



Crafton Hills College conducted a student satisfaction survey in the 2023-2024 academic year to gain insights into students' thoughts and experiences at the college. The survey assessed various aspects of student life, including reasons for enrollment, campus climate, instructional quality, course availability, student services, campus facilities, and overall satisfaction with educational experiences. Additionally, the survey explored access to resources, technology, and student support services while identifying areas for improvement. A total of 491 valid responses were received. It's important to note that participation in the survey was voluntary, as was responding to individual questions. Some questions allowed for multiple responses, which explains why some totals exceed the number of valid responses.

The Five Major Survey Topics

The Crafton Hills College Student Satisfaction survey focused on five major topics to gauge collective sentiment and identify areas for improvement. In each area, respondents were asked to rate their level of agreement to a set of statements, then rate their level of satisfaction with certain areas/services that are associated with each category. First, the **Belonging, Respect, and Fair Treatment** category which included 16 items ([Table 2](#) and [Table 16](#)), assessed perceptions of the campus climate, including whether respondents feel welcomed, valued, and treated fairly by peers, instructors, and staff. **Classroom Experience and Course Availability**, encompassing 11 items ([Table 3](#) and [Table 4](#)) evaluated students' perceptions of instructional quality, fairness, and instructor support, as well as the availability and convenience of course offerings. **Campus Technology and Website**, with seven items ([Table 5](#) and [Table 6](#)), measured respondents' experiences with campus technology, including the accessibility of computer labs, the ease of navigating the Crafton Hills College website, the usability of online services, and the adequacy of classroom technology to support learning. **Campus Facilities**, through 9 items ([Table 7](#) and [Table 8](#)), assessed students' perceptions of the physical campus, including the cleanliness and maintenance of facilities and outdoor spaces, availability of study areas, parking, safety, and signage. Lastly, **Student Support Services**, with 32 items ([Table 9](#) and [Table 10](#)), examined students' experiences with a broad range of campus services, including admissions, financial aid, counseling, registration, tutoring, library resources, health and wellness, basic needs, food services, and student engagement opportunities. This section assessed both the accessibility and usefulness of these services, as well as students' awareness of specialized support resources such as mental health, crisis prevention, veteran, and LGBTQ+ services.

Each of these topics was evaluated using a standardized scoring method derived from a 4-point Likert scale, indicative of levels of agreement vs disagreement or satisfaction vs dissatisfaction to a variety of topic specific statements and CHC specific services and service areas. 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. A score of 4 indicates strong agreement or high satisfaction with the item, while a score of 1 indicates strong disagreement or low satisfaction.

Primary Survey Findings

Based on responses from 491 students, average satisfaction scores across the five areas ranged from 3.34 to 3.51 on a 4-point scale, where 4 means high satisfaction and 1 means low. Scores were fairly consistent, with **Respect, Belonging, and Fair Treatment** rated highest (3.51) and **Campus Technology and Website** rated lowest (3.34). Overall, results suggest comparable satisfaction across all areas, with no single category standing out as a major concern.

Response Count	Respect Belonging & Fairness	Classroom Experience & Course Availability	Campus Technology & Website	Campus Facilities	Student Support Services
491	3.51	3.38	3.34	3.42	3.38

The survey findings by ethnicity show generally consistent satisfaction across all groups, with scores ranging from 3.15 to 3.76 on a 4-point scale. Hispanic/Latinx students, the largest respondent group, reported scores above the overall average in all categories. Native Hawaiian/Pacific Islander and Native American/Alaskan students gave the highest ratings in most areas, including Respect, Belonging & Fairness and Campus Facilities. Caucasian/White and Middle Eastern respondents reported slightly lower satisfaction, particularly in Technology & Website and Student Support Services. Despite some variation, there are no major disparities, suggesting a generally equitable experience across ethnic groups.

Ethnicity	Response Count	Respect Belonging & Fairness	Classroom Experience & Course Availability	Campus Technology & Website	Campus Facilities	Student Support Services
Hispanic/Latinx	132	3.62	3.47	3.48	3.51	3.47
Caucasian/White	97	3.53	3.29	3.18	3.35	3.28
Asian	37	3.51	3.45	3.32	3.36	3.35
African American/Black	15	3.46	3.32	3.43	3.42	3.41
Native American/Alaskan	10	3.75	3.63	3.31	3.51	3.40
Middle Eastern	6	3.52	3.40	3.15	3.24	3.24
Native Hawaiian/Pacific Islander	6	3.76	3.47	3.53	3.60	3.52
Decline to state	27	3.55	3.39	3.38	3.37	3.33
Grand Total	330	3.57	3.41	3.35	3.43	3.38

Survey results by gender show minimal variation in satisfaction across the five categories. Female and male students reported identical averages in Respect, Belonging & Fairness (3.58) and Classroom Experience (3.41), with only slight differences in the other areas. Respondents identifying as another gender identity reported slightly lower satisfaction in Technology & Website (3.22) and Student Support Services (3.29), though still within range of other groups. The small group that declined to state their gender reported the lowest scores across all categories, particularly in Campus Facilities (2.99) and Technology (3.01), though the very low response count (n=4) makes interpretation limited. Overall, the results suggest consistent experiences by gender with no major disparities.

