

**CRAFTON HILLS COLLEGE
EDUCATIONAL MASTER PLAN
2007 – 2012**

MISSION STATEMENT

The mission of Crafton Hills College is to advance the education and success of students in a quality learning environment.

VISION STATEMENT

The vision of Crafton Hills College is to be the premier community college for public safety and health services careers and transfer preparation.

INSTITUTIONAL VALUES

Our institutional values are creativity, inclusiveness, excellence, and learning centeredness.

OVERARCHING GOALS AND STRATEGIES

1. Expand and develop programs by:
 - collecting and analyzing data that identify needs;
 - prioritizing, aligning, and focusing resources; and
 - creating partnerships within and without.
2. Develop resource capacity including staffing, facilities, infrastructure, technology, and funding.
3. Increase student success through quality learning, opportunities for academic and personal development, and support services.
4. Enhance our image through recruitment, marketing, outreach, retention, and persistence.
5. Improve the organization's capabilities through training, development, and increased learning opportunities.

DATA SUMMARY

Institutional Characteristics

Located in a growing suburban area, primarily serving the cities of Yucaipa and Redlands, Crafton Hills College (CHC) has an enrollment of over 5,100 students who are on average 26 years old. Ethnically, the student body is a fairly good representation of the ethnic breakdown in the service area (55% White, 7% Asian/Pacific Islander, and 5% African American) with a steadily increasing Hispanic population (25%). Over 50% of first-time students, who show intent, transfer to a 4-year college, earn an AA/AS, earn a Certificate, or achieve “Transfer Directed/Transfer Prepared” status within six years. Annually over 76% of students enrolled in for-credit vocational courses successfully complete these courses (2005-2006). On average, about 55% of students enrolled in for-credit basic skills courses successfully complete these courses. Students are served by 63 full-time instructional faculty, 16 non-instructional faculty, and over 120 part-time faculty.

Student Satisfaction with Campus Life Survey

In the spring of 2006, the Crafton Hills College Student Trustee and the Student Senate of The Associated Students of Crafton Hills College (ASCHC), with assistance from the Office of Research and Planning, collaborated on the development and administration of a survey of student satisfaction with campus life. The survey of Student Satisfaction with Campus Life was administered to a random selection of more than 800 students (yielding 797 usable surveys) from April 17, 2006 through May 5, 2006. The survey encompassed various aspects of student life, directly addressing students’ perceptions of the following:

- Safety on campus and maintenance of the physical environment;
- Clubs, organizations, and activities available to students;
- Programs and services provided for students; and
- General questions about their CHC experiences.

Physical Plant/Campus Environs

Ninety-seven percent of students surveyed believe the campus is a safe place to be during the day. While only 61.2% reported feeling safe at night, recent activities have addressed maintenance, upgrades to campus lighting and security, and other improvements to campus facilities.

Student Clubs, Organizations, Special Events & Activities

Overall, there is a marked absence of awareness among students about the clubs and organizations available on campus. Only 9.2% of students surveyed self-reported that they were *actively* involved in at least one student club or organization. The majority of students were *not aware* of ASCHC and its role (73.3%), student clubs and organizations available (69.1%), or special events on campus (54.8%).

Forty-nine percent of students surveyed responded *Agree/Strongly Agree* to the statement, “Starting an intramural or intercollegiate athletic program at CHC should be a priority for the campus community.” The top sports receiving the most votes, indicating student interest as a participant or spectator, are basketball (36%), baseball (31.5%) and swimming (24.8%).

