

EVALUATION TEAM REPORT

**Crafton Hills College
San Bernardino Community College District**

**A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges**

This report represents the findings of the evaluation team that visited Crafton Hills College from September 29 – October 2, 2014

**Barry A. Russell, Ph.D.
Team Chair**

NOTE: This page shall be added to the team report noted below, immediately behind the cover page, and shall become part of the final evaluation report associated with the review.

DATE: January 9, 2015

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

TEAM REPORT: COMPREHENSIVE EVALUATION REPORT

This report represents the findings of the External Evaluation Team that visited Crafton Hills College, September 29 – October 2, 2014

SUBJECT: COMMISSION REVISIONS TO THE TEAM REPORT

The comprehensive External Evaluation Report (Team Report) for Crafton Hills College provides details of the team’s findings with regard to the College’s and District’s policies, procedures, and practices and deficiencies in those policies, procedures and practices which the team concluded led to noncompliance with Accreditation Standards. The Team Report should be read carefully and used to understand the team’s findings. Upon a review of the Team Report sent to the College, the Institutional Self-Evaluation Report, and supplemental information submitted by the College, the following changes or corrections are noted for the Team Report:¹

1. The Commission found that the deficiencies leading to noncompliance noted in the 2002, 2008 and 2009 were resolved. While human resources, resource allocation, student learning outcomes, and student learning and support services were the subjects of previous recommendations, the issues related to noncompliance were different from the issues found by the 2014 team.
2. References to prior Commission recommendations are removed from the following 2014 recommendations and citations of noncompliance:
 - College Recommendation 1
 - College Recommendation 2
 - District Recommendation 2
 - District Recommendation 3

The College will not be required to address previous recommendations from before 2014 as it addresses and responds to the 2014 recommendations.

¹ The team chair has concurred with the changes.

Crafton Hills College

San Bernardino Community College District

Evaluation Team Roster

September 29 – October 2, 2014

Dr. Barry A. Russell (Chair)
President
Las Positas College

Ms. Renee Pegues
Executive Coordinator -
Superintendent
Solano Community College

Dr. George Railey
Vice Chancellor Educational
Services/Institutional Effectiveness
State Center Community College District

Dr. Lori Bennett
Executive Vice President,
Student Learning
Moorpark College

Mr. Davit Khachatryan
Director, Fiscal Services
Irvine Valley College

Dr. Dena Maloney
Superintendent/President
Taft College

Ms. Julie Bruno
Professor, Communications Studies
Sierra College

Ms. Catherine Chenu-Campbell
Librarian
Sacramento City College

Ms. Marjorie Duffy
Dean
Consumnes River College

Ms. Dianna Gonzales
Director of Human Resources and
Risk Management
San Joaquin Delta College

Dr. Judy Kasabian
Professor, Mathematics
El Camino College

Dr. Robert Livingston
Professor, Business
Administration
Cerritos College

Ms. Virginia Moran
Executive Dean of Institutional Effectiveness/
Administrative Services
Victor Valley College

Ms. Heather Ostash
Vice President of Student Services
Cerro Coso College

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SUMMARY OF EVALUATION REPORT

INSTITUTION: Crafton Hills College, San Bernardino Community College District
DATES OF VISIT: September 29 – October 2, 2014
TEAM CHAIR: Barry A. Russell, Ph.D.
President, Las Positas College

Evaluation team members reviewed Crafton Hills College's *Institutional Self-Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation 2014* dated July 22, 2014, hereafter referred to as the Self Evaluation Report. This report was the basis for the initial review of Crafton Hills College by the 14-member peer evaluation team assigned by the Commission to conduct an on-site evaluation of the College. An update to the document was provided on September 22, 2014 to correct minor problems with charts and some of the narrative sections.

The Accrediting Commission for Community and Junior Colleges (ACCJC) Eligibility Requirements for Accreditation, the Accreditation Standards, Department of Education Compliance and Commission Policies were used to analyze the adequacy of college resources, the effectiveness of its procedures, the quality of its performance in pursuit of its stated goals, and its evidence of student achievement and student learning. The findings and evidence and conclusions regarding the College's compliance with the Standards are included in the body of this report.

While the team found easy access to most evidence through the hyper-linked sections throughout the Self Evaluation Report, it was somewhat problematic that key people were absent from the college for the duration of the team visit. All instructional deans were away from the campus. Scheduled visits with those administrators had to be covered by the Vice President of Instruction or by a scheduled phone conversation. In addition, the Associate Vice Chancellor of Technology and Educational Support Services was also absent from the District Office for the duration of the visit.

In addition to the Evaluation Team assigned to the College, the ACCJC adopted a practice for multi-college districts or systems to ensure that observations, findings, and recommendations pertaining to the district or system are consistent in the reports for all institutions of the district. Accordingly, a team chair was appointed to coordinate the San Bernardino Community College District Office visit. The members of the District Team were composed of two representatives from the Crafton Hills College team and three from the San Bernardino Valley College team.

The District Team conducted face-to-face meetings with two members of the Board of Trustees and all District administrators, with the exception of one administrator. The meeting with the Associate Vice Chancellor of Technology and Educational Support Services was conducted by telephone because he was at an out-of-state conference. The team also reviewed a number of documents requested as evidence both before and during the visit.

Evaluation of Institutional Self Evaluation Report

The *Crafton Hills College Institutional Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation* is a thorough report. It covers all important topics, each of the 21 Eligibility Requirements and addresses the standards. The Institutional Self Evaluation Report is well organized into sections delineated by tabs. The College provided all members of the Evaluation Team with a flash drive containing each of the 1,026 pieces of evidence cited in the Self Evaluation. The flash drive contained, not hyperlinks to the evidence, but an electronic copy of each document. The evidence was organized by standard and numbered in a way that was consistent with the citations in the self-study. The purpose of providing the evidence in electronic as well as hyperlinked formats was to ensure Evaluation Team members had ready access to the evidence in the event that the internet failed.

The report provides information about the college history, mission, students served, educational programs and delivery modes. Evaluation of the college distance education program is incorporated into the self study as necessary. The report provides evidence of a well-developed program review process that collects and uses both qualitative and quantitative data from a variety of sources. Data include results from SLOs and retention and course completion (student achievement). The institution has set standards related to student achievement and discussed the data. Reports indicate that the college meets the 11 Quantitative Effectiveness Indicators and the ACCJC Institutional Set Standards

Major Findings and Recommendations of the 2014 Visiting Team

College Recommendations to Meet the Standards

College Recommendation 1

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

1. Demonstrate the use of the assessment results to make improvements to courses and programs;
2. Demonstrate the use of student learning assessment results in college-wide planning;
3. Demonstrate that resource decisions are based on student learning assessment results; and
4. Develop and implement a process to ensure that SLOs are included on all course syllabi.

(Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)

College Recommendation 2

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

College Recommendation 3

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

College Recommendation 4

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

College Recommendations to Improve

College Recommendation 5

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

College Recommendation 6

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

District Recommendations to Meet the Standards

District Recommendation 1

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

District Recommendation 2

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

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

(Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)

District Recommendation 3

In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. (Crafton Hills College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

District Recommendations to Improve

District Recommendation 4

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

Commendations

The members of the visiting team commend Crafton Hills College for their sincere appreciation of the accreditation process and warm welcome. The team identified several noteworthy accomplishments and makes the following specific commendations:

Commendation #1 - CAMPUS ENVIRONMENT

The committee acknowledges the college for creating rich and welcoming environment for students, faculty, staff, and administrators. The thoughtful and artful use of architecture and landscape captures the essence of the desert perspective and provides an ideal setting to advance the education and promote the success of its student population.

Commendation #2 - RESEARCH

The committee acknowledges the college for their innovative and thorough approach to data collection and dissemination. White papers, a dashboard of instructional data, and specific research topics are available through the Office of Institutional Effectiveness and Research, much of the data in real time. Web-based tools are attractive and user-friendly, and facilitate informed decision making, planning, and budgeting college-wide.

Introduction

Crafton Hills College (Crafton Hills College) opened in 1971 as the second college in the San Bernardino Community College District. Crafton Hills College currently serves approximately 5,500 students. Located in the beautiful rolling hills of Yucaipa, Crafton Hills offers more than 38 majors in the liberal arts and sciences, vocational and technical studies. The College has imaginative architecture, manicured grounds, and spectacular surroundings. They are currently undergoing several very large construction projects that will allow for an anticipated growth in enrollment.

In addition to quality instruction, many of the professors are experts in their field outside the classroom. The small size of the College affords students the opportunity for more one-on-one communication with instructors. Crafton Hills College instructors are noted for being accessible and caring about the students as individuals.

In addition to student-centered faculty and an able counseling and career guidance staff, Crafton Hills College provides a variety of cultural, social and recreational opportunities. The Art, Music and Theatre Departments offer two years of experience-based education that allows students to explore various facets of the fine arts in a friendly and intimate campus environment. Students also have extracurricular opportunities to explore their interests in clubs, student government and a variety of educational field trips. The Fire Science Program and the Emergency Medical Services-Paramedic Program completion rates and job placement rates are very high, giving evidence to the quality of the program. Crafton Hills College is the primary trainer for paramedics in San Bernardino and Riverside counties.

A 20-year campus facilities master plan is now completed that includes the construction of a Crafton Center that will house Student Services and administration, an Occupational Education building that will house Fire Science, Basic Fire Academy, Emergency Technology and Paramedic programs, and a Science building that will accommodate the biological sciences. The projects are funded through Measure M, a bond project managed by the District Office.

Crafton has grown from a student population of 3,900 FTES in 2012-2013 to 4,356.72 in 2013-2014, with an 18% growth projected for the 2014-2015 year. The student population is expected to grow to 5,400 FTES by 2016-2017. The 5,400 FTES target has been set as a minimum goal that will generate enough apportionment to hold the College at sustainability including personnel and infrastructure projections. To achieve this growth, the College has been developing schedules guided by student course-taking demand. This has led to a nine percent increase in Career Technical Education (CTE) course offerings, a 24 percent increase in basic skills courses and a 67 percent increase in traditional transfer courses. In conjunction with the College's scheduled offerings, a marketing plan has been developed for the region that targets community college going students. This is the primary target due to the low market penetration with regard to community college students in the region. In the immediate service area, fewer than half of the community college-bound students chose to attend Crafton Hills College. This is significantly below the averages found in the Inland Empire.

Evaluation of Institutional Responses to Previous Recommendations

College Recommendation #1 –Integrated Planning, Quantitative Effectiveness Measures, and Long-Term Resource Allocation

As was noted in Recommendations 1 and 2 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should integrate all planning processes and documents into a meaningful, comprehensive, long-range institutional plan to accomplish its mission and realize its vision. Additionally, the college plan should be integrated into an overall district strategic plan. (Standards I.A.4, I.B.2, I.B.3, I.B.6., III.A.6., III.B.2.b., III.C.2., III.D.1.a).

The college should move immediately to:

- *Complete the implementation of a cycle of systematic integrated planning, evaluation, prioritization, resource allocation, implementation, and re-evaluation.*
- *Identify quantitative effectiveness measures (key performance indicators), gather baseline data and establish institutional planning goals.*
- *Revise the Educational Master Plan to include long-term resource allocation.*

Response

The college's Educational Master Plan (EMP) represents its comprehensive, long-range institutional plan. Last revised in 2010, the EMP includes the strategic directions, goals, and objectives necessary to accomplish its mission. It has been updated annually since its inception; however, for academic year 2013-2014 the College commenced a review of the EMP which resulted in revisions to the College mission statement. A refinement of the EMP is forthcoming that will include consideration of long-term resource allocation consistent with the newly revised district allocation model, pending recommendations by an enrollment management consultant contracted by the District to evaluate enrollment and budget management.

The college has implemented a program review, planning, and budgeting (including budget augmentation) prioritization process that is cyclical, sustainable, and well-documented. The Planning and Program Review Committee solicits feedback campus-wide about the planning process as a whole through an annual survey.

The college identified, compiled, and reported on Quantitative Effectiveness Indicators (QEIs) in its Educational Master Plan. QEIs are gathered annually, starting with a baseline period, and results will show whether the College has made progress toward the improvement goal for each measure. An example of how the QEIs are used for improvement was described by the Dean of Office of Institutional Effectiveness, Research, and Planning (OIERP). Transfer rates were discussed and targeted for improvement. The action resulting from that dialogue led to further analysis that revealed success in transfer-level math courses was predictive of successful student transfer. This in turn led to additional tutoring support for math, enhanced messaging in the transfer center, and focused counseling strategies to encourage student transfer.

Conclusion

This recommendation is resolved.

College Recommendation #2 – Data Reliability, Access, and Training

As was noted in recommendations 2 and 7 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should develop processes that produce reliable data, provide employees with easy access to data, and provide training on how to access, interpret and utilize data. (Standards I.B.2., I.B.3., I.B.5, II.A.1.a).

Response

Data integrity and reliability is a shared responsibility between the college Office of Institutional Effectiveness, Research, and Planning (OIERP) and District Computing Services (DCS). The Dean of OIERP and Research Analyst actively participate in regular district Management Information Systems (MIS) Committee meetings, and working closely with district IT staff to ensure integrity of the data. OIERP staff members also attend district data management meetings to ensure that the data extracted for the college's data reporting tool are accurate. When corrections to the data are needed, DCS personnel support the college to correct problems. Moreover, the Dean of OIERP has collaborated with DCS to train employees responsible for entering data to ensure accuracy from the start.

In addition to addressing the back-end data systems, the Dean of OEIRP works with programs in an ongoing manner to continually verify and clean the data. For example, when presenting program review data, faculty are strongly encouraged report any data anomalies to the OIERP. A process of verifying the data and correcting it as needed in the system is then followed in order to provide access to reliable data used by the campus in program review and planning,

With regard to user training, the Dean of OIERP has provided multiple workshops to faculty, staff, and managers every year since 2011 on a variety of key topics (42 sessions in the last 2 years). These workshops are aimed at ensuring easy access to the tools available, proper interpretation and analysis of data, and effective use of results in planning and program improvement.

Conclusion

This recommendation is resolved.

College Recommendation #3 – Assessment of Student Learning Outcomes

Assessment of Student Learning Outcomes. As noted in recommendation 4 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the assessment results to make continuous program improvements. (Standards I.B.1, II.A.1.c, II.A.2.b, II.A.2.f, ER 10)

Response

Recommendation 3 reaffirmed Recommendation 4 of the 2002 team that the College complete the development, implementation, assessment and review of course, program and institution wide student learning outcomes and utilize the assessment results to make continuous program improvements. The College has made some progress since that time; however, full compliance has not been reached. One hundred percent of the active courses have identified SLOs, but only 66% have been assessed. In addition, 100% of the programs have defined PLOs, but only 68%

have been assessed. One hundred percent of the ILOs have been developed and only 50% of the ILOs have been assessed. In addition, the College still needs to coordinate their General Education Outcomes with their ILOs to provide a clearer understanding by faculty and the students of what constitutes full attainment.

The College has developed a process for SLO assessment and is attempting to embed it within their program review process. However, some programs are still not participating in SLO assessment or documenting their results within the planning process. Finally, the team found little evidence that programs are discussing or utilizing assessment results to make continuous program improvements.

Conclusion

This recommendation is not resolved, see 2014 Recommendation #1.

College Recommendation #4 – Evaluation of the Effectiveness of Administrative and Governance Structures

In order to meet the standards, the college should develop and implement procedures to evaluate the effectiveness of administrative and governance structures, processes and services; communicate evaluation results to constituencies; and utilize the results to make improvements. The college should also define the roles and responsibilities of each governance structure and establish more widespread participation by classified staff and students. (Standards I.B.1, I.B.5, IV.A.2.a, IV.A.3)

Response

Since the 2008 Accreditation, the College has initiated various processes to address this recommendation. In 2009, the College retained a consultant who assisted in developing a comprehensive evaluation of the college's administrative and governance structures, processes and services. The evaluation resulted in several recommendations which were broadly communicated and implemented. These recommendations were designed to improve communication, strengthen teamwork and communication at the Cabinet level, improve communication skills and encourage professional development among the college's management team, and strengthen the college's decision-making structure and processes. As part of its response to this recommendation, the college developed an Organizational Handbook, which is reviewed and updated annually, which describes the governance structure, the purpose of each committee within that structure, and is intended to facilitate greater participation in decision-making at Crafton Hills College.

The actions taken in response to this recommendation resulted in an improved governance structure at the College; regular and on-going evaluation of the governance process with broad communication of the evaluation results across the campus community; use of evaluation data to continuously strengthen the governance process; and improved participation by classified staff and students in the participative governance process at the college.

The Team believes this recommendation has been met. The Crafton Hills College Organizational Handbook, first developed in 2009 and reviewed annually, describes the responsibility of all participative governance committees, functional committees, and constituent

groups, such as the Academic Senate, Classified, and Student Senates. Evidence indicates that governance processes are evaluated on a regular basis, and the data from the evaluation process is used to improve governance at the college. Comparisons between the 2010 and 2012 climate survey data indicates an improvement in employee satisfaction with shared governance, planning and decision-making, inclusiveness and the resource allocation process.

