

**Student Opinion Survey
El Camino College
Spring 2006**

SURVEY RESULTS



**Irene Graff
Institutional Research
August 15, 2006**

Table of Contents

Introduction 2

Sections I and VI – Background Information..... 3

Sections II & III – Opinion Items 9

Overview..... 9

Section II – El Camino College Services..... 9

Section III – El Camino College Environment..... 13

Section IV – College Impressions 19

Section V – Student Experiences at El Camino College 20

Section VI – Additional Questions..... 21

How Opinions Have Changed..... 22

Appendix A – Facsimile of Student Opinion Survey 23

Introduction

An opinion survey was administered to a sample of El Camino College (ECC) students in spring 2006. The purpose of the survey was threefold: 1) to gauge students' opinions to inform future policy decisions, 2) to establish baseline opinions of students about college services, programs and the campus environment with which to compare changes over time, and 3) to comply with accreditation standards. A similar survey was conducted 5 years ago. A student survey will be repeated each spring to promote longitudinal tracking.

The instrument selected was ACT's Survey of Student Opinions, which consists of 6 general topic areas: background information, college services, college environment, college impressions, student experiences at the college and additional questions (12 locally-developed questions were added). National norms are available for the first 5 of these categories. The norms are average responses from other 2-year colleges participating in the survey (n=3625). A facsimile of the survey and supplemental questions can be found in Appendix A. Verbatim comments from the survey are found in a previously released document and are not discussed in this report.

The survey was distributed to about 1900 students in randomly selected course sections plus a polling of 1520 students enrolled in all telecourse and online course sections (who received mailed paper and online surveys, respectively). A total of 1666 responses were received: 1571 paper forms from in-class administrations and 95 online/telecourse surveys. The total response rate was 46.5%, with response rates for the two groups at 82.1% for in-class and 6.3% for on-line/telecourse surveys. The margin of error on item responses is $\pm 2.3\%$ (with 95% certainty).

The following report details the results from the 2006 survey along with comparisons with national results (norms) made available by ACT. The report begins with a demographic profile of students surveyed followed by a summary of student opinion results. Item response tallies are found in Appendix B. Appendix C consists of a glossary of statistical and survey terms. Verbatim comments from the survey are available in a separate report.

Acknowledgements

The author would like to thank four groups of people who provided valuable contributions to this survey project:

- The faculty whose sections were selected for the student sample who gave generously of their class time and personal time to administer and promote the survey.
- Professor Susan Bickford and the students of spring 2006 Math 150 (Elementary Probability and Statistics) who participated in the survey process and assisted with the analysis of preliminary results.
- Karen Lam and Araceli Palacios-Broadhead who provided support during the manual survey-mailing process and Mike Wilson who created and administered the online version of the survey and provided additional survey support.
- The students who gave us their thoughtful responses on a lengthy survey.

Sections I and VI – Background Information

This portion of the report summarizes the responses of demographic and other descriptive questions from sections I and VI of the survey. Each table displays the number and percentage of total surveys for each category. Where available, the national comparison group percentage is provided in the last column (CC %).

The El Camino College population tends to be slightly younger, more male and of greater diversity than the national group (I-B, C, D). Over half of ECC students speak another language at home, either exclusively or in combination with English (VI-7). Nearly 25% of students speak Spanish at home. Employment hours during the academic year are similar to the national norm with a slightly larger share (46.2%) of ECC students working over 20 hours per week (I-E). Over 20% work 30 hours or more.

I-B. Age

	n	%	CC's (%)
18 or under	226	13.6	9.3
19	279	16.7	15.3
20	226	13.6	14.8
21	141	8.5	9.4
22	112	6.7	6.8
23 to 25	192	11.5	12.2
26 to 29	131	7.9	8.8
30 to 39	141	8.5	12.2
40 to 61	145	8.7	9.7
62 or over	22	1.3	0.3
Total	1615	96.9	98.8
Blank	51	3.1	1.2

I-D. Sex

	n	%	CC's (%)
Female	886	53.2	59.4
Male	730	43.8	39.6
Total	1616	97.0	39.6
Blank	50	3.0	1.0

I-E. Weekly Work Hours

	n	%	CC %
0 or only occasional	491	29.5	28.9
1 to 10	86	5.2	6.7
11 to 20	238	14.3	16.9
21 to 30	311	18.7	17.9
31 to 40	315	18.9	19.1
Over 40	140	8.4	9.2

Total	1581	94.9	98.7
Blank	85	5.1	1.4

I-C. Ethnicity

	n	%	CC %
African American	240	14.4	2.8
Amer. Indian/ Alask.	13	0.8	4.4
Asian Amer./ Pacific Isl.	309	18.5	1.2
Mexican Amer./ Mexican	281	16.9	11.2
Other Latino	174	10.4	7.2
White	324	19.4	67.1
Other	146	8.8	1.2
Decline to State	100	6.0	3.1
Total	1587	95.3	98.2
Blank	79	4.7	1.7

VI-7. Language Spoken at Home

	n	%
Chinese	35	2.8
English only	628	49.4
English and Spanish	165	13.0
English and another	121	9.5
Japanese	50	3.9
Korean	43	3.4
Spanish	150	11.8
Tagalog	20	1.6
Vietnamese	13	1.0
Other	47	3.7
Total	1272	100.0
Blank	394	

Overall, the parents or guardians of El Camino students had a higher level of educational attainment than the national norm (I-F). About 50% of ECC mothers and fathers had at least some college experience compared with 44.7% mothers and 41.5% of fathers nationally. Conversely, about 40% of ECC parents had no college experience.

El Camino College students were quite different from other community colleges participating in the survey in terms of educational purpose (I-H). While over 28% of other college students were seeking transfer or completion of a 4-year degree or higher, nearly 55% of ECC students had similar goals. Conversely, over 60% of college students were seeking community college-level degrees or certificates compared with 26% of ECC students. About 13% of ECC students indicated they were taking only a few courses or were undecided, compared with 9% of other college students.

Responses to the class level item (I-I., not shown) split into thirds, with one-third indicating they were in their first year of college, a third indicating the second year of college and the remainder selecting other options. The item was omitted since it may not reliably describe the community college population.

I-F. Highest Educational Attainment of Parents/Guardians

	n	%	CC %	ECC-2001	ECC-2005
Some high school or less	399	23.9	19.7		
HS diploma or equiv.	274	16.4	31.3		
Some college/no degree or certif.	291	17.5	14.0		
Vocational/technical degree or certificate	96	5.8	8.5		
Associate degree	98	5.9	7.9		
Bachelor's degree	235	14.1	9.5		
Master's degree	91	5.5	4.1		
Doctorate or Prof. degree	20	1.2	0.7		
Total	1504	90.3	95.7		
Blank	162	9.7	4.4		

I-H. Purpose for Entering El Camino College

	n	%	CC %
To take a few job-related courses'	58	3.5	2.5
To take a few courses for self-improvement	93	5.6	3.0
To take courses necessary for transfer	759	45.6	20.6
To obtain/maintain certif.	67	4.0	6.0
To complete a voc/tech program	34	2.0	7.3
To obtain an AA/AS	336	20.2	47.1
To obtain a Bachelor's	114	6.8	6.0

To obtain a Master's degree	21	1.3	0.7
To obtain a doctorate or professional degree	21	1.3	0.8
No definite purpose in mind	61	3.7	3.5
Total	1564	93.9	97.5
Blank	102	6.1	2.4

Many fewer El Camino College students are attending college full time compared with the national average (I-I), with about 60% of full-time students compared with 73% nationally. ECC has a larger proportion of international students than other colleges participating in the survey with 6.6% of respondents coming from another country (I-K). Tuition type (I-J) reflects a similar picture.

Most students surveyed came directly from high school when first entering ECC (I-L); this percentage is much smaller for other colleges. Likewise, a much smaller share of students entered ECC after a period of work (20.5%) compared with other colleges (30.8%).

Due to the large number of omitted responses for item I-M (College Residence), percentages were calculated on the total responses vs. total surveys to be more comparable with the national percentages. El Camino College students are much more likely to be living with parents or relatives (58% vs. 41% nationally) and are much less likely to own their own home (about half the national average).

I-I. Enrollment Status

	n	%	CC %
Full-time	995	59.7	73.2
Part-time	641	38.5	25.5
Total	1636	98.2	98.7
Blank	30	1.8	1.3

I-J. Tuition Type

	n	%	CC %
In-state	1290	77.4	87.6
Out-of-state	111	6.7	2.8
Not applicable	145	8.7	6.6
Total	1546	92.8	97.0
Blank	120	7.2	3.1

I-K. Residency Status

	n	%	CC %
In-state	1463	87.8	93.5
Out-of-state	22	1.3	3.3
International	110	6.6	1.5
Total	1595	95.7	98.3
Blank	71	4.3	1.7

I-L. Status Upon Entry to ECC

	n	%	CC %
Direct from HS	833	50.0	40.6
Entered after period of work	342	20.5	30.8
Transfer from 2-year	45	2.7	3.0
Transfer from 4-year	66	4.0	5.9
Entered after grad or <small>prof school</small>	56	3.4	1.3
Entered after military service	17	1.0	1.5
Other	208	12.5	15.1
Total	1567	94.1	98.2
Blank	99	5.9	1.9

I-M. College Residence/Housing

	n	%	CC %
Res Hall	8	0.7	2.2
Frat/Sor House	5	0.5	0.2
College married student housing	11	1.0	0.4
Off-campus room or apartment	214	19.3	20.8
Home of parents or relatives	645	58.1	40.9
Own home	166	15.0	29.6
Other	61	5.5	4.4
Total	1110	100.0	98.5
Blank	556		1.5

Table I-N lists sources of funding by the portion of support for college they represent (major/minor sources, not a source). Comparable percentages from other community colleges are provided below the ECC figures.

Funds to attend ECC came predominantly from parents and employment while at college; educational grants and personal savings were other important sources. At other community colleges, support from parents and jobs were also important but educational grants are the top choice; student loans, scholarships and summer employment were also significant sources at other colleges.

