

# El Camino College

## 2018 Employee Campus Climate Survey

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### Executive Summary

In its continued effort to cultivate a welcoming and inclusive campus environment for all students, faculty, staff and administrators, El Camino College administered a campus climate survey to all employees in Spring 2018. The survey was designed to explore the staff, faculty and administrator perspectives and experiences related to topics around the college mission, work environment, job satisfaction, professional development, sense of belonging, service to students, and college communication and vision. Out of 1,511 employees, 639 participated in the Campus Climate Survey for a response rate of 42%. Key findings include:

- A great majority of employee respondents believe El Camino College is achieving its mission, with 98% agreeing that ECC makes a positive difference in people's lives and 96% agreeing that the College provides excellent comprehensive educational programs and services. Ninety-eight percent of the respondents understand their roles in helping ECC achieve its mission to make a positive difference in people's lives.
- A large percentage of employees believe ECC is a welcoming environment for faculty and staff (85%). An even greater percentage of employees believe that ECC is a welcoming environment for students (92%).
- More than three-quarters of employees agree that the College leaders (e.g., President, Vice President, Deans) are genuinely concerned about their employees and treat them fairly.
- Ninety-four percent of the employees indicate feeling happy to be an employee at ECC and 96% report taking pride in working for ECC.
- While 76% of employees agree that they have opportunities to participate in department planning and evaluation of programs and services, 63% believe their input has translated into meaningful changes in policy, practices, or other administrative changes.
- The majority of employees believe El Camino College is effectively planning for the future (85%), and that change and innovation are occurring on campus (89%). The greater majority of employees (93%) believe in particular that the College is improving processes for students.
- The greatest percentage of employees believe that they and the College effectively address the needs of students of different race/ethnicities, students with different economic backgrounds, and students with disabilities.
- A considerably greater percentage of employees feel safe on campus during the day (94%) than after dark (67%).
- In order to understand the campus and its concerns, the largest percentage of employees report reading the President's Newsletter (66%), followed by ECC Matters (52%) and ECC in the News (41%).
- Although the means of agreement were relatively high across all survey items, the lowest means suggest that areas of improvement include working towards a more environmentally sustainable campus, preparing for a large-scale emergency, addressing the needs of employees, and communicating more openly with employees.

## Introduction

El Camino College (ECC) is dedicated to making a positive impact on students, employees and the community. As stated in the Statement of Values, “...[t]he faculty and staff of El Camino College are the College’s stability, its source of strength, and its driving force.” Therefore, an important element of the College’s continuous effort to make a positive difference in people’s lives is to better understand its employees’ perspectives and experiences related to their work on the campus. The 2018 Employee Campus Climate Survey explores the employees’ perspectives and experiences related to various topics. The following questions informed the development of the Employee Campus Climate Survey:

1. To what extent do El Camino College employees feel welcome, valued, included, supported and safe on campus?
2. To what extent do employees believe they can provide quality education and service to students?
3. From the perspective of employees, what is El Camino College doing well and in what areas can the College improve?
4. How does employee experience vary by characteristics, including ethnicity, gender, age, sexual orientation, gender identity, and disability status?
5. How have employees’ experiences and perceptions of campus climate changed over time?

A copy of the survey is provided in [Appendix A](#) of this report. The survey was distributed to all 1,511 employees primarily online. Paper surveys were made available to each division upon request. A total of 639 employees completed the survey for a total response rate of 42%. The margin of error in responses is  $\pm 2.9$  percentage points with 95% certainty.

This report summarizes the results from Spring 2018 including the mean (or average), rating for each item, graphical displays, and the item frequencies (for frequency of ratings for each item, please see [Appendix C](#)). A glossary of statistical terms is provided in [Appendix B](#). The data collected will help inform current and future efforts to support a welcoming and inclusive campus community.

## Methodology

### Survey Design and Instrument

Campus Climate Survey subcommittees consisting of staff and faculty members were formed for both student and employee versions to review previous surveys and develop 2018 campus climate surveys. Subcommittees also sought input from various committees of students, staff and faculty to help develop items included in the survey.

Survey items were informed by selected questions from 2013 ECC campus climate surveys and surveys from peer institutions. The survey was then piloted with a select group of faculty, staff and administrators, whose feedback and suggestions were used to further refine and clarify survey items.

The survey was web-based (via Qualtrics) and designed to take 15 to 20 minutes. The survey comprised of five sections:

- **Consent:** At the beginning of the survey, participants received information about the survey, which included the purpose, duration and voluntary nature of the survey. It also included the contact person if they had any questions about the survey. At the end of the introduction, participants were informed about the opportunity to enter a lottery drawing for various prizes offered as a token of appreciation for their participation. After reading the information page, participants were asked to select, “*I consent, begin the survey,*” and click on the Next arrow if they agreed to participate in the survey. This page served as the informed consent to participate.
- **Campus Climate:** This part of the survey was organized by the following ‘themes’ and asked ECC employees to rate statements by level of agreement, from Strongly Disagree to Strongly Agree: college mission, work environment, perceived sense of belonging and value to the college, professional development, job satisfaction, communication and vision/direction of the college, and service to students
- **Open-Ended:** The open-ended sections asked participants to identify three things they liked best about working at ECC, three things that would improve their work experience at ECC, and any additional comments or suggestions they had.
- **Demographics:** Demographic questions were asked to capture various characteristics of the participants: employee group, employee status, administrative area, years of employment, gender, sexual orientation, race/ethnicity, disability, and veteran status.
- **Thank You and Opportunity to Enter Lottery Drawing:** The conclusion of the survey thanked employees for their participation and invited them to enter a lottery for one of prizes offered. The link to enter the lottery drawing directed participants to a separate page ensuring that information from the drawing was not connected to survey data.

## Survey Administration

The survey was designed to be distributed online via web survey using Qualtrics. Qualtrics enabled participants to complete the survey on desktop or laptop computers and mobile devices such as tablets and smartphones. Paper surveys were also made available for employees who did not have access to a computer, mobile device or the Internet.

An initial invitation e-mail was sent to all 1,511 employees by the office of the Superintendent/President one month prior to the survey administration. The introductory e-mail detailed the purpose, value, and duration of the survey, and ensured anonymity of all responses. The office of Institutional Research & Planning then distributed an official e-mail with the link to the survey, which was available for three weeks. It also emphasized the availability of paper surveys by request. A reminder e-mail to participate in the survey was sent each week. Deans and directors received an e-mail asking to encourage employee participation. All participants were reminded that once they completed the survey, they were eligible to enter a lottery for various prizes, including, but not limited to, a \$50 gift card to the campus bookstore, opportunity to have lunch with the Superintendent/President, and free services offered by ECC’s Industry & Technology program. The last e-mail thanked all employees who participated and announced the winners of the lottery drawings.

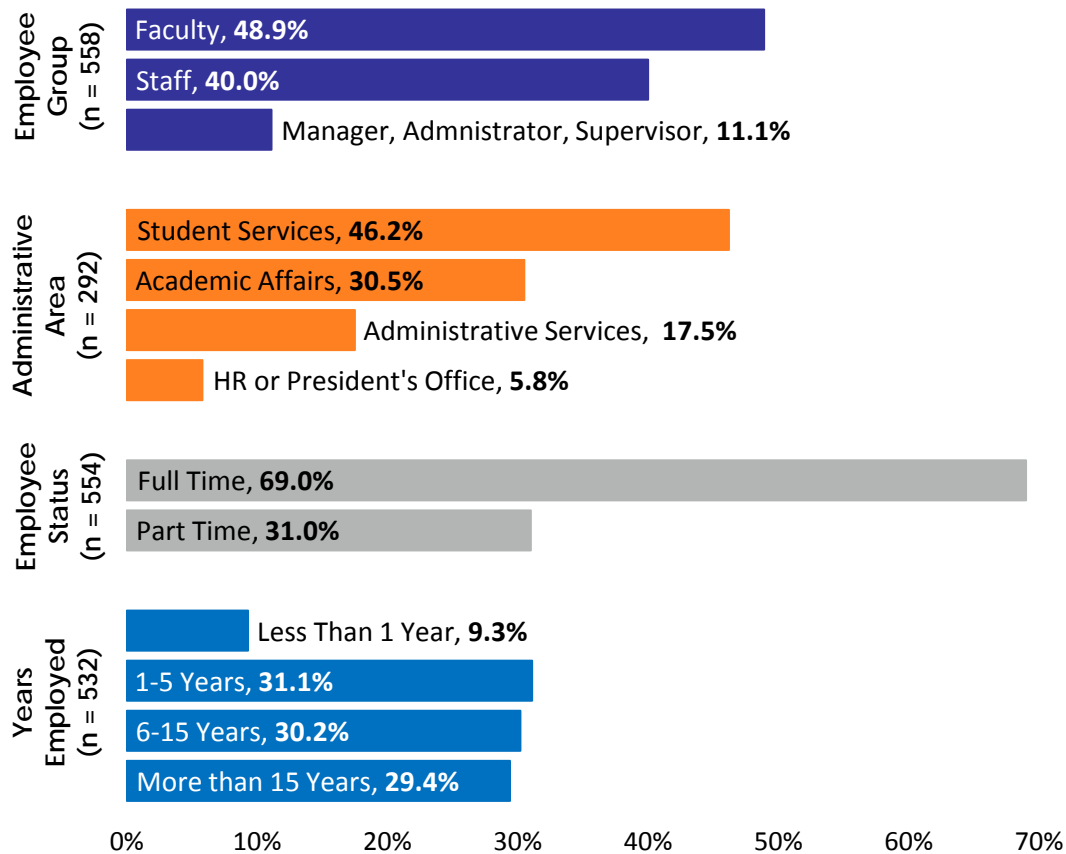
## Response Rates

Response rates were monitored throughout the data collection phase and were used to assist in a more targeted effort to ensure participants were representative of employee groups and administrative areas. The overall response rate was 42%, which is eight percentage points higher than the response rate for previous campus climate survey administration (34%).

## Results: Participants

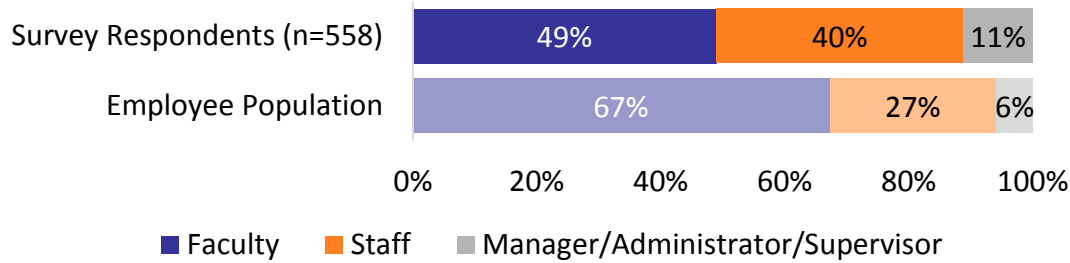
As reported in the previous section, 639 of the 1,511 employees completed the campus climate survey for a response rate of 42%. Figure 1 below shows participation by employment characteristics. The percentages are in “Valid %”, which represents the percentage of participants who selected a response and excludes those who abstained from responding to the question or selected the “Other” category.

Figure 1. Participation by Employment Characteristics



Almost half of the participants are faculty (49%), followed by staff (40%). More than half of the faculty are full-time faculty (54%) and 44% are adjunct. Figure 2 shows that although faculty make up the greatest percentage of participants, there is a greater representation of staff and manager/administrator/supervisor. However, it is important to note that almost 13% of the participants did not provide details about the employee group in which they belong.

