

Student Campus Climate Survey



Fall 2013 Survey Results

Institutional Research and Planning
April 2014

El Camino College created and disseminated a survey to a sample of 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 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 El Camino College students. The survey instrument included 15 background questions, 23 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 2013 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. A separate report containing Compton Center responses is available.

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 163 students for a response rate of 8.2% with a margin of error of 7.36%.

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 their primary campus. Fourteen people did not answer the question. Of those who did, 95.3% said El Camino College was their primary location. ("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. Eight percent of the students were undecided and almost 20% 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	5	3.1	3.4%
ECC Compton Center	2	1.2	1.3%
El Camino College	142	87.1	95.3%
N/A	14	8.6	
Total	163	100	100%

TABLE B: COURSE LOAD

Response	n	%	Valid %
15 or more	23	14.1	15.3%
12.0 to 14.5	57	35.0	38.0%
9.0 to 11.5	29	17.8	19.3%
6.0 to 8.5	18	11.0	12.0%
3.0 to 5.5	19	11.7	12.7%
Fewer than 3	3	1.8	2.0%
Only enrolled in Noncredit courses	1	0.6	0.7%
N/A	13	8.0	
Total	163	100	100%

TABLE C: MAJOR DIVISION

Response	n	%	Valid %
Behavioral & Social Sciences	21	12.9	14.1%
Business	22	13.5	14.8%
Fine Arts	11	6.7	7.4%
Health Sciences & Athletics	18	11.0	12.1%
Humanities	7	4.3	4.7%
Industry & Technology	10	6.1	6.7%
Liberal or General Studies	4	2.5	2.7%
Mathematical Sciences	7	4.3	4.7%
Natural Sciences	8	4.9	5.4%
Other	29	17.8	19.5%
Undecided	12	7.4	8.1%
Unstated	14	8.6	
Total	163	100	100%

Table D shows that 57% of the respondents are in the normal college age range of 17 to 24. Over a quarter of the respondents were between the ages of 25 and 40. Over 10% of the respondents were over the age of 50 which is higher than the overall student population.

TABLE D: AGE GROUP

Response	n	%	Valid %
<17	1	0.6	0.7%
17-19	36	22.1	24.3%
20-24	49	30.1	33.1%
25-29	18	11.0	12.2%
30-39	21	12.9	14.2%
40-49	9	5.5	6.1%
50	14	8.6	9.5%
N/A	15	9.2	
Total	163	100	100%

When asked how often they checked ECC email, almost half said daily and overall, 84% 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	72	44.2	47.7%
Weekly	56	34.4	37.1%
Every two weeks or less often	15	9.2	9.9%
Rarely for example only at registration times	8	4.9	5.3%
N/A	12	7.4	
Total	163	100	100%

Women are over-represented in this survey. Females make up 52% of the student population but make up 62% of the people who answered the survey (Table F). The college does not currently collect data on sexual orientation but close to five percent of respondents identified as LGBT with 7% indicating they are unsure (Table G). At this point it is unclear if they are unsure about their identity or the terminology used in the question. Ethnically and racially, the respondents closely match the population of students at El Camino College for most racial groups, but Hispanics are under-represented and White students are slightly over-represented in the survey sample when compared to the general student population (Table H).

TABLE F: WHAT IS YOUR GENDER IDENTITY?

Response	n	%	Valid %
Female	94	57.7	62.3%
Male	57	35.0	37.7%
N/A	12	7.4	
Total	163	100	100%

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

Response	n	%	Valid %
Unsure	10	6.1	6.7%
No	133	81.6	88.7%
Yes	7	4.3	4.7%
N/A	13	8.0	
Total	163	100	100%

TABLE H: RACE/ETHNICITY

Response	n	%	Valid %
African-American/African	28	17.2	18.8%
Asian-American/Asian or Filipino	24	14.7	16.1%
Decline to state	6	3.7	4.0%
Latino	51	31.3	34.2%
More than one race or ethnicity	12	7.4	8.1%
Other	8	4.9	5.4%
Pacific Islander or Hawaiian Native	1	0.6	0.7%
White	19	11.7	12.8%
N/A	14	8.6	
Total	163	100	100%

