Crafton Hills College
Data Portfolio

September 8, 2022

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Data Portfolio

This section of the Plan provides data and analysis important for planning. The data includes quantitative and qualitative data related to the internal and external environments and is gathered from several different sources.

Internal Scan

The Internal Environmental Scan includes a demographic profile of the students and staff at the College. It also includes an analysis of FTES, headcount, degrees and certificates awarded and other institutional trend data.

FTES and Headcount

Credit FTES has fluctuated modestly from fall 2012 to 2020. The lowest level of FTES was in fall 2012 (1,995) and the highest was in fall 2019 (2,228). FTES fell by 9.8% in fall 2020.
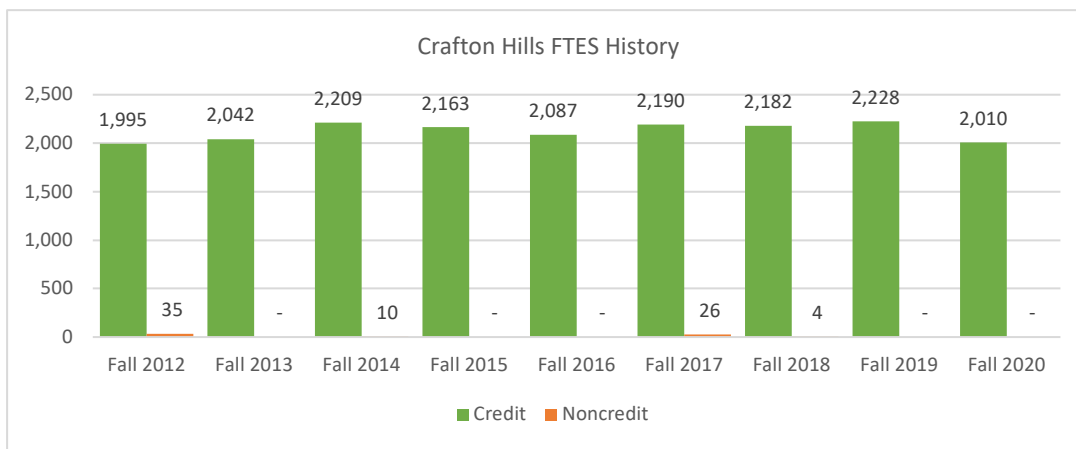
Source: cccco.edu DataMart; analysis by CBT

The following table shows the FTES history for credit and noncredit enrollments.

Crafton Hills FTES History			
Term	Credit	Noncredit	Total
Fall 2012	1,995	35	2,030
Fall 2013	2,042	-	2,042
Fall 2014	2,209	10	2,220
Fall 2015	2,163	-	2,163
Fall 2016	2,087	-	2,087
Fall 2017	2,190	26	2,216
Fall 2018	2,182	4	2,186
Fall 2019	2,228	-	2,228
Fall 2020	2,010	-	2,010

Headcount increased almost every year from fall 2012 to fall 2019 but fell 11.0% in fall 2020. According to the National Student Clearinghouse Research Center, enrollments in public 2-Year Colleges fell by 10.1% Nationally and by 11.7% in California in the fall 2020 semester[1].

Crafton Hills College Student Headcount

Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
5,292	5,708	5,945	5,998	5,962	6,268	6,633	6,769	6,022
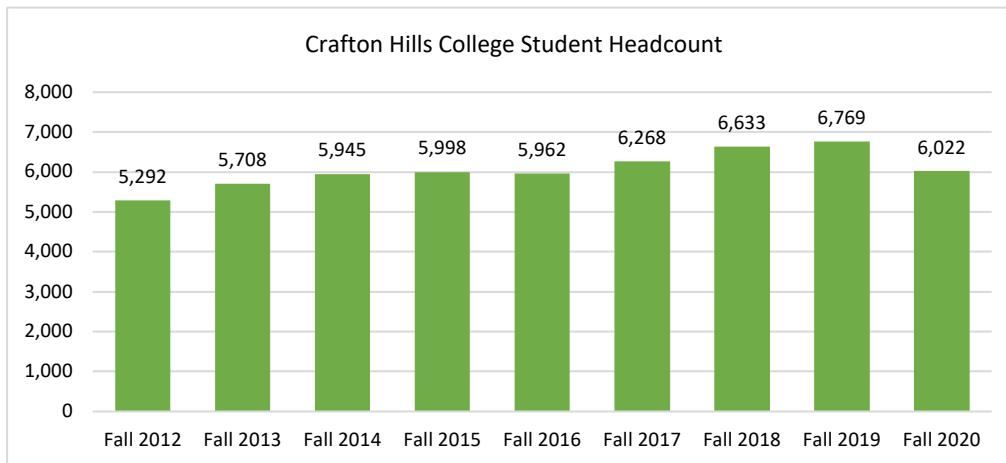
Source: cccco.edu DataMart; analysis by CBT

Student Demographics

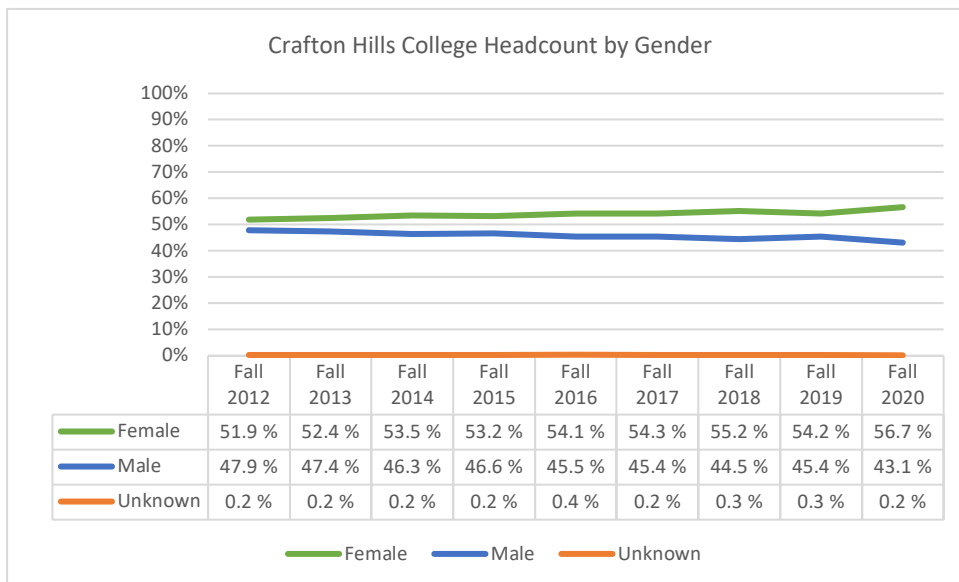The gender distribution of the student body has shifted over the past couple of years. The College has had a majority female student population from fall 2012 to fall 2020. That female majority grew significantly in the fall 2020 semester (from 54.2% to 56.7%). This means that the drop in student headcount was more acute for male students.

Crafton Hills College Headcount by Gender

	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	51.9 %	52.4 %	53.5 %	53.2 %	54.1 %	54.3 %	55.2 %	54.2 %	56.7 %
Male	47.9 %	47.4 %	46.3 %	46.6 %	45.5 %	45.4 %	44.5 %	45.4 %	43.1 %
Unknown	0.2 %	0.2 %	0.2 %	0.2 %	0.4 %	0.2 %	0.3 %	0.3 %	0.2 %

Source: cccco.edu DataMart; analysis by CBT

[1] National Student Clearinghouse Research Center Fall 2021, nscresearchcenter.org

The largest age segment of students at the College were between 20-24 years of age from fall 2012 to fall 2019. This changed in fall 2020. In that semester, a plurality of students (33.7%) were in the 19 or less age segment. This means that the fall 2020 drop in student headcount disproportionally hit the 20-24 year old age segment. This age segment has been declining as a percentage of the student body since fall 2016.
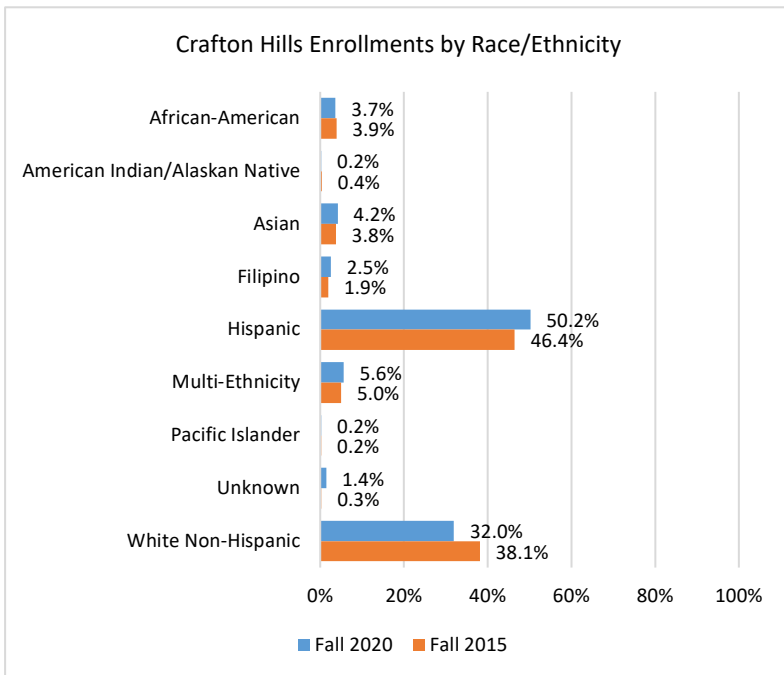
Crafton Hills College Headcount by Age

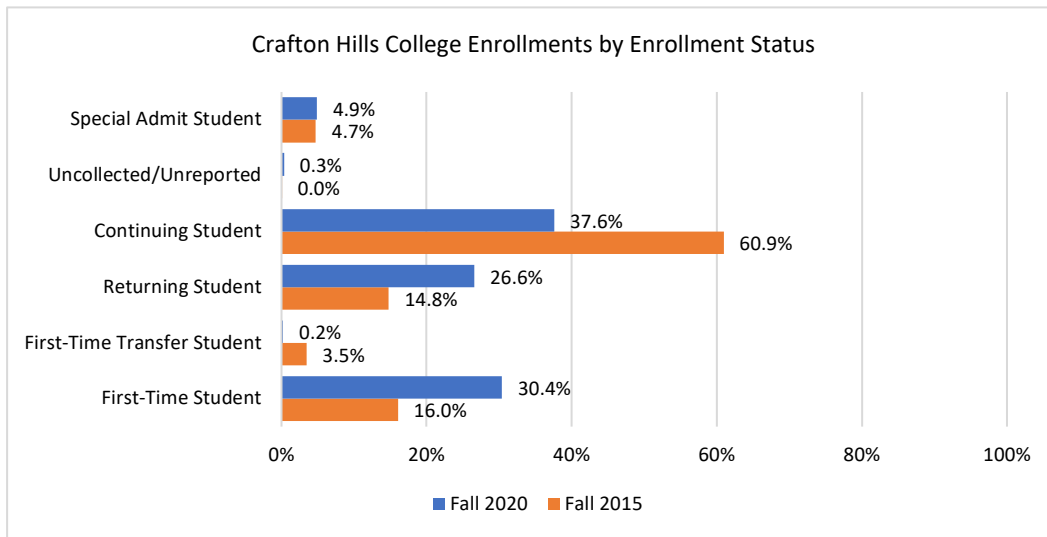|	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
19 or Less	31.9 %	31.3 %	30.0 %	29.1 %	29.5 %	29.9 %	30.9 %	31.6 %	33.7 %
20 to 24	40.5 %	41.0 %	42.3 %	41.5 %	41.4 %	38.0 %	36.6 %	34.8 %	33.0 %
25 to 29	11.7 %	12.6 %	12.7 %	13.7 %	14.2 %	15.3 %	15.0 %	14.2 %	14.6 %
30 to 34	5.3 %	5.9 %	5.8 %	6.6 %	6.5 %	6.9 %	6.5 %	7.2 %	7.5 %
35 to 39	3.3 %	3.1 %	3.1 %	3.5 %	3.3 %	4.1 %	4.7 %	4.7 %	4.6 %
40 to 49	4.7 %	3.8 %	3.8 %	3.5 %	3.1 %	3.5 %	3.7 %	4.5 %	4.5 %
50 +	2.7 %	2.3 %	2.4 %	2.2 %	2.0 %	2.3 %	2.7 %	3.0 %	2.0 %
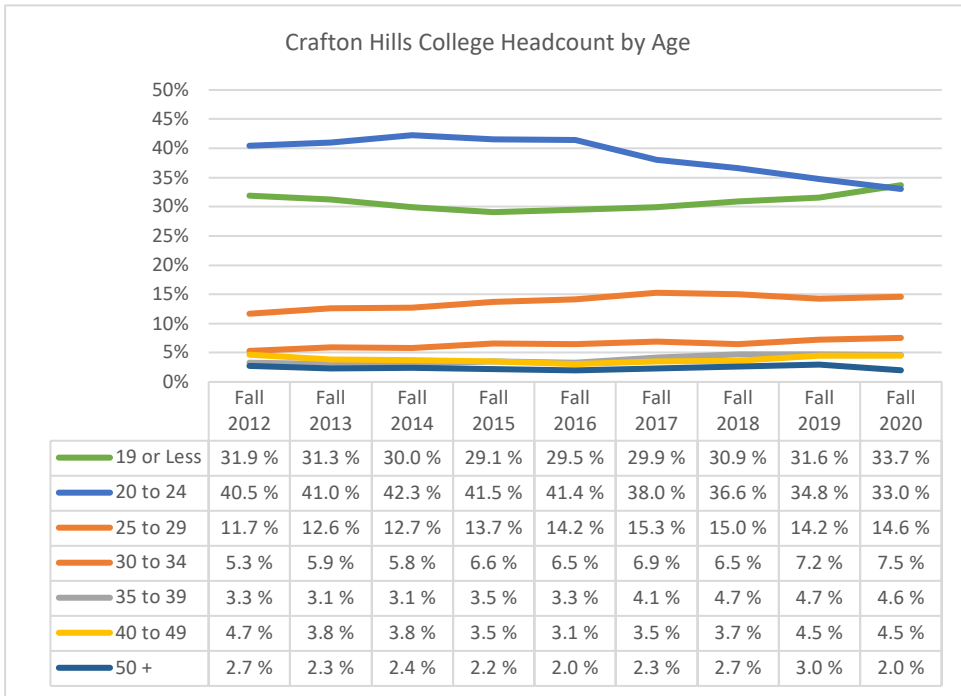
Source: cccco.edu DataMart; analysis by CBT

This chart disaggregates student headcount by race and ethnicity for the fall 2020 and fall 2015 semesters. In fall 2020, a majority of students (50.2%) identified as Hispanic. This represents an increase from five years earlier (46.4%). The second largest segment of students identify as White Non-Hispanic. This group comprised 32.0% of students in fall 2020. This represents a decrease from 38.15 in fall 2015. The percentage of students identifying as Multi-Ethnicity increased from 5.0% to 5.6% over the five-year period.

Crafton Hills Enrollments by Race/Ethnicity

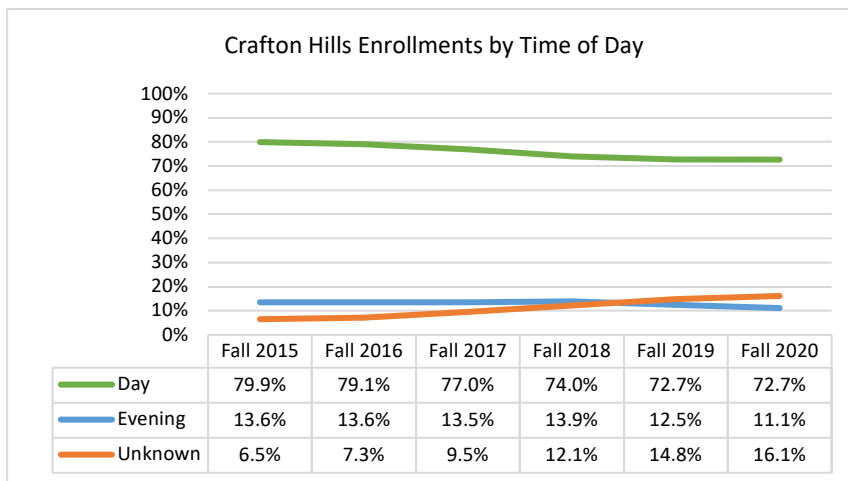| Race/Ethnicity	Fall 2020	Fall 2015
African-American	3.7%	3.9%
American Indian/Alaskan Native	0.2%	0.4%
Asian	4.2%	3.8%
Filipino	2.5%	1.9%
Hispanic	50.2%	46.4%
Multi-Ethnicity	5.6%	5.0%
Pacific Islander	0.2%	0.2%
Unknown	1.4%	0.3%
White Non-Hispanic	32.0%	38.1%

Source: cccco.edu DataMart; analysis by CBT

The following chart shows the percentages of students by enrollment status. There were significant shifts from fall 2015 to fall 2020. Students identifying as Continuing Students fell from 60.9% to 37.6%. Over the same period, first-time students increased from 16.0% to 30.4% of students; and returning students increased from 14.8% to 26.6%.

Crafton Hills College Enrollments by Enrollment Status

Enrollment Status	Fall 2020	Fall 2015
Special Admit Student	4.9%	4.7%
Uncollected/Unreported	0.3%	0.0%
Continuing Student	37.6%	60.9%
Returning Student	26.6%	14.8%
First-Time Transfer Student	0.2%	3.5%
First-Time Student	30.4%	16.0%

Source: cccco.edu DataMart; analysis by CBT

Over the past six fall semesters, the percentage of students enrolled in Day and Evening classes declined while "unknown" rose by nearly 10 percentage points.

Crafton Hills Enrollments by Time of Day

|	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Day	79.9%	79.1%	77.0%	74.0%	72.7%	72.7%
Evening	13.6%	13.6%	13.5%	13.9%	12.5%	11.1%
Unknown	6.5%	7.3%	9.5%	12.1%	14.8%	16.1%

Source: cccco.edu DataMart; analysis by CBT

From fall 2015 to fall 2020, the percentage of students taking 6.0 to 14.9 units declined. The proportion of students taking 0.1 to 5.9 units rose as did those taking 15 or more units.

Crafton Hills Student Unit Load %
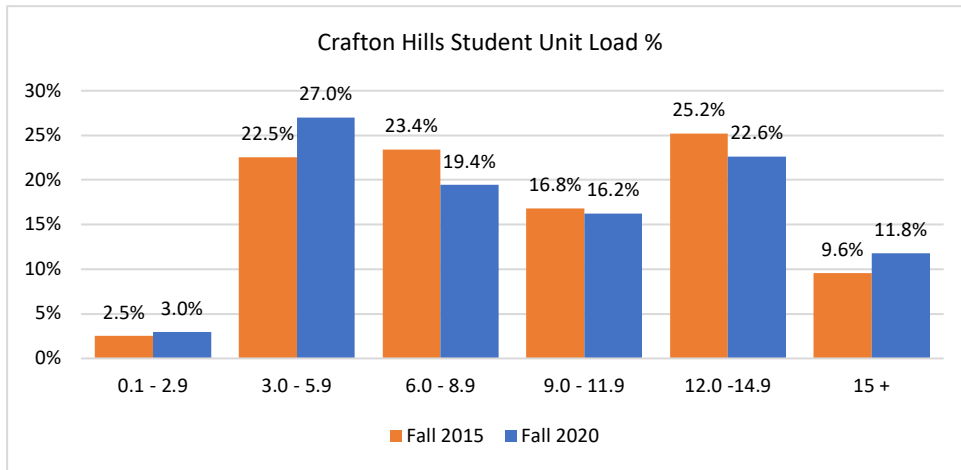
Source: ccco.edu DataMart; analysis by CBT

Distance education has been rising steadily at the College over the past nine fall semesters. In fall 2012, only 2.8% of FTES was generated in distance education formats. In fall 2020, boosted by Covid, nearly one-quarter of FTES was generated in distance education formats.

Crafton Hills College Distance Education by FTES
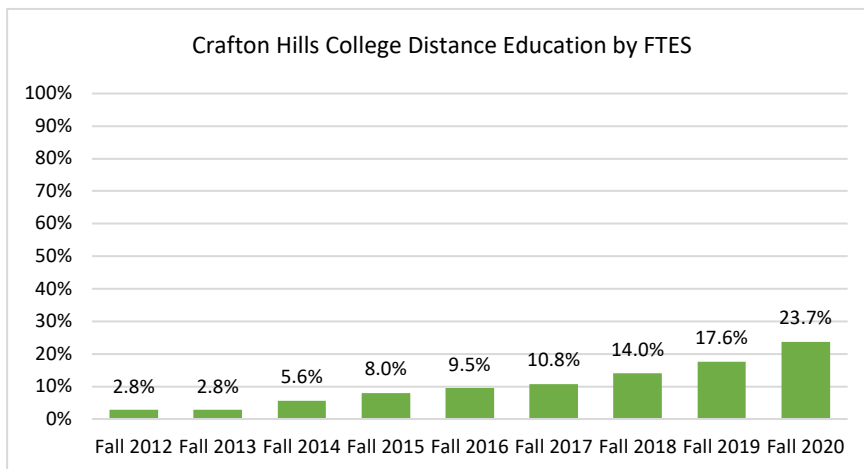
Source: ccco.edu DataMart; analysis by CBT

Student Profiles and Success Metrics

While the Internal Scan provides broad student demographic datasets of the overall student population and the External Scan provides current and projected community demographic datasets, the *Student Profiles and Success Metrics* provides a more detailed review of the student experience (disaggregated by race and ethnicity, where available) based on state's *Vision for Success* metrics and categorial programs using the California Colleges Chancellor's Office Management Information Systems (MIS) data applications. Specifically, the MIS DataMart, Cal-Pass Plus – Launchboard - Student – Success – Metrics, and Digital Futures – Student Success Metrics. Each of these three data inquiry tools includes specific and technical definitions for students and program of study datasets. Its critical to review these definitions as the definitions do vary among the applications.

Collectively, the state's *Vision for Success*, the *San Bernardino Community College District Strategic Plan* and the student datasets are key to college planning and allocation determinations. These data may be used to bring focus to student outreach and marketing, access, programs of study, student persistence and retention strategies, with a goal of increasing student completion rates for all students as outlined in the *Vision for Success* plan, supported by the Guided Pathways framework, and aligned to the Student Centered Funding Formula.

This section provides a brief overview of the state's mandates related to promoting student success, the San Bernardino District Strategic Plan (District) goals, followed by Crafton Hills College student profiles and success

metrics. Crafton Hills College has a unique opportunity for integrated student-centered planning with the development of its Educational Master Plan by identifying strategic directions and supportive actions aligned to the overall state and District goals.

State Vision for Success Plan – Guided Pathways – Student Centered Funding Formula

In 2017, the California Community Colleges Chancellor's Office (CCCCO) launched the *Vision for Success* plan with a primary purpose of, "making sure students from all backgrounds succeed in reaching their goals and improving their families and communities, eliminating achievement gaps once and for all." The *Vision for Success* "commitment" statement is described, in part, as follows:

The *Vision for Success* core commitment statement is intended to drive improvement, student access, equity, and success for all students*.*

1	Focus relentlessly on students' end goals.	5	Take ownership of goals and performance.
2	Always design and decide with the student in mind.	6	Enable action and thoughtful innovation.
3	Pair high expectations with high support.	7	Lead the work of partnering across systems.
4	Foster the use of data, inquiry, and evidence.		

The *Vision for Success* goals read in part as follows, complete goal descriptors available at Vision for Success.

Goal 1: Completion Increase the number of students who complete a program of study	Goal 3: Unit Accumulation Decrease the number of units accumulated by students earning an associate degree	Goal 5: Equity Reduce equity gaps across all measures (goals) among traditionally underrepresented student groups – fully close the achievement gap
Goal 2: Transfer Increase the number of students annually transferring to the CSU and UC	Goal 4: Workforce Increase the percentage of existing students who report being employed in their field of study	Goal 6: Regional Equity Reduce regional achievement gaps across all measures (goal) among colleges in regions with the lowest educational goal attainment of adults

The *Vision for Success* plan relies upon the Guided Pathways framework to improve student access, persistence and retention and student goal completion. Colleges have an opportunity to integrate and align community college plans for Guided Pathways, Student Equity and Achievement Program, College and Career Access Pathways (CCAP), Adult Education, categorical programs and services, and more.

Reaffirmation of State's Commitment to Vision for Success Goals

On June 30, 2022, Governor Newsom signed the 2022-23 State budget reaffirming the state's commitment and investment in the California Community College system, the *Vision for Success* plan, the Guided Pathways framework, and the Student Centered Funding Formula. The CCCCO Joint [Budget] Analysis was released on July 11, 2022, and highlights an increase in overall community college budgets with additional funding extended through one-time grants and/or augmentations to categorical programs, financial aid, technology, student housing (planning grants), COVID-19 Recovery, Equal Employment Opportunity, transfer reform, apprenticeships and so much more. In addition, SBCCD is the recipient of a one-time $15M award to support the KVCR-DT public radio broadcasting station. The SBCCD KCVR-DT report presented to the SBCCD Board of Trustee on March 24, 2022, is available here and is aligned with the *SBCCD Strategic Plan* goals and college programs of study. The CCCCO Joint [Budget] Analysis provides a complete listing of all on-going and one-time funding.

The Governor's Office and A New California Community College Roadmap

The CCCCO Joint [Budget] Analysis (Joint Analysis) includes a new agreement between the Governor's Office and the California Community College system. The Governor's Office and the CCC system have mutually agreed to prioritize advancement of shared goals over the next five-year term as described in the *Multi-Year Roadmap Between the Newsom Administration and the California Community Colleges*. The "…shared goals are herein designed to build upon the system's *Vision for Success* goals to promote student access and success; close (eliminate) equity gaps; expand opportunities for transfer students; increase intersegmental collaboration to benefit students; support for workforce preparedness; and high-demand career pipelines." This "roadmap"

includes new goals and expectations and "…represents an unwavering commitment to continue to increase support and socialize existing reforms such as Guided Pathways, equitable [student] placement, the Student Centered Funding Formula, and competency-based education, among others – aimed at improving student success and making that success equitable for all students served by the CCCs" (Roadmap, pg.5; Roadmap, pg.2).

Further, "key goals and expectations in the roadmap include increased collaboration across segments and sectors to enhance timely transfer; improved rates of completion with reduced excess units; closure of equity gaps; and better alignment of the system with K-12 and workforce needs" (Joint Analysis, pg.

11).

Guided Pathways

As noted earlier, the Guided Pathways framework is codified in Education Code 88920-88922 and aligns with the *Redesigning America's Community Colleges* model as defined by authors Bailey, Jaggars and Jenkins, 2015. This national community college model is described as, "…an integrated, institution wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market" (AACC, 2015). Further, the "guided pathways reforms involve every part of the college, requiring redesign of departments and functions" (Bailey, 2017).

The Guided Pathways framework is anchored in four pillars of the student experience as described, in part, as follows:

Guided Pathway Pillars	
1. Clarify the Path	Create clear curricular program of study pathway maps to employment or transfer, simplify student choices, establish detailed transfer pathways, and expected learning outcomes with transfer institutions
2. Enter the Path	Help students choose and select a pathway, redesign developmental education, and course placement
3. Stay on the Path	Support students through strong advising and counseling, embed proactive support services throughout the student journey, strengthen clarity about transfer and career opportunities, ensure academic planning with predictable course scheduling
4. Ensure Learning	Ensure learning is occurring with intentional outcomes, establish program of study level of outcomes in employment or transfer, integrate group projects, internships, and other applied learning experiences to enhance instruction and improve student success

Source: American Association of Community Colleges (2015), Redesigning America's Community Colleges (2015)

Simply stated, Guided Pathways seeks to achieve:

- Advance Equity: Removing barriers that today's students face, particularly students of color, first-generation students, students from low-income backgrounds, and working adults.
- Transform Institutions: A highly structured, comprehensive approach to systemic change to improve students' attainment of skills, credentials, and socioeconomic mobility. It is founded on the principle that everything can and should change.
- Redefine Readiness: Fundamentally shifting the conversation about what it means to put students first, encouraging colleges to focus on their readiness for students rather than students' readiness for college.
- Redesign Supports: Recognizing that students need more than financial support and resources to be successful. It allows colleges to recognize and holistically support students' academic and non-academic needs.

Ultimately, the Guided Pathways model offers a framework within which every strategy supporting student success as outlined in the *Vision for Success* is organized and may be realized.

Student Centered Funding Formula

Based on the California Community College Chancellor's Office, the Student Centered Funding Formula (SCFF) is designed to support the goals and commitment set by the *Vision for Success* plan and aligned with the Guided Pathways student success metrics. SCFF is based on three calculations:

- A base allocation – largely reflects enrollment.

- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include:
    - the number of students earning associate degrees and credit certificates
    - the number of students transferring to four-year colleges and universities
    - the number of students who complete transfer-level math and English with their first year
    - the number of students who complete nine or more career education units
    - the number of students who have a attained a regional living wage

The SCFF link noted includes a complete list of the "Supplemental Allocation Metrics Definitions," with corresponding Education Code sections and related data sources.

San Bernardino District Community College District Strategic Plan Goals

The San Bernardino Community College District Board of Trustees (SBCCD) reviewed the SBCCD Strategic Plan (Plan) at its April 14, 2022, meeting, and subsequently approved it at its May 12, 2022, meeting. The Plan outlines the District's Mission, Vision, Values, Challenges, Trends, Opportunities, Commitment to Diversity, Equity, and Inclusion, and identifies four overarching goals.

SBCCCD Strategic Goals
Goal 1: Eliminate Barriers to Student Access and Success
Goal 2: Be a Diverse, Equitable, Inclusive, and Anti-Racist Institution
Goal 3: Be a Leader and Partner in Addressing Regional Issues
Goal 4: Ensure Fiscal Accountability/Sustainability

The SBCCD Strategic Plan is available for review by selecting the April 14, 2022, link noted above.

