

Student Campus Climate Survey



El Camino College
Compton Center

Fall 2013 Survey Results

Institutional Research and Planning
April 2014

El Camino College created and disseminated a survey to a sample of El Camino College Compton Center students during the fall of 2013. This document provides outcomes and analysis of the results of that survey and compares results to the student survey conducted in 2010.

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Introduction

El Camino College (ECC) administered an opinion survey to a sample of El Camino College Compton Center students in fall 2010 to gauge general opinions about seven topics: Campus Mission, Campus Climate, Communication, Student Learning Outcomes, Student Service, Relations between El Camino College and Compton Center, and Study Abroad. The questions were locally developed in conjunction with a survey directed toward employees.

A factor analysis of the 2010 survey was used to streamline the survey instrument and identified four themes: Student Friendly Campus, Learning Environment, Community and Diversity, and Instructional Sensitivity. The 2013 survey was administered during the Fall 2013 semester to a sample of ECC Compton Center students. The survey instrument included 15 background questions, 26 opinion questions, and 8 informational questions. While most questions were kept the same to maintain continuity, some questions were removed on the basis of the factor analysis. In response to AB 620, the survey included two additional background questions for sexual identity and gender expression as well.

A copy of the survey is provided in [Appendix A](#) of this report.

The survey was distributed to the selected students via email. Most surveys were sent to the students' El Camino College email address, but where available, personal emails were substituted. Information alerting students to the survey was advertised on MyECC. Responses were received from 169 students for a response rate of 8.5% with a margin of error of 7.21%.

This report summarizes the results from the spring 2013 survey including the mean, or average, rating for each item, graphical displays and the item frequencies (response tallies—see [Appendix C](#)). A glossary of statistical terms is provided in [Appendix B](#). Specific comments from the survey are in a separate document.

Background Information

The survey included a set of fifteen background and informational questions. These included age, unit load, employment status (full time/part time), frequency of ECC email use, gender, and ethnicity. These items are summarized below.

Tables A, B, and C give background information on the enrollment patterns of survey respondents. The Primary location item (Table A below) shows the percentage of students who consider El Camino College Compton Center their primary campus. Of the students who answered the question, 75% said Compton Center was their primary location, with another 12.6% saying ECC and Compton Center are both used. ("Valid %" in the tables below represents the percentage of people who selected a response

and excludes people who abstained from responding to the question). Over half of the students taking the survey are enrolled full-time. Another thirty-one percent are enrolled at least half time. This information can be seen in Table B.

Table C shows the division in which the major program is housed. The most popular divisions among respondents are Behavioral & Social Sciences, Business, and Health Sciences & Athletics. Almost 27% indicated “other” which could mean they are undecided or majoring in programs in multiple divisions.

TABLE A: PRIMARY LOCATION

Response	n	%	Valid %
Both El Camino College and Compton Center equally	21	12.4	12.6%
ECC Compton Center	125	74.0	74.9%
El Camino College	20	11.8	12.0%
Other location	1	0.6	0.6%
N/A	2	1.2	
Total	169	100	100%

TABLE B: COURSE LOAD

Response	n	%	Valid %
15 or more	14	8.3	8.5%
12.0 to 14.5	56	33.1	33.9%
9.0 to 11.5	38	22.5	23.0%
6.0 to 8.5	28	16.6	17.0%
3.0 to 5.5	23	13.6	13.9%
Fewer than 3	4	2.4	2.4%
Not enrolled	1	0.6	0.6%
Only enrolled in Noncredit courses	1	0.6	0.6%
N/A	4	2.4	
Total	169	100	100%

TABLE C: MAJOR DIVISION

Response	n	%	Valid %
Behavioral & Social Sciences	32	18.9	19.5%
Business	22	13.0	13.4%
Fine Arts	2	1.2	1.2%
Health Sciences & Athletics	20	11.8	12.2%
Humanities	4	2.4	2.4%
Industry & Technology	9	5.3	5.5%
Liberal or General Studies	12	7.1	7.3%
Mathematical Sciences	2	1.2	1.2%
Natural Sciences	8	4.7	4.9%
Other	44	26.0	26.8%
Undecided	9	5.3	5.5%
Unstated	5	3.0	
Total	169	100	100%

Thirty-one percent of the responses came from students in the normal college age range of 17 to 24. A quarter of the respondents were age 30 to 39 and 32% were over the age of 40 indicating the adult population is over-represented in the responses to this survey.

TABLE D: AGE GROUP

Response	n	%	Valid %
17-19	17	10.1	10.5%
20-24	33	19.5	20.4%
25-29	19	11.2	11.7%
30-39	41	24.3	25.3%
40-49	31	18.3	19.1%
50	21	12.4	13.0%
N/A	7	4.1	
Total	169	100	100%

When asked how often they checked ECC email, almost half said daily and overall, 83% check email at least once a week. The high rate of students who check ECC email may be the result of the fact that students were solicited for the survey by email. Those who check regularly were more likely to answer.

TABLE E: HOW OFTEN DO YOU CHECK ECC EMAIL?

Response	n	%	Valid %
Daily	83	49.1	49.7%
Weekly	56	33.1	33.5%
Every two weeks or less often	19	11.2	11.4%
Rarely for example only at registration times	9	5.3	5.4%
N/A	2	1.2	
Total	169	100	100%

Women are over-represented in this survey. Females make up 64% of the student population but make up 81% of the people who answered the survey (Table F). The college does not currently collect data on sexual orientation but over five percent of respondents identified as LGBT with 2% indicating they are unsure (Table G). Ethnically and racially, the respondents closely match the population of students at Compton Center for most racial groups, but Hispanics are under-represented when compared to the general student population (Table H).