Student-reported GPA was slightly lower than at other colleges; however, this could be due to the larger rate of nonresponse to this item locally.

I-N. Sources of Funding for Education

El Camino College	Major Source		Minor Source		Not a Source		Total		Blank n
	n	%	n	%	n	%	n	%	
Parents/relatives	566	34.0	254	15.2	404	24.2	1224	73.5	442
Educational grants	251	15.1	119	7.1	708	42.5	1078	64.7	588
Scholarships	97	5.8	123	7.4	808	48.5	1028	61.7	638
Student Loans	60	3.6	56	3.4	903	54.2	1019	61.2	647
Other loans	23	1.4	50	3.0	918	55.1	991	59.5	675
Employed while at college	513	30.8	291	17.5	352	21.1	1156	69.4	510
Summer employment	131	7.9	181	10.9	672	40.3	984	59.1	682
Personal savings	308	18.5	333	20.0	477	28.6	1118	67.1	548
Other Community Colleges									
Parents/relatives		21.3		20.1		39.2		19.5	
Educational grants		39.8		11.2		31.3		18.2	
Scholarships		13.6		13.3		47.6		25.5	
Student Loans		19.8		10.7		46.7		22.8	
Other loans		2.5		4.8		64.7		28.0	
Employed while at college		24.6		24.2		29.0		22.2	
Summer employment		13.9		16.2		41.1		28.7	
Personal savings		15.6		20.2		40.2		24.0	

V-B. Cumulative GPA

	n	%	CC's (%)
3.50-4.00	259	15.5	17.5
3.00-3.49	383	23.0	25.9
2.50-2.99	280	16.8	19.6
2.00-2.49	188	11.3	13.2
1.50-1.99	46	2.8	3.7
1.00-1.49	8	0.5	0.6
Below 1.00	2	0.1	0.2
Does not apply	97	5.8	3.6
Total	1263	75.8	84.3

Several background questions were added to the survey; no comparable information is available for other community colleges. Among students' favorite radio stations, the top 3 FM stations, by far, were KROQ, KIIS and KPWR (VI-1). The top 3 AM stations (VI-2) were KNX, KFI and KABC. Regarding communication with the college (VI-3), most students preferred a combination of website and email followed by face-to-face experiences.

Students were also asked about their class start times (VI-4) and instructional modes (VI-5). Nearly half of students were taking classes in the daytime only, with about 30% taking a combination of daytime, evening and online classes. Almost 20% were in evening courses only. The vast majority of students (84%) were taking classes through the traditional method only, but 11% combined different instructional modes. Results from question VI-5 are probably skewed towards traditional classroom students due to the lower response rate from online/telecourse students.

VI-1. Favorite FM Station
Error! Not a valid link.

VI-3. Communication Preference
Error! Not a valid link.

VI-2. Favorite AM Station
Error! Not a valid link.

VI-4. Class Start TimesError! Not a valid link.
Error! Not a valid link.

VI-5. Course Instructional Mode
Error! Not a valid link.

The distribution of college majors and occupational choices are provided below. The top category for both major and occupational choice is Business & Management. The top category for other colleges was Health Sciences & Allied Health.

I-O/P. College Majors and Occupational Choices

Error! Not a valid link.

Background questions have two important uses on a survey. First, they provide a profile of the sample completing the survey and the population it represents along with the capability of comparing the local population with peers, as was done above.

In addition, analysis of survey opinion responses could be compared across any given category in the background questions section, provided that a large enough number of students are in each categorical subgroup. For example, opinions from traditional classroom students could be compared with online students. Or evaluation of items could be compared between daytime and evening students to determine if time of day has an impact on satisfaction rates. This further analysis is beyond the scope of this report but will be conducted on selected survey items for a future report.

The next sections explore aggregate opinion responses from El Camino College students.

Sections II & III – College Services & College Environment

Overview

The next two sections provide the mean (or average) results of the Importance and Satisfaction ratings on 21 college services or programs and 43 aspects of college environment, compared with the national means. The response count, mean or average rating and standard deviation are provided for both importance and satisfaction. For definitions of statistical and survey terms, please see the glossary in Appendix C. The scale for all of items is 5 = most important/most satisfied to 1 = least important/least satisfied. A rating of 3 is moderate importance/neutral satisfaction; therefore, ratings above 3 are, on average, important or favorable to ECC students. More detailed response tallies for each item can be found in Appendix B.

The difference between the satisfaction and importance mean scores for each is provided in the column labeled “Sat – Imp.” Negative numbers indicate that, on average, students’ satisfaction with a program or service was lower than their rating of its importance (only the larger negatives are highlighted in red italics). However, negative numbers do not necessarily indicate low satisfaction; they merely indicate the size of the gap between importance and satisfaction. Positive numbers indicate that the satisfaction level is higher than the level of importance. Finally, the national satisfaction mean is provided along with the difference between the ECC and national means to show how ECC compares with other colleges. Statistically significant differences from the national mean in satisfaction are indicated with one or more stars (*).

A graphical display comparing college ratings of importance and satisfaction follows the table of results. The section ends with a matrix plotting the average rating of both importance and satisfaction for each item follows the chart.

Section II – El Camino College Services

With respect to the 21 College Services (Table IIa below), El Camino College students felt that most programs and services listed were above moderate importance (3.00) with the exception of recreational programs, residence hall programs¹, college social activities, cultural programs, credit-by-examination program and day care services. All but one program or service had a satisfaction level above 3.25. The one exception was parking facilities and services with a mean of 2.89.

Only 5 programs or services showed a satisfaction level lower than the importance ranking (negative numbers in Sat-Imp column). The largest of these were academic counseling services (difference of 0.25) and parking facilities and services (difference of 1.26). It should be noted that although academic counseling services had a negative difference, its satisfaction level is relatively high. The negative difference is due to the very high importance rating this category achieved.

Finally, the last two columns of Table IIa involve a comparison with national means. As a reminder, the “Nat’l Satis.” column represents the average satisfaction rating from students at

¹ Two services listed on the survey are not provided at El Camino College (residence hall programs and credit-by-examination). While these programs are not available to rate, the importance rating is useful in gauging interest in such programs; satisfaction ratings may relate to interest, as well. For these reasons and for completeness, they are mentioned in this report.

other 2-year colleges taking the Survey of Student Opinions (n=3625). The “ECC – Nat’l” column is the difference between the mean from ECC and the national norm. Differences that are starred as statistically significant are wide enough to conclude that satisfaction of ECC students is different from that of other college students participating in the survey. All non-starred differences indicate that there is no significant difference in satisfaction between El Camino College and other college students; these differences could be due to chance.

IIa. Mean Responses on Importance and Satisfaction – College Services

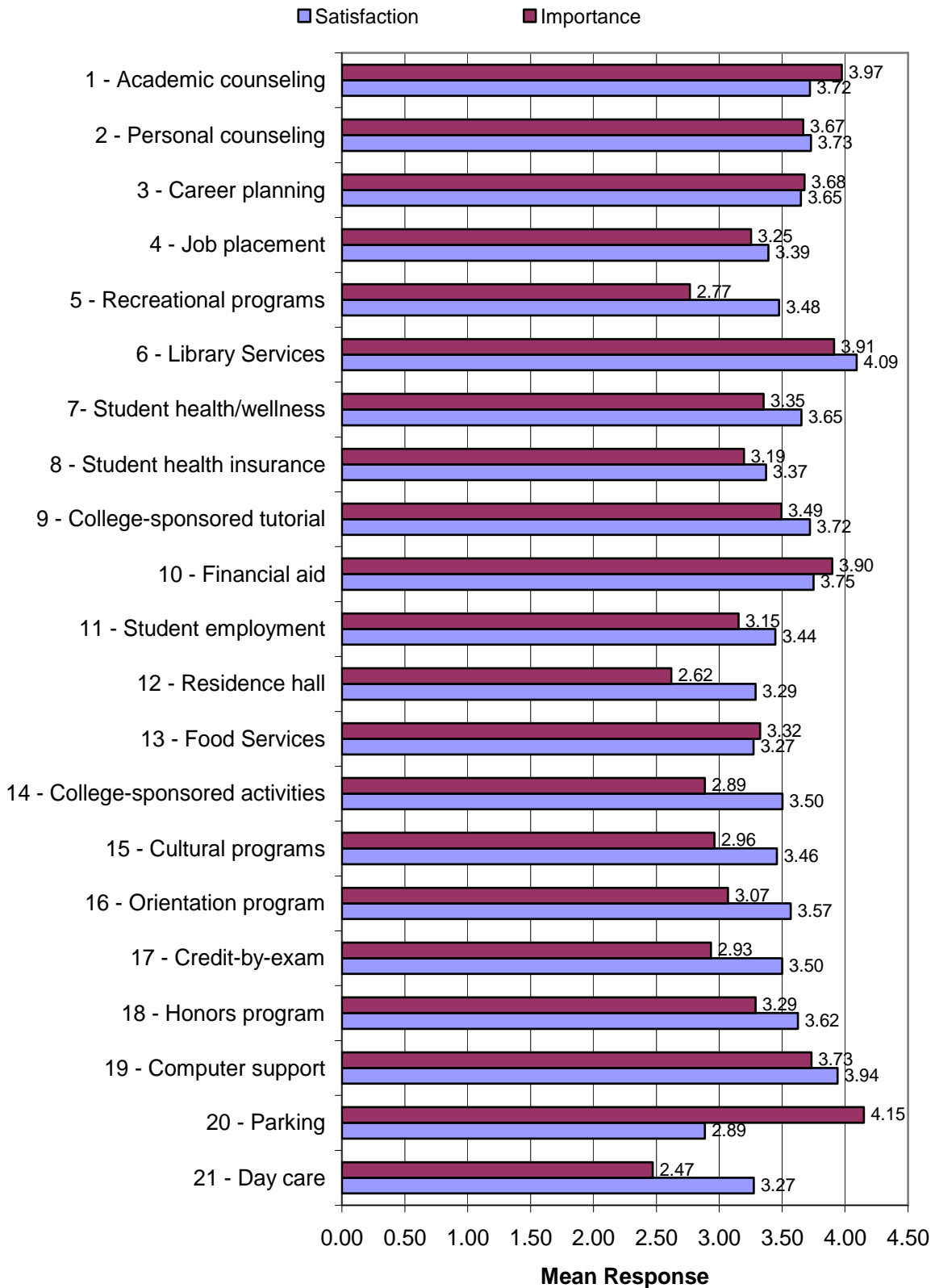
College Service or Program	Importance			Satisfaction			Sat - Imp	Nat'l Satis.	ECC - Nat'l
	n	Mean	SD	n	Mean	SD			
1 Academic counseling services	1543	3.97	1.14	1171	3.72	1.00	-0.25	3.87	-0.15***
2 Personal counseling services	1486	3.67	1.31	893	3.73	1.05	0.06	3.74	-0.01
3 Career planning services	1452	3.68	1.26	740	3.65	1.01	-0.03	3.71	-0.06
4 Job placement services	1420	3.25	1.40	510	3.39	0.98	0.14	3.47	-0.08
5 Recreational programs/services	1383	2.77	1.29	496	3.48	0.93	0.71	3.53	-0.05
6 Library programs and services	1529	3.91	1.15	1206	4.09	0.87	0.18	4.10	-0.01
7 Student health/wellness services	1421	3.35	1.36	566	3.65	1.01	0.30	3.63	0.02
8 Student health insurance	1396	3.19	1.45	450	3.37	1.03	0.18	3.39	-0.02
9 College tutorial services	1431	3.49	1.34	634	3.72	1.05	0.23	3.81	-0.09*
10 Financial aid services	1450	3.90	1.41	818	3.75	1.17	-0.15	4.05	-0.30***
11 Student employment services	1392	3.15	1.44	454	3.44	1.03	0.29	3.64	-0.20***
12 Residence hall programs	1066	2.62	1.44	288	3.29	0.98	0.67	3.37	-0.08
13 Food services	1472	3.32	1.35	1022	3.27	1.16	-0.05	3.61	-0.34***
14 College social activities	1402	2.89	1.35	540	3.50	0.98	0.62	3.57	-0.07
15 Cultural programs	1397	2.96	1.37	508	3.46	1.01	0.50	3.56	-0.10*
16 College orientation program	1436	3.07	1.37	697	3.57	1.00	0.50	3.77	-0.20***
17 Credit-by-examination program	1341	2.93	1.42	441	3.50	1.00	0.57	3.57	-0.07
18 Honors program	1394	3.29	1.41	479	3.62	1.02	0.34	3.68	-0.06
19 Computer support/services	1473	3.73	1.29	970	3.94	0.97	0.21	3.99	-0.05
20 Parking facilities and services	1534	4.15	1.16	1275	2.89	1.25	-1.26	3.13	-0.24***
21 Day care services	1370	2.47	1.53	299	3.27	0.97	0.80	3.35	-0.08

