

El Camino College

2018 Student Campus Climate Survey



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 students in Spring 2018. The survey was designed to explore students' perspectives and experiences related to topics around the college mission, campus safety, diversity issues, sense of belonging, acceptance and tolerance of diverse students, and housing/food security. Out of 2,231 students sampled across 170 course sections, 1,633 participated in the Campus Climate Survey for a response rate of 73%. Key findings include:

- A great majority of student participants believe El Camino College is achieving its mission, with 97% agreeing that ECC makes a positive difference in people's lives and 95% agreeing that the College provides excellent comprehensive educational programs and services. Ninety-five percent of the students also believe that ECC is a welcoming environment for students. Eighty-three percent of students indicate that they would choose ECC again if they were to start their college experience over.
- A considerably greater percentage of students feel safe on campus during the day (94%) than after dark (63%). Although 85% of the students report that they would feel comfortable contacting the El Camino College Police Department, a smaller percentage (76%) know how to contact them if they need to.
- More than 90% of the students believe ECC values the diversity of its student body (93%) and tries hard to make sure all students are treated fairly. However, less than three-quarters of the students feel comfortable expressing their political views on campus (72%).
- The greatest percentage of students believe that the College respects and supports the needs of students with disabilities, students with different sexual orientations, and students of different economic backgrounds
- The majority of students have found it easy to enroll at ECC and register for classes (89%) and believe there are enough academic support and tutoring services available to students (88%). However, a smaller percentage believe that there is an ECC counselor, instructor or other staff member they feel comfortable turning to for help (78%) and that counselors and advisors are available when they need them (76%).
- Overall, students have reported positive experiences in the classroom, with 95% agreeing that their instructors provide a climate in which they feel comfortable asking questions about the subjects they learn and that they include course materials that reflect/include a variety of diverse populations. Furthermore, 94% believe their instructors welcome and encourage students to contribute diverse perspectives in class. However, a smaller percentage (88%) report feeling comfortable talking to their instructors outside of class.
- Although the means of agreement were relatively high across survey items, lowest means suggest that areas of improvement include encouraging students to participate in events and activities on campus, and providing high quality food options that are fairly priced.

Introduction

El Camino College's (ECC) mission is dedicated to making a positive impact on students, employees and the community. As stated in the vision statement, *"El Camino College will be the college of choice for successful student learning that transforms lives, strengthens community, and inspires individuals to excel."* Therefore, an important element of the College's continuous effort to create a transformative environment for learning is to understand the perspectives and experiences of ECC students. The 2018 Student Campus Climate Survey explores the student perspectives and experiences related to various topics. Below are the research questions that guided the development and design of the survey:

1. To what extent do El Camino College students feel welcome, valued, included, nurtured, and safe on campus?
2. How does the student experience vary by student characteristics, including ethnicity, gender, age, sexual orientation, gender identity, disability status, and economic circumstances?
3. From the perspective of students, what is El Camino College doing well and in what areas can the college improve?
4. From the perspective of students, to what extent does El Camino College value diversity and maintain an inclusive environment?
5. To what extent are students satisfied with the education they receive at El Camino College and the resources the college provides to support them?
6. How have student 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 a randomly selected sample of 2,231 students. The survey was designed to be administered primarily online, but paper surveys were made available to students upon request. A total of 1,633 students completed the survey for a total response rate of 73%. The margin of error in responses is ± 2 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 ratings for each items, 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 to develop the 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 questions from 2013 ECC campus climate surveys, surveys from peer institutions, and externally validated tools (e.g. Wisconsin HOPE Lab). Specifically, the

student survey includes questions from a survey tool piloted as part of the [U.S. Department of Justice’s Campus Climate Survey Validation Study \(CCSVS\)](#), the USDA’s [U.S. Household Food Security Survey Module](#), and the [Wisconsin HOPE Lab’s Housing Insecurity and Homelessness Scales](#). These items are freely available for colleges to use.

The survey was web-based (via Qualtrics) and designed to take 20 to 30 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. 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 students to rate statements by level of agreement, from Strongly Disagree to Strongly Agree: overall experience, physical environment and safety, campus life and activities, diversity and inclusion, services and resources, and classroom instruction.
- **Open-Ended:** The open-ended sections asked participants to identify three things they liked best about ECC, three things that would improve their experience at ECC, and any additional comments or suggestions they had.
- **Demographics:** Demographic questions were asked to capture various characteristics of the participants: age, gender, sexual orientation, race/ethnicity, food security, housing security, homelessness, caregiving responsibilities, means for transportation and paying for expenses associated with attending college, and disability veteran status. The survey also asked about their enrollment characteristics: credit load, when classes were taken, educational goal, as well as their involvement with on-campus programs.
- **Thank You:** The conclusion of the survey thanked students for their participation.

