Midterm Report

Submitted by

Crafton Hills College
11711 Sand Canyon Road
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to

Accrediting Commission for Community and Junior Colleges

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Certification

To: Accrediting Commission for Community and Junior Colleges

From: Dr. Kevin Horan, President
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This Midterm Report is submitted to the ACCJC for the purposes of 1) highlighting recent improvements or innovations and 2) providing an update on institutional performance with regard to student outcomes since the last comprehensive peer review. The Midterm Report reflects the nature and substance of this institution, as well as its best efforts to align with ACCJC Standards and policies, and was developed with appropriate participation and review by the campus community.

Signatures:

Diana Rodriguez, SBCCD Chancellor	Date
Dr. Kevin Horan, Crafton Hills College President	Date
Dr. Stephanie Houston, SBCCD Board of Trustees Chair	Date
Dr. Keith Wurtz, CHC Vice President of Instruction	Date
Dr. Delmy Montenegro-Spencer, CHC VP of Student Services	Date
Michael Strong, CHC VP of Administrative Services	Date
Meridyth McClaren, CHC Academic Senate President	Date
Dr. Keith Wurtz, CHC Accreditation Liaison Officer	Date
XXXXXXXXXXX, CHC Student Senate President	Date
XXXXXXXXXXX, CHC Classified Senate President	Date

Contents

A. Reflections on Continuous Improvement Since Last Comprehensive Review

1. **Briefly describe major improvements or innovations since the time of the last comprehensive peer review, focusing on areas where your institution is excelling or showing significant improvement with regard to equitable student outcomes, educational quality, and/or mission fulfillment.**

The Crafton Hills College Institutional Effectiveness, Accreditation, and Outcomes Committee (IEAOC) is the shared governance committee at Crafton charged guiding the accreditation process for the entire college (A1.1). Accordingly, the IEAOC developed a plan for completing the Crafton Hills College (CHC) ACCJC Mid-Term Report due October 15, 2024 (A1.2). The plan involved collecting feedback from the Academic, Classified, and Student Senates as well as attending multiple committees to collect feedback and answer the question in the mid-term report. Specifically, the mid-term report was added to the agenda for multiple shared governance committees and the report was written by multiple faculty, staff, and administrators and multiple committees (ADD MINUTES FOR EACH COMMITTEE HERE, A1.3 IEAOC, A1.4 PDC, A1.5 ESC, A1.6 Management Meeting, A1.7 SEAC, A1.8 EMPC).

There were numerous improvements and innovations suggested by faculty, staff, and administrators to reflect on for the mid-term report (LIST MINUTES FROM ABOVE HERE). Most of the innovations and improvements since the 2020 ISER focused specifically on diversity, equity, and inclusion efforts (A1.9 DELMY AND KEITH PP). The result of those efforts have led to a decrease in the number of groups at Crafton in the last three years who are disproportionately impacted from four to two groups. In 2022-2023, Native American and Pacific Islander students no longer experience disproportionate impact in course success. Equally important, even though Black/African American and Latinx students are experiencing disproportionate impact, course success rates among those groups have increased from 2020-2021 to 2022-2023. Specifically, the Black/African American course success rate increased from 64% in 2020-2021 to 66% in 2022-2023, a 2% increase. In addition, the Latinx course success rate increased from 71% in 2020-2021 to 72% in 2022-2023, a 1% increase in course success.

Course Success Rate Disaggregated by Ethnicity and Academic Year for Black and Latinx Students in 2020-21 and 2022-23
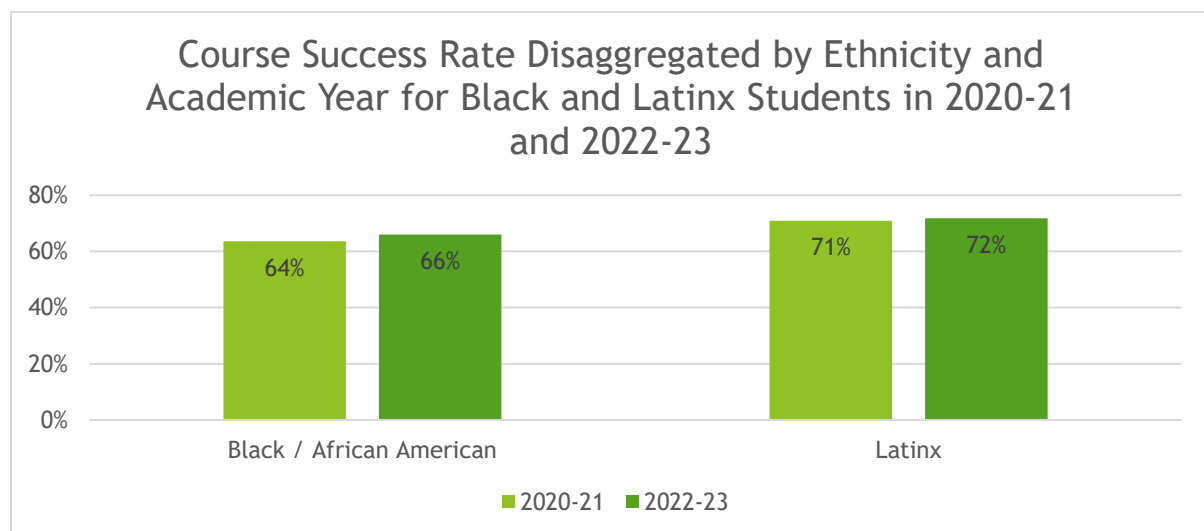
The college is deeply committed to fostering student success and equity by actively addressing

disparities that disproportionately affect certain demographic groups, with a particular focus on increasing the achievement rates of Hispanic/Latinx and Black/African American students, as well as other diverse and underrepresented populations. To partially achieve this goal, the College worked with the USC Race and Equity Center to conduct training for instructional faculty with two cohorts, 28 faculty in 2022-2023 (A1.10 PP KEITH DID for 22-23 cohort) and 29 faculty in 2023-2024 (A1.11 PP KEITH DID for 23-24 cohort). As part of the training, the faculty work individually with representatives from USC to interpret their own disaggregated classroom course success and roster data to develop strategies to address any disproportionate impact. Crafton will be able to identify the initial impact of this training at the end of the Spring 2024 semester; however, the first cohort of faculty appear to have removed disproportionate impact among Latinx students and increased the course success rate of Latinx students from 68.7% in Spring 2022 to 71.6% in Spring 2023, an increase of 2.9%.

Equally important, the Office of Instruction has implemented a comprehensive strategy that includes incorporating the USC equity-minded inquiry series syllabus review into both part-time and full-time faculty evaluations. This initiative ensures that faculty members critically assess their course materials and teaching methods through an equity lens, with a specific emphasis on identifying and addressing barriers to success for marginalized populations including Hispanic/Latinx and Black/African American students. During faculty evaluations, instructors are encouraged to analyze student equity data and make necessary adjustments to their courses to better serve disproportionately impacted groups, such as Hispanic/Latinx and Black/African American students, thereby fostering a more inclusive and supportive learning environment.

