Accreditation Focused Midterm Report

Submitted by
Crafton Hills College
11711 Sand Canyon Road
Yucaipa, CA 92399

Gloria Macias Harrison, President
Crafton Hills College

Dr. Donald Averill, Chancellor
San Bernardino Community College District

October 2005

To

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

Barbara A. Beno, Executive Director
Novato, California

Accreditation Focused Midterm Report
Crafton Hills College
October 15, 2005
TABLE OF CONTENTS

I. STATEMENT OF REPORT PREPARATION

II. APPROVAL BY GOVERNING BOARD

III. RESPONSES TO RECOMMENDATIONS OF THE 2002 TEAM

Accreditation Focused Midterm Report
Crafton Hills College
October 15, 2005

STATEMENT OF REPORT PREPARATION

A special team was assembled to address the recommendations made by the accrediting commission. Each team member served as a liaison to relevant college constituencies, collecting and analyzing data necessary to complete the report. After a review at the college level, the report was approved by the San Bernardino Community College Board of Trustees at the September 8, 2005 board meeting.

Prepared by:

Dr. Susan A. Shodahl	Vice President of Instruction
	Accreditation Liaison Officer
Virginia Moran	Director of Research and Planning
Gloria Macias Harrison	President
Charlie Ng	Vice President, Administrative Services
Daniel Bahner	Academic Senate President
Joe Cabrales	Director of Admissions and Records
Dr. Kim Salt	Curriculum Committee Co-Chair
Mark Snowhite	Language Arts Department Head

Gloria M. Harrison
Gloria Macias Harrison, President

Approved by the
San Bernardino Community College District Board of Trustees
September 8, 2005

APPROVAL BY GOVERNING BOARD

GOVERNING BOARD

September 8, 2005
Board Meeting Date

TOPIC: **ACCEPT ACCREDITATION FOCUSED MIDTERM REPORT - CHC**

COMMUNICATION NO: B.1. **AREA:** Instructional Services

PROPOSAL

Accept CHC's Accreditation Focused Midterm Report.

BACKGROUND

The Accrediting Commission for Community and Junior Colleges requires that the college submit a Focused Midterm Report by October 15, 2005. This report indicates progress toward meeting the recommendations made by the visiting team in 2002 and forecasts where the college expects to be by the time of the next comprehensive evaluation. Also required is a summary of progress on college-identified concerns as expressed in the 2002 self study.

BUDGET IMPLICATIONS

None.
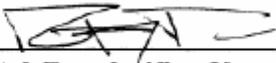
Budget Reviewed by: _____
Robert J. Temple, Vice Chancellor, Fiscal Services
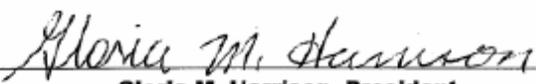
Submitted by: _____
Gloria M. Harrison, President

CHANCELLOR'S RECOMMENDATION

It is recommended that the Board of Trustees accept CHC's Accreditation Focused Midterm Report.
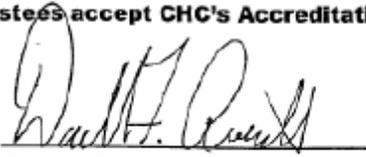
_____
Donald F. Averill, Chancellor

SPECIAL EMPHASIS: Recommendation 1.
"Crafton Hills College should follow through with its intent to complete a comprehensive, long-range planning process that establishes clear links between the college mission statement, institutional research, and allocation of resources."
(Standards 1.3, 3A.1, 3A.3, 3A.4, 3B.2, 3B.3, 3C.1, 9A.1, 9A.2)

Standard 1.3 Institutional planning and decision making are guided by the mission statement.
Standard 3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
Standard 3A.3 The institution has developed and implemented the means for evaluating how well and in what ways it accomplishes its mission and purposes.
Standard 3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.
Standard 3B.2 The institution defines and integrates its evaluation and planning process to identify priorities for improvement.
Standard 3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.
Standard 3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.
Standard 9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.
Standard 9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates, and which receive a majority of funding from student fees and tuition, charges are reasonable in light of the operating costs, services to be rendered, equipment, and learning resources to be supplied.

Actions taken in the last two years have established clear links between mission, research, and planning. The first step was to review and ultimately revise the college mission statement. The revised mission statement was completed in 2002 and now states: "In a serene, welcoming environment, Crafton Hills College promotes learning through self-discovery and the acquisition and application of knowledge and skills. This mission is carried out in a dynamic educational community that encourages intellectual curiosity and fosters an openness to a wide range of people and ideas."

The revision of the mission statement was followed by a cycle of program review-based planning for the past two years. The link between that process and resource allocation was not clear. Hence, this year's planning efforts integrated a distributed decision-making process as a means of linking program findings to resource allocations. Planning units (instructional disciplines and each area in student services and administrative services) prepared their Program Review Outcome Planning (PROP) reports by conducting program reviews, defining program outcomes, and developing preliminary

plans. These unit-level plans were then brought to a higher-level group (instructional departments to instructional council; student services to student services council; administrative services to supervisors council) to consult and derive the overall planning priorities and essential requests for each area (instructional departments, student services, and administrative services).

All planning documents are submitted to the planning committee for review. The committee summarizes findings from program reviews, makes recommendations to the president's cabinet (the president and three vice-presidents) for resource allocations, and formally reports back to the campus. Throughout the process, campus members are encouraged to consult with experts as needed to inform the program review and/or planning process.

The program review planning process is an annual process designed to address operational needs. Currently, the college is engaged in a master planning process in connection with several new construction projects. This effort is being facilitated by the architectural firm hired for this purpose (Steinberg Architects). The following goals and related actions are the result of a series of meetings the architects conducted with the management team, faculty, staff, and students throughout spring 2005.

