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.

Standard I.A.: Mission

IA1. 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) (College webpage under "Mission")

Description

Crafton Hills College 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: Our mission is to provide students with the knowledge and background necessary to compete in today's society (Ev I.A.1-01). Our 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 student 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 IA1-02**).

As one of 115 state-supported community colleges, Crafton Hills College's intended student population includes all Californians who have successfully completed high school and all residents of the state 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. IA1-03).

Crafton Hills 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 committees review the mission statement, vision, and values every year (Ev. 1) (Ev. 2) (Ev. 3) (Ev. 4) (Ev. 5).

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. 6).

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.

The College's mission, together with its vision statement and values, stresses CHC's 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 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:
- 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 (Ev. __)

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 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 to be done using high school transcripts for recent high school graduates instead of a plcacement 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 the desire to transfer. Specially, 60 – 80 precent of students indicate that their academic goal is to transfer to a four-year university.

In support of its mission, the College is organized with three academic divisions and a variety of student learning and support service programs. The College currently offers 36 associate degrees, 27 transfer degrees, 26 credit certificates of achievement, and one non-credit job readiness skills certificate to provide the means to make its students' educational aspirations a reality.

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. #).

The College's mission statement establishes the broad goals for all of its planning activities. To further the College's mission has been the primary purpose of the College's Comprehensive Master Plan, which includes the educational master and facilities plans (Ev. #), Student Equity Plan (Ev. #), Guided Pathways Plan (Ev. #), and other plans. The Crafton Hills College Comprehensive Master Plan is also aligned with the Districtwide Support Services Strategic Plan (Ev. #).

Evaluation

CHC meets this standard. Its 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. 2) (Ev. 3) (Ev. 4) (Ev. 5)

This 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.

Evidence

I.A.1-01 https://www.cccco.edu/
I.A.1-02 https://www.cccco.edu/About-Us/Vision-for-Success
I.A.1-03 https://sbccd.policystat.com/policy/3406629/latest/
List of Programs
Student Equity Plan
Distance Education Plan
Educational Master Plan

Strategic Plan
Minutes from Educational Masterplan committee (in evidence file)
Minutes from Crafton Council (in evidence file)

IA2. 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.

Description

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. #, Ev. #, Ev. #, Ev. #, Ev. #), the BORG Data Cubes web site, the CHC Comprehensive Master Plan Scorecard (Ev. #, Ev. #, Ev. #), the Student Equity Data (Ev. #), and the continuing assessments of the General Educational Outcomes (GEO's) and the Institutional Learning Outcomes (ILO's) (Ev. #, Ev. #, Ev. #, Ev. #). The OIERP develops numerous other reports as requested. The

OIERP develops numerous other reports as requested. It also distributes important information and data to the College community in a monthly newsletter called *Did You Know?* (Ev. #, Ev. #).

Data from the OIERP is central to the program reviews that each academic and student services department prepares each year (Ev. #, Ev. #, Ev. #, Ev. #, Ev. #, Ev. #). 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, 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. #), Community College Survey of Student Engagement (CCSSE) (Ev. #), and Campus Climate survey results (Ev. #) 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. #, Ev. #) requires each program to develop objectives based on the results of the outcomes assessment. As an example, in the 2018-2019 CIS program review, the program developed five objectives based on the outcomes assessment process that revealed the need for improvement (Ev. #). 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 the campus 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 for continuous improvement of all CHC programs and services.

CHC has developed a planning and program review prioritization of objectives process that is collaborative, meaningful, inclusive, and transparent, resulting in the continuous improvement of programs and services (Ev. #). Each fall begins a new Planning and Program Review Cycle and every program/unit on campus prepares an SLO Annual Plan, Two-Year Plan, or Four-Year Program Review document, which includes the prioritization of identified goals and objectives. In addition, each objective includes actions, resources, rationale, costs, the 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, the process is cyclical and all objectives, including resource requests, are prioritized at four levels prior to reaching the President.
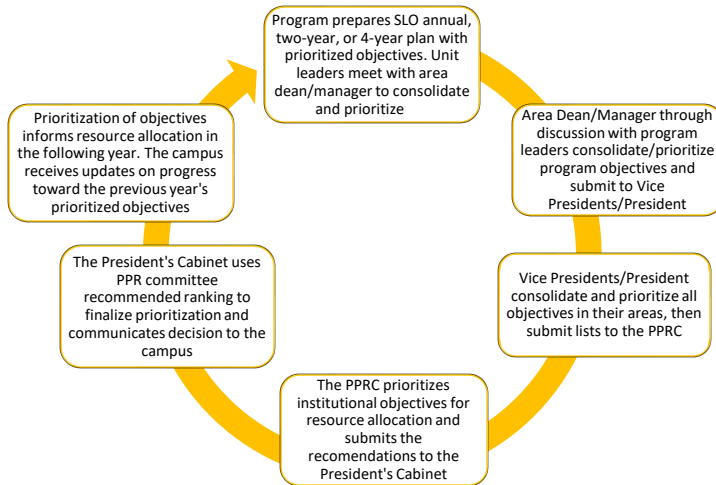
Figure 1: *Crafton Hills College Program Review Cyclical Process*