Crafton Hills College is also working to reduce disproportionate impact by implementing multiple approaches in student services, many of which can be encompassed under its streamlining projects (A1.9 KEITH AND DELMY PP). The streamlining project involves gathering disaggregated data for all departments in student services (A1.9 see slides 22-23, and 27 EVIDENCE), reviewing the findings with the departments, and working with the departments to identify inclusion strategies for improvement with disproportionately impacted groups.

One of those strategies was to create a structured approach to meet with students consistently from enrollment to graduation/transfer (A1.12 PP from MARIANA). Meaningful contacts with students are being made based on milestone completion markers of 0-14 units, 15-29 units, 30-44 units, and 45-60+ units. These milestones are also aligned with Crafton's Career and Academic Pathways (i.e. guided pathways A1.13 IVANS PP).

Crafton is beginning to see the initial results of these efforts, specifically, in the 2022-2023 year, the college achieved the highest admission rates for University of California among the Region 9 (Inland Empire) colleges (A1.14 EXCEL SPREADSHEET WITH ADMIT RATES). Crafton Hills College students were admitted at a rate of 77.6% in Fall 2022, which is significantly higher than the admittance rate of 62.2% observed for the entire region. More impressive is that Crafton did not have a disproportionately impacted group. Crafton's Black/African American and Latinx students were admitted at the same rate or exceeded the rate of other ethnic groups. Crafton is especially proud of this accomplishment.

Additionally, the college was named a 2023 Equity Champion for Higher Education by the Campaign for College Opportunity (A1.15 2023 ADT Champions_Sheets_Final, see page 6). This is a designation offered to only 26 other community colleges and universities for creating and maintaining strong pathways to earning an Associate Degree for Transfer (ADT) for students of color.

Every semester, the college also prepares Progress Surveys for its faculty–a Starfish-based tool that allows faculty to offer feedback to students throughout the term or otherwise connect them to student support services (A1.13 PP Ivan, slides 9-14). As of Spring 2023, the college designated its Completion Coaches to specifically monitor and address one item stemming from the Progress Survey: Early alert flags. As a result, students are now contacted much sooner in response to an early alert flag and we have observed a greater usage of alert flags from instructional faculty. In fact, the most recent data from Spring 2024 shows that each Completion Coach is, on average, responding to 15 early alert flags per day.

2. **Briefly describe actions taken in response to any recommendations for improving institutional effectiveness or feedback noted in the Peer Review Team Report for the last comprehensive peer review.**

Crafton Hills College received the following recommendation from the last Peer Review Team Report in 2020: In order to improve institutional effectiveness, the team recommends the College ensures that the Program Planning Review process is implemented consistently across all of the learning support and student support service areas.
- Outcomes Assessment Collection
- Service Area Outcomes (SAO) in the Outcomes Cloud

Crafton Hills College has taken the following actions with respect to learning support and student support services to address the above recommendation:

Developed a new tool to collect SAO data. The college has developed a new form and process for submitting service area outcomes (SAOs) by all learning support and student support services (A2.1). While the college ultimately plans on using the same platform (i.e., Outcome Cloud) that faculty use to submit and record student learning outcomes (SLO) data, the SAO/SLO Submission Form developed by the Division of Institutional Effectiveness, Research, and Planning in collaboration with learning support and student support service areas offers the college a viable method by which to document SAO (and SLO) work. The SAO/SLO Submission Form was also designed to align with the already existing program review process, allowing programs to fully integrate their SAO/SLO submissions with their program review plan submissions. In fact, the form is designed to allow programs to document their efforts in identifying and closing equity gaps for students (particularly for racially minoritized student populations) in relation to their SAO/SLO efforts. In this way, this new form and process has helped to institutionalize not just the consistent documentation of SAO/SLO efforts by learning support and student support services, but also those programs' efforts to regularly identify and address observed equity gaps. The corresponding database used to house all submissions now contains submissions for all learning and student support services since the 2021-2022 academic year (A2.2) and programs are required to document and submit their efforts at least once per year.

Developed SAO coaches with the Division of Institutional Effectiveness, Research, and Planning (IERP). In addition to developing a new form and process for documenting SAO/SLO efforts, the IERP division is now also more directly involved in supporting programs' efforts. More specifically, the division dean attends all regularly scheduled meetings of the Student Services Council (a group that has representation from all student support services) where he leads any discussions centered on the process for reporting of SAO/SLO information and otherwise provides support and guidance to program leads responsible for documenting SAO/SLO efforts (A2.3). Additionally, the IERP dean and other researchers regularly schedule meetings with individual program leads to offer support in

developing, measuring/assessing, interpreting findings stemming from SAO/SLO work. IERP personnel also support programs' efforts in disaggregating SAO/SLO data by demographic characteristics, and in helping programs develop viable strategies to address observed deficiencies in delivery of services and/or to address observed equity gaps.

Improved and revised the Planning and Program Review reporting requirements. Revisions to our college's program review process have also helped to integrate and streamline ongoing SAO/SLO efforts among learning support and student support services programs, particularly with respect to program review requirements focused on (a) responding to observed patterns in SAO/SLO data, (b) disaggregation of student data by ethnicity, and (c) closing observed equity gaps (A2.4). Program review writers use SAO/SLO evidence gathered via the aforementioned SAO/SLO Submission Form to address these program review requirements.

Implemented the Planning and Program Review Coaches. Since the 2020-2021 academic year, the college has implemented a program review coaching program whereby current program review committee members are assigned to assist those program review writers scheduled to submit four or two-year program review plans. The role of coaches is multi-faceted: (a) They offer program writers with the support and resources needed for the development of a comprehensive program review plan at every step of the process, and (b) they serve as liaisons and advocates for program units during the entire review process (A2.5). Within the context of SAO/SLO work, program review coaches help program plan writers respond to the various program review requirements tied to SAO/SLO work, including in reference to developing plans for addressing any observed opportunities for program service enhancement, by using the very same information already available to program writers via the SAO/SLO Submission form database (A2.2).

Increased Diversity, Equity and Inclusion Training for Faculty. Our college's SAO/SLO efforts have also benefitted from the diversity, equity, and inclusion (DEI) efforts at the college—particularly those efforts tied to the Streamlining Project (now referred to as Vision Aligned Reporting by the state chancellor's office; A2.6). Since Fall 2020, CHC has taken part in the Chancellor's Office Streamlining Project Pilot where Academic and Student Support programs focus on examining internal data to analyze support services for African American/Black, Hispanic/Latinx, and economically disadvantaged students. The focus of these efforts has been on examining student access of key services and resources, including our Transfer Center's Canvas shell, tutoring support services, counseling appointment attendance, receipt of food vouchers and gift cards, and receipt of alternate media/assistive technology assistance (among others). Our college has taken an intentional approach to specifically examine the representation of Hispanic/Latinx and African American/Black in these support services relative to their representation in the student population (e.g., if 4.3% of all students are African American/Black is it also the case that 4.3% of those accessing tutoring services are also African American/Black?). In this way, student support programs are actively engaged in employing disproportionate impact methods to identify equity gaps with respect to specific support activities. Equally important, our college's work group, comprising representatives from all student support programs, has dedicated time to discussing patterns in the data findings and working collaboratively to identify activities designed to eliminate observed equity gaps, many of which are documented in this plan. Also noteworthy is that Streamlining Project efforts are also acknowledged as SAO work, and programs regularly document their Streamlining Project efforts as SAO work within the contexts of both the SAO/SLO Submission Form and the college's program review process.

