

Standard IIB: Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

B.1 The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

Crafton Hills College is an open access institution with admissions and enrollment policies that are consistent with state regulations and San Bernardino Community College District (SBCCD) Board Policies. The College provides programs and services to enhance and support the learning environment. Ongoing evaluation of the effectiveness of services takes place to ensure that they meet the needs of students and the community. The College Mission Statement (II.B.1.) strongly emphasizes the services and priority of students at Crafton Hills College: “The mission of Crafton Hills College is to advance the education and success of students *in a quality learning environment.*”

The Crafton Hills Educational Philosophy expands on the College mission (II.B.2). The Educational Philosophy states, “In a free society all individuals should have access to educational opportunities in order to develop their unique potential. The programs and services at Crafton Hills College help to promote an informed and engaged citizenry by providing an environment where intellectual dialogue becomes the foundation for lifelong learning. At Crafton Hills College, students prepare to meet the challenges of an increasingly complex society.”

The student population at CHC has changed dramatically over the past several years (see Introduction). The most recent environmental scan revealed the College student body is more diverse in ethnicity and socioeconomic status than ever before (II.B.3). The College has sought to better understand student and community needs by examining the results of environmental scan reports, assessment data, and direct student feedback. As a result, planning of student support services aligns closely with the needs and interests of the campus community.

The College conducts outreach activities in the local community to meet the needs of prospective students. The most prominent of these is Student Orientation, Application, Assessment, and Advisement (SOA³R), the College's early matriculation program. SOA³R provides matriculation services to high school students at the College's eight top feeder schools. SOA³R includes personnel from counseling, EOPS, DSPS, the Transfer Center, the STEM grant, and Tutoring. High school participants are able to apply to the college, participate in the online orientation, take the assessment, and engage in an educational planning workshop. As mentioned elsewhere in this document, SOA³R participants are more likely to complete and succeed in their courses, and have higher fall to fall retention rates than their non-SOA³R peers (II.B.3.). SOA³R also acts as the recruitment vehicle for the Left Lane Project, a program designed to implement the recommendations of the Student Success Task Force (II.B.5.).

In addition to SOA³R, the College hosts the annual High School Senior Day. Seniors from local high schools have the opportunity to tour the campus and attend workshops to learn about financial aid, majors, and opportunities for campus involvement. Other outreach events also take place to attract students with diverse interests, for example SciFri for prospective STEM majors, and Arts Day for students interested in the arts and humanities.

To clarify its processes and pathways, the College provides prospective, current and online students with the College Catalog (II.B.6.) a student success planning checklist (II.B.7.), and a website (II.B.8.) containing links to all programs, services, and policy information. The student success planning checklists provide students with complete pathway and timeline information to assist them in meeting their goals. The checklists are organized by year in college (freshman/sophomore) and number of units completed (0-15, 16-30, 31-45, 45-60).

Beginning August, 2012 the College made student orientation a requirement for participation in assessment. The online student orientation provides an introduction to college life and includes the following information: the steps to become a student at Crafton Hills College.; the support services provided to students at the College; certificate programs, associate degree requirements, and transfer requirements to four-year colleges and universities; tips on how to be successful in college; an introduction to student life and activities; and important policies governing student conduct and rights (II.B.9.).

In addition, each year the new student orientation process is evaluated to ensure clarity of school protocol and procedures among new students (II.B.10.). The online orientation contains a brief quiz at the end of each of the five sections. Students must answer the questions correctly in order to proceed to the next section.

Service units at the College include Admissions & Records, Articulation, the Child Development Center, Counseling, Disabled Student Programs and Services, EOP&S/ CARE /CalWORKs, Financial Aid, the Health and Wellness Center, the Transfer Center, and Student Life. The Counseling Center also provides career development services and counseling services for

international student and veterans. For the duration of the Title V grant, the Transfer Center reports to the president, however once the grant personnel are fully institutionalized in 2015, the center will report to the Dean of Counseling and Student Success. The Student Success program, which is integrated with counseling, provides follow-up and intervention services for students who are academically at risk. Scholarships are managed in the office of the vice president of student services, with support from the college foundation. Last, the College has an active and vital office of Student Life which provides support and oversight of the student senate, clubs, and student life programming.

The College continually reviews the application and registration process to facilitate student access. The online application includes a satisfaction survey. Most students are satisfied with the online process (II.B.11.). In 2013-2014, the college transitioned to the new statewide CCCApply. The new tool will be implemented during summer, 2014.

The College website lists online/distant learning opportunities for all students and has implemented a variety of services that address issues related to online learning and allows students to receive the same information regardless of location (II.B.12.). The links on the College website include self-assessments to help students determine whether online learning is suitable for them (II.B.13.).

Currently, the only off-site program at Crafton Hills is the Basic Firefighter Academy, temporarily relocated to the California Department of Forestry and Fire Protection (CAL FIRE), located at 3800 North Sierra Way, San Bernardino, CA 92405 pending construction of a new Public Safety and Allied Health building. The temporary site is approximately 21.06 miles from the campus. Students enrolled in the Academy have access to all CHC online services, such as tutoring, application, orientation, transcript requests, and the purchase of parking passes, fee payments, and book orders.

In addition to these online services, service units at Crafton Hills College are making a concerted effort to serve, support, and engage Fire Academy students. Service units, including representatives of Admissions and Records, Counseling and Matriculation, the Tutoring Center, the CHC Bookstore, Administrative Services, and Student Life met to discuss ways to provide seamless service to students enrolled in the Fire Academy. The Vice President of Student Services and the Dean of Counseling and Matriculation met with the cadets during their orientation to discuss services and support. The services discussed included expedited access to counseling, tutoring, and mental health services. The Tutoring Center provides on-site writing support, and the Health and Wellness Center has agreed to provide an on-site mental health counselor and on-site flu vaccinations (II.B.14.).