TABLE F: WHAT IS YOUR GENDER IDENTITY?

Response	n	%	Valid %
Female	132	78.1	80.5%
Male	32	18.9	19.5%
N/A	5	3.0	
Total	169	100	100%

TABLE G: DO YOU IDENTIFY AS LESBIAN, GAY, BISEXUAL, OR TRANSGENDER?

Response	n	%	Valid %
Unsure	4	2.4	2.4%
No	152	89.9	92.1%
Yes	9	5.3	5.5%
N/A	4	2.4	
Total	169	100	100%

TABLE H: RACE/ETHNICITY

Response	n	%	Valid %
African-American/African	64	37.9	38.3%
Asian-American/Asian or Filipino	7	4.1	4.2%
Latino	57	33.7	34.1%
Pacific Islander or Hawaiian Native	2	1.2	1.2%
White	7	4.1	4.2%
More than one race or ethnicity	12	7.1	7.2%
Other	8	4.7	4.8%
Decline to state	10	5.9	6.0%
N/A	2	1.2	
Total	169	100	100%

Over 40% of the respondents took classes solely during the daytime. Twenty-three percent only enrolled in the evenings and 31% took a mix of day and evening classes (Table I). Half of the students are not employed or only work occasionally. While 37% work at least half-time, 15% work full-time (Table J).

TABLE I: AT WHAT TIMES OF THE DAY DO YOU TAKE CLASSES THIS SEMESTER?

Response	n	%	Valid %
Daytime finish up before 4:00 p.m.	71	42.0	42.8%
Evening start after 4:00 p.m.	38	22.5	22.9%
Mix of daytime and evening classes	52	30.8	31.3%
Take only online classes	3	1.8	1.8%
Take only weekend classes	2	1.2	1.2%
N/A	3	1.8	
Total	169	100	100%

TABLE J: HOW MANY HOURS PER WEEK ARE YOU CURRENTLY WORKING FOR PAY?

Response	n	%	Valid %
0 or only work occasionally or seasonally	82	48.5	49.7%
1 to 9	8	4.7	4.8%
10 to 19	15	8.9	9.1%
20 to 29	20	11.8	12.1%
30 to 39	15	8.9	9.1%
40 or more	25	14.8	15.2%
N/A	4	2.4	
Total	169	100	100%

Most of the students completing the survey were relatively new to the college. Over 51% would have completed 30 units or less by the end of Fall 2013. However, 17% expected to complete over 60 units by the end of the fall term (Table K). When asked about their educational goals (Table L), 45% said they planned to transfer to a 4-year institution. Another 45.5% planned to receive a degree or certificate without transferring.

TABLE K: BY THE END OF THIS SEMESTER, HOW MANY TOTAL UNITS WILL YOU HAVE ACCUMULATED AT EL CAMINO COLLEGE OR COMPTON CENTER?

Response	n	%	Valid %
15 units or fewer	52	30.8	31.5%
15.5 to 30	35	20.7	21.2%
30.5 to 45	22	13.0	13.3%
45.5 to 60	28	16.6	17.0%
Over 60 units	28	16.6	17.0%
N/A	4	2.4	
Total	169	100	100%

TABLE L: WHAT IS YOUR PRIMARY REASON FOR ENROLLING AT EL CAMINO COLLEGE OR COMPTON CENTER?

Response	n	%	Valid %
Personal Enrichment and Improvement	5	3.0	3.0%
Receive a degree or certificate	75	44.4	45.5%
Receive my GED	2	1.2	1.2%
Retrain or recertify	2	1.2	1.2%
Transfer with or without a degree	74	43.8	44.8%
Other	5	3.0	3.0%
Undecided	2	1.2	1.2%
N/A	4	2.4	
Total	169	100	100%

Most students have not attended another higher education institution prior to coming to El Camino College. Only sixteen percent of the respondents came straight from high school, while 23% came after working first. Nineteen percent of the students transferred from another institution with almost all of them coming from a 2-year institution (Table M). The low percentage of people coming straight from high school is likely due to the over-representation of adults in the sample.

There were two questions related to living arrangements. Table N asked about housing and 39% of students responded they lived with parents or relatives. Forty-six percent indicated they lived on their own with another 6% indicated no permanent housing or another living arrangement. Forty-six percent indicated having no children while 48% said they had children who lived with them (Table O).

TABLE M: WHICH OF THE FOLLOWING STATEMENTS DESCRIBED YOU BEST THE FIRST TIME YOU ENROLLED AT EL CAMINO COLLEGE?

