## Crafton Hills College Planning and Program Review Minutes

**Date: April 2, 2012** 

Members: Denise Allen Cheryl Marshall Jessica McCambley Lucas Manning

Michelle Riggs Michael Strong

Rebeccah Warren-Marlatt

Gary Williams Sherri Wilson Keith Wurtz Margaret Yau

Laura Record (Recorder)

| TOPIC   | DISCUSSION   | FURTHER ACTION   |  |
|---|--|--|--|
| Minutes, March 26, 2012   |  | Approved as written  |  |
| Reminder, Objective Prioritization April 16, 12:00-4:30 p.m. LRC 135. Lunch to be provided. |  | Reminder to remain<br>on agenda until April<br>30                            |  |
| Proposed revisions: PPR forms, Service<br>Units (Wurtz and Allen)                           | Keith shared the revisions to Instructional and Service area forms. The group recommended minor changes. | Keith will make the revisions and will share them with the group on April 9. |  |

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|--|--|-----------------------|
| Report, ACCJC Workshop (Keith,         | Rebeccah, Keith, Michelle, and Cheryl shared             | Consider developing   |
| Rebeccah, Michelle, Cheryl)            | their experience at a recent ACCJC workshop              | lists of improvements |
|  | concerning integrated planning and program               | made by participants  |
|  | review. Observations included the                        | in PPR                |
|  | following:   |                       |
|  | <ul> <li>CHC's process is both transparent</li> </ul>    | Discuss budget set-   |
|  | and sustainable  | asides for resources  |
|  | <ul> <li>CHC appears to be the only</li> </ul>           | attached to high-     |
|  | institution that prioritizes objectives                  | priority objectives   |
|  | rather than resouces                                     |                       |
|  | <ul> <li>CHC has a good process for eliciting</li> </ul> |                       |
|  | feedback from participants in order                      |                       |
|  | to improve the PPR process                               |                       |
|  | <ul> <li>Compared to some colleges, CHC's</li> </ul>     |                       |
|  | process is relatively simple, e.g. we                    |                       |
|  | only have one PPR committee, not                         |                       |
|  | four!  |                       |
|  | Simplicity is better.                                    |                       |
|  | <ul> <li>It's important to remember that the</li> </ul>  |                       |
|  | purpose of PPR is program-level and                      |                       |
|  | instutional improvement.                                 |                       |
|  | Barstow has a lovely way of linking                      |                       |
|  | course-level SLO's, program                              |                       |
|  | outcomes, and ILO's. We should                           |                       |
|  | steal it.  |                       |
|  | <ul> <li>Some colleges have a budgtary set-</li> </ul>   |                       |
|  | aside to fund resources identified as                    |                       |
|  | a priority in the PPR process.                           |                       |
|  | We might want to develop a list of                       |                       |
|  | program improvements that have                           |                       |
|  | been made as a result of the PPR                         |                       |
|  | process  |                       |
| Distressed Program Feedback, Review:   | The committee reviewed drafts of the                     | Rebeccah will make    |
| Respiratory Care,                      | committee feedback to last year's distressed             | recommended           |
| Business/Accounting/Marketing,         | programs.  | changes and send      |
| Physics/Astronomy, Psychology, Library | Results: Respiratory Care and                            | feedback to           |
| y                                      | Business/Accounting/Marketing were                       | participants. Library |
|  | removed from Distressed status.                          | feedback will be      |
|  | Psychology, Physics/Astronomy, and Library               | revised and sent to   |
|  | were continued on Distressed status.                     | committee members     |
|  | The continued on Pisticosca status.                      | for additional review |
|  |  | before sending.       |
|  | <u> </u>   | before sending.       |

| Summary, Program Health: Classification of Programs as Exemplary, Healthy, Healthy with Specific Concerns, Distressed                         | Keith provided the group with the program health and document quality grids for instructional and non-instructional programs. The following programs have been identified as Exemplary:  • Maintenance • English The committee discussed the designation of 'Distressed' for several programs. | Discussion continued to April 9 <sup>th</sup> meeting.   |
|---|--|--|
| Committee Self-Evaluation   |  | Tabled to next meeting   |
| Adjournment   |  | 4:45   |
| 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. |

| Program                                 | Feedback Reviewed                       | Feedback Sent |
|---|---|---------------|
| Anatomy & Phys (2/6/12)                 | 2/27/12                                 | 2/29/12       |
| Bookstore (11/28/11)                    | 12/5/11                                 | 2/29/12       |
| Cafeteria (12/5/11)                     | 3/5/12                                  | 3/28/12       |
| CBO/Facilities/Business Office          | 3/26/12                                 | 3/28/12       |
| Custodial Services (2/6/12)             | 2/27                                    | 2/29/12       |
| Emergency Training Center (1/26/12)     | 2/6/12; 2/13/12; 2/27 (to be finalized) | 3/28/12       |
| English (2/27/12)                       | 3/5/12                                  | 3/28/12       |
| Fire Technology (1/26/12)               | 3/5/12 (initial)                        | 3/26/12       |
| Maintenance (11/28/11)                  | 12/5/11                                 | 12/12/11      |
| Marketing & Public Relations (11/28/11) | 12/5/11                                 | 12/12/11      |
| Microbiology (2/13/12)                  | 2/27/12                                 | 2/29/12       |
| Public Safety (1/30/12)                 | 2/6/12                                  | 2/29/12       |
| Radiologic Technology                   | 1/23/12 (correction #2)                 | 2/29/12       |
| Reading (2/27/12)                       | 3/26/12                                 | 3/28/12       |
| Resource Development (11/14/11)         | 11/28/11; 12/5/11                       | 12/12/11      |
| Technology Services (11/14/11)          | 11/28/11; 12/5/11                       | 12/12/11      |
| Tutoring (2/13/12)                      | 2/27/12                                 | 2/29/12       |