



# *Institutional Effectiveness, Research & Planning*

## **STUDENT SATISFACTION SURVEY RESULTS**

Spring 2016

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# Student Satisfaction Survey Results

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Spring 2016

## Table of Contents

INTRODUCTION .....	1
POSSIBLE IMPLICATIONS.....	2
SUMMARY OF RESULTS .....	3
METHODOLOGY .....	6
SAMPLE .....	8
FINDINGS .....	10

## Introduction

In Spring 2016, a student satisfaction assessment instrument was developed by the Office of Institutional Effectiveness, Research and Planning in collaboration with the Crafton Council. Using random sampling, the survey was administered to students enrolled in seventy-seven sections at Crafton Hills College (CHC). To assess student perception of various aspects of the college, participants responded to over 100 items ranging from satisfaction with education and services to demographic information.

Understanding students' experiences and satisfaction is important to CHC's on-going efforts to enrich the student experience. The results of this survey will provide a diagnostic tool to help inform improvements to CHC's programs and services. The survey was organized into the following seven themes:

- Impression
- Education
- Technology
- Environment
- Services
- Diversity
- Overall Satisfaction

The key findings are presented in the summary to provide the college community a comprehensive perspective for evidence-based decision-making and continuous improvement. Additional reports and presentations will be shared with faculty, staff, administrators, and students through email, workshops, and committee meetings throughout the 2016-2017 academic year. Additional information is available upon request from the Office of Institutional Effectiveness, Research and Planning.

## Possible Implications

**High Levels of Student Satisfaction.** CHC continues to receive high levels of praise and satisfaction from survey respondents for its instructional programs and instructors, student support services and programs, welcoming and beautiful campus, technology support, and support of diversity.

**Possible Areas for Improvement.** Based upon respondents' feedback, the following are areas where CHC may consider how to improve:

1. While substantially improved from Spring 2014, student parking continues to be the most identified issue for improvement. The improvement in satisfaction over the last two years may be associated with the reopening of parking lots C and F as construction of new buildings were completed. As construction continues to progress and more parking lots made available, student satisfaction may be expected to improve as well. Other means to alleviate student parking may include providing additional student parking stalls, creating carpool programs, and increasing mass transit options.
2. Respondents reported lower levels of satisfaction with select student services programs and shared instances of poor experiences in customer service. Improving understanding and clarity of matriculation processes and educational pathways could alleviate both confusion with processes and poor experiences in customer service. For example, the implementation of the QLess student queuing software may alleviate some poor experiences in customer service and general frustration by reducing lines and wait times for students in certain student services offices, such as Financial Aid and Admissions & Records. Further expansion of QLess into other student services offices could be considered. Additionally, clarifying educational pathways may reduce confusion on what courses students need in order to complete their educational goals and increase student satisfaction throughout matriculation.
3. Respondents identified a lack of available courses, programs, and connection with the campus as areas for possible improvement. As CHC continues to consider how to grow into a comprehensive community college, CHC may consider how to increase the number of programs available to current and prospective students in our immediate service area, increase the number of course and section offerings available at various times to meet student demand, and create a student athletics program to build campus community. Additional improvements may include supporting the proposed Crafton Village to the south of campus, completing the proposed construction and renovation of campus buildings, considering adjustments to the academic calendar for shorter Spring and Fall terms and/or an additional Winter term, and improving outreach and communication to current and prospective students.

## Summary of Results

### Impression

- 94% of respondents would recommend CHC to a friend or family member.
- 91% of respondents either agreed or strongly agreed that students are made to feel welcome on campus.
- 77% of respondents selected CHC's location as the reason for enrolling, and 55% stated cost as the reason.
- 84 respondents provided positive comments such as, "This is a great college, I wish I would have enrolled sooner." Another respondent stated, "I've enjoyed my time here at Crafton, and am excited to begin a path to a better life. All thanks to Crafton." A third respondent wrote, "My experience has been great. It's been amazing getting to know new people and expanding my educational experience."
- 71 respondents identified reputable career and technical education (CTE) programs as the best thing CHC has to offer. The most mentioned CTE programs included the Fire Academy, EMS/EMT, and respiratory care programs. One respondent emphasized, "The EMS instructors are super invested in their students."
- 64 respondents stated nothing needed to be improved at CHC.

### Education

- 97% of respondents either agreed or strongly agreed that they are receiving a great education at CHC.
- 92% of respondents either agreed or strongly agreed that instructors care about them as individuals and that instructors are fair and unbiased in their treatment of students.
- 58 respondents identified the instructors as the best thing CHC has to offer. One respondent stated CHC has "positive caring teachers" and another wrote the instructors are "down to earth."
- 76 respondents stated access to classes they need to complete their educational goals was the best thing CHC has to offer. One respondent stated that CHC "has great classes that offer students the ability to fit college around their schedule." Another respondent stated that CHC "seems to have more core classes available."
- Conversely, 56 respondents identified class scheduling as an issue needing improvement at CHC. One respondent stated CHC needed "more times for adults to attend class or evening daycare for working students so they can get evening classes," and another respondent recommended to "have 3 quarters/semesters like RCC so students could get more units done!!" A third respondent requested that CHC "have all the classes needed pertaining to the AA offered, not spread out between different colleges." Lastly, one respondent stated CHC needed "a bachelors program."

## Technology

- 90% of respondents either agreed or strongly agreed that computer labs are adequate and accessible and that classrooms and labs are sufficiently equipped with technology for learning.
- 90% of respondents were either satisfied or very satisfied with the CHC website.
- 81% of respondents either agreed or strongly agreed they prefer to receive important information through the CHC website.
- Regarding email preferences, a nearly identical percentage of respondents (80%) either agreed or strongly agreed they prefer receiving information through their personal email and CHC email.
- Respondents were slightly more likely to use a cell phone (38%) to connect with CHC than those who use a tablet or laptop (37%).

