

## **Institution-Set Standards**

The institution-set standards are reviewed annually by the Institutional Effectiveness, Accreditation, and Outcomes Committee and were developed at Crafton Hills College in 2013. 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. At the time, the College 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. There is an important distinction between the institution-set standards and the College's stretch goals. The Educational Master Plan Committee annually reviews the College's stretch goals, which are separate from the institution-set standards.

The College has identified the following institution-set standards: 63.6% for successful course completion, 204 certificate completions annually, 250 degree completions annually, and 163 transfers annually.

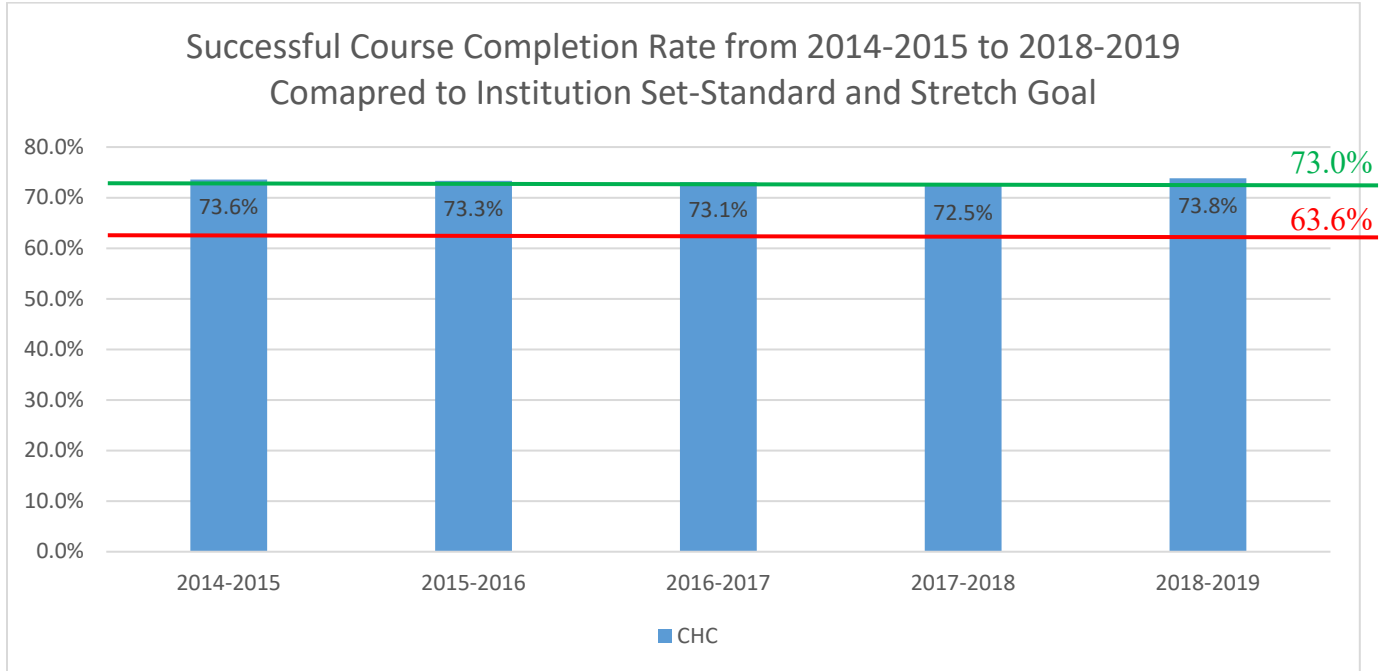
*Institution-Set Standards and the 2018-2019 Measure for Successful Course Completion, the Number of Certificates and Degree Completions, and the Number of Transfers for 2018-2019.*

<b>Data Element</b>	<b>Definition</b>	<b>Institution-Set Standard</b>	<b>2018-2019 Outcome</b>
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%	73.8%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	296
Degrees	The annual number of students earning AA/AS degrees. This excludes transfer degrees.	250	472
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, Private, and Out-of-State universities.	163	497

