



Campus Climate Survey Results – Fall of 2023

The Campus Climate Survey was distributed to all Crafton Hills College employees during the fall semester of the 2023-24 academic year. The survey collected 149 responses, resulting in an approximate 33% response rate. Based on 95% confidence level, the results can be interpreted with a narrow 7% 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 44%, followed by Full-time Faculty making up 35%, Part-time Faculty at 17%, and Administrators/Managers at 4%. The majority work within the Instruction area (49%), with significant representation from Student Services (31%). Employees' tenure at CHC varies, with 24% being employed for 6-10 years and 19% for 2 years or less, indicating a blend of established and newer staff. The demographic profile shows a female majority (55%), with most respondents identifying as straight/heterosexual (72%). The age groups are fairly spread out, with a notable proportion in the 45-49 years range (16%). In terms of race and ethnicity, 40% identify as Caucasian/White, and a significant 33% as Hispanic, Latinx, or Chicano(a). Multiple races and ethnicities are represented with 18% 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 survey yielded a campus-wide average score of 3.17 for Outcomes, 3.07 for Inclusiveness, 2.97 for Planning & Program Review (PPR), 2.72 for Shared Governance, and 2.83 for Resources on a 4-point Likert scale. These scores represent a collective sentiment ranging from neutral to positive across the various domains, with the highest average scores observed in Outcomes and the lowest in Shared Governance.

Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
149	3.17	3.07	2.97	2.72	2.83

Administrators/Managers scored above average in all domains, particularly in Shared Governance at 3.45, suggesting a more favorable perception of participation in decision-making processes. On the other hand, Full-time Faculty expressed lower satisfaction with Planning & Program Review and Shared Governance.

Primary Function	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Classified Staff	64	3.33	3.09	3.08	2.87	2.97
Full-time Faculty	50	2.89	2.85	2.71	2.38	2.52
Part-time Faculty	24	3.27	3.29	2.96	2.80	3.02
Administrator/Manager	6	3.78	3.49	3.71	3.45	3.24
Unknown (Unreported)	5					
Grand Total	149	3.17	3.07	2.97	2.72	2.83

Hispanic/Latinx employees rated Outcomes, Inclusiveness, and PPR relatively high, with scores of 3.39, 3.36, and 3.34 respectively, whereas those who declined to state their ethnicity reported lower scores across all areas. This trend will consist across all areas, with those who decline to state their demographic information reporting lower levels of satisfaction indicating a possible area for focused attention.

Ethnicity	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Unknown (Unreported)	58	3.19	3.00	3.13	3.23	3.00
Caucasian/White	36	3.27	3.22	3.03	2.88	2.98
Hispanic/Latinx	24	3.39	3.36	3.34	3.00	3.09
Decline to state	23	2.69	2.61	2.36	2.05	2.33
African American/Black	3	3.00	2.57	2.71	1.96	2.05
Asian	2	3.50	3.10	2.86	2.71	2.75
Native American/Alaskan	2	3.50	3.33	3.50	4.00	3.43
Middle Eastern	1	3.00	2.83	2.50	3.00	3.00
Grand Total	149	3.17	3.07	2.97	2.72	2.83

Gender-wise, male respondents felt more positively about Inclusiveness and Shared Governance, with scores of 3.48 and 3.15 respectively, compared to the overall averages. Notably, those who declined to state their gender had the lowest levels of satisfaction with Shared Governance (1.82), and those of Unknown Gender gave the lowest levels of satisfaction with Resources (2.0) relative to sample size.

Gender	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
Unknown (Unreported)	57	3.16	2.93	3.00	3.08	2.00
Female	51	3.23	3.09	2.98	2.74	2.86
Male	25	3.43	3.48	3.30	3.15	3.25
Decline to state	14	2.54	2.44	2.11	1.82	2.18
Transgender	1	3.50	3.58	4.00	2.00	2.33
Genderqueer, gender nonconforming, or genderfluid	1	1.00	1.67	2.00	1.75	1.09
Grand Total	149	3.17	3.07	2.97	2.72	2.83

When analyzing age groups, the younger cohorts (19-24 and 25-29 years old) displayed higher levels of satisfaction across all domains, particularly in Shared Governance and Resources. In contrast, the 50-54 and 55-59 age groups scored lower on average, particularly in Shared Governance and Resources, which may reflect different expectations or experiences with the college's systems and processes.

Age Group	Response Count	Outcomes Average	Inclusiveness Average	PPR Average	Shared Gov. Average	Resources Average
19-24 years old	4	3.96	3.81	3.74	3.63	3.77
25- 29 years old	4	3.50	3.70	3.56	3.59	3.75
30-34 years old	11	3.43	3.30	3.44	2.86	2.85
35-39 years old	9	3.19	3.11	2.99	2.81	2.76
40-44 years old	10	3.30	3.31	2.97	2.90	2.94
45-49 years old	15	3.29	3.31	3.26	2.98	3.03
50-54 years old	8	2.96	3.09	2.69	2.24	2.79
55-59 years old	10	3.13	2.93	2.84	2.84	2.89
60-64 years old	2	3.83	3.32	3.15	2.81	3.05
65-69 years old	3	3.22	2.86	3.14	2.63	2.71
Decline to state	16	2.48	2.37	2.09	1.81	2.15
Unknown (Unreported)	57	3.16	2.93	3.00	3.08	2.00
Grand Total	149	3.17	3.07	2.97	2.72	2.83

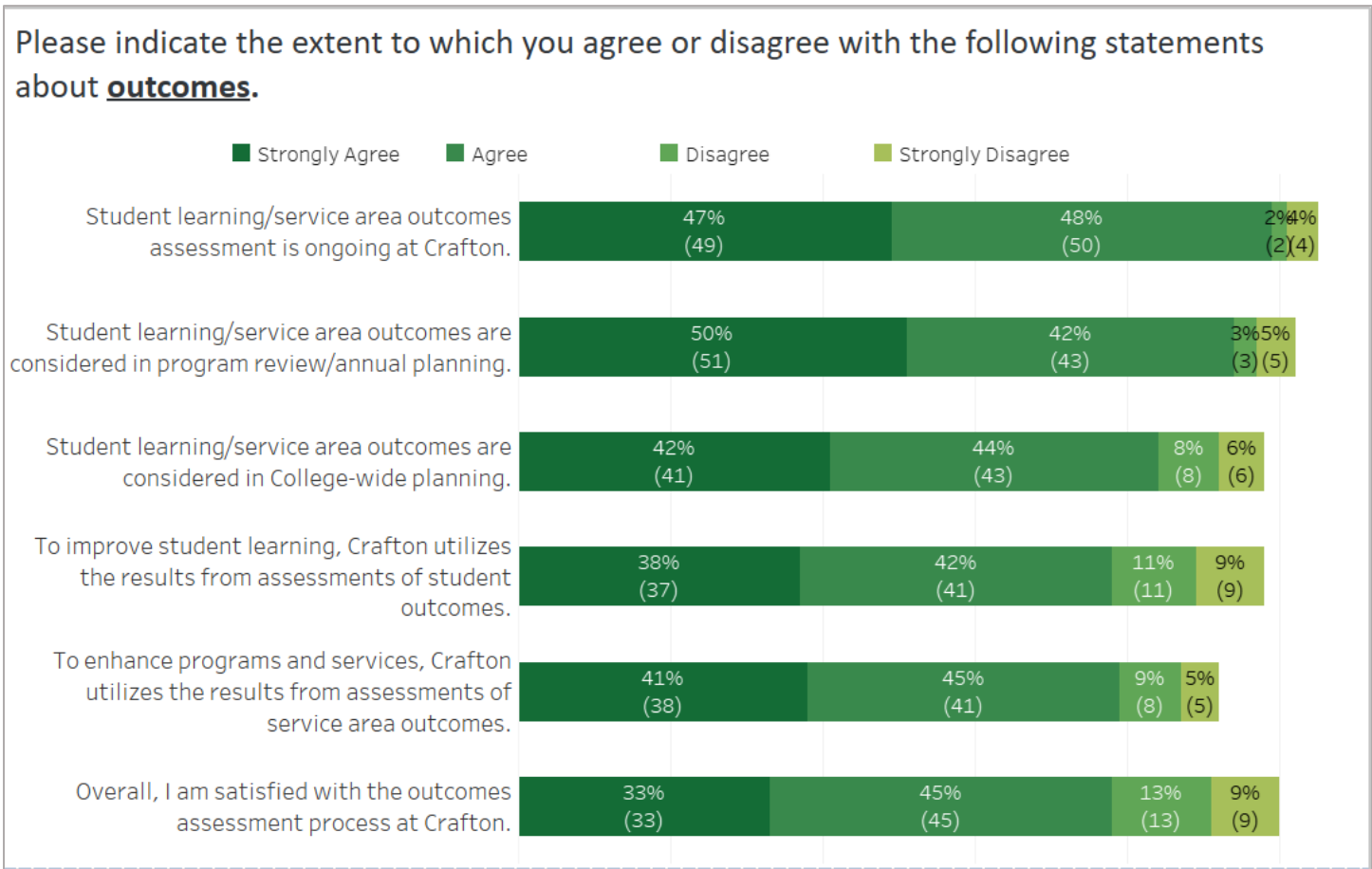
In evaluating the perceptions of the outcomes assessment process at Crafton Hills College, the Likert scale responses indicate a general agreement that the assessment process is integral and ongoing, with the strongest agreement that student learning/service area outcomes assessment is ongoing at Crafton. The average score across all outcomes-related items was 3.17 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 (94%).
- 2. Student learning/service area outcomes are considered in program review/annual planning (92%).
- 3. Student learning/service area outcomes are considered in college-wide planning (86%).

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 (78%).
- 2. To improve student learning, Crafton utilizes the results from assessments of student outcomes (80%).