Almost half of the respondents took classes solely during the daytime. Fourteen percent only enrolled in the evenings. The remainder took a mix of day and evening classes (Table I). Over half of the students are not employed or only work occasionally. While 31% work at least half-time, only 8% 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.	72	44.2	48.0%
Evening start after 4:00 p.m.	21	12.9	14.0%
Mix of daytime and evening classes	57	35.0	38.0%
N/A	13	8.0	
Total	163	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	77	47.2	52.0%
1 to 9	11	6.7	7.4%
10 to 19	14	8.6	9.5%
20 to 29	21	12.9	14.2%
30 to 39	13	8.0	8.8%
40 or more	12	7.4	8.1%
N/A	15	9.2	
Total	163	100	100%

Most of the students completing the survey were relatively new to the college. Almost 57% would have completed 30 units or less by the end of Fall 2013. However, 10% expected to complete over 60 units by the end of the fall term (Table K). When asked about their educational goals (Table L), over half said they planned to transfer to a 4-year institution. Another one-third 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	55	33.7	36.9%
15.5 to 30	31	19.0	20.8%
30.5 to 45	25	15.3	16.8%
45.5 to 60	23	14.1	15.4%
Over 60 units	15	9.2	10.1%
N/A	14	8.6	
Total	163	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	8	4.9	5.3%
Receive a degree or certificate	50	30.7	33.3%
Retrain or recertify	1	0.6	0.7%
Transfer with or without a degree	80	49.1	53.3%
Undecided	6	3.7	4.0%
Other	5	3.1	3.3%
N/A	13	8.0	
Total	163	100	100%

Most students have not attended another higher education institution prior to coming to El Camino College. Forty-two percent of the respondents came straight from high school, while 13% came after working first. Twelve percent of the students transferred from another institution including 4% who transferred from a 4-year institution (Table M).

There were two questions related to living arrangements. Table N asked about housing and 61% of students responded they lived with parents or relatives. Twenty-eight percent indicated they lived on their own with another 11% indicated no permanent housing or another living arrangement. Sixty-three percent indicated having no children while 30% 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	5	3.1	3.3%
Entered after receiving a 4-year degree or higher	12	7.4	7.9%
Entered college after working excluding summer employment with no other college experience	20	12.3	13.2%
Entered directly from high school after graduation	63	38.7	41.7%
Other	27	16.6	17.9%
Still in high school	6	3.7	4.0%
Transferred from a 4-year university	6	3.7	4.0%
Transferred from another 2- year college	12	7.4	7.9%
N/A	12	7.4	
Total	163	100	100%

TABLE N: HOUSING ARRANGEMENTS

Response	n	%	Valid %
Live on my own separate from parents or relatives	41	25.2	27.5%
Live with parents or relatives	91	55.8	61.1%
No permanent housing arrangement	7	4.3	4.7%
Other	10	6.1	6.7%
N/A	14	8.6	
Total	163	100	100%

TABLE O: DEPENDENTS

Response	n	%	Valid %
Dependents do not live with me	10	6.1	6.8%
Dependents live with me	44	27.0	30.1%
No dependents	92	56.4	63.0%
N/A	17	10.4	
Total	163	100	100%

Opinion Responses

This section provides statistical summaries for each of the four 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= Not Applicable (N/A) or if the student abstained from responding. 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 (*).