Response	n	%	Valid %
Entered after completing military service	2	1.2	1.2%
Entered after receiving a 4-year degree or higher	7	4.1	4.2%
Entered college after working excluding summer employment with no other college experience	38	22.5	22.9%
Entered directly from high school after graduation	27	16.0	16.3%
Still in high school	9	5.3	5.4%
Transferred from a 4-year university	1	0.6	0.6%
Transferred from another 2- year college	30	17.8	18.1%
Other	52	30.8	31.3%
N/A	3	1.8	
Total	169	100	100%

TABLE N: HOUSING ARRANGEMENTS

Response	n	%	Valid %
Live on my own separate from parents or relatives	75	44.4	45.5%
Live with parents or relatives	65	38.5	39.4%
No permanent housing arrangement	10	5.9	6.1%
Other	15	8.9	9.1%
N/A	4	2.4	
Total	169	100	100%

TABLE O: DEPENDENTS

Response	n	%	Valid %
Dependents do not live with me	10	5.9	6.1%
Dependents live with me	78	46.2	47.6%
No dependents	76	45.0	46.3%
N/A	5	3.0	
Total	169	100	100%

Opinion Responses

This section provides statistical summaries for each of the six identified climate factors. Each summary provides the count (n) and mean or average rating (see Glossary in Appendix B) on both importance of and level of agreement with each statement. The scale for all items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree, with 0=N/A. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies for each item can be found in Appendix C.

The difference between the agreement mean rating and a hypothetical neutral response (2.50) is provided in the column labeled “Mean - Neutral.” Negative numbers indicate that there was more disagreement with the statement. Statistically significant differences from the neutral response of 2.50 are indicated with one or more stars (*).

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

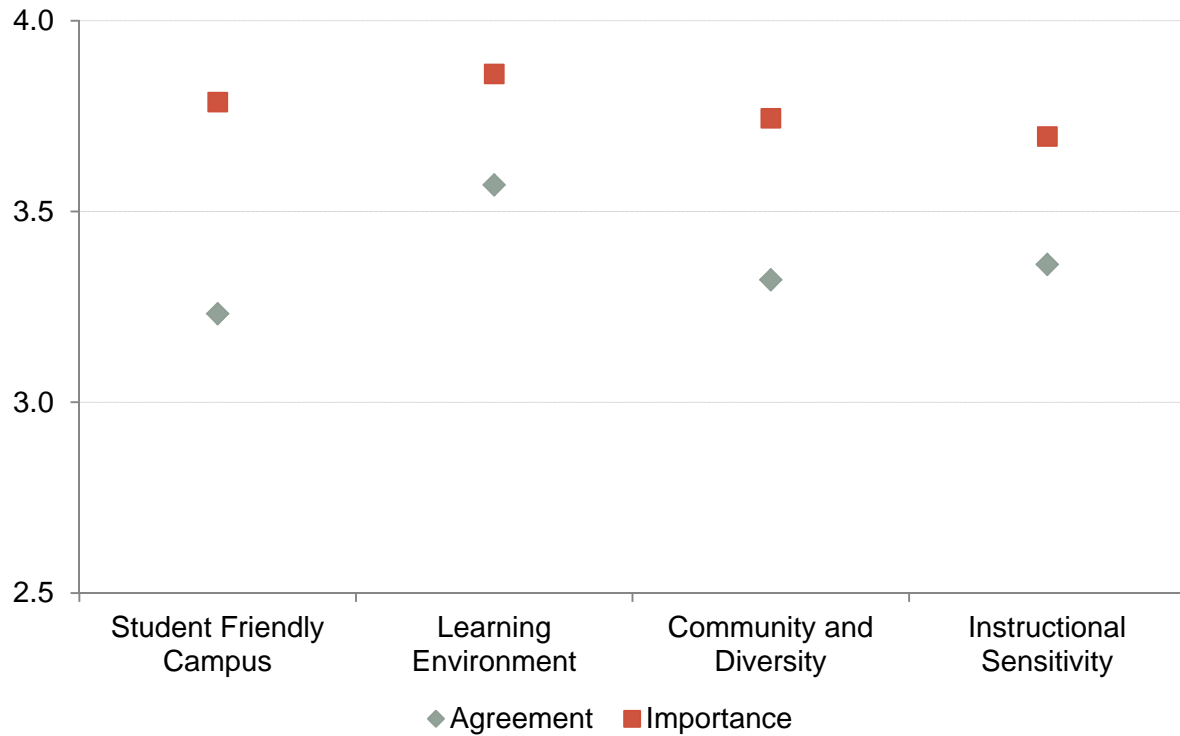
Most questions on the survey were carried over from the 2010 survey. Where applicable, the “mean-neutral” rating from 2010 is also included for comparison purposes.

Factor Summary

Using the 2010 administration of the Student Climate Survey, four factors, or themes were identified based on patterns of responses. These themes are **Student Friendly Campus, Learning Environment, Community and Diversity, and Instructional Sensitivity**. The titles of these themes were based on commonalities found in the items within each grouping. Figure 1 below illustrates the average importance and agreement values given to each factor based on student responses. A neutral value of 2.5 is used and the extent to which the ratings average is above or below this value indicates how positively or negatively the statement was viewed. Each factor was

considered important to students. Likewise, each factor had positive agreement indicating the students who responded to the survey are generally satisfied with their experiences at Compton Center.

