

Student Satisfaction with Campus Life

An Initiative of the Associated Students of Crafton Hills College

Reported prepared and submitted by the
Crafton Hills College Office of Research & Planning
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Background

In the spring of 2006, the Crafton Hills College Student Trustee and the Student Senate of The Associated Students of Crafton Hills College (ASCHC) collaborated on the development of a survey of student satisfaction with campus life, with some help from the Office of Research and Planning. The impetus for this project: Crafton Hills College had not administered a survey to assess student perceptions on issues pertinent to their experiences on campus in more than 5 years. Because the Student Senate President and Student Trustee desired to learn more about what the student populace expects of its student leaders, a survey of Student Satisfaction with Campus Life was administered to a random selection of more than 800 students (yielding 797 usable surveys) from April 17, 2006 through May 5, 2006. See [Appendix F](#) for copy of project proposal.

The survey encompassed various aspects of student life, directly addressing students' perceptions of the following:

- ▲ safety on campus and maintenance of the physical environment;
- ▲ clubs, organizations, and activities available to students;
- ▲ programs and services provided for students; and
- ▲ general questions about their CHC experiences.

The intent was to use the findings to assist ASCHC in their development of a strategic plan for student advocacy. Moreover, findings will be shared with the campus community to inform institutional planning and program improvement.

Survey Components

Physical Plant/Campus Environs: Survey items related to this component addressed student perceptions of basic safety and comfort with campus physical surroundings (for complete list of items see [Appendix A](#)).

Student Clubs, Organizations, Special Events & Activities: Several survey items related to student perceptions of the clubs, organizations, special events and activities held on campus for the purpose of enriching students' extracurricular experiences. According to Tinto's (1975) theory of student attrition¹, such social activities can contribute to retention if student experiences are positive. Through a steady series of satisfying social encounters on campus—both formal and informal—students develop a stronger connection or sense of identity with the institution which, in turn, leads to better retention. Tinto's term for this phenomenon is "integration," defined as "*the extent to which the individual shares the normative attitudes and values of peers and faculty in the institution and abides by the formal and informal structural requirements for membership in that community*"². In the case of extracurricular activities, it is students' **SOCIAL INTEGRATION** with the campus community that is intended to be impacted. The relevant items which appeared on the survey are shown on [Appendix A](#).

Educational Programs and Services: Several survey items also related to students' reasons for choosing CHC over the many options available in this region, and their perceptions of CHC's educational programs and student services. Consistent with Tinto's theory¹, it is primarily students' **ACADEMIC INTEGRATION** with the campus community that is the focus of various instructional support services provided. See [Appendix A](#) for survey items relevant to this component.

Students were also asked to rate the quality of customer service received from the following: Admissions & Records; Counseling & Assessment; Financial Aid Office; Bookstore; Transfer & Career Center; Associated Students Office; Campus Business Office; Cafeteria; Campus Police; Communications Office; Campus Library; Learning Resources Center; Health & Wellness Center; EOPS/CARE/CalWORKS; Disabled Students Office; Student Success Advisors; and Faculty/Teachers.

Student-College Integration. Additional questions related to students' overall sense of identification with CHC. Once again, the list of survey items relevant to this component appears in [Appendix A](#).

¹ Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45, 89-125. See [Appendix B](#) for a graphic representation of Tinto's theory of student attrition.

² Page 53 of Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students*. San Francisco, CA: Jossey-Bass..

Summary of Major Findings³

Physical Plant/Campus Environs:

Evidence. The majority of students *Agree/Strongly Agree* that the campus is a safe place to be during the day (total of 754 or 97.3% of all respondents). Fewer reported feeling safe at night (480 or 61.2%), but there is still a large number of students who do not feel safe on campus at night (204 or 25.6%).

With respect to the general appearance of the campus, a majority of students *Agree/Strongly Agree* that the campus is beautiful when compared to other community colleges (541 or 77.1%). As for the condition of campus classrooms and facilities, the majority of students (379 or 47.5%) indicated *No Opinion* (232 or 29.1%) or *Disagree/Strongly Disagree* (147 or 18.4%), which is a few more than the 323 students who indicated *Agree/Strongly Agree* (40.5%).

Conclusions. Students' perceptions of the physical condition of campus environs are generally positive, with some room for improvement to CHC's interior spaces, and to its exterior spaces particularly at night. The impact of activities (recent and ongoing) that address maintenance, cleanliness of classrooms, overall "paint and patch," upgrades to campus lighting and security, and other improvements to campus facilities have been noticed by students.

Recommended Implications for Practice/Planning Next Steps. This finding is validation of standard ongoing efforts to maintain and enhance the physical plant and campus security, in addition to more recent activities around facilities master planning—in particular, additional efforts to highlight the unsatisfactory conditions of certain classrooms. Subsequent responses across campus have ranged from direct effects of actually upgrading such classroom conditions, to indirect effects of raising the conscious awareness of the campus community to the importance of *both* exterior and interior spaces. Appropriate kudos should be extended to the dedicated employees who toil daily to maintain our grounds and facilities, and to those conscientious individuals who saw a problem, and brought attention to that problem so that it could be addressed.

Certainly, the beauty of the campus's exterior spaces can be a positive single point to make as we proceed with master planning or development of a marketing campaign. However, while the physical beauty of the campus may factor into a student choosing to attend here initially, it is highly unlikely that it is a major contributing factor to why students stay here—especially if attention to classroom conditions and other key factors does not continue. Consider the possibility that students who become initially captivated by the campus' beautiful exterior spaces could become discouraged from returning to CHC simply by the sheer contrast with the degrading conditions of its interior spaces, or by the unsatisfactory conditions of its programs and services. In this regard, other aspects of this survey warrant more attention as they are more relevant to understanding why students stay.

³ See [Appendix E](#) for a complete listing of student responses to all survey items.

Student Clubs, Organizations, Special Events & Activities: This component is made up of the vast majority of items on the survey. In order to piece together a clear picture, results will be organized around the following themes: Student Awareness; Student Interests; Student Satisfaction. While most items are broad, specific items regarding textbooks were included as follow-up indicators from focus groups conducted by ASCHC last year.

With respect to actual student participation in clubs, organizations, events or activities, the following was found: 276 or 34.6% participated in at least 1 special event or activity in the past year; 73 or 9.2% of respondents self-reported as actively involved in at least 1 student club or organization.

Student Awareness

Evidence. The majority of students indicated *Disagree/Strongly Disagree* or *No Opinion* in response to statements about awareness of ASCHC and its role (584 or 73.3%), the student clubs and organizations available (551 or 69.1%), and special events and activities on campus (437 or 54.8%). This pattern is partially upheld among the 276 students who have attended at least one special event or activity: 191 or 69.2% of these 276 students indicated *Disagree/Strongly Disagree* or *No Opinion* in response to statements about awareness of student clubs and organizations. However, as might be expected for this group, the pattern changes when it comes to awareness of special events: 164 or 59.4% of 276 students indicated *Agree/Strongly Agree* to the statement, “As they arise, I am made aware of all the special events & activities offered at CHC throughout the year.”

Also as might be expected, a different pattern is found among students who claim to be actively involved in at least one student club or organization: More than 63% indicated *Agree/Strongly Agree* to awareness of student clubs, organizations as well as special events and activities. Note that this is a very small subset of students (73 or 9.2% of the total sample of 797); and while a majority indicated awareness, given the selected bias of this group, the number aware of clubs, organizations, events and activities is arguably lower than might be expected. Additionally, among this elite group of involved students, 39 of them or 53.4% indicated *Disagree/Strongly Disagree* or *No Opinion* to the statement about awareness of the role ASCHC plays in the lives of students.

