Inquiry 1-3

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

Cross-Functional Inquiry

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.

Element Rating

○ **Pre-Adoption**

College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.

○ **Early Adoption**

Inquiry around guided pathways and/or student outcomes is happening in areas of the college (e.g., by department, division, learning community, special project, initiative), but it is in siloes.

Some programs have examined local data, agreed that improvement is necessary, and are engaged in actionable research but action is limited to solutions within programs..

◉ **Scaling in Progress**

Inquiry is happening in cross- functional teams that include faculty, staff and administrators.

Student voice and/or research on student success and equity are not systematically included and/or focused on closing the equity gap(s).

Guided pathways are consistently a topic of discussion.

○ **Full Scale**

Inquiry is happening in cross-functional teams that include faculty, staff and administrators.

Student voice is brought in systematically through focus groups, interviews and representation of students in key meetings.

Research on student success and equity are systematically included and focused on closing the equity gap(s).

Guided Pathways are consistently a topic of discussion.

Please briefly explain why you selected this rating.

Crafton Hills College has stable governance structures in place to promote the institutional dialogue necessary for the implementation of guided pathways. Additionally, the College has an Office of Institutional Effectiveness, Research and Planning that provides data, research, and analysis concerning student progression toward their goals, including:

- o Percent of undecided students
- o Percent of students who complete transfer level math in one and two years
- o Percent of students who complete transfer level English in one and two years
- o Percent of students who do not transfer in six years
- o Percent of students who do not have a Student Educational Plan (SEP)
- o Percent of student who do not have a complete SEP
- o English and math basic skills three-year throughput rates
- o Student satisfaction data
- o LaunchBoard Guided Pathways
- o Cal-PASS Plus key performance indicators

Disaggregation of data consistently occurs to ensure the examination and recognition of disproportionate impact, and to promote an effective institutional response.

Campus wide dialogue consistently occurs through shared governance committees, management meetings, and planning processes. The College's shared governance committees engage in frequent dialogue regarding student learning outcomes and institutional improvement; these committees include the Educational Master Planning Committee, the Institutional Effectiveness, Accreditation, and Outcomes Committee, the Planning and Program Review Committee, the Student Success and Equity Committee, and the Enrollment Strategies Committee. Participative governance committees include faculty, staff, administrators, and students. Additionally, the Academic, Classified, and Student Senates have data-informed dialogues about a broad range of student success-related topics, for example, college hour, dual enrollment, guided pathways, non-credit curriculum, and English as a Second Language.

The College also engages in dialogue concerning student learning during deans' meetings, management meetings, Crafton Council meetings, department meetings, and planning events, such as the recent Guided Pathways retreat held August 28, 2017.

The College conducts an annual Equity audit sharing the results with participative governance committees and with the Board of Trustees.

The fall 2016 in-service day featured a panel of students who responded to questions informed by the Student Support redefined framework. All staff, management and faculty attended. Employees used the information to draft relevant objectives and actions for their departments.

The fall 2017 in-service day featured a college-wide discussion about the impact of budget on students' experience and enrollment.

Describe one or two accomplishments the college has achieved to date on this key element.

1. The Educational Master Planning Committee completed a new master plan, which addresses student access, success, and the student experience.
2. The Enrollment Strategies Committee is using a pathways approach to inform the development of an Enrollment Management Plan.
3. There is considerable dialogue in other groups, for example the Basic Skills Committee, and the Student Success and Equity Committee, that focus on elements of the student's experience in a guided pathway.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

While dialogue is occurring around guided pathways, some of it happens in silos, with groups that consider a segment of the student's experience. For example, the Enrollment Strategies Committee has embraced a pathways approach; however, the committee continues to determine how it will interact with other governance groups to develop a coordinated approach to implementation.

With only two in-service days, there are limited opportunities to have college-wide dialogue.

There is considerable interest in student focus groups, however the Office of Institutional Effectiveness, Research, and Planning has limited resources to conduct them.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Inquiry 2-3

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

Shared Metrics

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.

Element Rating

○ **Pre-Adoption**
College is currently not conducting or planning to conduct research on shared metrics that could be used by cross-functional teams to come to consensus on key issues.

○ **Early Adoption**
Key benchmarks and progress on student data are used.

They are beginning to be aligned across initiatives.

○ **Scaling in Progress**
College has defined metrics that are shared across its different initiatives.

But, student data are not systematically or regularly tracked to inform progress across initiatives.

