



Campus Climate Survey Results – Fall of 2025

The Campus Climate Survey was distributed to all Crafton Hills College employees during the fall semester of the 2025-26 academic year. The survey collected 183 responses, resulting in an approximate 42% response rate. Based on 95% confidence level, the results can be interpreted with a narrow 6% margin of error, indicating a higher degree of accuracy in reflecting the views of our entire population.

Overview of Respondents' Demographics

Among the participants, the largest group comprised of Classified Staff at 32%, followed by Full-time Faculty making up 30%, Part-time Faculty at 25%, and Administrators/Managers at 13%. The majority work within the Instruction area (58%), with significant representation from Student Services (21%). Employees' tenure at CHC varies, with 24% being employed for 6-10 years and 24% for 2 years or less, indicating a blend of established and newer staff. The demographic profile shows a female majority (56%), with most respondents identifying as straight/heterosexual (76%). The age groups are fairly spread out, with a majority of responses within the 40 to 54 years range (42%). In terms of race and ethnicity, 50% identify as Caucasian/White, and a significant 29% as Hispanic, Latinx, or Chicano(a). Multiple races and ethnicities are represented with 22% of respondents affirming a multiracial identity.

The Five Major Survey Topics

The Crafton Hills College campus climate survey focused on five major topics to gauge collective sentiment and identify areas for improvement. The **Outcomes** category, with six items, assessed perceptions of the student learning/service area outcomes assessment, a critical component of educational effectiveness. **Inclusiveness**, encompassing 25 items, sought to measure the extent to which employees felt there was equal opportunity for involvement and that their contributions were valued, reflecting the college's commitment to diversity and equal representation. **Planning & Program Review (PPR)**, with 13 items, aimed to evaluate the transparency, structure, and efficacy of the college's planning and program review processes. **Shared Governance**, through 8 items, examined the perceived opportunities for involvement across the college and clarity in communication, important for fostering a collaborative environment. Lastly, **Resources**, with 11 items, probed into perceptions of resource allocation and management, crucial for maintaining a supportive infrastructure for students and staff.

Each of these topics was evaluated using a standardized scoring method derived from a 4-point Likert scale, indicative of levels of agreement or disagreement, with options ranging from "Strongly Agree" to "Strongly Disagree". Responses indicating "Don't know/Not sure" were assigned a score of 0 and omitted from the calculation to ensure the accuracy of the average standardized scores. This approach enabled a nuanced analysis, quantifying satisfaction and concern into scores out of 4, providing an easily interpretable metric for each area of assessment.

Methodology for Determining Disproportionate Impact

Additionally, to identify patterns among various demographic segments and job functions, the Percentage Point Gap Method (PPG-I) was utilized. This statistical technique identifies any subgroup within the college's community that might score significantly lower in any of the primary assessment areas, signaling a potential need for targeted improvements. This analysis is instrumental in highlighting specific areas where the college can become more attuned to the needs and experiences of its diverse population, ensuring that all voices are heard and addressed in its continuous pursuit of an inclusive and supportive campus climate.

Primary Survey Findings

In evaluating the campus climate at Crafton Hills College, the Fall 2025 survey yielded a campus-wide average score of 3.34 for Outcomes, 3.34 for Inclusiveness, 3.06 for Planning & Program Review (PPR), 3.02 for Shared Governance, and 3.14 for Resources on a 4-point Likert scale. Compared to Fall 2023, all areas demonstrated improvement, with increases of +0.17 in Outcomes, +0.27 in Inclusiveness, +0.09 in PPR, +0.30 in Shared Governance, and +0.31 in Resources, alongside a 22.8% increase in overall response count. These scores represent a shift toward a more positive collective sentiment across the various domains, with the highest average scores observed in Outcomes and Inclusiveness and the lowest in Shared Governance.

Survey Term	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Fall 2025	183	3.34	3.34	3.06	3.02	3.14
Fall 2023	149	3.17	3.07	2.97	2.72	2.83
Change	+22.8%	+0.17	+0.27	+0.09	+0.30	+0.31

Administrators/Managers scored above average in all domains, particularly in Planning & Program Review and Shared Governance (both at 3.52), suggesting a more favorable perception of both PPR and participation in decision-making processes. On the other hand, Full-time faculty expressed the lowest satisfaction with Shared Governance and Resources management.

Primary Function	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Classified Staff	53	3.30	3.23	2.98	2.95	3.18
Full-time Faculty	50	3.25	3.24	2.97	2.80	2.89
Part-time Faculty	41	3.34	3.45	3.07	3.13	3.24
Administrator/Manager	21	3.61	3.58	3.52	3.52	3.54
Unknown (Unreported)	18					
Grand Total	183	3.34	3.34	3.06	3.02	3.14

Caucasian/White and Hispanic/Latinx employees reported relatively high scores across most areas, particularly in Inclusiveness (3.43 and 3.45, respectively). Notably, Hispanic/Latinx employees consistently reported strong scores across Outcomes (3.34), Shared Governance (3.21), and Resources (3.22), indicating a positive perception of campus climate within this group. In contrast, those who declined to state their ethnicity reported lower scores across all areas, including 2.96 for Outcomes, 2.89 for Inclusiveness, and 2.58 for Shared Governance. This pattern is consistent with broader survey trends, where respondents who do not disclose demographic information tend to report lower levels of satisfaction, indicating a potential area for focused attention.

Ethnicity	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Unknown (Unreported)	80	3.34	3.41	3.29	2.94	
Caucasian/White	52	3.46	3.43	3.17	3.10	3.20
Hispanic/Latinx	23	3.34	3.45	3.05	3.21	3.22
Decline to state	19	2.96	2.89	2.70	2.58	2.76
Asian	5	3.04	3.12	2.94	2.86	3.29
African American/Black	3	3.67	3.48	3.04	3.10	3.19
Native Hawaiian/Pacific Islander	1	4.00	3.76	3.08	3.00	3.18
Grand Total	183	3.34	3.34	3.06	3.02	3.14

Female and male respondents reported generally positive perceptions across all areas, with male respondents rating Inclusiveness (3.48) and Shared Governance (3.19) slightly higher than overall averages, and female respondents reporting strong scores across Outcomes (3.42) and Inclusiveness (3.38). In contrast, those who declined to state their gender reported lower scores across all areas, including 2.77 for Outcomes, 2.61 for Inclusiveness, and 2.11 for Shared Governance, indicating a potential area for focused attention.

Gender	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Unknown (Unreported)	80	3.34	3.41	3.29	2.94	
Female	58	3.42	3.38	3.07	3.09	3.18
Male	33	3.38	3.48	3.18	3.19	3.27
Decline to state	11	2.77	2.61	2.50	2.11	2.38
Non-binary	1	3.00	2.61	2.40	2.75	2.50
Grand Total	183	3.34	3.34	3.06	3.02	3.14

Across age groups, responses generally reflect positive perceptions of campus climate, with the strongest scores observed among mid- to late-career employees. Respondents aged 60–64 and 65–69 reported some of the highest average scores across multiple areas, particularly in Outcomes (3.75) and Inclusiveness (3.60–3.61), while those aged 30–34 also reported consistently strong scores across all domains. In contrast, respondents who declined to state their age reported lower scores across all areas, including 2.78 for Outcomes, 2.71 for Inclusiveness, and 2.26 for Shared Governance, indicating a potential area for focused attention.

Age Group	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
19-24 years old	1	3.33	3.48	3.14	3.00	3.00
25- 29 years old	3	2.00	3.02	2.33	2.71	2.74
30-34 years old	8	3.64	3.49	3.36	3.35	3.63
35-39 years old	10	3.32	3.43	3.10	3.09	3.29
40-44 years old	14	3.35	3.47	3.06	3.20	3.17
45-49 years old	14	3.55	3.44	3.24	3.19	3.34
50-54 years old	15	3.40	3.21	3.05	3.12	3.05
55-59 years old	9	3.46	3.49	3.08	3.06	3.12
60-64 years old	5	3.75	3.60	3.30	3.06	3.23
65-69 years old	4	3.75	3.61	3.39	3.38	3.32
70 years or older	4	3.45	3.84	3.25	3.25	3.31
Decline to state	16	2.78	2.71	2.56	2.26	2.54
Unknown (Unreported)	80	3.34	3.41	3.29	2.94	
Grand Total	183	3.34	3.34	3.06	3.02	3.14

Outcomes Assessment

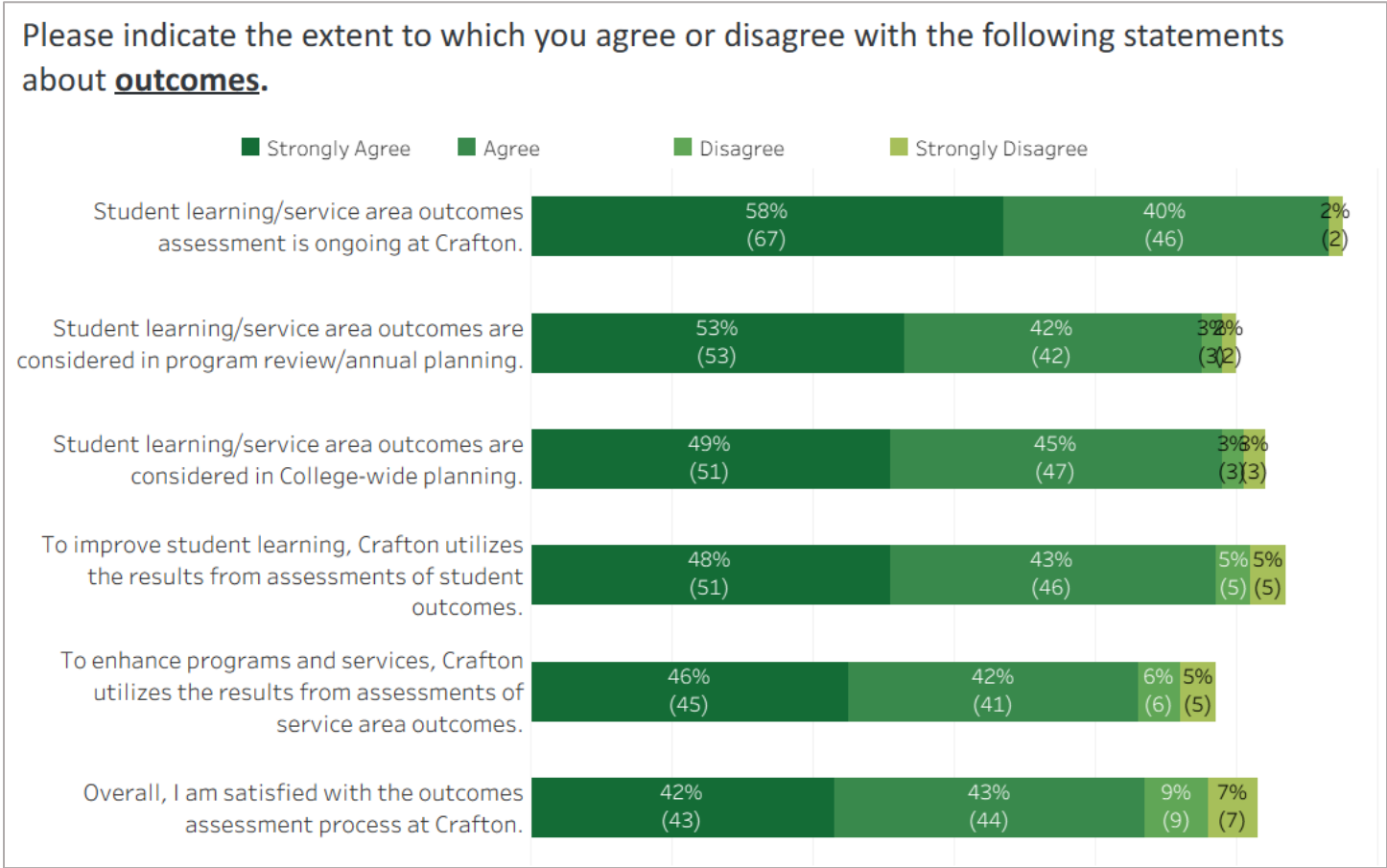
In evaluating the perceptions of the outcomes assessment process at Crafton Hills College, the Likert scale responses indicate a general agreement that the assessment process is integral and ongoing, with the strongest agreement that student learning/service area outcomes assessment is ongoing at Crafton. The average score across all outcomes-related items was 3.34 out of 4, suggesting a positive overall reception of the process among respondents.

Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

- 1. Student learning/service area outcomes assessment is ongoing at Crafton (98%).
- 2. Student learning/service area outcomes are considered in program review/annual planning (95%).
- 3. Student learning/service area outcomes are considered in college-wide planning (94%).

Excluding “don’t know/no opinion” responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

- 1. Overall, I am satisfied with the outcomes assessment process at Crafton (85%).
- 2. To enhance programs and services, Crafton utilizes the results from assessments of service area outcomes. (88%).



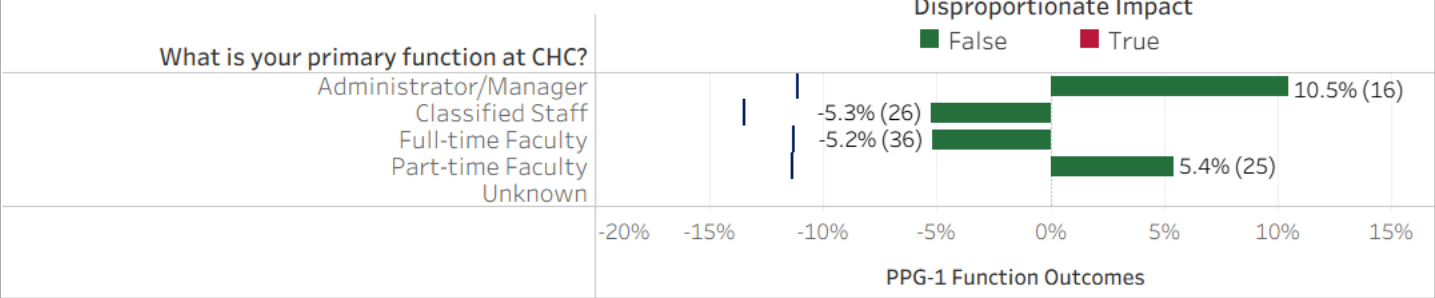
Feedback from open-ended responses presents a more nuanced view of the outcomes assessment process. Several respondents described the process as overly complex, time-consuming, and at times perfunctory, with limited evidence of meaningful change. A recurring theme was the need for clearer guidance on developing and documenting Student Learning Outcomes (SLOs), as well as increased use of qualitative data to better understand student experiences. Additionally, some respondents noted gaps in participation, follow-through, and access to tools for effectively using outcomes data, particularly in student service areas.

Sentiment	If you have comments or suggestions about outcomes assessment, please state them here.	Count	Percent
Comments of concern	The outcomes assessment process is perfunctory and has failed to yield any significant changes	4	18%
	Outcomes assessment processes are overly complex and burdensome compared to other colleges	2	9%
	Limited participation or familiarity with outcomes assessment processes	2	9%
	Lack of accountability and follow-through in applying outcomes assessment findings	1	5%
	Student perspectives are not sufficiently incorporated into outcomes assessment and decision-making	1	5%
	Outcomes assessment processes are overly time-consuming relative to perceived benefit	1	5%
	Disconnect between outcomes assessment and instructional practice	1	5%
	Outcomes assessment is perceived as a compliance-driven process rather than a tool for meaningful improvement	1	5%
	Concerns about misalignment and inconsistency in outcomes assessment metrics and scoring systems	1	5%
	Operational decisions impacting staff work-life balance are not aligned with employee needs	1	5%
Positive feedback	Positive use of outcomes assessment to inform teaching and improve student learning	1	5%
	General satisfaction with outcomes assessment processes	1	5%
Suggestions for improvement	Outcomes assessment needs to incorporate more qualitative assessment measures to better understand the reasons behind the numbers	2	9%
	Provide more clear instructions on how to craft SLOs, and how and when to document them	2	9%
	Student service areas need better tools to access, utilize, and disaggregate data	1	5%
Grand Total		22	100%

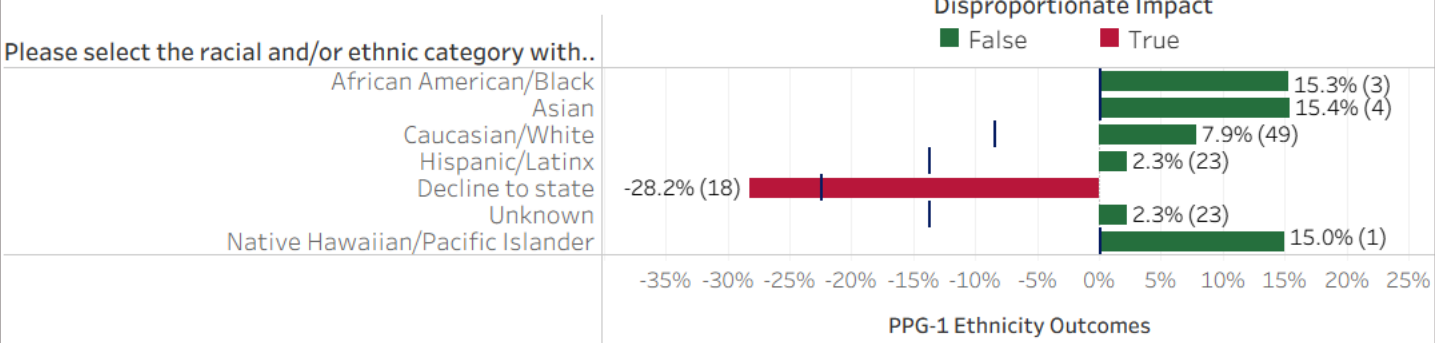
Respondent headcount by sentiment: comments of concern (13), positive feedback (2), suggestions for improvement (5).

The PPG-I analysis, as depicted in the graphs below, highlights variation in perceptions of outcomes across employee groups and demographics. It shows that classified staff and full-time faculty report lower satisfaction relative to other groups, while administrators/managers and part-time faculty report more positive perceptions. Across demographic categories, individuals who declined to state their gender, ethnicity, or age consistently show the most pronounced negative deviations from the college average, indicating a pattern of lower satisfaction within this group. While overall sentiment toward outcomes assessment remains positive, these disparities suggest areas for further attention to ensure more consistent and inclusive experiences across the campus community.

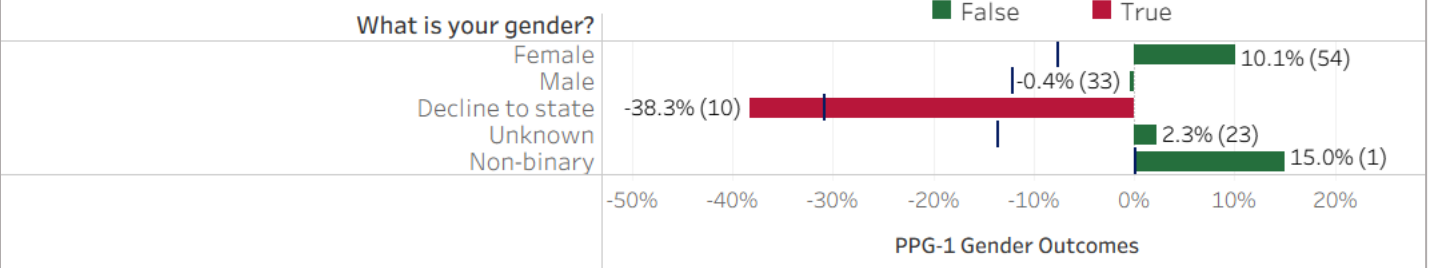
Outcomes by Primary Job Function



Outcomes by Ethnicity



Outcomes by Gender

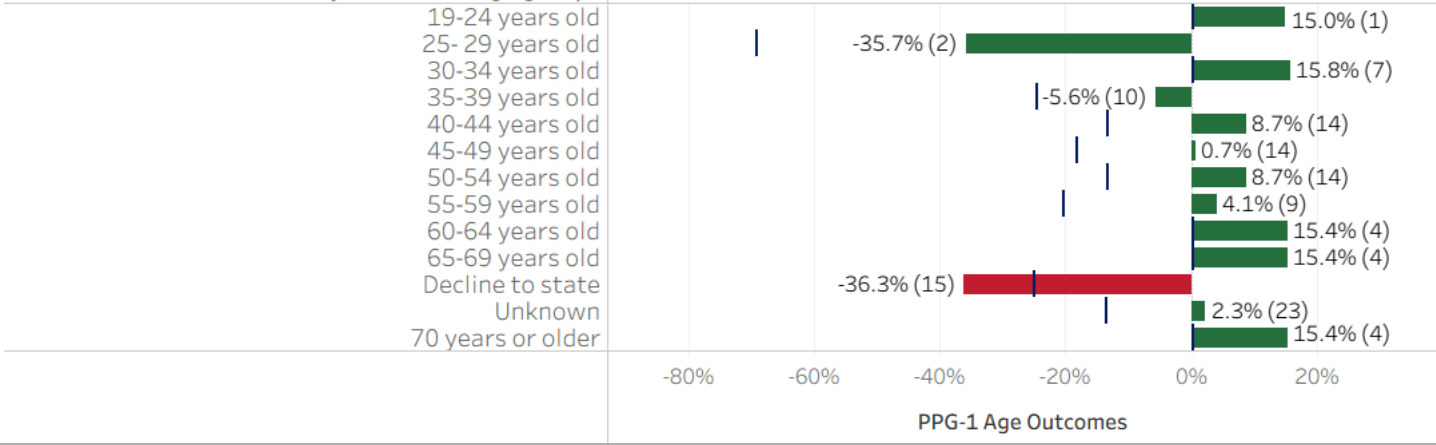


Outcomes by Age

Disproportionate Impact

False True

What is your current age group?