Conclusions. Overall, there is a marked absence of awareness among students about the clubs and organizations available. Awareness of special events and activities is somewhat better, owing perhaps to the tendency to focus more actively on communications and dissemination when something novel or unique occurs—that is, it may be that more concerted marketing efforts exist around single events rather than on ongoing club-based activities. Both types of activities (special events and clubs) constitute formal opportunities for students to interact with peers, thereby facilitating social integration as described in Tinto’s model⁴. However, because

⁴ See [Appendix B](#).

clubs and organizations involve sustained activities for students around shared interests with *both* peer and faculty interaction, the potential for a positive impact on student learning and retention is arguably greater since both academic and social integration are involved.

Recommended Implications for Practice/Planning Next Steps. Overall, improvements are needed in the communications focused on increasing student awareness of all extracurricular activities available on campus. Both Tinto's model³ and the findings herein underscore the need to reconsider the allocation of time, effort, and material in such efforts relative to the type of extracurricular offering. If there are indeed more resources allocated to creating hype around one-time, special events and activities as opposed to educating students about the merits of active membership in ASCHC, clubs, or organizations, such an allocation may be disproportionate to the potential overall benefit to student life.

That is, it may be imprudent to spend more on communications for single events and activities than on the potentially longer term commitments to ASCHC, clubs, or organizations when you consider that the return on that investment (*i.e.*, in student academic and social integration) is potentially better for ASCHC, clubs, or organizations. An important caveat: This is predicated on the assumption that ASCHC, clubs, and organizations actually provide ample interactions with peers and faculty that are positive, rewarding, and relevant to students' academic experiences. Arguably, **more explicit connections** between the social aspects of clubs and organizations with students' academic experiences can strengthen students' intentions, goals, and institutional commitments over time—which, in turn, contributes to student learning and retention. The campus community only needs to look at the approach used by faculty in the Emergency Services program for an example of best practices in facilitating academic and social integration that is linked to better student learning and high student retention.

All the foregoing notwithstanding, even the most organized, well-designed student club or organization will fail if it does not capture student interests.

Student Interests

Evidence. A majority indicated *Disagree/Strongly Disagree* in response to the statements, “I have no interest in being knowledgeable about or involved in any student clubs or organizations” (416 or 52.2%), and “I have no interest in attending or participating in any special events or activities offered at CHC, unless it is specifically related to a class assignment” (461 or 57.8%).

With respect to the need for new extracurricular offerings, 300 of the 424 students with an opinion (or 70.8%) responded *Agree/Strongly Agree* to the statement, “CHC needs more variety in the student clubs, organizations, special events or activities available here.” Among the 362 students responding *No Opinion* to this statement, 219 (or 60.5%) are those with little awareness about student clubs and organizations.

A different pattern emerges with respect to actually initiating new extracurricular offerings: 292 of the 484 of students with an opinion (or 60.3%) responded *Disagree/Strongly Disagree* to the statement, “I would be interested in helping to bring more student clubs, organizations, special events or activities to CHC.” Among the 296 students responding *No Opinion* to this statement, 170 are those with little awareness about student clubs and organizations.

A final but significant area of interest for students is athletics: 392 of the 500 with an opinion (or 78.4%) responded *Agree/Strongly Agree* to the statement, “Starting an intramural or intercollegiate athletic program at CHC should be a priority for the campus community.” The top sports receiving the most votes, indicating student interest as a participant or spectator, are Basketball (287 votes) and Baseball (251 votes). The complete ranked list is available in [Appendix C](#).

Conclusions. The most important finding relative to student interest is somewhat of a myth buster. That is, the long-standing belief that community college students are working adult commuters with little time or interest in campus involvement may not hold true for CHC students. Significant numbers of respondents to this survey indicate strong interest in a full complement of extracurricular activities, from clubs to special events to formal athletic programs. Despite indications that students perceive CHC as not yet providing a full complement of extracurricular activities, few students feel compelled to actually initiate new offerings. However, this must be considered in the context of a dearth of student awareness of and participation in ASCHC and other currently available extracurricular offerings. In other words, students may lack interest in initiating new offerings (despite their beliefs that CHC *needs* new offerings) because they do not understand what it would entail. Furthermore, they have no direct experience in benefiting from sustained participation in extracurricular activities from which to draw direction or inspiration.

Recommended Implications for Practice/Planning Next Steps. The argument that improvements are needed in communications focused on increasing student awareness of the availability and merits of current extracurricular activities is further buttressed by the findings relevant to student interests. Despite not having a totally clear picture of what is available and how it can enhance one’s college experience, students are open to learning more, becoming more involved, and seeing more variety in current offerings.

However, with little compelling interest among respondents to actually start anything new, it may be prudent to focus efforts on first crafting a core message about the contributions of active extracurricular involvement to one’s college experience, and developing and implementing an effective means of communicating that message. Certainly, the notion of what constitutes an “effective means” of communication cannot be understood without ample, direct student involvement. Success in developing both the core message and the communication plan, then, necessitates collaboration between students, faculty, and staff.

Notwithstanding the absence of student interest in actually initiating anything new, a viable new direction the campus community could explore is the development of a formal athletic program

(intramural and/or intercollegiate). Student interests point towards team sports like basketball and baseball; hence, it would be prudent to explore and exploit opportunities to partner with the city of Yucaipa given its current programs and facilities, as well its plans to develop the land adjacent to the campus into ball fields. In addition, the arrival of a new swimming pool on the CHC campus obviously points to swimming (tied for 3rd on the student list; see [Appendix C](#)) and other water sports as viable alternatives. Whatever direction is explored, it is imperative that physical education faculty remain key players in planning given their central role in implementing such a program.

Student Satisfaction

Evidence. A majority indicated *Disagree/Strongly Disagree* or *No Opinion* in response to the statements, “I am satisfied with the VARIETY of student clubs & organizations at CHC” (579 or 72.6%), and “I am satisfied with the QUALITY of student clubs & organizations at CHC” (593 or 74.4%). With respect to the perceived impact of extracurricular activities on students’ educational experiences, a majority of students expressed *No Opinion* in connection with clubs and organizations (494 or 62.0%), and with special events (408 or 51.2%). While students report satisfaction with the necessity and usage of textbooks required in courses (447 or 56.1%), significant numbers report dissatisfaction with the price (602 or 75.5%) and availability (572 or 71.8%) of textbooks.

Conclusions. Students are dissatisfied with the variety and quality of current extracurricular offerings and are furthermore unclear about the merits of such activities. As previously stated, this must be understood within the context of poor participation in and lack of knowledge about ASCHC, clubs, and organizations that characterizes the majority of respondents. Moreover, the dissatisfaction with both the price and availability of textbooks, although not surprising based on information gathered by ASCHC last year, offers continuing challenges; fortunately, students are at least satisfied with the relevance to and utilization of textbooks in their courses. While students see and have experienced the need for textbooks, they continue to express dissatisfaction about access (cost and availability) thereto.

Recommended Implications for Practice/Planning Next Steps. In addition to improvements in communication systems related to extracurricular activities, current offerings should be evaluated in terms of relevance to student interest and quality, and any information gleaned should be utilized in planning improvements thereto. Because access to textbooks continues to be an issue, assigning it a high priority status should be considered in order that an action plan can be developed, implemented, and evaluated.

Educational Programs and Services: Because this component is also made up of many survey items, results will again be organized around themes in order to piece together a clearer picture: Reasons for Choosing CHC; Comparisons with *The Other Guys*; Quality of Customer Service.

