



PROGRESS ON CRAFTON'S QEIS (QEIS)

2015 – 2016 Report Showing Progress from 2012-2013 to 2014-2015

Prepared by Keith Wurtz

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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 2014 – 2015 annual update to the QEIs along with historical patterns for three years, baselines, targets, and possible disproportionate impact by gender, age, ethnicity, and economically disadvantaged status. 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 2014 – 2015 the QEI Targets were exceeded in the Following Areas

- **Course Success Rate**
 - Overall Course Success Rate
 - CT Course Success Rate
 - Transfer Course Success Rate
 - Developmental 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)**
- **Number of Degrees and Certificates**
- **Performance after Transfer (CSU GPA)**
- **Outcomes Assessment Rate**
- **Employee Satisfaction**

Crafton is working on achieving the QEI Targets in the Following Areas

- **Transfer Rate**
- **Transfer Readiness Rate**
- **Job Placement Rate**
- **Instructional Productivity (WSCH/FTEF Ratio)**

Disproportionate Impact

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

- Fall-to-Fall Retention Rate
- Transfer Readiness Rate

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

- Students 25 years old or older had a statistically significant ($p < .001$) and substantially ($ES \geq .34$) lower fall-to-fall retention rate (30%) than students in the fall cohort (47%).

Transfer Readiness Rate

- African American students were statistically significantly ($p = .023$) and substantially ($ES = .25$) less likely to be transfer ready (6%) than students in the three-year transfer cohort (15%)

Table 1: 2014 – 2015 Progress on Crafton’s Quantitative Effectiveness Indicators (QEIs) by Age, Gender, Ethnicity, and Income and whether the Target was met.

QEI Outcome	QEI	12-13	13-14	14-15	Disproportionate Impact				CHC 13-14 Target	Exceeded CHC 13-14 Target
					Age	Gender	Race	Income		
Successful Course Completion Rate	1	73.7	73.2	73.6	No	No	No	No	73.4	Yes
CTE Courses	1	79.3	79.7	81.5	No	No	No	No	80.0	Yes
Transfer Courses	1	73.6	72.8	73.4	No	No	No	No	73.4	Yes
Developmental Courses	1	62.0	58.0	66.7	No	No	No	No	63.0	Yes
Course Completion (i.e. Retention) Rate	2	91.5	91.0	91.1	No	No	No	No	88.0	Yes
CTE Courses	2	92.6	92.7	93.4	No	No	No	No	92.0	Yes
Transfer Courses	2	90.9	90.8	90.5	No	No	No	No	88.0	Yes
Developmental Courses	2	90.3	90.1	91.8	No	No	No	No	85.1	Yes
Fall to Fall Retention Rate (i.e. persistence)*	3	45.4	47.4	46.9**	25-49	No	No	No	45.9	Yes
Number of Degrees and Certificates	4	731	824	935	Not Available				800	
Degrees	4	441	508	617	Not Available				NA	NA
Certificates	4	290	316	318	Not Available				NA	NA
Transfer Rate	5	14.2	5.8	7.4	No	No	No	No	13.3	No
Transfer Readiness Rate	6	11.4	14.6	14.2	No	No	African American	No	17.1	No
Performance After Transfer (CSU GPA)	7	3.19	3.15	3.13	Not Available				3.00	Yes
Job Placement Rate	8	84.2	75.9	73.0	Not Available				90.0	No
Instructional Productivity (WSCH/FTEF Ratio)	9	527.77	476.03	465.44	Not Available				500	No
Outcomes Assessment Rate	10	64.8%	73.0%	96.3%	Not Available				70%	Yes
Employee Satisfaction	11	80.9%		70.3%	Not Available				70%	Yes

*Originally this measure was the ARCC fall to fall retention rate, which is no longer provided by the Chancellor’s Office. This measure is now calculated by the CHC OIERP.

**46.9% is the Fall 2013 to Fall 2014 retention rate.

Methodology

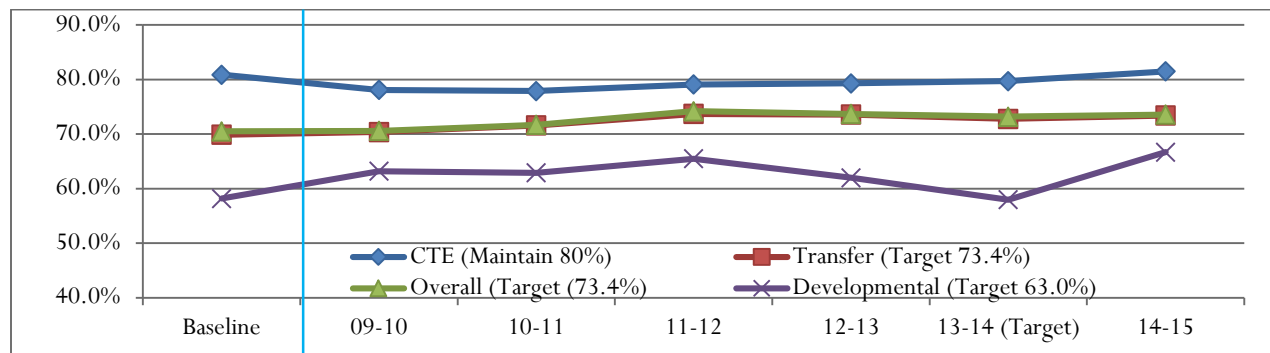
The progress on all 11 QEIs is examined on the following pages. Each QEI includes a three-year trend in both table and graph form and the progress Crafton has made toward reaching each target. Disproportionate impact was examined for each QEI by ethnicity, age, gender, and income where appropriate. Disproportionate impact occurs when students from a particular age, gender, ethnicity group, or income level 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 ($ES \geq .20$).

QE1 1 – Course Success Rate

The 73.4 overall and transfer course success rate of 73.4% was achieved in both the 2012-2013 academic year and the most recent 2014-2015 academic year. Moreover, the targets for both the CTE and developmental course success rates have been achieved as well.

Success	Baseline*	2012-13		2013-2014			2014-2015			Target	
	%	#	N	%	#	N	%	#	N		%
CTE	80.9	3,614	4,557	79.3	3,177	3,984	79.7	3,858	4,736	81.5	80.0%
Transfer	69.9	16,937	22,998	73.6	15,967	21,946	72.8	20,088	27,358	73.4	73.4%
Dev./Basic	58.2	2,804	4,525	62.0	1,736	2,994	58.0	3,799	5,692	66.7	63.0%
Overall	70.5	23,839	32,356	73.7	24,610	33,608	73.2	26,594	36,141	73.6	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.

QE1 1 – CTE, Developmental, Transfer, and Overall Course Success Rates by Age, Gender, Ethnicity, and Economically Disadvantaged Status

Tables 1A – 1P illustrate the CTE, developmental, transfer, and overall success rates by age, gender, ethnicity, and economically disadvantaged status. Disproportionate impact was not indicated for age, gender, ethnicity or income.

Table 1A: CTE Course Success Rate by Age.