B.2 The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

B.2.1 General Information

- **Official Name, Address(es), Telephone Number(s), and Website Address of the Institution**
- **Educational Mission**
- **Course, Program, and Degree Offerings**
- **Academic Calendar and Program Length**
- **Academic Freedom Statement**
- **Available Student Financial Aid**
- **Available Learning Resources**
- **Names and Degrees of Administrators and Faculty**
- **Names of Governing Board Members**

B.2.b Requirements

- **Admissions**
- **Student Fees and Other Financial Obligations**
- **Degree, Certificates, Graduation and Transfer**

B.2c Major Policies Affecting Students

- **Academic Regulations, including Academic Honesty**
- **Nondiscrimination**
- **Acceptance of Transfer Credits**
- **Grievance and Complaint Procedures**
- **Sexual Harassment**
- **Refund of Fees**

B.2d Locations or Publications Where Other Policies may be Found.

Descriptive Summary

Policy and procedure information is readily available to students and the community in formats that meet individual needs. The printed and online Crafton Hills College Catalog (II.B.15.) provides information in the following categories: general college information (p.5); mission and vision (p. 6); course, program and degree offerings (pp. 55-72); academic freedom statement (p. 43); student financial aid (p. 18); available learning resources (p. 50); names and degrees of administrators and faculty (p. 189); governing board members (p. 190); admissions (p. 28); student fees (p. 24); degrees, certificates, graduation and transfer (p. 73); academic regulations (p. 38); nondiscrimination (p. 35); acceptance of transfer credits (p. 58); grievance and complaint procedures (p. 40); sexual harassment (p.36) and refund of fees (p. 29).

Information about policies and procedures is also available in the Student Handbook, published in print and available online (II.B.16). The online orientation also contains general policy information concerning discrimination and sexual harassment, student conduct and academic integrity, and parking and safety. The location of policy information in these various sources is shown in the table below.

The admissions procedures are clearly stated in the college catalog. A flow chart of the five steps to successful enrollment provides detailed information regarding general enrollment, high school concurrent enrollment, and international enrollment (p. 10). In addition, the catalog covers the requirement for California residency (p. 12) and exemption statuses, such as military dependents and community college employees (p. 13).

The application and enrollment processes are also thoroughly described for prospective students on the College website (II.B.17.). The application webpage includes term dates, priority registration dates, and admission application periods for each semester, as well as a link to the state online application, the FAFSA, and enrollment in classes. As in the college catalog, alternate admissions for high school and international students is described.

The College catalog is the primary source of information for members of the campus community and prospective campus community members. The catalog is available on the College website and hard copies can be found in the counseling center, admissions and records, library and the administration building. The College makes every effort to ensure that information provided in the catalog is current and accurate.

The catalog development process is a shared endeavor at Crafton Hills College, involving the offices of Instruction, Student Services, and Administrative Services. An *ad hoc* group meets during the fall semester to discuss the timeline for catalog production and to determine changes in the formatting and organization of the publication. Members of this work group include the articulation officer, instructional deans, student services representatives, vice presidents of instruction and student services, and the records evaluator. Once the timeline has been developed, a PDF copy of the previous year's catalog is emailed out campus-wide with instructions for submittal of changes and revisions. Instructional programs, student services units, and other entities, such as the College Police, have the opportunity to update their information to reflect accurately the services and instructional programs at the college. These changes are incorporated into the catalog narrative.

Curricular and program changes are made using a variety of sources to ensure the accuracy of course and degree descriptions. These sources include the Curriculum Committee minutes, Board of Trustees minutes showing approval of curriculum changes and updates, and Datatel, the college's electronic course management system. The schedule and catalog specialist works closely with key personnel, including department chairs, the administrative assistant to the vice president of instruction, the articulation officer, the evaluator, and instructional deans to check

the accuracy of the course and degree descriptions. Inaccuracies in any part of the catalog are corrected and published in an addendum in January.

One of the chief challenges in the past several years has been the publication of the college catalog in a timely fashion. Some years the catalog has not been available in either print or in online formats until the fall semester begins. The College has endeavored to clarify the timeline, identify responsible parties, and hold all contributors to specified deadlines; however, these attempts have not been completely successful; for example, the 2013-2014 catalog was not published until after the beginning of the fall semester. In spring, 2014, the College purchased an online catalog tool that will allow for year-round revision and accurate annual publications and addenda. The online catalog will be printable in a pdf format, as well as viewable and searchable online.

Location of CHC Student Policies and Procedures

Policy/Procedure	Catalog Page #	Student Handbook Page #	Website is searchable (Y/ N)	Online Orientation (Y/N)
Prereqs/Coreqs/Recommendations	25	13	Y	
Prerequisite/Corequisite Challenge Process	25	13	Y	
Cancelled Classes	29	13	Y	
Open Classes	28	13	Y	
Dropping a Course	28	13	Y	
Refund Policy	29	14	Y	
Class Attendance	28	14	Y	
Grading System	29	15	Y	
Grade Changes	31	15	Y	
Pass/No Pass (Formerly Credit/No Credit)	31	15	Y	
Honors	34	17	Y	
Credit by Examination	33	18	Y	
Advanced Placement Policy	15	18	Y	
Unit Limitations	32	19	Y	
Class Level	32	19	Y	
Course Repetition	33	19	Y	
Academic Renewal W/O Course Repetition	33	19	Y	
Petition for Academic Exception	34	19	Y	
Probation and Dismissal	34	20	Y	
Who to Contact for Complaints	42	21	Y	
Standards of Student Conduct	39	21	Y	Y
Types of Disciplinary Action	40	22	Y	Y
Student Integrity Policy	43	22	Y	Y
Student Grievance Procedure	40	25	Y	Y
Discrimination and Harassment	35	26	Y	Y
Computer Use	45	26	Y	
Student Right to Know	41	28	Y	Y
Parking Controls and Traffic Regulations	46	28	Y	Y

B.3 The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Descriptive Summary

The College conducts a Campus Climate survey and the Community College Survey of Student Engagement (CCSSE) biannually, during alternate years ((II.B.18.; II.B.19.). The results of the surveys are reviewed carefully in the Student Services Council and Management meetings, and unit leaders are expected to use the results of this assessment to develop and implement program and process improvements. In addition, The College regularly assesses each student support unit through the Planning and Program Review Process and schedules program reviews accordingly (IIB.20). Every unit completes a full program review every four years. On alternate years, all units participate in the annual planning process. The Office of Institutional Effectiveness, Research and Planning provide extensive support for service units in the evaluation of their outcomes and effectiveness.

