

**Employee Campus Climate Survey
El Camino College
Spring 2010**

SURVEY RESULTS



**Institutional Research
June 4, 2010**

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Acknowledgments

This survey was developed locally in consultation with many employees and groups including ECC College Council, El Camino College Academic Senate, Compton Center Faculty Council, El Camino College Federation of Teachers, El Camino Classified Employees, and management at both Compton Center and the Torrance campus. These consultations ensured a quality survey that included issues of concern or interest expressed by these groups.

Special thanks to Heather Arata and Mike Wilson of Institutional Research for their assistance with survey development, administration, and compilation and analysis of results.

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Introduction

El Camino College (ECC) administered an opinion survey to all faculty and staff in spring 2010 to gauge general opinions about five topics: [Campus Mission](#), [Campus Climate](#), [Communication](#), [Student Service](#), and [Relations between the Torrance campus and Compton Center](#). The survey instrument included seven [background questions](#) and 46 opinion questions; the questions were developed at ECC and Compton Center, combining questions from 2001 and 2006 surveys with several new items. Both the 2006 and 2010 surveys asked ECC employees to rate statements under each topic by both level of agreement with a statement as well as level of importance for the related subject. The set of questions on relationships between locations was added in 2010. A copy of the survey is provided in [Appendix A](#) of this report. A separate report containing Compton Center responses is available.

The survey was distributed to all employees via two modes: Internet/web and scannable paper form where Internet access was inconvenient. The survey was distributed to the entire employee population, estimated at about 1,500. A total of 569 surveys were returned (mostly online) for a total response rate of 39%. The margin of error in responses is ± 3.2 percentage points (with 95% certainty).

This report summarizes the results from the spring 2010 survey including the mean, or average, rating for each item, graphical displays and the item frequencies (response tallies—see [Appendix C](#)). A glossary of statistical terms is provided in [Appendix B](#). Specific comments from the survey are in a separate document.

Background Information

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

The Employee Group item (Table A below) shows a much larger relative response from staff than from faculty. The distributions for Area and Division (items C1 and C2) are also provided below; no comparison percentages are provided. The large numbers of “Not Indicated” for these items is due to the fact that respondents were guided either towards C1 or C2 depending on their employee group.

A. Employee Group

	<i>n</i>	%	Actual %*
Faculty	266	46.7	69.9
Staff	226	39.7	32.8
Student	18	3.2	n/a
Manager/Administrator	58	10.2	8.7
Not Indicated	1	0.2	
Total	569	100.0	

*Percentage of each group in the workforce as of 2008-09

C1. Academic Division

	<i>n</i>	<i>%</i>	Valid %
Behavioral & Social Sciences	38	6.7	9.0
Business	16	2.8	3.8
Fine Arts	34	6	8.0
Health Sciences & Athletics	50	8.8	11.8
Humanities	66	11.6	15.6
Industry & Technology	23	4	5.4
Learning Resources	22	3.9	5.2
Mathematical Sciences	47	8.3	11.1
Natural Sciences	29	5.1	6.9
Other	98	17.2	23.2
Not Indicated	146	25.7	
Total	569	100.0	100.0

C2. Administrative Area

	<i>n</i>	<i>%</i>	Valid %
Academic Affairs	140	24.6	32.3
Administrative Services	78	13.7	18.0
Student and Community Advancement	90	15.8	20.7
Other	126	22.1	29.0
Not Indicated	135	23.7	--
Total	569	100.0	100.0

D. Years at El Camino College

	<i>n</i>	<i>%</i>	Valid %
Less than 1 year	32	5.6	5.6
1 to 5 years	140	24.6	24.6
More than 5, less than 16 years	230	40.4	40.5
16 years or more	166	29.2	29.2
Not Indicated	1	0.2	--
Total	569	100.0	100.0

E. Employment Status

	<i>n</i>	<i>%</i>	Valid %
Full Time	411	72.2	72.6
Part Time	155	27.2	27.4
Not Indicated	3	0.5	--
Total	569	100.0	100.0

F. How Often ECC Email Account is Checked

	<i>n</i>	%	Valid %
Daily	502	88.2	89.2
Weekly	41	7.2	7.3
Every two weeks or less	7	1.2	1.2
Rarely	11	1.9	2.0
Never or don't have one	2	0.4	0.4
Not Indicated	6	1.1	--
Total	569	100.0	100.0

G. Gender

	<i>n</i>	%	Valid %
Female	367	64.5	64.6
Male	181	31.8	31.9
Decline to State	20	3.5	3.5
Total	568	99.8	100
Not Indicated	1	0.2	
Total	569	100.0	100.0

H. Ethnicity

	<i>n</i>	%	Valid %
African-American	52	9.1	9.2
American Indian/Alaskan Native	4	0.7	0.7
Asian-American or Filipino	70	12.3	12.3
Latino/Latina	88	15.5	15.5
Pacific Islander or Hawaiian Native	5	0.9	0.9
White	261	45.9	46
More than one race or ethnicity	18	3.2	3.2
Other	12	2.1	2.1
Decline to state	57	10	10.1
Total	567	0.4	100
Not Indicated	2	0.4	
Total	569	100.0	100.0

Opinion Responses

Overview

The sections below provide statistical summaries of responses under each of the five 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 each statements. The scale for all items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree, with 0=N/A. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies for each item can be found in [Appendix C](#).

The difference between the agreement mean rating and a hypothetical neutral response (2.50) is provided in the column labeled “Mean - Neutral.” Negative numbers indicate that there was more *disagreement* with the statement. Items with a negative difference that show a statistically significant difference from neutral are in red italics. Those with a positive difference greater than 0.5 are in bold. Statistically significant differences from the neutral response of 2.50 are indicated with one or more stars (*).

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

A graphical display comparing employee 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). Planning for the future (item 6) also receive a high importance rating from faculty and staff.

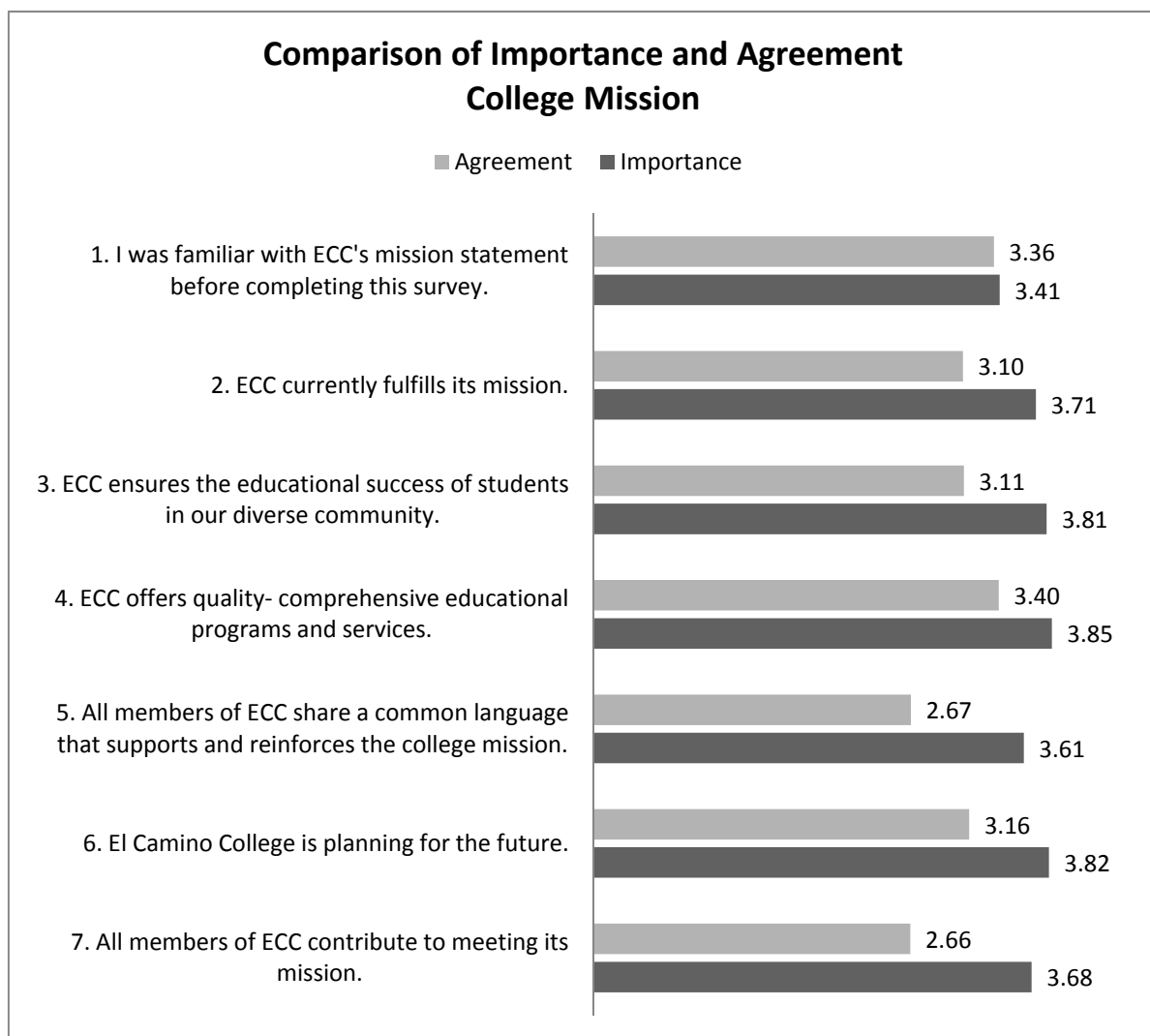
On the agreement side, employees tended to agree with all seven items, with larger differences from neutral found among five of the items. Overall, El Camino College employees are familiar with the mission statement and feel that the college is fulfilling its mission. Lower levels of agreement (close to neutral) were found regarding “ECC shares a common language” and “all members contributed to the mission” (items 5 and 7).