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, Vice President of Instruction, Vice President of Student Services, and Vice President of Administrative Services. All objectives are prioritized through group discussion and consensus of the PPR committee. 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 the 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.

Evaluation

Crafton Hills College meets this standard. 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.

Evidence

I.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.

Description

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. #, Ev. #, Ev. #, Ev. #). Crafton Hills College has many programs and services that support the various learning needs of diverse students, such as the Transfer Center, Student Life, Extended Opportunity Programs and Services (EOPS), Disabled Student Programs and Services (DSPS), the Honors Program, Free College Promise, Tutorial 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. #), which includes faculty, administrators, and staff. 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 Ia1 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 1A2 above for detail on how data is used to assess progress in this area).

Evaluation
Crafton Hills College meets this standard. Its 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 engage the college community. The mission statement, vision, and values appear on the College webpage, in its catalog, and in its planning documents.

Evidence

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.

Description

Crafton Hills College's mission, vision, and values appear on the College webpage (Ev. #), in the College Catalog (Ev. #) , and in the Faculty Handbook (Ev. #, Ev. #).

The Educational Master Plan Committee (EMPC), a Crafton Council participatory governance committee, is charged to review of the mission, vision, and values regularly (Ev. #). Accordingly, the EMPC discussed possible revisions to the College mission, vision, and values statements during the 2017-18 Academic Year (Ev. #, Ev. #). The EMPC regularly reviews and makes a recommendation about the mission, vision, and values statements to the Crafton Council, which includes representation from the Academic, Student, and Classified Senates . In 2018-2019, the EMPC recommended to the Crafton Council to make no changes to the mission statement and consider a change to the vision statement. Crafton Council decided to make no changes to either the mission or the vision statements in 2018-2019 (Ev. #).

Evaluation

Crafton Hills College meets this standard. The mission, vision, and values are accessible from CHC's home page. They also appears in the College catalog (Ev. #), on the template for committee meeting agendas and minutes (Ev. #), in the CHC faculty handbooks (Ev. #, Ev. #), and in all planning documents, including program review (Ev. #).

1B. Assuring Academic Quality and Institutional Effectiveness

1B1. 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.

Description

Crafton Hills College (CHC) 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. #); the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC, Ev. #); the Planning and Program Review Committee (PPRC, Ev. #); and the Student Success and Equity Committee (SSE, Ev. #). The SSE Committee is charged with developing and overseeing the implementation of the College's Student Success and Student Equity Plans. Specifically, the SSE Committee 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 improve student success is its Office of Institutional Effectiveness Research and

Planning (OIERP), headed by a dean and staffed by two full-time and one half-time researchers 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. 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 used to improve instruction and support continuously.

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 of the processes involved. SLO data are recorded and tabulated on the OIERP's SLO Cloud (Ev. #) 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 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. #, Ev, #). Measuring these SLOs is done on a six-year assessment cycle, whereby every course is assessed at least once every six years (Ev. #, Ev. #). Student support units measure Service Area Outcomes (SAOs) to determine the effectiveness of their service. The analysis of assessment results is integrated into planning and resource allocation for every program on campus, including instruction, student services, administrative services, and the President's area (Ev. #). Each program is required to report and analyze its program review results every year and use those results to inform planning (Ev. #, Ev. #, Ev. #). In addition, instructional programs annually analyze the results for course SLOs, and every four years instructional programs analyze the results for program-level outcomes.

