

DATE: April 2016

TO: Accrediting Commission for Community and Junior Colleges

FROM: Team Chair, Barry A. Russell, Ph.D.

SUBJECT: Report of Follow-Up Visit Team to Crafton Hills College, April 13-14, 2016

Introduction:

An initial evaluation team visit was conducted to Crafton Hills College on September 29-October 2, 2014. At its meeting on January 7-9, 2015, the Commission acted to issue Warning and to require Crafton Hills College to submit a Follow-Up Report followed by a visit. The evaluation team, Dr. Barry Russell, Dr. Robert Livingston, and Dr. Judy Kasabian, conducted the site visit to Crafton Hills College on April 13, 2016. The purpose of the team visit was to verify that the Follow-Up Report prepared by the College was accurate through examination of evidence, to determine if sustained, continuous, and positive improvements had been made at the institution, and that the institution has addressed the recommendations made by the evaluation team, resolved the deficiencies noted in those recommendations, and meets the Eligibility Requirements, Accreditation Standards and Commission policies (together Commission's Standards).

In general, the team found that the College had prepared well for the visit by arranging for meetings with the individuals and groups agreed upon earlier with the team chair and by assembling appropriate documents in the meeting room used by the team. Over the course of the day, the team met with the President of the College, four members of the Board of Trustees, the Accreditation Liaison Officer, the Academic Senate President, members of the faculty and staff, and students.

The Follow-Up Report and Visit were expected to document resolution of the following recommendations:

College Recommendation 1

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

1. Demonstrate the use of the assessment results to make improvements to courses and programs;
2. Demonstrate the use of student learning assessment results in college-wide planning;
3. Demonstrate that resource decisions are based on student learning assessment results; and
4. Develop and implement a process to ensure that SLOs are included on all course syllabi.
(II.A.1.c, II.A.2.e, II.A.2.f, 11.A.2.h, II.A.6, II.B.1, II.B.4, 11.C.2, ER 10)

College Recommendation 2

In order to meet the standards, the team recommends that the college update its Distance

Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services (II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c).

College Recommendation 3

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

College Recommendation 4

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

District Recommendation 1

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

District Recommendation 2

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

- Reliable data from the Human Resources Department to support position control and other human resources functions;
- Timeliness of employee evaluations;
- Responsiveness and improved timelines for employee hiring;
- Consistent policy interpretation and guidance; and
- Completion of the faculty evaluation instrument to include work on Student Learning Outcomes.

(III.A, III.A1, III.A.Lb, III.A.1.c, III.A.5, IV.B.3.b)

District Recommendation 3

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

In addition, the Commission required Crafton Hills College to include College Recommendations 5

and 6 and District Recommendation 4, all to improve institutional effectiveness, in its March 15, 2016 Follow-Up Report.

College Recommendation 5

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

College Recommendation 6

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

District Recommendation 4

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

Crafton Hills College conducted an educational quality and institutional effectiveness review as part of its self evaluation. College-identified improvement plans are another important outcome of the comprehensive self-evaluation process. These plans provide a way for the institution to link its self-evaluation to the regular ongoing evaluation of institutional plans and processes, and to integrate accreditation self-evaluation into the ongoing planning and improvement efforts at the institution. The college will want to track and document changes coming out of its self-identified improvement plans for reporting during the accreditation cycle.

Team Analysis of College Responses to the 2014 Evaluation Team Recommendations

College Recommendation 1

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

1. Demonstrate the use of the assessment results to make improvements to courses and programs;
2. Demonstrate the use of student learning assessment results in college-wide planning;
3. Demonstrate that resource decisions are based on student learning assessment results; and
4. Develop and implement a process to ensure that SLOs are included on all course syllabi. (II.A.1.c, II.A.2.e, II.A.2.f, 11.A.2.h, II.A.6, II.B.1, II.B.4, 11.C.2, ER 10)

Findings and Evidence: The College has significantly addressed learning outcomes at the course and program levels, including all certificate and degrees. Since the visit in 2014, course learning outcome assessments have increased from 71.6% to 97.1% and program learning outcome assessments have increased from 68.2% to 97.8%. These substantial increases are due, to a great extent, to several strategies implemented by the College. First, the faculty and staff have participated in meaningful discussions about the data resulting from the learning outcome assessments and the implications for improvements. Given the size of the institution and the composition of some of the academic

departments, open dialogues are challenging; however, the College continues to find ways to make these discussions occur so that instructional and non-instructional programs can best serve their students. Second, the Cloud Tool is used as a clearinghouse to compile and track learning outcome data, findings, and implications for improvement. This online tool has significantly increased the ease to which faculty, staff and administrators can access learning outcome information so it can be used for college-wide planning and course and program improvements. The Office of Research plays an important role in assisting all constituents with the tools and information needed so that the assessment of learning outcomes can be a meaningful endeavor. Third, the increase in the numbers of part-time faculty participating in a meaningful way in learning outcome assessment and implications has occurred as a result of an MOU which offers compensation for these faculty members to participate in the learning outcome process.

