



**GOVERNING BOARD**

April 14, 2005  
**Board Meeting Date**

<b>TOPIC: STUDENT EQUITY PLAN - CHC</b>		
<b>COMMUNICATION NO:</b>	<b>AREA:</b>	<b>INSTRUCTIONAL SERVICES</b>

**PROPOSAL**

**Approve the Crafton Hills College Student Equity Plan.**

**BACKGROUND**

**A Student Equity Steering Committee was formed and charged with oversight responsibilities in a campus-wide effort to update the college's Student Equity Plan.**

**BUDGET IMPLICATIONS**

**None.**

**Budget Reviewed by:** \_\_\_\_\_  
**Robert J. Temple, Vice Chancellor, Fiscal Services**

**Submitted by:** Gloria M. Harrison  
**Gloria M. Harrison, President**

**CHANCELLOR'S RECOMMENDATION**

**It is recommended that the Board of Trustees approve the attached Student Equity Plan for Crafton Hills College.**

\_\_\_\_\_  
**Donald F. Averill, Chancellor**



# *Crafton Hills College Student Equity Plan*

## *Signature Page*

**District:** San Bernardino Community College District

**College:** Crafton Hills College

*Mary E. Sampson*  
**President, Board of Trustees**

April 14, 2005

**Date**

**District Chancellor:** *Donald F. Rowell*

**College President:** *Gloria M. Harrison*

**Academic Senate President:** *[Signature]*

**Student Equity Coordinator:** *[Signature]*





**Crafton Hills College**  
**Student Equity Plan**

**January 2005**

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# CRAFTON HILLS COLLEGE STUDENT EQUITY PLAN

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*Crafton Hills College  
Student Equity Plan*

*Signature Page*

**District:** San Bernardino Community College District      **College:** Crafton Hills College

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**President, Board of Trustees**

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**Date**

**District Chancellor:** \_\_\_\_\_

**College President:** \_\_\_\_\_

**Academic Senate President:** \_\_\_\_\_

**Student Equity Coordinator:** \_\_\_\_\_

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# **Executive Summary**

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**EXECUTIVE SUMMARY**

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A Student Equity Steering Committee was formed and charged with oversight responsibilities in a campus-wide effort to update the college's Student Equity Plan. Several work groups were created around the priority areas of Access, Course Completion, ESL/Basic Skills Completion, Degree/Certificates, and Transfer. Each group reviewed the prior plan, updated status of activities detailed in the prior plan, studied current research in each priority area, and determined what if any barriers still exist for our students. The purpose of these activities was to identify goals for an updated plan. Those goals are:

**GOAL 1.** Increase population of African Americans and Hispanics at CHC so that it approaches representation in the areas served.

**GOAL 2a.** Develop, implement, and evaluate a new organizational structure to improve coordination of student retention efforts.

**GOAL 2b.** Develop, implement and evaluate strategies to systematically identify and support students who are having difficulty in their classes.

**GOAL 3.** Develop, implement, and evaluate changes to the current organizational structure and/or processes to improve overall coordination of developmental education.

**GOAL 4.** Develop, implement, and evaluate strategies for ensuring courses students need to complete requirements are offered within a reasonable amount of time.

No goal was developed specifically targeting the priority area of Transfer. While this remains an important part of the college mission, more focused attention in the other priority areas (Access, Course, ESL/Basic Skills and Program Completion) is warranted at this juncture. We maintain that such attention will yield favorable results in preparing students to transfer.

The development of this updated Student Equity Plan occurred simultaneously with the development of proposal for a 2 large federal grant programs (Title V, Strengthening Hispanic Serving Institutions, cooperative and comprehensive). While more than 80% of the activities outlined herein will be accomplished using current resources, some of the activities contained herein are contingent upon successful funding of the Title V proposals.

District : San Bernardino CCD

College : Crafton Hills College

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## **Campus-Based Research**

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**CAMPUS-BASED RESEARCH**

- ACCESS.** Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community served.

As shown on Table 1, several student populations are markedly underrepresented (>5.0% variance) when compared to the area served (defined as the home cities of 82.3% percent of all students): African Americans, Other Non-Whites, and disabled students. With respect to Hispanic students, note that comparisons are difficult to make due to the differences in how the question of race/ethnicity is posed: In the 2000 Census, 2 questions are posed: “Is this person Spanish/Latino/Hispanic?” and “What is this person’s race?” Hence, the census counts of Hispanics include individuals who also identify as one of the other categories.

In addition to comparisons with the areas served, comparisons were also made with our main feeder high schools (see Table 2). Representation at our main feeders closely mirrors that of the main areas served. *It appears African American and Hispanic students are under-represented at the college.*

