEO. All of the other ILOs and GEOs are already above 80 percent.

Outcome Measures

The outcomes for improving the assessment process were developed from conversations at in-services; the Institutional Effectiveness, Outcomes, and Assessment Committee; Faculty Department Chairs Council; and the Educational Technology Committee. They are expected to

1. Improve the processes for evaluating and assessing the disaggregation of outcomes assessment data and fully implement the six-year assessment cycle

2. Improve the processes for evaluating assessment data on a consistent and regular basis, including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud.

Action Plan(s)

Outcome 1: Improve the processes for evaluating and assessing the disaggregated outcomes assessment data and fully implement the six-year assessment cycle.

Activity	Responsible Party	Resources	Timeline
Work with TESS to revise the SLO Cloud to collect disaggregated assessment data on a six-year assessment schedule	Dean of Institutional Effectiveness, Research, and Planning	Personnel and time at TESS to update the SLO Cloud	Pilot in Fall 2020 and fully implement in Fall 2021
Recruit instructional faculty to pilot the disaggregation assessment process	Vice President of Instruction		August 2020 – December 2020
Based on feedback from faculty piloting process, make improvements to tool	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Annually review disaggregated assessment data by instruction method in the ETC	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Fully implement the assessment with SAOs within the SLO Cloud. Explore SLOs in Student Services	Dean of Institutional Effectiveness, Research, and Planning		Pilot in Fall 2020 and fully implement in Fall 2021
Pilot the SAO assessments in Student Services	Vice President of Instruction		August 2020 – December 2020
Based on feedback from Student Services pilot, make improvements to tool	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
QFE summary report			Mid-Term Report

Outcome 2: Improve the processes for evaluating assessment data on a consistent and regular basis, including data-driven decisions surrounding improvements to GEOs and ILOs, and the definitions of the four-point rubric in the SLO Cloud.

Activity	Responsible Party	Resources	Timeline
Work with the Professional Development Committee to ensure that at fall in-service outcomes work is completed on an annual basis	Vice President of Instruction		August 2020 – December 2020
Provide the outcomes assessment results to faculty, staff, and administrators at fall in-service	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Annually, at fall In-Service, evaluate the GEO and ILO results and develop action plans to improve outcomes	Dean of Institutional Effectiveness, Research, and Planning		August 2020 – December 2020
Work with the Institutional Effectiveness, Outcomes, and Assessment Committee and Academic Senate to define the four-point rubric and include the definitions in the SLO Cloud web tool	Dean of Institutional Effectiveness, Research, and Planning		Spring 2021
Work with the Professional Development Committee to provide training on how to incorporate what we learn from assessment into evidence-based action plans	Dean of Institutional Effectiveness, Research, and Planning		Spring 2021

Quality Focus Essay Area Two: Development of a Data Coaching Program

Introduction of Projects

The Office of Institutional Effectiveness, Research, and Planning (OERP) has consistently provided easily accessible explanations for submitting data (such as Student Learning Outcomes through the SLO Cloud) and invited faculty and staff to ask for any additional help they need in the data gathering and interpreting processes. However, the results from the most recent Campus Climate Survey show that the College can improve at ensuring that decision-making processes are evidence-based. Specifically, 35 percent of respondents did not agree that planning and decision-making processes at Crafton are evidence-based. In order to better address the need for data to inform decision-making processes at the College, CHC will develop a data coaching program.

A data coaching program will provide a framework for collaborative inquiry that leverages the expertise of decision-makers to bring about a culture in which evidence is used to improve teaching, learning, and institutional effectiveness continuously ([CCCCO, 2019](#)). A data coach,

therefore, is an institutional leader – one who facilitates the dialogue centered on how to interpret evidence, one who helps others make informed decisions about additional relevant evidence that can inform such discussions, and one who helps decision-makers turn the evidence into actionable outcomes that improve teaching and learning. In this way, data coaching includes all of the following elements: (a) The enhancement of data literacy across the College, (b) collaborative evidence-based decision-making, and (c) the collaborative development of measurable action items directly tied to evidence.