The College engages in dialogue concerning student learning and evidenced-based decision-making during various activities: meetings of the deans (Ev. #, Ev. #), Crafton Council meetings (Ev. #), 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. #, Ev. #). 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 creates an integral aspect of 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. #). 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. #, Ev. #, Ev. #, Ev. #, Ev. #). The OIERP also provides non-instructional units results from the most recent Student Satisfaction Survey, the Community College Survey of Student Engagement, SAO reports, 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. #). 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. #). It then uses this information to request resources to help facilitate achieving its goals and objectives.

The program review process for both the instructional and non-instructional programs at the College are conducted on an annual, two-, and four-year cycle that 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. #). 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 of institutional and instructional improvement, and provide justification for planning the allocation of resources. When instructional and non-instructional departments begin the program review process, the PPRC provides them with training and support to complete annual planning (Ev. #). The PPRC also provides numerous workshops, a handbook, and training materials to help facilitate the planning (Ev. #, Ev. #).

Crafton Hills College consistently engages in dialogue on student learning throughout the campus. In July 2009, an Educational Master Planning Committee (EMPC) was formed with representation from each campus constituency (Ev. #). 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. #, Ev. #). 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 ALMA Strategies, a consulting company (Ev. #). In addition, open forums were held on March 28, 2016 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. #):

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 in order to learn first-hand about facilities-related issues. The EMPC prepared, presented, and validated 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 panning 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 *Program of Instruction and Current + Future Instructional Space Needs* 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, development options were presented to Crafton Council, which provided insightful 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 dialogue 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 improvements based on the data (Ev. #, Ev. #, Ev. #). In addition, data for questions 5ai, 5aii, and 6b provide course completion, success, and degree and certificate attainment data by program, gender, ethnicity, and age (Ev. #, Ev. #).

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. #). The Student Success and Equity Committee developed a funding request form and rubric to help its members come to funding decisions (Ev. #, Ev. #). Improving student equity is also a prominent goal for EOP&S (Ev. #), and the Transfer Center (Ev. #), to name a few programs.

Question 6 of both the instructional and non-instructional program reviews illustrate 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. #, Ev. #). Proposals must be supported by data (Ev. #) and recommendations [by whom?] 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 the 2019-2022 Equity Plan. At its meeting on May 19, 2019, the Academic Senate approved the plan (Ev. #, Ev. #, Ev. #).

Institutional Effectiveness & Continuous Improvement of Student Learning and Achievement

Continuous improvement of student learning and achievement remains the ultimate goal of Crafton Hills College's planning activities at all of 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 a planning retreat for faculty, administrators, and classified staff was held to address the following goals:
1) Develop the desired qualification, ideal characteristics, and 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. #).

The retreat also identified planning priorities for the 2018-2019 academic year (Ev. #, Ev. #).

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. #). Retreat participants reviewed planning priorities at the start of the 2019-2020 academic year and decided to continue with those priorities (Ev. #).

The College implements strategic plans that are reviewed annually to meet the goals of the College (Ev. #). Dialog occurs in a variety of department/unit, committee, and forum settings. 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. #). Divisions further prioritize these and send their lists to their administrative offices (Ev. #, Ev. #). Senior administrators then prioritize proposals using the Master Plan goals, which prominently includes student equity. Extensive dialog occurs at each step of the process.

Evidence

1B2.   The institution defines and assesses student learning outcomes for all instructional programs and student learning support services.

Descriptive Summary
Crafton Hills College (CHC) uses a range of strategies to define and assess student learning outcomes (SLOs) for courses, programs, student learning services, and other student services as a means to make improvements in student learning. Strategies include SLO development, SLO assessment, dialogue about SLOs, program improvements, and ongoing improvement of the 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. #, Ev. #, Ev. #, Ev. #). 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. #). CHC also has developed general education outcomes that are published in its catalog (Ev. #). 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 of the outcomes assessment processes (Ev. #). To date, this plan includes an annual calendar for the activities of the outcomes assessment process. Results of the outcomes assessment at the course and program levels are integrated both 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. #, Ev. #).

Instructional faculty are responsible for determining SLOs 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 as well as program meetings that include more than one department. These dialogues 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. #). Improvement strategies are documented within the SLO improvement cycle and also reported on PPR documents. Programs in the Career and Technical fields have additional accrediting boards that require annual accountability measures and therefore undergo more scrutiny with regard to 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.

IB3   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)

Crafton Hills College (CHC) 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, 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 (Ev. #). Each year the College's Institutional Effectives, Accreditation, and Outcomes Committee evaluates the College's performance against these standards (Ev. #, Ev. #). To date, the College has not fallen below any of the institutional set standards.

