



PROGRESS ON CRAFTON'S QEIs (QEIs)

2013 – 2014 Report Showing Progress from 2010-2011 to 2012-2013

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May 27, 2014
RRN: 880

Progress on Crafton's QEIs

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Introduction

The CHC Educational Master Planning Committee (EMPC), with the full participation of representatives of the Academic Senate, Classified Senate, Student Senate, and management team, have developed a set of institutional Quantitative Effectiveness Indicators (QEIs) to facilitate institutional planning. Institutional QEIs, taken together, are intended to present a reasonably broad and accurate picture of overall institutional effectiveness from a quantitative perspective. Data on QEIs are gathered annually, starting with a baseline period, and the results indicate whether the College has made progress toward the improvement goal for each measure. The QEIs comprise one section of the Educational Master Plan (EMP), and progress toward the Goals of that Plan will raise the College's performance level on many of the QEIs. The subsequent pages illustrate the 2012 – 2013 annual update to the QEIs along with historical patterns for three years, baselines, targets, and possible disproportionate impact by gender, age, and ethnicity. Institutional QEIs, taken together, are intended to present a reasonably broad and accurate picture of overall institutional effectiveness from a quantitative perspective. The QEIs comprise one section of the [Educational Master Plan](#) (EMP). Progress toward the Goals of the EMP will inherently raise the College's performance level on many of the QEIs.

Summary of Results (see Table 1)

In 2012 – 2013 the CHC 2013 – 2014 Targets were exceeded in the Following Areas

- **Course Success Rate**
 - Overall Course Success Rate
 - Transfer Course Success Rate
- **Course (i.e. Formally Retention) Completion Rate**
 - Overall Course Completion Rate
 - CTE Completion Rate
 - Transfer Completion Rate
 - Developmental Completion Rate
- **Fall to Fall Retention Rate (i.e. Formally Persistence)**
- **Transfer Rate**
- **Performance after Transfer (CSU GPA)**
- **WSCH/FTEF Ratio**
- **Employee Satisfaction**

Crafton is working on Reaching the CHC 2013 – 2014 Targets in the Following Areas

- **Course Success Rate**
 - CTE Course Success Rate
 - Developmental Course Success Rate
- **Number of Degrees and Certificates Earned**
- **Transfer Readiness Rate**
- **Job Placement Rate**
- **Outcomes Assessment Completion Rate**

Disproportionate Impact

Of the 11 outcome areas, disproportionate impact was only indicated in four areas

- Developmental Course Success Rate
- Fall-to-Fall Retention Rate
- Transfer Rate
- Transfer Readiness Rate

Developmental Course Success Rate

- Native American students had a statistically significant ($p < .05$) and substantially ($ES = .28$) lower developmental course success rate (48.5%) than the overall success rate (62%), suggesting that Native American students are more likely to struggle in developmental courses than other students.

Fall-to-Fall Retention Rate (i.e. formally persistence)

- Students 20 – 29 years old had a statistically significant ($p < .01$) and substantially ($ES \geq .26$) lower retention rate than the overall retention rate. Students who are 20 – 34 years old may be less likely to be retained because they are earning degrees, certificates, transferring, and/or working.
- Asian students had a statistically significant ($p < .05$) and substantially ($ES = .24$) lower retention rate (35%) than the overall retention rate (47%), suggesting that Asians are less likely to be retained from fall to fall.

Transfer Rate

- Students 20 – 29 years old had a statistically significant ($p < .01$) and substantially ($ES \geq .26$) lower retention rate than the overall retention rate. Students who are 20 – 34 years old may be less likely to be retained because they are earning degrees, certificates, transferring, and/or working.
- Asian students had a statistically significant ($p < .05$) and substantially ($ES = .24$) lower retention rate (35%) than the overall retention rate (47%), suggesting that Asians are less likely to be retained from fall to fall.

Transfer Rate

- Students 19 years old or younger had a statistically significant ($p < .001$) and substantially ($ES = .39$) lower three-year transfer rate (10%) than the overall transfer rate (14%). Students who are 19 years old or younger may be less likely to transfer because they are more likely to have just started their education.

Transfer Readiness Rate

- Students 20 – 24 years old were statistically significant ($p = .005$) less likely to be transfer ready (6%) than the overall transfer readiness rate (11%)
- Students who were 30 – 39 years old were statistically significantly ($p = .003$) and substantially ($ES = .25$) less likely to be transfer ready than the overall transfer readiness rate (11%)

Table 1: 2012 – 2013 Progress on Crafton’s Quantitative Effectiveness Indicators (QEIs) by Age, Gender, Ethnicity, and Target.

| QEI Outcome | QEI | 10-11 | 11-12 | 12-13 | Disproportionate Impact | | | CHC 13-14 Target | Exceeded CHC 13-14 Target |
|---|-----|--------|--------|-------------|-------------------------|--------|-----------------|------------------|---------------------------|
| | | | | | Age | Gender | Ethnicity | | |
| Successful Course Completion Rate | 1 | 71.7 | 74.2 | 73.7 | No | No | No | 73.4 | Yes |
| CTE Courses | 1 | 77.9 | 79.1 | 79.3 | No | No | No | 80.0 | No |
| Transfer Courses | 1 | 71.6 | 73.7 | 73.6 | No | No | No | 73.4 | Yes |
| Developmental Courses | 1 | 62.9 | 65.5 | 62.0 | No | No | Native American | 63.0 | No |
| Course Completion (i.e. Retention) Rate | 2 | 88.3 | 89.5 | 91.5 | No | No | No | 88.0 | Yes |
| CTE Courses | 2 | 91.2 | 92.3 | 92.6 | No | No | No | 92.0 | Yes |
| Transfer Courses | 2 | 88.3 | 88.9 | 90.9 | No | No | No | 88.0 | Yes |
| Developmental Courses | 2 | 85.1 | 87.7 | 90.3 | No | No | No | 85.1 | Yes |
| Fall to Fall Retention Rate (i.e. persistence)* | 3 | 43.4 | 45.4 | 47.4 | 20-34 Years | No | Asian | 45.9 | Yes |
| Number of Degrees and Certificates | 4 | 706 | 634 | 731 | Not Available | | | 800 | No |
| Degrees | 4 | 360 | 332 | 441 | | | | NA | NA |
| Certificates | 4 | 346 | 302 | 290 | | | | NA | NA |
| Transfer Rate | 5 | 13.2 | 9.7 | 14.2 | < 19 | No | No | 13.3 | Yes |
| Transfer Readiness Rate | 6 | 23.9 | 13.6 | 11.4 | 20-24 30-34 | No | No | 17.1 | No |
| Performance After Transfer (CSU GPA) | 7 | 3.12 | 3.14 | 3.19 | | | | 3.00 | Yes |
| Job Placement Rate | 8 | 76.4 | 81.4 | 84.2 | | | | 90.0 | No |
| Instructional Productivity (WSCH/FTEF Ratio) | 9 | 552.47 | 534.56 | 527.77 | | | | 500 | Yes |
| Outcomes Assessment Rate | 10 | 30% | 65% | March, 2014 | | | | 70% | No |
| Employee Satisfaction | 11 | 59.9% | NA | 80.9% | | | | 70% | Yes |

Methodology

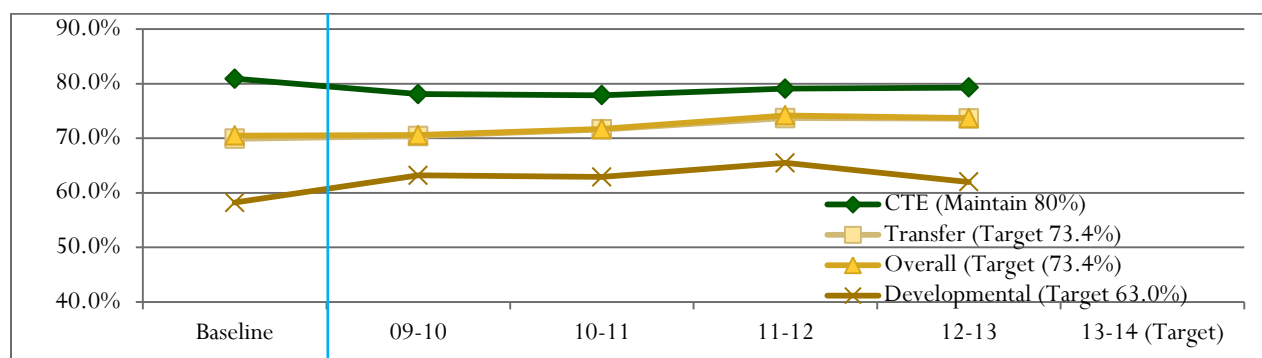
The progress on all 11 QEIs is examined on the following pages. Each QEI includes a three-year trend in both table and graph form and the progress Crafton has made toward reaching each target. Disproportionate impact was examined for each QEI by ethnicity, age, and gender, where appropriate. Disproportionate impact occurs when students from a particular age, gender, or ethnicity group were statistically significantly and substantially less likely to achieve the outcome when compared to the entire group. When examining disproportionate impact, groups were not identified as indicating a difference if the difference was not statistically significant ($p < .05$) and substantially different ($ES \geq .20$).

QEI 1 – Course Success Rate

In the last three years the overall and transfer course success rates have consistently increased. In 2011 – 2012 the 2013-2014 overall and transfer course success rate targets were reached and sustained in 2012-2013. The CTE course success rate has increased over the last three years and the developmental course success rate needs to increase by a percentage point to reach the 2013-2014 target.

| Success | Baseline* | 2010-11 | | | 2011-12 | | | 2012-13 | | | Target |
|------------|-----------|---------|--------|-------------|---------|--------|-------------|---------|--------|-------------|--------------|
| | % | # | N | % | # | N | % | # | N | % | |
| CTE | 80.9 | 4,365 | 5,606 | 77.9 | 3,798 | 4,803 | 79.1 | 3,614 | 4,557 | 79.3 | 80.0% |
| Transfer | 69.9 | 20,063 | 28,008 | 71.6 | 17,953 | 24,330 | 73.7 | 16,937 | 22,998 | 73.6 | 73.4% |
| Dev./Basic | 58.2 | 3,619 | 5,753 | 62.9 | 3,080 | 4,699 | 65.5 | 2,804 | 4,525 | 62.0 | 63.0% |
| Overall | 70.5 | 26,837 | 37,439 | 71.7 | 24,330 | 32,795 | 74.2 | 23,839 | 32,356 | 73.7 | 73.4% |

*The baseline was based on the five-year totals from 2004-2005 to 2008-2009.



