Student Campus Climate Survey
El Camino College
2010-11

SURVEY RESULTS

Institutional Research
May 2011

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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 was administered online and distributed to a random sample of 2,000 students; additional notifications were sent and the deadline was extended into early spring to yield a higher response rate. A total of 250 students responded to the survey (13% response rate—not unusual for online surveys). The margin of error 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 (with most response tallies found in 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

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. The shaded "Actual %" column refers to actual percentage distributions reported in the Fall 2010 Student Profile.

A few highlights in terms of demographics. With the exception of 19 year olds, older students (30+) were more highly represented in the survey than younger students. As is typical, women were much more highly represented than men. Latinos were not as well represented but it should be noted that the race/ethnicity question was asked in a different way. Results could be disaggregated by gender and age/ethnic groups with larger response counts to determine if differences between groups exist.

Student Demographics

Age	Count	Percent	Valid %	Actual %
17	1	0.4	0.4	3.0
18	24	9.6	9.9	11.8
19	39	15.6	16.1	14.3
20-24	71	28.4	29.3	36.6
25-29	20	8.0	8.3	12.6
30-39	41	16.4	16.9	10.5
40-49	21	8.4	8.7	6.1
50-64	22	8.8	9.1	4.4
65+	3	1.2	1.2	0.8
Not Indicated	8	3.2		

Gender	Count	Percent	Valid %	Actual %
Female	167	66.8	67.3	51.6
Male	73	29.2	29.4	48.4
Decline to State	8	3.2	3.2	0.0
Not Indicated	2	0.8		

Ethnicity	Count	Percent	Valid %	Actual %
African-American/African	47	18.8	19.0	17.1
American Indian/Alaskan Native	2	0.8	0.8	0.3
Asian-American/Asian or Filipino	38	15.2	15.4	17.1
Latino	62	24.8	25.1	37.5
More than one race or ethnicity	19	7.6	7.7	2.8
Pacific Islander or Hawaiian Native	1	0.4	0.4	0.7
White	50	20.0	20.2	18.7
Other	8	3.2	3.2	0.0
Decline to state	20	8.0	8.1	5.8
Not Indicated	3	1.2		

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

Number of Units Enrolled (At Census)

Units Enrolled	Count	Percent	Valid %	Actual %
Fewer than 3	5	2.0	2.0	*
3.0 to 5.5	39	15.6	15.9	32.6
6.0 to 8.5	41	16.4	16.7	19.5
9.0 to 11.5	43	17.2	17.6	15.4
12.0 to 14.5	93	37.2	38.0	26.1
15 or more	24	9.6	9.8	6.5
Not Indicated	5	2.0		

*Top two categories combined

What is your Educational Goal?

	Count	Percent	Valid %
Degree or Certificate Only	33	13.2	13.4
Degree *and* Transfer	113	45.2	45.9
Transfer only	56	22.4	22.8
Enrichment	13	5.2	5.3
Retrain or recertify	4	1.6	1.6
Improve skills in English or math	2	.8	.8
Receive my GED	6	2.4	2.4
Other	10	4.0	4.1
Undecided	9	3.6	3.7
Not Indicated	4	1.6	

Major Division

	Count	Percent	Valid %
Natural Sciences	14	5.6	5.8
Mathematical Sciences	12	4.8	5.0
Liberal or General Studies	15	6.0	6.2
Industry & Technology	12	4.8	5.0
Humanities	9	3.6	3.7
Health Sciences & Athletics	27	10.8	11.2
Fine Arts	19	7.6	7.9
Business	37	14.8	15.4
Behavioral & Social Sciences	22	8.8	9.1
Other	58	23.2	24.1
Undecided	16	6.4	6.6
Not Indicated	9	3.6	--

The survey included a question about college starting points. Over 43% indicated that they entered directly from high school, although some may have left and returned later. Nineteen percent entered after some period of work or military service, with 16% transferring in from another institution or entering after receiving a degree elsewhere.

Which of statement described you best the first time you enrolled at ECC?

	Count	Percent	Valid %
Still in high school	12	4.8	4.9
Entered directly from high school	108	43.2	43.9
Entered college after working	42	16.8	17.1
Transferred from another 2- year college	16	6.4	6.5
Transferred from a 4-year university	12	4.8	4.9
Entered after completing military service	4	1.6	1.6
Entered after receiving a 4-year degree or higher	11	4.4	4.5
Other	41	16.4	16.7
Not Indicated	4	1.6	

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

Class Times	Count	Percent	Valid %	Actual %
Daytime (before 4:00 p.m.)	115	46.0	46.7	49.3
Evening (start after 4:00 p.m.)	51	20.4	20.7	16.9
Mix of day/eve/online classes	72	28.8	29.3	9.5
Take only *online* classes	7	2.8	2.8	10.1
Take only *weekend* classes	1	.4	.4	*
Not Indicated	4	1.6		

*Bottom two categories combined

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

	Count	Percent	Valid %	Actual %
Over 60 units	33	13.2	13.5	16.0
45.5 to 60	31	12.4	12.7	23.6
30.5 to 45	49	19.6	20.0	*
15.5 to 30	60	24.0	24.5	17.5
15 units or fewer	72	28.8	29.4	42.9
Not Indicated	5	2.0		

*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 results[1] 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?

	Count	Percent	Valid %
30 to 39	53	21.2	21.7
20 to 29	29	11.6	11.9
10 to 19	29	11.6	11.9
1 to 9	16	6.4	6.6
0 or seasonal	117	46.8	48.0
Not Indicated	6	2.4	

Well over 50% of respondents still live at home with relatives, while more than a third own or rent their own housing. 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.

	Count	Percent	Valid %
Live at the home of parents/relatives	139	55.6	56.7
Own or rent	91	36.4	37.1
No permanent housing arrangement	9	3.6	3.7
Other	6	2.4	2.4
Not Indicated	5	2.0	

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.

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[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.

College Mission

Under the topic of College Mission, the most important aspect of the El Camino College Mission was offering "quality educational opportunities" (item 4). Familiarity with the college mission received the lowest rating.

In general, students agreed fairly highly that ECC was fulfilling its mission, although only about half of respondents were familiar with the mission before taking the survey[2].

Items 1-4. Mean Responses on College Mission

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
1. Familiar with Mission Statement	232	2.55	1.16	197	3.17	0.86	-0.62
2. ECC fulfills its mission	218	3.25	0.78	188	3.73	0.51	-0.48
3. ECC ensures student success	236	3.22	0.83	202	3.78	0.47	-0.56
4. ECC offers quality educ. opp'ties.	241	3.46	0.70	201	3.86	0.36	-0.40

Comparison of Importance and Agreement
College Mission

■ Importance ■ Agreement

Item	Importance	Agreement
1. Familiar with Mission Statement	3.17	2.55
2. ECC fulfills its mission	3.73	3.25
3. ECC ensures student success	3.78	3.22
4. ECC offers quality educ opp'ties	3.86	3.46

Mean Response

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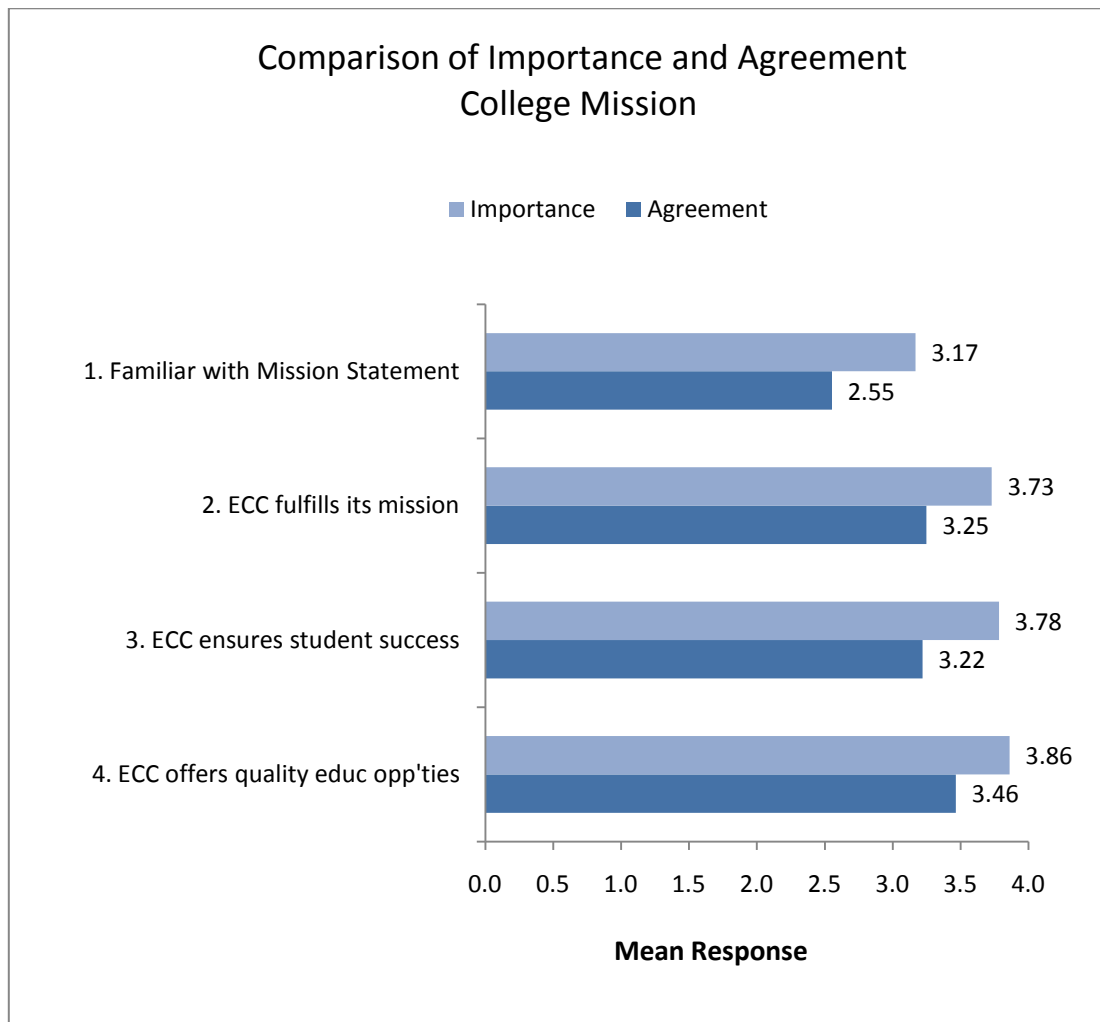
[2] The mission statement was provided at the time of the survey.