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. #, Ev. #, Ev. #). The College regularly reviews its progress on its CHC Scorecard relative to the targets for each (Ev. #). To assess CHC's progress towards achieving its strategic direction, the College uses twenty-two distinct student and institutional outcomes, including student course success rates, student satisfaction, enrollments among historically underrepresented student groups, 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 dealing with expanding the access of the College to the community and enhancing the value that it offers the community. In the case of each strategic direction, 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 fewer percentage of Fall 2018 students remained enrolled in Spring 2019 relative to this measure in Fall 2017 and Spring 2018). The OIERP also found that, on average, CHC's degree-earning students have over 90 units of credit completed. 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, namely 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. CHC is making great strides towards meeting its 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.

Evidence

IB4   The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

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. #, Ev. #, Ev. #, Ev. #)
- College In-Service Days (Ev. #, Ev. #)
- Academic Senate (Ev. #, Ev. #, Ev. #)
- Classified Senate (Ev. #, Ev. #)
- College Hour Workshops (Ev. #)
- Planning and Program Review Committee (dialogue and participant feedback) (Ev. #, Ev. #)
- Educational Master Planning Committee (Ev. #)

- Crafton Council (Ev. #, Ev. #)
- Professional Development (Ev. #, Ev. #)

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 every program engaged in evidence-based decision-making, four programs that completed their four-year plan in 2018-2019 are highlighted below. First, computer information systems (CIS) examined its program-level outcomes data and implemented a number of instructional improvements (Ev. #). CIS-101 instructors developed practical projects to help students apply skills acquired in the Microsoft Office course. CSCI-120 instructors 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, instructors incorporated the 7-layer OSI model into the class. Moreover, basic router and switch commands were enhanced using *Lynda.com* tutorials, instructor led demos, and CLI hands-on labs in CIS 141.

Next, the Chemistry program has found the SLO evaluations to be helpful in modifying its program (Ev. #). Specifically, in evaluating the outcomes assessment data, the Chemistry faculty found that students were not prepared to successfully complete CHEM-150, which had no prerequisite. As a result, they proposed to the Curriculum Committee implementing CHEM 101 as a prerequisite for CHEM 150, and 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 the Honors Program (Ev. #). 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 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. Although gender demographics for CHC students are closely aligned with those of the College, the Honors Program has substantially fewer men than women participate in the many research opportunities that it offers. The program will make a greater effort to encourage and include men in these events.

Evidence

IB5.   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.

Description

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. #), a planning and program review web tool (Ev. #), and a means for continuous quality improvement (Ev. #). In addition, each program evaluates goals and objectives, student learning outcomes (SLOs), and student achievement data to assess its accomplishment of the College mission (Ev. #, Ev. #). All of the work done by the programs is aligned with CHC's Strategic Directions (Ev. #). 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. #, Ev. #, Ev. #). The data can be disaggregated by gender, age, and ethnicity as well as by the following program types: transfer, CTE, and developmental. 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. #, Ev. #, Ev. #).

There are multiple other examples of the College's use of quantitative and qualitative data that is disaggregated by program type and mode of delivery. One is a concern about class size for online sections that was expressed by the Academic Senate (Ev. #, Ev. #). 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. #). The results indicated that 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. #).

The Crafton Hills College Psychology Department has also examined distance education and face-to-face course success to help inform decision-making and continuous improvement (Ev. #). In addition, the Educational Technology Committee also requested research comparing online and face-to-face course success rates among community colleges in the Inland Empire (Ev. #). The College has also examined the relationship between success rates for online and face-to-face courses (Ev. #). 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. #). 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. This research will help the College develop more effective plans for student equity and other proposals.

Evidence

IB6.   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.

Description
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. #). The Senate agreed to examine a six-year assessment cycle (Ev. #, Ev. #) 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 student services, 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 [?] 20XX, the faculty and staff took this first step towards examining disaggregated data to evaluate learning outcomes (Ev. #). 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. #). 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. #). 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 to 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 this 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. #, Ev. #). 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

Crafton Hills College meets this standard. 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 meets 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.

Evidence

IB7.   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.