A data coaching program would significantly enhance the existing culture of inquiry and evidence. In fact, such an effort would positively impact all institutional facets tied to student learning (including student learning outcomes), student achievement, student engagement, institutional effectiveness and planning, and professional learning. Some of the current work of committees is carried out without the benefit of data literacy-oriented facilitation – the kind of facilitation designed to connect decision-making to evidence-based practices, such as data disaggregation and the use of documented case studies. CHC’s campus culture – one that remains committed to leveraging evidence-based strategies – is uniquely situated to benefit from a more purposeful approach to relying on evidence in its decision-making structures. Therefore, our vision is to embed data coaching into every one of the College’s participatory governance committees, and in doing so, align the data discussions to existing agenda items. In this way, we hope to better integrate data and evidence into existing decision-making structures.

Anticipated Impact on Student Learning and Achievement

A data coaching program would offer the College additional access points to data and evidence that can help participants in governance across the College community make informed decisions about how to help students master their learning outcomes and achieve their educational goals.

For instance, a data coach charged with facilitating discussions centered on student learning outcomes could help faculty navigate the menus in our locally developed SLO Cloud, enter and interpret corresponding SLO data, and guide faculty towards their development/implementation of classroom strategies designed to enhance student learning in areas tied to the observed SLO data. Similarly, a data coach assigned to support CHC’s Equity Committee could lead the discussions centered on disproportionately impacted student groups, particularly with respect to interpreting available evidence on the matter along with the development of action plans that align with the pattern of evidence that the committee examines.

These examples highlight the impact that a data coaching program would have on the College. The expanded discussions stemming from the examination of data/evidence would enhance our collective understanding of how to leverage evidence into goals and objectives that have the potential of having a discernable -- and measurable -- impact on our students’ access to the courses they need, access to financial aid, attainment of learning outcomes tied to gainful employment, and successful completion of their educational plans. In other words, a data coaching program has the potential of having a transformative impact on how we go about helping our students succeed.

Outcome Measures

1. The development of professional learning activities designed to prepare coaches in areas tied to (a) accessing data, (b) interpreting data, (c) communicating data findings, (d)

collaborative learning, (e) leadership styles, and (f) facilitating change. These trainings will be available in-person and online.

2. Recruitment of faculty and staff members interested in serving as data coaches, primarily from among faculty and staff already serving in a leadership role, such as shared governance committee member or chair, an academic department chair, or a guided pathways lead. One of our principle aims is to integrate data literacy support into existing decision-making bodies, and we believe we can accomplish this by leveraging the expertise that such leaders already possess – individuals that can not only present evidence and have a discussion about what it means but can readily contextualize it within the scope or charge of the decision-making body.
3. Completion of the training described in #1, including the completion of specific learning modules grouped within the training categories described above (e.g., accessing data, facilitating change).

Development of a data/evidence review process to be embedded within all participatory governance bodies. In collaboration with the data coaches, the Office of Institutional Effectiveness will develop a process to guide the coaches’ facilitation efforts when working with shared governance committees. Broadly speaking, the evidence review process will encompass two core components: (a) The regular delivery of reliable evidence that has direct bearing on the work of the committee, and (b) the facilitation of efforts to make use of the evidence, including the development of goals and objectives. The data literacy that the coaches will possess by virtue of the training described above, coupled with their expertise in matters pertaining to the work of their respective participatory governance committees, will be conducive to the development of a meaningful process by which key decision-making bodies can use evidence to both make sound decisions and implement successful strategies.

4. Enhanced integration between the work of shared governance committees and data/evidence. Every agenda for participatory governance committees will include at least one item that involves the discussion and interpretation of data/evidence. Additionally, each shared governance committee will have a committee member specifically responsible for presenting on an agenda item and will help facilitate that conversation.

Action Plan(s)

Outcome Measure/Activity	Responsible Party	Resources	Timeline
Professional learning to prepare data coaches	Office of Institutional Effectiveness, Research, and Planning (OIERP)	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy,	December 2019 – December 2020

Outcome Measure/Activity	Responsible Party	Resources	Timeline
		which will be adapted to meet local needs.	
Recruitment of coaches	OIERP: Guided Pathways Leads; participatory governance committees; department chairs	All vice presidents; department chairs; participatory governance committee chairs	August 2020 – December 2020
Completion of data literacy training	OIERP; recruited data coaches	All vice presidents; department chairs; participatory governance committee chairs	January 2021 – May 2021
Development of data review process embedded in all participatory governance committees	Data coaches; OIERP	All vice presidents; department chairs; participatory governance committee chairs	March 2021 – May 2021
Enhanced integration between the work of participatory governance committees and data/evidence	Data coaches; OIERP; Guided Pathways Leads	Support of Academic, Classified, and Student Senates; support of president and vice presidents	January 2021 – June 2022
Ensure that participatory governance committees are consistently provided data to inform decision-making, which will be included in the committee chair training and in management training.	OIERP; Data Coaches	Curriculum developed by other colleges with successful programs and Leading from the Middle leadership academy, which will be adapted to meet local needs	May 2021 and thereafter

