



# Student Campus Climate Survey

## *HIGHLIGHTS*

El Camino College, Fall 2010

### Introduction

El Camino College administered a Campus Climate Survey to students enrolled in Fall 2010; the survey was modeled after an employee climate survey with additional questions added for students. A total of 250 students responded to the online-only survey (13% response rate,  $\pm 5.8$  margin of error). Topics on the survey included Campus Mission, Campus Climate, Communication, ECC Faculty and SLOs, Student Service, and Interaction between ECC Torrance and Compton Center. Supplemental questions on Study Abroad also were added; these are summarized in the main report.

On the survey, students were asked to rate their agreement with statements related to each climate item and to rate the importance of each. Importance and Agreement were then compared to determine if any “performance gaps” exist where students rate an issue of high importance but low in agreement.

### Campus Mission and Climate

More than half of respondents were familiar with ECC’s mission statement. While less than one third thought that ECC was fulfilling its mission, students showed high agreement with items representing subsections of the mission statement (#3-4). In general, students were less concerned about knowing ECC’s mission than with whether the College was meeting it.

Campus Climate statements relate to how well the college is doing in terms of valuing diversity and building community. Students value diversity on a safe and respectful campus (#5-7), with 85-95% feeling that the campus does a good job with this. Twenty-nine percent did not feel part of a wider ECC community (#9), but this issue was less important than others. Thirty-one percent socialize within their own ethnic group (#10), suggesting that most students do not remain culturally isolated on campus. Finally, most agreed that ECC is changing for the better.

### Communication

Most students felt that information was easy to find on campus (#11, 13, 15), but receiving information in a timely fashion (#12) was one of the lowest rated items. The majority of students did not understand why the College cut so many sections (item 14).

In terms of the frequency with which students read or access campus publications and social media (#36-37), the vast majority (80%) read official college announcements regularly (including this survey announcement), while only about a third read the Union student newspaper. About 90% or more students regularly accessed ECC main website and MyECC, less than 15% accessed social media sites such as Twitter regularly (“often” or “sometimes”).

### ECC Faculty

Well over 80% of students felt that ECC faculty provided a comfortable learning environment with course materials and assignments that reflected the cultural diversity of the campus (#16-18). About 18% felt that their instructors do *not* vary teaching methods to accommodate diverse learning styles (#19).

## **Student Learning Outcomes**

Students were also asked about their perceptions of the use of student learning outcomes (SLOs) in classes at ECC (#20-23). Over 90% of students agreed with the statements in this section that involved faculty publicizing, explaining, and relating course content to SLOs. Over 95% of students are aware of and value SLOs and related activities.

## **Student Service**

Most items in this section addressed how well the College performs in delivering service and creating a welcoming, supportive campus (items 24-28). About 90% of students agreed that ECC is welcoming to students (#24) and that faculty and staff reflect the diversity of the student body (#28). The lowest rated items were #26 (the needs of students are valued by employees—76% favorable) and #27 (services are sufficient regardless of time/day—61% favorable).

Item 29 asked students if they would select ECC again if they could start their college experience over. Overall, 84% of students would select ECC again.

## **Interaction between ECC Torrance Campus and Compton Center**

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

## **Background Questions**

Students responded to a variety of background questions about themselves. These were selected for two reasons: 1) to determine how well the respondent pool represented the student body as a whole, and 2) to gain information not available from other sources.

Survey results revealed important information about students' home lives. For example, 34% of students work for pay 20 or more hours per week, while 48% did not work outside the home at all, revealing a striking polarity with few students working 1 to 19 hours per week. In addition, most students (58%) still live at home with parents or relatives, while nearly 4% have no permanent housing arrangement.

Finally, 44% of respondents indicated that they started their ECC career directly out of high school. Nineteen percent entered after some period of work or military service, with 16% transferring in from another institution or entering after receiving a degree elsewhere.

## **Survey Issues**

The Student Campus Climate Survey was distributed online to a random sample of enrolled students using only the ECC email address as the mode of contact. The responses were low and represented the student body disproportionately. Although results may be suggestive of climate perceptions of traditional college students, they are less valid in terms of the student body as a whole. Other methods of distribution should be considered for future surveys.