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

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

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

IIb. Comparison of Importance and Satisfaction El Camino College Services



The following table and chart highlight the highest and lowest ranked services by both importance and satisfaction. Item numbers with a higher level of importance but a lower level of satisfaction are in red italics (Parking); those with higher ratings in both importance and satisfaction are in bolded blue. ECC students both valued and were more satisfied with library programs and services, computer support and services, financial aid services and academic counseling.

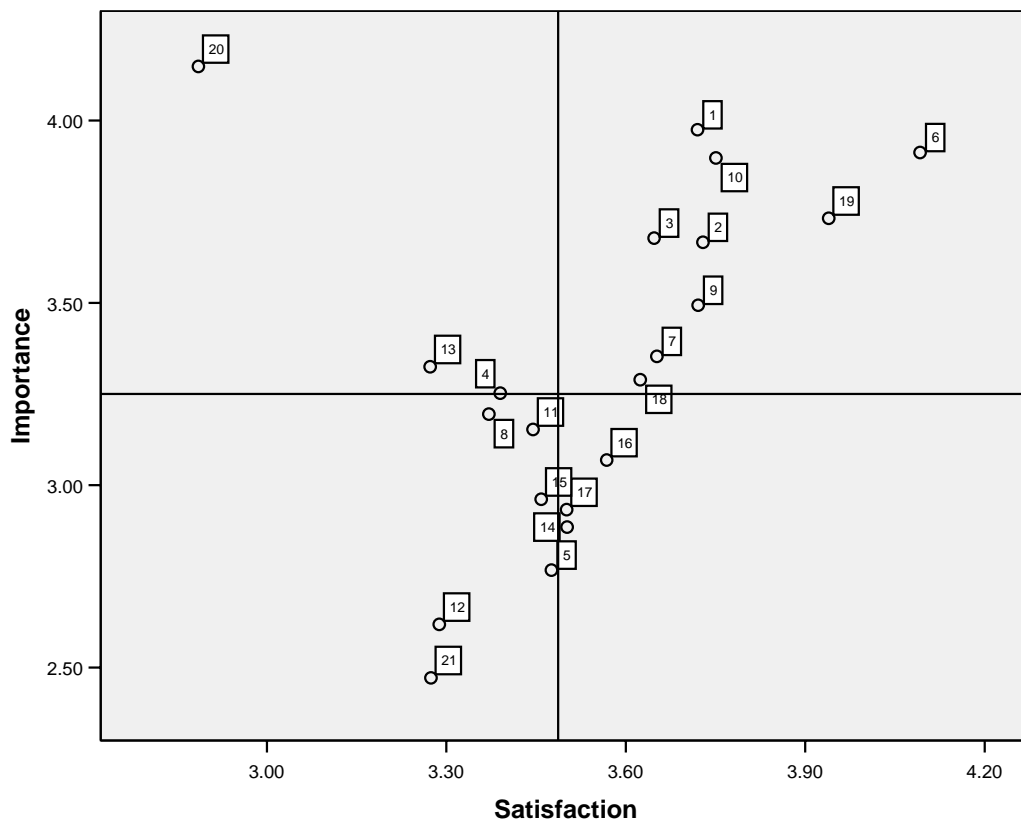
Other services with higher satisfaction include personal counseling services and college tutorial services. In addition to parking, other services with relatively low satisfaction are food services, day care services, student health insurance program and job placement services. With the exception of parking, the lowest ranked services were still all above an average rating of 3.25.

IIc. Highest and Lowest Ranked Services by Importance and Satisfaction

#	Top 5 Most Important	Mean	#	Top 6 Highest Satisfaction	Mean
<i>20</i>	Parking facilities and services	4.15	6	Library programs and services	4.09
1	Academic counseling services	3.97	19	Computer support and services	3.94
6	Library programs and services	3.91	10	Financial aid services	3.75
10	Financial aid services	3.90	2	Personal counseling services	3.73
19	Computer support and services	3.73	1	Academic counseling services	3.72
			9	College tutorial services	3.72
	Top 5 Least Important			Top 5 Lowest Satisfaction	
21	Day care services	2.47	<i>20</i>	Parking facilities and services	2.89
5	Recreational programs	2.77	13	Food services	3.27
14	College social activities	2.89	21	Day care services	3.27
15	Cultural programs	2.96	8	Student health insurance program	3.37
16	Orientation programs	3.07	4	Job placement services	3.39

In the Importance/Satisfaction matrix on the following page (IId), items are plotted by both ratings, with Importance on the y-axis (vertical) and Satisfaction on the x-axis (horizontal). Gridlines were set relative to all mean scores. The upper left quadrant contains services of higher importance and lower satisfaction, indicating areas to possibly direct additional attention or resources. The upper right represents services with both higher importance and higher satisfaction, allowing campus leaders to showcase particular aspects of the campus. Plotted points are accompanied by their associated survey item number.

II d. Importance/Satisfaction Matrix – College Services



Section III – El Camino College Environment

Table IIIa below provides similar information for Section III – College Environment. Seventeen out of the 43 aspects of environment had a considerably larger level of importance than satisfaction level. Again note that many of these still have healthy satisfaction scores. The largest of these gaps was for item #31 Availability of desired courses at desired times.

Compared to the national picture, satisfaction with environmental aspects at ECC was statistically different from other colleges for nearly half of the items. All but two of their mean ratings were lower than the national average. These two positive differences were #6 variety of courses offered and #23 athletic facilities; the latter was one-quarter point on the rating scale higher than at other colleges² (bolded blue in the table).

Survey items that were a quarter point or more *lower* than other colleges were #7 Class size relative to course type, #9 Availability of your counselor, #13 Availability of financial aid information before enrolling, #21 Classroom facilities, and #28 Condition of buildings and grounds.

² When mean point differences are noted, keep in mind that these mean differences are a central *estimate*. The real opinion average, if the entire student body were surveyed, will lie somewhere in the vicinity of the estimate. Therefore, very small differences, although significant may actually be quite close to zero.

