**Midterm Report**

Submitted by

Crafton Hills College

11711 Sand Canyon Rd.

Yucaipa, CA 92399



Submitted to:

Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

September, 2017

# Certification of the Midterm Report

To: Accrediting Commission for Community and Junior Colleges,

Western Association of Schools and Colleges

From: Dr. Wei Zhou

Crafton Hills College

11711 Sand Canyon Road

Yucaipa, CA 92399

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

**Signatures:**

**Dr. Wei Zhou, President Date**

**John Longville, President, Board of Trustees Date**

**Bruce Baron, Chancellor San Bernardino Community College District Date**

**Denise Allen Hoyt, President, Crafton Hills College Academic Senate Date**

**Benjamin Gamboa, President, Crafton Hills College Classified Senate Date**

**Amber Snow, President, Crafton Hills College Student Senate Date**

**Kevin Palkki, Vice President, California State Employees Association Date**

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# Report Preparation

This section describes the process used to prepare the Report and identifies those who were involved in its preparation

**Crafton Hills College 2016-17 Midterm Report Detailed Timeline**

|  |  |
| --- | --- |
| Date | Activity |
| July 8 2016 | ACCJC Decision: CHC off Warning |
| July 11 2016 | CHC President announces ACCJC finding |
| July 11 2016 | Follow-Up Report, Follow-Up Team Report, ACCJC Letter on website |
| September 6 2016 | Midterm Report on IEAOC Agenda |
| September 2016 | Midterm Report on Accreditation Steering Committee Agenda |
| Sept. 2016– Feb 2017 | Preliminary draft of midterm report developed |
| February 7 2017 | IEAOC Review of preliminary draft |
| February 10 2017 | Preliminary draft of report to campus constituencies  |
| February 10-28 2017 | Feedback incorporated into midterm report |
| March 1 2017 | Semi-Final Draft to Campus |
| March 1 2017 | Semi-Final Draft to Accreditation Steering Committee |
| March 9 2017 | First Board Presentation |
| March 13 2017 | Campus Open Forums (2) |
| March 15-22 2017 | Additional evidence incorporated into midterm report |
| March 22 2017 | Draft Midterm Report to Senates and Crafton Council |
| March 22 2017 | Draft Midterm Report to Accreditation Steering Committee |
| April 5 2017 | Academic Senate First Review |
| April 7 2017 | Classified Senate First Review |
| April 7 2017 | Student Senate First Review |
| May 3 2017 | Academic Senate Second Review |
| May 5 2017 | Classified Senate Second Review |
| May 5 2017 | Student Senate Second Review |
| May 11 2017 | Second and Final Board Presentation |
| May 24 2017 | Crafton Council Review |
| June – July 2017 | Midterm Report polished for submittal |
| September 14 2017 | Board Approval, Midterm Report |
| September 15 2017 | Final Midterm Report to Commission for October Due Date |
| January 2018 | Commission Meeting |
| February 2018 | ACCJC Finding to campus, Midterm Report |
| 2019-2020 | Self-Evaluation Year |
| July 2020 | Self-Evaluation to Commission |
| October 2020 | External Evaluation Team |
| February 2021 | ACCJC Finding |
| October 2024 | Midterm Report (assuming no requirement for follow-up) |

# Plans Arising out of the Self Evaluation Process

# Response to Self-Identified Improvement Plans

This section reports on the progress the institution has made on the self-identified

Improvement Plans (formerly planning agendas) from the Institutional Self Evaluation Report. The institution will specify timelines for completion and responsible parties for those plans that are not yet completed or are continuing. A chart format is appropriate for this section of the report.

