

Crafton Hills College
2021 – 2022 Institution-Set Standards

Institution-Set Standards and Stretch Goals

Institutional Set Standards (ISS) and stretch goals are a requirement of accreditation (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 Educational Master Plan and Institutional Effectiveness and Outcome Committees annually review the College’s stretch goals, which are separate from the institution-set standards. The stretch goals are also a requirement of accreditation, and they refer to an aspirational goal that the College strives to achieve.

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. 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 institution-set standards: 63.6% for successful course completion, 204 certificate completions annually, 710 degree completions annually, and 338 transfers annually.

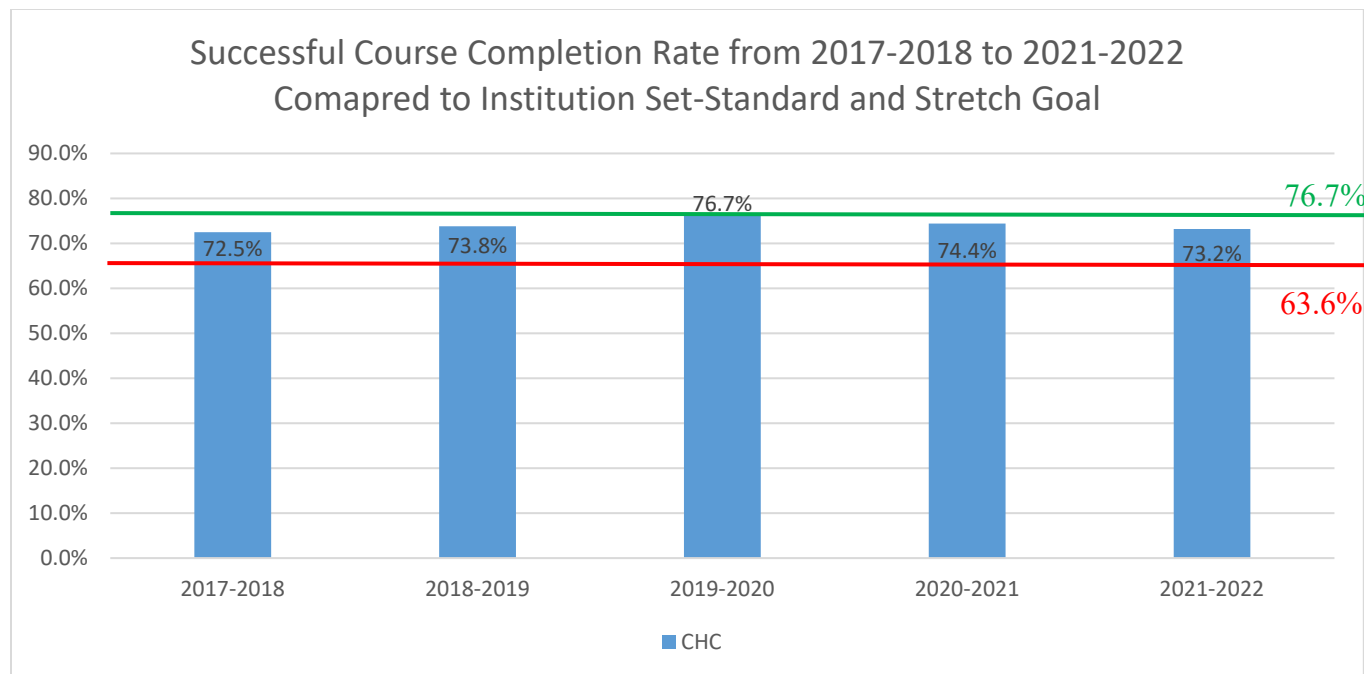
Institution-Set Standards, Stretch Goals, and the 2021-2022 Measure for Successful Course Completion, the Number of Certificates and Degree Completions, and the Number of Transfers.