IIIa. Mean Responses on Importance and Satisfaction – College Environment

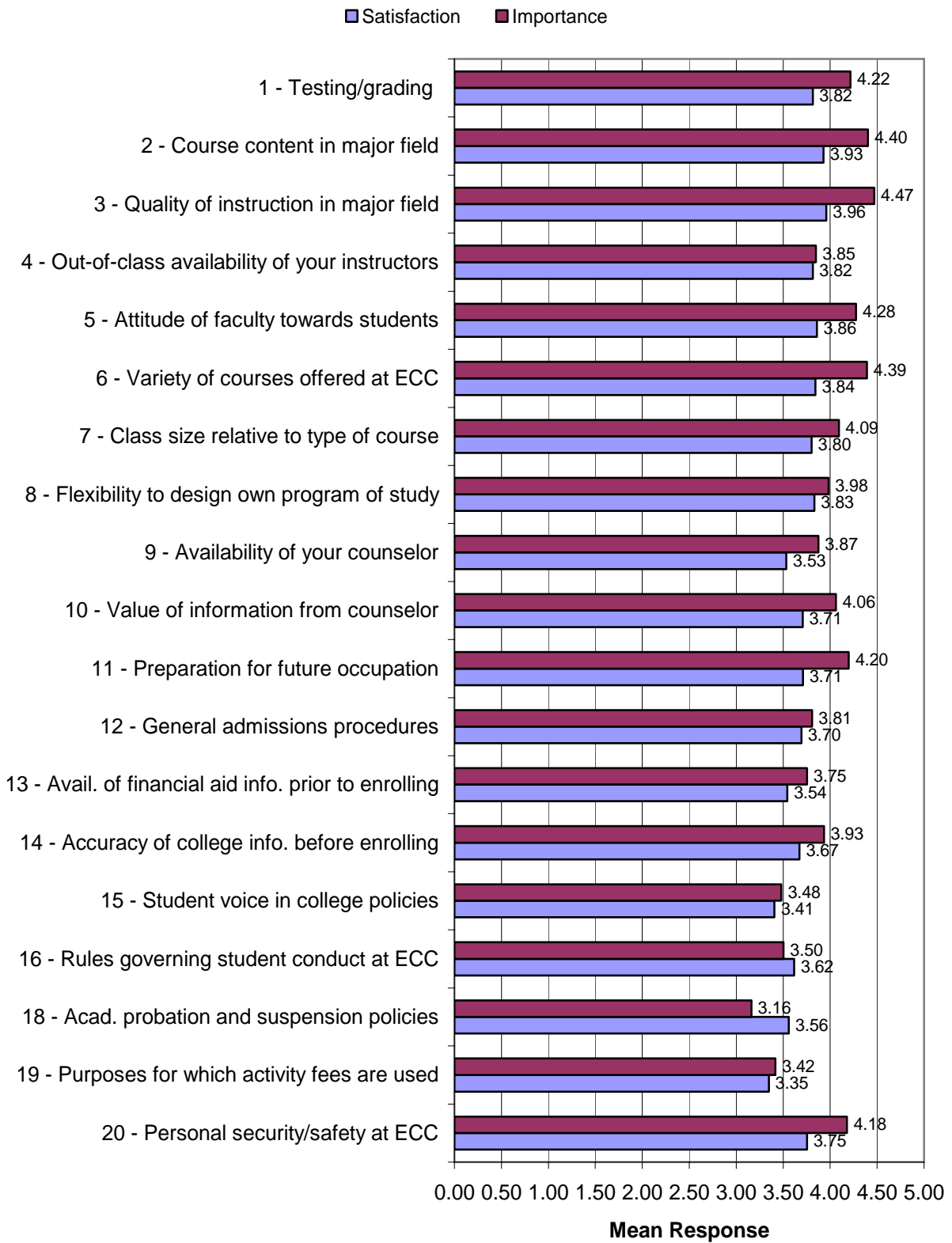
Aspects of College Environment	Importance			Satisfaction			Sat - Imp	Nat'l Mean	ECC - Nat'l
	n	Mean	SD	n	Mean	SD			
1 Testing/grading system	1341	4.22	0.90	1370	3.82	0.81	-0.40	3.97	-0.15***
2 Course content in major field	1323	4.40	0.82	1317	3.93	0.88	-0.47	3.96	-0.03
3 Quality of instruction in major	1321	4.47	0.78	1313	3.96	0.89	-0.51	3.99	-0.03
4 Out-of-class avail. of instructors	1317	3.85	1.08	1188	3.82	0.90	-0.03	3.94	-0.12***
5 Faculty attitude towards students	1335	4.28	0.89	1389	3.86	0.95	-0.42	4.01	-0.15***
6 Variety of courses offered	1342	4.39	0.83	1408	3.84	0.99	-0.55	3.76	0.08**
7 Class size relative to course type	1345	4.09	0.99	1423	3.80	0.96	-0.29	4.13	-0.33***
8 Flexibility to design own prog.	1318	3.98	1.06	1187	3.83	0.94	-0.15	3.84	-0.01
9 Availability of your counselor	1310	3.87	1.10	1174	3.53	1.03	-0.34	3.84	-0.31***
10 Value of info. from counselor	1293	4.06	1.06	1186	3.71	1.02	-0.35	3.85	-0.14***
11 Preparation for future occupation	1311	4.20	1.02	1180	3.71	0.95	-0.49	3.86	-0.15***
12 General admissions procedures	1325	3.81	1.03	1334	3.70	0.95	-0.11	3.78	-0.08**
13 Avail. of fin'l. aid info. pre-enroll	1268	3.75	1.34	992	3.54	1.13	-0.21	3.79	-0.25***
14 Accuracy of college info. before enrolling	1312	3.93	1.05	1268	3.67	0.98	-0.26	3.82	-0.15***
15 Student voice in college policies	1228	3.48	1.29	748	3.41	1.01	-0.07	3.42	-0.01
16 Rules governing student conduct	1244	3.50	1.22	949	3.62	0.94	0.11	3.69	-0.07
17 Residence hall rules/regulations	871	2.81	1.42	431	3.57	0.92	0.76	3.57	0.00
18 Probation/suspension policies	1227	3.16	1.34	684	3.56	0.96	0.40	3.60	-0.04
19 Uses of student activity fees	1238	3.42	1.29	878	3.35	1.00	-0.07	3.46	-0.11**
20 Personal security/safety at ECC	1328	4.18	1.01	1278	3.75	0.99	-0.43	3.92	-0.17
21 Classroom facilities	1344	4.06	0.92	1411	3.65	0.93	-0.41	3.97	-0.32***
22 Laboratory facilities	1284	3.87	1.13	1088	3.69	0.95	-0.18	3.92	-0.23***
23 Athletic facilities	1223	3.26	1.36	799	3.70	0.93	0.44	3.45	0.25***
24 Study areas	1297	3.96	1.13	1211	3.80	0.99	-0.16	3.86	-0.06*
25 Student union/activities center	1203	3.14	1.34	741	3.53	1.00	0.39	3.73	-0.20*
26 Campus bookstore	1344	4.03	0.97	1391	3.57	1.12	-0.46	3.74	-0.17***
27 Availability of student housing	1139	2.64	1.50	424	3.22	1.15	0.58	3.31	-0.09
28 Condition of bldgs. and grounds	1323	3.78	1.05	1327	3.55	0.97	-0.24	3.97	-0.42***
29 Computer labs	1288	3.91	1.17	1185	3.89	0.95	-0.02	3.98	-0.09**
30 General registration procedures	1331	3.89	1.02	1368	3.71	0.97	-0.18	3.81	-0.10***
31 Desired courses at desired times	1344	4.42	0.81	1408	3.35	1.11	-1.07	3.44	-0.09
32 Academic calendar for ECC	1317	3.92	1.05	1310	3.83	0.93	-0.10	3.93	-0.10
33 Billing/fee payment procedures	1340	3.89	1.03	1359	3.71	1.01	-0.18	3.76	-0.05
34 Concern for you as an individual	1312	3.93	1.12	1258	3.52	0.96	-0.41	3.72	-0.20
35 Availability of computers	1281	3.93	1.18	1158	3.67	1.04	-0.26	3.87	-0.20
36 Attitude of staff towards students	1286	3.67	1.18	1175	3.54	1.02	-0.13	3.74	-0.20
37 Racial harmony at ECC	1298	3.88	1.16	1227	3.72	0.97	-0.16	3.97	-0.25
38 Opportunities for student jobs	1212	3.38	1.39	707	3.53	0.99	0.16	3.58	-0.05
39 Opp'ties for personal involv.	1211	3.17	1.35	721	3.60	0.92	0.43	3.64	-0.04
40 Student government	1191	2.91	1.38	589	3.44	0.94	0.54	3.51	-0.07
41 Religious activities and programs	1197	2.71	1.41	564	3.39	0.95	0.68	3.49	-0.10
42 Campus media (newspaper, etc)	1220	3.05	1.35	775	3.58	0.95	0.53	3.53	0.05
43 El Camino College in general	1346	4.16	0.92	1403	3.93	0.87	-0.24	4.01	-0.08

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

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

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

IIIb-1. Comparison of Importance and Satisfaction Aspects of El Camino College Environment (1 of 2)



IIIb-2. Comparison of Importance and Satisfaction Aspects of El Camino College Environment (2 of 2)

