This report includes final results stemming from the Student Needs Survey, deployed in the Spring 2020 term. In response to the coronavirus pandemic, Crafton Hills College (CHC) and other learning institutions made significant organizational changes that continue to impact the entire campus community. Crafton made a transition to an exclusive online campus environment. To inform the planning of developing interventions and offering additional student support, an online survey was created by the Office of Institutional Effectiveness, Research and Planning (OIERP) in collaboration with various campus stakeholders (e.g., Student Senate, administration, and staff). The survey closed on April 17, 2020, so the findings reported herein are as of that date.

The survey was organized to gather information on student needs such as technical support and personal support, impact of the pandemic on employment, training needs on online tools (i.e., Cranium Café and Zoom), level of satisfaction with the usability of online student services, perceptions of timely campus communication, and preferred campus communication. The survey also prompted respondents to provide their contact information (e.g., name, student identification number, phone number, and email) to receive information about additional student resources.

A total of 827 valid online surveys were received and analyzed. Based on the total number of students enrolled in the Spring 2020 term (N=6,098[1]) and the number of students who randomly participated in the survey, results can be generalized to the total student population at a 95% confidence level and with a 3.17% margin of error.

Resources and Support Needed

First, respondents were asked to indicate the technical support they require. Two-hundred thirty-eight respondents indicated they need internet access.

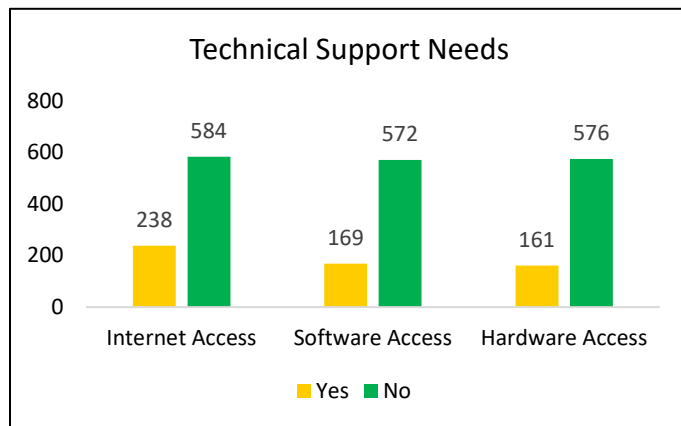**Graph 1. Self-Reported Student Technical Needs**

Table 1. Self-Reported Student Technical Needs

Technical Support Needs:	Yes		No		Total
	#	%	#	%	
Internet Access	238	29.0	584	71.0	822
Software Access	169	22.8	572	77.2	741
Hardware Access	161	21.8	576	78.2	737

Although, table 1 demonstrates that 23% and 22% of respondents need software and hardware respectively these findings serve as an estimate of student needs and caution should be exercised when reporting. The researcher suspects there may have been some confusion among respondents' understanding of software and hardware as evident by open-ended comments provided (see Tables 1a and 1b).

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[1]Estimated number of student headcount as of first census (2/10/2020). Source: EIS Daily Snapshot

Tables 1a and 1b illustrate respondents' answers to specification of software and hardware needs, respectively. These tables illustrate the number of times an answer was provided they do **not** illustrate the individual number of respondents' that provided the answer. Also, please note that due to the possible misunderstanding surrounding the meaning of software and hardware, there were answers provided that would not otherwise be appropriate to include in these tables (i.e., hardware was provided for Table 1a which was intended for software specification). Categories were created to organize results for better understanding of emerging themes. A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Table 1a. Open-ended comments on need for software access

Software Access (specified):
Software/Applications
Adobe Suite (Creative Cloud, Acrobat, Photoshop etc.) (n=5)
Canvas and vistas
Eclipse
Logic audio
Microsoft Office Suite (365, Excel, Word, Powerpoint, etc.) (n=19)
Photoshop
Visual Studio
Zoom (n=6)
Hardware
Computer (n=3)
Laptop (n=7)
Printer
Web Browsers/Providers
Att
Safari
Verizon mobile spot
Google Chrome (n=4)
Spectrum (n=4)
Other
Everything that doesn't run on an old chromebook
Mac Operating System(n=3)
Online books
Other programs on the school computers
Phone WiFi
WiFi
Windows (n=3)
Misc. Comments
Confused here please be more specific
Decent sometimes not good wifi
Idk
I have an macOS Mojave
Wi-F[i] is weak