Survey Administration

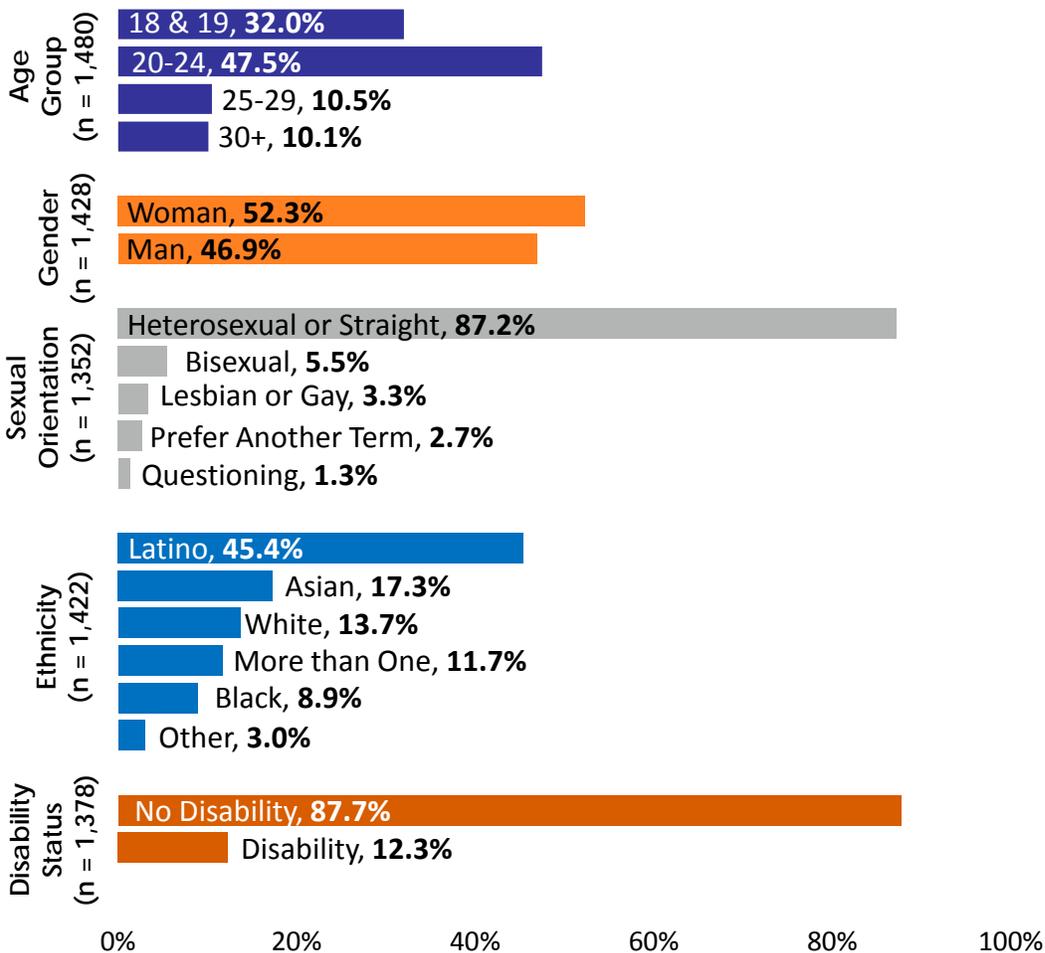
The survey was designed to be distributed online via web survey using Qualtrics, which enabled participants to complete the survey on desktop or laptop computers and mobile devices such as tablets and smartphones.

A random sample of 170 separate class sections, stratified by daytime/evening classes, was selected to participate in the Campus Climate Survey. Faculty and students were invited to participate in the survey with a detailed outline of the purpose, value, and duration of the survey, to ensure understanding of anonymity for all responses among the students. The goal was to reach a minimum of 1,500 responses. Although the survey was distributed online, representatives from the Office of Institutional Research & Planning administered the online survey in class to ensure students were able to access the survey and to distribute paper surveys to students who did not have access to the Internet, a computer or mobile device. The projected time to complete the survey was approximately 20 to 30 minutes. The online survey was open from April 16 to May 4, 2018 – weeks 9 to 11 of the Spring 2018 term.