## Environment

- 98% of respondents either agreed or strongly agreed that the grounds are well-cared for.
- 95% of respondents either agreed or strongly agreed that the campus is clean and well-maintained.
- 66 respondents stated the beauty of the campus, its landscaping, and the views were the best thing CHC has to offer. One respondent opined CHC “has one of the nicest campuses a community college can offer.” Another respondent indicated, “the view of the city makes it less boring when you are outdoors studying.”
- Only 45% of respondents were satisfied or very satisfied with parking at CHC; 24% were not at all satisfied with parking. Although respondents were dissatisfied with parking, overall satisfaction with parking significantly ( $p < 0.001$ ) and substantially ( $d = 0.31$ ) increased from 30% in Spring 2014.
- 73 respondents identified parking as the single issue most needing improvement at CHC.

## Services

- 95% of respondents either agreed or strongly agreed library resources meet their needs.
- 93% of respondents either agreed or strongly agreed that tutoring services are readily available.
- 89% of respondents either agreed or strongly agreed that CHC should build a competitive student athletics program.
- 85% of respondents either agreed or strongly agreed that counseling services are readily available, which is a significant ( $p = 0.001$ ) and substantial ( $d = 0.24$ ) increase from 76% in Spring 2014.
- 86% of respondents either agreed or strongly agreed that the cafeteria provides high quality service, which is a significant ( $p < 0.001$ ) and substantial ( $d = 0.33$ ) increase from 68% in Spring 2014.
- 85 respondents identified campus support resources as the best thing CHC has to offer. Campus support resources included the library, tutoring center, transfer center, the new cafeteria operated by Queen Bean, and bus transportation. One respondent stated the best thing CHC has to offer are “the free bus rides to get to school with the college ID” and another respondent wrote, “The tutoring center, Left Lane Program, and EOPS...have helped me succeed.”
- Conversely, 62 respondents identified student services and matriculation processes as an issue needing improvement at CHC. One respondent stated, “Information about graduating or registering for classes that isn't well known by most should be more easily available. There are some things I wish someone had told me my first semester at Crafton that I know now 6 semesters later.” Another student lamented that the “Financial Aid line is ALWAYS too long & only takes one per-person which makes us students frustrated.”

## Diversity

- 96% of respondents stated that they did not face discrimination at CHC. Of the respondents who stated they had faced discrimination, respondents mentioned discrimination based upon perceived race/ethnicity ( $N=4$ ), disability/health ( $N=4$ ), sexual orientation ( $N=1$ ), and age ( $N=1$ ).
- 95% of respondents either agreed or strongly agreed that people at CHC respect each other.
- 91% of respondents either agreed or strongly agreed that students are made to feel welcome on campus.
- Over 90% of respondents believed they were generally treated fairly by instructors of all identities, students of all identities, staff, and campus police.
- 89% of respondents either agreed or strongly agreed that people are supportive of one another.

## Overall Satisfaction

- 99% of respondents were either satisfied or very satisfied with care of the existing landscaping.
- 96% of respondents were either satisfied or very satisfied with their overall educational experience at CHC.
- 94% of respondents were either satisfied or very satisfied with overall services for students at CHC.
- 92% of respondents were either satisfied or very satisfied with the bookstore.

## Methodology

In Spring 2016, a random sample from all active course sections was generated. In total, seventy-seven sections with 1,845 students who were actively enrolled at census were selected. Out of the 1,845 students who were randomly selected to participate in the survey, a total of 599 surveys were returned. Thirty-eight surveys were excluded from the findings in this report for one of the following reasons;

- the respondent indicated they had already completed the survey in another class, or
- the pattern or content of responses indicated the respondent did not read or seriously consider the questions.

A total of 561 valid surveys were analyzed for a total response rate of 30%. Based on the number of students enrolled and the number of students who were randomly selected to participate in the survey, results can be generalized to the total student population at a 95% confidence level.

Instructors whose classes were selected for survey administration received a packet with instructions for administration and paper surveys for each student enrolled in that section via intra-campus mail. There were six on-line classes with 179 students chosen in the random selection to participate in the survey. An online survey link was made available for students in that class and the instructor was notified via email with instructions. Only 12 responses were received from the 179 randomly selected online students for a 7% response rate. Therefore, the results of this survey may not be applicable to online students.

The survey included multiple-choice questions asking respondents to identify their reasons for choosing to attend CHC and their preferred method of communication with the college. In addition, respondents were asked for their admission, enrollment, employment status, gender, sexual orientation, age, race, ethnicity, any disabilities, languages spoken, and the highest level of education obtained by each parent. Ethnicity and race was assessed in three questions. First, students were asked whether they identified with multiple races and/or ethnicities. Second, students were asked whether they identified as Hispanic and/or Latino. Lastly, students were asked to select with which races and/or ethnicities they identified from six broad categories: Asian, African-American, Hispanic/Latino(a), Native American, Pacific Islander, and Caucasian/White. Students were also asked to rate the extent to which they agree or disagree with statements regarding their experiences being a CHC student; the quality of education, instruction, and availability of classes; the technology, study areas, and resources available to students; the appearance, safety, and cleanliness of the campus; and finally various aspects of student services programs and services. Respondents rated whether or not they agreed or disagreed with the statements on one of two four-point Likert scales:

1 = Strongly Disagree	1 = Not at all Satisfied
2 = Disagree	2 = Not Satisfied
3 = Agree	3 = Satisfied
4 = Strongly Agree	4 = Very Satisfied

Responses of “Not Applicable” and “I Have Not Used” were excluded from the analysis.

