

MONTHLY REPORT TO THE BOARD OF TRUSTEES

July 2019



Students have magnetic future ahead!

Eight students completed their radiologic technology certificates and graduated on Tuesday, June 11. The program is a 22 1/2 month associate degree program based at Arrowhead Regional Medical Center, where the graduation ceremony was held. The students were also eligible to walk at the Crafton Hills commencement on May 24.

The rigorous program requires students to have a 2.5 grade point average in all prerequisite courses and interview for one of the eight spots before being admitted.

Camron Baze (Redlands), Angelyne Brown (San Bernardino), Jennifer Jensen (San Bernardino), Erik Lee (Upland), Leanna Lopez (San Bernardino), Elizardo Melendez (Rialto), Jessica Merlo (San Bernardino), and Hanh Tran (San Bernardino), are all now eligible to take the examinations prepared by the American Registry of Radiologic Technologists (ARRT) and the Radiologic Health Branch of the State of California including Fluoroscopy, and Mammography (optional).

“We’re so proud of the students in this program,” said Melissa Hunyh, program director. “In addition to their class studies, they receive didactic and supervised clinical training, equaling 40 hours a week. It takes focus and dedication to complete.”



The Radiologic Technology program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).

This is Crafton.

T.L. Brink--Crafton is the right fit for him.

T.L. Brink celebrates 30 years of teaching at Crafton Hills College this year.

The milestone is a long time in the making for the professor of psychology given what he was doing before stepping foot onto the campus in the late 1980s.

“I used to live in the San Francisco Bay Area and had a very hectic life,” he explained. “I was doing research at Stanford, had a consulting company, and was working for a small university running two of their graduate programs. It was a lot of stress and didn’t come with a lot of fulfillment, so one day I told my wife I wanted to teach.”



Brink said he received a phone call from Crafton some time later inviting him to interview for a teaching position 453 miles from “home.” And when he arrived to campus, Brink noticed the friendliness of his would-be co-workers brought something refreshing to the table. Mix that in with the natural elements surrounding the college, Brink knew he’d fit right in.

“And I’ve been extremely happy at Crafton ever since,” he continued.

Psychology itself is a tough course to tackle, but Brink said he enjoys the subject because it is “at the center of everything” and opens a lot of doors to students thinking about entering the fields of social work, nursing or, perhaps, politics.

“I’m able to show my students something from psychology they can relate to,” Brink said. “And it has changed so much since I started getting interested in the subject. So, I make it a point to go to conventions each year, and by going to all of these places and learning new things, I’m picking up new techniques and tools along the way, which is very exciting.”

Those techniques and tools are then implemented into the classroom whether directly in an on-campus classroom or through online courses offered through the college. The flexibility of teaching online allows Brink to attend as many conventions as he pleases and is backed by the college’s administration, which adds to the excitement of the job, he said.

While this year marks Brink’s 30th at Crafton, the 69-year-old local resident doesn’t have any plans to slow down just yet – especially when it comes to watching his daughter follow in his footsteps teaching at a community college in Santa Clara and spending time with his wife of 44 years.

“I don’t know where the time flies, but I’ve enjoyed my time here,” Brink said. “When I first came down here, I could not find anyone who said, ‘That’s not my job.’ They were a bunch of people who worked as a team and were committed to student success. And that’s what has kept me here--along with the students who are really appreciative of the help you can give them.”

This is Crafton.

Kaylan Avila--Campus job affirms career path.

Like all college students, Kaylan Avila has big plans for the future.

While the longtime Beaumont resident is wrapping up her time at Crafton Hills College – she graduated in May – she has plans to start a nursing program at San Bernardino Valley College in the fall. And while moving to a new school may be a bit nerve-wracking to some, Avila said she is better prepared thanks to her experience at Crafton.

“I’m happy with the opportunity I got here because I got more from (the experience) than I thought I was going to,” she said.

The 2017 Beaumont High School graduate is a first-generation college student who picked Crafton because - ultimately - it was close to home. But once stepping foot onto campus, the 19-year-old learned there was a lot more to campus life at CHC than she originally thought.

