Student Campus Climate Survey
El Camino College
2010-11

SURVEY RESULTS

Institutional Research
May 2011
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Introduction

El Camino College (ECC) administered an opinion survey to a random sample of students enrolled in fall 2010 to gauge general opinions about five topics: College Mission, Campus Climate, Communication, Student Service, and Interaction between ECC’s Torrance campus and Compton Center. Questions about Student Learning Outcomes (SLOs) and Study Abroad also were included. The survey instrument included 13 background questions and 40 opinion questions; the questions were adapted from an employee survey administered in 2001, 2006, and 2010 with several new items added. Since this is a “home-grown” survey, no national comparisons are available. A copy of the survey is provided in Appendix A of this report.

The survey was administered online and distributed to a random sample of 2,000 students; additional notifications were sent and the deadline was extended into early spring to yield a higher response rate. A total of 250 students responded to the survey (13% response rate—not unusual for online surveys). The margin of error is a modest ±5.8 percentage points (with 95% certainty).

This report summarizes the results from the Fall 2010 survey in the form of average scores (with most response tallies found in Appendix C). A glossary of statistical terms is provided in Appendix B. Specific comments from the survey are compiled in a separate document.

Background Information

The student survey ended with a set of demographic and background questions. These included questions about Major, Educational Goal, Educational Starting Points, Age, Gender, Ethnicity, Units Earned, Class Times, ECC email usage, Employment, and Living Arrangements. These items are summarized below. The shaded “Actual %” column refers to actual percentage distributions reported in the Fall 2010 Student Profile.

A few highlights in terms of demographics. With the exception of 19 year olds, older students (30+) were more highly represented in the survey than younger students. As is typical, women were much more highly represented than men. Latinos were not as well represented but it should be noted that the race/ethnicity question was asked in a different way. Results could be disaggregated by gender and age/ethnic groups with larger response counts to determine if differences between groups exist.

Student Demographics

<table>
<thead>
<tr>
<th>Age</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>1</td>
<td>0.4</td>
<td>0.4</td>
<td>3.0</td>
</tr>
<tr>
<td>18</td>
<td>24</td>
<td>9.6</td>
<td>9.9</td>
<td>11.8</td>
</tr>
<tr>
<td>19</td>
<td>39</td>
<td>15.6</td>
<td>16.1</td>
<td>14.3</td>
</tr>
<tr>
<td>20-24</td>
<td>71</td>
<td>28.4</td>
<td>29.3</td>
<td>36.6</td>
</tr>
<tr>
<td>25-29</td>
<td>20</td>
<td>8.0</td>
<td>8.3</td>
<td>12.6</td>
</tr>
<tr>
<td>30-39</td>
<td>41</td>
<td>16.4</td>
<td>16.9</td>
<td>10.5</td>
</tr>
<tr>
<td>40-49</td>
<td>21</td>
<td>8.4</td>
<td>8.7</td>
<td>6.1</td>
</tr>
<tr>
<td>50-64</td>
<td>22</td>
<td>8.8</td>
<td>9.1</td>
<td>4.4</td>
</tr>
<tr>
<td>65+</td>
<td>3</td>
<td>1.2</td>
<td>1.2</td>
<td>0.8</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>8</td>
<td>3.2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Not surprisingly, students carrying more units were more likely to take the survey than others.

**Number of Units Enrolled (At Census)**

<table>
<thead>
<tr>
<th>Units Enrolled</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fewer than 3</td>
<td>5</td>
<td>2.0</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>3.0 to 5.5</td>
<td>39</td>
<td>15.6</td>
<td>15.9</td>
<td>32.6</td>
</tr>
<tr>
<td>6.0 to 8.5</td>
<td>41</td>
<td>16.4</td>
<td>16.7</td>
<td>19.5</td>
</tr>
<tr>
<td>9.0 to 11.5</td>
<td>43</td>
<td>17.2</td>
<td>17.6</td>
<td>15.4</td>
</tr>
<tr>
<td>12.0 to 14.5</td>
<td>93</td>
<td>37.2</td>
<td>38.0</td>
<td>26.1</td>
</tr>
<tr>
<td>15 or more</td>
<td>24</td>
<td>9.6</td>
<td>9.8</td>
<td>6.5</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>5</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Top two categories combined