In addition, fourteen anchored-scale questions asked respondents to indicate how fairly they are treated by others as a student at CHC. One dichotomous yes/no question asked respondents if they had ever been discriminated against at CHC which was followed by an open-ended question asking those who said yes to the previous question to further explain the discrimination.

Finally, the survey concluded with three open-ended questions to give students the opportunity to put into their own words what they believe to be the best things that CHC has to offer, what CHC needs to improve on in order to provide quality educational services, and any additional comments about their experience at CHC.

Tables 1 through 14 and 16 are organized to illustrate the frequency (N) and percentage (%) of each response. Table 15 is organized to illustrate the frequency (N), lowest response value (Min), highest response value (Max), average rating (Mean), and the standard deviation. As an example, if the minimum (i.e. lowest) score was a “3”, that means that none of the respondents selected a value lower than 3. If the maximum (i.e. highest) score was a “4”, that means that at least one respondent selected a value of 4. If the mean rating was 3.5, this indicates that, on average, respondents equally selected values of 3 and 4. The table is arranged by mean score in descending order and excludes missing and no opinion responses.



## Sample

Demographic information is compiled in Table I, and the information provided by the students was largely representative of CHC's student body population. However, respondents were more likely to identify themselves as enrolled full-time (54%) than the general CHC population (37%). Respondents were also more likely to identify as Caucasian/White (45%) than the general CHC population (40%) and more likely to identify as Asian/Pacific Islander (12%) than the general CHC population (6%).<sup>1</sup>

Respondents were more likely to be male (50.5%) and were more likely to be between 20-24 years old (46%). Eighty-seven percent of respondents did not have a disability, and 89% reported English as the language most spoken in the home. Respondents were more likely to indicate that they had been enrolled in two to three primary (Fall or Spring) semesters at CHC (46%) and 64% were continuing students who were enrolled in Fall 2015 at CHC. While one third of respondents indicated they work 21 to 40 hours, an equal percentage (28%) either don't work or work 1 to 20 hours each week. Ten percent of respondents identified as having asexual orientation other than straight/heterosexual, and 2% of respondents identified as transgender. Finally, a majority of respondents indicated either their mother(s) (52%) or their father(s) (56%) did not have a college education.

**Table I: Respondent demographic information.**

Race/ethnicity*	N	%	Age	N	%
Asian	59	8.7	19 or younger	152	27.7
African American/Black	46	6.8	20 – 24	253	46.2
Hispanic/Latino(a)	219	32.2	25 – 29	77	14.1
Native American	30	4.4	30 – 34	20	3.6
Pacific Islander	21	3.1	35 – 39	20	3.6
Caucasian/White	305	44.9	40 – 49	17	3.1
<b>Total</b>	<b>680</b>	<b>128.1</b>	50 – 59	6	1.1
			60 or older	3	0.5
			<b>Total</b>	<b>548</b>	<b>100.0</b>
Multi-racial/ethnic	N	%	Primary disability	N	%
Yes	267	48.7	No disabilities	435	86.7
No	281	51.3	Learning disabled	18	3.6
<b>Total</b>	<b>548</b>	<b>100.0</b>	Visually impaired	18	3.6
			Psychologically disabled	13	2.6
Identify as Hispanic/Latino(a)	N	%	Other disability	8	1.6
Yes	258	46.7	Physical disability	4	0.7
No	294	53.3	Hearing impaired	4	0.7
<b>Total</b>	<b>552</b>	<b>100.0</b>	Health impaired	2	0.4
			<b>Total</b>	<b>502</b>	<b>100.0</b>
Gender	N	%	Sexual orientation	N	%
Female	270	49.5	Straight/Heterosexual	486	90.0
Male	275	50.5	Lesbian/Gay/Homosexual	19	3.5
<b>Total</b>	<b>545</b>	<b>100.0</b>	Bisexual	26	4.8
			Other	9	1.7
Trans/gender non-conforming	N	%	<b>Total</b>	<b>540</b>	<b>100.0</b>
Yes	13	2.4			
No	518	97.6			
<b>Total</b>	<b>531</b>	<b>100.0</b>			

(Table I continued next page!)

**Table I: Respondent demographic information. (cont.)**

<sup>1</sup> Respondents could select multiple races/ethnicities in the survey, whereas general CHC population statistics are based on mutually exclusive self-identification of one race/ethnicity.

Language spoken at home	N	%
English	447	89.0
Spanish	37	7.4
Vietnamese	5	1.0
Russian	5	1.0
Filipino/ Pilipino/Tagalog	4	0.8
Farsi	2	0.4
French	2	0.4
<b>Total</b>	<b>502</b>	<b>100.0</b>

Admit status	N	%
Continuing student	338	64.0
Returning student	91	17.2
First-time student	51	9.7
Transfer student	47	8.9
Also currently enrolled in K-12	1	0.2
<b>Total</b>	<b>528</b>	<b>100.0</b>

Units enrolled currently	N	%
1 – 4 units	52	9.5
5 – 11 units	198	36.2
12 – 15 units	218	39.9
16+ units	79	14.4
<b>Total</b>	<b>547</b>	<b>100.0</b>

Language spoken out of home	N	%
English	507	96.9
Spanish	13	2.5
American Sign Language	3	0.6
<b>Total</b>	<b>523</b>	<b>105.3</b>

Semesters enrolled at CHC	N	%
First semester	73	13.3
2 – 3 semesters	254	46.3
4 – 5 semesters	140	25.5
8 – 9 semesters	51	9.3
6 – 7 semesters	22	4.0
10+ semesters	9	1.6
<b>Total</b>	<b>549</b>	<b>100.0</b>

