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

Descriptive Summary

Crafton Hills College's educational purpose, intended student population, and commitment to student learning are clearly defined in its mission, vision, and values statements. The mission statement defines Crafton's broad educational purposes, which is appropriate to an institution of higher learning. The current mission statement reads:

Mission

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

The mission statement clearly states that the fundamental purpose of Crafton Hills College is to facilitate student learning and is implemented through Crafton's collaboratively developed strategic directions:

1. Student Access and Success
2. Inclusiveness
3. Best Practices for Teaching and Learning
4. Enrollment Management
5. Community Value
6. Effective, Efficient, and Transparent Processes
7. Organizational Development
8. Effective Resource Use and Development

As a public, open-access community college, the college offers a wide range of programs and services to support a diverse and rapidly changing student population and to support its commitment to achieving student learning. The rapidly changing Crafton population is most apparent in the proportion of Hispanic students (IA.1). In the last ten years, the proportion of Hispanic students at Crafton has increased from 24% in Fall 2003 to 42% in Fall 2013. The increase in the proportion of Hispanic students has occurred in every year in the last ten years and has been most dramatic in the last four years. The proportion of Hispanic students has increased 3 percentage points every year since Fall 2010. In addition, the percent of students receiving financial aid has increased from 37% in 2010-2011 to 57% in Fall 2013. Incoming students are also likely to be educational underprepared when entering Crafton with 67% placing below transfer level English and 94% placing below transfer level math (IA.2).

Although a majority of Crafton students enter the college below transfer level English and math, 60 – 80% of students indicate that their academic goal is to transfer to a four-year university

(IA.3). In support of its mission, the college operates three academic divisions and a variety of student service programs. The college currently offers 53 associate degrees and 25 certificates of achievement to provide the means to make Crafton students educational aspirations a reality.

The Crafton Hills College Vision Statement and Values also articulate the college's main purposes of promoting student advancement, community creativity, inclusiveness, and student learning.
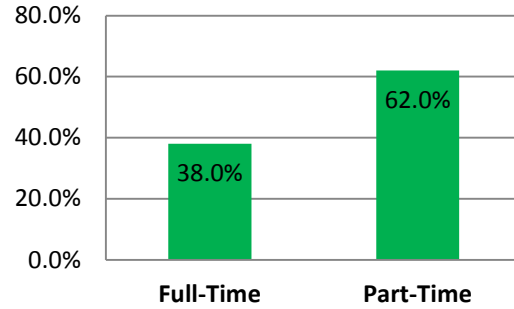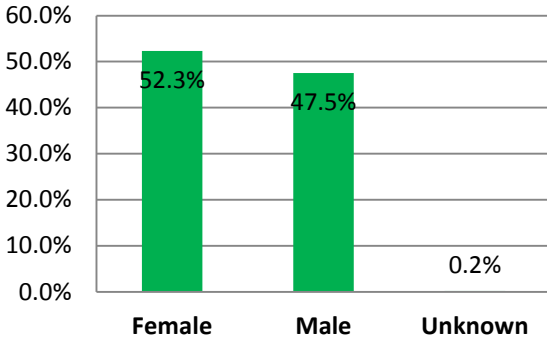
Vision
The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

Values
The institution's values are creativity, inclusiveness, excellence, and learning centeredness.
The CHC Office of Institutional Effectiveness, Research, and Planning OIERP) helps to define its intended population through a variety of state and local data. The sources for statewide data include the California Community College's Chancellor's Office (CCCCO), Data mart, Career and Technical Education, Core Indicator Reports, Management Information System (MIS), and the CCCCO Accountability Reporting for the Community Colleges (ARCC) data. The Crafton OIERP collects, compiles, researches, and communicates data to help inform the definition of Crafton's student population, most of which is available on the Office's website (IA.4). For instance, a demographic profile is compiled every fall semester in the form of a college snapshot (IA.5), some of which is highlighted below.
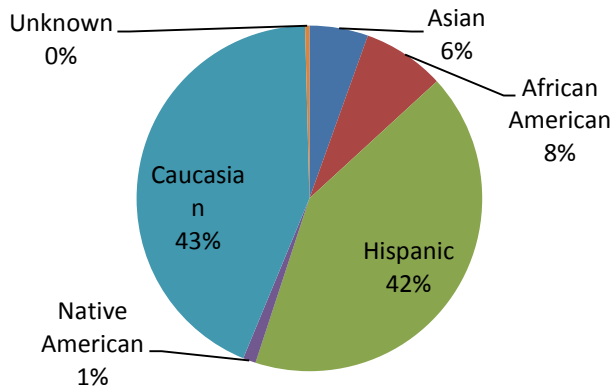
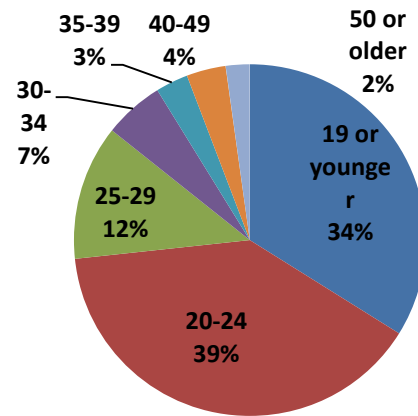**Fall 2013 Students by Gender**   **Fall 2013 Students by Full-Time Status**