Reasons for Choosing CHC

following reasons for choosing CHC (in rank

Students indicated *Agree/Strongly Agree* to the order by frequency of response):

Convenient location	77.2%
Good academic reputation	50.8%
Specific vocational program	25.5%
Specific academic program	22.4%
Rejection from 4-year school	11.3%
Affordability	8.9%
Parent(s) chose for student	6.2%

Comparisons of CHC’s programs and services with those at other community colleges yielded the following, listed in rank order by frequency of the response *Agree/Strongly Agree* that CHC has:

Better Teachers	50.3%
Better Academic Reputation	44.9%
Better Schedule of Classes	39.6%
More Relevant Programs	36.8%
Better Student Support Services	30.5%

Quality of Customer Service

Table 1 Student Opinions Regarding the Quality of Programs on Campus

Program/Services	A Excellent	B Good	C Average	D Poor	F Very Poor	N No Opinion/No Response
Admissions & Records	26.6%	40.2%	17.8%	3.5%	1.3%	10.7%
Counseling & Assessment	24%	31.4%	20.6%	5.9%	3%	15.2%
Financial Aid Office	14.2%	18.3%	13.8%	6.8%	5%	41.9%
Bookstore	28.1%	40%	16.1%	2%	1.4%	12.4%
Transfer & Career Center	12.4%	18.1%	13.3%	2%	0.5%	53.7%
Associated Students Office	9.4%	17.4%	8.9%	0.8%	0.5%	63.2%
Campus Business Office	9.9%	15.1%	7.4%	0.6%	0.3%	66.8%
Cafeteria	13.9%	25.6%	17.4%	6.3%	1.8%	35%
Campus Police	13.9%	21.3%	15.4%	5%	2.3%	42%
Communications Office	9.5%	19.4%	11.4%	0.9%	0.3%	58.5%
Campus Library	32.7%	36.4%	12.7%	2.9%	0.3%	15.1%
Learning Resources Center	18.6%	21.8%	6.8%	1.3%	0%	50.3%
Health & Wellness Center	21.1%	17.9%	6.5%	0.8%	0.4%	53.3%
EOPS/CARE/CalWORKS	10.3%	11.3%	4%	0.6%	0.3%	73.5%
Disabled Students Office	11.3%	10.7%	3.9%	0.8%	0.1%	73.3%
Student Success Advisors	9.3%	12%	5.6%	0.8%	0.5%	71.8%
Faculty/Teachers	33.1%	40.4%	12.2%	0.9%	0.1%	13.3%
Column Totals	17.6%	23.4%	11.4%	2.5%	4.1%	42.3%

Conclusions

Consistent with findings about CHC's strong faculty and academic reputation, respondents seem to indicate CHC is perceived positively in the community and that they are proud to tell others that they are students here. Customer service in key areas appears to be good; the high number of students indicating they have no opinion for other areas may be a concern. While many areas limit access of students by design due to mandated eligibility requirements (e.g., financial aid office, EOPS/CARE/ CalWORKS, Disabled Students Office), other areas listed should be broadly accessible to students. The absence of an opinion potentially indicates students are underutilizing services available to them. While a rating of Average might be acceptable in some circumstances, it is likely that higher standards should be set in order to facilitate program improvement.