Data for all metrics are not disaggregated and are not systematically and consistently examined with a focus on promoting equitable outcomes for students.

◉ **Full Scale**
College uses shared metrics across the different initiatives to understand how student success has improved.

College regularly revises and revisits college plans in response to those findings.

Data for all metrics are disaggregated.

Data for all metrics are disaggregated and systematically and consistently examined with a focus on promoting equitable outcomes for students.

Campus stakeholders meet regularly to examine progress on benchmarks, discuss strategies for improvement, and revise plans as needed.

Please briefly explain why you selected this rating.

The college consistently uses the following metrics across different initiatives to understand how student success has improved: course success, math and English throughput rate, degree and certificate completion rate, and transfer rate. Equally important, disaggregation of the data occurs by gender, ethnicity, age, disability status, economically disadvantaged status, foster youth status, veteran status, non-resident status, EOPS student, and AB540 status. These metrics primarily inform the objectives and actions in the student equity plan as well planning throughout the campus.

Describe one or two accomplishments the college has achieved to date on this key element.

Recently, after systematically reviewing the metrics described above Crafton is in the process of revising its equity plan to address the areas in which disproportionate impact is still occurring. For example, Crafton has placed a greater emphasis on the math and English throughput rates because disproportionate impact continues to occur in these areas and they relate directly to the award and transfer rates, the two metric areas where most of the disproportionate impact occurs.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Crafton is currently developing a scorecard to address more easily the progress that Crafton is making on achieving the objectives in the Educational Master Plan. In the past Crafton has examined metrics at different times throughout the year, and the development of a formalized scorecard with targets will help even more to inform decision-making and planning at Crafton.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Inquiry 3-3

Engage campus stakeholders in actionable research and with local data; create consensus about core issues and broad solutions.

Integrated Planning

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs such as (but not limited to):

- Student Success and Support Program (SSSP)
- Basic Skills Initiative/Basic Skills Student Outcomes and Transformation Program (BSI/BSSOT)
- Equity Planning (Student Equity/SE)
- Strong Workforce Program (SWF)

Element Rating

○ **Pre-Adoption**

College is currently not integrating or planning to integrate planning in the next few months.

○ **Early Adoption**

Initial conversations have taken place, mostly among stakeholder leadership including administrators, faculty, and staff.

There is a commitment by constituency leaders to engage in institution-wide dialogue to improve student success and align different planning processes.

College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning.

○ **Scaling in Progress**

Some conversations have taken place, with all of the key constituency groups at the table.

Consensus is building on main issues. Exploration of broad solutions to align different planning processes is still in progress.

College governance bodies are routinely and formally apprised of opportunities to engage in integrated planning, and with the help of internal partners (i.e. Classified Senate and Academic Senate) are beginning to routinely inform and engage their constituents around integrated planning.

◉ **Full Scale**

College-wide conversations have taken place with all key constituency groups including: Instructional, counseling, and student support faculty and staff, administrators, and students.

All stakeholders reach consensus or agree to move forward on main issues and have identified possible broad solutions.

Research, evidence, student data and a Guided Pathways framework inform ongoing planning. Regular joint planning meetings revisit and revise existing plans and strategize about key overarching strategies across the main college initiatives.

Integrated plans and over-arching strategic goals drive program improvement, resource allocation, as well as professional development using a Guided Pathways framework.

College governance structures are regularly used to discuss issues, vet solutions, and communicate efforts

Please briefly explain why you selected this rating.

Crafton Hills College has had several institutional conversations regarding guided pathways. Faculty, staff, and administrators participated in a full-day facilitated retreat in August 2017 to discuss guided pathways. The group developed consensus around the elements necessary to ensure the success of a guided pathways approach. These included securing institutional commitment, creating and modifying programs and pathways that meet community needs; providing students with individualized support, designing and effectively scheduling curriculum; and creating structured ways for students to explore careers and majors. Sharing of the results from the retreat occurred at the all-campus In-Service Day in August 2017.

A second, two-day retreat followed in summer 2017 about the integration of the Basic Skills, Equity, and Student Success and Support Program plans. A cross-disciplinary group is now working collaboratively to select common goals, objectives, and activities.

A district-wide Strong Workforce retreat occurred in fall 2016. Current projects involve the development of a digital media pathway.

As mentioned in a previous item, the Enrollment Strategies Committee has adopted a guided pathways approach to enrollment management, which includes students.