Fall 2013 Students by Gender

	Female	Male	Unknown
	52.3%	47.5%	0.2%

Fall 2013 Students by Enrollment Status

Full-Time	Part-Time
38.0%	62.0%

Note: Fall 2013 Average Units = 9.4

Fall 2013 Students by Race/Ethnicity

Unknown 0%
Asian 6%
African American 8%
Hispanic 42%
Caucasian 43%
Native American 1%

Fall 2013 Students by Age

35-39 3%
40-49 4%
50 or older 2%
30-34 7%
25-29 12%
20-24 39%
19 or younger 34%

The college's mission, vision, and values make clear Crafton's commitment to achieve student learning. The mission statement expresses the educational purpose of the college to support a diverse student population to engage, learn, and advance in their various educational goals. Crafton's vision statement to develop a community where students and employees are committed to deep personal growth further supports the mission statement. Moreover, Crafton's values of creativity, inclusiveness, excellence, and learning centeredness all support the institution's commitment to student learning.

To foster its commitment to student learning, in the last two years, the college has been in the process of reviewing its current mission, vision, and values as well as discussing the possible adoption of a new framework. In the fall of 2013, the college adopted the new framework of Engage, Learn, and Advance to drive college planning and decision-making. Originally, the framework set out to guide planning and decision-making to engage students so that students learn and advance in the educational career. However, through the process of collegial consultation and shared

decision-making the Engage, Learn, Advance framework is also being applied to Crafton employees. In order to engage students so that they learn and advance, employees also need to be engaged, learn, and advance in their own professional and personal development. In order to help inspire students, faculty, and staff; Crafton held its first traditional 3-Peaks Challenge in October of 2012, which involved hiking to the summit of San Bernardino Peak, and two additional peaks, to inspire students to engage, learn, and advance.

