



Crafton Hills College Student Equity Data

2011

Introduction

The purpose of generating the student equity data presented in this report is to help inform the development and improvement of strategies and services that can help all of Crafton Hills College students succeed. The student equity data is based on the quantitative effectiveness indicators (QEIs) found in the college's Educational Master Plan (course completion, developmental course completion, degree and certificate completion, and transfer).

Moreover, the following Educational Master Plan goals address student equity:

1. Goal 1.1: Support, guide, and empower every student to achieve his or her goals.
2. Goal 1.2: Deliver and ensure access to programs, services, and support that meet student's needs.
3. Goal 2.1: Seek, welcome, and respect diversity, and promote inclusiveness.

Executive Summary

Access

Crafton serves a higher percentage of ...

- ...Asian, African American, and Hispanic students
- ...18 – 24 year olds
- ...students who qualify for financial aid

Crafton serves a lower percentage of ...

- ...Caucasian students
- ...students with an identified disability
- ...students 50 years old or older

Success Indicator 2: Course Completion (i.e. success rate)

- Female students (72%) had a statistically significantly higher course completion rate than male students (69%)
- African American (67%), Native American (67%), and Hispanic (67%) students had a statistically significantly lower course completion rate than Caucasian (72%) and Asian (77%) students
- Students who had declared a disability (65%) had a statistically significantly lower course completion rate than students who had not declared a disability (71%)
- Students 19 years old or younger (68%) had a statistically significantly lower course completion rate than students who were 20 – 24 (70%), 25 – 29 (74%), 30 – 34 (78%), 35 – 39 (78%), 40 – 49 (82%), and 50 years old or older (79%)
- Students who had received financial aid (69%) had a statistically significantly lower course completion rate than students who had not received financial aid (72%)

Success Indicator 3: Basic Skills and Developmental Completion

English *Basic Skills (914 to 015)* Improvement Rate

- Female students (54%) had a statistically significantly higher English basic skills improvement rate than male students (46%)
- African American (45%) students had a substantially lower English basic skills improvement rate than Asian(58%) students
- Students 19 years old or younger (53%) had a substantially higher English basic skills improvement rate than students who were 20 – 24 (43%), 35 – 39 (34%), and 50 years old or older (42%)
- Students who received financial aid (47%) had a lower English basic skills improvement rate than students who had not received financial aid (53%)

English *Developmental (015 to transfer English)* Improvement Rate

- Female students (55%) had a statistically significantly higher English improvement rate than male students (48%)
- African American (38%) students had a substantially lower English improvement rate than Asian(53%), Native American (50%), Hispanic (52%) and Caucasian (53%) students
- Students who had declared a disability (50%) had a statistically significantly lower English improvement rate than students who had not declared a disability (52%)
- Students 19 years old or younger (57%) had a statistically significantly higher English improvement rate than students who were 20 – 24 (42%) and 25 – 29 years old (34%)
- Students who received financial aid (47%) had a statistically significantly lower English improvement rate than students who had not received financial aid (54%)

Math *Basic Skills (952/953 to 090/095)* Improvement Rate

- Female students (60%) had a statistically significantly higher math improvement rate than male students (40%)
- The math improvement rate was the same for both Hispanic (54%) and Caucasian (54%)
- The math improvement rate was the same for both students who received financial aid (52%) and for those who had not received financial aid (52%)

Math *Developmental I (090 to transfer level math)* Improvement Rate

- Female students (16%) had a slightly higher math improvement rate from Elementary Algebra to transfer level math than male students (14%)
- The math improvement rate from Elementary Algebra to transfer level math was slightly lower for Hispanic students (14%) than Caucasian students (17%)
- The math improvement rate from Elementary Algebra to transfer level math was higher for 19 or younger students (17%) than students who were 20 – 24 years old (12%)

Math *Developmental II (095 to transfer level math)* Improvement Rate

- Female students (42%) had a statistically significantly higher math improvement rate from Intermediate Algebra to transfer level math than male students (33%)
- The math improvement rate from Intermediate Algebra to transfer level math was substantially lower for Asian students (28%) than Caucasian students (41%)

Success Indicator 4: Degree and Certificate Completion

Compared to their respective representations in the general student body population...

- ... a higher percentage of males and a lower percent of females earn degrees or certificates
- ... a higher percentage of Asian and Caucasian students earn degrees or certificates; conversely, a lower percentage of African American and Hispanic students earn degrees or certificates
- ... a higher percentage of students who are 20 years old or older earn degrees or certificates; conversely, a lower percentage of students who are 19 years old or younger earn degrees or certificates
- ... a higher percentage of students who did not receive financial aid and a lower percent of students who did receive financial aid earn degrees or certificates

Success Indicator 5: Transfer

Proportionate to their representation in the first-time student cohort ...

- Gender
 - ... female students were more likely to become transfer prepared and transfer to a four-year institution
 - ... male students were more likely to be transfer directed, but less likely to be transfer prepared and to transfer to a four-year institution
- Ethnicity
 - ... Hispanic students are less likely to become transfer directed; transfer prepared, and transfer to a four-year institution
- Financial Aid
 - ... students who did not receive financial aid were less likely to become transfer prepared and more likely to transfer to a four-year institution
 - ... students who had received financial aid were more likely to become transfer prepared and less likely to transfer to a four-year institution

Campus Based Research

1. Success Indicator 1 – ACCESS: The percentage of each population group that is enrolled compared to that group’s representation in the adult population within the community served.