The SBCCD also invested in establishing the District Human Resources, Diversity, Equity, and Inclusion (DEI) Advisory Committee for purposes of serving as an advisory to the Chancellor's Council. The Committee is charged, in part, with aligning Districtwide DEI efforts and to ensure that adequate supports are available. A focus of the Committee is to also support and promote district and college DEI priorities to support the student and employee experiences.

Crafton Hills College Guided Pathways Scale of Adoption Assessment

The CCCCO Guided Pathways Scale of Adoption Assessment is designed to assist colleges in assessing its collective progress across each of the four Guided Pathway pillars and related practices. A review of the 2021-22 Crafton Hills College Guided Pathways Scale of Adoption Assessment (SOAA) provides the following *progress to date* (as of March 2022) items – summarized using the 2021-22 Crafton Hills College SOAA:

Pillar 1. Clarify the Path and Practices – progress to date:

- The College has made available the Career and Academic Pathways (CAPs) on its website and integrated these into the college application.
- The College is in the process of implementing PAIRIN (an application that offers career assessments, recommended career paths, job trends, and salary information); PAIRIN is a Starfish module designed to assist career exploration aligned with interests and work experiences.
- In addition to launching PAIRIN, the College publishes wage and career information by program and assists student paid and unpaid employment opportunities.
- The College has finalized three-year program maps for all programs of study and implemented the Starfish-based degree planner. The two-year maps are expected to be completed Spring 2022 and online Fall 2022.

- Math courses and pathways are aligned to STEM and non-STEM majors. The math department has developed three recommended pathways for each of the program maps – these are Statistics and Liberal Arts, Business, and STEM.
- Identified overall support needed/opportunities: Additional documented CCC case studies and resources that align with the pillars/practices and demonstrate how colleges are navigating the issues and connections with other Guided Pathways teams.

Pillar 2. Get on the Path and Practices – progress to date:

- In addition to implementing PAIRIN, the college is implementing Job Speaker – an online platform to assist student job searches.
- Starfish is also being used to identify and connect with students who do not yet have an educational plan.
- The College uses demand-based data to identify courses that could benefit from embedded tutoring.
- DSPS Technology Success Center is dedicated to creating equal access for all students.
- Faculty professional development and training with high engaging teaching techniques with a focus on problem-topics/concepts in STEM core courses. Supplemental instruction is provided in STEM courses.
- The College had integrated tutoring, supplemental instruction, and embedded tutoring for all gateway courses. Corequisites courses are available for math and English courses. The STEM Success Center is fully operational. AVID training available to faculty to help embed equitable student-centered teaching practices.
- In addition to the above items, the Starfish/early system is in place allowing faculty to connect with student for additional supports. The College has also developed a process for Canvas and Starfish integration – allowing instructors to monitor student progress and initiate intervention strategies – this retention tool is being used by 60% of faculty with a goal of engaging 100% of faculty.
- The College has implemented dual enrollment at top two feeder high school districts and finalized CCAP Agreements.
- The College has aligned all changes with AB 705 requirements with ongoing professional development available.
- The College has increased its adult education course offerings in the following areas:
    - High School Diploma and NEDP
    - High School Equivalency (GED/HIST)
    - Adult Basic [and Secondary] Education (ABE – math and reading)
    - English as a Second Language (ESL – beginner, intermediate, advance)
    - Civic/Citizenship Classes
- The College is taking a reflective and inquiry-based approach to meeting student needs with a focus on enhancing the student experience.
- Identified overall support needed/opportunities: Additional documented CCC case studies and resources that align with the pillars/practices and demonstrate how colleges are navigating the issues and connections with other Guided Pathways teams.

Pillar 3. Stay on the Path and Practices – progress to date:

- All educational plans imported to Starfish degree planner. Faculty and staff monitor student progress toward goal completion and student progress towards meeting CSU and UC degree applicable unit thresholds. The degree audit module is being used to support and guide the student experience.
- Students can also assess how changes to the educational plan impacts completion.
- The Starfish/Early Alert feature is also being used to provide "just in time" support services. The College is also using the Starfish-based "close to completion report" to contact students regarding plans towards reaching their educational goal.
- The College is preparing to implement the Starfish Retention Scores module – this module will allow staff to identify students that may need additional support with a proactive and timely approach to securing student support services.

- The College offers self-guided career exploration tools with one-on-one career counseling available as well as Career Center workshops.
- The College is actively working on two and three-year program maps with a listing of courses to complete by semester over a two- or three-year period to complete a program of study. The course scheduling process utilizes educational planning data and informed by wait-lists, counseling faculty, and surveys. Program Chairs monitor and revise scheduling matrices to document tentative offerings over the next two years.
- Identified overall support needed/opportunities: Additional documented CCC case studies and resources that align with the pillars/practices and demonstrate how colleges are navigating the issues and connections with other Guided Pathways teams.

Pillar 4. Ensure Learning Path and Practices – progress to date:

- The College has developed program learning outcomes for its degrees and certificates aligned with transfer and employment outcomes. The College is working to align its ILOs an GEOs to the transfer and employment outcomes.
- Most courses consistently map to course SLOs with critical thinking serving as a core component of instruction.
- College programs such as STEM, the Library, and the Tutoring Center further support students.
- The College assesses general education and institutional learning outcomes across programs of study with an annual review of ILOs and GEOs by faculty.
- The College has developed a new plan to collect and analyze learning outcomes at the student-level with a pilot project to commence fall 2022.
- Faculty mentoring is ongoing with math faculty participating in "community of practices activities" designed to engage students in active and applied learning. Professional development is embedded in Flex Day and in-service trainings.
- The College provides opportunities for work-based learning, internships, clinical placements, study abroad, group projects in and out of class and more. The STEM Center, which serves as the "main academic hub" supports STEM students through the STEM pathway and beyond. The STEM Center extends scientific writing support for students applying for STEM internships, scholarships, and employment opportunities. STEM has partnerships with 4-year institutions for student research opportunities with paid internships.
- The College has developed a process for programs to include "improvement of teaching and learning" as part of the program review process. The Institutional Effectiveness, Accreditation and Outcomes Committee regularly examines student learning outcomes with professional development opportunities.
- Identified overall support needed/opportunities: Additional documented CCC case studies and resources that align with the pillars/practices and demonstrate how colleges are navigating the issues and connections with other Guided Pathways teams.

Crafton Hills College Disproportionate Impact

To meet the *Vision for Success* goals using the Guided Pathways framework, the CCCCO monitors statewide and district/college student success metrics for the overall student population and by student group type to assess disproportionate impact. To that end, the CCCCO released five disaggregated metrics Student Equity Plan and Disproportionate Impact (DI) Files (DI) to each college. These datasets are **password protected by college** and accessible using Data on Demand. The DI calculation, "…compares the outcome of the primary subgroups to the outcome rate of all OTHER cohort students." As indicated these datasets are only available to the colleges and not yet published.

Crafton Hills College has an opportunity to review, compare, and contrast DI student datasets as prepared by the state to assess the overall student population against demographic factors that may inform planning, strategic directions and supporting actions.

In 2018, the Student Equity and Achievement Program (SEA) was established and merged the Student Success and Support Program, the Basic Skills initiative, and Student Equity funding. The CCCCO noted that, "…integrating these efforts into a single program advances the goal of demolishing once and for all the achievement gaps for students from traditionally underrepresented populations." The SEA program requires colleges to implement the Guided Pathways framework as codified in Education Code 78222.

The *Student Equity and Achievement Program: 2022-25 Student Equity Plan* is due to the CCCCO on November 30, 2022, and provides Crafton Hills College with an opportunity to further align programs and services with the *Vision for Success,* District goals, and the College's strategic directions and supporting actions to enhance the student experience.

Crafton Hills College Student Success Metrics

A primary tenet of the *Vision for Success*, Guided Pathways, the Student Equity and Achievement Program is to address student equity and achievement gaps. To that end the CCCCO established the LaunchBoard data tool as an addition to its suite of data query systems, most notably the MIS DataMart. LaunchBoard is organized in six categories: student type, learning progress, momentum, success, employment, and earnings.

The following datasets are from the *LaunchBoard* data system specifically using the *Student Success Metrics –* Race/Ethnicity query view for the **2019-2020 academic year – the 2020-21 datasets have not been posted**. Please note that student groups with fewer than ten people are added together and displayed as "All Masked Values" and suppressed in accordance with FERPA.

CCCCO LaunchBoard Student Success Metrics by Race and Ethnicity

Student Type - All students who had an enrollment as a non-special admit student in at least one term of the selected year by race and ethnicity. A total of 8,980 students met the definition for the 2019-2020 academic year. The graph below shows that nearly 50% of CHC students are Hispanic followed by White students at 32%.

Student Type by Race and Ethnicity
2019-2020

Race/Ethnicity	Number of Students
American Indian/Alaska Native	27
Asian	381
Black or African American	371
Filipino	222
Hispanic	4,465
Pacific Islander or Hawaiian Native	20
White	2,880
Two or More Races	453
All Masked Values	161
Total	8,980
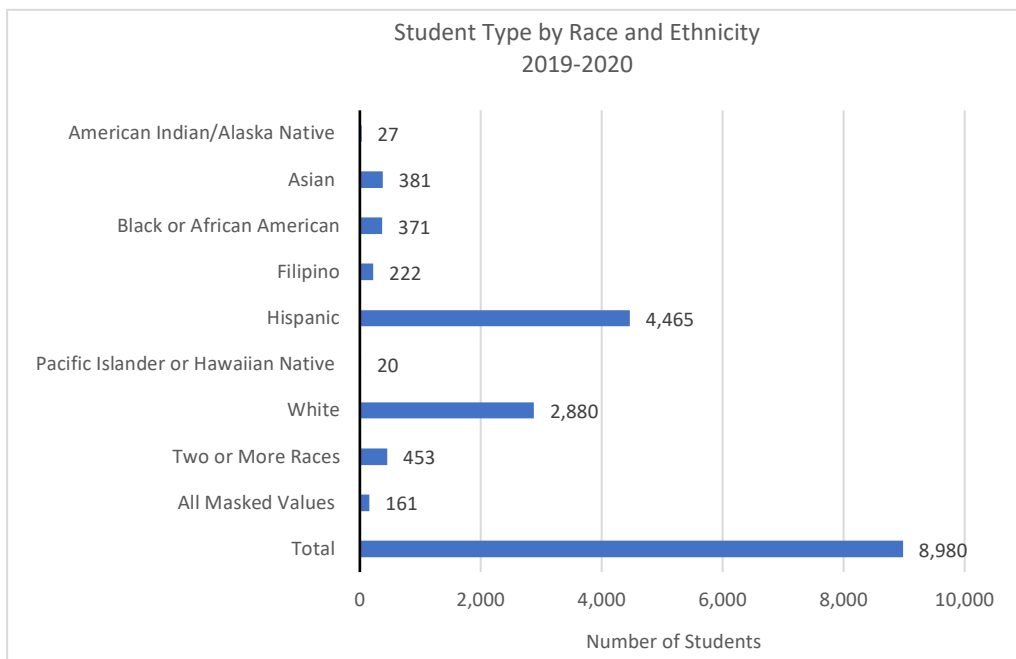
CCCCO LaunchBoard Student-Success-Metrics

Course Success Rate – The student course success rate in the selected year by race/ethnicity.

The graph shows that on average, all student group types have a course success rate of 60% or greater with the course failure rate range of 16% to 39%. This graph is followed by the Course Enrollment by Race and Ethnicity –

Attempts/Success/Failure table which provides greater detail of course success and failure rates by student group type.

Course Success Rate by Race and Ethnicity
2019-2020

Student Group Type	Success Rate
American Indian/Alaska Native	61%
Asian	81%
Black or African American	71%
Filipino	84%
Hispanic	73%
Pacific Islander or Hawaiian Native	63%
White	81%
Two or More Races	78%
All Masked Values	77%

Percent of Course Enrollments
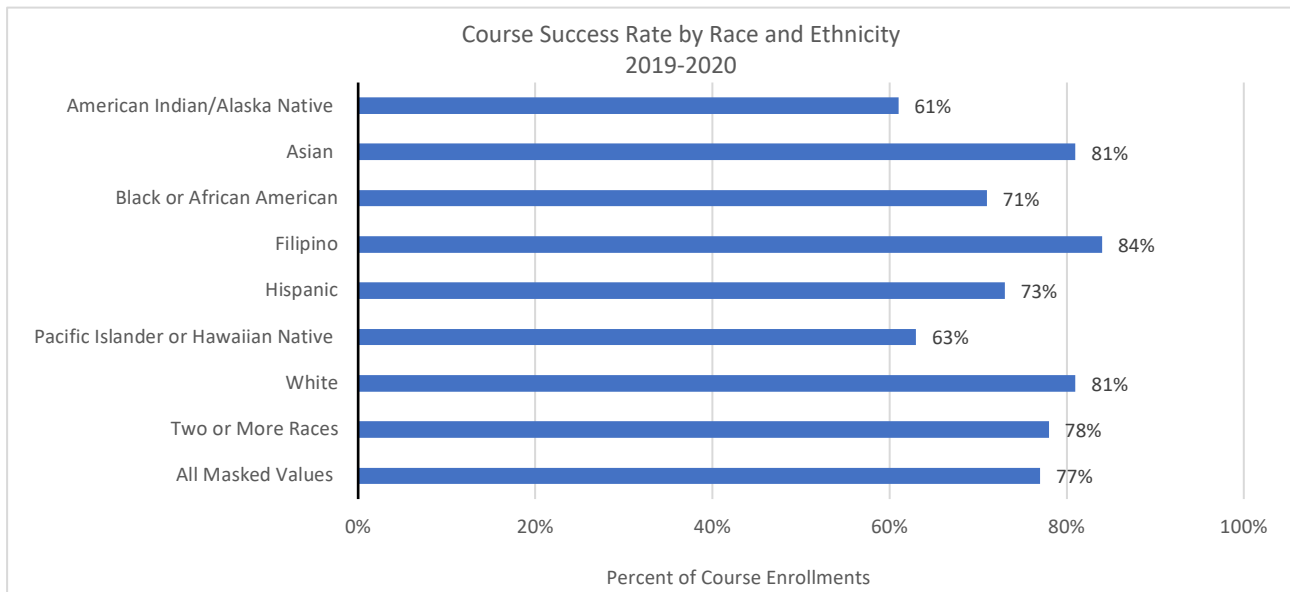
CCCCO LaunchBoard Student-Success-Metrics

The following table provides course enrollment numbers by race and ethnicity with course success and failure rates to illustrate student course attempts for the 2019-2020 academic year.

Course Enrollment by Race and Ethnicity – Attempts/Success/Failure 2019-2020			
Student Group Type	**Course Enrollments**	**Success**	**Failure**
American Indian/Alaska Native	**63** of 104 course enrollments	61%	39%
Asian	**1,116** of 1,370 course enrollments	81%	19%
Black or African American	**918** of 1,302 course enrollments	71%	29%
Filipino	**828** of 991 course enrollments	84%	16%
Hispanic	**13,374** of 18,213 course enrollments	73%	27%
Pacific Islander or Hawaiian Native	**36** of 57 course enrollments	63%	37%
White	**9,634** of 11,956 course enrollments	81%	19%
Two or More Races	**1,599** of 2,047 course enrollments	78%	22%
All Masked Values	**485** of 631 course enrollments	77%	23%

CCCCO LaunchBoard Student-Success-Metrics

Completed Transfer-Level Math and English – The proportion of students who completed transfer-level math and English in their first academic year of credit enrollment within the district.

This graph shows that less than 25% of Asian, Filipino, Hispanic, White, Two or More Races, and All Masked Values, students completed transfer-level Math and English in their first academic year. Of note, student groups with *fewer than ten people* are added together and displayed "All Masked Values" meaning the dataset is too small to report on American Indian/Alaska Native, Black, or African American, Pacific Islander or Hawaiian Native as a student group type.

Completed Transfer Level Math and English
2019-2020

Asian: 15%
Filipino: 23%
Hispanic: 14%
White: 15%
Two or More Races: 20%
All Masked Values: 11%

Percent of Studnets
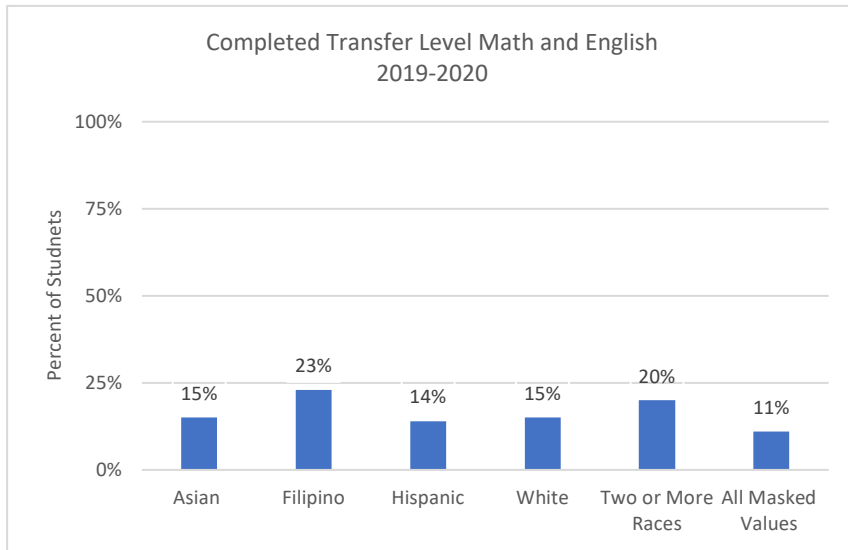
CCCCO LaunchBoard Student-Success-Metrics

Earned 9+ Career Education Units – The proportion of students who successfully completed nine or more career education semester units in the selected year within the district.

This graph shows that less than 10% of Asian, Black or African American, Filipino, Hispanic, White, Two or More Races and All Masked Values earned nine or more career education units.

Earned 9+ Career Education Units
2019-2020

Asian: 9%
Black or African American: 8%
Filipino: 6%
Hispanic: 8%
White: 9%
Two or More Races: 9%
All Masked Values: 7%

Percent of Students
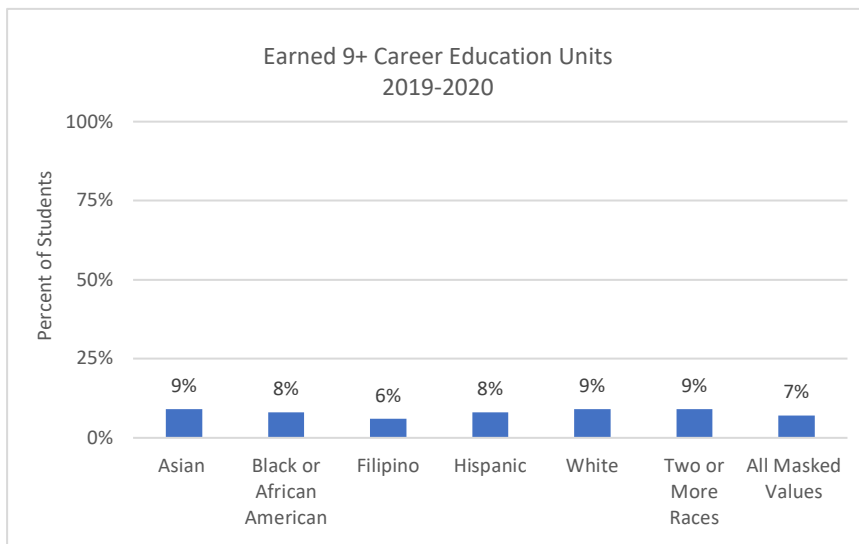
CCCCO LaunchBoard Student-Success-Metrics

Persisted from Fall to Spring – The proportion of students who enrolled in fall and spring terms in the selected year, excluding students who completed an award or transferred to a postsecondary institution.

This graph shows that on average, 66% of students persisted from the fall 2019 to the spring 2020 term. The datasets for the Pacific Islander or Hawaiian Native are too small to report as a "student group type" which indicates that less than 10 students could be counted for the persistence rate.
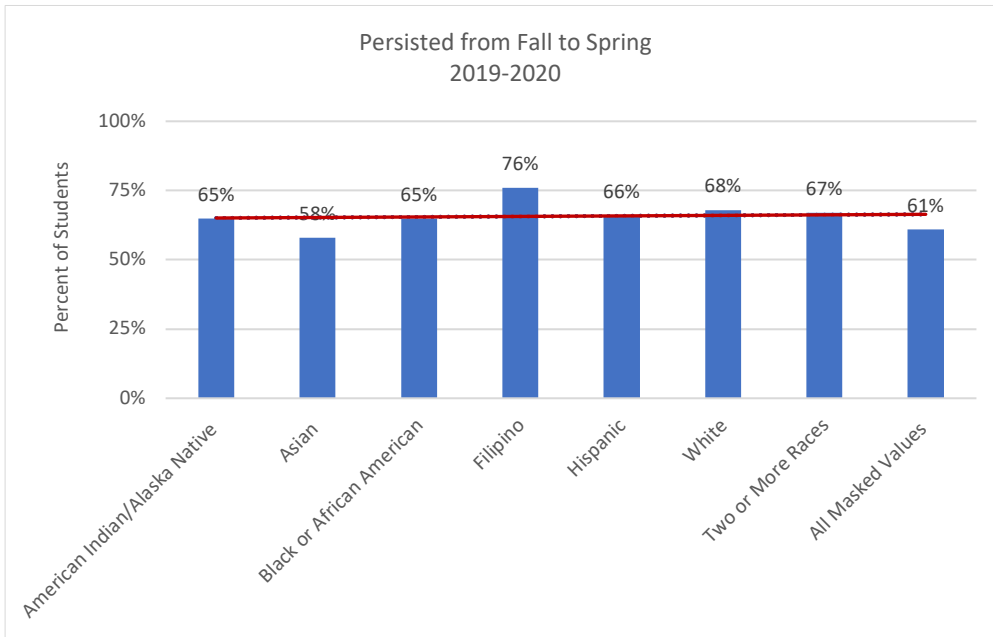
CCCCO LaunchBoard Student-Success-Metrics

Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The graph shows the percentage of students who attained the *Vision for Success* definition of completion or who enrolled in a four-year institution in the subsequent year. The datasets for American Indian/Alaska Native and Pacific Islander or Hawaiian Native are too small to report as a "student group type." Both the White and Two or More Races show 15% completion for the 2019-20 academic year.
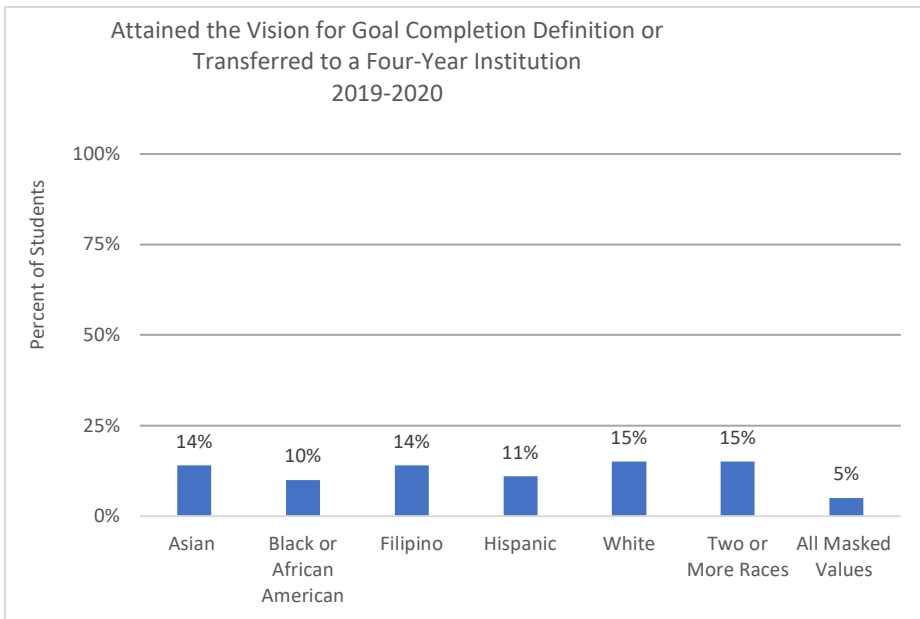
CCCCO LaunchBoard Student-Success-Metrics

Attained the Vision Goal Completion Definition or Transferred to a Four-Year – The following table provides the *number of students* who "attained the vision for goal completion definition or transferred to a four-year" for each of the student group types available.

Attained the Vision Goal Completion Definition or Transferred to a Four-Year 2019-2020	
Student Group Type	Student Count (number of students)
American Indian/Alaska Native	Less than 10 (if any, summed under all masked values)
Asian	**55** of 381 students
Black or African American	**37** of 371 students
Filipino	**31** of 222 students
Hispanic	**503** of 4,465 students
Pacific Islander or Hawaiian Native	Less than 10 (if any, summed under all masked values)
White	**420** of 2,880 students
Two or More Races	**67** of 453 students
All Masked Values	**10** of 208 students

CCCCO LaunchBoard Student-Success-Metrics

Average No. of Units Accumulated by All First Time Associate Degree Earners – The graph shows the average number of units earned by students who earned an associate degree for the first time in the 2019-20 academic year. Black or African American students earned the highest number of units.
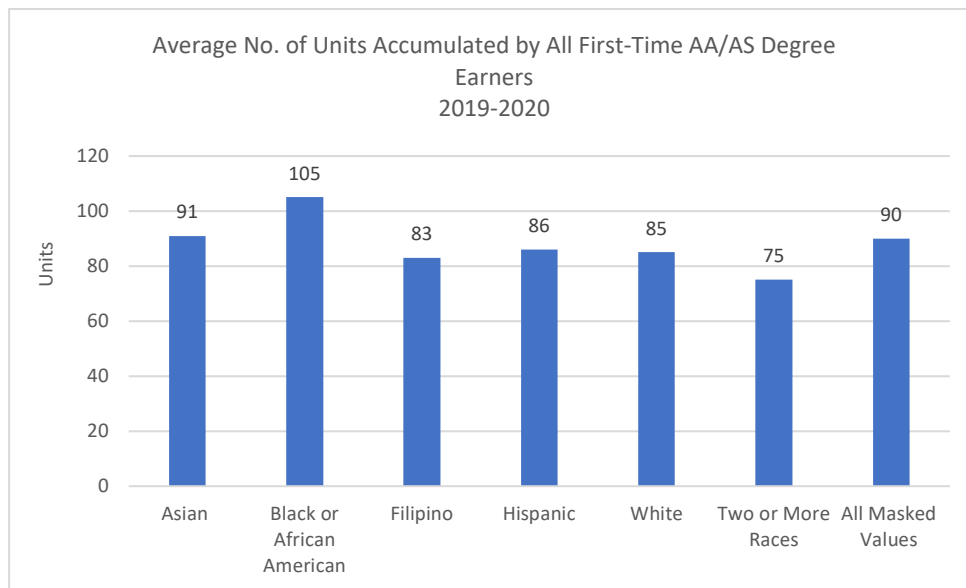
CCCCO LaunchBoard Student-Success-Metrics

Average No. of Units Accumulated by All First Time Associate Degree Earners – The graph shows the average number of units earned by students who earned an **associate degree for transfer** (ADT) the first time in 2019-20 academic year. The ADT unit limit with a few exceptions is 60-units.

The graph shows that the "all masked values" student group (combined with <10 people) the average number of units earned is 85 units, while the Two or More Races had an average of 71 units. The Hispanic and White average units accumulated are 79 and 81, respectively. Although the majority of ADT (programs of study) are 60-unit total, students continue to earn more units.
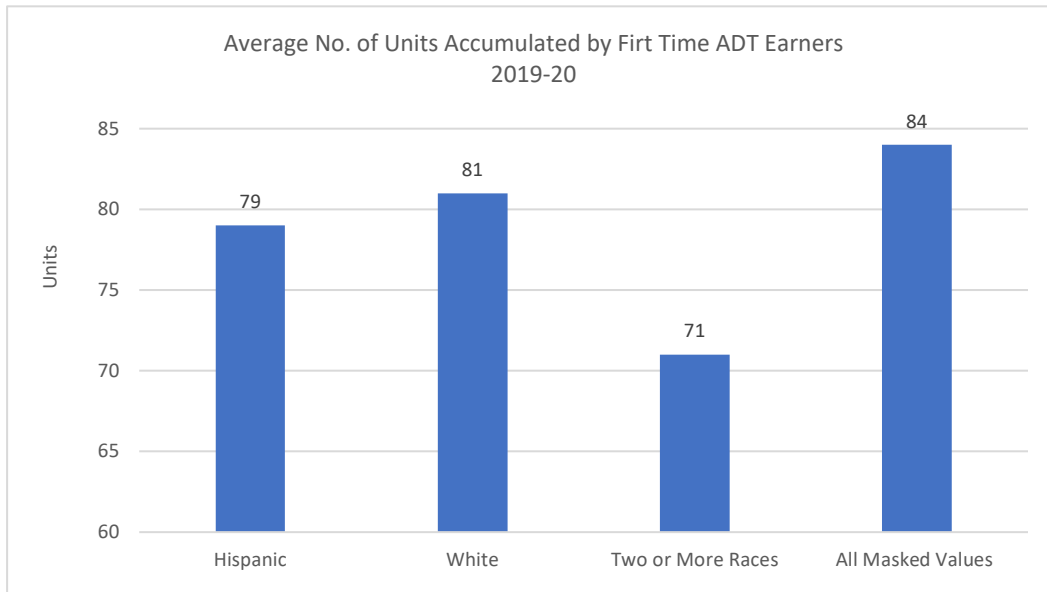
CCCCO LaunchBoard Student-Success-Metrics

Employment – Became Employed - Students who exited the community college system and did not transfer to any postsecondary institution. The graph shows the percentage of students who were unemployed and became employed after exiting college.
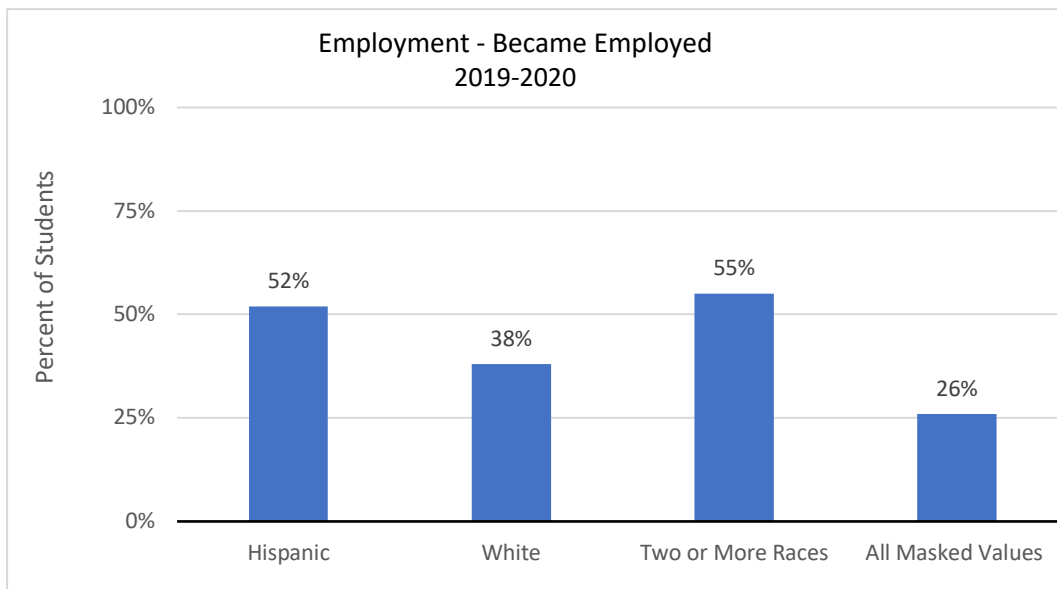
CCCCO LaunchBoard Student-Success-Metrics

Median Annual Earnings – The following graph shows the median annual earning s of students who exited the community college system and who did not transfer to any postsecondary institution.

