Crafton Hills College
IEPI Target Setting Information – Year 2
Recommendations Based on Prior Year Data

Purpose of IEPI
The goal of this initiative is to help advance colleges' institutional effectiveness and in the process, significantly reduce the number of accreditation sanctions and audit issues, and most importantly, enhance the system's ability to effectively serve students. An important focus of the grant is to draw on the exceptional expertise and innovation from within the system in advancing best practices and avoiding potential pitfalls.

The focus of this document is to inform the discussion of the four college indicators for which short and long-term goals are required: (a) Successful course completion, (b) accreditation status, and (c) underprepared student completion rate or basic skills rates (required college choice). A college may also elect to offer short and long-term goals on an additional measure of its choice (e.g., retention rate, campus climate survey, enrollments, etc.).

OIERP Recommended Targets
On the basis of examining five and ten year data, Table 1 reflects the recommended and ambitious targets across all college indicators. Statistically speaking, recommended figures reflect small (yet meaningful) year-to-year increases (i.e., effect size d = 0.20). On the other hand, ambitious figures reflect what would be considered moderate year-to-year increases (i.e., effect size d = 0.50).

Table 1					
Recommended and Ambitious Targets by College Indicator					
		Recommended		**Ambitious**	
Indicator	**Baseline**	Short-Term	Long Term	Short-Term	Long-Term
Success Rate	72.1	72.42	73.69	72.89	76.07
Accreditation Status	FA - Warning	FA – Sanction Removed	Fully Accredited	N/A	N/A
Underprepared Completion Rate	33.6	33.92	35.18	34.39	37.54
Math Remedial Rate	30.1	30.75	33.35	31.73	38.23
English Remedial Rate	48.7	49.30	51.68	50.19	56.15
Note. The short and long-term timelines differ between the success rates and scorecard metrics (i.e., underprepared and remedial rates). For success rate, the short-term goal is specific to Fall 2016 and the long-term is specific to Fall 2021. For the scorecard metrics, those goals are specific to Spring 2017 and Spring 2022, respectively. Tables 2, 4, 6, and 8 contain corresponding annual increases used to compute the above targets.					

Background
In 2014 legislation established a new system of indicators and goals that are intended to encourage improvement in institutional effectiveness at California community colleges. Pursuant to Education Code section 84754.6, the Board of Governors (BOG) adopted a goals framework at its March 16, 2015 meeting to measure the ongoing condition of a community college's operational environment. This statute also requires that, as a condition of receipt of Student Success and Support Program funds, each college develop, adopt and post a goals framework that addresses, at a minimum, the following four areas: student performance and outcomes, accreditation status, fiscal viability, and programmatic compliance with state and federal guidelines.

Three Major Components of IEPI
1. Develop a **framework of indicators and college/district goals**.
2. Make **Technical Assistance Teams** (called Partnership Resource Teams) available to colleges who express interest in receiving assistance.
3. Enhance **professional development opportunities** for colleges related to institutional effectiveness. (**Grants of up to $150,000** in seed money will be available to colleges with team visits to accelerate implementation of improvement plans. Grants will be available while funds are available.)

2016 (Year 2)
Each District and College has until June 15, 2016 to adopt eight short and long term goals, four District and four College Indicator Rate targets. The data for Crafton Hills College, San Bernardino Community College District, and all of the other colleges and districts in the State can be viewed at the following website: https://misweb.cccco.edu/ie/DistrictSelect.aspx. The eight aforementioned indicators for which goals must be set are defined by a total of 22 metrics (an increase of 4 from last year) and each college will need to eventually set short and long-term targets for all 22 metrics. All of these can be viewed at the link referenced above. Historical data and the Crafton Hills College targets are listed below for the required goals.

Specific Indicator Data

Successful Course Completion (Datamart) – Fall Term Only. Success rate is defined as earning a grade of A, B, C, or CR/P divided by the number of grades on record (A, B, C, D, F, CR/P, NC/NP, W or I) in any course where students earn a grade on record (GOR). The GOR represents the number of students enrolled at census.