Data

Gender	CHC Student Population (2009 – 2010)*	Primary Service Area Adult Population (18+)**
Female	51.4%	53.3%
Male	48.6%	46.7%
Total	100.0%	100.0%

*Crafton Hills College students unduplicated who earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in 2009 – 2010.
 **Data taken from the 2000 US Census and the 2006 – 2008 US Census American Community Survey for the population 18 years old or older. Primary Service Area (PSA) cities are cities where 2% or more of the total population in the city earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in Fall 2009. The city did not have to be in the San Bernardino Community College District (SBCCD) to be a PSA city. CHC serves 2% or more of the population in the following five cities: Beaumont, Calimesa, Mentone, Redlands, and Yucaipa. Cities like San Bernardino were excluded because even though 411 CHC students in Fall 2009 lived in San Bernardino, those 411 students only represented 0.2% of the population in San Bernardino.

Ethnicity	CHC Student Population (2009 – 2010)*	Primary Service Area Total Population**
Asian***	5.5%	4.6%
African American	5.6%	3.0%
Hispanic	28.6%	27.6%
Native American	1.3%	0.7%
Other / Unknown	5.9%	2.2%
Caucasian	53.2%	61.9%
Total	100.0%	100.0%

*Crafton Hills College students unduplicated who earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in 2009 – 2010.
 **Data taken from the 2000 US Census and the 2006 – 2008 US Census American Community Survey for the total population. Primary Service Area (PSA) cities are cities where 2% or more of the total population in the city earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in Fall 2009. The city did not have to be in the San Bernardino Community College District (SBCCD) to be a PSA city. CHC serves 2% or more of the population in the following five cities: Beaumont, Calimesa, Mentone, Redlands, and Yucaipa. Cities like San Bernardino were excluded because even though 411 CHC students in Fall 2009 lived in San Bernardino, those 411 students only represented 0.2% of the population in San Bernardino.
 ***Asian includes Pacific Islanders.

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Disability	CHC Student Population (2009 – 2010)*	Primary Service Area Adult Population (18-64)**
Not a Disability	96.5%	81.6%
Disability	3.5%	18.4%
Total	100.0%	100.0%

*Crafton Hills College students unduplicated who earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in 2009 – 2010.
 **Data taken from the 2000 US Census American Fact Finder Summary File 4 (SF4), QT-P21 for those 18 – 65 years old in the primary service area. Primary Service Area (PSA) cities are cities where 2% or more of the total population in the city earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in Fall 2009. The city did not have to be in the San Bernardino Community College District (SBCCD) to be a PSA city. CHC serves 2% or more of the population in the following five cities: Beaumont, Calimesa, Mentone, Redlands, and Yucaipa. Cities like San Bernardino were excluded because even though 411 CHC students in Fall 2009 lived in San Bernardino, those 411 students only represented 0.2% of the population in San Bernardino.

Age	CHC Student Population (2009 – 2010)*	Primary Service Area Adult Population (18+)**
18 – 19	33.9%	4.4%
20 – 24	33.3%	9.2%
25 – 29	12.7%	11.2%
30 – 34	6.3%	8.8%
35 – 39	4.4%	9.1%
40 – 49	6.0%	18.3%
50 or older	3.5%	39.1%
Total	100.0%	100.0%

*Crafton Hills College students unduplicated who earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in 2009 – 2010.
 **Data taken from the 2000 US Census and the 2006 – 2008 US Census American Community Survey for the population 18 years old or older. Primary Service Area (PSA) cities are cities where 2% or more of the total population in the city earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in Fall 2009. The city did not have to be in the San Bernardino Community College District (SBCCD) to be a PSA city. CHC serves 2% or more of the population in the following five cities: Beaumont, Calimesa, Mentone, Redlands, and Yucaipa. Cities like San Bernardino were excluded because even though 411 CHC students in Fall 2009 lived in San Bernardino, those 411 students only represented 0.2% of the population in San Bernardino.

Financial Aid	CHC Student Population (2009 – 2010)*	Primary Service Area Adult Population (18+)**
No Aid	68.4%	90.4%
Received Aid	31.6%	9.6%
Total	100.0%	100.0%

*Crafton Hills College students unduplicated who earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) and received financial aid at Crafton in 2009 – 2010.
 **Data taken from the 2000 US Census and the 2006 – 2008 US Census American Community Survey for the population 18 years old or older. Primary Service Area (PSA) cities are cities where 2% or more of the total population in the city earned a grade on record (GOR, A, B, C, D, F, P, NP, I, or W) at Crafton in Fall 2009. The city did not have to be in the San Bernardino Community College District (SBCCD) to be a PSA city. CHC serves 2% or more of the population in the following five cities: Beaumont, Calimesa, Mentone, Redlands, and Yucaipa. Cities like San Bernardino were excluded because even though 411 CHC students in Fall 2009 lived in San Bernardino, those 411 students only represented 0.2% of the population in San Bernardino.

Analysis

Gender:

Proportionate to the representation in the primary service area adult population, Crafton Hills College serves approximately the same proportion of females and males.

Ethnicity:

Proportionate to the representation in the primary service area adult population, Crafton Hills College serves a higher percentage of Asian, African American and Hispanic students, and a lower percentage of Caucasian students.

Disability:

Proportionate to the representation in the primary service area adult population from 18 to 64 years old, Crafton Hills College serves a lower percentage of students with an identified disability.

Age:

Proportionate to the representation in the primary service area adult population, Crafton Hills College serves a much a higher percentage of students who are 18 – 24 years old, and a much lower percentage of students who are 50 years old or older.

Financial Aid:

Proportionate to the representation in the primary service area adult population, Crafton Hills College serves a much a higher percentage of students who qualify for financial aid.