Descriptive Summary
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 Crafton Hills College (Ev. #). 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 of the policies in the District whereby this body reviews10 percent of the policies each year (Ev. #, Ev. #). Each year the campus leads gather input from the campus community, including suggested revisions to Board Policies (BPs) and Academic Procedures (APs). Any BPs and APs that are identified as falling under the 10+1 (an academic and professional matter) are submitted for consideration to the Academic Senate (Ev. #). The charge of the 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. #). The Academic Senate regularly reviews and provides input into the

policies and procedures of the District (Ev. #). 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 and mechanisms 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 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 committee's purpose and activities are published on a webpage (Ev. #, Ev. #, Ev. #). The PPR committee reviews and evaluates unit-level plans and prioritizes the objectives that emerge from the planning process into a single College-wide document (Ev. #, Ev. #). Equally important, the College assesses its program review evaluation processes each year. First, the Planning and Program Review Committee (PPRC) surveys all the program review participants (Ev. #, Ev. #). 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. #).

The College also regularly evaluates employee perceptions through the Campus Climate Survey, administered every other year (Ev. #). The results of this survey are reviewed every year by the Educational Master Plan Committee (EMPC), which may provide suggestions to improve the processes. In Fall 2019 the EMPC discussed a decrease in employee satisfaction with planning and decision-making, participatory governance, and resource allocation (Ev. #). The EMPC noted a small response rate as well as reliance on interim executive leadership during the most recent administration of the survey and 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 relationship[?] resource allocation (Ev. #).

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. #). 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. #, Ev. #). Any recommended changes are taken to Crafton Council (Ev. #). Equally important, each spring Crafton Council coordinates the administration of the Committee Self-Evaluation survey (Ev. #). The results from this survey are used to inform any changes to the governance processes and the committee chair training (Ev. #). In addition, each participatory governance committee is provided with the disaggregated results to inform improvements (Ev#, Ev. #, Ev. #, Ev. #).

Evaluation

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

Evidence

IB8.   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.

Description
Data used for decision-making is accessible to all constituents on the Office of Institutional Effectiveness, Research, and Planning (OIERP) web site (Ev. #). Regularly collected data includes measures of academic success (Ev. #), enrollment numbers (Ev. #), institutional effectiveness indicators (Ev. #), instruction and student services measures (Ev. #, Ev. #), and satisfaction survey results (Ev. #). 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 on assessment placement results (Ev. #), student demographics (Ev. #), student engagement (Ev. #), and student satisfaction (Ev. #).

The OIERP Web Site also includes a *Data Mart* page and BORG (Best Organizational Research Guage) Data Cubes (Ev. #) 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 ~~informationi~~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. #). This easy-to-access information helps facilitates 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. #). The OIERP Web Site 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 with dynamic data cubes to help faculty assess student learning, as well as a dashboard accessible to all CHC employees where they enter a student ID and receive information about that student (Ev. #). 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. #). Other ways in which the campus presents data to the public is through presentations to the Board of Trustees (Ev. #, Ev. #), at meetings attended by the CHC President's Cabinet, and at meetings with community organizations (Ev. #). Data is frequently discussed and evaluated within

committees throughout the campus, including meetings of management, the Academic Senate, and Crafton Council. The OIERP shares the results of the 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. #, Ev. #) as well as asks to be put on the agenda for various committees when this office develops information that may help to inform planning (Ev. #, Ev. #).

Evaluation

Crafton Hills College meets this standard.

Evidence

IB9.   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)

Description
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, vision, and values (see responses in 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 that is 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. PPR is requires 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 the purpose, evaluative standards, and outcomes of the PPR process. The PPRC has built into its calendar a process of continuous quality improvement consisting of direct feedback from PPR participants. In the current year, 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 planning and program review 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 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 College major 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 in 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. #, Ev. #, Ev. #).

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. #). 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 Organizational Handbook identifies all constituencies and appointment responsibilities (p. 7); the College governance structure (p. 14-17); and committee processes, charges, and memberships (p. 10-13 & 18-29) (Ev. #).

The PPRC is responsible for evaluating programs and for prioritizing the objectives that emerge from the planning process (see 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 (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. #, Ev. #). 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 stress 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. #). 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.

Evaluation

Crafton Hills College meets this standard.

Evidence

C. Institutional Integrity

IC1.   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)

Description

Crafton Hills College provides precise, accurate, and current information to the public and College community through various means. The College catalog, 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. #; Ev. #; Ev. #; Ev. #; Ev. #). 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. #). Student Learning Outcomes are also required to be included in all syllabi (Ev. #). 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. #; Ev. #; Ev. #; Ev. #).