Conclusion

This recommendation has been addressed and the deficiencies in meeting the Standards have been resolved.

College Recommendation #5 – Improving Communication and Sharing Information

In order to improve, the college administration should strengthen communication with faculty, staff and students, and between the college and the district. Processes should be established for regular, timely sharing of information and decisions (Standards I.B.5, IV.A.6.c, III.D.2.a, III.D.2.b, IV.A.3)

Response

The college has implemented a wide variety of communication channels between the administration and faculty and staff. These include open forums and meeting times, President's Letters, and Board Reports. The college developed an Organizational Handbook which describes the governance structure at the college, and how the various stakeholders within the college community can participate in the governance process. The perception of communication within the college community is evaluated bi-annually through a comprehensive campus climate survey which provides data to improve communications.

There is evidence that communication between the college and the district has been strengthened. There are now newsletters and information updates from various district departments as well as from the Chancellor although some of the examples included in the evidence provided are not as current as one might expect. The sustainability of district/college communication should be monitored and evaluated regularly. There is evidence that communication is valued, monitored, evaluated, and continuously improved at Crafton College. Although evidence indicates that campus perceptions regarding communication have improved, strengthening communication is an ongoing process.

During the team visit, members of the team assessed the level of engagement among faculty and classified staff in sharing of ideas and the discussion of ideas. The team confirmed that there is a healthy degree of communication among campus constituent groups and that this recommendation has been resolved.

Conclusion

This recommendation is resolved.

College Recommendation #6 – Participation in Decision-Making and Planning Processes

In order to improve the quality of the institution, the college president should ensure that all areas, including academic, student, and administrative services, are actively participating in the decision making and planning processes. (Standards I.BA, IV.A.3, IV.B.2.a, IV.B.2.b).

Response

The college undertook a variety of measures to improve the level of participation in the decision making and planning process. The college redesigned the Crafton Council, which serves as the central collegial consultation body at the college. Through the leadership of the Academic Senate, an Organizational Handbook was developed which describes the governance structure and decision-making and planning process at Crafton Hills College. An Educational Master Plan was developed which includes a description of the roles and responsibilities for planning and decision making. The process used to develop these documents was inclusive and provided the opportunity for all stakeholders to provide input and review. The college regularly assesses the perceptions of all campus constituents regarding their role in planning and decision-making, and then uses that assessment data to continuously improve the process.

The evidence presented indicates that the college has satisfactorily addressed this recommendation. Data from the 2010 and 2012 Climate Survey indicates a strong increase in employee satisfaction with shared governance at Crafton Hills College. The Organizational Handbook is the guide to decision making and governance at the college. It is reviewed annually. The Educational Master Plan includes inclusion as a specific goal.

As noted above in the discussion for previous College Recommendation #5, communication is an ongoing area for improvement. Although communication has improved substantially since 2010, there are still areas of concern which the college is addressing. The team believes that the college commitment to continuous improvement is sustainable and that the recommendation has been met.

Conclusion

This recommendation has been addressed and the deficiencies in meeting standards resolved.

College Recommendation #7 – District-Level Program Review, Strategic Plan, Technology Plan, and Human Resources Plan

In order to meet the standards, the team recommends that the Board of Trustees, and the chancellor, in consultation with the leadership of the college campuses, develop a strategy for addressing some significant issues raised by each college and verified in interviews with staff in the following areas; namely:

- *The development of an appropriate and clearly communicated process for reviewing all district functions and processes using a Program Review model. (Standards IV.B.3.a.b)*
- *The development of a formal and regularly evaluated district strategic plan that both acknowledges input and aligns with the college's educational plan and serves as a guide for planning at the college level. (Standards I.B.3, IV.B.3.g)*
- *The development of a coordinated strategic plan for technology that is responsive to the colleges and assists them in the daily management of the college functions, including the monitoring, assessing and use of financial information. (Standards I.B.2, 5, 6, IV.B.3.b, m.C.1.a, c, m.C.2, m.D.2.a)*

- *The development of a long range Human Resources Plan to assist the colleges in planning and prioritizing the need for full-time faculty and staff. (Standards IAA, m.A.6, m.B.2.b)*

Response

Recommendation 7.a: Program Review of District Functions

In response to this recommendation, the District established a process of program review for each District functional department, with a comprehensive program review at the unit level every three years. At the unit level, each unit has established effectiveness measures and now collects and analyzes data to support continuous improvement. The District now collects satisfaction survey data across the District regarding District department services. The college meets this part of the recommendation.

Recommendation 7.b: District Strategic Plan

Beginning in 2009, the District launched a Strategic Plan development process which was led by a District Strategic Planning Committee. The process used to develop the District Strategic Plan provided for input and review across the District at various milestones in the development of the plan. The District Strategic Plan drew upon existing college-level strategic plans and other sources of input including internal and external data.

The District Strategic Plan process includes calls for annual review and measurement of progress, a comprehensive review and revision of the plan every three years, and broad dissemination of the results of the annual and comprehensive reviews. In 2012, the District Strategic Planning Committee began a process of revision to the 2011-14 District Strategic Plan. This has been a 2-year process, which was slowed down by turnover in the District Fiscal Services area. The district-level strategic planning process appears to be progressing very slowly, which may diminish the value of the plan once it is completed, however, the college meets this part of the recommendation.

Recommendation 7.c: Development of a Coordinated Plan for Technology

The District Technology and Educational Support Services (TESS) works with the two colleges in the district to develop, manage, and revise the District Technology Strategic Plan. The District developed a 2010-13 District Strategic Plan for Technology, which has since been updated and is now the 2014-17 District Strategic Plan for Technology. Both documents reflect collaboration between the District technology service department and the individual colleges in the development of the plan. The college meets this part of the recommendation.

Recommendation 7.d: Development of a Long Range Human Resources Plan

The district developed a long-range staffing plan for 2010-13 that provided a snapshot of the district's human resources assets including staffing levels by employee group, the status of timely performance evaluations, EEO-related information and other data about the district's workforce. The plan included broad-brush projections of future human resources staffing needs. In addition, the district retained a consulting firm to evaluate its Resource Allocation Model. Within the consultant's report, there are data regarding staffing levels and other matters relevant to developing a long-range human resources plan. The district's Human Resources Plan has not been updated since its initial development in 2010. The district Human Resources department has suffered from high turnover and a lack of senior-level permanent leadership that has impacted the ability of the college to plan for its staffing and human resources needs.

Significant progress has been made with regard to recommendation 7a, 7b and 7c at both the District and the College. There is evidence to support the conclusion that there has been sustained commitment to conducting regular program reviews of district functions, with a process for using resulting data to continually improve district functions. The development of two successive district-level strategic plans has been hampered by turnover in district leadership but the planning process, though slow, may be sustainable but is nonetheless not complete. The development of a district-level Technology Plan as noted in recommendation 7c has occurred, and the Technology and Educational Support Services has implemented effective practices for supporting the technology needs of the District. The lack of an up-to-date Human Resources Plan indicates that recommendation 7d is not yet resolved and therefore, does not yet meet standards at the District.

Conclusion

The standards are not met and the resolution of Recommendation #7 is not complete, see 2014 District Recommendation #2

College Recommendation #8 – Program Review and Distributed Education

As was noted in recommendation 6 of the 2002 Accreditation Evaluation Report and to meet the standards, the college should complete the integration of program review for all academic, student services and administrative services units into institutional evaluation and planning. In particular, the college should develop processes and procedures to ensure program effectiveness of distributed education courses. (Standards II.A.2.e, II.B.4, II.C.2, III.D.2.g, IV.A.5, ER 19, 21)

Response

As of October 2010, the college had successfully completed the cycle of program review, planning, resource allocation, and revaluation with all college units having completed at least one cycle of this process. As mentioned under Recommendation #4, the institution's governance and decision-making structures and processes are now regularly evaluated to ensure that planning and decision making is integrated and effective. The Committee Self-Evaluation process, the Campus Climate Survey, and the annual evaluation of the Planning and Program Review process are all indicative of the college's action to evaluate institutional planning and improve institutional effectiveness. The results of these evaluations are communicated broadly across the campus community.

However, it is clear that the college has not update its Distributed Education Implementation Plan since 2010. A 2012-2013 Progress Report from the District on the Distance Education Plan, indicates that many activities are planned or underway, but timelines have been extended. The College should renew its efforts to evaluate and integrate planning and assessment of distance education to enhance student achievement and provide appropriate student service support.

Conclusion

This recommendation is not fully resolved, see 2014 Recommendation to Improve #2

College Recommendation #9 – Including Student Learning Outcomes Assessment in Faculty Evaluations

In order to meet standards, the team recommends that 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 (Standard III.A.1.c)

Response

This recommendation involves changes to the California Teachers Association (CTA) union contract as faculty evaluation is a negotiated matter between CTA and the District. The District and CTA began exploring their interests relating to student learning outcomes as a component of faculty evaluation in 2011. In 2012, a Memorandum of Understanding (MOU) was developed which grants all full-time faculty members an approximate 1 percent salary increase for the development and assessment of student learning outcomes and participation in the assessment dialogue. The MOU provides compensation for adjunct faculty for participation in the assessment process as well. This MOU was approved by the Board of Trustees in November 2012.

The District must now negotiate the changes to the faculty evaluation tool and ensure that members of the faculty include self-reflection of their participation in outcomes assessment in their evaluation process. This has not yet been accomplished. Therefore, the faculty evaluation process is incomplete.

In order to fully resolve this recommendation, the faculty evaluation process and related tool must incorporate an item of self-reflection in the participation in outcomes assessment and this must be accomplished by the District. Until the college and district have included this last component in the evaluation process, the college and district do not meet this standard.

Conclusion

This recommendation is not fully resolved, see 2014 District Recommendation #2.

College Recommendation #10 – Long-Term Fiscal Plans and Financial Information

As was noted in recommendation 9 of the 2002 Accreditation Evaluation Report and in order to meet the standards, the college should develop long-term fiscal plans. Employees should be provided with adequate financial information and training in the use of such data. (Standards III.D.1.c, III.D.3)

Response

In 2013, the college developed a long-term budget modeling tool, which included revenue and expenditure projections based on optimistic and conservative scenarios. This tool also allows Crafton Hills College to run different scenarios based upon state growth projections and District FTES allocations. The budget modeling was included in the Resource Allocation and Utilization document published in January 2014.

The college meets this recommendation; however to improve, the college should continue to communicate the long-term budget-modeling information to the college community so that there is adequate understanding of long-term availability of financial resources.

Conclusion

The recommendation has been addressed and the deficiencies in meeting these standards were resolved.

Commission Recommendation #1 – District Resource Allocation Process

The district's resource allocation process needs to be clarified and communicated to both colleges within the district. (Standards III.A.6, III.B.2, III.C.2, III.D.1.d, III.D.3, IV.B.3.a, c, d, f, g)

Response

In 2009, the college responded to this recommendation by forming a Resource Allocation Committee charged with developing a transparent and clearly understandable model for the allocation of funds to district entities. The Committee developed a model which underwent a process of district-wide review before being finalized and used for the first time in 2010-11. Upon completion of its work, the Resource Allocation Committee was renamed the District Budget Committee with representation from both colleges as well as the district.

In 2013, Crafton Hills College requested that the District Budget Committee reexamine the resource allocation model, which was based on a 70/30 split in the base allocation. With the assistance of outside consultants, an analysis was conducted, resulting in the recommendation that FTES growth determine the allocation model. This recommendation was subsequently approved by the District Budget Committee in March 2014.

Findings:

Progress has been made in addressing this recommendation, but there is still work to be done to fully resolve the issues relating to the Resource Allocation Model. For the 2014/15 budget year, the district adopted a process of using actual FTES production rather than a historical split to determine the allocation of resources between the two colleges in the district. The 2014/15 budget is based on the FTES enrollment projections (for tentative budget development) and in final enrollment reports (for adopted budget development). This adjusted the 2014/15 Resource Allocation split to between San Bernardino Valley College (68.6%) and Crafton Hills College (31.4%).

It is unclear whether this method is now the model to be consistently used in the future. To improve, the district must institutionalize a process of allocating resources between the two colleges. Further, the district must complete a district-wide Enrollment Management Plan and a Human Resource Plan which is integrated with other district-planning processes.

Conclusion

This recommendation has not been resolved and deficiencies in meeting the standards are noted in 2014 District Recommendations 2 and 3.

Eligibility Requirements

1. Authority

Crafton Hills College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges and is approved under regulations of the California State Department of Education and the California Community Colleges.

2. Mission

The college has had a mission statement in place continuously. A new mission statement was developed in spring of 2014 and approved at the college level April 29, 2014. It is published on the college website and in the college catalog and is scheduled to be adopted by the Board of Trustees in October 2014. The focus is appropriate for the community college and the constituency it seeks to serve and defines its commitment to achieving student learning.

However, there is an issue with the sequence of events related to the development of the new mission statement. It was thoroughly vetted through the campus shared governance process but has not yet been approved by the Board of Trustees (October 2014). The college moved forward with publishing the new mission statement and using it in all of their campus planning and budgeting processes without approval by the Board of Trustees.

3. Governing Board

The evaluation team confirmed that the San Bernardino Community College District is governed by a seven-member Board of Trustees elected by area. The Crafton Hills College service area includes the cities of Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. Each member serves a term of four years and the terms are staggered. Trustees have no employment, family, or personal financial interest in the institution. Each December a chair and vice-chair are chosen. There is a Crafton Hills College Student Trustee who serves a one year term and who is elected by enrolled students. The Student Trustee has an advisory vote.

The team confirmed that the Board makes policy for the District and ensures that the institution's mission is being carried out. Policies are in place that require that programs and curricula be "of high quality and relevant to the community and student needs." These policies encompass academic affairs, student services, and financial stability. The Board has a published code of ethics defined in Board Policy 2010. *Conflict of Interest* is defined in Board Policy 2260 and is aligned with government code.

4. Chief Executive Officer

The team confirmed that the Crafton Hills College President serves as the full-time chief executive officer and has primary authority and responsibility for the effective operation of the institution. The College President provides leadership and management for all programs and services of the College. The Chancellor provides the leadership for the District. Neither the College President nor the Chancellor serve on the Board of Trustees. Board Policy 3100 states the SBCCD Chancellor is responsible for establishing and documenting the

organizational structure. The team found evidence that the College informs the Commission when there are changes in the President or Chancellor.

5. Administrative Capacity

The college identifies one President, three Vice Presidents and six dean positions that comprise its management team. Two of the deans are located in student services, three in instruction, and the sixth reports to the president and oversees research and planning. The span of responsibility for each of these positions appear to be equitable and appropriate to support high quality education and service delivery to carry out the institutional mission and purpose.

6. Operating Status

The evaluation team confirmed that the college is operational, with students actively pursuing its degree and certificate programs.

7. Degrees

The evaluation team confirmed that the College currently offers courses in a wide range of disciplines, leading to 52 degrees, 13 of which are Associate Degrees for Transfer (AA-T/AS-T) and 25 certificates. College data demonstrates that a large number (40%) of its students are enrolled in these programs and subsequently transfer.

8. Educational Programs

The evaluation team confirmed that the degree programs offered by the institution are congruent with the college mission, based on higher education fields of study, and are of sufficient content and length, are conducted at levels of quality and rigor appropriate to the degrees offered, and culminate in identified student learning outcomes. The college currently only has two-year degrees and certificates of various lengths. There are no baccalaureate degrees.

9. Academic Credit

The evaluation team confirmed that the institution awards credit based on generally accepted practices in degree-granting institutions of higher learning. Evidence from curriculum committee minutes and procedures provide support that the college approves courses that are sufficient length and content according to state standards.

10. Student Learning and Achievement

The evaluation team confirmed that the institution defines and publishes program learning outcomes in the catalog for each program as well as the program's expected student learning and achievement outcomes. Although a process was in place, the team verified through evidence and interviews that program-level assessments are not in place for all programs. Additionally, the college has aligned course-level outcomes to institutional learning outcomes, but has not incorporated into this alignment the program level outcomes. The team found that the college has both institutional learning outcomes and general education learning outcomes.

11. General Education

The evaluation team confirmed that the students who complete general education programs at the college have achieved comprehensive learning outcomes, ensuring breadth of knowledge and intellectual inquiry. The Academic Senate, through the Curriculum Committee, assures that all general education courses meet the state and local standards which include demonstrated competence in writing and computational skills. General education outcomes are clearly identified in the College Catalog.

12. Academic Freedom

The College's faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as ensured by *Board Policy 4030 Academic Freedom*, adopted by the Board of Trustees on adopted 2001 and amended in 2004. The team found that an open atmosphere of academic freedom existed on campus among the faculty.

13. Faculty

Crafton Hills College has a substantial core of qualified faculty with full-time responsibility to the institution. The core is sufficient in experience to support the institution's educational programs. A clear statement of faculty responsibilities related to student learning outcomes is in a 2013 Memorandum of Understanding between the faculty and the District. The Academic Senate also passed a resolution stating that it is the faculty right and responsibility to assess student learning to ensure student achievement and program effectiveness.

14. Student Services

The evaluation team confirmed that a broad array of support services is offered in order to serve the College diverse student population. Their services support student learning and development within the context of the institutional mission.