Items 1-7. Mean Responses on College Mission

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
1. Familiar with mission	418	3.41	0.73	545	3.36	0.77	0.86	***
2. ECC fulfills mission	417	3.71	0.56	539	3.10	0.73	0.60	***
3. ECC ensures educ. Success	416	3.81	0.44	542	3.11	0.72	0.61	***
4. ECC offers quality programs and services	443	3.85	0.41	546	3.40	0.65	0.90	***
5. ECC shares common language	433	3.61	0.58	516	2.67	0.86	0.17	***
6. ECC is planning for the future	439	3.82	0.43	514	3.16	0.81	0.66	***
7. All contribute to mission	436	3.68	0.54	511	2.66	0.90	0.16	***

** Difference is significant at the .01 level ($p < .01$). See Appendix B for an explanation of significance and p -values.

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



Campus Climate

In terms of agreement, 14 of the 15 items noted more agreement than disagreement, with 6 of these showing strong differences from neutral. On the whole, employees generally disagreed that morale was high on campus.

Items 8-22. Mean Responses on Campus Climate

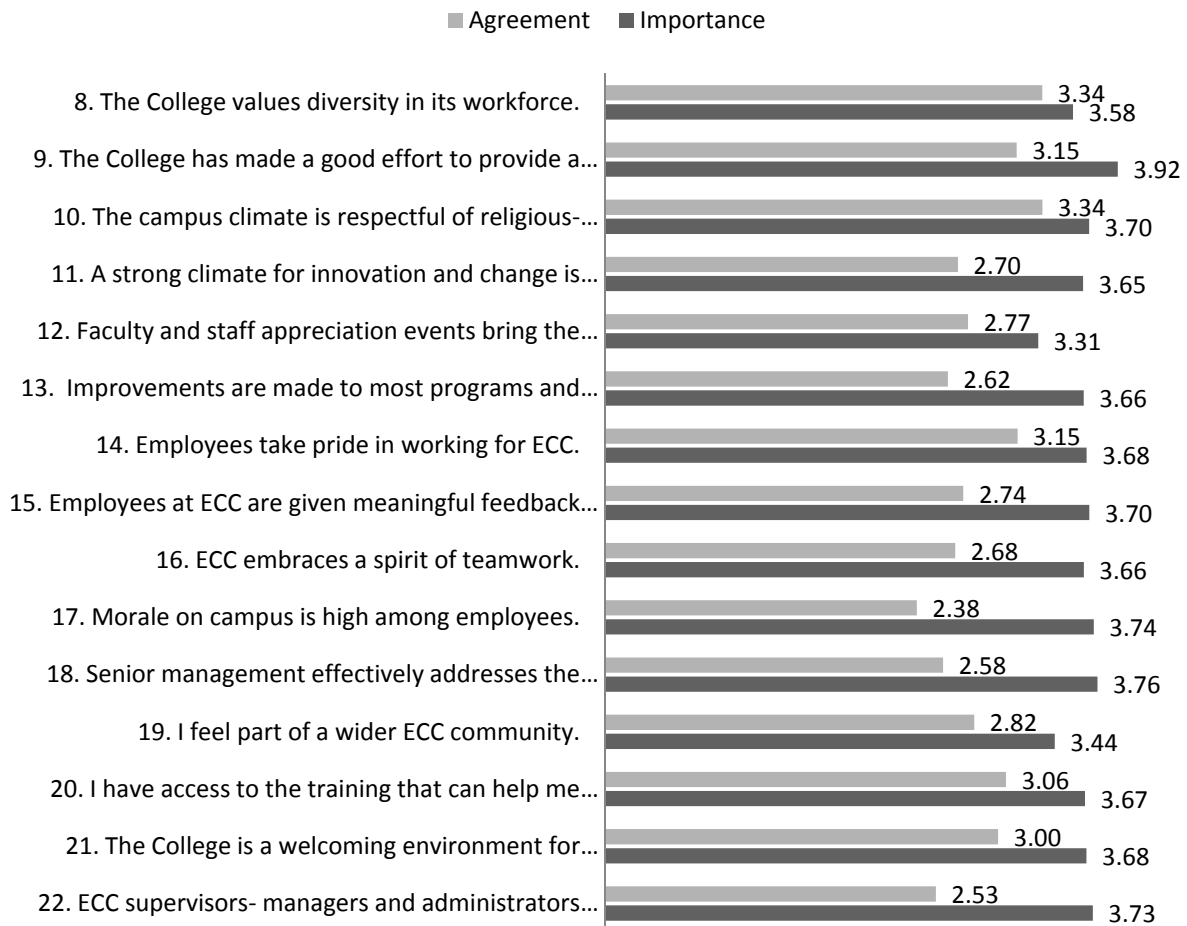
Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
8. ECC values diversity in its workforce	548	3.34	0.74	431	3.58	0.64	0.84	***
9. ECC has made a good effort to provide safe campus environment	555	3.15	0.82	428	3.92	0.31	0.65	***
10. Campus climate is respectful of differences	538	3.34	0.70	425	3.70	0.54	0.84	***
11. Strong climate for innovation and change	547	2.70	0.88	421	3.65	0.54	0.20	***
12. Appreciation events bring campus together	512	2.77	0.90	441	3.31	0.79	0.27	***
13. Improvements are made following an evaluation process	465	2.62	0.87	427	3.66	0.54	0.12	**
14. Employees take pride in working for ECC	519	3.15	0.75	447	3.68	0.53	0.65	***
15. Meaningful feedback provided	518	2.74	0.92	451	3.70	0.53	0.24	***
16. ECC embraces a spirit of teamwork	546	2.68	0.91	428	3.66	0.59	0.18	***
17. Morale on campus is high among employees	539	2.38	0.91	423	3.74	0.50	-0.12	**
18. Senior management effectively addresses challenges	540	2.58	0.95	422	3.76	0.48	0.08	*
19. I feel part of a wider ECC community	542	2.82	0.93	440	3.44	0.68	0.32	***
20. I have access to the training that can help me improve my job skills	517	3.06	0.92	433	3.67	0.57	0.56	***
21. ECC is welcoming for faculty and staff	523	3.00	0.85	441	3.68	0.52	0.50	***
22. Managers lead by example	512	2.53	1.00	440	3.73	0.50	0.03	

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

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

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

Comparison of Importance and Agreement Campus Climate



Communication

On the topic of Communication, 6 of the 11 items showed more agreement, with 4 of these showing strong differences from neutral (bolded). There was statistically more disagreement on two items.

Items 23-33. Mean Responses on Communication

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
23. ECC communicates openly	425	3.81	0.44	543	2.47	0.93	<i>-0.03</i>	
24. ECC disseminates timely information	424	3.73	0.49	545	2.74	0.90	0.24	***
25. Reading College publications helps me to understand the campus	413	3.39	0.70	525	3.01	0.83	0.51	***
26. The majority of employees feel they can talk to management about their concerns	414	3.79	0.44	526	2.47	0.98	<i>-0.03</i>	
27. I feel that I can talk to management about my concerns	445	3.81	0.42	550	2.93	1.02	0.43	***
28. Faculty and staff treat each other with respect when services are requested	440	3.81	0.44	521	3.13	0.82	0.63	***
29. I understand how college funds are budgeted	436	3.51	0.66	509	2.53	0.99	0.03	
30. I have access to reliable information about programs and services to support student achievement and learning	428	3.59	0.62	504	3.10	0.79	0.60	***
31. College leadership encourages dialogue regarding planning-program review and SLO processes	397	3.42	0.79	477	3.00	0.91	0.50	***
32. I often feel left out of the process	366	3.35	0.77	508	2.37	1.01	<i>-0.13</i>	**
33. My input has translated into meaningful changes in policy, practices or other changes	375	3.40	0.70	434	2.39	0.93	<i>-0.11</i>	*