Note: The **overall success rate** is defined as the number of A, B, C, or CR/P grades divided by the total number of grades on record (GOR; A, B, C, D, F, CR/P, NC/NP, W or I). The total number of GOR represents the number of students enrolled at census. The **Developmental/Basic Skills Course Success Rate** refers to the success rate in courses coded for state reporting purposes as basic skills, or courses in math, reading, or English considered to be developmental courses. The **Transfer Course Success Rate** refers to the success rate in courses coded for state reporting purposes as transferable to both UC and CSU or transferable to CSU only. Courses identified by CHC as transferable to some but not all CSUs and UCs are also included. The **Career Technical Education (CTE) Course Success Rate** refers to the success rate in courses coded for state reporting purposes as advanced occupational or clearly occupational, and as credit – degree applicable or credit – not degree applicable. A limitation to the CTE success rate is that the Fire, Paramedic, and EMT programs use 80% to indicate that a student has passed the course, not 70%. This may result in lower percent of successful students.

QEI 1 – CTE, Developmental, Transfer, and Overall Course Success Rates by Age, Gender, and Ethnicity

Tables 1A – 1L illustrate the CTE, developmental, transfer, and overall success rates by age, gender, and ethnicity. Disproportionate impact was not indicated for age, gender, or ethnicity. However, disproportionate impact was indicated when looking at the developmental course success rate for ethnicity (see Table 1A). Specifically, Native American students had a statistically significant ($p < .05$) and substantially ($ES = .28$) lower developmental course success rate (48.5%) than the overall success rate (62%), suggesting that Native American students are more likely to struggle in developmental courses than other students.

Table 1A: CTE Course Success Rate by Age.

| Term Age | | CTE Success Rate | | Total |
|---------------|---|------------------|------------|--------|
| | | Not Successful | Successful | |
| 19 or younger | # | 318 | 604 | 922 |
| | % | 34.5% | 65.5% | 100.0% |
| 20-24 | # | 375 | 1,465 | 1,840 |
| | % | 20.4% | 79.6% | 100.0% |
| 25-29 | # | 120 | 667 | 787 |
| | % | 15.2% | 84.8% | 100.0% |
| 30-34 | # | 50 | 357 | 407 |
| | % | 12.3% | 87.7% | 100.0% |
| 35-39 | # | 25 | 170 | 195 |
| | % | 12.8% | 87.2% | 100.0% |
| 40-49 | # | 35 | 223 | 258 |
| | % | 13.6% | 86.4% | 100.0% |
| 50 and above | # | 20 | 128 | 148 |
| | % | 13.5% | 86.5% | 100.0% |
| Total | # | 943 | 3,614 | 4,557 |
| | % | 20.7% | 79.3% | 100.0% |

$$79.3\% * 80\% = 63.4\%$$

Table 1B: CTE Course Success Rate by Gender.

| Gender | | CTE Success Rate | | Total |
|---------|---|------------------|------------|--------|
| | | Not Successful | Successful | |
| Female | # | 375 | 1,496 | 1,871 |
| | % | 20.0% | 80.0% | 100.0% |
| Male | # | 567 | 2,116 | 2,683 |
| | % | 21.1% | 78.9% | 100.0% |
| Missing | # | 1 | 2 | 3 |
| | % | 33.3% | 66.7% | 100.0% |
| Total | # | 943 | 3,614 | 4,557 |
| | % | 20.7% | 79.3% | 100.0% |

Table 1C: CTE Course Success Rate by Ethnicity.

| Ethnicity | | CTE Success Rate | | Total |
|------------------|---|------------------|------------|--------|
| | | Not Successful | Successful | |
| Asian | # | 43 | 220 | 263 |
| | % | 16.3% | 83.7% | 100.0% |
| African American | # | 45 | 289 | 334 |
| | % | 13.5% | 86.5% | 100.0% |
| Hispanic | # | 409 | 1,214 | 1,623 |
| | % | 25.2% | 74.8% | 100.0% |
| Native American | # | 15 | 80 | 95 |
| | % | 15.8% | 84.2% | 100.0% |
| Caucasian | # | 428 | 1,786 | 2,214 |
| | % | 19.3% | 80.7% | 100.0% |
| Missing | # | 3 | 25 | 28 |
| | % | 10.7% | 89.3% | 100.0% |
| Total | # | 943 | 3,614 | 4,557 |
| | % | 20.7% | 79.3% | 100.0% |

Table 1D: Transfer Course Success Rate by Age.

| Age | | Transfer Success Rate | | Total |
|---------------|---|-----------------------|------------|--------|
| | | Not Successful | Successful | |
| 19 or younger | # | 2,271 | 6,112 | 8,383 |
| | % | 27.1% | 72.9% | 100.0% |
| 20-24 | # | 2,640 | 6,965 | 9,605 |
| | % | 27.5% | 72.5% | 100.0% |
| 25-29 | # | 593 | 1,764 | 2,357 |
| | % | 25.2% | 74.8% | 100.0% |
| 30-34 | # | 245 | 729 | 974 |
| | % | 25.2% | 74.8% | 100.0% |
| 35-39 | # | 122 | 456 | 578 |
| | % | 21.1% | 78.9% | 100.0% |
| 40-49 | # | 118 | 568 | 686 |
| | % | 17.2% | 82.8% | 100.0% |
| 50 and above | # | 72 | 343 | 415 |
| | % | 17.3% | 82.7% | 100.0% |
| Total | # | 6,061 | 16,937 | 22,998 |
| | % | 26.4% | 73.6% | 100.0% |

$$73.6\% * 80\% = 58.9\%$$

Table 1E: Transfer Course Success Rate by Gender.

| Gender | | Transfer Success Rate | | Total |
|---------|---|-----------------------|------------|--------|
| | | Not Successful | Successful | |
| Female | # | 3,040 | 8,986 | 12,026 |
| | % | 25.3% | 74.7% | 100.0% |
| Male | # | 3,012 | 7,921 | 10,933 |
| | % | 27.5% | 72.5% | 100.0% |
| Missing | # | 9 | 30 | 39 |
| | % | 23.1% | 76.9% | 100.0% |
| Total | # | 6,061 | 16,937 | 22,998 |
| | % | 26.4% | 73.6% | 100.0% |

Table 1F: Transfer Course Success Rate by Ethnicity.

| Ethnicity | | Success Rate | | Total |
|------------------|---|----------------|------------|--------|
| | | Not Successful | Successful | |
| Asian | # | 316 | 998 | 1,314 |
| | % | 24.0% | 76.0% | 100.0% |
| African American | # | 456 | 1,080 | 1,536 |
| | % | 29.7% | 70.3% | 100.0% |
| Hispanic | # | 2,687 | 6,312 | 8,999 |
| | % | 29.9% | 70.1% | 100.0% |
| Native American | # | 129 | 360 | 489 |
| | % | 26.4% | 73.6% | 100.0% |
| Caucasian | # | 2,439 | 8,076 | 10,515 |
| | % | 23.2% | 76.8% | 100.0% |
| Missing | # | 34 | 111 | 145 |
| | % | 23.4% | 76.6% | 100.0% |
| Total | # | 6,061 | 16,937 | 22,998 |
| | % | 26.4% | 73.6% | 100.0% |

Table 1G: Developmental Course Success Rate by Age.

| Age | | Developmental Success Rate | | Total |
|---------------|---|----------------------------|------------|--------|
| | | Not Successful | Successful | |
| 19 or younger | # | 891 | 1,558 | 2,449 |
| | % | 36.4% | 63.6% | 100.0% |
| 20-24 | # | 566 | 713 | 1,279 |
| | % | 44.3% | 55.7% | 100.0% |
| 25-29 | # | 127 | 233 | 360 |
| | % | 35.3% | 64.7% | 100.0% |
| 30-34 | # | 49 | 99 | 148 |
| | % | 33.1% | 66.9% | 100.0% |
| 35-39 | # | 33 | 79 | 112 |
| | % | 29.5% | 70.5% | 100.0% |
| 40-49 | # | 35 | 83 | 118 |
| | % | 29.7% | 70.3% | 100.0% |
| 50 and above | # | 20 | 39 | 59 |
| | % | 33.9% | 66.1% | 100.0% |
| Total | # | 1,721 | 2,804 | 4,525 |
| | % | 38.0% | 62.0% | 100.0% |

$$62.0\% * 80\% = 49.6\%$$

Table 1H: Developmental Course Success Rate by Gender.

| Gender | | Developmental Success Rate | | Total |
|---------|---|----------------------------|------------|--------|
| | | Not Successful | Successful | |
| Female | # | 881 | 1,586 | 2,467 |
| | % | 35.7% | 64.3% | 100.0% |
| Male | # | 839 | 1,211 | 2,050 |
| | % | 40.9% | 59.1% | 100.0% |
| Missing | # | 1 | 7 | 8 |
| | % | 12.5% | 87.5% | 100.0% |
| Total | # | 1,721 | 2,804 | 4,525 |
| | % | 38.0% | 62.0% | 100.0% |

Table 1I: Developmental Course Success Rate by Ethnicity.

| Ethnicity | | Developmental Success Rate | | Total |
|------------------|---|----------------------------|------------|--------|
| | | Not Successful | Successful | |
| Asian | # | 68 | 150 | 218 |
| | % | 31.2% | 68.8% | 100.0% |
| African American | # | 143 | 201 | 344 |
| | % | 41.6% | 58.4% | 100.0% |
| Hispanic | # | 878 | 1,342 | 2,220 |
| | % | 39.5% | 60.5% | 100.0% |
| Native American | # | 34 | 32 | 66 |
| | % | 51.5% | 48.5% | 100.0% |
| Caucasian | # | 591 | 1,074 | 1,665 |
| | % | 35.5% | 64.5% | 100.0% |
| Missing | # | 7 | 5 | 12 |
| | % | 58.3% | 41.7% | 100.0% |
| Total | # | 1,721 | 2,804 | 4,525 |
| | % | 38.0% | 62.0% | 100.0% |

48.5% is less than 49.6% indicating that Native American Students are less likely to successfully complete developmental courses than other students.

Table 1J: Overall Course Success Rate by Age.

| Age | | Overall Success Rate | | Total |
|---------------|---|----------------------|------------|--------|
| | | Not Successful | Successful | |
| 19 or younger | # | 3,438 | 9,025 | 12,463 |
| | % | 27.6% | 72.4% | 100.0% |
| 20-24 | # | 3,467 | 9,010 | 12,477 |
| | % | 27.8% | 72.2% | 100.0% |
| 25-29 | # | 805 | 2,589 | 3,394 |
| | % | 23.7% | 76.3% | 100.0% |
| 30-34 | # | 337 | 1,123 | 1,460 |
| | % | 23.1% | 76.9% | 100.0% |
| 35-39 | # | 179 | 709 | 888 |
| | % | 20.2% | 79.8% | 100.0% |
| 40-49 | # | 185 | 885 | 1,070 |
| | % | 17.3% | 82.7% | 100.0% |
| 50 and above | # | 106 | 498 | 604 |
| | % | 17.5% | 82.5% | 100.0% |
| Total | # | 8,517 | 23,839 | 32,356 |
| | % | 26.3% | 73.7% | 100.0% |

$$73.7\% * 80\% = 59.0\%$$

Table 1K: Overall Course Success Rate by Gender.

| Gender | | Overall Success Rate | | Total |
|---------|---|----------------------|------------|--------|
| | | Not Successful | Successful | |
| Female | # | 4,239 | 12,559 | 16,798 |
| | % | 25.2% | 74.8% | 100.0% |
| Male | # | 4,265 | 11,241 | 15,506 |
| | % | 27.5% | 72.5% | 100.0% |
| Missing | # | 13 | 39 | 52 |
| | % | 25.0% | 75.0% | 100.0% |
| Total | # | 8,517 | 23,839 | 32,356 |
| | % | 26.3% | 73.7% | 100.0% |

Table 1L: Overall Course Success Rate by Ethnicity.