Data Element	Definition	Institution-Set Standard	2021-22 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%	73.2%	76.7%
Certificates	The annual number of students earning certificates which are awarded with 16 or more units.	204	464	497
Degrees	The annual number of students earning AA/AS and AA-T/AS-T degrees.	710	782	896
Transfer	The annual number of transfers to four-year universities. Includes CSUs, UCs, Private, and Out-of-State universities.	338	507	558

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Successful Course Completion

Crafton Hills College has an institution-set standard of 63.6% for the successfully course completion rate. The stretch goal is 73%. In the last five years the annual successful course completion rate has ranged from 72.5% to 76.7%. While the 2021-2022 course success rate (73.2%) exceeded the stretch goal, this may serve as an outlier that stems from institutional changes associated with the shift to remote instruction during the pandemic. In addition, there has been a decline in the course success rate from 2019-2020 (76.7%) to 2021-2022 (73.2%). Additional data from 2022-2023 is likely needed to assess the consistency of this pattern before making a significant change to Crafton's set standard or stretch goal.



Course success rates have remained relatively consistent and well above the institutional set standard across all ethnic groups, except with respect to Native American (50%) students. While Native American students achieved a 68% success rate in 2018-2019, the college remains very much focused on enhancing efforts towards identifying the potential reasons underlying the achievement gap for Native American students and responding to these findings. In 2021-2022 there 17 Native American students earning 48 grades on record.

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

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
African American	66%	62%	70%	64%	65%
Asian	79%	80%	81%	81%	81%
Caucasian	76%	78%	81%	80%	78%
Hispanic	70%	71%	74%	71%	69%
Multiple Races	72%	76%	79%	75%	76%
Native American	53%	68%	58%	59%	50%
Unknown	77%	86%	77%	74%	77%

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 largely consistent across age groups. And in all cases, such rates have remained well above the institutional set standard. Consistent with past findings, older students generally achieved higher course success rates than younger students. In 2021-2022, students 19 years old or younger had a decrease in their course success rates from 73% in 2020-2021 to 70% in 2021-2022.

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

Age	2017-18	2018-19	2019-20	2020-21	2021-22
19 or Younger	71%	72%	74%	73%	70%
20-24 Years Old	72%	74%	76%	74%	74%
25-29 Years Old	74%	75%	81%	76%	77%
30-34 Years Old	78%	78%	81%	77%	75%
35-39 Years Old	77%	79%	83%	79%	77%
40-49 Years Old	80%	77%	83%	81%	84%
50 Years Old or Older	75%	80%	82%	77%	78%
Unknown	n/a	n/a	100%	n/a	86%

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 2017-18 and 2021-22. 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 thirty).

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

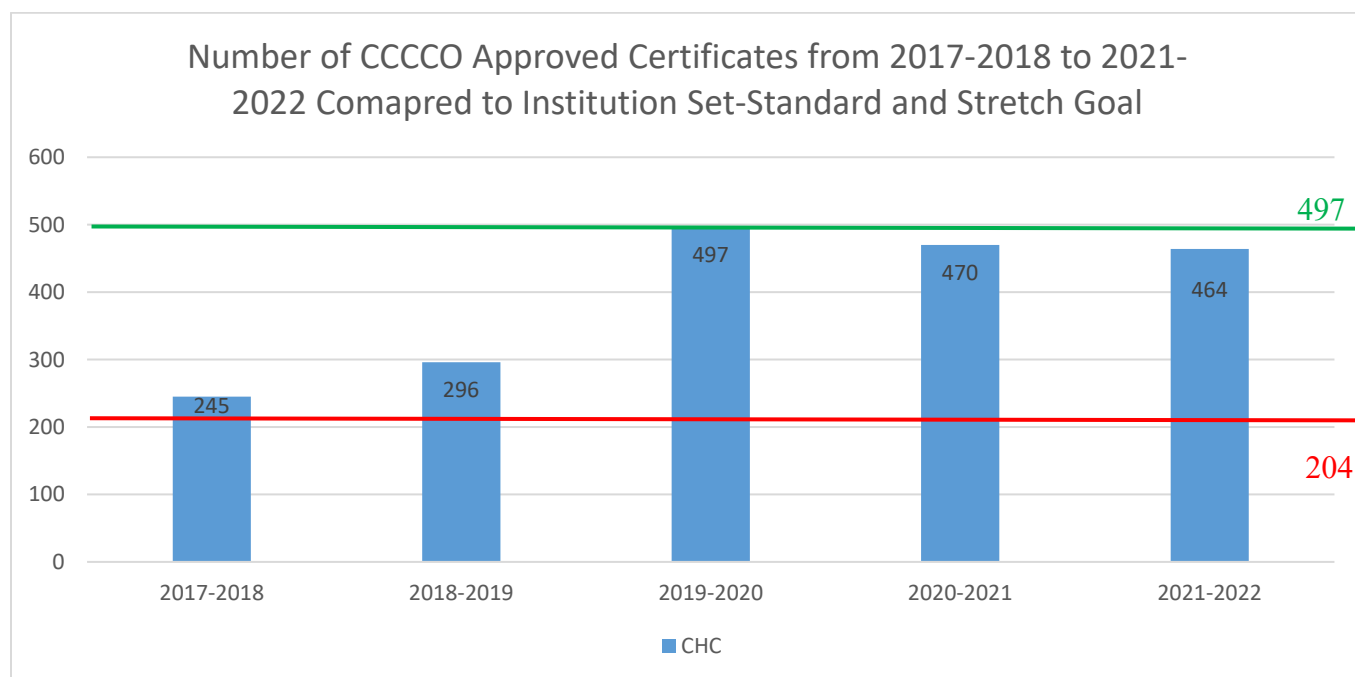
Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Female	73%	74%	77%	74%	73%
Male	72%	74%	76%	75%	74%
Unknown	59%	71%	85%	83%	66%