Table 2			
Descriptive Statistics of Historical Success Rates and Corresponding Annual Increases Based Upon Effect Size ds (0.20 and 0.50)			
	Fall Terms FA10-FA15[1]	All Terms FA10 – FA15	All Terms FA06 – FA15
Mean	72.63	72.46	70.37
Median	72.70	73.12	70.20
SD	1.60	1.57	2.90
Recommended Annual Increase (Effect Size *d* = 0.20)	.318	.314	.580
Ambitious Annual Increase (Effect size *d* = 0.50)	.795	.786	1.45
[1]Utilized FA10-FA15 (Fall Terms) annual increases to develop the proposed figures in Table 1 – largely based upon the fact that the required goals are specific to fall terms.			

Table 3: Course Success Rate by Fall Term from 2009 – 2010 to 2013 – 2014.

Term	Course Success Rate		
	#	N	%
Fall 2010	11,927	16,981	70.2
Fall 2011	11,594	15,602	74.3
Fall 2012	11,342	15,282	74.2
Fall 2013	10,900	15,211	71.7
Fall 2014	12,424	16,940	73.3
Fall 2015	11,991	16,642	72.1
Last Year's Short Term Goal to meet in 2015-2016			73.0
Fall 2016 Required Goal			?
Fall 2021 Required Goal			?

Note: Source is the IEPI and the CCCCO Datamart.

Table 3A: Contiguous District College Fall 2015 Course Success Rates sorted in Descending Order.

College	Course Success Rate		
	#	N	%
Copper Mountain Total	3,545	4,865	72.87
Crafton Hills Total	11,991	16,642	72.05
Norco College Total	15,425	22,081	69.86
Statewide Total	2,687,558	3,862,722	69.58
Chaffey Total	39,570	57,571	68.73
Mt. San Jacinto Total	27,558	40,516	68.02
Moreno Valley Total	13,243	19,528	67.82
San Bernardino Total	23,097	34,890	66.20
Riverside Total	31,356	47,786	65.62
Victor Valley Total	20,443	31,747	64.39

Accreditation Status: Latest Accrediting Commission for Community and Junior Colleges (ACCJC) action (See key below)

July 2010	Feb 2011	July 2011	Feb 2012	July 2012	Feb 2013	July 2013	Feb 2014	July 2014	Feb 2015	**Short-Term Goal (16-17)**	**Long-Term Goal (21-22)**
FA-SR	FA-P	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-N	FA-W	FA-SR	FA-N

FA-N – Fully Accredited – No Action, **FA-RA** – Fully Accredited – Reaffirmed – ACCJC Comprehensive Visit, **FA-SR** – Fully Accredited – Sanction Removed – Special Visit or Report, **FA-SR/RA** – Fully Accredited Sanction Removed/Reaffirmed on ACCJC Visit, **FA-W** – Fully Accredited – Warning, **FA-P** – Fully Accredited – Probation, **FA-SC** – Fully Accredited – Show Cause, **FA-PT** – Fully Accredited – Pending Termination, **T** – Termination, **FA-RT** – Fully Accredited – Restoration, **IA** – Initial Accreditation

Next Accreditation Visit. Term of next accreditation visit – information item, no target collected.
Spring 2016 based on follow-up report due on March 15, 2016.

College Choice Student Achievement: Completion rate of underprepared students OR basic skills remedial rates in math and English

Completion Rate (Scorecard) – Unprepared for College: Percentage of first time degree, certificate, and/or transfer seeking students tracked for six years who attempted any level of Math and/or English in the first three years, who completed a degree, certificate, or transfer related outcome.

Table 4	
Descriptive Statistics of Historical Completion Rates and Corresponding Annual Increases Based Upon Effect Size ds (0.20 and 0.50)	
	2009 - 2014[1]
Mean	35.12
Median	36.20
SD	1.58
Recommended Annual Increase (Effect Size *d* = 0.20)	.315
Ambitious Annual Increase (Effect size *d* = 0.50)	.789
[1]See Table 5 for a listing of all cohorts.	