All service units are expected to develop program level outcomes and to assess them regularly. Some of the outcomes are centered on students' satisfaction with customer service. For example recent point-of-service evaluations have been conducted for the DSPS (II.B.21.) and EOPS (II.B.22.) student orientations.

Other service area outcomes focus on the impact of services on student success indicators such as retention, completion, and success. For example, a recent DSPS study showed a positive correlation between 2012-2013 students' use of services and their performance (II.B.23.), and a recent study of the college's early matriculation process, Student Orientation, Application, Assessment, Advisement, and Registration, (SOA³R) revealed increased success and retention of students who participated in relative to those who did not (II.B.24.).

A third type of outcome focuses on the outcome of specific services or events. For example, the Counseling Department conducts an annual evaluation of Senior Day (II.B.25.) the Health and Wellness Center has evaluated faculty awareness and satisfaction with services (II.B.26.), the Transfer Center evaluates the effectiveness of its informational workshops (II.B.27.), and the Counseling department evaluates the effectiveness of new student advisement (student educational planning) workshops (II.B.28.).

Outcomes are reported in the Planning and Program Review process. Each service unit develops and assesses Service Area Outcomes (SAOs) to determine program efficacy. In addition, some units have developed Student Learning Outcomes to assess the impact of the unit on students' knowledge and attitudes. For example, Counseling has assessed the extent to which students who participate in counseling services understand associate's degree requirements (II.B.29.).

B.3.a The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Descriptive Summary

To provide accessible services that meet each student's schedule and needs, the College has supported the development and implementation of online services whenever feasible. For example, students may access the college application, new student orientation, transcript request, and financial aid information and application online. Satisfaction surveys are embedded in some online tools, such as new student orientation and online application, to assess the quality of services.

Information regarding various programs and services can be accessed online through the Crafton Hills College website. All Student Service programs have individual websites that include contact information, phone numbers, and email addresses to provide students with various means of access to these services.

Admissions

The Admissions website is the gateway to CHC for prospective students ((II.B.30). Students may access online the online application process via the statewide CCCApply portal (II.B.31.). A link is provided on the Admission and Records website under "Apply." Students may register and pay for classes, withdraw from classes, and check their grades through WebAdvisor (II.B.32; II.B.33). WebAdvisor, the CHC online portal, provides students with important information regarding deadlines, pre- and co-requisites, program information, and policy information. Students can update their contact information through WebAdvisor. Student employees are available to assist students to learn to access WebAdvisor and other college systems.

Students can order transcripts online and submit online requests for enrollment and degree verifications. Admissions staff members provide direct assistance to students with online processes. A workstation is available for students to use. In addition, students have access to the computers in the Library for application and registration.

Parking and Safety

Students must purchase a parking pass online, though payment is accepted in both online and face-to-face formats (II.B.34). Emergency notifications are sent to students via email, phone message, and text message.

Bookstore

Students can order textbooks and supplies online, or they can purchase or rent them in the College bookstore (II.B.35).

Counseling, Career Services, Transfer Services

The Counseling, Career Services, and Transfer department websites contain information about orientation, probation, educational planning, international students and career and transfer opportunities (II.B.36; II.B.37; II.B.38). The Counseling Center provides an engaging and thorough New Student Orientation in online format. Students may evaluate the Orientation by following the online link to the survey. While Counseling is not yet offered in an online format, the department is in the process of implementing Student Planner, which will allow for increased student participation and engagement in the educational planning process. Student Planner will be available for student use beginning in summer, 2014.

Disabled Student Programs and Services

DSPS services are described in the online orientation, the college catalog, the New Student Handbook, and the campus website. In addition, DSPS provides an online orientation for students who apply for disability-related services (II.B.40). The orientation features a built-in screen reader for individuals with print impairments. The DSPS application is downloadable and fillable, and the Verification and Consent for Release of Information forms are downloadable.

EOPS/CARE/Cal WORKS

The EOPS/CARE/CalWORKS website provides students with eligibility criteria, application information, and links to free online learning tools such as *Read & Write Gold 11*, a screen reading tool for students with low reading skills, *Project Gutenberg*, which provides free access to over 42,000 book titles, and the *Khan Academy*, a free website to help students with math, science, and other academic skills (II.B.41).

Financial Aid

The Financial Aid Department's website includes a link to the Free Application for Federal Student Aid (II.B.42.). Students can also download financial aid forms, sign up for a debit card, and apply for Federal Work Study online. The Financial Aid department's website also provides links to online financial aid resources, such as scholarship sites, a net price calculator to determine the cost of attendance, the College Board, and the California Student Aid Commission. Direct assistance with the financial aid application process is available from the department on an appointment or walk-in basis. The Financial Aid department holds Financial Aid Fridays throughout the spring to encourage timely application and assist students with the application.

Health and Wellness Center

The Health and Wellness Center (HWC) webpage provides students with a wealth of information, including health insurance resources, the Patient Bill of Rights, and downloadable

forms (II.B.43.). Students can take online quizzes to determine their risk of alcoholism and drug addiction, and they can take an anonymous screening for depression, alcohol, and eating disorders (II.B.44). The HWC website also provides links to Columbia Health's *Go Ask Alice!*, an online tool for the assessment of mental health and physical issues, and Facebook, allowing students to ask and receive answers to their health-related questions.

