



Institutional Effectiveness, Research & Planning

SPRING 2009, 2010, 2011 & 2013 CHC CCSSE RESULTS BY YEAR REPORT

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RRN 755

Introduction

The Community College Survey of Student Engagement (CCSSE), a product and service of the Center for Community College Student Engagement, provides information about effective educational practices in community colleges and assists institutions in using that information to promote improvements in student learning and persistence. The Center's goal is to provide member colleges with results that can be used to inform decision-making and target institutional improvement. Student engagement, or the amount of time and energy students invest in meaningful educational practices, is the underlying foundation for the Center's work. The CCSSE survey instrument is designed to capture student engagement as a measure of institutional quality. This report illustrates the results of the CCSSE which was administered to students in a random sample of Crafton Hills College (CHC) classrooms in Spring 2009, 2010, 2011, and 2013. The CCSSE will be administered next at Crafton in Spring 2015.

Summary of Results

Respondent Demographics

- The majority of CCSSE respondents were enrolled **full-time students**, but the general Crafton student population is more likely to be enrolled **part-time**.
- CCSSE respondents were generally **traditional age students** (24-years-old or younger).
- The percentage of the CCSSE respondents who were **female students or male students** was comparable to the general student population at Crafton Hills College, but most recently, the percent of female respondents responding to the survey increased (see the Spring 2013 CCSSE).
- The majority of CCSSE respondents identified themselves as **Hispanic or White, Non-Hispanic students**. Also, the percent gap between Caucasian and Hispanic students for the general student population at Crafton became smaller in Spring 2013.

Respondent Characteristics

- In the last two terms (Spring 2011 and 2013) the CCSSE was administered, the results illustrated that approximately 27% of CHC students were **first-generation students**.
- 35 to 38% of CCSSE respondents indicated that their **mothers' highest level of education** was a high school diploma (with no college experience) or did not graduate from high school.
- 40 to 46% of CCSSE respondents indicated that their **fathers' highest level of education** was a high school diploma (with no college experience) or did not graduate from high school.
- The majority of CCSSE respondents indicated having a **high school diploma or GED**.
- 10 to 18% of CCSSE respondents indicated being **married**.
- 21 to 27% of CCSSE respondents indicated having **children living in their household**.

CCSSE Benchmarks

- The **Active and Collaborative Learning** CCSSE benchmark has been above average and consistently increasing since 2010.
- In Spring 2011 and 2013, students reported higher than average scores for **Student Effort** and **Academic Challenge** CCSSE benchmarks.
- The **Support for Learners** and **Student-Faculty Interaction** benchmark scores were below average.

Possible Implications

Respondent Demographics | A large majority of respondents who completed the CCSSE were traditional age students (24-years-old or younger), indicating that Crafton non-traditional students (25 and older) are not enrolling at the same rate. This suggests that the college may want to market itself differently to non-traditional students. Additionally, the number of Hispanic students enrolling at Crafton is increasing. Hispanic students are enrolling at similar rates that of Caucasian/White, Non-Hispanic students. The college could take this as an opportunity to lead the conversation around and ensure that services, support, and information are disseminated according to the changing demographics of the general student population.

Respondent Characteristics | The increase in the percent of international or foreign national students and non-native English speakers creates the opportunity to establish support systems for these type of students. For example, the college can identify an office and/or a specialist who can assist foreign students fully integrate with the campus community and continue to collect data that helps inform decision-making and understand these students. Also, the college could ensure that administrative processes reflect the needs of international students and provide training to those working with them. Similarly, first-generation college going students, or students who indicated that neither parent earned a degree higher than a high school diploma nor had college experience, could potentially benefit from guidance groups, mentoring, and college programming that brings awareness about the college process and essential student behaviors that will help them connect to the campus community, succeed, and graduate from college.

CCSSE Benchmarks | The Support for Learners and Student-Faculty Interaction benchmark scores were below average. Indicating that establishing student support mechanisms and a greater level of student-faculty interaction could ensure students are also afforded the assistance they need outside the classroom. Some examples are helping students manage non-academic responsibilities (work, family, etc.), and encouraging academic advising/planning and career counseling. The college could also encourage students to use email to communicate with instructors, establish structures to facilitate more student and instructor discussions about grades or assignments. Moreover, the college could motivate students to talk about career plans with instructors or advisors, encourage students and faculty discussions of ideas from readings or classes outside of class, motivate instructors to provide timely feedback (written or oral) regarding student performance, and establish a culture of student and instructor collaboration on activities aside from coursework.

Sample

In CCSSE sampling procedures, students are sampled at the classroom level. A random sample of college classrooms were selected from the general Spring 2013 Crafton Hills College class offerings. Every weekly census section was eligible for sampling excluding non-credit, dual-enrollment, distance learning, labs, individual instruction, and individual study or self-paced classes. Previous CCSSE results including Spring 2009, 2010 and 2011 were included with the most recent Spring 2013 results and disaggregated. As a result, full-time students, who by definition were enrolled in more classes than part-time students, were more likely to be sampled. A CCSSE staff member from the University of Texas at Austin coordinated efforts with the institution's research office to generate a sample of sections. A total of 38 CHC sections were selected in the Spring 2013 sample. Course enrollment numbers selected for the most recent CCSSE were anywhere from 8 to 66 students. It is important to note that CCSSE conducts an oversampling of sections in the event that some student sections were not administered the survey. However, if the section sample was met, the oversampled results were omitted.

The following includes the number of student responses collected each Spring term CCSSE was administered at Crafton:

- **Spring 2009:** A total of 724 student responded
- **Spring 2010:** A total of 854 student responded

- **Spring 2011:** A total of 795 student responded
- **Spring 2013:** A total of 682 student responded

Survey exclusions served the purpose of ensuring that all the college reports were based on the same sampling methods and those results were therefore comparable across institutions. Respondents were excluded from institutional reports for the following reasons:

- The respondent did not indicate whether he or she was enrolled full-time or part-time at CHC.
- The survey was invalid. A survey invalidity was based on whether a student **did not answer** any of the 21 sub-items in item 4, answered “**very often**” to all 21 sub-items, or answered “**never**” to all 21 sub-items.
- The student reported their age to be under 18.
- The student indicated taking the survey in a previous class or did not respond to item 3: “*Have you taken this survey in another class this term?*”
- Oversample respondents were not included because they were selected outside of CCSSE's primary sampling procedures.

Methodology

Respondent Demographics

The respondent demographic section illustrates frequency distributions per CCSSE results in regards to students' enrollment status, age, gender, and ethnicity.

Respondent Characteristics

The respondent characteristics section illustrates frequency distributions per CCSSE results in regards to students' international or foreign born status, language, first-generation status, parents' educational level, student highest educational attainment, college credit hours earned, enrollment in developmental courses, and family information.

Benchmarks

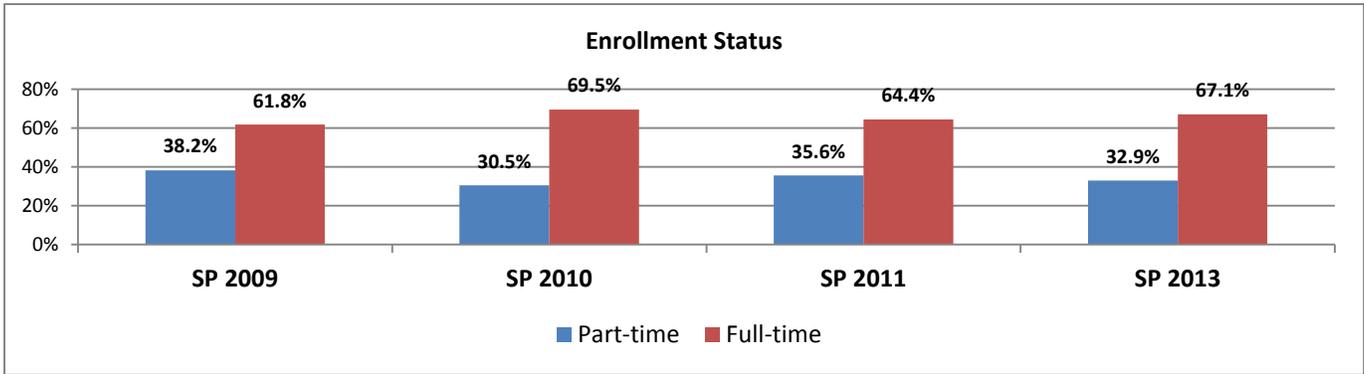
CCSSE benchmarks are groups of conceptually related survey items that focus on institutional practices and student behaviors that promote student engagement—and that are positively related to student learning and persistence. The benchmarks were grouped by the University of Texas at Austin (i.e. developers of CCSSE) into five benchmark scores which include *active and collaborative learning*, *student effort*, *academic challenge*, *support for learners*, and *student-faculty interaction*. Benchmark scores are standardized to have a mean of 50 and a standard deviation of 25 across all respondents to facilitate a comparison of whether an institution's performance is higher or lower than average. For example, benchmark scores of 55 on Student Effort and 45 on Student-Faculty Interaction would indicate to a college that the institution is performing relatively better in regard to Student Effort than in regard to Student-Faculty Interaction. Further, the benchmark scores allow the college to understand that the results are above the average for participating institutions on one benchmark and below average on the other. Thus, the data may be used both to identify relative strengths and areas for improvement.

Limitations: CCSSE results weights are based on enrollment status (full-time and part-time students). In the analysis of CCSSE results in this report, it is important to mention that weights were not employed.

RESPONDENT DEMOGRAPHICS

Enrollment Status

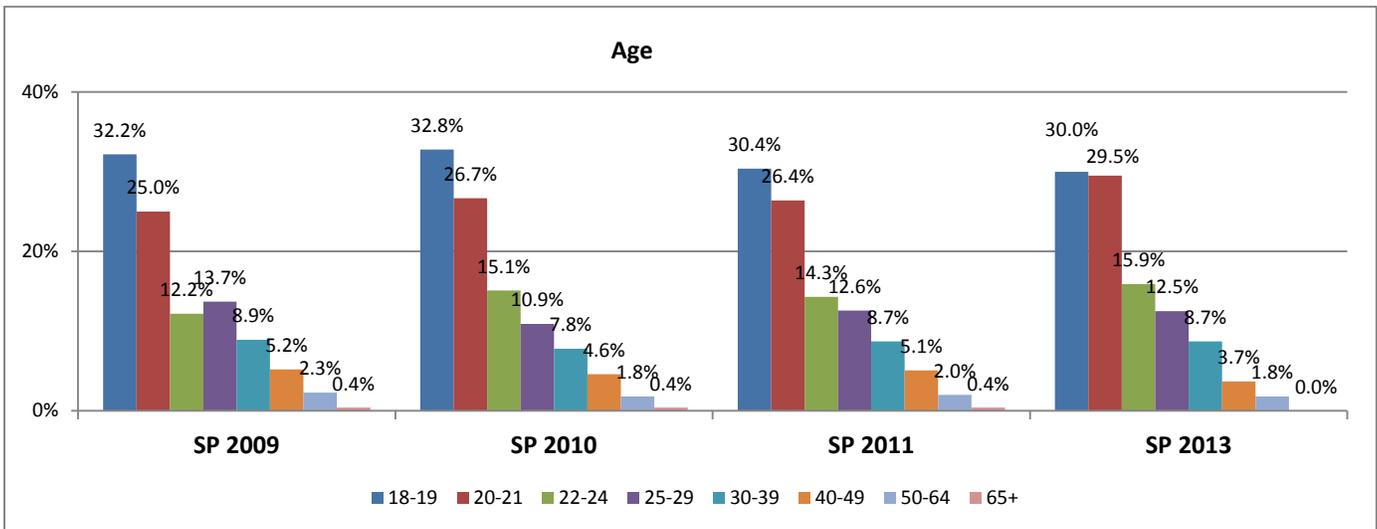
The majority of CCSSE respondents were enrolled full-time students, but the general Crafton student population is enrolled part-time. A greater percentage of CCSSE respondents indicated being enrolled **full-time** (percent range: 61 to 70%); in comparison to respondents reporting being **part-time** college students (percent range: 31 to 38%) for the terms CCSSE was administered. The sample was not representative of the general student population, the Crafton Hills College student enrollment status is generally 38% full-time and 62% part-time students (see [College Snapshot](#))



Age

The age range options respondents were able to select from in the CCSSE included anywhere from 18 to 65+ years-old. **The majority of CCSSE respondents indicated being between the ages of 18 and 29 years old.**

- **In Spring 2009**, a total of **83%** of CCSSE respondents were between 18 and 29 years old, which was higher than the Spring 2009 Crafton student population of **76%**.
- **In Spring 2010**, a total of **86%** of CCSSE respondents were between 18 and 29 years old, which was similar to the Spring 2010 Crafton student population, which was **82%**.
- **In Spring 2011**, a total of **84%** of CCSSE respondents were between 18 and 29 years old, which was similar to the Spring 2011 Crafton student population, which was **82%**.
- **In Spring 2013**, a total of **88%** of CCSSE respondents were between 18 and 29 years old, which was similar to the Spring 2013 Crafton student population, which was **84%**.

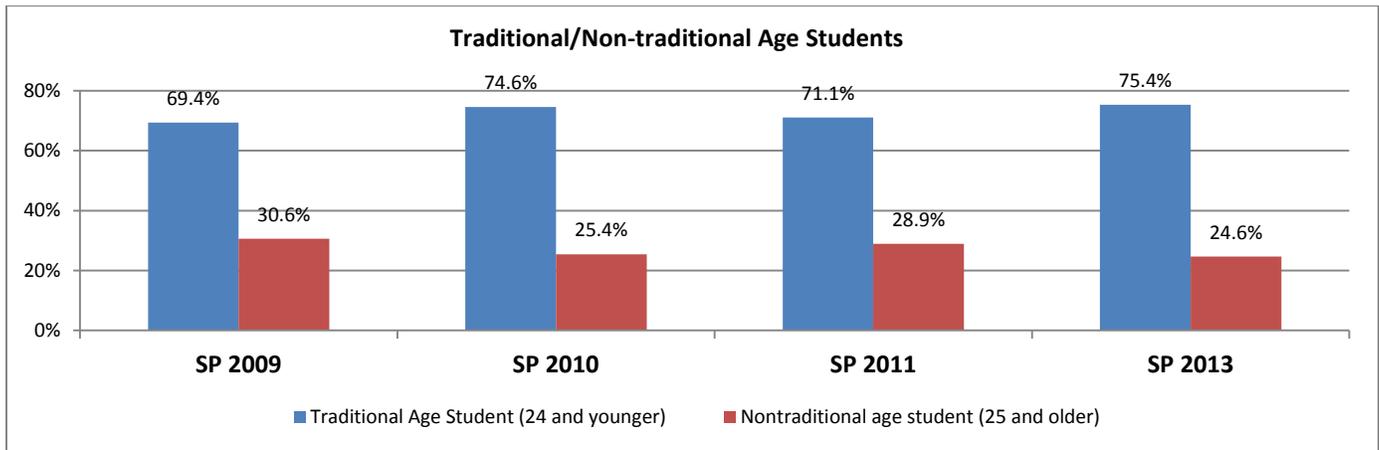


Traditional and Non-Traditional Age Students

Crafton Hills College respondents who completed the CCSSE were generally traditional age students. Traditional age students, as stipulated in CCSSE, are students whose age is 24-years-old and younger.

- **In Spring 2009**, a total of **69%** of CCSSE respondents were between 24 years-old or younger, which was similar to the Spring 2009 Crafton student population, which was **64%**.
- **In Spring 2010**, a total of **75%** of CCSSE respondents were between 24 years-old or younger, which was similar to the Spring 2009 Crafton student population, which was **69%**.

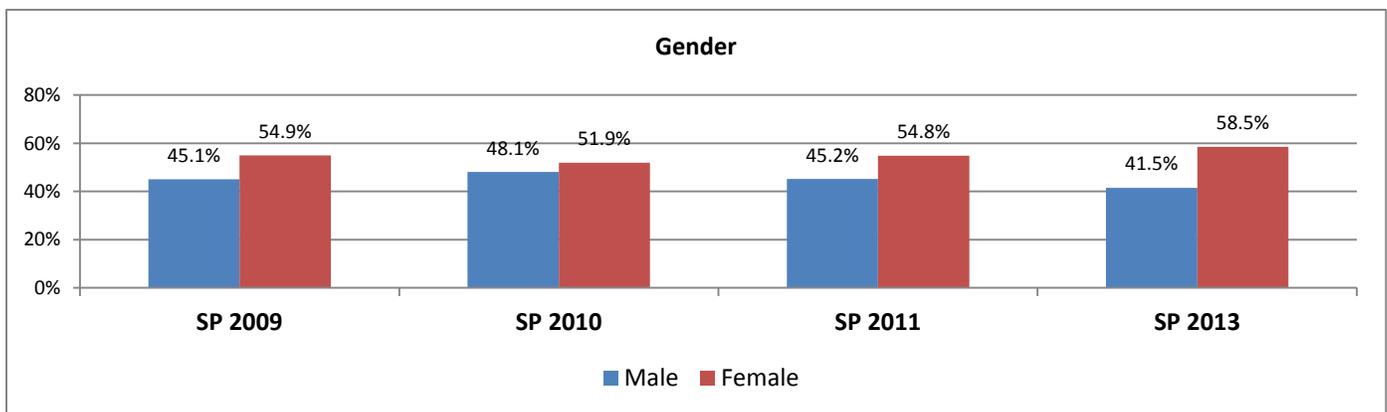
- **In Spring 2011**, a total of **71%** of CCSSE respondents were between 24 years-old or younger, which was similar to the Spring 2009 Craffton student population, which was **69%**.
- **In Spring 2013**, a total of **75%** of CCSSE respondents were between 24 years-old or younger, which was similar to the Spring 2009 Craffton student population, which was **73%**.