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2. Success Indicator 2 – COURSE COMPLETION: Ratio of the number of credit courses that student by population group actually complete by the end of the term compared to the number of courses in which students in that group are enrolled on the census day of the term. “Course Completion” is defined as the successful completion of a credit course for which a student receives a recorded grade of “A,” “B,” “C,” or “Pass.”

Data

Gender	Enrollments as of First Census Date (2009-2010)*		Successful Course Completions**		Course Completion Rate***
	#	Column %	#	Column %	%
Female	18,356	50.2	13,250	51.4	72.2
Male	17,997	49.3	12,427	48.2	69.1
Unknown	179	0.5	120	0.5	67.0
Total	36,532	100.0	25,797	100.0	70.6

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Number of “A,” “B,” “C,” or “Passing” grades earned in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

***The course completion is the number of successful course completions divided by the number of students enrolled at census.

Ethnicity	Enrollments as of First Census Date (2009-2010)*		Successful Course Completions**		Course Completion Rate***
	#	Column %	#	Column %	%
Asian	2,108	5.8	1,619	6.3	76.8
African American	1,728	4.7	1,162	4.5	67.2
Hispanic	10,409	28.5	7,005	27.2	67.3
Native American	447	1.2	301	1.2	67.3
Other / Unknown	1,964	5.4	1,368	5.3	69.7
Caucasian	19,876	54.4	14,342	55.6	72.2
Total	36,532	100.0	25,797	100.0	70.6

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Number of “A,” “B,” “C,” or “Passing” grades earned in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

***The course completion is the number of successful course completions divided by the number of students enrolled at census.

Disability	Enrollments as of First Census Date (2009-2010)*		Successful Course Completions**		Course Completion Rate
	#	Column %	#	Column %	%
Not a Disability	34,875	95.5	24,724	95.8	70.9
Disability	1,657	4.5	1,073	4.2	64.8
Total	36,532	100.0	25,797	100.0	70.6

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Number of “A,” “B,” “C,” or “Passing” grades earned in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

***The course completion is the number of successful course completions divided by the number of students enrolled at census.

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Age at Start of Academic Year	Enrollments as of First Census Date (2009-2010)*		Successful Course Completions**		Course Completion Rate***
	#	Column %	#	Column %	%
18 – 19	16,249	44.5	10,990	42.6	67.6
20 – 24	11,444	31.3	8,001	31.0	69.9
25 – 29	3,776	10.3	2,802	10.9	74.2
30 – 34	1,715	4.7	1,330	5.2	77.6
35 – 39	1,124	3.1	877	3.4	78.0
40 – 49	1,544	4.2	1,260	4.9	81.6
50 or older	673	1.8	531	2.1	78.9
Unknown	7	0.0	6	0.0	85.7
Total	36,532	100.0	25,797	100.0	70.6

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Number of “A,” “B,” “C,” or “Passing” grades earned in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

***The course completion is the number of successful course completions divided by the number of students enrolled at census.

Financial Aid	Enrollments as of First Census Date (2009-2010)*		Successful Course Completions**		Course Completion Rate
	#	Column %	#	Column %	%
No Aid	23,103	63.2	16,525	64.1	71.5
Received Aid	13,429	36.8	9,272	35.9	69.0
Total	36,532	100.0	25,797	100.0	70.6

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Number of “A,” “B,” “C,” or “Passing” grades earned in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

***The course completion is the number of successful course completions divided by the number of students enrolled at census.

Analysis

Gender:

The course completion rate of female students (72%) was statistically significantly higher than the course completion rate of male students (69%).

Ethnicity:

The course completion rates of African American (67%), Native American (67%), and Hispanic (67%) students are statistically significantly lower than the course completion rate of Caucasian (72%) and Asian (77%) students. Asian students exhibited a statistically significantly higher course completion rate than Caucasian students.

Disability:

The course completion rates of students who have declared a disability (65%) was statistically significantly lower than students who had not declared a disability (71%).

Age:

The course completion rate of students 19 years old or younger (68%) was statistically significantly lower than students who were 20 – 24 (70%), 25 – 29 (74%), 30 – 34 (78%), 35 – 39 (78%), 40 – 49 (82%), and 50 years old or older (79%). The course completion rate of students 20 – 24 years old was statistically significantly lower than students who were 25 – 29, 30 – 34, 35 – 39, 40 – 49, and 50 years old or older. The course completion rate of students 25 – 29 years old was statistically significantly lower than students who were 40 – 49 years old.

Financial Aid:

The course completion rates of students who received financial aid (69%) was statistically significantly lower than students who had not received financial aid (72%).

3. Success Indicator 3 – BASIC SKILLS and DEVELOPMENTAL COMPLETION: The BASIC SKILLS COMPLETION RATE is the ratio of the number of students by population group who complete a degree applicable course after having completed the final basic skills course to the number of students who complete such a final course. Completion of a degree applicable course is defined as the successful (A, B, C, or P Grade) completion of Preparation for College Writing (English 015), Elementary Algebra (MATH-090), or Intermediate Algebra (MATH-095). The DEVELOPMENTAL COMPLETION rate is the ratio of the number of students by population group who complete a transfer level course after having completed the degree applicable course to the number of students who complete such a final course. The Developmental Completion I rate refers to students who start in Elementary Algebra (MATH-090), and the Developmental Completion II rate refers to students who start in Intermediate Algebra (MATH-095).