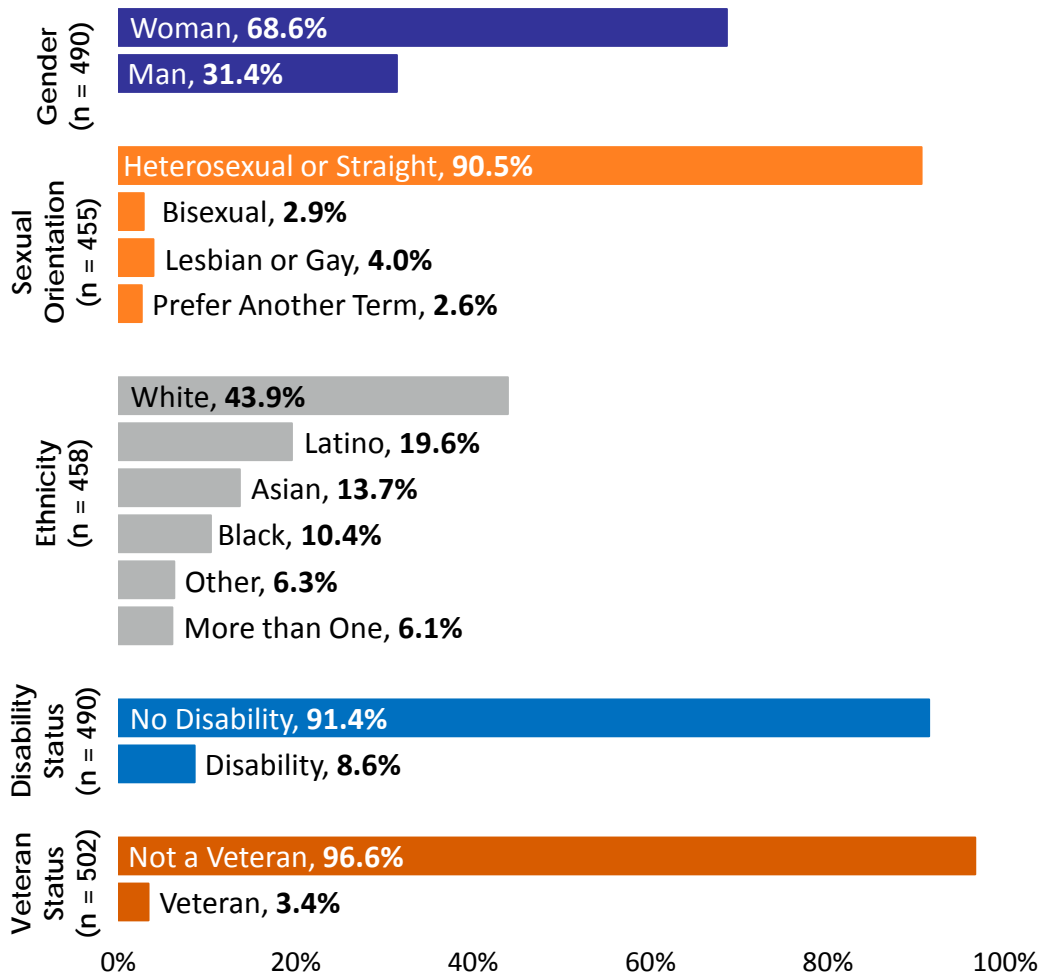
Figure 2. Distribution of Survey Respondents vs. Employee Population By Employee Group



Of the 292 participants who identified their Administrative Area, the greatest percentage of employees report being from Student Services (46%), followed by Academic Affairs (31%) and Administrative Services (18%). Nearly 70% of the respondents are full-time employees, and 90% have been employed at ECC for at least one year.

Figure 3 displays respondents' demographic characteristics. Between 20-30% of the employees declined to identify one or more of their demographic characteristics.

Figure 3. Participation by Demographic Characteristics



The majority of the employees (69%) report being women, with 91% identifying as heterosexual. The greatest percentage of respondents identify as White (47%), followed by Latino (23%) and Asian (15%). Almost seven percent of the employees report having a disability and three percent report being a veteran.

## Results: Survey Responses

The following subsections provide statistical summaries for each of the ‘themes’. Cronbach’s alpha analysis was conducted on each theme or subscale to determine its internal consistency, or how closely related the items are to each other. The summaries take the form of the count (*n*), the percentage of respondents who selected ‘Somewhat Agree’ or ‘Strongly Agree’ and mean rating on the level of agreement with each statement. The scale for all items is:

- 4 = Strongly Agree
- 3 = Somewhat Agree
- 2 = Somewhat Disagree
- 1 = Strongly Disagree
- 0 = N/A (Responses with N/A were excluded from analysis.)

The difference between the agreement mean rating and a hypothetical neutral response (2.50) is provided in the column labeled “Mean-Neutral”. The extent to which the ratings average is above or below the 2.5 value indicates how positively or negatively the statement was viewed. Positive numbers indicate that there was more agreement with the statement. Statistically significant differences from the neutral response of 2.50 are indicated with one or more stars (\*). Where applicable, the “mean-neutral” rating from 2013 is also included for comparison purposes. The results of this survey are accurate within plus or minus 2.9 points at the 95% confidence level. For example, the overall ECC employee level of agreement for a survey rating of 90% would likely fall between 87.1% and 92.9%.

### College Mission

College Mission subscale consists of three items (see Table 1;  $\alpha = 0.71$ ). Overall, the employees hold positive beliefs about the college mission.

*Table 1. College Mission*

Item	Agreement		Mean	Mean-Neutral	Sig
	n	% Agree			
CM1. ECC makes a positive difference in people's lives.	628	98%	3.65	1.15	***
CM2. ECC provides excellent comprehensive educational programs and services.	633	96%	3.55	1.05	***
CM3. I understand my role in helping ECC make a positive difference in people's lives.	631	98%	3.76	1.26	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

The first two items (CM1 and CM2) measure the degree to which employees believe ECC is achieving its mission. The third item (CM3) examines the degree to which they believe they understand their roles in helping ECC achieve the mission. Overall, the great majority of employees agree that ECC is achieving its mission of making a positive difference in people’s lives (CM1;  $M = 3.65$ ) and providing excellent comprehensive educational programs and services (CM2;  $M = 3.55$ ). They also report understanding their roles in helping ECC make a positive difference in people’s lives (CM3;  $M = 3.76$ ).

As shown in Table 2 (Figure 4), employees in 2018 show stronger agreement in their beliefs that ECC provides excellent comprehensive educational programs and that they understand their roles in helping ECC achieve its mission.

Table 2. College Mission: 2013 vs. 2018

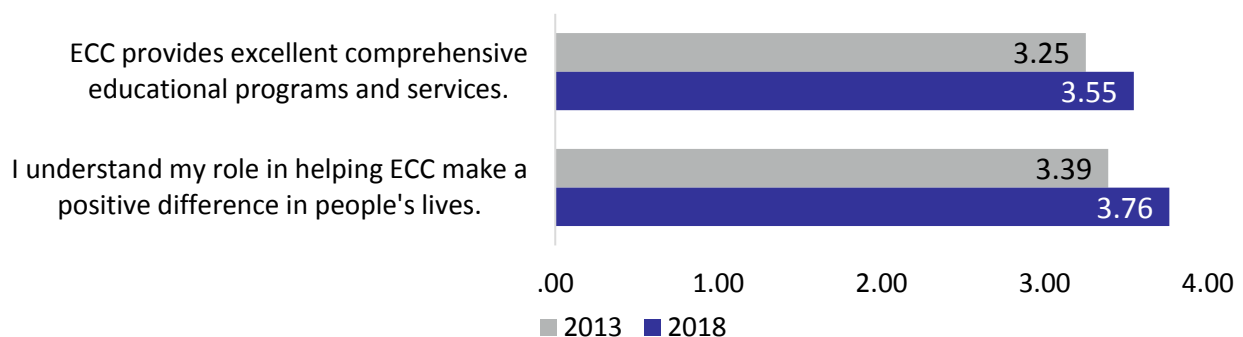
Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
ECC provides excellent comprehensive educational programs and services.	421	3.25	0.75	633	3.55	1.05	***
I understand my role in helping ECC make a positive difference in people's lives..	421	3.39	0.89	631	3.76	1.26	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Figure 4. College Mission: 2013 vs. 2018



## Work Environment

Work Environment subscale consists of eleven items (see Table 3;  $\alpha = 0.89$ ), which examine employees’ beliefs about the physical campus (e.g., safety, cleanliness) and sense of value to the campus community. Overall, the employees generally hold positive beliefs about their work environment, with 85% of the employees agreeing that the College is a welcoming environment for faculty and staff (WE1;  $M = 3.17$ ).

In terms of the physical environment, 79% of them agree that the campus is clean and well-maintained. The greatest percentage of employees (94%) feel safe on campus during the daytime (WE3;  $M = 3.55$ ), whereas only 67% feel safe on campus after dark ( $M = 2.83$ ).

Statements with a lower level of agreement suggest possible areas for improvement in the work environment include better preparing for a large-scale emergency (WE5;  $M = 2.81$ ) and making the campus a more environmentally sustainable campus (WE6;  $M = 2.78$ ).

Employees also generally believe that they work in a supportive working environment, with 85% of the employees agreeing that there is a culture of respect between one another when services are requested (WE8;  $M = 3.25$ ). More than 75% of the employees agree that their leaders treat employees fairly (WE11;  $M = 3.08$ ) and are generally concerned about their well-being (WE10;  $M = 3.04$ ). Though to a lesser degree, employees also believe that their supervisors and managers lead by example (WE9;  $M = 2.96$ ) and that the College addresses employees' needs (WE7;  $M = 2.75$ ).

*Table 3. Work Environment*

Item	n	Agreement % Agree	Mean	Mean- Neutral	Sig
WE1. The College is a welcoming environment for faculty and staff.	620	85%	3.17	0.67	***
WE2. ECC's campus is clean and well maintained.	625	79%	3.06	0.56	***
WE3. I feel safe when I am on campus during the daytime.	623	94%	3.55	1.05	***
WE4. I feel safe when I am on campus after dark.	560	67%	2.83	0.33	***
WE5. I am confident that ECC is prepared for a large-scale emergency (for example, an earthquake or armed intruder).	602	70%	2.81	0.31	***
WE6. I believe ECC is working towards an environmentally sustainable campus.	583	67%	2.78	0.28	***
WE7. Overall, the needs of employees are addressed by the College.	616	67%	2.75	0.25	***
WE8. Faculty and staff usually treat each other with respect when services are requested (for example, facilities or media services request).	607	85%	3.25	0.75	***
WE9. Supervisors, managers and administrators lead by example.	610	75%	2.96	0.46	***
WE10. Overall, the President, Vice Presidents, Deans, and other leadership staff are genuinely concerned about my well-being.	592	76%	3.04	0.54	***
WE11. Overall, the President, Vice Presidents, Deans, and other leadership staff treat employees fairly.	592	79%	3.08	0.58	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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



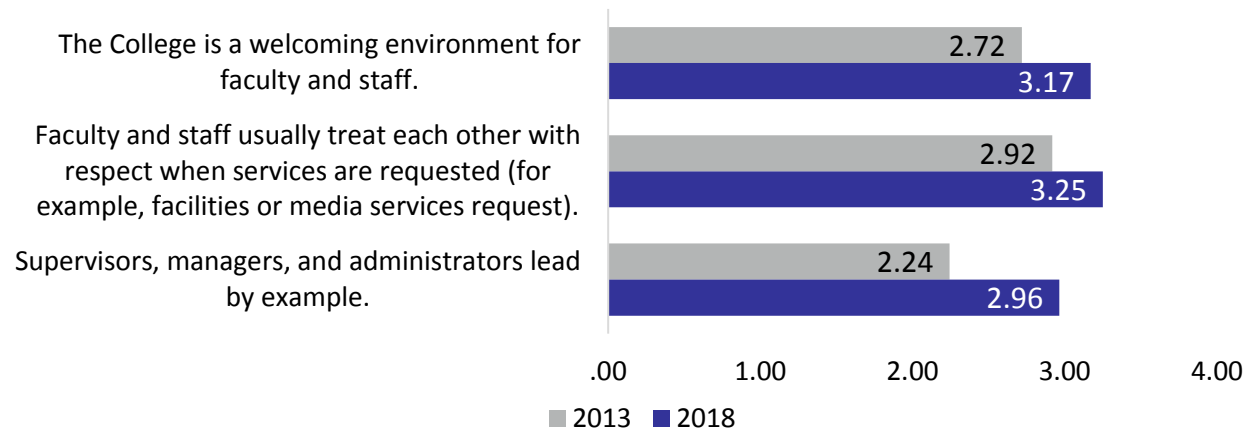
Table 4 displays the results of comparison of ratings from 2013 and 2018. Employees in 2018 show stronger agreement in their beliefs that El Camino College is a welcoming environment for faculty and staff compared to employees in 2013. They also show greater agreement in their beliefs that faculty and staff treat each other respectfully and that their supervisors, managers and administrators lead by example.