**Table 1.**

		CHC*	AREA SERVED**	VAR	SB COUNTY***	VAR	
^ Gender	Female	51.0%	52.3%	-1.3%	50.9%	+0.2%	
	Population 16 years of age and older	Male	42.0%	47.7%	-5.6%	49.1%	-7.1%
		Unknown/Unreported	7.0%	N/A	N/A	N/A	N/A
^ Ethnicity	White	59.0%	54.2%	+4.7%	59.8%	-0.8%	
	Hispanic includes duplicated counts due to question format used by Census.	Hispanic/Latino	21.9%	42.7%	-20.9%	42.1%	-20.2%
		Asian/Pacific Islander	5.2%	5.2%	-0.0%	5.2%	-0.0%
		African American Non-Hispanic	4.3%	11.0%	-6.6%	8.9%	-4.5%
		Native Alaskan/American Indian	1.5%	1.3%	+0.2%	0.9%	+0.6%
		Other Non-White	1.0%	26.3%	-27.3%	20.4%	-19.4%
		Decline to State/Unknown	7.2%	N/A	N/A	N/A	N/A
^ Disability Status	No Disability	96.4%	76.6%				
	Population between 21 and 64 years of age	At least 1 disability	3.6%	23.4%	-19.8%	11.3%	-7.7%
SOURCES: *SBCCD-Executive Information System, Student File, Fall 2003 census							
**2000 Census, Table DP-2 Profile of Selected Social Characteristics (SF-3)							
***2000 Census, Table DP-3 Profile of Selected Economic Characteristics (SF-3)							
**2000 Census, Table QT-PL Race, Hispanic or Latino (Public Law 94-171)							

**Table 2.**

Total Top 10 CHC Feeders	American Indian or Alaska Native	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or No Response	Subtotal	Grand Total
<b>Females</b>	148	525	58	154	4,833	1,376	4,742	196	12,032	
% of All Females	1.2%	4.4%	0.5%	1.3%	40.2%	11.4%	39.4%	1.6%		
% of All Students	0.6%	2.2%	0.2%	0.6%	19.9%	5.7%	19.5%	0.8%	49.5%	
<b>Males</b>	134	627	50	133	4,944	1,368	4,803	224	12,283	24,315
% of All Males	1.1%	5.1%	0.4%	1.1%	40.3%	11.1%	39.1%	1.8%		
% of All Students	0.6%	2.6%	0.2%	0.5%	20.3%	5.6%	19.8%	0.9%	50.5%	
Column Totals	282	1,152	108	287	9,777	2,744	9,545	420		
Column of Grand Total	1.2%	4.7%	0.4%	1.2%	40.2%	11.3%	39.3%	1.7%		

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**CAMPUS-BASED RESEARCH**


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2. **COURSE COMPLETION.** Ratio of the number of credit courses that students 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.

Table 3 represents data provided by the System Office. Most groups show increases since 1992-93, with the following exceptions: Males, African Americans, Filipinos, Other Non-Whites, and DSFS students.

Tables 4 through 6 are data generated internally and studied in preparation of this plan. Course completion rates (percentage of students enrolled at census who received an A, B, C, or CR) from 2004 as compared to 1999 show increases across the majority of groups, with the exception of students with certain disabilities: Acquired brain injury, developmentally delayed, hearing impaired, and learning disabled.

*Overall, faculty representatives serving on the Student Equity Planning Committee were dissatisfied with course completion rates.*

**Table 3.**

District	SAN BERNARDINO		
College	CRAFTON HILLS		
Sum of %SuccessfulAll	AcadYear		
Category	2002-2003	1997-1998	1992-1993
FEMALE	69.2%	66.0%	66.2%
MALE	66.1%	67.4%	66.7%
UNKNOWN	134.3%	67.2%	68.8%
AFR. AMER.	57.9%	50.1%	59.2%
ASIAN	70.9%	71.0%	69.3%
FILIPINO	66.6%	64.2%	69.9%
HISPANIC	64.6%	61.3%	62.5%
NAT. AMER.	67.1%	58.6%	58.9%
OTHER	67.1%	61.8%	61.7%
WHITE	69.4%	69.1%	67.7%
DSFS	62.2%	64.3%	64.8%
NON-DSFS	68.1%	66.8%	66.5%



Table 4.

CollegeSec	C	"PASS" = A, B, C, CR		
StatusSec	A	"FAIL" = D, F, I, NC		
TermSemesterSec	(All)	"WITHDRAWN" = MW, MW		
TermYearSec	<b>2004</b>			
Count of StuID	Grade2			
GenderStu	PASS	FAIL	WITHDRAWN	Grand Total
MALE	69.28%	15.85%	14.88%	100.00%
UNKNOWN/UNREPORTED	69.74%	15.28%	14.98%	100.00%
FEMALE	72.89%	11.92%	15.19%	100.00%
Grand Total	71.10%	13.86%	15.04%	100.00%
TermYearSec	<b>1999</b>			
GenderStu	PASS	FAIL	WITHDRAWN	Grand Total
MALE	65.02%	15.01%	19.97%	100.00%
FEMALE	69.41%	11.81%	18.78%	100.00%
UNKNOWN/UNREPORTED	96.00%	0.00%	4.00%	100.00%
Grand Total	67.55%	13.18%	19.27%	100.00%

Table 5.

