2025 Annual Report
General Instructions and Survey Questions

This document provides assistance with the ACCJC 2024 Annual Report. The final version of the report will be submitted online, but the questions are included below for reference and to assist with data collection. The 2024-2025 Annual Report is due no later than **April 11, 2025**.

ACCJC Support Contacts:
For technical support: Tom Lane (tlane@accjc.org)
For all other questions: Melynie Schiel (mschiel@accjc.org)

Background: About the ACCJC Annual Report
In accordance with federal regulations and the Commission *Policy on Monitoring Institutional Performance*, ACCJC applies a set of annual monitoring and evaluation approaches to assess member institutions' strengths, stability, and ongoing alignment with the Standards during the course of the accreditation review cycle. The Annual Report (AR) is one of the tools used for this process. Using institutions' self-reported data, the ACCJC Annual Report collects headcount information to monitor institutional growth (including growth in distance and correspondence education) and institution-set standards for key indicators of student achievement, licensure exam pass rates, and job placement rates.

Overview of the 2025 Annual Report Survey
There were no major changes to the Annual Report questions for the 2025 survey. However, ACCJC staff added a question for institutions who have been approved for direct assessment programs. Institutions should complete this section once they have implemented their programs. ACCJC continues to use the same survey tool implemented in 2023 to improve usability and streamline the data collection and review processes.

Accessing, Completing, and Submitting the 2025 Annual Report Survey
Institutions submit the Annual Report electronically via an online survey. Instructions for accessing the survey are provided to each institution's Accreditation Liaison Officer (ALO) via email, usually in early February. Please contact Tom Lane (tlane@accjc.org) if you have questions about accessing the survey.

The 2025 Annual Report collects data for the three-year period that includes 2021-22, 2022-23, and 2023-24 (unless otherwise noted). Additional information and data definitions are provided in the instruction text where relevant. All questions in the survey are required, unless otherwise noted. If a question is not applicable, please enter **N/A.**

Answers are saved automatically when a page is completed. You can access and revise the online survey as many times as needed prior to submission. On the page with the Section Navigator, please click the 'Answer' button to start a section. Please note that as you try to proceed to the next page of the survey without completing each section, a warning will generate letting you know which sections remain incomplete.

To submit a final copy, follow the instructions in the Final Step page of the online survey. When the survey has

been submitted, the College ALO and the individual completing the survey (if different) will receive email confirmation of submission and a copy of the survey responses. ACCJC will forward a final PDF copy of the Annual Report to the ALO and CEO for final review (and adjustment, if needed). If no corrections or adjustments are needed, the PDF copy will stand as the final, certified copy of the Annual Report.

2025 Annual Report Survey

General Information

1. Confirm college name:	
2. Name of individual preparing report:	
3. Phone number of person preparing report:	
4. E-mail of person preparing report:	

Enrollment Data: Unduplicated Headcount Enrollment

5. Total unduplicated headcount enrollment for last three years:

In previous years I used the Datamart to generate these numbers. However, in looking at Question 7 and the need to identify credit degree applicable students and the need to identify DE students as well. It makes more sense to use Informer. I used the following informer report to identify the unduplicated students who earned a GOR or were enrolled in a non-credit course: KW – Completion, Success, and Enrollments.

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

> 2021-22: 7699   2022-23: 7972   2023-24: 9362

5a. Year-to-Year Increase/Decrease:

	2021-22	2022-23	2023-24
% Change from Prior Year:	*(n/a)*	*3.5%*	*17.5%*

5b. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Enrollment Data: Degree-applicable Enrollment (Credit Courses Only)

Number 6 below: Looked at CreditType equal to "DEGRE" for the summer, fall, and spring term in the 2020-2021 academic year. I used the following informer report to identify the unduplicated students who earned a GOR in degree applicable course: KW – Completion, Success, and Enrollments.

6. Total unduplicated headcount enrollment in degree applicable credit courses for last three years:

    2021-22: 7307   2022-23: 7395   2023-24: 9102

6a. Year-to-Year Increase/Decrease:

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	1.2%	23.1%

6b. Please list any individual degree-applicable credit program which has experienced an increase or decrease of 50% or more in the last year. (Enter **N/A** if this does not apply to your institution.)

> *Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.*

Enrollment Data: Distance Education

7. Do you offer Distance Education?

Yes	No

If you answered no, skip to question 8.

7a. Total unduplicated headcount enrollment in distance education in the last three years:

> *Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.*

    2021-22: 7133   2022-23: 5461   2023-24: 6123

7b. Year-to-Year Increase/Decrease:

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	-23%	12.1%

7c. If your institution experienced a one-year increase (or decrease) in total distance education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

7d. Total unduplicated **degree-applicable** headcount enrollment in distance education in the last three years:

THIS APPEARS TO BE NEW in 2025. USE same methodology above for degree-applicable courses.