Also mentioned in a previous item, the college has a robust office of research and planning that provides timely and accurate research and analysis for use in planning and decision-making.

At the fall 2016 In-Service, a student panel responded to questions developed around the Student Support Re-Defined elements. Participants used these responses to develop action plans for their departments, and used these responses in the annual planning process.

Describe one or two accomplishments the college has achieved to date on this key element.

The foundational dialogue concerning guided pathways and plan integration has taken place and is now taking place.

There is a greater level of knowledge and understanding of the guided pathways model; and how it intersects the goals and objectives outlined in the College's Educational Master Plan.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

The College only has two in-service days, both of them opening days in fall and spring. Because of the infrequency of these meetings, and because the agendas for those days tend to be very full, there is limited time to hold college-wide conversations about guided pathways necessary to garner full support.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 1-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Inclusive Decision-Making Structures

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.

Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input.

In addition, this plan strategically engages college governance bodies college-wide.

Element Rating

○ **Pre-Adoption**
College currently does not have or is not planning to form cross-functional teams to regularly examine research and data on student success.

○ **Early Adoption**
Workgroups or teams have been created, but they are not yet inclusive of some key campus constituents: instructional, counseling, and student support faculty and staff, and administrators. The college plans to expand the teams through engaging governance structures and hosting broad, inclusive discussions and forums.

○ **Scaling in Progress**
Cross-functional workgroups or teams (representing campus constituents) exist but there are no mechanisms yet identified for gathering and infusing college-wide input (including student voice) into the workgroup decision making policies and processes.

⦿ **Full Scale**
Cross-functional workgroups or teams who steer the Guided Pathways design process utilize explicit and agreed upon processes for gathering college-wide input (including student voice).

Cross-functional teams are in communication and collaboration with college governance bodies.

Please briefly explain why you selected this rating.

At Crafton Council, Crafton's shared governance committee, Crafton Council identified the Enrollment Strategies shared governance committee as the work-group to steer the Guided Pathways design process and gather college-wide input. Accordingly, the College is in the process of identifying key leaders that represent diverse campus constituents to steer the College wide communication, input, and decisions regarding Guided Pathways. Moreover, the following people will be attending the required IEPI workshop: President of Crafton, Academic Senate President, Classified Senate President, Vice President of Student Services, Vice President of Instruction, Dean of Career Education and Human Development, Dean of Letters, Arts, and Mathematics, and the Dean of Institutional Effectiveness, Research, and Planning. Equally important, on August 3, 2017 Crafton held a retreat on Guided Pathways that included thirty faculty, staff, managers, and students.

Identification of the work teams is occurring now, and will be working on Guided Pathways using the current structure under Enrollment Strategies Committee. The Committee has a wide representation and active participation from all groups. The Enrollment Strategies Committee is a Collegial Consultation Committee and reports to the Crafton Council which is the College's shared governance steering committee. In addition, sharing of the progress made on guided pathways is occurring with all of the senates.

Describe one or two accomplishments the college has achieved to date on this key element.

A major accomplishment made by the college is the guided pathways planning that occurred on August 3, 2017 with cross-functional workgroups to steer the guided pathways design process. The participants at this retreat agreed on ten major elements regarding student pathways. In addition, the cross-functional participants developed the beginning of a guided pathways work plan.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

A potential challenge is that the Enrollment Strategies Committee is assuming the responsibility for leading several of the initiatives involved in implementing the Guided Pathways model. The committee will need to meet often to ensure the meeting of deadlines, conflicting viewpoints are recognized and effectively addressed, and to manage the "initiative fatigue" that often comes with change. The committee will need to work at a steady pace and set realistic timelines and goals.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 2-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Intersegmental Alignment

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

Element Rating

○ **Pre-Adoption**

College is currently not partnering or planning to partner with their feeder and destination institutions and/or local industry to align program requirements.

○ **Early Adoption**

Coordination between high school feeder district(s), four-year institutions, and industry partners have been established, but the partnerships are not strong and/or inconsistent across the college.

◉ **Scaling in Progress**

Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, and some partnerships are stronger than others, with some pipeline alignment from each partner established.

○ **Full Scale**

Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

Please briefly explain why you selected this rating.

The College has non-AB288 dual enrollment agreements with both its major K-12 feeder districts, Redlands and Yucaipa/Calimesa Unified School Districts. A new partnership with the Rim of the World Schools District is under way. A standing work group that includes K-12 representatives and college representatives meets at least monthly. Dual enrollment is a major strategy to increase student success and promote community college enrollment by the Enrollment Strategies Committee.