Hours worked per week	N	%
I do not work	153	28.0
1 – 20 hours	155	28.3
21 – 40 hours	186	33.2
40+ hours	53	9.7
<b>Total</b>	<b>547</b>	<b>100.0</b>

Highest level of education obtained by parents	Mother		Father	
	N	%	N	%
Not a high school graduate	94	14.8	109	21.0
High school diploma or GED	209	37.3	181	34.9
Vocational/technical certificate	53	8.4	64	12.3
Associates degree	66	14.1	48	9.2
Bachelor's degree	76	14.8	72	13.9
Master's/doctoral/professional degree	51	10.5	49	9.4
<b>Total</b>	<b>549</b>	<b>100.0</b>	<b>523</b>	<b>100.0</b>

\*The difference in the number of responses (N) for each question is the result of respondents either not answering the question or selecting multiple categories. The percent (%) is based on the total responses for each question, except for race/ethnicity in which respondents were asked to select all applicable responses. Responses to languages spoken were limited to those greater than one respondent.

## Findings

Table 2 illustrates the reasons why respondents selected to enroll at CHC. Seventy-six percent of respondents selected CHC's location as the reason for enrolling, and 55% stated cost as the reason. Notably, the order of reasons for attending CHC from most likely to least likely remained unchanged from Spring 2014. Additionally, respondents were asked to provide other reasons, which included cost-effective preparation for university transfer, availability of classes, convenience, meeting obligations, preference to other colleges, limited alternative options, and specific programs like emergency medical services and radiologic technology.

**Table 2: Reasons for attending CHC.**

<b>Reason</b>	<b>#</b>	<b>%</b>
Location	416	76.2
Cost	300	54.9
The programs offered	210	38.5
Recommendation from family/friends	144	26.4
Campus appearance	115	21.1
The academic reputation	82	15.0
My friends attend here	72	13.2
My high school counselor recommended	49	9.0
The size of the institution	32	5.9

Note: Responses are duplicated

**Table 2a: “Other” reasons for attending CHC.**

Availability of classes	I'm too dumb to go to university
Brother attends this school	It's convenient
Class availability	Knew I wouldn't see anybody from high school.
Class times	Less impacted on most of the classes than Valley
Complete rest of degree	My parents made me, and they pay for it.
Continue my education	Needed specific GE's to transfer to UC from a private school.
Convenience of location	Not getting the support/education needed from SBVC
Counselors and professors	Obtain an AA degree.
Did not want to attend Valley at night.	Offered the math classes I need at a time that fit my schedule
Didn't know where else to go.	Only school I was eligible to [because of] CHSPE.
Didn't take ACT or SAT	Other school shut down
Didn't want to take SAT or ACT	Paramedic program
Dr. Truong, heard he was the best teacher.	Paramedic program and organization
Easier to get classes here instead of other community colleges.	Paramedic program is the best.
EMT Program	Parent's chose this school because they liked it
Failed to be accepted to university	Plan B if I didn't get into a university.
For a better opportunity and to build a better future for myself.	Prerequisite for Master's program.
GI Bill approved	Radiology Technology
Good place to complete General Ed.	Re-entering school after 5 years out.
Heard the teachers were better than Valley College :)	Taking prerequisite for Nursing Program
Hurt at work. Had to find new career.	Teachers
I don't have a campus to compare CHC to.	The fact that I can pick the classes that I want and get them. (Not waitlisted)
I had to	The RA Campus are [unknown]
I heard Dr. Troung was an excellent professor.	To finish my core courses for university. (Chemistry)
I moved to the area & this was the nearest campus.	To transfer
I only have 2 classes left until I apply to LLU. So Crafton's cost of tuition & classes were ideal.	Undecided major focus/didn't want to take loans while undecided.
I wanted to go here.	Valley College didn't offer the class I needed.
I was able to get science courses for RN transition.	Wouldn't see people from High School

Table 3 illustrates respondents' preferences for receiving important information from CHC in order of decreasing agreement. Eighty-one percent of respondents either agreed or strongly agreed they prefer to receive important information through the CHC website. Regarding email preferences, a nearly identical percentage of respondents (80%) either agreed or strongly agreed they prefer receiving information through their personal email and CHC email. Additionally, 67% of respondents either agreed or strongly agreed they prefer receiving important information through text message.

**Table 3: Preferred methods of communication.**

Method of Communication	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
CHC website	205	38.1	230	42.8	68	12.6	35	6.5
My CHC email	269	49.9	160	29.7	67	12.4	43	8.0
My personal email	274	51.0	153	28.5	67	12.5	43	8.0
Text message	176	33.2	178	33.6	94	17.7	82	15.5
Twitter	28	5.5	82	16.0	198	38.7	204	39.8
Facebook	34	6.6	75	14.6	213	41.4	193	37.5

**Table 3a: "Other" preferred methods of communication.**

Blackboard
Mail
Phone/voicemail
In class

Table 3b illustrates respondents' most common method for connecting with CHC. Respondents were slightly more likely to use a cell phone (38%) to connect with CHC than those who use a tablet or laptop (37%).

**Table 3b: Methods of connecting with CHC.**

Reason	#	%
Cell phone	181	38.0
Tablet/laptop	178	37.4
Home computer	107	22.5
School or public computer	10	2.1
<b>Total</b>	<b>476</b>	<b>100.0</b>

Table 4 illustrates the overall impression CHC made on the respondents. Ninety-five percent of respondents either agreed or strongly agreed that people at CHC respect each other, and 94% would recommend CHC to a friend or family member. Furthermore, 91% of respondents either agreed or strongly agreed that students are made to feel welcome on campus, and 89% either agreed or strongly agreed that people are supportive of one another. Eighty-eight percent either agreed or strongly agreed that employees are generally helpful and approachable. Respondents were in least agreement about feeling informed about what is happening on campus with 71% of respondents either agreeing or strongly agreeing.