Table 4. Work Environment, 2013 vs. 2018

Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
The College is a welcoming environment for faculty and staff.	414	2.72	0.22	620	3.17	0.67	***
Faculty and staff usually treat each other with respect when services are requested (for example, facilities or media services request).	415	2.92	0.42	607	3.25	0.75	***
Supervisors, managers, and administrators lead by example.	402	2.24	-0.26	610	2.96	0.46	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).  
 \*\* Difference is statistically significant at the .01 level ( $p < .01$ ).  
 \*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Figure 5. Work Environment: 2013 vs. 2018



## Overall Job Satisfaction

Overall Job Satisfaction subscale consists of nine items ( $\alpha = 0.91$ ). The item with the highest mean agreement highlights employees' happiness to be working at ECC (JS8;  $M = 3.56$ ). This sentiment is supported by positive agreement in employees' overall satisfaction with their job (JS1,  $M = 3.41$ ) and the belief that their current positions meet their professional goals and aspirations (JS9,  $M = 3.20$ ).

Table 5. Overall Job Satisfaction

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
JS1. Overall, I am satisfied with my job at ECC.	618	90%	3.41	0.91	***
JS2. I am satisfied with my campus experience regarding diversity at this college.	609	87%	3.40	0.90	***
JS3. I believe that ECC is trying hard to make sure that all employees are treated fairly.	609	78%	3.13	0.63	***
JS4. I feel like I am part of ECC.	613	85%	3.29	0.79	***
JS5. I feel valued as an individual at ECC.	609	78%	3.12	0.62	***
JS6. I feel close to people at ECC.	604	85%	3.21	0.71	***
JS7. I believe that employees at ECC respect one another.	614	83%	3.12	0.62	***
JS8. I am happy to be an employee at ECC.	614	94%	3.56	1.06	***
JS9. I believe my current position meets my professional goals and aspirations.	611	81%	3.20	0.70	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

In addition to their satisfaction with their profession, items examine employees' sense of morale that includes their sense of connectedness to the ECC community. Eighty-five percent of employees believe they are a part of ECC (JS4;  $M = 3.29$ ) and feel close to people on campus (JS6;  $M = 3.21$ ).

Although the lowest levels of agreement pertain to their beliefs that ECC ensures all employees are treated fairly (JS3;  $M = 3.13$ ), respect one another (JS7,  $M = 3.12$ ) and value one another (JS5;  $M = 2.50$ ), these means are significantly higher than the neutral mean of 2.50.

They are also satisfied with their experience regarding diversity at the College (JS2:  $M = 3.40$ ). Table 6 indicates that this belief is stronger than it was in 2013 (see Figure 6).

Table 6. Overall Job Satisfaction, 2013 vs. 2018

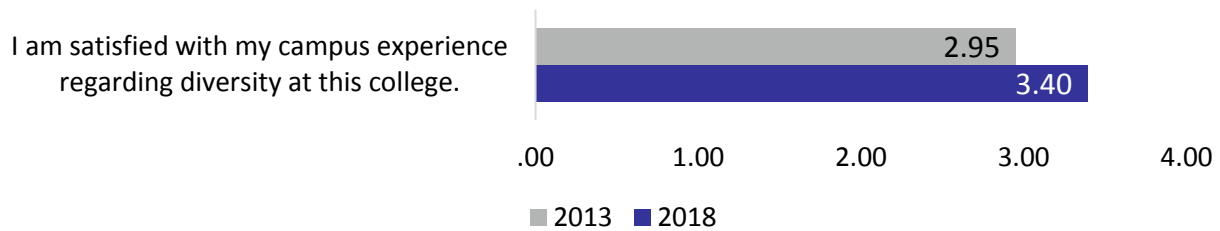
Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
I am satisfied with my campus experience regarding diversity at this college.	406	2.95	0.45	609	3.40	0.90	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Figure 6. Overall Job Satisfaction: 2013 vs. 2018



## Professional Development

Professional Development subscale consists of four items ( $\alpha = 0.73$ ) regarding their knowledge of resources available to students and opportunities for their own professional development.

Table 7. Professional Development

Item	n	Agreement		Mean-Neutral	Sig
		% Agree	Mean		
PD1. Employees at ECC are given meaningful feedback concerning their performance.	590	74%	2.96	0.46	***
PD2. I have access to training or professional development activities that can help me improve job skills.	601	83%	3.29	0.79	***
PD3. I am familiar with College's programs and services used to support student achievement and student learning.	605	92%	3.35	0.85	***
PD4. I know where to direct students to get their questions answered.	609	93%	3.39	0.89	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Employees show high level of agreement in the belief that they have the knowledge and ability to address students' needs with respect to where to direct students to answer questions they have (PD4;  $M = 3.39$ ) and programs and services used to support student achievement and learning (PD3;  $M = 3.35$ ).

On the other hand, they show lower levels of agreement in statements pertaining to access to training or professional development activities that can help improve their job skills (PD2;  $M = 3.29$ ) and particularly opportunities to receive meaningful feedback concerning their performance (PD1;  $M = 2.96$ ). The lower levels of agreement, however, are significantly higher than the neutral value, which suggests a positive overall sentiment. Furthermore, as shown in Table 8 (Figure 7), the ratings for the two statements in 2018 are higher than ratings from 2013.

Table 8. Professional Development, 2013 vs. 2018

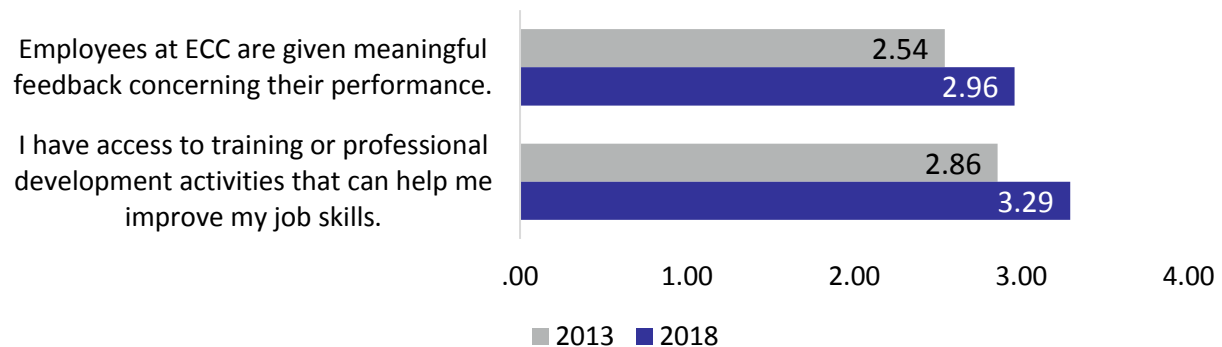
Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
Employees at ECC are given meaningful feedback concerning their performance.	407	2.54	0.04	590	2.96	0.46	***
I have access to the training or professional development that can help me improve my job skills.	406	2.86	0.36	601	3.29	0.79	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Figure 7. Professional Development, 2013 vs. 2018



## Sense of Belonging

Sense of Belonging subscale consists of four items ( $\alpha = 0.83$ ) and examines employees' beliefs about their opportunities to participate and contribute to the College. The highest agreement highlights employees' overall pride in working for ECC (SB4;  $M = 3.64$ ).

Table 9. Sense of Belonging

Item	n	Agreement		Mean-Neutral	Sig
		% Agree	Mean		
SB1. Teamwork is part of the ECC climate.	602	77%	3.06	0.56	***
SB2. I have opportunities to participate in department planning and evaluation of programs and services.	572	76%	3.13	0.63	***
SB3. My input has translated into meaningful changes in policy, practices or other administrative changes.	525	63%	2.79	0.29	***
SB4. I take pride in working for ECC.	603	96%	3.64	1.14	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

More than 75% of the employees agree that they have opportunities to participate in department planning and evaluation of programs and services (SB2;  $M = 3.13$ ) and that teamwork is part of the ECC climate (SB1;  $M = 3.06$ ). Although the lowest level of agreement relates to their beliefs that their input has translated into meaningful changes in policy, practices or other administrative changes (SB3;  $M = 2.79$ ), this rating is more positive than in 2013, wherein the rating was less than a neutral response ( $M = 2.34$ ; see Table 10, Figure 8).

Table 10. Sense of Belonging, 2013 vs. 2018

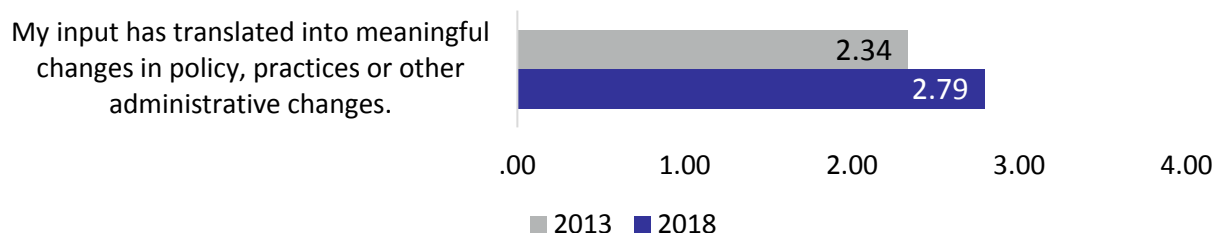
Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
My input has translated into meaningful changes in policy, practices, or other administrative changes.	363	2.34	-0.16	525	2.79	0.29	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Figure 8. Sense of Belonging, 2013 vs. 2018



## Communication and Vision/Future of the College

Communication and Vision/Future of the College subscale consists of eight items ( $\alpha = 0.91$ ), with an overall average rating of 3.08. The subscale examines employees' beliefs about ECC's ability to communicate effectively with the College community as well as their perceptions of the College's direction for the future. Statements with the highest level of agreement indicate that employees have a positive outlook for the college, with 89% indicating positive belief that change and innovation are occurring on campus (CV5;  $M = 3.34$ ) and 85% agreeing that ECC is effectively planning for the future (CV4;  $M = 3.22$ ).

Although 73% of employees feel that they can talk to management about their concerns (CV3;  $M = 3.00$ ), lower levels agreement in the following statements indicate that ECC can improve ways in which they effectively communicate with its employees: ECC disseminates relevant information in a timely manner (CV7;  $M = 2.99$ ), senior management effectively addresses the challenges facing ECC (CV2;  $M = 2.94$ ), and ECC communicates openly with employees at all levels (CV1;  $M = 2.81$ ). However, Table 12 (Figure 9) shows an improvement in these rankings with respect to the College's vision and transparency with their employees, which is encouraging.

