

**Faculty & Staff Opinion Survey
El Camino College
Spring 2006**

SURVEY RESULTS



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Introduction

El Camino College (ECC) administered an opinion survey to all faculty and staff in spring 2006 to gauge general opinions about four topics: Campus Mission, Campus Climate, Communication, and Student Service. The survey instrument included 5 background questions and 33 opinion questions; the questions were developed at ECC, combining questions from a 2001 survey with new items. In addition, the 2006 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, similar to the recently administered student opinion survey. 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 distributed to all non-student employees via two modes: Internet/web and scannable paper form. Employees could select either mode to take the survey but were asked to complete the survey only once. The intention of the two modes was to avoid the coverage error that accompanies web-only surveys since employees without easy access to email or the Internet may be excluded. The survey was distributed to the entire employee population, estimated at about 1,900. A total of 393 surveys were returned (64% online) for a total response rate of 20.7%. The margin of error in responses is $\pm 4.4\%$ (with 95% certainty).

This report summarizes the results from the spring 2006 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 5 background questions. These were employee group (employment type), division location¹, length of employment, employment status (full time/part time), and frequency of ECC email use. These items are summarized below.

The Employee Group item (Table A below) shows a much larger relative response from faculty and administrators than from staff. Staff representation on the survey improves if temporary employees (who may or may not be working during the survey period) are excluded but it is still well below employment levels. Students were not specifically included in the survey but were permitted to complete one. A considerable number of employees chose not to indicate their type of employment. The distributions for items B1 and B2 are also provided below; no comparison percentages are provided. The large

¹ A problem occurred where the term “Faculty” was used to describe only academic faculty for Item B1. Since El Camino College employs faculty in divisions other than Academic Affairs, this stipulation was incorrect. Survey respondents were advised to ignore this stipulation for the 2006 survey. The item will be modified in the future.

numbers of “Not Indicated” for these items is due to the fact that faculty were guided either towards B1 or B2 depending on their division.

A. Employee Group

	n	%	Valid %	ECC %
Faculty	221	56.2	76.7	47.9
Staff	32	8.1	11.1	48.8
Student	2	0.5	0.7	n/a
Manager/Administrator	33	8.4	11.5	3.2
Not Indicated	105	26.7	--	--
Total	393	100.0	100.0	100.0

B1. Academic Division

	n	%	Valid %
Behavioral & Social Sciences	34	8.7	14.8
Business	15	3.8	6.6
Fine Arts	34	8.7	14.8
Health Sciences & Athletics	26	6.6	11.4
Humanities	50	12.7	21.8
Instructional Services	8	2.0	3.5
Industry & Technology	18	4.6	7.9
Mathematical Sciences	20	5.1	8.7
Natural Sciences	24	6.1	10.5
Not Indicated	164	41.7	--
Total	393	100.0	100.0

B2. Administrative Division

	n	%	Valid %
Academic Affairs	35	8.9	20.7
Administrative Services	40	10.2	23.7
Student Services	64	16.3	37.9
Other	30	7.6	17.8
Not Indicated	224	57.0	--
Total	393	100.0	100.0

Regarding duration of employment (Table C), over three-quarters of employees have worked at El Camino College more than 5 years, reflecting considerable institutional knowledge. Over 44% of employees have been at ECC for between 5 and 15 years. Nearly 80% of respondents worked full time (Table D) with just over 20% on part time or temporary status.

C. Years at El Camino College

	n	%	Valid %
Less than 1 year	23	5.9	5.9
1 to 5 years	71	18.1	18.3
More than 5, less than 16 years	171	43.5	44.1
16 years or more	123	31.3	31.7
Not Indicated	5	1.3	--
Total	393	100.0	100.0

D. Employment Status

	n	%	Valid %
Full Time	278	70.7	78.5
Part Time	69	17.6	19.5
Temporary	7	1.8	2.0
Not Indicated	39	9.9	--
Total	393	100.0	100.0

One issue of interest for many campus representatives is the use of ECC email among employees. Survey results indicate that over 87% of faculty and staff check their email daily or weekly. About 8% never check their email (see "Valid %" column).

E. How Often ECC Email Account is Checked

	n	%	Valid %
Daily	297	75.6	77.1
Weekly	39	9.9	10.1
Bi-weekly or less	5	1.3	1.3
Rarely	12	3.1	3.1
Never	32	8.1	8.3
Not Indicated	8	2.0	--
Total	393	100.0	100.0

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 is 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.

The next sections explore aggregate opinion responses from El Camino College staff and faculty.

Opinion Responses

Overview

The sections below provide statistical summaries of response under each of the four 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, 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 ECC employees tend to *disagree* with the statement. Items with a difference larger than 0.25 are in red italics. Positive numbers indicate that ECC employees tend to *agree* with the statement; differences larger than 0.25 are bolded blue. 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 all items were significantly positive ($p < .001$), 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.

Campus Mission

Under the topic of Campus Mission, the most important aspect of the El Camino College mission was offering “quality educational opportunities” (item 5). Planning for the future (item 7) also receive a high importance rating from faculty and staff.