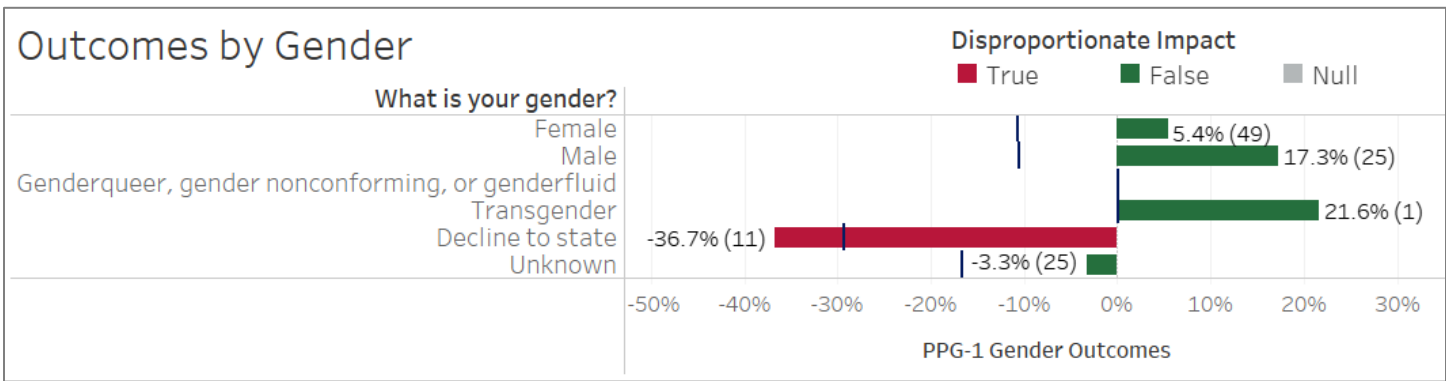
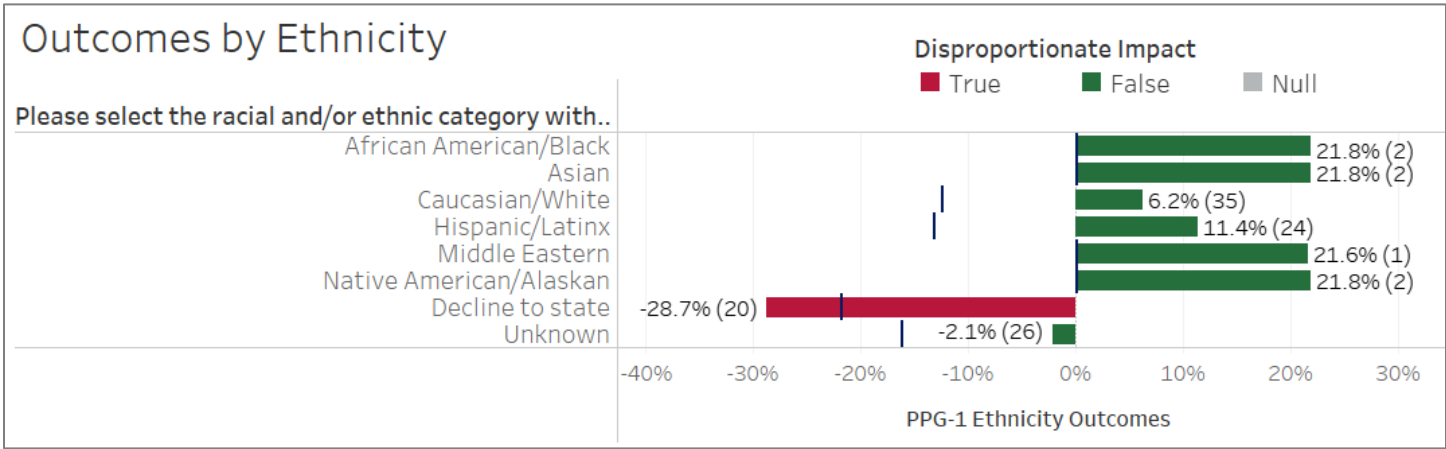
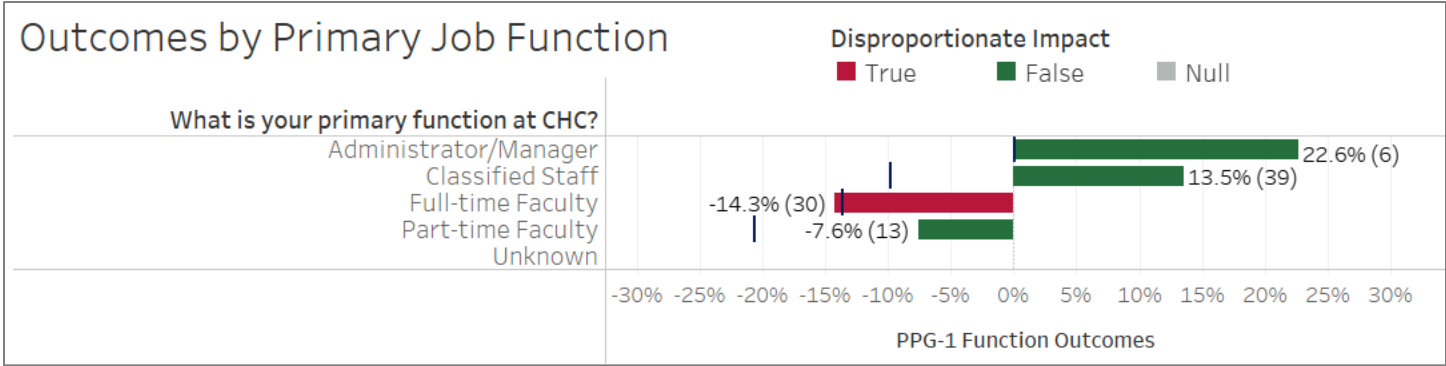
Feedback from the open-ended responses, however, presents a more nuanced view. Some respondents expressed concerns that the outcomes assessment process appears perfunctory, suggesting a lack of significant changes resulting from the process. A call for clearer instructions on crafting and documenting Student Learning Outcomes (SLOs)

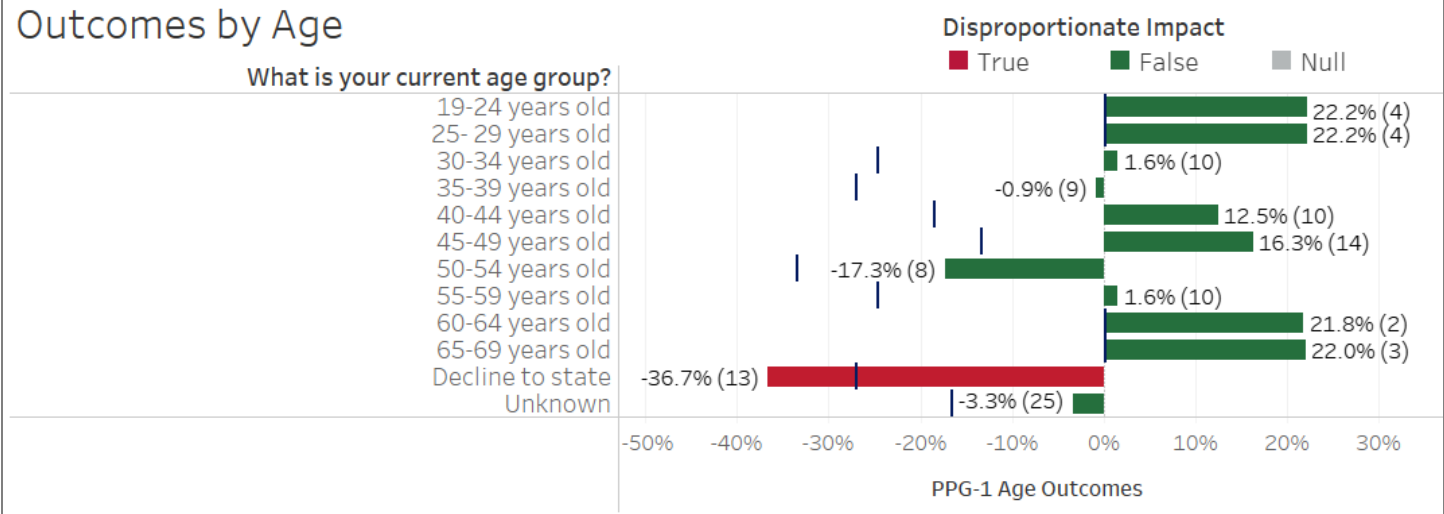
emerged as a common theme, reflecting a desire for more structured guidance. Additionally, the need for better tools to access and disaggregate data was highlighted, particularly in student service areas, suggesting a gap in data access and support provided to staff for outcomes assessment. The table below provides a summary of the open-ended responses, grouped into themes by sentiment and topic.

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	3	16%
	Outcomes assessment appears bias in favor of district/administration views and goals	1	5%
	There are no resources and information provided to new faculty on student outcomes assessments, and limited resources or directions on their implementation and uses	1	5%
Positive feedback	Supports the decision to complete outcomes for students services once a year	1	5%
Suggestions for improvement	Provide more clear instructions on how to craft SLOs, and how and when to document them	3	16%
	The need for cohesive and transparent guidelines that delineate the creation, documentation, and application of student assessment outcomes, bridging the gap between administration, full-time, and part-time faculty	2	11%
	Student service areas need better tools to access, utilize, and disaggregate data	1	5%
	The PPR process should be more refined, ensuring dynamic program changes outside of the PPR cycle	1	5%
	Outcomes assessment needs to incorporate more qualitative assessment measures to better understand the reasons behind the numbers	1	5%
	More faculty should be using their assessment data to tailor their teaching to diverse student needs	1	5%
	More staff is needed to better serve students	1	5%
	There is need for an analytical assessment method to measure the alignment between assessment outcomes and course success rates	1	5%
	Identify better metrics to measure	1	5%
	Satisfied with the process of outcomes assessment, but not with the level of participation	1	5%
Grand Total		19	100%

The PPG-I analysis, as depicted in the graphs below, illuminates the disparity in perceptions among different groups within the college. It revealed that faculty were significantly less satisfied with the outcomes assessment process than

other CHC employees. In addition, evidence of disproportionate impact among demographic groups showed that those who decline to state their demographic information were experiencing a notable negative deviation in their assessment of outcomes compared to the college average. This suggests that while the overall sentiment towards the outcomes assessment process is positive, there are underlying variances that merit attention and action to ensure that all groups within the college’s community feel equally supported and heard.





Inclusiveness

Under the topic of inclusiveness, the responses from the Crafton Hills College campus community point towards a moderately positive perception. The Likert scale results exhibit a general agreement, with 86% to 80% of respondents agree or strongly agree 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 are areas that reveal room for improvement, such as the need for better communication, mental health support, and equitable distribution of work responsibilities, as well as a desire for a more participatory and inclusive decision-making process.