Results: Participants

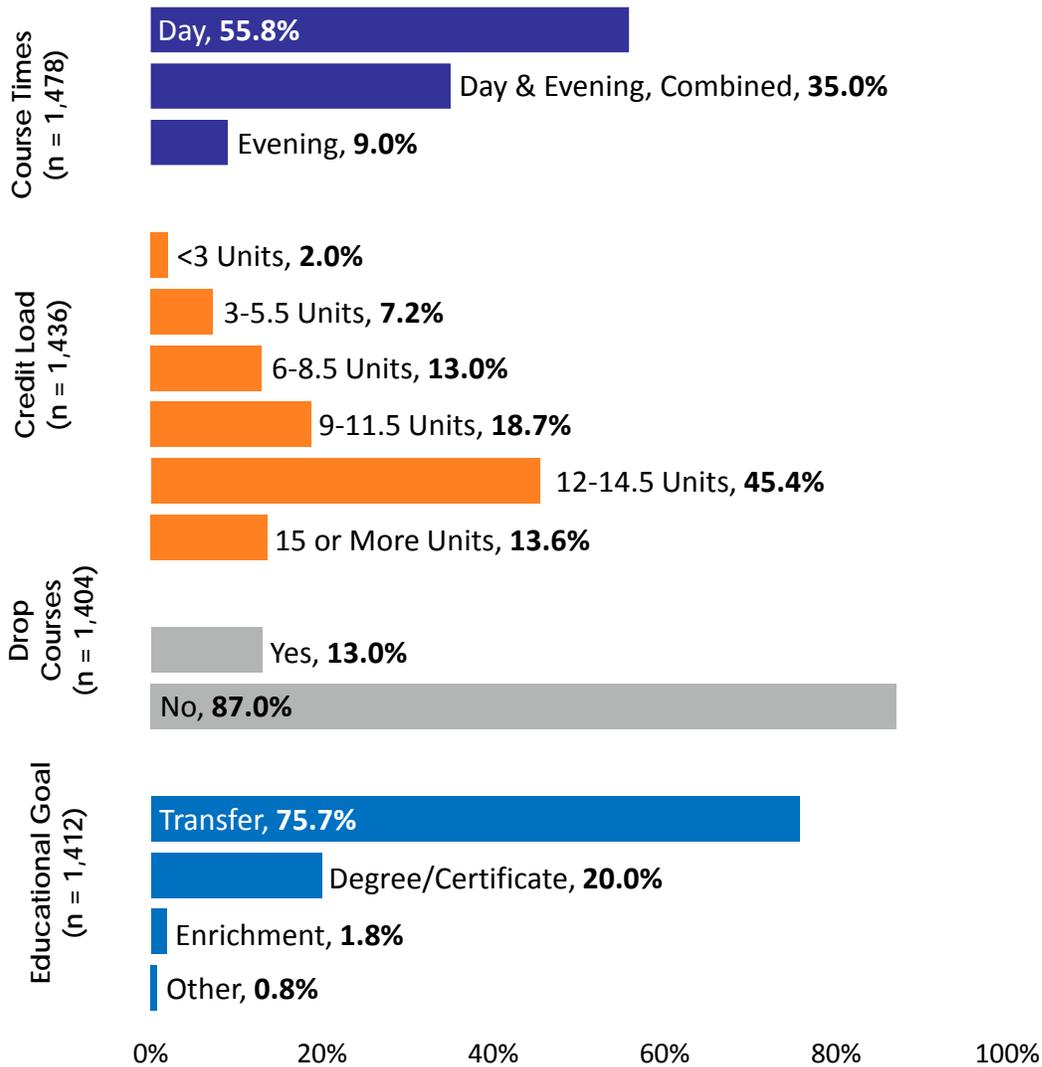
After the survey closed, 1,633 of the 2,231 students completed the campus climate survey for a response rate of 73%. The percentages are in “Valid %”, which represents the percentage of participants who selected a response and excludes those who abstained from responding to the question, selected declined to state, or selected the “Other” category. Based on the population at ECC (33,226 students), the margin of average margin of error is approximately 2%. Figure 1 below shows participation by student demographic characteristics.

Figure 1. Participation by Student Demographic Characteristics



The majority of the students (80%) are traditional college age students (18-24), which is 11 percentage points higher than the overall ECC student population in 2016-2017 (68%). More than half of the participating students are women (52%), with 47% identifying as men. A great majority of the students (87%) identify themselves as heterosexual. The ethnic distribution of the sampled student population shows that the majority of the participating students identify themselves as Latino (45%), followed by Asian (17%) and White (14%). More than a tenth of the students report having a disability (12%). The next figure (Figure 2) displays participants' enrollment characteristics.

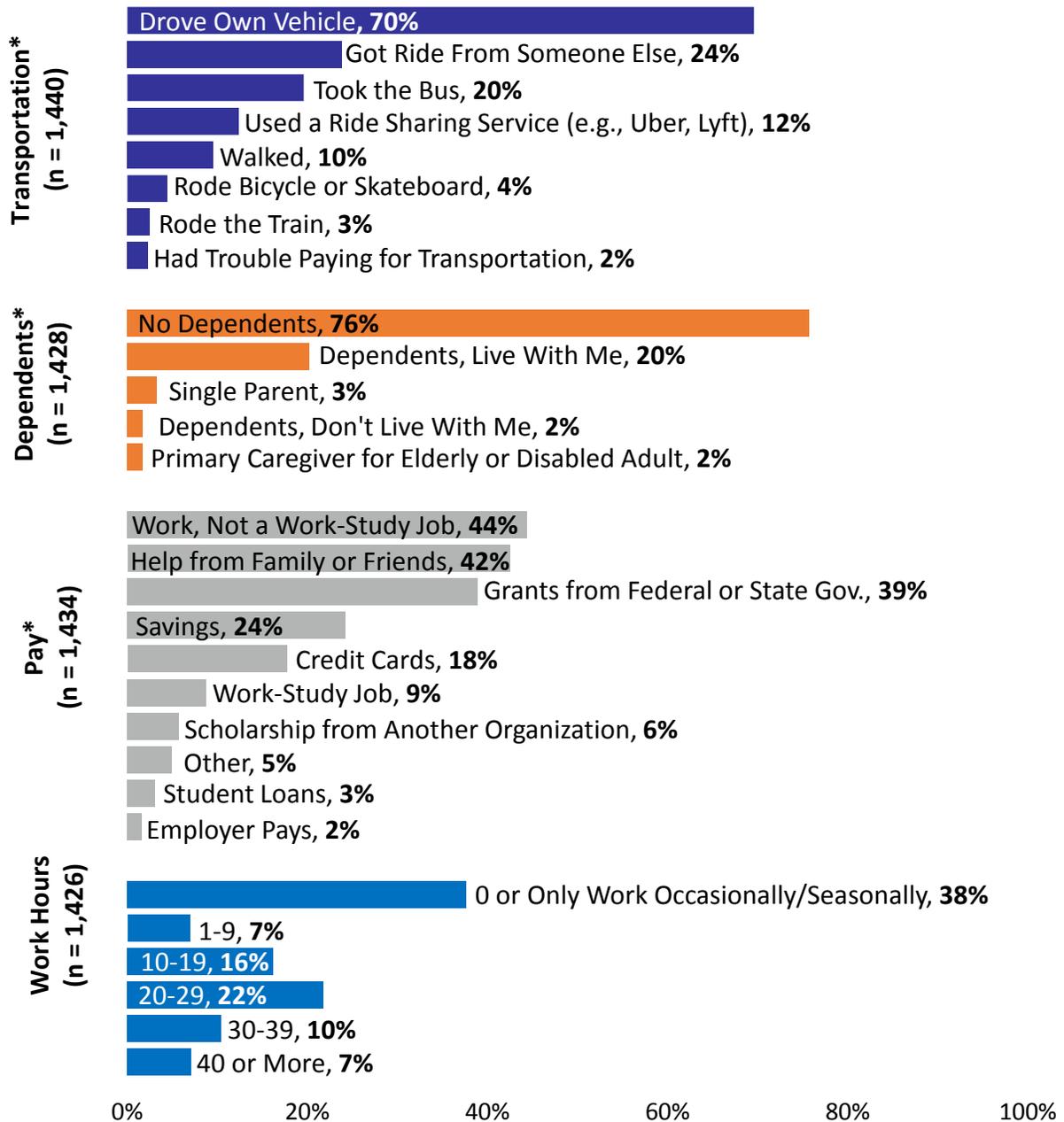
Figure 2. Participation by Student Enrollment Characteristics