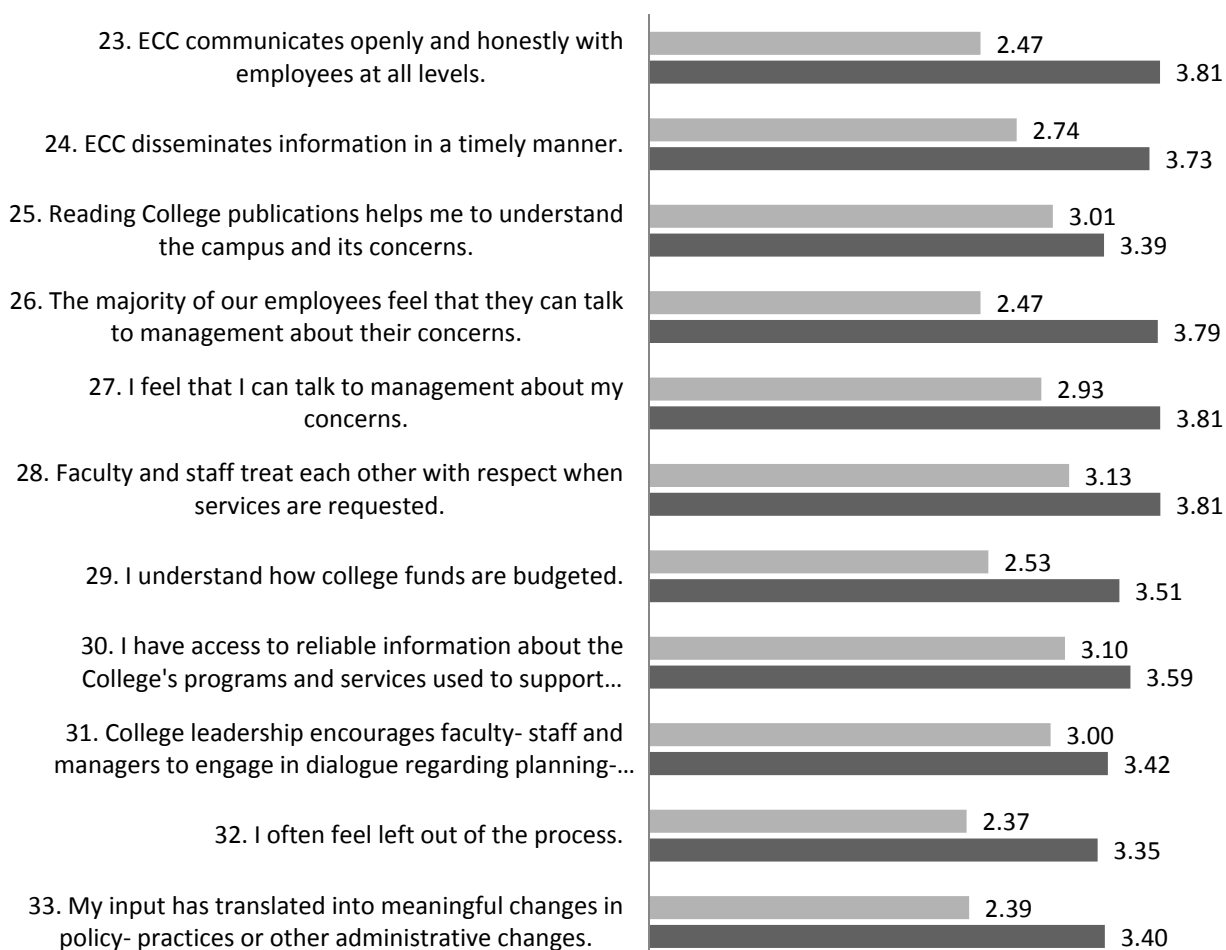
* Difference is significant at the .05 level ($p < .01$). See Appendix B.

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

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

Comparison of Importance and Agreement Communication

■ Agreement ■ Importance



Student Service

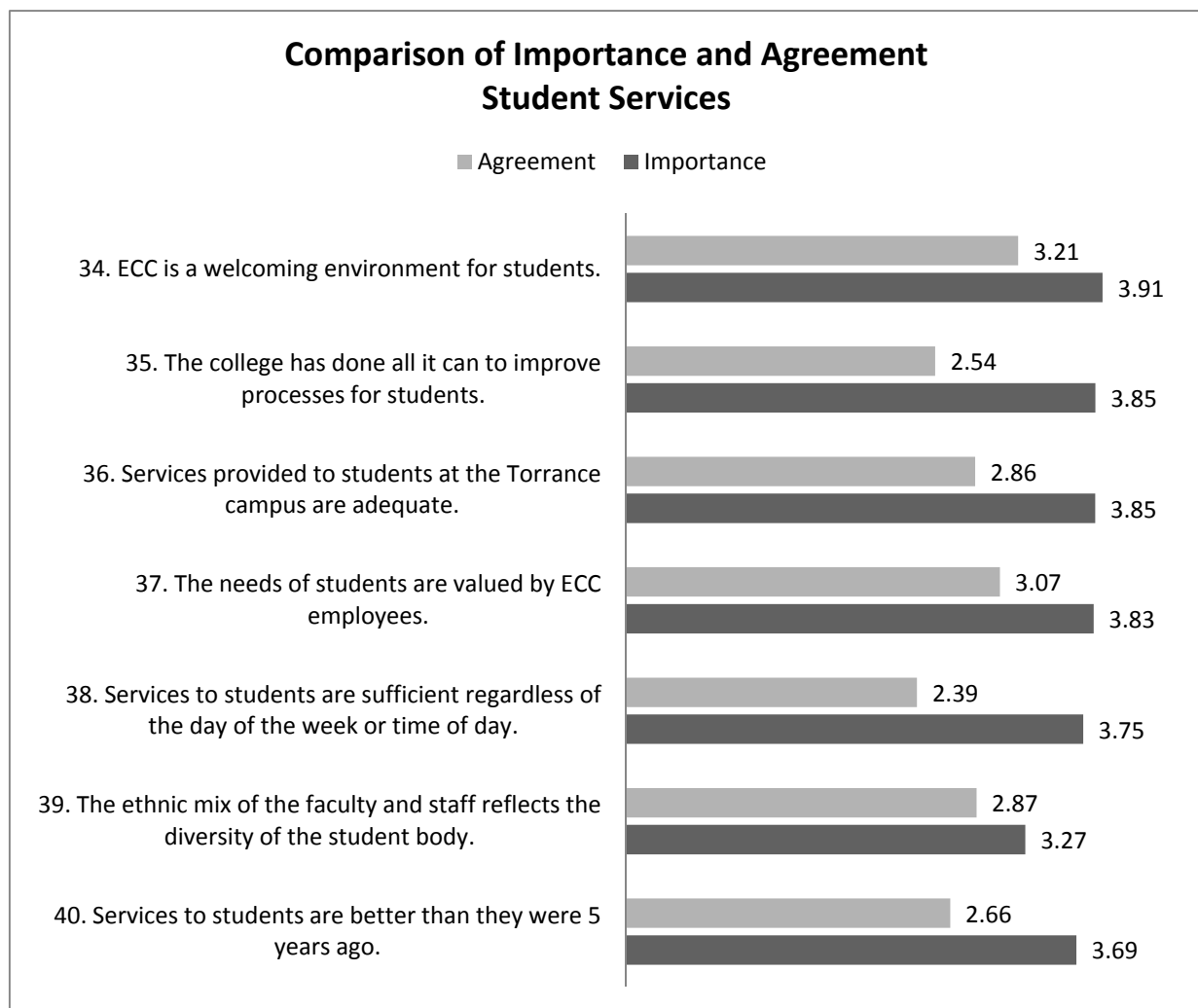
Regarding items about Student Service, 5 of the 6 items showed more agreement, with 2 showing strong differences from neutral (**bolded**). There was statistically more disagreement on one item: #38, “Services are sufficient regardless of day or time of day”. On the whole, employees generally disagreed that morale was high on campus, with two additional items close to neutral (*italicized*).