| Standard | Planning Agenda | Status |
| --- | --- | --- |
| II.A.6 The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution’s officially approved course outline.  | Make course outlines easily accessible to students.Attach SLO’s to Course Outlines.Develop system to cross check SLO’s on course syllabi with course outline. | In spring 2017 the College included a link to the course outlines of record in Curricunet on the College website’s Prospective and New Student pages, and the online schedule of classes (beginning summer 2017).A process to attach SLOs to course outlines was developed and is maintained by the Curriculum Committee. Division deans and their administrative secretaries routinely and systematically check course syllabi to ensure they contain SLOs. Need a percentage here. |
| II.B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following: II.B.2.a General Information and Available Learning Resources; II.B.2.b Requirements; II.B.2.c Major Policies Affecting Students; Locations or Publications Where Other Policies May Be Found | Continue with plans to implement the new online catalog web-based software. | The online catalog has been in place for two years, and has been available in June before the actual go-live date.A Student Services Catalog/Schedule Specialist position was created ad filled to ensure additional time and focus can be devoted to the accuracy and timely publication of the catalog. Audits of all curriculum has continued. Most recently, anthropology classes that did not satisfy state regulations were identified and corrected.The formatting and content of the online catalog continue to be reviewed and revised, with input from stakeholders. |
| III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes. | The faculty evaluation tool must be revised to reflect the Memorandum of Understanding between the District and the Bargaining Unit. | The faculty evaluation tool was revised to include effectiveness in producing learning outcomes before the Follow-Up Report to reflect the MOU between the District and the faculty bargaining unit. |
| III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented | The College must ensure the evaluation of all classified staff and management employees is conducted in a timely manner. | The college has worked closely with District Human Resources to identify late evaluations and to bring employee evaluations up to date. Managers and evaluates receive several email notifications from Human Resources, well in advance of the evaluation deadline. (percentages would help here). |
| III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement. | The Professional Development Committee will work with campus constituencies to update the Professional Development Plan. | A draft of the Professional Development Plan was approved by the Professional Development Committee on January 20, 2017. The Plan was shared with Classified Senate and Academic Senate on xxxxx and xxxx, respectively. Crafton Council approved the plan on xxx. |
| III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs. | Collaborate with the vice chancellor of human resources, bargaining units, and staff to develop opportunities for advancementDevelop a strategy to improve communication among employee constituency groups, focusing particular efforts on including classified staff | Need to document a conversation with district and bargaining unit. Plan and College plan. Maybe make a link between district PD.The new PD plan addresses the training and advancement needs of staff and is based on input from staff, faculty, and managers.PD opportunities support skills development for staff. The PD approach now includes trainings and workshops to better meet the needs of classified staff, including skills training and training for advancement. An ad hoc professional development committee of the Classified Senate focuses on workshop for staff, and the participative governance Professional Development Committee is working with this group to consolidate plans and to provide more relevant training opportunities. We are way better at communication. Need to cite evidence here.(Cite number of reclassifications and promotions to support efforts to promote advancement among staff) |
| III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. | Continue safety training programs, emergency preparedness program implementation, and safety inspections. | The District has a Director and two staff members to address Safety and Risk Management. Safety training is mandatory and completion of training by college personnel is tracked. The department works closely with the college Facilities and Safety Committee.The College participates in emergency preparedness exercises and safety inspections. |
| III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. | Continue development of capital improvement/replacement plans based upon lifecycles identified in the total cost of ownership evaluations for each building. | Mike and Jose |
| III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement. | Continue implementation of online software tools to inform physical resource use and improve efficiencies.  | Mike and JoseImplementation of Resource 25. |
| III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems. | The College meets this Standard, however the Distance Education Plan must be updated and aligned with the Education Master Plan. | The Education Master Plan was updated and adopted in December 2016. The 2016-2020 Distance Education Plan specifically aligns with the Educational Master Plan’s strategic directions and goals (pp. 13-14). |
