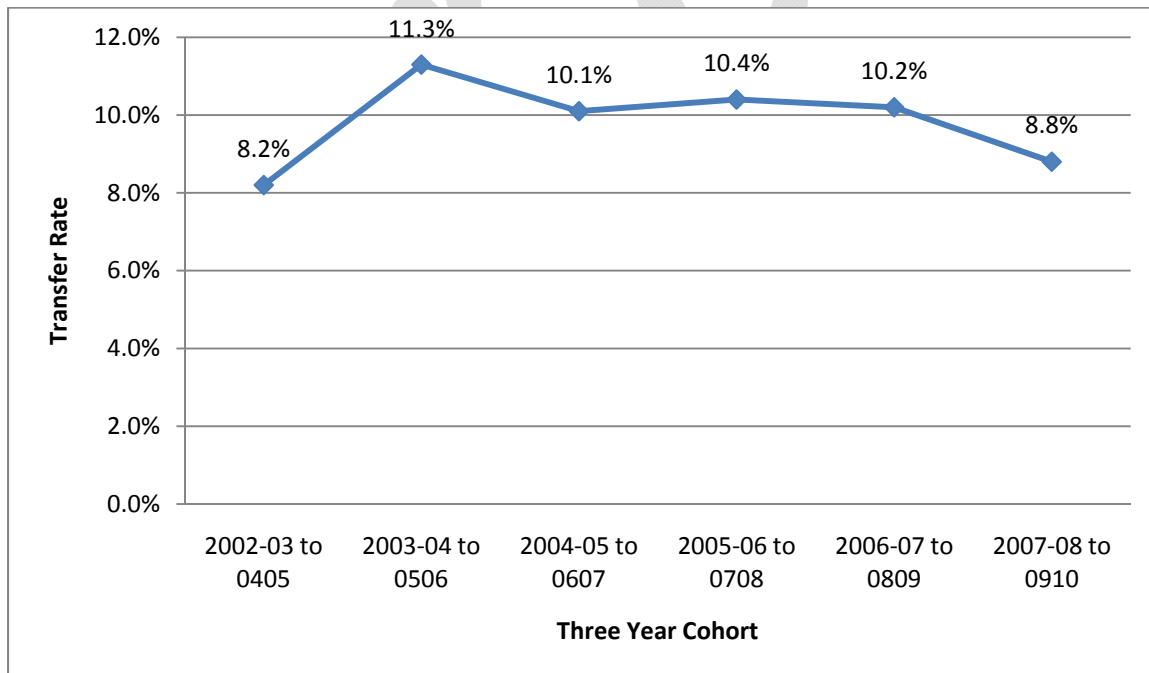


Quantitative Effectiveness Indicator (QEI) 5 – Transfer Rate

Transfer Rate. Percent of first-time college Crafton Hills College (CHC) transfer students as identified by the National Student Clearinghouse with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years and who are shown to have transferred to a four-year university as identified by the National Student Clearinghouse.

First-time College CHC Transfer Student. The first term ~~in which a student earned a GOR in the SBCCD~~ students earned a GOR at a college was at CHC. A student was counted as a first-time college student if ~~they earned a GOR in the summer of fall semester of the initial cohort year at CHC~~ the NSC identified Crafton as the student's first college in the summer, fall, or spring semester of the initial cohort year. A student was counted as earning six transferable units if they earned six transferable units in the three years of the cohort (e.g.: 2002 – 2003 to 2004 – 2005). A student was counted as attempting a transfer math or English course if they earned a GOR in any transfer math or English course within the three years of the cohort. A *first-time college CHC transfer student* earned their first GOR at Crafton, completed six transferable units within three years, and attempted a transfer math or English course within three years.

Figure 5. QEI 5 – Three Year Transfer Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, and 2008 – 2009.



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Table 5: QEI 5 – Three Year Transfer Rate for Six Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009, and 2009 – 2010.