Median Annual Earnings
2019-2020
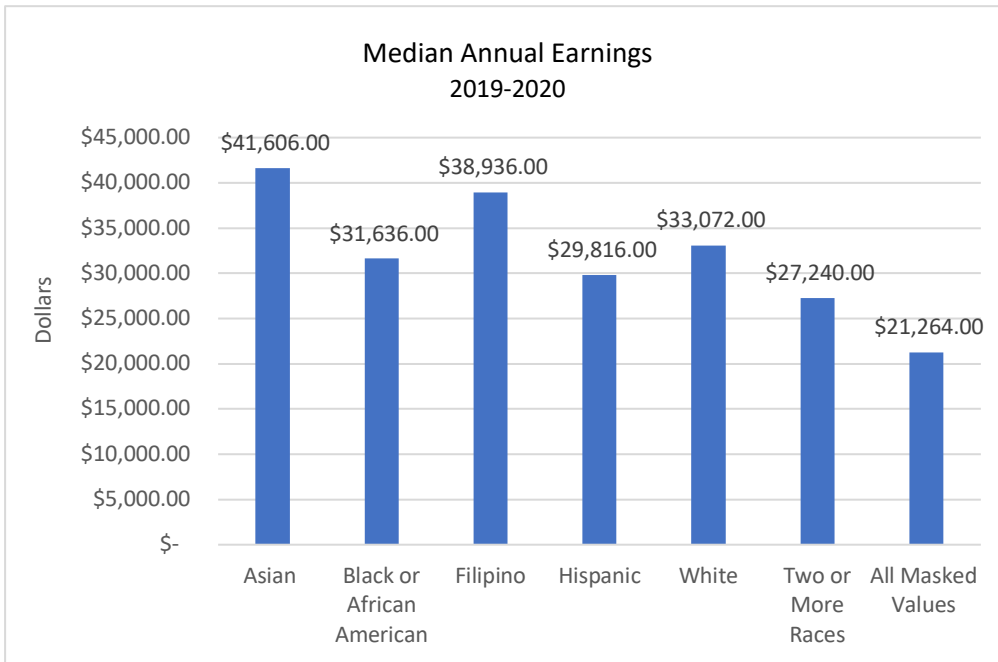
CCCCO LaunchBoard Student-Success-Metrics

Attained the Living Wage - Students who exited the community college system and who did not transfer to any postsecondary institution and who attained the district county living wage for a single adult measured immediately following the academic year of exit.

Attained the Living Wage
2019-2020
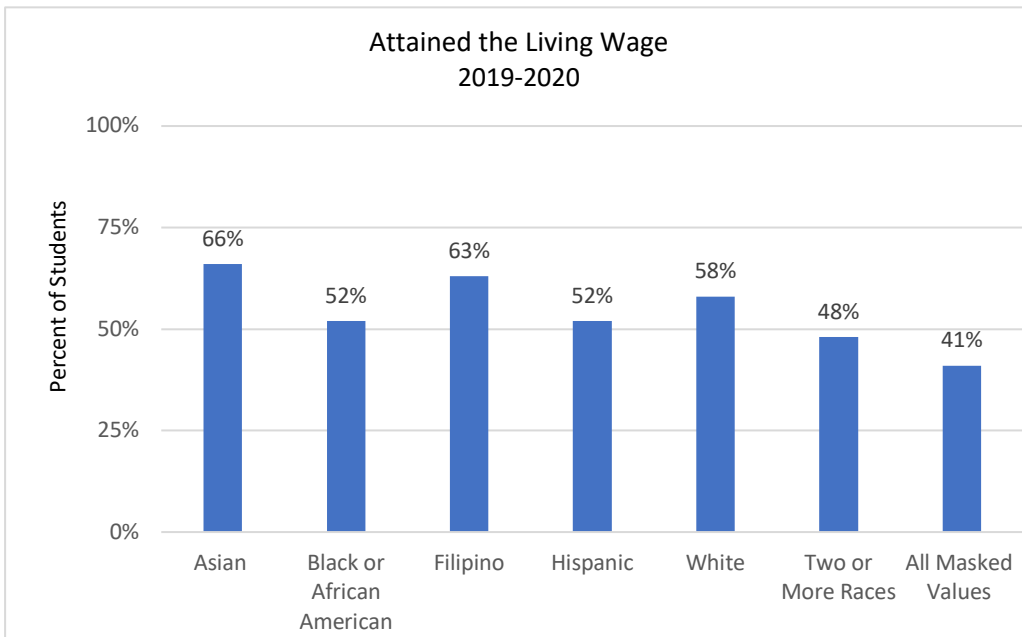
CCCCO LaunchBoard Student-Success-Metrics

CCCCO LaunchBoard Student Success Metrics by Gender

A review of the LaunchBoard Student Success Metrics by Gender did not reveal any discernable differences. The datasets show slightly more females transferred to four-year universities, slightly more females persisted in fall 2019 to Spring 2020; more males left for employment; males are earning higher wages than females. These data points are consistent with the overall student demographic findings for Crafton Hills College noted in the internal scan.

Community College Funding, Categorical Programs and Student Datasets

As noted in the *Reaffirmation of State's Commitment to Vision for Success Goals* section, the passage of the 2022-23 State budget provides community college programs with budget augmentations and/or one-time funding opportunities to meet student needs and to support the student experience in support of meeting the *Vision for Success* goals.

Crafton Hills College student profile and special populations (categorical program) datasets as reported using the CCCCO MIS DataMart follow.

The table below shows student enrollment for 2018-2019 and 2019-2020 academic year with no discernable difference.

Annual/Term Student Count Report				
	Annual 2018-2019		Annual 2019-2020	
Crafton Hills College	Student Count	Student Count (%)	Student Count	Student Count (%)
Student Enrollment Status Report Totals	9,485	100.00 %	9,480	100.00 %

CCCCO MIS DataMart

The table shows a nearly 24% increase in total program awards for the 2018-2019 to 2019-2020 academic year.

Program Awards Summary Report		
Crafton Hills College	Annual 2018-2019	Annual 2019-2020
Program Awards – Award Count Total	1,336	1,650
Associate in Science for Transfer (A.S.-T) Degree	110	120
Associate in Arts for Transfer (A.A.-T) Degree	185	206
Associate of Science (A.S.) degree	212	223
Associate of Arts (A.A.) degree	260	252
Certificate requiring 60+ semester units	8	7
Certificate requiring 30 to < 60 semester units	281	484
Certificate requiring 18 to < 30 semester units	7	
Certificate requiring 16 to fewer than 30 semester units		6
Certificate requiring 8 to fewer than 16 semester units		60
Certificate requiring 6 to < 18 semester units	273	242
Other Credit Award, < 6 semester units		50

CCCCO MIS DataMart

The Financial Aid Summary Report table shows a consistent number of 53% of CHC students participating in financial aid for the 2018-2019, and 2019-2020, academic years with over $8M awarded to students. Conversely, 47% of students are not receiving any reported financial aid assistance.

Financial Aid Summary Report					
Crafton Hills College		Annual 2018-19 Student Count	Annual 2018-19 Aid Amount	Annual 2019-20 Student Count	Annual 2019-20 Aid Amount
FA Summary Report Total		4,991	$8,465,563	5,031	$8,526,132
California College Promise Grant Total		4,929	$3,569,018	4,977	$3,578,092
	California College Promise - Method A-? (unknown base)	1,619	$501,700	1,650	$540,059
	California College Promise - Method A-3 based on general assistance recipient status	48	$42,563	40	$32,890
	California College Promise - Method B based on income standards	2,147	$1,542,528	2,030	$1,388,559
	California College Promise - Method C based on financial need	2,013	$1,482,227	2,151	$1,607,666
	California College Promise (AB19) Fee Waiver			22	$8,918
Grants Total		1,063	$4,683,561	967	$4,755,035
	Cal Grant B	293	$371,811	270	$482,848
	Cal Grant C	8	$4,376	4	$6,051
	CARE Grant	14	$5,550	15	$7,000
	Chafee Grant	3	$12,500	5	$22,500
	Pell Grant	1,038	$3,713,370	936	$3,621,155
	SEOG (Supplemental Educational Opportunity Grant)	197	$162,750	474	$235,000
	Student Success Completion Grant (SSCG)	211	$413,204	219	$380,481
Loans Total		1	$10,000	1	$17,500
	Other loan: non-institutional source	1	$10,000	1	$17,500
Scholarship Total		86	$97,693	87	$103,225
	Scholarship: institutional source	83	$95,193	84	$101,525
	Scholarship: non-institutional source	3	$2,500	3	$1,700
Work Study Total		33	$105,291	21	$72,280
	Federal Work Study (FWS) (Federal share)	33	$105,291	21	$72,280

CCCCO MIS DataMart

The Special Population student group type table shows a 14% decline in participation rates and is consistent with the overall decline in enrollment.

Special Populations Student Head Count Summary Report			
	Fall 2018	Fall 2019	Fall 2020
Crafton Hills College	Head Count	Head Count	Head Count
Special Populations Student Head Count Summary Report			
CalWORKs - California Work Opportunity & Responsibility to Kids	32	38	19
CARE - Cooperative Agencies Resources for Education	27	19	13
DSPS - Disabled Students Programs & Services	295	342	282
EOPS - Extended Opportunity Programs & Services	363	387	293
First Generation	2,238	2,221	1,921
Foster Youth	33	40	43
Military (Active Duty, Active Reserve, National Guard)	2	3	2
Special Admit	224	281	295
Veteran	186	184	154
Total Head Count by Term	3,400	3,515	3,022

CCCCO MIS DataMart

California Adult Education Programs

For nearly a decade, the Chancellor of the California Community Colleges Chancellor's Office (CCCCO) and the California Department of Education Superintendent (CDE) have been charged with administering the Adult Education Block Grant, renamed the California Adult Education Program (CAEP), for the purpose of reimaging and designing the delivery of educational programs and student support services to meet the needs of California's adult learners. Mandated by AB 86, (2013-14), regional consortia were established across the state to support a new adult education collaborative model comprised of adult education experts with a shared commitment to supporting the needs of adult learners. The CCCCO and CDE have aligned priorities through the CCCCO *Vision for Success* Plan.

The Inland Adult Education Consortia (IAEC) is comprised of the Colton Joint Unified, Redlands Unified, Rialto Unified, San Bernardino CCD – Crafton Hills College and San Bernardino Valley College, San Bernardino City Unified, Yucaipa-Calimesa Joint Unified, and San Bernardino County Office of Education CAEP allocation of $11,896,753 for the 2022-23 program year. IAEC also partners and is supported by government agencies, community-based organizations, and local businesses.

The IAEC submitted its 2022-25 IAEC Plan priorities include: High School Diploma/High School Equivalency, Basic Skills, Career and Technical Education, and English as a Second Language. While the data are not available with respect to the four priorities, the CAEP Regional Demographics are consistent with the described need for instructional services. The following CAEP Regional Demographics align with the Crafton Hills College needs assessment.

As noted, in the Crafton Hills College Guided Pathways SOAA, the college has increased its adult education course offerings in the following areas and these are consistent with Adult Education Programs as defined by Education Code 84830:

- High School Diploma and NEDP
- High School Equivalency (GED/HIST)
- Adult Basic [Secondary] Education (ABE – math and reading)
- English as a Second Language (ESL – beginner, intermediate, advance)
- Civic/Citizenship Classes

The 2019 CAEP Fact Sheet shows student demographic data for prospective students using the CAEP definition of the population size. The Guided Pathways SOAA indicates that Crafton Hills College is seeking to increase opportunities for current and prospective students to earn a diploma or an equivalency. For the region, 23% or 122,553 adults have less than a high school diploma.

2019 California Adult Education Programs Dataset
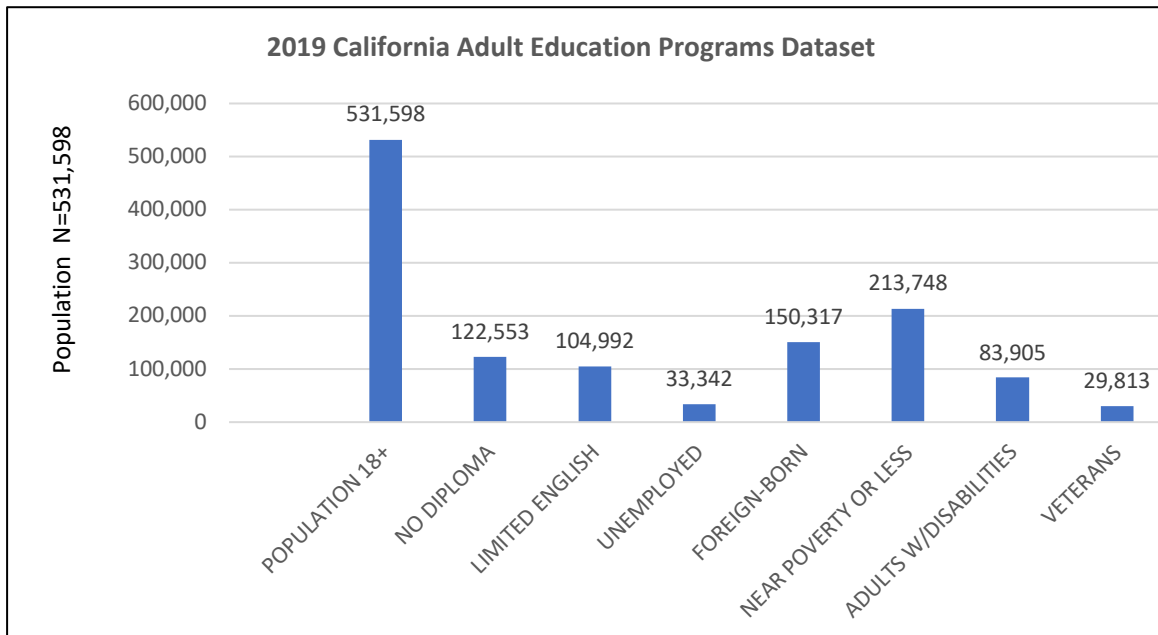
CCCCO CAEP

<u>Student Profiles and Success Metrics Planning Assumptions</u>

- California Community Colleges are essentially mandated to meet the *Vision for Success* goals using the *Guided Pathways* framework (EDC 88920 – 88922) and Student Equity and Achievement Program (EDC 78220 – 78222), both codified in Education Code. The goals are aligned to the Student-Centered Funding Formula for purposes of bringing student success goals to the forefront of college planning and resource determinations. Continued consideration of integrated planning aligned with the *Vision for Success*, Guided Pathways, the *Student Equity and Achievement Program: 2022-2025 Student Equity Plan*, and the newly released agreement with the Governor's Office "*Roadmap*" goals and the *SBCCD Strategic Plan.*

- The CCCCO guidance is for colleges to recognize the relationship among the many student-centered plans. Consideration of strategies such as student-centered scheduling based on the college's Career and Academic Pathways (student education goal) with a focus on deceasing time to completion; excess unit accumulation; improving student access and success by implementing strategies to increase the number of financial aid recipients, increase term unit load (PT to FT), improve persistence and goal completion with "just in time" student support services.

- The GP SOAA "overall support identified" by the College is to obtain and review documented CCC case studies to better understand how colleges are navigating the Guided Pathways pillars and practices. There is a desire to connect with other Guided Pathways teams. The CCCCO does offer assistance through the Institutional Effectiveness Partnership Initiative (IEPI) process. Consideration should be given to applying for an IEPI grant opportunity. COVID-19 has limited activities and trainings.

- CCAP Agreement: The Crafton Hills College Guided Pathways SOAA notes the college has implemented dual enrollment at top two feeder high school districts and finalized the mandated CCAP Agreements. Of note, the CCCCO memo issued on June 22, 2022, regarding one-time funding for active CCAP Agreements does *not* list Crafton Hills College. Has the CCAP Agreement been approved by the Governing Board – perhaps it's still early in the review process.

- Career and Academic Pathways: Assess the degree to which, if any, student disproportionate impact may exist within each Career and Academic Pathways by each student group type. This effort is already under review by the college.

- SEA Plan: Access the *Student Equity Plan and Disproportionate Impact Files* to inform college planning and the *Student Equity and Achievement Program: 2022-2025 Student Equity Plan due November 30, 2022.*

- Financial Aid: The percentage of students receiving financial aid is approximately 53%. This appears seemingly low (participation rate) as compared to colleges similar in size and with similar regional datapoints.

- Special Populations: The MIS DataMart query did not provide any data for programs other that those listed. If as mentioned, Crafton Hills College is engaged in CCAP or other Special Populations programs, these need to be reported. There are 21 CCCCO MIS Special Population data elements – some elements complement an existing data element and others are multi-part.   For further information, review the *CCCCO MIS Special Population* link.

- Adult Education: As noted in the Crafton Hills College Guided Pathways SOAA, the college has increased adult education courses in three of the seven adult education course and program of study categories. It should be noted that "Dual Enrollment" with adult education providers also presents an opportunity to meet the needs of current and prospective students.

- Noncredit Courses: No noncredit courses reported for the 2018-2019 and the 2019-2020 academic years using the MIS DataMart query.

External Scan

Introduction

The External Environmental Scan provides an analysis of the population living near the College. For this analysis, a geographical area was selected to represent the College's "service area". This geographical area was defined as a 17-zip code region. The zip codes employed for this analysis may not perfectly follow the College's established boundaries for its service area. The area as defined by zip codes used for this analysis should, however, fully capture the majority of the college's student population.

92305	Angelus Oaks, CA	92333	Fawnskin, CA	92373	Redlands, CA
92314	Big Bear City, CA	92339	Forest Falls, CA	92374	Redlands, CA
92315	Big Bear Lake, CA	92346	Highland, CA	92382	Running Springs, CA
92317	Blue Jay, CA	92352	Lake Arrowhead, CA	92385	Skyforest, CA
92321	Cedar Glen, CA	92354	Loma Linda, CA	92399	Yucaipa, CA
92325	Crestline, CA	92359	Mentone, CA		

Population Characteristics

The 2021 service area population is 264,884 with 94,094 households. The average household size is 2.8 persons, smaller than that of San Bernardino County (3.3 persons). The median age of the service area population is 38.6 years versus 33.4 years for the County.

Population Statistics (2021)				
	CHC Service Area	San Bernardino County	CA	USA
Population	264,884	2,188,203	39,476,705	333,934,112
Households	94,094	656,305	13,283,432	126,470,675
Average Household Size	2.8	3.3	2.9	2.6
Median Age	38.6	33.4	36.6	38.8

Source: ESRI; analysis by CBT

The service area population and number of households are growing at a modest 0.5% per year. Population growth in the County and the State are quite anemic at 0.6% and 0.5% respectively. This means that the College cannot count on population trends as a driver for future enrollment growth.
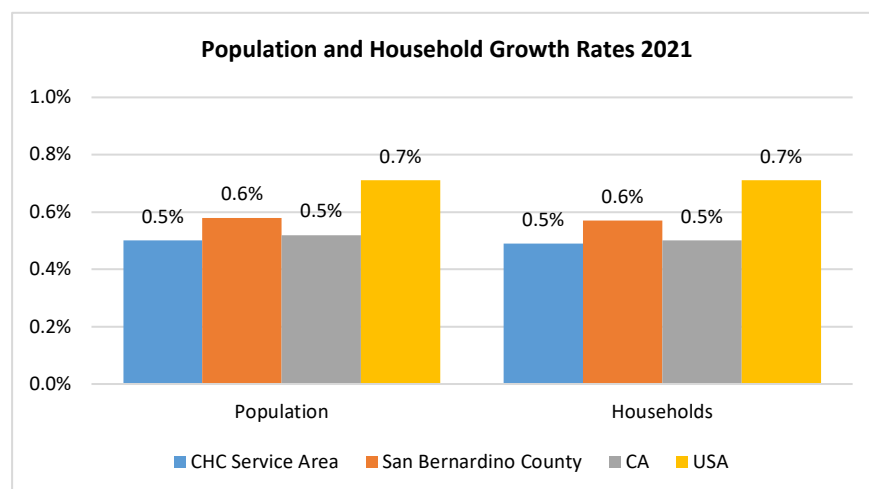
Source: ESRI; analysis by CBT

Income Profile

Median and per capita income levels in the service area are higher than those in the County but lower than the State.

Median and Per Capita Income 2021

	Median Household Income	Per Capita Income
CHC Service Area	$73,712	$34,262
San Bernardino County	$68,589	$26,041
CA	$80,044	$38,272
USA	$64,730	$35,106
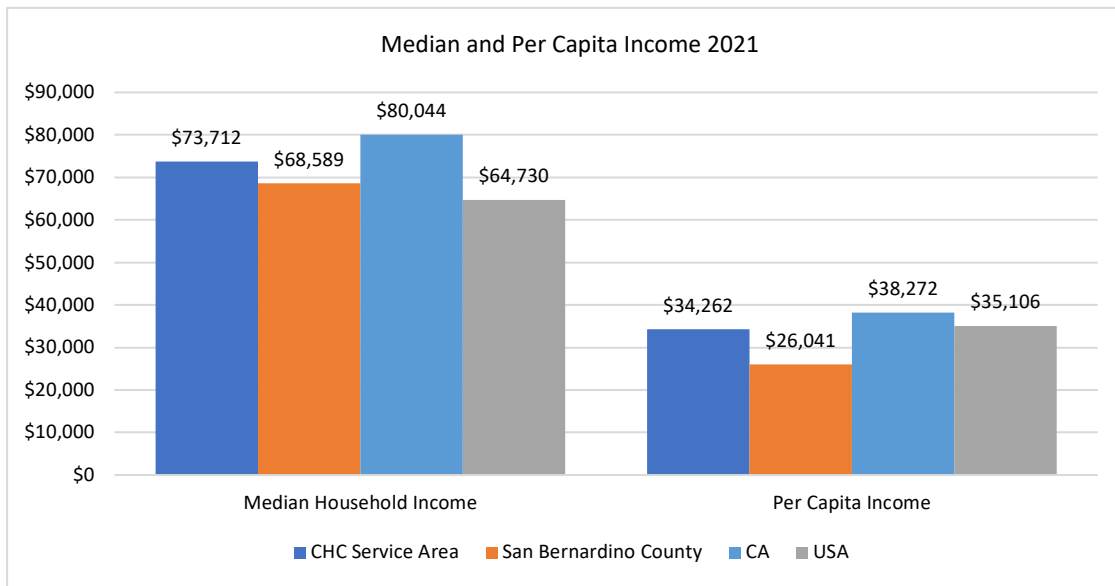
Source: ESRI; analysis by CBT

Median income in the service area is projected to grow at 2.1% per year, slower than for the County, the State and the Nation.

Median Household Income Growth Rates 2021

	Median Household Income
CHC Service Area	2.1%
San Bernardino County	2.4%
CA	2.5%
USA	2.4%
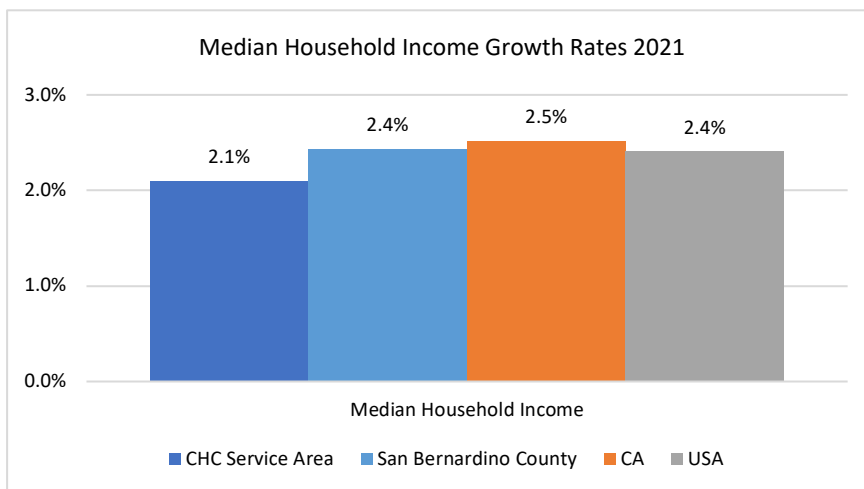
Source: ESRI; analysis by CBT

Age Profile

The age segmentation profile can help identify an important driver for enrollment growth at the College. Earlier in this analysis, the data showed that the service area population is projected to grow at 0.5% per year. More importantly for the College is to examine projected population growth by age segment. The following chart shows the percentages of the population in each age segment for 2021 and the projection for 2026.

The data shows that the service area population aged 15-19, 20-24, and 25-34 are all projected to **decline** as a percentage of the overall population. The age segments that will grow are 35-44 and 65 and older. This means that the College cannot count on population growth in the younger age segments to drive enrollment growth. The College will have to increase the participation rate among the younger population and/or attract more older learners.

Crafton Hills College Service Area Population by Age

	0 - 4	5 - 9	10 - 14	15 - 19	20 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 - 74	75 - 84	85+
2021	5.8%	6.0%	6.2%	6.2%	6.4%	14.6%	12.4%	11.7%	13.4%	10.3%	4.9%	2.0%
2026	5.9%	5.9%	6.2%	6.0%	5.8%	13.7%	13.9%	11.4%	11.9%	11.0%	6.1%	2.2%
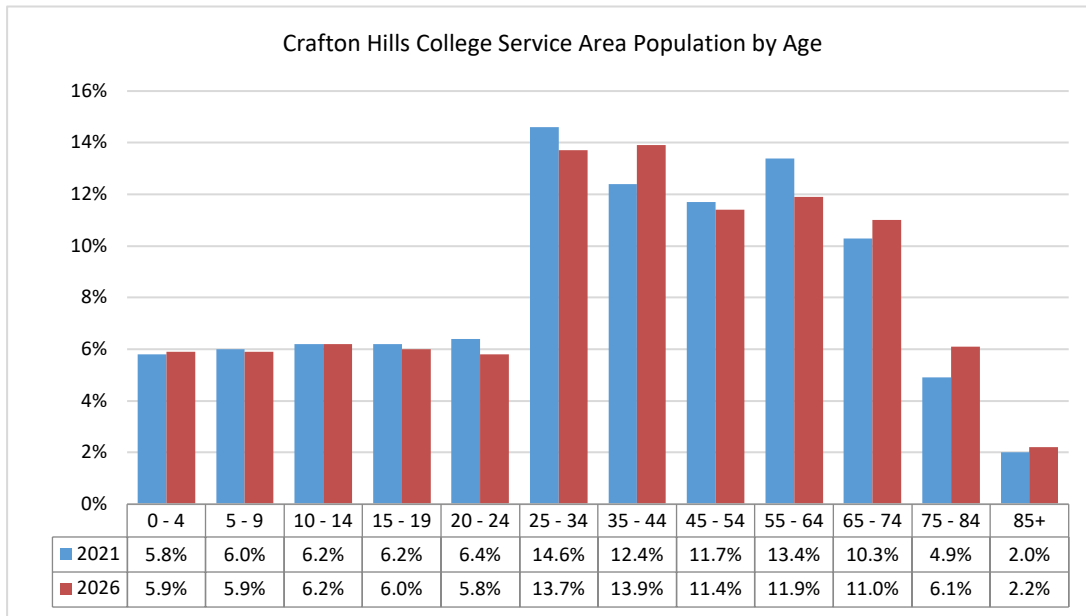
Source: ESRI; analysis by CBT

Race and Ethnicity

This data comes from the United States Census. The Census defines Hispanic as an "origin". Hispanic people can be of any race(s). Therefore, a person can identify as Hispanic and White, or Hispanic and Black, etc. When looking at race and ethnicity data, the total of the first seven categories shown in the chart, adds up to 100% of the population. Then, one can consider "Hispanic Origin" data separately.

Nearly two-thirds (63.5%) of the service area population is White Alone. The next largest groups are Some Other Race Alone (14.7%) and Asian Alone (9.3%). More than one-third (36.4%) of the service area population is Hispanic. The chart shows the race and ethnicity profile of the service area compared to the County and the State.