Table 5: Student Scorecard Six-Year Completion Rate for Students who Started Crafton Unprepared for College.

Cohort	Completion Rate – Unprepared for College		
	#	N	%
2004-05 to 2009-10	279	769	**36.3**
2005-06 to 2010-11	279	768	**36.3**
2006-07 to 2011-12	281	776	**36.2**
2007-08 to 2012-13	271	816	**33.2**
2008-09 to 2013-14	302	899	**33.6**
2009-10 to 2014-15	**Not Available**		
2016-2017 Required Goal			**?**
2021-2022 Required Goal			**?**

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 5A: Contiguous District College Completion Rate for Unprepared College Students sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Completion Rate – Unprepared for College
Chaffey	39.4%
Statewide	39.2%
Riverside	35.9%
Mt. San Jacinto	35.8%
Victor Valley	34.1%
CHC	33.6%
SBVC	31.4%
Copper Mountain	22.8%

Remedial Rate (Scorecard) - Math: Percentage of credit students tracked for six years who started below transfer level in Math and completed a college-level transfer course in Math.

Table 6	
Descriptive Statistics of Historical Basic Skills Math Rates and Corresponding Annual Increases Based Upon Effect Size ds (0.20 and 0.50)	
	2009 - 2014[1]
Mean	29.82
Median	30.10
SD	3.25
Recommended Annual Increase (Effect Size d = 0.20)	.650
Ambitious Annual Increase (Effect size d = 0.50)	1.63
[1]See Table 7 for a listing of all cohorts.	

Table 7: Student Scorecard Six-Year Remedial Math College-Level Completion Rate for Students who started below Transfer in Math.

Cohort	Remedial Rate - Math		
	#	N	%
2004-05 to 2009-10	240	973	24.7
2005-06 to 2010-11	238	817	29.1
2006-07 to 2011-12	290	890	32.6
2007-08 to 2012-13	302	926	32.6
2008-09 to 2013-14	301	999	30.1
2009-10 to 2014-15	Not Available		
2016-2017 Required Goal			?
2021-2022 Required Goal			?

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 7A: Contiguous District Remedial Math Improvement Rate sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Remedial Math Improvement Rate
Victor Valley	42.0
Chaffey	32.9
SBVC	31.6
Statewide	31.0
Copper Mountain	31.0
CHC	30.1
Mt. San Jacinto	29.1
Riverside	27.1

Remedial Rate (Scorecard) – English: Percentage of credit students tracked for six years who started below transfer level in English and completed a college-level transfer course in English.

Table 8	
Descriptive Statistics of Historical Basic Skills English Rates and Corresponding Annual Increases Based Upon Effect Size ds (0.20 and 0.50)	
	2009 - 2014[1]
Mean	43.62
Median	42.60
SD	2.98
Recommended Annual Increase (Effect Size *d* = 0.20)	.596
Ambitious Annual Increase (Effect size *d* = 0.50)	1.49
[1]See Table 9 for a listing of all cohorts.	

Table 9: Student Scorecard Six-Year Remedial English Transfer Completion Rate for Students who started below Transfer in English.

Cohort	Remedial Rate - English		
	#	**N**	**%**
2004-05 to 2009-10	461	1,082	42.6
2005-06 to 2010-11	414	1,003	41.3
2006-07 to 2011-12	436	997	43.7
2007-08 to 2012-13	458	1,095	41.8
2008-09 to 2013-14	488	1,002	48.7
2009-10 to 2014-15	**Not Available**		
2016-2017 Required Goal			?
2021-2022 Required Goal			?

Note: Sources are the CCCCO Datamart and Data on Demand.

Table 9A: Contiguous District Remedial English Improvement Rate sorted in Descending Order for Most Current Cohort Year: 2008-09 to 2013-14.

College	Remedial English Improvement Rate
CHC	48.7
Chaffey	43.6
Statewide	43.4
Mt. San Jacinto	39.9
Victor Valley	39.6
Riverside	39.5
Copper Mountain	38.4
SBVC	33.0