| III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.III.D.1.a. Financial planning is integrated with and supports all institutional planning. | Complete a District enrollment management plan and utilize enrollment projections to solidify financial planning. | The District has completed an enrollment management plan. Enrollment projects are used at each campus to inform financial planning. |
| III.D.2.c. Appropriate financial information is provided throughout the institution, in a timely manner. | Continue commitment to full transparency through ongoing development of the budget committee. Increased budgetary reviews in President’s Cabinet meetings, improve fiscal sustainability through input with all campus stakeholders. | The College and District Budget Committees meet monthly. The President’s Cabinet regularly reviews the budget. Information about budget is shared with the Academic and Classified Senates, at In-Service Day, and in other shared governance and functional committees.  |
| III.D.2.e. The institution’s internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement. | District Fiscal Services and the college office of administrative services continue to pursue improvements in the budget planning and forecasting that will minimize the use of cumbersome paper processes, facilitate electronic review and approvals, provide a higher level of efficiency, consistency, and control in financial management and analysis. The district and college should continue to collaboratively implement the “ideal” processes outlined in the business process analysis assessment report. | Mike, Jose |
| III.D.3. The institution has policies and procedures to ensure sound financial practices and financial stability.III.D.3.a. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen occurrences | Continue action plans in reviewing budgetary projections, developing solutions, and implementing remedies to mitigate the projected future budget deficit. | Mike, Jose |
| III.D.3.h. The institution regularly evaluates its financial management practices and the results of the evaluation are used to improve internal control structures. | Continue development and implementation of position control tools and procedures to improve budget processes and accuracy. | Mike, Jose |
| III.D.4. Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement of the institution. | Continue evaluation and assessment to inform annual budgeting and resource allocation. | Mike, Jose |
| IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary. | The Board of Trustees must adhere to Board policy concerning the creation of District policies and procedures. | As of January, 2016 policy and procedure updates are following the shared governance model and are moving through the Chancellor’s Cabinet to District Assembly and then to the Board for first and then second review and approval (for Board Policies) or information (Administrative Procedures). To date:• 42 policies and 21 procedures have been reviewed by the Board Committee • 41 policies and 16 procedures have been reviewed by the District Assembly• 14 policies have been approved and adopted by the Board of Trustees.Update this. |
| IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district / system chief administrator (most often known as the chancellor) in a multi-college district / system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him / her to implement and administer board policies without board interference and holds him / her accountable for the operation of the district / system or college, respectively. In multi-college districts / systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges. | The Board will adhere to Board Policy concerning the evaluation of the chancellor. | The Board completed the most recent evaluation of the Chancellor in January 2016.  |
| IV.B. 3. In multi-college districts or systems, the district / system provides primary 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. It establishes clearly defined roles of authority and responsibility between the colleges and the district / system and acts as the liaison between the colleges and the governing board.IV.B.3.a. The district / system clearly delineates and communicates the operational responsibilities and functions of the district / system from those of the colleges and consistently adheres to this delineation in practice.IV.B.3.b. The district / system provides effective services that support the colleges in their missions and functions.IV.B.3.c. The district / system provides fair distribution of resources that are adequate to support the effective operations of the colleges.IV.B.3.d. The district / system effectively controls its expenditures. | The District must secure stable leadership in Human Resources by hiring a qualified Vice Chancellor. Staffing in that department should be strategically increased to meet college needs.Additionally, the District must develop long-term financial plans that allow the Colleges to meet the needs of their respective communities, and a permanent vice chancellor of fiscal services must be hired. | The District hired a new Vice Chancellor of Human Resources in spring 2015. In summer 2015 a reorganization was approved by the Board of Trustees, and staffing in the unit improved considerably.Although the Vice Chancellor left the district for another employment opportunity at the end of spring 2016, however, the organizational structure and new staff hired remain.A permanent Vice Chancellor of fiscal services was hired in fall 2016 (check date) |