Table 1b. Open-ended comments on need for hardware access

Hardware Access (specified):
Hardware
I need access to the PC in the library once a w[eek]
Laptop (n=13)
Computer (n=8)
Printer/scanner (n=2)
Web camera (n=2)
Cell Phone (n=2)
Arduino
Ipad/Tablet
Keyboard
Recording equipment and instruments
Other
Apple
Book
Lenovo
Microsoft
Norton
Zoom
Misc. Comments
Confused here please be more specific
I do[n']t know what this means?
I have an iMac with 8 GB of RAM, and a 3.4 GPU Intel core i5
Idk

Respondents' were asked to indicate the personal support they require. Respondents were most likely to indicate they need mental health services (n=149), followed by rental assistance (n=124).

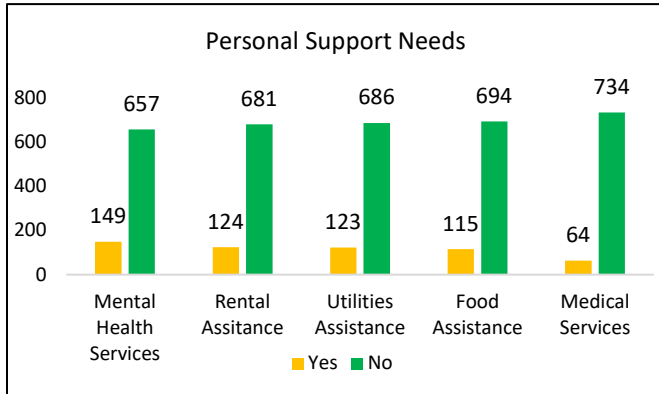**Graph 2. Self-Reported Student Personal Needs**

Personal Support Needs

Table 2. Self-Reported Student Personal Needs

Personal Support Needs:	Yes		No		Total
	#	%	#	%	
Mental Health Services	149	18.5	657	81.5	**806**
Rental Assistance	124	15.4	681	84.6	**805**
Utilities Assistance	123	15.2	686	84.8	**809**
Food Assistance	115	14.2	694	85.8	**809**
Medical Services (i.e., chat with Nurse Practitioner)	64	8.0	734	92.0	**798**

Respondents' were asked to indicate whether the coronavirus pandemic resulted in the reduction of employment or loss of employment for them and/or their household. Sixty-two percent of respondents (n=509) indicated that they and/or their households experienced reduced employment (e.g., loss in working hours). There were 296 respondents (36%) that indicated they and/or their households experienced loss of employment (e.g., laid-off).

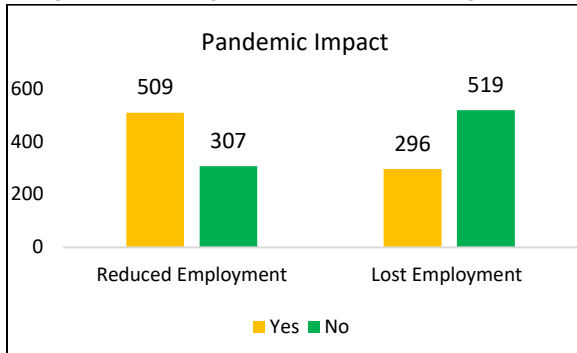**Graph 3. Self-Reported Pandemic Impact**

Pandemic Impact

Table 3. Self-Reported Pandemic Impact

Household Needs:	Yes		No		Total
	#	%	#	%	
Reduced Employment (loss in hours)	509	62.4	307	37.6	**816**
Lost Employment (laid-off)	296	36.3	519	63.7	**815**

Technical Experience

Next, respondents were asked to select all the ways there are currently accessing the internet, based on their selection appropriate follow-up questions were prompted. Table 4 demonstrates respondents are most likely to access the internet using their home internet (n=540), followed by mobile phone (n=320).

