

# Employee Campus Climate Survey



## Spring 2013 Survey Results

Institutional Research and Planning  
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El Camino College created and disseminated a survey to all 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.

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## Highlights

- The survey respondent demographics were representative of the campus. However, the number of women respondents is about 13% higher than the actual college population.
- Opinion questions were grouped into six themes, or factors. Each factor was considered important by employees.
- Agreement on each factor was lower than for average importance ratings. The only highly rated factor was El Camino College's fulfillment of its mission. The rest were closer to neutral.
- Two factors, though close to neutral, were rated negatively. These are Communication and Planning.
- Eighty-one percent of the opinion items which were carried over from the 2010 survey were rated considerably lower in 2013.
- No major differences in opinions were given based on employment status (full-time/part-time), gender, or sexual orientation. There were a few differences in opinion based on employee group (classification) and ethnicity. Notable differences on specific items are noted in the narrative for each section below.

## Introduction

El Camino College (ECC) administered an opinion survey to all faculty and staff in spring 2010 to gauge general opinions about five topics: 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. Both the 2006 and 2010 surveys asked ECC 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. 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. A separate report containing Compton Center responses is available.

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 1,281. A total of 436 surveys were returned (mostly online) for a total response rate of 34%. The margin of error in responses is  $\pm 3.8$  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. There were an almost equal number of responses from faculty and staff. Five people declined to select a classification. Figure 1 shows

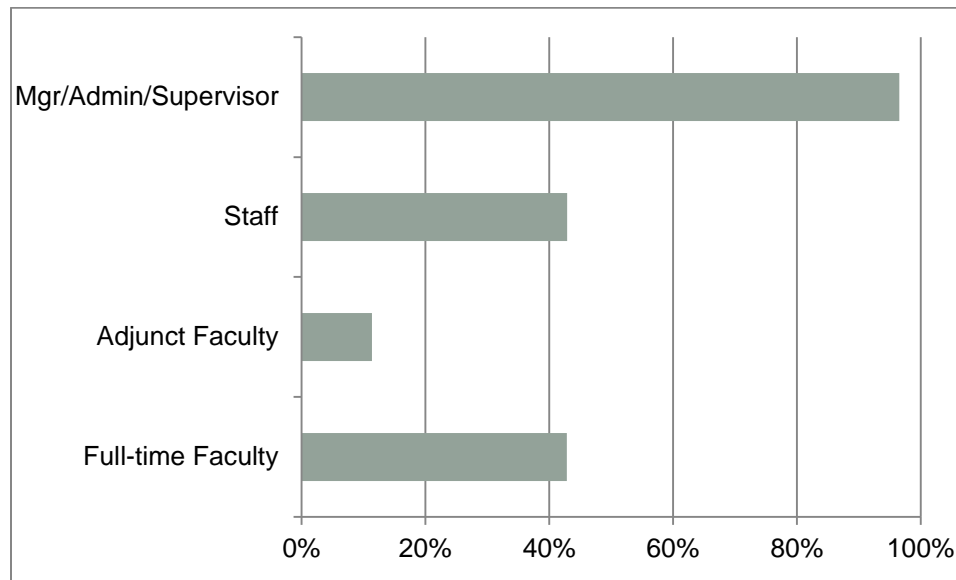
the response rate for each employee group. Almost 100% of the administrators responded. Full-time faculty and staff each responded at close to 43%. Only eleven percent of the adjunct faculty responded. The distributions for Area and Division (Table B and Table C) are also provided below; no comparison 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	197	45.2	45.7%
Manager/Administrator/Supervisor	57	13.1	13.2%
Staff	177	40.6	41.1%
N/A	5	1.1	
Total	436	100.0	

**FIGURE 1: EMPLOYEE GROUP RESPONSE RATE**



**TABLE B: ADMINISTRATIVE AREA**

	n	%	Valid %
Academic Affairs	125	28.7	35.1%
Administrative Services Student and Community Advancement	59	13.5	16.6%
Other	72	16.5	20.2%
N/A	100	22.9	28.1%
Total	436	100.0	

**TABLE C: ACADEMIC DIVISION**

	n	%	Valid %
Behavioral & Social Sciences	22	5.0	6.9%
Business	18	4.1	5.6%
Fine Arts	31	7.1	9.7%
Health Sciences & Athletics	44	10.1	13.8%
Humanities	42	9.6	13.2%
Industry & Technology	23	5.3	7.2%
Learning Resources	18	4.1	5.6%
Mathematical Sciences	29	6.7	9.1%
Natural Sciences	15	3.4	4.7%
Other	77	17.7	24.1%
N/A	117	26.8	
Total	436	100.0	

Three quarters of the responses came from employees who had been with El Camino College 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 are under-represented.