Reasons for Choosing CHC

Evidence. Students indicated *Agree/Strongly Agree* to the following reasons for choosing CHC (in rank order by frequency of response):

▲ Convenient location	615 or 77.2%
▲ Good academic reputation	405 or 50.8%
▲ Specific vocational program	203 or 25.5%
▲ Specific academic program	178 or 22.4%
▲ Rejection from 4-year school	90 or 11.3%
▲ Affordability	71 or 8.9%
▲ Parent(s) chose for student	50 or 6.2%

Conclusions. Three-quarters of respondents cite convenient location most frequently as the reason for choosing to attend CHC. For half, a good reputation and specific programs are additional attractions. When this pattern is considered in the context of small but steady enrollment declines over the past 2 years despite (1) well-documented population growth in surrounding areas; (2) the campus mandate to increase enrollments to support planned facilities; and (3) biases inherent in Spring term cohorts of CHC students (described below), a picture emerges that suggests more needs to be done in the way of outreach—that is, in *creating reasons* for students to choose CHC and for widening the scope of students who hear those reasons. Attracting a wider range of students necessarily demands additional attention to how we keep them, remembering that “access without success is an empty promise.”⁵

Here is the emerging picture of CHC’s outreach-retention efforts derived in part from the findings about students’ reasons for choosing CHC, and in part from prior research about student attrition at CHC: An analysis of CHC drop-outs reveals that large numbers of students enrolled at Fall census do not return to re-enroll the following Spring term.⁶ Therefore, the students included in this survey (administered late in Spring 2006 after census) represent not just survivors but *the strongest survivors*: Individuals who ostensibly possess personal attributes that would make them successful students at any college—assuming the college met some minimal standard of performance, quality, etc.

In other words, because these *strong survivors* have indicated that they selected CHC primarily because of its convenient location, very little needed to be done to attract them in the first place. Additionally, as *strong survivors*, very little may need to be done to ensure their success as students. Hence, if the yield from current outreach efforts is that we draw students who live nearby, our efforts are tantamount to *inreach* rather than outreach. Similarly, if the yield from current retention efforts is that we keep students by not getting in the way of their own inherent personal capacity to succeed, our efforts are tantamount to *providing the minimum* rather than

⁵ From a keynote speech by Chancellor Thomas Nussbaum, CCCCO Mega Conference 2000.

⁶ On average over the past 6 years, 35 out of every 100 award-seeking, non-completing students enrolled at census in Fall term do NOT re-enroll the following Spring term (SBCCD District Data Warehouse, Section Files, Reporting Years 2000 through 2005).

facilitating learning through high quality educational programs and support services.

Recommended Implications for Practice/Planning Next Steps. It is not clear whether a comprehensive, well-coordinated outreach function exists at CHC. Therefore, the first recommended practice is to learn what does exist—what currently constitutes an outreach activity, where the responsibility center for that activity rests, and what the impact of that activity has been. Once a clearer understanding is achieved, it may be that improvements can be planned. Should it be discovered that no comprehensive function exists, then its development can commence. Because both the district and campus have done much in the way of partnership work with local K-12 districts, ample opportunities exist to create a comprehensive, successful outreach function that is not only well-coordinated on campus, but is also well-coordinated with the K-12 community. Regarding retention efforts, many activities are currently in place to address this issue—efforts which have been given a tremendous boost of support (in actual dollars and campus morale) as a result of the Title V award and its associated DREAMS (Developing Reading, English, And Math Skills) Express program.

Comparisons with “The Other Guys”

Evidence. Comparisons of CHC’s programs and services with those at other community colleges yielded the following, listed in rank order by frequency of the response *Agree/Strongly Agree* that CHC has:

- | | |
|-----------------------------------|---|
| ▲ Better teachers | 401 or 50.3%
(83.7% of students with an opinion) |
| ▲ Better academic reputation | 358 or 44.9%
(78.2% of students with an opinion) |
| ▲ Better schedule of classes | 316 or 39.6%
(65.2% of students with an opinion) |
| ▲ More relevant programs | 293 or 36.8%
(69.3% of students with an opinion) |
| ▲ Better student support services | 243 or 30.5%
(74.1% of students with an opinion) |

Conclusions. For half of the respondents, CHC’s teachers are superior to those at other community colleges. A corollary finding is the perception that CHC has a better academic reputation. Approximately 1/3 of students responded *No Opinion*.

Recommended Implications for Practice/Planning Next Steps. Following from recommendations in the previous section related to making improvements to outreach and

continuing efforts to improve educational programs and services via the Title V DREAMS program, these findings indicate CHC should be able to leverage its strong reputation (of its teachers and programs) as it ventures into unfamiliar territory, developmental education. To maintain this positive reputation among students and the community alike, it will be important to continue to uphold high academic standards while also bringing relevant programs, services, and strategies to a different kind of student—not necessarily the *strong survivors* these respondents seem to be. Again, attracting a diverse group of students demands additional attention to facilitating learning and retention through high quality educational programs and support services that reflect an understanding of their diverse needs.

Quality of Customer Service

Evidence. Programs/Services patronized by most students received high frequencies of positive ratings (*Good or letter grade of “B”*): Admissions & Records, Counseling & Assessment; Bookstore; Campus Library; Faculty/Teachers (see [Appendix D](#) for matrix of all areas and frequencies of all ratings). For all other areas, the most frequent response was *No Opinion*.

Conclusions. Customer service in key areas appears to be good; the high numbers of students indicating they have no opinion for other areas may be a concern. While many areas limit access of students by design due to mandated eligibility requirements (*e.g.*, financial aid office, EOPS/CARE/CalWORKS, Disabled Students Office), other areas listed should be broadly accessible to students. The absence of an opinion potentially indicates students are underutilizing services available to them.

Recommended Implications for Practice/Planning Next Steps. Customer service should be an ongoing, broad concern across campus. While this survey indicates generally favorable results, a better strategy for enabling ongoing improvement is more regular surveying of student perceptions—for example, point-of-service surveys or more frequent surveying that is linked to the annual program review cycle.

An additional line of inquiry to pursue is the high number of ratings that are neither *Excellent* or *Good*. While a rating of *Average* might be acceptable in some circumstances, it is hoped that CHC sets higher standards in order to facilitate program improvement.

Student-College Integration. Additional questions related to students’ reasons for choosing CHC over the many options available in this region, as well as to students’ overall sense of identification with CHC. Once again, the list of survey items relevant to this component appears in [Appendix A](#).

Evidence. Students responded *Agree/Strongly Agree* as follows:

- | | |
|---------------------------------------|--------------|
| ▲ CHC has a more exciting campus life | 182 or 22.8% |
| ▲ Feel sense of ownership to CHC | 376 or 47.2% |

- ▲ CHC has positive community image 512 or 64.2%
- ▲ Proud to be student at CHC 483 or 60.6%

Conclusions. Consistent with findings about CHC’s strong faculty and academic reputation, respondents seem to indicate CHC is perceived positively in the community and that they are proud to tell others that they are students here. Also consistent with other findings is the characterization of campus life as NOT exciting. Overall, with respect to students’ sense of identification with CHC—their integration of institutional attitudes and values—the sense of ownership and responsibility to CHC shows room for improvement. These findings in relation to Tinto’s theory (1975)⁷ suggest that students appear to have strong academic integration but lack social integration with CHC as an institution. As a result, student institutional commitment is not optimal and, by extension, neither are student learning and retention.

Recommended Implications for Practice/Planning Next Steps. Certainly, the fact that a majority of respondents indicate CHC has a positive public image, and that they personally are proud to be students here, the absence of a strong campus life does not bode well for our current retention efforts. The campus community needs to understand the role, importance, and impact of well-designed extracurricular activities on student learning and retention. Furthermore, that understanding must translate into designing, implementing, and evaluating comprehensive retention efforts that include purposeful strategies that bring student life to the campus.