3.   **How are the actions described above helping your institution deepen its practices for continuous**

improvement and transformation in relation to the 2024 Accreditation Standards?

Crafton Hills College has demonstrated a commitment to continuous improvement and transformation aligned with the 2024 ACCJC Accreditation Standards in relation to the actions described above in questions A1 and A2:

Establishing Meaningful Goals (Standard 1.2). Crafton has set ambitious goals focused on improving student outcomes, particularly for underrepresented groups like Hispanic/Latinx and Black/African American students. The college's efforts to reduce disproportionate impact and increase course success rates reflect its commitment to meaningful improvement (A3.1, A3.2).

Equally important, the college has developed a new tool and process for collecting service area outcomes (SAOs) data (A2.1, A2.2)). This tool allows for the documentation of efforts in identifying and closing equity gaps, particularly for racially minoritized student populations. By aligning with program review processes, this form ensures that SAO efforts are integrated into the institution's overall improvement goals.

Accountability and Data Analysis (Standard 1.3). The college regularly reviews disaggregated data to evaluate progress and inform improvement plans. Initiatives such as faculty training with the USC Race and Equity Center and structured student support approaches demonstrate a data-informed approach to addressing disparities and enhancing student success (A3.3 see slides 8, 10, 18, 22-23, and 27; A3.4; A3.5; A3.6).

Mission-Driven Resource Allocation (Standard 1.4). Crafton's mission directs resource allocation and continuous quality improvement. The implementation of equity-minded syllabus reviews in faculty evaluations and streamlining projects in student services reflects the alignment of resources with the college's mission (A3.6) and goals (A3.7). Specifically, the mission states that Crafton "…is committed to working with students from diverse backgrounds. Additionally, the following Crafton Hills College Strategic Direction 2 in the Educational Master Plan specifically address Crafton's Diversity, Equity, and Inclusion (DEI) efforts: Engage in Practices that Prioritize and Promote Inclusivity, equity, anti-racism, and human sustainability (A3.8 see page 4).

In addition, The Division of Institutional Effectiveness, Research, and Planning (IERP) is directly involved in supporting programs' efforts, attending meetings, providing guidance, and assisting in data analysis (A2.3). This ensures that the institution's mission directs resource allocation and continuous improvement through ongoing systematic planning and evaluation.

Academic Program Design and Delivery (Standards 2.1 and 2.2). The institution ensures that academic programs align with its mission and industry standards while supporting equitable attainment of learning outcomes. Collaboration with faculty and stakeholders in designing programs and addressing barriers to success for marginalized populations demonstrates a commitment to academic excellence and equity. Academic support programs in the library and the tutoring centers are using the SAO/SLO Submission Form (A3.9) to report outcomes assessment data and develop improvements to achieve learning outcomes (A3.10 Add excel spreadsheet when Library submits)

Equitable Student Services (Standards 2.7 and 2.9). Crafton provides effective services and programs that support students' unique needs and maximize their potential for success (A1.9 KEITH AND DELMY PP, A1.12 PP from MARIANA, A1.13 IVANS PP). Systematic review and assessment of programs ensure quality and drive improvements to support equitable student achievement.

Moreover, the college has revised its planning and program review requirements to integrate SAO/SLO efforts, including responding to observed patterns, disaggregating data by ethnicity, and addressing equity gaps (A2.4). This systematic review and assessment process help ensure the quality of academic and student services programs and implement improvements for equitable student achievement.

Professional Learning Opportunities (Standards 3.2). The college offers professional learning opportunities aligned with its mission. Increased Diversity, Equity, and Inclusion training for faculty and staff development initiatives demonstrate a focus on supporting employee effectiveness in promoting equitable student success (A1.10 PP KEITH DID for 22-23 cohort; A1.11 PP KEITH DID for 23-24 cohort).

Effective Decision-Making Structures (Standard 4.3). Crafton's decision-making practices support collaboration, innovation, and equitable student outcomes. The involvement of shared governance committees (A1.3 IEAOC, A1.4 PDC, A1.5 ESC, A1.6 Management Meeting, A1.7 SEAC, A1.8 EMPC), and the feedback mechanisms from various senates and committees (A3.11 AS agenda, A3.12 AS minutes) reflect effective institutional decision-making practices.

Additional efforts supporting the standards include the development of program review coaches and diversity equity and inclusion training. Specifically, coaches assist program writers in developing comprehensive plans, responding to review requirements tied to SAO/SLO work, and enhancing program services based on data from the SAO/SLO Submission Form database (A2.5). At the same time, the college's DEI efforts, particularly through the Streamlining Project, contribute to analyzing and addressing equity gaps in student support services (A2.6). These efforts are acknowledged as SAO work and are integrated into the college's planning and review processes.

In summary, Crafton Hills College's actions encompass a comprehensive approach to continuous improvement and transformation, addressing multiple ACCJC Accreditation Standards related to goal setting, accountability, mission-driven practices, academic excellence, equitable student services, professional development, and effective decision-making.

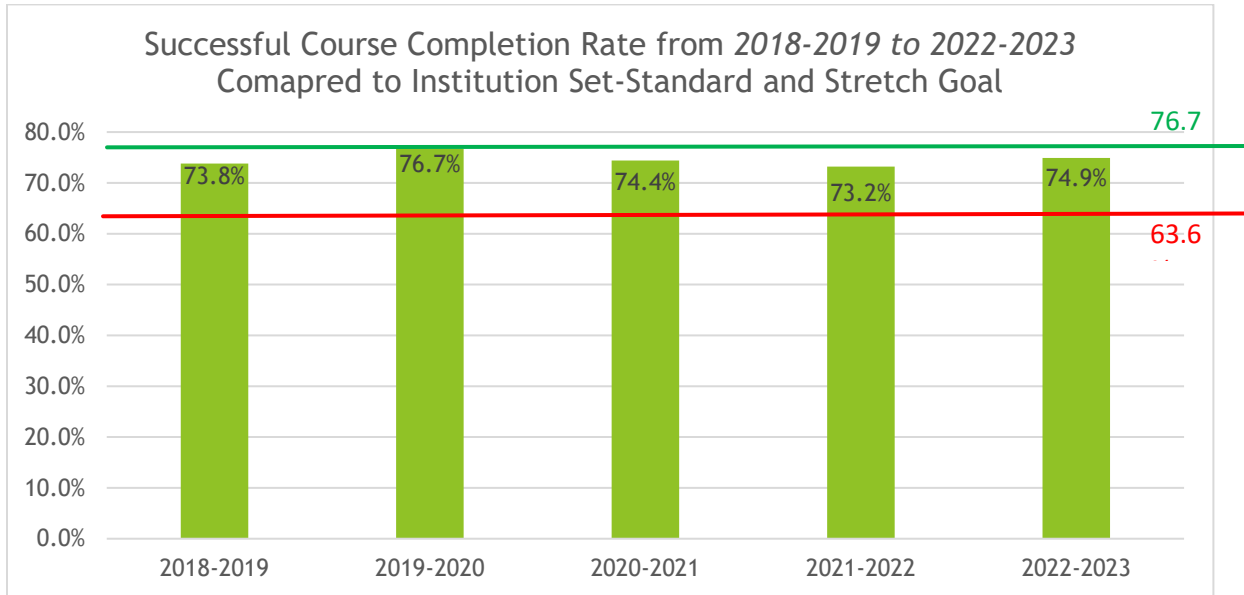## B. Reflections on Institution-Set Standards and Other Metrics of Student Achievement