**TABLE D: YEARS EMPLOYED**

	n	%	Valid %
Less than 1 year	22	5.0	5.1%
1 to 5 years	82	18.8	19.1%
More than 5 but less than 16 years	183	42.0	42.7%
16 years or more	142	32.6	33.1%
N/A	7	1.6	
Total	436	100	

**TABLE E: EMPLOYEE STATUS**

	n	%	Valid %
Full-Time	340	78.0	80.2%
Part-Time	84	19.3	19.8%
N/A	12	2.8	
Total	436	100	

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

	n	%	Valid %
Daily	400	91.7	93.0%
Every two weeks or less often	2	0.5	0.5%
Never or don't have one	4	0.9	0.9%
Rarely	4	0.9	0.9%
Weekly	20	4.6	4.7%
N/A	6	1.4	
Every two weeks or less often	436	100	

Women are over-represented in this survey. Females make up 57% of the employee population but make up 69% of the people who answered the survey. The college does not currently collect data on sexual orientation but six percent of respondents identified as LGBT with 12% 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 El Camino College.

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



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

	n	%	Valid %
Female	301	69.0	70.5%
Male	124	28.4	29.0%
Other	2	0.5	0.5%
N/A	9	2.1	
Total	436	100	

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

	n	%	Valid %
Yes	25	5.7	6.1%
No	336	77.1	82.0%
Not sure	49	11.2	12.0%
N/A	26	6.0	
Total	436	100	

**TABLE I: RACE/ETHNICITY**

	n	%	Valid %	Employee Distribution
African-American/African	36	8.3	8.4%	162 (12.7%)
American Indian/Alaskan Native	2	0.5	0.5%	2 (0.2%)
Asian-American/Asian or Filipino	50	11.5	11.7%	202 (15.8%)
Decline to state	48	11.0	11.2%	26 (2.0%)
Latino	61	14.0	14.3%	216 (16.9%)
More than one race or ethnicity	13	3.0	3.0%	3 (0.2%)
Other	15	3.4	3.5%	0 (0%)
Pacific Islander or Hawaiian Native	4	0.9	0.9%	12 (0.9%)
White	199	45.6	46.5%	658 (51.4%)
N/A	8	1.8		
Total	436	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 rating (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 ECC employees found the topics on the survey, on average, Important or Very Important.

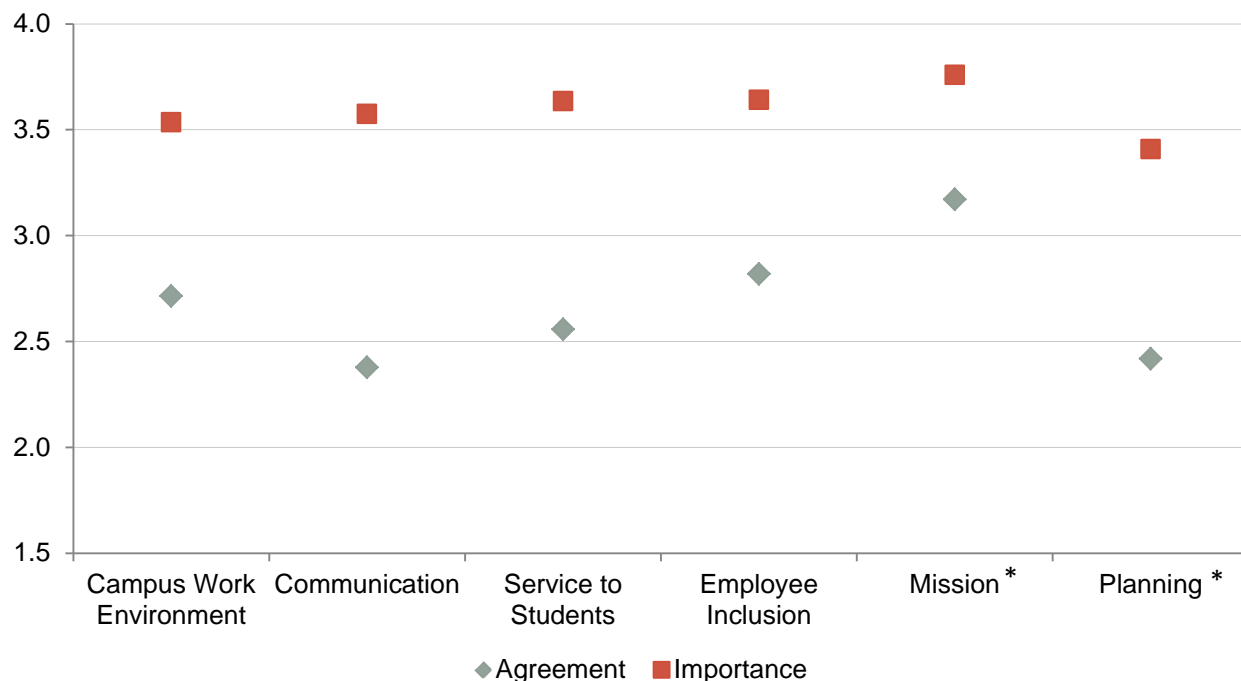
Most questions on the survey were carried over from the 2010 survey. Where applicable, the “mean-neutral” rating from 2010 is also included for comparison purposes.