Time Period	Transfer Rate		
	#	N	%
2002-03 to 2004-05	77	937	8.2
2003-04 to 2005-06	102	906	11.3
2004-05 to 2006-07	83	824	10.1
2005-06 to 2007-08	91	871	10.4
2006-07 to 2008-09	93	908	10.2
5 Year Average	446	4,446	10.0
2007-08 to 2009-10	57	650	8.8

Note. “#” refers to the number of students who transferred to a four-year institution as identified by the National Student Clearinghouse (NSC), “N” refers to the number of students who are first-time college students at Crafton as identified by the NSC, completed six transferable units within three years, and attempted a math or English course within three years, and “%” is the number of students who transferred (i.e. “#”) divided by the number of students in the cohort (i.e. “N”).

Table 5A: Possible Baselines and Five Year Goals for the Transfer Rate.

Time Period	Transfer Rate			.10 Effect Size*	CO Transfer Velocity Three Year CHC Rate
	#	N	%		
2002-03 to 2004-05	77	937	8.2	11.2%	11.1%
2003-04 to 2005-06	102	906	11.3	14.7%	13.7%
5 Year Average	446	4,446	10.0	13.3%	13.2%
2006-07 to 2008-09	93	908	10.2	13.5%	

Note. “#” refers to the number of students who transferred to a four-year institution as identified by the National Student Clearinghouse (NSC), “N” refers to the number of students who are first-time college students at Crafton as identified by the NSC, completed six transferable units within three years, and attempted a math or English course within three years, and “%” is the number of students who transferred (i.e. “#”) divided by the number of students in the cohort (i.e. “N”).

Yellow – recommended ambitious but reasonable five year goal.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.

Table 5B: Chancellor’s Office Transfer Velocity Three Year CHC Rate.

Time Period	Transfer Rate		
	#	N	%
1999-00 to 2001-02	92	706	13.0
2000-01 to 2002-03	95	646	14.7
2001-02 to 2003-04	92	673	13.7
2002-03 to 2004-05	81	731	11.1
2003-04 to 2005-06	103	751	13.7
5 Year Average	463	3,507	13.2

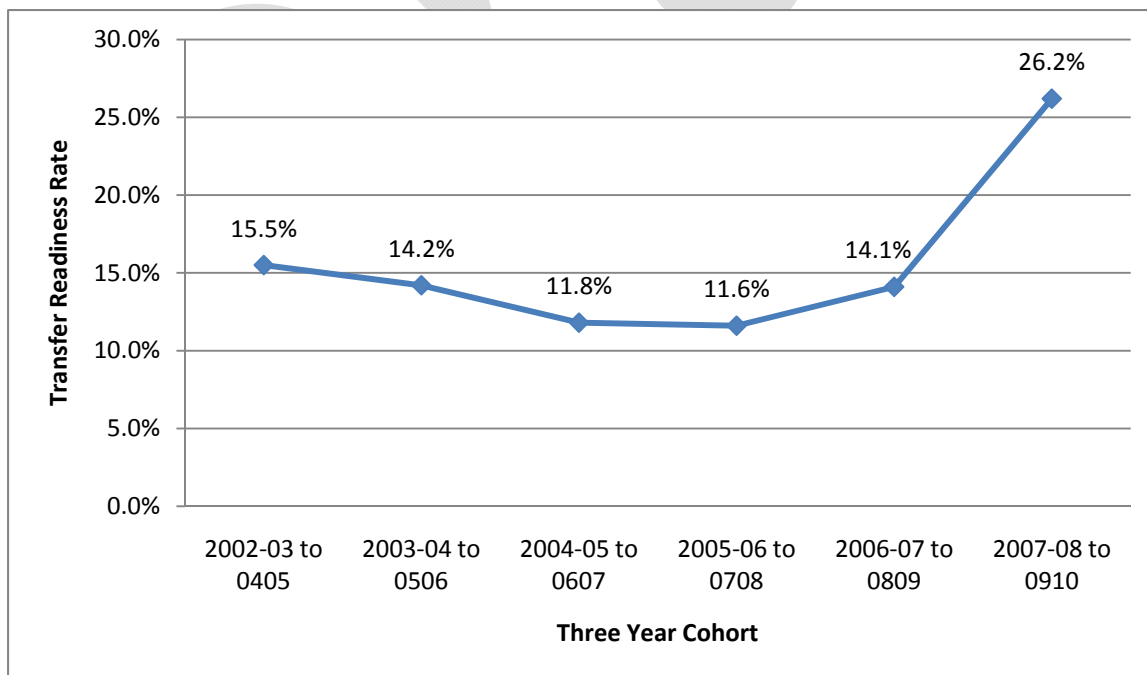
Note: The Statewide Three Year Transfer Rate for the 2003 – 2004 Cohort was 14.9%.

