



Student Campus Climate Survey - Fall 2010

HIGHLIGHTS

Introduction

El Camino College administered a Campus Climate Survey to students enrolled in Fall 2010; the survey was modeled after an employee climate survey with additional questions added for students. A total of 280 students responded to the online-only survey (14% response rate, ± 5.4 margin of error). Topics on the survey included Campus Mission, Campus Climate, Communication, CEC Faculty and SLOs, Student Service, and Interaction between Compton Center and ECC Torrance. Supplemental questions on Study Abroad also were added; these are summarized in the main report.

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

Campus Mission and Climate

More than two thirds of Compton Center respondents were familiar with ECC’s mission statement. While three out of four respondents thought that CEC was fulfilling its mission, students showed high agreement with items representing subsections of the mission statement (#3-4). One quarter of students thought that Compton Center is *not* included as a part of ECC mission (#5). In general, students were less concerned about knowing ECC’s mission than with whether CEC was meeting it.

Campus Climate statements relate to how well the college is doing in terms of valuing diversity and building community. Students value diversity on a safe and respectful campus (#6-8), with 86-90% feeling that the campus does a good job with this. Twenty-four percent did not feel part of a wider ECC community (#10), but this issue was less important than others. Forty-one percent socialize within their own ethnic group (#10), suggesting that most students do not remain culturally isolated on campus. Finally, most agreed (84%) that CEC is changing for the better (#9).

CEC Faculty

Over 80% of students felt that CEC faculty provided a comfortable learning environment with course materials and assignments that reflected the cultural diversity of the campus (#12-13). About 14% felt that their instructors do *not* vary teaching methods to accommodate diverse learning styles (#14).

Communication

Most students felt they knew where to find information regarding class registration (#15). Three out of four respondents felt that publications, programs, and services information help them understand the campus and support learning (#17-19). Slightly fewer (74%) students felt they received Compton Center information in a timely fashion (#16). Half of students understand why the College cut so many sections (#18).

In terms of the frequency with which students read or access campus publications and social media (#37-38), the vast majority (82%) read official college announcements regularly (including this survey announcement), while only more than a third read the Union student newspaper. About 85% or more students regularly accessed ECC main website and 97% accessed MyECC regularly, about 18% accessed social media sites such as Twitter regularly (“often” or “sometimes”).

Student Learning Outcomes

Students were also asked about their perceptions of the use of student learning outcomes (SLOs) in classes at CEC (#21-24). About 88% of students agreed with the statements in this section that involved faculty publicizing, explaining, and relating course content to SLOs. Ninety-two percent of students believe the syllabi in their classes clearly state the SLOs.

Student Service

Most items in this section addressed how well the College performs in delivering service and creating a welcoming, supportive campus (# 25-29). About 83% of students agreed that CEC is welcoming to students (#25) and 81% thought that faculty and staff reflect the diversity of the student body (#29). The lowest rated items were #26 (services provides to students at the Center are adequate—76% favorable), #27 (the needs of students are valued by employees—76% favorable), and #28 (services are sufficient regardless of time/day—70% favorable).

Item 30 asked students if they would select CEC again if they could start their college experience over. Overall, 75% of students would select CEC again.

Interaction between ECC Torrance Campus and Compton Center

Four items (#31-34) were added to the survey to gauge cross-location awareness and usage. About 86% of students were aware they could take classes at both locations without a separate application (#31), while less than half of respondents (43%) indicated that they have taken one or more classes at the Torrance campus (#33). Only 77% of students understand why ECC and Compton Center are associated.

Background Questions

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

Survey results revealed important information about students' home lives. For example, 35% of students work for pay 20 or more hours per week, while 50% work only occasionally or seasonally, revealing a striking polarity with few students working 1 to 19 hours per week. In addition, most students (60%) own or rent their housing, 32% still live at home with parents or relatives, and 4% have no permanent housing arrangement.

Finally, only 12% of respondents indicated that they started their CEC career directly out of high school. Twenty-six percent entered after some period of work or military service, with 25% transferring in from another institution or entering after receiving a degree elsewhere.

Survey Issues

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