Student learning outcomes are listed in all course syllabi and area deans are initially responsible for ensuring that learning outcomes are accurately presented on course syllabi. The College has provided sufficient evidence (Campus-Wide Assessment Results, SLO/PLO Reports, Academic Senate SLO Document and website, SLO data) to support its work to address this college recommendation.

Conclusion: The College has addressed College Recommendation 1, resolved deficiencies, and meets Standards.

College Recommendation 2

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

Findings and Evidence: The College has addressed the Distance Education courses and programs. A Distance Education Coordinator was hired in July 2015 using Equity Plan funding. The Distance Education Plan for 2015-2020 was developed and written by college faculty. The Academic Senate played a key role in orchestrating the examination of the Distance Education Plan by all constituents. During the vetting process, faculty closely examined the document to ensure that it serves the needs and interests of all constituents. In December 2015, the Academic Senate gave the Distance Education Plan 2015-2020 its final read, and the document was approved in January 2016. The Crafton Council reviewed the Distance Education Plan and also approved it in January 2016.

In November 2015, the College's Accreditation Liaison Officer contacted the ACC JC and was advised to send a request for Substantive Change. The Substantive Change request was to be submitted to the commission in March 2016 for consideration at the May 2016 meeting.

The College has addressed the discrepancies between the support services provided to students enrolled in face-to-face classes and those taking online courses. The College has selected NetTutor, an online tutoring tool, to ensure that all students have access to support services regardless of delivery method. A contract with NetTutor has been established, and the tutoring tool will be implemented in the summer and ready for students in the Fall 2016 for online courses.

The College has provided sufficient evidence (Distance Education Plan 2015-2020, Academic Senate report on distance education, Academic Senate minutes, Crafton Council minutes, SBCCD Board of Trustees minutes, Meeting with the Academic Senate Executive Board – Denise Allen, Patricia Menchaca, Meridyth McLaren, Ernesto Rivera, Jeff Cervantes) to support its work to address this college recommendation.

Conclusion: The College has addressed College Recommendation 2, resolved the deficiencies, and meets the Standards.

College Recommendation 3

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

Findings and Evidence: In Fall 2014, the Chairs Council in collaboration with the Academic Senate Committee developed a protocol to examine how programs and courses could be eliminated to ensure that students will not be negatively impacted. Using a model that has been effective at several other community colleges, the proposed protocol was presented to the college and approved by the Academic Senate in December 2014, the Crafton Council in September 2015, and the SBCCD Board of Trustees in November 2015. Under current procedures, proposals for program elimination must consider the effects on students, the potential for disproportionate impact on any group of students, and student employability and/or transferability. At least one open forum is required to allow any concerned member of the campus community or the greater community to voice his or her opinions and to express concerns about the proposed elimination.

While no programs have been significantly changed since the New Program Viability process was adopted, the process clearly identifies the need to consider the effect on students of discontinuance of programs and for provisions to be made for impacted students in completing their educational goals.

The College has provided sufficient evidence (Crafton Council minutes, Academic Senate minutes, SBCCD Board of Trustees minutes) to support its work to address this college recommendation.

Conclusion: The College has addressed College Recommendation 3, resolved the deficiency, and meets the Standard.

College Recommendation 4

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

Findings and Evidence: The College convened a catalog committee that established a protocol to produce, publish, and disseminate a current and accurate College Catalog to its constituents in a timely manner. The current College Catalog is available in print and electronic formats and has features that allow for easy accessibility and search. The workflow approval process begins with content experts

(faculty) then to administrators in the appropriate area, and finally to the catalog expert. Improvements to this process are due, to a great extent, to the changes in the staff responsible for creating and publishing the catalog and updating the catalog using electronic means. The administrative oversight of the College Catalog is currently the responsibility of the staff in Student Services. The College has provided sufficient evidence (website, College Catalog, survey data) to support its work to address this college recommendation.

Conclusion: The College has addressed College Recommendation 4, resolved the deficiency, and meets the Standard.

