

**Student Campus Climate Survey
El Camino College Compton Center
2010-11**

SURVEY RESULTS



**El Camino College
Compton Center**

**Institutional Research
May 2011**

page intentionally left blank

Table of Contents

<i>Introduction</i>	3
<i>Background Information</i>	3
<i>Opinion Responses</i>	7
<i>Overview</i>	7
<i>Campus Mission</i>	8
<i>Campus Climate</i>	9
<i>Communication</i>	10
<i>ECC Instructors</i>	12
<i>Student Learning Outcomes</i>	13
<i>Student Service</i>	14
<i>Interaction between ECC Torrance Campus and Compton</i>	15
<i>Summary of All Results</i>	16
<i>Study Abroad – Supplemental Questions</i>	17
<i>Conclusion</i>	18
Appendix A – Fascimile of Student Campus Climate Survey	19
Appendix B – Glossary of Terms	25
Appendix C – Item Response Tallies	27

Introduction

El Camino College (ECC) administered an opinion survey to a random sample of students enrolled in fall 2010 to gauge general opinions about five topics: College Mission, Campus Climate, Communication, Student Service, and Interaction between ECC's Torrance campus and Compton Center. Questions about Student Learning Outcomes (SLOs) and Study Abroad also were included. The survey instrument included 13 background questions and 40 opinion questions; the questions were adapted from an employee survey administered in 2001, 2006, and 2010 with several new items added. Since this is a "home-grown" survey, no national comparisons are available. A copy of the survey is provided in Appendix A of this report.

The survey administered online and distributed to a random sample of 2,000 students. A total of 280 Compton Center (CEC) students responded to the survey. The survey was extended into early spring to capture a higher response rate. Although a larger number of responses were desired, this is not an unusual response rate for students participating in online surveys. The margin of error in responses is a modest ± 5.8 percentage points (with 95% certainty).

This report summarizes the results from the Fall 2010 survey in the form of average scores (for response tallies by category, see Appendix C). A glossary of statistical terms is provided in Appendix B. Specific comments from the survey are compiled in a separate document.

Background Information narrative

The student survey ended with a set of demographic and background questions. These included questions about Major, Educational Goal, Educational Starting Points, Age, Gender, Ethnicity, Units Earned, Class Times, ECC email usage, Employment, and Living Arrangements. These items are summarized below.

A few highlights in terms of demographics. Older students were more highly represented in the survey than younger students. As is typical, women were much more highly represented than men. Latinos were under represented with slight over-representation of African American students. Results could be disaggregated by gender and age/ethnic groups with larger response counts to determine if differences between groups exist.

Student Demographics

<i>Age</i>	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
17	1	0.4	0.4	3.0
18	15	5.4	5.6	7.4
19	13	4.6	4.8	8.8
20-24	54	19.3	20.1	31.0
25-29	44	15.7	16.4	14.9
30-39	68	24.3	25.3	16.4
40-49	41	14.6	15.2	10.1
50-64	26	9.3	9.7	4.2
65+	7	2.5	2.6	0.3
Not Indicated	11	3.9		

<i>Gender</i>	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
Female	209	74.6	75.7	63.9
Male	63	22.5	22.8	36.0
Other	2	0.7	0.7	
Decline to State	2	0.7	0.7	
Not Indicated	4	1.4		

<i>Ethnicity</i>	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
African-American/African	139	49.6	50.2	44.5
Asian-American/Asian or Filipino	19	6.8	6.9	7.4
Latino	74	26.4	26.7	36.6
More than one race or ethnicity	12	4.3	4.3	2.5
Pacific Islander or Hawaiian Native	6	2.1	2.2	1.0
White	14	5.0	5.1	4.8
Other	7	2.5	2.5	0.0
Decline to state	6	2.1	2.2	3.0
Not Indicated	3	1.1		

Not surprisingly, students carrying more units were more likely to take the survey than others.

Number of Units Enrolled (At Census)

<i>Units Enrolled</i>	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
Fewer than 3	15	5.4	5.4	*
3.0 to 5.5	44	15.7	15.9	44.3
6.0 to 8.5	40	14.3	14.5	18.3
9.0 to 11.5	51	18.2	18.5	14.1
12.0 to 14.5	95	33.9	34.4	18.3
15 or more	29	10.4	10.5	4.9
Not Indicated	4	1.4		

*Top two categories combined

What is your Educational Goal?

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>
Degree or Certificate Only	55	19.6	19.9
Degree <i>and</i> Transfer	143	51.1	51.8
Transfer only	25	8.9	9.1
Enrichment	12	4.3	4.3
Retrain or recertify	3	1.1	1.1
Improve skills in English or math	8	2.9	2.9
Receive my GED	3	1.1	1.1
Other	19	6.8	6.9
Undecided	8	2.9	2.9
Not Indicated	4	1.4	

Major Division

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>
Natural Sciences	14	5.0	5.3
Mathematical Sciences	6	2.1	2.3
Liberal or General Studies	18	6.4	6.8
Industry & Technology	4	1.4	1.5
Humanities	3	1.1	1.1
Health Sciences & Athletics	63	22.5	23.8
Fine Arts	4	1.4	1.5
Business	32	11.4	12.1
Behavioral & Social Sciences	29	10.4	10.9
Other	71	25.4	26.8
Undecided	21	7.5	7.9
Not Indicated	15	5.4	

The survey included a question about college starting points. Twenty-four percent indicated that they entered directly from high school, although some may have left and returned later. Twenty five percent entered after some period of work or military service, with 25% transferring in from another institution or entering after receiving a degree elsewhere.

Which of the following statements described you best the first time you enrolled at El Camino College Compton Center?

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>
Still in high school	7	2.5	2.5
Entered directly from high school	34	12.1	12.4
Entered college after working	67	23.9	24.4
Transferred from another 2- year college	41	14.6	14.9
Transferred from a 4-year university	8	2.9	2.9
Entered after completing military service	4	1.4	1.5
Entered after receiving a 4-year degree or higher	21	7.5	7.6
Other	93	33.2	33.8
Not Indicated	275	98.2	100.0
	5	1.8	

At what times of the day do you take classes this semester?

<i>Class Times</i>	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
Daytime (before 4:00 p.m.)	106	37.9	38.3	13.6
Evening (start after 4:00 p.m.)	69	24.6	24.9	23.3
Mix of day/eve/online classes	78	27.9	28.2	56.2
Take only <i>online</i> classes	15	5.4	5.4	6.9
Take only <i>weekend</i> classes	9	3.2	3.2	*
Not Indicated	3	1.1		

*Bottom two categories combined

How many total units will you have accumulated at this institution by semester end?

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>	<i>Actual %</i>
Over 60 units	31	11.1	11.3	6.8
45.5 to 60	18	6.4	6.5	16.8
30.5 to 45	45	16.1	16.4	*
15.5 to 30	71	25.4	25.8	15.4
15 units or fewer	110	39.3	40.0	61.0
Not Indicated	5	1.8		

*The 23.6 percentage represents 30.5 to 60 units

This survey provided a rare opportunity to capture information about work obligations. About half of our students do not work during the regular academic year, while a third work 20 hours per week or more suggesting a polarity of student types on campus: ones who perhaps have more time to become involved in college activities and those whose work obligations preclude such engagement. Previous survey results¹ suggest that over half of our students work more than 20 hours per week so the number of students working extensive hours at a job may be under-reported in this survey. An additional uncertainty is the percentage not working due to family care needs.

How many hours per week are you currently working for pay?

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>
30 to 39	72	25.7	26.5
20 to 29	23	8.2	8.5
10 to 19	27	9.6	9.9
1 to 9	13	4.6	4.8
0 or seasonal	137	48.9	50.4
Not Indicated	8	2.9	

Sixty percent of respondents own or rent their housing while more than a third live at home with their parents. Remarkably, nearly 4% of students have no permanent housing arrangement, suggesting these students are homeless or are frequently shifting from place to place.

Please describe your current housing arrangements.

	<i>Count</i>	<i>Percent</i>	<i>Valid %</i>
Live at the home of parents/relatives	89	31.8	32.2
Own or rent	166	59.3	60.1
No permanent housing arrangement	12	4.3	4.3
Other	9	3.2	3.3
Not Indicated	4	1.4	

Further analysis of survey opinion responses can be conducted across any given category in the background questions section, comparing subgroups with each other (provided there are a sufficient number of respondents in each category). This further analysis is beyond the scope of this report but may be conducted in the future by request.

¹ *Community College Survey of Student Engagement (CCSSE), 2008.*

Opinion Responses

Overview

The sections below provide statistical summaries of responses under each of the topic areas of the survey. Each summary includes the count (n), mean, or average rating and standard deviation (SD—see Glossary in Appendix B) on both importance of and level of agreement with the statements under the associated topic area. The scale for all items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies can be found in Appendix C.

The difference between the agreement mean rating and the importance rating is listed in the column labeled “Agree-Imp.” Larger negative numbers (-.5 or lower) indicate what might be characterized as a “performance gap” where Importance was rated higher than Agreement. Ratings with high importance but low agreement are worthy of primary attention. These are highlighted.

A graphical display comparing student ratings of importance and agreement follows each table of results. In addition, a matrix plotting the average rating of both importance and agreement for each item may be found in the summary section.