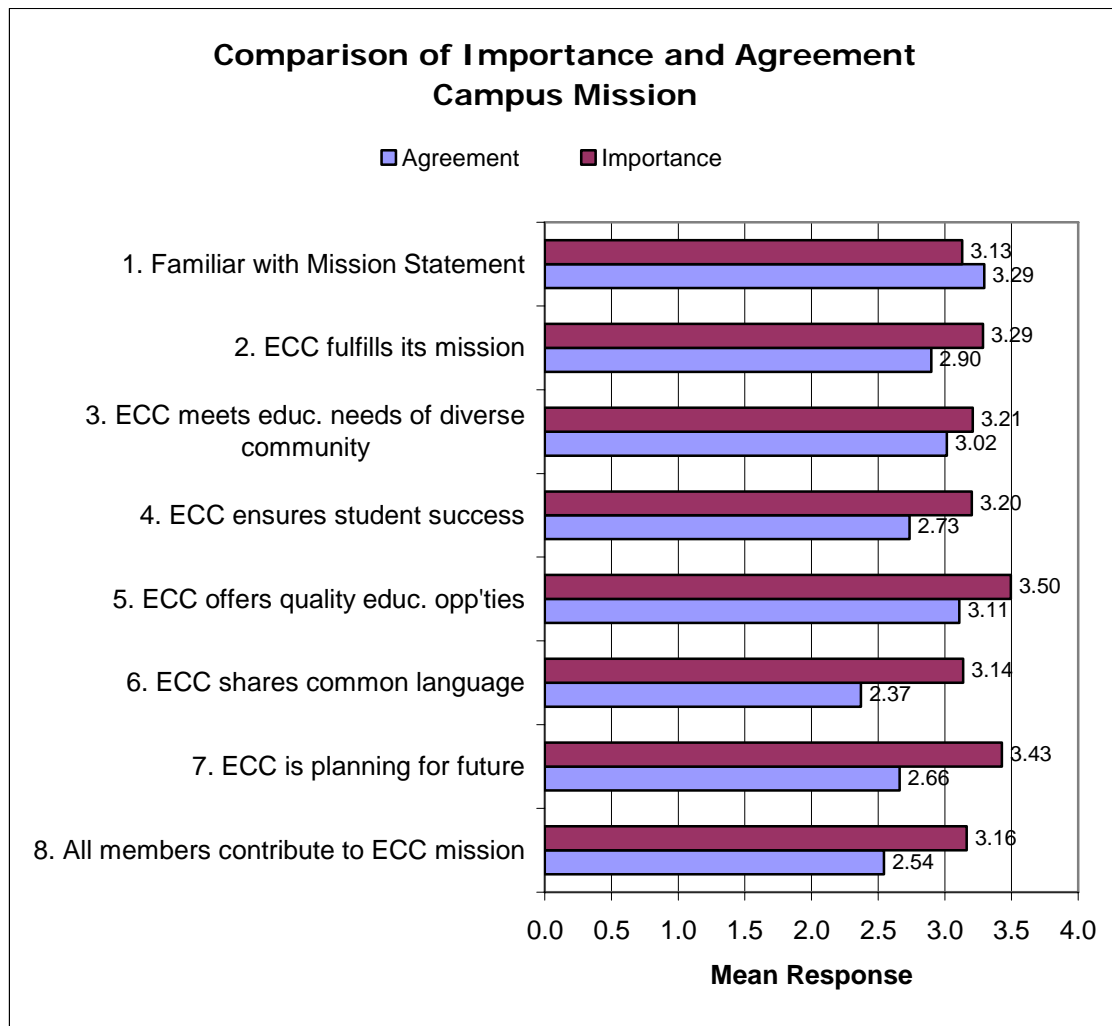
On the agreement side, employees tended to agree with 6 out of the 9 items, with larger differences from neutral found among 4 of the items. Overall, El Camino College employees are familiar with the mission statement and feel that the college is fulfilling its mission. ECC employees slightly disagreed with the statement that “all members of ECC share a common language that supports and reinforces the college mission” (item 6).

Items 1-8. Mean Responses on Campus Mission

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
1. Familiar with mission statement	331	3.13	0.70	373	3.29	0.69	0.79	***
2. ECC fulfills mission	335	3.29	0.70	370	2.90	0.63	0.40	***
3. ECC meets needs	325	3.21	0.83	375	3.02	0.65	0.52	***
4. ECC ensures success	321	3.20	0.89	358	2.73	0.80	0.23	***
5. ECC offers quality educational opportunities	335	3.50	0.59	375	3.11	0.68	0.61	***
6. ECC shares common language	324	3.14	0.75	364	2.37	0.83	-0.13	**
7. ECC is planning for future	333	3.43	0.63	347	2.66	0.78	0.16	***
8. All members contribute to ECC mission	330	3.16	0.85	369	2.54	0.83	0.04	

** 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

Regarding Campus Climate, 7 of the 11 items had an importance rating above 3.50 (on a 4-point scale). The highest of these were the importance of high morale among employees (#17) and management leading by example (#18).

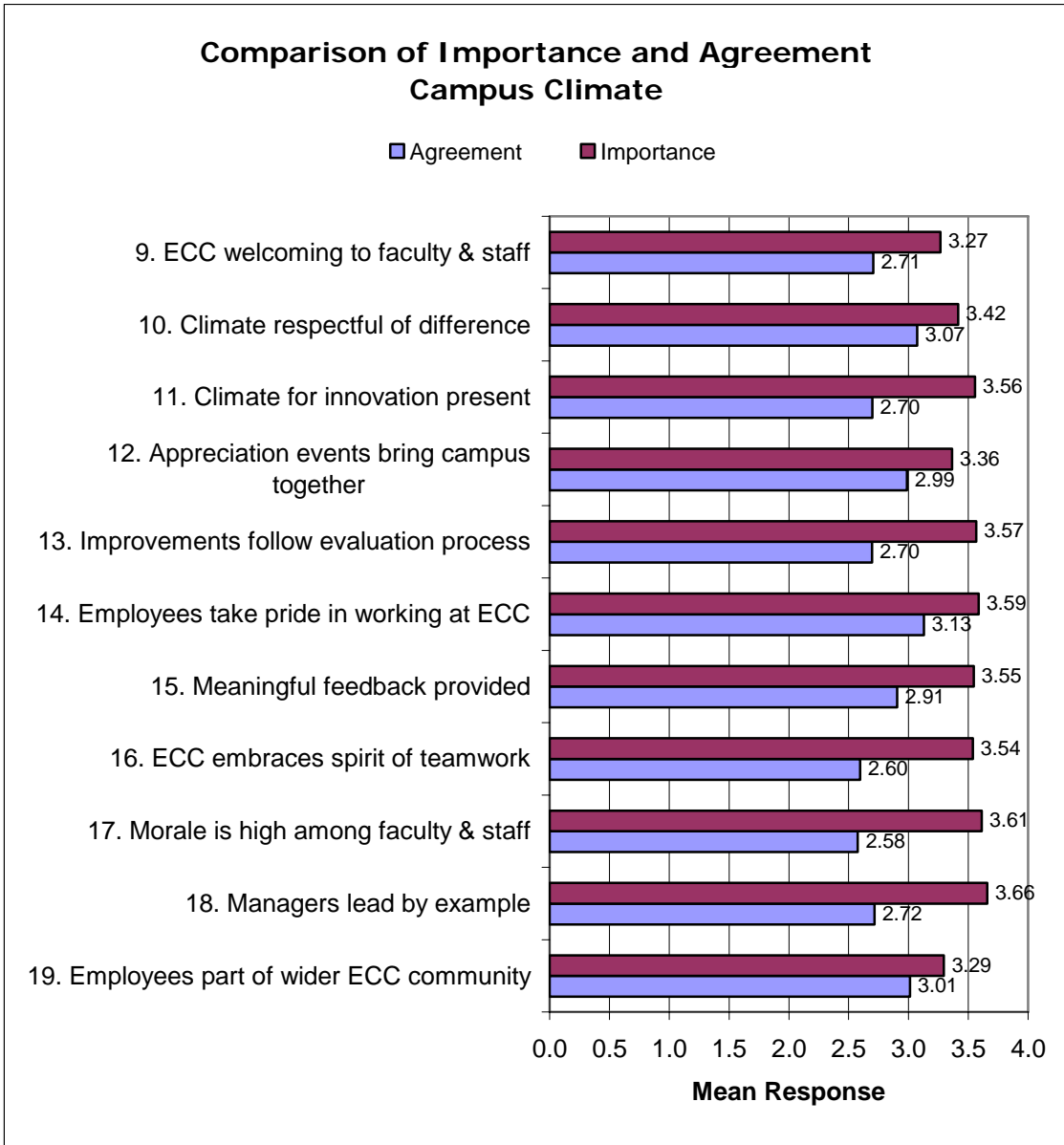
In terms of agreement, 10 of the 11 items noted significantly more agreement than disagreement, with half of these showing strong differences from neutral. These larger differences include items 10, 12, 14, 15 and 19. Faculty and staff agree that the campus climate is respectful of religious, ethnic and other differences, and that appreciation events bring the campus together. Respondents also agreed that employees take pride in their work, are given meaningful performance feedback and are part of a wider ECC community.