Anyone can access District policies online 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. #; Ev. #; Ev. #).

The College's mission, vision, and values are prominently displayed on the College website, in all the official College documents (e.g., catalog, schedule), and at the bottom of the agendas of all participatory governance committee meetings. This practice provides a constant reminder to the campus community of the College's primary focus as an institution.

• Mission—The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.
• Vision—The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

• Values—Our institutional values are creativity, inclusiveness, excellence, and learning centeredness.

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 to best reflect the College's long-term goal of enhancing the lives of its students.

The College web site also includes a link to the California Community Colleges Chancellor's Office Student Success Metrics (Ev. #). The Student Success Metrics dashboard contains information on student enrollment, information on the types of students attending the College, information about their 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 on topics relating to assessment, such as Assessment of Course SLOs Map to ILOs, student success and institutional effectiveness from the Office of Institutional Effectiveness, Research & Planning (OIERP). Members of the College community are encouraged to interact with the data provided by the office to inform each area's Program review. The OIERP also conducts presentations on SLOs during FLEX and in-service days (Ev. #; Ev. #; Ev. #). Exemplary Program Reviews are available from the College website for faculty and staff to view. The Program Review webtool is also readily accessible for faculty and staff through the College website (Ev. #). 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. #; Ev. #; Ev. #). In addition, when the President visits community organizations, he shares achievement data for Crafton including the course success rate, degree and certificate completions, transfer numbers, educational attainment, and enrollment data (Ev. #).

The College website prominently displays its current accreditation status and all reports to the ACCJC (Ev. #). The College also includes its accreditation status in its catalog and has also created a repository for evidence in the work that it is doing to meet these standards on the website (Ev. #). Programs accredited by other agencies provide their accreditation status in the catalog and on program promotional material (Ev. #; Ev. #; Ev. #; Ev. #; Ev. #; Ev. #; Ev. #).

Evaluation
Crafton Hills College meets this standard. The catalog is reviewed by a number of different campus groups and individuals to ensure that it is clear and accurate. Additionally, the College makes program and student learning outcomes publicly available through CurricUNET. Student policies and procedures are described in the student orientation material, the new student handbook and the schedule of classes, and 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 Office of Institutional Effectiveness Research and Planning 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.

Evidence

IC2. 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" (see endnote). (ER 20)

Description
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. #). The catalog is available online on the College's website and is reviewed and revised where necessary annually and when relevant changes in course descriptions, programs, or policies are approved by the Board (Ev. #; Ev. #; Ev. #). Links to the catalog are available on the main page of the College website but also under the *Academics* tab and the *Current Students* section.

Evaluation

Crafton Hills College meets this standard. 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.

Evidence

IC3. 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)

Description

The College's Planning and Program Review Committee (PPRC), a participatory governance committee with membership from faculty, staff, administration and at least one student, 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 alternate years. All units in each of the four major administrative areas -- President, Student Services, Instruction, and Administrative Services – participate, so this process is comprehensive (Ev. #).

In order to assist theese areas in their preparation of their program review, resources are provided on the College website with examples for each area to refer to. Additionally, a handbook on how to use the webtool and PPR timelines and schedules are posted on the website. The Office of Institutional Effectiveness, Research, and Planning (OIERP) has also posted explanatory material about the PPR webtool (Ev. #; Ev. #) and holds many Q&A workshops throughout the academic year to help departments/units in preparing program reviews (Ev. #).

In addition to these types of assistance provided to each area, data for specific programs and areas is 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. #). The OIERP also provides reports on various aspects of the College such as student satisfaction with specific departments on campus (Ev. #; Ev. #), reports detailing potential equity gaps that are present within the College (Ev. #), and the academic impact of supplemental instruction on course success (Ev. #).

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

In addition to the planning and program review process, the College is guided by its Educational Master Plan. The Educational Master Plan Committee (EMPC) is the body 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. #) (see section IB9 for more detail).

Evaluation:

Crafton Hills College meets this standard. 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 achievements 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.

