



## COVER PAGE

This proposal for an Award for Innovation in Higher Education is being submitted by Crafton Hills College.

**Coordinating Institution:** This proposal is being coordinated by Crafton Hills College, which is a community college in the San Bernardino Community College District.

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### List of Entities Participating:

- Crafton Hills College (Lead)
- San Bernardino Community College District
- San Bernardino City Unified School District
- Yucaipa-Calimesa Joint Unified School District

Letters indicating support for this application are located in Appendix A.

**ABSTRACT:** Crafton Hills College (CHC) continues to develop and implement innovative programming to ease transfer through the region's educational system. CHC recognizes that learning that occurs across education segments with an emphasis on underrepresented students in higher education. The development of the CHC Educational Master Plan provided the institution with data to address key changes in policies, practices, and systems, relating to student completion, retention and transfer rates. CHC has expanded existing, successful practices and systems, and implemented new policies and programming since January 10, 2014. Success in these systems has been illustrated by reducing the time for students to earn an AA/AS Degree, expanding the Left Lane project, and the development of two STEM programs addressing the need for underrepresented students in STEM fields. To encourage the successful completion of developmental math and English sequences early in a student's educational plan, the Math and English (ME) First's goal is to have 80 percent of students consistently enroll in Math & English until they reach the transfer-level. The College Honors Institute Program has expanded to utilize "high-touch" with "high-tech" to support honors students in transferring to highly competitive universities. Understanding that contemporary students navigate much of their personal lives through technology, the CHC Tablet Initiative seeks to support CHC students through the use of technology. Linking all efforts, the CHC Transfer Center promotes transfer



to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer.

"I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for Innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018, and by January 1, 2020, evaluating the effectiveness of the changes described in this application."

A handwritten signature in cursive script that reads "Cheryl A. Marshall".

Dr. Cheryl A. Marshall  
President  
Crafton Hills College



## Context

### 1. Specific programmatic or institutional goals set:

Crafton Hills College (CHC), a community college which has been serving the Inland Empire for over forty years, has a mission of advancing the educational, career, and personal success of our diverse campus community through engagement and learning. Using the Educational Master Plan (EMP) as a roadmap, CHC ensures that the college continues to fulfill its mission, relying on the institutional values of academic excellence, inclusiveness, creativity, and the advancement of each individual. The EMP details CHC's goals and the steps needed to complete them, and establishes the means to verify that CHC has achieved those indicators of institutional effectiveness. Six out of the eight strategic directions of the CHC EMP directly relate to the goals of Governor Brown and the California Legislature to recognize innovative and ambitious efforts to improve higher education through the Awards for Innovation in Higher Education. CHC actively responds to data by continually innovating its services. The outcome has been diligent work to create a seamless transfer pathway through the region's education system. This work has helped Crafton to better recognize the learning that occurs across the region's education segments while focusing on strategies to improve the outcomes of student groups that are currently underrepresented in higher education. CHC has developed a well-functioning, sustainable higher education system providing coordination across the K-12 system and 4-year institutions.

Crafton Hills College targets individuals who are underrepresented in higher education through the following strategic directions and goals, as identified in the CHC EMP, to ease transfer through the regional educational system:

- Student access and success:
  - 1.1 Support, guide, and empower every student to achieve his or her goals.
  - 1.2 Deliver and ensure access to programs, services, and support that meet students' needs.
- Inclusiveness:
  - 2.1 Seek, welcome, and respect diversity, and promote inclusiveness.
- Best practices for teaching and learning:
  - 3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment, and improvement.
- Enrollment management:
  - 4.1 Effectively manage enrollment through a dynamic balance of identified needs and available resources.
  - 4.2 Identify and initiate the development of new courses and programs that align strategically with the needs of the College and its students.
- Community value:
  - 5.1 Enhance the College's value to the community.
- Effective, efficient, and transparent processes:
  - 6.1 Implement and integrate planning processes that are collaborative, transparent, evidence-based, effective, and efficient.



**2. Statistical Profile of CHC Students and Factors Influenced to Policies, Practices or Systems.**

Since the opening of CHC in 1971, more than 100,000 people of all ages, interests, and backgrounds have utilized the outstanding educational opportunities available at the college. CHC currently serves approximately 5,500 full-time equivalent students (FTES). In 2012-2013 CHC served the lowest number of students in the last five years, only generating 3,960 Total FTES. The highest amount of FTES was generated in 2008-2009, with 4,824 Total FTES. In the 2013-2014 academic year, CHC generated more than 4,360 Total FTES, an increase of 11 percent.

In September 2013, the U.S. Census Bureau released a report that ranked the Inland Empire first among the nation’s 25 largest metropolitan areas. The San Bernardino Community College District’s communities will experience 35 percent increase by 2022. CHC student demographics reflect that of the region. In comparison to the representation in the primary service area population, CHC serves a much higher proportion of students who are economically disadvantaged. CHC serves a higher proportion of Hispanic, African-American, and two or more race students in comparison to the representation in the primary service area population. Conversely, CHC serves a lower proportion of Caucasian students in comparison to the representation in the primary service area population. In addition, CHC also serves a nominally lower percentage of Native American students in comparison to the representation in the primary service area population. As expected in a college environment, CHC serves a higher proportion of students who are 18-29 and a lower proportion of students who are 30 years old or older. CHC also serves a lower proportion of students with disabilities in comparison to the representation in the primary service area population. Moreover, CHC also serves a nominally higher proportion of students who are foster youth in comparison to the representation in the primary service area population. In comparison to the primary service area, CHC serves a lower proportion of students who are military veterans. Further analysis reveals that 77.7 percent of military veterans in the primary service area population are veterans of the Vietnam era, Korean War, and World War II, which is related to the proportional age differences found in Crafton’s primary service area. Figure 1 reflects the statistical profile of CHC students.

<b>Figure 1: CRAFTON HILLS COLLEGE STATISTICAL STUDENT PROFILE</b>			
<b>Fall 2014 Student Ethnicity</b>		<b>2014 Student Disability</b>	
Student Ethnicity	Percentage	No disability	95.5%
Asian	5.5%	Yes disability	5.5%
African American	7.8%	<b>2014 Economically Disadvantaged</b>	
Hispanic	43.8%	Not disadvantaged	45.2%
Native American	1.4%	Is disadvantaged	54.8%
Caucasian	41.3%	<b>2014 Foster Status</b>	
Unknown	0.3%	Not foster	99%
<b>Fall 2014 Student Gender</b>			
Female	53.7%		
Male	46.1%		



Unknown	0.2%	Was foster	1%
<b>Fall 2014 Student Age</b>		<b>Veteran Status</b>	
19 or younger	32.7%	Is veteran	91.9%
20-24	40.7%	Not veteran	3.3%
25-29	12.0%	<b>Fall 2014 Full-Time/Part-Time Student Enrollment</b>	
30-34	5.5%	Full-Time Students	37.5%
35-39	3.0%	Part-Time Students	62.5%
40-49	3.7%	<b>CHC 2013-2014 Degrees and Certificates</b>	
50 or older	2.3%	Associates Degrees Awarded	508
Fall 2013 Average Age	23.7%	Certificates Awarded	316
		Total	824
		<b>CHC 2012-2013 Student Transfers</b>	
		To University of California (UC)	34
		To California State University (CSU)	154

The CHC 2014 *Equity Student Data* Report found that African American, Hispanic, Native American, and students 20 years old or older are the groups most likely to be disproportionately impacted when compared to the groups with the highest degree/certificate and transfer rates. African American and Hispanic students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Native American students were less likely to attend CHC and more likely to have substantially lower degree/certificate completion rates. In general, students who were 20 years old or older were also less likely to earn a degree/certificate or transfer. Moreover, students 30 years old or older were also less likely to attend CHC when compared to CHC’s primary service area population.

Access, the transfer rate, the degree and certificate completion rate, as well as the math throughput rate were the four areas where disproportionate impact was most likely to occur. None of the aforementioned areas relate to policies of CHC or the San Bernardino Community College District (SBCCD), but they do relate to practices and systems. Therefore, in order to increase the access of students who are underrepresented, CHC is addressing the practices and systems of outreach and support. The disproportionate impact of degree/certificate and transfer rates as well as the math throughput rate are related to practices and systems and are being addressed through student support and instructional strategies.



## Innovations

### 3. Key Policies, Practices, and/or Systems in Place Prior to January 10, 2014

Approved in 2010 and revised in 2011, the CHC *Educational Master Plan* (EMP) utilized findings from a recent Environmental Scan, research from the State Chancellor's Office, student surveys, and data to guide planning and decisions. Building upon CHC's Mission, Vision and Values, the EMP incorporates the aspects of the San Bernardino Community College District's Strategic Plan that are relevant to the College, and is envisioned to be symbiotic with other vital planning documents. The EMP details CHC's goals and the steps needed to complete them, and established the means to verify the achieved indicators of institutional effectiveness. In alignment with the EMP and the other guiding documents, CHC implemented the following innovative programs prior to January 10, 2014 targeting the goals identified in this proposal.

**Left Lane:** In spring 2012 the CHC Student Success and Engagement, Enrollment and Management Committee (SSEEM), a Crafton Council shared governance committee, developed the Left Lane Project (LLP), funded by the SBCCD Chancellor's Student Success Initiative Fund. Initially developed as a pilot, the LLP has continued as a project that incorporates a comprehensive, research-based approach to create clear pathways for students from application to completion. The purpose of the LLP is to reduce the average amount of time it takes students to earn an AA/AS Degree at CHC from 5.3 years to four years. The state median for community college students to earn an AA/AS Degree is 4.1 years. LLP serves first-year students who assess below college level in mathematics and/or English.

At CHC, 91% of students assess into developmental math, and 70% assess into developmental English. These are the students served by LLP. In the 2011-2012 academic year, LLP served 100 students. In 2012-2013, the number increased to 225 students; and in 2013-2014, 332 students completed the Left Lane Project. While it is too early to get an accurate indication of the overall impact on average time to degree/certificate or transfer, preliminary data indicate substantially and statistically significantly higher course completion and persistence rates for LLP students.

**Senior Orientation, Application, Assessment, Advising, and Registration (SOA<sup>3</sup>R):** In 2009, CHC implemented SOA<sup>3</sup>R (Senior Orientation, Application, Assessment, Advising, and Registration) which provides support to incoming students in their orientation to CHC as well as guidance in the application and assessment process. SOA<sup>3</sup>R takes place at high schools, where students receive special advising on their fields of interest. The SOA<sup>3</sup>R presentation includes an introduction to LLP, and students participating in the LLP receive priority registration. CHC has made a commitment to the approach and exploring a plan for requiring students to enroll in math and English first to maintain their priority registration.

**Transfer Center and Transfer Advocates:** Crafton Hills College opened its first stand-alone Transfer Center (TC) on January 17, 2012. The transfer center serves as the pipeline from the community college to a four-year institution for the 80% of students who have transfer as their goal. Since the opening of the TC, approximately 5,000 duplicated student contacts have been reported via counseling appointments and participation in transfer-related workshops, while



another 7,500 duplicated contacts partook in college fairs and classroom presentations. Creating internal partnerships with programs that primarily serve underrepresented students exposes at-risk students to transfer resources, resulting in the TC serving a higher percentage of Asian, African-American, Hispanic and Native-American students than the general campus population. For the 2012-2013 academic year, 58.5% of underrepresented students accessed the Transfer Center compared to 55.2% represented in the general population.

**STEM Pathways, Trek/Academy and Counseling:** Understanding the need for underrepresented individuals in the science, technology, engineering and mathematics (STEM) fields, CHC implemented a STEM Pathway and STEM Trek/Academy program in 2012. The mission of the STEM Pathways Programs is to provide students with academic support through a series of skill building workshops that promote successful course completion and co-curricular experiences that prepare students for higher level coursework at transfer institutions and skills to enter the workforce. This mission thereby increases the number of students obtaining STEM degrees at CHC or transfer to a four-year institution in a STEM field.

**College Honors Institute Program:** The College Honors Institute (CHI) was founded in 2006 by a group of faculty, staff, and administrators dedicated to CHC's mission. CHI students receive priority consideration for admission to designated universities, including highly-selective and prestigious institutions, through honors transfer agreements. Students in the 2014 cohort of CHI Completers have successfully transferred to UCLA, UC-Riverside, UC-Irvine, UC-Berkeley, and other institutions that share Honors Transfer agreements with Crafton Hills College. CHI students have excelled in their efforts to pursue research opportunities, and have presented their findings at events such as the Honors Transfer Council of California (HTCC) Student Research Conference at UC-Irvine, the Bay Area Research Symposium at Stanford University, and the Western Psychological Association conference. CHI Students have also published their original work in honors research journals.

**Learning Communities:** CHC began implementation of Learning Communities in 2006. The CHC Learning Communities program is a cluster of courses that a group of students take together to provide a deeper understanding of course subject matter while they build relationships with faculty and learn together outside the classroom.

**Fast Track Math Learning Communities:** The implementation of the Fast Track math classes has helped to almost double the percentage of students who successfully complete transfer level math from 16% in 2010-2011 to 30% in 2013-2014.

**Supplemental Instruction:** CHC began implementation of Supplemental Instruction (SI) in 2011. SI is a recognized and highly respected academic support program available worldwide in institutions of higher learning. Outcomes have demonstrated that SI contributes to significant change in students' performance by raising grades and reducing failure in high-risk courses. SI varies in several ways from traditional academic support models. Instead of targeting struggling students, SI targets difficult or "high-risk" courses—those with a failure rate of 30 percent or higher—providing free assistance to all students enrolled in these classes.



#### 4. Key changes initiated since January 10, 2014

Using the foundation and plans developed from the Crafton Hills College Educational Master Plan (approved in 2010 and revised in 2011), the Celebrating Student Success, San Bernardino Community College District's strategic plan for 2014-2020 (approved in 2013), the Chancellor's Office California Community Colleges' System Strategic Plan for the California Community Colleges (updated 2013), Crafton Hills College's College Integrated Planning & Program Review Handbook (Fifth Edition) and student data from the CHC Office of Institutional Effectiveness, Research, and Planning CHC developed the following innovative and ambitious plan. The purpose of this plan is to ease transfer through the region's education system by better recognizing learning that occurs across the region's education segments while focusing on student groups that are currently underrepresented in higher education. CHC has developed a well-functioning, sustainable higher education system providing coordination across the K-12 system and 4-year institutions. Through the expansion of existing programming targeting populations underrepresented in higher education, CHC meets the goal of increasing the number of underrepresented individuals placing into higher education.

The following reflect the key changes to policies, practices, and systems that CHC has initiated since January 10, 2014 and will continue into 2015.

**Left Lane Project Enhancement:** The Left Lane Project (LLP) was originally developed by CHC stakeholders in spring 2012. The original project was funded by the SBCCD Chancellor's Student Success Initiative Fund. Incorporating a comprehensive, research-based approach to create clear pathways for students from application to completion, LLP seeks to reduce the average amount of time it takes students to earn an AA/AS Degree at CHC from 5.3 years to four years. From spring 2012, through the LLP, these stakeholders implemented numerous student support strategies, such as a Summer Bridge Program to help students transition to college, learning communities, supplemental instruction, and integrated counseling and tutoring services.

LLP has been growing in popularity and has shown success. The fall 2013 LLP Cohort continued to show substantial and statistically significantly improved progress toward completing a degree, certificate, or transferring as evidenced by LLP students being more likely to enroll in English and math, successfully completing their English and math courses, and being retained from fall to spring in English and math. LLP students were substantially and statistically significantly more likely to successfully complete their fall 2012 and fall 2013 courses than non-LLP students. In addition, Fall 2012 Left Lane students were more likely to successfully complete transfer level math and English than non-Left Lane students, which are the best predictors of transferring and earning a degree or certificate. To date, 879 students have completed the LLP.

**Planning for Brandman University Partnership:** In 2014, CHC entered in to an agreement with Brandman University to provide bachelors', masters' and doctorate degrees beginning in



January 2015. This will give CHC alumni and current students an opportunity to continue their education at a convenient location. A variety of degrees in arts and sciences, education, and business will be offered. Brandman University offers fully online degree programs, providing the same high quality education of face-to-face classes in a flexible format that can be planned around a busy schedule.

**Planning for Expansion:** CHC continues to develop and implement innovative programming to provide seamless transfer through the region's education system by recognizing that learning that occurs across education segments with a focus on students that are underrepresented in higher education. The development of the CHC Educational Master Plan provided the institution with data to address key changes in policies, practices, and systems, relating to student completion, retention and transfer rates. CHC expanded existing, successful practices and systems, and implemented new policies and programming since January 10, 2014. Seeing success in course retention and successful completion, CHC expanded the Left Lane project to include more students. With a goal to help students successfully complete their developmental math and English sequences early in their educational plan, the Math and English (ME) First's goal is to have 80 percent of students continuously enroll in Math & English until they successfully complete the math and English courses required to achieve their individual student educational goal. In order to achieve this goal, CHC needs the resources to develop an implementation plan. Understanding the need for underrepresented individuals in the STEM fields, CHC implemented and expanded a STEM Pathway and STEM Trek/Academy program. The College Honors Institute has expanded to utilize "high-touch" with "high-tech" to support honors students in transferring to highly competitive universities. Understanding that contemporary students navigate much of their personal lives through technology, the CHC Tablet Initiative seeks to support CHC students through the use of technology. Linking all efforts, the CHC Transfer Center promotes transfer to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer.

**Fast Track Math Learning Communities:** CHC's Math Fast Track Learning Communities offer motivated students the opportunity not only to complete a year of math courses in one semester integrated with support designed to help the cohort to succeed. The Math Fast Track Learning Community joins students together in a cohort to take two or more classes together to provide a deeper understanding of course material and to build stronger relationships with faculty and other students. Students are grouped to support one another, have access to a counselor, and have customized Student Educational Plans (SEP). Most often, students who participate in learning communities: earn higher grades and have lower drop-out rates; have greater success in future college courses; maintain deeper connections to faculty and fellow students; and report higher satisfaction with their college experience.

**Tablet Initiative:** CHC has taken the initial steps toward putting a tablet in the hands of every student and employee on campus. CHC is the first community college in California to undertake such an initiative. This first phase is being funded by the CHC Foundation, the Basic Skills Initiative Grant, and the Left Lane Project. The tablets were incorporated in fall 2014 into three



pilot courses (music, psychology and American Sign Language). The faculty underwent comprehensive training to ensure they are maximizing the use of the technology. Tablet technology will provide students with a more “contemporary learning experience, both in and out of the classroom, moving us into the 21st century.”

**Reading Apprenticeship (RA):** To learn how to make Reading Apprenticeship part of our culture of instruction, several faculty attended the Basic Skills Initiative Leadership Institute in June 2014, a major focus of which was helping faculty to learn how to implement Reading Apprenticeship in their classes. In fall 2014, 11 faculty from diverse disciplines enrolled in and successfully completed the six week "Reading Apprenticeship 101" online course offered by WestEd. Also in fall 2014, the campus hosted a free introductory workshop on Reading Apprenticeship in STEM for STEM faculty to learn more about Reading Apprenticeship. The fall 2014 workshop resulted in the formation of a CHC STEM team that will join with 100 founding members to form the Reading Apprenticeship Community College Success Network (RACCN), which commits the CHC STEM team to five years of on-going professional learning. Two members of the STEM team will be attending the Reading Apprenticeship Winter Conference in Oakland in February 2015. Our campus will again be hosting a 1 day workshop on Reading Apprenticeship in STEM in April 2015. In fall 2015, all STEM team members will take an six week online course, "Reading Apprenticeship 101 in STEM."

**Mental Health Services:** It is important for community colleges, and those entities which fund them, to understand that community college students face some unique emotional and mental health hurdles. “Given the demographics of community college students, they may face higher levels of stress and be at more risk for psychopathology than traditional university students” (Katz and Davison, 2014).

Recent research has indicated that the emotional and mental health of a college student is correlated with college academic success. A student who is experiencing significant intrapersonal or interpersonal distress is also likely to see an academic decline. “An understanding of students’ mental health issues and resource utilization is necessary for higher learning institutions to best assist students” (Katz and Davison, 2014).

In keeping with the CHC mission statement, the most successful institutions of higher education are those which adopt a holistic approach to student success, an approach that seeks to foster overall student well-being. Community colleges which offer the widest range of student services always include a counseling component which goes beyond the academic realm. This inclusion arises from a realization that the sum of any college student is greater than just their educational pursuits. “Institutions of Higher Education (IHE) are recognizing that they cannot educate the minds of their students without attending to the health of those same minds. As this shift unfolds, mental health services are being seen as serving an essential function in the mission of the IHE” (Kay and Schwartz, 2010).

It is becoming increasingly clear that students will be better able to sustain a high level of academic focus when they perceive their lives to be somewhat in order and their problem



issues to be at least manageable. According to Kitzrow (2003), Kay and Schwartz point out that, for community college students, mental health problems can have a profound impact on academic performance. In fact, in many instances students are unable to finish college due to unresolved emotional and mental health issues. "It has been estimated that as many as 5% of college students fail to complete their college education due to psychological disorders" (Kessler, Foster, Saunders, & Stang, 1995).