The largest percentage of students indicate an intent to transfer to a four-year institution (76%) or obtain a degree/certificate (20%). More than half of the students (56%) took courses only in the daytime, while less than 10% took courses only in the evening. Thirty-five percent of the students took a combination of day and evening courses. Greater than half of the student participants (59%) enrolled full-time (defined as carrying 12 units or more). Of the 41% part-time students, 9% enrolled in fewer than six units in Spring 2018.

Figure 3 displays four financial characteristics of ECC student respondents: mode of transportation to ECC campus since the start of the Spring 2018 term, dependent and caregiving responsibilities, methods for paying for expenses associated with attending college, and their weekly work hours.

Figure 3. Student Financial Characteristics



* Percentage exceeds 100% because students were asked to select all that apply.

The top five modes of transportation to campus were driving own vehicle (70%), receiving rides from someone else, (24%), taking the bus (20%), using a ride sharing service (12%), and walking (10%). More than three-quarters of the student respondents reported having no dependents, while 22% of the students have dependents (with 2% reported not living with their dependents). The three most common methods for paying for college expenses include working (not a work-study job; 44%), receiving help from family or friends (42%), and receiving grants from federal or state government (39%). The greatest percentage of students report not

working, or only occasionally or seasonally working (38%). Another 38% of the students work part-time, between 10 to 29 hours.

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 or average 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. It is important to note that significance tests for differences in ratings between 2013 and 2018 could not be conducted due to considerable difference in sample sizes.

Overall Experience

The Overall Experience subscale consists of seven items (see Table 1; $\alpha = 0.79$). ECC students generally hold positive views of their overall experience at ECC. The great majority of students (97%) agree that ECC makes a positive difference in people’s lives (OE1; $M = 3.47$), with 95% agreeing that it provides excellent comprehensive educational programs and services (OE2; $M = 3.51$) and is a welcoming environment for students (OE3; $M = 3.56$).

As shown in Table 2 and Figure 3, the level of agreement in students’ beliefs that ECC provides excellent comprehensive educational programs and services, and that ECC is a welcoming environment for students, has not changed considerably since 2013.

Student responses also indicate that ECC is responsive to their needs and concerns. Eighty-seven percent of students agree that ECC listens and responds to their concerns (OE4; $M = 3.21$), and 86% of students report that they can get the classes they need to meet their educational goal(s) (OE6; $M = 3.33$). Almost three-fourths of the students (74%) believe they will be able to reach their educational goal(s) in the amount of time they had planned (OE7, $M = 2.99$).

