

# Employee Campus Climate Survey



**El Camino College  
Compton Center**

## Spring 2013 Survey Results

Institutional Research and Planning  
January 2014

El Camino College created and disseminated a survey to all Compton Center employees during the spring of 2013. This document provides outcomes and analysis of the results of that survey and compares results to the employee survey conducted in 2010.

This page intentionally left blank.

**Contents**

Highlights..... 3

Introduction..... 4

Background Information ..... 4

Opinion Responses..... 8

Factor Summary ..... 9

Campus Work Environment..... 10

Communication..... 12

Service to Students..... 13

Employee Inclusion..... 14

Mission ..... 15

Planning ..... 16

Importance/Agreement Matrix..... 16

Conclusion..... 17

Appendix A – Survey Instrument ..... 18

Appendix B – Glossary of Terms ..... 23

Appendix C – Opinion Responses..... 25

## Highlights

- The 2013 survey was completed by a representative group. However, the number of women respondents is about 11% higher than in the Center's workforce. African-American and White groups also appear to be under-represented, but that could be the result of an increase in people identifying with multi-racial groups which were not included in Chancellor's Office data prior to 2009-10.
- Opinion questions were grouped into six themes, or factors. Each factor was considered important by employees.
- Agreement on each factor was lower than importance than for average importance ratings. The only highly rated factor was Compton Center's fulfillment of its mission. The rest were rated between neutral and "Agree".
- Overall, there has been little change in attitudes from 2010 to 2013.
- There are few demographic differences in in the opinion items.

## Introduction

An opinion survey was given to all faculty and staff in spring 2010 to gauge general opinions about five topics related to working at the El Camino College Compton Center: Campus Mission, Campus Climate, Communication, Student Service, and Relations between El Camino College and Compton Center. The questions were developed at ECC and Compton Center, combining questions from 2001 and 2006 surveys with several new items. The 2010 survey asked Compton Center employees to rate statements under each topic by both level of agreement with a statement as well as level of importance for the related subject.

For 2013, a factor analysis of the 2010 survey identified six themes: Campus Work Environment, Communication, Service to Students, Employee Inclusion, Mission, and Planning. The 2013 survey was administered during the Spring 2013 semester to all employees of El Camino College Compton Center. The survey instrument included nine background questions and 36 opinion questions. While most questions were kept the same to maintain continuity, some questions were removed on the basis of the factor analysis. In response to AB 620, the survey included two additional background questions for sexual identity and gender expression as well.

A copy of the survey is provided in [Appendix A](#) of this report.

The survey was distributed to all employees via two modes: online and scannable paper form where Internet access was inconvenient. The survey was distributed to the entire employee population of 382. A total of 95 surveys were returned (mostly online) for a total response rate of 25%. The margin of error in responses is  $\pm 8.7$  percentage points (with 95% certainty).

This report summarizes the results from the Spring 2013 survey including the mean, or average, rating for each item, graphical displays and the item frequencies (response tallies—see [Appendix C](#)). A glossary of statistical terms is provided in [Appendix B](#). Specific comments from the survey are in a separate document.

## Background Information

The faculty and staff survey began with a set of nine background questions. These were employee group (employment type), division location, length of employment, employment status (full time/part time), frequency of ECC email use, and gender/ethnicity. These items are summarized below.

The Employee Group item (Table A below) shows the percentage of responses submitted by each employee group. The majority of the responses to the survey came from faculty who provided 57% of the survey responses. Staff provided 32% of the survey responses. Classified employees and adjunct faculty were under-represented in the survey responses. Only 28% and 8% of these groups respectively responded to the survey compared to almost 50% for full-time faculty and management (Figure 1). The distributions for Area and Division (Table B and Table C) are also provided below; no

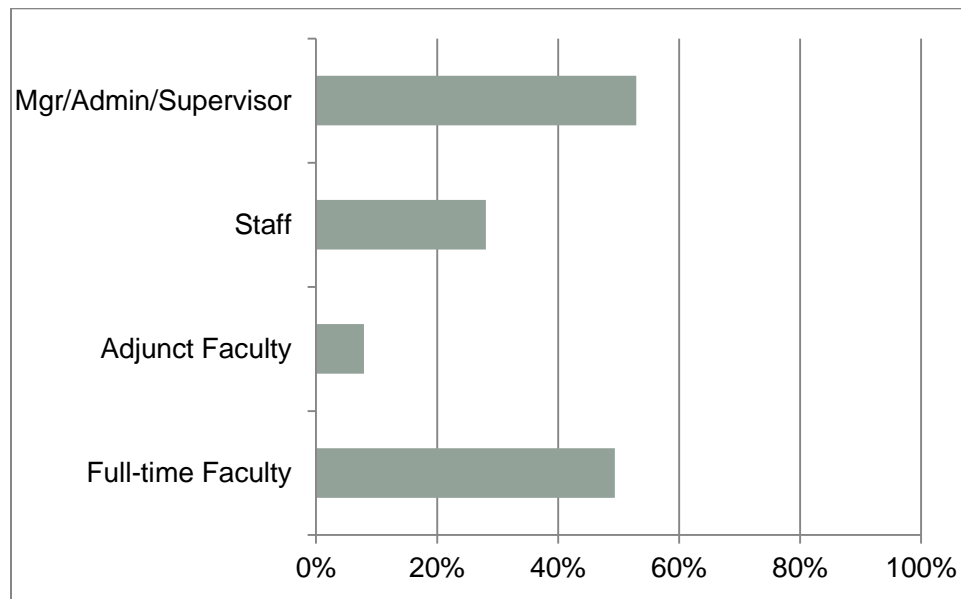
comparison percentages are provided. The large numbers of “N/A (No Answer)” for these items is due to the fact that respondents were guided either towards B or C depending on their employee group.

“Valid %” in the tables below represents the percentage of people who selected a response and excludes people who abstained from responding to the question.

**TABLE A: EMPLOYEE GROUP**

	n	%	Valid %
Faculty	54	56.8	57.4%
Manager/Administrator/Supervisor	9	9.5	9.6%
Staff	30	31.6	31.9%
Student Employee	1	1.1	1.1%
N/A	1	1.1	
Total	95	100	100%

**FIGURE 1: EMPLOYEE GROUP RESPONSE RATE**



**TABLE B: ADMINISTRATIVE AREA**

	n	%	Valid %
Academic Affairs	36	37.9	44.4%
Administrative Services	8	8.4	9.9%
Student and Community Advancement	12	12.6	14.8%
Other	25	26.3	30.9%
N/A	14	14.7	
Total	95	100	100%

**TABLE C: ACADEMIC DIVISION**

	n	%	Valid %
Behavioral & Social Sciences	10	10.5	13.5%
Business	4	4.2	5.4%
Health Sciences & Athletics	8	8.4	10.8%
Humanities	16	16.8	21.6%
Industry & Technology	5	5.3	6.8%
Learning Resources	5	5.3	6.8%
Mathematical Sciences	5	5.3	6.8%
Natural Sciences	5	5.3	6.8%
Other	16	16.8	21.6%
N/A	21	26.8	
Total	95	100	100%

Seventy percent of the responses came from employees who had been at Compton Center for five or more years. Eighty percent of the respondents were also full-time employees. The full-time employee group is over-represented in the survey results. As stated earlier, part-time faculty and classified staff are under-represented.

