

**REPORT OF THE INSTITUTIONAL SELF STUDY
FOR REAFFIRMATION OF ACCREDITATION**

**Crafton Hills College
August 2008**

Prepared and submitted by:

Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Submitted to:

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

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Certification of Self Study Report

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CERTIFICATION OF THE INSTITUTIONAL SELF STUDY REPORT

DATE: August 2018

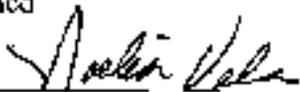
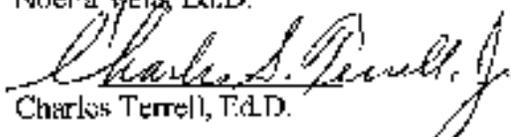
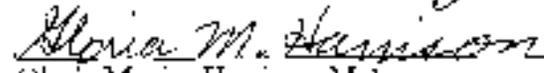
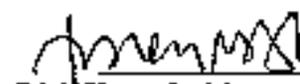
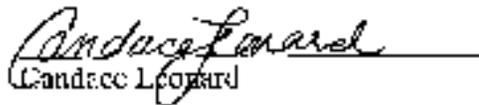
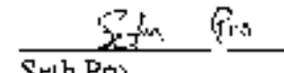
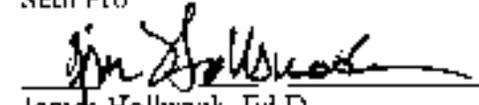
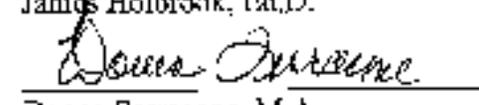
TO: Accrediting Commission for Community and Junior Colleges of the
Western Association of Schools and Colleges

FROM: Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

Signed

 _____ Noelia Vela, Ed.D.	Chancellor
 _____ Charles Terrell, Ed.D.	President, Governing Board
 _____ Gloria Macias Harrison, M.A.	President
 _____ Rick Hagrefe, M.A.	President, Academic Senate
 _____ Candace Leonard	President, Classified Senate
 _____ Seth Pro	President, Student Senate
 _____ James Holbrook, Ed.D.	Co-Chair of the Self Study
 _____ Donna Ferracone, M.A.	Co-Chair of the Self Study

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Introduction

History of the Institution

Demographic Information

Responses to Previous Accreditation Visit

Longitudinal Student Achievement Data

Organizational Structure

Map of District/College Functions

Organizational Chart of the San Bernardino Community College District

Organizational Chart of Crafton Hills College

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HISTORY OF THE INSTITUTION

Located in Yucaipa, California, Crafton Hills College is the smaller and newer of the two public community colleges in the San Bernardino Community College District.

The 1959 master plan of the district (then known as the San Bernardino Valley Joint Union College District) included the concept of constructing a second campus, to be built in the early 1970s, to accommodate the anticipated increased student population. In 1965, Redlands and Yucaipa residents voted to join the district, establishing the need for a second campus in the Redlands-Yucaipa area. In 1966 Lester and Rubin Finkelstein donated to the district 163 acres of rugged terrain on which Crafton Hills College would be built.

The architects developed a plan for the buildings that would allow for construction with the least amount of earth moving, and they selected materials and designs that would allow the new college to blend in with its natural surroundings.

When the voters of the district approved a tax override, the funding for the new campus was assured. Funding for the initial development came from the state through its Department of Public Works.

Crafton Hills College received its name at an April 1969 board meeting. Members of the board felt that the name would be “indicative of the area,” yet not refer to either Redlands or Yucaipa, the two communities from which it would draw most of its students.

Actual work on the site began in August 1969. By the summer of 1972, buildings were ready for occupancy. In September 1972 Crafton Hills College began its first semester as California’s ninety-sixth community college.

The college began with a unique character not only in appearance but also in its governance and curriculum structures. With a focus on stressing cooperation among equals in a learning community, the college was designed as a cluster college, composed of four semi-autonomous schools, each having its own faculty and administrators, headed by a provost. Each school would have a classroom building and an education program designed to accommodate about 1,000 students. Science laboratories, a library, a large lecture hall, and an administration building would occupy the center of the cluster and be shared by the schools. The provost would serve as the chief administrative officer.

The realities of limited funds for such an ambitious undertaking caused the board to abandon this concept. As a result, the college has only one of its originally designed clusters of classroom buildings and the buildings that were to be at the center of the clusters. The original concept for the college explains the small size of the majority of classrooms in the original building.

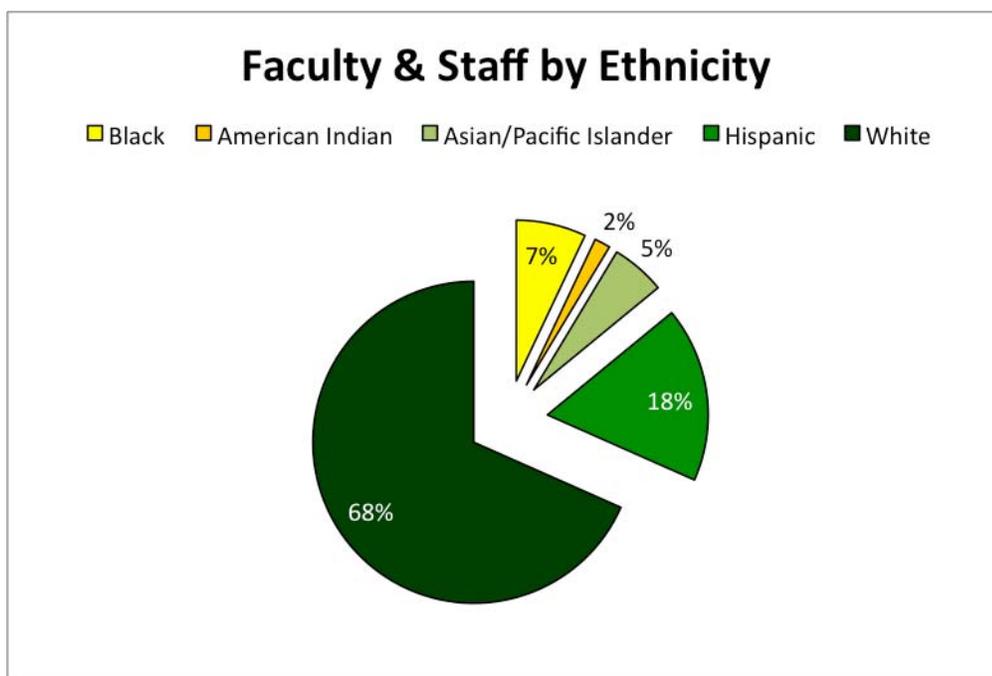
The governance of the college was created to foster a sense of the college as a community of learning. The administrators of each school in the cluster would teach one or more classes each semester. A committee of the whole, including all faculty and administrators, would resolve all problems facing the college. Shortly after the college opened, the committee of the whole became the Faculty Council. A few years later the faculty elected to form an academic senate.

The curriculum of the college was also planned with the view of the college as a community of learning. It was to be comprehensive, with an emphasis on liberal arts and business education. Students who needed to complete courses for specialized programs not offered at Crafton Hills College could enroll in those courses at San Bernardino Valley College. Students in majors requiring less specialized facilities could complete all of their course work at Crafton Hills College. The college would have no department or division organization to create barriers or antipathies between disciplines.

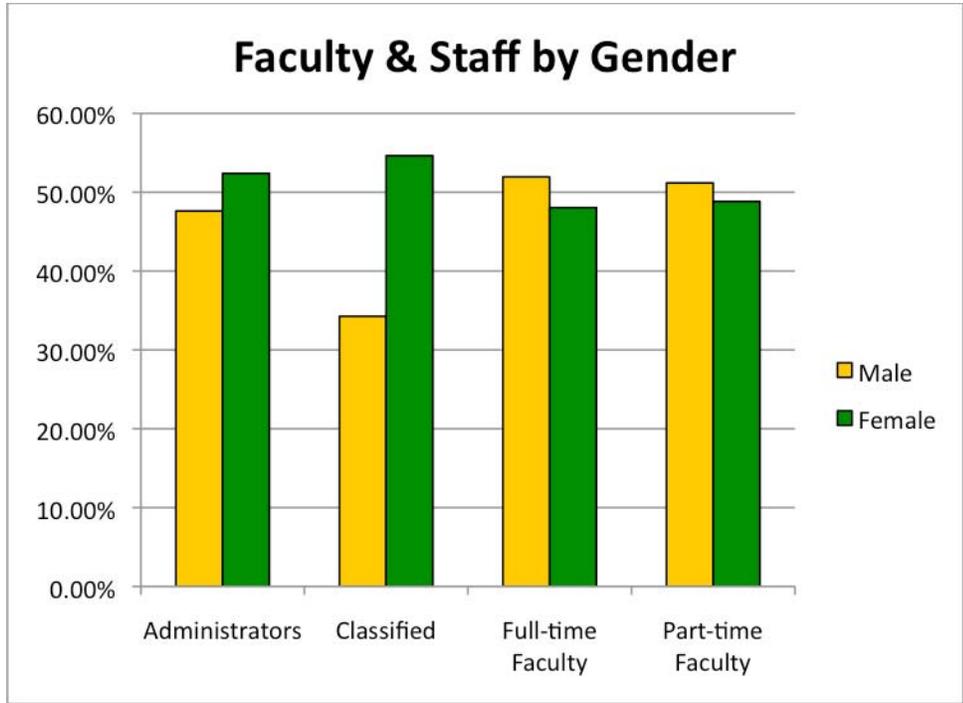
The necessities of the day-to-day operation of a community college proved overwhelming for such idealistic plans, and so the emphasis of community diminished and the college adopted a more traditional structure of governance and curriculum. In later years, the board of trustees determined that there would be no duplication of specialized programs between the two colleges. As a result of this decision, emergency services, fire technology, and respiratory care programs are based at Crafton Hills College. Aeronautics, automotive, electronics, machine trades, nursing, psychiatric technology, radio/TV/film, refrigeration/air conditioning, welding, and the Sheriff's Academy programs are based at San Bernardino Valley College. Also, Crafton Hills College currently has no competitive athletic programs.

Demographic Information

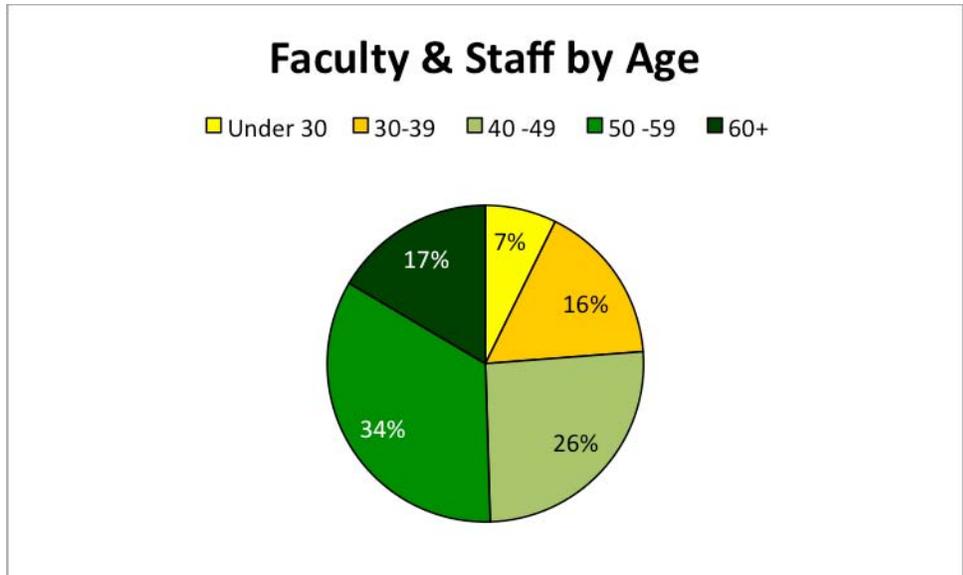
Crafton Hills College's service area includes the cities of Yucaipa and Redlands, parts of San Bernardino, Banning, Beaumont, Calimesa, Highland, Loma Linda, and Mentone. The demographics of the service area support the existence of a community college that provides high quality education at a low cost. Seven of the top 9 feeder cities have a median household income less than \$51,000 a year. The ethnic breakdown for households in the top 9 feeder cities is 55.3% White (non-Hispanic), 28% Hispanic/Latino descent, 8.9% Black/African American, 4.3% Asian/Pacific islander, and .8% American Indian/Alaska Native. Crafton Hills College also serves an area where only 13.2% of adults 25 years of age and older have earned a college degree. Faculty and staff ethnicity differs somewhat from that of the service area and student population. The majority of faculty and staff are white (68%) with the next largest subgroup being Hispanic (18%).

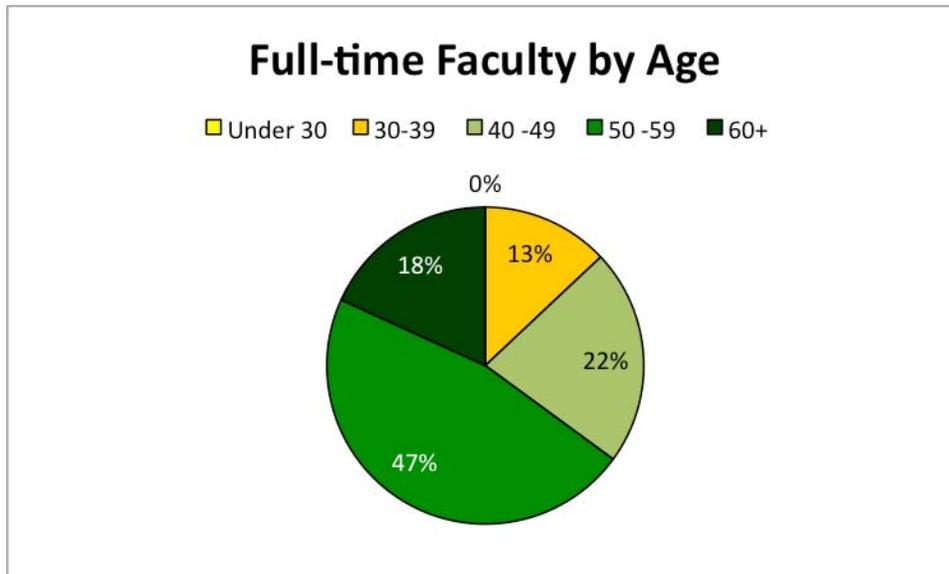


With the exception of classified staff, the gender breakdown for Crafton Hills College employees is nearly even.

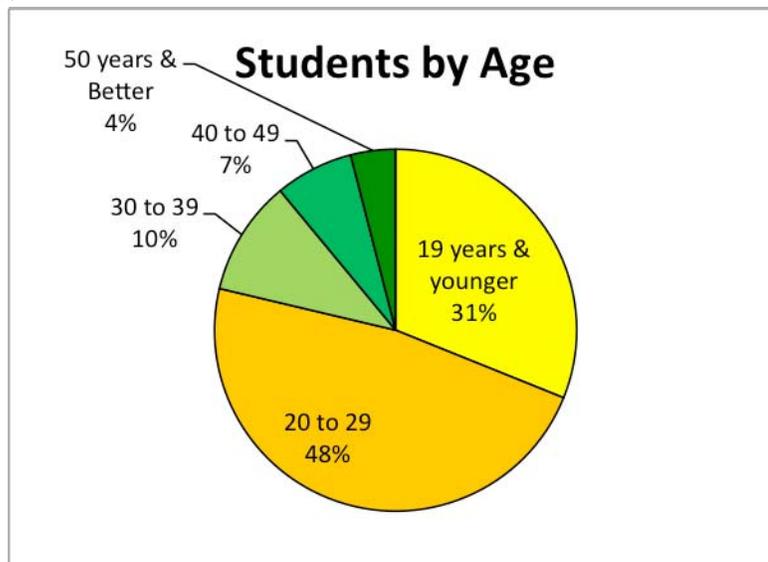


More than half of all employees (60%) are between the ages of 40 and 59 years old. Similarly, 53% of full-time faculty are also between 40 and 59 years old.

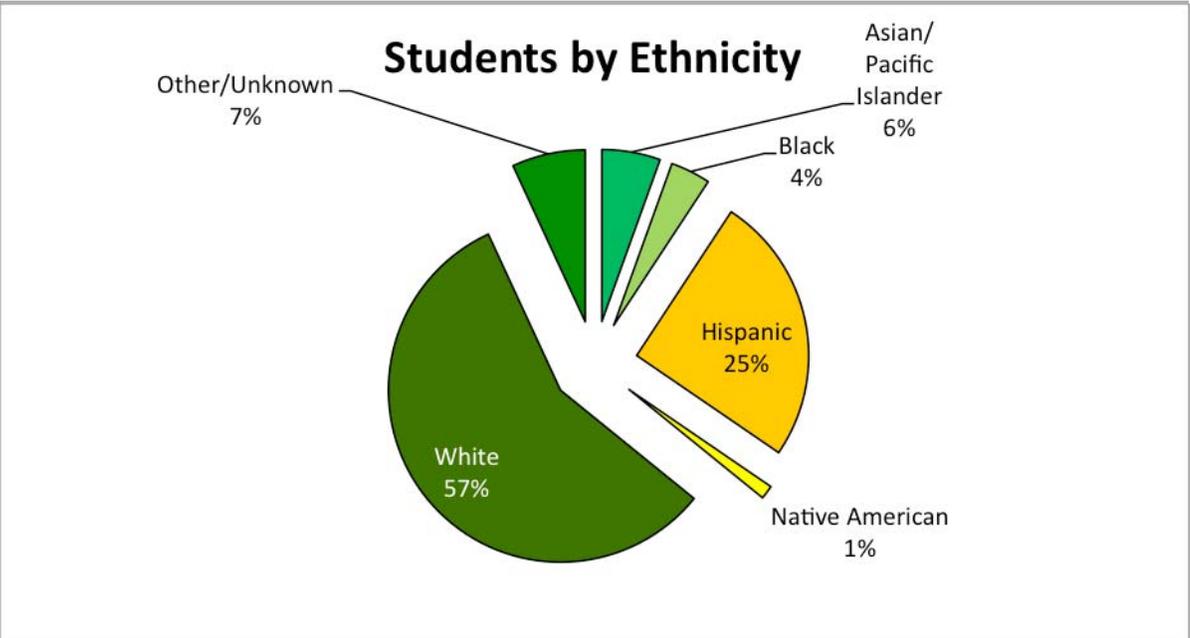
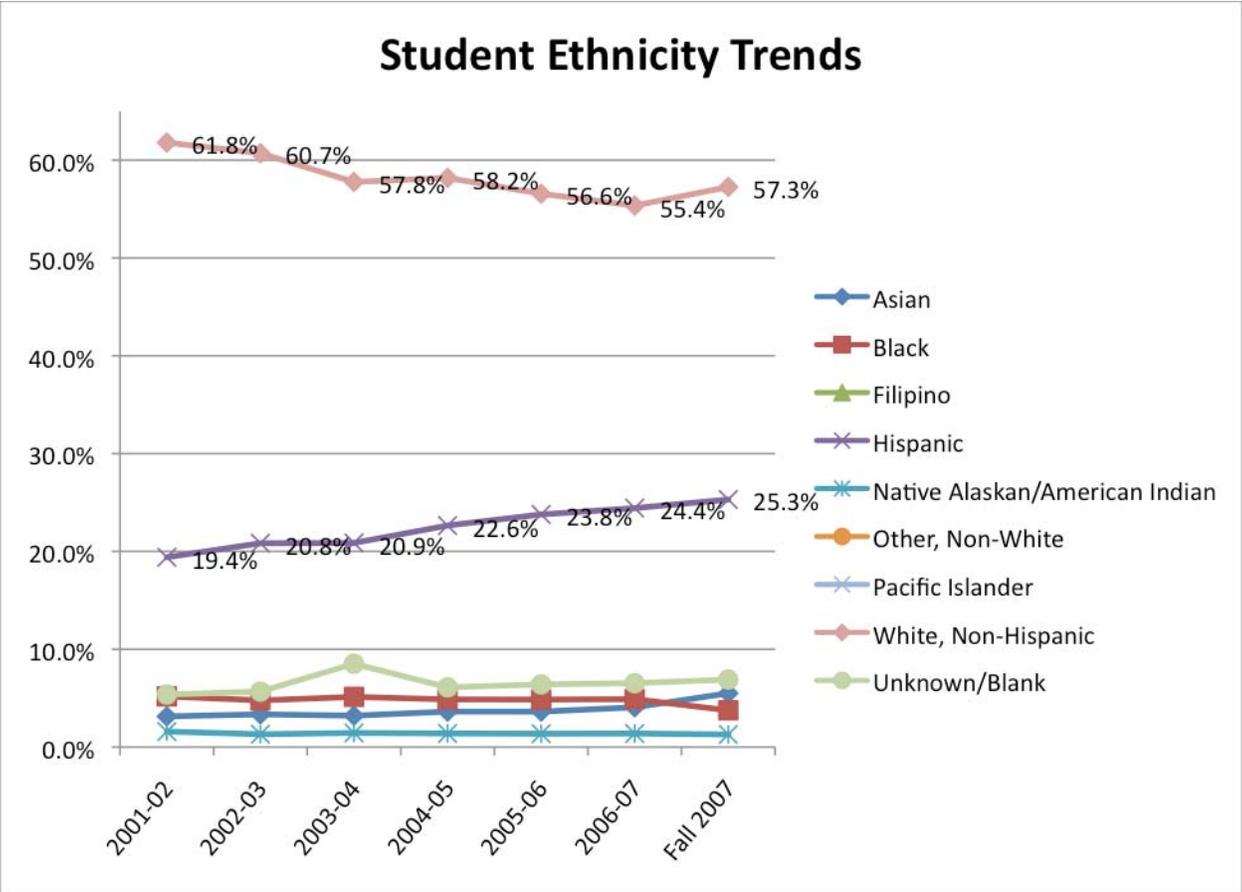




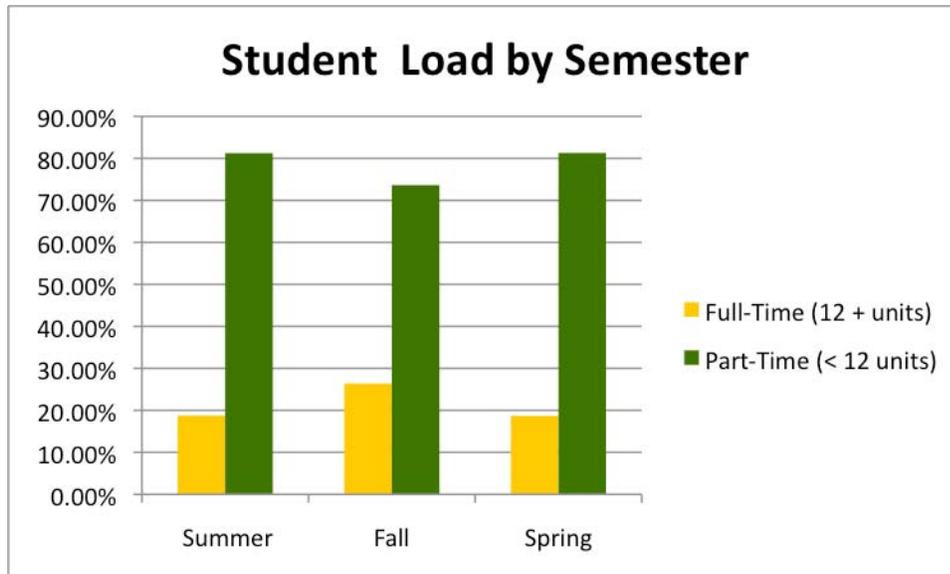
The largest age group of students on campus (48%) includes students between the ages of 20 and 29 years old. The second largest age group on campus includes students 19 years old or younger.



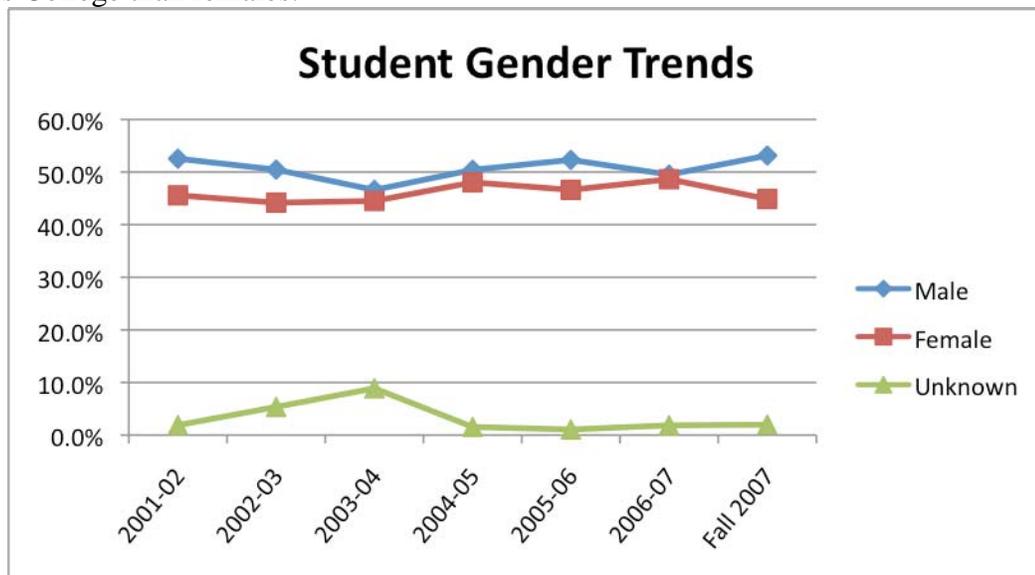
The largest racial/ethnic subgroup is White, Non-Hispanic students (57.3%), although the number of Hispanic students has been rising over the years (25.3%). Additionally, over 25% of the campus's FTES is generated by Hispanic students and therefore Crafton Hills College has been identified as a Hispanic Serving Institution.

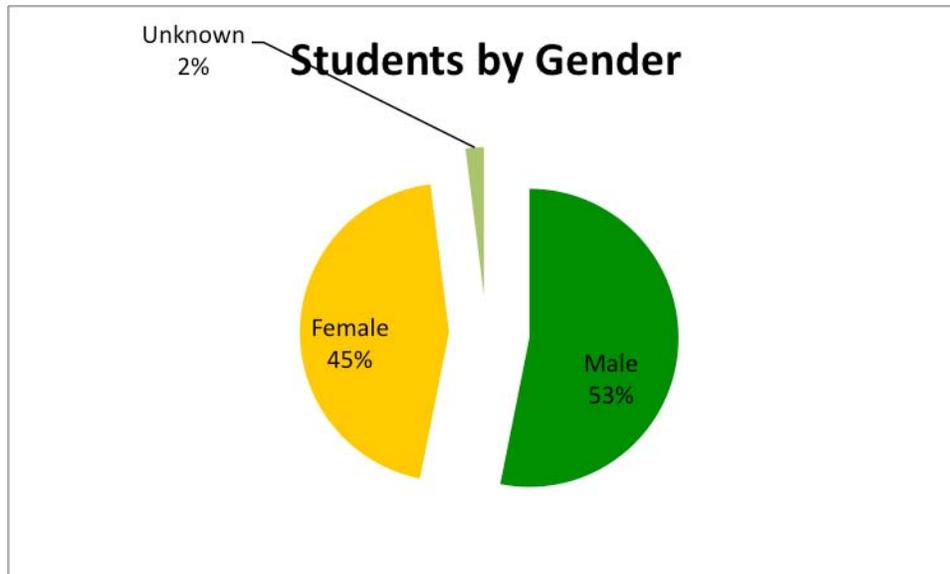


The majority of students attending Crafton Hills College take fewer than 12 units per semester, designating them as part-time students.

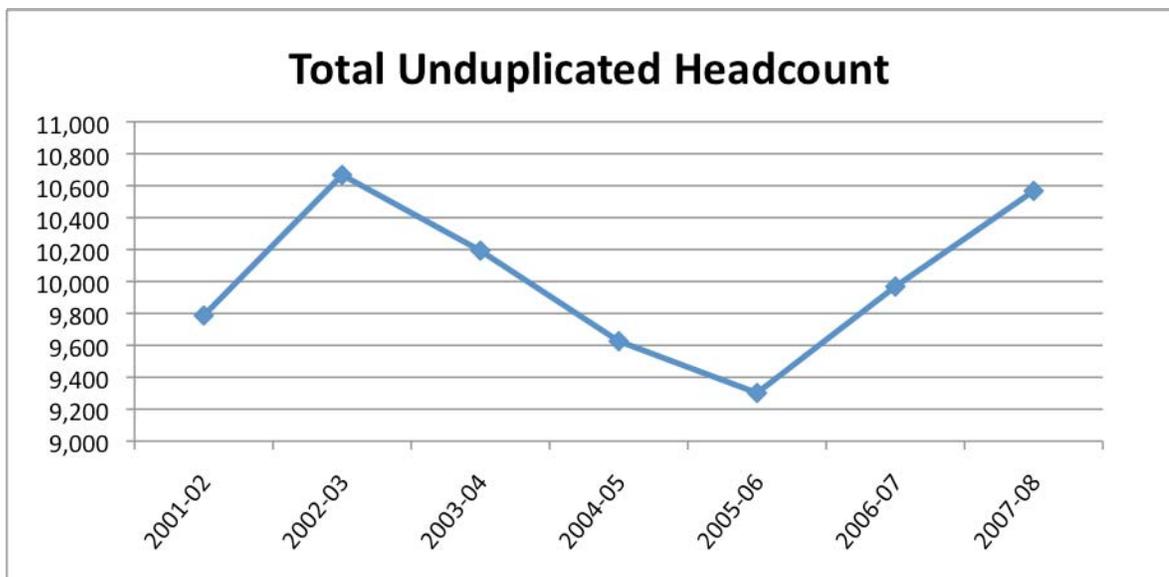


Although the percentages have fluctuated over time, slightly more males attend Crafton Hills College than females.

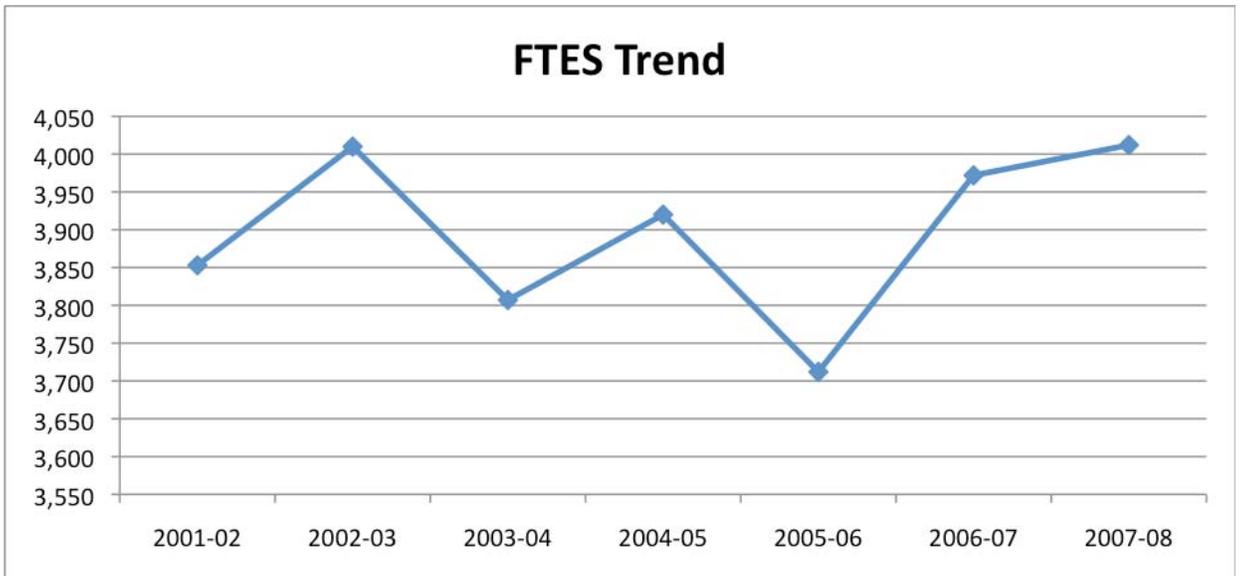




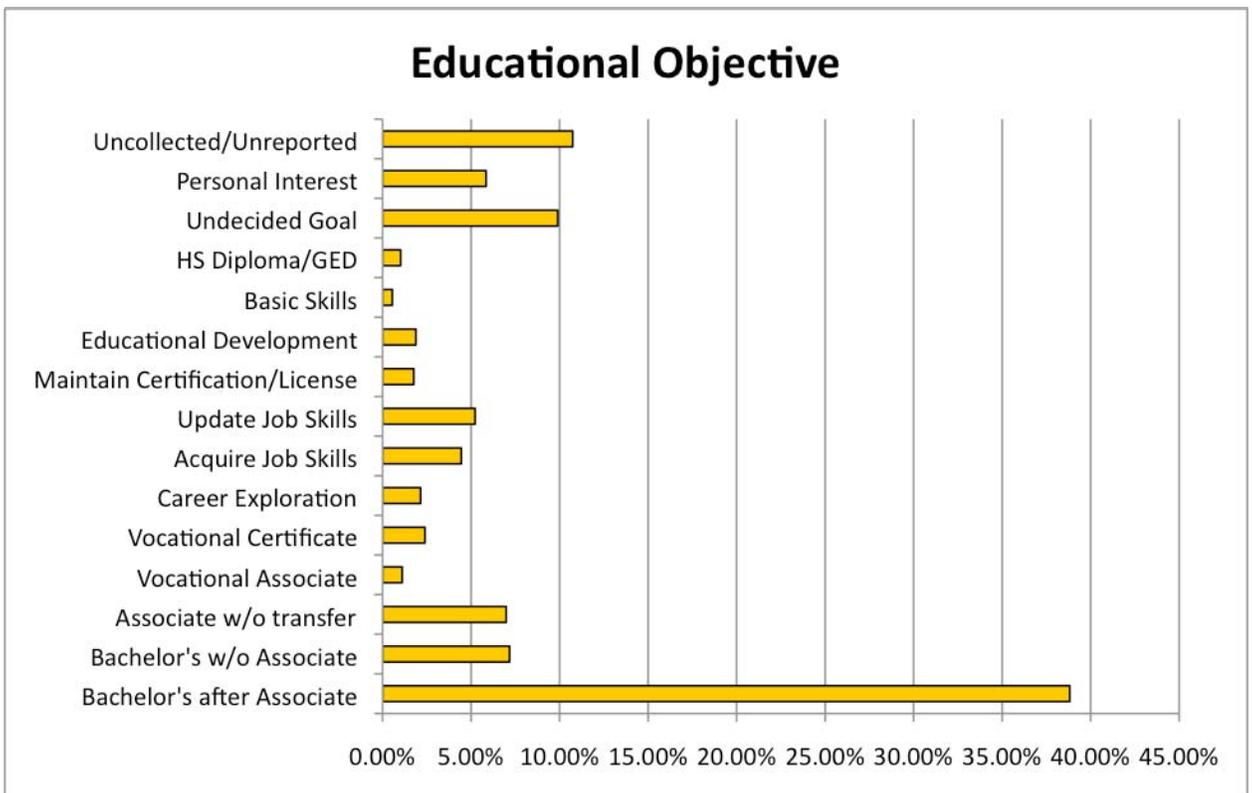
In order to maintain a balanced budget, Crafton Hills College was forced to reduce the number of courses/sections offered during the 2002-03 to 2003-04 academic years. Across the state spring 2003 enrollment at community colleges fell by 51,000 students in 2002-03. Additionally, the tuition raise implemented in the middle of registration for fall 2003 caused some students who had enrolled to withdraw. Enrollment at Crafton Hills College fell dramatically and is only now starting to recuperate.



FTES trends also show these numbers starting to come back to what they were 5 years ago.



Although by no means the best predictor of educational outcomes, nearly half of Crafton Hills College students (45.9%) enroll with intent to transfer to a 4-year institution.



RESPONSES TO THE 2002 VISITING TEAM RECOMMENDATIONS

Since its last accreditation visit in October 2002, the organizational climate of Crafton Hills College has moved toward one with greater attention to dialogue, planning, data-driven decision making, and student learning. As a result, the college has completed most of the activities identified in the planning agenda of its 2002 self study report. Toward achieving these goals, the college (or district) has during the past six years accomplished the following:

- Revised the college mission statement and developed a vision statement as a part of a larger educational master plan (Standard 1 and 9).
- Developed the College Honors Institute to serve high-performing students (Standard 1).
- Significantly revised the structure and content of the college catalog (Standard 2).
- Revised the district policy on student conduct and adopted a college-level a *Statement of Student Rights and Responsibilities* and another on *Student Integrity* (Standard 2).
- Launched a new college Web site (Standard 2).
- Significantly revised the annual planning and program review processes (Standard 3 and 9).
- Administered surveys of faculty, staff, and students on a regular basis, including student satisfaction and climate surveys (Standard 3).
- Developed and fully implemented a new technology plan (Standard 4).
- Secured a Title V grant to improve instructional programs and student support services for developmental education students (Standards 4 and 5).
- Improved the curriculum process by adopting CurricUNET as a tool to increase the accuracy and efficiency of course and program approval (Standard 4).
- Created the position of instructional assessment specialist to help achieve proficiency in the development and measurement of student learning outcomes (Standard 4).
- Significantly improved the quality and quantity of professional development offerings at the college (Standards 4 and 7).
- Conducted a validation study of Accuplacer assessment instrument (Standard 5).
- Created the position of director of student life (Standard 5).
- Begun planning construction of a new library and Learning Resource Center as described in the college's Facilities Master Plan (Standard 6).
- Created the Division of Technology and Learning Resources to improve the quality of library, learning resource and technology services (Standard 6).
- Created positions of instructional deans and more clearly defined the role of faculty department chairs (Standard 7).
- Developed the college's Facilities Master Plan through 2025 (Standard 8).
- Increased administrative and classified personnel and reorganized administrative services (Standard 8).
- Strengthened the standing of the Crafton Hills College Foundation (Standard 9).
- Sought greater input from the academic and student senates as a part of a collegial governance process (Standard 10).

In addition, the college has taken significant strides to address each of the recommendations made in the last comprehensive team report. Greater detail regarding these efforts will be found within the relevant section of this self-study report.

Recommendation 1

Crafton Hills College should follow through with its intent to complete a comprehensive, long-range planning process that establishes clear links between the college mission statement, institutional research, and allocation of resources.

Since the last accreditation visit in 2002, the college had made planning a priority. On a variety of levels, the college has completed comprehensive, long range planning that establishes clear links between the mission statement, institutional research, and allocation of resources.

In 2004-2005, the college engaged in the process of developing what is now referred to as its Facilities Master Plan. That effort was facilitated by the architectural firm Steinberg Architects. The process included campus-wide dialogue that resulted in defining the goals for improving student life, faculty and staff life, community involvement, and campus environment. These goals then became the basis for the plan, which has largely defined how the campus will grow and expand through the year 2025.

With the help of outside consultants and under the leadership of the vice president of administrative services, the college in 2006-2007 developed an Educational Master Plan. As a result of this process, the college's mission, values, and vision were reviewed and revised to the following:

Mission: To advance the education and success of students in a quality learning environment.

Core values: Creativity, Excellence, Inclusiveness, and Learning Centeredness

Vision: To become the premier community college for public safety and health services careers and transfer preparation.

The updated Educational Master Plan was presented to the campus on May 2007 at a luncheon forum. During the 2007-2008 academic year, the vice presidents have taken the lead in developing the goals and objectives to implement the Educational Master Plan's overarching strategies. This effort has included convening a task force to develop an Enrollment Management Plan for 2008-2011.

With the realization that the prior program review outcome planning (PROP) process was ineffective, in spring 2007, the college refined this process to more clearly link the mission and vision as central to planning and decision making. This current process uses both quantitative and qualitative data to inform decision making and link assessment, program review, and planning to the strategic goals of the Educational Master Plan. This has been an iterative process that improves the quality of the review and planning with every subsequent revision. This newly revised process allows for a clear link between program review, planning, and resource allocation while ensuring a thorough examination of all units/departments.

The current four-year cycle of comprehensive program review includes both academic and non-instructional units/departments. Career and technical programs complete a program review every two years. Working with the Office of Research & Planning

(ORP), units identify a variety of outcomes and both quantitative and qualitative measures to assess success and effectiveness. During this process, units examine the alignment of their programs and services with the mission and vision of the college, review data and historical information, revise and/or update curriculum/service delivery, and formulate plans including means to assess progress.

Tied to this process is an annual planning process that allows units to follow-up on the proposed work identified in program review, identify resource needs, and continuously assess long term plans. These plans are submitted to the appropriate administrator as well as the Planning and Budget Committee. Division meetings take place to prioritize needs, which are forwarded to the President's Cabinet in consultation with the president of the Academic Senate, where funding priority decisions are made. This cabinet also checks on whether plans align with program review and the college's Educational Master Plan. A final report is made to the campus community regarding funding.

Recommendation 2

The college should establish an inclusive and comprehensive research agenda that evaluates and validates all aspects of the college's endeavors. A culture of evidence needs to be established and appropriate qualitative and quantitative data elements need to be collected and evaluated to monitor the effectiveness of college programs and services. Student, faculty, staff, and community perceptions and perspectives need to be examined with regard to the myriad programs and services offered by the college.

The Office of Research and Planning (ORP) facilitated campuswide dialogue in order to develop a comprehensive college research agenda. ORP conducted several open forums for faculty, staff, and students to elicit their perspectives and insights into campus research needs. The ORP compiled information gathered from these forums into a strategic plan, which has five overarching goals and a myriad of objectives that address the data and assessment needs across campus. The ORP has also taken the lead in implementing this plan and thereby building a climate of data-driven decision making.

The first goal in the research and planning strategic plan is to establish an institutional effectiveness assessment and planning system that entails a campuswide practice for evaluating all initiatives and programs using some assessment method and when appropriate having faculty and staff responsible for conducting those within their respective areas. Additionally, this system would be part of a culture where the results of evaluations and assessments are used for planning.

The second goal calls for establishing a system to provide regular access to data for all college units for purposes of annual planning and program review, ensuring that units have direct access to their own area's data in order to support their completion of annual planning and program review.

In order to support the proposed research and planning efforts necessary for the college, the third goal is to establish a framework for seeking and securing government and agency grant funding to support the college.

The fourth goal is to increase institutional understanding and use of data-driven decision-making and planning. To accomplish this goal, the ORP will collaborate with the Professional Development Committee, District Computing Services, and the Associated Students of Crafton Hills College.

The fifth and final goal of the plan is to establish a system of recognized premier research to promote successful student transfer and enhance public safety and health services education. In collaboration with employees and students on campus, the ORP will develop research and evaluation projects that both promote the excellence and effectiveness of the college and can be presented both at conferences and also in peer reviewed journals.

As part of the overarching research agenda, mechanisms for regularly assessing student, faculty, staff, and community perspectives regarding the programs and services CHC

offers have been put into place. These include regular campus climate surveys of all employees and students, student satisfaction point-of-service (POS) surveys for those using student support services across campus, and yearly community perception surveys, which have been developed and implemented for the first time in summer 2008, to assess the perspectives of household members and local businesses with regards to the programs, services, and events available on campus.

Additionally, the college's active involvement in several county-wide initiatives has made possible ongoing, open lines of communication between the college and key community stakeholders:

- The Alliance for Education is a countywide partnership of business, labor, government, education, and community. The college has provided program design and evaluation services to the many activities of the Alliance, which is focused on creating a seamless educational system from preschool through college, building family literacy through community-based organizations, and developing opportunities for workforce and economic development throughout the county.
- The Partnership for Advancing Student Success P-16 Council (PASS P-16) involves policy analysis, program development, and data-sharing among educational institutions from every segment in San Bernardino County: public K-12 districts, community colleges, public (University of California, Riverside, and California State University, San Bernardino) and private universities (University of Redlands). Through the college's involvement in this organization, a better understanding of the educational needs of students in the community has led to more focused work in aligning the college's math curriculum with both secondary schools and four-year transfer institutions. English faculty have worked with high school and four-year faculty colleagues on ways to prepare students for college assessment tests.

Recommendation 3

The college should develop online services such as library and counseling services, help-desk functions for both faculty and students, and methods to monitor faculty and course quality and effectiveness.

The college addressed this recommendation and continues to search for and implement innovative ways of providing any-time/on-demand services for its students. Many electronically mediated resources are currently in place or in process. For example, an increased amount of online library resources are now available. Faculty and students have access to several data bases including ProQuest, encyclopedias, dictionaries, full-text articles, and online book catalogs.

In 2007, the college launched a new Web page, which is more easily navigable and includes more information than previously about programs and services available to students. In addition, through the district, the college is now able to offer faculty and staff any-time help desk functions. Students are provided assistance with e-mail, MS Office application, and the Blackboard course management system. Faculty and staff also use the help desk to report technology-related problems and make requests. All students are now provided a campus e-mail account upon enrolling at one of the two colleges in the district.

An increasing number of student support services are available online as well. Through the CHC Web site, students receive thorough information regarding the admission and registration process. For several years, students have had the ability to register online and are doing so in increasingly large numbers. Moreover, links are provided to students that allow them to apply electronically for financial aid. Plans to offer counseling services online through the use of eAdvisor and WebAdvisor are also in the early stages of implementation.

The college has taken significant steps toward ensuring quality distributed education (DE) offerings. In 2005, the college completed its first Distributed Education Plan, which was revised in 2007. The move towards online classes has been a cautious one due to a population of students who have not demanded online classes, a lack of online support systems, and the concern that academic rigor could be compromised.

Since online learning is a new venture for the college, every effort has been made to maintain high quality of instruction and effective instructor-to-student contact. Oversight of the distributed education program lies with the Educational Technology Committee (ETC) and the Curriculum Committees, both committees of the Academic Senate. All alternative delivery systems are required to provide means of meeting the content and communication goals of the standard delivery method. Course outline addenda for alternative delivery modes must be submitted to these committees and must include a thorough description that spells out how rigor and student-instructor contact will be maintained in online courses. In spring 2008, incentives were offered to encourage faculty members to develop online courses.

Recommendation 4

The faculty should demonstrate its responsibility for maintaining program standards by establishing and clearly communicating instructional requirements and expected learning outcomes.

Since the accreditation visit in 2002, faculty have been engaged in various tasks related to this recommendation. The college offers a wide variety of degrees and certificates, all of which clearly support the mission of community colleges and Crafton Hills College. Discipline faculty are responsible for the design of courses, degrees, and certificates, all of which are scrutinized by the appropriate departments and the college's Curriculum Committee. To increase the college's capacity to develop, assess, and update its courses and programs, the college has implemented CurricUNET, an online curriculum approval process and workflow automation program designed to facilitate the approval process via an electronic delivery system.

The responsibility for developing and measuring student learning outcomes has remained in the hands of faculty. Since 2003, the college has sponsored a variety of professional development activities to raise faculty awareness of the importance of identifying and assessing student learning outcomes (SLOs) and to provide them with the strategies and tools necessary to do so. Moreover, the college created a faculty position of instructional assessment specialist, whose role is to assist fellow faculty in this arena.

In the spring 2007, the Academic Senate, in cooperation with the Office of Instruction, began efforts to establish SLOs across campus. As a result, by spring 2008, nearly every discipline across campus had developed course- and program- level outcomes (A summary of these efforts can be found in this report in the responses to Standard IIA). Course- and program- level outcomes are included in course syllabi; program-level outcomes will also be communicated in the college catalog.

Many disciplines have moved forward in their efforts to measure these outcomes and make appropriate changes and improvements. Disciplines including chemistry, computer information systems, and child development are piloting the eLumen achievement tracking software to comprehensively collect, manage, and analyze SLOs. This system is designed to coordinate all direct learning measures throughout the college by providing instructors the means to collect student achievement scores and produce aggregated information on student achievement electronically.

Recommendation 5

The college should review the general education requirements for the associate degree, assuring that general education is based on a philosophy that is coherent with the college's mission and objectives statements, and that general education requirements clearly lead to associate-degree-level competencies.

In response to the 2002 accreditation visit, President Harrison convened the GE Task Force in the fall 2003 semester. This ad hoc committee of faculty and managers was charged with studying the college's general education program and making recommendations. During the next five years the work of the GE Task Force resulted in educational and general education philosophy statements for the college as well as revised graduation requirements in English, mathematics, and reading.

The Educational Policy Committee of the Academic Senate first inaugurated a discussion of the general education requirements for the associate degree in December 2002. The debates which ensued focused on the nature of "associate degree-level competency." Following thorough dialogue, in spring 2005 the Academic Senate recommended raising the English course requirement from Preparation for College Writing (ENGL 015) to Freshman Composition (ENGL 101) or an equivalent English composition course, and raising the mathematics requirement from Elementary Algebra (MATH 090) to a mathematics course requiring MATH 090 or higher as a prerequisite. Each of these recommendations was instituted during the 2006-2007 academic year, well ahead of the state mandated deadline of 2009. In 2007, the reading requirement was also changed to successful completion of ENGL 101.

However, the task force's largest undertaking to date has been the revision of the general education program. Title 5 requires that general education include coursework in four large areas: natural sciences, social and behavioral sciences, humanities and fine arts, and language and rationality. Furthermore, the accreditation standards adopted by WASC that went into effect in 2004 require that "instructional programs [be] systematically assessed in order to assure currency, improve teaching and learning strategies and achieve stated student learning outcomes." With these two requirements and the college's general education philosophy as guidelines, the GE Task Force led a collegewide dialogue to develop the learning outcomes expected of students as a result of taking general education coursework at CHC.

During the fall 2005 semester, campuswide forums were held to solicit input on each of the proposed general education outcomes. In the end, the task force recommended to the Academic Senate thirteen general education outcomes. In spring 2006, the Academic Senate adopted the general education outcomes and in spring 2007, it adopted the revised general education curriculum. Members of the faculty from the disciplines traditionally considered as general education then turned their attention to developing the measures for these outcomes. This work, facilitated by the college's instructional assessment specialist, includes the development of rubrics in each area. The rubrics will be the tools by which faculty can assess their students' mastery of the general education outcome in their class. The rubrics will also become criteria used by the Curriculum Committee to

determine what new courses might be added in each area, including courses not considered as general education in the past. The initial rubric development process was completed in spring 2008, at which time after five years of work, the GE Task Force was dissolved. The Chairs Council, a committee of the Academic Senate, will oversee the process of assessing these general education outcomes as well as focusing on efforts to incorporate general education outcomes across all courses. The Curriculum Committee has been charged with developing a process for approving new general education courses.

Recommendation 6

The college should integrate program review into institutional evaluation and planning, develop and implement clearly-stated transfer of credit policies, and develop processes and procedures to ensure program effectiveness of distributed education.

Program Review

In past, program review was not closely tied to planning. However, as described in the response to Recommendation 1 (above), for the past two years the college has implemented a program review-based planning process. This process is used by all instructional programs, student services, and administrative services to develop annual and longer-range plans and request necessary resources. Hence, program review is integrated with institutional evaluation and planning.

Transfer of Credit

Since the team visit in 2002, the counseling department has developed clearly-stated transfer-of-credit policies. Students must complete a *Request for Services* form at the counseling office to initiate a formal evaluation and to request their official transcripts. Transcripts are evaluated only by full-time counselors. Transcript evaluators must first check the accreditation status of the college from which the transcript is received. The college does not accept incoming transfer college credits from technical and career colleges, non-accredited colleges, or colleges pending accreditation. The college accepts all University of California and California State University extension courses (100 through 900 levels) to apply to the associate degree requirements as elective credit. Based on the official transcripts available, a counselor completes the college's transfer credit evaluation. The counseling office distributes copies of the evaluation results to the Admissions and Records Office for posting and imaging. The evaluation is available in imaged form to all counselors for use in advising and developing a student education plan.

Students who request an evaluation of coursework from a foreign institution must have their transcripts evaluated by a member company of the Association of International Credentials Evaluators (AICE). After an AICE evaluator evaluates the transcripts, the student must have an official copy of the evaluation sent to the Admissions and Records Office. A counselor completes the college's transfer-credit evaluation, and the results are handled in the same way as coursework from a U.S. institution (described above).

Distributed Education

In spring 2005, the Distributed Education Taskforce worked with an outside consultant to develop a comprehensive distributed (DE) plan for the college. This plan includes curriculum guidelines for formative course evaluation as well as specific "teaching and learning" standards to guide faculty in conducting DE courses. These standards place particular emphasis on the level of student-instructor interaction in the course. In addition to general standards, there are standards for course media and materials, accessibility, privacy and protection, program review, and departmental or discipline-specific standards. The Educational Technology Committee (ETC) reviews courses to

ensure that they meet these standards before they are first offered on-line. Faculty who teach DE courses are expected to have completed a basic training program as defined by the ETC or have a certificate of completion in online teaching from a reliable institution. Staff Development has offered in-service training that leads to instructor certification each of the last two years. Peer DE and ETC mentors are available to provide support for DE faculty.

Recommendation 7

The college should develop a comprehensive research agenda that includes systematic collection of data for monitoring, evaluating, and improving student services programs.

Annual program review-based planning, which integrates both qualitative and quantitative data elements, generates the college's comprehensive research agenda adopted. It is an agenda designed to maintain and enhance the quality, relevance, efficiency, and effectiveness of the college's programs and services. Implementing this research agenda has been an inclusive process in the student services area. This year, the comprehensive cycle of program review, program outcomes, program planning, and identification of resource priorities completed in spring 2004 indicates additional research needs to be conducted to gauge the impact of student use of available support services on student learning and student satisfaction with these services.

The college uses the Schedule and Appointment Reporting Software (SARS) to meet the scheduling, tracking, planning, and reporting needs of administrators, counselors, and students. SARS is used by counseling, the Health and Wellness Center, the Extended Opportunity Program and Services (EOP&S) Office, and the Disabled Student Services (DSP&S) Office to schedule appointments and to track both scheduled and unscheduled visits. SARS data are used to support requests for additional staffing, to determine staffing patterns, and to examine student needs. SARS is also used as an extension of the student data system to store student information and to track student usage.