### 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 near the neutral value. Two factors, communication and college direction, have below neutral averages. The highest rated factor is how employees feel El Camino College 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 questions in this factor were considered important indicators; however there was much lower agreement with how well El Camino College is satisfying each question. The questions with the highest levels of agreement were items 4, 26, and 35. People felt that ECC “is planning for the future,” employees use services to “support student achievement and learning,” and were satisfied with the level of diversity at the college.

There were three prompts which received neutral responses. These include, “a climate for innovation and change” on campus, program improvement based on an evaluation process, and meaningful feedback for employee performance (items 9, 10, and 12).

There are two items that had a negative agreement. Employees were less willing to say that all employees “contribute to meeting [ECC’s] mission” and that management “lead by example” (Items 5 and 18). Item 5 was a major shift as it was positively rated in the 2010 employee survey, while item 18 was neutral in 2010.

**FACTOR 1: WORK ENVIRONMENT**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
3. ECC promotes a common language that supports and reinforces the college mission.	349	3.44	395	2.79	0.29	***	0.17
4. El Camino College is planning for the future.	363	3.69	417	3.00	0.50	***	0.66
5. All members of ECC contribute to meeting its mission.	357	3.60	409	2.38	-0.12	**	0.16
9. A climate for innovation and change is present on campus.	364	3.51	413	2.54	0.04		0.20
10. Improvements are made to most programs and services following an evaluation process.	365	3.51	383	2.45	-0.05		0.12
11. Employees take pride in working for ECC.	376	3.58	412	2.78	0.28	***	0.65
12. Employees at ECC are given meaningful feedback concerning their performance.	373	3.55	407	2.54	0.04		0.24
16. I have access to the training that can help me improve my job skills.	370	3.53	406	2.86	0.36	***	0.56
17. The College is a welcoming environment for faculty and staff.	372	3.57	414	2.72	0.22	***	0.50
18. Supervisors, managers and administrators lead by example.	367	3.63	402	2.24	-0.26	***	0.03
24. Faculty and staff treat each other with respect when services are requested.	370	3.61	415	2.92	0.42	***	0.63
26. I take advantage of the College's programs and services used to support student achievement and student learning.	314	3.43	339	3.01	0.51	***	0.56
27. Faculty, staff, and managers engage in dialogue regarding planning, program review and SLO processes.	341	3.40	376	2.80	0.30	***	NA
35. I am satisfied with my campus experience/environment regarding diversity at this college?	358	3.45	406	2.95	0.45	***	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).

Faculty and staff had negative agreement with the statement that management “lead by example” (item 18) while managers gave it a neutral rating. African-American employees are neutral in terms of satisfaction with “campus experience regarding diversity” (item 35) while White, Latino, and Asian-American employees showed agreement with this statement. Other items in this factor demonstrated no difference in opinion based on employee status, gender, or sexual orientation.

### Communication

Communication on campus is lacking, according to the employee survey. There were six questions on the survey which related to this factor. The two positively rated statements indicate employees feel they can “talk to management about concerns” and college publications help to “understand the campus and its concerns” (items 23 and 21).

“ECC disseminates information in a timely manner” (item 20) was rated neutral.

Three items were rated negatively. These are “senior management effectively address challenges facing ECC” (item 15), “ECC communicates openly with employees” (item 19) and even though individuals feel they can talk to management about their concerns, many feel that their colleagues cannot (item 22). Item 15 was positively rated in the 2010 survey.

#### **FACTOR 2: COMMUNICATION**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
15. Senior management effectively addresses the challenges facing ECC.	372	3.67	404	2.14	-0.36	***	0.08
19. ECC communicates openly with employees at all levels.	372	3.65	410	2.11	-0.39	***	-0.03
20. ECC disseminates information in a timely manner.	368	3.57	410	2.43	-0.07		0.24
21. Reading College publications helps me to understand the campus and its concerns.	357	3.27	399	2.79	0.29	***	0.51
22. The majority of our employees feel that they can talk to management about their concerns.	370	3.63	401	2.16	-0.34	***	-0.03
23. I feel that I can talk to management about my concerns.	366	3.66	409	2.63	0.13	**	0.43

\* 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).

