

This confirms that your 2012-2013 Annual Report to ACCJC was submitted by Dr. Cheryl Marshall <cmarshal@craftonhills.edu> on 03/31/2014.

Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.



**2014 Annual Report**  
**Final Submission**  
03/31/2014

Crafton Hills College  
11711 Sand Canyon Road  
Yucaipa, CA 92399

**General Information**

#	Question	
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Rebecca 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:	<a href="http://www.craftonhills.edu/~media/Files/SE-Catalog-13-14.pdf">http://www.craftonhills.edu/~media/Files/SE-Catalog-13-14.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://www.craftonhills.edu/Faculty_and_Staff">http://www.craftonhills.edu/Faculty_and_Staff</a>
6.	Total unduplicated headcount enrollment:	Fall 2013: 5,666 Fall 2012: 5,276 Fall 2011: 5,626
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	5,588

8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	674
9.	Number of courses offered via distance education:	Fall 2013: 16 Fall 2012: 11 Fall 2011: 16
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 476 Fall 2012: 321 Fall 2011: 421
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: n/a Fall 2012: n/a Fall 2011: n/a
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

### 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 2013 semester:	73.7%			
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which set standards, most institutions will utilize this measure as it is core to their mission. For purposes of defining certificates include those certificate programs which qualify for financial aid, principally those which lead to employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1" data-bbox="211 1848 1364 1953"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, what is it?</td> <td>539</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, what is it?	539
a.	If you have an institution-set standard for student completion of degrees and certificates combined, 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, per year?	250			
	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 2012-2013 academic year:		647			
16b.	Number of students who received a degree in the 2012-2013 academic year:		382			
16c.	Number of students who received a certificate in the 2012-2013 academic year:		265			
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 2012-2013:		188			
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:		19			
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in or work in their field of study:					
		<b>Program</b>	<b>CIP Code 4 digits (###.##)</b>	<b>Examination</b>	<b>Institution set standard</b>	<b>Pass Rate</b>

Respiratory Care/Therapy	1210	national	70 %	78.8 %
Radiologic Technology	1225	national	78.6 %	92 %
Emergency Medical Services	1250	national	70 %	80.3 %
Paramedic	1251	national	70 %	78.9 %

2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (###.##)	Institution set standard	Job Placement Rate
Accounting	0502	43.2 %	58.3 %
Business Management	0506	54.2 %	64.7 %
Computer Information Systems	0702	61 %	66.7 %
Other Information Technology	0799	52.5 %	66.7 %
Respiratory Care/Therapy	1210	57.2 %	69 %
Radiologic Technology	1225	63.6 %	100 %
Emergency Medical Services	1250	70 %	88.8 %
Paramedic	1251	70 %	100 %
Child Development/Early Care and Education	1305	49.6 %	85.7 %
Fire Technology	2133	80.1 %	85.1 %

Please list any other institution set standards at your college:

Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard
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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 (1,000 character limit, approximately 250 words).

The Crafton Hills College Left Lane Project, piloted in 2012-2013, was designed to address several of the Student Success Initiatives adopted by the California Community Colleges Board of Governors in 2012. The project connected the existing early matriculation process, SOA3R (Student Orientation, Application, Assessment, Advisement, and Registration) with an intensive summer bridge program, mandatory counseling and tutoring and basic skills enrollment. The target population was first-year students whose Accuplacer scores placed them at least one level below collegiate math and/or English. Initial research showed

improved success, retention, course completion relative to the non-Left Lane population. Left Lane students were also more likely to attempt math in their first semester. As a result of the outcomes the college has developed a three-year plan to expand the program and to bring it to scale. The program will be incorporated into a Title V Cooperative grant proposal this year.

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### Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	317
	b.	Number of college courses with ongoing assessment of learning outcomes	227
		Auto-calculated field: percentage of total:	71.6
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	30
		Auto-calculated field: percentage of total:	68.2
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	10
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	10
		Auto-calculated field: percentage of total:	100