⁷ See [Appendix B](#).

Summary of Planning Implications

The following points are offered by the Office of Research & Planning as mere **CONVERSATION STARTERS**. If meaningful activity is to result from this initiative, it is critical that the campus community actively engage in discussions about the ideas below and, more importantly, **EXPLORE ADDITIONAL IDEAS NOT MENTIONED IN THE NARRATIVE OF THIS REPORT** but indicated by actual student responses to the survey items (found in [Appendix E](#)). Without such dialogue, the campus community squanders a rare opportunity handed to us by the ambitious efforts of ASCHC.

Physical Plant/Campus Environs

- ▲ Extend appreciation for (read, *reinforce*) continuing efforts to maintain safety, cleanliness, and beauty of interior and exterior spaces on campus.
- ▲ Continue practice of identifying problems with campus conditions in order to bring about solutions.
- ▲ Highlight beauty of campus physical surroundings in marketing efforts, but understand that more is needed to truly attract and retain students.

Student Clubs, Organizations, Special Events & Activities

Student Awareness

- ▲ Make improvements to communications focused on increasing student awareness of all extracurricular activities available on campus, making explicit the intended impact on student life so that resource allocations can be made appropriately.
- ▲ Study existing practices on campus which have shown to be effective in improving student learning, creating student life, and/or building a community of students—for example, the Emergency Services program. Generalize or apply lessons learned as appropriate.

Student Interests

- ▲ In making improvements to student communications about extracurricular activities, craft a core message about the contributions of active extracurricular involvement to one's college experience. Ensure active student involvement, as well as participation by other campus constituencies.
- ▲ Determine what specific extracurricular offerings might garner more student participation.
- ▲ Explore development of a formal athletic program (intramural and/or intercollegiate) through the Physical Education department, starting with the sports identified by students herein

(basketball, baseball, swimming). Seek out and leverage partnerships with the city of Yucaipa as available and appropriate.

Student Satisfaction

- ▲ Evaluate current extracurricular offerings in terms of relevance to student interest and quality. Plan for improvements using what was learned.
- ▲ Address student dissatisfaction with access to and costs of textbook.

Educational Programs and Services

Reasons for Choosing CHC

- ▲ Determine what outreach efforts exist at CHC, and what resources are available to improve those efforts (both within the campus and external to the campus, for example in the way of P-16 partnerships). Develop, implement, and evaluate an outreach plan.
- ▲ Determine how the DREAMS Express program (Title V) can facilitate and contribute to outreach efforts.

Comparisons with “The Other Guys”

- ▲ Capitalize on the positive reputation of CHC’s teachers and programs in the development and marketing of DREAMS Express and other efforts to attract students.
- ▲ Continue to uphold high academic standards in bringing relevant programs, services, and strategies to a new group of students. This is arguably more important than any slick marketing campaign in maintaining CHC’s positive reputation in the community.

Quality of Customer Service

- ▲ Develop an ongoing means to gauge quality of customer service across campus, such as point-of-service surveys or more frequent surveying that is linked to the annual program review cycle. In connection with this effort, debate the merits of and establish a campus commitment to an acceptable minimum rating in determining the “health” of a program in customer service terms.

Student-College Integration

- ▲ Involve the campus community in learning about the role, importance, and impact of well-designed extracurricular activities on student learning and retention. Translate that understanding into designing, implementing, and evaluating comprehensive retention efforts that include purposeful strategies for bringing student life to the campus.

Appendix A: Survey Items by Component

Survey Items Related to Physical Plant/Campus Environs

- ▲ I feel safe on campus during the day (item 1).
- ▲ I feel safe on campus at night (item 2).
- ▲ Compared to other community colleges, Crafton Hills College has a more beautiful campus (item 58).
- ▲ Compared to other community colleges, Crafton Hills College has better kept classrooms/facilities (item 63).

Survey Items Related to Student Clubs, Organizations, Special Events & Activities

Student Awareness

- ▲ I am aware of all the student clubs & organizations available at CHC (item 3).
- ▲ I am involved in at least one student club or organization at CHC (item 4).
- ▲ I am satisfied with the VARIETY of student clubs & organizations at CHC (item 5).
- ▲ I am satisfied with the QUALITY of student clubs & organizations at CHC (item 6).
- ▲ The student clubs & organizations here at CHC have a positive impact on my educational experiences (item 7).
- ▲ As they arise, I am made aware of all the special events & activities offered at CHC throughout the year (item 8).
- ▲ In the past year, I have attended a special event or activity offered at CHC (item 9).

Student Interests

- ▲ I have no interest in being knowledgeable about or involved in any student clubs or organizations (item 16).
- ▲ I have no interest in attending or participating in any special events or activities offered at CHC, unless it is specifically related to a class assignment (item 17).
- ▲ CHC needs more variety in the student clubs, organizations, special event or activities available here (item 18).
- ▲ I would be interested in helping to bring more student clubs, organizations, special events or activities to CHC (item 19).
- ▲ Starting an intramural or intercollegiate athletic program at CHC should be a priority for the campus community (item 20; also included were a list of possible sports from which students were asked to indicate their interest either as a spectator or participant).

Student Satisfaction

- ▲ I am satisfied with the VARIETY of special events & activities offered at CHC (item 10).
- ▲ I am satisfied with the QUALITY of special events & activities offered at CHC (item 11).
- ▲ The special events & activities here at CHC have a positive impact on my educational experiences (item 12).
- ▲ I am satisfied with the necessity and usage of textbooks required in my courses here at CHC (item 13).

Survey Items Related to Student Clubs, Organizations, Special Events & Activities

Student Satisfaction

- ▲ I know what Associated Students is, the role it plays on campus, and am interested in what it can do for me as a student at CHC (item 15).
- ▲ I am satisfied with the price of textbooks here at CHC (item 14a).
- ▲ I am satisfied with the availability of textbooks here at CHC (item 14b).

Survey Items Related to Educational Programs and Services

Reasons for Choosing CHC

- ▲ I chose to attend CHC because of its affordability (item 49).
- ▲ I chose to attend CHC because of its convenient location (item 50).
- ▲ I chose to attend Crafton Hills College because of its good academic reputation (item 51).
- ▲ I chose to attend Crafton Hills College because of a specific vocational/technical program (item 52).
- ▲ I chose to attend Crafton Hills College because of a specific non-vocational/academic program (item 53).
- ▲ I chose to attend Crafton Hills College because I did not get accepted to a 4-year college/university (item 54).
- ▲ I did not choose to attend Crafton Hills College; my parents chose it for me (item 55).

Comparisons with *The Other Guys*

- ▲ Compared to other community colleges, Crafton Hills College has a better academic reputation (item 56).
- ▲ Compared to other community colleges, Crafton Hills College has more relevant programs (item 59).
- ▲ Compared to other community colleges, Crafton Hills College offers a better schedule of classes (item 60).
- ▲ Compared to other community colleges, Crafton Hills College has better student support services (item 61).
- ▲ Compared to other community colleges, Crafton Hills College has better teachers (item 62).