Crafton Hills College Service Area Race and Ethnicity 2021

	White Alone	Black Alone	Amer. Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races		Hispanic Origin (Any Race)
CHC Service Area	63.5%	5.5%	1.0%	9.3%	0.3%	14.7%	5.7%		36.4%
San Bernardino County	52.4%	8.5%	1.1%	7.7%	0.3%	24.4%	5.6%		55.6%
CA	54.0%	5.9%	0.9%	15.3%	0.4%	18.0%	5.5%		40.0%
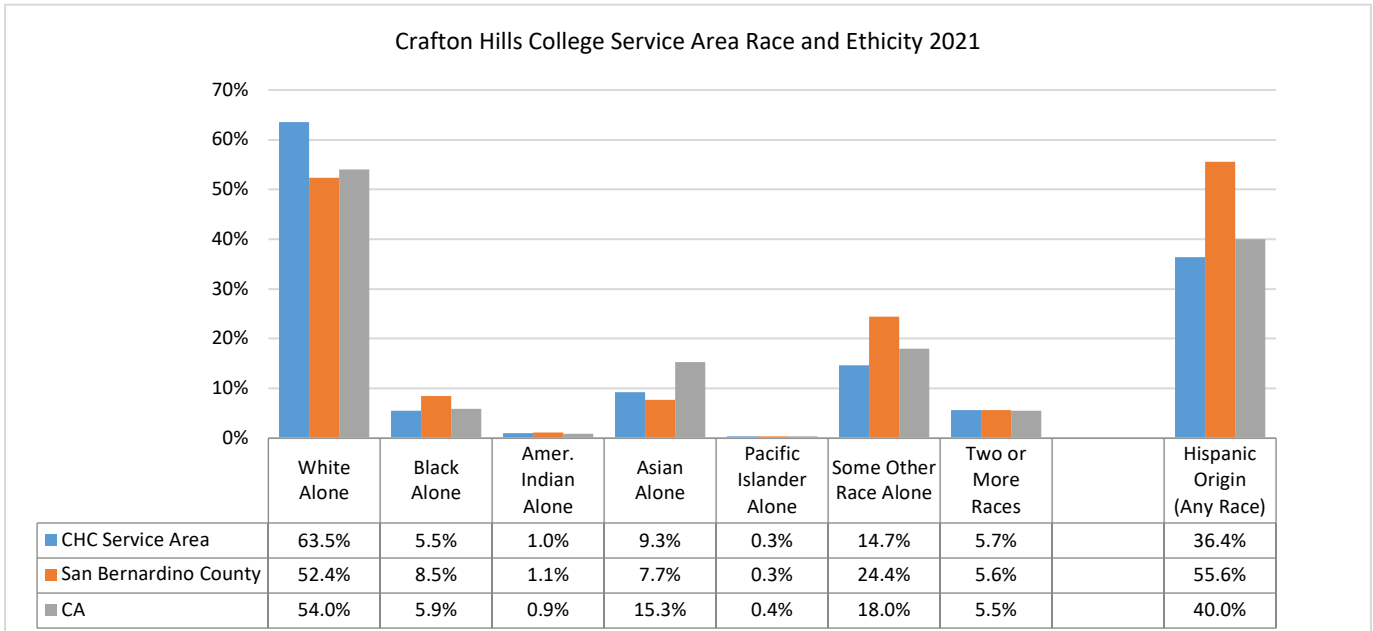
Source: ESRI; analysis by CBT

This chart shows the projected shifts in race and ethnicity over the next five years in the service area. The White population is projected to decrease (63.5% to 61.2%), while the Hispanic population will increase (36.4% to 40.0%). The population identifying as Black, American Indian, and Pacific Islander will change only slightly. The population identifying as Asian, Some Other Race and Two or More Races will increase modestly.

Crafton Hills College Service Area Race and Ethicity

	White Alone	Black Alone	American Indian Alone	Asian Alone	Pacific Islander Alone	Some Other Race Alone	Two or More Races		Hispanic Origin (Any Race)
2021	63.5%	5.5%	1.0%	9.3%	0.3%	14.7%	5.7%		36.4%
2026	61.2%	5.4%	1.0%	10.3%	0.4%	15.7%	6.1%		40.0%
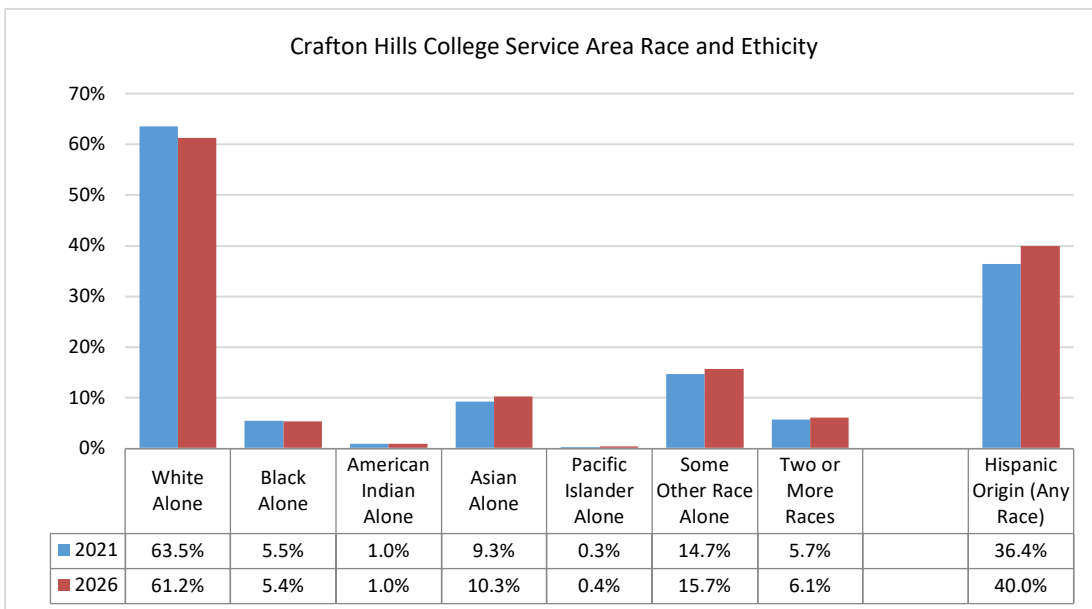
Source: ESRI; analysis by CBT

Educational Attainment

Educational attainment disaggregates the population by the highest educational attainment. For example, the chart shows that in the service area 20.1% of the population graduated from high school and has no higher educational attainment.

The chart shows that the service area population is more highly educated than that of the County. The percentages of the population that hold an Associate, Bachelor's or Graduate Degrees are higher than that of the County. One-third of the service area population (33.6%) has no College at all. This is a large portion of the population that could drive future enrollment growth.

2021 Population 25+ by Educational Attainment

	Less than 9th Grade	9th - 12th Grade, No Diploma	High School Graduate	GED/ Alternative Credential	Some College, No Degree	Associate Degree	Bachelor's Degree	Graduate/ Professional Degree
CHC Service Area	4.2%	7.0%	20.1%	2.3%	22.9%	10.1%	18.4%	14.9%
San Bernardino County	8.2%	10.7%	23.4%	3.1%	23.7%	8.4%	14.6%	7.9%
CA	8.5%	7.2%	18.2%	2.3%	20.3%	7.9%	22.3%	13.4%
USA	4.7%	6.4%	22.9%	4.0%	19.8%	8.7%	20.6%	13.0%
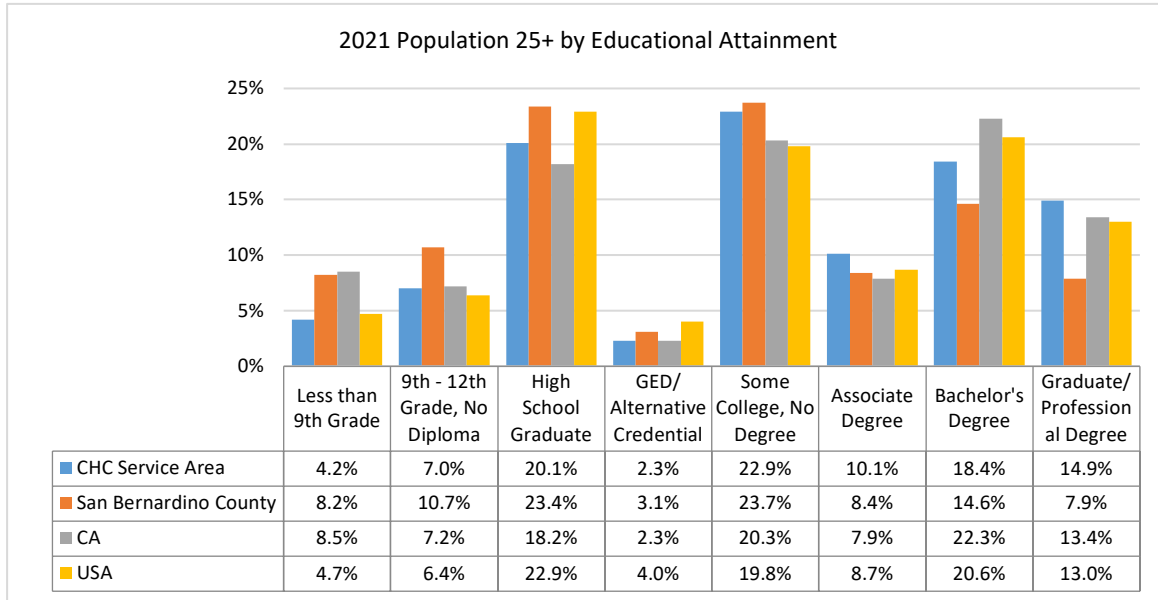
Source: ESRI; analysis by CBT

School Enrollment

The following chart shows school enrollment, by grade levels, as percentages of the population 3 years of age and older. The service area has lower percentages of its population than the County enrolled in all levels of school from Kindergarden to Undergraduate level college. The service area has a higher percentage of its population enrolled in graduate or professional level studies than the County and the State.

Population Age 3+ Years by School Enrollment 2022

	Nursury School	Kindergarden	Grade 1 to grade 4	Grade 5 to grade 8	Grade 9 to grade 12	Undergrad years	Graduate or professional school
CHC Service Area	1.5%	1.3%	5.2%	5.1%	5.5%	6.1%	2.2%
San Bernardino County	1.5%	1.5%	6.0%	6.2%	6.7%	6.7%	1.2%
CA	1.6%	1.4%	5.1%	5.4%	5.7%	7.0%	1.4%
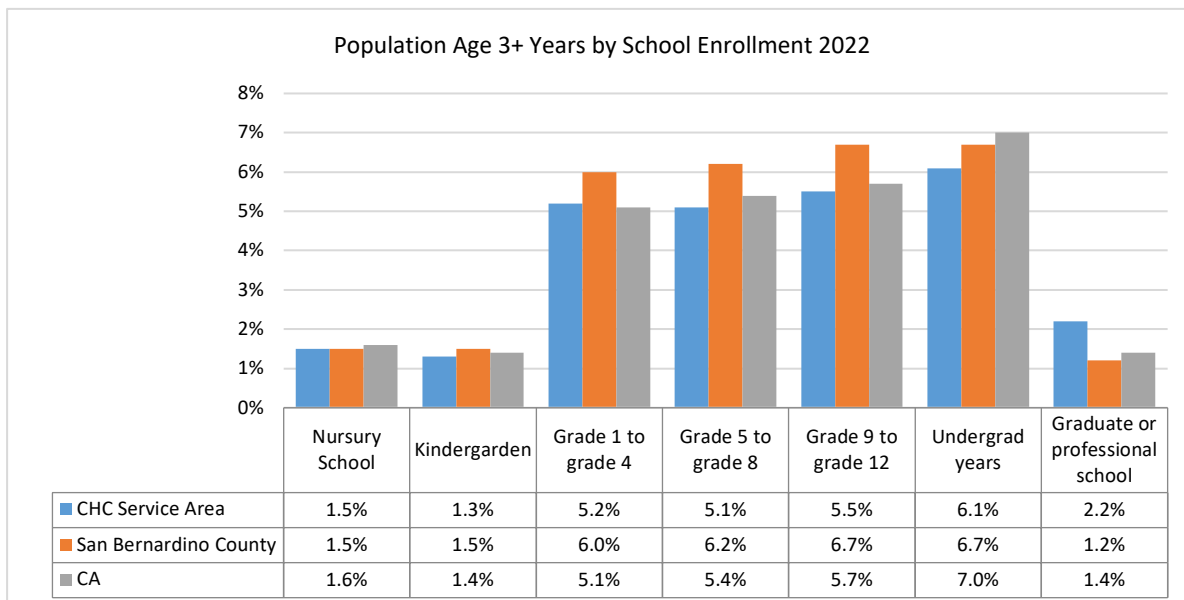
Source: ESRI; analysis by CBT

Computer and Internet Access

The chart shows the percentages of the population with no computer or Internet access at home.

Computer and Internet Access at Home

	Population <18 with no Computer	Population 18-64 with no Computer	Households with no Internet Access
CHC Service Area	3.3%	3.6%	11.4%
San Bernardino County	2.2%	3.3%	10.9%
CA	3.0%	3.2%	10.6%
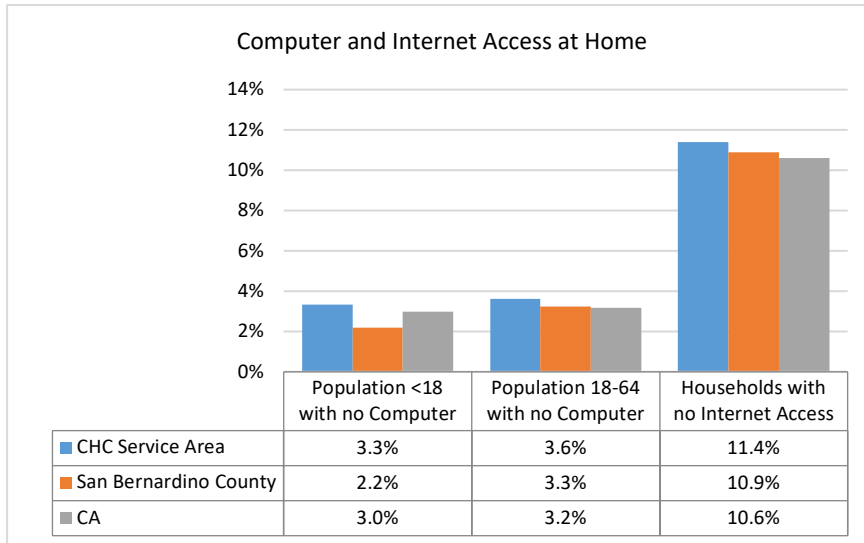
Source: ESRI; analysis by CBT

Commute Times

The chart shows the commute times for the service area population compared to the County and the State. The service area population has shorter commute times than that of the County and the state. 64.3% of the service area population who did not work from home, commuted less than 30 minutes to work. This compares with 56.2% for the County and 56.0% for the State.

Workers Age 16+ Years (Who did not Work from Home)
By Travel Time to Work

More than 60 minutes
- CA: 12.7%
- San Bernardino County: 15.8%
- CHC Service Area: 10.1%

30 to 59 minutes
- CA: 31.4%
- San Bernardino County: 28.0%
- CHC Service Area: 25.6%

15 to 29 minutes
- CA: 34.7%
- San Bernardino County: 34.2%
- CHC Service Area: 36.9%

Less than 15 minutes
- CA: 21.3%
- San Bernardino County: 22.0%
- CHC Service Area: 27.4%

Legend: CA, San Bernardino County, CHC Service Area

Source: ESRI; analysis by CBT

District/College Survey

A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at the College. There were a total of 208 respondents. Among these were 157 students, 9 part-time faculty, 22 full-time faculty, 1 part-time classified professional, 15 full-time classified professionals and 4 administrators.

What is your primary role at CHC? *n=208*

Role	Count
Student	157
Part-Time Faculty	9
Full-Time Faculty	22
Part-Time Classified Professional	1
Full-Time Classified Professional	15
Administrator	4

The survey respondents were asked how they describe themselves. The results are shown in the following chart.

CHC: How would you describe yourself?
(Select all that apply) *n=165*

Description	Percent
American Indian or Alaska Native	2.4%
Asian or Asian American	9.7%
Black or African American	5.5%
Hispanic or Latinx	40.0%
Native Hawaiian or Pacific Islander	0.6%
White or Caucasian	52.7%
Another race or races (please specify)	6.7%

Question: What are three words that describe Crafton Hills College? (Please enter one word per box.)

The following word cloud shows the most common responses. The words most often mentioned by respondents are shown in larger type.

Student Questions

The following questions were asked only of students.

Question: What is your primary educational goal?

Respondents were asked for their primary educational goal. Most respondents (87.8%) indicated that they were intending to transfer or to earn an Associate Degree.

CHC: What is your primary educational goal? *n=156*

Transfer	44.2%
Associate Degree	43.6%
Not sure/undecided	4.5%
Exploring Personal Interests/Goals	3.8%
High School credit only	1.9%
Certificate	1.3%
Job Training	0.6%
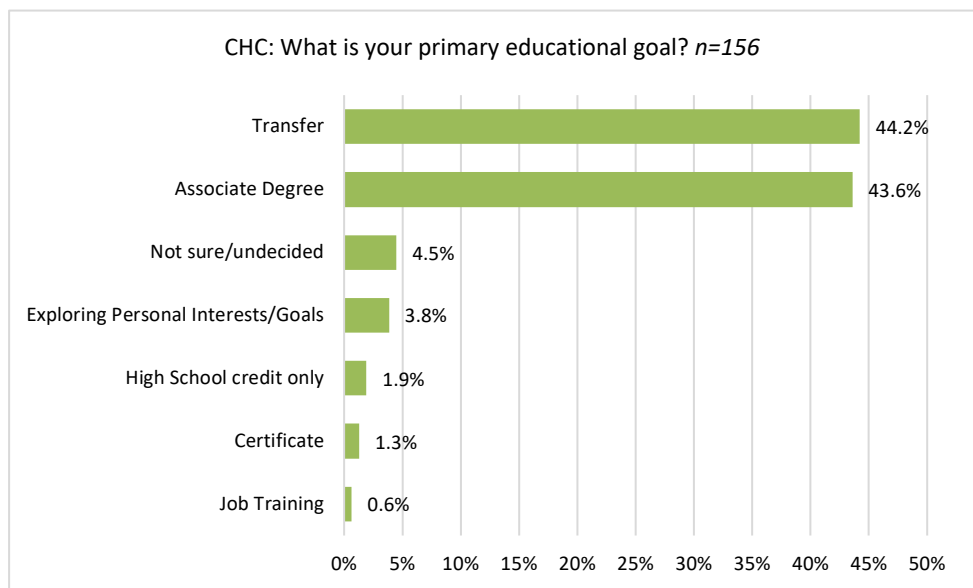
Question: How do you prefer to attend classes? (Drag the responses into your preferred order.) *n=156*

Students were split in their preference of how to attend classes. The table shows the numbers and percentages of respondents who ranked each choice as number 1 or 2.

Students who ranked each choice as number 1 or 2		
How do you prefer to attend classes?	Number	Percentage
Online at my own schedule	95	30.4%
Online at fixed times (instructor and students attend at the same time)	77	24.7%
In a physical classroom	77	24.7%
Hybrid - Some sessions online and some in a physical classroom	63	20.2%
Total	**312**	**100.0%**

CHC - In the past year, have you considered stopping your studies at the College? *n=156*

Approximately one-in-five students indicated they had considered stopping their studies at the College in the past year.
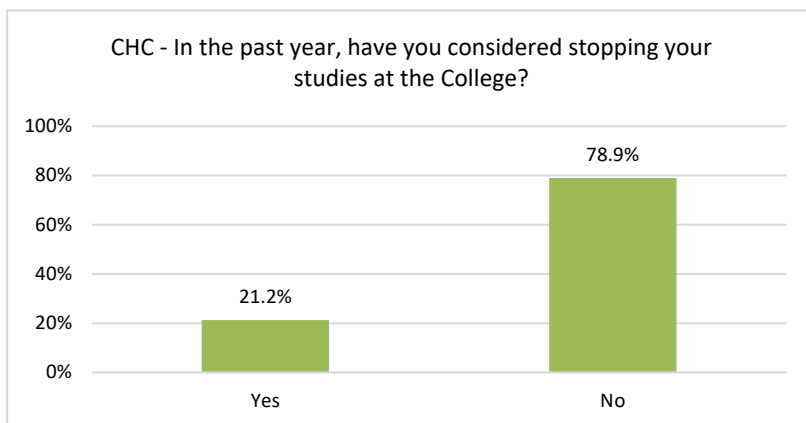
The primary reasons cited by these students are shown in the following chart.

CHC: What were the primary reasons you considered stopping your studies at the College? *n=32*

CHC: What were the primary reasons you considered stopping your studies at the College?

Reason	Percentage
Course schedule conflicted with other responsibilities	46.9%
Mental Health	43.8%
Classes too difficult	34.4%
Financial reasons, including trouble obtaining financial aid	28.1%
Family issues	25.0%
Finished my certificate, degree, or educational goal	15.6%
Decided to go to a different college or school	12.5%
I don't know	6.3%
Registration process was too difficult	6.3%
Child care issues	6.3%
Application process was too difficult	0.0%
Other (please specify)	25.0%

CHC: Please indicate the number of units you are taking this semester: n=142

The following chart shows the number of units student respondents are taking this semester.

CHC: Please indicate the number of units you are taking this semester:

Units	Count
More than 15 units	7
15	11
14	11
13	6
12	23
11	12
10	15
9	7
8	12
7	9
6	8
5	3
4	12
2	2
1	3
0 - I only take noncredit classes	1
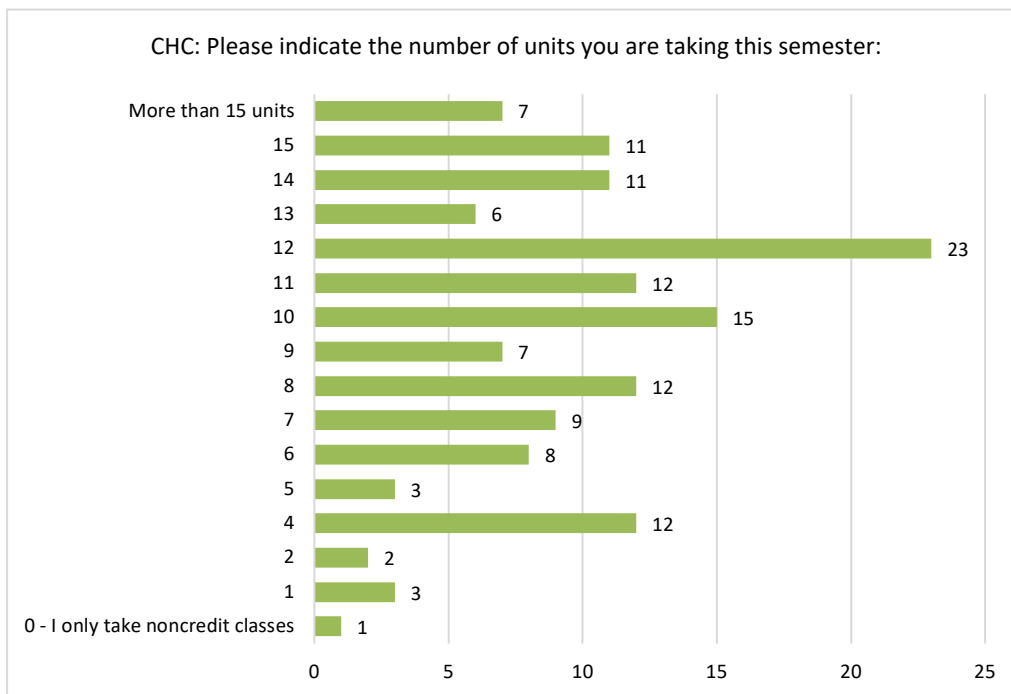
CHC: I would be taking additional classes this semester if... (Check all that apply.) n=135

The most common student response (40.7%) was that they would take additional classes if they didn't have to work as many hours at their job.

CHC: I would be taking additional classes this semester if...
(Check all that apply.)

Response	Percentage
I didn't have to work as many hours at my job(s)	40.7%
Those classes were offered online	28.9%
I wouldn't be taking additional classes no matter what	22.2%
If I had more financial resources	20.7%
Other (please specify)	19.3%
Those classes were offered in the evening	12.6%
Those classes were offered in-person (face-to-face)	7.4%
Those classes were offered on the weekend	7.4%
Those classes were offered in the morning	7.4%
I had more tutoring support	5.2%

CHC: On a scale of 1 to 100, how would you rank your belief in your ability to take and pass a course? n=142

- The most common response was 100 (35%)
- The mean (average) response was 88.5
- The median response was 90

CHC: For how many semesters have you been a student at the College? n=142

The student respondents span a wide range of time at the College.
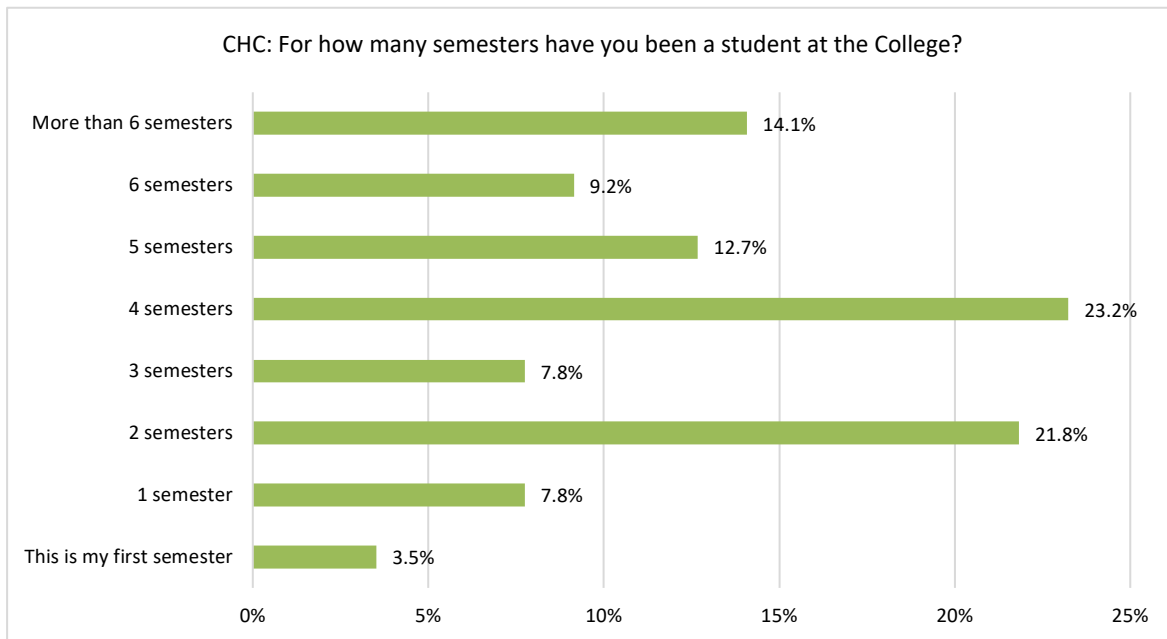
CHC: For how many semesters have you been a student at the College?

Response	Percentage
More than 6 semesters	14.1%
6 semesters	9.2%
5 semesters	12.7%
4 semesters	23.2%
3 semesters	7.8%
2 semesters	21.8%
1 semester	7.8%
This is my first semester	3.5%

CHC: Please indicate the degree to which you agree or disagree with each of the following statements: n=142

Students generally agreed with each of these five statements. The table shows the percentages of those who strongly agree, agree or strongly agree, and those who disagree or strongly disagree. The lowest level of agreement was with the statements:

- The staff in financial aid are helpful
- The staff in tutoring services are helpful

	Most Frequent Response	% Strongly Agree	% Agree or Strongly Agree	% Disagree or Strongly Disagree
I was able to get a counseling appointment when needed	Strongly Agree	43.7%	83.1%	16.9%
I have found it helpful to meet with a counselor	Strongly Agree	49.3%	86.6%	13.4%
The staff in financial aid are helpful	Agree	34.5%	67.6%	32.4%
The staff in admissions and records are helpful	Agree	40.1%	76.1%	23.9%
The staff in tutoring services are helpful	Strongly Agree	38.0%	64.1%	35.9%

CHC: Please indicate the degree to which you agree or disagree with each of the following statements: n=142

Most respondents strongly agreed with each statement.
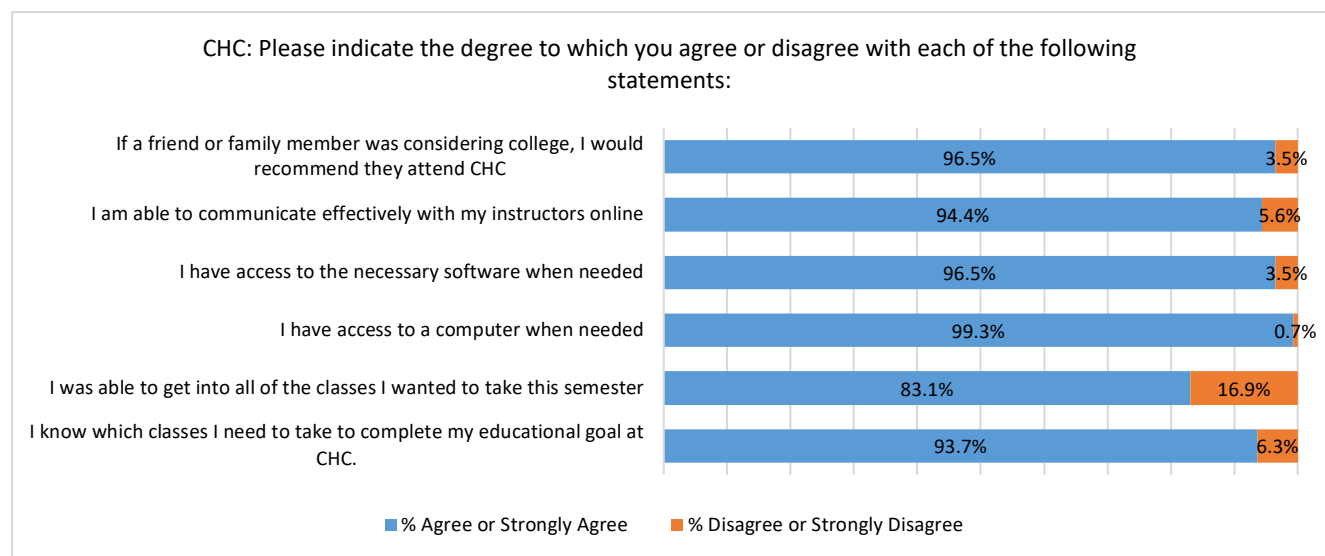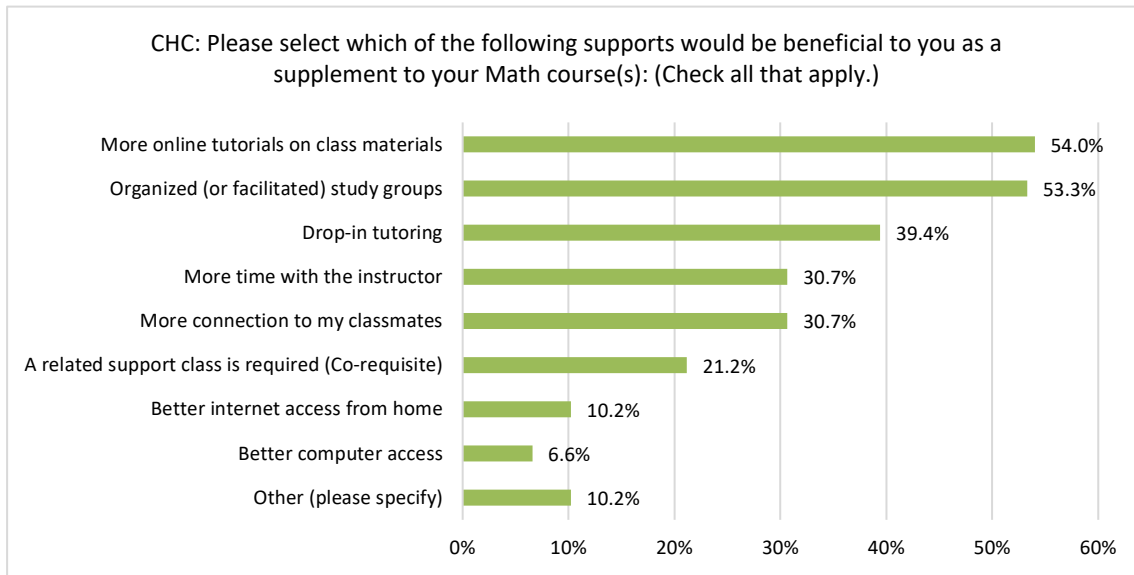
CHC: Please select which of the following supports would be beneficial to you as a supplement to your Math course(s): (Check all that apply.) n=137

The chart shows the responses in descending order.

