

Crafton Hills College 2024 – 2025 Institution-Set Standards

Institution-Set Standards and Stretch Goals

This section summarizes Crafton Hills College’s institution-set standards, stretch goals, and 2024-2025 outcomes for four accreditation-related measures: successful course completion, certificates, degrees, and transfers. Institution-set standards identify the minimum acceptable level of performance for each measure, while stretch goals identify aspirational outcomes the College seeks to achieve. Institutional Set Standards (ISS) and stretch goals are a requirement of the Accrediting Commission for Community and Junior Colleges (ACCJC). ISSs are the lowest outcome levels which are acceptable to an institution. They are not goals to which the college aspires. Rather, they are the level that marks when the institution is moving into a “danger zone” for a specific outcome area. There is an important distinction between the institution-set standards and the College’s stretch goals. The stretch goals refer to an aspirational goal that the College strives to achieve. The Educational Master Plan and Institutional Effectiveness, Accreditation, and Outcome Committees (IEAOC) annually review the College’s ISSs and stretch goals.

In setting the standards, Crafton worked from the ACCJC guidance that the college should not fall below the number or rate that was set. If the college did fall below this number, then it would focus more energy and resources than normal to increase the College rate. The College has adopted the common approach of calculating a five-year average and using one standard deviation below the average to identify a minimum. This approach was used, because the College felt that a decrease of one standard deviation represented a substantial decrease.

The College has identified the following ISSs and stretch goals.

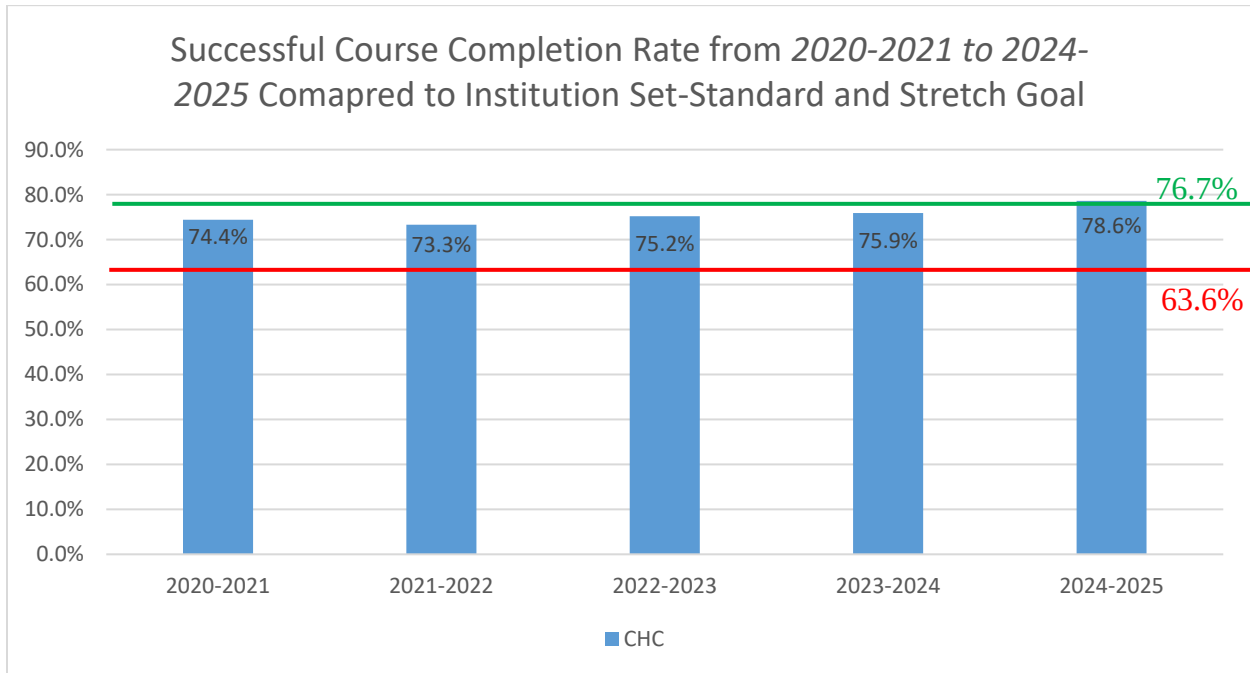
Institution-Set Standards, 2024-2025 Outcomes, and Stretch Goals.