Still in the early stages is the development of the student learning outcomes assessment cycle (SLOAC) in student services. In spring 2005, the EOP&S Office piloted a procedure for identifying SLOs and developing criteria and assessment tools for determining whether students exhibit these outcomes. The EOP&S staff identified student learning, student support, and program outcomes consistent with the mission of the EOP&S program and that of the college, the criteria for assessment, and the tools that will be used to assess the achievement of the outcomes. Implementation of this cycle will begin in fall 2005.

Recommendation 8

The college should develop and implement an ongoing process for the comprehensive de-acquisition of old, outdated and inaccurate library materials so as to improve the quality of informational resources available to Crafton Hills College students and faculty.

The previously informal library materials de-acquisition process has been replaced with a formal, Web-based system. Faculty are encouraged to access information about the de-selection process on the college Web site's library page. This information includes general weeding criteria and criteria specific to individual disciplines, the reference collection, and audiovisual materials. The library staff have accelerated their efforts to weed the collection using the Library of Congress classification numbers to determine the de-acquisition order.

The library staff, in collaboration with faculty, reviewed the entire library collection in 2006 with the goal of improving the collection's quantity, quality, depth, and variety. This process dramatically improved the college's current collection and resulted in the development of a formal de-selection policy and process. As a result of this new weeding process, the library removed 9,666 items from the collection and added 596 volumes (573 titles), and 106 bound periodicals to the collection during the 2006-2007 school year.

Recommendation 9

The college should develop a more inclusive and defined long-range fiscal planning process.

The most recent revisions to the program review and planning processes involve a wide cross section of the college community in annual unit-level planning, as well as more strategic efforts including technology planning and distributed education planning. A major function of the annual planning process is collecting, integrating, summarizing, and analyzing the identified priorities and needs of each area. Division-level priorities are derived from units/departments of instruction, student services, and administrative services. These priorities are then submitted along with the plans to the president's cabinet (the president and the three vice presidents), in consultation with the Academic Senate president, which determines the final college priority list. Priorities must clearly relate to the college educational master plan.

Because this process integrates program review and distributes decision-making across the campus via unit-level prioritization processes that feed division-level priorities, it is much improved from the individual "wish list" planning of past planning efforts. However, the uncertainties of state funding and district priorities remain challenges to planning and budgeting at the college over which the college has little control. The timing of the planning process and the timeline for the allocation of funding tend to frustrate planning efforts, often resulting in the inability to complete projects in accordance with the original timeline. The college will review and adjust accordingly its timelines for planning and resource allocation to better align the two parts of the process.

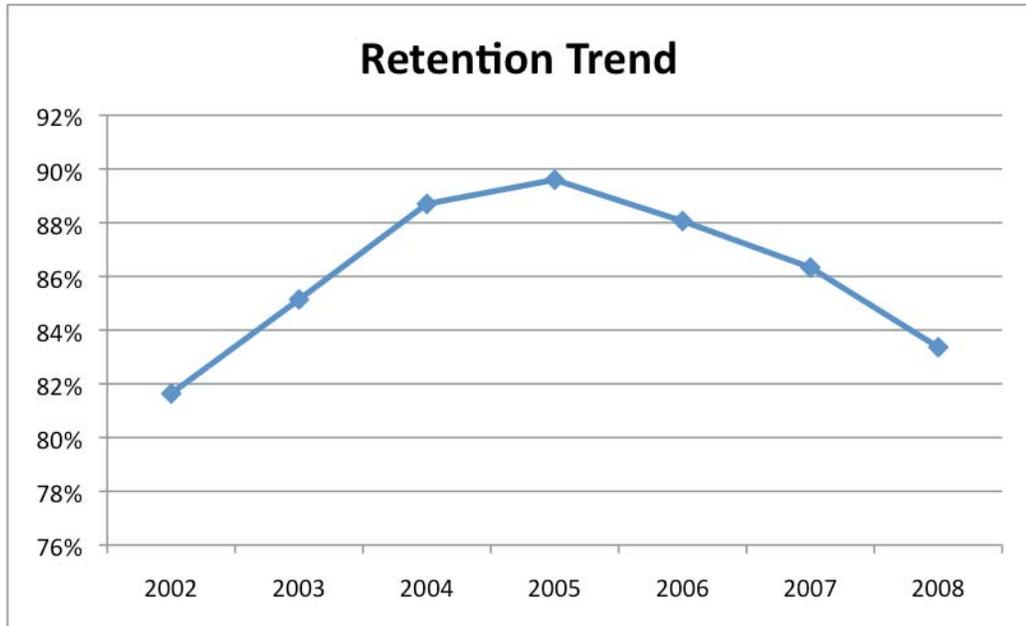
In order to better address the link between planning and budget allocation, the charge of the college Planning Committee has been expanded and its name changed to the college Planning and Budget Committee. In addition to coordinating the development of annual plans, the committee will also develop the process of connecting college priorities to budget allocations. The committee will prepare a proposal detailing the support the district can provide to the college to align program review, planning, and budget development in order to make campus operations increasingly relevant, effective, and efficient.

A separate Administrative Services Advisory Committee annually creates and recommends a 5-year facility master plan and a 5-year scheduled maintenance plan. These plans are then discussed and reprioritized at the district level by the district Administrative Services Advisory Committee.

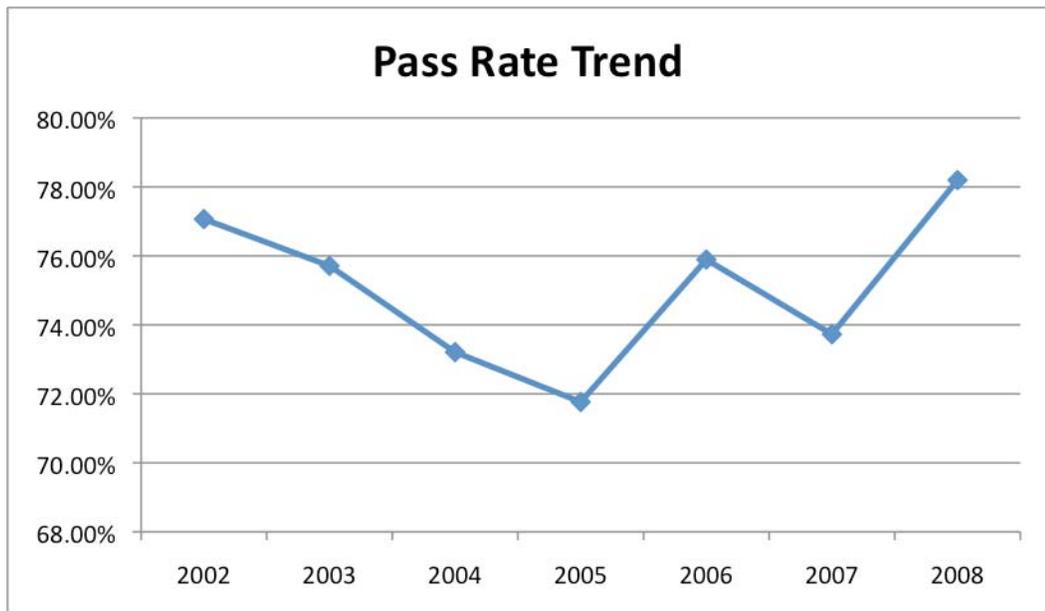
The college is currently engaged in a master planning process facilitated by the architectural firm hired for the purpose (Steinberg Architects). As noted above, the expected outcome is a long-range educational and facilities master plan that will drive budget development, facilities construction, program development, and enrollment management (see www.steinbergarchitects.com/chcmasterplan/).

LONGITUDINAL STUDENT ACHEIVEMENT DATA

Below are graphs indicating longitudinal trends in retention and success for CHC courses. The years that show an increase in retention are the years when enrollment declined. Conversely as enrollment increased, retention dropped.



The percent of students passing for all courses has fluctuated over the years.



SAN BERNARDINO COMMUNITY COLLEGE DISTRICT ORGANIZATIONAL MAP OF FUNCTIONAL SERVICES

Prepared for Visiting Teams
ACCJC Visit October 2008

District-College Organizational Responsibilities

FUNCTIONS

The model for assigning responsibility for functions in the San Bernardino Community College District is developed in board policy and administrative regulations. Most district functions are required by law; others provide for efficiency and effective coordination of effort. The colleges remain generally autonomous in providing educational programs, student support services, staff development, and most ancillary functions. The district/college functions are described below:

Board Policy & Administrative Regulations (Board of Trustees) –The board of trustees is responsible for developing and adopting policies and administrative regulations that govern all activities related to conducting the business of the district and its colleges. The board invites thorough review of policies and regulations and considers the advice of whatever constituencies or individuals offer. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the academic senates; on matters defined as within the scope of bargaining interests, the Board follows the requirements and conventions of negotiations. The general public may comment at public board meetings on any policy consideration before the board.

Budget Development (Vice Chancellor Fiscal Services) – The board of trustees delegates budget development to the administration, the primary leadership of which is provided by the vice chancellor fiscal services. While the board retains its fiduciary responsibility for fiscal oversight, the district office is responsible for establishing and maintaining the budget. The process for budget development is established in a collaborative manner. The district office, under the authority of the board of trustees, determines the formula for the distribution of funds to the colleges and other district entities. Once these funds are distributed, the colleges are given autonomy for the expenditure of funds within the constraints of state and federal statute.

Fiscal Oversight (Vice Chancellor Fiscal Services) – The district carries out the primary responsibility for administering policy and administrative regulations related to the expenditure of funds and has full audit compliance responsibility for these expenditures to the board of trustees. Once a budget is defined and approved by the board, the colleges have autonomy in determining campus expenditures so that it can fulfill the campus mission. The district retains the right of audit and works with the campuses to ensure that revenue and expenditure management conforms to good accounting practices. The district provides for purchasing, accounting, contract management, payroll, liability coverage, and coordination with the fiscal operations of

the San Bernardino County Schools Office. Legal services to address liability issues are coordinated through the vice chancellor of fiscal services.

Personnel Support (Vice Chancellor Human Resources) – The board of trustees has delegated most of the human resources responsibilities to the district administration. The functional responsibilities include negotiations, contract management, hiring procedures, workers' compensation, fringe benefits, and employee records. The vice chancellor of human resources serves as the chief negotiator representing the board of trustees. Policy development affecting personnel is coordinated through this office. Each campus and district entity has defined responsibilities for participating in hiring procedures, staff evaluation, and contract administration as it relates to supervisory responsibilities. Legal services related to personnel issues are coordinated through the vice chancellor of human resources.

Facilities and Planning (Executive Director of Facilities and Planning) – The district has the responsibility for all district facilities. The executive director of facilities and planning coordinates contracts, leases, facilities planning, and construction. The district uses the collegial consultation process to provide constituent participation in the planning of any facilities. This district administrator coordinates with the college's vice president of administrative services to address specific campus needs related to the facilities planning, construction, or maintenance of facilities.

Board Planning Input – The district administration works with the board to set goals at that level. A committee of all constituencies, including community members, developed a list of planning imperatives in 2003 that were approved by the board. These planning imperatives address the institutional mission. The board reviews these planning imperatives annually and has reaffirmed them every year. In addition, study sessions are held regularly with the board to garner input on a variety of college issues/projects.

Centralized Computer Services and Support (Sungard) – The district outsources the management and certain programming, Web, and technical functions to Sungard Higher Education Managed Services. This computer consulting and support organization provides the majority of the support for administrative computing, the phone system, the district's and colleges' Websites, and network. Sungard provides support for instructional computing, particularly where the Internet is used. Each campus is responsible for the maintenance of computer equipment used by faculty and students. The executive director of distributed education and technology services is the district liaison and contract manager of the Sungard contract. The district director of computing services (a Sungard position) reports to the executive director of distributed education and technology services. The staff in administrative computing is approximately 50 percent contract employees and 50 percent district employees.

Public Radio and Television Station (KVCR President & General Manager) – The district operates KVCR Public Television and KVCR Public Radio, serving most of San Bernardino and Riverside counties. This service provides the full spectrum of

programs under the Public Broadcast System (PBS), National Public Radio (NPR), and Public Radio International (PRI). In addition, the station does some independent programming and provides the conduit for instructional telecourses that are used by approximately seven community college districts with access to the transmission signal. The colleges develop courses and schedule classes using KVCR transmission.

Distributed Education (Executive Director of Distributed Education & Technology Services) – The district has a centralized distributed education (distance learning) operation that ensures that faculty at both colleges are provided with the support they need to offer high quality online instruction, telecourses, and video-streaming. To better ensure effective communication and coordination of distributed-education-related course offerings and technologies, the executive director of distributed education and technology services chairs a districtwide Distributed Education Coordination Council. This council identifies issues and needs and formalizes recommendations to the appropriate decision-making bodies. Each college's curriculum committee assures that credit courses offered via distributed education meet the standards for all courses and are appropriate for distributed education.

Professional Development Center (Executive Director, Division of Economic Development & Corporate Training) – Economic development is integral to the mission of the San Bernardino Community College District. Within this mission is a responsibility for workforce development that addresses the economic needs of communities within the district's service area. The district determined that the efforts to serve business, industry, and government in meeting their needs for training of incumbent workers or providing for just-in-time employment would best be facilitated by a central service center. The Professional Development Center (PDC) was opened in September of 2001 to meet this need. Since then, the Applied Technology Training Center has been added. As with distributed learning, a coordinating council meets regularly to ensure that all offerings are attributed to one of the two campuses. In addition, both colleges offer credit courses that contribute to the economic well-being of the community.

Marketing and Public Relations (District Director of Marketing and Public Relations) – The district director of marketing and public relations communicates board/chancellor goals and accomplishments to internal and external audiences. In addition, the director works with a coordinating council that has representatives from the two colleges, the PDC, and KVCR. This council defines those functions where cooperative marketing efforts will benefit the entities of the district. This activity also ensures that information about all offerings of the district is communicated to the public.

Governmental Relations (Executive Director for Governmental Relations) – The district has substantial need to work with city, county, state, and federal agencies and representatives that interact with the district. This office was created to provide for that liaison and works directly with the chancellor to build partnerships, guide legislative and grant proposals, and maintain relations with these agencies. Also, this

office provides direct assistance to the campuses in supporting specific initiatives to improve facilities or enhance instructional programs. Each college maintains liaison with local city and county services within its service area.

DECISION-MAKING

District Assembly – The district created the District Assembly to serve as a vehicle for collegial consultation with the constituent groups of the colleges and district. Each constituent group elects representatives to the Assembly. This body elects officers, and a faculty member serves as its chair. The chancellor is an ex-officio member of the Assembly. The executive committee of the District Assembly determines its meeting agendas, and in most cases this group initiates policy discussion on various issues. The Assembly acts on recommendation through committee reports. Once policy discussions are completed, proposals go back to the constituent groups. When policies and administrative regulations relate to academic and professional matters, each academic senate provides recommendations to which the board of trustees, through the chancellor, responds.

Chancellor’s Cabinet – The presidents, the vice chancellors, the district director of marketing, the general manager of KVCR, and the chancellor make up the Chancellor’s Cabinet. This body reviews the board agenda, general administrative issues, and policy development from an administrative perspective.

Collegiate Cabinet – The Collegiate Cabinet is composed of the members of the Chancellor’s Cabinet and the vice presidents of the colleges. In addition, the business manager, the assistant to the chancellor for governmental relations, the executive director for facilities and planning, the executive director for distributed education and technology services, the Sungard manager, and the college institutional researchers are members of this group. The Collegiate Cabinet addresses administrative issues that need to be discussed among the colleges, and this forum is generally used to share administrative input on policy and administrative regulations.

Public Board Meetings – The San Bernardino Community College District Board of Trustees meets at least once each month. Six study sessions on specific issues are scheduled between September and May. One study session is dedicated to establishing goals for the year and conducting the board evaluation. Members of the public and constituent groups of the district can speak to agenda items or present other topics. The board establishes and reviews all board policies and performs other board functions as required by statute.

College Collegial Consultation Process – The self study defines the collegial consultation process on the campuses. This process establishes planning, budget development, academic and professional standards, and other functions as established under AB 1725. The colleges have slightly different structures to address campus issues or to respond to district policy issues.

The next part of this document provides a map by ACCJC Standard to identify functions that are assigned to the District and functions that are assigned to the colleges.

STANDARD ONE: INSTITUTIONAL MISSION & EFFECTIVENESS

The board of trustees has the responsibility for establishing and reviewing the institutional mission of the district and its colleges. Mission statements have been adopted by the board and are reviewed on a regular basis. San Bernardino Community College District is a multi-college district and works to establish and maintain autonomy for each college within the scope of statute and practical oversight of institutional responsibilities.

A. Mission

District -- A mission statement has been approved for the district that is expanded beyond the college mission statements to include the district-owned public broadcasting station. The review of the district mission is the responsibility of the chancellor through consultation. Discussion about district concerns is initiated through the District Assembly. The board supports policy to adopt a separate mission statement for each college.

Colleges – Each college develops its own mission statement through consultation with its campus constituency, and forwards the final document to the board of trustees for adoption. The presidents of the colleges have the responsibility to coordinate periodic reviews of the college mission statement and forward changes to the district for board adoption.

B. Improving Institutional Effectiveness

The Board reviews progress toward institutional effectiveness as part of the annual planning process.

District -- The district coordinates specific tasks to support the colleges in their individual strategic planning process.

Environmental Scan – The district completed an environmental scan of the service area in December 2005. This document will be used to establish district goals for the next three years before it is renewed.

District Facilities Master Plan – The district coordinates the completion of a district facilities master plan. This plan is developed in consultation with the campuses but maintained by the district facilities and planning office. The plan is updated annually.

District Strategic Technology Plan – A three-year strategic technology plan has been developed by both colleges and the district.

Annual Report on Goals – The chancellor and the director of marketing and public relations prepare an annual report that identifies progress on the goals established by the district. This information is shared with the colleges and the community.

Colleges – The colleges will interpret and expand on the goals of the district and their own mission statements to define an educational master plan for the institution. It is intent of the board that the colleges address the annual goals. The colleges will complete this process through the campus committee structure.

- College Educational Master Plan – A short-term planning process is defined for each campus, from which budget expenditures emanate. In addition, the each college develops an educational master plan that is aligned with broad board imperatives.

Planning/Program Review Committee – This structure is different on each campus, but a process is developed to ensure that the constituencies have a voice in the budget expenditures on campus.

Institutional Research – Each campus has an institutional researcher position to assist the campus in accounting for student success.

Institutional Research

District – The district reports on institutional research in several ways:

Management Data System – The district coordinates management, student information, and other systems used to warehouse student data, financial data, employee data, and other information needed to carry out research.

Coordinates State Reporting – The district coordinates all state reporting requirements and works with the campuses to ensure the accuracy of the reported data.

Reporting to the Board of Trustees – The administration uses annual reports and data collected from the campus institutional researchers to inform the board about institutional effectiveness.

Colleges – The colleges are involved in institutional research in a more direct manner:

Data Entry Responsibility – Each campus has the responsibility of entering student data and financial data and assisting with personnel transactions.

Coordinate Institutional Research – The Office of Research and Planning at the colleges coordinates institutional research and ensures that statutory institutional activities are carried out. These offices play an integral role in the development of college institutional planning and program review.

Institutional Planning

District - The district supports the colleges in their individual strategic planning process by providing the following resources:

- Environmental Scan – The district completed an environmental scan of the service area in December 2005. This document will be used to establish district goals for the next three years before it is renewed.

District Strategic Technology Plan – A three-year strategic technology plan has been developed by both colleges and the district.

Annual Report on Goals – The chancellor and the director of marketing and public relations prepare an annual report that identifies progress on the goals established by the district. This information is shared with the colleges and the community.

Colleges – The colleges interpret and expand on the goals of the district and their own mission statements to define an educational master plan for the institution. It is intent of the board that the colleges address the annual goals. The colleges complete this process through the campus committee structure.

College Educational Master Plan – A short-term planning process is defined for each campus and it is intended that budget expenditures will emanate from the resulting plan.

Planning/Program Review Committee – This structure is different on each campus, but a process is developed to ensure that the constituencies have a voice in the budget expenditures on campus.

Institutional Research – Each campus has an institutional researcher to assist the campus in accounting for student success.

STANDARD TWO: STUDENT LEARNING PROGRAMS & SERVICES

A. Instructional Programs

The Board of Trustees has the responsibility for course and program approval for the offerings of the two colleges. A decentralized model has been developed for instructional management whereby the campuses have the primary responsibility for instructional programs. There are some district support systems in place to assist the colleges in coordinating specific instructional activities in the service area. These activities include the following areas:

Course and Program Approval

District – The district has no active role in the approval of courses and educational programs of the colleges beyond board review and approval of new courses and programs and revisions and deletions.

Colleges – The colleges use the campus curriculum committee to process course and program approval and to review instructional content. These committees are under the control of the academic senates of the campuses. A review process for course and program approval is in place between the academic senates.

VTEA Programs

District – The district coordinates the development of the annual plan and grant proposal to qualify for these categorical funds. Support is also given to completing the state and federal report and filing the claim.

Colleges – The colleges have the responsibility for developing, managing, and evaluating the occupational program offerings. They assist district personnel in the collection of data and filing of reports. Course and program approval processes are a campus responsibility.

Distributed Education

The district has grouped distance education, telecourse/video streaming and instructional technology under the umbrella of *distributed education*. The Strategic Technology Plan identifies some of the activities for the campuses and the district. Based on needs for distributed education, the functions can be identified below.

District – The district centralized the distributed education coordinating activities under the executive director of distributed education and technology services, who chairs the Distributed Education Coordinating Council. This council has representation from the two campuses, KVCR, the Professional Development Center, and Sungard. It defines the district activities and ensures that course and program content and responsibility remain under the control of the two colleges. Other district functions are listed below.

- KVCR Telecourses – The telecourse offerings of the colleges are broadcast by KVCR. The offerings and the schedule of classes are the responsibility of the executive director of distributed education and technology services.

- District Computing Services – Sungard Higher Education Managed Services has been contracted for the management of core administrative computing services of the district. This organization maintains the district’s infrastructure, including phone systems, the network and provides a variety of additional services including programming, web-services, remote monitoring, student help-desk, etc.
- Staff Training – The executive director of distributed education and technology services coordinates the staff training available to staff who want to participate in the distributed education environment.

Colleges – The college functions are listed below:

- Course and Program Development – This responsibility remains with the campus. Some technical assistance can be provided through KVCR, Sungard, or the executive director of distributed education and technology services.
- Instructional Design Support – The campuses have staff to assist in the technical aspects of instructional design as it relates to distributed education.
- Management of Instructional Staff – The coordination of faculty and staff to deliver instruction in any modality remains a responsibility of the colleges.

Economic Development

The district oversees the Professional Development Center (PDC), which provides workforce development programs. There are opportunities for joint participation by the colleges. The district has thus centralized its economic development activities and employed an executive director of economic and workforce development. The PDC is in the process of opening a new adjacent facility, the Applied Technologies Training Center. To maintain the academic integrity of the instructional programs of the two colleges, the center operates under a District Coordinating Council with membership from the Center staff and the two colleges.

All offerings of the PDC are offered in the not-for-credit, fee-based, mode so the PDC is self-supporting. One of the functions of the Center is to assist the colleges in the development of new occupational programs. The district and college functions are identified below:

District

- Manage the program offerings of the Professional Development Center.
- Provide for coordination of economic development participation with the various agencies in the district service area.
- Assist in identifying emerging occupational programs.
- Seek funding for economic development activities.

Colleges

- Participate in the PDC Coordinating Council.
- Operate credit and not-for-credit classes that are linked to economic development activities.
- Provide workforce development offerings within the credit program that support employment needs of the community.

B. Student Support Services

The district has little direct involvement in student support and development. Necessary policy and administrative regulations are developed at the district, and financial support is provided to the colleges in the operation of financial aid and grants programs. The district provides for the central coordination and maintenance of the student data in the Management Information System (MIS).

Setting Policy on Student Support and Development

District – Policy and administrative regulations are initiated, monitored, and reviewed using the collegial consultation committees of the district and the colleges.

Colleges – The colleges are responsible for implementing the policy and administrative regulations and participate in any review.

Financial Aid

District – The district fiscal services office is responsible for coordinating student payments under the financial aid programs of the two colleges. In addition to providing for fiscal oversight, the district also coordinates the audit functions related to these programs.

Colleges – The colleges manage the financial aid programs on the campus and have direct responsibility for the day-to-day operation and student service.

Student Records and Management Information Systems

District – The district provides for the central coordination of student records and the Management Information System (MIS). This program is managed under the service contract with Sungard Higher Education Managed Services. The district also coordinates the state-reporting element of this information.

Colleges – The colleges have the responsibility to enter student data into the data system. The staff also works with Sungard Higher Education Managed Services to validate the accuracy of data that are being reported to the state.

C. Library and Learning Support Services

District – The district has the following functions related to information and learning resources:

- Management Information System – The district is responsible for maintaining MIS, providing in-service for using MIS, and maintaining licenses to operate the system.

- Maintaining the Network – Sungard maintains the network system of the district.

Colleges – The colleges carry out the day-to-day management of learning resources and systems, which interface with the instructional programs. The college functions include the following:

- Operating and managing of learning resources on the campus.
- Maintaining laboratory equipment related to instructional programs.
- Monitoring the learning setting of the colleges.
- Maintaining intra-network systems.

STANDARD THREE: RESOURCES

A. Human Resources

The district board of trustees is responsible for establishing policy and administrative regulations, and it delegates to the administration the responsibility to manage policy. Specific district and college functions related to faculty and staff are listed below:

District

- Collective Bargaining – The district and the board of trustees have the primary responsibility for collective bargaining activities with the two units that represent employees. The Office of Human Resources manages these functions. The vice chancellor of human resources serves as the chief negotiator for the board of trustees. The district is responsible for providing leadership to the management of the collective bargaining agreements.
- Hiring procedures – The policy and management of the policy is the responsibility of the district. All personnel records are maintained at the district office, and the district is responsible for records management and board actions related to personnel. This office is also responsible for the development of the district diversity plan.
- Evaluation – The district is responsible for the contract language for evaluating unit members and works with the colleges to resolve grievances and provide for employee discipline and terminations when necessary. The district maintains all official records and handles litigation.
- Staff Development – The district has responsibility for coordinating the diversity staff development funds. Leadership will be given to management staff development particularly as it relates to management of the collective bargaining agreements.

Colleges

- Collective Bargaining – The colleges have responsibility for providing on-campus management of the contract and assisting the Office of Human Resources in meeting contract requirements. Generally, the first level of a grievance will be handled at the colleges.

- Hiring procedures – The colleges are responsible for determining staffing needs, initiating searches through the district, and managing the interview process with the assistance of the district. The hiring policy provides for appropriate staff participation in the selection process.
- Evaluation – Evaluation schedules are determined by contract language, but the day-to-day management of staff evaluation falls to the academic and classified management of the district.
- Staff Development – The colleges provide for staff development functions for the college personnel. The structure and funding of staff development is operated within the guidelines and resources provided by the state and the district for this purpose.

B. Physical Resources

The District is responsible for developing, maintaining, and operating all district facilities. These functions fall under the executive director of facilities and planning.

The specific functions coordinated by the district and the colleges include the following:

District

- Maintaining Physical Facilities – The maintenance of contracts on facilities falls to the district. This office provides for the maintenance of all facilities that are not part of the two campuses. Assistance is given to the campuses where contract services are required.
- Scheduled Maintenance and Construction – The district coordinates scheduled maintenance with the campuses and the state Chancellor’s Office. New construction is identified in the District Facilities Master Plan, and the district coordinates approved construction with the Chancellor’s Office and the colleges.
- Planning for New Facilities – Planning for new facilities is coordinated by the district and is completed with the assistance of a facilities consultant. The Five-Year Facilities Master Plan is updated annually. Due to the passage of Proposition 39, the district is also coordinating bond activities to address facilities needs within the community.

Colleges

- Maintaining Physical Facilities – Each campus is responsible for determining the maintenance needs of the campus and supervising maintenance. Contract services needed to meet maintenance needs are coordinated by the district.
- Scheduled Maintenance and Construction – Once the board of trustees or the state has approved new construction or scheduled maintenance, the campus administration will oversee the campus coordination of these activities.
- Planning for new Facilities – The colleges use the collegial consultation process to provide for input into the planning for new facilities. This planning process continues until such time as the project begins construction.

C. Technology Resources

The district is responsible for developing, maintaining, and operating all district technology. These functions fall under the executive director of distributed education and technology services. The specific functions coordinated by the district and the colleges include the following:

District

- Management Information System – The administrative Management Information System is a district responsibility. The base system is managed under a contract service with Sungard.

Colleges

- Management Information System – While the District has responsibility for maintaining the MIS database, the colleges have responsibility for data input related to college operation.

D. Financial Resources

The board of trustees delegates budget development to the district administration, with primary leadership provided by the vice chancellor, fiscal services. The board retains its fiduciary responsibility for fiscal oversight. The district retains the management right to establish and maintain the budget. However, in the spirit of collegial consultation, the process for budget development is established in a collaborative manner. The district, under the authority of the board of trustees, determines the formula for the distribution of funds to the colleges and other district entities. Once these funds are distributed, the colleges are given autonomy for the expenditure of funds within the constraints of state and federal statute. The specific functions carried out by the district and the colleges are listed below:

District

- Financial Planning - The district manages the process of fiscal planning and provides for the policy, administrative regulations, and the formula for funding distribution. A district budget committee provides for collegial consultation regarding the process for budget development and management.
- Internal and External Audit Procedures –The district manages all audit functions of the district programs and services. An annual audit is completed by an external auditing firm. The district also has an internal audit function for the district staff and the colleges to ensure that appropriate accounting practices are followed.
- Financial Stability – Fiscal stability is the responsibility of the board of trustees. The board delegates this function to the chancellor and the vice chancellor of fiscal services. All required reports to carry out this function are included in the monthly board meeting agenda.

Colleges

- Financial Planning – The colleges are provided with the autonomy to develop the college budget once the formula for funding distribution has been determined for a specific year. The campuses complete their budget planning process based on

their mission, goals, and program-review procedures. The process for completing this function may vary between the two colleges.

- Internal and External Audit Procedures – Each college is responsible for maintaining campus records and supporting the audit process both in the internal and external process.
- Financial Stability – The college presidents carry out the responsibility of oversight of the campus budget and assist the district to ensure financial stability.

STANDARD FOUR: LEADERSHIP & GOVERNANCE

A. Decision-Making Roles and Processes

The board of trustees is responsible for adopting policies and administrative regulations that govern all activities related to conducting the business of the district and its colleges. The board invites thorough review of policies and regulations and considers the advice of whatever constituencies or individuals offer such. For policies and regulations that affect academic and professional matters, the board relies primarily on the advice of the academic senates; on matters defined as within the scope of bargaining interests, the board follows the requirements and conventions of negotiations. The general public may comment at public board meetings on any policy consideration before the board. Specific functions related to governance and administration for the district and the colleges are listed below:

District

- Governing Board – All functions and responsibilities related to policy setting, quality of the educational program, and fiscal responsibilities belong to the board of trustees. The board has delegated the management of these functions to the chancellor and the administration. The board of trustees provides for collegial consultation in carrying out these functions.
- Institutional Planning – The board of trustees has the responsibility for setting the direction of college programs and offerings. Support is given to institutional planning, and the board of trustees approves the missions and goals of the individual colleges. The board has set broad educational goals as determined in an environmental scan of the district service area.
- Resource Allocation – The district administration has delegated the authority to establish resource allocation to the campuses by the board of trustees. A district budget committee provides for collegial consultation in reviewing the process for establishing resource allocation to the campuses.
- Operational Responsibilities – The board of trustees has delegated the determination for operational responsibilities to the chancellor. The delegation of operational responsibilities is described above.

Colleges

- Campus Governance Process – Each college has a responsibility to establish a collegial consultation process and committee structure to align college procedures

with district policy. The structure for collegial consultation on the campus is identified in the Standard IV report (below).

- Institutional Planning – The colleges have a specific role in institutional planning as it relates to the missions and goals of the college. This responsibility is carried out through program review, budget planning, and other activities that measure student accomplishment and assist the campus in setting its direction for the future.
- Resource Allocation – The colleges have local autonomy to manage the campus budget once the allocation formula has been determined. Each college uses program review and planning processes to link budget request to the missions and goals of the college.
- Operational Responsibilities – The board of trustees has delegated the determination for operational responsibilities to the chancellor. The delegation of operational responsibilities is described above.

Academic Freedom

District – The district has adopted board policy 4030 on academic freedom, which is consistent with the ACCJC and faculty standards. The district maintains the policy and is responsible for processing complaints about the policy.

Colleges – Colleges attempt to resolve problems regarding academic freedom when possible.

Publications

District – The district provides support to publications in the following areas:

District Print Shop – Printing is a centralized service operated by the district.

District Marketing Committee – The committee, chaired by the district director of marketing and public relations, plans districtwide publications and marketing campaigns.

Catalogs and Class Schedules –The Collegiate Cabinet addresses concerns about consistency and compliance with statute as it relates to college documents.

Colleges – **The colleges perform the responsibilities listed below:**

Developing College Publications – Publications providing information about college programs are developed on the campuses. The content of the catalog and class schedule is a campus responsibility.

Campus Public Relations – The marketing and public relations activities for the campus are a function of the president's office and are carried out by the college's director of marketing.

Review of Institutional Policy

District – The board of trustees is primarily responsible for the review of policies and administrative regulations. The administration carries out regular review of policies and

regulations through input from all constituents and the general community. The district processes these changes through one or more of the groups listed below:

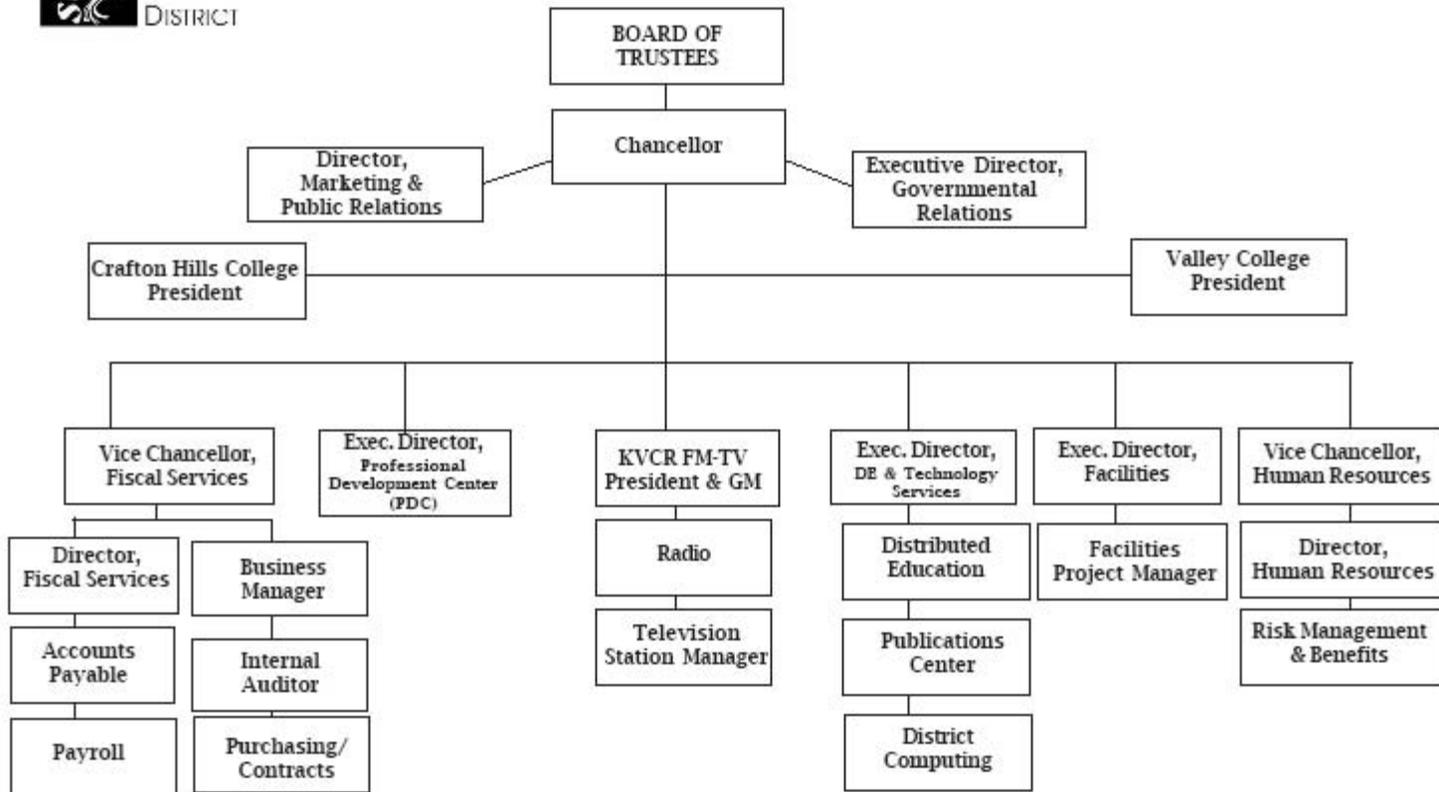
- Academic Senates & District Assembly
- Chancellor's Cabinet
- Collegiate Cabinet
- Board of Trustees
- Bargaining Units

Colleges – The colleges may recommend policy or administrative regulation change or use one of the following committees or groups to participate in the development or review of policy:

- President's Cabinet
- Management Team
- Academic Senate
- Classified Senate

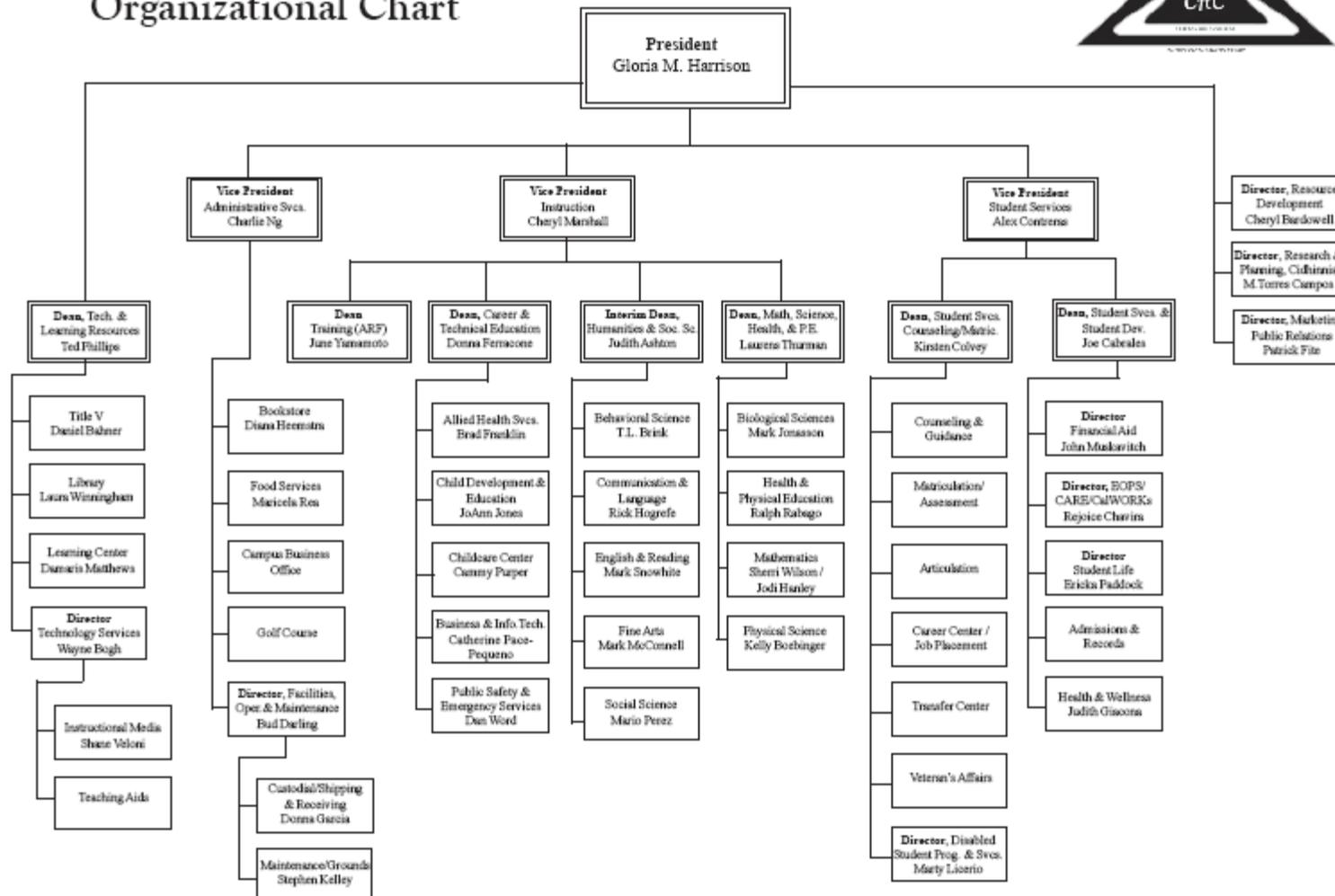


ORGANIZATIONAL CHART



June 2007

Crafton Hills College Organizational Chart



Academic Year 2007-2008
Revised 10/22/07

(Tab/front of page)

Abstract of the Self Study Report

Summary of Accreditation Themes

Student Learning Outcomes Evidence to Date

(tab/reverse of page)

SUMMARY OF THE ACCREDITATION THEMES

Since the 2002 accreditation visit, Crafton Hills College (CHC) has made significant strides toward becoming a learning-centered institution as is evidenced in this self-study report. The college's success can be attributed largely to its growth and commitment to the themes that are reinforced throughout the accreditation standards: institutional commitments; evaluation, planning and improvement; student learning outcomes; organization; dialogue; and institutional integrity.

Institutional Commitments

As a result of a campus-wide dialogue in 2006-2007, CHC revised its mission statement to reflect its renewed commitment to "advance the education and success of students in a quality learning environment." This mission provides direction to the college, and this self-study document provides evidence of how the mission guides the college's work in its efforts "to be the premier community college for public safety and health services careers and transfer preparation."

Evaluation, Planning, and Improvement

CHC continues to be committed to thoughtful self-evaluation, planning, and data-driven decision making. The college adopted an educational master plan in 2007 that provides overarching goals for instructional programs, student services, and resource allocation. The culture of the college has shifted as it places a greater emphasis on planning, as evidenced by its Facilities Master Plan, Technology Plan, Enrollment Management Plan, and research agenda. Moreover, in 2007, the college revised its planning and program review processes to tie them more closely to the mission and educational master plan. All organizational units complete annual planning documents and thorough program review every four years (every two years for career/technical instructional programs). These evaluations inform college decisions about allocation of resources and areas of improvement.

Student Learning Outcomes

Members of the CHC community started the dialogue regarding student learning outcomes shortly after the 2002 accreditation visit. This dialogue has resulted in the identification and measurement of student learning outcomes in both instructional and student support service programs throughout the campus. Perhaps the college's greatest success in this area was the revision of its general education requirements as recommended by the 2002 visiting team. As a result of the collaborative work of faculty, staff, and administrators, the college now has an outcomes-based general education program, including rubrics and plans for assessment of these outcomes across the curriculum. Although this task is complex and by no means complete, the college has

demonstrated its commitment to assessment through the creation of the position of Instructional Assessment Specialist, a faculty member whose responsibility it is to assist the college in measuring student learning.

Organization

CHC has adequate staff, resources, and organizational structures to achieve its mission and vision. Hiring of new highly qualified personnel, college re-organization, and a robust professional development program ensure that faculty, staff, and administrators are well prepared to serve the needs of the college's students. Since 2002, the district has secured two bonds that will enable the college to meet the goals identified in its 2004 Facilities Master Plan. In addition, in 2005 the college secured a five-year, \$2.75 million dollar Title V grant to improve developmental education, student support services, and professional development, the basis for becoming a learning college. CHC and its sister college, San Bernardino Valley College, was also awarded a separate Title V cooperative grant used to develop both a resource development department to secure additional funding and an alumni organization to support students both while they are enrolled and after they leave the college. The creation of the Division of Technology and Learning Resources and the development of three technology plans (2001, 2004, and 2007) have helped to ensure that the college has the technology resources available to achieve its mission.

Dialogue

Perhaps the college's greatest strength during the past six years has been its efforts to formalize dialogue across campus. Faculty, staff, students, and administration participate on a variety of committees that address issues of student achievement, student learning, and the effectiveness of college processes, policies, and organization. In addition to the aforementioned examples, institutional dialogue has resulted in the improvements and innovations at the college, including learning communities, an honors program, and additional student life opportunities. The use of technology, including CurricUNET and eLumen, further facilitates the process of dialogue regarding student learning.

Institutional Integrity

Above all, CHC is committed to honesty, truthfulness, and its place in its community. As a part of the educational master planning process, the college articulated its values of creativity, inclusiveness, excellence, and learning centeredness. The faculty of CHC are committed to the integrity of the educational process, and the administration has supported efforts to achieve the values identified in the college mission and vision. The college recently completed its Student Equity Plan, demonstrating regard for issues of equity and diversity, and its ability to secure a Title V grant was based in part on eligibility as a Hispanic Serving Institution (HSI).

Summary of Data Collected on Student Learning

Crafton Hills College has made substantial progress on the development of Student Learning Outcomes (SLOs). In the past two years, the college currently has developed SLOs for 51% of current active courses and 81% of programs leading to a degree or certificate. A great deal of work in the 2007-08 has been focused on developing assessment tools and approaches for SLOs on the course and program level.

An increasing number of pioneering faculty conduct assessments of SLOs in their courses. Of that number, not all the courses that have assessed student learning have entered their data into eLumen, the college's SLO management program. The reasons for this are that the data are currently in some other electronic form (usually their own homegrown) or faculty have not yet ventured into using eLumen for because they have not had the opportunity to become familiar with the application. The college instructional assessment specialist anticipates that all assessment data will be stored in eLumen this coming academic year, when the college expects to see a dramatic increase in the numbers of instructors and programs engaged in SLO assessment.

Standard IIA includes a detailed description of the current status of the college's learning assessment cycle. The table below, sent to the Accrediting Commission, indicates the college's progress through the 2007-2008 academic year in completing the assessment cycle.

**Annual Report Update on Student Learning Outcomes
2007-2008**

Part I: Student Learning Outcomes for General Education

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
1. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for general education?			% of Courses <u>43</u> ** These percentages are based upon the total of active catalog courses commonly taught at Crafton Hills College.	Natural Science: ANAT 101, 150, 151 ASTRON 150+160 BIOL 100, 130, 131 CHEM 101, 102, 150, 151, 212, 213 GEOG 110+111 GEOL 100, 101+160, 112 MICRO 102, 150 OCEAN 100 PHYSIC 100, 110, 111, 200, 201 Social/Behavioral Science: ADJUS 101 ANTRHO 100, 102, <u>107</u> BUSAD 100 CD 105 ECON 100, 200, 201 GEOG 120 HIST <u>100</u> , <u>101</u> , 107, 160, 161, 170, 171 JOUR 135 POLIT <u>100</u> , 102, 104, 106, 110 PSYCH 100, 101, 102, 103, 110, 112, 113, <u>116</u> , 118, <u>150</u> SOC 100, <u>105</u> , 130, <u>141</u> , <u>150</u> SPEECH 135, <u>174</u> Humanities: <i>ANTHRO <u>107</u>, <u>110</u></i> <i>ASL <u>101</u>, <u>102</u></i> <i>ENGL <u>150</u>, <u>152</u>, <u>155</u>, <u>160</u>, <u>163</u>, <u>175</u>, <u>250</u>, <u>260</u>, <u>261</u>, <u>270</u>, <u>271</u>, <u>275</u>, <u>280</u>, <u>281</u></i> <i>FRENCH <u>101</u>, <u>102</u></i> <i>HIST <u>100</u>, <u>101</u>, <u>107</u>, <u>135</u>, <u>160</u>, <u>161</u>, <u>164</u>, <u>170</u>, <u>171</u></i>

				<p><i>INTDIS <u>101</u>, <u>102</u>, <u>140</u></i> <i>PHIL 101, 105</i> <i>RELIG 100, <u>101</u>, <u>110</u>, <u>135</u>, 175, 176</i> <i>SPAN <u>101</u>, <u>102</u>, <u>103</u>, <u>104</u></i></p> <p>Fine Arts: ART 100, 102, 105 ENGL 170, 232 MUSIC 100, <u>103</u>, 120, 134 SPEECH 120, 121 THART 100</p> <p>Written Traditions: ENGL 101, 146</p> <p>Oral Traditions: BUSAD 145, 155 SPEECH 100, 111, 140, 145, 155</p> <p>Quantitative Reasoning: MATH 095, 096, 102, 103, 108, 115, 141, 151, 250, 251, 252, 265, 266 PSYCH 108</p> <p>Critical Thinking/Information Literacy:</p> <p><i>ENGL 102</i> LIB 100 PHIL 103 SPEECH 125</p> <p>Health and Wellness: HEALTH 102, 263 PE 263 PE/I 105X4, 106X4, 108X4, 120X4, 127X4, 130X4, 143X4, 148X4, 155X4, 159X4, 163X4, 168X4, 199A-ZX3, 200F-ZX3 PE/T 130X4 THART 130X4, 163X4</p>
2. Mapping of	Has the college mapped expected			List the general education courses for

Programmatic Student Learning Outcomes to Courses	general education student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.) required to complete the general education requirements of the institution?			% of Courses <u> 0 </u>	which mapping expected student learning outcomes to the expected general education student learning outcomes is complete.
3. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in general education courses?			% of Courses <u> 43 </u> ** These percentages are based upon the total of active catalog courses commonly taught at Crafton Hills College.	Natural Science: ANAT 101, 150, 151 ASTRON 150+160 BIOL 100, 130, 131 CHEM 101, 102, 150, 151, 212, 213 GEOG 110+111 GEOL 100, 101+160, 112 MICRO 102, 150 OCEAN 100 PHYSIC 100, 110, 111, 200, 201 Social/Behavioral Science: ADJUS 101 ANTRHO 100, 102, <u>107</u> BUSAD 100 CD 105 ECON 100, 200, 201 GEOG 120 HIST <u>100</u> , <u>101</u> , 107, 160, 161, 170, 171 JOUR 135 POLIT <u>100</u> , 102, 104, 106, 110 PSYCH 100, 101, 102, 103, 110, 112, 113, <u>116</u> , 118, <u>150</u> SOC 100, <u>105</u> , 130, <u>141</u> , <u>150</u> SPEECH 135, <u>174</u> Humanities: <i>ANTHRO <u>107</u>, <u>110</u></i> <i>ASL <u>101</u>, <u>102</u></i> <i>ENGL 150, 152, 155, <u>160</u>, <u>163</u>, 175, 250, <u>260</u>, <u>261</u>, 270, 271, 275, <u>280</u>, <u>281</u></i> <i>FRENCH <u>101</u>, <u>102</u></i> <i>HIST <u>100</u>, <u>101</u>, <u>107</u>, <u>135</u>, 160, 161, 164,</i>

				<p><u>170, 171</u> <u>INTDIS 101, 102, 140</u> <u>PHIL 101, 105</u> <u>RELIG 100, 101, 110, 135, 175, 176</u> <u>SPAN 101, 102, 103, 104</u></p> <p>Fine Arts: ART 100, 102, 105 ENGL 170, 232 MUSIC 100, <u>103</u>, 120, 134 SPEECH 120, 121 THART 100</p> <p>Written Traditions: ENGL 101, 146</p> <p>Oral Traditions: BUSAD 145, 155 SPEECH 100, 111, 140, 145, 155</p> <p>Quantitative Reasoning: MATH 095, 096, 102, 103, 108, 115, 141, 151, 250, 251, 252, 265, 266 PSYCH 108</p> <p>Critical Thinking/Information Literacy:</p> <p><u>ENGL 102</u></p> <p>LIB 100 PHIL 103 SPEECH 125</p> <p>Health and Wellness: HEALTH 102, 263 PE 263 PE/I 105X4, 106X4, 108X4, 120X4, 127X4, 130X4, 143X4, 148X4, 155X4, 159X4, 163X4, 168X4, 199A-ZX3, 200F-ZX3 PE/T 130X4 THART 130X4, 163X4</p>
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4. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses in general education?			% of Courses <u> 0 </u>	List the general education courses for which assessment of expected student learning outcomes is complete.
5. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses in general education?			% of Courses <u> 0 </u>	List the general education courses for which analyzing assessment results for the defined expected student learning outcomes is complete.
6. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all general education courses?			% of Courses <u> 0 </u>	List the general education courses for which the college has used assessment results to plan and make changes to improve learning; and describe the changes implemented.