Table 11. Communication and Vision/Future of the College

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
CV1. ECC communicates openly with employees at all levels.	570	67%	2.81	0.31	***
CV2. Senior management effectively addresses the challenges facing ECC.	545	73%	2.94	0.44	***
CV3. I feel that I can talk to management about my concerns.	575	73%	3.00	0.50	***
CV4. El Camino College is effectively planning for the future.	543	85%	3.22	0.72	***
CV5. I believe change and innovation are occurring on campus.	570	89%	3.34	0.84	***
CV6. I am aware of specific improvements made to particular programs or services following an evaluation process.	536	77%	3.11	0.61	***
CV7. ECC disseminates information relevant to me in a timely manner.	563	76%	2.99	0.49	***
CV8. I read College publications and webpages to help me understand the campus and its concerns.	563	89%	3.30	0.80	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Table 12. Communication and Vision/Future of the College: 2013 vs. 2018

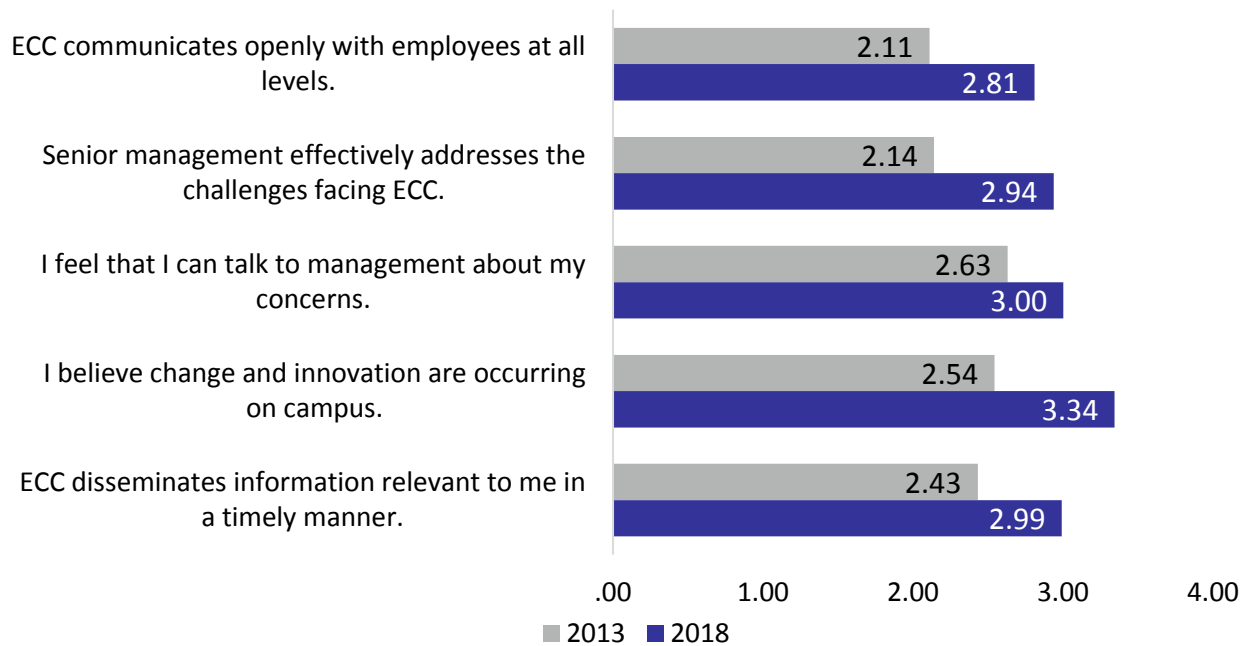
Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
CV1. ECC communicates openly with employees at all levels.	410	2.11	-1.39	570	2.81	0.31	***
CV2. Senior management effectively addresses the challenges facing ECC.	404	2.14	-0.36	545	2.94	0.44	***
CV3. I feel that I can talk to management about my concerns.	409	2.63	0.13	575	3.00	0.50	***
CV5. I believe change and innovation are occurring on campus.	413	2.54	0.04	570	3.34	0.84	***
CV7. ECC disseminates information relevant to me in a timely manner.	410	2.43	-0.07	563	2.99	0.49	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Figure 9. Communication and Vision/Future of the College: 2013 vs. 2018



Eighty nine percent of the employees indicate that they read College publications and webpages to help understand the campus and its concerns (CV8), with a mean of 3.30. As shown in the table below, the most common source employees turn to for information about ECC is the President’s Newsletter (66%), followed by ECC Matters (52%) and The Union (48%). Other webpages or publications employees read include general ECC webpage, departmental or program webpages, committee minutes (e.g., College Senate meeting minutes and notes), Board agenda, and Daily Breeze.

Table 13. Publications/Webpages Employees Read

Publications/Webpages	Percentage
President’s Newsletter	66%
ECC Matters	52%
ECC in the News	41%
Other news items, press releases or media coverage emailed to employees	27%
ECC Community Newsletter	24%
The Union	48%
ECC’s Facebook page	12%
Other Webpages	2%
Other social media platforms (e.g., Instagram, Twitter)	9%

Note: Percentage sums up to more than 100% because participants were able to select more than one.

## Service to Students

Service to Students subscale consists of two items ( $\alpha = 0.70$ ). More than 90% of employees agree that ECC is a welcoming environment for students (SS1,  $M = 3.36$ ) and that it is improving processes for students (SS2,  $M = 3.46$ ). This is an increase from 2013 (see Table 15, Figure 10);

employees in particular indicated a significant increase in their positive beliefs about the College's effort to improve processes for students.

Table 14. Service to Students

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
SS1. ECC is a welcoming environment for students.	598	92%	3.36	0.86	***
SS2. The College is improving processes for students.	586	93%	3.46	0.96	***

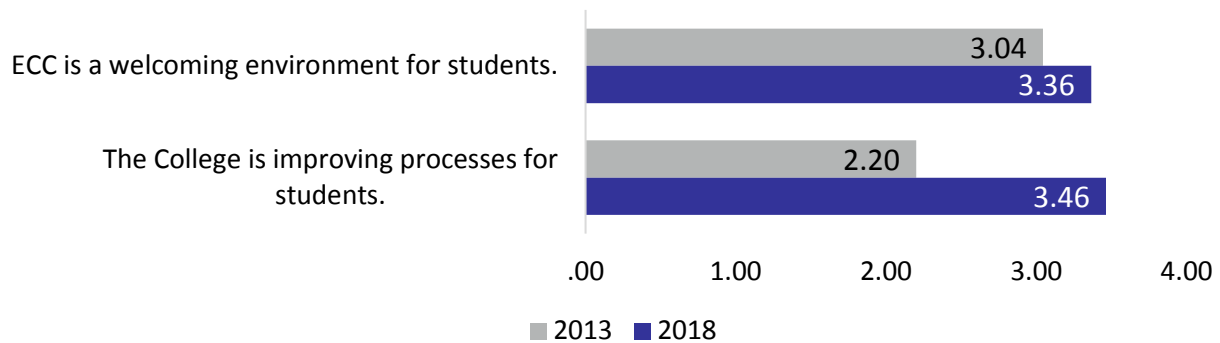
\* Difference is statistically significant at the .05 level ( $p < .05$ ).  
 \*\* Difference is statistically significant at the .01 level ( $p < .01$ ).  
 \*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Table 15. Service to Students: 2013 vs. 2018

Item	2013			2018			Sig
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral	
SS1. ECC is a welcoming environment for students.	403	3.04	0.54	598	3.36	0.86	***
SS2. The College is improving processes for students.	386	2.20	-0.30	586	3.46	0.96	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).  
 \*\* Difference is statistically significant at the .01 level ( $p < .01$ ).  
 \*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Figure 10. Service to Students: 2013 vs. 2018



The survey also asked participants to evaluate the degree to which they believe they personally have sufficient resources to address the needs of diverse students based on various demographic factors (labeled as Self). Table 16 displays participants' level of agreement pertaining to the availability of sufficient resources that enable them to personally address diverse students' needs.



Table 16. "I Have Sufficient Resources to Address the Needs of Diverse Students, Including:"

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
SS_S1. Students of different race/ethnicities.	542	90%	3.38	0.88	***
SS_S2. Students of different genders and gender identities.	536	83%	3.22	0.72	***
SS_S3. Students with disabilities.	551	87%	3.37	0.87	***
SS_S4. Students from different economic backgrounds.	542	90%	3.38	0.88	***
SS_S5. Students with different religious affiliations.	526	83%	3.22	0.72	***
SS_S6. Students with different political affiliations.	518	82%	3.20	0.70	***
SS_S7. Students with different sexual orientations.	523	85%	3.24	0.74	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).

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

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

Overall, employees believe they have the resources necessary to address the different needs of a diverse group of students at ECC ( $M = 3.28$ ). In particular, 90% of employees believe that they have sufficient resources to address the needs of students of different race/ethnicities (SS\_S1,  $M = 3.38$ ) and different economic backgrounds (SS\_S4,  $M = 3.38$ ). On the other hand, the lowest percentage of employees, though still high at 82%, agree that they have adequate resources to address the needs of students with different political affiliations (SS\_S6;  $M = 3.20$ ).

Another set of questions asked participants to determine the degree to which they believe that the College can address the needs of diverse students (labeled as College). As shown in Table 17, employees show a slightly higher overall agreement in their belief that the College can address the diverse needs of its students ( $M = 3.32$ ). More than 90% of the participants believe College employees can address students of different disabilities (SS\_C3;  $M = 3.43$ ), economic backgrounds (SS\_C4;  $M = 3.41$ ) and different race/ethnicities (SS\_C1;  $M = 3.38$ ). Statements with the lowest mean relate to college employees' ability to address the needs of students of different genders and gender identities (SS\_C2;  $M = 3.26$ ) and students with different political affiliations (SS\_C6;  $M = 3.26$ ).

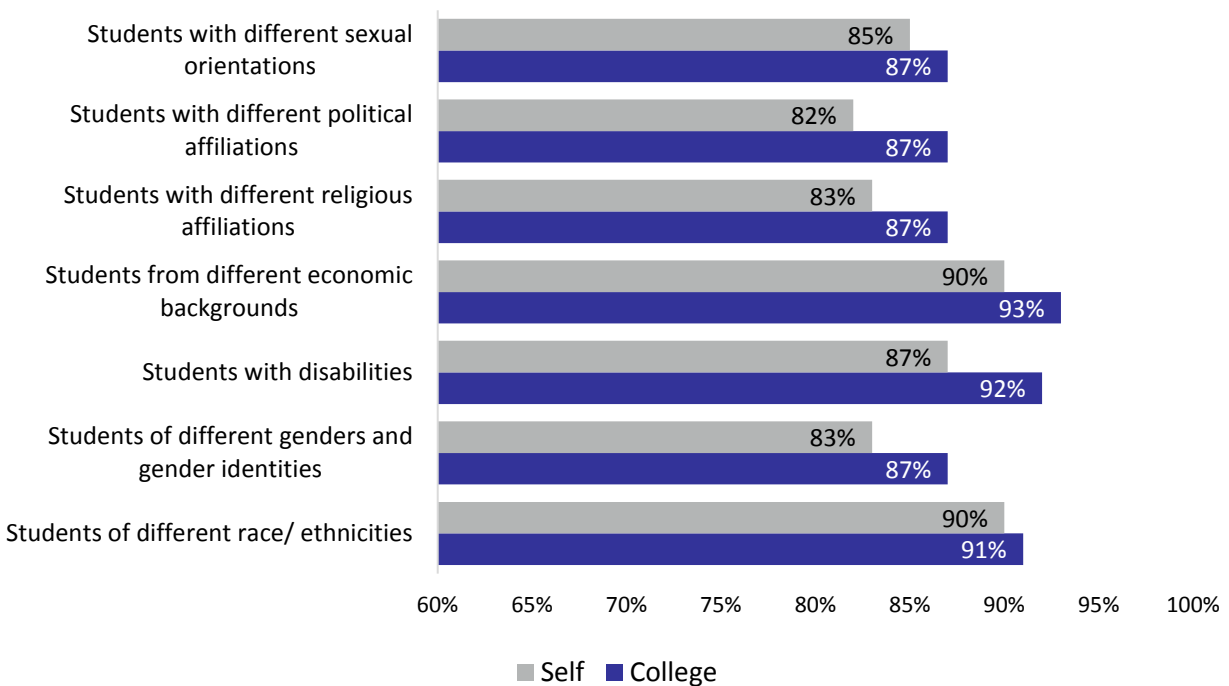
Figure 11 compares the results of Table 9 to Table 10 and shows that across the different student groups, a greater percentage of employees believe that the College can address the needs of diverse students compared to the availability of resources that would support their own ability to address the students' diverse needs.

Table 17. "The Needs of Diverse Students are Addressed by College Employees, Including:"

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
SS_C1. Students of different race/ethnicities.	544	91%	3.38	0.88	***
SS_C2. Students of different genders and gender identities.	529	87%	3.26	0.76	***
SS_C3. Students with disabilities.	557	92%	3.43	0.93	***
SS_C4. Students from different economic backgrounds.	546	93%	3.41	0.91	***
SS_C5. Students with different religious affiliations.	522	87%	3.27	0.77	***
SS_C6. Students with different political affiliations.	513	87%	3.26	0.76	***
SS_C7. Students with different sexual orientations.	524	87%	3.27	0.77	***

\* Difference is statistically significant at the .05 level ( $p < .05$ ).  
 \*\* Difference is statistically significant at the .01 level ( $p < .01$ ).  
 \*\*\* Difference is statistically significant at the .001 level ( $p < .001$ ).

Figure 11. Self vs. College



## Conclusion

The 2018 Employee Campus Climate Survey brings to light important perceptions and experiences of employees working at El Camino College. The various categories addressed in

the survey provides a better understanding of the ways in which employees think about different aspects of their work on campus. Exploring responses to individual questions allows for specific insights from employees. A comparison of results from the campus climate survey to results from the 2013's campus climate survey also provides some insights into shifts in employees' beliefs about the College.

