

ACCREDITATION FOLLOW-UP VISIT REPORT

CRAFTON HILLS COLLEGE

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**A Confidential Report Prepared for
The Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

**This report represents the findings of the evaluation team that visited
Crafton Hills College on November 5, 2010**

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Introduction

The purpose of the visit was to verify the contents of the Follow-Up Report prepared by Crafton Hills College dated October 15, 2010. The Follow-Up Report was written in response to six of the ten recommendations made by the visiting evaluation team in October 2008 and to one Commission recommendation.

Prior to the visit, team members Kathryn Lehner and Chris Myers reviewed documents provided online, including the Educational Master Plan, the District Strategic Plan, program review documents, “Chancellor’s Chat” memos and minutes of various committees.

During the visit on November 5, 2010, team members met with Crafton Hills College President, Accreditation Liaison Officer and Vice-President of Instruction, Interim Vice-President of Administrative Services, Director of Research and Planning, the college management group, the department Chairs Council and the Planning and Program Review Committee. Team members also met with Interim District Chancellor, Interim Vice-Chancellor of Administration, Vice-Chancellor of Human Resources and the District Strategic Planning Committee.

Evaluation of Responses to Recommendations

Recommendation 1: *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.*

Crafton Hills College (CHC) has continued to build upon the accomplishments documented in its October 2009 Follow-Up Visit report. Specifically, a revised Educational Master Plan (EMP), which also serves as the College’s strategic plan, was developed under the leadership of the Educational Master Plan Committee. The EMP integrates planning, evaluation, and improvement from unit planning to the District Strategic Plan, including aligning each of the EMP goals with a District strategic direction and goal. The EMP also includes the CHC Long-Range Financial Plan and Forecast. The College has begun implementing the EMP objectives.

Another component of the EMP is the Quantitative Effectiveness Indicators, which provide baseline data and improvement targets. In addition, a long-range financial plan and forecast are incorporated into the EMP. Interviews with faculty, managers, and classified staff confirmed that the entire campus community was involved in developing the EMP, which resulted in a better understanding of institutional planning, strategic goals, and how unit plans support them.

Crafton Hills continued to implement the program review, planning, and resource allocation process that was revised in 2009-10. All college units have completed at least one program review cycle, which includes an assessment of student learning outcomes or service area outcomes. Program review results are used by units to update their three-year action plans, which specify goals, objectives, and resource needs.

Priorities for resource allocations are established based upon a systematic review of planning and program review documents at each organizational level: division, area, and institution. The Planning and Program Review Committee (P&PRC) recommends a prioritized list of objectives, resource needs, and rationales to the President, who modifies it, if needed, and finalizes the list. The finalized list is disseminated to the campus community. Resource requests on the institutional priority list are funded in descending order as actual revenues for the applicable fiscal year allow. The College has just completed documentation showing which priorities were funded during the last planning cycle and will be disseminating this information to the campus community beginning November 12.

The P&PRC also facilitated an evaluation of the planning and program review process in spring 2010, which resulted in several improvements to the process.

In conclusion, Crafton Hills provided evidence that it has successfully fulfilled the requirements of this recommendation.

Recommendation 2: *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)*

The new Director of Research and Planning has been instrumental in assisting Crafton Hills College in addressing this recommendation. He has validated Executive Reporting Information System data, which are available for planning and program review purposes, to assure that the data are accurate. He also supported survey research addressing the planning and program review process, the District Resource Allocation Model, and student participation in governance. In addition, he has developed an online outcomes assessment tracking system to facilitate evaluation of progress in implementing the student learning outcomes process. Additional brief informational reports are also provided periodically and data are more easily accessible on the Office of Research and Planning webpage. He has also communicated the availability of data to faculty, managers, classified staff, and student leaders.