- Student Life
    - To recruit and retain students at Crafton Hills College through meeting their academic and campus life expectations.
    - To support growth in student enrollment with the expansion of campus facilities and the development of technical capabilities.
    - To create a student-centered college that facilitates graduation and matriculation in keeping with students' busy lifestyles.
    - To increase the number of "hot spots" throughout campus to activate student life.
- Faculty and Staff Life
    - To provide an atmosphere that fosters and supports faculty and staff interaction, faculty training in new technologies, and the development of new instructional programs.
- Community
    - To enhance the identity of Crafton Hills College in the community.
    - To create an inviting environment that promotes community involvement.
    - To provide programs and facilities that meet the needs of the community.
- Access
    - To provide easy access to information, resources, and services at the college.
    - To provide student services any time, any place, any pace.
    - To improve the navigation, accessibility, and identification of the campus during all hours of operation.
- Campus Environment
    - To create state-of-the-art buildings that responsibly address and accommodate the projected growth for the college while maintaining the park-like atmosphere and architectural integrity of the campus.

        o   To create a physical framework and infrastructure that allow Crafton Hills College the flexibility to grow and adapt as technology and instructional methods evolve.

The architects will produce a long-range educational and facilities master plan that will drive budget development, facilities construction, program development, and enrollment management. The facilities master plan is scheduled to be completed by the end of October 2005.

The link to the master plan is: http://www.steinbergarchitects.com/chcmasterplan/

Supporting documentation on accompanying disk:
- Planning Templates

SPECIAL EMPHASIS: Recommendation 2.
"The college should establish an inclusive and comprehensive research agenda that evaluates and validates all aspects of the college's endeavors. A culture of evidence needs to be established and appropriate qualitative and quantitative data elements need to be collected and evaluated to monitor the effectiveness of college programs and services. Student, faculty, staff, and community perceptions and perspectives need to be examined with regard to the myriad programs and services offered by the college." (Standards 3A.1, 3A.3, 3A.4, 3B.1, 3B.2, 3C.1, 3C.3, 4D.1, 5.10, 6.7)

Standard 3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
Standard 3A.3 The institution has developed and implemented the means for evaluating how well and in what ways it accomplishes its mission and purposes.
Standard 3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.
Standard 3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.
Standard 3B.2 The institution defines and integrates its evaluation and planning process to identify priorities for improvement.
Standard 3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.
Standard 3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.
Standard 4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.
Standard 5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.
Standard 6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

An annual campus-wide process of program review-based planning (which uses both qualitative and quantitative data) represents a comprehensive research agenda that is focused on maintaining and enhancing the quality, relevance, efficiency, and effectiveness of the college's programs and services. Still to be developed is a comprehensive research agenda focused on the assessment of student learning, an equally important indicator of institutional effectiveness. Plans are in place for developing and assessing student learning outcomes (detailed under Recommendations 4 and 5), which will facilitate further development of the college's culture of evidence around student learning.

As for a research agenda that is inclusive, program review and planning have always been an inclusive process in that program stakeholders themselves review data from and author plans for their own programs. It will become even more inclusive now that those same stakeholders are charged with working across entire departments to collectively arrive at shared priorities to propose for funding. Members of the planning committee are serving as planning facilitators to assist departments, as needed, to prioritize requests into a collective list representing each department, rather than individual disciplines or offices. These requests are then being prioritized and integrated into a list of requests for the college as a whole. Hence, faculty, staff, and students are actively involved in evaluating the college's programs and services.

With respect to the integration of the perceptions of members from the surrounding community, the college's active involvement in several county-wide initiatives has made possible ongoing, open lines of communication between the college and key community stakeholders:

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

Recommendation 3.
"The college should develop online services such as library and counseling services, help-desk functions for both faculty and students, and methods to monitor faculty and course quality and effectiveness." (Standards 4A.4, 5.6, 6.1, 6.3)

Standard 4A.4 The institution provides sufficient human resources, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Standard 5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.

Standard 6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer center, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.

Standard 6.3 Information and learning resources are readily accessible to students, faculty, and administrators.

The college continues to search for and implement innovative ways of providing any-time/on-demand services for its students. Many electronically mediated resources are currently in place or in process:

- Faculty and students have access to ProQuest, encyclopedias, dictionaries, full-text articles, and online book catalogs.
- Information about courses and programs are available to students via e-mail and telephone through the counseling office. Online orientation options are currently being explored.
- The college uses Accuplacer Computerized Placement Tests (CPTs) to provide information regarding the level of skill and accomplishment of students in reading, writing, English, and mathematics. The testing is implemented through the internet and is administered on and off campus.
- Students can enroll and register online and are doing so in increasingly large numbers.
- The California Community College Chancellor's Office is offering students and prospective students CCCApply, an electronic service to complete and file admissions applications to individual California community colleges and supplements to those applications. Implementation is scheduled for spring 2006. CCCApply will replace the college's homegrown web application.
- Staff have access to ASSIST (Articulation System Stimulating Interinstitutional Student Transfer), an online student-transfer information system that shows how course credits earned at one public California college or university can be applied when transferred to another. ASSIST is the official repository of articulation for California's public colleges and universities and provides the most accurate and up-to-date information about student transfer in California.
- The California Community College Chancellor's Office is exploring viable alternatives for the establishment and operation of a statewide system for requesting, viewing, and transmitting academic transcripts among authorized educational institutions and their trading partners. This system, known as CCCTran, will use

common internet interfaces, support the emerging national XML transcript standards, and provide secure request, fee payment, and records transmission.

- Crafton Hills College and San Bernardino Valley College have applied for a Title 5 co-op grant designed to develop online student services, including orientation, counseling, educational plan development, and a 24x7 helpdesk for online faculty and students. Since the colleges have not yet heard whether the application has been successful, Crafton Hills College is continuing its efforts to identify other options for developing these services.

The college has taken significant steps toward ensuring quality distributed education (DE) offerings.