I. Appendix of Evidence

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Standard I.A: Mission

- I.A.1.01. [CCCCO Mission](#)
- I.A.1.02. [CCCCO Vision for Success](#)
- I.A.1.03. [Dual Enrollment Process](#)
- I.A.1.04. [EMPC September 8, 2015 minutes - mission](#)
- I.A.1.05. [EMPC October 9, 2018 minutes - mission](#)
- I.A.1.06. [EMPC November 27, 2018 minutes - mission](#)
- I.A.1.07. [Crafton Council October 23, 2018 minutes - mission](#)
- I.A.1.08. [Board Approval - Mission](#)
- I.A.1.09. [Strategic Directions](#)
- I.A.1.10. [Informed Education Goal](#)
- I.A.1.11. [Fall 2019 In-Service Presentation - Foundation](#)
- I.A.1.12. [Comprehensive Master Plan - Mission](#)
- I.A.1.13. [2019 Student Equity Plan - Mission](#)
- I.A.1.14. [Guided Pathways Plan - Mission](#)
- I.A.1.15. [SBCCD and CHC Strategic Direction Mapping](#)
- I.A.1.16. [EMPC October 9, 2018 minutes - mission](#)
- I.A.1.17. [EMPC November 27, 2018 minutes - mission](#)
- I.A.1.18. [Crafton Council October 23, 2018 minutes - mission](#)
- I.A.2.01. [PPR Completion and Success](#)
- I.A.2.02. [PPR Full Time/ Part Time Faculty Ratio](#)
- I.A.2.03. [PPR WSCH/FTEF Ratio](#)
- I.A.2.04. [PPR Demographic Dashboard](#)
- I.A.2.05. [PPR Degrees and Certificates Dashboard](#)
- I.A.2.06. [CHC Comprehensive Master Plan Scorecard](#)
- I.A.2.07. [October 2018 EMPC Minutes Scorecard](#)
- I.A.2.08. [March 2019 EMPC Minutes Scorecard](#)
- I.A.2.09. [Student Equity Data 2014 to 2017 Comparison](#)
- I.A.2.10. [ILO/GEO Planning Presentation](#)
- I.A.2.11. [ILO/GEO PPR](#)
- I.A.2.12. [ILO Assessment Results Web Page](#)
- I.A.2.13. [GEO Assessment Results Web Page](#)
- I.A.2.14. [Did you Know - Dual Enrollment](#)
- I.A.2.15. [Did you Know - Student Equity](#)
- I.A.2.16. [Spring 2016 EOPS Student Satisfaction Results](#)
- I.A.2.17. [Student Satisfaction Survey](#)
- I.A.2.18. [CCSSE Did you Know?](#)
- I.A.2.19. [Did you Know - Campus Climate Data](#)
- I.A.2.20. [PPR Instructional Questions - Q4](#)
- I.A.2.21. [PPR Non-Instructional Questions - Q4](#)
- I.A.2.22. [CIS PPR Q4 Evidence](#)
- I.A.2.23. [PPR Prioritization Process](#)
- I.A.2.24. [Informer Dashboard - Prioritized Objectives \(In Network\)](#)