Evidence

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

Crafton Hills College describes its degrees and certificates in a variety of locations available to students on the College website (Ev. #). The College catalog contains descriptions of and requirements for each program and their Program Learning Outcomes (PLOs). Information regarding transfer requirements for the CSU and UC and prerequisites also appear in the catalog. Communication with students via the College's Transfer Center, Counseling Office, EOPS, and

> **Commented [WKA1]:** Link to degree/cert with outcomes

> **Commented [WKA2]:** Look at program web site and major sheets as well, not the catalog

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 for easier navigation through their first two years of study. These checklists are available anytime through the College website (Ev. #). Students are also able to craft an educational plan either through Starfish, which will be reviewed by a counselor, or through a meeting directly with a counselor. During these meetings, Counselors provide each student with guidance and access to a student success checklist, major sheet, and GE sheet. GE sheets are interactive in the catalog.

Commented [WKA3]: Show screen shots of student facing side of explore SEPs. Krisitina Heilgeist will provide this to Keith

Commented [WKA4]: Add these sheets

Commented [WKA5]: Link to this.

Students can find course or porogram SLOs in each syllabus, which must include SLOs in addition to course objectives. Instructional deans and department chairs stress to all faculty the importance of providing a complete syllabus with SLOs and consistent with course outlines of record before the beginning of each semester at part-time faculty orientations and also through the Faculty Handbook (Ev. #). Each instructor submits his/her course syllabi into the division dean at the beginning of each semester and summer session to ensure the presence of required elements. Sample syllabi are also available to each faculty through their department chairs (Ev. #).

Commented [WKA6]: Add emails from Deans that go out.

Commented [WKA7]:

Commented [WKA8]:

Evaluation

Crafton Hills College meets this standard. 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 are in place to ensure that students understand the services that are available on campus and are given resources to help them navigate through college programs. For each class, SLOs are clearly laid out in the syllabus for students to review.

Evidence

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

Description

The College has mechanisms to evaluate the institution's 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. #). The survey is designed with feedback received from Crafton Council on its structure and content (Ev. #; Ev. #). Results of the survey are shared with the Campus in a newsletter (Ev. #) and through various presentations to committees (Ev. #). The survey evaluates the following governance and decision-making structures and processes: outcomes assessment, planning and program review, and the resource allocation processes. Respondants also comment on their perceptions of the overall inclusiveness of participatory governance at the College.

In addition, every spring the Crafton Council administers the Committee Self-Evaluation Survey to evaluate the College's participatory governance and decision-making committees (==attach link to evaluation form==; Ev. #). 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 surrounding changes to the organizational handbook can be found in the committees' agendas and minutes (Ev. #; Ev. #). In addition to the committee-self evaluations and the revisions to the organizational handbook, the Crafton Council is also responsible for reviewing the Facilities Master Plan for the College (Ev. #; Ev. #) and the College's mission, values, and vision statements (Ev. #). The disaggregated results of the self-evaluations for each committee are also distributed to the committee chairs (==emails of us sending the results both this year and last year==), who initiate discussions with committee members at a meeting early in the new school year so each committee may make changes accordingly (Ev. #; Ev. #; Ev. #; Ev. #).

Review of policies and procedures is also carried out at the District level by the District Assembly (Ev. #). 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 any such changes are appropriate. District Board policies are reviewed on an ongoing basis and revised when necessary by the District Assembly, a participatory governance body (Ev. #; Ev. #; Ev. #). The District Assembly posts minutes and agendas for these reviews on its website (Ev. #; Ev. #). 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. #; Ev. #; Ev. #). The District's governing Board relies primarily on the advice of the academic senates in such matters (Ev. #, p. 139).

District policies, administrative regulations (ARs), and procedures that relate to District employees are available from the District website (Ev. #). Policies that relate to students appear in the Catalog under *What You Need to Know* (Ev. #).

Evaluation
Crafton Hills College meets this standard. It 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.

Evidence

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.

Description

Crafton Hills College provides detailed and accurate information about the total cost of education, including tuition, fees, and 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. #). The link to

this information is available through the *Start Your Education* section of the website (Ev. #). Links to information regarding the costs associated with textbooks for individual courses are available using the online course schedule (Ev. #). 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. #).

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

Evaluation
Crafton Hills College meets this standard. 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 like food/housing.

Evidence

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)

Description
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 is reflected within the District's governing Board policy on academic freedom, which is posted on the District website (Ev. #; Ev. #). The College references this governing Board policy in the College Catalog (Ev. #; Ev. #). The Faculty Handbook also references the responsibility for faculty to respect academic freedom (Ev. #).

Board Policy 4030 notes 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. This policy is clear in its support for academic freedom for all academic employees. This protection of academic freedom also extends to students. 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. #).