Table 1. Overall Experience

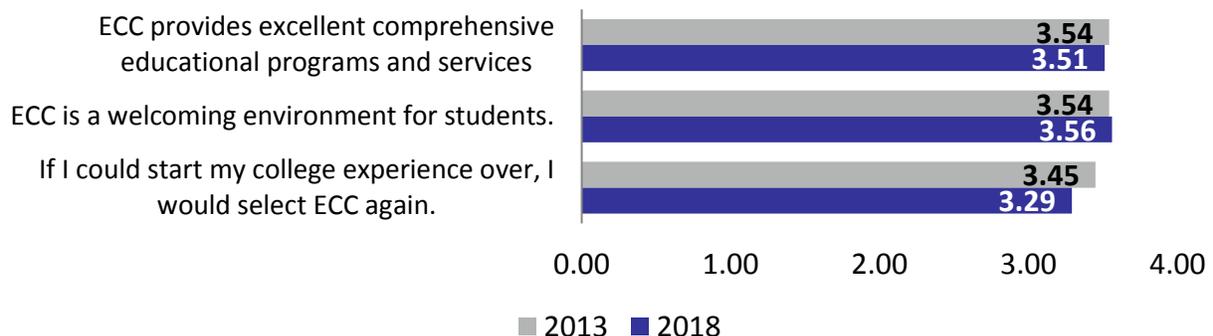
Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
OE1. ECC makes a positive difference in people's lives.	1,626	97%	3.47	0.97	***
OE2. ECC provides excellent comprehensive educational programs and services.	1,623	95%	3.51	1.01	***
OE3. ECC is a welcoming environment for students.	1,619	95%	3.56	1.06	***
OE4. ECC listens to students and responds to student concerns.	1,606	87%	3.21	0.71	***
OE5. If I could start my college experience over, I would select ECC again.	1,576	83%	3.29	0.79	***
OE6. I am able to get the classes I need to meet my educational goal(s).	1,610	86%	3.33	0.83	***
OE7. G. I will be able to reach my educational goal(s) in the amount of time I had planned.	1,574	74%	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).

Table 2. Overall Experience: 2013 vs. 2018

Item	2013			2018		
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral
ECC provides excellent comprehensive educational programs and services.	144	3.54	1.04	1,623	3.51	1.01
ECC is a welcoming environment for students.	139	3.54	1.04	1,619	3.56	1.06
If I could start my college experience over, I would select ECC again.	127	3.45	0.95	1,576	3.29	0.79

Figure 2. Overall Experience: 2013 vs. 2018



Eighty-three percent of the students report that they would select ECC if they were to start their college experience over (OE5, $M = 3.29$). Although students in 2013 showed slightly stronger agreement that they would select ECC again if they were to start their college experience over (Table 2, Figure 3), ECC continues to be the college of choice for a great majority of the students.

Physical Environment and Safety

Physical Environment and Safety consists of ten items (see Table 3; $\alpha = 0.82$), which examine students' views about the physical campus with respect to safety, cleanliness and ease of navigating the campus. Overall, the students generally hold positive beliefs about the physical environment.

Table 3. Physical Environment and Safety

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
PE1. I feel safe when I am on campus during the daytime.	1,585	94%	3.57	1.07	***
PE2. I feel safe when I am on campus after dark.	1,387	63%	2.73	0.23	***
PE3. I know how to contact the El Camino College Police Department if I need to.	1,555	76%	3.07	0.57	***
PE4. I feel comfortable contacting the El Camino College Police Department.	1,579	85%	3.26	0.76	***
PE5. Overall, campus police are genuinely concerned about my well-being.	1,479	83%	3.15	0.65	***
PE6. I believe ECC is working toward an environmentally sustainable campus.	1,578	88%	3.29	0.79	***
PE7. There is adequate space for students to study, eat and socialize on campus.	1,518	87%	3.38	0.88	***
PE8. ECC's campus is easy to navigate and I am able to find where I need to go.	1,555	93%	3.51	1.01	***
PE9. Signs and maps are clearly posted on campus.	1,486	86%	3.37	0.87	***
PE10. ECC's campus is clean and well maintained.	1,558	86%	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 ($p < .001$).

A considerably greater percentage of students (94%) feel safe when they are on campus during the daytime (PE1, $M = 3.57$) compared to when they are on campus after dark (63%; PE2, $M = 2.73$). Although 85% of students feel comfortable contacting ECC Police Department (PE4, $M = 3.26$), a smaller percentage of them (76%) report that they know how to contact the Police

Department (PE3, $M = 3.07$). Overall, however, students believe that campus police are genuinely concerned about their well-being (86%; PE5, $M = 3.15$).

A large percentage of students hold positive beliefs about the cleanliness of the campus, with 86% of the students agreeing that the campus is clean and well maintained (PE10, $M = 3.27$) and 88% believing that the College is working toward an environmentally sustainable campus (PE6, $M = 3.29$).

Almost 90% of the students (87%) believe there is adequate space for students to study, eat and socialize on campus (PE7, $M = 3.38$). Even though 86% of the students report that signs and maps are clearly posted on the campus (PE9, $M = 3.37$), a greater percentage (93%) generally find the campus easy to navigate and can find where they need to go (PE8, $M = 3.51$).

Campus Life and Activities

Overall Campus Life and Activities subscale consists of six items (see Table 4; $\alpha = 0.78$) and provides insights about their sense of belonging to the College community.

Table 4. Overall Campus Life and Activities

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
CL_1. I feel part of a wider ECC community.	1,496	68%	2.83	0.33	***
CL_2. I feel close to people at this school.	1,562	60%	2.66	0.16	***
CL_3. I feel knowledgeable about events and activities on campus.	1,379	58%	2.64	0.14	***
CL_4. I often participate in events and activities on campus.	1,538	29%	2.00	-0.50	***
CL_5. There are high quality food options on campus.	1,467	46%	2.31	-0.19	***
CL_6. Campus food options are fairly priced.	1,390	40%	2.21	-0.29	***

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

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

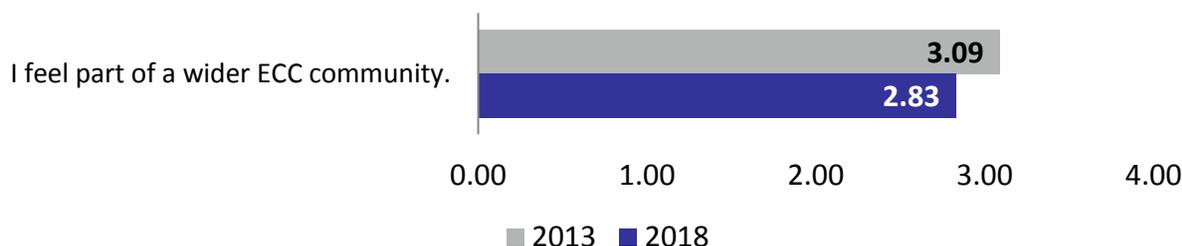
*** Difference is statistically significant at the .001 level ($p < .001$).