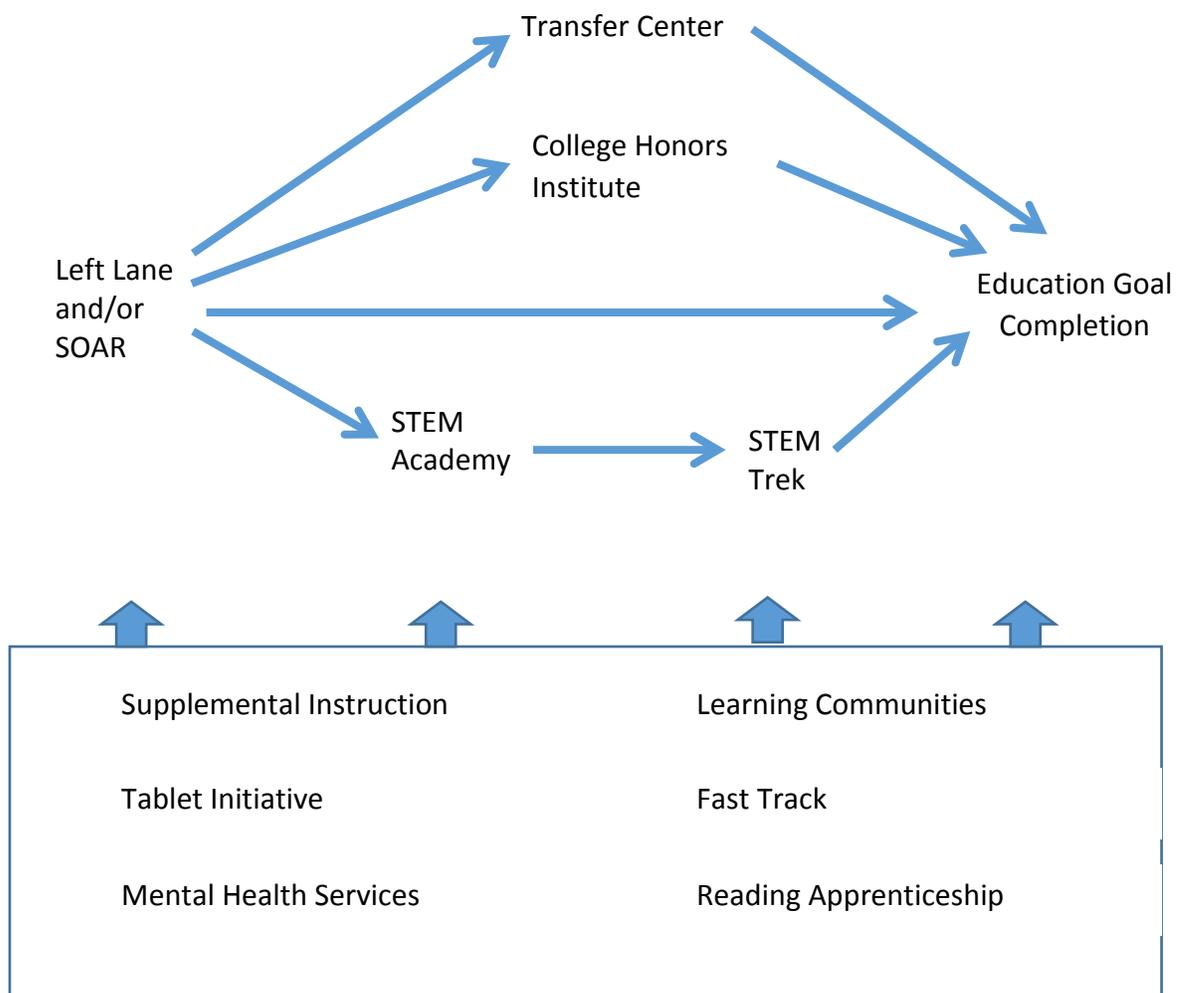
Crafton Hills College is seeking to develop and sustain a wraparound approach to assisting students in meeting their perceived needs, whether these needs be academic, financial, career, social or health-related. This last area can and should include support and assistance with emotional and mental health issues. "Institutions of Higher Education (IHE) are recognizing that they cannot educate the minds of their students without attending to the health of those same minds" (Kleinpeter, 2012).

As a key element of attending to the emotional and mental health of students, Crafton Hills College is seeking to expand the range and amount of direct therapeutic services available to students. Because CHC wants to effectively promote this type of student health, the College intends to offer meaningful modes of helping right on campus. "The primary function of college mental health services is the provision of direct treatment interventions for students who experience personal problems that interfere with their ability to function within the academic environment" (Sharkin, 2006).



Figure 1 below illustrates the integrated approach to student success at CHC, which encompasses evidence-based and effective practices to ease transfer through the state’s education system, particularly for students who are underrepresented in higher education. The Left Lane and SOA<sup>3</sup>R programs will seamlessly transition students to Crafton Hills College. Next, after a student’s first year experience is supported by Left Lane, students will transition to the Transfer Center, College Honors Institute, and the STEM Academy and STEMTrek programs, whichever pathway is most appropriate for each student. Along the way, students will be supported through supplemental instruction, learning communities, the tablet initiative, fast track, mental health services, and the reading apprenticeship programs.

**Figure 1. CHC Practices to Ease Transfer**





## 5. Changes to policies, practices, and/or systems after January 9, 2015

On December 1, 2014, CHC submitted the Crafton Hills College Student Equity Plan to the California Community Colleges Chancellor's Office. This plan describes the changes to policies, practices, and/or systems that will be implemented after January 9, 2015 which target CHC's identified goals.

CHC's equity and institutional planning focuses on six major goals:

- 1) Increase access for individuals with disabilities and students aged 20-39.
- 2) Improve course success rates among foster youth.
- 3) Increase mathematics throughput rates among African American and economically disadvantaged students.
- 4) Increase English throughput rates among African American and Hispanic students.
- 5) Increase degree and certificate completion rates among males, African Americans, Hispanics, Native Americans, and students aged 20-34.
- 6) Increase transfer rates among African Americans, Hispanics, and students aged 20-24.

An emphasis on diversity, inclusion, and the advancement of each individual is clearly stated in the mission, vision, and values of Crafton Hills College which are aligned with those of the goals of the Awards for Innovation in Higher Education. Crafton Hills College demonstrates a commitment to equity and diversity through its major planning processes, curriculum and instructional programs, services and programming, professional development and hiring practices, and research and evaluation priorities.

**Math and English First (ME First):** With a goal to help students successfully complete their developmental math and English sequences early in their educational plan, the objective of ME First is to have 80 percent of students continuously enroll in Math & English until they successfully complete the math and English required to reach their educational goal. The program will continue progress already made at CHC toward incentivizing and increasing the percentage of students who continuously enroll early in developmental math and English courses. Drawing upon research on developmental education and condensed courses, ME First will work with faculty, department heads, and division deans to increase coterminous condensed sequences of math and English developmental courses. Additional resources will be applied to improving student reading comprehension through the Reading Apprenticeship program, conducting math and English pre-requisite and co-requisite validations for lower-level courses, and researching student performance outcomes in condensed developmental courses. To expand the math and English requirement in Left Lane to the rest of the campus, the ME first program will require campus wide resources, discussion, and planning.

**Expanded College Honors Institute (CHI) Program:** As honors curriculum and membership increase, the CHC will create stand-alone classes to accommodate the growing honors population. Cohorts of students may also be formed to address curricular needs of particular groups, such as STEM or Learning Community students. An initiative is also underway to



encourage Honors Learning Communities, with the first such offering to take place in spring 2015.

**Fast Track Math Learning Communities:** CHC's Math Fast Track courses will continue to offer students the opportunity not only to complete a year of math courses in one semester, but to do so with support designed to help everyone in the cohort to succeed. The Math Fast Track Learning Community joins students together in a cohort to take two math classes together to provide a deeper understanding of course material and to build stronger relationships with faculty and other students. Students are grouped to support one another, have access to a counselor, and have customized Student Educational Plans (SEP). Fast Track math classes help reduce the likelihood that students will need to repeat a math course, increase the likelihood that students will successfully complete transfer level math at a faster pace, and reduce the cost to students because they are less likely to have to re-take a math course.

**Reading Apprenticeship (RA):** The RA framework draws on the strengths students and faculty bring to build confidence and power to their work with texts, concepts, and each other. According to WestEd, "RA helps teachers support students across the disciplines and levels to become motivated, strategic, and critical readers, thinkers, and writers, to develop positive literacy identities, and to engage with challenging academic texts." The RA approach helps students master core concepts and helps instructors explicitly support academic literacy in their discipline. At the community college level, faculty report that integrated instruction increases student engagement, persistence, and success. When college-level literacy learning is contextualized in subject area instruction, students engage as readers in authentic, discipline-specific problem solving, and gain confidence in their ability to do so.

**Left Lane Project:** A 2015 enhancement for the LLP to encourage ongoing participation in math and English is the provision of priority registration to students in the first semester of their second year of LLP as long as they are enrolled in math and/or English as indicated by their Student Educational Plan (SEP).

**Transfer Pathway Alignment:** With the goal of assessing and aligning Associate degree requirements with transfer requirements to provide intentional and clear transfer pathways and the objective of 100 percent of Associate degrees being assessed and aligned with lower division courses for transfer by the 2015/2016 CHC catalog, the Transfer Pathway Alignment program began planning in early 2014. By aligning Associate degree requirements with transfer requirements, Transfer Pathway Alignment will provide intentional and clear transfer pathways for students. By aligning lower division courses for transfers to four-year institutions, students will have access to clearly defined pathways, thus avoiding any duplication of required courses which will result in a shorter time period to complete course requirements for bachelor's degrees. In addition, this will provide cost savings to the state of California, CHC stakeholders and to CHC by avoiding the need for holding courses not in the clearly defined pathways.



## 6. Impacting average cost to award a bachelor's degree

CHC has taken concerted efforts in lowering the average cost of obtaining a bachelor's degree. The following programs reflect CHC's understanding of the importance of lowering the average cost of obtaining a bachelor's degree:

**Baccalaureate Degree Program:** With the passage of Senate Bill 850 (Block-San Diego), California Community Colleges were offered the opportunity to apply for participation in a baccalaureate degree pilot program. CHC applied in 2014 for a program to commence January 1, 2015, with the first fifteen programs beginning no later than the 2017-2018 academic year. CHC is exceptionally qualified to serve as a pilot college for a new and innovative bachelor's degree entitled Emergency Services and Allied Health Systems. This program is designed to respond to both existing and emerging workforce needs in the Inland Empire, has been endorsed by industry and educational partners, and is sustainable. CHC is well-positioned to succeed with over 20 years of expertise in allied health and emergency services, new facilities, and outstanding faculty. According to findings, approximately 2,460 related jobs will be available in the Inland Empire by 2020, with 410 new positions (an increase of 20%). The CHC onsite bachelor's degree in Emergency Services and Allied Health Systems which should commence in early 2015 will reduce the cost to the state of California, CHC stakeholders and to the students.

**Left Lane Project (LLP):** Incorporating a comprehensive, research-based approach, LLP creates a clear, one-year pathway for students who voluntarily apply to the program and who assess into a course below college level. The LLP has reduced the average amount of time it takes students to earn an AA/AS Degree at CHC from 5.3 years to four years. LLP efforts will be further enhanced by implementation of the ME First plan.

**CHC Transfer Center:** In an effort to ease transfer through the educational system and seeing success in reducing the time for students to earn an AA/AS Degree, CHC continues to utilize the innovative Transfer Center as a hub for increased access, increased throughput rates for students who are underrepresented in higher education, improved course success rates and increased degree and certificate completion rates. Strong collaboration between the LLP, the College Honors Institute Program, and the CHC Transfer Center promotes transfer to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer and bachelor's completion thus reducing the costs associated with obtaining bachelor's degrees.

**Associate Degrees for Transfer:** In an effort to ease transfer to four-year universities, Crafton Hills College has developed 17 AAT/AST degrees to help ensure student readiness for upper division work. These degrees have been approved through the California Community College Chancellor's Office.



## 7. Risks/tradeoffs and mitigation

With the expansion of the Left Lane Project (LLP), the Senior Orientation, Application, Assessment, Advising, and Registration (SOA<sup>3</sup>R) Program, Science Technology Engineering and Math (STEM) Academy and Trek Programs, College Honors Institute Program, Transfer Center with educational support through Learning Communities, Fast Track math and English, Reading Apprenticeship, Supplemental Instruction, Mental Health Services, and the Tablet Initiative, the risk to the entire student population as well as student groups which are underrepresented in higher education is low; however, there are risks and possible tradeoffs in the implementation of such an innovative and ambitious effort.

While increased student enrollment is anticipated, especially among students who are underrepresented in higher education, there is a risk that there may not be an increase in student enrollment at CHC. At the same time, Crafton Hills College was identified as one of the top 10 fastest growing community colleges in the nation by Community College Week (December 8, 2014).

With the expansion of the aforementioned programs, CHC students will participate in a high-touch, high-tech program. With increased staff/student contact and communication as well as the use of high-tech tools, there comes an increase in costs. Staff, initial and replacement/repair technology costs add to the cost of the program. Targeting underrepresented student groups with high-touch and high-tech programming can be costly. Ensuring success for individuals with disabilities, individuals from foster care, and veterans can also require additional staff and resource support.

While CHC has researched, beta-tested, implemented, and seen positive outcomes with these innovative programs, there is always the possibility that they may not achieve the expected outcomes. CHC expects to maintain ongoing evaluation of all programs and make adjustments based on those findings.

While students participating in the LLP, CHI, STEMTrek, and ME First will continue to receive priority registration, significant numbers of students participating in those programs will increase the numbers receiving priority registration. A substantial increase in the numbers of students receiving priority registration may make that priority meaningless. A possible trade-off would be to implement cohorts in which groups of students progress together. Cohorts would ensure sufficient FTES to offer the needed class sections while serving students by ensuring their access to needed classes.

With CHC providing extensive emphasis on math and English courses, there is a risk that those classes may see burgeoning enrollment while non-math and English courses may not fill. CHC is mitigating this risk by using cohorts only for math, English, and STEM courses. Students are free to choose electives and other courses according to their interests.

CHC's Office of Institutional Effectiveness, Research, and Planning is tasked with the frequent monitoring of student enrollment (numbers, demographics) and program evaluation. CHC will continue to monitor the numbers of students enrolling in aforementioned programs on a quarterly basis. This information will be communicated with shared governance, faculty,



management, and the CHC Counseling Department. Should there be a drop in enrollment, additional outreach will be conducted to increase enrollment.

CHC does seek additional funding for innovative programs through grant opportunities and will continue to do so. Through expanding partnerships, CHC anticipates receiving additional funding to support staff and technology resources for the innovative programs.



## Sustainability

### 8. Key strengths and assets for encouraging a culture of innovation and adaptability within and across all entities participating in the application

CHC has prioritized a culture of innovation and adaptability across the institution. CHC attributes the culture to the following:

- Strong leadership and vision of new administrative team
- Active Student Senate, Classified Senate, Academic Senate
- Shared governance, transparency, evidence-based decision making
- Strong, collaborative partnerships

**Decision Making Processes:** CHC works to actively ensure that all stakeholders are well informed and have an opportunity to participate in the decision-making process. Shared governance committees are well established and have broad decision-making authority. Examples of shared governance committees active in CHC decision making include: Crafton Council, Academic Senate, Classified Senate, Student Senate, Student Success and Engagement/ Enrollment Management, Professional Development, and the steering committees of the HSI-STEM and Title V/HSI projects.

**Institutional Commitment:** Campus wide dialogue consistently occurs through shared governance committees, management meetings, college hours, and planning processes. CHC's shared governance committees hold frequent dialogue on student learning outcomes and institutional improvement; these committees include the Educational Master Planning Committee (EMPC), the Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), the Planning and Program Review Committee (PPRC), and the Student Success, Engagement, Enrollment and Management Committee (SSEEM). The charges of these committees are described in the College Organizational Handbook, updated annually and published online each fall.

CHC engages in dialogue concerning student learning during deans' meetings, management meetings, Crafton Council meetings, department meetings, and planning. For instance, during the SSEEM retreats, data provided by the OIERP helped to facilitate discussions for continuous improvement of student learning and institutional processes. The institutional dialogue that occurs is an integral aspect of departmental planning, program review, and student learning outcomes assessment processes.

Crafton Hills College consistently engages in dialogue on student learning throughout the campus. In July 2009, a new Educational Master Planning Committee was formed with shared governance representation. The committee began with a review of existing campus and District plans and documents, including the existing Educational Master Plan (EMP). Updated environmental scan data was analyzed and considered in drafting the new plan. Four cycles of review were held with faculty, staff, management, and students with particular attention paid to the development of strategic directions, goals, and quantitative effectiveness indicators.



Campus feedback was considered at each stage and incorporated as appropriate to strengthen the plan. The final version was submitted to and approved by the president in May 2010 and disseminated to the campus in August 2010. The EMPC continues to meet twice a month.

To ensure consistency in progress reporting, the committee's fall work began with the review and approval of a template for point persons to use to document movement on action items, objectives, and goals. Updates were provided in late November and the committee conducted a formative evaluation of progress on December 14, 2010, noting that the campus had made acceptable progress on the majority of objectives. These results were shared with the campus at In Service Day and posted on the OIERP website in January 2011. In spring 2011, the EMPC focused on revisions. Work included a review of existing quantitative effectiveness indicators (QEI) to evaluate their efficacy, consideration of new QEIs taken from a list developed the prior year, consideration of updates to environmental scan data, comparison to the District Strategic Plan, and examination of strategic directions, goals, objectives, and actions to modify as needed. The revised plan was distributed via email to the entire campus on April 29, 2011, with feedback due by May 9. In addition, presentations were made to the Academic Senate, to the Crafton Council, and during an Open Forum. The Committee then reviewed all comments and feedback at its May 10 meeting and finalized the revised plan. Committee members agreed on a three-year EMP period (2011 through 2014) because the newly-approved plan had undergone a formative evaluation along with serious consideration of revisions. Therefore, the focus for the next two years was on implementation and monitoring of goals and objectives.

In fall 2013, the leadership team, which included a new president and a new vice president of instruction, discussed the development of a conceptual framework that would underscore the institution's commitment to student success and progress, guide all institutional planning efforts, serve as an easy reminder of the College's focus on student success, and provide the College with a tool for the communication of its essential mission. CHC began the campus wide dialogue around the framework of Engage, Learn, and Advance at the fall 2013 in-service day. The presentation given by the president set the stage for the College to discuss how students engage, learn, and advance. The vice president of instruction developed an activity for each area to engage in that would help the College identify the strategies that it used to help students engage. The president's area, instruction, student services, and administrative services examined how the College is engaging students and how it can improve student engagement within each of CHC's strategic directions. The dialogue around engagement was continued by the EMPC and led to the campus wide adoption of the Engage, Learn, and Advance framework. The Engage, Learn, and Advance framework, also known as the Three Peaks, was developed based on the engagement information collected during fall 2013 In-Service activity by the EMPC and the adoption of the framework by all three senates: Classified Senate, Academic Senate, and Student Senate.

As demonstrated by the examples above, Crafton Hills College encourages a culture of innovation and adaptability across the entire campus and one of CHC's major strengths are its shared governance processes.



## 9. Strategies for engaging stakeholders

CHC has a strong commitment to shared governance and engaging stakeholders. At CHC we have found that one of the best approaches is to engage stakeholders as early as possible in the process for any grant application or strategy for improving student success. In collaboration with faculty, staff, and administrators at CHC a grant submission process was developed. As part of that process, any grant application that might result in funding that is higher than \$20,000 needs to be summarized as a one page abstract and submitted to the Crafton Council, which is CHC's shared governance body that includes the following members: President, Academic Senate President, Academic Senate Vice President, Classified Senate President, one representative each from the faculty and classified bargaining units, Student Senate President, Vice President of Student Services, Vice President of Instruction, Vice President of Administrative Services, and the Dean of Institutional Effectiveness, Research, and Planning.

After this current proposal was discussed and reviewed at the Crafton Council, the Academic Senate chose to review the abstract of the proposal at one of the Academic Senate Meetings. The Senate agreed to support pursuing a proposal to enhance the Innovative practices currently being implemented at CHC. Equally important, each person that was affected by the proposal was contacted and asked to provide additional input into the process through email and through a personal invitation to a workshop on January 7, 2015. Moreover, in developing the proposal information was taken from work that each person at CHC had already generated through their four-year plans. In order to continue to engage the stakeholders in this process, CHC will continue to review and plan the implementation of the Innovation in Higher Education grant collaboratively.

CHC continues to reach out to and engage education institutions, community members, and business leaders. CHC has been instrumental in the development of the new, innovative Gateway College: Healthcare Career Program in partnership with Loma Linda University Health, SAC Health System, and the San Bernardino City Unified School District Adult School. Dr. Cheryl Marshall, President of CHC, has been engaged in this effort since its inception and CHC will be an active partner in the implementation.



**10. Please describe how the changes described in this application will be sustained within your existing financial resources**

The change in this proposal that will be the most challenging for CHC to implement will be requirement that all developmental students are to complete math and English first. Crafton Hills College needs to first have multiple discussions and develop a plan for implementing ME First. In addition, currently, there are a large proportion of returning and continuing CHC students who have not met their English and math requirements to successfully achieve their educational goal. However, CHC currently has the resources to offer and provide an adequate number of math and English sections to require all new CHC students to complete math and English first. The biggest challenge is the transition from requiring math and English first only of students who participate in certain programs, to requiring it of every developmental student. CHC is in need of a strategy to require all students to complete math and English first. Once that need is met, CHC will be able to sustain the need for math and English sections.

CHC has a very well developed culture of evidence-based decision making. For example, in order to inform the development of an approach to transition to a math and English first college, a study was conducted. The study indicated that 51%, approximately 2,700 students, would be required to enroll in math and/or English. As a result, CHC would need to add an additional 37 math sections and 47 English sections. Currently, CHC would not be able to support these increases. However, using growth funding from the State, CHC could add an additional 15 math and 23 English sections to provide the approximately 900 new CHC students the math and English sections they would need to complete their educational goals. In short, CHC needs to collaboratively develop an approach to help support the transition from new to all CHC students. Existing shared governance committees as well as CHC management are discussing possible approaches.

In addition to the math and English First approach described above, CHC is currently in the process of developing other funding sources. For example, CHC has learned that if it offers Supplemental Instruction in the Tutoring Center with appropriate supervision, CHC can generate additional funding. Other sources of funding that CHC is currently using to support the innovative strategies include the Student Equity and Student Success funding provided by the State of California.



## Evaluation

### 11. Quantitative and qualitative

In addition to the first two goals of the CHC Equity and Institutional Goals, the Award for Innovation in Higher Education will focus on the additional three major goals from 2015 through 2019:

1. Increase mathematics throughput rates among African American and economically disadvantaged students by 7 percent before 2018 and 10 percent after 2018.
2. Increase English throughput rates among African American and Hispanic students by 7 percent before 2018 and 10 percent after 2018.
3. Increase degree and certificate completion rates among males, African Americans, Hispanics, Native Americans, and students aged 20-34 by 6 percent before 2018 and 8 percent after 2018.
4. Increase transfer rates among African Americans, Hispanics, and students aged 20-24 by 7 percent before 2018 and 9 percent after 2018.

The long term goals of the Innovations in Higher Education are embedded within the CHC Equity and Institutional Goals. The data-driven decision making at CHC reflects a strong commitment to instilling research into the campus climate. CHC's Office of Institutional Effectiveness, Research, and Planning (OIERP) continuously and successfully supports CHC's culture of data-based decision making.