Inclusiveness

Under the topic of inclusiveness, the responses from the Crafton Hills College campus community point towards a positive perception. The Likert scale results exhibit strong overall agreement, with approximately 90% or more of respondents agreeing or strongly agreeing that the campus is equally supportive of all genders, racial/ethnic groups, and sexual orientations, when excluding “don’t know/no opinion” responses. However, there remain areas that reveal room for improvement, particularly in communication, employee well-being and mental health support, and equitable distribution of work responsibilities.

Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. My immediate supervisor fosters a supportive work environment (96%).
2. My manager supports my ideas for improvements (95%).
3. I feel safe at CHC (95%).

Excluding “don’t know/no opinion” responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

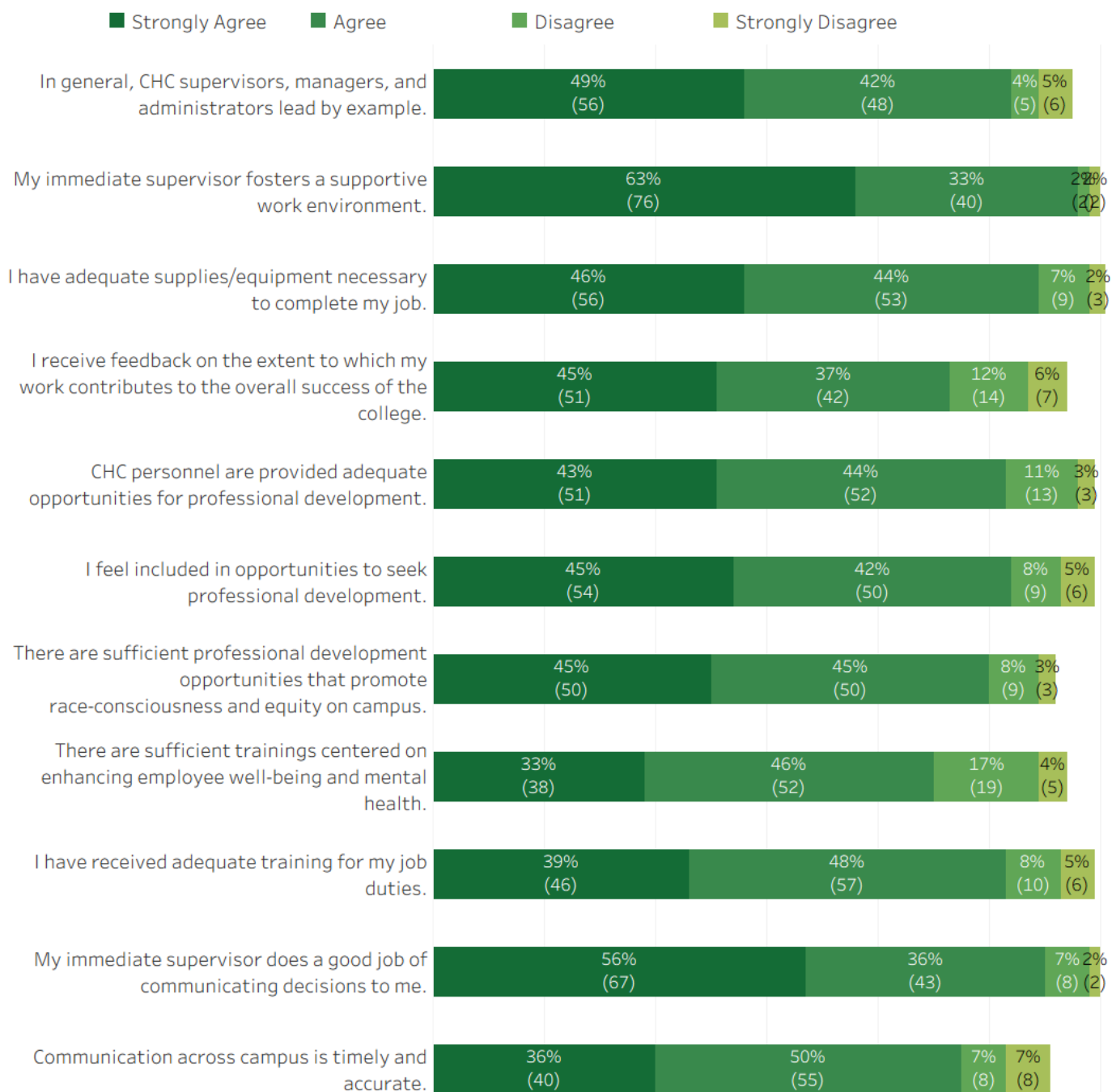
1. There are sufficient trainings centered on enhancing employee well-being and mental health (79%).
2. I receive feedback on the extent to which my work contributes to the overall success of the college (82%).

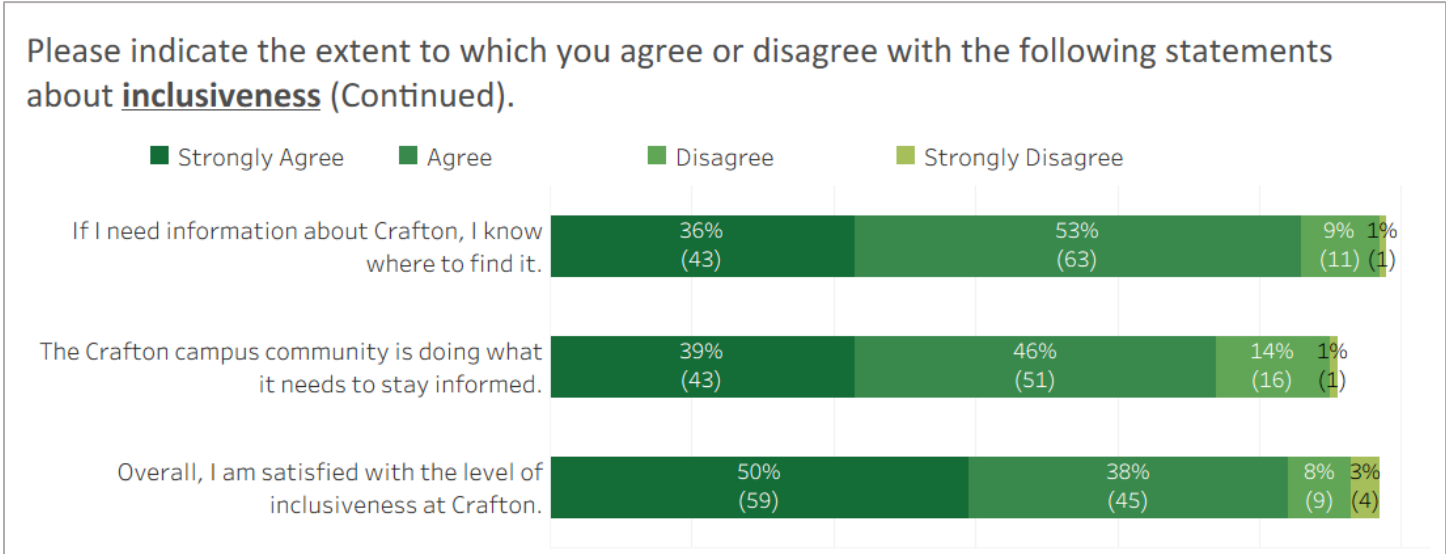
Please indicate the extent to which you agree or disagree with the following statements about **inclusiveness** (i.e. taking proactive steps to assure everyone has the opportunity to be involved and each person's input is equally valued).

Strongly Agree Agree Disagree Strongly Disagree



Please indicate the extent to which you agree or disagree with the following statements about **inclusiveness** (Continued).





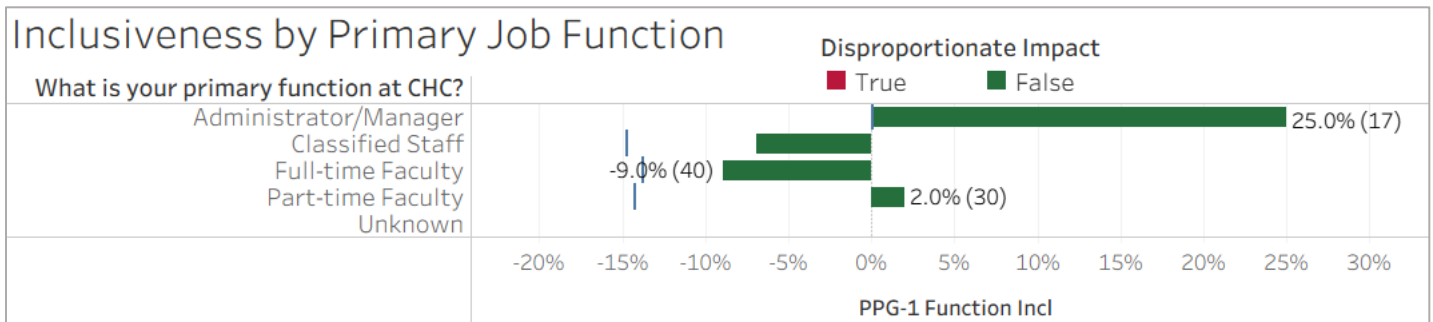
The qualitative feedback from the community highlights a desire for greater inclusivity in decision-making and a stronger emphasis on diversity of thought, with concerns about rigidity and exclusion within leadership practices. A recurring theme centers on gaps in communication and collaboration across campus, as well as a lack of recognition for the contributions of classified staff, part-time faculty, and non-instructional faculty. Respondents also raised concerns about psychological safety, noting hesitation to share feedback due to fear of retaliation, alongside concerns related to campus safety and accessibility of systems and resources.