In addition to providing access to data, the Director of Research and Planning has provided training on how the data can be interpreted and used, including using the new standard planning

and program review performance reports and improving data entry accuracy. According to faculty and managers, the Director has also worked collaboratively with them to communicate research results in understandable terms, as well as to address ad hoc research requests. Thus, data and information are more readily available and understandable for assessment, planning, and decision making purposes.

In conclusion, Crafton Hills provided ample evidence that it has successfully fulfilled the requirements of this recommendation.

Recommendation 6: *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.B.4, IV.A.3, IV.B.2.a, IV.B.2.b)*

Crafton Hills College continues to expand upon the improvements noted in the 2009 Accreditation Follow-Up Visit Report. First, the President interacts more frequently with constituent groups and encourages their participation in shared governance and committee activities. Second, the Vice President of Student Services is an active member of the President's Cabinet and chairs the Enrollment Management and Planning and Program Review committees. Third, all constituencies have an active voice through the Crafton Council. Fourth, the Vice President of Instruction holds regular forums to discuss instructional issues with constituencies. And lastly, the College is assessing governance participation and making improvements based upon the assessment results. Interviews with faculty, managers, and classified staff supported the College's assertion that employees from all areas have ample opportunity to participate in decision making and to provide input to planning processes and documents.

In conclusion, Crafton Hills provided evidence that it has successfully fulfilled the requirements of this recommendation.

Recommendation 7: *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, III.C.1.a, c, III.C.2, III.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 I.A.4, III.A.6, III.B.2.b)*

Communication and collaboration between the District and the two colleges have increased significantly since the previous Follow-Up Visit Report. Planning and review processes have become more systematic and have been formally documented.

A District Steering Committee was appointed to develop a systematic process for District level program reviews. A program review document was designed, operational units were scheduled into a three-year cycle, and a kickoff workshop was held in November 2009 to help each unit develop a mission statement and identify effectiveness measures and assessment methods. In addition to the units' self-evaluations through program review, a District Operations Satisfaction Survey was administered, giving all District employees the opportunity to comment on services provided by District operational units. Although a complete cycle of program review, assessment and improvement has not been completed for all units, the process has been developed and documented and all units are being held to the task.

To develop the first District Strategic Plan (DSP) for the San Bernardino CCD, the District Strategic Planning Committee (DSPC) was formed in October 2009. The committee has wide representation, including members from both colleges' Academic Senates, Classified Senates, Associated Student organizations and management, and members representing the district offices. Starting with the Board of Trustees' imperatives and the strategic directions/initiatives from the two colleges' strategic and educational master plans, the DSPC developed a working set of District strategic directions and goals. On numerous occasions, the development progress was shared with all District employees who were given opportunities to comment on the plan. The revised DSP was approved by the Board of Trustees on July 8, 2010. Plans have been made for regular evaluation and review of the district goals and objectives.

Also approved by the Board of Trustees at the July 8, 2010 board meeting was the new District Technology Strategic Plan. Numerous changes have taken place in technology services since the team's full accreditation visit in 2008. After almost 20 years of outsourcing district computing services, technology needs of both the district and the two colleges are now being met by in-house information technology (IT) staff. Four separate working committees (Administrative Applications, User Services, Technical Services and Web Standards) have representation from both colleges and the district, giving Crafton Hills appropriate input into developing goals, objectives and action plans. Users have indicated numerous improvements in technology services, although staff indicated a continuing need to improve the centralized help desk system. A regular evaluation of services and assessment of strategic objectives have been scheduled.

To respond to the team's recommendation for a long-range Human Resources plan, the District's Vice-Chancellor for Human Services chaired a subcommittee of RAC (the District's Resource Allocation Committee) that developed a Staffing Plan. The plan focused on providing data and analysis to the colleges to help them plan and prioritize full-time hiring. It also contains summaries of faculty, classified and management evaluation processes and outlines objectives to implement a district mentoring program for new employees and provide professional development opportunities for all employees. The plan was finalized and distributed to all employees in September 2010. During 2010-11, the Staffing Plan will be reviewed and revised as needed.