# Response to Team Recommendations for Improvement

Description of the institutional response to the recommendations of the evaluation team meant to increase institutional effectiveness (recommendations to improve). The institution should explain the manner in which each recommendation to improve was considered, and what, if anything, was done by the institution as a result of the recommendation.

## College Recommendations to Improve

#### College Recommendation 5, Board Approval of Mission Statement

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

As of fall 2016, the Educational Master Planning Committee and Crafton Council had revised their charges to specify their roles in reviewing, approving, and forwarding revisions in the mission, vision, and values to the Board of Trustees for review and approval.

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

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

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

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

#### Evidence of the Results

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

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

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

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

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

#### College Recommendation 6, Performance Evaluations

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

Human Resources is maintaining and updating all evaluation information in a spreadsheet and has actively promoted the timely evaluation of all staff. As of fall 2015, management employees with past-due evaluations were evaluated, and those who had a change of assignment or supervisor were either placed on a new evaluation cycle or were evaluated. Past-due evaluations of classified and academic employees are taking place in accordance with the appropriate bargaining unit agreement.

Beginning spring 2016, evaluation notifications were emailed to both the responsible manager and the individual to be evaluated.

To promote a more thorough understanding of the importance and utility of performance evaluations, the Human Resources department has developed a training catalog for managers. Topics covered include performance improvement, evaluations, performance coaching, and the FRISK documentation model. Table 1 compares employee evaluation status for January 2016 and 2017. Results…

*Table 1: District wide Employee Evaluation Status Summary, January 2016; January 2017*

|  |  |  |  |
| --- | --- | --- | --- |
| Status | Employees 2016 | Employees 2017 | Percent Change |
| On-Schedule Evaluations | 554 |  | 89.07% |
| Past-Due Evaluations | 68 |  | 10.93% |
| Total Evaluations | 622 |  | 100% |

#### Evidence of the Results

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

C.6.b.[SBCCD Employee Climate Survey, HR Services](http://www.sbccd.org/~/media/Files/SBCCD/District/Research/Research%20Reports/1516DistrictClimate.pdf), pp. 32-37

C.6.c. [The LEADer’s Catalog: Learning, Education, Achievement, Diversity](http://www.sbccd.org/~/media/Files/SBCCD/District/HR%20%20Documents/Professional%20Development/Professional%20Dev%20Catalog%201-12-16.pdf) (HR publication)

##

## District Recommendation to Improve

*District Recommendation 4, Board Orientation*

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

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

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

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

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

Local Board President Training was included in the latest edition of the Board Handbook. Topics covered include Board imperatives and goals, Board duties and responsibilities, elections, officers of the Board, committees of the Board, Board education, the Brown Act, preparing for meetings, communications among Board members, and the like. Most important in addressing the recommendation is the addition of clear language that the Board President is ultimately responsible to orient new board members and student trustees. Last, the Board Policy concerned with Board Officers (BP 2210) was updated to align with the new handbook. Board Policy 2210 was approved by the District Assembly on November 3, 2015, was forwarded to the Board for a first reading on December 10, 2015. Final Board approval took place on January 21, 2016. The updated Board Policy will be added to the District website.

#### Analysis of Results Achieved to Date

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

#### Evidence of the Results

D.4.a. District Assembly Minutes, September 1, 2015, re: Old Business/ Revised Board Handbook Review

D.4.b. SBCCD Board of Trustees Minutes, June 1, 2015, Item 8, pp. 1-2.

D.4.c. SBCCD Board of Trustees Handbook (Approved 10/8/15)

D.4.d. SBCCD Board of Trustees Minutes, December 3, 2015, Item 3: New Trustee Orientation

# Data Trend Analysis

The institution’s analyses of data trends from the Annual Reports and Annual Fiscal Reports.

# Appendices

## Appendix A

**Midterm Report Data Reporting Template**

|  |
| --- |
| **ANNUAL REPORT DATA** |
| **INSTITUTION-SET STANDARDS** |
| **Category** | Reporting year |
| 2014 | 2015 | 2016 |
| **STUDENT COURSE COMPLETION****(Definition: The course completion rate is calculated based on the number of students completions with a grade of C or better divided by the number of student enrollments.)** |
| Standard |  |  |  |
| Performance |  |  |  |
| Difference between Standard and Performance |  |  |  |
| Analysis of the data: |

|  |
| --- |
| **DEGREE COMPLETION****(Students who received one or more degrees may be counted once.)** |
| Standard |  |  |  |
| Performance  |  |  |  |
| Difference |  |  |  |
| Analysis of the data: |

|  |
| --- |
| **CERTIFICATE COMPLETION****(Students who received one or more certificates may be counted once.)** |
| Standard |  |  |  |
| Performance  |  |  |  |
| Difference |  |  |  |
| Analysis of the data: |