Three key features currently characterize the strategies in this proposal and will continue to characterize the implementation of these innovative strategies: **Formative Evaluation** assures the quality of program management by tracking the effectiveness of project development and implementation of the strategies. **Summative Evaluation** that carefully documents impact on learners. **Controlled comparisons** between program participant and non-participants have clarified the impact of particular innovations, when possible, and their potential for benefiting other campuses.

How this evaluation plan addresses each aspect of a scientifically valid education evaluation: Comprehensive analysis of both output and outcome data will continue to be made, rather than simply publishing and distributing data. Appropriate decision-makers and stakeholders will continue to be involved in making action plans based upon the results of the evaluation analysis. Control groups will continue to be used for comparison (sections of courses not using new methods; success of students in parallel courses of study whose faculty are not involved in development activities; historical longitudinal studies). Surveys, focus groups, and questionnaires will also continue to be used to track/analyze outcomes. Built into the regular daily/weekly process of implementing the project will be on-going processes for evaluation. As discussed above, student performance data will be used to inform decision-making and improve the effectiveness of the strategies that are made available to students.



## 12. Target outcomes for each academic year through 2018-19

In 2012 the CHC OIERP conducted a large study to identify the best predictors of transfer and degree and certificate completion to help inform evidence-based decision making. The study sought to define and identify momentum points, dropout points, or measurable educational attainments that empirically predicted completion of milestones (i.e. transfer, degree/certificate completion, etc.). In addition to momentum points the following strategies were also identified: seven student assessment results, six student services strategies, and four instructional strategies. In total, 27 momentum points and strategies were entered into the research model to identify the best predictors of transferring and earning a degree or certificate. The results showed that the best predictor of transferring and earning a degree or certificate was completing transfer level math. Completing transfer level English was also identified as a predictor of transferring and earning degree or certificate.

A large majority of students who attend CHC seek to earn a certificate, degree, and/or transfer. The following outcomes were developed based on strong research evidence and the goals of CHC students. The targets were established by identifying both a statistically significant and substantial increase for each outcome. The effect size statistic was used to indicate whether the size of the increase was substantial.

Baselines and targets are also included for traditional underrepresented groups were identified as being disproportionately lower than the reference group. Disproportionate impact occurs when the percentage of persons from a traditionally underrepresented group is substantially different from the representation of that group in the population. Targets for groups that were disproportionately impacted were set by reducing the difference so that it was not substantial or statistically significant.

The data source and methodology for the outcome measures were developed by the California Community College Research and Planning Group and the California Community College Chancellor’s Office (CCCCO). Using this data accomplishes three tasks. First, the methodology is available from the CCCCCO and can be replicated by other entities. Second, the data represents Crafton’s quantitative effectiveness indicators found in the CHC Educational Master Plan. Third, the data represents momentum points and outcomes data related to transfer, degree, and certificate completion.

Objective	Targets
Objective 1.1: By 2018-2019, increase the percent of students who complete a transfer level math course within three years after having completed their first developmental math course at Crafton from 29.5% to 39.5%, a 10% increase.	2015 target: 32.0% 2016 target: 34.5% 2017 target: 37.0% 2018 target: 39.5%
Objective 1.1.a: By 2018-2019, increase the percent of African American students who complete a transfer level math course	2015 target: 16.5% 2016 target: 19.0%



within three years after having completed their first developmental math course at Crafton from 14.0% to 24%, a 10% increase.	2017 target: 21.5% 2018 target: 24.0%
Objective 1.2: By 2018-2019, increase the percent of students who complete a transfer level English course within three years after having completed their first developmental English course at Crafton from 47% to 57%, a 10% increase.	2015 target: 49.5% 2016 target: 52.0% 2017 target: 54.5% 2018 target: 57.0%
Objective 1.2.a: By 2018-2019, increase the percent of African American students who complete a transfer level English course within three years after having completed their first developmental English course at Crafton from 32% to 44%, a 12% increase.	2015 target: 35% 2016 target: 38% 2017 target: 41% 2018 target: 44%
Objective 1.2.b: By 2018-2019, increase the percent of Hispanic students who complete a transfer level English course within three years after having completed their first developmental English course at Crafton from 45% to 55%, a 10% increase.	2015 target: 47.5% 2016 target: 50.0% 2017 target: 52.5% 2018 target: 55.0%
Objective 1.3: By 2018-2019, increase the percent of students who earn a degree/certificate within six years from 17% to 25%, an 8% increase.	2015 target: 19% 2016 target: 21% 2017 target: 23% 2018 target: 25%
Objective 1.3.a: By 2018-2019, increase the percent of African American students who earn a degree/certificate within six years from 13% to 21%, an 8% increase.	2015 target: 15% 2016 target: 17% 2017 target: 19% 2018 target: 21%
Objective 1.3.b: By 2018-2019, By 2018-2019, increase the percent of Hispanic students who earn a degree/certificate within six years from 14% to 22%, an 8% increase.	2015 target: 16% 2016 target: 18% 2017 target: 20% 2018 target: 22%
Objective 1.3.b: By 2018-2019, By 2018-2019, increase the percent of Hispanic students who earn a degree/certificate within six years from 14% to 22%, an 8% increase.	2015 target: 16% 2016 target: 18% 2017 target: 20% 2018 target: 22%
Objective 1.3: By 2018-2019, increase the percent of students who transfer within six years from 30% to 40%, a 10% increase.	2015 target: 32.5% 2016 target: 35.0% 2017 target: 37.5% 2018 target: 40.0%
Objective 1.3.a: By 2018-2019, increase the percent of African American students who transfer within six years from 26% to 35%, a 9% increase.	2015 target: 28.3% 2016 target: 30.6% 2017 target: 32.9% 2018 target: 35.0%
Objective 1.3.b: By 2018-2019, By 2018-2019, increase the percent of Hispanic students who transfer within six years from 22% to 31%, a 9% increase.	2015 target: 24.3% 2016 target: 26.6% 2017 target: 28.9% 2018 target: 31.0%



**Award for Innovation in Higher Education: Crafton Hills College**

**APPENDICES**

- Appendix A: Letters indicating support for this application
- Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014
- Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014
- Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015
- Appendix E: Impact the average cost to award a bachelor's degree
- Appendix F: Culture of innovation and adaptability
- Appendix G: Engaging stakeholders
- Appendix H: Measures



## Appendix A: Letters of Support

114 South Del Rosa Drive • San Bernardino, CA 92408 • Phone (909) 382-4000

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December 16, 2014

Cheryl Marshall, Ed.D.  
Crafton Hills College  
President  
11711 Sand Canyon Road  
Yucaipa, CA 92399

RE: Support for Crafton Hills College, Innovation in Higher Education

Dear Dr. Marshall:

This letter is in support of Crafton Hills College's application to Governor Brown and the California Legislature for an award for Innovation in Higher Education. Crafton Hills College should be recognized for their innovative and ambitious efforts to improve higher education. Crafton Hills College and the San Bernardino Community College District are working diligently to ease transfer through the region's education system by better recognizing learning that occurs across the region's education and business sectors.

San Bernardino Community College District is supporting Crafton Hills College by:

- Providing placement for internship programming for Crafton Hills College students
- Providing collaborative student research opportunities
- Providing staff to participate in advisory committees addressing changes to policies, practices, and/or systems
- Providing outreach to current students in programming provided at Crafton Hills College
- Leveraging the Left Lane Project to enhance Crafton Hills College programs

Crafton Hills College has a long history of partnering with the community. San Bernardino Community College District looks forward to expanding Crafton Hills College's existing innovative efforts to increase the number of students from the Inland Empire in articulating to four-year universities.

Sincerely,

A handwritten signature in black ink that reads 'Bruce Baron'.

Bruce Baron  
Chancellor

# YUCAIPA-CALIMESA JOINT UNIFIED SCHOOL DISTRICT

*Innovative Programs • World Class Education*

## Appendix A: Letters of Support



### BOARD OF EDUCATION

Jane Smith  
*President*

Patricia Ingram  
*Clerk*

Sharon Bannister  
*Member*

Chuck Christie, Ph.D.  
*Member*

Jim Taylor  
*Member*

### DISTRICT ADMINISTRATION

Cali Binks  
*District Superintendent*

Sherri Black  
*Assistant Superintendent  
Human Resources*

Eric Vreeman, Ed.D.  
*Assistant Superintendent  
Educational Services*

George Velarde  
*Assistant Superintendent  
Business Services*

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(909) 790-6101 Fax

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December 19, 2014

Cheryl Marshall, Ed.D., President  
Crafton Hills College  
11711 Sand Canyon Road  
Yucaipa, CA 92399

RE: Support for Crafton Hills College, Innovation in Higher Education

Dear Dr. Marshall:

This letter is in support of Crafton Hills College's application to Governor Brown and the California Legislature for an award for Innovation in Higher Education. Crafton Hills College should be recognized for their innovative and ambitious efforts to improve higher education. Crafton Hills College and the Yucaipa-Calimesa Joint Unified School District (YCUJUSD) are working diligently to ease transfer through the region's education system by better recognizing learning that occurs across the region's education and business sectors.

YCUJUSD is supporting Crafton Hills College by providing:

- Providing collaborative student research opportunities
- Providing staff to participate in advisory committees addressing changes to policies, practices, and/or systems

Crafton Hills College has a long history of partnering with the community. YCUJUSD looks forward to expanding Crafton Hills College's existing innovative efforts to increase the number of students from the Inland Empire in articulating to four-year universities.

Sincerely,

Cali Binks  
Superintendent

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# Crafton Hills College

# Educational Master Plan

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Recommended May 11, 2010  
Approved May 17, 2010

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EDUCATIONAL MASTER PLANNING COMMITTEE

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**Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014**  
**OVERVIEW OF CRAFTON HILLS COLLEGE**  
**STRATEGIC DIRECTIONS, GOALS, AND INTEGRATION WITH OTHER PLANNING**

STRATEGIC DIRECTION	DESCRIPTION	GOALS	INTEGRATION WITH OTHER PLANNING
<b>1</b> <b>STUDENT ACCESS AND SUCCESS</b>	<p>Prospective and current students have timely access to all applicable College programs and services.</p> <p>Programs and services are offered through alternative delivery modes where suitable.</p> <p>Student success in courses and programs is the top institutional priority.</p> <p>The quality and quantity of programs and services are sufficient to assure students the opportunity for success at CHC.</p> <p>Programs and services lay the foundation for success in students' post-CHC academic and vocational pursuits.</p>	<p><b>1.1 Support, guide, and empower every student to achieve his or her goals.</b></p> <p><b>1.2 Deliver and ensure access to programs, services, and support that meet students' needs.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 2: Learning Centered Institution for Student Access, Retention and Success (Board Imperative II)</li> <li>▪ District Task Force on New Curriculum</li> <li>▪ Basic Skills Initiative Plan / Committee</li> <li>▪ Matriculation Plan / Committee</li> <li>▪ EOPS Plan</li> <li>▪ DSPS Plan</li> <li>▪ Title V Plan</li> <li>▪ Learning Communities Plan</li> <li>▪ Enrollment Management Plan</li> <li>▪ Distributed Education Plan / Educational Technology Committee</li> <li>▪ Technology Plan / Technology Planning Committee</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> </ul>
<b>2</b> <b>INCLUSIVENESS</b>	<p>The College and its structures and processes are characterized by inclusiveness, openness to input, and respect for diverse opinions among individual students and employees, groups, and organizations.</p>	<p><b>2.1 Seek, welcome, and respect diversity, and promote inclusiveness.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 5: Inclusive Climate</li> <li>▪ Student Equity Plan</li> </ul>
<b>3</b> <b>BEST PRACTICES FOR TEACHING AND LEARNING</b>	<p>Innovative and effective practices are used throughout the College to facilitate authentic learning.</p> <p>Appropriate SLOs guide teaching and learning.</p> <p>Learning how to learn (e.g., study skills, time management, critical thinking) empowers students to succeed.</p>	<p><b>3.1 Achieve college-wide excellence in teaching and learning through best practices and ongoing reflection, assessment, and improvement.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 2: Learning Centered Institution for Student Access, Retention and Success (Board Imperative II)</li> <li>▪ Basic Skills Initiative Committee / Plan Initiatives 4, 10, 18</li> <li>▪ Professional Development Plan / Committee</li> <li>▪ Title V Plan</li> <li>▪ Learning Communities Plan</li> <li>▪ Enrollment Management Plan</li> <li>▪ Center for Innovation and Excellence</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> </ul>
<b>4</b> <b>ENROLLMENT MANAGEMENT</b>	<p>Enrollment management is an ongoing process of balancing student and community needs with available funding and facilities.</p> <p>Enrollment management is information-driven.</p> <p>The College's vision and mission guide enrollment management.</p>	<p><b>4.1 Effectively manage enrollment through a dynamic balance of identified needs and available resources.</b></p> <p><b>4.2 Identify and initiate the development of new courses and programs that align strategically with the needs of the College and its students.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 3: Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)</li> <li>▪ Enrollment Management Plan Strategies 1, 2, 7, 10, 12-15</li> <li>▪ Distributed Education Plan / Educational Technology Committee</li> <li>▪ Facilities Master Plan</li> <li>▪ Research Plan</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> </ul>

**Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014**

<p align="center"><b>5</b> <b>COMMUNITY VALUE</b></p>	<p>The College identifies and serves key community needs and promotes itself as a community asset.</p> <p>The community is aware of and values the College's contributions, and views the College as a community asset.</p> <p>The College is actively engaged in the surrounding community.</p>	<p><b>5.1 Enhance the College's value to the community.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 6: Collaboration and Community Value</li> <li>▪ Enrollment Management Plan Strategy 4</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> <li>▪ Facilities Master Plan</li> </ul>
<p align="center"><b>6</b> <b>EFFECTIVE, EFFICIENT, AND TRANSPARENT PROCESSES</b></p>	<p>The College operates through effective processes and structures.</p> <p>All planning processes and decision-making are transparent, evidence-based, efficient, clearly defined, and characterized by effective communication among all applicable parties.</p> <p>All planning and decision-making processes and structures include solicitation, reception, and meaningful consideration of appropriate input.</p> <p>Planning processes and decision-making are appropriately integrated with each other and with resource allocation processes.</p> <p>Information used in decision-making is accurate, complete, timely, and readily available.</p> <p>All processes are consistent with applicable law, regulation, and policy.</p> <p>College processes interact effectively with each other and with those of the District and SBVC.</p>	<p><b>6.1 Implement and integrate planning processes and decision-making that are:</b></p> <ul style="list-style-type: none"> <li>• Collaborative,</li> <li>• Transparent,</li> <li>• Evidence-based,</li> <li>• Effective, and</li> <li>• Efficient.</li> </ul> <p><b>6.2 Establish and document effective, efficient, and consistent organizational structures and processes.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 1: Institutional Effectiveness (Board Imperative I)</li> <li>▪ Crafton Council</li> <li>▪ Planning &amp; Program Review Process</li> <li>▪ Developmental Budgets / Fiscal Plan</li> <li>▪ Accreditation Standards</li> <li>▪ Technology Plan / Technology Planning Committee</li> <li>▪ Emergency Preparedness Plan</li> <li>▪ Facilities Master Plan</li> </ul>
<p align="center"><b>7</b> <b>ORGANIZATIONAL DEVELOPMENT</b></p>	<p>The College continuously improves as an organization through:</p> <ul style="list-style-type: none"> <li>▪ Development of faculty, staff, managers, and students</li> <li>▪ Managing change</li> <li>▪ Capacity enhancement</li> <li>▪ Adherence to high standards</li> <li>▪ Application of research findings</li> <li>▪ Recruitment and hiring of high-quality employees</li> </ul>	<p><b>7.1 Optimize the organization's human resource capacity.</b></p> <p><b>7.2 Manage change proactively.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 3: Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)</li> <li>▪ District Strategic Plan Strategic Direction 4: Enhanced and Informed Governance and Leadership (Board Imperative IV)</li> <li>▪ Professional Development Plan / Committee</li> <li>▪ Basic Skills Initiative Plan / Committee</li> <li>▪ Accreditation Standards</li> <li>▪ Technology Plan / Technology Planning Committee</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> </ul>

**Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014**

<p align="center"><b>8</b></p> <p align="center"><b>EFFECTIVE RESOURCE USE AND DEVELOPMENT</b></p>	<p>Existing resources are effectively maintained and used.</p> <p>The College actively seeks, advocates for, and acquires additional resources.</p> <p>Resources include, but are not limited to, funding, personnel, facilities, technology, and other infrastructure.</p>	<p><b>8.1 Maintain and use resources effectively.</b></p> <p><b>8.2 Seek, advocate for, and acquire additional resources.</b></p> <p><b>8.3 Maximize resource capacity related to facilities, technology, and other infrastructure.</b></p>	<ul style="list-style-type: none"> <li>▪ District Strategic Plan Strategic Direction 3: Resource Management for Efficiency, Effectiveness and Excellence (Board Imperative III)</li> <li>▪ District Human Resources Plan, Fiscal Plan</li> <li>▪ Crafton Council</li> <li>▪ Facilities Master Plan / Facilities Committee</li> <li>▪ Technology Plan / Technology Planning Committee</li> <li>▪ Annual Plans and Program Reviews / Planning and Program Review Committee</li> </ul>
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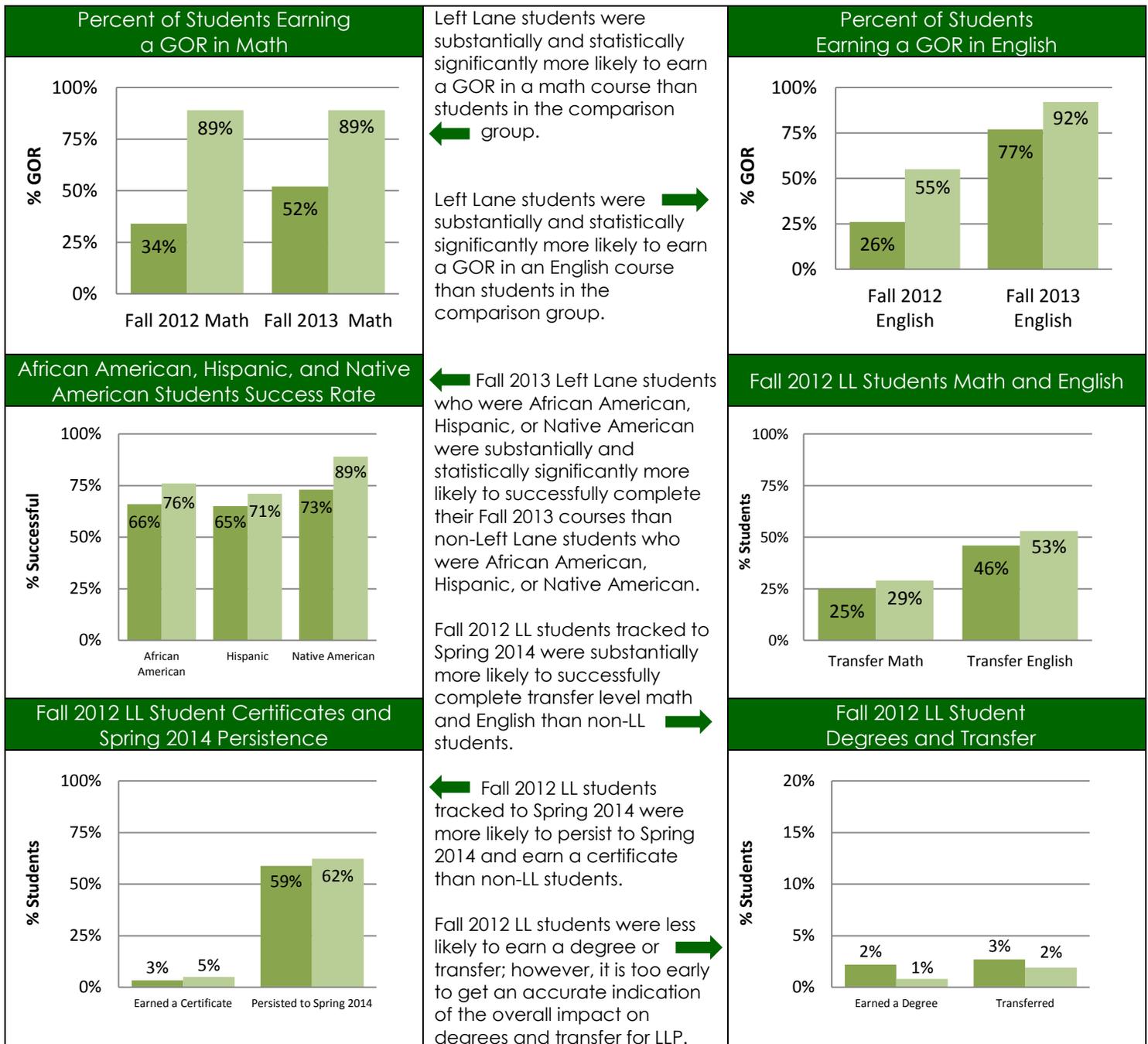


# Did You Know?

Vol. 38, Fall 2014  
Prepared by:  
Keith Wurtz

## This issues topic: Fall 2012 and Fall 2013 Left Lane Student Outcomes

In spring 2012 the Crafton Hills College Student Success, Equity, and Enrollment and Management Committee (SSEEM), a Crafton Council shared governance committee, developed the Left Lane Project (LLP), funded by the SBCCD Chancellor's Student Success Initiative Fund. The project incorporates a comprehensive, research-based approach to create clear pathways for students from application to completion. Some of the results of the most recent research conducted on the Fall 2012 and Fall 2013 Left Lane Cohorts are illustrated here. For a more in-depth analysis you can access the complete report by clicking [here](#).



Note: GOR refers to earning a grade on record (A, B, C, D, F, P, NP, I, or W). Effect size, as described by Jacob Cohen (1983), is a statistical method to measure practical differences (i.e. substantial) between two groups. Statistical significance (*p*-value) can be impacted by a large sample size, which can identify a significant difference although the difference between two values may not be substantial enough for solutions or changes to be practical.

## THE RELATIONSHIP BETWEEN SOAR & STUDENT SUCCESS BY HIGH SCHOOL & TERM

### Introduction

This report compares Crafton Hills College (CHC) students who participated in SOA<sup>3</sup>R with Crafton Hills College Students from the same high schools who did not participate in SOA<sup>3</sup>R from Fall 2009 to Fall 2012. SOA<sup>3</sup>R refers to new Student Orientation, Application, Assessment, Advising and Registration. SOA<sup>3</sup>R provides students with the opportunity to participate in the enrollment process required for new students. Crafton Hills Staff are available at the high school campus to assist prospective students with their applications, registration, academic support, and a first year Student Education Plan (SEP).