Table 4. Modalities for Current Internet Access

Modalities (select all that apply)	#	%
Home Internet	540	58.0
Mobile Phone	320	34.4
Hotspot	61	6.6
Other (please specify)	10	1.1
Total	**931**	**100.0**

Table 4a. Mobile Phone Selection - Concerns Pertaining to Running out of Data

Mobile Phone – Concerned about running out of data	#	%
Yes	68	21.3
No	252	78.8
Total	**320**	**100.0**

Table 4b. Home Internet Selection - Concerns Pertaining to Data Caps

Home Internet – Concerned about data caps	#	%
Yes	96	17.9
No	440	82.1
Total	**536**	**100.0**

Table 4c. Home Internet Selection - Concerns Pertaining to Internet Speed

Home Internet – Concerned about internet speed	#	%
Yes	275	51.3
No	261	48.7
Total	**536**	**100.0**

Table 4d. Hotspot Selection – Hotspot Type

Type of Hotspot	#	%
Private Hotspot	57	95.0
Public Hotspot	3	5.0
Total	**60**	**100.0**

Table 4e. Open-ended responses for "Other"

Other (Specified)
At work if I have the Time
Grandparents internet
Hotspot on phone to use laptop
I'm at school all week
Internet
iPad w cellular
Laptop (n=2)
Tablet
None

Respondents were asked to select all the devices they are using the most to access their online classes and/or online campus services. Table 5 demonstrates respondents are most likely to access their online classes and/or online campus services using a laptop (n=509), followed by mobile phone (n=356).

Table 5. Device(s) Used to Access Online Classes and/or Online Campus Services

Device(s) (select all that apply)	#	%
Laptop	509	47.2
Mobile Phone	356	33.0
Desktop Computer	111	10.3
Tablet/Pad	101	9.4
None at the moment	1	0.1
Total	**1078**	**100.0**

Table 6 illustrates that respondents were just as likely to know (n=305) and not know (n=307) to contact Canvas Support when experiencing technical issues accessing their online course.

Table 6. Knowledge Check on Contacting Canvas Support

Did you know you should contact Canvas Support (1-844-592-2204) when experiencing technical issues accessing your online course?	#	%
Yes	305	49.8
No	307	50.2
Total	**612**	**100.0**

Table 7 demonstrates the most self-reported training needs for online tools include Zoom (n=133) the video conferencing platform, followed by Cranium Café (n=120) the online student support platform.

Table 7. Self-Reported Training needs for online tool(s)

Online Tool(s)	Yes		No		Total
	#	%	#	%	
Zoom (video conferencing platform)	133	22.3	463	77.7	596
Cranium Café (online student support platform)	120	20.5	464	79.5	584
Canvas	100	17.0	488	83.0	588
Google Hangouts	93	16.0	489	84.0	582
Skype	41	7.1	537	92.9	578

Online Student Services

Table 8 demonstrates that 71% of respondents were satisfied or somewhat satisfied with the usability of CHC's online student services. Twenty percent of respondents (n=124), have not used CHC's online student services.

Table 8. Level of Satisfaction with Usability of CHC 's Online Student Services (e.g., Counseling, Tutoring, Library, Financial aid, Admissions and Records)

Level of Satisfaction	#	%
Satisfied	296	48.7
Somewhat Satisfied	136	22.4
Have not used	124	20.4
Somewhat Dissatisfied	33	5.4
Dissatisfied	19	3.1
Total	**608**	**100.0**

There was a total of 77 open-ended comments provided by respondents who indicated they were not completely satisfied (i.e., somewhat satisfied, somewhat dissatisfied, or dissatisfied) with the usability of CHC's online student services. Respondents were most likely to provide criticism pertaining to difficulty with connecting and communicating with providers of student services/programs (n=16), as one respondent stated, "It's very hard to get in touch with counseling and admissions and records." Respondents also provided comments regarding their preference with face to face interactions or difficulties with online medium (n=14), as one respondent stated, "I am disabled and communicate better in person."