Part II: Student Learning Outcomes for Courses

		Yes	No	Percentage (%) of all courses/programs	Courses/Programs	Disciplines
7. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for all courses?			Percentage (%) of all courses/programs % of Courses <u>51</u> ** These percentages are based upon the total of active catalog courses commonly taught at Crafton Hills College.	ACCT 105, 198 208, 209 ADJUS: 198, 101, 102, 103, 104, 105, 106, 107, 198 AH 198 ANAT 101, 150, 151 ANTHRO 100, 102, 106 ART 100, 102, 105, 120x4, 124x4, 126 132x4 ASL 101, 102, 103, 104 ASTRON 150, 160 BIOL 100, 123, 130, 131 BUSAD 039, 053, 100, 198 CHC 100 CHEM 101, 102, 150, 151, 212,213 CD 100, 105, 112, 115, 126, 132, 198, 205x2, 250 CIS 091, 101, 105, 111, 114, 116, 140X2, 141X2, 142X2, 143X2, 165, 166, 198, 900x4 ECON 100, 200, 201 EMS 020, 151 ENGL 914, 015, 101 FRENCH 101, 102 FIRET 082, 100, 101, 102, 102, 104, 106, 115, 198 GEOG 110, 111, 120, 126, 175	Anatomy Art Astronomy Biology Business Administration Chemistry Child Development Computer Information Systems Economics Emergency Medical Services English Fire Technology Geography Geology Health History Humanities (Interdisciplinary Studies) Mathematics Microbiology Oceanography Office Computer Applications Philosophy Physical Education Physics Political Science Psychology Reading Religious Studies

				<p> GEOL 100,101, 112, 113, , 160, 175x4, 270X4 HEALTH 102, 263 HIST 100, 101, 135, 160, 161, 170, 171 INTDIS 101, 140, 200A JAPANESE 101, 102 LIB 100 MARKET 198 MATH 942, 952, 090, 095 MICRO 102, 150, 246AB, 247x4, 248x4 MUSIC 100, 101, 102, 120, 132x4, 134, 135x4, 140x4, 141x4, 150x4, 156x4, 174x4, 175x4, 179x4, 247x4 OCA 180 OCEAN 101 PE/I 070, 105, 106, 108,120, 127, 148, 155, 159, 168, 200F PE/T 130 PHIL 101, 103, 105 PHYSIC 100, 110, 111, 200, 201 POLIT 100, 102,104, PSYCH 100 RADIOL 100, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115A, 115B, 200, 202, 203, 204, 205, 207, 208, 209, 210, 211, 212, 213, 214 READ 925, 956, 078 RELIG 101 RESP 050, 101, 102, 103, 104, 105, 106, 108, 110x4, 112, 201, 202, 203, 204, 205, </p>	<p> Sociology Theater Arts Work Experience </p>
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					206, 207, 208, 218, 927x4 SOC 100, 105, 130 SPAN 015, 101, 102, 103, 104 SPEECH 100, 110, 111, 120, 121, 125, 140, 174 THART 100, 120, 140x4, 145x4, 150x4, 176, 226, 246x4 WKEXP 099	
8. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for defined expected student learning outcomes for all courses?			% of Courses <u>22</u> ** These percentages are based upon the total of active catalog courses commonly taught at Crafton Hills College.	ANAT 100, 150,151 ART 101, 102, 105, 120x4, 124x4, 132x4 BIOL 100 CHEM 101, 102, 150, 151 CD 100, 105, 112, 115, 126, 132, 205x2, 250 CHC 100 CIS 101 ENGL 914, 015, 101 EMS 020, 151 FIRET, 100, 115 GEOG 110, 111, 120, 126, 175 GEOL 100,101, 112, 113, , 160, 175x4, 270X4 HEALTH 102, 263 HIST 100, 101, 135, 160, 161, 170, 171 LIBR 100 MATH 942, 952, 090, 095 MICRO 102, 150 MUSIC 100, 101, 102, 103, 120 OCEAN 100, 101 PE 070x4, 106x4, 108x4, 120, 127x4,	Anatomy Art Biology Chemistry Child Development Computer Information Systems English Emergency Medical Services Fire Technology Geography Geology Health History Learning Resources Library Science Mathematics Physical Education Reading Work Experience

					PHIL 101, 105 POLIT 100, 104 READ 925, 956, 078 SPAN 015, 101, 102, 103, 104 SPEECH 100, 110, 111, 120, 121, 125, 140, 174 THART 100, 120, 140x4, 145x4, 150x4, 176, 226, 246x4 Work Experience Courses: ACCT 198 ADJUS 198 AH 198 BUSAD 198 CD 198 CIS 198 EMS 198 FIRET 115, 198 MARKET 198 WKEXT 198	
9. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses?			% of Courses <u>5.7</u>	CHEM 101, 102, 150, 151 CD 105 CIS 101 ENG 015 GEOG 110, 111, 114, 120, 126, 175 GEOL 100, 101, 112, 113, 150, 160, 170x4, 175x4, MATH 942, 952, 090 PE 106, 120 READ 925, 956, 078	Chemistry Child Development Computer Information Systems English Geography Geology Mathematics Physical Education Reading
10. Analyzing the Results of	Has the college analyzed			% of Courses <u>1.0</u>	CHEM 101, 102, 150, 151	Chemistry

Assessment	assessment results for the student learning outcomes for all courses?				CD 105 CIS 101 MATH 942	Child Development Computer Information Systems Mathematics
11. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all courses?			% of Courses <u> 0 </u>	CHEM 101, 102, 150, 151 CD 105 CIS 101 MATH 942	N/A

Part III: Student Learning Outcomes for Programs leading to Certificates and Degrees

		<u>Yes</u>	<u>No</u>	<u>Percentage (%) of all courses/programs</u>	<u>Courses/Programs</u>
2. Defining Expected Student Learning Outcomes	Has the institution defined expected student learning outcomes for all programs leading to certificates and degrees?			% of Programs <u>81</u> Degree Programs: 84% Certificate Programs: 78%	<u>AA Degree:</u> Accounting Administration of Justice Anthropology Art Astronomy Biology Business Administration Chemistry Child Development & Education Communication Computer Information Systems Economics Emergency Medical Services English Fire Technology Geography Geology History Mathematics Music Philosophy Physics Political Science Radiologic Technology Religious Studies

					Respiratory Care Sociology Spanish Theatre Arts <u>Certificate Programs:</u> Accounting Administration of Justice 3D Computer Animation Computer Assisted Graphic Design Child Home Day Care Provider Associate Teacher Teacher Master Teacher
					Site Supervisor Early Learning Computer Information Systems Cisco Certified Network Associate Cisco Certified Network Professional Webmaster Web Design Emergency Medical Technician I/EMT Basic Emergency Medical Technician Paramedic

					California Fire Officer Training Fire Inspection Academy Firefighter I Basic Training Academy Marketing Management Office Assistant I Office Assistant II Radiologic Technology Respiratory Therapist (CRT) Registered Respiratory Therapist (RRT)
13. Mapping Programmatic Student Learning Outcomes to Courses	Has the institution mapped expected programmatic student learning outcomes to all the courses and other learning experiences (i.e. work experience, internships, co-curricular, etc.) required to complete the certificate and degree programs?			% of Programs <u> 0 </u>	List the certificate/degree programs for which mapping expected programmatic student learning outcomes to all the courses required to complete the certificate/degree program is complete.
14. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the programmatic expected student learning outcomes, including summative assessments where			% of Programs <u> 0 </u>	List the programs for which identification of appropriate assessment methodologies for courses required to complete the certificate/degree is complete.

	appropriate?				
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Part IV: Student Learning Outcomes for Instructional Support and Student Support Services

		Yes	No	Percentage (%) of all Courses/Programs	Courses/Programs
18. Defining Expected Student Learning Outcomes	Has the college defined expected student learning outcomes for instructional support (i.e. library and learning resources, tutoring, etc.)?			% of Instructional Support Courses or other experiences 75%	Math Center Writing Center Reading Center Instructional Media Teaching Aids Title V
	Has the college defined expected student learning outcomes for student support services?			% of Student Support Services Courses or other experiences 58%	Counseling EOPS/CARE/Calworks Student Life DSPS Financial Aid Health and Wellness Admissions and Records
19. Mapping of Programmatic Student Learning Outcomes to Courses	Has the college mapped expected instructional support student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?			% of Instructional Support Courses or other experiences 0%	List the instructional support services courses or other learning experiences for which mapping expected instructional support student learning outcomes is complete.

	Has the college mapped expected student support services student learning outcomes to all the courses and other experiences (i.e. co-curricular, service learning, etc.)?			% of Student Support Services Courses or other experiences 0%	List the student support services courses or other learning experiences for which mapping expected student support services student learning outcomes is complete.
20. Defining Assessment of Expected Student Learning Outcomes	Has the college identified appropriate assessment methodologies for the expected student learning outcomes in instructional support courses or other experiences? Has the college identified appropriate assessment methodologies for the expected student learning outcomes in student support services courses or other learning experiences?			% of Instructional Support Courses or other experiences 12.5% % of Student Support Services Courses or other experiences 17%	Writing Center EOPS/Care/CalWorks Counseling
21. Assessing Student Learning Outcomes	Has the college assessed student learning outcomes for all courses or other experiences in instructional support? Has the college assessed student			% of Courses or other experiences in Instructional Support <u>12.5</u> % of Courses or other	Writing Center EOPS/Care/Calworks

	learning outcomes for all courses or other experiences in student support services?		experiences in Student Support Services 8.3%	
22. Analyzing the Results of Assessment	Has the college analyzed assessment results for all courses or other learning experiences in instructional support? Has the college analyzed assessment results for all courses or other learning experiences in student support services?		% of Courses or other learning experiences in instructional support. 12.5% % of Courses or other learning experiences in student support services. 8.3%	Writing Center EOPS/CARE/Calworks
23. Planning and implementing changes to pedagogy, facilities, etc. to improve learning.	Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all instructional support courses or other learning experiences? Using assessment results, has the college planned and implemented changes to pedagogy, facilities, etc. to improve learning for all student support services courses		% of Courses or other learning experiences in Instructional Support. 12.5% % of Courses or other learning experiences in Student Support Services.	Writing Center EOPS/CARE/CalWorks (in progress)

	or other learning experiences?			8.3%	
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(Tab front of page)

Organization of Self Study Report

A. Teams

B. Timeline

(tab: Reverse side of page)

ACCREDITATION SELF STUDY TEAMS

Steering Committee

Gloria Macias Harrison, President
Cheryl A. Marshall, Vice President, Instruction
Alex Contreras, Vice President, Student Services
Charlie Ng, Vice President, Administrative Services
Donna Ferracone, Dean, Vocational Education
Cidhinnia M. Torres Campos, Director of Research and Planning
Rick Hogrefe, Academic Senate President
Daniel Bahner, Title V Activities Director
Miriam Williams, President, Classified Senate
Arcadio Torres, President, Student Senate

Self-Study Co-Chairs

James Holbrook, Faculty
Donna Ferracone, Dean, Career and Technical Education

Standard I Team

Co-Chairs

Daniel Bahner, Faculty
Joe Cabrales, Director, Admissions and Records

Faculty

T. L. Brink
Rick Hogrefe

Classified

Wayne Bogh
Carlos Maldonado

Standard IIA Team

Co-Chairs

Ralph Rabago, Faculty
Laurens Thurman, Dean, Math, Science, Health, and Physical Education

Faculty

Brad Franklin
JoAnn Jones
Kim Salt
Gary Williams

Dan Word

Classified

Linda Litvinoff
Jonathan Townsend

Student

Gerianne Infante

Standard IIB & IIC Team

Co-Chairs

Damaris Matthews, Faculty

Rejoice Chavira, Director, EOPS/CARE/CalWORKs

Faculty

Gwendolyn DiPonio

Richard Hughes

Classified

Kelly Bingham

Diedre Sharpe

Juanita Sousa

Standard III Team

Co-Chairs

Mark Snowwhite, Faculty

John Muskavitch, Director, Financial Aid

Faculty

Robert Crise

Julie Davis

Bret Scaliter

Classified

Judy Cole

Shane Veloni

Standard IV Team

Co-Chairs

Sherri Wilson, Faculty

Kirsten Colvey, Dean, Student Services/Counseling and Matriculation

Faculty

Daniel Bahner

Jane Beitscher

Kelly Boebinger

Mark McConnell

Catherine Pace-Pequeno

Gary Reese

Classified

Kathy Wilson

Student

Dennis Partain, II

Editor

Mark Snowwhite, faculty

SELF STUDY TIMELINE

Note: The steering committee and self study teams met regularly and as needed throughout the self study period.

March 2006	First meeting of steering committee; self study key personnel identified
May 2006	Further refinement of committee membership
June 2006	Sharing of information from Learning College Summit
August 2006	Self study co-chairs identified (Holbrook & Harrington)
September 2006	Accreditation training at SBVC
December 2006	Self Study process kick-off (in-service day)
April 2007	First draft submitted
October 2007	Second draft submitted
March 2008	Third draft submitted
April 2008	Final report refined
May 2008	Final editing and preparation for submission to constituent groups
August 2008	Approval of final draft by Academic Senate
July 2008	Approved by Board of Trustees
August 2008	Self Study sent to ACCJA

(Tab/front page)

Eligibility Requirements

(Tab/Reverse side of page)

CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Crafton Hills College continues to satisfy the eligibility requirements for accreditation. Compliance with these requirements was validated by the steering committee for the institutional self study.

1. Authority

Crafton Hills College (CHC), one of two colleges in the San Bernardino Community College District, opened in 1972. The college is approved under regulations of the California State Department of Education and the California Community Colleges Board of Governors. The Accrediting Commission for Community and Junior Colleges last affirmed the accreditation of Crafton Hills College (CHC) in 2002.

In addition, the college's Emergency Medical Services, Respiratory Care, and Radiologic Technology programs are accredited by the Commission on Accreditation of Allied Health Education Programs. The Fire Academy is accredited by the California Department of Forestry and Fire Protection and the Office of the State Fire Marshal.

2. Mission

CHC's educational mission is defined in its mission statement. This statement appears in the college catalogue, on the college website, and in the schedule of classes. The mission was reviewed most recently in fall 2006 and approved by the Board of Trustees in spring 2007. Supporting the mission statement is a newly developed college vision and an educational master plan. The college mission statement is consistent with the California Community College system mission and meets ACCJC accreditation criteria.

3. Governing Board

CHC is one of two colleges in the San Bernardino Community College District. The district is governed by a board of trustees of seven publicly-elected board members. A non-voting student board member from each college also sits on the board. No members of the board have employment, family, or personal financial interest in the district or its institutions.

4. Chief Executive Officer

The president of CHC is appointed by the San Bernardino Community College Board of Trustees and reports to the district chancellor. The chancellor is appointed and reports to the district Board of Trustees.

5. Administrative Capacity

CHC employs 21 well-qualified administrators to support the institutional purpose and mission. The college evaluates the sufficiency of its staff through its annual planning process.

6. Operational Status

CHC is fully operational. Currently over five thousand students are enrolled, most of whom are pursuing associate degrees, vocational certificates, and/or programs that lead to transfer to four-year institutions.

7. Degrees

CHC offers 21 associate of arts and 23 associate of sciences degree programs in addition to 37 certificate programs in recognized fields of study. More than half of the students who enter the college state that they intend to transfer to a four-year institution to continue their education.

8. Educational Programs

Degree programs at CHC are congruent with the college's mission and based on recognized fields of study in post-secondary education. The college's degree programs meet the curriculum requirements in Title 5 (California Code of Regulations). The college reviews programs and courses to assure that they are of sufficient content, length, and rigor to be appropriate as collegiate work and conducted at levels of quality and rigor appropriate to the degrees offered. Associate degrees are designed for completion in two years of full-time regular academic study, while certificate completion lengths vary.

9. Academic Credit

CHC awards academic credits based on the standards and practices of California Community Colleges under the Education Code and Title 5 of the California Code of Regulations. Detailed information about the awarding of academic credits is published in the college catalog and schedule of classes.

10. Student Learning and Achievement

CHC is in the process of systematically identifying and publishing student learning outcomes for all degree programs, certificates, disciplines, and courses. Students completing vocational programs achieve externally determined outcomes where such outcomes have been established.

11. General Education

The general education requirements were revised in spring 2007 after an extensive review by a taskforce created for this purpose. Students receiving an associate degree must successfully complete 29 semester units of clearly defined general education courses, which introduce students to broad areas of knowledge. Degree requirements also include demonstrated competency at an appropriate level in writing, reading, and mathematics.

12. Academic Freedom

CHC has a statement on academic freedom consistent with the requirements of Accreditation (see *CTA Agreement, Article 6*). The college maintains an atmosphere in which intellectual freedom and independence are cultivated.

13. Faculty

CHC currently employs 79 full-time faculty. This core, augmented by part-time faculty, is sufficient in size and expertise to support college programs. Faculty must meet state mandated minimum qualifications for their respective disciplines. A clear code of faculty responsibilities appears in the contract (*CTA Agreement, Article 13*).

14. Student Services

CHC provides appropriate student services designed to meet the needs of all groups of students. The college offers developmental programs consistent with both the characteristics of students who attend and the college mission.

15. Admissions

CHC is a public two-year community college and, as such, adheres to open-access policies and practices. The college is in full compliance with California laws and regulations.

16. Information and Learning Resources

CHC provides access to information and learning resources to its students through its library, the online databases to which it subscribes, the learning center, and open computer labs for student use.

17. Financial Resources

CHC, through the San Bernardino Community College District, publicly documents a funding base, financial resources, and plans for financial development adequate to support its mission and educational programs and to assure financial stability.

18. Financial Accountability

CHC undergoes an annual external audit. This audit is conducted in accordance with generally accepted auditing standards and Government Auditing Standards issued by the United States Comptroller General.

19. Institutional Planning and Evaluation

In addition to a revised annual planning process, the college recently instituted a three-year cycle of program review that incorporates an assessment of the status of student learning outcomes for all planning units. The college has also developed an educational master plan responsive to the college vision identified in spring 2007.

20. Public Information

CHC produces a catalog for its students each year that provides all information required in the accreditation standards. This catalog is available in hard copy and on the college website.

21. Relations with the Accrediting Commission

CHC adheres to the ACCJC eligibility requirements, standards, and policies. The college has been responsive to all requests, requirements, and recommendations.

(Tab/front of page)

Standard I: Institutional Mission and Effectiveness

A. Mission

B. Improving Institutional Effectiveness

(Tab/reverse side of page)

Standard I Team

Co-Chairs

Daniel Bahner, Faculty

Joe Cabrales, Director, Admissions and Records

Faculty

T. L. Brink

Rick Hogrefe

Classified

Wayne Bogh

Carlos Maldonado

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of students and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

IA. Mission

The college has a statement of mission that defines the institution's broad education purposes, its intended student population and its commitment to achieving student learning.

Descriptive Summary

Located in a growing suburban area that includes the cities of Yucaipa and Redlands, Crafton Hills College (CHC) has an enrollment of over 5,100 students whose average age is 25. Ethnically, the student body reflects the ethnic breakdown in the service area (57 percent White, 6 percent Asian/Pacific Islander/Filipino, and 4 percent African American) with a steadily increasing Hispanic population (25 percent). Over 50 percent of first-time students who show intent to transfer to a four-year college or university succeed in earning an associate degree, earning a certificate, or achieving transfer-prepared status within six years. Annually over 76 percent of students enrolled in career/technical courses successfully complete those courses (2005-2006). On average, about 55 percent of students enrolled in developmental (i.e., basic skills) courses successfully complete those courses (see Accountability Reporting for the Community Colleges (ARCC [1A1] for more information). Students are served by over 79 full-time faculty and over 120 part-time faculty.

In 2007, through a detailed and inclusive year-long process, the Educational Master Plan Taskforce spearheaded an effort to review and revise the mission statement. Information and data were gathered through an environmental scan; an analysis of strengths, weaknesses, opportunities, and threats (SWOT); and a student satisfaction-with-campus life survey. Using these data and input garnered through campuswide open forums, the following statements were developed:

Mission Statement

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

Vision Statement

The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

Institutional Values

Our institutional values are creativity, inclusiveness, excellence, and learning centeredness. (1A2)

The college's mission, vision, and value statements are aligned with the mission of the district, which reads: "The mission of the San Bernardino Community College District is to promote the discovery and application of knowledge, the acquisition of skills, and the development of intellect and character in a manner that prepares students to contribute effectively and ethically as citizens of a rapidly changing and increasingly technological world. This mission is achieved through the District's two colleges, the Professional Development Center (PDC) and public broadcast system (KVCR) by providing high quality, effective and accountable instructional programs and services."
(www.sbccd.cc.ca.us/index.php?CurrentDir=About_the_District/Mission_Statement/)

In spring 2007, the college refined the previous planning and program review processes to more clearly link the mission and vision as central to planning and decision making. These processes use both quantitative and qualitative data to inform decision-making and link assessment, program review, and planning to the Educational Master Plan's strategic goals.

CHC is organized into 5 divisions and 13 departments, most of which consist of more than one of the 50 disciplines in which courses are offered. Departments synthesize discipline plans and priorities into departmental plans. Division deans and the vice president of instruction review the instructional departments' plans and consolidate them into an academic plan. Non-instructional departments similarly develop plans that are reviewed by the appropriate dean and vice president and then consolidated into division and office plans (Offices include Administrative Services, Student Services, and Office of the President). The Planning and Budget Committee reviews all the plans to ensure that they are integrated, including needs for instruction, student services, and physical plant. After the committee reviews all unit requests, it provides recommendations to the president regarding college-specific funding for resources, facilities, projects, and programs. Final funding decisions are made after consultation among the president, vice presidents, and the president of the Academic Senate.

CHC has tailored this model to its particular culture and needs. The Planning and Budget Committee, which oversees program review and annual planning processes, is a shared Academic Senate and president's committee. This shared responsibility helps to ensure that decision-making is carried out with a campuswide perspective and with consideration of the health of all areas on campus and their respective roles in supporting the overall campus mission and vision. Similarly, the taskforces for educational master planning, enrollment management planning, and technology planning are all composed of representatives from the different constituencies across the college. This model ensures open and broad dialogue across CHC.

Self Assessment

In a Campus Climate Survey (CCS) conducted in fall 2007, the same semester as the revised mission, vision, and value statements were introduced, 80 percent of those who

responded to the survey agreed that “the vision statement defines CHC’s broad educational purposes, its intended student population, and commitment to achieving student learning.” Similarly, 75 percent of participants responded “agree” or “strongly agree” with the statement, “The goals of my work unit are consistent with the CHC mission and vision” (1A3).

IA.1. The institution establishes student learning programs and services aligned with its purposes, its character and its student population.

Descriptive Summary

CHC strives to serve its diverse student population by increasing student success through quality teaching/learning, opportunities for personal development, and support services. As of fall 2007, the college had a total unduplicated headcount of 5,199. This number represents about 30 percent of the total district unduplicated headcount of 16,806. CHC’s student population is 57 percent White, 25 percent Hispanic, 6 percent Asian, and 4 percent African American, with the balance distributed among various other ethnic groups. As a result, the college is identified as a Hispanic serving institution (HSI). The majority (73 percent) of students enrolled at the college attend part-time.

A comprehensive environmental scan was conducted in 2006 in order to stay abreast of the growth and demographic changes in the Inland Empire. The Madrid Consulting Group performed this scan using 2004-2005 data to profile demographics of the cities within a 28 mile radius of the campus. The median household income for all cities within the 28 mile radius was \$61,501 per year. Approximately 35 percent of them identified themselves as Hispanic households (1A4 & 1A5). For the 9 closest feeder cities, the median household income was about \$53,905, with 28 percent of the households identifying themselves as Hispanic (1A6 & 1A7). An updated scan that focuses on the 9 closest cities was completed at the end of the 2007-2008 school year. Consistently updating the environmental scan helps to ensure that students’ needs are being identified and programs are being developed and revised to meet those needs.

The college provides a comprehensive curriculum, with more than 50 majors leading to degrees. CHC offers 21 associate of arts and 23 associate of sciences degree programs in addition to 37 certificate programs in recognized fields of study including specialized programs in allied health and public safety. CHC also has defined agreements for transfer-readiness with four-year institutions in this area.

The college also provides orientation, assessment, and counseling. Other comprehensive services offered to meet student needs include a child care center, Disabled Student Programs and Services (DSP&S), Extended Opportunity Programs and Services (EOP&S), Cooperative Agencies Resources for Education (CARE) program, California Work Opportunities & Responsibilities to Kids (CalWORKS), a health and wellness center, learning centers (mathematics, reading & writing), an active student life office, a student success center, and a transfer/career center.

The college reflects state and national trends in that over 80 percent of its in-coming students are unprepared to begin college-level coursework. Accordingly, CHC offers developmental and pre-collegiate coursework to address this lack of preparation. The college has been increasing its pre-collegiate course offerings to keep up with the needs of its students. CHC requires testing for all first-time college students and enforces placements as appropriate for student success.

A Title V grant the college received in 2005 has led to the development of several campuswide initiatives that address the needs of under-prepared students. The student orientation process, for example, has been revamped to include a more engaging presentation of necessary information, extended campus tours, and individual counseling sessions to develop an initial one-semester student education plan. During the first week of each semester, Answer Centers at five locations across the campus (staffed by volunteer faculty, staff, and administrators) help students locate offices or classrooms and provide other information. Another Title V-driven initiative is a First-Year Experience (FYE) seminar, piloted in 2006 and expanded in 2007 and 2008. In addition, for the past two years, the college has offered a summer bridge program, combining an FYE seminar with a basic English course. Also, in fall 2007, the college piloted a learning community initiative, which will expand in fall 2008 to include five different sets of linked courses, four of which include a developmental education component. To further support students, CHC has augmented its tutorial program, which is designed to increase student success in a variety of academic classes with one-on-one tutoring and group tutoring. Additionally, the college's diverse population of students is served through programs and services such as worksite learning, learning communities, and the Honors Program.

Through ongoing data analyses of student retention, persistence, and academic success, the college continues to pursue grant opportunities to fund innovative programs and establish partnerships with local institutions in order to enhance student success and provide a smooth transition from high school to college.

The college's mission and vision statements guide the development, prioritization, and implementation of student learning programs and services. Through the process of reviewing and revising the mission statement and developing the vision and value statements, all key campus constituents discussed the relevance of the mission and vision statements to student learning. Discussions included nine open forums held to discuss five potential vision statements before the final one was selected.

Self Assessment

In a survey of campus climate distributed to faculty and staff shortly after the revised mission statement was instituted, 45.3 percent of respondents agreed that "CHC programs, services, and planning are consistent with the CHC mission and vision." Similarly, 47 percent of respondents felt that "CHC identifies and seeks to meet the varied educational needs of students through its diverse programs." The majority (65.8 percent) of respondents agreed that "the campus environment is conducive to personal, aesthetic, and intellectual development of the student population." The Educational

Master Plan includes overarching strategies that departments and workgroups currently use as they develop area-specific objectives and tasks that will feed into the larger plan.

The Madrid environment scan has provided the college with information that may help in planning to serve the post-secondary educational needs of those in the college's surrounding community, although that information has not yet been incorporated into the planning processes.

Programs and services are now being thoroughly reviewed on a regular basis to determine how well they meet the needs of students, the community, and employers. With the assistance of the Office of Research and Planning (ORP) in identifying quantitative and qualitative measures, CHC constantly searches for ways to better serve students. Additionally, all career/technical education programs have consistently and successfully undergone an accreditation process that includes continual assessment of student and employer needs. Specifically, the respiratory care program has been accredited for ten years, and the radiologic technology, fire technology, and emergency medical services programs have each been accredited for five years. Similarly, EOP&S, and DSP&S have regularly been successful in their program reviews conducted by the California Community Colleges Chancellor's Office

The Title V DREAMS Express basic skills efforts are also starting to show measurable impact. ARCC 2008 data suggest that for those years when the initiatives had been implemented, CHC's average basic skills improvement rate increased (1A1). By building on these previous initiatives through the state's Basic Skills Initiative (BSI), CHC is poised to continue the development of a comprehensive and integrated process by which students who come under-prepared for college-level studies can succeed. A collegewide effort is currently underway to integrate services and activities and develop a comprehensive approach to development of students' basic academic skills (1A8).

Planning Agenda

- Continue assessing student learning outcomes (SLOs).
- Continue the assessment of program outcomes.
- Continue collecting and using data to assess the impact learning programs and services have on student learning, both short- and long-term.
- Use data from the ARCC report to assess the college's effectiveness as compared to other peer colleges.
- Continue to collect data -- including regular surveys of faculty and staff, students, community members, and businesses -- to assess changing student population characteristics and institutional effectiveness. Analyze and use data from environmental scans on an ongoing basis in program review and the design of new programs and curricula.
- Evaluate ongoing efforts in preparing developmental students for success.
- Continue developing an integrated comprehensive approach to developmental instruction and support.
- Explore the use and implementation of supplemental instruction to support student learning.

- Implement initiatives identified in the college's BSI Action Plan.

IA.2. The mission statement is approved by the governing board and published.

Descriptive Summary

The current mission, vision, and value statements were presented for review and approved by the Board of Trustees (BOT) on June 14, 2007 (1A9). Currently, the mission, vision, and value statements are published in the college catalog, in the college printed schedule of classes, on the college Web site, and in the college informational CD distributed to students throughout the semester.

Self Assessment

The revised mission, vision, and value statements have been approved by the district BOT. Additionally, the newly revised mission, vision, and value statements have been widely published in a variety of media. In a recent campus climate survey, 54 percent of the faculty and staff agreed that they are familiar with the CHC mission, and 78 percent agreed with the statement that they are familiar with the CHC vision (1A3).

Planning Agenda

- Continue to review and revise the mission, vision, and value statements every five years.
- Make a concerted effort to communicate the mission as well as the vision throughout the campus community.

IA.3. Using the institution's governance and decision making process, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

Using the institution's decision-making processes, CHC has reviewed its mission statement at least every five years. In this most recent review, collegewide dialogue was used to assure ample opportunity for all campus constituencies to be involved in the process. A large part of the impetus for such a broad-based review and revision was the discussions in the Enrollment Management Taskforce and the rapid growth of the Inland Empire. After these discussions, the president established a task force to review and revise the mission statement and develop an educational master plan.

In 2006, CHC held in-service days with the full campus community identifying and discussing the strengths, weaknesses, opportunities, and threats (SWOT) the college currently faces or will face in the near future. Using the results of the SWOT analysis (fall 2006), as well as data from an environmental scan conducted by the Madrid group (June 2006) and a student satisfaction survey (spring 2006), the task force -- with representatives from administration, faculty, classified staff, and students -- met biweekly during the 2006-2007 academic year to develop the Educational Master Plan. The Educational Master Plan Taskforce recommended changes to the mission statement and

developed five potential vision statements with the implications of each on the values and goals of the Educational Master Plan. This information was presented at a series of nine forums on campus for faculty, classified staff, management, and students. The forums opened up dialogue and discussions about current strengths, such as the public safety and health services programs, and the college's desire to be student-centered (see Educational Master Plan [1A2]).

Although all forums were open to anyone interested, they were held at the regular meeting times and places for standing campus committees, such as the career/technical faculty, the Academic Senate, the Student Senate, the Counseling Department, college administrators, and the Faculty Chairs Council. In addition, one lunch forum was held especially for classified employees, and two open forums were held for those who could not meet at any of the other times. In total, over 120 people participated in one or more of the forums, the results of which were presented to the president. The task force then framed the new college mission and vision statements, which were presented to the campus at large at a campuswide open meeting on the day before commencement in May 2007 and then to the BOT.

Self Assessment

The process for reviewing and revising the current mission, vision, and value statements and the educational master plan have involved thorough analyses and broad campus dialogue.

Planning Agenda

- Continue to review and revise the institution's mission, vision, and value statements at least every five years using a process that allows for a wide range of input and data to reach decisions.
- Standardize the mission and vision statement implementation processes.

IA.4. The institution's mission is central to institutional planning and decision making

Descriptive Summary

The institution's mission and vision are central to institutional planning and decision-making in a variety of ways. In the past the program review outcomes and planning (PROP) process was used as a format for collecting the information necessary to prioritize resources based on the college's mission. More recently, in conjunction with the educational master planning process, the institutional planning and program review processes were also revised, reconfirming the mission and vision statements as central to planning and decision-making. This model strengthens the links among program review, assessment, and academic and strategic planning, and subsequently resource allocation and prioritization. During program review and planning, units examine the alignment of programs and activities with the institutional mission and vision.

Similarly, new programs must align with the college's mission and vision. Instructional program review includes a close review of curriculum and development of a plan to assess student learning outcomes. The curriculum review and approval process also requires that submissions for course approval include statements regarding how the course links to and supports the mission and vision of the college.

To maintain an integrated, comprehensive curriculum across the college, program review and planning are conducted at the discipline level for instructional programs. Non-instructional units complete them as departments. Program reviews and annual plans are sent to department chairs (as appropriate), deans, vice presidents, and the president (as appropriate) to be used in long-term planning, updating master plans, and formulating annual resource requests. Completed program reviews and annual plans are also sent to the Planning and Budget Committee for review, and recommendations are forwarded to the president, who confers with the vice presidents and president of the Academic Senate before determining funding priorities. Technology requests, which must be included in annual plans, are forwarded on to the Technology Planning Committee for review; this committee makes recommendations to the president. The use of an annual cycle for planning tied to program review allows faculty and administrators to regularly monitor the quality, relevance, efficiency, and effectiveness of programs in terms of the mission and vision statements and the educational master plan.

Self Assessment

The link between the mission, vision, and planning has been clearly articulated across campus. Before any examination of the mission within departments had occurred, nearly half (45.3 percent) of all respondents to the faculty and staff Campus Climate Survey agreed that employees are guided by the mission and vision statements in their interactions. Similarly, 45.3 percent of faculty and staff survey agreed that the "review of programs and services is integrated into the resource allocation process." Additionally, 75.2 percent of respondents felt the goals of their work unit are consistent with the CHC mission and vision. Similarly, 63 percent of participants agree that the "policies and practices of the college clearly demonstrate commitment to issues of equality and diversity" (1A3).

A more specific example of how the mission and vision have guided planning and decision making is the reorganization of the respiratory care program to better meet the needs of students by shortening its length. Similarly, the building and construction outlined in the Facilities Master Plan are being prioritized for implementation according to how they support the college's mission and vision. In addition, the ORP Research Request form requires those requesting services to state how the request is linked to or supports the college's mission and vision. The ORP then uses this information to prioritize projects accordingly.

Planning Agenda

- Incorporate and implement information gathered during spring 2008 open forums regarding the campus research agenda, including assessing the impact the

college's mission, vision, and value statements have on planning and prioritization.

- Continue to refine the annual planning and program review processes to ensure that planning and prioritization across all areas of the institution are linked to the college's mission and vision.
- Continue to prioritize items in the Facilities Master Plan according to their connection to support of the college's mission, vision, and value statements.
- Maintain strong linkages between the college's mission, vision, and value statements, program review, and all aspects of planning by reviewing the college's mission statement in each department and developing departmental mission statements.
- Continue to evaluate and amend where necessary the process that the Planning and Budget Committee uses in program review and annual planning.
- Identify other key decision-making processes, such as facilities use requests, and incorporate a clear link to the college's mission and vision.

IB. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support students' learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of SLOs and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Descriptive Summary

CHC has made efforts over the last six years to support student learning, measure that learning, assess how well learning is occurring, and make changes as necessary to improve student learning. The activities undertaken by the two Title V initiatives on campus provide examples of these efforts. They include supporting students as they enter, during their time at the college, and as they leave CHC. Support of student learning at all levels of the organization is also integrally linked to the annual planning and program review processes, thereby linking it to resource allocation. Additionally, the Title V DREAMS Express instructional assessment specialist and ORP coordinate efforts to assess the achievement of student learning outcomes as well as gather and review data related to institutional and program performance. Together with the Planning and Budget Committee, ORP and the instructional assessment specialist support ongoing and systematic evaluation and planning to advance student learning.

Title V DREAMS Express activities have been guided by the college's mission and vision as well as their departmental mission, "To support, guide, and empower students" (1B1 & 1B2). In this capacity, the department developed Answer Centers strategically placed across the campus and staffed by volunteers from the college's faculty, staff, and administrators, to assist students, during day and evening, with any of their needs during

the first week of each semester. Student questions ranged from their needing a pen or pencil to finding a classroom or locating a certain student services office. The Answer Centers have now been operating for four semesters and have had broad campus support and participation. In that time there have been almost 10,000 recorded Answer Center interactions.

The instructional assessment specialist position is one of the few such positions in California community colleges. Charged with supporting the development and assessment of student learning outcomes (SLOs), he has expanded progress in this area for both instructional and student services programs. In addition to large scale workshops, the instructional assessment specialist has had many one-on-one or small group sessions at the department and discipline levels in order to facilitate development of SLOs for individual courses and entire programs. In order to support these efforts, the college purchased eLumen software to allow for an easy-to-use repository for SLOs and their assessment data. Use of the software was implemented during spring 2008, and already different disciplines are using it to capture their SLO assessment data. Also, multiple retreats have been held in order to facilitate the development of common discipline outcomes and assessments.

Another position created by the Title V grant was the developmental studies specialist, who serves as a faculty resource in improving programs and services for what constitutes over 80 percent of CHC's student population, those students assessing into one or more pre-collegiate, developmental education courses. In this capacity, the developmental studies specialist has worked with discipline faculty to revise curriculum in order to better meet the needs of students in their developmental education courses and develop support activities. Specifically, the curriculum for MATH 943 and ENGL 914 have been reviewed and revised and a lab manual has been created for all MATH 942 instructors. The third floor of the Library — including the Learning Resource Center, the Math Center, the Math Lab, the Writing Center, and the Reading Center — is being reorganized for optimal functionality rather than simple proximity and past practice. By fall 2008, CHC students should be able to enjoy a completely open Learning Resource Center where they can make appointments to receive tutoring in any subject. In addition, a review and reconfiguration of the tutor training program to obtain certification from the California Reading and Learning Association (CRLA) and a restructuring of the Learning Resource Center is under way to better serve the needs of students.

Three other initiatives aimed at supporting student learning include the review and revision of the orientation process, the development of a First-Year Experience Initiative, and the Learning Communities Initiative. The revised orientation process was implemented in summer 2007 and includes an evaluation component. Those evaluations have guided the fine-tuning of the orientation process. Additionally, the campus is now moving towards the creation of semester-long orientation experiences so that orientation becomes a process rather than an event, as part of the development of a first-year experience for students. Central to this effort is the creation of CHC 100: The College Experience, which has also been paired with developmental education courses to form learning communities around a variety of themes. In summer 2007 and 2008, a summer

readiness program was also offered for EOP&S students. The learning communities have all included an evaluation component that provides a feedback loop for continuously improving the programs. In the latest round of learning communities to be offered in fall 2008, each community will also have a counselor assigned to it who will serve as the student services link to these courses.

The college's commitment to expand and improve the ways it serves those students in need of developmental education result from the recognition of current student needs in this area. An analysis of the results of the college assessment instrument found that 88 percent of incoming CHC students place into at least one developmental education subject: 85 percent place into developmental math, 66 percent into developmental English, and 56 percent into developmental reading. These data have prompted an ongoing conversation about how well current course offerings meet the needs of these students. Title V DREAMS Express staff have also taken the lead through the existing Title V Steering and Bridging/Advisory committees on the development of the Basic Skills Initiative (BSI) Action Plan. Many of the efforts initiated as part of the Title V grant will be supported by the Basic Skills Action Plan.

Through the Title V Cooperative grant, an Alumni & Friends group has been formed to provide students with a network both during their career at CHC and beyond. This program was initiated in the fall of 2007 and already includes over 240 members. In April 2008, a survey went out to all members to solicit information on ways to develop the alumni program (http://depts.craftonhills.edu/Research/Alumni&%20Friends_survey/alumni_friends_survey.htm) (1B3 & 1B4). Additionally, the Title V Cooperative grant has supported the creation of an Office of Resource Development to identify and secure resources to provide further opportunities to students.

Coordinated outreach events provide potential students with information necessary for attending college in general and CHC in particular. These include Arts Day (1B5), High School Visitation Day (1B6), high school assessment outreach, and Cash-4-College workshops (1B7).

For professional growth, the college has brought several renowned speakers to present professional development workshops on issues of personal, professional, and institutional importance beginning in fall 2006. In both the 2006-2007 and 2007-2008 academic years, over 50 different professional development activities were offered, with over 100 CHC employees (non-duplicated headcount) participating. These also included eight DELTA Academies, two focusing on leadership, three on online pedagogy, and three others on teaching and learning. As part of these activities, five different reading groups have been formed to discuss books of interest to faculty, staff, and students.

An example of planning facilities to produce the optimal learning environment has been the work the college has done with the Steinberg architects on the Facilities Master Plan. Quantitative models of growth functions were developed to suggest different future scenarios for physical facilities needs to the year 2025. Many open meetings were held

over an 18-month period to gain maximum input from all interested parties, including the local community, faculty, staff, students, and alumni.

To plan for future enrollment, the enrollment management workgroup began meeting in 2005. This effort spawned additional planning and coordination activities and committees. The first was an Outreach Committee, bringing together constituencies across campus to discuss how to use the campus' resources most effectively and consistently. As discussed above, the enrollment management workgroup also provided the impetus for the formation of the Educational Master Plan task force, leading to a review and revision of the institutional mission, vision, and value statements. The enrollment management task force reconvened in the spring of 2008 with the new master plan available to serve as a basis for their work.

In order to meet student need and increase course offerings without additional classroom space, the college has increased its number of online course offerings. The commitment of the college to distance education has increased over the past two years with the establishment of an Educational Technology Committee (ETC). Through continuous review of the process of delivering distance education and the programs offered, distance education at CHC has improved as well as expanded. In early 2006, the college hired a consultant who led a series of meetings with interested faculty and administrators about effective practices in developing online courses. The result was a revised distributed education plan developed by a committee of the CHC Academic Senate and approved by the administration. Consequently, more training sessions were organized, and the ETC revamped the process for having faculty and courses approved for online offerings to ensure that offerings are complete, effective, and focused on student learning outcomes. Additionally, a computer management system (Blackboard) was adopted to assist faculty in hosting their course offerings. In this last year (2007-2008) a stipend was offered to faculty as an incentive to develop online courses after participating in professional development opportunities and to include student learning outcomes. Participants will also become part of the ETC and serve as guides and mentors to others, thereby creating a community of experienced practitioners. In order to evaluate the effectiveness of recommended practices continuously, the ETC and Curriculum Committee will also undergo program review.

Self Assessment

In the fall 2007 Campus Climate Survey, 46.1 percent of respondents felt that "CHC uses both qualitative and quantitative data to identify student learning needs and assess progress towards achieving stated learning outcomes" (1A3). It should be pointed out that the college is just beginning to stress the importance of data and how to use it to improve learning. Some faculty are not convinced that SLO data will tell them anything new, and many classified staff may not understand this issue if their work does not relate to it directly.

IB.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

CHC is committed to collaborative, mission-focused planning and decision making. The college has followed a collaborative process as it has reviewed and revised its mission and vision statements, set and revised its goals, conducted institutional self-study evaluations, developed annual operating budgets, planned program expansions and reductions, and developed this self-study document. Planning and evaluation involve ongoing collegial self-reflective dialogue among faculty, administration, and staff from all instructional divisions, student support services, and students. Furthermore, community members and local business and industry representatives have participated in the planning processes through various program-related advisory councils.

The college's small size also facilitates a variety of informal discussions through many committees and work groups involved in collaborative self-reflection and continuous quality improvement, including but not limited to the following:

- Weekly meetings of the President's Cabinet
- Weekly meetings of the Student Services Council
- Weekly meetings between the college president and the Academic Senate president
- Weekly meetings of the CHC Student Senate
- Weekly meetings of the DREAMS Express Core Team
- Biweekly meetings of the President's Council
- Biweekly meetings of the CHC Academic Senate
- Biweekly meetings of the Curriculum, Educational Policies, Planning and Budget, Educational Technology, Scholarship and Honors, and Student Interests committees
- Biweekly meetings of the Basic Skills Task Force, 2007-2008
- Biweekly meetings of the Title V Bridging/Advisory Committee
- Biweekly meetings of the technology and learning resources division department heads
- Biweekly meetings of the Faculty Chairs Council
- Monthly meetings of the deans and directors
- Periodic meetings in various departments
- Monthly meetings of the career/technical faculty
- Quarterly meetings of the Title V Steering Committee
- Quarterly meetings of the Technology Planning Committee
- Educational Master Plan forums in spring 2007
- Research agenda forums held during spring 2008
- Basic Skills Outcomes retreat, November 2007
- Biweekly G.E. Task Force meeting on outcomes, Fall 2005
- G.E. outcomes retreat, May 2008
- Learning Communities Initiative retreat, May 2008
- In-service days devoted to defining institutional outcomes on December 8, 2006; May 23, 2007; and January 11, 2008.

Designed to facilitate open communication and ensure ample participation in the planning process, most of these groups are composed of representatives from all constituencies across the campus. To encourage full-campus dialogue on collegewide issues, an extra in-service day was created in 2007-2008. In January 2008, this day was used by the campus as a whole to discuss various Basic Skills Initiative action plan proposals that had been developed through more than a dozen task force meetings during the fall 2007 semester.

There has been a steady, concerted effort to expand the opportunity for professional development for all CHC employees, faculty, staff, and management alike. For the past two years (2006-2008), an average of over three different professional development activities have been offered each month, with at least one focused on personal, one on professional, and one on institutional interests. Over 100 CHC employees have participated in these activities and evaluated them highly. The CHC Professional Development Plan, approved in principle by the Academic Senate in 2006, identifies several discrete goals, objectives, and benchmarks for continuing the expansion of the college's professional development program, widening campus dialogue, and deepening CHC's development as a learning college.

Self Assessment

Crafton Hills College has established a large infrastructure to support an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. The most recent survey of faculty and staff showed that 61.6 percent of respondents agree that "CHC facilitates an ongoing dialogue about improving student learning and institutional planning." Also, 49.6 percent of faculty and staff surveyed agree that "representatives from all employee groups are involved in the planning process." Sixty-two percent of respondents also agreed that "student learning outcomes are considered in program review and institutional planning."

This dialogue has resulted in a myriad of changes designed to improve institutional processes and student learning. Specifically, in the fall of 2006, after a series of discussions there was a major administrative restructuring. Instructional departments were organized into four divisions (Humanities & Social-Behavioral Sciences; Math, Science & Physical Education; Career/Technical; and Emergency Training Center). Each division now has a dean. The college's instructional organization includes a vice president who oversees the four deans. These deans in turn oversee a number of departments. The effects of this dialogue were also seen in 2005 and 2006 when an Enrollment Management taskforce was established. As a result of the conversations of that committee, they recommended that instead of only reviewing and revising the college mission statement and the goals established by the district, the college needed to develop a full-blown educational master plan to guide it into the future. In 2006-2007, the college president convened a taskforce to develop the educational master plan (This process is described above). Similarly, the review and revision of the college's program review and planning processes has been possible due to the ongoing conversations and communication among faculty, staff, and administrators with the goal of developing the best possible process. In this most recent revision, faculty feedback and accreditation

recommendations were part of the driving force for change. In spring 2007 the Planning and Budget Committee reviewed both planning and program review. In fall 2007 the new processes were discussed at the in-service day, and a series of trainings on how to complete the new processes were conducted for all faculty, staff, and administrators.

Planning Agenda

- Continue to administer the Campus Climate Survey annually or as necessary.
- Continue to develop and assess course and program (including general education) SLOs.
- Streamline the process for curriculum approval to exploit the potential resources available within Curricunet.
- Administer the Community College Student Engagement Survey.

IB.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary

The college is dedicated to following the goals set by the San Bernardino Community College District Board of Trustees (BOT):

- Implement policies, programs, and innovative practices that make learning the highest priority.
- Create an educational environment open to and supportive of diverse backgrounds and learning styles.
- Sustain joint efforts with other educational segments in the region to advance student learning and success.
- Foster relationships with business and community partners and forge new partnerships to meet marketplace demands.
- Design, implement, evaluate, and maintain technological currency in education and training.

(www.sbccd.org/index.php?CurrentDir=Chancellor%2FPlanning_Imperatives_%26_Documents/)

Each Annual Report to the Board assesses the extent to which those goals have been achieved (see Annual Board Reports) (1B8). Recently the college began the process of identifying key institutional goals based on the above BOT goals in its process of developing its Educational Master Plan. With the help of the Maas & Maas consulting group, the college set a target for enrollment growth at 7,150 by 2012. Goals in the Educational Master Plan will guide all initiatives across campus. Through this process, the college for the first time defined a clearly articulated identity for itself through its vision and values. The Educational Master Plan task force will reconvene in fall 2008 to identify collegewide goals and benchmarks of progress toward those goals.

The college is also in the process of writing an enrollment management plan to ensure that students are provided with the programs, services, and support they need to be successful throughout their time at CHC. This plan outlines specific goals, loci of responsibility, and evaluative measurements for one-year, two-year, and three-year plans.

Goals are also established, reviewed, evaluated, and revised each year in a number of venues across the campus. First of all, the vice presidents of instruction, student services, and administrative services review and revise the goals established each year by the departments reporting to them. The CHC Academic Senate also conducts an annual retreat to review its annual goals and strategies for achieving them. The Basic Skills Initiative Action Plan (1A8) identifies multiple goals, including timelines, responsible persons, and funding sources. In addition, the Technology Plan (1B9), Professional Development Plan (1B10), and ORP Research agenda/Strategic Plan (1B11) identify multiple goals, timelines, responsible person, and benchmarks for progress. Each of these plans is periodically reviewed and revised as appropriate, thus serving as the catalyst for ongoing dialogues across campus about institutional effectiveness.

Finally, disciplines and departments articulate specific goals as part of the annual planning process. In the narrative portion of their annual plans, disciplines and departments also comment on how well they have met their previously established goals as well as how they intend to change their programs if the data suggest the need to do so.

Self Assessment

With the 2006 opening service day SWOT analysis, CHC began a dedicated attempt to develop an educational master plan that would provide the structure by which to establish clear institutional goals as well as strategies for reaching those goals. Having articulated a clear vision and institutional values and dedicated itself to mission-centered decision-making, the college is committed to continuing this reflective and collaborative dialogue as it identifies specific institutional goals and objectives.

Planning Agenda

- Guide all planning and resource allocation with the identified vision of CHC *as the premier community college for public safety and health services careers and transfer preparation.*
- Continue discussions on branding to explore how the college can firm up its image consistent with these articulated identities.
- Define and articulate specific goals and strategies for reaching them in the CHC Educational Master Plan.

IB.3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

Descriptive Summary

As part of the annual planning process, the President's Cabinet and the president of the Academic Senate review all planning priorities for the different units, which for the first time in 2007-2008 were defined by the college's new divisional structure. The divisional planning priorities themselves are the result of an evaluation of both quantitative and qualitative data on program effectiveness and needs. First, units (disciplines or departments) and then divisions identify priorities based on the urgency of its need, with health and safety issues as the first priority, followed by equipment or personnel identified as critical to a program's viability. The President's Cabinet and the president of the Academic Senate then identify potential funding sources for the divisional priorities submitted and prioritize the requests according to established collegewide, values-based measures, such as programmatic urgency, the number of sections offered, and the number of students served. With technology requests, for instance, the cabinet has established that infrastructure needs will take priority, followed by classroom needs, and then office needs — with all such decisions also being guided by the technology obsolescence plan the college adopted in 2006.

The reconfiguration of the respiratory care program is another salient example of systematic, data-driven evaluation and planning. Environmental scans conducted by the Madrid Consulting Group in 2006 and 2007 revealed that although there is an urgent need for more respiratory therapists in the surrounding community, students wanted to be able to complete their training in fewer than the two years the CHC program required. This recognition led to a protracted dialogue within the program about the identified student desires, the competition mounted by proprietary schools, and the possibility of changing the CHC program to satisfy student desires without compromising instructional quality. These conversations led to a complete revision of the program, including redesigning the curriculum and reorganizing respiratory care faculty contracts. Thus, beginning July 1, 2008, respiratory care at CHC will become an 18-month, year-round program to fill an identified community need and address students' stated goals.

In response to recommendations made following the 2002 accreditation process, the college has been engaged in improving and refining the strategic planning process (described in detail above). CHC is increasingly committed to the ongoing cycle of program review, assessment, planning, resource allocation, evaluation, and improvement. Shifting campus culture to accept a new and more efficient process for planning has taken time for necessary review, revision, and redefinition. In spring 2007, the college refined the planning and program review processes to engage faculty, staff, and administration more fully and to link the planning and decision-making processes clearly with the college's mission and vision. The current planning and program review processes use both quantitative and qualitative data to inform decision making and link assessment, program review, and planning to the Educational Master Plan's strategic goals. This has been an iterative process that improves the quality of the review and planning with every subsequent revision. This newly revised process links program review, planning, and resource allocation.

The current four-year cycle of comprehensive program review includes both academic and non-instructional units/departments. Working with the Office of Research & Planning (ORP), units identify a variety of outcomes and both quantitative and qualitative measures to assess success and effectiveness. During this process, units examine the alignment of their programs and services with the mission and vision of the college, review data and historical information, revise and/or update curriculum/service delivery, formulate future plans, and develop assessment plans.

Tied to the program review process is an annual planning process for units to follow-up on the proposed work identified in program review, identify resource needs, and continuously assess their long-term plans. Through the annual planning and program review processes, the college president in consultation with the vice presidents and the president of the Academic Senate fund programs and initiatives based on their link to the college's mission and vision.

As part of the planning process, student services programs and other support services programs such as the Library and Learning Resource Center are developing evaluation plans that include both service-based goals as well as SLOs that will be assessed. Additionally, the vice president of instruction in collaboration with faculty chairs, utilizing data and research available at the state and national levels, is developing benchmarks and goals for a variety of indicators, such as retention and success rates for instructional programs and courses. These goals, benchmarks, and outcomes will be linked to the newly revised and developed overarching college goals, and their assessment will contribute to evaluating the college's progress towards those stated goals.

A wide variety of quantitative and qualitative institutional data are available for planning purposes. However, the college does not have a system to easily retrieve data from the student database, and the District Computing Services (DCS) department has not met the campus' need for data. So CHC has moved forward with training staff to use the Querybuilder system within Datatel as a way to further access to important data. Additionally, the ORP, working collaboratively with units across campus, has developed a wide variety of surveys and focus group protocols to assist in gathering data not available within the student database. Examples include the collaboration with the faculty chair of the Child Development program to assess students' perceptions of quality in early learning environments as related to their education. Similarly, the ORP has collaborated with a faculty member in the mathematics department to assess faculty and student perceptions of teaching strategies that engage students in developmental mathematics, reading, and English courses. Additionally, in summer 2008 over 1,500 surveys will be sent to area households and businesses to assess the community's perception of CHC. And campus climate and satisfaction surveys will continue to be administered on an annual and semester basis.

The director of the ORP also serves on districtwide committees focused on ensuring the integrity and the usefulness of accountability and planning data. The ORP widely distributes executive summaries of the surveys and other data collected across the campus

to ensure that such information is readily available to stakeholders (http://www.craftonhills.edu/About_CHC/Research/executive_summaries.php). The ORP also has worked closely with faculty and staff to develop formats for data presentation that are as easy to use and as widely understood as possible. Additionally, the ORP held open forums to ensure ample participation by all stakeholders in the development of a campus research agenda that will guide the evaluation of institutional effectiveness and support ongoing planning (1B11). Finally, ORP will work with the Professional Development committee to offer a series of workshops on interpreting data for students, staff, faculty, and administrators.

Self Assessment

Ongoing and systematic evaluation and planning are used to refine key processes and improve student learning across campus. There is a growing and pervasive dialogue about institutional effectiveness, including the development of institutional goals and a campus research agenda. The ORP disseminates throughout the college all data relevant to review and planning. The recently revised and implemented planning and program review processes has made even more apparent the college's commitment to student learning and educational effectiveness. Results of this process are widely shared and utilized across all educational services.