### Summary of Results

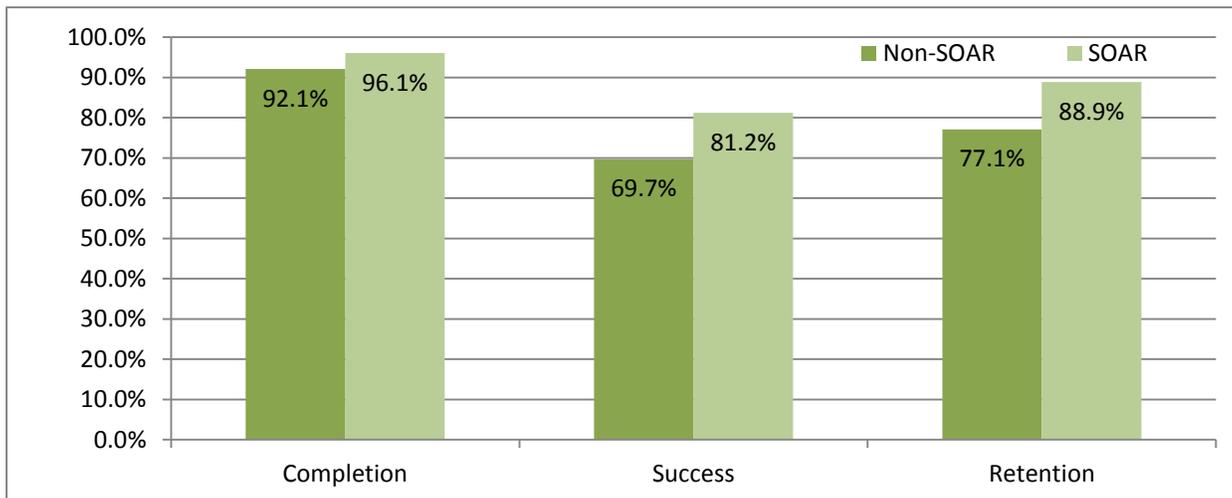
#### Sample

- 1,433 students have participated in SOA<sup>3</sup>R from Fall 2009 to Fall 2012
- The number of students participating in SOA<sup>3</sup>R has increased from 318 in Fall 2009 to 385 in Fall 2012, a 21% increase

#### Findings

- High school students who participated in SOA<sup>3</sup>R had a statistically significantly higher **completion rate** (96%) than students from the same high schools who did not participate in SOA<sup>3</sup>R (92%)
- High school students who participated in SOA<sup>3</sup>R had a statistically significantly higher **success rate** (81%) in the subsequent fall semester than students from the same high schools who did not participate in SOA<sup>3</sup>R (70%)
- High school students who participated in SOA<sup>3</sup>R had a statistically significantly and substantially higher **fall to spring retention rate** (89%) than students from the same high schools who did not participate in SOA<sup>3</sup>R (77%)

Figure 1: Success, Completion, and Retention Rate of Crafton students who participated and did not participate in SOA<sup>3</sup>R from Fall 2009 to Fall 2012.



## Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014

**College Honors Institute Program:** The College Honors Institute (CHI) was founded in 2006 by a group of faculty, staff, and administrators dedicated to CHC's mission. CHI students receive priority consideration for admission to designated universities, including highly-selective and prestigious institutions, through honors transfer agreements. Students in the 2014 cohort of CHI Completers have successfully transferred to UCLA, UC-Riverside, UC-Irvine, UC-Berkeley, and other institutions that share Honors Transfer agreements with Crafton Hills College. CHI students have excelled in their efforts to pursue research opportunities, and have presented their findings at events such as the HTCC Student Research Conference at UC-Irvine, the Bay Area Research Symposium at Stanford University, and the Western Psychological Association conference. CHI Students have also published their original work in honors research journals. The CHI provides services to students through both "high-tech" and "high-touch" means, in which students receive guidance and support through face-to-face settings, as well as electronic means such as email, text messaging, web resources and social media.

**Membership:** The College Honors Institute (CHI) serves a subpopulation of the Crafton Hills College student body that have demonstrated high academic achievement, as well as motivation to engage in a challenging, rigorous intellectual course of study, in preparation for transfer to 4-year colleges/university programs. Many CHI students also state the desire to pursue post-graduate study, and select majors that prepare for advanced research and academic work. Membership in the program grew from five students in spring 2011 to 76 students of Spring 2014 (the most recent data available). The students comprise a diverse cohort of emerging scholars: 42% Caucasian, 38% Hispanic, 9% African American, 8% Asian, and 3% Native American. The trend over the previous three years shows substantial growth in the proportion of Hispanic and other underrepresented subgroups, which combined now make up 58% of the population of CHI. The age breakdown of the cohort from Spring 2014 also indicates that CHI is attracting older students to the program: 39% of CHI students are 19 or younger (compared to 70% in Spring 2011), 39% of students are 20-24 years old (up from 20% in Spring 2011), 12% are aged 25-29 (0 in 2011), 6% aged 30-34 and 3% are 40-49. Women have consistently outnumbered men in CHI, with the latest data showing that 56% of program students are Female, to 44% men.

**Structure of the College Honors Institute:** The College Honors Institute is supported by two full-time, tenured faculty who each serve as .50 coordinators of the program; two dedicated honors counselors who provide support and educational planning; and administrative support from the Title V Transfer Prep Grant Director and Secretary. Offerings of Honors Sections grew from 20 sections in Spring 2012 to 32 sections in Spring 2014, and students enrolled in honors for those terms more than doubled – from 24 in Spring 2012 to 53 in Spring 2014.

**Partnerships:** CHI is affiliated with the Honors Transfer Council of California (HTCC), a consortium of community colleges whose purpose is to facilitate transfer to prestigious 4-year schools via transfer agreement. The HTCC Has been active in promoting the expansion of Transfer to colleges within the California Roundtable (CCC, CSU, UC) as well as a growing number of independent colleges in California and around the country (Ex. Eli Whitney Student Scholars program at Yale University). The Council also sponsors an annual Student Research Conference that CHI Students have participated in over the past several years.

The CHI is also aligned with the UCLA Transfer Alliance Program (TAP) which defines a series of standards and requirements that ensure that program elements, including courses identified as "honors" -- involve a higher standard of rigor and scholarship than do non-honors courses. The goal is to ensure that CHI program students (as well as honors program students from other participating institutions) to become "TAP-Certified" -- in other words, eligible for transfer as an Honors Scholar to UCLA.

## Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014

### Relationship of Student Success and Counseling Services provided by the CHC HSI STEM Grant in 2013-2014

Prepared by Benjamin Gamboa

#### Purpose of Brief

This brief summarizes the academic performance measures of students receiving STEM counseling services and participating in the HSI STEM program at CHC, with an emphasis on Hispanic student outcomes.

#### Summary of Findings

- Of the students participating in STEM Trek or STEM Academy, 77 received STEM counseling services in Fall 2013 or Spring 2014. Thirty-one students (43%) were Hispanic, 26 students (36%) were Caucasian, and 8 students (11%) were African-American.
- Students who participated in STEM programs and received STEM counseling services were:
  - substantially ( $ES=.31$ ) and statistically significantly ( $p=.002$ ) more likely to successfully complete the course (84%) than STEM students who did not receive STEM counseling services (72%) and
  - substantially ( $ES=.49$ ) more likely to persist from Fall 2013 to Spring 2014 (97%) than STEM students who did not receive STEM counseling services (86%).
- Hispanic students who participated in STEM programs and received STEM counseling services were:
  - more likely to successfully complete the course (79%) than Hispanic STEM students who did not receive STEM counseling services (61%) and
  - more likely to persist from Fall 2013 to Spring 2014 (100%) than Hispanic STEM students who did not receive STEM counseling services (90%).

#### Overview

In response to the second deficit identified in the HSI STEM Grant (Too few Hispanic students are transferring to four year college and universities in STEM), Crafton Hills College (CHC) hired a counselor to advise and counsel students specifically in STEM programs. CHC began to document appointments with students in late Spring 2013. The results presented in this brief illustrate the academic outcomes of students using STEM counseling services in Fall 2013 and Spring 2014 academic terms.

#### Methodology

To examine the relationship between students receiving STEM counseling services and academic performance, four comparison groups were created:

1. students participating in STEM Trek/Academy and receiving STEM counseling,
2. students not participating in STEM Trek/Academy and receiving STEM counseling,
3. students participating in STEM Trek/Academy and not receiving STEM counseling, and
4. students neither participating in STEM Trek/Academy nor receiving STEM counseling.

For the purposes of analysis, groups one and three were used to measure of STEM counseling.

Grade on record (GOR) refers to one of the following grades: A, B, C, D, F, CR/P, NC/NP, I, or W. Course completion rate is defined as the number of A, B, C, D, F, CR/P, NC/NP, or I grades divided by the number of GOR. Success is defined as the number of A, B, C, or CR/P grades divided by the number of grades on record. Persistence is defined as earning a GOR in Spring 2014 after earning a GOR in Fall 2013.

The effect size statistic is used to indicate the size of the difference between those who did and did not participate in a learning community. Noticing that even small differences can be statistically significant when large pools of data are analyzed, Jacob Cohen developed one method of interpreting effect size. Cohen defined “small,” “medium,” and “large” effect sizes and explained that an effect size of .20 can be considered small, an effect size of .50 can be considered medium, and an effect size of .80 can be considered large. Accordingly, using Cohen as a guide, a substantial effect would be .20 or higher. Effect size is calculated by dividing the difference of the two means by the pooled standard deviation. It is important to mention that the number of students in each group does not influence Effect Size; whereas, when statistical significance is calculated, the number of students in each group does influence the significance level (i.e., “p” value being less than .05).

#### Findings

Table 1 (on page 2) displays the participation rate of students receiving STEM counseling services by ethnicity and STEM program participation. Of the students participating in STEM Trek or STEM Academy, 77 received STEM counseling services in Fall 2013 or Spring 2014. Thirty-one students (43%) were Hispanic, 26 students (36%) were Caucasian, and 8 students (11%) were African-American.

**Table 1. Participation rate by ethnicity and comparison group.**

Ethnicity	Non-STEM Student & not STEM Counseled		STEM Student & not STEM Counseled		Non-STEM Student & STEM Counseled		STEM Student & STEM Counseled	
	#	%	#	%	#	%	#	%
Asian	307	5.5	2	9.1	4	8.5	7	9.6
African American	431	7.7	2	9.1	3	6.4	8	11.0
Hispanic	2,363	42.1	10	45.5	20	42.6	31	42.5
Native American/Alaskan	109	1.9	0	0.0	1	2.1	1	1.4
Caucasian	2,384	42.5	8	36.4	19	40.4	26	35.6
<b>TOTAL</b>	<b>5,594</b>	<b>100.0</b>	<b>22</b>	<b>100.0</b>	<b>47</b>	<b>100.0</b>	<b>73</b>	<b>100.0</b>

Note: “#” refers to the number of students who in each ethnicity group, and “%” refers to “#” divided by the total number of persons in the comparison group.

## Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014

Table 2 indicates the overall academic performance measures, term GPA, and cumulative GPA for each comparison group. Students who participated in STEM programs and received STEM counseling services were substantially (ES = .32) and statistically significantly ( $p = .003$ ) more likely to complete the course (95%) than students who participated in STEM programs but did not receive STEM counseling services (87%). Similarly, students who participated in STEM programs and received STEM counseling services were substantially (ES = .31) and statistically significantly ( $p = .002$ ) more likely to successfully complete the course (84%) than students who participated in STEM programs but did not receive STEM counseling services (72%). Students who participated in STEM programs and received STEM counseling services were substantially (ES = .49) more likely to persist from Fall 2013 to Spring 2014 (97%) than students who participated in STEM programs but did not receive STEM counseling services (86%). Students who participated in STEM programs and received STEM counseling services had substantially (ES = .33) higher term GPAs (3.02) than students who participated in STEM programs but did not receive STEM counseling services (2.69). Students who participated in STEM programs and received STEM counseling services had substantially (ES = .38) higher cumulative GPAs (3.09) than students who participated in STEM programs but did not receive STEM counseling services (2.77).

**Table 2. Academic performance and GPA by comparison group.**

Measurement	Non-STEM Student & not STEM Counseled			STEM Student & not STEM Counseled			Non-STEM Student & STEM Counseled			STEM Student & STEM Counseled			Between STEM Students w/ & w/o STEM Counseling	
	#	N	%	#	N	%	#	N	%	#	N	%	ES	p-value
Success	22,708	31,337	72.5	122	170	71.8	250	302	82.8	416	496	83.9	0.31	0.002
Course Completion	28,476	31,337	90.9	148	170	87.1	294	302	97.4	472	496	95.2	0.32	0.003
Persistence	3,922	5,613	69.9	19	22	86.4	45	47	95.7	71	73	97.3	0.49	0.162
Term GPA	2.49			2.69			2.90			3.02			0.33	0.111
Cumulative GPA	2.60			2.77			2.95			3.09			0.38	0.080

Table 3 displays the overall academic performance measures for each comparison group by ethnicity. Hispanic students who participated in STEM programs and received STEM counseling services were more likely to complete the course (93%) than Hispanic students who participated in STEM program and did not receive STEM counseling services (81%). Hispanic students who participated in STEM programs and received STEM counseling services were more likely to successfully complete the course (79%) than Hispanic students who participated in STEM program and did not receive STEM counseling services (61%). Hispanic students who participated in STEM programs and received STEM counseling services were more likely to persist from Fall 2013 to Spring 2014 (100%) than Hispanic students who participated in STEM program and did not receive STEM counseling services (90%).

**Table 3. Academic performance by ethnicity and comparison group.**

Ethnicity and Measurement		Non-STEM Student & not STEM Counseled			STEM Student & not STEM Counseled			Non-STEM Student & STEM Counseled			STEM Student & STEM Counseled		
		#	N	%	#	N	%	#	N	%	#	N	%
Asian	Success	1,234	1,650	74.8	16	17	94.1	30	33	90.9	40	52	76.9
	Course Completion	1,511	1,650	91.6	16	17	94.1	33	33	100.0	50	52	96.2
	Persistence	206	307	67.1	2	2	100.0	14	15	93.3	7	7	100.0
African American	Success	1,650	2,423	68.1	13	21	61.9	15	15	100.0	39	45	86.7
	Course Completion	2,188	2,423	90.3	18	21	85.7	3	3	100.0	43	45	95.6
	Persistence	290	431	67.3	1	2	50.0	3	3	100.0	7	8	87.5
Hispanic	Success	9,378	13,541	69.3	41	67	61.2	99	130	76.2	173	220	78.6
	Course Completion	12,263	13,541	90.6	54	67	80.6	127	130	97.7	204	220	92.7
	Persistence	1,708	2,363	72.3	9	10	90.0	19	20	95.0	31	31	100.0
Native American/ Alaskan	Success	466	635	73.4	0	0	0.0	8	8	100.0	6	6	100.0
	Course Completion	572	635	90.1	0	0	0.0	8	8	100.0	6	6	100.0
	Persistence	73	109	67.0	0	0	0.0	1	1	100.0	1	1	100.0
Caucasian	Success	9,909	12,990	76.3	52	65	80.0	99	116	85.3	158	173	91.3
	Course Completion	11,848	12,990	91.2	60	65	92.3	111	116	95.7	169	173	97.7
	Persistence	1,633	2,384	68.5	7	8	87.5	18	19	94.7	25	26	96.2

## Appendix B: Key policies, practices, and/or systems in place prior to January 10, 2014

### Relationship of Supplemental Instruction (SI) to Course Success for Students in the HSI Title III STEM SI Program for the Fall 2013 and Spring 2014 Terms, Prepared by Benjamin Gamboa

#### Purpose of Brief

This brief analyzes the relationship of supplemental instruction (SI) to course success for students utilizing the HSI Title III Science, Technology, Engineering and Mathematics (STEM) SI program in the Fall 2013 and Spring 2014 terms.

#### Summary of Findings

- Students who attended two or more SI sessions were substantially ( $ES = .33$ ) and statistically significantly ( $p = .003$ ) more likely to successfully complete the course (75%) than students in the same section who did not attend any SI sessions (60%).
- Hispanic students who attended two or more SI sessions were substantially ( $ES = .38$ ) and statistically significantly ( $p = .017$ ) more likely to successfully complete the course (71%) than Hispanic students in the same section who did not attend any SI sessions (53%).
- Students 19 years or younger who attended two or more SI sessions were also substantially ( $ES = .62$ ) and statistically significantly ( $p = .012$ ) more likely to successfully complete the course (78%) than students 19 years or younger in the same section who did not attend any SI sessions (47%).

#### Overview

In response to the third deficit identified in the HSI Title III STEM Grant, Crafton Hills College (CHC) developed an SI program as an alternative learning strategy aimed at improving students' math, technical and conceptual science skills. In the Fall 2013 and Spring 2014 terms, CHC offered supplemental instruction for students enrolled in the following course sections: CHEM-150-20, CHEM-150-21, CHEM-150-22, CHEM-150-25, CHEM-150-26, CHEM-150-27, MATH-103-35, MICRO-102-15, MICRO-102-16, MICRO-102-35, MICRO-102-36, PHYSIC-250-25, PHYSIC-250-27, and PHYSIC-250-90. Table 1 illustrates the participation rate (%) of students participating in SI (#) as a percentage of total students in the same sections with a grade on record (N). 227 students (54%) of 419 students attended at least one SI session.

#### Findings

Students who attended one or more SI sessions were substantially ( $ES = .23$ ) and statistically significantly ( $p = .018$ ) more likely to successfully complete the course (71%) than students in the same section who did not attend any SI sessions (60%). **There was an 11% increase in success for students who attended one or more SI sessions.**

Students who attended two or more SI sessions were substantially ( $ES = .33$ ) and statistically significantly ( $p = .003$ ) more likely to successfully complete the course (75%) than students in the same section who did not attend any SI sessions (60%). **There was a 15% increase in success for students who attended two or more SI sessions.**

Hispanic students who attended two or more SI sessions were substantially ( $ES = .38$ ) and statistically significantly ( $p = .017$ ) more likely to successfully complete the course (71%) than Hispanic students in the same section who did not attend any SI sessions (53%). Male students who attended two or more SI sessions were substantially ( $ES = .41$ ) and statistically significantly ( $p = .003$ ) more likely to successfully complete the course (78%) than male students in the same section who did not attend any SI sessions (59%). Students 19 years or younger who attended two or more SI sessions were also substantially ( $ES = .62$ ) and statistically significantly ( $p = .012$ ) more likely to successfully complete the course (78%) than students 19 years or younger in the same section who did not attend any SI sessions (47%). Students 25-29 years old who attended two or more SI sessions were also substantially ( $ES = .56$ ) and statistically significantly ( $p = .037$ ) more likely to successfully complete the course (83%) than students 25-29 years old in the same section who did not attend any SI sessions (58%).



Relationship of the Fall 2012 Left Lane Cohort to Enrollments,  
Student Success and Fall to Spring Retention

Microsoft

Prepared by Keith Wurtz  
July 17, 2013  
RRN: 663

## Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention

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### **Introduction**

In spring 2012 the Crafton Hills College Student Success and Engagement, Enrollment and Management Committee (SSEEM), a Crafton Council shared governance committee, developed the Left Lane Project (LLP), funded by the SBCCD Chancellor's Student Success Initiative Fund. The project incorporates a comprehensive, research-based approach to create clear pathways for students from application to completion. The purpose of this report is to examine the relationship of the Fall 2012 and Fall 2013 Left Lane cohorts to enrollments, student success, and fall to spring retention. In addition, the Fall 2012 cohort was tracked to Spring 2014 and their progress on the following is also illustrated in this report: completion of transfer English and/or math, retention to Spring 2014, earning a certificate or degree, and transferring to a four-year college.

The purpose of the LLP is to reduce the average amount of time it takes students to earn an AA/AS Degree at Crafton from 5.3 years to four years. To accomplish this the LLP has implemented numerous strategies, such as a Summer Bridge Program to help students transition to college, learning communities and supplemental instruction to provide integrated counseling and tutoring services, SOA<sup>3</sup>R (Senior Orientation, Application, Assessment, Advising, and Registration), and requiring students to enroll in math and English first to maintain their priority registration.

### **Summary of Results**

#### **Possible Implications**

The Fall 2013 Left Lane Cohort continued to show substantial and statistically significant improved progress toward completing a degree, certificate, or transferring as evidenced by Left Lane students being more likely to enroll in English and math, successfully completing their English and math courses, and being retained from fall to spring in English and math. However, similar to the Fall 2012 Left Lane cohort, there are areas where the Left Lane Program can make improvements. First, both the Fall 2012 and Fall 2013 Left Lane cohorts were more likely to struggle at successfully completing transfer level English in the subsequent spring semester. Suggesting that the LLP needs to develop additional support and/or strategies for LLP students enrolled in transfer level English. In addition, in Fall 2012 LL students performed well in MATH-090 in Spring 2013. Conversely, in Spring 2014 the Fall 2013 LL students were much less likely to successfully complete MATH-090.

As of Spring 2014, the Fall 2012 LL students were more likely to have completed transfer level math and English, to have persisted to Spring 2014, and to have earned a certificate. However, Fall 2012 LL students were less likely to have earned a degree or transferred. Currently it is too early to get an accurate indication of the overall impact of the LLP on earning a degree or transferring; at the same time, the data suggests that LLP needs to develop a strategy for helping students in the second year.