**Table 4: Overall impression of CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
I feel a sense of belonging at Crafton	133	25.3	311	59.1	72	13.7	10	1.9
I am proud to tell others that I am a CHC student	152	29.3	297	57.2	59	11.4	11	2.1
Crafton shows concern for students as individuals	128	24.2	322	60.9	64	12.1	15	2.8
Students are made to feel welcome on this campus	163	29.9	332	60.9	46	8.4	4	0.7
People on this campus are supportive of one another	156	29.7	314	59.7	52	9.9	4	0.8
People on this campus respect each other	160	30.2	343	64.7	26	4.9	1	0.2
Employees across campus are generally helpful and approachable	195	36.0	281	51.9	50	9.2	15	2.8
I feel informed about what is happening on campus	114	21.0	269	49.5	125	23.0	35	6.4
I would recommend CHC to a friend or family member	201	36.9	308	56.6	30	5.5	5	0.9

Note: Responses of 'not applicable' have been excluded.

Table 5 illustrates respondents' impressions of instruction at CHC. Ninety-seven percent of respondents either agreed or strongly agreed that they are receiving a great education at CHC. Additionally, 92% either agreed or strongly agreed that instructors care about them as individuals and that instructors are fair and unbiased in their treatment of students. Ninety-one percent either agreed or strongly agreed that the quality of instruction at CHC is excellent. Respondents were in least agreement about the availability of needed classes with 80% of respondents either agreeing or strongly agreeing.

**Table 5: Impression of instruction at CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
The instructors care about me as an individual	176	32.0	332	60.4	38	6.9	4	0.7
Instructors are supportive of each student's unique life circumstances	160	29.1	319	58.1	61	11.1	9	1.6
Instructors are fair and unbiased in their treatment of students	189	34.2	319	57.8	39	7.1	5	0.9
The quality of instruction at CHC is excellent	177	32.2	325	59.2	44	8.0	3	0.5
Classes are scheduled at times that are convenient for me	171	31.0	289	52.4	71	12.9	21	3.8
The classes that I need to take are available	163	29.8	272	49.7	88	16.1	24	4.4
I am receiving a great education at CHC	206	37.4	327	59.3	18	3.3	0	0.0
The variety of courses offered is sufficient	152	27.8	304	55.6	68	12.4	23	4.2

Note: Responses of 'not applicable' have been excluded.

Table 6 illustrates respondents' overall satisfaction with instruction at CHC. Ninety-seven percent of respondents were either satisfied or very satisfied with instruction, and 96% were either satisfied or very satisfied with their overall educational experience at CHC. Eighty-six percent were satisfied or very satisfied with the schedule of classes.

**Table 6: Satisfaction with instruction at CHC.**

Aspect	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied	
	#	%	#	%	#	%	#	%
Instruction	229	41.3	308	55.5	17	3.1	1	0.2
Schedule of classes	169	30.5	308	55.6	65	11.7	12	2.2
Overall educational experience at Crafton	200	36.2	330	59.8	21	3.8	1	0.2

Note: Responses of 'not applicable' have been excluded.

Table 7 illustrates respondents' impressions of technology at CHC. Ninety percent of respondents either agreed or strongly agreed that computer labs are adequate and accessible and that classrooms and labs are sufficiently equipped with technology for learning. Regarding the CHC website, 86% of respondents either agreed or strongly agreed that it is easy to navigate, and 85% either agreed or strongly agreed that services accessible through the website are easy to use.

**Table 7: Impression of technology at CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
Computer labs are adequate and accessible	187	38.4	251	51.5	42	8.6	7	1.4
The Crafton website is easy to navigate	193	34.9	285	51.5	66	11.9	9	1.6
The services accessible through the website are easy to use	167	30.5	298	54.5	65	11.9	17	3.1
Classrooms/labs are sufficiently equipped with technology for learning	181	34.4	290	55.1	46	8.7	9	1.7

Note: Responses of 'not applicable' have been excluded.

Table 8 illustrates respondents' overall satisfaction with technology at CHC. Ninety percent of respondents were either satisfied or very satisfied with the CHC website. Eighty-nine percent were satisfied or very satisfied with the availability of computers, and 86% were satisfied or very satisfied with the technology in the classrooms.

**Table 8: Satisfaction with technology at CHC.**

Aspect	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied	
	#	%	#	%	#	%	#	%
Website	177	31.8	324	58.2	43	7.7	13	2.3
Technology in the classrooms	147	27.2	320	59.1	64	11.8	10	1.8
Computer Availability	184	35.7	273	53.0	48	9.3	10	1.9

Note: Responses of 'not applicable' have been excluded.

Table 9 illustrates respondents' impressions of the campus environment at CHC. Ninety-eight percent of respondents either agreed or strongly agreed that the grounds are well-cared for, and 95% either agreed or strongly agreed that the campus is clean and well-maintained. Furthermore, 92% of respondents either agreed or strongly agreed that there are an adequate number of areas to study on campus, and 85% either agreed or strongly agreed that smoking restrictions on campus are sufficient.

**Table 9: Impression of campus environment at CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
There are an adequate number of areas to study on campus	238	43.7	263	48.3	36	6.6	8	1.5
Restrictions for smoking on campus are sufficient	190	37.0	247	48.1	49	9.6	27	5.3
On the whole, the campus is clean	248	44.9	277	50.2	24	4.3	3	0.5
The campus is well maintained	255	46.0	274	49.5	21	3.8	4	0.7
The campus grounds (grass, trees, bushes, flowers) are well cared for	303	54.9	237	42.9	9	1.6	3	0.5

Note: Responses of 'not applicable' have been excluded.