Term Age		CTE Success Rate		Total
		Not Successful	Successful	
19 or younger	#	237	723	960
	%	24.7%	75.3%	100.0%
20-24	#	397	1,652	2,049
	%	19.4%	80.6%	100.0%
25-29	#	121	665	786
	%	15.4%	84.6%	100.0%
30-34	#	49	301	350
	%	14.0%	86.0%	100.0%
35-39	#	20	202	222
	%	9.0%	91.0%	100.0%
40-49	#	24	203	227
	%	10.6%	89.4%	100.0%
50 and above	#	30	112	142
	%	21.1%	78.9%	100.0%
Total	#	878	3,858	4,736
	%	18.5%	81.5%	100.0%

81.5% * 80% = 65.2%

Table 1B: CTE Course Success Rate by Gender.

Gender		CTE Success Rate		Total
		Not Successful	Successful	
Female	#	388	1,514	1,902
	%	20.4%	79.6%	100.0%
Male	#	485	2,328	2,813
	%	17.2%	82.8%	100.0%
Missing	#	5	16	21
	%	23.8%	76.2%	100.0%
Total	#	878	3,858	4,736
	%	18.5%	81.5%	100.0%

Table 1C: CTE Course Success Rate by Ethnicity.

Ethnicity		CTE Success Rate		Total
		Not Successful	Successful	
Asian	#	28	179	207
	%	13.5%	86.5%	100.0%
African American	#	84	339	423
	%	19.9%	80.1%	100.0%
Hispanic	#	438	1,539	1,977
	%	22.2%	77.8%	100.0%
Native American	#	16	79	95
	%	16.8%	83.2%	100.0%
Caucasian	#	309	1,707	2,016
	%	15.3%	84.7%	100.0%
Missing	#	3	15	18
	%	16.7%	83.3%	100.0%
Total	#	878	3,858	4,736
	%	18.5%	81.5%	100.0%

Table 1D: CTE Course Success Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		CTE Success Rate		Total
		Not Successful	Successful	
Not Identified as ED	#	317	1,675	1,992
	%	15.9%	84.1%	100.0%
Economically Disadvantaged	#	561	2,183	2,744
	%	20.4%	79.6%	100.0%
Total	#	878	3,858	4,736
	%	18.5%	81.5%	100.0%

$81.5\% * 80\% = 65.2\%$

Table 1E: Transfer Course Success Rate by Age.

Age		Transfer Success Rate		Total
		Not Successful	Successful	
19 or younger	#	2,403	6,370	8,773
	%	27.4%	72.6%	100.0%
20-24	#	3,389	8,910	12,299
	%	27.6%	72.4%	100.0%
25-29	#	821	2,352	3,173
	%	25.9%	74.1%	100.0%
30-34	#	288	1,003	1,291
	%	22.3%	77.7%	100.0%
35-39	#	162	527	689
	%	23.5%	76.5%	100.0%
40-49	#	129	587	716
	%	18.0%	82.0%	100.0%
50 and above	#	78	338	416
	%	18.8%	81.3%	100.0%
Total	#	7,270	20,087	27,357
	%	26.6%	73.4%	100.0%

$73.4\% * 80\% = 58.7\%$

Table 1F: Transfer Course Success Rate by Gender.

Gender		Transfer Success Rate		Total
		Not Successful	Successful	
Female	#	3,851	10,962	14,813
	%	26.0%	74.0%	100.0%
Male	#	3,400	9,106	12,506
	%	27.2%	72.8%	100.0%
Missing	#	19	20	39
	%	48.7%	51.3%	100.0%
Total	#	7,270	20,088	27,358
	%	26.6%	73.4%	100.0%

Table 1G: Transfer Course Success Rate by Ethnicity.

Ethnicity		Success Rate		Total
		Not Successful	Successful	
Asian	#	369	1,298	1,667
	%	22.1%	77.9%	100.0%
African American	#	643	1,462	2,105
	%	30.5%	69.5%	100.0%
Hispanic	#	3,583	8,328	11,911
	%	30.1%	69.9%	100.0%
Native American	#	142	446	588
	%	24.1%	75.9%	100.0%
Caucasian	#	2,512	8,502	11,014
	%	22.8%	77.2%	100.0%
Missing	#	21	52	73
	%	28.8%	71.2%	100.0%
Total	#	7,270	20,088	27,358
	%	26.6%	73.4%	100.0%

73.4% * 80% = 58.7%

Table 1H: Transfer Course Success Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Transfer Success Rate		Total
		Not Successful	Successful	
Not Identified as ED	#	2,602	8,088	10,690
	%	24.3%	75.7%	100.0%
Economically Disadvantaged	#	4,668	12,000	16,668
	%	28.0%	72.0%	100.0%
Total	#	7,270	20,088	27,358
	%	26.6%	73.4%	100.0%

Table 1I: Developmental Course Success Rate by Age.

Age		Developmental Success Rate		Total
		Not Successful	Successful	
19 or younger	#	995	2,068	3,063
	%	32.5%	67.5%	100.0%
20-24	#	617	1,043	1,660
	%	37.2%	62.8%	100.0%
25-29	#	106	329	435
	%	24.4%	75.6%	100.0%
30-34	#	71	134	205
	%	34.6%	65.4%	100.0%
35-39	#	41	82	123
	%	33.3%	66.7%	100.0%
40-49	#	33	103	136
	%	24.3%	75.7%	100.0%
50 and above	#	30	40	70
	%	42.9%	57.1%	100.0%
Total	#	1,893	3,799	5,692
	%	33.3%	66.7%	100.0%

66.7% * 80% = 53.4%

Table 1J: Developmental Course Success Rate by Gender.

Gender		Developmental Success Rate		Total
		Not Successful	Successful	
Female	#	897	2,164	3,061
	%	29.3%	70.7%	100.0%
Male	#	994	1,630	2,624
	%	37.9%	62.1%	100.0%
Missing	#	2	5	7
	%	28.6%	71.4%	100.0%
Total	#	1,893	3,799	5,692
	%	33.3%	66.7%	100.0%

$66.7\% * 80\% = 53.4\%$

Table 1K: Developmental Course Success Rate by Ethnicity.

Ethnicity		Developmental Success Rate		Total
		Not Successful	Successful	
Asian	#	47	172	219
	%	21.5%	78.5%	100.0%
African American	#	161	291	452
	%	35.6%	64.4%	100.0%
Hispanic	#	1,067	1,994	3,061
	%	34.9%	65.1%	100.0%
Native American	#	44	72	116
	%	37.9%	62.1%	100.0%
Caucasian	#	566	1,261	1,827
	%	31.0%	69.0%	100.0%
Missing	#	8	9	17
	%	47.1%	52.9%	100.0%
Total	#	1,893	3,799	5,692
	%	33.3%	66.7%	100.0%

Table 1L: Developmental Course Success Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Developmental Success Rate		Total
		Not Successful	Successful	
Not Identified as ED	#	523	1,115	1,638
	%	31.9%	68.1%	100.0%
Economically Disadvantaged	#	1,370	2,684	4,054
	%	33.8%	66.2%	100.0%
Total	#	1,893	3,799	5,692
	%	33.3%	66.7%	100.0%

Table 1M: Overall Course Success Rate by Age.

Age		Overall Success Rate		Total
		Not Successful	Successful	
19 or younger	#	3,518	9,083	12,601
	%	27.9%	72.1%	100.0%
20-24	#	4,148	10,944	15,092
	%	27.5%	72.5%	100.0%
25-29	#	975	3,122	4,097
	%	23.8%	76.2%	100.0%
30-34	#	384	1,367	1,751
	%	21.9%	78.1%	100.0%
35-39	#	212	766	978
	%	21.7%	78.3%	100.0%
40-49	#	183	855	1,038
	%	17.6%	82.4%	100.0%
50 and above	#	127	456	583
	%	21.8%	78.2%	100.0%
Total	#	9,547	26,593	36,140
	%	26.4%	73.6%	100.0%

73.6% * 80% = 58.9%

Table 1N: Overall Course Success Rate by Gender.