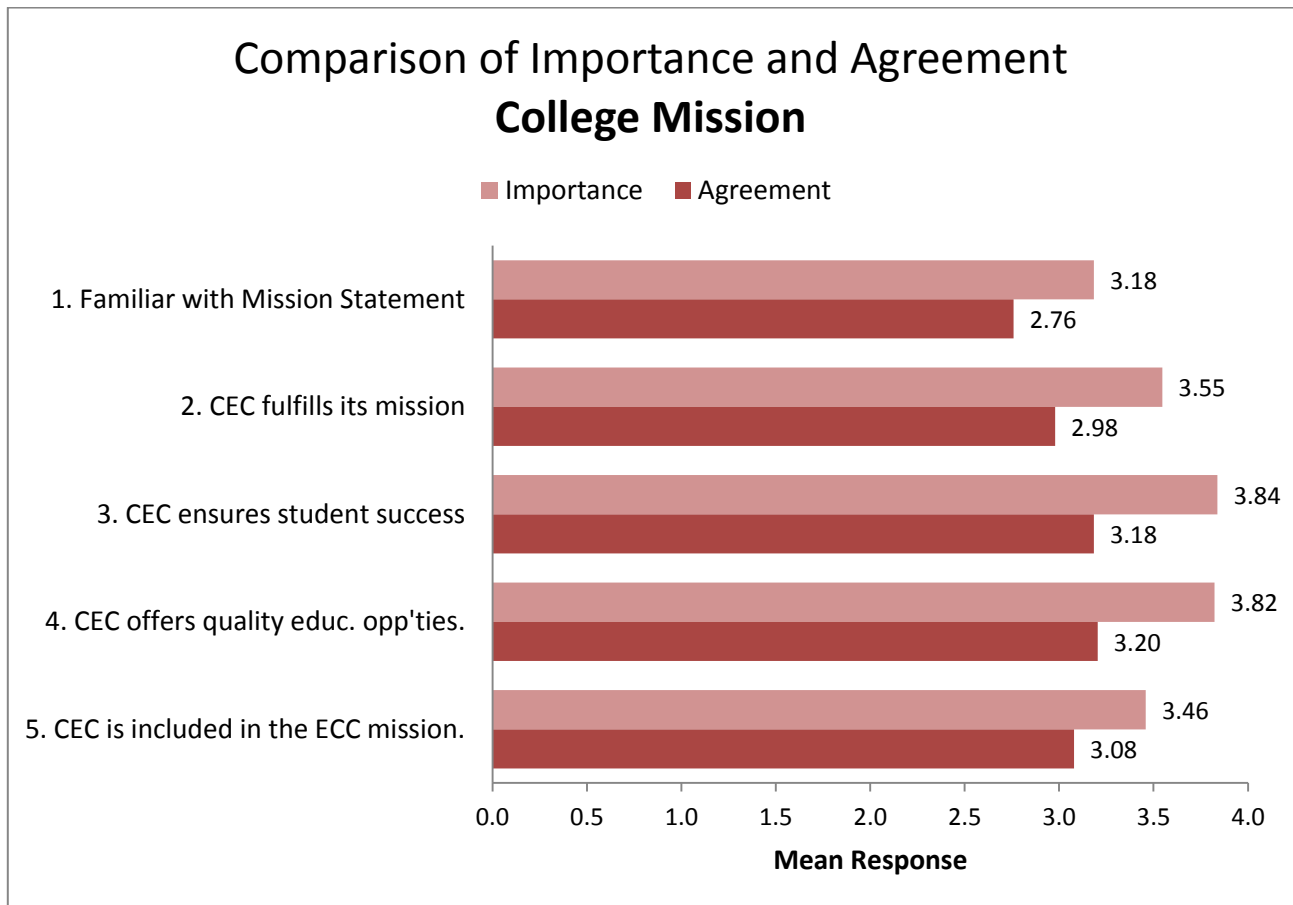
Campus Mission

Under the topic of Campus Mission, the most important aspect of the El Camino College CEC mission was ensuring student success (item 3). Familiarity with the college mission received the lowest rating.

In general, students agreed fairly highly that CEC was fulfilling its mission, although only about half of respondents were familiar with the mission before taking the survey².

Items 1-5. Mean Responses on Campus Mission

Item	Agreement			Importance			Agree- Imp
	n	Mean	SD	n	Mean	SD	
1. Familiar with Mission Statement	277	2.76	1.21	174	3.18	1.12	-0.43
2. CEC fulfills its mission	278	2.98	1.07	172	3.55	0.91	-0.57
3. CEC ensures student success	277	3.18	1.03	167	3.84	0.53	-0.65
4. CEC offers quality educ. opp'ties.	275	3.20	0.96	170	3.82	0.51	-0.62
5. CEC is included in the ECC mission.	278	3.08	1.11	170	3.46	1.02	-0.38



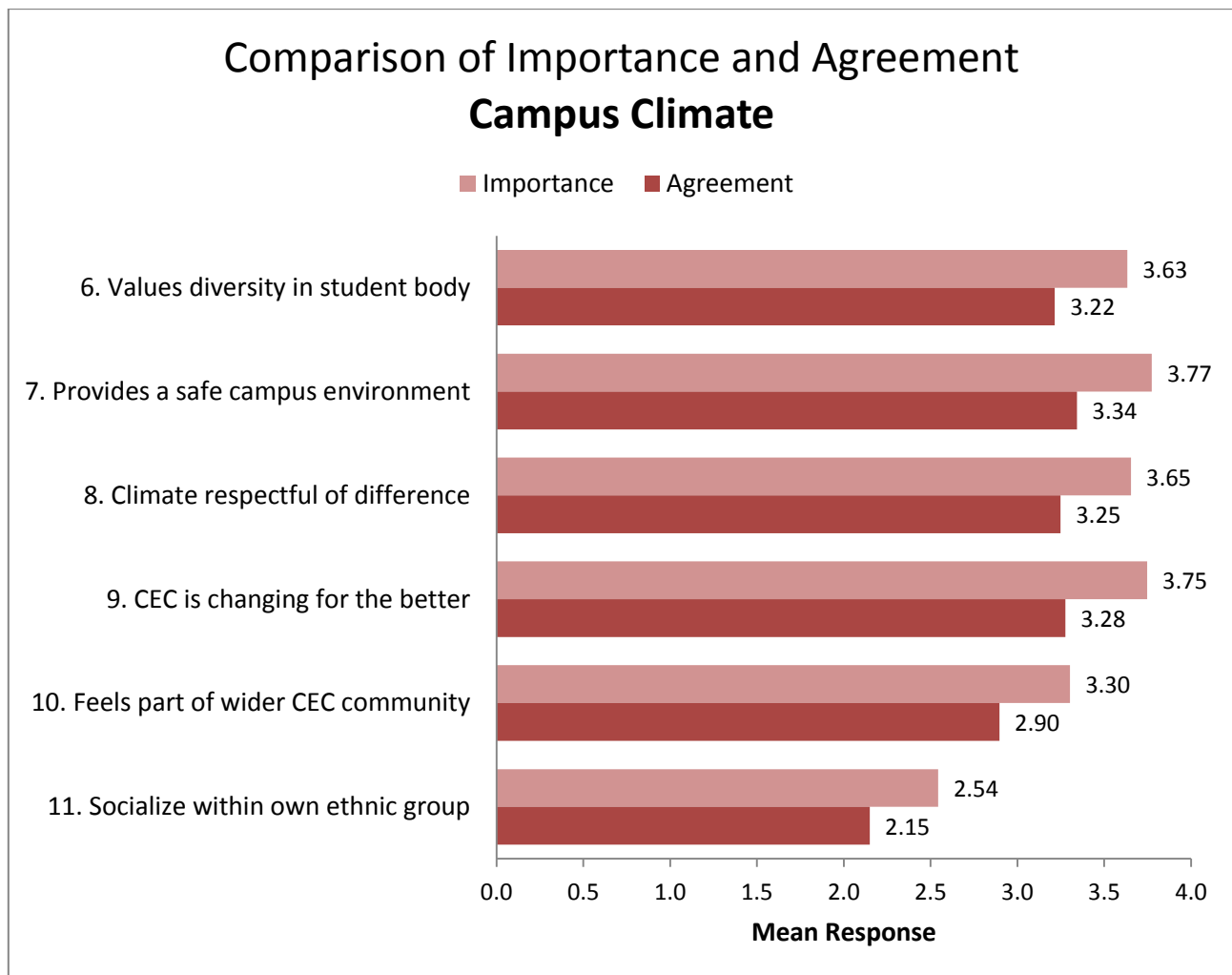
² The mission statement was provided at the time of the survey.

Campus Climate

Regarding Campus Climate, 4 of the 6 items had an importance rating above 3.50 (on a 4-point scale) and agreement levels above 3.00. The most important issues were a safe campus (#7), a climate that is respectful of difference (#8), and that ECC is changing for the better (#9). The lowest scoring item on Campus Climate was the practice of socializing within one’s own ethnic group (#11). This is a “reverse-scaled” item (high disagreement is desirable).

Items 6-11. Mean Responses on Campus Climate

Item	Agreement			Importance			Agree- Imp
	n	Mean	SD	n	Mean	SD	
6. Values diversity in student body	278	3.22	1.01	180	3.63	0.75	-0.42
7. Provides a safe campus environment	277	3.34	0.89	181	3.77	0.67	-0.43
8. Climate respectful of difference	273	3.25	1.09	182	3.65	0.76	-0.40
9. CEC is changing for the better	275	3.28	1.04	182	3.75	0.67	-0.47
10. Feels part of wider ECC community	270	2.90	1.19	175	3.30	1.05	-0.41
11. Socialize within own ethnic group	274	2.15	1.24	182	2.54	1.39	-0.39