The most positive rankings indicate strong agreements in employees' beliefs that ECC is achieving its mission of making a positive difference in people's lives. Furthermore, they report not only understanding their roles in contributing to the achievement of ECC's mission, but also taking pride and satisfaction in doing so. Employees generally feel valued and close to people at El Camino College and believe that the College leadership (e.g., President, Vice Presidents, Deans) treat employees fairly. The lowest rankings suggest the following as areas for improvement: communicating with employees at all levels in a timely manner, addressing the needs of employees, and making the campus a more environmentally sustainable and safe place, particularly in the evening and with respect to preparing for a large-scale emergency. A supplemental report will be published to share any differences in opinions between different demographic and employee groups.

In addition to selecting levels of agreement on the scalable opinion items of the survey, employees also had opportunities to provide written comments with respect to best aspects of El Camino College and suggested areas for improvement. These comments will be published in a separate report in Spring 2019.

## Appendix A – Survey Instrument

### Question Prompts

Most questions will begin with the following prompts: *“Please indicate how much you agree or disagree with each of the following statements,”* and use the following scale: *Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree, or N/A (if respondent has no opinion or the statement does not apply to respondent).*

### Informed Consent

Thank you for agreeing to take part in this important survey about your experience at El Camino College. In this survey, you will be asked to answer questions about your experience on campus and your feelings about the overall campus climate for employees and for students. Your thoughts and opinions will help make El Camino College a more welcoming and inclusive environment.

This survey should take between 15-20 minutes to complete. Your participation in this survey is voluntary and all responses are anonymous. No personally identifiable information will be associated with your response to any reports of these data. You have the right to stop at any point during the survey, for any reason, and without penalty.

Should you have any comments or questions, please feel free to contact Institutional Research & Planning at [eccresearch@elcamino.edu](mailto:eccresearch@elcamino.edu). Thank you again for your time.

By clicking the button below, you acknowledge that you are over 18 years of age, consent to participating in the survey, and are aware that you may choose to terminate your participation in the study at any time and for any reason.

- I consent, begin the survey.

### College Mission (CM)

- ECC makes a positive difference in people’s lives.
- ECC provides excellent comprehensive educational programs and services.
- I understand my role in helping ECC make a positive difference in people’s lives.

### Work Environment (WE)

- The College is a welcoming environment for faculty and staff.
- ECC’s campus is clean and well maintained.
- I feel safe when I am on campus during the daytime.
- I feel safe when I am on campus after dark.
- I am confident that ECC is prepared for a large-scale emergency (for example, earthquake, armed intruder).
- I believe ECC is working towards an environmentally sustainable campus.
- Overall, the needs of employees are addressed by the College.
- Faculty and staff treat each other with respect when services are requested.
- Supervisors, managers and administrators lead by example.

- J. Overall, the President, Vice Presidents, Deans, and other leadership staff are genuinely concerned about my well-being.
- K. Overall, the President, Vice Presidents, Deans, and other leadership staff treat employees fairly.

### Sense of Belonging and Value to the College (SB)

- A. Teamwork is part of the ECC climate.
- B. I have opportunities to participate in department planning and evaluation of programs and services.
- C. My input has translated into meaningful changes in policy, practices or other administrative changes.
- D. I take pride in working for ECC.

### Professional Development (PD)

- A. Employees at ECC are given meaningful feedback concerning their performance.
- B. I have access to the training that can help me improve my job skills.
- C. I am familiar with College's programs and services used to support student achievement and student learning.
- D. I know where to direct students to get their questions answered.
- E. I feel prepared to address the needs of different students, including:
  - a. Students of different race/ethnicities.
  - b. Students of different genders and gender identities.
  - c. Students with disabilities.
  - d. Students from different economic backgrounds.
  - e. Students with different religious affiliations.
  - f. Students with different political affiliations.
  - g. Students with different sexual orientations.

### Job Satisfaction (JS)

- A. Overall, I am satisfied with my job at ECC.
- B. I am satisfied with my campus experience regarding diversity at this college.
- C. I believe that ECC is trying hard to make sure that all employees are treated fairly.
- D. I feel like I am part of ECC.
- E. I feel valued as an individual at ECC.
- F. I feel close to people at ECC.
- G. I believe that employees at ECC respect one another.
- H. I am happy to be an employee at ECC.
- I. I believe my current position meets my professional goals and aspirations.

### Communication and Vision/Direction of the College (CV)

- A. El Camino College is effectively planning for the future.

- B. I am aware of specific improvements made to particular programs or services following an evaluation process.
- C. I believe change and innovation is occurring on campus.
- D. Senior management effectively addresses the challenges facing ECC.
- E. I feel that I can talk to management about my concerns.
- F. ECC communicates openly with employees at all levels.
- G. ECC disseminates information relevant to me in a timely manner.
- H. I read College publications and webpages to help me understand the campus and its concerns.
- I. If you indicated Agree or Strongly Agree to item X, which publication(s) have you read at least a few times? (check all that apply)
  - a. President's Newsletter
  - b. ECC Matters
  - c. ECC in the News
  - d. Other news items, press releases or media coverage emailed to employees
  - e. ECC Community Newsletter
  - f. Union newspaper (student paper)
  - g. ECC's Facebook page
  - h. Other webpages (please specify)
  - i. Other social media platforms (e.g., Instagram, Twitter, etc)

## Service to Students (SS)

- A. ECC is a welcoming environment for students.
- B. The College is improving processes for students.
- C. The needs of diverse students are addressed by College employees, including:
  - a. Students of different races/ethnicities.
  - b. Students of different genders and gender identities.
  - c. Students with disabilities.
  - d. Students from different economic backgrounds.
  - e. Students with different religious affiliations.
  - f. Students with different political affiliations.
  - g. Students with different sexual orientations.

## Open-Ended

- A. Please list up to 3 things you like best about working at El Camino College.
- B. Please list up to 3 things that would improve your work experience at El Camino College.
- C. Please complete the following section if you have additional comments or suggestions.

## Demographics

A. Employee Group	Faculty Staff Student Employee Manager/Administrator/Supervisor Other
B. Administrative Area	Academic Affairs Administrative Services Student Services Human Resources or President's Office Other
C. Years employed at ECC	Less than 1 year 1 to 5 years More than 5, but less than 16 years 16 years or more
D. Employment Status	Full Time Part Time
E. Please indicate how often you check your ECC email account.	Daily Weekly Monthly or less often Never or don't have one
F. Which term best describes you? (Gender)	Man Woman I prefer another term ( <i>Please feel free to specify:</i> ) Decline to state
G. Do you identify as transgender?	Yes No Decline to State
H. Which term best describes your sexual orientation?	Bisexual Gay Heterosexual or straight Lesbian Questioning I prefer another term ( <i>Please feel free to specify:</i> ) Decline to state
I. Ethnicity (Check all that apply)	African American or Black American Indian or Alaska Native Asian Latino or Hispanic Pacific Islander or Hawaiian Native White Other Decline to state

J. Disability Status	<p>I do not have a disability that affects my learning, working or living conditions.</p> <p>I have a disability that affects my learning, working or living conditions.</p> <p>I have a disability, but it does not affect my learning, working or living conditions.</p> <p>Decline to state</p>
K. Veteran Status	<p>I am a veteran (Not disabled)</p> <p>I am a veteran (Disabled)</p> <p>I am not a veteran</p> <p>Decline to state</p>



## 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 Interval:** Used in conjunction with the margin of error, the confidence interval 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 interval results in a larger margin of error. 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 employee opinions are within  $\pm 2.9\%$  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 within  $\pm 3\%$  or some other percentage. That means that the true mean lies somewhere within 3% above or 3% below the sample mean, at the given *confidence level*. For our study, ECC faculty/staff opinions lay within  $\pm 2.9\%$  of the sample results (with 95% certainty or “confidence”).

**Mean (M):** 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 employee 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 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 employee has the same chance of getting into the sample as any other employee, then we can draw conclusions about the population from the information we gather about the sample.

Although we “polled” rather than sampled the ECC workforce, we did not receive a 100% response rate. Therefore, statistical techniques based on samples are still used. However, this assumes that the respondents are representative of the entire workforce, which may not be the

case. Nonresponse error (or error caused by the non-random nature of those who choose not to respond to the survey) is likely to be present in these survey results. One indication of the possible nonresponse error is the low percentage of faculty responding to the survey relative to other groups such as staff and administrators. Measures will be taken in future surveys to reduce this potential nonresponse error.

**Sample size (n):** 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 large 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.

**Standard Deviation (SD):** 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 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  $p < .05$ ). 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.

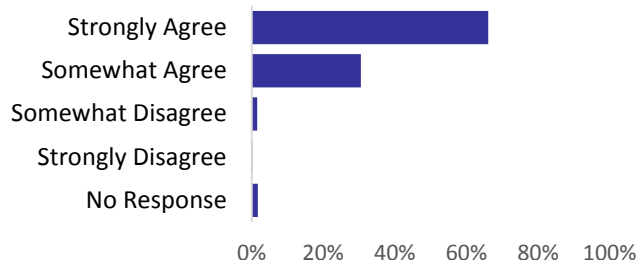
## Appendix C – Opinion Responses

### College Mission (CM)

CM1. ECC make a positive difference in people’s lives.

Scale	n	%	Valid %
<b>Strongly Agree</b>	422	66.0%	67.2%
<b>Somewhat Agree</b>	195	30.5%	31.1%
<b>Somewhat Disagree</b>	*	*	*
<b>Strongly Disagree</b>	*	*	*
<b>No Response</b>	*	*	
<b>Total</b>	639		

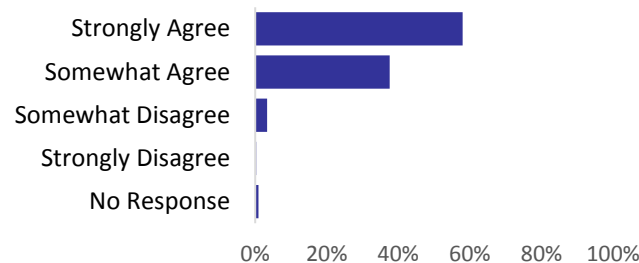
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CM2. ECC provides excellent comprehensive educational programs and services.

Scale	n	%	Valid %
<b>Strongly Agree</b>	370	57.9%	58.5%
<b>Somewhat Agree</b>	240	37.6%	37.9%
<b>Somewhat Disagree</b>	*	*	*
<b>Strongly Disagree</b>	*	*	*
<b>No Response</b>	*	*	
<b>Total</b>	639		

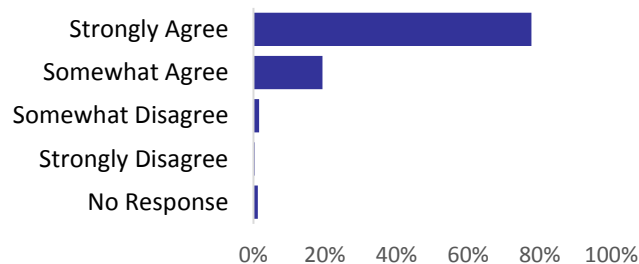
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CM3. I understand my role in helping ECC make a positive difference in people’s lives.

Scale	n	%	Valid %
<b>Strongly Agree</b>	496	77.6%	78.6%
<b>Somewhat Agree</b>	123	19.3%	19.5%
<b>Somewhat Disagree</b>	*	*	*
<b>Strongly Disagree</b>	*	*	*
<b>No Response</b>	*	*	
<b>Total</b>	639		

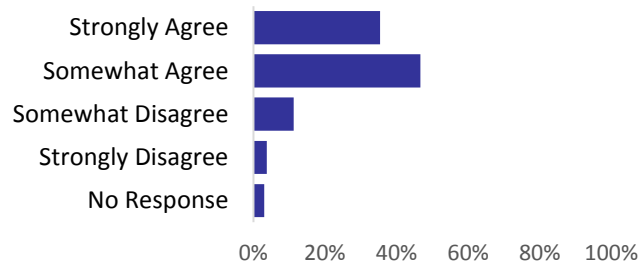
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### Working Environment (WE)

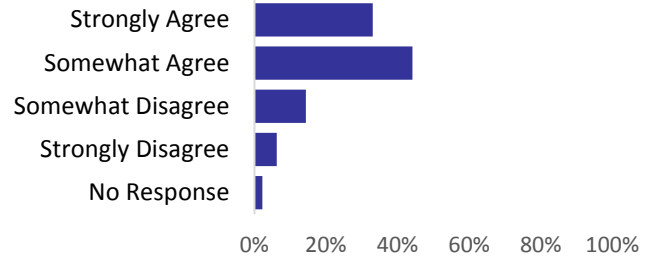
WE1. The College is a welcoming environment for faculty and staff.