Planning Agenda

- Continue reviewing and refining the planning process to ensure it is as effective as possible.
- Continue widely distributing and using available data and results from the program review process.
- Continue ORP collaboration with all units across campus to identify necessary data, develop measures to gather data, and review and refine formats for the presentation of data. The director of the ORP will work with the Professional Development committee to offer workshops on interpreting data to assist students, staff, faculty, and administrators.

IB.4. The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

Descriptive Summary

At CHC, the goal setting, planning, implementation, and evaluation processes are driven by the mission. The process is also influenced by quantitative data (e.g., student, faculty, and community surveys) and qualitative data (e.g., input from constituents), enrollment projections, curriculum and budget trends, and accreditation recommendations. The majority of these data is provided by the ORP. Input through program review and annual planning is also vital to the institution's overarching planning process. Program review serves two purposes: 1) It drives the goal setting; and 2) It serves to evaluate the plan implementation.

The annual planning process has been developed to be as inclusive as possible, encouraging all employees to participate in dialogue about quality improvement and institutional effectiveness. Although the functions and areas of units differ (e.g., instruction, student services, or administrative service), the pattern of development and broad-based participation in the annual planning process is consistent across the college. Starting at the most discrete level of discipline or office, employees meet with other members of their unit to discuss the data prepared by the ORP showing the unit's effectiveness, assess how well the unit has achieved its stated goals, re-evaluate those goals, and then prepare an annual plan identifying priorities based on both quantitative and qualitative data measuring program effectiveness. The unit then submits this plan to its faculty chair, director, coordinator, or dean, who may offer feedback but not change the submitted plan. These supervisors then send the program review and annual plans to the next person on the organizational chart (i.e., dean, vice-president, or president) for review. The upper level supervisor also may provide feedback but may not make changes to the unit's annual plan. After receiving feedback, the faculty chairs, directors, coordinators, or deans are then responsible for turning in the final draft of the annual plan to the Planning and Budget Committee.

Once the completed annual planning documents have been submitted, subcommittees of the Planning and Budget Committee review the documents and submit written comments, recommendations, and suggestions to the committee, which then reviews and discusses the subcommittees' reports. In addition, the committee looks for opportunities to increase partnerships and effectively use resources across planning units. The committee then submits a written report to the college president with comments, concerns, or recommendations.

The President's Cabinet reviews each report and identifies potential funding sources for the divisional priorities submitted and then prioritizes the requests according to established college-wide measures such as programmatic urgency, the number of sections offered, and the number of students served. The president then reports back to the division deans and the Academic Senate the final priority decisions of the cabinet in light of the current fiscal climate and the established mission, vision, and values of the college.

To address under-funded needs, the college has aggressively pursued grant funding opportunities. In 2005, CHC was awarded two Title V grants. The first was a stand-alone Title V grant for increasing the persistence rates of basic skills students, increasing the number of basic skills (i.e., developmental education) courses offered, expanding student support services, increasing the success rates of all students, and increasing the number of learning assessment cycles. Because of the longstanding absence of state funding for professional development, the college also identified professional development as "the foundation of a learning college" and included it as one of the three components of grant-supported activities. This grant has resulted in a steady increase in the number of basic skills offerings and a steady expansion in professional development activities across campus, including a tremendous spike in the number of CHC employees actively involved with these activities.

The college was also awarded a Title V cooperative grant with our sister institution, San Bernardino Valley College, which addresses unfunded needs in institutional resource development and alumni relations. This grant has allowed CHC to create a planned donation program. As part of that effort, a Charitable Gift Annuity program was implemented in conjunction with the California Community College League, which resulted in a \$50,000 planned gift naming CHC as beneficiary. In 2006-2007, donations rose 20 percent, with an increase in total donors as well as gift value, including five major gifts totaling over \$5,000 to the college. The CHC Foundation has established a \$35,000 endowment, well on its way to the goal of \$100,000 in grant endowments by 2010.

The cooperative grant has also helped the college develop the CHC Alumni & Friends. In September 2007, over 8,900 alumni received a mailing asking them to join the newly created Alumni & Friends along with a calendar of upcoming CHC events. Since this initial mailing, over 240 alumni have joined as of May 2008. Members of Alumni & Friends have received numerous mailings over the last year including the new Alumni & Friends newsletter, *Roadrunner Report*; invitations to an alumni luncheon in November; invitations to *La Traviata*, an opera the college presented in April in collaboration with the University of Redlands; invitations to the CHC Foundation Annual Gala in April; and individual birthday cards. Additionally, an event interest survey was also sent to all members in March to learn what types of events they would be interested in attending and at what times. The survey yielded a 25 percent response rate (1A13).

In the 2007-2008, college faculty and staff pursued another alternate funding source for a \$141,000 equipment grant for allied health programs. This grant addresses an identified need consistent with the college's vision as *the premier community college in public safety and health services careers*. The grant will be used to purchase four human patient simulators for training emergency medical personnel. Applying for this grant was a broad-based effort that involved the discipline faculty, division deans, the ORP, DELTA Leadership Academy participants, and the vice-president of instruction.

The college is currently pursuing another alternate funding source through applications for two Title V STEM (science, technology, engineering, and mathematics) grants to address unfunded needs identified through the planning and program review processes. If awarded, one grant would provide funding for the college to create a pre-engineering program to address the documented need for such programs in the college's service area. The other would allow the college to expand and further develop the services offered by its transfer center, thus supporting the college's vision as *the premier community college for transfer preparation*.

Self Assessment

CHC is committed to broad-based participation in planning and budgeting and has steadily increased the degree of participation and transparency of the feedback loop with each year's cycle. The new divisional structure has allowed broader involvement in the planning process by instructional personnel, who have been trained and now understand the planning process more fully than before. The college has also successfully secured

alternate funding sources to implement well-researched initiatives to address identified needs and priorities.

Planning Agenda

- Articulate specific collegewide goals in the Educational Master Plan.
- Develop both short-term (one- to three-years) and long-term (five-years or more) strategies for achieving those goals.
- Continue training personnel in the planning and program review processes.
- Continue developing the CHC Alumni & Friends.
- Continue to pursue alternate funding sources to meet identified needs.

IB.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

CHC uses a variety of assessment results to communicate with constituencies about its programs and interventions. Reports and presentations include data from internal student and staff databases, surveys, environmental scans, the Management Information System (MIS), the Accountability Reporting for the Community Colleges (ARCC), the Integrated Postsecondary Education Data System (IPEDS), and the National Student Clearinghouse (NSC). Surveys that have been conducted on campus include regular campuswide student surveys, student support services satisfaction surveys, an annual faculty and staff campus climate survey, and a survey of households and businesses in feeder communities conducted every other year. These surveys and other data sources are coupled with the student and staff data collected by the college and the district to provide a comprehensive picture of college activity.

Data from surveys have been widely communicated through executive summaries disseminated across campus and posted on the ORP's Website as well as in presentations made to the community and the BOT. The results from these surveys are also given to the Associated Students of Crafton Hills College (ASCHC) to assist them in their planning efforts. The results from the satisfaction surveys have been communicated to the specific areas in which they were collected, the appropriate supervisors for those areas, and the ASCHC. Various campus constituencies have used reports of these results to gauge the current level and quality of their service and determine where they need to make improvements.

Data collected on campus, including Accuplacer assessment results, grades, retention, and successful course and program completion rates are communicated in a variety of way to faculty and administrators. Faculty, deans, and the vice president of instruction are given both tables and graphs at least once a year that track full time equivalent students (FTES), headcount/enrollment, retention rates, and pass rates (1B12). All these data are used in the process of scheduling, annual planning requests, and program review. Similarly, Accuplacer results help to provide faculty, deans, and the vice president of instruction with information on the number and types of developmental and college-level

courses that will be needed the next semester. The results of regular campus validation studies conducted to ensure the quality of the Accuplacer are also widely communicated to faculty, management, and staff.

Results from environmental scans have provided important information for faculty, staff, management, and the community at large. Specifically, the data from environmental scans are communicated to faculty and instructional administrators to assess how well programs are meeting career demands and assist in planning to meet future needs. The data from these scans are also used to assess the level and type of support services that will be needed. Also, information from the environmental scans has been a critical component in supporting the need for grants for which the college applies. In addition, facts from these scans appear in publications sent to the community to show the value CHC provides for it.

Data in the MIS, ARCC, and IPEDS systems offer opportunities to assess the quality of the programs and services the college offers. The MIS includes the data that are collected by the California Community Colleges Chancellor's (System) Office. This system allows both the campus and anyone in the public to view data about such topics as student demographics, FTES, student program awards, program retention and success rates, student financial aid, student services programs, student matriculation services, student assessment services, and staffing reports. This information is used regularly in annual reports and presentations made to the BOT and to career/technical education (CTE) advisory councils. The data presented in the ARCC report are also collected by the state Chancellor's (System) Office, but presented according to cohorts. Students are tracked in cohorts across a certain time period to gauge rates such as student progress and achievement, percent of students earning at least 30 units, persistence rates, successful course completion rates for both credit career/technical courses and credit basic skills courses, unduplicated headcount and FTES, and characteristics of students. The information in the ARCC reports also provides an opportunity for the college to compare itself with "peer colleges," colleges chosen because they share similar uncontrollable factors that affect each of the outcomes presented in the report. These results are communicated to the public, to the campus community, and to the BOT, and they are used in grant applications.

IPEDS data is similar to ARCC data in that they also track students by cohorts, although of slightly different definition. The IPEDS data is the data collected by the United States Department of Education for all postsecondary schools. These data are particularly important because they are used in applying for all national grants as well as for the office of Federal Student Aid. The information collected in this system includes institutional characteristics, completions, 12-month enrollment, human resources, fall enrollment, finance, student financial aid, and graduation rates. This system also allows the campus community and the public to explore CHC's data across years as well as to create comparisons with other colleges. As with the ARCC data, these results are communicated to the public, to the campus community, and to the district BOT, and they are used in grant applications.

To track rates of student transfer to other institutions, CHC uses the Student Tracker service through the National Student Clearinghouse. This service enables the college to track the number of students who transfer to a public or private four-year institution both in- and out-of-state. These rates can also be compared against data provided by campuses of the California State University (CSU) and the Universities of California (UC) as well as by the system office. These rates are presented to the faculty and staff and are referenced in presentations and reports made to the public and the BOT. Tracking and reporting on these rates is a function of the ORP that is critical to college's making progress in fulfilling the college's mission and vision.

All of these data sources appear in regular publications, such as the *Crafton Hills College Annual Report* (1B8) and the *Crafton Hills College Campus Viewbook* (1B13). Additionally, the college catalog (1B14), schedule of classes (1B15), and program related brochures (1B16, 1B17, 1B18) often include information from these sources. In order to assess the effectiveness of these avenues for presenting assessment results, the ORP works closely with students, administrators, faculty, and staff to gauge the usefulness and understandability of the information provided both in tables and charts as well as executive summaries. The ORP and the Office of Marketing and Public Relations also work together to ensure that information and data about the college are reported understandably to the public. Examples of these collaborations are the *Fast Facts* (1B19) and *Annual Report* (1B8) publications. A series of questions is also included on the community survey to assess the public's satisfaction with CHC's public communication. (1B20)

Self Assessment

The college has made great strides in improving the quantity and quality of the data and information that it disseminates to all constituencies. Students, administrators, faculty, and staff are able to use the data and summaries developed by the ORP for strategic planning and program review. Information from the environmental scan has also supported grant seeking and program planning. Also, reporting of key student outcomes provides the community with a more complete picture of the quality programs and services provided by CHC.

Planning Agenda

- Continue collaboration between the ORP and other campus and community constituencies to assess and improve the effectiveness of communication of data and other information.
- Continue to gauge the community's satisfaction with communication from the college.
- Develop a mechanism for linking student data to course taking patterns, grades, and use of student support services in order to provide greater quality information.

IB.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle including institutional and other research efforts.

Descriptive Summary

CHC regularly reviews the planning and resource allocation processes. Committees that include administrators, faculty, and classified staff meet regularly to assess and evaluate how the college as a whole and different departments and areas are progressing towards the college's goals. The Planning and Budget Committee is charged with overseeing this process. That includes its continual review and revision to ensure its effectiveness.

Self Assessment

The Budget and Planning Committee meets regularly to assess and evaluate the college's planning and resource allocation processes. One aspect of this process that needs improvement is in reporting this information and the importance of it to classified staff. There are many classified staff members who know only about their jobs or their departments and not the overall picture of how the college operates.

Planning Agenda

- Develop a program to train classified staff to participate in the planning and resource allocation processes more effectively, which will help them understand what these processes are and what part they play in the total college enterprise.
- Continue using the revised annual planning and program review processes.
- Continually review and revise the annual planning and program review processes as needed.

IB.7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, library services and other learning support services.

Descriptive Summary

Student outcomes, including retention, persistence, successful course and program completion, transfer, and graduation rates, are reviewed on a regular basis in order to help provide effective programs and services. The ORP and the instructional divisions review these data and how outcomes are defined to ensure the reliability and validity of the reported measures and results. Deans and faculty chairs have received training to assist them in interpreting enrollment data. Faculty chairs and any other interested faculty also meet with the director of the ORP individually to discuss the interpretation of their discipline and department data used for annual planning and program review.

The program review process is an example of an evaluation mechanism that has been revised to improve the effectiveness of the way the college analyzes and appraises its programs. Academic disciplines and support services, including the Library, Learning Resource Center, and counseling, review and revise programs and initiatives to best meet the needs of students through both annual planning and the program review process. Student services support offices, such as Admissions and Records, also have participated in the annual planning and program review processes for the past few years. The process includes the assessment of outcomes and use of the results to make adjustments to the services provided and to help determine budget allocation. The process being developed to support student support services program review includes the following: 1)

development of student learning outcomes (SLOs) and services area outcomes (SAOs) as part of overarching evaluation plans; 2) development of assessment measures for both SLOs and SAOs; 3) assessment and evaluation of the effect of student services programs, activities, and initiatives on SLOs and SAOs; and 4) deployment of the results of the assessment to make informed decisions that will improve programs and services. Each student services department prioritizes the SLOs and SAOs to assess performance each academic year (1B21-25).

As another example, the student evaluation form of faculty instruction was recently reviewed and revised and a new form introduced during the 2006-2007 academic year. A districtwide committee was established including faculty from both campuses, vice presidents of instruction from both colleges, and a union representative. The resulting form not only more accurately assesses faculty in general but also has separate versions for counselors and librarians.

Self Assessment

A culture of data-driven decision-making has been growing and is coming to fruition across all areas of campus. The college uses ongoing and systematic evaluation and planning to refine its key processes. Data and analyses are widely distributed and used throughout the college. Consistent and continuous commitment to improving student learning and educational effectiveness is a demonstrable priority in all planning structures and processes. The college continues to strive toward gaining access to existing data and develop appropriate measurement where necessary to assess the effectiveness of its evaluation mechanisms.

Planning Agenda

- Continue cross-campus participation in the annual planning and program review processes.
- Continue regular review and assessment of the planning and program review processes to ensure their effectiveness.
- Continue the development and assessment of student learning outcomes and service area outcomes, as appropriate.
- Continue review and refinement of data to ensure it is user-friendly as well as reliable and valid.

Supporting Documents

- 1A1 2008 ARCC CHC
- 1A2 CHC Educational Master Plan
- 1A3 CHC Campus Climate Survey Fall 2007
- 1A4 Population by Household Income table from Environmental Scan
- 1A5 Population by Household's Ethnicity table from Environmental Scan
- 1A6 Household Income table from Environmental Scan
- 1A7 Population Households by Hispanic Ethnicity table from Environmental Scan
- 1A8 CHC BSI Action Plan
- 1A9 SBCCD Board of Trustees Meeting Minutes of 14 June 2007
- 1A13 Event Survey
- 1B1 Crafton Hills College DREAMS Express Overview
- 1B2 CHC DREAMS Express Goals and Objectives, 2007
- 1B3 Alumni Survey e-mail
- 1B4 Executive Summary-Alumni Survey
- 1B5 Executive Summary-Arts Day
- 1B6 Executive Summary-High School Visitation Day
- 1B7 Executive Summary –Cash for College
- 1B8 *CHC 2006-2007 Annual Report*
- 1B9 Technology Plan 2007
- 1B10 Professional Development Plan 2008
- 1B11 Research Agenda/Office of Research and Planning Strategic Timeline
- 1B12 Annual Planning Longitudinal Data
- 1B13 *Crafton Hills College Campus Viewbook*
- 1B14 *Crafton Hills College Catalog 2007-2008*
- 1B15 *Crafton Hills College Fall Schedule 2008*
- 1B16 Biological Sciences program brochure
- 1B17 Emergency Medical Services program brochure
- 1B18 Speech-Language Pathology Assistant program brochure
- 1B19 *Fast Facts 2007-08*
- 1B20 Community Survey Summer 2008
- 1B21 Evaluation Plan Development-Health & Wellness Center
- 1B22 Evaluation Plan Development-Financial Aid Office
- 1B23 Evaluation Plan Development-Math & Writing Centers
- 1B24 Health & Wellness Center Student Learning Outcomes brainstorm session
- 1B25 Evaluation Plan-Disabled Students Programs and Services

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Standard II: Student Learning Programs and Services

A. Instructional Programs

B. Student Support Services

C. Library and Learning Support Services

(Tab/reverse side of page)

Standard IIA Team

Co-Chairs

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Laurens Thurman, Dean, Math, Science, Health, and Physical Education

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JoAnn Jones

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Standard II: Student Learning Programs and Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Crafton Hills College (CHC) offers high-quality instructional programs based on identified needs within the region. Between 2004 and 2007, a number of environmental scans were conducted resulting in the adoption of a new vision statement that places transfer to four-year institutions and preparation for careers in public safety and health services as the highest priorities. The college's mission is *to advance students' education and success in a quality learning environment*. An important part of this mission is to address the needs of under-prepared students and guide them towards successfully meeting their goals. This mission also requires that programs be systematically assessed to ensure currency, effectiveness in achieving outcomes, and continuous improvement of teaching and learning. Since embarking in this new direction, the college has revised policies, practices, and procedures for evaluating programs to assure that they meet high teaching and learning standards while achieving the necessary outcomes. A few significant changes include 1) the implementation of an annual planning process that incorporates program review and student learning outcomes, 2) a revised curriculum review process, and 3) use of data to inform decision making.

All programs undergo thorough program review at least once every four years, with career and technical programs using a two-year cycle. This new, thorough review was instituted in 2007-2008 and first used by the career and technical division. In 2008-2009 mathematics, science, health and physical education will conduct their reviews. Humanities and social science will follow in 2009-2010. Reviews include analyses of student enrollment, student success, transfer or certificate completions as appropriate, and measures of student learning outcomes (SLOs).

Compared to other community colleges in California, CHC has attained above average graduation and transfer rates. Over 50 percent of first-time students who show intent to complete a program transfer to a four-year college, earn an AA/AS, earn a certificate, or achieve “transfer directed/transfer prepared” status within six years. During the 2005-2006 academic year, over 76 percent of students enrolled in for-credit career/technical courses successfully complete those courses. The following year, the completion rate increased to 79 percent. In 2005-2006, 55 percent of students enrolled in for-credit basic skills courses successfully complete those courses; this rate increased to 59 percent in 2006-2007 (ARCC 2007 Report [2A1]).

Trends in retention, success, and persistence have all been positive with gains made in all areas since the last accreditation visit in 2002. Between academic years 2000 and 2006, the average course retention rate increased from 77.3 percent to 82.5 percent and the success rate increased from 63.3 percent to 65.3 percent (see *College Snapshot 2006-2007*[2A2]).

II.A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

CHC assesses its instructional programs and their respective modes of delivery in terms of its vision and mission as part of the curriculum review process and through annual planning and program review. Integrity is maintained by a review of retention and success data along with classroom assessments. Analysis of assessment results for SLOs is conducted for areas that have begun the learning assessment cycle; this process will expand over the next two years to include all academic and student services areas. Program currency is maintained through the use of environmental scan data, advisory committee input, and feedback from industry and educational partners.

II.A.1.a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

Environmental Scans and College Response

On the broadest level, CHC identifies the variety of educational needs through environmental scans. Over the past few years, the following scans were conducted and their analyses used by the college to meet the educational needs of the community:

- Husing Report – Conducted in 2001 on behalf of the district to identify economic and workforce trends in the East San Bernardino Valley
- Madrid Consulting Group Scan – Conducted in 2004-2005 to develop profiles of the nine feeder cities for the college
- San Bernardino County workforce needs surveys conducted in 2005
- Center of Excellence reports conducted in 2006 to identify emerging workforce trends in the Inland Empire

Husing Report

John Husing, a leading economist in the Inland Empire, was commissioned by the district in 2001 to identify economic and workforce trends in the East San Bernardino Valley. Husing identified several important trends that impact the College. Overall, the Inland Empire will add more people than all but three U.S. states growing from 3.2 million in 2000 to 5.1 million by 2020. During this same period, diversity will expand resulting in a complex and rich mixture of ethnicities and cultures. These numbers translate into growth for the East Valley of over 280,000 people for a total of over 886,000 by 2020. Job creation is also expected to remain strong through 2020 with more than 809,000 new jobs in the Inland Empire and over 58,000 in the East Valley. New jobs require specific types of education while existing workers will continue to need to upgrade their skills (2A3).

In terms of K-12 education, the number of students will continue to rise over 17 percent with over 95 percent completing high school, but only about 35 percent will be prepared to enter directly into a four-year college. Two opportunities arise with these increases for the college: 1) help under-prepared high school students prepare for transfer, and 2) provide career/technical courses for students who wish to enter high paying jobs.

Madrid Consulting Group Scan

The Madrid Consulting Group conducted an environmental scan in 2004-2005 that developed profiles of the characteristics of the nine cities in the 28-mile radius surrounding the college from which the college enrolls at least 100 students. Nine towns and cities are in this area: Redlands, Yucaipa, Highland, San Bernardino, Mentone, Beaumont, Loma Linda, Banning, and Calimesa. The scan also revealed information about the top businesses in the feeder cities. Across the three measures of annual sales, number of establishments, and number of employees, the most prevalent industry sectors

were found in professional, scientific, and technical services; ambulatory health care services; food services and drinking places; and specialty trade contractors (2A4).

San Bernardino County Workforce Needs Surveys

These surveys were conducted in 2005 through a collaboration of San Bernardino County, Crafton Hills College, Chaffey College, and The Alliance for Education to identify the skills and qualifications needed for employment in the county. Over 450 surveys were returned with nearly 40 percent of respondents from the East Valley. Approximately 75 percent of businesses are expected to grow during 2006; however, one of their major challenges is finding employees with skills to perform well on the job. Skill gaps included not only technical or job-specific skills but also basic skills in reading, writing, mathematics, and the soft skills of teamwork, communication, and customer service (2A5).

COE Reports

The Center of Excellence (COE) is a grant-funded California Community College economic development program whose primary role is to conduct environmental scans and identify emerging workforce trends that offer opportunities for community colleges. COE research conducted during 2006 identified the following trends and opportunities:

- In the allied health field, careers with the highest number of new and replacement jobs by 2012 include respiratory therapy (502 positions), radiological technicians (394 positions), and emergency medical technicians and paramedics (383 positions).
- In the engineering field, careers with the highest number of new and replacement jobs by 2012 include civil engineering technicians (279 positions), surveyors (279 positions), and engineering technicians (276 positions), all of which require an associate degree. Positions requiring a bachelor's degree will also grow by an average of 30 percent.
- For computer information systems (CIS) jobs, more employers with these needs are moving into the Inland Empire. Over 2,700 positions in 389 firms currently exist in the region and nearly 1,500 new and replacement jobs are expected by 2012. The average wage for a skilled CIS professional is \$29.44 per hour. Not only is there a need for upgraded technical skills but employers seek soft skills such as interpersonal and communication skills, problem solving, and ability to work independently.
- In the finance, insurance, and real estate industry cluster, growth of 14 percent is expected by 2015 in the Inland Empire. Employers expressed interest in partnering with community colleges to create an associate degree program to meet their workforce needs (2A6).

College Response to Environmental Scans

The results from these scans demonstrate the region's demographic and economic growth over the next five years. The most prevalent educational needs include basic skills programs, transfer preparation, and job related skills in allied health, scientific, engineering and professional occupations, computer information systems, and finance and insurance. All of these fields require soft skills, which employers describe as

severely lacking among applicants. The college has responded in a variety of ways to meet the East Valley's needs.

One of CHC's foremost initiatives involves Title V grant activities (2A7). Through this grant, the college received funding to develop new and innovative programs, allowing dynamic responses to needs in the college's service area and beyond. The Husing Report pointed to significant needs in a growing and increasingly diverse population. Two of the major goals of the Title V grant are to increase CHC's role in serving Hispanic students and significantly expand basic skills and developmental education programs. As a result of grant-related activities, developmental education (i.e., basic skills) courses have increased significantly. Along with the increase in the number of offerings, the college is working to improve the persistence and retention rates of under-prepared students so that they complete college-level classes and ultimately receive certificates or degrees.

Specific activities completed since 2005 include:

- Creation and implementation of a new student orientation process
- Development of a learning community initiative including developmental education courses
- Curriculum review, revision, and development in mathematics and English developmental courses
- Faculty professional development
- Installation of new computer equipment and upgrades to existing equipment
- Implementation of SLOs with the assistance of an instructional assessment specialist.

Activities that are in progress include

- Development of a First Year Experience program and process
- Integration of writing, reading, and mathematics labs with instruction and counseling
- English as a Second Language (ESL) classes coordinated in partnership with San Bernardino Valley College and Redlands Adult School
- Integration of developmental education into career/technical education (CTE) courses
- Restructuring the Learning Resource Center (third floor of the library) to improve student services.

In response to the regional needs for allied health workers, the college has reaffirmed its commitment to preparing students for health careers by including these programs in the vision statement. In fact, one of the significant areas of focus is *to become the premier college in health care and public safety and health services careers*. In 2007, the curriculum for respiratory therapy was re-written so students will be able to complete the program within 18 months instead of two years. In addition, within the next five years, a new building will be constructed to house emergency medical services programs. The college continually seeks and has obtained additional grant funding to supplement apportionment. Perkins funds have also been dedicated to these programs, and most recently the college secured an equipment grant for the purchase of a human patient

simulator. The college has designated lab space for the simulator that will be used by all allied health programs.

In response to the need for improved transfer preparation, nearly every area on campus has revised, improved, and strengthened curriculum. The number of mathematics, science, and English classes has been increased. College-level courses in mathematics and English have been aligned with developmental classes based on SLOs and course content to provide better retention and student success. The Math Department has developed new courses in alignment with pre-engineering and engineering technology that will be initially offered in the spring 2009. The physical science area has added new courses in earth science and geographic information systems (GIS), while chemistry has excelled in continuous improvement of teaching and learning, showing consistently high rates for student retention and success. The English and Reading Department has developed new advanced level courses in literature and composition to increase the variety and rigor for English majors and general education. The Fine Arts Department has revamped its curriculum in art, theatre, and music to align with upper-division courses at four-year colleges and is developing relationships with local high schools and four-year institutions to increase the number of transfer students. Faculty in the Business and Information Technology Department have continually updated CIS certificates and courses to meet the needs of the business community. The newest certificates include Web Design and Web Maintenance, and the department's commitment to the CISCO Academy has continued. New programs are also being considered to address the needs in healthcare information technology, retail management, and insurance.

Partnerships with K-12

Crafton Hills College is an active participant in numerous regional partnerships. Three examples are the California Partnership for Achieving Student Success (Cal-PASS); the Alliance for Education, which includes the San Bernardino County business community and all levels of public schools; and a regional P16 consortium of district superintendents, which includes pre-school to university-level superintendents and presidents.

Cal-PASS

The California Partnership for Achieving Student Success (Cal-PASS) brings together K-12, community colleges and four-year colleges to share information and data. Through Cal-PASS student data are collected, analyzed, and shared in order to track performance and improve rates of success from elementary school through college. Current partners include California State University San Bernardino, Crafton Hills College, San Bernardino Valley College, Redlands High School, Yucaipa High School, San Geronimo High School, Eisenhower High School, Rialto High School, and representatives from the San Bernardino Unified School District. CHC faculty are involved in three Cal-PASS intersegmental councils: mathematics, English, and counseling.

The Mathematics Department has used this forum to establish solid matriculation with feeder high schools and to identify areas for improvement. For example, one project involved the backward mapping of college algebra to high school preparatory courses. The study identified topic areas that are originally taught in seventh and eighth grades but

need to be reinforced at the high school level. English has begun the process of developing ideas to better prepare high school students for college English courses. Counseling is currently involved in a project to develop intervention programs for students and their families to aid in the transition to and successful completion of the first year of college. The intended outcome of these associations is to improve the preparation of students moving from area feeder high schools to college.

Alliance for Education

The Alliance of Education is a partnership of more than 800 individuals from business, labor, government, education, and community-based organizations who are committed to producing a highly educated and skilled workforce. As a result of participation in the Alliance, many project-based learning pilots are in place throughout the county, and CHC has the opportunity to participate in or model these best practices (2A8).

District Superintendent Partnership

One project arising from the P16 consortium is the development of a common framework to share data among the partners regarding high school graduation rates, retention, and persistence. Sharing of data allowed the partners to identify where students were being lost so that they could work on how to improve the transitions from K-12 to colleges and universities.

Assessment Processes

The college has had success in assessing the majority of entering students to meet their diverse needs and to assure proper placement. Since 2000, the college has used the College Board's Accuplacer instrument for assessment. Assessment is mandatory for students enrolling in math, English, and reading courses. Students are then placed in classes at the appropriate level after meeting with a counselor and developing a student educational plan (2A9).

The college also has a challenge process for students who do not believe they have been accurately assessed. The Mathematics Department requires a student to provide transcripts of previous work and assessment results and then participate in an interview with a math instructor. For English, students are required to write a one-page argument explaining why they believe they possess the required skills and provide transcripts and assessment results. A full-time English faculty member then determines whether to grant the petition.

Campus Climate Survey Results

In spring 2008, a survey was distributed to faculty and staff across campus to assess their views about the campus climate. In response, the majority of employees stated that they agreed (54.7 percent) or strongly agreed (13.7 percent) that they are pleased with the quality of teaching and instruction. Forty-seven percent agreed or strongly agreed that the college identifies and seeks to meet the varied educational needs of its students through diverse programs (2A10).

Self Assessment

The college participates and will continue to participate in ongoing research related to workforce trends, demographic changes, and economic indicators and has used the results to assess, revise, and develop programs. Partnerships with K-12 and four-year colleges also help the college to identify student needs and find ways to address those needs.

Planning Agenda

- Continue to conduct environmental scans and use data to identify needed course and program changes.
- Support further implementation of Title V activities, including developmental education efforts.
- Continue to participate in partnership activities.

II.A.1.b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

A variety of delivery systems and modes of instruction are used successfully at CHC. The college values and encourages innovation in the classroom as well as through alternative delivery methods. Incentives are currently being offered for developing and offering online courses and learning communities. Further support is provided through professional development activities. Seminars and workshops have covered areas including developmental education, learning communities, and online pedagogy.

Face-to-Face Instruction

The majority of traditional students are served through face-to-face instruction, which continues to be college strength as evidenced by student evaluations and student success data. Best practices in teaching and learning are shared both formally through professional development workshops and informally through dialogue among faculty.

As a result of dialogue regarding best practices, CHC has established learning communities as a way of increasing student retention and success. Most of these learning communities currently include developmental education classes combined with a content area course and/or a student-success course. This effort began with a very successful pilot learning community in spring 2007; seven learning communities are scheduled for fall 2008, and there are plans to gradually increase such offerings each term (see Schedule of Classes for learning community descriptions [2A11]).

Online Instruction

Over the past four years, the college has expanded into the online education arena and now offers an average of a dozen fully online courses each semester. The move towards online classes had been a cautious one due to 1) a population of students who have not demanded online classes, 2) a lack of online support systems, and 3) the strong desire to ensure rigor.

Since online learning is a new venture for the college, every effort has been made to maintain high quality of instruction and effective instructor-to-student contact. In 2005, an external consultant assisted with the development of a strategic plan, and in 2007 college staff prepared an operational plan (2A12). The CHC Academic Senate discussed and accepted this plan in 2007. A key part of operations includes the oversight of the Educational Technology Committee (ETC) and the Curriculum Committee. All alternative delivery systems are required to provide means of meeting the content and communication goals of the traditional face-to-face delivery method. Addenda for course outlines submitted to these committees must include a description that spells out how rigor and student-instructor contact will be maintained in online courses. The approval process for online instruction was revised in 2007 and now includes three steps:

1. The instructor submits an initial interest form called “Intent to Teach Online” for review by the ETC. On this form, the instructor indicates which courses he/she wants to teach, lists professional development activities related to online instruction, and shows previous experience in teaching online. The ETC then decides if the instructor may pursue online teaching.
2. If the proposed course has not been taught online, an addendum is added to the course outline for review by the ETC and Curriculum Committee. This addendum must be approved before the course may be offered online.
3. To guarantee instructional quality, the instructor prepares approximately two weeks of course content, and the ETC reviews the course on Blackboard. A checklist is used to assess course quality.

To assist with course implementation, further support is provided by one or more members of the Educational Technology Committee, who monitor and mentor instructors teaching online for the first time. In spring 2008, stipends of \$500 were offered to encourage faculty members to prepare online presentations of courses. Thirteen faculty members responded and are eligible for the incentive; they will need to complete all three steps of the approval process to receive their stipends. The next steps will be to develop and offer enough courses and support services for students to earn a degree fully online.

An insufficient number of online courses have been offered at the college to warrant an institutionwide evaluation of their effectiveness. However, each course is evaluated through the process described above to ensure high quality instruction. Work is currently underway to assess online learning on a broader level.

Contract Education in Public Safety

The college has institutional service agreements with several public agencies to meet their training needs by offering credit courses. Currently cooperative agreements have been established for fire technology courses with San Bernardino County Fire Department, CalFire (formerly California Department of Forestry), and the U.S. Forest Service (2A13).

CHC is part of the Joint Powers Agreement with the San Bernardino County and City Fire Departments, which operate the new San Bernardino Regional Emergency Training Center. Funded by a \$12 million grant from the Federal Aviation Administration, the center is used for training fire fighting personnel from across the country (and some from other countries) in tactics for aircraft rescue and firefighting and disaster management.

Self Assessment

A variety of modes and delivery methods are employed to meet student educational and training needs.

Planning Agenda

- Continue to implement innovative face-to-face teaching methods and offer additional learning communities.
- Expand online and hybrid course offerings.
- Develop criteria and tools for evaluating online offerings.

II.A.1.c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Over the past five years, the college has moved from the *awareness* level to the *development* level in this area and is making significant progress towards the *proficiency* level in regards to using student learning outcomes as a part of increasing institutional effectiveness. In fact, in the recent campus climate survey, over 46 percent of employees agreed or strongly agreed that the college uses data to identify student learning needs and to assess their progress towards outcomes (2A10).

The initial steps forward began with institutional dialogue and exploration of different models for implementing SLOs through participation in professional development activities. The following events provided valuable knowledge for designing and implementing SLOs:

- Faculty and managers attended the Student Learning Outcomes and Assessment Workshop sponsored by the RP Group and held at Riverside City College in 2002.
- Faculty attended the Course Embedded Assessment workshop held at Mt. San Antonio College in 2003.
- Faculty attended the Making Student Achievement Visible workshop in St. Paul, Minnesota, in 2003.
- Faculty and managers attended the Student Learning Outcomes workshop sponsored by the RP Group in San Diego in 2003.
- Faculty attended the Assessment Worth Doing Summer Institute, sponsored by the RP Group in Berkeley in 2005.

The initial work on SLOs began in 2003 in pockets across campus including the Physical Science Department, Business and Information Technology Department, and

Communication and Language Department. To further support the efforts to implement SLOs, a full-time faculty member was hired in September 2006 as an instructional assessment specialist. This person works primarily one-on-one with other faculty to implement the cycle for assessing and improving learning. He has also overseen the implementation of eLumen software, which allows documentation and tracking of the assessment process (2A14). Whenever appropriate, workshops and retreats continue to occur with the primary goal of allowing faculty time to deliberate and develop SLOs. In addition to five customized on-campus workshops, faculty and managers attended a workshop conducted by Norena Badway, a nationally recognized expert in educational assessment, in 2006. A year later, faculty and administrators participated in the Accreditation Institute, sponsored by the statewide Academic Senate.

To support the process at an organizational level, the Student Learning Improvement Cycles Committee (SLIC) was established in February 2006 (2A15). The committee took on the task of creating the necessary supporting documents to assist faculty in formulating observable and measurable course and program learning outcomes and integrating authentic assessment tools to measure them. By the end of 2007, this work was assumed by the Instructional Management Team in order to further facilitate the assessment process. The vice president of instruction and deans now administer the process and work with the assessment specialist to guide implementation.

Spirited dialogue and reflection continue to be an essential and dominant part of the implementation process. A concerted effort has been made to establish and maintain faculty ownership of assessment, analysis, and resulting improvements. College management is fully committed to achieving progress while preserving faculty independence and the college continues to make significant strides. Approximately two-thirds of the college's disciplines had completed program level SLOs by fall 2007 with the remaining third to be completed in spring 2008. A majority of disciplines (26 of 38) have at least one course-level SLO prepared, and half of the disciplines have settled on assessment methods. Currently six disciplines are conducting assessments, with some actually beginning a second (or later) round of assessments. The Office of Instruction has set a timeline with target dates for further SLO development and implementation. The chart below summarizes the status of the learning assessment cycle on campus.

Department / Area	Program SLOs Defined	Course SLOs Defined	Assessment Methods Defined	Assessment Conducted	Results Analyzed and Used for Improvement
General Education Outcomes	13 General Education SLOs developed since 2004 and adopted in Spring 2006	Outcomes have been mapped to individual courses for 11 of the 13	Methods have been developed for 11 of 13	Assessments to begin in 2008-09 Academic Year.	
Accounting	Yes	Initial mapping to courses to be	Assessments to be developed by Fall 2008		

		completed by Fall 2008			
Admin of Justice	Yes	Initial mapping to courses to be completed by Fall 2008	Assessments to be developed by Fall 2008		
American Sign Language	Yes	Initial mapping to courses to be completed by Fall 2008	Assessments to be developed by Fall 2008		
Anatomy	Yes,	Mapping to courses to be completed by Fall 2008	In development, to be complete by May 1 st	Assessment to begin in Fall 08	
Anthropology	Yes	Mapping to courses to be completed by Fall 2008	Assessments to be developed by Fall 2008		
Art	Yes	Art 101, 102, 105, 120, 124, 132	Assessment activities have been discussed, but not yet formalized		
Astronomy	Yes – for Physics and Astronomy	ASTRON 150, 160	Assessments to be developed by Fall 2008		
Biology	Yes	Mapping to courses to be completed by Fall 2008	In development to be complete by May 1, 2008	Assessment to begin in Fall 08	
Business Adm.	Yes	Mapping to courses to be completed by Fall 2008	Assessments to be developed by Fall 2008		
Chemistry	Yes	Chemistry 101, 150, 151	Developed shared, embedded assessment	Assessment occurs each semester as an ongoing assessment cycle	Redesigned instruction to focus on deficit areas
Child Development	Yes, <ul style="list-style-type: none"> • Master Teacher • Teacher • Associate Teacher • Early Learning 	CD 105, 112, 126, 132, 205x2, 250	Developed Assessments for the following Courses: CD 105 CD 112	Assessments for CD 105 Spring 08; CD 112 data from Fall 07 to be assessed.	

	Site Supervisor • AA Degree				
Computer Information Systems	Yes	CIS 101, 111, 114, 140, 141, 142, 165, 166	Developed Assessments for CIS 101	CIS 101 Assessed in Fall 07 and Spring 08	Redesigned instruction for CIS 101
Economics	Yes	Mapping to courses to be completed by Fall 2008	Assessments to be developed by Fall 2008		
Emergency Medical Services	Yes EMT Basic and Paramedic	EMS 020, 151	State required performance assessments exist, but have not been mapped to SLOs.		
English	No	ENG 914, 015, 101	Assessments have been developed for ENG 914, 015, 101	ENG 015 was piloted in Fall 07, Assessments for ENG 914, 101 to take place in Spring 08.	Analysis scheduled for Fall 2008
Fire Academy	Yes	Mapping to courses to be completed by Fall 2008	Assessments parallel state required performance assessments	Assessments to commence in Fall 08	
Fire Technology		FIRE 100, 101, 102, 106, 115	Assessments have yet to be formalized, but parallel state-required performance assessments		
Geography	Yes – for Env. Science	GEOG 110, 111, 114, 119, 120, 126, 175	Assessment embedded in course exams and assignments	Embedded assessment in exams since 2006	Analysis scheduled for Fall 2008
Geology	Yes – for Env. Science	GEOL 100, 101, 112, 113, 150, 160, 170, 175, 246, 250, 251, 260, 270.	Assessment embedded in course exams, labs and assignments.	Embedded assessment in exams since 2006	Analysis scheduled for Fall 2008
Health Education	SLOs defined for Nutrition and Health	Health 102, 263 PE/I 070	Assessments have been discussed but not formalized.		
History	Yes, Program SLOs developed and.	HIST 100, 101, 160, 161, 170,	Assessment plan for History courses in development, to	Assessment to commence in Fall 08	

		171	be completed by May 1, 2008		
Journalism	No				
Learning Resources	N/A	CHC 100	Assessments to be developed in Summer 08, including Learning Communities incorporating CHC100	Assessment to commence in Fall 08	
Library Science		LIBR 100	Assessment activities have been identified	Assessment to commence in Fall 08	
Marketing	Yes	Mapping to courses to be completed by Fall 2008	Assessment activities to be developed by Fall 2008		
Mathematics	Yes	Math 942, 952, 090, and 095	Assessments have been developed for Math 942, 952, 090 and 095	Assessments for MATH 942 have been piloted in Fall 06, Fall 07	Analysis scheduled for Fall 2008
Microbiology	Yes	Mapping to courses to be completed by Fall 2008	In development, to be complete by May 1, 2008		
Music	Yes	Mapping to courses to be completed by Fall 2008	Assessment activities identified, but need to be completed by May 1, 2008		
Oceanography	Yes – for Env. Science	OCEAN 100, 101	Assessment embedded in course exams		
Philosophy	Yes	PHIL 101, 105	Assessment strategy identified	Assessment to commence in Fall 08	
Physical Education	Yes, Program SLOs developed for Fitness courses as well as skills-based courses	PE/I 120, 148, 159, 130 PE/I 105, 106, 108, 127, 155, 168, 200 PE/I 143, 130, 163, 199, 174	Assessment for Total Body Fitness and Skill courses developed	Assessment to commence in Spring 2008	
Physics	Yes	PHYSIC 100, 110, 111, 200, 201	Assessment activities to be developed by Fall 2008		
Political Science	Yes	POLIT 100, 104.	Assessments currently in	Assessment to commence in	

			development, to be completed by May 1, 2008	Fall 08	
Psychology	Multiple SLOs defined, but lack consensus within department	PSYCH 100	Assessment activities suggested, but not yet defined		
Radiologic Technology	Yes	Mapping to courses to be completed by Fall 2008	Assessment activities developed but not yet linked to SLOs		
Reading and Study Skills	N/A	READ 925, 956, 078	Assessment activities have been defined and developed for READ 925, 956, 078	Assessment of READ 925, 956, 078 are being carried out in Spring 08	
Religious Studies	SLO statements are drafted, but need to be further developed		Assessment strategy identified, but needs further refinement		
Respiratory Care	Yes	Mapping to courses to be completed by Fall 2008	Assessment activities to be developed by Fall 2008		
Sociology	Program SLO statements have been developed but need to be refined	SOC 100, 141, 105, 150, 130	Discussions regarding activities occurred and a pilot assessment activity occurred in Spring 06		
Spanish	Yes	SPAN 101, 102, 103, 104, 015	Assessment activities in development, to be completed by May 1 st	Assessment activities to be carried out in Fall 2008	
Speech Communication	Yes	SPCH 100, 110, 111, 135, 140, 145, 174	Assessment activities in development, to be completed by May 1 st	Assessment to commence in Fall 2008	
Theater Arts	Yes	THART 120, 133, 140, 220	Assessment activities have been discussed at length, but not yet formalized	Assessment to commence in Fall 2008	
Work Experience	Yes		Assessment activities developed and mapped to courses	A pilot assessment of Fall 06, Spring 07 data was	

				discussed but not carried out	
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Examples

Faculty who have been the earliest to adopt outcomes-driven assessment and completed SLO cycles have made changes to curriculum and seen improvements in student learning. As an example, since 2003 chemistry faculty have assessed five program-level SLOs and made changes to their instruction as well as changing course texts to address deficits in student learning. Computer information systems faculty have introduced a variety of assessment activities into their courses and re-vamped their feeder course, CIS 101, to reinforce fundamental skills that students build upon in later courses. The department has also instituted an electronic response system that allows for immediate learning assessment and feedback for instructors as well as students.

Self Assessment

The college is in the *developmental level* and is moving towards *proficiency*. An institutional framework has been established complete with a timeline for moving forward. A full-time assessment specialist helps facilitate the process and is available to work with other faculty to establish all phases of the learning improvement cycle. Existing organizational structures and leadership groups such as the Academic Senate and instructional management team support the implementation of SLOs and have taken responsibility for making progress. In some areas, the results of assessment are being used for improvement. In many areas, course outcomes are aligned with program and degree outcomes. The 2008-2009 catalog will include program-level outcomes so that students are aware of the expected outcomes for their studies.

Planning Agenda

- Continue to set goals in each program area for completing the full student learning improvement cycle.
- Continue dialogue about SLOs.
- Institute widespread dialogue about assessment and use of results by setting aside a portion of each in-service day for discussion.
- Continue supporting retreats where faculty deliberate and devise SLOs for their respective areas.
- Continue to use eLumen to document and share progress and results.

II.A.2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

Descriptive Summary

The college's Educational Master Plan guides the direction of courses and programs offered in the name of the institution (2A16). The college envisions itself as *the premier college for public safety and health service careers*. Quality and continuous improvement are inherent in this vision, which requires a commitment to helping all students succeed, even if they enter at the pre-collegiate (i.e., developmental) level. In fact, the college's mission statement includes this dedication to a supportive and high-quality learning environment. Since the Educational Master Plan has provided a clear focus, college leadership is now in the process of developing an enrollment management plan that provides the foundation for achieving growth targets while maintaining quality and fiscal responsibility.

II.A.2.a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

Design of courses and programs

CHC has an established procedure for creating and revising courses and programs. The faculty is responsible for the design of programs and initiates the process of course and program development based on analysis that combines student needs, program review, and consideration of the Educational Master Plan. According to the most recent campus climate survey, over 62 percent of respondents agreed or strongly agreed that the college recognizes the central role of faculty in assuring quality of instruction (2A10).

The Curriculum Committee, a standing committee of the Academic Senate, reviews all curricular documents (e.g., requests for new programs or courses, program and course revisions and deletions) (see *Curriculum Committee Bylaws* [2A17]). This committee includes faculty from many different disciplines; the college articulation officer, who is a counseling faculty member and serves as a bridge between student services and instruction; and non-voting administrative representatives, including deans, who offer an administrative perspective, and the vice president of instruction, who serves as a resource for the committee and provides oversight for the entire curriculum process. Thus, the college's procedure for development and review of its curricula ensures that the faculty exercise primary responsibility for all relevant decisions.

Faculty members initiate the process by which new courses are developed and existing ones are modified by departments. The proposals are then presented to the Curriculum Committee. Each proposal for a course or program is first assigned to a content subcommittee, which reviews course content, objectives, and level of rigor. The full committee then evaluates justifications for a new course, how the course fits into the college vision and mission, and the impact of the proposed course on the program, department, campus, and students (see *Curricunet Handbook* [2A21]).

During the review process, interested faculty can view all comments made by Curriculum Committee members and the articulation officer. Once the approval process is completed, the Curriculum Committee votes and sends its recommendations to the vice

president of instruction, who then submits it as an agenda item for board of trustees' approval. After formal approval, the proposal goes to the catalog specialist, who ensures that changes are entered in the catalog and the schedule of classes (see Curriculum Curricunet Handbook [2A18]).

At the beginning of the fall semester, all faculty members receive information about curriculum procedures in the form of a handbook (see Curricunet Handbook [2A18]).

Identification of Student Learning Outcomes

The SLO process has consistently involved faculty. While administrators guide the process, it is faculty who write SLOs for courses or programs. The Student Learning Improvement Cycles (SLIC) Committee initially took on the task of overseeing the development of SLOs. By the end of 2007, this work was assumed by the instructional management team in order to further facilitate the assessment process. The vice president and deans of instruction now administer the process and work with the instructional assessment specialist to guide implementation. Curriculum Committee members held a number of discussions regarding the best way to incorporate student learning outcomes into the course outlines of record. The ultimate decision was to include program-level SLOs in the catalog and course and program-level outcomes on syllabi. Moreover, faculty will submit course and program SLOs for all new and revised curriculum.

Course and Program Approval Process

All curriculum additions or changes must be approved by the Curriculum Committee. Course outlines of record must meet the standards established by Title 5 for community college course offerings. For degree-applicable courses, outlines must include writing and critical thinking skills as appropriate (see Curricunet Handbook [2A21]). All course outlines are updated at least once every six years to remain current. Alternative delivery methods, specifically various methods of distance education, must go through a separate approval process showing how all of the material, methods of instruction, and methods of communication will be met by the delivery method (see Curriculum Handbook [2A21], "Distance Education" Appendix). All curriculum courses and programs are submitted to the board of trustees for approval.

In spring 2005, in order to make the curriculum approval process more efficient and more transparent, the college adopted the use of the Curricunet program for the submission and approval of course outlines and programs. The Curriculum Committee chair, the articulation officer, the dean of program development, the vice president of instruction, the dean of economic development, and two faculty members on the curriculum committee were responsible for the initial implementation of Curricunet in the curriculum approval process.

In fall 2006, after several training sessions and tests, Curricunet was in full implementation after several training sessions and tests. During the spring of 2007, revisions were made to the approval process based on suggestions from Curriculum Committee members and other interested faculty.

The Curriculum Committee establishes a deadline for the submission of proposals and communicates this date to the faculty at the end of the spring semester and again at the start of the academic year.

Administration and Delivery of Courses and Programs

In spring 2005 the Academic Senate formed an ad hoc Scheduling Committee to provide a forum for dialogue about scheduling patterns and how best to meet student scheduling needs. As a result of this dialogue, scheduling patterns were developed and implemented along with a collaborative process for assigning time blocks and rooms. The scheduling process is now a coordinated effort by faculty chairs, deans, and the Instruction Office. Initially, chairs work with their department members to put together a tentative schedule. Then, a half-day meeting is held where chairs and deans work out where and when classes will be scheduled.

Over the past year, special consideration has been given to aligning the scheduling of courses in humanities, science, and math. With the input of counselors and students from the Associated Students of CHC, the Scheduling Committee reviews course scheduling to make it easier for students to build schedules that offer classes in various patterns that are convenient for students and that also use rooms efficiently.

Cancellation policy

In fall 2007, the instructional management team developed a revised cancellation policy. Courses with fewer than 20 students are reviewed against a set of criteria: 1) need for completion of a degree or certificate, 2) last time course was offered, 3) newness of course offering, and 4) options available for students to add another section. Discussions occur among the department chair, the dean, and the vice president of instruction to make a final determination. The goal is to remain fiscally responsible while canceling as few classes as possible.

Evaluation of Courses as Part of Program Review

Evaluation of courses is carried out during program review, when disciplines and departments examine enrollment patterns, retention and success data, internal and external influences, and strengths and weaknesses. Program review and long-range and annual planning are now part of a well-integrated, comprehensive model anchored by a revised mission statement and an educational master plan. This program review model, developed by the Planning and Budget Committee, has been designed to be regular, systematic, and useful as a basis of annual planning and budgeting.

Program review now requires that each identified unit conduct a program review at least once every four years. Career and technical programs are reviewed every two years. Standards have been developed for academic disciplines that include such measures as purpose relative to college mission, program access, student learning outcomes (SLOs), perceived strengths and weaknesses relative to SLOs, student success, program innovations, program improvements, trends, and plans. The Planning and Budget Committee has developed rubrics for measuring progress and identifying areas that need

attention. User-friendly data to support findings are made available to those completing program reviews and annual plans. This program review model encourages participation from all full-time persons in each unit (usually a department) by their having access to all relevant data and signing off on participation (*Program Review Rubrics* [2A19]).

Program Effectiveness of Distributed Education

All proposals to deliver instruction by alternative modes are required to include a description of how the content and communication goals of the standard face-to-face delivery method will be met through the alternative mode. Proposed online courses are evaluated according to the standards articulated in the college's Distributed Education Plan (2A20). To guarantee the quality of instruction, the instructor prepares approximately two weeks of course content, which the ETC reviews on Blackboard. A checklist is used to assess course quality. Currently, the district Office of Distributed Education is responsible for establishing a method for delivering student evaluations for all online classes for program improvement.

Self Assessment

The college is currently at the *developmental* stage for institutional effectiveness and working toward *proficiency*. The curriculum process engages faculty at the most important points in the development and review of curriculum. The use of Curricunet for the submission and approval of course outlines and programs ensures that the appropriate discipline faculty and administrators have access to both the outlines and the approval process. The revised program review process was initiated in 2007-2008.

Planning Agenda

- Continue to engage and rely on faculty to develop and review curriculum.
- Continue dialogue about courses and programs through the curriculum approval process.
- Continue implementation of the program review process and make improvements where needed.
- Move forward on the implementation of SLOs as part of program assessment and improvement.
- Develop and implement an enrollment management plan to help guide course offerings and scheduling.
- Make revisions to online course evaluations to more fully determine program effectiveness.

II.A.2.b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The college's procedure for developing and reviewing its curricula ensures that the faculty exercise primary responsibility for all relevant decisions.

The curriculum includes requisite skills students need to succeed in their future goals, whether that means transferring to a four-year institution or entering a career field. In career/technical areas conditions that students will experience in their areas are replicated as much as possible to provide real-life experiences. External sources that provide information about competency levels include colleagues from four-year colleges, advisory committee members, national organizations, legislative updates, and research reports such as environmental scans. Faculty members then work with external partners to identify the requisite competencies and outcomes needed for students to succeed in the next step of their education or career.