Gender	Response Count	Respect Belonging & Fairness	Classroom Experience & Course Availability	Campus Technology & Website	Campus Facilities	Student Support Services
Female	236	3.58	3.41	3.38	3.44	3.40
Male	76	3.58	3.41	3.34	3.43	3.35
Other gender identity	18	3.54	3.35	3.22	3.44	3.29
Decline to state	4	3.41	3.31	3.01	2.99	3.11
Grand Total	334	3.58	3.41	3.36	3.43	3.38

Survey results by age group reveal a general trend of increasing satisfaction with age, peaking among students aged 30 to 39, who reported the highest ratings across most areas, especially in Respect, Belonging & Fairness (up to 3.84) and Student Support Services (3.70). Students aged 25 to 34 also expressed notably high satisfaction in instructional quality and campus resources. In contrast, students 60 or above reported the lowest scores, particularly in Technology & Website (2.96) and Student Support Services (3.04), suggesting potential accessibility or support challenges for older learners. Overall, younger students (under 25) reported moderate and consistent ratings, while middle-aged students expressed the highest levels of satisfaction across the board.

Age Group	Response Count	Respect Belonging & Fairness	Classroom Experience & Course Availability	Campus Technology & Website	Campus Facilities	Student Support Services
19 or younger	107	3.55	3.38	3.29	3.37	3.34
20 to 24	103	3.49	3.32	3.31	3.37	3.32
25 to 29	35	3.64	3.51	3.53	3.49	3.46
30 to 34	28	3.71	3.62	3.67	3.64	3.58
35 to 39	15	3.84	3.58	3.66	3.71	3.70
40 to 49	25	3.61	3.44	3.37	3.46	3.39
50 to 59	11	3.66	3.36	3.11	3.43	3.38
60 or above	9	3.57	3.24	2.96	3.50	3.04
Grand Total	333	3.58	3.41	3.36	3.43	3.38

Note: Additional analyses by enrollment type, term count, unit load, and disability status did not reveal any significant differences in satisfaction across the five survey areas. Scores remained relatively consistent across all subgroups, with no particular population showing markedly lower satisfaction or notable concerns. As a result, these breakdowns are not discussed in detail in this report in order to keep the focus on findings with clearer implications for action.

Conclusion

Survey findings across all five areas - Respect & Belonging, Classroom Experience, Technology & Website, Campus Facilities, and Student Support Services - revealed generally high and consistent satisfaction levels, with average scores ranging from 3.34 to 3.58 on a 4-point scale. Disaggregated results by ethnicity, gender, age, enrollment type, term count, unit load, and disability status showed minor variations but no clear or consistent patterns of concern. All groups reported average satisfaction well above the midpoint, and no subgroup was disproportionately low across multiple categories. A PPG-I disproportional impact analysis did not find significant differences between demographic groups because scores were closely clustered and mostly ranged within approximately 12 to 13 percentage points of the average for each area. Overall, the results suggest a broadly positive student experience with no major disparities.

Further detail in the open-ended survey responses illuminates specific needs and concerns among smaller student populations. For example, a lack of academic guidance for dually enrolled, home-schooled high school students, and challenges related to inflexible attendance policies, older childcare responsibilities, and access to remote courses for students caring for dependents. These insights provide valuable context and are explored in the detailed response summaries that follow.

Detailed Survey Findings

Q1: I enrolled at Crafton Hills College because...(select ALL that apply).

Table I identifies the reason the respondent enrolled here at Crafton. The responses were varied, but a large portion of respondents enrolled because of the cost and location of the college (42%). Other respondents enrolled due to the appearance of the campus, the academic reputation, their friends or family attend Crafton, the academic program they were interested in was offered, and because of family/friends' recommendation.

Table I. Self-Reported Reason for Enrollment

I enrolled at Crafton Hills College because...(select ALL that apply).	Response Count	Response Percent
Location	352	23%
Cost	284	19%
Recommendation from family/friends	150	10%
The academic program I was interested in was offered	148	10%
Campus Appearance	135	9%
My friends or family members attend here	120	8%
The academic reputation	116	8%
My high school counselor recommended	96	6%
The size of the institution	54	4%
Other (specify below)	31	2%
The CTE program I was interested in was offered	17	1%
Grand Total	1,503	100%

Note: Participants were allowed to select more than one option.

Table Ia identifies open-ended responses to the “other” option above. Respondents stated that they enrolled for a variety of different reasons, the most popular of which was the helpfulness, responsiveness, and friendliness of CHC staff; and the reputation and quality of CHC faculty.

Table Ia. Open-Ended Responses to Reason for Enrollment – Other (Grouped by Theme)

Open Responses (Other) Grouped by Themes	Count	Percent
Friendly and helpful staff or quality/reputation of instructors	6	20%
To complete GE requirements	3	10%
Personal growth or continued learning	3	10%
Distant or remote learning opportunities	3	10%
To join a CHC program (e.g. athletics, honors)	3	10%
Work experience or professional requirements	2	7%
Course was offered through high school (dual enrollment)	2	7%
Campus facilities	2	7%
Course availability	1	3%
Prior experience at CHC (returning student)	1	3%
Less prerequisite requirements and shorter path to educational goal	1	3%
Recommendation from family/friends	1	3%
Scenic location	1	3%
Location	1	3%
Grand Total	30	100%

Q2: Belonging and Respect on Campus: Please rate your level of agreement with the following statements.

Table 2 identifies the overall level of agreement for 10 different statements pertaining to the sense of belonging and feeling respected on campus. The majority of respondents agreed and/or strongly agreed with all of the statements (92-98%). Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. I would recommend CHC to a friend or family member (98%).
2. People on this campus treat each other with respect (97%).
3. Students are made to feel welcome on this campus (97%).