FIGURE 2: CLIMATE FACTOR AVERAGES



Student Friendly Campus

Eleven items were grouped into the “Student Friendly Campus” factor. Each item was rated favorably. Most items were rated similar to the ratings in 2010. One factor, “I feel part of a wider Compton Center community” (Item 6) showed an increase over the 2010 survey. There was a decline in item

FACTOR 1: STUDENT FRIENDLY CAMPUS

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
1. Compton Center ensures the educational success of students in our diverse community.	106	3.86	162	3.36	0.86	***	0.72
2. Compton Center offers quality, comprehensive educational programs and services.	103	3.88	162	3.40	0.90	***	0.96
6. I feel part of a wider Compton Center community.	97	3.54	151	3.14	0.64	***	0.44
7. The information I need to successfully enroll in classes is easy to find.	102	3.82	164	3.30	0.80	***	0.94
8. Compton Center disseminates information in a timely manner.	100	3.77	156	3.08	0.58	***	0.57
9. College publications help me to understand the campus.	94	3.73	151	3.21	0.71	***	0.69
11. I have access to reliable information about the Compton Center's programs and services available to support my learning and success.	101	3.85	161	3.24	0.74	***	0.70
21. Compton Center is a welcoming environment for students.	102	3.85	159	3.31	0.81	***	0.85
22. Services provided to students at Compton Center are adequate.	101	3.84	155	3.22	0.72	***	0.75
24. The needs of students are valued by Compton Center employees.	97	3.86	153	3.10	0.60	***	0.56
26. If I could start my college experience over, I would select Compton Center again.	92	3.65	156	3.20	0.70	***	0.81

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

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

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

Learning Environment

The second factor was learning environment which has items related to student learning outcomes and how well instructors communicate and utilize them. Just as before, students showed high agreement with the items in this factor. Also, each of the five items in this factor showed higher agreement than 2010, with the exception of Item 12 which was the same as in 2010.

FACTOR 2: LEARNING ENVIRONMENT

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
12. Compton Center faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.	102	3.83	159	3.38	0.88	***	0.88
16. My professors have clearly explained the student learning outcomes for my classes.	103	3.86	166	3.60	1.10	***	0.93
17. In general, class activities are consistent with course student learning outcomes.	105	3.86	163	3.56	1.06	***	0.98
18. Class assessments/tests are consistent with course student learning outcomes.	102	3.89	161	3.61	1.11	***	0.92
19. The syllabi in my classes clearly state the student learning outcomes.	105	3.86	164	3.70	1.20	***	1.09

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

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

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

Community and Diversity

Seven items measured the third factor, Community and Diversity. As the factor title suggests, the items in this factor deal with diversity and the comfort of being on campus. Three of these items were also included in the Student Friendly Campus factor. All items were positively rated and most were rated higher than they were in the past survey administration. Only one item (Item 21) was rated lower than 2010 but the difference was minor.

FACTOR 3: COMMUNITY AND DIVERSITY

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
3. Compton Center values the diversity of its student body.	97	3.71	156	3.46	0.96	***	0.92
4. Compton Center has made a good effort to provide a safe campus environment.	105	3.89	158	3.33	0.83	***	0.75
5. The campus climate is respectful of religious, ethnic, and other differences.	103	3.71	151	3.54	1.04	***	0.96
6. I feel part of a wider Compton Center community.	97	3.54	151	3.14	0.64	***	0.44
21. Compton Center is a welcoming environment for students.	102	3.85	159	3.31	0.81	***	0.85
24. The needs of students are valued by Compton Center employees.	97	3.86	153	3.1	0.60	***	0.56
25. The ethnic mix of the faculty and staff reflects the diversity of the student body.	98	3.66	154	3.38	0.88	***	0.85

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

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

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

Instructional Sensitivity

The fourth factor is instructional sensitivity and has items which deal with diversity within instructional methodologies. Each of the items was positively rated and rated higher than they were in 2010.

FACTOR 4: INSTRUCTIONAL SENSITIVITY

For the most part, my instructors: Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
13. Include course readings and materials (if applicable) that reflect a variety of cultural groups.	101	3.62	151	3.44	0.94	***	0.90
14. Use examples and data to reflect a variety of cultural groups.	100	3.63	149	3.36	0.86	***	0.79
15. Use a variety of teaching methods to accommodate diverse learning styles.	104	3.84	158	3.28	0.78	***	0.73

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

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

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

Student Generated Questions

The student representatives of ASB requested additional questions to address concerns specific to Compton Center. Three additional questions were included based on this consultation. Respondents were neutral about their agreement that the “campus facilities are sufficiently maintained” (Item 10). While the other two student generated items were positively rated, two of the three questions received the lowest average agreement ratings on the survey (Item 10 and Item 20).

FACTOR 4: STUDENT GENERATED QUESTIONS

Item	Importance		Agreement		Mean-Neutral	Sig.
	n	Mean	n	Mean		
10. Campus facilities are sufficiently maintained.	101	3.75	157	2.59	0.09	
20. Classrooms are equipped with the necessary technology to promote learning.	101	3.90	159	2.93	0.43	***
23. The courses offered at the Compton Center are sufficient for me to accomplish my academic goals.	102	3.85	156	3.35	0.85	***