Data – Literacy – Basic Skills Completion

Gender	Successfully Completed ENGL-914*		Successfully Completed ENGL-015**		Improvement Ratio***
	#	Column %	#	Column %	
Female	466	53.9	253	58.3	54.3
Male	391	45.3	179	41.2	45.8
Unknown	7	0.8	2	0.5	28.6
Total	864	100.0	434	100.0	50.2

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-914 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing ENGL-015 divided by the number of students who successfully completed ENGL-914.

Ethnicity	Successfully Completed ENGL-914*		Successfully Completed ENGL-015**		Improvement Ratio***
	#	Column %	#	Column %	
Asian	81	9.4	47	10.8	58.0
African American	49	5.7	22	5.1	44.9
Hispanic	325	37.6	156	35.9	48.0
Native American	16	1.9	7	1.6	43.8
Other / Unknown	38	4.4	19	4.4	50.0
Caucasian	355	41.1	183	42.2	51.5
Total	864	100.0	434	100.0	50.2

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-914 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing ENGL-015 divided by the number of students who successfully completed ENGL-914.

Disability	Successfully Completed ENGL-914*		Successfully Completed ENGL-015**		Improvement Ratio***
	#	Column %	#	Column %	%
Not a Disability	783	90.6	394	90.8	50.3
Disability	81	9.4	40	9.2	49.4
Total	864	100.0	434	100.0	50.2

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-914 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing ENGL-015 divided by the number of students who successfully completed ENGL-914.

Age at Start of Academic Year	Successfully Completed ENGL-914*		Successfully Completed ENGL-015**		Improvement Ratio***
	#	Column %	#	Column %	%
18 – 19	585	67.7	310	71.4	53.0
20 – 24	115	13.3	49	11.3	42.6
25 – 29	51	5.9	25	5.8	49.0
30 – 34	38	4.4	20	4.6	52.6
35 – 39	32	3.7	11	2.5	34.4
40 – 49	31	3.6	14	3.2	45.2
50 or older	12	1.4	5	1.2	41.7
Total	864	100.0	434	100.0	50.2

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-914 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing ENGL-015 divided by the number of students who successfully completed ENGL-914.

Financial Aid	Successfully Completed ENGL-914*		Successfully Completed ENGL-015**		Improvement Ratio***
	#	Column %	#	Column %	%
No Aid	502	58.1	265	61.1	52.8
Received Aid	362	41.9	169	38.9	46.7
Total	864	100.0	434	100.0	50.2

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-914 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing ENGL-015 divided by the number of students who successfully completed ENGL-914.

Analysis – Literacy – Basic Skills Completion

Gender:

The English improvement rate of female students (54%) is statistically significantly higher than the English basic skills improvement rate of male students (46%).

Ethnicity:

The English basic skills improvement rate of African American (45%) students was substantially lower than the English basic skills improvement rate of Asian (58%) students.

Disability:

The English basic skills improvement rate of students who have declared a disability (49%) was similar to students who had not declared a disability (50%).

Age:

The English basic skills improvement rate of students 19 years old or younger (53%) was substantially higher than students who were 20 – 24 (43%), 35 – 39 years old (34%), and 50 years old or older (42%).

Financial Aid:

The English basic skills improvement rate of students who received financial aid (47%) was lower than students who had not received financial aid (53%).

Data - Literacy - Developmental Completion

Gender	Successfully Completed ENGL-015*		Successfully Completed Transfer English**		Improvement Ratio***
	#	Column %	#	Column %	%
Female	655	54.7	360	57.7	55.0
Male	530	44.2	257	41.2	48.5
Unknown	13	1.1	7	1.1	53.8
Total	1,198	100.0	624	100.0	52.1

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-101 or any transfer level English from 2007 – 2008 to 2009 – 2010.

***The number of students successfully completing transfer level English divided by the number of students who successfully completed ENGL-015 courses.

Ethnicity	Successfully Completed ENGL-015*		Successfully Completed Transfer English**		Improvement Ratio***
	#	Column %	#	Column %	%
Asian	58	4.8	31	5.0	53.4
African American	55	4.6	21	3.4	38.2
Hispanic	361	30.1	189	30.3	52.4
Native American	12	1.0	6	1.0	50.0
Other / Unknown	61	5.1	32	5.1	52.5
Caucasian	651	54.3	345	55.3	53.0
Total	1,198	100.0	624	100.0	52.1

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-101 or any transfer level English from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer English courses divided by the number of successfully complete ENGL-015 courses.

Disability	Successfully Completed ENGL-015*		Successfully Completed Transfer English**		Improvement Ratio***
	#	Column %	#	Column %	%
Not a Disability	1,144	95.5	597	95.7	52.2
Disability	54	4.5	27	4.3	50.0
Total	1,198	100.0	624	100.0	52.1

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-101 or any transfer level English from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer English courses divided by the number of successfully complete ENGL-015 courses.

Age at Start of Academic Year	Successfully Completed ENGL-015*		Successfully Completed Transfer English**		Improvement Ratio***
	#	Column %	#	Column %	%
18 – 19	833	69.5	476	76.3	57.1
20 – 24	184	15.4	78	12.5	42.4
25 – 29	76	6.3	26	4.2	34.2
30 – 34	35	2.9	13	2.1	37.1
35 – 39	26	2.2	11	1.8	42.3
40 – 49	32	2.7	13	2.1	40.6
50 or older	12	1.0	7	1.1	58.3
Total	1,198	100.0	624	100.0	52.1

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-101 or any transfer level English from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer English courses divided by the number of successfully complete ENGL-015 courses.