CHC: Please select which of the following supports would be beneficial to you as a supplement to your Math course(s): (Check all that apply.)

Support	Percentage
More online tutorials on class materials	54.0%
Organized (or facilitated) study groups	53.3%
Drop-in tutoring	39.4%
More time with the instructor	30.7%
More connection to my classmates	30.7%
A related support class is required (Co-requisite)	21.2%
Better internet access from home	10.2%
Better computer access	6.6%
Other (please specify)	10.2%

CHC: Please select which of the following supports would be beneficial to you as a supplement to your English course(s): (Check all that apply.) n=131

The chart shows the responses in descending order.

CHC: Please select which of the following supports would be beneficial to you as a supplement to your English course(s): (Check all that apply.)

Support	Percentage
More online tutorials on class materials	38.9%
Organized (or facilitated) study groups	34.4%
More time with the instructor	32.1%
More connection to my classmates	32.1%
Drop-in tutoring	29.0%
A related support class is required (Co-requisite)	16.0%
Better computer access	8.4%
Better internet access from home	4.6%
Other (please specify)	11.5%

CHC: Which of the following describes your employment status?(Check all that apply.) n=142

The chart shows the responses in descending order.

CHC: Which of the following describes your employment status? (Check all that apply.)

Category	Percentage
Not employed	33.8%
Employed part-time in one job	31.7%
Employed full-time	21.8%
I am a caregiver for a family member	8.5%
Employed part-time in more than one job	6.3%
Retired	1.4%
Other (please specify)	5.6%

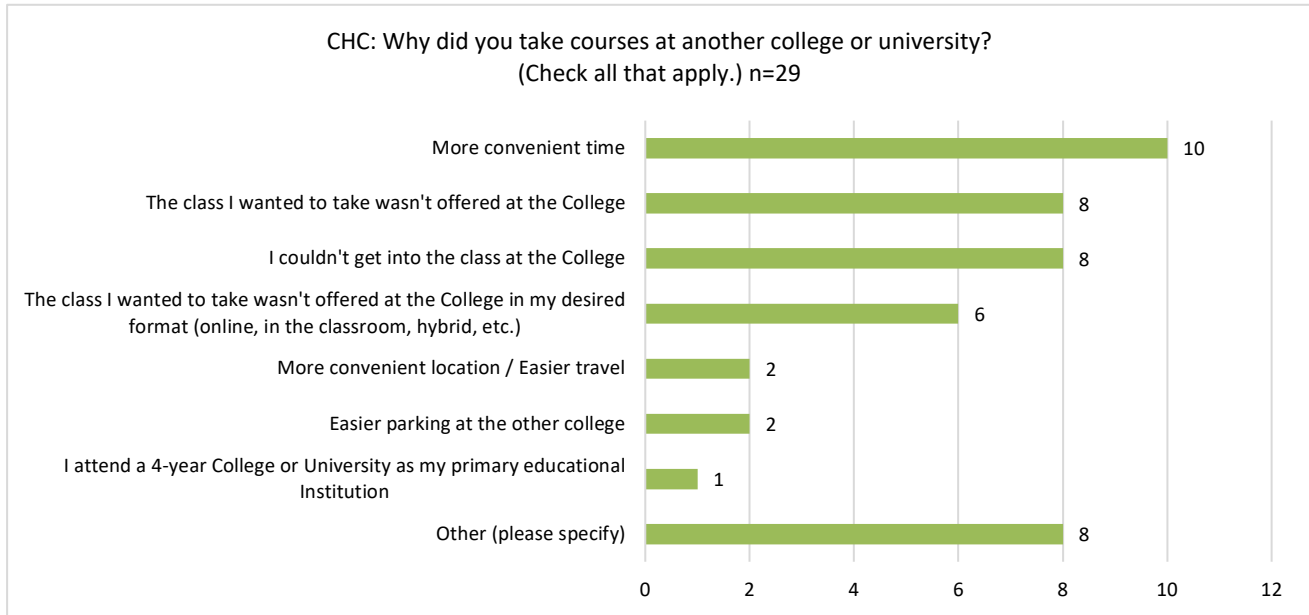0%   5%   10%   15%   20%   25%   30%   35%   40%
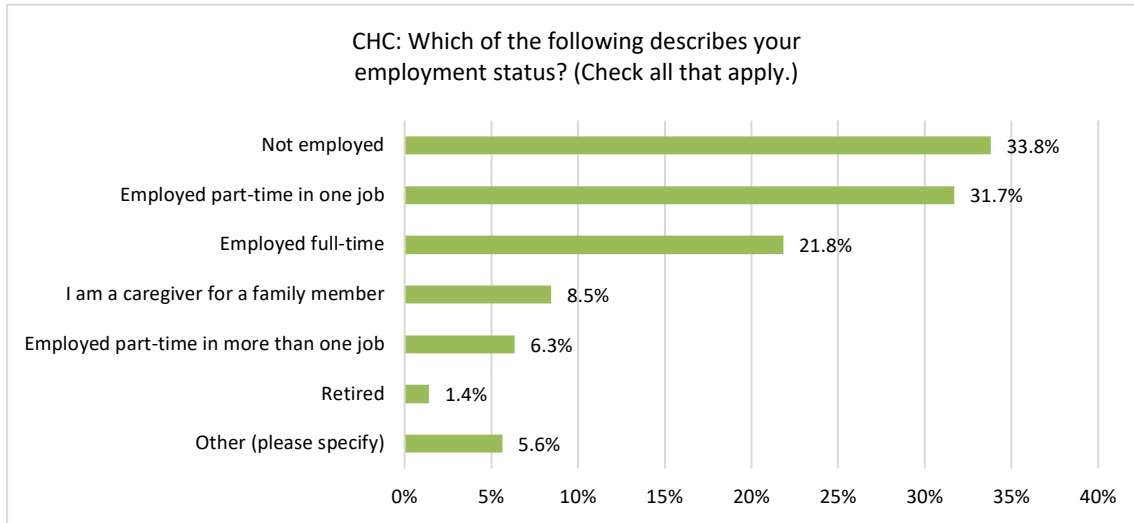
CHC: Have you taken at least one course in the past two years from another college or university? n=142

There were 142 responses to this question. Twenty-nine responded in the affirmative. These 29 respondents then indicated the colleges or universities at which they had taken at least one course in the past two years. Those responses follow.

| CHC: You indicated that have taken at least one course in the past two years from another college or university. At which colleges or universities did you take these courses? (Check all that apply.)	
College or University	Number
San Bernardino Valley College (if currently at Crafton Hills College)	17
Chaffey College	4
Mt. San Jacinto College	4
La Sierra University	2
Coastline College	1
College of the Desert	1
Copper Mountain	1
Crafton Hills College (if currently at San Bernardino Valley College)	1
Moreno Valley College	1
Orange Coast College	1
Oregon state university	1
Palo Verde college	1
Riverside City College	1
South Western Oregon Community College	1
UCR	1
University of Redlands	1
Victor Valley College	1
Yale	1
Total	**41**

These respondents were then asked, why they took courses at another college or university. Those responses follow.

CHC: Why did you take courses at another college or university?
(Check all that apply.) n=29

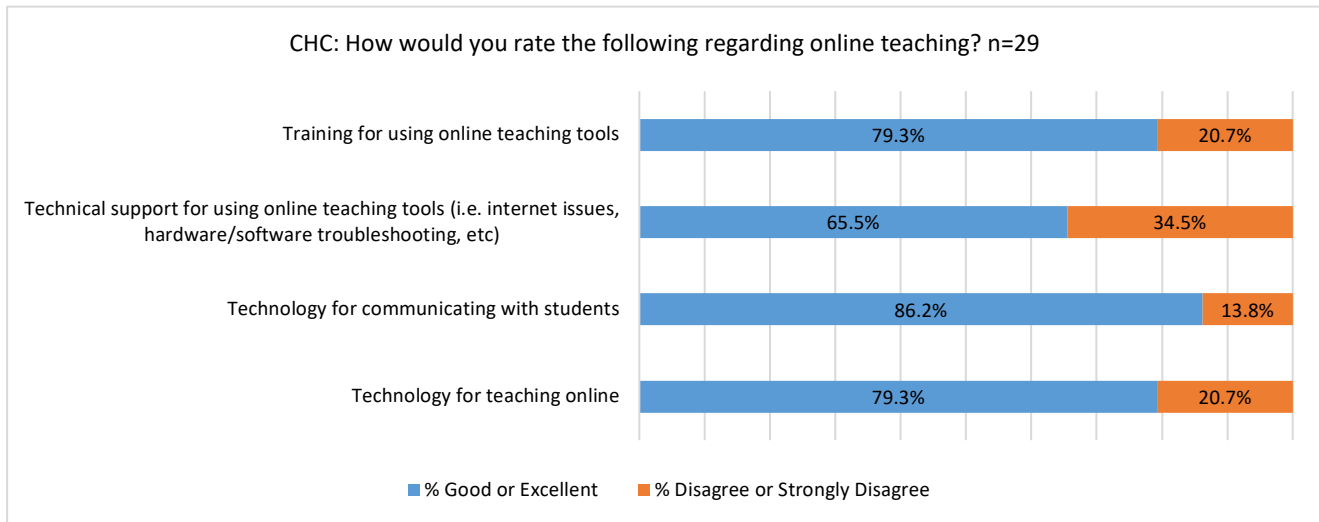| Response	Count
More convenient time	10
The class I wanted to take wasn't offered at the College	8
I couldn't get into the class at the College	8
The class I wanted to take wasn't offered at the College in my desired format (online, in the classroom, hybrid, etc.)	6
More convenient location / Easier travel	2
Easier parking at the other college	2
I attend a 4-year College or University as my primary educational Institution	1
Other (please specify)	8

Faculty Questions

These questions were asked of full-time and part-time faculty members.

CHC: Do you teach online courses currently? n=29

CHC: Do you teach online courses currently? n=29

	Percentage
Yes	58.6%
No	41.4%
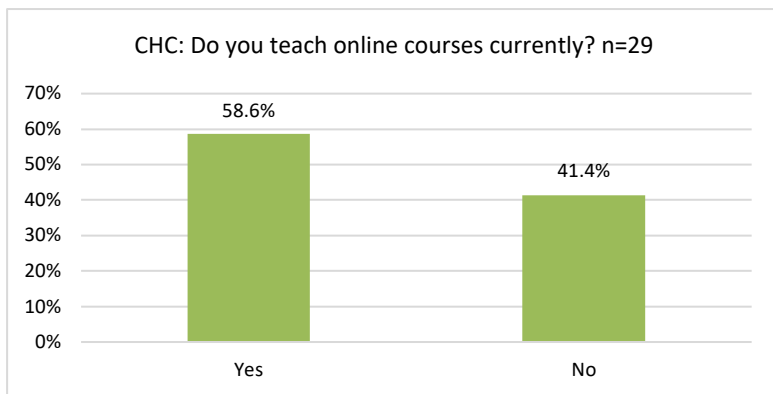
CHC: How would you rate the following regarding online teaching? *n=29*

Faculty rated the following items positively. The lowest rating was for "Technical support for using online teaching tools" with 65.5% responding "good" or "excellent".

CHC: How would you rate the following regarding online teaching? n=29

Item	% Good or Excellent	% Disagree or Strongly Disagree
Training for using online teaching tools	79.3%	20.7%
Technical support for using online teaching tools (i.e. internet issues, hardware/software troubleshooting, etc)	65.5%	34.5%
Technology for communicating with students	86.2%	13.8%
Technology for teaching online	79.3%	20.7%

■ % Good or Excellent   ■ % Disagree or Strongly Disagree

All Non-student Questions

These questions were asked of all employees of the College including faculty (full and part-time), classified staff (full and part-time) and administrators.

How many years have you worked at San Bernardino Community College District? n=35

How many years have you worked at San Bernardino Community College District? n=35	
5 or Fewer Years	12
6-10 Years	7
11-15 Years	5
16-20 Years	2
More than 20 Years	8
Total	34

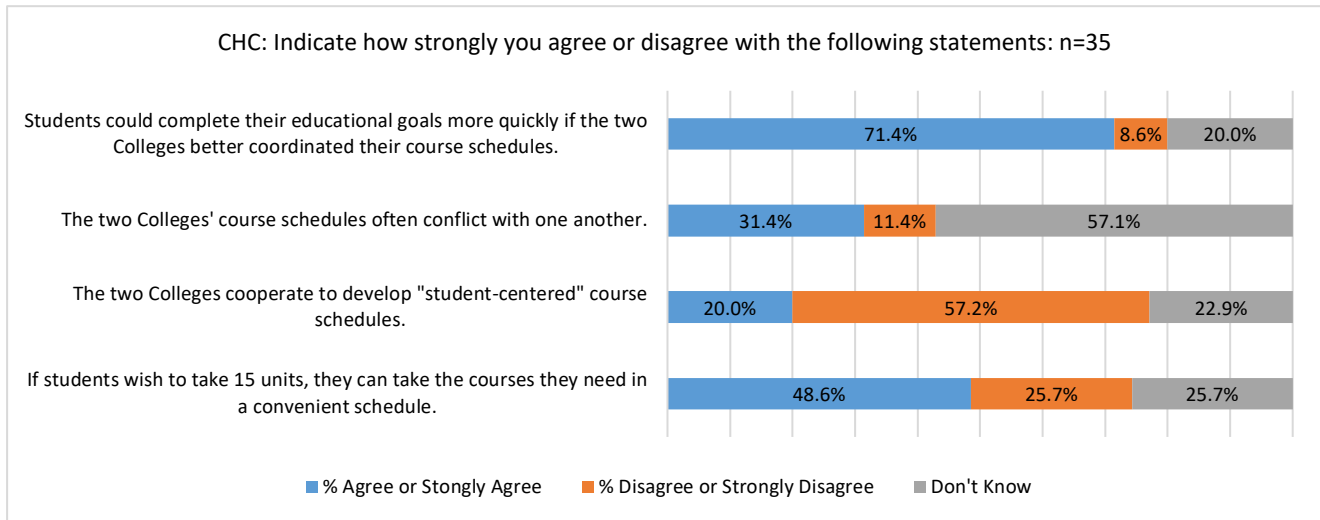## CHC: Indicate how strongly you agree or disagree with the following statements: n=35

The most frequent responses were as follow:

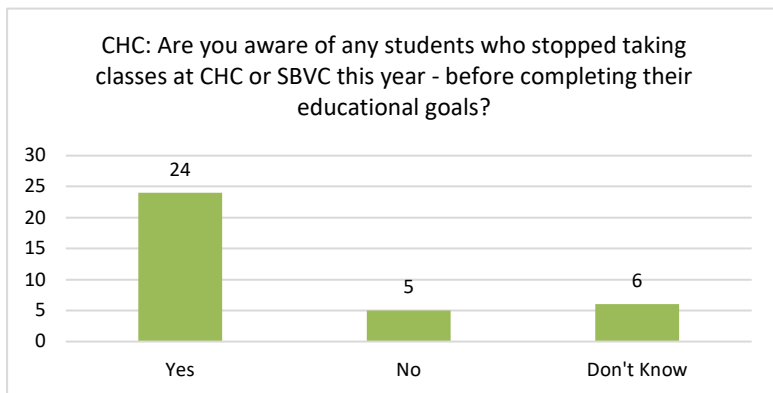|	
If students wish to take 15 units, they can take the courses they need in a convenient schedule.	Agree
The two Colleges cooperate to develop "student-centered" course schedules.	Disagree
The two Colleges' course schedules often conflict with one another.	Agree
Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules.	Agree

The following chart shows the percentages of respondents who agreed or disagreed with each statement. There was strong disagreement with the statement that "The two Colleges cooperate to develop "student-centered" course schedules."

Fewer than half of the respondents agreed with the statements:

- The two Colleges' course schedules often conflict with one another
- If students wish to take 15 units, they can take the courses they need in a convenient schedule
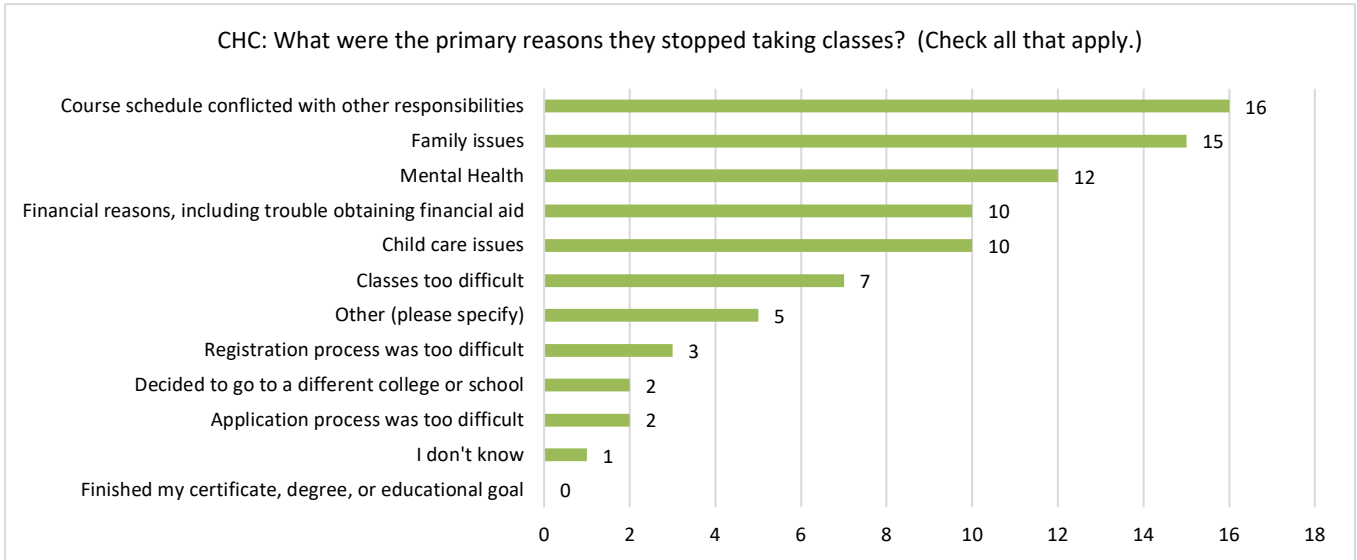
CHC: Indicate how strongly you agree or disagree with the following statements: n=35

Statement	% Agree or Stongly Agree	% Disagree or Strongly Disagree	Don't Know
Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules.	71.4%	8.6%	20.0%
The two Colleges' course schedules often conflict with one another.	31.4%	11.4%	57.1%
The two Colleges cooperate to develop "student-centered" course schedules.	20.0%	57.2%	22.9%
If students wish to take 15 units, they can take the courses they need in a convenient schedule.	48.6%	25.7%	25.7%

- ■ % Agree or Stongly Agree
- ■ % Disagree or Strongly Disagree
- ■ Don't Know

CHC: Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=35

CHC: Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals?

	Yes	No	Don't Know
	24	5	6

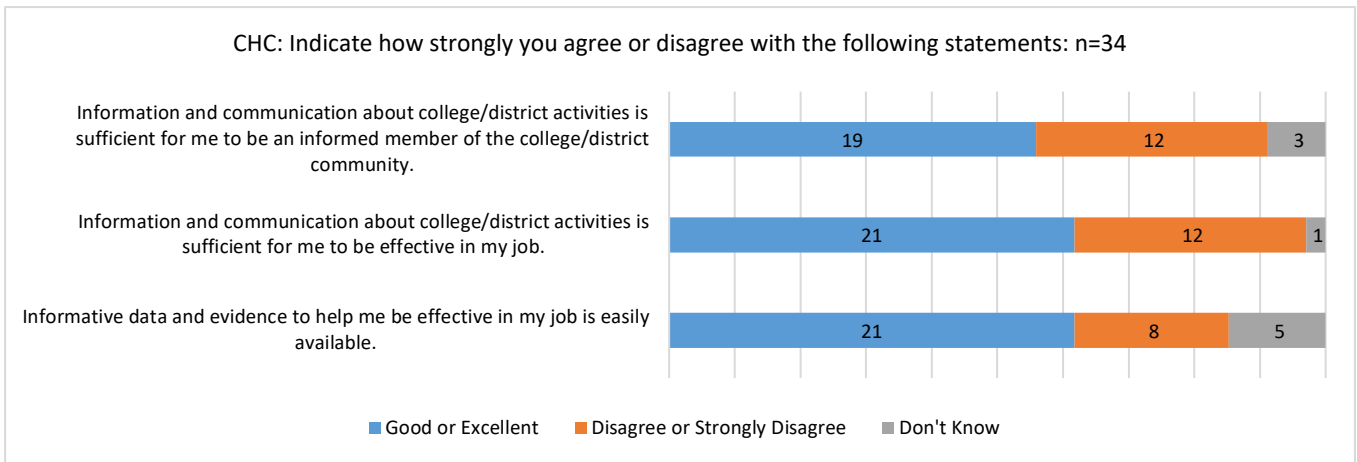## CHC: What were the primary reasons they stopped taking classes? (Check all that apply.) n=24

The 24 respondents who answered "yes" to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 24.

The top reasons cited by faculty, administrators, and staff, for students stopping their studies at the College were:

- Course schedule conflicted with other responsibilities
- Family issues
- Mental health

CHC: What were the primary reasons they stopped taking classes? (Check all that apply.)

Reason	Value
Course schedule conflicted with other responsibilities	16
Family issues	15
Mental Health	12
Financial reasons, including trouble obtaining financial aid	10
Child care issues	10
Classes too difficult	7
Other (please specify)	5
Registration process was too difficult	3
Decided to go to a different college or school	2
Application process was too difficult	2
I don't know	1
Finished my certificate, degree, or educational goal	0

Please select a response for each statement: n=34

Respondents were asked how strongly they agree with the following statements. The most frequent response to each question was "agree".
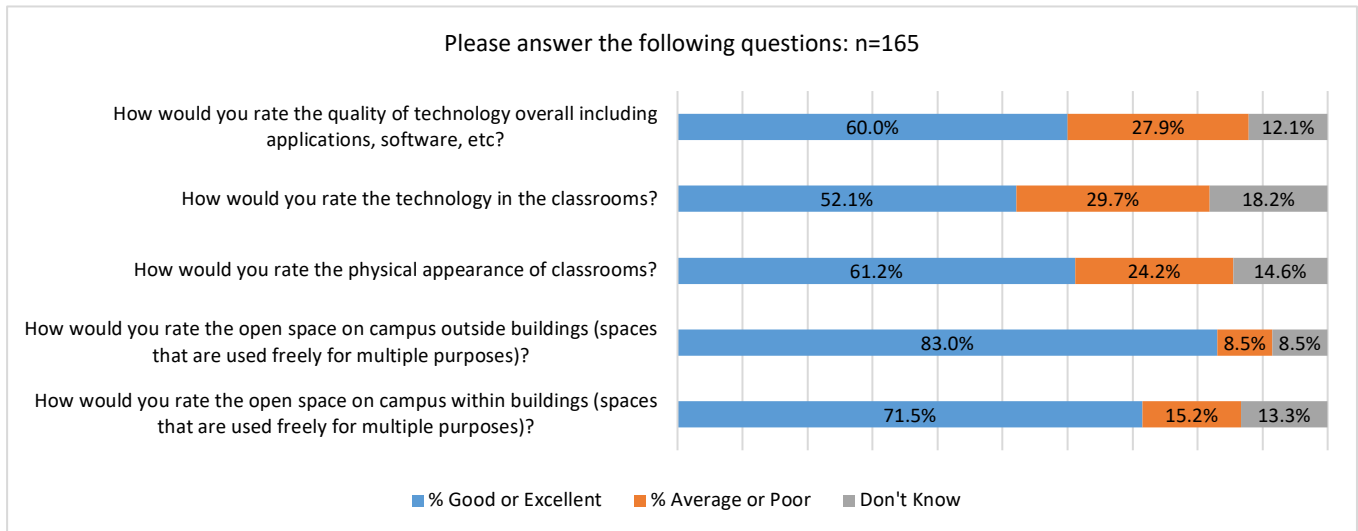
CHC: Indicate how strongly you agree or disagree with the following statements: n=34

Statement	Good or Excellent	Disagree or Strongly Disagree	Don't Know
Information and communication about college/district activities is sufficient for me to be an informed member of the college/district community.	19	12	3
Information and communication about college/district activities is sufficient for me to be effective in my job.	21	12	1
Informative data and evidence to help me be effective in my job is easily available.	21	8	5

■ Good or Excellent ■ Disagree or Strongly Disagree ■ Don't Know

All Respondents Questions

The following questions were asked of all respondents to the survey.

Please answer the following questions: n=165

Responses were split on these questions. The open space on campus got the most favorable (Good or Excellent) responses (83%). Classroom technology received the least favorable (Average or Poor) responses (52%).

Please answer the following questions: n=165

	% Good or Excellent	% Average or Poor	Don't Know
How would you rate the quality of technology overall including applications, software, etc?	60.0%	27.9%	12.1%
How would you rate the technology in the classrooms?	52.1%	29.7%	18.2%
How would you rate the physical appearance of classrooms?	61.2%	24.2%	14.6%
How would you rate the open space on campus outside buildings (spaces that are used freely for multiple purposes)?	83.0%	8.5%	8.5%
How would you rate the open space on campus within buildings (spaces that are used freely for multiple purposes)?	71.5%	15.2%	13.3%

How well does CHC meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=165

This question asks how well the College meets your technology needs. Nearly 90% of respondents indicated they are met moderately to extremely well.

How well does CHC meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=165

Extremely Well	Moderately Well	Slightly Well	Not Well At All
42.4%	46.7%	9.7%	1.2%
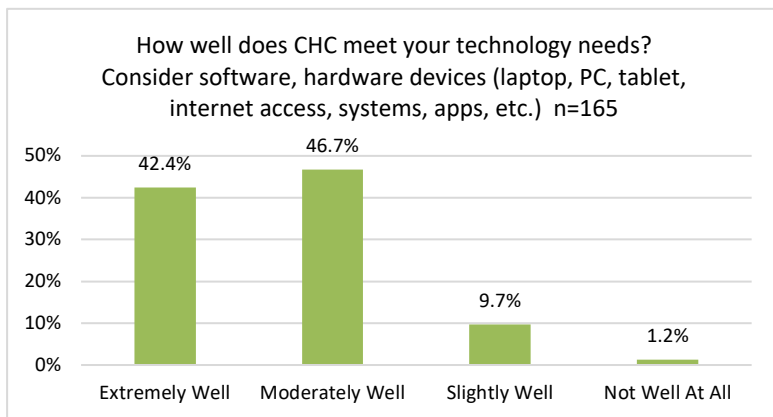
Any suggestions to improve your technology needs?

(Answered: 88; Skipped: 162)

What is not working well in meeting your technology needs, and what can be improved?

(Answered: 80; Skipped: 170)

Many respondents said they were satisfied with the college's technology and technology staff. Many had suggestions related to five main areas, as summarized below.

Connectivity

- More reliable wi-fi throughout campus, indoors and outdoors
- Better hotspots

- More robust broadband

Hardware

- Chromebooks have many limitations
- More classrooms with computers
- Tablets don't always work
- Classroom furniture not good for laptops

Software and Applications

- WebAdvisor not useful
- Website not appealing
- Starfish and Canvas not always user-friendly

Support and Training

- Nontraditional students need more help
- Instructors need more staff support and training
- Would like staff to be more tech and user friendly
- Need a full-time applications expert

Teaching and Learning

- Some instructors don't use Canvas well
- Need better ways for students to communicate with instructors
- Students need better access to materials online

Select the top 4 areas that you believe are the greatest strengths of CHC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked "Campus appearance" as the greatest strength of the College.