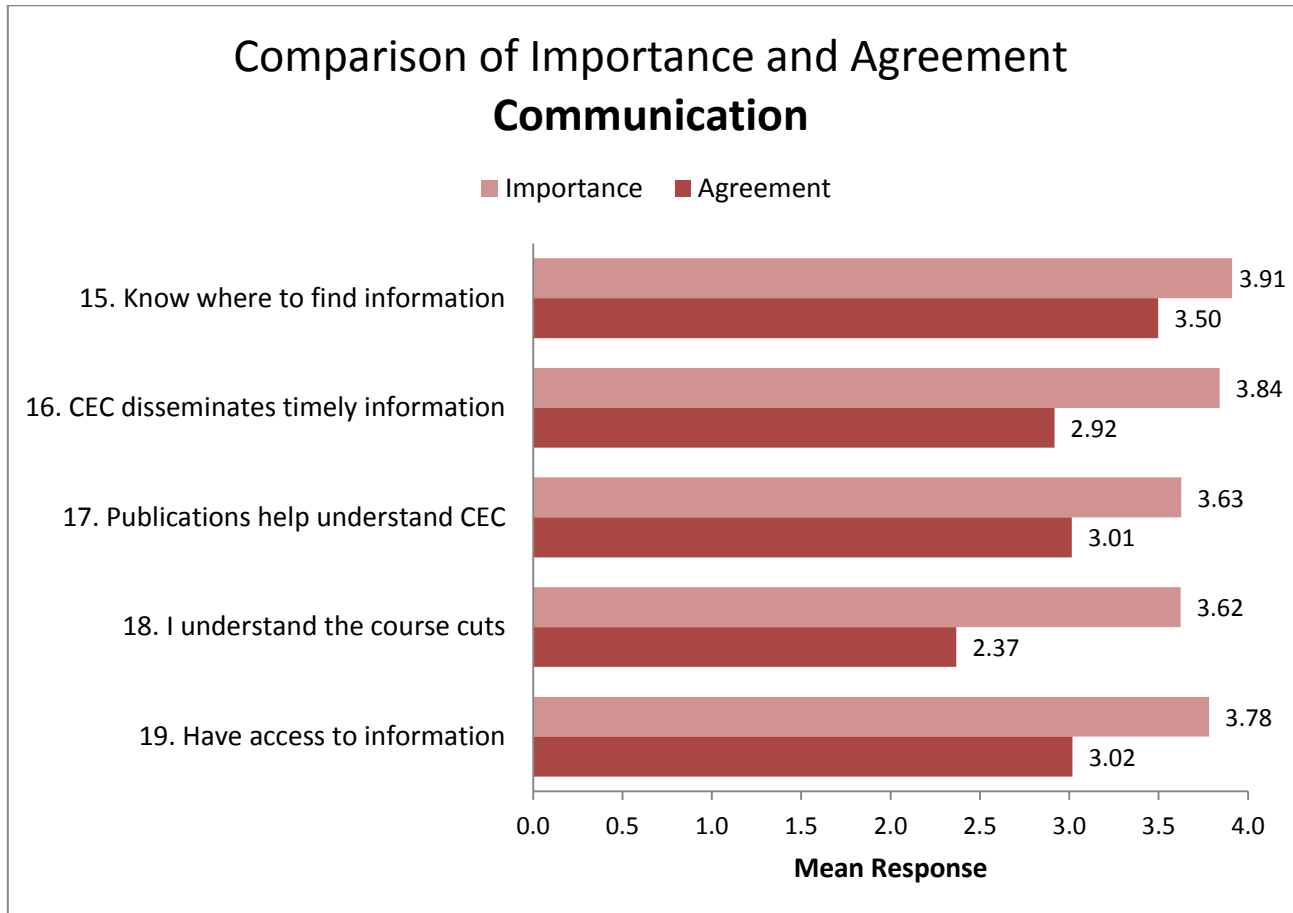


Communication

On the topic of Communication, students were in most agreement with knowing where to find information about ECC (#15), with the lowest level of agree regarding “I understand why the College cut so many sections” (#18). Performance gaps were found regarding disseminating information in a timely manner (#16), publications help understanding of CEC (#17), #18 (course cuts), and having access to information (#19). The most important topic was about knowing where to find information.

Items 15-19. Mean Responses on Communication

<i>Item</i>	<i>Agreement</i>			<i>Importance</i>			<i>Agree-Imp</i>
	n	Mean	SD	n	Mean	SD	
15. Know where to find information	277	3.50	0.77	179	3.91	0.39	-0.41
16. CEC disseminates timely information	277	2.92	1.08	177	3.84	0.54	-0.92
17. Publications help understand CEC	276	3.01	1.12	179	3.63	0.85	-0.61
18. I understand the course cuts	272	2.37	1.26	180	3.62	0.91	-1.25
19. Have access to information	275	3.02	1.09	174	3.78	0.62	-0.76



Two items (#37-38) were added to the end of the student survey related to reading and accessing college communications, publications and websites/social media. Over 80% read college announcements often or sometimes. The Union newspaper is read sometimes or often by about 39% of students. About 85% of students access the main CEC website at least sometimes, with 96% of students accessing the MyECC intranet portal. In terms of social media, about 19% of students access the ECC Facebook page on a fairly regular basis but far fewer access the main Twitter feed (12%).

Item 37-38. Frequency of Access/Reading of College Communications/Media

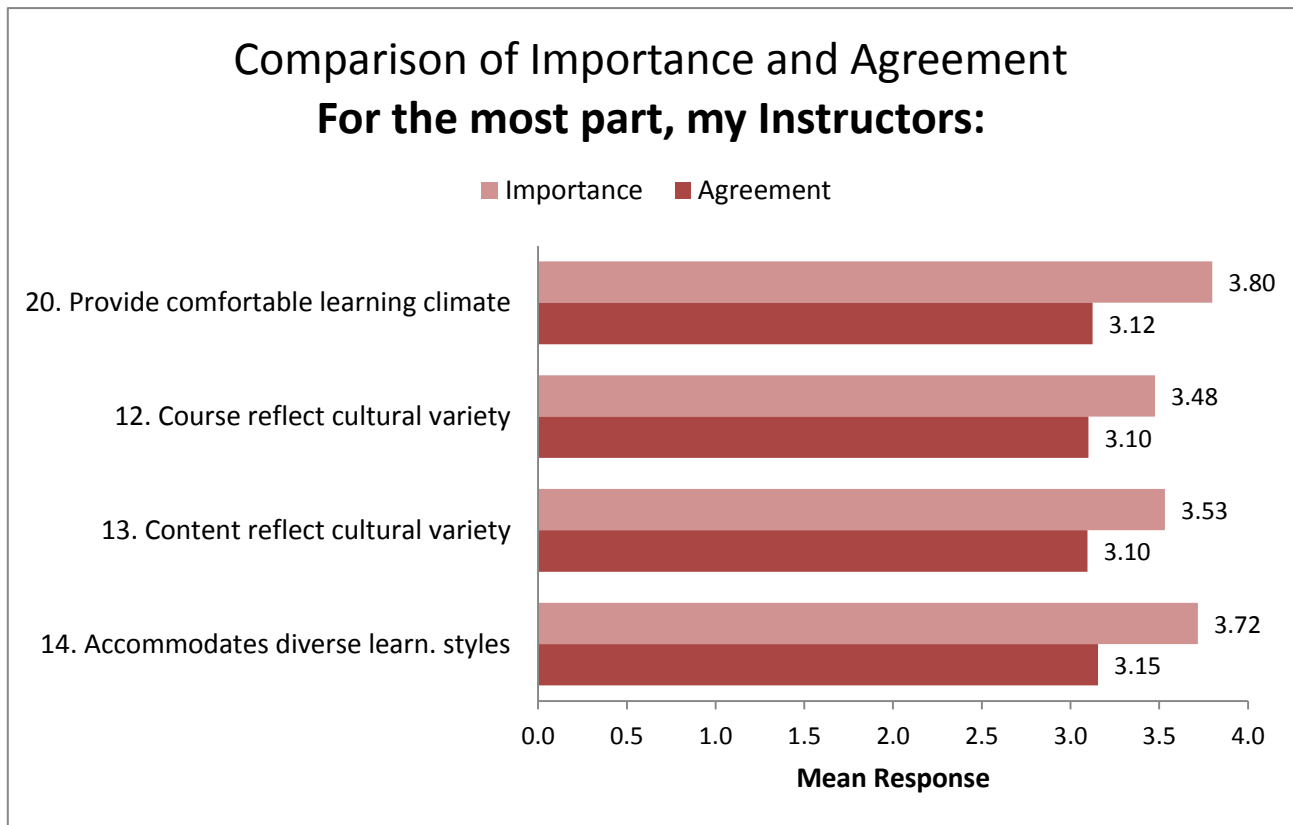
	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>
College Announcements	60%	22%	14%	4%
CEO's Newsletter	23%	27%	22%	29%
The Union	15%	24%	25%	36%
compton.edu	64%	21%	11%	4%
MyECC	79%	17%	3%	1%
CEC's Facebook	12%	7%	15%	67%
CEC's Twitter Feed	7%	5%	11%	78%
Main ECC Website	48%	25%	12%	14%

CEC Instructors

Items 20, 12-14 asked students about their perceptions of their CEC instructors. Most students agreed that instructors provided a climate in which students are comfortable asking questions (#20). Students agreed that faculty selected course materials that reflect a variety of cultural groups (#12), and that faculty used class examples of a similar nature (#13). The item with performance gaps in this section were question 20 (comfortable learning climate) and question 14 (accommodates diverse learning styles).