Student Life

The Student Life department maintains the Student Senate webpage, which includes agendas and minutes, instructions for joining the senate, contact information, and a link to the Student Senate Facebook page (II.B.45).

Each service unit has a webpage which is updated frequently with current information. In addition, services units maintain Twitter accounts to provide students with timely updates concerning deadlines, office hours, events, and office closures.

The College continues to implement and utilize technology to provide appropriate delivery of services to students without regard to location. There are currently some preliminary discussions to provide all students at the College have access to a tablet or similar device in order to have constant access to any and all services the College offers. Each service unit maintains its own website by updating and revising the service and contact information as appropriate. The College is continually striving to update and improve each one of these portals. All student services units use some form of social media, such as Twitter or Facebook, to provide current information to students.

B.3.b The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

Descriptive Summary

Through a variety of programs, services, and activities, the college provides a learning environment that promotes civic and personal responsibility, as well as intellectual, aesthetic, and personal development for all students. Students have a variety of opportunities to practice public advocacy, be involved in student government, and join or create a campus club based a variety of interests. There are many examples of events and practices that demonstrate the college's interest in developing well-rounded individuals.

Over the past three years the Communication Studies Department coordinated and promoted the Day of Public Advocacy for all public speaking students (II.B.46). The intent was to encourage students to become vocal public advocates for community issues and causes. Due to the popularity of the event, the department created Campus with a Voice Elocution (CWAVE)

designed to hone the public speaking skills of students and professors and to empower them to fully engage in the College and the greater community (II.B.47.).

During the fall, 2013, student government leaders led the College in opposing Assembly Bill 955 and its impending implementation at CHC. Their efforts led to over 4,000 petition signatures, joint student rallies with San Bernardino Valley College, classroom announcements, united support from the campus Classified and Academic Senates, several student testimonials and presentations at monthly Board of Trustees meetings on the topic (II.B.49.), and the District's eventual withdrawal from the list of pilot schools.

Annual Student Government elections are open to all enrolled CHC students. In addition, students vote on transportation fees, service fees and similar topics relevant to their student experience. To illustrate, 651 students voted in the spring 2012 student government election, which included a transportation referendum involving a per-semester fee in exchange for free access to Omnitrans transportation (II.B.49.).

Students are active participants in participative governance at the College. All participative governance groups, including the Crafton Council have student representation included in their memberships (II.B.50.). The Academic Senate and the Classified Senate include a standing report from the Student Senate on the agenda.

Students are also participants and planners of activities that affect the entire student body. For instance, student government leaders and members of the campus administration, faculty, and staff worked together to organize and participate in the College's first Three Peaks Challenge. The inaugural event was a 15 mile hike across the three highest peaks in the San Gorgonio Wilderness, symbolizing the three peaks all CHC students must summit: to engage, to learn, and to advance. Recent Three Peaks events included joining the Habitat for Humanity in painting a house (II.B.51.) and a hike through Mt. Baldy (II.B.52.).

Crafton Hills College has a comprehensive student activities program modeled after the Council for the Achievement of Standards in Higher Education (CAS) which stipulates that students be exposed to events focused on each of the following six components: social, intellectual, recreational service learning, campus governance, and training. Examples of such events in the last year include Club Rush (Social), Dia De Los Muertos (Intellectual), a food Drive for Redlands Family Services (Service Learning), student representation on shared governance committees (Campus Governance), and Interclub Council /Advisor Meetings (Training) (II.B.53.).

The College currently has twenty-eight existing clubs on campus through the office of Student Life (II.B.54; II.B.55.). Some campus clubs are academically themed, such as Math, English, Spanish, Philosophy, and Alpha Gamma Sigma (AGS), California Community College Scholastic Honor Society. Other clubs focus on aesthetic interests, such as Art, Technology, and Photography; physical well-being, such as Aquatics, Universal Fitness, and Dance; and issues of

diversity and inclusion, such as MECHA and Walking Tall, a club designed to support and assist undocumented students. Many other clubs exist on campus designed to meet the various needs of all students on campus.

The College is pleased with the effectiveness of its Student Senate (II.B.56). Every student enrolled at Crafton Hills College is a member of the Associated Students, for which the Student Senate acts as the governing board. The Student Senate exists fosters involvement, awareness, and unity among CHC students. The Student Senate has been vocal in the community regarding a number of socially relevant issues, including AB955 (extension programs at Community Colleges).

The College Honors Institute (CHI) provides highly motivated students who have demonstrated outstanding academic achievements the opportunity to participate in a program that challenges and deepens their scholarship, creativity, and commitment (II.B.57). Students who participate in the institute are expected to be able to demonstrate their understanding of diversity and to be active participants in both the college and the greater community (II.B.58.). The college has witnessed substantial growth in their CHI, both in terms of sections offered as well as the number of Honors students.

Three years ago the College implemented “college hour”, a one-hour window when no classes were scheduled, specifically for the purpose of student programming and engagement (II.B.59, for example). Due to vast popularity of our burgeoning student life and involvement, beginning in the fall of 2014, the College hours have been extended to include time blocks on Monday through Thursday.

B.3.c The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

The College has a full service counseling office that is open when college campus is open to the public. The office is open to students 40 hours a week and provides both walk-in and counseling services by appointment. Students can also meet with counselors during workshops dedicated to assisting them in developing a Student Education Plan (SEP). Programs and services have been designed and developed to make the most effective use of the counseling resources at the College and to meet the needs of students in understanding pathways to their educational goal. For example, the College answered the need to provide guidance to a large number of new entering students during peak registration times by developing New Student Advising workshops. New students who have completed assessment are directed to these workshops where they develop a two semester SEP. To meet the requirements of the Student Success Act

of 2012 SEP workshops have been developed to assist students who have less than 30 units to develop a complete SEP. Students who have completed more than 30 units or have units they are transferring from other institutions still meet one on one with a counselor to address the complexity of this situation.