|  |
| --- |
| **TRANSFER** |
| Standard |  |  |  |
| Performance  |  |  |  |
| Difference |  |  |  |
| Analysis of the data: |

|  |
| --- |
| LICENSENSURE PASS RATE(Definition: The rate is determined by dividing the number of students that passed the licensure examination divided by the number of students that took the examination) |
| Program Name | CIP Code | Institution Set Standard | Performance | Difference |
| 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Respiratory Care/Therapy | 1210 | 70 % | 78.8% | 88 % | 94.4 % |  |  |  |
| Radiologic Technology | 1225 | 78.6 % | 92% | 100 % | 88.8 % |  |  |  |
| Emergency Medical Services | 1250 | 70 % | 80.3% | 90 % | 72.6 % |  |  |  |
| Paramedic | 1251 | 70 % | 78.9% | 87 % | 73.7 % |  |  |  |
| Analysis of Data: |

|  |
| --- |
| JOB PLACEMENT RATE(Definition: The placement rate is defined as the number of students employed in the year following graduation divided by the number of students who completed the program.) |
| Program Name | CIP Code | Institution Set Standard | Performance | Difference |
| 2014 | 2015 | 2016 | 2014 | 2015 | 2016 |
| Accounting | 0502 | 43 % | 58.3% | 75 % | 50 % |  |  |  |
| Business Management | 0506 | 54 % | 64.7% | 67 % | 66.67 % |  |  |  |
| Computer Information Systems | 0702 | 61 % | 66.7% | 62 % | 57.14 % |  |  |  |
| Other Information Technology | 0799 | 53 % | 66.7% | 71 % | 70.27 % |  |  |  |
| Respiratory Care/Therapy | 1210 | 57 % | 69% | 63 % | 80 % |  |  |  |
| Radiologic Technology | 122 5 | 64 % | 100% | 91 % | 86.53 % |  |  |  |
| Emergency Medical Services | 1250 | 85 % | 85.7% | 73 % | 100 % |  |  |  |
| Paramedic | 1251 | 96 % | 70% | 91 % | 73.68 % |  |  |  |
| Child Development/Early Care and Education | 1305 | 50 % | 49.6% | 65 % | 91.67 % |  |  |  |
| Fire Technology | 2133 | 80 % | 80.1% | 79 % | 50 % |  |  |  |
| Analysis of Data: |

|  |
| --- |
| **STUDENT LEARNING OUTCOMES ASSESSMENT** |
|  | 2014 | 2015 | 2016 |
| Number of Courses |  | 320 | 344 |
| Number of courses assessed |  | 291 | 334 |
| Number of Programs |  | 44 | 44 |
| Number of Programs assessed |  | 40 | 43 |
| Number of Institutional Outcomes |  | 6 | 6 |
| Number of outcomes assessed |  | 6 | 6 |
| Analysis of the data: |

## Appendix B

|  |
| --- |
| **ANNUAL FISCAL REPORT DATA** |
| Category | Reporting year |
| 2014 | 2015 | 2016 |
| General Fund Performance |
| Revenues |  |  |  |
| Expenditures |  |  |  |
| Expenditures for Salaries and Benefits |  |  |  |
| Surplus/Deficit  |  |  |  |
| Surplus/Deficit as % Revenues (Net Operating Revenue Ratio) |  |  |  |
| Reserve (Primary Reserve Ratio) |  |  |  |
| Analysis of the data: |
| Other Post Employment Benefits |
| Actuarial Accrued Liability (AAL) for OPEB |  |  |  |
| Funded Ratio (Actuarial Value of plan Assets/AAL) |  |  |  |
| Annual Required Contribution (ARC) |  |  |  |
| Amount of Contribution to ARC |  |  |  |
| Analysis of the data: |
| Enrollment |
| Actual Full Time Equivalent Enrollment (FTES) |  |  |  |
| Analysis of the data: |
| Financial Aid |
| USDE official cohort Student Loan Default Rate (FSLD - 3 year rate) |  |  |  |
| Analysis of the data: |