**TABLE D: YEARS EMPLOYED**

	n	%	Valid %
Less than 1 year	5	5.3	5.4%
1 to 5 years	23	24.2	25.0%
More than 5 but less than 16 years	39	41.1	42.4%
16 years or more	25	26.3	27.2%
N/A	3	3.2	
Total	95	100	100%

**TABLE E: EMPLOYEE STATUS**

	n	%	Valid %
Full Time	75	78.9	79.8%
Part Time	19	20.0	20.2%
N/A	1	1.1	
Total	95	100	100%

**TABLE F: HOW OFTEN DO YOU CHECK ECC EMAIL?**

	n	%	Valid %
Daily	88	92.6	94.6%
Rarely	1	1.1	1.1%
Weekly	4	4.2	4.3%
N/A	2	2.1	
Total	95	100	100%

Women are over-represented in this survey. The numbers of male and female employees at Compton Center are almost equal but women comprised 63% of the identified survey responses. The college does not currently collect data on sexual orientation but three percent of respondents identified as LGBT with 7% indicating they are unsure. At this point it is unclear if they are unsure about their identity or the terminology used in the question<sup>1</sup>. Ethnically and racially, the respondents closely match the population of employees at Compton Center. African-American and White employees are under-represented when compared to the overall employee population. One reason may be that 11% of survey respondents self-identified as being of more

<sup>1</sup> LGBT is an abbreviation of Lesbian, Gay, Bisexual or Transgender.



than one race, yet none of the employees are indicated that way in the official data submitted to the state.

**TABLE G: WHAT IS YOUR GENDER IDENTITY?**

	n	%	Valid %
Female	59	62.1	62.8%
Male	34	35.8	36.2%
Other	1	1.1	1.1%
N/A	1	1.1	
Total	95	100	100%

**TABLE H: DO YOU IDENTIFY AS LGBT?**

	n	%	Valid %
Yes	3	3.2	3.4%
No	77	81.1	87.5%
Not sure	8	8.4	9.1%
	7	7.4	
Total	95	100	100%

**TABLE I: RACE/ETHNICITY**

	n	%	Valid %	Employee Distribution
African-American/African	33	34.7	36.7%	173 (45.3%)
Asian-American/Asian or Filipino	5	5.3	5.6%	30 (7.9%)
Decline to state	8	8.4	8.9%	16 (4.2%)
Latino	16	16.8	17.8%	75 (19.6%)
More than one race or ethnicity	10	10.5	11.1%	0 (0%)
Other	3	3.2	3.3%	0 (0%)
White	15	15.8	16.7%	86 (22.5%)
N/A	5	5.3		
Total	95	100	100%	

## Opinion Responses

This section provides statistical summaries for each of the six identified climate factors. Each summary provides the count (n) and mean or average (see Glossary in Appendix B) on both importance of and level of agreement with each statement. The scale for all

items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree, with 0=N/A. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies for each item can be found in Appendix C.

The difference between the agreement mean rating and a hypothetical neutral response (2.50) is provided in the column labeled “Mean - Neutral.” Negative numbers indicate that there was more disagreement with the statement. Statistically significant differences from the neutral response of 2.50 are indicated with one or more stars (\*).

The difference column for the mean rating and a neutral response is not shown for Importance. Mean importance ratings on many items were statistically significant and positive, indicating Compton Center employees found the topics on the survey, on average, Important or Very Important.

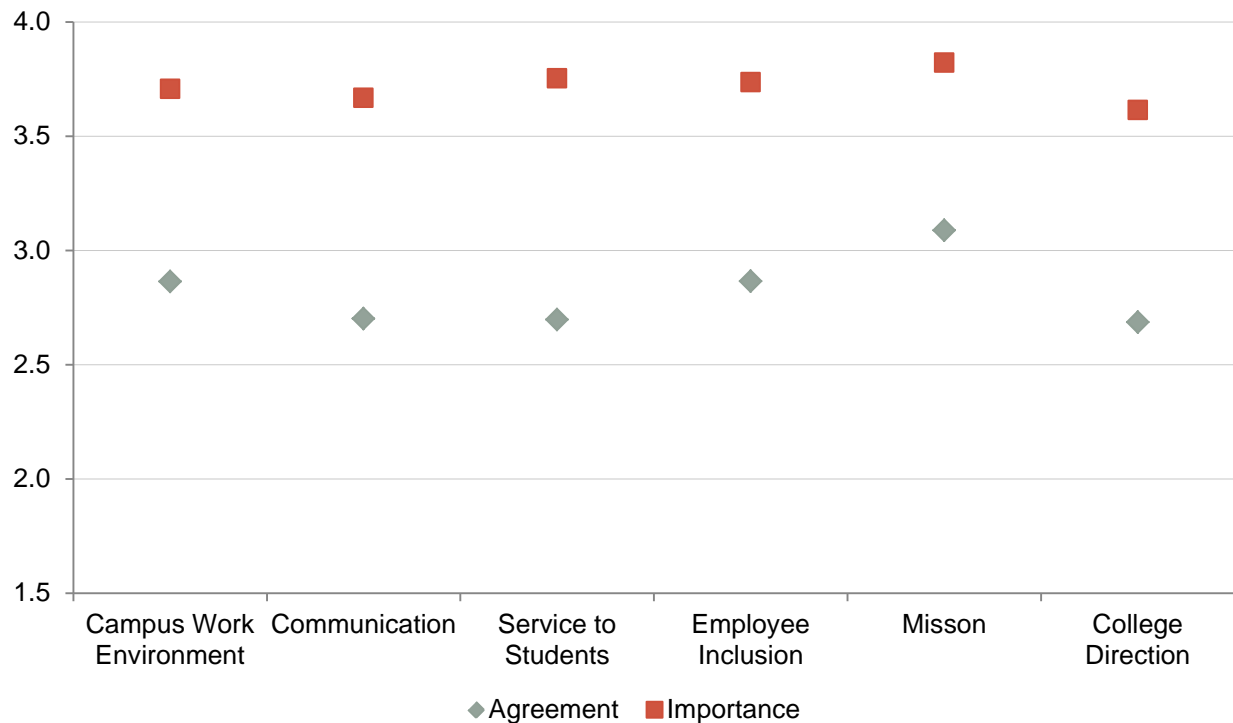
Most questions on the survey were carried over from the 2010 survey. Where applicable, the “mean-neutral” rating from 2010 is also included for comparison purposes.