**What is your Educational Goal?**

<table>
<thead>
<tr>
<th>Educational Goal</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Certificate Only</td>
<td>33</td>
<td>13.2</td>
<td>13.4</td>
</tr>
<tr>
<td>Degree and Transfer</td>
<td>113</td>
<td>45.2</td>
<td>45.9</td>
</tr>
<tr>
<td>Transfer only</td>
<td>56</td>
<td>22.4</td>
<td>22.8</td>
</tr>
<tr>
<td>Enrichment</td>
<td>13</td>
<td>5.2</td>
<td>5.3</td>
</tr>
<tr>
<td>Retrain or recertify</td>
<td>4</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>Improve skills in English or math</td>
<td>2</td>
<td>.8</td>
<td>.8</td>
</tr>
<tr>
<td>Receive my GED</td>
<td>6</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>9</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>4</td>
<td>1.6</td>
<td></td>
</tr>
</tbody>
</table>
## Major Division

<table>
<thead>
<tr>
<th>Major Division</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>14</td>
<td>5.6</td>
<td>5.8</td>
</tr>
<tr>
<td>Mathematical Sciences</td>
<td>12</td>
<td>4.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Liberal or General Studies</td>
<td>15</td>
<td>6.0</td>
<td>6.2</td>
</tr>
<tr>
<td>Industry &amp; Technology</td>
<td>12</td>
<td>4.8</td>
<td>5.0</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Health Sciences &amp; Athletics</td>
<td>27</td>
<td>10.8</td>
<td>11.2</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>19</td>
<td>7.6</td>
<td>7.9</td>
</tr>
<tr>
<td>Business</td>
<td>37</td>
<td>14.8</td>
<td>15.4</td>
</tr>
<tr>
<td>Behavioral &amp; Social Sciences</td>
<td>22</td>
<td>8.8</td>
<td>9.1</td>
</tr>
<tr>
<td>Other</td>
<td>58</td>
<td>23.2</td>
<td>24.1</td>
</tr>
<tr>
<td>Undecided</td>
<td>16</td>
<td>6.4</td>
<td>6.6</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>9</td>
<td>3.6</td>
<td>--</td>
</tr>
</tbody>
</table>

The survey included a question about college starting points. Over 43% indicated that they entered directly from high school, although some may have left and returned later. 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.

## Which of statement described you best the first time you enrolled at ECC?

<table>
<thead>
<tr>
<th>Statement</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Still in high school</td>
<td>12</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Entered directly from high school</td>
<td>108</td>
<td>43.2</td>
<td>43.9</td>
</tr>
<tr>
<td>Entered college after working</td>
<td>42</td>
<td>16.8</td>
<td>17.1</td>
</tr>
<tr>
<td>Transferred from another 2-year college</td>
<td>16</td>
<td>6.4</td>
<td>6.5</td>
</tr>
<tr>
<td>Transferred from a 4-year university</td>
<td>12</td>
<td>4.8</td>
<td>4.9</td>
</tr>
<tr>
<td>Entered after completing military service</td>
<td>4</td>
<td>1.6</td>
<td>1.6</td>
</tr>
<tr>
<td>Entered after receiving a 4-year degree or higher</td>
<td>11</td>
<td>4.4</td>
<td>4.5</td>
</tr>
<tr>
<td>Other</td>
<td>41</td>
<td>16.4</td>
<td>16.7</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>4</td>
<td>1.6</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Class Times</th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daytime (before 4:00 p.m.)</td>
<td>115</td>
<td>46.0</td>
<td>46.7</td>
<td>49.3</td>
</tr>
<tr>
<td>Evening (start after 4:00 p.m.)</td>
<td>51</td>
<td>20.4</td>
<td>20.7</td>
<td>16.9</td>
</tr>
<tr>
<td>Mix of day/ eve/ online classes</td>
<td>72</td>
<td>28.8</td>
<td>29.3</td>
<td>9.5</td>
</tr>
<tr>
<td>Take only online classes</td>
<td>7</td>
<td>2.8</td>
<td>2.8</td>
<td>10.1</td>
</tr>
<tr>
<td>Take only weekend classes</td>
<td>1</td>
<td>.4</td>
<td>.4</td>
<td>*</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>4</td>
<td>1.6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Bottom two categories combined
How many total units will you have accumulated at this institution by semester end?

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
<th>Actual %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Over 60 units</td>
<td>33</td>
<td>13.2</td>
<td>13.5</td>
<td>16.0</td>
</tr>
<tr>
<td>45.5 to 60</td>
<td>31</td>
<td>12.4</td>
<td>12.7</td>
<td>23.6</td>
</tr>
<tr>
<td>30.5 to 45</td>
<td>49</td>
<td>19.6</td>
<td>20.0</td>
<td>*</td>
</tr>
<tr>
<td>15.5 to 30</td>
<td>60</td>
<td>24.0</td>
<td>24.5</td>
<td>17.5</td>
</tr>
<tr>
<td>15 units or fewer</td>
<td>72</td>
<td>28.8</td>
<td>29.4</td>
<td>42.9</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>5</td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The 23.6 percentage represents 30.5 to 60 units

This survey provided a rare opportunity to capture information about work obligations. About half of our students do not work during the regular academic year, while a third work 20 hours per week or more suggesting a polarity of student types on campus: ones who perhaps have more time to become involved in college activities and those whose work obligations preclude such engagement. Previous survey results\(^1\) suggest that over half of our students work more than 20 hours per week so the number of students working extensive hours at a job may be under-reported in this survey. An additional uncertainty is the percentage not working due to family care needs.