1. **Review the most recent ACCJC Annual Report and other meaningful metrics of student achievement. Has the institution met its floor standards? Exceeded its stretch goals? Describe any patterns or trends you see in performance against your institution-set standards and other metrics of student achievement.**

The Institutional Set Standards are reviewed annually by Crafton's Educational Master Plan Committee (B1.1 EMPC minutes). Each year the college reviews the institutional set standards (B1.2 ISS doc) to assess how Crafton is doing in relation to the stretch goals as well as whether Crafton is exceeding the floor standards. A summary of the 2022 – 2023 is illustrated below for each outcome area.

Successful Course Completion

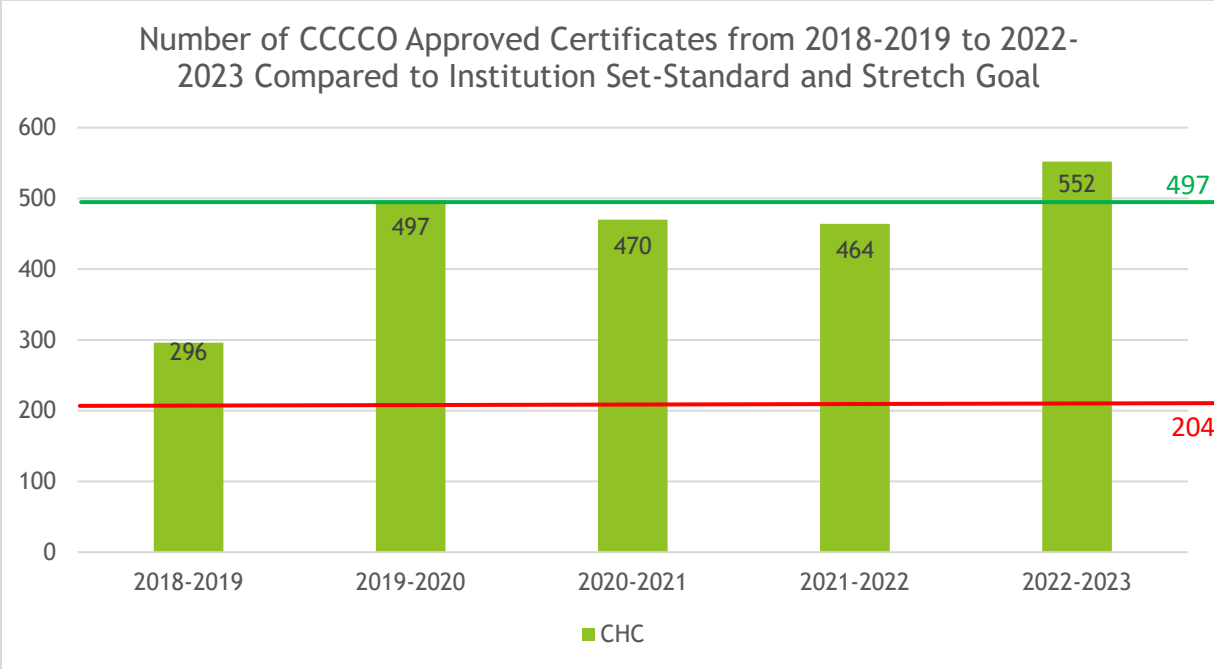Crafton Hills College has an institution-set standard of 63.6% for the course success completion rate. The stretch goal is 76.7%. In the last five years the annual successful course completion rate has ranged from 73.2% to 76.7%. The 2022-2023 course success rate is the largest course success rate in the last three years. In addition, there has been increase in the course success rate from 73.2% in 2021-2022 to 74.9%

in 2022-2023, an increase of 1.7%.

Successful Course Completion Rate from *2018-2019 to 2022-2023* Comapred to Institution Set-Standard and Stretch Goal

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	73.8%	76.7%	74.4%	73.2%	74.9%

Stretch Goal: 76.7
Institution Set-Standard: 63.6

Certificates

Crafton Hills College has an institution-set standard of 204 certificates earned annually for certificates that are 16 units or more (i.e. required by ACCJC). The stretch goal is 497. The institution-set standard and the stretch goal are based on the annual number of California Community College Chancellor's Office approved certificates. In the last five years the annual number of approved CCCCO certificates earned by Crafton Hills College students has ranged from 245 to 497. The number of certificates earned in 2019-2020 (497) met and exceeded the stretch goal. In the last three years the average number of certificates earned is 477, 20 below the stretch goal. We will continue to monitor the number of certificates earned for 2022-2023 before adjusting the stretch goal.

Number of CCCCO Approved Certificates from 2018-2019 to 2022-2023 Compared to Institution Set-Standard and Stretch Goal

Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units).

Degrees

Crafton Hills College has an institution-set standard of 710 AA/AS and AA-T/AA-S degrees earned annually. The stretch goal is 896. The institutional set standard is one SD below the five-year average and the stretch goal is two SDs above the five-year average. The institution-set standard and the stretch goal are based on the average annual number of AA/AS and AA-T/AS-T degrees earned and the standard deviation. In the last five years the number of annual degrees earned has ranged from 672 to 838.