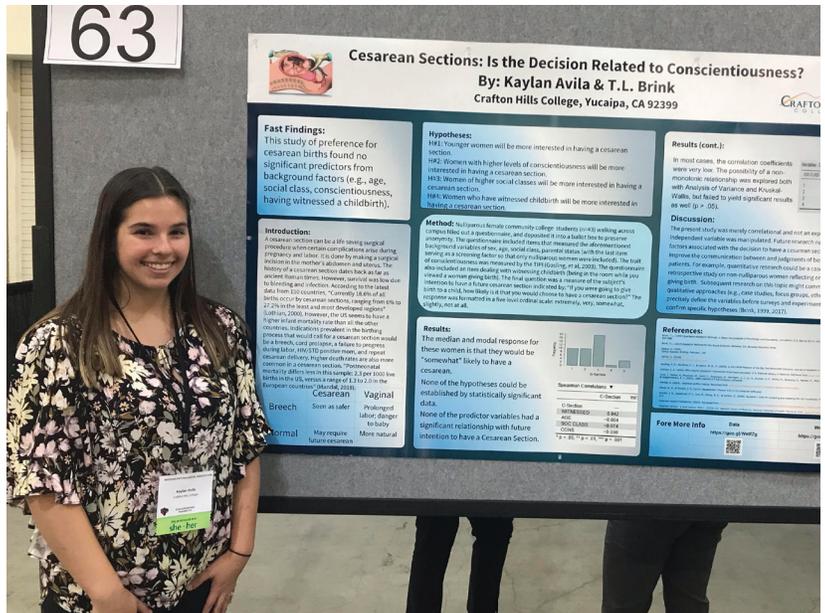
Avila quickly immersed herself into the experience and sought and received support from her instructors. Then the honors program came calling. She also applied and was accepted to take part in Crafton’s ISEEK – Increasing Student Engagement, Employment & Knowledge - program, which provides part-time job opportunities to Crafton students. Jobs are available on-campus or elsewhere in town and neighboring communities, such as the city of Yucaipa and Wells Fargo. Avila opted to work in CHC’s Health and Wellness Center to gain a real-life perspective on the profession she planned to pursue. The job allowed her to discover what she was “capable of doing,” she said.

“I want to become a nurse because I want to be able to help people and ultimately give back to the community,” Avila said. “The nurse practitioner at the center really helped explain everything to me that I needed.”

Balancing it all is no easy task, but Avila credits her family – particularly her parents – for instilling in her a strong work ethic. She also hopes her story inspires other first-generation college students to follow in her footsteps.

“My parents never got the opportunity to go to college, but I want a better life for myself and ultimately a better life for them as well,” Avila said. “I always tell people to not knock a junior college because I am really happy with (my experience) as I got to do a lot of research and present that research which I am now trying to get published.

“I want to tell everyone to push through. Going to college is a bit intimidating, especially when having to figure it out all on your own, but do your research and persevere,” she said.



Cesarean Sections: Is the Decision Related to Conscientiousness? By: Kaylan Avila & T.L. Brink Crafton Hills College, Yucaipa, CA 92399

Fast Findings:
This study of preference for cesarean births found no significant predictors from background factors (e.g., age, social class, conscientiousness, having witnessed a childbirth).

Introduction:
A cesarean section can be a life-saving surgical procedure given complications arise during pregnancy and labor. It is done by making a surgical incision in the mother's abdomen and uterus. The history of a cesarean section dates back as far as ancient times (Kovach, 2009). The decision to have a cesarean section is often based on the health of the mother and the fetus. According to the latest data from the Centers for Disease Control and Prevention (CDC), the rate of cesarean sections in the United States has increased from 19.6% in 2006 to 27.2% in 2014 (Hens and most developed regions" (Lofgren, 2009). However, the US seems to have a higher rate of cesarean sections than other developed countries. The decision to have a cesarean section is often based on the health of the mother and the fetus. According to the latest data from the Centers for Disease Control and Prevention (CDC), the rate of cesarean sections in the United States has increased from 19.6% in 2006 to 27.2% in 2014 (Hens and most developed regions" (Lofgren, 2009). However, the US seems to have a higher rate of cesarean sections than other developed countries.

Breech Seen as safer
Normal May require labor support
Cesarean Preferred labor support to baby
Vaginal More natural

Hypotheses:
H1: Younger women will be more interested in having a cesarean section.
H2: Women with higher levels of conscientiousness will be more interested in having a cesarean section.
H3: Women of higher social class will be more interested in having a cesarean section.
H4: Women who have witnessed childbirth will be more interested in having a cesarean section.

Method: Participants (N=100) were recruited from a community college. They completed a questionnaire and deposited a ballot into a ballot box to indicate their preference for a cesarean section or a vaginal birth. The questionnaire included questions about their demographic information, their level of conscientiousness, and their social class. The questionnaire also included an item asking participants to indicate their preference for a cesarean section or a vaginal birth. The questionnaire was administered in a face-to-face format. The questionnaire was administered in a face-to-face format. The questionnaire was administered in a face-to-face format.