Items 9-19. Mean Responses on Campus Climate

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
9. ECC welcoming to faculty & staff	325	3.27	0.87	372	2.71	0.87	0.21	***
10. Climate respectful of difference	322	3.42	0.61	349	3.07	0.69	0.57	***
11. Climate for innovation present	324	3.56	0.53	353	2.70	0.92	0.20	***
12. Appreciation events bring campus together	318	3.36	0.69	348	2.99	0.88	0.49	***
13. Improvements follow evaluation process	314	3.57	0.53	328	2.70	0.89	0.20	***
14. Employees take pride in working at ECC	320	3.59	0.54	353	3.13	0.72	0.63	***
15. Meaningful feedback provided	315	3.55	0.52	361	2.91	0.85	0.41	***
16. ECC embraces spirit of teamwork	309	3.54	0.54	352	2.60	0.89	0.10	*
17. Morale is high among faculty & staff	323	3.61	0.52	361	2.58	1.05	0.08	
18. Managers lead by example	319	3.66	0.50	353	2.72	1.00	0.22	***
19. Employees part of wider ECC community	292	3.29	0.68	340	3.01	0.80	0.51	***

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

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



Communication

On the topic of Communication, the two items of highest importance were that the majority feel they can express their concerns (#23) and that opportunities are available for career growth (#24).

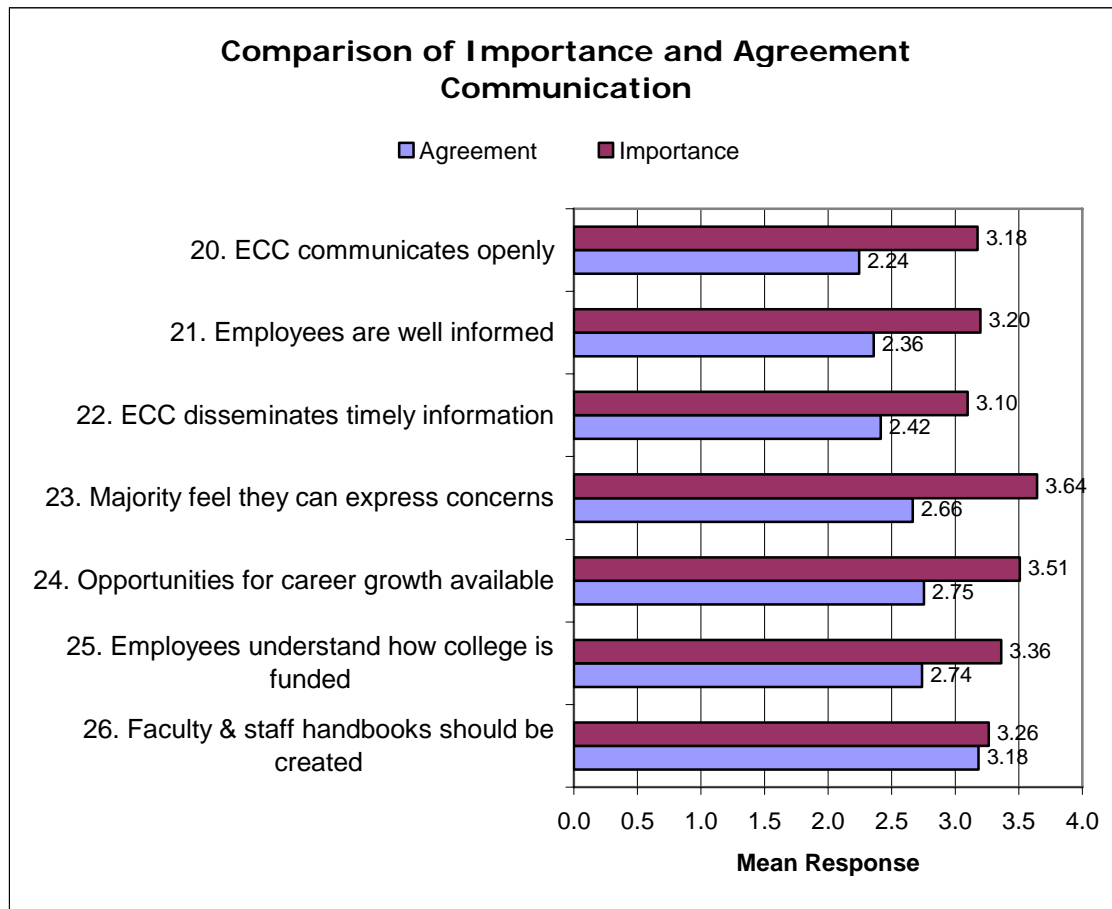
For the agreement ratings, faculty and staff felt that they are not well informed (#21) and that ECC does not communicate “openly and honestly with employees at all levels” (#20). This last item saw the largest negative difference. On the positive side, employees felt that they have opportunities for career growth available to them. They also supported by a large margin the development and distribution of faculty and staff handbooks.

Items 20-26. Mean Responses on Communication

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
20. ECC communicates openly	330	3.18	0.92	368	2.24	0.87	-0.26	***
21. Employees are well informed	328	3.20	0.89	379	2.36	0.81	-0.14	**
22. ECC disseminates timely information	313	3.10	0.89	361	2.42	0.84	-0.08	
23. Majority feel they can express concerns	317	3.64	0.49	364	2.66	0.91	0.16	**
24. Opportunities for career growth available	310	3.51	0.57	346	2.75	0.99	0.25	***
25. Employees understand how college is funded	299	3.36	0.64	356	2.74	0.91	0.24	***
26. Faculty & staff handbooks should be created	306	3.26	0.78	351	3.18	0.73	0.68	***

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

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



Student Service

Regarding Student Service, faculty and staff rated all but one item above 3.50 in importance. The highest rated included ECC being welcoming to students (#27), that the college should do all it can to improve processes (#28) and that service to students be adequate for their needs (#29).

Regarding agreement levels, employees felt that ECC is a welcoming environment for students and that the ethnic mix of faculty and staff reflects student diversity (by a considerable margin)—see item #32. However, employees also felt that the college could do more to improve processes for students and that services provide to students were not adequate.