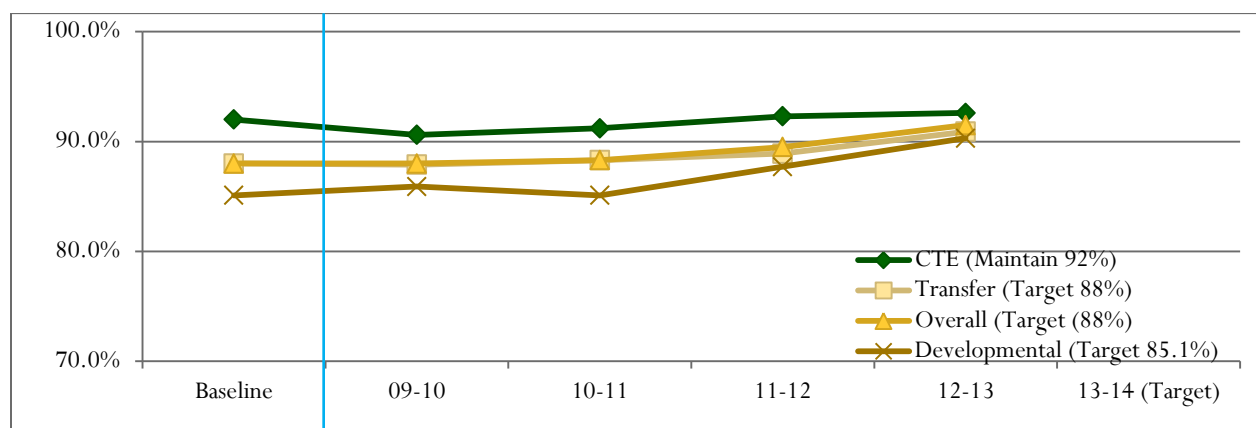
| Ethnicity | | Overall Success Rate | | Total |
|------------------|---|----------------------|------------|--------|
| | | Not Successful | Successful | |
| Asian | # | 435 | 1,421 | 1,856 |
| | % | 23.4% | 76.6% | 100.0% |
| African American | # | 653 | 1,636 | 2,289 |
| | % | 28.5% | 71.5% | 100.0% |
| Hispanic | # | 3893 | 9,246 | 13,139 |
| | % | 29.6% | 70.4% | 100.0% |
| Native American | # | 176 | 484 | 660 |
| | % | 26.7% | 73.3% | 100.0% |
| Caucasian | # | 3,317 | 10,906 | 14,223 |
| | % | 23.3% | 76.7% | 100.0% |
| Missing | # | 43 | 146 | 189 |
| | % | 22.8% | 77.2% | 100.0% |
| Total | # | 8,517 | 23,839 | 32,356 |
| | % | 26.3% | 73.7% | 100.0% |

QEI 2 – Course Completion Rate (i.e. formally retention)

In the last three years the CTE, transfer, developmental and overall course completion (i.e. formally retention) rates have consistently increased. In 2011 – 2012 all of the 2013-2014 course completion (i.e. formally retention) rate targets were reached and sustained in 2012-2013.

| Completion | Baseline* | 2010-11 | | | 2011-12 | | | 2012-13 | | | Target |
|------------|-----------|---------|--------|-------------|---------|--------|-------------|---------|--------|-------------|--------------|
| | | # | N | % | # | N | % | # | N | % | |
| CTE | 92.3 | 5,113 | 5,606 | 91.2 | 4,434 | 4,803 | 92.3 | 4,221 | 4,557 | 92.6 | 92.0% |
| Transfer | 86.0 | 24,718 | 28,008 | 88.3 | 21,663 | 24,356 | 88.9 | 20,907 | 22,998 | 90.9 | 88.0% |
| Dev./Basic | 81.4 | 4,895 | 5,753 | 85.1 | 4,122 | 4,699 | 87.7 | 4,086 | 4,525 | 90.3 | 85.1% |
| Overall | 86.6 | 33,041 | 37,439 | 88.3 | 29,337 | 32,795 | 89.5 | 29,619 | 32,356 | 91.5 | 88.0% |

* The baseline was based on the five-year totals from 2004-2005 to 2008-2009.



Note: The **overall completion rate** is defined as the number of A, B, C, D, F, CR/P, NC/NP, or I grades divided by the total number of grades on record (GOR; A, B, C, D, F, CR/P, NC/NP, W or I). The total number of GOR represents the number of students enrolled at census. The **Developmental/Basic Skills Course Completion Rate** refers to the completion rate in courses coded for state reporting purposes as basic skills, or courses in math, reading, or English considered to be developmental courses. The **Transfer Course Completion Rate** refers to the completion rate in courses coded for state reporting purposes as transferable to both UC and CSU or transferable to CSU only. Courses identified by CHC as transferable to some but not all CSUs and UCs are also included. The **Career Technical Education (CTE) Course Completion Rate** refers to the completion rate in courses coded for state reporting purposes as advanced occupational or clearly occupational, and as credit – degree applicable or credit – not degree applicable.

QEI 2 – CTE, Developmental, Transfer, and Overall Course Completion Rates by Age, Gender, and Ethnicity

Tables 2A – 2L illustrate the CTE, developmental, transfer, and overall success rates by age, gender, and ethnicity. Disproportionate impact was not indicated for age, gender, or ethnicity.

Table 2A: CTE Course Completion Rate by Age.

| Age | | CTE Completion Rate | | Total |
|---------------|---|---------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| 19 or younger | # | 86 | 836 | 922 |
| | % | 9.3% | 90.7% | 100.0% |
| 20-24 | # | 131 | 1,709 | 1,840 |
| | % | 7.1% | 92.9% | 100.0% |
| 25-29 | # | 58 | 729 | 787 |
| | % | 7.4% | 92.6% | 100.0% |
| 30-34 | # | 20 | 387 | 407 |
| | % | 4.9% | 95.1% | 100.0% |
| 35-39 | # | 12 | 183 | 195 |
| | % | 6.2% | 93.8% | 100.0% |
| 40-49 | # | 18 | 240 | 258 |
| | % | 7.0% | 93.0% | 100.0% |
| 50 and above | # | 11 | 137 | 148 |
| | % | 7.4% | 92.6% | 100.0% |
| Total | # | 336 | 4,221 | 4,557 |
| | % | 7.4% | 92.6% | 100.0% |

$$92.6\% * 80\% = 74.1\%$$

Table 2B: CTE Course Completion Rate by Gender.

| Gender | | CTE Completion Rate | | Total |
|---------|---|---------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Female | # | 129 | 1,742 | 1,871 |
| | % | 6.9% | 93.1% | 100.0% |
| Male | # | 207 | 2,476 | 2,683 |
| | % | 7.7% | 92.3% | 100.0% |
| Missing | # | 0 | 3 | 3 |
| | % | 0.0% | 100.0% | 100.0% |
| Total | # | 336 | 4,221 | 4,557 |
| | % | 7.4% | 92.6% | 100.0% |

Table 2C: CTE Course Completion Rate by Ethnicity.

| | | CTE Completion Rate | | Total |
|------------------|---|---------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Asian | # | 18 | 245 | 263 |
| | % | 6.8% | 93.2% | 100.0% |
| African American | # | 15 | 319 | 334 |
| | % | 4.5% | 95.5% | 100.0% |
| Hispanic | # | 141 | 1,482 | 1,623 |
| | % | 8.7% | 91.3% | 100.0% |
| Native American | # | 6 | 89 | 95 |
| | % | 6.3% | 93.7% | 100.0% |
| Caucasian | # | 155 | 2,059 | 2,214 |
| | % | 7.0% | 93.0% | 100.0% |
| Missing | # | 1 | 27 | 28 |
| | % | 3.6% | 96.4% | 100.0% |
| Total | # | 336 | 4,221 | 4,557 |
| | % | 7.4% | 92.6% | 100.0% |

Table 2D: CTE Course Completion Rate by Age.

| Age | | Transfer Completion Rate | | Total |
|---------------|---|--------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| 19 or younger | # | 588 | 7,795 | 8,383 |
| | % | 7.0% | 93.0% | 100.0% |
| 20-24 | # | 982 | 8,623 | 9,605 |
| | % | 10.2% | 89.8% | 100.0% |
| 25-29 | # | 252 | 2,105 | 2,357 |
| | % | 10.7% | 89.3% | 100.0% |
| 30-34 | # | 109 | 865 | 974 |
| | % | 11.2% | 88.8% | 100.0% |
| 35-39 | # | 63 | 515 | 578 |
| | % | 10.9% | 89.1% | 100.0% |
| 40-49 | # | 57 | 629 | 686 |
| | % | 8.3% | 91.7% | 100.0% |
| 50 and above | # | 40 | 375 | 415 |
| | % | 9.6% | 90.4% | 100.0% |
| Total | # | 2,091 | 20,907 | 22,998 |
| | % | 9.1% | 90.9% | 100.0% |

$$90.9\% * 80\% = 72.7\%$$

Table 2E: Transfer Course Completion Rate by Gender.

| | | Transfer Completion Rate | | Total |
|---------|---|--------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Female | # | 1,055 | 10,971 | 12,026 |
| | % | 8.8% | 91.2% | 100.0% |
| Male | # | 1,036 | 9,897 | 10,933 |
| | % | 9.5% | 90.5% | 100.0% |
| Missing | # | 0 | 39 | 39 |
| | % | 0.0% | 100.0% | 100.0% |
| Total | # | 2,091 | 20,907 | 22,998 |
| | % | 9.1% | 90.9% | 100.0% |

Table 2F: Transfer Course Completion Rate by Ethnicity.