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 (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 CCCCCO 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.



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).

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 (42% in 2017-18 and 35% in 2021-22) which is consistent with the broader changes in the corresponding student populations.

Percent of Certificates Earned by Ethnicity from 2017-2018 to 2021-2022

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	5%	6%	7%	5%	9%
African American	3%	2%	2%	2%	3%
Hispanic	44%	46%	47%	46%	45%
Native American		0%	0%	< 1%	
Multiple Races	5%	6%	7%	8%	6%
Caucasian	42%	38%	35%	37%	35%
Unknown	1%	2%	1%	2%	1%

Source: MIS Data SP and ST files: CCCCCO approved certificates N (16-29.99 units), T (30-59.99 units), and F (60 or more units). Note: 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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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. However, the percentage of students 19 years old or younger earning a certificate increased from 14% to 23%. This is primarily due to the transfer certificate.

Percent of Certificates Earned by Age from 2017-2018 to 2021-2022

Age	2017-18	2018-19	2019-20	2020-21	2021-22
19 or Younger	3%	10%	7%	14%	23%
20-24 Years Old	58%	54%	56%	55%	45%
25-29 Years Old	24%	21%	21%	15%	15%
30-34 Years Old	7%	7%	7%	8%	7%
35-39 Years Old	3%	5%	4%	3%	4%
40-49 Years Old	3%	1%	4%	3%	4%
50 Years Old or Older	1%	3%		1%	1%
Unknown				1%	2%

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 males earning a certificate has consistently declined from 48% in 2019-2020 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.