15. Admissions

The evaluation team confirmed that Board policies and College publications, such as class schedules and the College catalog, are clear, accessible and consistent with Education Code, Title 5 regulations and the California Community College system wide mission statement. These documents and web pages provide information for students specific to all programs at the campus.

16. Information and Learning Resources

The evaluation team confirmed that Crafton Hills College provides students and staff with access to adequate resources and learning resources and services to support its mission and all education programs. Tutorial Services are available on the campus.

17. Financial Resources

A review of the annual Adopted Budget documents affirms that the district adheres to Board Policies regarding financial solvency and budget preparation criteria and adequate reserves are maintained to ensure fiscal stability. Fiscal management policies and institutional planning processes are adequate to support student learning and services and to improve institutional effectiveness.

18. Financial Accountability

A review of the annual external financial audit statements confirms that the District's overall budget is being prudently managed and compliant with federal Title IV requirements. Additionally, external audits verify that federal and state programs are used with integrity and in a manner consistent with the intended purposes.

19. Institutional Planning and Evaluation

The college has established and codified processes that assure that college programs, services and policies are continually assessed and improved and provides that information on the web site. Planning and program review processes are systematic and have college-wide participation. The results of these processes are made available to the entire college and provide the framework for college-wide dialog in institutional and program improvement where student achievement and student learning outcomes are included in the discussions and decisions.

20. Integrity in Communication with the Public

The evaluation team confirmed that publications provide the public with current information in support of the College mission; course, program, and degree offerings, academic calendar, certificate, degree, and transfer requirements; academic freedom statement; faculty and Board information; and other relevant documents are available in print and on the website.

21. Integrity in Relations with Accrediting Commission

The College and the Board of Trustees has affirmed by signatures of the official representatives that Crafton Hills College has consistently adhered to the Eligibility Requirements, Standards, and policies of the Accrediting Commission for Community and Junior Colleges. The College has agreed to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the College are therefore complete, accurate, and honest.

Individual units and programs are in good standing with various licensing or accrediting agencies.

- The Child Development Center is licensed by the California Department of Social Services
- The Radiological Technology Program is accredited by the Joint Review Committee on Education in Radiologic Technology
- The Respiratory Care Program is accredited by the Commission on Accreditation for Respiratory Care
- The Emergency Medical Technician courses is accredited through the Inland Counties Medical Authorities and licensed by the State of California
- The EMT Paramedic Program is nationally accredited by the Commission on Accreditation of Allied Health Education Programs
- The Firefighter Academy is accredited by the Office of the State Fire Marshall State Fire Training

Compliance with Commission Policies

Checklist for Comprehensive External Evaluation Teams

Evaluating Compliance with Federal Regulations and Commission Policies

(in addition to what is specifically evaluated within the language of Accreditation Standards)

Public Notification of an Evaluation Visit and Third Party Comment

- The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- The institution demonstrates compliance with the Commission Policy on Rights and Responsibilities of the Commission and Member Institutions as to third party comment.

Regulation citation: 602.23(b).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Standards and Performance with Respect to Student Achievement

- The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job

placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.

- The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Credits, Program Length, and Tuition

- Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- The institution demonstrates compliance with the Commission Policy on Institutional Degrees and Credits.

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Transfer Policies

- Transfer policies are appropriately disclosed to students and to the public.
- Policies contain information about the criteria the institution uses to accept credits for transfer.

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Distance Education and Correspondence Education

- The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework

and completing examinations, and interaction with the instructor is initiated by the student as needed).

- The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- The institution demonstrates compliance with the Commission Policy on Distance Education and Correspondence Education.

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Student Complaints

- The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
- The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- The institution posts on its website the names of associations, agencies and government bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- The institution demonstrates compliance with the Commission Policy on Representation of Accredited Status and the Policy on Student and Public Complaints Against Institutions.

Regulation citations: 602.16(a)(1)(ix); 668.43.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: It is recommended that all accrediting bodies listed on page 337-338 of the 2014 Self Evaluation document be identified (with contact information) on the Student Complaints Web Page (http://www.craftonhills.edu/Utilities/Contact_Us/Student%20Complaints.aspx).

Institutional Disclosure and Advertising and Recruitment Materials

- The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- The institution complies with the Commission Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status.
- The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

Regulation citations: 602.16(a)(1)(vii); 668.6.

Conclusion Check-Off (mark one):

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Title IV Compliance

- The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.

- The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- NA** The institution demonstrates compliance with the Commission Policy on Contractual Relationships with Non-Regionally Accredited Organizations and the Policy on Institutional Compliance with Title IV.

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Conclusion Check-Off:

- The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
- _____ The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
- _____ The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Comments: No concerns or noncompliance areas.

Standard I Institutional Mission and Effectiveness

A. Mission

General Observations

Crafton Hills College has a clear educational purpose, intended student population, and a commitment to student learning. The mission statement defines the College's broad educational purpose, which is appropriate for an institution of higher education. To foster its commitment to student learning, the College reviews its mission statement on a regular basis. In the fall of 2013, the College adopted the framework of Engage, Learn, and Advance to drive College planning and decision-making.

Crafton Hills College's shared governance committees hold frequent dialogue on student learning outcomes and institutional improvement. Several committees use the focus on student learning outcomes and institutional improvement as the basis for their decision making. The Educational Master Planning Committee, the Institutional Effectiveness, Accreditation, and Outcomes Committee, the Planning and Program Review Committee, and the Student Success, Engagement, Enrollment, and Management Committee are the main groups. A dialogue of student learning and mission are central to the activities of the campus.

Findings and Evidence

Since the last accreditation cycle, the College completed the revision of its mission vision and values statement through an extensive process of internal and external constituent input. In addition, the College adopted a framework of Engage, Learn, and Advance, to support decision making. The College hired a Dean of Institutional Effectiveness, Research and Planning who has instituted a systematic and accessible way to use real-time data to inform evaluation, planning, and implementation of plans for all aspects of teaching and learning effectiveness. There is evidence that this activity aligns its student learning program and services with the college purposes, character, and student population. (I.A, I.A.1)

The Self-Evaluation Report states "The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment," while the web page now has an updated mission stating "The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning." The mission statement has been refined, revised, approved at the campus level April 29, 2014, implemented at the campus level effective July 1, 2014, and is scheduled to be adopted by the board in fall 2014. Although the Board was consulted, only informal approval was received prior to publication of the new mission, vision, and values. Formal adoption is yet to occur leaving Standard 1.A.2 not completely addressed. (I.A.2.)

Employees and students were invited to provide input and feedback by the Educational Master Plan Committee through a web based survey. Online OIERP *Did You Know?* paper of Fall 2013 cited results of the survey of faculty, staff and students in review of the mission, vision, and values. A flex workshop and an Academic Senate led workshop also provide evidence of broad discussion and input on the revision. New mission, vision, and values statement are posted online and in the college catalog. All constituency groups contributed to the development and

adoption of the new framework of Engage, Learn, and Advance, as the underpinnings of the new Mission, Vision, and Values. This framework is broadly incorporated in committee activities, student services, and student life activities. The team found that this process is documented in the Integrated Planning and Resource Allocation Process. (I.A.3.)

The Program Review form explicitly asks how the program mission aligns with the college mission. Online training for the new Program Review process is aligned with the mission. Objectives and program goals are based on the eight strategic directions for the college. The *Integrated Planning and Program Review Process for Prioritizing Objectives* is posted online. An Excel spreadsheet shows the prioritized list of objectives for each program, sorted in priority order, and cites which of the strategic directions the objective supports. First priority is given to objectives which have an institution-wide impact and are linked to the mission. These are just a few of findings indicating the mission is central to planning and decision making. (I.A.4.)

Conclusions

The college completed the review and revision of the college mission, vision, and values statement. The revised college mission, vision and values statements were approved at the campus level, implemented, and communicated broadly throughout the campus in a range of media from the college catalog to the college website but unfortunately, these were all done without the final step of having the work accepted by the Board of Trustees.

The program review process and other processes are aligned with the college mission. In the college *Integrated Planning and Program Review Process* units are required to describe how their "program mission and vision aligns with the college's mission and vision," as specified in the Crafton Hills College Educational Master Plan.

College Recommendation 5

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

B. Improving Institutional Effectiveness

General Observations

College goals are detailed in the Educational Master Plan (EMP) as identified objectives, with suggested actions, timelines, person or group responsible, and measurements of progress. An ongoing cycle of program review includes annual updates for each department or program and a comprehensive Program Review plan every four years. As part of the planning process, requests are moved from individual units or departments, to divisions, to the college level. Identification of the EMP goal relevant to the planning efforts is mapped. In addition, each unit-level annual plan requires an update on its effectiveness in terms of SLO or SAO assessments and other quantitative and/or qualitative terms (e.g., number of degrees conferred or benefits of the Health and Wellness Center). Collectively, these measures of effectiveness at the unit level provide a view of progress on EMP goals on an annual basis.

The college has formally articulated core processes to ensure broad-based participation and input from appropriate constituencies on a wide variety of operations relative to evaluation, planning for improvement, and resource allocation. The Program Review Handbook guides its annual program review and planning cycle and is updated regularly based on evaluations by the Program Review Committee. The Organizational Handbook defines the college's collegial consultation structures and processes and is managed by Crafton Council.

Findings and Evidence

In order to provide a cohesive view of the strategic directions and common voice for the planning processes on the campus, the institution established the Educational Master Planning Committee in fall 2009, with the goal of examining all college plans and the existing Educational Master Plan. Representation on this committee was from all constituency groups. The college worked to update the mission, vision, and values, to provide a framework to help simplify and define the work of the community. Regular feedback loops to provide collegial dialog are in place and a survey was given to faculty and students in fall 2013. In addition to a revision of the mission, vision, and values, this feedback prompted further dialog with the college community resulting in the new framework of Engage, Learn, and Advance, known as the Three Peaks.

Classified, Academic, and Student Senates all adopted the new framework of Engage, Learn, and Advance as shown in minutes from fall 2013. Academic Senate Meeting minutes from spring 2014 stated that the revised Mission, Vision, and Values statement were presented to multiple shared governance groups, and were under review. The college assesses its planning processes annually and makes process modifications based on the data received from the assessment instruments. The OIERP conducts institution-wide professional develop to assist faculty and staff with Crafton Hills College's planning processes, interpreting, understanding and using data to improve institutional effectiveness and student learning. Institutional planning process and assessment resources are readily available on the college website. (I.B., I.B.1.)

The EMP details the college's strategic directions and the related goals and objectives necessary to fulfill its mission. Suggested actions, a tentative timeline, point person or group, and measurements of progress are identified in the EMP for each objective to enable monitoring of progress on goals. In addition to measurements of progress aligned to objectives, overall measures of institutional effectiveness have been identified as Quantitative Effectiveness Indicators (QEIs). These QEIs were discussed and developed by the EMPC, a governance committee of the college with representation from all constituencies. The EMPC discuss the measures in terms of what they suggest about the college's institutional effectiveness, and distributes results to programs or committees as required to address areas in need of improvement. The college mission, vision, values and the Educational Master Plan (EMP) establish the foundation upon which the college derives its direction. Strategic directions are developed with related goals and objectives. These goals and objectives are linked to the college's annual cycle of program review and planning through discussions starting at the unit level. (I.B.2.)

The Office of Institutional Effectiveness, Research and Planning provides a wealth of information on their website available for the campus to use in their planning processes. Since 2010, regular publication of white papers in the "Did You Know?" section of the OIERP website utilized data to describe special areas of interest to the institution such as "African American and

Hispanic Male Students,” or “Impact of Course Length on Student Course Success.” Instructional data, demographics, course success rates, and more are readily available. The District office adopted a data software product and, at the request of Crafton Hills College, recently added a dashboard capability. This is available to the college community from inside the network. It allows tracking of student success by course, program, and student demographics. Faculty can measure and view the overall outcomes of their courses against institutional benchmarks in both tables and graphs. Access to real-time data is also available to the college community through an online database that breaks down student success and institutional data into meaningful blocks and specific reports to inform decision making for course offerings and student services. Faculty are trained in using these web tools. The Institutional Research Office provides online templates for The Institutional Assessment Plan in collaboration with the Assessment Specialist. Course Assessment Reports are completed annually by faculty. Faculty members meet to discuss outcomes and potential changes to teaching in department or discipline groups. The OIERP collects and shares data through student enrollment and submitted by Program Review processes, and places it into a spreadsheet. This information contains the specific outcome assessed and is shared with division deans who provide support and encourage improvement for faculty as needed. The Crafton Hills framework of Engage, Learn, and Advance is defined online and translated into quantitative and qualitative effectiveness indicators. The faculty and administration use this mapping to see where students meet stated goals and outcomes as defined by the college. (I.B.3.)

The 6th Edition of the Integrated Program Review and Planning handbook is posted online and was last updated in spring 2014. The Four-Year Action Plan embedded in the handbook includes an easy to understand cycle that all units should follow, including setting goals, objectives, resource requests, actions, and activities. Definitions and examples are provided for each of these steps. Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) minutes show evidence of evaluations used to adjust and change processes for greater effectiveness. The College has adopted a five column cycle for Student Learning Outcomes assessment and has an online and print brochure showing this cycle. The faculty Assessment Specialist is listed on the brochure and makes himself available for training and assistance to instructional areas. This same brochure describes the four point rubric for evaluating all assessments whether student learning outcomes or institutional objectives. The four point evaluation rubric has been widely adopted as reported by members of the IEAOC, the Dean of Research, and the Assessment Specialist. This allows them to easily measure success or areas where there is opportunity for improvement. (I.B.4.)

The process for moving objectives from individual plans to resource allocation is done by prioritization of objectives at each level. The department prioritizes, then the division combines the department objectives and prioritizes those with the input of the department chairs and deans. From the division, the prioritized lists go to the Planning and Program Review Committee (PPRC). This shared governance committee reviews and recommends an overall prioritization for the objectives, and the prioritization recommendations are then sent forward to the College President and Vice Presidents for final review and prioritization. Documented assessment results are available from the college’s Office of Institutional and Effectiveness, Research, and Planning website in several formats for various audiences: enrollment data for staff to monitor schedule efficiency; and multiple research briefs and reports about students for the public, including the state Student Success Scorecard. A white paper from 2012 describes the cycle of integrated

planning and subsequent budget allocation, and the PPRC website contains spreadsheets with the resulting list ordered by priority as well as by department. The data, assessment results, and planning information are then pulled together to drive resource allocation. (I.B.4.)

The college has developed a data rich environment. The Office of Institutional and Effectiveness, Research, and Planning (OIERP) provides institutional data including, but not limited to, student success, program and service outcomes assessments, program review and educational master planning data results, enrollment management, EMP data, process evaluation data, and student equity. The OIERP website provides a link to the repository of institutional data used to assist the college in making data driven decisions. The OIERP is creating dashboards that provide programs with dynamic data cubes to help them assess student learning. The public can access the OIERP website to obtain data about the College and there are regular presentations to the Board of Trustees and at the K-12 Superintendent/Principal breakfast meetings. (I.B.5.)

Evaluation of the college's program review and planning processes are documented in minutes of the Planning and Program Review Committee. The college's program review and planning processes are evaluated annually by the Planning and Program Review Committee through surveys and open discussions. Results are used to make changes to the forms or process as needed, as well as updates to the Program Review Handbook. Results from the Employee Campus Climate Survey relevant to the effectiveness of the planning and resource allocation process were summarized in Table 2: Suggestions for Improving the Prioritizing of Objectives, then disseminated to administrators or committees responsible for discussing and/or implementing the suggested improvements to the resource allocation process. This year, a Budget Committee was formed and charged with, among other tasks, evaluating the budget augmentation request process. An evaluation was conducted and changes recommended. (I.B.6.)

The Educational Master Plan Committee (EMPC) is the caretaker of the Educational Master Plan (EMP) which details the measures used to monitor and evaluate institutional effectiveness across all campus operations via Quantitative Effectiveness Indicators (QEIs). The EMPC evaluates the QEIs for efficacy, considers new QEIs, and makes revisions to the measures used to assess its overall institutional effectiveness as deemed necessary. The most recent revision occurred in 2011 by the EMPC with a plan to re-evaluate QEIs later this year. In addition to evaluation and revision as necessary to the metrics used for monitoring institutional effectiveness, other strategies used by the College to evaluate its evaluation mechanisms include the employee campus climate survey which enables constituency perceptions of the quality of program review and planning processes.

While the college response in its Institutional Self-Evaluation Report described the various evaluation tools used rather than their approach to assessing those tools, further probing through interviews with staff and members of key committees revealed this practice supported by minutes of the EMPC and a progress report on the EMP. In addition to the college's overall system for assessing institutional effectiveness, its program review process is evaluated annually by the Planning and Program Review Committee (PPRC). Items from the Employee Campus Climate Survey relevant to the constituency evaluation of the quality of the program review process are discussed by PPRC and inform revisions to program review; changes are reflected in updates to the Program Review Handbook. (I.B.7.)

Conclusion

The college meets the standards in I.B.

