

Crafton Hills College
Comprehensive Master Plan Scorecard
2013-2014 to 2017-2018

Met/Exceeded the Target
 Evaluate (<3% below the Target)
 Area for Improvement (3% or more below the Target)

Strategic Direction	Achievement Outcome Measures	17-18 Targets	18-19 Targets	2013-14	2014-15	2015-16	2016-17	2017-18
1 & 3	Course Success Rate	73.0	73.0	73.4	73.6	73.2	72.9	72.5
1	Fall to Spring Retention (Persistence)	71.2	71.2	71.9	69.7	68.7	70.6	69.9
1	Transfer Level English Completed in First Year		43.8	37.0	38.7	42.2		
1	Transfer Level Math Completed in First Year		18.2	16.4	16.4	17.4		
1	Number of AA Degrees (Unduplicated)		598***		463	478	554	494
1	Number of 18 unit or higher Certificates (Unduplicated)		231***		42	155	213	220
1	Transfer Rate*	31.2	31.2	27.6	28.8	28.2	30.6	29.0
1	Associate Degrees for Transfer (Unduplicated)		230***		125	151	202	195
1	CHC Average Units after Completed Associate Degree		85***		90	87	89	92
2, 3, 6, 8, & 9	Employee Satisfaction (6 Questions)	70.0	70.0		70.4		58.7	
1, 2, 3, 7, & 9	Student Satisfaction (10 questions)	85.0	85.0	88.4		89.5		91.8
2	Active and Collaborative Learning	>50	>50		56.0		54.4	52.1
2	Student Effort	>50	>50		54.7		53.8	49.9
2	Academic Challenge	>50	>50		56.2		53.2	50.2
2	Student-Faculty Interaction	>50	>50		52.7		50.9	48.6
2	Support for Learners	>50	>50		51.9		52.1	49.6
3	Percent of Students Meeting ILOs	80.3	81.6	80.2	77.3	77.4	79.6	80.7
4	Fall Unduplicated Headcount	5,927	6,178	5,666	5,850	5,751	5,811	6,412
4	Annual Credit 320 FTES	4,519	4,587	4,498	4,295	4,778	4,178	4,555
2, 4, & 5	Demographic Diversity: % of AA, Hispanic, and N.A Students	54.8	54.8	50.8	53.0	54.1	55.2	53.3
2, 4, & 5	Demographic Diversity: Percent Female	52.0	52.0	52.3	53.7	52.8	54.2	55.3
2, 4, & 5	Demographic Diversity: Average Age	25	25	24.0	23.7	23.7	23.1	24.2
4 & 5	Fall Capture Rate (7 cities)	49.6	49.6		51	49	49	48
5	% of Students with Increase in Wages (Skills Builder)	25.5	35.0	14	16	19	23	31.5
6 & 8	Committee Self-Evaluations (5 questions)	80.0	80.0	86.8	90.6	95.8	82.9	93.3
7	75/25 Ratio (FT/PT Ratio)	75.0	75.0	42	38	35	35	37.3
7	Ratio of Square Footage to Number of Custodial Staff	15,000:1	15,000:1	20,312:1	21,141:1	22,032:1	20,459:1	17,901:1
7	Student to Counselor Ratio**	616:1	616:1	915:1	1,278:1	849:1	486:1	414:1
9	FTES / FTEF Ratio Percentage of 17.5 – Ultimate Target is 100%	83%	94%	90.8	88.8	83.8	81.7	82.2
9	WSCH/FTEF Ratio – Ultimate Target is 525	436	494	477	466	440	429	431

*The transfer rate is a six-year cohort and the year identified in the column is one year behind.

**The student to counselor ratios are the most current provided by the Student Scorecard. However, similar to other student scorecard data, they are a semester behind. The 2016-17 data is for Fall 2015.

***Targets are for 2021-22 and based on CCCCO Vision for Success targets from the State and what the increase needs to be annually to achieve the target for 21-22.

