



## *President's Board Report* *February 14, 2013*

### Message from the President

We are very happy about adding 8 short term classes to the Spring Schedule due to the passage of Proposition 30. Summer session will also be strong as a result of generous contributions, San Manuel grant funding, and the funds provided through the State. We look forward to serving our students with additional classes and hope the trend continues.



Dr. Cheryl Marshall, President

### Upcoming Events & Important Dates

**Feb. 14-16** CHC Theatre Presents *Heckling the Whale: A Silly Little Improv Comedy Show Made Just for You*; All shows 8:00 pm, Finkelstein Performing Arts Center (PAC), \$10 general admission, \$5 student/senior/alumni

**Feb. 22** ArtsDay 2013

**Mar. 4-15** CHC Art Program Fundraiser

**Mar. 29-30** CHC Theatre Presents *Reasons to Be Pretty* by Neil LaBute, directed by Jordan Arnold; Both shows 8:00 pm, PAC; \$10 general admission, \$5 student/senior/alumni

**Mar. 30** CHC Foundation Gala "Passport to Opportunity", 6:00 p.m., Orange Show, \$75

**Apr. 5** ASL Educator's Collaboration Forum sponsored by the CHC American Sign Language program

**Apr. 8-30** CHC Art Presents *Ichiban: A Japanese Cultural Exhibition*

**Apr. 12** Fire Academy 30th Anniversary Celebration

**May 3-4** CHC Theatre presents Spring Show (TBD)

**May 13-23** CHC Art presents Spring Student Exhibition

**May 14** CHC Music Presents Choir Concert 7:00 pm, PAC, \$5 admission

**May 16** CHC Music Presents Jazz Concert 7:00 pm, PAC, \$5 admission

## Left Lane Project Update

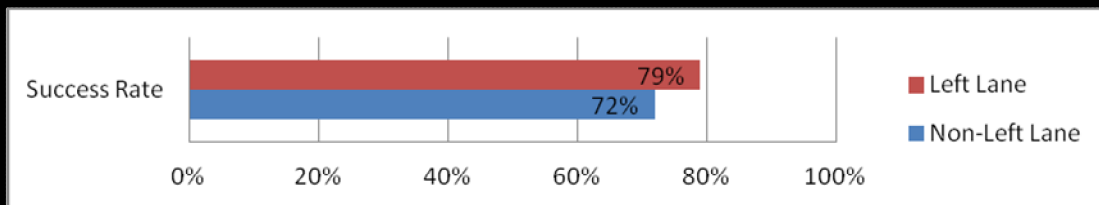
Initial data from the Left Lane Project is in and looks very promising. Below are initial data measures indicating that LLP students are making significant progress. Key data measuring the completion of mathematics courses are also presented with a brief explanation.

### Course Success

Left Lane students were substantially and statistically significantly more likely to successfully complete their Fall 2012 courses (79%) than non-Left Lane students (72%)

### Staying the Course

Left Lane students were substantially and statistically significantly more likely to be retained from Fall 2012 to Spring 2013 (87%) than non-Left Lane students (80%)



### Movement in Math

- Left Lane students were substantially and statistically significantly more likely to earn a GOR in a math course their first semester (89%) at Crafton than non-Left Lane students (48%)

Left Lane students who earned a GOR in math in Fall 2012 were substantially more likely to enroll in math in the subsequent spring semester (55%) than non-Left Lane students (47%)



## Left Lane Project Update continued

### Why Math Matters

In the summer of 2012 the Office of Institutional Effectiveness, Research and Planning completed a comprehensive cohort study examining the relationship of momentum points, placement results, and Student Service and Instructional Strategies to the ARCC SPAR student milestones.

The completion of mathematics courses consistently demonstrated a predictive value in relation to student achievement. Key points from that report include:

- Successfully completing transfer level math is the best predictor of transferring to a four-year institution

- Successfully completing transfer level math is the best predictor of being transfer prepared. Students are statistically significantly and substantially more likely to be transfer prepared if they complete transfer level math within 4 years

- Students are statistically significantly and substantially more likely to earn a Degree or Certificate if they:

  - Complete basic skills math in 1 to 3.5 years

  - Complete transfer level math within 6 years

  - Complete college level math within 3 years

In essence, completing mathematics courses successfully early in the CHC experience gives students the best chance of achieving their academic goal. The Left Lane project is giving students the opportunity and the support to reach these important momentum points to propel students towards achieving their academic goal faster.

While much closer examination of the data over a longer period of time will be required in order to assess the full impact of the program, Left Lane Project program staff are very enthusiastic about these initial results. Over the course of the next several months, the staff will examine student feedback in conjunction with additional quantitative data to make program adjustments. As we move into year two of the program, we hope to see further improvements in student success and achievement.