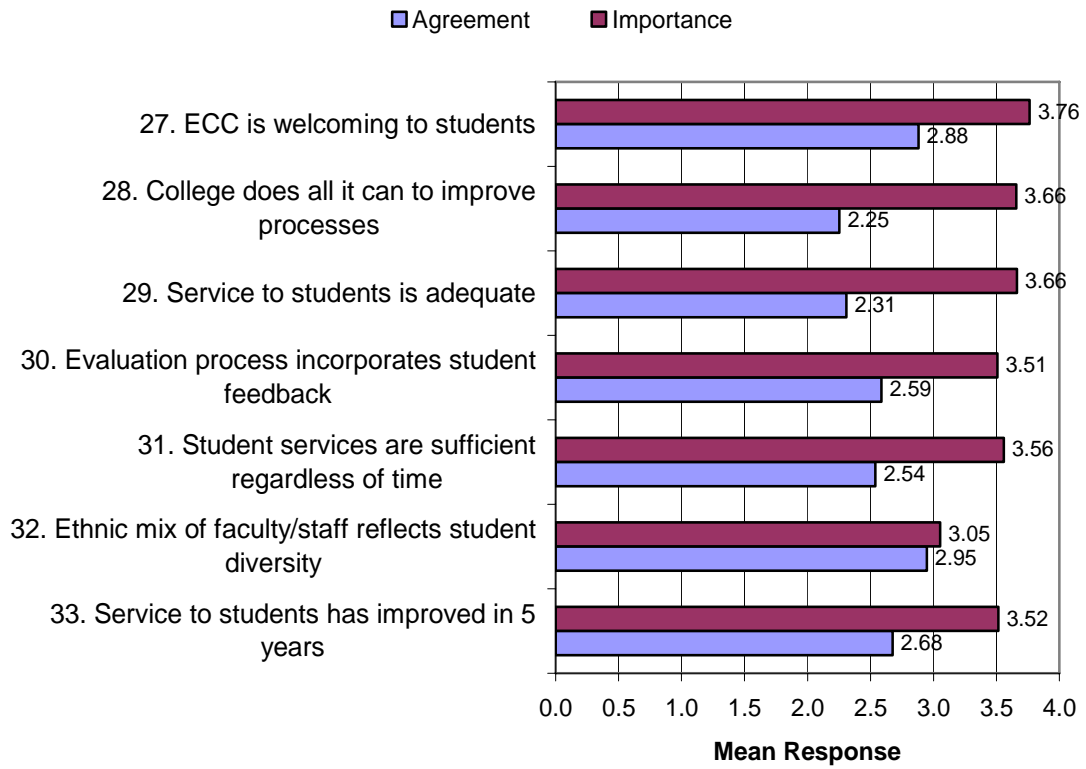
Items 27-33. Mean Responses on Student Service

Item	Importance			Agreement			Mean - Neutral	Sig.
	n	Mean	SD	n	Mean	SD		
27. ECC is welcoming to students	313	3.76	0.43	372	2.88	0.72	0.38	***
28. College does all it can to improve processes	312	3.66	0.48	355	2.25	0.83	-0.25	***
29. Service to students is adequate	305	3.66	0.48	347	2.31	0.83	-0.19	***
30. Evaluation process incorporates student feedback	299	3.51	0.58	296	2.59	0.86	0.09	
31. Student services are sufficient regardless of time	309	3.56	0.53	350	2.54	1.06	0.04	
32. Ethnic mix of faculty/staff reflects student diversity	303	3.05	0.81	339	2.95	0.83	0.45	***
33. Service to students has improved in 5 years	275	3.52	0.51	312	2.68	0.90	0.18	**

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

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

Comparison of Importance and Agreement Student Service



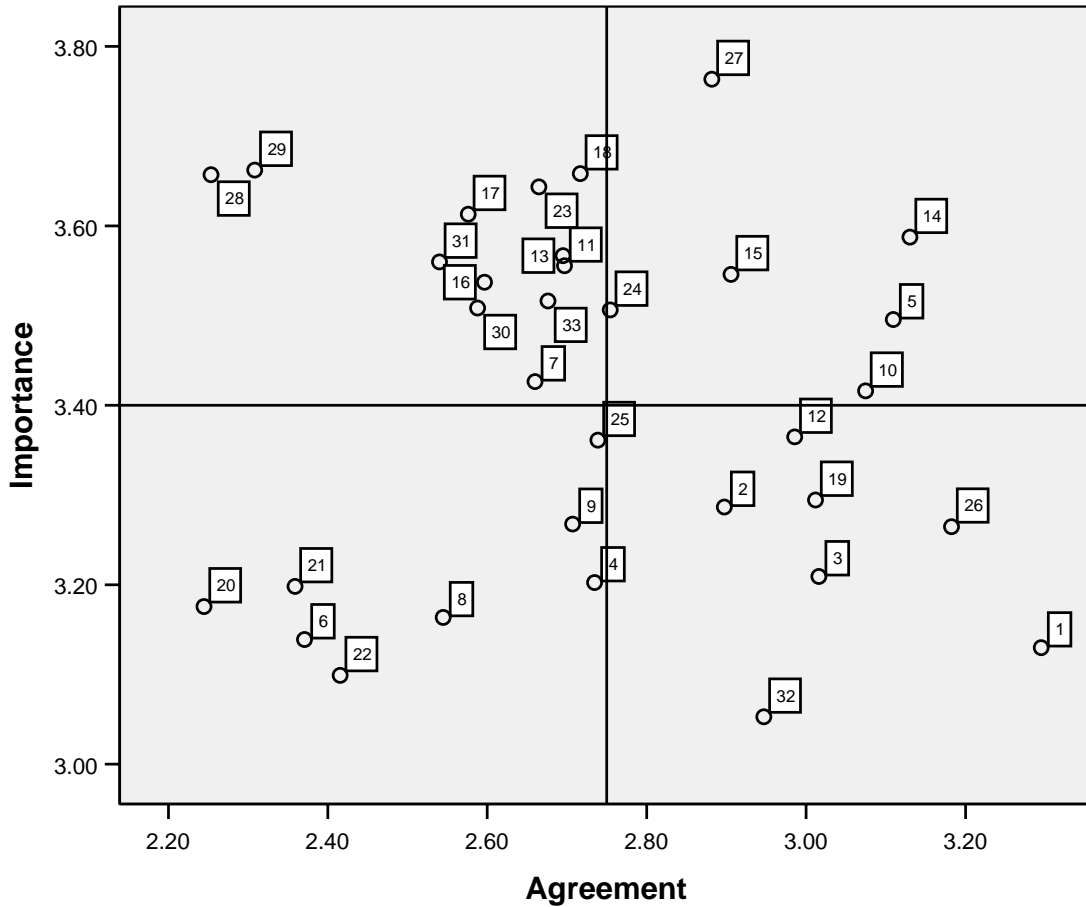
Summary of All Results

Out of the 33 opinion items, 23 had significant *agreement* (positive mean rating) while only 5 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. Item numbers that are rated high in importance and low in agreement are highlighted in red italics. The highlighted items are both in the Student Service section: #28. “ECC does all it can to improve processes for students” and #29. “Service provided to students is adequate”. There were no items that were in the top 5 in both importance and agreement.