Gender

The percentage of the CCSSE respondents who identified as female and male was comparable to the general student population at Craffton Hills College, but most recently, the percent of female respondents responding to the survey increased (see the Spring 2013 CCSSE).

- **In Spring 2009**, a total of **45%** of CCSSE respondents were **male** and **55%** were **female**, which was similar to the Spring 2009 Craffton student population, which was 48% male and 51% female.
- **In Spring 2010**, a total of **48%** of CCSSE respondents were male and **52%** were female, which was similar to the Spring 2010 Craffton student population, which was 49% male and 51% female.
- **In Spring 2011**, a total of **45%** of CCSSE respondents were male and **55%** were female, which was similar to the Spring 2011 Craffton student population, which was 49% male and 51% female.
- **In Spring 2013**, a total of **42%** of CCSSE respondents were male and **59%** were female, which was similar to the Spring 2013 Craffton student population, which was 48% male and 52% female.

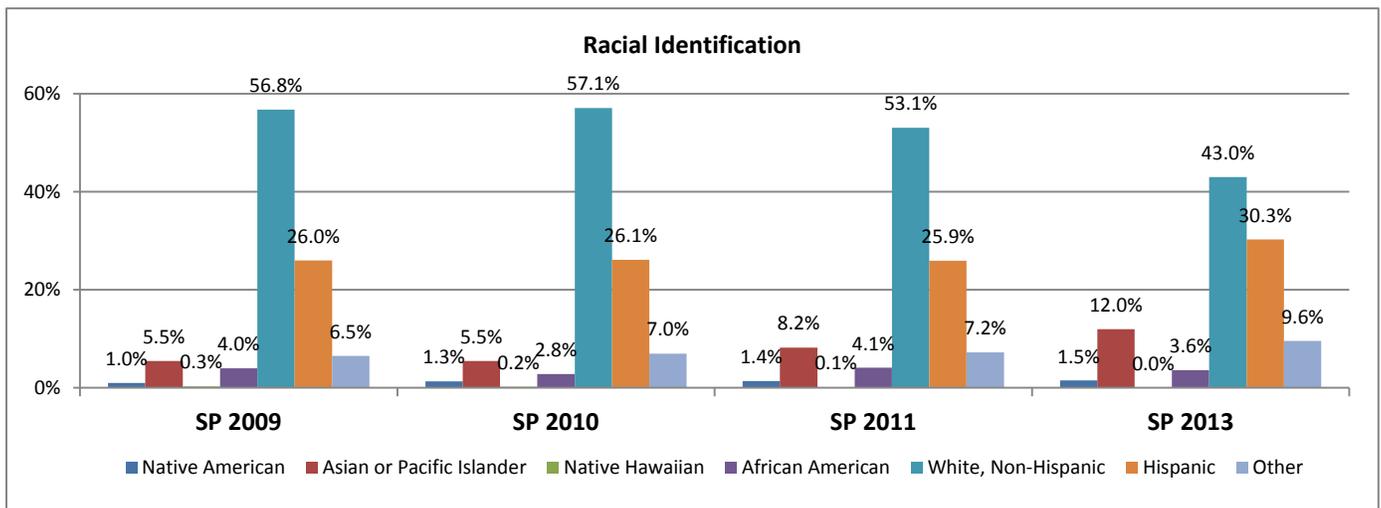


Race

*The majority of CCSSE respondents identified themselves as Hispanic or White, Non-Hispanic. The largest shift occurred in Spring 2013. The percent of CCSSE respondents who identified themselves as White, Non-Hispanic dropped and the percent of students who identified themselves as Hispanic increased. **Also, the percent gap between Caucasian and Hispanic students for the general student population at Craffton***

decreased in Spring 2013.

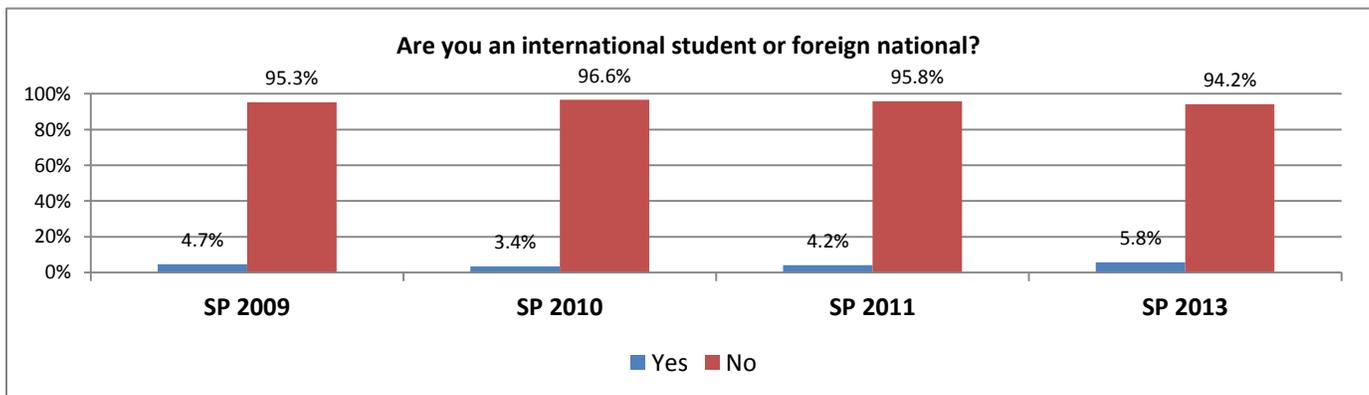
- **In Spring 2009**, a total of **57%** of CCSSE respondents identified themselves as White, Non-Hispanic and **26%** as Hispanic. The general Crafton Hills College student population was 54% Caucasian and 29% Hispanic.
- **In Spring 2010**, a total of **57%** of CCSSE respondents identified themselves as White, Non-Hispanic and **26%** as Hispanic. The general Crafton Hills College student population was 53% Caucasian and 32% Hispanic.
- **In Spring 2011**, a total of **53%** of CCSSE respondent identified themselves as White, Non-Hispanic and **26%** as Hispanic. The general Crafton Hills College student population was Caucasian 50% and 34% Hispanic.
- **In Spring 2013**, a total of **43%** of CCSSE respondent identified themselves as White, Non-Hispanic and **30%** as Hispanic. The general Crafton Hills College student population was 44% Caucasian and 40% Hispanic.



RESPONDENT CHARACTERISTICS

Respondents from Countries Outside of US

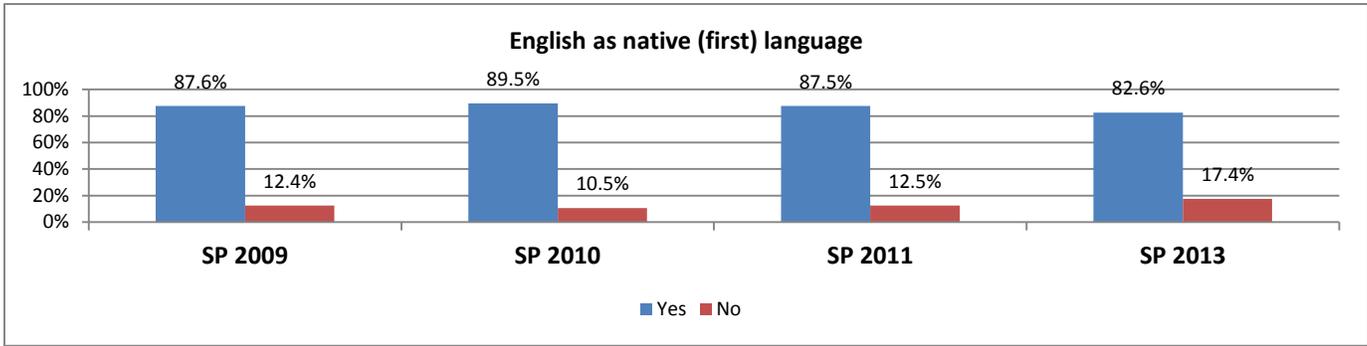
There has been a slight increase since Spring 2010 in the percent of international or foreign national students who completed the CCSSE. Between the Spring 2009 to the Spring 2013 CCSSE, 3 to 6% of students indicated they were international or foreign national students.



Non-native English Speakers

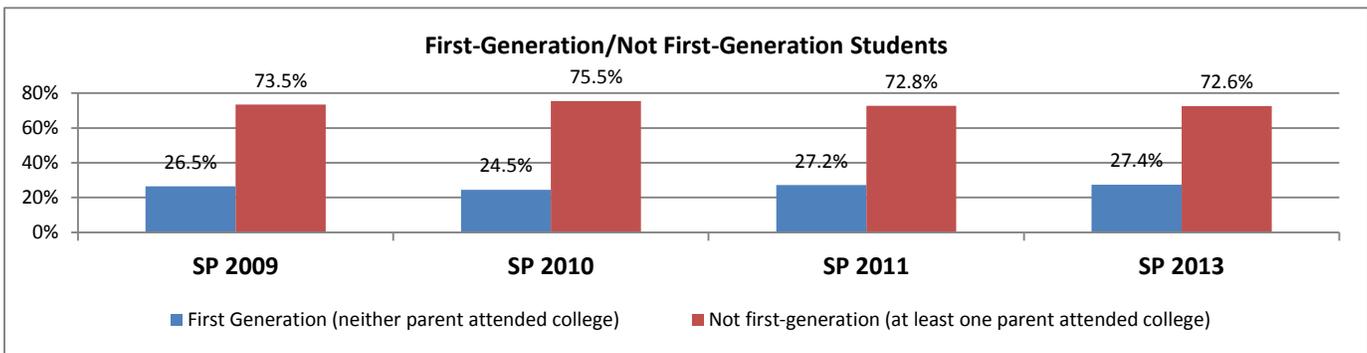
The percent of non-native English speaking students has increased since the Spring 2010 CCSSE. The

percent of Crafton non-native English speakers increased approximately by 6% from Spring 2010 (11%) Spring 2013 (17%).

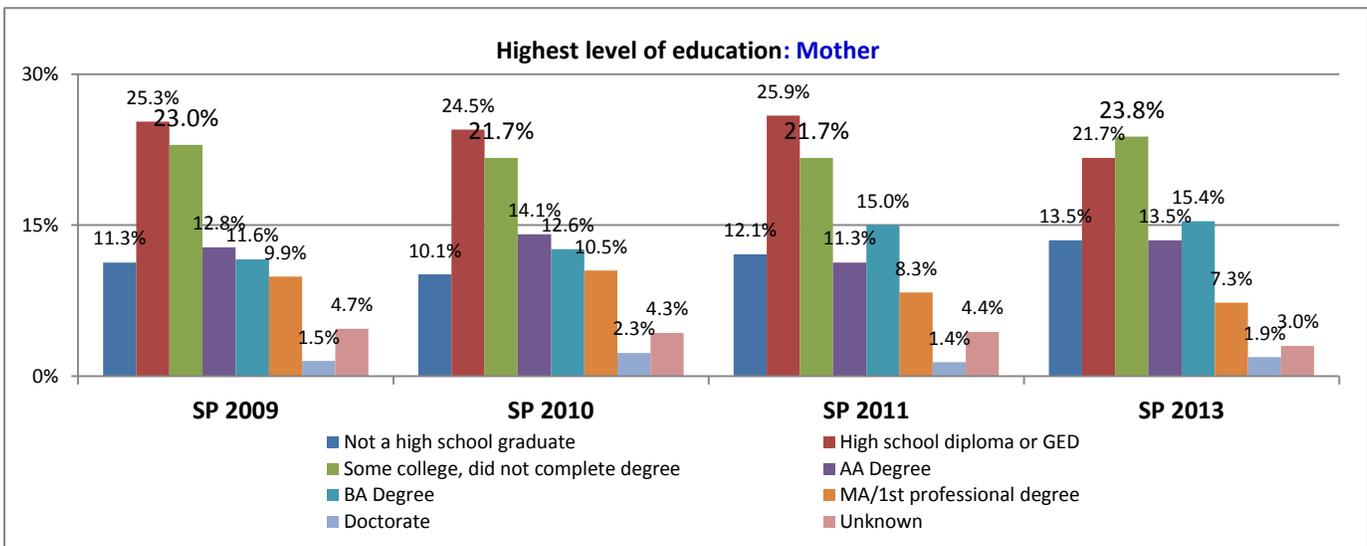


First-Generation Students

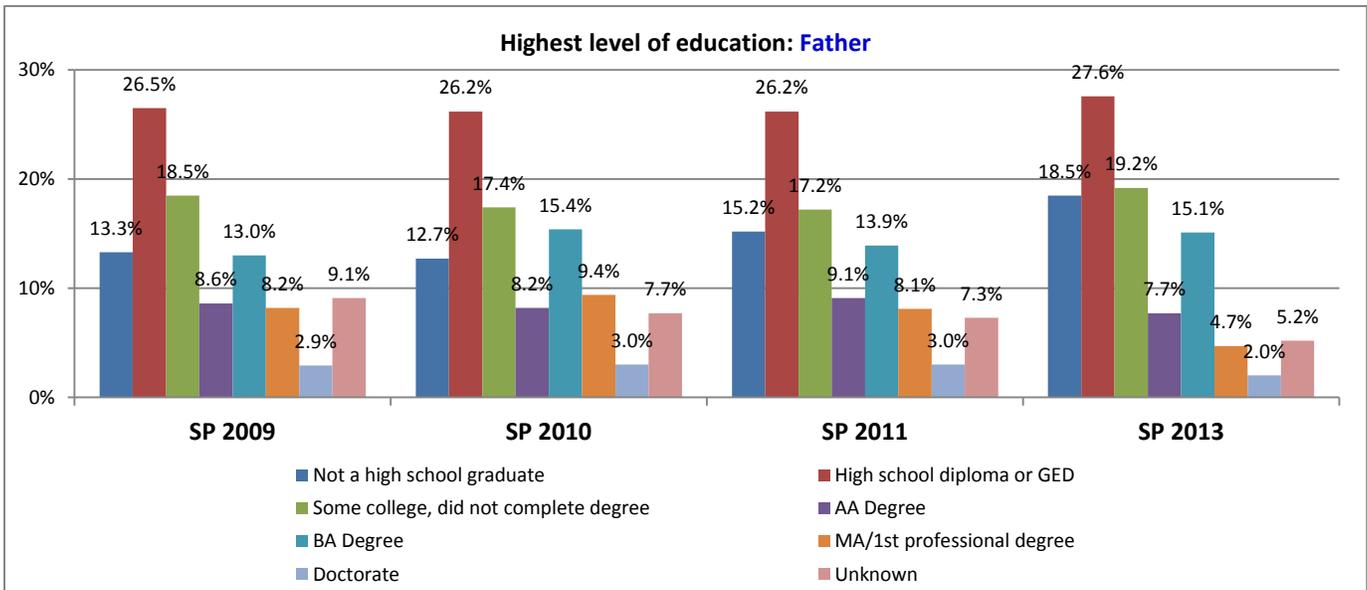
The CCSSE defines "first-generation students" as students who indicate that *neither parent earned a degree higher than a high school diploma nor had college experience*; accordingly, these students were considered "first-generation." **In the last two terms (Spring 2011 and 2013) the CCSSE was administered, the results illustrated that approximately 27% of CHC students were first-generation students.**



For the terms CCSSE was administered, **between 35 to 38% of students indicated that their mothers' highest level of education was a high school diploma (with no college experience) or did not graduate from high school.**



