

**Crafton Hills College  
Comprehensive Master Plan Scorecard  
2012-2013 to 2016-2017**

- Met/Exceeded the Target
- Evaluate (<3% below the Target)
- Area for Improvement (3% or more below the Target)

Strategic Direction	Achievement Outcome Measures	17-18 Target	2012-13	2013-14	2014-15	2015-16	2016-17
1 & 3	<a href="#">Course Success Rate</a>	73.0	73.6	73.4	73.6	73.2	72.9
1	Fall to Spring Retention (Persistence)	71.2	71.1	71.9	69.7	68.7	70.6
1	<a href="#">Three-Year English Throughput Rate</a>	49.3	59.3	47.1	48.1	46.2	46.5
1	<a href="#">Three-Year Math Throughput Rate</a> – Long Range Target is 50%	26.2	23.2	29.8	30.7	25.6	24.6
1	<a href="#">Number of Degrees and Certificates</a>	1,066	733	825	937	971	1,072
1	Transfer Rate*	31.2	30.2	27.6	28.8	28.2	30.6
1	CSU GPA One-Year After Transfer from Crafton	TBD	3.09	3.01	3.14	3.14	3.07
2, 3, 6, 8, & 9	<a href="#">Employee Satisfaction</a> (6 Questions)	75.0	80.9		70.4		58.7
1, 2, 3, 7, & 9	<a href="#">Student Satisfaction</a> (10 questions)	85.0		88.4		89.5	
2	<a href="#">Active and Collaborative Learning</a>	>50	55.7		56.0		54.4
2	<a href="#">Student Effort</a>	>50	53.6		54.7		53.8
2	<a href="#">Academic Challenge</a>	>50	53.2		56.2		53.2
2	<a href="#">Student-Faculty Interaction</a>	>50	50.8		52.7		50.9
2	<a href="#">Support for Learners</a>	>50	49.9		51.9		52.1
3	Percent of Students Meeting ILOs	80.3	79.1	80.2	77.3	77.4	79.6
4	Fall Unduplicated Headcount	5,927	5,276	5,666	5,850	5,751	5,811
4	Annual Credit 320 FTES	4,519	3,830	4,498	4,295	4,778	4,178
2, 4, & 5	Demographic Diversity: % of AA, Hispanic, and N.A Students	54.8	45.4	50.8	53.0	54.1	55.2
2, 4, & 5	Demographic Diversity: Percent Female	52.0	51.6	52.3	53.7	52.8	54.2
2, 4, & 5	Demographic Diversity: Average Age	25	24.0	24.0	23.7	23.7	23.1
4 & 5	<a href="#">Fall Capture Rate</a> (7 cities)	49.6			51	49	49
5	% of Students with Increase in Wages (Skills Builder)	25.5	10	14	16	19	23
6 & 8	<a href="#">Committee Self-Evaluations</a> (5 questions)	85.4	91.6	86.8	90.6	95.8	82.9
7	<a href="#">75/25 Ratio (FT/PT Ratio)</a> – Ultimate Target is 75	37.8	48	42	38	35	35
7	Ratio of Square Footage to Number of Custodial Staff	15,000:1	19,124:1	20,312:1	21,141:1	22,032:1	20,459:1
7	Student to Counselor Ratio**	616:1		915:1	1,278:1	849:1	486:1
9	<a href="#">FTES / FTEF Ratio Percentage of 17.5</a> – Ultimate Target is 100%	83%	100.6	90.8	88.8	83.8	81.7
9	<a href="#">WSCH/FTEF Ratio</a> – Ultimate Target is 525	436	528	477	466	440	429

\*The transfer rate is a six-year cohort and the year identified in the column is one year behind.

\*\*The student to counselor ratios are the most current provided by the Student Scorecard. However, similar to other student scorecard data, they are a semester behind. The 2016-17 data is for Fall 2015.