Scale	n	%	Valid %
<b>Strongly Agree</b>	226	35.4%	36.5%
<b>Somewhat Agree</b>	298	46.6%	48.1%
<b>Somewhat Disagree</b>	72	11.3%	11.6%
<b>Strongly Disagree</b>	24	3.8%	3.9%
<b>No Response</b>	19	3.0%	
<b>Total</b>	639		



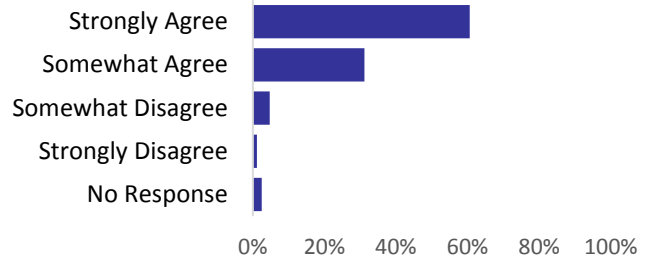
WE2. ECC's campus is clean and well maintained.

Scale	n	%	Valid %
Strongly Agree	211	33.0%	33.8%
Somewhat Agree	282	44.1%	45.1%
Somewhat Disagree	92	14.4%	14.7%
Strongly Disagree	40	6.3%	6.4%
No Response	14	2.2%	
<b>Total</b>	<b>639</b>		



WE3. I feel safe when I am on campus during the daytime.

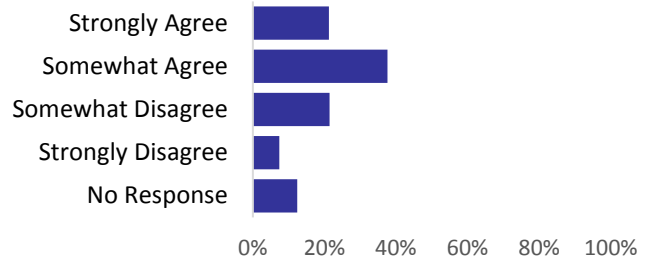
Scale	n	%	Valid %
Strongly Agree	387	60.6%	62.1%
Somewhat Agree	199	31.1%	31.9%
Somewhat Disagree	30	4.7%	4.8%
Strongly Disagree	*	*	*
No Response	*	*	
<b>Total</b>	<b>639</b>		



\*Suppressed to protect employee privacy

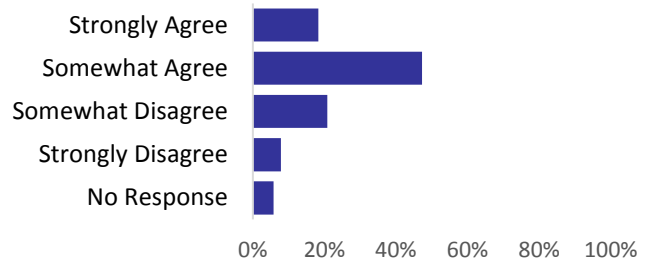
WE4. I feel safe when I am on campus after dark.

Scale	n	%	Valid %
Strongly Agree	136	21.3%	24.3%
Somewhat Agree	240	37.6%	42.9%
Somewhat Disagree	137	21.4%	24.5%
Strongly Disagree	47	7.4%	8.4%
No Response	79	12.4%	
<b>Total</b>	<b>639</b>		



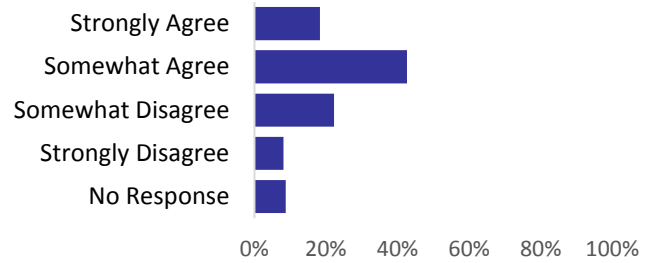
WE5. I am confident that ECC is prepared for a large-scale emergency (for example, an earthquake or armed intruder).

Scale	n	%	Valid %
Strongly Agree	117	18.3%	19.4%
Somewhat Agree	302	47.3%	50.2%
Somewhat Disagree	133	20.8%	22.1%
Strongly Disagree	50	7.8%	8.3%
No Response	37	5.8%	
<b>Total</b>	<b>639</b>		



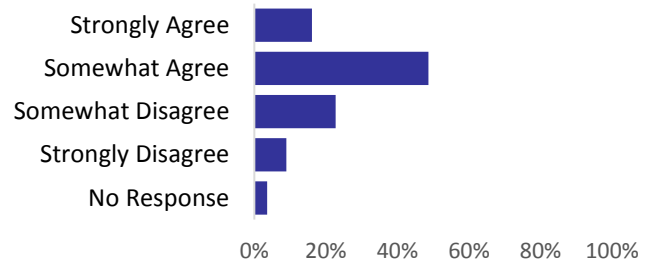
WE6. I believe ECC is working towards an environmentally sustainable campus.

Scale	n	%	Valid %
<b>Strongly Agree</b>	117	18.3%	20.1%
<b>Somewhat Agree</b>	272	42.6%	46.7%
<b>Somewhat Disagree</b>	142	22.2%	24.4%
<b>Strongly Disagree</b>	52	8.1%	8.9%
<b>No Response</b>	56	8.8%	
<b>Total</b>	639		



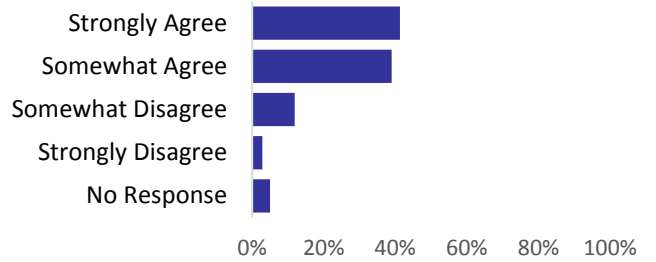
WE7. Overall, the needs of employees are addressed by the College.

Scale	n	%	Valid %
<b>Strongly Agree</b>	103	16.1%	16.7%
<b>Somewhat Agree</b>	311	48.7%	50.5%
<b>Somewhat Disagree</b>	145	22.7%	23.5%
<b>Strongly Disagree</b>	57	8.9%	9.3%
<b>No Response</b>	23	3.6%	
<b>Total</b>	639		



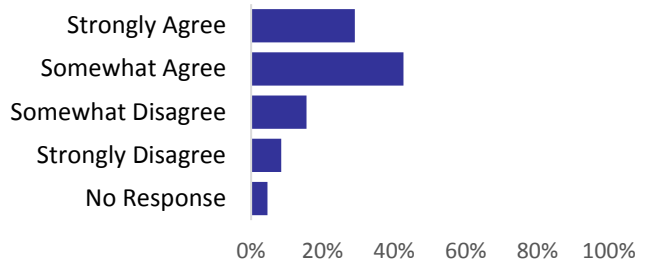
WE8. Faculty and staff usually treat each other with respect when services are requested (for example, facilities or media services request).

Scale	n	%	Valid %
<b>Strongly Agree</b>	264	41.3%	43.5%
<b>Somewhat Agree</b>	249	39.0%	41.0%
<b>Somewhat Disagree</b>	76	11.9%	12.5%
<b>Strongly Disagree</b>	18	2.8%	3.0%
<b>No Response</b>	32	5.0%	
<b>Total</b>	639		



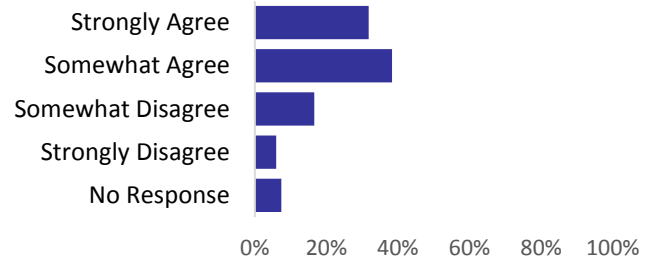
WE9. Supervisors, managers and administrators lead by example.

Scale	n	%	Valid %
<b>Strongly Agree</b>	185	29.0%	30.3%
<b>Somewhat Agree</b>	272	42.6%	44.6%
<b>Somewhat Disagree</b>	99	15.5%	16.2%
<b>Strongly Disagree</b>	54	8.5%	8.9%
<b>No Response</b>	29	4.5%	
<b>Total</b>	639		



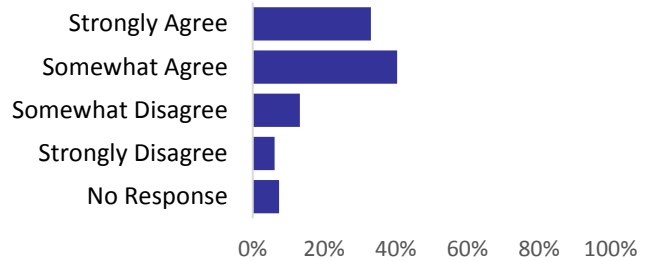
WE10. Overall, the President, Vice Presidents, Deans, and other leadership staff are genuinely concerned about my well-being.

Scale	n	%	Valid %
<b>Strongly Agree</b>	203	31.8%	34.3%
<b>Somewhat Agree</b>	245	38.3%	41.4%
<b>Somewhat Disagree</b>	106	16.6%	17.9%
<b>Strongly Disagree</b>	38	6.0%	6.4%
<b>No Response</b>	47	7.4%	
<b>Total</b>	639		



WE11. Overall, the President, Vice Presidents, Deans, and other leadership staff treat employees fairly.

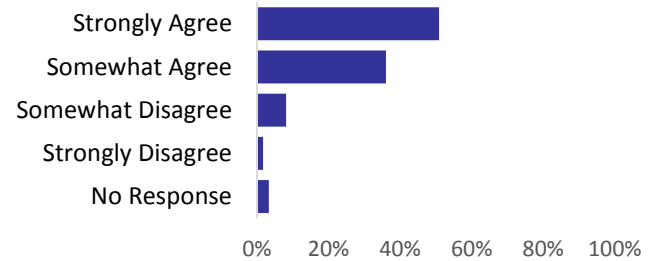
Scale	n	%	Valid %
<b>Strongly Agree</b>	211	33.0%	35.6%
<b>Somewhat Agree</b>	258	40.4%	43.6%
<b>Somewhat Disagree</b>	84	13.2%	14.2%
<b>Strongly Disagree</b>	39	6.1%	6.6%
<b>No Response</b>	47	7.4%	
<b>Total</b>	639		



### Overall Job Satisfaction (JS)

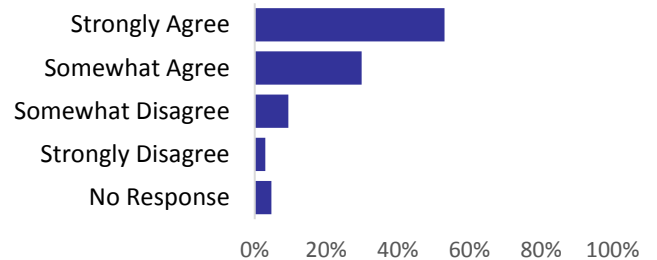
JS1. Overall, I am satisfied with my job at ECC.