### Factor Summary

Using the 2010 administration of the Employee Climate Survey, six factors, or themes were identified based on patterns of responses. These themes are **Campus Work Environment, Communication, Service to Students, Employee Inclusion, Mission, and Planning**. Figure 2 below illustrates the average importance and agreement values given to each factor based on employee responses. A neutral value of 2.5 is used and the extent to which the ratings average is above or below this value indicates how positively or negatively the statement was viewed. Each factor was considered important to employees. Agreement with the statements was much lower than for importance ratings and most of the averages hover just above the neutral value. The highest rated factor is how employees feel Compton Center is fulfilling its mission. The ratings for agreement and importance for each item by factor can be seen in the next section of this report.

Statistical significance refers to the likelihood that the results seen are due to chance. Smaller *p-values* indicate greater significance which gives us greater confidence that the results reflect what is happening in the population.  $p < .05$  means we are 95% sure the results are not due to chance. However, with a large enough sample size, results will often be significant. What is more important here is the magnitude of the differences seen between employee opinions and the neutral opinion. See Appendix B for more information.

**FIGURE 2: CLIMATE FACTOR AVERAGES**



*\*Note. Climate factors were generated through a statistical grouping process. In some cases, this created factors that summarized only a few items. Results from these low-item factors (Mission & Planning) should carry less weight. Factor titles were generated based on commonalities within the items in each statistical group.*

### Campus Work Environment

Campus Work Environment consists of survey items related to the job and interactions with colleagues. This is the largest climate factor in terms of the number of survey questions related to it. All of the statements in this factor were considered important indicators. Almost all of the statements also had positive agreement. Two of these statements, Compton Center’s promotion of a common language which reinforces the mission and employee use of programs and services to support student achievement (items 3 and 26) had higher agreement than in 2010.

Two prompts received neutral responses. These include all employees “contribute to meeting [Compton Center’s] mission” and that management “lead by example” (Items 5 and 18).

None of the items showed significant negative agreement.

**FACTOR 1: WORK ENVIRONMENT**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
3. ECC Compton Center promotes a common language that supports and reinforces the college mission.	75	3.57	91	3.02	0.52	***	0.34
4. Compton Center is planning for the future.	76	3.84	91	3.26	0.76	***	0.91
5. All members of the Compton Center contribute to meeting its mission.	77	3.78	91	2.45	-0.05		0.29
9. A climate for innovation and change is present on campus.	79	3.63	93	2.85	0.35	***	0.35
10. Improvements are made to most programs and services following an evaluation process.	78	3.63	90	2.68	0.18	*	0.13
11. Employees take pride in working for the Compton Center.	80	3.71	93	2.81	0.31	***	0.57
12. Employees at the Compton Center are given meaningful feedback concerning their performance.	80	3.66	92	2.73	0.23	**	0.27
16. I have access to the training that can help me improve my job skills.	80	3.73	93	2.97	0.47	***	0.59
17. The Compton Center is a welcoming environment for faculty and staff.	79	3.73	93	2.75	0.25	**	0.45
18. Supervisors, managers and administrators lead by example.	81	3.73	92	2.57	0.07		-0.03
24. Faculty and staff treat each other with respect when services are requested.	79	3.81	94	2.84	0.34	***	0.42
26. I take advantage of ECC and Compton Center programs and services used to support student achievement and student learning.	72	3.67	83	3.12	0.62	***	0.38
27. Faculty, staff, and managers engage in dialogue regarding planning, program review and SLO processes.	77	3.73	92	3.08	0.58	***	NA
35. I am satisfied with my campus experience/environment regarding diversity at the Compton Center?	75	3.67	90	2.96	0.46	***	NA

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

Some of the items in “Work Environment” are perceived differently by demographic group. Latinos are neutral about whether the El Camino College Compton Center is a welcoming environment (item 17), while African-American employees agree with the statement. Both White and African-American employees are satisfied with their experience regarding diversity (item 35) while Latinos are neutral again.

When asked whether management leads by example (item 18) faculty and staff are neutral while managers showed strong agreement.

### **Communication**

Opinions regarding Communication on campus are relatively neutral, according to the employee survey. There were six questions on the survey which related to this factor. While 3 statements (items 20, 21, and 23) are positively rated, only one (item 21) demonstrates a change in opinion from 2010. This item, “reading publications helps me to understand the campus and its concerns” demonstrates full agreement. The other five statements demonstrated no change from 2010.

Three statements were rated neutral in terms of agreement. Management “effectively address challenges” (item 15), the Center “communicates openly with all employees” (item 19), and employees feel they can talk to management about concerns (item 22) were not considered positive or negative. Even though the mean-neutral value for these statements showed positive or negative values, the magnitude of the differences was not statistically significant.

**FACTOR 2: COMMUNICATION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean -Neut
	n	Mean	n	Mean			
15. Senior management effectively addresses the challenges facing the Compton Center.	79	3.73	93	2.62	0.12		0.14
19. Compton Center communicates openly with employees at all levels.	78	3.69	91	2.56	0.06		-0.05
20. Compton Center disseminates information in a timely manner.	78	3.67	92	2.73	0.23	**	0.21
21. Reading ECC and Compton Center publications helps me to understand the campus and its concerns.	75	3.55	90	3.11	0.61	***	0.47
22. The majority of our employees feel that they can talk to management about their concerns.	79	3.66	92	2.45	-0.05		-0.04
23. I feel that I can talk to management about my concerns.	78	3.71	90	2.73	0.23	*	0.23

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

Item 36 (see Appendix C) asked about some of the methods of receiving information for employees. Almost 96% indicated they read email sometimes or often. Eighty-three percent also indicated reading the president’s newsletter at least sometimes while 82% read the Center newsletter. Other sources of information were also well read with the exception of The Union newspaper.

**Service to Students**

Six items measured service to students. Employees feel Compton Center is “a welcoming environment” (item 29), employees “value the needs of students” (item 32), and services have improved over the last 5 years (item 34), though there is a decline in how welcoming the Compton Center is towards students compared to the 2010 survey administration.

The other three items showed negative agreement but none of them are significantly different from neutral. These items include the extent to which the Compton Center has done “all it can to improve processes” (item 30), adequacy of services (item 31), and services are sufficient regardless of time or day (item 33).

