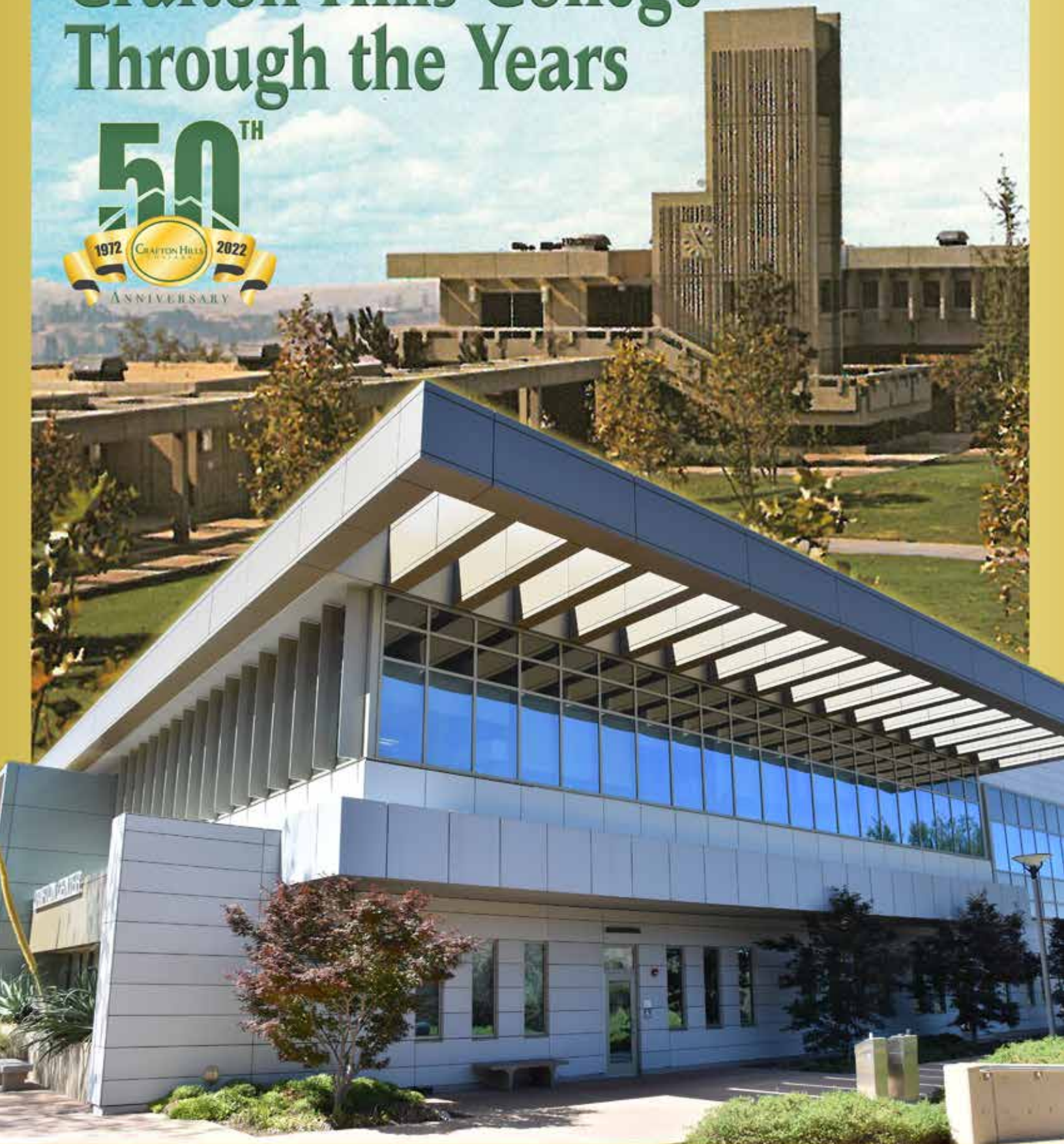


Crafton Hills College Through the Years



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Dedicated to all
CHC Staff
and Students,
Who Have
Contributed to
the Greatness of
This Institution.



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Most of the factual material regarding the early history of Crafton Hills College appears in Harold Piggot's *From Concept to Concrete* (1983). Additional information is from Richard Booth's "A Brief Summary of CHC's History" and Ron Kibby's "A Chronicle

of CHC's Curriculum Development" (both in *Crafton Hills College: 25 Years of Building Futures*, 1979).

Facts about the early inhabitants of the Crafton hills are from the Yucaipa Historical Society (www.yucaipahistory.org), Jeff Smith's article "Indian Village of Yukaipa't," in the Redlands Daily Facts, Sept. 27, 2008, and the Serrano Indian website: (<http://www.sanmanuel-nsn.gov/>).

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Special Thanks to Deborah Castro, who is responsible for the picture selection and layout of this book.

Mark Snowwhite, Editor

FROM THE PRESIDENT OF CRAFTON HILLS COLLEGE



It is truly my privilege to serve as President of Crafton Hills College as we celebrate the College's 50th Anniversary. I continue to be impressed by the College's atmosphere of collegiality, something I found early on when applying and evaluating my own fit for the organization. I have learned that this sense of community, shared vision and proclivity for innovation has actually been quite intentional.

Before the College's first buildings were designed, the early planners established an ambitious vision. Central to this vision was the cluster college, a system of small learning communities that would encourage face-to-face interaction and collaboration between students, faculty, staff and administrators. Classes were to be small, encouraging active student engagement, and faculty would be encouraged to innovate by going beyond offering traditional curriculum and develop cross-discipline courses.

In the late 1960's, this approach was a stark departure from the rigid hierarchical practices embedded in traditional higher education settings. Although the realities of putting such a vision into practice required compromises,

Crafton Hills College has stayed true to the ideal of operating as an innovative learning community.

The College has embraced tremendous change in its evolution over the past fifty years, even more so during the most recent twenty-five years. Changes in legislative oversight, funding, initiative prioritization, a national dialogue debating the value of a higher education, and a global pandemic have continued to challenge and shape how we serve students and our communities.

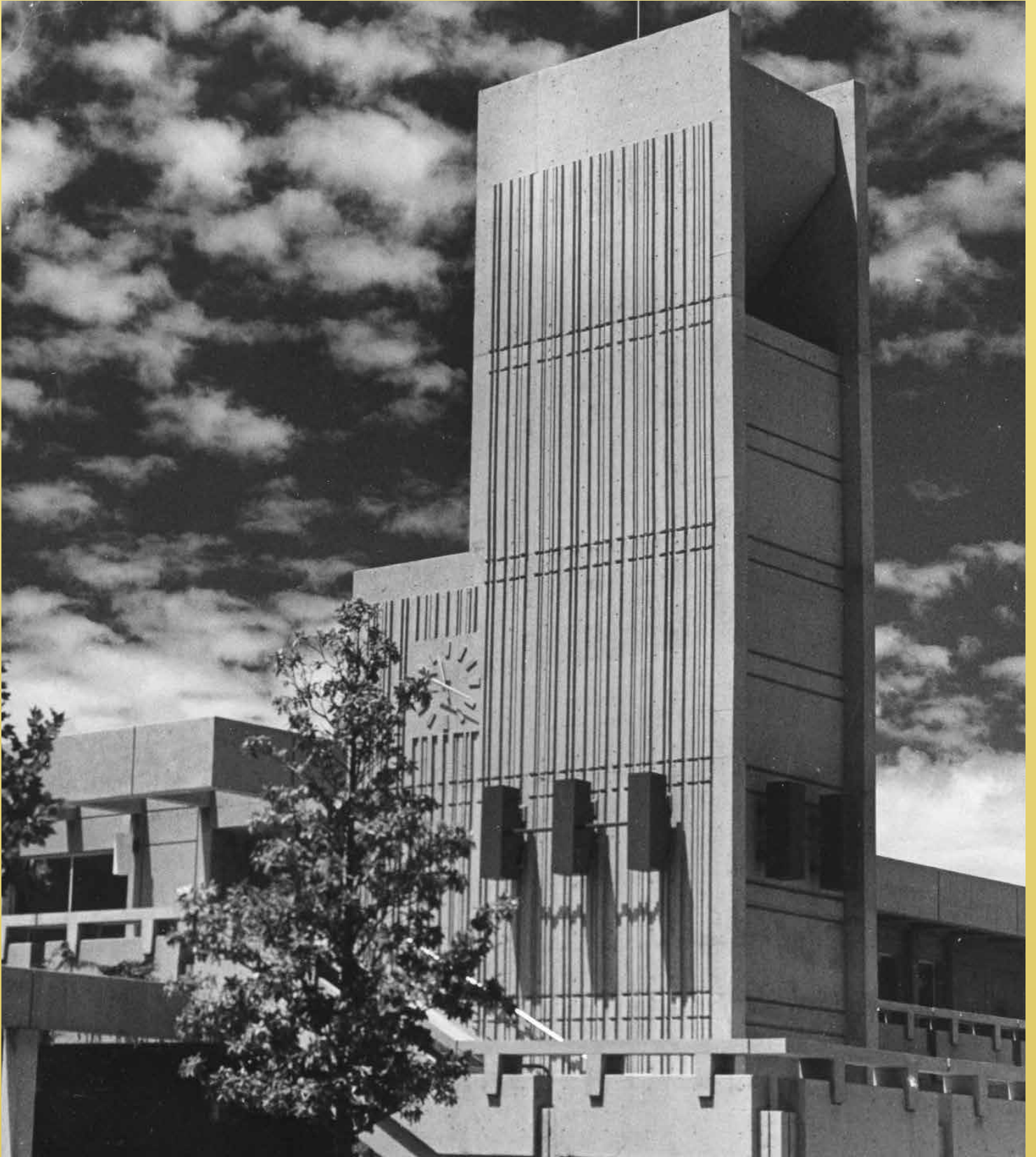
Today we are unapologetically working to address systemic issues surrounding diversity, equity, inclusion and racism that have hindered our ability to serve all students. We recognize there is still significant progress to make; however, the innovative roots of the College serve us well in embracing necessary change.

As I hope it will become apparent to the reader, our programs focus on what we can do to create and maintain an atmosphere in which students feel valued, supported, and encouraged to achieve their educational and career goals. We are building on the contributions of those that served before us and look forward to continued success as we add to the College's legacy over the next fifty years.

With Gratitude,

A handwritten signature in black ink, appearing to read "Kemp" followed by a surname that is partially obscured by a flourish.

INTRODUCTION





Crafton Hills student in the 1970s.

On September 11, 1972, Crafton Hills College (CHC) welcomed its first students as the State's newest public community college. As the second college in the San Bernardino Community College District (SBCCD), CHC provided added capacity to serve Yucaipa, Redlands, and other east valley communities with high quality two-year college programs for transfer to four-year colleges and certificate programs for those eyeing jobs in certain workforce areas.

CHC was first accredited by the Accreditation Commission for Community and Junior Colleges (a division of the Western Association of Schools and Colleges) in 1975 and has remained fully accredited ever since. Since its opening, CHC has enrolled 189,485 students and awarded 17,277 degrees and 14,547 certificates (as of spring 2022). At the time of the most recent accreditation visit, in 2020, CHC's annual enrollment was over 5,790 full-time equivalent students.

CHC's growth has mirrored the increase in the populations of Yucaipa, Redlands, and other nearby communities. The College now offers more than 50 majors in the liberal arts and sciences and career/technical studies. The fire science and emergency medical services programs are some of the finest career-technical education programs in the State. CHC serves as the primary training institution for paramedics in San Bernardino and Riverside counties. CHC also has the distinction of being the top community college in the Inland Empire in its degree and certificate completion and course success rates.

CHC's campus has also been acclaimed for its dramatic natural setting. From the hills at 2400 feet overlooking the eastern end of the San Bernardino Valley, the campus provides a view of much of the area it serves. The campus itself includes hills, ridges, and canyons surrounding the buildings, which have won awards for their design. From the hillside on the east end of the campus, an



Fire Technology cadets practicing rappelling techniques.



Aerial view of Crafton Hills College looking east.

observer can see much of Yucaipa below and the peaks of Mt. San Jacinto in the distance to the south. Other beautiful peaks of the Coast Mountain Range are also visible from the campus: Mt. San Antonio to the west and Mt. San Bernardino and Mt. San Geronimo, both to the east.

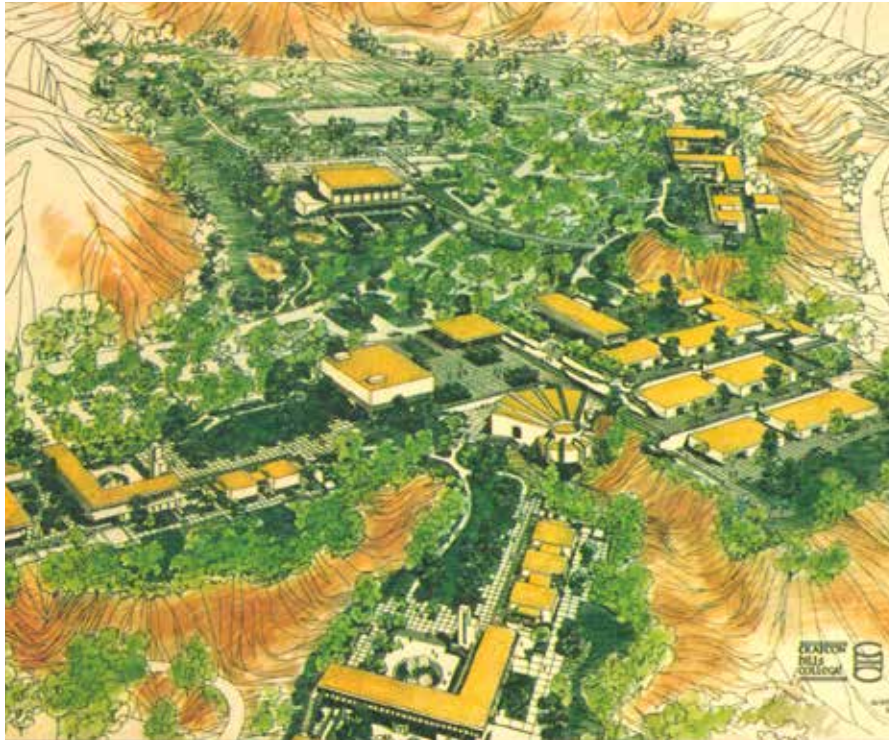
unparalleled educational experiences that are foundational to bright futures for students and a strong community. The photos we have included show the buildings, natural settings, and – above all – the staff and students that capture the essence of CHC.

We celebrate the 50th anniversary of CHC in the following pages by presenting a brief history of the Crafton Hills area and a chronology of CHC's development. Then, after displaying pictures of some of the wildlife that visit the campus and revealing a few surprising facts about the College, we highlight many of the programs that contribute to CHC's excellence in providing

Mark Snowwhite, Editor



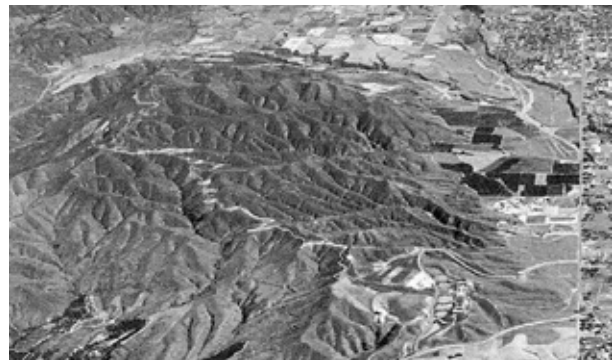
CONCEPTUAL VIEW OF CHC



Stewart Williams' conceptual illustration for Crafton Hills College



Early aerial view of campus and surrounding area.¹



Early aerial view of the Crafton hills.²



Fire roads and Honda trails laced the present site of Crafton hills as late as September, 1966.³

1. http://yucaipa.org/wp-content/uploads/com_dev/Yucaipa_Community_Profile.pdf

2. <https://www.chosc.org/history>

3. Redlands Daily Facts from Redlands, California, August 24, 1972

CHC NOW AND IN THE FUTURE



Watercolor of Crafton Hills College masterplan 2022.



Learning Resource Center (LRC)



Architect's rendering of the planned performing arts building.



Crafton Center



Kinesiology Building



HISTORY OF CRAFTON HILLS COLLEGE



The Crafton Hills and surrounding areas have been home to many cultures that continue to be celebrated at Crafton Hills College. These include the indigenous Maara'yam (Serrano) and Cahuilla that made this area their home, followed by the Spanish settlers who forcefully introduced a whole new way of life, and then settlers from different parts of the country in search of new beginnings and opportunities.



Serrano Indians¹

The Early Inhabitants

Yucaipa began as a village established by Native American Maara'yam (Serrano), who named it Yukaipa't, meaning wetlands. Nearby Loma Linda was also an established Native American village, modernly known as Guachama, and was inhabited by both Maara'yam and Cahuilla. Both villages became important areas of trade for the Maara'yam, Cahuilla, and the many other nearby Tribes. The Maara'yam

also lived in the surrounding mountains and deserts and maintained strong cultural ties to their kin across their vast 7.4-million-acre territory. They intersected with one another, as well as neighboring tribes, via a vast trail network that can still be seen today in the form of various roadways, such as the 10, 15, and 215 freeways. These trails brought Spanish, Mexican, and Anglo-American people into this area.

In 1769, Gaspar de Portola passed through the area leading a troop of Spanish soldiers, missionaries, and Indians from San Diego to Monterey. In 1772, Pedro Fages traversed the San Bernardino Valley in pursuit of deserters from the Spanish army. Four years later, Francisco Garces, a Catholic priest from the Mojave villages along the Colorado River, crossed the San Bernardino Valley and established a mission in San Gabriel.

As a result of Spanish contact, Maara'yam from the Antelope Valley, Mojave River



Serrano Man¹

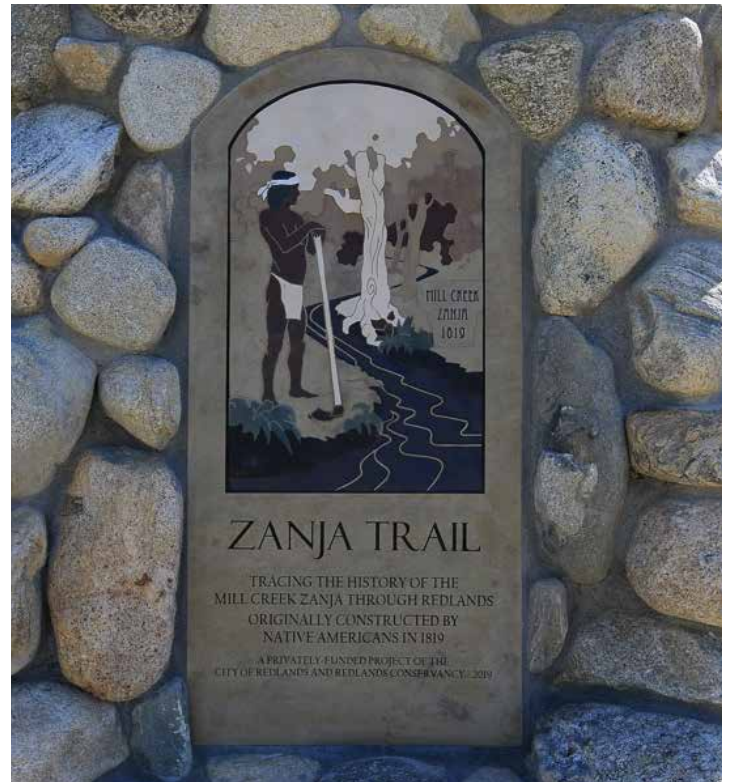
region, and even some from what is now the Inland Empire were either killed or placed at the San Gabriel Mission. Mission records report contact with clans at the villages of Guachama and Yukaipa't, and the subsequent baptisms of those Maara'yam people at the Mission in 1776. All that remained were some Maara'yam clans in the mountains, nearby passes, and the Inland Empire.

However, by 1819, the Spanish began to establish settlements near the hills where the College now stands with an asistencia, or outpost, for the Mission San Gabriel in Guachama Rancheria, which was occupied by Maara'yam and Cahuilla that had not yet been removed or killed (a building similar to and near the original, on Barton Road in Redlands, is now operated as a wedding and reception center).

Maara'yam men were forcibly brought to the asistencia to dig a ditch (or zanja) to bring water from Mill Creek, which resulted in the deaths of numerous Maara'yam during construction. This 12-mile-long ditch, known as the Mill Creek Zanja, is listed on the National Register of Historic Places.

Around the same time, in 1826, Jedediah Smith led a group of fur traders into the valley, becoming the first Americans to call this area home.

Later, after the missions were secularized, the area was incorporated into the Rancho San Bernardino. A short time after that,



Zanja Trail marker²

this vast rancho was sold to the Lugo family, who raised cattle. In 1851, the Lugos sold their holdings to Mormon settlers, who cultivated vegetables and fruit trees.