Items 20, 12-14. Mean Responses on Instructors

<i>Item</i>	<i>Agreement</i>			<i>Importance</i>			<i>Agree- Imp</i>
	n	Mean	SD	n	Mean	SD	
20. Provide comfortable learning climate	275	3.12	1.05	179	3.80	0.60	-0.68
12. Course reflect cultural variety	276	3.10	1.18	181	3.48	1.06	-0.37
13. Content reflect cultural variety	273	3.10	1.17	184	3.53	0.94	-0.44
14. Accommodates diverse learn. styles	271	3.15	1.04	184	3.72	0.70	-0.56

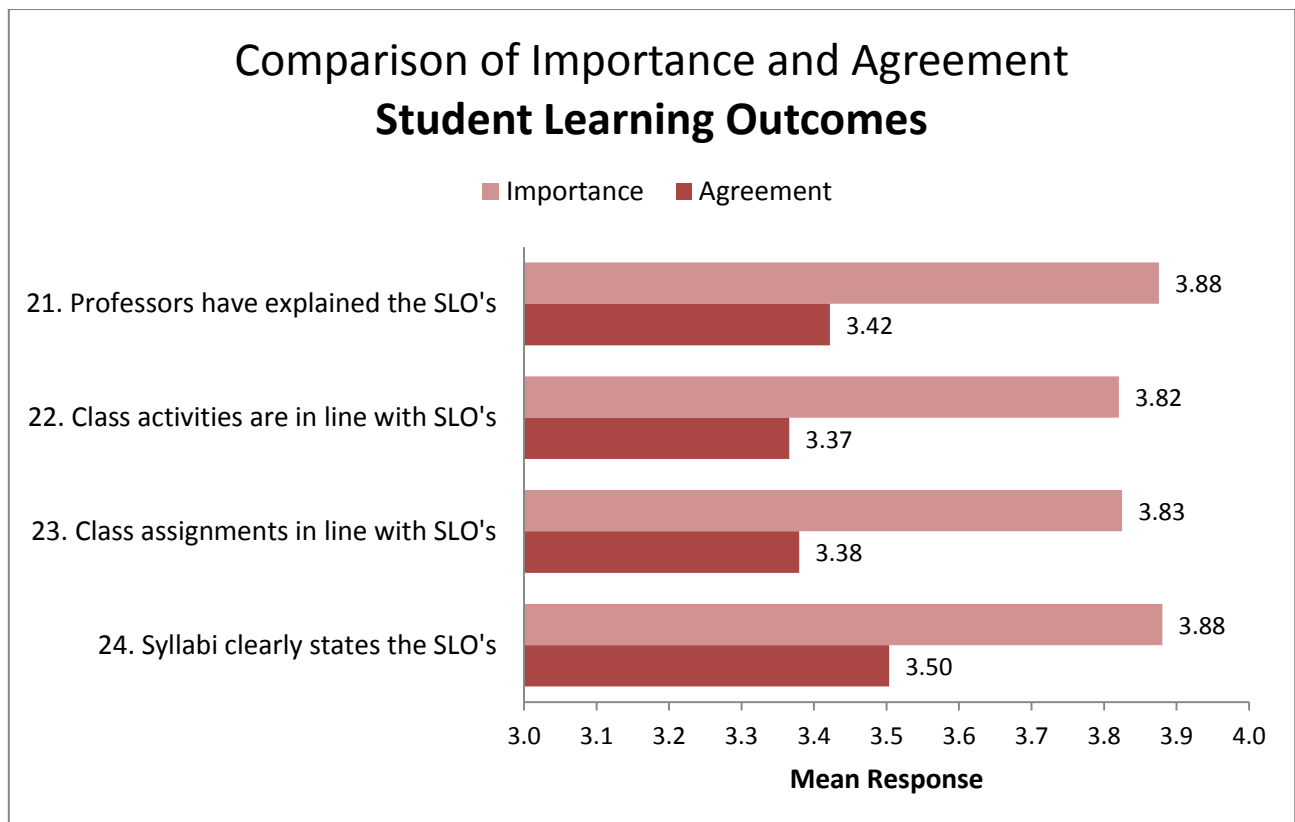


Student Learning Outcomes

This section asked students about their perception of the use of student learning outcomes (SLOs) in classes at CEC (items 21-24). Students agreed with the statements in this section that involved student publishing, explaining, and relating course content to SLOs. While no large performance gaps were noted, it is notable to see that students are aware of and value SLOs and related activities.

Items 21-24. Mean Responses on Student Learning Outcomes

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
21. Professors have explained the SLO's	275	3.42	0.87	185	3.88	0.46	-0.45
22. Class <i>activities</i> are in line with SLO's	276	3.37	0.87	184	3.82	0.52	-0.45
23. Class <i>assignments</i> in line with SLO's	274	3.38	0.88	183	3.83	0.50	-0.45
24. Syllabi clearly states the SLO's	276	3.50	0.80	184	3.88	0.39	-0.38

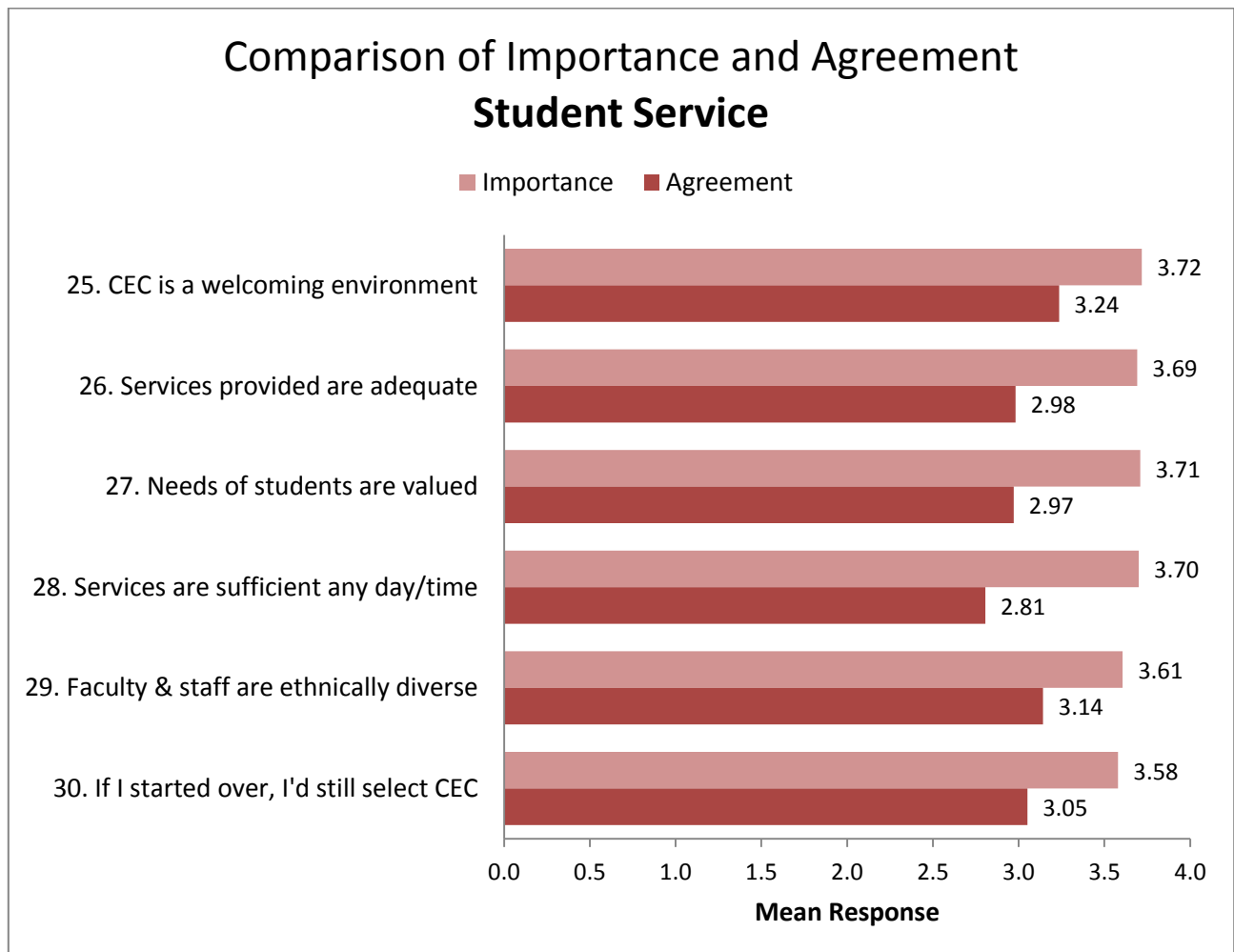


Student Service

Regarding Student Service (items 25-30), most items had average agreement ratings above 3.00. The highest rated included CEC being welcoming to students (#25) and that faculty and staff reflect the diversity of the student body (#29). The lowest rated items were #27 (the needs of students are valued by employees and #28 (services are sufficient regardless of time/day. Performance gaps were noted on #26 (overall services are adequate), #27, #28, and #30 (*If I started over, I'd still select CEC*).

Items 25-30. Mean Responses on Student Service

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
25. CEC is a welcoming environment	276	3.24	0.94	177	3.72	0.70	-0.48
26. Services provided are adequate	271	2.98	1.09	181	3.69	0.83	-0.71
27. Needs of students are valued	274	2.97	1.12	182	3.71	0.76	-0.74
28. Services are sufficient any day/time	272	2.81	1.12	180	3.70	0.72	-0.89
29. Faculty & staff are ethnically diverse	273	3.14	1.04	183	3.61	0.77	-0.46
30. <i>If I started over, I'd still select CEC</i>	275	3.05	1.16	176	3.58	0.95	-0.53