CollegeSec	C	"PASS" = A, B, C, CR		
StatusSec	A	"FAIL" = D, F, I, NC		
TermSemesterSec	(All)	"WITHDRAWN" = MW, MW		
TermYearSec	<b>2004</b>			
EthnicityStu	PASS	FAIL	WITHDRAWN	Grand Total
AFRICAN AMERICAN NON-HISPANIC	59.81%	22.17%	18.02%	100.00%
ASIAN	75.98%	9.07%	14.95%	100.00%
DECLINE TO STATE	73.93%	12.80%	13.26%	100.00%
FILIPINO	73.44%	11.25%	15.31%	100.00%
HISPANIC/LATINO	65.42%	17.71%	16.87%	100.00%
NATIVE ALASKAN/AMERICAN INDIAN	71.29%	11.96%	16.75%	100.00%
OTHER NON-WHITE	73.53%	12.75%	13.73%	100.00%
PACIFIC ISLANDER	73.33%	15.24%	11.43%	100.00%
UNKNOWN/UNREPORTED	72.28%	12.82%	14.90%	100.00%
WHITE NON-HISPANIC	73.11%	12.54%	14.36%	100.00%
Grand Total	71.10%	13.86%	15.04%	100.00%
TermYearSec	<b>1999</b>			
DivisionSec	(All)			
DeptSec	(All)			
CourseNameSec	(All)			
Count of StuID	Grade2			
EthnicityStu	PASS	FAIL	WITHDRAWN	Grand Total
AFRICAN AMERICAN NON-HISPANIC	56.01%	17.53%	26.46%	100.00%
ASIAN	69.26%	14.63%	16.11%	100.00%
DECLINE TO STATE	73.36%	11.72%	14.92%	100.00%
FILIPINO	67.47%	13.86%	18.67%	100.00%
HISPANIC/LATINO	62.26%	15.65%	22.08%	100.00%
NATIVE ALASKAN/AMERICAN INDIAN	60.91%	14.09%	25.00%	100.00%
OTHER NON-WHITE	67.22%	14.60%	18.18%	100.00%
PACIFIC ISLANDER	60.78%	23.53%	15.69%	100.00%
UNKNOWN/UNREPORTED	71.43%	0.00%	28.57%	100.00%
WHITE NON-HISPANIC	69.53%	12.09%	18.39%	100.00%
Grand Total	67.55%	13.18%	19.27%	100.00%

Table 6.

CollegeSec	C	"PASS" = A, B, C, CR		
StatusSec	A	"FAIL" = D, F, I, NC		
TermSemesterSec	(All)	"WITHDRAWN" = MW, MW		
TermYearSec	<b>2004</b>			
DisablePrimeStu	PASS	FAIL	WITHDRAWN	Grand Total
ACQUIRED BRAIN INJURY	42.86%	28.57%	28.57%	100.00%
DEVELOPMENTALLY DISABLED	33.33%	66.67%	0.00%	100.00%
HEARING IMPAIRED	43.75%	37.50%	18.75%	100.00%
LEARNING DISABLED	57.27%	21.36%	21.36%	100.00%
MOBILITY IMPAIRED	82.86%	5.71%	11.43%	100.00%
NONE	71.52%	13.65%	14.83%	100.00%
OTHER DISABILITY	64.10%	14.74%	21.15%	100.00%
PSYCHOLOGICAL DISABILITY	68.32%	15.53%	16.15%	100.00%
VISUALLY IMPAIRED	80.00%	15.00%	5.00%	100.00%
Grand Total	71.10%	13.86%	15.04%	100.00%
TermYearSec	<b>1999</b>			
DivisionSec	(All)			
DeptSec	(All)			
CourseNameSec	(All)			
Count of StuID	Grade2			
DisablePrimeStu	PASS	FAIL	WITHDRAWN	Grand Total
ACQUIRED BRAIN INJURY	56.10%	4.88%	39.02%	100.00%
DEVELOPMENTALLY DISABLED	50.00%	21.43%	28.57%	100.00%
HEARING IMPAIRED	50.00%	0.00%	50.00%	100.00%
LEARNING DISABLED	66.51%	17.22%	16.27%	100.00%
MOBILITY IMPAIRED	69.12%	11.03%	19.85%	100.00%
NONE	67.72%	13.11%	19.18%	100.00%
OTHER DISABILITY	60.98%	14.63%	24.39%	100.00%
PSYCHOLOGICAL DISABILITY	60.54%	12.93%	26.53%	100.00%
SPEECH DISABILITY	100.00%	0.00%	0.00%	100.00%
VISUALLY IMPAIRED	72.97%	13.51%	13.51%	100.00%
Grand Total	67.55%	13.18%	19.27%	100.00%

### CAMPUS-BASED RESEARCH

3. **ESL and BASIC SKILLS COMPLETION.** Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.

Tables 7a through 7d are data generated internally and show course success rates (“PASS” means the percentage of students enrolled at census who received an A, B, C, or CR; “FAIL” means the percentage of student enrolled at census who received a D, F, or W) in English basic skills courses for each demographic group across several academic years (1999 through 2004). The same data are shown for Math basic skills courses in Tables 8a through 8d. *Math and English faculty are dissatisfied with completion rates in basic skills courses.*

Table 7a.

CourseNameSec2	GenderStu	Data	PORF		Grand Total
			PASS	FAIL	
ENGL-908/909	F	Count of StuID	72	19	91
		% of Course	79.1%	20.9%	100.0%
	M	Count of StuID	34	19	53
		% of Course	64.2%	35.8%	100.0%
	(blank)	Count of StuID	10	5	15
		% of Course	66.7%	33.3%	100.0%
ENGL-914	F	Count of StuID	553	306	859
		% of Course	64.4%	35.6%	100.0%
	M	Count of StuID	394	356	750
		% of Course	52.5%	47.5%	100.0%
	(blank)	Count of StuID	36	34	70
		% of Course	51.4%	48.6%	100.0%
Total Count of StuID			1099	739	1838
Total % of Course			59.8%	40.2%	100.0%

Table 7b.