### FACTOR 3: SERVICE TO STUDENTS

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
29. Compton Center is a welcoming environment for students.	78	3.77	94	2.90	0.40	***	0.57
30. The Compton Center has done all it can to improve processes for students.	75	3.77	91	2.43	-0.07		-0.02
31. Services provided to students on campus are adequate.	77	3.73	93	2.46	-0.04		0.06
32. The needs of students are valued by Compton Center employees.	77	3.81	93	2.85	0.35	***	0.36
33. Services to students are sufficient regardless of the day of the week or time of day.	77	3.69	89	2.40	-0.10		-0.15
34. Services to students are better than they were 5 years ago.	68	3.75	79	3.13	0.63	***	0.59

\* Difference is statistically significant at the .05 level ( $p < .05$ ). See appendix B.

\*\* Difference is statistically significant at the .01 level ( $p < .01$ ).

\*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Both men and women rated item 29 positively, however, while men fully agreed with the statement, women were slightly higher than neutral in their agreement with Compton Center being a welcoming environment for students. Similarly, African-American and White employees rated the same statement positively while Latinos were neutral in their agreement.

#### Employee Inclusion

The employee inclusion factor contains five questions about the extent to which employees feel like they are part of the campus community. There was a high level of agreement with three of the five statements. Employees feel they understand how they help the college achieve its mission (item 6). They feel Compton Center strives to provide a safe environment (item 7). They also agree with the statement that the Compton Center is respectful of religious, ethnic, and other differences (item 8).

There was neutral agreement with the level to which Compton Center embraces teamwork (item 13). Employees showed disagreement with the statement that morale is high on campus (item 14).

**FACTOR 4: EMPLOYEE INCLUSION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
6. I understand my role in helping the Compton Center achieve its mission.	74	3.80	92	3.59	1.09	***	NA
7. Compton Center has made a good effort to provide a safe campus environment.	76	3.83	92	3.00	0.50	***	0.87
8. The campus climate is respectful of religious, ethnic, and other differences.	75	3.67	88	3.02	0.52	***	0.84
13. Compton Center embraces a spirit of teamwork.	80	3.68	92	2.58	0.08		0.25
14. Morale on campus is high among employees.	79	3.71	93	2.14	-0.36	***	-0.18

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).

While men (3.27 rating) agreed with Compton Center being a safe campus (item 7) women were less convinced. Though women still rated the statement positively, they averaged closer to neutral (2.83 rating).

**Mission**

Employees generally believe the Compton Center is fulfilling its mission. Both parts of the college mission statement received positive responses from employees (items 1 and 2).

**FACTOR 5: MISSION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
1. ECC Compton Center ensures the educational success of students in our diverse community.	75	3.79	91	3.09	.59	***	0.74
2. ECC Compton Center offers quality, comprehensive educational programs and services.	76	3.86	93	3.09	.59	***	0.76

\* Difference is statistically significant at the .05 level (p<.05). See appendix B.

\*\* Difference is statistically significant at the .01 level (p<.01).

\*\*\* Difference is statistically significant at the .001 level (p<.001).



## Planning

Employees were positive in terms of their understanding of “how college funds are budgeted” (item 25). They were neutral with regards to the statement that their input is used to make “meaningful changes” in college practices (item 28). Both items show greater agreement in 2013 than in 2010.

### **FACTOR 6: PLANNING**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
25. I understand how college funds are budgeted.	77	3.62	89	2.87	0.37	***	-0.03
28. My input has translated into meaningful changes in policy, practices or other administrative changes.	73	3.60	83	2.51	0.01		-0.14

\* Difference is statistically significant at the .05 level ( $p < .05$ ). See appendix B.

\*\* Difference is statistically significant at the .01 level ( $p < .01$ ).

\*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Management and staff believe they understand how college funds are budgeted (item 25). Faculty is neutral with that statement. Management also agree with the statement that input translates to changes (item 28) while both faculty and staff are neutral about that statement.

### Importance/Agreement Matrix

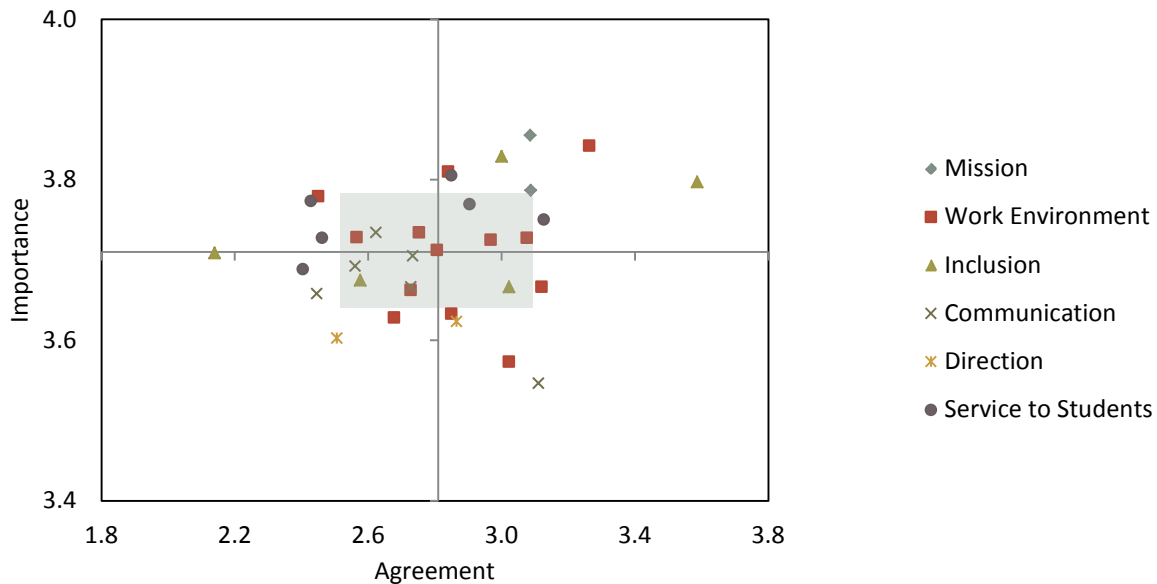
The Importance/Agreement matrix below displays both the importance and agreement ratings on the same plot, with Importance on the vertical axis and Agreement on the horizontal axis. The gridlines are set relative to the mean scores of all items so that the point where the two axes cross represents the estimated mean score for importance and for agreement.

The upper left quadrant represents statements of higher importance but lower agreement, indicating areas that merit addressing. The upper right quadrant represents statements of high importance and high agreement indicating areas that can be showcased from an employee/staff perspective. The shaded rectangle represents one standard deviation above and below the mean for importance and agreement. Those points inside the shaded region are within one standard deviation for both measures. Those that are outside the shaded region could be within one standard deviation on one measure but not the other.