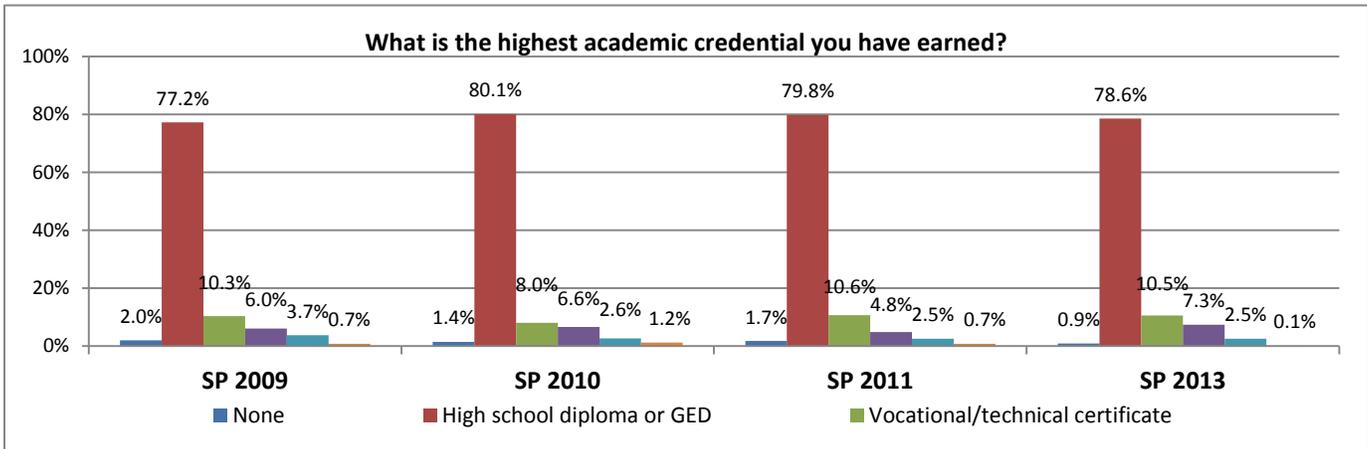
Meanwhile, **between 40 to 46% of students indicated that their fathers' highest level of education was a high school diploma (with no college experience) or did not graduate from high school.**



Educational Attainment

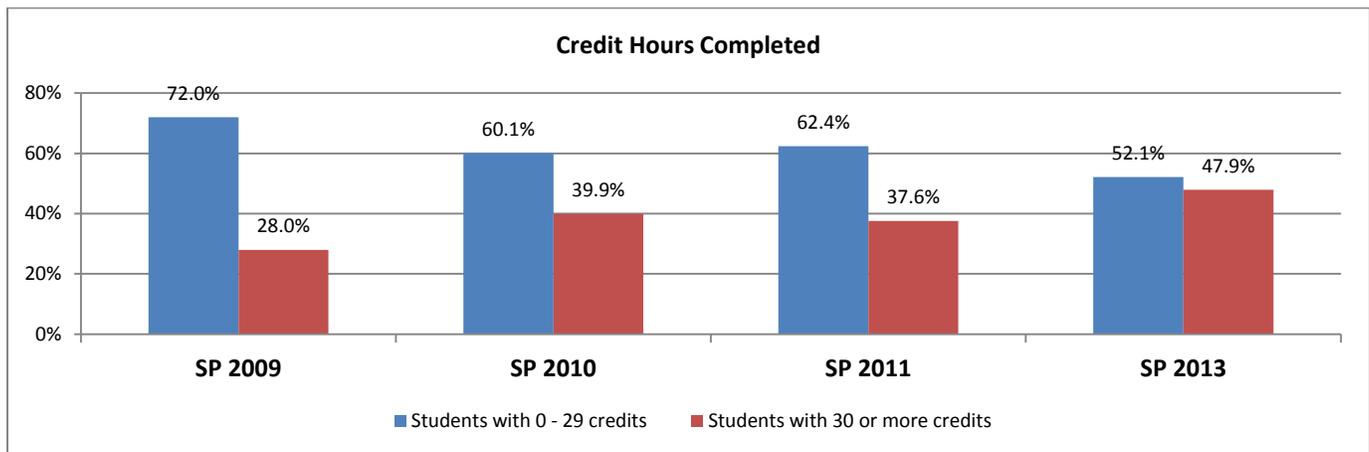
The majority of students indicated having a high school diploma or GED.

- A high school diploma or GED:** 77 to 80%
- A vocational/technical certificate:** 8 to 11%
- An associate of arts degree:** 5 to 7%
- A bachelor's degree:** 3 to 4%
- An MA, Doctorate, or professional degree:** 0.1 to 1%



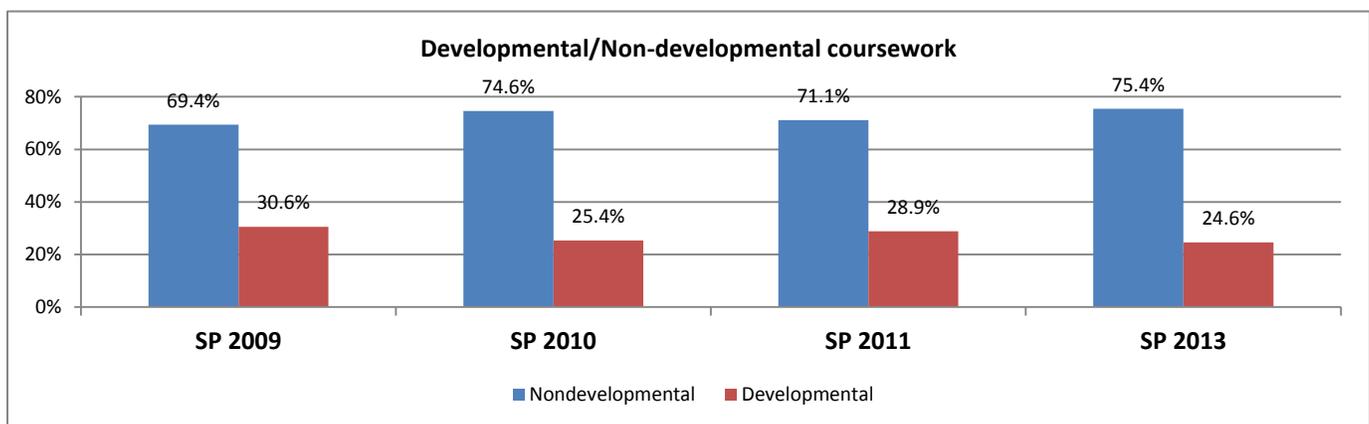
Credit Hours Earned

Generally, the percent of CCSSE respondents who completed less than 0-29 college credit hours decreased from 72.0% in Spring 2009 to 52.1% in Spring 2013, while the percent of students who completed more than 30 college credit hours increased from 28.0% in Spring 2009 to 47.9% in Spring 2013.



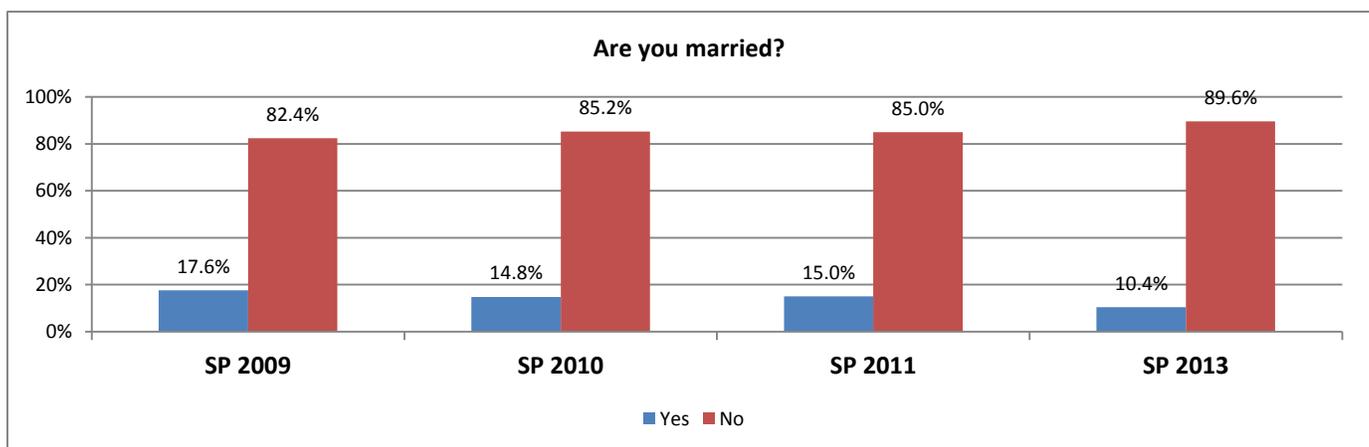
Developmental Courses

The percent of students completing the CCSSE who were enrolled in developmental courses ranged from 24 to 31%.

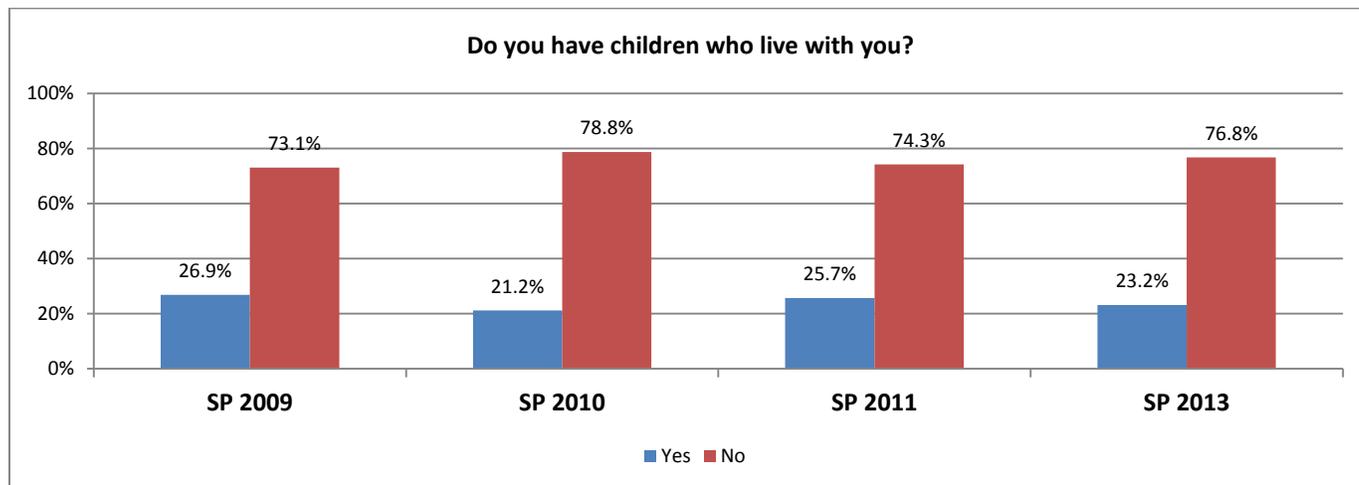


Family Information

Approximately, 10 to 18% of students indicated being married.



Another, **21 to 27%** of CCSSE respondents indicated having children living with them.



Findings

SPRING 2009, 2010, 2011 AND 2013 CCSSE BENCHMARKS

Related survey items that addressed key areas of student engagement were grouped into five benchmarks including **active and collaborative learning**, **student effort**, **academic challenge**, **support for learners**, and **student-faculty interaction**.

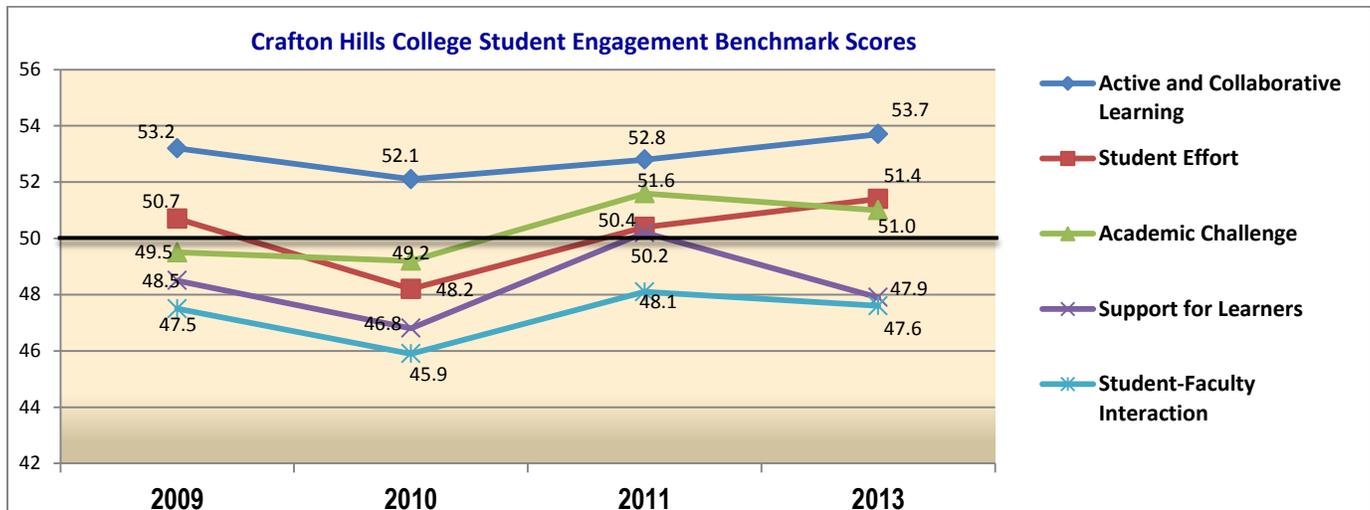
The benchmarks were defined as followed:

- **Active and Collaborative Learning.** Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.
- **Student Effort.** Student's own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.
- **Academic Challenge.** Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
- **Support for Learners.** Students perform better and are more satisfied at colleges that provide important support services, cultivate positive relationships among groups on campus, and demonstrate commitment to their success.
- **Student-Faculty Interaction.** In general, the more contact students have with their instructors, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Benchmark scores were standardized to have a mean of 50 and a standard deviation of 25 across all respondents to facilitate a comparison of whether an institution's performance is higher or lower than average. Benchmark scores that are higher illustrate to a college that the institution is performing relatively better in regard to a specific benchmark.

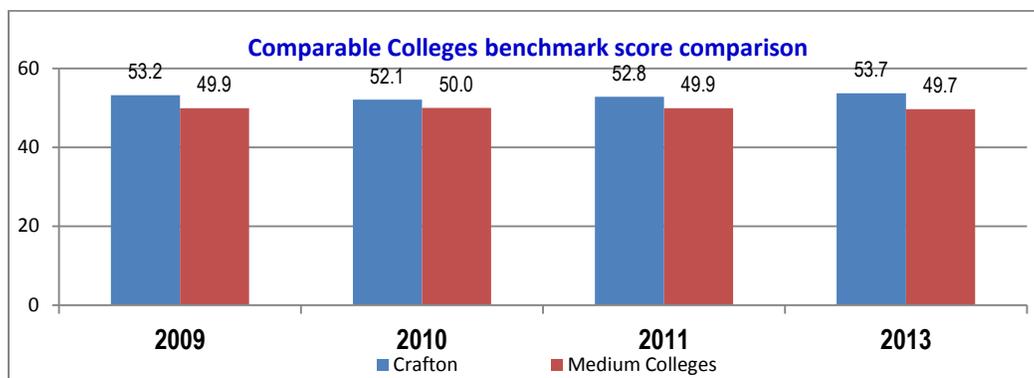
- The following figure illustrates the **Active and Collaborative Learning** benchmark has been above average and consistently increasing since 2010.
- In Spring 2011 and 2013, students reported higher than average scores for **Student Effort** and **Academic Challenge** benchmarks.

- The **Support for Learners** benchmark score dropped from 2011 to 2013.
- The **Student-Faculty Interaction** has remained below average.