The responses in several areas differed considerably between students and non-student respondents. The biggest differences between student and non-student (staff and faculty) perceptions were in the following areas:

- Collaborative workspaces (26% of students vs. 8% of non-students)
- User-friendly information access (website, etc.) (44% of students vs. 13% of non-students)
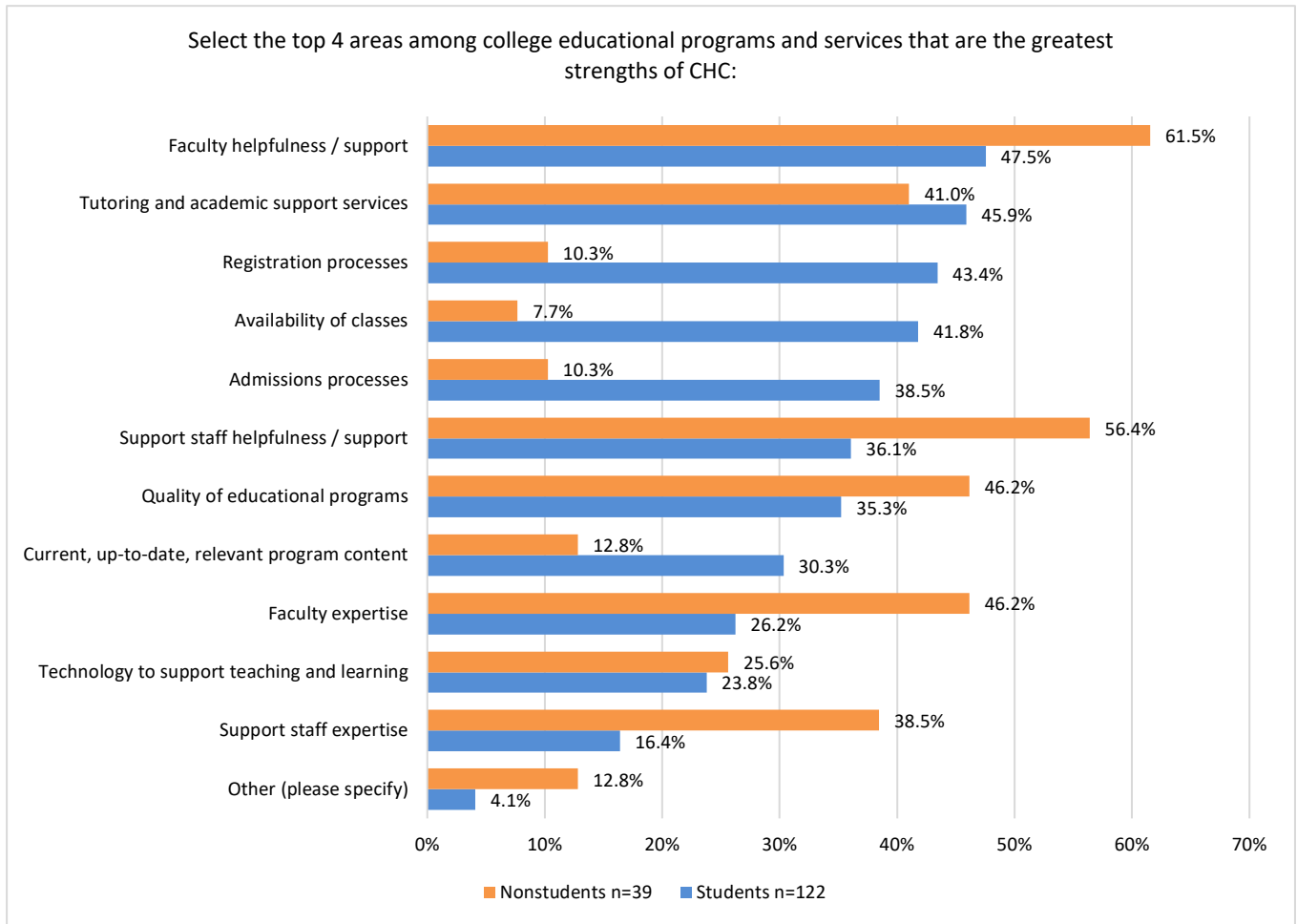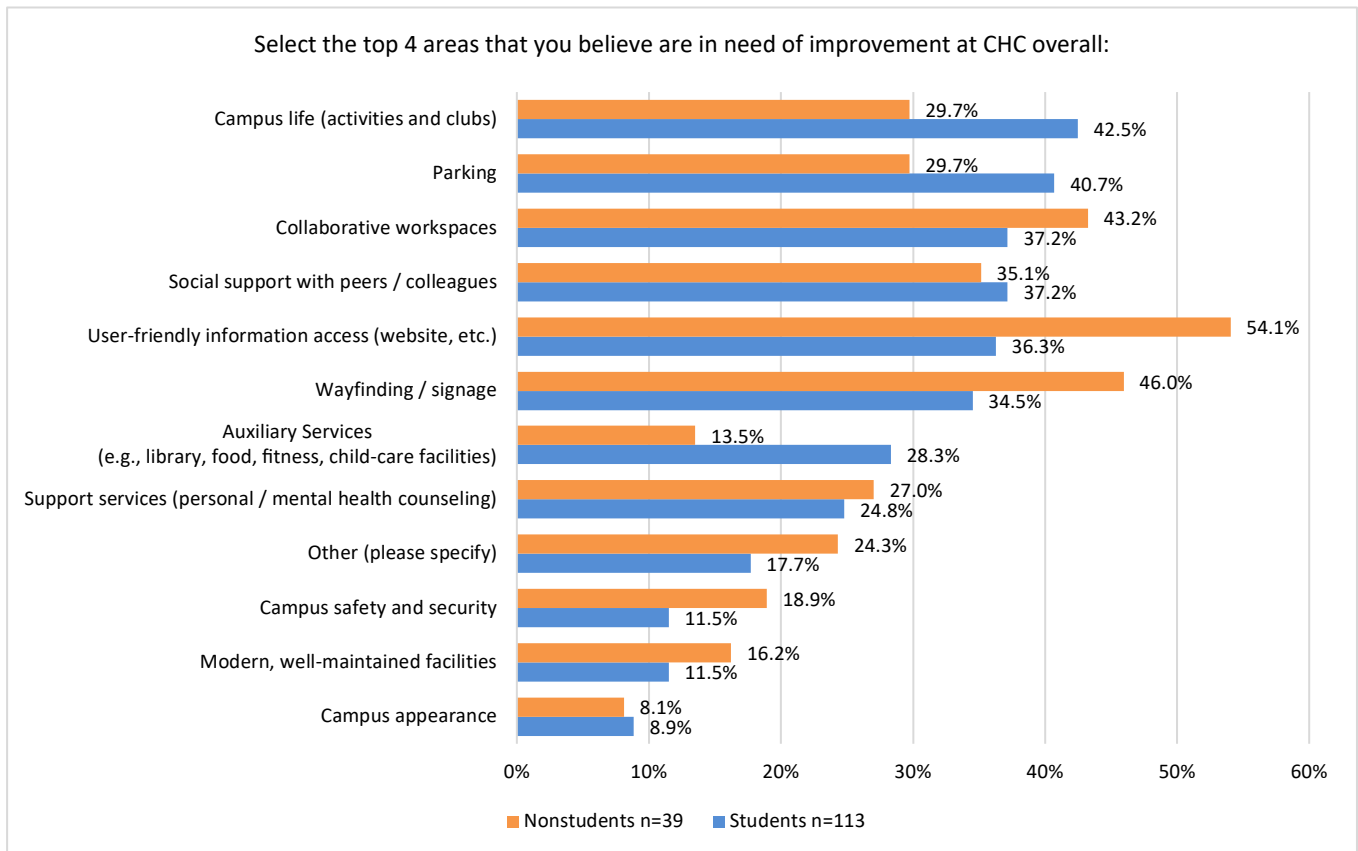
Select the top 4 areas that you believe are the greatest strengths of CHC overall:

Area	Non-Students n=39	Students n=123
Campus appearance	89.7%	71.5%
Modern, well-maintained facilities	35.9%	49.6%
User-friendly information access (website, etc.)	12.8%	43.9%
Campus safety and security	28.2%	35.8%
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	25.6%	35.0%
Support services (personal / mental health counseling)	35.9%	35.0%
Collaborative workspaces	7.7%	26.0%
Campus life (activities and clubs)	28.2%	23.6%
Parking	15.4%	21.1%
Social support with peers / colleagues	28.2%	20.3%
Other (please specify)	15.4%	8.9%
Wayfinding / signage	7.7%	7.3%

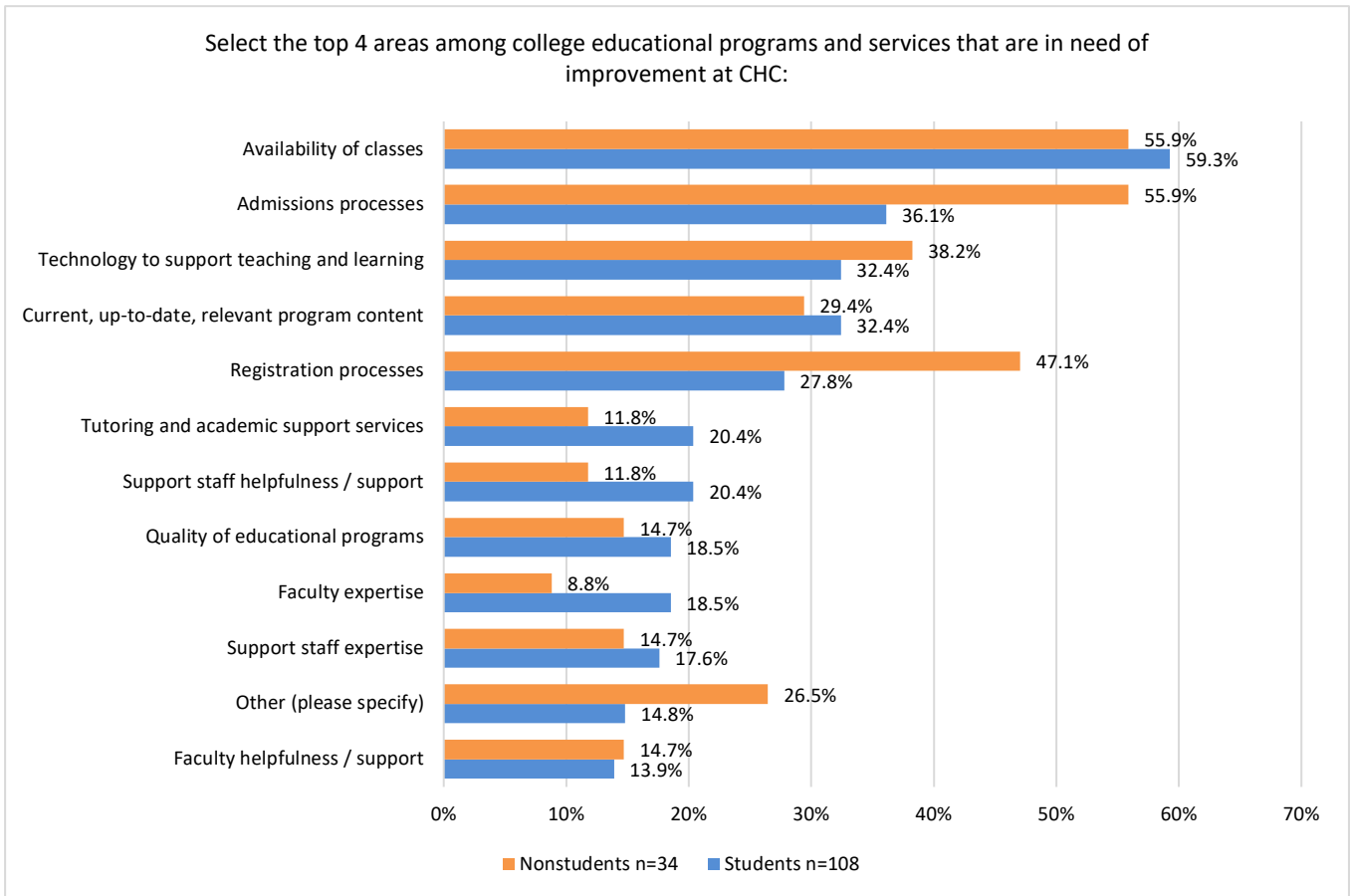■ Non-Students n=39   ■ Students n=123

Select the top 4 areas among college educational programs and services that are the greatest strengths of CHC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of student responses. Both students and non-students ranked "Campus appearance" as the greatest strength of the College.

Students and College employees identified "Faculty helpfulness / support" as the top strength among college educational programs.

The responses in two areas differed considerably between students and non-student respondents. These areas were:

- Faculty expertise (26% of students vs. 46% of non-students)
- Support staff expertise (16% of students vs. 38% of non-students)

Select the top 4 areas among college educational programs and services that are the greatest strengths of CHC:

Area	Nonstudents n=39	Students n=122
Faculty helpfulness / support	61.5%	47.5%
Tutoring and academic support services	41.0%	45.9%
Registration processes	10.3%	43.4%
Availability of classes	7.7%	41.8%
Admissions processes	10.3%	38.5%
Support staff helpfulness / support	56.4%	36.1%
Quality of educational programs	46.2%	35.3%
Current, up-to-date, relevant program content	12.8%	30.3%
Faculty expertise	46.2%	26.2%
Technology to support teaching and learning	25.6%	23.8%
Support staff expertise	38.5%	16.4%
Other (please specify)	12.8%	4.1%

■ Nonstudents n=39   ■ Students n=122

Select the top 4 areas that you believe are in need of improvement at CHC overall:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of Student responses.

It is interesting to examine the responses that had very different responses from Students and non-students. The biggest differences of opinion were in the following areas:

- User-friendly information access (website, etc.)
- Auxiliary Services (e.g., library, food, fitness, child-care facilities)"
- Wayfinding / signage
- Collaborative workspaces

Select the top 4 areas that you believe are in need of improvement at CHC overall:

Area	Nonstudents n=39	Students n=113
Campus life (activities and clubs)	29.7%	42.5%
Parking	29.7%	40.7%
Collaborative workspaces	43.2%	37.2%
Social support with peers / colleagues	35.1%	37.2%
User-friendly information access (website, etc.)	54.1%	36.3%
Wayfinding / signage	46.0%	34.5%
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	13.5%	28.3%
Support services (personal / mental health counseling)	27.0%	24.8%
Other (please specify)	24.3%	17.7%
Campus safety and security	18.9%	11.5%
Modern, well-maintained facilities	16.2%	11.5%
Campus appearance	8.1%	8.9%

Select the top 4 areas among college educational programs and services that are in need of improvement at CHC:

The following chart shows the responses to this question. The blue bars show the percentage of student respondents who selected a given response. The orange bars show the percentage of non-student respondents who selected a given response. The chart is sorted in descending order of Student responses.

Students and non-students ranked "Availability of classes" as the top area in need of improvement at the College.

It is interesting to examine the responses that had very different responses from Students and non-students. The biggest differences of opinion were in the following areas:

- Admissions processes
- Registration processes

Select the top 4 areas among college educational programs and services that are in need of improvement at CHC:

Category	Nonstudents n=34	Students n=108
Availability of classes	55.9%	59.3%
Admissions processes	55.9%	36.1%
Technology to support teaching and learning	38.2%	32.4%
Current, up-to-date, relevant program content	29.4%	32.4%
Registration processes	47.1%	27.8%
Tutoring and academic support services	11.8%	20.4%
Support staff helpfulness / support	11.8%	20.4%
Quality of educational programs	14.7%	18.5%
Faculty expertise	8.8%	18.5%
Support staff expertise	14.7%	17.6%
Other (please specify)	26.5%	14.8%
Faculty helpfulness / support	14.7%	13.9%

Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

(Answered: 68; Skipped: 182)

A very wide variety of programs and courses were suggested. The areas that were mentioned most often include these:

Biological Sciences

- Environmental science
- Biochemistry
- Botany

Computer Related

- 3D modeling
- Cyber security
- Video gaming

Medical

- Nursing
- CNA
- Health management
- Public health

CTE

- Veterinary Technology
- Solar technology
- Geotechnician
- Carpentry

Other

- Criminal Justice
- ESL
- Ethnic studies
- Update AAT curriculum

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

(Answered: 36; Skipped: 214)

The most frequent answer by far related to places and programs related to diversity including

- Diversity/Equity/Multicultural Center
- Asian Pacific Islander Program/Center/Meeting area
- Blacks and Latinos United Center (Black Student) Center
- DACA center/resources
- LGBTQ+ Center
- Puente
- Umoja

Other programs/services/resources mentioned prominently include

- Childcare and preschool
- Help for single mothers
- Housing and food assistance
- Mental health counseling
- Escort program for night class/ walking groups to vehicles (bus stop waits)
- First-year experience
- Expanded tutoring

Please list any student activities that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

(Answered: 36: Skipped: 214)

The answers fell into four categories, with sports the most frequent:

- **Sports** activities, including intramurals, baseball, basketball, football, golf, gymnastics, soccer, and tennis
- **Social** activities, including Zumba, summer movie nights, and open mic nights

- **Clubs**, including mountain biking, dance, and Spanish
- More CHC **events** in nearby communities

<u>Were there any questions that were not asked that you would have liked to have seen in this survey? Please elaborate.</u>

(Answered: 41; Skipped: 209)

A variety of different answers were provided, including these types of questions that were mentioned prominently:

- Online versus in-person education (the most frequent)
- Promoting enrollment growth
- Service hours of operation
- Improving/developing programs and applications that would increase communication among students and staff, something especially user friendly to students
- Satisfaction with counselors
- Satisfaction with instructors
- Satisfaction with departments
- Early availability of syllabi and required textbooks
- Vaccines

District Services Office Survey Results

Overview

A campus-wide survey was conducted during the Spring 2022 semester. The survey was sent to all staff and students at both Colleges and the District Office. There were a total of 27 respondents who indicated that the DSO was their primary place of work.

The survey respondents were asked how they describe themselves. The results are shown in the following chart.

How would you describe yourself? (Select all that apply.)

Category	Value
Hispanic or Latinx	9
White or Caucasian	7
Black or African American	3
Asian or Asian American	2
Native Hawaiian or Pacific Islander	1
American Indian or Alaska Native	1
Another race or races (please specify)	2

Some services are centralized at the District level. Other services are localized at the Colleges. How important are the following in making a centralized service successful? (n=24)

Some services are centralized at the District level. Other services are localized at the Colleges. How important are the following in making a centralized service successful? (n=24)

	% Very Important or Somewhat Important	% Not Very Important or Unimportant	Don't Know
District staff help to coordinate services with peers at the other colleges	23		1
District staff have worked at one (or both) of the District colleges	7	16	1
District delivers services in an efficient manner	23		1
Saves money for the District as a whole	21	3	
District staff make frequent visits to the colleges	17	5	2

How many years have you worked at San Bernardino Community College District? (n=23)

The average response was 10 years with a maximum of 22 and a minimum of 0 (in their first year).

Indicate how strongly you agree or disagree with the following statements: n=23

The following chart shows the numbers of respondents who agreed or disagreed with each statement. There was strong agreement with the statement that "Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules."

Indicate how strongly you agree or disagree with the following statements: (n=23)

Statement	% Strongly Agree or Agree	% Disagree or Strongly Disagree	Don't Know
Students could complete their educational goals more quickly if the two Colleges better coordinated their course schedules.	17	-	6
The two Colleges' course schedules often conflict with one another.	9	4	10
The two Colleges cooperate to develop "student-centered" course schedules.	10	5	8
If students wish to take 15 units, they can take the courses they need in a convenient schedule.	15	1	7

■ % Strongly Agree or Agree   ■ % Disagree or Strongly Disagree   ■ Don't Know

Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals? n=23

Are you aware of any students who stopped taking classes at CHC or SBVC this year - before completing their educational goals?

	Yes	No	Don't Know
	3	7	13

What were the primary reasons they stopped taking classes? (Check all that apply.) n=3

The 3 respondents who answered "yes" to the previous question, noted the reasons below. They were permitted to select all of the reasons that apply, therefore, the total number of responses is greater than 3.

The top reasons cited by DSO staff for students stopping their studies at the College were:

- Course schedule conflicted with other responsibilities
- Application process was too difficult
- Decided to go to a different college or school
- Finished my certificate, degree, or educational goal
- Registration process was too difficult

Please select a response for each statement: n=23

Respondents were asked how strongly they agree with the following statements. Most respondents agreed or strongly agreed with each statement.
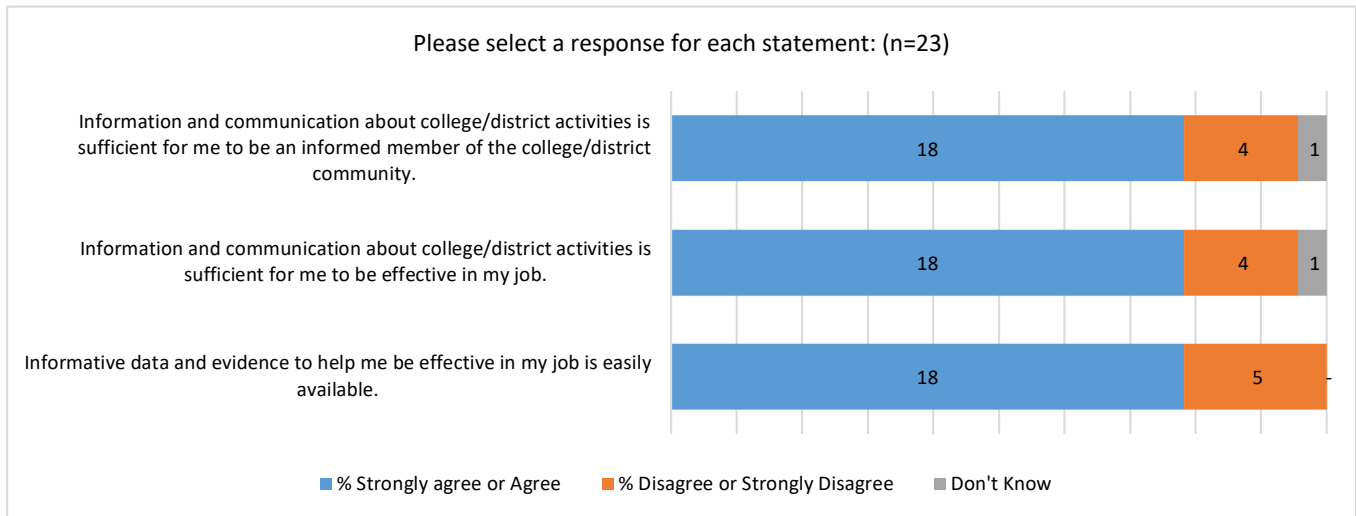
All Respondents Questions

The following questions were asked of all respondents to the survey.

How well does the District meet your technology needs? Consider software, hardware devices (laptop, PC, tablet, internet access, systems, apps, etc.) n=19

This question asks how well the College meets respondents' technology needs. Most respondents (12 of 19) indicated they are met extremely well.
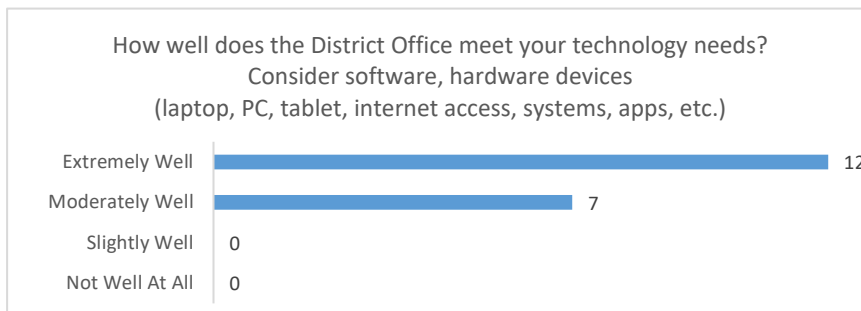
Any suggestions to improve your technology needs? (n=4)

- Change their helpdesk ticket platform and find a user friendly system
- CRM system
- Make sure TESS is properly staffed.
- more consistency with software and hardware updates for all users at the same time.

What is not working well in meeting your technology needs, and what can be improved? (n=1)

- Both campuses should have the same information on website. There should uniformed to the District goals.

Select the top 4 areas that you believe are the greatest strengths of the District overall:

The following chart shows the responses to this question.
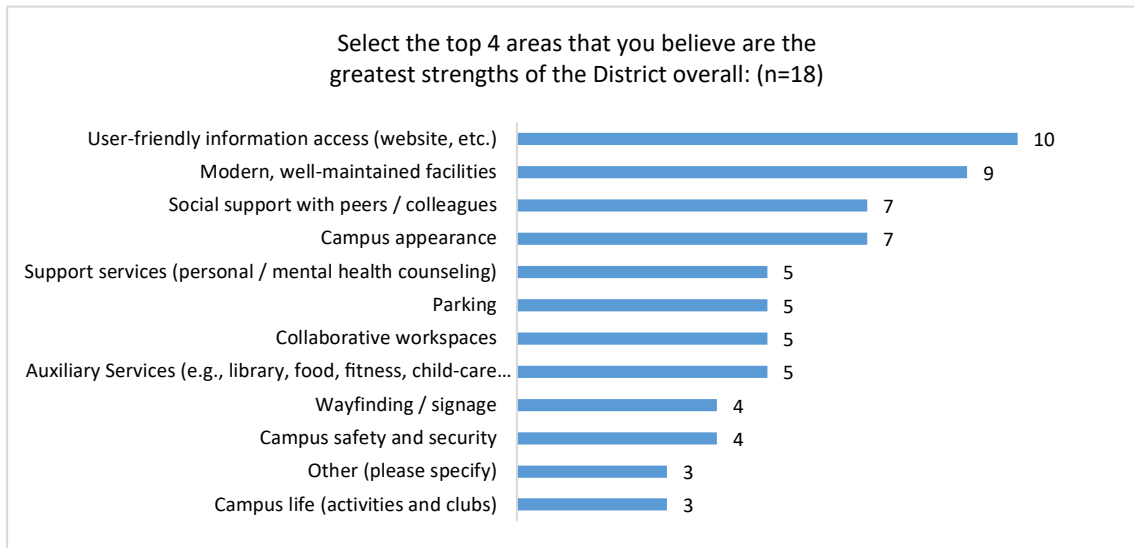
Respondents selecting "Other" contributed the following:

- Business and community partnerships
- Having a full-time receptionist near the 2nd floor entrance, and having IT staff available on-site

Select the top 4 areas among college educational programs and services that are the greatest strengths of the District:

The following chart shows the responses to this question.

Select the top 4 areas that you believe are in need of improvement at CHC overall:

The following chart shows the responses to this question.

Select the top 4 areas that you believe are
in need of improvement at the District overall: (n=17)

Area	Count
Social support with peers / colleagues	9
User-friendly information access (website, etc.)	7
Support services (personal / mental health counseling)	6
Modern, well-maintained facilities	6
Auxiliary Services (e.g., library, food, fitness, child-care facilities)	6
Other (please specify)	5
Parking	5
Collaborative workspaces	5
Campus safety and security	4
Campus appearance	3
Wayfinding / signage	2
Campus life (activities and clubs)	2
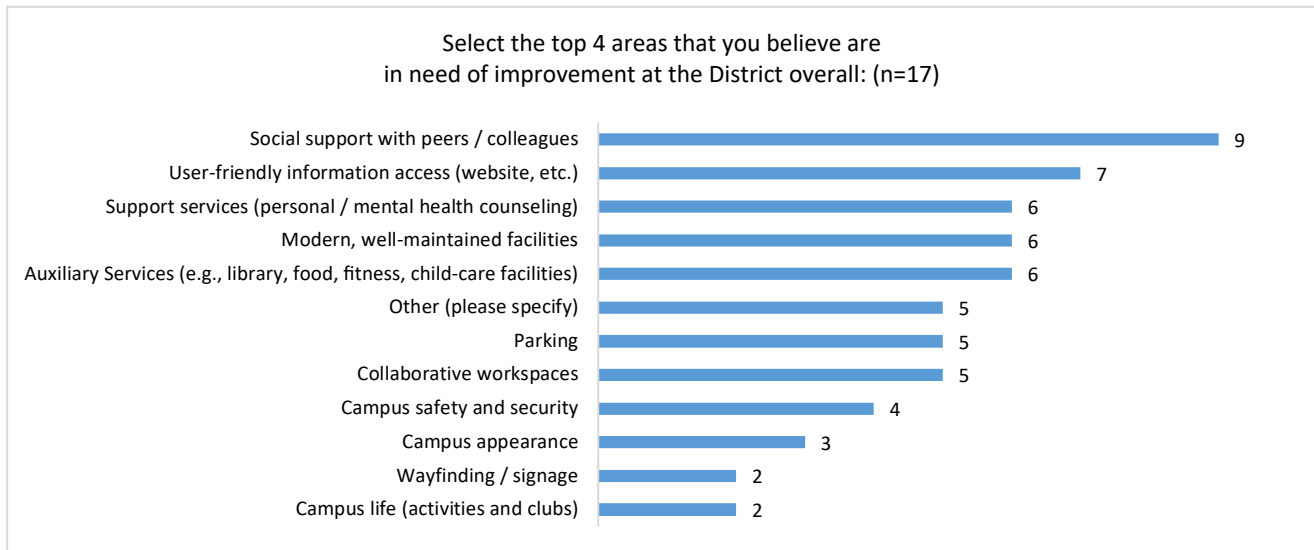
Respondents selecting "Other" contributed the following:

- Need more Police and Security
- BAD choices do not apply to DSO
- Rest/lunch space for the TESS side of the building, vending machines,
- The district office has provided limited space for staff. Some being jammed into a tight area. There is no room for additional staff. Signage is improving. Lack of lunch area on the Chancellor/Research/TESS side of the building. When staff from this area goes into the dedicated lunch room the Business/Fiscal side looks at us like we don't belong. We feel very unwelcomed.
- There has always been an iisue with academic advising students need roadmaps to help guide them to take the courses needed to successfully earn their degree or certificate there is no direction and many students give up and drop out

Select the top 4 areas among college educational programs and services that are in need of improvement at the District:

The following chart shows the responses to this question.
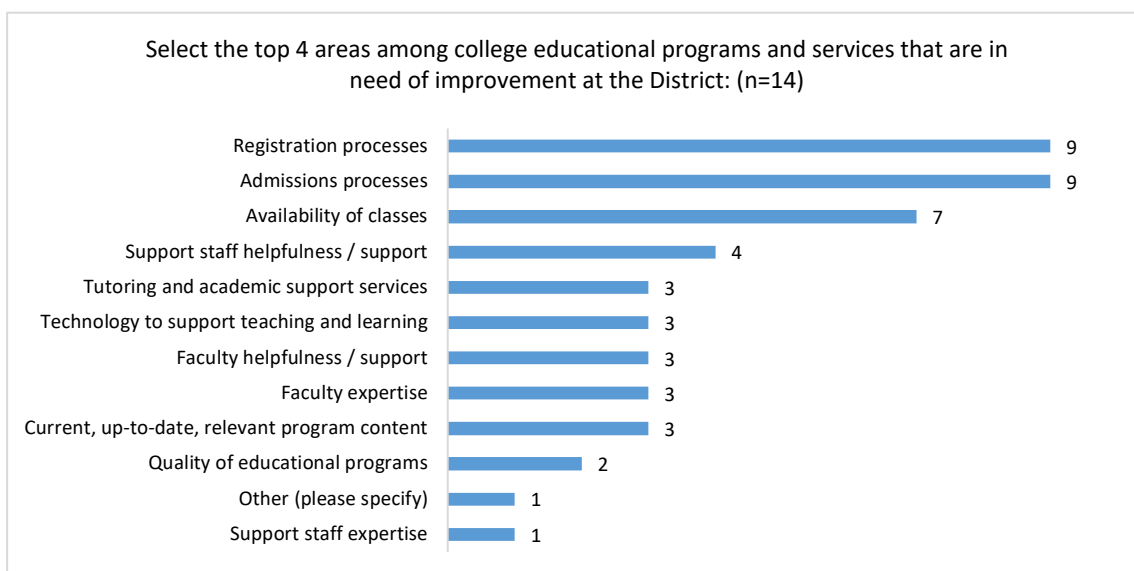
Select the top 4 areas among college educational programs and services that are in
need of improvement at the District: (n=14)

Area	Count
Registration processes	9
Admissions processes	9
Availability of classes	7
Support staff helpfulness / support	4
Tutoring and academic support services	3
Technology to support teaching and learning	3
Faculty helpfulness / support	3
Faculty expertise	3
Current, up-to-date, relevant program content	3
Quality of educational programs	2
Other (please specify)	1
Support staff expertise	1

Please list any academic programs or courses that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There were five responses.