District Recommendation 1

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

Findings and Evidence: Since the external evaluation team site visit to SBVC in 2014, a number of actions have occurred in relation to this recommendation. An Ad Hoc Task Force was formed to identify and address areas of deficiency. The membership of the Ad Hoc Task Force had districtwide membership, including trustee and constituent group representatives.

The Ad Hoc Task Force set about to identify the component parts of the recommendations and to set out a number of useful tasks to respond to them. One of these was the development of a comprehensive Board Handbook to serve as a training tool and resource document for San Bernardino Community College District (SBCCD) Trustees. The Handbook is built on the CCLC framework for trustee training and adds local information to the mix by incorporating board policies and other information with which the board needs to be well versed. To complement the Board Handbook, several training sessions with the board were scheduled and completed. One of these training sessions was with an ACCJC representative, and another was with a trustee representative of the CCLC. At the first of these training sessions, the role of the board was a prominent agenda item. At the latter training session, the board self-evaluation and board goals were notable agenda items. (Standard IV.B.1.e) Trustees have also attended conferences where sessions related to the professional development of trustees were offered and attended by trustees.

The new training materials and orientation process for trustees were put into practice when a new trustee was appointed to the board in December of 2015. The new trustee submitted a letter to the evaluation team documenting her training experience and how helpful it was to her as a new trustee. She met with both the chancellor and the president of the board of trustees and they discussed information about board policies and other issues with her. It appears that this orientation was specific to her role as an SBCCD board member.

A process has been put in place to review board policies on a six-year cycle. (Standard III.A.3) It appears that this process is working well, and board policies are regularly being reviewed by appropriate bodies and then being approved at board meetings (Standard III.A.3.a). Given the training with which the

board has been engaged recently, there is evidence that members have reviewed their role in the development of policies.

A concern had been raised previously about the board acting in a manner that was non-compliant with their own policies. A list of perceived inconsistencies was identified and submitted to the chancellor and the board. It is not clear that all of the items listed by the colleges (some of the items on SBVC's list were not on CDC's list) were violations of board policy or other regulations (such as the Brown Act or AB1725 or Title 5). In reviewing the minutes of board meetings for the district, actions taken are reported out in the minutes. However, there are a number of closed sessions where items were considered but no action is reported out. It is not unusual for items to be acted on in a closed session, but because of considerations of due process rights or other constraints, those actions cannot be reported out at that meeting. This disjuncture between when action is actually taken and when it can be legally reported out may be the cause of the perception that the board is not appropriately reporting out closed session actions. In any event, the team found no evidence that the board is not correctly reporting out actions taken in closed session. The board is adhering to its policy of evaluating the district CEO. (Standard IV.B.1.j)

Another allegation on the list is that the board "frequently acts on items that have not had sufficient collegial consultation and/or items that fall under the 10 + 1 purview of the Academic Senate." Several of the examples cited appear to be issues that would fall under management rights. That is not to say that some level of consultation or information sharing pertaining to such items would not be desirable as an effective practice. The fact that these decisions occurred in the summer does not automatically mean that collegial consultation processes were violated. A district and its colleges typically operate on a 12-month calendar, and some decisions need to be made in the summer months as well. However, the fact that the District Budget Committee (DBC) is taking steps to anticipate adjustments to the budget in summer prior to commencement may alleviate the concern about budget adjustments occurring in the summer without the proper scrutiny. (Standard III.D.3)

The last item on the list is the statement by the board president "urging District employees to censor their conversations with ACCJC" or words to that effect. When confronted about this statement, the board president denied that his comments were intended to be taken seriously. Others, who were present at the meeting where the statement was made, disagree with that interpretation. Whether it was said in jest or meant to be taken seriously, it was a poor decision to make such a statement. Nonetheless, the board appears to have dealt with this matter internally and there have been no further repetitions of such commentary.

The district has implemented a clear and regular process for the review and approval of board policies and administrative regulations. (Standard IV.B.1.e) There is constituent group representation in this process. (Standard IV.A.2)

Conclusions: The team found that the board has engaged in self-reflection and training to examine their role in the development of policies and to act in a manner consistent with those policies. Additionally, a comprehensive process of policy review, revision, and approval has been established and is functioning appropriately. The team finds that the college and district have fully addressed

the recommendation, corrected the deficiencies, and now meet the Commission Standards.

District Recommendation 2

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

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

Findings and Evidence: A considerable amount of work has occurred in the area of Human Resources. The district has invested in new personnel and in systems to improve the performance of this key area. (Standards III.A, IV.B.3b) Comprehensive plans have also been developed to guide the work that is being done.