No Recommendation

Standard II Student Learning Programs and Services

A. Instructional Programs

General Observations

The college offers high-quality instructional programs to support students in achieving their educational goals. The College offers a comprehensive curriculum including courses for transfer, career technical education, and basic skills that align with the mission of the college and lead to degrees, certificates, employment, and transfer for the students. Courses are offered in a variety of instructional modalities and delivery methods. Student learning outcomes are delineated for all courses, programs, degrees, and certificates and the college is moving toward a culture of assessment to enhance the excellent educational opportunities for its students but has further work to fully ensure that instructional programs are systematically assessed for instructional integrity, effective pedagogy, and achievement of student learning outcomes.

The College uses established procedures to ensure that delivery systems and content are appropriate for each course including review by the Curriculum Committee as well as the Educational Technology Committee, when appropriate for online or hybrid courses. The Curriculum Committee reviews and approves all courses, and the Education Technology Committee reviews Distance Education courses and provides recommendations to the Curriculum Committee. Program review is conducted every four years, with annual reports required the other three years. Professional development is provided to ensure instructional quality and excellence in pedagogy.

The College is moving in the direction of a culture of assessment and using data and findings to make informed decisions. To better understand their student population, the College utilizes the Community College Survey of Student Engagement (CCSSE). The Environmental Scan is used to make informed decisions about the instructional programs so that the College can best fit the needs and demographics of the student population. The OIERP provides data regarding how well the institution is meeting the needs of students, especially for under-represented, low income, and first-year student populations. The college strives to use a variety of means to continually evaluate the effectiveness of its instructional programs.

The College relies primarily on faculty to ensure the quality of the courses and programs and establish the learning outcomes for all courses and programs but also incorporates the oversight and guidance of the administration. The College has a well-established curriculum process to ensure the instructional integrity of its courses. The course outlines of records are prepared by faculty and submitted to the Curriculum Committee for approval. Courses requesting distance education approval are required to complete an additional form that the Educational Technology Committee uses to determine if a course is suitable for an online or hybrid format. Faculty incorporate a variety of teaching methodologies to promote student engagement and maximize student learning. The College offers a variety of professional development activities to support faculty for distance education, teaching methodologies, assessing learning outcomes, and strategies to utilize data to make informed decisions about courses and programs.

The Planning and Program Review (PPR) process is well documented and the PPR Handbook provides a comprehensive guide for faculty to successfully complete the report. The process is consistent for all college programs, with evaluation criteria specifically designed for instructional

programs. Program review addresses the relevancy of program components, appropriateness of program measures, achievement of student learning outcomes, currency of curriculum, and future planning. Program objectives are prioritized in accordance with the mission, vision, values, and needs of the institution. Once a program completes the Program Review form, the Program Review Committee reviews the document for quality and completeness and awards a numerical score based on the quality of the document and the program effectiveness.

The College shows a strong understanding of ongoing, systematic evaluation, and integrated planning. All program units participate in the annual planning and four-year Planning and Program Review cycle. CTE Programs are evaluated every two years. A process for measuring SLOs at the course, program, and institutional level is in place, but not all programs have fully completed the course and program assessment reports. Unfortunately, the failure of these programs to complete their work does impact the ability of the College to be in compliance with standards.

The College Catalog provides information about its academic and vocational programs. The information is clear and comprehensive and is available to students, faculty, and the community. All degree programs require a general education component, which is identified in the College Catalog. The Catalog also contains the general education philosophy that outlines the rationale for general education as a degree requirement. The general education philosophy statement includes eight statements of outcomes students are expected to achieve as a result of completing the general education requirements.

The College has developed six institutional learning outcomes, including critical thinking, written and oral communication, interpersonal and group skills, society and culture, information literacy, ethics and values, that lay the foundation for the general education courses and requirements. The general education philosophy and categories are outlined in the College Catalog. General Education student learning outcomes were adopted by resolution by the Academic Senate in 2006. The Academic Senate also reviewed the general education philosophy in light of the institutional learning outcomes to ensure alignment. The Curriculum Committee determines whether a course is appropriate for a general education category. Finally, the College sponsors student-centered activities to incorporate general education principles into the students' educational experience.

The College offers several Career Technical Education (CTE) programs and utilizes a variety sources to ensure that students who complete these programs are prepared to meet employment needs and qualifications. These sources include: advisory committees, exam pass rates, job placement rates, OIERP reports, program review, California Community College Chancellor's Office Perkin's reports, and two-year curriculum review cycle for CTE programs. Advisory committees for the College's CTE programs are in place for Computer Information Systems, Child Development and Education, Radiologic Technology, Paramedic, and Respiratory Care. The major roles of the advisory committees are to guide programs to prepare students for the workforce and to apply for Perkins funding, when appropriate. Advisory committees are also evident in other campus programs, including for DSPS, EOPS/CARE/CalWORKS, and Title V Transfer Preparation.

The College provides information regarding degree programs and certificates in the College Catalog. The Catalog is available in hard copy and on the college website. To assist new

students in navigating the matriculation and educational process, the Student Success Checklist for First Year/Semester Students is available. The College has information in place to assist students in transferring to universities or other educational institutions. Information is located in the college catalog and on the website. The College publicizes its policy on transferring credits in the catalog. Credits from other institutions are evaluated for learning outcomes and rigor. Student learning outcomes for degrees appear in the college catalog. Articulation agreements are in place and publicized. A complete list of articulated courses is available through the articulation link and the college has a system in place to articulate courses in a timely fashion.

The Office of Institutional Effectiveness and Research and Planning (OIERP) provides data to administrators, faculty, and students to integrate institutional research into planning and assessment. The OIERP works closely with campus leaders, committee chairs, and others to determine what data is important to track and how the reports are presented to promote more usage. The OIERP is also responsible for coordinating online information to inform students and the community of programs and services.

Student learning outcomes are included on some, but not all, syllabi. The Faculty Handbook states that syllabi with course SLOs should be provided to faculty chairs and/or deans; however, this procedure is not universally adopted. Course SLOs are requested for courses being developed and/or revised and submitted to the College Curriculum Committee to ensure alignment with the course outline of record.

There is no formal Program Discontinuance policy in place at this time. Recently, a program was transferred from Crafton Hills to San Bernardino Valley College and students were able to complete the program at this campus. Through evidence and interviews, the team found that the College has held discussions regarding program discontinuance taken since 2008; however the policy has not been codified and approved.

The College has policies in place on academic freedom and academic honesty as well as policies that delineate the difference between personal conviction and professionally accepted view in a discipline. These policies are articulated in the appropriate publications, including the College Catalog and Student Handbook. Codes of conduct for faculty, staff, and administrators are available online. The College communicates its policies regarding academic freedom in the College Catalog and Student and Part Time Faculty Handbooks. The College publicizes its policy on student academic honesty and the consequences of dishonesty in the College Catalog and the New Student Handbook as well as online in new student orientation. The College has a procedure in place to investigate and resolve violations.

Findings and Evidence

The Program Planning and Review Process is the primary structure for ensuring quality and integrity of instructional programs. The team verified that the Planning and Program Review Committee reviews all programs for evidence that institutional offerings address and meet the mission, vision and values of the College. The Office of Institutional Effectiveness Research and Planning (OIERP) provides access to and mines data from a number of sources to ascertain pertinent information about the demographics of the institution and its surrounding area, students' goals and aspirations, enrollment and job trends, and emerging fields of study in the College's specific geographical location. The team found that the data sources and resulting

information are well documented and provided to faculty and staff for use in their program review process. (II.A.1, II.A.1.a)

The College has structures and processes in place through the Curriculum Committee, the Professional Development Committee, and the Educational Technology Committee to ensure instructional integrity in their courses regardless of delivery method. The team confirmed through the review of evidence and interviews with faculty that the Curriculum Committee approves and monitors the quality of all of the academic courses. The Educational Technology Committee (ETC) reviews the Distance Education Addendum required by the Curriculum Committee, to ensure the appropriateness for courses to be offered online or hybrid. Further, the ETC provides support for the instructors of online and hybrid courses. Students are regularly surveyed regarding their online experience in all online courses and the results, in aggregate, are used to inform the Educational Technology Committee in supplying faculty professional development. The Professional Development Committee provides training and activities to enhance instruction and pedagogy. The OIERP regularly provides data and analysis about the efficacy of academic programs both in the traditional and on-line/hybrid formats including the impact of traditional and non-traditional delivery modes on the retention and success of students. The team determined that the college has structures and processes in place to monitor the effectiveness of the distance education program and provide professional development to ensure instructional quality, however, the Distance Education plan was last approved in 2007. A Progress Report from the District on the Distance Education Plan from 2012-2013, indicates that many activities are planned or underway, but timelines have been extended. The College should renew its efforts to evaluate and integrate planning and assessment of distance education to enhance student achievement and provide appropriate student service support. (II.A.1.b)

The College has identified student learning outcomes for all courses and programs and has a robust and supported program review process in place that serves to capture the cycle of assessment including improvements made to courses and programs. The College has developed a campus wide Institutional Assessment Plan, which includes an annual calendar to guide the outcomes assessment process and the Office of Institutional Effectiveness, Research and Planning provides the data needed by programs to complete their reviews. In reviewing the evidence and interviewing staff, the team determined that the college has completed a substantial amount of work and has a well-documented process to identify student learning outcomes for courses, programs, certificates, and degrees.

The College has self-identified that one hundred percent of the 375 active courses have documented student learning outcomes. However, only 249, or 66%, participate in ongoing assessment of learning outcomes. Of all the 44 active instructional programs, including certificates and degrees, only 68% have participated in ongoing assessment of learning outcomes. There is limited evidence that the assessment results are used to improve programs. (II.A.1.c)

The College is in the process of aligning course, program and institutional outcomes to enable the “roll up” of data to assess the outcomes at the higher levels but this effort is thwarted by inconsistencies in the collection of data. The college has identified a process of systematically collecting student learning outcomes assessment data in one easily accessible and centralized repository but it has yet to be fully implemented. Finally, the College has established general education student learning outcomes and institutional learning outcomes but the relationship

between the two sets of outcomes is ambiguous. Clearly delineating the relationship between and among course, program, general education and institutional outcomes will assist the college in assessing outcomes and using the results for course program and institutional instructional improvement. (II.A.1.c)

The College has cohesive and comprehensive curriculum and program review processes to ensure high quality instruction in all instructional courses and programs, including collegiate, developmental, short-term training courses and programs, and all other programs; regardless of type of credit awarded, delivery mode, or location. The Educational Master Plan and Enrollment Management Plan lay the foundation for the instructional programs on campus. Several committees also ensure the quality of courses and programs including: the Academic Senate; Program Review Committee; Curriculum Committee; Educational Technology Committee; Professional Development Committee; Chairs Council; and the Student Success, Engagement, Enrollment Management, and Matriculation Committee. (II.A.2)

The team confirmed that faculty have a central role in establishing the quality of the courses and programs offered by the College. The Curriculum Committee, a standing committee of the Academic Senate, is charged with overseeing the management of the course and program inventory, review of degree and certificate requirements, and overseeing Distributed Education components. To help support faculty in their curriculum work, the College has developed documents to guide the creation and modification of course outlines, including the Guide to Authoring and Approving Course Outlines, Six-Year Review criteria and instructions, CurricUNET user's guide, faculty checklists, and components of the approval process. Faculty members also play a significant role the Planning and Program Review process. The Planning and Program Review (PPR) Committee comprised of faculty, administrators, classified staff, and a student representative, is responsible for evaluating program review documents to assess the quality of the documents and to evaluate each program. To support this process, the PPR Committee developed a program review handbook and rubrics to guide program evaluation. The Program Review Handbook is available on the Planning and Program Review Committee webpage. (II.A.2.a)

Advisory committees are used in all Career and Technical Education programs on campus such as the Radiologic Technology Committee, Child Development and Education Committee and the Respiratory Care Committee. The team determined that the advisory committees assist faculty by providing information on the skills and knowledge student need to be successful in the workforce, which informs curriculum and student learning outcomes. As part of this process, CTE courses and programs are regularly assessed to determine the effectiveness of outcomes and how they support employers' workforce needs. (II.A.2.b)

The Curriculum Committee ensures that courses have the appropriate breadth, depth, rigor, and synthesis of learning. Through interviews, the team determined that the Curriculum Committee members ensure that the course outline of record aligns with the course student learning outcomes. Additionally, Program Review process is used to ensure quality of instructional programs. The guidelines for Program Review process are well documented and the handbook provides adequate guidance for faculty to complete program review. Professional development is provided for faculty to improve instructional quality. The team found evidence to determine that Crafton Hills College is able to maintain high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning. (II.A.2.c)

The team determined that the college has sufficient processes and structures in place to support delivery modes and teaching methodologies to assist their students. Professional development workshops and trainings (including those for faculty teaching online/hybrid classes) are evident. (II.A.2.d)

The team confirmed that the College's Program Review Handbook documents the program review process and guides faculty to write a complete and comprehensive report. Data from OIERP is provided for each program review report. The criteria and rubrics used by the Program Planning Review Committee are documented and available online. The Planning and Program Review Committee interviews each program group, evaluates the program plans, and identifies the status of each program, and provides feedback on the quality of their planning document. The results of these reviews are made available in the "Did You Know" publication and on the website for constituent groups. There is a clearly articulated planning and program review process, but only about two-thirds of the programs have assessed student learning outcomes at the course and program levels. However, while the College does not meet the standard in this area of practice, the College also does not list an Actionable Improvement Plan to address this concern. (II.A.2.e, II.A.2.f)

Based on evidence and interviews, the College does not use any departmental course or program exams. (II.A.2.g)

The College catalog establishes that units of credit are awarded in a manner that is consistent with generally accepted norms in higher education. The College has established student learning outcomes for all courses and the team verified through interviews that course student learning outcomes are considered by the Curriculum Committee when reviewing the course outline of record to ensure alignment and consistency. However, it was established that not all courses require course syllabi to include stated SLOs. The College should develop a process to ensure that all syllabi include SLOs so that students and faculty can judge if achievement has occurred relative to the SLOs developed for the course. (II.A.2.h)

The College has established program level outcomes for all programs and asserts in the self study that when students successfully complete courses by achieving the course student learning outcomes then the program level outcomes have been achieved as well. However, not all programs have been assessed, thereby leaving potential gaps in the College's ability to ensure that degrees and certificates are based on achievement of a program's student learning outcomes. Although, only a portion of the review process, the team concluded that evidence of the mapping of course level outcomes to program level outcomes is incomplete. (II.A.2.i)

The team verified that the College Catalog lists the general education requirements, general education philosophy, and all pertinent information about its instructional programs. Relying on the expertise of the faculty, the college determines the appropriateness of each course for inclusion in the general education curriculum. This information is available to students, faculty, staff, administrators, and the community. The College has developed general education SLOs that were approved by the Academic Senate and cover the areas of humanities and fine arts, the natural sciences, and the social sciences. Through the curriculum development process, faculty determine the content of all general education courses. Additionally, faculty develop student learning outcomes for all general education courses which are submitted to the curriculum committee to ensure alignment with the courses outline of record. The College must complete its

work on SLO and program assessment to be able to determine if the General Education courses are truly serving their intended purpose. The curriculum process ensures that all general education courses are identified as rigorous and of high quality when approved. Only after full compliance with the assessment of all SLOs can the College then assure that courses remain rigorous and of high quality. (II.A.3, II.A.3.a, II.A.3.b, II.A.3.c)

The college adheres to the state regulations which indicate that an academic program must allocate at least 18 semester units in one area of focus. All programs meet this requirement by either requiring 18 semester units in an area of discipline inquiry or interdisciplinary core focus. The College Catalog provides evidence that all degrees require study in an area of inquiry or in an interdisciplinary core. (II.A.4)

The College provides sufficient information to students, college faculty, staff and administrators, local industries, and the community regarding the CTE programs offered at the college. The College utilizes quantitative data and findings to determine if students are meeting the technical and professional competencies. Competencies are evident through license exams and pass rates, job placement rates, and other tangible evidence provided by advisory committees and through the program review process. The team verified that job placement data (and licensure pass rates if pertinent) for all CTE programs at the college are available and appropriate for each program. (II.A.5)

Student learning outcomes are required on course syllabi, however the team determined that there is no process to ensure consistency in the application of this requirement. Discussions regarding including SLOs in the course outline of record or as an addendum continue to take place; however, no formal plan has been adopted at this time. The College recognizes it does not meet the standards in this area, and has several actionable improvement plans for this standard, including: develop a system to cross check SLOs on syllabi with course outline, attach SLOs to course outlines, and make course outlines easily accessible to students. (II.A.6)

The Transfer Center and Counseling webpages offer information about the transfer of courses from and to Crafton Hills College. Courses are deemed transferrable after student learning outcomes and other course information are verified to be similar by Crafton Hills College faculty as well as targeted university faculty. All articulated courses are current and listed on the articulation link. (II.A.6.a)

The team verified that the College does not have a formal Program Discontinuance policy in place. The College recognizes that this is a policy that is needed. The team recommends that the College establish a formal process to address the issue of program discontinuance or significant changes to a program and ensure that students will not be negatively impacted by the changes. (II.A.6.b)

The College uses the catalog, data, and internal reports to communicate with students, staff, faculty, and the community. Policies and procedures are reviewed to ensure integrity in all representation. However, the College acknowledged in its self evaluation (Standard II.B.2.a-d) that there are challenges in the timely production of the college catalog. Also, as identified in Standard I, the college prematurely began using its revised mission statement, including publishing it in the college catalog, without the full approval of the Board of Trustees. (II.A.6.c)

The team verified that the Student Conduct and Disciplinary Procedures are clearly documented in the catalog, new student handbook, and during the online student orientation. Data from a 2012 student satisfaction survey indicates that students feel instructors are fair and unbiased. A grievance process is in place to address cases where students perceive personal bias of instructors. (II.A.7, II.A.7.a, II.A.7.b)

The Academic Freedom policy is board approved and published on the district website and Part Time Faculty Handbook. The policy articulates faculty rights and responsibilities in representing their discipline versus personal conviction. The College offers sufficient evidence for policies on code of conduct for students, faculty, staff and administrators. (II.A.7.a, II.A.7.c)

The College has a study abroad program and is a member of the Southern California Foothills Consortium. College faculty instruct Crafton Hills College students in overseas locations such as London, Spain and Italy but totally under the auspices of the college and only open to enrolled, matriculated students from the College. No foreign students are taking classes in foreign locations. (II.A.8.)