Myron H. Crafts, the man whose name identifies the hills upon which the CHC campus rests, moved to the east valley in 1861 from Detroit, Michigan. Crafts planted



Myron H. Crafts³

the first orange tree in these hills and constructed a reservoir to provide irrigation. He also established the township of Crafton on 1,840 acres. Forty of those acres were set aside for the building of a Congregational college, although it was never built. The small “Crafton Indian Village” of Serrano and Cahuilla, which included a Christian Cemetery and school-house, was established near the Mill Creek Zanja in modern-day Mentone at the intersection of Crafton Ave and Colton Ave. Following Crafts were many other settlers who built homes in the township, planted fruit trees, and “employed” remaining local Maara’yam and Cahuilla to work their land.

The availability of land after the passage of the Homestead Act of 1862 brought more agriculture to the Crafton Hills. Later, the transfer of land from the federal government to the Union Pacific Railroad further increased the area’s population, while simultaneously further displacing the Maara’yam and Cahuilla in the area. To this day, descendants of some of those early settlers reside in these hills.

At the same time, the Maara’yam and Cahuilla that remained in the mountain areas began to feel the impact of settlement. Many of the Cahuilla and Maarenga’yam clan of Maara’yam living in the modern-day Banning, San Jacinto, and Morongo Valley areas ended up on the Morongo Reservation, established in 1865. Shortly after, in 1866, a skirmish in Big Bear Valley triggered a month-long killing spree

of the Yuhaaviatam clan of Maara’yam by the San Bernardino militia, reducing their numbers and forcing survivors to resettle in the San Bernardino Valley. After decades of continued displacement, the remaining Yuhaaviatam were placed on the San Manuel Reservation, established in 1891.

Despite the removal of their people from the area, the modern communities of the San Manuel Band of Mission Indians and Morongo Band of Mission Indians have retained important cultural ties to the Crafton Hills and surrounding areas.

CHC has regularly hosted events that educate its students and visitors from nearby schools about the local Native American culture. The San Manuel Band of Mission Indians continues to support CHC students through generous grants.



Wa’at Native American Day at Crafton Hills College

The San Bernardino Community College District Established



San Bernardino Valley campus, 1948

The San Bernardino Community College District was established by a vote of its electorate in 1926 as a junior college district (originally the San Bernardino Valley Joint Union Junior College District). San Bernardino Valley College was the District's only college until CHC opened in 1972. Most of Valley College's students were from communities in and around

San Bernardino, including Rialto, Colton, Redlands, Yucaipa, and the San Bernardino Mountains.

Discussion about the need to build a second campus began in 1947, when the District's Board of Trustees responded to the great influx of veterans returning after World War II and taking advantage of the G.I. Bill to continue their education. Other junior colleges responded to the need to expand by abandoning their old buildings, often on land shared with high school campuses, and building new campuses on less expensive rural land farther from population centers. Favoring a different strategy, Dr. John L. Lounsbury, then Superintendent of the District, convinced the Board of Trustees to increase capacity by adding new buildings on its 30-acre campus.



GI Bill - Higher Education⁴



Valley Junior College students

In 1955, after new construction on the Valley College campus, the Board established a ceiling of 5,000 as a maximum number of full-time equivalent students for Valley College. The original 30 acres that Valley College had been built on twenty years earlier now seemed too small for the expansion needed to accommodate the expected increase of students. In 1959 the Board purchased a belt of land and houses on three sides of the campus, increasing its total area from 30 to 83 acres.

These additions allowed Valley College to grow to its optimum size of 5,000 full-time students. Houses purchased by the District were either demolished to make room for new facilities or used as offices or for storage. The Art and English departments and art gallery occupied old houses on the east side of the campus. But the high cost of residential land and the fact that Valley College had been built on a San Andreas Fault line made it apparent that further expansion would require the building of a second campus –and maybe even a third.

Also, at this time (1959), the Board adopted a master plan that included exploration of building a second campus by the early 1970s. Two years later, District Superintendent Herman Sheffield proposed that the Board begin identifying a parcel of land of about 150 acres for a new college campus. At the same time, he offered as an alternative the purchase of several mini-campuses, or satellites, for new facilities in outlying population centers of the District (e.g., Patton and Highland) and even “storefront campuses,” small centers in urban neighborhoods of Colton and San Bernardino.

Even though the District community generally supported this strategy, it was set aside in 1963, when the State Legislature passed a bill requiring every school district in the State to be part of a junior college district. This requirement meant that the District would serve communities far from Valley



Valley Junior College and surrounding homes

College. Several non-aligned school districts who sent numbers of their graduates to Valley College chose to join the District. These included districts in Redlands, Yucaipa, Bear Valley—and later—Needles, on the California-Arizona border.

Residents of Redlands and Yucaipa voted in 1965 to join the District, establishing the need for a second campus in the Redlands-Yucaipa area.

Finding a Site for a New College

Superintendent Sheffield recommended to the Board that the District explore prospective sites within an area bounded on the east by Bryant Street, in the upper part of Yucaipa; on the north by the Santa Ana River (a mostly dry wash); on the west by Orange Street, running through the center of Redlands; and on the south by the I-10 Freeway. The site would need to be at least 125 acres.

The Board received 14 offers. Board President Carlton Lockwood, Sr. appointed a committee to evaluate these parcels and make a recommendation. This committee included many leaders that helped shape the District and later Crafton Hills College. Among them were Dr. Ray Ellerman, District Vice President for Business; J.W. McDaniel, who succeeded Dr. Sheffield as Superintendent and Valley College President in 1966; Carlton Lockwood, Sr., Board President; Dr. Paul Allen, professor of history at Valley College; and Donald

W. Hunt, member of the Yucaipa Board of Education, a proponent of the new college and later a member of the San Bernardino Community College Board of Trustees. This committee narrowed the choices from 14 to four, each with its advantages of location, terrain, suitability for constructing buildings, and price.

One of the final four had a distinct advantage, being offered as land donated to the District. The Board selected this site, with its beautiful though challenging topography. It consisted of 163 acres of land in the Crafton Hills donated by Lester and Ruben Finkelstein. In 1970 they donated 76 more acres and soon after, 251 additional acres -- 523 acres in total. This act of generosity came through the efforts of leaders from the District and others.



Lester and Ruben Finkelstein⁵

The Finkelstein brothers, through their foundation, had previously donated 135 acres of land along Yucaipa Boulevard for the building of Yucaipa High School and additional land for the use of the Yucaipa Boy Scouts and a Little League baseball park. District Superintendent Sheffield had learned about this generous



Yucaipa valley aerial view.

donation and that the Finkelstein brothers owned the land on Yucaipa Boulevard just west of Yucaipa High School, under the name of their L and R Cattle Company. After Sheffield discussed the possibility of this site for a new college campus with Merryl Powell, Superintendent of Yucaipa Schools, and Dr. Roy C. Hill, San Bernardino County Superintendent of Schools, he contacted Lester and Ruben Finkelstein about donating land for a college campus.

These educational leaders met with the Finkelstein brothers and discussed this possibility further. Sheffield hosted a meeting with Lester and Ruben at San Bernardino Valley College, where he described the college's educational programs and

explained how the college's then new TV station could easily beam programming to a new campus on the Finkelstein property because there were no natural impediments to interfere with signals. This meeting got the ball rolling.

Lester and Ruben Finkelstein, based in Los Angeles, had prospered in real estate and other investments, such as owning and operating a steel and rolling mill for reclaimed metals. During the Second World War, they had supplied Kaiser Steel, in Fontana, with materials. In the early 1950s, Lester Finkelstein and his wife bought a home in Yucaipa to use as a weekend retreat. As he became familiar with the area, he decided to buy a 640-acre



Yucaipa Valley from Sunset Drive. Yucaipa, Calif.⁶

parcel of property north of Yucaipa Boulevard and east of Sand Canyon Road, which he and his brother used for cattle ranching for their L and R Cattle Company. Herds of cattle roamed irrigated pastureland just below where Crafton Hills College now stands.

After several years, the Finkelstein brothers' interest in philanthropy would overtake their desire to expand their businesses. Lester Finkelstein was once quoted as saying that his hobby was "making money and giving it away." His brother, Ruben, had always been a champion of education. Their desire to donate for the good of the community and their newly developed friendship with Sheffield resulted in the generous donation of 523 acres that is now the CHC campus.

A committee of the Board of Trustees examined the four sites that had been recommended by the selection committee and chose to accept the land the Finkelstein brothers offered as the site for the new

campus. Committee members had input from architects and projections related to water and utilities. They also visited each of these sites. After carefully considering the recommendations of the architects and all other input, the Board formally – and unanimously -- accepted the offer at its meeting on September 16, 1966, and on December 13, it formally accepted the deeds for this land. (see Harold Piggot, *From Concept to Concrete*, p. 5)

Designing the New Campus

The District was now ready to develop plans for what it then referred to as *the east campus*. First, the Board needed to select an architect to develop plans, including a master plan that would meet State requirements.

Poper and Jones, from Long Beach, in partnership with Jerome Armstrong, from San Bernardino, had designed buildings on the Valley College campus beginning in the 1940's. They had continued to lead in designing and supervising the construction of other buildings on the Valley campus. And they were involved in the initial planning for the east campus.

While the Board had been pleased with the work of this architect team, Board members wanted to have additional architects provide fresh ideas for the new campus. Sheffield and a Board committee conducted a search for architects to bring into the process of designing the new

campus. The Board selected the firm of Williams and Williams, John Porter Clark, from Palm Springs. These architects joined Poper and Jones and Jerome Armstrong in a collaborative called Valley College Architects' Collaborative. Their work began in 1966.

The Collaborative first helped the District's selection committee choose a site for the new campus from the four sites then under consideration. A few months later, after the Board had officially received the Finkelstein brothers' donation, Stewart Williams, of the firm of Williams and Williams, John Porter Clark, became the lead architect in creating the overall design concept for the new campus and developing its initial master-plan. John Porter Clark took on the responsibility of developing what was called "the program" for the campus, which included plans for the campus's activities and the type and amount of space needed for them. The program plans would also anticipate spatial relationships among programs, such as a central building for laboratories and college administration (later named the LADM and most recently renamed the Central Complex).

Stewart Williams visited the site often to develop a visualization of how to use the land with the least amount of earth moving and thereby preserve its natural character. The preliminary plans of Clark and Williams gave some shape to the new campus. These men had to also consider State requirements for space of classrooms, laboratories, and



SBVC North Hall building.



Emerson Stewart Williams

offices as they developed their concepts. After much preliminary planning, they were prepared to build a model of the new campus.

Back at their office in Palm Springs, these architects used sugar cubes to model their concept, with each sugar cube representing a module or building. They were color-coded to represent the activities for that module: one color was for classrooms,



Stairway to pass underneath Central Complex (LADM) building.

another for laboratories, yet another for offices, and so on. Although they did not attempt to design any particular buildings at this stage, they set up their sugar cubes to represent where buildings could occupy spaces along ridges on the site to see how the campus would be laid out.

At about the same time, Stewart Williams' many visits to the site's slopes and ridges yielded an idea of how the buildings should look. The land was natural and wild, prone to wildfires and the earthquakes that occur from time to time. He determined that concrete would be

the best building material to use. He also thought that the concrete could be tinted the color of the ground so that the buildings would blend with their natural setting, like large monuments of rock rising from their surroundings.

Another advantage of this material is its relative ease of maintenance, never needing repainting or refinishing. He also realized that if the buildings were on the narrow ridges of the site (a likely necessity), walkways would need to go under rather than around them, creating passages and vistas. The current Central Complex, formerly the LADM building, exemplifies this concept.



Lab/Administration building

As ideas for the structure of the new campus were coalescing, one important question remained: How would construction of new buildings be paid for? This key question had a relatively quick answer. A special election was held on October 24, 1967, asking the voters of the

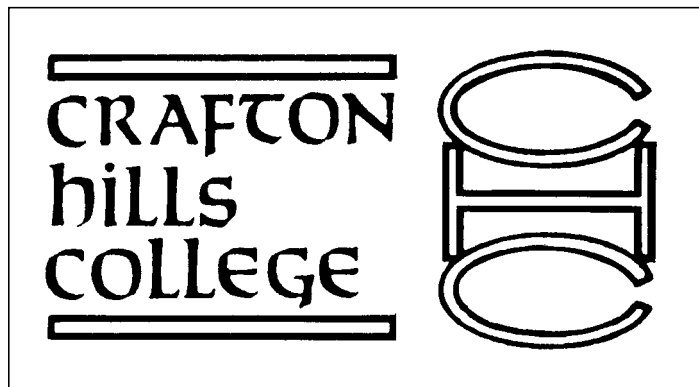
District to approve a property tax override for the cost of constructing buildings for the new campus. Because the District had been free of debt for many years, the Trustees hoped that the voters would look favorably on this override, which would allow for the planned buildings to be paid for as they were built. The voters of the District agreed, approving a property tax override of twenty cents per \$100 assessed valuation for ten years. The first funds were collected in the fall of 1968, and construction began in the fall of 1969. The State provided an additional \$500,000 for buildings.

Also, at this time the Board had to decide on a name for the east campus. People in the District were invited to submit suggestions. At a Board meeting on April 12, 1968, Superintendent J.W. McDaniel offered several suggestions before settling on one. The record of the approval reads as follows:

Mr. Snyder moved that the new college be named Crafton Junior College as a name most indicative of the area and which neither refers to Redlands nor to Yucaipa. Mr. Potter questioned the use of the word "junior," and following discussion, Mr. Snyder agreed to amend the motion, and thereupon moved that the new college name be Crafton Hills College. Mr. Kennedy seconded, and after a roll call vote with each member present voting in favor of Mr. Snyder's [amended] motion, with none

opposed, the Board named the new college, Crafton Hills College.

And, so, the future college was named and moved closer to becoming a reality.



CHC's first logo.

Adjustments for a Two-College District

The District Board of Trustees understood that operating as a two-college district would require substantial adjustments to its policies and practices. The Board invited Dr. Arthur Jensen, Chief of the Junior College Division of the California State Department of Education, to discuss how best to administer a multi-campus district. Jensen had written a doctoral thesis on this topic and was considered an expert. At its December 13, 1966 meeting, Jensen explained that there were two different ways for a district office to administer two or more campuses: one is for each campus to be autonomous; the other, is for the district office to provide strong leadership for both campuses, with each operating as a branch of a single college. Jensen explained that in general students and faculty favored the model of each college being autonomous. The decision to use a model that supported

two relatively autonomous colleges posed new challenges for the Board. Each college needed to prepare and maintain its unique catalog and manage its enrollment, record keeping, and accreditation. Communication between each college and the Board would have to remain open and timely. The Board would need to assure that long-range planning and major decisions would be communicated to faculty, students, and staff of each college. Each college faculty would have its own academic senate but participate in a district senate that would serve as a unified district faculty voice. The District would be responsible for providing services such as human resource administration, budget monitoring, and purchasing for each college. And, of utmost importance, resources for each college must be equitable.

Although these issues seemed daunting, the Board accepted the autonomous-college model, assuring that Crafton Hills College would be a separate college and not a branch of Valley College.

Construction of Crafton Hills College

After gaining approval from local agencies for the preparation of the land, work began on the site. Grading and trenching began in August 1969. About two months later, on October 2, a ground-breaking ceremony was held at the site. Participants included Gordon C. Atkins, Provost; J.W. McDaniel, Superintendent of the District; Edward

F. Taylor, Board member from Redlands; Donald W. Hunt, Board member from Yucaipa; and the donors of the land, Lester and Ruben Finkelstein and their wives. Board members Taylor and Hunt broke the ground with a ceremonial golden spade.



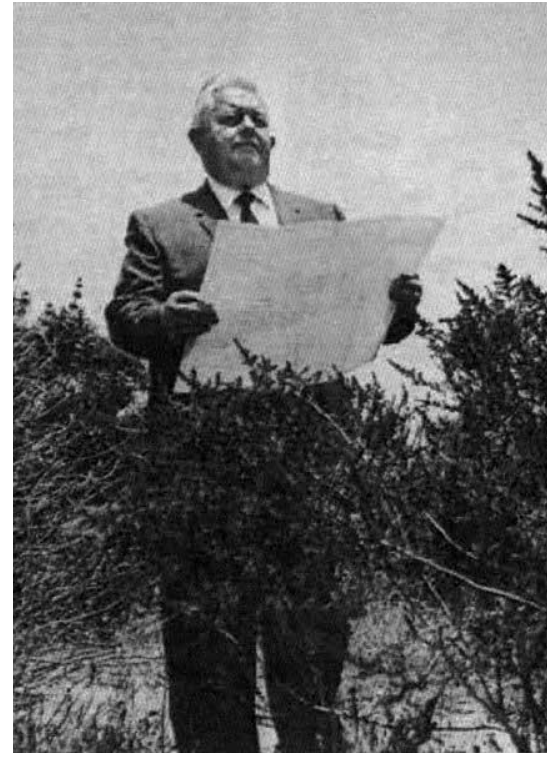
Celebratory photographs at the construction site.

Besides grading and landfill work, trenches for sewer lines and utilities were dug and roads were laid out in preparation for paving. The architects submitted their plans for the buildings to committees representing different constituencies for their recommendations. After details for each building had been examined from different points of view, final drafts of the architectural plans were completed.

These plans were developed to allow for building construction with the least amount of earth moving, and the architects selected materials and designs that would allow the new college to blend in with its natural surroundings. The design of the buildings conformed to a style of architecture known



Lester Finklestein, Foster Davidoff and gentlemen at the construction site.



Provost Gordon C. Atkins holds a map of the hilltop site.

as Brutalist (a word from the French *béton-brut* – literally “raw concrete”). This style used concrete for constructing basic geometric shapes without adornment.

(For more information see “Crafton Hills College Architecture” on the CHC website: <http://modernistarchitecture.blogspot.com/2015/05/crafton-hills-college-eloquent.html?m=1>).

The Board approved the architects’ plans on May 8, 1970.

The Board then invited bids from general contractors to construct the buildings. Steed Brothers Construction Company of Alhambra, which submitted the lowest bid, was the Board’s selection. Work began within days of the Board’s selection, on January 8, 1971. The work progressed well, and by the summer of 1972 the buildings were ready for occupancy.

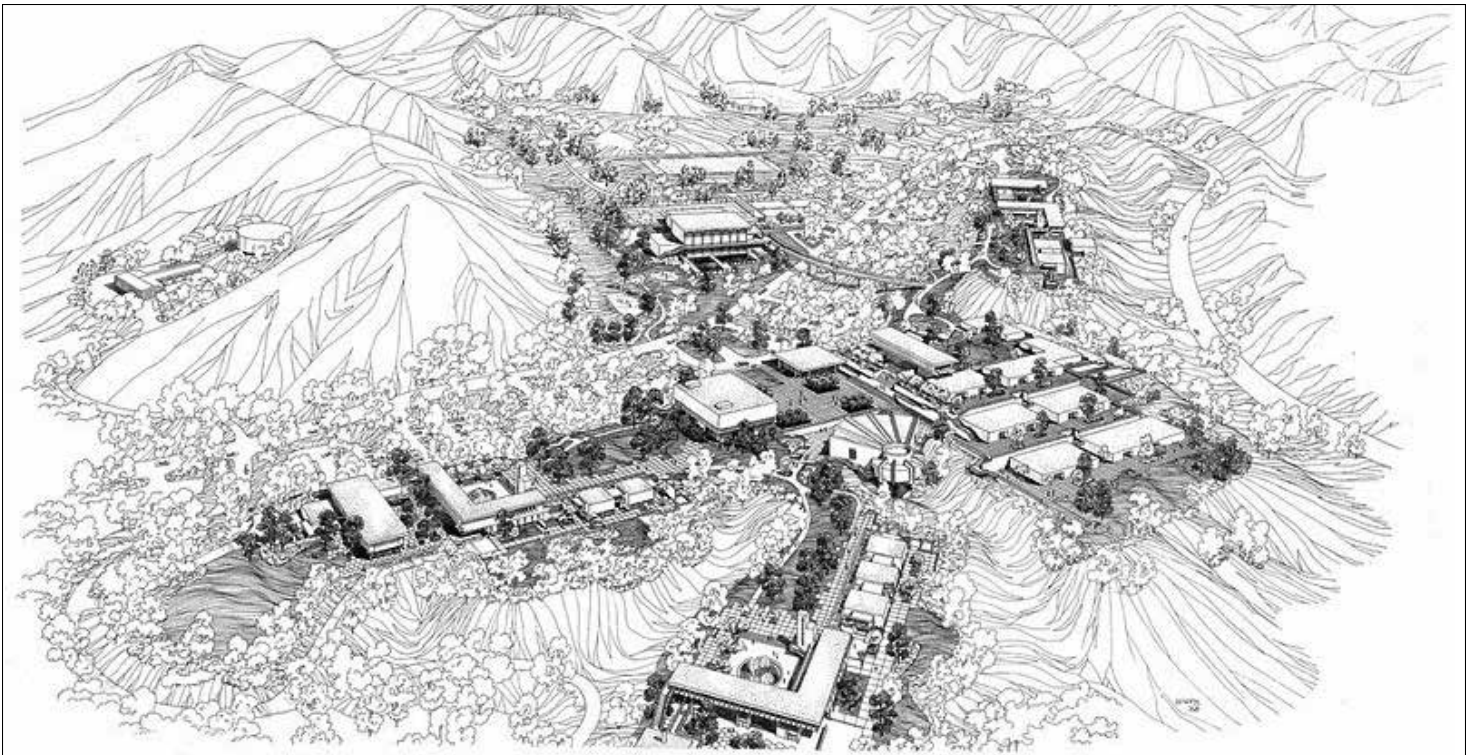
The CHC campus was conceived with a plan for expansion according to the

purpose of its various clusters. The Architects’ Collaborative, headed by Stewart Williams and John Porter Clark, developed a cluster concept design so that the campus could expand progressively, with the clusters built on the site’s natural ridge lines and plateaus.