Additionally, some feedback points to perceived inequities in workload distribution, access to opportunities, and the consistency of policy implementation, suggesting a need for clearer and more equitable practices. Suggestions for improvement include increased support for professional development and disproportionately impacted student groups, improved communication strategies (including incentives for engaging with campus-wide information), and expanded opportunities for inclusive participation in decision-making. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

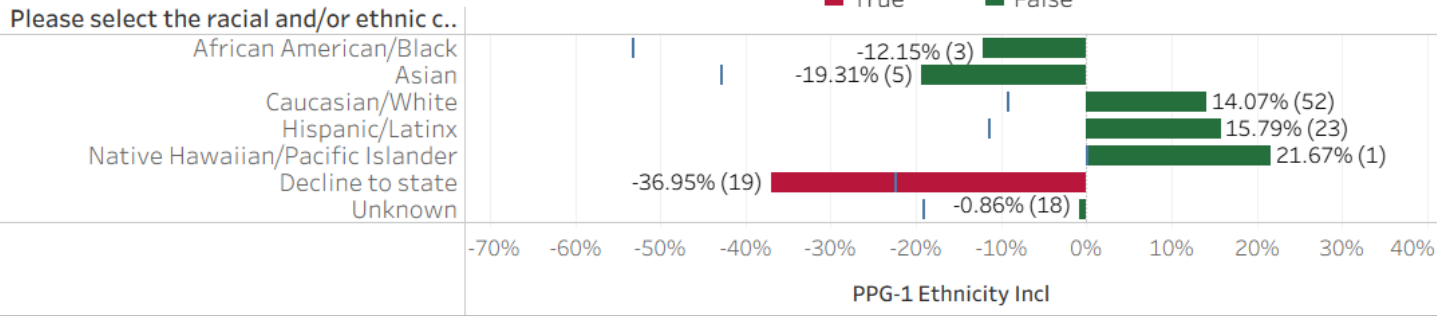
Sentiment	If you have any comments or suggestions about inclusiveness, please state them here.	Count	Percent
Comments of concern	Concerns about leadership rigidity and exclusion, calls for better inclusivity to diversity of thought	4	16%
	Lack of communication and collaboration across campus	3	12%
	Lack of acknowledgement and credit given to the work of classified staff, part-time faculty, and non-instructional faculty	2	8%
	Challenges with usability and accessibility of campus website, systems, and resources	2	8%
	Concerns about psychological safety and fear of retaliation when sharing feedback	2	8%
	Campus safety concerns not being adequately addressed (lighting, access, facilities security)	1	4%
	Disparity and inequity in faculty treatment or workload	1	4%
	Perceived inequities in workload distribution and accountability across departments	1	4%
	Inequitable access to leadership events and conferences, favoritism concerns	1	4%
	Concerns about inconsistent application of policies, selective application of rules, and lack of clarity in equity practices	1	4%
Positive feedback	Positive perception of inclusivity on campus	2	8%
Suggestions for improvement	More support towards professional development & hands-on SLO and PD hours training	1	4%
	Better support for our disproportionately impacted student groups	1	4%
	Provide incentives for engagement with campus-wide emails and communications to address gaps in institutional awareness, shared governance, and available opportunities	1	4%
	Change survey language from "equal" to "equitable"	1	4%
	Encourage and advertise opportunities to participate in decision-making, especially staff/faculty members who are directly involved in implementation	1	4%
Grand Total		25	100%

Respondent headcount by sentiment: comments of concern (14), positive feedback (2), suggestions for improvement (5).

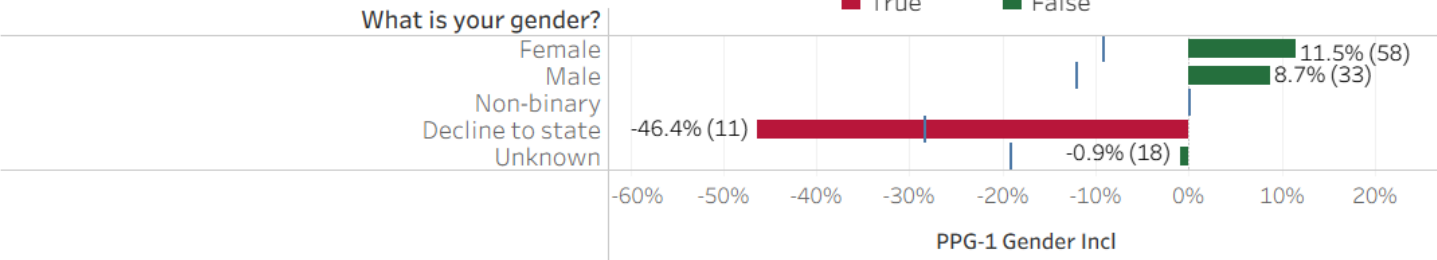
The PPG-I analysis for inclusiveness reveals that certain subgroups feel less included relative to the college average. Specifically, full-time faculty and respondents who declined to state their demographic information - particularly across gender, ethnicity, and age - show a marked negative deviation, signaling a potential experience of exclusion within these groups. This pattern aligns with qualitative feedback indicating concerns about psychological safety and hesitation to share perspectives, suggesting an opportunity to further strengthen trust and openness across the campus community. In contrast, Administrator/Manager roles, classified staff, and several demographic groups, including Caucasian/White and Hispanic/Latinx respondents, as well as male respondents, reflect more positive perceptions of inclusiveness, as indicated by higher positive percentage point gaps.



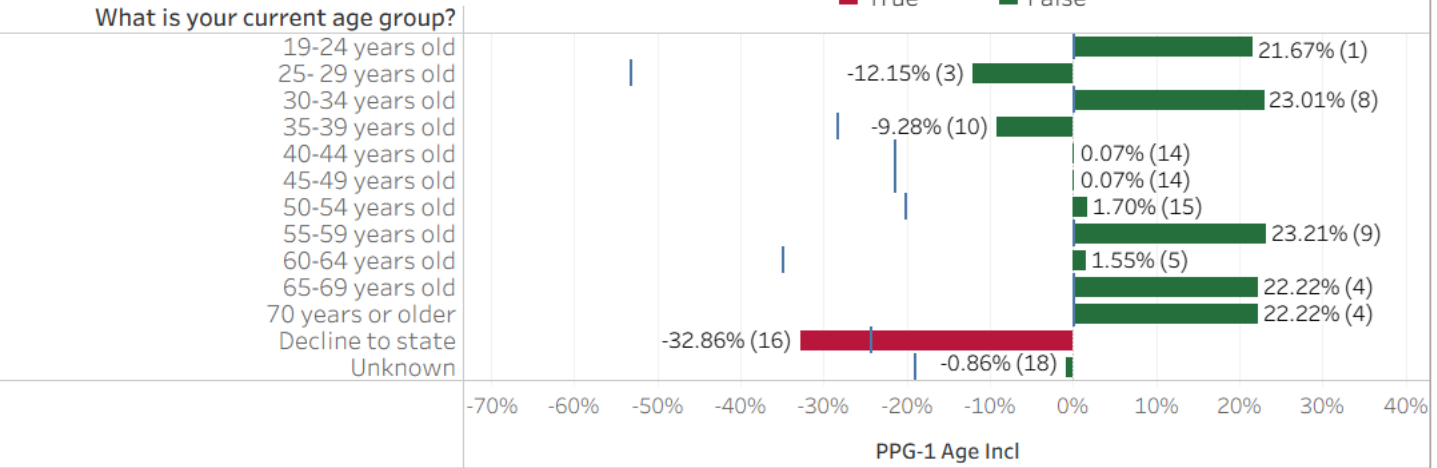
Inclusiveness by Ethnicity



Inclusiveness by Gender



Inclusiveness by Age



Planning & Program Review

In terms of Planning and Program Review (PPR) at Crafton Hills College, the Likert scale responses continue to reflect a mixed outlook. While a majority of respondents express agreement across several items, there remains a notable portion of respondents who disagree, particularly regarding transparency, understanding, and overall effectiveness of the process. There is general agreement that the PPR process is integrated with institutional planning and that data is used to inform decision-making, as well as a sense of encouragement to participate in the process. However, concerns persist around the clarity, efficiency, and overall effectiveness of planning and decision-making practices.

Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan (95%).
2. The college uses both qualitative and quantitative data to identify student learning needs (94%).
3. Data and information are used routinely to inform institutional decisions (91%).

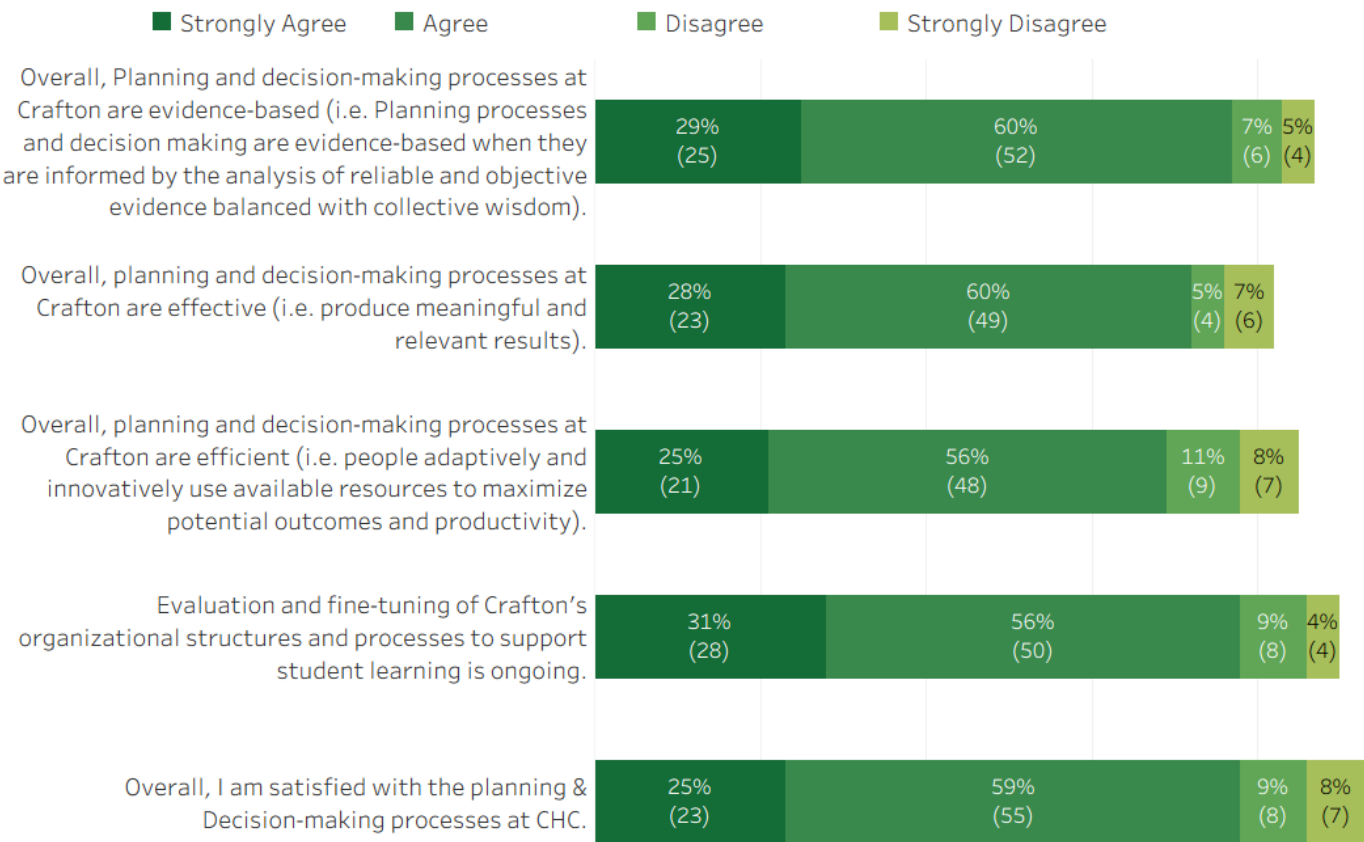
Excluding “don’t know/no opinion” responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. Overall, planning and decision-making processes at Crafton are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity) (81%).
2. Overall, planning and decision-making processes at Crafton are open and easy to understand (81%).
3. Overall, I am satisfied with the planning and decision-making processes at CHC (84%).