The college's Curricunet Handbook outlines the procedures for curriculum review and revisions (2A21). Discussion at the department level is the first step to determine when course or program revisions are needed. Faculty determine what changes are needed to the curriculum and/or program and whether new objectives and outcomes are required. Faculty may consult with colleagues, their division dean, and the vice president of instruction about proposed changes.

Once discipline faculty members decide to make changes, they submit course outlines via Curricunet for review by all interested parties, any of whom may enter comments on any aspect of the proposed outline (2A18). Curriculum Committee members then review and determine whether to approve course revisions and additions. Part of this review process involves an informal presentation to the Curriculum Committee by a faculty member from the discipline to address the reasons for the changes (2A21). Committee members rely on faculty expertise to explain such matters as the need for new skills and outcomes or new teaching methodologies, the alignment of the change with the college vision and mission, the target audience for the course, and the critical thinking requirement. After a dialogue among all committee members to make sure issues are adequately addressed, faculty members vote on whether to approve the changes.

One example of this process can be seen in the current development of a pre-engineering program. The discussions about the potential for this new program began in 2006-2007, when the chair of the Physical Science and Mathematics Department was approached by several area businessmen, who indicated that there is a lack of trained surveyors and asked whether CHC could help fill the void. This request initiated internal discussions in 2006-2007 and a sabbatical project by a key mathematics faculty member in spring 2007 that focused on contacting local four-year institutions with engineering programs and exploring a possible association between them and CHC (2A22). The internal discussions found solid support in the sciences, mathematics, and administration for beginning the surveying program and exploring a full pre-engineering program. The surveying curriculum was passed by the Curriculum Committee in spring 2008. Discussion with the two local engineering schools, the Bourns College at the University of California Riverside and Cal Poly Pomona has revealed a desire for transfer students from CHC. As of April 2008, the key mathematics faculty member is working to develop a partnership with the Bourns College of Engineering.

Another recent example comes from CHC's respiratory care program. Through its partnerships and communication with industry representatives, faculty in the program became aware of proprietary schools offering the same degree as that offered by CHC in just 18 months. Further research showed that students were willing to pay up to \$30,000 to be able to enter the workforce in this abbreviated time period. As a result, the faculty explored the possibility of changing how the program was delivered. Respiratory care faculty, in conjunction with their advisory committee, determined how the program could be transformed and offered in 18 months in order to meet the needs of students. In the review of curriculum, course content was changed and adjusted to maintain proper sequence and scaffolding of skill development. In some cases courses were combined. One of the benefits arising from the revisions came from the replication of actual working conditions. Students will complete 12-hour days during their clinical practice, which is the same requirement they will have when they enter the workforce. The program was submitted to the Curriculum Committee in fall 2007 and approved the following spring. It will be implemented in July 2008.

Assessment of Progress

The college evaluates learning effectiveness through measurement of learning outcomes and feedback from industry and educational partners. Since career/technical programs have required competency levels based on statutes and industry standards, SLOs must align with these levels and requirements. The college's participation in Cal-PASS, which involves faculty in English, mathematics, and counseling, is intended to improve the alignment of high school exit skills with college entry skills in English and math so as to ease the transition for students from one segment to another.

Self Assessment

Input from external partners and advisors, contacts with four-year colleagues, and results from environmental scans provide faculty with sufficient information for them to make changes in programs and courses that enhance student preparation to transfer or enter a career field. Student progress is assessed through the achievement of SLOs and feedback from external partners.

Planning Agenda

- Continue to engage and rely on faculty to develop and review curriculum.
- Continue to have dialogue about courses and programs through the curriculum approval process.
- Continue implementation of the program review process
- Continue dialogue with advisory committees.
- Continue partnership in Cal-PASS.
- Continue development of the learning assessment cycles until 100 percent participation is achieved.

II.A.2.c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

Descriptive Summary

Crafton Hills College ensures quality instruction through its high quality faculty, curriculum review processes, establishment of appropriate course patterns and sequencing, and an integrated approach to teaching core competencies.

Hiring, Professional Development, and Evaluation

All hiring and evaluation processes for CHC faculty involve faculty and focused applicants' ability to teach effectively. These procedures ensure that faculty members meet or exceed state minimum qualifications in their disciplines and possess good teaching skills. Once employed, both tenure-track and adjunct faculty have the opportunity to participate in a variety of professional development activities. Last year 68 full-time and 45 part-time faculty participated in professional development activities.

To ensure the quality of instruction, non-tenured faculty are required to be formally evaluated once a year. Standard evaluations include a survey of students in all classes, a self-evaluation, peer evaluations, and an evaluation by the dean of the division (2A23). Adjunct faculty are evaluated during their first semester and once every six semesters thereafter. After the deans collect and review the evaluation materials, they summarize their findings and prepare a written evaluation. Tenured faculty members conduct student evaluations in their courses once during their three-year evaluation cycle. Feedback from the evaluation process is used to enhance the quality of instruction (see IIA1b for a detailed description of the evaluation process for faculty).

Program Breadth, Depth, and Rigor

Program breadth is evidenced in the college's requirements for degrees. Among these requirements are the newly revised general education requirements for the AA and AS degrees. The requirements for certification in career/technical programs are regularly reviewed and revised based on the input of external sources as well as data regarding student progress. The college adheres to nationally accepted norms for collegiate-level work; the norms require a minimum of 60 semester credits and a minimum cumulative grade point ratio of 2.0 (of possible 4.0) for all AA and AS degrees (*CHC Catalog 2007-2008*, p. 49 [2A24]).

Course outlines of record indicate depth and rigor of courses. Course syllabi and published individual program competencies also reflect breadth, depth, and rigor. The Curriculum Committee's process for course approval also provides assurance of a course's breadth, depth, and rigor. This process places faculty in a central role in assuring the quality of courses (described in II.A.2.a above). As noted above, Curricunet allows dialogue about breadth and depth among all who review course proposals. In fact, since the last accreditation visit the college has had continuing dialogue about majors and where appropriate has moved from *recommended* courses to *required* courses.

Revisions to general education requirements have also ensured more breadth, depth, and

rigor. The review and revision of the general education program began with a discussion leading to the development of a philosophy of general education and culminated in a rigorous general education program that now includes specific requirements for oral communication, critical thinking, diversity, and multiculturalism. Also, in 2005 the Academic Senate recommended, and the board of trustees approved, raising the associate degree requirements for math to one level below college algebra and for English to freshman composition.

In addition, many of the college career/technical programs, such as respiratory therapy and emergency medical services, meet or exceed standards set by external review and program accreditation bodies, further ensuring appropriate depth and rigor of these programs (2A25).

Appropriate breadth, depth, and rigor are further evidenced by the CHC courses that are articulated with the University of California and the California State University campuses as well as with private universities. Currently, 375 courses articulate with either CSU or UC or both, and 22 new courses will be added to the 2008-2009 catalog. Of these, over 135 courses are approved for Intersegmental General Education Transfer Curriculum (IGETC) and over 170 are approved for CSU General Education breadth requirements. The college's articulation agreements cover all 23 CSU campuses and 8 UC campuses and help ensure a smooth transition for transferring students. In addition, CHC has complete articulation agreements with 15 private and independent universities including Loma Linda University, the University of Redlands, and the University of Southern California (2A26).

The Crafton Honors Institute (CHI) is another option for high achieving students planning to transfer (2A27). The Institute provides motivated students an opportunity to pursue scholarly interests in specific disciplines, participate in a unique intellectual atmosphere with their peers, and interact with faculty in an enriched academic environment. As the CHI continues to grow, participating students will benefit in their transfer pursuits as an "H" designation on their transcripts will boost their eligibility at four-year colleges.

Course Sequencing

Appropriate course sequencing is overseen by the Curriculum Committee and is established according to the district policy for prerequisites, corequisites, and recommended advisories, through the content review process and by review of data on retention and success. Where appropriate, sequencing may also be influenced by external accrediting and review bodies.

Timely Completion of Programs

As noted in Section II.A.2.a (above), scheduling conversations within departments and between department chairs and deans ensure that sufficient numbers of courses and sections are offered each semester to allow students to complete a course of study in a timely manner. Since fall 2007, evening and online sections have been expanded. Each semester a variety of courses is available to satisfy the general education requirements for

associate degrees so that when students are not able to take a first-choice class, another is available that satisfies that general education requirement. For students who are able to attend classes in June and July, the summer schedule has also been expanded to over 120 sections covering a broad variety of subjects to meet student needs.

Of special concern are developmental students who need two to three semesters of developmental (i.e., basic skills) coursework to reach college readiness. Students entering CHC with the need for pre-collegiate work are well served throughout the year. As a result of the college's Title V grant and the efforts of English and mathematics faculty, a full range of developmental education courses is offered. In addition, pre-requisites in reading, English, and mathematics have been established to further promote student success. AARC data show an increase in the college's successful course completion rate for basic skills from 54.5 percent in academic year 2004-2005 to 59 percent in academic year 2006-2007 (2A1).

While dialogue about the implementation of a compressed calendar has occurred districtwide, CHC has found that the 18-week semester allows the flexibility to schedule in a variety of short-term and late-start classes. For example, students can begin 3 weeks after the start of the semester to complete 13-week sessions in such courses as Elementary Algebra, Nutrition and Health, Economics, Introduction to Reading, and Intermediate Composition. Courses including Intermediate Painting, Critical Thinking through Argumentation and Debate, and Medical Terminology are offered in 9-week sessions. During summer session, all classes are scheduled in patterns ranging from 5 to 8 weeks.

Various methods are used to communicate scheduling options to students. Along with the array of classes in each semester's schedule, recommended sequences for English, reading, and math are illustrated in respective diagrams. Counselors use fact sheets with departmentally recommended course sequences to help students develop education plans. Beginning in 2008, two-year sequences for each discipline will be outlined and listed in the catalog to facilitate student planning.

Additional Options

Additional avenues are available to students wishing to accelerate their progress through an instructional program. These include credit-by-examination, credit for military experience and training, the pre-requisite challenge process, acceptance of units transferred from other regionally accredited institutions, and credit for advanced placement exams. Distributed education modes such as online, hybrid, and televised sections are also available (2A11).

Synthesis of Learning

The college uses a number of different opportunities for students to synthesize learning. In most career/technical programs, clinical, field, and internship experiences provide capstone opportunities to integrate skills and abilities learned throughout the program.

One of the goals of the general education revisions was to incorporate collegewide outcomes throughout the curriculum, thereby strengthening and reinforcing a set of core competencies among graduates. As a result, faculty will embed these fundamental competencies into the student learning outcomes for their courses. During the spring of 2008, the college held a retreat for faculty to develop assessment methods for general education outcomes. Developing measurement activities has been scheduled for fall 2008.

Self Assessment

High-quality faculty, curricula, and instruction come together to provide students with a high quality education. Students can successfully complete their college goals through multiple-course options for fulfilling requirements, diverse delivery modes, and alternative methods of gaining college credit equivalency.

Planning Agenda

- Develop content courses for basic skills students.
- Expand weekend and evening offerings.
- Continue pre-requisite validation studies to ensure student success.
- Continue review of majors to determine the appropriate number of units for completion.
- Continue implementation of two-year scheduling pattern to assure students know when courses will be offered.
- Develop measures for general education SLOs developed in spring 2008.

II.A.2.d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The college provides an array of modes for delivering courses: face-to-face lecture, laboratory, multi-media, and distance learning (i.e., online, television, and hybrid). Instructors employ myriad teaching methodologies, as described in Standard II.A.1.b (above), and the curriculum approval process encourages a diversity of both instructional and assessment methods (see *Class Schedule, Spring 2008* [2A11]).

Faculty members at CHC have demonstrated a consistent interest in addressing diverse student needs and learning styles. The college has supported faculty understanding of learning styles and abilities by offering professional development by experts including Hunter Boylan and Rita Smilkstein (2A28). Boylan is the director of the National Center for Developmental Education and former director of the [Kellogg Institute](#). He shared his practical experience working with learning centers and developmental programs with faculty at CHC. Rita Smilkstein's area of expertise is teaching-learning theory based on both classroom and brain research and how to teach according to the brain's natural learning process. Smilkstein talked to CHC faculty about how to apply the brain's natural learning process to curriculum development and instructional methods across the

disciplines. As a result of these types of presentations, faculty and administrators continue to engage in dialogue about learning styles and multiple intelligences, and some instructors use learning style instruments as part of their courses.

In an effort to offer courses that address different levels of scholarly interest, the college has implemented an Honors Program. The Crafton Honors Institute (CHI) is another option for high achieving students planning to transfer (see II.A.2.c above). A course is designated as honors level when it has met the following criteria: 1) has either higher level objectives or additional objectives and 2) contains at least three of the following: additional projects in reading, writing, oral presentation, and/or service projects.

As noted above, students' diverse needs are addressed through a variety of delivery modes including learning communities, practical application, multi-media, distance learning, study abroad, and other methods.

Learning Communities

For some classes, traditional disciplinary approaches to learning are being integrated into learning communities, which engage multiple perspectives of thematic content by joining two or more classes and introducing enrichment experiences. The college offered its first learning communities in spring 2007. Students enroll in the same two or more classes, and faculty members collaborate to integrate the content and assignments of those classes to provide all participants with an enriched learning experience. Learning communities give students an active, experiential way of absorbing and applying knowledge and concepts while developing social and intellectual relationships with other students and with faculty members.

Practical Application

Practical application of principles and concepts is provided through a number of opportunities for students including internships, clinical practice, field trips, independent study in science, work experience, and on-campus projects such as fine arts productions. Faculty monitor students through guided internships, mentoring, and direct supervision as students apply skills learned in classroom and laboratory settings. Many career/technical courses provide actual training experience for students at community-based agencies and institutions such as hospitals, clinics, elementary school classrooms, and child development centers. In each of these instances, every student has a preceptor/mentor who is currently employed in the field. Through the college's Work Experience program, students have the opportunity to apply classroom learning in an actual work environment.

Multi-Media Technology

Many faculty members have incorporated multi-media technology into their classrooms, including electronic projection of Websites, computer-generated presentations designed by instructors, clickers for instant assessment to engage students in discussion, and online discussion boards. Over a dozen "smart" classrooms are equipped with computers, projectors, and instructor workstations, with another six scheduled to be upgraded during summer 2008 (2A29). These multi-media technologies are used in addition to traditional approaches to instruction.

Distance Learning

Distance learning occurs when a student learns at a location separated from the instructor but is connected electronically. The college provides students opportunities to access courses and programs through distributed learning technologies at any time and from anywhere. Course offerings through interactive television, cable television, and the Internet are designed to combine individual and group activity with interaction among students and between students and instructors. Within the limits of available resources, credit courses and continuing education offerings are made available to students who are qualified and are committed to pursuing post-secondary education but who are not able or do not prefer to attend as on-campus students.

Study Abroad

The Southern California Foothills Consortium, one of various such consortia around the state, includes ten Southern California colleges. Every fall participating students attend a 12-unit semester course of study in London and every spring in Salamanca, Spain. Although they may choose general education courses, students are encouraged to take courses that explore the unique culture of the host country. Students also often travel throughout Europe while there, often on consortium provided trips. The program, administered through Citrus College, requires that all participating advisors are in close contact with one another to plan each semester and develop long-term relationships with faculty at other colleges. Citrus College course credit appears on the transcript of all attending students. The program provides financial aid for anyone who applies. Typically Crafton Hills College has anywhere from 3-20 students attending each semester (see *Study Abroad* program brochure [2A30]).

Self Assessment

The college provides a broad range of delivery systems and modes of instruction. The many opportunities for teaching and learning described above demonstrate the multiplicity of efforts of the college to respond appropriately and effectively to the diverse educational needs of its students.

Planning Agenda

- Continue to develop and offer online services and additional resources.
- Expand schedules to include additional evening courses and weekend courses.
- Expand the number of learning communities offered.
- Continue to offer practical experiences for students.
- Expand the College Honors Institute.

II.A.2.e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

II.A.2.f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Descriptive Summary

The college uses two mechanisms for the systematic review of courses and programs: a review of all courses at least once every six years and program review.

Courses

All credit courses are reviewed at least once every six years. Current courses are reviewed for the appropriateness of the course objectives, the currency of content and pedagogy, and their alignment with programs (Curricunet Handbook [2A21]).

Programs

Program review and long-range and annual planning are now part of a well-integrated, comprehensive model tied to a revised mission statement and an educational master plan. This process provides the foundation for budgeting decisions.

The Planning and Budget Committee has developed a streamlined program review model and an annual planning and budget allocation process integrally linked to program review. The program review model requires that each unit (most often a discipline or department) conduct a program review at least once every four years. Career and technical programs are reviewed every two years. A set of standards has been developed for academic disciplines that include such measures as purpose relative to college mission, program access, student learning outcomes (SLOs), perceived strengths and weaknesses relative to SLOs, student success, program innovations, program improvements, trends, and plans. The Budget and Planning Committee has developed rubrics for measuring progress and identifying areas that need attention. User-friendly data to support findings are made available to those completing program reviews (Program Review Rubrics [2A31]). This model encourages participation from all full-time persons in each unit by their having access to all relevant data and signing off on participation.

Self Assessment

CHC's evaluation of courses and programs through the curriculum review, annual planning, and program review processes is thoroughgoing and well integrated with the college's mission statement and educational master plan..

Planning Agenda

- Continue to use annual planning, program review, and curriculum review processes to evaluate effectiveness in achieving relevant outcomes and strengthening programs.
- Continue to revise and improve the data and reports provided for use in these processes.

II.A.2.g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

A number of programs (e.g., Child Development, Fire Technology, English, CIS, Business Administration) use assessment methods and/or common exams in entry level or pre-requisite courses where more than one section is commonly offered. For example, the English faculty are now into the second semester of using portfolios to evaluate student learning outcomes in ENGL 015: Preparation for College Writing, a multi-section course immediately preceding ENGL 101: Freshman Composition. This activity requires a group scoring of two- or three-item portfolios read by two English colleagues also teaching ENGL 015. A rubric approved by all full-time English faculty is used to score the portfolios. Participating faculty are divided into groups of four or five so that they can easily exchange and return portfolios. Scoring results are entered into eLumen, our data-collecting program, which will provide the English faculty with information that will allow assessment of results and ultimately improve student performance. Rubrics for other courses in the composition sequence have been approved by English faculty and are ready to be used in a process similar to that used for ENGL 015 (2A32).

In Computer and Information Systems (CIS), faculty collaboration on SLOs for their foundational course, CIS 101, resulted in four common outcomes and a departmentwide assessment methodology. After piloting the assessment, CIS faculty found that students were not gaining the targeted understanding. They reviewed and discussed the assessment and found ways to clarify ambiguous areas and more closely connect this content to the outcomes. They also made changes in how some information was taught and invested in “clickers” to check student understanding during lectures. In addition, they modified the hardware lab to increase student engagement. The second time students were assessed, student scores improved.

The mathematics faculty implemented a common final for two courses—Math 942 (Arithmetic) and Math 952 (Pre-algebra). Faculty selected problems which stressed the course objectives for those classes and included problems covering a gamut of different student learning styles such as multiple choice, fill-in-the-blank, true and false, and short answer. The main reason for adopting a common final was to ensure that all instructors finished what was to be taught on the course outline of record. All of this work was done prior to developing SLOs, but the embedded items are now part of the SLO assessment process.

Self Assessment

A number of departments have successfully developed and implemented common examinations. Faculty work together to develop the examinations, link those exams to SLOs, and create rubrics to minimize scoring differences in order to gain the information that will help them strengthen their instructional practices.

Planning Agenda

- Continue to encourage faculty to develop and implement common exams and assessments where appropriate and integrate them with SLOs.
- Expand formal evaluation of exam validity as part of the student learning improvement cycle.

II.A.2.h. The institution awards credit based on student achievement of the stated learning outcomes in its courses. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Descriptive Summary

Course credit is awarded on the basis of achieving identified objectives on the course outline of record and stated student learning outcomes. The college uses the standard Carnegie unit to determine credit earned for course work. A credit (also called a *semester hour* or *credit hour*) “is awarded for satisfactory work accomplished during one hour per week of lectured instruction during a sixteen-week semester. For a combination lecture/lab class, a credit represents two hours of instruction a week” (*CHC Catalog*, p. 35 [2A24]).

Self Assessment

CHC’s use of the standard Carnegie unit and awarding credit based on achievement of course objectives and outcomes are standard practice among post-secondary institutions.

II.A.2.i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary

Departments have begun the SLO process by establishing program-level outcomes and then considering how courses contribute to those outcomes, although for some disciplines, course-level SLOs were developed first or at the same time as program-level SLOs. Degrees and certificates are awarded based on student achievement of stated objectives, expected competency levels, and requisite outcomes, where they have been established. Successful completion of each course moves the student towards program completion.

For example, the Child Development Department established expected outcomes for each certificate or degree offered. Then, each course was mapped to the program outcomes so that a scaffold of knowledge and skills is developed throughout the program. To demonstrate mastery of competencies, students build a portfolio beginning in CD 105, the foundational course. In each subsequent CD course, another portion is added so that by the end of the program they have a portable portfolio to demonstrate the outcomes of their learning (2A33).

At the associate degree level, students must complete all required courses applicable to the degree and earn a cumulative grade point average of at least 2.0. In this way, the institution can be assured that students have completed their courses at a satisfactory level. Likewise, for all certificates of achievement, students must earn a grade point ratio of at least 2.0 for all courses required for the certificate. Certificates of completion require a grade of “C” or higher in all courses required for the certificate.

These degree and certificate requirements are all in accordance with generally accepted norms or equivalencies in higher education.

Self Assessment

The college awards degrees and certificates based on the achievement of learning outcomes.

Planning Agenda

- Continue to implement program-level student learning outcomes and revise as needed.
- Expand measurement and assessment of program-level outcomes.

II.A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

General Education Philosophy

All of CHC's degree programs require students to complete a component of general education. The General Education Philosophy reads as follows:

General Education courses provide a fundamental learning foundation for all instructional programs offered by the college. These courses are designed to stimulate the student's intellectual curiosity, to introduce the student to the major broad domains of higher education, and to develop the student's awareness of societal concerns and the responsibilities of citizenship. All programs leading to the associate degree include a general education component.

General Education Philosophy

General Education at Crafton Hills College is designed to prepare students to:

- *analyze, synthesize, and evaluate various forms of information;*
- *demonstrate effective oral and written communication;*
- *analyze and use quantitative and qualitative data;*
- *apply problem-solving and decision-making skills utilizing multiple methods of inquiry;*
- *recognize the contributions of the arts, humanities, and sciences;*
- *make informed decisions regarding physical, mental, and emotional health issues;*
- *develop social awareness and a global perspective; and*
- *understand the power and complexity of diversity.*

General Education provides a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contributes to an individual's self-awareness (College Catalog 2007-2008, p. 41 [2A24]).

History of the Process

In response to the 2002 accreditation visit, President Harrison convened the GE Task Force in the fall 2003. This ad hoc committee of faculty and administrators was charged with studying and making recommendations regarding the college's general education program. During the next four years the work of the GE Task Force resulted in educational and general education philosophy statements for the college as well as revised graduation requirements in English, reading, and mathematics. However, the largest undertaking of the task force to date has been the revision of the general education program.

Title 5 requires that our general education include coursework in four large areas: natural sciences, social and behavioral sciences, humanities and fine arts, and language and rationality. Furthermore, the accreditation standards adopted by WASC that went into effect in 2004 require that "instructional programs [be] systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes." With these two requirements and the college's general education philosophy as guidelines, general education outcomes were developed that describe what is expected of students as a result of taking general education coursework at CHC.

During the fall 2005 semester, campuswide forums were held, soliciting input on each outcome statement. In all cases, faculty were asked to provide input regarding two questions about proposed competencies:

1. What value do you see in students' being able to demonstrate this competency upon completing their general education coursework at Crafton Hills College?
2. Does this statement accurately describe what we should expect students to do upon completing their general education coursework at Crafton Hills College?

As a result of these forums, all the statements were revised in some way; in some cases, new SLOs were developed. In the end, the task force recommended to the Academic Senate thirteen general education outcomes. On March 7, 2007, the Academic Senate adopted the general education outcomes, culminating four years of work by the General Education Task Force (2A34). Faculty members from the traditionally recognized general education disciplines are currently developing the measures of these outcomes. This work, facilitated by the college's instructional assessment specialist, began in the spring of 2007 and continues today. The next steps in the process include the following:

1. The development of rubrics in each area: The rubrics will be the tools by which faculty can assess their students' mastery of the general education outcomes in their classes. They will also become criteria used by the Curriculum Committee to determine what new courses might be added in each general education area, including courses not considered for general education in the past. The college's instructional assessment specialist will convene small groups of faculty in each of the areas to develop each of the thirteen rubrics. Faculty can discuss what common assignment or other means of assessment they might integrate into each of their courses. Once each rubric is developed, it will be shared with all

departments to evaluate their current courses and decide to what extent a new or existing course might be appropriate for inclusion in a general education area.

2. Conduct an assessment cycle: Outcomes assessment will help the college identify the extent to which students have met all of the objectives set forth for them as a part of general education coursework. On an institutional level, assessment will help identify what changes to instruction, curriculum, or academic support will be required to better help students achieve the stated learning outcomes.
3. Develop a process for the Curriculum Committee to approve new general education courses: Curricunet gives the faculty the opportunity to request that a new course be included in general education at the time the course is first submitted. The GE Task Force will work with the Curriculum Committee to formalize this process. The rubrics developed according to the description above will provide the committee with criteria on which to base its decision.
4. Focus efforts to incorporate general education outcomes in all courses: Despite the fact that only selected courses will fulfill specific general education requirements, all coursework should ask students to demonstrate their skills in each outcome area where that is appropriate. So, for example, while students in a history class who give a presentation might not speak enough for the class to meet the Oral Traditions requirement, the outcome and the corresponding rubric will provide direction to the history instructor in terms of what knowledge and skills the students should demonstrate in such a presentation.

Self Assessment

The college's general education philosophy is clearly stated and has been made operational by the development and implementation of stated student learning outcomes.

Planning Agenda

- Continue to review the general education philosophy and its implementation across campus.
- Continue to develop rubrics for general education student learning outcomes.
- Establish a timeline for measuring general education SLOs.

General education has comprehensive learning outcomes for the students who complete it, including the following:

II.A.3.a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

II.A.3.b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

II.A.3.c. A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

As noted above, the General Education Task Force recommended thirteen general education outcomes to the Academic Senate which the Senate adopted in spring 2007. During fall 2007, the task force used information from course outlines to align courses that currently fulfill a general education requirement for 11 of the 13 outcomes. These 11 general education outcomes along with the corresponding courses appear below:

<i>Area and Outcome</i>	<i>Courses</i>
1. Natural Sciences “To apply a problem solving strategy such as the scientific method of other systematic process of inquiry and to recognize the contributions of science and technology in our world.”	4 units from the following: ANAT 101, 150, 151 ASTRON 150+160 BIOL 100, 130, 131 CHEM 101, 102, 150, 151, 212, 213 GEOG 110+111 GEOL 100, 101+160, 112 MICRO 102, 150 OCEAN 100 PHYSIC 100, 110, 111, 200, 201

<p>2. Social and Behavioral Sciences</p> <p>“To recognize, describe and analyze individual behaviors and various social institutions that influence our world”</p>	<p>3 units from the following:</p> <p>ADJUS 101 ANTRHO 100, 102, 107 BUSAD 100 CD 105 ECON 100, 200, 201 GEOG 120 HIST 100, 101, 107, 160, 161, 170, 171 JOUR 135 POLIT 100, 102, 104, 106, 110 PSYCH 100, 101, 102, 103, 110, 112, 113, 116, 118, 150 SOC 100, 105, 130, 141, 150 SPEECH 135, 174</p>
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<i>Area and Outcome</i>	<i>Courses</i>
<p>Humanities and Fine Arts</p> <p>3. Humanities</p> <p>“To identify and evaluate the historical and cultural context of the human experience as it relates to his/her perspective of that experience.”</p>	<p>6 units</p> <p>3 units from the following:</p> <p>ANTHRO 107, 110 ASL 101, 102 ENGL 150, 152, 155, 160, 163, 175, 250, 260, 261, 270, 271, 275, 280, 281 FRENCH 101, 102 HIST 100, 101, 107, 135, 160, 161, 164, 170, 171 INTDIS 101, 102, 140 PHIL 101, 105 RELIG 100, 101, 110, 135, 175, 176 SPAN 101, 102, 103, 104</p>
<p>4. Fine Arts</p> <p>“To appreciate the value of artistic expression and human creativity in the fine arts and evaluate them as part of human culture.”</p>	<p>3 units from the following</p> <p>ART 100, 102, 105 ENGL 170, 232 MUSIC 100, 103, 120, 134 SPEECH 120, 121 THART 100</p>
<p>Language and Rationality</p> <p>5. Written Traditions</p> <p>“To write competently for a variety of purposes and audiences.”</p> <p>6. Oral Traditions</p> <p>“To demonstrate effective oral communication skills, including speaking and listening to individuals of diverse backgrounds.”</p>	<p>13-14 units</p> <p>4 units</p> <p>ENGL 101, 146</p> <p>3 units from the following:</p> <p>BUSAD 145, 155 SPEECH 100, 111, 140, 145, 155</p>

<i>Area and Outcome</i>	<i>Courses</i>
<p>7. Quantitative Reasoning</p> <p>“To interpret quantitative reasoning and perform mathematical operations in an effort to demonstrate quantitative reasoning skills.”</p>	<p>3-4 units from the following:</p> <p>MATH 095, 096, 102, 103, 108, 115, 141, 151, 250, 251, 252, 265, 266 PSYCH 108</p>
<p>8. Critical Thinking and Information Literacy</p> <p>“To access, analyze, synthesize, evaluate and use various forms of information.”</p>	<p>3 units from the following:</p> <p>ENGL 102 LIB 100 PHIL 103 SPEECH 125</p>
<p>9. Health and Wellness</p> <p>“To appreciate one’s own physical, mental and emotional health and demonstrate the knowledge and/or skills associated with actions necessary for optimum health and physical efficiency.”</p>	<p>2-3 units from the following:</p> <p>HEALTH 102, 263 PE 263 PE/I 105X4, 106X4, 108X4, 120X4, 127X4, 130X4, 143X4, 148X4, 155X4, 159X4, 163X4, 168X4, 199A-ZX3, 200F-ZX3 PE/T 130X4 THART 130X4, 163X4</p>

<i>Area and Outcome</i>	<i>Courses</i>
<p>10. Diversity and Multiculturalism</p> <p>“To comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with other cultures in relation to one’s own.”</p>	<p>ANTHRO 107, 110 ASL 101, 102 ENGL 160, 163, 280, 281 FRENCH 101, 102 HIST 107, 170, 171 INTDIS 101, 102, 140 PSYCH 116, 150 RELIG 101, 110 SPAN 101, 102, 103, 104 SOC 105, 141, 150 SPEECH 174</p>
<p>11. American Heritage</p> <p>“To recognize and appreciate the unique contributions, history and collective heritage of the United States”</p>	<p>ENGL 260, 261 HIST 100, 101, 135 MUSIC 103, 134 POLIT 100</p>

The final two general education outcomes related to reading and computer literacy have been approved by the Academic Senate, but discussions are still in progress regarding rubrics and courses that each will map to.

A number of faculty currently include general education outcomes in existing courses. The results of the most recent faculty survey about outcomes (to which 33 faculty responded) are as follows:

Question: In the courses you teach, to what extent to you integrate	To a moderate extent	To a great extent	To a very great extent
written and oral communications	5	9	17
Critical thinking	6	7	19
Computer information competency	12	8	4
Ethics	4	6	14
Creative expression and self awareness	8	9	11
Social interaction and cultural diversity	5	9	13
Quantitative reasoning	4	7	12

Self Assessment

General education outcomes are clearly defined and have been integrated across the curriculum.

Planning Agenda

- Continue to refine and integrate general education outcomes across the curriculum.
- Conduct assessments and make improvements as needed.
- Finalize the last two outcomes, map them to courses, and assess them.

II.A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

In response to the last accreditation visit in 2002, the college defined majors in terms of required courses. At present CHC offers 27 discipline-specific majors, the majority of which have developed program-level outcomes. The college's faculty and staff continue to dialogue about majors and most recently developed new interdisciplinary majors to meet the needs of students

All degree programs at CHC require a minimum of 18 semester units of focused study or an interdisciplinary core focus. Prior to the 2008-2009 catalog not yet published), students had three acceptable options for this core:

- Option #1: Completion of a minimum of 18 units with at least a "C" or better in each course in one of the discipline-specific programs (*Catalog*, p. 47)
- Option #2a: Completion of the requirements for the IGETC with at least a "C" or better in each course (*Catalog*, pp. 57-58) **
- Option #2b: Completion of the requirements for the CSU GE Breadth Requirements with at least a "C" or better in each course (*Catalog*, pp. 54-55) **
- Option #3 Multidisciplinary Degrees:
 - Social Science AA Degree option (#3a); Completion of a minimum of 18 units with at least a "C" or better in each course in the [...] multidisciplinary program (*Catalog*, p. 48).
 - Environmental Science AS Degree option (#3b); Completion of a minimum of 18 units with at least a "C" or better in each course from the [...] list (*Catalog*, p. 48).
 - Multiple Sciences AS Degree option (#3c); Completion of a minimum of 18 units with at least a "C" or better in each course from the [...] list (*Catalog*, p. 49).

As a result of changes to Title 5 §55063, options #2a and #2b were revised to comply with those changes (2A35). The new options include a Fine Arts degree, Humanities degree, Liberal Studies – Teacher Prep, and Pre-Health Professional. These degrees will be listed along with their requirements in the 2008-2009 catalog.

Self Assessment

All CHC degrees include focused study in at least one area of inquiry or in an established interdisciplinary core.

Planning Agenda

Continue to review and revise degrees and their requirements as necessary.

II.A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

Descriptive Summary

Career/technical education programs adhere to competency-based design with established learning outcomes based on external requirements related to certification or licensing. Course content and exit examinations are based on national, state, or recognized commercial standards. Information in these areas is frequently conveyed to career/technical faculty who participate on state and local committees. In addition, advisory boards provide guidance on industry trends, workforce changes, and local regulations compliance. In some cases, where there are national and/or state licensure examinations, such as respiratory care, emergency medical services, and the CISCO academy, programs have access to student success rates and to state and national averages to use for comparison. CHC graduates consistently score above the state and national averages on these exams (2A36). Employer surveys show that CHC students possess more than adequate skill competencies when they go into the workplace. Some programs use employer and/or former student survey to gather information about the effectiveness of job placement, performance, promotion, and over-all student preparedness for actual work (2A37).

Self Assessment

Career/technical programs are based on employment and other applicable standards. Students who complete these programs are well prepared for external licensure and certification.

Planning Agenda

- Continue to review and revise career/technical programs based on external requirements.

II.A.6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

Descriptive Summary

The college communicates with students through numerous media including its Website, catalog, schedules, student handbooks, various fact sheets representing departments and programs, CDs, view books, and other materials. Through a coordinated outreach effort, representatives from across the campus participate in external and internal events where information is shared with potential and current students. The director of marketing and

public relations spearheads efforts to provide the public copies of all materials that describe CHC programs and services. CHC has received numerous prestigious awards for its outstanding publications. In addition, results of the recent campus climate survey reveal that nearly half of the college's employees agreed or strongly agreed that the information in student handbooks or orientation materials is helpful to students.

The public has full access to course outlines in the Curricunet database, and instructors develop their syllabi based on outlines and program outcomes. Faculty are contractually obligated to provide for each class a syllabus that includes the course content, course requirements, grading standards, objectives, and expected student learning outcomes.

II.A.6.a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

Specific information regarding credit from other institutions is outlined in the *CHC Catalog 2007-2008* (pp. 37-8). Students who intend to transfer to four-year colleges after leaving CHC can find details in this *Catalog* (pp. 51-61 [2A24]).

As stated above, 375 CHC courses currently articulate with either CSU or UC or both, and 22 new courses will be added to the 2008-2009 catalog. Of these, over 135 courses are approved for Intersegmental General Education Transfer Curriculum (IGETC), and over 170 are approved for CSU General Education breadth requirements. The college's articulation agreements cover all 23 CSU campuses and 8 UC campuses and help ensure a smooth transition for transferring students. In addition, CHC has complete articulation agreements with 15 private and independent universities including Loma Linda University, the University of Southern California, and the University of Redlands. Representatives from many of these institutions come to campus on a regular basis to provide interested students with information about their programs and their transfer process (2A38).

Self Assessment

The college has clearly stated transfer-of-credit policies.

Planning Agenda

- Continue to review and revise materials that communicate with students regarding transfer policies.

- Schedule additional visits from university representatives and schedule more workshops.

II.A.6.b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary

In the past six years only one CHC program, Speech Pathology, has been discontinued. When that program was no longer offered after fall 2005, the college made arrangements for students who had begun that program to complete it by providing special sections of lab courses (2A35).

Self Assessment

The college will make appropriate arrangements for students to complete programs whenever those programs are eliminated.

Planning Agenda

- Continue to make special arrangements for students in regards to program completion.

II.A.6.c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary

The Office of Marketing and Public Relations acts as a resource for the development of all official external marketing materials; information and requests are channeled through this office to assure accuracy and consistency. The director reviews marketing materials from across campus to assure uniformity. In addition, a fact sheet is available for those making presentations to the community.

The published catalog is distributed to each faculty member and administrator as well as to the Library, Learning Resource Center, Counseling Department, and other offices where the information can be readily shared with students. Complimentary copies of the catalog are sent out yearly to the business community and other educational institutions including nearby community colleges, four-year institutions, and high schools. In addition, an electronic version of the catalog is available on the college's Website as well as through www.collegesource.com. The *Catalog* is for sale at a modest price in the campus bookstore.

The catalog is reviewed and revised annually according to a well-established process. A campus committee, led by the vice president of instruction, meets yearly to gather information for updating the catalog (2A39). This committee represents a broad spectrum of campus interests including instruction, student services, and the articulation officer. This review process has resulted in significant improvement in the catalog in recent years, including thoughtful reorganization, the listing of general education outcomes, as well as department, department chair, faculty, and liaison counselor information and degree and certificate requirements identified within each discipline. The 2008-2009 catalog will add program-level outcomes for most disciplines. The *CHC Catalog* has consistently won national awards for its design and layout and has been a source of pride for many years.

Self Assessment

The college represents itself clearly and accurately and has regular review processes to assure continued integrity. According to the campus climate survey, over 67 percent of respondents agreed or strongly agreed that CHC publications are precise, accurate, and current.

Planning Agenda

- Continue annual review and revisions to the catalog.
- Begin the production and dissemination of a mid-year addendum that will list new courses and up-to-date information regarding transfer status of courses.

II.A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge.

II.A.7.a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

II.A.7.b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

II.A.7.c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

Descriptive Summary

The San Bernardino Community College District has board policies (BP) and administrative regulations (AR) that address academic freedom and student academic honesty. BP/AR 4030 address academic freedom (2A40); BP 5500/AR 5500, Standards of Conduct and Disciplinary Procedures, address student academic honesty (2A41). All board policy and administrative regulations are available on the district Website. In addition, statements regarding academic freedom and standards of student conduct (including those involving academic integrity) are published in the college catalog (2A24).

The college faculty have also developed policy statements in regard to issues of faculty ethics, student rights and responsibilities, and academic integrity. Prior to the last accreditation visit, the Academic Senate passed a Faculty Ethics Statement, which clearly identifies appropriate behavior and includes the acceptance of the obligation to exercise critical self-discipline and judgment in using, extending, and transmitting knowledge. This statement is included in both the full-time and part-time faculty handbooks (2A42).

Administrators are guided by the management values they developed in 2001, which include professional integrity, good stewardship, individual uniqueness, innovation, and collaboration (2A43). The classified senate created and implemented a Code of Ethics in 2007 that includes principles such as integrity, valuing diversity, fiscal responsibility, and inclusiveness (2A44). In the spring 2007, in consultation with the Student Senate, the Academic Senate passed a Statement of Student Rights and Responsibilities, and in spring 2008, a Student Integrity Policy. These statements cite the aforementioned board policy and administrative regulations, but go beyond these by further defining academically dishonest behavior and describing the procedures to be followed when a

student is suspected of dishonest behavior. Both of these statements will be included in the forthcoming *CHC College Catalog 2008-2009*.

As an institution, Crafton Hills College espouses certain beliefs and values. An Educational Philosophy Statement was adopted in spring 2004. It states: “In a free society, all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation of lifelong learning. At Crafton Hills College, students prepare to meet the challenges of an increasingly complex society” (*Catalog*, p.10 [2A24]).

Moreover, as a part of the educational master planning process, the campus articulated its four values: creativity, inclusiveness, excellence, and learning centeredness. Additionally, the administration of the college has identified Management Values as well.

All policies and statements that address staff, faculty, and administrator conduct are provided to employees by way of board policy and administrative regulation, the college catalog, the college Website, faculty handbooks, contracts, and other publications.

Self Assessment

The college has succeeded in facilitating a dialogue among faculty, staff, students, and administrators regarding the integrity of the teaching-learning process and widely disseminated the results of these dialogues. In the recent survey of campus climate, over two-thirds of respondents agreed or strongly agreed that the college supports academic freedom.

Planning Agenda

- Continue dialogue regarding the integrity of the teaching-learning process as necessary.

II.A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

This standard is not applicable to Crafton Hills College.

II. B. STUDENT SUPPORT SERVICES

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve effectiveness of these services.

II. B. 1. The institution assures quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution

Descriptive Summary

Admissions and Assessment

Crafton Hills College (CHC) maintains an open admissions policy for all eligible students as defined in Title V of the California Code of Regulations (§ 51023.7). The college is committed to providing and meeting the needs of its diverse student population by offering the following comprehensive services:

- Admissions and Records
- Assessment Center
- Bookstore
- California Work Opportunities and Responsibility to Kids (CalWORKs) Program
- Child Care Center
- Cooperative Agency Resources for Education (CARE)
- Counseling Center
- Disabled Student Program & Services (DSP&S)
- Extended Opportunity Program & Services (EOP&S)
- Food Services
- Health Services
- Learning Resource Center
- Library
- Matriculation
- Math Center
- Orientation
- Outreach and In-reach Services

- Reading Center
- Student Life
- Student Financial Assistance
- Student Success Program
- Transfer/Career Center
- Tutoring Services
- Writing Center

Admission and registration procedures are clearly explained in all college publications. The college regularly evaluates admissions and placement instruments and practices in an effort to confirm their effectiveness and eliminate or reduce unfair bias.

Both the *CHC Catalog 2007-2008* (p. 13) and the *Fall 2008 Schedule of Classes* (p. 10) state that every first-time student is expected to participate in the assessment process. For this process, the college uses Accuplacer, a computerized placement exam that includes multiple measures to place students in appropriate levels of instruction in English, mathematics, and reading courses. Using assessment results and other information provided by students, counselors help students develop their student education plans (SEPs), individualized blueprints for students to follow towards reaching their educational goals (2B1 & 2B2).

The college also employs the Wonderlic Ability-to-Benefit assessment instrument to assess students for whom the Accuplacer test is not appropriate to determine their likelihood of academic achievement.

Outreach and Recruitment

To encourage enrollment, CHC conducts extensive outreach to its surrounding community. The Student Services division and the Marketing and Public Relations Office, along with faculty, administrators, and student representatives participate in recruitment and outreach activities. An outreach calendar is posted on the college Web site providing information about community, high school, college, and in-house outreach events scheduled in the region each month. The calendar provides information about the locations, times, and purpose of each event. Additionally, as a reminder, the list of weekly events is emailed to campus entities involved in outreach and recruitment. These events include college and career fairs, business expos, cultural events, health fairs, veterans' fairs, high school visitations, campus tours, conferences, holiday celebrations, financial aid workshops, community market nights, community anniversary events, sports events, and entertainment events. Those representing the college at each event answer questions about the college and provide college materials, including class schedules, campus view books, departmental fact sheets, financial aid booklets, catalogs, and flyers. College materials are also provided to all high school counseling departments and career centers in the San Bernardino Community College District (2B3).

In the occupational education area, the dean of career and technical education has worked for ten years with the Redlands Emergency Services Academy (RESA), a partnership

consisting of CHC, the Redlands Unified School District, the University of Redlands, the Redlands Police Department, and the Redlands Fire Department. This partnership provides area high school students with an introduction to emergency services careers.

CHC also works with the Public Safety Academy (PSA), a charter high school geared towards students interested in pursuing fire technology and law enforcement careers. The PSA is partnered with CHC, the San Bernardino City Fire Department, the San Bernardino City Police, and the San Bernardino County Sheriff's Department. CHC's role is to assist with the fire technology curriculum. When the high school students graduate, they have completed the prerequisites to enter the CHC Fire Academy, including becoming emergency medical technicians (Catalog, p.100 [2B2]).

Another outreach activity is the Fine Arts Department's Arts Day, during which local high school students are welcomed on campus; given a tour of the art, theatre, and music facilities; and have the opportunity to participate in a variety of hands-on workshops conducted by department faculty.

Also each year, the Fine Arts Department hosts a children's mask exhibition featuring mask creations from local elementary and middle schools. The bulk of the visitors are school children who have completed their first art works and see their creations exhibited for the first time. The exhibit is packed with young artists and their parents (2B4).

Under the direction of the CHC Office of Instruction, 55,000 brochures highlighting CHC's evening and online classes were printed and mailed to 18- to 45-year-olds in the local communities. The brochures were also mailed to 7,500 local small businesses. The college extends the opportunity for assessment evaluation by providing its feeder high school students the opportunity to take the Accuplacer test at their high school (2B5).

The college also engages in outreach on campus (*Inreach*). Student Services representatives visit classrooms at the start of each semester to remind students and faculty of the various services, activities, and programs offered to assist students in their educational pursuits.

Another *Inreach* activity organized by Student Services was a phone bank of volunteers to call recent CHC students who did not graduate or obtain certificates and also individuals who applied but did not register. The volunteers provided these students with information about current classes. Feedback from those called was extremely positive. The personal one-on-one nature of the calls and the valuable information provided has resulted in former students returning to CHC.

Student Services Council

The Student Services Council conducts weekly meeting to discuss a variety of topics affecting the division and the college. The following positions are represented:

- Vice president of student services (chair)
- Dean of student services, counseling and matriculation

- Dean of student services, student development
- Director of Disabled Student Programs & Services (DSP&S)
- Director of EOP&S/CARE/CalWORKS
- Director of the Financial Aid Office
- Director of the Student Life Office
- Coordinator of the Health & Wellness Center
- Title V activity director

Student Services departments are beginning to use student learning outcomes (SLOs) to initiate dialogue about their effectiveness and efficiency in the delivery of the myriad of services required for student success. EOP&S, CARE/Cal-WORKS has already begun implementing its SLOs; other departments within the division are expected to complete and implement their SLOs by the summer 2008 term. Moreover, point-of-service (POS) surveys are conducted in each department on a regular basis to review and assess service delivery (2B6).

Self Assessment

CHC offers a broad array of services to support students. Program review and point-of-service (POS) surveys of these services are conducted throughout the year, enabling constituent departments to react quickly to concerns of students or others. The departments also respond to email from students regarding problems or issues from a myriad of perceptions up to and including electronic services (2B7).

Planning Agenda

- Continue efforts to implement strategies to assure that students consistently receive accurate information.
- Continually review the application and registration process to facilitate student access.
- Continue efforts to increase student awareness of financial aid and increase the number of Free Application for Federal Student Aid (FAFSA) completions and Board of Governors Fee Waiver (BOGFW) applications.
- Continue to use POS surveys on a regular basis to help student services departments assess their levels of student satisfaction and plan improvements during annual reviews.
- Explore how level of service for each department relates to its SLOs.
- Continue integrated outreach and recruitment efforts.
- Develop an early alert system that coordinates services that support classroom instruction.
- Begin to assess and offer ways to improve student learning through the use of the early alert system, POS student surveys, and Student Services progress reports.

II. B. 2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

a. General Information

- **Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution**
 - **Educational Mission**
 - **Course, Program, and Degree Offerings**
 - **Academic Calendar and Program Length**
 - **Academic Freedom Statement**
 - **Available Student Financial Aid**
 - **Available Learning Resources**
 - **Names and Degrees of Administrators and Faculty**
 - **Names of Governing Board Members**
- b. Requirements**
- **Admissions**
 - **Student Fees and Other Financial Obligations**
 - **Degree, Certificates, Graduation and Transfer**
- c. Major Policies Affecting Students**
- **Academic Regulations, including Academic Honesty**
 - **Nondiscrimination**
 - **Acceptance of Transfer Credits**
 - **Grievance and Complaint Procedures**
 - **Sexual Harassment**
 - **Refund of Fees**

Descriptive Summary

CHC is identified in its catalog and other informational materials as a public two-year college accredited by the Western Association of Schools and Colleges (WASC). The most recent college catalog (2007-2008) also includes the college mission statement and educational philosophy (*Catalog*, p. 10 [2B2]). In addition, it includes the following:

a. General Information

- Official name, address(es), telephone number(s) and website address of the institution (p. 1).
- Course offerings. A detailed list of all courses offered by the college, alphabetized by discipline and accompanied by a summary of the course content. A list of courses required to earn an associate degree and/or certificate is included within each discipline (pp. 62-150).
- Program and degree offerings (p. 50).
- Academic freedom statement (p.11).
- Available student financial aid (pp. 25-6).
- Available learning resources (pp. 27-31).
- Names and degrees of administrators and faculty (pp. 152-60).
- Names of governing board members (p. 4).

b. Requirements

- Admissions (pp. 19-22).

- Student fees and other financial obligations (p. 22). Specific information regarding fees is published each term in the schedule of classes.
- Degree, Certificates, Graduation and Transfer (pp. 43-61).

c. Major Policies Affecting Students

- Academic regulations (pp. 33-9)
- Academic honesty (p. 11).
- Nondiscrimination (p. 11).
- Acceptance of transfer units (pp. 37-9).
- Grievance and complaint procedures (pp. 12-3).
- Sexual harassment (p.11).
- Refund of fees (p. 22).

Many of the policies and procedures affecting students are also available to students through the schedule of classes published each semester as well as on the college's Web site. Other policies, including board policies and administrative regulations, are available on the district's Web site: www.sbccd.cc.ca.us.

The college catalog is reviewed and revised regularly according to a well established process. A campus committee, led by the vice president of instruction, meets yearly to gather information and update the catalog. This committee represents a broad spectrum of campus interests, including instruction, student services, and the college's articulation officer.

Self Assessment

The published catalog is distributed to each faculty member and administrator as well as to the library, Learning Resource Center, Counseling Center, and other offices where the information can be readily shared with students. Complimentary copies of the college catalog are sent out yearly to the business community and educational institutions, including other community colleges, four-year institutions, and high schools. In addition, an electronic version of the catalog is available on the college's Web site as well as through www.collegesource.com. The catalog is for sale at a modest price in the campus bookstore.

The annual catalog review process described above has resulted in significant improvement to the *CHC Catalog* in recent years, including thoughtful reorganization. Also, important information has been added, which includes general education SLOs (pp. 45-6), information about departments, and degree and certificate requirements for each discipline (pp. 62-150). Added to the 2008-2009 catalog will be program-level outcomes within each discipline.

The *CHC Catalog* has consistently won national awards for its design and layout and has been a source of pride for many years.

Planning Agenda

- Continue revision and improvement of the college catalog and other informational materials.
- Publish a semi-annual addendum to the catalog in order to provide the most up-to-date program and course information for students and other groups.
- Examine the feasibility of an online “living” catalog which can be revised at any time.

II.B.3.a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

CHC is a single-site institution, with all student services located on campus. The college provides the traditional services available at most community colleges: admissions and records, financial aid, counseling, EOP&S, DSP&S, health services, student life, transfer and career planning (see the complete list under IIB1 above).

In general student service offices are open between the hours of 8:00 a.m. and 7:00 p.m. Monday through Thursday and 8:00 a.m. to 3:00 p.m. on Fridays. Some offices are open fewer hours based on staffing and student needs. Conversely, some office hours may be extended due to students' needs.

Support needs of students are identified in several ways. Each semester, student satisfaction surveys are administered to assess students' perceptions of the services they receive. Also, all student services conduct POS surveys regularly. In addition, the state California Community College Chancellor's Office conducts external evaluation of state funded categorical programs (e.g., Matriculation, DSP&S, and EOP&S). These categorical programs also completed a self-evaluation in spring of 2007. The results from program reviews and POS surveys assist in departmental planning (2B7).

Admission and Records

The Office of Admissions and Records (A&R) assists students with application, registration, academic renewal, graduation evaluation, residency determination, records/transcript maintenance, and various requests. Recently, the college added a full-time evaluator to support the timely and accurate evaluation of transcripts from students transferring from other institutions. This office also provides the certification services for veterans.

Many of the services provided by this office are available to students online. Application and registration for most students may be completed online. A districtwide taskforce has been assembled to update the current online application and make it available for students whose instruction at the college has been interrupted. Unofficial transcripts are viewable online at no cost; students are also able to request official copies of transcripts online. Students may also download many forms from the college web site. These include forms

for graduation application, enrollment verification, academic renewal, statement of residency, student representation fee waiver, late-add authorization code card, and a Web registration instruction sheet. The dean of student services & student development has been a member of the California Community College Transfer Electronic Transfer Project from its inception. CHC has participated in the pilot of this system with regional colleges.

Financial Aid

The Financial Aid office assists students with the processes required to obtain federal and state financial aid from a variety of programs including Pell, Supplemental Educational Opportunity Grant, (SEOG), CalGrant, Federal Work Study, BOGFW, Academic Competitiveness Grant (ACG), student loan programs, and some scholarships. This office provides mandatory workshops for loan applicants and recipients. The services provided by the Financial Aid Office have been augmented recently through Board Financial Assistance Program funds. The college has hired staff to help promote financial aid with current students and to make sure that new students are aware of the programs available.

Other staff members, including student success advisors and staff from categorically funded offices, work with the rest of the campus, as well as with high schools and other community agencies, to increase the number of students who apply for financial aid. Although the Free Application for Federal Student Aid (FAFSA) application is available online, other financial aid services are accessible only from the campus office (2B8).