Funding for the initial development of the campus came from the State through its Department of Public Works. When the



Land grading for the CHC campus.



Williams' and Clark's cluster concept.



Clocktower construction 1971.

The new campus had only five buildings: the cafeteria, an adjoining student services complex (now Crafton Hall), the classroom building (now West Complex), a single-story library (demolished and replaced with the Crafton Center), and an administration and laboratory building (now Central Complex).

voters of the District approved a tax override, the additional funding for the new campus was assured.

By the summer of 1972, buildings were ready for occupancy. On September 11, 1972, Crafton Hills College began its first semester as the ninety-sixth community college in the State's public community college system.



Central building 1973.



View of the clocktower, classroom building, library and LADM.



View of the library looking towards the clocktower.



Laboratories 1972

Early Leadership

Crafton Hills College's first leader was Gordon Atkins, whom the Board appointed as Provost of Crafton Hills College on July 1, 1969, three years before it opened. Atkins had taught philosophy at Valley College beginning in 1946. Later he worked for the California State Department of Education as a liaison to the junior colleges. After that, he joined the faculty of the University of Redlands and taught there until his appointment as Provost of Crafton Hills College.

Right from the start, Atkins expressed enthusiasm for his task of leading efforts to create a college. On July 18, 1969, he reported to the Board that, "the first step I am planning is to contact leading businessmen, citizens, and organizations in the Yucaipa and Redlands area to tell them about the college and its plans, a 'sidewalk' approach to gain acquaintance with both communities." He also announced that the

college already had prepared 14 extension courses for Redlands and Yucaipa, including transfer-level and adult enrichment courses. And he proposed erecting signs on the site that would show where the buildings would be.

One year later, Atkins reported on decisions and plans that were ready for the operation of Crafton Hills College, which he expected to open in September 1972 with a faculty of 35 and an initial student body of up to 1,000 full-time equivalent students. He explained that the College would initiate a comprehensive educational program, including as many interdisciplinary offerings as possible, consistent with his idea of the College as a learning community.

In a letter dated April 22, 1968, Atkins outlined a bold, revolutionary plan to initiate seminars that would include subject matter from courses required for a degree but also material relevant to modern educational needs. Seminars would provide students with the opportunity for thematic study and individual research, provide for group discussion on assigned materials, and include faculty panels, individual and group student reports, visiting lecturers, and faculty-student conferences. These classes would emphasize self-directed study in an enriched academic atmosphere. The following are some of his suggested topics:

- World population and natural resources

- The future of urban life
- The American dream
- The world economy: money, banking, investments
- Modern automation
- Human values: freedom and



Mark Shupnick and ophthalmic dispensing students.



Crafton Hall 1972.

responsibility

This innovative vision, however, never materialized. Class schedules for the first five years of CHC include no classes that

are truly interdisciplinary.

The Cluster College Concept

In 1968, four years before CHC opened, provost Gordon Atkins set in motion plans for the new college to adopt a unique approach to curriculum and college governance. To avoid the depersonalization that students in the late 1960s complained about, the planners, a committee of mostly Valley College faculty, developed a blueprint for an organization that would stress cooperation among equals in a learning community. To this end, CHC would develop according to a cluster college, composed of four semi-autonomous schools (or clusters), each having its own faculty and administrators. Each of the schools would have a classroom building and an educational program designed to accommodate about 1,000 students. At the campus center would be buildings shared by the clusters: the main administration building, a library, a large lecture hall, and science laboratories. A provost would serve as the chief administrative officer of each cluster.

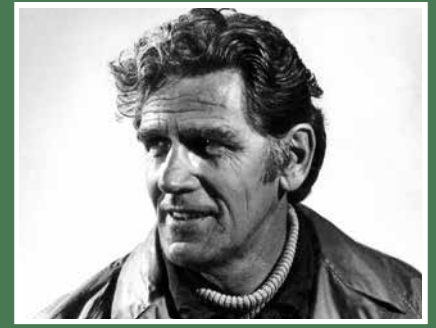
As with the cluster-college concept, the governance of the college was created to foster a sense of the College as a community of learning. Accordingly, the administrators of each cluster would teach at least one class each semester to reinforce the importance of faculty-administration cooperation. A Committee of the Whole, including all faculty and administrators (administrators were designated as *faculty*),



Dean Stewart - Chemistry



Robert Galbraith - Biology



William Hoyt - Physical Education

CRAFTON HILLS COLLEGE FALL SEMESTER 1972

SCHEDULE OF CLASSES DAY

Course Title	Course No.	Units	Instructor	Days	Time
ACCOUNTING					
Principles of Accounting	Acct 1A	4	Olson	2,3	M T W Th
Accounting	Acct 1B	3	Olson	12-13	M W F
ANTHROPOLOGY					
Physical Anthropology	Anth 1	3	Allen	1-2	M W F
ART					
Art History	Art 10	2	Woodward	8-9	M W F
Art Studio	Art 2A	2	Woodward	9-10	M
Lab	Woodward	8-10-20	F Th		
Drawing	Art 16	2	Woodward	9-10	M
Elementary Painting	Art 16A	2	Woodward	9-10-11	F Th
Lab	Woodward	12-1	M		
Woodward	5-3-20	F Th			
ASTROLOGY					
Introductory Astronomy	Astr 1	3	Thomson	9-10	M W F
AVIATION					
Aviation	Avi 68	7	Day	9-12	M T W Th F
BIOLOGY					
General Biology	Biol 1A	4	Steen	8-11	M W F
Lab 1	Steen	4-11	M		
Lab 2	Steen	8-11	Th		
General Biology	Biol 1A	4	Steen	10-2	T
Lab 2	Steen	10-2	T		
BUSINESS ADMINISTRATION					
Business Organization	Bus. Ad. 20	2	Reyn	8-10-20	F Th
Business Law	Bus. Ad. 20A	2	Reyn	8-10-20	F Th
Written Bus.	Bus. Ad. 42	2	Olson	10-11-20	F Th
COMPUTER					
General Computer	Comp 1A	2	Leahy	10-11	M W F
Lab 1	Leahy	9-11	F Th		
Lab 2	Lambert	1-2	M W F		
Introductory Computer	Comp 2A	4	Stewart	11-12	M W F
Lab 1	Stewart	1-2	T		
Lab 2	Stewart	3-5	Th		
CONSUMER					
Introduction to Chemistry and Review of Atoms & Molecules	Chem 3A	7	Stewart	10-11	M W F
Lab	Stewart	0-2	T		
Lab (Math Students)	Stewart	1-2	M W F		
EDUCATION					
Principles of Education	Educ 1A	3	Staff	10-11	M W F
ENGLISH					
Frederic Compensator & Literature	Engl 1A	2	Barrett	10-11	M W F
Frederic Compensator & Literature	Engl 1B	2	Pigott	3-5	M W F
Frederic Compensator & Literature	Engl 1C	2	Anderson	1-2	M W F
Frederic Compensator & Literature	Engl 1D	2	Barrett	9-10	M W F
Frederic Compensator & Literature	Engl 1E	2	Pigott	13-1	M W F
Survey of English Literature	Engl 20A	4	Anderson	11-13	M W Th F
Introduction to Literature	Engl 24	3	Barrett	10-11	M W F
FOREIGN LANGUAGES					
Elementary French I	French 1	3	Anderson	9-10	M T W Th F
Language Laboratory	Anderson	10-11	M T W Th F		
Elementary Spanish I	Spanish 1	3	Barrett	9-10	M T W Th F
Language Laboratory	Spanish 1	3	Barrett	9-10	M T W Th F
Elementary Spanish I	Spanish 1	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 1	3	Barrett	1-2	M T W Th F
Elementary Spanish II	Spanish 2	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 2	3	Barrett	1-2	M T W Th F
Elementary Spanish II	Spanish 2	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 2	3	Barrett	1-2	M T W Th F

SCHEDULE OF CLASSES EVENING

Course Title	Course No.	Units	Instructor	Days	Time
ART					
Elementary Painting	Art 16A	2	Staff	7-10	M W
Aviation	Avi 100	2	Corbin	7-10	T Th
General Biology	Biol 1A	4	Steen	7-10	M
Introductory Chemistry	Chem 3A	4	Stewart	7-10	M
Elementary French I	French 1	3	Anderson	7-10	M W
Elementary Spanish I	Spanish 1	3	Barrett	7-10	M W
BUSINESS ADMINISTRATION					
Business Organization	Bus. Ad. 20	2	Reyn	7-10	F Th
Business Law	Bus. Ad. 20A	2	Reyn	7-10	F Th
Written Bus.	Bus. Ad. 42	2	Olson	7-10	F Th
COMPUTER					
General Computer	Comp 1A	2	Leahy	7-10	M W F
Lab 1	Leahy	9-11	F Th		
Lab 2	Lambert	1-2	M W F		
Introductory Computer	Comp 2A	4	Stewart	7-10	M W F
Lab 1	Stewart	1-2	T		
Lab 2	Stewart	3-5	Th		
CONSUMER					
Introduction to Chemistry and Review of Atoms & Molecules	Chem 3A	7	Stewart	10-11	M W F
Lab	Stewart	0-2	T		
Lab (Math Students)	Stewart	1-2	M W F		
EDUCATION					
Principles of Education	Educ 1A	3	Staff	10-11	M W F
ENGLISH					
Frederic Compensator & Literature	Engl 1A	2	Barrett	10-11	M W F
Frederic Compensator & Literature	Engl 1B	2	Pigott	3-5	M W F
Frederic Compensator & Literature	Engl 1C	2	Anderson	1-2	M W F
Frederic Compensator & Literature	Engl 1D	2	Barrett	9-10	M W F
Frederic Compensator & Literature	Engl 1E	2	Pigott	13-1	M W F
Survey of English Literature	Engl 20A	4	Anderson	11-13	M W Th F
Introduction to Literature	Engl 24	3	Barrett	10-11	M W F
FOREIGN LANGUAGES					
Elementary French I	French 1	3	Anderson	9-10	M T W Th F
Language Laboratory	Anderson	10-11	M T W Th F		
Elementary Spanish I	Spanish 1	3	Barrett	9-10	M T W Th F
Language Laboratory	Spanish 1	3	Barrett	9-10	M T W Th F
Elementary Spanish I	Spanish 1	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 1	3	Barrett	1-2	M T W Th F
Elementary Spanish II	Spanish 2	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 2	3	Barrett	1-2	M T W Th F
Elementary Spanish II	Spanish 2	3	Barrett	1-2	M T W Th F
Language Laboratory	Spanish 2	3	Barrett	1-2	M T W Th F

(SUPPLEMENT TO THE CATALOG)

would tackle all College issues. Shortly after the College opened, the Committee of the Whole was re-named the *Faculty Council*.

The planning committee designed the curriculum with the view of the College as a community of learning, with relationships between students and faculty, and among faculty closer than the traditional model. It was to be comprehensive, with an emphasis on liberal arts and business education. Students who needed to complete courses for specialized programs not offered at CHC could enroll in those courses at Valley College. Students in majors requiring less specialized courses could complete all their course work at CHC. Four members of this committee were among the first faculty of Crafton Hills College: Dean Stewart, Chemistry; Robert Galbraith, Biology; William Hoyt, Physical Education; and Harold Pigott, English and Humanities.

Also, the planners agreed that interdis-



President Foster Davidoff with student and administrator.

ciplinary courses would emphasize the interrelatedness of all knowledge. To further this philosophy, CHC began with no department or division organization, which the early faculty and administrators believed created barriers or conflicts.

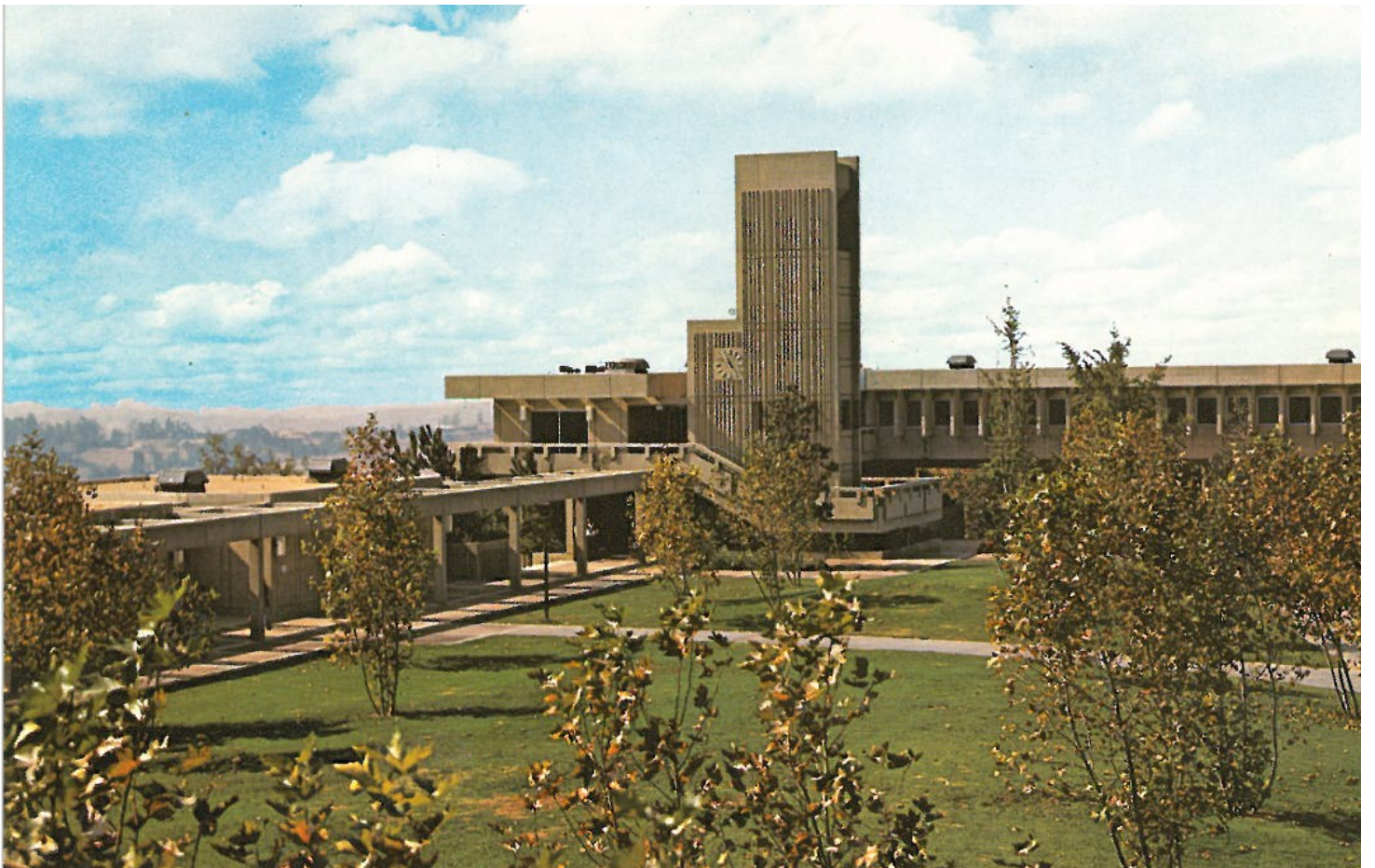
Atkins and the planning committee worked together developing plans for CHC's curriculum and educational programs and administrative structure. They also worked with the lead architect, Stewart Williams, to help align the physical design of the campus with its educational philosophy, goals, and objectives.

The cluster college concept appeared promising, and the Board and planning committee enthusiastically developed its building plans to accommodate its educational philosophy in its preliminary site plan. Following this concept would create relatively small clusters, and, as a result, close relationship between faculty and students and thus counter the de-personalization of large campuses and crowded lecture halls. This optimism was expressed by Superintendent J.W. Mc Daniel on May 10, 1968, after the Board approved the preliminary site plan:

The Board's approval of such a unique design for a physical plant for a community college is certain to result in a college campus of beauty and function.... This Board's support of the educational program is aimed at correcting some of the



Vintage Crafton Hills College campus postcards.





Clocktower

short-comings which are showing up in modern colleges. Crafton Hills College will try to offset some of the depersonalization of mass education by intensifying the relationships of student to student, student to teacher, and teacher to teacher.... This new college will try to offset some of the apparent irrelevancies to human life of much college study by close involve-

ment of the students and teachers in joint study of such great issues as war, poverty, world population, religion, and responsibilities of freedom, and other issues that beset modern man The new college will try to offset some of the apathy, cynicism, and escapism of urban society by planned participation of faculty and students in the life of the community.

Gordon Atkins, who had overseen much of CHC's early development, resigned on June 30, 1971, more than a year before the campus would open.

The Cluster College Abandoned

Idealism inevitably yields to implacable realities, and we adjust our vision as necessity demands. On August 1, 1971, the Board appointed Foster Davidoff to become President of Crafton Hills College. The



View from hillside looking south.

change in the designation of the College's chief administrator from *provost* to *president* reflected a change in the way the Board regarded the new college. The cluster concept that guided planning at the outset changed during the later planning stages and early construction of the college.

From the outset, plans for CHC as a cluster college had been innovative. The Board was receptive to the progressive ideas proposed by Gordon Atkins and J. W. Mc Daniel, District Superintendent. Board members had supported the idea of building the new college as a group of semi-autonomous clusters, or *schools*. However, some trustees had reservations about whether such a vision would be sustainable. Trustee Joseph Snyder, at a Board meeting on May 10, 1968, questioned whether the physical features of the campus would allow for the

placement of four clusters for students and staff to move between areas in a reasonable time. He indicated that according to the preliminary site plan approved by the Board, the fourth cluster "appears to be approximately two blocks away from the main group of buildings and thus defeats the purpose of a cluster college." The other Board members were persuaded that Snyder's observation was valid and that the fourth cluster should be eliminated from the plan. The three remaining clusters would be built in increments.

The central buildings and the first cluster would be built right away. These structures would accommodate about 1,000 full-time students. The other two clusters would be designed to accommodate 1,500 full-time equivalent students each.



Yucaipa and Calimesa News-Mirror, August 23, 1972 Crafton Hills College opening edition.

Building three clusters seemed to be more feasible than building four. This way each cluster would radiate from the central buildings because there were three ridges on which to build, one for each cluster. These ridges join to create a Y where the Crafton Center now sits. The existing first cluster occupied one ridge, and the central buildings would occupy the area approximately at the Y juncture.

A second cluster was planned for the ridge to the south of the first increment cluster buildings. These ridges join at what was then the library building, which was demolished several years later to allow for the construction of the Crafton Center. The third increment was planned for the land rising to the east of what is now the Crafton Center. The increments would be identical in the sizes and shapes of their buildings, except that the second and third increments were to have three classroom buildings instead of the two for the first increment. Each cluster would have its own tower, faculty offices, and student center. And each would have a provost heading its administrators and staff. But the second and third clusters were never built, and the plans for them were abandoned.

The innovative plans developed by Atkins and McDaniel and enthusiastically adopted by the Board of Trustees needed to be adjusted to accommodate realities. Creating an actual cluster college proved to be beyond what could be done with available funding. Even though the first buildings of



Students on campus.



Student on horseback.

the new campus were constructed with this concept in mind, future state and local funding was insufficient for the continued building of any additional cluster all at once. If the buildings were to take years to be completed, a new cluster could not function as a true cluster. And so, the cluster college vision for CHC succumbed to reality, and the position of provost of the first cluster became the position of president of the college.

Today CHC has only one of its original clusters of classroom buildings and buildings designed to be shared among

the clusters. The classrooms were small, in keeping with the philosophy of limiting class size for greater interaction between students and instructors. A few in the West Complex remain today; others have been renovated to create larger lecture rooms.

Curriculum

The College's planning group had proposed that CHC should not duplicate the programs offered by Valley College but offer an alternative educational experience. Those seeking the well-established vocational training programs and pre-professional specializations or participation in team sports could enroll at Valley College.

CHC's first schedules of classes included traditional classes in math, English, business, physical and social sciences, and the humanities. Innovation did occur in the 1974 class schedule with the first classes in horseshoeing and horsemanship (The more advanced class requiring students to bring their own horse), but these classes were designed for a niche of students living in this rural area. Courses in agriculture would soon follow. But CHC did not offer interdisciplinary courses that involved two or more teachers or seminars in great themes of modern life, which Gordon Atkins had envisioned. Such innovative courses would very likely have been impossible to articulate to four-year colleges in time for students to consider such options

in their educational planning.