CourseNameSec2	ENGL-908/909			
EthnicityStu2	Data	PORF		Grand Total
		PASS	FAIL	
Asian/Pacific Islander	Count of StuID	30	6	36
	% of Course	83.3%	16.7%	100.0%
African American Non-Hispanic	Count of StuID	2	4	6
	% of Course	33.3%	66.7%	100.0%
Hispanic	Count of StuID	48	14	62
	% of Course	77.4%	22.6%	100.0%
Native American	Count of StuID	1	2	3
	% of Course	33.3%	66.7%	100.0%
Other Non-White	Count of StuID	2		2
	% of Course	100.0%	0.0%	100.0%
White Non-Hispanic	Count of StuID	27	11	38
	% of Course	71.1%	28.9%	100.0%
Decline to state/(blank)	Count of StuID	6	6	12
	% of Course	50.0%	50.0%	100.0%
Total Count of StuID		116	43	159
Total % of Course		73.0%	27.0%	100.0%

Table 7c.

CourseNameSec2	ENGL-914			
		PORF		
EthnicityStu2	Data	PASS	FAIL	Grand Total
Asian/Pacific Islander	Count of StuID	85	35	120
	% of Course	70.8%	29.2%	100.0%
African American Non-Hispanic	Count of StuID	53	71	124
	% of Course	42.7%	57.3%	100.0%
Hispanic	Count of StuID	300	225	525
	% of Course	57.1%	42.9%	100.0%
Native American	Count of StuID	9	9	18
	% of Course	50.0%	50.0%	100.0%
Other Non-White	Count of StuID	22	9	31
	% of Course	71.0%	29.0%	100.0%
White Non-Hispanic	Count of StuID	471	300	771
	% of Course	61.1%	38.9%	100.0%
Decline to state/(blank)	Count of StuID	43	47	90
	% of Course	47.8%	52.2%	100.0%
Total Count of StuID		983	696	1679
Total % of Course		58.5%	41.5%	100.0%

Table 7d.

CourseNameSec2	DisablePrimeStu	Data	PASS	FAIL	Grand Total
ENGL-908/909	Disabled	Count of StuID	14	12	26
		% of Course	53.8%	46.2%	100.0%
	Not Disabled	Count of StuID	102	31	133
		% of Course	76.7%	23.3%	100.0%
ENGL-914	Disabled	Count of StuID	102	88	190
		% of Course	53.7%	46.3%	100.0%
	Not Disabled	Count of StuID	881	608	1489
		% of Course	59.2%	40.8%	100.0%
Total Count of StuID			1099	739	1838
Total % of Course			59.8%	40.2%	100.0%

Table 8a.

CourseNameSec	GenderStu	Data	PORF		Grand Total
			PASS	FAIL	
MATH-942	F	Count of StuID	323	285	608
		% of Course	53.1%	46.9%	100.0%
	M	Count of StuID	106	184	290
		% of Course	36.6%	63.4%	100.0%
	(blank)	Count of StuID	19	26	45
		% of Course	42.2%	57.8%	100.0%
MATH-952	F	Count of StuID	813	525	1338
		% of Course	60.8%	39.2%	100.0%
	M	Count of StuID	356	379	735
		% of Course	48.4%	51.6%	100.0%
	(blank)	Count of StuID	31	43	74
		% of Course	41.9%	58.1%	100.0%
Total Count of StuID			1648	1442	3090
Total % of Course			53.3%	46.7%	100.0%

Table 8b.

CourseNameSec2	MATH-942			
EthnicityStu2	Data	PORF		Grand Total
		PASS	FAIL	
Asian/Pacific Islander	Count of StuID	18	11	29
	% of Course	62.1%	37.9%	100.0%
African American Non-Hispanic	Count of StuID	29	59	88
	% of Course	33.0%	67.0%	100.0%
Hispanic	Count of StuID	123	147	270
	% of Course	45.6%	54.4%	100.0%
Native American	Count of StuID	6	8	14
	% of Course	42.9%	57.1%	100.0%
Other Non-White	Count of StuID	4	9	13
	% of Course	30.8%	69.2%	100.0%
White Non-Hispanic	Count of StuID	246	239	485
	% of Course	50.7%	49.3%	100.0%
Decline to state/(blank)	Count of StuID	22	22	44
	% of Course	50.0%	50.0%	100.0%
Total Count of StuID		448	495	943
Total % of Course		47.5%	52.5%	100.0%

Table 8c.

CourseNameSec2	MATH-952			
		PORF		
EthnicityStu2	Data	PASS	FAIL	Grand Total
Asian/Pacific Islander	Count of StuID	37	26	63
	% of Course	58.7%	41.3%	100.0%
African American Non-Hispanic	Count of StuID	58	56	114
	% of Course	50.9%	49.1%	100.0%
Hispanic	Count of StuID	292	292	584
	% of Course	50.0%	50.0%	100.0%
Native American	Count of StuID	19	14	33
	% of Course	57.6%	42.4%	100.0%
Other Non-White	Count of StuID	24	13	37
	% of Course	64.9%	35.1%	100.0%
White Non-Hispanic	Count of StuID	713	498	1211
	% of Course	58.9%	41.1%	100.0%
Decline to state/(blank)	Count of StuID	57	48	105
	% of Course	54.3%	45.7%	100.0%
Total Count of StuID		1200	947	2147
Total % of Course		55.9%	44.1%	100.0%

Table 8d.