Top 6 Most Important	Mean	Top 5 with Most Agreement	Mean
27. ECC is welcoming to students	3.76	1. Familiar with Mission Statement	3.29
<i>29. Service to students is adequate</i>	3.66	26. Faculty & staff handbooks should be created	3.18
18. Managers lead by example	3.66	14. Employees take pride in working at ECC	3.13
<i>28. ECC does all it can to improve processes for students</i>	3.66	5. ECC offers quality educational opportunities	3.11
23. Majority feel they can express concerns	3.64	10. Climate respectful of difference	3.07
Top 5 Least Important		Top 5 with Lowest Agreement	
8. All members contribute to ECC mission	3.16	6. ECC shares common language	2.37
6. ECC shares common language	3.14	21. Employees are well informed	2.36
1. Familiar with Mission Statement	3.13	<i>29. Service to students is adequate</i>	2.31
22. ECC disseminates timely information	3.10	<i>28. College does all it can to improve processes</i>	2.25
32. Ethnic mix of faculty/staff reflects student diversity	3.05	20. ECC communicates openly	2.24

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 statistically significant and 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 open communication. Areas with higher levels of agreement involved knowledge and fulfillment of the campus mission, a respectful campus climate and employee pride. Development of faculty and staff handbooks was highly recommended.

In addition to selecting levels of agreement and importance on the scalable opinion items of the survey, faculty and staff also had several opportunities to provide written comments, with one comment area per section along with sections to mention the best aspects of ECC along with areas of suggested improvement. These comments will be published in a separate report.

Appendix A – Fascimile of Faculty and Staff Opinion Survey

**El Camino College
Faculty and Staff Opinion Survey**

The administration would like to hear your thoughts about your work life 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 do not complete the survey twice.

Please take a few minutes to complete the following survey. You may use pen or pencil but *please fill in the circles completely*. Your written comments also are welcomed! All responses are completely confidential.

Please return your completed survey by Monday, June 19.

A. Employee Group

- Faculty
- Staff (including Supervisor)
- Student
- Manager/Administrator

If you are FACULTY, please complete item B1, then continue on to item C.

ALL OTHERS, please complete item B2, then continue on to item C.

B1. Academic Division (FACULTY ONLY)

- Behavioral & Social Sciences
- Business
- Cooperative Career Education
- Fine Arts
- Health Sciences & Athletics
- Humanities
- Instructional Services
- Industry & Technology
- Mathematical Sciences
- Natural Sciences

B2. Administrative Division (NON-FACULTY ONLY)

- Academic Affairs
- Administrative Services
- Student Services
- Other

C. Years at El Camino College

- Less than 1 year.
- 1 to 5 years
- More than 5, but less than 16 years.
- 16 years or more.

D. Employment Status

- Full Time
- Part Time
- Temporary

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

- Daily
- Weekly
- Every two weeks or less often
- Rarely
- Never

Over

In this survey, you will read a series of statements that relate to campus mission and climate, communication and student service.

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."

CAMPUS MISSION

"The Mission of El Camino College is to meet the educational needs of our diverse community and ensure student success by offering quality, comprehensive educational opportunities."

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Very Important	Important	Unimportant	Very Unimportant	N/A	
1. I was familiar with the mission statement of El Camino College before completing this survey.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
2. ECC currently fulfills its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
3. ECC is meeting the educational needs of our diverse community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
4. ECC ensures student success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
5. ECC offers quality, comprehensive educational opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
6. All members of ECC share a common language that supports and reinforces the college mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
7. El Camino College is planning for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
8. All members of ECC contribute to meeting its mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Additional comments: _____

CAMPUS CLIMATE

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Very Important	Important	Unimportant	Very Unimportant	N/A	
9. ECC is a welcoming environment for faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
10. The campus climate is respectful of religious, ethnic and other differences.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
11. A strong climate for innovation and change is present on the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
12. Faculty and staff appreciation events bring the campus together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
13. Improvements are made to most programs and services following an evaluation process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
14. Employees take pride in working for ECC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
15. Employees at ECC are given meaningful feedback concerning their performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
16. ECC embraces a spirit of teamwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
17. Morale on campus is high among faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
18. ECC supervisors, managers and administrators leads by example.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■
19. Employees are part of a wider ECC community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	■

Additional comments: _____

COMMUNICATION

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Very Important	Important	Unimportant	Very Unimportant	N/A
20. ECC communicates openly and honestly with employees at all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Employees at ECC are well informed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. ECC disseminates information in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. The majority of our employees feel that they can talk to management about their concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Opportunities for career growth are available.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Most employees understand how the college is funded.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Faculty and staff handbooks should be created and distributed to the campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments: _____

STUDENT SERVICE

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A	Very Important	Important	Unimportant	Very Unimportant	N/A
27. ECC is a welcoming environment for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. The college has done all it can to improve processes for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Service provided to students is adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Campus evaluation processes incorporate feedback from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Services to students are sufficient regardless of the day of the week or time of day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. The ethnic mix of the faculty and staff reflects the diversity of the student body.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Services to students have improved over the past 5 years ago.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Additional comments: _____

BONUS - YOU TELL US!

Please complete the following section if you have additional thoughts not covered in the survey or if you would like to reinforce any of the opinions you provided.

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

1. _____
2. _____
3. _____

Please list the 3 **BEST ASPECTS** 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. _____

THANK YOU FOR YOUR TIME AND INPUT!

El Camino College



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 $\pm 4.4\%$ of the sample results.

Margin of error – The faculty staff opinion survey was administered to a small sample of the entire ECC workforce. While a sufficiently large and randomly selected sample of students can describe the population fairly well, some restrictions apply since we haven’t elicited responses from every student. In short, there will be some error in the results. How can we be fairly certain the sample *mean* reflects the true population mean? In order to do this, we use two components: *confidence level* and margin of error. The margin of error is the percentage of variability around the sample mean (or how different the true mean is from the sample). It is usually noted in survey results as $\pm 4\%$ or some other percentage. That means that the true mean lies somewhere within 4% above or 4% below the sample mean, at the given *confidence level*. For our study, ECC faculty/staff opinions lie within $\pm 4.4\%$ of the sample results (with 95% certainty or “confidence”).

