

Strategic Directions Draft

Key Results

(1/23/23)

Strategic Directions (SD) are listed in red

Supportive Action (SA) are listed in green

Key Results (KR) are listed in black

SD1: Increase Student Enrollment

SA 1: Develop and implement strategies to increase dual enrollment

Stakeholders (Committees and/or Individuals): Student Services Council, Outreach Dept, Enrollment Strategies Committee, Chairs

Key Results (Measurable outcomes to assess progress)

1.	Develop three additional partnerships
2.	Increase dual enrollment sections from 54 to 60.
3.	Increase FTES by 5%
4.	

- Engage and expand partnerships with K-12, standardize dual enrollment
 - Provide CHC branded flags, supplies to the school districts. Some elementary schools have awards assemblies with colleges/universities advertised.
- Engage middle schools to let them know what degrees and certificates CHC offers
- Facilitate more high school events at CHC
 - Offer some online opportunities to promote CHC via Zoom to increase attendance (I provided a Library orientation for a high school assembly via Zoom for outreach when I was employed at a previous college)
- Marketing: place CHC brochures with application information, majors, opportunities at City Hall, local Starbucks (we have students working at the one on Yucaipa Blvd and Hampton (I'm a regular there!) and the Starbucks in Beaumont (a regular there as well!)), grocery stores, mom and pop restaurants (lots of Faculty go to Rosie's in Yucaipa and buy catering there), billboard signage off the 10 freeway (I saw the free textbook posting), etc.

SA 2: Find and remove internal and external barriers to student enrollment

Stakeholders (Committees and/or Individuals): Counseling, Student Senate, Student Services Council, Student Voices Research, Career Coaches

Key Results (Measurable outcomes to assess progress)

1.	Use the USC template or something comparable to review policies for access and equity and make revisions based on the results.
2.	Identify and implement research based practices to remove barriers (e.g.: implement Canvas in all sections from the student voices research).
3.	Evaluate Matriculation Process to improve efficiencies and remove enrollment barriers i.e. use CCCAPPLY Student Placement module.
4.	Increase access to enrollment and registration services.

- Change some perceptions on CHC as continuation of high school
- Collect data in domestic work outside of school and work with Foundation to address
- Communicate CHC's value to the community, including cost, programs, services, outcome opportunities, careers, wages, etc.
- Research barriers to full-time enrollment
- Teach students/potential students the value of a college education
- Work with City and County to improve public transportation to campus

SA 3: Focus outreach on disproportionately impacted student groups and special populations

Stakeholders (Committees and/or Individuals): Enrollment Strategies, Outreach, Student Services Counsel, Student Senate, SEA Committee

Key Results (Measurable outcomes to assess progress)

1.	Increase the number of African American/Black students who apply and enroll.
2.	Increase the number of African American and Latinx (Ethnic Studies) courses and programs
3.	Create a communication plan to focus on developing K-12 and community relationships with our African American/Black communities to improve enrollment.
4.	Increase outreach and partnerships to formally incarcerated populations.

- Specifically reach out to African American/Black students registering for classes
 - Encourage African American/Black students to start a club. We currently have [Multicultural Club](#), but this would motivate African American/ Black students to start and lead a club. (A side note: I would love to be a Faculty Advisor for this or any club offering! 😊)
- Create plan/strategy for DEI outreach
- Create/enhance targeted information to First Time in College students
- Examine and respond to demographics of students in canceled courses
- Improve targeted outreach to males
- Increase foster youth and special admission student enrollment
- Increase home school partnerships
- Increase successful enrollment of African American students and remove disproportionate impact
- Improve adult school partnership

SA 4: Improve and streamline the application and registration process

Stakeholders (Committees and/or Individuals): Counseling, Student Senate, Career Coaches, Student Voices Research

Key Results (Measurable outcomes to assess progress)

1.	Use the USC template or something comparable to review the application and registration process and make revisions based on the results. Note: Evaluate the student enrollment process and modify the steps as appropriate to improve enrollment of AA/Black and Latinx students
2.	Identify and implement research based practices to remove application and registration barriers (e.g.: student voices research).
3.	
4.	