Partnerships with the University of Redlands, California State University, San Bernardino, and the University of Laverne are in place. Transfer Guarantee agreements exist with several UCs.

Some of the CTE programs have strong relationships with business and industry; however, the college recognizes that additional work needs to occur to forge such relationships and to use them to promote student internships, service learning, and success.

Describe one or two accomplishments the college has achieved to date on this key element.

1) The College's agreement with the University of Redlands allows students with a 3.2 grade point average and 23 units to transfer to the University with a $10,000 scholarship (tuition reduction). Similar conversations are underway with other four-year institutions.
2) While dual enrollment courses at the four feeder high schools tend to have low enrollment, course success tends to be higher than on-campus courses.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Each partnership entails extensive off-campus staff time for such tasks as orientation, assessment, registration, and educational planning. The college must attend to concerns voiced by K-12 partners, including the duplication of coursework, the need for specific courses to fulfill the A-G pattern, and impact of the partnership on operations.

There are also some union concerns expressed by faculty about dual enrollment that must be addressed in order to fully support the expansion of our efforts, and to embrace an AB 288 model.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 3-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Guided Major and Career Exploration Opportunities

(Help Students Choose and Enter a Pathway)

College has structures in place to scale major and career exploration early on in a student's college experience.

Element Rating

○ **Pre-Adoption**

College is currently not implementing or planning to implement structures to scale students' early major and career exploration.

◉ **Early Adoption**

Discussions are happening about ways to cluster programs of study into broad interest areas.

○ **Scaling in Progress**

Programs of study have been clustered into broad interest areas (such as meta-majors or interest areas) that share competencies.

College has not yet implemented meta-majors/interest areas.

College has not yet created foundation courses, gateway courses or other scalable mechanisms for major and career exploration.

○ **Full Scale**

Programs of study have been clustered into broad interest areas (meta-majors) that share competencies.

Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on.

Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs. Student input is systematically included into the process.

Please briefly explain why you selected this rating

The Counseling faculty have developed career exploration and gateway courses; however, these are not embedded in the General Education pattern and are offered as electives. Workshops to help students with their career choice decisions occur regularly.

The College offers course clusters in the form of interest-focused learning communities; however, this adoption of these has not occurred on a broad scale.

Describe one or two accomplishments the college has achieved to date on this key element.

Counseling faculty have worked collaboratively to identify GE patterns that will fulfill the GE requirements for most degrees within four broad categories: Health and Allied Health, Business, STEM, and Education.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Faculty are concerned that adopting Guided Pathways will constrict the curriculum and will foster the growth of some, but not all academic degree or certificate programs.

Faculty in programs with low enrollment are concerned their degree or certificate programs will be left out of the pathways.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 4-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Improved Basic Skills

(Help Students Choose and Enter a Pathway; Ensure Students are Learning)

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English, including, but not limited to:

- The use of high school performance for placement (i.e. cumulative GPA, course grades, non-cognitive measures) for placement
- Co-requisite remediation or shortening of developmental sequence
- Curricular innovations including creation of math pathways to align with students' field of study.

Element Rating

○ **Pre-Adoption**

College is currently not engaging in or planning to develop strategies to improve student access and success in transfer-level math and English coursework.

○ **Early Adoption**

College is currently piloting one or more of the evidence-based strategies listed in the "key element" description to increase access to and success in college and/or transfer-level English and math courses.

◉ **Scaling in Progress**

College has scaled one or more instance of the evidence-based strategies listed under "key element," but others are still in the pilot stage.

○ **Full Scale**

College has scaled relevant evidence-based strategies and has attained large improvements in the number of students that pass college and/or transfer-level English and math courses within a year of enrollment regardless of initial placement level.

Please briefly explain why you selected this rating.

Crafton is currently using multiple measures to place students into math. Specifically, students' high school performance is used to place students into their math courses. Crafton is currently in the planning stages to implement co-requisite remediation and shortening of the developmental sequence. These should be in place next year. In English Crafton is developing a pilot of accelerated English courses for basic skills using multiple measures for placement.

Describe one or two accomplishments the college has achieved to date on this key element.