Conclusion

The College does not meet the standards.

College Recommendation 1

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

1. Demonstrate the use of the assessment results to make improvements to courses and programs;
2. Demonstrate the use of student learning assessment results in college-wide planning;
3. Demonstrate that resource decisions are based on student learning assessment results; and
4. Develop and implement a process to ensure that SLOs are included on all course syllabi.

(Prior Recommendation 4 from 2002, Prior Recommendation 3 from 2008, II.A.1.c, II.A.2.e, II.A.2.f, II.A.2.h, II.A.6, II.B.1, II.B.4, II.C.2, ER 10)

College Recommendation 2

In order to meet the standards, the team recommends that the college update its Distance Education plan to provide guidance in determining the long-term vision for distance education to support the current and future needs of its students including student support and library and learning support services. (Prior Recommendation #8 from 2008, II.A.1.b, II.B.1, II.B.3, II.B.3.a, II.B.3.c, II.C.1, II.C.1.c)

College Recommendation 3

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

See College Recommendation 5

Standard II.B

General Observations

Although, the self-evaluation document and associated evidence did not substantiate many of the assertions made relative to this Standard, the team visit and associated interviews provided a clearer picture of the work taking place at Crafton Hills. While some of the concerns about student learning outcomes and assessment in the review of the self-evaluation were substantiated during the visit, the visit and interviews also provided many opportunities for positive observations about the services and programs provided for student support at the College.

The Crafton Hills campus is attractive and well-maintained. At the time of the visit, all of student services programs and offices were distributed in proximity, but in different buildings and facilities. Some of the programs and services are currently functioning with insufficient space and have physical limitations. Fortunately, currently under construction is a large scale facility that will bring together and house all student services in one building. This building is the result of bond measure funding. Student services faculty and staff clearly reflected a sense of pride and enthusiasm about the new facility and look forward to the benefit of facilities that contribute to a better coordination of student services programs.

In the course of interviews, the staff, faculty and administration were found to be positive, professional, and committed to serving students. Interviews with students supported a positive and engaged campus climate. Students communicated a clear sense of enthusiasm for, and pride in, Crafton Hills College. Although there are still effects within student service programs of budget cuts and the associated reductions in staffing, those representing the student services programs spoke positively about their work, the college and their students. Based on interviews, a mutual respect and collegiality was apparent between staff, faculty and administration and the perception of a “team” environment within student services at the College was communicated in numerous meetings. The Dean of Student Services and Student Development is responsible for Admissions and Records, Financial Aid, Student Life and the Health and Wellness Center. A variety of coordinator and director positions provide an additional level of interviews.

Student Services at the college includes a variety of programs. Oversight is provided by the Vice President of Student Services and two Deans of Student Services. The Dean of Student Services, Counseling and Matriculation is responsible for EOP&S, CARE, CalWORKS, DSPS, Counseling and Guidance and Matriculation leadership and coordination. Student Services faculty and staff are represented on college committees and meet within their departments. Coordination between programs is facilitated through the Student Services Council, which is chaired by the Vice President of Student Services and includes leadership from all student services programs.

Student service programs are evaluated through a 4-year comprehensive program review and an annual update to the program reviews, as well as reports submitted to fulfill state and federal mandates. The comprehensive program review and annual reviews are the primary link between student services and college planning and funding. The program reviews include a section for review and reporting on student learning and service area outcomes and continuous quality improvement. Recently, student learning and service area outcomes have been linked to institution level outcomes. The college is committed to providing services to address student

needs. Students are invited to take advantage of a comprehensive range of student support services, some in multiple modes of delivery.

Findings and Evidence

The student population at Crafton Hills mostly aligns with environmental scan data for the communities it serves, with some room for growth in Hispanic and African American students and older student populations. The student population at Crafton Hills is predominantly younger with approximately 73% of students in the 19-24 age range. Student support service at Crafton Hills College demonstrates a commitment to meeting the support needs of its students. Student support services meet the mission of the institution in its efforts to offer accessible, comprehensive and quality student support programs and services to a diverse and changing population. The process begins with outreach activities to area high schools and local communities and is followed up with “in-reach” supportive services to the Colleges’ students and departments. Student Services employs an array of internal and external strategies to connect students to the college. The strategies include outreach to service area high schools via the SOA³R, the College’s early matriculation program, Title V Transfer Support Program, access to counseling via drop-in, appointments and in groups; student educational plan workshops; financial aid workshops and application assistance; the Left Lane program, a program for providing intensive support and intervention for basic skills students, parent orientations in English and Spanish, campus tours and visits to area high schools. Some technology solutions have been implemented and continue to be explored to expand services. Coordination of the College’s student support services and student success efforts take place largely in the College’s Student Success, Engagement, Enrollment Management and Matriculation Committee and the Student Services Council. (II.B, II.B.1)

The College has made significant progress on its planning and evaluation processes and the availability of data. Student services units generally actively participate in the program review process, though units are at varying levels with the use of data, SLO and SAO development and assessment and the quality of analysis. Elements of assessment, evaluation leading to program improvement are present in these processes. The quality of student support services is sufficient for student learning and to enhance the mission of the college. This is true in all locations and classroom types. (II.B, II.B.1)

Crafton Hills College provides an annual catalog that contains all of the information required by the Commission. Selected policies most relevant to students are found in the catalog as well as online, along with all other policies for the college and the district. The 2013 – 2014 catalog lists all of the required categories listed under Standards II.B.2. For 2014-2015 the college published the catalog online only. The self-evaluation acknowledges problems with both the timeliness and accuracy of the catalog. In the self-evaluation, the College indicates a plan for the implementation of a web-based software to assist with the development of the college catalog in a timely way, helping to ensure that the catalog is accurate and available to all students. Additionally, the team suggests the need to study if the transition to an online only catalog and employing usability testing to determine whether it is accessible and easy to use will improve services to students. (II.B.2, II.B.2.a, II.B.2.b).

The team reviewed the College’s procedures regarding the student complaint process, which is made available in the online college catalog and in hard copy for students. Also provided for the students (online, in the catalog, and in student handbooks) are all policy and procedures related

to students. The College website also provides the established procedures for resolving complaints. While the student complaint process is decentralized at the College, both the college catalog and the college website provide students clear direction on who to contact based on the subject of the complaint and provides specific contact information for each person responsible. Also included on the website are links for submitting complaints directly to the California Community College Chancellor's Office and the Commission. Records of the College's student complaints and grievances were made available to the team and reviewed. After review by the team, it was determined that no complaint related to issues of compliance, necessitating further exploration. It is recommended that all accrediting bodies and licensing agencies related to college programs be identified (with contact information) on the Student Complaint website and in the catalog. (II.B.2.c, II.B.2.d)

The College offers comprehensive and appropriate student support services on campus. The college has worked to address student needs by making additional services available online and by employing technology to increase efficiency and access, e.g. CCCApply, WebAdvisor, and Columbia Health's *Go Ask Alice!*. These services receive the same evaluation as other services provided on the campus. The College provides access to information on all support services and most forms online. Student services has made efforts to offer multiple modes of delivery and to employ technology to improve student access at a distance and some services are also available at a distance including admissions process via CCC Apply, registration and records access via WebAdvisor and online orientation in both English and Spanish, as well as some access to assistance with processes. However, there are core services not offered to distance education students, most noticeably counseling and tutoring support. The overall plan for distance education at the college is unclear. The team suggests that student support services need to be carefully considered in the College's distance education planning efforts. Additionally, while there are some evaluation tools in place for some of the services offered at a distance, such as CCC Apply and the online orientation process, there is not an opportunity for students to provide input on sufficiency of and demand for services at a distance. The team recommends that an opportunity for this evaluation be integrated into the existing student services assessment processes. (II.B.3, II.B.3.a)

Crafton Hills College creates an environment for the development of students' interpersonal skills and awareness of civic responsibilities through student government, coursework and extracurricular activities. Students have opportunities for civic responsibility lessons through leadership opportunities offered through the ASO; clubs; and in various curricula. Civic responsibility is identified as one of the Institutional Learning Outcomes. Students are actively engaged in the participatory governance process through committee involvement. Once assigned to a committee, students are assigned a mentor from the committee to assist the student in actively engaging and understanding the context of the committee work. Additionally, thoughtful efforts have been made to effectively engage students in advocacy, student representation and voting processes. (II.B.3.b)

The college has experienced significant challenges with sufficiency in counseling services. In 2009-2010, the college was down to two full-time counselors due to attrition and unfilled vacancies, which made it difficult for Crafton Hills College to provide counseling services sufficient for the student body at the college. Currently, the college has four full-time counselors and employs a number of adjunct counselors. Additionally, two counselors currently assigned to

other areas or on release time will be returned to the counseling department within the next two years and the college has plans for hiring additional counselors through the use of SSSP funds. The department also partners with the University of Redlands for the use of counseling interns for additional direct student support.

In spite of staffing challenges, counseling has continued to provide comprehensive support services and has collaborated with other units on campus to develop innovative support services for students in basic skills intervention, STEM support, and transfer with a particular focus on Hispanic students and learning communities. Counseling services are provided both on a walk-in and by-appointment basis. Services are also provided to groups of students and via workshops such as education planning and workshops oriented to providing general advising for new students, with an outcome of completing a two semester education plan. Counseling services are provided on campus through general counseling services as well as in the context of specific programs, such as equal opportunity programs and services, disabled students programs and services, the program for international students and veterans.

The spring 2012 satisfaction survey indicated student concerns about counseling. To the statements, “The counselors are concerned about my success.” 29.9% of students Disagreed or Strongly Disagreed, and to the statement, “The counselors provide accurate information.” 29.2% of students Disagreed or Strongly Disagreed. The evidence demonstrated that these concerns were taken seriously and changes were made to address them. At the time of the visit, the results of the spring 2014 student satisfaction survey were not available to assess improvement in this area. (IIB.3c)

The College promotes student understanding of diversity through an active student government and student activities program. Students have opportunities for engagement in government, student life and clubs. Through a number of campus organizations, the college offers a rich array of cultural events and celebrations. Additionally, the college requires all students in a degree program to take a Diversity and Multiculturalism course as part of the general education requirements. The Professional Development Committee sponsors trainings and development opportunities on topics associated with diversity and equity. (II.B.3.d)

Crafton Hills College uses Accuplacer for mathematics and English placement assessment. In 2011, the mathematics department reviewed cut scores and conducted a content validation using the satisfaction with placement survey process. Because of continued concerns about the accuracy of placement, the math department worked with the Office of Institutional Effectiveness and Planning (OIERP) to again evaluate the cut scores for math placement. The office conducted an additional study to identify those additional measures most closely related to successful student course outcomes. This information has been factored into the placement process to improve the accuracy of student placement in math. The English department also conducted a content and cut score validation study in 2013. (II.B.3.e).

The College provides FERPA training to its faculty and student services staff and publishes the Notification of Rights under FERPA in the College catalog. Permanent student records are scanned into a password protected database and backed up nightly to a district server. The College retains electronic images of all paper documents and stores them in an imaging database. After imaging, records are stored securely until they are destroyed in compliance with Title 5 and Board Policy (II.B.3.f).

Since the last self-evaluation, all service units have participated in the comprehensive and annual program review process. Student services programs are employing a variety of strategies for assessment and evaluation. Some of the units are reviewing student achievement data relative to the program, such as DSPS and EOPS. Additionally, studies have been conducted on such service components as student outcomes by core services (matriculation), some units have initiated point of service surveys and have developed assessments tools for some events and service components. At the institution level, the College administers the CCSSE and a comprehensive student satisfaction survey in alternating years. Evidence indicated that, in particular, the results of the satisfaction survey were used by units for improvement. Financial Aid provides an example of this, in addition to the example already mentioned in student services. To the statement, “Financial Aid Advisors are helpful.” 29.7% of students responded *Disagree* or *Strongly Disagree* and about the same percent of respondents indicated that they were *Not Satisfied* or *Not Satisfied at All* with Financial Aid. At the time, the program had experienced significant challenges with identifying a vendor for their one card solution to improve the effectiveness and efficiency of disbursing funds to students. Since then, Financial Aid has identified and implemented a one card solution that has significantly reduced barriers to students accessing funds, has implemented customer service training and is in the process of addressing staffing needs. Responses to the spring 2014 student satisfaction survey are being monitored to determine if the action taken had a positive impact.

The team recognizes these efforts at assessment and evaluation, however evidence did not support that these efforts are systematic and sufficient for evaluation and improvement of all student services programs and services. While all student services units have developed some level of Student Learning or Service Area Outcomes and there are varying levels of assessment taking place, evidence did not show these efforts to be consistent among student service units, nor well documented, systematic and regular. (II.B.4)

Conclusion

The College does not meet all of the standards in II.B.

See College Recommendation 1

See College Recommendation 2

College Recommendation 4

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

Standard II.C

General Observations

Crafton Hills College provides students and faculty with a broad range of library and learning support services. The Library and the Tutoring Center are both located in the Learning Resource Center so that on-campus students have easy access to a variety of services and resources in a

single convenient location. This building was completed in 2010 and provides a modern, spacious learning environment for users.

The Library and Tutoring Center maintain websites with information about materials and services for students. Distance education and off-site students have access to an array of library materials online, including many full text databases and e-book titles. Numerous learning support materials that can be used by off-campus students are available on the Tutoring Center website. The College has identified information literacy as one of the institutional learning outcomes. In addition, the Library and Tutoring Center each have student learning outcomes and/or service area outcomes identified.

Findings and Evidence

Library materials are sufficient to support the institution's instructional programs. Library materials and services are located on two floors of the Learning Resource Center. The Library provides eleven group study rooms for student use and seating for almost 300 users. In addition, there are over 100 computers available for students to use. Permanent full-time library staff consists of two librarians and two classified staff members (a third classified staff position has been hired and should be working within the month).

The Tutoring Center is located on the first floor of the building, and offers nine group study rooms. In addition, the Center has 24 computers available for student use. Permanent full-time staff in the Tutoring Center consists of two faculty coordinators (both of whom are still interim appointments despite serving in these positions for several years) and two classified staff members. The Tutoring Center also hires and trains a large number of peer tutors each semester.

The Library's collection contains over 51,000 print books and more than 140,000 e-book titles. In addition, students have access to print periodicals (almost 100 current subscriptions) and 22 databases with full-text of journals, magazines and newspapers. The Library also provides around 150 multi-media items and subscribes to a streaming media collection. Students may utilize materials from San Bernardino Valley College, either by having the materials delivered to Crafton Hills, or by going directly to San Bernardino Valley to check out items. Students can also request a special library card to use materials at area colleges and universities that participate in the Inland Empire Academic Library Cooperative (IEALC). The team found that the library has not systematically gathered feedback from faculty on the sufficiency of library materials to support courses and programs. In reviewing the library's holdings in a range of subject areas, the team noted that there definitely are areas in which the Library's holdings need to be updated.

The Tutoring Center provides an array of services to support student learning. College wide tutoring services are available in a number of subject areas, with individualized and group tutoring sessions delivered by peer tutors. Students can use tutoring on a drop-in basis, or can make an appointment (either in-person or online). No online tutoring is available at this time. The Tutoring Center also offers workshops on a variety of topics (primarily in math and writing, although some science workshops have been added recently) to further support student success. A workshop schedule is publicized on the Tutoring Center website and with hard copy flyers. The Tutoring Center offers focused support for identified courses in the curriculum (for example, reading) and also plays a key role in several student support programs such as the Left Lane

Project and Summer Bridge. Student use of the Center has grown dramatically; use is up over 200% since spring 2013. (II.C.1)

The selection of materials for ongoing Library collection development relies on expertise from faculty librarians. Input on materials selection is sought informally from classroom faculty through personal contacts and the Library's website has a "book purchasing suggestions" form that allows both faculty and students to suggest purchases. There is an immediate need to systematically gather feedback from faculty on the question of the sufficiency of the library's collection to support student learning. A librarian serves on the Curriculum Committee, so information about needed materials to support new and revised courses and programs should be readily available.