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

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 to 39</td>
<td>53</td>
<td>21.2</td>
<td>21.7</td>
</tr>
<tr>
<td>20 to 29</td>
<td>29</td>
<td>11.6</td>
<td>11.9</td>
</tr>
<tr>
<td>10 to 19</td>
<td>29</td>
<td>11.6</td>
<td>11.9</td>
</tr>
<tr>
<td>1 to 9</td>
<td>16</td>
<td>6.4</td>
<td>6.6</td>
</tr>
<tr>
<td>0 or seasonal</td>
<td>117</td>
<td>46.8</td>
<td>48.0</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>6</td>
<td>2.4</td>
<td></td>
</tr>
</tbody>
</table>

Well over 50% of respondents still live at home with relatives, while more than a third own or rent their own housing. Remarkably, nearly 4% of students have no permanent housing arrangement, suggesting these students are homeless or are frequently shifting from place to place.

Please describe your current housing arrangements.

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
<th>Percent</th>
<th>Valid %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live at the home of parents/relatives</td>
<td>139</td>
<td>55.6</td>
<td>56.7</td>
</tr>
<tr>
<td>Own or rent</td>
<td>91</td>
<td>36.4</td>
<td>37.1</td>
</tr>
<tr>
<td>No permanent housing arrangement</td>
<td>9</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>2.4</td>
<td>2.4</td>
</tr>
<tr>
<td>Not Indicated</td>
<td>5</td>
<td>2.0</td>
<td></td>
</tr>
</tbody>
</table>

Further analysis of survey opinion responses can be conducted across any given category in the background questions section, comparing subgroups with each other (provided there are a sufficient number of respondents in each category. This further analysis is beyond the scope of this report but may be conducted in the future by request.

\(^1\) Community College Survey of Student Engagement (CCSSE), 2008.
Opinion Responses

Overview

The sections below provide statistical summaries of responses under each of the topic areas of the survey. Each summary includes the count (n), mean, or average rating and standard deviation (SD—see Glossary in Appendix B) on both importance of and level of agreement with the statements under the associated topic area. The scale for all items is 4=Very Important/Strongly Agree to 1=Very Unimportant/Strongly Disagree. Responses in the N/A category were excluded from the mean calculation. More detailed response tallies can be found in Appendix C.

The difference between the agreement mean rating and the importance rating is listed in the column labeled “Agree-Imp.” Larger negative numbers (-.5 or lower) indicate what might be characterized as a “performance gap” where Importance was rated higher than Agreement. Ratings with high importance but low agreement are worthy of primary attention. These are highlighted.

A graphical display comparing student ratings of importance and agreement follows each table of results. In addition, a matrix plotting the average rating of both importance and agreement for each item may be found in the summary section.
**College Mission**

Under the topic of College Mission, the most important aspect of the El Camino College Mission was offering “quality educational opportunities” (item 4). Familiarity with the college mission received the lowest rating.

In general, students agreed fairly highly that ECC was fulfilling its mission, although only about half of respondents were familiar with the mission before taking the survey.

**Items 1-4. Mean Responses on College Mission**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agreement</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with Mission Statement</td>
<td></td>
<td></td>
<td>232</td>
<td>2.55</td>
</tr>
<tr>
<td>ECC fulfills its mission</td>
<td></td>
<td></td>
<td>218</td>
<td>3.25</td>
</tr>
<tr>
<td>ECC ensures student success</td>
<td></td>
<td></td>
<td>236</td>
<td>3.22</td>
</tr>
<tr>
<td>ECC offers quality educ. opp'ties</td>
<td></td>
<td></td>
<td>241</td>
<td>3.46</td>
</tr>
</tbody>
</table>

 engage fairly highly that ECC was fulfilling its mission, although only about half of respondents were familiar with the mission before taking the survey.2

![Comparison of Importance and Agreement](image)

---

2 The mission statement was provided at the time of the survey.
**Campus Climate**

Regarding Campus Climate, 4 of the 6 items had an importance rating above 3.50 (on a 4-point scale) and agreement levels above 3.25. The most important issues were a safe campus (#6), a climate that is respectful of difference (#7), and that ECC is changing for the better (#8). The lowest scoring item on Campus Climate was the practice of socializing within one’s own ethnic group (#10). This is a “reverse-scaled” item (high disagreement is desirable) showing that only about 30% of respondents tend to socialize within their own ethnic group. Opinions on importance for this item were evenly distributed across the scale, leading to the large standard deviation.