ACTIVE AND COLLABORATIVE LEARNING BENCHMARK

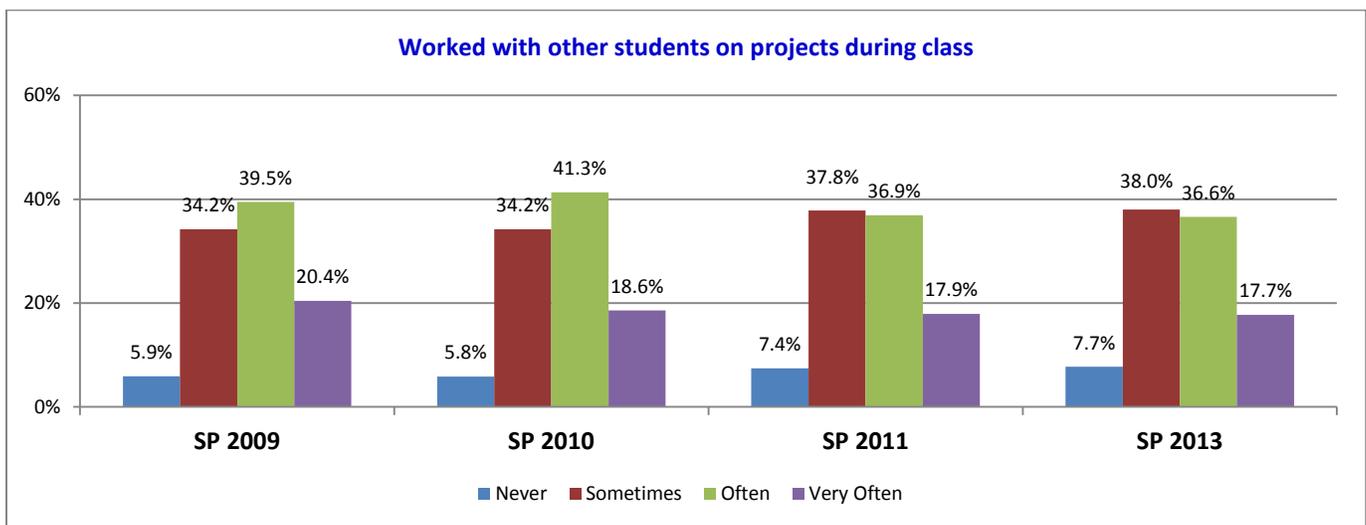
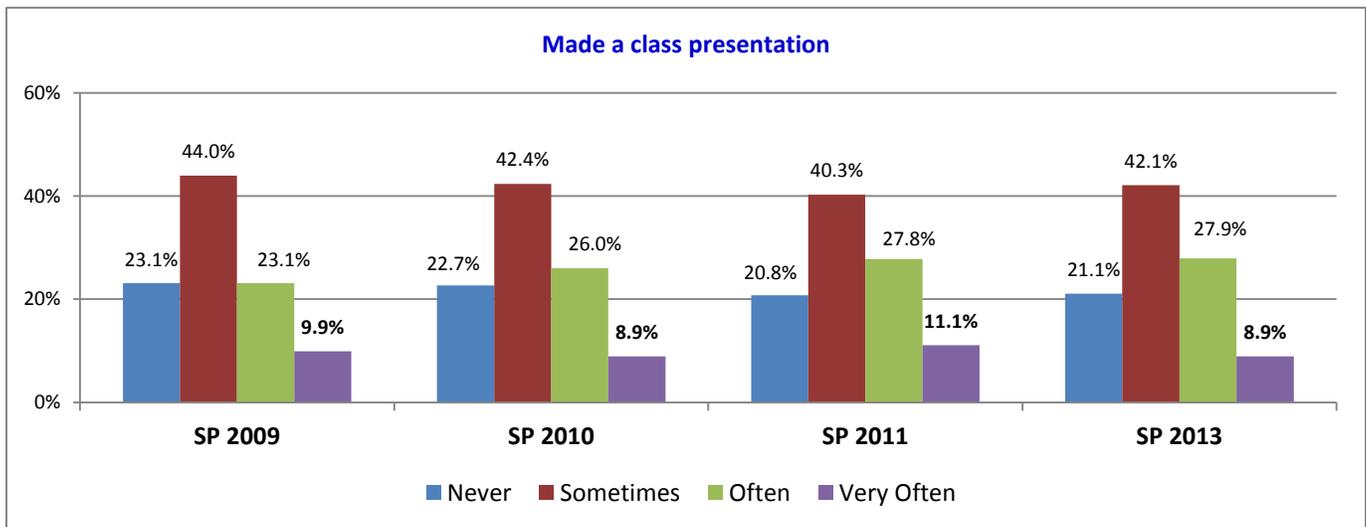
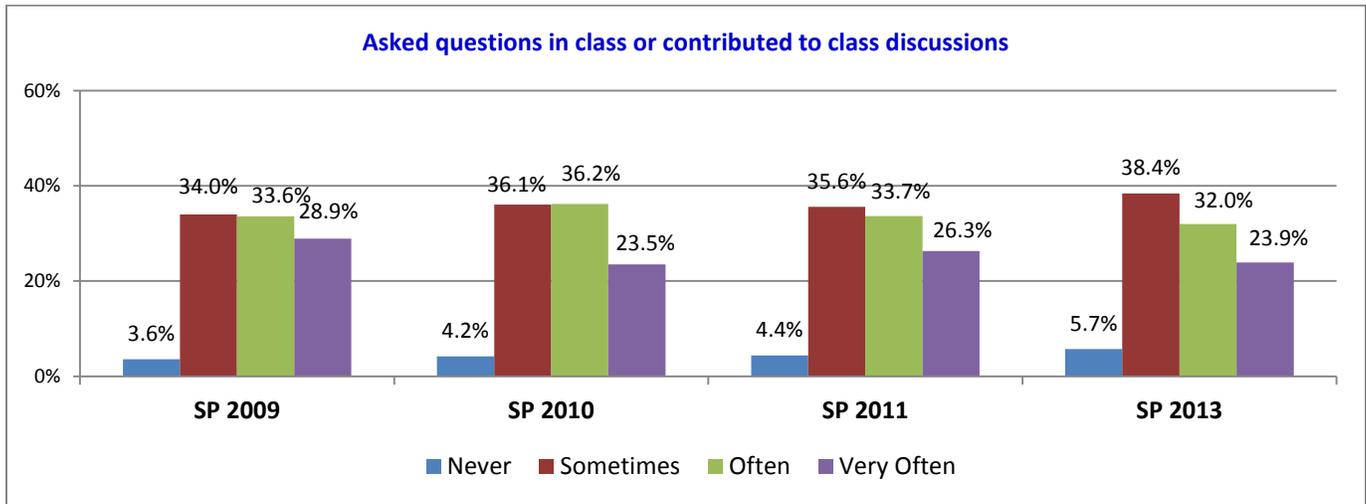
Students responded to seven questions on **Active and Collaborative Learning** at Crafton. In comparison to other medium colleges comparable to Crafton, students **scored higher than average** on this benchmark.



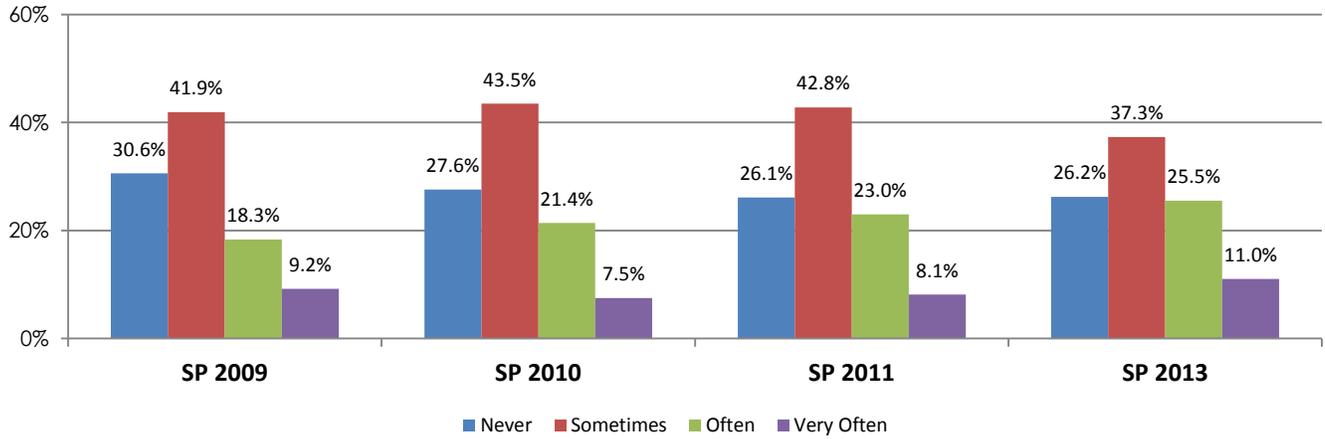
CCSSE asked respondents to provide feedback on the seven items regarding their **Active and Collaborative Learning** experiences at the college. Respondents selected the level of frequency that closely reflected their experience regarding the items. The following statements and tables illustrate respondent results on each of the seven items.

- **94% to 97%** of respondents indicated that they **sometimes, often or very often** asked questions in class or contributed to class discussions.
- **77% to 79%** of respondents indicated that they **sometimes, often or very often** made a class presentation.
- **92% to 94%** of respondents indicated that they **sometimes, often or very often** worked with others on projects during class.
- **69% to 74%** of respondents indicated that they **sometimes, often or very often** have worked with classmates outside of class to prepare assignments.
- **30% to 33%** of respondents indicated that they **sometimes, often or very often** tutored or taught other students (paid or voluntary).
- **23% to 37%** of respondents indicated that they **sometimes, often or very often** participated in a community-based project as a part of a regular course.
- **87% to 90%** of respondents indicated that they **sometimes, often or very often** discussed ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.)

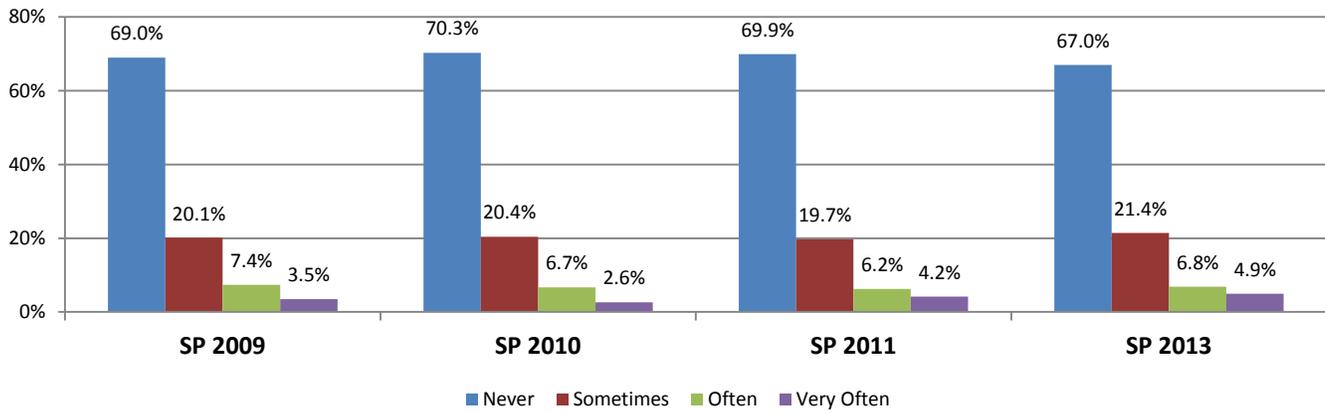
In your experiences at Crafton Hills College during the current school year, about how often have you done each of the following?



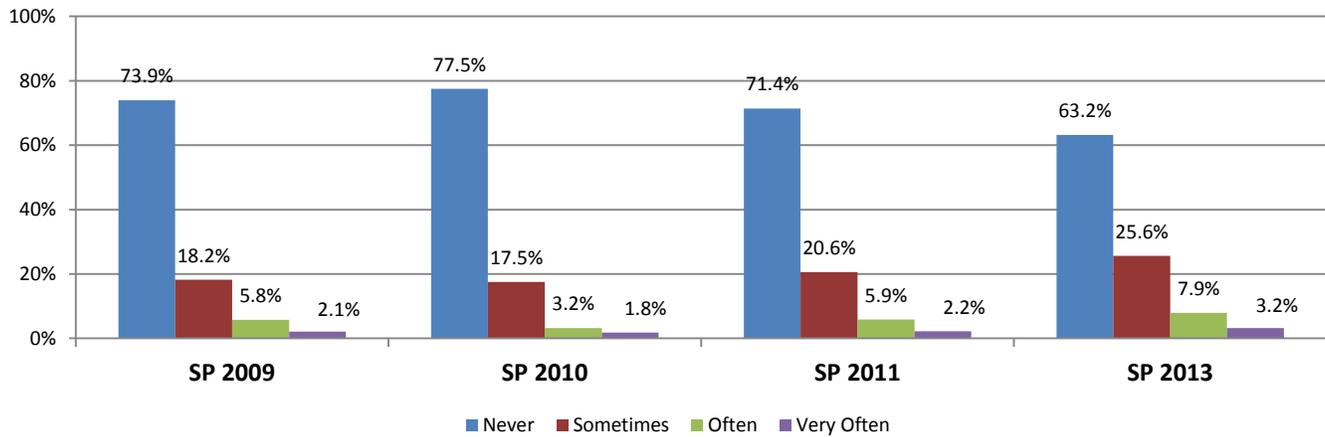
Worked with classmates outside of class to prepare assignments.



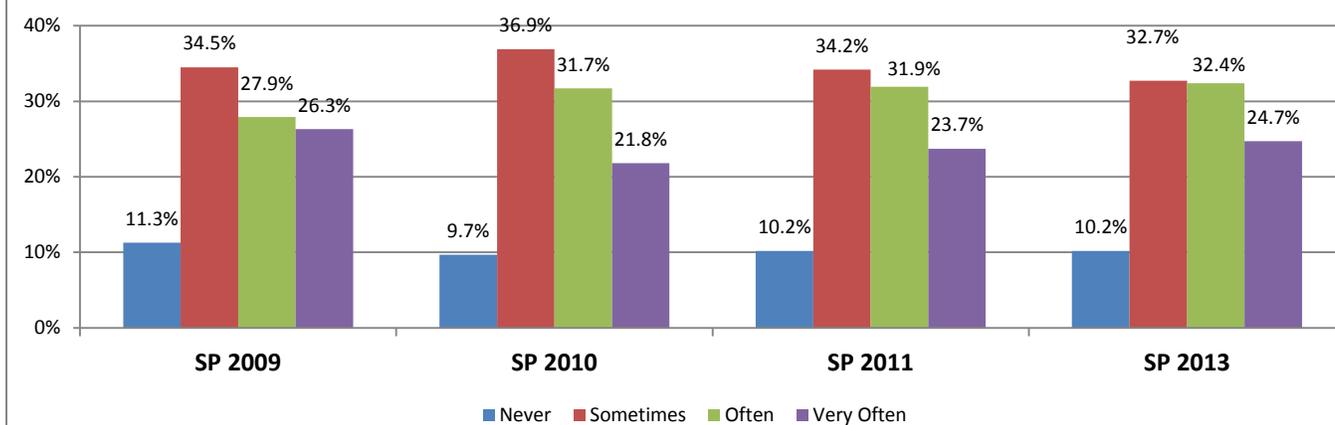
Tutored or taught other students (paid or voluntary)



Participated in a community-based project as a part of a regular course

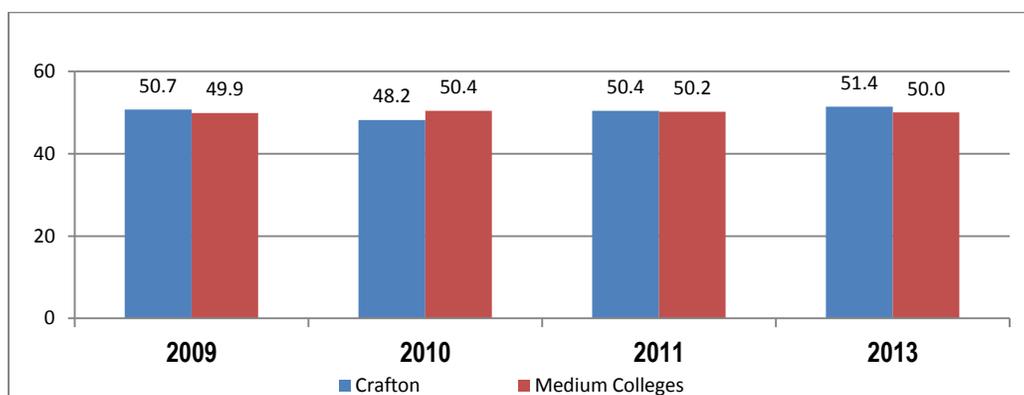


Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)