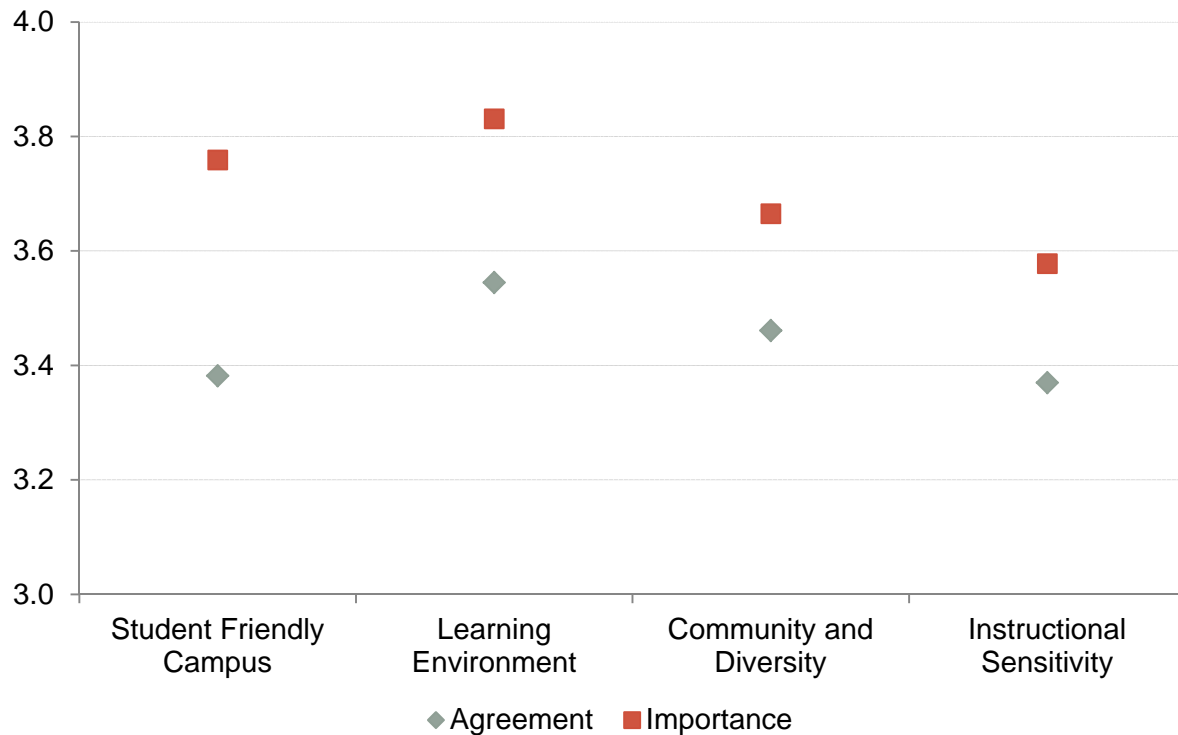
The difference column for the mean rating and a neutral response is not shown for Importance. Mean importance ratings on all items were statistically significant and positive, indicating ECC students found the topics on the survey, on average, Important or Very Important.

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 El Camino College.

FIGURE 1: CLIMATE FACTOR AVERAGES



Student Friendly Campus

Eleven items were grouped into the “Student Friendly Campus” factor. Each item was rated favorably. Almost every item was also rated higher in 2013 than it was in 2010. The one exception is item 7. Students this time around showed less agreement with the idea that information needed to enroll in courses was easy to find.

FACTOR 1: STUDENT FRIENDLY CAMPUS

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
1. ECC ensures the educational success of students in our diverse community.	114	3.85	152	3.48	0.98	***	0.72
2. ECC offers quality, comprehensive educational programs and services.	113	3.90	151	3.54	1.04	***	0.96
6. I feel part of a wider ECC community.	109	3.27	147	3.09	0.59	***	0.44
7. The information I need to successfully enroll in classes is easy to find.	111	3.91	153	3.30	0.80	***	0.94
8. ECC disseminates information in a timely manner.	105	3.82	147	3.31	0.81	***	0.57
9. College publications help me to understand the campus.	106	3.52	141	3.27	0.77	***	0.69
10. I have access to reliable information about the College’s programs and services available to support my learning and success.	111	3.86	150	3.39	0.89	***	0.70
19. ECC is a welcoming environment for students.	112	3.84	153	3.54	1.04	***	0.85
20. Services provided to students at El Camino College are adequate.	111	3.86	149	3.47	0.97	***	0.75
21. The needs of students are valued by ECC employees.	113	3.81	148	3.36	0.86	***	0.56
23. If I could start my college experience over, I would select El Camino College again.	94	3.71	145	3.45	0.95	***	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.