Counseling services are supported by a variety of income streams including general fund, categorical (Student Success and Support Program and BSI) and grant funding, such as Title V grant funding for transfer services. The Student Success Act of 2012 has emphasized the importance of educational planning, which has allowed for the hire of additional counseling staff and put a spotlight on the importance of counseling services in student success.

One of the challenges the department has faced has been a shortage of counselors. In 2008 the department included six full-time counselors. By 2013, the number had dropped to two (II.B.60). Two counselors retired, another served on reassignment to the Title V grant as project director and was not replaced, and a third transferred to the articulation officer position to replace a retirement. After the passage of proposition 30, however, the infusion of new revenue allowed the College to hire two new counselors during 2013-2014.

It is expected that the Title V director will return to the counseling center in 2015, at the end of the grant's funding cycle. Additionally, a counselor currently serving as activity coordinator for the College's Title 3 STEM grant will be reassigned to counseling in 2015, at the end of that grant. These reassignments, together with the 2013-2014 new hires, will bring the counseling center to a more appropriate staffing level.

Regardless of staffing, the counseling department continually reviews and revises services provided. The department works closely with the Office of Institutional Effectiveness to assess SLO's (II.B.61) and evaluate processes such as the SOA³R Program (II.B.62.) and SEP workshops (II.B.63). Students' perceptions of counseling services are evaluated in the biannual administration of the Campus Climate Survey.

The College provides training to faculty and staff responsible for providing counseling and advising functions through attendance at related conferences and meetings and regular training. Counselors meet two to three times a month for updates and training on information and processes used in the office. As new technologies are rolled out for counselor use, training is provided. Recently, the district adopted a new electronic SEP and degree audit process. Training was provided to all counselors in the use of this process. A counseling retreat was used to provide the opportunity for all counselors to assist in the revision and development of workshop structures as well as the review of SLO and SAOs. Annual conferences attended by full-time and adjunct counselors include the California State University Counselor Conference the University of California Conference and the University of California sponsored Ensuring Transfer Success Conference.

The Transfer Center equips students for transfer to any and all institutions (II.B.64.). In addition to the primary focus of counseling students in the area of transfer, The Transfer Center trains faculty and staff (called Transfer Advocates) to assist students as well. The Transfer Advocate Program, part of the Transfer Initiative, was established by the Transfer Center Coordinator in collaboration with the Activity One Lead and the Title V Project Director in order to increase the percentage of Crafton Hills College students who are transferring to four-year universities.

As stated in the CHC Title V HSI grant proposal, the purpose of the program is to help students “gain the social and cultural capital needed to navigate the complexities of transferring to a university.” Transfer advocates are instructional faculty who provide students with transfer information, advice, and mentoring regarding the transfer process.

The center conducts annual surveys to determine the effectiveness of the Transfer Advocacy program (II.B.65.) and the program is consistently rated very high by the Advocates. Every two years, a student survey (II.B.66.) is conducted to assess the effectiveness of Transfer Center workshops. The results show students find the workshops to be helpful.

B.3.d The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

Descriptive Summary

Several major planning documents at Crafton Hills College cite inclusion, diversity, and equity as institutional priorities.

- The institution’s values include creativity, inclusiveness, excellence, and learning centeredness (II.B.67).
- Goal 2.1 of the Educational Master Plan (Goal 2.1, Objective 2.1.12, p. 27) is to “Seek, welcome, and respect diversity, and promote inclusiveness.” Objective 2.1.2 is to “Improve the inclusiveness of targeted programs in which at least one student demographic group is significantly underrepresented.”(II.B.68.)
- The 2010-2013 Enrollment Management Plan) currently under revision by the Student Success, Engagement, Enrollment Management and Matriculation Committee (SSEEMM) calls for the disaggregation of student data by race, ethnicity, gender, disability, and financial disadvantage to ensure the development and delivery of effective interventions for all CHC students (II.B.69.).

The institution maintains a Department of Disabled Student Programs and Services (II.B.70). The full inclusion of individuals with disabilities in academic and co-curricular activities supports and enhances student understanding and appreciation of diversity.

There are 31 clubs at the College (II.B.71). Some of them such as El Club Español, the Terrestrial Investigation Club, the Philosophy Club, and Phi Beta Lambda support students’

diverse academic interests. Others directly support an understanding and appreciation of diversity. Clubs that represent diverse groups include Active Minds (mental health issues), Black Student Union, Hands on ASL (deaf and hard-of-hearing), MECHA (Latino/a issues), PossAbilities (disabilities), and Walking Tall (undocumented immigrant students).

The College provides a broad range of events designed to promote understanding of diversity. Events are sponsored by various campus entities, such as clubs, Student Life, Theatre Arts, Communication Studies, and the Foreign Languages Department. Some of the diversity events and celebrations held at Crafton Hills College in the past four years include:

- Cinco De Mayo
- Dia De Los Muertos (II.B.72.)
- Wa'at Native American Days (II.B.73.)
- Operation Glitter Drag Show, a Benefit for Foothill Aids
- The Laramie Project, a Theatre Arts production
- Arts Day
- Art Gallery Exhibits with themes of diversity
- Advocacy Day, sponsored by the Communication Studies Department
- Arabic Celebration (II.B.74.)
- Multicultural Day (II.B.75.)

