
Comprehensive Master Plan Scorecard Snapshot for 2017-2018 and 2018-2019

Overview of Scorecard Findings and Implications

Office of Institutional Effectiveness, Research & Planning



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Executive Summary

This brief report highlights the progress Crafton Hills College (CHC) has made in the last year towards achieving the strategic directions (i.e., goals) in its Educational Master Plan. To assess CHC's progress towards achieving its strategic direction, the college uses 22 distinct student and institutional outcomes, including student course success rates, student satisfaction, enrollments among historically underrepresented student groups, and annual credit FTES.

As our college snapshot illustrates, CHC experienced year-to-year gains in 14 of its 22 measured outcomes (64%). In fact, given the breadth of these gains, CHC has made progress towards achieving all nine of its strategic directions. The two strategic directions that are especially noteworthy are the ones dealing with expanding the access of our college to the community and enhancing the value that it offers the community. In the case of each strategic direction, we achieved improvements in all the corresponding outcomes, including serving more students and helping a greater percentage of our students earn a living wage.

We also recognize that we can do more towards achieving our goals. For instance, we found a decrease in our Fall-to-Spring persistence rates (i.e., a fewer percentage of Fall 2018 students remained enrolled in Spring 2019 relative to what we observed in Fall 2017 and Spring 2018). We also found that, on average, our degree earning students have over 90 units of credit completed (degrees typically require 60 units of credit, meaning that these students completed more classes than they needed). However, we are fully invested in our Guided Pathways and Promise program work, and based on prior evidence and many case studies around the country, we are confident that our efforts will result in robust improvements in many student outcomes, namely as they relate to keeping students enrolled at CHC and helping them more swiftly complete their educational goals in programs aligned with viable career pathways. In this way, we are making great strides towards meeting the mission and vision of our college: To make it the college of choice for those seeking to advance their educational and career success in a supportive and engaging community.

Comprehensive Master Plan Scorecard Snapshot for CHC: 2017-18 and 2018-19

Strategic Direction	Outcome Measure	2017-18	2018-19	Net % Change	
Promote Student Success	Course Success Rate	71.7	73.3	+2.2%	●
	Fall to Spring Retention (Persistence)	70.1	67.6	-3.7%	●
	Transfers to UC and CSUs	265	268	+1.1%	●
	Avg. Units After Completing Degree	89	92	-3.4%	●
Build Campus Community & Learning Practices	Student Satisfaction	89.5	91.8	+2.6%	●
	Active and Collaborative Learning (CCSSE) ¹	52.1	51.5	-1.2%	●
	Student Effort (CCSSE)	49.9	49.5	-0.8%	●
	Academic Challenge (CCSSE)	50.2	51.1	+1.8%	●
	Student-Faculty Interaction (CCSSE)	48.6	50.0	+2.9%	●
	Support for Learners (CCSSE)	49.6	49.2	-0.8%	●
	Percent of Students Meeting ILOs	80.7	82.7	+2.5%	●
Access & Surrounding Community	Fall Unduplicated Headcount	6,097	6,412	+5.2%	●
	Annual Credit 320 FTES	4,628	4,699	+1.5%	●
	Percent of Hispanic Students	46.8%	49.3%	+5.3%	●
	Percent Female	54.5%	55.3%	+1.5%	●
	Average Age	24.1	24.2	+0.4%	●
	Percent of Students Earning a Living Wage	47%	49%	+4.3%	●
Decision Making/ Employees	Employee Satisfaction (Six Questions)	58.7	55.7	-5.4%	●
	Committee Self-Evaluation (Five Questions) ¹	93.3%	91.8%	-1.6%	●
Develop Programs & Optimize Services	Percent of Teaching Load Taught by FT Faculty	37.3%	35.7%	-4.5%	●
	FTES Per FTEF	14.4	14.7	+2.1%	●
	WSCH Per FTEF	432	442	+2.3%	●

Note. Green shading reflects a year-to-year increase; yellow shading reflects a year-to-year decrease of less than 3%; red shading reflects a year-to-year decrease of 3% or greater.

¹ Observed 2018-19 data still exceeded CHC established target.