FACTOR 2: LEARNING ENVIRONMENT

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
11. ECC faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.	111	3.94	150	3.44	0.94	***	0.88
15. My professors have clearly explained the student learning outcomes for my classes.	112	3.75	151	3.58	1.08	***	0.93
16. In general, class activities are consistent with course student learning outcomes.	112	3.77	152	3.51	1.01	***	0.98
17. Class assessments/tests are consistent with course student learning outcomes.	109	3.88	151	3.52	1.02	***	0.92
18. The syllabi in my classes clearly state the student learning outcomes.	112	3.82	150	3.68	1.18	***	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 were rated higher than they were in the past survey administration.

FACTOR 3: COMMUNITY AND DIVERSITY

Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
3. ECC values the diversity of its student body.	110	3.63	145	3.59	1.09	***	0.92
4. ECC has made a good effort to provide a safe campus environment.	112	3.91	152	3.53	1.03	***	0.75
5. The campus climate is respectful of religious, ethnic, and other differences.	111	3.68	150	3.56	1.06	***	0.96
6. I feel part of a wider ECC community.	109	3.27	147	3.09	0.59	***	0.44
19. ECC is a welcoming environment for students.	112	3.84	153	3.54	1.04	***	0.85
21. The needs of students are valued by ECC employees.	113	3.81	148	3.36	0.86	***	0.85
22. The ethnic mix of the faculty and staff reflects the diversity of the student body.	105	3.52	144	3.56	1.06	***	0.56

* 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. The highest rated item, include course readings and materials (Item 12) was the only one in this factor that did not improve compared to 2010.

FACTOR 4: INSTRUCTIONAL SENSITIVITY

For the most part, my instructors: Item	Importance		Agreement		Mean-Neutral	Sig.	2010 Mean-Neut
	n	Mean	n	Mean			
12. Include course readings and materials (if applicable) that reflect a variety of cultural groups.	109	3.47	141	3.41	0.91	***	0.90
13. Use examples and data to reflect a variety of cultural groups.	106	3.50	133	3.37	0.87	***	0.79
14. Use a variety of teaching methods to accommodate diverse learning styles.	116	3.77	145	3.33	0.83	***	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 ($p < .001$).

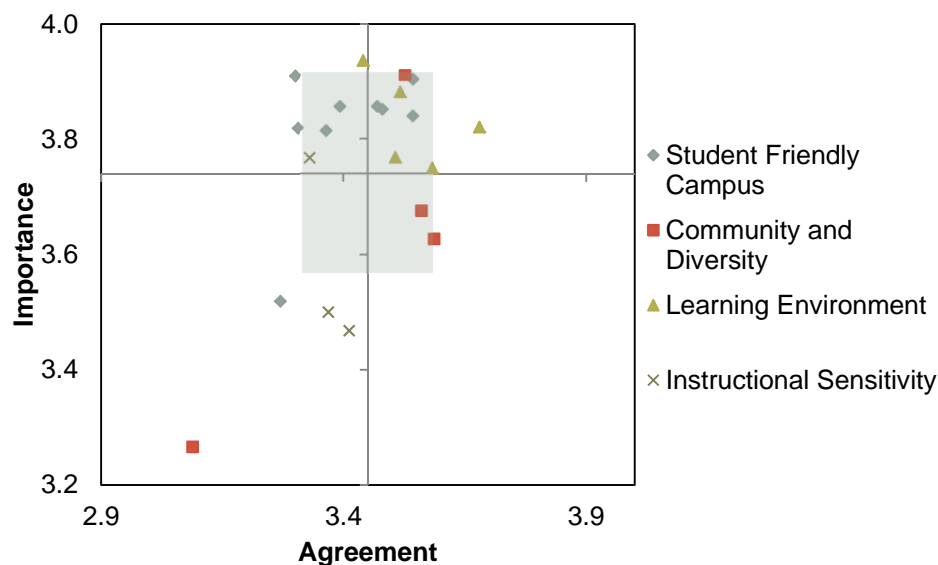
Importance/Agreement Matrix

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 relatively higher importance but lower 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 estimated means 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” when considering the value of the mean rating. The same can be said of the agreement rating.