Items 34-40. Mean Responses on Student Service

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
34. ECC is welcoming to students	412	3.91	0.35	537	3.21	0.68	0.71	***
35. College has done all it can to improve processes	405	3.85	0.41	527	2.54	0.89	0.04	
36. Service to students is adequate	408	3.85	0.41	531	2.86	0.81	0.36	***
37. Needs of students are valued by ECC employees	430	3.83	0.43	519	3.07	0.78	0.57	***
38. Services to students are sufficient regardless of day or time	423	3.75	0.49	492	2.39	0.94	-0.11	**
39. Ethnic mix of the faculty and staff reflects student diversity	421	3.27	0.83	482	2.87	0.92	0.37	***
40. Services to students are better than they were 5 years ago	372	3.69	0.57	416	2.66	0.96	0.16	**

** Difference is significant at the .01 level ($p < .01$). See Appendix B.

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



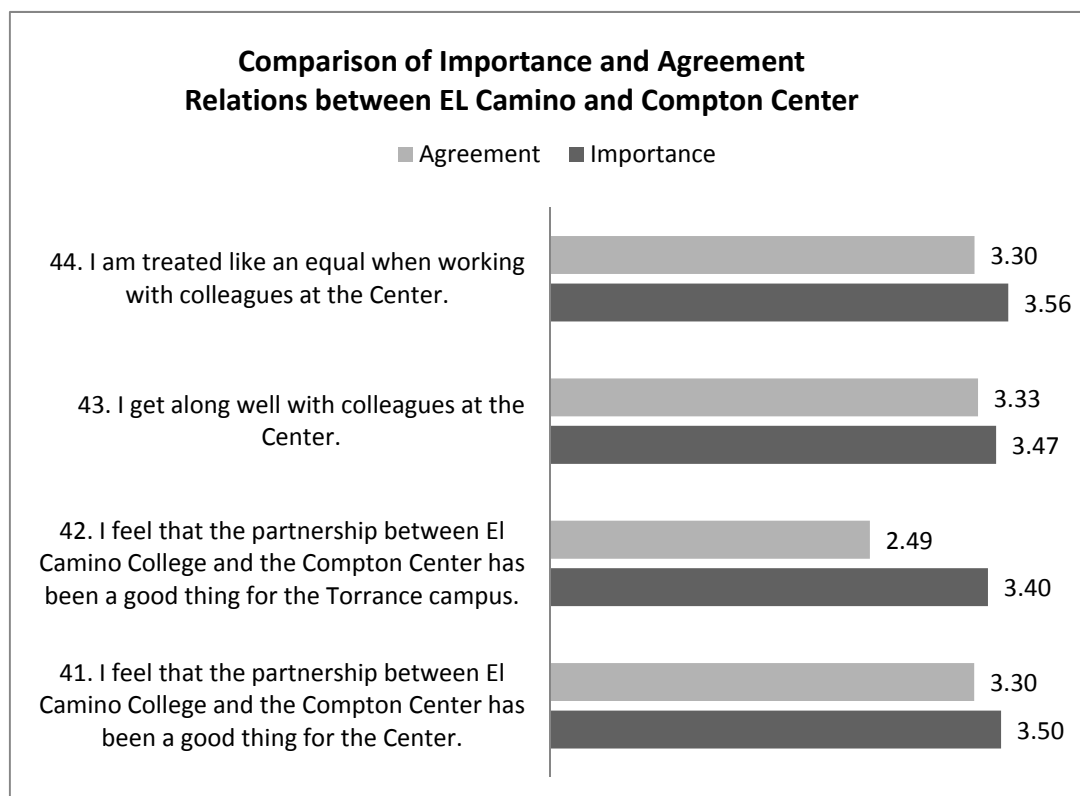
Relations between Torrance Campus and Compton Center

This category of items has been added for the first time to the 2010 climate survey. The items were developed with the assistance of constituents at both the Torrance campus and Compton Center to gain insight into employee relations across locations. Similar questions were asked of Compton Center employees; a comparative analysis is available in a separate document.

In general, ECC employees tended to agree that the partnership was good for the Center. In addition, most felt that they got along well with colleagues at the Center and were treated as equals by them. However, opinion was divided fairly evenly on whether the partnership was good for the Torrance campus. Two-thirds to three-quarters of employees thought these topics were important.

Items 41-44. Relations between ECC's Torrance Campus and Compton Center

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
41. Partnership has been good for the CENTER.	319	3.50	0.73	428	3.30	0.85	0.80	***
42. Partnership has been good for the TORRANCE CAMPUS.	322	3.40	0.77	432	2.49	0.98	-0.01	
43. I get along well with colleagues at the Center	294	3.47	0.73	347	3.33	0.79	0.83	***
44. I am treated like an equal when working with colleagues at the Center	271	3.56	0.67	305	3.30	0.90	0.80	***



Other Items

Two additional items were added that are in a different format; they are summarized here.

Question 45 asked about the frequency of visits made to the Compton Center, the reverse of the question posed on the survey sent to Compton District employees. About 18% of employees visit regularly (often or sometimes). About half the workforce has never visited.

Institutional publications are an important way to stay in touch with news, events and other updates on campus. Item 46 queried respondents on how often they read various campus publications. Table 46 shows the percentage of responses in each category.

Nearly all (94%) read official College emails while 87% read the President's Newsletter either often or sometimes. Other publications are read either often or sometimes by about 70% to 75% of employees, with the exception of the Center newsletter which is read regularly by half the workforce.

45. I have visited the Compton Center...

	<i>n</i>	<i>%</i>	Valid %
Often	71	12.5	13.0
Sometimes	100	17.6	18.2
Rarely	101	17.8	18.4
Never	276	48.5	50.4
Total	548	96.3	100.0
Not Indicated	21	3.7	
Total	569	100	

46. I read [the following College and Center publications]...?

	<i>Often</i>	<i>Sometimes</i>	<i>Rarely</i>	<i>Never</i>	Total
President's Newsletter	58.9	28.4	8.4	4.3	100.0
NEWS Releases	37.1	40.1	15.1	7.7	100.0
ECC Matters	35.0	40.7	15.2	9.1	100.0
The Union student paper	34.2	39.3	18.9	8.6	100.0
Community News	28.0	42.6	17.9	11.6	100.0
Center Newsletter	18.7	31.7	24.3	25.4	100.0
Official College Emails/Announcements	78.4	15.2	4.3	2.1	100.0

Summary of All Results

Out of the 44 agreement/importance items, 38 had statistically significant *agreement* (positive mean rating) while 4 items had significant *disagreement* (negative mean rating). Six others could not be distinguished from an average neutral response (about the same percentage both agreed and disagreed with the item).

This next section will rank mean responses according to the 5 highest and 5 lowest in terms of Agreement and Importance. Item 4 (highlighted in bold) was ranked highly both in agreement and importance. Items 17, 23 and 38 (italicized) were lower in agreement but still have a relatively high importance rating.

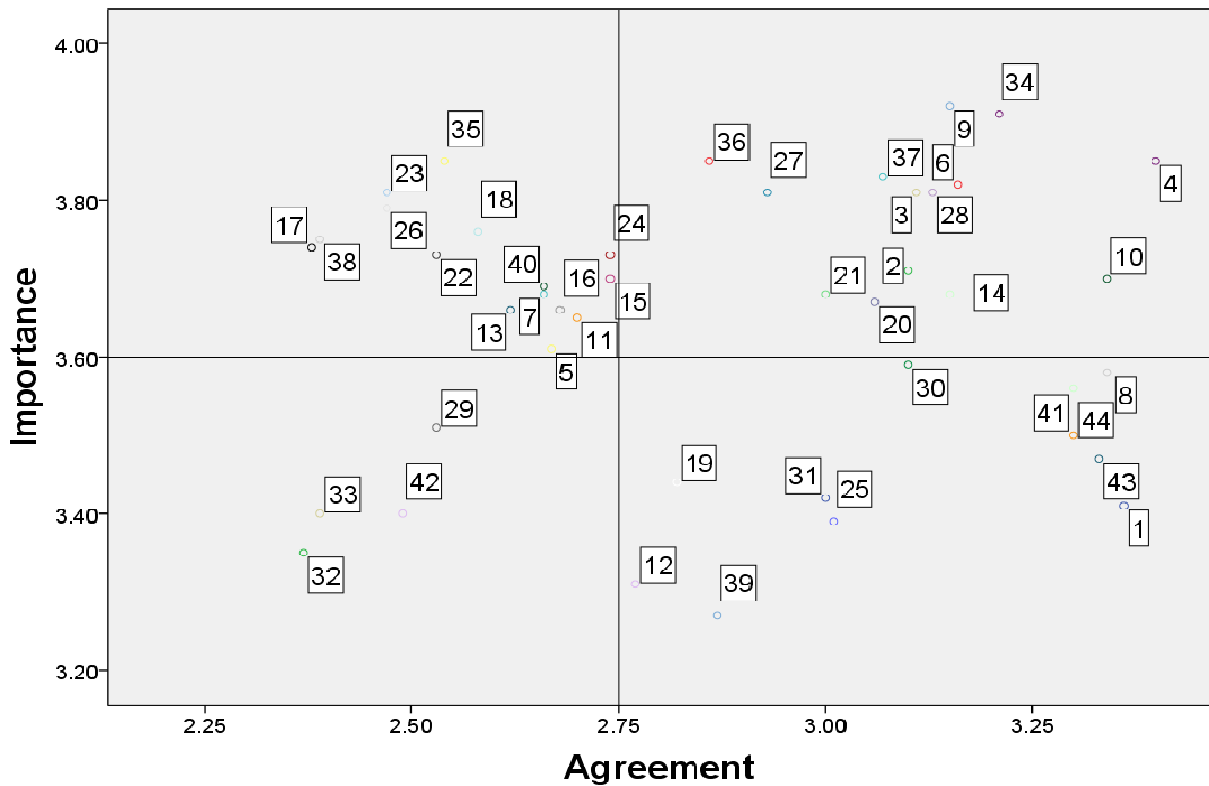
Highest Agreement	Mean	Most Important	Mean
4. ECC offers quality, comprehensive educational programs and services.	3.40	9. The College has made a good effort to provide a safe campus environment.	3.92
1. I was familiar with ECC's mission statement before completing this survey.	3.36	34. ECC is a welcoming environment for students.	3.91
10. The campus climate is respectful of religious- ethnic and other differences.	3.34	4. ECC offers quality, comprehensive educational programs and services.	3.85
8. The College values diversity in its workforce.	3.34	35. The college has done all it can to improve processes for students.	3.85
43. I get along well with colleagues at the Center.	3.33	36. Services provided to students at the Torrance campus are adequate.	3.85
Lowest Agreement		Least Important	
<i>23. ECC communicates openly and honestly with employees at all levels.</i>	2.47	33. My input has translated into meaningful changes.	3.40
33. My input has translated into meaningful changes.	2.39	25. Publications help me to understand the campus and its concerns.	3.39
<i>38. Services to students are sufficient regardless of the day or time.</i>	2.39	32. I often feel left out of the process.	3.35
<i>17. Morale on campus is high among employees.</i>	2.38	12. Faculty and staff appreciation events bring the campus together.	3.31
32. I often feel left out of the process.	2.37	39. The ethnic mix of the faculty and staff reflects the diversity of the student body.	3.27