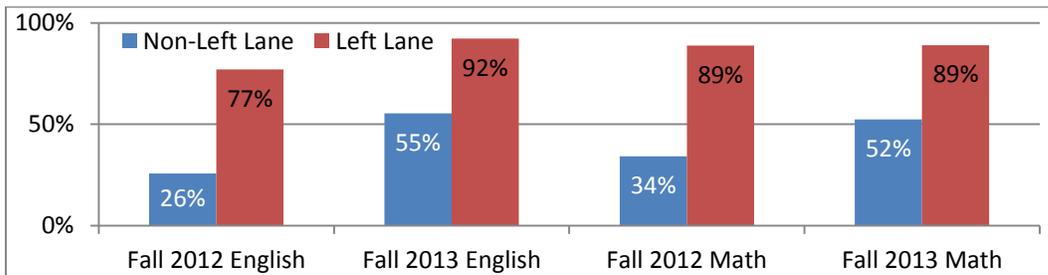
## Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014

### Sample

- The number of Left Lane students increased from 258 in Fall 2012 to 273 in Fall 2013, a 6% increase
- Fall 2012 Left Lane Students were more likely to be female and Hispanic when compared to the comparison group
- Fall 2013 Left Lane Students were more likely to be female and African American when compared to the comparison group

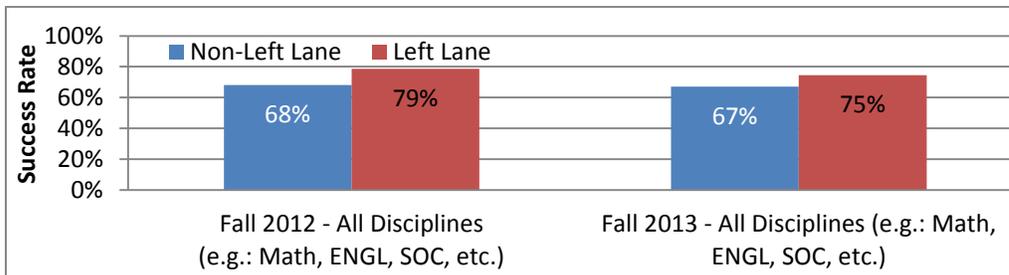
### English and Math Enrollments

- Fall 2012 and Fall 2013 Left Lane students were substantially and statistically significantly more likely to earn a grade on record (GOR)<sup>1</sup> in a math and English course their first semester at Crafton than non-Left Lane students



### Success Rate

- Left Lane students were substantially and statistically significantly more likely to successfully complete<sup>2</sup> their Fall 2012 and Fall 2013 courses than non-Left Lane students

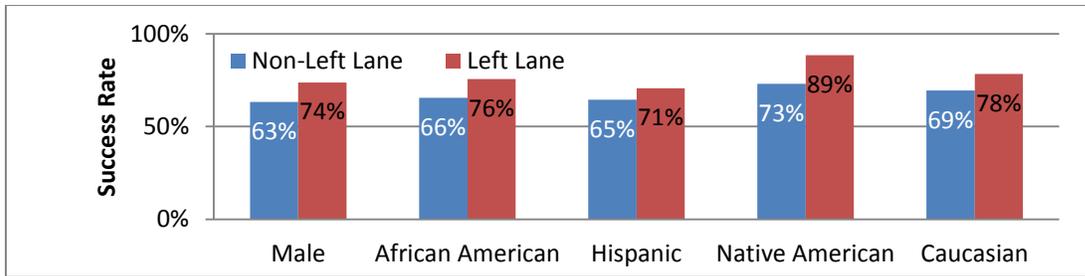


- Fall 2012 Left Lane students who were female, African American, or Hispanic were substantially and statistically significantly more likely to successfully complete their Fall 2012 courses (81%) than non-Left Lane students who were female, African American, or Hispanic
- Fall 2013 Left Lane students who were male, African American, Hispanic, or Native American were substantially and statistically significantly more likely to successfully complete their Fall 2013 courses than non-Left Lane students who were male, African American, Hispanic, or Native American

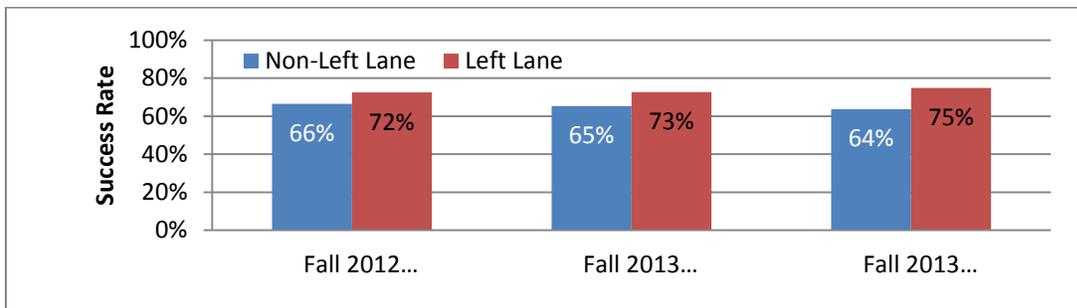
<sup>1</sup> GOR refers to a grade on record of A, B, C, D, F, I, P, NP, or W.

<sup>2</sup> Success is determined by a student earning a GOR in a course of A, B, or C.

## Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014

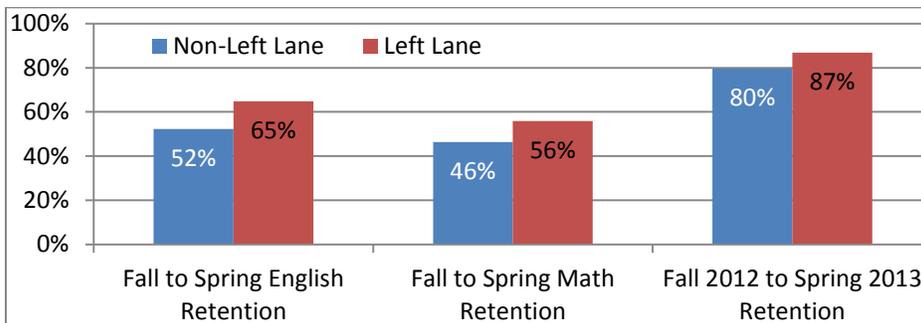


- Fall 2012 Left Lane students were statistically significantly ( $p = .049$ ) more likely to successfully complete developmental courses (72%) than non-Left Lane students (66%)
- Fall 2013 Left Lane students were statistically significantly ( $p < .001$ ) more likely to successfully complete occupational courses (73%) than non-Left Lane students (65%)
- Fall 2013 Left Lane students were substantially ( $ES = .24$ ) more likely to successfully complete transfer level courses (75%) than non-Left Lane students (64%)



### Fall 2012 to Spring 2013 Term Retention (Persistence)

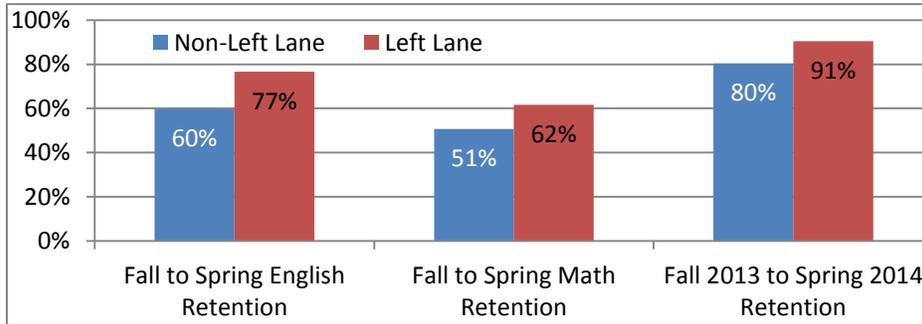
- Fall 2012 Left Lane students who earned a GOR in English in Fall 2012 were statistically significantly ( $p = .007$ ) and substantially ( $ES = .25$ ) more likely to earn a GOR in English in the subsequent spring semester (65%) than non-Left Lane students (52%)
- Fall 2012 Left Lane students who earned a GOR in math in Fall 2012 were substantially ( $ES = .19$ ) and statistically significantly ( $p = .034$ ) more likely to earn a GOR in math in the subsequent spring semester (56%) than non-Left Lane students (46%)
- Fall 2012 Left Lane students were substantially ( $ES = .19$ ) and statistically significantly ( $p = .012$ ) more likely to persist from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (80%)



## Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014

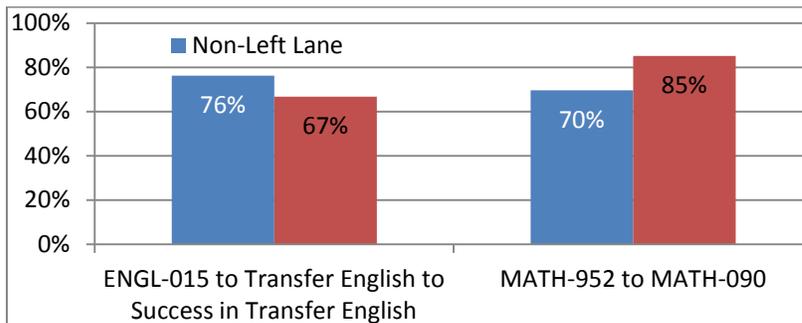
### Fall 2013 to Spring 2014 Term Retention (Persistence)

- Fall 2013 Left Lane students who earned a GOR in English in Fall 2013 were statistically significantly ( $p < .001$ ) and substantially ( $ES = .37$ ) more likely to earn a GOR in English in the subsequent spring semester (77%) than non-Left Lane students (60%)
- Fall 2013 Left Lane students who earned a GOR in math in Fall 2013 were substantially ( $ES = .22$ ) and statistically significantly ( $p = .010$ ) more likely to earn a GOR in math in the subsequent spring semester (62%) than non-Left Lane students (51%)
- Fall 2013 Left Lane students were substantially ( $ES = .27$ ) and statistically significantly ( $p < .001$ ) more likely to persist from Fall 2013 to Spring 2014 (91%) than non-Left Lane students (80%)



### Fall 2012 to Spring 2013 Course Retention

- Fall 2012 Left Lane students who successfully completed ENGL-015 in Fall 2012 and earned a GOR in a transfer English course in Spring 2013 were substantially ( $ES = -.21$ ) less likely to successfully complete a transfer English course (67%) than non-Left Lane students (76%)
- Fall 2012 Left Lane students who successfully completed MATH-952 in Fall 2012 were substantially ( $ES = .38$ ) more likely to earn a GOR in MATH-090 (85%) than non-Left Lane students (70%)



**Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014**

**Crafton Hills College Transfer Center**  
**Prepared by Mariana Moreno, Transfer Center Coordinator**

The transfer center serves as the pipeline from the community college to a four-year institution for the 80% of students with a goal of transferring. Since the opening of the Crafton's first Transfer Center (TC) during the 2011-2012 academic year, approximately 5,000 duplicated student contacts have been reported via counseling appointments and participation in transfer-related workshops. While another 7,500 duplicated contacts partook in college fairs and classroom presentations.

Creating internal partnerships with programs that primarily serve underrepresented students exposes at-risk students to transfer resources, resulting in the TC serving a higher percentage of Asian, African-American, Hispanic and Native-American students than the general campus population. For the 2012-2013 academic year, 58.5% of underrepresented students accessed the Transfer Center compared to 55.2% represented in the general population.

<b>Academic Year</b>	<b>Ethnicity</b>		<b>Did not access Transfer Center this year</b>	<b>Accessed Transfer Center this year</b>	<b>All Crafton Students</b>
2011-2012	Asian	#	440	34	474
		%	6.1%	7.8%	6.2%
	African American	#	544	35	579
		%	7.5%	8.0%	7.5%
	Hispanic	#	2,673	155	2,828
		%	36.9%	35.6%	36.8%
	Native American	#	148	15	163
		%	2.0%	3.4%	2.1%
	Caucasian	#	3,386	195	3,581
		%	46.7%	44.7%	46.6%
	Unknown	#	58	2	60
		%	0.8%	0.5%	0.8%
	Total	#	7,249	436	7,685

**Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014**

		%	100.0%	100.0%	100.0%
2012-2013	Asian	#	341	63	404
		%	5.5%	7.1%	5.7%
	African American	#	461	65	526
		%	7.4%	7.3%	7.4%
	Hispanic	#	2,472	374	2,846
		%	39.9%	41.9%	40.2%
	Native American	#	117	20	137
		%	1.9%	2.2%	1.9%
	Caucasian	#	2,771	363	3,134
		%	44.8%	40.6%	44.2%
	Unknown	#	29	8	37
		%	0.5%	0.9%	0.5%
	Total	#	6,191	893	7,084
		%	100.0%	100.0%	100.0%

Research has shown that faculty are the most important and most consistent point of contact for community college commuter students (Stage & Hubbard, 2007; Tinto, 2000). It has been noted, however, that faculty-student interaction is rarely included in recommendations for institutional practice (Bensimon, 2007; Martínez Alemán, 2007; Stage & Hubbard, 2007). The Transfer Advocate program at CHC is an informed attempt to address these realities by training self-selected faculty in the essentials of transfer from CHC to four-year institutions and encouraging these faculty to advocate proactively for students' transfer ambitions and to facilitate students' navigation of the transfer process. Over 3000 duplicated student contacts have been made by faculty participating in the Transfer Advocate Program since 2011.

Relationships are being fostered where non previously existed and our students are benefiting from these efforts. Universities such as UC Berkeley, UCLA, Cal State Sacramento and even out-of-state universities are regularly visiting CHC to recruit Crafton students. Consequently, CHC hosted UCLA's first regional "Transfer Day" conference for students in the Inland Empire, a typically underserved geographical area. Students and faculty alike have benefited from the

## **Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014**

increase of on-site university representatives who meet individually with students to assess progress towards completing admission requirements and to deliver professional development for counseling and instructional faculty. For the first time, CHC students are offered the option of participating in Transfer Guarantee Admission programs with local campuses such as Brandman University and with out-of-state institutions such as Arizona State University or Bellevue University in Nebraska.

The Transfer Center is committed to building and maintaining a culture of transfer through professional development. Part and Full-time Counseling faculty participate in monthly “transfer trainings” in an effort to maintain currency with the complexity and fluidity of transfer requirements. Faculty transfer advocates participate in 2 trainings per semester to learn about how transfer, student services and their mentorship can help students achieve their educational goals. Combined, approximately 50 trainings have been offered.

These concerted efforts have increased of transfer applications to four-year institutions. Applications to our feeder CSU, San Bernardino campus have increased by 81% from 180 applications in 2011-2012 to 326 in 2013-2014. Applications to the UC system (9 campuses) also increased 100% from 135 applications in 2011 – 2012 to 271 applications in 2013-2014. When Senate Bill 1440 was passed in 2011, it required California Community Colleges to develop “Associate Degrees for Transfer” or ADT to expedite and streamline transfer to the CSU system (23 campuses). Crafton graduated one student with an ADT in 2012. By 2013, that number increased to 81 ADT graduates and recently, the CSU system indicated that approximately 220 students reported on their admission application they will be graduating with an ADT from CHC by the end of Spring 2015.

## Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014

### [Plans for Transfer Center](#) >> 2013 - 2014 Transfer Center CHC Non-Instructional Program Review 2013-2014, Principal Preparer : Mariana Moreno

#### **A – Organization (including staffing and structure)**

Crafton Hills College responded to the mandate by designating an office in General Counseling as the resource library for catalogs, pamphlets and other college materials. Transfer-counseling services were provided by part-time and full-time counseling faculty in General Counseling, EOPS/CARE/CalWORKs and DSPS programs. Counselors were responsible for assisting students with transfer to CSU, UC, private and out-of-state colleges. Additionally, counselors from the General Counseling office rotated the responsibility of coordinating the annual fall term transfer fair and recruiting universities to visit CHC to meet individually with students. The assigned counselor was allotted a quarter of their workload, approximately 7 hours per week. While it appears that CHC had met the standards by designating a space and providing services, in reality the location was not accessible or suitable, nor were 7 hours sufficient to effectively coordinate all the activities identified in the program standards. The Dean of Matriculation and Counseling, with the understanding that these efforts were not meeting the intent of the regulations, requested a dedicated facility, 1 FTE transfer counselor, and 1 FTE transfer technician with the first formal Program Review process in 2006.

October 2010, Crafton Hills College was awarded a [Title V/HSI “Transfer Prep” grant](#) to increase the percentage of students transferring to four-year institutions. One of the objectives of the grant was to designate a space on campus for the new Transfer Center, a space that is accessible, inviting and in a highly visible location. The Transfer Prep team hosted planning sessions and elicited responses from the campus community to identify a suitable location.

While the center was still under construction, in May 2011, the Transfer Center Coordinator was hired and began developing marketing materials and implementing transfer services. By Fall 2011, 28 workshops were offered to assist students with their applications to the CSU and UC systems. Pamphlets and other student handouts were developed in English and Spanish, and made available to assist students with the transfer process. The Transfer Advocate program was initiated in conjunction with providing professional development for the counseling faculty.

Crafton Hills College opened its first stand-alone Transfer Center (TC) on January 17, 2012, 21 years after the mandate to provide a functional space in a suitable location. Now located in the area with the second highest circulation on campus, the TC sits above the Cafeteria with bright, bold yellow lettering notifying students and the campus community of its presence and location. Staffing includes 1 full-time Coordinator/Counselor, 32 hours of clerical support pieced together by classified staff from Title V/HSI Transfer Prep grant and the Copy Center. The Transfer Center is opened Monday – Friday, approximately 40 hours per week with Thursdays open until 6 pm to serve evening students.

#### **B – Mission, or primary purpose**

The mission of the Transfer Center at Crafton Hills College is to promote transfer to public, independent, and out-of-state institutions by providing students with services, activities and innovative programs that support transfer. It takes a college of dedicated faculty and staff to transfer a student. The Transfer Center is committed to building and maintaining a culture of transfer in all facets of campus life.

#### **D – What kind of services you provide - Rubric Item: Pattern of Service - How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)**

The Transfer Center services include:

- Assistance with transfer to CSU, UC, private and out-of-state universities
- Transfer Advocate (TA) program
- A transfer advocate encourages, supports and mentors students who wish to transfer to another institution. The program consists of 15 part- and full-time TAs, primarily instructional faculty representing all three divisions including instructional support and CTE.

## Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014

- Mobile Transfer Center - Just as the name implies, the TC becomes mobile in an effort to advertise its services and to reach students who normally do not visit the west-end of campus where the TC is physically located. We setup shop at the LADM Breezeway via a table, couple of chairs, laptop computer and student handouts related to transfer. A counselor and transfer advocate staff the station, usually in 2-hour intervals.
- On-site college and university representatives
  - They meet individually with students to provide an evaluation of progress and admission requirements. For the 2011-12 academic year, 11 universities visited CHC. For 2012-13, the number increased to 15 universities.
- College transfer fairs, events and workshops
  - Transfer Fairs: Over 25 public, independent (private), and out-of-state universities gather at CHC twice per year (fall and spring terms) to provide students with an opportunity to acquire information about their programs and admission criteria.
  - Types of events: Spring 2012 – The TC hosted Cal Poly Pomona, College of Agriculture information session. Fall 2012 – The TC sponsored UCLA Admission Conference for Region IX counselors, also, Mt. St. Mary's College provided a workshop for students about the value of transferring to private universities. Fall 2013 – UCLA Transfer Day, an event to empower students with becoming competitive applicants for admission to UCLA.
  - Types of workshops: Typically every fall term, the TC offers: UC Transfer Admission Guarantee (TAG) workshops, CSU and UC Application workshops, How to Write UC Personal Statement workshop, and Transfer 101 (Intro to Transfer) workshop. In the Spring term, the focus shifts from assisting students with the application process to helping them transition from CHC to the university and planning for new/current students. Workshops offered include: I've Got In, What's Next?; I Didn't Get In, What Now?; Transfer 101; How to Transfer to CSUSB and other CSUs; How to Transfer to UCR and other UCs; How to Transfer to Private or Out-of-State Universities.
  - *Eighty-Seven students, who attended the workshops, responded to a survey about the effectiveness of the workshops facilitated by the TC. In general, students agreed or strongly agreed the workshops were clearly presented, were satisfied with the workshops, and felt the information received would help them meet their educational goals.*
- Social media (Facebook and Twitter) to announce:
  - Activities sponsored by the TC, such as workshops, transfer fairs, and visits by university reps
  - Transfer opportunities at four-year institutions such as summer bridge programs, internships and webinars
- [www.craftonhills.edu/transfercenter](http://www.craftonhills.edu/transfercenter)
  - Student Senate identified the TC webpage as the "most helpful/useful"
  - The TC webpage later became the model for uniformity for all student services program webpages. The Website is updated and changes are made as each new semester begins.
- Field trips to universities for a campus tour and an admission presentation
- Transfer Recognition Celebration to recognize students' transfer achievement
- Students can e-mail quick questions to [transfercenter@craftonhills.edu](mailto:transfercenter@craftonhills.edu)
- Articulation and Transfer Agreements are located on the website and in print in the TC
- Assistance with university applications and personal statements
- Assistance with the UC TAG application and eligibility requirements
- Web-based/self-guided activities for transfer planning
- Printed books, college catalogs and resources to explore colleges and universities
- Computer workstations

Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014



CHAPMAN UNIVERSITY SYSTEM

- DEGREES & COURSES
- LOCATIONS
- MILITARY
- ADMINISTRATION

Brandman’s Yucaipa campus is located within Crafton Hills Community College, which is just alongside the beautiful San Bernardino Mountains. A short drive from the 10 freeway, the Yucaipa campus will give you the convenience you are looking for in a university. Bachelor’s, Master’s, and Doctorate degrees are available in a wide variety of subjects online and on ground, providing you with the flexibility to achieve your educational goals without putting your life on hold.

