

**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.**

### **Description**

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. #). The manner by which participation is carried out is outlined for the District and each college in AP 2510 (Ev. #). 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. #). The Crafton Council reviews and updates the *Handbook* each year.

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 San Bernardino Community College District (Ev. #). The District Assembly ensures that each appropriate constituent group participates in the decision-making process (Ev. #). It provides 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. #). The *Organizational Handbook* defines the governance process of the College. Specifically, participatory governance at Crafton is characterized by inclusiveness, rigorous dialogue, and shared 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 have an advisory function. 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 period of 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. #). 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. #).

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 main committee's web site (Ev. #). For Example, the Crafton Council web page includes the charge, membership, a link to the CHC Organizational Handbook, funding status of prioritized objectives, and the committee's minutes and agendas (Ev. #). The Crafton Council is the central deliberative collegial body at CHC. The primary shared governance committees report to Crafton Council. The fundamental purpose is to provide information and facilitate communication and governance. The Crafton Council...

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. 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.

Ad hoc committees are created to deliberate and make recommendations on issues that are not clearly under the charge of a standing committee or require special consideration.

### **Evaluation**

The College meets this standard. 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.**

**Description**

Roles and procedures for participation of administrators and faculty are clearly outlined in the College's governance documents. The *CHC Organizational Handbook* ([Ev. #](#)) 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. #](#), [Ev. #](#)).

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 the VP of Administrative Services ([Ev. #](#)). 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 V 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, inclusive representation that advises the Chancellor on matters affecting the District ([Ev. #](#)).

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*, 9th Edition ([Ev. #](#)) and the *Integrated Planning and Program Review Process for Prioritizing Objectives* 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. #](#)). The unit plan is the foundation for planning on campus, and all employees are given opportunities to participate.

Facilities planning has recently become a more collaborative process. The Academic, Classified, and Student senates have approved a process to help prioritize capital outlay projects, such as building renovations and new buildings. Specifically, in Spring 2019 the college engaged in a reprioritization 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 prioritized the facilities projects based on this feedback ([Ev. #](#), [Ev. #](#)).

## **Evaluation**

The College meets this standard.

### **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.**

#### **Description**

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. #](#), [Ev. #](#)). 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. #](#)). AP 4020 states that each college will describe procedures in its curriculum

handbook ([Ev. #](#)). 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 *Crafton Hills College Curriculum Handbook* outlines the process for authoring or amending courses, developing educational programs, and approving curriculum ([Ev. #](#)). The charge of the Curriculum Committee ([Ev. #](#)) states that the committee 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

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, a number of other Academic Senate committees address issues on curriculum and student learning programs and services on campus. These include the Educational Policies Committee ([Ev. #](#)), the Honors Committee ([Ev. #](#)), and the Educational Technology Committee ([Ev. #](#)), which provides multiple resources for online teaching ([Ev. #](#)). This publication includes course 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 want training to become certified to teach DE classes. The Crafton Council committees that address College educational issues include committees for developing the 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. #](#)). Responsibilities and membership of Crafton Council committees are

reviewed annually by the Council (see Standard I.B.7, [Ev. #](#)). And the Academic Senate's executive committee reviews those elements of Senate committees periodically ([Ev. #](#)).

### **Evaluation**

The College meets this standard.

### **Evidence**

**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.**

### **Description**

The policies on governance procedures specify appropriate roles for all administrators, faculty, 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. #](#), [Ev. #](#)), the *CHC Organizational Handbook* ([Ev. #](#)), and on the Academic ([Ev. #](#)), Classified ([Ev. #](#)), and Student Senate websites ([Ev. #](#)).

The participatory (i.e., *shared*) governance process at CHC occurs through the committee structure. The 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 governance processes of the College ([Ev. #](#)). The document provides information about how decisions are made—the many structures and paths available to impact decision-making—with the intent of equipping each member of the campus community with the knowledge needed to participate in the myriad of the available decision-making opportunities. Most employees of the College appear to be satisfied with the how collaboration at the College works. The overall satisfaction with the collaborative governance process at Crafton increased from 46% in Fall 2016 to 66% in Fall 2018, a 20% increase. In addition, the satisfaction with the planning and decision-making processes at Crafton increased from 36% in Fall 2016 to 59% in Fall 2018, a 23% increase.

In addition, faculty maintain their position of being primarily responsible for areas of planning of educational program and service, in compliance with the California Code of Regulations, which established the “10+1” academic and professional matters ([Ev. #](#))

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. #](#)).

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. #](#), [Ev. #](#)).

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. #](#)). The College's mission statement is reviewed annually by the Educational Master Planning Committee ([Ev. #](#)). Other College plans, such as the Guided Pathways Work Plan, are developed with broad participation by all constituent groups ([Ev. #](#), [Ev. #](#), [Ev. #](#)).

The Board of Trustees provides for a regularly opportunity through which the following constituents can report and provide their particular perspectives at each Board of Trustees meeting ([Ev. #](#)):

- Academic Senate
- Classified Senate
- Associated Students
- CSEA
- CTA

### **Evaluation**

The College meets this standard.

### **Evidence**