CourseNameSec2	DisablePrimeStu	Data	PORF		Grand Total
			PASS	FAIL	
MATH-942	Disabled	Count of StuID	56	80	136
		% of Course	41.2%	58.8%	100.0%
	Not Disabled	Count of StuID	392	415	807
		% of Course	48.6%	51.4%	100.0%
MATH-952	Disabled	Count of StuID	82	113	195
		% of Course	42.1%	57.9%	100.0%
	Not Disabled	Count of StuID	1118	834	1952
		% of Course	57.3%	42.7%	100.0%
Total Count of StuID			1648	1442	3090
Total % of Course			53.3%	46.7%	100.0%



**CAMPUS-BASED RESEARCH**

**4. DEGREE and CERTIFICATE COMPLETION.** Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal.

Tables 9a through 9c represent the 8 year trend (academic years 1995 through 2002) of awards conferred by gender, ethnicity, and disability status. There is an increasing trend in general in completions, albeit trends are not uniformly proportional across student groups.

*Overall, by focusing planning efforts on access, course retention, and success, increases in program completers will be achieved.*

**Table 9a.**

COLLEGE	981	CHC's MIS code									
TOPDX	(AJ)										
Count of SSN		AWDYR									
GDR2	AWDTYP2	1995	1996	1997	1998	1999	2000	2001	2002	Grand Total	
FEMALE	AA/AS	151	169	353	356	271	390	280	345	2315	
	Cert to <18 units						109	136	131	376	
	Cert 60+ units			16	10	25	22	23	22	118	
	Cert 18 to < 60 units		181	161	151	167	45	25	57	787	
MALE	AA/AS	95	112	193	280	241	198	172	209	1500	
	Cert to <18 units						189	165	196	550	
	Cert 60+ units			17	7	39	34	7	19	123	
	Cert 18 to < 60 units		422	442	428	414	162	114	167	2149	
UNKNOWN/UNREPORTED	AA/AS	10	3	5	2	3	2	4	1	30	
	Cert to <18 units						22	22	10	54	
	Cert 60+ units		1							1	
	Cert 18 to < 60 units		5		1		2	2	4	14	
Grand Total		256	893	1187	1235	1160	1175	950	1161	8017	

**Table 9b.**

COLLEGE	981	CHC's MIS code									
TOPDX	(AJ)										
Count of SSN		AWDYR									
ETH2	AWDTYP2	1995	1996	1997	1998	1999	2000	2001	2002	Grand Total	
ASIAN/PAC ISLANDERS	AA/AS	6	25	25	19	29	38	19	23	184	
	Cert to <18 units						13	16	16	45	
	Cert 60+ units			4		10	7	5	6	32	
	Cert 18 to < 60 units		25	8	22	12	6	5	10	88	
AFRICAN AMERICAN NON-HISP	AA/AS	9	9	18	20	11	24	21	27	139	
	Cert to <18 units						10	15	12	37	
	Cert 60+ units			2	2	2		3	3	12	
	Cert 18 to < 60 units		6	14	13	14	2	3	11	63	
HISPANIC/LATINO	AA/AS	36	41	97	118	95	146	82	121	736	
	Cert to <18 units						75	55	57	187	
	Cert 60+ units				8	18	18	5	3	52	
	Cert 18 to < 60 units		125	115	135	117	36	23	56	607	
NATIVE ALASKAN/AMERICAN IND	AA/AS	2	5	5	4	13	7	2	9	47	
	Cert to <18 units						3	3	5	11	
	Cert 60+ units						3		3	6	
	Cert 18 to < 60 units		13	7	5	13	3		1	42	
OTHER NON-WHITE	AA/AS	20	13	9	8	8	9	4	5	76	
	Cert to <18 units						5	2	9	16	
	Cert 60+ units						2		1	5	
	Cert 18 to < 60 units		17	8	10	10	5	3	7	60	
WHITE NON-HISP	AA/AS	169	184	382	456	339	353	316	358	2557	
	Cert to <18 units						202	221	214	637	
	Cert 60+ units			27	7	29	26	14	25	128	
	Cert 18 to < 60 units		411	444	386	409	145	103	131	2029	
UNKNOWN/UNREPORTED	AA/AS	14	7	15	13	20	13	12	12	106	
	Cert to <18 units						12	11	24	47	
	Cert 60+ units		1				3	3		7	
	Cert 18 to < 60 units		11	7	9	6	12	4	12	61	
Grand Total		256	893	1187	1235	1160	1175	950	1161	8017	

Table 9c.