STUDENT EFFORT BENCHMARK

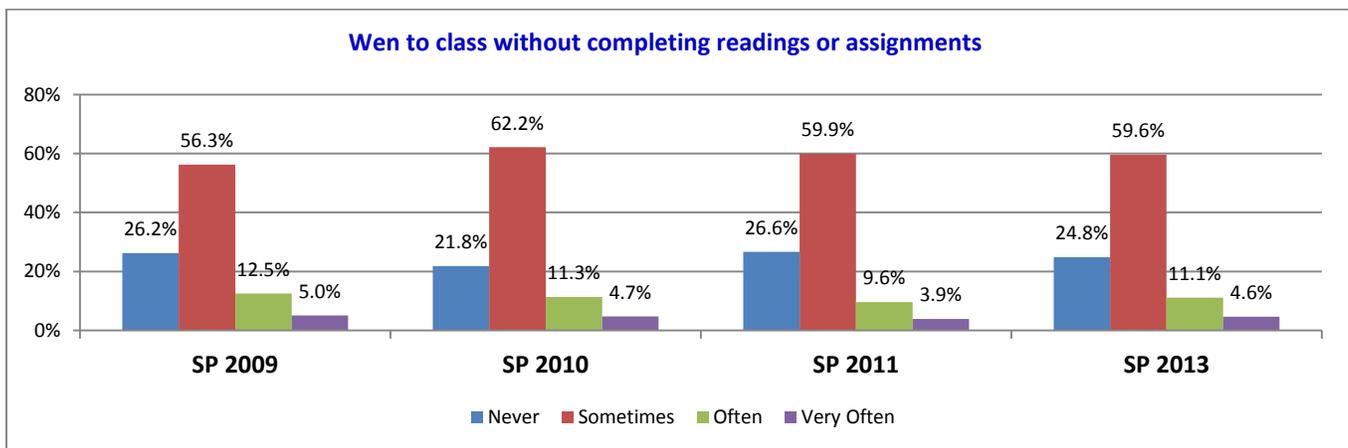
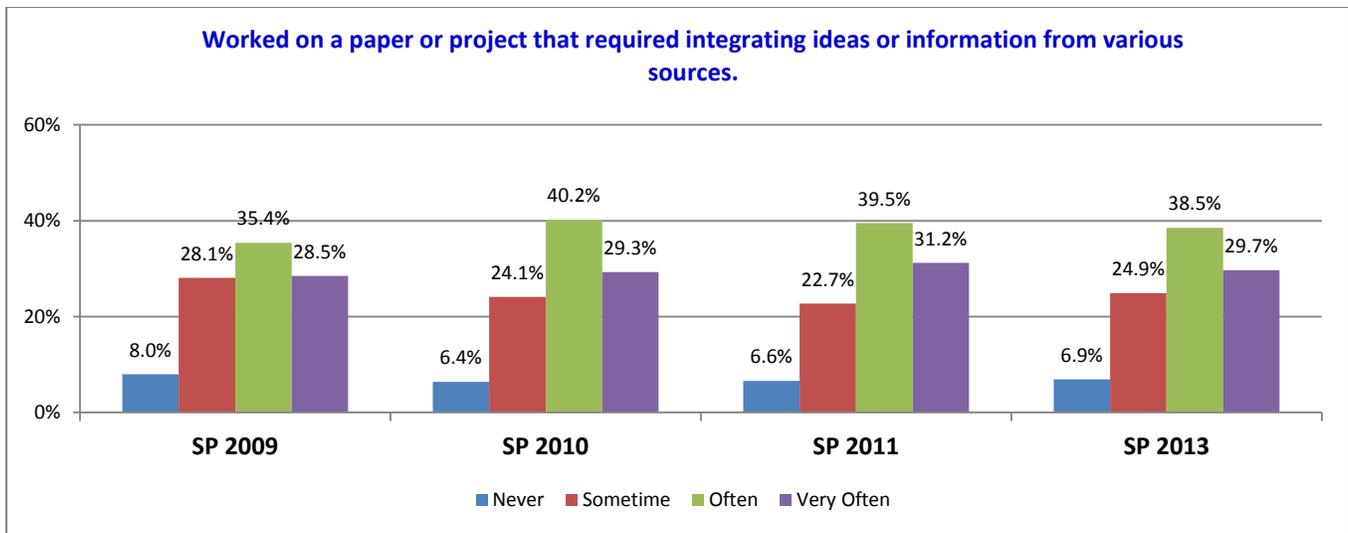
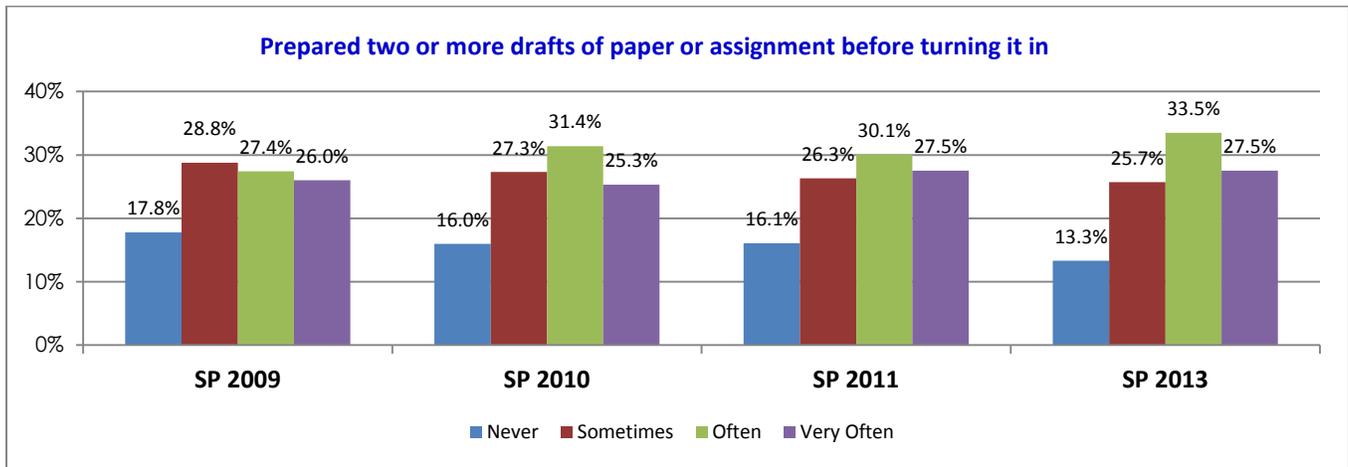
Students responded to eight questions on **Student Effort** at Crafton. In comparison to other comparable medium colleges, students at Crafton generally **scored comparable** on this benchmark.



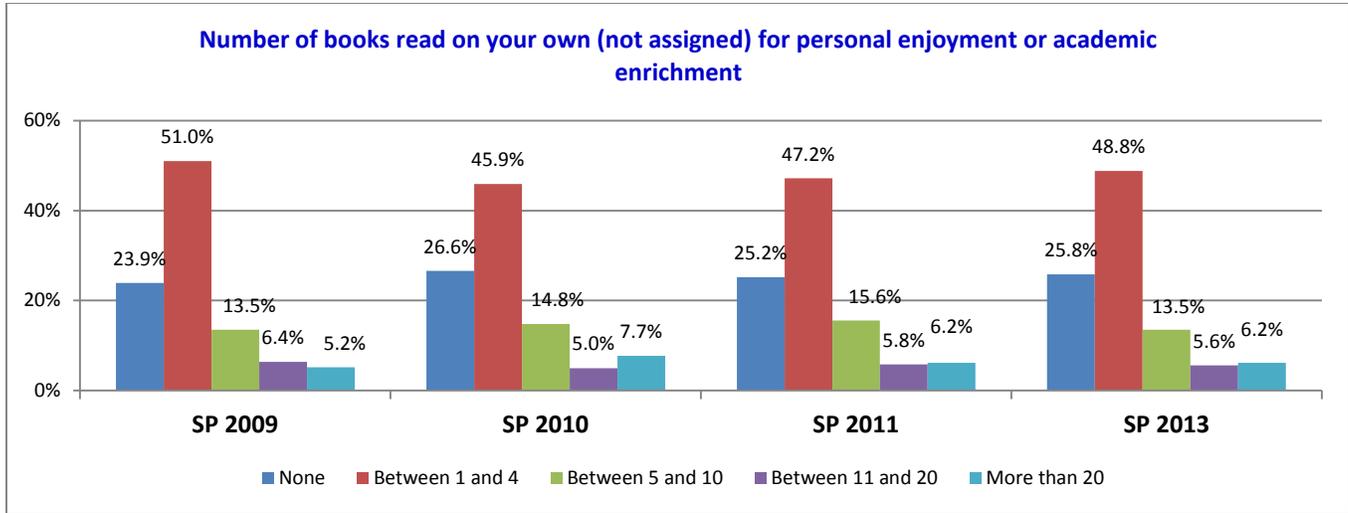
Respondents selected the frequency level that closely reflected their experience on these **Student Effort** questions. The following statements and tables illustrate results on each.

- **82% to 87%** of respondents indicated that they **sometimes, often or very often** prepared two or more drafts of paper or assignment before turning it in.
- **92% to 94%** of respondents indicated that they **sometimes, often or very often** worked on a paper or project that required integrating ideas or information from various sources.
- **73% to 78%** of respondents indicated that they **sometimes, often or very often** went to class without completing readings or assignments.
- **73% to 76%** of respondents indicated that they **read one book or more** on their own (not assigned) for personal enjoyment or academic enrichment.
- **98% to 99%** of respondents indicated that they spent **an hour or more** preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their program in a typical 7-day week).
- **28% to 44%** of respondents indicated they **sometimes or often** used peer or other tutoring services.
- **37% to 42%** of respondents indicated they **sometimes or often** used skill labs (writing, math, etc.).
- **57% to 58%** of respondents indicated they **sometimes or often** used computer labs.

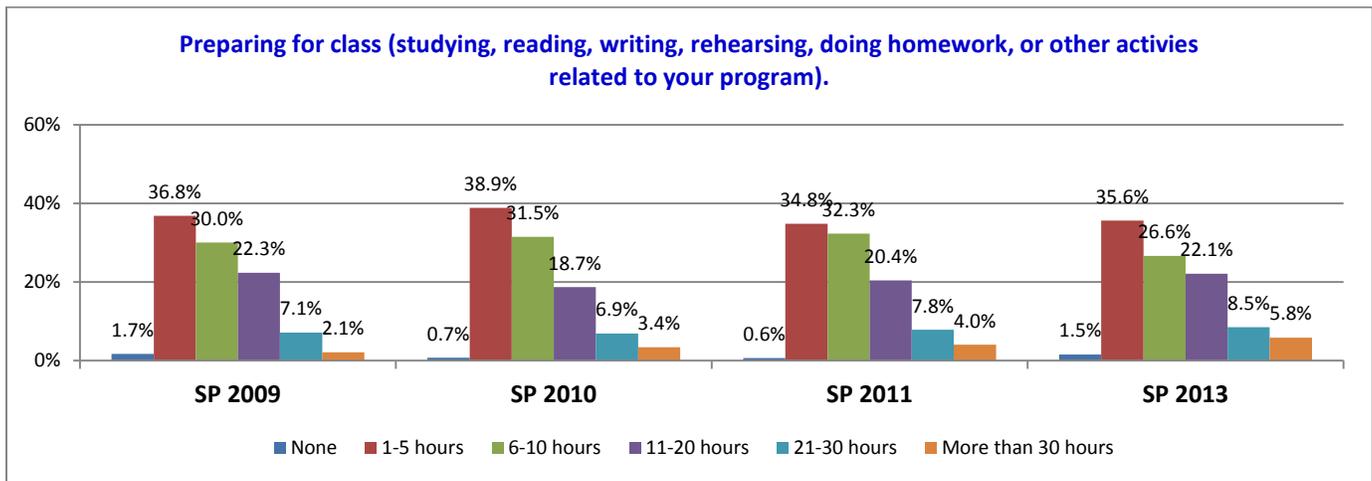
In your experiences at Crafton Hills College during the current school year, about how often have you done each of the following?



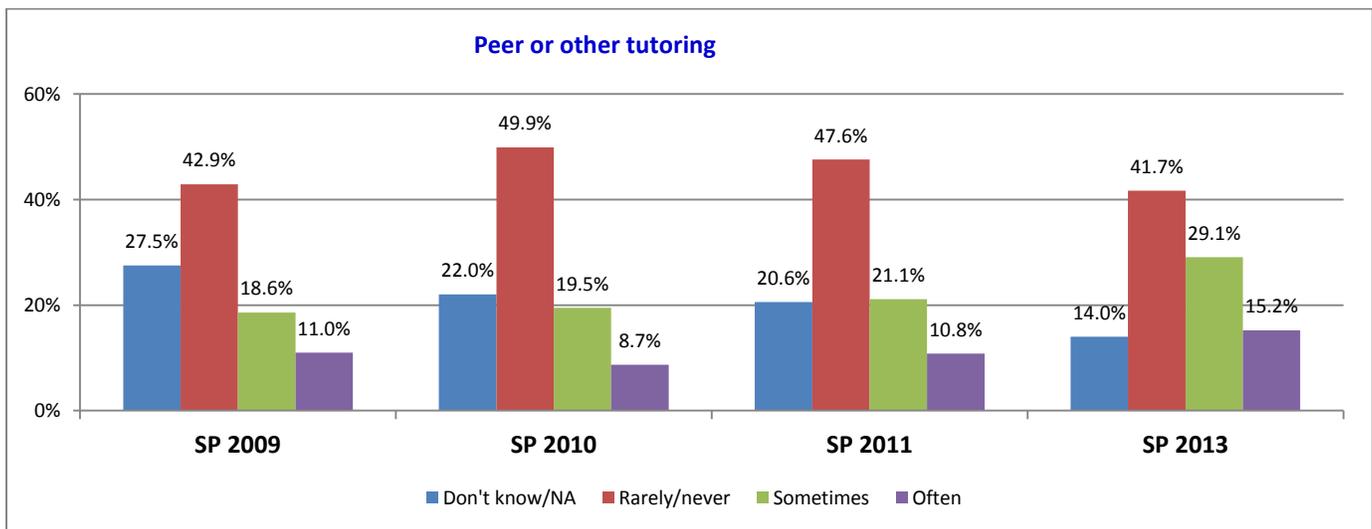
During the current school year, about how much reading and writing have you done at this college?



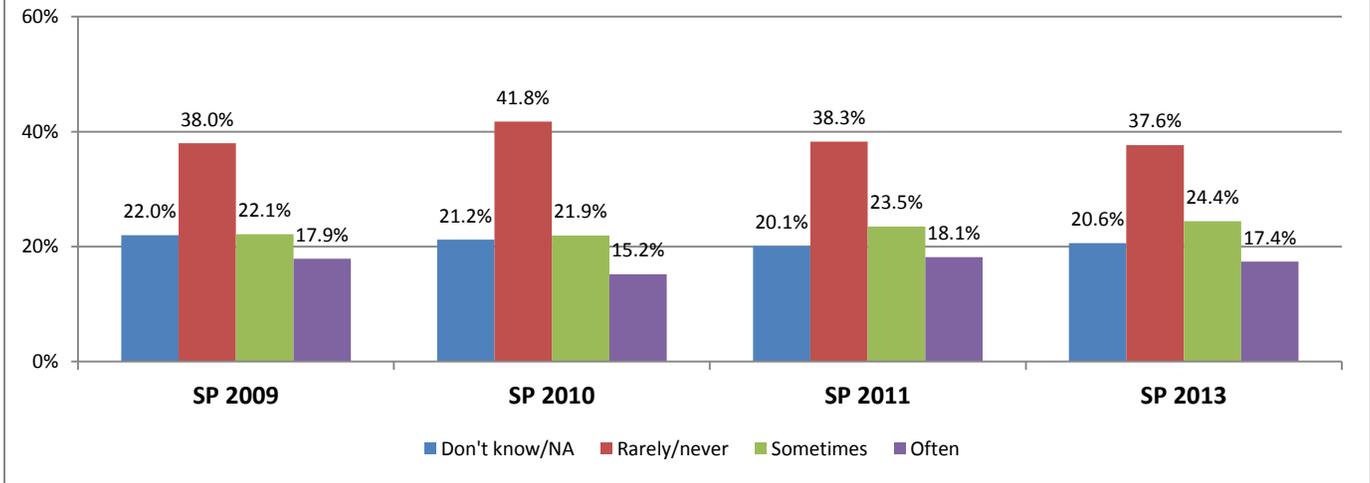
About how many hours do you spend in a typical 7-day week doing each of the following?



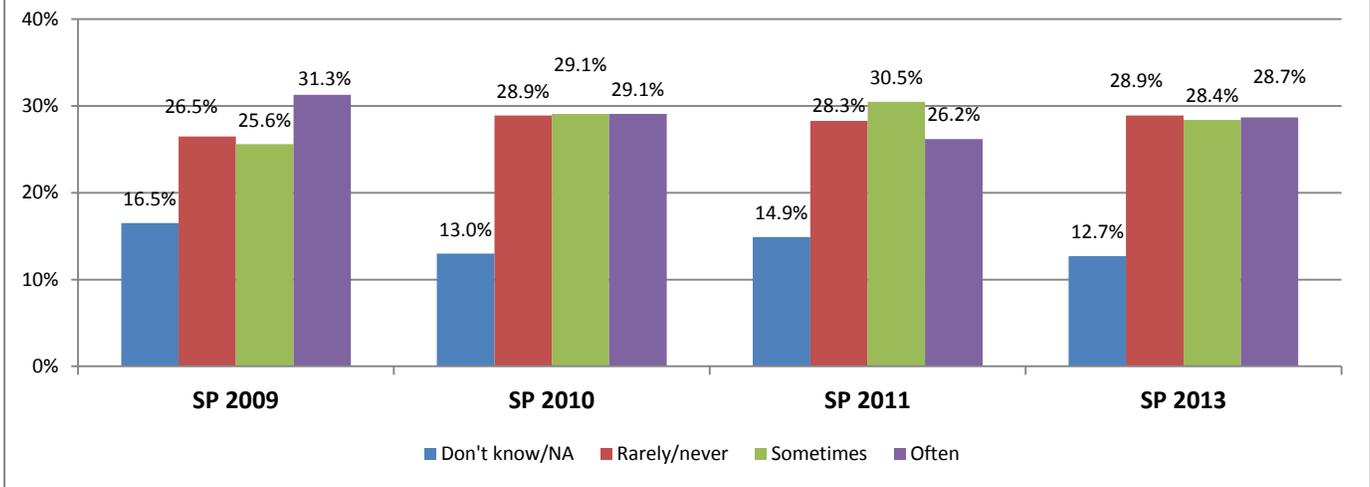
How often do you use the following services at this college?



Skill labs (writing, math, etc.)