Campus Climate

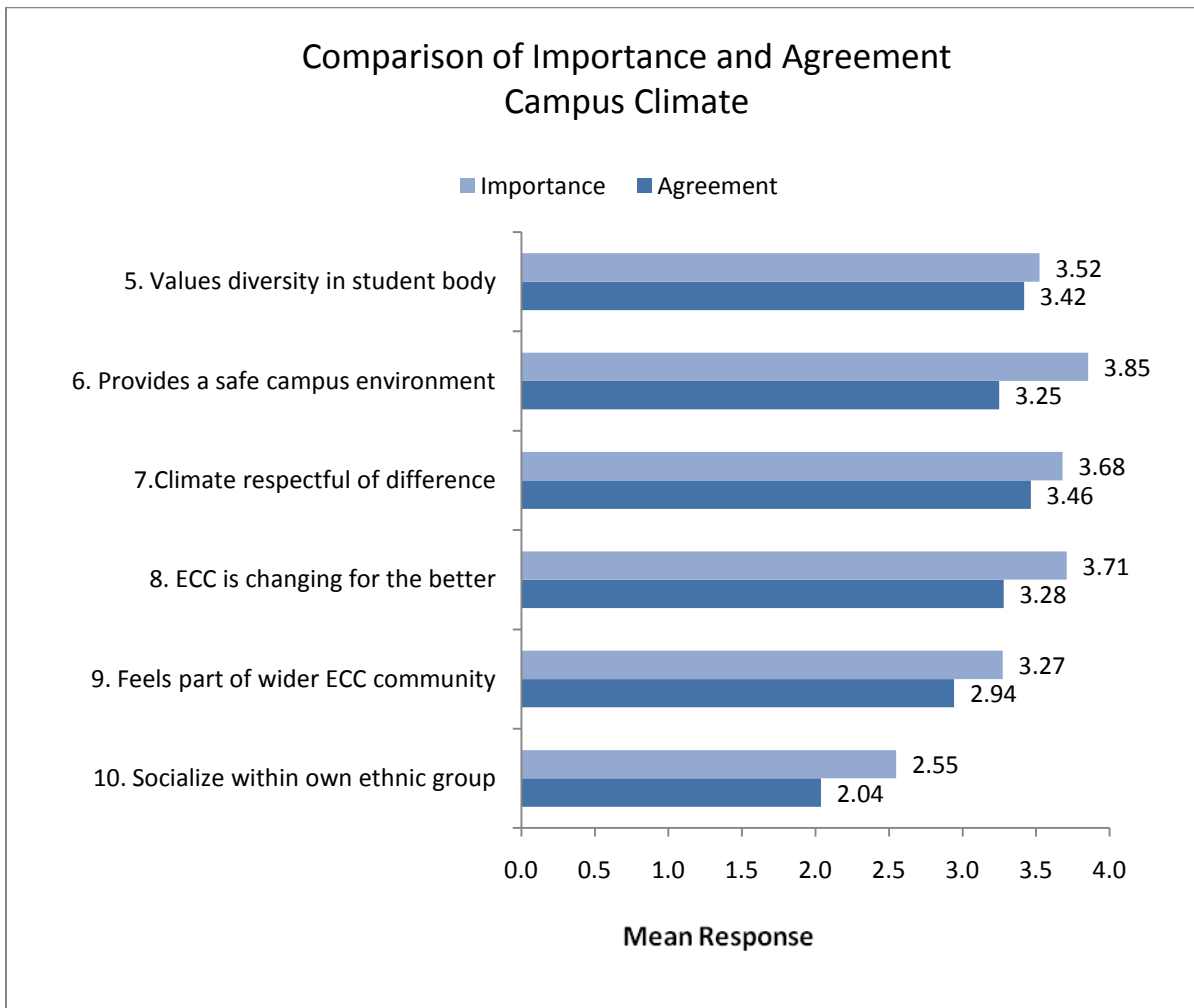Regarding Campus Climate, 4 of the 6 items had an importance rating above 3.50 (on a 4-point scale) and agreement levels above 3.25. The most important issues were a safe campus (#6), a climate that is respectful of difference (#7), and that ECC is changing for the better (#8). The lowest scoring item on Campus Climate was the practice of socializing within one's own ethnic group (#10). This is a "reverse-scaled" item (high <u>dis</u>agreement is desirable) showing that only about 30% of respondents tend to socialize within their own ethnic group. Opinions on importance for this item were evenly distributed across the scale, leading to the large standard deviation.

Items 5-10. Mean Responses on Campus Climate

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
5. Values diversity in student body	220	3.42	0.62	193	3.52	0.71	-0.11
6. Provides a safe campus environment	240	3.25	0.80	198	3.85	0.41	-0.60
7. Climate respectful of difference	233	3.46	0.68	197	3.68	0.58	-0.22
8. ECC is changing for the better	233	3.28	0.84	192	3.71	0.51	-0.43
9. Feels part of wider ECC community	228	2.94	0.96	183	3.27	0.78	-0.33
10. Socialize within own ethnic group	212	2.04	0.97	164	2.55	1.09	-0.51