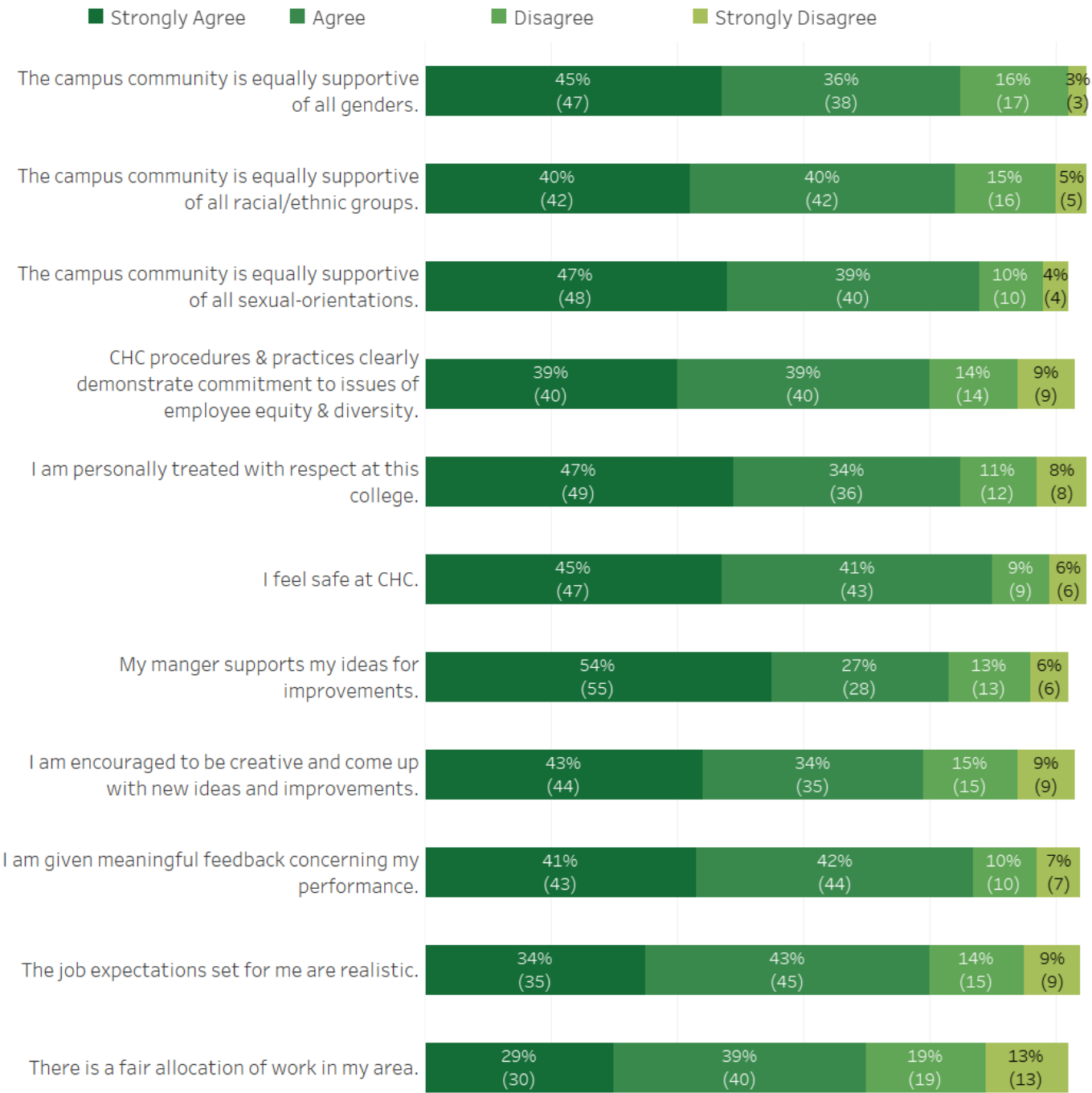
Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

- 1. My immediate supervisor fosters a supportive work environment (89%).
- 2. I have adequate supplies/equipment necessary to complete my job (88%).
- 3. I feel safe at CHC (86%).

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

- 1. Communication across campus is timely and accurate (58%).
- 2. There are sufficient trainings centered on enhancing employee well-being and mental health (63%).
- 3. There is a fair allocation of work in my area (69%).

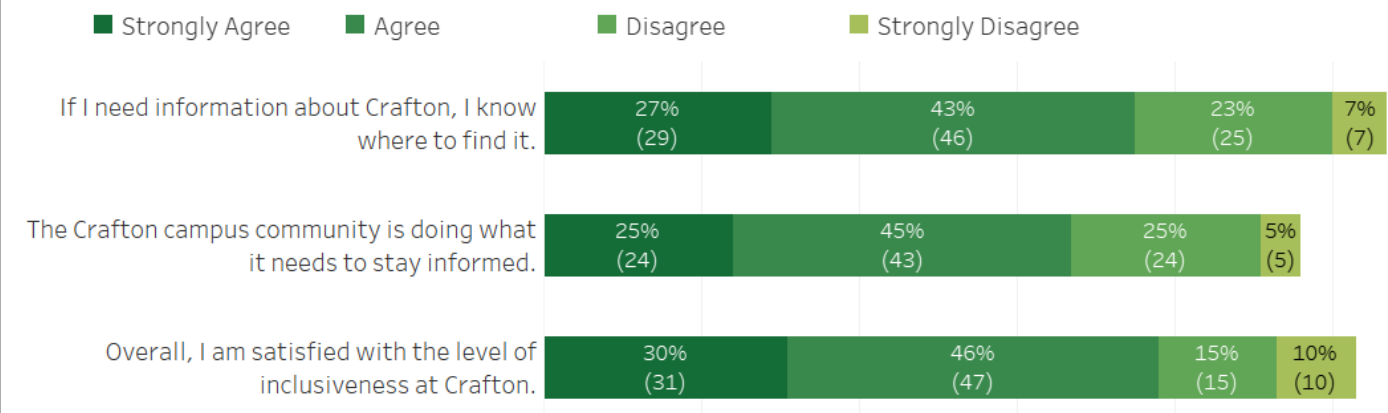
Please indicate the extent to which you agree or disagree with the following statements about **inclusiveness** (i.e. taking proactive steps to assure everyone has the opportunity to be involved and each person's input is equally valued).



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



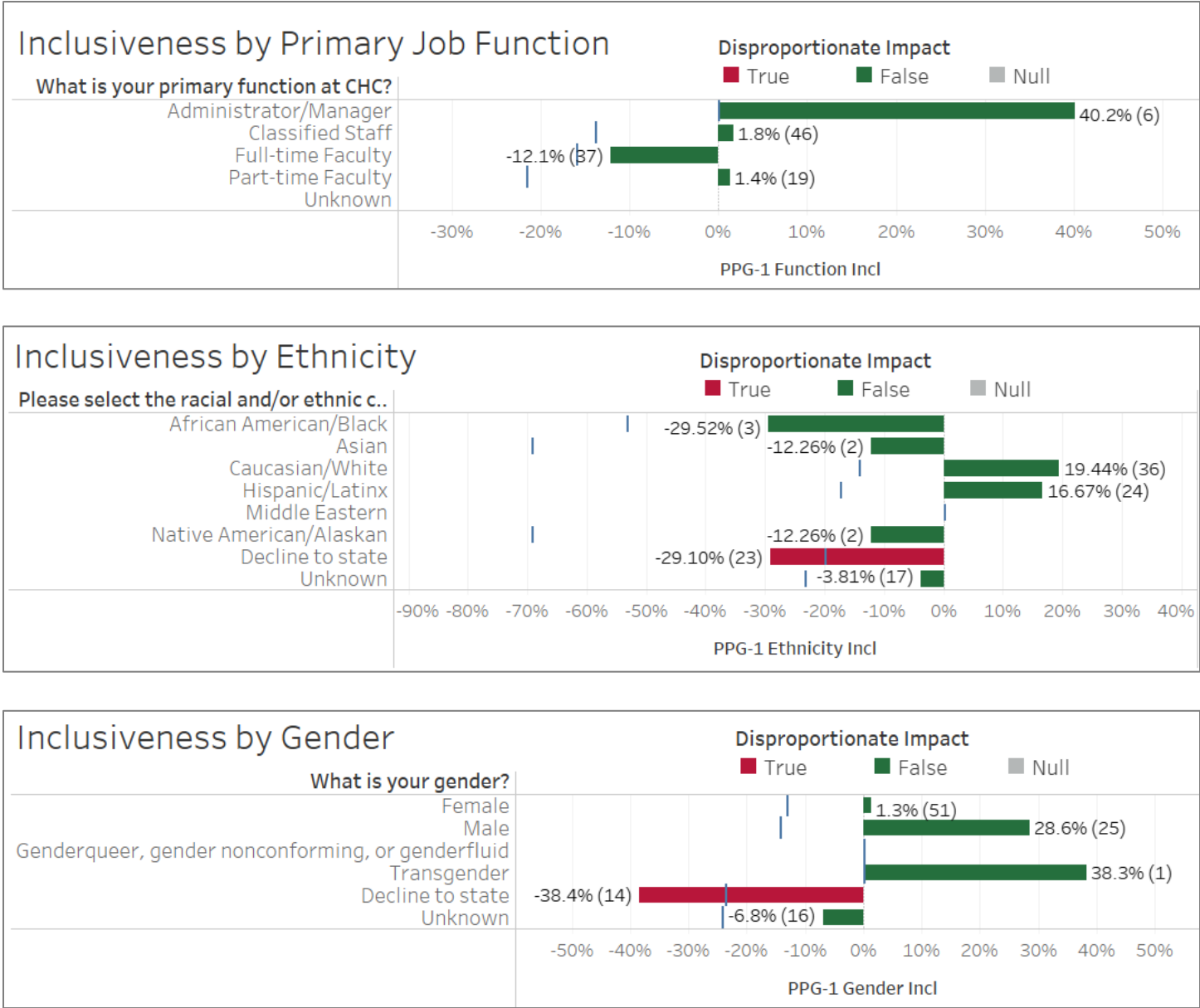
Please indicate the extent to which you agree or disagree with the following statements about **inclusiveness** (Continued).