The Crafton Hills College Math Department and counseling office are using high school performance to place students into Crafton math courses. The Crafton Hills College English and Reading Department approved a model of accelerated basic skills courses to be implemented.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge to implementing this component is reconciling the new placement rules with the current assessment tool. Crafton is currently placing students manually during the revision of the placement rules in the assessment tool. Another challenge is going to be scheduling with the increase in units and time. Moreover, many of the instructional spaces are not conducive to the teaching and learning styles and need to be improved. A challenge to implementing this component in English is an understaffed English and Reading Department that have led to the following challenges: resources to conduct research, course design, curriculum development, and professional development.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 5-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Clear Program Requirements

(Clarify the Path)

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.

In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).

Element Rating

○ **Pre-Adoption**

College is currently not providing or planning to provide clear program requirements for students.

⊙ **Early Adoption**

Some programs have worked to clarify course sequences, but teams do not represent cross-disciplinary teams of faculty.

A few course offerings and schedules are designed to meet student demand.

Some courses are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

○ **Scaling in Progress**

Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have been convened and are mapping out course sequences.

Some course offerings and schedules are designed to meet student demand and offered at times and in a manner that enable students to complete their programs of study in a timely fashion.

○ **Full Scale**

Cross-disciplinary teams of instructional (including math/English, GE, CTE) and counseling faculty have mapped course sequences.

Key educational and career competencies (including transfer and major requirements and labor market information) are used to develop course sequences.

Teams create default program maps and milestones for program completion/transfer, so that students can easily see how close they are to completion.

Course offerings and schedules are designed to meet student demand and are offered at times, and in a manner, that enable students to complete their programs of study in a timely fashion.

Please briefly explain why you selected this rating.

There is an understanding about key educational and career competencies among faculty in each program individually, as well as an inherent understanding regarding course sequence. However, there is less understanding about key educational and career competencies across programs. Evidenced by the high success rates of students at the College compared to the Region and the State. Crafton needs to have more cross discipline conversations. Some programs do have program maps, but not all do.

Describe one or two accomplishments the college has achieved to date on this key element.

Overall, we are making better progress on improving the schedule and have developed some program maps. Currently, we are analyzing course offerings for student friendliness. For example, Crafton created a chart to illustrate visually the spread of GE, IGETC, and local requirements over time. In addition, Faculty Chairs are working with the Office of Instruction to examine schedule blocks to minimize overlap or conflict among "core" courses.

Crafton also created a student feedback link on the College web site and advertised to students in order to inform scheduling. New data tools are also being developed, monitored, and used to improve access to student course demand. Adjustment of the schedule occurs regularly to meet demand. Changes to the schedule based on student demand is being built into the schedule in an effort to make future schedules more student friendly.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

At the cross-functional retreat on August 3, 2017, one of the barriers identified included the loss of institutional history because of retirements. The loss of institutional history can make it more challenging in trying to clarify course sequences.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 6-8

Proactive and Integrated Student Supports

(Help Students Stay on the Path)

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

Element Rating

○ **Pre-Adoption**

College is currently not implementing or planning to implement proactive and integrated student supports.

○ **Early Adoption**

The college has begun conversations about increased coordination and collaboration between student supports, instruction, and counseling.

Processes and tools are in place to monitor student progress and provide timely support; but are only used by a few staff and/or departments and are not used consistently.

There are few and/or irregular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and support services.

○ **Scaling in Progress**

Collaboration between the instructional and support services occurs in specific programs.

Processes and tools are in place to monitor student progress and provide timely support; and are used by most staff and/or departments, but may not be used consistently.

There are some structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

◉ **Full Scale**

The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion.

Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study.

There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

Please briefly explain why you selected this rating.

The College is a member of the Educational Planning Initiative pilot. Implementation of Hobson's degree planner started in 2017-18, and the piloting of the Starfish retention tool occurred in spring 2017 and Crafton Hills College is in the process of implementing Starfish campus-wide in fall 2017. We selected the "scaling in progress" element rating because we are in the first year of our implementation of these tools.

The implementation team included instructional, as well as research and student services staff and faculty. Instructional faculty are serving as team leaders for the implementation of the retention tool. Identification of students on probation occurs regularly and probation students are subject to completion of mandatory workshops and an educational plan. Careful monitoring of student progress using Starfish occurs among a team of Student Success Advisors, who receive the reports and are responsible for connecting students with information, resources, and support.

Instructional and student services staff and faculty collaborate in a variety of committees and workgroups. Namely, the Student Success and Equity Committee, the Homeless Student Resource Committee, the Enrollment Strategies Committee, the Dual Enrollment and Partnerships Workgroup, and others. Counselors on these committees are also on the Academic Senate.