Financial Aid	Successfully Completed ENGL-015*		Successfully Completed Transfer English**		Improvement Ratio***
	#	Column %	#	Column %	%
No Aid	800	66.8	435	69.7	54.4
Received Aid	398	33.2	189	30.3	47.5
Total	1,198	100.0	624	100.0	52.1

*Number of "A," "B," "C," or "Passing" grades earned in ENGL-015 from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades earned in ENGL-101 or any transfer level English from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer English courses divided by the number of successfully complete ENGL-015 courses.

Analysis – Literacy – Developmental Completion

Gender:

The English improvement rate of female students (55%) is statistically significantly higher than the English improvement rate of male students (48%).

Ethnicity:

The English improvement rate of African American (38%) students was substantially lower than the English improvement rate of Asian (53%), Hispanic (52%), Native American (50%), and Caucasian (53%) students.

Disability:

The English improvement rate of students who have declared a disability (50%) was statistically significantly lower than students who had not declared a disability (52%).

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Age:

The English improvement rate of students 19 years old or younger (57%) was statistically significantly higher than students who were 20 – 24 (42%) and 25 – 29 years old (34%).

Financial Aid:

The English improvement rate of students who received financial aid (47%) was statistically significantly lower than students who had not received financial aid (54%).

Data – Numeracy – Basic Skills Completion

Gender	Successfully Completed MATH-952/953*		Successfully Completed Degree Applicable Math Course**		Ratio***
	#	Column %	#	Column %	%
Female	147	60.0	88	69.3	59.9
Male	98	40.0	39	30.7	39.8
Total	245	100.0	127	100.0	51.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-952/953 (Prealgebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in MATH-090 (Elementary Algebra), MATH-095 (Intermediate Algebra), or any transfer level math from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed degree applicable or transfer level math courses divided by the number of successfully completed MATH-952/953 courses.

Ethnicity	Successfully Completed MATH-952/953*		Successfully Completed Degree Applicable Math Course**		Ratio***
	#	Column %	#	Column %	%
Asian	9	3.7	5	3.9	55.6
African American	15	6.1	5	3.9	33.3
Hispanic	76	31.0	41	32.3	53.9
Native American	0	0.0	0	0.0	0.0
Other / Unknown	15	6.1	6	4.7	40.0
Caucasian	130	53.1	70	55.1	53.8
Total	245	100.0	127	100.0	51.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-952/953 (Prealgebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in MATH-090 (Elementary Algebra), MATH-095 (Intermediate Algebra), or any transfer level math from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed degree applicable or transfer level math courses divided by the number of successfully completed MATH-952/953 courses.

Disability	Successfully Completed MATH-952/953*		Successfully Completed Degree Applicable Math Course**		Ratio***
	#	Column %	#	Column %	%
Not a Disability	235	95.9	120	94.5	51.1
Disability	10	4.1	7	5.5	70.0
Total	245	100.0	127	100.0	100.0

*Number of "A," "B," "C," or "Passing" grades earned in MATH-952/953 (Prealgebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in MATH-090 (Elementary Algebra), MATH-095 (Intermediate Algebra), or any transfer level math from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed degree applicable or transfer level math courses divided by the number of successfully completed MATH-952/953 courses.

Age at Start of Academic Year	Successfully Completed MATH-952/953*		Successfully Completed Degree Applicable Math Course**		Ratio***
	#	Column %	#	Column %	%
18 – 19	110	44.9	58	45.7	52.7
20 – 24	60	24.5	27	21.3	45.0
25 – 29	24	9.8	13	10.2	54.2
30 – 34	19	7.8	11	8.7	57.9
35 – 39	12	4.9	9	7.1	75.0
40 – 49	12	4.9	5	3.9	41.7
50 or older	8	3.3	4	3.1	50.0
Total	245	100.0	127	100.0	100.0

*Number of "A," "B," "C," or "Passing" grades earned in MATH-952/953 (Prealgebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in MATH-090 (Elementary Algebra), MATH-095 (Intermediate Algebra), or any transfer level math from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed degree applicable or transfer level math courses divided by the number of successfully completed MATH-952/953 courses.

Financial Aid	Successfully Completed MATH-952/953*		Successfully Completed Degree Applicable Math Course**		Ratio***
	#	Column %	#	Column %	%
No Aid	152	62.0	79	62.2	52.0
Received Aid	93	38.0	48	37.8	51.6
Total	245	100.0	127	100.0	100.0

*Number of "A," "B," "C," or "Passing" grades earned in MATH-952/953 (Prealgebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in MATH-090 (Elementary Algebra), MATH-095 (Intermediate Algebra), or any transfer level math from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed degree applicable or transfer level math courses divided by the number of successfully completed MATH-952/953 courses.

Analysis – Numeracy – Basic Skills Completion

Gender:

The math improvement rate of female students (60%) is statistically significantly higher than the math improvement rate of male students (40%).

Ethnicity:

Insufficient data exists to render a valid analysis by ethnicity for Asian and African American students. The math improvement rate was the same for both Hispanic (54%) and Caucasian (54%).

Disability:

Insufficient data exists to render a valid analysis by disability.

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Age:

Insufficient data exists to render a valid analysis by age for students 25 years old or older. However, while not statistically significant, students 19 years old or younger (52%) had a higher math improvement rate than students 20 – 24 years old (47%).

Financial Aid:

The math improvement rate was the same for both students who received financial aid (52%) and for those who had not received financial aid (52%).

Data – Numeracy – Developmental Completion I

Gender	Successfully Completed MATH-090*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Female	337	54.1	55	58.5	16.3
Male	281	45.1	38	40.4	13.5
Unknown	5	0.8	1	1.1	20.0
Total	623	100.0	94	100.0	15.1

*Number of "A," "B," "C," or "Passing" grades earned in MATH-090 (Elementary Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-090 courses.