- cloud technology Specialist Certificate
- coding certificate (java)
- computer science certificate
- computer science certificate
- cybersecurity specialist certificate

Please list any student services programs or resources that are not currently offered in the college/district that you would like to see added: (Please be brief and include one program per line.)

There was one response.

- MESA program

Program Advisory Committee Employer Survey

This survey was sent to employer members of the College's Program Advisory Committees. The College has 8 Program Advisory Committees. There are 52 employer members among these committees who all received the survey. There were only 11 responses to the survey, representing 4 of the committees.

Please check the Crafton Hills College Advisory Committee(s) to which you are a member (check all that apply):

Program	Responses
Career and Technical Education Advisory Committee	0
Child development and Education	0
Computer Information Systems	0
Emergency Medical Technician	1
Fire Technology	2
Paramedic	1
Radiologic Technology	0
Respiratory Care	8
Other (please specify)	0
Answered	**11**
Skipped	**0**

Most of the respondents have served on a College advisory committee for fewer than 3 years.

I have served on a Crafton Hills College Advisory Committee for:

Fewer than 3 years	3-10 years	More than 10 years
6	4	1
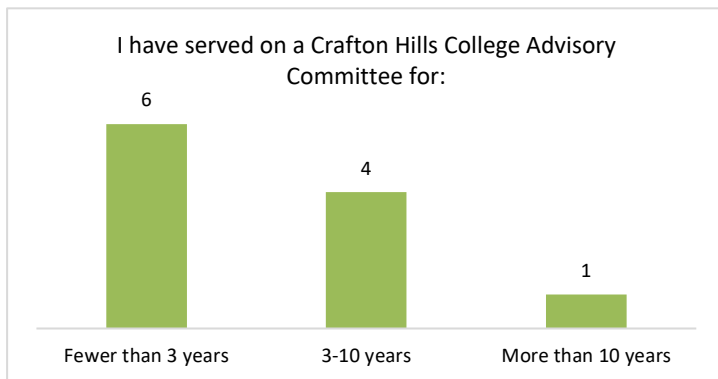
My business/employment is primarily in (or closest to) which of the following areas? (Check all that apply.)

Respondents were asked to identify where their businesses are located. Some respondents had multiple locations, therefore there are more than 11 responses.

Town/City	Response
Colton	1
Hesperia	1
Highland	1
Moreno Valley	2
Rancho Cucamonga	1
Redlands	2
Rialto	1
Riverside	1
San Bernardino	4
Yucaipa	1
Grand Total	**15**

Please list 3 words/phrases that describe Crafton Hills College's image in the community:

Following is a complete list of responses.

- Adaptive
- Advanced
- Affordable
- Comfortable
- Consistent
- Cooperative
- Dedicated
- Dedicated staff
- Desirable candidates in the field
- Devoted

- Disciplined
- Diversified
- Fair
- Good clinical support
- Good RT Program
- Graduates are very well prepared
- Great Campus
- Helpful
- Hirable students upon graduation

- Innovative
- Integral
- Knowledgeable
- Professional
- Professional
- Professional
- Quality students
- Reliable
- Respected
- Well-rounded RT curriculum

Please rate the following comments on the scale provided.

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements. Nearly all respondents agreed or strongly agreed with each of the statements.

Comments	Most Frequent Response	Agree or Strongly Agree
Employers view Crafton Hills College as a high-quality institution.	Strongly Agree	100.0%
Crafton Hills College has strong business and industry partnerships.	Agree	90.9%
Crafton Hills College readily adapts to change.	Agree	100.0%
Crafton Hills College is a strong leader/partner in economic development for the region.	Agree	90.9%

Please rate the following comments on the scale provided. n=10

Respondents were asked whether they strongly agreed, agreed, strongly disagreed, or disagreed with the following statements.

Comment	Most Frequent Response	Agree or Strongly Agree	Disagree or Strongly Disagree
The College's instructional / technical programs are up-to-date and meet employer needs.	Strongly Agree	100.0%	0.0%
College programs under our Advisory Committee have current and relevant equipment, technology, and software that reflect today's workplace.	Strongly Agree	90.0%	10.0%
Employers in our industry provide internships and/or externships to students enrolled in the College's programs.	Strongly Agree	80.0%	20.0%
Local employers in our industry are eager to hire the College's graduates.	Strongly Agree	100.0%	0.0%
The College's technical programs are of similar or higher quality than those in nearby community colleges and private colleges.	Strongly Agree	100.0%	0.0%
The College's programs in our field/industry that no longer meet job demand are reduced or eliminated.	Agree	50.0%	50.0%
New programs are initiated by the College in response to emerging community employer needs.	I don't know	50.0%	50.0%
The College's program graduates perform well in the workplace.	Strongly Agree	100.0%	0.0%

What new jobs or industries, if any, should the College explore for potential new programs?

All responses are listed below.

- auto mechanics
- business management
- Coding
- culinary
- construction industries
- Emergency Communications Nurse System
- Interventional Pulmonary Procedures
- Mental health
- Nursing (CNA, LVN, RN)
- Paramedic school on a shift calendar
- Telehealth opportunities
- welding

Provide any additional comments you have on the quality, effectiveness, and other characteristics of instructional/technical programs at Crafton Hills College. (One comment per line.)

One response was received and it is listed below.

- Continued expansion of facilities and drill grounds for the fire and EMS programs

College Listening Sessions

Introduction

During the Discovery Phase, listening sessions were held by the CBT Team with individuals and groups of internal and external stakeholders of Crafton Hills College. Additionally, the team met with student leadership and visited classes to hear what was or was not working well for students at CHC. Internal listening sessions were well-attended; external sessions were well-attended with the exception of K-12 and university partners, Chambers of Commerce, and economic development partners. A summary of these sessions is provided below, along with data on those who responded to the surveys conducted, as discussed previously in this document.

INTERNAL STAKEHOLDER LISTENING SESSIONS			# Sessions	Approx. # Participants
Session Categories	**Individuals and Groups**		**# Sessions**	**Approx. # Participants**
CHC Internal Stakeholders	o President's cabinet o Academic Senate & Exec. o Classified Senate o Chairs Council o Crafton Council/EMPC o Dean's Meeting o CTE Faculty o Transfer Center o Library & Tutoring o Counseling Team o Curriculum Meeting	o Enrollment Strategies o Professional Development o EOPS o DSPS o Educational Technology Committee o Student Equity and Achievement o Student Services Council o Planning / Program Review	20	155
Student groups	o Student Senate o Student Classes (2) o DEI/Dreamers Group		4	40
Total Number of Internal Listening Sessions and Participants			**24**	**195**

EXTERNAL STAKEHOLDER LISTENING SESSIONS		# Sessions	Approx. # Participants
Session Categories	**Individuals and Groups**	**# Sessions**	**Approx. # Participants**
Foundations & Committees	o CHC Foundation	1	25
	o CHC Advisory Committees (2 Sessions)	2	16
Government & Community Partners	o City of Yucaipa; City Council / Planning o Water District; Joint Issues o City Chambers of Commerce (none) o Economic development (none)	3	8
Educational Partners	o K-12 Schools o Universities	1	4
Others	o CDC Parents / Staff	1	8
Total Number of External Listening Sessions and Participants		**8**	**61**

Surveys Conducted	# Respondents
o College-wide survey: employees (51); students (157)	208
o Program Advisory Committees - Employer Survey - (8 committees) ▪ Total employer members (n=52)	11
Total Number of Survey Respondents	**219**

College Listening Session Themes

The top ten themes, and 30 sub-themes, that emerged from the listening sessions are delineated below. This rich qualitative input, combined with the other sections of the Data profile, is valuable as the College identifies its highest priorities for the next five years and beyond.

1. **Regional Demographics and the Impact of the COVID Pandemic**

    a. Demographic Changes in the Region

    - Better understand the large shift in student demographics going on
    - Increase the area's college-going rate

    b. Implications / Impacts of COVID Pandemic for Future Planning

    - Expand mental health counseling, for students and staff
    - More involvement is needed in planning professional development after COVID
    - Include the application of what has been learned
    - Encourage a robust return to on-campus presence while continuing to offer abundant online classes.
    - Formalize a plan to welcome students back to campus.
    - Employees miss campus and are ready to return from remote work.
    - Online registration during pandemic was daunting and contacting counselors was difficult. Website was not intuitive.
    - Need welcoming events and marketing banners to let students know CHC is happy they are back on campus.

2. **Student Access, Marketing, Outreach and Recruitment**

    a. Student Access, Outreach, and Recruitment

    - Ensure we reach out to marginalized students and prospective students
    - Continue to infuse DEI into our enrollment strategies
    - Institutionalize outreach program and efforts; don't have it dependent on grant funding
    - Increased hours needed for Student Services (24/7) to assist students.
    - Consider an interactive kiosk for students on campus and/or tables with laptops at welcome tables.
    - Future student recruitment is a concern as applicant pools have decreased.
    - To boost enrollment, marketing should include popular social media (i.e., TikTok) and activities such as boot camps to tell the story of professions and programs.
    - Identify/improve welcoming area for students.
    - To increase enrollment, student outreach should include calls.
    - Better student communication with students needed (i.e., registration start date and Guided Pathways information).
    - Branding belongingness is important so students feel comfortable coming on campus.
    - Families of students should also be included in events to learn more about CHC.
    - Consider CHC parent and family nights to provide information as well as hear and address concerns.

    b. Marketing and Outreach to the Community

    Increase branding, marketing, and outreach effort

    - Expand positive outreach/marketing in the community
    - Go to where prospective students are
    - Put more signs up a long highway so folks know CHC is here

- A more engaging social media presence is needed.
- Harvard on the Hill description of CHC should be branded.
- There should be more community involvement by CHC; for example, the knowledge of its pre-school is primarily by word of mouth.
- Pop-up (sandwich board) signage needed on campus during first few weeks of semester(s).
- Encourage presence of community members on campus through various activities.
- New Outreach Team needs to be institutionalized so CHC is not the "best kept secret" and it will also help with K-12 partnerships.
- Need greater focus on community engagement.
- Use outreach resources effectively and link to budgeting.
- Improved student connection to marketing/branding is needed.
- Student spirit events and/or marketing materials could be tied to Pathways for better identification and belongingness.
- CHC needs to better connect with surrounding communities, so they know more about the college. The increased awareness could help grow enrollment.
- Need more community awareness of CHC.
- There are opportunities for CHC to better connect with the communities it serves and its own campus employees.

Increase outreach and communication with local communities and community organizations, especially to underrepresented populations

- Overall, find more ways to bring the community onto the CHC campus and find more ways to bring CHC into the community, especially in the post-COVID era
- Find ways to bring the community onto the campus more often
- Schedule more events on campus to bring the community to the college
- Weekend activities at CHC would serve the community well.
- Encourage more community persons to use outstanding CHC library
- Encourage more community persons to attend excellent CHC theatrical productions
- Engage even more with the community, in the communities CHC serves
- Increase CHC outreach efforts to the Redlands area. This is a challenge because The University of Redlands is the major collegiate player in that city
- Need better signage in the community as well as on campus
- Outreach and recruit in workplaces; many working people would like to know about options to advance or change their careers
- Example: Have two college reps come to a hospital's Wednesday evening fair for an hour, set up a booth, talk about options available at CHC
- Need to increase outreach to underrepresented communities
- Need more Hispanic and African-American students on campus
- Need more Hispanic and African-American faculty
- Outreach more to middle-school students, when they are already starting to make some decisions
- Connect with programs like the Girl Scouts
- Involve alumni more as guest speakers and mentors
- Schedule more open houses on campus

3. **Strategic Enrollment Planning and Management for Stabilization and Potential Growth**

   a. Enrollment Management / Scheduling / Productivity & Efficiency

   - Make sure our enrollment strategies have measurable outcomes and assess how well we're reaching those outcomes

- Be as comprehensive a college as we can be, given our size and budget
- CHC and Valley classes need to be better aligned for low enrollment classes and scare offerings
- Students are having difficulty with split days of online and face-to-face classes on the same days.
- Also, on campus classes and activities would encourage greater student involvement.
- Greater variety of classes (days/times) needed.
- While certain classes are preferred F2F, academic online classes are preferred due to limited transportation.
- There are limited faculty to teach certain classes (i.e., Abnormal Psych); increase offerings at different days/times.
- Evening course offerings need to be more robust.
- Course offerings could be expanded to Friday and/or weekend classes.

b. Strategic Enrollment Planning for Growth

- With hold-harmless extended to 2024-25 as a base year, we need to look at growth between now and then
- Find ways whereby students not admitted to CSUs and UCs are redirected to CHC
- Looking strategically into our enrollment strategies and look at ways to improve those metrics so we can improve our funding.
- Scheduling of courses could be improved through consideration of evening and weekend offerings

4. **Academic and Support Services**

a. Student Success (Retention/Persistence/Completion)

- Make learning as user friendly as possible, including an expanded use of Canvas by all faculty
- Increase tech support for students
- Expand zero-cost textbooks
- Increase number of degree completions
- New student orientation online is boring and long so many students are not paying attention to included content.
- Expand Summer Bridge and First-Year-Experience programs
- First Year Experience course needed by more students, perhaps required for all new full-time students
- Increase "inreach" programs to existing students
- Need more disaggregated data available to all faculty and staff
- Continue to improve math outcomes in light of AB705 implementation
- Need to have campus open for students who don't have a safe study environment at home.
- Need to have student spaces available for those who stay on campus before/after/while waiting classes.
- Expanding first year experience for students, as well as bridge programs, would help with success.
- With decreasing enrollments, focus on persistence and retention and make sure there are resources to support those efforts.
- Students need greater awareness of available student services/resources (i.e., Veteran Services, both resources and campus location).
- Some faculty are too focused on grades versus engagement in classes.
- Faculty can make or break a student's success.
- Staff should be more mindful and empathetic regarding student obstacles.
- There is a need to reach exclusive online students to determine needs and consider expansion of online course offerings.

b. Academic Support Services / Tutoring

- More support for ESL students, including tech support
- Expand services for evening students, now practically zero
- No one allowed on 3rd floor of library, even though this is where most books are kept. Rationale is that there is plenty of room in lower floors, so elevators are turned off.
- Multilingual learners need a common space for support and building community.
- Student services need to be open in evenings (i.e., tutoring, etc.).
- Faculty members should provide a list of all resources available to students.

c. Counseling / Academic and Career Advising

- Grow the CHC Career Center
- Students should have greater awareness of their rights (i.e., Title IX, etc.).
- More services needed for mental health concerns.

d. Student Support Services / Wrap-around and Special Services / DSPS / Health Services

- College should put more time and effort in orienting and explaining to instructors the need for accessibility for their students
- Currently persons knowledgeable in accessibility aren't allowed to review/evaluate what instructors are doing in their classrooms or online instruction
- Some instructors (maybe 20%) are either unresponsive or slow to respond to DSPS staff requests
- Increased services for parenting students are needed.

e. Financial Aid / Scholarships / Foundation

- None cited

5. **Diversity, Equity, and Inclusion**

a. Diversity, Equity, Inclusion, Anti-racism (DEIA)

- Create a multi-cultural center on campus
- Perhaps like an "Equity Village"
- Have been told there's no space for one, but we should find space
- institutionalize an inclusive campus environment.
- Create a first-generation-student center on campus
- Some college personnel resist training to combat racism and/or sexism
- There are gaps within the college community in understanding and implementing equity across campus; need more conversation and a common language
- Avoid isolation
- Expand to scale the good things that Puente and Umoja do
- Cultural campus issue regarding how to create inclusion versus unintentional exclusion has created division. Requires campus to include a lot more voices and allow people to speak up in a safe environment.
- CHC needs to intentionally engage more employees in committee work and initiatives. Students as well as staff should be included to further increase diversity.
- All faculty should be involved in online training for DEI.
- Increase employee diversity needed to reflect student diversity.
- Need robust ethnic studies program and intentional activities should be available for multilingual students.
- Students of color need to feel more welcome on campus as employees really care about all students.
- Greater openness to all student populations is critical.
- Rebranding and diverse student images for equity will help as well as Guided Pathways.

- Equity in hiring needed District-wide should include common equity objectives and question(s) with a rubric and resources to sustain.
- DEI data needs to be: accessible, disaggregated, and potentially tied to faculty annual evaluations (may be a labor union issue).
- Class syllabi and course outline of record should include equity statement(s).
- Campus and classes should be a welcoming environment for all students (DEIA concern as Latinx and African American students have stated that they do not feel welcome). Also, consider expansion of Dreamers program to other racial groups.
- CHC is not very diverse, and campus was unwelcoming.
- Staff could benefit from diversity training.
- Greater diversity would be appreciated.

b. Campus Life / Clubs /Athletics

- College needs more informal gatherings for the entire college community, to connect people more closely
- Find more ways to connect faculty and students informally
- Create more celebrations on campus (There doesn't have to be specific calendar reason to celebrate)
- Build on success of Three Peaks to interact more with students outside of the college setting such as hiking San Bernardino peak, hiking several other peaks, food drive with Redlands Family Service Association, triathlon and volunteer opportunities
- Need a place where basketball can be played, including both pick-up and scheduled intramural games
- In the past food has not been tasty and costs too much
- The new (just opened) Duck and Owl Cafe on campus seems much better
- Would like to see athletics increased (intramurals and competitive sports) at CHC (i.e., soccer, football, etc.).
- Additional sports would mean more sporting events for the students to attend and increase school spirit.
- CHC students have little access to food, vending machines, shuttle service, bike racks, etc. to encourage them to stay on campus.
- Further develop athletic teams and advertisements.
- Campus activities need to be well organized and staffed equitably.
- College spirit events is needed to further engage students and create belongingness on campus.
- CHC is missing spirit by students and community building around them is needed.
- Increase campus events to create more engagement of CHC employees and their family members as well as students (i.e., carnival, welcome to campus events, etc.).

6. **Guided Pathways, Program Design and Delivery**

a. Guided Pathways / Program Design / Program Mix

- Advanced STEM classes needed; also, these classes are limited and not online.
- Would like to see more fully online instructional programs.
- Continue and improve Pathways for students.
- Guided Pathways group could facilitate increased outreach to students.

b. Distance Education / Delivery Modes

- A Center for Online Studies would be helpful in order to coordinate and increase 100% online degree programs. Also, this would serve as a resource and assist faculty.
- College needs to better assess and help student determine which modality of teaching and learning works best for them: remote, online, hybrid, or in person

- College needs to provide more training for online faculty, improving their respect for students' time, circumstances, and background (including DEI training)
- For online classes there is insufficient online academic support for students
- There is a great need for a full-time Distance Ed Coordinator position and a full-time Instructional Designer
- Need a dedicated area to create video productions is needed (i.e., Meet the Faculty and content video productions) for high quality videos.
- Partnerships with universities important for students to complete their online bachelor's degrees.
- Increase faculty usage of online web enhancements for classes as students have remarked they appreciate faculty who do.
- Need to grow online programs/degrees in the future. This will decrease potential obstacles that delay students completing their degrees..
- CHC should join California Virtual Campus Online Education Initiative (OEI) Consortium for additional resources and course offerings.
- Students need easy access to hardware and software when off-campus for online courses. Hardware has been available, but software access is an issue (recommended Adobe accounts for students).
- Online courses need formal reviews.
- Online student services need to continue to be improved for students.
- Consider adding online degree information and other resources online on a specific webpage.
- Consider adoption of HyFlex as instructional/learning mode.
- High failure rate in EMS recently due to students limited understanding of LMS.
- There is not a dedicated FT employee for Distance Education and Professional Development, only Faculty Leads with releases who report to Dean of Liberal Arts. A FT Distance Education employee is needed
- Embedded tutors believe online students need greater motivation to succeed.
- Difficult to socialize in online classes.
- Distance education needs more effective delivery.

7. **Education, Business, Industry, and Governmental Partnerships**

   a. Dual Enrollment

- There are some CTE dual enrollment offerings, but further opportunities with K-12 partners exist.
- Focus on better connection with K-12 partners, including dual enrollment. While current percentage of dual enrollment is low, there are opportunities to increase with recent employment of Dual Enrollment Director.

   b. Transfer / Baccalaureate Degrees / Articulation

- Sustain Honors Program, making it less dependent on one person, have more stable funding, etc.
- Out of 1600 CHC students who are transfer ready, only 600 apply to transfer
- Transfer Center wants to improve that
- This issue exists at all CA colleges; see the RP "Through the Gate" data collection
- Transfer Center needs an expanded sustainable, predictable budget to help increase CHC's transfer rate
- Would love addition of instructional programs (i.e., Bachelor's degree is under development and has been submitted to the state for approval).

   c. Strategic Partnerships

   <u>Increase collaboration with local governmental agencies</u>

- CHC could work with more closely with the County Economic Development Department, since it oversees most the development in the area.

- Increased growth in shared services between CHC and the City of Yucaipa is needed (e.g., future partnership with new CHC theater).
- Internship opportunities for students need to grow and be expanded.
- Appears to be a disconnect in communication between college, program advisory committee, and state regulatory agency for fire training.

Expand collaborations with local businesses

- CHC has other potential corporate training opportunities with local industries such as Sorenson Engineering, a microtechnology machining company in Yucaipa
- CHC would benefit from a partnership and collaboration with ESRI, an international renowned GIS software company located in Redlands, to serve as potential training provider for current and future employees.
- Help local businesses (especially small businesses) hire qualified employees
- Have been advertising for 17 positions; only a handful of people apply
- Advisory committee participation needs to increase
- The college needs to focus on recruitment of advisory committee members as they are difficult to find
- Assigned counselors are needed for individual CTE programs.
- Assigning CHC counselors to CTE Advisory Committees would be a good idea
- Employability skills of CHC graduates needs improvement in the areas of time management, communication, and organizational skills
- Encourage and train more students to go into business for themselves (e.g., insurance)
- CHC needs to go into workplaces to grow careers through advertisement
- CHC needs to provide internship opportunities for students.
- Career Services needs to be highlighted to students, so they are aware of available resources
- Provide more help to older, re-entry students (e.g., students in their 40's)
- Including more evening support services
- CHC should be competitive with other colleges' pay for skill in programs like firefighter and police training
- CHC needs to reestablish clinical partnerships with affiliates; the interaction between CHC faculty and facilities was much better prior to COVID.
- Need to improve responsiveness to community partners so they won't resort to providing internal training vs CHC training for their job needs.
- Improve connection with local employers to offer opportunities for internships and apprenticeships for students.
- Community buy-in and support of CHC students would be helpful (i.e., available student discounts at businesses, etc.).

Expand communication with, and outreach to, K-12 schools, especially in relation to career pathways and dual enrollment

- CHC and K-12 School District need to explore how to expand offerings and work on policies and logistics
- Increase outreach to high schools
- Encourage more high school students to purposely choose career pathways
- CHC needs to visit with Yucaipa/Calamesa SD students prior to their Senior year (instead, see them as early as freshman year).
- Encourage high school counselors to be more positive about community colleges
- Dual credit opportunities need to expand
- Dual enrollment program is amazing, but there is a disconnect on understanding the number of classes required on CHC campus.

- Current teacher/faculty qualifications for dual enrollment limit opportunities for students' courses
- Hire dual enrollment counselors to work more closely with high school students
- Outreach to middle schools (with young people who are our future leaders) and encourage students to think about career paths and various paths to get to their career goals, including paths through CHC
- More bridges from adult school to CHC for ESL students
- Improve CHC's image among students in Redlands Unified School District.

<u>Expand communication with other post-secondary institutions</u>

- CHC should consider resource sharing with university partners to better serve students (e.g., financial aid services/information).
- Articulation agreements are great, but increased resource sharing between CHC and universities is needed
- Better utilization of pathways needed to streamline student transferability of courses (e.g., Redlands Adult School>CHC>CBU/UofR/Loma Linda).
- Considering the new normal post-pandemic and how best to connect with students, CHC might consider having its university partners physically visit with students in their campus classrooms to discuss future transfer opportunities.

<u>Look at ways college and SBCCD can better move CHC students forward with its partners</u>

- District-wide articulation/MOU agreements can slow down implementation and opportunities for students when both CHC and Valley have to be included
- Example of delayed implementation: Cal Baptist University and CHC agreement that included scholarship funding for students
- Consider combining Valley and CHC transcripts into one District transcript
- Bring more local training to CHC instead of all being offered at Valley.
- Increase local certification and training courses at CHC instead of only being offered by SBCCD at Valley (e.g., water/wastewater training and certifications; homeowners recycled water training.

d. Workforce Development

Develop or expand programs needed by the service area

- The college needs to respond faster to business/industry needs; process too slow
- College moves at glacier speed due to state, etc. processes
- Increase partnerships/pipelines for CTE programs (e.g., cybersecurity
- Keep trying to partner with local manufacturing company
- Streamline pathways for degrees
- Increase the availability of online CTE programs at CHC.
- Need more workforce training and CTE programs
- Expand fire academy to a four-year program
- Consider development of more CTE skills trade programs
- Need to train machinists
- Local community badly needs more welders
- Local community badly needs more paralegals
- CHC should consider development of new career pathway in Logistics/Supply Chain Management
- Create a project management certificate program
- Create a program to help students go into the nonprofit sector
- Add a commercial pilot program
- Encourage more students to transfer and get four-year degree
- Many job openings in the area require bachelor's degree as a minimum

e. Non-Credit Instruction / Continuing Education /Adult Education / Contract Ed

- More robust community enrichment non-credit offerings needed (i.e., yoga, arts, etc.)
- Greater exploration of potential non-credit course offerings.
- CHC should consider offering personal enrichment type classes for community members as serving their needs is important.

8. **Planning, Evaluation, and Advancement**

a. Program Review / Institutional Effectiveness / Accreditation / Research / Integrated Planning

- Faculty suggestions for student improvements may be overlooked as student survey results may not indicate the same. Students should be aware of what other colleges offer in the way of campus resources.
- College data has been limited to student success, but job placement rates and other relevant data for CTE programs should be available for Department Chairs.
- Programmatic accreditor for one CTE program required additional staff support, but this has been challenged by administration recently.

b. Program Change / Innovations

- Do things intentionally and proactively, not just by default or because of crisis (like the "default" approach during COVID)
- More efforts around credit for prior learning whether that is traditional or formal education or military training or other sources
- College needs more interdisciplinary activities
- Better connection amongst disciplines/programs needed.
- Consider introduction of new courses from a variety of fields.
- Faculty collaboration among disciplines could be stronger.

9. **Organizational Design and District / College Relations**

a. Organizational Efficiencies / Centralized & Decentralized Services

- Streamline colleges' and district's business practices; put saved money into serving students better
- Provide more support for classified staff; supervisors should release classified staff to attend professional development activities
- Create more equality between the two SBCCD colleges
- Create more opportunities for staffs of CHC and Valley to collaborate
- Equity could be one area that would be good for collaboration
- Regional transfer opportunities could be another
- It is important for there to be a concerted effort by all employees to be involved in college initiatives, such as answer centers, instead of just falling to faculty responsibilities.
- Some of the important basic things are going by the wayside with so many different initiatives that are coming along.
- Administrators and staff should be involved in student activities, not just faculty. Making students' lives easier is important. More campus involvement by administrators and staff in student focused activities.
- There is a lot going on in the institution with limited staff. CHC needs to focus on most important initiative(s)/issue(s) and prioritize to keep employees from being overwhelmed and frustrated.
- CHC is smaller than Valley, so individual CHC people are required to do multiple things instead of dividing responsibilities among many employees. Determine which groups on campus should be responsible.
- The most important CHC concerns/issues need to be prioritized.