Table 10 illustrates respondents' overall satisfaction with campus environment at CHC. Ninety-nine percent of respondents were either satisfied or very satisfied with care of the existing landscaping, and 97% were either satisfied or very satisfied with campus cleanliness. **Only 45% of respondents were satisfied or very satisfied with parking at CHC; 24% were not at all satisfied with parking.** Although respondents were markedly less satisfied with parking than other aspects of the campus environment, **satisfaction with parking significantly ( $p < 0.001$ ) and substantially ( $d = 0.31$ ) increased from 30% in Spring 2014 to 45% in Spring 2016.** This improvement in satisfaction over the last two years may be associated with the reopening of parking lots C and F as construction of new buildings were completed.

**Table 10: Satisfaction with campus environment at CHC.**

Aspect	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied	
	#	%	#	%	#	%	#	%
Campus Cleanliness	266	47.8	272	48.9	14	2.5	4	0.7
Maintenance of the Facilities	219	39.8	267	48.5	56	10.2	8	1.5
Care of the existing landscaping	281	50.7	268	48.4	5	0.9	0	0.0
Parking	72	13.5	167	31.2	167	31.2	129	24.1
<i>Parking (Spring 2014)</i>	25	7.5	74	22.2	100	29.9	135	40.4
Safety (Police Security)	170	32.3	304	57.8	37	7.0	15	2.9

Note: Responses of 'not applicable' have been excluded.



Table II illustrates respondents' impressions of student services at CHC. Ninety-five percent of respondents either agreed or strongly agreed library resources meet their needs, and 93% either agreed or strongly agreed that tutoring services are readily available. Additionally, 89% of respondents either agreed or strongly agreed that services provided at the Health and Wellness Center help them succeed. Eighty-five percent of respondents either agreed or strongly agreed that they receive accurate information from Admissions and Records, the assessment and course placement procedures are reasonable, and counseling services are readily available. **The percent of respondents either agreeing or strongly agreeing that counseling services are readily available significantly ( $p = 0.001$ ) and substantially ( $d = 0.24$ ) increased from 76% in Spring 2014 to 85% in Spring 2016.**

**Table II: Impression of student services at CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
I received accurate information from Admissions & Records	148	28.0	300	56.7	68	12.9	13	2.5
The assessment and course placement procedures are reasonable	131	25.0	313	59.7	53	10.1	27	5.2
Counseling services are readily available to me	151	28.7	298	56.7	57	10.8	20	3.8
<i>Counseling services are readily available to me (Spring 2014)</i>	<i>84</i>	<i>24.9</i>	<i>173</i>	<i>51.3</i>	<i>58</i>	<i>17.2</i>	<i>22</i>	<i>6.5</i>
Counseling services helped me understand how to reach my educational goals	171	33.7	231	45.5	74	14.6	32	6.3
Counseling services meets my needs	158	30.9	238	46.6	83	16.2	32	6.3
Online registrations (i.e. WebAdvisor) is easy to use	187	34.0	272	49.5	66	12.0	25	4.5
I received accurate information from Financial Aid	118	25.6	234	50.8	78	16.9	31	6.7
Library resources meet my needs	199	40.1	273	55.0	18	3.6	6	1.2
Tutoring services are readily available	217	46.2	222	47.2	23	4.9	8	1.7
I am aware of opportunities to be involved in campus life (i.e. clubs)	146	29.6	242	49.0	74	15.0	32	6.5
Services provided at the health & wellness center help me to succeed	125	34.2	200	54.6	30	8.2	11	3.0

Note: Responses of 'I have not used' have been excluded.

Table 12 illustrates respondents' overall satisfaction with student services at CHC. Ninety-four percent of respondents were either satisfied or very satisfied with overall services for students at CHC. Over 90% of respondents were either satisfied or very satisfied with the Library, the Health and Wellness Center, Disabled Students Programs and Services, Transfer Services, Veteran Services, the Learning Resource Center, Extended Opportunities Programs and Services, and Student Life.

**Table 12: Satisfaction with student services at CHC.**

Aspect	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied	
	#	%	#	%	#	%	#	%
Admissions and Records	145	27.7	320	61.2	41	7.8	17	3.3
Assessment	118	24.2	305	62.5	38	7.8	27	5.5
Financial Aid	113	25.3	205	45.9	92	20.6	37	8.3
Career Services	89	26.6	208	62.3	29	8.7	8	2.4
Counseling	174	35.6	231	47.2	61	12.5	23	4.7
Disabled Students Programs and Services (DSPS)	82	39.8	116	56.3	5	2.4	3	1.5
Extended Opportunities Programs and Services (EOPS)	100	42.0	123	51.7	10	4.2	5	2.1
Learning Resource Center (Tutoring)	187	46.8	193	48.3	14	3.5	6	1.5
Library	247	49.3	243	48.5	9	1.8	2	0.4
Health & Wellness Center	115	39.5	167	57.4	6	2.1	3	1.0
Student Life (Associated Students)	109	35.6	169	55.2	25	8.2	3	1.0
Transfer Services	111	37.1	175	58.5	10	3.3	3	1.0
Veterans Services	78	42.4	99	53.8	4	2.2	3	1.6
Overall services for students at Crafton	160	31.1	325	63.1	25	4.9	5	1.0

Note: Responses of 'I have not used' have been excluded.