Less than 70% of the students feel part of a wider ECC community (68%; CL_1, $M = 2.83$) and feel close to people at the school (60%; CL_2, $M = 2.66$). The level of agreement with this statement is lower among students in 2018 than among students in 2013 (see Table 5; Figure 4). This could possibly be attributed to their lack of knowledge of and willingness or ability to participate in campus activities and event. Although more than half of the students (58%) report feeling knowledgeable about events and activities on campus (CL_3; $M = 2.64$), less than one-third of the students (29%) participate in those events and activities (CL_4; $M = 2.00$).

Table 5. Overall Campus Life and Activities: 2013 vs. 2018

Item	2013			2018		
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral
I feel part of a wider ECC community.	112	3.09	0.59	1,496	2.83	0.33

Figure 3. Overall Campus Life and Activities: 2013 vs. 2018



In addition to more actively informing and encouraging students to participate in events and activities on campus, another area to consider is the food options that the campus offers to the students. Less than half of the students believe that the campus offers high quality food options (46%; CL_5, $M = 2.31$) and that the food options are fairly priced (40%; CL_6, $M = 2.21$).

Diversity and Inclusion

The Diversity and Inclusion subscale consists of 12 items (see Table 6; $\alpha = 0.90$) regarding the degree to which they believe ECC supports the needs of diverse students.

Ninety percent of the students agree that the ethnic mix of the faculty and staff reflects the diversity of the student body (DI_2, $M = 3.32$). Although their level of agreement is slightly lower than that of students in 2013, the great majority of students continue to believe that that the ethnic mix of the faculty and staff reflects the student body's diversity (see Table 7, Figure 5).

While 93% of the students believe that ECC values the diversity of the student body (DI_1, $M = 3.36$) and 94% believe ECC is trying hard to make sure that all students are treated fairly (DI_12, $M = 3.47$), less than 75% of the students feel comfortable expressing their political views on campus (DI_3, $M = 2.89$). This is consistent with the lowest percentage of agreement with the statement, "ECC respects and supports its diverse students, including students with different political affiliations" (89%; DI_8, $M = 3.53$).

Seventy-one percent of the students report having witnessed or heard about instances of discrimination or harassment on campus, and is the lowest rated item of the scale. Additionally, this question has the smallest response rate ($n = 1,103$).

Table 6. Diversity and Inclusion

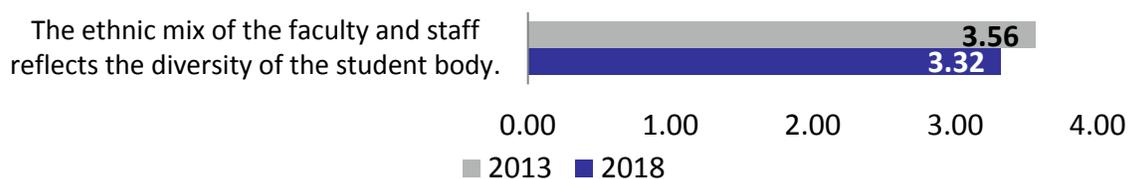
Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
DI_1. ECC values the diversity of its student body.	1,517	93%	3.36	0.86	***
DI_2. The ethnic mix of the faculty and staff reflects the diversity of the student body.	1,480	90%	3.32	0.82	***
DI_3. I feel comfortable expressing my political views on campus.	1,481	72%	2.89	0.39	*
ECC respects and supports its diverse students, including:					
DI_4. Students of different races/ethnicities.	1,505	96%	3.56	1.06	***
DI_5. Students of different genders and gender identities.	1,500	96%	3.55	1.05	***
DI_6. Students with disabilities.	1,499	97%	3.65	1.15	***
DI_7. Students from different economic backgrounds.	1,494	96%	3.57	1.07	***
DI_8. Students with different religious affiliations.	1,479	95%	3.53	1.03	***
DI_9. Students with different political affiliations.	1,481	89%	3.39	0.89	***
DI_10. Students with different sexual orientations.	1,469	97%	3.56	1.06	***
DI_11. I have witnessed or heard about instances of discrimination or harassment on campus.	1,103	71%	-	-	-
DI_12. I believe that ECC is trying hard to make sure that all students are treated fairly.	1,488	94%	3.47	0.97	***

* 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 7. Diversity and Inclusion: 2013 vs. 2018

Item	2013			2018		
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral
The ethnic mix of the faculty and staff reflects the diversity of the student body.	144	3.56	1.06	1,480	3.32	0.82

Figure 4. Diversity and Inclusion: 2013 vs. 2018



Services and Resources

Services and Resources subscale consists of eight items (see Table 8; $\alpha = 0.82$) and examines students' experiences in receiving services and resources on campus. Overall, students indicate having positive experiences with the availability of resources to support their learning and success. The greatest percentage of students agree that it was easy to enroll at ECC and register for classes (89%; SR_1, $M = 3.43$) and that there are enough places on campus where they can access a computer and internet when they need to complete their coursework (SR_7, $M = 3.47$). A high percentage of students (88%) also believe that there are enough academic support and tutoring services available to ECC students (SR_6, $M = 3.30$), with 86% of students feeling comfortable approaching and asking questions of ECC employees (SR_2, $M = 3.29$).