Strategic Directions

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| 1. Promote Student Success | 4. Expand Access | 7. Develop Programs and Services |
| 2. Build Campus Community | 5. Enhance Value to the Surrounding Community | 8. Support Employee Growth |
| 3. Development Teaching and Learning Practices | 6. Promote Effective Decision Making | 9. Optimize Resources |

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Methodology

Note: If new target was lower than the prior year, than the higher of the two targets was chosen.

Achievement Outcome Measures	Target	Methodology and Target Notes
Course Success Rate	73.0	Course success rate is defined as the percent of students earning a C, B, A, or P grade divided by the number of grades on record (GOR: A, B, C, D, F, P, NP, I, or W). The course success rate is for the academic year: summer, fall, and spring. The target was identified by calculating the standard deviation (SD) over five years and adding a half SD to the most recent course success rate: $.432434/2 = .216217 + 72.5 = 72.7$.
Fall to Spring Retention (Persistence) 70.0	71.2	The fall to spring retention rate is the percent of students who earn a GOR in the fall semester and the subsequent spring semester. Excludes students who earned a degree, certificate, or transferred in the same academic year. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $1.19/2 = .5932 + 69.9 = 70.5$.
Transfer Level English Completed in First Year	43.8	This is a student scorecard measure. The percentage of first-time students who achieve transfer level English in their first year. First-time status is defined as a student who took a credit course in the CCC system for the first time. Only includes students with a valid SSN and students who earned (A, B, C, D, or P) six units at Crafton or anywhere in the CCC system during the first year of enrollment and students who attempted an English or math course in their first year. Students must have completed a transfer level English course with grade of A, B, C, or P. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $3.11/2 = 1.55 + 42.2 = 43.8$.
Transfer Level Math Completed in First Year	18.3	This is a student scorecard measure. The percentage of first-time students who achieve transfer level math in their first year. First-time status is defined as a student who took a credit course in the CCC system for the first time. Only includes students with a valid SSN and students who earned (A, B, C, D, or P) six units at Crafton or anywhere in the CCC system during the first year of enrollment and students who attempted an English or math course in their first year. Students must have completed a transfer level English course with grade of A, B, C, or P. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $1.75/2 = .88 + 17.4 = 18.3$.
Number of AA/AS Degrees (Unduplicated)	598	This is a vision for success target and is the number of unduplicated students who have earned an AA/AS degree only. Target for 2021-22 was set by using the CCCC Vision for Success target of a 20% increase over the 2016-2017 baseline, which would result in the number of unduplicated students earning a degree increasing to 665 in 2021-22. In five years this is an increase of 111. Annually, this would result in an increase of 22 additional students earning an AA/AS degree. Based on annual increase from 2016-2017 the target for 2018-2019 would be 44 additional students.
Number of CCCC approved Certificates (Unduplicated)	231	This is a vision for success target and is the number of unduplicated students who have earned an AA/AS degree only. Target for 2021-22 was set by using the CCCC Vision for Success target of a 20% increase over the 2016-2017 baseline, which would result in the number of unduplicated students earning a certificate increasing to 256 in 2021-22. In five years this is an increase of 43. Annually, this would result in an increase of 9 certificates each year. Based on