Data Element	Definition	Institution-Set Standard	2024-25 Outcome	Stretch Goal
Course Completion (Success) Rate	The number of students earning a “C” grade or better divided by the number of grades at census multiplied by 100 in the fall semester. Represented as a percent of students successfully completing a course.	63.6%	78.6%	76.7%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	486	497
Degrees	The annual number of students earning AA/AS and AA-T/AS-T degrees.	710	753	896
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, Private, and Out-of-State universities.	338	657	558

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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 73.3% to 78.6%. The 2024-2025 course success rate (78.6%) is the highest course success rate Crafton has ever experienced, and Crafton has exceeded the course success rate stretch goal of 76.7% for the first time. In addition, there has been a consistent increase in the course success rate from 73.3% in 2021-2022 to 78.6% in 2024-2025, an increase of 5.3 percentage points in the last four years.



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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 and Pacific Islanders in 2020-2021. The course success rate among Native American students increased from 52% in 2021-2022 to 68% in 2024-2025. In 2024-2025, disproportionate impact (DI) occurred in course success rate for African American (71%, n = 525) and Hispanic (77%, n = 5,630) students. Four groups experienced DI in 2020-2021 and three in 2024-2025. In the last five years Crafton Hills College has reduced the number of groups experiencing DI from four to three.

Moreover, the African American course success rate statistically significantly ($p < .001$) and substantially ($ES = .15$) increased from 64% in 2020-2021 to 71% in 2024-2025, an increase of seven percentage points. In addition, the Hispanic course success rate statistically significantly ($p < .001$) and substantially ($ES = .09$) increased from 73% in 2023-2024 to 77% in 2024-2025, an increase of four percentage points.

Successful Course Completion Rates by Ethnicity from 2020-2021 to 2024-2025.

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	81%	80%	82%	82%	85%
African American	64%*	65%*	67%*	69%*	71%*
Filipino	82%	80%	83%	80%	78%
Hispanic	71%*	70%*	72%*	73%*	77%*
Native American	61%	52%*	83%	75%	68%*
Pacific Islander	57%*	65%	81%	70%	79%
Two or More Races	74%	76%	78%	75%	81%
Missing	76%	76%	81%	83%	79%
White	80%	78%	80%	81%	81%

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. In 2024-2025, students 19 years old or younger had an increase in their course success rates from 75% in 2023-2024 to 79% in 2024-2025.

Successful Course Completion Rates by Age from 2020-2021 to 2024-2025.

Age	2020-21	2021-22	2022-23	2023-24	2024-25
19 or Younger	73%	70%	73%	75%	79%
20-24 Years Old	74%	74%	77%	76%	79%
25-29 Years Old	76%	77%	77%	77%	79%
30-34 Years Old	77%	75%	76%	75%	77%
35-39 Years Old	79%	77%	76%	72%	73%
40-49 Years Old	81%	84%	80%	78%	79%
50 Years Old or Older	77%	79%	82%	78%	73%
Missing	100%	86%	100%	86%	100%

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

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Success rates have also remained consistent for male and female students, all of which achieved success rates well above the institutional set standard. The course success rates primarily increased for females, 75% in 2023-2024 to 78% in 2024-2025, a three-percentage point increase. Conversely, course success rates remained relative the same for males. No DI has been found by gender in the last five years.

Successful Course Completion Rates by Gender from 2020-2021 to 2024-2025.