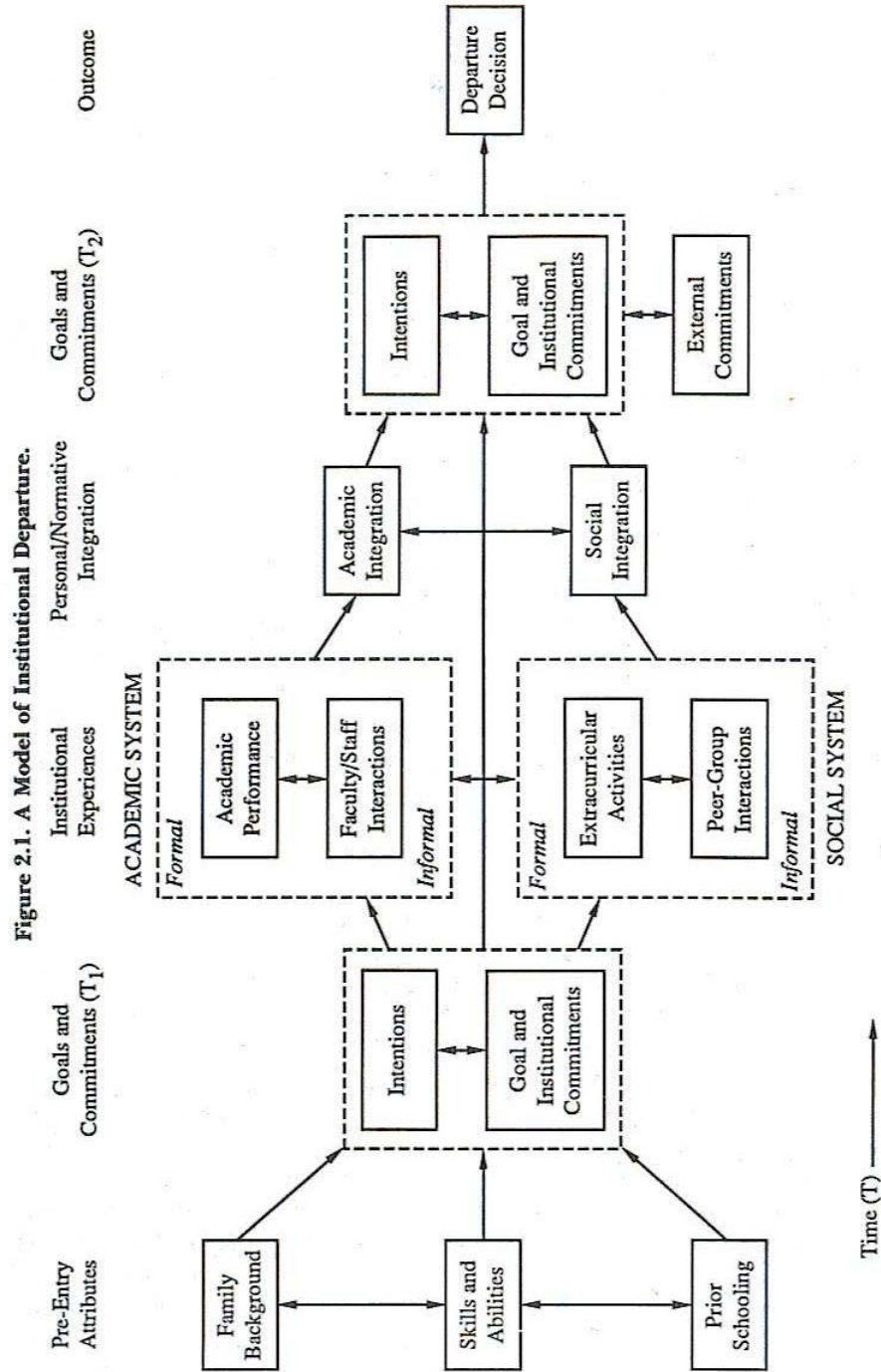
Quality of Customer Service

- ▲ Students were also asked to rate the quality of customer service received from the following: Admissions & Records; Counseling & Assessment; Financial Aid Office; Bookstore; Transfer & Career Center; Associated Students Office; Campus Business Office; Cafeteria; Campus Police; Communications Office; Campus Library; Learning Resources Center; Health & Wellness Center; EOPS/CARE/CalWORKS; Disabled Students Office; Student Success Advisors; and Faculty/Teachers.

Survey Items Related to Student-College Integration

- ▲ Compared to other community colleges, Crafton Hills College has a more exciting campus life (item 57).
- ▲ As a student, I feel a sense of ownership of and responsibility to Crafton Hills College (item 64).
- ▲ Crafton Hills College has a positive image in the community where I live (item 65).
- ▲ I am proud to tell others that I am a student at Crafton Hills College (item 66).

Appendix B: Tinto's Theory of Student Attrition



Source: Tinto, 1987, p. 114. © 1987 by The University of Chicago. All rights reserved. Used by permission.

Appendix C: Ranked List of Campus Athletics

Prompt as appeared on survey: *In your opinion, please indicate which of the sports shown below students would be most interested in--either as a participant or spectator. (RESULTS SHOWN IN RANK ORDER BASED ON NUMBER OF VOTES RECEIVED).*

1. Basketball (287)
2. Baseball (251)
3. Swimming (198)
3. Other Sports (198)
5. Softball (178)
6. Tennis (143)
7. Golf (131)
8. Track & Field (129)
9. Water Polo (119)
10. Diving (72)
11. Cross-Country (67)

Appendix D: Service to Students

Prompt as appeared on survey: For the campus programs, services, or departments shown on the right, please rate the quality of customer service you have encountered. (RESULTS SHOWN IN ORDER APPEARED ON SURVEY. FREQUENCIES SHOWN IN BOLD AND GRAY INDICATE HIGHEST NUMBER OF RESPONSES FOR EACH PROGRAM/SERVICES).

Program/Services	A Excellent	B Good	C Average	D Poor	F Very Poor	N No Opinion or No Response
Admissions & Records	212	320	142	28	10	85
Counseling & Assessment	191	250	164	47	24	121
Financial Aid Office	113	146	110	54	40	334
Bookstore	224	319	128	16	11	99
Transfer & Career Center	99	144	106	16	4	428
Associated Students Office	75	139	71	6	2	504
Campus Business Office	79	120	59	5	2	532
Cafeteria	111	204	139	50	14	279
Campus Police	111	170	123	40	18	335
Communications Office	76	155	91	7	2	466
Campus Library	261	290	101	23	2	120
Learning Resources Center	148	174	54	10	0	401
Health & Wellness Center	168	143	52	6	3	425
EOPS/CARE/CalWORKS	82	90	32	5	2	586
Disabled Students Office	90	85	31	6	1	584
Student Success Advisors	74	96	45	6	4	572
Faculty/Teachers	264	322	97	7	1	106
Column Totals	2378	3167	1545	332	551	5724

Appendix E: Response Frequencies to All Survey Items

Student Life

1. I feel safe on campus during the day

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	554	69.5	71.1	71.1
	Agree	204	25.6	26.2	97.3
	Disagree	2	.3	.3	97.6
	Strongly Disagree	2	.3	.3	97.8
	No Opinion	17	2.1	2.2	100.0
	Total	779	97.7	100.0	
Missing	*	18	2.3		
Total		797	100.0		

2. I feel safe on campus at night.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	177	22.2	22.6	22.6
	Agree	303	38.0	38.6	61.2
	Disagree	133	16.7	17.0	78.2
	Strongly Disagree	71	8.9	9.1	87.2
	No Opinion	100	12.5	12.8	100.0
	Total	784	98.4	100.0	
Missing	*	13	1.6		
Total		797	100.0		

3. I am aware of all the student clubs & organizations available at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	48	6.0	6.2	6.2
	Agree	180	22.6	23.1	29.3
	Disagree	348	43.7	44.7	73.9
	Strongly Disagree	129	16.2	16.6	90.5
	No Opinion	74	9.3	9.5	100.0
	Total	779	97.7	100.0	
Missing	*	18	2.3		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