Importance/Agreement Matrix

In the Importance/Agreement matrix below, items are plotted by both ratings, with Importance on the y-axis (vertical) and Agreement on the x-axis (horizontal). Gridlines were set relative to all mean scores. The upper left quadrant contains statements of higher importance and lower agreement, indicating areas to possibly direct additional attention or resources.

The upper right represents services with both higher importance and higher agreement, allowing campus leaders to showcase particular aspects of the campus from a faculty/staff perspective. Plotted points are accompanied by their associated survey item number. Although several importance items appear below the gridline, it should be noted that all importance ratings were found to be positive. Again, gridlines are set relative to all mean scores and do not represent the neutral opinion. The chart is intended to show relative position and association.

Importance/Agreement Matrix – Opinion Items



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 improving communication and morale. Areas with higher levels of agreement involved knowledge and fulfillment of the campus mission, a respectful campus climate and good relations with colleagues at the Compton Center.

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 – Employee Campus Climate Survey 2010 [\(top\)](#)

El Camino College Employee 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 support accreditation for our college but, more importantly, to gain feedback about working at the College for use in future planning.

Your opinion is valued! You may complete this survey on paper or via the web; however, please complete the survey only once. To complete a paper survey, see your division dean or unit director. Do not print the online survey—it will not scan and your responses will be excluded from the survey results.

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

All responses are completely anonymous.

Please return your completed survey by Friday, May 7.

A. Employee Group

Faculty
Staff
Student Employee
Manager/Administrator/Supervisor

B. Location

Compton Educational Center
ECC Main Campus (Torrance)
Other

C1. Administrative Area

Academic Affairs
Administrative Services
Student and Community Advancement
Other

C2. Academic Division (If applicable)

Behavioral & Social Sciences
Business
Fine Arts
Health Sciences & Athletics
Humanities
Industry & Technology
Learning Resources
Mathematical Sciences
Natural Sciences
Other

D. Years employed at your location

Less than 1 year.

1 to 5 years

More than 5, but less than 16 years.

16 years or more.

E. Employment Status

Full Time

Part Time

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

Daily

Weekly

Every two weeks or less often

Rarely

Never or don't have one

G. Gender

Female

Male

Other

Decline to State

H. Ethnicity

African-American/African

American Indian/Alaskan Native

Asian-American/Asian or Filipino

Latino

Pacific Islander or Hawaiian Native

White

More than one race or ethnicity

Other

Decline to state

In this survey, you will read a series of statements that relate to campus mission and climate, communication, student service, and relations 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. 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.
5. All members of ECC share a common language that supports and reinforces the college mission.
6. El Camino College is planning for the future.
7. All members of ECC contribute to meeting its mission.

CAMPUS CLIMATE

8. The College values diversity in its workforce.
9. The College has made a good effort to provide a safe campus environment.
10. The campus climate is respectful of religious, ethnic and other differences.
11. A strong climate for innovation and change is present on the campus.
12. Faculty and staff appreciation events bring the campus together.
13. Improvements are made to most programs and services following an evaluation process.
14. Employees take pride in working for ECC.
15. Employees at ECC are given meaningful feedback concerning their performance.
16. ECC embraces a spirit of teamwork.
17. Morale on campus is high among employees.
18. Senior management effectively addresses the challenges facing the College.
19. I feel part of a wider ECC community.
20. I have access to the training that can help me improve my job skills.
21. The College is a welcoming environment for faculty and staff.
22. ECC supervisors, managers and administrators lead by example.

COMMUNICATION

23. ECC communicates openly and honestly with employees at all levels.
24. ECC disseminates information in a timely manner.
25. Reading College publications helps me to understand the campus and its concerns.
26. The majority of our employees feel that they can talk to management about their concerns.
27. I feel that I can talk to management about my concerns.
28. Faculty and staff treat each other with respect when services are requested.
29. I understand how college funds are budgeted.
30. I have access to reliable information about the College's programs and services used to support student achievement and student learning.
31. College leadership encourages faculty, staff and managers to engage in dialogue regarding planning, program review and SLO processes.
32. I often feel left out of the process.
33. My input has translated into meaningful changes in policy, practices or other administrative changes.

STUDENT SERVICE

34. ECC/The Center is a welcoming environment for students.
35. The college has done all it can to improve processes for students.
36. Services provided to students at the Torrance campus are adequate.
37. The needs of students are valued by ECC employees.
38. Services to students are sufficient regardless of the day of the week or time of day.
39. The ethnic mix of the faculty and staff reflects the diversity of the student body.

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

RELATIONS BETWEEN ECC’S TORRANCE CAMPUS AND COMPTON CENTER

41. I feel that the partnership between El Camino College and the Compton Center has been a good thing for the Center.

42. I feel that the partnership between El Camino College and the Compton Center has been a good thing for the Torrance campus.

43. I get along well with colleagues at the Center.

44. I am treated like an equal when working with colleagues at the Center.

Scale:

Often

Sometimes

Rarely

Never

45. I have visited the Compton Center (opposite location from one’s own).

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

Please list the 3 BEST ASPECTS about El Camino College.

- 1. _____
- 2. _____
- 3. _____

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

- 1. _____
- 2. _____
- 3. _____

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

- 1. _____

YOUR COMMENTS!

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

THANK YOU FOR YOUR TIME AND INPUT!

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

Appendix B – Glossary of Terms

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

Confidence level – Used in conjunction with the margin of error, the confidence level establishes a level of certainty that the true mean lies within the margin of error. Confidence is represented by a percentage, typically 95% or 99%. Since the two work together, a higher confidence level results in a larger margin of error. Medical studies might use a higher confidence level since they are often dealing with people’s health and need especially to avoid drawing a false conclusion. In surveys a confidence level of 95% is typically used. For this study, we can say that we are 95% confident that El Camino College employee opinions are within $\pm 3.2\%$ 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 lay within $\pm 3.2\%$ 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*.

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

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

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

Sample – The sample is a subset of a population that we would like to describe or gain information about. If we randomly select the sample, meaning that each employee has the same chance of getting into the sample as any other employee, then we can draw conclusions about the population from the information we gather about the sample.

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

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

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

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

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

Appendix C – Item Response Tallies [\(top\)](#)

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.

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	273	48	48.9	48.9	Very Important	222	39	51.4	51.4
Somewhat Agree	219	38.5	39.2	88.2	Somewhat Important	156	27.4	36.1	87.5
Somewhat Disagree	31	5.4	5.6	93.7	Somewhat Unimportant	30	5.3	6.9	94.4
Strongly Disagree	22	3.9	3.9	97.7	Very Unimportant	10	1.8	2.3	96.8
N/A	13	2.3	2.3	100	N/A	14	2.5	3.2	100
Total	558	98.1	100		Total	432	75.9	100	
Blank	11	1.9				137	24.1		
Total	569	100.0				569	100.0		

2. ECC currently fulfills its mission.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	159	27.9	28.5	28.5	Very Important	315	55.4	73.4	73.4
Somewhat Agree	294	51.7	52.7	81.2	Somewhat Important	90	15.8	21	94.4
Somewhat Disagree	69	12.1	12.4	93.5	Somewhat Unimportant	7	1.2	1.6	96
Strongly Disagree	17	3.0	3.0	96.6	Very Unimportant	5	0.9	1.2	97.2
N/A	19	3.3	3.4	100.0	N/A	12	2.1	2.8	100
Total	558	98.1	100.0		Total	429	75.4	100.0	
Blank	11	1.9				140	24.6		
Total	569	100.0				569	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	160	28.1	28.8	28.8	Very Important	341	59.9	80	80
Somewhat Agree	296	52	53.3	82.2	Somewhat Important	71	12.5	16.7	96.7
Disagree	72	12.7	13	95.1	Somewhat Unimportant	2	0.4	0.5	97.2
Strongly Disagree	14	2.5	2.5	97.7	Very Unimportant	2	0.4	0.5	97.7
N/A	13	2.3	2.3	100	N/A	10	1.8	2.3	100
Total	555	97.5	100		Total	426	74.9	100	
Blank	14	2.5				143	25.1		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	265	46.6	47.6	47.6	Very Important	383	67.3	85.1	85.1
Somewhat Agree	239	42	42.9	90.5	Somewhat Important	55	9.7	12.2	97.3
Disagree	39	6.9	7	97.5	Somewhat Unimportant	3	0.5	0.7	98
Strongly Disagree	3	0.5	0.5	98	Very Unimportant	2	0.4	0.4	98.4
N/A	11	1.9	2	100	N/A	7	1.2	1.6	100
Total	557	97.9	100		Total	450	79.1	100	
Blank	12	2.1				119	20.9		
Total	569	100.0			Total	569	100.0		