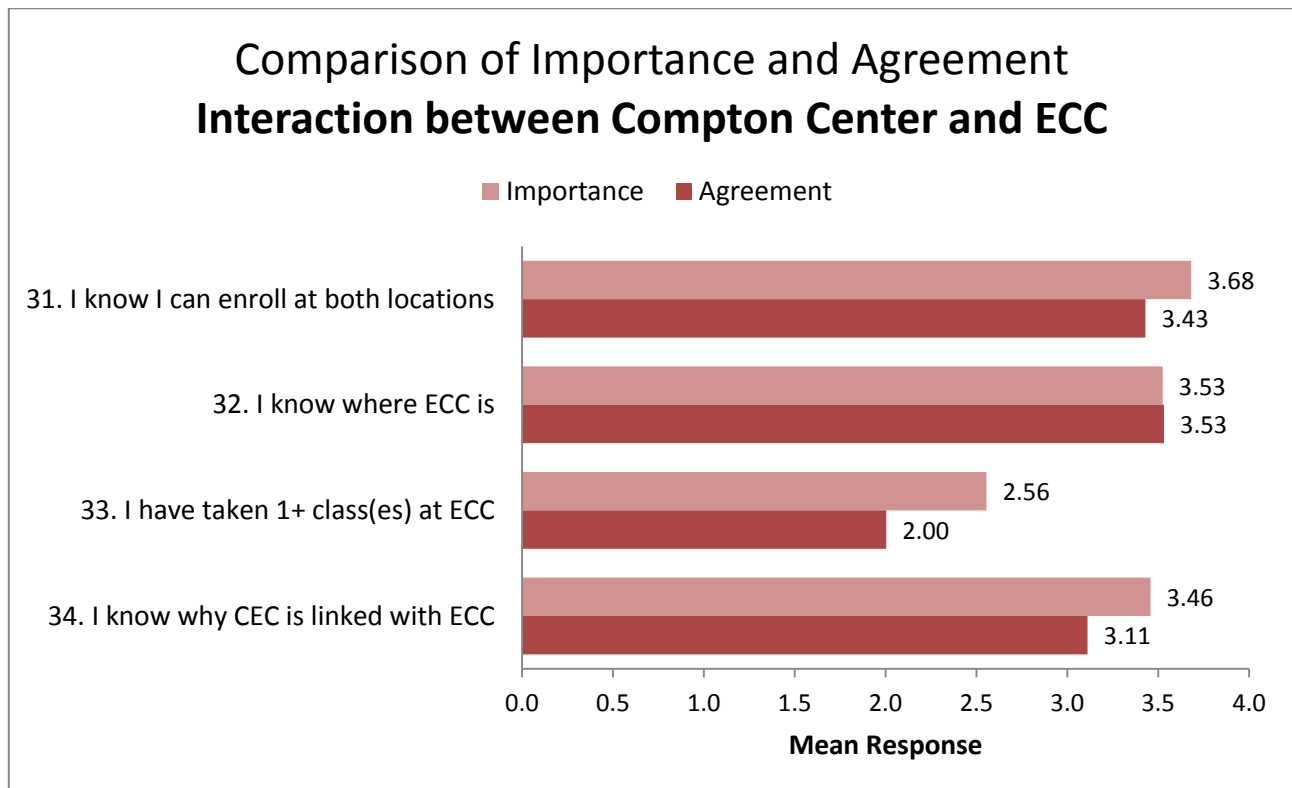


Interaction between Compton Center and ECC

Four items (#31-34) were added to the survey to gauge cross-location awareness and usage. Students were aware they could take classes at both locations without a separate application (#31), while most respondents indicated that they have a pretty good idea of where ECC’s Torrance campus is (#32). Few students have taken one or more classes at the Torrance campus (#33). Students agreed that they understand why ECC and Compton Center are associated.

Items 31-34. Mean Responses on Interaction between Compton ECC

<i>Item</i>	<i>Agreement</i>			<i>Importance</i>			<i>Agree- Imp</i>
	n	Mean	SD	n	Mean	SD	
31. I know I can enroll at both locations	274	3.43	1.03	179	3.68	0.86	-0.25
32. I know where ECC is	276	3.53	0.96	179	3.53	0.96	0.01
33. I have taken 1+ class(es) at ECC	272	2.00	1.67	171	2.56	1.69	-0.55
34. I know why CEC is linked with ECC	276	3.11	1.18	177	3.46	0.99	-0.35



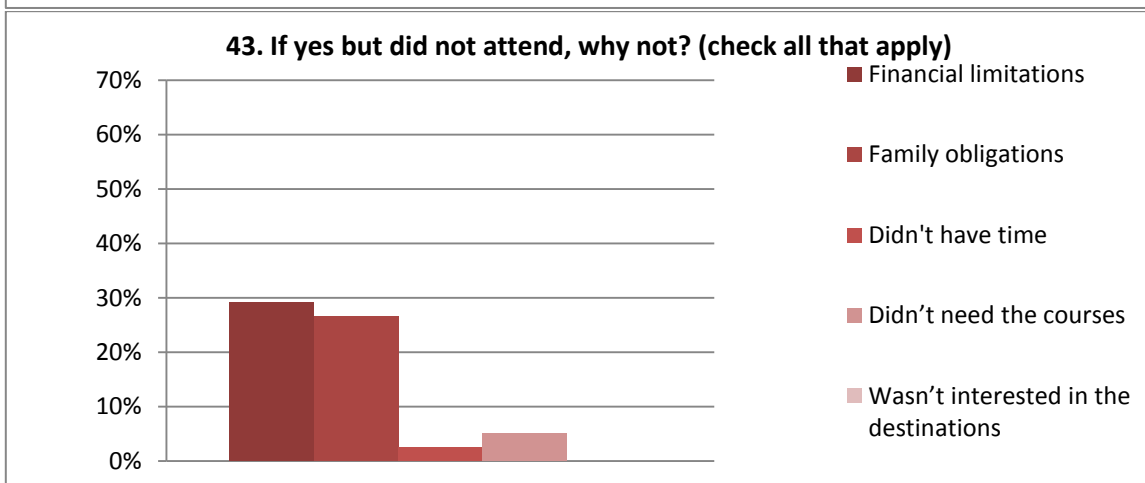
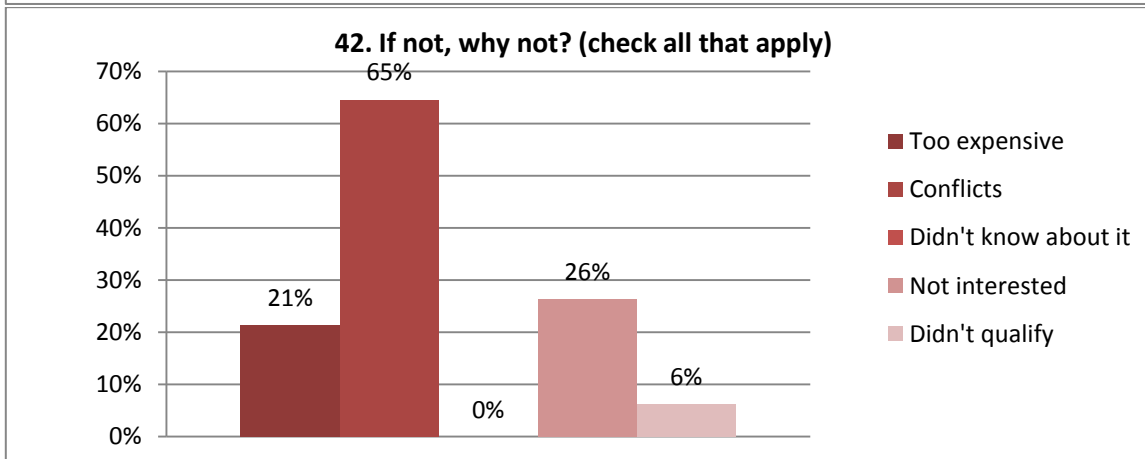
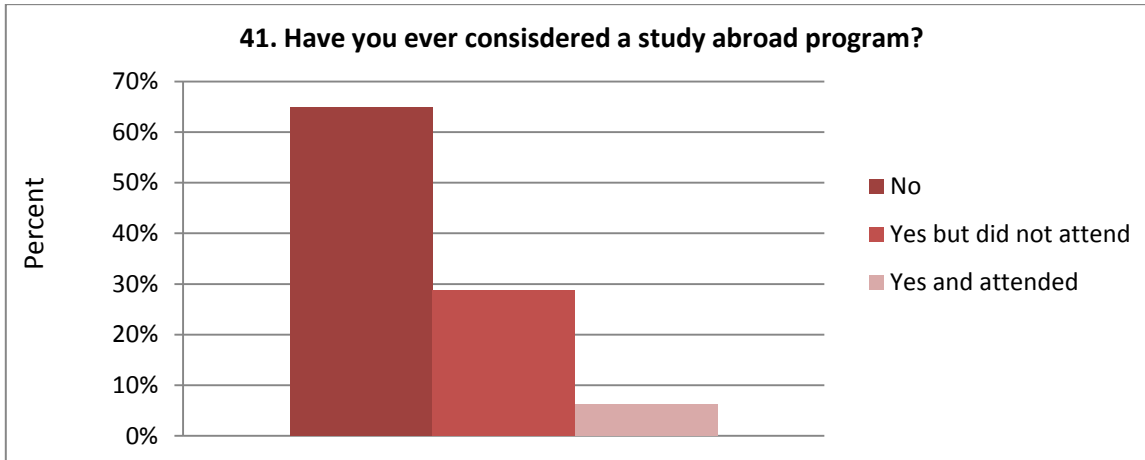
Summary of All Results

This next section will rank mean responses according to the 5 highest and 5 lowest in terms of Importance and Agreement. There were no items in the top 5 of importance that rated low on agreement. Item numbers that are rated high in both importance and agreement are in bold; those are (#15) know where to find information, (#24) syllabi clearly states the SLO's, and (#21) professors have explained the SLO's.

Top 5 Most Important	Mean	Top 5 Highest Agreement	Mean
15. Know where to find information	3.91	32. I know where ECC is	3.53
24. Syllabi clearly states the SLO's	3.88	24. Syllabi clearly states the SLO's	3.50
21. Professors have explained the SLO's	3.88	15. Know where to find information	3.50
16. CEC disseminates timely information	3.84	31. I know I can enroll at both locations	3.43
3. CEC ensures student success	3.84	21. Professors have explained the SLO's	3.42
Top 5 Least Important	Mean	Top 5 Lowest Agreement	Mean
11. Socialize within own ethnic group	2.54	33. I have taken 1+ class(es) at ECC	2.00
33. I have taken 1+ class(es) at ECC	2.56	11. Socialize within own ethnic group	2.15
1. Familiar with Mission Statement	3.18	18. I understand the course cuts	2.37
10. Feels part of wider ECC community	3.30	1. Familiar with Mission Statement	2.76
34. I know why CEC is linked with ECC	3.46	28. Services are sufficient any day/time	2.81

Study Abroad – Supplemental Questions

Three supplemental questions were included about the Study Abroad program (items 41-43). Mean ratings were not included for these items since they were scaled differently from all other questions. Nearly 35% of students indicated that they would consider attending study abroad (6% had participated in the past) (#41). Of those who had not considered participating (#42), almost half 21% thought it would be too expensive and 65% would conflict with other obligations. Other cases include no interest (26%) or not qualified to go (6%).