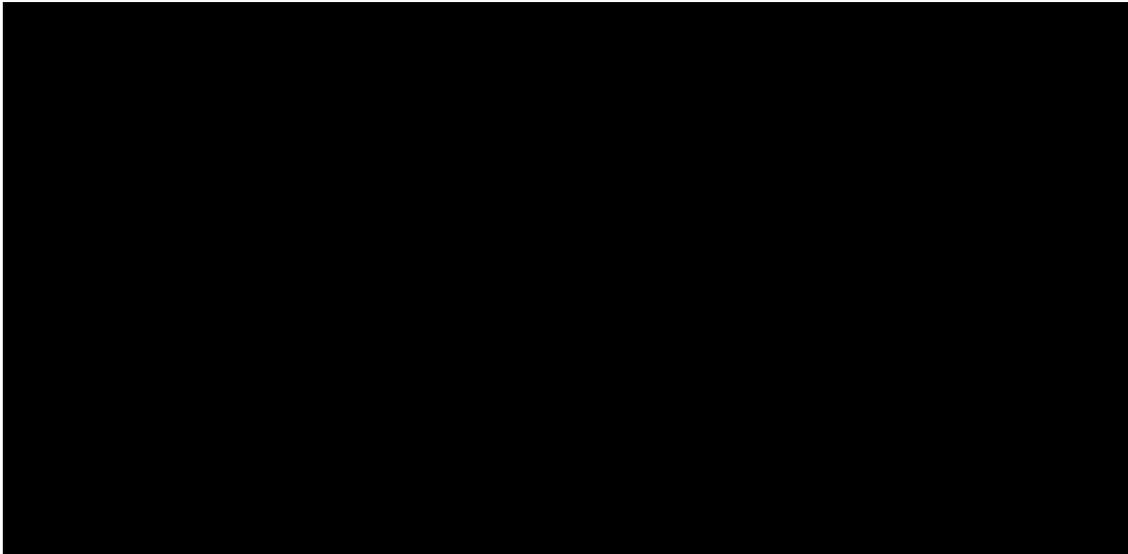
Also consistent with other findings is the characterization of campus life as not exciting. Overall, with respect to students' sense of identification with CHC—their integration of institutional attitudes and values—the sense of ownership and responsibility to CHC shows room for improvement. These findings suggest that students have strong academic integration but lack social integration with CHC as an institution.

Top 10 Feeder Cities Profiles

Using 2004 and 2005 data, an environmental scan was conducted by the Madrid Consulting Group, which resulted in profiles regarding the characteristics of the nine cities in the 28 mile radius from Crafton Hills College (CHC) that supply the College with student headcounts greater than 100 as of Fall 2004. These 9 cities include Redlands, Yucaipa, Highland, San Bernardino, Mentone, Beaumont, Loma Linda, Banning, and Calimesa. The average age for residents in these top feeder cities was 35.4 with 74% of the residents age 16 or older. The two largest racial categories represented in these cities were White (58%) and "some other race" (21%). Of all of the households in these top feeder cities, 28% are Hispanic/Latino households. The average annual household income was \$53,903, with annual incomes in these feeder cities ranging from less than \$15,000 (17%) to more than \$99,999 (13%).

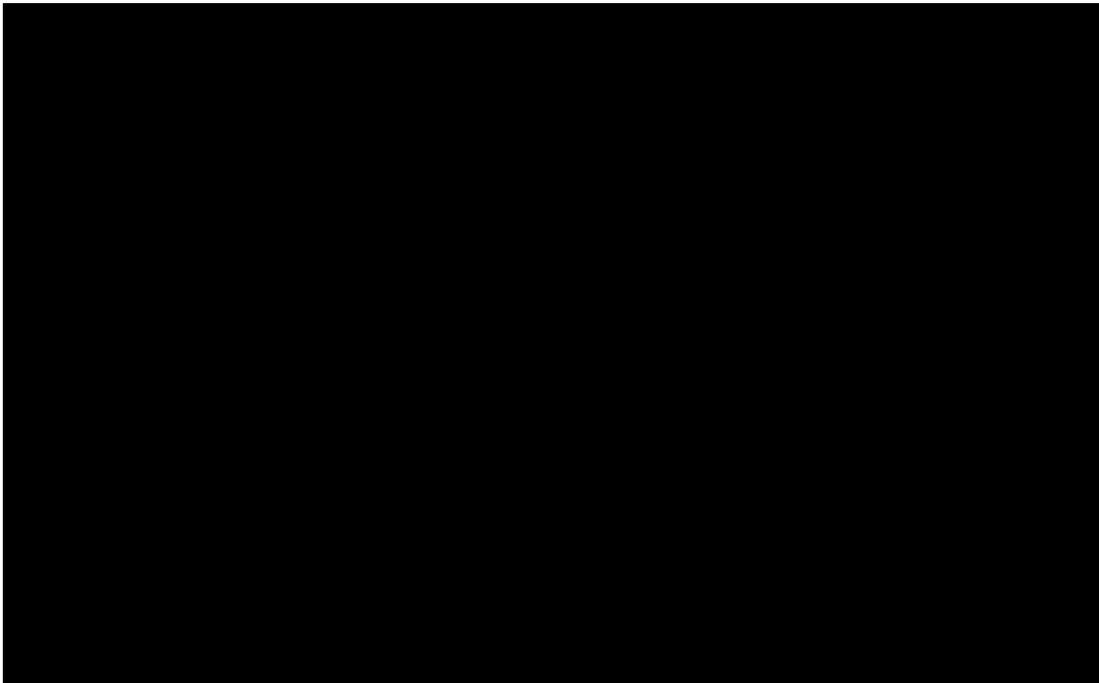
The residents of the top feeder cities are quite diverse with regards to their lifestyles. Thirty-two percent of households in these cities represent families with children under the age of 18, with incomes ranging from working-class to affluent socioeconomic levels (F-1, F-2, F-3, and F-4 in Figure 1 below). About a third of households (29%) in these feeder cities are singles or childless couples whose socioeconomic levels range from low income to six-figure incomes (Y-1, Y-2, and Y-3 in Figure 1 below). Singles and empty-nest couples over 45 years old make up 39% of households in these feeder cities. The residents in this segment have socioeconomic levels ranging from low-income to six-figure incomes (M-1, M-2, M-3, and M-4 in Figure 1 below). For a detailed description of each of the segments, see Appendix A.