**Items 5-10. Mean Responses on Campus Climate**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agree-Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Values diversity in student body</td>
<td>220</td>
<td>3.42</td>
<td>0.62</td>
</tr>
<tr>
<td>6. Provides a safe campus environment</td>
<td>240</td>
<td>3.25</td>
<td>0.80</td>
</tr>
<tr>
<td>7. Climate respectful of difference</td>
<td>233</td>
<td>3.46</td>
<td>0.68</td>
</tr>
<tr>
<td>8. ECC is changing for the better</td>
<td>233</td>
<td>3.28</td>
<td>0.84</td>
</tr>
<tr>
<td>9. Feels part of wider ECC community</td>
<td>228</td>
<td>2.94</td>
<td>0.96</td>
</tr>
<tr>
<td>10. Socialize within own ethnic group</td>
<td>212</td>
<td>2.04</td>
<td>0.97</td>
</tr>
</tbody>
</table>

Comparison of Importance and Agreement

Campus Climate

- 5. Values diversity in student body
- 6. Provides a safe campus environment
- 7. Climate respectful of difference
- 8. ECC is changing for the better
- 9. Feels part of wider ECC community
- 10. Socialize within own ethnic group

Mean Response
On the topic of Communication, students were in most agreement with knowing where to find information about ECC (#11), with the lowest level of agree (below neutral) regarding “I understand why the College cut so many sections” (#14). Performance gaps were found regarding disseminating information in a timely manner (#12), #14 (course cuts), and having access to information (#15). The most important topic was about knowing where to find information.

**Items 11-15. Mean Responses on Communication**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agree-Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Know where to find information</td>
<td>247</td>
<td>3.44</td>
<td>0.74</td>
</tr>
<tr>
<td>12. ECC disseminates timely information</td>
<td>240</td>
<td>3.07</td>
<td>0.85</td>
</tr>
<tr>
<td>13. Publications help understand ECC</td>
<td>229</td>
<td>3.19</td>
<td>0.83</td>
</tr>
<tr>
<td>14. I understand the course cuts</td>
<td>237</td>
<td>2.41</td>
<td>1.09</td>
</tr>
<tr>
<td>15. Have access to information</td>
<td>240</td>
<td>3.20</td>
<td>0.83</td>
</tr>
</tbody>
</table>
Two items (#36-37) were added to the end of the student survey related to reading and accessing college communications, publications and websites/social media. Over 80% read college announcements often or sometimes. The Union newspaper is read sometimes or often by about 34% of students. About 89% of students access the main ECC website at least sometimes, with 92% of students accessing the MyECC intranet portal. In terms of social media, about 13% of students access the ECC Facebook page on a fairly regular basis but far fewer access the main Twitter feed (5%). More students (15%) are accessing other feeds such as financial aid or STEM.

**Item 36-37. Frequency of Access/Reading of College Communications/Media**

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Announcements</td>
<td>44%</td>
<td>36%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>Union Newspaper</td>
<td>12%</td>
<td>21%</td>
<td>29%</td>
<td>37%</td>
</tr>
<tr>
<td>Main ECC Website</td>
<td>57%</td>
<td>32%</td>
<td>10%</td>
<td>1%</td>
</tr>
<tr>
<td>MyECC</td>
<td>75%</td>
<td>17%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Facebook</td>
<td>4%</td>
<td>9%</td>
<td>11%</td>
<td>76%</td>
</tr>
<tr>
<td>Twitter Feed</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
<td>90%</td>
</tr>
<tr>
<td>Other ECC Twitter Feeds</td>
<td>6%</td>
<td>8%</td>
<td>6%</td>
<td>79%</td>
</tr>
</tbody>
</table>
**ECC Instructors**

Items 16-19 asked students about their perceptions of their ECC instructors. Most students (88%) agreed that instructors provided a climate in which students are comfortable asking questions (#16). Ninety-three percent of students thought that faculty selected course materials that reflect a variety of cultural groups (#17), while 88% agreed that faculty used class examples of a similar nature (#18). The item with lowest (82% agreement) involved faculty using a variety of teaching methods to accommodate diverse learning styles (#19). There were no major performance gaps in this section.