| | | Transfer Completion Rate | | Total |
|------------------|---|--------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Asian | # | 117 | 1,197 | 1,314 |
| | % | 8.9% | 91.1% | 100.0% |
| African American | # | 143 | 1,393 | 1,536 |
| | % | 9.3% | 90.7% | 100.0% |
| Hispanic | # | 884 | 8,115 | 8,999 |
| | % | 9.8% | 90.2% | 100.0% |
| Native American | # | 53 | 436 | 489 |
| | % | 10.8% | 89.2% | 100.0% |
| Caucasian | # | 885 | 9,630 | 10,515 |
| | % | 8.4% | 91.6% | 100.0% |
| Missing | # | 9 | 136 | 145 |
| | % | 6.2% | 93.8% | 100.0% |
| Total | # | 2,091 | 20,907 | 22,998 |
| | % | 9.1% | 90.9% | 100.0% |

Table 2G: Transfer Course Completion Rate by Age.

| Age | | Developmental Completion Rate | | Total |
|---------------|---|-------------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| 19 or younger | # | 162 | 2,287 | 2,449 |
| | % | 6.6% | 93.4% | 100.0% |
| 20-24 | # | 178 | 1,101 | 1,279 |
| | % | 13.9% | 86.1% | 100.0% |
| 25-29 | # | 43 | 317 | 360 |
| | % | 11.9% | 88.1% | 100.0% |
| 30-34 | # | 16 | 132 | 148 |
| | % | 10.8% | 89.2% | 100.0% |
| 35-39 | # | 17 | 95 | 112 |
| | % | 15.2% | 84.8% | 100.0% |
| 40-49 | # | 18 | 100 | 118 |
| | % | 15.3% | 84.7% | 100.0% |
| 50 and above | # | 5 | 54 | 59 |
| | % | 8.5% | 91.5% | 100.0% |
| Total | # | 439 | 4,086 | 4,525 |
| | % | 9.7% | 90.3% | 100.0% |

$$90.3\% * 80\% = 72.2\%$$

Table 2H: Developmental Course Completion Rate by Gender.

| Gender | | Developmental Completion Rate | | Total |
|---------|---|-------------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Female | # | 240 | 2,227 | 2,467 |
| | % | 9.7% | 90.3% | 100.0% |
| Male | # | 199 | 1,851 | 2,050 |
| | % | 9.7% | 90.3% | 100.0% |
| Missing | # | 0 | 8 | 8 |
| | % | 0.0% | 100.0% | 100.0% |
| Total | # | 439 | 4,086 | 4,525 |
| | % | 9.7% | 90.3% | 100.0% |

Table 2I: Developmental Course Completion Rate by Ethnicity.

| | | Developmental Completion Rate | | Total |
|------------------|---|-------------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Asian | # | 16 | 202 | 218 |
| | % | 7.3% | 92.7% | 100.0% |
| African American | # | 30 | 314 | 344 |
| | % | 8.7% | 91.3% | 100.0% |
| Hispanic | # | 213 | 2,007 | 2,220 |
| | % | 9.6% | 90.4% | 100.0% |
| Native American | # | 11 | 55 | 66 |
| | % | 16.7% | 83.3% | 100.0% |
| Caucasian | # | 165 | 1,500 | 1,665 |
| | % | 9.9% | 90.1% | 100.0% |
| Missing | # | 4 | 8 | 12 |
| | % | 33.3% | 66.7% | 100.0% |
| Total | # | 439 | 4,086 | 4,525 |
| | % | 9.7% | 90.3% | 100.0% |

Table 2I: Overall Course Completion Rate by Age.

| Age | | Overall Completion Rate | | Total |
|---------------|---|-------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| 19 or younger | # | 817 | 11,646 | 12,463 |
| | % | 6.6% | 93.4% | 100.0% |
| 20-24 | # | 1229 | 11,248 | 12,477 |
| | % | 9.9% | 90.1% | 100.0% |
| 25-29 | # | 321 | 3,073 | 3,394 |
| | % | 9.5% | 90.5% | 100.0% |
| 30-34 | # | 141 | 1,319 | 1,460 |
| | % | 9.7% | 90.3% | 100.0% |
| 35-39 | # | 89 | 799 | 888 |
| | % | 10.0% | 90.0% | 100.0% |
| 40-49 | # | 92 | 978 | 1070 |
| | % | 8.6% | 91.4% | 100.0% |
| 50 and above | # | 48 | 556 | 604 |
| | % | 7.9% | 92.1% | 100.0% |
| Total | # | 2,737 | 29,619 | 32,356 |
| | % | 8.5% | 91.5% | 100.0% |

$$91.5\% * 80\% = 73.2\%$$

Table 2J: Overall Course Completion Rate by Gender.

| Gender | | Overall Completion Rate | | Total |
|---------|---|-------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Female | # | 1,378 | 15,420 | 16,798 |
| | % | 8.2% | 91.8% | 100.0% |
| Male | # | 1,359 | 14,147 | 15,506 |
| | % | 8.8% | 91.2% | 100.0% |
| Missing | # | 0 | 52 | 52 |
| | % | 0.0% | 100.0% | 100.0% |
| Total | # | 2,737 | 29,619 | 32,356 |
| | % | 8.5% | 91.5% | 100.0% |

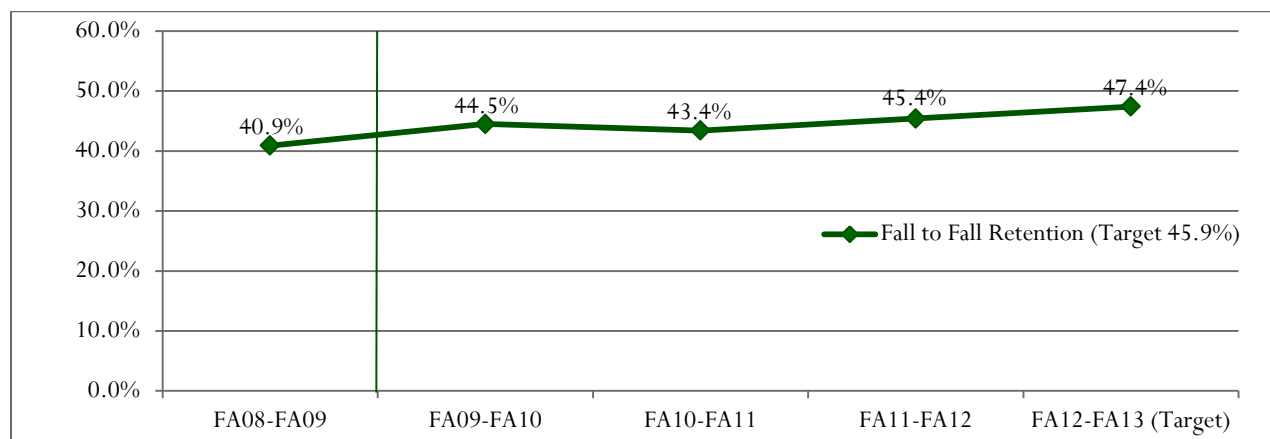
Table 2K: Overall Course Completion Rate by Ethnicity.

| | | Overall Completion Rate | | Total |
|------------------|---|-------------------------|-----------|--------|
| | | Did Not Complete | Completed | |
| Asian | # | 152 | 1,704 | 1,856 |
| | % | 8.2% | 91.8% | 100.0% |
| African American | # | 188 | 2,101 | 2,289 |
| | % | 8.2% | 91.8% | 100.0% |
| Hispanic | # | 1189 | 11,950 | 13,139 |
| | % | 9.0% | 91.0% | 100.0% |
| Native American | # | 69 | 591 | 660 |
| | % | 10.5% | 89.5% | 100.0% |
| Caucasian | # | 1,126 | 13,097 | 14,223 |
| | % | 7.9% | 92.1% | 100.0% |
| Missing | # | 13 | 176 | 189 |
| | % | 6.9% | 93.1% | 100.0% |
| Total | # | 2,737 | 29,619 | 32,356 |
| | % | 8.5% | 91.5% | 100.0% |

QEI 3 – Retention (i.e. Formally Persistence)

The fall to fall retention rate has increased every year for the last three cohort years. In the most recent year, the retention rate increased from 45% in Fall 2011 to Fall 2012 to 47% in Fall 2012 to Fall 2013. The 2013 – 2014 fall to fall retention rate target was met in the Fall 2012 to Fall 2013 cohort.

| Fall to Fall Retention | Retention | | | 13-14 Target | Target Met |
|-----------------------------------|-----------|-------|------|--------------|------------|
| | # | N | % | | |
| Fall 2008 to Fall 2009 (Baseline) | 771 | 1,883 | 40.9 | 45.9% | No |
| Fall 2009 to Fall 2010 | 829 | 1,865 | 44.5 | 45.9% | No |
| Fall 2010 to Fall 2011 | 683 | 1,574 | 43.4 | 45.9% | No |
| Fall 2011 to Fall 2012 | 682 | 1,502 | 45.4 | 45.9% | No |
| Fall 2012 to Fall 2013 | 626 | 1,320 | 47.4 | 45.9% | Yes |



Note: The **Fall to Fall Retention Rate** refers to the percent of first-time Crafton students who earned a GOR in a credit course in the fall term and who returned and earned a GOR in a credit course the subsequent fall term at Crafton Hills College.

QEI 3 – Retention Rate (i.e. Formally Persistence) by Age, Gender, and Ethnicity

When looking at the retention rate, disproportionate impact was not indicated for gender. However, disproportionate impact was indicated when looking at age and ethnicity. Specifically, when looking at age...

- Students 20 – 24 years old had a statistically significant ($p < .001$) and substantially ($ES = .39$) lower retention rate (28%) then the overall retention rate (47%)
- Students 25 – 29 years old had a statistically significant ($p < .01$) and substantially ($ES = .26$) lower retention rate (34%) then the overall retention rate (47%)
- Students 30 – 34 years old had a statistically significant ($p < .001$) and substantially ($ES = .48$) lower retention rate (23%) then the overall retention rate (47%)

Students who are 20 – 34 years old may be less likely to be retained because they are earning degrees, certificates, transferring, and/or working.

Asian students had a statistically significant ($p < .05$) and substantially ($ES = .24$) lower retention rate (35%) then the overall retention rate (47%), suggesting that Asians are less likely to be retained from fall to fall. As mentioned with age, students may be less likely to be retained because they are completing their Crafton educational goals by earning a degree, certificate, transferring, and/or working.

