



Crafton Hills College (CHC) Summary of the 2014 ARCC 2.0 Results

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Purpose of Brief

The purpose of this brief is to summarize Crafton's progress on the ARCC 2.0 outcome measures, illustrate the results for Crafton Hills College in the 2014 reporting year, and explain Crafton's approach to continuous quality improvement.

Summary of Findings

- The purpose of the [ARCC scorecard](#) is to facilitate the improvement of student progress and success
- ARCC 2.0 measures include remedial English and math, persistence, 30 Units, Completion, and CTE improvement rates
- Persistence, 30 units, & completion rates are also disaggregated by college preparedness
- CHC Demographics
 - 6,861 students in 2012-13
 - 40% were Hispanic
 - Student Counseling Ratio of 915:1
- The overall persistence rate, under prepared student persistence rate, the college prepared completion rate, and the CTE completion rate improved from the prior year
- CHC has a higher remedial math improvement rate and underprepared student persistence rate than the Statewide Average
- To improve on the ARCC outcomes CHC is...
 - Examining data further
 - Developing annual QEIs that will provide better indication of progress
 - Expanding capacity of successful programs like Left Lane

Overview

The purpose of the [ARCC](#) (Accountability Reporting for Community Colleges) 2.0 Scorecard is to provide colleges with key student progress and success metrics in order to improve performance. Equally important, the scorecard also provides disaggregated data by race, age, and gender groups to help close equity gaps.

A limitation to the current ARCC measures is that the most recent cohort year, 2007-2008, is the first year that Crafton began cutting services and sections. This most likely had an impact on the students in the cohort year. For example, the most affordable option for transfer during the decline in the economy was to not transfer, which would most likely be related to the ARCC Scorecard outcomes.

Crafton's Improvement Plan

In the 2013 – 2014 year Crafton Hills College has been working on numerous strategies to make improvements in the ARCC outcomes (see Table 1). Crafton's Educational Master Plan Committee has been working on developing annual measures that will provide a better indication of how well Crafton students are performing on the ARCC measures. The ARCC measures are six year cohorts and do not provide an indication of how well Crafton is doing with students currently attending Crafton. For example, the 2014 reporting year cohorts were identified in the 2007-2008 academic year. Referring to Table 1, only one of the strategies—learning communities—of the 14 highlighted may have an impact on Crafton students in the 2013-2014 reporting year. Of the measures, LCs are most likely to impact persistence (see Table 3), and Crafton did have increases in the overall and unprepared measures of persistence (see Table 2). Most of the strategies (79%) currently being implemented will not have an impact on the ARCC outcomes until the 2017-2018 reporting year or later (see Table 1).

Crafton has also had success with the Left Lane Program, is currently increasing the capacity of this program to require students to enroll in math and English in their second semester (see Table 1). Other programs currently being developed or expanded include the Title V Transfer Prep grant, fast track math program, Santos Manuel, learning communities, tutoring, STEP Trek Academy, Honors Program, the Transfer Center, and Transfer Advocates. Equally important, Crafton is also working on transitioning to requiring students to continuously enroll in math and English until they have completed the math and English specified in their Student Educational Plan (SEP) to receive a higher priority registration status. Crafton will continue to analyze the ARCC 2.0 data in greater detail to identify effective strategies and examine differences by race, gender, and age.

Table 1: Strategies, Summary of CHC Research, First-Year of Potential Scorecard Impact, and Scorecard Outcome Impacted.

Strategy	Possible Identified Impact Based on CHC Research	First Year of Potential Scorecard Impact	Scorecard Outcome					
			Math	English	Persistence	30 Unit	Completion	CTE
Integration of Instruction/Student Services								
Fast Track Math		2019-2020	X		X	X	X	
Left Lane	Significantly more likely to successfully complete math and English and persist.	2018-2019	X	X	X	X	X	
Santos Manuel	Significantly more likely to persist.	2016-2017	X		X			
Learning Communities		2013-2014			X			X
Tutoring (SI, SLA)	Significantly more likely to successfully complete courses.	2017-2018	X	X	X			X
Enhanced Transfer Programs & Services								
Title V Transfer Prep	Significantly more likely to successfully complete courses and persist.	2017-2018			X	X	X	
STEM and Trek Academy	Significantly more likely to successfully complete math and persist.	2018-2019			X	X	X	
Honors Program		2018-2019			X	X	X	
Transfer Center	Substantial increases in applications to transfer.	2018-2019				X	X	
Transfer Advocates		2018-2019				X	X	
Alignment and Partnership with K-12								
SOAR	Significantly more likely to successfully complete courses and persist.	2015-2016	X	X	X	X	X	
Early Assessment Program (EAP)		2018-2019	X	X	X	X	X	X
Common Core		2020-2021	X	X	X	X	X	X
High School Grades to Place		2020-2021	X	X	X	X	X	X

Note: The First-Year See Impact in Scorecard was estimated by calculating six years starting in the year the cohort would be identified and adding one year since the year the information is reported in the Scorecard is one year after the six-year cohort has ended.

*Many of the Title V Transfer Prep strategies were not implemented until a year after the grant had started in 2010-2011.

** Many of the Title V STEM strategies were not implemented until a year after the grant had started in 2011-2012.

X – Research at Crafton has indicated that the strategy was statistically significantly and substantially related to an increase in the specified outcome.