The Tutoring Center collaborates closely with classroom faculty to develop programs and services that will support students' needs. For example, the tentative workshop schedule is shared with classroom faculty before each semester, and workshops are added, deleted, or revised based on this feedback. In some situations, tutors in the Center notice a pattern of difficulties with a concept, and then classroom faculty in the discipline are contacted to collaboratively develop strategies for supporting students in the courses. Tutoring Center staff members work with classroom faculty to make presentations in classes so that students are made aware of available programs and services. The Tutoring Center has also worked closely with faculty and staff in Student Services who lead the Left Lane Project and Summer Bridge in order to optimize the support services that the Center offers to students in these programs. (II.C.1.a)

In the Library, information competency skills are primarily taught one-on-one by librarians at the reference desk and in research appointments. Information competency skills are also taught in orientation/instruction sessions which are provided for particular classes at the request of faculty. The sessions are typically one hour in length, and a follow-up exercise is provided by librarians to reinforce students' learning. Approximately 30-40 sessions are taught each semester to classes in a variety of disciplines. The Library website provides links to several outside websites that teach selected information competency skills, such as how to critically evaluate information sources and how to cite sources appropriately. There are two library credit courses in the catalog that teach information competency skills. These courses had not been taught for the last several years because of limited staffing in the library, but there are plans to offer one section of the credit course in spring 2015. (II.C.1.b)

The Library and Tutoring Center are open 60 hours per week. Although students have not specifically been asked if the hours of operation are sufficient, the 2012 Student Satisfaction Survey presented the general statement "Library resources meet my needs", to which students responded very favorably. For distance education and off-site students, there are more than twice as many e-books available online as there are print books on campus and a vast array of full-text materials available from databases. Students must obtain login and password information to use online resources; this information is available to students both in the library and from distance education instructors. Currently there is no systematic availability of reference help for distance education students, although a few online courses provide an email address for an embedded librarian. The library's website provides links to several outside resources that provide help with critically evaluating information sources and with correctly citing materials. These websites can be used by distance education and off-site students. Library orientation/instruction sessions are currently only available on campus.

The 2012 Student Satisfaction Survey presented the statement “Tutoring services are readily available”, and student responded very positively. Students are obviously very satisfied with the tutoring services provided on campus, though online tutoring is not currently available for distance education or off-site students. A number of instructional materials are available online from the Tutoring Center’s website, and off-campus students could readily utilize these materials. The materials include handouts such as commonly studies math concepts, session materials focused on improving reading skills, and learning activities to promote improved writing skills. The Tutoring Center workshops are currently only available on campus. The team would encourage the College to consider which library and learning support services need to be available online to adequately serve distance education students. (II.C.1.c)

The College maintains adequate security for the Library and Tutoring Center building, materials, and equipment. Library materials are tagged and there is an alarm system in place. Maintenance and security for the building are provided following processes and procedures utilized throughout the campus. For example, physical security is provided by personnel from the College Police, and maintenance is provided by Custodial Services. (II.C.1.d)

The College provides all library and learning support services directly to its own students, and does not rely on other institutions to provide services. The Library does use an outside consortium to handle purchases of databases, in order to gain better purchasing power. Database purchasing through this consortium is regularly reviewed to ensure that the College is maximizing the benefits to students. (II.C.1.e)

The Library and the Tutoring Center each participate in the College’s comprehensive program review process. The most recent Library program review was submitted in 2012/13. The Tutoring Center completed a program review in 2011/12, and is working on their next program review in 2014/15. Both areas also participate in the College’s ongoing planning process (annual program plans for both areas were most recently submitted in spring 2014).

The Library collects basic counts of student usage of materials and services, but there does not appear to be any systematic use of this data by staff. The Library recently utilized Lib Qual (a national survey tool from the Association of Research Libraries) to measure student satisfaction. Results from the survey have been analyzed by the Research Office, but it is not yet clear how the data will be used by Library staff. The Library has not done any other surveying of either students or faculty regarding their satisfaction with library materials and services. The team would suggest that additional efforts to gather and use data should be undertaken, and that additional feedback should be used to analyze the effectiveness of the materials and services being provided by the library.

The Tutoring Center also collects basic counts of student participation in programs and services. These have been used to expand or add new services based on demand. The Center has done a number of student surveys, in order to gather information about satisfaction regarding most of their programs and services. While the Self Evaluation Report did not provide much evidence for data being used to drive changes and improvements in the programs and services being offered, the team found that staff in the Tutoring Center could offer numerous examples to demonstrate how program improvements have been planned and implemented as a result of data gathered from student feedback.

The Library has identified some student learning outcomes for direct instruction being offered in the area. For example, the Library has identified SLOs for one-on-one teaching interactions with students at the reference desk. These SLOs do not appear to have been assessed yet. The Library did attempt to assess SLOs in instruction sessions, but the quiz used did not work well to gather assessment data according to the Outcomes Assessment Report. In addition to SLOs, the Library has identified service area outcomes (SAOs). The Library's most recent Annual Plan (2013/14) noted that assessment had been completed for one service area outcome that year. However, none of the library staff contacted by the team had information about this assessment activity. The team noted that there does not seem to be clear understanding about the use of both SLOs and SAOs in this program area, and would encourage further dialogue on this topic to assure clarity while moving forward with assessments.

The Tutoring Center completed assessment of only one service area outcome in the past year. The Center assessed the Summer Bridge program, using a variety of assessment tools (student satisfaction surveys, focus groups, etc.) The feedback received was discussed internally by Center staff and then with others at the College who work with this Summer Bridge. Changes for next summer's program are being discussed. The team would encourage both the Library and Tutoring Center to regularly assess their student learning and service area outcomes, to document the assessment results, and to use the assessment results to plan improvements. (II.C.2)

Conclusion

The College does not meet all of the standards in IIC, particularly II.C.2.

See College Recommendation 1

See College Recommendation 2

Standard III Resources

A. Human Resources

General Observations

The Human Resources function is a shared responsibility between the College and the District Office (DO). Depending on the specific function, the direct responsibility for functions which are evaluated for the standards in III.A is either shared equally between the DO, and the College, or one or the other has primary responsibility, while the other entity has secondary responsibility. There is no human resources staff at the College.

At the District level, board policies and administrative procedures (BPs and APs) are adopted by the District's Board of Trustees, including procedures for hiring faculty, classified, and management personnel. There is a district committee that includes staff from both colleges that reviews policies and procedures and makes recommendations to present to the Board for adoption. According to the BP and APs, District Human Resources staff is responsible for oversight of the recruitment and selection process with participation from the College as members of selection committees. Personnel files are maintained at the District Human Resource office. Labor negotiations are also handled at the District level, including negotiations with CTA to include Student Learning Outcomes (SLO's) in faculty evaluations. Negotiations between the District and CTA resulted in a Memorandum of Understanding (MOU) for faculty to participate in the development and assessment of SLOs and include a self-reflection statement in regards to the development and assessment of SLOs in the faculty evaluation. The evaluation instrument has not been updated to reflect the language in the MOU, and thus the SLO element has not been implemented in evaluations conducted at the College.

Staff evaluations are the primary responsibility of the College, with secondary responsibility assigned to the District Office (District Human Resources staff issue reminders to the campus to conduct evaluations). Timely evaluations have been an issue district-wide for some time. Overdue evaluations at the College account for six (15%) of the 40 overdue evaluations district-wide.

The requirements for Standards in III.A.4 (diversity) are the shared responsibility between the District and the College. The District has periodically collected and analyzed student, employee, and applicant ethnicity data. As a result, several initiatives to increase and maintain diversity were implemented at the College, including, but not limited to, updating the College's mission statement in 2014 (the updated mission statement is scheduled to be presented to the Board in fall 2014). Progress towards staffing goals identified in the 2010 – 2014 Long-Range Staffing Plan as reported in the 2014-2017 Three Year Staffing plan may have been impeded by uncertainty in the District's budget, an early retirement incentive (SERP) implemented in 2010 and turnover in the District Office of Human Resources staff to oversee any targeted recruitment. The College has developed and implemented various tools and processes to engage in program review and integrated planning.

The organizational chart and comments from the College staff indicate vacancies in key human resources positions. For example, the current Vice Chancellor of Human Resources is a consultant, the Director of Human Resources position is vacant, and both Human Resource

Specialist positions are vacant (benefits and recruitment). Based on comments from the Campus Climate Surveys, the high turnover in Human Resources has impacted the quality of service provided to the College.

Findings and Evidence

The Board of Trustees has adopted hiring criteria for all positions in the District. The administrative procedures (AP) also contain procedures and forms for equivalency determination for faculty positions. The AP does not identify a specific method or process to evaluate non-U.S. degrees but provides a common method for all applicants. All classified, non-management job descriptions were reviewed and updated in 2007 with the assistance of a human resources consulting firm, and are posted on the District's website. Management job descriptions have been updated at various times as noted by the Board adoption dates and are also posted on the District's website. Classified and management job descriptions contain stated minimum qualifications. The APs detail the recruitment and selection process, with oversight by the District's Office of Human Resources to ensure compliance with all legal requirements and District policies and procedures. Additionally, the composition of screening committees is described in each of the APs, providing for participation by faculty and classified staff in the selection of faculty and classified staff, respectively. (III.A.1, III.A.1.a)

The District has written criteria for evaluating all personnel. The process for evaluating faculty can be found in the collective bargaining agreement. Likewise, the process for represented classified staff evaluations can be found in the collective bargaining agreement. Evaluation of managers is described in AP. There is no separate mention of evaluation of confidential employees. The forms associated with each employee group require specific improvement plans if performance is below standard. In its 2010-2013 Long-Range Staffing Plan, the District identified the following objective:

The Human Resources Department, in consultation with the colleges, will develop and implement more systematic methods to monitor and ensure the timeliness of the evaluation processes for classified staff and management.

The timeline for the objective was "Implementation no later than July 1, 2011" (Staffing Plan). However, in the 2014-2017 Three-Year Staffing Plan dated March 19, 2014, timely evaluations and lack of a system continued to be an issue. The College has improved, noting only four classified staff and two management staff (out of a staff of 230) had overdue evaluations. -There was no information to indicate faculty evaluations are overdue. The issue with faculty evaluations is whether SLOs are a component of their evaluation. The District and CTA negotiated an MOU, signed in January 2013 wherein the parties agreed to include a self-reflection statement in regards to the development and assessment of SLOs in the faculty evaluation. To date, the evaluation instrument has not been updated to reflect the 2013 MOU. The College Academic Senate did pass a resolution stating that it is the faculty right and responsibility to assess student learning to ensure student achievement and program effectiveness. (III.A.1.b, III.A.1.c.)

The College references the Tools Committee, an ad hoc group that was established for the purpose of reviewing and revising faculty evaluation instruments “to include the individual’s self-reflection of participation in outcomes assessment and dialogues.” -However, there is no evidence of the Tools Committee having met, or who is on the committee. There is reference in the 2010-2013 CTA Agreement. to a Working Committee, whose charge is to conduct a “periodic review of the tools used to evaluate the bargaining unit members’ effectiveness.” The Working Committee may be the Tools Committee, but it is not clear. -The team confirmed progress toward achieving SLOs is not a component of faculty evaluations. Rather, SLOs are a component of faculty evaluations on a voluntary basis determined by the faculty member. (III.A.1.c)

The Classified Senate has adopted a written Code of Ethics, which is posted on the College’s website. The Faculty have adopted a written ethics statement, which is published in the Faculty Handbook as well as the Part-Time Faculty Handbook. The managers have a written Management Values statement, incorporating professional ethics statements. (III.A.1.d)

The staffing levels at the College are sufficient. According to the 2014-2017 Three Year Staffing Plan, the College is meeting its state required full time faculty obligation, but the ratio of full-time to part-time faculty across the district has been declining and is currently at 55/35. The number of College classified administrators above that found at-comparably sized colleges, and in comparison to the other college in the district, SBVC. (III.A.2)

The District engages in a collegial process to review and make recommendations to update or create new personnel policies and procedures. The College is involved through the Crafton Council. According to the District’s website, it is a function of the District Assembly to review all recommendations and to reach consensus prior to moving recommendations forward to the Board of Trustees. Also, the AP describes the process for adopting a new or updating an existing policy or procedure. Other than the Prohibition of Harassment policy and procedure which contains a process for filing a complaint under the referenced policy, the only other option for employees or students to raise issues concerning the administration of policies and procedures seems to be the compliance hotline. However, there is no reference to the compliance hotline on the College’s web site. (III.A.3, III.A.3.a.)

The Long-Term District Staffing Plan 2010-2013 contain metrics regarding diversity of the College’s student population, applicants, and staff. The data is not disaggregated by college, but rather is shown for the District as a whole. The data comparing 2008-09 student ethnicity data to March 1, 2010 employee data noted the largest gap in student population and employee population is Hispanics: 38.5% student data compared with 14.3% faculty (the two largest student groups were Hispanic – 38.5% and White – 32.2%). The overall percentage for all Hispanic employee groups was 25%. -The data for applicants shows Whites at 106 of 225 total applications for faculty position during 2008-09, followed by Asian/Pacific Islander at 58. Hispanics represented only 27 of 225 or 12% of the applicant pool. The percentage of applicants received from Hispanics was higher for classified (35%) and only slightly higher than faculty for management applicants (19%). From this data, however, the District did not develop outreach plans to address the underrepresentation of Hispanics among faculty, and the employee population overall.

With no specific outreach plan from 2010, the 2014-2017 Three-Year Staffing Plan shows similar, but slightly worse results comparing student ethnicity data to employee ethnicity data. The number of Hispanic students rose and the number of Hispanic staff fell. Because of the shared responsibility and the established processes for recruitment and selection, developing targeted outreach plans is dependent upon a fully engaged, and appropriately staffed Human Resources department working with the colleges.

At the college level, there has been work on achieving this standard related to diversity. The College updated its mission statement, acknowledging the diverse campus community (College website, catalogue). The Educational Master Plan (EMP) contains more detailed student and employee demographic data, as well as a broader definition of diversity. The College's data analysis has led to identifying specific Strategic Directions/Goals related to diversity. Specifically, the 2011 updated EMP, Strategic Direction 2 Goal is: *Seek, welcome, and respect diversity, and promote inclusiveness*. Other specific objectives and action plan items are captured as well. An analysis of progress toward the stated Goals was conducted and reported out by the OIERP (2012-13 EMP Planned Activities). The Campus Climate surveys and minutes from the Professional Development Committee indicate the College implements programs and services and assesses those programs and services that are supportive of a diverse campus community. Evidence that the College expects integrity in the treatment of its administrators, faculty, staff and employees can be found in the District Policies and Procedures and the online complaint procedure found on the College's website. (III.A.4, III.A.4.a, III.A.4.b, III.A.4.c.)

The College has had a functioning Professional Development Committee for several years. The composition of the Committee is diverse, made up of employees from faculty, classified and management. The Committee's charge is consistent with Standard III.A.5 and has the structure within the Committee to support the charge of the Committee. For example, one of the Committee members is specifically assigned as a Needs Advisor who is responsible for conducting needs assessment and assists in the evaluation of professional development activities. Faculty participate in mandatory flex activities, in addition to various workshops coordinated through the efforts of the Professional Development Committee (PDC). For classified staff, the primary consistent professional development activity is Classified Professionals week. It is noted, however, that the Spring 2014 Professional Development Guide had more workshops designed for all employees (customer service, conflict management, Safe Space training) than the Fall 2013 workshop offerings. Professional development activities are evaluated regularly and reported out through PDC to the campus. (III.A.5)

Notwithstanding the lack of evidence initially provided in the College's response to the requirements of Standard III.A.6, the team found the College has developed a number of tools that could be used to integrate human resource planning with institutional planning. Additionally, the College has developed structures and processes to regularly plan and prioritize resources. The tools and documentation can be found on the College's website at the Office of Institutional Effectiveness, Research and Planning. However, it is not clear from the evidence that human resource planning is actually integrated into the planning and is systematically assessed.

The College engages in regular planning and program review, and resource allocation through a Planning and Program Review Committee. The process is well documented, reviewed, and updated regularly. For example, the 2010-2011 Planning Priorities spreadsheet identifies a number of requested resources, including staff, sorted by themes. The staffing requests are captured in the Long-Range Staffing Plan, College and District Hiring Priorities 2010-2011. However, there is no evidence to support that regular updates or progress reports are made regarding the hiring priorities, how they are incorporated into the following year's planning and resource allocation process, and whether the results of the College's program review assessments guide the staffing plans.

In reviewing the Crafton Hills College Annual Planning Priorities 2011-12, Status of Prioritized Objectives spreadsheet dated December 7, 2011, the hiring priorities from the Long-Range Staffing Plan 2010-2013 are captured. The only documented update that is easily accessible is contained in the 2014-2017 Three Year Staffing Plan. The update is a report-out of positions filled, positions in recruitment, and cancelled positions with no further explanation or basis for continuing with some recruitment while cancelling others. (III.A.6)

Conclusion

The College does not meet all of the standards in III.A.