Administrative Organization

The early planners of the College agreed that the organization and governance of the school would avoid the traditional divisions between faculty and administrators that too often lead to friction. They believed that a small staff undivided by function designations of *administrator* and *faculty* would encourage common interests and a democratic approach to decision-making. Accordingly, the designation of *faculty* would refer to teaching and non-teaching certificated employees, including administrators. And because those with administrative responsibilities, including the provost, would also teach at least one class, they would remain in touch with the core activity of the college.

This concept of organization is reflected in a "Summary of Educational Plans for the First Increment of the New College" (April 12, 1968). It includes the following recommendation for the number of administrators needed for the college:

Minimal administrative staff for college with 1,000 students:

- One Dean of Faculty (or some such title)
- Two Counselors (1 man, 1 woman)
- One responsible for registration, advising, records, etc.
- One responsible for student activities.
- Clerks as needed.

The position of dean of faculty was later changed to provost at the urging of Gordon Atkins, who indicated that this change would suggest the broader scope of authority needed by the leader of a school, or cluster. On June 5, 1970, Atkins submitted plans for the administration of the first increment (i.e., cluster) of the college. The plan is similar to the 1968 recommendation (above):

- A provost, who would teach 1/5 (of a full teaching load)
- An assistant provost, who would teach 2/5
- A dean of students, who would teach 1/5
- A dean of women, who would teach 2/5
- A director of extended day, who would teach 3/5
- A full-time librarian
- A full-time recorder (registrar)

This staffing plan is clearly minimal.

By the time that Crafton Hills College opened for business, these plans had changed somewhat, but still the College's non-teaching staff was small: a president (instead of provost), an assistant to the president, a director of extended day and summer session, and a recorder (registrar). The faculty included a counselor and a librarian, both considered faculty positions but not assigned classes. However, the

teaching responsibilities for administrators in the early plans gave way to the realities of administrative necessities and the time it takes to complete such work.

The 1968 "Summary of Educational Plans for the First Increment of the New College" also included a statement that the organization of the new college should "stress decision by total cooperating group" participation to avoid adversarial conflict between groups such as a faculty senate and administration (Faculty and classified unions were not yet well established). Later, in 1970, Atkins reported to the Board of Trustees that "Crafton Hills College will be organized without departments or divisions, and the faculty and administration will function as a collegium, or as a committee of the whole."

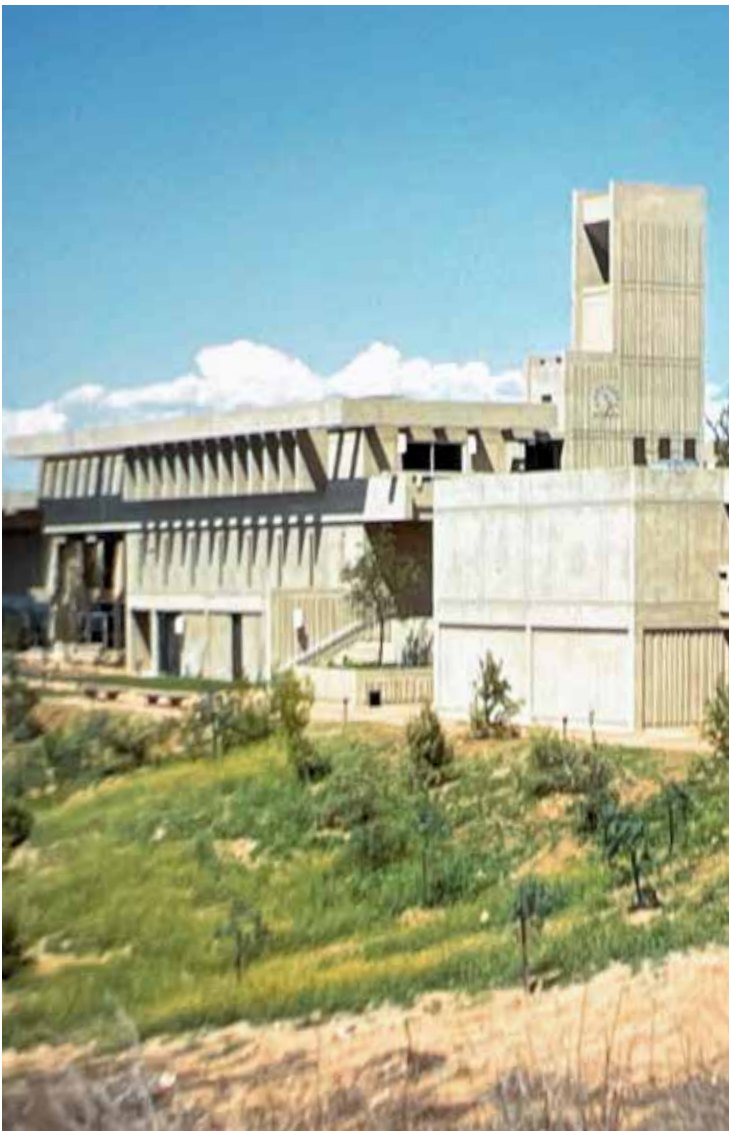
By the time Crafton Hills College opened its doors to the public (Spring 1972), the Faculty Council had established its charter and bylaws and functioned as the body that recommended all the College's policies and procedures. Membership included all full-time faculty (including administrators). Students could ask to bring issues to the Council and participate in discussions, and part-time faculty could attend meetings but not vote.

The Council functioned well for a few years, but pressure for the faculty to gain more authority over academic and professional matters through an academic senate supported by a State Academic Senate

for California Community College was building, and the Crafton Hills College faculty (without those who held administrative positions) formed a faculty senate of the whole (Every full-time faculty member was a voting member). The Faculty Council, which included administrators, would continue as a less formal support group without official responsibilities in college governance. Although administrators occasionally taught classes according to the early plans, today the District's California Teachers' Association, which represents faculty, has prevailed in its opposition to administrators

having teaching assignments.

Still, the tradition of the College as a community of learning influences CHC. In more recent years CHC has implemented learning communities, classes often from different disciplines linked by theme or other common objectives. Classroom faculty are encouraged to create classroom environments that encourage student engagement. The Crafton Council, which is charged with making final recommendations on College governance to senior administration and the Board, includes representatives from all campus constituencies and encourages consensus.



Clocktower 1972.

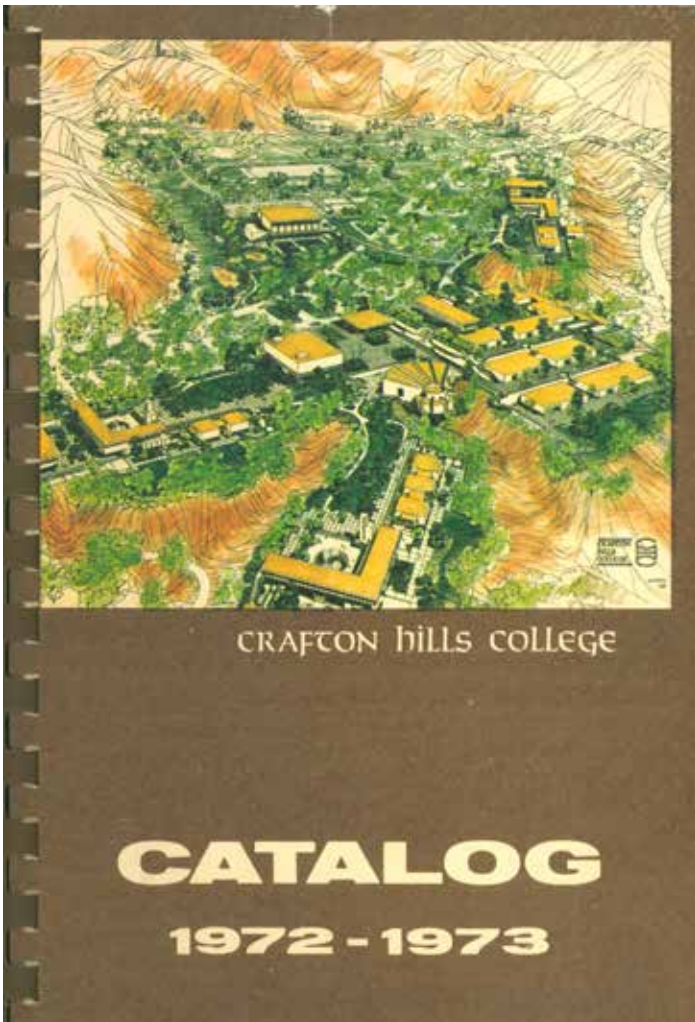
The Opening

By mid-summer of 1972, the first buildings of the College were completed and ready for occupancy. The construction work had gone smoothly to produce a cluster of buildings set in natural rolling hills. Lester and Ruben had donated 163 acres to the District for the new college, but by the time Crafton Hills College opened, they had donated additional gifts of land, bringing the College's total acreage to 523. Although the newly planted trees and shrubs seemed sparse, they gave visitors a sense of the beautiful landscape that would soon surround the buildings.

Recently appointed college staff, including 32 faculty and administrators, had been working in two mobile units through the summer. Faculty completed course outlines and the new curriculum. Classified



Crafton Hills College open for classes.



staff worked on getting the buildings and grounds prepared for the College's opening. The new faculty also organized its Faculty Council and elected its first officers.

The surrounding community anticipated the opening of Crafton Hills College. Both the Redlands Daily Facts (on Aug. 24, 1972) and the Yucaipa and Calimesa News-Mirror (on Aug. 23, 1972) put out special editions celebrating the opening of Crafton Hills

College. Students had been enrolling during the summer, and staff had begun leaving the mobile units and moving into the newly finished buildings. Furniture and equipment found their appointed places, and the stage was set for the opening. On September 11, 1972, Crafton Hills College opened its doors as the 96th community college in California's public Community College system. With a schedule that included 149 day and 30 evening classes,



Sources:

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Boothe, R. & Kibby, R. Crafton Hills College: 25 Years of Building Futures, 1997.

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Serrano Indian website: <https://sanmanuel-nsn.gov/culture/history>
Documents in CHC Library archive room.

Photographs sourced from CHC Library archive room and CHC/SBVC image servers, unless otherwise noted.

1. <http://www.thecaliforniapost.com/12-facts-about-yucaipa-ca/>

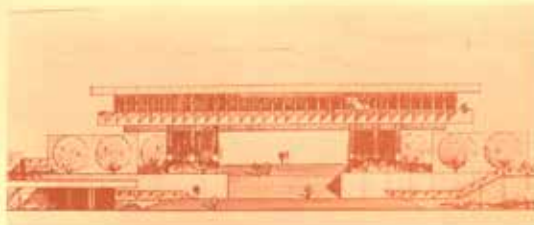
2. <https://rahs.org/photo/zanja-trail-marker/>

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4. <http://acorruptgovernment-creinhart.weebly.com/other-new-deal-legislation.html>

5. Redlands Daily Facts from Redlands, California, August 24, 1972

6. <https://www.pinterest.com/pin/92886811045219794/>



CRAFTON HILLS COLLEGE - 1972

Look ahead! Personal planning is important, and educational development is an integral process in the enjoyment of life and in the choice of a career. Put Crafton Hills College in your future!

Cluster college design
Enrollment district wide
Academic programs for completion of Freshman and Sophomore years

Occupational training and continuing education
Interdisciplinary education
Personalized instruction
Intramural recreation

Send inquiries to:

Office of the Provost
Crafton Hills College
P. O. Box 918
Yucaipa, California 92399

San Bernardino Community College District
Raymond F. Ellerman, Superintendent
Board of Trustees

Edward F. Taylor	Carlton W. Lockwood
Eva M. Kennedy	Verne F. Potter, Jr.
Donald W. Hunt	J. W. Snyder
William Claypool, III	

SUPPLEMENT TO CATALOG



I HAVE A DREAM,
IT'S STILL A DREAM,
DEEP INSIDE
I NEVER WANT IT TO END,
MY DREAM IS NEVER
COMPLETELY THE SAME,
THE CHARACTERS CHANGE,
THE SETTINGS CHANGE,
EVEN I CHANGE,
NEVER END, DREAM,
KEEP ME ALIVE!
VERNE OLSON
(FROM ALIVE)

CRAFTON HILLS COLLEGE

There's always something exciting about building—excavations, the barking exhaust of bulldozers, swinging cranes, pounding hammers, detours, dusty roads, but with a new stage of coordinated development attained each day. That's what is happening at the site of Crafton Hills College now—building for the future!

Look to the future now.

What are your plans for the future?

CRAFTON HILLS COLLEGE - 1972



On September 11, 1972, Crafton Hills College will open the first of three campuses to be built in a cluster design on Campus Drive, Yucaipa, California.

As a new two year public Community College, facilities will be available in 1972 for 1,000 students to enjoy a rich experience in the development of intellectual understanding, useful skills, and physical activities.

For your future, Crafton Hills College offers:

A time and a place to *plan*

A time and a place to *study*

A time and a place to *think*

A time and a place to *learn*

A time and a place for *skill development*



Leading to the achievement of friendships, personal growth and professional preparation.

Wisdom and skills are demanded for those who would face the times.



WE INVITE YOU...

**TO TAKE A LOOK
AT
CRAFTON HILLS COLLEGE
DURING
OPEN HOUSE**

**SATURDAY, AUGUST 26th
10 a.m. until 3 p.m.**



In order to introduce you to this beautiful new San Bernardino Community College facility, we have arranged tours of the buildings and grounds. There will be students and staff available to guide you and answer any questions you may have concerning equipment or registration.

REFRESHMENTS WILL BE SERVED DURING THE HOURS OF THE OPEN HOUSE

For ease in locating Crafton Hills College,
the main entrance is located approximately
one-half mile up Sand Canyon Road from Yucaipa Blvd.

**CRAFTON
hills
COLLEGE**

Located approximately 75 miles east of Los Angeles, 15 miles east of San Bernardino, and 5 miles east of Fontana, close to mountains, resorts and old mines, within easy access to major employment centers and transfer facilities.



San Bernardino Community College District

Dr. Raymond F. Ellerman, Superintendent

Board of Trustees

Donald W. Hunt
Allen B. Gresham
Eva M. Kennedy

Carlton W. Lockwood
J. W. Snyder
Edward F. Taylor

William Claypool, III

Crafton Hills College Opening Fall Semester 1972



A Public Institution - Free Community College Serving the San Bernardino Community College District.
Open Admission to All District Students.

Offering Courses for:

- Young high school graduates who want two rather than four years of higher education, in the arts and sciences or in technical, vocational, or semi-professional programs.
- Students, eventually bound for a four-year college who want to speed their business and sophomore years in their own community, living at home.
- Students of all ages returning for brush-up courses.
- Young adults who have not graduated from high school or who, through part-time study, want eventually to earn a college diploma.
- Workers who want to improve their skills, prepare for advancement or for change of employment, or expand their general education.
- Housewives interested in homemaking, child care, general education, or preparation for employment or re-employment.
- Older people seeking to develop new interests in a wide variety of adult education courses.

Tentative Calendar Fall Semester 1972

(Specific Dates to be Announced)

February - March	Visitations to High Schools
July - August	Program Counseling and Information
August - September	Counseling - Registration
September 11	Instruction Begins
January 26, 1973	Fall Semester Ends

Candidates For Admission Are Advised to File Applications and Transcripts Early.
Registration Cannot Be Accomplished Unless They Are on Record.

SERVING:

Aguares High School
Bear Valley School District
Big Bear High School
Colton Joint Unified School District
Bloomington High School
Colton High School
Shover Mountain High School
Loma Linda Academy
Needles Unified School District
Needles Senior High School
Redlands Unified School District
Orangeview High School
Redlands Senior High School

Elizto Unified School District
Eisenhower High School
Kin of the World Unified School District
Rim of the World High School
San Bernardino City Unified School District
Cajon High School
Pacific High School
San Geronimo High School
San Bernardino High School
Yuccipa Joint Unified School District
Green Valley High School
Yuccipa High School

Associate in Arts Degree

Certificate Programs

General Education and Liberal Arts

Transfer Programs

List of Programs

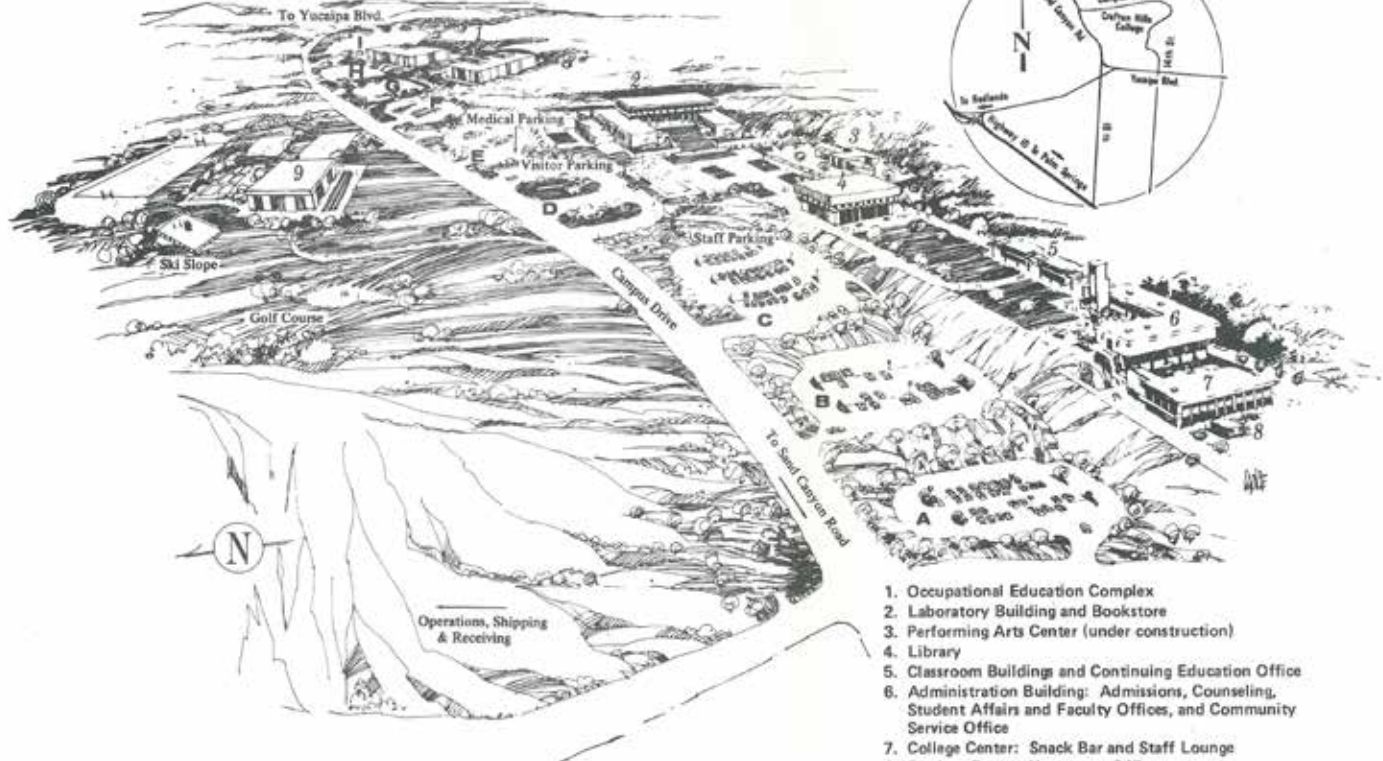
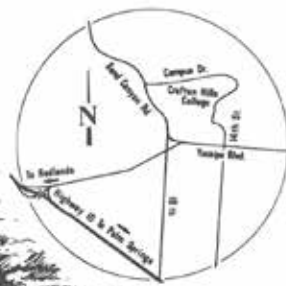
Accounting	Marketing
Auto-Body & Fender	Marketing/Marketing Field Practice
Biology	Medical Laboratory Technician
Business Administration	Pre-Medicine
Business Management	Music
Clerical	Pre-Pharmacy
Pre-Dentistry	Philosophy
Economics	Political Science
Engineering	Psychology
English	Recreation Technician
Foreign Languages	Secretarial Administration
Geography	Sociology
Gerontology	Speech and Theater Arts
History	Zoology
Interdiscipline Studies	

For Additional Information and Admission Application:

Office of the President
Crafton Hills College
P. O. Box 918
11711 Sand Canyon Road
Crafton Hills, California 92399

Phone: (714) 791-2984

Crafton Hills College



1. Occupational Education Complex
2. Laboratory Building and Bookstore
3. Performing Arts Center (under construction)
4. Library
5. Classroom Buildings and Continuing Education Office
6. Administration Building: Admissions, Counseling, Student Affairs and Faculty Offices, and Community Service Office
7. College Center: Snack Bar and Staff Lounge
8. Student Center, Newspaper Offices
9. Gymnasium and Health Supervision

DUSTCLOUD

Volume 6, Number 6 Crafton Hills College November 26, 1972

A HORSE IS A HORSE IS A BOSS - This equine beauty was one of the first to inhabit the hillside campus corral. Which all goes to prove that if you wait long enough-it's bound to happen. (Photo by Wanda)

This Week

Inside the Dustcloud

Page 2
 All Plans Reported But over 500 had had no first-aid training. ...