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

1. I feel informed about what is happening on campus (92%).
2. I feel a sense of belonging at Crafton (93%).

Table 2. Overall Perception of Belonging and Respect on Campus

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
I feel a sense of belonging at Crafton	175	41%	220	52%	22	5%	6	1%	423	100%
I am proud to tell others that I am a CHC student	208	49%	195	46%	21	5%	4	1%	428	100%
Crafton shows concern for students as individuals	207	49%	192	45%	21	5%	5	1%	425	100%
Students are made to feel welcome on this campus	222	51%	197	46%	8	2%	5	1%	432	100%
People on this campus are supportive of one another	188	45%	208	50%	18	4%	2	0%	416	100%
People on this campus treat each other with respect	185	44%	225	53%	9	2%	3	1%	422	100%
Employees across campus are generally helpful and approachable	224	52%	182	42%	20	5%	3	1%	429	100%
I feel informed about what is happening on campus	215	50%	185	43%	29	7%	5	1%	434	100%
I received good customer service on campus	212	50%	192	46%	13	3%	3	1%	420	100%
I would recommend CHC to a friend or family member	275	63%	154	35%	8	2%	1	0%	438	100%
Distinct Count Total	348	49%	330	46%	91	4%	21	1%	444	100%

Q3: Classroom Experience and Course Availability: Please rate your level of agreement with the following statements.

Table 3 identifies the overall level of agreement for 8 different statements pertaining to classroom experience and course schedules. The majority of the respondents agreed and/or strongly agreed with all of the statements (86-97%). The most positive ratings were given to quality of instruction and faculty practices, while slightly lower positive ratings were given to course scheduling and offering statements. Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. I am receiving a great education at CHC (97%).
2. The quality of instruction at CHC is excellent (94%).
3. The instructors care about me as an individual (94%).

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

1. The classes that I need to take are available (86%).
2. Classes are scheduled at times that are convenient for me (89%).
3. The variety of courses offered is sufficient (89%).

Table 3. Overall Perception of Classroom Experience and Course Schedules

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Classes are scheduled at times that are convenient for me	169	41%	195	48%	40	10%	6	1%	410	100%
I am receiving a great education at CHC	205	50%	194	47%	10	2%	2	0%	411	100%
Instructors are fair and unbiased in their treatment of students	182	44%	199	48%	24	6%	6	1%	411	100%
Instructors are supportive of each student's unique life circumstances	188	45%	198	47%	28	7%	4	1%	418	100%
The classes that I need to take are available	158	38%	199	48%	50	12%	9	2%	416	100%
The instructors care about me as an individual	194	47%	196	47%	23	6%	2	0%	415	100%
The quality of instruction at CHC is excellent	181	44%	210	50%	18	4%	7	2%	416	100%
The variety of courses offered is sufficient	174	42%	194	47%	36	9%	9	2%	413	100%
Distinct Count Total	284	44%	320	48%	118	7%	24	1%	424	100%

Q4: Classroom Experience and Course Availability: Overall student satisfaction

Table 4 identifies the overall satisfaction with the classroom experience and course schedules. The majority of respondents were satisfied and/or very satisfied with the quality of instruction, schedule of classes, and their overall educational experience at Crafton (90-98%). Students reported being the most satisfied with their overall educational experience at Crafton, as indicated by satisfied and/or very satisfied response rate of 98%.

Table 4. Overall Satisfaction with Instructors and Course Schedules

	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Instruction	200	47%	208	49%	15	4%	0	0%	423	100%
Schedule of Classes	179	43%	198	47%	39	9%	3	1%	419	100%
Overall educational experience at Crafton	222	53%	190	45%	7	2%	2	0%	421	100%
Distinct Count Total	270	64%	277	65%	52	12%	5	1%	424	100%

Q5: Campus Technology and Website: Please rate your level of agreement with the following statements.

Table 5 identifies the overall level of agreement of 4 different statements pertaining to the college website and technology on campus. Most responses were once again very positive, agreeing and/or strongly agreeing with all the statements (87-97%). Excluding “don’t know/no opinion” responses, the top two highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. Classrooms/labs are sufficiently equipped with technology for learning (97%).
2. Computer labs are adequate and accessible (96%).

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

1. The Crafton website is easy to navigate (87%).
2. The services accessible through the website are easy to use (89%).

Table 5. Overall Perception of Technology on Campus and the College Website

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Computer labs are adequate and accessible	169	52%	142	44%	10	3%	3	1%	324	100%
The Crafton website is easy to navigate	163	40%	187	46%	49	12%	4	1%	403	100%
The services accessible through the website are easy to use	166	42%	190	48%	39	10%	3	1%	398	100%
Classrooms/labs are sufficiently equipped with technology for learning	168	46%	182	50%	11	3%	1	0%	362	100%
Distinct Count Total	241	59%	276	68%	77	19%	8	2%	407	100%

Q6: Campus Technology and Website: Overall Student Satisfaction

Table 6 identifies the overall satisfaction with the quality of the college website and technology on campus. The majority of respondents were satisfied and/or very satisfied with the quality of the website, technology in the classrooms, and the availability of computers on campus (90-97%). Students reported being the most satisfied with computer availability on campus as indicated by a combined satisfied and/or very satisfied response rate of 97%.

Table 6. Overall Satisfaction with Technology on Campus and the College Website

	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Website	168	42%	195	49%	36	9%	3	1%	402	100%
Technology in the classrooms	151	41%	195	53%	17	5%	3	1%	366	100%
Computer availability on campus	171	50%	161	47%	6	2%	3	1%	341	100%
Distinct Count Total	216	53%	258	64%	52	13%	6	1%	404	100%

Q7: Campus Facilities: Please rate your level of agreement with the following statements.