Scale	n	%	Valid %
<b>Strongly Agree</b>	325	50.9%	52.6%
<b>Somewhat Agree</b>	230	36.0%	37.2%
<b>Somewhat Disagree</b>	52	8.1%	8.4%
<b>Strongly Disagree</b>	11	1.7%	1.8%
<b>No Response</b>	21	3.3%	
<b>Total</b>	639		



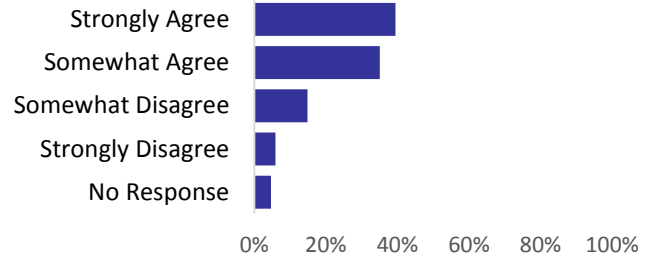
JS2. I am satisfied with my campus experience regarding diversity at this college.

Scale	n	%	Valid %
<b>Strongly Agree</b>	339	53.1%	55.7%
<b>Somewhat Agree</b>	191	29.9%	31.4%
<b>Somewhat Disagree</b>	60	9.4%	9.9%
<b>Strongly Disagree</b>	19	3.0%	3.1%
<b>No Response</b>	30	4.7%	
<b>Total</b>	639		



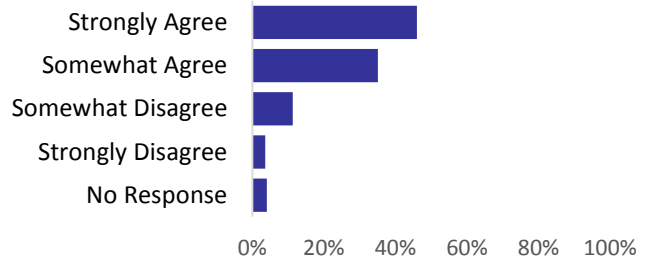
JS3. I believe ECC is trying hard to make sure that all employees are treated fairly.

Scale	n	%	Valid %
Strongly Agree	252	39.4%	41.4%
Somewhat Agree	224	35.1%	36.8%
Somewhat Disagree	95	14.9%	15.6%
Strongly Disagree	38	6.0%	6.2%
No Response	30	4.7%	
<b>Total</b>	<b>639</b>		



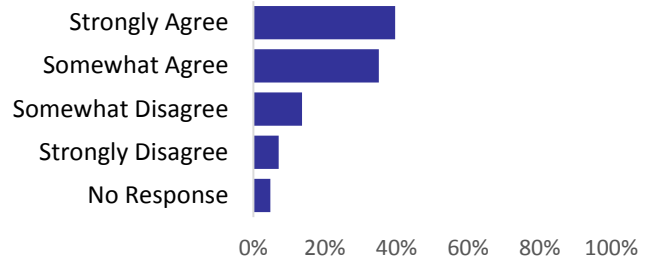
JS4. I feel like I am part of ECC.

Scale	n	%	Valid %
Strongly Agree	294	46.0%	48.0%
Somewhat Agree	224	35.1%	36.5%
Somewhat Disagree	72	11.3%	11.8%
Strongly Disagree	23	3.6%	3.8%
No Response	26	4.1%	
<b>Total</b>	<b>639</b>		



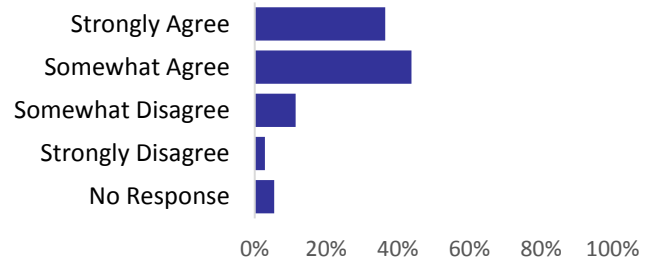
JS5. I feel valued as an individual at ECC.

Scale	n	%	Valid %
Strongly Agree	253	39.6%	41.5%
Somewhat Agree	224	35.1%	36.8%
Somewhat Disagree	87	13.6%	14.3%
Strongly Disagree	45	7.0%	7.4%
No Response	30	4.7%	
<b>Total</b>	<b>639</b>		



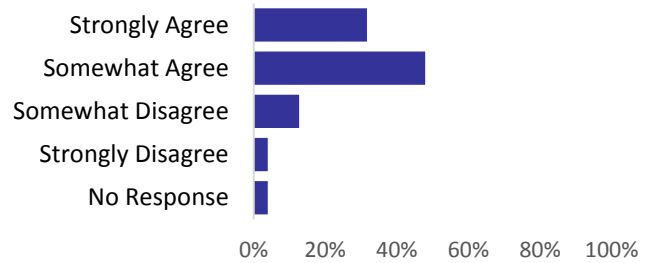
JS6. I feel close to people at ECC.

Scale	n	%	Valid %
Strongly Agree	233	36.5%	38.6%
Somewhat Agree	280	43.8%	46.4%
Somewhat Disagree	73	11.4%	12.1%
Strongly Disagree	18	2.8%	3.0%
No Response	35	5.5%	
<b>Total</b>	<b>639</b>		



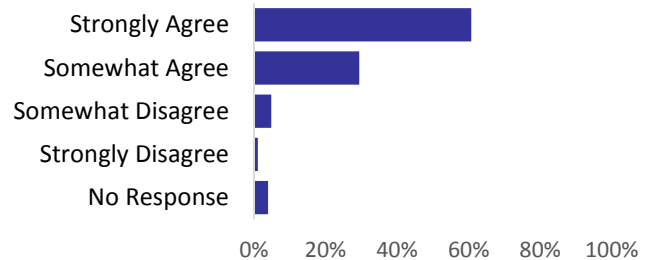
JS7. I believe that employees at ECC respect one another.

Scale	n	%	Valid %
Strongly Agree	202	31.6%	32.9%
Somewhat Agree	306	47.9%	49.8%
Somewhat Disagree	81	12.7%	13.2%
Strongly Disagree	25	3.9%	4.1%
No Response	25	3.9%	
<b>Total</b>	<b>639</b>		



JS8. I am happy to be an employee at ECC.

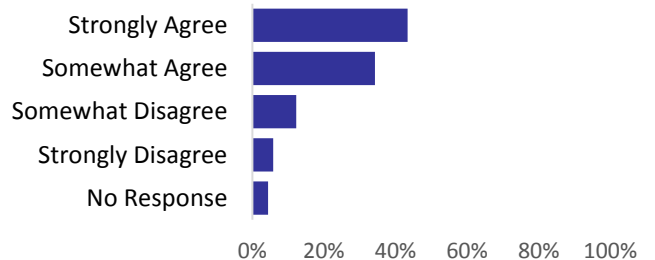
Scale	n	%	Valid %
Strongly Agree	388	60.7%	63.2%
Somewhat Agree	188	29.4%	30.6%
Somewhat Disagree	31	4.9%	5.1%
Strongly Disagree	*	*	*
No Response	*	*	
<b>Total</b>	<b>639</b>		



\*Suppressed to protect employee privacy

JS9. I believe my current position meets my professional goals and aspirations.

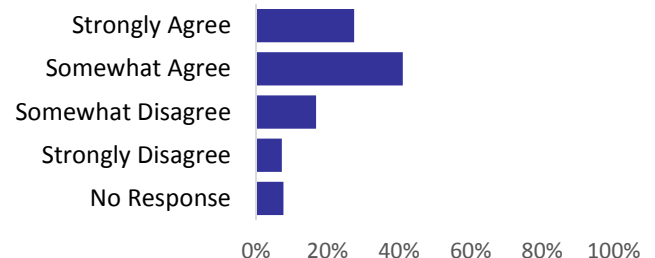
Scale	N	%	Valid %
Strongly Agree	277	43.4%	45.3%
Somewhat Agree	219	34.3%	35.8%
Somewhat Disagree	78	12.2%	12.8%
Strongly Disagree	37	5.8%	6.1%
No Response	28	4.4%	
<b>Total</b>	<b>639</b>		



## Professional Development (PD)

PD1. Employees at ECC are given meaningful feedback concerning their performance.

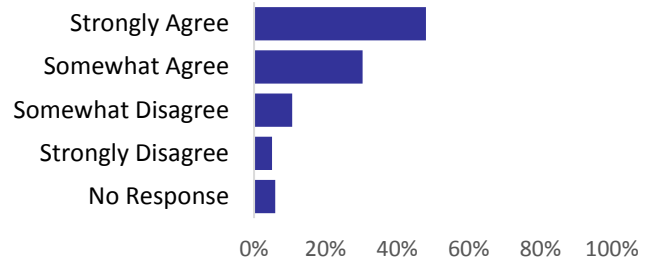
Scale	n	%	Valid %
Strongly Agree	175	27.4%	29.7%
Somewhat Agree	262	41.0%	44.4%
Somewhat Disagree	107	16.7%	18.1%
Strongly Disagree	46	7.2%	7.8%
No Response	49	7.7%	
<b>Total</b>	<b>639</b>		





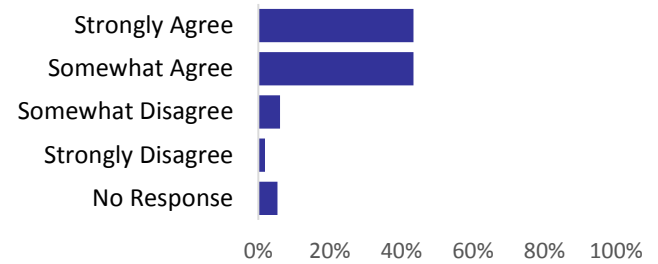
PD2. I have access to training or professional development activities that can help me improve my job skills.

Scale	n	%	Valid %
<b>Strongly Agree</b>	307	48.0%	51.1%
<b>Somewhat Agree</b>	194	30.4%	32.3%
<b>Somewhat Disagree</b>	68	10.6%	11.3%
<b>Strongly Disagree</b>	32	5.0%	5.3%
<b>No Response</b>	38	6.0%	
<b>Total</b>	639		



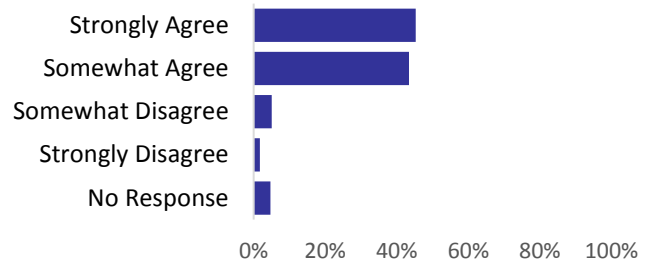
PD3. I am familiar with College's programs and services used to support student achievement and student learning.

Scale	n	%	Valid %
<b>Strongly Agree</b>	277	43.4%	45.8%
<b>Somewhat Agree</b>	277	43.4%	45.8%
<b>Somewhat Disagree</b>	39	6.1%	6.5%
<b>Strongly Disagree</b>	12	1.9%	2.0%
<b>No Response</b>	34	5.3%	
<b>Total</b>	639		



PD4. I know where to direct students to get their questions answered.

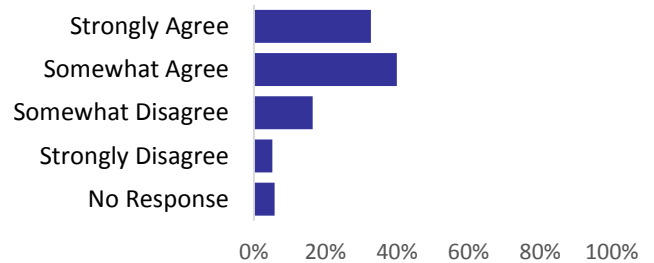
Scale	n	%	Valid %
<b>Strongly Agree</b>	289	45.2%	47.5%
<b>Somewhat Agree</b>	277	43.4%	45.5%
<b>Somewhat Disagree</b>	32	5.0%	5.3%
<b>Strongly Disagree</b>	11	1.7%	1.8%
<b>No Response</b>	30	4.7%	
<b>Total</b>	639		



## Sense of Belonging (SB)

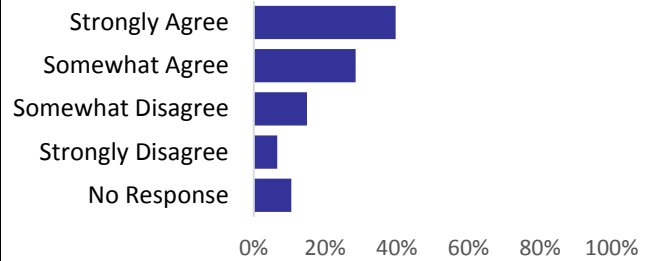
SB1. Teamwork is part of the ECC climate.