Conclusion

The majority of opinion items had significant positive results. Areas of challenge include improving services to students and open communication. Areas with higher levels of agreement involved knowledge and fulfillment of the campus mission, a respectful campus climate and employee pride. Development of faculty and staff handbooks was highly recommended.

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, with one comment area per section along with sections to mention the best aspects of CEC along with areas of suggested improvement. These comments will be published in a separate report.

Appendix A – Facsimile of Student Campus Climate Survey

El Camino College Compton Center Student Opinion Survey 2010

We would like to hear your thoughts about your experience at El Camino College Compton Center. Results from this survey will be used to gain an understanding of student experiences and to improve our College and Center for the future.

Your opinion is valued! Please take a few minutes to complete the following survey.

All responses are completely anonymous.

In this survey, you will read a series of statements that relate to campus mission and climate, communication, student service and learning outcomes, and interaction between El Camino College and 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
Somewhat Agree
Somewhat Disagree
Strongly Disagree
N/A

Very Important
Somewhat Important
Somewhat Unimportant
Very Unimportant
N/A

COLLEGE MISSION

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

1. I was familiar with ECC's mission statement before completing this survey.
2. Compton Center currently fulfills this mission.
3. Compton Center ensures the educational success of students in our diverse community.
4. Compton Center offers quality, comprehensive educational programs and services.
5. Compton Center is included as a part of the El Camino College mission.

CAMPUS CLIMATE

6. Compton Center values the diversity of its student body.
7. The 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. Compton Center is changing for the better.
10. I feel part of a wider El Camino College community.
11. I tend to socialize at Compton Center within my own ethnic group.

For the most part, my instructors:

12. Include course readings and materials (if applicable) that reflect a variety of cultural groups.
13. Use examples and data to reflect a variety of cultural groups.
14. Use a variety of teaching methods to accommodate diverse learning styles.

COMMUNICATION

15. I know where to find the information I need to enroll successfully in classes.
16. Compton Center disseminates information in a timely manner.
17. College and Center publications help me to understand the campus.
18. I understand why the College cuts so many sections.
19. I have access to reliable information about the Center's programs and services used to support my learning and success.
20. ECC Faculty provide a climate in which I am comfortable asking questions about the subject they are teaching.

STUDENT LEARNING OUTCOMES

21. My professors have clearly explained the student learning outcomes for my classes.
22. In general, class activities are consistent with course student learning outcomes.
23. Class assessments/tests are consistent with course student learning outcomes.
24. The syllabi in my classes clearly state the student learning outcomes.

STUDENT SERVICE

25. Compton Center is a welcoming environment for students.
 26. Services provided to students at the Center are adequate.
 27. The needs of students are valued by Compton Center employees.
 28. Services to students are sufficient regardless of the day of the week or time of day.
 29. The ethnic mix of the faculty and staff reflects the diversity of the student body.
30. If I could start my college experience over, I would select El Camino College Compton Center again.

INTERACTION BETWEEN ECC'S TORRANCE CAMPUS AND COMPTON CENTER

31. I was aware that I could enroll in classes at both locations without a separate application.
32. I have a pretty good idea of where the main ECC Torrance campus is located.
33. I have taken one or more classes at the Torrance campus.
34. I understand why my campus is associated with El Camino College.

Scale for question 33:

- Very Likely
- Possibly
- Probably Not
- Very Unlikely

35. If a course that you needed was not available at Compton Center but was offered at the Torrance campus, what is the likelihood that you would enroll in the class at the Torrance campus?
36. If you marked *unlikely*, for what reason(s) would you choose not enroll. (check all that apply)
- No transportation to get there.
 - Location is inconvenient.
 - Would prefer to take all my classes at one location.
 - The classes I want were not offered.
 - The classes I want were not open.
 - The Torrance campus is unsafe.
37. Please indicate how often you read the following College and Center publications or communications:

Official College E-mail Updates/Announcements
Compton Center CEO's Newsletter
The Union student newspaper

38. Please indicate how often you visit the following College websites:
Compton Center's main website (www.compton.edu)
MyECC (intranet portal page)
Compton Center's Facebook page
Compton Center's Twitter feed
El Camino College's main website (www.elcamino.edu)

Strongly Agree
Somewhat Agree
Somewhat Disagree
Strongly Disagree
N/A

39. I would like to see a wider variety of course offerings at the Center.

40. I would enroll in the following courses, if offered: (fill-in)

STUDY ABROAD

41. Have you ever considered a study abroad program?

Yes, and attended
Yes, but did not attend
No

42. If not, why not? (check all that apply)

I thought it would be too expensive
I did not qualify to go
Not interested in travel or study abroad
Would conflict with other obligations
Wasn't aware that ECC offered study abroad programs

43. If yes but did not attend, why not? (check all that apply)

Financial limitations
Family obligations
Wanted to progress more quickly towards graduation or transfer
Wasn't interested in any of the destinations/countries
Wasn't interested or didn't need the courses offered

We have just a few more questions that we'd like to ask about you.

Where do you take MOST of your classes?

Compton Educational Center
ECC Main Campus (Torrance)
Both Torrance and Compton Center equally
High School location
Other location

Major Division

Behavioral & Social Sciences
Business
Fine Arts
Health Sciences & Athletics
Humanities
Industry & Technology
Liberal or General Studies
Mathematical Sciences
Natural Sciences
Other
Undecided

Age

<17
17
18
19
20-24
25-29
30-39
40-49
50-64
65+

Number of Units Enrolled at the BEGINNING OF THE SEMESTER (at the end of the add/drop period):

15 or more
12.0 to 14.5
9.0 to 11.5
6.0 to 8.5
3.0 to 5.5
Fewer than 3
Only enrolled in Noncredit courses
Not enrolled

Please indicate how often you check your Compton Center email account.

Daily
Weekly
Every two weeks or less often
Rarely (for example, only at registration times)
Never or don't have one

Gender

Female
Male
Other
Decline to State

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

How many hours per week are you currently working for pay.

0 or only work occasionally or seasonally
1 to 9
10 to 19
20 to 29
30 to 39
40 or more

At what times of the day do you take classes this semester?

Daytime (finish up before 4:00 p.m.)
Evening (start after 4:00 p.m.)
Mix of daytime and evening classes
Take only weekend classes
Take only online classes

By the end of this semester, how many total units will you have accumulated at El Camino College or Compton Center?

15 units or fewer
15.5 to 30
30.5 to 45
45.5 to 60
Over 60 units

What is your Educational Goal?

Receive my GED
Improve skills in English or math
Receive a Degree or Certificate Only
Receive a degree and Transfer
Transfer only
Retrain or recertify
Enrichment
Other
Undecided

Which of the following statements described you best the first time you enrolled at El Camino College Compton Center?

Still in high school
Entered directly from high school
Entered college after working (excluding summer employment) with no other college experience
Transferred from another 2- year college
Transferred from a 4-year university
Entered after receiving a 4-year degree or higher

Entered after completing military service
Other

Please describe your current housing arrangements.

Live at the home of parents or relatives
Own or rent
No permanent housing arrangement
Other

Please list the 3 BEST ASPECTS about Compton Center.

Please list up to 3 things YOU WOULD CHANGE about Compton Center.

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

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 student opinions are within $\pm 6.8\%$ of the sample results.

Margin of error – The faculty staff opinion survey was administered to a small sample of the entire ECC workforce. While a sufficiently large and randomly selected sample of students can describe the population fairly well, some restrictions apply since we haven’t elicited responses from every student. In short, there will be some error in the results. How can we be fairly certain the sample *mean* reflects the true population mean? In order to do this, we use two components: *confidence level* and margin of error. The margin of error is the percentage of variability around the sample mean (or how different the true mean is from the sample). 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 lie within $\pm 4.4\%$ 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).

Mode – The mode is the single most common response. While it reflects the most popular choice in an item, it does not necessarily reflect the entire picture of item responses and should be combined with the *mean*.

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 student has the same chance of getting into the sample as any other student, then we can draw conclusions about all students (“population”) from the information we gather about the sample. A high response rate that is representative of the entire student body provides the best opportunity to generalize about all students.

Nonresponse error (or error caused by the non-random nature of those who choose *not* to respond to the survey) is very likely to be present in these survey results based on the profile of responders. This less-than-representative sample prevents us from drawing strong conclusions about student opinion on campus climate. Opinions on this survey more likely represent traditional college-aged students enrolled full time than the student body as a whole. Measures will be considered in future surveys to reduce this potential nonresponse error. For example, a web-based survey may not suit our needs when gathering information about campus climate.

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 or those in the extreme ends of the scale. A smaller SD indicates more consistently “central,” or moderate, responses. Therefore, checking the SD can supplement the information provided by the *mean*.

Appendix C – Item Response Tallies

The response tallies for each item in the opinion section are provided below. The Agreement tallies are on the left side of each table with the corresponding Importance tallies on the right.

The first percent column (%) provides the percentage in each category of the scale including blanks, while the Valid % column excludes blanks. Cum % represents cumulative percentages from the highest rating down. Cumulative percentages from the top two categories of Agreement (either Strongly Agree or Agree) that represent *less* than 50% of the employees surveyed show less positive results. These are highlighted in red italics.