Table 7 identifies the overall level of agreement of 4 different statements pertaining to the campus facilities and environment. The majority of respondents agreed and/or strongly agreed with all of the statements (93-98%). Excluding “don’t know/no opinion” responses, the top two highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. The campus grounds (grass, trees, bushes, flowers) are clean and well cared for (98%).
2. Restrictions for smoking on campus are sufficient (97%).

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

1. There are an adequate number of areas to study on campus (93%).
2. The campus facilities are well maintained (95%).

Table 7. Overall Perception of Campus Facilities

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
There are an adequate number of areas to study on	192	53%	148	41%	21	6%	3	1%	364	100%
Restrictions for smoking on campus are sufficient	186	53%	154	44%	8	2%	2	1%	350	100%
The campus facilities are well	217	59%	135	37%	14	4%	3	1%	369	100%
The campus grounds (grass, trees, bushes, flowers) are	250	67%	116	31%	8	2%	1	0%	375	100%
Distinct Count Total	286	75%	225	59%	43	11%	9	2%	380	100%

Q8: Campus Facilities: Overall Student Satisfaction

Table 8 identifies the overall satisfaction with the quality of the campus. The majority of respondents were satisfied and/or very satisfied with the quality of the cleanliness on campus, the maintenance of facilities, safety, and signs and directions on campus (91-98%). The lowest level of satisfaction was reported regarding campus parking, to which only 61% of respondents reporting being satisfied or very satisfied.

Table 8. Overall Satisfaction with the Campus Facilities

	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Campus Cleanliness	238	64%	129	35%	5	1%	1	0%	373	100%
Maintenance of the Facilities	224	60%	139	37%	7	2%	3	1%	373	100%
Parking	98	28%	120	34%	89	25%	49	14%	356	100%
Safety (Police Security)	159	45%	167	47%	16	5%	10	3%	352	100%
Campus signs and directions	161	43%	177	48%	28	8%	5	1%	371	100%
Distinct Count Total	269	70%	260	68%	119	31%	57	15%	383	100%

Q9 & Q11: Student Support Services: Please rate your level of agreement with the following statements.

Table 9 identifies the overall level of agreement of 16 different statements pertaining to student services. The majority of respondents agreed and/or strongly agreed with all of the statements (84-100%). Excluding “don’t know/no opinion” responses, the top three highest levels of agreement (Strongly Agree and Agree) were to the following statements:

1. Library resources meet my needs (100%).
2. The Pool/Fitness Center are good quality options for physical health (99%).
3. Tutoring services are readily available (98%).

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

1. I can easily locate LGBTQ+ resources on campus (84%).
2. Online registration is easy to use (85%).
3. Counseling times and online availability are sufficient to meet my needs (86%).

Table 9. Overall Perception of Student Support Services

	Strongly Agree		Agree		Disagree		Strongly Disagree		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
I received accurate information from Admissions & Records	164	46%	171	48%	15	4%	3	1%	353	100%
The college registration steps were easy to follow and complete	163	45%	157	44%	32	9%	7	2%	359	100%
Counseling times and online availability are sufficient to meet my needs	154	45%	141	41%	34	10%	16	5%	345	100%
Counseling services helped me understand how to reach my educational goals	172	50%	133	39%	32	9%	7	2%	344	100%
Online registrations is easy to use	158	44%	150	41%	46	13%	8	2%	362	100%
I received accurate information from Financial Aid	142	45%	128	41%	35	11%	10	3%	315	100%
Library resources meet my needs	182	56%	143	44%	1	0%	0	0%	326	100%
Tutoring services are readily available	171	56%	130	42%	5	2%	0	0%	306	100%
I am aware of opportunities to be involved in campus life	176	51%	139	40%	30	9%	3	1%	348	100%
I am well-informed as to the mental and emotional health services and resources available to me at CHC	155	48%	127	39%	39	12%	4	1%	325	100%
Services provided at the Health & Wellness Center meet my needs	143	55%	100	38%	17	6%	2	1%	262	100%
Remote student services are readily available to me	144	49%	137	46%	12	4%	3	1%	296	100%
I can easily locate Suicide Prevention and other crisis prevention resources in a timely manner	125	50%	89	36%	30	12%	6	2%	250	100%
Services provided by the Basic Needs Center meet my needs	150	58%	100	39%	6	2%	1	0%	257	100%
Veteran resources meet my needs	81	56%	55	38%	7	5%	1	1%	144	100%
I can easily locate LGBTQ+ resources on campus	91	47%	73	37%	27	14%	4	2%	195	100%
Distinct Count Total	271	74%	273	74%	147	40%	44	12%	368	100%

Q9a: What times best meet your needs with respect to receiving student services (e.g., counseling, financial aid, admissions & records) between Monday and Friday? Please select all that apply.

Table 9a. identifies the times and days that work best for students to receive student services. The most popular days selected were Wednesday (88%), Monday (87%), and Tuesday (86%). The most popular times selected were mid-morning (9am-11am, 61%), around noon (11am-1pm, 58%), and in the early morning (7am-9am, 55%). Mornings before 7am and evenings after 6pm show the lowest demand, with percentages dropping to 24-36%.