Number of Associate and Transfer Degrees Earned from 2018-2019 to 2022-2023 Comapred to Institution Set-Standard and Stretch Goal
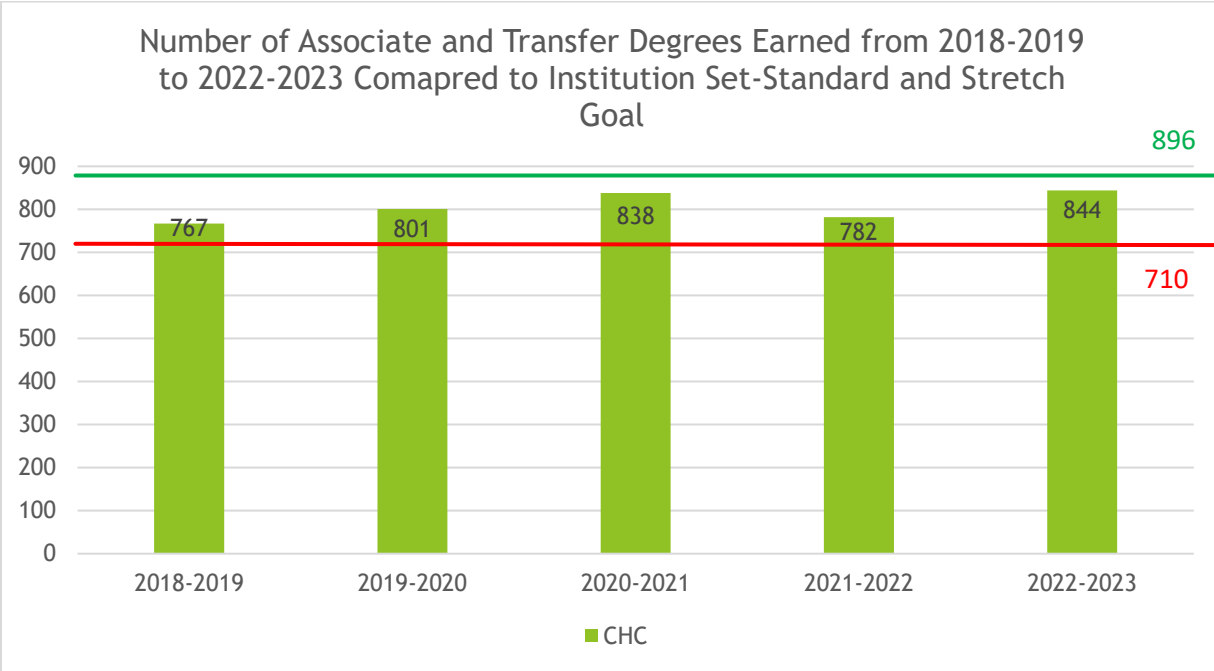
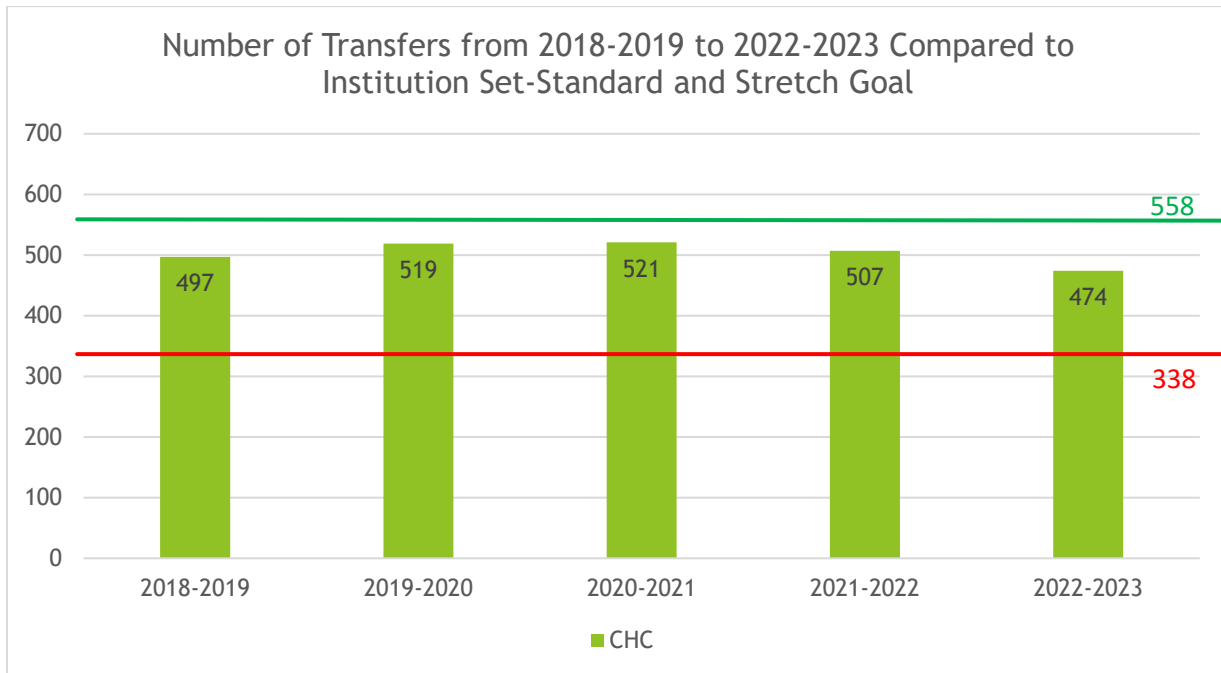Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx.

Transfers

Crafton Hills College has an institution-set standard of 338 transfers earned annually. The stretch goal is 558. The institution-set standard and the stretch goal are based on the annual number of transfers to four-year universities. In the last five years the number of annual transfers earned has ranged from 474 to 521. There appears to be a decline in the number of students transferring from 521 in 2020-2021 to 474 in 2022-2023, a decline of 9% (n = 47). This could be a result of the pandemic. Statewide there has been an overall transfer decline of 15% to CSUs, UCs, Independent Institutions, and Out-of-State Institutions combined in the same time period.

Number of Transfers from 2018-2019 to 2022-2023 Compared to Institution Set-Standard and Stretch Goal

Source: The CCCCO MIS Data Mart for In-State-Private and Out-of-State institutions. The CSU Reports and Analytics statistical reports for CSUs, and the "TR Eth by Col" tab in the Admissions by Source School transfer site for UCs.

2. **When you disaggregate the data for the institution-set standards and other meaningful metrics of student achievement, what do you see related to equitable student achievement outcomes (i.e., equity gaps)? What patterns or trends excite you? What patterns or trends concern you?**

Successful Course Completion Disaggregated

Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except with respect to Native American students in 2020-2021 and 2021-2022. The course success rate among Native American students increased from 52% in 2021-2022 to 80% in 2022-2023. In 2022-2023, disproportionate impact (DI) occurred in course success rate for African American (66%, n = 361) and Hispanic (72%, n = 3,924) students. Four groups experienced DI in 2020-2021 and three in 2021-2022. In the last three years Crafton Hills College has reduced the number of groups experiencing DI from four to two.

Successful Course Completion Rates by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	81%	83%	81%	80%	81%

African American	62%*	71%*	64%*	65%*	66%*
Filipino	79%	83%	83%	80%	86%
Hispanic	71%*	74%*	71%*	70%*	72%*
Native American	69%	68%	60%*	52%*	80%
Pacific Islander	58%*	57%*	59%*	63%	79%
Two or More Races	74%	78%	74%	77%	78%
Missing	87%	78%	77%	78%	83%
White	78%	81%	80%	78%	79%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.
*Disproportionate impact.