Scale	n	%	Valid %
<b>Strongly Agree</b>	209	32.7%	34.7%
<b>Somewhat Agree</b>	255	39.9%	42.4%
<b>Somewhat Disagree</b>	105	16.4%	17.4%
<b>Strongly Disagree</b>	33	5.2%	5.5%
<b>No Response</b>	37	5.8%	
<b>Total</b>	639		



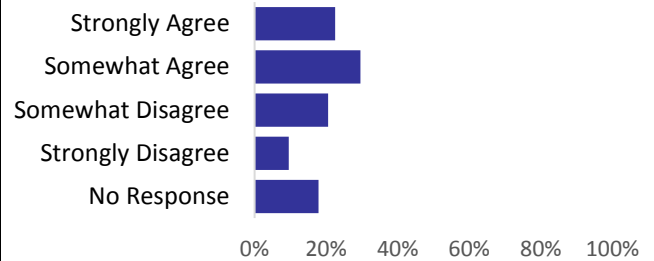
SB2. I have opportunities to participate in department planning and evaluation of programs and services.

Scale	n	%	Valid %
<b>Strongly Agree</b>	253	39.6%	44.2%
<b>Somewhat Agree</b>	182	28.5%	31.8%
<b>Somewhat Disagree</b>	95	14.9%	16.6%
<b>Strongly Disagree</b>	42	6.6%	7.3%
<b>No Response</b>	67	10.5%	
<b>Total</b>	639		



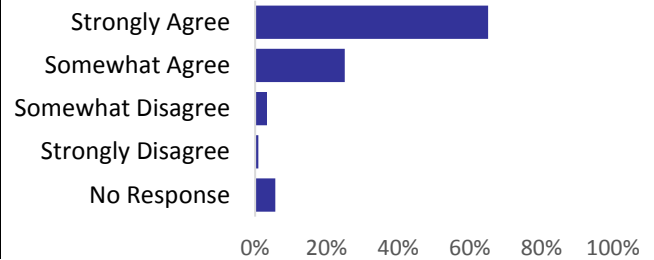
SB3. My input has translated into meaningful changes in policy, practices or other administrative changes.

Scale	n	%	Valid %
<b>Strongly Agree</b>	144	22.5%	27.4%
<b>Somewhat Agree</b>	189	29.6%	36.0%
<b>Somewhat Disagree</b>	131	20.5%	25.0%
<b>Strongly Disagree</b>	61	9.6%	11.6%
<b>No Response</b>	114	17.8%	
<b>Total</b>	639		



SB4. I take pride in working for ECC.

Scale	N	%	Valid %
<b>Strongly Agree</b>	416	65.1%	69.0%
<b>Somewhat Agree</b>	160	25.0%	26.5%
<b>Somewhat Disagree</b>	*	*	*
<b>Strongly Disagree</b>	*	*	*
<b>No Response</b>	36	5.6%	
<b>Total</b>	639		

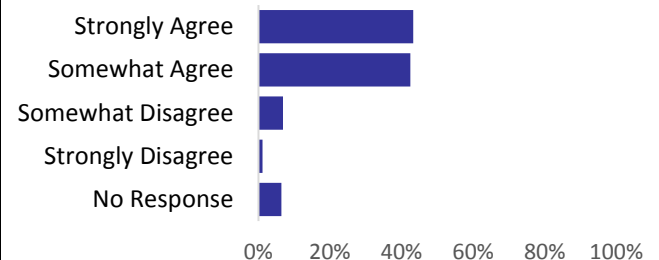


\*Suppressed to protect employee privacy

### Service to Students (SS)

SS1. ECC is a welcoming environment for students.

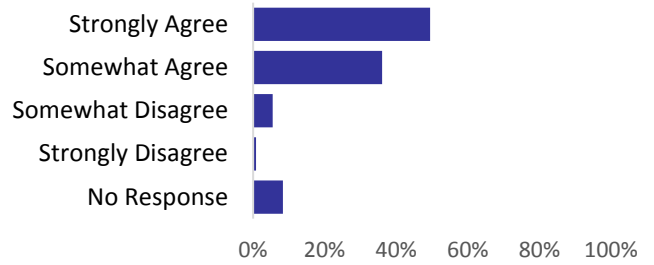
Scale	n	%	Valid %
<b>Strongly Agree</b>	276	43.2%	46.2%
<b>Somewhat Agree</b>	271	42.4%	45.3%
<b>Somewhat Disagree</b>	44	6.9%	7.4%
<b>Strongly Disagree</b>	*	*	*
<b>No Response</b>	*	*	
<b>Total</b>	639		



\*Suppressed to protect employee privacy

SS2. The College is improving processes for students.

Scale	n	%	Valid %
Strongly Agree	316	49.5%	53.9%
Somewhat Agree	230	36.0%	39.3%
Somewhat Disagree	*	*	*
Strongly Disagree	*	*	*
No Response	53	8.3%	
<b>Total</b>	<b>639</b>		

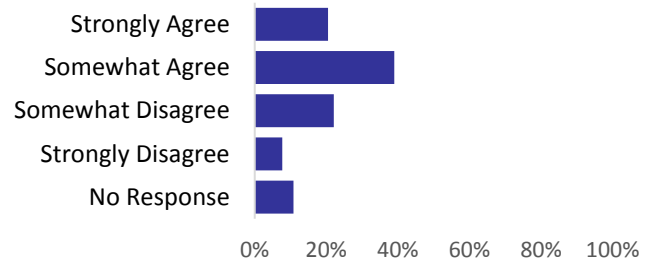


\*Suppressed to protect employee privacy

## Communication and Vision/Future of the College (CV)

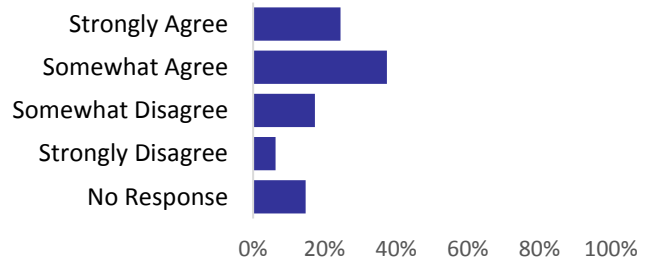
CV1. ECC communicates openly with employees at all levels.

Scale	n	%	Valid %
Strongly Agree	131	20.5%	23.0%
Somewhat Agree	249	39.0%	43.7%
Somewhat Disagree	141	22.1%	24.7%
Strongly Disagree	49	7.7%	8.6%
No Response	69	10.8%	
<b>Total</b>	<b>639</b>		



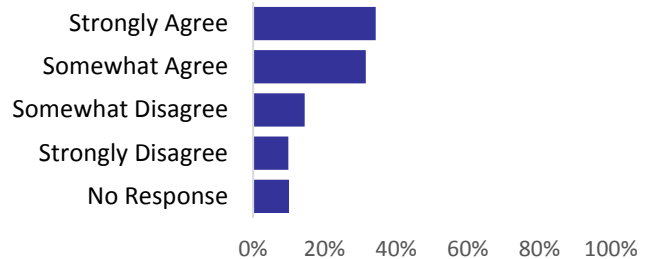
CV2. Senior management effectively addresses the challenges facing ECC.

Scale	n	%	Valid %
Strongly Agree	156	24.4%	28.6%
Somewhat Agree	239	37.4%	43.9%
Somewhat Disagree	110	17.2%	20.2%
Strongly Disagree	40	6.3%	7.3%
No Response	94	14.7%	
<b>Total</b>	<b>639</b>		



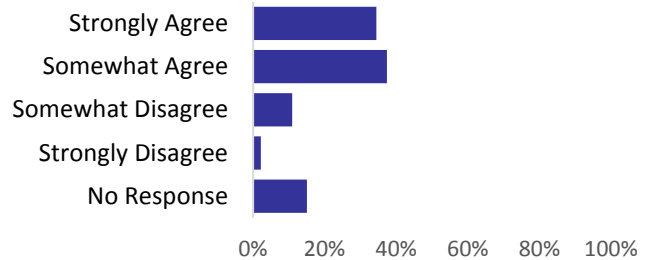
CV3. I feel that I can talk to management about my concerns.

Scale	n	%	Valid %
Strongly Agree	219	34.3%	38.1%
Somewhat Agree	201	31.5%	35.0%
Somewhat Disagree	92	14.4%	16.0%
Strongly Disagree	63	9.9%	11.0%
No Response	64	10.0%	
<b>Total</b>	<b>639</b>		



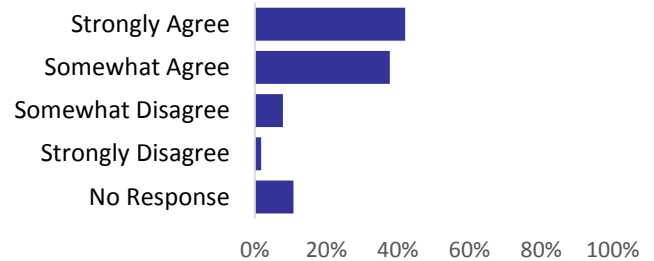
CV4. El Camino College is effectively planning for the future.

Scale	n	%	Valid %
Strongly Agree	220	34.4%	40.5%
Somewhat Agree	239	37.4%	44.0%
Somewhat Disagree	70	11.0%	12.9%
Strongly Disagree	14	2.2%	2.6%
No Response	96	15.0%	
<b>Total</b>	<b>639</b>		



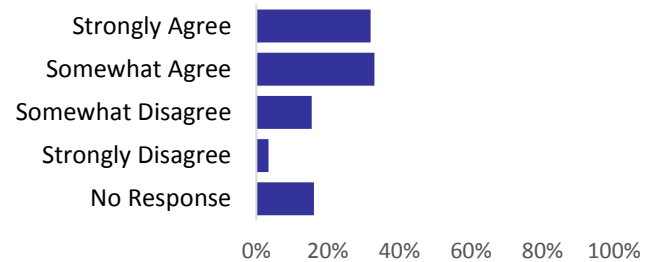
CV5. I believe change and innovation are occurring on campus.

Scale	n	%	Valid %
Strongly Agree	268	41.9%	47.0%
Somewhat Agree	241	37.7%	42.3%
Somewhat Disagree	50	7.8%	8.8%
Strongly Disagree	11	1.7%	1.9%
No Response	69	10.8%	
<b>Total</b>	<b>639</b>		



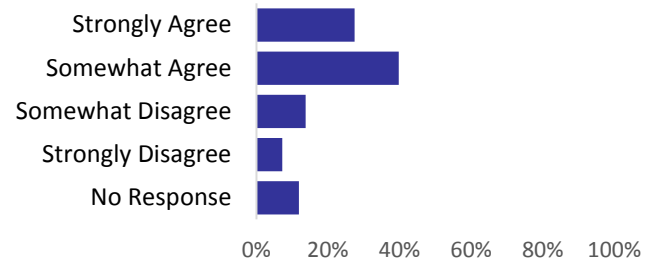
CV6. I am aware of specific improvements made to particular programs or services following an evaluation process.

Scale	n	%	Valid %
Strongly Agree	204	31.9%	38.1%
Somewhat Agree	211	33.0%	39.4%
Somewhat Disagree	99	15.5%	18.5%
Strongly Disagree	22	3.4%	4.1%
No Response	103	16.1%	
<b>Total</b>	<b>639</b>		



CV7. ECC disseminates information relevant to me in a timely manner.

Scale	n	%	Valid %
Strongly Agree	175	27.4%	31.1%
Somewhat Agree	254	39.8%	45.1%
Somewhat Disagree	88	13.8%	15.6%
Strongly Disagree	46	7.2%	8.2%
No Response	76	11.9%	
<b>Total</b>	<b>639</b>		



CV8. I read College publications and webpages to help me understand the campus and its concerns.

Scale	n	%	Valid %
<b>Strongly Agree</b>	244	38.2%	43.3%
<b>Somewhat Agree</b>	256	40.1%	45.5%
<b>Somewhat Disagree</b>	50	7.8%	8.9%
<b>Strongly Disagree</b>	13	2.0%	2.3%
<b>No Response</b>	76	11.9%	
<b>Total</b>	639		