FIGURE 3: IMPORTANCE/AGREEMENT MATRIX-OPINION ITEMS



Conclusion

The students were overwhelmingly positive in their assessment of the climate at El Camino College. All opinion responses showed that respondents agree El Camino College 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 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. 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. ECC ensures the educational success of students in our diverse community.
2. ECC offers quality, comprehensive educational programs and services.
3. ECC values the diversity of its student body.
4. ECC 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 a wider ECC community.
7. The information I need to successfully enroll in classes is easy to find.
8. ECC disseminates information in a timely manner.
9. College publications help me to understand the campus.
10. I have access to reliable information about the College's programs and services available to support my learning and success.
11. ECC faculty provides a climate in which I am comfortable asking questions about the subject they are teaching.

For the most part, my instructors:

12. Include course readings and materials (if applicable) that reflect a variety of cultural groups.
13. Use examples and data to reflect a variety of cultural groups.

14. Use a variety of teaching methods to accommodate diverse learning styles.
15. My professors have clearly explained the student learning outcomes for my classes.
16. In general, class activities are consistent with course student learning outcomes.
17. Class assessments/tests are consistent with course student learning outcomes.
18. The syllabi in my classes clearly state the student learning outcomes.
19. ECC is a welcoming environment for students.
20. Services provided to students at El Camino College are adequate.
21. The needs of students are valued by ECC employees.
22. The ethnic mix of the faculty and staff reflects the diversity of the student body.
23. If I could start my college experience over, I would select El Camino College again.

Scale:

True
False

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

Scale:

Very Likely
Possibly
Probably Not
Very Unlikely

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

29. If you marked *very unlikely*, for what reason(s) would you choose not to enroll.

(check all that apply)

No transportation to get there.

Location is inconvenient.

Would prefer to take all my classes at ECC.

The classes I want were not offered.

The classes I want were not open.

Compton Center seems unsafe.

Scale:

Daily

At least once per week

At least once per month

Less than once per month

Never

30. Please indicate how often you read the following College publications or communications:

Official College E-mail Updates/Announcements

The Union student newspaper

31. 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. These questions allow us to compare responses for different groups to determine if any issues impact some groups differently than others.

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 primary 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?

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 EI Camino College.

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

Please list up to 3 things YOU WOULD IMPROVE about EI Camino College.

- 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 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 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 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 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 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. ECC ensures the educational success of students in our diverse community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	88	54.0	57.9	Very Important	99	60.7	86.8
Somewhat Agree	52	31.9	34.2	Somewhat Important	14	8.6	12.3
Somewhat Disagree	9	5.5	5.9	Somewhat Unimportant	0	0	0
Strongly Disagree	3	1.8	2.0	Very Unimportant	1	0.6	0.9
No Response	11	6.7		No Response	49	30.1	
Total	163	100	100		163	100	100

2. ECC offers quality, comprehensive educational programs and services.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	93	57.1	61.6	Very Important	102	62.6	90.3
Somewhat Agree	51	31.3	33.8	Somewhat Important	11	6.7	9.7
Somewhat Disagree	3	1.8	2.0	Somewhat Unimportant	0	0	0
Strongly Disagree	4	2.5	2.6	Very Unimportant	0	0	0
No Response	12	7.4		No Response	50	30.7	

3. ECC values the diversity of its student body.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	94	57.7	64.8	Very Important	78	47.9	70.9
Somewhat Agree	43	26.4	29.7	Somewhat Important	24	14.7	21.8
Somewhat Disagree	7	4.3	4.8	Somewhat Unimportant	7	4.3	6.4
Strongly Disagree	1	0.6	0.7	Very Unimportant	1	0.6	0.9
No Response	18	11.0		No Response	53	32.5	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	89	54.6	58.6	Very Important	102	62.6	91.1
Somewhat Agree	56	34.4	36.8	Somewhat Important	10	6.1	8.9
Somewhat Disagree	5	3.1	3.3	Somewhat Unimportant	0	0	0
Strongly Disagree	2	1.2	1.3	Very Unimportant	0	0	0
No Response	11	6.7		No Response	51	31.3	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	96	58.9	64.0	Very Important	81	49.7	73.0
Somewhat Agree	45	27.6	30.0	Somewhat Important	25	15.3	22.5
Somewhat Disagree	6	3.7	4.0	Somewhat Unimportant	4	2.5	3.6
Strongly Disagree	3	1.8	2.0	Very Unimportant	1	0.6	0.9
No Response	13	8.0		No Response	52	31.9	