Evaluation

Crafton Hills College meets this standard. The College's support for academic freedom is expressed in Board Policy 4030 and stated in the College Catalog and the Faculty Handbook.

Evidence

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.

Description

Student standards of conduct that promote academic integrity, honesty, and responsibility are outlined in Board Policy (BP) and Administrative Procedure (AP) 5500 (Ev. #) (Ev. #). 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. #), 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 in communicating appropriate standards of conduct to students, especially as it relates to academic dishonesty. The Student Integrity Policy in the College Catalog (Ev. #) 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. #). 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. #). Matters relating to student conduct are also documented both in the Faculty Handbook (pps. 13 & 31; Ev. #) and in the Chairs Handbook (p. 31; Ev. #).

Evaluation

Crafton Hills College meets this standard by establishing and communicating 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.

Evidence

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

Description

The District's Academic Freedom policy (Ev. #) offers a framework for faculty to distinguish between personal conviction and professionally accepted views within a discipline. The policy requires that faculty protect students' right to freedom of inquiry even when students'

conclusions diverge from those held by faculty (BP 4030, Section C). The evaluation process addresses this matter by virtue of the criteria by which faculty are evaluated, namely as it relates to the effectiveness of communication, as described on pages 33, 34, and 37 of the bargaining agreement (Ev. #). 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. #). 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 corequisite instruction and syllabus building (Ev. #). 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. #). [This paragraph includes unclear information about English faculty and does not seem relevant to the sub-standard.—MS]

Evaluation

Crafton Hills College meets this standard. The Board policy of the college offers a framework by which to distinguish between personal conviction and professional accepted views, and the evaluation process provides a means by which to help faculty continuously improve in this respect.

Evidence

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.

Description

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

Evaluation

This standard does not apply to Crafton Hills College.

Evidence

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.

Description

Crafton Hills College is a member of the Southern California Foothills Consortium, a group of California Community Colleges committed to quality study abroad programs (Ev. #). Locations of study abroad programs for this consortium of 16 colleges currently include London, Spain, and Italy, and are developed in coordination with the American Institute for Foreign Study (AIFS). CHC faculty teach the courses offered, and the students enrolled in these classes are CHC college students. Besides participation in this program, the College does not offer curricula in foreign locations.

Evaluation

Crafton Hills College meets this Standard. 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.

Evidence

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)

Description

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

The College also demonstrates its commitment to transparency by virtue of publishing all its correspondences with the Commission on its website (Ev. #). The College publishes a wealth of information concerning educational quality and institutional effectiveness, as evidenced by the publication of the College Catalog (Ev. #), accreditation information (Ev. #), Gainful Employment Information for career and technical programs (Ev. #), and its Institutional Effectiveness home page (Ev. #), where interested parties may gather an array of relevant

information, including the Did You Know series that offers readers a brief yet comprehensive and timely synopsis of recent College efforts to enhance both educational quality and institutional effectiveness (Ev. #).

Evaluation

Crafton Hills College meets this standard as evidenced by the myriad of examples on the College's website and timely communication and reporting to ACCJC.

Evidence

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)

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. #). Communications between the commission and the College are posted on the College website (Ev. #) and the College lists is accreditation status on is home page (Ev. #). 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 licensed by the State of California.
- The EMT 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.

Evaluation

Crafton Hills College meets this Standard. The College maintains clear and accurate communications with external agencies and it clearly communicates its accreditation status to the students and public in a timely manner.

Evidence [Dan, Please provide references here.]

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.

Description

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. #) and its corresponding Administrative Procedure (Ev . #), 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 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 (p. 2.004 and 2.005; (Ev. #), and by the faculty statement of ethics (Ev. #).

The College's commitment to its students is also demonstrated through the College's planning and program review process (Ev. #). In fact, once the College's prioritized objectives are finalized, they are published online in the form of a dashboard (Ev. #) that not only illustrates all the objectives by priority but is also updated to reflect which objectives have received funding. The Office of Institutional Effectiveness, Research, and Planning provides this information on an annual basis 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 Free Promise Program (Ev. #), which offered over 400 recently graduated high school students two years of free tuition and fees, free textbooks, $300 cash for College expenses, and free access to a laptop for coursework. In this way, the College continues to prioritize student learning and achievement.

Evaluation

Crafton Hills College meets this standard. Student achievement and learning are central to its 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 what the College is focused upon.

Evidence