Faculty and staff had negative agreement with the statements that management “effectively address challenges” (item 15) and “ECC communicates openly” (item 19) while managers gave both neutral ratings. Faculty and staff also showed a difference in agreement with management about the ability to voice concerns (item 23) giving that item a neutral rating while management showed positive agreement.

Item 36 (see Appendix C) asked about some of the methods of receiving information for employees. Over 90% indicated they read email sometimes or often. Eighty-seven percent also indicated reading the president’s newsletter at least sometimes. Other sources of information were also well read.

### Service to Students

Six items measured service to students. Employees feel ECC is “a welcoming environment” (item 29) and that employees “value the needs of students” (item 32).

Two items showed neutral agreement. One was the adequacy of services to students (item 31). Another neutral rating was given to item 34 (“services to students are better than they were 5 years ago”).

Employees had negative agreement with the notion that the college has “done all it can to improve processes for students” and they don’t feel services to students are sufficient regardless of time or day of enrollment (items 30 and 33).

### FACTOR 3: SERVICE TO STUDENTS

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
29. ECC is a welcoming environment for students.	362	3.72	403	3.04	0.54	***	0.71
30. The college has done all it can to improve processes for students.	353	3.65	386	2.20	-0.30	***	0.04
31. Services provided to students on campus are adequate.	353	3.64	390	2.57	0.07	*	0.36
32. The needs of students are valued by College employees.	360	3.65	402	2.86	0.36	***	0.57
33. Services to students are sufficient regardless of the day of the week or time of day.	348	3.56	385	2.21	-0.29	***	-0.11
34. Services to students are better than they were 5 years ago.	319	3.58	320	2.45	-0.05		0.16

\* 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).

There is only one item in this factor that shows a demographic difference in opinions. Latino and Asian-American/Asian or Filipino employees are neutral about whether services are sufficient regardless of day or time (item 33), while White and African-American employees display negative 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 ECC strives to provide a safe environment (item 7). They also agree with the statement that the college is respectful of religious, ethnic, and other differences (item 8).

There was neutral agreement with the level to which ECC embraces teamwork (item 13). Employees showed strong 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 college achieve its mission.	356	3.62	421	3.39	0.89	***	NA
7. The College has made a good effort to provide a safe campus environment.	361	3.75	417	3.14	0.64	***	0.65
8. The campus climate is respectful of religious, ethnic, and other differences.	360	3.65	412	3.17	0.67	***	0.84
13. ECC embraces a spirit of teamwork.	369	3.54	409	2.43	-0.07		0.18
14. Morale on campus is high among employees.	377	3.65	416	1.96	-0.54	***	-0.12

\* 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 ( $p < .001$ ).

### Mission

Employees generally believe ECC 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 ensures the educational success of students in our diverse community.	363	3.74	417	3.09	0.59	***	0.61
2. ECC offers quality, comprehensive educational programs and services.	363	3.78	421	3.25	0.75	***	0.90

\* 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 neutral in terms of their understanding of “how college funds are budgeted” (item 25). They had a slightly negative agreement that their input is used to make “meaningful changes” in college practices (item 28). This factor was the only one in which there was no real difference between employee opinions in 2010 and 2013.

**FACTOR 6: PLANNING**

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean -Neut
	n	Mean	n	Mean			
25. I understand how college funds are budgeted.	364	3.37	401	2.50	0.00		0.03
28. My input has translated into meaningful changes in policy, practices or other administrative changes.	335	3.44	363	2.34	-0.16	**	-0.11

\* 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 28 showed a difference in agreement among racial/ethnic groups. African-American and White employees disagreed with the statement that their input translates into meaningful changes. Asian employees were neutral while Latino employees somewhat agreed with the statement.