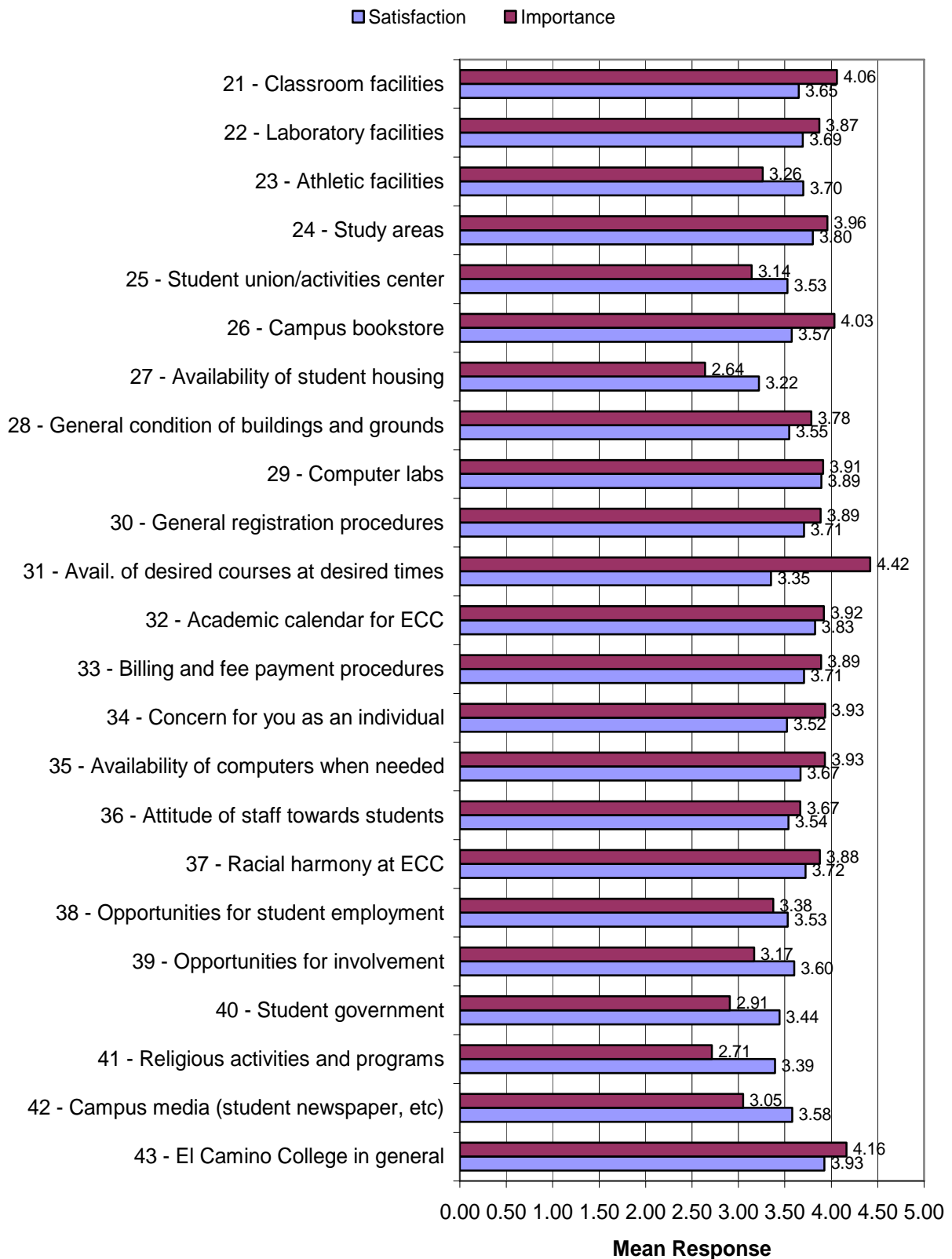


Table IIIc below ranks the highest and lowest aspects of college environment by importance and satisfaction. Again, item numbers with a higher level of importance but a lower level of satisfaction are in red italics; those with higher ratings in both importance and satisfaction are in bolded blue.

ECC students felt that the availability of the courses they want at the times they want to take them (#31) was of very high importance but satisfaction was relatively low. However, 6 items were ranged in the top 10 both in importance and satisfaction: #3 Quality of instruction in your major field, #2 Course content in your major, #6 Variety of courses offered, #5 Attitude of faculty towards students, #1 Testing/grading system, and #43 El Camino College in general.

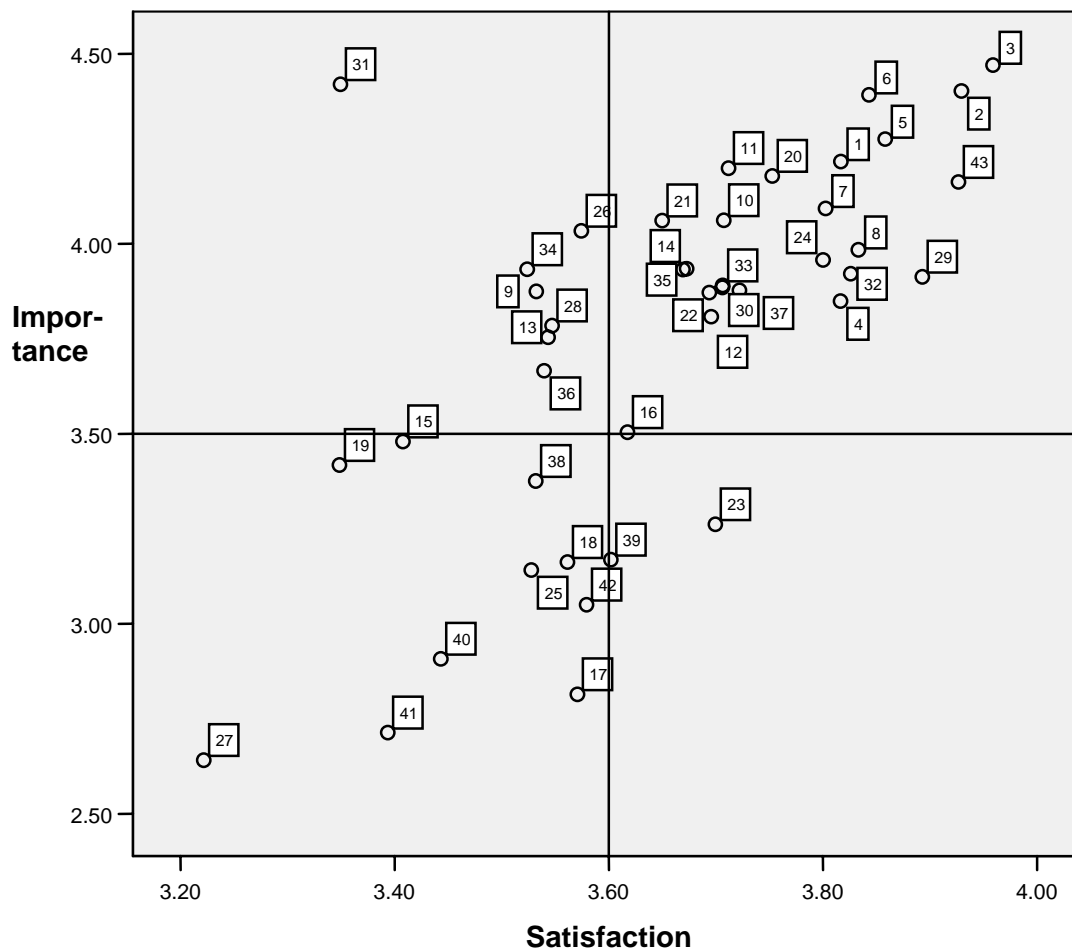
In addition to item #31, other aspects of environment with relatively low satisfaction are: #27 Availability of student housing, #19 Use of student activity fees, #41 religious activities and programs, #15 Student voice in college policies, #40 Student government, #34 Concern for you as an individual, #25 Student activities center, #38 Opportunities for student employment, and #9 Availability of your counselor. Please note that the last 4 items had satisfaction ratings of over 3.5 and the entire bottom 10 had mean ratings above 3.20.

An Importance/Satisfaction matrix was also created for college environment items (IIIId, following page). See notes at chart IIId for a description of the matrix.

IIIc. Highest and Lowest Ranked Aspects of Environment

	Top 10 Most Important	Mean		Top 10 Highest Satisfaction	Mean
3	Quality of instruction in major field	4.47	3	Quality of instruction in major field	3.96
<i>31</i>	Avail. of courses at desired times	4.42	2	Course content in major field	3.93
2	Course content in major field	4.40	43	El Camino College in general	3.93
6	Variety of courses offered at ECC	4.39	29	Computer labs	3.89
5	Attitude of faculty towards students	4.28	5	Attitude of faculty towards students	3.86
1	Testing/grading system	4.22	6	Variety of courses offered at ECC	3.84
11	Preparation for future occupation	4.20	8	Flexibility to design own program	3.83
20	Personal security/safety at ECC	4.18	32	Academic calendar for ECC	3.83
43	El Camino College in general	4.16	1	Testing/grading system	3.82
7	Class size relative to type of course	4.09	4	Out-of-class avail. of instructors	3.82
	Top 10 LEAST Important			Top 10 Lowest Satisfaction	
27	Availability of student housing	2.64	27	Availability of student housing	3.22
41	Religious activities and programs	2.71	19	Use of student activity fees	3.35
40	Student government	2.91	<i>31</i>	Avail. of courses at desired times	3.35
42	Campus media (newspaper, etc)	3.05	41	Religious activities and programs	3.39
25	Student union/activities center	3.14	15	Student voice in college policies	3.41
18	Acad. probation/suspension policies	3.16	40	Student government	3.44
39	Opportunities for personal involv.	3.17	34	Concern for you as an individual	3.52
23	Athletic facilities	3.26	25	Student union/activities center	3.53
38	Opp'ties for student employment	3.38	38	Opp'ties for student employment	3.53
19	Use of student activity fees	3.42	9	Availability of your counselor	3.53

III d. Importance/Satisfaction Matrix – College Environment



Section Summary

With only a few exceptions, El Camino College services and environment rated above average or better in satisfaction and importance. Although mean satisfaction ratings ranged for the most part above 3.2, comparison with national means reveal a number of areas where satisfaction levels are not as high as at other community colleges.

The highest and lowest ratings in importance and satisfaction were listed separately for Sections II & III. If these ratings were combined into one table, the top 3 most important issues to ECC students were quality of instruction in the major, availability of desired courses at desired times and course content in the major. The three items of highest satisfaction were library services, quality of instruction in the major and computer support and services. These combined rankings of ratings will be compared with similar results from the 2000 survey (see *How Opinions Have Changed* later in this report).

Section IV - College Impressions

Section IV captures some general impressions of students about El Camino College. Item A asked students to indicate their level of agreement with 8 statements about ECC. A statistical summary is provided below (IV-A). Responses are tallied in Appendix B. The scale for the eight items is 5 = Strongly Agree to 1 = Strongly Disagree, with 3 being Neutral. Overall, ECC students are, on average, in moderate agreement with the 8 statements. The highest means were for #3 Recommend the college to others and #4 Equal support for women and men at ECC. The lowest means were for #2 ECC equipped me for career changes and #8 ECC welcomes feedback. Mean ratings for all of these items were significantly lower than the national average, with the largest difference found for #7 Proud of accomplishments.