Please indicate the extent to which you agree or disagree with the following statements about **planning and program review**.



Please indicate the extent to which you agree or disagree with the following statements about **planning and program review** (Continued).



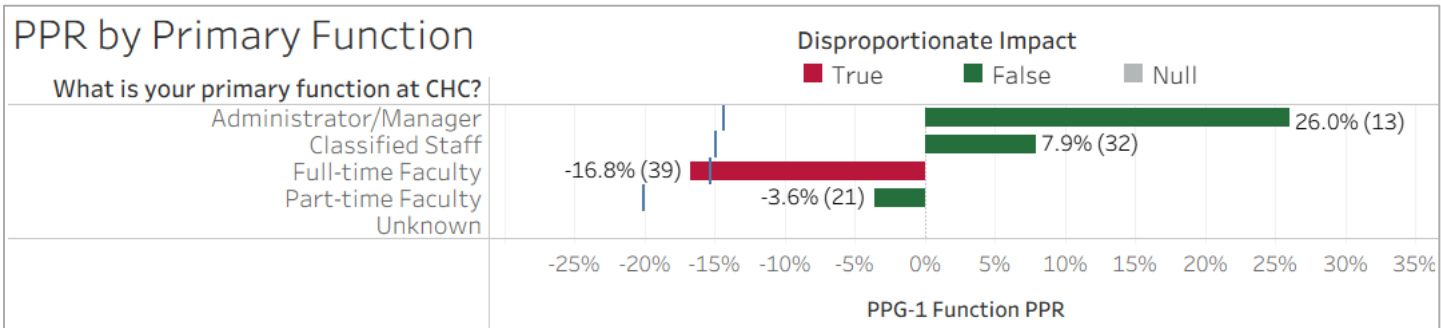
Feedback gathered from the open-ended responses highlights several areas of concern: some respondents expressed that the PPR process does not consistently inform planning, with perceptions that key decisions are ultimately made by a select group of administrators and may not always align with student or operational needs. There are also concerns that the process can be confusing, cumbersome, and not easily adaptable across all programs. Additionally, respondents noted challenges related to staffing capacity, particularly for classified positions that support institutional priorities, as well as the impact of planning decisions on staff workload and work-life balance.

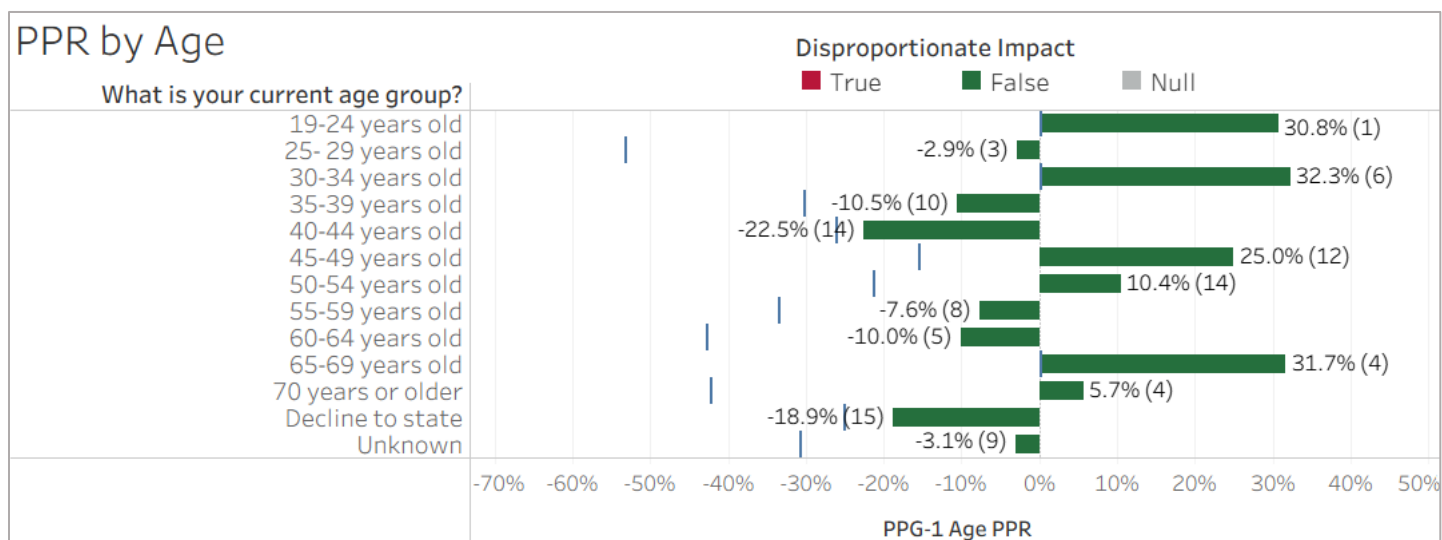
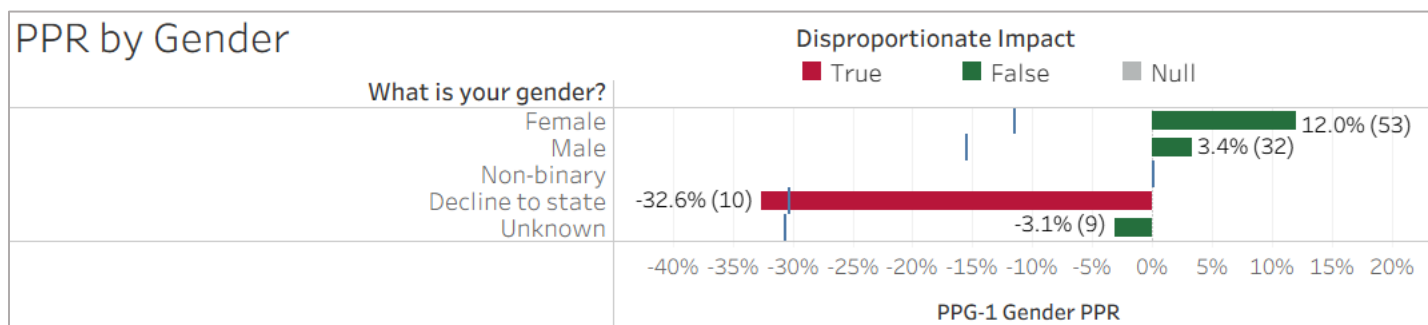
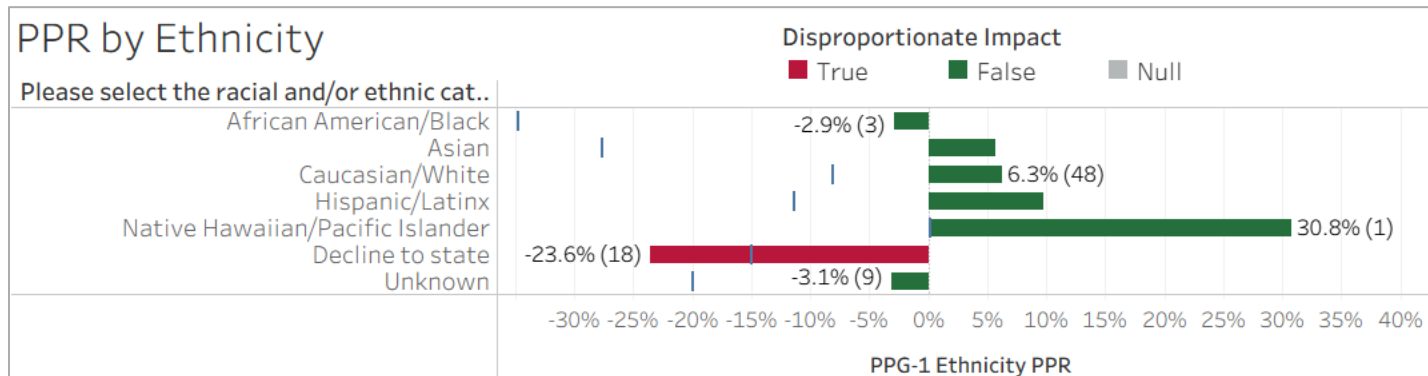
At the same time, there is recognition of the positive impact of OIRP staff in supporting, educating, and guiding the PPR process, as well as a general perception that data is being used in decision-making. Suggestions for improvement emphasize the need for greater transparency in budgeting and resource allocation processes, increased participation and understanding of the PPR process, and clearer communication following funding decisions, including rationale and guidance for unfunded requests. Additional recommendations include improving the usability of PPR tools, expanding classified staff involvement, and incorporating more refined qualitative data to better inform planning efforts. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

If you have any comments or suggestions about planning and program review, please state them here.		Count	Percent
Sentiment			
Comments of concern	Insufficient staffing resources to hire critical classified positions that support institutional priorities (outreach, research, etc.)	2	7%
	The PPR process doesn't matter because decisions are ultimately made by administrators that only support their agenda	2	7%
	Concerns that planning and structural decisions are not aligned with student needs	2	7%
	The PPR process is not adaptable enough to be applicable to all programs	1	4%
	The PPR process/document is confusing and cumbersome	1	4%
	Planning decisions do not adequately consider staff work-life balance and operational impact	1	4%
Positive feedback	Positive impact of OIRP staff in supporting, educating, and guiding the PPR process	2	7%
	Perception that data is effectively used in decision-making	2	7%
Suggestions for improvement	Be more transparent about the processes used for budgeting, allocating, and funding	4	15%
	Limited participation or familiarity with the PPR process	4	15%
	After budget allocation is finalized each year, provide each department with a brief summary of funding decisions, including rationale for funded priorities and guidance for future or unfunded requests	2	7%
	The need to utilize a more user friendly software for PPR	1	4%
	The need for more classified staff participation in the PPR process and decision making	1	4%
	The need for capturing more refined (qualitative) data metrics to better inform us about our students and classes	1	4%
	Need prioritization system for classified positions similar to faculty positions	1	4%
Grand Total		27	100%

Respondent headcount by sentiment: comments of concern (8), positive feedback (4), suggestions for improvement (12).