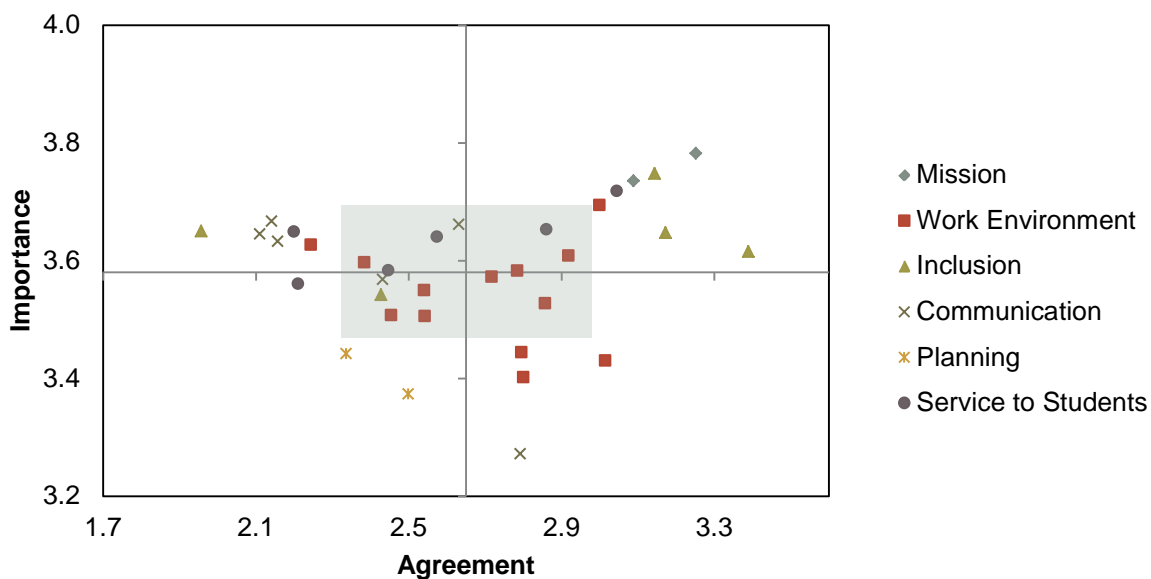
### Importance/Agreement Matrix

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 low 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 mean for “agreement” is only slightly higher than the neutral value of 2.5.

**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 El Camino College. 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 did not view El Camino College's Communication and Planning favorably. The perception of service to the college mission, the work environment, and employee inclusion in the campus community remain relatively high. But several of the individual items were rated lower than they were in the past indicating a general decline in employee outlook. Twenty-six of the 35 items had rating averages decline of 0.15 or greater when compared to the 2010 employee survey.

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 El Camino College and another for areas of suggested improvement. These comments will be published in a separate report.

In general there were no significant differences in opinion between different demographic groups. The factor that does demonstrate a difference is "Communication" where half of the items are rated lower by faculty and staff than by management.

## 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 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**

Academic Affairs

Administrative Services

Student and Community Advancement

Human Resources or President's Office

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.

Strongly Agree  
Somewhat Agree  
Somewhat Disagree  
Strongly Disagree  
N/A

Very Important  
Somewhat Important  
Somewhat Unimportant  
Very Unimportant  
N/A

1. ECC ensures the educational success of students in our diverse community.
2. ECC offers quality, comprehensive educational programs and services.
3. ECC promotes a common language that supports and reinforces the college mission.
4. El Camino College is planning for the future.
5. All members of ECC contribute to meeting its mission.
6. I understand my role in helping the college achieve its mission.
7. The College 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 for ECC.
12. Employees at ECC are given meaningful feedback concerning their performance.
13. ECC embraces a spirit of teamwork.
14. Morale on campus is high among employees.
15. Senior management effectively addresses the challenges facing ECC.
16. I have access to the training that can help me improve my job skills.
17. The College is a welcoming environment for faculty and staff.
18. Supervisors, managers and administrators lead by example.
19. ECC communicates openly with employees at all levels.
20. ECC disseminates information in a timely manner.
21. Reading College 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 the College's 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. ECC is a welcoming environment for students.
- 30. The college 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 College 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 this college.

**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 El Camino College?**

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

**Please list up to 3 things that would improve your work experience at El Camino College.**

- 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 El Camino College employee opinions are within  $\pm 3.8\%$  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  $\pm 3.8\%$  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 El Camino College 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 ECC 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 ECC 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. ECC 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 ensures the educational success of students in our diverse community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	7	1.6	1.7	Very Unimportant	2	0.5	0.6
Disagree	45	10.3	10.8	Unimportant	1	0.2	0.3
Agree	269	61.7	64.5	Important	88	20.2	24.2
Strongly Agree	96	22.0	23.0	Very Important	272	62.4	74.9
No Response	19	4.4		No Response	73	16.7	
Total	436	100	100		436	100	100

### 2. ECC offers quality, comprehensive educational programs and services.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	3	0.7	0.7	Very Unimportant	0	0.0	0.6
Disagree	25	5.7	5.9	Unimportant	0	0.0	0.3
Agree	256	58.7	60.8	Important	79	18.1	24.2
Strongly Agree	137	31.4	32.5	Very Important	284	65.1	74.9
No Response	15	3.4		No Response	73	16.7	
Total	436	100	100		436	100	100

### 3. ECC promotes a common language that supports and reinforces the college mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	30	6.9	7.6	Very Unimportant	1	0.2	0.3
Disagree	84	19.3	21.3	Unimportant	20	4.6	5.7
Agree	218	50.0	55.2	Important	151	34.6	43.3
Strongly Agree	63	14.4	15.9	Very Important	177	40.6	50.7
No Response	41	9.4		No Response	87	20.0	
Total	436	100	100		436	100	100