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

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

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

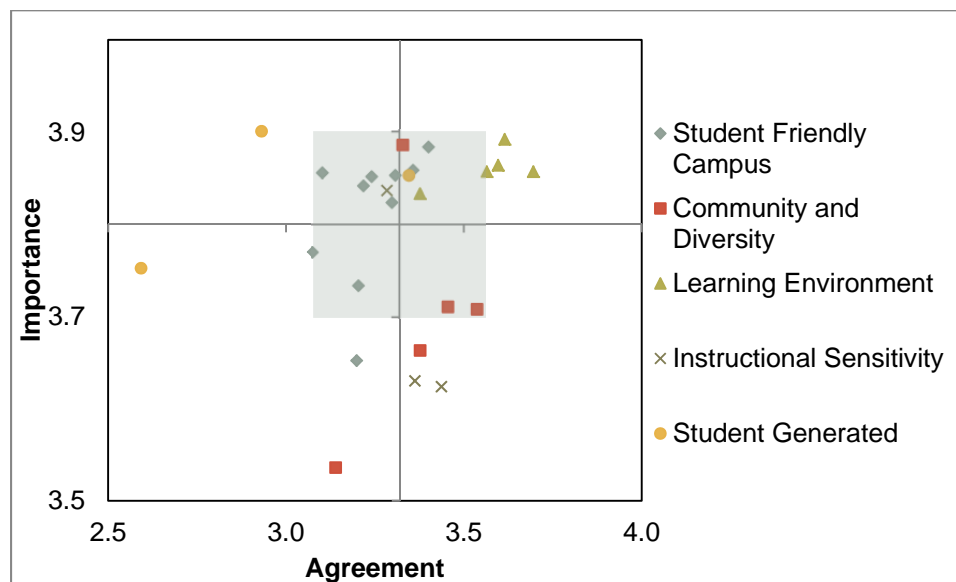
Importance/Agreement Matrix

The Importance/Agreement matrix below displays both the importance and agreement ratings on the same plot, with Importance on the vertical axis and Agreement on the horizontal axis. The gridlines are set relative to the mean scores of all items so that the point where the two axes cross represents the estimated mean score for importance and for agreement.

The upper left quadrant represents statements of higher importance but low agreement, indicating areas that merit addressing. The upper right quadrant represents statements of high importance and high agreement indicating areas that can be showcased from an employee/staff perspective. The shaded rectangle represents one standard deviation above and below the mean for importance and agreement. Those points inside the shaded region are within one standard deviation for both measures. Those that are outside the shaded region could be within one standard deviation on one measure but not the other.

Even though some items appear below the central line on importance, it should be noted that all items are considered “important.” On the other hand, the mean for “agreement” is only slightly higher than the neutral value of 2.5.

FIGURE 3: IMPORTANCE/AGREEMENT MATRIX-OPINION ITEMS



Conclusion

The students were overwhelmingly positive in their assessment of the climate at Compton Center. All opinion responses showed that respondents agree Compton

Center is doing a good job of preparing, serving, educating, and providing a welcome environment for students.

The 2013 Student Climate Survey provided some insight into student opinions on campus. It gives some information that can help inform decisions but should not be used as a scientific source for driving decisions on campus. The response rate was too low to reliably generalize these responses to the rest of the student body. Future versions of this survey need to do more to get students to participate so that we get a representative sample of the student body.

Appendix A – Survey Instrument

El Camino College Compton Center

Student Opinion Survey 2013

Please complete your survey by Friday, December 6.

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

All responses are completely anonymous.

In this survey, you will read a series of statements that relate to aspects of El Camino College (ECC) and the ECC Compton Center.

For each statement, please indicate your level of agreement or disagreement. Please also indicate how *important* the statement is to you. If you have *no opinion* or the statement does not apply to you, please indicate "N/A."

You will have an opportunity to provide comments or suggestions at the end of the survey.

Scales:

4	Strongly Agree	Very Important
3	Somewhat Agree	Somewhat Important
2	Somewhat Disagree	Somewhat Unimportant
1	Strongly Disagree	Very Unimportant
	N/A	N/A

1. Compton Center ensures the educational success of students in our diverse community.
2. Compton Center offers quality, comprehensive educational programs and services.
3. Compton Center values the diversity of its student body.
4. Compton Center has made a good effort to provide a safe campus environment.
5. The campus climate is respectful of religious, ethnic, and other differences.
6. I feel part of the wider Compton Center community.
7. The information I need to successfully enroll in classes is easy to find.
8. Compton Center disseminates information in a timely manner.
9. College publications help me to understand the campus.
10. Campus facilities are sufficiently maintained.
11. I have access to reliable information about the ECC and Compton Center programs and services available to support my learning and success.
12. Compton Center faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.

For the most part, my instructors:

13. Include course readings and materials (if applicable) that reflect a variety of cultural groups.
14. Use examples and data to reflect a variety of cultural groups.
15. Use a variety of teaching methods to accommodate diverse learning styles.

16. My professors have clearly explained the student learning outcomes for my classes.
17. In general, class activities are consistent with course student learning outcomes.
18. Class assessments/tests are consistent with course student learning outcomes.
19. The syllabi in my classes clearly state the student learning outcomes.
20. Classrooms are equipped with the necessary technology to promote learning.
21. Compton Center is a welcoming environment for students.
22. Services provided to students at the Compton Center are adequate.
23. The courses offered at the Compton Center are sufficient for me to accomplish my academic goals.
24. The needs of students are valued by Compton Center employees.
25. The ethnic mix of the faculty and staff reflects the diversity of the student body.
26. If I could start my college experience over, I would select the Compton Center again.

Scale:

- True
- False

27. I can enroll in classes at both locations without a separate application.
28. I have a pretty good idea of where El Camino College is.
29. I have taken one or more classes at ECC.
30. I understand why Compton Center is associated with El Camino College.

SCALE:

- Very Likely
- Possibly
- Probably Not
- Very Unlikely

31. If a course that you needed was not available at Compton Center but was offered at ECC, what is the likelihood that you would enroll in the class at ECC?

32. If you marked *very unlikely*, for what reason(s) would you choose not enroll. (check all that apply)

No transportation to get there.

Location is inconvenient.

Would prefer to take all my classes at Compton Center.

The classes I want were not offered.