- An outside consultant is assisting the college in developing a DE program from the ground up. A DE Taskforce, consisting of faculty and administrators, including the college president, was created in spring 2005 and met regularly to develop an overall plan.
- The District Office of DE serves as a resource for DE at both campuses in the district and has coordinated meetings of the district-wide DE advisory council.
- The curriculum approval process incorporates a separate approval for course outlines with alternative delivery methods.
- The district office works with the college to ensure ADA compliance and accessibility issues.
- The 2004-2007 faculty contract now contains language referencing online course offerings in regards to faculty evaluation. One of the tasks of the "tools" committee is to develop a special tool for evaluating faculty teaching DE courses. This new evaluation tool will take into account faculty response time to student needs, academic rigor, and overall course quality.
- The district DE office has begun efforts to create a regional consortium of neighboring community colleges with a focus on addressing quality-control issues for DE courses

Supporting documentation on accompanying disk:

- Distributed Education Plan

Recommendation 4.
"The faculty should demonstrate its responsibility for maintaining program standards by establishing and clearly communicating instructional requirements and expected learning outcomes." (Standards 4B.1, 4B.3, 4B.4, 4B.5)

Standard 4B.1 The institution demonstrates that its degrees and certificate programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.
Standard 4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing program demonstrate achievement of those stated learning outcomes.
Standard 4B.4 All degree programs are designed to provide students with a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.
Standard 4B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Faculty have been engaged in various tasks related to this recommendation since the 2001 site visit:

- Professional development activities have been conducted to raise faculty awareness of the importance of identifying and assessing learning outcomes and to provide them with the strategies and tools necessary to do so. The Staff Development Committee sponsored a four-workshop series on student learning outcomes (SLOs) in the 2003-2004 academic year. Recently hired faculty orientations, held once a semester, include a segment on outcomes.
- Course outlines of record are available on the campus website for easy access.
- The revised faculty evaluation procedure requires that syllabi be submitted as part of the process. Course objectives expressed in behavioral terms must be included on all syllabi.
- In January 2005 a college team attended a workshop on student learning outcomes presented by Dr. Norena Badway. As a result of work completed at this workshop, the Academic Senate plans to begin the process of developing complete Student Learning Outcomes Assessment Cycles (SLOAC) for courses and programs. At the same time, work has begun on the development of SLOACs for specific courses in English (the English department already assesses SLOs for the preparation for college writing course), math, speech, chemistry, and computer information systems. The plan is to have these serve as models for the development of SLOACs for other courses.
- In June 2005 a second college team attended another workshop presented by Dr. Badway and received additional training which will be helpful in the fall campus-wide dialogue of the appropriate language for the general education competencies and learning outcomes, as well as the identification of appropriate assessment instruments. The president of the Academic Senate has created a fall 2005 action plan for institutionalizing student learning outcomes. This action plan incorporates

the efforts of the General Education Taskforce to engage in extensive dialogue regarding the general education competencies and learning outcomes.

- In response to recommendations made in the Student Equity Plan, the college submitted a Title 5 grant in March 2005 which, if successful, will lead to the hiring of a full-time institutional outcomes assessment coordinator. This faculty position would be charged with the following:
  - o To present assessment options to departments, programs, and support units.
  - o To assist in training in the assessment of SLOs of college faculty, managers, staff, and members of the staff development committee.
  - o To work with instructional and student services, faculty, administrative units, and staff to design and implement SLO assessment cycles developed to improve teaching and learning in the classroom and within support programs and services.
  - o To disseminate results of assessment research as appropriate.
  - o To examine and assure the efficacy of assessment tools and to recommend appropriate assessment tools.
  - o To assist in the preparation and maintenance of a variety of narrative and statistical reports relevant to the SLO assessment cycle.
  - o To provide leadership in the creation of a common format for planning and reporting outcomes.
  - o To evaluate the implementation of SLO assessments and their effectiveness.

Given that no word has yet been received regarding the status of the grant application, the college is exploring other options for moving forward with outcomes assessment.

Supporting documentation on accompanying disk:
- Academic Senate Action Plan
- Student Equity Plan

<div align="center">**Recommendation 5.**</div>

"The college should review the general education requirements for the associate degree, assuring that general education is based on a philosophy that is coherent with the college's mission and objectives statements, and that general education requirements clearly lead to associate-degree-level competencies." (Standards 4C.1, 4C.2, 4C.4)

Standard 4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.
Standard 4C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.
Standard 4C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

The Educational Policy Committee of the Academic Senate inaugurated a discussion of the general education requirements for the associate degree in December 2002. The debates which ensued focused on the nature of "associate degree-level competency." The committee forwarded a recommendation to the English faculty and the mathematics faculty to raise the standards for English and math. Where the English faculty were agreeable, the mathematics faculty were not.

Discussions in the spring of 2003 focused on how to make the general education requirements match the college's educational philosophy. Finding that the educational philosophy was not clearly stated in the college catalog, the Academic Senate created the General Education (GE) Taskforce, which began meeting in October 2003. The taskforce had two goals: to clarify the college's educational philosophy and to review and revise the college's graduation requirements. The taskforce was chaired by the Academic Senate vice-president with assistance from the director of research and planning, who served as an ex-officio member. Over the course of the year the taskforce developed both an educational philosophy and a general education philosophy. Both were approved unanimously by the Academic Senate (the former in December 2003 and the latter in February 2004) and both are printed in the college catalog.

Educational Philosophy: In a free society all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help to promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation for lifelong learning. Crafton Hills College seeks to prepare students to meet the challenges of an increasingly complex society.

General Education Philosophy: General education at Crafton Hills College is designed to prepare students to:
- Analyze, synthesize, and evaluate various forms of information
- Demonstrate effective oral and written communication
- Analyze and use quantitative and qualitative data

- Apply problem-solving and decision-making skills utilizing multiple methods of inquiry
- Recognize the contributions of the arts, humanities, and sciences
- Make informed decisions regarding physical, mental, and emotional health issues
- Develop social awareness and a global perspective
- Understand the power and complexity of diversity

General education provides a broad cultural and intellectual background to complement mastery of specific fields of knowledge and contributes to an individual's self-awareness.

In spring 2005 the taskforce engaged in extensive discussions regarding the English, mathematics, and reading competency graduation requirements. The taskforce recommended and the Academic Senate approved raising the English requirement from Preparation for College Writing (ENGL 015) to Freshman Composition (ENGL 101) or an equivalent English composition course, beginning with the 2006-2007 academic year. The Senate approved for first reading raising the mathematics requirement from Elementary Algebra (MATH 090) to a mathematics course requiring MATH 090 or higher as a prerequisite, beginning with the 2006-2007 academic year. The reading competency requirement is still under consideration.