4. El Camino College is planning for the future.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	23	5.3	5.5	Very Unimportant	0	0.0	0.0
Disagree	56	12.8	13.4	Unimportant	3	0.7	0.8
Agree	236	54.1	56.6	Important	105	24.1	28.9
Strongly Agree	102	23.4	24.5	Very Important	255	58.5	70.2
No Response	19	4.4		No Response	73	16.7	
Total	436	100	100		436	100	100

5. All members of ECC contribute to meeting its mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	60	13.8	14.7	Very Unimportant	0	0.0	0.0
Disagree	170	39.0	41.6	Unimportant	10	2.3	2.8
Agree	141	32.3	34.5	Important	124	28.4	34.7
Strongly Agree	38	8.7	9.3	Very Important	223	51.1	62.5
No Response	27	6.2		No Response	79	18.1	
Total	436	100	100		436	100	100

6. I understand my role in helping the college achieve its mission.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	10	2.3	2.4	Very Unimportant	0	0.0	0.0
Disagree	14	3.2	3.3	Unimportant	5	1.1	1.4
Agree	199	45.6	47.3	Important	127	29.1	35.7
Strongly Agree	198	45.4	47.0	Very Important	224	51.4	62.9
No Response	15	3.4		No Response	80	18.3	
Total	436	100	100		436	100	100

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	17	3.9	4.1	Very Unimportant	1	0.2	0.3
Disagree	47	10.8	11.3	Unimportant	4	0.9	1.1
Agree	212	48.6	50.8	Important	80	18.3	22.2
Strongly Agree	141	32.3	33.8	Very Important	276	63.3	76.5
No Response	19	4.4		No Response	75	17.2	
Total	436	100	100		436	100	100

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	14	3.2	3.4	Very Unimportant	1	0.2	0.3
Disagree	36	8.3	8.7	Unimportant	9	2.1	2.5
Agree	227	52.1	55.1	Important	106	24.3	29.4
Strongly Agree	135	31.0	32.8	Very Important	244	56.0	67.8
No Response	24	5.5		No Response	76	17.4	
Total	436	100	100		436	100	100

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	42	9.6	10.2	Very Unimportant	1	0.2	0.3
Disagree	145	33.3	35.1	Unimportant	5	1.1	1.4
Agree	186	42.7	45.0	Important	167	38.3	45.9
Strongly Agree	40	9.2	9.7	Very Important	191	43.8	52.5
No Response	23	5.3		No Response	72	16.5	
Total	436	100	100		436	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	38	8.7	9.9	Very Unimportant	2	0.5	0.5
Disagree	159	36.5	41.5	Unimportant	5	1.1	1.4
Agree	160	36.7	41.8	Important	164	37.6	44.9
Strongly Agree	26	6.0	6.8	Very Important	194	44.5	53.2
No Response	53	12.2		No Response	71	16.3	
Total	436	100	100		436	100	100

11. Employees take pride in working for ECC.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	36	8.3	8.7	Very Unimportant	1	0.2	0.3
Disagree	88	20.2	21.4	Unimportant	8	1.8	2.1
Agree	217	49.8	52.7	Important	138	31.7	36.7
Strongly Agree	71	16.3	17.2	Very Important	229	52.5	60.9
No Response	24	5.5		No Response	60	13.8	
Total	436	100	100		436	100	100

12. Employees at ECC are given meaningful feedback concerning their performance.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	54	12.4	13.3	Very Unimportant	2	0.5	0.5
Disagree	127	29.1	31.2	Unimportant	10	2.3	2.7
Agree	178	40.8	43.7	Important	142	32.6	38.1
Strongly Agree	48	11.0	11.8	Very Important	219	50.2	58.7
No Response	29	6.7		No Response	63	14.4	
Total	436	100	100		436	100	100

13. ECC embraces a spirit of teamwork.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	64	14.7	15.6	Very Unimportant	1	0.2	0.3
Disagree	148	33.9	36.2	Unimportant	10	2.3	2.7
Agree	155	35.6	37.9	Important	146	33.5	39.6
Strongly Agree	42	9.6	10.3	Very Important	212	48.6	57.5
No Response	27	6.2		No Response	67	15.4	
Total	436	100	100		436	100	100

14. Morale on campus is high among employees.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	142	32.6	34.1	Very Unimportant	1	0.2	0.3
Disagree	164	37.6	39.4	Unimportant	6	1.4	1.6
Agree	96	22.0	23.1	Important	117	26.8	31.0
Strongly Agree	14	3.2	3.4	Very Important	253	58.0	67.1
No Response	20	4.6		No Response	59	13.5	
Total	436	100	100		436	100	100