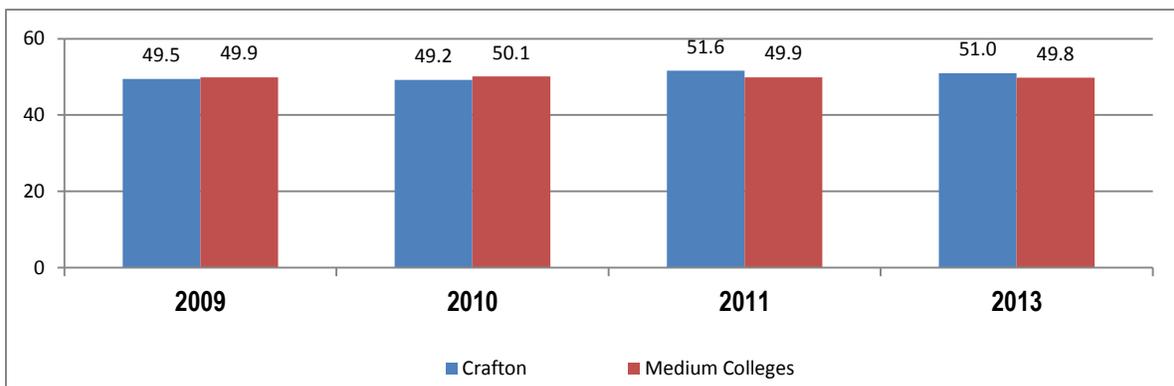


Computer lab



ACADEMIC CHALLENGE BENCHMARK

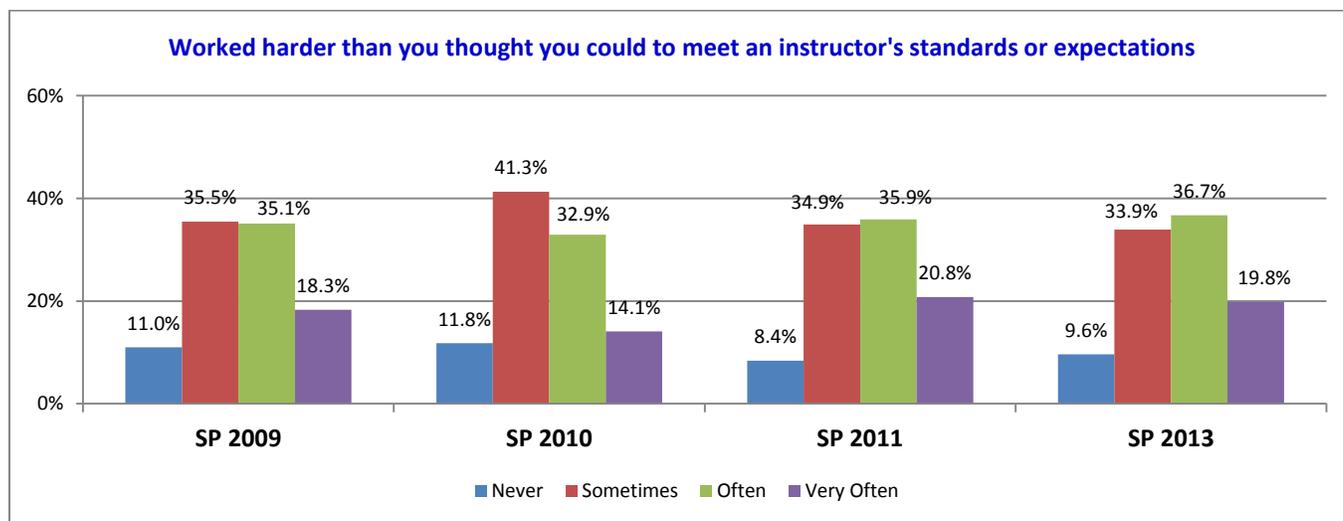
Students responded to ten questions regarding **Academic Challenge** at Crafton. In comparison to other comparable medium colleges, students at Crafton generally **scored comparable** on this benchmark.



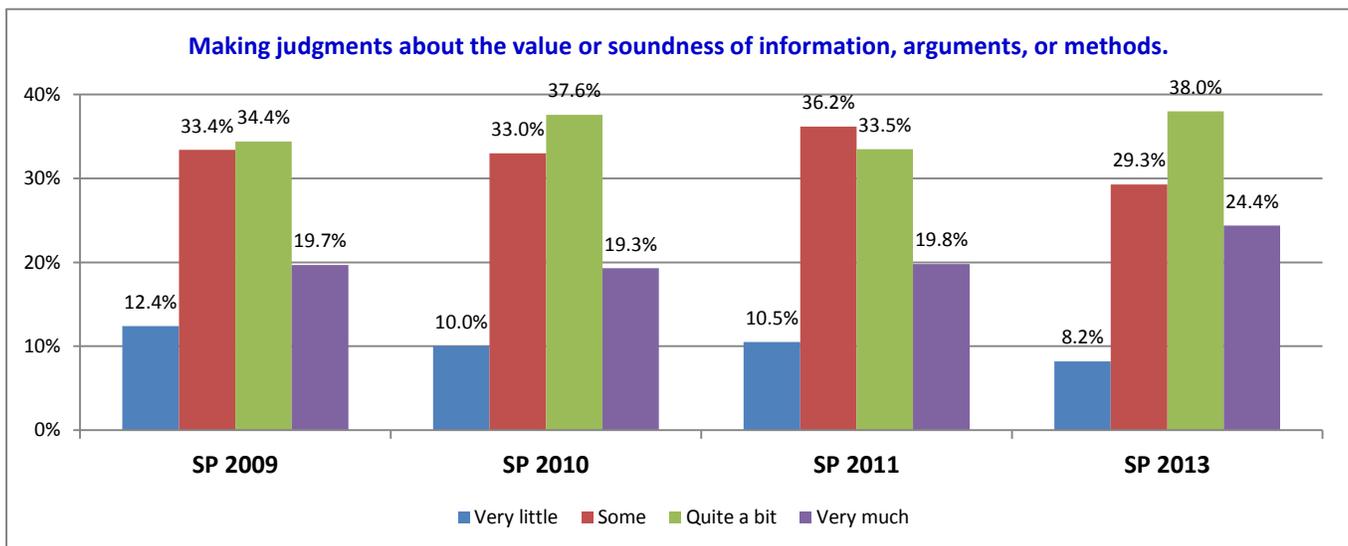
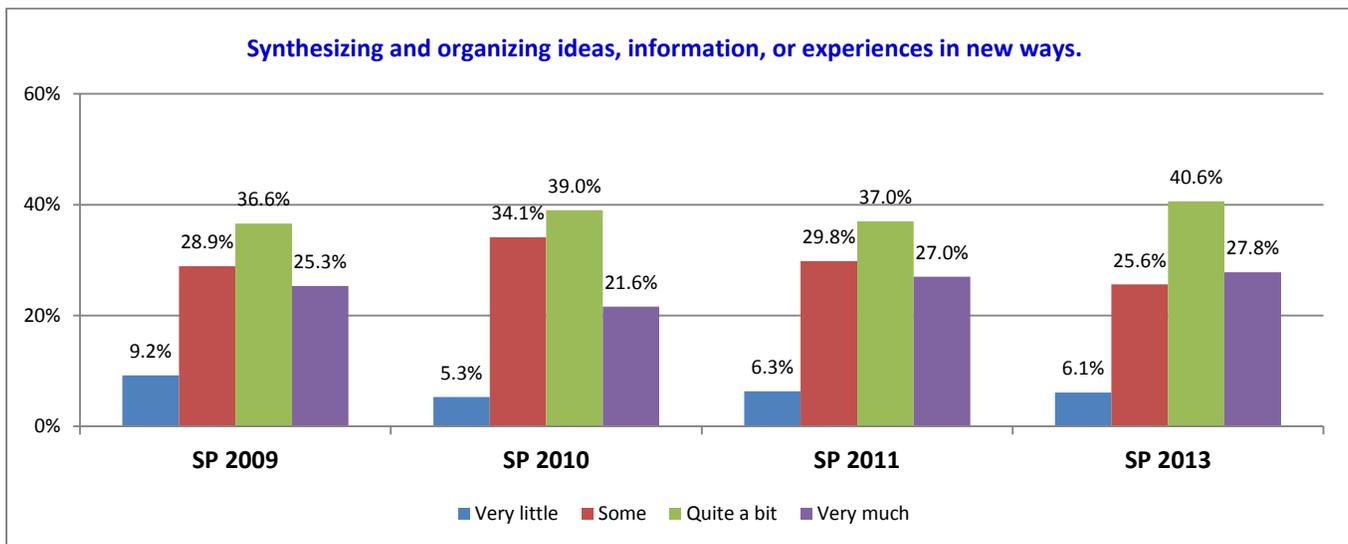
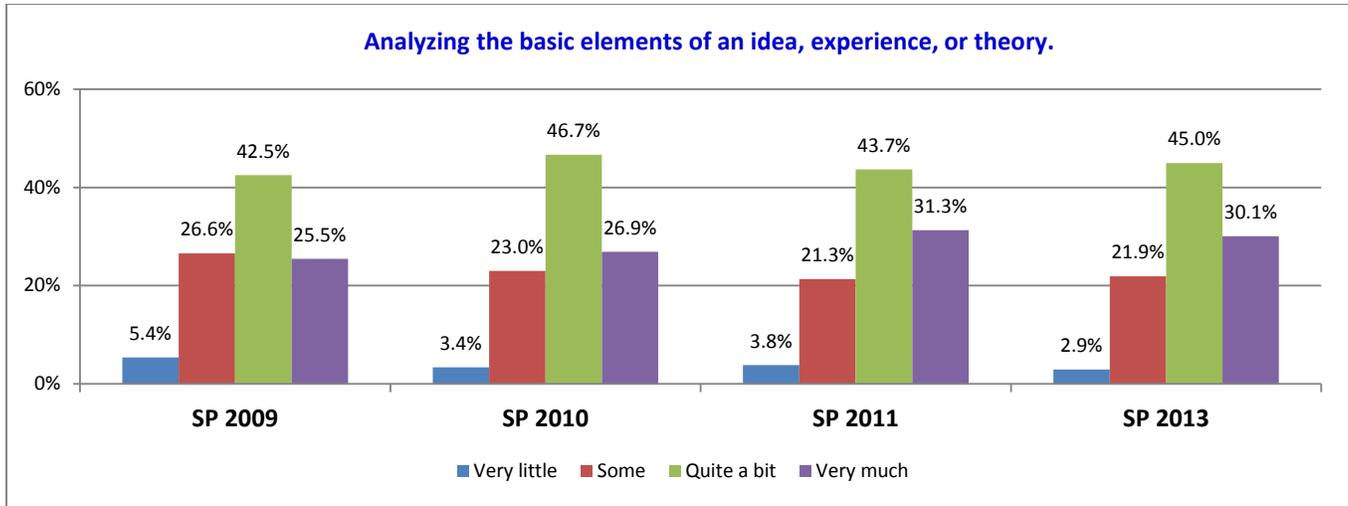
Respondents were able to select the frequency level that closely reflected their experience regarding these **Academic Challenge** questions. The following statements and tables illustrate respondent results on each.

- **88% to 92%** of respondents indicated that during the school year they worked harder than they thought they could to meet an instructor's standards or expectations **sometimes, often, or very often**.
- **95% to 97%** of respondents indicated that during the school year their coursework at Crafton emphasized analyzing the basic elements of an idea, experience, or theory **some, quite a bit, or very much**.
- **91% to 95%** of respondents indicated that during the school year their coursework at Crafton emphasized synthesizing and organizing ideas, information, or experiences in new ways **some, quite a bit, or very much**.
- **88% to 92%** of respondents indicated that during the school year their coursework at Crafton emphasized making judgments about the value or soundness of information, arguments, or methods **some, quite a bit, or very much**.
- **89% to 93%** of respondents indicated that during the school year their coursework at Crafton emphasized applying theories or concepts to practical problems or in new situations **some, quite a bit, or very much**.
- **89% to 92%** of respondents indicated that during the school year their coursework at Crafton emphasized using information they read or heard to perform a new skill **some, quite a bit, or very much**.
- **97% to 99%** of respondents indicated that during the school year they read and wrote **one or more** assigned textbooks, manuals, books or book-length packs of course readings.
- **92% to 95%** of respondents indicated that during the school year they read and wrote **one or more** written papers or reports of any length.
- **67% to 69%** of respondents selected a **4 to 7 ranking level** from 1 (extremely easy) to 7 (extremely challenging) when asked about the extent by which examinations challenged them to do their best work at the college during the school year.
- **94% to 97%** of respondents indicated that someone at Crafton encouraged them **some, quite a bit, or very much** to spend significant amount of time studying.

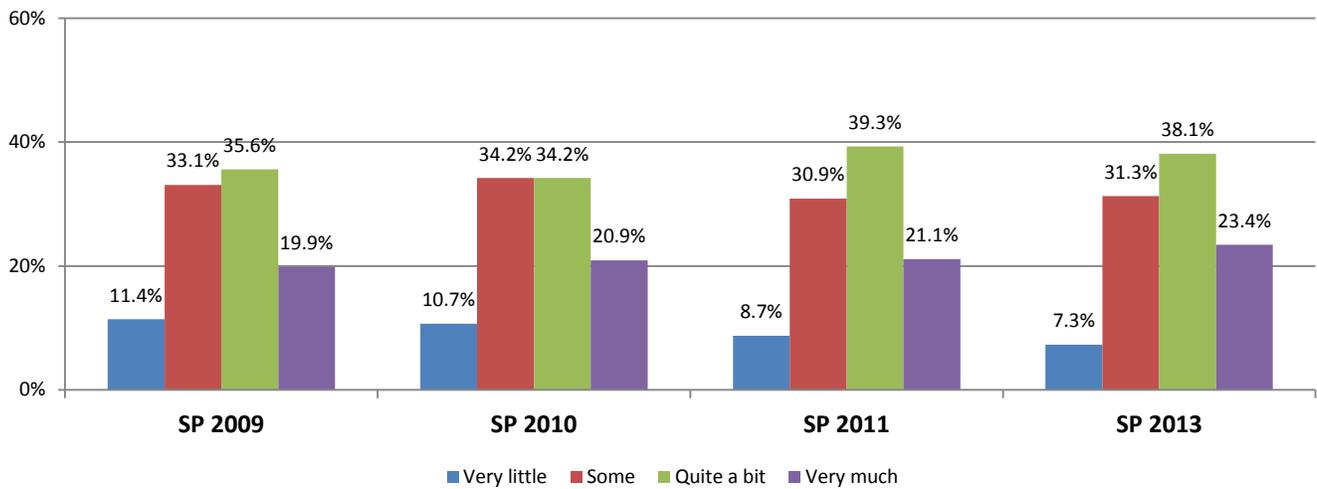
In your experiences at this college during the current school year, about how often have you done each of the following?



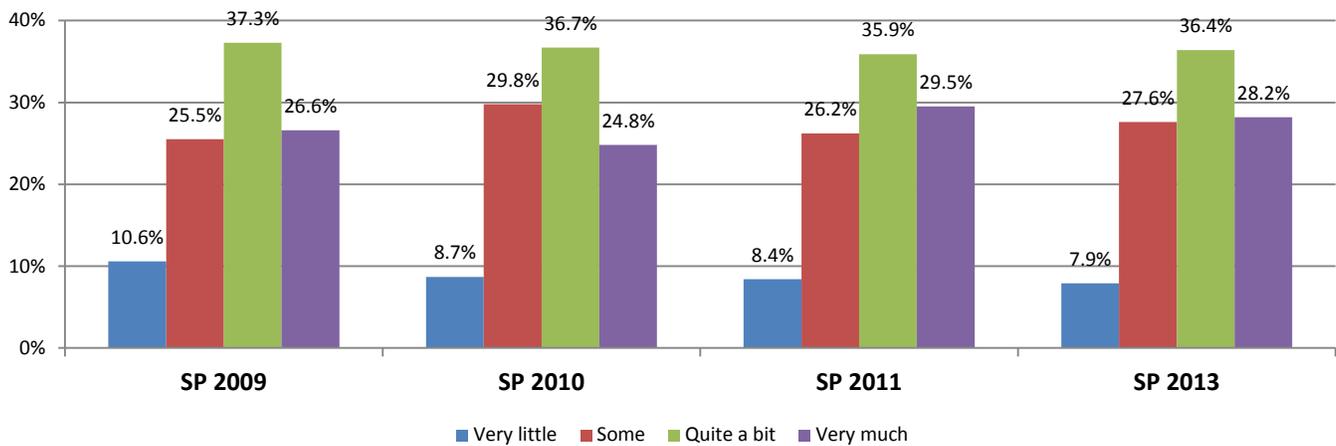
During the current school year, how much has your coursework at this college emphasized the following mental activities?



Applying theories or concepts to practical problems or in new situations.