Table 9a. Preferred Days and Times to Receive Student Services

Preferred days and times								
	Before 7am	7am to 9am	9am to 11am	11am to 1pm	1pm to 3pm	3pm to 5pm	5pm to 7pm	After 7pm
Monday	32%	51%	51%	51%	44%	45%	36%	22%
Tuesday	27%	48%	53%	51%	41%	46%	33%	19%
Wednesday	29%	51%	53%	52%	43%	45%	34%	21%
Thursday	24%	48%	53%	50%	43%	47%	36%	19%
Friday	28%	48%	53%	51%	44%	47%	39%	25%
Grand Total	36%	55%	61%	58%	49%	52%	38%	24%

Q10 & Q11: Student Support Services: Overall Student Satisfaction.

Table 10 identifies the overall satisfaction with the quality of student services. The majority of respondents reported being satisfied or very satisfied with the quality of all of the services provided on campus (89%-99%). The highest level of satisfaction was reported towards Library services (99%), Child Care Center (99%), and Student Life (98%). The overall measure of satisfaction with all student services at CHC came in at 98%.

Table 10. Overall Satisfaction with Student Services

	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Admissions and Records	154	48%	158	49%	8	2%	2	1%	322	100%
Financial Aid	132	45%	128	44%	26	9%	7	2%	293	100%
Career Services	138	53%	105	41%	13	5%	2	1%	258	100%
Counseling	174	54%	111	35%	27	8%	9	3%	321	100%
Student Accessibility Services (SAS)	103	56%	72	39%	4	2%	4	2%	183	100%
Extended Opportunities Programs and Services (EOPS)	131	69%	53	28%	6	3%	1	1%	191	100%
CalWORKs	96	59%	61	37%	6	4%	1	1%	164	100%
Guardian Scholars Program (Foster Youth Program)	78	60%	49	37%	2	2%	2	2%	131	100%
Tutoring Center	129	55%	99	42%	8	3%	0	0%	236	100%
Library	191	63%	108	36%	3	1%	0	0%	302	100%
Health & Wellness Center	117	58%	78	38%	5	2%	3	1%	203	100%
Student Life (Associated Students)	125	57%	90	41%	4	2%	1	0%	220	100%
Transfer Services	113	57%	75	38%	9	5%	1	1%	198	100%
Veterans Services	68	61%	40	36%	2	2%	1	1%	111	100%
Basic Needs Center	121	65%	60	32%	3	2%	2	1%	186	100%
Overall services for students at Crafton	172	54%	144	45%	4	1%	1	0%	321	100%
Distinct Count Total	278	80%	239	69%	74	21%	26	8%	346	100%

Q12: What is your admittance status?

Table 12. identifies the respondent's admittance status. Most respondents were a continuing student (49%) followed by being a first-time student (23%). The respondents were least likely to be dually enrolled K-12 students.

Table 12. Self-Reported Admittance Status

	Student Headcount	Student Percent
Continuing Student (enrolled last semester at Crafton)	166	49%
First-time Student (no prior college experience)	77	23%
Returning Student (at Crafton before, returning)	59	17%
Transfer Student (transferred from another institution)	23	7%
Currently enrolled in K-12	15	4%
Grand Total	340	100%

Q13: How many primary (Fall or Spring) semesters have you been a student at Crafton?

Table 13 identifies the number of terms the respondent has attended the college. The majority have been students for 2 to 3 semesters (42.6%) followed by a quarter of respondents who have been students for one term (25.1%) and a fourth of respondents who have been students for 4 to 5 terms (21.3%).

Table 13. Self-Reported Term Count

	Student Headcount	Student Percent
This is my first semester	86	25%
2 to 3 semesters	146	43%
4 to 5 semesters	73	21%
6 to 7 semesters	19	6%
8 to 9 semesters	10	3%
10 or more semesters	9	3%
Grand Total	343	100%

Q14: How many units are you currently enrolled in at Crafton?

Table 14 identifies the self reported unit load of the respondents. The results were varied among all four ranges with respondents more likely to be part-time students taking between one and 11 units (54%) while full-time students taking 12-16 or more units making up 46% of responses.

Table 14. Self-Reported Unit Load

	Student Headcount	Student Percent
1 to 4 units	84	24%
5 to 11 units	100	29%
12 to 15 units	114	33%
16 units or more	45	13%
Grand Total	343	100%

Q15: How many hours per week do you spend caring for dependent family members (e.g., children/ elderly care)?

Table 15 identifies the number of hours per week that respondents spend caring for dependent family members. Most respondents reported not having dependent family members (59%), while a sizable number of respondents indicated they spend sometime caring for other family members (41%).

Table 15. Self-Reported Hours of Dependent Care

	Student Headcount	Student Percent
I do not have dependent family members	203	59%
1 to 20 hours per week	64	19%
21 to 40 hours per week	34	10%
More than 40 hours per week	42	12%
Grand Total	343	100%

Q15.b: How does caring for a dependent family member affect your school attendance or performance, if at all?

Table 15a identifies open-ended responses to a follow up question to the above table. Note that this only appeared to the respondent if they chose any option besides “I do not have dependent family members”. The table provides a summary of open-ended responses grouped into themes. This range of experiences highlights the importance of flexibility, support systems, and understanding from educational institutions to help caregivers succeed academically while fulfilling their caregiving responsibilities.

Table 15a. Open-Ended Responses to the Effects of Dependent Care (grouped into themes)

	Count	Percent
Work/life balance or time management concerns	41	31%
Neutral or no impact	21	16%
Requests for more flexibility in attendance, more online/remote course options	19	14%
Course scheduling difficulties around dependent schedule	15	11%
Difficulty finding quiet study space or time for homework	11	8%
Lower energy and less focus on academics	6	5%
Finding child care for children over 18 months, or for older school-aged children	5	4%
Negative impact or adverse effects on academic performance	4	3%
Positive experience at CHC due to staff helpfulness and understanding	3	2%
Increased stress or mental health issues	3	2%
Adverse effect on participating in Student Life clubs and activities	2	2%
Dependent care increased timeline of obtaining educational goal	2	2%
Negative impact due to full time work and school in addition to dependent care	1	1%
Grand Total	133	100%

Q16: In general, how do you feel you are treated by the following groups at Crafton?