The work on improving the reliability of human resources data is centered on the implementation of a new position control system. This new system allows for more precise tracking of employee positions, salaries, costs, funding sources, etc., than what was available previously. This new system is supplemented by a new internal hiring manual that provides guidance to managers who want to create new job descriptions or change existing ones. (Standard III.A.1)

The district purchased a new software system to assist Human Resources with keeping track of employee evaluations. Although this system does not appear to be fully functioning yet, the district has made strides in bringing employee evaluations current. (Standard III.A.1.b) There are still some evaluations that are overdue, but that percentage continues to drop. At the time of the visit less than 11 percent of the district-wide employee evaluations were still past due, which was a significant reduction from the amount due just this past January. Some of the past due evaluations have occurred because of changes to employee assignments or changes in supervisor so the actual percentage of overdue evaluations is most likely even lower.

The Human Resources Department responded to the problems in employee hiring with several decisive actions. First, two additional personnel were hired to increase the capacity of the department. This has led to shorter timelines and better planning related to the hiring process. Second, the district has expanded its recruiting efforts. Previously, the district did not use the Chancellor's Office Registry to advertise positions. That site has developed into the main recruiting vehicle for community college faculty positions across the state, and participating in that site should enhance the depth and size of hiring pools. The Human Resources Department is also increasing its attendance at job fairs and evaluating the results of various search engines.

To address inconsistencies in the interpretation of human resource and employment policies, the Human Resources Department implemented several tools. A new spreadsheet-type program is being used to assist with hiring processes and to better define interpretations of policy issues. Regular and ongoing training activities were established to supplement the spreadsheet tool and to educate staff about the elements of collective bargaining agreements and other important items. (Standard III.A.5)

The college has had a difficult time coming into compliance with Standard III.A.1.c which reads: "Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes." In response to this Standard, the "Tools" committee, which is a district-wide committee with "the authority to change evaluation instruments" added a statement to the faculty evaluation instrument. The statement is as follows: "I have self-reflected in regards to the development and assessment of SLOs." There is a signature line on the form and a check box. If faculty check that box, it is assumed that "they have self-reflected on SLOs as per the SLO process defined by the Academic Senate."

The inclusion of the statement and the corresponding check box complies with the part of the Standard that requires a component of the evaluation be related to student learning outcomes. However, it is not clear that this statement accomplishes the intent of the Standard to assess how effective faculty are in producing student learning outcomes. Self-reflection is important and useful, but it is not necessarily an assurance that faculty are using that self-reflection to enhance and deepen student learning. The team reviewed the SLOCloud and was pleased to see numerous examples of documented self-reflection by faculty in different disciplines. However, when the question was asked as to what would happen if faculty chose not to engage in self-reflection or chose not to check the box on the evaluation form, the response was not fully satisfactory. Under the current MOU, part-time faculty cannot request additional compensation if they do not submit SLO results, however, their pay is not docked. In the case of a full-time faculty member, there really were no tangible consequences other than peer pressure or pressure from a dean or other administrator that could be employed. Nonetheless, there is a Memorandum of Understanding between the faculty bargaining unit and the district that outlines areas of cooperation between the faculty and the district concerning SLOs, which includes a number of elements of the SLO process such as choosing measurement methods, setting of numerical targets, assessing outcomes, and documenting the results. (Standard III.A.1.c)

Conclusions: The Human Resources Department appears to be moving in the right direction and has made a number of improvements that have increased the productivity of the department and the quality of the services provided to the colleges. However, there is a concern that the college technically meets Standard III.A.1.c, but may not fully meet the intent of that Standard. In spite of that one specific concern, the team believes that the college has addressed the recommendation, corrected the deficiencies, and now meets the Commission Standards.

The College will need to ensure continued compliance with Standard III.A.6 (2014) as it provides more specificity in regard to faculty use of SLO assessment data.

District Recommendation 3

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

Findings and Evidence: The district responded assertively to this recommendation by hiring external consultants to undertake a report on enrollment management. After that report was received, the Chancellor created an enrollment management task force that was asked to come up with a better method for the distribution of FTES between the two colleges of the district. The enrollment management committee came up with a recommendation to modify the resource allocation model of the district. The new modifications do not inhibit the growth of SBVC and, at the same time, allow the sister college to seek aggressive growth. (Standard III.D, IV.B.3.c) The enrollment management task force also completed a draft of the three-year Enrollment Management Plan for the district, which is going through the collegial consultation process at both colleges. (Standard III.D.1.a, III.D.1.b))

In a similar manner, a committee was created to develop a Human Resources/Staffing Plan for the district. That group met several times over the current academic year. They completed a draft of the plan, which is going through the collegial consultation process with the various constituent groups. The plan is intended to guide human resources recommendations in the future. A document provided to the team by CSEA Chapter 291, challenges the staffing plan and questions why administrative staff were not included in the plan. The allegation is that the number of administrative hires has tripled over the last five years while vacant classified positions have gone unfilled.