Gender		Overall Success Rate		Total
		Not Successful	Successful	
Female	#	4,897	14,262	19,159
	%	25.6%	74.4%	100.0%
Male	#	4,628	12,293	16,921
	%	27.4%	72.6%	100.0%
Missing	#	22	39	61
	%	36.1%	63.9%	100.0%
Total	#	9,547	26,594	36,141
	%	26.4%	73.6%	100.0%

Table 1O: Overall Course Success Rate by Ethnicity.

Ethnicity		Overall Success Rate		Total
		Not Successful	Successful	
Asian	#	430	1,583	2,013
	%	21.4%	78.6%	100.0%
African American	#	844	2,049	2,893
	%	29.2%	70.8%	100.0%
Hispanic	#	4843	11,459	16,302
	%	29.7%	70.3%	100.0%
Native American	#	189	577	766
	%	24.7%	75.3%	100.0%
Caucasian	#	3,212	10,862	14,074
	%	22.8%	77.2%	100.0%
Missing	#	29	64	93
	%	31.2%	68.8%	100.0%
Total	#	9,547	26,594	36,141
	%	26.4%	73.6%	100.0%

Table 1P: Overall Success Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Overall Success Rate		Total
		Not Successful	Successful	
Not Identified as ED	#	3,243	10,178	13,421
	%	24.2%	75.8%	100.0%
Economically Disadvantaged	#	6,304	16,416	22,720
	%	27.7%	72.3%	100.0%
Total	#	9,547	26,594	36,141
	%	26.4%	73.6%	100.0%

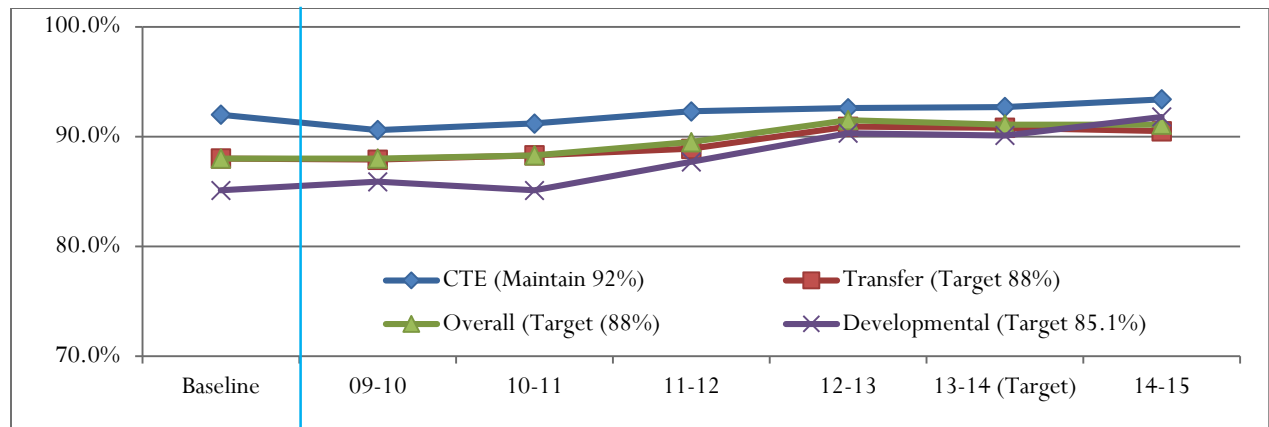
73.6% * 80% = 58.9%

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

In the last three years the QEI targets for the overall course completion (i.e. formally retention) rates have been consistently maintained for the CTE, transfer, developmental, and overall course completion rates.

Completion	Baseline*	2012-13			2013-14			2014-15			Target
		#	N	%	#	N	%	#	N	%	
CTE	92.3	4,221	4,557	92.6	3,693	3,984	92.7	4,422	4,736	93.4	92.0%
Transfer	86.0	20,907	22,998	90.9	19,935	21,946	90.8	24,762	27,358	90.5	88.0%
Dev./Basic	81.4	4,086	4,525	90.3	2,698	2,994	90.1	5,225	5,692	91.8	85.1%
Overall	86.6	29,619	32,356	91.5	30,628	33,608	91.1	32,911	36,141	91.1	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, Ethnicity, and Economically Disadvantaged Status

Tables 2A – 2P illustrate the CTE, developmental, transfer, and overall completion rates by age, gender, ethnicity, and economically disadvantaged status. Disproportionate impact was not indicated for age, gender, ethnicity or income.

Table 2A: CTE Course Completion Rate by Age.

Age		CTE Completion Rate		Total
		Did Not Complete	Completed	
19 or younger	#	73	887	960
	%	7.6%	92.4%	100.0%
20-24	#	139	1,910	2,049
	%	6.8%	93.2%	100.0%
25-29	#	44	742	786
	%	5.6%	94.4%	100.0%
30-34	#	18	332	350
	%	5.1%	94.9%	100.0%
35-39	#	9	213	222
	%	4.1%	95.9%	100.0%
40-49	#	10	217	227
	%	4.4%	95.6%	100.0%
50 and above	#	21	121	142
	%	14.8%	85.2%	100.0%
Total	#	314	4,422	4,736
	%	6.6%	93.4%	100.0%

93.4% * 80% = 74.7%

Table 2B: CTE Course Completion Rate by Gender.

Gender		CTE Completion Rate		Total
		Did Not Complete	Completed	
Female	#	136	1,766	1,902
	%	7.2%	92.8%	100.0%
Male	#	176	2,637	2,813
	%	6.3%	93.7%	100.0%
Missing	#	2	19	21
	%	9.5%	90.5%	100.0%
Total	#	314	4,422	4,736
	%	6.6%	93.4%	100.0%

Table 2C: CTE Course Completion Rate by Ethnicity.

		CTE Completion Rate		Total
		Did Not Complete	Completed	
Asian	#	8	199	207
	%	3.9%	96.1%	100.0%
African American	#	28	395	423
	%	6.6%	93.4%	100.0%
Hispanic	#	154	1,823	1,977
	%	7.8%	92.2%	100.0%
Native American	#	6	89	95
	%	6.3%	93.7%	100.0%
Caucasian	#	117	1,899	2,016
	%	5.8%	94.2%	100.0%
Missing	#	1	17	18
	%	5.6%	94.4%	100.0%
Total	#	314	4,422	4,736
	%	6.6%	93.4%	100.0%

Table 2D: CTE Course Completion Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Developmental Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	115	1,877	1,992
	%	5.8%	94.2%	100.0%
Economically Disadvantaged	#	199	2,545	2,744
	%	7.3%	92.7%	100.0%
Total	#	314	4,422	4,736
	%	6.6%	93.4%	100.0%

93.4% * 80% = 74.7%

Table 2E: Transfer Course Completion Rate by Age.