Figure 1 Household Profiles of Top 10 Feeder Cities



The environmental scan also revealed information regarding the top 10 business in the Crafton Hills College's top feeder cities. Five businesses were at the top of the list with annual sales above \$5 million: Professional, Scientific, and Technical Services; Ambulatory Health Care Services; Specialty Trade Contractors; Food Services and Drinking Places; and Real Estate (see Figure 2 below).

Figure 2 Annual Sales of Top 5 Businesses in Feeder



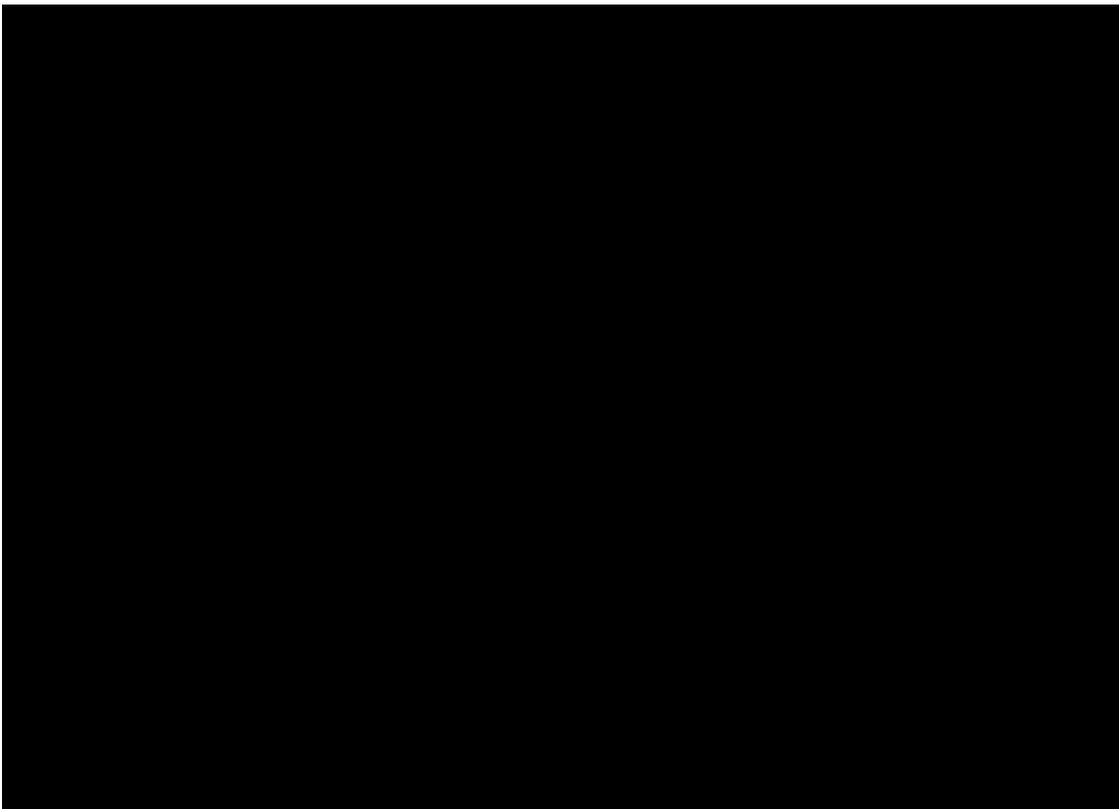
Six business types had more than 650 establishments in the region: Ambulatory Health Care Services; Professional, Scientific, and Technical Services; Food Services and Drinking Places; Real Estate; Specialty Trade Contractors; and Personal and Laundry Services (see Figure 3 below).