Counseling Center

The Counseling Center provides educational, career, and personal counseling to students. These services are designed to provide students with the information necessary to plan for and achieve their educational and career goals. Certain counselors are assigned to work specifically with veterans, honors, and international students in addition to serving the general student body. Counseling services are available every day the campus is open with the exception of spring break. Counseling has a generic email address to which students can send counseling questions. Due to restrictions in the Federal Family Education Rights to Privacy Act (FERPA), counselors may answer only general or generic questions using this mode. An electronic form of the Student Educational Plan (SEP) is available to students via the college Web page. Data regarding student usage are gathered and maintained by Student Account Record System (SARS) (2B9 & 2B34).

Transfer and Career Center

Counselors provide transfer and career services to students on an individual basis. A counseling faculty member coordinates these services on a part-time basis. In August 2008, one FTE faculty position will be assigned to the Career Center and will be responsible for job placement and job development activities. Additional career services provided are job fairs and career day events. Transfer services include workshops, fairs, appointments with transfer representatives from four-year institutions, and transfer counseling. Career and transfer resources are available in the Counseling Center and on the Web page. Other online resources include eChoices, Eureka, Assist, and College

Source. A brochure describing these services and providing students with log-in information is given to students at orientation and made available in the library and counseling center (2B10).

Assessment Center

The Assessment Center administers Accuplacer, the college's primary assessment instrument, which provides the college with a great deal of flexibility in assessing students' skill levels in mathematics, English, and reading. Prior to taking the assessment, students can access review materials online through the college Web page.

Disabled Student Programs and Services

Disabled Student Programs and Services (DSP&S) provides mandated services to identified students, including note-takers, test accommodation, textbooks on tape, interpreters, tram services, tutoring, and assistive technology resources and training (e.g., ReadMe, Kurzweil, ZoomText). This office also provides assessment to determine eligibility for learning disability services (2B11).

Extended Opportunity Programs and Services

The Extended Opportunity Programs and Services (EOP&S) and CARE programs are administered in one office. These programs provide counseling, tutorial services, book grants, child care assistance, academic supplies, and supplemental grants. CalWORKS students enrolled at CHC will continue to receive on-campus counseling services; however, the office that administers the program is at San Bernardino Valley College (2B12).

Health and Wellness Center

The Health and Wellness Center provides a wide variety of health services to students. Nurses and nurse practitioners are available to provide primary urgent care and first aid services to students. Preventive and diagnostic services provided include health evaluation and counseling, health advocacy and promotion, physical exams, medication dispensing, laboratory testing, immunizations, TB testing, pregnancy testing, birth control counseling, birth control devices, STD testing and treatment, nutrition and weight management, and crisis and personal counseling by a certified marriage and family counselor (2B13).

Student Life

The Student Center houses the Department of Student Life. Recently, in response to identified student need, the college hired a full-time director of student life to expand the quality and quantity of student life opportunities at CHC. The Student Center serves as the hub for student organizations, the Associated Students of Crafton Hills College Associated Student Senate (ASCHC Student Senate) and other co-curricular and extra-curricular activities of the campus. The center also administers the college ID system. To expand its means of communicating with students and the public, the ASCHC maintains pages on MySpace and Facebook. Since 2006 the Department of Student Life has been very active in evaluating the needs of students, including collaborating with the

Office of Research and Planning to conduct student satisfaction surveys and to collect student comment cards (2B14; 2B15; 2B16; 2B17).

Bookstore

The college bookstore is considered a self-service bookstore where students have the opportunity to select their own textbooks. The bookstore stocks new and used textbooks, class supplies, and a variety of educational materials, including dictionaries and computer software. Duplicated educational materials prepared by the instructors as well as various sundries and numerous CHC logo accessories are also available. The bookstore is generally open Monday through Friday, with the exact hours printed in the schedule of classes for each semester. At certain high-demand periods, such as registration for classes, the bookstore extends its hours during both day and evening. The bookstore Web site allows students to reserve or purchase their textbooks online and mails them directly to the student (2B1).

Cafeteria

The student cafeteria offers a variety of breakfast, lunch, and dinner items as well as snacks and provides catering for campus events.

CalWORKs

The CalWORKs program is a state-funded program that serves students who participate in training and education as part of their Welfare-to-Work plan. This program provides intensive counseling and support services such as childcare assistance, coordination with the county Department of Social Services, and work study opportunities for students. The CalWORKs counselor and staff assist students with tracking participation hours and daily attendance, completing mandatory reports, and understanding and fulfilling CalWORKs requirements (2B12).

Child Development Center

CHC opened the Child Development Center in the fall 2002. The center serves the children of CHC students as well as those from the community at large, who comprise the largest number of enrollees. The center offers both full-day and part-day programs. In addition to providing childcare to the students and community, the program also provides an opportunity for students in the early childhood education program, and EMT/Fire Tech programs to observe and participate in quality childcare methods, observe classes, and volunteer their time. In fall 2007, the Child Development Center participated in the "Make a Difference Day" sponsored by First Five. As a result of this participation, the Child Development Center received playground equipment and \$1200 in supplies (2B18).

Community Outreach

Community outreach is a combined effort that relies on activities from Financial Aid, Admissions and Records, EOPS/CARE/CalWORKs, and counseling staff. Although attempts have been made to coordinate outreach activity, no centralized office or party has been designated for this purpose. The counseling office has taken the lead in providing staff for visits to area high schools for assessment and orientation.

Coordination of the annual high school guidance conference event is done in collaboration with Valley College, but only when adequate funding is available. The college hosts the annual High School Visitation Day.

CHC's community outreach provides services to help high area school seniors prepare to enter college in general and CHC in particular. These services include distribution of information about college programs and services, assistance with completing the college application, financial aid information, assistance completing the various forms for applying for financial aid, and new-student matriculation services. These types of programs assure CHC students equitable access to higher education and student learning support. Outreach services are also conducted with community groups, governmental agencies, and other colleges to establish relationships that create access to potential students (for information about outreach activities, see IIB1 above).

The Financial Aid Office, EOP&S/CARE and Student Success staff also provide *inreach* services to CHC students. Financial Aid and EOPS presentations are conducted in classes to inform students about the services offered through the Financial Aid and EOPS Offices. Student Success staff conduct classroom presentations about support services offered on campus.

Learning Resource Center (LRC)

The LRC provides intrusive academic support as students move toward independence. In this area both day and evening students meet with tutors, receive supplemental instruction, work with guided assistance on computers, view material for distance education courses, and complete lab assignments for certain courses. There are no online tutoring services as yet.

Library

Open 70 hours per week, the college library provides students access to comprehensive services that support the instructional program. Students may check out books or videos, read periodicals, search microfilm or use open-access computers. Other services, such as the book catalog and databases, have moved to the Internet and are available from any Internet connected computer to all students with the access code, which is freely distributed in various formats throughout the building and the campus (2B1).

Math Center

With one full-time staff person and an average of five student tutors, the Math Center helps students master the concepts presented in math classes for approximately 52 hours a week on a walk-in basis. As part of those 52 hours, adjunct math faculty enhance the service of the center approximately 18-20 hours per week, and EOP&S provides a graduate tutor for "over and beyond services" for its population. Tutors help students with all levels of math, from arithmetic through multi-variable calculus, and with calculations in physical sciences such as chemistry and physics. Students also use this center to complete online math labs (2B1).

Reading Center

Although a room has been identified as a Reading Center, the college is working to develop further materials and activities for this site. Students meet here with 1.5 staff for small group or individual supplemental instruction associated with reading classes, and in the case of ESL students, to improve oral vocabulary and conversational skills. Students have access here to specialized materials to promote success in reading classes.

Writing Center

The Writing Center provides services by appointment approximately 54 hours per week. Up until spring 2008, staff consisted of one full-time classified person and four peer tutors. Funding from the state Basic Skills Initiative (BSI) now makes it possible to double the appointment slots with the hiring of four graduate tutors, who work alongside the peer tutors. The Writing Center also conducts various workshops for general interest and for more targeted audiences (e.g., EOP&S students). Writing Center staff meets twice per month to reinforce training and keep abreast of changes.

Self Assessment

On campus student services are complete and widely available to students who attend CHC. Services are fully available to the daytime student population; however, because student service office hours during the evening are limited, services for evening students are less available. Staffing limitations in some offices make it difficult to stay open as late as some others.

Essential student services are available to students, though some services, such as Career and Transfer Center services, are less fully developed as the college has limited staff specifically dedicated to these functions.

Online student services at CHC are limited. Admissions and Records has been the most resourceful at increasing the online services available to students. In January of 2008, an online application taskforce began work to improve the online application process and to specifically address the problem with updating applications online for students after a semester or more break in attendance.

All departments have a presence on the college Web page, although some departments have more interactive opportunities and resources than others. Counseling has requested that the district implement components of the DataTel/Colleague information system that would allow counseling to provide real time counseling services. Full implementation of Web Advisor and eAdvising would allow real time development of a student educational plan that students will be able to access and modify, thus eliminating FERPA concerns associated with online counseling (2B29; 2B30).

Evaluation of services to determine how well they meet student needs has been limited. The most active department in evaluating student needs has been Student Life, which has

an ongoing student satisfaction survey process and other informal means for evaluation. A POS survey was administered in spring of 2007 for the other student services areas.

Planning Agenda:

- Identify resources to expand services to evening students.
- Provide dedicated staffing and space for Career/Transfer Center.
- Implement the *Web Advisor* and *eAdvising* components of Colleague to allow for online counseling services and improve access to other important individual academic information for students.
- Expand the use of SARS as a data tool across student support services as appropriate.
- Address areas of weakness in the provision of comprehensive services to all students regardless of location or delivery method.
- Coordinate community outreach efforts

II.B.3.b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all its students.

Descriptive Summary

Through a variety of programs and services, CHC demonstrates its commitment to providing opportunities for the expression of personal and civic responsibility by its students and to encouraging their intellectual, aesthetic, and personal development. This commitment is reflected both in the college's Educational Philosophy and General Education Philosophy Statements, adopted in 2004 (*CHC Catalog*, pp.10 & 40 [2B2]).

The involvement of CHC students in civic activities has increased dramatically since the hiring of a director of student life in 2006. Most significantly, student involvement comes from service through CHC Associated Students (ASCHC), the official representative student organization. ASCHC conducts campus elections each year. Since the spring 2007, the League of Women Voters has overseen the election of student government officers. As a result of such elections, student representatives sit on the board of trustees, major committees including the Educational Master Plan Committee, and Petition for Academic Exceptions. A representative also reports on student government activities at Academic Senate meetings. In addition, students were appointed to work on each standard of this self-study report.

Students have additional opportunities for civic involvement through participation in other student organizations as well as curricular programs. Alpha Gamma Sigma, the campus honor society, requires public service hours of its members, and successful completion of the College Honors Institute requires completion of an approved form verifying such service. Another example of students' performing public service is the work of the campus Psychology Club, which for the past three years has hosted a holiday party for less fortunate students and their families. In 2007, members of the club collected donations allowing for the distribution of over 400 gifts and \$500 in gift cards

to local supermarkets. CHC students also participate several times a year in blood drives, donating 143 pints in 2006-2007. Moreover, several academic programs including the Fire Academy, Emergency Medical Services, and Sociology stress civic and personal responsibility as a part of their curricula.

Crafton Hills College provides for the intellectual, aesthetic, and personal development of all its students. The newly revised General Education requirements ensure that students are exposed to a wide breadth of ideas. Students wishing to earn an associate degree are required to take coursework that includes the fine arts, oral communication, critical thinking and information competence, diversity and multiculturalism, and American heritage (2B2).

The college has also instituted an honor's program for academically talented and highly motivated students. Students may enroll in honors-designated courses that meet the general education transfer requirements for most campuses in the CSU and UC systems. Additionally, the college recognizes students with excellent grades each semester by placing names of students who earn a GPA of 3.5 or higher on either the Honor's List (for those with fewer than 12 units) or the Dean's List (for those who have completed 12 or more units.) Those who maintain that distinction have their accomplishment noted on their degrees. In spring 2008, the college instituted the tradition of celebrating these students' achievement with a semi-annual *Tea with the Deans* ceremony.

A number of student clubs provide opportunities for intellectual development beyond that offered in the classroom. These organizations include BETA II (Respiratory Care), the Child Development and Education Club, Future Business Leaders of America-Phi Beta Lambda, Lunafira (English), the Math Club, the Psychology Club, the Sociology Club, speech.com, and the Terrestrial Investigation Club (Geology) (2B16).

The Fine Arts department collaborates with others on the campus to provide opportunities for the aesthetic development of students. As a part of the curriculum, the art, music, and theatre disciplines have staged numerous productions, performances, and art shows for the campus community. For the past five years, these programs have worked collaboratively to produce a campuswide art exhibition each May. In addition, students in these disciplines have created their own artistic works for performance or display on campus. As a result, since 2003 the college has boasted an impressive fine arts calendar each semester. One student organization, the Arts League, has been instrumental in building support among the student body for the arts. The college has also been successful in bringing outside artists and performers to campus. The CHC Foundation has brought the musical group Alturas to campus several times, and in spring 2008, the college co-sponsored a production of *La Traviata* with the University of Redlands music department (2B19).

CHC students are provided opportunities for personal development from the moment they enter the college. Assessment is provided and students are asked to identify their goals and interests. Student then attend an orientation session, where counselors explain the implications of students' assessment placements, thus giving them means to make

informed choices. The student success advisors guide many students to available auxiliary resources. Student support services include those services described in II.3.A (above). All are integral in the personal development of students.

Self Assessment

For its relatively small size, CHC provides its students with a diverse array of opportunities to develop personally and as members of a larger community. The college employs human, physical, technological, and financial resources to achieve its broad educational purposes.

Planning Agenda

- Develop a means to assess components and resources that provide opportunities for student responsibility and development.
- Develop collegewide student life outcomes.

II.B.3.c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The college employs five generalist counselors and two specialist counselors in EOPS/CARE and Disabled Students Programs and Services (learning disabilities specialist). There is no faculty advising program at the college. Generalist counselors along with the EOPS counselor provide academic, career, and transfer counseling. The learning disabilities specialist provides disability-related counseling. To respond to the needs of specific populations, such as veterans and international students, individual generalist counselors have been assigned to meet with these students in addition to their other counseling duties.

Beginning in the fall 2008 term, one FTE faculty position will be assigned to the Career Center. Responsibilities will include job placement and job development activities. Additional career services are job fairs and career day functions. Transfer services include workshops, fairs, hosting transfer representatives from four-year institutions, and transfer counseling. Resources for career and transfer are available in the center and through the Web page since most of the resources used are Web based applications such as eChoices, Eureka, Assist, and College Source. Students receive a brochure at orientation entitled *Student Guide to Crafton Hills College Web-based Programs*, which describes these services and provides students with log-in information that allows students to log in from any Internet-connected computer at any time. The brochure is also available at various other offices on campus (2B10).

Training is provided to full-time counselors at their weekly staff meetings, through on-campus programs and events, and through attendance at counseling-related conferences, such as the UC and CSU fall counselor conferences and the Ensuring Transfer Success

Conference in the spring. For adjunct counselors, training is provided on an as-needed basis. Adjunct counselors are invited to participate in on-campus training and attend conferences. Resources such as articulation information, transfer information, and relevant policies and procedures are maintained on the college's server in the *Counseling Projects* folder and are accessible to all counselors. In addition all counselors are provided with a counselors' handbook (2B20).

The Counseling office uses SARS products to track student use of counseling services, schedule hours, and provide MIS data. The system is kept current through a daily upload from the student data system. SARS has not only been helpful in tracking individual contacts with specific students and providing information to counselors about previous counseling contacts but it has also been invaluable in providing information about student use. Data from SARS determines periods of high demand for counseling services, and schedules for counselors were adjusted accordingly. In addition, structures and processes for providing services to students were adjusted to better meet the needs of the different students coming to counseling at the beginning of the semester. Instead of providing one-on-one counseling to all students, new students were directed to group orientation sessions. Continuing students and returning students were given the opportunity to meet individually with counselors during this time. The wait times for counselors were significantly shortened as a result of these changes (2B9).

Students evaluate individual counselors using a POS survey as part of the tri-annual evaluation that provides each counselor with results to help improve his/her service. In the spring and summer of 2008, a POS survey was implemented for all students seeing a counselor or using any other service in the Counseling Center (2B7).

In January 2008 counselors developed two SLOs for counseling. A rubric was developed to assess these outcomes. In summer 2008, the counselors met to train and develop standardized evaluations using assessment rubrics. Assessment of these outcomes will begin in fall of 2008 (2B21 & 2B33).

Self Assessment

Design of the counseling services at CHC has been based on student need but limited by funding and space availability. Student body size has to some extent determined the model that has been used. The Counseling office has not measured the success of this model, but SARS data have been used to determine levels of services needed. The Counseling office has recently implemented POS surveys, but they have not had a direct impact on planning and program review yet as the data have only recently been collected

Planning Agenda

- Implement changes recommended by program review.
- Create evaluation plan that includes SLOs and Service Area Outcomes (SAOs).
- Develop and implement a faculty advising program.

Use POS and other student satisfaction surveys to implement changes to improve service.

II.B.3.d. The institution designs and maintains appropriate programs, practices and services that support and enhance understanding and appreciation of diversity.

Descriptive Summary

The San Bernardino Community College District does not discriminate but seeks to provide an equal opportunity for all students, regardless of gender, race, disabilities, religion, sexual orientation, or age, as required by law. CHC has a number of programs, campus policies, student clubs, and activities that encourage students to explore and enhance their understanding of diversity (2B35).

Although CHC is relatively small, its curriculum includes many courses that develop and enhance students' understanding of diversity. This commitment is evidenced by the reference to diversity in the college's general education philosophy (*CHC Catalog 2007-2008*, p. 40 [2B2]), adopted in 2004, as well as in the new diversity and multiculturalism requirement that is part of the revised general education program adopted in 2007. Students wishing to earn an associate degree are now required to take a course in which they will have the opportunity "to comprehend and appreciate cultural diversity, explore the multicultural nature of our world, and interact with cultures in relation to one's own" (GE SLO). Courses in this area include American Sign Language, Introduction to World Religions, Minority Relations, and Communication in a Diverse World (2B22).

The Associated Students of Crafton Hills College (ASCHC) and its affiliate student organizations also play a role in promoting diversity on this campus. ASCHC has a Diversity Chair, whose charge is to bring varied cultural experiences to the campus. In addition, ASCHC encourages the formation of clubs to promote our varied cultural heritage. One of the most active clubs on campus is the CHC chapter of MECHA (*Movimiento Estudiantil Chicano de Aztlán*), a Chicano organization that, according to its charter, "seeks to promote Chicano unity and empowerment through education and political action." In addition, 2007 saw the re-chartering of the Black Student Union student organization (2B22).

The college has sponsored many other events that help to build student understanding and appreciation for diversity. The President's office, in cooperation with the San Manuel Tribe of Mission Indians, has sponsored a *First Cultures* celebration each of the past three years. Joining with students from local elementary schools, CHC students have the chance to experience the food, lifestyle, and culture of the Native American tribes who make this area home.

In the last five years, the student population at CHC has grown more diverse. In fall 2006, approximately 25 percent of the students at CHC identified themselves as Hispanic/Latino. In addition, more than 5 percent were Asian/Pacific Islander and another 4 percent were African-American. Because of its increasing Hispanic student population, the college was able to secure two grants through Title V designed to

improve services for all students at the college, but especially to remove barriers that can impede success for Hispanic/Latino students (2B23).

Self Assessment

CHC promotes diversity. Discussion and practices that promote diversity are embedded into many phases of campus life.

Planning Agenda

- Continue to make diversity a priority in planning.
- Use evidence garnered from recently begun practices to increase diversity and student achievement.

II.B.3.e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

Using input from the campus community, the CHC Admissions and Records (A&R) coordinator, public information officer, and dean of student development review and make necessary revisions to the college application form on an annual basis. Revisions reflect changes in Title 5 regulations, technology, MIS data collection, and information collected from students and staff. Currently student workers and staff in A&R provide an informal focus group for input into this review and revision process. Also, A&R is actively involved in developing plans to improve student access to their transcripts from other institutions and provide the evaluation of those transcripts through the CCC Trans Project (2B24).

In response to identified problems with the online application, a taskforce was formed in January of 2008 to improve the online application and specifically to address the problem of updating applications online for *returning* students (those who discontinued attendance for one semester or more and wish to return).

CHC uses the College Board's Accuplacer as its assessment instrument for placement. This instrument has been approved by the California Community College Chancellor's Office as an assessment instrument in the matriculation placement process. In 2005, discipline faculty (English, reading, and mathematics), along with matriculation staff, reviewed the placement process to increase the effectiveness of placement. In that process, discipline faculty agreed that state-required multiple measures should be imbedded in the background questions students answer at the beginning of the assessment process. Discipline faculty, with input from counseling, identified and weighted specific questions to help place students in classes appropriate to their ability levels. The new process was validated in fall of 2006 as part of a consequential validity study. At that time the dean of counseling and matriculation provided information to discipline faculty about recommendations for changes to cut scores and placement rules. Those changes were implemented in fall 2007. Results of that survey will be used to make whatever changes are appropriate (2B25 & 2B26).

Self Assessment

In compliance with state matriculation guidelines, the campus actively evaluates and revises when necessary the placement process to assure accurate placement. Evaluation of instrument bias is provided as part of the California Community College Chancellor's office assessment instrument approval process. The college has not completed a recent study of differential impact of its placement process.

Informal evaluation procedures for the college admissions process are effective as evidenced by college and district response to the problems of online application. A taskforce was formed in January of 2008 to work on improving the online application and specifically to address the problem with updating applications online for returning students

Planning Agenda

- Develop formal processes to evaluate the effectiveness of admissions processes and continue existing informal means of evaluation.
- Complete a differential impact study of Accuplacer
- Conduct consequential validity study of placement processes.
- Implement CCCApply.

II.B.3.f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive Summary

Procedures for record retention follow state regulations and board policy. District Board Policy and Administrative Regulation # 3310 specify the classification and disposition of student records. Records are either scanned and shredded or archived for three years and then shredded. Prior to 2001, attendance, census, final grades, and positive attendance rosters were put on microfilm or microfiche or imaged in the college imaging system. Faculty records are stored in the DataTel/Colleague system or archived in the A&R vault, where CHC academic records are permanently maintained. All attendance, census, and positive-attendance rosters are submitted by paper. Most final grade rosters are submitted online and stored on CDs and backed up to the CHC server; the remainder is archived in the A&R vault. CHC system records are backed up weekly and stored off-site at District Computing Services (DCS). Scanned information is put on CDs, and stored in the A&R vault. Student transcripts from other colleges are scanned and accessible via the college imaging system and/or DataTel. Paper copies are kept for a minimum of three years and then shredded (2B27 & 2B28).

All financial records are archived and stored in cabinets. Records are destroyed every five years according to federal regulation. The Financial Aid office does not image their student records. Health & Wellness Center archives student records in locked cabinets behind locked doors.

Other student support services maintain and store student records, including EOP&S/C.A.R.E, DSP&S, and Health and Wellness Center, which maintains medical records for eight years for all clients eighteen years of age and older and indefinitely for students under eighteen years.

Release of Student Information adheres to FERPA regulations. This policy is referenced in the catalog (p. 13), and in the schedule of classes and on paper application and various A&R forms. It is also posted in the A&R lobby. The paper application allows students to choose whether they are willing to release their directory information (2B29).

By fall 2008, A&R, Counseling, EOP&S/CARE and DSP&S will jointly determine how to share the responsibilities of scanning and purging documents.

Self Assessment

CHC uses procedures to maintain student records securely and confidentially as required by law and district policy. The college has procedures for backing up all files that state regulations and board policy require. Policies and procedures for releasing student information are published and readily available. Offices that are responsible for storing student records have been discussing means by which to share that responsibility more efficiently.

Planning Agenda

- Revise the Student Handbook, which will be available in the fall 2009, to include the FERPA statement.
- Include in the revised online application the *release of directory student information* check-off box that appears on the paper application.
- Create procedures to secure current paper files in all student support service centers.
- Continue implementing the student records imaging system in all student support service centers.
- A&R has eight years of student educational records on microfilm and microfiche; not all records are archived or stored in the imaging system. All records need to be converted to electronic imaging to ensure their permanence.

II. B. 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The departments of Counseling, Health & Wellness, Student Life and Student Success recently underwent a newly established program review process, the results of which, at the time of this writing, are pending. This new review process is intended to assure that the educational needs of CHC students are being met. As part of this review, SLOs for EOPS/CARE have been implemented to determine these programs' effectiveness in terms of student learning. SLOs for other student services departments are in the developmental stage, with completion and implementation expected by fall 2008 (2B6).

Self Assessment

The Student Services division has made strides toward evaluating and improving services. Student services faculty and staff will review POS and campus climate surveys and consider other feedback from students to make changes where necessary. All student services departments are engaged in program review.

The division plans to implement eLumen to help record and interpret SLO data, especially to track long term affects of services on student retention and persistence.

Planning Agenda

All Student Services departments will develop SLOs and begin collecting data systematically with the help of eLumen to improve student services.

II.C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students, so that library and other learning support services may be used effectively and efficiently. The institution systematically accesses these services using Student Learning Outcomes, faculty input and other appropriate measures in order to improve the effectiveness of the services.

II.C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

II.C.1.a. Relying on appropriate expertise of faculty, including librarians and other learning support service professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Descriptive Summary

The library maintains a collection of 60,857 volumes with 56,184 titles, 10,909 bound periodicals, 1,254 videos, and 1,870 music audio cassettes and CDs. Also, the library subscribes to 10 academic databases. This collection provides support for all academic areas of the college.

The library staff, in collaboration with faculty, reviewed the entire library collection in 2006 with the goal of improving the collection's quantity, quality, depth and variety. This process dramatically improved the college's current collection and resulted in the development of a formal de-selection, or *weeding*, policy and process. As a result of this new process, the library removed 9,666 items from the collection and added 596 volumes (573 titles), and 106 bound periodicals to the collection during the 2006-2007 academic year (2C1).

The library's full-time faculty coordinator, faculty public services librarian, and technical services librarian work closely with instructional faculty and staff to develop the selection of library resources. Each semester, as a part of the curriculum approval process, librarians screen new and revised courses to ensure the availability of materials in the library to support course offerings. To help support student learning, the librarians send instructional faculty annual requests to recommend new purchases of library resources to support coursework. There is also an online request form for library resources and recommendations available to all library users on the library's portion of the campus Website (2C2).

The library also maintains a 64-seat computer mall for our library users that provides easy access to electronic databases and the research tools of the Internet. These databases are available to library users both on and off campus. They include Proquest; Newsbank full-text newspapers; and the Social Science, Humanities, Biography, and Science databases within the Wilson database set, as well as Literary Criticism (2C3).

The Learning Resource Center (LRC), on the third floor of the library building, provides support to students. Included in the LRC are three specialized tutoring centers: a math center, a writing center, and a reading center, all of which coordinate with discipline faculty and provide a variety of support resources for students. These include individualized and small-group tutoring, computers for use with online and supplemental course materials (18 in the Math Center, 4 in the Writing Center, and 5 in the Reading Center). Other resources such as reference books, handouts, and equipment to help reading students increase their reading pace are also available. Tutors helping in academic areas other than math, writing, and reading are available to students in the LRC as well. The LRC and its centers employ approximately 20 tutors each year.

Adjacent to Math Center is a general-purpose area of the LRC, which provides a variety of class-related materials that faculty request or provide for use by students. These materials include VHS/DVDs, study modules, and make-up exams. The LRC also has 22 open-use computers that students use for a variety of purposes including Internet

research, accessing online materials provided by instructors, and accessing course-related software.

Also located on the third floor of the library is a 36-seat computer lab used as an instructional classroom that doubles as an open-access computer lab when classes are not scheduled there. All of our library and Learning Resource Center computers are imaged in the same way so that the programs, network access, and other learning support tools are readily and consistently available to students and other users. More specifically, all computers throughout the building have general use software, such as the Microsoft Office Suite, installed, as well as the capacity to access software programs such as SPSS, JAWS, PLATO, and Kurzweil through concurrent network licenses. In addition, ADA-compliant computer workstations are available in all of these areas, and there are several workstations that have been developed in collaboration with the Disabled Students Programs and Services (DSP&S) office to ensure that students needing specialized software or other peripherals have access to those items outside of the DSP&S area. The DSP&S office also provides a high-tech center with an array of technologies to support access to learning resources for students with disabilities. The college LRC, DSP&S, and other special programs are managed by non-instructional faculty with input from instructional faculty in order to support student learning and enhance the achievement of the mission (2C3).

The library and learning support service programs at the college, including the LRC and its centers, have each identified appropriate student learning outcomes (SLOs) for their areas (2C4).

Self Assessment

In a campus climate survey, approximately one-third of respondents felt the college did in fact rely on faculty expertise in the selection of learning materials. It appears that better communication is necessary for the campus community to recognize this faculty role (2C5).

CHC has been fortunate to receive grant funding to support its library and other learning support services and, therefore, maintain an excellent collection and provide excellent service. The library and learning support services have not yet completed a cycle of assessment; nor has the college addressed the link between library and LRC services and SLOs throughout the campus at this time.

Planning Agenda

- Continue current efforts to offer library and other learning support services that are sufficient in quantity, currency, depth, and variety to support instructional offerings, regardless of location or means of delivery.
- Complete an entire outcomes assessment cycle to better integrate SLOs into practice throughout the library and other support centers.

II.C.1.b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

Descriptive Summary

During the 2006-2007 academic year, the library provided 138 orientation sessions (2,394 student contacts). Each session is coordinated with the course instructor to meet the specific research needs of the course. A typical orientation session includes an overview about using the library, an explanation about how to locate relevant materials using different research strategies, and the key differences between print and electronic resources. Students are provided hands-on guidance through the use of online databases and the Internet for research and instructed on how to determine the quality of resources that they discover on the Internet. In these orientation sessions, students are given handouts describing library policies and procedures and codes to access the online databases.

In 2006, library faculty developed a new course, LIBR 100: Introduction to Library Research and Information Literacy. This three-unit, transferable course is intended to equip students with information competence skills necessary to their success in college. Since the spring of 2007, this course has been offered each semester, sometimes as a linked course in a learning community (2C4).

In addition, the college's faculty identified information competence as a priority when revising the general education curriculum. One particular general education outcome, *critical thinking and information literacy*, requires students be able to access, analyze, synthesize, evaluate, and use various forms of information. A variety of courses, including LIBR 100, can be used to fulfill this requirement.

Library faculty have played the primary role in developing student learning outcomes associated with information competence. These outcomes are, at present, applied specifically to LIBR 100, but are general enough that they can be used to assess student learning associated with use of the library in general (2C4).

The library and LRC tutoring centers provide access to computer-assisted instruction, audio, and VHS/DVD instructional materials. Internet access and tutoring services that supplement classroom instruction in reading, writing, mathematics, the sciences, and other academic disciplines are available as resources permit. Currently, faculty recommended tutors in a wide range of disciplines are hired in the tutoring centers to provide assistance in as many disciplines as possible. Since the establishment of the writing, reading, and math centers, tutors in these three areas are consistently available to provide support for students. However, the LRC cannot always support other academic areas because of a lack of quality tutors and available funds (2C5).

Self Assessment

The institution provides ongoing instruction for users of the library and other learning support services, both in the library as well as in the classroom. SLOs for these services

have been developed, but the rubrics for measuring them have not yet been completed. The success of instruction in this area will be enhanced through the completion of a cycle of assessing the SLOs associated with information competence.

Planning Agenda

- Continue to work through the entire SLOs cycle to better integrate SLOs into practice throughout the library and other support centers.
- Implement LIBR 110, a new one-unit information literacy course to offer information competence instruction to students who may not want to enroll in the three-unit LIBR 100 course.

II.C.1.c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Descriptive Summary

The library is currently open 6 days a week. The hours are 7:30 a.m. to 10:00 p.m. Monday through Thursday; 7:30 a.m. to 4:00 p.m. Friday; and 9:00 a.m. to 1:00 p.m. Saturday. The LRC and its tutoring centers are open 5 days a week. The hours are 7:30 a.m. to 10:00 p.m. Monday through Thursday and 7:30 a.m. to 4:00 p.m. Friday (2C6). Access to the library's online databases (see II.C.1 above) is available to all library users any time, both on and off campus. Additional access is provided as a result of the college's participation in Inland Empire Academic Cooperative (ILEAC), a group of two- and four-year colleges and universities that provide reciprocal library services to students of other member institutions (2C7).

Self Assessment

The hours when students can access the library and learning and tutoring centers appear to meet the current demands of CHC students. According to the Student Satisfaction Survey administered in fall 2007, 72.2 percent of students were satisfied with the operational hours of the library (2C8). However, changes are beginning to test the college's ability to continue to meet those demands with its present staffing levels. These changes include increased enrollment, increased online offerings, changes in class scheduling including expanded hours (classes now begin at 7:00 am), and adding overlapping summer sessions to accommodate student schedules.

Current survey tools and head counts are insufficient for providing library and LRC faculty and staff the information needed to be certain that they are meeting the needs of CHC students in the most effective and efficient ways possible. The college is currently in the process of developing more effective tools, such as surveys and technology that tracks student use, to determine whether, in fact, the demands of students are being met.

Planning Agenda

Continue implementation of Point of Service (POS) evaluations and other more effective measurement tools for determining the adequacy of library and LRC services for students.

Develop strategies for providing online tutoring and expanded online library services to students taking classes online

Develop plans to expand hours of operation to meet the needs of students taking classes when the library, LRC, and tutoring centers are not open.

II.C.1.d. The institution provides effective maintenance to all labs, either through the Information Systems department for electronic equipment and site licenses or specific contracts with vendors to cover equipment reliability.

Descriptive Summary

As part of the campus Technology Plan (2005), an obsolescence plan was developed for computers on the campus. This plan set the goal of replacing all campus computers every four years. Unfortunately, a lack of consistent funding has made it impossible to completely execute this plan, but the college, recognizing the importance of maintaining the integrity of this plan, has allocated sufficient funds through its planning and budget process for significant expansion of computer availability. The college has consistently allocated state and campus funds to ensure that the computers and other technology used in support of students are viable. Campus technology requests and needs were formally integrated into the campus planning process beginning with the 2006- 2007 planning cycle. Also, a recent Title V grant has allowed the college to replace every student-use computer in the library building (approximately 100) in the past three years. An additional 40 computers were also added to the first floor of the library in January 2008, creating a computer mall (2C9).

The library has a security system for its collection that alerts staff to unauthorized removal of materials from the library. This system has recently been expanded to include the protection of technology in the building as well.

The campus Technology Services Department has primary responsibility for the maintenance of all technology on the campus (including software & licensing) and has personnel available on campus during all operational hours of the college Monday through Friday, and on-call on Saturday. Technology Services is also supported by District Computing Services (DCS) for various aspects of the technology infrastructure, software, licensing, etc. DCS also provides constant phone/web support for all campus technology users. DCS also maintains licensing for some software being used by both campuses, such as our Microsoft OS software, and provides the funding for maintenance of those contracts/licenses as well (2C10).

Self Assessment

The creation of a Technology Services Department for the campus (2002) has enabled the college to maintain and upgrade its technology campuswide with increasing efficiency and effectiveness (2C11).

Planning Agenda

- Continue present efforts to maintain all computers on campus.

II.C.1.e. When the institution relies on or collaborates with other institutions or other sources for library or other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided whether directly or through contractual arrangement.

Descriptive Summary

The library provides in-house learning support services and does not contract out for these services. The library contracts with several vendors to provide electronic information services. The library receives product discounts from the California Community College Consortium, through which the college purchases its Proquest and Wilson databases. The library also participates in ILEAC as described above (2C7). Databases that the library subscribes to are currently funded through the state's Technology and Training Infrastructure Program (TTIP). At present, the library does not offer inter-library loan services beyond exchanges with the library at our sister college (2C12 & 2C13).

Additional technology resources -- Plato reading software, JAWS screen reading, Kurzweil, SPSS, and others -- are now purchased using concurrent network licensing, which allows these resources to be made available on all of our student-use computers. Funding for these licenses has been provided through campus, district, state, and federal grant funds. Buying concurrent network licensing is a strategy that the college recently implemented to reduce the costs and logistics needs of purchasing individual licensing for every student-use computer. Using this strategy, the college has the ability to offer students this software on computers throughout the campus and increase licensing needs in increments that are based on demand rather than the number of computers on campus. It provides great flexibility for CHC students and support services as well. The license agreements for these products are maintained by Technology Services, who also maintains compliance with licensing throughout the campus (2C14).

Self Assessment

Contracts with vendors are current and available for review. Through the campus planning processes that relate to technology, resources are identified, implementation plans are coordinated, and implementation occurs in a well-defined and formal manner. However, the college needs to better evaluate its needs and effectiveness of its technology support services.

Planning Agenda

- Investigate options regarding inter-library loan services as well as agreements with other institutions to expand library services.
- Improve and develop new methods for evaluating the identification and implementation of learning support services.

II.C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of SLOs. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Traditionally, the library and other learning services have used surveys and head count data to gain information about the services they provide. Most recently, in the spring of 2008, the library and Learning Resource Center piloted the use of a point-of-service (POS) survey evaluation to gauge students' level of satisfaction with services. In addition, questions regarding the adequacy of library and learning support services were included on a campus climate survey conducted in spring 2008. Though such efforts provide data regarding student perceptions and satisfaction, they fail to provide the data needed to assess SLOs accurately. This data primarily provide some information about quantity of use but not about student learning and quality of services.

To provide this needed assessment of student learning, the departments housed in the Division of Technology and Learning Resources, including the library, Learning Resource Center (including tutoring centers), Title V, and Technology Services, developed SLOs during the 2007-2008 academic year (2C15). Additionally, the library and Learning Resource Center are in the process of developing a service area evaluation plan that will track both SLOs as well as service area outcomes (SAOs). These departments are now at a point where evaluation rubrics are being developed and full blown evaluations planned for the fall of 2008. At this time, the Writing Center has piloted the first round of assessment of SLOs. Three SLOs were assessed. The results from this round of assessments can be found in the Writing Center Student Learning Outcomes Executive Summary (2C16; SC17).

The library and LRC (including the tutoring centers) keep records of student use through WebTrak, an online tracking system that records basic student information (e.g., *reason for visit*), but this system is no longer supported by upgrades. The Technology Services Department has begun to explore alternatives that will provide more complete, customizable, and relevant data on student use and the effectiveness of services. Anecdotal information and consultation with instructors has been the primary method for determining the effectiveness of support services (along with the data referenced above) for some time. New, more effective ways to align library and LRC services more closely with courses and curriculum are being developed (2C18).

Self Assessment

The college is currently in a *developmental* stage for the items within this standard as many of the individual components required to evaluate college library and LRC resources adequately have just been developed or are being developed. Work still remains on the process of placing these components into effective evaluative rubrics and measuring outcomes.

Planning Agenda

Continue to develop the rubrics and other evaluative tools required to obtain meaningful information about how our learning resources are supporting the needs of CHC students (SLOs and SAOs).

Continue efforts to collect information through POS survey evaluation which, when combined with the data collected through SLO and SAO assessment and other methods for collecting information on the effectiveness of services, will help the college provide more effective support for CHC students.

Supporting Documents

- 2A1 AARC Report
- 2A2 *College Snapshot*
- 2A3 Husing Report
- 2A4 Madrid Consulting Group Environmental Scan
- 2A5 San Bernardino County Workforce Needs Surveys
- 2A6 Center of Excellence Environmental Scans and related research
- 2A7 Title V grant and reports
- 2A8 Alliance for Education documents
- 2A9 Assessment and Challenge process documents
- 2A10 Campus Climate Survey
- 2A11 Schedule of Classes
- 2A12 Educational Technology Plan
- 2A13 Regional Emergency Training Center materials
- 2A14 Reports documenting SLO progress from eLumen
- 2A15 SLIC Committee minutes
- 2A16 Educational Master Plan
- 2A17 Curriculum Committee Bylaws and minutes
- 2A18 Curricunet Handbook
- 2A18 Curricunet Handbook
- 2A20 Distributed Education Plan
- 2A21 Curricunet Handbook
- 2A22 Sabbatical Report on Surveying
- 2A23 Contract between CTA and SBCCD
- 2A24 *CHC College Catalog 2007-2008*
- 2A25 Career/Technical external accreditation reports
- 2A26 Articulation Agreements
- 2A27 Honors Institute materials
- 2A28 Professional Development documents
- 2A29 Smart classroom matrix
- 2A30 Study Abroad Program materials
- 2A31 Planning and Budget Committee documents
- 2A32 Department meeting minutes
- 2A33 Reports from eLumen showing program level outcomes progress
- 2A34 Academic Senate Minutes
- 2A35 Curriculum Minutes
- 2A36 Reports from outside accrediting bodies
- 2A37 Minutes from advisory committees and external committees and consortia where CTE programs are discussed
- 2A38 Articulation Agreements
- 2A39 Catalog Committee Minutes
- 2A40 SBCCD BP 4030 and AR 4030, Academic Freedom and Article 6 of the contract
- 2A41 SBCCD BP 5500 and AR 5500, Standards on Conduct and Disciplinary Procedure
- 2A42 Faculty Handbooks

- 2A43 Management Values
- 2A44 Classified Senate Code of Ethics
- 2B1 CHC Schedule of Classes
- 2B2 2007-2008 Crafton Hills College Catalog
- 2B3 Outreach calendar
- 2B4 Fine Arts CD
- 2B5 CHC Brochures
- 2B6 Student Learning Outcomes (SLOs) for Student Services
- 2B7 Program review and POS documents for Student Services departments
- 2B8 Financial Aid Brochures and Flyers
- 2B9 SARS reports (examples)
- 2B10 *Student Guide to Web-based Programs*
- 2B11 Disabled Student Program and Services Brochures
- 2B12 EOPS and CalWorks brochures
- 2B13 Health and Wellness Center Brochures
- 2B14 Minutes of the Student Services Council meetings
- 2B15 *The Advisor*
- 2B16 CHC Club Roster
- 2B17 Student Club Charter Packet
- 2B18 Child Care Information
- 2B19 *La Traviata* CD
- 2B20 Counselors' Handbook
- 2B21 SLO Rubrics for Student Services
- 2B22 Charters of MECHA and BSU
- 2B23 Student Demographics 2006-2007
- 2B24 CHC Application form
- 2B25 Consequential Validity Study Report (Fall 2006)
- 2B26 Minutes/reports of meetings and discussions regarding Accuplacer changes.
- 2B27 Board Policy 5040AR Release of Student Information
- 2B28 Board Policy/Administrative Regulation #3310 Records Retention and Destruction
- 2B29 Family Education Right to Privacy Act (FERPA)
- 2B30 Online Application Upgrade Proposal and Minutes of Online Application Task Force
- 2B31 Categorical Program Self-Evaluation
- 2B32 eLumen report
- 2B33 Student Senate and Student Life Survey results
- 2B34 Student Evaluation form for counselor evaluations
- 2B35 Associated Students of Crafton Hills College (ASCHC) Constitution
- 2C1 State Report on Library Holdings
- 2C2 Crafton Hills College Library Website
- 2C3 Program and Network Licenses
- 2C4 SLOs for library and Learning Center
- 2C5 Climate Survey
- 2C6 CHC Schedule of classes, pg. 8
- 2C7 ILEAC Agreement

- 2C8 Library Point of Service Evaluation, Spring 2008
- 2C9 Crafton Hills College Technology Plans (2004-2007 and 2007-2010)
- 2C10 Program and network licenses
- 2C11 Technology and Learning Resources Division Work Schedule document
- 2C12 TTIP Annual Funding Report
- 2C13 Library Informational Materials
- 2C14 Network and program licenses
- 2C15 Division of Technology and Learning Resources SLOs
- 2C16 Writing Center Student Learning Outcomes Executive Summary
- 2C17 Math Tutoring Center Point of Service Evaluation, Spring 2008 Math center Evaluations
- 2C18 WebTrak Reports

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Standard III: Resources

A. Human Resources

B. Physical Resources

C. Technology Resources

D. Financial Resources

(Tab/reverse side of page)

Standard III Team

Co-Chairs

Mark Snowwhite, Faculty

John Muskavitch, Director, Financial Aid

Faculty

Robert Crise

Julie Davis

Bret Scaliter

Classified

Judy Cole

Shane Veloni

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

The San Bernardino Community College District seeks a well qualified and diverse administration, faculty, and staff dedicated to student success. The district has established an open and inclusive hiring process that supports the goals of equal opportunity and diversity. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated in Board Policy and Administrative Regulations 7210 (3A1). Faculty and administrators must meet state minimum qualifications established by the California Community College Board of Governors. Brochures or flyers containing job descriptions, examples of duties, qualifications, and application procedures are published for all available positions.

Job descriptions include the requirements of the position, its responsibilities, and – where appropriate -- the reporting structure. The skills, knowledge, and abilities required to perform the job are matched with the specific duties as outlined in each job description.

Depending on the type of position, a selection committee is formed consisting of faculty, classified and/or confidential staff, and management who have expertise in the discipline or department of the position. The CHC Academic Senate and the college chapter of the California School Employees Association (CSEA) appoint a member or members to each selection committee to ensure appropriate representation. Every effort is made, within the limits allowed by federal and state law, to ensure that the selection committee includes a diverse membership that brings a variety of perspectives to the assessment of each applicant. The director of Human Resources, or designee, reviews the composition of the committee to ensure compliance.

A select number of qualified candidates are screened from the initial pool of eligible applicants and are invited to a first-level interview with the selection committee. Based on the first-level interview, the selection committee recommends no more than three candidates for consideration to the college president or designee.

Selection committees for full-time faculty positions consist of faculty from the discipline of that position or a closely related discipline, as well as management and, at times, classified staff from the department for that position. The selection of candidates for first-level interviews is based on a comprehensive review of written material, including a signed academic application, a cover letter, a resume or curriculum vitae, and transcripts indicating degrees earned.

The Office of Human Resources verifies that degrees indicated have been conferred and obtained from agencies accredited by recognized U.S. accrediting agencies. Any degrees from non-U.S. institutions require translation for equivalency. Candidates may request equivalency if degrees earned are not exactly the same as stated in the minimum qualification set by the California Community College Board of Governors or if an applicant believes he or she possess qualifications that are at least equivalent to those required. The request for equivalency must be reviewed by an equivalency committee made up of the vice president of instruction or designee, the president of the Academic Senate or designee, at least one discipline or related discipline expert from the department in which the position exists, and one additional impartial full-time faculty member.

The selection committee reviews all applications and identifies individuals to be invited for first-level interviews. In consultation with a human resources monitor, the committee formulates interview questions designed to assess a candidate's expertise in the subject matter, commitment to diversity, willingness to participate in committee work, and contribute to the overall learning environment of the campus consistent with the college's mission and vision. Other written materials and/or a teaching demonstration may be required to assess the candidates' teaching abilities to communicate effectively with students and knowledge of subject matter.

Recommendations for part-time faculty hires are made by the individual departments and approved by the appropriate dean. All candidates must submit an application packet to the Human Resources Office for review and processing. Official transcripts must be included, and the candidate must meet state minimum qualifications.

In the 2006-2007 academic year, the academic senates of both district colleges reviewed and revised the full-time and part-time hiring and equivalency policies in consultation with the district administration for submission to the board of trustees (BOT), who approved the revised policy and administrative regulations.

Self Assessment

The district, CHC Academic Senate, appropriate bargaining units, and departments work together to ensure that the college employs diverse and qualified personnel to support student learning and services.

Planning Agenda

- Continue using current selection policies and procedures for personnel.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Classified/Staff: Guidelines for evaluating classified and confidential staff are defined in the CSEA (California School Employees' Association) Agreement, Article 13 (3A2). Each employee is evaluated at least once every two years. The district reserves the right to administer additional evaluations as it deems necessary. Probationary employees are evaluated twice during their probationary period, once during the third month of employment and again during their seventh month of employment.

The immediate supervisor is responsible for the evaluation of classified and confidential staff. The evaluation is administered to the employee and submitted to Human Resources for approval and inclusion in the employee's personnel file. No evaluation is placed in the employee's personnel file without an opportunity for discussion between that employee and his/her evaluator. Employees have five days from the date the evaluation was completed to submit a written response to the evaluation and have it included in their personnel files.

Faculty: Guidelines for evaluating faculty are defined in the California Teachers' Association (CTA) Agreement, Article 16 (3A3). Each probationary faculty members is evaluated once during each academic year. Regular (i.e., full-time tenured) faculty members are evaluated at least once in every three academic years. Temporary or part-time faculty are evaluated within the first year of employment and then at least once every six regular semesters of employment thereafter. The formal evaluation procedure includes the following basic components:

- Student ratings of the effectiveness of classroom and non-classroom faculty as appropriate
- Classified staff ratings of a unit member where the classified staff is supervised by the faculty member
- Comprehensive written self-assessment by the unit member based on duties performed and related to his/her specific assignment
- Written observations and assessments by the evaluator
- Course Syllabi
- Peer reviews. The terms upon which this review is based include
 - *Expertise in the subject matter*
 - *Techniques of instruction*
 - *Effectiveness of communication*
 - *Acceptance of responsibility (for full-time instructors)*
 - *Performance in areas of responsibility outside of the classroom (for full-time instructors).*

Faculty undergoing evaluation have 30 calendar days from the receipt of their evaluation summary to prepare a written response if they so desire. The written response will be attached to the evaluation summary and included in the employee's personnel file.

Administrators: Guidelines for evaluating administrators are defined in Board Policy Administrative Regulation #7250 (3A4). Each administrator is evaluated by his/her supervisor once a year for the first two years of employment and every three years thereafter. Evaluations may be held on a more frequent basis when significant deficiencies are noted.

Each administrator meets with his/her supervisor at the beginning of each academic year to review the goals and objectives set for the prior year and to discuss the extent to which the goals and objectives were met. They review the job description and, by mutual agreement, revise, update, or set new short- and long-range goals and objectives.

Prior to the evaluation conference, the person being evaluated submits to the supervisor a written self-evaluation of his/her performance based on the approved job description and previously established, mutually agreed upon goals and objectives. The employee may submit a portfolio of representative work or any other items he/she considers appropriate. Each administrator will be evaluated by an evaluation committee comprised of other members of the district staff.

The evaluation record is read and signed by the administrator, her/his immediate supervisor, and the responsible evaluators before being placed in her/his file. The administrator receives a copy of the evaluation report and has an opportunity to attach a written response within fifteen working days. The response may offer clarification, additional information, or a rebuttal.

Self Assessment

Procedures for the evaluation for all college and district employees are designed to assure effectiveness. They provide for fair and relatively comprehensive assessment of functions directly or indirectly related to student learning. The evaluation procedure for each constituency encourages self-evaluation and improvement.

Evaluation for what the contract describes as “non-instructional faculty” has been weak in that it has not included specific measures for the functions carried out by these faculty members as distinct from those of faculty who are evaluated primarily on their classroom performance.

Planning Agenda

Develop more effective evaluation instruments and processes as part of negotiations between the district and the designated bargaining group for each major constituency employed by the college/district.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

CHC does not explicitly look at the effectiveness of producing student learning outcomes (SLOs) in its evaluation process because this criterion is not included in the CTA/NEA evaluation forms and also because the college has just begun measuring its SLOs.

Self Assessment

The college is aware that SLO assessment information may be a valuable part of self-assessment as well as discussions of techniques of instruction and effectiveness of communication, but at this point the district and faculty bargaining agents have not addressed how such information may be used in evaluations.

Planning Agenda

- Include in contract negotiations between the district and the faculty bargaining agent how SLO assessment information may be used in faculty evaluations.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

Crafton Hills College strives to create an environment based on integrity, ethics, and professionalism. This goal is embodied in district policies and procedures.

The district has policies, procedures, and practices to ensure that all personnel are provided with expectations of professional ethics and standards. In addition, the district’s administrative regulations address conflicts of interest, including Nepotism (AR

7310), Contracts (AR 6340), Purchasing (AR 6330), Conflict of Interest (AR 2260), Investments (AR 6320), and Prohibition of Harassment (AR 3430) (3A5).

The CHC Academic Senate has adopted an ethics statement that sets forth faculty responsibilities:

- To their respective professions and disciplines by developing and improving their competence as scholars and teachers and by exercising self-discipline and good judgment in transmitting knowledge
- To their students by adhering to their roles as intellectual guides and advisors and demonstrating respect for all students regardless of their cultural background, ethnicity, race, gender, religious beliefs, political ideologies, disabilities, sexual preferences, age, or socio-economic status
- To their institution by participating in its governance to assure that students have equitable access and opportunities to succeed
- To the public by not giving the impression that their private expressions and actions are those of the college (Faculty Handbook, p. 12 [3A6]).

District personnel and consultants conduct employee training throughout the year to apprise staff of compliance issues and changes affecting application of policies or procedures in workplace settings. This past year, the district provided training in Equal Employment Opportunity (EEO), Performance Management, Preventing Harassment and Discrimination/Retaliation, and Diversity.

The board of trustees has adopted and upholds a code of ethics (Board Policy #2010 [3A7]).

In addition, the CHC administrative team adopted management values in 2002 and reaffirmed them in 2008 (3A8). The CHC Classified Senate adopted a code of ethics in 2007 (3A9).

Self Assessment

The college is committed to and expects that all institutional employees operate with the highest level of professionalism, ethics, and integrity. Training of faculty, staff, and administrators is provided by appropriate personnel toward the goal of advancing professional ethics in the areas of recruitment and hiring, prevention of discrimination, sexual harassment, and conflict of interest.

Planning Agenda

- Continue to uphold the written code of professional ethics for all personnel.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

All faculty and academic administrators meet or exceed the minimum qualifications set by the state.

The institution determines appropriate staffing levels for each program and service for each unit in the annual planning process. Staffing considerations and requests are submitted to a group consisting of the president, vice presidents, and the president of the Academic Senate, who prioritize these requests. Their priorities are then funded through the budgetary process based on available funding.

Since the last accreditation visit, the district has completed a compensation study for faculty. Moreover, the district recently completed a classification and compensation study for classified staff, the results of which were shared with CSEA representatives and used to cooperatively develop recommendations that were implemented this past year. The district is currently undergoing a similar study of administrative positions. The classified staff and management studies were designed to determine how accurately current job descriptions reflect various aspects of each employee's position so that adjustments could be made where appropriate.