- I.A.2.25. [I.A.2-30 Informer Dashboard - Prioritized Objectives \(Screenshot\)](#)
- I.A.3.01. [Mission and Vision - Transfer Center](#)
- I.A.3.02. [Mission and Vision - Administrative Services](#)
- I.A.3.03. [Mission and Vision - CIS](#)
- I.A.3.04. [Mission and Vision - OIERP](#)
- I.A.3.05. [PPR Handbook](#)
- I.A.4.01. [Crafton Hills College Mission – Web Site](#)
- I.A.4.02. [Crafton Hills College Mission – 2019 – 2020 Catalog](#)
- I.A.4.03. [FT Faculty Handbook](#)
- I.A.4.04. [PT Faculty Handbook](#)
- I.A.4.05. [EMPC Charge - Review Mission](#)
- I.A.4.06. [EMPC Minutes 1 - 1819 Review Mission](#)
- I.A.4.07. [EMPC Minutes 2 - 1819 Review Mission](#)
- I.A.4.08. [Crafton Council 1819 Minutes - Keep Mission](#)
- I.A.4.09. [EMPC 2019-2020 Minutes - Keep Mission](#)
- I.A.4.10. [Crafton Council 2019-2020 Minutes - Keep Mission](#)
- I.A.4.11. [CHC 1819 Handbook Agenda and Minute Templates](#)
- I.A.4.12. [PPR 1920 Handbook - Mission](#)

Standard IB: Assuring Academic Quality and Institutional Effectiveness

- I.B.1-01. [EMPC Charge](#)
- I.B.1-02. [IEAOC Charge](#)
- I.B.1-03. [PPRC Charge](#)
- I.B.1-04. [ESC Charge](#)
- I.B.1-05. [SSE Charge](#)
- I.B.1-06. [OIERP Website](#)
- I.B.1-07. [SLO Cloud Login](#)
- I.B.1-08. [Anthropology COR - SLO](#)
- I.B.1-09. [RADTECH COR - SLO](#)
- I.B.1-10. [Math Six-Year Assessment Cycle](#)
- I.B.1-11. [Fine Arts Six-Year Assessment Cycle](#)
- I.B.1-12. [PPR Schedule](#)
- I.B.1.13. [PPR Instructional Questions - SLOs](#)
- I.B.1.14. [PPR Non-Instructional Questions - SLOs](#)
- I.B.1.15. [Deans Meeting - Wait List Data](#)
- I.B.1.16. [Deans Meeting - Active Enrollments Data](#)
- I.B.1.17. [Crafton Council Minutes - Data](#)
- I.B.1.18. [Fall 2018 In-Service - Data RJohnstone](#)
- I.B.1.19. [Fall 2019 In-Service - SLO Activity](#)
- I.B.1.20. [PPR Completion and Success](#)
- I.B.1.21. [PPR Full Time/ Part Time Faculty Ratio](#)
- I.B.1.22. [PPR WSCH/FTEF Ratio](#)
- I.B.1.23. [PPR Demographic Dashboard](#)
- I.B.1.24. [PPR Degrees and Certificates Dashboard](#)
- I.B.1.25. [RadTech - Objective Example](#)
- I.B.1.26. [PPR Schedule - Training](#)

- I.B.1.27. [PPR 2019-2020 Handbook](#)
- I.B.1.28. [PPR Resources – Web Site](#)
- I.B.1.29. [EMPC Membership](#)
- I.B.1.30. [CHC Scorecard Snapshot](#)
- I.B.1.31. [EMPC Scorecard Review Agenda](#)
- I.B.1-32. [Comprehensive Master Plan - Process](#)
- I.B.1-33. [PPR Instructional Questions 5 and 6](#)
- I.B.1-34. [PPR Non-Instructional Question 6](#)
- I.B.1-35. [PPR Question 6 Rubric](#)
- I.B.1-36. [Student Equity Plan Process](#)
- I.B.1-37. [Student Equity Funding Request – Web Site](#)
- I.B.1-38. [Student Equity Funding Request Rubric](#)
- I.B.1-39. [EOPS PPR Equity Objective](#)
- I.B.1-40. [Transfer Center PPR Equity Objective](#)
- I.B.1-41. [PPR Instructional Question 6 - Equity](#)
- I.B.1-42. [PPR Non-Instructional Question 6 - Equity](#)
- I.B.1-43. [Student Equity Plan - Data Reviewed](#)
- I.B.1-44. [Student Equity Plan Approved AS](#)
- I.B.1-45. [Student Equity Plan](#)
- I.B.1-46. [BOT April 12, 2018 Agenda CHC Planning Retreat](#)
- I.B.1-47. [EMPC Minutes Planning Priorities](#)
- I.B.1-48. [2018-2019 Planning Priorities](#)
- I.B.1-49. [Planning Retreat Agenda](#)
- I.B.1-50. [EMPC 1920 Minutes Planning Priorities](#)
- I.B.1-51. [PPR Handbook Prioritization Process](#)
- I.B.1-52. [Informer Dashboard - Prioritized Objectives \(In Network\)](#)
- I.B.1-53. [Informer Dashboard - Prioritized Objectives Screenshot](#)
- I.B.2.01. [COR Communication Studies SLOs](#)
- I.B.2.02. [Math Communication Studies SLOs](#)
- I.B.2.03. [English AA PLOs - Catalog](#)
- I.B.2.04. [Radiologic Technology AS PLOs - Catalog](#)
- I.B.2.05. [Institutional Learning Outcomes](#)
- I.B.2.06. [General Education Outcomes](#)
- I.B.2.07. [Institutional Assessment Plan](#)
- I.B.2.08. [SLO Cloud Course Report - CD](#)
- I.B.2.09. [SLO Cloud PLO Report - Math](#)
- I.B.2.10. [Math Department Agenda - SLOs](#)
- I.B.3.01. [IEAOC 2019 Institutional Set Standards Minutes](#)
- I.B.3.02. [2019 Institutional Set Standards Annual Report](#)
- I.B.3.03. [Research and Planning Focus Group Study](#)
- I.B.3.04. [March 2, 2020 Enrollment Strategies Minutes](#)
- I.B.3.05. [Qualitative Student Voices Study](#)
- I.B.3.06. [March 24, 2020 Guided Pathways Taskforce Agenda](#)
- I.B.3.07. [AS Minutes Scorecard](#)
- I.B.3.08. [EMPC September 2019 Scorecard review minutes](#)
- I.B.3.09. [Vision for Success Targets Approved by AS](#)