## **Successful Course Completion**

Crafton Hills College has an institution-set standard of 63.6% for the successful course completion rate. The stretch goal is 73%. The institution-set standard and the stretch goal were set based on the fall successful course completion rate. This was the first year in which the ACCJC Annual Report requested the successful course completion rate as annual number, and not the fall number. Accordingly, the rate increase because summer was included, which tends to have a course completion rates. The Institutional Effectiveness, Outcomes, and Assessment Committee will be reviewing the institution-set standards and stretch goals to adjust for this change. When examining the fall course success rates the College has not been able to sustain the 73% target for

more than one semester. In the five years the annual successful course completion rate has ranged from 72.5% to 73.8%.



Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except with respect to African American students. The success rate observed among African American students has declined from a five-year peak of 70% in 2016-17 to 62% in 2018-2019. These findings have spurred college action, particularly with respect to the enhanced efforts towards identifying the potential reasons underlying this achievement gap (see standard I.B.3).

*Successful Course Completion Rates by Ethnicity from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	67%	66%	70%	66%	62%
Asian	79%	80%	79%	79%	80%
Caucasian	77%	77%	77%	76%	78%
Hispanic	70%	70%	69%	70%	71%
Multiple Races	76%	73%	73%	72%	76%
Native American	76%	78%	68%	53%	68%
Unknown	69%	84%	80%	77%	86%

Success rates have also remained consistent across age groups, all of which achieved success rates well above the institutional set standard. Consistent with past findings, older students generally achieved higher course success rates than younger students.

*Successful Course Completion Rates by Age from 2014-2015 to 2018-2019.*

<b>Age</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Younger	72%	72%	71%	71%	72%
20-24 Years Old	73%	73%	72%	72%	74%

25-29 Years Old	76%	75%	75%	74%	75%
30-34 Years Old	78%	76%	77%	78%	78%
35-39 Years Old	78%	80%	80%	77%	79%
40-49 Years Old	83%	81%	79%	80%	77%
50 Years Old or Older	78%	78%	73%	75%	80%
Unknown	100%	100%	100%	n/a	n/a

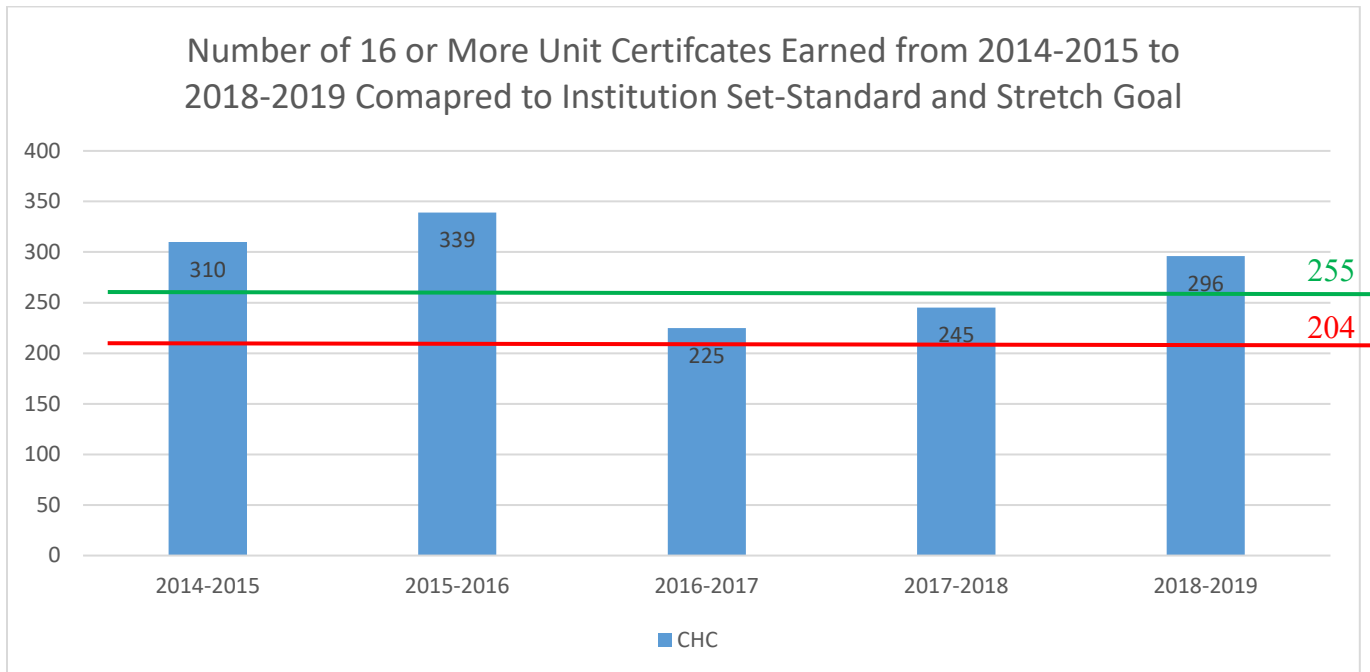
Success rates have also remained consistent for male and female students, all of which achieved success rates well above the institutional set standard. In fact, the success rates across both gender groups remained similar across the five-year period between 2014-15 and 2018-19. The course success rates of students for whom no gender is recorded has varied from year-to-year, largely due to the small numbers of students per year (ranging from zero to eight).