The classes I want were not open.

ECC seems unsafe.

Scale:

Daily

At least once per week

At least once per month

Less than once per month

Never

33. Please indicate how often you visit the following College websites:

ECC's main website

MyECC (intranet portal page)

ECC's Facebook page

ECC's Twitter feed

Other ECC Twitter feeds (e.g., financial aid, STEM, etc)

We have just a few more questions that we'd like to ask about you. Select the answer that best fits you.

Where do you take MOST of your classes?

ECC Compton Center

El Camino College

Both El Camino College and Compton Center equally

High School location

Other location

Major Division

Behavioral & Social Sciences

Business

Fine Arts

Health Sciences & Athletics

Humanities

Industry & Technology

Liberal or General Studies

Mathematical Sciences

Natural Sciences

Other

Undecided

Age

<17

17-19

20-24

25-29

30-39

40-49

50+

Number of Units Enrolled at the BEGINNING OF THE SEMESTER (at the end of the add/drop period):

15 or more
12.0 to 14.5
9.0 to 11.5
6.0 to 8.5
3.0 to 5.5
Fewer than 3
Only enrolled in Noncredit courses
Not enrolled

Please indicate how often you check your ECC email account.

Daily
Weekly
Every two weeks or less often
Rarely (for example, only at registration times)
Never or don't have one

Gender

Female
Male
Other

Do you identify as Lesbian, Gay, Bisexual, or Transgender?

Yes
No
Not sure

Ethnicity

African-American/African
American Indian/Alaskan Native
Asian-American/Asian or Filipino
Latino
Pacific Islander or Hawaiian Native
White
More than one race or ethnicity
Other
Decline to state

How many hours per week are you currently working for pay.

0 or only work occasionally or seasonally
1 to 9
10 to 19
20 to 29
30 to 39
40 or more

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

- Daytime (finish up before 4:00 p.m.)
- Evening (start after 4:00 p.m.)
- Mix of daytime and evening classes
- Take only weekend classes
- Take only online classes

By the end of this semester, how many total units will you have accumulated at El Camino College or Compton Center?

- 15 units or fewer
- 15.5 to 30
- 30.5 to 45
- 45.5 to 60
- Over 60 units

What is your reason for enrolling at El Camino College or Compton Center?

- Transfer (with or without a degree)
- Receive a degree or certificate
- Retrain or recertify
- Receive my GED
- Personal Enrichment and Improvement
- Other
- Undecided

Which of the following statements described you best the first time you enrolled at El Camino College or Compton Center?

- Still in high school
- Entered directly from high school after graduation
- Entered college after working (excluding summer employment) with no other college experience
- Transferred from another 2- year college
- Transferred from a 4-year university
- Entered after receiving a 4-year degree or higher
- Entered after completing military service
- Other

Please describe your current housing arrangements.

- Live with parents or relatives
- Live on my own separate from parents or relatives
- No permanent housing arrangement
- Other

Which of these best describe you?

No dependents

Dependents live with me

Dependents do not live with me

Please list up to 3 things you LIKE BEST about attending Compton Center.

1. _____

2. _____

3. _____

Please list up to 3 things YOU WOULD IMPROVE about Compton Center.

1. _____

2. _____

3. _____

YOUR COMMENTS!

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

THANK YOU FOR YOUR TIME AND INPUT!

Results will be compiled, grouped and reported later this semester.

Appendix B – Glossary of Terms

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

Confidence level – Used in conjunction with the margin of error, the confidence level establishes a level of certainty that the true mean lies within the margin of error. Confidence is represented by a percentage, typically 95% or 99%. Since the two work together, a higher confidence level results in a larger margin of error. Medical studies might use a higher confidence level since they are often dealing with people's health and need especially to avoid drawing a false conclusion. In surveys a confidence level of 95% is typically used. For this study, we can say that we are 95% confident that El Camino College Compton Center student opinions are within $\pm 6.85\%$ of the sample results.

Margin of error – The margin of error establishes a window for us to say that the true mean of the population is within a certain range of the mean indicated by the sample who responded to the survey. It is usually noted in survey results as $\pm 4\%$ or some other percentage. That means that the true mean lies somewhere within 4% above or 4% below the sample mean, at the given *confidence level*. For our study, ECC Compton Center student opinions lay within $\pm 6.85\%$ of the sample results (with 95% certainty or “confidence”).

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

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

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

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

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

population from the information we gather about the sample. A random sample should be representative of the population.

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

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

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

Statistical significance – Many of the tables in this report present mean values compared with a neutral rating. ECC Compton Center mean values were found to be mainly above this neutral value. Since there is inherent error and variability when drawing conclusions from a sample (see *margin of error*), the difference from this “critical value” could be due to real differences of opinion or purely to chance. Statistical testing of significance determines the likelihood that the difference is *not* due to chance. A critical value is established in advance and the outcome of a calculation performed on the survey item results (i.e., *p-value*) is matched with this critical value. This results in a significance level (usually expressed as $p < .05$, etc). The lower the significance level, the more certain we can be that the result is not due to chance. A significant difference does not necessarily indicate an important or large difference.