The College has engaged in dialogue about guided pathways at a summer retreat in August 2017. The event included managers, classified staff, and instructional faculty, who received payment for their time. Additionally, the entire college engaged in dialogue and planning focused on the Student Support (re)Defined framework. The 2016-17 Annual Plans included goals, objectives, and actions created at this workshop.

Funding academic support, such as tutoring, supplemental instruction, and other approaches occurs in part because of Basic Skills and Equity dollars. While the college recognizes the value of an integrated academic support approach, and there has been considerable dialogue about stabilizing and integrating approaches, there has been limited progress.

Describe one or two accomplishments the college has achieved to date on this key element.

1) The College has the staff, tools and infrastructure necessary to monitor students' progress and to intervene when they are struggling. The Starfish retention tool, currently being implemented, has strong faculty support. The faculty feedback about the tool has been positive to date.
2) There is cross/disciplinary dialogue in many venues that promotes a sense of collaboration and cooperation.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

1) The success of the Starfish retention tool is greatly dependent on the extent to which instructional faculty use the tool. A large marketing campaign has been undertaken, and the college has identified "cheerleaders" among the instructional faculty to promote use of the tool in each course. However, the choice to participate or not remains with the individual faculty member.
2) The college has not yet developed a coherent approach to academic support.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 7-8

Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Integrated Technology Infrastructure

(Help Students Choose and Enter a Pathway; Help Students Stay on the Path) College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways including: Link student demand to scheduling Ability for students to monitor schedule and progress (e.g., Degree Audit) System for counselors and faculty to monitor students' progress (e.g., Starfish, early alert system, etc.) Data on career and employment opportunities including salary and requirements (e.g., SalarySurfer, other) Others

Element Rating

○ **Pre-Adoption**
College currently does not have or plan to build an integrated technology infrastructure.

◉ **Early Adoption**
The college has in place technology tools to support academic planning and counseling, but these tools are not used consistently and/or do not provide timely planning, support, and tracking capabilities.

○ **Scaling in Progress**
The college has in place technology tools that enable students, counselors, and faculty to track student progress through a defined pathway and provide some timely planning, support, and tracking capabilities.

○ **Full Scale**
The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor's degree attainment data.

College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

Please briefly explain why you selected this rating.

With the implementation of Hobson's degree planner, the college anticipates using the tool's predictive analytics feature. However, this is still in the first year of implementation. As mentioned previously, Crafton Hills College has linked student demand to scheduling by regularly examining enrollments with wait list information and adjusting the schedule based on this information. Crafton also has technology tools in place to support academic planning, placement, advising, tracking, completion outcomes, and transfer attainment. However, the college is currently not able to track bachelor's degree attainment accurately or has a process for consistently using the CCCCO Data Mart to track employment and salary information. Crafton Hills College does have the capacity to connect course scheduling with student needs and default schedules; however, the College has not yet developed a process for using this information to inform scheduling.

Describe one or two accomplishments the college has achieved to date on this key element.

Crafton Hills College has implemented Starfish and has expanded the early alert system to where faculty can use the tool to give positive feedback to students. Implementation of Hobson's degree planner is currently occurring in 2017-18. Students and counselors will be able to use the degree-planning tool to monitor educational progress.

Crafton Hills College has also developed four guided pathways for students in Allied Health, Business, STEM, and Education. Counselors are currently using these guided pathways informally.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that has hindered the progress with Degree Planner is that much of the progress is dependent on the CCCCO and the consultants hired to develop Degree Planner. Another challenge has been with developing guided pathways that involve a cross-functional approach.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Design 8-8
Establishing and using an inclusive process to make decisions about and design the key elements of Guided Pathways.

Strategic Professional Development
(Help Students Stay on the Path; Ensure Students are Learning)

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.
Element Rating

○ **Pre-Adoption**
College is currently not offering or planning to offer professional development (PD) opportunities aligned with needs and priorities identified in integrated plans, program review, and other intentional processes.

○ **Early Adoption**
Professional development is provided to faculty, staff and administrators but the development and offerings of PD is not aligned with the college's strategic goals identified in an integrated planning process, or there are gaps in systematically identifying and meeting those goals.

◉ **Scaling in Progress**
Some but not all PD opportunities are developed to intentionally support the college's strategic goals identified as part of an integrated planning process.
Strategic professional development includes systematic, frequent and strategic attention to:
- Using learning outcomes assessment results to support/improve teaching and learning.
- Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.
- Improvements in those college processes directly serving students.
- Leadership capacity and stability for all areas on campus and the college as a whole.
- Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.