Table 8. Services and Resources

Item	n	Agreement % Agree	Mean	Mean- Neutral	Sig
SR_1. It was easy for me to enroll at ECC and register for classes.	1,499	89%	3.43	0.93	***
SR_2. I feel comfortable approaching and asking questions of ECC employees.	1,491	86%	3.29	0.79	***
SR_3. Counselors and advisors are available when I need them.	1,479	76%	3.07	0.57	*
SR_4. Overall, employees at ECC are genuinely concerned about my well-being.	1,517	81%	3.10	0.60	*
SR_5. There is an ECC counselor, instructor, or other staff member I feel comfortable turning to if I need support.	1,479	78%	3.16	0.66	*
SR_6. There are enough academic support and tutoring services available to ECC students.	1,472	88%	3.30	0.80	***
SR_7. There are enough places on campus where I can access a computer and the internet when I need them to complete my coursework.	1,412	89%	3.47	0.97	***
SR_8. At ECC, I feel supported in finding financial aid and other resources to help me pay for college and my living expenses.	1,336	81%	3.21	0.71	**

* 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 ($p < .001$).

Classroom Instruction

Classroom Instruction subscale consists of seven items ($\alpha = 0.86$). The subscale examines students' beliefs about their experiences in the classroom and their interactions with instructors.

Statements with the highest levels of agreement indicate that students have a positive experience in the classrooms. Ninety-five percent of the students indicate that their instructors provide a climate that encourages students to comfortably ask questions about the subject (CI_1; $M = 3.52$) and include course materials that reflect/include a variety of diverse populations (CI_2; $M = 3.48$). Their levels of agreement with these statements are higher than students from 2013 (see Table 10; Figure 6).

Additionally, 94% of the students agree that their instructors welcome and encourage students to contribute diverse perspectives in class (CI_3; $M = 3.52$) and treat students fairly (CI_6; $M = 3.52$). Statements with the lower percentages of agreement point to more personal and relational aspects of instruction. Although 91% of the students agree that instructors are available outside of class time to address questions or provide help (CI_4; $M = 3.49$), 88% feel comfortable talking to their instructors outside of class (CI_5; $M = 3.37$). Overall, 90% agree that instructors are genuinely concerned about students' well-being (CI_7; $M = 3.35$).

Table 9. Classroom Instruction

Item	n	Agreement % Agree	Mean	Mean-Neutral	Sig
CI_1. My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching.	1,479	95%	3.52	1.02	***
CI_2. For the most part, my instructors include course materials that reflect/include a variety of diverse populations.	1,456	95%	3.48	0.98	***
CI_3. Instructors welcome and encourage students to contribute diverse perspectives in class.	1,448	94%	3.52	1.02	***
CI_4. My instructors are available outside of class time if I have questions or need help.	1,421	91%	3.49	0.99	***
CI_5. I feel comfortable talking to my instructors outside of class.	1,466	88%	3.37	0.87	***
CI_6. Overall, instructors at ECC treat students fairly.	1,469	94%	3.52	1.02	***
CI_7. Overall, instructors at ECC are genuinely concerned about my well-being.	1,483	90%	3.35	0.85	***

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

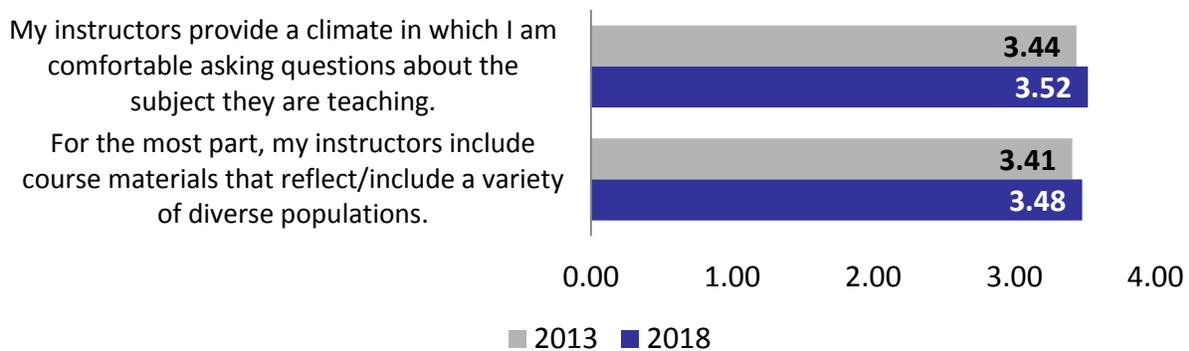
** Difference is statistically significant at the .01 level ($p < .01$).