*Successful Course Completion Rates by Gender from 2014-2015 to 2018-2019.*

<b>Gender</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Male	73%	73%	73%	72%	74%
Female	75%	74%	74%	73%	74%
Unknown	67%	75%	78%	59%	71%

**Certificates**

Crafton Hills College has an institution-set standard of 204 certificates earned annually. The stretch goal is 255. The institution-set standard and the stretch goal are based on the annual number of 16 or more unit certificates earned. In the last five years the number of annual 16 or more unit certificates earned has ranged from 225 to 339 certificates. Crafton has not been able to sustain meeting the stretch goal of 255; however, in the last three years the number of certificates earned has increased from 225 in 2016-2017 to 296 in 2018-2019.



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 (48% in 2014-15 and 39% in 2018-19) and the increasing percentage of certificates earned by Hispanic students (36% in 2014-15 and 47% in 2018-19), both of which are consistent with the broader changes in the corresponding student populations.

*Percent of Certificates Earned by Ethnicity from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	5%	2%	3%	4%	3%
Asian	7%	8%	8%	7%	9%
Caucasian	48%	47%	44%	43%	39%
Hispanic	36%	41%	44%	45%	47%
Multiple Races	0%	0%	0%	0%	0%
Native American	0%	1%	1%	1%	1%
Unknown	1%	2%	< 1%	0%	0%

The certificates earned by student age group indicate that, on average, student earning a certificate were between the ages of 20 and 29 years of age, consistent with broader student population. However, the percentage of students between 20 and 24 earning a certificate has increased over time (increasing from 37% in 2015-16 to 58% in 2018-19), and the percentage of students between the ages of 25 and 29 years of age earning a certificate has decreased (from 49% in 2014-15 to 22% in 2018-19).

*Percent of Certificates Earned by Age from 2014-2015 to 2018-2019.*

<b>Age</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Younger	0%	0	<1%	0%	5%
20-24 Years Old	0%	37%	47%	55%	58%
25-29 Years Old	49%	38%	32%	27%	22%
30-34 Years Old	31%	14%	10%	10%	7%
35-39 Years Old	9%	6%	5%	4%	5%
40-49 Years Old	7%	2%	4%	3%	1%
50 Years Old or Older	4%	2%	2%	2%	3%
Unknown	0%	0%	0%	0%	0%