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

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

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

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

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

Campus Mission

1. I was familiar with the mission statement of ECC before completing the survey.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	151	38.4	39.8	39.8	Very Important	95	24.2	28.0	28.0
Agree	189	48.1	49.9	89.7	Important	193	49.1	56.9	85.0
Disagree	25	6.4	6.6	96.3	Unimportant	34	8.7	10.0	95.0
Strongly Disagree	8	2.0	2.1	98.4	Very Unimportant	9	2.3	2.7	97.6
N/A	6	1.5	1.6	100.0	N/A	8	2.0	2.4	100.0
Subtotal	379	96.4	100.0			339	86.3	100.0	
Blank	14	3.6				54	13.7		
Total	393	100.0				393	100.0		

2. ECC currently fulfills its missions.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	45	11.5	11.7	11.7	Very Important	140	35.6	41.1	41.1
Agree	254	64.6	66.3	78.1	Important	155	39.4	45.5	86.5
Disagree	59	15.0	15.4	93.5	Unimportant	36	9.2	10.6	97.1
Strongly Disagree	12	3.1	3.1	96.6	Very Unimportant	4	1.0	1.2	98.2
N/A	13	3.3	3.4	100.0	N/A	6	1.5	1.8	100.0
Subtotal	383	97.5	100.0			341	86.8	100.0	
Blank	10	2.5				52	13.2		
Total	393	100.0				393	100.0		

3. ECC is meeting the educational needs of our diverse community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	74	18.8	19.3	19.3	Very Important	140	35.6	41.3	41.3
Agree	241	61.3	62.9	82.2	Important	125	31.8	36.9	78.2
Disagree	52	13.2	13.6	95.8	Unimportant	48	12.2	14.2	92.3
Strongly Disagree	8	2.0	2.1	97.9	Very Unimportant	12	3.1	3.5	95.9
N/A	8	2.0	2.1	100.0	N/A	14	3.6	4.1	100.0
Subtotal	383	97.5	100.0			339	86.3	100.0	
Blank	10	2.5				54	13.7		
Total	393	100.0				393	100.0		

4. ECC ensures student success.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	49	12.5	12.8	12.8	Very Important	149	37.9	43.8	43.8
Agree	194	49.4	50.8	63.6	Important	105	26.7	30.9	74.7
Disagree	86	21.9	22.5	86.1	Unimportant	50	12.7	14.7	89.4
Strongly Disagree	29	7.4	7.6	93.7	Very Unimportant	17	4.3	5.0	94.4
N/A	24	6.1	6.3	100.0	N/A	19	4.8	5.6	100.0
Subtotal	382	97.2	100.0			340	86.5	100.0	
Blank	11	2.8				53	13.5		
Total	393	100.0				393	100.0		

5. ECC offers quality, comprehensive educational opportunities.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	101	25.7	26.5	26.5	Very Important	181	46.1	52.9	52.9
Agree	222	56.5	58.3	84.8	Important	140	35.6	40.9	93.9
Disagree	44	11.2	11.5	96.3	Unimportant	13	3.3	3.8	97.7
Strongly Disagree	8	2.0	2.1	98.4	Very Unimportant	1	0.3	0.3	98.0
N/A	6	1.5	1.6	100.0	N/A	7	1.8	2.0	100.0
Subtotal	381	96.9	100.0			342	87.0	100.0	
Blank	12	3.1				51	13.0		
Total	393	100.0				393	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	28	7.1	7.3	7.3	Very Important	109	27.7	32.0	32.0
Agree	135	34.4	35.4	42.8	Important	159	40.5	46.6	78.6
Disagree	145	36.9	38.1	80.8	Unimportant	48	12.2	14.1	92.7
Strongly Disagree	56	14.2	14.7	95.5	Very Unimportant	8	2.0	2.3	95.0
N/A	17	4.3	4.5	100.0	N/A	17	4.3	5.0	100.0
Subtotal	381	96.9	100.0			341	86.8	100.0	
Blank	12	3.1				52	13.2		
Total	393	100.0				393	100.0		

7. ECC is planning for the future.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	36	9.2	9.4	9.4	Very Important	164	41.7	48.5	48.5
Agree	188	47.8	49.1	58.5	Important	151	38.4	44.7	93.2
Disagree	92	23.4	24.0	82.5	Unimportant	14	3.6	4.1	97.3
Strongly Disagree	31	7.9	8.1	90.6	Very Unimportant	4	1.0	1.2	98.5
N/A	36	9.2	9.4	100.0	N/A	5	1.3	1.5	100.0
Subtotal	383	97.5	100.0			338	86.0	100.0	
Blank	10	2.5				55	14.0		
Total	393	100.0				393	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	43	10.9	11.3	11.3	Very Important	131	33.3	38.9	38.9
Agree	154	39.2	40.4	51.7	Important	140	35.6	41.5	80.4
Disagree	133	33.8	34.9	86.6	Unimportant	41	10.4	12.2	92.6
Strongly Disagree	39	9.9	10.2	96.9	Very Unimportant	18	4.6	5.3	97.9
N/A	12	3.1	3.1	100.0	N/A	7	1.8	2.1	100.0
Subtotal	381	96.9	100.0			337	85.8	100.0	
Blank	12	3.1				56	14.2		
Total	393	100.0				393	100.0		

Campus Climate

9. ECC is a welcoming environment for faculty and staff.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	58	14.8	15.1	15.1	Very Important	155	39.4	44.8	44.8
Agree	190	48.3	49.6	64.8	Important	124	31.6	35.8	80.6
Disagree	81	20.6	21.1	85.9	Unimportant	24	6.1	6.9	87.6
Strongly Disagree	43	10.9	11.2	97.1	Very Unimportant	22	5.6	6.4	93.9
N/A	11	2.8	2.9	100.0	N/A	21	5.3	6.1	100.0
Subtotal	383	97.5	100.0			346	88.0	100.0	
Blank	10	2.5				47	12.0		
Total	393	100.0				393	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	84	21.4	22.0	22.0	Very Important	154	39.2	47.2	47.2
Agree	220	56.0	57.6	79.6	Important	149	37.9	45.7	92.9
Disagree	32	8.1	8.4	88.0	Unimportant	18	4.6	5.5	98.5
Strongly Disagree	13	3.3	3.4	91.4	Very Unimportant	1	0.3	0.3	98.8
N/A	33	8.4	8.6	100.0	N/A	4	1.0	1.2	100.0
Subtotal	382	97.2	100.0			326	83.0	100.0	
Blank	11	2.8				67	17.0		
Total	393	100.0				393	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	72	18.3	20.0	20.0	Very Important	185	47.1	56.7	56.7
Agree	141	35.9	39.2	59.2	Important	135	34.4	41.4	98.2
Disagree	101	25.7	28.1	87.2	Unimportant	3	0.8	0.9	99.1
Strongly Disagree	39	9.9	10.8	98.1	Very Unimportant	1	0.3	0.3	99.4
N/A	7	1.8	1.9	100.0	N/A	2	0.5	0.6	100.0
Subtotal	360	91.6	100.0			326	83.0	100.0	
Blank	33	8.4				67	17.0		
Total	393	100.0				393	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	108	27.5	29.7	29.7	Very Important	151	38.4	46.5	46.5
Agree	150	38.2	41.2	70.9	Important	135	34.4	41.5	88.0
Disagree	67	17.0	18.4	89.3	Unimportant	29	7.4	8.9	96.9
Strongly Disagree	23	5.9	6.3	95.6	Very Unimportant	3	0.8	0.9	97.8
N/A	16	4.1	4.4	100.0	N/A	7	1.8	2.2	100.0
Subtotal	364	92.6	100.0			325	82.7	100.0	
Blank	29	7.4				68	17.3		
Total	393	100.0				393	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	16.3	17.7	17.7	Very Important	183	46.6	56.7	56.7
Agree	132	33.6	36.5	54.1	Important	126	32.1	39.0	95.7
Disagree	100	25.4	27.6	81.8	Unimportant	5	1.3	1.5	97.2
Strongly Disagree	32	8.1	8.8	90.6	Very Unimportant	0	0.0	0.0	0.0
N/A	34	8.7	9.4	100.0	N/A	9	2.3	2.8	100.0
Subtotal	362	92.1	100.0			323	82.2	100.0	
Blank	31	7.9				70	17.8		
Total	393	100.0				393	100.0		