- Create walkthrough videos for all students that helps support African American/Black students (e.g.: park here for this, go here, and ask for help). Reformat the maps and make them more visible.

- Improve CHC mobile application to replace current one with limited functionality

SA 5: Develop, evaluate, and implement CTE programs that meet regional workforce needs

Stakeholders (Committees and/or Individuals): Enrollment Strategies, Strong Workforce, Marketing Department

Key Results (Measurable outcomes to assess progress)

1.	Increase the number of living wage certificate programs.
2.	Increase the number of living wage degree programs.
3.	Develop a CTE marketing plan.
4.	Increase the number of living wage programs that can be completed in a semester/year.

- Advertise programs that are needed in the job market
- Create programs for warehouse employment opportunities
- Enhance and design programs to meet community wants/needs
- Grow relationship with campuses and EDCT
- Work with local ESRI company, especially related to GIS

SA 6: Plan and implement intentional outreach/marketing strategies for students, parents, and the community

Stakeholders (Committees and/or Individuals): Enrollment Strategies

Key Results (Measurable outcomes to assess progress)

1.	Development of materials to communicate the value of higher education to HS students and community partners
2.	Presenting of communication plan to multiple high schools
3.	Increase brand recognition and market consistently on social media
4.	Regularly send acceptance to high school graduating seniors and their parents.

- Build 20-24 enrollment
 - Change some perceptions on CHC as continuation of high school
 - Clean up Google results and test often
 - Communicate CHC's value to community, including cost, programs, services, outcome opportunities, careers, wages, etc.
 - Develop a Jingle for college promotion
 - Develop social media strategies
 - Engage and expand partnerships with K-12, standardize dual enrollment
 - Engage middle schools to let them know what degrees and certificates CHC offers
 - Expand partnerships with local businesses
 - Facilitate more high school events at CHC
 - Finalize the Enrollment Management Plan
 - Focus outreach on disproportional impacted student groups
 - Identify community educational needs/wants
 - Improve targeted outreach to males
 - Include students' families in outreach efforts
 - Increase home school partnerships
 - Increase parent and community outreach
 - Persistent outreach targeted on needs
 - Reboot viability and growth
 - Teach students/potential students the value of a college education
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- Add marquees on the new instructional building and PAC building to advertise
 - Create "Hollywood" sign for CHC - Large sign visible on hill in front of college from Yucaipa and Sand Canyon. Increase higher visibility of campus, place stoned monument at 14th and Yucaipa Blvd. Add marquee on the new instructional building and PAC building to advertise
 - Create walkthrough videos for all students that helps support African American/Black students (e.g.: park here for this, go here, and ask for help). Reformat the maps and make them more visible.
 - Improve campus visibility from Yucaipa Blvd and Sand Canyon
 - Increase signage and directions to CHC
 - Increase visibility of CHC in the community
 - Place stone monument at 14th and Yucaipa Blvd
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- Advertise self-improvement (community education) classes such as arts, music, and languages at senior citizen community locations
 - Create a communication campaign for tuition/financial aid messaging to encourage students to attend CHC instead of other regional colleges

SA 7: Be flexible in scheduling courses over varied days, times, and modalities

Stakeholders (Committees and/or Individuals): Enrollment Strategies, Chairs

Key Results (Measurable outcomes to assess progress)

1.	Increase the number of evening classes
2.	Increase the number of Friday and Saturday classes
3.	Increase the number of programs that can be completed by taking evening, Friday, and Saturday classes.
4.	

- Align class scheduling and accessibility needs
- Examine and respond to demographics of students in canceled courses
- Grow and institutionalize asynchronous courses and other DE options
- Increase the variety of days/times and delivery modes for classes
- Offer Saturday classes and senior courses
- Protect the core classes and options for students
- Support the enrollment of Continuing students

SD2: Engage in Practices that Prioritize and Promote Inclusivity, Equity, and Anti-Racism

SA 1: Strengthen communication of shared governance projects and committee work

Stakeholders (Committees (such as Professional Development Committee, Student Life) and/or Individuals, Affinity Groups): SEA Committee

Key Results (Measurable outcomes to assess progress)

1.	Monitor and encourage a process beginning with introspection in proceeding to develop policies, procedures, events and action plans to achieve DEI.
2.	Provide mentorship for transfer students to maximize the impact of DEI and minimize the adverse impact.
3.	Increase participation of traditionally marginalized groups in committees and all advisory groups.
4.	Continue to approach this challenge from a data-informed perspective (e.g., monitor disaggregated data on enrollment, hiring and student success).