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

The college's framework, mission, vision, and values all drives the planning processes that include programs, services, and allocation of resources. The college has numerous programs and services that support the diverse students and their learning needs, such as the Transfer Center, Student Life, Extended Opportunity Programs and Services (EOPS), Disabled Student Program and Services (DSPS), the Left Lane Program (LLP), Honors Program, Tutorial Services, and Counseling to mention a few.
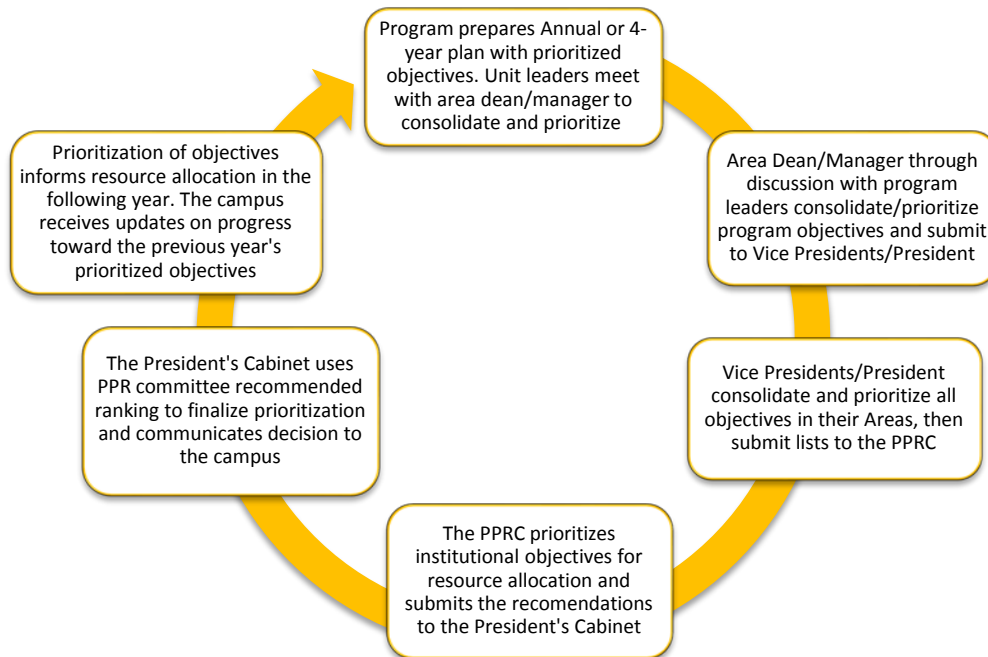
The college continues its ongoing annual planning and assessment effort through its award winning (IA.6) planning and program review processes. Within this process, courses, programs, departments, and service units document their goals, student learning outcomes (SLOs), program level outcomes (PLOs), service area outcomes (SAOs), assessments, and results. In addition, programs are also required to show how their objectives connect to the college's strategic directions, which is used to prioritize resource allocations. The annual unit planning process utilizes student retention and success data, as well as student satisfaction (IA.7), CCSSE (IA.8), and Campus Climate (IA.9) data to assess how well the college meets the needs of its student population. Departments develop goals and objectives based on assessment and achievement data.

As SLOs are part of the program review process, it is clear that the college is emphasizing achievement of student learning. In addition, spring of 2014 the process for collecting and compiling assessment data shifted to the OIERP. As part of this process, the campus collectively agreed to adopt a common number of rubric levels (i.e. 4) so that the campus can combine assessment data across courses, programs, services, and at the institutional level. In addition, based on feedback from the campus as part of Crafton's continuous quality improvement (IA.10) process, outcomes assessment reporting now only occurs in program review. The goals and objectives of programs, departments, and service units are derived from data from the previous year provided by the OIERP. Currently, the OIERP in collaboration with the Offices of Instruction and Student Services, is in the process of developing a dynamic Data Mart that will provide data to programs that isn't static in nature to help further facilitate evidence-based decision making at Crafton Hills College. Depending on where the program is at on the four-

year planning cycle, each program develops both a long- or short-term plan for improvement and requests resources to implement their objectives.
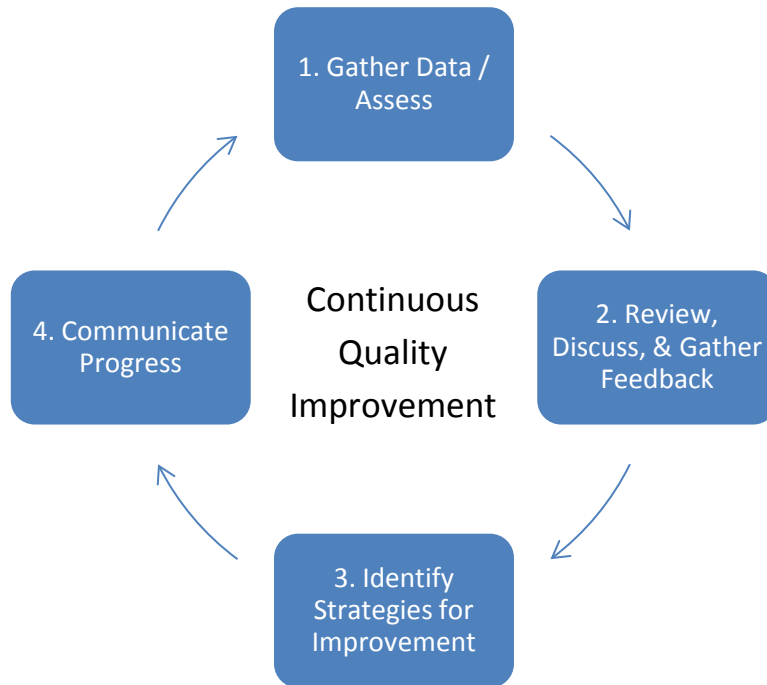
The college also developed the integrated planning and program review process for prioritizing objectives (IA.11). The fundamental purpose of ongoing integrated planning and program review is for continuous improvement of all Crafton Hills College (CHC) programs and services. CHC has developed a planning and program review prioritization of objectives process that is collaborative, meaningful, inclusive, transparent, and results in the continuous improvement of programs and services. Each fall begins a new Planning and Program Review Cycle and every program/unit on campus prepares an Annual Plan or Program Review document which includes the prioritization of identified goals and objectives. In addition, each objective includes actions, resources, rationale, costs, timeline and person responsible, the Crafton strategic direction, and the type of institutional impact. As seen in the figure, the process is cyclical and objectives that both include and do not include resources are prioritized at four levels prior to reaching the President. Central to this planning process is the college mission. In the process of developing and prioritizing objectives, each unit must show how each objective is aligned with the college's Strategic Directions, developed directly from its mission. This assessment provides the foundation for the planning resource allocation process.