Age		Transfer Completion Rate		Total
		Did Not Complete	Completed	
19 or younger	#	676	8,097	8,773
	%	7.7%	92.3%	100.0%
20-24	#	1,229	11,070	12,299
	%	10.0%	90.0%	100.0%
25-29	#	362	2,811	3,173
	%	11.4%	88.6%	100.0%
30-34	#	129	1,162	1,291
	%	10.0%	90.0%	100.0%
35-39	#	80	609	689
	%	11.6%	88.4%	100.0%
40-49	#	77	639	716
	%	10.8%	89.2%	100.0%
50 and above	#	43	373	416
	%	10.3%	89.7%	100.0%
Total	#	2,596	24,761	27,357
	%	9.5%	90.5%	100.0%

90.5% * 80% = 72.4%

Table 2F: Transfer Course Completion Rate by Gender.

		Transfer Completion Rate		Total
		Did Not Complete	Completed	
Female	#	1,403	13,410	14,813
	%	9.5%	90.5%	100.0%
Male	#	1,187	11,319	12,506
	%	9.5%	90.5%	100.0%
Missing	#	6	33	39
	%	15.4%	84.6%	100.0%
Total	#	2,596	24,762	27,358
	%	9.5%	90.5%	100.0%

Table 2G: Transfer Course Completion Rate by Ethnicity.

		Transfer Completion Rate		Total
		Did Not Complete	Completed	
Asian	#	129	1,538	1,667
	%	7.7%	92.3%	100.0%
African American	#	226	1,879	2,105
	%	10.7%	89.3%	100.0%
Hispanic	#	1175	10,736	11,911
	%	9.9%	90.1%	100.0%
Native American	#	51	537	588
	%	8.7%	91.3%	100.0%
Caucasian	#	1008	10,006	11,014
	%	9.2%	90.8%	100.0%
Missing	#	7	66	73
	%	9.6%	90.4%	100.0%
Total	#	2596	24,762	27,358
	%	9.5%	90.5%	100.0%

90.5% * 80% = 72.4%

Table 2H: Transfer Course Completion Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Developmental Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	900	9,790	10,690
	%	8.4%	91.6%	100.0%
Economically Disadvantaged	#	1,696	14,972	16,668
	%	10.2%	89.8%	100.0%
Total	#	2,596	24,762	27,358
	%	9.5%	90.5%	100.0%

Table 2I: Developmental Course Completion Rate by Age.

Age		Developmental Completion Rate		Total
		Did Not Complete	Completed	
19 or younger	#	183	2,880	3,063
	%	6.0%	94.0%	100.0%
20-24	#	177	1,483	1,660
	%	10.7%	89.3%	100.0%
25-29	#	33	402	435
	%	7.6%	92.4%	100.0%
30-34	#	27	178	205
	%	13.2%	86.8%	100.0%
35-39	#	18	105	123
	%	14.6%	85.4%	100.0%
40-49	#	15	121	136
	%	11.0%	89.0%	100.0%
50 and above	#	14	56	70
	%	20.0%	80.0%	100.0%
Total	#	467	5,225	5,692
	%	8.2%	91.8%	100.0%

91.8% * 80% = 73.4%

Table 2J: Developmental Course Completion Rate by Gender.

Gender		Developmental Completion Rate		Total
		Did Not Complete	Completed	
Female	#	223	2,838	3,061
	%	7.3%	92.7%	100.0%
Male	#	244	2,380	2,624
	%	9.3%	90.7%	100.0%
Missing	#	0	7	7
	%	0.0%	100.0%	100.0%
Total	#	467	5,225	5,692
	%	8.2%	91.8%	100.0%

$91.8\% * 80\% = 73.4\%$

Table 2K: Developmental Course Completion Rate by Ethnicity.

		Developmental Completion Rate		Total
		Did Not Complete	Completed	
Asian	#	9	210	219
	%	4.1%	95.9%	100.0%
African American	#	43	409	452
	%	9.5%	90.5%	100.0%
Hispanic	#	240	2,821	3,061
	%	7.8%	92.2%	100.0%
Native American	#	9	107	116
	%	7.8%	92.2%	100.0%
Caucasian	#	164	1,663	1,827
	%	9.0%	91.0%	100.0%
Missing	#	2	15	17
	%	11.8%	88.2%	100.0%
Total	#	467	5,225	5,692
	%	8.2%	91.8%	100.0%

Table 2L: Developmental Course Completion Rate by Economically Disadvantaged Status.

Economically Disadvantaged (ED)		Developmental Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	129	1,509	1,638
	%	7.9%	92.1%	100.0%
Economically Disadvantaged	#	338	3,716	4,054
	%	8.3%	91.7%	100.0%
Total	#	467	5,225	5,692
	%	8.2%	91.8%	100.0%

Table 2M: Overall Course Completion Rate by Age.

Age		Overall Completion Rate		Total
		Did Not Complete	Completed	
19 or younger	#	905	11,696	12,601
	%	7.2%	92.8%	100.0%
20-24	#	1,469	13,623	15,092
	%	9.7%	90.3%	100.0%
25-29	#	415	3,682	4,097
	%	10.1%	89.9%	100.0%
30-34	#	167	1,584	1,751
	%	9.5%	90.5%	100.0%
35-39	#	102	876	978
	%	10.4%	89.6%	100.0%
40-49	#	100	938	1,038
	%	9.6%	90.4%	100.0%
50 and above	#	72	511	583
	%	12.3%	87.7%	100.0%
Total	#	3,230	32,910	36,140
	%	8.9%	91.1%	100.0%

91.1% * 80% = 72.9%

Table 2N: Overall Course Completion Rate by Gender.

Gender		Overall Completion Rate		Total
		Did Not Complete	Completed	
Female	#	1,695	17,464	19,159
	%	8.8%	91.2%	100.0%
Male	#	1,528	15,393	16,921
	%	9.0%	91.0%	100.0%
Missing	#	7	54	61
	%	11.5%	88.5%	100.0%
Total	#	3,230	32,911	36,141
	%	8.9%	91.1%	100.0%

Table 2O: Overall Course Completion Rate by Ethnicity.

		Overall Completion Rate		Total
		Did Not Complete	Completed	
Asian	#	142	1,871	2,013
	%	7.1%	92.9%	100.0%
African American	#	280	2,613	2,893
	%	9.7%	90.3%	100.0%
Hispanic	#	1,507	14,795	16,302
	%	9.2%	90.8%	100.0%
Native American	#	62	704	766
	%	8.1%	91.9%	100.0%
Caucasian	#	1,230	12,844	14,074
	%	8.7%	91.3%	100.0%
Missing	#	9	84	93
	%	9.7%	90.3%	100.0%
Total	#	3,230	32,911	36,141
	%	8.9%	91.1%	100.0%

Table 2P: Overall Course Completion Rate by Economically Disadvantaged Status.