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Achievement Outcome Measures	Target	Methodology and Target Notes
		annual increase from 2016-2017 the target for 2018-2019 would be 18 additional students.
Transfer Rate	31.2	Transfer rate is taken from the student scorecard data. It is a six year cohort and one year behind. The Faculty Chairs suggested using a .5 SD to set target. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $1.126/2 = .563 + 29.0 = 29.6$.
Number of Associate Degrees for Transfer (Unduplicated)	230	Target for 2021-22 was set by using the CCCCO Vision for Success target of a 35% increase over the 2016-2017 baseline, which would result in the number of unduplicated students earning a transfer degree increasing to 273 in 2021-22. In five years this is an increase of 71. Annually, this would result in an increase of 14 additional students earning a transfer degree. Based on an annual increase from 2016-2017 the target for 2018-2019 would be an additional 28 students.
CHC Average Units after Completed Associate Degree	85	Decrease the average number of units accumulated by CCC students earning associate degrees. The target of 80 is a 10% decrease from the 2016-2017 baseline of 89. Annually, this would result in a decrease of 2 units. Based on an annual decrease from 2016-2017 the target for 2018-2019 would be 85.
Employee Satisfaction (6 Questions)	70.0	Crafton employees rate their level of overall satisfaction in the following six areas: outcomes assessment process (q1ad), level of inclusiveness at Crafton (q2y), planning and decision-making (q1r), shared-governance (q9an), resource allocation processes (q9af), and working at Crafton (q9ag). According to Gallop the Statewide norm is 70% or higher. The target set for Crafton was 70%.
Student Satisfaction (10 questions)	85.0	Crafton students rate their level of overall satisfaction every other spring semester in the following ten areas: sense of belonging at CHC (q5.a), proud to tell others are CHC student (q5.b), students made to feel welcome (q5.d), feel informed (q5.h), overall educational experience (q7.c), overall services for students (q13.n), cleanliness (q11.a), maintenance of facilities (q11.b), landscaping (q11.c), and safety (q11.e). After campus wide discussion the target was set at 85%.
Active and Collaborative Learning	>50	Active and collaborative learning is a Community College Survey of Student Engagement (CCSSE) standardized benchmark and indicates whether students actively think about their education and collaboratively apply what they are learning in different settings. A score greater than 50 means that Crafton exceeds the national average.
Student Effort	>50	Student Effort is a CCSSE standardized benchmark and indicates whether students exhibit behaviors that increase their chances of attaining their education goals. A score greater than 50 means that Crafton exceeds the national average.
Academic Challenge	>50	Academic Challenge is a CCSSE standardized benchmark and indicates whether students are intellectually and creatively challenged to be successful in college. A score greater than 50 means that Crafton exceeds the national average.
Student-Faculty Interaction	>50	Student-Faculty Interaction is a CCSSE standardized benchmark and indicates the frequency and quality of interactions with professors helping student learn and persist toward attaining their educational goals. A score greater than 50 means that Crafton exceeds the national average.
Support for Learners	>50	Support for Learners is a CCSSE standardized benchmark and indicates whether students are surrounded with support outside the classroom cultivating a positive learning environment. A score greater than 50 means that Crafton exceeds the national average.

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Percent of Students Meeting ILOs	81.6	Percent of those assessed in all six ILOs for each academic year who score a 3 or higher on the ILO. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $1.857/2 = .9283 + 80.7 = 81.6$.
Fall Unduplicated Headcount	6,178	The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $162.066/2 = 81.0332 + 6,097 = 6,178$.
Annual Credit 320 FTES	4,587	Looking at a 1.5% increase over 4,519, which would be 4,587. This target is set each year by Crafton.
Demographic Diversity: Percent of African American, Hispanic, and Native American students	54.8	Historically underserved students are defined as African American, Hispanic, and Native American. The percentages were taken from the fall census reports. Referring to the 2017 equity data, African American students were the only group disproportionately impacted in terms of access. Referring to equity data, CHC has 4.3% AA and the population is 5.0%. Raising AA CHC population to 5% would be an increase of .7%. Currently, Crafton is at 54.1%. The increase would be $54.1\% + .7\%$ or 54.8%.
Demographic Diversity: Percent Female	52.0	Continuously check the equity data to ensure that there is no Disproportionate Impact (DI). The population percentage is 52% and Crafton will seek to maintain this percentage or higher.
Demographic Diversity: Average Age	25	Crafton's average age has ranged from 23.7 to 24.3. Currently, there is DI in age for students who are 34 years old or older. An average age of 25 will help to reduce the DI for students who are 34 years old or older.
Fall Capture Rate (7 cities)	49.6	Takes all of the community college students enrolled in Yucaipa, Mentone, Redlands, Highland, Loma Linda, Running Springs, and Lake Arrowhead and calculates percentage of community college students enrolled at Crafton. The target was identified by calculating the standard deviation (SD) over the five most recent years, in this case three years, and a half SD was added to the most recent year: $XXXX/2 = .XXXX + 48 = XXX$.
Percent of Students with Increase in Wages (Skills Builder)	35.0	The median inflation adjusted wages before and after the year of enrollment for students who completed a SAM A, B, or C course of at least (.5 units) and passed all CTE coursework in a given academic year. These students were no longer enrolled anywhere in the system the following academic year and did not earn an award or transfer to a four-year college the year of enrollment or the following year. The target was identified by calculating the standard deviation (SD) over the five most recent years, and a half SD was added to the most recent year: $6.9651/2 = 3.4826 + 31.5 = 35.0$.
Committee Self-Evaluations (5 questions)	80.0	The Committee Self-Evaluation is administered each spring to help assess the shared governance process at Crafton. The committee self-evaluation consists of the following five questions: collaboration, transparency, evidence-based, effective, and efficient. After campus wide discussion the target was set at 80%.
75/25 Ratio (FT/PT Ratio) – Ultimate Target is 75	75.0	The 75/25 ratio represents the percent of sections taught by FT faculty. In 1988, Assembly Bill 1725 was signed into law which included a requirement to increase the percentage of sections taught by FT faculty to 75%. Historically, the Statewide 75/25 ratio has been below 75% and the legislature has not provided the funding to help districts meet the 75/25 ratio. After campus wide discussion the target was set at 75%.
Ratio of Square Footage to Custodial Staff	15,000:1	The target of 15,000 square feet per custodian is the maximum-end of the industry standard for a public facility such as a college campus to allow for a decent level of cleaning. 10,000:1 is optimum but not financially realistic. The staffing formula used is derived from APPA guidelines which determines