Even though some items appear below the central line on importance, it should be noted that all items are considered “important.” On the other hand, the neutral value for

“agreement” is approximately at the left end of the shaded region, meaning those items outside the shaded box on the left are those items with negative agreement.

**FIGURE 3: IMPORTANCE/AGREEMENT MATRIX-OPINION ITEMS**



### Conclusion

The 2013 campus climate survey helps to shed light on the attitudes employees have about their association with the El Camino College Compton Center. The six factors, or groupings of questions, provide insight into how employees view an aggregate theme. Viewing the individual questions allows for more specific insight.

Employees viewed each factor favorably. The perception of service to the college mission, the work environment, and employee inclusion in the campus community remain relatively high while communication, service to students, and planning rated slightly higher than neutral. Most of the items showed little or no change from the 2010 survey administration. Eleven of the 35 items had rating averages decline of 0.15 or greater when compared to the 2010 employee survey. Five of the items had ratings increases of 0.15 or greater.

In addition to selecting levels of agreement and importance on the scalable opinion items of the survey, faculty and staff also had several opportunities to provide written comments. One comment area was available to mention the best aspects of Compton Center and another for areas of suggested improvement. These comments will be published in a separate report.

## Appendix A – Survey Instrument

Dear Colleague,

We would like to hear your thoughts about your experience while working at El Camino College/El Camino College Compton Center. Results from this survey will be used to support accreditation for our college but, more importantly, to gain feedback about working at the College/Center for use in future planning.

We encourage you to complete the online survey using the link below. Paper versions of the survey are being made available for areas with limited access to internet services. Please let your colleagues who may not have access to email know that there are paper surveys available for them through their dean or supervisor. **Do not print the online survey.** It will not scan and your responses will be excluded.

Please take a few minutes to complete the following survey. For paper surveys, ***please fill in the circles completely.***

All responses are completely anonymous.

### El Camino College Compton Center Employee Opinion Survey 2013

Thank you for taking the time to complete this important survey.

#### **A. Employee Group**

Faculty

Staff

Student Employee

Manager/Administrator/Supervisor

#### **B. Location**

El Camino College Compton Center

El Camino Main Campus (Torrance)

Other

#### **C1. Administrative Area**

Academics

Administration

Student Services

Other

**C2. Academic Division (If applicable)**

Behavioral & Social Sciences

Business

Fine Arts

Health Sciences & Athletics

Humanities

Industry & Technology

Learning Resources

Mathematical Sciences

Natural Sciences

Other

**D. Years employed at your location.**

Less than 1 year.

1 to 5 years.

More than 5, but less than 16 years.

16 years or more.

**E. Employment Status**

Full Time

Part Time

**F. Please indicate how often you check your ECC email account.**

Daily

Weekly

Every two weeks or less often

Rarely

Never or don't have one

**G. What is your gender identity?**

Female

Male

Other

**H. Do you identify as LGBT?**

Yes

No

Not sure

## I. Ethnicity

African-American/African  
American Indian/Alaskan Native  
Asian-American/Asian or Filipino  
Latino  
Pacific Islander or Hawaiian Native  
White  
More than one race or ethnicity  
Other  
Decline to state

In this survey, you will read a series of statements that relate to aspects of El Camino College and the ECC Compton Center.

For each statement, please indicate your level of agreement or disagreement. Please also indicate how *important* the statement is to you. If you have *no opinion* or the statement does not apply to you, please indicate "N/A."

You will have an opportunity to provide comments or suggestions at the end of the survey.

### Scales:

Strongly Agree	Very Important
Somewhat Agree	Somewhat Important
Somewhat Disagree	Somewhat Unimportant
Strongly Disagree	Very Unimportant
N/A	N/A

1. ECC Compton Center ensures the educational success of students in our diverse community.
2. ECC Compton Center offers quality, comprehensive educational programs and services.
3. ECC Compton Center promotes a common language that supports and reinforces its mission.
4. Compton Center is planning for the future.
5. All members of Compton Center contribute to meeting its mission.
6. I understand my role in helping the Compton Center achieve its mission.
7. The Compton Center has made a good effort to provide a safe campus environment.
8. The campus climate is respectful of religious, ethnic, and other differences.
9. A climate for innovation and change is present on campus.
10. Improvements are made to most programs and services following an evaluation process.
11. Employees take pride in working at Compton Center.

12. Employees at the Compton Center are given meaningful feedback concerning their performance.
13. Compton Center embraces a spirit of teamwork.
14. Morale on campus is high among employees.
15. Senior management effectively addresses the challenges facing the Compton Center.
16. I have access to the training that can help me improve my job skills.
17. The Compton Center is a welcoming environment for faculty and staff.
18. Supervisors, managers and administrators lead by example.
19. Compton Center communicates openly with employees at all levels.
20. Compton Center disseminates information in a timely manner.
21. Reading ECC and Compton Center publications help me to understand the campus and its concerns.
22. The majority of our employees feel that they can talk to management about their concerns.
23. I feel that I can talk to management about my concerns.
24. Faculty and staff treat each other with respect when services are requested.
25. I understand how college funds are budgeted.
26. I take advantage of ECC and Compton Center programs and services used to support student achievement and student learning.
27. Faculty, staff, and managers engage in dialogue regarding planning, program review and SLO processes.
28. My input has translated into meaningful changes in policy, practices or other administrative changes.
29. Compton Center is a welcoming environment for students.
30. The Compton Center has done all it can to improve processes for students.
31. Services provided to students on campus are adequate.
32. The needs of students are valued by Compton Center employees.
33. Services to students are sufficient regardless of the day of the week or time of day.
34. Services to students are better than they were 5 years ago.
35. I am satisfied with my campus experience/environment regarding diversity at the Compton Center.

**Scale:**

Often  
Sometimes  
Rarely  
Never

36. I read [President's Newsletter, Center Newsletter, NEWS Releases, ECC Matters, Community News, Official College E-mail Updates/Announcements, the Union student newspaper]

**Please list up to 3 things you like best about working at ECC Compton Center.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Please list up to 3 things that would improve your work experience at ECC Compton Center.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Please list one survey question not on this survey that you would recommend we ask on the next survey.**

1. \_\_\_\_\_

**YOUR COMMENTS!**

Please complete the following section if you have additional comments or suggestions.

**THANK YOU FOR YOUR TIME AND INPUT!**

**Results will be compiled, grouped and reported later this semester. Employees will be notified when results are distributed.**

## Appendix B – Glossary of Terms

The following list provides definitions and examples of statistical and survey terms used in this report to help clarify their meanings and applications. Words *in italics* are defined elsewhere in this section.