5. All members of ECC share a common language that supports and reinforces the mission.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	81	14.2	15.2	15.2	Very Important	283	49.7	63.6	63.6
Somewhat Agree	236	41.5	44.4	59.6	Somewhat Important	137	24.1	30.8	94.4
Disagree	145	25.5	27.3	86.8	Somewhat Unimportant	9	1.6	2	96.4
Strongly Disagree	54	9.5	10.2	97	Very Unimportant	4	0.7	0.9	97.3
N/A	16	2.8	3	100	N/A	12	2.1	2.7	100
Total	532	93.5	100		Total	445	78.2	100	
Blank	37	6.5				124	21.8		
Total	569	100.0			Total	569	100.0		

6. El Camino College is planning for the future.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	189	33.2	35.5	35.5	Very Important	369	64.9	83.1	83.1
Somewhat Agree	240	42.2	45	80.5	Somewhat Important	65	11.4	14.6	97.7
Disagree	61	10.7	11.4	91.9	Somewhat Unimportant	3	0.5	0.7	98.4
Strongly Disagree	24	4.2	4.5	96.4	Very Unimportant	2	0.4	0.5	98.9
N/A	19	3.3	3.6	100	N/A	5	0.9	1.1	100
Total	533	93.7	100		Total	444	78	100	
Blank	36	6.3				125	22.0		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	88	15.5	16.5	16.5	Very Important	309	54.3	69.4	69.4
Somewhat Agree	223	39.2	41.8	58.2	Somewhat Important	117	20.6	26.3	95.7
Disagree	139	24.4	26	84.3	Somewhat Unimportant	7	1.2	1.6	97.3
Strongly Disagree	61	10.7	11.4	95.7	Very Unimportant	3	0.5	0.7	98
N/A	23	4	4.3	100	N/A	9	1.6	2	100
Total	534	93.8	100		Total	445	78.2	100	
Blank	35	6.2				124	21.8		
Total	569	100.0			Total	569	100.0		

Campus Climate

8. The College values diversity in its workforce.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	258	45.3	46.5	46.5	Very Important	280	49.2	64.7	64.7
Somewhat Agree	238	41.8	42.9	89.4	Somewhat Important	122	21.4	28.2	92.8
Disagree	33	5.8	5.9	95.3	Somewhat Unimportant	26	4.6	6.0	98.8
Strongly Disagree	19	3.3	3.4	98.7	Very Unimportant	3	0.5	0.7	99.5
N/A	7	1.2	1.3	100	N/A	2	0.4	0.5	100.0
Total	555	97.5	100		Total	433	76.1	100.0	
Blank	14	2.5				136	23.9		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	207	36.4	37.2	37.2	Very Important	396	69.6	91.7	91.7
Somewhat Agree	246	43.2	44.2	81.3	Somewhat Important	30	5.3	6.9	98.6
Disagree	78	13.7	14	95.3	Somewhat Unimportant	1	0.2	0.2	98.8
Strongly Disagree	24	4.2	4.3	99.6	Very Unimportant	1	0.2	0.2	99.1
N/A	2	0.4	0.4	100	N/A	4	0.7	0.9	100
Total	557	97.9	100		Total	432	75.9	100	
Blank	12	2.1				137	24.1		
Total	569	100.0			Total	569	100.0		

10. The campus climate is respectful of religious- ethnic and other differences.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	243	42.7	43.8	43.8	Very Important	311	54.7	71.5	71.5
Somewhat Agree	247	43.4	44.5	88.3	Somewhat Important	102	17.9	23.4	94.9
Disagree	37	6.5	6.7	95.0	Somewhat Unimportant	10	1.8	2.3	97.2
Strongly Disagree	11	1.9	2	96.9	Very Unimportant	2	0.4	0.5	97.7
N/A	17	3	3.1	100	N/A	10	1.8	2.3	100
Total	555	97.5	100		Total	435	76.4	100	
Blank	14	2.5				134	23.6		
Total	569	100.0			Total	569	100.0		

11. A strong climate for innovation and change is present on the campus.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	101	17.8	18.2	18.2	Very Important	286	50.3	66.7	66.7
Somewhat Agree	234	41.1	42.2	60.4	Somewhat Important	127	22.3	29.6	96.3
Disagree	157	27.6	28.3	88.6	Somewhat Unimportant	5	0.9	1.2	97.4
Strongly Disagree	55	9.7	9.9	98.6	Very Unimportant	3	0.5	0.7	98.1
N/A	8	1.4	1.4	100	N/A	8	1.4	1.9	100
Total	555	97.5	100		Total	429	75.4	100	
Blank	14	2.5				140	24.6		
Total	569	100.0			Total	569	100.0		

12. Faculty and staff appreciation events bring the campus together.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	112	19.7	21.2	21.2	Very Important	214	37.6	47.3	47.3
Somewhat Agree	223	39.2	42.2	63.3	Somewhat Important	163	28.6	36.1	83.4
Disagree	126	22.1	23.8	87.1	Somewhat Unimportant	51	9	11.3	94.7
Strongly Disagree	51	9	9.6	96.8	Very Unimportant	13	2.3	2.9	97.6
N/A	17	3	3.2	100	N/A	11	1.9	2.4	100
Total	529	93	100		Total	452	79.4	100	
Blank	40	7.0				117	20.6		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	64	11.2	12.2	12.2	Very Important	293	51.5	65.7	65.7
Somewhat Agree	217	38.1	41.4	53.6	Somewhat Important	123	21.6	27.6	93.3
Disagree	127	22.3	24.2	77.9	Somewhat Unimportant	10	1.8	2.2	95.5
Strongly Disagree	57	10	10.9	88.7	Very Unimportant	1	0.2	0.2	95.7
N/A	59	10.4	11.3	100	N/A	19	3.3	4.3	100
Total	524	92.1	100		Total	446	78.4	100	
Blank	45	7.9				45	7.9		
Total	569	100.0			Total	569	100.0		

14. Employees take pride in working for ECC.

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	175	30.8	33.1	33.1	Very Important	316	55.5	69.5	69.5
Somewhat Agree	264	46.4	49.9	83.0	Somewhat Important	121	21.3	26.6	96.0
Disagree	64	11.2	12.1	95.1	Somewhat Unimportant	8	1.4	1.8	97.8
Strongly Disagree	16	2.8	3.0	98.1	Very Unimportant	2	0.4	0.4	98.2
N/A	10	1.8	1.9	100	N/A	8	1.4	1.8	100
Total	529	93	100		Total	455	80	100	
Blank	40	7.0				114	20.0		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	106	18.6	20.1	20.1	Very Important	329	57.8	72.3	72.3
Somewhat Agree	234	41.1	44.4	64.5	Somewhat Important	112	19.7	24.6	96.9
Disagree	114	20	21.6	86.1	Somewhat Unimportant	7	1.2	1.5	98.5
Strongly Disagree	64	11.2	12.1	98.3	Very Unimportant	3	0.5	0.7	99.1
N/A	9	1.6	1.7	100	N/A	4	0.7	0.9	100
Total	527	92.6	100		Total	455	80	100	
Blank	42	7.4				114	20.0		
Total	569	100.0			Total	569	100.0		

16. ECC embraces a spirit of teamwork.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	97	17	17.5	17.5	Very Important	305	53.6	70.4	70.4
Somewhat Agree	244	42.9	44.0	61.4	Somewhat Important	104	18.3	24	94.5
Disagree	136	23.9	24.5	85.9	Somewhat Unimportant	15	2.6	3.5	97.9
Strongly Disagree	69	12.1	12.4	98.4	Very Unimportant	4	0.7	0.9	98.8
N/A	9	1.6	1.6	100	N/A	5	0.9	1.2	100
Total	555	97.5	100		Total	433	76.1	100	
Blank	14	2.5				136	23.9		
Total	569	100.0			Total	569	100.0		

17. Morale on campus is high among employees.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	53	9.3	9.5	9.5	Very Important	321	56.4	74.5	74.5
Somewhat Agree	205	36	36.9	46.5	Somewhat Important	94	16.5	21.8	96.3
Disagree	176	30.9	31.7	78.2	Somewhat Unimportant	6	1.1	1.4	97.7
Strongly Disagree	105	18.5	18.9	97.1	Very Unimportant	2	0.4	0.5	98.1
N/A	16	2.8	2.9	100	N/A	8	1.4	1.9	100
Total	555	97.5	100		Total	431	75.7	100	
Blank	14	2.5				138	24.3		
Total	569	100.0			Total	569	100.0		