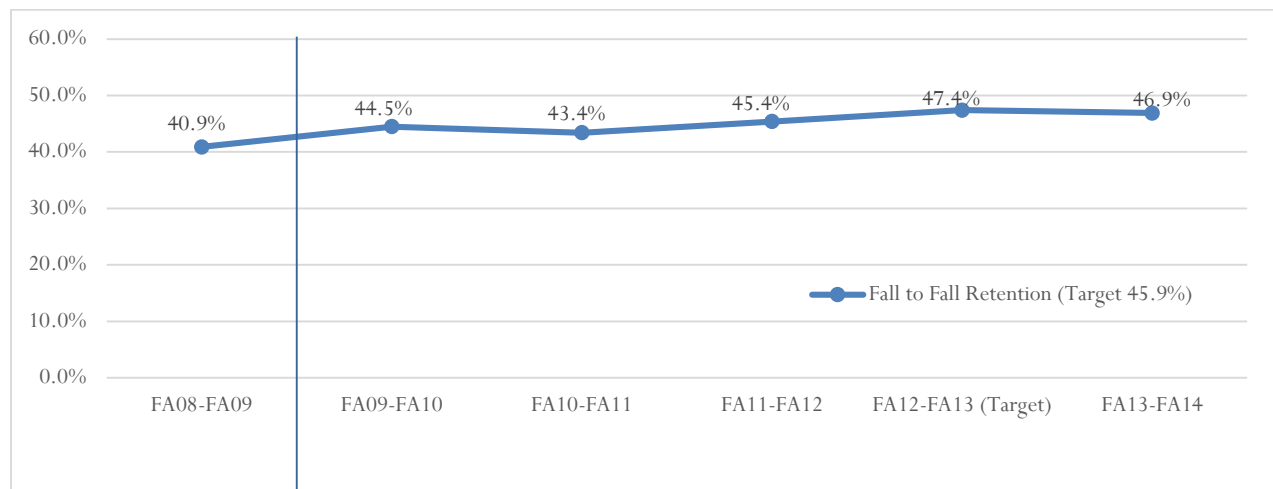
Economically Disadvantaged (ED)		Overall Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	1,084	12,337	13,421
	%	8.1%	91.9%	100.0%
Economically Disadvantaged	#	2,146	20,574	22,720
	%	9.4%	90.6%	100.0%
Total	#	3,230	32,911	36,141
	%	8.9%	91.1%	100.0%

91.1% * 80% = 72.9%

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

The fall to fall retention rate QEI target (45.9%) was reached in Fall 2013 (47.4%) and maintained in Fall 2014 (46.9%).

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
Fall 2013 to Fall 2014	769	1,641	46.9	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, Ethnicity, and Economically Disadvantaged Status

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

- Students 25 – 29 years old had a statistically significant ($p < .001$) and substantially ($ES = .38$) lower retention rate (28%) then the overall retention rate (47%)
- Students 30 – 34 years old had a statistically significant ($p < .05$) and substantially ($ES = .21$) lower retention rate (36%) then the overall retention rate (47%)
- Students 35 – 39 years old had a statistically significant ($p < .005$) and substantially ($ES = .43$) lower retention rate (26%) then the overall retention rate (47%)
- Students 40 – 49 years old had a statistically significant ($p < .005$) and substantially ($ES = .48$) lower retention rate (23%) then the overall retention rate (47%)

Students who are 25 – 49 years old may be less likely to be retained because they are earning degrees, certificates, 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	#	405	520	925
	%	43.8%	56.2%	100.0%
20-24	#	239	152	391
	%	61.1%	38.9%	100.0%
25-29	#	102	40	142
	%	71.8%	28.2%	100.0%
30-34	#	53	30	83
	%	63.9%	36.1%	100.0%
35-39	#	29	10	39
	%	74.4%	25.6%	100.0%
40-49	#	27	8	35
	%	77.1%	22.9%	100.0%
50 and above	#	17	9	26
	%	65.4%	34.6%	100.0%
Total	#	872	769	1,641
	%	53.1%	46.9%	100.0%

The fall to fall retention rate of students 25 years old or older is less than 37.5% indicating that these students are less likely to be retained from fall to fall than other students.

$46.9\% * 80\% = 37.5\%$

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

Gender		Fall to Fall Retention		Total
		Not Retained	Retained	
Female	#	428	398	826
	%	51.8%	48.2%	100.0%
Male	#	443	370	813
	%	54.5%	45.5%	100.0%
Missing	#	1	1	2
	%	50.0%	50.0%	100.0%
Total	#	872	769	1,641
	%	53.1%	46.9%	100.0%

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

Ethnicity		Fall to Fall Retention		Total
		Not Retained	Retained	
Asian	#	54	45	99
	%	54.5%	45.5%	100.0%
African American	#	93	61	154
	%	60.4%	39.6%	100.0%
Hispanic	#	383	348	731
	%	52.4%	47.6%	100.0%
Native American	#	12	22	34
	%	35.3%	64.7%	100.0%
Caucasian	#	328	290	618
	%	53.1%	46.9%	100.0%
Missing	#	2	3	5
	%	40.0%	60.0%	100.0%
Total	#	872	769	1,641
	%	53.1%	46.9%	100.0%

Table 3D: Retention Rate (i.e. Formally Persistence) by Economically Disadvantaged Status.

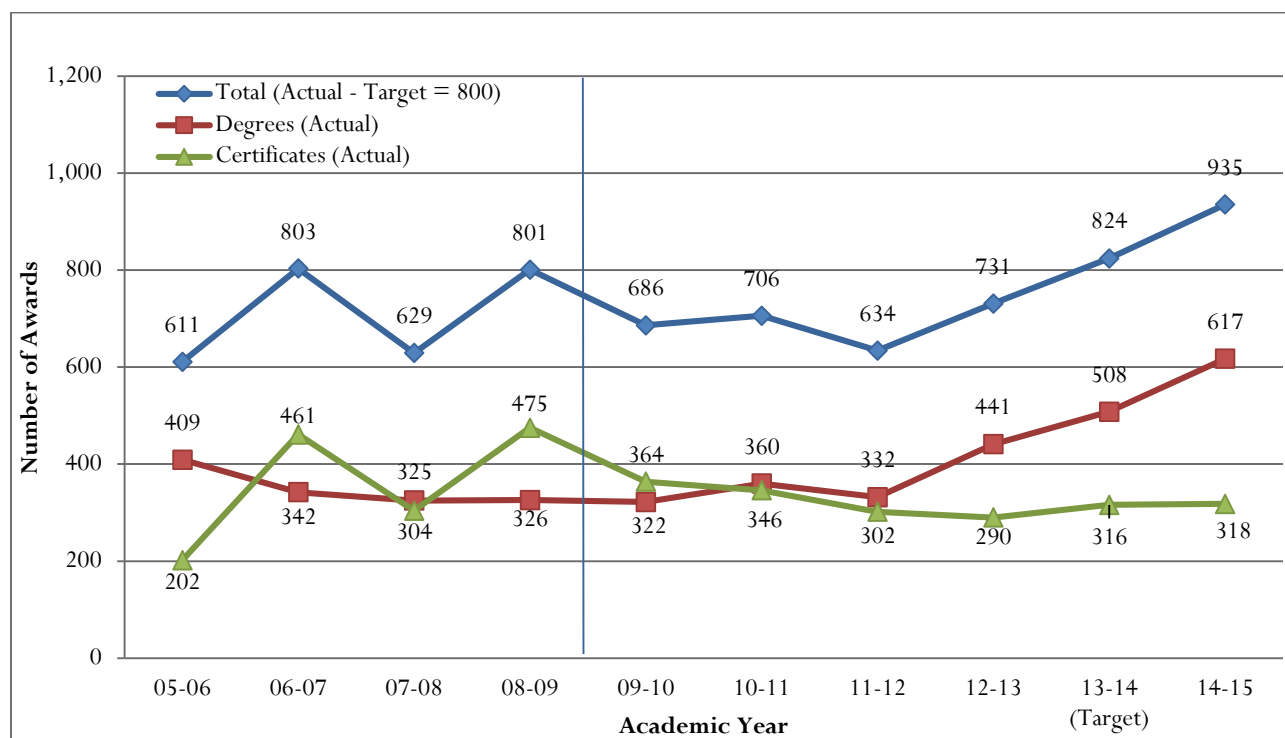
Economically Disadvantaged (ED)		Overall Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	464	301	765
	%	60.7%	39.3%	100.0%
Economically Disadvantaged	#	408	468	876
	%	46.6%	53.4%	100.0%
Total	#	872	769	1,641
	%	53.1%	46.9%	100.0%

46.9% * 80% = 37.5%

QEI 4 – Number of Degrees and Certificates

In the last four academic years the degrees and certificates earned has consistently increased from 634 in 2011 – 2012 to 935 in 2014 – 2015, an increase of 301 (47%) degrees and certificates. In addition, the QEI target was met in 2013 – 2014 and maintained in 2014 – 2015.