Year one year funding for the Left Lane Project was provided by the Chancellor. Operational changes and reorganization in several areas at CHC have made it possible to continue with many aspects of the program without additional funding while showing an overall savings in cost. Some key program elements, however, particularly focusing on counseling services, will require continued support. We look forward to working with college and district leadership to find creative and sustainable ways to continue funding this effort.

## SciFri 2013

Approximately 100 high school students attended Crafton's First Annual SciFri event. Students began the day with our invited keynote speaker, Dr. Laura Schoepf from the University of California at Riverside. After speaking to the students about research, STEM fields, and college life, Dr. Schoepf took six Crafton students to breakfast to continue a more in-depth academic and research discussion. The high school students rotated through three STEM activities:

- In chemistry, they viewed the chemical changes that occur with heating as they turned pennies into colors of gold and silver, understood the concept of hydrophobicity and pH, and conducted flame tests.
- In biology the students learned how to extract DNA from fresh fruits, to prepare gels for electrophoresis, and used advanced technologies such as the Polymerase Chain Reaction (PCR) machine.
- The mathematics activity taught students how to collect and interpret data using Excel™ by measuring the force of various springs to determine each spring's elasticity constant.



Keynote Speaker  
Dr. Laura Schoepf,  
University of California at Riverside

This flame test gave students an idea of how fireworks are made. Various chemicals cause flames to change in various colors.



## SciFri 2013 continued

High School faculty spent some time learning to use advanced techniques and equipment



Extracting DNA from strawberries

Generating spring constants from accurate measurement



## It Takes a College: A Message from the Transfer Center

***It takes a college to transfer a student*** and CHC is certainly invested in seeing our students not just complete their educational endeavors here but also continue on with their education by transferring.

A year ago, the Transfer Center celebrated its grand opening. This is a status report of how the collaborative efforts of faculty and staff have impacted students in our first year (Spring 2012 – Fall 2012) and to thank everyone for their astounding work.

The Transfer Center has reached an impressive number of students through its various activities, assisted by CHC staff support. Faculty and staff encourage students to attend the Transfer Fairs and the Transfer Advocates actively support, mentor and empower their students. They have already impacted a remarkable number of students.

Students routinely come to the TC saying, "I was told to come here by faculty/staff", so we know there are other faculty who are also transfer advocates at heart and who encourage students to continue with their education.

The Transfer Center has also been busy counseling students while providing connections to university representatives and facilitating educational plans for the students enrolled in Learning Communities.

We are now taking the Transfer Center mobile, setting up shop at the LADM breezeway, in an effort to reach students in a different venue. None of this is possible without the support and all the work the administrators do behind the scenes.

- **Student contacts via the Transfer Fair:** approximately 1900 (as recorded by university reps during Fair)
- **Student contacts via the Transfer Advocates:** 1854
- **Student contacts via the Transfer Center:** 1503 (counseling and workshops)
- **Classroom presentations:** 23 **Students impacted:** 831
- **Student contacts via the Mobile Transfer Center:** 44



Again, thank you for all you do.

*Mariana Moreno*

Transfer Center Coordinator, Title V/HSI



## Accreditation Update

The sub-committee chairs and members for the Accreditation self-study have been appointed. Three additional members have volunteered to participate in gathering information and evidence for the Accreditation effort; they are all part-time faculty members, recruited at the biannual part-time faculty meeting by Dr. Cheryl Marshall.

Beginning in January and throughout the next few meetings, the committee will review each standard and brainstorm possible sources of evidence and ways to elicit input from the campus. For instance, Standard 1B, which concerns the improvement of student learning and institutional processes, was re-framed as a series of questions:

- Where are ongoing, collegial, self-reflective dialogues about the improvement of student learning taking place?
- How do we set goals to improve our effectiveness? Where do we state them? Do people understand them, and how do we know?
- How do we assess our progress toward achieving our goals? How are planning, resource allocation, implementation, and re-evaluation linked?
- How do we use documented assessment results to communicate quality assurance?

In addition, a list of evidence sources was attached to each question.

Working through the standards in this way will ensure a shared understanding of the standards, a strategy for developing the narrative and gathering input and information, and a more cohesive document with fewer redundancies.

To date, the groups are constituted as follows:

- Standard I: Keith Wurtz and Ralph Rabago
- Standard IIA: Gary Williams, Dan Word and Dean Papas
- Standard IIB: Tina Gimple, Larry Aycock and Joe Cabrales
- Standard IIC: Raju Hegde and Gerarda Costello
- Standard IIIA: Julie McKee and Ruth Greyraven
- Standard IIIB: Ruth Greyraven and Mike Strong
- Standard IIIC: Joe Cabrales, Raju Hegde and Larry Aycock
- Standard IIID: Mike Strong, Tina Gimple, Bob O'Toole and Keith Wurtz
- Standard IV: Rebecca Warren-Marlatt and Keith Wurtz

The next comprehensive evaluation of CHC will occur in Fall 2014.