Ethnicity	Successfully Completed MATH-090*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Asian	22	3.5	1	1.1	4.5
African American	27	4.3	4	4.3	14.8
Hispanic	187	30.0	27	28.7	14.4
Native American	8	1.3	0	0.0	0.0
Other / Unknown	22	3.5	2	2.1	9.1
Caucasian	357	57.3	60	63.8	16.8
Total	623	100.0	94	100.0	15.1

*Number of "A," "B," "C," or "Passing" grades earned in MATH-090 (Elementary Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-090 courses.

Disability	Successfully Completed MATH-090*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Not a Disability	603	96.8	91	96.8	15.1
Disability	20	3.2	3	3.2	15.0
Total	623	100.0	94	100.0	15.1

*Number of "A," "B," "C," or "Passing" grades earned in MATH-090 (Elementary Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-090 courses.

Age at Start of Academic Year	Successfully Completed MATH-090*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
18 – 19	368	59.1	64	68.1	17.4
20 – 24	111	17.8	13	13.8	11.7
25 – 29	47	7.5	7	7.4	14.9
30 – 34	36	5.8	3	3.2	8.3
35 – 39	17	2.7	0	0.0	0.0
40 – 49	33	5.3	6	6.4	18.2
50 or older	11	1.8	1	1.1	9.1
Total	623	100.0	94	100.0	15.1

*Number of "A," "B," "C," or "Passing" grades earned in MATH-090 (Elementary Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-090 courses.

Financial Aid	Successfully Completed MATH-090*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
No Aid	383	61.5	60	63.8	15.7
Received Aid	240	38.5	34	36.2	14.2
Total	623	100.0	94	100.0	15.1

*Number of "A," "B," "C," or "Passing" grades earned in MATH-090 (Elementary Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-090 courses.

Analysis – Numeracy – Developmental Completion I

Gender:

The math improvement rate from Elementary Algebra to transfer level math of female students (16%) was slightly higher than the math improvement rate from Elementary Algebra to transfer level math of male students (14%).

Ethnicity:

Insufficient data exists to render a valid analysis by ethnicity for Asian, African American, and Native American students. The math improvement rate from Elementary Algebra to transfer level math of Hispanic students (14%) was slightly lower than the math improvement rate from Elementary Algebra to transfer level math of Caucasian students (17%).

Disability:

Insufficient data exists to render a valid analysis by disability.

Age:

Insufficient data exists to render a valid analysis by age for students 35 – 39 years old and 50 years old or older. However, while not statistically significant, students 19 years old or younger (17%) had a higher math improvement rate from Elementary Algebra to transfer level math than students 20 – 24 years old (12%).

Financial Aid:

The math improvement rate from Elementary Algebra to transfer level math was similar for both students who received financial aid (14%) and for those who had not received financial aid (16%).

Data – Numeracy – Developmental Completion II

Gender	Successfully Completed MATH-095*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Female	510	51.3	213	56.6	41.8
Male	475	47.7	159	42.3	33.5
Unknown	10	1.0	4	1.1	40.0
Total	995	100.0	376	100.0	37.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-095 (Intermediate Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-095 courses.

Ethnicity	Successfully Completed MATH-095*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Asian	86	8.6	24	6.4	27.9
African American	42	4.2	14	3.7	33.3
Hispanic	259	26.0	93	24.7	35.9
Native American	11	1.1	2	0.5	18.2
Other / Unknown	62	6.2	26	6.9	41.9
Caucasian	535	53.8	217	57.7	40.6
Total	995	100.0	376	100.0	37.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-095 (Intermediate Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-095 courses.

Disability	Successfully Completed MATH-095*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
Not a Disability	959	96.4	358	95.2	37.3
Disability	36	3.6	18	4.8	50.0
Total	995	100.0	376	100.0	37.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-095 (Intermediate Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-095 courses.

Age at Start of Academic Year	Successfully Completed MATH-095*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
18 – 19	755	75.9	293	77.9	38.8
20 – 24	139	14.0	46	12.2	33.1
25 – 29	51	5.1	22	5.9	43.1
30 – 34	12	1.2	4	1.1	33.3
35 – 39	17	1.7	7	1.9	41.2
40 – 49	16	1.6	3	0.8	18.8
50 or older	5	0.5	1	0.3	20.0
Total	995	100.0	376	100.0	37.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-095 (Intermediate Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-095 courses.

Financial Aid	Successfully Completed MATH-095*		Successfully Completed Transfer Level Math Course**		Ratio***
	#	Column %	#	Column %	%
No Aid	713	71.7	267	71.0	37.4
Received Aid	282	28.3	109	29.0	38.7
Total	995	100.0	376	100.0	37.8

*Number of "A," "B," "C," or "Passing" grades earned in MATH-095 (Intermediate Algebra) from 2007 – 2008 to 2009 – 2010.

**Number of "A," "B," "C," or "Passing" grades in any transfer level math course from 2007 – 2008 to 2009 – 2010.

***The number of successfully completed transfer level math courses divided by the number of successfully completed MATH-095 courses.

Analysis – Numeracy – Developmental Completion II

Gender:

The math improvement rate from Intermediate Algebra to transfer level math of female students (42%) was statistically significantly higher than the math improvement rate from Intermediate Algebra to transfer level math of male students (33%).

Ethnicity:

Insufficient data exists to render a valid analysis by ethnicity for Native American students. The math improvement rate from Intermediate Algebra to transfer level math of Asian (28%) students was substantially lower than the math improvement rate from Intermediate Algebra to transfer level math of Caucasian students (41%).