Academic Year	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
2013 – 2014	316	508	824	800	Yes
2014 – 2015	318	617	935	800	Yes

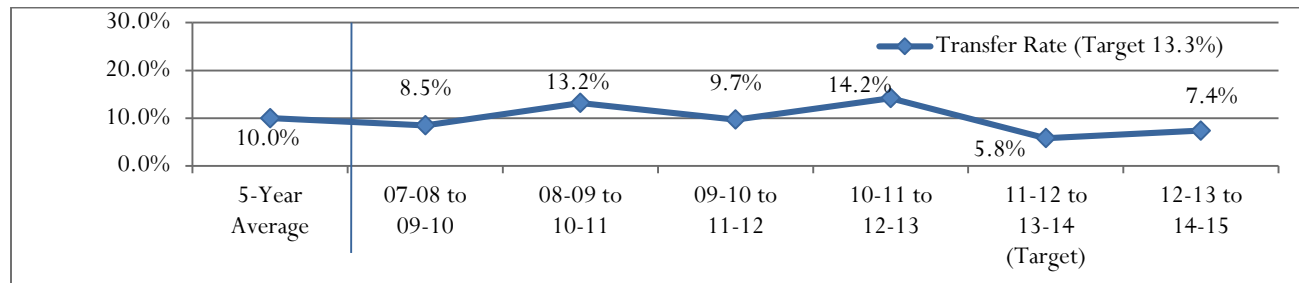


Note: QEI 4 refers to the number of degrees and certificates earned by Crafton students and include certificates that are less than 18 units. Disproportionate impact was not examined because a methodologically sound comparison group could not be identified.

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

In the last four cohort years the three-year transfer rate has fluctuated from 6 to 14%. The QEI target is 13.3% and the most recent three-year transfer rate is 7.4%.

	5-Year Average			2010-11 to 2012-13			2011-12 to 2013-14			2012-13 to 2014-15			Target
	#	N	%	#	N	%	#	N	%	#	N	%	
Three-Year Transfer Rate	446	4,446	10.0	153	1,075	14.2	40	690	5.8	45	608	7.4	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, CCCC, 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 CCCC 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 CCCC First File. A student was counted as a **first-time college student** if the CCCC 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 CCCC 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, Ethnicity, and Economically Disadvantaged Status

Disproportionate impact was not indicated for age, gender, ethnicity, and economically disadvantaged status.

Table 5A: Transfer Rate by Age.

Age		Transferred to 4-Year		Total
		Did not transfer	Transferred	
19 or younger	#	501	45	546
	%	91.8%	8.2%	100.0%
20-24	#	32	0	32
	%	100.0%	0.0%	100.0%
25-29	#	11	0	11
	%	100.0%	0.0%	100.0%
30-34	#	3	0	3
	%	100.0%	0.0%	100.0%
35-39	#	6	0	6
	%	100.0%	0.0%	100.0%
40-49	#	7	0	7
	%	100.0%	0.0%	100.0%
50 and above	#	3	0	3
	%	100.0%	0.0%	100.0%
Total	#	563	45	608
	%	92.6%	7.4%	100.0%

7.4% * 80% = 5.9%

Table 5B: Transfer Rate by Gender.

Gender		Transferred to 4-Year		Total
		Did not transfer	Transferred	
Female	#	296	24	320
	%	92.5%	7.5%	100.0%
Male	#	266	21	287
	%	92.7%	7.3%	100.0%
Missing	#	1	0	1
	%	100.0%	0.0%	100.0%
Total	#	563	45	608
	%	92.6%	7.4%	100.0%

Table 5C: Transfer Rate by Ethnicity.

		Transferred to 4-Year		Total
		Did not transfer	Transferred	
Asian	#	32	3	35
	%	91.4%	8.6%	100.0%
African American	#	45	4	49
	%	91.8%	8.2%	100.0%
Hispanic	#	251	17	268
	%	93.7%	6.3%	100.0%
Native American	#	5	1	6
	%	83.3%	16.7%	100.0%
Caucasian	#	230	20	250
	%	92.0%	8.0%	100.0%
Total	#	563	45	608
	%	92.6%	7.4%	100.0%

Table 5D: Transfer Rate by Economically Disadvantaged Status.

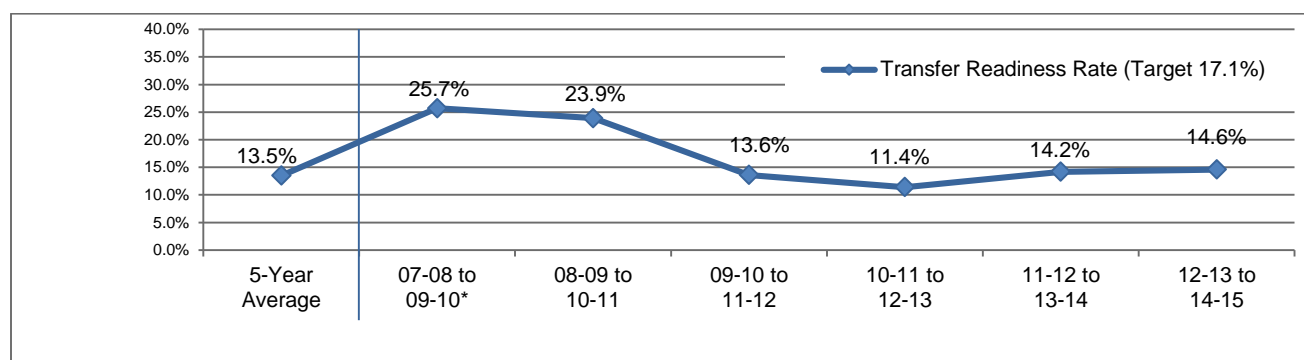
Economically Disadvantaged (ED)		Overall Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	305	24	329
	%	92.7%	7.3%	100.0%
Economically Disadvantaged	#	258	21	279
	%	92.5%	7.5%	100.0%
Total	#	563	45	608
	%	92.6%	7.4%	100.0%

7.4% * 80% = 5.9%

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

In the last three cohort years the three-year transfer readiness rate gradually increased from 11 to 15%, surpassing the baseline of 14%. The QEI target is 17.1%, and in 2014 – 2015 Crafton was at 14.6%. The decrease in the transfer readiness rate from 24% to 11% may have been due to a lack of available courses preventing students from being able to complete the work necessary to be transfer ready.