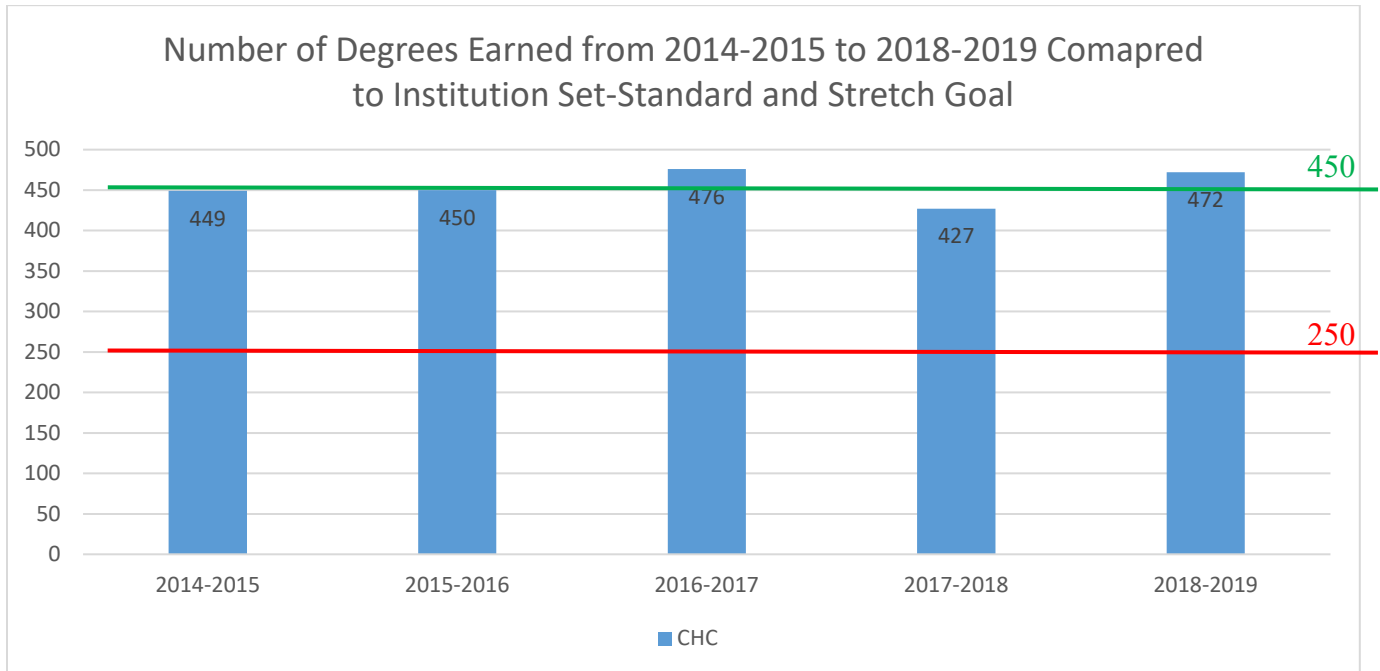
The certificates earned by gender has changed by 3-4 percentage points since 2015-16. Specifically, the percentage of males earning a certificate has declined from 53% in 2015-16 to 49% in 2018-19, and the percentage of female students earning a certificate has increased from 48% in 2015-16 to 51% in 2018-19. All of these findings are, of course, in sharp contrast to those reported the 2014-15 academic year.

*Percent of Certificates Earned by Gender from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Male	87%	53%	48%	43%	49%
Female	13%	48%	51%	57%	51%
Unknown	0%	0%	< 1%	0%	0%

## Degrees

Crafton Hills College has an institution-set standard of 250 AA/AS degrees earned annually. The stretch goal is 450. The institution-set standard and the stretch goal are based on the annual number of AA/AS degrees earned. In the last five years the number of annual degrees earned has ranged from 427 to 476 degrees. Crafton has not been able to sustain meeting the stretch goal of 450 for more than two consecutive years; however, in the last two years the number of degrees earned has increased from 427 in 2017-2018 to 472 in 2018-2019.