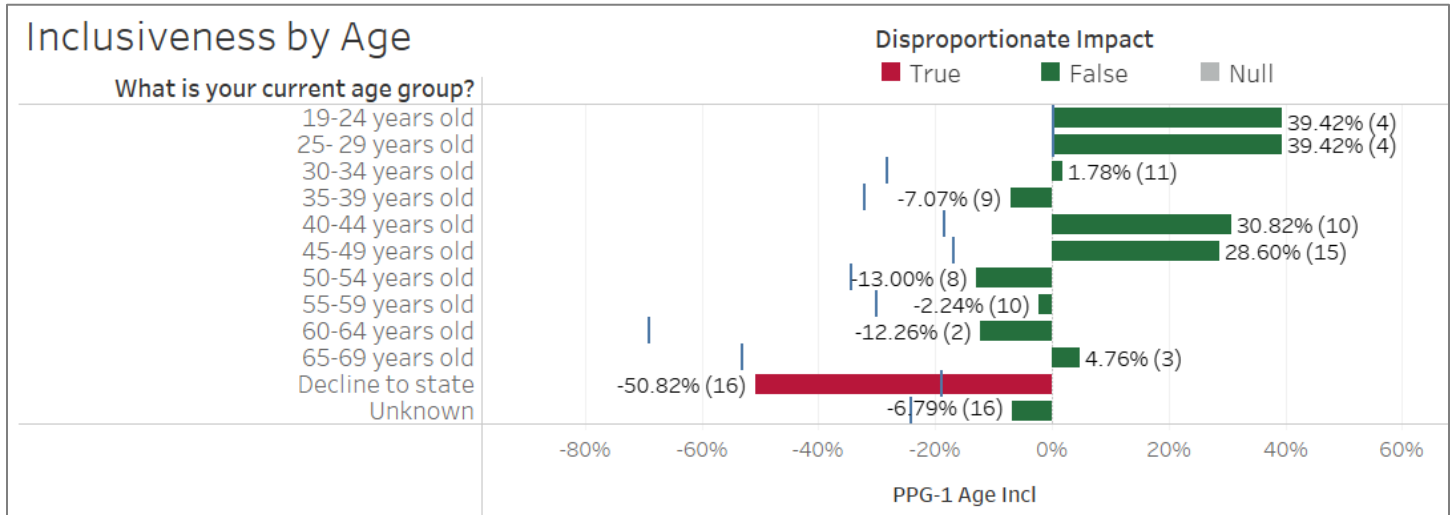


The qualitative feedback from the community expresses a desire for better inclusivity to diversity of thought and a reduction in rigidity and exclusion. There is a noted call for more support towards professional development and for more hands-on training in Student Learning Outcomes (SLO) and professional development hours. Some feedback indicates a perceived disparity and inequity in faculty treatment and workload assignment, as well as staff inclusion in the decision-making process, suggesting that the decisions on workload assignments could be more inclusive and better communicated. 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	Better inclusivity to diversity of thought, concerns about rigidity and exclusion	4	17%
	Disparity and inequity in faculty treatment or workload	2	8%
	Some areas on campus are less inclusive and welcoming than others	1	4%
	Office relocation decisions should have been inclusive of all parties involved	1	4%
	Concerns about general campus morale and culture due to rigidity and exclusion	1	4%
	The campus community is only involved in surface-level work	1	4%
	Lack of acknowledgement and credit given to the work of classified staff, part-time faculty, and non-instructional faculty	1	4%
	Lack of communication and collaboration across campus	1	4%
Suggestions for improvement	More support towards professional development & hands-on SLO and PD hours training	4	17%
	Encourage and advertise opportunities to participate in decision-making, especially to staff members who are directly involved in implementation	2	8%
	Well-being and mental health support for faculty and staff	2	8%
	Promote better understanding of equity based on a set institutional definition	1	4%
	Better support for our disproportionately impacted student groups	1	4%
	Implement regular active shooter training, engage the entire campus	1	4%
	More student activities and events that are inclusive to all students (in addition to heritage and LGBT celebration events)	1	4%
Grand Total		24	100%

The PPG-I analysis for inclusiveness reveals that certain subgroups feel significantly less included. Specifically, full-time faculty and respondents who declined to state their demographic information showed a marked deviation from the college average, signaling a possible experience of exclusion within these groups. On the contrary, Administrator/Manager roles, Caucasian and Hispanic demographics, and those who identified as male feel more included, as reflected by the higher positive percentage point gaps.





Planning & Program Review

In terms of Planning and Program Review (PPR) at Crafton Hills College, the Likert scale responses reveal a mixed outlook, with more respondents indicating they don't know or had no opinion regarding the corresponding items (between 39% and 22% of all respondents). A modest percentage of respondents agree that the PPR process is ongoing and data informed, and there is a sense of encouragement to participate in the PPR process. However, there appears to be a significant portion of the community that is in disagreement regarding the efficiency, effectiveness, and complexity of the PPR process.

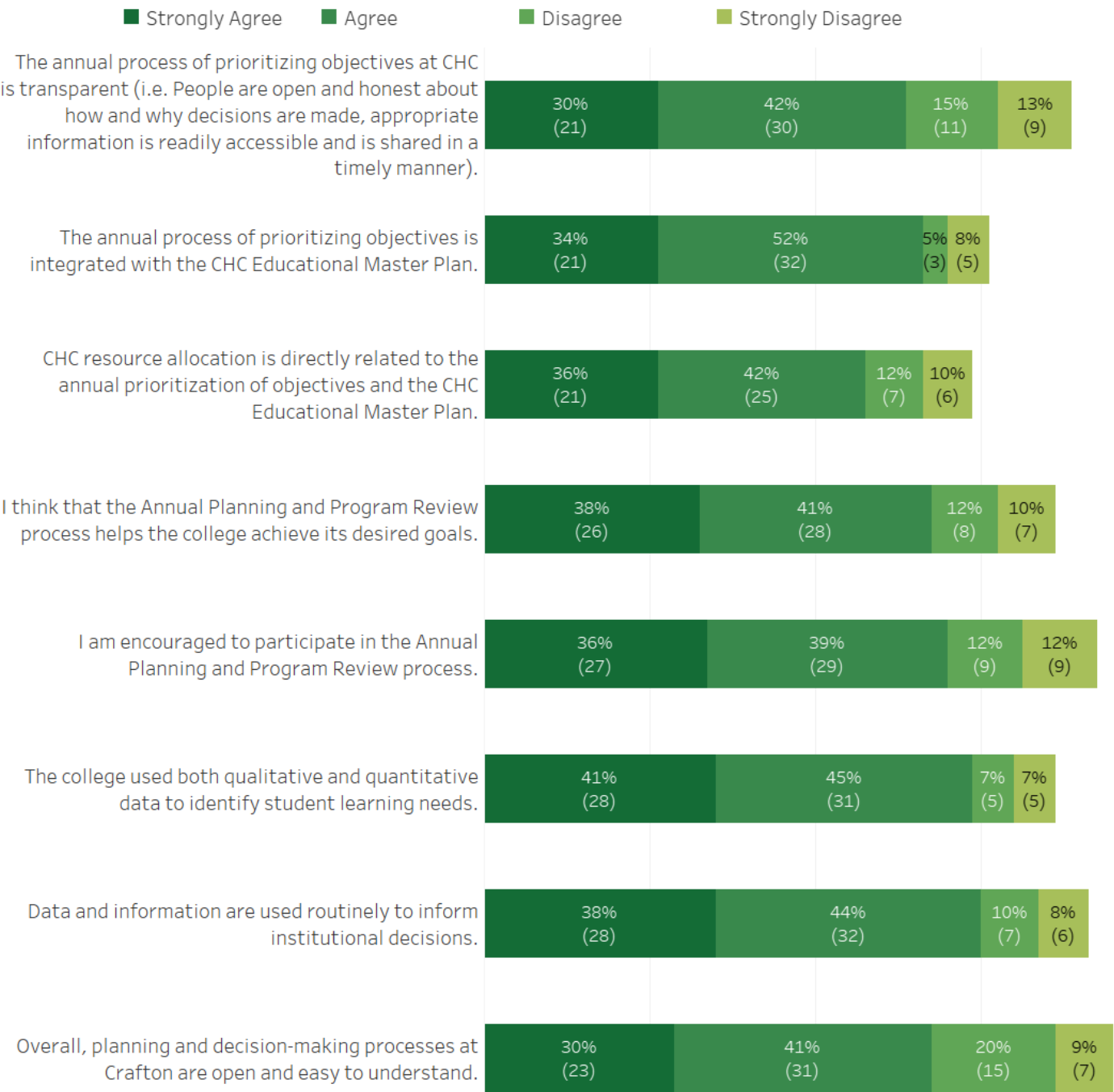
Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. Evaluation and fine-tuning of Crafton's organizational structures and processes to support student learning is ongoing (88%).
2. The annual process of prioritizing objectives is integrated with the CHC Educational Master Plan (87%).
3. The college used both qualitative and quantitative data to identify student learning needs (86%).