- Consider calendaring options for In-Service
- Create strategies to increase spirit among employees
- Getting administrators engaged in activities with students (student senate events etc.)
- Increase classified staff participation on committees
- Increase faculty and staff engagement
- Determine ways to improve participation and promotion of events from a variety of voices
- Management universally supporting staff participation on committees, attending events, etc.
- Promote staff at events - Promote staff ability to attend events.

SA 2: Promote and implement best practices that enhance inclusivity, equity, engagement, and well-being

Stakeholders (Committees (PD and MOPED) and/or Individuals): Library, SEA Committee

Key Results (Measurable outcomes to assess progress)

1.	Development of facilities to accommodate students who are in the process of transitioning or nursing or other infant care that may require more specialized restroom facilities.
2.	Continue and expand the onboarding program for new faculty with designated mentors (New Faculty Orientation and Mentoring Onboarding Professional Development (MOPED))
3.	Emphasize social media, podcasts and videos (TikTok and YouTube) to promote interest in specific programs. (student host a TikTok)
4.	Promote access to world class scholarship and literature through the Crafton Hills College Library.

- Continue to improve staff and faculty professional development in online and traditional classes, skills and awarenesses that enhance our abilities to serve student (no eating in the classroom by faculty/staff)
- Create mentoring program for faculty and staff
- Create onboarding for faculty, staff, and managers.
- Be an externally representative, competent, and inclusive organization
- Build a culture to allow the entire campus as a safe space (especially for students who have been traditionally marginalized or suffer DI).
- Crafton Hills College plans to increase advertising and signage that relates to Black and African American students' culture on campus i.e. Food, pictures, curriculum to increase sense of belonging.
- Foster Youth options for dual enrollment: movement, safe space, short term, mental health, buddy student
- Increase the opportunities for African American / Black students to connect to other African American / Black students in their same major
- Increase the number of sections that offer ZCT or LCT

SD3: Increase Student Success & Equity

SA 1: Achieve equity in student success, completion, and enrollment through closing equity gaps for disproportionately impacted groups

Stakeholders (Committees and/or Individuals): Enrollment Strategies, Student Services Council, Student Senate, Academic Senate, SEA Committee

Key Results (Measurable outcomes to assess progress)

1.	Reduce observed disproportionate impact for Black/African American and Hispanic students on the metrics denoted in the equity plan
2.	Increase the percentage of Latinx and African American students successfully completing courses.
3.	Increase Latinx and African American transfer rates
4.	Increase the percentage of Latinx and African American students successfully

	completing transfer level English and math in the first year.
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- Develop strategies to increase success rate of American Indian/Alaska native/Pacific Islander/Hawaiian native students
- Evaluate course enrollment caps to support equity work
- Improve unit accumulation for African American students
- Increase the percentage of African American students persisting from fall to spring.
- Increase the percentage of African American students who apply and enroll at CHC in the same year.
- Increase the percentage of African American/ Black students' degree or certificate attainment.
- Increase the percentage of Latinx students completing transfer level Math and English.
- Increase the percentage of Latinx students transferring to a four-year institution.
- Outreach will plan Black Excellence Events, conduct high school outreach activities to target African American/Black students and their families so they can learn more about CHC support and academic programs. Black and African American Student Ambassadors will connect with prospective students through our Outreach and Educational Partnerships Office.
- Outreach will proactively assist our AA/Black students in completing matriculation process that includes completing the placement process, attending the new student advisement workshop, development of their student educational plan through an appointment with online counseling, and registering for classes.
- Provide support and guidance to African American/Black students applying and registering for classes - completed units are too high for this group before transferring.
- Remove disproportionate impact for African American and Hispanic/Latin X students
- Research campus village/equity village options
- Develop strategies to increase PT student success
- Continue enhancements of Guided Pathways work, validate Pathways functionality
- Develop math curriculum to better support certificate programs
- Explore and promote non-credit support options
- Hire instructional designer
- Promote short-term classes as option to full-time enrollment
- Continue enhancing and developing a curriculum aimed at increasing student completion and success (e.g. Math curriculum for CTE programs, guided pathways validation, short-term classes)
- Proactively involve students in available support services, like tutoring, and including DE options for support services
- Support the development of a new Guided Pathways counseling model