As is the case with certificate attainment, the AA/AS 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 declining percentage of degrees earned by Caucasian students (50% in 2014-15 and 39% in 2018-19) and the increasing percentage of degrees earned by Hispanic students (38% in 2014-15 and 45% in 2018-19), both of which are consistent with the broader changes in the corresponding student populations.

### *Percent of Degrees Earned by Ethnicity from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
African American	3%	6%	5%	4%	6%
Asian	7%	7%	9%	9%	8%
Caucasian	50%	44%	46%	42%	39%
Hispanic	38%	41%	37%	43%	45%
Multiple Races	0%	0%	0%	0%	0%
Native American	1%	2%	1%	1%	2%
Unknown	0%	0%	1%	1%	<1%

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

However, the percentage of students between 20 and 24 earning a degree has increased over time (increasing from 19% in 2014-15 to 51% in 2018-19), and the percentage of students between the ages of 25 and 29 years of age earning a degree has decreased (from 43% in 2014-15 to 22% in 2018-19).

*Percent of Degrees Earned by Age from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
19 or Younger	0%	0%	0%	1%	3%
20-24 Years Old	19%	36%	42%	46%	51%
25-29 Years Old	43%	38%	34%	31%	22%
30-34 Years Old	20%	12%	10%	9%	10%
35-39 Years Old	7%	6%	6%	6%	8%
40-49 Years Old	7%	5%	5%	5%	4%
50 Years Old or Older	3%	2%	4%	3%	3%
Unknown	0%	0%	0%	0%	0%

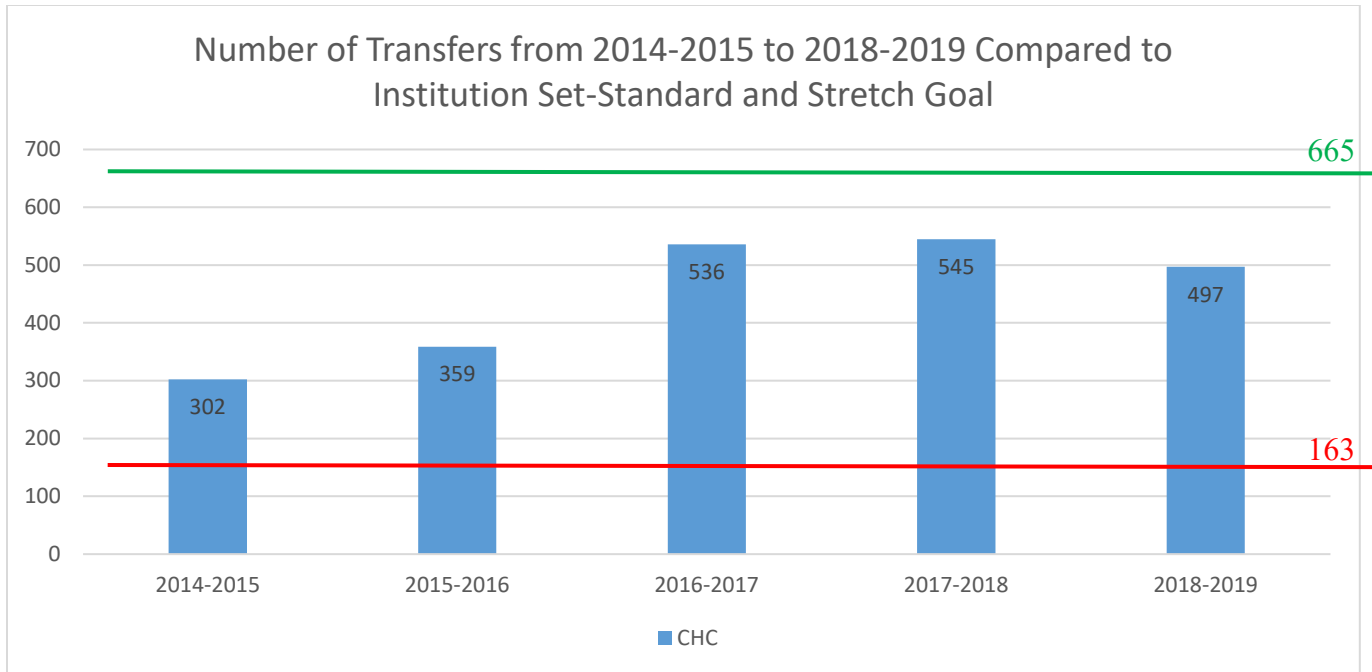
The degrees earned by gender has changed by 11 percentage points since 2015-16. Specifically, the percentage of males earning a degree has declined from 44% in 2014-15 to 33% in 2018-19, and the percentage of female students earning a degree has increased from 56% in 2014-15 to 67% in 2018-19.