 <b>Arts &amp; Sciences</b> <span style="float: right;">▼</span>			
		Campus	Online
<b>Bachelors</b>			
BA, Liberal Studies, Integrated California Multiple Subjects Teaching Credential		✓	
BA, Liberal Studies, Multiple Subjects Teaching		✓	✓
BA, Psychology		✓	✓
BA, Social Science		✓	✓
<b>Masters</b>			
MA, Psychology, Marriage and Family Therapy		✓	
MA, Psychology, Marriage and Family Therapy & Professional Clinical Counseling		✓	
MA, Psychology, Professional Clinical Counseling		✓	

**Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014**

Brandman University Programs Offered at Crafton Hills College (Continued)

 <b>Business &amp; Professional Studies</b> 		
Bachelors	Campus	Online
BA, Organizational Leadership	✓	✓
BA, Organizational Leadership, Supply Chain Systems	✓	✓
BBA, Business Administration	✓	✓
BBA, Business Administration, Accounting	✓	✓
BBA, Business Administration, Entrepreneurship	✓	✓
BBA, Business Administration, Finance	✓	✓
BBA, Business Administration, General Business	✓	✓
BBA, Business Administration, Human Resources	✓	✓
BBA, Business Administration, Information Systems Management	✓	✓
BBA, Business Administration, Marketing	✓	✓
BBA, Business Administration, Organizational Communication	✓	✓
BBA, Business Administration, Organizational Leadership	✓	✓
BBA, Business Administration, Supply Chain Systems	✓	✓
Masters	Campus	Online
MA, Organizational Leadership	✓	✓

**Appendix C: Key policies, practices, and/or systems initiated since January 10, 2014**

Brandman University Programs Offered at Crafton Hills College (Continued)

 Education 		
<b>Bachelors</b>	<b>Campus</b>	<b>Online</b>
BA, Early Childhood Education	✓	✓
<b>Masters</b>	<b>Campus</b>	<b>Online</b>
MA, Education, Curriculum and Instruction	✓	✓
MA, Education, Educational Leadership	✓	✓
MA, Education, Instructional Technology, Teaching the 21st Century Learner	✓	✓
MA, Education, Leadership in Early Childhood Education	✓	✓
MA, Education, Teaching and Learning	✓	✓
<b>Doctorate</b>	<b>Campus</b>	<b>Online</b>
Ed.D., Organizational Leadership	✓	

## **Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015**

### **Purpose of the Transfer Pathways Project and ME First**

Historically, California Community Colleges established their own degree requirements. Transfer institutions often have their own requirements requiring college-to-college course articulation and community college curriculum articulation was not always aligned with transfer pathways to four-year universities. Since the passage of SB 1440, California Community Colleges have been mandated to provide educational pathways that will ensure transfer to one of the CSU's. Students must choose from among several options, including the CHC associate's degree, the AA-T or AS-T, the IGETC or CSUGE Breadth pathway, or other pathway for private or out of state institutions. Because new community college students often do not know whether and where they wish to transfer, the multitude of choices may actually serve to impede their progress. Clarifying degree and transfer pathways would allow for better resource utilization and better information for our students and lead to an increase in students successfully completing their degrees and/or transferring to their desired college or university.

The Leading from the Middle Group will provide resources to faculty to review CHC's degrees and transfer pathways, gather input from appropriate constituencies, and help develop recommendations that will simplify and clarify students' choices. The members will use the Leading from the Middle sessions to determine the parameters of their task, develop a plan, and, in collaboration with the Academic Senate and other groups as determined by the Senate, develop a set of recommendations. They will meet on campus throughout the year and will communicate closely with the Academic Senate and with other constituencies as directed by that body. Subsequently, the project's goals will align with the goals and objectives set out in the Crafton Hills College Education Master Plan such as to create pathways for undecided students, provide decision-making tools to help students select a major, and create pathways for programs based on environmental scan data.

Research shows that completing transfer-level math is the best predictor of a student transferring to a four-year university (Wurtz, 2012). Developmental courses can add semesters to a community college student's educational pathway, and years to a student's transfer pathway. Long pathways allow too many life events, excuses, and negative experiences to influence a student's desire to leave college. In fact, students who assess into 2 or 3 basic skills courses are substantially and statistically significantly less likely to reach a completion milestone (Wurtz, 2012).

The RP Group (2007) found that students in need of developmental education were more likely to reach a completion milestone if they received a comprehensive education plan and completed their basic skills courses early in their college education. Crafton Hills College is considering a new enrollment priority system that incentivizes students to continuously enroll in math and English; however, course sequences for students who assess 2 or 3 basic skills courses can add an additional three semesters to their educational pathway. Choosing not to enroll in math and English early and continuously can delay a student's access to more difficult transfer preparation courses. Furthermore, Gamboa (2013) found that sequencing developmental courses into coterminous condensed courses increased student success rates.

Additional research (Cooper, Terrence, & Pellegrin, 2012; Kuh, Kinzie, Schuh, & Whitt, 2011) found colleges that achieved higher than predicted levels of student engagement and graduation designed intentional and clear pathways that prioritized student needs. An intentional and clear pathway should be well-defined in order to provide students with clear learning objectives and choices while avoiding a "one-size-fits-all" sequence which limits access and academic freedom. To provide the greatest flexibility to students, transfer pathways will need to be articulated with as many four-year colleges and universities as possible, so our students will have as many transfer options available as possible.

**Crafton Hills College Student Equity Plan**

San Bernardino Community College District

Crafton Hills College

The results indicated that African American, Hispanic, Native American, and students 20 years old or older are the groups most likely to be disproportionately impacted. African American and Hispanic students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Native American students were less likely to attend Crafton Hills College and more likely to have substantially lower degree/certificate completion rates than others. In general, students who were 20 years old or older were also less likely to earn a degree/certificate or transfer than younger students. Moreover, students 30 years old or older were also less likely to attend CHC compared to the College's primary service area population.

**Goals**

Equity and institutional planning will focus on six major goals.

1. Increase access for individuals with disabilities and students aged 20-39.
2. Improve course success rates among foster youth.
3. Increase mathematics throughput rates among African American and economically disadvantaged students.
4. Increase English throughput rates among African American and Hispanic students.
5. Increase degree and certificate completion rates among males, African Americans, Hispanics, Native Americans, and students aged 20-34.
6. Increase transfer rates among African Americans, Hispanics, and students aged 20-24.

**Activities**

The College will conduct targeted outreach to individuals with disabilities and those in the 25-34 age range, and will develop programs that welcome and support these groups.

The College will develop weekend, online, and/or hybrid delivery methods to better serve students in the 25-34 age range.

The College will improve the accurate identification of foster youth and will provide early matriculation and ongoing academic support and guidance for this group.

The College will provide research-based best practices and interventions to promote the success of African American and Hispanic students enrolled in basic skills English courses.

The College will provide research-based best practices and interventions to promote the success of African American and economically disadvantaged students enrolled in basic skills mathematics courses.

The College will provide research-based best practices and interventions to promote the degree and certificate completion of Hispanics, African Americans, Native Americans, and students aged 20-34.

## Crafton Hills College Student Equity Plan

San Bernardino Community College District

Crafton Hills College

### GOALS AND ACTIVITIES

The Crafton Hills College Student Equity Plan's goals, objectives, and actions were developed based on feedback received from the entire campus. The Vice President of Student Services and Dean of Institutional Effectiveness, Research, and Planning attended nine meetings: the Academic Senate, Student Senate, Faculty Chairs, Student Success, Engagement, Equity, and Enrollment Management (SSEEM) Committee, Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), Student Services Council, two Student Services meetings, and one open forum. At each of these meetings the student equity data was presented and members were asked to identify the gaps that they felt were most in need of institutional intervention, and to brainstorm strategies to close the gaps for the top three objectives. The information generated in these meetings was used to inform the Crafton Hills College Student Equity Plan.

The target for each objective is the minimum increase needed to bring each disproportionately impacted group to parity with the reference group. The methodology for identifying disproportionate impact was identified in the Campus-Based Research Section and is described in greater detail in [the Crafton Hills College 2014 Student Equity Data Report](#). As an illustration, the access targets were set by calculating the proportion of students needed to exceed the .90 proportional index threshold, and the other outcome targets were set by calculating the percentage of students needed to exceed the 80% rule ratio. In instances where the increase to meet the 80% threshold was less than 2%, the overall rate was used to set the target.

The College has identified responsibility centers for each activity in the plan. All activities that intersect the academic and professional matters accorded to the Academic Senate will be fulfilled in close consultation with that body, and will only be implemented with the Senate's support.

**Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015**

**Crafton Hills College Student Equity Plan**

San Bernardino Community College District

Crafton Hills College

**GOALS AND ACTIVITIES**

**A. Student Success Indicator for Access**

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

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**GOAL A.** Serve a higher proportion of veterans, the disabled, 20-24, 30-34, and 35-39 year olds in the Crafton Hills College Primary Service Area.

**ACTIVITY A.1** (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

**EXPECTED OUTCOMES A.1.1-A.1.4:** The expected outcomes are to increase the access of 30-34 year olds from 6.1% to 7.6% and to increase the access of 35-39 year olds from 3.3% to 7.9%.

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

### Crafton Hills College Student Equity Plan

San Bernardino Community College District

Crafton Hills College

#### GOALS AND ACTIVITIES

##### **D. Student Success Indicator for Degree and Certificate Completion**

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

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**GOAL D.** Increases the degree/certificate completion rate of males, African American, Hispanic, Native American, and students 20 – 34 years old.

**ACTIVITY D.1** (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

**EXPECTED OUTCOME D.1.1-D.1.7:** The expected outcomes are to increase the degree/certificate completion rate of males from 14.6% to 17.2%, of African American students from 13.3% to 16.5%, of Hispanic students from 14.1% to 16.5%, of Native American students from 14.1% to 16.5%, of 20-24 year old students from 10.3% to 17.2%, of 25-29 year old students from 14.3% to 18.0%, and of 30-34 year old students from 14.3% to 18.0%.

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

San Bernardino Community College District

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Objective D.1.1: Increase the degree/certificate completion rate of males from 14.6% to 17.2%.	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When?</i>
<b>Objective D.1.2:</b> Increase the degree/certificate completion rate of African American students from 13.3% to 16.5%.		
<b>Objective D.1.3:</b> Increase the degree/certificate completion rate of Hispanic students from 14.1% to 16.5%.		
<b>Objective D.1.4:</b> Increase the degree/certificate completion rate of Native American students from 14.1% to 16.5%.		
<b>Action Steps</b> <i>What Will Be Done?</i>		
<b>Step 1:</b> Develop CHC graduate/student mentor program	Director, Student Life	May 2016
<b>Step 2:</b> Communicate to students the relationship between earning a certificate/degree and potential salary.	Dean, Student Success and Support and Director, Financial Aid	December 2015
<b>Step 3:</b> Communicate to students the jobs that are most likely available within their particular field of study on a regular basis.	Vice President, Instruction with Instructional Deans	May 2016
<b>Step 4:</b> Automatically award degrees and certificates when students have completed the requirements	Vice President Instruction and Vice President Student Services	May 2016
<b>Step 5:</b> Create support services, mentoring, and cohort communities that include males, African American, Hispanic, and Native American students-	Dean, Student Success and Support Instructional Deans	May 2016
<b>Step 6:</b> Develop clear pathways to certificate/degree completion.	Dean, Student Success and Support Instructional Deans	May 2016
<b>Step 7:</b> Require students to have an informed educational plan to register.	Dean, Student Success and Support	May 2015
<b>Step 8:</b> Develop a schedule that allows students to complete certificate/degree programs within 2 years	Vice President Instruction Vice President Student Services	December 2017
<b>Step 9:</b> Develop and implement a completion campaign.	Vice President Instruction Vice President Student Services Director, Marketing and Public Information	December 2015
<b>Step 10:</b> Partner with four-year universities that are recruiting non-traditional students.	Vice President Student Services	May 2015

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

San Bernardino Community College District

Crafton Hills College

Objective D.1.5: Increase the degree/certificate completion rate of 20-24 year old students from 10.3% to 17.2%.	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When?</i>
<b>Objective D.1.6:</b> Increase the degree/certificate completion rate of 25-29 year old students from 14.3% to 18.0%.		
<b>Objective D.1.7:</b> Increase the degree/certificate completion rate of 30-34 year old students from 14.3% to 18.0%.		
<b>Action Steps</b> <i>What Will Be Done?</i>		
<b>Step 1:</b> Survey the age group to identify their interests and use to inform course offerings and target marketing.	Dean of the Office of Institutional Effectiveness, Research and Planning	May 2015
<b>Step 2:</b> Work with employers to identify training needs and develop certificates and degrees based on the information learned.	Instructional Deans	December 2015
<b>Step 3:</b> Offer sections at campus satellite sites and in the work place.	Vice President Instruction	May 2016
<b>Step 4:</b> Offer more online, Friday, weekend, and evening classes.	Vice President Instruction	May 2016
<b>Step 5:</b> Increase the level of services offered at non-traditional times (e.g.: child care, counseling, tutoring, library, etc.)	Vice President Student Services Vice President Instruction	May 2016
<b>Step 6:</b> Develop degree and certificate programs that can be completed at non-traditional times (weekend and/or online only).	Vice President Instruction	May 2016

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

San Bernardino Community College District

Crafton Hills College

### GOALS AND ACTIVITIES

#### **E. Student Success Indicator for Transfer**

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

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**GOAL E.** Increase the transfer rate of African American, Hispanic, and students 20 – 24 years old.

**ACTIVITY E.1** (Please include the target date in chronological order and identify the responsible person/group for each activity): The activities are illustrated in the tables below.

**EXPECTED OUTCOME E.1.1-.1.3:** The expected outcomes are to increase the transfer rate of African American students from 14.3% to 18.0%, of Hispanic students from 14.3% to 18.0%, and of 20-24 year old students from 14.3% to 18.0%.

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

San Bernardino Community College District

Crafton Hills College

Objective E.1: Increase the transfer rate of African American students from 25.9% to 28.6%. Objective E.2: Increase the transfer rate of Hispanic students from 22.2% to 28.6%.	<b>Responsibilities</b> <i>Who Will Do It?</i>	<b>Timeline</b> <i>By When?</i>
<b>Action Steps</b> <i>What Will Be Done?</i>		
<b>Step 1:</b> Assess students' career interest and develop an aligned educational plan	Career Counselor	May 2015
<b>Step 2:</b> Develop transfer workshops designed specifically for students enrolled in basic skills courses.	Transfer Center Coordinator	December 2016
<b>Step 3:</b> Increase the use of Early Alert.	Vice President Instruction	May 2016
<b>Step 4:</b> Provide professional development that teaches instructors how to incorporate universal design concepts in the classroom <sup>viii</sup> and to use culturally responsive teaching techniques <sup>ix</sup>	Professional Development Coordinator DSPS Faculty	December 2016
<b>Step 5:</b> Develop and implement intrusive instructional and student support programming.	Dean Student Success and Support	December 2016
<b>Step 6:</b> Increase access to tutoring services and implement a system that requires participation, if needed.	Dean of Math, English, Reading and Instructional Support	December 2015
<b>Step 7:</b> Develop and implement a process of mandatory counseling	Dean of Student Success and Support	May 2016
<b>Step 8:</b> Expand effective programs such as fast track math courses, Left Lane, and others.	Vice President Instruction Vice President Student Services	May 2016
<b>Step 9:</b> Expand strategies to streamline pathways from high school, through Crafton Hills College, to four-year universities.	Dean Student Success and Support Vice President Student Services	May 2016

## Appendix D: Changes to policies, practices, and/or systems you will implement after January 9, 2015

San Bernardino Community College District

Crafton Hills College

<b>Objective E.1.3:</b> Increase the transfer rate of 20-24 year old students from 23.0% to 25.8%.  <i>Action Steps What Will Be Done?</i>	<b>Responsibilities Who Will Do It?</b>	<b>Timeline By When?</b>
<b>Step 1:</b> Provide professional development to faculty to help students develop assignments that connect career goals to in-class assignments.	Professional Development Coordinator Career Counselor	May 2016
<b>Step 2:</b> Develop process for assessing students' career interests and use to inform development of SEP.	Career Counselor	May 2015
<b>Step 3:</b> Expand the transfer center services and provide more support to students (e.g.: essay writing workshops for transfer applications).	Transfer Center Coordinator	May 2016
<b>Step 4:</b> Require students to follow their SEPs to maintain priority registration.	Dean, Student Success and Support	December 2015
<b>Step 5:</b> Ensure every student has a complete SEP.	Dean, Student Success and Support	May 2015
<b>Step 6:</b> Create and offer a scholarship/transfer course and encourage transfer students to take the course.	Chair, Counseling and Counseling Faculty	May 2015
<b>Step 7:</b> Develop a three-year schedule based on SEPs and ensure that planned courses are available.	Vice President Student Services Vice President Instruction	May 2017
<b>Step 8:</b> Offer high demand classes at non-traditional times.	Vice President Instruction	May 2016
<b>Step 9:</b> Using the SEP, encourage students to attend both CHC and Valley to complete the work necessary to transfer.	Director, Marketing and Public Information	December 2015

## Introduction

With the passage of Senate Bill 850 (Block-San Diego), California Community Colleges were offered the opportunity to apply for participation in a baccalaureate degree pilot program. The program would commence January 1, 2015, with the first fifteen programs beginning no later than the 2017-2018 academic year. Crafton Hills College is exceptionally qualified to serve as a pilot college for a new and innovative bachelor's degree entitled ***Emergency Services and Allied Health Systems***. This program is designed to respond to both existing and emerging workforce needs in the Inland Empire, has been endorsed by industry and educational partners, and is sustainable. Crafton is well-positioned to succeed with over 20 years of expertise in allied health and emergency services, new facilities, and outstanding faculty.

## Name and description of proposed Bachelor's Degree

### **Bachelor of Arts in Emergency Services and Allied Health Systems**

#### **Purpose**

The Bachelor of Arts in Emergency Services and Allied Health Systems will prepare individuals to fill existing and emerging needs in the Healthcare System that require handling complex systems and uncertain environments. Graduates will be qualified for leadership positions across fields including emergency services, public & community health, and safety. Special emphasis will be placed on using process and tools to deal with complex problems and situations.

The dramatic changes in the healthcare system require these new skill sets to address demands that cut across fields and agencies. Our advisory board members' descriptions of these changes include:

- This innovative program is necessary as EMS continues to grow in size, influence, and breadth...Now, government and the medical community have begun evaluating the use of EMS across disciplines such as mental health, public health, and preventative medicine...This expansion of EMS will require professionals with expertise in healthcare, business, psychology, political science, and healthcare management. – Daved van Stralen, MC, FAAP, Riverside EMS Agency
- The program will be invaluable in developing the future emergency management and allied health leadership in these two critical disciplines. It will also help fill a huge educational void in these professions due to the lack of similar programs in the region. – Tom Lynch, EMS Administrator, Inland Counties Emergency Medical Agency
- I strongly feel that the proposed program fulfills a need in our professional community which is instrumental to the professional development of our community, and is also unmet in any other accessible academic forum. – Michael J. Smith, CFOD, Fire Chief, San Manuel Band of Mission Indians Fire Department

The emerging demands in the healthcare system stem from a variety of social and environmental factors including an aging population, the implementation of the Affordable Healthcare Act, healthcare staffing shortages, and the inadequacy of traditional facilities, to name a few. This degree intends to prepare technically licensed individuals to fill known gaps and to manage unpredictable points in the system such as:

- Bed delay – the time between the arrival of an ambulance at a hospital and the hospital receiving the patient. The percentage of bed delays has increased in the Inland Empire

### Crafton Hills College Bachelor's Degree Proposal

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from 25.8% in 2012 to 35.3% in 2014 (Inland Counties Emergency Medical Agency, Bed Delay Report, January 2014-May 2014, p. 6). Bed delays results in paramedics and EMTs remaining at the hospital rather than being redeployed into the field. This increases the potential for delayed responses to emergency situations. A graduate from this program would serve as a liaison between complex agencies.

- Shortage of After Care Providers – Patients who have reached a level where they are able to leave the hospital are sometimes precluded from discharge because there is no one to provide follow up care in the home. The result is sometimes a delay in discharging patients or readmission when discharge orders are not followed (Inland Empire Ambulance Patient Offload Delay Task Force Minutes, July 10, 2014). A graduate from this program would be qualified to analyze home care needs across the region, implement plans for providing care, act as a liaison with care-providers, and serve as a “patient navigator” through the health system.
- Handling Outbreaks of Communicable and Potentially Fatal Diseases – Dealing with potential global epidemics such as Ebola, Hepatitis, and Influenza require healthcare providers to manage uncertainty. According to the Centers for Disease Control, EMS providers:  
*have a vital role in responding to requests for help, triaging patients, and providing emergency treatment to patients. Unlike patient care in the controlled environment of a hospital or other fixed medical facility, EMS patient care before getting to a hospital is provided in an uncontrolled environment. This setting is often confined to a very small space and frequently requires rapid medical decision-making and interventions with limited information.* (Interim Guidance for Emergency Medical Services Systems and 9-1-1- Public Safety Answering Points for Management of Patients with Known or Suspected Ebola Virus Disease in the United States, 8/28/2014).
- Need for Cross-functional Care Teams – Healthcare is moving towards the use of cross-discipline teams to address and satisfy patient needs. The trend towards viewing the “whole” patient along with the care continuum requires personnel who understand both system issues and patient care. A graduate from this program would have the technical, communication, and adaptive competencies needed to serve in this role.

### Evidence of Workforce demand for the proposed program

#### Labor Market and Occupation Information

The Healthcare Industry has continued to grow in the Inland Empire, even during the severe economic downturn of the past few years. The number of job openings for traditional roles continues to increase; the needs are even greater when new and emerging roles are considered. Since this baccalaureate addresses both traditional and emerging needs, careful consideration was given to identifying those jobs for which graduates would qualify.

The Office of Institutional Effectiveness, Research and Planning at Crafton Hills College conducted the relevant Needs Assessment in July 2014. The methodology applied the Taxonomy of Programs (TOP), the Classification of Instructional Programs (CIP), and Standard Occupational Classification (SOC) systems to identify the best fit for graduates; this program would fall under various *healthcare and medical service administration* areas. Health services administration is a new program of study in the most

**Appendix E: Impact the average cost to award a bachelor's degree**  
**Crafton Hills College Bachelor's Degree Proposal**

Radiologic Technology	8	7	3	1
Respiratory Care/Therapy	31	30	28	7
<b>Certificate</b>	<b>167</b>	<b>237</b>	<b>143</b>	<b>36</b>
Radiologic Technology	10	12	8	2
Paramedic	37	19	24	6
Emergency Medical Services	120	206	111	28
<b>Annual Total</b>	<b>218</b>	<b>282</b>	<b>181</b>	<b>45</b>

Table 9 displays the total number of individuals in the CHC service area currently employed in health services positions and expected enrollment projections for the proposed baccalaureate program. Assuming .5% of currently employed and enrolled individuals will select the baccalaureate program at CHC, 28 students will annually enroll in the Emergency and Allied Health Management baccalaureate program.

**Table 9. Additional enrollments from health service occupations in CHC service area.**

Region	No. of Health Service Jobs	Percent Enrolled	No. Enrolled in Undergrad	Additional Enrollment
CHC Service Area <sup>4</sup>	113,360	4.9%	5,555	28

### Evidence of administrative, faculty, and student services capacity to offer the program and/or plans for securing that capacity

The administration of Crafton Hills College and the San Bernardino Community College District are committed to offering the program and ensuring the pilot's success.