Looked at CreditType equal to "DEGRE" for the summer, fall, and spring term in the 2020-2021 academic year. I used the following informer report to identify the unduplicated students who earned a GOR in degree applicable 100% online courses: KW – Completion, Success, and Enrollments.

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

2021-22: 6351   2022-23: 5110   2023-2024: 5848

7e. Year-to-Year Increase/Decrease:

	2021-22	2022-23	2023-24
% Change from Prior Year:	(n/a)	-19.5%	14.4%

7f. If your institution experienced a one-year increase (or decrease) in enrollment of more than 50% in **degree applicable** distance education courses in a single year, please explain below. Enter N/A if this does not apply.

This is a new question in 2025. Distance education course is defined as 100% online. Identified the students who took a degree applicable 100% online course and earned a GOR. Divided the number above in 7d by the number in 5.

7g. % of all students that took at least one **degree applicable** distance education course:

2021-22: 82.5%   2022-23: 64.1%   2023-24: 62.5%

7h. % of all **degree applicable** distance education courses offered online:

This is a new question in 2025. Identified all the number of credit degree applicable courses where a section was offered 100% online. Identified the number of credit degree applicable courses offered and calculated percent of credit degree applicable courses offered as DE.

Year	Unduplicated Degree Applicable Credit Course that was offered Completely Online	Unduplicated Degree Applicable Credit Courses	Percent of Degree Applicable Courses that were offered online
2021-22	259	446	58.1%
2022-23	347	451	76.9%
2023-24	354	468	75.6%

This is the ratio of degree applicable courses offered via distance education divided by the total number of degree applicable courses offered. <mark>*This is not a count of sections.*</mark> *A course is counted in the numerator if there were any courses offered via distance education.*

2021-22: 58.1%   2022-23: 76.9%   2023-24: 75.6%

Enrollment Data: Correspondence Education

8.   Do you offer Correspondence Education?

Yes	No

If you answered no, skip to question 9.

8a. Total unduplicated headcount enrollment in correspondence education in the last three years:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 7, above).

2021-22:   2022-23:   2023-24:

8b. Year-to-Year Increase/Decrease:

	2021-22	2022-23	2023-24
% Change from Prior Year:	*(n/a)*	*(auto-calculated)*	*(auto-calculated)*

8c. If your institution experienced a one-year increase (or decrease) in correspondence education enrollment of more than 50% in a single year, please explain below. Enter N/A if this does not apply.

Student Achievement Data

9a. Does your institution participate in Title IV funding? | Yes | No |

*If yes, complete questions 9b – 9c. If no, skip to question 10a.

9b. List the current Graduation Rate per the US Education Department College Scorecard. **35%**

> *The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institution's name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."*

This is a new question in 2025. **31%**

9c. List the current Transfer Rate per the US Education Department College Scorecard. ((add box))

> *The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. After entering your institution's name in the search box to find the current graduation rate, scroll to the Graduation & Retention drop-down. After you expand the section, you will see the % of students that transferred out. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who transferred to another institution within 8 years of entering this school for the first time."*

This is phrased differently in 2025. Crafton is a Title IV Institution so we do not need to answer. In the past we have answered this question, but I don't think we have to this year. Need to check this out.

10a. (Non Title IV institutions only) Please select the resource used by your college below for review of student achievement data.

- ○ Student Achievement Measure (SAM)
- ○ Voluntary Framework of Accountability (AACC)
- ○ College established dashboard
- ○ Other (please specify)
- ○ N/A

10b. (Non Title IV institutions only) Please provide your most recent calculated the 6-year graduation rate. For example, the 2016-2017 first time student cohort (full time and part time) that **completed an award** at your institution by the end of the 2022-2023 academic year. %

10c. (Non Title IV institutions only) Please provide your most recent calculated the 6-year transfer rate. For example, the 2016-2017 first time student cohort (full time and part time) that transferred to another institution and did not complete an award by the end of the 2022-2023 academic year. %

11a Please provide a link to the exact page on your institution's website that displays its most recent publication of disaggregated student achievement data:

ACCJC will include a link to this page in your institution's entry in the [ACCJC Directory of Accredited Institutions](#). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standards 1.1, 1.3, 1.5, and 2.9.

Crafton reported the following link last year: <mark>https://www.craftonhills.edu/about-chc/research-and-planning/borg-data-cubes</mark>. However, I am working on the following with research and hope to post this link this year: https://www.craftonhills.edu/about-chc/research-and-planning/explore-campus-insights/index.php.