Table 3A: Retention Rate (i.e. Formally Persistence) by Age.

| Age | | Fall to Fall Retention | | Total |
|---------------|---|------------------------|----------|--------|
| | | Not Retained | Retained | |
| 19 or younger | # | 324 | 474 | 798 |
| | % | 40.6% | 59.4% | 100.0% |
| 20-24 | # | 185 | 72 | 257 |
| | % | 72.0% | 28.0% | 100.0% |
| 25-29 | # | 75 | 39 | 114 |
| | % | 65.8% | 34.2% | 100.0% |
| 30-34 | # | 33 | 10 | 43 |
| | % | 76.7% | 23.3% | 100.0% |
| 35-39 | # | 28 | 13 | 41 |
| | % | 68.3% | 31.7% | 100.0% |
| 40-49 | # | 24 | 17 | 41 |
| | % | 58.5% | 41.5% | 100.0% |
| 50 and above | # | 25 | 1 | 26 |
| | % | 96.2% | 3.8% | 100.0% |
| Total | # | 694 | 626 | 1,320 |
| | % | 52.6% | 47.4% | 100.0% |

The fall to fall retention rate of students 20 – 34 years old is less than 37.9% indicating that these students are less likely to be retained from fall to fall than other students.

$$47.4\% * 80\% = 37.9\%$$

Table 3B: Retention Rate (i.e. Formally Persistence) by Gender.

| Gender | | Fall to Fall Retention | | Total |
|---------|---|------------------------|----------|--------|
| | | Not Retained | Retained | |
| Female | # | 346 | 318 | 664 |
| | % | 52.1% | 47.9% | 100.0% |
| Male | # | 343 | 307 | 650 |
| | % | 52.8% | 47.2% | 100.0% |
| Missing | # | 5 | 1 | 6 |
| | % | 83.3% | 16.7% | 100.0% |
| Total | # | 694 | 626 | 1320 |
| | % | 52.6% | 47.4% | 100.0% |

Table 3C: Retention Rate (i.e. Formally Persistence) by Ethnicity.

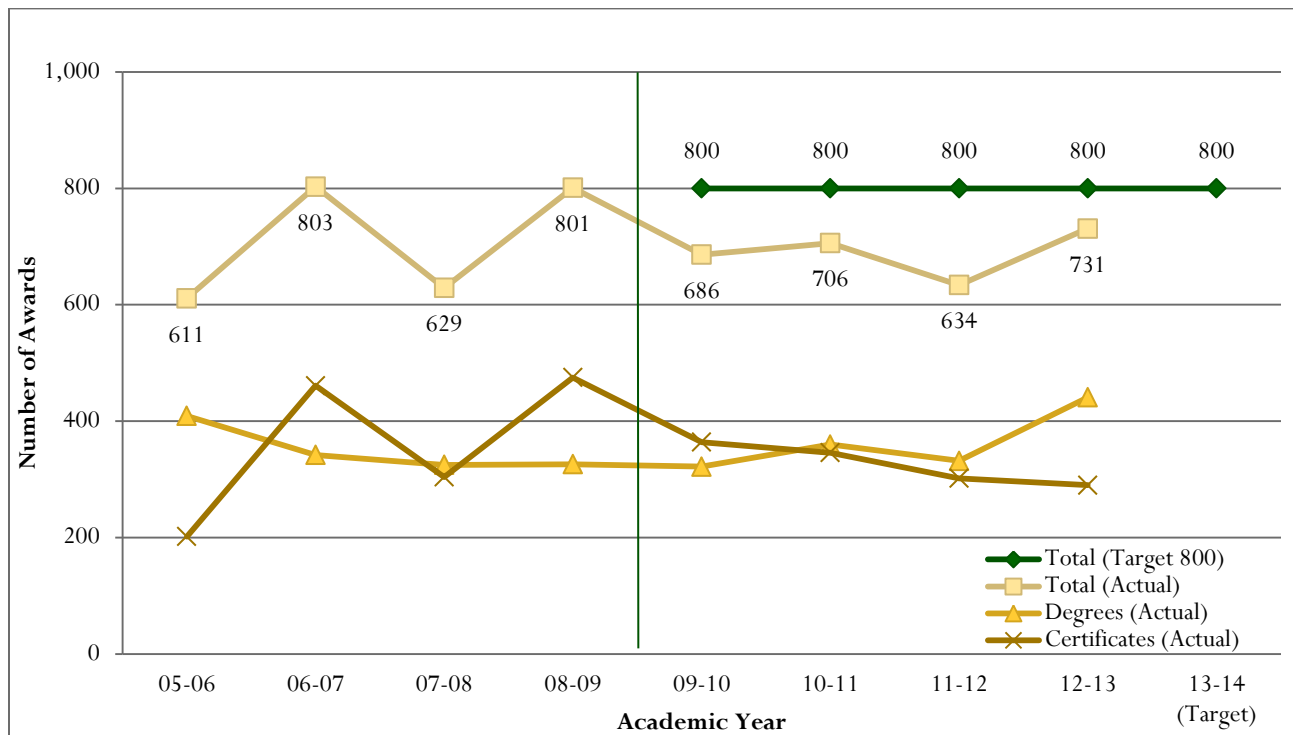
| Ethnicity | | Fall to Fall Retention | | Total |
|------------------|---|------------------------|----------|--------|
| | | Not Retained | Retained | |
| Asian | # | 55 | 30 | 85 |
| | % | 64.7% | 35.3% | 100.0% |
| African American | # | 63 | 44 | 107 |
| | % | 58.9% | 41.1% | 100.0% |
| Hispanic | # | 292 | 286 | 578 |
| | % | 50.5% | 49.5% | 100.0% |
| Native American | # | 12 | 7 | 19 |
| | % | 63.2% | 36.8% | 100.0% |
| Caucasian | # | 267 | 259 | 526 |
| | % | 50.8% | 49.2% | 100.0% |
| Missing | # | 5 | 0 | 5 |
| | % | 100.0% | 0.0% | 100.0% |
| Total | # | 694 | 626 | 1,320 |
| | % | 52.6% | 47.4% | 100.0% |

The fall to fall retention rate for Asian and Native American Students is less than 37.9% indicating that these students are less likely to be retained from fall to fall than other students.

QEI 4 – Number of Degrees and Certificates

The number of degrees and certificates earned continues to fluctuate. Specifically, the total number of degrees and certificates increased from 634 in 2011 – 2012 to 731 in 2012 – 2013, an increase of 97 (15%).

| Fall to Fall Retention | Certificates | Degrees | Total | 13-14 Target | Target Met |
|------------------------|--------------|---------|-------|--------------|------------|
| 2008 – 2009 (Baseline) | 475 | 326 | 801 | 800 | Yes |
| 2009 – 2010 | 364 | 322 | 686 | 800 | No |
| 2010 – 2011 | 346 | 360 | 706 | 800 | No |
| 2011 – 2012 | 302 | 332 | 634 | 800 | No |
| 2012 - 2013 | 290 | 441 | 731 | 800 | No |



Note: QEI 4 refers to the number of degrees and certificates earned by Crafton students and include certificates that are less than 18 units.

QEI 4 – Degrees and Certificate Earners by Age, Gender, and Ethnicity

A limitation to comparing the degree and certificate earners to demographics of students enrolled in the same year that they earned a degree or certificate was that many of the students were first-year students or other students who would not consist of a methodologically sound comparison group. As a result, disproportionate impact information was not reported in the summary and is only shown here for information purposes. Tables 4A – 4C illustrate the proportion of 2012 – 2013 certificate earners with the proportion of students who earned a GOR in 2012 – 2013, Tables 4D – 4F illustrate the proportion of 2012 – 2013 degree earners with the proportion of students who earned a GOR in 2012 – 2013, and Tables 4G – 4I illustrate the proportion of 2012 – 2013 degree and/or certificate earners with the proportion of students who earned a GOR in 2012 – 2013.

Referring to Table 4A, a higher proportion of male students (64%) earned certificates than the proportion of male students in the 2012 – 2013 CHC student population (48%). In contrast, a lower proportion of female students (36%) earned certificates than the proportion of female students in the 2012 – 2013 CHC student population (51%). In addition, when examining ethnicity, a higher proportion of Caucasian students (57%) earned certificates than the proportion of Caucasian students in the 2012 – 2013 CHC student population (see Table 4C, 44%). In contrast, a lower proportion of Hispanic students (28%) earned certificates than the proportion of Hispanic students in the 2012 – 2013 CHC student population (40%).

Referring to Table 4E, approximately the same proportion of male students (50%) who earned a degree also earned a GOR in 2012 – 2013 (48%). In addition, the proportion of female students (50%) who earned a degree also earned a GOR in 2012 – 2013 (51%). Conversely, when examining ethnicity, a higher proportion of Caucasian students (53%) earned degrees than the proportion of Caucasian students in the 2012 – 2013 CHC student population (see Table 4F, 44%). In contrast, a lower proportion of Hispanic students (32%) earned degrees than the proportion of Hispanic students in the 2012 – 2013 CHC student population (40%).

Table 4A: 2012 – 2013 Unduplicated Certificate Earners and Unduplicated Enrolled Students by Age.

| Age at Start of Term Earned Award | Certificate Earners | | All 2012-13 CHC Students | |
|--------------------------------------|---------------------|-------|--------------------------|-------|
| | # | % | # | % |
| 19 or younger | 33 | 11.5 | 2,264 | 32.0 |
| 20-24 | 107 | 37.4 | 2,742 | 38.7 |
| 25-29 | 66 | 23.1 | 923 | 13.0 |
| 30-34 | 26 | 9.1 | 403 | 5.7 |
| 35-39 | 23 | 8.0 | 240 | 3.4 |
| 40-49 | 19 | 6.6 | 330 | 4.7 |
| 50 and above | 12 | 4.2 | 182 | 2.6 |
| Total | 286 | 100.0 | 7084 | 100.0 |

Table 4B: 2012 – 2013 Unduplicated Certificate Earners and Unduplicated Enrolled Students by Gender.

| Gender | Certificate Earners | | All 2012-13 CHC Students | |
|---------|---------------------|-------|--------------------------|-------|
| | # | % | # | % |
| Female | 103 | 36.0 | 3,637 | 51.3 |
| Male | 183 | 64.0 | 3,431 | 48.4 |
| Unknown | 0 | 0.0 | 16 | 0.2 |
| Total | 286 | 100.0 | 7,084 | 100.0 |

Table 4C: 2012 – 2013 Unduplicated Certificate Earners and Unduplicated Enrolled Students by Ethnicity.

| Ethnicity | Certificate Earners | | All 2012-13 CHC Students | |
|------------------|---------------------|-------|--------------------------|-------|
| | # | % | # | % |
| Asian | 8 | 2.8 | 404 | 5.7 |
| African American | 27 | 9.4 | 526 | 7.4 |
| Hispanic | 81 | 28.3 | 2,846 | 40.2 |
| Native American | 3 | 1.0 | 137 | 1.9 |
| Caucasian | 162 | 56.6 | 3,134 | 44.2 |
| Missing | 5 | 1.7 | 37 | 0.5 |
| Total | 286 | 100.0 | 7,084 | 100.0 |

Table 4D: 2012 – 2013 Unduplicated Degree Earners and Unduplicated Enrolled Students by Age.