College Recommendation 6

In order to improve, the team recommends that the college fully adhere to its systematic and regularly scheduled process of performance evaluation across all employee groups. (III.A.1.b)

District Recommendation 1

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

District Recommendation 2

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

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

(Prior Commission Recommendation #1 from 2009, Prior Recommendation #7 and #9 from 2008, III.A, III.A.1, III.A.1.b, III.A.1.c, III.A.5, IV.B.3.b)

District Recommendation 3

In order to meet standards, the team recommends that the District follow their Resource Allocation Model focusing on transparency and inclusiveness, supported by a comprehensive district-wide Enrollment Management Plan and a Human Resource/Staffing Plan integrated with other district-wide programs and financial plans, broadly communicated to the colleges. (Crafton Hills College 2009 Commission Recommendation #1, III.A.6, III.D, III.D.1.a, III.D.1b, III.D.1.d, III.D.4, IV.B.3.c)

III.B. Physical Resources

General Observations

The College has built several new instructional and student services buildings with funding from a bond measure passed in 2008. Currently, there are still four buildings under construction: a fitness center, a science building, a public safety and allied health building, and a new student center. The College uses a variety of methods to track and plan for changing needs and services, including online/software tools, safety committee input, and monthly campus reviews to monitor repair needs. The College has support from the District Office related to safety awareness and compliance requirements. The college has several means of reporting safety issues/concerns, and follows proper protocols to dispose of biological, hazardous, and electronic wastes.

The College supports two offsite facilities related to the Firefighter Academy. One is a temporary site and the College provides custodial, police, and instructional technology services. The other is the San Bernardino Emergency Training Center (SBRETC). The San Bernardino County Fire Department assists in the upkeep of this site, while the College provides some program administration and routine maintenance and cleaning at the facility.

The College updated its Facilities Master Plan in 2005 and again in 2011. For the spring 2011 update, a Facility Master Planning Committee, comprised of representatives from all constituent groups, revised the facilities priority list to align with the Educational Master Plan priorities. The College has completed numerous projects that support the 2005 and 2011 master plans. Maintenance and Operations has developed equipment and control standards and a scheduled maintenance program to support efficient and timely responses to repairs and regular maintenance projects. The College utilizes a software program to support a work order and preventive maintenance process to address day-to-day facility needs of the campus.

Program facilities requests are include in the campus program review process. Division managers prioritize (roll-up) their resource requests into one list; these lists are then prioritized (rolled-up) into the four functional areas (President, Administration, Instruction, and Student Services). The four priority lists are then submitted to the Planning and Program Review Committee, which consolidates all requests into a single prioritized list, based on college priorities. Projects are funded as funds become available. The facilities resource priority list is announced to the college president via a campus email, and is posted on the planning and Program Review webpage.

Lack of parking is an issue at the beginning of each semester. The problem has increased due to the ongoing construction of new faculties, and is expected to continue until the new buildings are completed. The College is working with Yucaipa City to provide a temporary lot off-campus and free public transportation.

The College submits all new building and significant facility improvement projects to the Division of State Architects to ensure safety and compliance with codes and with the Americans with Disabilities Act (ADA). In 2012, the College completed a parking lot ADA upgrade and lighting project. The Custodial Department maintains a campus wide recycling program, which includes recycling receptacles in all buildings.

The College has an Emergency Operations Plan, and the College works with the District Safety Officer to develop and update several safety plans. The Safety Committee meets on a regular basis to discuss health and safety related problems, and they work with the campus community to organize emergency drills and increase disaster awareness. The College also hires consultants to conduct property valuations and loss prevention inspections. The College has an Injury and Illness Prevention Program (IIPP) which informs employees about how to handle unsafe situations, such as reporting hazardous waste or tripping hazards. The College hires qualified, outside contractors to remove industrial, chemical, and biochemical wastes from the campus. The campus is patrolled by District Police, and has ongoing coverage.

The College completed a Facilities Master Plan in 2005, which supported the passage of a local bond in 2008. Due to a reduction of state funding for capital projects, and the adoption of an

Short- to mid-range facility needs are identified in the program review, annual plans, and the scheduled maintenance program. The College uses a financial planning tool that integrates projections for future expenses, and has developed a total cost of ownership tool to help them plan financially. The College also developed a “State of Sustainability” report to inform discussions related to incorporating sustainability into the operations of the campus.

The College uses a variety of resource assessment tools, surveys, and industry standards information to assess the effective use of their physical resources and help guide facilities and operations decisions. To improve the effective use of its facilities, the College is working to improve classroom utilization. The College is currently discussing the use of a software tool to better manage space and scheduling needs.

Findings and Evidence

The team found evidence of an updated Educational Master Plan that supports student learning programs, services, and institutional effectiveness and a revised list of construction priorities to reflect current budget constraints. The team found evidence of a current emergency preparedness plan and campus emergency drills, a variety of data related to safety and injury reports, and ongoing maintenance to respond to campus needs. The College Safety committee meet meets monthly and discusses a variety of issues related to campus safety, including workplace injuries, police reports, safety projects, safety training and events, inspection reports, safety plan schedules, smoking policy, and other related issues. Online software is used to submit service or maintenance requests and sample of the submission requests are documented. In 2013, the College also submitted a Substantial change proposal to the ACCJC for the Basic Firefighter Academy because it moved temporarily to a new location. (III.B.1)

The team found evidence of the Educational Master Plan, updated Facilities Master Plan, safety plans, emergency plan, scheduled maintenance plan, and auditor reports on safety as well as evidence of campus fire drills and other emergency training and the service and maintenance work-order process. Employee satisfaction surveys show that the college community is highly satisfied with the professionalism and work of the grounds, custodial, and maintenance employees. (III.B.1.a)

Change this paragraph to the team's findings. Evidence supports an ongoing effort to assure that physical resources are constructed and maintained to assure access, safety, and security. The College provided evidence of a District presentation on Safety, monthly Safety Committee meetings, a campus emergency drill, and disaster preparedness activities. There is also evidence of the Loss prevention audit, a comprehensive Emergency Operations Plan, and Emergency flip charts. The primary strategy to communicate these plans campus-wide is via the website. The Crafton Hills College Emergency Response Team, their activities, and news items are reported on the college website. (III.B.1.b)

The College has a current EMP and FMP. Resource requests are embedded in the program review and annual planning process, and the PPR Committee prioritizes resources requested. These are also linked to the college 5-year plan for construction. The College has a list of construction priorities and scheduled maintenance activities. The College conducts a variety of campus surveys, including a Campus Climate survey, a Facilities Evaluation Survey, and a Facilities Satisfaction Survey. Data from these surveys support planning resource requests. (III.B.2, III.B.2.a, III.B.2.b)

Conclusions

The college meets the standards in III.B.

No Recommendations

III.C. Technology Resources

General Observations

Technological resources support learning programs and services and improve institutional effectiveness. Technology resources are shared by Crafton Hills College and SBVC. Technology planning is integrated with institutional planning. IT supports the technology required by all areas of the college to fulfill their mission and achieve their goals in pursuit of supporting student success. Oversight is provided by the SBCCD Office of Technology and Educational Support Services (TESS). Wireless capabilities and other technology infrastructures are maintained by TESS. Outdated computers are replaced on a five-year rotation and supported by a budget from district capital outlay funds. Infrastructure upgrade and new construction at the college will be a challenge, but the planning and decision making processes are in place to deal with the challenges.

Findings and Evidence

The team confirmed through reviewing evidence, interviews with the Director of Technology Services, the Vice President of Administration, faculty, and students that technology planning is integrated into the budget and planning process to ensure that instructional divisions, student support services, and administrative services receive the technological resources necessary to support and improve student learning and support services and to improve institutional effectiveness. The college uses an asset list by location to inventory and track equipment. (III.C, III.C.1, III.C.1.a)

Technology training is overseen by the College Professional Development Committee. The office of distributed education provides open labs for faculty and focused training for department specific technologies. Assessment is provided by a variety of survey tools including student satisfaction and employee satisfaction surveys. (III.C.1.b)

There is a Technology Planning Committee that develops and oversees the comprehensive technology plan for the College. The Committee has developed many multi-year plans, beginning in 1995. This long history of planning has provided the campus with a strong and natural process for keeping technology up to date and effective. This planning work then provides the Educational Technology Committee with the information to make decisions that are specific to instructional programs and focused on teaching and learning, both in the classroom and online. When appropriate, the District provides overall technology services in order to save money and provide common and effective services, e.g., Blackboard Learning Management System for DE instruction is maintained by the District. (III.C.1.c, III.C.1.d)

The team confirmed that objectives are informed by the 2013-2014 technology services Planning and Program Review document to provide continuous audiovisual support, replace 20% of the desktop computers annually, upgrade audiovisual controls in the Performing Arts Center, and ensure that non-computer technology in classrooms remains operational. Technology planning and institutional planning are integrated by alignment of the goals and objectives of the Technology Plan with the goals of the Educational Master Plan. The team found considerable evidence of planning in the college's Technology Plan (2012-2015) and the District's Technology Strategic Plan (2014-2017) that was developed by the TESS Executive Committee

in which projects are identified and prioritized. New policies and procedures are recommended by TESS to the Chancellor's Cabinet. The technology department at the College participates in the Annual Planning and Program Review process and the Resource Allocation Process as outlined in the Planning and Program Review Handbook. It was also confirmed that the college systematically assesses the effective use of technology resources through its annual strategic planning process and uses the results of evaluation as the basis for improvement. (III.C.2)

Conclusion

The college meets the Standards of III.C

No Recommendations

III.D. Financial Resources

General Observations

Crafton Hills College is part of the San Bernardino Community College District (SBCCD). The SBCCD receives its operating revenues or unrestricted funds through state general apportionments (\$52.7 million) and local property taxes (\$17.1 million). Restricted funds are generated from a variety of sources including federal and state revenues. SBCCD's Board of Trustees has set directives for budget development and expenditure control. One of the directives is to maintain a minimum district-wide fund balance of 15%. At the end of 2013-14, the fund balance was \$14.1 million or 17.12% of unrestricted General Fund expenditure budget.

Findings and Evidence

The 2014-15 final budget identifies several challenges with and solutions for maintaining balanced budgets including a comprehensive Enrollment Management Plan (EMP). The board directive to submit a balanced budget has been met on a single year basis utilizing one-time funds. However, Crafton Hills College is projecting growing deficits reaching \$1.5 million by 2020. The deficits are due in part to agreements reached with bargaining units in May 2014 resulting in cumulative salary increases of 8.16%. This is further complicated by the lack of human resources and staffing plans on a district-wide basis. Finally, Crafton Hills College administrators are at a great disadvantage because they cannot predict or react to changes in their budget expenditures or make future plans for the college when actions by the District, such as salary increases, are not factored into the planning or budgeting process. The team observed that there is a great deal of uncertainty as to how future enrollment growth funding will be allocated between the two colleges and the district. The team did not find evidence of a formal planning process by which enrollment growth funding will be split between the two colleges on a long-term basis. In addition, the team did not see evidence of a formal process by which the district services budget is developed including the role that the college(s) play in this process. The team recognizes the District EMP is currently being developed with the assistance of a professional consultant. (III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d)

Additional budget solutions were identified at the district level including a selective hiring freeze, applying deficit and savings factors, and using block grants but these were not communicated efficiently to the campuses to allow them time for campus shared governance processes. The 2013-14 Plan for Administrative Services Area includes a goal to balance campus-wide budget in two years. Action items under this goal are to explore and

implement budget reduction strategies; identify directions with Crafton Hills College administration; and build budget scenarios with identified strategies. The team did not find evidence that the college has formally engaged in an open process of identifying solutions within the college to address the projected deficits. Identifying such solutions would be needed in order to comply with the Board directive to reduce expenditures that are not mission-critical. (III.D.3.a)

Expenditures are reviewed on a frequent basis to ensure that the college is not spending funds in excess of budget and also to ensure that expenditures are made in accordance with college priorities as well as applicable polices and laws. The college has made significant progress in developing Planning and Program Review (PPR) and EMP processes to provide a means for setting priorities and for funding institutional improvement and innovation. The team found evidence that the 2011-2012 PPR led to resource allocation. The Vice President of Administrative Services has provided college-wide updates regarding program review and resource allocation at the fall and spring in-service all-campus meeting. For example, fiscal and budget information were shared at In-Service on August 12, 2011, January 13, 2012, August 10, 2012, January 11, 2013, August 16, 2014, and January 10, 2014.

The prioritized list of objectives and resources is published annually on the OIERP website under the planning and program review link. In addition, the President also sends an annual email that includes the prioritized funding decisions for the next academic year to the entire campus.

The Fall 2012 Campus Climate survey revealed overall satisfaction with resource allocation processes at Crafton increased from 50% in 2010 to 71% in 2012, a 21% increase. In addition, 88% of respondents agreed or strongly agreed that financial planning is integrated with planning processes illustrating that financial information is also communicated to the Campus through the shared governance process. The results of the same climate survey were shared with the campus community during 2012-2013 via the OIERP website, written reports, presentations and facilitated discussions, dialogue at shared-governance committee meetings. The Crafton Council used the feedback to develop a series of recommendations for improving the district resource allocation process and the implementation plan. (III.D.2, III.D.2.a, III.D.2.b, III.D.2.c)

The college's internal control systems are regularly evaluated through external and internal auditing. The college has an internal audit function reporting to the Vice Chancellor of Business & Fiscal Services. The most recent external audit does not contain any findings regarding the college's internal controls. The college is also in the process of implementing process improvements based on business process analysis. (III.D.2.d, III.D.2.e)

The district and the college have engaged in long-term revenue and expenditure projections utilizing various scenarios and including scheduled and anticipated payments of long-term obligations. In addition, the district ended the FY 2013 with a reserve of cash and cash equivalents in the amount of \$149.6 million. The allocation model utilized to provide unrestricted funds to the two colleges and the district is currently being developed as part of the District EMP. The college, as part of the district, has established a trust for Other Post Employment Benefits (OPEB) pursuant to GASB 43/45 requirements. The college has made a payment of \$2,244,630 as part of a larger payment into the trust toward its share of the outstanding obligation. (III.D.3.a, III.D.3.b, III.D.3.c)

For the purpose of securing the payment of its benefit obligations to employees, the District has established a trust. The team found that the District plan is appropriate and meets the standard. (III.D.3.d)

The District monitors and manages the major indebtedness of the college, including Tax and revenue Anticipation Notes, Supplemental Employee Retirement Plans and OPEB. Per District Administrative Procedure, District assets are accounted for through the use of appropriate records and inventory procedures. The institution monitors and manages its student loan default rate. All contracts for goods and services are processed through the District Office and approved by the Board of Trustees according to Board Policy and Administrative Procedure. These policies and procedures govern contractual agreements with external partners and maintain consistency as well as uphold the integrity of the institution. (III.D.3.e, III.D.3.f, III.D.3.g, III.D.3.h)

The college relies on a PPR and EMP processes to provide a means for setting priorities and for funding institutional improvement and innovation. PPR documents, including prioritized list of resource requests, exist for fiscal years 2010-2011 through 2014-15. The current EMP was developed in 2010. Both short-term and long-term financial planning is integrated with institutional planning. (III.D.4)

Conclusion

The college does not meet all the standards in III.D.

See District Recommendation 1

See District Recommendation 3

Standard IV Leadership and Governance

A. Decision-Making Process

General Observations

The college has established a governance structure and supports a culture that encourages empowerment and institutional excellence. Board policies and administrative procedures define the role of faculty, staff, administrators and students in the decision-making process.

The college has developed an Organizational Handbook which is reviewed and updated annually. The Handbook serves as a guide to prepare individuals to participate effectively in the governance of the college. It describes the college's various committees and their charges, the role of each constituency group in the decision-making process, and operational rules for governance committees. The Crafton Council, the central deliberative collegial consultation body, administers a self-evaluation annually and uses the data to plan for improvement.

In support of creating an environment characterized by empowerment, innovation and institutional excellence, the college shares institutional data across the institution to inform decision-making and support planning. Committee agendas and minutes are posted and available to the campus community. The Office of Institutional Effectiveness, Research and Planning regularly publishes research reports and provides institutional data on its website.

Findings and Evidence

Overall, the college has a clear governance structure that supports ethical and effective leadership throughout the institution, and an environment of empowerment and employee satisfaction. The governance structure is defined in Board Policy and accompanying procedures are found in Administrative Procedures. Results of the 2012 campus climate survey indicate employee satisfaction with shared governance, planning decision-making, and inclusiveness has improved since 2010.

The college's systematic participative processes have been used to facilitate institution-wide planning and implementation. For example, the Educational Master Plan, developed in 2010 and revised in 2011, was created by a representative team consisting of faculty, staff, and administrators. The plan includes eight Strategic Directions, three of which relate to Standard IVA. These are Strategic Direction 1 *Inclusiveness*, Strategic Direction 6 *Effective, Efficient and Transparent Processes*, and Strategic Direction 7 *Organizational Development*. The evidence indicates that the Strategic Directions are integrated with institutional planning. In the planning process, departments must link their unit objectives and resource requests to one of the eight strategic directions, thereby reinforcing the campus culture characterized by inclusiveness and leadership at all levels. (IV.A, IV.A.1)

The college conducts a bi-annual College Employee Campus Climate Survey which measures six indicators of the campus climate including shared governance, planning and decision-making, and inclusiveness. The data collected are evaluated and included in improvement planning.