○ **Full Scale**
PD opportunities are available for staff, faculty and administrators and are strategically developed to meet the college's overarching goals, shared across initiatives. Assessment of learning outcomes and other data driven processes are continuously used to identify the areas of greatest need for PD to help the college meet its overarching strategic goals.

Strategic professional development includes systematic, frequent and strategic attention to:
- Using learning outcomes assessment results to support/improve teaching and learning
- Providing updated information across the college to enable faculty and staff to refer students to academic and non-academic supports and services as necessary.
- Improvements in those college processes. directly serving students.
- Leadership capacity and stability for all areas on campus and the college as a whole.
- Practice analyzing student data (qualitative and quantitative) and identifying structural decisions that can be based directly around student need.
- Continued broad engagement in cross-functional decision-making.
- Regular and consistent training on the use of technology to support academic programs and student services.

Please briefly explain why you selected this rating.

In the last two years, Crafton has made strides in increasing the professional development (PD) opportunities for staff, faculty, and administrators. Using learning outcomes to inform/support teaching and learning is occurring at Crafton. Learning outcomes inform planning throughout the campus; however, Crafton could make improvements in connecting this information to PD activities. In addition, Crafton needs to do a better job of connecting PD to instructional support and student success as well as improving the assessment process to identify campus PD needs.

Describe one or two accomplishments the college has achieved to date on this key element.

Crafton has done well at continuous quality improvement in the area of using learning outcomes to inform planning, teaching, and learning. Most recently, Crafton improved its program review process by adding the requirement to review program level outcomes in program review as well as the ability to identify objectives that are a direct result of learning outcomes results.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

One challenge that Crafton has faced with using learning outcomes to inform/support teaching and learning is that there is no standardized process that occurs every year in the same way on a broad scale. Crafton has a process through program review where course and program outcomes inform/support learning and teaching. However, each year Institutional and General Education Outcomes are not always shared and used to inform/support learning and teaching in the same way. As an illustration, in some years campus wide workshops are held, in some years the results are shared with cross-functional committees, and in some years both occur. Equally important, some other barriers are a lack of a permanent PD Coordinator and funding challenges to develop PD.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Implementation 1-3

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

Aligned Learning Outcomes

(Ensure Students are Learning)

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.

Element Rating

○ **Pre-Adoption**
College is currently not aligning or planning to align learning outcomes.

○ **Early Adoption**
Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) have been developed, but they are not systematically reviewed to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are not linked with professional development or changes to the course or program content.

◉ **Scaling in Progress**
Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are reviewed and revised for some outcomes to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessment are not consistently linked with professional development or changes to the course or program content.

○ **Full Scale**
Student Learning Outcomes (SLOs), Program Learning Outcomes (PLOs), and General Education Learning Outcomes (GELOs)/Institutional Learning Outcomes (ILOs) are regularly reviewed and revised to ensure alignment, academic rigor, integrity, relevance, and currency.

Results of learning outcomes assessments are used to inform professional development, and are linked to changes to course and program content.

Please briefly explain why you selected this rating.

Each year the Crafton Institutional Effectiveness, Accreditation, and Outcomes Assessment Committee (IEAOC) regularly reviews the Institutional Learning Outcomes (ILOs) and General Education Outcomes (GEOs). Equally important, each year during the Program Review process faculty, staff, and managers review course, program, and service area outcomes. However, results of learning outcomes assessment are not consistently linked with professional development activities.

Describe one or two accomplishments the college has achieved to date on this key element.

Crafton has done a very good job of linking course, program, GE, and Institutional Learning outcomes. In addition, Crafton has linked program review with ILOs, as well as program and course assessment results with the goals and objectives generated in program review because of the assessment process. Outcomes are reported annually, in which programs describe modifications to their course or program content or sequencing, and outline their plans in response to their outcomes assessments.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Currently, most of the activities around outcomes assessment are facilitated through the IEAOC and the Office of Institutional Effectiveness, Research, and Planning. Though many workshops have been provided about the mechanics of assessment, e.g. best practices, use of the Cloud Tool, the assessment cycle, etc., the committee has not worked collaboratively with Professional Development Committee to develop a professional development agenda around the results of outcomes.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Implementation 2-3

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

Assessing and Documenting Learning

(Ensure Students are Learning)

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty.

Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

Element Rating

○ **Pre-Adoption**
College is currently not assessing and documenting or planning to assess and document individual student's learning.

○ **Early Adoption**
Attainment of learning outcomes are not consistently tracked or made available to students and faculty.

Only a few programs examine and use learning outcomes results to improve the effectiveness of instruction.

○ **Scaling in Progress**
Attainment of learning outcomes tracked or made available to students and faculty for most programs.

Most programs examine and use learning outcomes results to improve the effectiveness of instruction.

◉ **Full Scale**
Attainment of learning outcomes tracked or made available to students and faculty for most programs.

All programs examine and use learning outcomes results to improve the effectiveness of instruction.

Please briefly explain why you selected this rating.

The college has the tools and research support necessary to conduct assessment at every level of the institution. Programs examine and report learning outcomes annually in the Annual Planning process. College-wide dialogues are held to discuss student learning.

Describe one or two accomplishments the college has achieved to date on this key element.

Faculty, staff, and managers consistently track the attainment of learning outcomes easily through Crafton's SLO Cloud. The SLO Cloud makes it easy for Crafton faculty to track learning outcomes and use the outcomes results to improve effectiveness in instruction and services. Accordingly, research about learning is readily available.

A second major accomplishment in this area was the campus wide adoption of a four level rubric, which made it possible for the mapping of program level outcomes, General Education Outcomes, and Institutional Learning Outcomes through the direct assessment of learning in courses.

The college is 1st in the region and 18th in the state for degree and certificate completion, 2nd in the region and 6th in the state for course success, and 1st in the region for AAT/AST Completion.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Crafton's Academic Senate recently adopted an approach for the disaggregation of student outcomes data. The two colleges in the district have not yet adopted a common approach, but once they do, the District IT Department has agreed to move the agreed upon changes forward.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions

Implementation 3-3

Adapting and implementing the key components of Guided Pathways to meet student needs at scale.

Applied Learning Opportunities

(Ensure Students are Learning)

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

Element Rating

○ **Pre-Adoption**
College is currently not offering or planning to offer applied learning opportunities.

○ **Early Adoption**
Few courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, cooperative education (co-op), clinical placements, service learning, study abroad, etc.

○ **Scaling in Progress**
Some courses and programs systematically include applied/contextualized learning opportunities such as projects, internships, co-ops, clinical placements, service learning, study abroad, etc. Opportunities have been coordinated strategically within and/or amongst programs.

○ **Full Scale**
Students across most or all disciplines and degree areas have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, service learning, study abroad, and other active learning activities that program faculty intentionally embed into courses and programs.

Please briefly explain why you selected this rating.

Most classes in Computer Information Systems (CIS) and Computer Science (CSCI) involves hands-on projects in which students apply their conceptual learning. For example, Crafton Hills College computer science courses have regular hands-on programming projects and students in Crafton's Introduction to Computer and Information Technology course complete research and presentation projects in which they apply technical concepts and skills that they acquire in the course. In addition, there also numerous opportunities for contextualized learning in Anatomy and Physiology, which are described in detail in the next question.

Describe one or two accomplishments the college has achieved to date on this key element.

The CIS program offers internship courses CIS 190A-E, in which students can get academic credits for internship work. For example, a number of web design students had completed internships with our campus web developer through the CIS 190A course (Web Master Internship).

Crafton's student Health Science Club invites members from the various healthcare professionals from their respective fields of practice to CHC to talk to students about the healthcare professional opportunities for CHC students. They have invited nurses, people from nursing programs, and a physical therapist, just to name a few.

Many students enrolling in Anatomy and Physiology (A&P) are taking A&P as a pre-requisite for nursing programs. These students are required to take an entrance exam called the TEAS or HESI depending on which school they want to attend. Currently, the A&P faculty is in the process of developing a review program for the students in A&P and Cell & Molecular Biology with Crafton's new STEM Center.

Currently, the Faculty Chair of the Physical and Biological Sciences Department is working with a pathologist in San Bernardino to have students who registered in the cadaver dissection courses to visit the morgue and see a real autopsy at the Coroner's office.

Describe one or two challenges or barriers that you anticipate may hinder progress on this key element.

Identifying and coordinating with employers who are available to provide internship opportunities for our students is a challenge. Dedicating college personnel who can identify available internships, match students to internships, and oversee internship placement is needed to overcome this challenge.

Comment (optional): is there any additional information that you want to add that is not addressed sufficiently in the questions