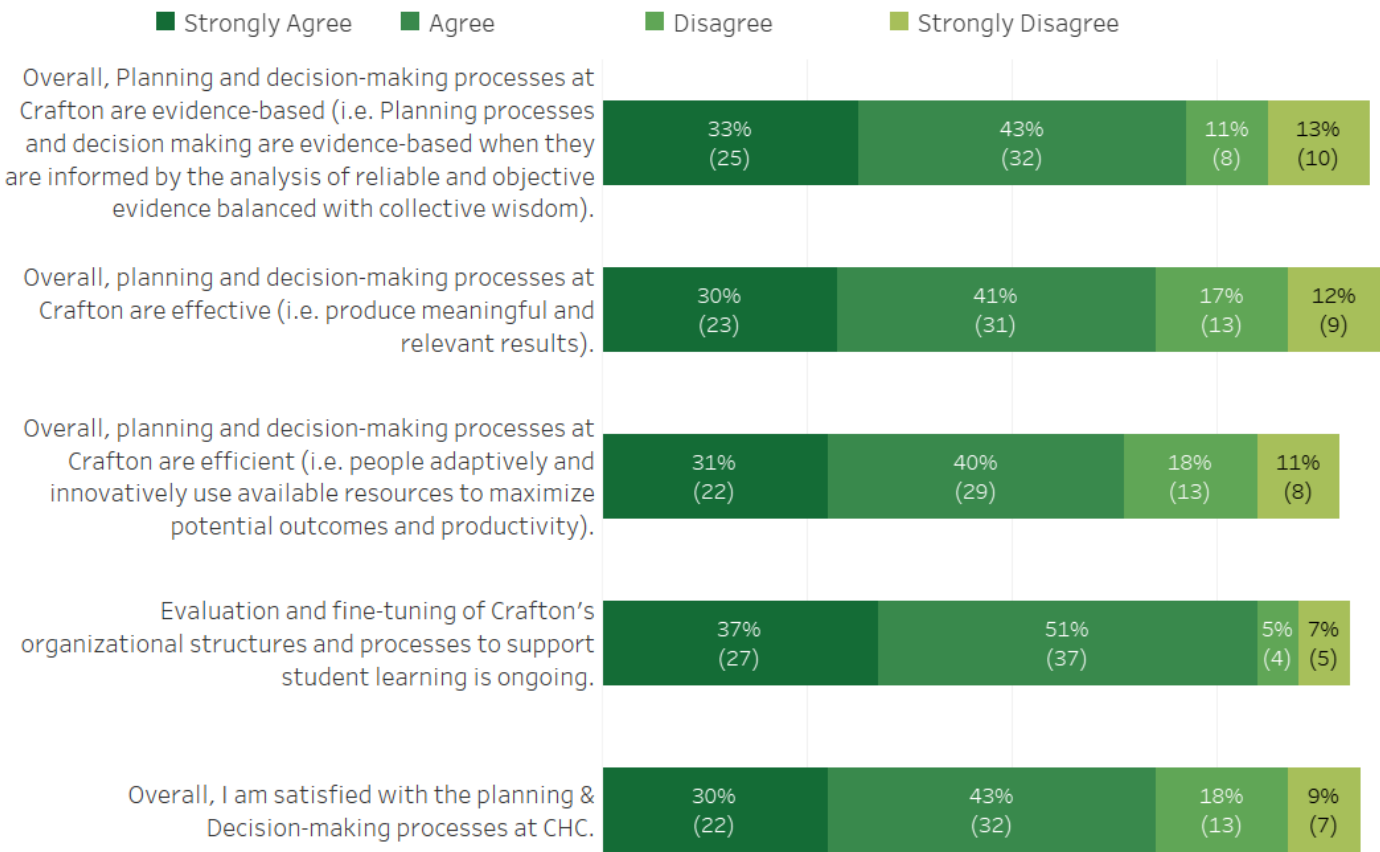
Excluding “don’t know/no opinion” responses, the lowest levels of agreement (Strongly Agree and Agree) were to the following statements:

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) (71%).
2. Overall, planning and decision-making processes at Crafton are effective (i.e. produce meaningful and relevant results) (71%).
3. Overall, planning and decision-making processes at Crafton are open and easy to understand (71%).

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



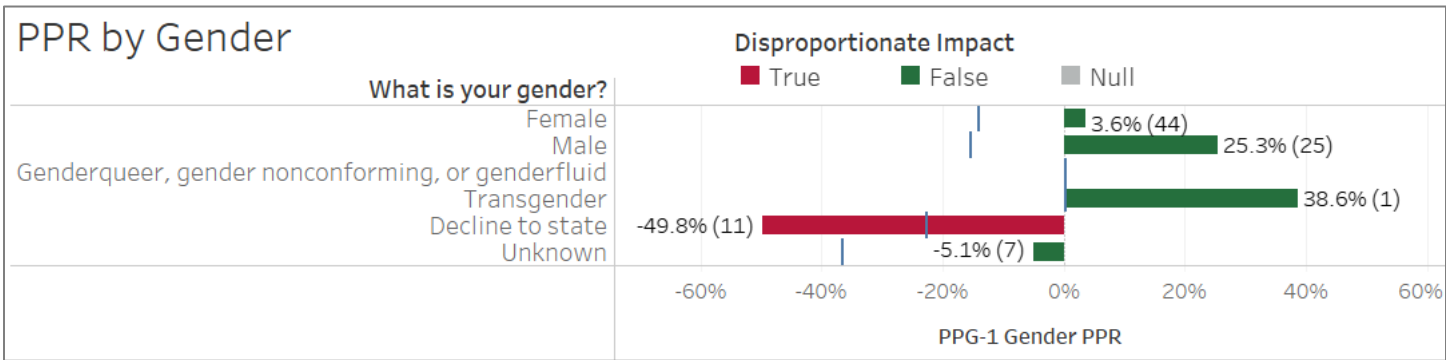
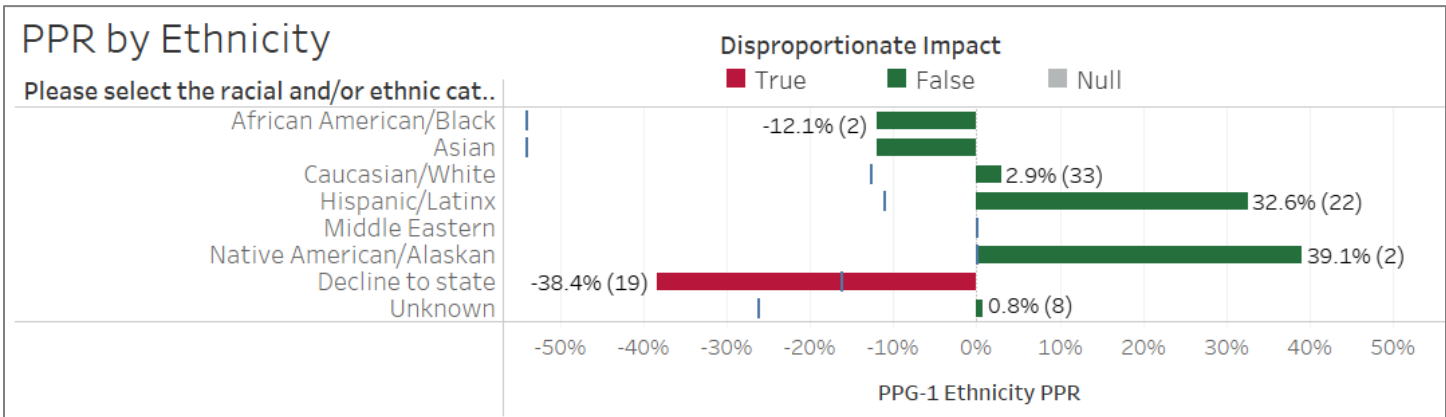
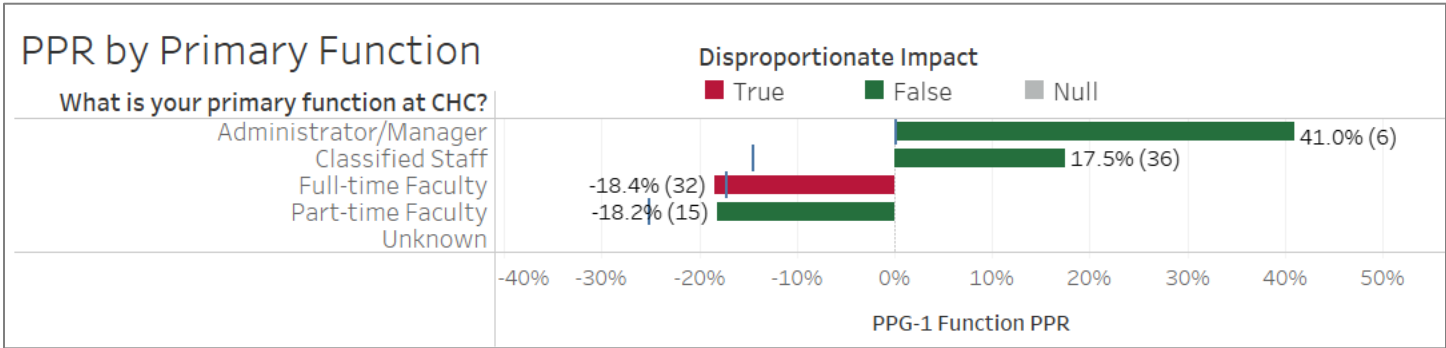
Please indicate the extent to which you agree or disagree with the following statements about **planning and program review** (Continued).

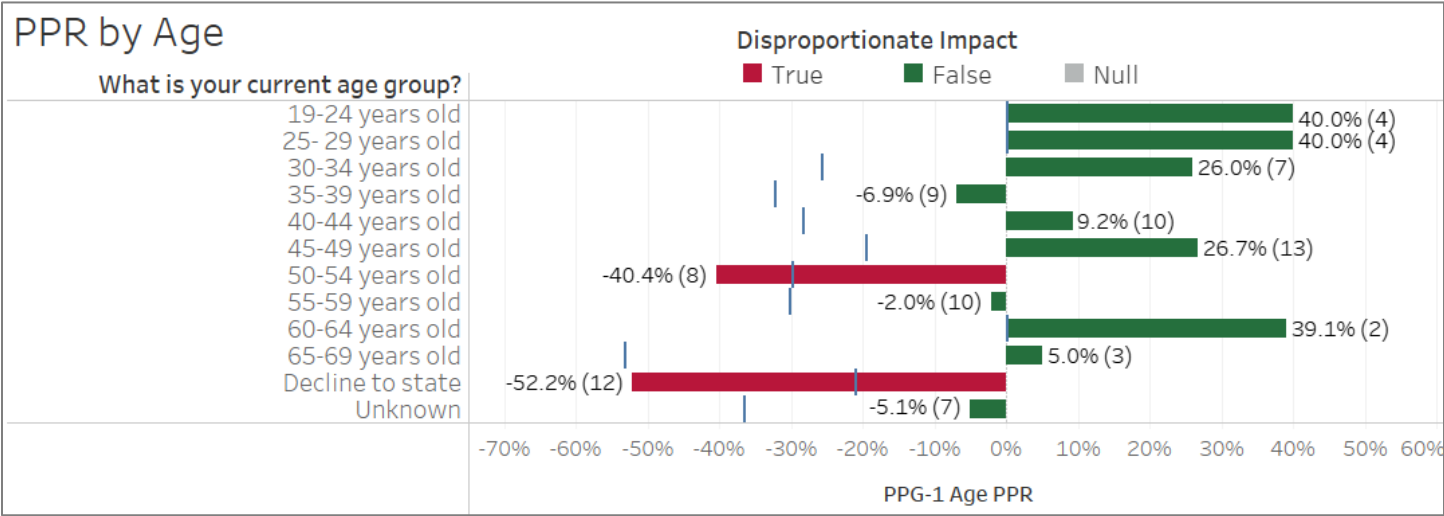


Feedback gathered from the open-ended responses highlights several areas of concern: a third of the open-ended responses feel that the PPR process does not effectively inform planning, with decisions ultimately resting in the hands of a select group of administrators, and there are calls for the process to be less confusing and more user-friendly. There is some demand for the adoption of software that simplifies PPR, as well as for more transparent processes for budgeting and resource allocation. Additionally, some feedback suggests a desire for the PPR process to be adaptable across all programs and to include more refined data metrics that offer better insights into student and class information. 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 planning and program review, please state them here.	Count	Percent
Comments of Concern	The PPR process doesn't matter because decisions are ultimately made by administrators that only support their agenda	4	33%
	The PPR process/document is confusing and cumbersome	2	17%
	The PPR process is not adaptable enough to be applicable to all programs	1	8%
	Opposed to implementing "woke" policies by the administration	1	8%
Suggestions for improvement	The need to utilize a more user friendly software for PPR	2	17%
	The need for capturing more refined data metrics to better inform us about our students and classes	1	8%
	Be more transparent about the processes used for budgeting, allocating, and funding	1	8%
Grand Total		12	100%