Disability:

Insufficient data exists to render a valid analysis by disability. However, students who had declared a disability (50%) had a substantially higher math improvement rate from Intermediate Algebra to transfer level math than students who had not declared a disability (37%).

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Age:

Insufficient data exists to render a valid analysis by age for students 25 years old or older. However, while not statistically significant, students 19 years old or younger (39%) had a higher math improvement rate from Intermediate Algebra to transfer level math than students 20 – 24 years old (33%).

Financial Aid:

The math improvement rate from Intermediate Algebra to transfer level math was similar for both students who received financial aid (39%) and for those who had not received financial aid (37%).

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4. Success Indicator 4 – DEGREE and CERTIFICATE COMPLETION: The number of students by population group who receive a degree or certificate compared to the number of students in that group who: a) have the same informed matriculation goal; and b) are represented in the general student body population.

Data

Gender	Crafton Student Population (2009-2010)*		Education Goal of Earn Degree or Certificate**		Earned Degree or Certificate (2009 – 2010)***	
	#	Column %	#	Column %	#	Column %
Female	4458	51.2	3,130	50.9	316	46.1
Male	4211	48.3	2,999	48.8	368	53.6
Unknown	42	0.5	22	0.4	2	0.3
Total	8711	100.0	6,151	100.0	686	100.0

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Student was counted as having a goal to earn a degree/certificate in the 2009 – 2010 academic year if they had an educational goal of A (Obtain a BA degree after completing an AA degree), C (Obtain AA degree without transfer), D (Obtain vocational degree without transfer), or E (Earn a vocational certificate without transfer). The education goal may either be informed or uninformed. Crafton is currently working on developing a process to track informed education goals.

***Student earned a degree and/or certificate in the 2009 – 2010 academic year.

Ethnicity	Crafton Student Population (2009-2010)*		Education Goal of Earn Degree or Certificate (2009-2010)**		Earned Degree or Certificate (2009 – 2010)***	
	#	Column %	#	Column %	#	Column %
Asian	476	5.5	350	5.7	49	7.1
African American	485	5.6	336	5.5	26	3.8
Hispanic	2,490	28.6	1,909	31.0	186	27.1
Native American	116	1.3	85	1.4	11	1.6
Other / Unknown	511	5.9	315	5.1	24	3.5
Caucasian	4,633	53.2	3,156	51.3	390	56.9
Total	8,711	100.0	6,151	100.0	686	100.0

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Student was counted as having a goal to earn a degree/certificate in the 2009 – 2010 academic year if they had an educational goal of A (Obtain a BA degree after completing an AA degree), C (Obtain AA degree without transfer), D (Obtain vocational degree without transfer), or E (Earn a vocational certificate without transfer). The education goal may either be informed or uninformed. Crafton is currently working on developing a process to track informed education goals.

***Student earned a degree and/or certificate in the 2009 – 2010 academic year.

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Disability	Crafton Student Population (2009-2010)*		Education Goal of Earn Degree or Certificate**		Earned Degree or Certificate (2009 – 2010)***	
	#	Column %	#	Column %	#	Column %
Not a Disability	8,403	96.5	5,922	96.3	661	96.4
Disability	308	3.5	229	3.7	25	3.6
Total	8,711	100.0	6,151	100.0	686	100.0

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Student was counted as having a goal to earn a degree/certificate in the 2009 – 2010 academic year if they had an educational goal of A (Obtain a BA degree after completing an AA degree), C (Obtain AA degree without transfer), D (Obtain vocational degree without transfer), or E (Earn a vocational certificate without transfer). The education goal may either be informed or uninformed. Crafton is currently working on developing a process to track informed education goals.

***Student earned a degree and/or certificate in the 2009 – 2010 academic year.

Age at Start of Academic Year	Crafton Student Population (2009-2010)*		Education Goal of Earn Degree or Certificate**		Earned Degree or Certificate (2009 – 2010)***	
	#	Column %	#	Column %	#	Column %
18 – 19	2,917	33.5	2,157	35.1	94	13.7
20 – 24	2,863	32.9	2,118	34.4	285	41.5
25 – 29	1,094	12.6	798	13.0	132	19.2
30 – 34	541	6.2	364	5.9	66	9.6
35 – 39	379	4.4	246	4.0	40	6.0
40 – 49	513	5.9	306	5.0	45	6.6
50 or older	299	3.4	119	1.9	23	3.4
Unknown	105	1.2	43	0.7	0	0.0
Total	8,711	100.0	6,151	100.0	686	100.0

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Student was counted as having a goal to earn a degree/certificate in the 2009 – 2010 academic year if they had an educational goal of A (Obtain a BA degree after completing an AA degree), C (Obtain AA degree without transfer), D (Obtain vocational degree without transfer), or E (Earn a vocational certificate without transfer). The education goal may either be informed or uninformed. Crafton is currently working on developing a process to track informed education goals.

***Student earned a degree and/or certificate in the 2009 – 2010 academic year.

Financial Aid	Crafton Student Population (2009-2010)*		Education Goal of Earn Degree or Certificate**		Earned Degree or Certificate (2009 – 2010)***	
	#	Column %	#	Column %	#	Column %
No Aid	5,956	68.4	3,791	61.6	494	72.0
Received Aid	2,755	31.6	2,360	38.4	192	28.0
Total	8,711	100.0	6,151	100.0	686	100.0

*Number of grades on record (GOR, A, B, C, D, F, P, NP, I, or W) earned at Crafton in the 2009 – 2010 academic year (Summer 2009, Fall 2009, and Spring 2010).