	5-Year Average			2010-11 to 2012-13			2011-12 to 2013-14			2012-13 to 2014-15			Target
	#	N	%	#	N	%	#	N	%	#	N	%	
Three-Year Transfer Readiness Rate	600	4,446	13.5	123	1,075	11.4	98	690	14.2	89	608	14.6	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 as 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 age, gender, or economically disadvantaged status. However, disproportionate impact was indicated when looking at ethnicity. African American students had a substantially (ES = .25) lower transfer readiness rate (6%) than the other students in the cohort (15%), suggesting that African American students are less likely to be transfer ready than other ethnicities.

Table 6A: Transfer Readiness Rate by Age.

Age		Transfer Readiness		Total
		No	Yes	
19 or younger	#	466	80	546
	%	85.3%	14.7%	100.0%
20-24	#	27	5	32
	%	84.4%	15.6%	100.0%
25-29	#	10	1	11
	%	90.9%	9.1%	100.0%
30-34	#	2	1	3
	%	66.7%	33.3%	100.0%
35-39	#	6	0	6
	%	100.0%	0.0%	100.0%
40-49	#	5	2	7
	%	71.4%	28.6%	100.0%
50 and above	#	3	0	3
	%	100.0%	0.0%	100.0%
Total	#	519	89	608
	%	85.4%	14.6%	100.0%

14.6% * 80% = 11.7%

Table 6A: Transfer Readiness Rate by Gender.

Gender		Transfer Readiness		Total
		No	Yes	
Female	#	274	46	320
	%	85.6%	14.4%	100.0%
Male	#	244	43	287
	%	85.0%	15.0%	100.0%
Total	#	1	0	1
	%	100.0%	0.0%	100.0%

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

Ethnicity		Transfer Readiness		Total
		No	Yes	
Asian	#	31	4	35
	%	88.6%	11.4%	100.0%
African American	#	46	3	49
	%	93.9%	6.1%	100.0%
Hispanic	#	231	37	268
	%	86.2%	13.8%	100.0%
Native American	#	6	0	6
	%	100.0%	0.0%	100.0%
Caucasian	#	205	45	250
	%	82.0%	18.0%	100.0%
Total	#	519	89	608
	%	85.4%	14.6%	100.0%

The three-year transfer readiness rate African American students is less than 11.7% indicating that these students are less likely to be transfer-ready than other students. (Note: The Asian rate was not statistically significantly different from the overall rate.)

Table 6D: Transfer Readiness Rate by Economically Disadvantaged Status.

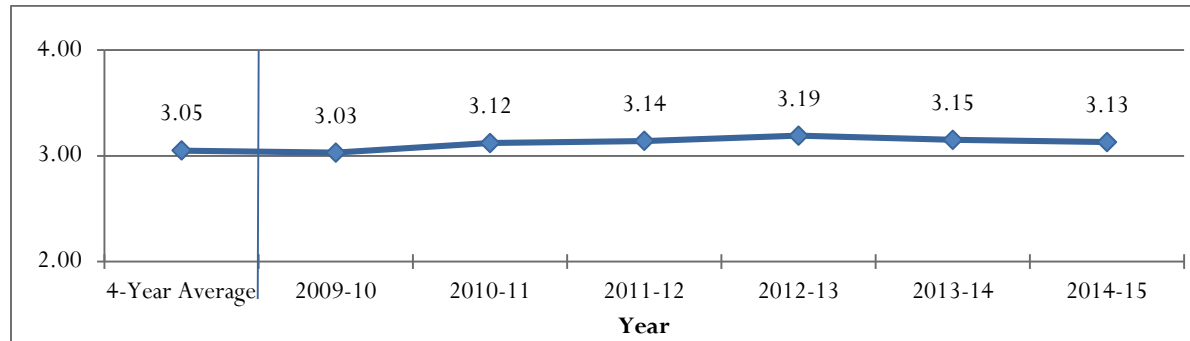
Economically Disadvantaged (ED)		Overall Completion Rate		Total
		Did Not Complete	Completed	
Not Identified as ED	#	285	44	329
	%	86.6%	13.4%	100.0%
Economically Disadvantaged	#	234	45	279
	%	83.9%	16.1%	100.0%
Total	#	519	89	608
	%	85.4%	14.6%	100.0%

14.6% * 80% = 11.7%

QE17 – Performance after Transfer

Crafton continues to sustain the QEI target of a 3.00 CSU GPA. In addition, in the last six years the CSU GPA of former Crafton students has increased from 3.03 to 3.13, a 3% increase.

	4-Year Average (Baseline)		2011 - 2012		2012 - 2013		2013 - 2014		2014 - 2015		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	CHC CSU GPA	Other CCC CSU GPA	
CSU GPA	3.05	2.94	3.14	3.04	3.19	3.05	3.15	3.05	3.13	3.05	3.00

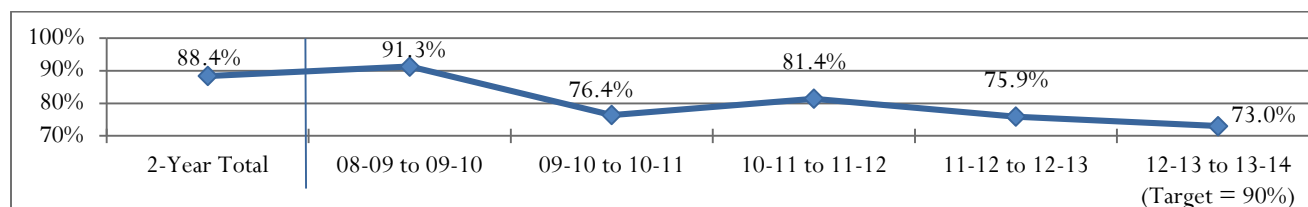


Note: CSU GPA of CHC Students after Transfer is a comparison of the grade point average (GPA) earned at a California State University (CSU) by CHC and other California Community College transfer students who enrolled in a fall term and were enrolled at the same CSU campus the subsequent fall term. **CSU 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 (Source: <http://asd.calstate.edu/performance/index.shtml>).

QE18 – Perkin’s Job Placement Rate

The 2012 – 2013 to 2013 – 2014 Perkin’s Job Placement Rate was 73%. The decrease in the job placement rate from 91% in the 2008 – 2009 to 2009 – 2010 cohort to 73% in the 2012 – 2013 to 2013 – 2014 cohort was most likely a result of the down turn in the economy. The QEI target is a 90% job placement rate and was achieved in the 2008 – 2009 to 2009 – 2010 cohort, but not sustained.

	2-Year Total (Baseline)			2010-2011 to 2011-2012			2011-2012 to 2012-2013			2012-2013 to 2013-2014			Target
	Count	Total	Rate	Count	Total	Rate	Count	Total	Rate	Count	Total	Rate	
Job Placement Rate	767	868	88.4	315	387	81.4	290	382	75.9	294	403	73.0	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 (Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Forms_All.aspx). 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: QEI 8 – Job Placement Rate by Program for Cohorts ending from 2011–2012 to 2013–2014.