11b Please review and score your institution's website on the *[Rubric for Effective Institutional Outcome Transparency.](#)*

This is new in 2025. If we have the new data page our score on the rubric should be pretty good. If we have the old, not so good. Need to review story page and rubric in IEAOC and score there. Link to the rubric does not appear to be working. <mark>Is there an active link for the Rubric for Effective Institutional Outcome Transparency? Does not appear to be working.</mark> Link works in the survey. I added it above. <mark>There is only a place for one score. Are we supposed to total the score and provide that?</mark> Yes, we add up the total score. I asked during webinar for answer.

The Rubric for Effective Institutional Outcome Transparency provides a mechanism for institutions to review and self-score their publicly available student achievement data story. As part of the Annual Report submission process, institutions are asked to evaluate their Institutional Outcome Transparency according to the criteria presented in this rubric.

Score: <u>18</u>

Reflecting on your score above, describe how your college is supporting continual improvement and innovation in alignment with the ACCJC Standards and guidelines for data transparency on your institution's public website?

> 100 word response
>
> A team from Crafton Hills College (CHC) attending the training on developing the story telling publication of disaggregated student achievement data. Based on the information learned at this training, CHC developed a website using the provided Effective Institutional Outcome Transparency rubric. Crafton's Institutional Effectiveness, Accreditation, and Outcomes Committee reviewed the website and scored the first two dashboards as twos for each dashboard. An additional four dashboards are in the process of being developed. With the current website the correct rubric score might be 8.

Institution-Set Standards: Course Completion

For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 18.

2025 webinar: ACCJC wants institutions to focus on if meeting / exceeding standards that need to adjust. Crafton is really good about reviewing annually and adjusting if needed for continuous quality improvement.

	2021-22	2022-23	2023-24
12a. List your Institution-Set Standard (floor) for successful student course completion rate:	63.6%	63.6%	63.6%
12b. List your stretch goal (aspirational) for successful student course completion rate:	76.7%	76.7%	76.7%
12c. List the actual successful student course completion rate:	73.2%	74.9%	75.6%

Institution-Set Standards: Certificates

13. Does your college offer Certificates for 16 or more units/credits? *If you answered no, skip to question 14.*

Yes	No

For the purposes of the Annual Report, report only certificate awards for 16 or more units.

13a. Type of Institute-set standard for certificates: (Please select one option from the menu):
- ○ Number of certificates
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2021-22	2022-23	2023-24
13b. List your Institution-Set Standard (floor) for certificates:	204	204	204
13c. List your stretch goal (aspirational) for certificates:	497	497	497
13d. List actual number or percentage of certificates:	464	552	324

Institution-Set Standards: Associate Degrees

14. Type of Institute-set standard for associate degrees: (Please select one option from the menu):
- ○ Number of degrees
- ○ Percent of headcount
- ○ Number-other
- ○ Percent-other

If Number-other or Percent-other, please describe:

	2021-22	2022-23	2023-24
14a. List your Institution-Set Standard (floor) for associate degrees:	710	710	710
14b. List your stretch goal (aspirational) for associate degrees:	896	896	896
14c. List actual number or percentage of associate degrees:	782	844	471

Institution-Set Standards: Baccalaureate Degrees

15. Does your college offer a baccalaureate degree?
    If you answered no, skip to question 16.

Yes	No

15a. Type of Institute-set standard for baccalaureate degrees:
(Please select one option from the menu):

○ <mark>Number of degrees</mark>
○ Percent of headcount
○ Number-other
○ Percent-other

If Number-other or Percent-other, please describe:

	2021-22	2022-23	2023-24
15b. List your Institution-Set Standard (floor) for baccalaureate degrees:	NA	NA	NA
15c. List your stretch goal (aspirational) for baccalaureate degrees:	NA	NA	
15d. List actual number or percentage of baccalaureate degree awards:	NA	NA	

Institution-Set Standards: Direct Assessment Programs

16. Does your college offer a Direct Assessment Program?

Yes	<mark>No</mark>

Direct Assessment is a form of Competency Based Education as discussed in ACCJC's Policy on Competency Based Education. ACCJC has included this section in the Annual Report Survey in anticipation of colleges seeking to implement Competency Based Education programs using the Direct Assessment approach and will be required to report this data upon the delivery of their programs to students. If you answered no, skip to question 17.