**Student was counted as having a goal to earn a degree/certificate in the 2009 – 2010 academic year if they had an educational goal of A (Obtain a BA degree after completing an AA degree), C (Obtain AA degree without transfer), D (Obtain vocational degree without transfer), or E (Earn a vocational certificate without transfer). The education goal may either be informed or uninformed. Crafton is currently working on developing a process to track informed education goals.

***Student earned a degree and/or certificate in the 2009 – 2010 academic year.

Analysis

In relation to the percent of students within the population group who have an educational goal of earning a degree or certificate and are represented in the student body population:

Gender:

Compared to their respective representations in the general student body population and among students with an education goal of earning a degree or certificate, a higher percentage of males and a lower percent of females earn degrees or certificates.

Ethnicity:

Compared to their respective representations in the general student body population and among students with an education goal of earning a degree or certificate, a higher percentage of Asian and Caucasian students earn degrees or certificates; conversely, a lower percentage of African American and Hispanic students earn degrees or certificates.

Disability:

No differences were observed among students with an identified disability who earned degrees and certificates and their representation in the general student population and among those who had declared an educational goal of earning a degree or certificate.

Age:

Compared to their respective representations in the general student body population and among students with an education goal of earning a degree or certificate, a higher percentage of 20 years old or older earn degrees or certificates; conversely, a lower percentage of students who are 19 years old or younger earn degrees or certificates.

Financial Aid:

Compared to their respective representations in the general student body population and among students with an education goal of earning a degree or certificate, a higher percentage of students who did not receive financial aid and a lower percent of students who did receive financial aid earn degrees or certificates.

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5. Success Indicator 5 – TRANSFER: Number of students by population group who are transfer directed, transfer prepared, and who actually transferred to a four-year postsecondary educational institution at a six year interval. The first-time student cohort refers to first-time College students with a minimum of 12 units earned who attempted a degree/certificate/transfer course within six years. Transfer directed refers to students who successfully completed both transfer level math and English. Transfer prepared refers to students who successfully completed 60 UC/CSU transferable units with a GPA \geq 2.0.

Gender	First-Time Student Cohort		Transfer Directed		Transfer Prepared		Transferred to 4-year Institution	
	#	%	#	%	#	%	#	%
Female	515	54.7	195	54.5	133	60.2	176	58.5
Male	394	41.9	157	43.6	86	38.9	120	39.9
Unknown	32	3.4	6	1.7	2	0.9	5	1.7
Total	941	100.0	358	100.0	221	100.0	301	100.0

Ethnicity	First-Time Student Cohort		Transfer Directed		Transfer Prepared		Transferred to 4-year Institution	
	#	%	#	%	#	%	#	%
Asian	50	5.3	24	6.7	14	6.3	19	6.3
African American	27	2.9	10	2.8	5	2.3	7	2.3
Hispanic	184	19.6	55	15.4	24	10.9	36	12.0
Native American	17	1.8	5	1.4	0	0.0	6	2.0
Other / Unknown	133	14.1	50	14.0	39	17.6	46	15.3
Caucasian	530	56.3	214	59.8	139	62.9	187	62.1
Total	941	100.0	358	100.0	221	100.0	301	100.0

Disability	First-Time Student Cohort		Transfer Directed		Transfer Prepared		Transferred to 4-year Institution	
	#	%	#	%	#	%	#	%
Not a Disability	882	93.7	335	93.6	208	94.1	283	94.0
Disability (0304 to 0809)	59	6.3	23	6.4	13	5.9	18	6.0
Total	941	100.0	358	100.0	221	100.0	301	100.0

Financial Aid	First-Time Student Cohort		Transfer Directed		Transfer Prepared		Transferred to 4-year Institution	
	#	%	#	%	#	%	#	%
No Aid	610	64.8	229	64.0	136	61.5	204	67.8
Received Aid (0304 to 0809)	331	35.2	129	36.0	85	38.5	97	32.2
Total	941	100.0	358	100.0	221	100.0	301	100.0

Analysis

Crafton Hills College used the Accountability Reporting for the Community College (ARCC) cohort data from 2003 – 2004 to 2008 – 2009 and ARCC for the definitions for transfer directed and transfer prepared. Transfer directed is defined as completing both transfer-level math and English courses within the six year period. Transfer prepared is defined as successfully completing 60 UC/CSU transferable units with a GPA \geq 2.0 within the same six year period. The Student Progress and Achievement Rate dataset provided by the Chancellor's Office was used to examine transfer directed; transfer prepared, and transfers to four-year institutions by gender, ethnicity, disability status, and financial aid status. Students were identified as receiving financial aid or as having a disability if they had received aid or had received disability services at least once from 2003 – 2004 to 2008 – 2009.

Gender:

Proportionate to their representation in the first-time student cohort, female students were more likely to become transfer prepared and transfer to a four-year institution. Male students were more likely to be transfer directed, but less likely to be transfer prepared and to transfer to a four-year institution.

Ethnicity:

Proportionate to their representation in the first-time student cohort, Hispanic students are less likely to become transfer directed; transfer prepared, and transfer to a four-year institution.

Disability:

Proportionate to their representation in the first-time student cohort, no differences were observed among students with an identified disability and for those who did not have an identified disability.

Financial Aid:

Proportionate to their representation in the first-time student cohort, students who did not receive financial aid students were less likely to become transfer prepared and more likely to transfer to a four-year institution; conversely, students who had received financial aid at least once from 2003 – 2004 to 2008 – 2009 were more likely to become transfer prepared and less likely to transfer to a four-year institution.