Table 8a. Open-ended responses to "Why" respondents are not fully satisfied with the usability of CHC's online student services

Difficult to Connect/Lack of Communication (n=16)
Hard to talk to counselors not in person
Have not heard from the Promise Program about deadlines for requirements and how to meet those requirements (if they are still needed.)
Haven't gotten any responses
Having a hard time getting a hold of someone in financial aid
I just want to speak with a counselor and I feel like I'm just getting the runaround:(
I need to enroll for summer classes & it's very difficult to get ahold of a counselor.
It was confusing to get into contact with the counselors

Table 8b continues on next page

It was hard to get a date to meet a counselor and was denied.
It's difficult to speak to a live person
It's very hard to get in touch with counseling and admissions and records
lack of communication from many professors.
Lack of communication, nobody responding to emails, calls, etc
Offices aren't always available and open. Called a few times to financial aid and didn't answer.
Some classmates of mine have been unable to get into contact with the transfer center, to get updated information on graduation and transferring.
Sometimes counseling takes a while to get back to you
Unable to get in contact with someone to allow me to take three classes over summer.

Difficulties Due to Online Medium/Prefer Face to Face Interactions (n=14)

A lot harder for me to learn online then physically in class
Because it's not as easy to do online and the schedule seems a lot smaller for tutoring workshops
I am disabled and communicate better in person
I am just more of a hands on in person learner that likes to be able to ask my teacher questions.
I don't like doing everything online
I have to be there in person to understand whats being talked about.
I heave no internet at home, have never been good with technology ai need a class of computation to learn more how to access all of this. Is been years not attending school for me and coming back like this is frustrating for me, stressful
I learn best in person hands on
I prefer face to face counseling and i prefer in class not online learning
I prefer in person
I prefer personal contact over zoom
It feels empty and soulless. Seeing someone in person and having them there to conduct their lesson plan instead of waiting for an email is better for memory and understanding.
it is difficult to understand certain things, online math is hard as you don't get hands on learning
It's somewhat difficult when you have to describe to them your question and all, but when you're in person it's so much easier when you describe to them.

Difficult to Navigate/Unable to Access (n=12)

Difficult to navigate page, counselor directions are vague. Unfamiliar with links and which to click
I work almost everyday and I am always off after the hours that everything is open.
I'm having trouble figuring out how everything works and where it's at.
It is somewhat difficult to maneuver around the website. There is not one specific spot that is viably on the front page that is meant for online use.
It was difficult to navigate
It's good, just hard to figure out and get used to
Limited availability
Lots of windows to go through. Easy to get lost in
No user friendly.
Not enough business hours
Too many complications
Too many screens, passwords and hoops to navigate. Too many click ba[it]

Student Service Areas Focused Feedback (n=10)

I had an online counseling appointment with my counselor, so I knocked in her door it said she was with a student to enter her lobby, so I did and someone else answered 10 minutes later and she told me that they had marked me as a no show. I was able to connect with my counselor, but it was misleading. If it tells me to wait in my counselor's lobby but she is unable to connect with me.
Hard to set up financial aid for summer semester
I feel the counseling can be better equipped online. I cant always make it on campus and in the whole time I've been at the school I havent had an opportunity to meet with a counselor once because online is better for me and what I need it for isnt included in online services.

Table 8b continues on next page

I'm taking ASL and the availability for tutoring is limited, even though **[name]** an amazing tutor and I've learned a lot from her.
Just with financial aid
Last time I Tried to access a tutor there was only one available for Math 095 hopefully there will be more in the future
Mainly because I haven't attempted to use any other services besides counseling, and need to try out the others before giving a different review, but with only counseling I'm definitely 'satisfied'.
Pretty easy to navigate, Do not like that are so many steps to trying to receive financial aid. Never applied due to the steps and being slightly confused by them.
there's online tutoring?
Tutoring have to schedule ahead and know certain questions in a window in time. Not drop in tutoring