Success rates have also remained largely consistent across age groups. And in all cases, such rates have remained well above the institutional set standard. Equally important, there has been no DI in the last five years among any of the age groups. Consistent with past findings, older students generally achieved higher course success rates than younger students. In 2022-2023, students 19 years old or younger had an increase in their course success rates from 70% in 2021-2022 to 72% in 2022-2023.

Successful Course Completion Rates by Age from 2018-2019 to 2022-2023.

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	72%	74%	73%	70%	72%
20-24 Years Old	74%	77%	74%	74%	76%
25-29 Years Old	75%	80%	76%	77%	77%
30-34 Years Old	78%	81%	77%	75%	76%
35-39 Years Old	79%	82%	79%	77%	76%
40-49 Years Old	77%	83%	81%	84%	80%
50 Years Old or Older	80%	82%	77%	78%	81%
Missing	100%	100%	77%	86%	100%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.

Success rates have also remained consistent for male and female students, all of which achieved success rates well above the institutional set standard. In fact, the success rates across both gender groups remained similar across the five-year period between 2018-19 and 2022-23. At the same time, no DI has been found by gender in the last five years. The course success rates of students for whom no gender is recorded have varied from year-to-year, largely due to the small numbers of students per year (ranging from zero to eighty-eight).

Successful Course Completion Rates by Gender from 2017-2018 to 2021-2022

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	74%	77%	74%	73%	75%
Male	74%	77%	75%	74%	75%
Missing	71%	73%	74%	66%	66%

Source: CHC BORG Data Cube: https://www.craftonhills.edu/about-chc/research-and-planning/dashboards-links/completion-and-success-rates.php.

Certificates Disaggregated

The certificates earned by student ethnic groups have largely mirrored groups' corresponding representation across the entire campus. One pattern that perhaps best reflects this idea is the declining percentage of certificates earned by Caucasian students (38% in 2018-19 and 31% in 2022-23) which is consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	6%	7%	5%	9%	**3%**
African American	2%	2%	2%	3%	3%
Hispanic	46%	47%	46%	45%	50%
Native American	0%	0%	< 1%		< 1%
Pacific Islander					< 1%
Multiple Races	6%	7%	8%	6%	4%
Caucasian	38%	35%	37%	35%	31%
Missing	2%	1%	2%	1%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). Note: 2020-2021 to 2022-2023 are MIS reported data whereas the data from 2018-2019 to 2019-2020 is from SBCCD Colleague Data.

The certificates earned by student age group indicate that, on average, students earning a certificate were 29 years old or younger, consistent with broader student population.

Percent of Certificates Earned by Age from 2018-2019 to 2022-2023

Age	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	10%	7%	14%	23%	16%
20-24 Years Old	54%	56%	55%	45%	45%
25-29 Years Old	21%	21%	15%	15%	15%
30-34 Years Old	7%	7%	8%	7%	8%
35-39 Years Old	5%	4%	3%	4%	3%
40-49 Years Old	1%	4%	3%	4%	5%
50 Years Old or Older	3%		1%	1%	3%
Missing			1%	2%	7%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and 2021-2022 are MIS reported data whereas the data from 2016-2017 to 2019-2020 is from SBCCD Colleague Data.

The percentage of males earning a certificate has consistently declined from 48% in 2018-2019 to 35% in 2021-2022; while the percent of certificates earned by female students has increased from 50% in 2018-2019 to 65% in 2021-2022. However, from 2021-22 to 2022-23 the percent of certificates earned by female students decreased from 65% to 51%, and for male students increased from 35% to 42%, which more closely matches the proportion of female and male students at Crafton in 2022-2023.

Percent of Certificates Earned by Gender from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Female	50%	57%	61%	65%	51%
Male	48%	41%	38%	35%	42%
Missing	2%	1%	2%	< 1%	7%

Source: MIS Data SP and ST files: CCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). 2020-2021 and

Degrees Disagregated

As is the case with certificate attainment, the AA/AS and AA-T/AS-T degrees earned by student ethnic groups have largely mirrored groups' corresponding representation across the entire campus. The pattern that perhaps best reflects this idea is the percentage of degrees earned by Caucasian students (35% in 2022-23) and the percentage of degrees earned by Hispanic students (45% in 2022-23), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
Asian	5%	7%	7%	9%	3%
African American	4%	3%	3%	3%	1%
Hispanic	46%	44%	46%	45%	45%
Native American	0%	0%	< 1%	< 1%	0%
Multiple Races	7%	7%	6%	6%	5%
Caucasian	36%	36%	35%	35%	35%
Missing	3%	3%	3%	1%	10%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

The degrees earned by student age group indicate that, on average, students earning a degree were typically between the ages of 20 and 29 years of age, consistent with broader student population.

Percent of Degrees Earned by Age from 2018-2019 to 2022-2023

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
19 or Younger	7%	7%	11%	20%	10%
20-24 Years Old	54%	54%	50%	42%	44%
25-29 Years Old	20%	19%	18%	17%	17%
30-34 Years Old	8%	8%	8%	9%	7%
35-39 Years Old	6%	6%	6%	4%	5%
40-49 Years Old	2%	4%	4%	5%	6%
50 Years Old or Older	3%	2%	2%	2%	4%
Missing	0%	0%	2%	3%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

The degrees earned by gender has fluctuated over the last five years – and yet, the difference between male and female students for 2022-2023 (33 percentage points) is largely similar to the gap observed for 2018-2019 (24 percentage points).

Degrees Earned by Gender from 2018-2019 to 2022-2023

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Non-binary					< 1%
Female	61%	60%	59%	66%	63%
Male	37%	37%	39%	34%	30%
Missing	3%	3%	2%	< 1%	8%

Source: MIS Data SP and ST files: CCCCO approved certificates A (AA Degree), and S (AS Degree).

Transfers Disagregated

The transfers to CSU campuses have remained relatively consistent across student ethnic groups. As is the case with certificate and degree attainment, transfers to four-year institutions by student ethnic groups have largely mirrored groups' corresponding representation across the entire campus. The change is consistent with the broader shifts in ethnicity observed across the student population.

Percent of Transfers to CSU Campuses by Ethnicity from 2018-2019 to 2022-2023.

Ethnicity	2018-19	2019-20	2020-21	2021-22	2022-23
African American	5%	2%	2%	3%	2%
Asian	7%	5%	7%	6%	7%
Caucasian	34%	36%	37%	34%	38%
Hispanic	43%	48%	43%	45%	46%
Multiple Races	4%	5%	5%	6%	3%
Native American	0%	0%	<1%	<1%	0%
Missing	8%	4%	5%	6%	5%

Source: 2018-2019 to 2022-2023 CCC Transfers to the CSU (Concentration & Ethnicity).

The transfers to CSU campuses have remained consistent across gender groups from 2018-19 to 2022-23. As is the case with certificate and degree attainment, transfers to four-year institutions by gender has largely mirrored groups' corresponding representation across the entire campus.