Crafton Hills College has been educating health care and public safety providers for nearly three decades. A full description of our programs is included in Appendix D. Our cohort based programs provide a supportive and high quality learning environment, resulting in high completion rates (99.64% based on Perkins Core Indicator) and high rates of employment (84.34% based on Perkins Core Indicator). The full time faculty in these disciplines are supportive of the program and in the majority of areas there are highly qualified adjuncts, as well. The administrative and instructional capacities are present to handle the program. A program director will be assigned and a secretary will be hired.

Program	Contract Ed	Certificate	AA Degree
<b>Respiratory Therapy</b>			X
<b>Radiologic Technology</b>		X	X
<b>CPR/AHA Training Center</b>	X	X	
<b>Fire Science</b>	X	X	X
<b>Emergency Medical Technician</b>		X	X
<b>Paramedic</b>		X	X
<b>Mobile Intensive Care Nurse</b>	X	X	

<sup>4</sup> San Bernardino Community College District 2013 Environmental Scan:  
[http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD\\_Env\\_SCAN%20\\_FINAL%20\\_Report10\\_24\\_13.pdf](http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf)

## Appendix E: Impact the average cost to award a bachelor's degree

### Crafton Hills College Bachelor's Degree Proposal

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<b>Disaster Leadership (in development)</b>		X	X
<b>Water Safety (in development)</b>	X	X	

Crafton Hills College already offers a full complement of student services to existing students. Services include counseling, financial aid, career planning, reentry, EPOS, DSPS, library, tutoring and more. CHC is growing and has plans in place to expand services to meet our growth. The BA degree and corresponding students are part of the growth plan for the college. Expertise within some of these services will need to be broadened to accommodate BA degree students; however, most of our services will translate very smoothly for BA degree students. Our implementation timeline calls for student services expansion to take place from the Summer of 2015 through the Summer of 2017.

### Evidence of adequate facilities and instructional equipment for the program and/or plans for securing those facilities and equipment

#### Facilities

In addition to curricular expertise, CHC will open a new Public Safety and Allied Health Building in summer 2015, housing the Respiratory Therapy, Paramedic, Emergency Medical Technician, and Fire Technology programs. The 35,000 square foot facility will feature a state of the art simulation center, a student study area/lab, 4 lecture rooms, 7 labs, meeting rooms, and faculty offices. A full floor plan is included in Appendix B.

This facility will include some new instructional equipment. The simulation lab is partially supported by an endowment through CHC's Foundation.

## Mission

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

## Vision

Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

## Values

Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.



Appendix F: Culture of innovation and adaptability

**CRAFTON HILLS COLLEGE  
CONSTITUENCY AND COMMITTEE ASSIGNMENTS  
2014-2015**

Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
<b>ACADEMIC SENATE AND SENATE COMMITTEES</b>								
Academic Senate	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	3:00	LRC 226	D. Allen-Hoyt Ext. 3603	D. Bahner R. Bell D. Bogh T.L. Brink R. Brown J. Cervantez K. Gibson C. Hendrickson J. Holbrook R. Hughes L. Langenfeld R. McAtee J. McCambly M. McConnell J. McKee M. McLaren P. Menchaca M. Moreno C. Papas S. Petrovic S. Rippy H. Sandy J. Urbanovich (spring) G. Williams S. Wilson	S. Rush	J. Murguia	

**Appendix F: Culture of innovation and adaptability**

**CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015**

<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
Academic Senate Executive	2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday	12:00	LADM 220	D. Allen-Hoyt Ext. 3603	R. Brown J. McCambly M. McLaren J. McKee S. Rippy			
Basic Skills	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	12:00	LRC 107	Patricia Menchaca Ext. 3575 & Sherri Wilson Ext. 3336	J. Holbrook L. Lowe P. Menchaca L. Mondragon D. Papas E. Sternard J. Townsend S. Wilson			R. Chavira B. Reece M. Snowwhite
Chairs Council	1 <sup>st</sup> & 3 <sup>rd</sup> Friday	8:30	CHS 237	J. Schmidt Ext. 3342	B. Andrews B. Franklin J. Hanley J. Ledoux R. McAtee M. McConnell M. McLaren D. Papas R. Rabago G. Reese S. Truong S. Wilson M. Yau			B. Reece M. Snowwhite R. Hogrefe J. Yamamoto

**Appendix F: Culture of innovation and adaptability**

<b>CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015</b>								
<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
Curriculum	2 <sup>nd</sup> & 4 <sup>th</sup> Monday	2:00	LRC 226	K. Salt Ext. 3290	G. Diponio T. Dial B. Franklin J. Hanley C. Hendrickson M. McConnell D. O'Hare G. Reese D. Sullivan M. Yau	K. Heilgeist B. Mudgett		K. Colvey J. Hogrefe B. Reece M. Snowwhite J. Yamamoto
Educational Policy	2 <sup>nd</sup> & 4 <sup>th</sup> Wednesday	Noon	LADM 106	R. Hughes Ext. 3237	TL Brink T. Bryant T. Dial S. Hellerman C. Hendrickson M. Kozanova E. Spencer E. Sternard	B. Mudgett		
Educational Technology	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	1:00	LADM 220	M. McLaren Ext. 3576 (fall only)	K. Boebinger T.L. Brink J. Cervantez C. Hendrickson C. Hinds M. McLaren (spring) S. Petrovic E. Spencer J. Urbanovich (spring only) D. Word M. Yau		F. Abbassi	R. Hogrefe
Honors Steering	1 <sup>st</sup> Monday	3:00	SSC 200	D. Bahner Ext. 3330 & G. Williams Ext. 3567	D. Bogh T. L. Brink T. Dial G. Diponio C. Henderickson F. Mansourian			R Hogrefe

**Appendix F: Culture of innovation and adaptability**

**CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015**

Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
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					S. Ramirez			
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**CLASSIFIED SENATE**

Classified Senate	1 <sup>st</sup> Friday	2:00	LRC 226	M. Tinoco Ext. 3369 President		J. Cole K. Garcia A. Hallex K. Holt V. Lehman N. Rodriguez S. Rush R. Zuniga	A. El Awar	
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**PARTICIPATIVE (or SHARED) GOVERNANCE COMMITTEES**

Budget	3 <sup>rd</sup> Tuesday	1:00	LADM 161	M. Strong Ext. 3210	D. Allen-Hoyt K. Gibson C. Hinds R. Bell S. Rippy D. Sullivan	B. Mudgett R. Zuniga		K. Colvey B. Reece R. Warren-Marlatt
Crafton Council	2 <sup>nd</sup> & 4 <sup>th</sup> Tuesdays	1:00	LRC 135	C. Marshall Ext. 3200	D. Allen-Hoyt J. McCambly S. Rippy	C. Gamboa M. Tinoco	C. Sultzbaugh	C. Marshall B. Reece M. Strong R. Warren-Marlatt K. Wurtz
Educational Master Plan	2 <sup>nd</sup> Tuesday	3:00	LRC 226	B. Reece Ext. 3202	D. Allen-Hoyt J. Beitscher D. Bogh G. Reese E. Rivera	B. Gamboa		R. Hogrefe B. Reece M. Riggs M. Strong R. Warren-Marlatt

**Appendix F: Culture of innovation and adaptability**

<b>CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015</b>								
<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
								K. Wurtz
Institutional Effectiveness, Accreditation, and Outcomes	1 <sup>st</sup> & 3 <sup>rd</sup> Thursdays	3:30	LRC 135	R. Rabago Ext. 3279 & R. Warren-Marlatt Ext. 3355	R. Fleishman R. Greyraven C. Hinds J. Townsend G. Williams D. Word	L. Aycock T. Gimple K. Simonson K. Wilson		B. Reece M. Snowwhite M. Strong K. Wurtz
Planning and Program Review	Mondays	3:00	LRC 135	J. McCambly Ext. 3611 & K. Wurtz Ext. 3206	D. Bahner R. Brown M. McLaren G. Williams	B. Gamboa F. Simpson	Adam Downer	B. Reece R. Warren-Marlatt
Professional Development/Flex	1 <sup>st</sup> and 3 <sup>rd</sup> Fridays	Noon	LRC 135	D. Papas Ext. 3341 & K. Peterson Ext. 3395 & R. Hogrefe Ext. 3205	B. Andrews D. Bahner R. Bartlett T. Barrie R. Crise M. Kozanova L. Langenfeld L. Lowe L. Mondragon D. O'Hare S. Truong J. Urbanovich	K. Garcia T. Gimple	C. Omana	R. Hogrefe B. Reece
Safety	2 <sup>nd</sup> Monday	1:00	LADM 161	M. Strong Ext. 3210	H. Sandy L. Shimeld D. Sullivan	R. Hansen G. Sutphin	J. Grau	
Student Success, Equity, and Enrollment Management (SSEEM)	1 <sup>st</sup> and 3 <sup>rd</sup> Thursdays	1:00-3:00	SSA 306	K. Colvey Ext. 3327 & Dean Papas Ext. 3341	J. Beitscher D. Bogh L. Lowe R. McAtee L. Mondragon C. Papas	L. Aycock A. Hallex B. Mudgett K. Peterson K. Wilson	A. Burgess E. Vazquez	B. Reece M. Snowwhite R. Warren-Marlatt K. Wurtz J. Yamamoto

**Appendix F: Culture of innovation and adaptability**

**CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015**

<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
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					S. Rippy E. Rivera E. Sternard J. Townsend G. Williams S. Wilson			
Technology Planning	4 <sup>th</sup> Thursday	3:00	LRC 114	W. Bogh Ext. 3309	R. Fleishman M. Moreno	B. Barabani A. White	F. Abbasi	W. Bogh

**AD HOC and FUNCTIONAL COMMITTEES**

Academic Exceptions	Thursdays	1:30		L. Aycock Ext. 3663	D. Bogh R. Brown K. Gibson J. Holbrook	L. Aycock B. Mudgett	M. Fadel	J. Cabrales R. Chavira
Crisis Education and Advisory Committee	3 <sup>rd</sup> Wednesday	10:00	SSA 306		K. Aquistapace T. Barrie TL Brink B. Crise C. Hinds H. Sandy M. Sheahan L. Winningham	A. Hallex K. Newbury S. Rush	V. Perez	
DSPS/EOPS Advisory								

**Appendix F: Culture of innovation and adaptability**

<b>CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015</b>								
<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
Financial Aid Appeals	2 <sup>nd</sup> & 4 <sup>th</sup> Tuesday	10:00	CL 214	J. Muskavitch Ext. 3269	A. Contreras J. Gist T. Phillips			R. Chavira
Institutional Review Board				K. Wurtz Ext. 3206 & G. Williams Ext/ 3567	TL Brink M. McLaren C. Hinds D. Pfhaler G. Williams	G. Sutphin	J. Gutierrez	
Student Services Council	1 <sup>st</sup> Monday	10:00	SSA 306	R. Warren-Marlatt Ext. 3355	D. Bogh R. McAtee M. Moreno H. Sandy	L. Aycock		J. Cabrales R. Chavira K. Colvey E. Paddock
Title V Steering								
STEM Steering								
<b>DISTRICT COMMITTEES AND WORK GROUPS</b>								
Administrative Applications		1:00		J. Sims Ext. 4355		L. Aycock		

**Appendix F: Culture of innovation and adaptability**

<b>CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015</b>								
<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
Board Meeting	2 <sup>nd</sup> or 3 <sup>rd</sup> Thursday	4:00	SBCCD Board Rm		D. Allen-Hoyt	M. Tinoco		
District Budget	3 <sup>rd</sup> Thursday	2:00-3:30	PDC104	T. Oliver Ext. 4021	D. Allen-Hoyt	R. Hansen R. Zuniga		C. Marshall M. Strong
District Applications Workgroup	Wednesday	2:00	PDC 104	C. Brady		L. Aycock B. Mudgett		J. Cabrales K. Colvey R. Warren-Marlatt
District Assembly	1 <sup>st</sup> Tuesday	3:00	PDC104	J. Stankus Ext. 3251	D. Allen-Hoyt K. Crow J. Hanley J. Holbrook	L. Aycock A. Hallex M. Tinoco	C. Sultzbaugh	R. Chavira E. Paddock
DE Coordinating					T. L. Brink C. Hendrickson			
District Safety	2 <sup>nd</sup> Friday	1:30	SBCCD Board Rm	R. Hansen Ext. 3227	M. Alder R. Greyraven		Aftan Sneed	
District Strategic Planning	2 <sup>nd</sup> and 4 <sup>th</sup> Friday	11:00	PDC104		R. Brown K. Crow S. Rippy	T. Gimple		C. Marshall K. Wurtz
EDCC	1 <sup>st</sup> Thursday	3:00	ATTC	M. Isaac Ext. 4034	D. Allen-Hoyt			C. Marshall
MIS Executive	3 <sup>rd</sup> Thursday	8:30	Annex	D. Jones		L. Aycock B. Mudgett		J. Cabrales K. Colvey R. Warren-Marlatt

**Appendix F: Culture of innovation and adaptability**

<b>CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015</b>								
<b>Committee</b>	<b>Days</b>	<b>Time</b>	<b>Location</b>	<b>Chair</b>	<b>Academic Senate</b>	<b>Classified Senate/CSEA</b>	<b>Student Senate</b>	<b>Managers</b>
Sustainability	Wed (TBD)	3:30	PDC	S. Stark	L. Shimeld			L. Cook
TESS Executive Committee			PDC 104	G. Kuck	C. Hendrickson			B. Reece M. Strong R. Warren-Marlatt
Tech Services (TESS)		10:00	PDC204	G. Kuck Ext. 4325	C. Hendrickson	A. White		K. Wurtz W. Bogh
TESS Web Standards		2-3:30			C. Hendrickson	K. Simonson		
<b>UNION</b>								
CTA Leadership				E. Gomez Ext. 8596	R. Greyraven M. McLaren			
CSEA Leadership				C. Gamboa Ext. 4061		M. Gonzalez R. Hansen A. Lasad F. Southerland		

**APPENDIX G: Engaging Stakeholders**

<b>Crafton Hills College Crafton Council Committee Minutes</b>		
		<b>Date: October 28, 2014 Time: 1:00 p.m. Location: LRC 135</b>
<b>Members:</b> Cheryl Marshall – Chair Denise Allen Colleen Gamboa Jessica McCambly Bryan Reece	Scott Rippy Mike Strong Crystal Sultzbaugh Michelle Tinoco Rebecca Warren-Marlatt Keith Wurtz	<b>A=ABSENT</b>
TOPIC	DISCUSSION	Further Action
Review and Approval of Minutes of October 14, 2014 meeting	The minutes for October 14, 2014, were approved as corrected.	
Committee Membership Update - All	Keith, Crystal and Michelle have submitted changes to committee membership names. Jessica stated she had more changes. Rebecca wants to change the name of the document to Constituency and Committee Assignments to include all committees. An updated list will be compiled and sent out to Crafton Council for further review.	Cyndie to send out updated list for review.
Athletics Implementation Plan – Denise	<p>Denise presented the Athletics Implementation Plan. This Implementation Plan is focused on what would be the roll-out. The Athletic Director and Compliance could initially be supported through SBVC. The Plan indicates that women’s golf would be the first program since we already have an instructor. The second program would be men’s and women’s swimming, women’s tennis and water polo.</p> <p>We need District and SBVC senior management approval and money before proceeding. Mike and Bryan have identified a cash flow issue.</p> <p>Keith stated the Pathways Title V grant might fit well for this. It gets high school students to move through CHC.</p> <p>Cheryl will talk with Mike and Bryan.</p>	
International Students/MOUs – Cheryl	We have an MOU with the University of Redlands. The goal is to increase the number of international students in the District. One issue is housing. Glen Kuck has spoken with CSUSB and LLUMC. Glen has some money from EduStream he can use to pay for sections of classes. As we continue to move forward the District will need a support structure for the international students including someone who understands visas, international counselor, guidance and support.	

**APPENDIX G: Engaging Stakeholders**

<p>IETAP Grant – Cheryl and Keith</p>	<p>The IETAP grant was completed by Cheryl and Keith. It was submitted electronically on Friday 10-24-14. We should hear something in a couple of weeks. The grant has a scheduled start date of 12-01-14.</p>	
<p>Baccalaureate Proposal – Cheryl and Bryan</p>	<p>We have received the new timeline and we are working on our internal timeline. We have completed approximately 80% already and are working on areas not addressed yet. The letter of intent is due the middle of November and our proposal is due 12-19-14.</p>	
<p>Big Topics in Dialogue - All</p>	<p>Cheryl listed the big topics CHC is currently working on. We need to prioritize or group things together. She asked if there were any additional big topics we need to add to the list. The following were added:</p> <ul style="list-style-type: none"> <li>• Innovations and Higher Ed. Award</li> <li>• Policies and Procedures</li> <li>• Ed Master Plan</li> <li>• Construction</li> <li>• Title V Pathways Grant</li> <li>• SLO</li> <li>• District Strategic Plan</li> </ul> <p>The Innovation &amp; Higher Ed Award proposal is due 01-09-15. This is a one-time award of 2.5 million dollars. The award is to expand activities we are already doing. We will be looking at Left Lane as it is really effective the first year and not as effective in subsequent years. We will hire a grant writer and draft something up. We will take out to the campus and get feedback in November.</p>	
<p>Hiring Prioritization – All</p>	<p>The Chairs Committee reviewed the Hiring Prioritization. They included full time faculty only and had a good conversation. When instructional faculty is hired, this is the order. It will be discussed at Student, Classified and Academic Senate meetings.</p> <p>Once the Program Review Committee makes their list it is difficult to add new positions that come up unexpectedly to their list. Sometimes it takes several years to cycle through Program Review. It was suggested we fill positions as people retire and then it doesn't necessarily need to go to Program Review. Only new positions go to Program Review. The Program Review Committee will draft a procedure.</p>	

**APPENDIX G: Engaging Stakeholders**

**Crafton Hills College**  
**Academic Senate Agenda**

**Date: November 5<sup>th</sup>, 2014**  
**Next Meeting: November 19<sup>th</sup>, 2014**  
**Time: 3:00 – 5:00 p.m.**  
**Location: LRC 226**

The primary function of the Academic Senate is to make recommendations with respect to academic and professional matters. Academic and Professional matters means the following policy development matters:

1. Curriculum, including establishing prerequisites.
2. Degree and certificate requirements.
3. Grading policies.
4. Educational program development.
5. Standards or policies regarding student preparation and success.
6. College governance structures, as related to faculty roles.
7. Faculty roles and involvement in accreditation processes.
8. Policies for faculty professional development activities.
9. Processes for program review.
10. Processes for institutional planning and budget development.
11. Other academic and professional matters as mutually agreed upon.

Consult Collegially means that the district governing board shall develop policies on academic and professional matters through either or both of the following:

- Rely primarily upon the advice and judgment of the academic senate, OR

The governing board, or its designees, and the academic senate shall reach mutual agreement by written resolution, regulation, or policy of the governing board effectuating such recommendations.

Members – Roll Call by Sign in			
<b><u>Senators at Large*</u></b> Daniel Bahner* Rey Bell* Jeff Cervantes* Patricia Menchaca* Robert McAtee* Jimmy Urbanovich* Liz Langenfeld* Jodi Hanley* Hannah Sandy*	<b><u>Math, Eng &amp; Instr. Suprt</u></b> Kathleen Gibson Catherine Hendrickson Dean Papas Scott Rippy Sherri Wilson Gary Williams	<b><u>Arts and Sciences</u></b> Denise Allen-Hoyt Robert Brown Richard Hughes Jessica McCambly Mark McConnell Julie McKee Snezana Petrovic	<b><u>Student Services</u></b> Debbie Bogh Mariana Moreno  <b><u>Part-Time Reps</u></b> Dianne Purves Jeff Burke Yvonne Bastedo Steven Veldhius
	<b><u>Career Ed &amp; Human Dvlpmnt</u></b> TL Brink Jim Holbrook Meridyth McLaren		

**Guests:** Ben Gamboa, Jade Murejuia, Bryan Reece, Mark Snowwhite

**In accordance with the Ralph M. Brown Act and SB 751, minutes of the Crafton Hills College Academic Senate will record the votes of all members as follows: (1) Members recorded as absent are non-voting; (2) the names of members voting in the minority or abstaining are recorded; (3) all other members votes are understood as a vote in the majority.**

Items	Recommendation/Discussion/Future Business	Action
Call Meeting To Order	Meeting called to order at 3:06pm.	
<b>Administrative Report (5 min)</b>	A. Tuesday's election resulted in no changes to the trustees. Board remains the same. B. Five factors now being considered in state's new funding model: poverty levels, unemployment levels, educational levels, participation rates, and unfunded FTES. Funding model is being finalized. C. District completed a draft of enrollment management recommendations.	
CTA Report (2 <sup>nd</sup> mtg) (5 min) McLaren		
<b>Classified Senate Report (1<sup>st</sup> mtg) (3 min)</b>		

## APPENDIX G: Engaging Stakeholders

<p><b>Student Senate Report (1<sup>st</sup> mtg) (3 min)</b></p>	<p>A. Preparing six students to attend General Assembly November 16.          B. Senate is preparing their stance on upcoming student senate resolutions.          C. There will be an open forum on the tablet initiative Nov. 18 (1-2pm) and Nov. 19 (12-1pm). Please inform and invite your students.</p>	
<p>AS President's Report (10 min) Allen</p>	<p>A. District Strategic Plan should be coming soon for senate members to review. It was delayed due to planning for the awards celebration.          B. District Non-credit Task Force will meet Nov. 10. Denise will report back to the senate at the next meeting.          C. Scholarship Committee will meet first Friday in April to review scholarship applications.          D. Sabbatical Committee will meet Friday Nov. 14 to review requests that have been submitted.</p>	
<p><b>Treasurer's Report (1st mtg)</b></p>	<p>A. Balance stands at \$421.60 for the scholarship fund and \$570.05 for the faculty fund.          B. Senate expended \$100 for the Marc Wurmbrand Fund.</p>	
<p><b>Consent Agenda</b></p>	<p>A. AP's 5500, 6200, 6300, 4020, 4025, 4030, 4050          B. BP's 5500, 6200, 6300, 4025, 4030          C. Newly proposed APs and BPs in the line up have yet to be clearly identified. More info on the way.</p>	<p><b>Motion:</b> To approve APs and BPs (Brink, Hendrickson, MSC)</p>
<p><b>BP's &amp; APs</b></p>	<p>A. AP 2510 on Collegial Consultation. SBVC has issues with how some of it is being reworded. Denise suggested revisiting AP2510 at the next meeting.          B. BP 2725 on Board Member Compensation. The student trustee requested compensation at the same level as other board members. Discussion against included student's absence from closed sessions and small contribution that does not warrant \$400. Discussion in favor included equal time spent at meetings and inability for students to work during scheduled meeting times.</p>	<p><b>A. Motion:</b> To table AP 2510 until Nov. 19 meeting (Brink, Holbrook, MSC)   <b>B. Motion:</b> To approve increase in student trustee compensation to \$200 only if additional money comes from the board's budget (Purves, Cervantes, MSC – 1 abstention)</p>
<p><b>Informational/Action Item</b></p>	<p>A. Ben Gamboa (OIERP) presented the results of the senate's request to examine demographic categories in student application documents. OIERP will make revisions and decide the next steps after also receiving input from student senate.          B. Awards for Innovation in Higher Education. Grants office is considering applying for this grant. This a state grant to help support initiatives or programs that we've established to impact student success (e.g., Left Lane Program, STEM program activities, Transfer Center/Transfer Advocates program)</p>	<p><b>Motion:</b> To approve application for the Awards for Innovation in Higher Education Grant (Holbrook, Moreno, MSC)</p>
<p><b>Approval of 10.15.14 Minutes &amp; Voting Record</b></p>		<p><b>Motion:</b> To approve minutes (Holbrook, Bastedo, MSC)</p>