During the fall semester, the taskforce will host a series of work groups to analyze the various areas of general education. All members of the college community are invited to express their ideas and engage in a dialogue regarding specific general education competencies. Dates have been identified for a dialogue regarding each of the following: natural sciences and quantitative reasoning; social institutions, American heritage and diversity and multiculturalism; written and oral communication; critical thinking, information literacy, and computer literacy; humanities, fine arts, and reading; health and wellness.

Supporting documentation on accompanying disk:
- General Education Taskforce Minutes
- General Education Work Groups Flyer

Recommendation 6.
"The college should integrate program review into institutional evaluation and planning, develop and implement clearly-stated transfer of credit policies, and develop processes and procedures to ensure program effectiveness of distributed education." (Standards 4D.1, 4D.2, 4D.4)

Standard 4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Standard 4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.

Standard 4D.4 The institution has clearly stated transfer-of-credit procedure. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.

Program Review
In past years, program review was conducted as a process separate from planning. However, as described in the response to Recommendation 1, the college has implemented a program review-based planning process for the past two years. This process encompasses all instructional programs and student services on an annual basis. Hence, program review is integrated with institutional evaluation and planning.

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

Students who request an evaluation of transcripted coursework from a foreign institution must have their transcripts evaluated by a member company of the Association of International Credentials Evaluators (AICE). After an AICE evaluator evaluates the

transcripts, the student must have an official copy of the evaluation sent to the admissions and records office. A counselor completes the college's transfer credit evaluation and the results are submitted to the admissions and records office for proper posting and imaging. The evaluation is available in imaged form to all counselors for use in advisement and development of a student education plan.

Distributed Education
The Distributed Education Taskforce worked with an outside consultant in spring 2005 to develop a comprehensive DE plan for the college. This plan includes curriculum guidelines for formative course evaluation as well as specific "teaching and learning" standards to guide faculty in conducting DE courses. In addition to general standards, there are standards for course media and materials, accessibility, privacy and protection, program review, and departmental or discipline-specific standards. Faculty who teach DE courses will be expected to have completed a basic training program as defined by the Educational Technology Committee or have a certificate of completion in online teaching from a reliable institution. Peer DE and Educational Technology Committee mentors will be available to provide support for DE faculty.

Supporting documentation on accompanying disk:
- Transfer of Credit Policy
- Distributed Education Plan

SPECIAL EMPHASIS: Recommendation 7
"The college should develop a comprehensive research agenda that includes systematic collection of data for monitoring, evaluating, and improving student services programs." (Standards 3A.1, 3A.4, 3B.2, 5.3, 5.10)

Standard 3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.
Standard 3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.
Standard 3B.2 The institution defines and integrates its evaluation and planning process to identify priorities for improvement.
Standard 5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.
Standard 5.10 The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

The annual process of program review-based planning (which integrates both qualitative and quantitative data elements) represents the comprehensive research agenda adopted collegewide. It is an agenda that places a premium on maintaining and enhancing the college's programs and services in terms of quality, relevance, efficiency, and effectiveness. Implementing this research agenda has been an inclusive process in the student services area. This year, the comprehensive cycle of program review, program outcomes, program planning, and identification of resource priorities completed in spring 2004 indicates additional research needs to be conducted to gauge the impact of student utilization of available support services on student learning and student satisfaction with these services.

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

Still in the early stages is the development of the student learning outcomes assessment cycle (SLOAC) in student services. In spring 2005 the EOPS office piloted a procedure for identifying outcomes and developing criteria and assessment tools for determining whether or not these outcomes are being met. The EOPS staff identified student learning, student support, and program outcomes consistent with the mission of the EOPS office and that of the college, the criteria for assessment, and the tools that will be used to assess the successful achievement of the outcomes. Implementation of this cycle will begin in fall 2005.

Supporting documentation on accompanying disk:

- EOPS Outcomes Plan

SPECIAL EMPHASIS: Recommendation 8
"The college should develop and implement an ongoing process for the comprehensive de-acquisition of old, outdated and inaccurate library materials so as to improve the quality of informational resources available to Crafton Hills College students and faculty."
(Standards 6.2, 6.7)

Standard 6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.
Standard 6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.

The previously informal library materials de-acquisition process has been replaced with a formal, web-based system. Faculty can access information regarding the de-selection process on the college website's library page and are encouraged to do so. This page provides detailed information about the library de-selection policy, including general weeding criteria as well as criteria specific to individual disciplines, the reference collection, and audiovisual materials. The library staff have accelerated their efforts to weed out the collection using the Library of Congress classification numbers to determine the weeding order.

After the staff have completed weeding a discipline based on the criteria referenced above, the relevant faculty are contacted for input regarding the materials marked for de-selection. Final decisions regarding de-selection are then made. Currently, de-selection has occurred alphabetically for all disciplines through the letter "m" (music) and the work continues.   The library acquisitions page on the website explains the acquisitions policy and allows faculty to make online recommendations for library acquisitions.

Supporting documentation on accompanying disk:
- Library Acquisitions Policies

SPECIAL EMPHASIS: Recommendation 9
"The college should develop a more inclusive and defined long-range fiscal planning process." (Standards 3B.1, 3B.3, 9A.1, 9A.5)

Standard 3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the college community in the development of institutional plans.
Standard 3B.3 The institution engages in systematic and integrated educational, financial, physical and human resources planning and implements changes to improve programs and services.
Standard 9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.
Standard 9A.5 Administrators, faculty, and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

The most recent revisions to the program review and planning processes involve a wide cross section of the college community in annual unit-level planning, as well as more strategic efforts like technology planning and distance education planning. A major function of the annual planning process is collecting, collating, summarizing, and analyzing the identified priorities and needs of each area. Division-level priorities are derived from instruction, student services, and administrative services and submitted along with the plans to the president's cabinet (the president and the three vice presidents), which finalizes the priority list.