### Items 16-19. Mean Responses on Instructors

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agree-Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>16. Provide comfortable learning climate</td>
<td>243</td>
<td>3.38</td>
<td>0.78</td>
</tr>
<tr>
<td>17. Course reflect cultural variety</td>
<td>227</td>
<td>3.40</td>
<td>0.66</td>
</tr>
<tr>
<td>18. Content reflect cultural variety</td>
<td>229</td>
<td>3.29</td>
<td>0.75</td>
</tr>
<tr>
<td>19. Accommodates diverse learn. styles</td>
<td>240</td>
<td>3.23</td>
<td>0.89</td>
</tr>
</tbody>
</table>

### Comparison of Importance and Agreement

For the most part, my Instructors:

- **16. Provide a comfortable learning climate**: Importance 3.82, Agreement 3.38
- **17. Course reflect a variety of cultural groups**: Importance 3.49, Agreement 3.40
- **18. Content reflects a variety of cultural groups**: Importance 3.42, Agreement 3.29
- **19. Accommodate diverse learning styles**: Importance 3.69, Agreement 3.23

Mean Response
**Student Learning Outcomes**

This section asked students about their perception of the use of student learning outcomes (SLOs) in classes at ECC (items 20-23). Over 90% of students agreed with the statements in this section that involved student publishing, explaining, and relating course content to SLOs. While no large performance gaps were noted, it is notable to see that over 95% of students are aware of and value SLOs and related activities.

### Items 20-23. Mean Responses on Student Learning Outcomes

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agree-Imp</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>20. Professors have explained the SLO's</td>
<td>243</td>
<td>3.43</td>
<td>0.73</td>
</tr>
<tr>
<td>21. Class activities are in line with SLO's</td>
<td>244</td>
<td>3.48</td>
<td>0.66</td>
</tr>
<tr>
<td>22. Class assignments in line with SLO's</td>
<td>243</td>
<td>3.42</td>
<td>0.72</td>
</tr>
<tr>
<td>23. Syllabi clearly states the SLO's</td>
<td>241</td>
<td>3.59</td>
<td>0.69</td>
</tr>
</tbody>
</table>
**Student Service**

Regarding Student Service (items 24-29), most items had average agreement ratings above 3.25. The highest rated included ECC being 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). Performance gaps were noted on #15 (overall services are adequate), #26, and #27.

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

### Items 24-29. Mean Responses on Student Service

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agreement-Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. ECC is a welcoming environment</td>
<td>243</td>
<td>3.35</td>
<td>0.76</td>
</tr>
<tr>
<td>25. Services provided are adequate</td>
<td>231</td>
<td>3.25</td>
<td>0.89</td>
</tr>
<tr>
<td>26. Needs of students are valued</td>
<td>232</td>
<td>3.06</td>
<td>0.93</td>
</tr>
<tr>
<td>27. Services are sufficient any day/time</td>
<td>237</td>
<td>2.74</td>
<td>1.03</td>
</tr>
<tr>
<td>28. Faculty &amp; staff are ethnically diverse</td>
<td>217</td>
<td>3.35</td>
<td>0.77</td>
</tr>
<tr>
<td>29. If I started over, I'd still select ECC</td>
<td>238</td>
<td>3.31</td>
<td>0.89</td>
</tr>
</tbody>
</table>

**Comparison of Importance and Agreement**

- **ECC is a welcoming environment**
  - Importance: 3.73
  - Agreement: 3.35
  - Agreement-Importance: -0.37
- **Services provided are adequate**
  - Importance: 3.79
  - Agreement: 3.25
  - Agreement-Importance: -0.54
- **Needs of students are valued**
  - Importance: 3.75
  - Agreement: 3.06
  - Agreement-Importance: -0.69
- **Services are sufficient any day/time**
  - Importance: 3.75
  - Agreement: 2.74
  - Agreement-Importance: -1.01
- **Faculty & staff are ethnically diverse**
  - Importance: 3.35
  - Agreement: 3.30
  - Agreement-Importance: 0.05
- **If I started over, I'd still select ECC**
  - Importance: 3.52
  - Agreement: 3.31
  - Agreement-Importance: -0.21

**Mean Response**
**Interaction between ECC Torrance Campus and Compton**

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 have a pretty good idea of where Compton Center is (#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.