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                    ┌─────────────────────────┐
                    │ Program prepares Annual  │
                    │ or 4-year plan with      │
                    │ prioritized objectives.  │
                    │ Unit leaders meet with   │
                    │ area dean/manager to     │
                    │ consolidate and          │
                    │ prioritize               │
                    └─────────────────────────┘
    ┌──────────────────────┐            ┌──────────────────────────┐
    │ Prioritization of    │            │ Area Dean/Manager        │
    │ objectives informs   │            │ through discussion with  │
    │ resource allocation  │            │ program leaders          │
    │ in the following     │            │ consolidate/prioritize   │
    │ year. The campus     │            │ program objectives and   │
    │ receives updates on  │            │ submit to Vice           │
    │ progress toward the  │            │ Presidents/President     │
    │ previous year's      │            └──────────────────────────┘
    │ prioritized          │
    │ objectives           │            ┌──────────────────────────┐
    └──────────────────────┘            │ Vice Presidents/         │
    ┌──────────────────────┐            │ President consolidate    │
    │ The President's       │            │ and prioritize all       │
    │ Cabinet uses PPR      │            │ objectives in their      │
    │ committee             │            │ Areas, then submit       │
    │ recommended ranking   │            │ lists to the PPRC        │
    │ to finalize           │            └──────────────────────────┘
    │ prioritization and    │
    │ communicates          │
    │ decision to the       │
    │ campus                │
    └──────────────────────┘
                    ┌─────────────────────────┐
                    │ The PPRC prioritizes     │
                    │ institutional objectives │
                    │ for resource allocation  │
                    │ and submits the          │
                    │ recomendations to the    │
                    │ President's Cabinet       │
                    └─────────────────────────┘
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In addition to program review and resource allocation process, the Tutoring Center creates an accessible, responsive, constructive, learner-centered space for students to become active, independent, and confident learners. The college has also developed an impactful (IA.12) first-year experience program, the Left Lane Project (LLP). The LLP was designed to address several of the student success initiatives by connecting Crafton's effective matriculation processes (e.g.: SOA^{3}R, Student Orientation, Application, Assessment, Advisement, and Registration(IA.13)) with an intensive summer bridge program designed to increase student engagement and to prepare students to succeed in the mathematics class in which they placed. The LLP primarily serves first-year students who place below transfer level in English or math by providing SOA^{3}R to entering high school students, tutoring services, learning communities, and supplemental instruction. In addition, LLP is currently expanding to ensure that every CHC student has an educational plan, clear educational pathways, and increases institutional capacity through professional development. Other programs designed to improve student learning and achievement include:

- Supplemental Instruction
- Service Learning
- Structured Learning Activities (SLA)
- Learning Communities
- Title V Transfer Prep Grant
- Title STEM Grant
- Summer Bridge Program
- SciFri

- High School Computer Science Fair
- Road Runner Rally
- Promise Scholars

The Crafton Hills College Educational Master Plan (IA.14) serves as the guide for planning processes at the college, and the mission is used to guide all planning. To improve institutional effectiveness and effectively use its resources to achieve the college's mission, strategic directions, and goals the annual planning process is integrated into a comprehensive plan.