4. I am involved in at least one student club or organization at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	32	4.0	4.1	4.1
	Agree	41	5.1	5.2	9.3
	Disagree	240	30.1	30.7	40.0
	Strongly Disagree	321	40.3	41.0	81.1
	No Opinion	148	18.6	18.9	100.0
	Total	782	98.1	100.0	
Missing	*	15	1.9		
Total		797	100.0		

5. I am satisfied with the VARIETY of student clubs & organizations at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	34	4.3	4.3	4.3
	Agree	169	21.2	21.6	26.0
	Disagree	92	11.5	11.8	37.7
	Strongly Disagree	59	7.4	7.5	45.3
	No Opinion	428	53.7	54.7	100.0
	Total	782	98.1	100.0	
Missing	*	15	1.9		
Total		797	100.0		

6. I am satisfied with the QUALITY of student clubs & organizations at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	35	4.4	4.5	4.5
	Agree	157	19.7	20.0	24.5
	Disagree	64	8.0	8.2	32.6
	Strongly Disagree	41	5.1	5.2	37.8
	No Opinion	488	61.2	62.2	100.0
	Total	785	98.5	100.0	
Missing	*	12	1.5		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

7. The student clubs & organizations here at CHC have a positive impact on my educational experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	38	4.8	4.9	4.9
	Agree	109	13.7	13.9	18.8
	Disagree	83	10.4	10.6	29.4
	Strongly Disagree	58	7.3	7.4	36.8
	No Opinion	494	62.0	63.2	100.0
	Total	782	98.1	100.0	
Missing	*	15	1.9		
Total		797	100.0		

8. As they arise, I am made aware of all the special events & activities offered at CHC throughout the year.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	55	6.9	7.0	7.0
	Agree	290	36.4	37.1	44.1
	Disagree	217	27.2	27.7	71.9
	Strongly Disagree	105	13.2	13.4	85.3
	No Opinion	115	14.4	14.7	100.0
	Total	782	98.1	100.0	
Missing	*	15	1.9		
Total		797	100.0		

9. In the past year, I have attended a special event or activity offered at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	82	10.3	10.5	10.5
	Agree	194	24.3	24.9	35.4
	Disagree	196	24.6	25.1	60.5
	Strongly Disagree	178	22.3	22.8	83.3
	No Opinion	130	16.3	16.7	100.0
	Total	780	97.9	100.0	
Missing	*	17	2.1		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

10. I am satisfied with the VARIETY of special events & activities offered at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	6.1	6.3	6.3
	Agree	235	29.5	30.2	36.5
	Disagree	97	12.2	12.5	48.9
	Strongly Disagree	57	7.2	7.3	56.2
	No Opinion	341	42.8	43.8	100.0
	Total	779	97.7	100.0	
Missing	*	18	2.3		
Total		797	100.0		

11. I am satisfied with the QUALITY of special events & activities offered at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	51	6.4	6.5	6.5
	Agree	245	30.7	31.3	37.8
	Disagree	76	9.5	9.7	47.5
	Strongly Disagree	43	5.4	5.5	53.0
	No Opinion	368	46.2	47.0	100.0
	Total	783	98.2	100.0	
Missing	*	14	1.8		
Total		797	100.0		

12. The special events & activities here at CHC have a positive impact on my educational experiences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	57	7.2	7.3	7.3
	Agree	184	23.1	23.5	30.7
	Disagree	85	10.7	10.8	41.6
	Strongly Disagree	50	6.3	6.4	48.0
	No Opinion	408	51.2	52.0	100.0
	Total	784	98.4	100.0	
Missing	*	13	1.6		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

13. I am satisfied with the necessity and usage of textbooks required in my courses here at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	101	12.7	12.9	12.9
	Agree	346	43.4	44.3	57.2
	Disagree	179	22.5	22.9	80.2
	Strongly Disagree	129	16.2	16.5	96.7
	No Opinion	26	3.3	3.3	100.0
	Total	781	98.0	100.0	
Missing	*	16	2.0		
Total		797	100.0		

14a. I am satisfied with the price of textbooks here at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Opinion	28	3.5	3.6	3.6
	Strongly Agree	22	2.8	2.8	6.4
	Agree	127	15.9	16.3	22.7
	Disagree	190	23.8	24.4	47.1
	Strongly Disagree	412	51.7	52.9	100.0
	Total	779	97.7	100.0	
Missing	*	18	2.3		
Total		797	100.0		

14b. I am satisfied with the availability of textbooks here at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Opinion	47	5.9	6.1	6.1
	Strongly Agree	122	15.3	15.7	21.8
	Agree	450	56.5	58.0	79.8
	Disagree	95	11.9	12.2	92.0
	Strongly Disagree	62	7.8	8.0	100.0
	Total	776	97.4	100.0	
Missing	*	21	2.6		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

15. I know what Associated Students is, the role it plays on campus, and am interested in what it can do for me as a student at CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Opinion	223	28.0	28.7	28.7
	Strongly Agree	46	5.8	5.9	34.6
	Agree	147	18.4	18.9	53.5
	Disagree	205	25.7	26.4	79.9
	Strongly Disagree	156	19.6	20.1	100.0
	Total	777	97.5	100.0	
Missing	*	20	2.5		
Total		797	100.0		

16. I have no interest in being knowledgeable about or involved in any student clubs or organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Opinion	153	19.2	19.6	19.6
	Strongly Agree	69	8.7	8.8	28.4
	Agree	143	17.9	18.3	46.7
	Disagree	256	32.1	32.8	79.5
	Strongly Disagree	160	20.1	20.5	100.0
	Total	781	98.0	100.0	
Missing	*	16	2.0		
Total		797	100.0		

17. I have no interest in attending or participating in any special events or activities offered at CHC, unless it is specifically related to a class assignment.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	66	8.3	8.5	8.5
	Agree	164	20.6	21.0	29.4
	Disagree	296	37.1	37.9	67.3
	Strongly Disagree	165	20.7	21.1	88.5
	No Opinion	90	11.3	11.5	100.0
	Total	781	98.0	100.0	
Missing	*	16	2.0		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

18. CHC needs more variety in the student clubs, organizations, special event or activities available here.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	105	13.2	13.4	13.4
	Agree	195	24.5	24.8	38.2
	Disagree	104	13.0	13.2	51.4
	Strongly Disagree	20	2.5	2.5	53.9
	No Opinion	362	45.4	46.1	100.0
	Total	786	98.6	100.0	
Missing	*	11	1.4		
Total		797	100.0		

19. I would be interested in helping to bring more student clubs, organizations, special events or activities to CHC.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	57	7.2	7.3	7.3
	Agree	135	16.9	17.3	24.6
	Disagree	196	24.6	25.1	49.7
	Strongly Disagree	96	12.0	12.3	62.1
	No Opinion	296	37.1	37.9	100.0
	Total	780	97.9	100.0	
Missing	*	17	2.1		
Total		797	100.0		

20. Starting an intramural or intercollegiate athletic program at CHC should be a priority for the campus community.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	178	22.3	22.8	22.8
	Agree	214	26.9	27.4	50.3
	Disagree	76	9.5	9.7	60.0
	Strongly Disagree	32	4.0	4.1	64.1
	No Opinion	280	35.1	35.9	100.0
	Total	780	97.9	100.0	
Missing	*	17	2.1		
Total		797	100.0		

Campus Athletics

In your opinion, please indicate which of the sports shown below students would be most interested in--either as a participant or spectator.