16a. Type of Institute-set standard for a Direct Assessment Program:
(Please select one option from the menu):

○ Number of degrees
○ Percent of headcount
○ Number-other
○ Percent-other

If Number-other or Percent-other, please describe:

	2021-22	2022-23	2023-24
16b. List your Institution-Set Standard (floor) for a Direct Assessment Program:			
16c. List your stretch goal (aspirational) for a Direct Assessment Program:			
16d. List actual number or percentage of a Direct Assessment Program:			

Institution-Set Standards: Transfer

(In the past used Vision for success numbers and target here. Need to revise floor with addition of ADTs. Transfer numbers are not being used so used UC, CSU, OOS, and ISP numbers. I think that the Vision for Success numbers were duplicated.) **Gio had just updated the institutional set standards document. In the future this will be updated annually and should match the dashboard. I used the ISS document last year.** 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.

17. Does your college offer Transfer Programs? *If you answered no, skip to question 18.*

	Yes	No
	Yes	No

17a. Type of Institute-set standard for transfers:
(Please select one option from the menu):

○ Number of transfers
○ Percent of headcount
○ Number-other
○ Percent-other

If Number-other or Percent-other, please describe:

	2021-22	2021-2022	2022-23	2023-24
17b. List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:		338	338	338
17c. List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:		558	558	558
17d. List actual number or percentage of students who transfer to a 4-year college/university:		507	474	455

Institution-Set Standards: Licensure Examination Pass Rates

18. Does your college offer programs that require students pass a licensure or similar exam in order to work in the field? *If you answered no, skip to question 19.*

Yes	No

18a. Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

To set the Institution Minimum Standard I used the same methodology as other measures. I used three years here instead of five because the cohorts and data are harder to come by. The minimum standard was calculated by subtracting the standard deviation from the lowest exam passage rate in the previous year. The programs reviewed and approved minimum standards. Some changed the standard.

The stretch goal was set as 100% for the RADTECH and Paramedic, since they have had this as a result, the last three years. To calculate the other two stretch goals, calculated the SD based on last three years and added 1SD to the current year.

Shannon Cundieff is our new Program Director for Rad Tech.

Karl Amparo is over CAN/HHA/Acute Care

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Program	Exam Type (National, State, Other)	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2021-22 Pass Rate (%)	2022-23 Pass Rate (%)	2023-24 Pass Rate (%)		
						# Pass	# Take	% Pass
Respiratory Care/Therapy	National	70.0%	89%	100.0	94	17	19	89.5
Radiologic Technology (Check PPR)	National	78.6%	100%	100.0	71.4	7	8	87.5
Emergency Medical Services (Check PPR)	National	65.0%	88%	88	77	130	199	65.3
Paramedic	National	70.0%	100%	93	100	57	60	95.0
CNA	State	80%	90%	100%	97	59	59	100.0
HHA				NA	NA			
Acute Care				NA	NA			
Phlebotomy	Next Year	NA	NA	NA	NA			

Institution-Set Standards: Employment Rates for Career and Technical Education Students

19   Does your college offer Career and Technical Education Programs? *If you answered no, skip to question 20.*

Yes	No

19a. Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Go to the Chancellor's Office Data on Demand Page or click on the following link: https://misweb.cccco.edu/perkins/main.aspx, https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Default.aspx. Click on Core Indicator Reports and Forms → Click on the most recent report. In this case the 2019-2020 Fiscal year Planning report was the most current. Next, click on Forms and then Form 1 Part F by 4 Digit TOP Code. Select Crafton, each program individually, and View Report. Record the College—all CTE students numbers (Count and Total) and percent (College Performance) for Core Indicator 4 – Employment for each program. Another way to do that is to click on Core Indicator reports and under Trend Reports by Core Indicator, choose Core 4 and they most recent year. Go to page 2. Need to make sure I choose the Job Placement Rate year that corresponds with most recent ACCJC Year in Table below.

For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2022-23 job placement rate will be the number of students who completed the program in 2021-22.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2021-22, you do not need to report a job placement rate for 2022-23. Report only those programs for which reliable data are available.