Percent of Transfers to CSU Campus by Gender from 2017-2018 to 2021-2022.

Gender	2018-19	2019-20	2020-21	2021-22	2022-23
Female	56%	57%	60%	50%	59%
Male	44%	43%	40%	50%	41%

Source: 2013-2014 to 2021-2022 CCC Transfers to the CSU (Concentration & Ethnicity)

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student achievement?**

Crafton has focused most of its efforts and resources on removing disproportionate impact in course success among African American and Hispanic students. Here are just some of the major improvements and efforts Crafton is engaging in to remove DI among African American and Hispanic students:

Planning: Crafton is using the Student Equity Plan (A3.1, A3.2) and the Educational Master Plan (A3.7, A3.8 see page 4) to drive its efforts to remove disproportionate impact.

Reducing Disproportionate Impact: The college has decreased the number of disproportionately impacted groups from four to two, with Native American and Pacific Islander students no longer experiencing disproportionate impact. Additionally, while Black/African American and Latinx students still experience disproportionate impact, their course success rates have increased. Specifically, the course success rate has increased from 62% in 2018-2019 to 66% in 2022-2023. Additionally, the Hispanic course success rate has increased from 70% in 2021-2022 to 72% in 2022-2023.

Equity-Minded Faculty Training: Crafton Hills College partnered with the USC Race and Equity Center to

conduct training for instructional faculty, resulting in increased success rates among Latinx students and the removal of disproportionate impact among this group among classes where instructors participated in the USC Race and Equity training. In addition, Crafton will be working on implementing a third cohort to be trained by the USC Race and Equity Center in the 2024-2025 academic year.

Equity Lens in Course Materials and Teaching Methods: The Office of Instruction implemented a strategy where faculty critically assess their course materials and teaching methods through an equity lens, particularly focusing on addressing barriers for Hispanic/Latinx and Black/African American students.

Structured Student Support Approach: The college developed a structured approach to meet with students consistently from enrollment to graduation/transfer, aligning with Crafton's Career and Academic Pathways.

Data-Informed Decision Making: The college regularly reviews disaggregated data to evaluate progress, inform improvement plans, and address disparities in student outcomes. This includes using tools like Progress Surveys and early alert flags to provide timely support to students.

Improved SAO/SLO Process: Crafton Hills College developed a new tool and process for collecting Service Area Outcomes (SAOs) data, aligning with the Outcome Cloud platform used for student learning outcomes (SLO) data. The college also established SAO coaches and revised program review reporting requirements to integrate and streamline SAO/SLO efforts.

Equity-Focused Professional Development: The college increased Diversity, Equity, and Inclusion (DEI) training for faculty and staff, ensuring a focus on supporting equitable student success.

Effective Decision-Making Structures: Crafton Hills College's decision-making practices involve shared governance committees and feedback mechanisms from various senates and committees, reflecting effective institutional decision-making.

Overall, Crafton Hills College's actions demonstrate a comprehensive commitment to continuous improvement, transformation, and addressing equity gaps, aligning with the 2024 ACCJC Accreditation Standards across various areas of institutional effectiveness and student success.

The Student Equity and Achievement Committee (SEAC) at Crafton Hills College reviewed the disaggregated institutional set standards achievement outcomes on February 5, 2024 (C3.1 SEAC Minutes for 2-5-24).

C. Reflections on Assessments of Student Learning
Provide a brief response to each question below, referring to Standards 1.3, 2.1, 2.2, and 2.9 for additional context. You may insert graphs, charts, or other similar visuals as needed to support your narrative. Suggested length for Section C (not counting any visuals) is 3 pages.

1. **Review the results of learning outcomes assessment. Describe any patterns or trends related to attainment of learning outcomes observable in these data that may be relevant as you implement improvements and innovations in the design and delivery of academic programs?**

The college has regularly scheduled campuswide sensemaking sessions during in-service to interpret and reflect on student learning outcomes (SLO) data, particularly between Fall 2021 and Fall 2022. During that span, the college's faculty reviewed and interpreted SLO data that was disaggregated by various course characteristics, including by length of course (i.e., full-term or short-term) and instructional modality (i.e., asynchronous, synchronous, face-to-face, hybrid; see C1.1). Campuswide findings at the time indicated no difference in the percentage of students adequately achieving their SLOs between full-term courses (17+ weeks) and short-term courses (fewer than 17 weeks); however, synchronous courses did show a small advantage over asynchronous courses (C1.1). Faculty members were specifically tasked with examining these data in reference to their courses/disciplines and using the findings as a basis for the identification of strategies to mitigate or eliminate student learning gaps by course length and/or modality (C1.2). More recently, all full-time faculty members reviewed SLO data disaggregated by institutional learning outcome (ILO) and general education outcome (GEO) with the aim of identifying campuswide patterns in campuswide evidence, both with respect to quantitative and qualitative data (C1.3). A total of 16 faculty groups examined evidence for all of the college's ILOs and GEOs. Findings stemming from this work revealed that 75% of the faculty groups (12 out of the 16 groups) reported that the evidence that they reviewed indicated that students acquired the knowledge and skills associated with the ILO or GEO (C1.3 (in-service analysis of proposed actions). A subsequent analysis of qualitative evidence stemming from the proposed actions offered by faculty entering data into the SLO Cloud pointed to a host of opportunities concerning how the college could better support student learning and classroom instruction, including opportunities to help both students and faculty adapt to online learning environments, and opportunities to better integrate ILOs/GEOs across a greater spectrum of disciplines (C1.4). This work resulted in revisions to the campuswide plan—the ILO/GEO Plan (C1.5)—designed to more intentionally acknowledge the specific actions the college needed to take to better support student learning. The three goals of the plan are: (a) Improve the outcomes assessment process campuswide, (b) effectively implement institutional learning outcomes (ILOs), and (c) effectively implement general education outcomes (GEOs). The specific actions codified in the plan include creating opportunities for faculty to discuss what critical thinking means for students across disciplines, offering faculty workshops allowing them to better align class assignments to student learning outcomes, collaborating with faculty in offering students the opportunity to hold mock job interviews, and exploring how to better incorporate new technology into the classroom (C1.5).

[Insert narrative response (and visuals, if appropriate).]