Page 3
 ...

Page 4
 ...

Page 5
 ...

Page 6
 ...

DUSTCLOUD

Volume 6, Number 13 Crafton Hills College April 28, 1973

DAVIDOFF LEAVES AS CHC PRESIDENT

Inside The Dustcloud

Page 2
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Page 3
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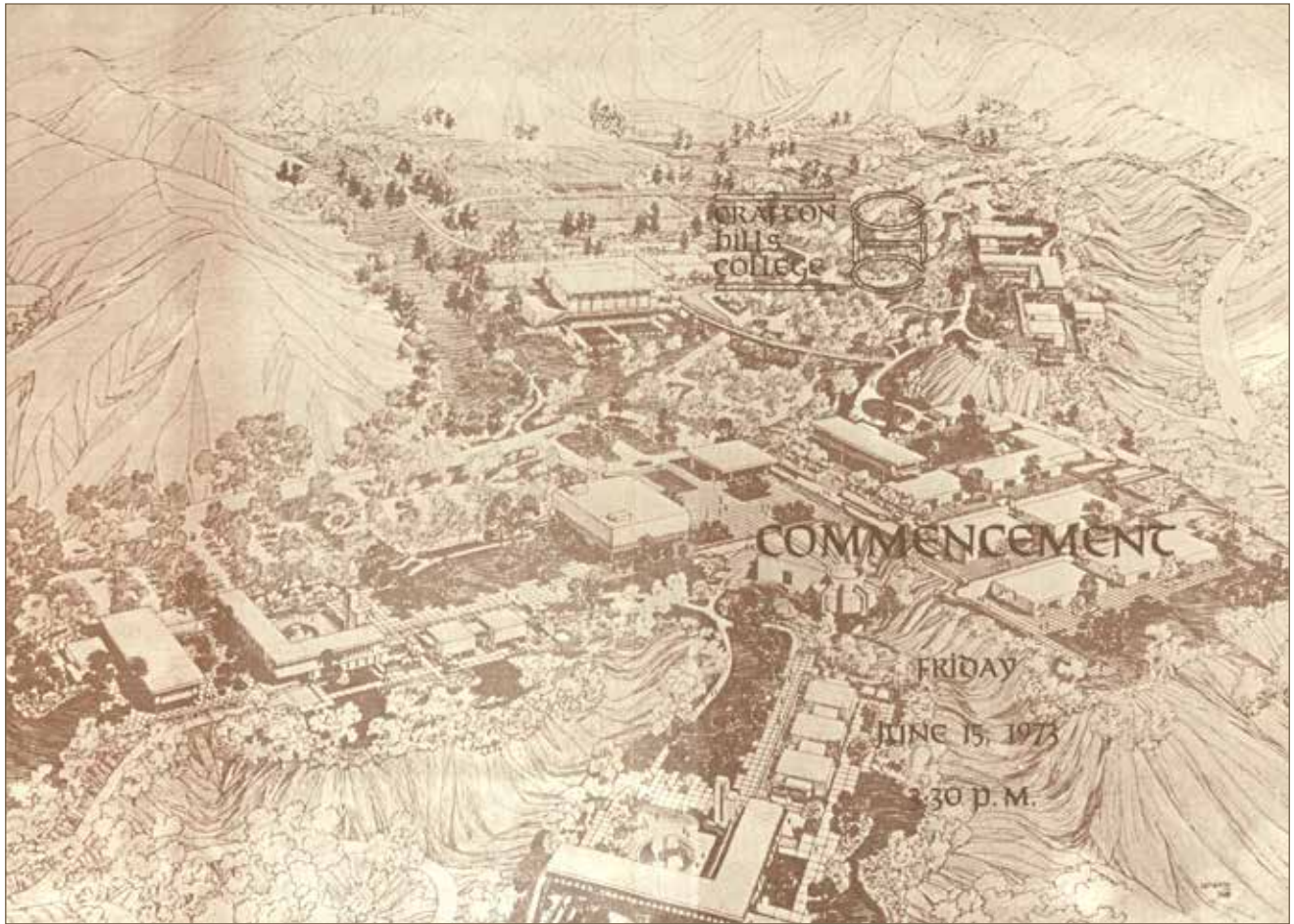
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PROGRAM

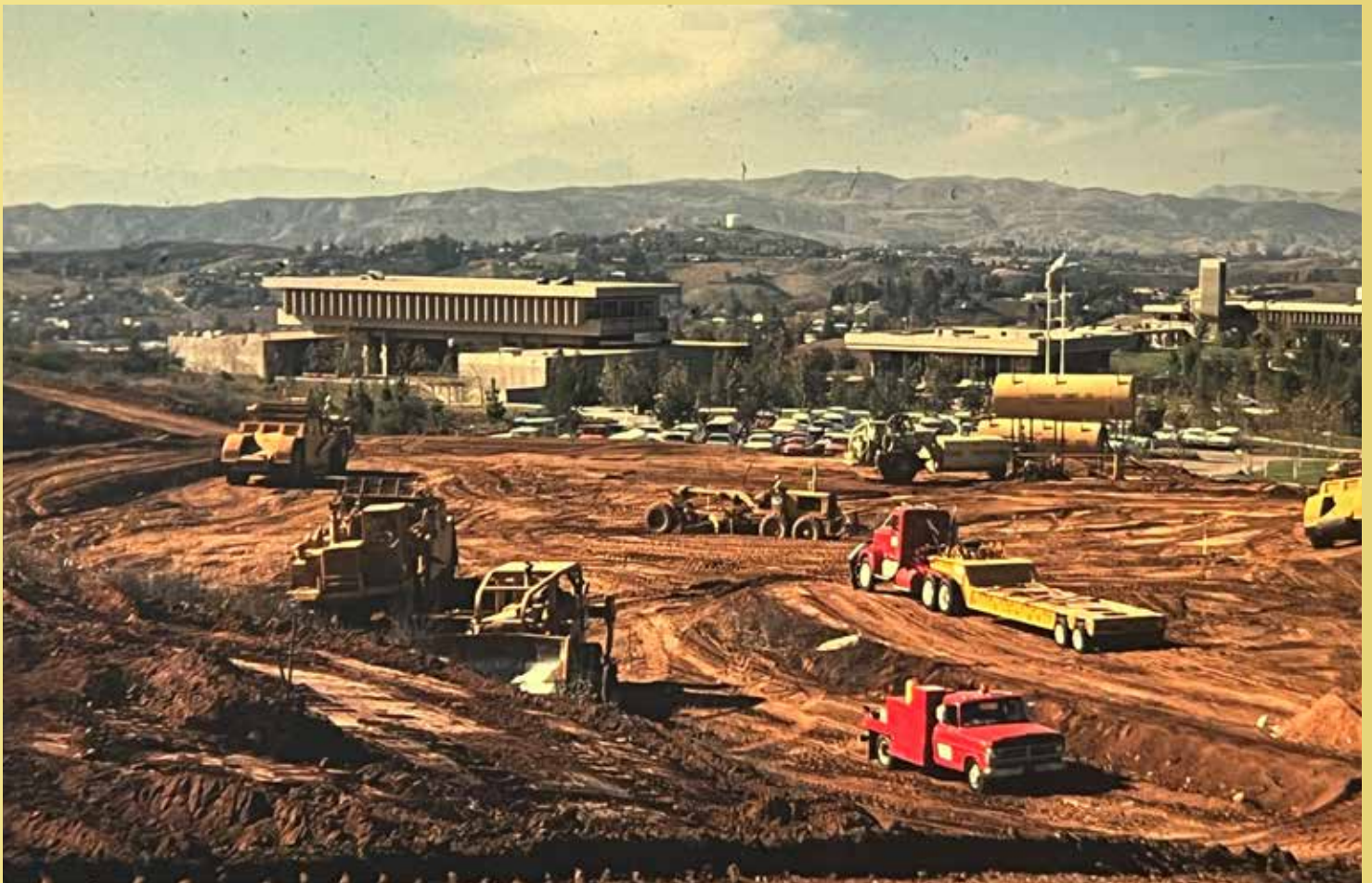
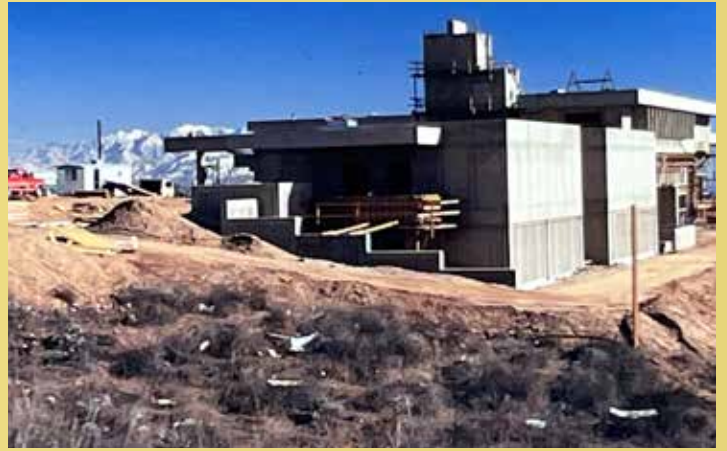
Processional - "Largo" from Xerxes - - - - G. F. Handel
 Salute to the Flag - - - - - Phil Hahn, Student Body President
 Invocation - - - - - The Rev. Robert H. Larkin, Rector
 Trinity Episcopal Church, Redlands
 "Gloria" from Missa Segunda - - - - Hans Leo Hassler
 Crafton Hills College Concert Choir
 Norman Smith, Choral Director
 Introductions - - - - - Dr. Raymond F. Ellerman,
 Superintendent
 San Bernardino Community
 College District
 Scholarship Award - - - - - Jack L. Harwell, President
 Faculty Council
 Commencement Address - - - - - The Honorable Dennis Hansberger
 Supervisor 3rd District
 San Bernardino County
 Presentation of Graduating Class - - - - - Foster Davidoff, President
 Crafton Hills College
 Awarding of Degrees - - - - - Donald W. Hunt, Chairman
 Board of Trustees
 Benediction - - - - - The Rev. Robert H. Larkin, Rector
 Trinity Episcopal Church, Redlands

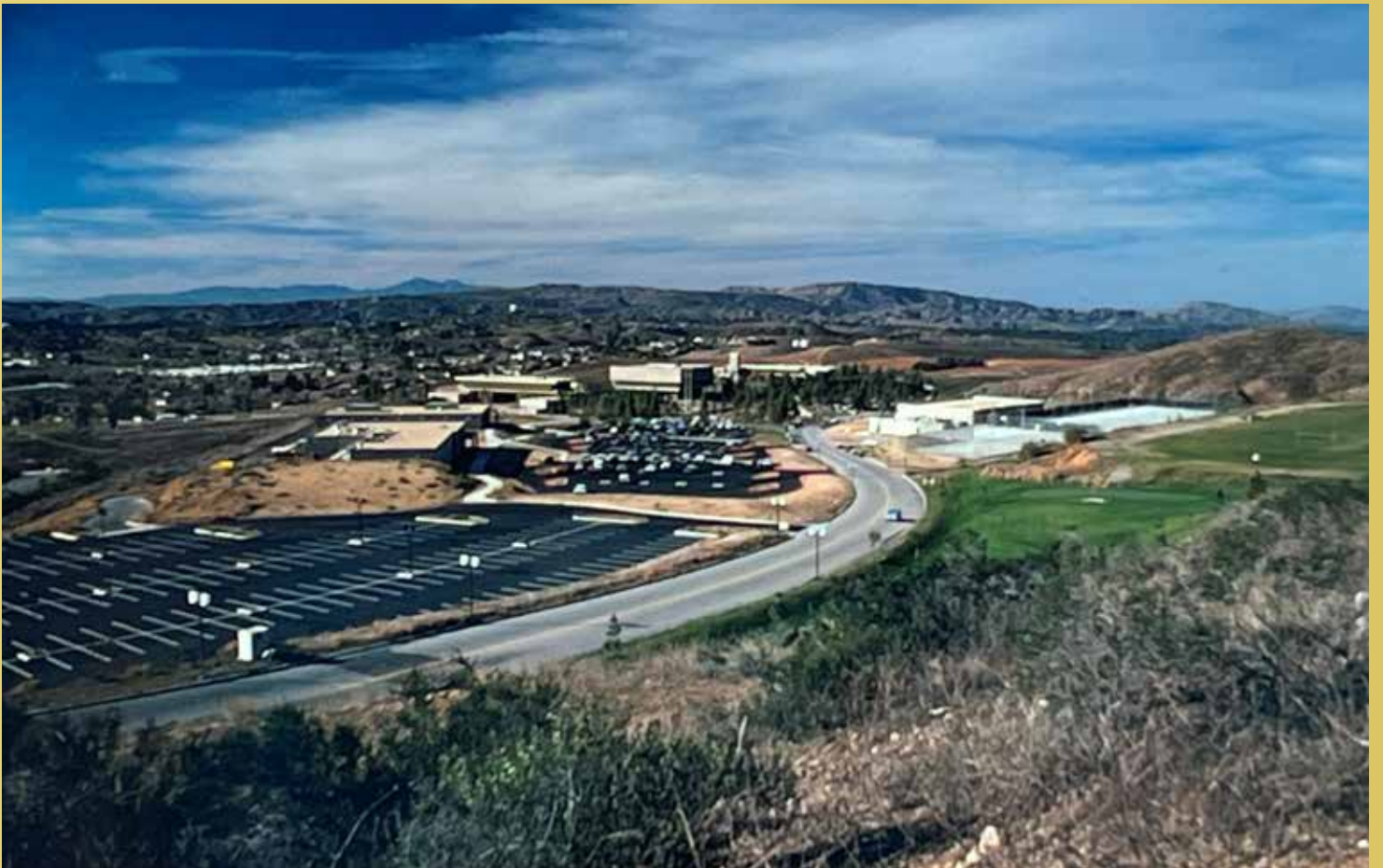
Refreshments
 College Center Staff Lounge

CANDIDATES FOR GRADUATION
 JUNE 1973

William Wallace Ahrens	Donna Jane Mattheis
Janet Lynn Argon	Christine Marie Merrill
Bruce Baker	Greg Philip Miller
Kathryn Valentine Bickford	Cheryl Ann Mulvihill
Bonnie Gail Bohner	David Jonathan Orth
Laura R. Cesario	Deanna Mansour Parker
Matthew James Conte	Cora Bernice Pugh
Timothy Henry Cook	Mariano Curiel Ramirez
David H. Dykstra	Bradford Paul Sanford
Freddie D. Elmore	Raymond Alan Sansing
Harold Rogers Flowers	Susan Maria Schneider
Marian Frances Flowers	Sally L. Sprague
Valerie June Frisk	Douglas Alan Sprinkel
Patricia Ann Glock	* Melvin L. Swinson
James Edward Hathaway	James-Gary Byrant Thomas
Jane Beth Holt	Michael Jay Thomas
* Dolores Ann Hoover	Robert Garrett Vander Kamp
Bruce Kevin Horton	David James Vezle
Gary DeWayne Jennings	Gregory Charles Weiss
Dorothy L. McCall	Richard Norwood Wiley
Edmond Ray McCormick	Paul Alan Yowell

* Students completed all degree requirements in the Evening College.













CRAFTON HILLS COLLEGE PRESIDENTS

1972-1974	Foster Davidoff (Provost)
1974-1976	Roger Anton
1976-1981	William J. Moore
1981-1982	Glenn Gooder (Interim President)
1982-1990	Donald Singer
1990-2000	Luis Gomez
2000-2012	Gloria Macias Harrison
2012-2016	Cheryl A. Marshall
2016-2018	Wei Zhou
2019-	Kevin Horan



INITIAL FACULTY

Joseph T. Allen, Jr. (1954)	Anthropology/Geology
H.D. Anderson (1946)	Foreign Language
Olen G. Baggett, Jr. (1965)	Physical Education
James G. Bisi (1968)	Counseling
Doris E. Boardman (1961)	Library
Richard Booth (1972)	English
Josephine E. Broholm (1947)	Speech
Clifford D. Cabanilla (1966)	Speech/Theater Arts
Marian T. Carter (1970)	Reading
Edward L. Chapin, Jr. (1953)	Acting Dean, Evening Summer and Vocational Education
Foster Davidoff (1971)	President
Robert T. Galbraith (1967)	Biology/Oceanography
Richard H. Gatchel (1971)	Philosophy/Religious Studies
Virginia M. Gaustad (1970)	Secretarial
Raymond Gonzalez (1972)	Foreign Language
Jack L. Harwell (1968)	Sociology
William H. Hoyt (1955)	Physical Education
Linda P. Jong (1972)	Mathematics
Andrea L. Kuns (1971)	Psychology
Clarence D. Lambert (1965)	Chemistry
Gene L. Mazzei (1969)	Physical Education/Recreation
Patricia F. Parsons (1971)	Dean, Student Affairs
Harold B. Pigott (1946)	English
Hillard C. Rest (1971)	Sociology
Lansford J. Rice (1972)	Automotive
Tom Scott (1968)	Recreation
Dean V. Stewart (1950)	Chemistry

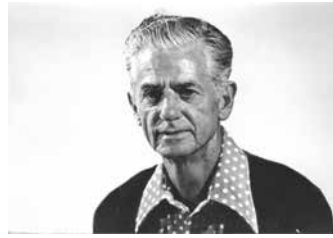
Lonnie H. Stone (1972) Biology
 Laurens K. Thurman (1972) Physics
 Marc Wurmbrand (1972) Art
 Don A. Yowell (1972) Administrative Dean



Joseph Allen



H.D. Anderson



Olen Baggett



James Bisi



Doris Boardman



Clifford Cabanilla



Marian Carter



Edward Chapin



Foster Davidoff



Robert Galbraith



Richard Gatchel



Raymond Gonzalez



William Hoyt



Linda Jong



Clarence Lambert



Patricia Parsons



Hillard Rest



Dean Stewart



Laurens Thurman



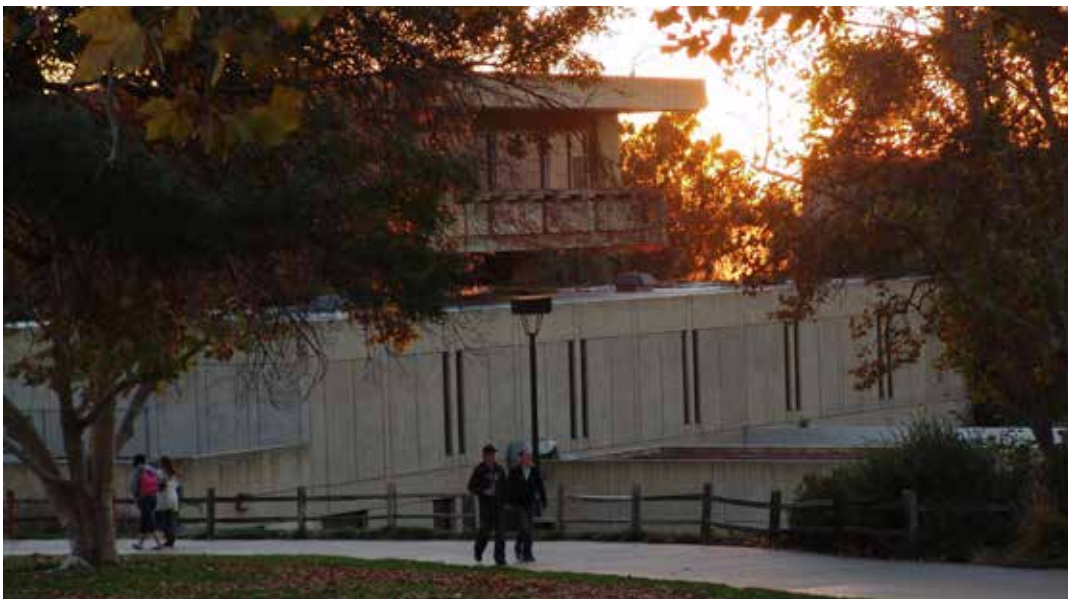
Don Yowell

ACADEMIC SENATE PRESIDENTS

1972	Harold Piggot
1972 - 74	Jack Harwell
1974 - 75	Clarence Lambert
1975 - 76	Laurens Thurman
1976 - 77	Richard Gatchel
1977 - 78	Norm Smith
1978 - 80	Virginia Gausted
1980 - 81	Bill Orr
1981 - 83	Elaine McClanahan
1983 - 84	Bill Orr
1984 - 86	Mark Snowwhite
1986 - 88	Marian Carter
1988 - 90	Jay Edwards
1990 - 91	Mark Snowwhite
1991 - 93	Jay Edwards
1993 - 95	Donna Ferracone
1995 - 97	Ralph Rabago
1997 - 99	Mark Snowwhite
1999 - 2001	Arnie Kosmatka
2001 - 2002	Richard Booth
2002 - 2003	Richard Booth/Arnie Kosmatka
2003 - 2006	Daniel Bahner
2006 - 2009	Rick Hogrefe
2009 - 2012	Scott Rippy
2012 - 2018	Denise Allen-Hoyt
2018 - 2020	Mark McConnell
2020 - present	Brandi Bailes