Comparison of Importance and Agreement
Campus Climate

■ Importance ■ Agreement

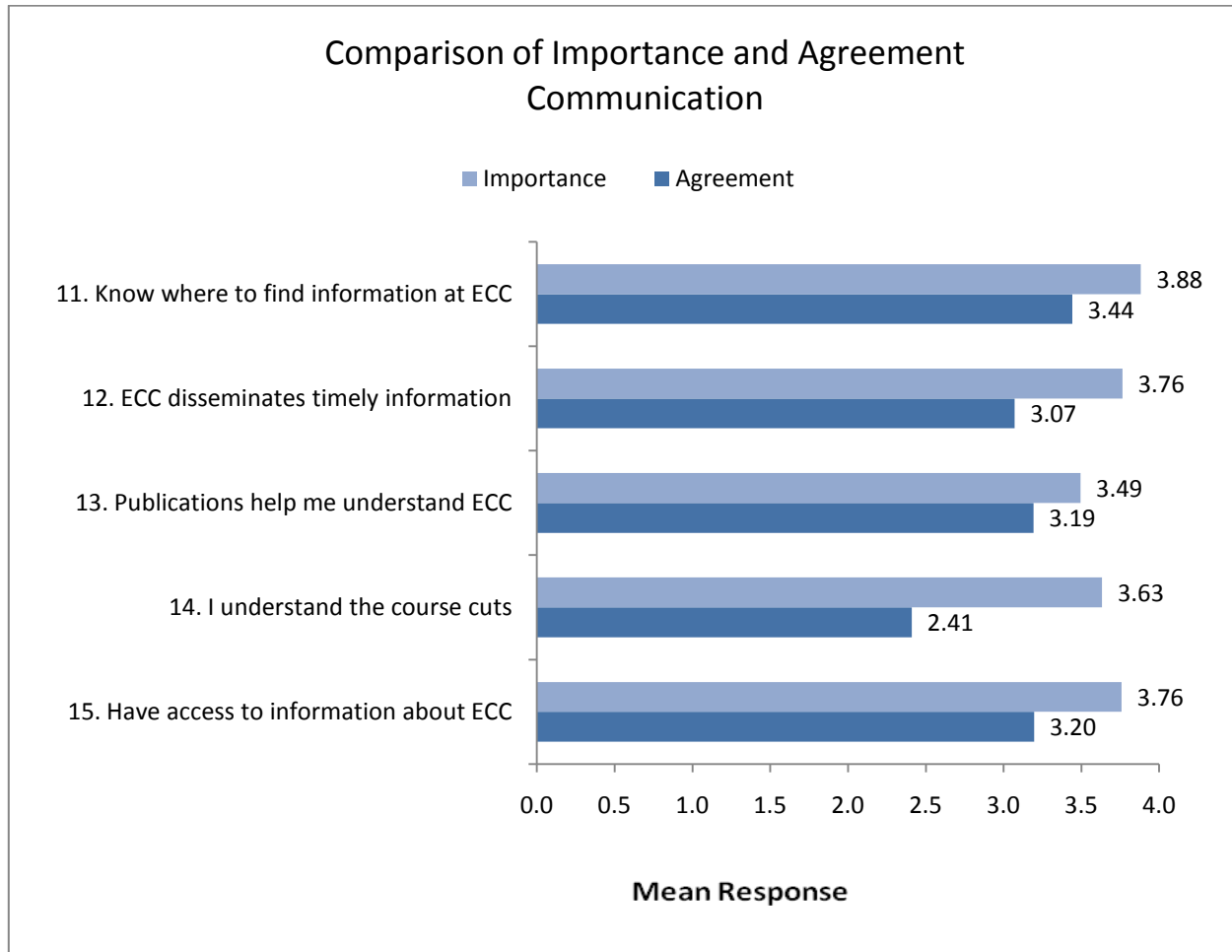| Item	Importance	Agreement
5. Values diversity in student body	3.52	3.42
6. Provides a safe campus environment	3.85	3.25
7. Climate respectful of difference	3.68	3.46
8. ECC is changing for the better	3.71	3.28
9. Feels part of wider ECC community	3.27	2.94
10. Socialize within own ethnic group	2.55	2.04

Mean Response

Communication

On the topic of Communication, students were in most agreement with knowing where to find information about ECC (#11), with the lowest level of agree (below neutral) regarding "I understand why the College cut so many sections" (#14). Performance gaps were found regarding disseminating information in a timely manner (#12), #14 (course cuts), and having access to information (#15). The most important topic was about knowing where to find information.

Items 11-15. Mean Responses on Communication

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
11. Know where to find information	247	3.44	0.74	203	3.88	0.35	-0.44
12. ECC disseminates timely information	240	3.07	0.85	195	3.76	0.46	-0.69
13. Publications help understand ECC	229	3.19	0.83	186	3.49	0.70	-0.30
14. I understand the course cuts	237	2.41	1.09	199	3.63	0.67	-1.22
15. Have access to information	240	3.20	0.83	199	3.76	0.48	-0.56

Comparison of Importance and Agreement Communication

- Importance
- Agreement

11. Know where to find information at ECC — Importance 3.88, Agreement 3.44
12. ECC disseminates timely information — Importance 3.76, Agreement 3.07
13. Publications help me understand ECC — Importance 3.49, Agreement 3.19
14. I understand the course cuts — Importance 3.63, Agreement 2.41
15. Have access to information about ECC — Importance 3.76, Agreement 3.20

Mean Response

Two items (#36-37) 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 34% of students. About 89% of students access the main ECC website at least sometimes, with 92% of students accessing the MyECC intranet portal. In terms of social media, about 13% of students access the ECC Facebook page on a fairly regular basis but far fewer access the main Twitter feed (5%). More students (15%) are accessing other feeds such as financial aid or STEM.

Item 36-37. Frequency of Access/Reading of College Communications/Media

	Often	Sometimes	Rarely	Never
College Announcements	44%	36%	15%	5%
Union Newspaper	12%	21%	29%	37%
Main ECC Website	57%	32%	10%	1%
MyECC	75%	17%	4%	3%
Facebook	4%	9%	11%	76%
Twitter Feed	3%	2%	5%	90%
Other ECC Twitter Feeds	6%	8%	6%	79%

ECC Instructors

Items 16-19 asked students about their perceptions of their ECC instructors. Most students (88%) agreed that instructors provided a climate in which students are comfortable asking questions (#16). Ninety-three percent of students thought that faculty selected course materials that reflect a variety of cultural groups (#17), while 88% agreed that faculty used class examples of a similar nature (#18). The item with lowest (82% agreement) involved faculty using a variety of teaching methods to accommodate diverse learning styles (#19). There were no major performance gaps in this section.

Items 16-19. Mean Responses on Instructors

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
16. Provide comfortable learning climate	243	3.38	0.78	204	3.82	0.47	-0.44
17. Course reflect cultural variety	227	3.40	0.66	192	3.49	0.75	-0.09
18. Content reflect cultural variety	229	3.29	0.75	193	3.42	0.77	-0.13
19. Accommodates diverse learn. styles	240	3.23	0.89	199	3.69	0.58	-0.46

Comparison of Importance and Agreement
For the most part, my Instructors:

■ Importance   ■ Agreement

16. Provide a comfortable learning climate — 3.82 / 3.38

17. Course reflect a variety of cultural groups — 3.49 / 3.40

18. Content reflects a variety of cultural groups — 3.42 / 3.29

19. Accommodate diverse learning styles — 3.69 / 3.23
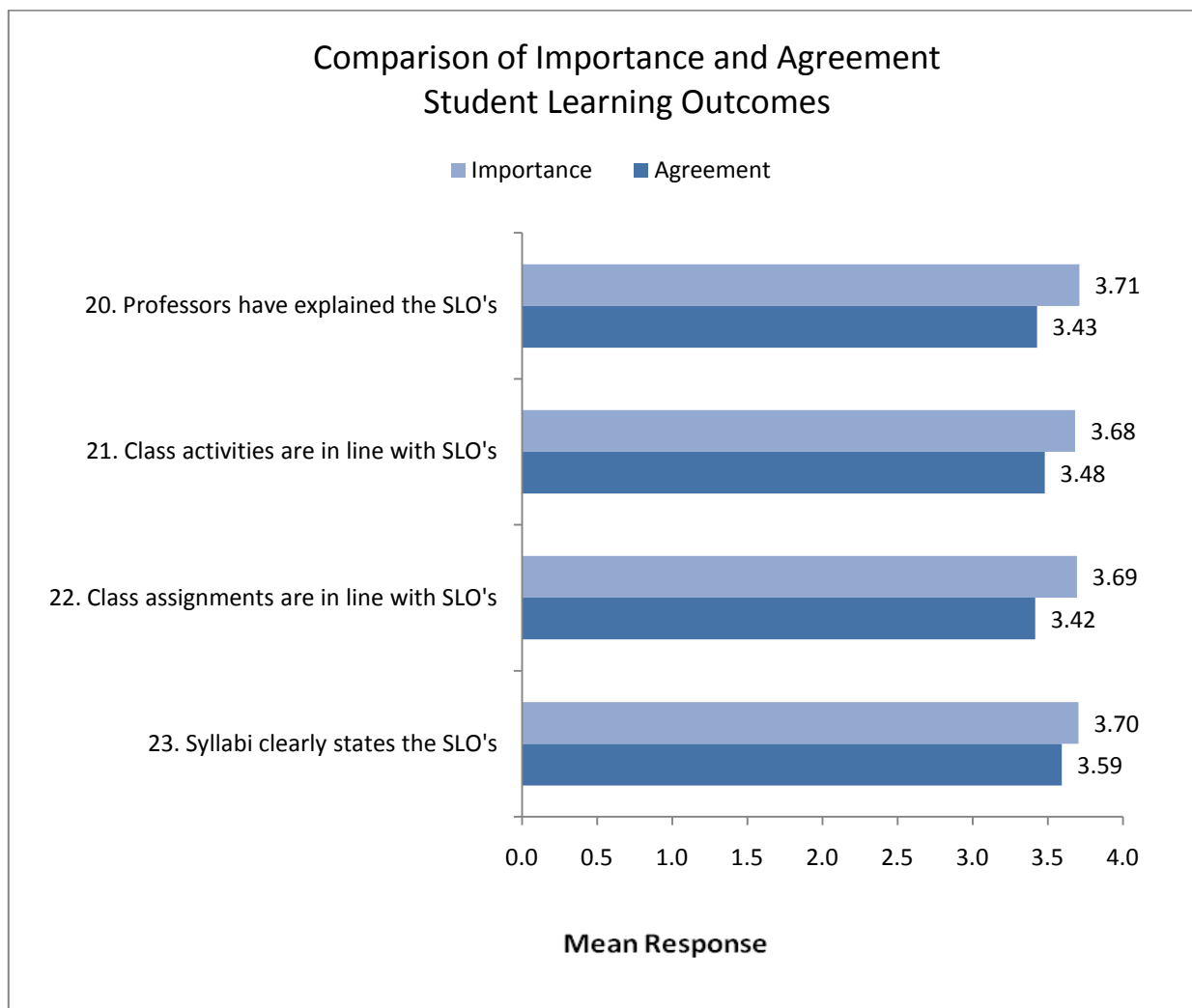
Mean Response

12
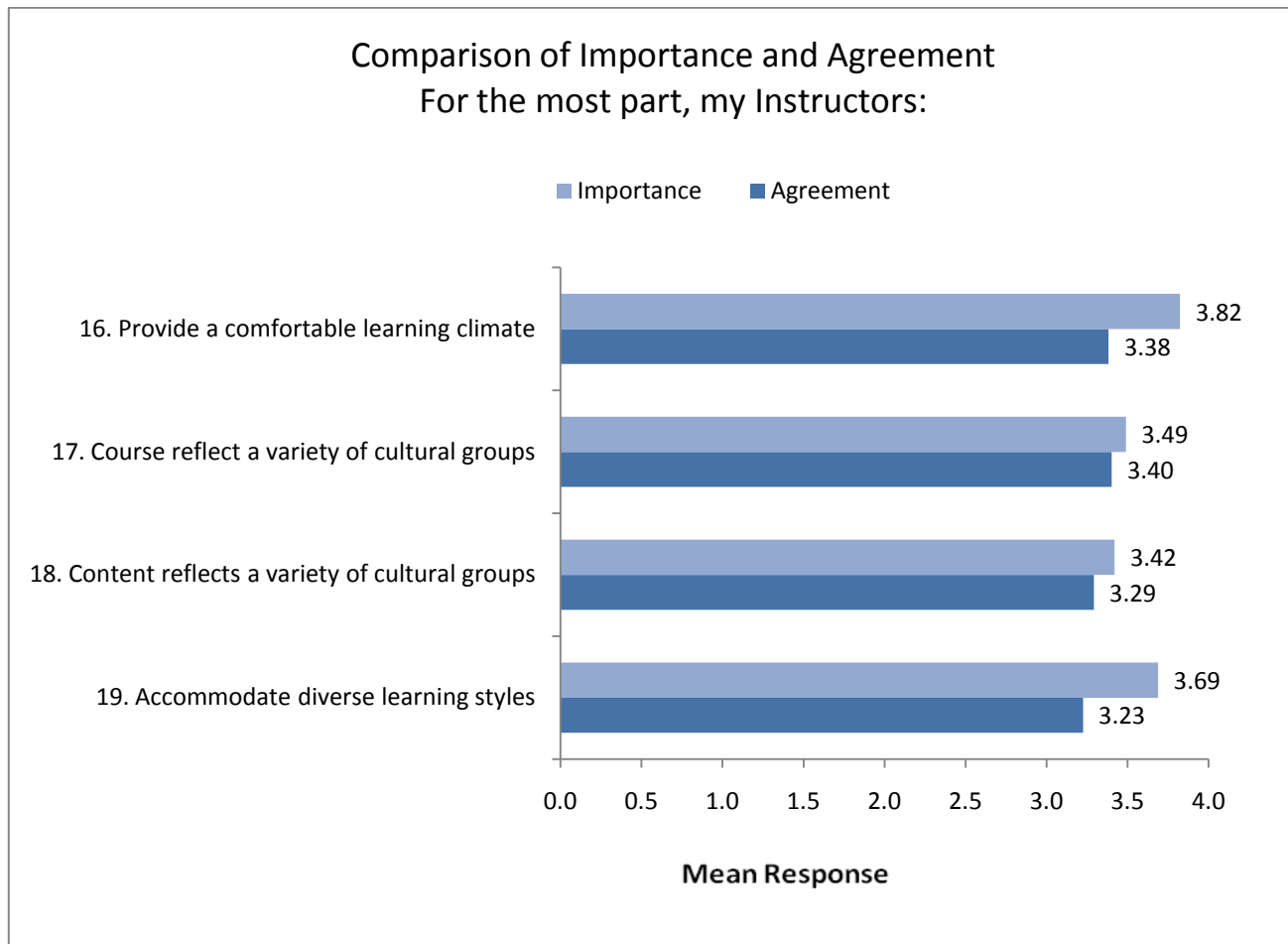
Student Learning Outcomes

This section asked students about their perception of the use of student learning outcomes (SLOs) in classes at ECC (items 20-23). Over 90% of 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 over 95% of students are aware of and value SLOs and related activities.

Items 20-23. Mean Responses on Student Learning Outcomes

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
20. Professors have explained the SLO's	243	3.43	0.73	200	3.71	0.55	-0.28
21. Class *activities* are in line with SLO's	244	3.48	0.66	201	3.68	0.58	-0.20
22. Class *assignments* in line with SLO's	243	3.42	0.72	196	3.69	0.55	-0.28
23. Syllabi clearly states the SLO's	241	3.59	0.69	202	3.70	0.62	-0.11

Comparison of Importance and Agreement
Student Learning Outcomes

■ Importance   ■ Agreement

20. Professors have explained the SLO's
- 3.71
- 3.43

21. Class activities are in line with SLO's
- 3.68
- 3.48

22. Class assignments are in line with SLO's
- 3.69
- 3.42

23. Syllabi clearly states the SLO's
- 3.70
- 3.59

0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0

Mean Response

Student Service

Regarding Student Service (items 24-29), most items had average agreement ratings above 3.25. The highest rated included ECC being welcoming to students (#24) and that faculty and staff reflect the diversity of the student body (#28). The lowest rated items were #26 (the needs of students are valued (76% favorable) and #27 (services are sufficient regardless of time/day (61% favorable). Performance gaps were noted on #15 (overall services are adequate), #26, and #27.

Overall, 84% of students would select ECC again if they could start their college experience over.

Items 24-29. Mean Responses on Student Service

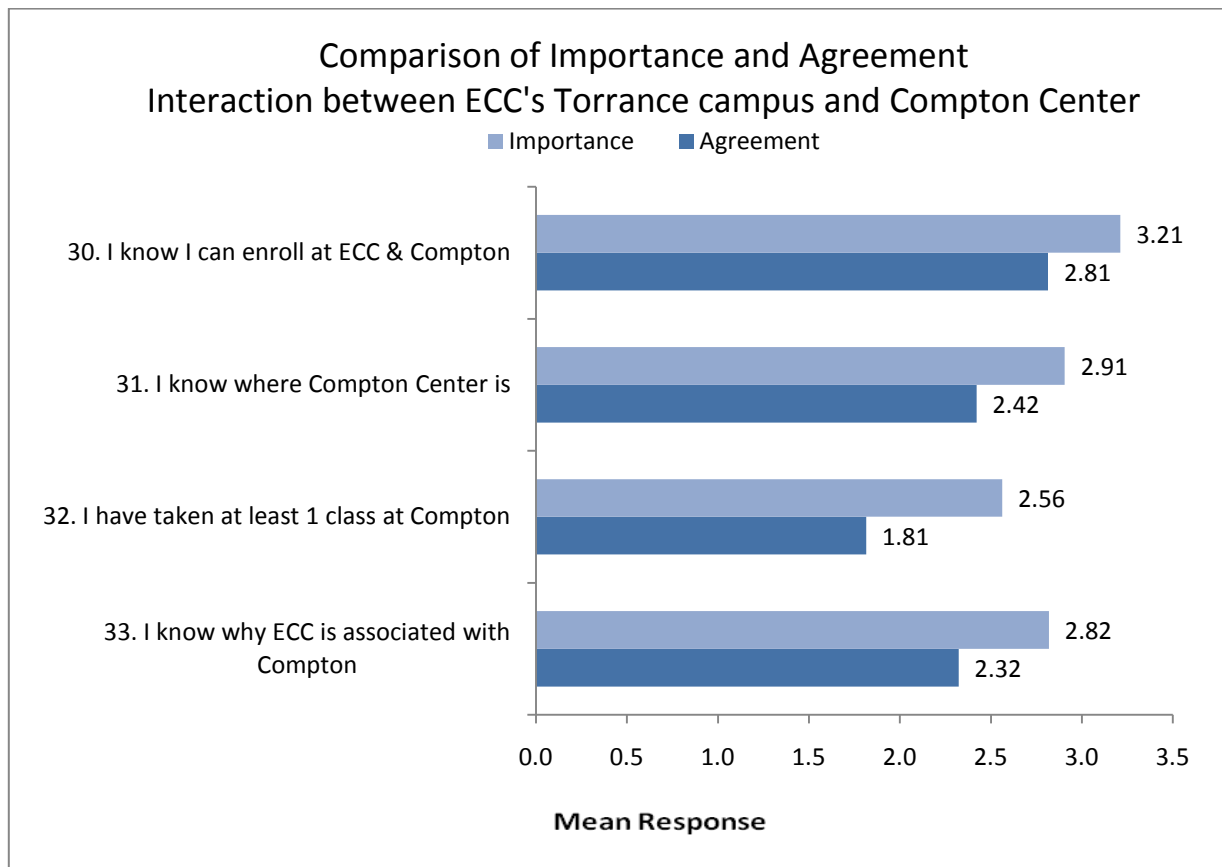| Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
24. ECC is a welcoming environment	243	3.35	0.76	202	3.73	0.52	-0.37
25. Services provided are adequate	231	3.25	0.89	192	3.79	0.47	-0.54
26. Needs of students are valued	232	3.06	0.93	200	3.75	0.53	-0.69
27. Services are sufficient any day/time	237	2.74	1.03	202	3.75	0.55	-1.01
28. Faculty & staff are ethnically diverse	217	3.35	0.77	195	3.30	0.89	0.05
29. If I started over, I'd still select ECC	*238*	*3.31*	*0.89*	*192*	*3.52*	*0.79*	*-0.21*