2. **How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?**

As mentioned earlier, the college regularly disaggregates SLO data by course characteristics, namely course length and instructional modality (see C1.1). However, as of the Fall 2022 semester, faculty have had the option to enter data into the SLO Cloud at a student-level, consistent with the Institutional Assessment Plan approved in Spring 2020 (C2.1). The entry of student-level SLO data remained in a pilot phase between Fall 2022 and Fall 2023 to allow for the college to gather and

respond to input from faculty concerning the user interface and overall user experience. Nevertheless, the college has recorded student-level data from 33 course sections representing 19 distinct courses during the course of the pilot phase, including data from disciplines such and math, English, and American Sign Language. Given the availability of student-level data, the college has since obtained initial findings concerning disaggregated SLO data by ethnicity and gender. Campuswide findings revealed a significant difference between White and Black/African American students with respect to SLO scores on the institution's four-point rubric. More specifically, findings indicated that White students achieved a significantly higher average score (*Mean* =
2.6) than did Black/African American students (*Mean* = 1.9; C2.2). The findings also indicated that White students achieved higher SLO scores (Mean = 2.6) than did Hispanic/Latinx students (Mean = 2.3), though this difference was not found to be practically significant (C2.2). The college also compared males (*Mean* = 2.3) and females (*Mean* = 2.4) and did not find the difference to be statistically meaningful (C2.2). The ethnicity-based findings are in line with other data findings showing the need to better support our Black/African American and Hispanic/Latinx student populations. In light of the college's Student Equity Plan being focused specifically on better supporting Black/African American and Hispanic/Latinx students, and its long-standing partnership with the USC Race & Equity Center, the college is well-positioned to support these racially minoritized student populations.

[Insert narrative response (and visuals, if appropriate).]

3. **What actions has your institution taken/is your institution taking in response to the patterns and trends discussed above? How will you monitor the results of these actions in order to inform future improvements and innovations in support of equitable student learning?**

As of Spring 2024, the college, with the Academic Senate's endorsement (C3.1 AS Minutes), will move forward with reconfiguring the SLO Cloud to only allow the submission of SLO data at the student-level. This will result in a significant increase in the data volume. The college is also in the process of developing a data dashboard that will allow faculty to review disaggregated student-level data that are specific to the courses that they teach—a dashboard that is scheduled to be available in the Fall 2024 semester. Combined with the fact that over 40% of full-time faculty have completed comprehensive training offered by the USC Race & Equity Center, the continued partnership with the center for the foreseeable future, and the role that the college's Professional Development Committee plays in supporting faculty with this work, we believe that will make significant progress towards eliminating the aforementioned equity gaps. The college has multiple avenues by which to monitor its progress towards eliminating any observed equity gaps. As noted earlier, one method is by integrating the use of the forthcoming dashboard into the training offered by the USC Race & Equity Center. Many of the strategies that already comprise the center's curriculum are designed to eliminate equity gaps as it relates to both student achievement metrics (e.g., course success rates) and student learning outcomes. Another avenue by which the college will monitor its progress is via the regular review of its educational master plan, which contains a host of objectives centered on eliminating gaps in student learning and achievement (C3.2). The college reviews the progress on its educational master plan at least once per month during the academic year with its Educational Master Plan Committee and shares its findings with the district's board of trustees. Moreover, the college's program review process is such that programs are required to disaggregate their data (including their SLO data), identify potential equity gaps, and propose plans for addressing any observed gaps (C3.3 PPR Rubric). The college supports these efforts with the help of assigned program review coaches and/or researchers (C3.4 PPR Handbook). Lastly, the college will continue using the aforementioned ILO/GEO Plan (C1.5)

to document its progress towards implementing various planned strategies and to document the actions it has taken (and plans to take) to address observed patterns in the disaggregated data.

[Insert narrative response (and visuals, if appropriate).]

D. Looking Ahead to the Next Self-Evaluation and Comprehensive Review

Provide a brief response to the question below. Suggested length for Section D is 2 pages.

Your institution will begin its next comprehensive self-evaluation in 1-2 years. What opportunities, changes, or other internal or external factors do you see on the horizon that are likely to affect the context of your self-evaluation and/or comprehensive peer review?

Crafton Hills College is currently using Cascade to track and facilitate the implementation of its Educational Master Plan. When the Educational Master Planning Committee (EMPC) meets, the Committee is reviewing its programs on the EMP objectives and updating its progress on achieving the objectives (i.e. key results) in the EMP (D.1, D.2, D.3, EMPC Minutes 1, 2, and 3). Specifically, the committee reviews each measurable outcome for each of the five Strategic Directions and identifies the progress that the College has made on achieving its outcomes (D.4, D.5, D.6, D.7, D.8 Copies of Gios five Google Docs).

Strategic Direction 2 of Crafton's Educational Master Plan is to engage in practices that prioritize and promote inclusivity, equity, anti-racism, and human sustainability (D.9 EMP). Key Result 2.2.4 seeks to prioritize the implementation of activities in the college's equity plan to better support Black/African American and Hispanic/Latinx students.

Throughout Crafton's mid-term report any reader will see that Crafton is specifically seeking to address diversity, equity, and inclusion. In January 2024, the college's Student Equity and Achievement (SEA) Committee agreed to explore the prospect of using Cascade, our district's tool for documenting its progress towards meeting board and college goals, to assess the college's progress towards realizing the various objectives outlined in its Equity Plan (D.10 SEAC January 24 minutes, D.11 Equity Plan) The regular and effective use of Cascade will result in more intentional (and consistent) discussion about how our college can better support its minoritized populations, particularly Black/African and Hispanic/Latinx students. This approach will dramatically impact Crafton's work in the next two years and will impact Crafton's self-evaluation.

As illustrated in areas A – D in Crafton's ACCJC Mid-Term report, Crafton is dedicated to fostering race-consciousness and equity in the classroom through comprehensive professional development integrated into the faculty evaluation process that empowers instructors with the tools and awareness necessary to create inclusive learning environments that address systemic disparities. For example, the utilization of disaggregated student equity data as a component of faculty evaluation, which encourages faculty to reflect on and confront inequities head-on and adjust their practices to better support marginalized student populations (D.11 Examples of Data provided to faculty). Additionally, the college encourages faculty members to review and adopt the syllabus and classroom strategies from the USC Equity-Minded Syllabus Review (D.12 Copy of the syllabus guide from USC).

To better support the aforementioned efforts, the Office of Institutional Effectiveness, Research & Planning (OIERP) has partnered with a third-party vendor to create a corresponding data dashboard allowing all faculty – including both full-time and part-time faculty – the opportunity to critically examine their specific section data by ethnicity, gender, and age. This opportunity and access to specific instructor data made available to only the instructor who is teaching the course will have a dramatic impact on Crafton's efforts to remove disproportionate impact as well as on Crafton's self-evaluation in two years. In addition to the disaggregated course success and roster data, Crafton is also supporting a third cohort of thirty instructors to go through the USC Race and Equity training.

An external factor that will impact Crafton's self-evaluation in two years will be the implement of California General Education Transfer Curriculum (Cal-GETC). Cal-GETC was passed in California in 2021 and created a single set of classes that act as a pathway to increase transfers from California Community Colleges (CCC), for both CSU and UCs. Cal-GETC goes into effect in Fall 2025.

Cal-GETC would reduce GE in the CSU by five credits and does not include CSU Area E requirement, Lifelong Learning and Self-Development. In addition, the UC Language Other than English (LOTE) requirement will be removed and no longer listed as a GE area. As a result of both of these changes, languages other than English, kinesiology, and health courses will no longer be a requirement to transfer to CSU and UC colleges. Crafton is currently working on approaches to address.