COLLEGE	981	CHC's MIS code									
TORDX	(All)										
Count of SSN		AWDYR									
DISA1	AWDTYP2	1995	1996	1997	1998	1999	2000	2001	2002	Grand Total	
ACQUIRED BRAIN INJURY	Cert to <18 units								1	1	
DEVELOPMENTAL DELAY	AA/AS	1				3				4	
LEARNING DISABLED	Cert to <18 units								3	3	
	AA/AS	3	4	8	9		4	3		41	
	Cert 18 to < 60 units			4						4	
MOBILITY IMPAIRED	AA/AS		6		1	5	7		5	24	
	Cert 18 to < 60 units				3					3	
OTHER DISABILITY	Cert to <18 units								2	2	
	AA/AS	1	1	4	3	2				11	
	Cert 60+ units					3				3	
	Cert 18 to < 60 units			5		2		4		11	
PSYCHOLOGICAL DISABILITY	AA/AS		2							2	
VISUALLY IMPAIRED	Cert to <18 units								1	1	
	Cert 18 to < 60 units								1	1	
NONE	Cert to <18 units						320	318	335	973	
	AA/AS	251	271	539	622	508	579	453	540	3763	
	Cert 60+ units		1	33	17	61	56	30	41	239	
	Cert 18 to < 60 units		608	594	577	579	209	137	227	2931	
Grand Total		256	893	1107	1235	1160	1175	950	1161	8017	



**CAMPUS-BASED RESEARCH**

5. **TRANSFER.** Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years.

Table 10 are data obtained through the UC Office of the President, which shows ethnic breakdown of CHC students who transferred for each UC campus shown during academic year 2002-2003.

*Overall, by focusing planning efforts on access, course retention, and success, increases in transfers will be achieved.*

**Table 10.**

FULL-YEAR TRANSFER ENROLLMENT TOTALS FROM CALIFORNIA COMMUNITY COLLEGES 2002-2003											
UC OFFICE OF THE PRESIDENT											
CORPORATE STUDENT DATABASE											
AS OF JUNE 10, 2003											
CRAFTON HILLS COLL											
UC CAMPUS	AM IND	AFR AM	ASIAN	CHIC	EI/PAK	FILIP	LATINO	OTHER	UNKN	WHITE	TOTAL
BERKELEY	0	0	0	1	0	0	0	0	0	0	1
LOS ANGELES	0	1	2	1	0	0	0	0	0	0	5
RIVERSIDE	0	0	1	3	2	1	2	0	2	28	39
SAN DIEGO	0	0	0	0	0	0	0	0	0	0	1
SANTA BARBARA	0	0	0	0	0	0	0	0	0	0	2
SANTA CRUZ	0	0	0	0	0	0	0	0	0	0	2
*TOTAL CRAFTON HILLS COLL	0	1	3	5	2	1	2	0	2	34	50

District : San Bernardino CCD

College : Crafton Hills College

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## **Goals and Activities**

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## GOALS AND ACTIVITIES

### 1. STUDENT SUCCESS INDICATOR FOR ACCESS

*“Compare the percentage of each population group that is enrolled to the percentage of each group in the adult population within the community serve”*

**GOAL 1.** Increase population of African Americans and Hispanics at CHC so that it approaches representation in the areas served.

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
1.1	Create the position of Coordinator of Student Outreach and School Relations, to report directly to the College President.	Fall 2005	College President	Student level – <ul style="list-style-type: none"> <li>▲ Increased awareness of college programs and services among high school students.</li> <li>▲ Increased reach and participation of students in “Early Access Program” by students from under-represented ethnic groups.</li> <li>▲ Increased numbers of applicants from under-represented ethnic groups.</li> </ul> Institutional level – <ul style="list-style-type: none"> <li>▲ Outreach and access given status as college-wide priority.</li> <li>▲ Better coordination of outreach activities.</li> </ul>
1.2	Create the position of Institutional Resource Specialist.	Fall 2005	College President	Student level – <ul style="list-style-type: none"> <li>▲ Access to more scholarship funds and other means of providing material resources to students.</li> </ul> Institutional level – <ul style="list-style-type: none"> <li>▲ Better coordination of foundation fund-raising activities.</li> <li>▲ Increased sustainability of the Foundation as an organization.</li> </ul>

**GOAL 1. (Continued)**

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
1.3	Establish level of college commitment to the focused development of a student activities program, including extracurricular and co-curricular activities or intercollegiate athletics.	Fall 2005	College President	Institutional level – <ul style="list-style-type: none"> <li>▲ Increased awareness among college constituencies of the potential impact a dynamic student activities program has on student academic experiences.</li> <li>▲ Explicit understanding among college constituencies of the level of priority the focused development of a student activities program has.</li> <li>▲ If deemed a priority, development, implementation, and evaluation of an action plan.</li> </ul>

## GOALS AND ACTIVITIES

### 2. STUDENT SUCCESS INDICATOR FOR COURSE COMPLETION

*“Ratio of the number of credit courses that students 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”*

**GOAL 2a.** Develop, implement, and evaluate a new organizational structure to improve coordination of student retention efforts.