Comparison of Importance and Agreement Student Service
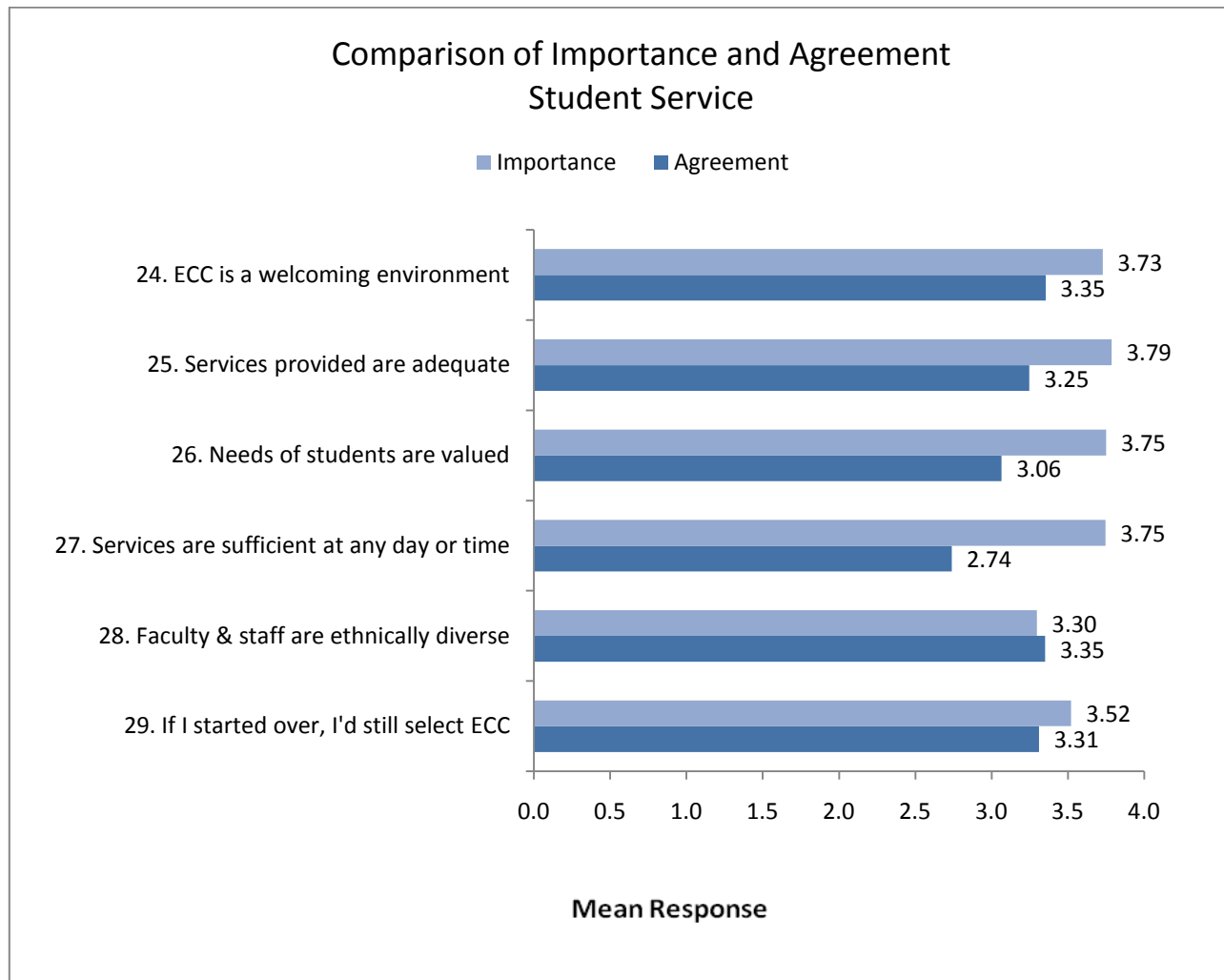
Interaction between ECC Torrance Campus and Compton

Four items (#30-33) were added to the survey to gauge cross-location awareness and usage. About 62% of students were aware they could take classes at both locations without a separate application (#30), while less than half of respondents (48%) indicated that they have a pretty good idea of where Compton Center is (#31). Only 27% of students have taken one or more classes at the Center (#32). However, 46% understand why ECC and Compton Center are associated.

Items 30-33. Mean Responses on Interaction between ECC and Compton

Item	Agreement			Importance			Agree-Imp
	n	Mean	SD	n	Mean	SD	
30. I know I can enroll at both locations	226	2.81	1.22	189	3.21	0.90	-0.40
31. I know where Compton Center is	221	2.42	1.29	180	2.91	1.00	-0.48
32. I have taken 1+ class(es) at Compton	156	1.81	1.25	121	2.56	1.14	-0.75
33. I know why ECC is linked with CEC	214	2.32	1.19	160	2.82	1.03	-0.50

An additional item (#34) asked students if they would likely take a class at the Center if it were not available at the Torrance campus, with 41% indicating possibly or very likely. This is a much larger percentage of students currently enrolled at both campuses which has never been higher than 10%. Finally, students who indicated "unlikely" were asked why they would not consider taking a class at Compton Center. The item asked students to "check all that apply" so response rates will not add up to 100%. Over 71% indicated that they would prefer to take all their classes on one campus; 47% indicated that the location was not convenient, with 19% having no transportation to get there. About 44% indicated that they would not feel comfortable at the Compton Center, suggesting the need for additional outreach regarding the Center among Torrance campus students.

Comparison of Importance and Agreement
Interaction between ECC's Torrance campus and Compton Center