Findings

In addition to the ARCC 2.0 Outcome Measures, CHC profile information is provided. In 2012 – 2013 Crafton had an unduplicated headcount of 6,861 students, 51% were female, 40% were 20 – 24 years old, and 45% were Caucasian and 40% were Hispanic. In 2012 – 2013 Crafton also generated 3,830 FTES, provided 1,063 credit sections, had a median class size of 28, and a Student Counseling Ratio of 915:1. The Statewide Counseling Ratio is 719:1.

The Table on the following page illustrates the five-year trend for each of the six ARCC 2.0 outcome measures for Crafton in the 2014 reporting year. Crafton had an increase in the overall persistence rate, unprepared student persistence rate, college prepared completion rate, and the CTE rate. Crafton had declines in the remedial math and English persistence rates, the college prepared persistence rate the 30 unit completion rate measures, and the unprepared student completion rate. **It is important to note that none of the changes from the 2006-07 to 2011-12 to the 2007-08 to 2012-13 cohorts were statistically significant ($p < .05$) and substantially different ($ES \geq .20$) for any of the measures.**

Table 2: Crafton Hills College ARCC 2.0 Improvement Rates for the Five Most Recent Six Year Cohorts from 2003 – 2004 to 2008 – 2009.

ARCC Outcome	Initial Six Year Cohort Start Year					Improvement over Prior Year
	03-04 to 08-09	04-05 to 09-10	05-06 to 10-11	06-07 to 11-12	07-08 to 12-13	
Remedial Rate Math	28.2%	24.5%	29.1%	32.6%	32.6%	Same
Remedial Rate English	40.4%	42.6%	41.2%	43.7%	41.8%	No
Persistence (Overall)	71.6%	69.3%	72.8%	69.5%	70.4%	Yes
College Prepared	75.3%	76.4%	76.5%	76.7%	69.1%	No
Unprepared	70.7%	67.6%	71.7%	67.1%	70.8%	Yes
30 Unit Completion Rate	63.5%	63.5%	62.7%	64.6%	62.6%	No
College Prepared	71.1%	68.0%	70.1%	69.3%	67.2%	No
Unprepared	61.6%	62.4%	60.5%	63.0%	61.2%	No
Completion Rate (SPAR)	44.2%	41.2%	42.2%	41.8%	39.8%	No
College Prepared	66.0%	62.4%	62.4%	58.8%	61.0%	Yes
Unprepared	39.0%	36.3%	36.3%	36.2%	33.1%	No
CTE Rate	54.8%	51.9%	59.6%	44.2%	49.1%	Yes

The following illustrates a comparison to Crafton's most recent cohort year to the State's most recent cohort year (see Table 3). A limitation to this comparison is that the comparison includes all 112 California Community Colleges and does not represent a comparison to similar colleges in reference to size, demographics, and student skill level. Crafton had a higher remedial math improvement rate and a higher unprepared student persistence rate than the State and approximately the same overall persistence rate, but lower rates in all of the other areas. Crafton also had a higher proportion of Hispanic students and a higher Student Counselor Ratio.

Table 3: Crafton Hills College ARCC 2.0 Improvement Rates for the 2007 – 2008 to 2011 – 2012 Six Year Cohorts.

ARCC Outcome	2007-2008 to 2011-2012		CHC Rate Higher than State
	State	Crafton	
Unduplicated Students	2.3 mil	6,861	NA
Proportion Hispanic	38.0	40.4	Yes
Student Counselor Ratio	719:1	915:1	No
Remedial Rate Math	30.6	32.6	Yes
Remedial Rate English	43.7	41.8	No
Persistence (Overall)	70.5	70.4	No
College Prepared	71.9	69.1	No
Unprepared	70.1	70.8	Yes
30 Unit Completion Rate	66.5	62.6	No
College Prepared	70.1	67.2	No
Unprepared	65.3	61.2	No
Completion Rate (SPAR)	48.1	39.8	No
College Prepared	70.2	61.0	No
Unprepared	40.5	33.1	No
CTE Rate	53.9	49.1	No

Brief Explanation of the ARCC 2.0 Outcomes

In 2014 the ARCC 2.0 outcomes are divided into two categories, momentum points and completion outcomes. The first four measures of remedial English and math, persistence, 30 units, and completion are also disaggregated by whether or not the student was college prepared when they started at Crafton.

Momentum Points

- **Remedial (English and Math)** – Percentage of credit students tracked for six years from 2007-08 to 2012-13 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.
- **Persistence** – Percentage of first-time degree and/or transfer-seeking students tracked for six years from 2007-08 to 2012-13 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point. Research shows that students with sustained enrollment are more likely to succeed.
- **30 Units** – Percentage of first-time degree and/or transfer seeking students tracked for six years from 2007-08 to 2012-13 who achieved at least 30 units. Credit accumulation, 30 units specifically, tends to be positively correlated with completion and wage gain.

Completion Outcomes

- **Completion (SPAR)** – percentage of first-time degree and/or transfer-seeking students tracked for six years from 2007-08 to 2012-13 who completed a degree, certificate or transfer related outcomes.
- **Career Technical Education (CTE)** – Percentage of students tracked for six years from 2007-08 to 2012-13 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transfer related outcome.