18. Senior management effectively addresses the challenges facing the College.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	89	15.6	16.0	16.0	Very Important	330	58	77.3	77.3
Somewhat Agree	225	39.5	40.4	56.4	Somewhat Important	86	15.1	20.1	97.4
Disagree	138	24.3	24.8	81.1	Somewhat Unimportant	4	0.7	0.9	98.4
Strongly Disagree	88	15.5	15.8	96.9	Very Unimportant	2	0.4	0.5	98.8
N/A	17	3	3.1	100	N/A	5	0.9	1.2	100
Total	557	97.9	100		Total	427	75	100	
Blank	12	2.1				142	25.0		
Total	569	100.0			Total	569	100.0		

19. I feel part of a wider ECC community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	133	23.4	24.0	24.0	Very Important	233	40.9	52.0	52.0
Somewhat Agree	238	41.8	43.0	67.0	Somewhat Important	171	30.1	38.2	90.2
Disagree	112	19.7	20.2	87.2	Somewhat Unimportant	31	5.4	6.9	97.1
Strongly Disagree	59	10.4	10.6	97.8	Very Unimportant	5	0.9	1.1	98.2
N/A	12	2.1	2.2	100	N/A	8	1.4	1.8	100
Total	554	97.4	100		Total	448	78.7	100	
Blank	15	2.6				121	21.3		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	197	34.6	37.2	37.2	Very Important	306	53.8	68.8	68.8
Somewhat Agree	195	34.3	36.8	74.0	Somewhat Important	114	20	25.6	94.4
Disagree	86	15.1	16.2	90.2	Somewhat Unimportant	9	1.6	2.0	96.4
Strongly Disagree	39	6.9	7.4	97.5	Very Unimportant	4	0.7	0.9	97.3
N/A	13	2.3	2.5	100	N/A	12	2.1	2.7	100
Total	530	93.1	100		Total	445	78.2	100	
Blank	39	6.9				124	21.8		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	154	27.1	29.1	29.1	Very Important	309	54.3	69.1	69.1
Somewhat Agree	254	44.6	48.0	77.1	Somewhat Important	124	21.8	27.7	96.9
Disagree	78	13.7	14.7	91.9	Somewhat Unimportant	6	1.1	1.3	98.2
Strongly Disagree	37	6.5	7.0	98.9	Very Unimportant	2	0.4	0.4	98.7
N/A	6	1.1	1.1	100	N/A	6	1.1	1.3	100
Total	529	93	100		Total	447	78.6	100	
Blank	40	7.0				122	21.4		
Total	569	100.0			Total	569	100.0		

22. ECC supervisors- managers and administrators lead by example.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	87	15.3	16.4	16.4	Very Important	329	57.8	73.4	73.4
Somewhat Agree	201	35.3	37.9	54.3	Somewhat Important	104	18.3	23.2	96.7
Disagree	119	20.9	22.5	76.8	Somewhat Unimportant	5	0.9	1.1	97.8
Strongly Disagree	105	18.5	19.8	96.6	Very Unimportant	2	0.4	0.4	98.2
N/A	18	3.2	3.4	100	N/A	8	1.4	1.8	100
Total	530	93.1	100		Total	448	78.7	100	
Blank	39	6.9				121	21.3		
Total	569	100.0			Total	569	100.0		

Communication

23. ECC communicates openly and honestly with employees at all levels.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	72	12.7	12.9	12.9	Very Important	351	61.7	80.9	80.9
Somewhat Agree	208	36.6	37.3	50.2	Somewhat Important	70	12.3	16.1	97.0
Disagree	168	29.5	30.1	80.3	Somewhat Unimportant	2	0.4	0.5	97.5
Strongly Disagree	95	16.7	17	97.3	Very Unimportant	2	0.4	0.5	97.9
N/A	15	2.6	2.7	100	N/A	9	1.6	2.1	100
Total	558	98.1	100		Total	434	76.3	100	
Blank	11	1.9				135	23.7		
Total	569	100.0			Total	569	100.0		

24. ECC disseminates information in a timely manner.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	104	18.3	18.6	18.6	Very Important	318	55.9	73.6	73.6
Somewhat Agree	263	46.2	47.1	65.8	Somewhat Important	101	17.8	23.4	97
Disagree	112	19.7	20.1	85.8	Somewhat Unimportant	3	0.5	0.7	97.7
Strongly Disagree	66	11.6	11.8	97.7	Very Unimportant	2	0.4	0.5	98.1
N/A	13	2.3	2.3	100	N/A	8	1.4	1.9	100
Total	558	98.1	100		Total	432	75.9	100	
Blank	11	1.9				137	24.1		
Total	569	100.0			Total	569	100.0		

25. Reading College publications helps me to understand the campus and its concerns.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	150	26.4	27.2	27.2	Very Important	206	36.2	48.0	48.0
Somewhat Agree	265	46.6	48.1	75.3	Somewhat Important	172	30.2	40.1	88.1
Disagree	77	13.5	14.0	89.3	Somewhat Unimportant	27	4.7	6.3	94.4
Strongly Disagree	33	5.8	6.0	95.3	Very Unimportant	8	1.4	1.9	96.3
N/A	26	4.6	4.7	100	N/A	16	2.8	3.7	100
Total	551	96.8	100		Total	429	75.4	100	
Blank	18	3.2				140	24.6		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	78	13.7	14.0	14.0	Very Important	333	58.5	77.6	77.6
Somewhat Agree	199	35	35.7	49.7	Somewhat Important	79	13.9	18.4	96.0
Disagree	143	25.1	25.7	75.4	Very Unimportant	2	0.4	0.5	96.5
Strongly Disagree	106	18.6	19.0	94.4	N/A	15	2.6	3.5	100
N/A	31	5.4	5.6	100	Total	429	75.4	100	
Total	557	97.9	100			140	24.6		
Blank	12	2.1			Total	569	100.0		
Total	569	100.0							

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	191	33.6	34.3	34.3	Very Important	366	64.3	80.8	80.8
Somewhat Agree	203	35.7	36.4	70.7	Somewhat Important	77	13.5	17	97.8
Disagree	81	14.2	14.5	85.3	Very Unimportant	2	0.4	0.4	98.2
Strongly Disagree	75	13.2	13.5	98.7	N/A	8	1.4	1.8	100
N/A	7	1.2	1.3	100	Total	453	79.6	100	
Total	557	97.9	100						
Blank	12	2.1				116	20.4		
Total	569	100.0				569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	186	32.7	35.0	35.0	Very Important	365	64.1	81.5	81.5
Somewhat Agree	246	43.2	46.2	81.2	Somewhat Important	71	12.5	15.8	97.3
Disagree	62	10.9	11.7	92.9	Somewhat Unimportant	1	0.2	0.2	97.5
Strongly Disagree	27	4.7	5.1	97.9	Very Unimportant	3	0.5	0.7	98.2
N/A	11	1.9	2.1	100	N/A	8	1.4	1.8	100
Total	532	93.5	100		Total	448	78.7	100	
Blank	37	6.5				121	21.3		
Total	569	100.0				569	100.0		

29. I understand how college funds are budgeted.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	91	16	17.3	17.3	Very Important	255	44.8	56.7	56.7
Somewhat Agree	184	32.3	34.9	52.2	Somewhat Important	155	27.2	34.4	91.1
Disagree	139	24.4	26.4	78.6	Somewhat Unimportant	19	3.3	4.2	95.3
Strongly Disagree	95	16.7	18.0	96.6	Very Unimportant	7	1.2	1.6	96.9
N/A	18	3.2	3.4	100	N/A	14	2.5	3.1	100
Total	527	92.6	100		Total	450	79.1	100	
Blank	42	7.4				119	20.9		
Total	569	100.0				569	100.0		

30. I have access to reliable information about the College's programs and services used to support student achievement and student learning.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	160	28.1	30.4	30.4	Very Important	278	48.9	62.2	62.2
Somewhat Agree	260	45.7	49.4	79.8	Somewhat Important	130	22.8	29.1	91.3
Disagree	60	10.5	11.4	91.3	Somewhat Unimportant	15	2.6	3.4	94.6
Strongly Disagree	24	4.2	4.6	95.8	Very Unimportant	5	0.9	1.1	95.7
N/A	22	3.9	4.2	100	N/A	19	3.3	4.3	100
Total	526	92.4	100		Total	447	78.6	100	
Blank	43	7.6				122	21.4		
Total	569	100.0			Total	569	100.0		