The level of communication and transparency across the district has improved. This statement is based on the documentation reviewed by the team, the evidence in the SBVC Follow-Up Report, and by comments made by college and district employees during the visit. The budget is a particularly difficult topic to communicate to faculty and staff. Nonetheless, there are numerous and regular communications concerning the budget, including an annual report by the District Budget Committee, an FAQ communication, and letters and memos from the Vice Chancellor of Business and Fiscal Services. (Standard III.D.1.d, III.D.4))

Conclusions: The district has made adjustments to the resource allocation model that responds to the unique needs of each college. An Enrollment Management Plan and a Human Resources/Staffing Plan were also completed, and these plans appear to be integrated with other district and college plans. (Standard III.A.6) Communication and information dissemination have improved. The team believes that the college has addressed the recommendation, corrected deficiencies, and now meets the Commission Standards.

In addition, the team reviewed the following recommendations, all to improve institutional effectiveness:

College Recommendation 5

In order to improve, the college should ensure that it does not begin to use or publish its mission statement in college materials such as the college website and college catalog prior to approval or

adoption by the District Board of Trustees (I.A.2, I.A.4, II.A.6.c, IVB.3.a.).

Findings and Evidence: The Crafton Council now takes the leadership role in discussing any changes that need to be made to the College's Mission, Vision, and Values statements. The protocol is now in place to ensure that before revised Mission, Vision and Values statements are published, they receive appropriate discussion by all constituents before being forwarded to the SBCCD Board of Trustees for approval. Once approval by the SBCCD Board of Trustees is secured, the College will disseminate the revised Mission, Vision, and Values statements to the Crafton community. The College has provided sufficient evidence (Crafton Council minutes, SBCCD Board of Trustees agenda and minutes) to support its work to address this college recommendation.

Conclusion: The College has addressed College Recommendation 5 for improvement.

College Recommendation 6

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

Findings and evidence: The College has made some process in addressing the timeliness of employee evaluations. The district and the college have implemented several strategies to improve the process of employee evaluations. First, the SBCCD Human Resources has implemented PeopleAdmin, an online tool to notify employees and managers when evaluations are forthcoming. Second, the Vice Chancellor of Human Resources provides the college with an update of the employee evaluation records to ensure that the district and college have accurate information. Third, SBCCD has developed a training catalog for managers to ensure that the appropriate information is discussed and recorded in employee evaluation documents. And fourth, the College established a protocol to evaluate employees with past-due evaluations.

Data reported in Table 2 of the Crafton Hills College Follow-Up Report indicates that of the 622 employees employed throughout the District, 68 have past-due evaluation (10.93%). To be clear, the 68 employees were not all from Crafton Hills College. In fact, recent records show the Crafton Hills College has few past-due evaluations. Even though the College and the District have made strides to address this issue, ensuring that all employees are evaluated in a timely matter has not fully been resolved. The College has provided sufficient evidence (survey data and findings, People Admin documents) to support its work to address this college recommendation.

Conclusion: The team believes that the College has taken appropriate steps to address College Recommendation 6 for improvement.

District Recommendation 4

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

Findings and evidence: The San Bernardino Community College District Board completed the full review

and revision of the new Board Handbook. Board training is called for within 30 days of beginning service. The training includes orientation to the institution, such as college history and development; briefings on the organization, programs, budget, and facilities of the colleges and sites; and orientation to trusteeship, including roles of Board members, attendance at local, state, and national meetings, and review of pertinent laws and Board policy. The new Board Handbook was approved by District Assembly on September 1, 2015 and by the Board on October 8, 2015. The Handbook is available on the District website.

In December 2015, one new Board member was elected. Evidence shows that she received two training sessions—one with the Chancellor and the second with the Chancellor and Board President. In open meeting with the Visiting Team, the Board members present reflected on the thoroughness of the training and their commitment to ongoing review of the Board Handbook.

Conclusion: The team believes that the College has taken appropriate steps to address District Recommendation 4 for improvement.