- Importance
- Agreement

30. I know I can enroll at ECC & Compton — 3.21 / 2.81
31. I know where Compton Center is — 2.91 / 2.42
32. I have taken at least 1 class at Compton — 2.56 / 1.81
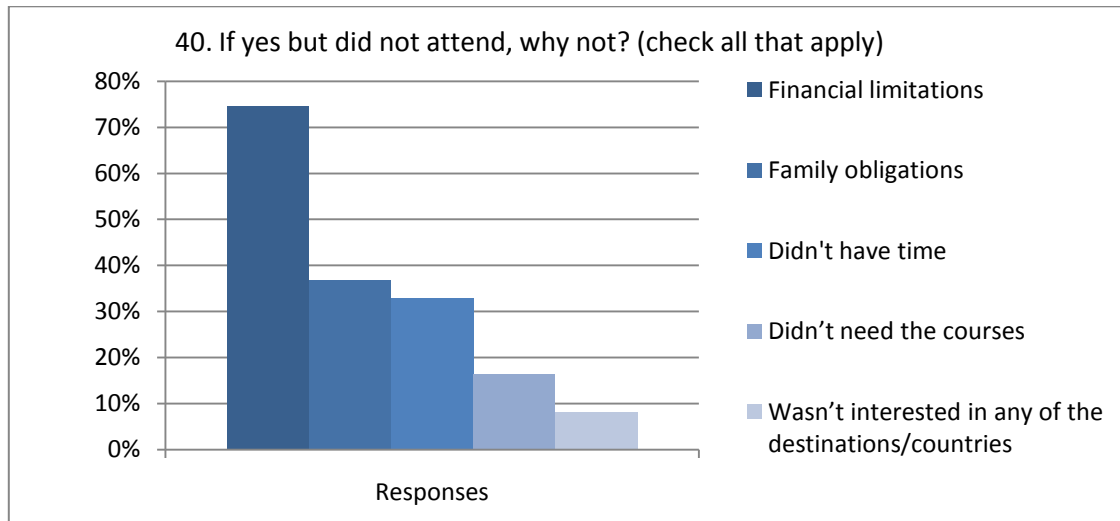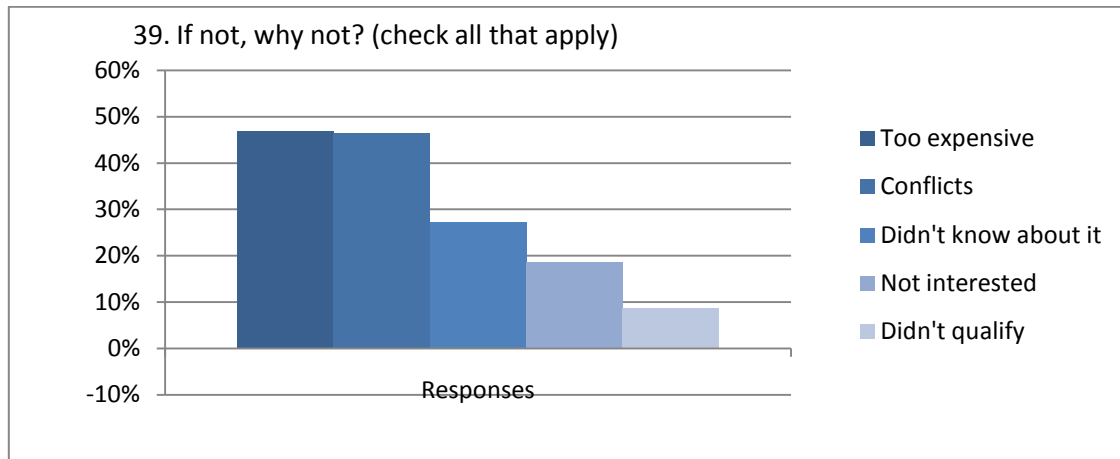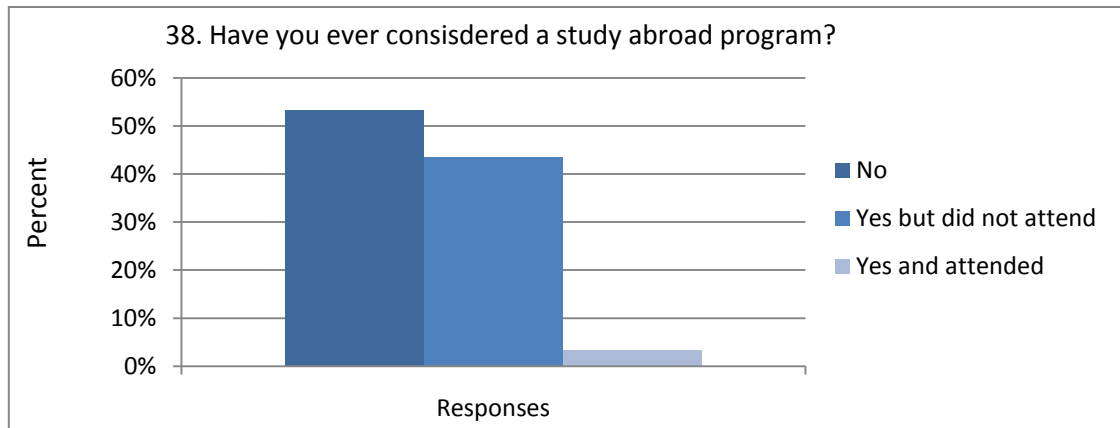33. I know why ECC is associated with Compton — 2.82 / 2.32

Mean Response

Summary of All Results

Out of the 33 opinion items, 27 had significant *agreement* (positive mean rating) while only 4 items had significant *disagreement* (negative mean rating). 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 #4, offering quality educational opportunities and #11, knowing where to find information about ECC. Of the top 5 most important items, none ranked low in terms of agreement.

Top 5 Most Important	Mean	Top 5 Highest Agreement	Mean
23. Syllabi clearly states the SLO's	3.59	11. Know where to find information	***3.88***
21. Class activities are in line with SLO's	3.48	4. ECC offers quality educ opp'ties	***3.86***
4. ECC offers quality educ opp'ties	3.46	6. Provides a safe campus environment	3.85
7.Climate respectful of difference	3.46	16. Provide a comfortable learning climate	3.82
11. Know where to find information	3.44	25. Services provided are adequate	3.79

Top 5 Least Important	Mean	Top 5 Lowest Agreement	Mean
32. I have taken 1+ classes at Compton	1.81	33. I know why ECC/CEC are associated	1.03
10. Socialize within own ethnic group	2.04	32. I have taken 1+ class(es) at Compton	1.14
33. I know why ECC/CEC are associated	2.32	10. Socialize within own ethnic group	2.55
14. I understand the course cuts	2.41	31. I know where Compton Center is	2.91
31. I know where Compton Center is	2.42	1. Familiar with Mission Statement	3.17

Study Abroad – Supplemental Questions

Three supplemental questions were included about ECC's Study Abroad program (items 38-40). Mean ratings were not included for these items since they were scaled differently from all other questions. Nearly 47% of students indicated that they would consider attending study abroad (3% had participated in the past) (#38). Of those who had not considered participating (#39), almost half (46-47%) thought it would be too expensive or would conflict with other obligations. Twenty-seven percent were not aware that ECC offered study abroad programs. Other cases include no interest (19%) or not qualified to go (9%).

38. Have you ever consisdered a study abroad program?

Legend: No / Yes but did not attend / Yes and attended

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

Legend: Too expensive / Conflicts / Didn't know about it / Not interested / Didn't qualify

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

Legend: Financial limitations / Family obligations / Didn't have time / Didn't need the courses / Wasn't interested in any of the destinations/countries

Conclusion

The majority of opinion items had significant positive results with only a handful with significant negative results. Areas of challenge include improving services to students and open communication. Areas with higher levels of agreement involved knowledge and fulfillment of the college 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 ECC 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
Student Opinion Survey 2010

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

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

<u>All responses are completely anonymous</u>.

In this survey, you will read a series of statements that relate to college 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	Very Important
Somewhat Agree	Somewhat Important
Somewhat Disagree	Somewhat Unimportant
Strongly Disagree	Very Unimportant
N/A	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. ECC currently fulfills its mission.
3. ECC ensures the educational success of students in our diverse community.
4. ECC offers quality, comprehensive educational programs and services.

CAMPUS CLIMATE
5. ECC values the diversity of its student body.
6. ECC has made a good effort to provide a safe campus environment.
7. The campus climate is respectful of religious, ethnic and other differences.
8. ECC is changing for the better.
9. I feel part of a wider ECC community.
10. I tend to socialize at ECC within my own ethnic group.

COMMUNICATION
11. I know where to find the information I need to enroll successfully in classes.
12. ECC disseminates information in a timely manner.
13. College publications help me to understand the campus.
14. I understand why the College cut so many sections.
15. I have access to reliable information about the College's programs and services used to support my learning and success.

16. ECC Faculty provide a climate in which I am comfortable asking questions about the subject they are teaching.

For the most part, my instructors:
17. Include course readings and materials (if applicable) that reflect a variety of cultural groups.
18. Use examples and data to reflect a variety of cultural groups.
19. Use a variety of teaching methods to accommodate diverse learning styles.

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

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

INTERACTION BETWEEN ECC'S TORRANCE CAMPUS AND COMPTON CENTER
30. I was aware that I could enroll in classes at both locations without a separate application.
31. I have a pretty good idea of where [opposite location] is.
32. I have taken one or more classes at [opposite location].
33. I understand why my campus is associated with [opposite location].

Scale:
Very Likely
Possibly
Probably Not
Very Unlikely

34. If a course that you needed was not available at [ECC/Compton Center] but was offered at [opposite location], what is the likelihood that you would enroll in the class at [opposite location]?

35. 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 [same location].
The classes I want were not offered.
The classes I want were not open.
[Opposite location] is unsafe.

36. Please indicate how often you read the following College publications or communications:
Official College E-mail Updates/Announcements
The Union student newspaper

37. Please indicate how often you visit the following College websites:
ECC's main website
MyECC (intranet portal page)
ECC's Facebook page
ECC's Twitter feed
Other ECC Twitter feeds (e.g., financial aid, STEM, etc)

STUDY ABROAD
38. Have you ever considered a study abroad program?

Yes, and attended
Yes, but did not attend
No

39. 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

40. 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 ECC 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?
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 El Camino College.

Please list up to 3 things YOU WOULD CHANGE about El Camino College.

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 <u>certainty</u> 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 ±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 ±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 student opinions lie within ±6.8% 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 ratings (such as comparing responses on the agreement and importance scales).

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 students surveyed show _less_ positive results. These are highlighted in red italics.

