

Spring 2009, 2010, 2011, and 2013 CCSSE Results Generated for the Disabled Student Programs and Services' PPR

Overview

The Planning and Program Review (PPR) process is a four-year cycle in which each unit at Crafton Hills College performs a full program review every four years and an annual planning update the second, third and fourth years. The Office of Institutional Effectiveness, Research and Planning (OEIRP) intends to provide departments with additional data derived from multiple sources, including the **Community College Survey of Student Engagement (CCSSE)**, in order to help inform programs who are in the PPR process. Included is data from the Spring 2009, 2010, 2011, and 2013 CCSSE that is relevant to each department. The brief illustrates the CCSSE data with no analysis or summarization. The objective is to utilize it as an informative document that will assist each department as they prepare their Annual Planning and/or Three-Year Plan. CCSSE results can help community colleges with planning, evidence based decision making, and help identify improvements in student learning and persistence. The findings included in this brief could be applicable to the goals, objectives, or efficiency measures of each department. Additional results are available for review in the OIERP upon request.

Methodology

The CCSSE was administered in the Spring of 2009, 2010, 2011, and 2013 to a random sample of Crafton Hills College students in weekly census sections with 10 or more enrolled students. After the Spring 2011, Crafton began administering the CCSSE every other year, as a result the CCSSE was not administered Spring 2012. The results can be generalized to CHC students enrolled in weekly census courses (i.e. a course that spans the entire length of the semester). The sample size is sufficient to generalize results to that of the student population with a 95% confidence level. Because students may have completed the CCSSE in more than one class, only responses from the first class in which they filled out the survey were included. The data in each year may vary because not all respondents answered every question and "Not Applicable" responses have been excluded.

Information in the following tables and figures include all responses to the questions for each of the four years CCSSE was administered to students at Crafton. "N" represents the number of responses received, and "%" is the number of responses received divided by the total number of responses to the question. The results in each table are accompanied by a representative graphic.

Table 1. Respondents' frequency of use of Disabled Student Services at Crafton.

How often do you use Disabled Student Services at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Rarely/Never	226	82.5	319	86.9	276	79.1	239	77.3	1060	81.6
Sometimes	23	8.4	23	6.3	29	8.3	29	9.4	104	8.0
Often	25	9.1	25	6.8	44	12.6	41	13.3	135	10.4
Total Responses	275	100	367	100	349	100	309	100	1299	100

Figure 1. Graphic representation of Table 1.

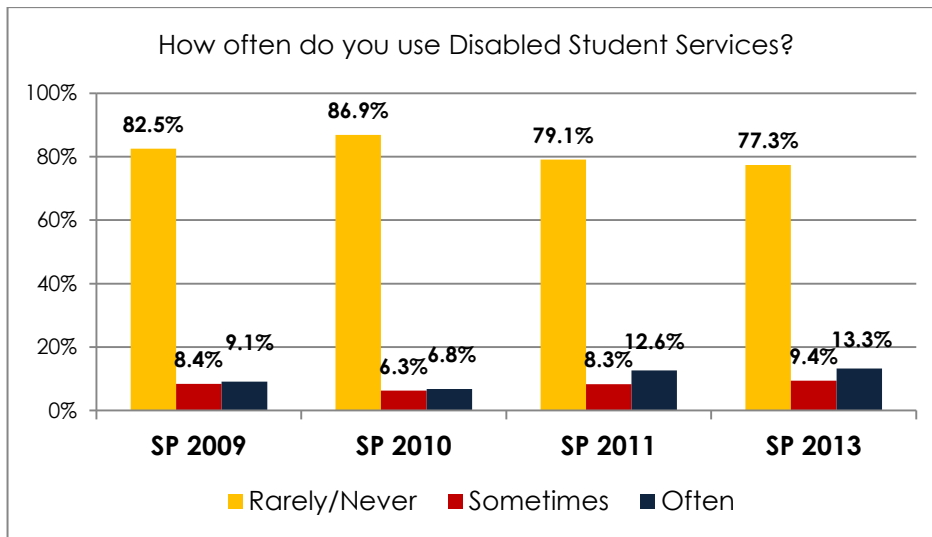


Table 2. Respondents' level of satisfaction with Disabled Student Services at Crafton.

How satisfied are you with Disabled Student Services at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	46	32.4	51	28.5	59	30.1	51	30.7	207	30.3
Somewhat	52	36.6	68	38	65	33.2	50	30.1	235	34.4
Very	44	31	60	33.5	72	36.7	65	39.2	241	35.3
Total Responses	142	100	179	100	196	100	166	100	683	100

Figure 2. Graphic representation of Table 2.

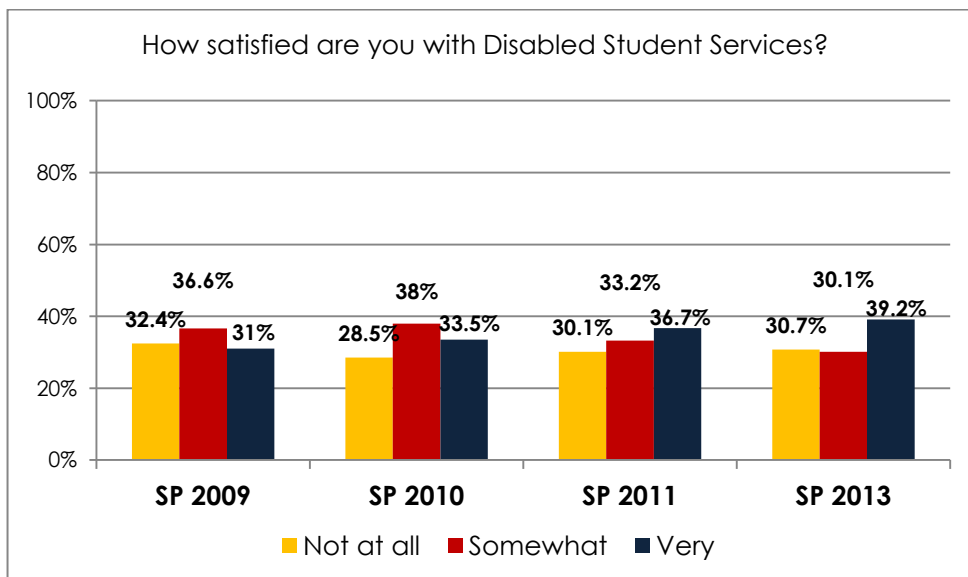


Table 3. Respondents' sentiments about how important are Disabled Student Services to them.

How important to you are Disabled Student Services at Crafton?	Term/Year								Total	
	SP 2009		SP 2010		SP 2011		SP 2013			
	N	%	N	%	N	%	N	%	N	%
Not at all	280	43	275	35.1	275	37.9	216	35.3	1046	37.7
Somewhat	91	14	128	16.3	105	14.5	98	16.0	422	15.2
Very	280	43	381	48.6	346	47.7	298	48.7	1305	47.1
Total Responses	651	100	784	100	726	100	612	100	2773	100

Figure 3. Graphic representation of Table 3.