General/Misc. Remarks (n=8)
Because I am still required to be at school rather than following the state lockdown orders
Because the new changes in things are somewhat easy to figure out.
ease
I don't know I'm just sad and tired.
I think that it's happening what can but not more and sometimes people need that bit extra
Its a very sudden and jarring change for both students and teachers that causes the quality to vary
Never used it
Other

Faculty Focused Feedback (n=7)
I had a class show up in my canvas one week late, and because of this i missed many assignments that were due.
I mean I really have not used this stuff yet possibly. However, I mean with all that is going it seems to be going okay for now. I would say that teachers need to be more reasonable with students and not make it really difficult for them. This is a serious pandemic , and we do not need teachers being hard or critical, or making assignments or class very difficult at this time. I believe teachers need to be more easy on us than ever before. I feel teachers need to be better at this, but students need to be more reasonable also.
I think that you guys need to supply our professors with more technologically advanced computers & faster internet during this time. During my zoom meetings, some of my professors are clear and I can hear them, others have blurry cameras and cut out. Which is not sufficient for learning when you just can't hear em.
some professors have not adapted correctly
Teachers are not competent with technical issues.
Teachers have been inconsistent with updates and grades. I think their schedules are off and makes it harder to adjust. The counseling system is difficult to understand.
The professors are not organizing their web pages very well. It is difficult to find what is expected of me for some classes. I don't always know if an assignmentis due or what resources I have available. I would at least like a central part of the page that tells me what I'm required to do for the class.

Potential Areas of Improvement (n=5)
I wish it would be easier to learn and get help but I appreciate that CHC offers it online.
My computer is frequently unable to reopen saved articles from the library database.
Sometimes is not working
The internet is laggy sometimes so counseling over video is hard sometimes
The reason why I'm putting this, is because the library database is what most of us need to put project and some of them require logins and not everyone knows them, if they would be sent out in an email to all students that would help out many:)

Comments Regarding Adequate Services (n=5)
It[**'s**] available, can't hate
It works well enough
It's okay
I've always been able to find what I need, but the experience could be better.
We all know this is not the easiest way to do things but it's the best way weve got

End of Table 8a

Communication

Table 9 demonstrates that the overwhelming majority (91%) of respondents indicated they have received timely information about the status of the school and classes.

Table 9. Timely Communication

Have you received timely information about the status of the school and classes?	#	%
Yes	551	90.9
No	55	9.1
Total	**606**	**100.0**

Respondents' were asked to indicate how they prefer to hear from the campus by selecting among six communication methods. Table 10 demonstrates the preferred communication method is through email (n=499), followed by text message (n=342).

Table 10. Campus Communication Preferences

| Communication Methods (select all that apply)	#	%
Email	499	51.3
Text	342	35.2
Website	83	8.5
Instagram	31	3.2
Twitter	9	0.9
Facebook	8	0.8
Total	**972**	**100.0**

Projection of Student Population Needs

Since results can be generalized to the total student population at a 95% confidence level and with a 3.17% margin of error, the researchers also employed an algebraic approach based upon the 6,100 students enrolled at CHC in Spring 2020 to estimate the number of potential students in need. This approach was used to identify projected needs for the Spring 2020 student population using the observed student needs reported in this survey. Projected findings were completed for technical support, personal support, and pandemic household impact; these findings were presented at an all-campus meeting to better understand our student population needs at this time.

**Graph 4. Observed and Projected Student Technical Needs**
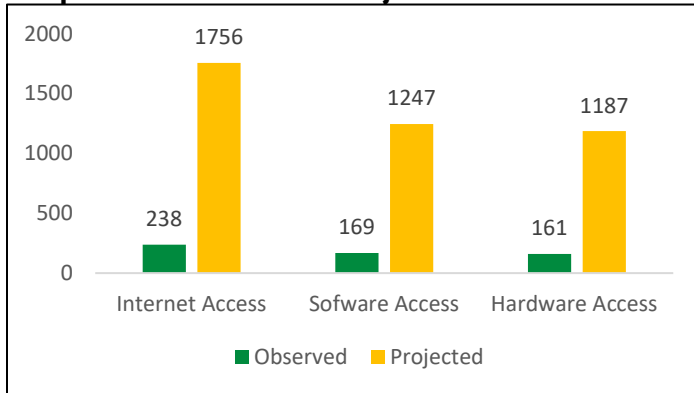
Graph 4 illustrates that approximately one-third of our student population (28.8%) requires technical support in accessing the internet.