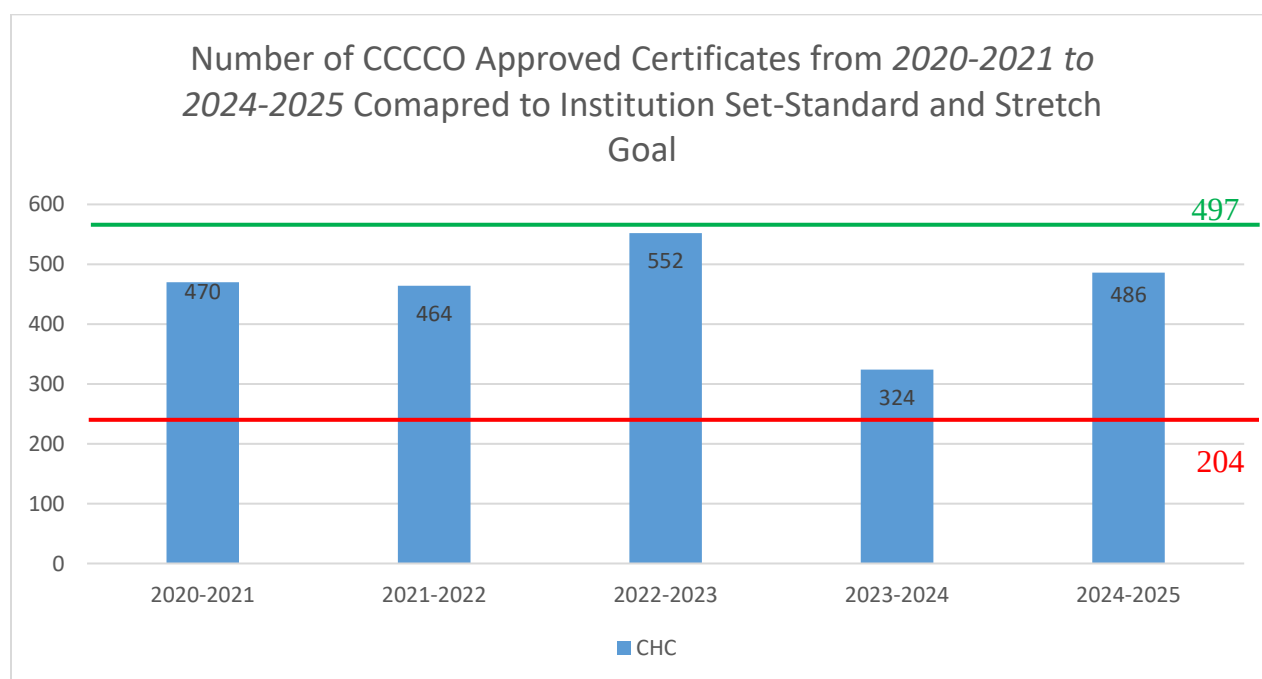
Gender	2020-21	2021-22	2022-23	2023-24	2024-25
Female	74%	73%	75%	75%	78%
Male	75%	74%	75%	78%	79%
Missing	74%	75%	74%	76%	76%

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

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Certificates

Crafton Hills College has an institution-set standard of 204 certificates earned annually for certificates that are 16 units or more. 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 CCCCCO certificates earned by Crafton Hills College students has ranged from 324 to 552. The number of certificates earned in 2019-2020 (497) and 2022-2023 (552) met and exceeded the stretch goal. In 2023-2024, the number of certificates earned that were 16 units or higher decreased from 552 in 2022-2023 to 324 in 2023-2024, a decrease of 228 (41%). The decrease was primarily due to certificates that were 30 units to less than 60 units (548 to 320). However, the number of certificates increased from 324 in 2023-2024 to 486 in 2024-2025, an increase of 50% (n=162). Historical data trends suggest that this is cyclical.



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

Crafton Hills College 2024 – 2025 Institution-Set Standards

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 (37% in 2020-21 and 30% in 2024-25) which is consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2020-2021 to 2024-2025

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	5%	9%	3%	7%	6%
African American	2%	3%	3%	3%	3%
Hispanic	46%	45%	50%	53%	52%
Native American	< 1%		< 1%		
Pacific Islander			< 1%		< 1%
Multiple Races	8%	6%	4%	5%	5%
Caucasian	37%	35%	31%	33%	30%
Missing	2%	1%	8%	< 1%	3%

Source: MIS Data SP and ST files: CCCC 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 2020-2021 to 2024-2025

Age	2020-21	2021-22	2022-23	2023-24	2024-25
19 or Younger	14%	23%	16%	20%	23%
20-24 Years Old	55%	45%	45%	42%	49%
25-29 Years Old	15%	15%	15%	16%	12%
30-34 Years Old	8%	7%	8%	6%	5%
35-39 Years Old	3%	4%	3%	4%	3%
40-49 Years Old	3%	4%	5%	7%	4%
50 Years Old or Older	1%	1%	3%	1%	2%
Missing	1%	2%	7%	4%	3%

Source: MIS Data SP and ST files: CCCC 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 females earning a certificate has consistently declined from 61% in 2020-2021 to 52% in 2024-2025; while the percent of certificates earned by male students has increased from 38% in 2020-2021 to 43% in 2024-2025. However, the current percent of female and male students earning certificates more closely matches the proportion of female and male students at Crafton in 2024-2025.