Table 16 identifies the level of fairness the respondents felt they received from each group. Respondents felt that they were treated fairly (score of 4 or 3) overall by all of the groups (95-96%). More positive ratings for fair treatment were collected through the open response option where respondents gave kudos to the Tutoring Center (4), maintenance/custodial staff (2), SAS (1), EOPS (1), athletic coaches (1), bookstore staff (1), library staff (1), STEM Center (1), and Student Life (1).

Table 16. Overall Evaluation of Fair Treatment

	Fair - 4		3		2		Not Fair at all - 1		Total Count	Total Percent
	Count	Percent	Count	Percent	Count	Percent	Count	Percent		
Instructors	253	76%	65	20%	13	4%	2	1%	333	100%
Students	240	76%	60	19%	13	4%	1	0%	314	100%
Campus Police	180	77%	45	19%	8	3%	1	0%	234	100%
Counselors	227	75%	60	20%	12	4%	4	1%	303	100%
Office/program staff	223	74%	65	22%	12	4%		0%	300	100%
A group not listed above (please specify below)	63	84%	9	12%	1	1%	2	3%	75	100%
Distinct Count Total	305	91%	143	43%	44	13%	10	3%	336	100%

Q16a: You indicated that you were treated less than fairly by [group]. Please share your experience in the text box below (Optional).

Tables 16a includes open-ended responses from respondents who indicated they were treated less than fairly (score of 2 or 1), grouped into general themes. Note that the responses below were only collected from respondents who gave a low fairness score, therefore they will reflect negative experiences. Open responses to other questions on this survey showed a largely positive experience among the majority of survey respondents, but here we give a voice to the few who did not have a positive experience.

Table 16a. Fair Treatment Open Responses (grouped into themes)

	Count	Percent
Experience with Instructors	13	33%
Perceived lack of empathy or accommodation from instructors	4	10%
Perceived lack of engagement or communication from instructor	2	5%
Perceived instructor complacency and unprofessional behavior	2	5%
Perceived administrative inaction or lack of support for less than fair treatment	1	3%
Delayed feedback and grading	1	3%
General dissatisfaction with instructor	1	3%
Breach of student privacy or professional boundaries in the classroom	1	3%
Inadequate instruction or course delivery	1	3%
Experience with Students	2	5%
Social judgment or exclusion by peers	2	5%
Experience with Campus Police	4	10%
Lack of transparency and accountability in enforcement	2	5%
Perceived unfair or overzealous enforcement of parking rules	1	3%
Lack of clear appeals process or guidance	1	3%
Experience with Counselors	11	28%
Rushed or impersonal counseling experiences	3	8%
Inadequate support for dual enrolled or homeschooled students with no access to high school counselors	2	5%
Unpreparedness or ineffective guidance from counselors	2	5%
Limited access to counseling services due to low appointment availability	2	5%
Perceived lack of counselor knowledge or specialization	2	5%
Experience with Staff	9	23%
Unfriendly or unwelcoming staff attitudes	4	10%
Poor communication or service	3	8%
Lack of timely or effective communication	1	3%
Observed staff treating other students poorly	1	3%
Grand Total	39	100%

Q17: Have you ever experienced discrimination at Crafton?

Table 17 identifies whether or not respondents experienced discrimination at Crafton. The majority of respondents reported that they did not experience discrimination (83%), while a small portion of students reported that they had (4%).

Table 17. Self-Reported Discrimination

	Student Headcount	Student Percent
No	280	83%
Not sure	44	13%
Yes	14	4%
Grand Total	338	100%

Q17a: Please explain the situation in which you experienced discrimination (optional)

Table 17a provides the open-ended responses of respondents who answered yes to the discrimination question above. Respondents reported a gender and political bias from other students and faculty members. Respondents also reported age discrimination from financial aid along with being mocked by other students for hearing impairments. One student even reported being called homophobic slurs.

Table 17a. Open-Ended Responses to Experiences of Discrimination (grouped into themes)

	Count	Percent
Peer-based discrimination or harassment	3	25%
Discrimination from staff	2	17%
Disability-related discrimination	2	17%
Discrimination from faculty	2	17%
Discrimination based on political affiliation	1	8%
Age discrimination	1	8%
Gender-based discrimination	1	8%
Grand Total	12	100%

Q18: What language do you primarily speak at home (more that 50% of the time)?

Table 18 identifies the primary language respondents speak at home. The majority of respondents speak English in the home (77%) followed by Spanish (14%).

Table 18. Self-Reported Primary Language Spoken at Home

	Student Headcount	Student Percent
English	261	77%
Spanish	48	14%
Arabic	5	1%
Vietnamese	2	1%
Filipino/Pilipino/Tagalog	2	1%
Mandarin/Cantonese	1	0%
Indonesian	1	0%
Other (specify below)	18	5%
Farsi	3	1%
Spanish	3	1%
Bengali	2	1%
Thai	2	1%
Persian	2	1%
Luganda	1	0%
Punjabi	1	0%
Malayalam	1	0%
Urdu	1	0%
American sign language	1	0%
Hungarian	1	0%
Japanese	1	0%
Grand Total	338	100%

Q19: What language do you primarily speak outside of your home (more than 50% of the time)?