Graph 5. Observed and Projected Student Personal Needs
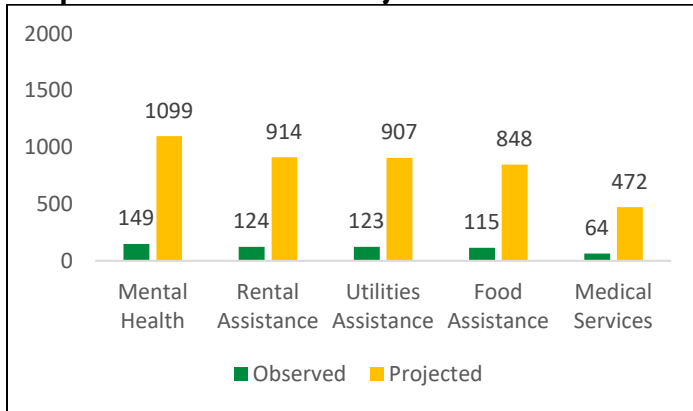
Graph 5 illustrates that an estimated 18% of the student population requires personal support through mental health services.

Graph 6. Observed and Projected Pandemic Impact
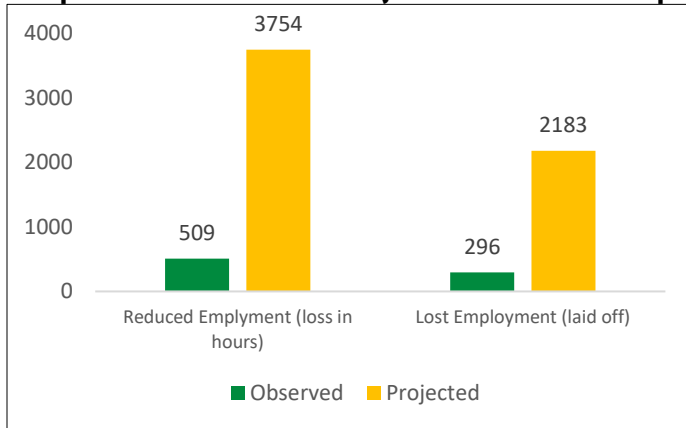
Graph 6 illustrates that an estimated 3,754 students and/or their households have experienced a loss in employment hours (e.g., reduced employment) and 2,183 students and/or their households have been laid off work (e.g., lost employment) due to the pandemic.

Implications and Limitations

A limitation to these findings includes the exclusive use of an online survey platform, that is individuals who were not able to access the internet would not have been able to participate in the survey. Providing students with a brief version of the survey through text message was discussed as a way to address this limitation; however, due to time constraints surrounding providing the survey to students as soon as possible to provide support and constraints in housing survey data safely, this option was not pursued. Since the survey was anonymous, another limitation to consider is the possibility of multiple survey submissions by an individual. Although the survey prompted respondents to provide their contact information, this was not required. The researcher used the contact information fields to identify duplicate survey submissions and the most recent survey submission was included for analysis, this was identified by using the completion date field and time stamp.

The OIERP provided an initial contact list including students who provided a method of contact, to promptly help students receive the support needed from the appropriate campus departments. This contact list was shared with the Foundation Office, the Student Services Department leadership, and the Technology Services Department to facilitate directed student outreach. A preliminary report of findings was also shared to inform initial discussion pertaining to relevant student support interventions.

A final and comprehensive contact list has now been provided to the appropriate campus departments for continued assistance with student outreach efforts. Ultimately, the intent of this report is to best enable Crafton students in achieving their educational goals amidst this time of national emergency.

For questions, please contact Diana Vaichis, Research Analyst, at dvaichis@craftonhills.edu.