The PPG-I analysis identifies discrepancies among different groups within the college's community. Similar to previous topic areas, the full-time faculty category shows a significant negative impact, indicating that these individuals may feel disconnected or underserved by the current PPR process. This is contrasted by Administrator/Manager roles, which appear to have a more positive view of the PPR's efficacy. The PPG-I analysis also showed that those who declined to state their demographic group continued to show a higher negative views in this area, consistent with prior trends.





Shared Governance

In the assessment of shared governance at Crafton Hills College, the data suggests that confidence in the college’s planning process and the weight given to various voices in institutional matters are areas with room for growth. For instance, while some respondents feel encouraged to participate, others express skepticism about the real influence their input has on decision-making. The opinions of students, part-time instructors, and classified staff, according to the responses, may not be valued as highly as those of full-time faculty and administration, underscoring a potential hierarchy in decision-making influence.

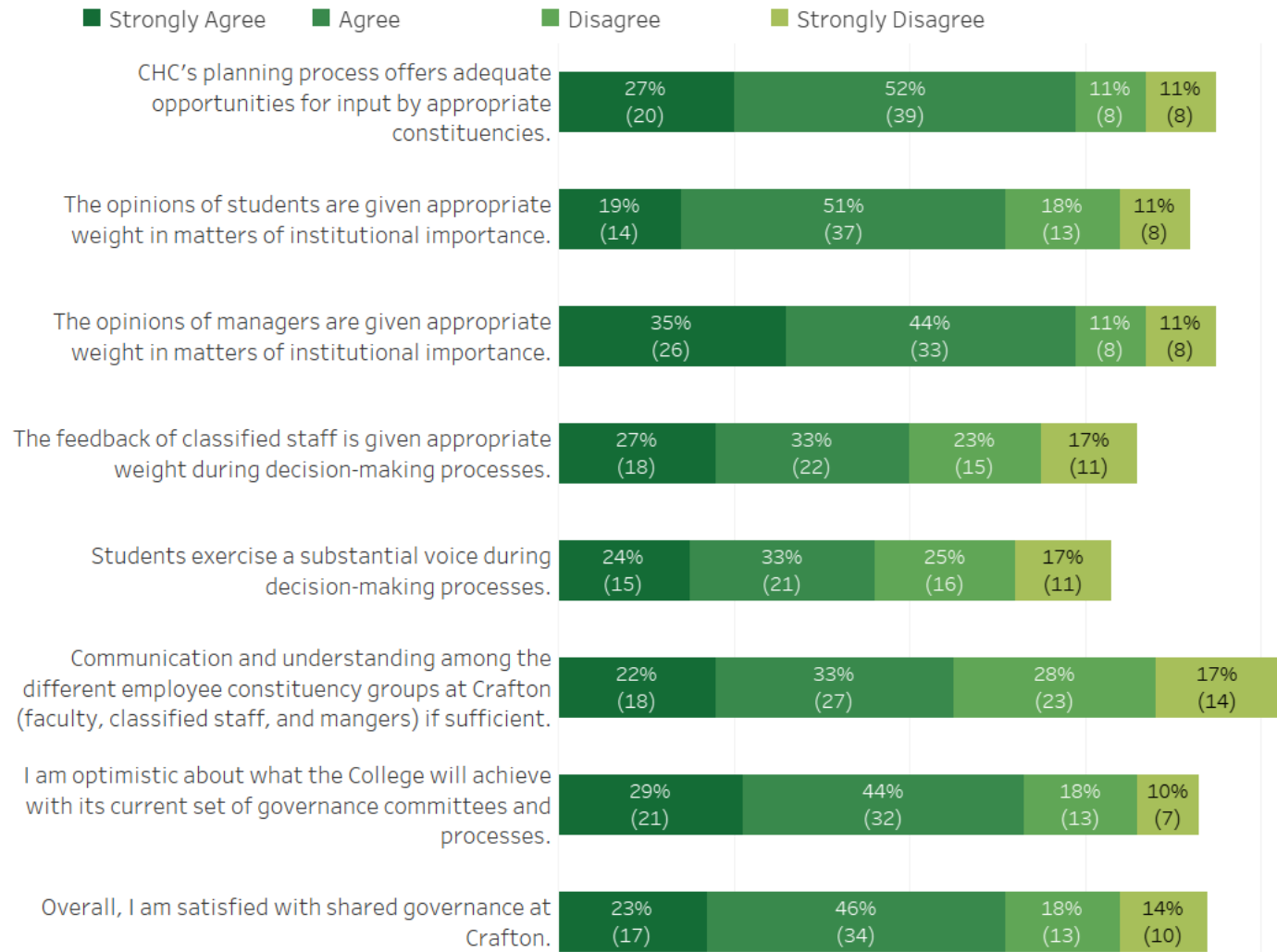
Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

- 1. CHC's planning process offers adequate opportunities for input by appropriate constituencies (79%).
- 2. The opinions of managers are given appropriate weight in matters of institutional importance (79%).
- 3. I am optimistic about what the College will achieve with its current set of governance committees and processes (73%)

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 (faculty, classified staff, and managers) if sufficient (55%).
- 2. Students exercise a substantial voice during decision-making processes (57%).
- 3. The feedback of classified staff is given appropriate weight during decision-making processes (61%).

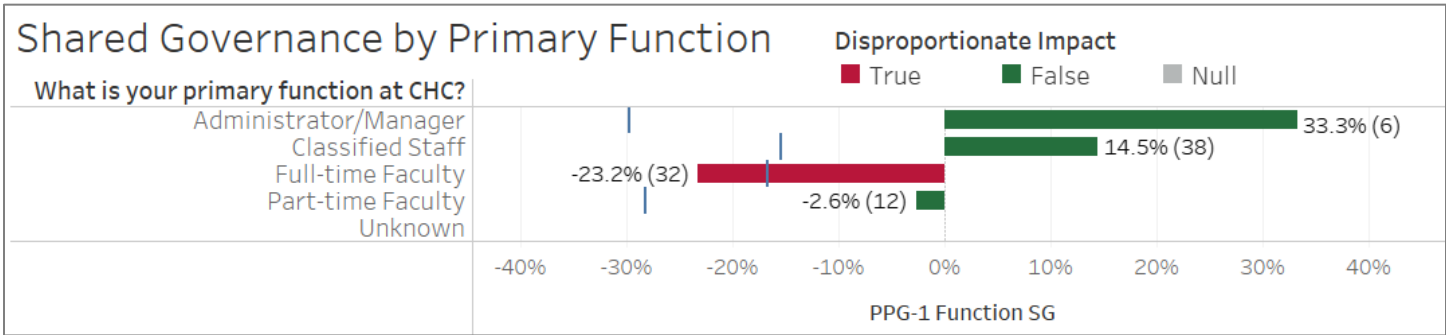
Please indicate the extent to which you agree or disagree with the following statements about shared governance.