In conclusion, San Bernardino CCD, in collaboration with Crafton Hills and San Bernardino Valley colleges, have developed the long-range plans detailed in Recommendation 7 and have substantially met the requirements of this recommendation. The monitoring and review processes must be continued in future years to obtain full benefit of these long-range plans.

Recommendation 8: *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)*

As specified earlier in this report (see Recommendation 1), Crafton Hills College has successfully completed the loop of evaluation (program review), planning, resource allocation, and re-evaluation. All college units have completed at least one program review cycle, which includes an assessment of student learning outcomes or service area outcomes. Program review results are used by units to update their three-year action plans. Assertions made in the Follow-Up Visit Report were confirmed through interviews with faculty, managers, and classified staff.

The Educational Technology Committee (ETC) has continued its work in developing processes to ensure program effectiveness of distributed education (DE) courses. First, the ETC developed and implemented the revised certification process for instructors to teach DE courses. Second, the ETC began evaluating the actual Blackboard site prepared by the DE instructor using the CHC Online Course Readiness Check List. Third, the ETC created a new web portal for access to DE courses by faculty and students. Lastly, the ETC assessed the efficacy of DE courses through administering an online course evaluation, conducting a retention study, and using the results of these assessments to identify areas needing improvement. Interviews with faculty and managers confirmed that quality instruction is being provided by qualified instructors through DE.

In conclusion, Crafton Hills provided ample evidence that it has successfully fulfilled the requirements of this recommendation.

Recommendation 10: *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)*

Development of an initial CHC Long-Range Financial Plan and Forecast has been completed and was shared with the entire College community in Spring 2010. It provides both conservative and optimistic financial scenarios with projections of revenues and expenditures over a three-year period. Planning assumptions are clearly stated for each scenario, with changes being made periodically as more information on the State budget is obtained. This will be a rolling three-year planning tool that will assist with the implementation of the Educational Master Plan.

The Vice President of Administrative Services instituted an annual workshop for all interested employees on the basics of budgeting. Additionally, periodic workshops are conducted for users of the EduReports reporting tool and online training is available for all users. Both College and District budget and expenditure figures are available for all funds on the District website. Interviews with staff members indicated increased knowledge of the budget process and ready access to financial data.

In conclusion, Crafton Hills provided evidence that it has successfully fulfilled the requirements of this recommendation.

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

As described in the 2009 Accreditation Follow-Up Visit Report, the District prepared a Summary of Budget Allocation Model 2008-09, which documented the historical allocation of funds to the District and the two colleges. This provided transparency to the budget process and opened the doors of communication, understanding, and reflection on the budget allocations.

Beginning in fall of 2009, the Vice-Chancellor of Administration, serving in his current role as Interim Chancellor, convened a Resource Allocation Committee (RAC) with representation from both colleges, the District Office, Economic Development and Corporate Training, station KVCR, and all constituency groups. RAC's charge was to develop a budget allocation model that would meet the needs of all parties and best serve the students. Several iterations of the model were drafted and shared with all District employees. Revisions were made based upon input from constituents. When a final model was approved, it was used to allocate resources for fiscal year 2010-11.

Interviews with various staff members indicate a basic understanding of the 2010-11 allocation model and confidence in their opportunities to give input regarding future revisions to the model.

In conclusion, Crafton Hills provided ample evidence that it has successfully fulfilled the requirements of this recommendation.

Conclusion

Both team members participating in this follow-up visit were members of the original accreditation team that visited Crafton Hills College in October 2008 and had the opportunity to return for the October 2009 follow-up visit. We wish to acknowledge the tremendous amount of work that both Crafton Hills and the District office have completed in their efforts to bring Crafton Hills into compliance with all accreditation standards. The results are impressive and are so well done that they could be used as models for other colleges struggling to develop integrated planning tools.