SA 2: Enhance programs and services for disproportionately impacted groups and special populations

Stakeholders (Committees and/or Individuals): Enrollment Strategies, Chairs, SEA Committee

Key Results (Measurable outcomes to assess progress)

1.	Develop Summer Bridge Program and Learning Communities that will ensure African American/Black and Latinx students persist
2.	Increase the number of African American and Latinx (Ethnic Studies) courses and programs
3.	Explore developing kinesiology activity courses that are accessible to the disabled student population.
4.	Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND

- Additionally, conversations have started with counseling faculty to determine possible courses to offer and additional activities that can be incorporated to support the development of this Summer Bridge Program that will ensure African American/Black and Latinx students to persist
- Crafton Hills College plans to create a website for AA/Black students to find resources, support and activities for them.
- Create Learning Community or Develop Summer Bridge Program for Summer 2023 for African American / Black and Latinx students in students services/(explore UMOJA & Puente)
- Create Multicultural Center for retention
- Create student activities for disproportionately impacted student groups
- "Creating opportunities - Earn & Learn
- Career center job developer again
- Specify programs and look for non traditional
- In reach for students
- Develop processes for targeted outreach to African American / Black students for counseling and support services
- Develop Umoja and Puente programs
- Embed the first-year experience for students
- Enhance foster youth programs and services
- Foster Youth options for dual enrollment: movement, safe space, short term, mental health, buddy student
- Implement the Career and Academic Pathways (i.e., guided pathways) approach to provide

counseling to African American / Black and Latinx students

- Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND
- Need Affinity Centers (Puente, Umoja, Dreamers)
- Outreach will plan Black Excellence Events, conduct high school outreach activities to target African American/Black students and their families so they can learn more about CHC support and academic programs. Black and African American Student Ambassadors will connect with prospective students through our Outreach and Educational Partnerships Office.
- Outreach will proactively assist our AA/Black students in completing matriculation process that includes completing the placement process, attending the new student advisement workshop, development of their student educational plan through an appointment with online counseling, and registering for classes.
- Strengthen Veterans Center

SA 3: Promote and expand access to resources available to students (e.g., tech devices, food pantry, free textbooks (OER), financial aid, mental health services, etc.)

Stakeholders (Committees and/or Individuals): Student Services, Chairs, Enrollment Strategies, Instructional Deans

Key Results (Measurable outcomes to assess progress)

1.	Increase the number of programs that can be completed with free textbooks
2.	Increase marketing for Basic Needs Center (food pantry, mental health services and technology support services).
3.	Improve the marketing of programs and sections that can be completed with free textbooks.
4.	

- Advertise student availability of technology hardware (Chromebooks), free textbooks (OER), financial aid, etc.
- Career center job developer again
- Target market to the non traditional student niche (e.g., special programs)
- Increase availability of Zero-Cost textbooks (OER), and assess impacts on internet and non-tech alternatives
- Increase awareness of available Mental Health services
- Increase student connectivity and internet access across campus
- Research cost of hot spots for students to address lack of internet access
- Support and promote the Food Pantry for hunger-impacted students
- Increase access to and variety and cost from food services (Duck & Owl, Vending) and increase hours of operation to evenings a couple of times a week
- Provide hot food and coffee options kiosk in proximity to Fire Academy
- Address competitive salaries/wages for student workers
- Increase financial contributions to the Foundation to raise funds that support students. Then advertise scholarships and available emergency Foundation funds
- Increase student employment
- More local businesses coming to campus (food trucks, etc.)