Appendix C – Opinion Responses

1. Compton Center ensures the educational success of students in our diverse community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	86	50.9	53.1	Very Important	93	55.0	87.7
Somewhat Agree	57	33.7	35.2	Somewhat Important	12	7.1	11.3
Somewhat Disagree	10	5.9	6.2	Somewhat Unimportant	0	0	0
Strongly Disagree	9	5.3	5.6	Very Unimportant	1	0.6	0.9
No Response	7	4.1		No Response	63	37.3	
Total	169	100	100		169	100	100

2. Compton Center offers quality, comprehensive educational programs and services.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	82	48.5	50.6	Very Important	91	53.8	88.3
Somewhat Agree	65	38.5	40.1	Somewhat Important	12	7.1	11.7
Somewhat Disagree	13	7.7	8.0	Somewhat Unimportant	0	0	0
Strongly Disagree	2	1.2	1.2	Very Unimportant	0	0	0
No Response	7	4.1		No Response	66	39.1	

3. Compton Center values the diversity of its student body.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	92	54.4	59.0	Very Important	74	43.8	76.3
Somewhat Agree	49	29.0	31.4	Somewhat Important	19	11.2	19.6
Somewhat Disagree	9	5.3	5.8	Somewhat Unimportant	3	1.8	3.1
Strongly Disagree	6	3.6	3.8	Very Unimportant	1	0.6	1.0
No Response	13	7.7		No Response	72	42.6	

4. Compton Center has made a good effort to provide a safe campus environment.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	85	50.3	53.8	Very Important	93	55.0	88.6
Somewhat Agree	49	29.0	31.0	Somewhat Important	12	7.1	11.4
Somewhat Disagree	15	8.9	9.5	Somewhat Unimportant	0	0	0
Strongly Disagree	9	5.3	5.7	Very Unimportant	0	0	0
No Response	11	6.5		No Response	64	37.9	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	93	55.0	61.6	Very Important	77	45.6	74.8
Somewhat Agree	49	29.0	32.5	Somewhat Important	23	13.6	22.3
Somewhat Disagree	6	3.6	4.0	Somewhat Unimportant	2	1.2	1.9
Strongly Disagree	3	1.8	2.0	Very Unimportant	1	0.6	1.0
No Response	18	10.7		No Response	66	39.1	

6. I feel part of a wider Compton Center community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	62	36.7	41.1	Very Important	60	35.5	61.9
Somewhat Agree	60	35.5	39.7	Somewhat Important	32	18.9	33.0
Somewhat Disagree	17	10.1	11.3	Somewhat Unimportant	2	1.2	2.1
Strongly Disagree	12	7.1	7.9	Very Unimportant	3	1.8	3.1
No Response	18	10.7		No Response	72	42.6	

7. The information I need to successfully enroll in classes is easy to find.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	90	53.3	54.9	Very Important	85	80.3	83.3
Somewhat Agree	45	26.6	27.4	Somewhat Important	16	9.5	15.7
Somewhat Disagree	17	10.1	10.4	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	12	7.1	7.3	Very Unimportant	0	0	0
No Response	5	3.0		No Response	67	39.6	

8. Compton Center disseminates information in a timely manner.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	64	37.9	41.0	Very Important	78	46.2	78.0
Somewhat Agree	55	32.5	35.3	Somewhat Important	21	12.4	21.0
Somewhat Disagree	22	13.0	14.1	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	15	8.9	9.6	Very Unimportant	0	0	0
No Response	13	7.7		No Response	69	40.8	

9. College publications help me to understand the campus.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	66	39.1	43.7	Very Important	72	42.6	76.6
Somewhat Agree	57	33.7	37.7	Somewhat Important	19	11.2	20.2
Somewhat Disagree	21	12.4	13.9	Somewhat Unimportant	3	1.8	3.2
Strongly Disagree	7	4.1	4.6	Very Unimportant	0	0	0
No Response	18	10.7		No Response	75	44.4	

10. Campus facilities are sufficiently maintained.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	43	25.4	27.4	Very Important	80	47.3	79.2
Somewhat Agree	48	28.4	30.6	Somewhat Important	18	10.7	17.8
Somewhat Disagree	25	14.8	15.9	Somewhat Unimportant	2	1.2	2.0
Strongly Disagree	41	24.3	26.1	Very Unimportant	1	0.6	1.0
No Response	12	7.1		No Response	68	40.2	

11. I have access to reliable information about the ECC and Compton Center programs and services available to support my learning and success.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	79	46.7	49.1	Very Important	87	51.5	86.1
Somewhat Agree	53	31.4	32.9	Somewhat Important	13	7.7	12.9
Somewhat Disagree	18	10.7	11.2	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	11	6.5	6.8	Very Unimportant	0	0	0
No Response	8	4.7		No Response	68	40.2	

12. Compton Center faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	97	57.4	61.0	Very Important	86	50.9	84.3
Somewhat Agree	38	22.5	23.9	Somewhat Important	15	8.9	14.7
Somewhat Disagree	11	6.5	6.9	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	13	7.7	8.2	Very Unimportant	0	0	0
No Response	10	5.9		No Response	67	39.6	

13. My instructors include course readings and materials (if applicable) that reflect a variety of cultural groups.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	85	50.3	56.3	Very Important	69	40.8	68.3
Somewhat Agree	51	30.2	33.8	Somewhat Important	27	16.0	26.7
Somewhat Disagree	11	6.5	7.3	Somewhat Unimportant	4	2.4	4.0
Strongly Disagree	4	2.4	2.6	Very Unimportant	1	0.6	1.0
No Response	18	10.7		No Response	68	40.2	