Results:
The median and modal response for these women is that they would be "Somewhat" likely to have a cesarean.
None of the hypotheses could be established by statistically significant data.
None of the predictor variables had a significant relationship with future intention to have a Cesarean Section.

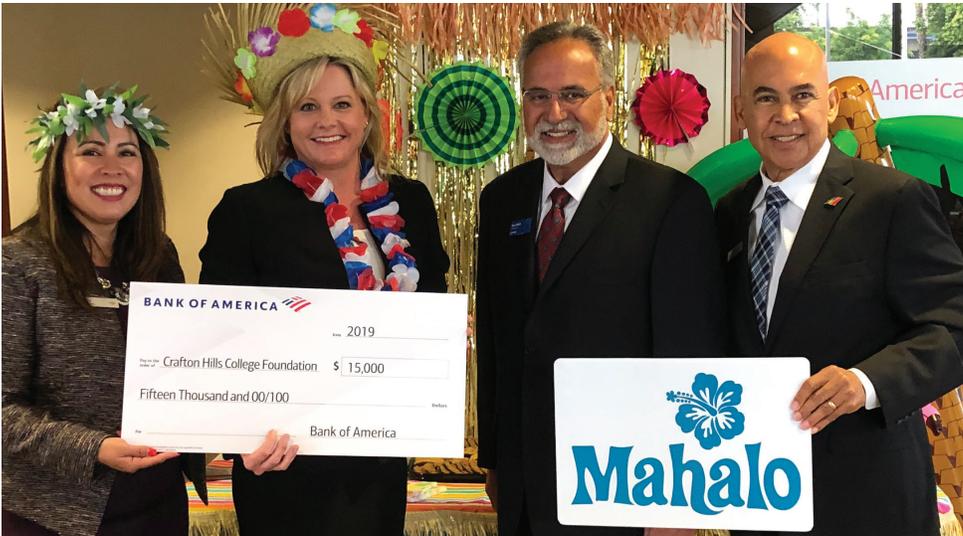
Results (cont.):
In most cases, the correlation coefficients were very low. The possibility of a non-monotonic relationship was explored with Analysis of Variance and Kruskal-Wallis, but failed to yield significant results as well (p > .05).

Discussion:
The present study was mostly correlational and not an experimental study. Future research should include an experimental design with the inclusion of a control group. For example, quantitative research could be a more appropriate study to more fully explore women's preferences for giving birth. Subsequent research in this topic might include qualitative approaches (e.g., case studies, focus groups) to more fully define the variables before surveys and experiments can be conducted (Hypothesis 1, 2009, 2011).

References:
Kovach, S. (2009). The history of cesarean section. *Obstetrics and Gynecology*, 113(1), 1-10.
Lofgren, B. (2009). The history of cesarean section. *Obstetrics and Gynecology*, 113(1), 1-10.
Hens, J., & Brackley, J. (2009). The history of cesarean section. *Obstetrics and Gynecology*, 113(1), 1-10.

For More Info
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Veterans and public safety students focus of grant funding



The CHC Foundation was awarded \$15,000 from Bank of America to increase services to student veterans and to provide equipment and supplies for public safety students.

“We appreciate the continued support of Bank of America in supporting education in our region,” says Michelle Riggs, director of resource development and community relations.

Pictured at the check presentation on June 25, Cathy Parades, Vice President, Community Relations Manager Bank of America; Michelle Riggs; Raul Aballi, Senior Vice President, Wealth Management, Merrill Lynch; and Al Arguello, Inland Empire Market President, Bank of America.

RT Team Wins Sputum Bowl



Crafton Hills College Respiratory Care team won the state-level Sputum Bowl competition at the California Society for Respiratory Care (CSRC) annual convention at Pechanga Resort on June 5th.

The Crafton team consisted of Jesus McDowell, Sarah MacDonald, Cody Miller and Laura Kinkey. The students are in their third semester of the program and are scheduled to graduate at the end of the fall semester. The team was led and coached by Michael Sheahan, program director.

The Crafton team will be sponsored by CSRC to compete at the national level in New Orleans, November 9-12, 2019, during the AARC Congress.

Child Development Center earns superior rating

Quality Start San Bernardino recently rated the CHC Child Development Center according to the Quality Rating and Improvement System Matrix. The Center received 5 “leaves” out of 5 for: 1) child observation, 2) development and health screenings, 3) effective teacher-child interactions, and 4) director qualifications. They received 4 out of 5 leaves for: 1) teacher qualification levels, 2) ratio and group size, and 3) program environment.

Congratulations to Deborah Wasbotten, director, and her team! Complete information can be found at qualitystartsb.org.