CLASSIFIED SENATE PRESIDENTS

1990 - 92.....	Linda Moseley
1992 - 94.....	Mary Pritchard
1994 - 96.....	Karen Butler
1996 - 97.....	Patrick Kirkhart
1997 - 99.....	Kathi Labagnara
1999 - 02.....	Tina Marie Gimple
2003	Frances Southerland
2004 - 06.....	David Molnar
2006 - 08.....	Miriam Williams
2008 - 10.....	Candace Leonard
2010 - 12.....	Karen Peterson
2012 - 13.....	Michelle Riggs
2013 - 16.....	Michelle Tinoco
2016 - 17.....	Benjamin Gamboa
2018 - 20.....	Brandice Mello
2020 - 21.....	Herberth "Alex" Jaco
2021 - 22.....	Brandice Mello



ASSOCIATED STUDENT BODY PRESIDENTS

1987 - 88.	Rodrigo Robles
1988 - 89.	Michael Obrowski
1989 - 90.	Grace McNeil
1990 - 91.	Kristie Estes
1991 - 92.	Jack Nemceff
1992 - 93.	Barbara Briston
1993 - 94.	Denise van Leuven
1994 - 95.	Mary Ellen Abilez
1995 - 96.	Carlos Maldenado
1996 - 97.	Kevin Burkhardt / Eva Bell
1997 - 98.	Eva Bell
1998 - 99.	Sue Siami
1999 - 00.	Chad Nelson
2000 - 01.	Dave Phillips
2001 - 02.	Lawrence Duncan
2002 - 03.	Brent Davidson
2006 - 07.	Dennis Partain
2007 - 08.	Arcadio Torres
2008 - 09.	Seth Pro
2009 - 10.	Moises Valencia
2010 - 11.	Kaylee Hrisoulas
2011 - 12.	Chris Walsh
2012 - 13.	Kyle Hundley
2013 - 14.	Patrick Dorsey
2014 - 15.	Crystal Sultzbaugh
2015 - 16.	Aaron D. Burgess
2016 - 17.	Amber Snow
2017 - 18.	Marcus McInerney / Junior Gutierrez
2018 - 19.	Valerie Johnson
2019 - 20.	Tyrone Ross
2020 - 21.	Jake Fuller
2021 - 22.	Madeleine "Maddy" Boone

(Names of presidents for 2003 through 2005 were not available)

PROFESSOR-OF-THE-YEAR RECIPIENTS

2020-2021	Cynthia Hamlett Troy Dial Brandice Mello	2008-2009	Jeff Schmidt Mark Snowwhite Jason Loan
2019-2020	Mariana Moreno Brandi Bailes Cynthia Hamlett	2007-2008	JoAnn Jones Kathy Crow Barry McNaughton
2018-2019	Lynn Lowe Sheri Wilson	2006-2007	Debbie Bogh Diane Pfahler Ray Gonzalez
2017-2018	Snezana Petrovic Margaret Yau Scott Simonson	2005-2006	Ralph Rabago Kim Salt Bruce McClurg
2016-2017	Gary Reese Vonnie Bastedo	2004-2005	Rick Hogrefe Mark McConnell Patricia Shelby
2015-2016	Ruth Greyraven Jane Beitscher Jeff Warsinski	2003-2004	Sandra Andrews Terry Koeper James Wheaton
2014-2015	Breanna Andrews Dean Papas Damaris (DJ) Hawkins	2002-2003	Laura Winningham Marty Licerio Kathryn Thomerson
2013-2014	Jim Holbrook Bob O'Toole	2001-2002	Judy Harrington Sherri Wilson Aaron Race
2012-2013	T.L. Brink Meridyth McLaren Dianne Purves	2000-2001	Kris Acquistapace Carolyn Creagh Mario Perez Penny Drake Catherine Pace-Pequeno
2011-2012	Denise Allen Liz Langenfeld	1999-2000	Robert O. Turley Kirsten Colvey
2010-2011	Tom Bryant Sheri Wilson Jonathan Anderson	1998-1999	Kathleen R. Gibson Lisa A. Shimeld
2009-2010	Julie Davis Mario Lopez Karl Nicholson		

PROFESSOR-OF-THE-YEAR RECIPIENTS

1997-1998 Daniel Bahner
Kenneth Bryson
1996-1997 Gloria Molino
1995-1996 Ralph Rabago
Donna Ferracone
1994-1995 James Holbrook
Mark Snowwhite
1993-1994 T.L. Brink
Marian T. Carter
1992-1993 Jane K. Beitcher
Elizabeth J. Byron

1991-1992 James C. Biffle
Wayne Milloy
1990-1991 Richard Booth
Marc Wurmbrand
1989-1990 Gordon Clopine
Harriet Blumé
1988-1989 Robert Galbraith
Raymond Gonzalez
1987-1988 Jay Edwards
Bill Orr



Old library

CRAFTON CRITTERS

Crafton Hills College adopted the roadrunner as its mascot after a vote of the College's student body in its first year of existence (1972). This flightless bird achieved fame from the Looney Tunes cartoon that features it, along with its nemesis, Wiley Coyote, whose efforts were consistently and humorously thwarted, as this bird inevitably escaped his grasp with a trail of dust left behind (The College newspaper was named The Dust Cloud probably in reference to the cartoon dust cloud).

The roadrunner was a perfect choice because these birds were often seen on the new campus, and they still make occasional visits.

Other birds have also drawn the attention of staff and students. Owls regularly nest in the trees near the Clock Tower building and the northeast end of the Central Complex. Soon after they take up residence in these trees, they give birth to chicks that draw attention from passers-by.

And there are numerous other critters that roam the campus. Rabbits have always abounded in and near the campus vegetation. Anyone entering the LRC from the lower section of the building, near parking lot N, is likely to spot several of them scampering into the bushes.

Keeping an eye out for these furry creatures are the coyotes that lurk in the shadows

and can be heard howling at night, when students, faculty, and staff head home after evening classes.

And then there are those slithery snakes. Students quickly learn about these slender visitors that appear as the weather warms in the spring. Administrative notices warn staff and students to be wary of these creatures. They've been spotted slithering up and down stairs used by students and faculty as they move from class to class. Shrieks from startled students occasionally signal a nearby snake.

There have even been sightings of bobcats on campus. Vice President of Administrative Services Mike Strong relates a story of a construction worker who was driving to campus early one morning to his worksite behind the Finkelstein Performing Arts Center. While driving on a hillside dirt road, he encountered a bobcat that leaped onto the hood of his pickup truck, rolled off, and scampered into the brush. Yes, he was rattled by this encounter for a while. Visitors, staff, and students should stick to the main roads on campus to avoid such adventures.

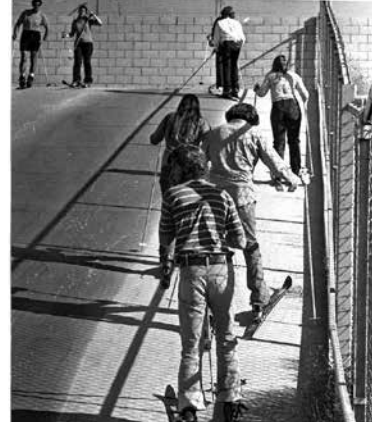
The natural setting of the College comes with life in many forms and makes us aware of the larger scheme that we are part of and that we must preserve. The pictures on the following pages were all taken on campus.







“BET YOU DIDN'T KNOW...”



CHC had its own ski slope. It was a wooden structure with carpeting used to simulate snow. According to the school newspaper, *The Dust Cloud*, the carpet covering did not work well because it was not slick enough and caused some awkwardness for those using it. Yet, skiing was the most popular choice of all physical education classes in the 1970's.



The Charles brothers, creators of 1980s and early 90s sitcom *Cheers*, were students in Richard Booth's Creative Writing class in the early 1970s. It was claimed that their inspiration for the show was a Redlands bar called *Muscle Mike's*.

Home Economics
108 AH: Creative
Stitchery was
offered in 1974-5.



A short-lived Ophthalmic Dispensing (eyeglasses) program was offered in 1975-76.

*Mark Shupnick- Instructor
Ophthalmic Dispensing*





Classes in horseshoeing and horsemanship (two levels) were offered in 1974-75. Advanced Horsemanship required students to “furnish their own horse.” There was a corral on campus, on the corner of Campus Drive and the road leading up to the maintenance pad.



Roadrunners were frequent visitors to the campus. A one-legged roadrunner named Hoppy “would hop down the sidewalk past our office windows on his daily trek in search of food for a nest of little ones living in the shrubbery,” recalls Vi Neuman, a retired counselor.

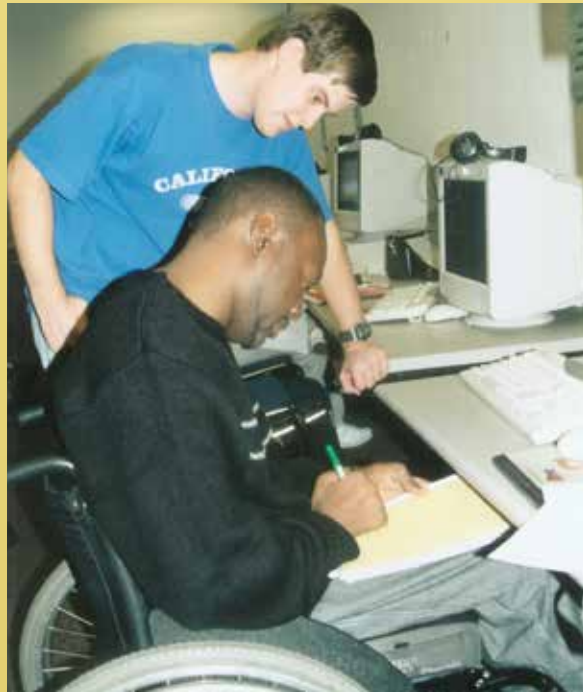


Ron Arias, who taught English at CHC until 1979, wrote *The Road to Tamazunchale*, which was nominated for the National Book Award; *Five Against the Sea*; *Healing from the Heart*, with Dr. Mehmet Oz; and many other books.

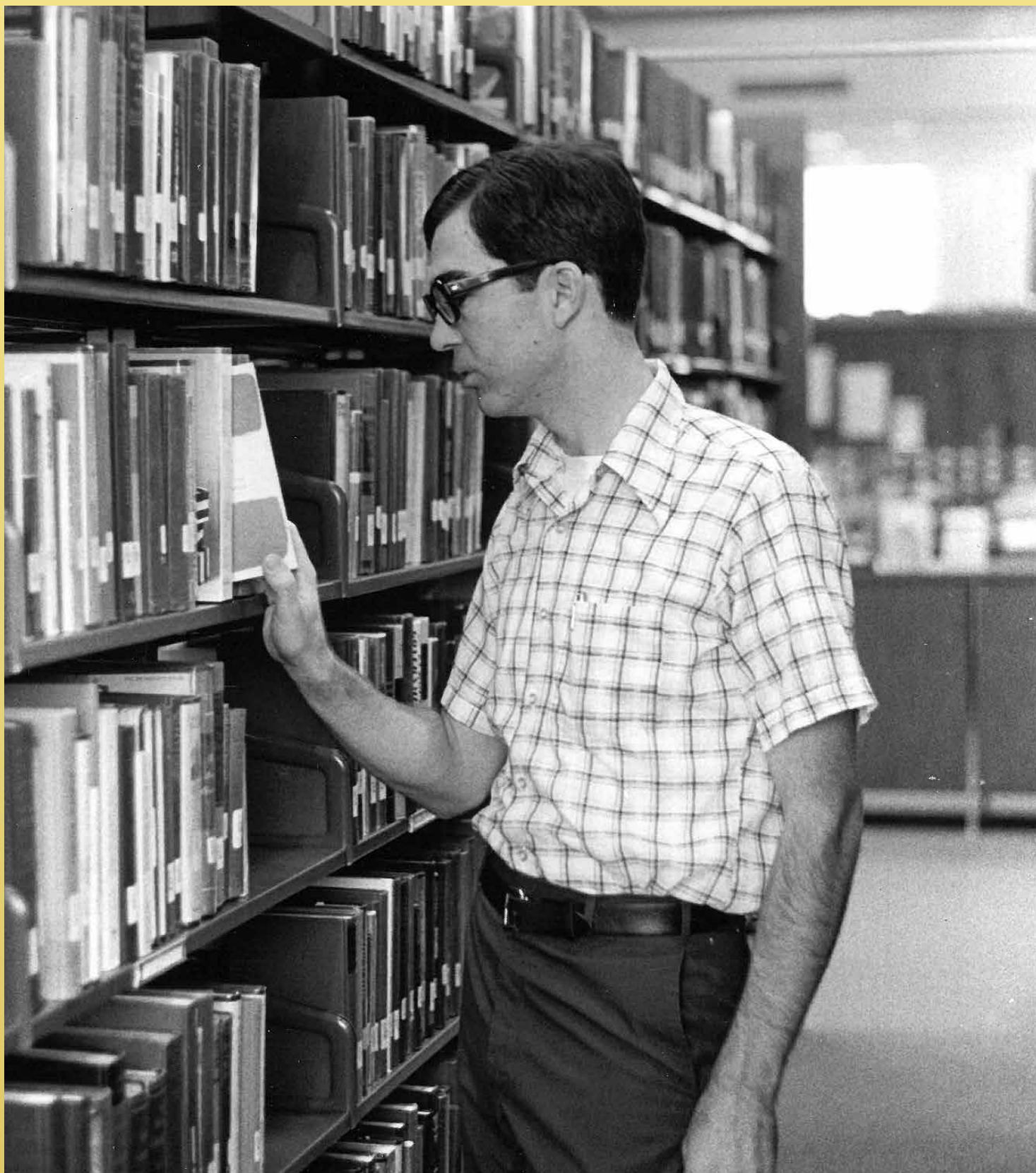
Photo: <https://peacecorpsworldwide.org/ron-arias-launches-the-wetback-and-other-stories-peru/>



Dr. T.L. Brink, who has taught psychology and religious studies at CHC for a quarter of a century, has written and edited 18 books.



DEPARTMENT AND PROGRAM HIGHLIGHTS



STUDENT LIFE

When Crafton Hills College opened its doors to its first students, it offered classes in the traditional general education curriculum and a few vocational preparation programs. It provided student support services such as counseling and financial aid. It had a small but dedicated corps of classified employees who kept the physical plant and offices running smoothly. But it didn't offer much in the way of extra-curricular activities.

Students expressed their feelings about this unmet need in opinions in the College newspaper, *The Dust Cloud*. In those first few years, lack of student interest in student government caused elections for student representative to be cancelled.

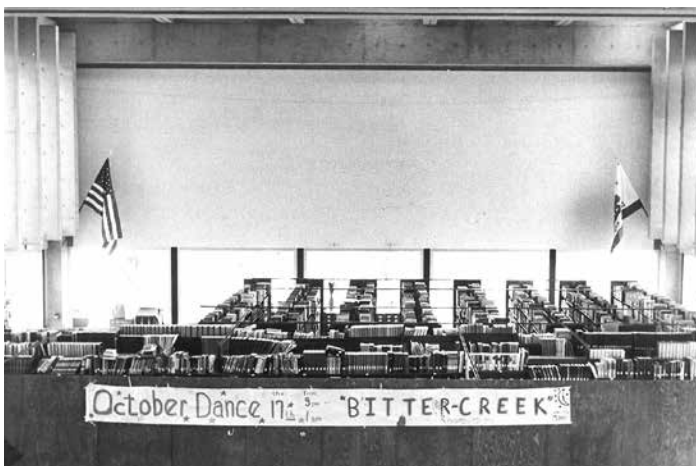
Through the 1970s, 1980s, and much of the 1990s, extracurricular activities, managed by the dean of student services, slowly increased. However, the College had no physical student center.

Student life on campus got a big boost when in 1996 the CHC student senate approved

\$70,000 to establish its first office in the cafeteria building. Shortly thereafter, in 1997, the College's academic senate passed a resolution recommending that the CHC cafeteria building become a temporary student center. The College administration agreed, and the center was so designated.

CHC recognized the need to develop student life further. The College created a new full-time position of director of student life and, in 2006, hired as its first director Ericka Paddock, who continues in that position. Student involvement soon began to grow. In 2007, a student was selected as the first at CHC to speak at graduation and another student sang the National Anthem at that event.

More creative activities followed. In 2011 and again in 2012, the student senate hosted drag shows known as "Operation Glitter" to benefit the Foothill AIDS Project. In its first year, the event raised \$1,200 for treatment of those in the area infected with HIV/AIDS.





Interest in student participation in college governance was also on the rise. In 2012, 651 students cast their votes in student government elections (a rate almost seven times the national average for two- and four-year college election participation).

By 2013, CHC had 29 chartered clubs and hosted its inaugural “Three Peaks Challenge” hike to the summit of Mt. Baldy for CHC students, faculty, and staff. Four years later, over 100 students, faculty, and staff participated in a service oriented “Three Peaks Challenge.” Their efforts helped the Redlands Family Services Association distribute 21 thousand lbs. of donated food that November.

CHC’s students have also been active on the State level. In 2014, Student Senate President Patrick Dorsey received state-wide recognition when the Student Senate of California Community Colleges selected him for the President’s Award for exemplary service. He and his cabinet had worked on efforts to keep tuition and fees low for financially struggling students in the face of rising State community college fees.

Then, in 2016, the Crafton Hills College Student Senate was awarded a \$10 thousand grant from the Community College League of California to increase student voter registration in the 2016 national presidential election. The League subsequently recognized the CHC Student Senate as the group that registered the most student voters among participating schools across the State.

In 2019, the California State Senate appointed CHC Student Senate President Valerie Johnson to the California Community College Student Success Funding Formula Oversight Committee. As the only student on this committee, Johnson represented 2.3 million California Community College students.

CHC’s students continued their leadership contributions when in 2019 Crafton Hills College Student Trustee Elijah Gerard was elected to serve as the sole student member of the statewide California Community College Board of Trustees.

Most recently, the Department of Student Life helped keep valuable extracurricular activities going during the Pandemic by initiating or contributing to 51 online cultural celebrations, including Hispanic Heritage Month, National “Coming Out” Day, Undocumented Student Action Week, Inaugural Conversations on Race events, Black History Month, and GayPril.

As is evident, CHC has developed a vibrant student life program that helps students foster meaningful connections, contribute to the life and value of the College, and learn leadership skills while helping to strengthen their community.



HEALTH AND WELLNESS CENTER

Crafton Hills College's Health & Wellness Center (HWC) provides students with services that encourage wellness behaviors and care for students with illness or injury. Most of its services are covered by the health fee students pay when registering for classes.

Along with traditional care, such as immunizations and treatment for acute illness and injuries, the HWC also offers free emotional and mental health counseling, support and referrals for alcoholism and other addictions, and a well-equipped lactation room for private breast-feeding. Students also visit the HWC for various screening tests and consultation with the nurse practitioner and mental health therapists.



DIVERSITY & INCLUSION

Crafton Hills College has been committed to the principles of diversity and inclusion since its opening. In recent years, CHC has become increasingly proactive by sponsoring and conducting events that create a campus climate in which all students feel welcome and supported regardless of differences that have made them feel otherwise.

In 2016, a Diversity and Inclusion Plan was initiated with the following mission, vision, and values:

Mission: To intentionally educate and raise awareness of diversity in all its forms through collaboration and advocacy.

Vision: To create an inclusive campus community where individuality is recognized, differences are celebrated, and everyone has the opportunity to engage, learn, and advance.

Values: Individual differences, equal access, and inclusion of all community members.

These statements provided direction for a campus Diversity and Inclusion Committee, whose membership included equal representation from students, staff, faculty, and administration. Students and employees whom the committee identified as needing support included those who felt marginalized because of any of the following: gender expression or identity, race, religion,

sexual orientation, socio-economic status, age, ability, or ethnicity.

This committee pointed out research that showed a positive relationship between school cultures that promote diversity and inclusivity and student engagement, satisfaction with their college, learning, and academic success. Committee members also noted that the College's bi-annual student satisfaction survey results showed that CHC had room for improvement in this area.

This committee led in the development of policies and activities designed to foster a sense of inclusion essential for recognizing and supporting diversity and created or supported many events designed to bring greater understanding to the campus community of the discriminatory pressures many have felt. The various activities at CHC that fulfill this purpose are far too numerous to list. On the following page are flyers advertising some of these events.





UNDOCUALLY TRAINING
(RSVP REQUIRED)

04.11.17
9AM-2PM | TUESDAY | LRC 231

LUNCH PROVIDED
RSVP: SANDREW@CRAFTONHILLS.EDU

Become a CHC certified Undocu ally and learn about our AS 540/AS1000 and undocumented students & their unique challenges.