Self Assessment

With the addition of three dean positions in 2007, CHC's administration is adequate for its current size. However, staffing levels continue to be less than optimal for classified staff and full-time faculty. Some administrators do not have support staff. Some academic departments rely heavily on part-time faculty. For example, last fall (2007) seventy-one percent of all English classes were taught by part-time faculty. In addition, several disciplines have no full-time faculty member. Insufficient numbers of full-time faculty weaken the instructional program by having too few faculty involved in curriculum development and innovations that could supplement instruction. Also, part-time faculty are less available for consultation with their students as these faculty have no regular office space and often have to leave campus right after their classes end for obligations off campus.

Unit plans include human resource needs, but filling the positions is based on budget availability.

Planning Agenda

- Continue to use the annual planning process to determine staffing needs.
- Give high priority to filling gaps in staffing.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

Personnel policies affecting staff in areas of appointment, evaluation, retention, advancement, and due process are clearly stated and found in both governing board policies and collective bargaining agreements. The district develops personnel policies that comply with state and federal mandates and satisfy contract provisions negotiated with the bargaining units: CTA, CSEA, and representatives from confidential employees and administrators. In addition to these negotiations, consultation on policy and procedures also occur with the district assembly, the Academic Senate, the Office of Human Resources, and the board of trustees (BOT). The district administers personnel policies and procedures consistently and equitably as stated in Board Policy 7100: Commitment to Diversity and Equal Employment Opportunity, and Board Policy 7120: Recruitment and Hiring (3A10). The district's Human Resources Office conducts workshops in areas such as sexual harassment, equal employment opportunity, and diversity to assure that its policies are administered equitably and consistently.

Self Assessment

All college employee groups support board policies pertaining to hiring and to maintaining a positive work environment. The recently approved faculty hiring policy and administrative regulations correct minor problems found in the previous policy.

Planning Agenda

- Continue regular review and revision by the Academic Senate and the bargaining agents of district policies and administrative regulations relating to employment and evaluation procedures.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

Every employee has the right to review his/her personnel file upon request. All reviews of personnel files are done in the presence of Human Resources staff.

Files are secured in a locked file room in the Human Resources Office. In addition to employees' having access to their own files, others who may inspect personnel files include Human Resources staff, supervisors when an inspection of a file is a necessary part of conducting business, law enforcement agencies (for current or former employees applying to be peace officers, but only when the employee has signed a waiver), and courts (subpoena for records).

The Human Resources Office does not release personnel files to a third party unless there is a court order or a signed waiver from the employee, or an employee has provided a written authorization to release his/her records.

Self Evaluation

The district is in compliance in this area and will continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

Planning Agenda

- Continue to review practices periodically to ensure compliance with current laws and regulations.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The district governing board recognizes that “diversity in the academic environment fosters cultural awareness, promotes mutual understanding and respect, and provides suitable role models for all students” (Board Policy 7100 [3A10]). The Department of Student Life supports clubs and organizations that further these values. These organizations include the Black Student Union, Movimiento Estudiantil Chicano de Atzlán (MEChA), the Spanish Club, Alpha Gamma Sigma (AGS), Terrestrial Investigation Club (TIC), and other student clubs. A basic requirement of all student organizations before approval of their charter is a statement of nondiscrimination. Faculty and staff have the opportunity to advise student clubs and organize new clubs.

In order to attract a diverse pool of applicants for open faculty and administrative positions, the district participates in the annual Community College Registry Job Fair held in Los Angeles. The district also recruits for positions in specific disciplines and vocational publications to attract applicants from diverse populations to ensure equity and encourage diversity in applicant pools.

Also, Human Resources makes workshops available to administrators that include matters of diversity. The district contracts with the law offices of Liebert Cassidy Whitmore to provide training opportunities for staff each year. These trainings have included *Embracing Diversity*, *Creating a Culture of Respect*, and *Preventing Harassment, Discrimination, and Retaliation in the Academic Setting* (3A11).

CHC faculty and staff on the Professional Development Committee plan training and other staff development activities designed to support a culture respectful of personnel diversity. Examples include a workshop on American Sign Language that featured information about the Deaf community. In addition, the Professional Development Committee conducted workshops for faculty and staff on working with students with disabilities (see IIIA5 below).

Self Evaluation

CHC/district supports diversity of personnel through board policy. The district Human Resources Office performs its duties according to these policies and provides training on diversity and nondiscrimination in hiring. The CHC Student Life Department actively encourages clubs and events that encourage an appreciation of diversity.

Planning Agenda

- The college and the district Human Resources Office will continue to review practices on a periodic basis to ensure compliance with current laws and regulations.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

A workforce analysis of employment equity and diversity is conducted periodically to determine the demographics of existing staff within the district (see *Demographics* section above and 3A12). This analysis follows the guidelines set by the state Chancellor's office in accordance with state regulations and includes assessment of ethnicity, gender, and disability. Additionally, the Human Resources Office reviews Equal Employment Opportunity (EEO) reports for job opportunities to assess the diversity of its applicant pools.

Self Assessment

The district Human Resources Office reports data on hiring that include employment numbers of various groups including those traditionally underrepresented. These data are used to highlight categories where the district and its colleges need to increase their numbers of underrepresented minorities, women, and the disabled.

Planning Agenda

Recruitment and employment is a district function. The district Human Resources Office has indicated that its plans include the following:

Continue to use advertising, outreach, recruitment programs, and relationships with community-based organizations to inform all groups, especially those who are underrepresented, of employment opportunities.

Identify additional methods of disseminating information regarding employment opportunities.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

The district is committed to a policy of non-discrimination in recruiting, hiring, assignment, training, promotion, transfer and evaluation. The administration, faculty, staff, and students take positive action to ensure the adherence to this policy and to

overcome any form of exclusion or discrimination, whether purposeful or inadvertent (Board Policy #7100 [3A10]).

Internal policies and procedures consistent with labor law and the California Education Code and bargaining unit agreements are implemented for the fair treatment of employees and students. The CTA and CSEA agreements each establish practices and procedures for unit members to encourage equitable treatment among all employees. Employment regulations are established for all classifications of employees to ensure fairness and integrity in employment issues and practices and to promote professionalism (3A13).

Self Assessment

District administration, bargaining agent representatives, and others regularly review internal policies, procedures, and bargaining unit agreements addressing integrity and the treatment of CHC's administration, faculty, staff, and students. Any changes to policies, procedures, or contracts are communicated to all employees, placed online via the district Web sites, and updated in appropriate district and bargaining unit manuals and documents.

Planning Agenda

- Continue subscribing to, advocating, and demonstrating fairness in relations with administration, faculty, staff, and students.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since the 2002 accreditation visit, the college has developed its *Professional Development Plan 2007-2010* (3A14) and a robust program of professional development offerings. To identify the professional development topics relevant to college personnel, members of the Professional Development Advisory Committee administered a variety of formal and informal surveys and used data collected to develop workshops on a variety of topics (3A15). Other professional development ideas are often identified through dialogues in various other campus committees or as a result of campuswide initiatives. For example, when the district implemented the use of the Blackboard course management system, the Professional Development Committee, in conjunction with the Educational Technology

Committee (ETC), organized workshops to teach Blackboard basics to faculty, classified staff, and administrators.

One significant goal of the Title V grant, which the college was awarded in 2005-2006, is to provide professional development opportunities as a foundation for moving the college toward becoming a learning college. With this focus, the grant has contributed significantly to professional development at the college. For example, as a provision of the grant, the college hired an instructional assessment specialist, who has used retreats, campus workshops, department meetings, and small informal meetings to enhance the faculty's knowledge about developing and measuring student learning outcomes (SLOs) to improve instructional methods and curricula. The grant also provides for re-assigned time for the chair of the Professional Development Advisory Committee to coordinate professional development efforts.

DELTA Academies are another innovation developed cooperatively by the Professional Development Advisory Committee and Title V faculty. DELTA is an acronym for Dreams Express Learning and Teaching Academy (It is also the universal symbol for change). Each academy is a semester- or year-long cohort experience focusing on one of three subjects: leadership, teaching and learning, or online education (3A16).

Another provision of the grant was the creation of a Teaching and Learning Center (TLC), a twelve-seat computer lab dedicated to professional development. Plans are underway to create TLC II, a thirty-seat training room where other professional development workshops can be held.

The majority of instructional faculty have a 24-hour "flex" time requirement for professional development activities. Each faculty member participating in a flex activity completes a form indicating the activities the faculty member participates in and how it contributes to staff, student, or instructional improvement (3A17). These forms are evaluated at the end of the year by the Flex Advisory Committee. Librarians, counselors, and exempt faculty as well as classified staff and administrators also participate in professional development opportunities, even though they have no flex obligations to fulfill.

The Professional Development Committee has created a workshop evaluation form that is distributed at each professional development workshop (3A18). Data collected from these forms are used to evaluate each workshop, identify continuing needs, and plan for future workshops.

Self Assessment

In 2006-2007, the Professional Development Advisory Committee sponsored 90 workshops with total attendance exceeding 600. As a result of feedback on the evaluation forms, in 2007-2008 the Professional Development Advisory Committee offered fewer workshops in hopes of maximizing resources and increasing attendance.

Planning Agenda

- Work towards fulfilling each of the goals and objectives listed in the *Professional Development Plan 2007-2010*.

III.A.6. Human resource planning is integrated with institutional planning.

The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

CHC determines how effectively human resource needs in program and service areas are met through the program review and annual planning processes. These processes invite all units to identify personnel needs as well as needs for other resources. Staffing requests from planning units must be supported by a rationale. The process includes discussions with department chairs, supervisors, directors, deans, and vice presidents. Requests are then considered and prioritized by the president, vice-presidents, and the president of the Academic Senate. Needs are then funded based on priority and available funding from the district.

Additionally, to strengthen the collaboration between the college and the district Human Resources (HR) Office, the director and staff from HR were invited to participate in a strategic planning retreat held January 25, 2008. The dialogue that occurred at this session helped inform both HR and the college about future plans as well as current policies and practices.

Self Assessment

Planning for human resources is carried out openly and involves all participants in the planning process. Unfortunately district and college finances and funding priorities do not allow for filling many positions that the planning community deems important to programs.

Planning Agenda

- Continue to integrate human resource planning with institutional planning.
- Further develop assessments for the effective use of human resources.

III. B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III. B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

III. B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

CHC occupies approximately 523 acres of land in the Crafton Hills, located between Redlands and Yucaipa. The campus is currently built on approximately 120 of its 523 acres, including the golf course, built not only for its instructional and recreational value but also as a firebreak to protect the campus. The physical plant includes 165,237 indoor assignable square feet in 15 buildings and 222,114 outside gross square feet.

The college has developed its physical plant continuously since it opened in the fall of 1972. The most recently constructed building is the bookstore facility, completed in 2002.

All college planning, construction, and maintenance activities undergo the same considerations, including sufficiency, access, safety, and security. Although CHC has no off-campus facilities, students in the Fire Science, Radiologic Technology, Emergency Medical Services, and Respiratory Care programs complete clinical training in the San Bernardino Regional Emergency Training Center, local hospitals, or other treatment facilities.

CHC integrates physical resource planning with institutional planning in order to support student learning programs and services, improve institutional effectiveness, and provide effective utilization, continued quality, access, safety, security, and healthful environments. Physical resource construction and maintenance, upgrades, and replacements are executed through the college's program planning and facilities planning processes.

Physical Resource: Construction

Program planning processes -- including the Educational Master Plan, program review, and annual planning processes -- determine the physical resource needs to support and assure the integrity and quality of programs. Needs identified through these processes are conveyed to the facilities planning processes, including the Facilities Master Plan (3B1) and the annually updated Five-Year Construction Plan (3B2). Potential funding sources to construct the projects from these plans are then identified. These funding sources include state and local bond funds.

Program Planning Processes

The most recent update to the Educational Master Plan was completed in fall 2007 (3B3). The plan identifies the mission, vision, and overarching goals for the campus from 2007 – 2012. These goals serve as the bases for the program review and annual planning processes in determining the physical resources needed for the college and its programs.

The program review and annual planning processes identify facilities/space and repairs and maintenance needs for programs and support services. These needs are identified in the context of what each department needs in the next two to four years to support the Educational Master Plan. Departments submit their plans through the process, which

includes discussions with appropriate department chairs, supervisors, directors, deans, and vice presidents. Requests are then prioritized by the president, vice presidents, and the president of the Academic Senate. Needs are then funded based on priority and available funding.

In addition, the college uses the formulas developed by the State Chancellor's Office, including capacity/load ratios, space inventory, and FTES to measure sufficiency. These formulas and ratios are used to determine the college's eligibility to request state funds for new construction.

Facilities Planning Processes

Facilities Master Plan

In 2004, the college hired an architectural service firm to develop the Facilities Master Plan (3B1). The final draft of the plan was completed in 2005.

Five-Year Construction Plan

The program review and planning activities are used to modify the Facilities Master Plan as well as the Five-Year Construction Plan in terms of projects, schedules, and costs (3B2).

CHC/district annually submits a Five-Year Capital Construction Plan (3B4) and related project proposals to the California Community College Chancellor's Office. This plan serves as the basis for evaluation by the state chancellor's staff of future state-funded capital construction projects.

The plan includes the following:

- New infrastructure and improvements
- Parking lot and road improvements
- New community recreation facility (swimming pool)
- Site grading for new athletic fields
- New Learning Resources and Technology Center (LRC)
- New General Education Building
- Demolish "old" Library
- New parking structure
- New Emergency Services Building
- Modernize Occupational Education Building-1 (OE-1), Student Services, and the College Center Buildings

Funding: State Funds and Local Bonds

Physical resource planning has increased significantly since the last accreditation self study. The approval of state funding as well as the passage of two local bond measures, Measures P and M, have allowed CHC to address new construction and renovation needs for the campus.

State Support

Based on the capacity/load formulas used in the Five-Year Capital Planning process, CHC/district were successful in securing approval for the state to fund \$15.5M for the LRC in support of the laboratory and AV/TV space needs. Local bond funds will provide

an additional \$13.3M toward the total project cost of \$38.8M. In this way, local bond funds were leveraged with state funds so that 48 percent of the budget will come from local bond funds and 52 percent from state bond funds.

Measure P (Local Bond)

Projects funded by Measure P include the Facilities Master Plan, energy efficiency upgrades and infrastructure projects, the construction of the new LRC, and the community recreation facility (swimming pool). More information about the use of the funds is included in the full ballot measure for the bond (3B5).

Measure M (Local Bond)

Prior to the passage of Measure M, a survey of public interest was conducted based on the list of projects identified in the Facilities Master Plan (3B6). The results were used to identify priority projects and to determine the amount of the bond. In spring of 2008, voters approved the San Bernardino Community College District Measure M. This measure will fund plans to improve student access to job training and four-year college preparation classes, improve campus safety, add and enhance upgrades for academic classroom and lab areas as well as student support and administrative facilities. More information about the use of the funds is included in the full ballot measure for the bond (3B7).

Physical Resource: Maintenance, Upgrade, or Replacement

The college uses a variety of programs and processes to address the maintenance, upgrading, and replacement of physical resources. These programs and processes include the Scheduled Maintenance Program (SMP), program review and annual planning, work order requests, and preventive maintenance programs.

Scheduled Maintenance Program

The college uses the state's Scheduled Maintenance Program to protect the state's investment in CHC through timely nonrecurring repair and maintenance of the facilities to correct and avoid health and safety hazards, to maintain an environment conducive to learning, and to improve long-term cost effectiveness of facility operations. This program is a strategic long-range program developed by the state to assist community colleges in maintaining facilities and sharing in the cost of repairing and replacing some of the more costly maintenance projects found on the campus.

This program has helped the college to regularly maintain the physical plant and address special repair projects. It is the intent of the program to target those structures and their related infrastructures that are in the most need of repair. The district/CHC and the state share the cost of the projects. Most recently, the match has been a 1/1 ratio.

The chancellor's office uses the district's annual Five-Year Scheduled Maintenance Plan (3B8) to substantiate project needs and determine the dollar amounts required to meet those needs. The plan includes projects, dollar amounts, and time frames for preventive as well as scheduled maintenance projects.

In addition, CHC submits to the state individual project proposals identifying the scope and justification for each. Such projects are identified after the Maintenance Department completes annual assessments of the campus buildings and systems. Some of the more common types of repairs eligible include repair of roofs; mechanical and utility repairs/replacement; infrastructure/land erosion control; replacement of doors, windows, floors, ceiling and hardware; exterior/interior refurbishing; and resurfacing of tennis courts, walkways, and roadways.

Program Review and Annual Planning

The program review and annual planning processes identify facilities/space and repairs and maintenance needs for the college's programs and support services. These processes are performed to provide for the short- and mid-range facilities needs of the campus. Some of the more common needs include facility maintenance, alterations and improvements, upgrades, and replacements. (These processes are described above under Program Planning Processes).

Work Orders and Preventive Maintenance

The maintenance department uses work order and preventive maintenance processes to address the short-range, day-to-day facility needs of the campus.

As identified and authorized during the annual planning process, the Maintenance and Operations Department recently purchased, and is in the process of implementing, a computerized maintenance management system (CMMS) to perform a variety of functions including asset tracking/history, work order tracking, preventive maintenance, procedures, purchasing, inventory control, labor, and scheduling (3B9).

The college community uses a variety of means to communicate maintenance and repair requests: in-person discussions, phone calls, emails, and the new CMMS.

The maintenance supervisor maintains a scheduled preventive maintenance list to track and schedule major building system components of the physical plant. Roofs, heating and cooling systems, elevators, and fire suppression systems are regularly inspected.

Self Assessment

Physical resources support student learning programs and services. Resource planning is integrated with institutional planning for the construction, maintenance, and upgrading of physical resources. However, the overall physical resources of the campus are barely adequate for the number of students, faculty, and staff, in part because the college has outgrown its original designs and funding has not been available over the years to renovate and build for the future. Because CHC was constructed when education was developed around small learning groups, the college has only four large lecture classrooms and few laboratories but many small classrooms (approximately 388 square feet). Because student attendance has grown, classrooms are scarce during the mid- to late-morning hours. Increasing numbers of classes are being offered in the early and mid-afternoons and on Fridays. These are the last classes to fill during registration.

Faculty and staff offices are small (80 square feet on the average), and offices for the newly hired are scarce. Some storage areas have recently been converted to offices, thus creating a storage shortage.

While parking lots are well maintained, there is a shortage of spaces during the first part of the fall and spring semesters. This condition elicits a large number of student complaints. With the help of the Student Senate, a temporary daytime parking area in the 'old orchard' west of Lot A was created for overflow parking, but in the fall of 2007, this lot was made available as a staging area for new construction. Lot I was temporarily expanded to accommodate the overflow. The campus also added parking along side the curb of Campus Drive. The college also plans to increase parking capacity by utilizing the soccer field in 2008.

Signage is a problem that was noted in the March 1996 accreditation report. Since that time several sign companies have come to campus and suggested how to improve campus signage. All have indicated that the trees around campus block the visibility of signs on buildings. Priorities for new signage will be determined when funding is available. In the meantime, signs have been refurbished; during registration, temporary signs indicate the direction to the Admissions & Records Office. Also, during the first week of each semester, Answer Center tables at different points around the campus are staffed by volunteer faculty, staff, and administrators who help direct students during school hours. To increase institutional effectiveness, Steinberg Architects have also identified a signage plan in the Facilities Master Plan (3B1).

Planning is carried out on many levels to assure the most effective use of college and district resources. Upgrades in the past six years have expanded the college's capacity to serve its students.

Maintenance has been consistently reliable. Requests for repairs to resolve potential hazards or resolve problems that interfere with the comfort of students and staff are addressed in a timely manner.

Planning Agenda

- Continue making progress on the Facilities Master Plan with issues related to infrastructure, classrooms, offices, and parking in support of the Educational Master Plan with current state and local bond funds.
- Continue institutional planning activities including the program review, facilities planning, and the scheduled maintenance program.

III. B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Construction

The college assures safety, security, and access for construction projects by submitting facility designs to the Division of State Architects (DSA) for review. DSA ensures the safety and compliance with codes for building structural, fire-life safety, and the Americans with Disabilities Act (ADA).

The college also participates in an ADA Transitional Plan program mandated by DSA to enhance accessibility for people with disabilities (3B10). Accordingly, the college continues work to remove barriers and modify facilities to improve access campus-wide (Kitchell/Steinberg).

Maintenance, Upgrade, or Replacement

In addition to the work order and inspection processes that the Maintenance Department administers, the college uses other activities to address matters of access, safety, security, and the learning/working environment, including supervisor investigations and inspections, activities from the safety committee, risk management inspections performed by consultants, permit compliance, a hazardous materials removal program, emergency information, and recycling.

As prescribed by the Injury and Illness Prevention Program (IIPP), employees are required to report hazardous facility conditions to their supervisors, and supervisors are required to investigate and inspect a site when an unsafe condition is brought to their attention or an employee is injured. Reports of those investigations and inspections are then forwarded to the appropriate department for action. Action may be to simply remove hazardous objects such as tripping hazards or correcting facilities, such as repairing sidewalks.

The Safety Committee meets every two weeks to discuss health and safety related problems and appropriate solutions. These discussions include various safety plans, training, record keeping, condition of facilities, and needed supplies and equipment. The committee makes requests and follows up with appropriate departments regarding the agenda items discussed during its meetings (3B11).

CHC/district is a member of the Statewide Association of Community Colleges Joint Powers Authority (SWACC), which has adopted for all members a requirement for real property evaluations and safety inspections, reports that must be provided to the Authority. Real Property Valuations must be updated annually utilizing industry-recognized measures. Also, a complete field appraisal every five years must be conducted by a competent appraiser. An outside qualified loss prevention specialist, who is an active member of the American Society of Safety Engineers or a similar organization, conducts an onsite inspection at least once every two years. The loss prevention specialist conducts a follow-up audit during the years that an inspection is not required in accordance with the schedule (3B12).

Building systems requiring permits, such as gasoline pumps, elevators, fire suppression systems, boilers, and backflow devices, are inspected and permitted as needed to comply with the requirements of the appropriate permitting agencies, such as the Southern

California Air Quality Management District (SCAQMD) and the California Department of Industrial Relations/Division of Occupational Safety and Health (Cal/OSHA).

The college attends to environmental concerns regarding hazardous material removal. Licensed outside contractors regularly remove industrial, chemical, and biochemical wastes from the campus.

During the development of the Educational Master Planning process, many members of the CHC community expressed an interest in having more environmentally friendly and “green” practices, including making efforts toward recycling. As a result, the Custodial Department incorporated a campus-wide recycling program in 2007 into its current waste management program. The program includes recycling receptacles in all buildings for faculty, staff, and students to use. The recycling program is designed to reduce the amount of material sent to landfills and address the expressed interest of the greater CHC community. Custodians, staff, and students now voluntarily recycle paper, cardboard, aluminum, and other metals.

Safety

The college has a Disaster Preparedness Plan (3B13) and First-Aid Directory (3B14), both of which are widely distributed throughout the campus so that everyone has access to these documents.

In January 2006, the Crafton Hills College and San Bernardino Valley College police departments combined to become the district police. The ranking structure consists of the chief, one lieutenant, 2 sergeants, and 12 officers. The duties of the sergeants and officers are divided among the two campuses. In addition, the district is allotted 12 campus security officers, who work only when class is in session. The police department operates 24 hours a day, seven days a week.

Self Assessment

The facility design and maintenance processes provide measures and procedures to plan and address issues related to access, safety, security, and a healthful learning environment. However, there are some concerns:

- Physical Resource: Construction

There is a shortage of parking spaces during the first part of fall and spring semesters. This condition elicits a large number of student complaints.

- Physical Resource: Maintenance, Upgrade, or Replacement

Signage was a problem noted in the March 1996 accreditation report. Since that time, several sign companies have come to campus to make suggestions on what to do to make the campus easier to navigate. Following those suggestions, for 2007 – 2008, the Maintenance Department allocated Scheduled Maintenance Program (SMP) funds to replace signs throughout campus. Those signs are expected to be replaced in 2008 – 2009.

- Physical Resource Access, Safety, Security, Healthful Learning and Working Environment

Trees have been trimmed to increase visibility, particularly for lighted areas at night. The Maintenance Department also upgraded 14 light fixtures to improve the pedestrian lighting on campus. After discussing areas of priority with various members of the CHC community, the department purchased three temporary lighting fixtures to improve the lighting in the parking lots. However, these lighting solutions are temporary. The portable fixtures require more labor resources to operate and maintain than permanent lights. Administration has preliminarily identified Measure M funding for a permanent lighting solution.

Planning Agenda

- Continue the planning processes described above.
- Continue precautionary measures for a healthful environment, including the safe removal of hazardous materials.
- Continue making progress on parking, signage, and a permanent solution to the lighting problems on campus (administration is currently developing implementation plan).

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

III.B.2.a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

CHC assures the feasibility and effectiveness of physical resources in supporting institutional programs and services by using the following:

- integrating physical resource planning and institutional planning
- systematically and regularly assessing and evaluating facilities and equipment
- taking utilization and other data into account and using the results as the basis for improvement

projecting total cost of ownership of new facilities and equipment.

As discussed in III.B.1 (above), physical resource planning for both long-range capital construction and maintenance is integrated with institutional planning. The Educational Master Plan, program review and annual planning, work order requests, student satisfaction survey results, and preventive maintenance processes inform the Facilities Master Plan, the Five-Year Construction Plan, the Scheduled Maintenance Program, and the day-to-day facility operations managed by the Maintenance and Operations Department.

Systematic assessments include the facilities assessment (3B15) during the Facilities Master Planning process, facility space and repair needs incorporated into the program review and annual planning processes, classroom efficiency analysis, work order reviews, preventive maintenance inspections, utility usage reports, and vehicle and equipment maintenance records.

The college uses the results of these assessments to make decisions about operations, supplies, utilities, and equipment needs. These needs are discussed, prioritized, and funded annually by the president and vice presidents in consultation with the president of the Academic Senate.

For long-range facility needs identified in the Facilities Master Plan or Five-Year Construction Plan, the college works in cooperation with the district Facilities Development Department to determine the total cost of projects. For short- to mid-range facility needs identified in the program review, annual plans, and the Scheduled Maintenance Program (SMP), the department indicating the need must determine the total cost of the projects during the planning process. Included in cost estimates are capital investment, operating and maintenance costs, other requirements (both short- and long-term), useful life, and salvage value as appropriate.

Self Assessment

The plans and evaluations the college regularly performs for facilities and equipment include information required to assure the feasibility and effectiveness in supporting programs and services. Faculty, staff, and the administration discuss this and related information in the appropriate institutional planning processes such as program review and annual planning.

Planning Agenda

Continue using the results of integrated physical resource planning, assessment, and evaluation as the basis for improvement.

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

The Technology Planning Committee, whose membership includes senior and middle management, faculty, classified, and student representatives, works with the Educational Technology Committee of the Academic Senate and the campus Technology Services Department to formulate the overall guidelines by which members of the campus community integrate technology into their respective functions.

The college has adopted a hybrid centralized technology support model. Working in conjunction with District Computing Services (DCS), the CHC Technology Services Department manages support for the campus infrastructure, hardware, desktop applications, audio/visual needs, and department-specific software. Support of district-provided services, such as Datatel, Blackboard, and SARS, is provided by DCS. Technology Services staff are members of the District Technology Committee (DTC) and meet monthly with DCS representatives as well as technology representatives from San Bernardino Valley College to coordinate projects for the district and campuses and provide a forum for a more global discussion of technology matters.

Under the direction of the vice president of instruction, Technology Services helps to plan, install, and maintain technology rich classrooms and labs. Designated as “smart” classrooms, each is designed for ease of use and periodically reviewed. When feasible, smart classrooms are updated to include current technology. The Technology Committee continually plans for the expansion of classroom technologies as budgets permit.

The increase of computer stations for students is an objective of Goal 4 of the Technology Plan 2004-2007 (“CHC will provide basic online functionality to students, employees, and the community”) (3C1). In accordance with this objective, a computer “mall” was established on the ground floor of the library. The 64 computers installed are available to all on a first-come-first-served basis. Technology Services uses cloning software to ensure that students have access to the same programs and services on all student-access machines. The use of security software allows the computer to be reset to the original image, thus guaranteeing its integrity.

The Education Technology Committee (ETC), a committee of the Academic Senate, focuses on the use of technology to provide distance learning (i.e., online and hybrid classes). This committee reviews curriculum designed for distance education and certifies instructors who request to teach online to assure their preparation.

The institution ensures that its various technology needs are identified through program review, the annual planning process, and a campus obsolescent plan (CHC Technology Plan 2004-2007, Goal 14 [3C1]), thereby providing a means for all areas on campus to request needed equipment and resources, including technology resources. Since 1995, the campus has been establishing technology goals through a series of campus technology plans. These plans provide guidance for improving institutional effectiveness through collaboration of all campus technology stakeholders in the development of goals. This year, the process became more formalized for the instructional areas (see III D1 below).

A newly implemented work order/inventory tracking program ensures the identification of outdated and obsolete equipment. This tracking process allows Technology Services to work with all campus areas to identify technology that needs to be replaced.

The Technology Planning Committee, which includes broad campus representation, develops the campus Technology Plan. This plan serves as the roadmap for the primary decision-making process. However, the annual planning process also plays a significant role in determining the technology needs of the campus as those requests are reviewed each year during funding allocation discussions. This strategy allows for both long-range planning and also fulfilling more immediate needs as they arise. Technology Services also serves as a liaison between the needs of District Computing Services (DCS) and those of the campus. Recommendations are made to senior administrators, who, in consultation with the president of the Academic Senate, arrive at funding decisions.

Self Assessment

The technology currently available accommodates the college's current curricular commitments for distance learning. The network is reliable, private, and secure. Blackboard, the college's course management system, is available to all instructors for use in face-to-face, hybrid, and online courses. The Blackboard license was purchased by the district and provides a standardized interface for document access and content delivery.

Within the limitations of budgets, technology planning works effectively to provide technology to all who can benefit from its use.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Disabled Students Programs and Services (DSP&S), working with faculty and staff, conducts regular assessment of student needs related to assistive technology and specialized equipment. DSP&S provides specialized training on both hardware equipment and educational accommodation software essential to students with disabilities so that they can participate fully and benefit equitably from the college experience. DSP&S provides students with various adaptive technology training. Print disabled students are trained to use Zoom Text software, and visually impaired students are provided training on adaptive readers (e.g., The Victor Reader for materials for the blind). Learning disabled students are trained in the use of Kurzweil scan-and-read software and *Read Please*. They are also trained to use the Adobe Screen Reader for PDF files for e-text. Blind students receive screen reader training using *Jaws*. Mobility impaired students are trained to use *Dragon Naturally Speaking* speech recognition software. To ensure accessibility, the district has purchased site licenses for the universal assistive software programs. These programs are installed in various locations including DSP&S, library, classrooms and the Learning Resource Center (LRC).

Other student training occurs from face-to-face, one-on-one training in the library and LRC. Faculty and staff assist students in using computers and printers in these facilities.

Workshops have been provided to instructors on the basics of using the Blackboard program and developing Blackboard shells. Workshops have also been provided for faculty and staff in Microsoft Office, Outlook, and other basic PC applications. Additionally, members of the Educational Technology Committee (ETC) provide support for developing distance education course addenda for course outlines. In addition, the ETC is currently developing best practices recommendations for online courses.

For supporting student training, some instructors spend various amounts of time orienting students on technology used in their courses. Recently added to the curriculum are three courses designed to orient students to online learning-- CIS062: Introduction to Online Learning; CHC100: Student Success and the College Experience; and LIB100: Introduction to Library and Information Competency.

The Professional Development Committee is currently working on goals and objectives for a new three-to-five-year plan, part of which will address technology training needs.

Self Assessment

Training on technology for both faculty and students needs to be expanded. Personnel training has been guided by the Staff Development Committee, but that committee's survey of technology training needs, which is part of a larger survey of professional development needs, is now outdated. Assessment of the information end-users need is in the Technology Plan (3C1).

Planning Agenda

- Enhance assessment mechanisms for identifying technology training needs for students and personnel.
- Explore alternatives and develop specific programs for supporting the use of technology.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

Technology needs are identified by a planning process that includes a means for all areas on campus to request needed resources, including technology. This is one of the ways by which decisions regarding technology purchases and needs are made. During the 2007-2008 school year, the process became more formalized for the instructional areas as it is described in the section on planning and budgeting in D1 (below). It has also been standard practice that technology requests appear in each budget unit's yearly plan when decision-makers consider technology requests and needs. Technology Services representatives also participate in the District Technology Council (DTC), which provides a forum for all district entities to discuss technology needs at this more global district level.

Through individual service requests, direct phone calls, and venues such as committee meetings (or individual department meetings), the efficacy of campus technology is continuously being visited and evaluated on a case-by-case basis. The obsolescence plan helps ensure that older technology does not create problems for end-users.

The Technology Services Department, within the Technology and Learning Resource Division, has three areas of responsibility: network and desktop support, audio-visual support, and teaching aids. These three areas support the entire institution.

Routine maintenance is performed regularly on major network infrastructure components. Help desk functions are handled using the district's Help Desk, which operates continually and is accessible online at www.craftonhills.edu and by phone. In conjunction with Administrative Services, Technology Services is in the process of implementing a more inclusive online help request program for maintenance work, which is scheduled to be operational before classes begin in the fall of 2008.

Back-ups on servers are performed daily, and interruptions for maintenance are scheduled during off hours (midnight to early morning) in order to avoid excess network traffic during instructional hours.

When the campus upgraded the phone system in 2003 to Voice-over-Internet Protocol (VoIP), the college purchased extended technical support until April 2009 to maintain reliability.

Technology Services monitors bandwidth and other critical data traffic components on a daily basis. District Computing Services (DCS) also monitors key components, such as edge routers, email clusters, and domain controllers, so that problems are quickly identified and resolved.

Self-Assessment

Planning appears to have been sufficient to provide for an infrastructure that is fully functional. The campus "up time" is consistently near 100 percent. Most faculty seem to be satisfied with their level of technology support, although many faculty would like to have more "smart" class rooms available to give them more options in delivering instruction.

Planning Agenda

- Continue managing, maintaining, and operating technological infrastructure and equipment.
- Continue providing appropriate system reliability and emergency backup.
- Continue upgrading classrooms to "smart" as funding becomes available.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance and enhancement of its programs and services.

Descriptive Summary

Approximately 100 computers are available for general in the library. They are located on the first floor of the library, in the Learning Resource Center (LRC), and in LR309 (a classroom close to the LRC). These computers may be used for students to access online environments or sites that may contain materials for their courses. The district also has implemented the Blackboard course management system for the delivery of online courses. Every course offered by the district has a Blackboard “shell” created for it at the beginning of each semester. So, conceivably, every one of the college’s courses has distance education support. Similarly, all students are now given a district email account upon registration so their ability to use Blackboard for student-instructor distance communication is assured.

The Technology Plan includes an obsolescence plan that ensures that all technology – audio-visual equipment as well as computers -- is equitably and consistently distributed to faculty, staff, and students. The plan calls for a 20 percent per year replacement cycle to keep the technology reasonably up-to-date. One goal of the plan is to keep all end-users on an equal footing in terms of the technology available to them individually and to ensure that adequate resources are available in such venues as labs. The obsolescence plan is not completely implemented as intended because of funding inadequacies, but the spirit of the plan is being honored as resources allow.

This year, the Technology Planning Committee received requests for technology from instructional areas and made recommendations to the president and the Budgeting and Planning Committee after reviewing those requests. Both the president and the Budgeting and Planning Committee have received those recommendations.

Other technology decisions are made in accordance with items that are within the Technology Plan as well as the needs identified by the Technology Services Department throughout the year. When timelines permit, these recommendations are provided by Technology Services during the budgeting and planning process or, when necessary, as needs arise. In such cases, Technology Services works with the requesting parties to find the most appropriate equipment and/or software to fill those needs.

Routine maintenance (described above in III. C.1.a) is performed regularly on major network infrastructure components to provide and maintain reliable and secure technology services for the college’s programs and services.

The Technology Plan does not specifically address distance education. The Technology Committee decided that the Technology Plan would deal with the technology of the campus in support of instruction but not with the delivery of instructional content. Matters involving delivery are under the purview of the Educational Technology Committee (ETC), an Academic Senate committee.

Self Assessment

Overall, the college distributes and utilizes technology resources in supporting the development, maintenance, and enhancement of programs and services. However, one concern that the Technology Services Department is currently addressing is the inconsistent service for the delivery of equipment such as projectors to the classrooms that are not “smart.”

While the college offers an increasing number of online courses and commercially produced video-courses, it produces no courses on campus for telecast or podcast.

Planning Agenda

- Develop a plan to address service levels for delivery of equipment to classrooms with no “smart classroom” technology.
- Evaluate the appropriateness of telecast or podcast technology.
- Develop capacity to produce video and other media content for distance education.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

CHC bases technology decisions on and determines technology needs from the results of the annual planning process. Technology planning is also assessed in terms of supporting the obsolescence plan.

All campus entities or departments are required to complete the annual planning document, which includes a section for technology requests. These requests are forwarded to the campus Technology Planning Committee for review and prioritization. The requests are then submitted to the Budget and Planning Committee and senior administration in consultation with the Academic Senate president, who prioritize them. This group funds technology requests to the extent that there is available funding and in consideration of competing priorities in human and other physical resources.

Self Assessment

Planning for technology is carried out on a regular basis as part of the campus’s overall integrated planning process. The annual planning process and obsolescence plan are critical to obtaining the information needed by the Information Technology Department for planning.

Planning Agenda

- Continue to conduct planning according to the current processes.
- Develop a means for assessing the effective use of technology resources.

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

College funding priorities are established annually through a comprehensive planning process that involves all disciplines, departments, and programs. The college Planning and Budget Committee is responsible for coordinating this process. All plans must show consistency with the goals derived from the college mission statement (3D1) and Educational Master Plan (3B3). They also include objectives, activities, and cost estimates. Plans typically include adapting programs to changes in technology, new careers, community needs, and student body needs (3D2). The overarching focus is on maintaining strengths and instituting innovations for enhancing student learning.

In the fall of 2007, the college instituted a new program review process and annual budgeting and allocation model. These processes are integrated so that program goals and objectives align with the college's Educational Master Plan. Annual planning draws on the resource requirements identified in program review and provides a means for requesting needed resources. Funding priorities are established by divisions in a democratic manner that encourages broad participation. For the instructional divisions, divisional priorities from the unit plans are determined at a meeting of all academic department chairs (3D2).

In addition, Title V funds are distributed according to the requirements of the two Title V grants awarded to the college in 2006 (3D3 & 3D4). Title V spending parameters are consistent with the college's Educational Master Plan.

The college's senior administration and the Academic Senate president, after reviewing input from the co-chairs of the Planning and Budget Committee (i.e., the vice president of administrative services and the vice president of the Academic Senate), fund items in the divisional plans in priority order as money becomes available. During this part of the process, senior administration adjusts budgeting priorities according to funds available and college needs and reports back in the following fall. Administrative review will

often adjust for factors not included in budget requests, such as maintenance costs, costs of reconfiguration necessary to provide access to technology, and furniture.

To encourage full participation in planning and budgeting, the Planning and Budget Committee conducted many workshops during the 2006-2007 school year for faculty and staff on how individuals participate in the process. College administrators required all faculty members to attend one of these workshops.

Self Assessment

CHC relies upon its mission and goals as the foundation for financial planning and realistically assesses financial resource availability. The college has a planning model that provides for the integration of financial planning with the various aspects of institutional planning. This planning model also allows for participation of constituencies in budget development.

However, CHC is at the developmental stage of program review. The current planning and budgeting process has been used for only one year, but it seems to have simplified the planning and budgeting process and brought it more in line with college goals defined by the newly developed Educational Master Plan. Whether it has succeeded in bringing broader participation into the process has yet to be determined.

Planning Agenda

- Continue to use the newly developed model for budgeting and resource allocation.

III.D.1.b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

All those involved in institutional planning and budgeting, such as faculty department chairs, deans, directors, vice presidents, and the president, receive accurate information about available funds, including the annual budget, showing ongoing and anticipated fiscal commitments. Budget and expense reports are distributed to those with budget responsibility each month. In addition, these individuals access the financial information system, Financial 2000, for real-time budget and fiscal information. This information provides those responsible for planning a realistic assessment of financial resource availability. It also informs the development of financial resources and the understanding of expenditure requirements.

CHC establishes funding priorities as described in III.D.1.a (above). Each year, planning for resource allocation is carried out under the assumption that the college will be provided with the same funds as it was the previous year. However, because the district and its colleges depend primarily on state apportionment and property tax support, both of which vary from year to year, there is a general understanding that if state revenue declines, the college may not have the ability to fund some plans. Conversely, more

generous funding than anticipated may allow for the funding of priorities considered not critical but desirable in terms of the master plan.

Self Assessment

Program review, which examines all programs in terms of the Educational Master Plan, is designed to be the basis of annual planning and budgeting. Annual planning is carried out in a spirit of optimism tempered by the realities of an uncertain state budget, which funds community colleges more or less adequately year-to-year. Plans that do not get funded one year are often carried over to the next.

Planning Agenda

- Continue integrating and supporting all institutional planning with financial planning.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

When making any short-range financial plans, the college considers its long-range financial stability. The institution plans for the payment of liabilities and future obligations. The district maintains sufficient cash flow and reserves to support its continued operation. The district is self-insured and maintains proper procedures and funds to meet its obligations.

CHC uses its Facilities Master Plan (3B1) for planning remodeling and new buildings (see III B: Physical Resources, above). Funding for capital projects is available from bond allocated monies.

The district has sufficient bond and grant funds for its capital projects. An adequate reserve fund exists to meet unforeseen contingencies (3D5).

Self Assessment

Because the district's reserves are comfortably above the statutory minimum (as described in III.D.2.c) (3D5), the district Office of Fiscal Services feels that the district will be able to survive state funding uncertainties. District administration believes that this level of reserve funds is more than adequate to meet increased expenditures for utilities and unanticipated emergency repairs.

Planning Agenda

- Continue planning for payment of liabilities and future obligations in order to maintain sufficient cash flow for financial stability.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

The college's processes for financial planning and budget development have recently been revised (2007-2008). These processes encourage participation in financial planning from each individual in each planning unit (3D1). Guidelines for participation are given to the person in each unit responsible for completing planning documents.

Financial planning is designed to promote the college's Educational Master Plan (3B3). Those writing the plans, usually department heads and faculty chairs and coordinators, are asked to project more than one year into the future and to identify and prioritize needs for personnel, equipment, software, and other resources. Requests for funding are based on analyses of perceived unit strengths, weakness, opportunities, threats, and trends. Units use outcomes measures to discuss the status of their activities (3D6). These plans are used as the basis for funding decisions.

Self Assessment

CHC has consistently maintained a collegial model of decision-making that encourages administration, faculty, staff, and students (when available) to be involved in planning. Because budget plans originate at the unit (usually department or discipline) level, there is ample opportunity for those responsible for these initial plans to gather input from everyone affected by budget decisions.

Most of the plans submitted through the planning process in the last three and a half years have been funded. The college community generally has confidence in the fairness and effectiveness of the financial planning and budgeting processes. There is broad participation from faculty, administration, and some classified staff in developing plans and establishing funding priorities.

Planning Agenda

- Continue using the current financial planning model, which encourages broad participation from each unit.
- Survey the campus community about satisfaction regarding participation in the campus planning process.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent

audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Each year the district vice chancellor of fiscal services submits all college and district financial records and related material to an independent auditor. For 2007 that auditor was Eadie and Payne, Certified Public Accountants, who issued a report showing the overall fiscal health of the district and its colleges (3D7). The district accounting office provides all units with monthly budget status reports (3D8).

Self Evaluation

The most recent audit shows the district's financial condition and practices to be sound, with a few relatively minor problems. These include "deficiencies in internal control over financial reporting" and a lack of "effective internal control over the preparation of the final financial statements." However the auditors believe that these deficiencies do not rise to the level of material weaknesses (Audit Report, p. 38 [3D7]). The audit report also found no material weaknesses in the district's compliance with state and federal reporting requirements (Audit Report, pp. 42, 44, & 45 [3D7]).

Planning Agenda

- Continue using budgets and independent audits that reflect the appropriate allocation and use of financial resources to support student learning programs and services.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Financial information is available from the Financial 2000 financial management system and is also communicated and/or discussed in forums such as the District Budget Committee, the College Planning and Budget Committee, the Academic Senate, the monthly management meeting, and the President's Cabinet. The financial issues discussed include enrollment projections, state budget outlook, COLA, and college budget projections.

The district's Fiscal Services Office develops the tentative and final budgets, which are presented to the board of trustees (BOT) for adoption. A budget public hearing is held every September. The district's Fiscal Services Office submits monthly financial statements to the BOT. The trustees also review quarterly financial reports that are submitted to the California Community College State Chancellor's Office. The college's annual audit reports are completed on schedule and are widely distributed. Furthermore, the independent auditor presents all audit findings directly to the BOT in a public session.

The college community has real-time access to budget and financial information through Financial 2000. More than 75 people at CHC have access to this system. Users have the ability to review budget availability, purchase order transactions, and complete other financial activity.

Once the senior administration establishes funding priorities according to the process described above, that information is provided to units. Department heads and faculty chairs and coordinators share this information with those in their departments. Monthly budget status reports are distributed to all units with program designations. The budget for student government is monitored by the Student Senate treasurer, who informs the Student Senate in a monthly update of activity.

Self Evaluation

The planning and budgeting processes are transparent, and relevant information is disseminated to all appropriate parties. Plans for new buildings are communicated by the district chancellor to all via monthly updates on board actions.

Planning Agenda

- Continue to provide appropriate financial information throughout the institution through Financial 2000, board meetings, and other college committees and forums.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The district uses the accrual basis of accounting for all cash flows. Income and expenditures are monitored, and financial obligations are budgeted and paid regularly. State apportionment payments to the district come regularly, and property tax revenues are received in December and April. On rare occasions, disruptions in deposit variables may create projected cash deficits for which Tax and Revenue Anticipation Notes are issued.

For the fiscal year ending June 30, 2007, the total district expenditure budget was \$85 million. Of this amount, \$19.9 million (22 percent) was accounted to be contingent or fund balance (3D9). The budget adopted for fiscal 2007 had a reserve for contingencies of 6.2 percent of budgeted expenditures, exceeding the state mandated 5 percent.

The district is protected from general property losses and liabilities through its participation in various joint powers authorities (JPAs) throughout the state. The district belongs to the Statewide Association of Community Colleges (SWACC) JPA. SWACC or re-insurers from whom it buys insurance cover district liability losses in excess of \$50,000 and property losses above \$5,000.

For Workers Compensation insurance, the district belongs to the Schools Alliance for Workers' Compensation Excess (SAWCX) JPA. SAWCX or re-insurers from whom it buys insurance cover district losses in excess of \$500,000.

Every other year, as required by the Governmental Accounting Standards Board (GASB), the district completes an actuarial study for all self-insured funds to determine if the budget reserves meet the appropriate thresholds. Budgets are then adjusted accordingly.

The independent auditor found sufficient cash flow and reserves to support continued operation of the institution. The district is self-insured and maintains proper procedures and funds for the protection of its staff and students.

The state considers it prudent to reserve a minimum of 5 percent of the financial resources in the general operating fund for risk management, financial emergencies, and unforeseen circumstances. The district maintains this minimum and has in recent years exceeded it (as noted above).

The district regularly monitors cash flow to insure that its operations do not exceed available funds and that all revenues are strictly monitored. During the academic year, enrollment reports are reviewed and compared to enrollment projections.

The district purchases medical malpractice insurance for health-related programs such as emergency medical technician, emergency medical services, and fire technology. In addition, the district provides some limited health insurance programs for students. International students are required to provide proof of personal insurance.

Self Assessment

The current level of reserves is adequate to meet expected obligations as well as unanticipated and unforeseen financial events (e.g., state budget cuts, delays in the adoption of the state budget, and statewide property tax shortfalls).

The district's insurance coverage for excessive risks of losses and liabilities is adequate. There are no unique liability issues specific to the college. The issues faced by the college are similar to those facing other public entities. CHC maintains premises that are safe for students and employees. Over the course of a year, thousands of visitors and more than 7,200 students are on the campus. During the course of normal operations, the college does not experience an abnormal number of claims alleging dangerous property or inadequate security.

Planning Agenda

- Continue to maintain sufficient cash flow and reserves.
- Continue appropriate risk management strategies

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

Oversight of most college finances is carried out by the district vice chancellor of fiscal services. The vice president of administrative services oversees the operation of the college bookstore and the campus cafeteria. As an accredited institution, the college is eligible to administer financial aid as authorized by state and federal agencies. Effective oversight of financial aid is ensured through this eligibility process.

The college has been granted authority to participate and disburse Title IV, state, and institutional funds. To ensure effective oversight, the Student Financial Aid Office performs the following functions:

- Writes and makes available annually a consumer guide for students to reference
- Makes available all applications for students to complete
- Sends all staff to program training annually to maintain knowledge of changing rules and regulations
- Writes an annual policy-and-procedures manual outlining all processes within the Financial Aid Office
- Works in cooperation with Admissions and Records, EOP&S/Care/CalWorks, District Computing Services, the Campus Business Office, and Academic Services to assure the funding, awarding, and disbursing of funds
- Meets all deadlines and regulations in a timely and accurate process.

The Grants Team, comprised of the Office of Research and Planning and the Office of Resource Development, prepares grant applications and other externally funded categorical programs in accordance with the college's Educational Master Plan. Preparation of grant applications is performed within the scope of the U.S. Office of Management and Budget Circular A-133. Audits cover the entire grant operations of CHC.

The Grants Team provides training and consultation in grant compliance for project directors, who ultimately have responsibility for the regulations under the provisions of the Federal Single Audit Act. In conducting the duties of their positions, project directors are responsible for adhering to generally accepted district, state, and federal audit practices.

Programs that are fully or partially funded externally, such as the cafeteria, the bookstore, and the child care center, are audited as a component of the district's annual audit. The audit findings are reported to the BOT. Financial activity of externally funded programs is also reported to the BOT regularly. The vice chancellor of fiscal services meets with

the district's two colleges' respective vice presidents of administrative services on a periodic basis to discuss financial performance and corrective action as necessary.

The district business manager reviews all contracts and agreements developed at or by the college in preparing agendas for board meetings and board committee meetings. The BOT reviews all contracts and agreements and determines their approval during scheduled public sessions.

Annually each June, the BOT establishes Signature Authorization according to Education Code §§ 17604, 17605, 35161, 81655, 87302, and 42603, which authorize designated district administrators to sign orders drawn on district funds and notices of employment. To certify the authorization, the district requires that the Certification of Signatures form be filed with the San Bernardino County Superintendent of Schools. The board has approved the chancellor; vice chancellor of fiscal services, business manager, executive director of facilities planning, director of fiscal services, and the vice chancellor of human resources various levels of signature authority including district orders, payroll orders, voluntary payroll deductions, notices of employment, purchase orders, contracts, journal entries, inter-fund transactions, and budget transfers.

Self Assessment

The district has created the Office of Internal Audits, which reports to the chancellor and vice chancellor of fiscal services and to the BOT as needed. A number of internal audits have been performed in multiple areas validating that existing practices are adequate and consistent to ensure the effective oversight of finances. While there were no serious audit findings, recommendations for improvement were indicated in the audits. These recommendations have been implemented or are being evaluated for implementation. Internal audit reports are presented to the BOT upon completion of the audits, and regular status reports are provided to the BOT regarding status of the annual audit recommendations.

The district Fiscal Services Department carries out oversight of all district financial resources according to state regulations and accepted accounting practices. The few enterprises that are overseen on campus and the Crafton Hills College Foundation have operated with no significant problems in the past several years.

Planning Agenda

- Continue effective oversight of finances with appropriate management and audit controls.

III.D.2.e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Auxiliary units for CHC include the CHC Bookstore, the Cafeteria, vending commissions, the Child Development Center, civic center activities, and student club and association trust accounts. Each of these organizations provides program support services based upon approved standard practices, which are reviewed and audited annually by outside auditors.

Student Senate funds are monitored by the director of student life, who guides expenditures to meet the standards of higher education consistent with the Council for the Advancement of Standards in Higher Education for Campus Activities Program and the college's mission and vision.

The Grants Team reviews all grant applications made on behalf of CHC. Projects adhere to the stated objectives of the college's Strategic Plan and Educational Master Plan. The Grants Team staff assists in preparing grant applications. The Office of Administrative Services also provides a level of review prior to submission.

Upon award of a grant, the Office of Research and Planning (ORP) assists project directors with developing official documents for review and approval by the BOT. Upon approval of the grant by the board, district Fiscal Services establishes the grant budget through a board action. Additional controls related to grant activity are provided by the district Accounts Payable Department. Accounts Payable receives purchase order packets for review prior to processing invoices for payment.

Self Assessment

Auditing, signature authority, and review processes and procedures help ensure that the financial resources from auxiliary activities are used with integrity and consistency with the mission and goals of CHC.

Planning Agenda

- Continue using financial resources in a manner consistent with CHC's mission and goals by auditing and reviewing the results of audits for improvement.
- Continue to work with the CHC Foundation to increase its success in raising and dispersing funds to benefit CHC students.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

CHC has contracted agreements with local governmental and private businesses. All contracts are for goods, services, maintenance, and construction necessary to fulfilling the college's mission. In addition, state, federal, and local organizations accredit many of CHC's programs. Agreements are based upon state law, negotiations, and/or the requirements of contracting agencies.

All contracts for goods and services are processed through the district office and approved by the BOT according to Board Policy #6340 (3D10), which gives the chancellor the authority to enter into contracts on behalf of the district and to establish administrative procedures for contract awards and management. However, contractual obligations are not officially recognized until ratified by the board. Contracts that exceed amounts specified in the Public Contracts Code § 20651 require prior approval by the board. Board Policy #6340 also requires that the chancellor and the board act in the best interest of the district in approving contracts (3D10).

Self Assessment

The BOT evaluates all contractual agreements in term of the mission of the colleges and the annual priorities it has established. The district is continuing to implement evaluation mechanisms.

Planning Agenda

- Continue to ensure that contractual agreements contain appropriate provisions to maintain the institution's integrity.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

The district uses the annual external audit report as well as feedback from the college community to assess the effectiveness of its financial management systems. While service to internal and external customers is a priority, so are safeguards against fraud and abuse. Internal requirements for processing transactions are streamlined whenever such changes do not reduce the effectiveness of internal controls.

The Office of Fiscal Services responds to all audit recommendations in a timely manner and assists in monitoring audit standards and ensuring that processes and procedures are in place for accountability and are cost effective. Recommendations are implemented within the next audit cycle.