Because this process integrates program review and distributes the decision making across the campus via unit-level prioritization processes that feed division-level priorities, it is much improved from the individual "wish list" planning characteristic of past planning efforts. The challenge continues to be the fact that planning and budgeting at the college are subject to the uncertainties of state funding and district priorities. The timing of the planning process and the timeline for the allocation of funding tend to frustrate planning efforts, often resulting in the inability to complete projects in accordance with the original timeline. Timelines for planning and resource allocation will be reviewed to better align the two processes.

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

A separate administrative services advisory committee annually creates and recommends a 5-year facility master plan and a 5-year scheduled maintenance plan. These plans are then discussed and reprioritized at the district level by the district administrative services advisory committee.

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

The link to the master plan is http://www.steinbergarchitects.com/chcmasterplan/

OCTOBER 2002 SELF STUDY ISSUES UPDATE

STANDARD ONE: Institutional Mission

Plan: To review the college mission statement (1.1)

- The college's plan to review its mission statement took place in fall 2002. The planning committee held special work sessions to review and ultimately revise the college mission statement. The college adopted the following mission statement:

"In a serene, welcoming environment, Crafton Hills College promotes learning through self-discovery and the acquisition and application of knowledge and skills. This mission is carried out in a dynamic educational community that encourages intellectual curiosity and fosters an openness to a wide range of people and ideas."

Plan: To include a statement regarding gifted students in the mission statement (1.1)

- Although the scholarship committee of the Academic Senate has investigated the creation of a college honors program that addresses the educational needs of gifted students, this component was not specifically addressed in the mission statement.

STANDARD TWO: Institutional Integrity

Plan: To revise catalog and class schedule (2.1.1)

- The Catalog Committee meets regularly in the spring to review and revise the catalog with the goal being to make the catalog both accurate and user friendly. The information pages of the 2004-2005 catalog were significantly revamped to create a more coherent whole that enables ease of use. The class schedule has also undergone extensive revision recently and is constantly being modified to make it increasingly informative and student friendly.

Plan: To develop a method for enforcing the policy of teaching to the course outline of record (2.2.2)

- Part-time faculty sign a contract which specifically requires them to teach to the course outline of record. This mandate is reinforced by department heads. Course outlines of record are available online and all faculty are encouraged to consult these outlines.

Plan: To enforce the requirement that all instructors have a current course syllabus on file (2.2.2)

- Department heads collect current course syllabi from all faculty, preferably in electronic form so that students can access them. The faculty contract now requires that faculty submit current course syllabi as part of the evaluation process.

Plan: To expand the Standards of Student Conduct in the faculty handbooks (2.5.5)

- The board policy regarding standards of student conduct and disciplinary procedures (BP 5500) is printed in full in the appendix of the faculty handbooks. The student interest committee of the Academic Senate has completed a statement of student rights and responsibilities. This statement has been submitted to the Academic Senate of our sister campus, San Bernardino Valley College, for input.

Plan: To review the college website on a regular basis to ensure the integrity of the information ((2.2.9)

- The college website has undergone substantial improvement in the recent past. Under the direction of the technology services coordinator and operating on the philosophy that no information is better than "bad" information, the website is updated consistently.

STANDARD THREE: Institutional Effectiveness

Plan: To complete a full cycle of program review and develop a database for planning to facilitate annual plan development and to monitor progress on institutional imperatives (3A.1)

- An annual process of program review-based planning, using both qualitative and quantitative data, is now in place.
- The Office of Research and Planning has developed a database to support annual planning.

Plan: To re-administer the Campus Climate II surveys during summer and fall 2002 (3B.1)

- Campus Climate II surveys were not re-administered to employees during summer and fall 2002 due to problems with the online tool developed for creating and administering surveys. Development time was extended to work out programming errors with this tool. Since that time, the individual programmer solely responsible for developing the survey tool has left the District. No plans are in place to re-administer the Campus Climate II survey.

Plan: To revisit the college mission statement and the institutional planning imperatives derived from it (3B.2)

- The planning committee coordinated the effort to revise the college mission statement in 2002 to read:

"In a serene, welcoming environment, Crafton Hills College promotes learning through self-discovery and the acquisition and application of knowledge and skills. This mission is carried out in a dynamic educational community that encourages intellectual curiosity and fosters an openness to a wide range of people and ideas."

Plan: To define institutional outcomes and develop an assessment plan for these outcomes (3B.2)

- This plan has not yet been developed but efforts are underway to develop an assessment plan for the general education outcomes identified by the general education taskforce in 2004-2005.

STANDARD FOUR: Educational Programs

Plan: To continue to provide support for articulation despite budget cuts and changes in personnel (4A.1)

- Although budget cuts have impacted the number of hours dedicated to articulation in the recent past, a full-time counselor is currently dedicated to articulation.

Plan: To provide necessary technological upgrades and to develop a coherent process for technological support that is both effective and economically feasible (4A.4)

- The college has made great strides in technology strategic planning since the first technology plan was developed in 1995. The major focus of this initial plan was to increase the number of computers and related technologies on the campus. The plan

also addressed the need to develop a more robust underlying communications infrastructure (network) and to develop positions of responsibility for maintaining both the campus technology and its infrastructure. Basic levels of training and skill development in the use of technology tools for faculty and staff were also included.

The second technology plan (2001-2004) was developed to provide direction for the college in the three years subsequent to the first plan and expanded on the goals set out in the original document. Additionally, this second plan added a more robust training component for faculty and staff, as well as the desire to develop more stable funding resources for technology on the campus.

The current plan (2004-2007) continues to build upon the two previous plans and provides direction for the purpose of planning and funding technology on the campus for the next three years. The plan focuses on four major areas: communications infrastructure, online resources, campus systems and workflow, and funding and decision making. Objectives and benchmark dates have been developed for each of these areas but, unlike plans of the past, this plan is considered fluid (a living document) and will be consistently evaluated and altered as appropriate to incorporate new technologies. (The Technology Plan is on the accompanying disk.)

Plan: To increase support services for students (4A.5)
• Plans to increase services to students are integrated into the planning process.