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

The current Mission Statement above was adopted by the SBCCD Board of Trustees at its June 14, 2007 meeting (IA.15). It is published on the college website (IA.16), catalog (IA.17), Template for Committee Meeting Minutes in the CHC Organizational Handbook (IA. 18), and in all planning documents, including program review (IA.19).

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

The planning agenda of Standard IA.2 in Crafton's 2008 Self-Study (IA.20) states that Crafton will review its mission, vision, and value statements every five years. In addition, the Office of Institutional Effectiveness, Research and Planning (OIERP) Calendar also states that the mission, vision, and values will be reviewed every five years (IA.21). Accordingly, the CHC Educational Master Plan Committee (EMPC), a Crafton Council shared governance committee, discussed possible revisions to the Crafton Hills College Mission and Vision Statements and Values during the 2012-2013 Academic Year (IA.22, IA.23, IA. 24, IA.25, IA.26, IA.27). The EMPC in conjunction with the OIERP developed a web-based survey for interested employees and students to inform the committee's ongoing discussions. In addition to the Fall 2013 survey, the OIERP also collected feedback from a workshop on April 9, 2013, a workshop with the Academic Senate on September 4, 2013, and a Flex Day workshop on September 25, 2013 (IA.28, IA.29). In the future, Crafton will examine the mission, vision, and values on an annual basis (IA.30).

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

In order to ensure that the mission is central to institutional planning and decision-making, the college has incorporated the mission statement into all planning documents, agendas, and minutes. Specifically, programs completing a four-year plan must also demonstrate how their mission and vision contributes to the college's mission and vision (PPR Question 8, IA.31). In addition, both instructional and non-instructional programs completing an annual or four-year plan connect each program's objectives and/or mission to the mission of the college (IA.32).

Programs completing a four-year plan or updating their four-year plan (i.e. annual plan), connect each objective developed by the program to the mission through the colleges eight strategic directions (IA.33):

1. Student Access and Success
2. Inclusiveness
3. Best Practices for Teaching and Learning
4. Enrollment Management
5. Community Value
6. Effective, Efficient, and Transparent Processes
7. Organizational Development
8. Effective Resource use and Development

Completing the four-year or annual plan in the Planning and Program Review process is also where programs prioritize each of their objectives, which determines the resource allocation prioritization at Crafton Hills College. As illustrated in the resource allocation figure above, as part of the planning process programs prioritize each objective, which may or may not have a resource attached it (IA.34). Next, each prioritized objective from each program is rolled-up and combined with the objectives from other programs in each department. Each department meets and prioritizes these objectives. This process is then repeated at the Division level and within the areas of Administrative Services, Instruction, and Student Services. The Planning and Program Review Committee then prioritizes all of these objectives at the institutional level, submits these to the President's Cabinet, and the President's Cabinet makes the final priority determination for resource allocation at Crafton. The budget committee then uses the prioritized objectives to allocate resources.

The college's strategic plan, Educational Master Plan (EMP), was developed in 2010 and revised in 2011. The mission statement provides the basis for that plan (IA.35). The EMP builds upon our Mission, Vision and Values, by incorporating the aspects of the Strategic Plan that are relevant to the college, and is envisioned to be symbiotic with other vital planning documents: the College, District and State budgets; local, state, and national employment, training, and vocational trends; an environmental scan of the District service area, the Measure M and Measure P bond construction plans; our Facilities Master Plan; the goals of grants we have been awarded such as our transfer-oriented Title V grant for strengthening Hispanic Institutions; our Accreditation Reports; and Program Reviews generated by each program and department of the College. Crafton's strategic plan is a living document and the objectives included in the plan are updated on a regular basis through the formative evaluation process (IA.36).

Self-Evaluation
The college meets the Standard.

Planning Agenda
None.