Table 19 identifies the primary language respondents speak outside of the home. The majority of respondents reported speaking English (96%) followed by Spanish (3%).

Table 19. Primary Language Outside of Home

	Student Headcount	Student Percent
English	319	96%
Spanish	10	3%
Arabic	1	0%
Filipino/Pilipino/Tagalog	1	0%
Other (specify below)	3	1%
American Sign Language	2	1%
Persian	1	0%
Grand Total	334	100%

Demographic Questions (Q20 – Q27)

Table 20 provides a breakdown of respondents self-reported demographic information. Information includes race/ethnicity, gender, age group, sexual orientation, first generation status, and disability status.

- Both racial/ethnic groups and age groups among survey respondents were proportional to those of the overall student population during the time the survey was conducted (within a 10-percentage point margin).
- Female respondents were overrepresented in the survey when compared to CHC student population by approximately 12 percentage points.

Table 20. Respondents Demographics

	Count	Percent
Multiple races and/or ethnicities	336	100%
Yes	137	41%
No	199	59%
Hispanic and/or Latinx	336	100%
Yes	170	51%
No	166	49%
Primary racial and/or ethnic category	331	100%
Hispanic/Latinx	132	40%
Caucasian/White	97	29%
Asian	37	11%
African American/Black	15	5%
Native American/Alaskan	10	3%
Middle Eastern	6	2%
Native Hawaiian/Pacific Islander	6	2%
Decline to state	28	8%
Gender	335	100%
Female	236	70%
Male	76	23%
Non-binary	11	3%
Genderqueer, gender nonconforming, or genderfluid	5	1%
A gender identity not listed above	1	0%
Transgender male	1	0%
Decline to state	5	1%
Age group	333	100%
19 or younger	107	32%
20 to 24	103	31%
25 to 29	35	11%
30 to 34	28	8%
35 to 39	15	5%
40 to 49	25	8%
50 to 59	11	3%
60 or above	9	3%
Sexual orientation	330	100%
Straight/Heterosexual	236	72%
Bisexual	31	9%
Lesbian/Gay/Homosexual	14	4%
Pansexual	12	4%
Asexual	4	1%
Queer	3	1%
Demisexual	2	1%
Questioning	1	0%
Decline to state	27	8%
First generation college student	332	100%
Yes	129	39%
No	203	61%
Student with Disability	491	100%
Yes	87	18%
No	404	82%

Q30: What do you believe are the best things Crafton has to offer?

Question 30 asked what respondents believe are the best things that Crafton has to offer. 274 responses were collected and below is a summary of themes found throughout the responses.

- **Affordability and Accessibility:**
 - Many students mention the low cost of classes, the availability of financial aid, and the flexibility in scheduling. This makes education more accessible to a broader range of students.
- **Quality Education and Supportive Faculty:**
 - There is a strong emphasis on the quality of education, passionate instructors, and personalized attention. Faculty and staff are noted for being supportive, helpful, and willing to assist students in achieving their academic goals.
- **Programs and Resources:**
 - The college offers a wide variety of programs, including popular ones like EMT, Fire Academy, and the Honors program. Students also value the diverse resources available, such as the food pantry, tutoring, library, and accessibility services.
- **Community and Campus Environment:**
 - Many students appreciate the welcoming, inclusive, and supportive campus environment. The sense of community, the peaceful campus atmosphere, and opportunities to get involved in clubs and activities are common points of praise.
- **Diversity and Inclusivity:**
 - Students highlight the college's efforts to foster diversity, inclusivity, and support for different communities, including programs for first-generation students and resources for LGBTQ+ students.
- **Student Services and Support:**
 - There are frequent mentions of the effectiveness of student services such as counseling, transfer support, EOPS, and career services, which help students succeed both academically and personally.
- **Convenience and Flexibility:**
 - Online courses, flexible scheduling, and the ability to balance life with education are significant advantages, particularly for students juggling work, family, and college.

These themes collectively emphasize a supportive, affordable, and resource-rich learning environment that meets the needs of a diverse student body.

Q3 I: What do you believe Crafton needs to improve on to provide quality educational services to our students?

Question 3 I asked what respondents believe Crafton needs to improve in order to provide quality educational services. 247 responses were collected and below is a summary of themes found throughout the responses.

Counseling and Academic Guidance

- **Availability and Accessibility of Counselors:**
 - Better access to counselors, improved scheduling, and longer counseling hours were common concerns.
 - Specific concerns about counselor availability, accuracy of advice, and transfer guidance.
 - Difficulty booking appointments and navigating the counseling system, with suggestions for counselors dedicated to specific departments or students (e.g., dual-enrolled).
- **Quality and Accuracy of Counseling:**
 - Several comments mentioned counselors providing inaccurate or inconsistent advice, especially related to transfer requirements and class selection.
 - Calls for more knowledgeable and approachable counselors.

Class Scheduling and Availability

- **Class Timing and Conflicts:**
 - Students reported issues with scheduling conflicts between required classes (e.g., Physics and Computer Science), which delay progress.
 - Students report a need for more flexible scheduling, especially evening, hybrid, and online courses.
- **In-Person vs. Online Classes:**
 - Many students requested more in-person class options, with some expressing dissatisfaction with the current balance of online versus in-person offerings.
- **Course Variety and Offerings:**
 - Calls for expanding course availability, including in more academic programs, electives, and career-oriented subjects.
 - Specific requests for more STEM and career counseling services.