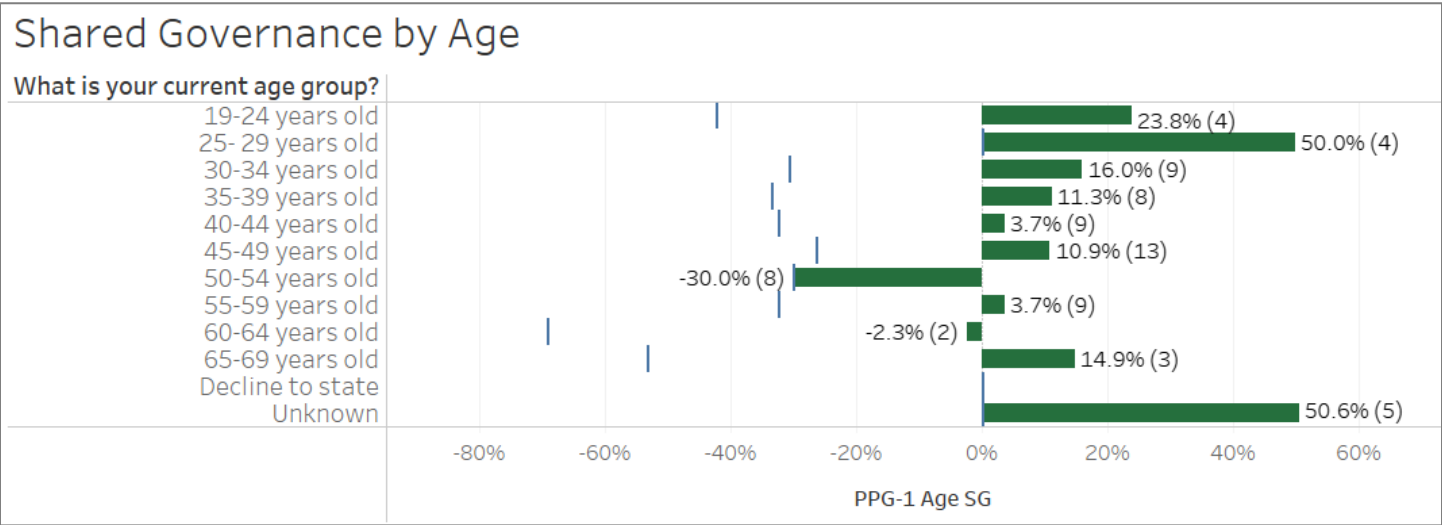
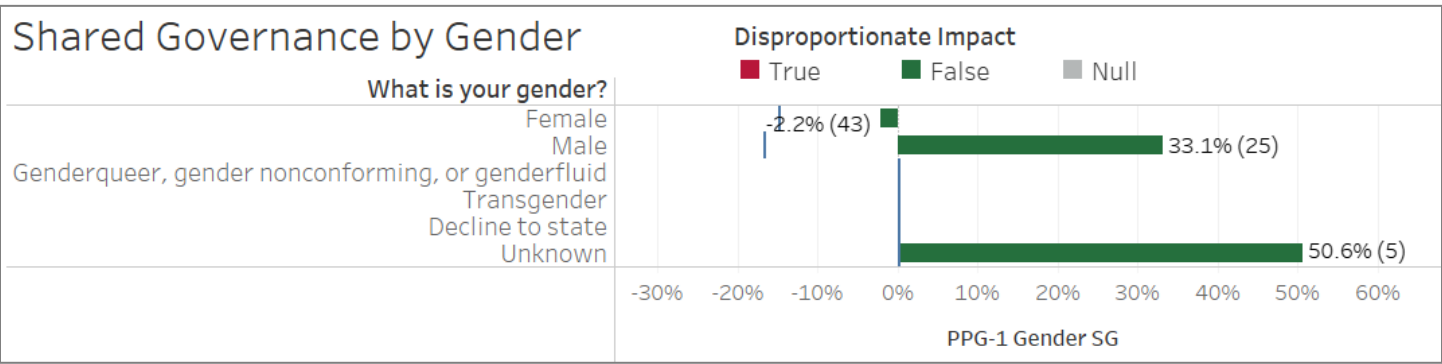
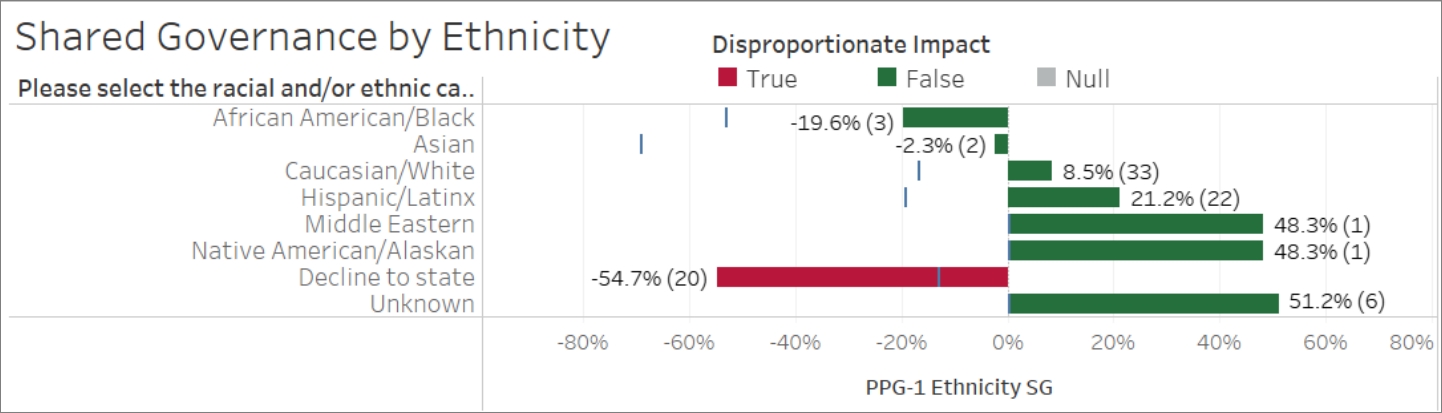


The feedback provided via open-ended responses supports these findings, with a notable 36% mentioning that the input of part-time instructors, classified staff, and students tends to be overlooked. A call for more transparency and the need for better communication and collaboration across all levels at the college is clear, highlighting a perceived disconnect between policy 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	Input and opinions of part-time instructors, classified, and students are not valued and usually dismissed	5	36%
	The administration makes all the decisions while ignoring any opposing voices and highlighting endorsing voices	3	21%
	Lack of transparency, communication, and collaboration	2	14%
	Faculty members have more weight and power than classified members	1	7%
	Office relocation decisions should have been inclusive of all parties involved	1	7%
Suggestions for improvement	Proposes a joint academic/classified senate meetings to promote collaboration, share ideas, and address current issues	1	7%
	Better outreach and encouragement to involve students, staff, and part-time faculty	1	7%
Grand Total		14	100%

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. In contrast, the administrator/manager and male groups seem to feel more included in the governance processes.





Resources

The assessment of resource planning and allocation was another topic that collected a significant number of "Don't know/No opinion" responses (47% to 25% per item). This reflects a degree of uncertainty among participants about the integration of resource planning with the CHC Educational Master Plan and the program review/annual planning processes. This uncertainty extends to the effectiveness of using financial resources in a manner that ensures financial stability.

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

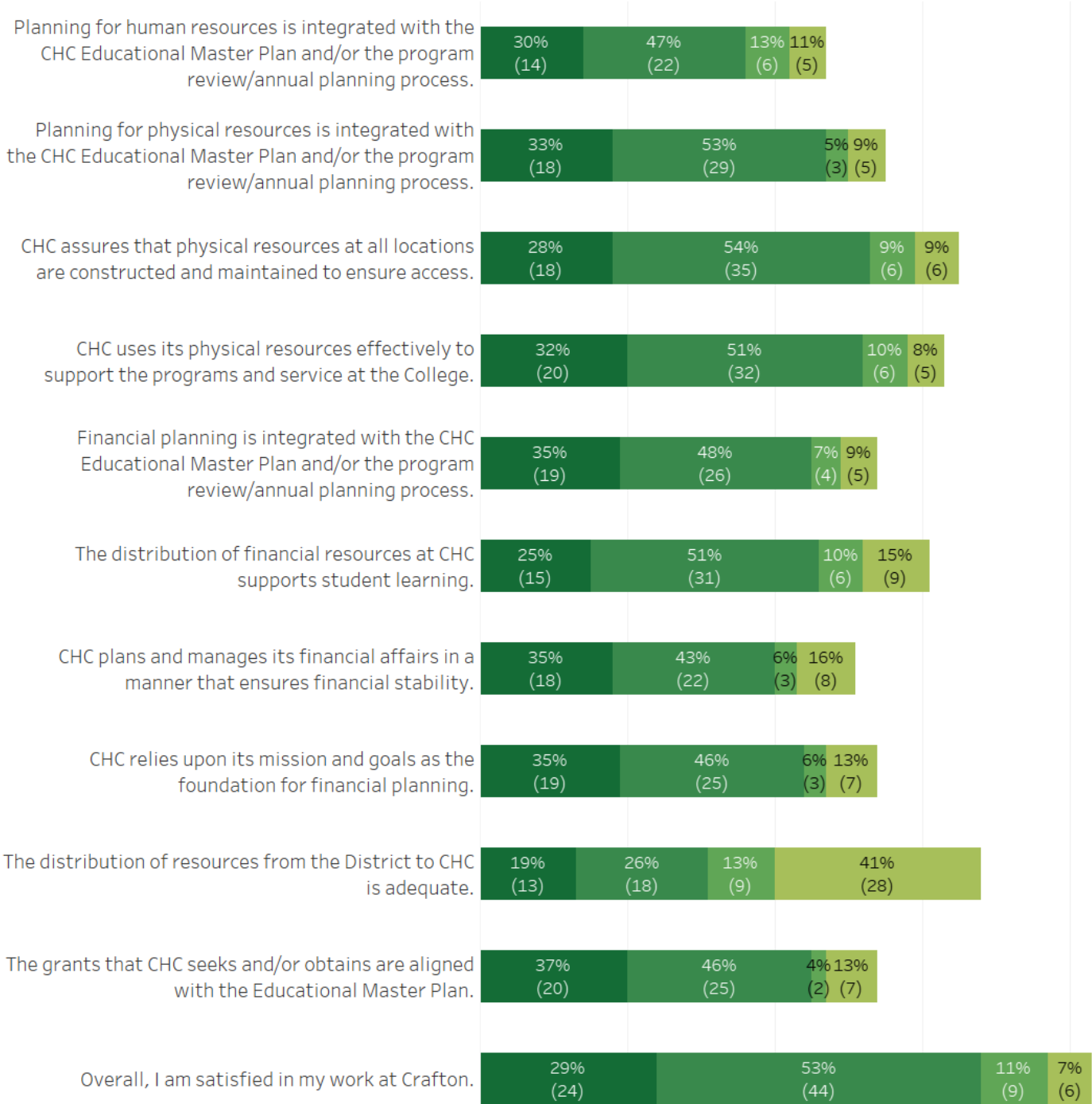
1. Planning for physical resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process (85%).
2. CHC uses its physical resources effectively to support the programs and service at the College (83%).
3. Financial planning is integrated with the CHC Educational Master Plan and/or the program review/annual planning process (83%).

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 (46%).
2. The distribution of financial resources at CHC supports student learning (75%).
3. Planning for human resources is integrated with the CHC Educational Master Plan and/or the program review/annual planning process (77%).