- I.B.3.10. [CHC Comprehensive Master Plan Scorecard September 2019](#)
- I.B.4.01. [Math Department Data - Flex](#)
- I.B.4.02. [October 2019 Math Department Agenda](#)
- I.B.4.03. [Math Department Data – Charts](#)
- I.B.4.04. [May 2019 Math Department Achievement Data](#)
- I.B.4.05. [Fall 2018 In-Service - Data RJohnstone](#)
- I.B.4.06. [Fall 2019 In-Service - SLO Activity](#)
- I.B.4.07. [Student Equity Plan Approved AS](#)
- I.B.4.08. [Student Equity Plan PowerPoint](#)
- I.B.4.09. [Student Equity Plan](#)
- I.B.4.10. [Classified Senate Minutes - Data](#)
- I.B.4.11. [Classified Senate Data - IEPI](#)
- I.B.4.12. [Workshop on ILO/GEO](#)
- I.B.4.13. [PPR Minutes - Committee Self-Eval](#)
- I.B.4.14. [PPR Committee Self-Eval Research Brief](#)
- I.B.4.15. [EMPC November 2018 Minutes Data](#)
- I.B.4.16. [Crafton Council May 2019 Minutes Data](#)
- I.B.4.17. [Crafton Council review of Student Equity Plan](#)
- I.B.4.18. [September 2018 PDC Minutes](#)
- I.B.4.19. [Spring 2018 PDC Self-Evaluation Data](#)
- I.B.4.20. [CIS 2018-2019 Four-Year Plan - Actions](#)
- I.B.4.21. [Chemistry 2018-2019 Four-Year Plan - Actions](#)
- I.B.4.22. [PPR Honors Program - Demographics](#)
- I.B.5.01. [PPR Objective Prioritization Process](#)
- I.B.5.02. [PPR Web Tool](#)
- I.B.5.03. [PPR April 8, 2019 minutes - continuous improvement](#)
- I.B.5.04. [PPR Instructional Questions - Accomplish Mission](#)
- I.B.5.05. [PPR Strategic Directions Alignment](#)
- I.B.5.06. [PPR Demographics](#)
- I.B.5.07. [PPR Course Completion and Success](#)
- I.B.5.08. [Degree and Certificate Completion](#)
- I.B.5.09. [PPR Instructional Questions 5 and 6](#)
- I.B.5.10. [PPR Non-Instructional Question 6](#)
- I.B.5.11. [PPR Question 6 Rubric](#)
- I.B.5.12. [Academic Senate Exec Online Caps](#)
- I.B.5.13. [Academic Senate Online Cap Decision](#)
- I.B.5.14. [Student Success by Online Class Size](#)
- I.B.5.15. [President's Cabinet Response to AS Resolution s18-01](#)
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