IV-A. Extent of Agreement with Statements about El Camino College

Extent of agreement with following statements	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
1 ECC helped me meet my goals.	1530	136	3.75	4.00	0.90	3.90	-0.15***
2 My experiences equipped me to deal with career changes.	1515	151	3.58	4.00	0.95	3.72	-0.14***
3 I would recommend ECC to others.	1522	144	4.00	4.00	0.93	4.07	-0.07**
4 ECC is equally supportive of women and men.	1516	150	4.03	4.00	0.89	4.18	-0.15***
5 My experiences at ECC have helped motivate me.	1510	156	3.86	4.00	0.99	3.96	-0.10***
6 ECC is equally supportive of all racial/ethnic groups.	1509	157	3.91	4.00	0.96	4.02	-0.11***
7 I am proud of my accomplishments.	1511	155	3.84	4.00	0.94	4.10	-0.26***
8 ECC welcomes and uses feedback from students.	1499	167	3.54	3.00	0.99	3.69	-0.15***

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

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

Item B asked students to rate El Camino College in terms of choice of college at the time of admission. The scale for this item is 1 = First choice to 4 = Fourth choice or lower. Therefore, unlike other items, a lower mean indicates *more* favorability towards ECC at the time of application. The mean rating from ECC students was slightly above that from students at other colleges, indicating slightly less favorability. As shown in the frequency tables in Appendix B, over 59% of students said that ECC was their first choice, compared with over 63% at other colleges. Another 19% said it was their second choice; nearly 22% of students at other colleges selected this option. The most common response (mode) was 1 (First choice).

IV-B. Rating of ECC at Time of Application

Rating of ECC at time of application	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1523	143	1.57	1.00	0.92	1.48	0.09**

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

In items C and D of Section IV, students were asked whether they would choose ECC again and how they would rate their overall experience at El Camino College. The scale for IV-C is 5 = Definitely yes to 1 = Definitely no, with 3 = Uncertain. The scale for IV-D is 5 = Excellent to 1 = Very inadequate, with 3 being Average.

On average, students would “probably” choose El Camino College again (IV-C). However, the most common response was “definitely yes.” These results were slightly lower than the national average.

In terms of Overall Impression (IV-D), ECC students had a good impression of their college, about the same as students at other colleges.

IV-C. If You Could Start College Over, Would You Choose ECC?

If you could start over, would you choose ECC again?	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1538	128	3.89	5.00	1.13	4.03	-0.14***

*** Difference is statistically significant at the .001 level ($p < .001$). See Appendix C.

IV-D. Overall Impression Of Quality Of Education at ECC?

Overall impression of education quality at ECC?	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
	1532	134	4.06	4.00	0.77	4.10	-0.04*

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

Section V – Experiences at El Camino College

This section asked students how large a contribution their educational experiences made in their growth and preparation in several areas: intellectual, personal and social growth, and preparation for further study and for a career (V-A).

The highest mean ratings were for Intellectual growth and Preparation for further study, while the lowest was for Social growth. These ratings reflect similar results at other colleges. However, contributions to Social growth and Preparation for a career were significantly below the national mean.

V-A. Contribution to Growth and Preparation

ECC contribution to growth and preparation (by type)	n	Blank	Mean	Mode	SD	Nat'l Mean	ECC - Nat'l
Intellectual growth	1505	161	3.80	4.00	0.85	3.82	-0.02
Personal growth	1504	162	3.66	4.00	0.96	3.70	-0.04
Social growth	1501	165	3.47	3.00	1.04	3.57	-0.10***
Preparation for further study	1491	175	3.78	4.00	0.92	3.80	-0.02
Preparation for a career	1486	180	3.66	4.00	1.02	3.81	-0.15***

*** Difference is statistically significant at the .001 level ($p < .001$). See Appendix C.

Section VI – Additional Questions Developed at El Camino College

Section VI contains questions developed locally by El Camino College representatives to gain insights into topics not directly covered by other questions on the survey. Some of these were background questions covered in the first portion of this report. The results described here cover opinion questions 6, and 8 through 12 (See Appendix A for a facsimile of the additional questions insert). Since this section has no national norms with which to compare, mean ratings have been tested against a central or neutral response to determine if students are generally more or less in favor of the given topic. The comparison value for item 6 is 2.5; the value for items 8-12 is 3.0. The difference between the mean rating and the neutral value is found in the last column of each table below. Statistically significant differences are starred.

The scale for question 6 (fee for recreational use) was 4 = Very Likely, 3 = Somewhat Likely, 2 = Somewhat Unlikely, 1 = Very Unlikely and 0 = Not applicable (for those who do not currently use recreational facilities). Zero responses were excluded from the statistical calculations below but response tallies are included in Appendix B.

For question 6 (VI-6), the mean likelihood of paying a recreational use fee was not significantly different from the neutral response. However, the most common response was Very Unlikely.

VI-6. Opinion on paying a fee for recreational facilities use each semester

	n	Blank	Mean	Mode	SD	Mean – Neutral
6 Likelihood of paying a \$25 rec facilities use fee	969	376	2.43	1.00*	1.14	-0.07

* The calculation of mean, median and mode excludes the Not Applicable category. However, if this category were included, the mode would be 0 (Not applicable). See the frequency table in Appendix B for more detail.

For questions 8 through 12, students were asked to indicate their level of agreement with a series of statements about campus policies, services, conditions and offerings (VI-8-12). The scale for these items is: 5 = Strongly Agree to 1 = Strongly Disagree, with 3 = Neutral. Regarding smoking policies (8 and 9), students were more favorable towards restricting smoking than banning the practice, but both means were well above the neutral level. Satisfaction with police services and with restroom cleanliness also were significantly above neutral, but the rating of police services was considerably higher. Finally, students were clearly in favor of adding more online classes to the schedule at El Camino College.

VI-8.-12. Level of agreement with opinion statements

Level of agree with the following statements:	n	Blank	Mean	Mode	SD	Mean – Neutral
8 Smoking should be restricted	1263	403	3.94	5.00	1.37	0.94***
9 Smoking should be banned	1266	400	3.32	5.00	1.47	0.32***
10 Satisfaction with police services	1264	402	3.61	3.00	1.05	0.61***
11 Satisfaction with restrooms	1268	398	3.10	3.00	1.25	0.10**
12 Desire for more online courses	1237	429	3.67	3.00	1.07	0.67***

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

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

Changes Over Five Years

In 2000, the Noel-Levitz Student Satisfaction Inventory was administered to a similar set of El Camino College students. While the survey instrument and accompanying scale are considerably different from the instrument used in 2006, general comparisons are possible since both surveys asked some comparable questions of students.

The most important issues to ECC students in both 2000 and 2006 are provided below (descending order of importance). Note: some topics do not have corresponding items on the 2006 survey. Starred items were significantly below the national norm with the exception of those marked “positive difference.” Similar items that were in the top 10 on both surveys are bolded blue. These are 1) desired classes at desired times, 2) quality of instruction, 3) campus safety and 4) variety of courses.

Most Important Issues in 2000

- 1. Availability of desired classes at desired times ****
2. As a result of ECC English classes, students are able to write at the college level
- 3. Quality of instruction in most classes *****
- 4. Campus safety and security *****
- 5. Variety of courses at ECC ** (positive difference)**
6. As a result of ECC math classes, students have developed college level math skills
7. Ability to register for classes needed with few conflicts ***
8. Experienced intellectual growth
9. Academic advisor is knowledgeable about transfer requirements of other schools **
10. Courses and programs offered meet students’ needs

Most Important Issues in 2006

- 1. Quality of instruction in major field**
- 2. Availability of desired courses at desired times**
3. Course content in major field
- 4. Variety of courses offered at ECC ** (positive difference)**
5. Attitude of faculty towards students ***
6. Testing/grading ***
7. Preparation for future occupation ***
- 8. Personal security/safety at ECC**
9. El Camino College in general
10. Parking ***

As the two lists show, students still resonate with some of the core issues illuminated in 2000, even across different survey instruments. However, all of the items with satisfaction ratings below the national mean in 2000 do not show significant differences in 2006. Although it is difficult to draw strong conclusions about trends using different survey instruments, these results indicate the possibility of positive change in El Camino College student attitudes on these topics.

Appendix A – Survey of Student Opinions Facsimile

SURVEY OF STUDENT OPINIONS

ACT, P.O. Box 168, Iowa City, IA 52243

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. However, if any item requests information that you do not wish to provide, please feel free to omit it. Your Social Security number is requested for research purposes only and will not be listed on any report.

Please use a soft (No. 1 or 2) lead pencil to fill in the oval indicating your response. DO NOT use a ball-point pen, nylon-tip or felt-tip pen, fountain pen, marker, or colored pencil. Some items may not be applicable to you or to this college. If this is the case, skip the item or mark the 'Does Not Apply' option. If you wish to change your response to an item, erase your first mark completely and then fill in the correct oval. Select only ONE response to each item.

SECTION I—BACKGROUND INFORMATION

Begin by writing your Social Security number in the large boxes at the top of Block A. Then, in the column below each box, fill in the appropriate oval. Complete the remaining blocks by marking the single most appropriate oval in each case.