Percent of Certificates Earned by Gender from 2017-2018 to 2021-2022

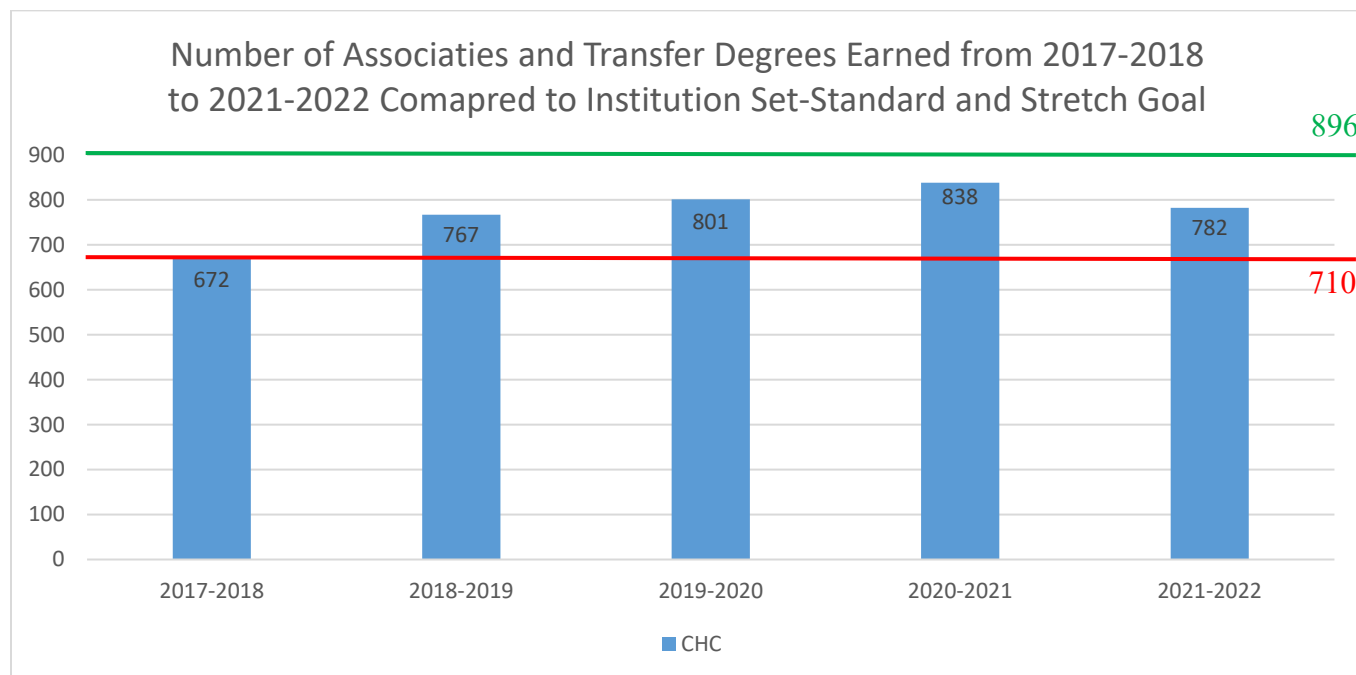
Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Female	55%	50%	57%	61%	65%
Male	44%	48%	41%	38%	35%
Unknown	1%	2%	1%	2%	< 1%

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 672 to 838.



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

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 declining percentage of degrees earned by Caucasian students (39% in 2017-18 and 35% in 2021-22) and the increasing percentage of degrees earned by Hispanic students (43% in 2017-18 and 45% in 2021-22), both of which are consistent with the broader changes in the corresponding student populations.

Percent of Degrees Earned by Ethnicity from 2017-2018 to 2021-2022.

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
Asian	6%	5%	7%	7%	9%
African American	3%	4%	3%	3%	3%
Hispanic	43%	46%	44%	46%	45%
Native American	0%	0%	0%	< 1%	< 1%
Multiple Races	5%	7%	7%	6%	6%
Caucasian	39%	36%	36%	35%	35%
Unknown	4%	3%	3%	3%	1%

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

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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. However, the percentage of students 19 years old or younger earning a degree has increased from 11% in 2020-2021 to 20% in 2021-22, and the percentage of students between the ages of 20 and 24 years of age earning a degree has decreased (from 50% in 2020-2021 to 42% in 2021-2022).

Percent of Degrees Earned by Age from 2017-2018 to 2021-2022

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
19 or Younger	4%	7%	7%	11%	20%
20-24 Years Old	56%	54%	54%	50%	42%
25-29 Years Old	22%	20%	19%	18%	17%
30-34 Years Old	8%	8%	8%	8%	9%
35-39 Years Old	4%	6%	6%	6%	4%
40-49 Years Old	4%	2%	4%	4%	5%
50 Years Old or Older	2%	3%	2%	2%	2%
Unknown	0%	0%	0%	2%	3%

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 2020-2021 (32 percentage points) is largely similar to the gap observed for 2017-2018 (26 percentage points).