14. Employees take pride in working for ECC.

Agreement					Importance				
Scale	N	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	107	27.2	29.7	29.7	Very Important	194	49.4	60.4	60.4
Agree	194	49.4	53.9	83.6	Important	122	31.0	38.0	98.4
Disagree	43	10.9	11.9	95.6	Unimportant	2	0.5	0.6	99.1
Strongly Disagree	9	2.3	2.5	98.1	Very Unimportant	2	0.5	0.6	99.7
N/A	7	1.8	1.9	100.0	N/A	1	0.3	0.3	100.0
Subtotal	360	91.6	100.0			321	81.7	100.0	
Blank	33	8.4				72	18.3		
Total	393	100.0				393	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	89	22.6	24.4	24.4	Very Important	175	44.5	54.7	54.7
Agree	175	44.5	47.9	72.3	Important	138	35.1	43.1	97.8
Disagree	71	18.1	19.5	91.8	Unimportant	1	0.3	0.3	98.1
Strongly Disagree	26	6.6	7.1	98.9	Very Unimportant	1	0.3	0.3	98.4
N/A	4	1.0	1.1	100.0	N/A	5	1.3	1.6	100.0
Subtotal	365	92.9	100.0			320	81.4	100.0	
Blank	28	7.1				73	18.6		
Total	393	100.0				393	100.0		

16. ECC embraces a spirit of teamwork.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	51	13.0	14.1	14.1	Very Important	173	44.0	54.7	54.7
Agree	155	39.4	42.8	56.9	Important	129	32.8	40.8	95.6
Disagree	99	25.2	27.3	84.3	Unimportant	7	1.8	2.2	97.8
Strongly Disagree	47	12.0	13.0	97.2	Very Unimportant	0	0.0	0.0	0.0
N/A	10	2.5	2.8	100.0	N/A	7	1.8	2.2	100.0
Subtotal	362	92.1	100.0			316	80.4	100.0	
Blank	31	7.9				77	19.6		
Total	393	100.0				393	100.0		

17. Morale on campus is high among faculty and staff.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	82	20.9	22.4	22.4	Very Important	203	51.7	62.8	62.8
Agree	115	29.3	31.4	53.8	Important	116	29.5	35.9	98.8
Disagree	93	23.7	25.4	79.2	Unimportant	3	0.8	0.9	99.7
Strongly Disagree	71	18.1	19.4	98.6	Very Unimportant	1	0.3	0.3	100.0
N/A	5	1.3	1.4	100.0	N/A	0	0.0	0.0	0.0
Subtotal	366	93.1	100.0			323	82.2	100.0	
Blank	27	6.9				70	17.8		
Total	393	100.0				393	100.0		

18. ECC supervisors, managers and administrators lead by example.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	82	20.9	22.7	22.7	Very Important	213	54.2	66.4	66.4
Agree	147	37.4	40.7	63.4	Important	104	26.5	32.4	98.8
Disagree	66	16.8	18.3	81.7	Unimportant	1	0.3	0.3	99.1
Strongly Disagree	58	14.8	16.1	97.8	Very Unimportant	1	0.3	0.3	99.4
N/A	8	2.0	2.2	100.0	N/A	2	0.5	0.6	100.0
Subtotal	361	91.9	100.0			321	81.7	100.0	
Blank	32	8.1				72	18.3		
Total	393	100.0				393	100.0		

19. Employees are part of a wider ECC community.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	95	24.2	26.5	26.5	Very Important	118	30.0	38.4	38.4
Agree	170	43.3	47.4	73.8	Important	146	37.2	47.6	86.0
Disagree	59	15.0	16.4	90.3	Unimportant	24	6.1	7.8	93.8
Strongly Disagree	16	4.1	4.5	94.7	Very Unimportant	4	1.0	1.3	95.1
N/A	19	4.8	5.3	100.0	N/A	15	3.8	4.9	100.0
Subtotal	359	91.3	100.0			307	78.1	100.0	
Blank	34	8.7				86	21.9		
Total	393	100.0				393	100.0		

Communication

20. ECC is a welcoming environment for faculty and staff.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	23	5.9	6.0	6.0	Very Important	154	39.2	45.7	45.7
Agree	126	32.1	32.8	38.8	Important	100	25.4	29.7	75.4
Disagree	137	34.9	35.7	74.5	Unimportant	56	14.2	16.6	92.0
Strongly Disagree	82	20.9	21.4	95.8	Very Unimportant	20	5.1	5.9	97.9
N/A	16	4.1	4.2	100.0	N/A	7	1.8	2.1	100.0
Subtotal	384	97.7	100.0			337	85.8	100.0	
Blank	9	2.3				56	14.2		
Total	393	100.0				393	100.0		

21. Employees at ECC are well informed.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	26	6.6	6.8	6.8	Very Important	145	36.9	43.0	43.0
Agree	139	35.4	36.1	42.9	Important	127	32.3	37.7	80.7
Disagree	159	40.5	41.3	84.2	Unimportant	32	8.1	9.5	90.2
Strongly Disagree	55	14.0	14.3	98.4	Very Unimportant	24	6.1	7.1	97.3
N/A	6	1.5	1.6	100.0	N/A	9	2.3	2.7	100.0
Subtotal	385	98.0	100.0			337	85.8	100.0	
Blank	8	2.0				56	14.2		
Total	393	100.0				393	100.0		

22. ECC disseminates information in a timely manner.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	25	6.4	6.5	6.5	Very Important	122	31.0	36.5	36.5
Agree	159	40.5	41.5	48.0	Important	118	30.0	35.3	71.9
Disagree	118	30.0	30.8	78.9	Unimportant	55	14.0	16.5	88.3
Strongly Disagree	59	15.0	15.4	94.3	Very Unimportant	18	4.6	5.4	93.7
N/A	22	5.6	5.7	100.0	N/A	21	5.3	6.3	100.0
Subtotal	383	97.5	100.0			334	85.0	100.0	
Blank	10	2.5				59	15.0		
Total	393	100.0				393	100.0		

23. 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	61	15.5	15.9	15.9	Very Important	206	52.4	64.4	64.4
Agree	168	42.7	43.8	59.6	Important	109	27.7	34.1	98.4
Disagree	87	22.1	22.7	82.3	Unimportant	2	0.5	0.6	99.1
Strongly Disagree	48	12.2	12.5	94.8	Very Unimportant	0	0.0	0.0	0.0
N/A	20	5.1	5.2	100.0	N/A	3	0.8	0.9	100.0
Subtotal	384	97.7	100.0			320	81.4	100.0	
Blank	9	2.3				73	18.6		
Total	393	100.0				393	100.0		