<p>A SOCIAL SECURITY NUMBER (Identification Number)</p> <table border="1"> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td> </tr> <tr> <td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td><td>9</td> </tr> </table>											0	0	0	0	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	2	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5	5	5	5	5	6	6	6	6	6	6	6	6	6	6	7	7	7	7	7	7	7	7	7	7	8	8	8	8	8	8	8	8	8	8	9	9	9	9	9	9	9	9	9	9	<p>B AGE</p> <p><input type="radio"/> 18 or Under</p> <p><input type="radio"/> 19</p> <p><input type="radio"/> 20</p> <p><input type="radio"/> 21</p> <p><input type="radio"/> 22</p> <p><input type="radio"/> 23 to 25</p> <p><input type="radio"/> 26 to 29</p> <p><input type="radio"/> 30 to 39</p> <p><input type="radio"/> 40 to 61</p> <p><input type="radio"/> 62 or Over</p>	<p>C RACIAL/ETHNIC GROUP</p> <p><input type="radio"/> African-American or Black</p> <p><input type="radio"/> Native American (Indian, Alaskan, Hawaiian)</p> <p><input type="radio"/> Caucasian or White</p> <p><input type="radio"/> Mexican-American, Mexican Origin</p> <p><input type="radio"/> Asian American, Oriental, Pacific Islander</p> <p><input type="radio"/> Puerto Rican, Cuban, Other Latino or Hispanic</p> <p><input type="radio"/> Other</p> <p><input type="radio"/> I prefer not to respond.</p>	<p>D SEX</p> <p>Male <input type="radio"/></p> <p>Female <input type="radio"/></p>	<p>E Indicate the number of hours per week you are currently employed.</p> <p><input type="radio"/> 0 or Only Occasional Jobs</p> <p><input type="radio"/> 1 to 10</p> <p><input type="radio"/> 11 to 20</p> <p><input type="radio"/> 21 to 30</p> <p><input type="radio"/> 31 to 40</p> <p><input type="radio"/> Over 40</p>
0	0	0	0	0	0	0	0	0	0																																																																																																									
1	1	1	1	1	1	1	1	1	1																																																																																																									
2	2	2	2	2	2	2	2	2	2																																																																																																									
3	3	3	3	3	3	3	3	3	3																																																																																																									
4	4	4	4	4	4	4	4	4	4																																																																																																									
5	5	5	5	5	5	5	5	5	5																																																																																																									
6	6	6	6	6	6	6	6	6	6																																																																																																									
7	7	7	7	7	7	7	7	7	7																																																																																																									
8	8	8	8	8	8	8	8	8	8																																																																																																									
9	9	9	9	9	9	9	9	9	9																																																																																																									
<p>F What is the highest educational attainment of each of your parents or guardians?</p> <table border="1"> <thead> <tr> <th>Mother</th> <th>Father</th> </tr> </thead> <tbody> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Some high school or less</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> High school diploma or GED</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Some college/no degree or certificate</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Vocational/technical degree or certificate</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Associate degree</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Bachelor's degree</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Master's degree</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/> Doctorate/professional degree (PhD, MD, EDD, JD)</td> </tr> </tbody> </table>		Mother	Father	<input type="radio"/>	<input type="radio"/> Some high school or less	<input type="radio"/>	<input type="radio"/> High school diploma or GED	<input type="radio"/>	<input type="radio"/> Some college/no degree or certificate	<input type="radio"/>	<input type="radio"/> Vocational/technical degree or certificate	<input type="radio"/>	<input type="radio"/> Associate degree	<input type="radio"/>	<input type="radio"/> Bachelor's degree	<input type="radio"/>	<input type="radio"/> Master's degree	<input type="radio"/>	<input type="radio"/> Doctorate/professional degree (PhD, MD, EDD, JD)	<p>G Indicate your class level at this college.</p> <p><input type="radio"/> Freshman</p> <p><input type="radio"/> Sophomore</p> <p><input type="radio"/> Junior</p> <p><input type="radio"/> Senior</p> <p><input type="radio"/> Graduate or professional student</p> <p><input type="radio"/> Special student</p> <p><input type="radio"/> Other/unclassified</p> <p><input type="radio"/> Does not apply to this college</p>	<p>H For what purpose did you enter this college? (Select only one.)</p> <p><input type="radio"/> No definite purpose in mind</p> <p><input type="radio"/> To take a few job-related courses</p> <p><input type="radio"/> To take a few courses for self-improvement</p> <p><input type="radio"/> To take courses necessary for transferring to another college</p> <p><input type="radio"/> To obtain or maintain a certification</p> <p><input type="radio"/> To complete a vocational/technical program</p> <p><input type="radio"/> To obtain an Associate degree</p> <p><input type="radio"/> To obtain a Bachelor's degree</p> <p><input type="radio"/> To obtain a Master's degree</p> <p><input type="radio"/> To obtain a Doctorate or a professional degree</p>																																																																																													
Mother	Father																																																																																																																	
<input type="radio"/>	<input type="radio"/> Some high school or less																																																																																																																	
<input type="radio"/>	<input type="radio"/> High school diploma or GED																																																																																																																	
<input type="radio"/>	<input type="radio"/> Some college/no degree or certificate																																																																																																																	
<input type="radio"/>	<input type="radio"/> Vocational/technical degree or certificate																																																																																																																	
<input type="radio"/>	<input type="radio"/> Associate degree																																																																																																																	
<input type="radio"/>	<input type="radio"/> Bachelor's degree																																																																																																																	
<input type="radio"/>	<input type="radio"/> Master's degree																																																																																																																	
<input type="radio"/>	<input type="radio"/> Doctorate/professional degree (PhD, MD, EDD, JD)																																																																																																																	
<p>I What is your current enrollment status at this college?</p> <p><input type="radio"/> Full-time student</p> <p><input type="radio"/> Part-time student</p>	<p>J What type of tuition do you pay at this college?</p> <p><input type="radio"/> In-state tuition</p> <p><input type="radio"/> Out-of-state tuition</p> <p><input type="radio"/> Does not apply to this college</p>	<p>K What is your residence classification at this college?</p> <p><input type="radio"/> In-state student</p> <p><input type="radio"/> Out-of-state student</p> <p><input type="radio"/> International student (not U.S. citizen)</p>	<p>L Which of the following was true for you at the time you first entered this college?</p> <p><input type="radio"/> Entered directly from high school</p> <p><input type="radio"/> Entered after working for a period of time (excluding summer only work)</p> <p><input type="radio"/> Transferred from a 2-year college</p> <p><input type="radio"/> Transferred from a 4-year college</p> <p><input type="radio"/> Entered after graduate or professional school</p> <p><input type="radio"/> Entered after completing military service</p> <p><input type="radio"/> Other</p>	<p>M Indicate your current college residence.</p> <p><input type="radio"/> College residence hall</p> <p><input type="radio"/> Fraternity or sorority house</p> <p><input type="radio"/> College married student housing</p> <p><input type="radio"/> Off-campus room/apartment</p> <p><input type="radio"/> Home of parents or relatives</p> <p><input type="radio"/> Own home</p> <p><input type="radio"/> Other</p>																																																																																																														
<p>N Indicate to what extent each of the following is a source of funding for your postsecondary education?</p> <p>Major Source of Funds</p> <p>Minor Source of Funds</p> <p>Not a Source of Funds</p> <table border="1"> <tbody> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>1. Parents/relatives</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>2. Educational grants (Pell grants, FSEOG, private grants, etc.)</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>3. Scholarships (private, federal, college, etc.)</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>4. Student loans (Perkins loan, federal direct loan, etc.)</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>5. Other loans (bank loans, etc.)</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>6. Employment while attending college (including work-study)</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>7. Summer employment</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td>8. Personal savings</td> </tr> </tbody> </table>		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Parents/relatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Educational grants (Pell grants, FSEOG, private grants, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Scholarships (private, federal, college, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Student loans (Perkins loan, federal direct loan, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Other loans (bank loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Employment while attending college (including work-study)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Summer employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Personal savings	<p>Using the List of College Majors and Occupational Choices included with this questionnaire, please select the three-digit codes for your college major and your occupational choice. Write these codes in the boxes at the top of blocks O and P and fill in the appropriate oval in the column below each box. (If you have more than one major, select the one code that best describes your educational program.)</p>	<p>O Indicate your college major.</p> <table border="1"> <tr> <td></td><td></td><td></td> </tr> <tr> <td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td> </tr> <tr> <td>0</td><td>0</td><td>0</td> </tr> </table>				1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	0	0	0	<p>P Indicate your occupational choice.</p> <table border="1"> <tr> <td></td><td></td><td></td> </tr> <tr> <td>1</td><td>1</td><td>1</td> </tr> <tr> <td>2</td><td>2</td><td>2</td> </tr> <tr> <td>3</td><td>3</td><td>3</td> </tr> <tr> <td>4</td><td>4</td><td>4</td> </tr> <tr> <td>5</td><td>5</td><td>5</td> </tr> <tr> <td>6</td><td>6</td><td>6</td> </tr> <tr> <td>7</td><td>7</td><td>7</td> </tr> <tr> <td>8</td><td>8</td><td>8</td> </tr> <tr> <td>9</td><td>9</td><td>9</td> </tr> <tr> <td>0</td><td>0</td><td>0</td> </tr> </table>				1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	0	0	0												
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Parents/relatives																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	2. Educational grants (Pell grants, FSEOG, private grants, etc.)																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	3. Scholarships (private, federal, college, etc.)																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	4. Student loans (Perkins loan, federal direct loan, etc.)																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5. Other loans (bank loans, etc.)																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6. Employment while attending college (including work-study)																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	7. Summer employment																																																																																																															
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Personal savings																																																																																																															
1	1	1																																																																																																																
2	2	2																																																																																																																
3	3	3																																																																																																																
4	4	4																																																																																																																
5	5	5																																																																																																																
6	6	6																																																																																																																
7	7	7																																																																																																																
8	8	8																																																																																																																
9	9	9																																																																																																																
0	0	0																																																																																																																
1	1	1																																																																																																																
2	2	2																																																																																																																
3	3	3																																																																																																																
4	4	4																																																																																																																
5	5	5																																																																																																																
6	6	6																																																																																																																
7	7	7																																																																																																																
8	8	8																																																																																																																
9	9	9																																																																																																																
0	0	0																																																																																																																

SECTION II—COLLEGE SERVICES

For each service listed below, first indicate its level of importance to you (PART A). If the service is not available or if you have not used it, mark the oval in the first column of PART B and go to the next item. If you have used the service, mark the oval that indicates your satisfaction with it (PART B).