- Many employees are over-extended and wear a lot of hats to fill a lot of gaps.
- Streamlined processes needed for greater efficiency due to fewer staff at CHC than other colleges.
- CHC should not lose sight of its basic mission to serve students and provide instruction.
- Faculty would like option to do institutional service work off-campus; need remote work guidelines due to concern of who will serve students if there aren't employees on campus.
- Bring back Family Day activities on campus.
- Degree of engagement related to shared governance needs to be increased. Increased participation needs to be engaging and intentional.
- Representation of classified staff in committees is needed as their voices need to be heard.
- Would love more cross-talk between faculty and staff and other units on campus to get to know colleagues and also learn about what they're doing. It would help better direct students to appropriate services and support or even programs if there was better understanding of campus operations.
- Classified staff don't necessarily have a voice on committees and may not be allowed to contribute.
- District and both colleges need to honestly evaluate needs vs wants as related to the Strategic Plan and EMPs.
- CHC needs to slow down and not take on so many initiatives at one time.
- Improved communication within CHC and SBCCD is needed.

b. Information and Communication / Website

- Overall, college needs better way to communicate to students
- What services are offered (like the Transfer Center)
- What events are taking place, in advance
- CHC could learn from SB Valley College, which does a better job of connecting with students regularly
- Revamp website to make it appealing for today's students
- Many classified persons feel "unheard" and sometimes even not respected
- Often administrators and managers say they are listening and responding to classified, but the classified staff don't feel that way
- Improve communication to students; especially alert them to what's available to them (e.g., for example, by paying the health fee, what services are available to them
- The college community needs to be aware of exactly what each classified staff person is doing in the present, not the past; roles keep changing
- Faculty and staff often don't know which person a student needs to be referred to
- Find more effective way for students to convey their thoughts on the campus, faculty, et
- Integrate some sort of more rounded communications plan for the campus, one that makes sure that students and faculty and staff are all in the loop at all times.
- Specific offices (like the Transfer Center) would like to send messages to all students but is not allowed to do so
    - All messages go through the college's marketing office, which tends to send messages in big overwhelming bunches
    - There should be better ways for students to provide feedback on faculty and staff.
- Students evaluate faculty when they are up for review, but not each session term.
- Some faculty are condescending when the speak to students (i.e., faculty asked for students' opinion and once they shared responses, they felt berated.)
- There is confusion over the student complaint process regarding its location, appropriate form, and other critical information.
- Most students have never heard about student complaint forms
- Website is not intuitive.

- CHC should invest in a mobile application to increase student communication and awareness of events on campus and desire for involvement. If app is not feasible, consider alternate communication routes such as Canvas, Remind 101, etc.

c. Fiscal Resources / Grants / Budget Management

- Cafeteria and/or food vendor(s) needed for students and employees.
- Different budgeting/RAM processes used at CHC and Valley to determine new hires.
- Hiring more folks to support critical services and departments is important as they are overburdened, and it directly impacts the quality of services provided to students.
- Pursue strategies to evaluate expenses that will support CHC's future direction.
- SBCCD resource allocation model (RAM) needs to be revised as it is broken. CHC expenses exceed District allocation for institution, so SBCCCD reserves have to be used. This limits what CHC can do for students and creates inequity among colleges. Economy of scale is different as District office assessment is too high.
- SBCCD budget is approximately 70% of CHC budget. CHC allocation should be sufficient to support its mission and serve students, otherwise this could be an accreditation issue. Example: instructional funding has been decreased.
- District's Strategic Plan Goal #9 addresses RAM, but it will take strong leadership to get it done. CHC financial needs should be assessed to determine how District and Valley can assist. Perception is that Valley is overfunded and CHC is underfunded.
- Equitable budget allocations are needed, although District vaguely discusses budgeting without details. Example: CHC uses hybrid model of budget planning with combination of roll-over and zero based, but District and Valley do not.
- Resources needed for grant writing opportunities.

d. Equipment / Purchasing

- College bus desired to take students on field trips and other activities.

e. Technology / Applications / Enhancements

- "Connect" tech device, for counseling and tutorial, doesn't work well consistently; need to go to another platform, like Zoom
- Makerspace would be appreciated on campus.

f. Facilities / Sustainability

- Increase campus signage, including adding signs that welcome students and show support for them
- Students fear opening doors and cannot locate classrooms
- Need better way-finding for students
- Need to improve ways for students to navigate and get around on campus, especially for students with disabilities
- Should delete the policy stating no bicycles on campus
- Need more spaces for part-time instructors
- Need more sidewalks on campus for accessibility
- Need to complete projects that have been started
- Example: Lots of white boards in a math classroom, but arrangement of desks makes it impossible to use several of them
- Accommodations for physical accessibility is difficult due to elevators being hidden, not well maintained, or turned off.
- Limited accommodations and accessibility for students as well as employees.
- Basic instructional supplies not available in classrooms (i.e., whiteboard markers and erasers).
- More workspaces for adjunct faculty needed; they have to reserve private spaces to meet with students.

g. Human Resources Processes and Services

- College needs to improve new-hire orientation
- Deans do not have a role in hiring FT faculty and there is a lack of prioritization regarding how new faculty are hired. Data is not being incorporated.
- One way to make the campus more equitable would be to raise the rate of pay and focus on hiring students more. Right now, it is minimum wage for student workers and for many of our professional experts. If we made jobs on campus more competitive with outside jobs, students who really need to work, the DEI students, have a better opportunity to be on campus. Data shows that students who work on campus tend to be more successful in their courses and staying enrolled. It would help diversify our workforce, as well.

h. Safety / Security / Police Services

- Need for full-time security on campus

10. Professional Development

- Need a full-time professional development coordinator
- Person would schedule workshops helpful to the whole campus, including classified staff and students
- Should be a part of HR staff
- Increase relevant and viable professional development opportunities for classified staff
- Often PD has been focused almost exclusively on faculty
- Ensure that classified staff are released to attend PD activities
- Involve classified staff more in the planning of PD events/activities
- Flexible furniture and spaces desired in Teaching and Learning Center for FT/PT faculty to work and collaborate
- More professional development for ESL faculty
- Involve part-timers more in professional development
- Make it easier for part-time instructors to apply for professional development funds
- Pro Dev funds handled by District, increases bureaucracy
- Need to offer more advanced accessibility training
- Need to provide easier access to professional development for part-time faculty; current process is cumbersome.
- Professional development for part-time faculty is based on number of classes taught, but they don't control the number of classes that they teach. They end up going to other colleges for PD instead of acquiring at CHC.
- Faculty professional development needed as some are disrespectful, not empathetic, and insensitive to student needs.
- Improved support for adjunct faculty needed. Example: difficulty printing document from Print Shop due to connectivity issues.

District Services Operations Listening Themes

Concurrent with the Internal and External College Listening Sessions held in Spring, 2022, listening sessions were also held with staff in all the District Support Operations' (DSO) divisions. These DSO divisions provide centralized support to the two colleges in the District.

SBCCD's new District Strategic Plan, adopted by the Board in May 2022, identifies SBCCD's Integrated Planning Model which depicts the connections among the District Strategic Plan, College Educational Master Plans (EMPs), and the DSO Plan. The DSO Plan provides Strategic Directions and Supporting Actions to support **both** the Goals and Objectives of the District Strategic Plan, **and** the Strategic Directions and Supporting Actions of the two College EMPs.

Listening sessions held with DSO divisions were focused on the both the relationship and processes between DSO divisions and the colleges. The SBCCD Delineation of Functions Map was used as a discussion platform, and questions asked were designed to:

$\Rightarrow$ Gain a deeper understanding of the division's area(s) of responsibility, and how it works with the colleges

$\Rightarrow$ Clarify further what is centralized vs. decentralized vs. shared, per the *SBCCD Delineation of Functions Map*

$\Rightarrow$ Discuss the division's priorities in meeting the Goals and Objectives of the new District Strategic Plan the Board adopted

$\Rightarrow$ Learn how the division is approaching the development of its *DSO Strategic Directions and Supporting Actions*

$\Rightarrow$ Determine if there is anything else that would support the division's work on the above

Notes taken from the DSO Listening Sessions were compiled, synthesized, and analyzed to identify key themes that have implications for the colleges as they are developing their EMPs. A summary of those themes is provided in the sections that follow.

DSO Centralization – Policies, Procedures, Processes, and Practices

- Identify principles (see SBCCD Strategic Plan); align BPs and APs to support the student and employee experiences
- Ensure there is only one official set of BPs and APs for the whole District; Colleges do not have their own policies and administrative procedures
- Ensure BPs and APs are being applied consistently across all SBCCD sites; provide orientation and training
- BPs and APs need a formal review cycle and process that includes CCLC Updates and ensures compliance with state and federal legal requirements
- The process to review SBCCD policies and procedures is unclear; there is no documented procedure for when they are reviewed, and who the accountable executive(s) is/are for each area being reviewed; this is especially important with the new organizational structure
- Align College processes and practices (these currently are inconsistent among college catalogs, websites, and college forms in use)
- Contracts / Agreements need reviewed regularly (e.g., CCAP)
- Ensure CCAP Agreements are reviewed annually and consistent with mandated Ed Code, with fee structure implemented consistently at all instructional sites

Grant Processes

- Current process involves a limited and narrow review of grant opportunities and college faculty, and staff are queried as their interest in pursuing grant opportunities; proactive, intentional grant-seeking is needed, aligned with SBCCD Strategic Plan, and College EMPS
- Grant funding is available; e.g., HSI grant opportunity and formerly incarcerated grant funding available, but little is understood regarding the terms, conditions, and expectations of these grants

Police Services

- Re-evaluate location of "District Emergency Operation Center"
- Consider additional support for students and staff in the transition back to campus
- Reassess Emergency Operation Plan

Human Resources – DEI - Contract Services

- Reconcile and align job descriptions across the District; reduce "invisible labor" and integrate into job descriptions; the example provided was that of dean job descriptions and classifications, which are narrowly written; HR is working to amend and to broaden job descriptions across the district for ease of use across multiple sites
- Address pay-equity issues; inconsistencies exist across the colleges
- Infuse / embed DEIA principles and practices into the workplace, job descriptions, and onboarding and professional development activities
- A more comprehensive onboarding process is needed for new employees for all DSO services and DEI priorities; an assessment of new employees' knowledge and skills in these areas is required, followed by training and professional development as needed
- Need to develop consistent process to secure contracts for services and hiring short-term employees – delays and confusion negatively impacting projects
- DSO provides support for college contract procurement processes
- Need a comprehensive review and training of HR and contract processes

Fiscal Services

- Budget development process needs tied more closely with SBCCD priorities
- Budget allocation model should be reassessed post-COVID (neither college happy with it)

Facilities

- Facilities planning post-COVID will need to be addressed based on enrollment, educational programming, and delivery mix for the future
- Move from "energy efficient" to "zero-net energy"; Elite gold to Platinum

IT Services

- Need for centralized IT functionality and purchasing of products and applications
- Need for centralized operational processes "not directly related to functional users"
- Security, equipment decisions, server maintenance, a common review and decision-making process regarding products and applications
- At present – the DSO supports different college functions related to college IT needs
- DSO taking inventory of all DSO and college products and applications – many purchased during COVID – some products and applications are duplicative; not being fully used; the process (or, lack thereof) allows colleges to make campus-level decisions regarding the purchase of software so employees and students may be using different tools within the DSO (the two colleges) for same functions (transcripts, appointments, follow-up, etc.)
- Align DSO level budget planning and hardware and software priorities; assess effectiveness and efficiency of applications in serving SBCCD's needs and priorities; conduct functional gap analysis and assess business processes for possible streamlining
- Discussion includes which products and applications should be aligned and which should be terminated – the TCO for these products and applications (annual and long-term fees) is not known and needs to be assessed
- The centralization of IT servers will also include keeping the IT College Director position – this individual will continue to provide campus user support and training
- The DSO and college computer updates and migration plan needs to be clarified and identified in writing
- Cyber security position to be hired at the DSO with district and college support; reduce security vulnerabilities

- Assess the quality and comprehensiveness of "redundant information systems" to ensure cyber security and recovery
- Coordinate CCCCO MIS data submissions with the colleges, offer training and use the reports to inform decisions;
- Assessment of Help Desk users needed: metrics on the number of users and types of requests to better align staffing
- Students need a single sign-in, consistency in software applications, and application support
- Enhanced ongoing staff training and professional development for technology is needed

Institutional Effectiveness and Research

- Process for monitoring progress on EMPs under the new SBCCD Integrated Planning Model, and the new organizational structure, will need to be updated
- Identification of KPIs at various decision-making levels, and metrics to be used, will better support:
- Vision for Success, Guided Pathways, and the Student-Centered Funding Formula
- Examination of disaggregated data and equity gaps
- District-wide program review

Contract Education Training

- DSO has an autonomous contract ed effort that has little affiliation with college programs; linkages to Guided Pathways and other opportunities for student advancement, transcripted credit, and FTES for SBCCD is needed
- The current practice focuses on employers, but could also be expanded to better connect with the colleges' programs; the current practice is a disservice to students who receive no credit and a disservice to the colleges who do not count/claim credit for student enrollments
- Alignment of noncredit to credit programs of study is needed
- DSO staff, college staff and faculty, and Board members teams are scheduled to travel to Tennessee and Utah to tour models of how best to integrate college and career programs of study to include credit and noncredit programs of study
- A recent development – students in contract ed programs to receive EOPS information (assume eligibility) for purposes of apply to the EOPS program

Instruction and Student Services

- Streamlining and developing consistency between the two colleges in other student services processes and practices is particularly user-friendly to students attending both colleges
- Ensure consistent processes for specialized populations
- Consider: How can SBCCD put in place policies and procedures that support the student experience (the same experience) at both colleges?
- Streamline student support at the colleges
- Discussion and work are underway between the District and colleges, with faculty participation, to develop a common student application; other "student-facing" with faculty participation – progress reported towards the common application across the district
- One union for the DSO - full/time representation
- Faculty do not want centralized curriculum
- Limited agreement on course numbering across the district with discussions on a common student application
- Issues with prerequisites – "a faculty driven process" is an issue. Example, the same course at the two colleges can have varying course prerequisites requirements – the lack of consistency negatively impacts the student experience – status of studies to support course prerequisites unclear…

- Degree patterns may be different – limited review of programs of study
- Program review process – is a "check the box" activity and not aligned to GP or SCFF – unclear if review of programs using a decision-making rubric (revitalize, watch, discontinue) has ever occurred; process appears to be solely a faculty peer-to-peer process without administrative oversight or decision-making included in the process, and also lacks a district-wide review perspective to meet needs of the SBCCD region as a whole
- Need to align with BPs and APs – both are diluted versions of meaningful program review tied to student access, persistent, retention, completion or business and industry (EMSI) or living wage – little to no research to date

Overall Considerations

- The need for consistency between the two colleges is a reoccurring theme
- Regular, collaborative meetings between the Vice Chancellor of Educational Services, the two college Vice Presidents of Instruction, and the two vice presidents of Student Services are needed to ensure consistent, streamlined services to students
- Consider the DSO staff scheduling regular visits and "drop-in office hours" at the colleges
- Consider the colleges being more purposeful in inviting DSO staff to college council meetings for updates on their respective areas, and also to college events to build positive relationships between DSO and College staff
- Strengthen use of KVCR in College programs, internships, activities
- Expand use of KCVR to strengthen community connections and outreach to underserved student populations

Workforce Data & Program Gap Analysis

The District engaged Emsi[2] (a leading provider of labor market data) to do a comprehensive analysis of the labor market in the SBCCD Colleges' service areas. The analysis also include gap analyses, comparing the supply and demand for workers with various types of credentials in related occupations. The data shown here is drawn directly from the labor market data included in the District Strategic Plan.

This section of the Plan includes a short summary. The full Executive summary of the Emsi report is included in Appendix A (on page 82).

Recommendations

The Emsi Report classified occupations into four categories. These are shown in the four quadrants of the following chart.

| HIGH DEMAND, LOW SUPPLY	HIGH DEMAND, HIGH SUPPLY
How can we expand these program opportunities?	*Can we maintain focus on program quality & student success?*
Cooking & Related Culinary Arts, General (CERT & ASSOC)	Welding Technology/Welder (CERT)
Machine Tool Technology/Machinist (CERT & ASSOC)	Emergency Medical Technology/Technician (EMT Paramedic) (CERT)
Real Estate (ASSOC)	Automobile/Automotive Mechanics Technology/Technician (ASSOC)
Electrical/Electronics Equipment Installation & Repair, General (ASSOC & T-T)	Information Technology (ASSOC & T-T)
LOW DEMAND, LOW SUPPLY	**LOW DEMAND, HIGH SUPPLY**
Should we discontinue these programs?	*Are we connecting these programs to opportunities outside the region?*
Philosophy (ASSOC) Astronomy (T-T)	Criminal Justice/Police Science (CERT)
	Social Sciences, General (ASSOC)
	Anthropology (T-T)

Source: Emsi program demand gap model. The programs recommended in the table were chosen by the Emsi Economist authoring the report. While the table refers solely to the demand and supply, additional consideration has been given to wages when selecting programs featured in this table. Some programs with significant gaps and low wages are not included in this table, while other high wage programs with moderately high gaps have been included.

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[2] Emsi (now called Lightcast) can be found at https://www.economicmodeling.com

Program Gap Analysis

Certificate Level Gaps for Crafton Hills College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual certificate completions.
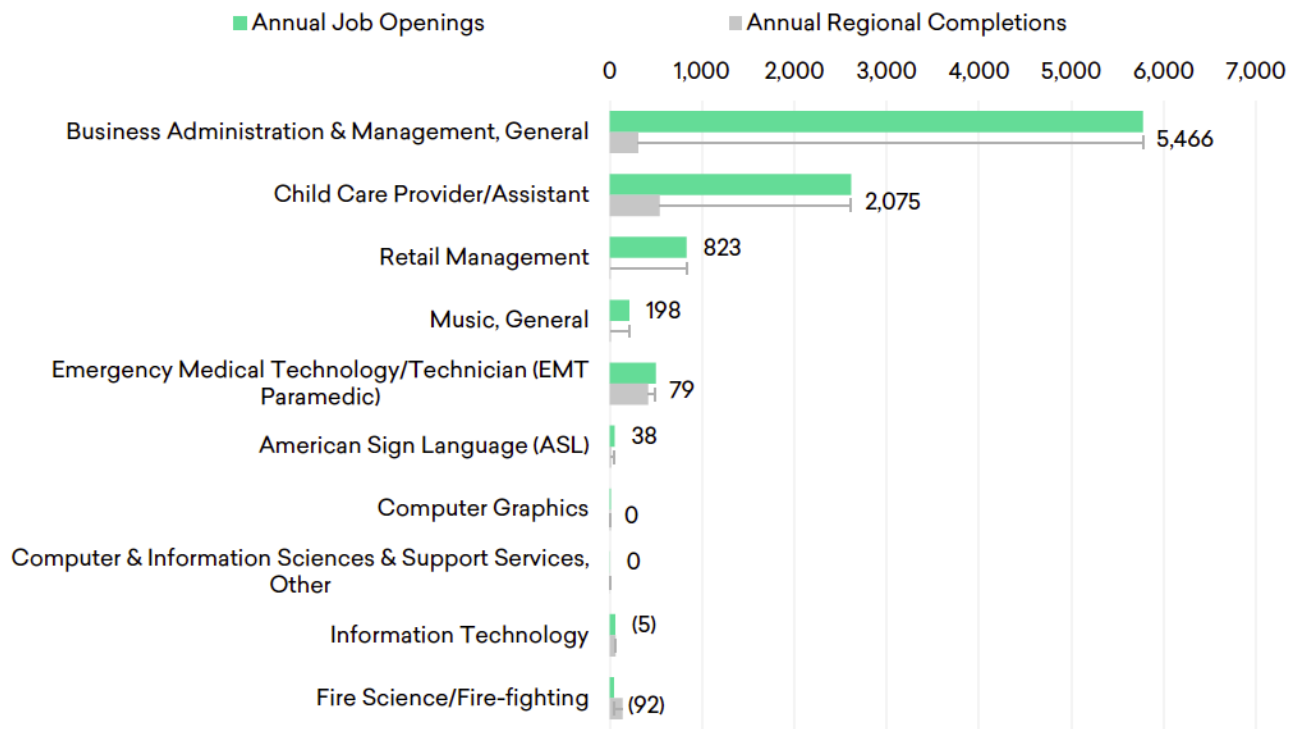
Source: Emsi program demand gap model.

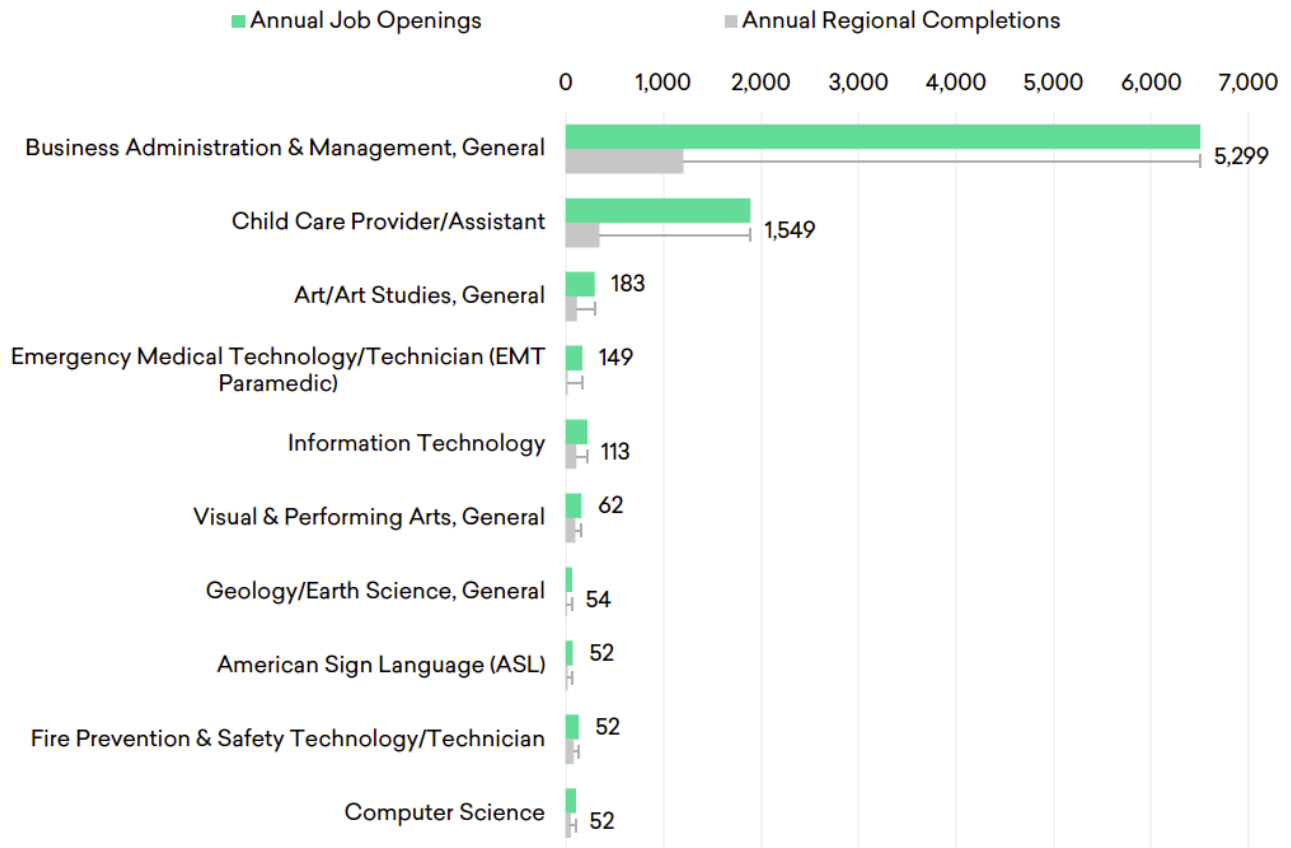## Associate Degree Level Gaps for Crafton Hills College

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Associate Degree completions.

Annual Job Openings ■   **Annual Regional Completions** ■

Occupation	Gap
Business Administration & Management, General	5,299
Child Care Provider/Assistant	1,549
Art/Art Studies, General	183
Emergency Medical Technology/Technician (EMT Paramedic)	149
Information Technology	113
Visual & Performing Arts, General	62
Geology/Earth Science, General	54
American Sign Language (ASL)	52
Fire Prevention & Safety Technology/Technician	52
Computer Science	52

Source: Emsi program demand gap model.

<u>Transfer-Track Degree Level Gaps for Crafton Hills College</u>

The following chart shows, for each occupation, annual job openings and the annual regional completions. The number to the right of each bar shows the gap between the completions and openings. A large number indicates that there are more annual job openings than there are annual Transfers-Track Degrees.
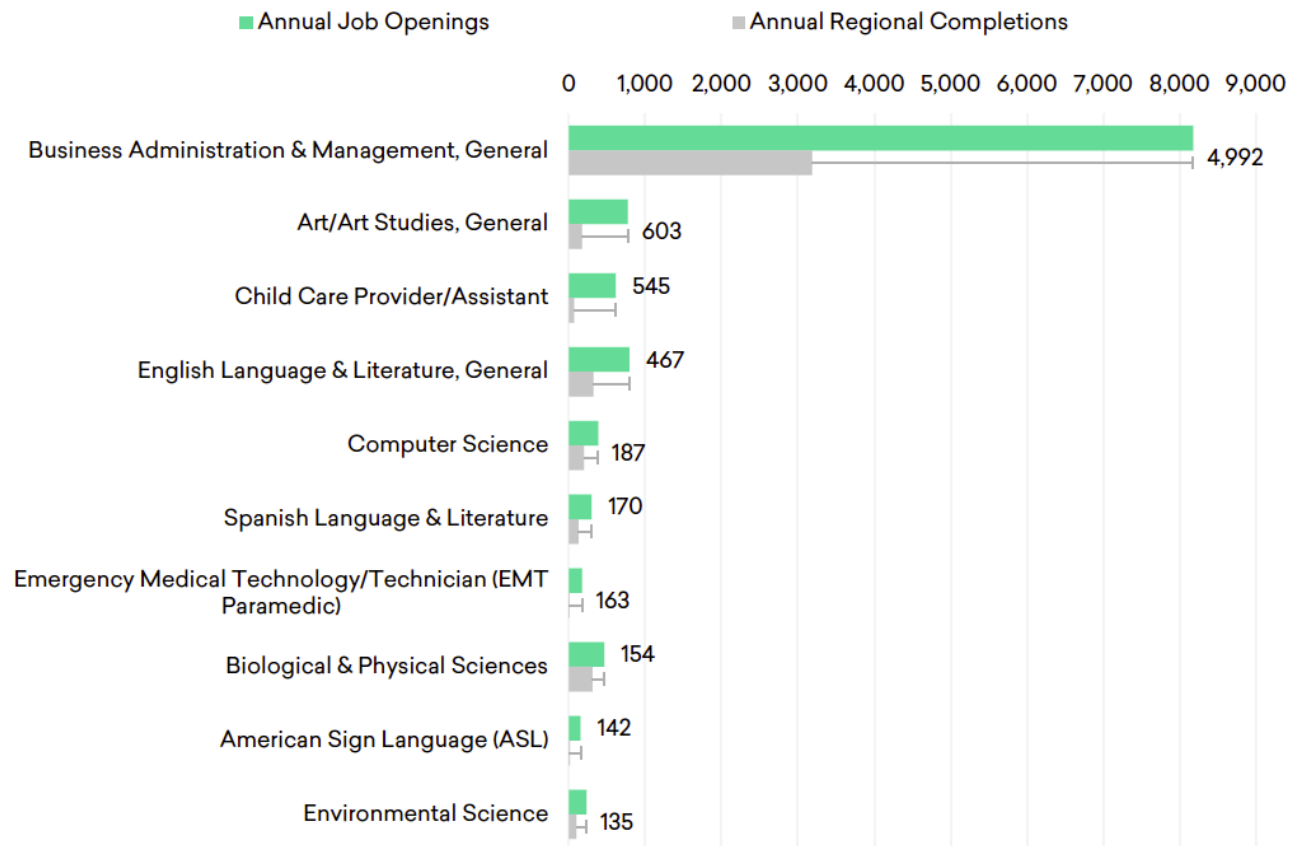
Source: Emsi program demand gap model.

Opportunities – Program Additions

The Emsi report identified several programmatic areas of opportunity. Most are at the Certificate level, with a few at the Associate Degree and Transfer-Track level. These programmatic areas include the following. *Note: see the Executive Summary for more details.*

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPL.	GAP	MEDIAN HOURLY WAGE	ED. LEVEL
Heavy and Tractor-Trailer Truck Drivers	31,981	3,160	4	3,156	$22.56	CERT
Carpenters	22,088	1,648	8	1,641	$22.54	CERT
Construction Laborers	19,914	1,582	8	1,574	$18.73	CERT
First-Line Supervisors of Transportation and Material Moving Workers, Except Aircraft Cargo Handling Supervisors	8,838	760	0	760	$27.06	CERT
Medical Secretaries and Administrative Assistants	8,571	655	106	549	$17.76	CERT
Painters, Construction and Maintenance	7,190	479	3	476	$17.77	CERT
Operating Engineers and Other Construction Equipment Operators	4,445	416	2	414	$39.51	CERT
Nursing Assistants	8,438	912	542	369	$16.23	CERT
Order Clerks	3,045	252	1	251	$17.39	CERT

SOC TITLE	2020 JOBS	ANNUAL JOB OPENINGS	ANNUAL COMPL.	GAP	MEDIAN HOURLY WAGE	ED. LEVEL
Dental Assistants	6,316	604	436	168	$17.46	CERT
Dental Hygienists	1,988	117	50	67	$45.73	ASSOC
Respiratory Therapists	1,885	99	38	61	$35.33	ASSOC
Occupational Therapy Assistants	367	44	0	44	$35.16	ASSOC
Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel	9,919	706	8	697	$21.90	T-T
Insurance Sales Agents	5,693	311	0	311	$21.14	T-T
Office and Administrative Support Workers, All Other	5,089	295	0	295	$15.99	T-T
Production, Planning, and Expediting Clerks	5,112	287	0	287	$22.31	T-T
Securities, Commodities, and Financial Services Sales Agents	3,375	210	2	208	$23.81	T-T

SOC refers to the Standard Occupational Classification system used to classify occupations. Average annual job openings represent regional data from 2020 to 2030. Numbers may not sum due to rounding.
Source: Emsi program demand gap model.

Appendix A – Emsi Labor Market Analysis

Following is the executive summary for the Emsi report conducted for the District.