Table 13 illustrates respondents' impressions of other campus services at CHC. Eighty-eight percent of respondents either agreed or strongly agreed that CHC should build a competitive student athletics program. Eighty-six percent of respondents either agreed or strongly agreed that the bookstore selection meets their needs, and 86% either agreed or strongly agreed that the cafeteria provides high quality service. **The percent of respondents either agreeing or strongly agreeing that the cafeteria provides high quality service significantly ( $p < 0.001$ ) and substantially ( $d = 0.33$ ) increased from 68% in Spring 2014 to 86% in Spring 2016.** Of the respondents who used child care services (28%), eighty-five percent either agreed or strongly agreed that child care on campus is important to their success.

**Table 13: Impression of other campus services at CHC.**

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	#	%	#	%	#	%	#	%
The cafeteria provides high quality service	83	20.2	253	61.6	59	14.4	16	3.9
<i>The cafeteria provides high quality service (Spring 2014)</i>	43	17.1	127	50.6	60	23.9	21	8.4
The selection at the bookstore meets my needs	121	24.4	305	61.6	54	10.9	15	3.0
Child care on campus is important to my success	49	31.6	83	53.5	18	11.6	5	3.2
Crafton should build a competitive student athletics program	183	45.4	173	42.9	35	8.7	12	3.0

Note: Responses of 'I have not used' have been excluded.

Table 14 illustrates respondents' overall satisfaction with campus environment at CHC. Ninety-four percent of respondents were either satisfied or very satisfied with the Child Care Center, and 92% were either satisfied or very satisfied with the Bookstore. Eighty-five percent of respondents were satisfied or very satisfied with the Cafeteria. **The percent of respondents either satisfied or very satisfied with the cafeteria significantly ( $p < 0.001$ ) and substantially ( $d = 0.31$ ) increased from 73% in Spring 2014 to 85% in Spring 2016.**

**Table 14: Satisfaction with other campus services at CHC.**

Aspect	Very Satisfied		Satisfied		Not Satisfied		Not at all Satisfied	
	#	%	#	%	#	%	#	%
	Child Care Center	42	35.9	68	58.1	5	4.3	2
Bookstore	164	32.7	298	59.4	35	7.0	5	1.0
Cafeteria	111	27.5	231	57.3	42	10.4	19	4.7
<i>Cafeteria (Spring 2014)</i>	52	20.6	131	52.0	49	19.4	20	7.9

Note: Responses of 'I have not used' have been excluded.

Table 15 illustrates respondents' perceptions of how fairly they are treated by others at CHC sorted in descending order by mean. On a four-point scale with 4 treated fairly and 1 not treated fairly at all, over 90% of respondents believed they were generally treated fairly by all but one group; 89% of respondents felt they were generally treated fairly by counselors.

**Table 15: Treatment by others at CHC.**

Group	N	Fair (3 or 4)		Not Fair (1 or 2)		Mean	Std. Dev.
		#	%	#	%		
Instructors of my own gender	469	453	96.6	16	3.4	3.79	0.50835
Students of my own gender	468	457	97.6	11	2.4	3.79	0.47974
Instructors of the opposite gender	462	449	97.2	13	2.8	3.79	0.49243
Students of my own racial/ethnic group	463	448	96.8	15	3.2	3.78	0.51288
Students of the opposite gender	469	457	97.4	12	2.6	3.77	0.48491
Students from different age groups	467	453	97.0	14	3.0	3.77	0.49565
Individuals of different sexual orientation	444	430	96.8	14	3.2	3.76	0.52943
Instructors from other racial/ethnic groups	468	449	95.9	19	4.1	3.75	0.56721
Students from other racial/ethnic groups	467	450	96.4	17	3.6	3.75	0.52855
Instructors of my own racial/ethnic group	448	427	95.3	21	4.7	3.74	0.5916
Individuals from different religions or faiths	450	425	94.4	25	5.6	3.70	0.62768
Campus police	426	399	93.7	27	6.3	3.69	0.64553
Counselors	481	430	89.4	51	10.6	3.59	0.78835
Other office/program staff	449	406	90.4	43	9.6	3.58	0.74869

Note: Responses of 'no opinion' have been excluded.

Table 16 illustrates whether respondents were discriminated against at CHC. Ninety-six percent of respondents stated that they did not face discrimination. Of the 23 respondents who stated they had faced discrimination, 22 provided comments and/or description of the discriminatory action. Respondents mentioned discrimination based upon perceived race/ethnicity (4), disability/health (4), sexual orientation (1), and age (1). Seven comments described general unfair treatment or mistreatment. Five statements were unclassifiable due to a lack of detail.

**Table 16: Respondents facing discrimination at CHC.**

Response	#	%
Yes	23	4.3
No	517	95.7

**Table 16a: Description of discrimination faced at CHC.**

A teacher had favorites, I wasn't one of them.
A woman in the financial aid office made me feel worthless because my parents don't make \$\$\$. She wouldn't hear my side.
Any group selecting one student over another is discrimination. aka: elections, groups, clubs, ethnic, social, etc.
Being a student with an IEP from high school the DSPS treat you like you are stupid and can't do anything.
Decline to comment.
Discriminated by students.
Entering school when applying under AB540
First time at Club Rush event I was scoffed at for wanting to join Dance because I do not look fit.
[A professor] called me, "What are you, a nazi?" No, I am not bald by choice.
I feel discriminated every time I go to Financial Aid Dpt. [Individuals] there treat people like garbage.
I have been told by other students and professors that I was graded harder by another professor because I was in high school.
It is impossible to describe the events that have taken place. Campus security should be screened before employment. Young boys typically are not the type to fairly enforce an entire campus.
Note: I am enrolled in the disabilities office and it's embarrassing to talk to my instructors about it. So it's hard to catch breaks on assignments.
One of my math instructors, [name excluded], gave me a bad grade on purpose because he didn't like me. Maybe not discrimination, unfair.
Other students made me feel abnormal for being gay.
People think I'm Mexican - I'm not! I'm Honduran.
People treat you like you are dumb just because I am Latino (students).
Racial Discrimination.
Student vs. staff. I am a student. Staff from admissions is terrible and unprofessional.
The financial aid office employees treated me poorly and made offensive comments once they found out I was adopted. They had treated me nicely up until that point.
The theatre program favors the same students & puts on the same gender fluid modern Shakespeare crap.
Well, it's embarrassing.