**Confidence level** – Used in conjunction with the margin of error, the confidence level establishes a level of certainty that the true mean lies within the margin of error. Confidence is represented by a percentage, typically 95% or 99%. Since the two work together, a higher confidence level results in a larger margin of error. Medical studies might use a higher confidence level since they are often dealing with people’s health and need especially to avoid drawing a false conclusion. In surveys a confidence level of 95% is typically used. For this study, we can say that we are 95% confident that Compton Center employee opinions are within  $\pm 8.7\%$  of the sample results.

**Margin of error** – The margin of error establishes a window for us to say that the true mean of the population is within a certain range of the mean indicated by the sample who responded to the survey. It is usually noted in survey results as  $\pm 4\%$  or some other percentage. That means that the true mean lies somewhere within 4% above or 4% below the sample mean, at the given *confidence level*. For our study, ECC faculty/staff opinions lay within  $\pm 8.7\%$  of the sample results (with 95% certainty or “confidence”).

**Mean** – The mean rating for each survey question is the average calculated from the associated *scale* for each item. The mean provides a single number that best describes all responses and can then be used for comparison with other groups or with a central value (such as Compton Center employee mean response vs. a neutral response).

**p-value** – The p-value is a number resulting from a statistical calculation which can be compared to a *critical value* to determine if results are *statistically significant*. The individual item p-values are not shown in this report; however, their significance levels (where applicable) are provided with a star notation.

**Population** – The population for a survey or research study is the group of people that we want to draw conclusions about. In most cases, it is prohibitive to survey and receive responses from every person in a population. However, random sampling was discovered to describe a population quite well, within certain limits (see *margin of error* and *confidence level*). The population for this study is the entire non-student Compton Center workforce.

**Response rate** – The response rate is the percentage of surveys returned out of all surveys distributed to the selected participants. A good response rate is desirable to gain a sufficiently large *sample size*, which reduces the *margin of error*.

**Sample** – The sample is a subset of a population that we would like to describe or gain information about. If we randomly select the sample, meaning that each employee has the same



chance of getting into the sample as any other employee, then we can draw conclusions about the population from the information we gather about the sample.

Although we “polled” rather than sampled the Compton Center workforce, we did not receive a 100% response rate. Therefore, statistical techniques based on *samples* are still used. However, this assumes that the respondents are representative of the entire workforce, which may not be the case. Nonresponse error (or error caused by the non-random nature of those who choose *not* to respond to the survey) is likely to be present in these survey results. One indication of the possible nonresponse error is the low percentage of staff responding to the survey relative to other groups such as faculty and administrators. Measures will be taken in future surveys to reduce this potential nonresponse error.

**Sample size** – The sample size, or the total number of responses, determines in part the size of the error margin. Although it is true that the larger the sample size, the smaller the *margin of error*, it doesn’t take a huge sample to draw conclusions about a population: a well-selected sample of 400 responses produces an error margin of about 5%.

**Scale** – Most of the “opinion” items consist of a series of ratings with an obvious “order” (e.g., Very Important to Very Unimportant). These ratings can be converted into ordered numerical values—this is an item’s scale. Once ratings are converted to a scale, statistical calculations can be performed on the numbers, such as a *mean*.

**SD (Standard Deviation)** – The Standard Deviation is a number that reflects the amount of “spread” in the responses around the *mean*. As a rule of thumb, 68% of responses fall within 1 SD to the left and right of the mean; 95% of responses will fall within 2 SD on either side of the mean. A larger SD reflects a wider dispersion of opinions. A smaller SD indicates more consistently “central,” or moderate, responses. Therefore, checking the SD can supplement the information provided by the *mean*.

**Statistical significance** – Many of the tables in this report present mean values compared with a neutral rating. Compton Center mean values were found to be both above and below this neutral value. Since there is inherent error and variability when drawing conclusions from a sample (see *margin of error*), the difference from this “critical value” could be due to real differences of opinion or purely to chance. Statistical testing of significance determines the likelihood that the difference is *not* due to chance. A critical value is established in advance and the outcome of a calculation performed on the survey item results (i.e., *p-value*) is matched with this critical value. This results in a significance level (usually expressed as  $p < .05$ , etc). The lower the significance level, the more certain we can be that the result is not due to chance. A significant difference does not necessarily indicate an important or large difference.

## Appendix C – Opinion Responses

1. ECC Compton Center ensures the educational success of students in our diverse community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	2	2.1	2.2	Very Unimportant	0	0	0
Disagree	10	10.5	11.0	Unimportant	1	1.1	1.3
Agree	57	60.0	62.6	Important	14	14.7	18.7
Strongly Agree	22	23.2	24.2	Very Important	60	63.2	80.0
No Response	4	4.2		No Response	20	21.1	
Total	95	100	100		95	100	100

2. ECC Compton Center offers quality, comprehensive educational programs and services.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	1	1.1	1.1	Very Unimportant	0	0	0
Disagree	17	17.9	18.3	Unimportant	1	1.1	1.3
Agree	48	50.5	51.6	Important	9	9.5	11.8
Strongly Agree	27	28.4	29	Very Important	66	69.5	86.8
No Response	2	2.1		No Response	19	20.0	
Total	95	100	100		95	100	100

3. ECC Compton Center promotes a common language that supports and reinforces its mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	2	2.1	2.2	Very Unimportant	1	1.1	1.3
Disagree	15	15.8	16.5	Unimportant	1	1.1	1.3
Agree	53	55.8	58.2	Important	27	28.4	36.0
Strongly Agree	21	22.1	23.1	Very Important	56	48.4	61.3
No Response	4	4.2		No Response	20	21.1	
Total	95	100	100		95	100	100

4. Compton Center is planning for the future.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	0	0	0	Very Unimportant	0	0	0
Disagree	10	10.5	11	Unimportant	0	0	0
Agree	47	49.5	51.6	Important	12	12.6	15.8
Strongly Agree	34	35.8	37.4	Very Important	64	67.4	84.2
No Response	4	4.2		No Response	19	20.0	
Total	95	100	100		95	100	100

5. All members of Compton Center contribute to meeting its mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	12.6	13.2	Very Unimportant	0	0	0
Disagree	39	41.1	42.9	Unimportant	0	0	0
Agree	27	28.4	29.7	Important	17	17.9	22.1
Strongly Agree	13	13.7	14.3	Very Important	60	63.2	77.9
No Response	4	4.2		No Response	18	18.9	
Total	95	100	100		95	100	100

6. I understand my role in helping Compton Center achieve its mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	0	0	0	Very Unimportant	0	0	0
Disagree	3	3.2	3.3	Unimportant	0	0	0
Agree	32	33.7	34.8	Important	15	15.8	20.3
Strongly Agree	57	60.0	62.0	Very Important	59	62.1	79.7
No Response	3	3.2		No Response	21	22.1	
Total	95	100	100		95	100	100