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

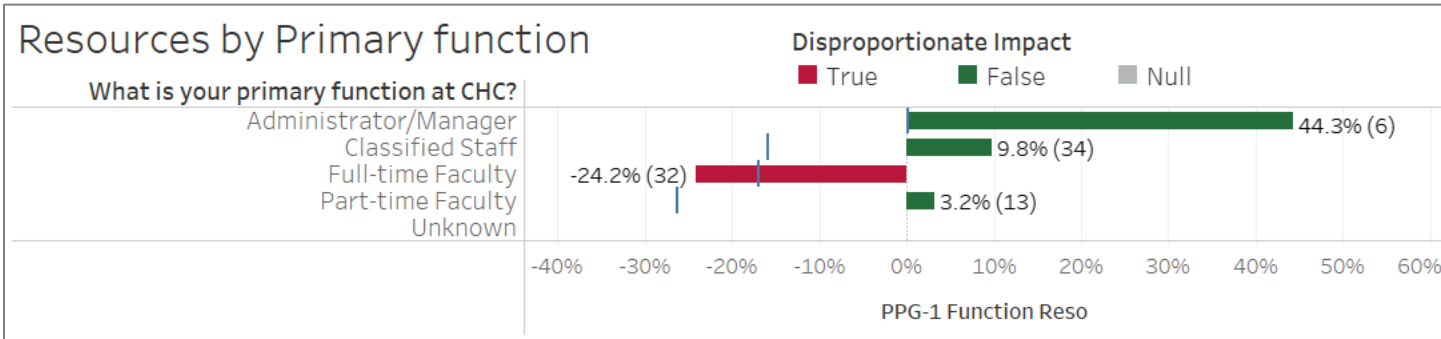
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

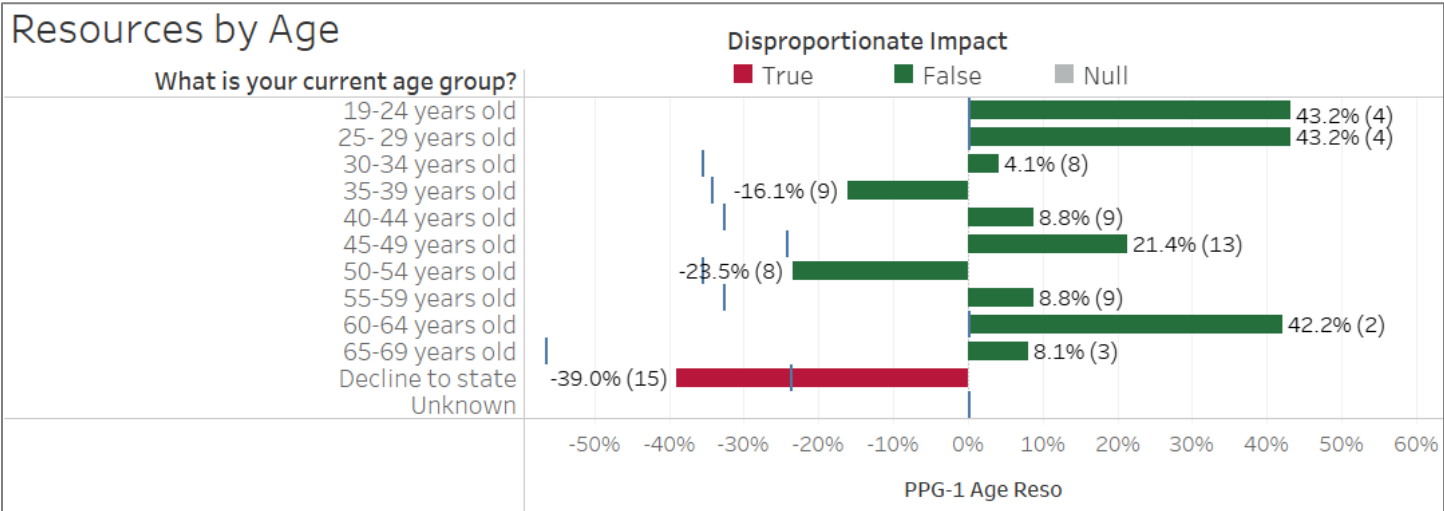
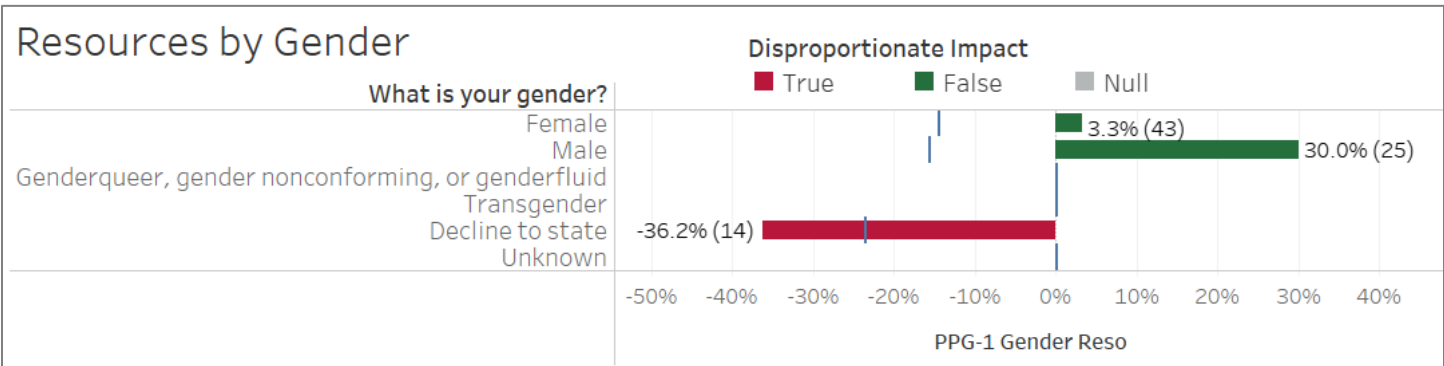
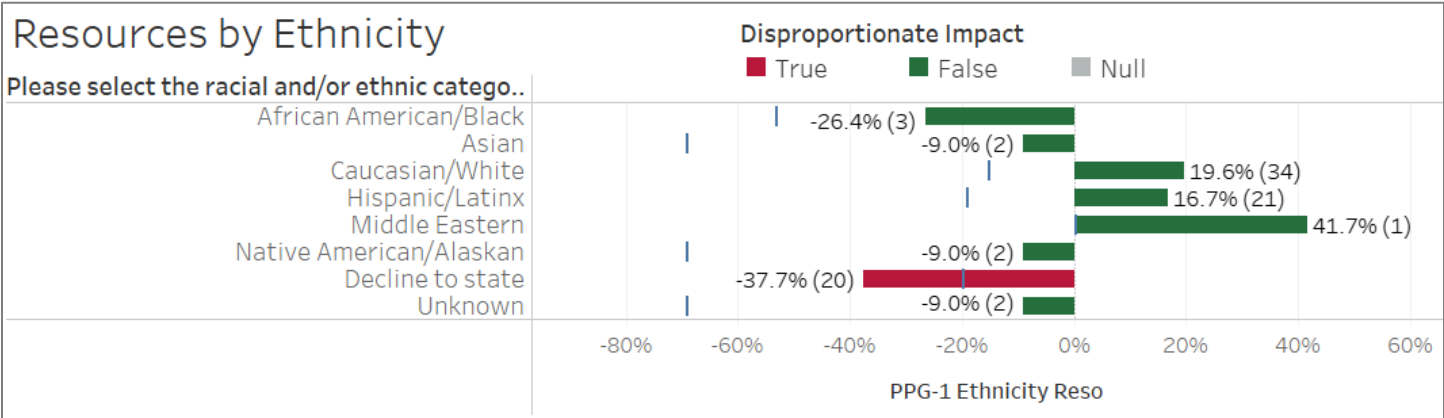


The open feedback indicates specific areas where resources could be better utilized or allocated. There is a call for more funding towards mental health resources, improved compensation for adjunct faculty, and the prioritization of resource allocation to culturally inclusive student success programs. Additionally, there are suggestions for more transparency and inclusivity in the decision-making process for resource allocation. 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
Suggestions for improvement	Allocate funding towards mental health resources for faculty and students	1	10%
	Better pay for adjunct faculty	1	10%
	Emphasizes the importance of monthly all-campus meetings	1	10%
	Explore more opportunities for shared resources with SBVC to reduce cost	1	10%
	Increase access of printing services for students (currently only located at LRC)	1	10%
	More support and funding for the ESLN program	1	10%
	Prioritize resource allocation to culturally inclusive student success programs	1	10%
	The decision making process for allocation of resources needs to be more transparent and inclusive	1	10%
	The need for equitable allocation of staffing between departments to fill much needed vacancies	1	10%
	The need to hire more teaching assistance and reduce class sizes	1	10%
Grand Total		10	100%

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.





General Feedback Responses

Only five respondents opted to provide additional comments or suggestions, most of which questioned the necessity and relevance of collecting demographic information such as gender, sexual orientation, race, and age for the survey. 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	Questions about the necessity and relevance of collecting demographic information such as gender, sexual orientation, race, and age for the survey	3	60%
	Concerns about high turnover due to limited opportunities for professional growth and challenges, need for fostering talent and innovation campus-wide	1	20%
	Frustration that survey results do not seem to be shared with faculty or utilized for tangible improvements	1	20%
Grand Total		5	100%

Summary of Survey Findings

The comprehensive Campus Climate Survey conducted at Crafton Hills College in the fall of 2023 presents a substantive overview of the institution's strengths and areas needing attention. With a respectable response rate and a margin of error at a minimal 7%, the findings offer credible insights from a broad cross-section of the college's workforce. Classified staff, representing the largest respondent group, along with full-time faculty, part-time faculty, and administrators, provided feedback across five critical areas: Outcomes, Inclusiveness, Planning & Program Review (PPR), Shared Governance, and Resources.

Averaging scores on a 4-point Likert scale, the survey indicates a positive but cautious sentiment in Outcomes and Inclusiveness, suggesting a generally supportive environment that fosters engagement and values diverse perspectives. However, the lower average scores in Shared Governance and PPR point to concerns about the effectiveness and clarity of decision-making processes, with a call for greater transparency and equitable involvement across all faculty and staff ranks. These sentiments are further echoed in the demographic-specific PPG-I findings, which reveal significant disparities, especially among those who decline to state their demographics, signaling a potential disconnect or feeling of underrepresentation in institutional processes.

The Resources category reflects a degree of uncertainty, as many respondents chose "Don't know/No opinion," indicating possible ambiguity about the alignment of resource allocation with the institution's strategic planning. Feedback from open comments calls for improved financial stability and transparency, equitable resource distribution, and an increased focus on mental health and culturally inclusive programs.

The consistent patterns observed through the PPG-I analysis across various demographics underscore the need for targeted improvements to ensure a genuinely inclusive campus climate. The college is poised to capitalize on its strengths—its committed staff and robust service areas—while addressing clear needs for growth, particularly in embracing a broader range of voices in governance and fine-tuning resource allocation to meet the diverse needs of its community. Enhancing communication, providing clearer guidance on institutional processes, and championing the ideas and successes of its members will be vital steps in moving forward.

For questions, please contact Ola Sabawi, Sr Research and Planning Analyst, at osabawi@craftonhills.edu.