| Age at Start of Term Earned Award | Degree Earners | | All 2012-13 CHC Students | |
|--------------------------------------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| 19 or younger | 9 | 2.4 | 2,264 | 32.0 |
| 20-24 | 228 | 59.7 | 2,742 | 38.7 |
| 25-29 | 70 | 18.3 | 923 | 13.0 |
| 30-34 | 26 | 6.8 | 403 | 5.7 |
| 35-39 | 15 | 3.9 | 240 | 3.4 |
| 40-49 | 21 | 5.5 | 330 | 4.7 |
| 50 and above | 13 | 3.4 | 182 | 2.6 |
| Total | 382 | 100.0 | 7,084 | 100.0 |

Table 4E: 2012 – 2013 Unduplicated Degree Earners and Unduplicated Enrolled Students by Gender.

| Gender | Degree Earners | | All 2012-13 CHC Students | |
|---------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| Female | 190 | 49.7 | 3,637 | 51.3 |
| Male | 192 | 50.3 | 3,431 | 48.4 |
| Unknown | 0 | 0.0 | 16 | 0.2 |
| Total | 382 | 100.0 | 7,084 | 100.0 |

Table 4F: 2012 – 2013 Unduplicated Degree Earners and Unduplicated Enrolled Students by Ethnicity.

| Ethnicity | Degree Earners | | All 2012-13 CHC Students | |
|------------------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| Asian | 22 | 5.8 | 404 | 5.7 |
| African American | 22 | 5.8 | 526 | 7.4 |
| Hispanic | 121 | 31.7 | 2846 | 40.2 |
| Native American | 9 | 2.4 | 137 | 1.9 |
| Caucasian | 203 | 53.1 | 3134 | 44.2 |
| Missing | 5 | 1.3 | 37 | .5 |
| Total | 382 | 100.0 | 7084 | 100.0 |

Table 4G: 2012 – 2013 Unduplicated Degree and/or Certificate Earners and Unduplicated Enrolled Students by Age.

| Age at Start of Term Earned Award | Degree Earners | | All 2012-13 CHC Students | |
|--------------------------------------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| 19 or younger | 42 | 6.5 | 2,264 | 32.0 |
| 20-24 | 320 | 49.5 | 2,742 | 38.7 |
| 25-29 | 133 | 20.6 | 923 | 13.0 |
| 30-34 | 52 | 8.0 | 403 | 5.7 |
| 35-39 | 36 | 5.6 | 240 | 3.4 |
| 40-49 | 39 | 6.0 | 330 | 4.7 |
| 50 and above | 25 | 3.9 | 182 | 2.6 |
| Total | 647 | 100.0 | 7,084 | 100.0 |

Table 4H: 2012 – 2013 Unduplicated Degree and/or Certificate Earners and Unduplicated Enrolled Students by Gender.

| Gender | Degree Earners | | All 2012-13 CHC Students | |
|---------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| Female | 282 | 43.6 | 3,637 | 51.3 |
| Male | 365 | 56.4 | 3,431 | 48.4 |
| Unknown | 0 | 0.0 | 16 | 0.2 |
| Total | 647 | 100.0 | 7,084 | 100.0 |

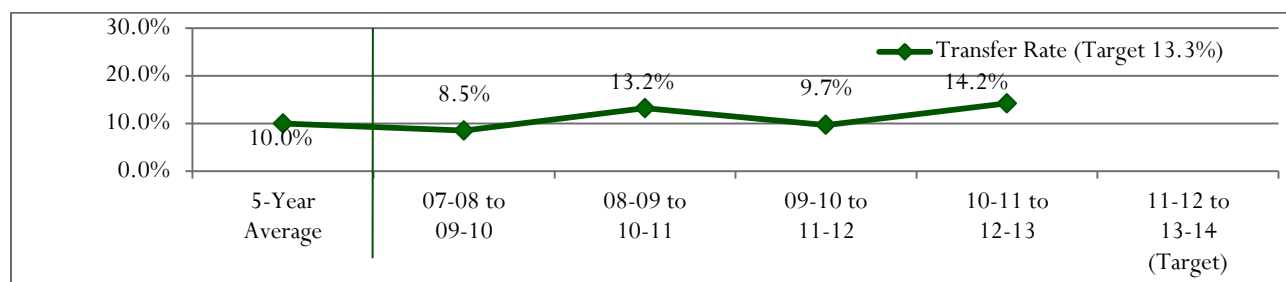
Table 4I: 2012 – 2013 Unduplicated Degree and/or Certificate Earners and Unduplicated Enrolled Students by Ethnicity.

| Ethnicity | Degree Earners | | All 2012-13 CHC Students | |
|------------------|----------------|-------|--------------------------|-------|
| | # | % | # | % |
| Asian | 30 | 4.6 | 404 | 5.7 |
| African American | 49 | 7.6 | 526 | 7.4 |
| Hispanic | 192 | 29.7 | 2,846 | 40.2 |
| Native American | 12 | 1.9 | 137 | 1.9 |
| Caucasian | 356 | 55.0 | 3,134 | 44.2 |
| Missing | 8 | 1.2 | 37 | .5 |
| Total | 647 | 100.0 | 7,084 | 100.0 |

QEI 5 – Three-Year First-Time Crafton Student Transfer Rate

In the last four cohort years the three-year transfer rate has fluctuated from 9 to 14%. The 2013 – 2014 target is 13.3%, which was reached with the most recent cohort (14.2%).

| | 5-Year Average | | | 2008-09 to 2010-11 | | | 2009-10 to 2011-12 | | | 2010-11 to 2012-13 | | | Target |
|--------------------------|----------------|-------|------|--------------------|-----|------|--------------------|-----|-----|--------------------|-------|------|--------|
| | # | N | % | # | N | % | # | N | % | # | N | % | |
| Three-Year Transfer Rate | 446 | 4,446 | 10.0 | 52 | 393 | 13.2 | 65 | 669 | 9.7 | 153 | 1,075 | 14.2 | 13.3% |



Note: A **limitation** to the transfer rate is the difficulty involved in identifying students who first attended college at Crafton Hills College and who also transferred to a four-year university. The process in identifying first-time college students or Crafton students who transferred to a four-year university involves combining information from three different databases (i.e. District, CCCCCO, and National Student Clearinghouse) as well matching students on name and birth date while excluding students with FERPA blocks. The **Transfer Rate** refers to the percent of first-time college Crafton Hills College (CHC) transfer students as identified by the CCCCCO First File with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years, and transferred to a four-year university as identified by the CCCCCO First File. A student was counted as a **first-time college student** if the CCCCCO First File identified Crafton as the student's first college in the summer, fall, or spring semester of the initial cohort year. The GI03_First2 field in the CCCCCO First File identifies the first term a student was reported at a postsecondary institution. A student's first term at a postsecondary institution had to be identified as the summer, fall, or spring semester in the cohort. If this information wasn't available the student was excluded from the cohort. A student was counted as earning six transferable units if they earned six transferable units in the three years of the cohort (e.g.: 2010 – 2011 to 2012 – 2013). A student was counted as attempting a transfer math or English course if they earned a GOR in any transfer math or English course within the three years of the cohort. A *first-time college CHC transfer student* earned their first GOR at Crafton, completed six transferable units within three years, and attempted a transfer math or English course within three years.

QEI 5 – Three-Year First-Time Crafton Student Transfer Rate by Age, Gender, and Ethnicity

Disproportionate impact was not indicated for gender. However, disproportionate impact was indicated when looking at age and ethnicity. Specifically, when looking at age...

- Students 19 years old or younger had a statistically significant ($p < .001$) and substantially ($ES = .39$) lower three-year transfer rate (10%) then the overall transfer rate (14%)

Students who are 19 years old or younger may be less likely to transfer because they are more likely to have just started their education.

Native American students had a substantially ($ES = .27$) lower transfer rate (5%) then the overall transfer rate (14%), suggesting that Native Americans are less likely to transfer than other ethnicities. However, only 19 Native Americans were identified in the cohort, which is not statistically large enough to generalize to the entire population.

Table 5A: Transfer Rate (i.e. Formally Persistence) by Age.

| Age | | Transferred to 4-Year | | Total |
|---------------|---|-----------------------|-------------|--------|
| | | Did not transfer | Transferred | |
| 19 or younger | # | 676 | 74 | 750 |
| | % | 90.1% | 9.9% | 100.0% |
| 20-24 | # | 124 | 49 | 173 |
| | % | 71.7% | 28.3% | 100.0% |
| 25-29 | # | 49 | 13 | 62 |
| | % | 79.0% | 21.0% | 100.0% |
| 30-34 | # | 27 | 11 | 38 |
| | % | 71.1% | 28.9% | 100.0% |
| 35-39 | # | 16 | 3 | 19 |
| | % | 84.2% | 15.8% | 100.0% |
| 40-49 | # | 18 | 1 | 19 |
| | % | 94.7% | 5.3% | 100.0% |
| 50 and above | # | 12 | 2 | 14 |
| | % | 85.7% | 14.3% | 100.0% |
| Total | # | 922 | 153 | 1,075 |
| | % | 85.8% | 14.2% | 100.0% |

The three-year transfer rate of students 19 years old or younger is less than 14.2% indicating that these students are less likely to transfer to a four-year institution than students 20 years old or older.

$$14.2\% * 80\% = 11.4\%$$

Table 5B: Transfer Rate (i.e. Formally Persistence) by Gender.

| Gender | | Transferred to 4-Year | | Total |
|--------|---|-----------------------|-------------|--------|
| | | Did not transfer | Transferred | |
| Female | # | 489 | 81 | 570 |
| | % | 85.8% | 14.2% | 100.0% |
| Male | # | 433 | 72 | 505 |
| | % | 85.7% | 14.3% | 100.0% |
| Total | # | 922 | 153 | 1,075 |
| | % | 85.8% | 14.2% | 100.0% |

Table 5A: Transfer Rate (i.e. Formally Persistence) by Ethnicity.