Standard I.A List of Evidence

I.A1	CHC Hispanic Student Enrollments: Fall 2003 to Fall 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/Increase_HispanicStudents.pdf
I.A2	CHC Student Placement Results: 2012-2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1112_SU2010_Orientation/2013-All-Placements2.pdf
I.A3	Uninformed and Informed CHC Student Education Goal and Academic Program http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/2012FA_UninformedAndInformedEdGoal3.pdf
I.A4	Office of Institutional Effectiveness, Research, and Planning http://www.craftonhills.edu/About_CHC/Research_and_Planning
I.A5	Crafton Hills College Snapshot http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Snapshot_Fall2013.pdf
I.A6	Crafton Hills College Integrated Planning and Program Review http://www.rpgroup.org/content/2012-rp-group-awards
I.A7	CHC Student Satisfaction Survey: Spring 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012(2).pdf
I.A8	Spring 2010 CCSSE CCFSSE Active and Collaborative Learning http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1011_DYK_10.pdf
I.A9	CHC Employee Campus Climate Survey: Fall 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Reports/FA2012_CampusClimate.pdf
I.A10	What Worked? What Didn't Work? Learning through Continuous Quality Improvement http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/2013SSC_LearningContinuousImprovementPollResults.pdf
I.A11	Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf

I.A12	Relationship of the Fall 2012 Left Lane Cohort to Enrollments, Student Success and Fall to Spring Retention http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3.pdf
I.A13	The Relationship between SOAR and Student Success by High School and Term http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
I.A14	CHC Educational Master Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.A15	SBCCD Board of Trustees Meeting Minutes, June 14, 2007 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/20080614_Minutes_Mission_Combined.pdf
I.A16	Educational Philosophy http://www.craftonhills.edu/About_CHC/Educational_Philosophy
I.A17	CHC Catalog 2013-2014 (p. 6) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
I.A18	CHC Organizational Handbook (Appendix C: Template for Committee Meeting Minutes) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
I.A19	CHC Planning and Program Review Web Tool (Q8b) https://www.craftonhills.edu/ProgramReview/
I.A20	CHC 2008 Self-Study http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2008/Materials%20Submitted%20by%20CHC/Self%20Study%20Report/Self%20Study%20Report.pdf
I.A21	CHC Office of Institutional Effectiveness, Research and Planning Research Calendar: July 24, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Research_Calendar7.pdf
I.A22	CHC Educational Master Planning Committee (EMPC) Minutes, September 11, 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Educational%20Master%20Planning%20Committee/Minutes/2012-2013/Minutes_20120911.pdf

I.A23	CHC EMPC Minutes, October 9, 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20 Staff/Committees/Educational%20Master%20Planning%20Committee/Minut es/2012-2013/Minutes2_20121009.pdf
I.A24	CHC EMPC Minutes, November 13, 2012 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20 Staff/Committees/Educational%20Master%20Planning%20Committee/Minut es/2012-2013/Minutes_20121113.pdf
I.A25	CHC EMPC Minutes, February 12, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20 Staff/Committees/Educational%20Master%20Planning%20Committee/Minut es/2012-2013/Minutes_20130212.pdf
I.A26	CHC EMPC Minutes, February 19, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20 Staff/Committees/Educational%20Master%20Planning%20Committee/Minut es/2012-2013/Minutes_20130219.pdf
I.A27	CHC EMPC Minutes, April 30, 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/Faculty%20and%20 Staff/Committees/Educational%20Master%20Planning%20Committee/Minut es/2012-2013/Minutes_20130430.pdf
I.A28	ECPM CHC Mission Statement, Vision Statement, and Values Survey Results: Spring 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/Research%20Briefs/1213_EMP_MVV_Survey_R esults.pdf
I.A29	ECPM CHC Mission Statement, Vision Statement, and Values Survey Results: Spring and Fall 2013 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/Planning%20Documents/1314_EMP_MVV3_Sur vey_InService_AcadSen_Flex_Results.pdf
I.A30	CHC Office of Institutional Effectiveness, Research and Planning Research Calendar: January 6, 2014 http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/CHC_Research_Calendar8.pdf
I.A31	CHC Planning and Program Review Questions (see Question 8) http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/Planning%20Documents/1314_PPR_Questions_I nstructional.docx
I.A32	Planning and Program Review Screen Shots showing Connection between College Mission, Strategic Directions and Program Objectives http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/Planning%20Documents/PPR_StrategicDiretions_ ScreenShots.pdf
I.A33	CHC Educational Master Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Res earch%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy

	.pdf
I.A34	Integrated Planning and Program Review Process for Prioritizing Objectives http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PrioritizationDiagram2.pdf
I.A35	CHC Educational Master Plan http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
I.A36	CHC Educational Master Plan Formative Evaluations http://www.craftonhills.edu/Faculty_and_Staff/Committees/Educational_Master_Plan_Committee/Formative_Evaluations