The Professional Development Committee has sponsored training opportunities centered on diversity and equity (II.B.76). For example, in December 2013, the Professional Development Committee sponsored Safe Space training to a large group of faculty, staff and managers to support CHC's LGBTQ population. In 2012-2013 the committee's plans focused on the theme of diversity. During fall, 2012 Dr. Tom Brown was invited to address the managers and faculty on the topic of increasing first-year student success in all CHC students, including those with backgrounds typically thought of as "at risk."

The College requires all students take a Diversity and Multiculturalism course in order to complete all general education requirements. Diversity courses can be found in the following disciplines: Anthropology, Arabic, ASL, Communication Studies, English, French, History, Humanities, Japanese, Religion, Russian, Spanish and Sociology.

The number of Hispanic students at CHC has increased over the past several years, according to fall 2012 demographic study (II.B.77). Research shows that in 2012, 39.4% of CHC students were Hispanic. In response to CHC's changing demographics, the Transfer Center has developed an objective to increase the participation of Hispanic students in transfer activities, a new club for undocumented students (II.B.78.) was created, and the College offered parent orientation in Spanish (II.B.79).

The Crafton Hills College Theatre Arts Program has been particularly instrumental in promoting an understanding and appreciation of diversity at the College. In November, 2012, the department presented “Diversity in the I.E.”, a play funded by the California Council of Humanities. The play was based on interviews with students and local residents representing different cultural, racial, and religious backgrounds. Participants (e.g., actors, crew members) and members of the audience completed surveys provided by the California Council for the Humanities (II.B.80).

A second Theatre Arts program, “Including You: IE” was presented in February, 2014. The program produced site-specific, interactive experimental performances by Japanese artists from the US and Japan.

The college is committed to promoting diversity on campus and supports activities and events that build cultural awareness. The 2012 student survey consistently demonstrated that students felt fairly treated by others (II.B.81).

B.3.e The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive Summary

The Admissions and Records Office and its processes and practices are routinely evaluated as part of the College’s regular program review cycle. All California Community College Admissions Offices must abide by the rules and regulations of Title 5, as well as the California Education Code.

The College ensures that the cultural and linguistic biases in the placement instruments are minimized by using assessment instruments that are sanctioned and approved by the California Community College Chancellor’s Office. The assessment instrument for the general student population for the College is Accuplacer. Students are provided complete instructions of the assessment process (II.B.82.).

B.3.f The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Student policies and procedures are published in the College Catalog and in the new Student Handbook, both of which are revised and published annually. The Catalog and the Handbook include FERPA guidelines. The online application now includes the release of directory student

information check box that appears on the paper application. FERPA training was provided to all full-time and adjunct faculty and Student Services personnel in fall 2010.

Permanent student records are securely kept in various databases which require login of authorized personnel to access. Paper records are scanned to a secure imaging database. After being imaged, the paper records are then boxed and stored in a secure storage facility until such time as they can be destroyed in accordance with Title 5 and District policy regarding the retention of student records (II.B.83; II.B.84). District Computing Services maintains backups of all systems on regularly scheduled intervals.

The institution publishes the Notification of Rights under FERPA in the college catalog which describes the policies the institution must follow to ensure confidentiality of the student's records and personal information (II.B.85). The college complies with FERPA regulations by requiring students to present a valid, government issued, photo identification before releasing student records

Student support service centers are beginning to use digital imaging as a primary archival method. DSPS, Counseling, Admissions, and EOPS are imaging student records. The imaging of student records in Financial Aid and of some Admissions student documents currently stored on microfiche and microfilm is yet to be accomplished. Both departments have requested additional resources to accomplish this goal in their Planning and Program Review documents.

B.4 The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Descriptive Summary

Since the last self-evaluation, all service units have completed at least two full Planning and Program Review cycles and have participated in the college's annual planning process. All student services units have developed Service Area Outcomes, evaluate them according to a unit-level plan, and use the resultant information for program improvement (II.B.86). The planning and program review process requires that units report their SLOs and SAOs annually, and that they demonstrate how the results will be used to improve services and learning.

Each student services unit has worked closely with the Office of Institutional Effectiveness, Research and Planning to choose appropriate outcomes and assessments. The OIERP has conducted climate surveys, point of service surveys, and inferential studies to determine the effectiveness of student services and programs (II.B.87). Two particularly valuable assessment instruments have been the Student Satisfaction Survey and the Community College Survey of

Student Engagement (CCSSE) (II.B.88; II.B.89). These two instruments are administered to a large sample of students in alternate years. The survey includes items specific to each department. Student services units discuss the results and address the implications in the annual planning processes.

A Spring 2012 Student Satisfaction Survey revealed that many students were not satisfied with the friendliness of the College's counseling department, possibly the result of the low staffing in that area. In response, the College has added two full-time tenure-track counselors to the staff, and has prioritized additional counseling support at the top of the 2013-2014 program review priority list.

Assessment of transfer workshops showed students tended to agree or strongly agree that the workshop they attended would help them to meet their educational goals. The department responded by increasing the number of transfer workshops offered each year.

Research showed high school students who participated in SOA³R were more likely than a comparison group to complete and succeed in their courses, and had higher fall to spring retention (II.B.90). Another study showed students who used DSPS services were more likely to finish their courses and remain enrolled from spring to fall semester, but were less likely to earn a grade of record than their non-disabled peers (II.B.91).

The annual Senior Day event, coordinated through Counseling with participation from service and instructional units, is assessed and the results are used to improve the event each year (II.B.92).

Assessment of the Left Lane Project, a program designed to reduce the amount of time it takes students to earn a degree at Crafton Hills College, showed Left Lane students were more likely to enroll in and successfully complete a math and/or English course than students in the comparison group during their first semester (II.B.93.) The program was particularly impactful for African American students. Given the positive impacts of the SOA³R program and Left Lane Project on student success, the College developed a three-year plan to expand both programs in order to reach a larger population, with the eventual goal of bringing them to scale.

Self evaluation

The College meets this standard. However, the accuracy and timeliness of the college catalog must improve. The College should provide online counseling services, particularly if more online courses are planned.