- Student friendly food options
- Use of Zero Cost Textbooks
- Conduct feasibility study for student housing

SA 4: Improve communication with students (e.g., enhance CHC website, Canvas/Pronto SMS)

Stakeholders (Committees and/or Individuals): Instructional Deans, Enrollment Strategies, Chairs, Student Senate, Outreach, Career Coaches

Key Results (Measurable outcomes to assess progress)

1.	Encourage use of Canvas by all faculty regardless of course delivery format
2.	Increase student engagement activities through student life
3.	Create a website for AA/Black students to find resources, support and activities for them.
4.	Create a website for Latinx students to find resources, support and activities for them.

- Clarify and details on the website to improve communication
- Crafton Hills College plans to create a website for AA/Black students to find resources, support and activities for them.
- Crafton Hills College will promote information about CHC's agreements with Historically Black Colleges and Universities.
- Enhance access to job placement data
- More staffing for website maintenance
- Pivot on Canvas for targeted SMS messaging
- Promote the use of Canvas/Pronto SMS to reduce internet reliance
- Encourage use of Canvas by all faculty regardless of course delivery format

SD4: Develop a Campus Culture that Engages Students, Employees, and the Broader Community

SA 1: Enhance and encourage collaboration between CHC, SBVC, and DSO

Stakeholders (Committees and/or Individuals): Willie, Michelle, Chancellor’s Cabinet (1), Senate leadership/Crafton Council, PDC at all sites, President’s Cabinet (1)

Key Results (Measurable outcomes to assess progress)

1.	Offer at least 3 PD events annually that include SBVC, CHC, and DSO
2.	
3.	
4.	

- Create more opportunities for CHC and Valley staff to collaborate
- Develop and enhance the culture of trust and collaboration
- Improve communication between college and district
- Improve training between campus and District operations to reduce confusion and improve productivity
- Increase visibility of DSO on campus.
- More invitations to DSO to engage in campus events and activities.
- Develop and enhance the culture of trust and collaboration
- Use In-Service to create relationships between CHC, SBVC, and DSO

SA 2: Explore and develop cultural programs of engagement that support the equity plan

Stakeholders (Committees and/or Individuals): Delmy, Student Services Council, Instruction, SEA

Key Results (Measurable outcomes to assess progress)

1.	Disaggregate data section–scale this effort to include more faculty (increase %)
2.	Develop equity-based training for non-instructional faculty
3.	
4.	

- Create Multicultural Center for retention
- Develop Umoja and Puente programs
- Increase the opportunities for students to attend culturally specific leadership conferences such as A2MEND

- Need Affinity Centers (Puente, Umoja, Dreamers)

SA 3: Increase, maintain, and promote linger and learn spaces

Stakeholders (Committees and/or Individuals): Foundation

Key Results (Measurable outcomes to assess progress)

1.	Incorporate linger and learn spaces into the design of each future building
2.	Promotion of college history
3.	Incorporation of college history into physical facilities
4.	Building of campus pride within physical facilities

- Create strategies to develop student friendly environments
- Lounge area (similar to the old Crafton Hall/Roadrunner Cafe area)

SA 4: Strengthen and promote partnerships with the community

Stakeholders (Committees and/or Individuals): Career Center, D. Word, T. Barrie, K. Horan, Willie, Foundation

Key Results (Measurable outcomes to assess progress)

1.	Development of career partnerships for student employment opportunities
2.	Enhance college's value within the community (participation of CHC in community events)
3.	*Examine quality of participation*
4.	

- Create marketing within the community (i.e., Bus stops, grocery stores, salons, community centers, etc.)
- Promote relationship with Crafton Conservancy to involve community
- Scale up local employer connections

SA 5: Improve campus facilities by removing barriers to physical access, improving signage and directions

Stakeholders (Committees and/or Individuals):

Key Results (Measurable outcomes to assess progress)

1.	Connect CHC to the community through signage
2.	Implement projects to remove accessibility barriers across campus
3.	Improve signage and directions on campus
4.	