PART A: IMPORTANCE TO YOU					COLLEGE SERVICE OR PROGRAM	PART B: USE & SATISFACTION					
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE (AVG) IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE		HAVE NOT USED/NOT AVAILABLE	I HAVE USED AND AM . . .				
						VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Academic advising services	<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"/>	<input type="radio"/>	2. Personal counseling services	<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"/>	<input type="radio"/>	3. Career planning services	<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"/>	<input type="radio"/>	4. Job placement services	<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"/>	<input type="radio"/>	5. Recreational and intramural programs and services	<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"/>	<input type="radio"/>	6. Library programs and services	<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"/>	<input type="radio"/>	7. Student health/wellness services	<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"/>	<input type="radio"/>	8. Student health insurance program	<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"/>	<input type="radio"/>	9. College-sponsored tutorial services	<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"/>	<input type="radio"/>	10. Financial aid services	<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"/>	<input type="radio"/>	11. Student employment services	<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"/>	<input type="radio"/>	12. Residence hall services and programs	<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"/>	<input type="radio"/>	13. Food services	<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"/>	<input type="radio"/>	14. College-sponsored social activities	<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"/>	<input type="radio"/>	15. Cultural programs	<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"/>	<input type="radio"/>	16. College orientation program	<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"/>	<input type="radio"/>	17. Credit-by-examination program (PEP, CLEP, etc.)	<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"/>	<input type="radio"/>	18. Honors programs	<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"/>	<input type="radio"/>	19. Computer support and services	<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"/>	<input type="radio"/>	20. Parking facilities and services	<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"/>	<input type="radio"/>	21. Day care services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III—COLLEGE ENVIRONMENT

For each aspect of the college environment listed below, first indicate the importance of it to you (PART A). If that aspect does not apply to you because you have no experience with it or because it is not available, mark the first oval in PART B and go to the next item. If you do have experience with or have used that aspect, mark the oval that indicates your satisfaction with it (PART B).

PART A: IMPORTANCE TO YOU					ASPECTS OF COLLEGE ENVIRONMENT	PART B: EXPERIENCE & SATISFACTION					
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE (AVG) IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE		NO EXPERIENCE/NOT AVAILABLE	I HAVE EXPERIENCE WITH OR HAVE USED AND AM . . .				
						VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	1. Testing/grading system	<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"/>	<input type="radio"/>	2. Course content in your major field	<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"/>	<input type="radio"/>	3. Quality of instruction in your major field	<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"/>	<input type="radio"/>	4. Out-of-class availability of your instructors	<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"/>	<input type="radio"/>	5. Attitude of the faculty toward 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"/>	<input type="radio"/>	6. Variety of courses offered at this college	<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"/>	<input type="radio"/>	7. Class size relative to the type of course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SECTION III (Continued)

PART A: IMPORTANCE TO YOU					ASPECTS OF COLLEGE ENVIRONMENT	PART B: EXPERIENCE & SATISFACTION									
VERY GREAT IMPORTANCE	GREAT IMPORTANCE	MODERATE (AND) IMPORTANCE	LITTLE IMPORTANCE	NO IMPORTANCE		NO EXPERIENCE/NOT AVAILABLE	I HAVE EXPERIENCE WITH OR HAVE USED AND AM...								
						VERY SATISFIED	SATISFIED	NEUTRAL	DISSATISFIED	VERY DISSATISFIED					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	8. Flexibility to design your own program of study	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	9. Availability of your advisor	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10. Value of the information provided by your advisor	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	11. Preparation you are receiving for your future occupation	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	12. General admission procedures	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	13. Availability of financial aid information prior to enrolling	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	14. Accuracy of college information you received before enrolling	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	15. Student voice in college policies	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	16. Rules governing student conduct at this college	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17. Residence hall rules and regulations	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18. Academic probation and suspension policies	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19. Purposes for which student activity fees are used	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20. Personal security/safety at this 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21. Classroom facilities	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22. Laboratory facilities	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23. Athletic facilities	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24. Study areas	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	25. Student union/community center	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	26. Campus bookstore	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	27. Availability of student housing	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	28. General condition of buildings and grounds	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	29. Computer labs	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	30. General registration procedures	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	31. Availability of the courses you want at times you can take them	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	32. Academic calendar for this college (e.g., semester or quarter system)	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	33. Billing and fee payment procedures	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	34. Concern for you as an individual	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	35. Availability of computers when you need them	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	36. Attitude of the college nonteaching staff toward 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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	37. Racial harmony at this college	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	38. Opportunities for student employment	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	39. Opportunities for personal involvement in campus activities	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	40. Student government	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	41. Religious activities and programs	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	42. Campus media (student newspaper, campus radio, etc.)	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	43. This college in general	<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"/>	

SECTION IV—COLLEGE IMPRESSIONS

A Indicate the extent to which you agree with the following statements about this college.

Strongly Agree
 Agree
 Neutral (Neither Agree nor Disagree)
 Disagree
 Strongly Disagree

1. This college has helped me meet the goals I came here to achieve.
 2. My experiences here have equipped me to deal with possible career changes.
 3. I would recommend this college to others.
 4. This college is equally supportive of women and men.

5. My experiences here have helped motivate me to make something of my life.
 6. This college is equally supportive of all racial/ethnic groups.
 7. I am proud of my accomplishments at this college.
 8. This college welcomes and uses feedback from students to improve the college.

B Indicate your rating of this college at the time you applied for admission.

It was my first choice.
 It was my second choice.
 It was my third choice.
 It was my fourth choice or lower.

C If you could start college over, would you choose to attend this college?

Definitely yes
 Probably yes
 Uncertain
 Probably no
 Definitely no

D What is your overall impression of the quality of education at this college?

Excellent
 Good
 Average
 Below average
 Very inadequate

SECTION V—YOUR EXPERIENCES AT THIS COLLEGE

A How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas?

Very Great	Great	Moderate	Little	None	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Intellectual growth (acquiring knowledge, skills, ideas, concepts, analytical thinking)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Personal growth (developing self-understanding, self-discipline, and mature attitudes, values, and goals)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Social growth (understanding others and their views, adapting successfully to a variety of social situations)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Preparation for further study
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Preparation for a career

B Indicate your cumulative college grade average.

A- to A (3.50-4.00)
 B to A- (3.00-3.49)
 B- to B (2.50-2.99)
 C to B- (2.00-2.49)
 C- to C (1.50-1.99)
 D to C- (1.00-1.49)
 Below D (0.00-0.99)
 Does Not Apply

SECTION VI—ADDITIONAL QUESTIONS

If an additional set of multiple-choice questions is included with this form, please record your responses in this section. Twelve ovals are provided for each question, but few questions require that many choices. Simply ignore the extra ovals. If no additional questions are enclosed, leave this section blank.

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L

SECTION VII—COMMENTS AND SUGGESTIONS

If you wish to make any comments or suggestions concerning this college, please write them on the lines below.

DO NOT WRITE BELOW THIS LINE.

Section VI—Additional Questions – Survey of Student Opinions

Enter your responses in the numbered columns in Section VI.

1. Which **FM** radio station do you listen to MOST OFTEN? (**Select Only 1 Station**)
 - a. KTWV (94.7 FM) – “The Wave”
 - b. KXOL (96.3 FM) – “Latino”
 - c. KRTH (101.1 FM) – “K-Earth 101”
 - d. KJLH (102.3 FM) – “KJLH”
 - e. KIIS (102.7 FM) – “Kiss-FM”
 - f. KOST (103.5 FM) – “The Coast”
 - g. KBIG (104.3 FM) – “K-Big 104”
 - h. KPWR (105.9 FM) – “Power 106”
 - i. KROQ (106.7 FM) – “K-Rock”
 - j. KLVE (107.5 FM) – “K-Love”

2. Which **AM** radio stations do you listen to MOST OFTEN? (**Select Only 1 Station**)
 - a. KFI (640 AM)
 - b. KABC (790 AM)
 - c. KNX (1070 AM)
 - d. KFWB (980 AM)
 - e. KRLA (870 AM)

3. What is your **preferred** mode of communication with the college?
 - a. Website and Email
 - b. Website only
 - c. Email only
 - d. Telephone
 - e. Face to face (visits to campus)
 - f. Postal mail
 - g. Any or No Preference

4. During which **hours of the day** are you taking classes this semester?
 - a. Daytime only
 - b. Evening only
 - c. Weekends only
 - d. Online courses only
 - e. A mixture of daytime, evenings, weekends and/or online

5. By what **mode** are your classes taught this semester?
 - a. Traditional classroom setting only
 - b. Online course only
 - c. Telecourse only
 - d. A combination of online, telecourse and/or classroom courses

6. If a fee of \$25 per semester were implemented that would permit use of recreational facilities on campus (e.g., gyms or fitness rooms), what is the likelihood that you would pay this fee? (Note: This fee would not be required to enroll in classes.)
 - a. Very Likely
 - b. Somewhat Likely
 - c. Somewhat Unlikely
 - d. Very Unlikely
 - e. Not applicable; I don't use recreational facilities at El Camino College.

7. Which language is MOST COMMONLY spoken in your home? (**Select only 1 option**)
- a. Chinese
 - b. English only
 - c. English and Spanish *about equally*
 - d. English and another language *about equally* (other than Spanish)
 - e. Japanese
 - f. Korean
 - g. Spanish
 - h. Tagalog
 - i. Vietnamese
 - j. Other

For questions 8 through 12, please indicate how much you Agree or Disagree with each statement.

8. Smoking should be restricted on campus to designated areas.
- a. Strongly Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Strongly Disagree
9. Smoking should be completely banned on this campus.
- a. Strongly Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Strongly Disagree
10. I am satisfied with the El Camino Police Department's services to this campus.
- a. Strongly Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Strongly Disagree
11. I am satisfied with the condition and cleanliness of the public restrooms on campus.
- a. Strongly Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Strongly Disagree
12. I would like to see more online (Internet-delivered) courses offered at El Camino College.
- a. Strongly Agree
 - b. Somewhat Agree
 - c. Neutral
 - d. Somewhat Disagree
 - e. Strongly Disagree

Thank you for participating in the Survey of Student Opinions!