Professors and Instruction Quality:

- **Instructor Quality and Engagement:**
 - Multiple students expressed concerns about certain professors being unresponsive, disengaged, or disrespectful toward students.
 - Specific calls for better oversight of professors who are not meeting students' expectations.

- **Instructor Workload and Support:**

- Some students noted that professors in certain departments (e.g., Microbiology) were overburdened and in need of additional teaching support.

Campus Facilities and Resources:

- **Parking:**

- Parking issues were frequently cited, with suggestions for expanding parking availability and even constructing a dedicated parking structure.

- **Study Spaces and Learning Resources:**

- Requests for more study spaces, comfortable areas to relax, and expanded resources in the library (e.g., books, learning tools).
- Interest in more academic support services like tutoring, especially in challenging subjects.

- **Technology and Facilities:**

- Students expressed a desire for better technological resources, including access to Apple products, improved Wi-Fi, and online tools for class registration and orientation.

- **Safety and Security:**

- Some comments raised concerns about campus security and the need for better safety measures, including more visible security patrols.

Student Support Services:

- **Financial Aid and Support for Special Populations:**

- Students want more transparency and access to financial aid services, including FAFSA assistance.
- Interest in more services for non-traditional students (e.g., older students, parents) and those with disabilities.

- **Childcare Services:**

- Several students suggested the need for expanded childcare options on campus for students with children, particularly for older children.

Communication and Outreach:

- **Improved Communication:**

- Calls for better communication about the services and resources available, including counseling, workshops, and transfer information.

- **Outreach and Engagement:**

- Suggestions for improving community engagement and visibility of student government, clubs, and extracurricular activities.

Other Suggestions:

- **Food and Cafeteria Services:**

- Several comments about the need for better food options on campus and the availability of the cafeteria during later hours.

- **Political Neutrality and Curriculum Focus:**

- A few students raised concerns about the classroom environment, requesting a more neutral, academically focused curriculum without political overtones.

These themes indicate that students desire improvements in counseling services, class availability, teaching quality, campus facilities (especially parking and safety), and support services like financial aid and child care. Clearer communication and more engaging outreach activities were also frequently mentioned as areas for improvement.

Q32: Please provide any additional comments about your experiences at Crafton:

Question 32 asked respondents to provide any additional feedback regarding their experiences at Crafton. 128 responses were entered and below is a summary of themes found throughout the responses.

Positive Campus Environment:

- **Welcoming and Friendly Atmosphere:**

- Many students mentioned feeling welcomed and supported at the college, with comments like “very welcoming,” “friendly environment,” and “feel like I belong here.”
- Students appreciate the kindness and respectfulness of both staff and fellow students, which contributes to a positive and peaceful atmosphere on campus.

- **Enjoyment of the Campus:**

- Several students expressed that they enjoy being on campus, noting the beauty of the campus, cleanliness, and well-kept facilities. The greenery and peaceful environment were highlighted as significant positives.

- **Belonging and Community:**

- Crafton is described as feeling like home for many students, and some mentioned making good friends and enjoying the sense of community through events and interactions.

Quality of Education and Support:

- **Supportive Faculty and Staff:**

- Numerous students praised the college’s staff and faculty for being helpful, supportive, and resourceful. Many feel that professors and counselors are invested in their success and future careers.
- The tutoring center, in particular, was highly rated for its quality and helpfulness.

- **Positive Learning Experiences:**

- Students had positive remarks about the quality of education they received, with some noting how the experience has shaped or even changed their academic and career goals.

- There were specific mentions of good experiences in dual enrollment and appreciation for the availability of resources like tutoring, financial aid, and academic counseling.

Campus Life and Activities:

- **Engagement in Events/Activities:**

- Students enjoy campus events and activities, finding them fun and a way to meet new people.
- Several comments referenced participation in clubs, sports teams, and other activities, with specific mention of how engaging with campus life added to their overall college experience.

- **Diverse Student Body:**

- Students appreciate the inclusivity of the college, with comments about how it caters to various populations, including returning students, older students, and the elderly. There was also positive feedback about programs like Deaf/hard of hearing services.

Affordability and Accessibility:

- **Affordability:**

- Students value Crafton as an affordable educational option compared to four-year colleges, with some noting that it's a great first step before transferring.

- **Accessibility:**

- Crafton is seen as a good fit for local students, offering convenient access to quality education. Students also appreciate the availability of both in-person and online class options, though some expressed a desire for more in-person courses.

Areas for Improvement

- **Counseling Services:**

- While many students praised the support they received from counselors, others expressed dissatisfaction with the accuracy and helpfulness of counseling information, especially regarding class selection and transfer requirements. There were also complaints about difficulty scheduling counseling appointments.

- **Parking and Facilities:**

- Parking was a common concern, with multiple students mentioning the need for more parking spaces or improved parking facilities.
- Some students suggested improvements in other areas, such as the availability of up-to-date library books and more engagement from professors in the classroom.

- **Instructors:**

- While many students appreciated their professors, there were a few negative comments about specific instructors, particularly regarding unprofessional behavior or ineffective teaching methods.

Personal and Educational Growth:

- **Personal Development:**

- Students mentioned that attending Crafton has positively impacted their personal and educational journeys, with some noting how their experiences helped shape their future academic and career plans.

- **Confidence and Happiness:**

- Comments about being happy, feeling important, and enjoying the experience suggest that Crafton has had a positive influence on students' sense of confidence and belonging in their academic paths.

The student feedback highlights a positive college experience with strong support from faculty and staff, an enjoyable campus atmosphere, and a focus on personal and educational growth, though areas like counseling services and parking could see improvements.