- Design and distribute “come on in” signs (not necessarily functional for many areas ex. F.A.)
- Improve signage and directions on campus, including those inside elevators (level map)
- Provide rental locker for basics to enjoy trails
- Remove barriers to physical access, increase access to facilities reports and issues
- Separate open accessibility form - Create maintenance form to report accessibility issues (debris on ramps/broken elevators/website issues) so that anyone can report the issue without being on the network.
- Promote signage on trail and at solar field

SD5: Foster and Support Inquiry, Accountability, and Campus Sustainability

SA 1: Define and enhance budgetary guidelines and processes

Stakeholders (Committees and/or Individuals):

Key Results (Measurable outcomes to assess progress)

1.	Develop budget guidelines to make hard decisions during difficult budget times
2.	Document and discuss budgetary actions to show fiscal responsibility
3.	Streamline business practices of colleges and district
4.	Collaborate with DSO on the streamlining processes and business practices (e.g., using same software platforms)

- Develop budget guidelines to make hard decisions during difficult budget times
- Develop and align budgetary guidelines as a District
- Prioritize expenses
- Streamline business practices of colleges and district

SA 2: Evaluate and Modify the Resource Allocation Model (RAM)

Stakeholders (Committees and/or Individuals): Budget Committee, President's Cabinet,

Fiscal Services, Crafton Council

Key Results (Measurable outcomes to assess progress)

1.	Collaborate as a district define and identify fixed costs associated with the operation of the colleges and district office
2.	
3.	
4.	

- Create greater equality between the two colleges
- Develop and implement a plan to address the RAM
- Evaluate the RAM to support equitable maximum course enrollments between SBVC and CHC
- Revise RAM to alleviate inequities in funding between Colleges and District
- Revise the RAM to equitably support both Colleges
- Streamline business practices of colleges and district

SA 3: Expand implementation of efficient and sustainable services and practices

Stakeholders (Committees and/or Individuals):

Key Results (Measurable outcomes to assess progress)

1.	Develop and identify sustainable actions in each construction project (fiscal)
2.	Develop and identify sustainable actions in each construction project (environmental)
3.	Grow the CHC Endowment
4.	

- Assess expansion of tram services
- Create food service survey to support Duck and Owl
- In new and rehab projects, priority is put on design that promotes energy and other resource efficiencies
- Install campus-wide electronic displays for communicating events and activities to reduce clutter

of yard signs, posters, and flyers.

- Promote bike friendly, rewards for carpooling, bus riders, staff and students
- Promote car charging
- Promote natural lighting and energy efficient bulb replacement over time,
- Promote recycling, paper, e-waste, water, chemicals, composting
- Promote sustainability on campus
- Support the community garden, building and strengthening partnerships with local nurseries and meals-for-needy providers in the community while educating students and the public on best practices in gardening for food sustainability in a way that is suitable to our climate
- Vehicle replacements emphasize fuel efficiency, including assessment electric vehicles.

SA 4: Develop alternate revenue streams

Stakeholders (Committees and/or Individuals): Foundation

Key Results (Measurable outcomes to assess progress)

1.	Increase philanthropic donations to support scholarships and college programs
2.	Conduct capital fundraising campaign feasibility study
3.	Pursue the implementation of student housing to support student success & create additional revenue
4.	

- Increase the number of grant applications to support CHC programs
- Increase philanthropic donations to support scholarships and college programs
- Conduct capital fundraising campaign feasibility study

SA 5: Promote a culture of evidence and inquiry-based decision making

Stakeholders (Committees and/or Individuals):

Key Results (Measurable outcomes to assess progress)

1.	Use data coaching and literacy techniques to enhance evidence and inquiry-based discussions taking place in committees, work groups, and as part of program review efforts
2.	Conduct ongoing review of the college's key results to evaluate progress towards achieving supporting actions
3.	Increase the number and use of data dashboards specifically allowing for the disaggregation of data by student demographics
4.	Strengthen the use of disaggregated outcomes data (i.e., SLOs & SAOs) to improve student learning and the student experience

- Ensure faculty expertise is integrated with data to inform decisions
- Enhance program review process
- Use outcomes data for assessment and decision-making (SLO, etc.)