**Items 30-33. Mean Responses on Interaction between ECC and Compton**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agreement</th>
<th>Importance</th>
<th>Agree-imp</th>
</tr>
</thead>
<tbody>
<tr>
<td>30. I know I can enroll at both locations</td>
<td>n 226 Mean 2.81 SD 1.22</td>
<td>n 189 Mean 3.21 SD 0.90</td>
<td>-0.40</td>
</tr>
<tr>
<td>31. I know where Compton Center is</td>
<td>n 221 Mean 2.42 SD 1.29</td>
<td>n 180 Mean 2.91 SD 1.00</td>
<td>-0.48</td>
</tr>
<tr>
<td>32. I have taken 1+ class(es) at Compton</td>
<td>n 156 Mean 1.81 SD 1.25</td>
<td>n 121 Mean 2.56 SD 1.14</td>
<td>-0.75</td>
</tr>
<tr>
<td>33. I know why ECC is linked with CEC</td>
<td>n 214 Mean 2.32 SD 1.19</td>
<td>n 160 Mean 2.82 SD 1.03</td>
<td>-0.50</td>
</tr>
</tbody>
</table>

An additional item (#34) asked students if they would likely take a class at the Center if it were not available at the Torrance campus, with 41% indicating possibly or very likely. This is a much larger percentage of students currently enrolled at both campuses which has never been higher than 10%. Finally, students who indicated “unlikely” were asked why they would not consider taking a class at Compton Center. The item asked students to “check all that apply” so response rates will not add up to 100%. Over 71% indicated that they would prefer to take all their classes on one campus; 47% indicated that the location was not convenient, with 19% having no transportation to get there. About 44% indicated that they would not feel comfortable at the Compton Center, suggesting the need for additional outreach regarding the Center among Torrance campus students.
**Summary of All Results**

Out of the 33 opinion items, 27 had significant *agreement* (positive mean rating) while only 4 items had significant *disagreement* (negative mean rating). This next section will rank mean responses according to the 5 highest and 5 lowest in terms of Importance and Agreement. There were no items in the top 5 of importance that rated low on agreement. Item numbers that are rated high in both importance and agreement are in bold; those are #4, offering quality educational opportunities and #11, knowing where to find information about ECC. Of the top 5 most important items, none ranked low in terms of agreement.

<table>
<thead>
<tr>
<th><strong>Top 5 Most Important</strong></th>
<th><strong>Mean</strong></th>
<th><strong>Top 5 Highest Agreement</strong></th>
<th><strong>Mean</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Syllabi clearly states the SLO's</td>
<td>3.59</td>
<td>11. Know where to find information</td>
<td>3.88</td>
</tr>
<tr>
<td>21. Class activities are in line with SLO's</td>
<td>3.48</td>
<td>4. ECC offers quality educ opp'ties</td>
<td>3.86</td>
</tr>
<tr>
<td>4. ECC offers quality educ opp'ties</td>
<td>3.46</td>
<td>6. Provides a safe campus environment</td>
<td>3.85</td>
</tr>
<tr>
<td>7. Climate respectful of difference</td>
<td>3.46</td>
<td>16. Provide a comfortable learning climate</td>
<td>3.82</td>
</tr>
<tr>
<td>11. Know where to find information</td>
<td>3.44</td>
<td>25. Services provided are adequate</td>
<td>3.79</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Top 5 Least Important</strong></th>
<th><strong>Mean</strong></th>
<th><strong>Top 5 Lowest Agreement</strong></th>
<th><strong>Mean</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>32. I have taken 1+ classes at Compton</td>
<td>1.81</td>
<td>33. I know why ECC/CEC are associated</td>
<td>1.03</td>
</tr>
<tr>
<td>10. Socialize within own ethnic group</td>
<td>2.04</td>
<td>32. I have taken 1+ class(es) at Compton</td>
<td>1.14</td>
</tr>
<tr>
<td>33. I know why ECC/CEC are associated</td>
<td>2.32</td>
<td>10. Socialize within own ethnic group</td>
<td>2.55</td>
</tr>
<tr>
<td>14. I understand the course cuts</td>
<td>2.41</td>
<td>31. I know where Compton Center is</td>
<td>2.91</td>
</tr>
<tr>
<td>31. I know where Compton Center is</td>
<td>2.42</td>
<td>1. Familiar with Mission Statement</td>
<td>3.17</td>
</tr>
</tbody>
</table>
Study Abroad – Supplemental Questions

Three supplemental questions were included about ECC’s Study Abroad program (items 38-40). Mean ratings were not included for these items since they were scaled differently from all other questions. Nearly 47% of students indicated that they would consider attending study abroad (3% had participated in the past) (#38). Of those who had not considered participating (#39), almost half (46-47%) thought it would be too expensive or would conflict with other obligations. Twenty-seven percent were not aware that ECC offered study abroad programs. Other cases include no interest (19%) or not qualified to go (9%).