Plan: To increase the efficiency of the curriculum process (4B.1)
• Over the past two years the Curriculum Committee has revised the Course Outline Guidebook in an effort to both streamline the curriculum process and to make writing curriculum outlines a much easier process for faculty members. In addition, in an effort to make the curriculum process more efficient, the committee has redesigned its subcommittee structure. This restructuring has had a dramatic effect on the amount of time it takes a course outline to go through the entire curriculum process. The process will become increasingly efficient with the fall 2005 implementation of CurricUNET, a computer-based curriculum system.

Plan: To continue to provide support for faculty to develop new courses and programs and to engage in periodic review of existing course outlines (4B.2)
• The Curriculum Committee continues to work closely with faculty in the development of new courses and programs and the periodic five-year review of all existing course outlines. The revised Course Outline Guidebook is distributed to every faculty member at the beginning of each academic year. In addition, forms for creating new courses or revising existing courses have also been made available on the website. The curriculum committee members continually aid faculty in the writing of new courses or the five-year revision of courses. In addition, at the beginning and end of each academic year, department chairs are informed which courses in their disciplines will need to be updated for the five-year revision.

Plan: To develop a means to require instructors to include learning outcomes on their course syllabi (4B.3)
• The revised faculty evaluation process now requires faculty to submit their syllabi as part of the process, providing the evaluator with the opportunity to advise faculty

individually to include student learning outcomes on their syllabi. The instruction office and the academic senate are working on a process to more fully involve faculty in the identification and assessment of learning outcomes. This work remains in an early stage of development.

Plan: To review expected levels of competency and strengthen means to assure that students completing courses achieve those levels (4B.5)

- The college is in an early developmental phase regarding student outcomes. Workshops have been offered by faculty to encourage other faculty to conduct course-level assessment. The Staff Development Committee in conjunction with the Academic Senate is spearheading the effort to apply course-level assessment to all courses offered at the college.

Plan: To assess the effectiveness of the college's general education curriculum (4C.2)

- The general education taskforce was created last year to review the general education curriculum. The taskforce has taken the lead in creating opportunities for dialogue regarding learning outcomes. Recommendations to increase the levels of English and math required for the associate's degree have been forwarded to the senate and faculty forums have been scheduled for the fall to discuss general education learning outcomes and their assessment.

Plan: To have the negotiations of the faculty bargaining unit work on improving faculty evaluation (4D.2)

- The faculty evaluation portion of the 2004-2007 CTA Agreement was updated to clarify and enhance aspects of the evaluation process. Changes include the fact that self-assessments and course syllabi are now required of both full-time and part-time faculty; evaluation of online instruction is addressed; the tenure review process has been clarified; and a working committee has been established to conduct a periodic review of the evaluation tools.

Plan: To develop a method for measuring student outcomes as part of program review (4D.2)

- The college is in an early developmental phase regarding student outcomes. The general education taskforce has taken the lead in creating opportunities for dialogue regarding learning outcomes. One goal is to make the assessment of learning outcomes an integral part of program review.

Plan: To develop a transfer-of-credit procedure for the college (4D.4)

- The counseling faculty have developed a published transfer-of-credit procedure that is clear and systematic.

Plan: To offer workshops in the newest methods of alternative delivery (4D.5)

- The Staff Development Committee continues to offer workshops of interest to faculty and staff and to provide at least partial funding for professional development activities. Part-time faculty receive training in a variety of topics during the pre-semester meetings (August and January), typically including alternative delivery methods. Workshops and brown bag gatherings are held throughout the year for the sharing of information related to the improvement of student learning. Some of the topics that have been covered are learning outcomes, multiple intelligences, working with students with learning disabilities, faculty library resources, technology to support teaching and learning, services to help students succeed, Modern Language

Association (MLA) and American Psychological Association (APA) writing guidelines, using the internet to tutor English, and sharing teaching techniques.

STANDARD FIVE: Student Support and Development

Plan: To continue to implement Partnership for Excellence (PFE) taskforce-recommended recruitment and retention strategies (5.3)

- The college continues to implement relevant recruitment and retention strategies and practices as outlined in plans developed by the now disbanded Partnership For Excellence (PFE) task forces.

Plan: To provide counselors with the information necessary to review transfer-of-credit requests (5.3)

- Counselors have been given access to a current Accredited Institutions of Post-Secondary Education as a resource for reviewing transfer-of-credit requests.

Plan: To enhance the services offered by Disabled Student and Services (DSPS), especially in the technology area (5.3)

- Severe budget cuts have prevented DSPS from pursuing plans for a high tech center. Available funds have been used to acquire and develop alternative media to meet the essential needs of students.

Plan: To increase services to international students, including a handbook and orientation sessions (5.3)

- With only about 20 international students in any given year and the loss, through retirement, of the college's international student counselor, there are no special orientation or advisement sessions for international students. There is a handbook, however, and the students are tracked electronically through SEVIS, the Student and Exchange Visitor Information System.

Plan: To assure fair and effective placement of students through the regular analysis of the results of assessment tests and processes (5.5)

- Discipline faculty continue to work with the Counseling Office and the Office of Research and Planning to monitor the impacts of assessment processes and make improvements as necessary to those processes to assure fair and effective course placement.

Plan: To fund three student success advisor positions in support of the Student Success Program (5.7)

- In Summer 2002 three Special Services Coordinating Assistants, otherwise known as student success advisors, were hired to provide students with the resources and support needed to keep them in school and to be successful. These student success advisors collectively share the experiences of the returning student, the single parent, the student fresh from high school, the transfer student, and the occupational student. The student success program is expanding to provide services to students on probation, to support an early alert process, and to improve services to transfer students.

Plan: To fund and hire a full-time Student Advisor to work with the Associated Student Body (5.8)

- A full-time student advisor continues to be requested but, at this point, there is no budget to support such a position.

Plan: To explore alternative methods by which to copy student records from 1992 and earlier to a secure medium (5.9)

- Admissions and Records currently uses Advance Total Imaging Solutions, a document-scanning, indexing, and retrieval engine, to capture, store, manage, and retrieve documents that have been converted from paper to digitized form. This retrieval engine functions as an electronic, cross-referencing filing cabinet and is an improvement over the former hard-copy filing system.