Quantitative Effectiveness Indicator (QEI) 6 – Transfer Readiness Rate

Transfer Readiness. Percent of first-time college Crafton Hills College (CHC) transfer students as identified by the National Student Clearinghouse with a minimum of 6 transferable units earned who *attempted a transfer math or English course* within three years and who are shown to have completed 60 transferable units with a 2.00 GPA and who have successfully completed transfer level math and English.

First-time College CHC Transfer Student. The first term students earned a GOR at a college was at CHC~~in which the student earned a GOR in the SBCCD~~. A student was counted as a first-time college student if the NSC identified Crafton as the student's first college in the summer, fall, or spring semester of the initial cohort year~~they earned a GOR in the summer of fall semester of the initial cohort year at CHC~~. A student was counted as earning six transferable units if they earned six transferable units in the three years of the cohort (e.g.: 2002 – 2003 to 2004 – 2005). A student was counted as attempting a transfer math or English course if they earned a GOR in any transfer math or English course within the three years of the cohort. A *first-time college CHC transfer student* earned their first GOR at Crafton, completed six transferable units within three years, and attempted a transfer math or English course within three years.

Figure 6. QEI 6 – Three Year Transfer Readiness Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009, and 2009 – 2010.



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Table 6: QEI 6 – Three Year Transfer Readiness Rate for Five Cohorts Ending in the following Years: 2004 – 2005, 2005 – 2006, 2006 – 2007, 2007 – 2008, 2008 – 2009, and 2009 – 2010.

Time Period	Transfer Readiness		
	#	N	%
2002-03 to 2004-05	145	937	15.5
2003-04 to 2005-06	129	906	14.2
2004-05 to 2006-07	97	824	11.8
2005-06 to 2007-08	101	871	11.6
2006-07 to 2008-09	128	908	14.1
5 Year Average	600	4,446	13.5
2007-08 to 2009-10	170	650	26.2

Note. “#” refers to the number of students who are transfer ready, “N” refers to the number of students who are first-time college students at Crafton as identified by the NSC, completed six transferable units within three years, and attempted a math or English course within three years., and “%” is the number of transfer ready students (i.e. “#”) divided by the number of students in the cohort (i.e. “N”).

Table 6A: Possible Baselines and Five Year Goals for the Transfer Readiness Rate.

Time Period	Transfer Readiness			.10 Effect Size*	ARCC Six Year CHC Rate
	#	N	%		
5 Year Average	600	4,446	13.5	17.1%	18.4%
2006-07 to 2008-09	128	908	14.1	17.8%	18.4%

Note. “#” refers to the number of students who are transfer ready, “N” refers to the number of students who are first-time college students at Crafton as identified by the NSC, completed six transferable units within three years, and attempted a math or English course within three years., and “%” is the number of transfer ready students (i.e. “#”) divided by the number of students in the cohort (i.e. “N”).

Yellow – recommended ambitious but reasonable five year goal.

*The Effect Size (ES) goal was set by identifying a .10 effect size increase in each persistence rate. A .10 effect size corresponds to a Pearson r of .05. The effect size represents the magnitude of the difference between the target and the baseline measure. Using an effect size increases the likelihood that the difference is not only statistically significant but practical as well.