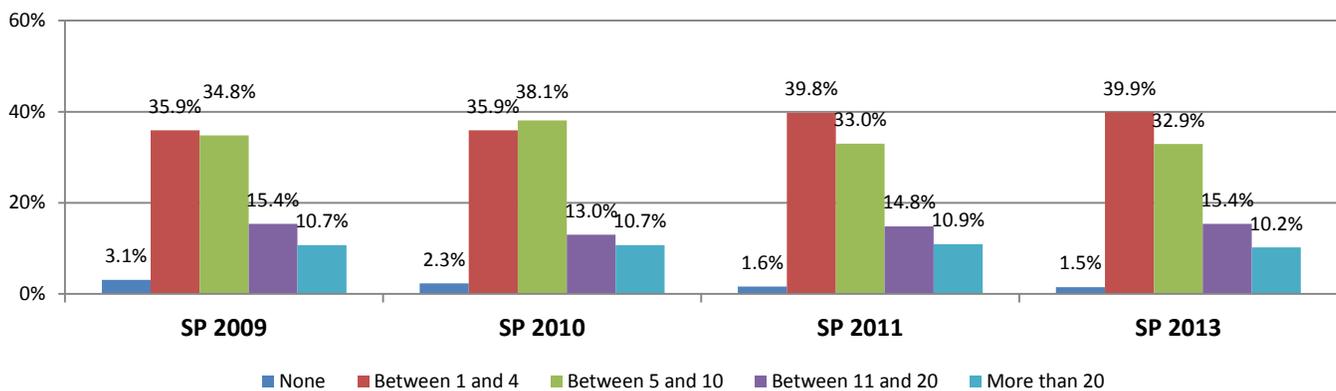


Using information you have read or heard to perform a new skill.

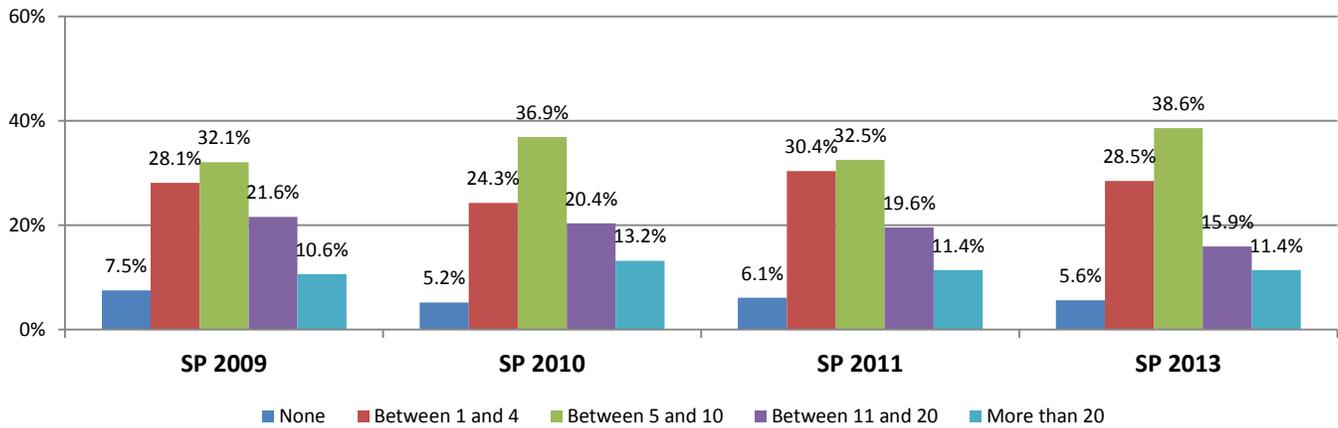


During the current school year, about how much reading and writing have you done at this college?

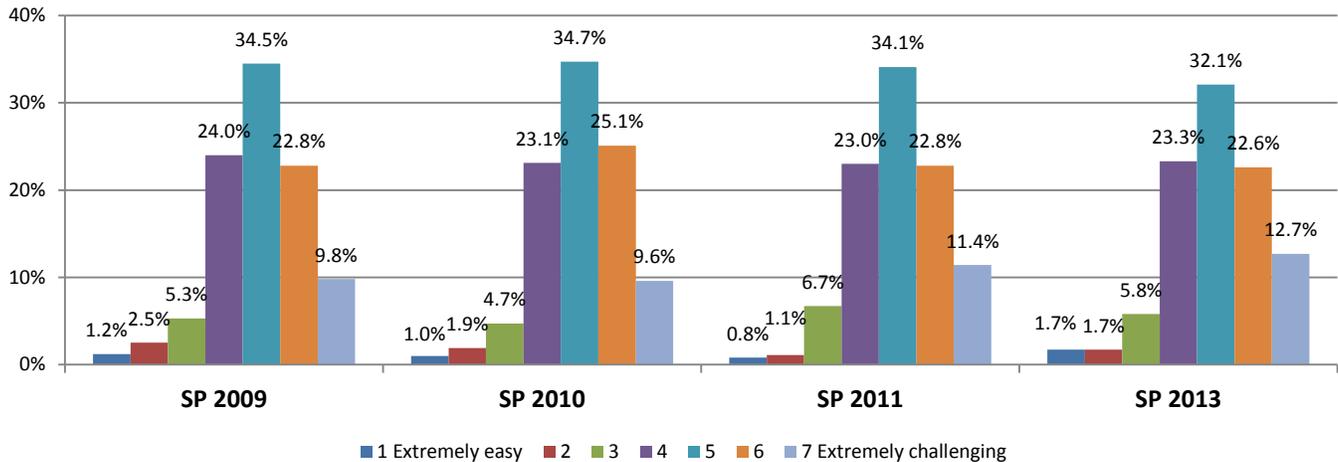
Number of assigned textbooks, manuals, books, or book-length packs of course readings.



Number of written papers or reports of any length.

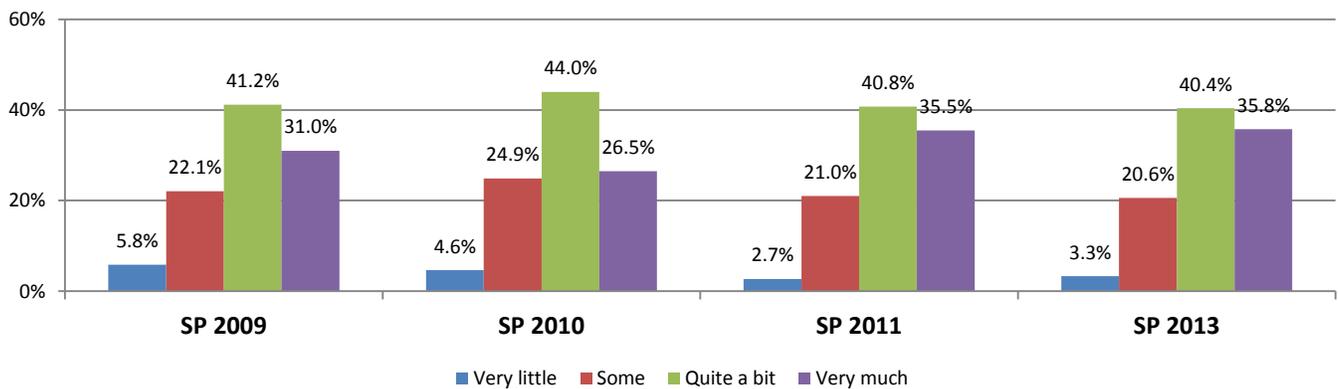


Mark the box that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.



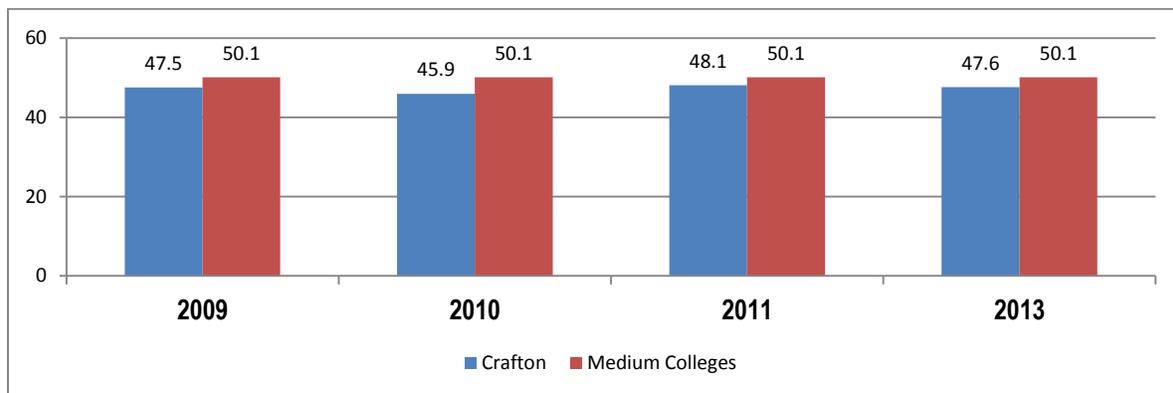
How much has Crafton emphasized each of the following?

Encouraging you to spend significant amounts of time studying.



STUDENT-FACULTY INTERACTION BENCHMARK

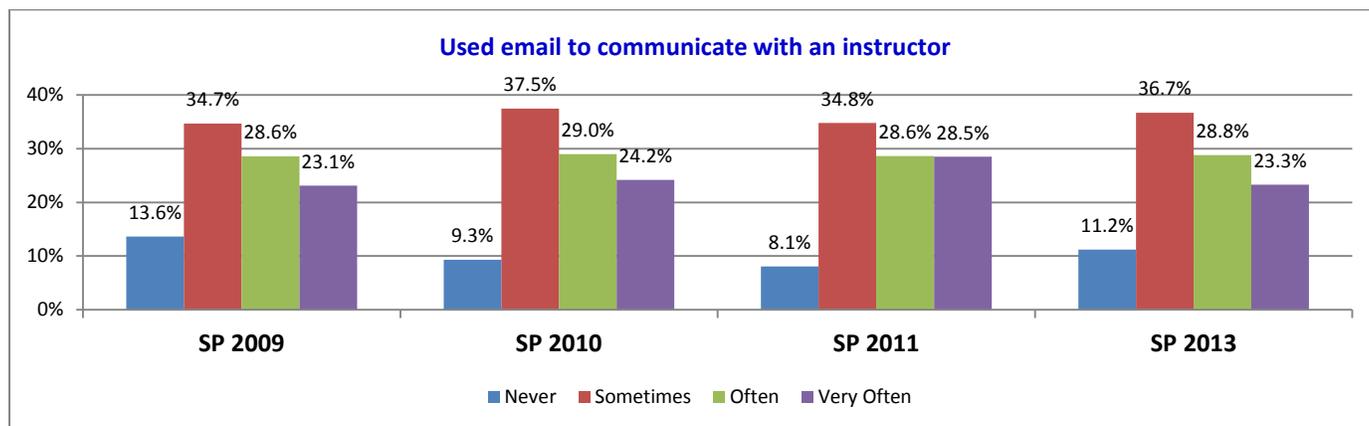
Students responded to six questions on **Student-Faculty Interaction** at Crafton. In comparison to other comparable medium colleges, students at Crafton generally **scored lower than average** on this benchmark.



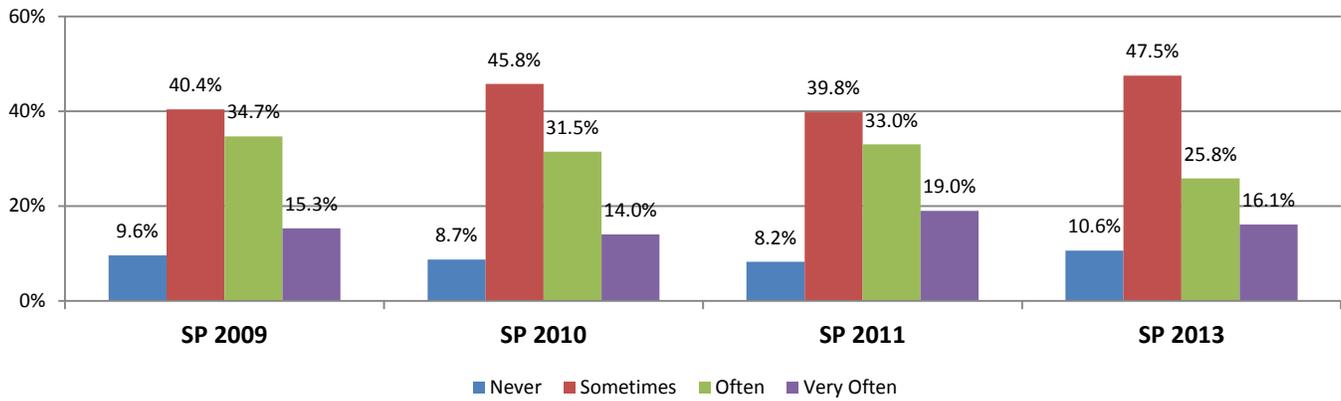
Respondents selected the level frequency that closely reflected their experience regarding these **Student-Faculty Interaction** questions. The following statements and tables illustrate respondent results on each.

- **86% to 92%** of respondents indicated that during the school year they **sometimes, often or very often** used email to communicate with an instructor.
- **89% to 92%** of respondents indicated that during the school year they **sometimes, often or very often** discussed grades or assignments with an instructor.
- **64% to 72%** of respondents indicated that during the school year they **sometimes, often or very often** talked about career plans with an instructor or advisor.
- **47% to 52%** of respondents indicated that during the school year they **sometimes, often or very often** discussed ideas from their readings or classes with instructors outside of class.
- **91% to 93%** of respondents indicated that during the school year they **sometimes, often or very often** received prompt feedback (written or oral) from instructors on their performance.
- **28% to 35%** of respondents indicated that during the school year they **sometimes, often or very often** worked with instructors on activities other than coursework.

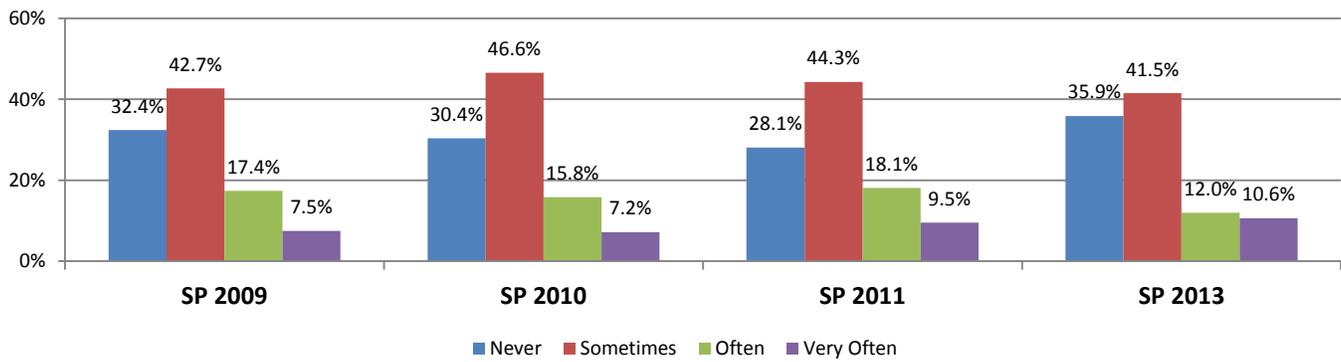
In your experiences at this college during the current school year, about how often have you done each of the following?



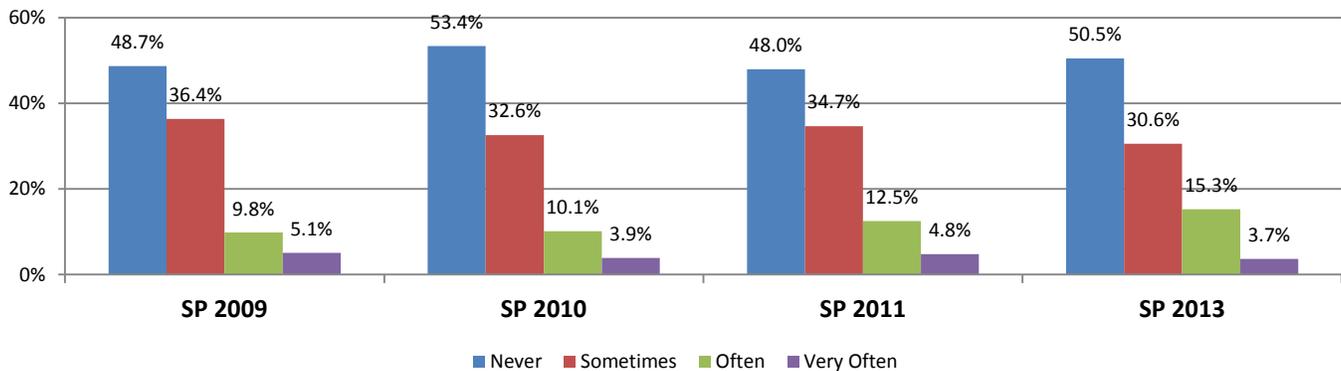
Discussed grades or assignments with an instructor.