31. College leadership encourages faculty- staff and managers to engage in dialogue regarding planning- program review and SLO processes.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	152	26.7	28.7	28.7	Very Important	229	40.2	51.7	51.7
Somewhat Agree	215	37.8	40.6	69.4	Somewhat Important	120	21.1	27.1	78.8
Disagree	66	11.6	12.5	81.9	Somewhat Unimportant	35	6.2	7.9	86.7
Strongly Disagree	44	7.7	8.3	90.2	Very Unimportant	13	2.3	2.9	89.6
N/A	52	9.1	9.8	100	N/A	46	8.1	10.4	100
Total	529	93	100		Total	443	77.9	100	
Blank	40	5.9				126	22.1		
Total	569	100.0			Total	569	100.0		

32. I often feel left out of the process.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	73	12.8	13.1	13.1	Very Important	182	32	42.8	42.8
Somewhat Agree	170	29.9	30.5	43.6	Somewhat Important	140	24.6	32.9	75.8
Disagree	137	24.1	24.6	68.2	Somewhat Unimportant	33	5.8	7.8	83.5
Strongly Disagree	128	22.5	23	91.2	Very Unimportant	11	1.9	2.6	86.1
N/A	49	8.6	8.8	100	N/A	59	10.4	13.9	100
Total	557	97.9	100		Total	425	74.7	100	
Blank	12	1.2				144	25.3		
Total	569	100.0			Total	569	100.0		

33. My input has translated into meaningful changes in policy- practices or other administrative changes.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	45	7.9	8.5	8.5	Very Important	190	33.4	43.7	43.7
Somewhat Agree	170	29.9	32.2	40.7	Somewhat Important	152	26.7	34.9	78.6
Disagree	128	22.5	24.2	65.0	Somewhat Unimportant	26	4.6	6.0	84.6
Strongly Disagree	91	16	17.2	82.2	Very Unimportant	7	1.2	1.6	86.2
N/A	94	16.5	17.8	100	N/A	60	10.5	13.8	100
Total	528	92.8	100		Total	435	76.4	100	
Blank	41	7.2				134	23.6		
Total	569	100.0			Total	569	100.0		

Student Services

34. ECC is a welcoming environment for students.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	183	32.2	33.3	33.3	Very Important	378	66.4	90.2	90.2
Somewhat Agree	295	51.8	53.6	86.9	Somewhat Important	31	5.4	7.4	97.6
Disagree	50	8.8	9.1	96	Somewhat Unimportant	1	0.2	0.2	97.9
Strongly Disagree	9	1.6	1.6	97.6	Very Unimportant	2	0.4	0.5	98.3
N/A	13	2.3	2.4	100	N/A	7	1.2	1.7	100
Total	550	96.7	100		Total	419	73.6	100	
Blank	19	3.3				150	26.4		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	72	12.7	13.1	13.1	Very Important	349	61.3	83.7	83.7
Somewhat Agree	211	37.1	38.5	51.6	Somewhat Important	52	9.1	12.5	96.2
Disagree	171	30.1	31.2	82.8	Somewhat Unimportant	2	0.4	0.5	96.6
Strongly Disagree	73	12.8	13.3	96.2	Very Unimportant	2	0.4	0.5	97.1
N/A	21	3.7	3.8	100	N/A	12	2.1	2.9	100
Total	548	96.3	100		Total	417	73.3	100	
Blank	21	3.7				152	26.7		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	104	18.3	18.9	18.9	Very Important	350	61.5	83.5	83.5
Somewhat Agree	288	50.6	52.4	71.3	Somewhat Important	55	9.7	13.1	96.7
Disagree	101	17.8	18.4	89.6	Somewhat Unimportant	1	0.2	0.2	96.9
Strongly Disagree	38	6.7	6.9	96.5	Very Unimportant	2	0.4	0.5	97.4
N/A	19	3.3	3.5	100	N/A	11	1.9	2.6	100
Total	550	96.7	100		Total	419	73.6	100	
Blank	19	3.3				150	26.4		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	155	27.2	28.3	28.3	Very Important	365	64.1	83.0	83.0
Somewhat Agree	263	46.2	48.1	76.4	Somewhat Important	61	10.7	13.9	96.8
Disagree	81	14.2	14.8	91.2	Somewhat Unimportant	1	0.2	0.2	97
Strongly Disagree	20	3.5	3.7	94.9	Very Unimportant	3	0.5	0.7	97.7
N/A	28	4.9	5.1	100	N/A	10	1.8	2.3	100
Total	547	96.1	100		Total	440	77.3	100	
Blank	22	3.9				22	3.9		
Total	569	100.0			Total	569	100.0		

38. 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	59	10.4	11.4	11.4	Very Important	325	57.1	74.4	74.4
Somewhat Agree	170	29.9	32.8	44.1	Somewhat Important	91	16	20.8	95.2
Disagree	165	29	31.8	75.9	Somewhat Unimportant	5	0.9	1.1	96.3
Strongly Disagree	98	17.2	18.9	94.8	Very Unimportant	2	0.4	0.5	96.8
N/A	27	4.7	5.2	100	N/A	14	2.5	3.2	100
Total	519	91.2	100		Total	437	76.8	100	
Blank	50	8.8				132	23.2		
Total	569	100.0			Total	569	100.0		

39. 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	131	23	25.1	25.1	Very Important	200	35.1	45.8	45.8
Somewhat Agree	206	36.2	39.5	64.7	Somewhat Important	154	27.1	35.2	81.0
Disagree	98	17.2	18.8	83.5	Somewhat Unimportant	49	8.6	11.2	92.2
Strongly Disagree	47	8.3	9.0	92.5	Very Unimportant	18	3.2	4.1	96.3
N/A	39	6.9	7.5	100	N/A	16	2.8	3.7	100
Total	521	91.6	100		Total	437	76.8	100	
Blank	48	8.4				132	23.2		
Total	569	100.0			Total	569	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	81	14.2	15.5	15.5	Very Important	273	48	62.8	62.8
Somewhat Agree	175	30.8	33.5	49.0	Somewhat Important	88	15.5	20.2	83.0
Disagree	97	17	18.6	67.6	Somewhat Unimportant	6	1.1	1.4	84.4
Strongly Disagree	63	11.1	12.1	79.7	Very Unimportant	5	0.9	1.1	85.5
N/A	106	18.6	20.3	100	N/A	63	11.1	14.5	100
Total	522	91.7	100		Total	435	76.4	100	
Blank	47	8.3				134	23.6		
Total	569	100.0			Total	569	100.0		

Relations

41. I feel that the partnership between El Camino College and the Compton Center has been a good thing for the Center.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	209	36.7	37.9	37.9	Very Important	196	34.4	47.7	47.7
Somewhat Agree	163	28.6	29.6	67.5	Somewhat Important	98	17.2	23.8	71.5
Disagree	30	5.3	5.4	73.0	Somewhat Unimportant	15	2.6	3.6	75.2
Strongly Disagree	26	4.6	4.7	77.7	Very Unimportant	10	1.8	2.4	77.6
N/A	123	21.6	22.3	100	N/A	92	16.2	22.4	100
Total	551	96.8	100		Total	411	72.2	100	
Blank	18	3.2				158	27.8		
Total	569	100.0			Total	569	100.0		

42. I feel that the partnership between El Camino College and the Compton Center has been a good thing for the Torrance campus.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	68	12	12.4	12.4	Very Important	176	30.9	42.3	42.3
Somewhat Agree	157	27.6	28.5	40.9	Somewhat Important	110	19.3	26.4	68.8
Disagree	124	21.8	22.5	63.5	Somewhat Unimportant	26	4.6	6.3	75.0
Strongly Disagree	83	14.6	15.1	78.5	Very Unimportant	10	1.8	2.4	77.4
N/A	118	20.7	21.5	100	N/A	94	16.5	22.6	100
Total	550	96.7	100		Total	416	73.1	100	
Blank	19	3.3				153	26.9		
Total	569	100.0			Total	569	100.0		

43. I get along well with colleagues at the Center.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	165	29.0	31.4	31.4	Very Important	172	30.2	41.5	41.5
Somewhat Agree	147	25.8	28.0	59.4	Somewhat Important	94	16.5	22.7	64.3
Disagree	18	3.2	3.4	62.9	Somewhat Unimportant	21	3.7	5.1	69.3
Strongly Disagree	17	3.0	3.2	66.1	Very Unimportant	7	1.2	1.7	71.0
N/A	178	31.3	33.9	100	N/A	120	21.1	29.0	100
Total	525	92.3	100		Total	414	72.8	100.0	
Blank	44	7.7				155	27.2		
Total	569	100.0			Total	569	100.0		

44. I am treated like an equal when working with colleagues at the Center.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	161	28.3	31.1	31.1	Very Important	175	30.8	42.8	42.8
Somewhat Agree	95	16.7	18.3	49.4	Somewhat Important	77	13.5	18.8	61.6
Disagree	28	4.9	5.4	54.8	Somewhat Unimportant	15	2.6	3.7	65.3
Strongly Disagree	21	3.7	4.1	58.9	Very Unimportant	4	0.7	1.0	66.3
N/A	213	37.4	41.1	100	N/A	138	24.3	33.7	100
Total	518	91	100		Total	409	71.9	100	
Blank	51	9.0				160	28.1		
Total	569	100.0			Total	569	100.0		