Figure 3 Number of Establishments of Top 6 Businesses in Feeder Cities



In 2004, there were five businesses that employed over 4,000 employees in the region: Food Services and Drinking Places; Professional, Scientific, and Technical Services; Ambulatory Health Care Services; Specialty Trade Contractors; and Administrative and Support Services (see Figure 4 below).

Figure 4 Number of Employees of Top 5 Business in Feeder Cities



Across all three measures (annual sales, number of establishments, and number of employees) there is a pattern of businesses consistently in the highest levels: Professional, Scientific, and Technical Services; Ambulatory Health Care Services; Food Services and Drinking Places; and Specialty Trade Contractors.

Thirteen occupations (requiring equal to an AA degree) were forecasted to have increases in jobs of over 30% in both Riverside and San Bernardino Counties by 2010. They are the following (ranked by percent change in San Bernardino):

Nuclear Technicians	54%
Physical Therapist Assistants	37%
Life, Physical & Social Science Techs, All Other	37%
Respiratory Therapists	36%
Environmental Engineering Technicians	36%
Geological and Petroleum Technicians	35%
Registered Nurses	34%
Forensic Science Technicians	33%
Dental Hygienists	32%
Medical Equipment Repairers	32%
Diagnostic Medical Sonographers	31%
Cardiovascular Technologists and Techs	31%
Mechanical Engineering Technicians	30%

Data in the environmental scan show that CHC has four main competitors in terms of losing students to nearby community colleges. As of Fall 2004, San Bernardino Valley College, our sister college, served 6,462 students that reside in CHC's service area. Riverside Community College, 20 miles away, served 1,862 students that reside in CHC's service area. Chaffey College, 34 miles away, served 517 students who resided in CHC's service area. Mt. San Jacinto College was also deemed a competitor due to the fact that they are the nearest college just southeast, serving 92 students that resided in CHC's service area.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

On the first day of Fall Semester 2006, Crafton Hills College (CHC) employees were invited to a voluntary open forum aimed at eliciting opinions regarding perceived strengths, weaknesses, opportunities, and threats (SWOT) as they relate to the instructional programs at CHC. Twelve groups ranging from six to 10 participants each were held. Several common themes surfaced from these group sessions. These themes are summarized and detailed below.

As part of the analysis process, all original comments from the groups were reviewed and common themes from the variety of viewpoints and categories were identified. When an item appeared in more than one group and/or was ranked as a high priority, it was included as a theme. Six major themes were identified through this process. One common identified theme was that the college is poised for growth as a result of building and population increases in the surrounding communities. Recognized challenges related to this theme include managing growth and identifying key areas where the college can grow and successfully compete with encroaching districts and private schools. The Allied Health & Emergency Services programs were cited as "strong" programs that could be used as exemplars for other programs. These programs could be used to identify best practices and prioritize the development of existing or new programs. A number of groups made comments about scheduling, including

recommendations regarding holding more evening and on-line courses and further consideration of a compressed calendar.