*Degrees Earned by Gender from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>
Male	44%	38%	43%	35%	33%
Female	56%	62%	56%	65%	67%
Unknown	0%	0%	<1%	0%	0%

**Transfers**

Crafton Hills College has an institution-set standard of 163 transfers earned annually. The stretch goal is 665. 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 302 to 545. Crafton has not been able to reach the stretch goal of 665.



The transfers to CSU campuses have remained relatively consistent across student ethnic group, except with respect to Caucasian and Hispanic students. Specifically, the rate among Caucasian students has declined from 40% in 2014-15 to 34% in 2017-18, and the rate among Hispanic students has increased from 7% in 2014-15 to 41% in 2018-19. This change is consistent with the broader shifts in ethnicity observed across the student population.

*Percent of Transfers to CSU Campuses by Ethnicity from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19<sup>1</sup></b>
African American	3%	4%	2%	2%	
Asian	2%	6%	6%	6%	
Caucasian	40%	40%	37%	34%	
Hispanic	37%	36%	43%	41%	
Multiple Races	6%	3%	3%	6%	
Native American	2%	<1%	<1%	0%	
Unknown	9%	12%	9%	11%	

<sup>1</sup>No data are yet available for 2018-19.

The transfers to CSU campus have remained consistent across gender groups; in fact, the percentages observed in 2017-18 are identical to those observed in 2014-15.

*Percent of Transfers to CSU Campus by Gender from 2014-2015 to 2018-2019.*

<b>Ethnicity</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19<sup>1</sup></b>
Male	43%	45%	45%	43%	
Female	57%	55%	55%	57%	
Unknown	0%	0%	0%	0%	

<sup>1</sup>No data are yet available for 2018-19.

Standards for the licensure examination pass rates and the job placement rates were set by the program faculty. The licensure examination pass rates institution set standard for Respiratory, EMS, and Paramedic were all set at 70%. The institution set standard for Radiologic Technology was set at 78.6%. Some of the rates were based on the standard deviation described previously and others based on expectations from individual accrediting agencies from each program. All of the programs have exceeded the institution set standards consistently for both the licensure examination pass rates and the job placement rates.

*Institution-Set Standards and the 2018-2019 Licensure Examination Pass Rates for 2018-2019.*

<b>Program</b>	<b>Institution-Set Standard</b>	<b>2018-2019 Outcome</b>
Respiratory Care / Therapy	70.0%	93%
Radiologic Technology	78.6%	100%
Emergency Medical Services	70.0%	88%
Paramedic	70.0%	100%

The institution set standards for the job placement rates are illustrated in the table below and range from 43% to 90%. All of the programs have also consistently exceeded the institution set standard.

*Institution-Set Standards and the 2018-2019 Employment Rates for CTE Students for 2018-2019.*

<b>Program</b>	<b>Institution-Set Standard</b>	<b>2018-2019 Outcome</b>
Accounting	43.2	61.5
Business Administration	64.0	83.3
Business Management	70.0	83.3
Computer Information Systems	70.0	100.0
Respiratory Care / Therapy	57.2	76.9
Radiologic Technology	63.6	100.0
Emergency Medical Services	85.4	98.6
Child Development / Early Care and Education	49.6	83.3
Fire Technology	80.1	96.6