6. I feel part of a wider ECC community.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	58	35.6	39.5	Very Important	51	31.3	46.8
Somewhat Agree	54	33.1	36.7	Somewhat Important	38	23.3	34.9
Somewhat Disagree	25	15.3	17.0	Somewhat Unimportant	18	11.0	16.5
Strongly Disagree	10	6.1	6.8	Very Unimportant	2	1.2	1.8
No Response	16	9.8		No Response	54	33.9	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	85	52.1	55.6	Very Important	101	62.0	91.0
Somewhat Agree	42	25.8	27.5	Somewhat Important	10	6.1	9.0
Somewhat Disagree	13	8.0	8.5	Somewhat Unimportant	0	0	0
Strongly Disagree	13	8.0	8.5	Very Unimportant	0	0	0
No Response	10	6.1		No Response	52	31.9	

8. ECC disseminates information in a timely manner.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	75	46.0	51.0	Very Important	86	52.8	81.9
Somewhat Agree	49	30.1	33.3	Somewhat Important	19	11.7	18.1
Somewhat Disagree	16	9.8	10.9	Somewhat Unimportant	0	0	0
Strongly Disagree	7	4.3	4.8	Very Unimportant	0	0	0
No Response	16	9.8		No Response	58	35.6	

9. College publications help me to understand the campus.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	70	42.9	49.6	Very Important	67	41.1	63.2
Somewhat Agree	45	27.6	31.9	Somewhat Important	29	17.8	27.4
Somewhat Disagree	20	12.3	14.2	Somewhat Unimportant	8	4.9	7.5
Strongly Disagree	6	3.7	4.3	Very Unimportant	2	1.2	1.9
No Response	22	13.5		No Response	57	35.0	

10. I have access to reliable information about the College's programs and services available to support my learning and success.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	84	51.5	56.0	Very Important	97	59.5	87.4
Somewhat Agree	45	27.6	30.0	Somewhat Important	12	7.4	10.8
Somewhat Disagree	17	10.4	11.3	Somewhat Unimportant	2	1.2	1.8
Strongly Disagree	4	2.5	2.7	Very Unimportant	0	0	0
No Response	13	8.0		No Response	52	31.9	

11. ECC 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	94	57.7	62.7	Very Important	104	63.8	93.7
Somewhat Agree	36	22.1	24.0	Somewhat Important	7	4.3	6.3
Somewhat Disagree	12	7.4	8.0	Somewhat Unimportant	0	0	0
Strongly Disagree	8	4.9	5.3	Very Unimportant	0	0	0
No Response	13	8.0		No Response	52	31.9	