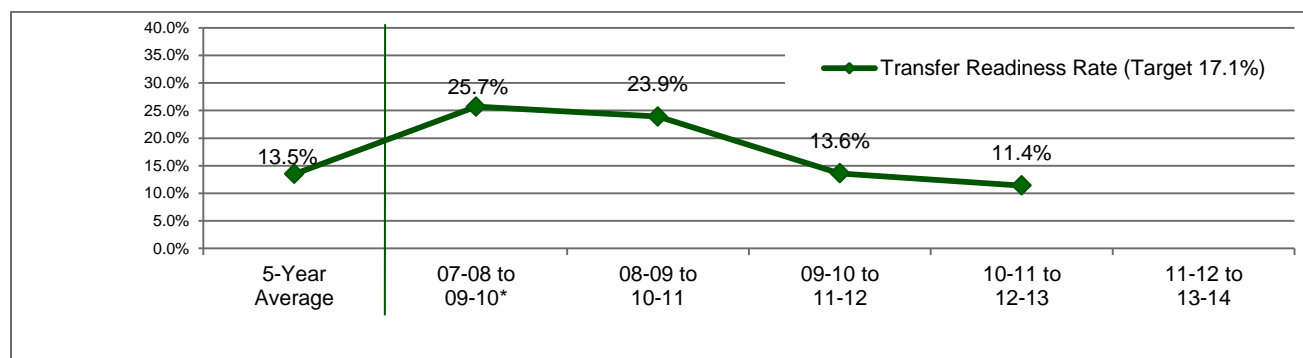
| | | Transferred to 4-Year | | Total |
|------------------|---|-----------------------|-------------|--------|
| | | Did not transfer | Transferred | |
| Asian | # | 53 | 11 | 64 |
| | % | 82.8% | 17.2% | 100.0% |
| African American | # | 62 | 16 | 78 |
| | % | 79.5% | 20.5% | 100.0% |
| Hispanic | # | 330 | 43 | 373 |
| | % | 88.5% | 11.5% | 100.0% |
| Native American | # | 18 | 1 | 19 |
| | % | 94.7% | 5.3% | 100.0% |
| Caucasian | # | 455 | 81 | 536 |
| | % | 84.9% | 15.1% | 100.0% |
| Missing | # | 4 | 1 | 5 |
| | % | 80.0% | 20.0% | 100.0% |
| Total | # | 922 | 153 | 1,075 |
| | % | 85.8% | 14.2% | 100.0% |

The three-year transfer rate of Native American Students is less than 14.2% indicating that these students are less likely to transfer to a four-year institution than other students.

QEI6 – Three-Year First-Time Crafton Student Transfer Readiness Rate

In the last four cohort years the three-year transfer readiness rate has fluctuated from 11 to 24%. The 2013 – 2014 target is 17.1%, and in 2012 – 2013 Crafton was at 11%. The decrease in the transfer readiness rate from 24% to 11% may be due to a lack of available courses preventing students from being able to complete the work necessary to be transfer ready.

| | 5-Year Average | | | 2008-09 to 2010-11 | | | 2009-10 to 2011-12 | | | 2010-11 to 2012-13 | | | Target |
|------------------------------------|----------------|-------|------|--------------------|-----|------|--------------------|-----|------|--------------------|-------|------|--------|
| | # | N | % | # | N | % | # | N | % | # | N | % | |
| Three-Year Transfer Readiness Rate | 600 | 4,446 | 13.5 | 94 | 393 | 23.9 | 91 | 669 | 13.6 | 123 | 1,075 | 11.4 | 17.1% |



Note: Similar to the transfer rate, a **limitation** to the transfer readiness rate is the difficulty involved in identifying students who first attended college at Crafton Hills College and who also transferred to a four-year university. The process in identifying first-time college students or Crafton students who transferred to a four-year university involves combining information from three different databases (i.e. District, CCCC, and National Student Clearinghouse) as well matching students on name and birth date while excluding students with FERPA blocks. The **Transfer Readiness Rate** refers to the percent of first-time college Crafton Hills College (CHC) transfer students as identified by the CCCC First File with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years and who are shown to have completed 60 transferable units with a 2.00 GPA and who have successfully completed transfer level math and English. Please refer to the description of **First-time College CHC Transfer Student** described for the Transfer Rate QEI on the previous page.

QEI 6 – Three-Year First-Time Crafton Student Transfer Readiness Rate by Age, Gender, and Ethnicity

Disproportionate impact was not indicated for gender. However, disproportionate impact was indicated when looking at age and ethnicity. Specifically, when looking at age...

- Students 20 – 24 years old were statistically significant ($p = .005$) less likely to be transfer ready (6%) than the other students in the cohort (11%)
- Students who were 30 – 39 years old were statistically significantly ($p = .003$) and substantially ($ES = .25$) less likely to be transfer ready than other students in the cohort (11%)

Native American students had a substantially ($ES = .19$) lower transfer readiness rate (5%) than the other students in the cohort (11%), suggesting that Native Americans are less likely to transfer than other ethnicities. However, only 19 Native Americans were identified in the cohort, which is not statistically large enough to generalize to the entire population.

Table 6A: Transfer Readiness Rate (i.e. Formally Persistence) by Age.

| Age | | Transfer Readiness | | Total |
|---------------|---|--------------------|-------|--------|
| | | No | Yes | |
| 19 or younger | # | 649 | 101 | 750 |
| | % | 86.5% | 13.5% | 100.0% |
| 20-24 | # | 163 | 10 | 173 |
| | % | 94.2% | 5.8% | 100.0% |
| 25-29 | # | 56 | 6 | 62 |
| | % | 90.3% | 9.7% | 100.0% |
| 30-34 | # | 37 | 1 | 38 |
| | % | 97.4% | 2.6% | 100.0% |
| 35-39 | # | 18 | 1 | 19 |
| | % | 94.7% | 5.3% | 100.0% |
| 40-49 | # | 17 | 2 | 19 |
| | % | 89.5% | 10.5% | 100.0% |
| 50 and above | # | 12 | 2 | 14 |
| | % | 85.7% | 14.3% | 100.0% |
| Total | # | 952 | 123 | 1,075 |
| | % | 88.6% | 11.4% | 100.0% |

The three-year transfer readiness rate for 20-24 and 30-39 year olds is less than 9.1% indicating that these students are less likely to be transfer-ready than other students.

$$11.4\% * 80\% = 9.1\%$$

Table 6A: Transfer Readiness Rate (i.e. Formally Persistence) by Gender.

| Gender | | Transfer Readiness | | Total |
|--------|---|--------------------|-------|--------|
| | | No | Yes | |
| Female | # | 511 | 59 | 570 |
| | % | 89.6% | 10.4% | 100.0% |
| Male | # | 441 | 64 | 505 |
| | % | 87.3% | 12.7% | 100.0% |
| Total | # | 952 | 123 | 1,075 |
| | % | 88.6% | 11.4% | 100.0% |

Table 6A: Transfer Readiness Rate (i.e. Formally Persistence) by Ethnicity.

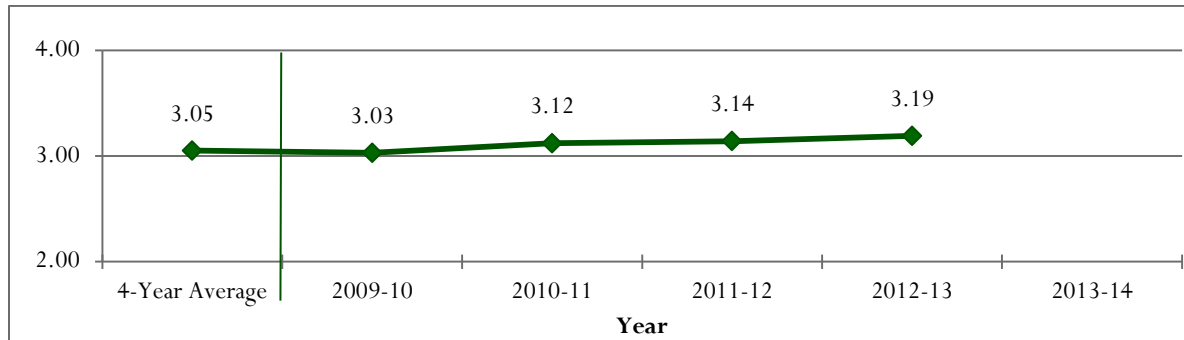
| Ethnicity | | Transfer Readiness | | Total |
|------------------|---|--------------------|-------|--------|
| | | No | Yes | |
| Asian | # | 54 | 10 | 64 |
| | % | 84.4% | 15.6% | 100.0% |
| African American | # | 70 | 8 | 78 |
| | % | 89.7% | 10.3% | 100.0% |
| Hispanic | # | 338 | 35 | 373 |
| | % | 90.6% | 9.4% | 100.0% |
| Native American | # | 18 | 1 | 19 |
| | % | 94.7% | 5.3% | 100.0% |
| Caucasian | # | 469 | 67 | 536 |
| | % | 87.5% | 12.5% | 100.0% |
| Missing | # | 3 | 2 | 5 |
| | % | 60.0% | 40.0% | 100.0% |
| Total | # | 952 | 123 | 1,075 |
| | % | 88.6% | 11.4% | 100.0% |

The three-year transfer readiness rate for Native American Students is less than 9.1% indicating that these students are less likely to be transfer-ready than other students.

QE17 – Performance after Transfer

Crafton continues to sustain the 2013 – 2014 target of a 3.00 CSU GPA. In addition, in the last four years the CSU GPA of former Crafton students has increased from 3.03 to 3.19, a 5% increase.

| | 4-Year Average (Baseline) | | 2010 – 2011 | | 2011 - 2012 | | 2012 – 2013 | | Target |
|--------------------|------------------------------|-------------------------|-------------------|----------------------|-------------------|-------------------------|-------------------|-------------------------|-------------|
| | CHC CSU GPA | Other CCC CSU GPA | CHC CSU GPA | Other CCC CSU GPA | CHC CSU GPA | Other CCC CSU GPA | CHC CSU GPA | Other CCC CSU GPA | |
| CSU GPA | 3.05 | 2.94 | 3.12 | 3.05 | 3.14 | 3.04 | 3.19 | 3.05 | 3.00 |

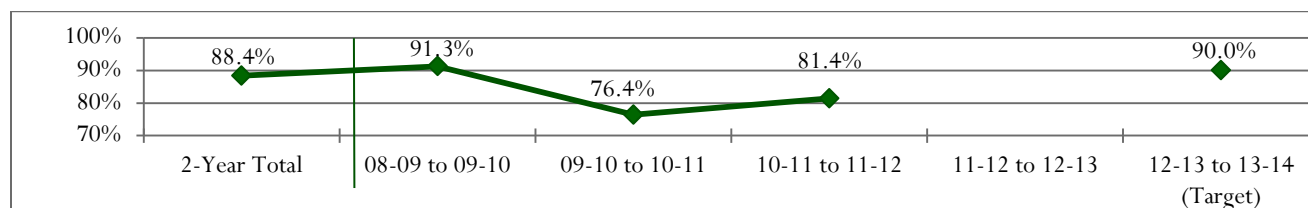


Note: **CSU GPA of CHC Students after Transfer** is a comparison of the grade point average (GPA) earned at a California State University (CSU) by CHC and other California Community College transfer students who enrolled in a fall term and were enrolled at the same CSU campus the subsequent fall term. **CSU Transfer Students Grade Point Average (GPA)** is the CSU GPA earned for the first academic year enrolled following a fall transfer from CHC or other California Community College.