## At the Art Gallery: Beatriz Mejia-Krumbein

**Social Art for Change:** until Feb. 22



Artist's Statement: "Through art, I express a genuine concern for human rights, and make a call for solidarity. I question actions, express skepticism toward mandated behavior and changes, and pour the complexity of my emotions in my art. I do not limit myself by tools or media, but instead use what is available, proper, and often times dictated by the content of the message itself.

My work catches the silence and the moan of a humanity that suffers the consequences of oppression."

Beatriz Mejía-Krumbein

Ms. Mejia-Krumbein, Chair of the Art Department at La Sierra University and Director of the Brandstater Gallery in Riverside, brings her exhibit to Crafton after it has toured, among other sites, New York, Toronto, Florida and New Mexico. The paintings and installations presented are, as noted in the Yuciapa News Mirror, "expressive voices in exploration of displacement, oppression and violence. ... This is not about physical violence. My concept of violence is very universal. Living in other countries gave me perspective. Violence is engrained in our society."

For more information on the exhibit and the artist, visit [www.socialartforchange.com](http://www.socialartforchange.com)



## Update on Student Learning Outcomes

During the fall and spring semesters of this academic year, the focus has been on Institutional Learning Outcome 4: **Society and Culture:** *Students are able to describe the social, cultural, and political forces at work in our diverse, global world. They understand and appreciate different perspectives and are able to operate with civility in a complex world that involves changing social institutions and diverse world views.*

This year's professional development program was designed to improve student performance on this particular outcome, as measured by the Community College Survey of Student Engagement.

This spring, assessments will be developed for Institutional Learning Outcome 5: **Information Literacy:** *Students are able to apply research to access information and technology. They can analyze, evaluate, synthesize, and use information resourcefully.* Groups such as Library faculty and staff, the English faculty, and Communications faculty will be invited to develop rubrics measuring student learning on this particular item.

The committee will begin to gather input from members of the campus community in mid-spring, as planned.

## CHC Health Sciences Club attends CSUSB Conference

The recent CSUSB 1st Annual Pre-Med/Pre Health Conference focused on students interested in any healthcare profession. Over 400 students from throughout the United States attended. Speakers and various professional schools provided valuable information about different healthcare fields. Students then broke up into various workshops, including information on MCAT (Medial College Admissions Test) Preparation, and training to be an RN (Registered Nurse), M.D.(Medical Doctor), D.O.(Doctor of Osteopathic Medicine), and Pharm.D. (Doctor of Pharmacy).

The Health Sciences Club (HSC) offered an essay contest to club members and students of the STEM Pathway last semester. The topic was "What is your major and why do you want to attend this conference?" Of the entries, nine students received their conference registration (worth \$35) and an HSC t-shirt.



Student attendees & volunteers (in orange t-shirts)

## Promise Scholars

An enthusiastic group of young students visited Crafton Hills College on January 31 as a part of the Promise Scholars program, which encourages students to begin thinking about going to college. During the visit, the 5th graders toured the campus, spending approximately 15 minutes in six different programs in order to get excited about going to college. They visited the Fire Academy, the EMS Simulation Lab, Biology, an American Sign Language class, the Theatre and the College Honors Institute/Transfer Center. After lunch in the Quad, the young scholars walked to the Aquatics Center and heard Larry Cook, Crafton's Director of Facilities, explain the unique features of the pool and solar farm.

Leslie Sorenson with the Ontario-Montclair School District leads the Promise Scholars program. Research has shown that these early interventions have a positive effect on college attendance rates, especially among the Hispanic population. The program follows the students from elementary through middle and high school to college. It helps increase parent and student awareness of and aspirations for college, knowledge about college opportunities, plans to participate in post-secondary education and increased access to college.

Rick Hogrefe, Crafton Hills College's Dean of Arts and Sciences, and two members of the STEM Pathways Grant team, Ernesto Rivera and Robert Brown, went to Haynes Elementary School in Ontario a few weeks ago and provided highlights of college to excite and prepare the fifth graders for their visit to Crafton Hills College. The Promise Scholars program is growing and is now in over twenty elementary schools in the Ontario-Montclair School District. Previously, they partnered only with Chaffey College but the increase in the number of students required them to reach out to other community college partners, including Crafton Hills College. We will be hosting groups from four elementary schools, with more visits coming in April or May.

Promise Scholar participant Kevin stated about the visit, "I learned a lot about Biology. I learned about the differences between a human skull and a gorilla skull. I learned how big a snake can be- ten feet long." While fifth grader Destiny was intrigued by the EMS Simulation Lab, "My favorite part was learning about the mannequins and how to treat people."

Students who complete the entire Promise Scholar program will receive a scholarship at the end of 12<sup>th</sup> grade to support their college education. Crafton is looking forward to some of these bright young students attending in the near future!