Percent of Certificates Earned by Gender from 2020-2021 to 2024-2025

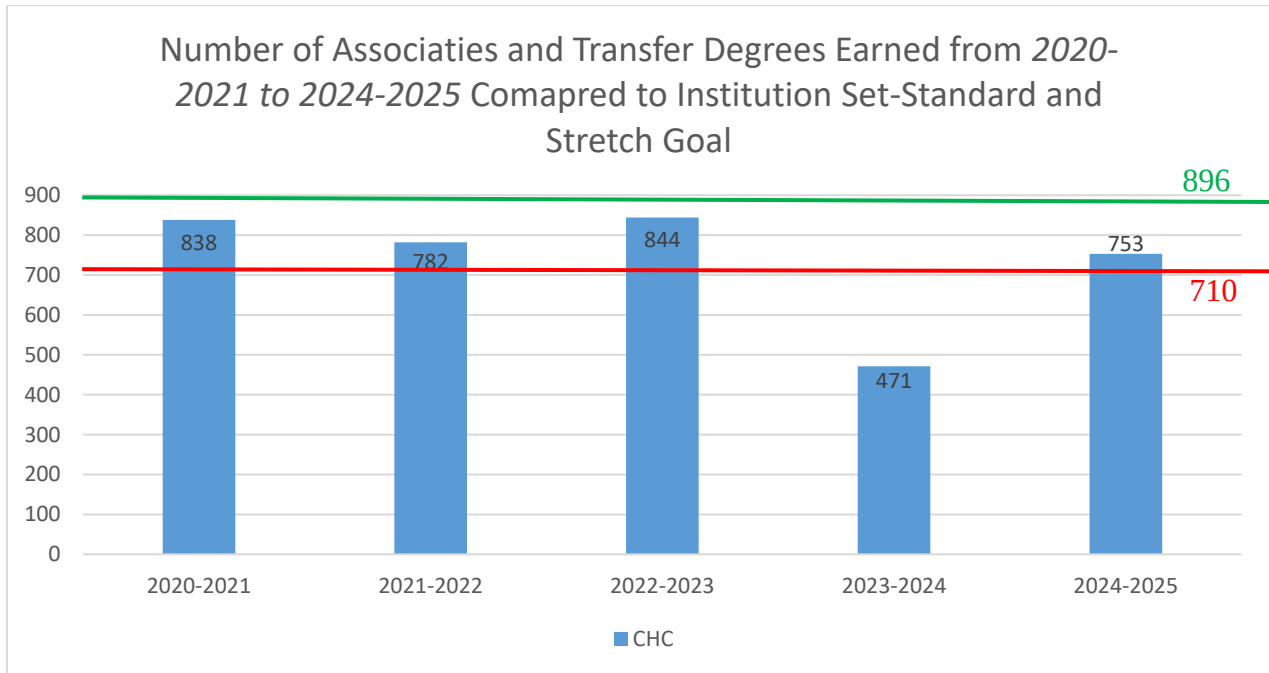
Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Non-Binary					< 1%
Female	61%	65%	51%	52%	52%
Male	38%	35%	42%	47%	43%
Missing	2%	< 1%	7%	1%	5%

Source: MIS Data SP and ST files: CCCC 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.

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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 471 to 838. In 2024-2025 the number of degrees earned increased from 471 in 2023-2024 to 753 in 2024-2025, an increase of 282 (60%).



Source: CCCCO MIS Data Mart: https://datamart.cccco.edu/Outcomes/Program_Awards.aspx.

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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 Hispanic students (51% in 2024-25), which is consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2020-2021 to 2024-2025.

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
Asian	7%	9%	3%	7%	7%
African American	3%	3%	1%	3%	3%
Hispanic	46%	45%	45%	53%	51%
Native American	< 1%	< 1%		< 1%	< 1%
Pacific Islander	< 1%	< 1%		< 1%	< 1%
Multiple Races	6%	6%	5%	4%	4%
Caucasian	35%	35%	35%	33%	30%
Missing	3%	1%	10%		6%

Source: MIS Data SP and ST files: CCCC 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 2020-2021 to 2024-2025

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
19 or Younger	11%	20%	10%	15%	20%
20-24 Years Old	50%	42%	44%	43%	44%
25-29 Years Old	18%	17%	17%	18%	13%
30-34 Years Old	8%	9%	7%	9%	7%
35-39 Years Old	6%	4%	5%	4%	3%
40-49 Years Old	4%	5%	6%	7%	5%
50 Years Old or Older	2%	2%	4%	2%	3%
Missing	2%	3%	8%	5%	5%

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

The degrees earned by gender has fluctuated over the last five years; however, in 2024-2025 it is consistent with the broader student population.