NATIONAL COMING OUT DAY



OCTOBER 11TH

My EYE is my EAR.

My HAND is my MOUTH.

DEAFNESS ON CAMPUS

What does deafness sound like? How can I better serve our d/Deaf students? Come learn fun facts about American Sign Language and Deaf culture and walk away with being able to sign some basic phrases and better serve our d/Deaf population.
Tuesday March 28th at 1-1:50pm in LRC 226

BATTLE OF THE CAMPUSES POETRY SLAM

San Bernardino Valley College **VS** Crafton Hills College

To be held at the SBVC Campus Thursday night, April 27th, 2017 7:30 pm Business 100

Contact Anthony Brockmeyer for SBVC's Team 909.384.8007

Contact Laura Oliver for CHC's Team 909.794.3354

SAVE THE DATE

AUTISM AT COLLEGE

BY AUTISM SOCIETY INLAND EMPIRE

WEDNESDAY AUGUST 24TH

12:00-12:50PM IN LRC 231 AND 5:00-5:50PM IN LRC 110



Stories of Connection: Real Stories from Military Veterans



VETERANS CRAFTON HILLS COLLEGE

Tuesday May 9th @ 1-2pm in the Crafton Center Quad

Come hear stories from our student veterans about how they've served our country. Stories will highlight their real life experiences and broaden the campus community's understanding of how every veteran has had a different experience in the military.

Carla Thornton: cthornton@sbccd.cc.ca.us
Diversity and Inclusion: CRCdai@sbccd.cc.ca.us

QPR INSTITUTE
Question. Persuade. Refer.

SUICIDE PREVENTION

RECOGNIZE THE WARNING SIGNS OF SUICIDE
KNOW HOW TO OFFER HOPE
KNOW HOW TO GET HELP AND SAVE A LIFE

DAY: TUES. APRIL 18, 2017
TIME: 1:00-3:00PM
ROOM: LRC 226

Limited Space. RSVP Required. For more information or to RSVP, email CHCdai@sbccd.cc.ca.us.

MOBILITY AWARENESS CELEBRATION



Tuesday May 2, 2017 @ 10am-2pm in the Quad

Come learn about various assistive devices and technology and try out a mobility simulator!

Arab-American Heritage Month
April



Join us Wednesdays in April 3:30-4:30pm in the Roadrunner Cafe

APRIL 5th: Dance, Food, and Music
APRIL 12th: Challenges Arab-Americans Face Today
APRIL 19th: Calligraphy
APRIL 26th: "Innovations" Movie

<http://www.craftonhills.edu/current-students/diversity-and-inclusion/>

CHILD DEVELOPMENT

Child Development Department

The Child Development (CD) department was established in the mid 1980's with the mission to prepare knowledgeable and skilled teachers to work in early childhood environments. The current CD buildings were built in 1988 on the site of what was the Agricultural Education facility, at the south end of the campus.

Over the years the department has updated curriculum to stay current with research and practices in the field, added online courses, and established an on-campus Child Development Center, allowing students to have real world, practicum experience. Students can complete an AA degree in child development as well as qualify for early childhood teacher permits issued by the California Commission on Teacher Credentialing. Upon completion of classes and/or a degree, students can move directly into the workforce or transfer to a four-year school to continue their education.

Child Development Center (CDC)

The Crafton Hills College Child Development Center was established in 2002, when a contract with Child Care America, a private agency that had provided childcare services on campus, ended. Since its opening in August 2002, the CHC Child Development Center has provided care for infants, toddlers, and preschool age children of students, staff, and the community. Currently, the Center offers both a half-day and full-day preschool program for children three to five years old.

The Quality Start office of San Bernardino County has rated CHC's preschool program as providing the highest quality childcare with a Five-Leaf rating. This early education program continues to serve as an observation and practicum site for Crafton Hills students taking child development classes.



COLLEGE HONORS INSTITUTE

The Honors Institute offers rigorous, enhanced educational and co-curricular opportunities that challenge and deepen participating students' scholarship, creativity, and commitment. The program began in 2006 with efforts from faculty, staff, and administrators who wanted to provide a means for our most capable and ambitious students to excel in their studies in an atmosphere that offered support, guidance, and a sense of community.

In its first couple years, participating students and the Honors coordinator developed individual contracts designed to engage honors students in productive course work beyond what their classes required. In Fall 2008, the program moved away from being contract-based into a fully developed program with honors faculty, who developed companion honors courses that included additional or expanded projects for honors students. This companion format is referred to as *stacked* because the companion honors class is taught along with the regular, non-honors class, with only a few honors students per class.

Further growth of the program occurred in 2011, when the college received a Title V/Hispanic Serving Institution Transfer Prep Grant to further develop and expand programs that would benefit students seeking transfer to prestigious universities that credited participation in recognized

community college honors programs. The grant funds allowed for the Honors program to fund a .50 coordinator position, create a permanent space for an Honors lounge, and expand its outreach efforts. The increased development of honors classes and outreach strategies contributed to an increase in student participation.

Today, Honors enrollment varies between 100 and 135 students. Students work with faculty to create and complete Honors projects throughout the semester. Honors coursework deepens these students' understanding of a given academic subject, encourages their academic exploration, and prepares them for future success in their university classes. In addition, many Honors students present their research at conferences both on and off campus every year. Honors completers have a very high graduation and transfer rate and are frequent recipients of top scholarships, both at CHC and at their transfer institutions.



STUDENT SUPPORT SERVICES

Crafton Hills College has been among California's top performing community colleges in large part because of its excellent and often pioneering student support services. These include Admissions and Records, College Honors Institute, Counseling and Career Services, Disabled Students Programs and Services (DSP&S), EOPS/Care/CalWORKS, Financial Aid, Health and Wellness, University Transfer Center, Technology Success Center, and Tutoring Center. All have provided individualized programs that help students navigate the complexities of college and reach their educational goals. Below are some highlights of these efforts.

Counseling



James G. Bisi



Violet Neuman

Until 1975, only one counselor, Jim Bisi, provided all the College's counseling service. A second full-time counselor, Vi Neuman, was hired in 1975, and these two served the counseling needs of 2500-3000 students. In 1985, a third counselor joined the department, and nine years later, a

fourth counselor was added. All counselors were generalists, teaching the required Orientation and Career Life Planning classes; advising students on academic, vocational, and transfer choices and preparation; and providing guidance on personal matters relating to their education. Since 1994, the Counseling Department has expanded and now serves 5,790 full-time equivalent students.

In addition to traditional advising and counseling, the department has provided freshman orientation since 1980 to provide new students with an understanding of curricula and the courses needed to complete programs, financial aid, and other sources of support. This approach changed in 2003, when the department began using orientation workshops. In recent years, beginning in 2010, orientation has been available online as well as in-person.

In the spring of 1998, Counseling initiated a program to introduce seniors in nearby high schools to CHC's programs with its Senior Orientation, Admissions, Assessment, Advisement, & Registration -- known as SOA(3)R. This program continues to draw graduating high school seniors to the College.

To serve the counseling needs of the growing numbers of international students, Counseling began its international counseling program in the spring of 2000.

In that same year, the department initiated veterans counseling and has added the following veteran student resources since then:

- Counseling facilitated Vet Net Ally training (Spring 2016)
- Veterans Resource Center Counselor/Coordinator (Fall 2016)
- Veterans Resource Center (VRC) (Fall 2018)
- Veterans' counselor to work with military veteran students and determine degree applicability of military courses (Spring 2019).

To improve communication between Counseling and instructional departments and students, Counseling introduced counselor liaisons to different departments.

In Spring 2001 the Department expanded its outreach program with High School Visitation Day. This event has brought to campus up to 800 local high school students to learn about CHC's programs and meet faculty and staff members.

In Spring 2002, Counseling implemented a student probation process that helps



Spring 2011 - High School Senior Day

academically struggling students achieve success through a series of meetings with counselors, student success advisors, and workshops.

Counseling became significantly and more directly involved in academics when in Fall 2008 counselors joined some learning communities, linked classes for a cohort of students who enroll in each of these classes. Counselors offer students sessions in study techniques and effective behaviors, such as time management, and help them develop their educational plans while completing their course work.

In 2012, Counseling began to provide service to students in the College's summer bridge program, designed for students who tested below readiness for college-level English and/or math. Most of these students are incoming freshman or returning non-traditional students from disproportionately impacted student populations.

The goal of this program was to help these students jumpstart their college experience



Summer Bridge class of 2019

by guiding them through the matriculation and registration processes, familiarizing them with the support services available, and teaching them essential skills important to academic success. Participants were given priority enrollment and required to complete success-building tasks to maintain priority status the following semester.

Beginning in 2017, Counseling began offering an adult education summer bridge program that consists of COUN-100 (offered both in-person and online) and field trips to universities. The program assists adult school students in preparing for their academic career at Crafton Hills College and beyond.

Career Center

Plans for a career center began in 1975, when a second counselor was hired and asked to develop a capacity to assist students looking for career advice and job placement. In 1979 CHC established a Career and Job Placement Center. Counselors and staff collected miscella-



Hello Major, Hello Career 2017

neous career materials to help students select career paths and secure jobs. Rosemary Bedoya, CHC's first career and job placement specialist, was hired to organize this material, develop a cataloging system, and create an area in the counseling office for students to explore these resources. The area was so small it was affectionately referred to as the *Career Closet*.

This program quickly blossomed. A self-guided slide tour connected students to the materials and available services. Included was a computerized career search, an aptitude assessment program, and descriptions of hundreds of different careers. In addition, counselors and staff also conducted resume and interview workshops, mock interviews, career assessments, job postings, job fairs, and career days. These services continue to this day.

A job placement service helped students find part-time and full-time jobs. The Center's annual job fair featured 50 to 60 employers from a variety of industries that took resumes and applications for positions.

More recently, in February 2014, Trinette Barrie, a counselor specializing in career development, was hired to oversee career counseling and services. In the spring of 2016, the Career Center officially had a new home in the newly built Crafton Center – sharing spaces with the University Transfer Center.

In the 2016-2017 academic year, Counseling offered two new courses in career education, COUN 110 and 111 (Introduction to Career, Education and Life Planning). These were also the first Counseling courses to be offered for credit both fully online and in-person.

In May 2018, the career counselor position changed to Career Center coordinator to coordinate all activities of the new Career Center. One of many accomplishments of the Center was the establishment of a career closet that collects professional attire through donations from faculty, staff, and the local community. This apparel is made available to students who don't have the financial means to buy clothing for their interviews and/or jobs.

The Career Center has greatly expanded its resources and now provides workshops on major and career decisions, employability skills, digital badging, career portfolio preparation, and applying for jobs. The Center continues to conduct mock interviews for students that allow them to

develop and practice their interview skills and behaviors both in-person and online.

In addition to direct student services, the Career Center provides opportunities for students to connect with employers through career fairs and networking events, employer led presentations/workshops, and the Etiquette Luncheon, which is held in the spring and is a student favorite. This luncheon provides students with the opportunity to network with employers within their industry area of interest and learn more about the skills preparation needed to meet their career goals as well as learn about proper table manners and etiquette. The Career Center has also helped to meet college program goals by providing key services for iSEEK, the Promise program, and a new State initiative called Californians for all College Corps, which began in Fall 2022.



Career Closet open house 2018



University Transfer Center

Over 90% of students who attend CHC indicate transfer as their goal. In Spring 2012, the College opened its first University Transfer Center (UTC) as a hub for information and activities to help CHC students who plan to transfer to a four-year university choose institutions best suited to their needs, navigate the application process, and assist with their transition to a university.

The UTC provides comprehensive services to help students gain admission to their chosen universities, including offering workshops on a variety of relevant topics and providing one-on-one counseling.

The UTC has also organized trips for groups of students to different universities, including Hispanic Serving Institutions (HSI) and Historically Black Colleges & Universities (HBCU). In Spring 2020, the UTC began offering students support online as well as in-person.

The efforts of this office have been most impressive:

- Since the opening of the UTC in 2012, the number of students who transfer annually had doubled by 2015 and has remained steady since then.
- CHC has had the highest admission rates to the University of California of all two-year colleges in the Inland Empire year after year.

- In September 2021, CHC led the first regional virtual transfer fair in the State on behalf of 12 colleges.
- The College's UTC faculty and staff have presented best practices at the annual Transfer Summit, hosted by the California Community Colleges Chancellor's Office (CCCCO), for the past three years (2020, 2021, & 2022).
- Mariana Macamay, UTC coordinator, is a leader among the 12 Inland Empire Colleges, chairing the UTC consortium and representing Region 9 at the CCCCCO Transfer Office.
- In Fall 2021, CHC was recognized by the Campaign for College Opportunity for being the 2021 Equity Champion for Excellence



Transfer Fair 2011

in Transfer for Latinx students.

The STEM Grant

(Science, Technology, Engineering and Math)

A STEM grant for Hispanic Serving Institutions that the College was awarded early in 2013 enabled Counseling to help increase success for students of populations that traditionally performed below average. CHC researchers found that from Fall 2013 to Spring 2014 Hispanic and African American students who participated in STEM programs and received STEM counseling were significantly more likely to succeed in their courses and persist than their counterparts who did not receive STEM counseling.

In September of 2014, CHC received national recognition from Excelencia in Education for its STEM Pathways program, which included counseling by a STEM counselor trained in needs of STEM students. At the conclusion of this grant, Counseling had established an ongoing program of specialized counseling services for all STEM students and continues to provide a counselor for the STEM Success Center (except for when the Pandemic



STEM activity

caused suspension of face-to-face counseling).

Mobil Counseling Center

To allow students greater access to Counseling services, the Counseling Department established the Mobil Counseling Center in Spring 2014. This mobility allowed the Counseling Center to move to different areas of the campus, such as the Public Safety area, Tutoring Center, and Central Complex breezeway, to meet with students to discuss their career and academic goals.



EOPS Logo

EOPS/CARE/CalWORKS

The EOPS (Extended Opportunity Program and Services) office at Crafton Hills College opened in 1979, when it served 50 students who qualified by demonstrating language, social, or economic disadvantages. The office was a one-person operation with an annual budget of \$50,000. Since then, the office has grown to serve over 500 students per year with an annual budget of \$716,181. EOPS has remained dedicated to its original mission: “extending the opportunities for community college education to all who may profit from regardless of economic, social, and educational status” (California Education Code, Article 8, § 69640). Student success goals include obtaining job skills, an occupational certificate, and/or associate degree, and transferring to a four-year

college or university.

Over the years, this program has proven extremely successful in developing comprehensive services to meet the needs of CHC's financially disadvantaged students.

EOPS assistance takes the form of grants for basic living expenses, textbooks, and school supplies; academic progress monitoring; and three personal counseling sessions a semester. EOPS students have used this assistance to achieve high course success and transfer rates.



In 1982, CHC was one of the fifteen colleges selected for funding by the State's Cooperative Agencies Resources for Education (CARE) program for offering "a unique educational program geared toward the welfare recipient who desires job-relevant education to break the dependency cycle" (Assembly Bill 3103). In other words, CARE is designed to meet the preparation-for-work needs of many recipients of federal aid for families of dependent children.

Grants and allowances for education related expenses (such as childcare, transportation, textbooks, and supplies) are awarded to help these students succeed academically. Despite the barriers to academic success these students face, individuals served by CARE at CHC achieve their educational and training goals by earning college degrees and transferring to

CalWORKs

four-year colleges and universities.

Another program, CalWorks (California Work Opportunity and Responsibility to Kids), which began at CHC in 2011, provides temporary cash aid assistance to families with dependent children to help meet basic needs. The goal of this program is to provide parents with assistance to complete training programs that will allow families to become economically self-sufficient.

CalWorks students receive a cash award and in return must enroll in an academic program. The College provides educational planning services to these students and collaborates with the County Transitional Assistance Department to help them meet their Welfare-to-Work/GAIN requirements. Students meet with a counselor, who helps them complete required documents, regularly checks on their progress, and directs them to other services they might need.

REACH Project

Established in Fall 2014, the REACH Project provides access, advocacy, resources, and support for homeless and at-risk students within the College. The REACH Project aims to support all CHC students struggling to cope with mental, financial, or academic

success.

Counseling Courses

CHC counselors have recently become active in instruction, creating and teaching counseling courses. Beginning in Fall 2015, courses in career preparation, stress management, college success, and transferring to a university have been offered to allow students to focus on their needs and interests in these areas while receiving academic credit.

Behavior Intervention Team

In recent years, Counseling has established ways to address mental health and well-being issues confronting students. In December 2016, the College's first Behavior Intervention Team was formed to promote the health and safety of CHC students, faculty, and staff by providing an environment where individuals feel safe and are free to work and learn. It includes counselors with experience with veteran student issues and mental health problems, the Student Success advisor, the dean of student services (conduct official), the Health Center coordinator, the EOPS director, a psychology instructor, a health instructor, and a District police representative.

This team responds to non-immediate concerns and takes a proactive approach to discuss potential problems, intervene early when it's appropriate, and provide support to students displaying behaviors of concern before they rise to the level of crisis.

Behavior Intervention activities include weekly support groups that address topics such as depression and relationship issues, "Movies for Mental Health," and "Stress Less Days" events.

Cranium Café

In early 2016, Counseling introduced a State approved online communication tool called Cranium Café, which provides student support services online. By Fall 2016, nearly all CHC counseling services had become available online. Full adoption of Cranium Café was stepped up by the Covid-19 pandemic in 2020 as students used this online presence instead of attending classes and visiting support offices in person.

StudentLingo

In Fall 2017, Counseling introduced another tool, StudentLingo, a series of interactive on-demand video workshops, action plans, and other valuable resources focused on helping students achieve their academic, personal, and career goals.

Adult School Liaison

Also, in Fall 2017, the College added an adult school liaison position to assist the transition of students from K-12 adult school programs to Crafton Hills College. To further provide improved service for working adult students whose primary language is not

English, Counseling helped English faculty in 2018 in creating an English as a Second Language (ESL) program.

Assessment

Counseling played a major role in bringing CHC into conformance with State Assembly Bill AB 709, which required community colleges to assess students on multiple measures for entry into transfer-level first-year English and math courses. The new measures rely heavily on high school performance. This change in assessment practices was designed to get students into transfer-level courses more quickly, without having to first complete remedial classes.



The positive outcomes that result from the relationship between Counseling and the academic programs are well exemplified by the College's and District's recent efforts to revolutionize student support using Hobson's innovative degree planner software and their early-alert system, Starfish, which began in 2016. The degree planner allows students, working with counselors, to create an educational plan that they can complete in a reasonable time and shows them course sequences they need to meet their academic goals.

Starfish provides a means for faculty to

indicate where a student needs help and how to access needed support as well as congratulate them for their hard work and progress.

The State Chancellor's Office had selected Crafton Hills College as a pilot college for testing the effectiveness of Hobson's automated degree planner. Hobson later acquired Starfish and included that program with the degree planner for the pilot rollout.

Teams of faculty and staff from CHC and Valley College worked endless hours to build the system using this new technology. This work required effort from faculty, administrators, staff, and academic senates on both campuses so that the programs' features were enabled and the messaging to students and responses from faculty and support staff were effective. By Fall 2017, the College initiated the new programs. Then leaders from all college constituencies campaigned to create excitement about Starfish and promote its use among faculty. Without faculty inputting information about students who need additional support, Starfish would be useless.

A faculty-led team mounted an energetic, pervasive campaign that created the necessary acceptance by faculty and staff. Faculty have been oriented on this new program and now use it to help students who need additional support and encourage all their students.

The degree planner and Starfish are effective tools in helping CHC students

succeed at higher rates than ever before.

Tutoring

Before Crafton Hills College had a full-service tutoring center, tutors for reading, writing, and mathematics were assigned to the Learning Center, on the third floor of the old library. In September 2001, the Writing Center was established to help students develop skills needed to complete writing assignments. A part-time English faculty coordinator was hired to oversee the preparation of peer tutors and a few upper-division tutors from area universities. These tutors worked with students one-



on-one and conducted writing workshops. A couple years later, the Writing Center was overseen by a full-time classified employee, who expanded its operations and introduced directed learning activities (DLAs), exercises designed to help students master specific writing skills. A more robust mathematics tutoring program was added and quickly developed in scope. Tutoring for reading was handled by two staff reading specialists.

In August 2010 tutoring moved from the third floor of the old library to the new

Learning Resource Center (LRC) and became the Tutoring Center. The number of tutors grew from six to 20. In July 2011, the Tutoring Center conducted its first summer bridge program, running math and English two-week bridge sessions for 100 students who had just graduated from area high schools and needed academic support before registering for fall classes.

In 2012, the summer bridge program was expanded and revised as the Left Lane program for students whose scores on entrance tests were below what they needed to enroll in college-level math and English. By 2015, at its peak, more than 400 incoming students participated in summer bridge.

In March 2018, the STEM Center opened in the Central Complex to provide tutoring services related to STEM courses and other activities, such as a STEM speaker series.

In the fall semester of 2018, Tutoring added embedded tutoring in some math classes, and in 2019 expanded this service. The Tutoring Center also increased the number of workshops offered to students and began exploring online tutoring programs.

