



2015 Annual Report
Final Submission
 03/31/2015

Crafton Hills College
 11711 Sand Canyon Road
 Yucaipa, CA 92399

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebeccah Warren-Marlatt
3.	Phone number of person preparing report:	(909) 389-3355
4.	E-mail of person preparing report:	rmarla@sbccd.cc.ca.us
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://craftonhills.smartcatalogiq.com/en/2014-2015/Catalog/Section-I-General-information/About-the-College
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.craftonhills.edu/faculty_and_staff/accreditation.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 5,850 Fall 2013: 5,666 Fall 2012: 5,276
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	5,802
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	741
9.	Number of courses offered via distance education:	Fall 2014: 27 Fall 2013: 16 Fall 2012: 11
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 911 Fall 2013: 476 Fall 2012: 321
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer
14a.	What is your Institution-set standard for successful student course completion?	63.6%
14b.	Successful student course completion rate for the fall 2014 semester:	73%
15.	Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? 539
	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, 250

	per year?																																																	
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	204																																																
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	703																																																
16b.	Number of students who received a degree in the 2013-2014 academic year:	417																																																
16c.	Number of students who received a certificate in the 2013-2014 academic year:	305																																																
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	163																																																
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	255																																																
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	Yes																																																
18b.	If yes, please identify them:	American Sign Language Music Technology and Songwriting Music Technology, Composition																																																
19a.	Number of career-technical education (CTE) certificates and degrees:	23																																																
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	23																																																
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	4																																																
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	11																																																
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																																	
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21.	2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:																																																	
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22.	Please list any other institution set standards at your college:																																																	
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23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).																																																	
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summer bridge program, mandatory counseling and tutoring, basic skills enrollment, and follow-up. The target population is first-year students whose Accuplacer scores placed them at least one level below collegiate math and/or English. Research on the first two cohorts have shown improved success, retention, course completion, and enrollment in math relative to the non-Left Lane population, with particular benefits for students of color. Informed by these outcomes, the college plans to bring LLP to scale, and has invested Equity and Student Success and Support dollars in the project in order to reach more CHC first-time students.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 320
	b.	Number of college courses with ongoing assessment of learning outcomes: 291
	Auto-calculated field: percentage of total: 90.9	
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 44
	b.	Number of college programs with ongoing assessment of learning outcomes: 40
	Auto-calculated field: percentage of total: 90.9	
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 16
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 16
	Auto-calculated field: percentage of total: 100	
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.craftonhills.edu/About_CHC/Research_and_Planning/Institutional_Effectiveness_Resources/Student_Learning_Outcomes
28.	Number of courses identified as part of the general education (GE) program:	146
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	82%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes	146

	mapped to GE program Student Learning Outcomes:	
32.	Number of Institutional Student Learning Outcomes defined:	6
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>In Spring 2014 Crafton Hills College adopted a four-level assessment rubric which made the development and use of the SLO Cloud possible. The SLO Cloud allows for the assessment of learning at the course level to be mapped to the Program, General Education, and Institutional levels. The SLO Cloud is a web-based tool that faculty, staff, and managers can access to document their assessments, map those assessments to PLOs, GEOs, and ILOs, and immediately view the aggregated results by course, PLO, GEO, and ILO. The resultant information informs planning and decision-making.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>As indicated in Item 35, during Spring 2014 the campus agreed to adopt a four-level assessment rubric. Equally important, in Fall 2014 the campus agreed to use the web-based SLO Cloud to track all of the outcomes assessment at Crafton. As a result, Faculty members can enter the results from a course SLO, and map each outcome assessed to a program level outcome defined by the discipline Faculty, a general education outcome (GEO) and an Institutional Learning Outcome (ILO) defined by the campus. These practices apply to all instructional programs at the college and have resulted in changes to student learning outcomes as a result of the process. One of the benefits of this process is that Faculty decide how each assessment of their SLOs aligns with PLOs, SLOs, and ILOs. As an illustration, this has led to Faculty aligning their assessments to GEOs even though they are not teaching one of the pre-defined GEO courses.</p> </div>	
	<p>Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>The SLO Cloud is the primary tool for collecting and communicating outcomes assessment data. Any Crafton employee may login and obtain real-time outcomes assessment results. To illustrate, at present, 1,034 assessments have occurred for GEO #7 - quantitative reasoning, and 64% of students scored three or higher on the four-point rubric. This information can be</p> </div>	

37.		obtained at any time for any assessment at the course, program, GE, or institutional level. These results are used internally by appropriate shared governance committees to inform decision-making and planning. For example, the Planning and Program Review Committee will review the results from the GEO and ILO assessments prior to prioritizing objectives. Areas where students are struggling will become a matter of institutional focus in the objective and resource prioritization process. The communication of the student learning outcomes assessment results is designed to inform planning and decision-making and improve student achievement. Accordingly, referring to the program review example above, areas identified as having a greater need will receive additional resources to improve student learning and achievement.
38.	Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).	The incorporation of all forms of SLO assessment results into department and institution-level planning and the improvement of teaching, learning, and services is becoming pervasive at Crafton Hills College. For example, the English department uses the SLO Cloud to review the results of the course-level assessments, identifies areas where improvements were needed, and develops strategies to improve in those areas. As mentioned previously, all participative governance committees at Crafton have been asked to engage in a discussion of GE and ILO outcomes assessment results and to use the results of assessment to inform their work. For example, this is the first year the Planning and Program Review committee will review the results of the campus wide assessments and will incorporate the results in the institution-wide prioritization of objectives and resources. This practice will allow for the alignment of student learning and program evaluation, planning, and resource allocation.
39.	Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).	As a result of assessment, Computer Information faculty noticed that students struggled with formatting and partitioning a drive and with setting family safety parameters in Internet Explore. To address these assessment findings, the department has developed strategies that focus on improving the identified skills in the appropriate courses. The Respiratory Care program provides a second example of the use of assessment to improve learning. When assessment results showed students had difficulty performing a minimal leak technique, the department revised their teaching strategies in fall 2015 courses, and made further revisions in the lab class during spring 2015.

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 1 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	Delivery mode of Communication Studies, History, and Religious Studies degrees.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	The temporary relocation of the Basic Firefighter Academy to the CalFire site in San Bernardino was addressed in a 2013 Substantive Change Proposal. This site will be deleted by Spring 2016 once the new Public Safety and Allied Health building is ready for occupancy.
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	CalFire (Basic Firefighter Academy) Arrowhead Medical Center (Radiologic Technology)
43.	List all of the institutions instructional sites out of state and outside the United States:	None

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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