College 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	63	25.2	27.2	27.2	Very Important	82	32.8	41.6	41.6
Agree	67	26.8	28.9	56.0	Somewhat Important	76	30.4	38.6	80.2
Disagree	37	14.8	15.9	72.0	Somewhat Unimportant	29	11.6	14.7	94.9
Strongly Disagree	65	26.0	28.0	100.0	Very Unimportant	10	4.0	5.1	100.0
Subtotal	232	92.8	100.0			197	78.8	100.1	
Blank	18	7.2				53	21.2		
Total	250	100.0				250	100.0		

2. ECC currently fulfills its mission.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	91	36.4	41.7	41.7	Very Important	142	56.8	75.5	75.5
Agree	98	39.2	45.0	86.7	Somewhat Important	42	16.8	22.3	97.9
Disagree	21	8.4	9.6	96.3	Somewhat Unimportant	3	1.2	1.6	99.5
Strongly Disagree	8	3.2	3.7	100.0	Very Unimportant	1	0.4	0.5	100.0
Subtotal	218	87.2	100.0			188	75.2	100.0	
Blank	32	12.8				62	24.8		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	101	40.4	42.8	42.8	Very Important	163	65.2	80.7	80.7
Agree	98	39.2	41.5	84.3	Somewhat Important	34	13.6	16.8	97.5
Disagree	25	10.0	10.6	94.9	Somewhat Unimportant	5	2.0	2.5	100.0
Strongly Disagree	12	4.8	5.1	100.0	Very Unimportant	0	0.0	0.0.	100.0
Subtotal	236	94.4	100.0			202	80.8	100.0	
Blank	14	5.6				48	19.2		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	137	54.8	56.8	56.8	Very Important	174	69.6	86.6	86.6
Agree	82	32.8	34.0	90.9	Somewhat Important	26	10.4	12.9	99.5
Disagree	19	7.6	7.9	98.8	Somewhat Unimportant	1	.4	.5	100.0
Strongly Disagree	3	1.2	1.2	100.0	Very Unimportant	0	0.0	0.0	100.0
Subtotal	241	96.4	100.0			201	80.4	100.0	
Blank	9	3.6				49	19.6		
Total	250	100.0				250	100.0		

Campus Climate

5. ECC values the diversity of its student body.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	106	42.4	48.2	48.2	Very Important	121	48.4	62.7	62.7
Agree	102	40.8	46.4	94.5	Somewhat Important	56	22.4	29.0	91.7
Disagree	10	4.0	4.5	99.1	Somewhat Unimportant	12	4.8	6.2	97.9
Strongly Disagree	2	.8	.9	100.0	Very Unimportant	4	1.6	2.1	100.0
Subtotal	220	88.0	100.0			193	77.2	100.0	
Blank	30	12.0				57	22.8		
Total	260	100.0				250	100.0		

6. ECC has made a good effort to provide a safe campus environment.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	103	41.2	42.9	42.9	Very Important	172	68.8	86.9	86.9
Agree	105	42.0	43.8	86.7	Somewhat Important	24	9.6	12.1	99.0
Disagree	21	8.4	8.8	95.4	Somewhat Unimportant	1	.4	.5	99.5
Strongly Disagree	11	4.4	4.6	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	240	96.0	100.0			198	79.2	100.0	
Blank	10	4.0				52	20.8		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	128	51.2	54.9	54.9	Very Important	143	57.2	72.6	72.6
Agree	89	35.6	38.2	93.1	Somewhat Important	47	18.8	23.9	96.4
Disagree	12	4.8	5.2	98.3	Somewhat Unimportant	5	2.0	2.5	99.0
Strongly Disagree	4	1.6	1.7	100.0	Very Unimportant	2	.8	1.0	100.0
Subtotal	233	93.2	100.0			197	78.8	100.0	
Blank	17	6.8				53	21.2		
Total	250	100.0				250	100.0		

8. ECC is changing for the better.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	114	45.6	48.9	48.9	Very Important	141	56.4	73.4	73.4
Agree	79	31.6	33.9	82.8	Somewhat Important	46	18.4	24.0	97.4
Disagree	31	12.4	13.3	96.1	Somewhat Unimportant	5	2.0	2.6	100.0
Strongly Disagree	9	3.6	3.9	100.0	Very Unimportant	0	0.0	0.0	100.0
Subtotal	233	93.2	100.0			192	76.8	100.0	
Blank	17	6.8				58	23.2		
Total	250	100.0				250	100.0		

9. I feel part of a wider ECC community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	76	30.4	33.3	33.3	Very Important	82	32.8	44.8	44.8
Agree	86	34.4	37.7	71.1	Somewhat Important	74	29.6	40.4	85.2
Disagree	43	17.2	18.9	89.9	Somewhat Unimportant	22	8.8	12.0	97.3
Strongly Disagree	23	9.2	10.1	100.0	Very Unimportant	5	2.0	2.7	100.0
Subtotal	228	91.2	100.0			183	73.2	100.0	
Blank	22	8.8				67	26.8		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	19	7.6	9.0	9.0	Very Important	41	16.4	25.0	25.0
Agree	47	18.8	22.2	31.1*	Somewhat Important	43	17.2	26.2	51.2
Disagree	69	27.6	32.5	63.7	Somewhat Unimportant	45	18.0	27.4	78.7
Strongly Disagree	77	30.8	36.3	100.0	Very Unimportant	35	14.0	21.3	100.0
Subtotal	212	84.8	100.0			164	65.6	100.0	
Blank	38	15.2				86	34.4		
Total	250	100.0				250	100.0		

*This item is considered a "negatively-scaled item" where a lower percentage of agreement is desirable.

Communication

11. 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	140	56.0	56.7	56.7	Very Important	181	72.4	89.2	89.2
Agree	82	32.8	33.2	89.9	Somewhat Important	20	8.0	9.9	99.0
Disagree	19	7.6	7.7	97.6	Somewhat Unimportant	2	.8	1.0	100.0
Strongly Disagree	6	2.4	2.4	100.0	Very Unimportant	0	0.0	0.0	100.0
Subtotal	247	98.8	100.0			203	81.2	100.0	
Blank	3	1.2				47	18.8		
Total	250	100.0				250	100.0		

12. ECC disseminates information in a timely manner.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	82	32.8	34.2	34.2	Very Important	152	60.8	77.9	77.9
Agree	107	42.8	44.6	78.8	Somewhat Important	40	16.0	20.5	98.5
Disagree	37	14.8	15.4	94.2	Somewhat Unimportant	3	1.2	1.5	100.0
Strongly Disagree	14	5.6	5.8	100.0	Very Unimportant	0	0.0	0.0	100.0
Subtotal	240	96.0	100.0			195	78.0	100.0	
Blank	10	4.0				55	22.0		
Total	250	100.0				250	100.0		

13. College publications help me to understand the campus.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	99	39.6	43.2	43.2	Very Important	113	45.2	60.8	60.8
Agree	81	32.4	35.4	78.6	Somewhat Important	53	21.2	28.5	89.2
Disagree	43	17.2	18.8	97.4	Somewhat Unimportant	19	7.6	10.2	99.5
Strongly Disagree	6	2.4	2.6	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	229	91.6	100.0			186	74.4	100.0	
Blank	21	8.4				64	25.6		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	45	18.0	19.0	19.0	Very Important	143	57.2	71.9	71.9
Agree	74	29.6	31.2	*50.2*	Somewhat Important	43	17.2	21.6	93.5
Disagree	51	20.4	21.5	71.7	Somewhat Unimportant	9	3.6	4.5	98.0
Strongly Disagree	67	26.8	28.3	100.0	Very Unimportant	4	1.6	2.0	100.0
Subtotal	237	94.8	100.0			199	79.6	100.0	
Blank	13	5.2				51	20.4		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	99	39.6	41.3	41.3	Very Important	155	62.0	77.9	77.9
Agree	101	40.4	42.1	83.3	Somewhat Important	41	16.4	20.6	98.5
Disagree	28	11.2	11.7	95.0	Somewhat Unimportant	2	.8	1.0	99.5
Strongly Disagree	12	4.8	5.0	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	240	96.0	100.0			199	79.6	100.0	
Blank	10	4.0				51	20.4		
Total	250	100.0				250	100.0		

16. ECC Faculty provide 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	129	51.6	53.1	53.1	Very Important	174	69.6	85.3	85.3
Agree	86	34.4	35.4	88.5	Somewhat Important	26	10.4	12.7	98.0
Disagree	20	8.0	8.2	96.7	Somewhat Unimportant	2	.8	1.0	99.0
Strongly Disagree	8	3.2	3.3	100.0	Very Unimportant	2	.8	1.0	100.0
Subtotal	243	97.2	100.0			204	81.6	100.0	
Blank	7	2.8				46	18.4		
Total	250	100.0				250	100.0		

17. 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	110	44.0	48.5	48.5	Very Important	120	48.0	62.5	62.5
Agree	101	40.4	44.5	93.0	Somewhat Important	50	20.0	26.0	88.5
Disagree	13	5.2	5.7	98.7	Somewhat Unimportant	18	7.2	9.4	97.9
Strongly Disagree	3	1.2	1.3	100.0	Very Unimportant	4	1.6	2.1	100.0
Subtotal	227	90.8	100.0			192	76.8	100.0	
Blank	23	9.2				58	23.2		
Total	250	100.0				250	100.0		