15. Senior management effectively addresses the challenges facing ECC.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	110	25.2	27.2	Very Unimportant	2	0.5	0.5
Disagree	149	34.2	36.9	Unimportant	5	1.1	1.3
Agree	123	28.2	30.4	Important	108	24.8	29.0
Strongly Agree	22	5.0	5.4	Very Important	257	58.9	69.1
No Response	32	7.3		No Response	64	14.7	
Total	436	100	100		436	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	31	7.1	7.6	Very Unimportant	1	0.2	0.3
Disagree	80	18.3	19.7	Unimportant	10	2.3	2.7
Agree	211	48.4	52.0	Important	152	34.9	41.1
Strongly Agree	84	19.3	20.7	Very Important	207	47.5	55.9
No Response	30	6.9		No Response	66	15.1	
Total	436	100	100		436	100	100

17. The College is a welcoming environment for faculty and staff.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	50	11.5	12.1	Very Unimportant	1	0.2	0.3
Disagree	81	18.6	19.6	Unimportant	6	1.4	1.6
Agree	219	50.2	52.9	Important	144	33.0	38.7
Strongly Agree	64	14.7	15.5	Very Important	221	50.7	59.4
No Response	22	5.0		No Response	64	14.7	
Total	436	100	100		436	100	100

18. Supervisors, managers and administrators lead by example.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	97	22.2	24.1	Very Unimportant	2	0.5	0.5
Disagree	142	32.6	35.3	Unimportant	8	1.8	2.2
Agree	131	30.0	32.6	Important	115	26.4	31.3
Strongly Agree	32	7.3	8.0	Very Important	242	55.5	65.9
No Response	34	7.8		No Response	69	15.8	
Total	436	100	100		436	100	100

19. ECC communicates openly with employees at all levels.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	118	27.1	28.8	Very Unimportant	2	0.5	0.5
Disagree	160	36.7	39.0	Unimportant	2	0.5	0.5
Agree	101	23.2	24.6	Important	122	28.0	32.8
Strongly Agree	31	7.1	7.6	Very Important	246	56.4	66.1
No Response	26	6.0		No Response	64	14.7	
Total	436	100	100		436	100	100

20. ECC disseminates information in a timely manner.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	63	14.4	15.4	Very Unimportant	3	0.7	0.8
Disagree	136	31.2	33.2	Unimportant	4	0.9	1.1
Agree	182	41.7	44.4	Important	142	32.6	38.6
Strongly Agree	29	6.7	7.1	Very Important	219	50.2	59.5
No Response	26	6.0		No Response	68	15.6	
Total	436	100	100		436	100	100

21. Reading College publications help me to understand the campus and its concerns.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	18	4.1	4.5	Very Unimportant	3	0.7	0.8
Disagree	98	22.5	24.6	Unimportant	28	6.4	7.8
Agree	232	53.2	58.1	Important	195	44.7	54.6
Strongly Agree	51	11.7	12.8	Very Important	131	30.0	36.7
No Response	37	8.5		No Response	79	18.1	
Total	436	100	100		436	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	103	23.6	25.7	Very Unimportant	1	0.2	0.3
Disagree	153	35.1	38.2	Unimportant	1	0.2	0.3
Agree	124	28.4	30.9	Important	131	30.0	35.4
Strongly Agree	21	4.8	5.2	Very Important	237	54.4	64.1
No Response	35	8.0		No Response	66	15.1	
Total	436	100	100		436	100	100

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	68	15.6	16.6	Very Unimportant	1	0.2	0.3
Disagree	91	20.9	22.2	Unimportant	121	27.8	33.1
Agree	174	39.9	42.5	Important	244	56.0	66.7
Strongly Agree	76	17.4	18.6	Very Important	366	83.9	100.0
No Response	27	6.2		No Response	70	16.1	
Total	436	100	100		436	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	26	6.0	6.3	Very Unimportant	1	0.2	0.3
Disagree	61	14.0	14.7	Unimportant	1	0.2	0.3
Agree	249	57.1	60.0	Important	140	32.1	37.8
Strongly Agree	79	18.1	19.0	Very Important	228	52.3	61.6
No Response	21	4.8		No Response	70	16.1	
Total	436	100	100		436	100	100

25. I understand how college funds are budgeted.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	57	13.1	14.2	Very Unimportant	1	0.2	0.3
Disagree	135	31.0	33.7	Unimportant	18	4.1	4.9
Agree	161	36.9	40.1	Important	189	43.3	51.9
Strongly Agree	48	11.0	12.0	Very Important	156	35.8	42.9
No Response	35	8.0		No Response	70	16.1	
Total	436	100	100		436	100	100