27.	URL(s) from the college website where prospective students can find SLO assessment results for programs:	<a href="http://www.craftonhills.edu/About_CHC/Research_and_Pnstitutional_Effectiveness_Resources/Student_Learning_I/Course_Assessment_Reports">http://www.craftonhills.edu/About_CHC/Research_and_Pnstitutional_Effectiveness_Resources/Student_Learning_I/Course_Assessment_Reports</a> ; <a href="http://www.craftonhills.edu/About_CHC/Research_and_Pnstitutional_Effectiveness_Resources/Studen">http://www.craftonhills.edu/About_CHC/Research_and_Pnstitutional_Effectiveness_Resources/Studen</a>
28.	Number of courses identified as part of the GE program:	274
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	92%
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 mapped to GE program Student Learning Outcomes:	274
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).	92%
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 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: 10px; margin-top: 10px;"> <p>In Spring 2014 the campus agreed to adopt a four-level assessment rubric and to use the Planning and Program Review web tool as the repository of all outcomes data. The Office of Institutional Effectiveness, Research, and Planning will manage, collect, and organize all of the Student Learning Outcomes (SLOs), Service Area Outcomes (SAOs), and Institutional Learning Outcomes (ILOs) data. The OIERP is currently compiling all of this data and developing processes for how to manage and distribute the data to help facilitate evidence-based decision making. The use of a four-point rubric with a common directionality will allow course-level outcomes to form evidence for program-level outcomes. In a similar fashion, course and program-level outcomes will provide documentation of ILO attainment.</p> </div>
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**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.**

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 “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’ program 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 data-bbox="342 289 1495 632" style="border: 1px solid black; padding: 10px;"> <p>As mentioned in Item 35, the college has adopted a four-level assessment rubric for all courses and programs at all levels of assessment. This will allow for an efficient use of data in that course- and program-level outcome data may be used as evidence for higher-level outcomes. The common rubric was implemented in 2013-14, hence the extent to which it will impact the planning of curriculum is not yet clear. Because outcomes must necessarily be aligned in order to interpret them, we do expect that the resultant information will be more useful than our indirect assessments of ILOs (e.g. use of the CSSEE to measure understanding of diversity) and our previous practice of assessment mapping (eg course-to-program and program-to-ILO).</p> </div>
37.	<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 data-bbox="342 856 1495 1297" style="border: 1px solid black; padding: 10px;"> <p>Assessment results are communicated in a variety of ways at CHC. The OIERP website contains two online publications, Did You Know and Research Briefs on a range of topics, including determinants of academic success, enrollment reports, effectiveness of planning and governance, student and staff satisfaction surveys, and studies on specific instruction, and student services topics. These publications are posted online and are emailed to the entire campus periodically. Course, program, and institution-level outcomes are also accessible on the OIERP website. Course level outcomes are included on most course syllabi, and program outcomes are in the college catalog. Staff and faculty are expected to use the results of assessment in their planning process to improve services and instruction. The extent to which planning is informed by outcomes is gauged in the Program Review process. The link between student learning outcomes and student awareness and behavior will be more fully established once the online tool mentioned above is implemented.</p> </div>
38.	<p>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).</p> <div data-bbox="342 1493 1495 1902" style="border: 1px solid black; padding: 10px;"> <p>Dialogue about outcomes is extant throughout the college, most notably in department meetings, area Meetings, and Committees. All instructional, student services, administrative units, as well as those reporting to the President, report their program and course level outcomes in the annual PPR web tool. The committee uses a range of information to gauge program health and effectiveness, including outcomes assessment and the use of the resultant information to guide three-year action planning. Each year the unit-level objectives are prioritized within departments, divisions, and areas, with input from all involved parties. The PPR committee performs a final objective prioritization, which is reviewed by the President’s cabinet and Crafton Council. The final list of objectives and resources guides the allocation of resources. Using this process dialogue is assured and resources with the greatest institutional impact are funded.</p> </div>
39.	<p>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).</p>

approximately 250 words).

Research by the OIERP showed students who place at the lowest levels of reading, English and math are less likely to complete their goals. In response to this information, English and Reading revised pre-collegiate English to include a reading component. Reading and English pre-requisites are now co-requisites, shortening the amount of time to complete pre-collegiate English from three to two semesters. Success results will be examined in the summer of 2014. Research concerning the predictors of transfer behavior showed students are more likely to transfer if they complete transfer level math, finish 30 units in two years and transfer level math in five years, enroll full-time in four or more semesters, complete 15 units in their first semester, and enroll in summer school. The Transfer Center and Marketing Department developed a marketing campaign to encourage students to take more than 12 units each semester and to complete their math sequence immediately. In addition, counselors have used the information to more fully inform students and to encourage full-time attendance, complete math, and take a summer class.

### Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: n/a 2010-11: n/a
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	n/a

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	Temporary relocation of the Crafton Hills College Basic Firefighter Academy, substantive change approved March 2014
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	Basic Firefighter Academy, CAL FIRE in San Bernardino



43.

List all of the institution's instructional sites out of state and outside the United States:

n/a

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

If you need additional assistance, please contact the commission.

Sincerely,

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