STANDARD SIX: Information and Learning Resources

Plan: To work towards creating a dedicated library (6.1)

- The college continues to work toward the long-term goal of having a dedicated library rather than one which shares space with a learning center and classrooms. This goal is included in the master plan currently being developed.

Plan: To increase the number of books and magazine shelves and electronic media resources (6.1)

- The library continues to increase its holdings as the budget allows.
- Students and staff have access to an increasing number of online services, including ProQuest, encyclopedias, dictionaries, full-text articles, and online book catalogs. The librarians are also answering an increasing number of reference questions online.

Plan: To fund a full-time classified position to handle interlibrary loan requests (6.1)

- The budget has not allowed for this position so current staff continue to respond to these requests.

Plan: To provide the library with the technical support necessary for increased accessibility (6.3)

- The student computers in the library are in almost constant use. This is also true of the computers in the learning center on the second floor of the library. Short-term hourly staff with computer expertise help to provide on-site assistance.

Plan: To convert the current student hourly position of assistant audio-visual specialist to a 50% permanent position to provide adequate evening coverage (6.4)

- A 19-hour a week permanent employee was hired as an audio-visual specialist in January 2005 to provide audio-visual coverage in the evening hours.

STANDARD SEVEN: Faculty and Staff

Plan: To continue to hire additional full-time tenure-track faculty and new staff positions using both Partnership for Excellence (PFE) and general fund dollars. (7A.1)

- Although there have been some retirements since the college's last accreditation report, financial constraints have prevented the total replacement of this faculty. Given the instability of PFE funding, the college has strategically moved current PFE positions to the general fund.

Plan: To more effectively schedule faculty evaluations and to assign more staff to participate in the process. (7B.1)

- The evaluation timeline is designed to complete the process in accordance with the dictates of the faculty contract (May 15 spring deadline and December 15 fall deadline). Sufficient time is allowed for all phases of the process and both

department heads and instructional administrators share the tasks of administering student evaluations.

Plan: To evaluate the job duties of department heads as related to faculty evaluations (7B.1)

- The district has proposed the reclassification or retitling of the department head designation to faculty department chair with a corresponding written clarification of specific duties and responsibilities (December 2004 SBCCD Board of Trustees meeting). The proposal also includes the creation of an associate dean level classification (management classification).

Plan: To review and revise the faculty hiring policy (7B.2)

- The faculty hiring policy was reviewed and a revised version is now in place.

Plan: To review the faculty evaluation process (7B.2)

- The faculty evaluation portion of the 2004-2007 CTA Agreement was updated to clarify and enhance aspects of the evaluation process. Changes include the fact that self-assessments and course syllabi are now required of both full-time and part-time faculty; evaluation of online instruction is addressed; the tenure review process has been clarified; and a working committee has been established to conduct a periodic review of the evaluation tools.

Plan: To develop evaluation procedures for department heads (7B.2)

- Negotiations with the faculty association will continue into December 2005 regarding the specific duties and compensation of department heads. The job description needs to be developed before evaluation procedures can be developed.

Plan: The Staff Development committee will consider the means by which to evaluate the effectiveness of professional development activities (7C.2)

- The Staff Development committee is currently developing a method by which to evaluate the effectiveness of professional development activities. Staff who have received funding for such activities are being requested to at the very least offer brown bag lunch sessions to share what they learned.

Plan: To develop workable timelines for completing contract negotiations and reviewing and revising policies and procedures (7D.3)

- Although a timeline is not something around which negotiations are structured, the faculty bargaining unit (CTA) and the district did complete a new three-year agreement before the previous agreement ran out.

STANDARD EIGHT: Physical Resources

Plan: To coordinate the move to the new modular buildings and the renovation of the former bookstore (8.1)

- The Bookstore Complex was completed in spring 2003 and houses the campus bookstore as well as several classrooms and faculty offices. The former bookstore will be renovated to house administrative services, including the vice president, the campus business office, campus police, and communications. The renovation is scheduled for spring 2006.

Plan: To improve signage on campus (8.1)

- Signage improvement plans are being developed as part of the facilities master planning process. The plan is scheduled to be completed in fall 2005.

Plan: To develop plans for efficient utilization of space, particularly office space for newly hired faculty. (8.1)

- Currently, the college is involved in a master planning process in connection with several new construction projects. This effort is being facilitated by Steinberg Architects. The architects conducted a series of meetings with the management team, faculty, and staff throughout the spring 2005 semester. The expected outcome is a long-range educational and facilities master plan that will drive budget development, facilities construction, program development, and enrollment management.

Plan: To consider ways to enhance custodial services. (8.2)

- Administrative services and the custodial department have identified preliminary goals for enhancing custodial services, including improving productivity and customer service. Plans to increase productivity include reducing absenteeism rates and improving scheduled assignments. Plans to improve customer service include customer service training and related discussions with custodial service. A customer service training video was presented to the custodial staff in June 2005.

Plan: To incorporate recommendations from the Health and Safety Committee into the plans developed by the office of administrative services. (8.3)

- The office of administrative services routinely incorporates health and safety recommendations as they relate to lighting, path of travel, disaster preparedness, and other related health and safety issues into scheduled maintenance and administrative office planning and scheduling.

Plan: To develop strategies for getting state funding for new buildings on campus (8.5)

- The master planning process, which includes a space utilization assessment along with enrollment projections, will identify opportunities for obtaining state funding for new building needs on campus. Strategies for pursuing those opportunities will be developed upon completion of the master plan expected in fall 2005.

Plan: To increase the number of off-campus sites for selected programs (8.5)

- Due to recent enrollment patterns and changing needs, the plan to increase the number of off-campus sites is under review and there are no immediate plans to seek additional sites.

STANDARD NINE: Financial Resources

Plan: To develop a strategic planning process for the college (9A.1)

- The revision of the mission statement in fall 2002 was followed by a cycle of program review-based planning. This year's planning efforts integrated a distributed decision-making process as a means of linking program findings to resource allocations. Currently the college is involved in a master planning process facilitated by the architectural firm hired for this purpose (Steinberg Architects). This planning process is ongoing. It is expected that this plan will drive budget development, facilities construction, program development, and enrollment management.