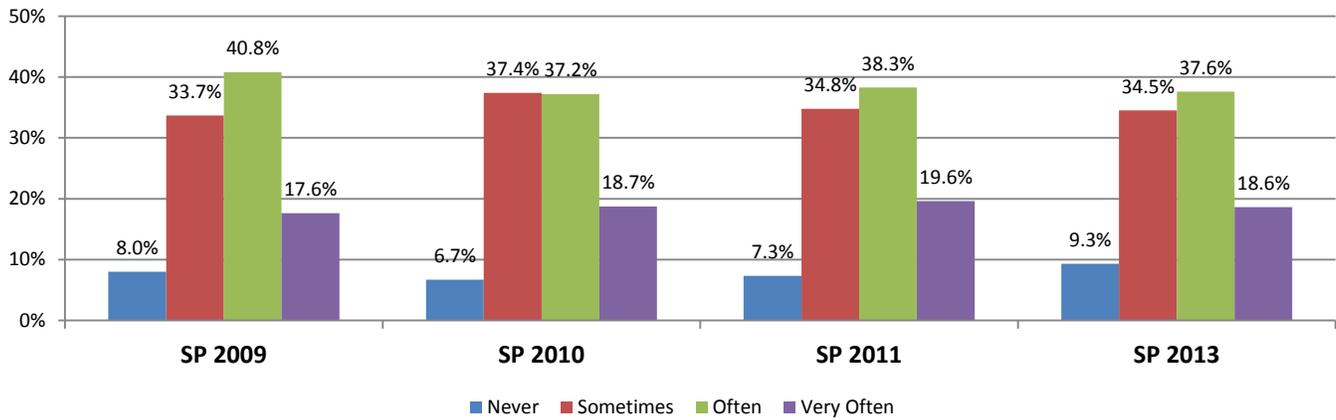
Talked about career plans with an instructor or advisor.



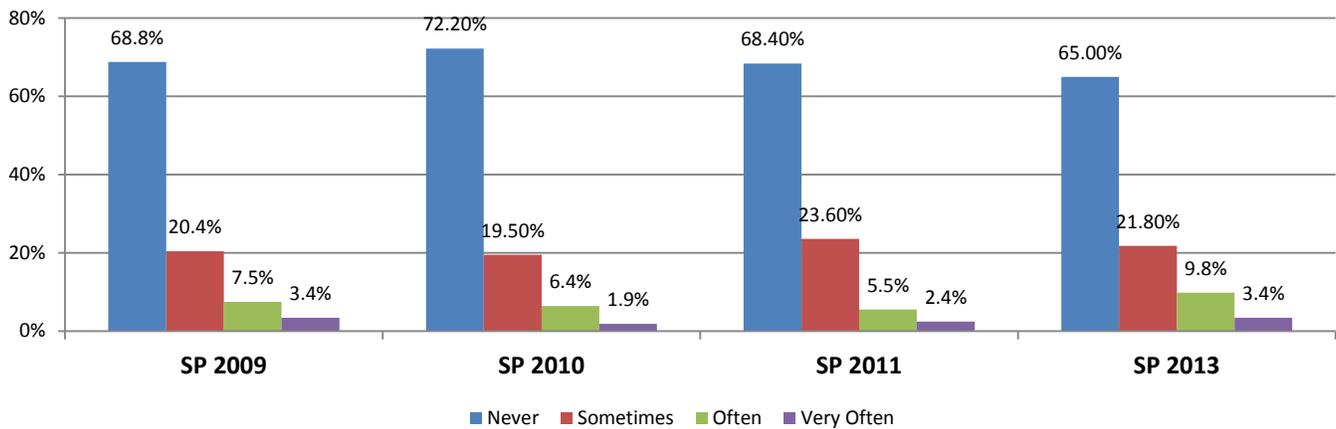
Discussed ideas from your readings or classes with instructors outside of class.



Received prompt feedback (written or oral) from instructors on your performance.

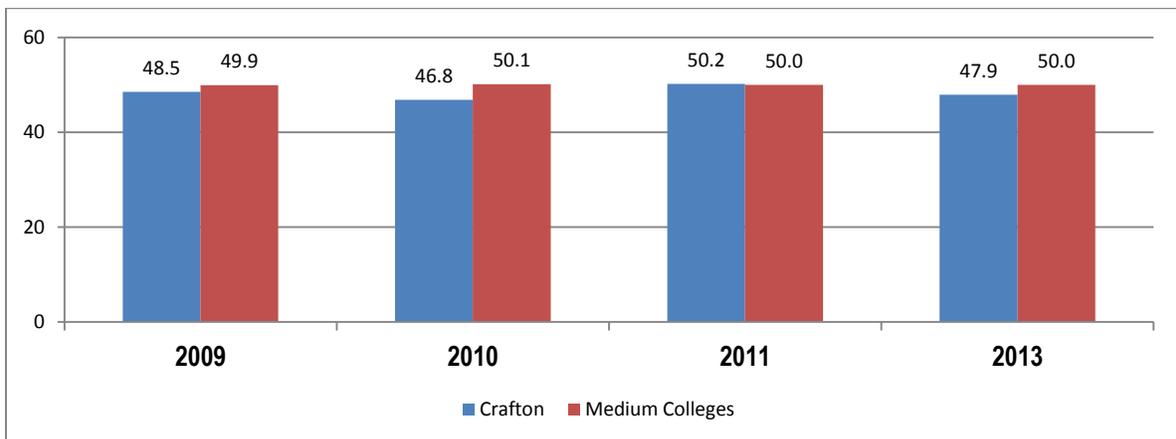


Worked with instructors on activities other than coursework



SUPPORT FOR LEARNERS BENCHMARK

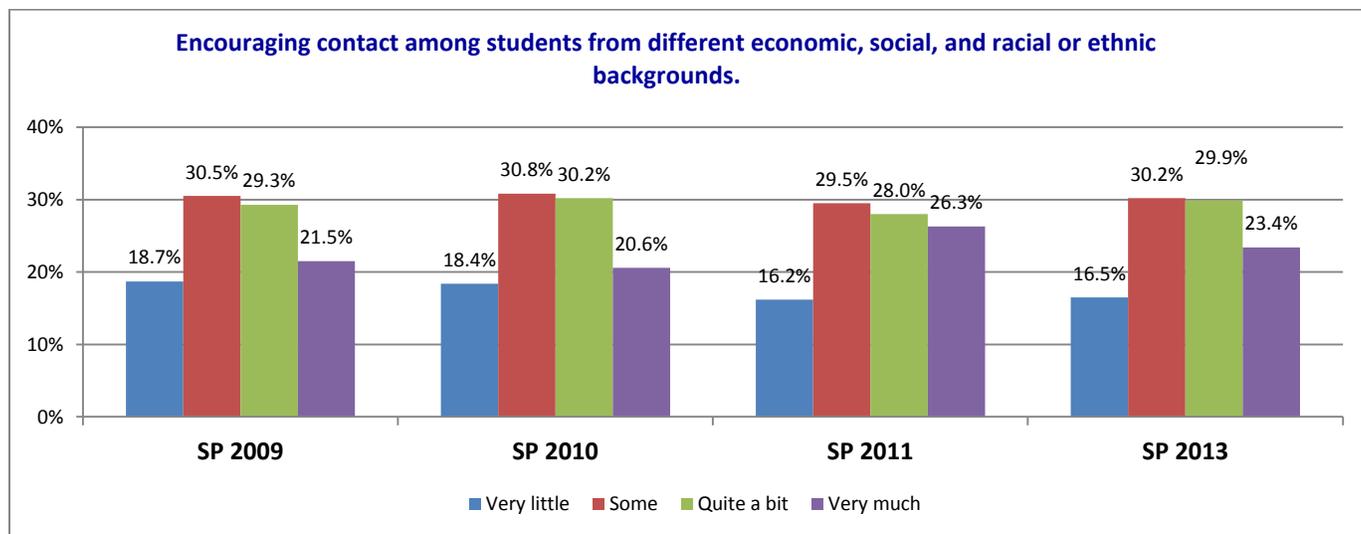
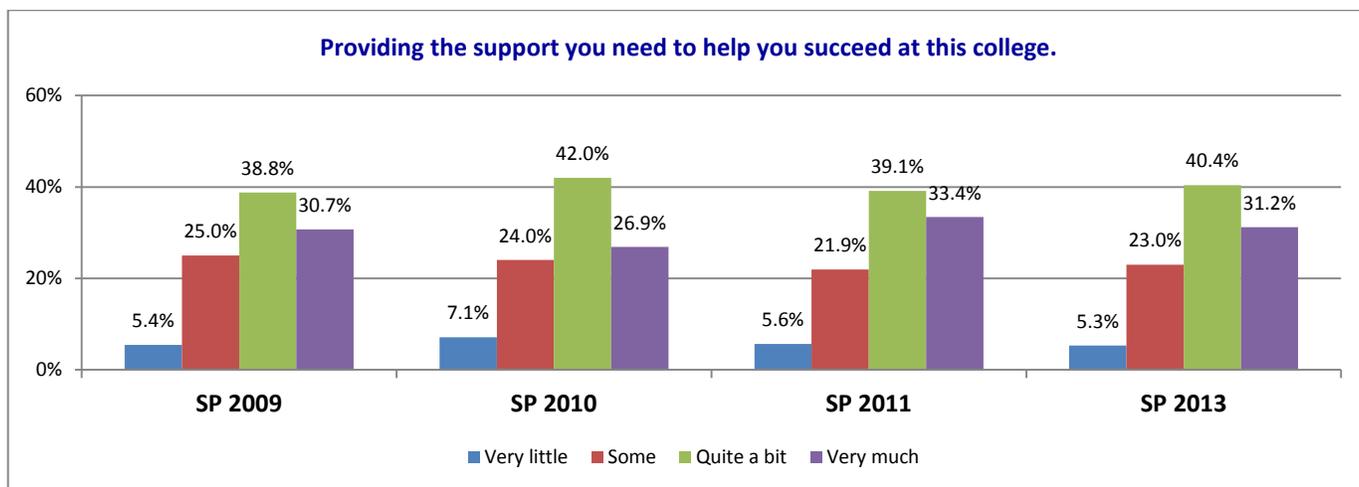
Students were prompted seven items on **Support for Learners** at Crafton. In comparison to other medium colleges comparable to Crafton, students at Crafton generally **scored comparable** on this benchmark.



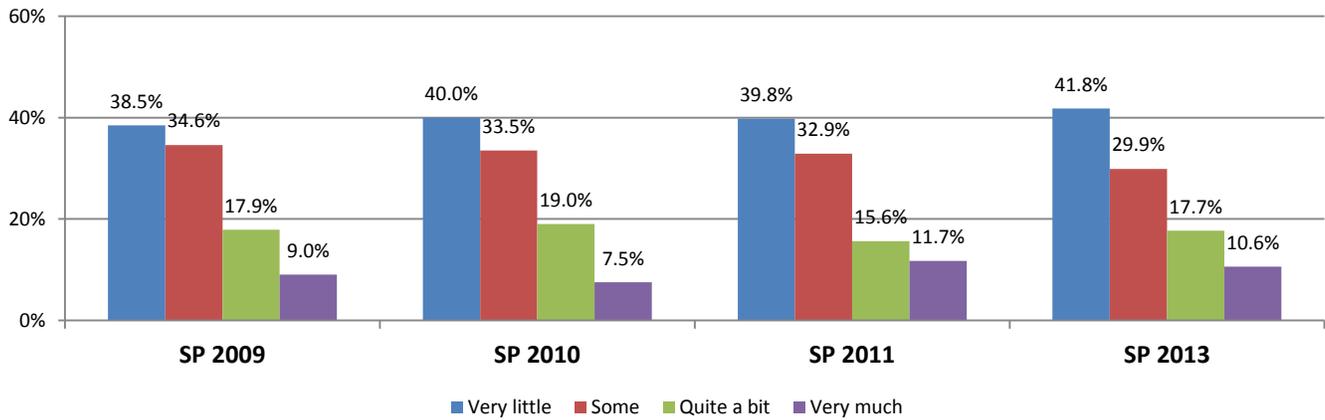
Respondents selected the level of frequency that closely reflected their experience on these **Support for Learners** questions. The following statements and tables illustrate respondent results on each.

- **93% to 95%** of respondents indicated that Crafton provided the support they needed to help them succeed at the college **some, quite a bit, or very much**.
- **81% to 84%** of respondents indicated that Crafton encouraged contact among students from different economic, social, and racial or ethnic backgrounds **some, quite a bit, or very much**.
- **58% to 62%** of respondents indicated that Crafton helped them cope with non-academic responsibilities (work, family, etc.) **some, quite a bit, or very much**.
- **77% to 76%** of respondents indicated that Crafton provided the support they needed to thrive socially **some, quite a bit, or very much**.
- **72% to 73%** of respondents indicated that Crafton **some, quite a bit or very much** provided the financial support they needed to afford their education.
- **51% to 56%** of respondents indicated that they used academic advising/planning **sometimes or often**.
- **37% to 40%** of respondents indicated that they used career counseling **sometimes or often**.

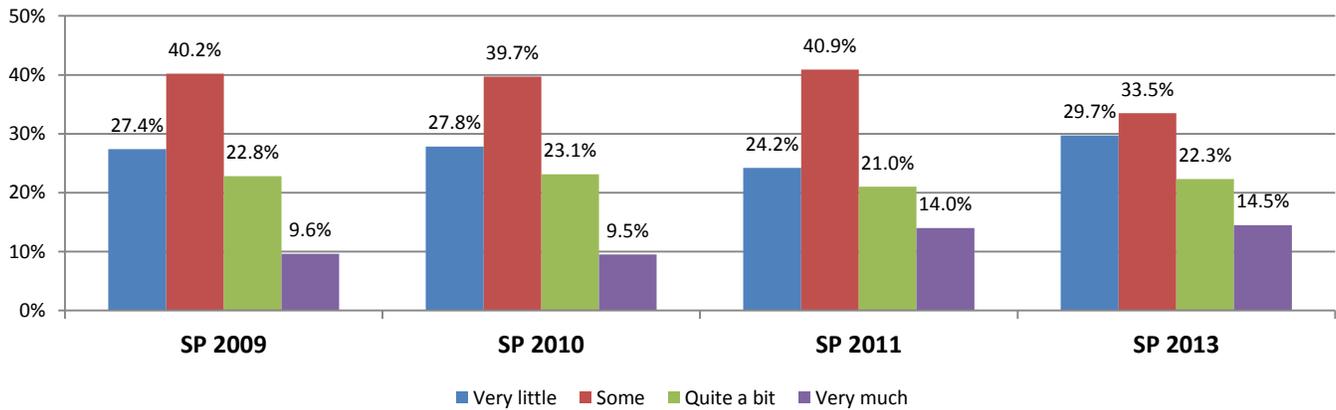
How much does this college emphasize each of the following?



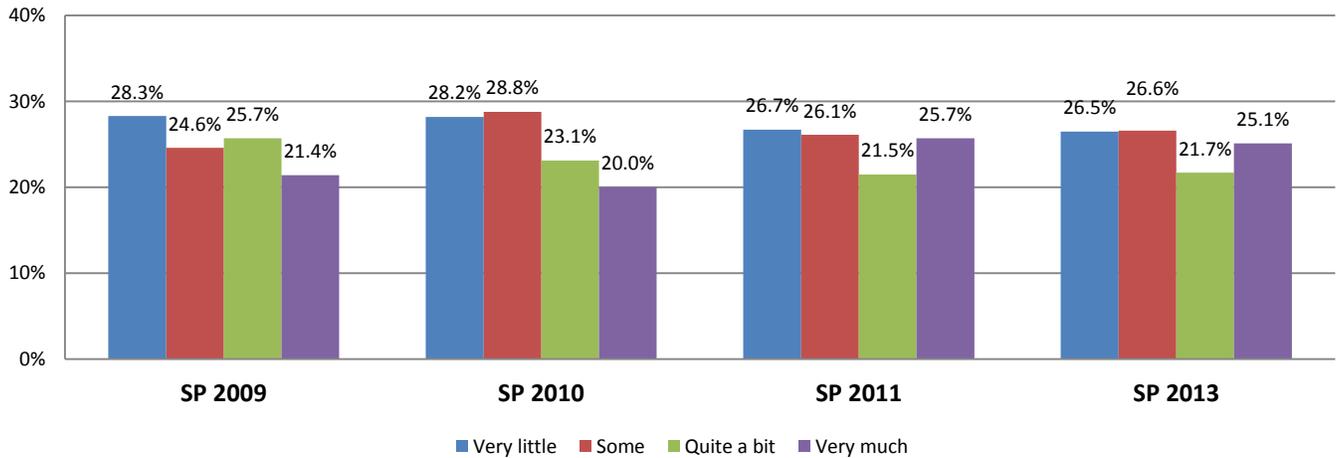
Helping you cope with your non-academic responsibilities (work, family, etc.)



Providing the support you need to thrive socially.



Providing the financial support you need to afford your education.



How often do you use the following services at this college?