Degrees Earned by Gender from 2017-2018 to 2021-2022

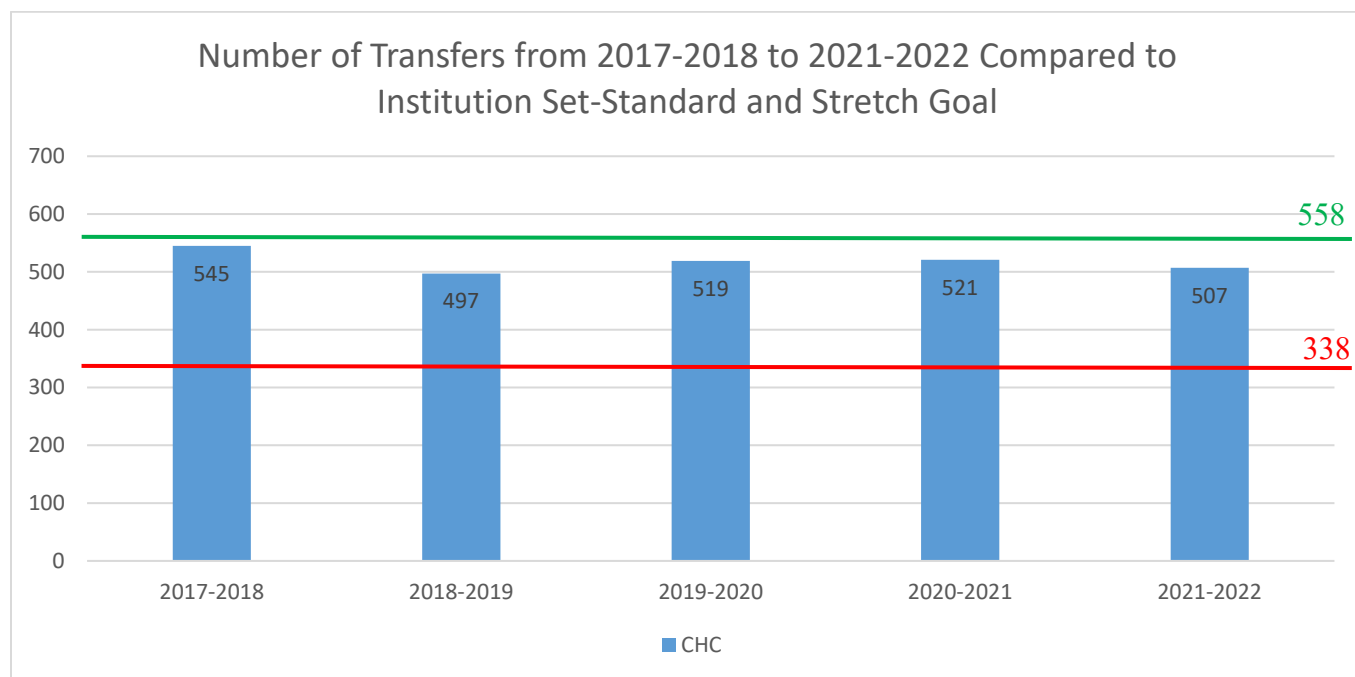
Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Female	61%	61%	60%	59%	66%
Male	35%	37%	37%	39%	34%
Unknown	4%	3%	3%	2%	< 1%

Source: MIS Data SP and ST files: CCCCO 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 497 to 545.



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](#).

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 2017-2018 to 2021-2022.

Ethnicity	2017-18	2018-19	2019-20	2020-21	2021-22
African American	2%	5%	2%	2%	3%
Asian	6%	7%	5%	7%	6%
Caucasian	34%	34%	36%	37%	34%
Hispanic	41%	43%	48%	43%	45%
Multiple Races	6%	4%	5%	5%	6%
Native American	0%	0%	0%	<1%	<1%
Unknown	11%	8%	4%	5%	6%

Source: [2013-2014 to 2021-2022 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#).

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The transfers to CSU campuses have remained consistent across gender groups from 2017-18 to 2019-20; however, the percent of females transferring decreased from 60% in 2020-21 to 50% in 2021-22 and increased for males from 40% in 2020-21 to 50% in 2021-22.

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

Gender	2017-18	2018-19	2019-20	2020-21	2021-22
Female	57%	56%	57%	60%	50%
Male	43%	44%	43%	40%	50%

Source: [2013-2014 to 2021-2022 CCC Transfers to the CSU \(Concentration & Ethnicity\)](#).