*If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition – but **please describe your definition and methodology in Question 19.***

Program	Top Code	Institution-Set Standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2021-22 Job Placement Rate (%)	2022-23 Job Placement Rate (%)	2023-24 Job Placement Rate (%)		
						Count	Total	%
Accounting	0502	43.2	75.8	78.6	61.54	23	25	92.0
Business Administration	0505	64	92.3	85.0	96.55	23	29	79.3
Business Management	0506	70	92.3	78.6	83.33	NA	NA	NA
Digital Media	0614	70	80.0	NA	NA	5	6	83.3
Computer and Information SCI, General	0701	70	80.0	NA	NA	5	5	100
Computer Information Systems	0702	70	90.0	NA	100.0	6	8	75.0
Respiratory Care/Therapy	1210	57.2%	79.8	89.3	76.92	13	14	92.9
Radiologic Technology	1225	63.6%	100.0	100.0	100.0	7	7	100.0
Emergency Medical Services	1250	85.4%	99.0	95.7	98.56	131	138	94.9
Paramedic	1251	90.0%	99.0	100.0	97.92	18	18	100.0
Child Development /early Care & Education	1305	49.6%	70	100.0	NA	6	9	66.7

Fire Technology	2133	80.1%	98.2	93.1	96.55	57	60	95.0
Total						294	319	92.2

Other Information

20. Please use the text box below to provide any comments or context regarding the data submitted in this report (optional, no word limit):

Crafton Hills College is offering a Bachelor's Degree Program in Respiratory Care. The first students being awarded a BSRC will be in Spring 2025.

The College did not meet the institutional set standard for the number of Bachelor Degrees awarded. During the pandemic, Crafton experienced dramatic declines in enrollment which appears to be related to the number of degrees earned. Specifically, the number of enrollments appears to be directly related to the number of degrees earned three years later: 1.6% of degrees were earned in 2023-2024 (n = 471) in relation to the enrollments in 2021-2022 (n = 29,225), 2.3% of degrees were earned in 2022-2023 (n = 844) in relation to the enrollments in 2020-2021 (n = 35,280), and 2.1% of degrees were earned in 2019-2020 (n = 782) in relation to the enrollments in 2019-2020 (n = 29,225). Based on the above, the predicted number of degrees that will be earned in 2024-2025 is 590 (2% * 29,502 enrollments in 2022-2023). As a result, Crafton is going to reassess the institutional set standard for degrees.

The questions below are new in 2025. We can have this conversation in IEAOC and get input.

In this Annual Report, ACCJC seeks to gain additional insights from our member institutions. Regarding student achievement data, these questions seek to learn more about how colleges are advancing student achievement, challenges faced, and support needed.

21. Reflecting on your Institution's student achievement(s), what efforts/initiatives/competencies have you found to be fundamental in supporting the recent successes you've observed/reported? Please describe any innovations and improvements along with a brief narrative of how it was achieved.

OPEN TEXT BOX, max 200 words

Crafton Hills College has made notable progress in fostering student achievement through strategic initiatives that emphasize inclusivity, equity, and student success.

A key factor has been the college's efforts to strengthen shared governance, ensuring diverse voices contribute to decision-making. Governance training sessions have increased staff and faculty participation, leading to a more engaged campus community. Additionally, targeted efforts are being made to enhance the representation of traditionally marginalized groups in advisory committees.

To address equity gaps, the college has scaled professional development, with 76% of full-time instructional faculty completing USC Race and Equity training. This has led to a measurable increase in course success rates for Black/African American and Latinx/Hispanic students, reducing disproportionate impact. Faculty now critically assess their teaching strategies, and mentorship programs support students in transfer milestones, contributing to a 44% increase in counselor-approved educational plans.

Innovative programs such as One Book One College have created spaces for dialogue on equity and anti-racism, while wellness initiatives promote a supportive campus culture. The institutionalization of these efforts ensures

sustained progress, positioning Crafton as a leader in student-centered, equity-driven education. Future steps include continued training, expanded mentorship, and strengthened faculty involvement in student success initiatives.

22. What professional development can the Commission coordinate to support your Institution in achieving its student success goals within the next three-year cycle?

OPEN TEXT BOX, max 200 words

To support Crafton Hills College in achieving its student success goals, the Commission can coordinate professional development focused on strengthening shared governance, promoting race-conscious and equity-driven practices, and enhancing student and employee well-being. Training on best practices for increasing participation in shared governance, particularly among classified staff and historically marginalized groups, will help ensure diverse voices shape institutional decision-making. Additionally, expanding race-conscious pedagogy and equity-minded service training—modeled after USC's Race and Equity Center program—will further institutionalize strategies that close equity gaps in course success rates.

Workshops on embedding equity in faculty evaluations, using disaggregated course data, and implementing Open for Anti-Racism (OFAR) methodologies would empower faculty to create more inclusive classrooms. Professional development for non-instructional staff should also continue to integrate DEI strategies into student support services.

Finally, the Commission can help institutionalize well-being initiatives by providing training on holistic student support, mentorship programs for racially minoritized transfer students, and strategies for fostering a campus culture centered on mental health and engagement.

OR

Current professional development is very helpful. No changes at this time.

SUBMISSION INSTRUCTIONS

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