By Fall 2019, the Tutoring Center – with embedded tutoring and the addition of the supplemental instruction (SI) program – hit a milestone by serving approximately 50% of students enrolled at the College,

increasing from an average of 25%, already above the average for community college tutoring programs.

After initially contracting for online tutoring services from an outside source, the Tutoring Center developed its own online tutoring in 2020 as a pilot program using two math tutors. When campuses state-wide shut down in March 2020 due to the COVID-19 pandemic, Tutoring pivoted to online services by expanding the online tutoring already initiated and extending online tutoring hours to include evenings and weekends. The CHC Tutoring Center was the only community college academic support service in Southern California to continue services without interruption during the pandemic.

In the summer of 2021, toward the end of the pandemic, the Tutoring Center reopened two days per week, continued online tutoring, and added embedded tutoring and supplemental instruction. By Fall 2021, the Tutoring Center was opened four days per week and continued online service. In addition, Tutoring added STEM-related study groups and workshops in the STEM Center.

The widespread use of tutoring has substantially contributed to CHC's high student success rate.



STEM Center Entrance



MATHEMATICS

For several years, beginning in the 90s, the Mathematics department has led the way at CHC in making transfer-level courses accessible to students who, under the more restrictive standards used before, would not have qualified for these courses. To help compensate for students' lack of readiness for college-level mathematics, the department developed corequisite support classes that provided instruction and practice in knowledge and skills necessary to succeed. Mathematics faculty also championed using multiple measures (including high school transcripts) instead of a previously used mathematics entrance exam to allow more students to qualify for transfer-level math courses.

After CHC adopted use of multiple measures to conform its admissions practices to the requirements AB 705, the department increased the number of corequisite math courses to help students who need this greater level of support. This action has resulted in dramatically higher rates of student success in transfer-level math.

In addition, the department removed the remedial math courses of Arithmetic, Prealgebra, and Beginning Algebra to reduce the number of semesters required for students to reach college-level mathematics. Now only one course is offered to prepare students for college-

level math. This change has also increased the number of students who go on to complete transfer-level math.

To further strengthen mathematics instruction, the department conducted professional development workshops for all math faculty that demonstrated the use of techniques for promoting a deeper understanding of math by asking open-ended questions and helping students make a connection between concepts and real-world situations. Also included were ways to meet the challenges that the COVID-19 pandemic presented, primarily how math instructors could be effective teaching remotely.

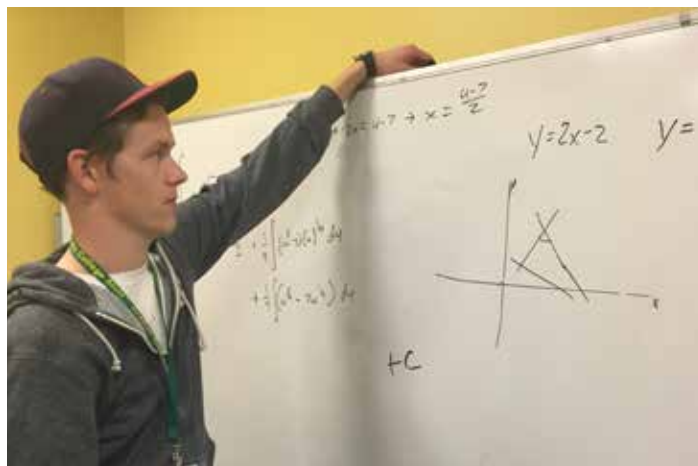
To further enhance instruction, the department requested physical classroom innovations that increase student engagement. Whiteboards were installed on all walls, and tables were added that could easily be moved to form groups so students could learn through collaboration. These classrooms are now arranged for active student learning instead of students passively listening to lecture.

Data collected and disseminated by the CHC Research and Planning department show the positive results of these measures. CHC math students have had a significant increase in success since 2015. The

percentage of first-time math students completing transfer-level math in one semester climbed from 13% in Fall 2015 to 40% in Fall 2019, the fourth highest in our region. In addition, the equity gap among Hispanic students decreased between Fall 2015 and Fall 2019. Lastly, the Mathematics department has made significant progress in eliminating the equity gap among African American math students; the gap in course success rates for African American students was the second lowest in the Inland Empire.

The department has also focused on more ways to enhance equity for students who have traditionally been underserved, such as incorporating cultural sensitivity within the classroom, designing an equitable syllabus (with positive messaging), and using data and feedback from students to inform future efforts.

These innovations have succeeded in growing rates of student success in this challenging discipline.



ENGLISH

Crafton Hills College's English department has offered traditional English composition, literature, and creative writing courses from the time the College opened. The first writing courses included transfer-level English Composition (ENGL 1A & 1B) and various levels of what used to be called *remedial* English. This approach to curriculum was traditional for community colleges (originally junior colleges) and lasted till 2018, when State legislation (AB 705) required community colleges to "maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year time-frame." This legislation also required that community colleges use less restrictive placement measures to allow many more students to enroll in transfer-level English courses than had previously qualified (California Community Colleges Chancellor's Office website <http://assessment.cccco.edu/ab-705-implementation>).

This legislative mandate provided the department with an opportunity to initiate a bold new approach to curriculum. Up to this time, most new students had to demonstrate through an entrance exam their readiness in reading and writing skills to qualify for enrollment in English 101, transfer-level Freshman Composition. The new approach assumed that most entering students had the capacity to complete degree-applicable English and math classes, though many needed additional support. This assumption allowed most

students to enroll in English 101, though many also enrolled in a one-unit corequisite lab course to help them gain the skills they needed to succeed.

Data collected and disseminated by the CHC Research and Planning department show the success of this approach. Before these changes, only 37% of first-time students enrolled in English 101, but in Fall 2019, that percentage hit 96%. And, more importantly, success rates for one-term attempts jumped -- from 27% of first-time English students succeeding within one term to 69%. Among those who completed English 101, both Latinx students (half the College's population) and Black students (4% of the College's population) were equitably represented, bucking statewide trends.

Before the passage of AB 705, Black and Latinx students had been disproportionately placed into remedial classes. Now they are getting a real college-level class at the beginning of their college experience. Since implementation of this approach, almost all the remedial classes in reading and writing have been eliminated because most students qualify to enroll in English 101 after the Counseling department implemented qualifications that counted overall high school performance. Supporting this effort, College administration allocated the resources for English to provide mentoring for adjunct English faculty, who teach most English composition classes, and to conduct faculty workshops in techniques that foster student success.

FINE ARTS

When Crafton Hills College opened in 1972, it offered programs in visual arts, music, and theatre. Faculty in these three disciplines have worked collectively and collaboratively on many projects through the years, including musicals, installation art shows, music performances at art gallery openings, and fundraising events. The programs also work independently, offering coursework, degrees, and events for art, music, and theatre majors to develop skills and prepare for careers and transfer to four-year institutions.

The Fine Arts department also plays a strong role in developing the intellectual and cultural growth of CHC students by offering a wide breadth of general education courses, such as Art History.

Students majoring in art, music, and theatre programs have transferred to four-year institutions to pursue higher degrees. The current Fine Arts department faculty are all professional artists as well as educators.

Music

The music program at Crafton Hills College has operated with the goal of offering opportunities to music majors to help prepare them to transfer and to work in music fields. Music faculty have also developed general education courses for students not majoring in music. The music program maintains a balance of

theory and history courses and performance ensembles. The CHC Jazz Band and the CHC Choir perform concerts every semester for all members of the CHC community and the public. The music program also hosts a music major recital, a songwriters' concert, a composers' concert, and an electronic music recital each semester.

Over the past two decades, the program has produced over 250 concerts and recitals to a combined audience of more than 10,000 patrons in the Finkelstein Performing Arts Center.

One of the most unique parts of the music program is the Composers' Collective. Established in 2004 by Crafton music students with support from music faculty, the Composers' Collective is a student organization that works on developing real and practical compositional skills. This group hires a resident performer or an ensemble of local professional musicians to perform their compositions live in concert,



and the event is recorded to help students develop their portfolios. The performers have ranged from solo piano and solo percussion to wind duos and trios, string duos and trios, and piano trios.



Theatre Arts

The story of how the theatre arts program at Crafton Hills College became a thriving part of the College could be the basis of a play itself. Cliff Cabanilla, the first theatre arts faculty member, began the program when the College first opened but without any facilities for performances. Cabanilla had to first find somewhere to hold classes in acting and stagecraft. He overcame this hurdle by adapting a vacated A & P super-

market in downtown Redlands, which the College leased, for teaching drama classes and staging plays. Saws, drills, and hammers in hand, Cabanilla and his student volunteers converted the building into a workable 250-seat theatre with a thrust stage -- but no curtain, so the audience could see the scenes being changed.

The first public presentation was the *Three Penny Opera*. A few years later, in 1975, the theatre moved from the old A&P to a location that had been the Phyllis Adair Beauty College (and the name was changed from the A&P to the P&A Theatre).

CHC theatre arts students could also become involved in summer productions, which began in another location in Redlands, a small park (mostly a dirt lot) at the corner of State and 5th Streets, while a small outdoor theatre in Prospect Park was being built. This facility would become home to the Redlands Theatre Festival Company, which is independent from Crafton Hills College but which worked closely with the College's



CHC Theatre department's first theatre schedule

theatre arts faculty to provide students, who earned academic credit and gained valuable experience working along side the few professionals the company hired for the summer. The area under development had been a reindeer farm. When first opened, the theatre lights were powered by rented generators, and gas lanterns marked the path to the theatre for patrons, who parked in the Prospect Park parking lot or on the street.

Although the theatre in Prospect Park hosted plays beginning in 1974, this venue was not completed until 1981. The Redlands Theatre Festival continues to host plays in repertory format every summer – except for interruption during the COVID-19 pandemic years, 2020 and 2021. It is not now affiliated with CHC.

Performances on campus began in April 1978, after the Performing Arts Center had been completed and provided a home for the CHC theatre arts and music programs. The first play in this venue was Eudora Welty's *The Robber Bridegroom*.



Finklestein Performing Arts Center (PAC)

Now, in its fiftieth year, CHC's theatre arts curriculum has blossomed into a vibrant instructional program that has launched students into university studies in this discipline and provided entertainment to the College community and the public.



Avenue Q rehearsal

Visual Arts

Visual arts at CHC began with a variety of classes taught by Marc Wurmbrand, whose career at CHC spanned close to four decades. Visual arts classes have been taught in two studios in the old Laboratory building, later named the Occupational Education building 1 (OE 1) after the second Occupational Education building was constructed.



Marc Wurmbrand

The program has grown to include painting, drawing, sculpture, design, and art history and is planning to expand into illustration, ceramics, and CTE with a certificate in gallery studies. Students with associate degrees in studio art and art history from CHC have gone on to attend four-year institutions. Many have become art teachers and professional artists.



The CHC Gallery, in the Learning Resources Center (LRC) building, has hosted a robust and diverse artist exhibition and artist talks program (except during the COVID-19 pandemic). In recent years, the gallery hosted an exhibition and artist talk by poet/educator Juan Delgado and artist Thomas McGovern, entitled *i.e. vistas*, which explored the Inland Empire through photographs of migrants who worked the orange groves, Delgado's poetry, and images and collages exploring the Mexican wrestler culture of *Lucha Libre*. The exhibition raised provocative questions about identity, personal histories, and sense of place.



Faculty art exhibition

In 2020, artist Gerald Clarke, a member of the Cahuilla Band of Indians, exhibited *Creative Sovereignty*, paintings and sculptures that explore Native American history alongside contemporary issues of Native American life, expanding the viewer's knowledge of local indigenous culture.



Also, regularly scheduled *Art by Us* exhibits showcase the creative works by the entire CHC staff and faculty in visual art, written word, and video. And finally, each semester students exhibit their best work in studio art classes.



Gerald Clarke - *Native*

THE EVOLUTION OF PHYSICAL EDUCATION (KINESIOLOGY & HEALTH)

The early planners of Crafton Hills College's curricula envisioned a physical education program that would focus on skills and knowledge of activities that students could engage in long after their school years. Early class schedules include such sports as skiing, for which the College had an artificial ski slope; bowling, which was taught in a nearby bowling alley; golf, taught on CHC's 6-hole golf course; and tennis. There were no golf or tennis teams because the focus was on developing skills for life-long participation, not competition. Students interested in participating in competitive sports could try out for a spot on one of Valley College's teams.



Over the years this department has evolved from offering classes that focus primarily on fitness. First, the department is no longer Physical Education; it has been retitled as the Kinesiology and Health department to include more of the department's offerings. Students can now select courses to complete an associate degree for transfer

with a concentration in kinesiology, public health, or nutrition and dietetics.

The facilities for this department have also changed. The College no longer has a golf course, but it does have an aquatics center with an actual Olympic-size pool at its center (One originally used in Long Beach, which Michael Phelps swam in when he was on his record-shattering journey to be the most decorated Olympian ever). This facility also has a fully equipped fitness center, a dance/acrobatics studio, and rooms for yoga and aerobics classes. A new gym building is in the planning stages.

Also, after years of pressure from students and the public to establish competitive sports, the department has swimming and water polo teams, and will soon have a cross-country team. Other recently established activities include new types of fitness classes (e.g., tai chi, mind-body, hiking, and Zumba), skills classes (e.g., aerial acrobatics, karate, soccer, and self-defense) and dance classes (e.g., hip hop, ballroom, jazz). In addition, there are now non-credit classes for seniors. Pickleball, which has become popular nationwide, has also been added. The fitness center and swimming pool are open to members of the community.

The Kinesiology/Health department has also developed other activities that

contribute to student life and the richness of campus life. These include the Herbivore Festival, which celebrated and provided information about healthful and sustainable food production and consumption (not scheduled for the past few years), a thriving community garden, and the Coach's Cupboard, a food bank for students. Faculty in this department have set an example for community service by helping to provide food for students in need.



EMERGENCY MEDICAL SERVICES (EMS)

Emergency medical technology began at Crafton Hills College with one class called Emergency Medical Care in Fall 1975. CHC now offers four separate programs through its Emergency Medical Services (EMS) unit of the Public Safety and Services department: Associate of Science in Emergency Medical Services, Emergency Medical Technician-1 Certificate, Emergency Medical Technician-Paramedic Certificate of Achievement, and Mobile Intensive Care Nurse Certificate.

The CHC paramedic program was the first such community college program in California to be accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), which accredits paramedic programs based on the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

In the early 1980s, CHC offered the only advanced practice training program (EMT-II, paramedic, and MICN) in the four-county region of San Bernardino, Riverside, Inyo and Mono counties.

CHC has always had a working relationship with all the advanced providers in its region of the State.

During the initial years of the program, CHC flew EMS faculty to Bishop, CA, to train

the providers in that region and sent EMS faculty to the Mammoth lakes to train that area's mobile intensive care nurses.

The program now instructs three cohorts a year. CHC's paramedic program was one of very few programs in the State that navigated the COVID-19 pandemic without closures and provided much needed training for emergency medical technicians and paramedics.

Many graduates of these programs have gone on to reshape emergency medical services, from establishing EMS as a recognized educational discipline in the State to creating much needed educational tools for mental health in the profession.





CHC FOUNDATION

The Crafton Hills College (CHC) Foundation was established as a nonprofit (403C) corporation in June 1972, three months before the College opened. Its first president was Redlands civil engineer Harold Hartwick. Its mission has remained from its beginning: “to enhance educational excellence.”

The Foundation carries out this mission by raising funds for scholarships, grants, and other forms of support for students, including providing funds for programs that directly benefit students. All funds donated to the Foundation are used to directly support students and programs. The College pays Foundation personnel salaries and administrative costs. In fiscal year 2021, the CHC Foundation received over \$1.5 million in support and revenue, awarded \$159,000 in scholarships, and provided \$521,000 in program support.

When it was first incorporated, the Foundation had very modest assets: “water stock, library materials, and cash” (Yucaipa and Calimesa News-Mirror, Aug. 23, 1972). Through the years its holdings have steadily grown. As of the fiscal year ending June 30, 2022, the Foundation held \$4.3 million in assets.

Gifts to the CHC Foundation can be allocated for the College’s greatest need or designated for specific scholarships or programs, such as an academic area or

career/technical program or to any of the various cultural programs or current capital projects.

The Foundation welcomes donations, including those from people wishing to create a legacy during their lifetime or remember a loved one by donating a memorial or honorarium in their name. The Foundation follows the District naming policy and holds endowments for the current named areas on campus: the Stanley Krasovec Simulation Center, the Henry Stone STEM Success Center, the William O and Paul B Ahlborn Courtyard, the Daniel Bahner Center for Innovative Teaching and Learning, the Betty Byron Memorial Atrium, and the Kirsten Greek respiratory therapy classroom.





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Redlands Daily Facts
Crafton Hills College Edition
Thursday, August 24, 1972



CRAFTON HILLS
COLLEGE

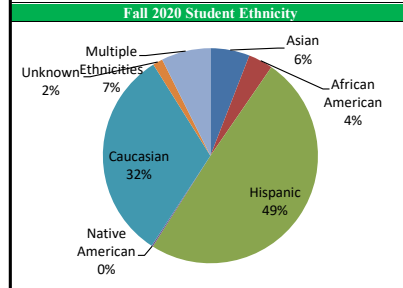
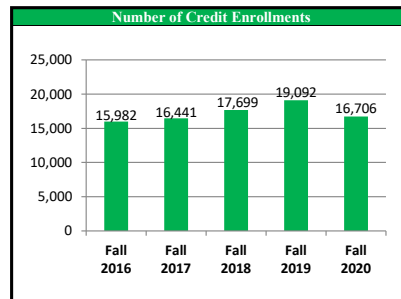
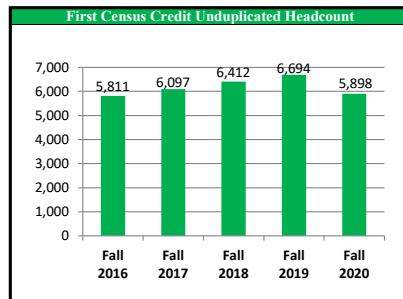






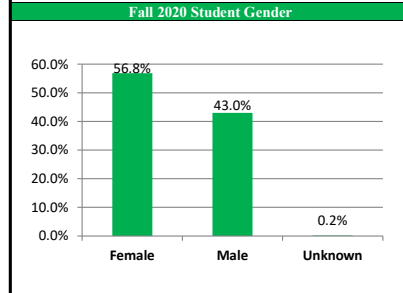


FALL 2020 SEMESTER CHC CREDIT ENROLLMENT DATA



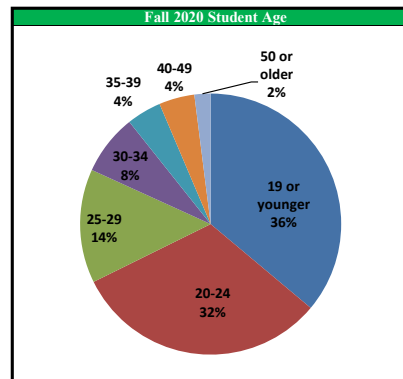
Fall 2020 Student Ethnicity

Student Ethnicity	#	%
Asian	346	5.9
African American	220	3.7
Hispanic	2,915	49.4
Native American	14	0.2
Caucasian	1,881	31.9
Unknown	86	1.5
Multiple Ethnicities	436	7.4



Fall 2020 Student Gender

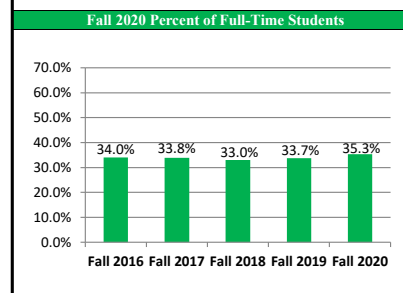
Student Gender	#	%
Female	3,353	56.8
Male	2,534	43.0
Unknown	11	0.2



Fall 2020 Student Age

Student Age	#	%
19 or younger	2,131	36.1
20 – 24	1,865	31.6
25 – 29	832	14.1
30 – 34	440	7.5
35 – 39	255	4.3
40 – 49	258	4.4
50 or older	117	2.0

Fall 2019 Mean Age 24.1
Fall 2019 Median Age 21
Fall 2019 Most Frequent Age (Mode) 18



Fall 2020 Full-Time/Part-Time Student Enrollment

Full/Part-Time Status	#	%
Full-Time Students	2,080	35.3
Part-Time Students	3,818	64.7

Fall 2020 Mean Units 9.2
Fall 2020 Median Units 9
Fall 2020 Most Frequent Units (Mode) 4

CHC 2019-2020 Degrees and Certificates

2019 – 2020 Degrees and Certificate Data	
Associate Transfer Degrees Awarded	335
Associate Degrees Awarded	465
Certificates Awarded	780
Total	1,580

CHC Fall 2019 Student Transfers

Fall 2019 Transfer Data (CSU Analytics & UC)	
To University of California (UC)	75
To California State University (CSU)	240



50TH
1972 CRAFTON HILLS COLLEGE 2022
ANNIVERSARY