In 2001, the Office of Internal Audits was established to evaluate and improve financial management, internal controls, and operational processes and systems. Since then, many internal audits have been conducted resulting in the improvement of financial systems in the areas of the child development center, admissions and records, student financial aid, trust accounts, and vendor contracts.

College administrators have responsibility for reviewing the effectiveness of past fiscal planning. They use Financial 2000 to access budget and expenditure information for continued fiscal planning.

The college Planning and Budgeting Committee has developed a system for submitting requests that is sensitive to the needs of all planning units. College senior administrators

consult with the Academic Senate and adhere to the priorities developed by the Planning and Budgeting Committee when allocating funds.

Self Assessment

The BOT and the chancellor regularly evaluate the management of the district's funds. CHC follows prudent business procedures, and district Fiscal Services operations meet state-mandated guidelines. Business procedures and processes are regularly evaluated through external and internal auditing. When issues are identified, recommendations are addressed and implemented in a timely manner.

Planning Agenda

- Continue current fiscal management processes to assure the integrity of the district/college financial management.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The district/college budget format enables all segments of the college community to compare historical spending patterns and track actual expenditures within the adopted budget. Each administrator, program coordinator, and academic department chair monitors actual expenditures. They are able to adjust their budgets through budget transfers as needs change throughout the year. District Fiscal Services monitors the accuracy of revenue estimates in the adopted budget and takes appropriate action if revenue estimates need adjustment.

Monthly financial reports are provided to the BOT. Program directors and deans oversee expenditures for all categorical funds, externally funded programs, and grants. The director of fiscal services verifies grant expenditures and assures expenditure compliance. For financial reporting, CHC uses the Financial 2000 system, which provides real-time budget information that is widely available to administrators, faculty, and staff. This application allows inquiries to see budgeted amounts, year-to-date expenditures, and encumbrances for each account.

Self Assessment

Although there is no separate instrument or process for assessing the effectiveness of financial resource management, senior management regularly reviews expenditures and draws conclusions to use in planning for the next budget cycle. Also, the planning and budgeting process itself allows reflection on the use of resources as each unit describes strengths and weaknesses.

At the college and district levels, budgets are evaluated and monitored to ensure effective use of financial resources. At the department level, budgets and expenditures are monitored on an ongoing basis to ensure departmental operational effectiveness.

While budgets are clearly monitored, the college is working to clarify links between use of financial resources planning and student learning. In particular, the program review process is evolving to assess program performance and the effective use of financial resources to achieve programmatic goals and objectives. The results of annual program reviews and the needs identified therein will be used in budgeting decisions. Also, the program review process will provide for an evaluation of the sustainability and transferability of programs and initiatives from grant funding to college financial resource funding when grant funding is phased out.

Planning Agenda

- Continue using and refining where necessary the college's current practices.

Supporting Documents

- 3A1 Board Policy #7120 & Administrative Regulation #7210.
- 3A2 Agreement between the San Bernardino Community College District and the San Bernardino Community College District Chapter CTA/NEA, Article 16: Evaluation Procedure for Certificated.
- 3A3 San Bernardino Community College District Agreement, July 1, 2004 through June 30, 2007, San Bernardino Community College District California School Employee's Association Chapter #291, Article 13: Evaluation Procedure for Classified.
- 3A4 Board Policy and Administrative Regulation #7250
- 3A5 Administrative Regulations related to Conflict of Interest: Nepotism (AR7310), Contracts (AR 6340), Purchasing (AR 6330), Conflict of Interest (AR 2260), Investments (AR 6320), and Prohibition of Harassment (AR 3430).
- 3A6 Faculty Handbook
- 3A7 Board Policy #2010
- 3A8 Management values in 2002 and reaffirmed in 2008
- 3A9 Classified Senate Code of Ethics (2007)
- 3A10 Board Policies #7100 & #7120
- 3A11 Liebert Cassidy Whitmore training sessions for management.
- 3A12 A workforce analysis of employment equity and diversity.
- 3A13 Administrative Regulations #7210, #7230, #7240, #7245, #7250, and #7260
- 3A14 *Professional Development Plan 2007-2010*
- 3A15 Professional Development Advisory Committee surveys and data
- 3A16 DELTA Academy information

- 3A17 Flex form
- 3A18 Workshop evaluation form
- 3B1 Facilities Master Plan
- 3B2 Five-Year Construction Plan
- 3B3 Educational Master Plan
- 3B4 Five-Year Capital Construction Plan
- 3B5 Measure P
- 3B6 Survey of public interest regarding Measure M projects
- 3B7 Ballot Measure M release
- 3B8 Five-Year Scheduled Maintenance Plan
- 3B9 CMMS promotional information
- 3B10 ADA Transitional Plan
- 3B11 Minutes & other documents from Safety committee
- 3B12 Real Property Valuations
- 3B13 College Disaster Preparedness Plan
- 3B14 First-Aid Directory
- 3B15 Facilities Assessment Report
- 3C1 Technology Plan 2004 - 2007
- 3D1 Planning documents for units
- 3D2 Notes from Chairs Council
- 3D3 Title V grant for CHC
- 3D4 Title V cooperative grant
- 3D5 Budget updates showing Title 5 expenditures and balances

- 3D6 Annual planning forms
- 3D7 Audit Report from Eadie & Payne
- 3D8 monthly budget status reports (sample)
- 3D9 Balance Sheet
- 3D10 Board Policy and Administrative Regulation #6340

(Tab/front of page)

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

B. Board and Administrative Organization

(Tab/reverse side of page)

Standard IV Team

Co-Chairs

Sherril Wilson, Faculty

Kirsten Colvey, Dean, Student Services/Counseling and Matriculation

Faculty

Daniel Bahner

Jane Beitscher

Kelly Boebinger

Mark McConnell

Catherine Pace-Pequeno

Gary Reese

Classified

Kathy Wilson

Student

Dennis Partain, II

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

IV.A. Decision-Making Roles and Processes The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution wide implications, systematic participative processes are used to assure effective discussion, planning and implementation.

Descriptive Summary

Crafton Hills College (CHC) promotes its mission and vision of the college through an environment of participatory governance.

The college encourages constituencies to form participatory governance groups – the Crafton Hills College Associated Student Body Senate, the Academic Senate, and the Classified Senate – and has incorporated input from those groups into its governance structure. In addition, a number of college committees, such as Curriculum, Educational Master Plan, Facilities, Planning and Budget, Professional Development, and Campus Safety, help develop practices in areas of their concentration. Additional committees and task forces, such as the General Education Task Force, are created when necessary to address various issues (4A1). All of the aforementioned committees have representation from the various campus constituencies, and those representatives communicate with their governance groups, who in turn communicate directly with their constituencies as needed. CHC students are encouraged to participate in many committees on campus. The president is an ex-officio member of all committees. Committee meetings are open to all.

There are times when the meetings of the constituency groups are used as a means of communication and of eliciting input from the campus community. The college president or other administrator is on the Academic Senate agenda each meeting. Requests may also be placed by an administrator to meet with a constituency group in order to inform the group of an issue and solicit information and suggestions. In turn, there may be a request for input from the constituencies, administrators, or one of the senates (student, classified, and faculty).

Newly instituted semi-annual faculty in-service days have increased the opportunity for leadership to encourage broad faculty participation in issues that have significant impact on the campus community. Similar days have been planned for classified staff on occasion.

An example of collegewide participatory decision-making is the process used to develop the college Educational Master Plan. When the Enrollment Management Task Force suggested that the college needed to develop an educational master plan prior to developing an enrollment management plan, a task force of management, faculty, classified staff, and students was established to develop a plan. After a year's work, the plan was vetted through faculty, classified staff, and students using focus groups and in-service time. The plan was completed in the spring of 2007. This plan will be used to direct enrollment management planning, facilities planning, and all other general planning for the campus (4A2).

Self Assessment

Opportunities are available for faculty, staff, and students to participate in committee work, staff development activities, and other campus initiatives. The degree of participation and interest varies depending on the topic or issue. Various groups attempt to plan meeting times in a way to accommodate faculty participation. Classified participation is more problematic because it depends on whether the supervisor of the classified representative permits that person to participate at a particular time. Students are invited to participate in many meetings but sometimes cannot attend due to class or other commitments. Their participation is spotty, but since the position of director of student life has been filled, there has been a general improvement in student participation.

According to the Campus Climate Survey administered in fall 2007, 58.1 percent of CHC faculty and staff agreed that CHC leaders encourage all members of the CHC community to participate in improving institutional effectiveness. However, fewer than half of respondents to the survey (42.7 percent) agreed that staff involvement on committees assures that they have a voice in college policymaking (4A3).

Information about new practices, initiatives, programs, and services is disseminated through minutes and agendas of the senates and various campus committees, campus mail, and email. In some cases, information that is of general interest is posted on the campus website. Not all committees keep minutes or provide agendas for each meeting. Additionally, not all committees distribute or post agendas and minutes, and not everyone checks the college Web site. Information needs to be disseminated to individuals or groups more consistently than it has been so that everyone has an opportunity to provide input that can affect college plans.

The Professional Development Committee and the Title V Grant Dreams Express staff have supported innovation at Crafton Hills College through numerous endeavors: workshops, trainings, speakers, and travel and conference funding for faculty, staff, and administrators. Monthly newsletters are sent to everyone as well as email announcements

to keep staff and faculty up-to-date on offerings (4A4). The partnership among the dean of technology and learning resources, the Professional Development Committee, and the Technology Planning Committee has provided improvement in such areas as computer software skills, innovative use of technology in offices and classrooms, and development of both online and hybrid courses (4A5 & 4A6).

Planning Agenda

- Require minutes of committees and task force findings to be posted and communicated.
- Encourage Classified Senate to diversify committee appointments.
- Encourage supervisors to allow greater staff participation.
- Encourage the Student Senate to find more students to participate on committees.
- Require committees and task forces to be responsible for consistent student participation.
- Continue to provide for innovative ideas.

IV.A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

IV.A.2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

Board Policy 2225 states:

It shall be the policy of this Board to embrace the concept of collegial consultation and to establish procedures to ensure faculty, management, classified staff, and students the right to participate effectively in collegial consultation in particular areas where they have their responsibility and expertise as specified in Title 5 regulations, while retaining its own right and responsibilities in all areas defined by state laws and regulations. (4A7)

The participatory governance process is further delineated in Administrative Regulation 2225 at both the district and the campus level (4A7).

The primary participatory governance bodies include the Academic Senate for faculty (4A8), the Classified Senate for classified staff (4A9), and the Student Senate for students (4A10). Management participation is spread out within a number of bodies but primarily lies within President's Cabinet, President's Council, Student Services Council (4A11), and Instructional Management Council (4A12). Ad hoc committee and task force

membership is selected to represent a cross section of those with expertise and/or vested interest in the specific issues to be addressed by these groups and often includes management, faculty, staff, and students. Some recent ad hoc committees and task forces include the General Education Task Force, which revised the college general education mission and requirements and developed with broad participation learning outcomes for general education (4A13), and the Enrollment Management Task Force (4A14), which recommended the creation of an educational master plan leading to the development of the Educational Master Plan Committee (4A2).

Other standing committees and councils that report to various constituencies and help distribute participation in the decision making process include the following (authorizing bodies indicated in parentheses):

- Curriculum Committee (Academic Senate) (4A15)
- Deans and Directors Council (President's Cabinet) (4A16)
- Chairs Council (Academic Senate) (4A17)
- Technology Planning Committee (President's Cabinet) (4A5)
- Health and Safety Committee (President's Cabinet)
- Educational Technology Committee (Academic Senate) (4A18)
- Professional Development Committee (President's Office) (4A6)
- Planning and Budget Committee (President's Office) (4A19).
- Educational Policy Committee (Academic Senate)

Self Assessment

Overall there is substantial participation on the college's general councils and committees. Many participants feel that there is a committed core – about one-third of the faculty -- who are members of a large number of committees and a majority who participate infrequently. Newly formed groups are aimed at addressing some of the concerns. The Deans and Directors Council has provided a structure through which front line management can communicate information and address issues that often cross division and department lines. Similarly, the Chairs Council has evolved from an informal group to a structure that promotes communication and planning across disciplines.

Although the campus groups generally encourage student membership on committees, it is often difficult to find students who have the time to attend, so student participation is spotty. Since the position of director of student life has been filled, student activities have greatly increased and with that, student participation in campus governance and other activities has also increased. Students are also included on hiring committees. This year a student representative participated as a member of the hiring committee for the new chancellor.

Planning Agenda:

- Continue the work begun by deans, directors, and council chairs to encourage communication between counselors and classroom faculty.
- Require committees to be responsible for student participation.

Work with the student life director to replace students who do not participate on committees.

IV.A.2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations for student learning programs and services.

Descriptive Summary

The Curriculum Committee, a standing committee of the Academic Senate, has primary oversight of curriculum development and recommendations for approval by the district governing board. Programs and courses are proposed and submitted through Curricunet, an online course outline development and tracking system adopted by the college in the fall of 2007. Programs and courses are proposed and recommended through individual academic disciplines or departments (4A15).

Requests for program expansion are made through the program review and planning processes. Planning is linked to program review. During planning, departments and disciplines in all areas of the campus are asked to identify strengths, weaknesses, opportunities, and threats (SWOT) to their program. Requests for staffing, equipment, and other resources are then provided and linked back to the SWOT analysis. Requests for resources are forwarded to the Planning and Budget Committee and through the campus organizational structures for prioritization. Final prioritization is made by the president with the recommendations of the vice presidents and the president of the Academic Senate (4A19).

The revised program review process has been in place since fall of 2007. The process is built on a four-year cycle with approximately one-quarter of all programs, including student services and administrative services, completing the review each year. As of this writing, reviews have been submitted by some programs. The process will be completed by this spring (4A19).

The student learning outcome (SLO) development process is coordinated by the instructional assessment specialist, who was hired as part of the Title V Grant to assist the faculty in developing and instituting learning assessments. Direction of these efforts has been a joint effort between the Academic Senate and instructional and student services administrators. Over the last two and a half years, the General Education Task Force has identified learning outcomes for the general education program. The instructional assessment specialist is now working with faculty to develop rubrics to measure these outcomes across courses within each general education component (4A13).

Disciplines are also working on outcomes for specific courses. In fall 2007, the college held a retreat for English, math, and reading faculty who teach courses designated as *basic skills* to develop outcomes for those courses. Student Services is also working on developing SLOs and student area outcomes (SAOs) for their specific areas. Currently, EOP&S and counselors have developed some outcomes that they will begin to assess in the spring of 2008 (4A13).

Self Assessment

Crafton Hills College relies on faculty and faculty-led decision-making structures as the primary source of recommendations related to student learning programs and services (Board Policy 2225 [4A7]). Curriculum, student learning outcomes development, scheduling, and program and service development are all directed through structures that are made up of and led by faculty. There is a clear recognition and respect by all at the college for the primacy of the Academic Senate regarding these matters. Most respondents to the fall 2007 CHC Campus Climate Survey (64.1percent) agreed that faculty are sufficiently involved in decisions on curriculum development through committees such as the Curriculum Committee and the Honors Steering Committee (4A3).

IV.A.3. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

Descriptive Summary

In Administrative Regulation 2225 (4A7), collegial consultation is defined as a process involving faculty, administrators, classified staff, and students in deliberations regarding day-to-day and long-range planning and policies for the college. These deliberations lead to recommendations that the district chancellor carries forward to the board of trustees (BOT) for final approval. In issues related to academic and professional matters (defined in Title 5 of the California Code of Regulations), the BOT relies primarily on recommendations from the academic senates of the two colleges.

The chancellor created an Organizational Map of Functional Services, which directly addresses decision-making roles and processes at the district level and indicates the separation of administrative functions between the district and its colleges (4A20).

The college's administration, working through the campus governance structure, is charged by the BOT with making recommendations on issues affecting CHC. These include establishing the campus governance process, conducting institutional planning, allocating resources, and conducting daily campus operations. The established governance structures for CHC are as follows:

- President's Cabinet
- President's Council (4A21)
- Academic Senate (4A8)
- Student Senate (4A10 & 4A22)
- Classified Senate (4A9 & 4A23)
- Deans and Directors Council (4A16)
- Chairs Council (4A17)

- Student Services Council (4A11)
- Instructional Management Council (4A12)
- Administrative Services Council
- Management Council

The President's Cabinet includes the president and the vice presidents of the college. The President's Council includes the deans and directors who report directly to the president, including the dean of technology services, the director of planning and research, the director of marketing and public relations, and the director of resource development. The Student Services Council is advisory to the vice president of student services and includes the deans and directors over the areas of counseling, transfer/career center, articulation, matriculation, admissions, financial aid, health services, student life, EOP&S and DSP&S. The Instructional Management Council, advisory to the vice president of instruction, includes the academic deans. The Deans and Directors Council includes all the members of the administration. The Chairs Council is made up of all academic department chairs and a faculty representative from counseling. The membership of the Academic Senate, Classified Senate, and Student Senate are representatives of their respective constituencies as described in their respective bylaws.

At the district level the governance structures include the following:

Governing Board – The board is comprised of seven members elected at large from within the district. Two student members, one from each of the district's two colleges, also sit on the board.

Chancellor's Cabinet – The presidents, the vice chancellors, the district director of marketing, the general manager of KVCR, and the chancellor make up the Chancellor's Cabinet. This body reviews the BOT agenda, general administrative issues, and policy development from an administrative perspective.

Collegiate Cabinet – The Collegiate Cabinet includes the following members: members of the Chancellor's Cabinet, the vice presidents of the colleges, the business manager, the assistant to the chancellor for governmental relations, the executive director for facilities and planning, the executive director for distributed education & technology services, the Sungard manager, and the college institutional researchers. The Collegiate Cabinet addresses administrative issues that need to be discussed between the colleges and the district. Generally, this forum is used to share administrative input on policy and administrative regulations.

District Assembly – The district created the District Assembly to serve as a vehicle for collegial consultation with the constituent groups of the colleges and district. This body makes decisions based on consensus and is advisory to the chancellor. Each constituent group elects representatives to the Assembly. The Assembly elects its officers. Its chair must be a faculty member. The chancellor and the two college presidents are ex-officio members. The Executive Committee of the District

Assembly determines the agenda, and in most cases this group initiates discussion on issues of policy discussion.

The District Assembly acts on recommendations through committee reports. Once policy discussions are completed, proposals go back to the constituent groups. When policies and administrative regulations relate to academic and professional matters, the academic senates of both colleges provide recommendations to which the BOT, through its chancellor, responds. The District Assembly or other constituent group may initiate discussion, review progress, or establish a subcommittee to discuss needed policies or administrative regulations. The college and district units review drafts and make final recommendations to the District Assembly through the constituent group representatives. The chancellor may then carry the approved recommendations forward to the BOT. The associated students have a representative on District Assembly (4A20 & 4A24).

Communication

Communication between and within district governing structures varies in form and regularity. Most formal communication takes place through email and occasionally as a posting on the Crafton Hills College Web page. Established bodies, such as standing committees, provide systematic structures for communicating to the parties or constituencies they are responsible to and to other governing structures. The CHC Academic Senate provides regular email contact with its members and others in the institution through emails that include minutes, agendas, and related documents (4A8). The Deans and Directors Council provides minutes to its membership and to the president and vice presidents (4A16). Finally, information from President's Cabinet is shared on an as-needed basis with some or all constituencies.

Self Assessment

There is currently no single document specifying the roles and responsibilities of each of the governing structures of the college. Participation rates in governance groups are generally high, although some structures have broader participation than others. The Academic Senate has moved from a senate of the whole to a representative senate in the last few years. This new arrangement was designed to increase accountability and regular participation of senate members. Faculty are encouraged to participate in standing committees of the Academic Senate.

The Classified Senate has had somewhat sparse participation. Meetings have not been regular or well attended. The most frequent participation of this group is as part of college committees where they are asked to provide representation.

Student participation has improved, especially since the college hired a director of student life.

Many of the ad hoc committees (e.g., Educational Master Plan, Facilities Planning, and Technology Planning) exemplify successful collaboration. Most respondents to the CHC fall 2007 Campus Climate Survey (65.9 percent) agreed that CHC establishes governance

structures, processes, and practices to facilitate effective communication among the institution's constituencies. On the other hand, less than half (42.7 percent) reported that they were aware of the faculty and staff roles in various governing, planning, budgeting, and policymaking bodies on campus. It is notable that in this survey faculty members responded far less than other campus groups, who might be less aware than faculty of their roles in governance (4A3).

The campus community receives information about activities through a number of sources, including the Title V newsletter, Chairs Council, Basic Skills Steering Committee, and the Staff Development calendars and announcements (4A4).

Planning Agenda

- Define roles and responsibilities of each governing structure of the college.
- Develop means by which to encourage broader participation in college governance for all.
- Disseminate committee membership and meeting times.

IV.A.4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

Descriptive Summary

District Administration Regulation 2260 states: "In order to merit the respect and confidence of the public trust, the District is governed by the highest ideals of honesty and integrity in all public and personal relationships" (4A25).

CHC maintains a high degree of integrity in its dealings with outside agencies, districts, and organizations. It is committed to honesty and integrity in complying with the Accrediting Commission of Community and Junior Colleges (ACCJC) standards, policies, guidelines, and self-study requirements. To assure such honesty and openness, the college created a self study process that was designed to provide broad participation by all college constituencies. A steering committee made up of the president, vice presidents, and presidents of the various constituent groups, such as academic, student, and classified senates, provided oversight of the process. Co-chairs assignments for each standard committee were shared between a faculty member and an administrator. Chairs were provided with training through Commission sponsored workshops. Teams were created with broad representation and charged with researching and writing each standard for submission to the steering committee.

Self Assessment

CHC has complied with past ACCJC requests, responding honestly, openly, and in a timely manner to all requests from the Accrediting Commission (4A26).

Planning Agenda:

- Crafton Hills College will continue to comply with commission directives.

IV.A.5. The role of leadership of individuals and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as a basis for improvement.

Descriptive Summary

Governance roles are clearly delineated but not thoroughly evaluated. The campus adheres to Title 5, § 53200, of the California Code of Regulations to define the role of the Academic Senate in campus governance. Also, each administrative position has a job description that is used to evaluate the effectiveness of that administrator in regard to his/her job performance. Finally, the planning and program review processes provide regularly structured evaluations of programs and non-instructional units, which include administrative offices, and tie them to resource allocations (4A19& 4A27). But no comprehensive formal process currently exists to evaluate the effectiveness of governance structures or procedures. Evaluation occurs on an ad hoc basis typically triggered by perceived procedural or structural issues.

Self Assessment

The college has not developed a formal procedure for evaluating its governance and decision-making processes because its relatively small size allows for informal discussion of governance. The college recognizes that it needs to address this area of responsibility.

Planning Agenda:

- Develop a process to evaluate the institution's governance and decision-making structures for integrity and effectiveness.
- Conduct a faculty-satisfaction survey of the Academic Senate.
- Conduct a student-satisfaction survey of Student Services.
- Conduct a campuswide satisfaction survey on governance and district processes.
- Conduct a management-satisfaction survey on current management councils.

IV.B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.⁶

IV.B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district system.

IV.B.1.a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

IV.B.1.b. The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

Descriptive Summary

The Board of Trustees (BOT) consists of seven members elected at large for terms of four years. Board Policy 2050 describes eligibility and election of board members. Terms of members expire for four members in every other even-numbered year and for the other three members in the alternate odd-numbered year (4B1).

To be eligible to serve as an elected member of the BOT, one must be a resident of California, at least 18 years of age, and a registered voter (California Education Code, §72103). No other geographic limitations are specified in board policy. Trustee elections are held during each odd-numbered year in accordance with provisions of the California Education Code. The term of office of board members begins on the last Friday in November following their election. These provisions establish the BOT as an independent governing structure and allow for representation from within the entire district. Information on the current members of the BOT and their brief biographies are available at: www.sbccd.cc.ca.us/index.php?CurrentDir=Board/trustees Board Policy 2070 provides for two non-voting student members (one representing the student body of each college) (4B2). The term of office for these members is one year beginning at the first board meeting in June and ending after the last board meeting in May of each academic year. The student member must be a resident of California at the time of nomination and during the term of service and must maintain a minimum of twelve semester units with at least a 2.5 grade point average in the district at the time of nomination and throughout his/her term of service. The student member is elected by all the students enrolled in at the college he/she represents in a general election held for that purpose. The election at Crafton Hills College is held in the spring semester with the Associated Student Senate Elections so that the office is filled by June 1.

The student members are seated with the other members and recognized as full members of the BOT at meetings. Except for closed sessions, the student members are entitled to participate in discussion of issues and receive all materials presented to members of the BOT. The student members are entitled to vote on matters being considered by the Board of Trustees in an advisory capacity that will not be tallied into the official vote.

The BOT has consistently established policies and administrative regulations consistent with the district mission statement. The BOT is informed of any revision of the campus's mission, vision, and goals.

Assessment

The BOT members have held office for various lengths of time ranging from 1 to 36 years. Three trustees have held office for 16 years or more. Another two have been members for more than 6 years. One was elected in 2005 and one was appointed in 2006.

The public has demonstrated its support of the district in the past six years by passing two bond measures.

Board policies and administrative regulations have recently been reviewed and revised to update and improve them. The process has involved broad representation from all constituencies in the district.

IV.B.1.c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The BOT derives its authority and duties from Education Code §70902, which is expressed in Board Policy 2040 (4B3). The roles and responsibilities of BOT members are further described in Board Policy 2000 (4B4). A code of ethics appears in Board Policy/Administrative Regulation 2010 (4B5). Delegation of board authority for day-to-day operations to the chancellor and senior executives appears in Board Policy 2170 (4B6).

Self Assessment

The BOT has final authority regarding district policies, administrative regulations, contracts, legal and budgetary matters, and personnel decisions within the guidelines set by district policy and state statutes.

IV.B.1.d. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

District board policies and administrative regulations are available on the district Web site, which is a direct link on the CHC homepage (4B7).

Self Assessment

The district fulfills its obligation to publish policies and administrative regulations specifying the characteristics of the BOT and its operating procedures.

IV.B.1.e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The BOT relies on policies to guide its functioning and inform its collective actions. The BOT invites thorough review of policies and regulations and considers advice from whatever constituencies or individuals offer it. For policies and regulations that affect academic and professional matters, the BOT relies primarily on the advice of the academic senates of the district's colleges; on matters defined as within the scope of bargaining interests, the BOT follows the requirements and conventions of negotiations. The BOT began the process of reviewing and revising board policies and administrative regulations in 2003. A consultant was hired to assist the BOT and district staff in this process using the guidelines provided by the Community College League of California (CCLC) Policy and Procedure Service. As a result, a number of policies and administrative regulations have undergone revision and have been vetted through District Assembly and other college/district governance structures before final approval by the BOT. Board Policy and Administrative Regulation 2045 describes the process for review of policies and regulations (4B8).

Self Assessment

The review and revision of board policies and administrative regulations that began in 2003 has increased the accessibility of policies and regulations. Before this revision, policies often included detailed regulation language. Now policies provide general principles, while procedures appear in administrative regulations. In addition, the BOT established governance policies and regulations to clarify the roles of various constituencies in district and college governance.

IV.B.1.f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Descriptive Summary

The BOT holds annual retreats involving the chancellor, other key district personnel, and, when appropriate, the college presidents to address annual strategic planning and goal setting. BOT members are encouraged to attend meetings, conferences, and workshops that contribute to their professional development.

Orientation of new members is provided by the chancellor and through board member participation in the Community College League of California (CCLC). When there is an election for new board members, the chancellor builds a package of materials about the community colleges. That information describes *boardsmanship* in the community colleges and has specific information about the district. The chancellor offers to meet with all of the candidates prior to the election to review the materials. There has been

about a 50 percent participation in this pre-election orientation process. After the election the chancellor sets up an orientation meeting with the newly elected members and the current board president. At that meeting the chancellor reviews BOT operation and responsibility and provides the new BOT members with a copy of the Community College League of California (CCLC) *Trustee Handbook* (4B9). In addition, all new BOT members and the board president attend the CCLC Board New Member Orientation session in late January. That meeting has board training and a session on the responsibilities of board presidents. Each attendee gets the new Trustee Orientation Handbook. All members attending this training participate in training on the Brown Act as well. In 2007 the BOT identified as one of its goals establishing a process for ongoing board training

Self Assessment

The chancellor takes an active role in providing training to prospective and new board members. The board also participates regularly in training through state board organizations.

IV.B.1.g. The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

Descriptive Summary

Board Policy 2020 defines the purpose and process of BOT self-evaluation (4B10). It specifies that the process will occur annually as part of the evaluation of BOT success in meeting annual goals and objectives (4B11). The chancellor assists the board in this process by participating in the development of the self-evaluation instrument and in synthesizing the results for board review (4B12). The chancellor also compiles an annual report on the status of the board's goals and objectives (4B13 & 4B14). The process is completed at the BOT retreat in August of each year. After the results are shared with the BOT, a final review and assessment is presented in an open session.

Self Assessment

The process of self-evaluation, established in board policy, appears to work to the satisfaction of those participating.

IV.B.1.h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

Board Policy and Administrative Regulation 2010 describes the BOT code of ethics and any consequences associated with a violation of that code (4B5). The code requires that each board member commit him-/herself to the needs of the citizens of the district.

Self Assessment

The code of ethics in board policy and administrative regulation meet the terms of the standard.

IV.B.1.i. The governing board is informed about and involved in the accreditation process.

Descriptive Summary

Board Policy and Administrative Regulation 3200 outline the guidelines for the conduct of accreditation at the college and within the district (4B15). The policy requires BOT participation in the process and directs the chancellor to ensure board involvement. The administrative regulation further defines the board's role in reviewing and approving any college or district reports required of the accreditation process.

Training about the accreditation process and ACCJC/WASC standards is provided to the BOT through CCLC and the CCC Trustees Group. The chancellor also provides training on accreditation to every new board member as a part of his/her orientation. The chancellor also reviews the process with the board within his weekly Friday letters as appropriate (4B16). In August, prior to the visit, the BOT will have a study session and campuses will be asked to present a report on the self study. The chancellor and president of the college sign off on the report after review.

BOT actions related to supporting the work done through the accreditation process is included in the district imperatives, which are goals set by the board each year at their annual retreat in August. Progress on these imperatives is tracked by the chancellor throughout the year and then published in the BOT's annual report (4B14). After review at a study session in August, the board resets the imperatives for the following year. The imperatives are approved by the board at its October board meeting. The BOT is most involved in resource allocation at their meeting in February. All expenditures determined by the campuses through strategic planning and program review are brought to the board for approval. The chancellor encourages the board to also review the quality of the instructional programs through the annual August retreat.

Review of institutional accreditation reports and responses are put on the agenda for review as they are submitted by the institution. The chancellor distributes these reports to the board immediately after he receives them, and they are discussed at the BOT meeting as required.

Self Assessment

Board members are provided with an opportunity to stay current on accreditation at the college. They are regularly involved through the chancellor's weekly communication (Friday letters [4B16]) and study sessions.

IV.B.1.j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

District Policies and Administrative Regulations 2170 and 2175 provide language that addresses the role of the chancellor vis-à-vis the BOT, including evaluation of the chancellor and other senior administrators. The policies specify what authority is delegated to the chancellor by the BOT and the process by which the chancellor and college president will be evaluated (4B6 & 4B17).

There is no established board policy describing the process for the search and selection of the district chancellor. The process is determined by the board prior to the hiring of a new chancellor. Typically the board uses a model similar to the one used when they hire college presidents. Candidates are often found through professional search companies. Near the end of the process, board members visit the top candidates' campuses prior to their final selection.

The BOT delegation of administrative authority to the chancellor is defined in Board Policies 2170 and 2175. According to these policies, the chancellor has authority to make decisions between board meetings, which the board subsequently ratifies. This practice allows the district to conduct business in a timely manner (e.g., hiring instructors just in time to start classes before the board meets).

The BOT follows the guidelines established by the California Community Colleges Trustees (CCCT) regarding participation in the process of determining and enforcing policies for the district.

The BOT recently asked the chancellor to conduct a review and revision of the district policies. That project is nearing completion. It is the intent of the board that policies will continue to be reviewed on an ongoing basis to be consistent with law and whenever the district is informed of a need for revision by the CCCT. Administrative regulations, which provide the implementation language for board policy, are developed at the campus and district staff level with input from affected departments or constituencies (e.g., academic senate) and are approved by the District Assembly. The board receives new administrative regulations only as information items (4B18).

The chancellor's performance on implementing board policies and his/her progress in completing institutional goals is evaluated as part of the BOT retreat every August, when the annual report to the board is presented and the board reviews the board and

chancellor's goals identified the prior August. The chancellor is evaluated every three years by constituents throughout the district in accordance with Board Policy 2175 (4B17). The chancellor communicates to the board on an ongoing basis through his Friday letters, monthly board reports, and annual report on board goals and planning imperatives. Information regarding institutional performance is included in the board reports required of the chancellor, district administrators, presidents, and other constituencies at each board meeting. Every senior district administrator develops a set of goals at the beginning of the year indicating how he/she is addressing imperatives. Each senior administrator also writes an annual report on his/her area of responsibility that is reviewed by the board at the August board retreat. Also, each of these administrators is fully evaluated every three years. There is constant review through this process, which includes constituent review for administrators.

Self Assessment

The BOT accepts full responsibility for the selection and evaluation of the chancellor and presidents of the colleges. The board has no written or established policy procedure for selecting a new chancellor or new college presidents.

Planning Agenda

Work with the college constituencies to develop a process that will be established in board policy for the selection and succession of the chancellor and the college presidents.

IV.B.2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

IV.B.2.a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Descriptive Summary

The president has delegated authority from the chancellor to administer the college under Board Policy 2170 (4B6). The president directly supervises the three vice presidents, who in turn delegate responsibility to their administrative and management staff. The vice president of instruction is supported by four instructional deans. The vice president of student services is supported by two deans. The vice president of administrative services is supported by one director and four supervisors. The president and the three vice presidents meet weekly as the President's Cabinet to discuss issues requiring the president's authority or direction (4B19).

In addition to the vice presidents, the president directly supervises the dean of technology learning resources, the director of marketing and public relations, the director of research and planning, and the director of resource development. The president meets with this group on a monthly basis as the President's Council.

Self Assessment

The president has created an administrative structure for the college and is actively involved in the oversight, evaluation, and communication with her administrative staff. The president has final authority for recommending hiring of staff, and she conducts evaluations for those she directly supervises and may review all other evaluations.

When they were surveyed, faculty and staff did not view the college's organizational structure favorably. Only 38.5 percent of survey respondents agreed that CHC's administrative structure is organized and staffed to reflect the institution's purpose, size, and complexity (4A3). However, the college has recently modified its administrative structure and added positions such as instructional deans to meet gaps that were previously recognized. The current administrative organization has not been in effect long enough to be fairly evaluated.

Planning Agenda

Survey faculty and staff to determine whether a more favorable opinion of the college's administrative structure develops.

IV.B.2.b. The president guides institutional improvement of the teaching and learning environment by the following:

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts.**

Descriptive Summary

Program review, as required by the state, is an integral part of the total process of curriculum planning, development, implementation, and budgeting at Crafton Hills College.

The evaluation and recommendation subsections from each program review provide the basis for informed decision making on courses, programs, personnel, facilities/equipment, and budget. The instructional program review process is designed to be an effective vehicle for accountability. Through this process, colleagues can cooperatively share ideas to strengthen the college's instructional programs (4A19).

The president created an Educational Master Plan Taskforce that included faculty, staff, students, and administrators to design a document that will serve as the foundation for additional planning for all aspects of the college, including instructional programs, support services, learning resources, staffing, facilities, and financial resources. This Educational Master Plan is designed as the foundation on which all other college

planning is based (4A2). It will drive the development of future strategic plans and will be operationalized through the goals and objectives that become part of the strategic plans. It will also be used as decisions are made about resource allocations, including new faculty and staff, facilities, and budgets.

The president was instrumental in the recent development of CHC Organizational Chart, which clearly delineates the administrative and departmental structure on campus (4B19).

Self Assessment

The president has provided competent leadership for Crafton Hills College. She ensures that the college constantly works to improve teaching and student learning. Her support of the activities of the SLO Committee has encouraged a group of faculty to take the lead in creating a learning-centered environment. She wholeheartedly supports the work of the committee that is revising the Educational Master Plan.

The president works closely with all constituents to ensure that the campus maintains a strong collegial environment. She attends numerous college meetings and consistently encourages classified staff and student participation in college committees and decision-making. Under her direction, leaders are encouraged to revise and strengthen the college's planning and governance processes. In the recent CHC Campus Climate Survey, 51.3 percent of faculty and staff respondents agreed that the college president provides effective leadership in planning and assessing institutional effectiveness (4A3).

Planning Agenda:

- Continue to emphasize and evaluate campus processes with appropriate data.

4. B.2.c. The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

Descriptive Summary

The president, with delegated authority from the BOT, and with the support of the President's Cabinet and college administration, is responsible for the implementation of statutes, regulations, and board policies (Board Policy 2170 [4B6]). The president reviews all expenditures, reports, and procedural and policy decisions through the lens of the legal guidelines and structures of the district, the state, and the federal government. As a recipient of a Title V grant, she has had the additional responsibility of assuring that the requirements of the grant are met in the context of standards set by other regulating bodies that direct the decisions and actions of the institution.

Self Assessment

The president handles the duties described above effectively. Her participation at the district level allows her to communicate government board policies, statutes, and regulations to college leadership and ensure that the setting of college goals and priorities are closely coordinated with the district. Regular, close communication with district senior staff, the BOT, and other college presidents assist her in ensuring that practices at the college level are consistent with the mission and policies of the district. The faculty and staff generally agree that the president has been effective. According to the CHC Campus Climate Survey administered in fall 2007, 51.3percent of faculty and staff agreed that the CHC president provides effective leadership in planning and assessing institutional effectiveness (4A3).

IV.B.2.d. The president effectively controls budget and expenditures.

Descriptive Summary

The president has decisive campus-based authority over decisions regarding the campus budget and expenditures. She is aware of the pressures of the statewide budget and its potential impacts to the campus. The president works closely with vice presidents and division deans to develop a broad understanding of campus funding needs and impacts. Administrators, faculty, and staff are given an opportunity to participate in the planning and budget process through the submission of an annual plan (previously known as the PROP report). The campus Planning and Budget Committee, which reports directly to the president, establishes the annual budget planning format and the process of submission (4A19).

Self Assessment

The president manages resource allocation through a shared governance decision-making process. Annual plans may be submitted from anyone on campus, including staff, faculty, and administrators, but they must be submitted by recognized units (disciplines and offices). The plans go through a multiple-step process in which resource needs are identified and then prioritized at each level until each of the three vice presidents has a summary of the priorities for each area (instruction, student services, and administrative services). The President's Council then establishes a campuswide priority list to submit to the president (4B27). The campus generally has confidence in the president's oversight of this process. More than half (51.3percent) of the faculty and staff surveyed in fall of 2007 agreed that the CHC president provides effective leadership in fiscal planning and budget development (4A3).

Planning Agenda

- Continue implementing the planning and new budgeting process.

IV. B.2.e. The president works and communicates effectively with the communities served by the institution.

Descriptive Summary

The president is the primary public voice of the college to the community. Through numerous presentations to service clubs and other organizations, the president reports to the community the growth and successes of the college and its future plans. Additionally, the president's office maintains the college's membership in the chambers of commerce of five cities in the service area (Beaumont, Calimesa, Yucaipa, Redlands, and Highland).

The president, a life-long resident of the area, has long been active in many community organizations, commissions, and committees. Currently she is a member of the following civic organizations:

- The Community Foundation (San Bernardino/Riverside Counties)
- Kiwanis of Greater San Bernardino (Service Club)
- Kiwanis of Yucaipa (Service Club)
- Think Together (Inland Empire)
- Planned Parenthood (President's Circle)

Self Assessment

The president communicates with the communities the college serves and represents CHC well. The marketing office has received numerous awards for the quality of the college catalog and class schedules (4B20, 4B21, 4B22). The CHC Campus Climate Survey administered in fall 2007 shows that faculty and staff agreed that the CHC president works and communicates effectively with the communities served by the college (4A3).

IV.B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

IV.B.3.a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

The SBCCD Organizational Map of Functional Services was created for the accreditation visit and distinguishes between the operational responsibilities and functions of the district and those of the colleges (4A20). The district organizational chart outlines the governance structure. Determination of centralized vs. decentralized services is related to areas where legal, student, and personnel matters need to be uniform and where economy of scale determines structure.

The Collegiate Council, made up of all district level administrators and the college presidents and vice presidents, meets regularly to maintain clarity in the area of responsibility delineation.

Board policy and administrative regulations in some cases further delineate responsibility to various district and college entities based on function (4B18).

Changes in delineation of responsibility occur as a part of review of district processes. A recent example is the change of responsibility for district police and security functions from the colleges to the district level.

The organizational map was distributed to the president with the expectation that it would be sent out to the campus staff for review. Two months was provided for input from the campuses before the document was approved.

Self Assessment

The SBCCD Organizational Map of Functional Services clearly indicates separation of functions between college and district entities.

IV.B.3.b. The district/system provides effective services that support the colleges in their missions and functions.

Descriptive Summary

Board policies and administrative regulations delineate the processes and services provided under the district's fiscal and human resources to support the college mission and functions. District services include the following: fiscal services, human resources, facilities planning, computing services, distributed education, marketing and public relations, and governmental relations. As part of the district governance structures, the District Assembly was created to provide a feedback system between the district and the two colleges (4A20).

The effectiveness of district services is assessed during the annual August board retreat through goal setting and evaluation (4B12). System services are evaluated on their support of institutional mission through an ongoing dialogue with District Cabinet, Collegiate Council and the President's Cabinet at each college. Reports are presented by various committees and councils of the district. Reports are also provided by institutional researchers from each campus (4B14).

Self Assessment

The assessment of district services in general during the annual August BOT retreat is the only means that allows assessment of the effectiveness of district services. There is no formal or regular process to evaluate specific district services with regard to supporting institutional mission or function. Although the District Assembly is given responsibility as a liaison between the district and the colleges, it has not formally addressed assessment of district services as part of its ongoing agenda.

Planning Agenda

- Recommend to the chancellor that the district assess the effectiveness of district services.

IV.B.3.c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary

District resources are distributed differently depending on the source of income. Funds received by the district attributable to FTES generation have been historically distributed in line with the proportion of FTES each campus has generated over a three-year average. The average is used to address unusual or atypical fluctuations in the FTE generated in any one year. For the past three years the split between San Bernardino Valley College and Crafton Hills College has been 70/30, with Crafton receiving the smaller portion. Funds that are not attributable to FTES are split 60/40. Categorical funds are distributed by college and by program according to state allocation. Economy of scale and degree of need for resources are also considerations. Special or one-time funds from the state are typically divided equally between the colleges. Discussion regarding this split occurs at Chancellor's Cabinet, where a final agreement is made. Often these decisions are made based on current year's base discretionary budget. Centralized functions such as distributed education, district information systems, and printing are covered at by the district office budget.

Once a budget has been approved by the BOT, the colleges have autonomy in determining expenditures to meet college needs and mission (4B23 & 4B24).

Self Assessment

The current distribution of resources is adequate. However, CHC will continue to monitor its growth and encourage planned expansion so that in approximately three years the allocation ratio between colleges will become more favorable for CHC.

IV.B.3.d. The district/effectively controls its expenditures.

Descriptive Summary

The district vice chancellor for fiscal services has primary responsibility for fiscal oversight. This officer and his staff administer policy and administrative regulations related to the expenditure of funds and have full audit compliance responsibility to the BOT for these expenditures. He also works collaboratively with the college presidents and administration through Collegiate Cabinet and individually regarding processes and structures for the authorized expenditures of funds at the college level. The college vice president for administrative services works with the district to coordinate processes at the campus level.

The district follows the state budget and accounting manual (BAM) guidelines produced by the state chancellor's office. Standard good practice for accounting is covered in policy and administrative regulations of the district (Board Policy 6000 series [4B18 & 4B20]).

The district consistently ends the fiscal year with a positive ending balance. The current school year (2007-08) is the first year in a decade for which the district adopted a deficit budget. The district has spent 1.4 million more than current revenue due to lost enrollment. The previous year the district was on "stability" funding; reductions were not made in hopes that the colleges would recover FTES. To recover the deficit, the district is being very prudent about filling vacant positions. The campuses are not being allowed to use salary savings for expenditures other than substitute replacements. The district is optimistic that it may recover at least part of the deficit through careful spending.

The district's most recent annual independent audit reports and audited financial statements reveal no material weaknesses (see Standard III D for more detail) (4B25 & 4B26).

Self Assessment

The college and district's financial stability does not appear to concern most CHC faculty and staff. The fall 2007 CHC Campus Climate Survey results revealed that 40.2 percent of faculty and staff had no opinion as to whether the BOT establishes policies to assure the financial stability of the institution (4A3).

IV.B.3.e. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district policies without his interference and hold them accountable for the operation of the colleges.

Descriptive Summary

CHC's president has delegated authority from the chancellor to administer the college under Board Policy 2170 (4B6).

Self Assessment

The college president has delegated authority to lead the campus and does so within the financial guidelines set forth by the district board of trustees.

IV.B.3.f. The district acts as a liaison between the colleges and the governing board. The district and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

The chancellor and district have several vehicles for communicating with the colleges. The district provides annual reports on finance, personnel, and demographics (4B14).

Districtwide committees such as Chancellor's Cabinet, Collegiate Cabinet, and District Assembly facilitate the sharing of information back to the college. Communication at the college also takes place with faculty through a collegial consultation process via the academic senate, and with classified staff and students through effective participation processes via the classified and student senates.

The chancellor sends out by email to all district staff a monthly letter discussing local and statewide decisions and issues facing the district and colleges (4B27). Information is disseminated via email, memos, and fliers to district personnel. In addition, the college Web page provides information to students, the general public, and district employees. Board agendas and minutes are accessible from this site (4B28 & 4B29).

Self Assessment

In the communication model used by the district, effectiveness of the communication relies heavily on the assumption that consistent and timely sharing of information among entities occurs and that that information will be shared with college staff who are responsible for the day-to-day operation of the colleges. But occasional gaps occur in communicating changes in procedures, especially human resource and fiscal procedures that result from audits. Issues have also consistently been raised at the college regarding access to information available within the computer information system. The district has not provided a process for reliable or timely access to data and information that is critical to planning and program review processes.

Many faculty and staff believe that communication needs improvement. Fifty-three percent of faculty and staff surveyed disagreed that the district office and CHC use effective methods of communication to exchange information in a timely manner (4A3).

Planning Agenda

- Develop and implement procedures to meet expectations that information provided at the district and college administrative levels is shared appropriately and in a timely manner.
- Develop and implement processes for providing college-level administration and staff access to data available in the district computer information system.

IV.B.3.g. The district regularly evaluates district role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

The evaluation of district role delineation and governance and decision-making structures is completed as part of a board study session/retreat during the August board retreat through goal-setting and evaluation (4B11 & 4B12). Ongoing review of these structures

is included within the dialogue with Chancellor's Cabinet, Collegiate Cabinet, and the President's Cabinet at each college. Reports are presented by various committees and councils of the district. Reports are also provided by institutional researchers from each of the campus (4B13 & 4B14).

Self Assessment

The fall 2007 Campus Climate Survey administered to faculty and staff reveals that only 31.7 percent of respondents agreed that the decision-making structures and processes are regularly evaluated and the results widely communicated to all members of the CHC community. In addition, 39.3 percent of faculty and staff stated that they had no opinion as to whether the BOT established policies to assure the quality, integrity, and effectiveness of programs and services (4A3).

Planning Agenda

- Develop a means by which all constituencies regularly evaluate district/college decision-making structures and communicate the results of such an evaluation to the campus community as a first step in reviewing and considering changes in those decision-making structures.

Supporting Documents

- 4A1 General Education Task Force minutes documents.
- 4A2 Educational Master Plan Documents
- 4A3 Campus Climate Survey (2008)
- 4A4 Dreams Express documents from CHC link:
<http://www.craftonhills.edu/About_CHC/Title_V/Dreams_Express/index.php>
 - Title V Staff
 - Grant Committees and Groups
 - News
 - Title V Cooperative Grant
 - What is Title V?
 - Requests
 - Dreams Express Newsletter
 - Events
- 4A5 Technology Planning Committee documents from CHC link:
<http://www.craftonhills.edu/Faculty_&_Staff/Tech_Planning/index.php>
 - Crafton Hills College Technology Plan Final Report and Summary - July 2007
 - Submit Input to the Committee On-Line
 - Scheduled Meetings 2007-08
 - Archives of Meetings
- 4A6 Professional Development documents from CHC link:
<http://www.craftonhills.edu/Faculty_&_Staff/Professional_Development/index.php>
 - Forms
 - Committee Members
 - G.E.M. awards
 - Needs analysis Survey
 - Training Workshop
 - Training Resources
- 4A7 Board Policy/Administrative Regulation 2225
- 4A8 Academic Senate documents from Blackboard link:
<http://blackboard.sbccd.cc.ca.us/webapps/portal/frameset.jsp?tab=community&url=%Fbin%2Fcommon%2Fcourse.pl%3Fcourse_idpercent3D_9752_1>
 - Meeting Agendas
 - Meeting Minutes
 - By Laws
 - Resolutions
 - Forms and Documents

- Board Policies and Administrative Regulations
 - Committee Documents
 - Statewide Issues
- 4A9 Classified Senate documents from CHC link:
 <http://www.craftonhills.edu/Faculty_&_Staff/Classified_Senate/index.php>
 - List of Committee Members
 - Mission Statement
 - Code of Ethics
- 4A10 Student Life/ Student Senate documents from CHC link:
 <http://www.craftonhills.edu/Student_Resources/Student_Life/index.php?id=29>
 - Calendar
 - Clubs
 - Services
 - About AS
 - Announcements
 - Events
 - Newsletter
- 4A11 Student Services Council agendas/minutes
- 4A12 Instructional Management Council agendas/minutes
- 4A13 Student Learning Outcomes documents
- 4A14 Enrollment Management Task Force Report
- 4A15 Curriculum Committee documents from CHC link:
 <http://www.craftonhills.edu/Faculty_&_Staff/Curriculum/index.php>
 - Curriculum Handbook 2003-2004
 - Course Outlines
 - Calendar: Meetings, Deadlines & Approval Dates
 - Curriculum Committee Members
 - Curriculum Approvals
 - Curriculum Templates
 - Forms
 - Curricunet
- 4A16 Deans and Directors agendas/minutes
- 4A17 Chairs Council agendas/minutes
- 4A18 Educational Technology Committee documents from CHC link:
 <http://www.craftonhills.edu/Courses_&_Programs/Distance_Ed/index.php>
 - List of Committee Members
 - Agendas
 - Evaluation Form
 - Certification of Qualification for On-Line Teaching
 - Articles of Interest
 - Resource Links for Training
 - Miscellaneous Resource Links
- 4A19 Planning and Budget Committee documents from CHC link:
 <http://www.craftonhills.edu/Faculty_&_Staff/Committees/Planning_&_Budget/index.php>

- Committee Members
 - Agendas and Minutes
 - Annual Planning Documents and Templates
 - Program Review Documents and Templates
 - Committee Documents
- 4A20 San Bernardino Community College District Organizational Map of Functional Services
- 4A21 President's Council minutes
- 4A22 Student Senate agendas/minutes
- 4A23 Classified Senate agendas/minutes
- 4A24 District Assembly agendas/minutes
- 4A25 Administrative Regulation 2260
- 4A26 Crafton Hills Website:
 <http://www.craftonhills.edu/About_CHC/Accreditation/index.php>
 - CHC Accreditation Report 2002
 - Accreditation Progress Report 2007
 - Focused Midterm Report
 - Accreditation Progress report 2006
 - Educational Master Plan
 - CHC responses to Accreditation Report/midterm reports
- 4A27 Funding documents:
 - Completed 06-07 Priorities Feedback Document Rev.9-12-06.xls
 - Completed 07-08 Priorities Feedback Document 10-18-07.xls
- 4B1 Board Policy 2050
- 4B2 Board Policy 2070
- 4B3 Board Policy 2040
- 4B4 Board Policy 2000
- 4B5 Board Policy/Administrative Regulation 2010
- 4B6 Board Policy 2170
- 4B7 Board Policies and Administrative Regulations
 <<http://www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet>>
 - 2050 = Board Size
 - 2000 = duties
 - 2000 = responsibilities
 - 2100 = structure
 - 2120 = operating Procedures
 - 2130 = quorum/majority
 - 2140 = public participation
 - 2150 = minutes
 - 2160 = inspection of public records
 - 2170 = delegation of authority to chancellor
 - 2175 = evaluation of chancellor and presidents
 - 2180 = authorized signatures
 - 2190 = gifts to the district
 - 2200 = board negotiations representative
 - 2210 = public presentation of collective bargaining proposals

	<ul style="list-style-type: none"> ▪ 2220 = committees of the board ▪ 2225 = collegial consultation ▪ 2230 = compensation for board members ▪ 2240 = board health benefits ▪ 2250 = board travel ▪ 2260 = conflict of interest
4B8	Board Policy and Administrative Regulation 2045
4B9	Community College League of California (CCLC) <i>Trustee Handbook</i>
4B10	Board Policy 2020
4B11	Board and Chancellor's Goals 2007-08
4B12	San Bernardino Community College District Board of Trustees Self-Evaluation Form
4B13	San Bernardino Community College District Progress Report: 2006-2007
4B14	District Annual Report
4B15	Board Policy/Administrative Regulation 3200
4B16	Friday letters (sample)
4B17	Board Policy and Administrative Regulation 2175
4B18	Board Policies: www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet
4B19	CHC Organizational Chart
4B20	Sample Class schedules
4B21	Sample College catalogs
4B22	Copies of Marketing Office Awards
4B23	Fiscal Year 2007-08 Adoption Budget
4B24	Financial Activity Report: Budget & expense Complete September 2007 Document (334 pages) as a sample
4B25	San Bernardino Community College District Financial Statements
4B26	CCFS-311 community college financial statement Executive summary from budget report
4B27	Friday Letter (sample)
4B28	Minutes of board: www.boarddocs.com/ca/sbccd/Board.nsf/Public?OpenFrameSet
4B29	District Web Site: www.sbccd.org/