**Strategic Directions**

- |  |   |                                  |
|--|---|----------------------------------|
| 1. Promote Student Success                     | 4. Expand Access                              | 7. Develop Programs and Services |
| 2. Build Campus Community                      | 5. Enhance Value to the Surrounding Community | 8. Support Employee Growth       |
| 3. Development Teaching and Learning Practices | 6. Promote Effective Decision Making          | 9. Optimize Resources            |

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**Methodology**

Achievement Outcome Measures	Target	Methodology and Target Notes
<a href="#">Course Success Rate</a>	73.0	Course success rate is defined as the percent of students earning a C, B, A, or P grade divided by the number of grades on record (GOR: A, B, C, D, F, P, NP, I, or W). The course success rate is for the academic year: summer, fall, and spring. The target was set by using the same methodology for setting the IEPI targets: calculating the standard deviation (SD) over five years and adding a half SD to the most recent course success rate: $.299444/2 = .149722 + 72.9 = 73.0$ .
<a href="#">Fall to Spring Retention (Persistence) 70.0</a>	71.2	The Fall to Spring retention rate is the percent of students who earn a GOR in the fall semester and the subsequent spring semester. The same methodology used to set the IEPI targets was used to set the fall to spring retention target: The SD was calculated over the five most recent years, and a half SD was added to the most recent year: $1.24/2 = .6205 + 70.6 = 71.2$ .
<a href="#">Three-Year English Throughput Rate</a>	49.3	The three-year English throughput rate identifies students who took their first English course at Crafton, tracks these students for three years, and identifies the percent who complete a transfer level English course in three years. The target was set by using the IEPI Target Methodology: $5.559/2 = 2.7797 + 46.5 = 49.3$ .
<a href="#">Three-Year Math Throughput Rate</a> – Long Range Target is 50%	26.2	Met with the math department, examined historical data, discussed MM plans, examined other colleges, and set the long-range target at 50%. Using the IEPI target methodology the target in 17-18 would be 26.2: $3.296/2 = 1.648 + 24.6 = 26.2$ .
<a href="#">Number of Degrees and Certificates</a>	1,066	The Chairs suggested that we use the percentage of full-time students to help set the target. To set the target identified the number of unduplicated students each year, the percent of FT students in the fall semesters, and multiplied the FT percent by the unduplicated students to calculate estimated annual FT students. Next, divided the number of awards by estimated annual FT students to get percent of FT who earned award, calculated the average percent of FT who earned award (29.3%) and average number of awards across all five years (824), a 29% increase above 824 would be 242 for 1,066. Using IEPI target methodology the target would be 1,138 for 17-18: $131.547/2 = 65.773 + 1,072 = 1,138$ .
<a href="#">Transfer Rate</a>	30.6	The Chairs suggested used .5 SD to set target. Using IEPI Methodology to set the transfer rate target the 17-18 target would be 31.2: $1.285/2 = .643 + 30.6 = 31.2$ .
CSU GPA One-Year After Transfer from Crafton	TBD	The CSU GPA information one-year after transfer from Crafton is a year behind. For example, the data presented in 2016-2017 is for Fall 2015; however, this data is the most current. The data is from Table 4 from the <a href="#">CSU Analytical Studies Web Site</a> and represents the total GPA including both lower and upper division students one year after they transferred from Crafton. Crafton students' GPA at the CSUs is compared to all other community college students who transferred to CSU one-year after the transfer. The target is to meet or exceed the GPA of all other community college students. The system-wide total GPA after one-year in Fall 2016 will be set when the data is released.
<a href="#">Employee Satisfaction</a> (6 Questions)	70.0	Crafton employees rate their level of overall satisfaction in the following six areas: outcomes assessment process (q1ad), level of inclusiveness at Crafton (q2y), planning and decision-making (q1r), shared-governance (q9an), resource allocation processes (q9af), and working at Crafton (q9ag). According to Gallop the Statewide norm is 70% or higher. The target set for Crafton was 70%.