The PPG-I analysis for Planning and Program Review (PPR) indicates that perceptions of the process vary across employee groups, particularly in relation to confidence in planning, transparency, and decision-making. Full-time faculty and respondents who declined to state their demographic information - especially across gender, ethnicity, and age - show consistent negative deviations from the college average, suggesting lower levels of confidence in how PPR processes operate and inform institutional decisions. These patterns align with qualitative feedback describing concerns about transparency, clarity, and the overall impact of the PPR process, indicating an opportunity to strengthen communication around how priorities are set, resources are allocated, and decisions are carried forward.





Shared Governance

In terms of shared governance at Crafton Hills College, the Likert scale responses indicate a generally positive perception, with most respondents expressing agreement that governance processes incorporate input from various campus constituencies. There is broad agreement that managers' perspectives are considered and that overall satisfaction with shared governance is relatively strong. However, there are areas that suggest opportunities for improvement, particularly related to communication, inclusion of classified staff, and the extent to which students and employees feel their voices are meaningfully represented in decision-making.

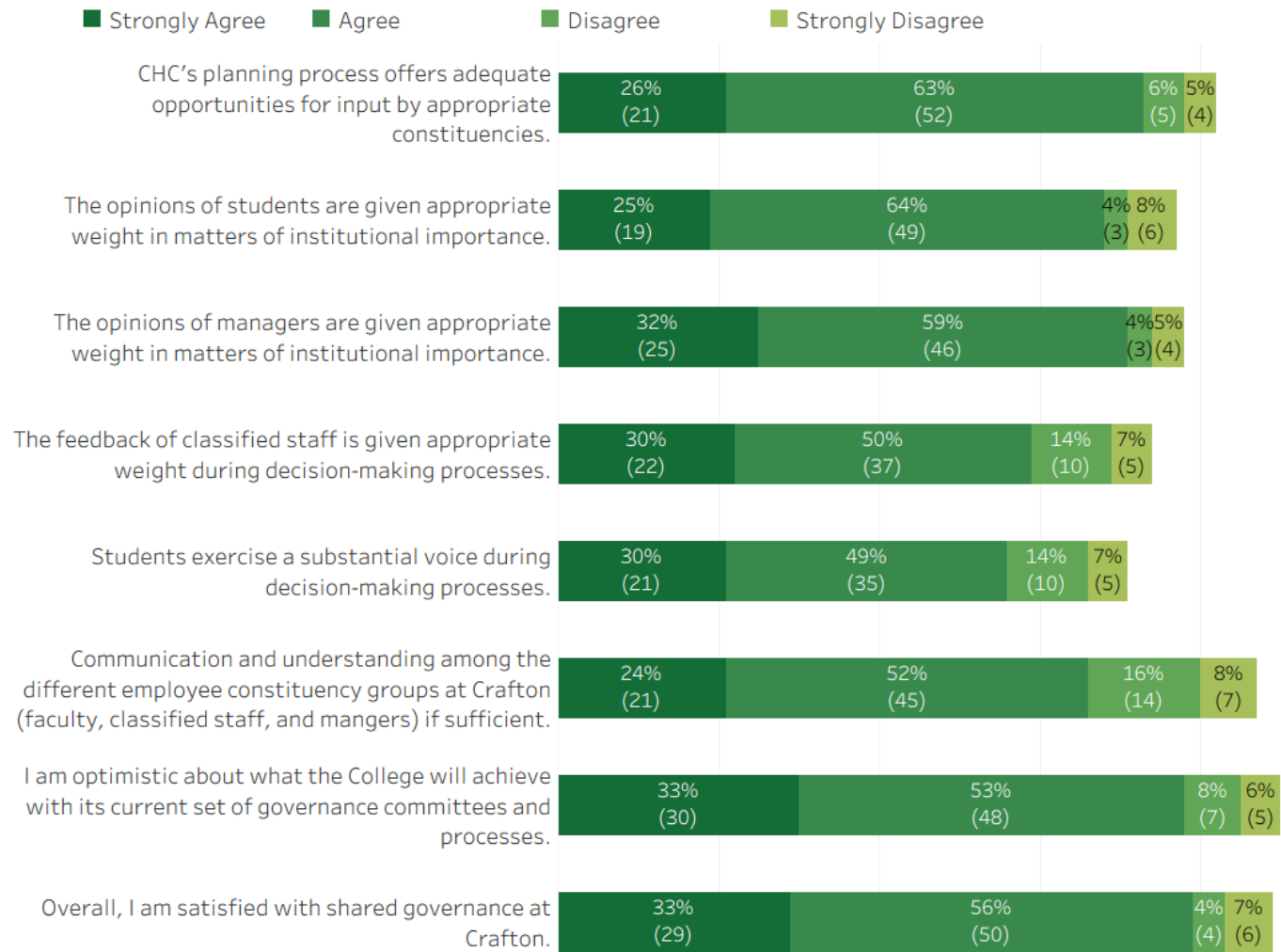
Excluding "don't know/no opinion" responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. The opinions of managers are given appropriate weight in matters of institutional importance (91%).
2. Overall, I am satisfied with shared governance at Crafton (89%).
3. I am optimistic about what the College will achieve with its current set of governance committees and processes (86%).

Excluding "don't know/no opinion" responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. Communication and understanding among the different employee constituency groups at Crafton is sufficient (76%).
2. Students exercise a substantial voice during decision-making processes (79%).
3. The feedback of classified staff is given appropriate weight during decision-making processes (80%).

Please indicate the extent to which you agree or disagree with the following statements about **shared governance**.

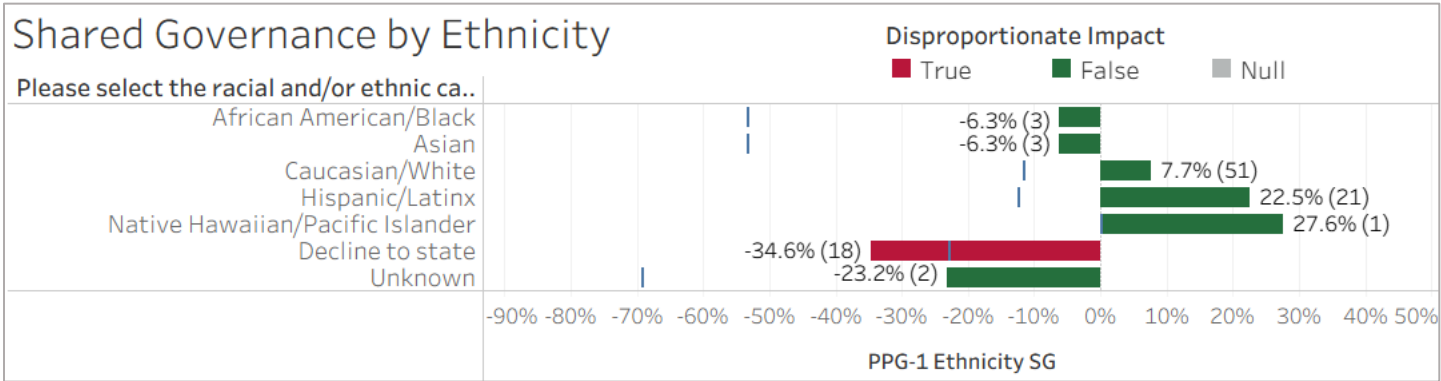
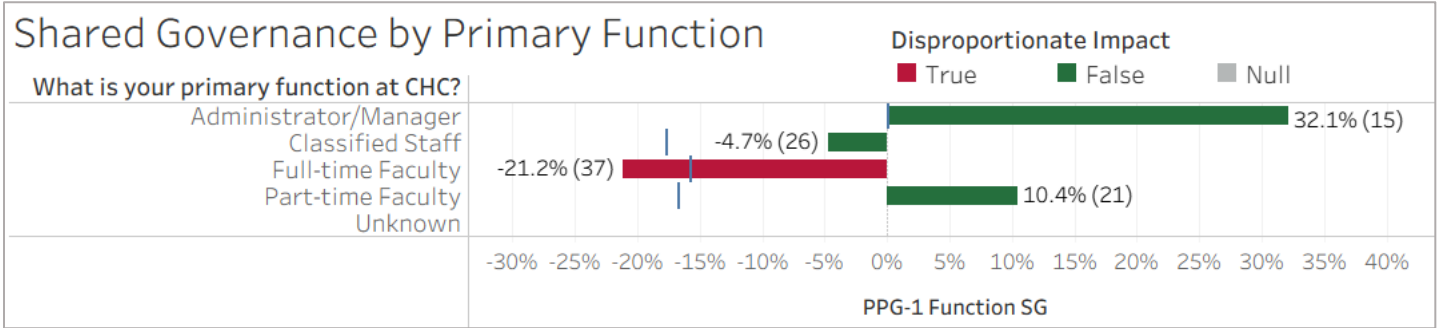