Plan: To continue to work with the CHC Foundation to increase its success in raising and disbursing funds to benefit students (9B.4)

- The CHC Foundation has established a more aggressive fund raising schedule, resulting in a 48% increase in income. In addition, the Foundation has increased its membership and is in the process of seeking funding for a development officer.

During the past two years, because of general fund budget constraints, the Foundation has increased its funding of projects previously funded out of the general fund.

STANDARD TEN: Governance and Administration

Plan: To continue to review and revise the board of trustees' evaluation instrument (10A.2)

- In January 2001 the board of trustees adopted Board Policy 2020 covering board self-evaluation. Members of the board complete a self-evaluation instrument at the annual board retreat held in July or August.

Plan: To review the district policies and administrative regulations, especially as related to accreditation standards (10A.3)

- As a result of participation in the Community College League of California's (CCLC) board policy review series, board policies have been reviewed and administrative regulations developed to ensure compliance with statutes. Policies involving consultation issues or a change in the context of the policy or in the administrative regulation have been reviewed by campus constituencies prior to recommendation for board approval. Approval of these policies has been slowed by the need for consultation.

Plan: To develop language for a revised board policy and administrative regulation for the evaluation of administrative officers (10A.4)

- Revised administrative regulations for management evaluation were approved in March 2005.

Plan: To increase professional development opportunities for the board of trustees (10A.6)

- Board staff development is part of the evaluation process. New board members attend an orientation in January or February presented by California Community College Trustees (CCCT). Board members attend an annual retreat as well as study sessions held several times a year to focus on specific topics. Study session topics have included the budget, planning, distributed education, and the district's educational partnerships.

Plan: To integrate the recommendations from the visiting team into a continuous process of institutional improvement (10A.7)

- The board and the chancellor identify annual goals. In 2004-2005, the goals addressed district planning imperatives, academic excellence, district operations, and staff relations.

Plan: To further refine the planning process under the leadership of the college president (10B.1)

- The college president continues to support the planning process and to establish priorities based on sound research and planning.

Plan: To make changes in administrative organization as needed to meet the needs of the institution (10.B5)

- In December 2004 the board of trustees approved a proposal to create an associate dean level classification. The college anticipates using this position to reorganize instruction. The plan is to have several associate deans in place for the 2006-2007 year.

- Negotiations with the faculty association resulted in the creation of two new district management positions, effective July 1, 2005—Disabled Student Programs and Services (DSPS) Coordinator and Extended Opportunity Programs and Services (EOPS) Coordinator, bringing the number of college administrators to 13.

Plan: To continue the work of the Academic Senate in support of effective planning and delivery of services (10B.6, 10B.7)

- The CHC Academic Senate is a vibrant, active part of college committees and governance structures, including but not limited to the Planning Committee, the Instructional Council, the Facilities Committee, the Master Planning Committee, the Staff Development Committee, the Student Equity Committee, the General Education Taskforce, the Educational Policies Committee, the (class) Scheduling Committee, the Scholarship Committee, the Student Interest Committee, and the District Assembly. The Senate also has a representative sitting in solely advisory, informational, nonvoting capacity on the District Budget Committee. The senate adopts annual goals to guide its efforts throughout the academic year.

Plan: To develop board policy governing collegial governance and collegial consultation (10B.8, 10C.3)

- After almost three years of discussion, the new board policy on collegial consultation was approved in 2004. This policy, along with the administrative regulation, defines the collegial consultation process on the campuses and at the district. It addresses the 11 areas for consultation identified in statute as belonging to the college academic senates. It further incorporates the district assembly, the advisory voice to the chancellor, as the mechanism to address collegial consultation at the district level.

Plan: To increase the interest of classified staff in participatory governance (10B.9)

- The classified senate has not yet been successful in combating the apathy among classified staff toward participatory governance but the effort continues.

Plan: To address the fulfillment of constitutional responsibilities of the student senate. (10B.10)

- Efforts to improve the functioning of the student senate are hampered by the lack of continuity of student participation from year to the year as well as the absence of a full-time student advisor.

Plan: To develop a District Educational Master Plan (10C.1)

- The district completed its strategic planning efforts in January 2004 after a two-year review. During that time, the chancellor and the board of trustees established goals that get to the heart of issues the board has defined as community concerns about college programs and services. There has been excellent progress on these established goals, but no defined educational master plan has been completed that develops a timeline, responsibilities, and evaluation criteria. The district's intent is to empower each of the colleges to develop its specific goals, strategies, timelines, responsibilities, and evaluation results, rather than impose them. According to the district plan, this is where the activity must be carried out because "the colleges deliver the product." The district strategic planning committee, comprised of district and college personnel, as well as members of the surrounding community, developed a set of planning imperatives that must be included in the college's educational master plan:

"Beyond meeting its mandated mission, the district has adopted the following planning imperatives to ensure high quality programs and services for the communities served:
- o Implement policies, programs, and innovative practices that make learning the highest priority.
- o Create an educational environment open to and supportive of diverse backgrounds and learning styles.
- o Sustain joint efforts with other educational segments in the region to advance student learning and success.
- o Foster relationships with business and community partners and forge new partner- ships to meet marketplace demands.
- o Design, implement, evaluate, and maintain technological currency in education and training."

Plan: To complete a climate survey of district services to help establish goals for the district to address identified concerns (10C.4, 10C.5)

- While a district climate survey was the initial plan to address campus concerns of coordination in identified areas, specific administrative changes were made that addressed the concerns and alleviated the need for a climate survey. Specifically, supervision of distributed learning and technology services was assigned to an executive director who reports directly to the chancellor. The executive director of the professional development center who oversees most economic development for the district also now reports directly to the chancellor. A district director of marketing coordinates district marketing activities with the two campuses. In addition, advisory committees for the identified areas were formed with representatives from the campuses and district services. The technology council meets monthly and the economic development coordinating council meets quarterly. Minutes are posted on the district website.