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		staffing numbers based on square footage, usage of that space (e.g. restroom vs office), occupancy, traffic, materials (such as carpet vs tile), and level of cleanliness desired. In 2012-13 there was 191,239 square footage to 10 staff, 13-14 was 223,432 to 11, 14-15 was 232,551 to 11, 15-16 was 286,420 to 13, and 16-17 was 286,420 to 14.
Student to Counselor Ratio	616:1	To set the target, identified medium size, rural, and town California Community Colleges using IPEDS data. Accordingly, the following colleges were used as comparison colleges to set a student-to-counseling ratio with the most recent data from the student scorecard data for Fall 2015: Cerro Coso (457:1), Gavilan (727:1), Las Positas (619:1), Mendocino (506:1), Ohlone (588:1), and Shasta (796:1). The average was 616:1. The State ratio was 615:1.
FTES / FTEF Ratio Percentage of 17.5 – Ultimate Target is 100%	94%	FTES stands for Full-Time Equivalent Student and is the equivalent of one student taking courses totaling 15 hours per week (e.g.: five 3-unit courses) each semester for two semesters. FTEF stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course. FTES / FTEF is another way to view productivity for instruction. An FTES / FTEF ratio of 17.5 is the equivalent of the WSCH / FTEF ratio of 525, and signifies that the discipline served 17.5 full-time students for every one full-time faculty. The FTES to FTEF Ratio / 17.5 illustrates the percent productivity in relation to meeting the WSCH / FTEF ratio target. Instructional Office set an annual target of 94% for this year which is an FTES to FTEF ratio of 16.5.
WSCH/FTEF Ratio – Ultimate Target is 525	494	WSCH refers to Weekly Student Contact Hours and is defined as the number of students in a class at census multiplied by the hours of student instruction conducted in that class in a week during a primary (fall or spring) term of an academic year. In a typical 3-unit course 35 students generate 105 WSCH (3 weekly hours * 35 students at census = 105 WSCH). FTEF stands for Full-Time Equivalent Faculty and refers to the load factor associated with each section assignment. For instance, one weekly census 3-unit section that meets 3 hours a week has a load factor of .20 or 20%. A full-time load in one primary term is considered to be 1 FTE or five 3-unit sections. FTEF varies depending on the unit value of a course. WSCH / FTEF is the productivity measure used for instruction. 35 students in a typical 3-unit weekly census course with a .20 load factor generate a WSCH / FTEF ratio of 525 (3 * 35 = 105 / .20 = 525), which is the norm for California community colleges. Instructional Office set a target based on an 94% efficiency resulting in an efficiency WSCH/FTEF ratio of 494.