![Graph 38. Have you ever considered a study abroad program?](image1)

38. Have you ever considered a study abroad program?

- No
- Yes but did not attend
- Yes and attended

![Graph 39. If not, why not? (check all that apply)](image2)

39. If not, why not? (check all that apply)

- Too expensive
- Conflicts
- Didn’t know about it
- Not interested
- Didn’t qualify

![Graph 40. If yes but did not attend, why not? (check all that apply)](image3)

40. If yes but did not attend, why not? (check all that apply)

- Financial limitations
- Family obligations
- Didn’t have time
- Didn’t need the courses
- Wasn’t interested in any of the destinations/countries
Conclusion

The majority of opinion items had significant positive results with only a handful with significant negative results. Areas of challenge include improving services to students and open communication. Areas with higher levels of agreement involved knowledge and fulfillment of the college mission, a respectful campus climate and employee pride. Development of faculty and staff handbooks was highly recommended.

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

El Camino College
Student Opinion Survey 2010

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.

Your opinion is valued! Please take a few minutes to complete the following survey.

All responses are completely anonymous.

In this survey, you will read a series of statements that relate to college mission and climate, communication, student service and learning outcomes, and interaction between El Camino College and 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:

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Very Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Somewhat Agree</td>
<td>Somewhat Important</td>
</tr>
<tr>
<td>Somewhat Disagree</td>
<td>Somewhat Unimportant</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>Very Unimportant</td>
</tr>
<tr>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**COLLEGE MISSION**

"El Camino College offers quality, comprehensive educational programs and services to ensure the educational success of students from our diverse community."

1. I was familiar with ECC’s mission statement before completing this survey.
2. ECC currently fulfills its mission.
3. ECC ensures the educational success of students in our diverse community.
4. ECC offers quality, comprehensive educational programs and services.

**CAMPUS CLIMATE**

5. ECC values the diversity of its student body.
6. ECC has made a good effort to provide a safe campus environment.
7. The campus climate is respectful of religious, ethnic and other differences.
8. ECC is changing for the better.
9. I feel part of a wider ECC community.
10. I tend to socialize at ECC within my own ethnic group.

**COMMUNICATION**

11. I know where to find the information I need to enroll successfully in classes.
12. ECC disseminates information in a timely manner.
13. College publications help me to understand the campus.
14. I understand why the College cut so many sections.
15. I have access to reliable information about the College’s programs and services used to support my learning and success.
16. ECC Faculty provide a climate in which I am comfortable asking questions about the subject they are teaching.

For the most part, my instructors:
17. Include course readings and materials (if applicable) that reflect a variety of cultural groups.
18. Use examples and data to reflect a variety of cultural groups.
19. Use a variety of teaching methods to accommodate diverse learning styles.

STUDENT LEARNING OUTCOMES
20. My professors have clearly explained the student learning outcomes for my classes.
21. In general, class activities are consistent with course student learning outcomes.
22. Class assessments/tests are consistent with course student learning outcomes.
23. The syllabi in my classes clearly state the student learning outcomes.

STUDENT SERVICE
24. ECC is a welcoming environment for students.
25. Services provided to students at the Torrance campus are adequate.
26. The needs of students are valued by ECC employees.
27. Services to students are sufficient regardless of the day of the week or time of day.
28. The ethnic mix of the faculty and staff reflects the diversity of the student body.
29. If I could start my college experience over, I would select El Camino College again.

INTERACTION BETWEEN ECC’S TORRANCE CAMPUS AND COMPTON CENTER
30. I was aware that I could enroll in classes at both locations without a separate application.
31. I have a pretty good idea of where [opposite location] is.
32. I have taken one or more classes at [opposite location].
33. I understand why my campus is associated with [opposite location].

Scale:
Very Likely
Possibly
Probably Not
Very Unlikely

34. If a course that you needed was not available at [ECC/Compton Center] but was offered at [opposite location], what is the likelihood that you would enroll in the class at [opposite location]?

35. If you marked 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 [same location].
The classes I want were not offered.
The classes I want were not open.
[Opposite location] is unsafe.

36. Please indicate how often you read the following College publications or communications:
Official College E-mail Updates/Announcements
*The Union* student newspaper
37. 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)

**STUDY ABROAD**

38. Have you ever considered a study abroad program?

- Yes, and attended
- Yes, but did not attend
- No

39. If not, why not? (check all that apply)
- I thought it would be too expensive
- I did not qualify to go
- Not interested in travel or study abroad
- Would conflict with other obligations
- Wasn’t aware that ECC offered study abroad programs

40. If yes but did not attend, why not? (check all that apply)
- Financial limitations
- Family obligations
- Wanted to progress more quickly towards graduation or transfer
- Wasn’t interested in any of the destinations/countries
- Wasn’t interested or didn’t need the courses offered

*We have just a few more questions that we’d like to ask about you.*

**Where do you take MOST of your classes?**
- Compton Educational Center
- ECC Main Campus (Torrance)
- Both Torrance 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
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
Decline to State

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 Educational Goal?
Receive my GED
Improve skills in English or math
Receive a Degree or Certificate Only
Receive a degree and Transfer
Transfer only
Retrain or recertify
Enrichment
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
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 at the home of parents or relatives
Own or rent
No permanent housing arrangement
Other

Please list the 3 BEST ASPECTS about El Camino College.