QE18 – Perkin's Job Placement Rate

The 2010 – 2011 to 2011 – 2012 Perkin's Job Placement Rate was 81%. The decrease in the job placement rate from 91% in the 2008 – 2009 to 2009 – 2010 cohort to 76% in the 2008 – 2009 to 2009 – 2010 cohort was most likely a result of the down turn in the economy. The increase from the 2010 – 2011 to 2011 – 2012 cohort to the 2010 – 2011 to 2011 – 2012 indicates that the economy is improving. The 2013 – 2014 target is a 90% job placement rate.

| | 2-Year Total (Baseline) | | | 2008-2009 to 2009-2010 | | | 2009-2010 to 2010-2011 | | | 2010-2011 to 2011-2012 | | | Target |
|--------------------|----------------------------|-------|------|---------------------------|-------|------|---------------------------|-------|------|---------------------------|-------|------|--------|
| | Count | Total | Rate | Count | Total | Rate | Count | Total | Rate | Count | Total | Rate | |
| Job Placement Rate | 767 | 868 | 88.4 | 452 | 495 | 91.3 | 357 | 467 | 76.4 | 315 | 387 | 81.4 | 90.0% |



Note: The **Perkin's Job Placement Rate** is the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an Unemployment Insurance (UI) covered employment. A **limitation** of this measure is that the State currently does not have the ability to perform data matches with the adult education offered apprenticeship programs, the federal government, or the military. In addition, UI covered employment does include self-employment.

Table 7.10a: QE18 – Job Placement Rate by Program for Cohorts ending from 2008–2009 to 2010–2011.

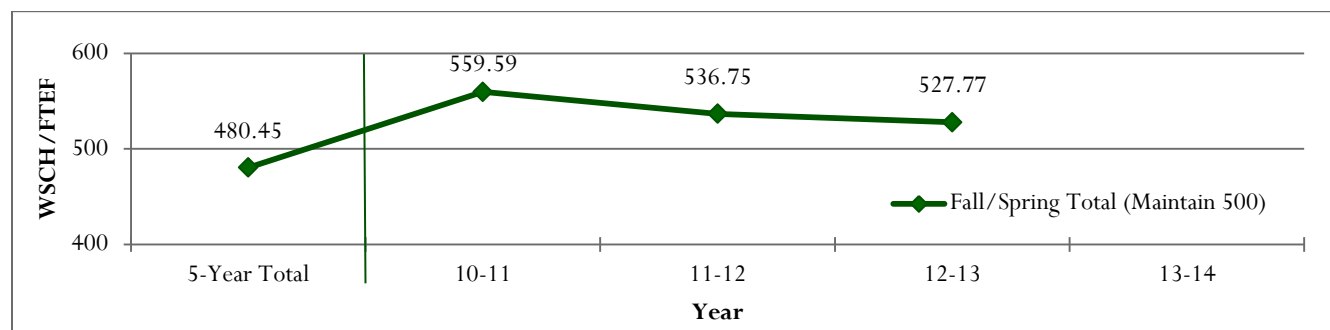
| 4 Digit TOP Code / Program | 2008 to 2010 | | | 2009 to 2011 | | | 2010 to 2012 | | |
|-----------------------------------|--------------|------------|-------------|--------------|------------|-------------|--------------|------------|-------------|
| | # | N | JPR | # | N | JPR | # | N | JPR |
| 0502 Accounting | 14 | 14 | 100.0 | 16 | 18 | 88.9 | 5 | 13 | 38.5 |
| 0506 Business Management | 11 | 13 | 84.6 | 7 | 8 | 87.5 | 11 | 17 | 64.7 |
| 0702 Computer Information Systems | 21 | 27 | 77.8 | 12 | 18 | 66.7 | 8 | 12 | 66.7 |
| 0799 Other Information Technology | 6 | 7 | 85.7 | 11 | 17 | 64.7 | 5 | 9 | 55.6 |
| 1210 Respiratory Care/Therapy | 27 | 29 | 93.1 | 34 | 36 | 94.4 | 20 | 29 | 69.0 |
| 1225 Radiologic Technology | 10 | 10 | 100.0 | 9 | 13 | 69.2 | 12 | 12 | 100.0 |
| 1250 Emergency Medical Services | 217 | 240 | 90.4 | 166 | 222 | 74.3 | 155 | 183 | 84.7 |
| 1251 Paramedic | 47 | 47 | 100.0 | 40 | 42 | 95.2 | 23 | 23 | 100.0 |
| 1305 CDE | 12 | 16 | 75.0 | 6 | 16 | 42.9 | 11 | 13 | 84.6 |
| 2105 Administration of Justice | 9 | 10 | 90.0 | 7 | 11 | 63.6 | 8 | 10 | 80.0 |
| 2133 Fire Technology | 78 | 82 | 95.1 | 49 | 66 | 74.2 | 57 | 66 | 86.4 |
| Total Job Placement Rate | 452 | 495 | 91.3 | 357 | 467 | 76.4 | 315 | 387 | 81.4 |

Note: “#” refers to the number of students employed in the area specified, “N” refers to the number of students identified in the cohort, and “JPR” refers to the job placement rate.

QE19 – Instructional Productivity

The 2013 – 2014 instructional productivity target to maintain a WSCH/FTEF ratio of 500 was reached in 2009 – 2010, and has been maintained for the last four years. In 2012 – 2013 Crafton's WSCH/FTEF ratio was 528.

| | 5-Year Total (05-06 to 09-10, Baseline) | | | 2011-12 | | | 2012-13 | | | Target |
|-----------------|--|----------|---------------|---------|--------|---------------|---------|--------|---------------|------------|
| | WSCH | FTEF | WSCH/FTEF | WSCH | FTEF | WSCH/FTEF | WSCH | FTEF | WSCH/FTEF | |
| WSCH/FTEF Ratio | 617,869 | 1,286.03 | 480.45 | 119,897 | 224.29 | 534.56 | 118,169 | 223.90 | 527.77 | 500 |



Note: The **Instructional Productivity** measure used for instruction is the Weekly Student Contact Hours (WSCH) per Full Time Equivalent Faculty (FTEF), also known at CHC as Faculty Load ratio. For this measure, **WSCH** 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. As an illustration, in a typical 3-unit course: one student generates 3 WSCH (3 weekly hours * 1 student at census = 3 WSCH), ten students generate 30 WSCH (3 weekly hours * 10 students at census = 30 WSCH), thirty students generate 90 WSCH (3 weekly hours * 30 students at census = 90 WSCH), and thirty-five students generate 105 WSCH (3 weekly hours * 35 students at census = 105 WSCH). **FTEF** refers to the load factor associated with each section assignment for an instructor. For example, typically one 3-unit fall section that meets 3 hours a week represents a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTEF, or the equivalent of five 3-unit sections. The load factor associated with a section varies depending on the unit value of the course. Thirty-five students in a typical 3-unit weekly census course with a .20 load factor generates a WSCH/FTEF ratio of 525 (3 * 35 = 105 / .20 = 525). Dividing the total WSCH from all sections by the total FTEF associated with all sections yields the College-wide WSCH/FTEF ratio. The generally accepted Statewide WSCH/FTEF ratio target norm for California community colleges is 525.

QE110 – Progress and Improvement in the Outcomes Assessment Process

The overall outcomes assessment target of 70% of courses being assessed was met for Spring 2014. Ongoing assessment did not reach 70% in only one area, courses.

| Outcome Type | Ongoing Assessment Rate | | Target |
|-------------------------------------|-------------------------|-------|--------|
| | 2012 | 2014 | |
| Courses | 58.9% | 71.8% | 70.0% |
| Programs | 46.5% | 68.2% | 70.0% |
| Student & Learning Support Services | 81.3% | 100% | 70.0% |
| ILOs | 50.0% | 100% | 70.0% |
| Total | 64.8% | 73.0% | 70.0% |

Table 10A: Spring 2014 Ongoing Assessment by Courses, Instructional Programs, Student and Learning Support Services, and ILOs.

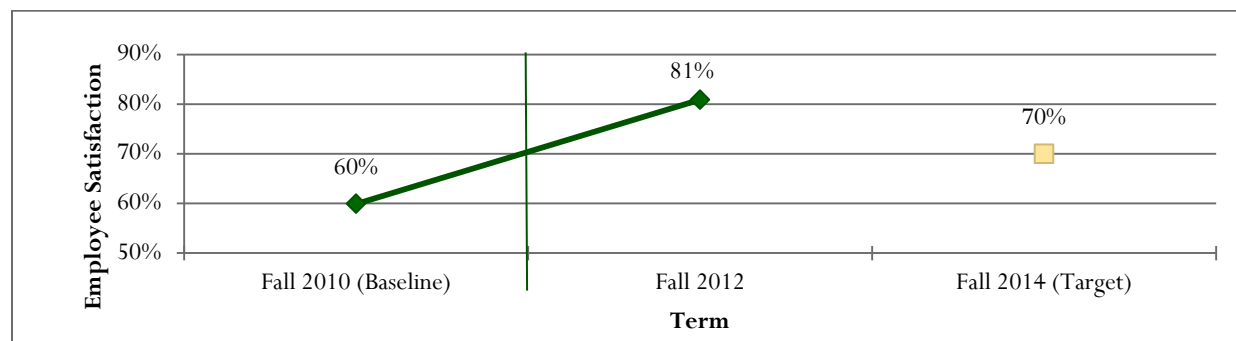
| Outcome Type | Ongoing Assessment | Denominator | Ongoing Assessment Rate |
|-------------------------------------|--------------------|-------------|-------------------------|
| Courses | 229 | 319 | 71.8% |
| Instructional Programs | 30 | 44 | 68.2% |
| Student & Learning Support Services | 16 | 16 | 100% |
| ILOs | 6 | 6 | 100% |
| Total | 281 | 385 | 73.0% |

Notes: The **Outcomes Assessment Rate** refers to the percentage of courses, student services units, and administrative units where the outcomes assessment process has been completed. The denominator refers to the total number of courses, programs and ILOs. This number can change from year to year based on defined programs and current course offerings. The **initial outcomes assessment target** was to ensure that outcomes assessment had been completed in 70% of all courses, student service areas, and administrative areas by Spring 2014. Seventy percent was chosen as the target because in the last five years an average of 375 courses was offered each year, which is approximately 68% of all active courses.

QEI11 – Employee Satisfaction

In Fall 2010 60% of Crafton Employees agreed or strongly agreed that they were satisfied with six satisfaction statements on the following topics: outcomes assessment, inclusiveness, planning and decision-making, shared governance, resource allocation, and “my” work at Crafton. In Fall 2012 the percent of Crafton Employees who agreed or strongly agreed that they were satisfied increased from 60% to 81%, an increase of 21%. The target of 70% was reached in Fall 2012.

| Employee Satisfaction | Fall 2010 (Baseline) | | | Fall 2012 | | | Target |
|-----------------------|----------------------|-----|------|-----------|-----|------|--------|
| | # | N | % | # | N | % | |
| Percent Agree | 291 | 486 | 59.9 | 473 | 585 | 80.9 | 70.0% |



Note: The percent of **CHC employees satisfied** with Crafton as determined by the Employee Satisfaction Survey including aggregated responses from five satisfaction statements on the following topic areas: outcomes assessment, inclusiveness, planning and decision making, shared governance, resource allocation, and “my” work at Crafton.