## Open Ended Responses

Responses to the three open-ended questions are presented by questions below. Each question is then analyzed for trends in similar subjects within the responses. Some statements may fit under multiple subjects, and are therefore duplicated within each applicable subject. Given the large array of responses, representative statements are provided for commonly identified subjects. Full responses to each question are available upon request.

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

When asked to provide the best things CHC has to offer, 404 respondents provided valid responses. Eighty-five respondents (21%) identified campus support resources as the best thing CHC has to offer. Campus support resources included the library, tutoring center, transfer center, the new cafeteria operated by Queen Bean, and bus transportation. One respondent stated the best thing CHC has to offer are “the free bus rides to get to school with the college ID” and another respondent wrote, “The tutoring center, Left Lane Program, and EOPS...have helped me succeed.”

Seventy-six respondents (19%) stated access to classes they need to complete their educational goals is the best thing CHC has to offer. One respondent stated that CHC “has great classes that offer students the ability to fit college around their schedule.” Another respondent stated that CHC “seems to have more core classes available.” Seventy-one respondents (18%) identified reputable career and technical education (CTE) programs as the best thing CHC has to offer. Most mentioned CTE programs included the Fire Academy, EMS/EMT, and respiratory care programs. One respondent emphasized, “The EMS instructors are super invested in their students.”

Sixty-six respondents (16%) stated the beauty of the campus, its landscaping, and the views were the best thing CHC has to offer. One respondent opined CHC “has one of the nicest campuses a community college can offer.” Another respondent indicated, “the view of the city makes it less boring when you are outdoors studying.” Fifty-eight respondents (14%) identified the instructors as the best thing CHC has to offer. One respondent stated CHC has “positive caring teachers” and another wrote the instructors are “down to earth.”

Other items identified by respondents included high quality academic programs (n=38); high quality education and instruction (n=35); affordability and financial assistance (n=35); student services and programs (n=27); general education, transfer, and degree pathways (n=25); convenience of CHC’s location (n=25); helpful staff and students (n=18); a diverse and inclusive campus community (n=13); an opportunity to achieve a their goals (n=9); and a good campus life (n=7).

## What do you believe Crafton needs to improve on in order to provide quality educational services to our students?

When asked to provide recommendations for CHC to improve, 397 respondents provided valid responses. Seventy-three respondents (18%) identified parking as the most frequent issue needing improvement at CHC. **The percent of respondents identifying parking significantly ( $p < 0.001$ ) and substantially ( $d = 0.48$ ) decreased from 40% in Spring 2014 to 18% in Spring 2016.** One respondent requested CHC to “provide better parking so students don’t get stressed out before class” while another respondent wrote “more parking spaces can help with not being late.”

**Sixty-four respondents (16%) stated nothing needed to be improved at CHC.** Sixty-two respondents (16%) identified student services and matriculation processes as an issue needing improvement at CHC. One respondent stated, “Information about graduating or registering for classes that isn't well known by most should be more easily available. There are some things I wish someone had told me my first semester at Crafton that I know now 6 semesters later.” Another student lamented that the “Financial Aid line is ALWAYS too long & only takes one per-person which makes us students frustrated.”

Fifty-six respondents (14%) identified class scheduling as an issue needing improvement at CHC. One respondent stated CHC needed “more times for adults to attend class or evening daycare for working students so they can get evening classes,” and another respondent recommended to “have 3 quarters/semesters like RCC so students could get more units done!!” A third respondent requested that CHC “have all the classes needed pertaining to the AA offered, not spread out between different colleges.” Lastly, one respondent stated CHC needed “a bachelors program.”

Other items identified by respondents included learning and curriculum issues ( $n=38$ ); ill-maintained facilities ( $n=37$ ); customer service and attitude problems ( $n=34$ ); desire for expanded program offerings ( $n=21$ ); requests for expanded food options ( $n=20$ ); additional financial support needs ( $n=20$ ); problems with technology ( $n=19$ ); little connection to the college ( $n=14$ ); a need for improved pathways ( $n=13$ ); and a desire for an athletics program ( $n=12$ ).

## Please provide any additional comments about your experiences at Crafton.

When asked to provide additional comments, 155 respondents provided valid responses. Eighty-four respondents (54%) provided positive comments such as, “This is a great college, I wish I would have enrolled sooner.” Another respondent stated, “I’ve enjoyed my time here at Crafton, and am excited to begin a path to a better life. All thanks to Crafton.” A third respondent wrote, “My experience has been great. It's been amazing getting to know new people and expanding my educational experience.”

Twenty-four respondents (15%) provided negative comments, and the remaining respondents wrote mixed or neutral comments. Of the negative comments, the two most prominent issues mentioned were a desire for additional parking and negative customer service experiences. One respondent stated, “In my sociology class, I am the only biracial girl. Some of the students say racial remarks and cause fights.”

Any questions regarding this report can be directed to the Office of Institutional Effectiveness, Research, and Planning at (909) 389-3390 or you may send an email to [bgambo@craftonhills.edu](mailto:bgambo@craftonhills.edu): Spring 2016 Student Satisfaction Survey Results RRN 1417.docx, snCHCStudentSatisfactionSurveySP16.sav, StuSatSurv\_Results\_Sp16\_Tables.xlsx.