Actionable Improvement Plans

None

Evidence, Standard II.B., Support Services

II.B.1	Mission: Mission Statement, Vision Statement, Institutional Values, and Educational Philosophy Statement http://www.craftonhills.edu/About_CHC/Mission
II.B.2.	Educational Philosophy http://www.craftonhills.edu/About_CHC/Mission
II.B.3.	2013 Environmental Scan: San Bernardino Community College District http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/SBVCD_Env_SCAN%20_FINAL%20_Report10_24_13.pdf
II.B.4.	The Relationship between SOA3R and Student Success, 2009-2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.5.	Left Lane Project General Information http://www.craftonhills.edu/Current_Students/Left_Lane_Project/General_Info
II.B.6.	College Catalogue http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.7.	Student Success Planning Checklist http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/CHCStudentSuccessChecklist.pdf
II.B.8.	Prospective, Current, and Online Students Website http://www.craftonhills.edu/CHC/Current%20Students.aspx
II.B.9.	New Student Orientation http://www.craftonhills.edu/Prospective_Students/Orientation
II.B.10.	New Student Orientation Evaluation Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_OrientationEvals_FA12_SPI3.pdf
II.B.11.	Admissions and Records Program Outcomes, CCCApply http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Outcomes%20Reports/Programs/2011SP_AandR.pdf
II.B.12.	Online Learning Links http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes
II.B.13.	Is Online Learning Right For Me? http://www.craftonhills.edu/Degrees_and_Certs/Online_Classes/Is_Online_Right_for_Me

II.B.14.	Substantive Change Proposal, Basic Firefighter Academy, p. 4 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Accreditation/2014/Crafton%20Hills%20College%20Substantive%20Change%20Proposal%20Jan%202014.pdf
II.B.15.	CHC Catalog, 2013-2014 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.16	Student Handbook http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Prospective%20Students/Orientation/CHC-Student-Handbook-2013-14.pdf
II.B.17.	CHC Website, Prospective Students, Apply http://www.craftonhills.edu/Admissions_and_Records/Apply
II.B.18.	2012 Student Survey Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.19.	CCSSE http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Did%20You%20Know/1112_DYK15.pdf
II.B.20.	CHC Planning and Program Review Schedule, 2013-2020 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1314_PPR_4YearCycle_Schedule_1314to1617.pdf
II.B.21.	DSPS POS Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/POS_DSPTS_FA12.pdf
II.B.22.	EOPS POS Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/POS_EOPS_FA12.pdf
II.B.23.	DSPS Study http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_DSPTS_Utilization_Success.pdf
II.B.24.	SOAR Success Rates Study 2009-12 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.25.	Senior Day Evaluation Research Brief http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/SeniorDayBrief2011.pdf

II.B.26.	Health and Wellness Center, Faculty Feedback Research Brief http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/1314_HWC_2013SP_FacEvals.pdf
II.B.27.	Transfer Center Workshop Evaluations Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluations.pdf
II.B.28.	Student Educational Planning Workshop Evaluation http://depts.craftonhills.edu/Research/SEP/sep.htm
II.B.29.	Counseling SLO Results Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf
II.B.30	Admissions and Records Homepage http://www.craftonhills.edu/Admissions_and_Records
II.B.31.	CCC Apply Portal http://www.craftonhills.edu/Admissions_and_Records/Apply/Apply_for_Admission
II.B.32.	CCC Application Page https://secure.cccapply.org/Applications/CCCApply/custom_logons/logon.asp?nextpage=/Applications/CCCApply/CCCApply1.asp?application_id=1617
II.B.33.	Webadvisor Homepage https://webadvisor.sbccd.cc.ca.us/WAProdCHCSec/WebAdvisor?TYPE=M&PID=CORE-XWMAIN&TOKENIDX=9258371834
II.B.34.	Parking and Safety Homepage http://www.craftonhills.edu/Current_Students/Parking
II.B.35.	Online Bookstore https://bookstore.craftonhills.edu/Buy_Supplies_and_More_Online
II.B.36	Counseling Homepage http://www.craftonhills.edu/Current_Students/Counseling
II.B.37	Career Services Homepage http://www.craftonhills.edu/Current_Students/Counseling/Career_Services
II.B.38.	Transfer Center Homepage http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.39	Disabled Student Services Homepage http://www.craftonhills.edu/Current_Students/Disabled_Student_Services

II.B.40.	DSPS Online Orientation http://www.craftonhills.edu/Orientation/DSPS/chcdsps.asp
II.B.41.	EOPS/CARE/Cal WORKS Homepage http://www.craftonhills.edu/Current_Students/EOPS_CARE_CalWORKS
II.B.42.	Financial Aid Homepage http://www.craftonhills.edu/Current_Students/Financial_Aid
II.B.43.	Health and Wellness Center Homepage http://www.craftonhills.edu/Current_Students/Health_and_Wellness_Center
II.B.44.	Mental Health Screening Log-In http://www.mentalhealthscreening.org/screening/CRAFTONHILLS
II.B.45.	Student Life Homepage http://www.craftonhills.edu/Current_Students/Student_Life
II.B.46	Day of Advocacy Training Announcement http://www.craftonhills.edu/News/February_2014/CWAVE_Day_of_Advocacy
II.B.47.	CWAVE Public Advocacy Program http://www.cwavecraftonhills.com/
II.B.48.	September 12, 2013 Board of Trustees Meeting Minutes http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2013_Minutes/9-12-13.pdf
II.B.49.	May 17, 2012 President's Report http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President%27s%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf
II.B.50.	CHC Organizational Handbook, pp. 6, 7, 19-21, 31 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/CHC_Org_Handbook_13-14.pdf
II.B.51.	Brush with Kindness Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Spring_2014_Slideshows/A_Brush_with_Kindness
II.B.52.	Three Peaks Challenge: Hike Through Mt. Baldy http://www.craftonhills.edu/Three_Peaks_Challenge
II.B.53.	November 14, 2013, Board of Trustees Meeting Minutes. Associated Students Report (Day of the Dead, Food Drive, Veterans Art Show, AB955) http://www.sbccd.org/~media/Files/SBCCD/District/Board/Minutes/2013_Minutes/11-14-13-2.pdf