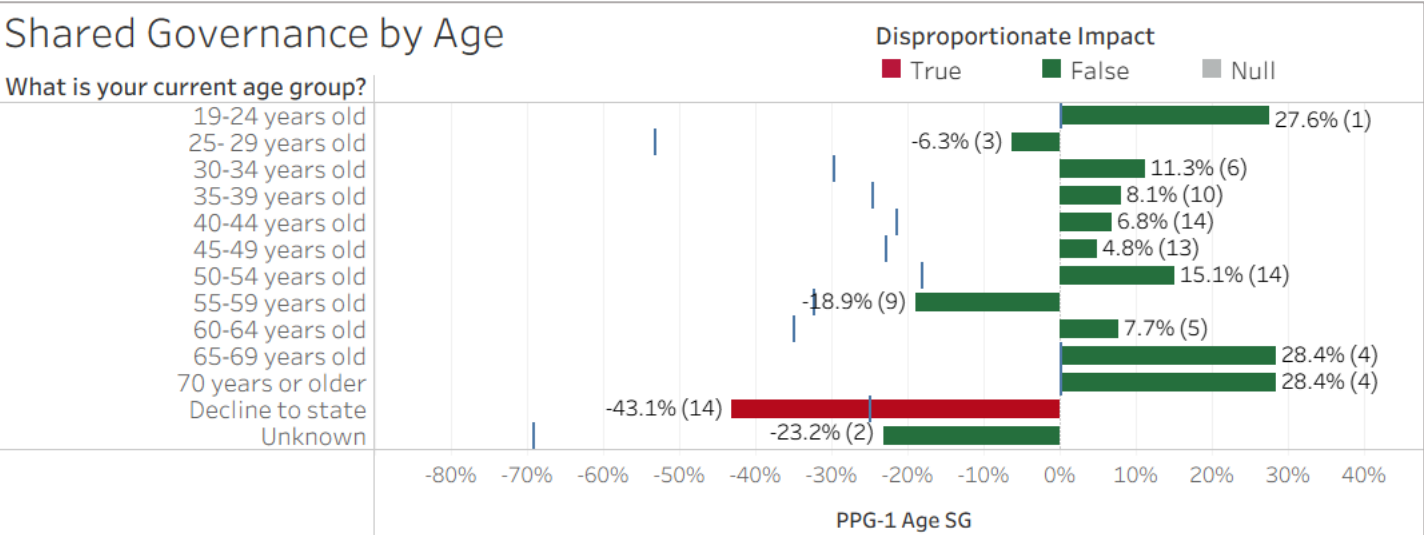
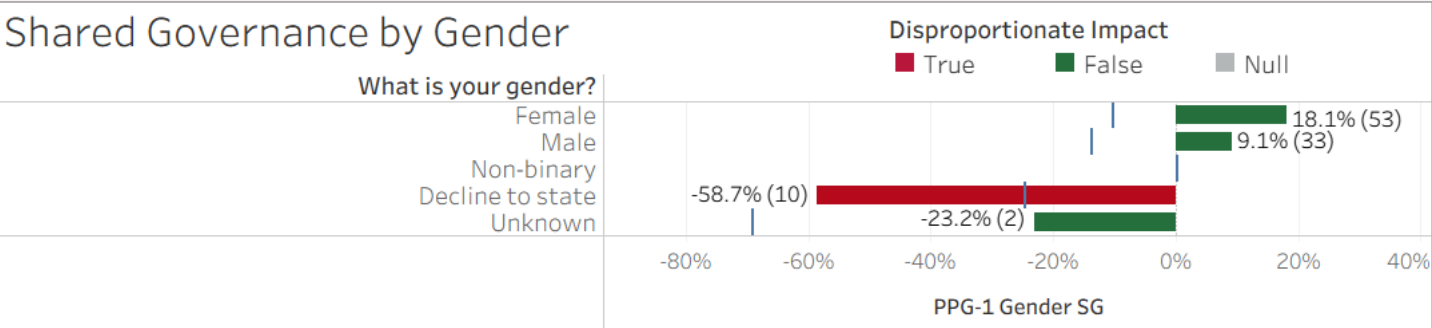
The feedback provided via open-ended responses reinforces these findings, with a substantial portion of respondents (40%) indicating that decision-making is perceived as centralized within administration, with limited consideration of opposing or diverse perspectives. Additionally, 20% of responses highlight that the input of part-time faculty, classified staff, and students is often undervalued or dismissed. There is a continued call for greater transparency, as well as improved communication and collaboration across the college, pointing to a perceived gap between shared governance principles and practice. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

Sentiment	If you have any comments or suggestions about shared governance, please state them here.	Count	Percent
Comments of concern	The administration makes all the decisions while ignoring any opposing voices and highlighting endorsing voices	6	40%
	Input and opinions of part-time instructors, classified, and students are not valued and usually dismissed	3	20%
	Lack of transparency, communication, and collaboration	2	13%
Positive feedback	Generally positive or satisfactory experience with communication and responsiveness	1	7%
Suggestions for improvement	Better outreach and encouragement to involve students, staff, and part-time faculty	2	13%
	If more shared governance meetings were offered on Fridays, more faculty members would be able to participate	1	7%
Grand Total		15	100%

Respondent headcount by sentiment: comments of concern (7), positive feedback (1), suggestions for improvement (3).

The PPG-I analysis on shared governance echo previous findings from the outcomes, inclusiveness, and PPR domains, showing the same disparities in perceptions among different groups. Particularly, full-time faculty show a substantial negative impact in their view of shared governance, as well as those who declined to state their ethnicity, gender, and age. In contrast, Administrator/Manager roles, part-time faculty, and several demographic groups - including Hispanic/Latinx respondents and female respondents - reflect more positive perceptions of shared governance, as indicated by higher positive percentage point gaps.





Resources

In terms of resources at Crafton Hills College, the Likert scale responses indicate a generally positive perception, particularly regarding the alignment of financial, physical, and human resource planning with institutional goals. A strong majority of respondents agree that the college effectively integrates planning processes and uses resources to support student learning and institutional priorities. However, there are areas that suggest opportunities for improvement, most notably perceptions of resource distribution at the district level.

Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

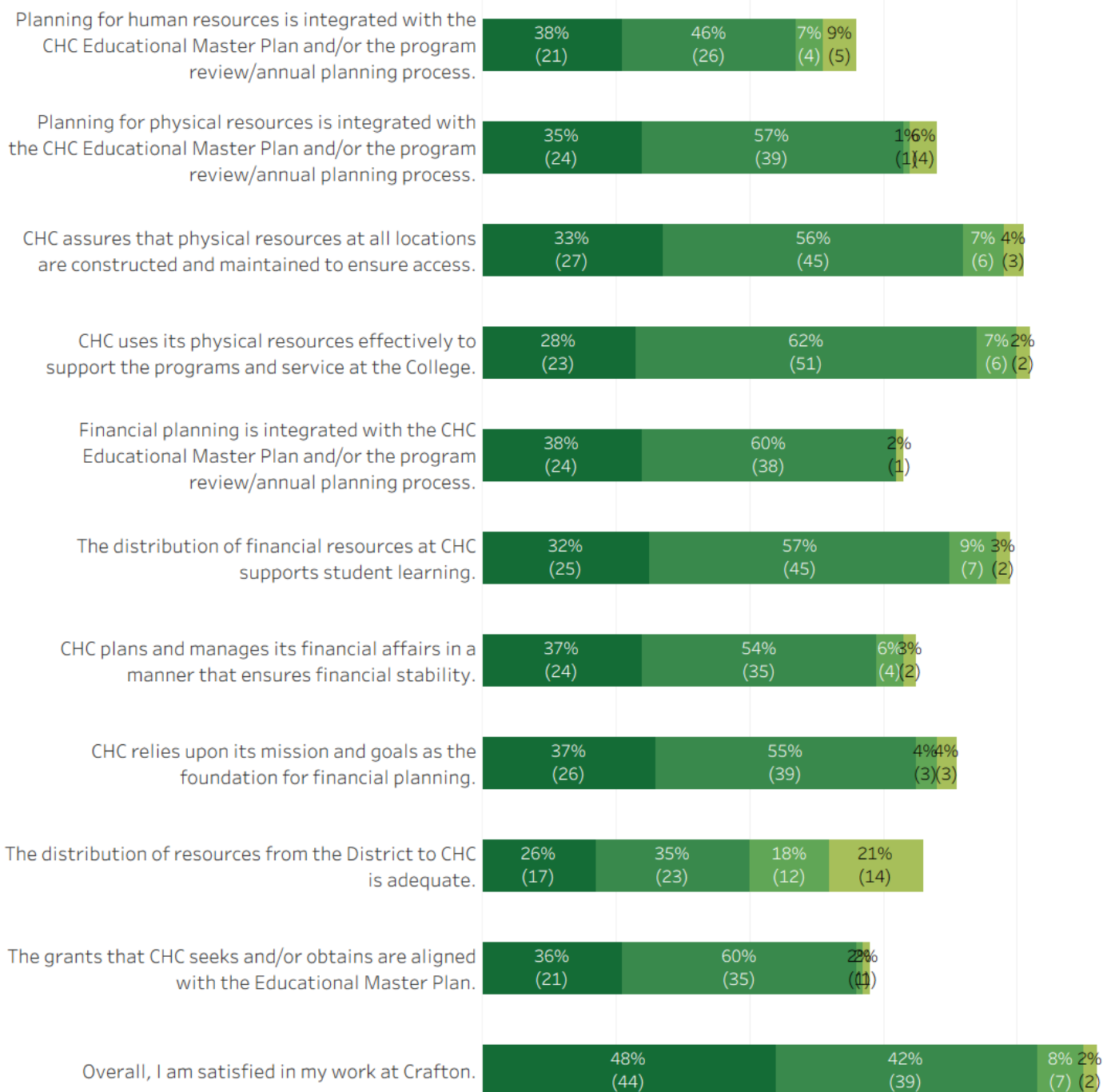
1. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process (98%).
2. The grants that CHC seeks and/or obtains are aligned with the Educational Master Plan (96%).
3. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process (92%).

Excluding “don’t know/no opinion” responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. The distribution of resources from the District to CHC is adequate (61%).
2. The distribution of financial resources at CHC supports student learning (89%).

Please indicate the extent to which you agree or disagree with the following statements about **resources**.