Campus Mission

1. I was familiar with ECC’s mission statement before completing this survey.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	92	32.9	35.1	35.1	Very Important	91	32.5	55.5	55.5
Agree	97	34.6	37.0	72.1	Somewhat Important	51	18.2	31.1	86.6
Disagree	32	11.4	12.2	84.4	Somewhat Unimportant	15	5.4	9.1	95.7
Strongly Disagree	41	14.6	15.6	100.0	Very Unimportant	7	2.5	4.3	100.0
Subtotal	262	93.5	100.0			164	58.6	100.0	
Blank	18	6.5				116	41.4		
Total	280	100				280	100		

2. ECC currently fulfills its missions.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	104	37.1	38.8	38.8	Very Important	122	43.6	73.5	73.5
Agree	107	38.2	39.9	78.7	Somewhat Important	37	13.2	22.3	95.8
Disagree	34	12.1	12.7	91.4	Somewhat Unimportant	4	1.4	2.4	98.2
Strongly Disagree	23	8.2	8.6	100.0	Very Unimportant	3	1.1	1.8	100.0
Subtotal	268	95.6	100.0			166	59.3	100.0	
Blank	12	4.3				114	40.7		
Total	280	100				280	100		

3. ECC ensures the educational success of students in our diverse community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	136	48.6	50.4	50.4%	Very Important	147	52.5	88.6	88.6%
Agree	89	31.8	33.0	83.3%	Somewhat Important	17	6.1	10.2	98.8%
Disagree	26	9.3	9.6	93.0%	Somewhat Unimportant	0	0	0.0	98.8%
Strongly Disagree	19	6.8	7.0	100.0 %	Very Unimportant	2	0.7	1.2	100.0%
Subtotal	270	96.5	100.0			166	59.3	100.0	
Blank	10	3.5				114	40.7		
Total	280	100				280	100		

4. ECC offers quality, comprehensive educational programs and services.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	130	46.4	48.0	48.0	Very Important	146	52.1	86.4	86.4
Agree	96	34.3	35.4	83.4	Somewhat Important	21	7.5	12.4	98.8
Disagree	28	10.0	10.3	93.7	Somewhat Unimportant	1	0.4	0.6	99.4
Strongly Disagree	17	6.1	6.3	100.0	Very Unimportant	1	0.4	0.6	100.0
Subtotal	271	96.8	100.0			169	60.4	100.0	
Blank	9	3.2				111	39.6		
Total	280	100				280	100		

5. Compton Center is included as part of the El Camino College mission.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	129	46.1	48.5	48.5	Very Important	115	41.1	71.4	71.4
Agree	84	30.0	31.6	80.1	Somewhat Important	38	13.6	23.6	95.0
Disagree	35	12.5	13.2	93.2	Somewhat Unimportant	6	2.1	3.7	98.8
Strongly Disagree	18	6.4	6.8	100.0	Very Unimportant	2	0.7	1.2	100.0
Subtotal	266	95.0	100.0			161	57.5	100.0	
Blank	14	5.0				119	42.5		
Total	280	100				280	100		

6. Compton Center values the diversity of its student body.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	131	46.8	49.4	49.4	Very Important	131	46.8	74.4	74.4
Agree	111	39.6	41.9	91.3	Somewhat Important	41	14.6	23.3	97.7
Disagree	14	5.0	5.3	96.6	Somewhat Unimportant	3	1.1	1.7	99.4
Strongly Disagree	9	3.2	3.4	100.0	Very Unimportant	1	0.4	0.6	100.0
Subtotal	265	94.6	100.0			176	62.9	100.0	
Blank	15	5.4				104	37.1		
Total	280	100				280	100		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	145	51.8	53.5	53.5	Very Important	154	55	86.5	86.5
Agree	104	37.1	38.4	91.9	Somewhat Important	21	7.5	11.8	98.3
Disagree	12	4.3	4.4	96.3	Somewhat Unimportant	1	0.4	0.6	98.9
Strongly Disagree	10	3.6	3.7	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	271	96.8	100.0			178	63.6	100.0	
Blank	9	3.2				102	36.4		
Total	280	100				280	100		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	148	52.9	57.1	57.1	Very Important	136	48.6	76.4	76.4
Agree	86	30.7	33.2	90.3	Somewhat Important	39	13.9	21.9	98.3
Disagree	12	4.3	4.6	95.0	Somewhat Unimportant	1	0.4	0.6	98.9
Strongly Disagree	13	4.6	5.0	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	259	92.5	100.0			178	63.6	100.0	
Blank	21	7.5				102	36.4		
Total	280	100				280	100		

Campus Climate

9. Compton Center is changing for the better.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	154	55.0	57.9	57.9	Very Important	149	53.2	83.2	83.2
Agree	76	27.1	28.6	86.5	Somewhat Important	27	9.6	15.1	98.3
Disagree	21	7.5	7.9	94.4	Somewhat Unimportant	2	0.7	1.1	99.4
Strongly Disagree	15	5.4	5.6	100.0	Very Unimportant	1	0.4	0.6	100.0
Subtotal	266	95.0	100.0			179	63.9	100.0	
Blank	14	5.0				101	36.1		
Total	280	100				280	100		

10. I feel part of a wide El Camino College community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	108	38.6	41.7	41.7	Very Important	101	36.1	60.5	60.5
Agree	85	30.4	32.8	74.5	Somewhat Important	47	16.8	28.1	88.6
Disagree	29	10.4	11.2	85.7	Somewhat Unimportant	14	5	8.4	97.0
Strongly Disagree	37	13.2	14.3	100.0	Very Unimportant	5	1.8	3.0	100.0
Subtotal	259	92.6	100.0			167	59.7	100.0	
Blank	21	7.4				113	40.3		
Total	280	100				280	100		

11. I tend to socialize at ECC within my own ethnic group.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	48	17.1	19.4	19.4	Very Important	65	23.2	40.4	40.4
Agree	65	23.2	26.2	45.6	Somewhat Important	36	12.9	22.4	62.7
Disagree	67	23.9	27.0	72.6	Somewhat Unimportant	35	12.5	21.7	84.5
Strongly Disagree	68	24.3	27.4	100.0	Very Unimportant	25	8.9	15.5	100.0
Subtotal	248	88.5	100.0			161	57.5	100.0	
Blank	32	11.5				119	42.5		
Total	280	100				280	100		

12. Include course readings and materials (if applicable) that reflect a variety of cultural groups.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	131	46.8	51.6	51.6	Very Important	129	46.1	75.9	75.9
Agree	97	34.6	38.2	89.8	Somewhat Important	34	12.1	20.0	95.9
Disagree	15	3.9	5.9	95.7	Somewhat Unimportant	4	1.4	2.4	98.2
Strongly Disagree	11	5.4	4.3	100.0	Very Unimportant	3	1.1	1.8	100.0
Subtotal	254	90.7	100.0			170	60.7	100.0	
Blank	26	9.3				110	39.3		
Total	280	100				280	100		

13. Use example and data to reflect a variety of cultural groups.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	128	45.7	50.8	50.8	Very Important	133	47.5	74.7	74.7
Agree	96	34.3	38.1	88.9	Somewhat Important	33	11.8	18.5	93.3
Disagree	17	6.1	6.7	95.6	Somewhat Unimportant	7	2.5	3.9	97.2
Strongly Disagree	11	3.9	4.4	100.0	Very Unimportant	5	1.8	2.8	100.0
Subtotal	252	90.0	100.0			178	63.6	100.0	
Blank	28	10.0				102	36.4		
Total	280	100				280	100		

14. Use a variety of teaching methods to accommodate diverse learning styles.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	126	45.0	48.1	48.1	Very Important	147	52.5	81.2	81.2
Agree	97	34.6	37.0	85.1	Somewhat Important	30	10.7	16.6	97.8
Disagree	21	7.5	8.0	93.1	Somewhat Unimportant	2	0.7	1.1	98.9
Strongly Disagree	18	6.4	6.9	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	262	93.5	100.0			181	64.6	100.0	
Blank	18	6.5				99	35.4		
Total	280	100				280	100		

15. I know where to find the information I need to enroll successfully in classes.

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	170	60.7	61.8	61.8	Very Important	166	59.3	93.3	93.3
Agree	88	31.4	32.0	93.8	Somewhat Important	12	4.3	6.7	100.0
Disagree	8	2.9	2.9	96.7	Somewhat Unimportant	0	0	0.0	100.0
Strongly Disagree	9	3.2	3.3	100.0	Very Unimportant	0	0	0.0	100.0
Subtotal	275	98.2	100.0			178	63.6	100.0	
Blank	5	1.8				102	36.4		
Total	280	100				280	100		

16. Compton Center disseminates information in a timely manner.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	96	34.3	35.6	35.6	Very Important	157	56.1	89.7	89.7
Agree	108	38.6	40.0	75.6	Somewhat Important	16	5.7	9.1	98.9
Disagree	34	12.1	12.6	88.1	Somewhat Unimportant	2	0.7	1.1	100.0
Strongly Disagree	32	11.4	11.9	100.0	Very Unimportant	0	0	0.0	100.0
Subtotal	270	96.4	100.0			175	62.5	100.0	
Blank	10	3.6				105	37.5		
Total	280	100				280	100		

17. College and Center publications help me to understand the campus.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	114	40.7	43.5	43.5	Very Important	138	49.3	79.3	79.3
Agree	100	35.7	38.2	81.7	Somewhat Important	27	9.6	15.5	94.8
Disagree	28	10.0	10.7	92.4	Somewhat Unimportant	7	2.5	4.0	98.9
Strongly Disagree	20	7.1	7.6	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	262	93.5	100.0			174	62.1	100.0	
Blank	18	6.5				106	37.9		
Total	280	100				280	100		

18. I understand why the College cut so many sections.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	64	22.9	25.1	25.1	Very Important	141	50.4	81.5	81.5
Agree	74	26.4	29.0	54.1	Somewhat Important	27	9.6	15.6	97.1
Disagree	49	17.5	19.2	73.3	Somewhat Unimportant	2	0.7	1.2	98.3
Strongly Disagree	68	24.3	26.7	100.0	Very Unimportant	3	1.1	1.7	100.0
Subtotal	255	91.1	100.0			173	61.8	100.0	
Blank	25	8.9				107	38.2		
Total	280	100				280	100		

19. I have access to reliable information about the Center's programs and services used to support my learning and success.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	112	40.0	41.9	41.9	Very Important	146	52.1	84.9	84.9
Agree	100	35.7	37.5	79.4	Somewhat Important	24	8.6	14.0	98.8
Disagree	27	9.6	10.1	89.5	Somewhat Unimportant	0	0	0.0	98.8
Strongly Disagree	28	10.0	10.5	100.0	Very Unimportant	2	0.7	1.2	100.0
Subtotal	267	95.3	100.0			172	61.4	100.0	
Blank	13	4.7				108	38.6		
Total	280	100				280	100		