**APPENDIX G: Engaging Stakeholders**

<b>Flex Days Schedule of Workshops</b>	<b>Spring 2015</b>
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<b>January 7 Workshops</b>			
Workshop	Time	Presenter/Facilitator	Room
<p><b>Using Blackboard for Testing</b>                      Come to this interactive workshop on how to use Blackboard for Testing your students. This workshop is designed for anyone interested to start using a tablet or "bring your own device" in the classroom.</p>	10:00am-12:00pm	<b>Rhiannon Lares and Trelissa Glazatov</b>	LRC 110
<p><b>Innovations in Higher Education Grant</b>                      The purpose of the Innovation in Higher Education grant is to reward campuses that are already doing innovative work. Accordingly, Crafton's current proposal is seeking to enhance and further develop the following strategies/programs: Left Lane, Transfer Center, STEM Trek, STEM Academy, Honors Programs, SI, Tablet Initiative, Mental Health Services, Learning Communities, Fast Track, and Reading Apprenticeship. This workshop will review the grant proposal and collect feedback for the January 9th submission due date. If you participate in any of these programs, it is strongly recommended that you attend.</p>	1:00-2:00pm	<b>Keith Wurtz</b>	LRC 135
<p><b>Safe Space Ally Initial Training</b>                      Imagine coming to school or work every day, wondering if your professors will treat you differently or your peers will accept you. This is too often the case for our LGBTQ students and colleagues. Join us to learn how to provide a safe and welcoming environment to our students and peers who are members of the LGBTQ community and help make Crafton a more inclusive place. The training is designed for people who are interested in becoming allies.</p>	1:00pm-3:30pm	<b>Breanna Andrews</b>	LRC 226
<p><b>Active Shooter Safety</b>                      Learn strategies to handle yourself in an active shooter situation, options you have, and signs to be aware of that may lead to violent behavior.</p>	4:00pm-5:00pm	<b>District Police</b>	LRC 226

**APPENDIX G: Engaging Stakeholders**

CRAFTON HILLS COLLEGE CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015								
Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
<b>ACADEMIC SENATE AND SENATE COMMITTEES</b>								
Academic Senate	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	3:00	LRC 226	D. Allen-Hoyt Ext. 3603	D. Bahner R. Bell D. Bogh T.L. Brink R. Brown J. Cervantez K. Gibson C. Hendrickson J. Holbrook R. Hughes L. Langenfeld R. McAtee J. McCambly M. McConnell J. McKee M. McLaren P. Menchaca M. Moreno C. Papas S. Petrovic S. Rippy H. Sandy J. Urbanovich (spring) G. Williams S. Wilson	S. Rush	J. Murguia	

As of 12-08-14

**APPENDIX G: Engaging Stakeholders**

CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015								
Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
Academic Senate Executive	2 <sup>nd</sup> and 4 <sup>th</sup> Wednesday	12:00	LADM 220	D. Allen-Hoyt Ext. 3603	R. Brown J. McCambly M. McLaren J. McKee S. Rippy			
Basic Skills	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	12:00	LRC 107	Patricia Menchaca Ext. 3575 & Sherri Wilson Ext. 3336	J. Holbrook L. Lowe P. Menchaca L. Mondragon D. Papas E. Sternard J. Townsend S. Wilson			R. Chavira B. Reece M. Snowwhite
Chairs Council	1 <sup>st</sup> & 3 <sup>rd</sup> Friday	8:30	CHS 237	J. Schmidt Ext. 3342	B. Andrews B. Franklin J. Hanley J. Ledoux R. McAtee M. McConnell M. McLaren D. Papas R. Rabago G. Reese S. Truong S. Wilson M. Yau			B. Reece M. Snowwhite R. Hogrefe J. Yamamoto

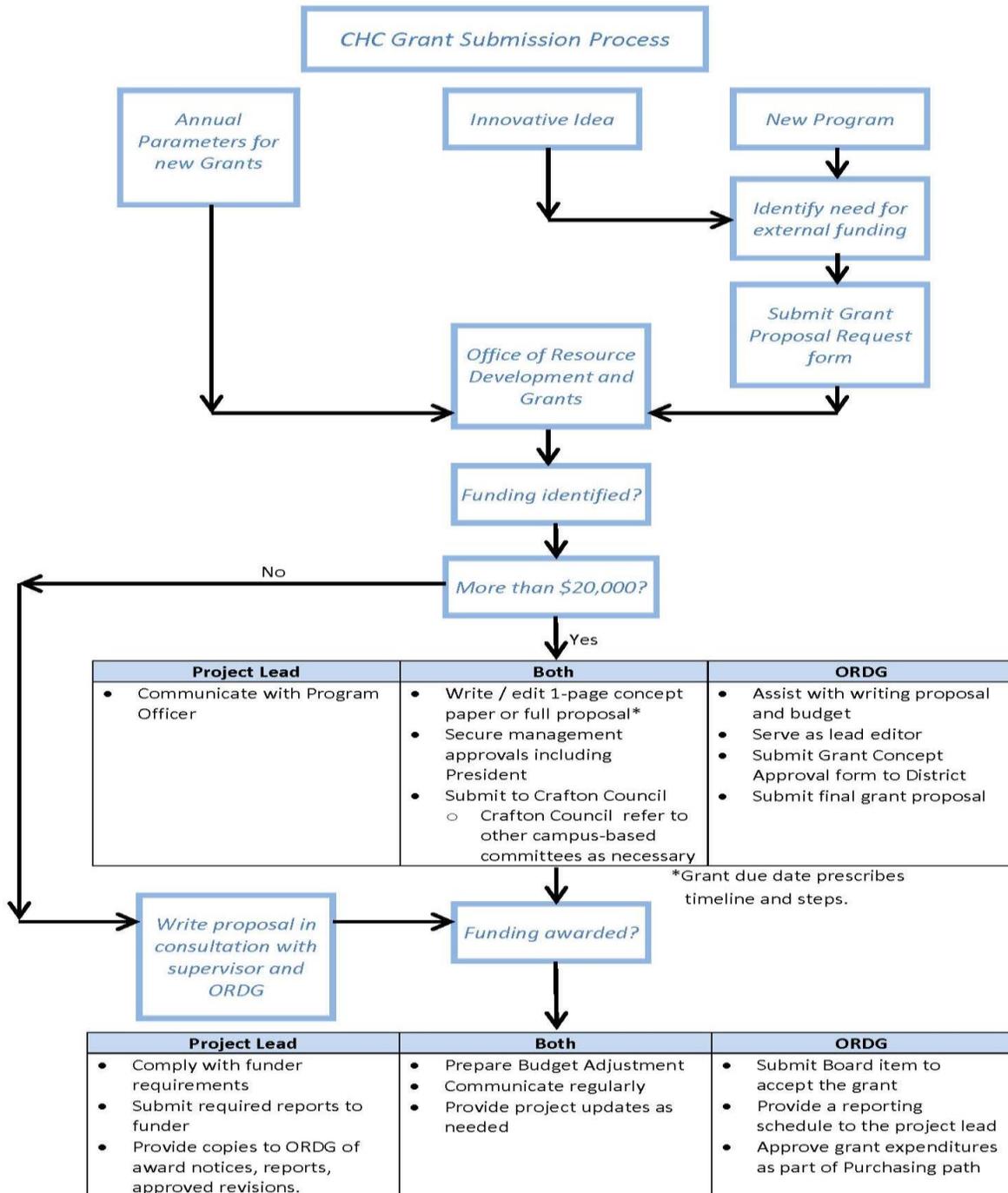
**APPENDIX G: Engaging Stakeholders**

CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015								
Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
Curriculum	2 <sup>nd</sup> & 4 <sup>th</sup> Monday	2:00	LRC 226	K. Salt Ext. 3290	G. Diponio T. Dial B. Franklin J. Hanley C. Hendrickson M. McConnell D. O'Hare G. Reese D. Sullivan M. Yau	K. Heilgeist B. Mudgett		K. Colvey J. Hogrefe B. Reece M. Snowwhite J. Yamamoto
Educational Policy	2 <sup>nd</sup> & 4 <sup>th</sup> Wednesday	Noon	LADM 106	R. Hughes Ext. 3237	TL Brink T. Bryant T. Dial S. Hellerman C. Hendrickson M. Kozanova E. Spencer E. Sternard	B. Mudgett		
Educational Technology	1 <sup>st</sup> & 3 <sup>rd</sup> Wednesday	1:00	LADM 220	M. McLaren Ext. 3576 (fall only)	K. Boebinger T.L. Brink J. Cervantez C. Hendrickson C. Hinds M. McLaren (spring) S. Petrovic E. Spencer J. Urbanovich (spring only) D. Word M. Yau		F. Abbassi	R. Hogrefe
Honors Steering	1 <sup>st</sup> Monday	3:00	SSC 200	D. Bahner Ext. 3330 & G. Williams Ext. 3567	D. Bogh T. L. Brink T. Dial G. Diponio C. Henderickson F. Mansourian			R Hogrefe

**APPENDIX G: Engaging Stakeholders**

CHC CONSTITUENCY AND COMMITTEE ASSIGNMENTS 2014-2015								
Committee	Days	Time	Location	Chair	Academic Senate	Classified Senate/CSEA	Student Senate	Managers
					S. Ramirez			
<b>CLASSIFIED SENATE</b>								
Classified Senate	1 <sup>st</sup> Friday	2:00	LRC 226	M. Tinoco Ext. 3369 President		J. Cole K. Garcia A. Hallex K. Holt V. Lehman N. Rodriguez S. Rush R. Zuniga	A. El Awar	
<b>PARTICIPATIVE (or SHARED) GOVERNANCE COMMITTEES</b>								
Budget	3 <sup>rd</sup> Tuesday	1:00	LADM 161	M. Strong Ext. 3210	D. Allen-Hoyt K. Gibson C. Hinds R. Bell S. Rippy D. Sullivan	B. Mudgett R. Zuniga		K. Colvey B. Reece R. Warren-Marlatt
Crafton Council	2 <sup>nd</sup> & 4 <sup>th</sup> Tuesdays	1:00	LRC 135	C. Marshall Ext. 3200	D. Allen-Hoyt J. McCambly S. Rippy	C. Gamboa M. Tinoco	C. Sultzbaugh	C. Marshall B. Reece M. Strong R. Warren-Marlatt K. Wurtz
Educational Master Plan	2 <sup>nd</sup> Tuesday	3:00	LRC 226	B. Reece Ext. 3202	D. Allen-Hoyt J. Beitscher D. Bogh G. Reese E. Rivera	B. Gamboa		R. Hogrefe B. Reece M. Riggs M. Strong R. Warren-Marlatt

## APPENDIX G: Engaging Stakeholders



## Appendix H: Measures

### Summary Results for Strategies Related to Transferring to a Four-Year Institution 2005 – 2006 to 2010 – 2011 First-Time College Students at Crafton



\*Students are statistically significantly and substantially more likely to be transfer prepared (60 or more transferable units with 2.0 or higher GPA) or transfer directed (successfully completing transfer level math and English) if they successfully complete transfer level math within four years.

**Note:** The numbers within each bar graph represent the total number of students with the specified characteristic. For instance, referring to the chart on the bottom right, 323 students had two basic skills placements and 26% of those 323 students (n = 84) transferred to a four-year institution.

**Source:** Wurtz, K. A. (2012, RRN 442). The relationship of momentum points, placement results, and student service and instructional strategies to the ARCC SPAR Milestones: 2005 – 2006 first-time college six year cohort. *Crafton Hills College Office of Research and Planning*. Retrieved from [https://chc.sitecore.sbccd.org/sitecore/shell/Controls/Rich%20Text%20Editor/~/\\_media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC\\_Research\\_June2012\\_EnrollMgmtPlan.ashx](https://chc.sitecore.sbccd.org/sitecore/shell/Controls/Rich%20Text%20Editor/~/_media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/ARCC_Research_June2012_EnrollMgmtPlan.ashx).

San Bernardino Community College District

Crafton Hills College



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## **Crafton Hills College Student Equity Plan**

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December 1, 2014

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## Appendix H: Measures

San Bernardino Community College District

Crafton Hills College

### EXECUTIVE SUMMARY

*All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions--and society--so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom. -bell hooks*

#### Introduction

Since the opening of Crafton Hills College (CHC) in 1971, more than 100,000 people of all ages, interests, and backgrounds have enrolled at the College. Crafton Hills College currently serves approximately 5,500 students. Located in the beautiful rolling hills of Yucaipa, Crafton Hills College offers more than 38 majors in the liberal arts and sciences, career and technical studies. With its imaginative architecture, manicured grounds and spectacular surroundings, the atmosphere of the College is designed to promote community, reflection, growth and learning.

An emphasis on diversity, inclusion, and the growth of each individual is clearly stated in the mission, vision, and values of Crafton Hills College.

- *Mission: To advance the educational, career, and personal success of our diverse campus community through engagement and learning.*
- *Vision: Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.*
- *Values: Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.*

Crafton Hills College demonstrates a commitment to equity and diversity through its major planning processes, curriculum and instructional programs, services and programming, professional development and hiring practices, and research and evaluation priorities.

**Planning Processes.** Several major planning documents at Crafton Hills College cite inclusion, diversity, and equity as institutional priorities.

- The institution's values include inclusiveness and the advancement of each individual.

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- Goal 2.1 of the Educational Master Plan is to “Seek, welcome, and respect diversity, and promote inclusiveness.” Objective 2.1.2 is to “Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented.”
- The 2010-2013 Enrollment Management Plan, calls for the disaggregation of student data by race, ethnicity, gender, disability, and financial disadvantage to ensure the development and delivery of effective interventions for all CHC students.
- The 2011 equity report showed that females had higher course completion rates than males. African American, Native American, and Hispanic students had lower course completion rates than white students, and students with disabilities were less likely to complete their courses than their nondisabled peers. Students who qualified for financial aid were less likely than those who did not receive financial aid to complete their courses. The results were similar across groups for English and mathematics basic skills and developmental course completion rates.

***Curriculum and Teaching.*** The CHC general education pattern includes a diversity and multicultural course requirement. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish, and Sociology.

***Programming and Services.*** There are 31 clubs at the College. Some of them--such as El Club Español, the Terrestrial Investigation Club, the Philosophy Club, and Phi Beta Lambda--support students' diverse academic interests. Others--such as Active Minds (mental health issues), the Black Student Union, Hands on ASL (Deaf and hard-of-hearing), MECHA (Latino/a issues), PossAbilities (disabilities), and Walking Tall (undocumented immigrant students)--directly support an understanding and appreciation of diversity.

The College provides a broad range of events designed to promote understanding of diversity. Events are sponsored by various campus entities, such as clubs, Student Life, Theatre Arts, Communication Studies, and the Foreign Languages Department. Some of the diversity events and celebrations held at Crafton Hills College in the past four years include:

- Cinco De Mayo
- Dia De Los Muertos
- Wa'at Native American Days
- Operation Glitter Drag Show, a Benefit for Foothill Aids
- The Laramie Project, a Theatre Arts production

## Appendix H: Measures

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- Arts Day
- Art Gallery Exhibits with themes of diversity
- Day of Advocacy, sponsored by the Communication Studies Department
- Arabic Celebration
- Multicultural Day
- Theater Arts Events, e.g. *Diversity in the I.E.; Including You: IE*

The institution maintains a Department of Disabled Student Programs and Services (DSPS). The full inclusion of individuals with disabilities in academic and co-curricular activities supports and enhances student understanding and appreciation of diversity.

***Hiring Practices and Professional Development.*** According to a recent District staffing plan, the College's full and part time Hispanic student headcount represented 42.69 percent of the student population, while the Hispanic staff count and Hispanic faculty counts represented only 8.76 and 9.06 percent, of these respective groups. In order to align with the District and College values of inclusiveness and diversity, the College and the District is working collaboratively to increase Hispanic representation in the staff and faculty.

The Professional Development Committee has sponsored training opportunities centered on diversity and equity. For example, in December 2013, the Professional Development Committee sponsored Safe Space training to a large group of faculty, staff, and managers to support CHC's lesbian, gay, bisexual, transgender, queer (LGBTQ) population, and during fall, 2012, Dr. Tom Brown was invited to address the managers and faculty on the topic of increasing first-year student success in all CHC students, including those with backgrounds typically thought of as "at risk."

***Research and Evaluation.*** The College ensures that cultural and linguistic biases are minimized by using placement instruments that are approved by the California Community College Chancellor's Office, such as Accuplacer, which is used for student assessment and placement into math and English courses. As a condition of approval, the vendor must be able to demonstrate that their instrument is free of cultural or linguistic biases. Students are provided complete instructions of the assessment process in the Student Pre-Assessment Review Guide, available online at the Assessment web page.

The College regularly evaluates placement instruments to validate their effectiveness and minimize biases. The Mathematics Department reviewed cut scores and conducted a content validation assessment in 2011. In 2013 the mathematics cut scores were again examined. The

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department is working collaboratively with the Office of Institutional Effectiveness, Research and Planning (OIERP) to identify educational background measures that are predictive of success in mathematics courses. The English department conducted a content and cut score validation study in 2013. Disproportionate impact is assessed in all assessment and placement studies).

The College Office of Institutional Effectiveness, Research and Planning routinely disaggregates data by group membership to determine disproportionate impact so that the College can develop plans to reduce it.

### **Demographics of the Surrounding Community**

To understand the composition of the community it serves, the College examined data from a recent environmental scan. The detailed socioeconomic and demographic data from the 2013 study has provided the College with considerable data for use in planning, outreach, and institutional improvement.

The District's communities will experience 35 percent increase by 2022. The Crafton Hills College core service area includes the zip codes covering the cities of Yucaipa, Calimesa, Mentone, Redlands, Highland, and Beaumont. While the overall population in the College's service area is increasing, the College serves only 49 percent of local residents enrolled in community colleges, compared to an average market penetration rate of 71% in the Inland Empire community colleges as a whole. Figure 1 shows CHC's core service density compared to the immediate service area. In short, fewer than half of the community college students in its service area attended Crafton Hills College in 2012.

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The results indicated that African American, Hispanic, Native American, and students 20 years old or older are the groups most likely to be disproportionately impacted. African American and Hispanic students were more likely to have substantially lower math and English throughput rates and lower degree/certificate and transfer rates. In addition, Native American students were less likely to attend Crafton Hills College and more likely to have substantially lower degree/certificate completion rates than others. In general, students who were 20 years old or older were also less likely to earn a degree/certificate or transfer than younger students. Moreover, students 30 years old or older were also less likely to attend CHC compared to the College's primary service area population.

### Goals

Equity and institutional planning will focus on six major goals.

1. Increase access for individuals with disabilities and students aged 20-39.
2. Improve course success rates among foster youth.
3. Increase mathematics throughput rates among African American and economically disadvantaged students.
4. Increase English throughput rates among African American and Hispanic students.
5. Increase degree and certificate completion rates among males, African Americans, Hispanics, Native Americans, and students aged 20-34.
6. Increase transfer rates among African Americans, Hispanics, and students aged 20-24.

### Activities

The College will conduct targeted outreach to individuals with disabilities and those in the 25-34 age range, and will develop programs that welcome and support these groups.

The College will develop weekend, online, and/or hybrid delivery methods to better serve students in the 25-34 age range.

The College will improve the accurate identification of foster youth and will provide early matriculation and ongoing academic support and guidance for this group.

The College will provide research-based best practices and interventions to promote the success of African American and Hispanic students enrolled in basic skills English courses.

The College will provide research-based best practices and interventions to promote the success of African American and economically disadvantaged students enrolled in basic skills mathematics courses.

The College will provide research-based best practices and interventions to promote the degree and certificate completion of Hispanics, African Americans, Native Americans, and students aged 20-34.

## Appendix H: Measures

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### GOALS AND ACTIVITIES

The Crafton Hills College Student Equity Plan's goals, objectives, and actions were developed based on feedback received from the entire campus. The Vice President of Student Services and Dean of Institutional Effectiveness, Research, and Planning attended nine meetings: the Academic Senate, Student Senate, Faculty Chairs, Student Success, Engagement, Equity, and Enrollment Management (SSEEM) Committee, Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC), Student Services Council, two Student Services meetings, and one open forum. At each of these meetings the student equity data was presented and members were asked to identify the gaps that they felt were most in need of institutional intervention, and to brainstorm strategies to close the gaps for the top three objectives. The information generated in these meetings was used to inform the Crafton Hills College Student Equity Plan.

The target for each objective is the minimum increase needed to bring each disproportionately impacted group to parity with the reference group. The methodology for identifying disproportionate impact was identified in the Campus-Based Research Section and is described in greater detail in [the Crafton Hills College 2014 Student Equity Data Report](#). As an illustration, the access targets were set by calculating the proportion of students needed to exceed the .90 proportional index threshold, and the other outcome targets were set by calculating the percentage of students needed to exceed the 80% rule ratio. In instances where the increase to meet the 80% threshold was less than 2%, the overall rate was used to set the target.

The College has identified responsibility centers for each activity in the plan. All activities that intersect the academic and professional matters accorded to the Academic Senate will be fulfilled in close consultation with that body, and will only be implemented with the Senate's support.