18. Use examples and data to reflect a variety of cultural groups.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	101	40.4	44.1	44.1	Very Important	111	44.4	57.5	57.5
Agree	101	40.4	44.1	88.2	Somewhat Important	56	22.4	29.0	86.5
Disagree	20	8.0	8.7	96.9	Somewhat Unimportant	22	8.8	11.4	97.9
Strongly Disagree	7	2.8	3.1	100.0	Very Unimportant	4	1.6	2.1	100.0
Subtotal	229	91.6	100.0			193	77.2	100.0	
Blank	21	8.4				57	22.8		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	112	44.8	46.7	46.7	Very Important	147	58.8	73.9	73.9
Agree	85	34.0	35.4	82.1	Somewhat Important	44	17.6	22.1	96.0
Disagree	28	11.2	11.7	93.8	Somewhat Unimportant	6	2.4	3.0	99.0
Strongly Disagree	15	6.0	6.3	100.0	Very Unimportant	2	.8	1.0	100.0
Subtotal	240	96.0	100.0			199	79.6	100.0	
Blank	10	4.0				51	20.4		
Total	250	100.0				250	100.0		

Student Learning Outcomes

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

Agreement					Importance			
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	133	53.2	54.7	54.7	Very Important	150	60.0	75.0	75.0
Agree	86	34.4	35.4	90.1	Somewhat Important	43	17.2	21.5	96.5
Disagree	19	7.6	7.8	97.9	Somewhat Unimportant	6	2.4	3.0	99.5
Strongly Disagree	5	2.0	2.1	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	243	97.2	100.0			200	80.0	100.0	
Blank	7	2.8				50	20.0		
Total	250	100.0				250	100.0		

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

Agreement					Importance			
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	138	55.2	56.6	56.6	Very Important	147	58.8	73.1	73.1
Agree	87	34.8	35.7	92.2	Somewhat Important	46	18.4	22.9	96.0
Disagree	17	6.8	7.0	99.2	Somewhat Unimportant	6	2.4	3.0	99.0
Strongly Disagree	2	.8	.8	100.0	Very Unimportant	2	.8	1.0	100.0
Subtotal	244	97.6	100.0			201	80.4	100.0	
Blank	6	2.4				49	19.6		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	129	51.6	53.1	53.1	Very Important	144	57.6	73.5	73.5
Agree	92	36.8	37.9	90.9	Somewhat Important	45	18.0	23.0	96.4
Disagree	16	6.4	6.6	97.5	Somewhat Unimportant	6	2.4	3.1	99.5
Strongly Disagree	6	2.4	2.5	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	243	97.2	100.0			196	78.4	100.0	
Blank	7	2.8				54	21.6		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	166	66.4	68.9	68.9	Very Important	155	62.0	76.7	76.7
Agree	57	22.8	23.7	92.5	Somewhat Important	38	15.2	18.8	95.5
Disagree	13	5.2	5.4	97.9	Somewhat Unimportant	5	2.0	2.5	98.0
Strongly Disagree	5	2.0	2.1	100.0	Very Unimportant	4	1.6	2.0	100.0
Subtotal	241	96.4	100.0			202	80.8	100.0	
Blank	9	3.6				48	19.2		
Total	250	100.0				250	100.0		

Student Service

24. ECC is a welcoming environment for students.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	119	47.6	49.0	49.0	Very Important	153	61.2	75.7	75.7
Agree	100	40.0	41.2	90.1	Somewhat Important	44	17.6	21.8	97.5
Disagree	15	6.0	6.2	96.3	Somewhat Unimportant	4	1.6	2.0	99.5
Strongly Disagree	9	3.6	3.7	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	243	97.2	100.0			202	80.8	100.0	
Blank	7	2.8				48	19.2		
Total	250	100.0				250	100.0		

25. Services provided to students at the Torrance campus are adequate.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	111	44.4	48.1	48.1	Very Important	155	62.0	80.7	80.7
Agree	82	32.8	35.5	83.5	Somewhat Important	34	13.6	17.7	98.4
Disagree	22	8.8	9.5	93.1	Somewhat Unimportant	2	.8	1.0	99.5
Strongly Disagree	16	6.4	6.9	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	231	92.4	100.0			192	76.8	100.0	
Blank	19	7.6				58	23.2		
Total	250	100.0				250	100.0		

26. The needs of students are valued by ECC employees.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	89	35.6	38.4	38.4	Very Important	158	63.2	79.0	79.0
Agree	88	35.2	37.9	76.3	Somewhat Important	35	14.0	17.5	96.5
Disagree	36	14.4	15.5	91.8	Somewhat Unimportant	6	2.4	3.0	99.5
Strongly Disagree	19	7.6	8.2	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	232	92.8	100.0			200	80.0	100.0	
Blank	18	7.2				50	20.0		
Total	250	100.0				250	100.0		

27. 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	67	26.8	28.3	28.3	Very Important	161	64.4	79.7	79.7
Agree	77	30.8	32.5	60.8	Somewhat Important	32	12.8	15.8	95.5
Disagree	57	22.8	24.1	84.8	Somewhat Unimportant	8	3.2	4.0	99.5
Strongly Disagree	36	14.4	15.2	100.0	Very Unimportant	1	.4	.5	100.0
Subtotal	237	94.8	100.0			202	80.8	100.0	
Blank	13	5.2				48	19.2		
Total	250	100.0				250	100.0		

28. 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	108	43.2	49.8	49.8	Very Important	104	41.6	53.3	53.3
Agree	85	34.0	39.2	88.9	Somewhat Important	55	22.0	28.2	81.5
Disagree	16	6.4	7.4	96.3	Somewhat Unimportant	26	10.4	13.3	94.9
Strongly Disagree	8	3.2	3.7	100.0	Very Unimportant	10	4.0	5.1	100.0
Subtotal	217	86.8	100.0			195	78.0	100.0	
Blank	33	13.2				55	22.0		
Total	250	100.0				250	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	127	50.8	53.4	53.4	Very Important	128	51.2	66.7	66.7
Agree	73	29.2	30.7	84.0	Somewhat Important	44	17.6	22.9	89.6
Disagree	23	9.2	9.7	93.7	Somewhat Unimportant	12	4.8	6.3	95.8
Strongly Disagree	15	6.0	6.3	100.0	Very Unimportant	8	3.2	4.2	100.0
Subtotal	238	95.2	100.0			192	76.8	100.0	
Blank	12	4.8				58	23.2		
Total	250	100.0				250	100.0		

30. I was aware that I could enroll in classes at both locations without a separate application.

Agreement					Importance			
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	96	38.4	42.5	42.5	Very Important	89	35.6	47.1	47.1
Agree	45	18.0	19.9	62.4	Somewhat Important	62	24.8	32.8	79.9
Disagree	32	12.8	14.2	76.5	Somewhat Unimportant	27	10.8	14.3	94.2
Strongly Disagree	53	21.2	23.5	100.0	Very Unimportant	11	4.4	5.8	100.0
Subtotal	226	90.4	100.0			189	75.6	100.0	
Blank	24	9.6				61	24.4		
Total	250	100.0				250	100.0		

31. I have a pretty good idea of where Compton Center is.

Agreement					Importance			
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	72	28.8	32.6	32.6	Very Important	61	24.4	33.9	33.9
Agree	33	13.2	14.9	*47.5*	Somewhat Important	62	24.8	34.4	68.3
Disagree	32	12.8	14.5	62.0	Somewhat Unimportant	36	14.4	20.0	88.3
Strongly Disagree	84	33.6	38.0	100.0	Very Unimportant	21	8.4	11.7	100.0
Subtotal	221	88.4	100.0			180	72.0	100.0	
Blank	29	11.6				70	28.0		
Total	250	100.0				250	100.0		

32. I have taken one or more classes at Compton Center.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	34	13.6	21.8	21.8	Very Important	34	13.6	28.1	28.1
Agree	8	3.2	5.1	*26.9*	Somewhat Important	29	11.6	24.0	52.1
Disagree	9	3.6	5.8	32.7	Somewhat Unimportant	29	11.6	24.0	76.0
Strongly Disagree	105	42.0	67.3	100.0	Very Unimportant	29	11.6	24.0	100.0
Subtotal	156	62.4	100.0			121	48.4	100.0	
Blank	94	37.6				129	51.6		
Total	250	100.0				250	100.0		

33. I understand why my campus is associated with Compton Center.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	49	19.6	22.9	22.9	Very Important	49	19.6	30.6	30.6
Agree	49	19.6	22.9	*45.8*	Somewhat Important	56	22.4	35.0	65.6
Disagree	38	15.2	17.8	63.6	Somewhat Unimportant	32	12.8	20.0	85.6
Strongly Disagree	78	31.2	36.4	100.0	Very Unimportant	23	9.2	14.4	100.0
Subtotal	214	85.6	100.0			160	64.0	100.0	
Blank	36	14.4				90	36.0		
Total	250	100.0				250	100.0		