

# EMP Committee Memo

**To:** Academic Senate, Classified Senate and Student Senate  
**CC:** Dr. Cheryl Marshall, Dr. Rebecca Warren-Marlatt, Mr. Mike Strong and Crafton Council  
**From:** Education Master Plan Committee  
**Date:** October 15, 2013  
**Topic:** Request for Recommendation on “Engage-Learn-Advance”

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## 1.0 A Common Framework

The work of a college is vast and diverse. To bring a sense of focus to this work and increase collaboration across constituent groups, it is important to capture the work under a common framework. The framework should meet the following challenges.

- Be broad enough to frame all the work of the college
- Ground the work of the college in student success
- Clarify the role every constituent group plays in student success (role of faculty, staff, administration, campus leadership, students, etc.)
- Capture the imagination of the college community
- Fit the unique culture and place of CHC
- Pull from current literature on student success
- Tie to the history AND speak to the future of the institution

## 2.0 Engage-Learn-Advance

The “Engage-Learn-Advance” framework has been discussed as a possible framework for Crafton. It was originally developed as an idea in the executive cabinet (President and VPs) after looking at the work of the college and classifying the working into basic categories. Over the last six weeks, the framework has been introduced across campus through a range of venues. It was introduced to the campus at-large during the in-service for Fall 2013. It has been formally discussed in Student Services meetings and Administrative Services meetings. It has had ongoing discussion in Cabinet meetings and Instructional Deans’ meetings. It has been raised as a topic with all three Senates, the Curriculum Committee and an assortment of other gatherings. Most recently, it has been discussed and acted on at the Education Master Planning Committee.

In addition to this dialogue (official and unofficial), preliminary work has been done to give more shape to the framework.

## 2.1 Three Peaks Challenge

The Three Peaks Challenge is a literal hiking challenge, where faculty, staff, managers and students walk together, summiting three mountain peaks in the course of one day. The inaugural challenge took place on Saturday, October 19, hiking to San Bernardino Peak (10,649’), Shields Peak (10,701’) and East San Bernardino Peak (10,691’). Although strenuous and challenging, the 20 mile hike attracted 20+ students and 10+ employees. The goal is to develop a signature event that inspires CHC students to summit the three essential peaks in their academic lives—ENGAGE, LEARN and ADVANCE.



## 2.2 Big Picture

The Educational Master Planning Committee has been working on a “Big Picture” document that helps every constituent group on campus understand the role they play in contributing to student success. The document leverages the work each constituent group did on our in-service day around student engagement. The big picture grid looks to answer five basic questions:

- What do students need to do to engage, learn and advance
- What can employees who work in instructional areas do to compel greater engagement, learning and advancement?
- What can employees who work in academic service areas do to compel greater engagement, learning and advancement?
- What can employees who work in student service areas do to compel greater engagement, learning and advancement?
- What can employees who work in administrative service areas do to compel greater engagement, learning and advancement?

## 2.3 Engage Activity Result (In-Service)

The responses from the In-Service activity asking the campus to identify what each student needs to do to engage and what each employee can do to compel students to engage were categorized into themes. Each theme from this process is also related to the “Big Picture” of engage, learn, and advance.

	Engage	Learn	Advance
Every Student	<ul style="list-style-type: none"> <li>• Increase student mentoring / Engagement</li> <li>• Student achievement programs: LC, SI, and tutoring</li> <li>• Student support services</li> <li>• Encourage collaboration</li> <li>• Build community / professionalism</li> <li>• Improve campus operations/appearance</li> <li>• Improve and expand technology/telecommunications</li> <li>• Improve student programming</li> <li>• Improve marketing</li> <li>• Increase activities beyond the classroom</li> <li>• Improve use of data and research</li> </ul>	<ul style="list-style-type: none"> <li>• Improve Learning</li> <li>• Build Knowledge</li> <li>• Improve tutoring services</li> <li>• Connect to life skills</li> <li>• Increase activities beyond the classroom</li> <li>• Encourage academic ingenuity</li> <li>• Improve use of data and research</li> </ul>	<ul style="list-style-type: none"> <li>• Expand/establish services and programs</li> <li>• Reduce bureaucracy</li> <li>• Improve use of data and research</li> </ul>
Every Employee	<ul style="list-style-type: none"> <li>• Build community / professionalism</li> <li>• Increase department involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Build Knowledge – Professional Development</li> <li>• Improve and expand technology/telecommunications</li> <li>• Improve use of data and research</li> </ul>	<ul style="list-style-type: none"> <li>• Job enrichment and cross-training</li> </ul>

## 2.4 Mission Vision and Values Feedback

In addition to the In-Service activity, the feedback collected from the survey and workshops on Crafton’s mission, vision, and values also is related to the “Big Picture” of engage, learn, and advance.

	Engage	Learn	Advance
Every Student	<ul style="list-style-type: none"> <li>• (m6) Self- Growth</li> <li>• (m8) Supportive Environment</li> </ul>	<ul style="list-style-type: none"> <li>• (m3) Teach Students</li> <li>• (m8) Serve the community</li> </ul>	<ul style="list-style-type: none"> <li>• (m1) Help Students Reach Goals</li> <li>• (m2) Affordable / Accessible Education</li> <li>• (m4) Meet Employment Needs</li> <li>• (m5) Promote Transfer</li> </ul>
Every Employee	<ul style="list-style-type: none"> <li>• (m1, vi1, va4) Help Students Reach Goals</li> <li>• (m2, vi2, va4) Teach Students</li> <li>• (m5, vi4, va2) Supportive Environment</li> <li>• (m4) Meet Employment Needs</li> <li>• (m6) Quality of Life</li> <li>• (m7) Promote Transfer</li> <li>• (m8, vi5) Self- Growth</li> <li>• (va1) Building community</li> <li>• (va3) Quality</li> </ul>	<ul style="list-style-type: none"> <li>• (va1) Building community</li> </ul>	

## 3.0 From Trial Balloon to Formal Consideration

All of these meetings and the preliminary work have allowed for initial feedback, shaping the framework into something that is beginning to take on a degree of definition. In this sense, the last six weeks have served as a classic trial balloon period. We have discussed the idea widely through official and unofficial channels. We have looked at real work associated with the idea. We have had a chance to “try it on” as a community in an unofficial capacity.

Now it is time to make a more formal set of decisions around Engage-Learn-Advance. More specifically, we need to determine, through our official shared governance processes, if this is a framework we want to continue pursuing. To that end, we are asking the three Senates to consider the question and forward a recommendation to Crafton Council.

**Q: Should the EMP Committee continue developing “Engage-Learn-Advance” as the primary framework for organizing the work of CHC?**

Body	Date of Consideration	Recommendation to Crafton Council
Academic Senate		
Classified Senate		
Student Senate		