14. My instructors use examples and data to reflect a variety of cultural groups.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	76	45.0	51.0	Very Important	69	40.8	69.0
Somewhat Agree	56	33.1	37.6	Somewhat Important	26	15.4	26.0
Somewhat Disagree	12	7.1	8.1	Somewhat Unimportant	4	2.4	4.0
Strongly Disagree	5	3.0	3.4	Very Unimportant	1	0.6	1.0
No Response	20	11.8		No Response	69	40.8	

15. My instructors use a variety of teaching methods to accommodate diverse learning styles.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	86	50.9	54.4	Very Important	88	52.1	84.6
Somewhat Agree	44	26.0	27.8	Somewhat Important	15	8.9	14.4
Somewhat Disagree	15	8.9	9.5	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	13	7.7	8.2	Very Unimportant	0	0	0
No Response	11	6.5		No Response	65	38.5	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	119	70.4	71.7	Very Important	91	53.8	88.3
Somewhat Agree	32	18.9	19.3	Somewhat Important	10	5.9	9.7
Somewhat Disagree	10	5.9	6.0	Somewhat Unimportant	2	1.2	1.9
Strongly Disagree	5	3.0	3.0	Very Unimportant	0	0	0
No Response	3	1.8		No Response	66	39.1	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	111	65.7	68.1	Very Important	91	53.8	86.7
Somewhat Agree	38	22.5	23.3	Somewhat Important	13	7.7	12.4
Somewhat Disagree	9	5.3	5.5	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	5	3.0	3.1	Very Unimportant	0	0	0
No Response	6	3.6		No Response	64	37.9	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	110	65.1	68.3	Very Important	91	53.8	89.2
Somewhat Agree	42	24.9	26.1	Somewhat Important	11	6.5	10.8
Somewhat Disagree	7	4.1	4.3	Somewhat Unimportant	0	0	0
Strongly Disagree	2	1.2	1.2	Very Unimportant	0	0	0
No Response	8	4.7		No Response	67	39.6	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	127	75.1	77.4	Very Important	90	53.3	85.7
Somewhat Agree	28	16.6	17.1	Somewhat Important	15	8.9	14.3
Somewhat Disagree	5	3.0	3.0	Somewhat Unimportant	0	0	0
Strongly Disagree	4	2.4	2.4	Very Unimportant	0	0	0
No Response	5	3.0		No Response	64	37.9	

20. Classrooms are equipped with the necessary technology to promote learning.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	59	34.9	37.1	Very Important	92	54.4	91.1
Somewhat Agree	49	29.0	30.8	Somewhat Important	8	4.7	7.9
Somewhat Disagree	32	18.9	20.1	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	19	11.2	11.9	Very Unimportant	0	0	0
No Response	10	5.9		No Response	68	40.2	

21. Compton Center is a welcoming environment for students.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	84	49.7	52.8	Very Important	87	51.5	85.3
Somewhat Agree	50	29.6	31.4	Somewhat Important	15	8.9	14.7
Somewhat Disagree	15	8.9	9.4	Somewhat Unimportant	0	0	0
Strongly Disagree	10	5.9	6.3	Very Unimportant	0	0	0
No Response	10	5.9		No Response	67	39.6	

22. Services provided to students at the Compton Center are adequate.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	73	43.2	47.1	Very Important	86	50.9	85.1
Somewhat Agree	48	28.4	31.0	Somewhat Important	14	8.3	13.9
Somewhat Disagree	29	17.2	18.7	Somewhat Unimportant	1	0.6	1.0
Strongly Disagree	5	3.0	3.2	Very Unimportant	0	0	0
No Response	14	8.3		No Response	68	40.2	

23. The courses offered at the Compton Center are sufficient for me to accomplish my academic goals.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	86	50.9	55.1	Very Important	91	53.8	89.2
Somewhat Agree	46	27.2	29.5	Somewhat Important	9	5.3	8.8
Somewhat Disagree	16	9.5	10.3	Somewhat Unimportant	0	0	0
Strongly Disagree	8	4.7	5.1	Very Unimportant	2	1.2	2.0
No Response	13	7.7		No Response	67	39.6	

24. The needs of students are valued by Compton Center employees.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	64	37.9	41.8	Very Important	86	50.9	88.7
Somewhat Agree	53	31.4	34.6	Somewhat Important	9	5.3	9.3
Somewhat Disagree	24	14.2	15.7	Somewhat Unimportant	1	0.6	0.6
Strongly Disagree	12	7.1	7.8	Very Unimportant	1	0.6	1.0
No Response	16	9.35		No Response	72	42.6	

25. The ethnic mix of the faculty and staff reflects the diversity of the student body.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	82	48.5	53.2	Very Important	73	43.2	74.5
Somewhat Agree	54	32.0	35.1	Somewhat Important	19	11.2	19.4
Somewhat Disagree	12	7.1	7.8	Somewhat Unimportant	4	2.4	4.1
Strongly Disagree	6	3.6	3.9	Very Unimportant	2	1.2	2.0
No Response	15	8.9		No Response	71	4.2	

26. If I could start my college experience over, I would select the Compton Center again.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	79	46.7	50.6	Very Important	73	43.2	79.3
Somewhat Agree	45	26.6	28.8	Somewhat Important	11	6.5	12.0
Somewhat Disagree	16	9.5	10.3	Somewhat Unimportant	3	1.8	3.3
Strongly Disagree	16	9.5	10.3	Very Unimportant	5	3.0	5.4
No Response	13	7.7		No Response	77	45.6	