7. The Compton Center has made a good effort to provide a safe campus environment.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	4	4.2	4.3	Very Unimportant	0	0	0
Disagree	16	16.8	17.4	Unimportant	0	0	0
Agree	48	50.5	52.2	Important	13	13.7	17.1
Strongly Agree	24	25.3	26.1	Very Important	63	66.3	82.9
No Response	3	3.2		No Response	19	20.0	
Total	95	100	100		95	100	100

8. The campus climate is respectful of religious, ethnic, and other differences.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	5	5.3	5.7	Very Unimportant	0	0	0
Disagree	12	12.6	13.6	Unimportant	4	4.2	5.3
Agree	47	49.5	53.4	Important	17	17.9	22.7
Strongly Agree	24	25.3	27.3	Very Important	54	56.8	72.0
No Response	7	7.4		No Response	20	21.1	
Total	95	100	100		95	100	100

9. A climate for innovation and change is present on campus.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	7	7.4	7.5	Very Unimportant	0	0	0
Disagree	19	20.0	20.4	Unimportant	4	4.2	5.1
Agree	48	50.5	51.6	Important	21	22.1	26.6
Strongly Agree	19	20.0	20.4	Very Important	54	56.8	68.4
No Response	2	2.1		No Response	16	16.8	
Total	95	100	100		95	100	100

10. Improvements are made to most programs and services following an evaluation process.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	9	9.5	10.0	Very Unimportant	0	0	0
Disagree	23	24.2	25.6	Unimportant	2	2.1	2.6
Agree	46	48.4	51.1	Important	25	26.3	32.1
Strongly Agree	12	12.6	13.3	Very Important	51	53.7	65.4
No Response	5	5.3		No Response	17	17.9	
Total	95	100	100		95	100	100

11. Employees take pride in working at Compton Center.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	7	7.4	7.5	Very Unimportant	0	0	0
Disagree	22	23.2	23.7	Unimportant	1	1.1	1.3
Agree	46	48.4	49.5	Important	21	22.1	26.3
Strongly Agree	18	18.9	19.4	Very Important	58	61.1	72.5
No Response	2	2.1		No Response	15	15.8	
Total	95	100	100		95	100	100

12. Employees at the Compton Center are given meaningful feedback concerning their performance.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	6	6.3	6.5	Very Unimportant	0	0	0
Disagree	26	27.4	28.3	Unimportant	3	3.2	3.8
Agree	47	49.5	51.1	Important	21	22.1	26.3
Strongly Agree	13	13.7	14.1	Very Important	56	58.9	70.0
No Response	3	3.2		No Response	15	15.8	
Total	95	100	100		95	100	100

13. Compton Center embraces a spirit of teamwork.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	10	10.5	10.9	Very Unimportant	0	0	0
Disagree	31	32.6	33.7	Unimportant	1	1.1	1.3
Agree	39	41.1	42.4	Important	24	25.3	30.0
Strongly Agree	12	12.6	13.0	Very Important	55	57.9	68.8
No Response	3	3.2		No Response	15	15.8	
Total	95	100	100		95	100	100

14. Morale on campus is high among employees.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	21	22.1	22.6	Very Unimportant	0	0	0
Disagree	44	46.3	47.3	Unimportant	2	2.1	2.5
Agree	22	23.2	23.7	Important	19	20.0	24.1
Strongly Agree	6	6.3	6.5	Very Important	58	61.1	73.4
No Response	2	2.1		No Response	16	16.8	
Total	95	100	100		95	100	100

15. Senior management effectively addresses the challenges facing the Compton Center.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	11	11.6	11.8	Very Unimportant	0	0	0
Disagree	24	25.3	25.8	Unimportant	2	2.1	2.5
Agree	47	49.5	50.5	Important	17	17.9	21.5
Strongly Agree	11	11.6	11.8	Very Important	60	63.2	75.9
No Response	2	2.1		No Response	16	16.8	
Total	95	100	100		95	100	100

16. I have access to the training that can help me improve my job skills.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	6	6.3	6.5	Very Unimportant	0	0	0
Disagree	18	18.9	19.4	Unimportant	1	1.1	1.3
Agree	42	44.2	45.2	Important	20	21.1	25.0
Strongly Agree	27	28.4	29.0	Very Important	59	62.1	73.8
No Response	2	2.1		No Response	15	15.8	
Total	95	100	100		95	100	100

17. The Compton Center is a welcoming environment for faculty and staff.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	10	10.5	10.8	Very Unimportant	0	0	0
Disagree	20	21.1	21.5	Unimportant	0	0	0
Agree	46	48.4	49.5	Important	21	22.1	26.6
Strongly Agree	17	17.9	18.3	Very Important	58	61.1	73.4
No Response	2	2.1		No Response	16	16.8	
Total	95	100	100		95	100	100

18. Supervisors, managers and administrators lead by example.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	10	10.5	10.9	Very Unimportant	0	0	0
Disagree	30	31.6	32.6	Unimportant	2	2.1	2.5
Agree	42	44.2	45.7	Important	18	18.9	22.2
Strongly Agree	10	10.5	10.9	Very Important	61	64.2	75.3
No Response	3	3.2		No Response	14	14.7	
Total	95	100	100		95	100	100

19. Compton Center communicates openly with employees at all levels.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	11	11.6	12.1	Very Unimportant	0	0	0
Disagree	30	31.6	33.0	Unimportant	1	1.1	1.3
Agree	38	40.0	41.8	Important	22	23.2	28.2
Strongly Agree	12	12.6	13.2	Very Important	55	57.9	70.5
No Response	4	4.2		No Response	17	17.9	
Total	95	100	100		95	100	100

20. Compton Center disseminates information in a timely manner.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	8	8.4	8.7	Very Unimportant	0	0	0
Disagree	20	21.1	21.7	Unimportant	1	1.1	1.3
Agree	53	55.8	57.6	Important	24	25.3	30.8
Strongly Agree	11	11.6	12.0	Very Important	53	55.8	67.9
No Response	3	3.2		No Response	17	17.9	
Total	95	100	100		95	100	100

21. Reading ECC and Compton Center publications help me to understand the campus and its concerns.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	3	3.2	3.3	Very Unimportant	0	0	0
Disagree	7	7.4	7.8	Unimportant	3	3.2	4.0
Agree	57	60.0	63.3	Important	28	29.5	37.3
Strongly Agree	23	24.2	25.6	Very Important	44	46.3	58.7
No Response	5	5.3		No Response	20	21.1	
Total	95	100	100		95	100	100