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<a href="#">Student Satisfaction</a> (10 questions)	85.0	Crafton students rate their level of overall satisfaction every other spring semester in the following ten areas: sense of belonging at CHC (q5.a), proud to tell others are CHC student (q5.b), students made to feel welcome (q5.d), feel informed (q5.h), overall educational experience (q7.c), overall services for students (q13.n), cleanliness (q11.a), maintenance of facilities (q11.b), landscaping (q11.c), and safety (q11.e).
<a href="#">Active and Collaborative Learning</a>	>50	Active and collaborative learning is a Community College Survey of Student Engagement (CCSSE) standardized benchmark and indicates whether students actively think about their education and collaboratively apply what they are learning in different settings. A score greater than 50 means that Crafton exceeds the national average.
<a href="#">Student Effort</a>	>50	Student Effort is a CCSSE standardized benchmark and indicates whether students exhibit behaviors that increase their chances of attaining their education goals. A score greater than 50 means that Crafton exceeds the national average.
<a href="#">Academic Challenge</a>	>50	Academic Challenge is a CCSSE standardized benchmark and indicates whether students are intellectually and creatively challenged to be successful in college. A score greater than 50 means that Crafton exceeds the national average.
<a href="#">Student-Faculty Interaction</a>	>50	Student-Faculty Interaction is a CCSSE standardized benchmark and indicates the frequency and quality of interactions with professors helping student learn and persist toward attaining their educational goals. A score greater than 50 means that Crafton exceeds the national average.
<a href="#">Support for Learners</a>	>50	Support for Learners is a CCSSE standardized benchmark and indicates whether students are surrounded with support outside the classroom cultivating a positive learning environment. A score greater than 50 means that Crafton exceeds the national average.
Percent of Students Meeting ILOs	80.3	Percent of those assessed in all six ILOs for each academic year who score a 3 or higher on the ILO. Used the IEPI Target Methodology by calculating the standard deviation (SD) over five years and adding a half SD to the most recent percent of students meeting ILO: $1.310/2 = .6551 + 79.6 = 80.3$ .
Fall Unduplicated Headcount	5,927	Used the IEPI Target Methodology by calculating the standard deviation (SD) over five years and adding a half SD to the most recent fall unduplicated headcount: $231.3497/2 = 115.6749 + 5,811 = 5,927$ .
Annual Credit 320 FTES	4,916	Looking at a 1.5% increase over 4,843, which would be 4,916. This target is set each year by Crafton.
Demographic Diversity: Percent of African American, Hispanic, and Native American students	54.8	Historically underserved students are defined as African American, Hispanic, and Native American. The percentages were taken from the fall census reports. Referring to the 2017 equity data, African American students were the only group disproportionately impacted in terms of access. Referring to equity data, CHC has 4.3% AA and the population is 5.0%. Raising AA CHC population to 5% would be an increase of .7%. Currently, Crafton is at 54.1%. The increase would be $54.1\% + .7\%$ or 54.8%.
Demographic Diversity: Percent Female	52.0	Continuously check the equity data to ensure that there is no Disproportionate Impact (DI). The population percentage is 52% and Crafton will seek to maintain this percentage or higher.
Demographic Diversity: Average Age	25	Crafton's average age has ranged from 23.7 to 24.3. Currently, there is DI in age for students who are 34 years old or older. An average age of 25 will help to reduce the DI for students who are 34 years old or older.
<a href="#">Fall Capture Rate</a> (7 cities)	49.6	Takes all of the community college students enrolled in Yucaipa, Mentone, Redlands, Highland, Loma Linda, Running Springs, and Lake Arrowhead and calculates percentage of community college students enrolled at Crafton. Used