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

Please list one survey question not on this survey that you would recommend we ask on the next survey.
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 ±6.8% of the sample results.

Margin of error – The faculty staff opinion survey was administered to a small sample of the entire ECC workforce. While a sufficiently large and randomly selected sample of students can describe the population fairly well, some restrictions apply since we haven’t elicited responses from every student. In short, there will be some error in the results. How can we be fairly certain the sample mean reflects the true population mean? In order to do this, we use two components: confidence level and margin of error. The margin of error is the percentage of variability around the sample mean (or how different the true mean is from the sample). It is usually noted in survey results as ±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 lie within ±6.8% 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 ratings (such as comparing responses on the agreement and importance scales).

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

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

Response rate – The response rate is the percentage of surveys returned out of all surveys distributed to the selected participants. A good response rate is desirable to gain a sufficiently large sample size, which reduces the margin of error.
Sample – The sample is a subset of a population that we would like to describe or gain information about. If we randomly select the sample, meaning that each student has the same chance of getting into the sample as any other student, then we can draw conclusions about all students (“population”) from the information we gather about the sample. A high response rate that is representative of the entire student body provides the best opportunity to generalize about all students.

Nonresponse error (or error caused by the non-random nature of those who choose not to respond to the survey) is very likely to be present in these survey results based on the profile of responders. This less-than-representative sample prevents us from drawing strong conclusions about student opinion on campus climate. Opinions on this survey more likely represent traditional college-aged students enrolled full time than the student body as a whole. Measures will be considered in future surveys to reduce this potential nonresponse error. For example, a web-based survey may not suit our needs when gathering information about campus climate.

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 or those in the extreme ends of the scale. A smaller SD indicates more consistently “central,” or moderate, responses. Therefore, checking the SD can supplement the information provided by the mean.
Appendix C – Item Response Tallies

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

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

College Mission

1. I was familiar with ECC’s mission statement before completing this survey.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Agreement</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>63</td>
<td>25.2</td>
</tr>
<tr>
<td>Agree</td>
<td>67</td>
<td>26.8</td>
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2. ECC currently fulfills its mission.

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

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

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Campus Climate

5. ECC values the diversity of its student body.

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28
6. ECC has made a good effort to provide a safe campus environment.

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

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8. ECC is changing for the better.

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9. I feel part of a wider ECC community.

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10. I tend to socialize at ECC within my own ethnic group.

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*This item is considered a “negatively-scaled item” where a lower percentage of agreement is desirable.

**Communication**

11. I know where to find the information I need to enroll successfully in classes.

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12. ECC disseminates information in a timely manner.

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13. College publications help me to understand the campus.

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14. I understand why the College cut so many sections.

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15. I have access to reliable information about the College’s programs and services used to support my learning and success.

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**ECC Instructors**

16. **ECC Faculty provide a climate in which I am comfortable asking questions about the subject they are teaching.**

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17. **Include course readings and materials (if applicable) that reflect a variety of cultural groups.**

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18. Use examples and data to reflect a variety of cultural groups.

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19. Use a variety of teaching methods to accommodate diverse learning styles.

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### Student Learning Outcomes

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

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

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

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

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Student Service

24. ECC is a welcoming environment for students.

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25. Services provided to students at the Torrance campus are adequate.

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

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27. Services to students are sufficient regardless of the day of the week or time of day.

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

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

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Interaction Between ECC Torrance Campus and Compton Center

30. I was aware that I could enroll in classes at both locations without a separate application.

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31. I have a pretty good idea of where Compton Center is.

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32. I have taken one or more classes at Compton Center.

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| Total            | 250| 100.0|        |       |

33. I understand why my campus is associated with Compton Center.

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</tr>
</thead>
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<tr>
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<td>22.4</td>
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<tr>
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<td>12.8</td>
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<tr>
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<td>23</td>
<td>9.2</td>
<td>14.4</td>
<td>100.0</td>
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</tbody>
</table>

| Blank             | 90 | 36.0|        | 100.0 |
| Total             | 250| 100.0|       |       |