■ Strongly Agree
 ■ Agree
 ■ Disagree
 ■ Strongly Disagree

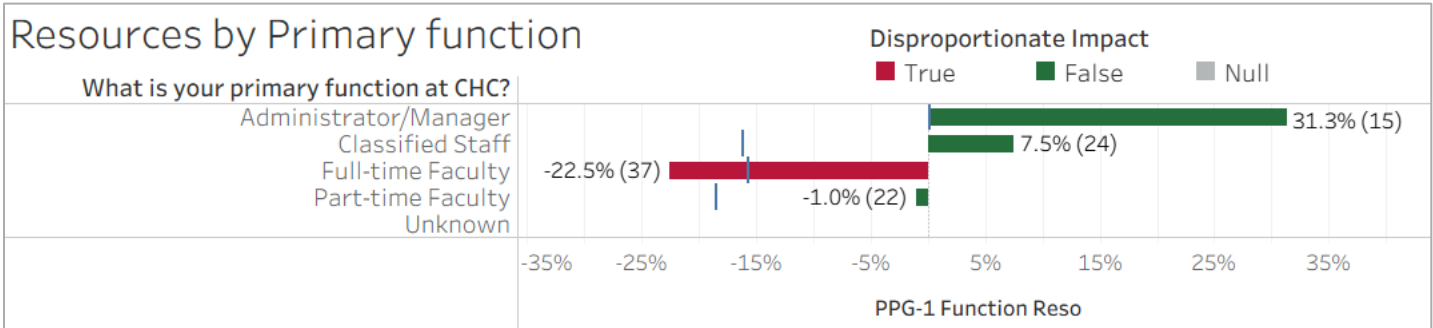


The open-ended feedback highlights specific areas where resources could be more effectively allocated and communicated. Concerns were raised about classroom and facilities conditions impacting instruction and accessibility, as well as perceptions of inequitable or inefficient allocation of financial resources and advancement opportunities. At the same time, some respondents expressed general satisfaction with the workplace environment and noted effective alignment between planning and resource allocation, including positive recognition of grant funding efforts. There is also a continued call for greater transparency and inclusivity in resource allocation decisions, along with improved communication around human resources processes. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

Sentiment	If you have any comments or suggestions about resources, please state them here.	Count	Percent
Comments of concern	Inadequate classroom and facilities conditions impacting instruction and accessibility	2	15%
	Concerns about inefficient or inequitable allocation of financial resources	1	8%
	Concerns about inequitable advancement opportunities and perceived favoritism in compensation and reclassification	1	8%
Positive feedback	General satisfaction with workplace environment and institutional support	2	15%
	Effective alignment and integration of institutional planning and resource allocation	1	8%
	Trust in leadership and confidence in decision-making	1	8%
	Positive recognition of grant funding and resource acquisition efforts	1	8%
Suggestions for improvement	Greater transparency and inclusiveness in resource allocation decisions	2	15%
	Lack of clarity and communication regarding human resources processes and integration	1	8%
	Increased student access to printing and other essential services	1	8%
Grand Total		13	100%

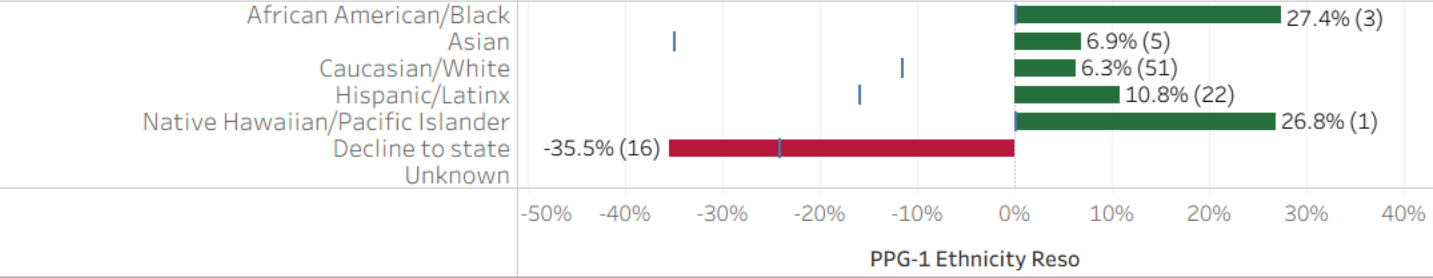
Respondent headcount by sentiment: comments of concern (4), positive feedback (5), suggestions for improvement (3).

The PPG-I analysis regarding satisfaction with resource allocation revealed similar patterns to previous topic areas, with full-time faculty voicing significantly lower satisfaction scores than other groups, as well as those who declined to state their demographic information.



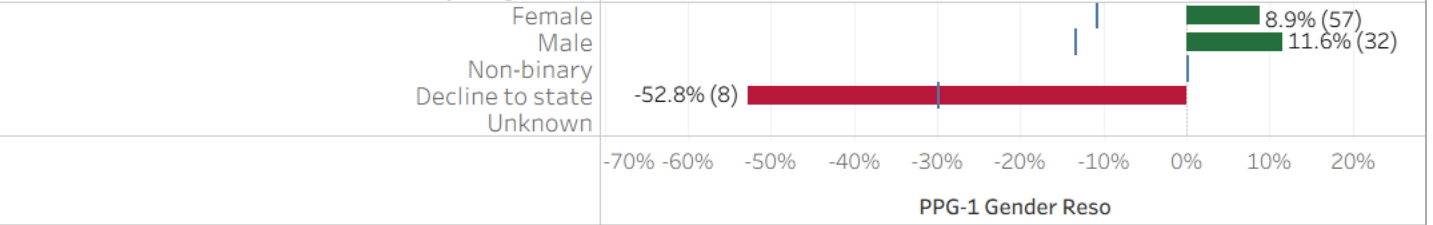
Resources by Ethnicity

Please select the racial and/or ethnic category.



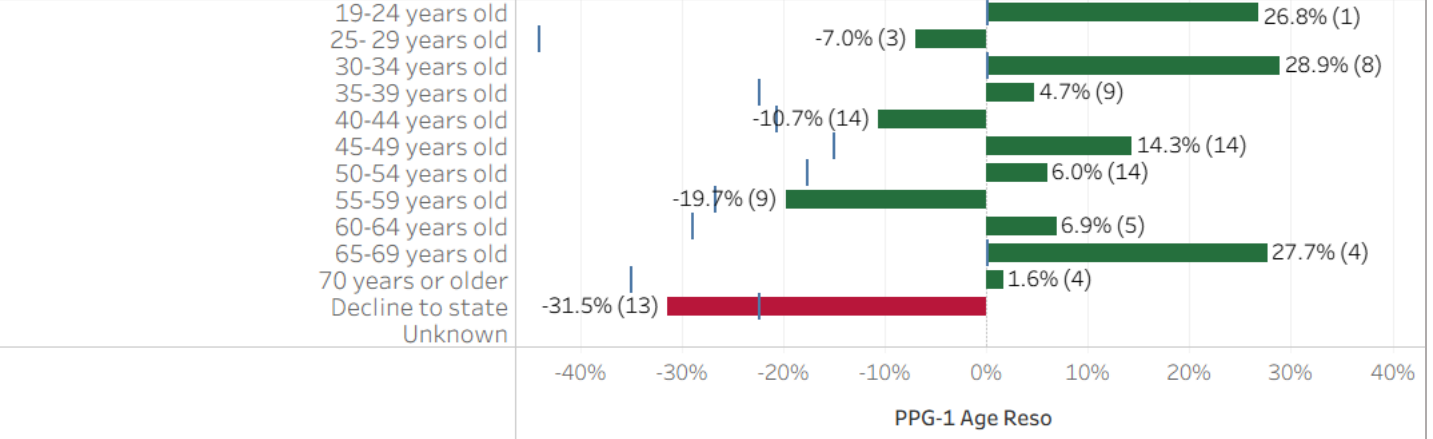
Resources by Gender

What is your gender?



Resources by Age

What is your current age group?



General Feedback Responses

A small number of respondents (n=7) provided additional comments or suggestions, raising a range of concerns related to facilities, communication, and trust within the campus community. Two comments focused on delayed or inadequate maintenance and custodial services, particularly regarding cleanliness and safety. Others highlighted concerns about limited transparency and communication from administration, as well as broader issues related to trust and psychological safety, including hesitation to provide candid feedback. There were also concerns about respondent anonymity given the level of demographic detail collected. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

Sentiment	If you have any additional comments or suggestions, please state them here.	Count	Percent
Comments of concern	Concerns about delayed and inadequate facilities maintenance and repairs, including issues with quality, timeliness, and potential safety risks.	1	14%
	Concerns about respondent anonymity and confidentiality due to the level of demographic and position-specific detail collected in the survey.	1	14%
	Concerns regarding limited transparency and communication from administration, contributing to workplace uncertainty, rumors, and reduced trust.	1	14%
	Concerns regarding the adequacy and consistency of custodial services, particularly in maintaining cleanliness of classrooms and restrooms.	1	14%
	Faculty turnover concerns, with calls for increased administrative focus on retention and long-term commitment.	1	14%
	Perceived lack of trust and psychological safety within the campus community, potentially limiting the survey response rates and introducing nonresponse bias in survey findings.	1	14%
Positive feedback	Kudos to CHC OIRP	1	14%
Grand Total		7	100%

Respondent headcount by sentiment: comments of concern (4), positive feedback (1).

Summary of Survey Findings

Overall, the results of the campus climate survey reflect a generally positive perception across key areas, with strong levels of agreement in domains such as inclusiveness, resource alignment, and aspects of planning and program review. Compared to previous survey findings, there was an increase in participation and overall levels of agreement, suggesting growing engagement and, in many areas, improving sentiment across the campus community.

At the same time, the findings reveal consistent themes that merit attention. Across multiple sections including outcomes assessment, planning and program review, shared governance, and resources, there are clear concerns related to transparency, communication, and the perceived effectiveness of institutional processes. In particular, respondents expressed concerns about centralized decision-making, limited clarity around how decisions are made, and whether input from various campus groups is meaningfully incorporated. Differences in perception across employee groups were also evident. Full-time faculty and respondents who declined to state their demographic information consistently reported less favorable experiences across multiple domains. In contrast, Administrator/Manager roles, classified staff, and several demographic groups tended to report more positive perceptions. These patterns suggest opportunities to further strengthen trust, communication, and inclusion in institutional processes, particularly for groups reporting lower levels of satisfaction. Additionally, qualitative feedback highlighted concerns related to facilities conditions, transparency in resource allocation, and the need for clearer communication around human resources processes.

Across both quantitative and qualitative findings, several cross-cutting themes emerged, including the need for:

- Greater transparency and clarity in decision-making processes
- Improved communication and collaboration across campus groups
- More inclusive and participatory approaches to shared governance
- Increased attention to trust and psychological safety within the campus community
- Strengthened attention to staffing needs, including faculty retention, classified staffing capacity, and more transparent and equitable processes for position prioritization

In response to feedback regarding concerns about anonymity and confidentiality, the Office of Institutional Research and Planning (OIRP) will revise future survey instruments to limit the collection of personal identifying information. Moving forward, demographic questions will be limited to job function and ethnicity to encourage more candid feedback and increase participation in future survey administrations.

Overall, the findings provide a strong foundation for continued improvement. While the college demonstrates many areas of strength, particularly in alignment and overall satisfaction, the results highlight important opportunities to enhance transparency, strengthen shared governance practices, and build greater trust and engagement across the campus community.