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		the IEPI Target Methodology by calculating the standard deviation (SD) over five years and adding a half SD to the most recent fall capture rate: $1.1547/2 = .5774 + 49 = 49.6$ .
Percent of Students with Increase in Wages (Skills Builder)	25.5	The median inflation adjusted wages before and after the year of enrollment for students who completed a SAM A, B, or C course of at least (.5 units) and passed all CTE coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four year college the year of enrollment or the following year. Used the IEPI Target Methodology by calculating the standard deviation (SD) over five years and adding a half SD to the most recent percent increase in wages: $4.9295/2 = 2.4648 + 23 = 25.5$ .
<a href="#">Committee Self-Evaluations</a> (5 questions)	85.4	The Committee Self-Evaluation is administered each spring to help assess the shared governance process at Crafton. The committee self-evaluation consists of the following five questions: collaboration, transparency, evidence-based, effective, and efficient.
<a href="#">75/25 Ratio (FT/PT Ratio) – Ultimate Target is 75</a>	37.8	The 75/25 ratio represents the percent of sections taught by FT faculty. In 1988, Assembly Bill 1725 was signed into law which included a requirement to increase the percentage of sections taught by FT faculty to 75%. Historically, the Statewide 75/25 ratio has been below 75% and the legislature has not provided the funding to help districts meet the 75/25 ratio. Used the IEPI Target Methodology by calculating the standard deviation (SD) over five years and adding a half SD to the most recent 75/25 ratio: $5.5045/2 = 2.7523 + 35 = 37.8$ .
Ratio of Square Footage to Custodial Staff	15,000:1	The target of 15,000 square feet per custodian is the maximum-end of the industry standard for a public facility such as a college campus to allow for a decent level of cleaning. 10,000:1 is optimum but not financially realistic. The staffing formulae used is derived from APPA guidelines which determines staffing numbers based on square footage, usage of that space (e.g. restroom vs office), occupancy, traffic, materials (such as carpet vs tile), and level of cleanliness desired. In 2012-13 there was 191,239 square footage to 10 staff, 13-14 was 223,432 to 11, 14-15 was 232,551 to 11, 15-16 was 286,420 to 13, and 16-17 was 286,420 to 14.
Student to Counselor Ratio	616:1	To set the target identified medium size, rural, and town California community colleges using IPEDS data. Accordingly, the following colleges were used as comparison colleges to set a student-to-counseling ratio with the most recent data from the student scorecard data for Fall 2015: Cerro Coso (457:1), Gavilan (727:1), Las Positas (619:1), Mendocino (506:1), Ohlone (588:1), and Shasta (796:1). The average was 616:1. The State ratio happens to be 615:1.
<a href="#">FTES / FTEF Ratio Percentage of 17.5</a> – Ultimate Target is 100%	83	<b>FTES</b> stands for Full-Time Equivalent Student and is the equivalent of one student taking courses totaling 15 hours per week (e.g.:five 3-unit courses) each semester for two semesters. <b>FTEF</b> stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course. <b>FTES / FTEF</b> is another way to view productivity for instruction. An FTES / FTEF ratio of 17.5 is the equivalent of the WSCH / FTEF ratio of 525, and signifies that the discipline served 17.5 full-time students for every one full-time faculty. The <b>FTES to FTEF Ratio / 17.5</b> illustrates the percent productivity in relation to meeting the WSCH / FTEF ratio target. Instructional Office set a target based on an 83%.

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<a href="#">WSCH/FTEF Ratio</a> – Ultimate Target is 525	436	<p><b>WSCH</b> refers to Weekly Student Contact Hours and is defined as the number of students in a class at census multiplied by the hours of student instruction conducted in that class in a week during a primary (fall or spring) term of an academic year. In a typical 3-unit course 35 students generate 105 WSCH (3 weekly hours * 35 students at census = 105 WSCH). <b>FTEF</b> stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course. <b>WSCH / FTEF</b> is the productivity measure used for instruction. 35 students in a typical 3-unit weekly census course with a .20 load factor generate a WSCH / FTEF ratio of 525 (3 * 35 = 105 / .20 = 525), which is the norm for California community colleges. Instructional Office set a target based on an 83% efficiency resulting in an efficiency WSCH/FTEF ratio of 436.</p>

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