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
2a.1	Reconfigure delivery of matriculation services to students.	Summer 2005	Dean of Counseling and Matriculation	Institutional level – ▲ More efficient, effective, and student-friendly delivery of core matriculation services. Student level – ▲ Increased awareness of support services available to students. ▲ Development of a “go to” personal resource for questions regarding available services. ▲ Increased use of services as needed. ▲ Increased retention.
2a.2	Establish level of college commitment to the focused development of a “Freshman Experience” program.	Fall 2005	Administration and Academic Senate	Institutional level – ▲ Increased awareness among college constituencies of the potential impact a “Freshman Experience” program can have on retention. ▲ Explicit understanding among college constituencies of the level of priority the focused development of a “Freshman Experience” program has. ▲ If deemed a priority, development, implementation, and evaluation of an action plan.

**GOAL 2. (Continued)**

**GOAL 2b.** Develop, implement and evaluate strategies to systematically identify and support students who are having difficulty in their classes.

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
2b.1	Faculty will use systematic processes to identify students who are having difficulty early in the term.	Fall 2005	Dean of Counseling and Matriculation and Office of Instruction	<p>Institutional level –</p> <ul style="list-style-type: none"> <li>▲ Increased awareness among faculty about strategies they can implement for early identification of students having difficulty.</li> <li>▲ Increased use of such strategies by faculty.</li> <li>▲ Improved communication structure/processes between college and students.</li> </ul> <p>Student level –</p> <ul style="list-style-type: none"> <li>▲ Increased and early awareness of academic progress and services available to assist.</li> <li>▲ Increased use of such services.</li> </ul>
2b.2	Orient faculty to the services available to help students be successful.	Fall 2005	Offices of Instruction and Student Services	<p>Institutional level –</p> <ul style="list-style-type: none"> <li>▲ Increased awareness among faculty about services available to students that will facilitate their success.</li> <li>▲ Increased referral by faculty of students to services available to facilitate student success.</li> <li>▲ Improved communication structure/processes between college and students.</li> </ul> <p>Student level -</p> <ul style="list-style-type: none"> <li>▲ Increased early awareness of academic progress and services available to assist.</li> <li>▲ Increased early use of such services.</li> </ul>

**GOAL 2. (Continued)**

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
2b.3	Expansion of the Student Success Program beyond pre-collegiate basic skills classes.	Fall 2005	Dean of Counseling and Matriculation and College President	<p>Institutional level –</p> <ul style="list-style-type: none"> <li>▲ Increased numbers of students receiving services from Student Success Program from other than pre-collegiate basic skills classes.</li> </ul> <p>Student level -</p> <ul style="list-style-type: none"> <li>▲ Increased awareness of the myriad services available to support success.</li> <li>▲ Increased use of services that support student success.</li> </ul>
2b.4	Explore alternatives for communicating to students about programs and services available to support their success (e.g., email, video, communication management within student info system).	Fall 2005	Offices of Instruction and Student Services	<p>Institutional level –</p> <ul style="list-style-type: none"> <li>▲ More efficient and effective communication systems between college and students.</li> </ul> <p>Student level -</p> <ul style="list-style-type: none"> <li>▲ Increased awareness of the myriad services available to support success.</li> <li>▲ Increased use of services that support student success.</li> </ul>
2b.5	Provide training for faculty and staff to help increase awareness of the social and cultural pressures faced by many students.	Ongoing	Staff Development Committee	<p>Institutional level –</p> <ul style="list-style-type: none"> <li>▲ Increased awareness of social and cultural pressures faced by many students.</li> <li>▲ More effective responses to problems faced by students.</li> </ul> <p>Student level -</p> <ul style="list-style-type: none"> <li>▲ Increased sense of faculty and staff accessibility.</li> </ul>

**GOALS AND ACTIVITIES**

**3. STUDENT SUCCESS INDICATOR FOR ESL AND BASIC SKILLS COMPLETION**

*“Ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course to the number of those students who complete such a final course.”*

**GOAL 3.** Develop, implement, and evaluate changes to the current organizational structure and/or processes to improve overall coordination of developmental education.

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
3.1	Create new position within instructional division for Associate Dean of Developmental Education or Student Learning whose responsibility it would be to coordinate basic skills and support programs, including ESL, tutoring, and other learning resources.	Fall 2005	College President	Institutional level – ▲ Better prepared to meet projected growth demands of students needing remediation. ▲ More focused, integrated program of developmental education, including ESL. ▲ More consistent, high quality, tutoring program with increased evening hours. ▲ High quality tutor training program. ▲ Development and implementation of the lab-support component as it was originally conceived by the Basic Skills Task Force. (This concept included the use of graduate-assistant paraprofessionals to assist students in the math lab).
3.2	Provide office hours for part-time basic skills English and math instructors.	Fall 2005	College President	Institutional level – ▲ Instructors better able to help coordinate efforts to support basic skills students. Student level - ▲ Students able to meet with their instructors outside of class.
3.3	Reconfigure remedial curriculum in mathematics and English	Fall 2005	Department Chairs (Phys Sci/Math and Language Arts)	▲ More effective developmental curriculum across subject areas (e.g., math, English, reading).



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**GOALS AND ACTIVITIES**


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**4. STUDENT SUCCESS INDICATOR FOR DEGREE AND CERTIFICATE COMPLETION**

*“Ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal”*

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**GOAL 4.** Develop, implement, and evaluate strategies for ensuring courses students need to complete requirements are offered within a reasonable amount of time.