II.B.54.	Campus Clubs http://www.craftonhills.edu/Current_Students/Student_Life/Clubs
II.B.55.	Student Life Homepage http://www.craftonhills.edu/Current_Students/Student_Life
II.B.56.	Student Senate http://www.craftonhills.edu/Current_Students/Student_Life/Student_Senate
II.B.57.	College Honors Institute http://www.craftonhills.edu/Degrees_and_Certs/College_Honors_Institute
II.B.58.	Honors Institute Program Level Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/College%20Honors%20Institute/CHI%20PROGRAM%20LEVEL%20OUTCOMES.pdf
II.B.59.	College Hour, for example http://www.craftonhills.edu/~media/Files/SBCCD/CHC/News/April%202014/Sexual%20Assault%20Awareness%20Month.pdf
II.B.60.	Counseling Program Review, 2013, #2, External Factors https://www.craftonhills.edu/ProgramReview/Plan.aspx/View/b3b7b835-8135-457c-bd4e-0af98b678042
II.B.61	Counseling SLO Results http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/counseling_SLO_brief_2012_EG.pdf
II.B.62.	The Relationship Between Soar and Student Success Research Study http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.63.	Student Educational Planning Workshop Evaluation Form http://depts.craftonhills.edu/Research/SEP/sep.htm
II.B.64.	The Transfer Center http://www.craftonhills.edu/Current_Students/Transfer_Center
II.B.65.	Transfer Advocate Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/TAP%20Brief_Final_updated.pdf
II.B.66.	Transfer Center Workshop Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1112_transfer_center_evaluations.pdf

II.B.67.	College Mission Homepage http://www.craftonhills.edu/About_CHC/Mission.aspx
II.B.68.	Educational Master Plan http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Planning%20Documents/1112_EMP_MasterCopy.pdf
II.B.69.	2013 Enrollment Management Plan, p. 2 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Committees/Enrollment%20Management%20Committee/Enrollment%20Management%20Plan%20May%205%202011.pdf
II.B.70.	Disabled Student Services Homepage http://www.craftonhills.edu/Current_Students/Disabled_Student_Services
II.B.71.	Student Clubs Homepage http://www.craftonhills.edu/Current_Students/Student_Life/Clubs
II.B.72.	Day of the Dead 2013 Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Day_of_the_Dead_2013
II.B.73.	Wa'at Native American Days 2013 Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Wa'at_Native_American_Days
II.B.74.	Arabic Celebration Slideshow http://www.craftonhills.edu/Features/Roadrunner_Scrapbook/Fall_2013_Slideshows/Arabic_Celebration
II.B.75.	President's Newsletter, May 17, 2012 regarding Multicultural Day http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/President's%20Page/Board%20Reports/2012/Pres%20Rpt%20May%202012.pdf
II.B.76.	Professional Development Ideas 2012-2013, Theme, Diversity http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Faculty%20and%20Staff/Professional%20Development/BrownSummary.pdf
II.B.77.	Crafton Student Characteristics And Successful Student Behaviors , Slide 6 of 23 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CHC_StuChar_Suc_FA12.pdf
II.B.78.	Walking Tall http://www.craftonhills.edu/Current_Students/Student_Life/Clubs/Walking_Tall

II.B.79.	Parent Orientation http://www.craftonhills.edu/News/2012/August_2012/Roadrunner Rally and Parent Orientation Wednesday August 5
II.B.80.	“Diversity in the I.E” Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/DiversityintheIE.pdf
II.B.81.	2012 Student Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.82.	Student Assessment Review Guide http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Current%20Students/Counseling/Assessment/Assessment%20Guidelines%20and%20Pre%20Assessment%20Review%20Guide.pdf
II.B.83.	District Board Policy 3310 – Records Retention and Destruction http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Policies/3000/3310_Records.pdf
II.B.84.	District Administrative Procedure – Records Retention and Destruction http://www.sbccd.org/~media/Files/SBCCD/District/Board/Board%20Procedures/3000/3310_AP.pdf
II.B.85.	Notification of Rights under FERPA http://www.craftonhills.edu/~media/Files/SBCCD/CHC/Degrees%20and%20Certs/Catalogs/Online-Catalog-13-14.pdf
II.B.86.	Program Assessment Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional Effectiveness Resources/Student Learning Outcomes/Program Assessment Reports
II.B.87.	OIERP Research Briefs and Reports http://www.craftonhills.edu/About_CHC/Research_and_Planning/Research Briefs and Reports
II.B.88	2012 Student Satisfaction Survey http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Instruction/StudentSatisfactionSP2012%282%29.pdf
II.B.89.	Community College Survey of Student Engagement (PowerPoint Presentation) http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Presentations/CCSSE_2009_2010_2011.pdf

II.B.90.	The Relationship Between SOA3R and Student Success, Fall 2009 to Fall 2012 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Student%20Services%20Research/1314_SOAR_FA09toFA12_Report.pdf
II.B.91.	DSPS Students and Student Performance, 2012-2013 http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/1213_DSPS_Utilization_Success.pdf
II.B.92	2011 Senior Day Assessment http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Satisfaction%20Survey/Student%20Services/SeniorDayBrief2011.pdf
II.B.93.	Crafton Hills College 2012 Left Lane Student Outcomes http://www.craftonhills.edu/~media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/Research%20Briefs/Academic%20Success%20Studies/2012FA_LeftLane_Success3_Dash.pdf