22. The majority of our employees feel that they can talk to management about their concerns.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	14	14.7	15.2	Very Unimportant	0	0	0
Disagree	33	34.7	35.9	Unimportant	3	3.2	3.8
Agree	35	36.8	38.0	Important	21	22.1	26.6
Strongly Agree	10	10.5	10.9	Very Important	55	57.9	69.6
No Response	3	3.2		No Response	16	16.8	
Total	95	100	100		95	100	100

23. I feel that I can talk to management about my concerns.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	12.6	13.3	Very Unimportant	0	0	0
Disagree	17	17.9	18.9	Unimportant	3	3.2	3.8
Agree	44	46.3	48.9	Important	17	17.9	21.8
Strongly Agree	17	17.9	18.9	Very Important	58	61.1	74.4
No Response	5	5.3		No Response	17	17.9	
Total	95	100	100		95	100	100

24. Faculty and staff treat each other with respect when services are requested.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	6	6.3	6.4	Very Unimportant	0	0	0
Disagree	20	21.1	21.3	Unimportant	0	0	0
Agree	51	53.7	54.3	Important	15	15.8	19.0
Strongly Agree	17	17.9	18.1	Very Important	64	67.4	81.0
No Response	1	1.1		No Response	16	16.8	
Total	95	100	100		95	100	100

25. I understand how college funds are budgeted.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	3	3.2	3.4	Very Unimportant	0	0	0
Disagree	23	24.2	25.8	Unimportant	4	4.2	5.2
Agree	46	48.4	51.7	Important	21	22.1	27.3
Strongly Agree	17	17.9	19.1	Very Important	52	54.7	67.5
No Response	6	6.3		No Response	18	18.9	
Total	95	100	100		95	100	100



26. I take advantage of ECC and Compton Center programs and services used to support student achievement and student learning.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	2	2.1	2.4	Very Unimportant	0	0	0
Disagree	11	11.6	13.3	Unimportant	3	3.2	4.2
Agree	45	47.4	54.2	Important	18	18.9	25.0
Strongly Agree	25	26.3	30.1	Very Important	51	53.7	70.8
No Response	12	12.6		No Response	23	24.2	
Total	95	100	100		95	100	100

27. Faculty, staff, and managers engage in dialogue regarding planning, program review and SLO processes.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	2	2.1	2.2	Very Unimportant	0	0	0
Disagree	11	11.6	12.0	Unimportant	1	1.1	1.3
Agree	57	60.0	62.0	Important	19	20.0	24.7
Strongly Agree	22	23.2	23.9	Very Important	57	60.0	74.0
No Response	3	3.2		No Response	18	18.9	
Total	95	100	100		95	100	100

28. My input has translated into meaningful changes in policy, practices or other administrative changes.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	12.6	14.5	Very Unimportant	1	1.1	1.4
Disagree	28	29.5	33.7	Unimportant	2	2.1	2.7
Agree	32	33.7	38.6	Important	22	23.2	30.1
Strongly Agree	11	11.6	13.3	Very Important	48	50.5	65.8
No Response	12	12.6		No Response	22	23.2	
Total	95	100	100		95	100	100

29. Compton Center is a welcoming environment for students.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	2	2.1	2.1	Very Unimportant	0	0	0
Disagree	22	23.2	23.4	Unimportant	0	0	0
Agree	53	55.8	56.4	Important	18	18.9	23.1
Strongly Agree	17	17.9	18.1	Very Important	60	63.2	76.9
No Response	1	1.1		No Response	17	17.9	
Total	95	100	100		95	100	100

30. The Compton Center has done all it can to improve processes for students.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	15	15.8	16.5	Very Unimportant	0	0	0
Disagree	33	34.7	36.3	Unimportant	2	2.1	2.7
Agree	32	33.7	35.2	Important	13	13.7	17.3
Strongly Agree	11	11.6	12.1	Very Important	60	63.2	80.0
No Response	4	4.2		No Response	20	21.1	
Total	95	100	100		95	100	100

31. Services provided to students on campus are adequate.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	12.6	12.9	Very Unimportant	0	0	0
Disagree	33	34.7	35.5	Unimportant	0	0	0
Agree	41	43.2	44.1	Important	21	22.1	27.3
Strongly Agree	7	7.4	7.5	Very Important	56	58.9	72.7
No Response	2	2.1		No Response	18	18.9	
Total	95	100	100		95	100	100

32. The needs of students are valued by Compton Center employees.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	6	6.3	6.5	Very Unimportant	0	0	0
Disagree	19	20.0	20.4	Unimportant	0	0	0
Agree	51	53.7	54.8	Important	15	15.8	19.5
Strongly Agree	17	17.9	18.3	Very Important	62	65.3	80.5
No Response	2	2.1		No Response	18	18.9	
Total	95	100	100		95	100	100

33. Services to students are sufficient regardless of the day of the week or time of day.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	12.6	13.5	Very Unimportant	0	0	0
Disagree	37	38.9	41.6	Unimportant	1	1.1	1.3
Agree	32	33.7	36.0	Important	22	23.2	28.6
Strongly Agree	8	8.4	9.0	Very Important	54	56.8	70.1
No Response	6	6.3		No Response	18	18.9	
Total	95	100	100		95	100	100

34. Services to students are better than they were 5 years ago.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	3	3.2	3.8	Very Unimportant	0	0	0
Disagree	11	11.6	13.9	Unimportant	1	1.1	1.5
Agree	38	40.0	48.1	Important	15	15.8	22.1
Strongly Agree	27	28.4	34.2	Very Important	52	54.7	76.5
No Response	16	16.8		No Response	27	28.4	
Total	95	100	100		95	100	100

35. I am satisfied with my campus experience/environment regarding diversity at the Compton Center.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	4	4.2	4.4	Very Unimportant	0	0	0
Disagree	15	15.8	16.7	Unimportant	2	2.1	2.7
Agree	52	54.7	57.8	Important	21	22.1	28.0
Strongly Agree	19	20.0	21.1	Very Important	52	54.7	69.3
No Response	5	5.3		No Response	20	21.1	
Total	95	100	100		95	100	100

36. I read (percent of 95 respondents):

	Often	Sometimes	Rarely	Never	N/A	Visual
President's Newsletter	55.8	27.4	9.5	6.3	1.1	
Center Newsletter	51.6	30.5	10.5	7.4	0.0	
NEWS Releases	48.4	27.4	17.9	5.3	1.1	
ECC Matters	49.5	24.2	18.9	6.3	1.1	
Community News	38.9	30.5	22.1	7.4	1.1	
College Email	83.2	12.6	1.1	1.1	2.1	
The Union	9.5	18.9	25.3	40.0	6.3	