Golf

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	131	16.4	16.4	16.4
	666	83.6	83.6	100.0
Total	797	100.0	100.0	

Tennis

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	143	17.9	17.9	17.9
	654	82.1	82.1	100.0
Total	797	100.0	100.0	

Swimming

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	198	24.8	24.8	24.8
	599	75.2	75.2	100.0
Total	797	100.0	100.0	

Water Polo

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	119	14.9	14.9	14.9
	678	85.1	85.1	100.0
Total	797	100.0	100.0	

Diving

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	72	9.0	9.0	9.0
	725	91.0	91.0	100.0
Total	797	100.0	100.0	

Student Satisfaction with Campus Life
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Track & Field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	129	16.2	16.2	16.2
		668	83.8	83.8	100.0
	Total	797	100.0	100.0	

Cross-Country

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	8.4	8.4	8.4
		730	91.6	91.6	100.0
	Total	797	100.0	100.0	

Basketball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	287	36.0	36.0	36.0
		510	64.0	64.0	100.0
	Total	797	100.0	100.0	

Baseball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	251	31.5	31.5	31.5
		546	68.5	68.5	100.0
	Total	797	100.0	100.0	

Softball

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	178	22.3	22.3	22.3
		619	77.7	77.7	100.0
	Total	797	100.0	100.0	

Other Sport(s)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	198	24.8	24.8	24.8
		599	75.2	75.2	100.0
	Total	797	100.0	100.0	

Service to Students

For the campus programs, services, or departments shown on the right, please rate the quality of customer service you have encountered.

Admissions & Records

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	212	26.6	28.8	28.8
	Good	320	40.2	43.4	72.2
	Average	142	17.8	19.3	91.5
	Poor	28	3.5	3.8	95.3
	Very Poor	10	1.3	1.4	96.6
	No Opinion	25	3.1	3.4	100.0
	Total	737	92.5	100.0	
Missing	*	60	7.5		
Total		797	100.0		

Counseling & Assessment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	191	24.0	26.2	26.2
	Good	250	31.4	34.3	60.6
	Average	164	20.6	22.5	83.1
	Poor	47	5.9	6.5	89.6
	Very Poor	24	3.0	3.3	92.9
	No Opinion	52	6.5	7.1	100.0
	Total	728	91.3	100.0	
Missing	*	69	8.7		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

Financial Aid Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	113	14.2	15.7	15.7
	Good	146	18.3	20.2	35.9
	Average	110	13.8	15.3	51.2
	Poor	54	6.8	7.5	58.7
	Very Poor	40	5.0	5.5	64.2
	No Opinion	258	32.4	35.8	100.0
	Total	721	90.5	100.0	
Missing	*	76	9.5		
Total		797	100.0		

Bookstore

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	224	28.1	30.9	30.9
	Good	319	40.0	44.0	74.9
	Average	128	16.1	17.7	92.6
	Poor	16	2.0	2.2	94.8
	Very Poor	11	1.4	1.5	96.3
	No Opinion	27	3.4	3.7	100.0
	Total	725	91.0	100.0	
Missing	*	72	9.0		
Total		797	100.0		

Transfer & Career Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	99	12.4	13.5	13.5
	Good	144	18.1	19.7	33.2
	Average	106	13.3	14.5	47.7
	Poor	16	2.0	2.2	49.9
	Very Poor	4	.5	.5	50.5
	No Opinion	362	45.4	49.5	100.0
Total	731	91.7	100.0		
Missing	*	66	8.3		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

Associated Students Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	75	9.4	10.6	10.6
	Good	139	17.4	19.7	30.4
	Average	71	8.9	10.1	40.4
	Poor	6	.8	.9	41.3
	Very Poor	2	.3	.3	41.6
	No Opinion	412	51.7	58.4	100.0
	Total	705	88.5	100.0	
Missing	*	92	11.5		
Total		797	100.0		

Campus Business Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	79	9.9	10.9	10.9
	Good	120	15.1	16.6	27.5
	Average	59	7.4	8.1	35.6
	Poor	5	.6	.7	36.3
	Very Poor	2	.3	.3	36.6
	No Opinion	459	57.6	63.4	100.0
	Total	724	90.8	100.0	
Missing	*	73	9.2		
Total		797	100.0		

Cafeteria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	111	13.9	15.6	15.6
	Good	204	25.6	28.7	44.3
	Average	139	17.4	19.5	63.9
	Poor	50	6.3	7.0	70.9
	Very Poor	14	1.8	2.0	72.9
	No Opinion	193	24.2	27.1	100.0
	Total	711	89.2	100.0	
Missing	*	86	10.8		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

Campus Police

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	111	13.9	15.2	15.2
	Good	170	21.3	23.3	38.5
	Average	123	15.4	16.8	55.3
	Poor	40	5.0	5.5	60.8
	Very Poor	18	2.3	2.5	63.3
	No Opinion	268	33.6	36.7	100.0
	Total	730	91.6	100.0	
Missing	*	67	8.4		
Total		797	100.0		

Communications Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	76	9.5	11.4	11.4
	Good	155	19.4	23.3	34.7
	Average	91	11.4	13.7	48.3
	Poor	7	.9	1.1	49.4
	Very Poor	2	.3	.3	49.7
	No Opinion	335	42.0	50.3	100.0
	Total	666	83.6	100.0	
Missing	*	131	16.4		
Total		797	100.0		

Campus Library

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	261	32.7	35.5	35.5
	Good	290	36.4	39.5	75.0
	Average	101	12.7	13.7	88.7
	Poor	23	2.9	3.1	91.8
	Very Poor	2	.3	.3	92.1
	No Opinion	58	7.3	7.9	100.0
	Total	735	92.2	100.0	
Missing	*	62	7.8		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

Learning Resources Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	148	18.6	29.2	29.2
	Good	174	21.8	34.4	63.6
	Average	54	6.8	10.7	74.3
	Poor	10	1.3	2.0	76.3
	No Opinion	120	15.1	23.7	100.0
	Total	506	63.5	100.0	
Missing	*	291	36.5		
Total		797	100.0		

Health & Wellness Center

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	168	21.1	25.5	25.5
	Good	143	17.9	21.7	47.2
	Average	52	6.5	7.9	55.1
	Poor	6	.8	.9	56.0
	Very Poor	3	.4	.5	56.4
	No Opinion	287	36.0	43.6	100.0
	Total	659	82.7	100.0	
Missing	*	138	17.3		
Total		797	100.0		

EOPS/CARE/CalWORKS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	82	10.3	13.7	13.7
	Good	90	11.3	15.0	28.7
	Average	32	4.0	5.3	34.0
	Poor	5	.6	.8	34.8
	Very Poor	2	.3	.3	35.2
	No Opinion	389	48.8	64.8	100.0
Total		600	75.3	100.0	
Missing	*	197	24.7		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

Disabled Students Office

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	90	11.3	12.5	12.5
	Good	85	10.7	11.8	24.3
	Average	31	3.9	4.3	28.7
	Poor	6	.8	.8	29.5
	Very Poor	1	.1	.1	29.6
	No Opinion	506	63.5	70.4	100.0
	Total	719	90.2	100.0	
Missing	*	78	9.8		
Total		797	100.0		

Student Success Advisors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	74	9.3	10.9	10.9
	Good	96	12.0	14.1	25.0
	Average	45	5.6	6.6	31.6
	Poor	6	.8	.9	32.5
	Very Poor	4	.5	.6	33.1
	No Opinion	455	57.1	66.9	100.0
Total		680	85.3	100.0	
Missing	*	117	14.7		
Total		797	100.0		

Faculty/Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	264	33.1	36.4	36.4
	Good	322	40.4	44.4	80.7
	Average	97	12.2	13.4	94.1
	Poor	7	.9	1.0	95.0
	Very Poor	1	.1	.1	95.2
	No Opinion	35	4.4	4.8	100.0
Total		726	91.1	100.0	
Missing	*	71	8.9		
Total		797	100.0		