District policy establishes the participation of faculty, staff, administrator and student participation in the decision-making process. A review of the members of various shared governance committees indicates that constituent groups are appropriately represented in the committees. Administrative procedures describe in detail the linkages between college and district governance, and how these structures support the practice of shared governance across the district. The decision making structure and related college-level information depicted in the organization chart in AP 2225 should be updated to include all relevant information from Crafton Hills College. (IV.A.2 and IV.A.2.a)

The team noted that board policies, administrative procedures, and college documents including the Organizational Handbook, and the Curriculum Handbook define the responsibility of faculty in recommending curriculum to the Board of Trustees. College administration provides the appropriate input, support and guidance through each stage of the process. Board Policy and Administrative Procedure state that the faculty and Academic Senate are involved in all program and curricular process. In Administrative Procedure 2225 the Board states that it will rely primarily upon the Academic Senate on issues relating to academic and professional matter. The college has a number of committees that deal with student learning and the Organizational Handbook indicates that a substantial number of faculty serve on these committees. (IV.A.2.b)

Overall, the college has established clear governance structures and processes as written in policies and procedural documents. The college uses these structures and processes to work together for the good of the institution. The evidence shows that the governance structures and processes were designed to benefit the organization and improve institutional effectiveness.

The evidence suggests that the college systems for continuous improvement are still developing and the depth of analysis can continue to improve. The college indicates that it is still struggling with communication to all constituencies and the evidence supports this observation. While Campus Climate Survey data shows a significant increase in satisfaction with inclusion and participative decision making, the surveys from 2010 and 2012 have moderately low participation rates (30% and 38% respectively), which creates difficulty in surmising efficacy of governance practices in engaging constituencies. However, the college appears to have solid processes in place to facilitate dialogue as evidenced by governance documents.

The team noted that some of the committees do not have current minutes available on the college website. This limits the availability of information to the campus community. To improve campus communication, the college should consider mechanisms to maintain currency of committee minutes and related information. (IV.A.3)

The college is in good standing with external agencies such as the ACCJC and program accrediting and licensing agencies. The Team found that the college provided sufficient evidence that it exhibits honesty and integrity with external agencies.

When the college was placed on probation in 2009, the college was required to submit two follow-up reports (October 2009 and October 2010). The evidence suggests that the college worked diligently to resolve the deficiencies noted in the 2009 ACCJC action. As a result of the college's swift and thorough actions, the Commission removed Probation and reaffirmed accreditation.

The college also remains in good standing with the external licensing and accrediting agencies related to its Child Development Center, the Radiological Technology Program, the Respiratory Care Program, the Emergency Medical Technical Program, the EMT Paramedic Program and the Firefighter Academy. (IV.A.4)

The college regularly evaluates the role of leadership and the institution's governance and decision-making structures and processes. Committee members are surveyed on an annual basis to determine areas of strengths as well as weaknesses and strategies for improvement. The college also disseminates a campus climate survey on a bi-annual basis. The campus climate survey assesses employee perceptions of six indicators including shared governance, planning and decision-making, and inclusiveness. College employees who serve on committees seem engaged and satisfied with the college governance and decision-making structures. In a move of transparency, the college communicates the results of all surveys in a number of ways and has demonstrated it uses the results to improve governance and leadership structures and processes. (IV.A.5.)

Conclusion

The college meets the requirements in Standard IV.A.

Recommendations

None

Standard IV Leadership and Governance

B. Board and Administrative Organization

General Observations

Crafton Hills College and San Bernardino Valley College comprise the two institutions within the San Bernardino Community College District. The District Board of Trustees is an independent governing board comprised of seven trustees. In January 2014 the board unanimously approved to divide the San Bernardino Community College District into seven trustee areas so that board members would be elected by area rather than at large. This decision was approved by the state of California Community College Chancellor's Office in March 2014 and is in effect for the November 2014 elections.

The governing board and the district leadership have undergone a period of transition in recent years. Five of the seven board members have been elected or appointed to the board in the past four years. Similarly, senior district leadership at the Chancellor and Vice Chancellor level has also undergone change during this same period of time, with all new permanent or interim leadership in place since 2010.

This period of transition has been challenging for the district as it institutionalizes new practices to support institutional effectiveness and excellence in leadership and governance. With these changes comes the opportunity to strengthen board and administrative organization to meet the district's future challenges.

Findings and Evidence

The Board of Trustees is responsible for establishing policies to assure the quality, integrity and effectiveness of the student learning programs, as well as the financial stability of the district. As an illustration of the financial stability of the San Bernardino Community College District, the district has a historical practice of maintaining a strong fund balance, and has used reserves to fully fund the GASB 45 liability for Other Post-Employment Benefits.

Recently, the board determined that it was not adhering to Board Policy and the associated administrative procedure for evaluation of the Chancellor. The board revised the administrative procedure to reflect that the Chancellor shall be evaluated on an annual basis. Team interviews with both the Chancellor and members of the Board of Trustees confirm that the change in Administrative Procedure has been implemented for the 2014/15 academic year, but has not yet undergone review by the District Assembly, a shared governance body of the District. (IV.B.1)

Board policies delineate the privileges, duties, and responsibilities of board members, including the need to act as a whole as well as act ethically and professionally. (IV.B.1.a)

The board approved the District mission statement on January 11, 2001 and amended it on April 8, 2004. In 2008, the board established four Board Imperatives that state its commitment to student success, institutional effectiveness, fiscal responsibility, and effective resource management, as well as informed governance and leadership. (IV.B.1.b)

The board demonstrates its responsibility for educational quality, legal matters, and financial integrity in a variety of ways. The team examined evidence which confirms the board engages in an annual self-evaluation process and establishes goals and improvement plans for the following year. The team confirmed that the board regularly engages in study sessions and training to remain current with legal, financial and educational developments so that it can meet its responsibilities for effective governance. The board has approved contracts with external experts to assist in evaluating the district's resource allocation model and staffing plans to better inform decision-making in these areas. (IV.B.1.c)

The team found that the board publishes bylaws and polices specifying the board's size, duties, responsibilities, structure, and operating procedures. (IV.B.1.d). The team notes that the board has deviated from Administrative Policy which established that the Chancellor, through the collegial consultation process, has the authority to develop new proposed board policies and administrative procedures. The board created a policy subcommittee on March 2013 to consider and recommend changes to outdated policies. This is an ad hoc committee of the board. The team confirmed that with regard to the policy on the evaluation of the Chancellor and the subsequent actions relating to the new Board policy subcommittee, the board's actions may not be in alignment with the collegial consultation process established for the development of policy. (IV.B.1.e)

The team found evidence that the board has a program for board development and new member orientation. The board consists of 7 members who serve four-year staggered terms. In addition, a student trustee is elected by the student body of each campus. Student trustees serve a single academic year term and provide advisory votes. Interviews with members of the board and with the Chancellor confirm that new board member orientation consists of suggested participation in the Community College League of California's New Board Member Orientation workshop, review of the Board Member Handbook, and scheduled training with outside experts. Members of the board expressed an interest in a more structured orientation process and are developing a Board Orientation Handbook. This handbook has not yet been finalized and shared with the full board. (IV.B.1.f)

The board has a defined process for evaluating its performance on an annual basis. The evidence confirms that the board adheres to Board Policy which establishes to process for self-evaluation of the board. The board self-evaluation of August 22, 2013 demonstrates the self-evaluation tool used to document board member perceptions of their performance as a board, and is evidence of the board's transparency in publishing board self-evaluation data. (IV.B.1.g)

The board has established a board policy which embodies the code of ethics and expected behavior of board members. The Board Policy and Administrative Procedure outlines the process to be followed in the event that there is a violation of the Code of Ethics. Related to the expectations regarding ethical behavior of members of the board, Board Policy also addresses Conflict of Interest and public disclosure requirements. Board Policy 6320 outlines the principles governing the District's investment policy and includes the statement that "transactions should be avoided that might impair public confidence". Both of these policies have associated Administrative Procedures in place detailing how these policies are to be implemented. (IV.B.1.h)

The team confirmed that the board is informed of and involved in the accreditation process. The board held an Accreditation Workshop on April 25, 2013. One member of the board participated in mock accreditation visits on each campus in spring 2014. The board also heard updates on the progress in developing the self-evaluation and approved the college's self-evaluation report in July 2014. In the future, the board should consider including board members in the writing team that prepares the Standard IV Institutional Self Evaluation of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation. (IV.B.1.i)

The San Bernardino Community College District has the responsibility for selecting and evaluating the district chief administrator (Chancellor) and with rare exception, has delegated full responsibility and authority to him. In interviews with the Chancellor and with members of the board, the team verified that the evaluation process for the Chancellor had been modified by the board without going through the shared governance process and was now in practice. As noted earlier, the board revised Administrative Procedure 2175 which indicates that the Chancellor will be evaluated once per year for the first two years of employment, and every three years thereafter. However, the existing procedure indicates that the evaluations may be held on a more frequent basis if deemed necessary by the board.

Team interviews with the Chancellor and members of the board indicated that the board spent a full year to revise the Chancellor evaluation procedure, impacting the timeline for the Chancellor's 2013 evaluation. Once the new procedure was agreed upon by the Board, the board implemented the new procedure without following the process for review by the District Assembly prior to implementation. The District Assembly review of the revised procedure is now underway. (IV.B.1.j)

Board Policy establishes that the board delegates to the Chancellor the executive responsibility for administering the policies adopted by the board and all decisions of the board requiring administrative action. The board policy stipulates that the Chancellor may delegate any powers and duties entrusted to him or her by the Board (including the administration of colleges and centers) but will be specifically responsible to the Board for execution of such delegated powers and duties. Through an examination of the evidence and in follow up interviews during the site visit, the team established that the president has primary oversight at the college level for effective administration of the college. This includes planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness (IV.B.2)

The president of Crafton College has established an administrative structure consisting of three vice presidents in each of three areas: administrative services, instructions, and student services. The team verified that the president maintains a structure and staff appropriate to the mission and purpose of the college although a recent study indicates that the college may be overstaffed for its current full-time-equivalent student enrollment. Through data gathered in interviews during the site visit, the team established that the president delegates authority to those on her team, consistent with their responsibilities. (IVB.2.a)

The president is highly engaged in guiding the institutional improvement of teaching and learning through the governance structure she has fostered over the past two years. The team

examined the collegial consultation process established at the college, and interviewed members of various constituents to assess the level of involvement across the campus community. The team also assessed the level to which planning is integrated, focused on increasing institutional effectiveness and designed to foster improvement in teaching and learning. The college has a well-established research office which reports directly to the board and regularly examines research on student learning. This research is broadly disseminated to the campus community and is used to inform planning for institutional improvement. The president assures the implementation of statutes, regulations and governing board policies and assures that institutional practices are consistent with institutional mission and policies. (IV.B.2.b, IV.B.2.c)

The visiting team examined available evidence and conducted follow up interviews to assess the degree to which the president effectively controls budget and expenditures. The evidence indicates that the president has established effective budget management practices. The president is a member of the District Budget Committee and is very engaged in discussions regarding the District's Resource Allocation Model, the need for a comprehensive district Enrollment Management Plan, and the college's potential for growth. While the district retains responsibility for the establishment of FTES targets and annual district assessment costs (through the District Budget Management Committee), the president and her team effectively manage the college budget once it is finalized. Crafton Hills College achieved an 18% growth in enrollment in 2013/14 while staying within budget. This is indicative of the degree to which the president and her team capably manage the college budget. (IV.B.2.d)

The evidence confirmed that the president is active in the community and participates in a wide range of community-based organizations. She shares information about the college with a variety of business and community groups. This builds positive support for the college and its impact on the community. (IV.B.2.e)

During the site visit, members of the team conducted interviews with District senior leadership including representatives from finance, technology, human resources, and the economic development unit. The team also interviewed the Chancellor and several members of the board. The district is responsible for providing leadership in establishing clearly defined roles of authority and responsibilities between the district and the colleges. This is particularly evident in those areas where the district is directly responsible for services to the colleges such as finance, human resources, and technology. (IV.B.3, IV.B.3.a)

The team assessed the degree to which the district provides effective services that support the colleges in their missions and functions. The team noted that the evidence supports the assertion that the Technology and Educational Support Services (TESS) unit has a well-defined process for delivering technology services to the colleges. Working in partnership with the college, TESS has established a process for a technology replacement cycle, and a process for prioritizing technology investments across the district. TESS has created a process for evaluating its effectiveness in meeting the needs of the college, and has participated in one cycle of evaluation. This data is analyzed and used to improve services.

The team determined that the district human resource unit is not providing effective services to support the colleges in their mission and functions. Interviews with both college and district

staff confirm that turnover in the human resources department, especially at the Vice Chancellor level, has impacted the college's ability to meet the board's expectations of excellence in student learning and institutional effectiveness. On an operational level, the team determined that the timeliness of evaluation and hiring processes were not meeting the needs of the college. Accurate and timely information necessary for effective position control is also needed.

As the lead negotiator for the district, the Vice Chancellor of Human Resources is responsible for negotiating language for the faculty evaluation to reflect the 2013 Memorandum of Understanding relating to compensation for student learning outcome activities. The negotiation process to support this change to the faculty evaluation form has not yet been initiated, possibly due to turnover in the Vice Chancellor position. The interview with the District Human Resource Consultant indicates that turnover at the Vice Chancellor level impedes consistent interpretation of policy and practices relating to human resources. It also has delayed the full development and adoption of a comprehensive staffing plan for the college, and the integration of human resource planning with other planning processes. (IV.B.3.b)

Some progress has been made in the District's ability to provide a fair distribution of resources adequate to support the effective operations of the colleges. The team confirmed that the district retained consultants to analyze the Resource Allocation Model that allocates district resources based on a historical 70/30 split between San Bernardino Valley College and Crafton Hills College. In interviews at the District office and on the campus, the team assessed the current status of the consultant recommendations and the proposal to adjust the resource allocation model to a model based on FTES production by each college in the district. The team confirmed that the 2014/15 budget is based on the FTES for tentative budget development, as well as for adopted budget development. This adjusted the 2014/15 Resource Allocation split to 68.6/31.4% between San Bernardino Valley College and Crafton Hills College. The team determined that the progress being made in this area is encouraging but that a model for the fair distribution of resources within the district has not yet reached a level of sustainability. To fully meet standards, the district must develop a systematic process of allocating resources between the two colleges. Further, the district must complete a district-wide Enrollment Management Plan and a Human Resource Plan which is integrated with other district-planning processes. (IV.B.3.c)

The team confirmed that the district effectively controls expenditures. Annual audits for 2011-12 and 2012-13 identified no deficiencies or material weaknesses in the District's internal controls. Numerous board policies and related administrative procedures reflect good management practices in financial and accounting processes. The district's robust fund balance provided the funds needed to completely address the District's GASB 45 OPEB liability. The District Budget Committee analyzes financial matters on behalf of the district and provides recommendations to the Chancellor regarding fiscal decisions. With a sustainable Resource Allocation Model in place, accompanied by a District-wide Enrollment Management Plan and a Human Resource Plan, the District fiscal services staff will be better equipped to support the colleges in their financial planning and budget controls. (IV.B.3.d)

As noted earlier, the team confirmed that the Board of Trustees delegates to the Chancellor responsibility to administer policies adopted by the board and to provide leadership to the district. The Chancellor in turn, delegates authority to the president for administration and

operation of the college. In assessing the evidence, the team determined that appropriate structures and processes are in place to support this delegation of authority without interference and that the Chancellor holds the president accountable for the operation of the college. (IV.B.3.e)

The district is the liaison between the colleges and the governing board. In reviewing the evidence and in follow up interviews, the team determined that there are appropriate methods of communication to support the assertion that the district effectively fulfills this liaison role. (IV.B.3.f)

The district has established processes for evaluating its governance and decision-making processes to improve institutional effectiveness. The team confirmed that evaluations of processes have taken place, and reviewed the results of customer satisfaction survey data. Interviews during the site visit indicate that the district should improve dissemination of survey results and ensure that specific action plans for improvement are broadly shared with the college community. (IV.B.3.g)

Conclusion

The governing board is responsible for setting policies and the chief administrator is responsible for the effective operation of the institution. The role of the college president is clearly defined and she is held accountable for the effective operation of the college.

The Board of Trustees and the district administration establishes expectations of educational excellence throughout the district. The roles of authority and responsibilities are clearly delineated between the district and the colleges. The district is responsible for providing effective services that support the colleges in their mission and functions.

The district provides leadership in the technology and financial management services to the college. The district must improve the human resources services provided to the college so that the college can meet its mission and advance its institutional effectiveness. These services include systematic, reliable data which helps support position control, timeliness of employee evaluations and a systematic, reliable process for monitoring the evaluation process, and a responsive hiring process with timelines that promote the timeliness in filling open positions. Without sufficient human resources support, the college's progress in meeting important institutional goals is delayed. This impacts all members of the Crafton College community.

Conclusion

The College does not meet the requirements of Standard IV.B.

See College Recommendation 5

See District Recommendation 1

See District Recommendation 2

See District Recommendation 3

District Recommendation 4

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