Overview of Scorecard Findings and Implications Per Strategic Direction

Promote Student Success (Four Outcomes)

Crafton Hills College (CHC) experienced an increase in its course success rates (+2.2%) and the number of transfers to UC/CSUs (+1.1%) from 2017-18 to 2018-19. At the same time, the college experienced a decline in its Fall-to-Spring retention of students (-3.7%) and the average units earned by students earning degrees (-3.4%). One method by which Crafton is working to address this decline is CHC's Guided Pathways efforts towards establishing meta-majors and developing corresponding pathways for programs of study; such work will help to keep students enrolled at CHC (i.e., retention) and reduce the number of units not directly tied to programs of study that students are pursuing.

Build Campus Community/Develop Teaching & Learning Practices (Seven Outcomes)

CHC experienced an increase in four of the seven outcomes tied to these strategic directions, including student satisfaction (+2.6%) and the percent of students demonstrating attainment of the desired student learning outcomes (+2.5%). Among the remaining outcomes, all tied to the Community College Survey of Student Engagement, (CCSSE) either show an increase from year-to-year or a decline of no more than 1.2% (hence the yellow shading). The CCSSE areas showing declines (i.e., Support for Learners and Student Effort) are outcomes that Crafton can affect with the implementation of Guided Pathways, Equity, placement, and instructional support efforts, including Crafton's newly implemented embedded tutoring model and math/English placement process. While 12-13% of students have historically completed transfer-level math within their first year at CHC, that figure has climbed to 30% as of the 2018-19 academic year. Such changes in performance outcomes may work to increase students' engagement with the college.

Expand Access and Enhance Value to the Surrounding Community (Six Outcomes)

The college experienced increases in five of the six outcomes tied to these strategic directions, namely with respect to Fall unduplicated headcount (+5.2%) and the percentage of students earning a living wage (+4.3%). Such outcomes point to increases in the number of students that CHC serves and increased wages associated with program offerings. It is possible that Crafton's Guided Pathways efforts, rooted in the idea of aligning program pathways to viable career outcomes, will serve to further increase the wages of Crafton students. CHC also experienced a year-to-year increase in the percentage of Hispanic students that it serves (from 46.8% to 49.3%), which is significantly larger than any year-to-year increase we have observed in the last six years. On the other hand, both of CHC's African American and Native American populations decreased from year-to-year (from 8.5% to 3.7% for African American students and from 1.3% to 0.3% for Native American students). To explore this matter further, CHC has partnered with the Research and Planning Group for California Community Colleges to conduct focus groups with Crafton's underrepresented student populations with the aim of identifying potential barriers to enrollment. Such work will inform the work of Crafton's Enrollment Strategies Committee, which will lead the college's efforts in responding to the findings stemming from that analysis. Crafton will strategically use such findings to develop and implement plans for recruiting more underrepresented students and for keeping them enrolled until completion.

Promote Effective Decision Making and Support Employee Growth (Two Outcomes)

The college experienced a decline with respect to employee satisfaction (-5.4%), largely tied to perceptions concerning employee satisfaction with planning and decision-making, shared governance, and resource allocation. To help address this finding, the college offered training to all individuals serving as chairs for the 2019-2020 academic years. Among the topics covered, the training addressed matters relating to the equitable representation of various campus stakeholder groups on shared governance committees, the mentoring of new committee members, and best practices associated with cultivating inclusive environments in committee settings. Coupled with the efforts of the Planning and Program Review (PPR) Committee co-chair to recruit more classified staff members to a committee that plays a critical role in planning and resource allocation.

Develop Programs & Services and Optimize Resources (Three Outcomes)

Crafton Hills College also experienced gains in measures of efficiency, achieving higher marks with respect to the number of Full-Time Equivalent Students (FTES) per Full-Time Equivalent Faculty (FTEF; +2.1%) and with respect to the number of Weekly Student Contact Hours (WSCH) per FTEF (+2.3%). This means that CHC achieved a year-to-year increase in student contact hours and enrollments, both of which drive the state apportionment that the district receives. Crafton is actively developing and deploying enrollment management strategies designed to further increase enrollments and efficiency, including examining the statistical relationships between fill rates, wait lists, and FTES. CHC also experienced a decline in the percentage of teaching load attributable to our full-time faculty (-4.5%). However, the increased enrollment experienced thus far in the current academic year (i.e., Summer 2019 and Fall 2019) means that we are generating more FTES for the district than in years past, leading to more funds that can potentially be used to hire additional full-time faculty.

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