12. 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	77	47.2	54.6	Very Important	66	40.5	60.6
Somewhat Agree	20	30.7	35.5	Somewhat Important	31	19.0	28.4
Somewhat Disagree	9	5.5	6.4	Somewhat Unimportant	9	5.5	8.3
Strongly Disagree	5	3.1	3.5	Very Unimportant	3	1.8	2.8
No Response	22	13.5		No Response	54	33.1	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	69	42.3	51.9	Very Important	63	38.7	59.4
Somewhat Agree	49	30.1	36.8	Somewhat Important	35	21.5	33.0
Somewhat Disagree	10	6.1	7.5	Somewhat Unimportant	6	3.7	5.7
Strongly Disagree	5	3.1	3.8	Very Unimportant	2	1.2	1.9
No Response	30	18.4		No Response	57	35.0	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	76	46.6	52.4	Very Important	93	57.1	80.2
Somewhat Agree	49	30.1	33.8	Somewhat Important	20	12.3	17.2
Somewhat Disagree	12	7.4	8.3	Somewhat Unimportant	2	1.2	1.7
Strongly Disagree	8	4.9	5.5	Very Unimportant	1	0.6	0.9
No Response	18	11.0		No Response	47	28.8	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	104	63.8	68.9	Very Important	87	53.4	77.7
Somewhat Agree	35	21.5	23.2	Somewhat Important	22	13.5	19.6
Somewhat Disagree	8	4.9	5.3	Somewhat Unimportant	3	1.8	2.7
Strongly Disagree	4	2.5	2.6	Very Unimportant	0	0	0
No Response	12	7.4		No Response	51	31.3	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	97	59.5	63.8	Very Important	87	53.4	77.7
Somewhat Agree	41	25.2	27.0	Somewhat Important	24	14.7	21.4
Somewhat Disagree	8	4.9	5.3	Somewhat Unimportant	1	0.6	0.9
Strongly Disagree	6	3.7	3.9	Very Unimportant	0	0	0
No Response	11	6.7		No Response	51	31.3	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	96	58.9	63.6	Very Important	96	58.9	88.1
Somewhat Agree	42	25.8	27.8	Somewhat Important	13	8.0	11.9
Somewhat Disagree	8	4.9	5.3	Somewhat Unimportant	0	0	0
Strongly Disagree	5	3.1	3.3	Very Unimportant	0	0	0
No Response	12	7.4		No Response	54	33.1	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	112	68.7	74.7	Very Important	93	57.1	83.0
Somewhat Agree	31	19.0	20.7	Somewhat Important	18	11.0	16.1
Somewhat Disagree	4	2.5	2.7	Somewhat Unimportant	1	0.6	0.9
Strongly Disagree	3	1.8	2.0	Very Unimportant	0	0	0
No Response	13	8.0		No Response	51	31.3	

19. ECC is a welcoming environment for students.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	101	62.0	66.0	Very Important	94	57.7	83.9
Somewhat Agree	38	23.3	24.8	Somewhat Important	18	11.0	16.1
Somewhat Disagree	10	6.1	6.5	Somewhat Unimportant	0	0	0
Strongly Disagree	4	2.5	2.6	Very Unimportant	0	0	0
No Response	10	6.1		No Response	51	31.3	

20. Services provided to students at El Camino College are adequate.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	88	54.0	59.1	Very Important	95	58.3	85.6
Somewhat Agree	49	30.1	32.9	Somewhat Important	16	9.8	14.4
Somewhat Disagree	6	3.7	4.0	Somewhat Unimportant	0	0	0
Strongly Disagree	6	3.7	4.0	Very Unimportant	0	0	0
No Response	14	8.6		No Response	52	31.9	

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

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	80	49.1	54.1	Very Important	94	57.7	83.2
Somewhat Agree	47	28.8	31.8	Somewhat Important	17	10.4	15.0
Somewhat Disagree	16	9.8	10.8	Somewhat Unimportant	2	1.2	1.8
Strongly Disagree	5	3.1	3.4	Very Unimportant	0	0	0
No Response	15	9.2		No Response	50	30.7	

22. 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	93	57.1	64.6	Very Important	66	40.5	62.9
Somewhat Agree	41	25.2	28.5	Somewhat Important	30	18.4	28.6
Somewhat Disagree	7	4.3	4.9	Somewhat Unimportant	7	4.3	6.7
Strongly Disagree	3	1.8	2.1	Very Unimportant	2	1.2	1.9
No Response	19	11.7		No Response	58	35.6	

23. If I could start my college experience over, I would select El Camino College again.

Agreement				Importance			
Scale	n	%	Valid %	Scale	n	%	Valid %
Strongly Agree	90	55.2	62.1	Very Important	72	44.2	76.6
Somewhat Agree	37	22.7	25.5	Somewhat Important	17	10.4	18.1
Somewhat Disagree	11	6.7	7.6	Somewhat Unimportant	5	3.1	5.3
Strongly Disagree	7	4.3	4.8	Very Unimportant	0	0	0
No Response	18	11.0		No Response	69	42.3	