#	ACTIVITY	TARGET DATE	RESPON-SIBILITY	EXPECTED OUTCOME
4.1	Delineate principles for enrollment management.	Fall 2005	Office of Instruction and Academic Senate	<ul style="list-style-type: none"> <li>▲ Draft form of key principles for enrollment management (Spring 2005).</li> <li>▲ Document detailing principles and procedures for enrollment management.</li> </ul>
4.2	Encourage the use of course offering matrices ( <i>i.e.</i> , table which shows the semester, day or evening and year courses will be available if they are not offered every semester) to be disseminated to students and counselors, placed on bulletin boards, and placed on the department website.	AY 2005-2006	Instructional Council	<ul style="list-style-type: none"> <li>▲ 2-year course schedule plan.</li> </ul>
4.3	Academic disciplines will work together to develop a pattern of courses required for general education requirements allowing students to schedule classes to their maximum benefit.	AY 2005-2006	Academic Senate, Instructional Council and Counseling Office	<ul style="list-style-type: none"> <li>▲ Systematic process for campus-wide discussion about scheduling GE courses to meet student needs.</li> <li>▲ GE grid for scheduling courses.</li> <li>▲ More student friendly scheduling.</li> </ul>

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**GOALS AND ACTIVITIES**

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**5. STUDENT SUCCESS INDICATOR FOR TRANSFER**

*“Ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English to the number of students in that group who actually transfer after one or more (up to six) years”*

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**GOAL 5.** *Currently no specific plans around this indicator. While this remains an important part of the college mission, more focused attention in the other priority areas (Access, Course, ESL/Basic Skills and Program Completion) is warranted at this juncture. We maintain that such attention will yield favorable results in preparing students to transfer.*

District : San Bernardino CCD

College : Crafton Hills College

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# Budget

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## SOURCES OF FUNDING

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**Current sources to be committed:** The following activities will be implemented using current resources (no additional resources are required) -

- 1.3 Establish level of college commitment to the focused development of a student activities program, including organized sports.
- 2a.1 Reconfigure delivery of matriculation services to students.
- 2a.2 Establish level of college commitment to the focused development of a “Freshman Experience” program.
- 2b.1 Enlist the aid of the Academic Senate in encouraging faculty to be more proactive in identifying students who are having difficulty.
- 2b.2 Systematically provide faculty with information regarding the services available to students to help them be successful
- 2b.3 Encourage use of a “Faculty to Counselor” referral form.
- 2b.6 Provide training for staff to help increase awareness of the social and cultural pressures faced by many students.
- 3.3 Limit the number of students in basic skills math classes to 25.
- 4.1 Garner campus support of key principles for enrollment management.
- 4.2 Encourage the use of course offering matrices (*i.e.*, table which shows the semester, day or evening and year courses will be available if they are not offered every semester) to be disseminated to students and counselors, placed on bulletin boards, and placed on the department website.
- 4.3 Academic disciplines will work together to develop a pattern of courses required for general education requirements allowing students to schedule classes to their maximum benefit.
- 4.4 Re-evaluate curriculum and investigate whether students who have met a higher written communication level prior to taking a course are more successful than those who have not—*e.g.*, should English 101 be a pre-requisite, rather than a departmental recommendation for some courses?

Completion of the remaining activities will be contingent upon funding of several grant proposals.

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## **Evaluation Schedule and Process**

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**EVALUATION SCHEDULE AND PROCESS**

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Progress on the following goals will be evaluated annually using 2 types of indicators: proximal (direct impacts relative to activity) and distal (indirect, longer term impacts relative to goal).

**GOAL 1.** Increase population of African Americans and Hispanics at CHC so that it approaches representation in the areas served.

**Proximal Indicators:**

- ▲ Approval, recruiting, and hiring of positions proposed.
- ▲ Documentation of formal conversations about prioritizing a student activities program, and of the outcome of such conversations in terms of college decision on its level of priority.

**Distal Indicator:**

- ▲ Trends in proportions of African Americans and Hispanics will be tracked over time to determine changes.

**GOAL 2a.** Develop, implement, and evaluate a new organizational structure to improve coordination of student retention efforts.

**GOAL 2b.** Develop, implement and evaluate strategies to systematically identify and support students who are having difficulty in their classes.

**Proximal Indicators:**

- ▲ Documentation and implementation of alternative delivery modes for matriculation services.
- ▲ Documentation of conversations about prioritizing “Freshman Experience” program, and of the outcome of such conversations in terms of college decision on its level of priority.
- ▲ Faculty attendance to orientation/training sessions regarding services available to students.

**Distal Indicators:**

- ▲ Volume of faculty use of student early alert system.
- ▲ Evaluation of alternative delivery modes for matriculation services.

**GOAL 3.** Develop, implement, and evaluate changes to the current organizational structure and/or processes to improve overall coordination of developmental education.

**Proximal Indicators:**

- ▲ Approval, recruiting, and hiring of position proposed.
- ▲ Documentation and approval of course outlines for remedial curriculum.

**Distal Indicator:**

- ▲ Tracking trends in student advancement from basic skills to college-level courses.

**GOAL 4.** Develop, implement, and evaluate strategies for ensuring courses students need to complete requirements are offered within a reasonable amount of time.

**Proximal Indicator:**

- ▲ Development of 2-year course scheduling plan, including GE grid.

**Distal Indicator:**

- ▲ Published course schedules consistent with the plan.