Degrees Earned by Gender from 2020-2021 to 2024-2025

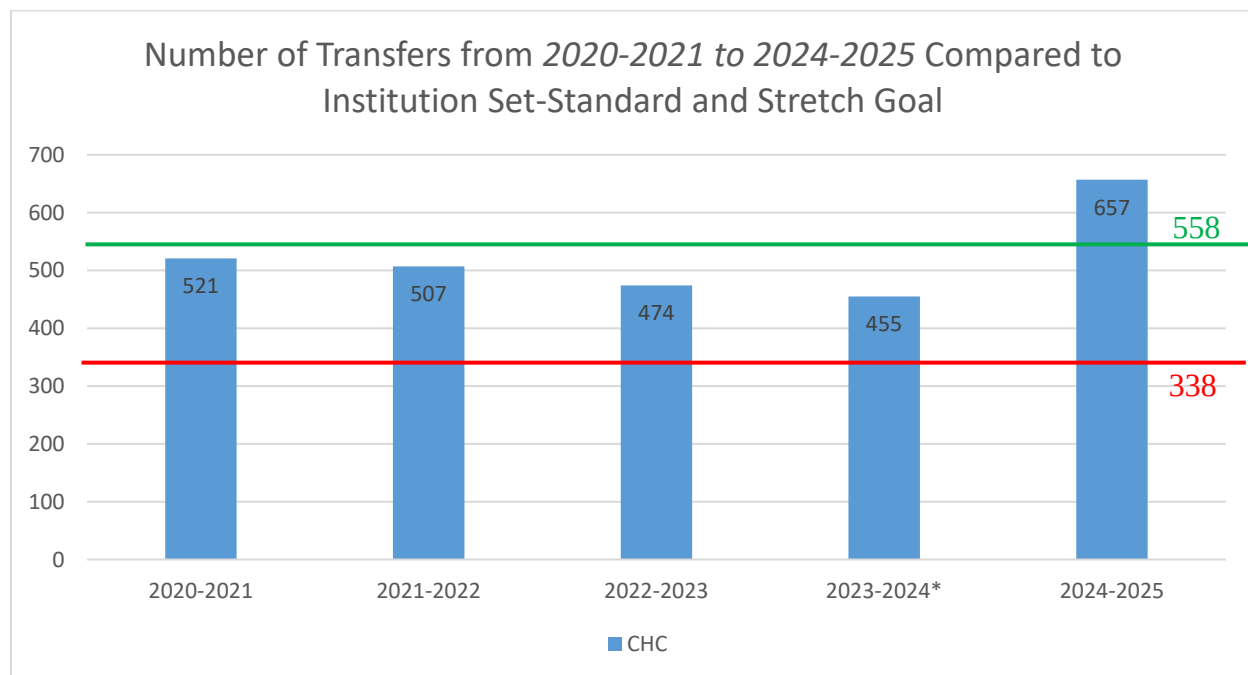
Gender	2020-21	2021-22	2022-23	2023-24	2024-25
Non-binary			< 1%		< 1%
Female	59%	66%	63%	58%	57%
Male	39%	34%	30%	41%	37%
Missing	2%	< 1%	8%	2%	6%

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

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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 657. The number of transfers increased from 455 in 2023-2024 to 657 in 2024-2025, an increase of 44% (n = 202). Crafton has exceeded its stretch goal of 558 for the first time in five years.



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](#).

*As of March 12, 2025, UC includes fall data only.

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. In addition, the percentage of Hispanic students transferring to CSUs has consistently increased in the last four years from 43% in 2020-2021 to 54% in 2024-2025, an increase of 11 percentage points.

Percent of Transfers to CSU Campuses by Ethnicity from 2020-2021 to 2024-2025.

Ethnicity	2020-21	2021-22	2022-23	2023-24	2024-25
African American	2%	3%	2%	5%	3%
Asian	7%	6%	7%	6%	5%
Caucasian	37%	34%	38%	28%	30%
Hispanic	43%	45%	46%	51%	54%
Multiple Races	5%	6%	3%	6%	4%
Native American	<1%	<1%	0%		
Missing	5%	6%	5%	4%	4%

Source: [2018-2019 to 2024-2025 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#).

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The transfers to CSU campuses have remained consistent across gender groups from 2020-21 to 2024-25. 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 2020-2021 to 2024-2025.

Gender	2020-21	2021-22	2022-23	2023-24	2024-25
Female	60%	50%	59%	53%	56%
Male	40%	50%	41%	47%	44%

Source: [2018-2019 to 2024-2025 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#).