26. I take advantage of the College's programs and services used to support student achievement and student learning.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	12	2.8	3.5	Very Unimportant	2	0.5	0.6
Disagree	41	9.4	12.1	Unimportant	18	4.1	5.7
Agree	216	49.5	63.7	Important	137	31.4	43.6
Strongly Agree	70	16.1	20.6	Very Important	157	36.0	50.0
No Response	97	22.2		No Response	70	16.1	
Total	436	100	100		436	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	33	7.6	8.8	Very Unimportant	6	1.4	1.8
Disagree	74	17.0	19.7	Unimportant	14	3.2	4.1
Agree	204	46.8	54.3	Important	158	36.2	46.3
Strongly Agree	65	14.9	17.3	Very Important	163	37.4	47.8
No Response	60	13.8		No Response	70	16.1	
Total	436	100	100		436	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	82	18.8	22.6	Very Unimportant	3	0.7	0.9
Disagree	117	26.8	32.2	Unimportant	13	3.0	3.9
Agree	124	28.4	34.2	Important	152	34.9	45.4
Strongly Agree	40	9.2	11.0	Very Important	167	38.3	49.9
No Response	73	16.7		No Response	70	16.1	
Total	436	100	100		436	100	100



29. ECC is a welcoming environment for students.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	13	3.0	3.2	Very Unimportant	0	0.0	0.0
Disagree	40	9.2	9.9	Unimportant	3	0.7	0.8
Agree	266	61.0	66.0	Important	96	22.0	26.5
Strongly Agree	84	19.3	20.8	Very Important	263	60.3	72.7
No Response	33	7.6		No Response	70	16.1	
Total	436	100	100		436	100	100

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	78	17.9	20.2	Very Unimportant	1	0.2	0.3
Disagree	179	41.1	46.4	Unimportant	6	1.4	1.7
Agree	103	23.6	26.7	Important	109	25.0	30.9
Strongly Agree	26	6.0	6.7	Very Important	237	54.4	67.1
No Response	50	11.5		No Response	70	16.1	
Total	436	100	100		436	100	100

31. Services provided to students on campus are adequate.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	36	8.3	9.2	Very Unimportant	0	0	0
Disagree	128	29.4	32.8	Unimportant	3	0.7	0.8
Agree	192	44.0	49.2	Important	121	27.8	34.3
Strongly Agree	34	7.8	8.7	Very Important	229	52.5	64.9
No Response	46	10.6		No Response	70	16.1	
Total	436	100	100		436	100	100

32. The needs of students are valued by College employees.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	23	5.3	5.7	Very Unimportant	4	0.9	1.1
Disagree	75	17.2	18.7	Unimportant	117	26.8	32.5
Agree	239	54.8	59.5	Important	239	54.8	66.4
Strongly Agree	65	14.9	16.2	Very Important	360	82.6	100.0
No Response	34	7.8		No Response	70	16.1	
Total	436	100	100		436	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	78	17.9	20.3	Very Unimportant	2	0.5	0.6
Disagree	177	40.6	46.0	Unimportant	9	2.1	2.6
Agree	101	23.2	26.2	Important	129	29.6	37.1
Strongly Agree	29	6.7	7.5	Very Important	208	47.7	59.8
No Response	51	11.7		No Response	70	16.1	
Total	436	100	100		436	100	100







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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	56	12.8	17.5	Very Unimportant	1	0.2	0.3
Disagree	109	25.0	34.1	Unimportant	4	0.9	1.3
Agree	111	25.5	34.7	Important	122	28.0	38.2
Strongly Agree	44	10.1	13.8	Very Important	192	44.0	60.2
No Response	116	26.6		No Response	70	16.1	
Total	436	100	100		436	100	100

35. I am satisfied with my campus experience/environment regarding diversity at this college.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Disagree	37	8.5	9.1	Very Unimportant	3	0.7	0.8
Disagree	41	9.4	10.1	Unimportant	20	4.6	5.6
Agree	232	53.2	57.1	Important	148	33.9	41.3
Strongly Agree	96	22.0	23.6	Very Important	187	42.9	52.2
No Response	30	6.9		No Response	70	16.1	
Total	436	100	100		436	100	100

36. I read (percent of 436 respondents):

	Often	Sometimes	Rarely	Never	N/A	Visual
President's Newsletter	53.2	33.9	8.9	2.1	1.8	
Center Newsletter	17.9	35.3	22.9	18.6	5.3	
NEWS Releases	36.7	40.1	12.4	7.6	3.2	
ECC Matters	37.6	36.2	16.7	6.0	3.4	
Community News	29.8	38.5	17.9	7.6	6.2	
College Email	77.5	14.7	3.9	0.9	3.0	
The Union	30.5	39.9	20.4	6.0	3.2	