24. Opportunities for career growth are available.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	84	21.4	23.0	23.0	Very Important	167	42.5	53.0	53.0
Agree	145	36.9	39.7	62.7	Important	134	34.1	42.5	95.6
Disagree	65	16.5	17.8	80.5	Unimportant	8	2.0	2.5	98.1
Strongly Disagree	52	13.2	14.2	94.8	Very Unimportant	1	0.3	0.3	98.4
N/A	19	4.8	5.2	100.0	N/A	5	1.3	1.6	100.0
Subtotal	365	92.9	100.0			315	80.2	100.0	
Blank	28	7.1				78	19.8		
Total	393	100.0				393	100.0		

25. Most employees understand how the college is funded.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	83	21.1	22.7	22.7	Very Important	133	33.8	43.2	43.2
Agree	128	32.6	35.0	57.7	Important	143	36.4	46.4	89.6
Disagree	114	29.0	31.1	88.8	Unimportant	21	5.3	6.8	96.4
Strongly Disagree	31	7.9	8.5	97.3	Very Unimportant	2	0.5	0.6	97.1
N/A	10	2.5	2.7	100.0	N/A	9	2.3	2.9	100.0
Subtotal	366	93.1	100.0			308	78.4	100.0	
Blank	27	6.9				85	21.6		
Total	393	100.0				393	100.0		

26. Faculty and staff handbooks should be created and distributed to the campus.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	122	31.0	33.2	33.2	Very Important	136	34.6	42.8	42.8
Agree	180	45.8	48.9	82.1	Important	122	31.0	38.4	81.1
Disagree	40	10.2	10.9	92.9	Unimportant	41	10.4	12.9	94.0
Strongly Disagree	9	2.3	2.4	95.4	Very Unimportant	7	1.8	2.2	96.2
N/A	17	4.3	4.6	100.0	N/A	12	3.1	3.8	100.0
Subtotal	368	93.6	100.0			318	80.9	100.0	
Blank	25	6.4				75	19.1		
Total	393	100.0				393	100.0		

Student Service

27. ECC is a welcoming environment for students.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	57	14.5	15.0	15.0	Very Important	239	60.8	75.4	75.4
Agree	234	59.5	61.6	76.6	Important	74	18.8	23.3	98.7
Disagree	61	15.5	16.1	92.6	Unimportant	0	0.0	0.0	0.0
Strongly Disagree	20	5.1	5.3	97.9	Very Unimportant	0	0.0	0.0	0.0
N/A	8	2.0	2.1	100.0	N/A	4	1.0	1.3	100.0
Subtotal	380	96.7	100.0			317	80.7	100.0	
Blank	13	3.3				76	19.3		
Total	393	100.0				393	100.0		

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

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	20	5.1	5.3	5.3	Very Important	206	52.4	64.0	64.0
Agree	118	30.0	31.1	36.3	Important	105	26.7	32.6	96.6
Disagree	149	37.9	39.2	75.5	Unimportant	1	0.3	0.3	96.9
Strongly Disagree	68	17.3	17.9	93.4	Very Unimportant	0	0.0	0.0	0.0
N/A	25	6.4	6.6	100.0	N/A	10	2.5	3.1	100.0
Subtotal	380	96.7	100.0			322	81.9	100.0	
Blank	13	3.3				71	18.1		
Total	393	100.0				393	100.0		

29. Service provided to students is adequate.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	24	6.1	6.4	6.4	Very Important	203	51.7	65.1	65.1
Agree	117	29.8	31.1	37.5	Important	101	25.7	32.4	97.4
Disagree	148	37.7	39.4	76.9	Unimportant	1	0.3	0.3	97.8
Strongly Disagree	58	14.8	15.4	92.3	Very Unimportant	0	0.0	0.0	0.0
N/A	29	7.4	7.7	100.0	N/A	7	1.8	2.2	100.0
Subtotal	376	95.7	100.0			312	79.4	100.0	
Blank	17	4.3				81	20.6		
Total	393	100.0				393	100.0		

30. Campus evaluation processes incorporate feedback from students.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	36	9.2	9.6	9.6	Very Important	163	41.5	51.9	51.9
Agree	139	35.4	37.2	46.8	Important	126	32.1	40.1	92.0
Disagree	84	21.4	22.5	69.3	Unimportant	9	2.3	2.9	94.9
Strongly Disagree	37	9.4	9.9	79.1	Very Unimportant	1	0.3	0.3	95.2
N/A	78	19.8	20.9	100.0	N/A	15	3.8	4.8	100.0
Subtotal	374	95.2	100.0			314	79.9	100.0	
Blank	19	4.8				79	20.1		
Total	393	100.0				393	100.0		

31. 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	80	20.4	21.6	21.6	Very Important	178	45.3	56.7	56.7
Agree	100	25.4	27.0	48.6	Important	126	32.1	40.1	96.8
Disagree	99	25.2	26.8	75.4	Unimportant	5	1.3	1.6	98.4
Strongly Disagree	71	18.1	19.2	94.6	Very Unimportant	0	0.0	0.0	0.0
N/A	20	5.1	5.4	100.0	N/A	5	1.3	1.6	100.0
Subtotal	370	94.1	100.0			314	79.9	100.0	
Blank	23	5.9				79	20.1		
Total	393	100.0				393	100.0		

32. 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	87	22.1	24.0	24.0	Very Important	96	24.4	30.4	30.4
Agree	167	42.5	46.1	70.2	Important	139	35.4	44.0	74.4
Disagree	65	16.5	18.0	88.1	Unimportant	56	14.2	17.7	92.1
Strongly Disagree	20	5.1	5.5	93.6	Very Unimportant	12	3.1	3.8	95.9
N/A	23	5.9	6.4	100.0	N/A	13	3.3	4.1	100.0
Subtotal	362	92.1	100.0			316	80.4	100.0	
Blank	31	7.9				77	19.6		
Total	393	100.0				393	100.0		

33. Services to students have improved over the past 5 years.

Agreement					Importance				
Scale	n	%	Valid %	Cum %	Scale	n	%	Valid %	Cum %
Strongly Agree	54	13.7	14.8	14.8	Very Important	143	36.4	46.9	46.9
Agree	141	35.9	38.7	53.6	Important	131	33.3	43.0	89.8
Disagree	79	20.1	21.7	75.3	Unimportant	1	0.3	0.3	90.2
Strongly Disagree	38	9.7	10.4	85.7	Very Unimportant	0	0.0	0.0	0.0
N/A	52	13.2	14.3	100.0	N/A	30	7.6	9.8	100.0
Subtotal	364	92.6	100.0			305	77.6	100.0	
Blank	29	7.4				88	22.4		
Total	393	100.0				393	100.0		