20. CEC Faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	128	45.7	47.8	47.8	Very Important	153	54.6	86.4	86.4
Agree	89	31.8	33.2	81.0	Somewhat Important	22	7.9	12.4	98.9
Disagree	29	10.4	10.8	91.8	Somewhat Unimportant	0	0	0.0	98.9
Strongly Disagree	22	7.9	8.2	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	268	95.8	100.0			177	63.2	100.0	
Blank	12	4.2				103	36.8		
Total	280	100				280	100		

Communication

21. My professors have clearly explained the student learning outcomes for my classes.

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	165	58.9	60.9	60.9	Very Important	167	59.6	90.8	90.8
Agree	78	27.9	28.8	89.7	Somewhat Important	16	5.7	8.7	99.5
Disagree	19	6.8	7.0	96.7	Somewhat Unimportant	0	0	0.0	99.5
Strongly Disagree	9	3.2	3.3	100.0	Very Unimportant	1	0.4	0.5	100.0
Subtotal	271	96.8	100.0			184	65.7	100.0	
Blank	9	3.2				96	34.3		
Total	280	100				280	100		

22. In general, class activities are consistent with course student learning outcomes.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	152	54.3	55.9	55.9	Very Important	158	56.4	86.3	86.3
Agree	90	32.1	33.1	89.0	Somewhat Important	22	7.9	12.0	98.4
Disagree	21	7.5	7.7	96.7	Somewhat Unimportant	2	0.7	1.1	99.5
Strongly Disagree	9	3.2	3.3	100.0	Very Unimportant	1	0.4	0.5	100.0
Subtotal	272	97.1	100.0			183	65.4	100.0	
Blank	8	2.9				97	34.6		
Total	280	100				280	100		

23. Class assessments/tests are consistent with course student learning outcomes.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	155	55.4	57.4	57.4	Very Important	157	56.1	86.3	86.3
Agree	87	31.1	32.2	89.6	Somewhat Important	23	8.2	12.6	98.9
Disagree	17	6.1	6.3	95.9	Somewhat Unimportant	1	0.4	0.5	99.5
Strongly Disagree	11	3.9	4.1	100.0	Very Unimportant	1	0.4	0.5	100.0
Subtotal	270	96.5	100.0			182	65.1	100.0	
Blank	10	3.5				98	34.9		
Total	280	100				280	100		

24. The syllabi in my classes clearly state the student learning outcomes.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	175	62.5	64.1	64.1	Very Important	165	58.9	89.7	89.7
Agree	80	28.6	29.3	93.4	Somewhat Important	17	6.1	9.2	98.9
Disagree	9	3.2	3.3	96.7	Somewhat Unimportant	1	0.4	0.5	99.5
Strongly Disagree	9	3.2	3.3	100.0	Very Unimportant	1	0.4	0.5	100.0
Subtotal	273	97.5	100.0			184	65.8	100.0	
Blank	7	2.5				96	34.2		
Total	280	100				280	100		

25. Compton Center is a welcoming environment for students.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	135	48.2	49.5	49.5	Very Important	142	50.7	81.1	81.1
Agree	95	33.9	34.8	84.2	Somewhat Important	28	10	16.0	97.1
Disagree	25	8.9	9.2	93.4	Somewhat Unimportant	1	0.4	0.6	97.7
Strongly Disagree	18	6.4	6.6	100.0	Very Unimportant	4	1.4	2.3	100.0
Subtotal	273	97.4	100.0			175	62.5	100.0	
Blank	7	2.6				105	37.5		
Total	280	100				280	100		

26. Services provided to students at the Center are adequate.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	105	37.5	40.1	40.1	Very Important	148	52.9	84.6	84.6
Agree	101	36.1	38.5	78.6	Somewhat Important	24	8.6	13.7	98.3
Disagree	29	10.4	11.1	89.7	Somewhat Unimportant	1	0.4	0.6	98.9
Strongly Disagree	27	9.6	10.3	100.0	Very Unimportant	2	0.7	1.1	100.0
Subtotal	262	93.6	100.0			175	62.6	100.0	
Blank	18	6.4				105	37.4		
Total	280	100				280	100		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	112	40.0	41.8	41.8%	Very Important	148	52.9	83.1	83.1
Agree	92	32.9	34.3	76.1%	Somewhat Important	25	8.9	14.0	97.2
Disagree	26	9.3	9.7	85.8%	Somewhat Unimportant	3	1.1	1.7	98.9
Strongly Disagree	38	13.6	14.2	100.0 %	Very Unimportant	2	0.7	1.1	100.0
Subtotal	268	95.8	100.0			178	63.6	100.0	
Blank	12	4.2				102	36.4		
Total	280	100				280	100		

Student Service

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	85	30.4	32.0	32.0	Very Important	143	51.1	80.8	80.8
Agree	106	37.9	39.8	71.8	Somewhat Important	27	9.6	15.3	96.0
Disagree	30	10.7	11.3	83.1	Somewhat Unimportant	6	2.1	3.4	99.4
Strongly Disagree	45	16.1	16.9	100.0	Very Unimportant	1	0.4	0.6	100.0
Subtotal	266	95.0	100.0			177	63.2	100.0	
Blank	14	5.0				103	36.8		
Total	280	100				280	100		

29. The ethnic mix of the faculty and staff reflects the diversity of the student body.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	127	45.4	47.6	47.6	Very Important	131	46.8	72.8	72.8
Agree	95	33.9	35.6	83.1	Somewhat Important	41	14.6	22.8	95.6
Disagree	20	7.1	7.5	90.6	Somewhat Unimportant	5	1.8	2.8	98.3
Strongly Disagree	25	8.9	9.4	100.0	Very Unimportant	3	1.1	1.7	100.0
Subtotal	267	95.3	100.0			180	64.3	100.0	
Blank	13	4.7				100	35.7		
Total	280	100				280	100		

30. If I could start my college experience over, I would select El Camino College Compton Center again.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	135	48.2	50.4	50.4	Very Important	135	48.2	79.4	79.4
Agree	70	25.0	26.1	76.5	Somewhat Important	26	9.3	15.3	94.7
Disagree	26	9.3	9.7	86.2	Somewhat Unimportant	3	1.1	1.8	96.5
Strongly Disagree	37	13.2	13.8	100.0	Very Unimportant	6	2.1	3.5	100.0
Subtotal	268	95.7	100.0			170	60.7	100.0	
Blank	12	4.3				110	39.3		
Total	280	100				280	100		

31. I am aware that I can enroll in classes at both locations without a separate application.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	189	67.5	71.3	71.3	Very Important	147	52.5	85.0	85.0
Agree	46	16.4	17.4	88.7	Somewhat Important	22	7.9	12.7	97.7
Disagree	16	5.7	6.0	94.7	Somewhat Unimportant	1	0.4	0.6	98.3
Strongly Disagree	14	5.0	5.3	100.0	Very Unimportant	3	1.1	1.7	100.0
Subtotal	265	94.6	100.0			173	61.9	100.0	
Blank	15	5.4				107	38.1		
Total	280	100				280	100		

32. I have a pretty good idea of where the main ECC Torrance campus is located.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	204	72.9	76.1	76.1	Very Important	131	46.8	75.7	75.7
Agree	43	15.4	16.0	92.2	Somewhat Important	28	10	16.2	91.9
Disagree	9	3.2	3.4	95.5	Somewhat Unimportant	9	3.2	5.2	97.1
Strongly Disagree	12	4.3	4.5	100.0	Very Unimportant	5	1.8	2.9	100.0
Subtotal	268	95.8	100.0			173	61.8	100.0	
Blank	12	4.2				107	38.2		
Total	280	100				280	100		

33. I have taken one or more classes at the Torrance campus.

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	96	34.3	47.1	47.1	Very Important	87	31.1	66.9	66.9
Agree	22	7.9	10.8	57.8	Somewhat Important	16	5.7	12.3	79.2
Disagree	9	3.2	4.4	62.3	Somewhat Unimportant	14	5	10.8	90.0
Strongly Disagree	77	27.5	37.7	100.0	Very Unimportant	13	4.6	10.0	100.0
Subtotal	204	72.9	100.0			130	46.4	100.0	
Blank	76	27.1				150	53.6		
Total	280	100				280	100		

34. I understand why my campus is associated with El Camino College.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	147	52.5	55.5	55.5	Very Important	121	43.2	70.8	70.8
Agree	65	23.2	24.5	80.0	Somewhat Important	34	12.1	19.9	90.6
Disagree	23	8.2	8.7	88.7	Somewhat Unimportant	10	3.6	5.8	96.5
Strongly Disagree	30	10.7	11.3	100.0	Very Unimportant	6	2.1	3.5	100.0
Subtotal	265	94.6	100.0			171	61.0	100.0	
Blank	15	5.4				109	39.0		
Total	280	100				280	100		

35. If a course that you needed was not available at Compton Center but was offered at the Torrance campus, what is the likelihood that you would enroll in the class at the Torrance campus?

Agreement				
Scale	n	%	Valid %	Cum %
Very Likely	132	47.1	47.5	47.5%
Possibly	69	24.6	24.8	72.3%
Probably Not	37	13.2	13.3	85.6%
Very Unlikely	40	14.3	14.4	100.0 %
Subtotal	278	99.2	100.0	
Blank	2	0.7		
Total	280	100		

36. If you marked unlikely, for what reason(s) would you choose not to enroll. (Check all that apply.)

Scale	Agreement		Valid %	Cum %
	n	%		
I am not comfortable at the Torrance Campus.	6	2.1	6.2	6.2
Would prefer to take all my classes at the Compton Center.	50	17.9	51.5	57.7
Location is inconvenient.	28	10.0	28.9	86.6
No transportation to get there.	13	4.6	13.4	100.0
Subtotal	97	34.6	100.0	
Blank	183	65.4		
Total	280	100.0		