Quality of Educational Programs

49. I chose to attend CHC because of its affordability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	2.8	3.1	3.1
	Agree	49	6.1	7.0	10.1
	Disagree	272	34.1	38.7	48.9
	Strongly Disagree	316	39.6	45.0	93.9
	No Opinion	43	5.4	6.1	100.0
	Total	702	88.1	100.0	
Missing	*	95	11.9		
Total		797	100.0		

50. I chose to attend CHC because of its convenient location.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	364	45.7	52.0	52.0
	Agree	251	31.5	35.9	87.9
	Disagree	39	4.9	5.6	93.4
	Strongly Disagree	26	3.3	3.7	97.1
	No Opinion	20	2.5	2.9	100.0
	Total	700	87.8	100.0	
Missing	*	97	12.2		
Total		797	100.0		

51. I chose to attend Crafton Hills College because of its good academic reputation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	142	17.8	20.1	20.1
	Agree	263	33.0	37.2	57.3
	Disagree	130	16.3	18.4	75.7
	Strongly Disagree	37	4.6	5.2	80.9
	No Opinion	135	16.9	19.1	100.0
	Total	707	88.7	100.0	
Missing	*	90	11.3		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

52. I chose to attend Crafton Hills College because of a specific vocational/technical program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	110	13.8	15.7	15.7
	Agree	93	11.7	13.2	28.9
	Disagree	189	23.7	26.9	55.8
	Strongly Disagree	97	12.2	13.8	69.7
	No Opinion	213	26.7	30.3	100.0
	Total	702	88.1	100.0	
Missing	*	95	11.9		
Total		797	100.0		

53. I chose to attend Crafton Hills College because of a specific non-vocational/academic program.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No Opinion	265	33.2	37.5	37.5
	Strongly Agree	70	8.8	9.9	47.5
	Agree	108	13.6	15.3	62.7
	Disagree	192	24.1	27.2	89.9
	Strongly Disagree	71	8.9	10.1	100.0
	Total	706	88.6	100.0	
Missing	*	91	11.4		
Total		797	100.0		

54. I chose to attend Crafton Hills College because I did not get accepted to a 4-year college/university.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	39	4.9	5.6	5.6
	Agree	51	6.4	7.3	12.9
	Disagree	177	22.2	25.4	38.3
	Strongly Disagree	316	39.6	45.3	83.5
	No Opinion	115	14.4	16.5	100.0
	Total	698	87.6	100.0	
Missing	*	99	12.4		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

55. I did not choose to attend Crafton Hills College; my parents chose it for me.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	3.1	3.6	3.6
	Agree	25	3.1	3.6	7.2
	Disagree	173	21.7	24.7	31.9
	Strongly Disagree	369	46.3	52.8	84.7
	No Opinion	107	13.4	15.3	100.0
	Total	699	87.7	100.0	
Missing	*	98	12.3		
Total		797	100.0		

56. Compared to other community colleges, Crafton Hills College has a better academic reputation.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	130	16.3	18.4	18.4
	Agree	228	28.6	32.3	50.7
	Disagree	71	8.9	10.1	60.8
	Strongly Disagree	29	3.6	4.1	64.9
	No Opinion	248	31.1	35.1	100.0
	Total	706	88.6	100.0	
Missing	*	91	11.4		
Total		797	100.0		

57. Compared to other community colleges, Crafton Hills College has a more exciting campus life.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	67	8.4	9.6	9.6
	Agree	115	14.4	16.5	26.0
	Disagree	135	16.9	19.3	45.4
	Strongly Disagree	83	10.4	11.9	57.2
	No Opinion	299	37.5	42.8	100.0
	Total	699	87.7	100.0	
Missing	*	98	12.3		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

58. Compared to other community colleges, Crafton Hills College has a more beautiful campus.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	272	34.1	38.7	38.7
	Agree	269	33.8	38.3	77.1
	Disagree	29	3.6	4.1	81.2
	Strongly Disagree	17	2.1	2.4	83.6
	No Opinion	115	14.4	16.4	100.0
	Total	702	88.1	100.0	
Missing	*	95	11.9		
Total		797	100.0		

59. Compared to other community colleges, Crafton Hills College has more relevant programs.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	100	12.5	14.2	14.2
	Agree	193	24.2	27.5	41.7
	Disagree	94	11.8	13.4	55.0
	Strongly Disagree	36	4.5	5.1	60.2
	No Opinion	280	35.1	39.8	100.0
	Total	703	88.2	100.0	
Missing	*	94	11.8		
Total		797	100.0		

60. Compared to other community colleges, Crafton Hills College offers a better schedule of classes.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	91	11.4	13.0	13.0
	Agree	225	28.2	32.2	45.3
	Disagree	117	14.7	16.8	62.0
	Strongly Disagree	52	6.5	7.4	69.5
	No Opinion	213	26.7	30.5	100.0
	Total	698	87.6	100.0	
Missing	*	99	12.4		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

61. Compared to other community colleges, Crafton Hills College has better student support services.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	64	8.0	9.1	9.1
	Agree	179	22.5	25.5	34.6
	Disagree	60	7.5	8.5	43.1
	Strongly Disagree	25	3.1	3.6	46.7
	No Opinion	375	47.1	53.3	100.0
Total		703	88.2	100.0	
Missing	*	94	11.8		
Total		797	100.0		

62. Compared to other community colleges, Crafton Hills College has better teachers.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	151	18.9	21.4	21.4
	Agree	250	31.4	35.5	57.0
	Disagree	58	7.3	8.2	65.2
	Strongly Disagree	20	2.5	2.8	68.0
	No Opinion	225	28.2	32.0	100.0
Total		704	88.3	100.0	
Missing	*	93	11.7		
Total		797	100.0		

63. Compared to other community colleges, Crafton Hills College has better kept classrooms/facilities.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	100	12.5	14.2	14.2
	Agree	223	28.0	31.8	46.0
	Disagree	100	12.5	14.2	60.3
	Strongly Disagree	47	5.9	6.7	67.0
	No Opinion	232	29.1	33.0	100.0
Total		702	88.1	100.0	
Missing	*	95	11.9		
Total		797	100.0		

Student Satisfaction with Campus Life
Survey Results, Spring 2006

64. As a student, I feel a sense of ownership of and responsibility to Crafton Hills College.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	110	13.8	15.8	15.8
	Agree	266	33.4	38.2	53.9
	Disagree	123	15.4	17.6	71.6
	Strongly Disagree	35	4.4	5.0	76.6
	No Opinion	163	20.5	23.4	100.0
	Total	697	87.5	100.0	
Missing	*	100	12.5		
Total		797	100.0		

65. Crafton Hills College has a positive image in the community where I live.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	162	20.3	23.1	23.1
	Agree	350	43.9	50.0	73.1
	Disagree	41	5.1	5.9	79.0
	Strongly Disagree	13	1.6	1.9	80.9
	No Opinion	134	16.8	19.1	100.0
	Total	700	87.8	100.0	
Missing	*	97	12.2		
Total		797	100.0		

66. I am proud to tell others that I am a student at Crafton Hills College.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	194	24.3	28.7	28.7
	Agree	289	36.3	42.8	71.4
	Disagree	48	6.0	7.1	78.6
	Strongly Disagree	29	3.6	4.3	82.8
	No Opinion	116	14.6	17.2	100.0
	Total	676	84.8	100.0	
Missing	*	121	15.2		
Total		797	100.0		

Appendix F: ASCHC Project Proposal & Campus Memos

See following pages.

Appendix G: Briefing & Debriefing Scripts

See following page.

Appendix H: Satisfaction with Campus Life Survey

See following page.

Appendix I: List of Student Research Assistants

Kyle Boyd
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