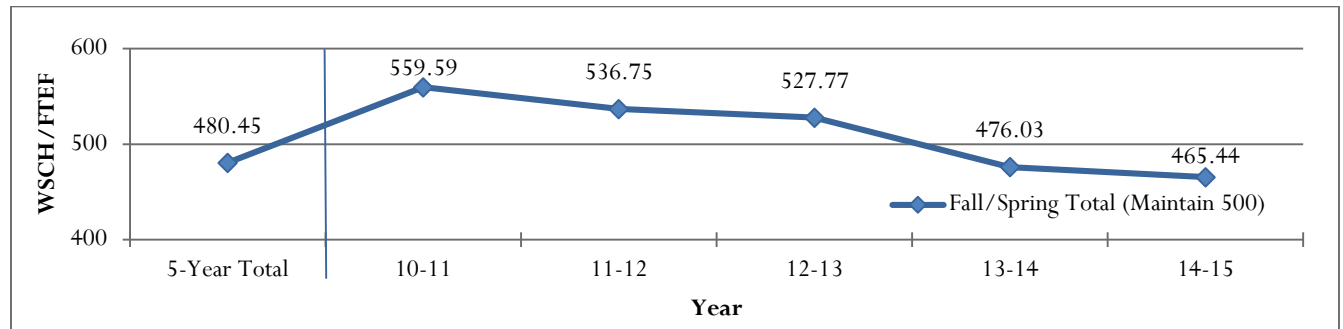
4 Digit TOP Code / Program	2010 to 2012			2011 to 2013			2012 to 2014		
	#	N	JPR	#	N	JPR	#	N	JPR
0502 Accounting	5	13	38.5	6	14	42.9	9	12	75.0
0506 Business Management	11	17	64.7	12	21	57.1	14	21	66.7
0702 Computer Information Systems	8	12	66.7				10	16	62.5
0799 Other Information Technology	5	9	55.6				8	13	61.5
1210 Respiratory Care/Therapy	20	29	69.0	20	34	58.8	5	7	71.4
1225 Radiologic Technology	12	12	100.0	7	13	53.9	20	32	62.5
1250 Emergency Medical Services	155	183	84.7	168	201	83.6	10	11	90.9
1251 Paramedic	23	23	100.0	21	22	95.5	131	180	72.8
1305 CDE	11	13	84.6	10	19	52.6	20	22	90.9
2105 Administration of Justice	8	10	80.0				15	23	65.2
2133 Fire Technology	57	66	86.4	46	58	79.3	52	66	78.8
Total Job Placement Rate	315	387	81.4	290	382	75.9	294	403	73.0

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. The 2012 to 2014 report for the 2015-2016 reporting year was collected July of 2015.

QE19 – Instructional Productivity

The 2014 – 2015 instructional productivity target to maintain a WSCH/FTEF ratio of 500 was reached in 2009 – 2010, and sustained from 2010 – 2011 to 2012 – 2013. In 2014 – 2015 Crafton's WSCH/FTEF ratio was 465. Crafton has been below the 500 WSCH/FTEF target for the last two most recent years.

	5-Year Total (05-06 to 09-10, Baseline)			2013-14			2014-15			Target
	WSCH	FTEF	WSCH/FTEF	WSCH	FTEF	WSCH/FTEF	WSCH	FTEF	WSCH/FTEF	
WSCH/FTEF Ratio	617,869	1,286.03	480.45	124,429	261.39	476.03	130,552	280.49	465.44	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% was achieved in the 2014 – 2015 year for all four areas. All outcomes assessment rates exceed 95%.

Outcome Type	Ongoing Assessment Rate			Target
	2012-2013	2013-2014	2014-2015*	
Courses	58.9%	71.8%	95.9%	70.0%
Programs	46.5%	68.2%	97.8%	70.0%
Student & Learning Support Services	81.3%	100%	100%	70.0%
ILOs	50.0%	100%	100%	70.0%
Total	64.8%	73.0%	96.3%	70.0%

*As of June 15, 2015.

Table 10A: 2014-2015 Ongoing Assessment by Courses, Instructional Programs, Student and Learning Support Services, and ILOs as of June 15, 2015.

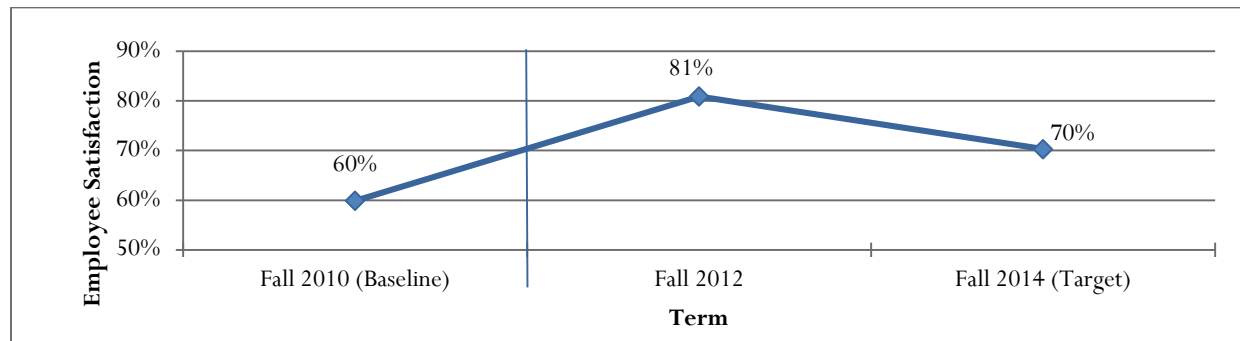
Outcome Type	Ongoing Assessment	Denominator	Ongoing Assessment Rate
Courses	327	341	95.9%
Instructional Programs	44	45	97.8%
Student & Learning Support Services	16	16	100%
ILOs	6	6	100%
Total	393	408	96.3%

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.

QE111 – 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 and maintained in Fall 2014. However, in Fall 2014 the overall employee satisfaction decreased from 81% to 70%. Crafton employees were least satisfied with the resource allocation process (54%) followed by the planning and decision-making processes (64%) at Crafton.

Employee Satisfaction	Fall 2010 (Baseline)			Fall 2012			Fall 2014			Target
	#	N	%	#	N	%	#	N	%	
Percent Agree	291	486	59.9	473	585	80.9	352	501	70.3	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 six areas: outcomes assessment, inclusiveness, planning and decision making, shared governance, resource allocation, and “my” work at Crafton.

Employee Satisfaction Questions	Strongly Disagree		Disagree		Agree		Strongly Agree		Total
	#	%	#	%	#	%	#	%	
Overall, I am satisfied with the outcomes assessment process at Crafton.	7	8.4	19	22.9	41	49.4	16	19.3	83
Overall, I am satisfied with the level of inclusiveness at Crafton.	11	11.1	15	15.2	61	61.6	12	12.1	99
Overall, planning and decision-making processes at Crafton are open and easy to understand.	8	10.3	20	25.6	41	52.6	9	11.5	78
Overall, I am satisfied with shared governance at Crafton.	8	9.8	18	22.0	47	57.3	9	11.0	82
Overall, I am satisfied with the resource allocation processes at Crafton.	15	21.7	17	24.6	33	47.8	4	5.8	69
Overall, I am satisfied in my work at Crafton.	5	5.6	6	6.7	48	53.3	31	34.4	90
Total	54	10.8	95	19.0	271	54.1	81	16.2	501

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3206 or you may send an email to kwurtz@craftonhills.edu: QEI_2015-16_Update.docx.