Another major theme identified the college's community and business partnerships as opportunities which provide a valuable source of information for program development and scheduling of classes, as well as for fund raising. Faculty and staff at Crafton are also seen as a source of strength for the college. It was recommended that this strength be built upon and that improved communication across campus should remain a priority. The aesthetics of the campus environment were also a common theme across groups. Concerns regarding space utilization and parking, the development of action items related to maintaining a clean and connected campus, and the review of emergency plans to deal with concerns related to natural disasters such as fires and wild animals "visiting" the campus were all voiced by forum participants. The responses from the open forums were also organized by Strengths, Weaknesses, Opportunities, and Threats. Major areas of strength highlighted by the groups included the aesthetics of the campus environment. Competent, caring employees who care about quality were also cited. Robust Fire Technology, Emergency Medical Services, Respiratory Care, Radiologic Technology, career technical, and general vocational programs were also mentioned. Several areas of weakness were underscored in these groups. Communication with the district, between departments on campus, and with upper

administration on campus was described as poor. Other areas of weakness mentioned by the group included a lack of athletic programs, sufficient afternoon and evening classes, faculty, and a focal place for student gatherings. Additionally, groups mentioned that programs were not always responsive to changing community needs or technological advances and sometimes lacked resources necessary to provide quality instruction. Outreach to high schools, responding to high school student attitudes regarding education, and media representations of the Inland Empire were also mentioned as areas of concern. Finally, weaknesses regarding management on campus included a lack of consequences for inappropriate management behavior, favoritism of certain programs and faculty by management, policies that need to be reviewed and revised to reflect current state of operations, and a lack of advocacy for departments on the part of administrators.

Two major areas of opportunity were mentioned by group members. The first area of opportunity mentioned was various prospects and strategies available to increase enrollment. The other area of opportunity was the development of partnerships with local businesses and industry.

Five areas of threats were highlighted in group discussions. The major threat identified by participants was competition from other higher education institutions. Related to one of the weaknesses previously mentioned was that belief that the College does not move quickly to keep up with community changes, which becomes a threat. Other threats were budget cuts, as well as decreased revenue related to decreased enrollment in an improving economy. Lack of community awareness of Crafton and/or poor community perceptions of community colleges were also cited as threats. Finally, some groups discussed the under-preparedness and passive or unmotivated nature of students.

Educational Master Plan Forums

After reviewing and integrating data from the Student Satisfaction with Campus Life Survey, the Environmental Scan, and the SWOT analysis, the Educational Master Plan Committee developed five potential scenarios to guide a series of forums on campus. In order to engage in a college-wide discussion of the mission, vision, and goals for CHC, the committee held a series of nine forums to address questions concerning who we are, where we want to go, and how we are going to get there. These forums included faculty, classified staff, management, and students. The forums opened up dialogue and discussions regarding balancing current strengths, such as the Public Safety and Health Services programs, with the desire to be more student-centered and vision directed.

Many forum participants pointed out that choosing any single scenario or even a blending of scenarios would necessitate instructional programs, student services, and other divisions on campus to rethink and often change the way they do business on a regular basis. The need for additional resources to support the various scenarios was also often cited. One theme that was brought up in some of the sessions was the tension between the mission of California community colleges and creating too narrow of a focus for CHC.

Additionally, many felt that the college, above all, needs to support students' interests and preferences. While no one scenario or combination of scenarios was consistently chosen across forums as the best option, the discussion encouraged the campus community to further consider the work they do in a broader context and with regards to fulfilling a larger plan. Descriptions of each of the five potential scenarios can be found in Appendix B. Appendix C contains the results from each of the forums held at Crafton Hills College.

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