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

Table 10. Classroom Instruction: 2013 vs. 2018

Item	2013			2018		
	n	Mean	Mean-Neutral	n	Mean	Mean-Neutral
My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching.	130	3.44	0.94	1,479	3.52	1.02
For the most part, my instructors include course materials that reflect/include a variety of diverse populations.	97	3.41	0.91	1,456	3.48	0.98

Figure 5. Classroom Instruction: 2013 vs. 2018



Housing Insecurity & Homelessness

Items for Housing Insecurity and Homelessness were adapted from the Housing Insecurity and Homelessness Scales from Wisconsin HOPE Lab to measure students' access to and ability to pay for safe and reliable housing. Items used to measure housing insecurity asked students about their housing situation in the past 12 months by indicating "Yes" or "No" to the questions (and "Don't Know" for certain items; please see Table 11 for the six items).

Students are identified as housing insecure if they answered "Yes" to any of the six housing insecurity questions. The result indicates 39% rate of students experiencing housing insecurity (555 students with a raw score between 1-6 divided by the 1,439 students with a raw score; 194 students who did not answer any of the items were removed from the total).

The greatest percentage of students (29%) reported that there was a rent or mortgage increase that made it difficult to pay. Eleven percent of the students indicated that they lived with others beyond the expected capacity of the house or apartment or were not able to pay rent or mortgage.

Table 11. Students Experiencing Housing Insecurity

Item	Yes	n	%
HS1. In the past 12 months, was there a rent or mortgage increase that made it difficult to pay? (HI1)	356	1,212	29%
HS2. In the past 12 months, did you not pay or underpay your rent or mortgage? (HI2)	132	1,229	11%
HS3. In the past 12 months, did you not pay the full amount of a gas, oil, or electricity bill? (HI3)	217	1,234	18%
HS4. In the past 12 months, have you moved two times or more? (HI4)	70	1,416	5%
HS5. In the past 12 months, did you move in with other people, even for a little while, because of financial problems? (HI5)	136	1,432	9%
HS6. In the past 12 months, did you “live with others beyond the expected capacity of the house or apartment”? (HI6)	161	1,430	11%

Homelessness is an extreme case of housing insecurity noted by a lack of a fixed, regular and adequate nighttime residence. Six homelessness items asked about where students had lived in the past 12 months. Five of the questions asked students to answer “Yes” or “No” (please see Table 12) and the last question asked students where they lived. Student responses indicate that 13% of the students experienced homelessness (192 students with a raw score between 1-5 divided by the 1,451 students with a raw score; 182 students did not answer any of the items and were removed from the total). The three most common experiences consist of not knowing where students were going to sleep at night (9%), having been thrown out of their home by someone else in the household (5%) and staying in an abandoned building, an automobile, or any other place not meant for regular housing (4%).

Table 12. Students Experiencing Homelessness

Item	Yes	n	%
HOM1. In the past 12 months, were you thrown out of your home by someone else in the household?	68	1,430	5%
HOM2. In the past 12 months, were you evicted from your home?	30	1,429	2%
HOM3. In the past 12 months, did you stay at a shelter?	23	1,425	2%
HOM4. In the past 12 months, did you stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night?	56	1,441	4%
HOM5. In the past 12 months, did you not know where you were going to sleep at night, even for one night?	127	1,442	9%

Food Insecurity

Food insecurity is defined as the limited or uncertain availability of nutritionally adequate and safe foods, or the ability to acquire such foods in socially acceptable ways. It was measured using U.S. Household Food Security Survey Module (2012). The six questions asked students

about the food eaten in their household in the last 12 months. Students' responses indicate that 33% of the students experienced low to very low food security ($n = 1,106$). The greatest percentages of students experiencing low to very low food security reported that they could not afford to eat balanced meals (38%), the food they bought did not last (36%) and they ate less than they felt they should because they did not have enough money for food (22%).

Table 13. Students Experiencing Food Insecurities

Item	Sometimes True/Yes	n	%
HH3. The food that (I/we) bought just didn't last, and (I/we) didn't have money to get more.	459	1,272	36%
HH4. (I/we) couldn't afford to eat balanced meals.	485	1,278	38%
AD1. In the last 12 months, since last April, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food?	190	1,343	14%
AD2. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?	295	1,331	22%
AD3. In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?	277	1,354	21%

For context within the broader community college student body, the HOPE Lab study in 2015 reported a prevalence rate of 39% for food insecurity among students of community college students across the nation (Goldrick-Rab, Broton, & Eisenberg, 2015). Additionally, the HOPE lab has previously outlined the first critical step to understanding how to serve hungry and homeless students on campus is to collect evidence of food insecurity and its prevalence among the college population. Despite financial constraints and changing funding mechanisms, ECC's Warrior Pantry and campus committees have begun discussing approaches to counteract students' food and housing insecurities. Results from the Campus Climate Survey can support an already strong foundation in the College's efforts to promote positive student development, retention, and graduation by highlighting the pervasive issues of food and housing insecurities of students attending ECC. However, it is important to note that ensuring that the current and developing resources are "known, accessible, and useful" are critical in maintaining the effectiveness of the programs on campus (Goldrick-Rab, Richardson, Schneider, Hernandez, & Cady, 2018).

Conclusion

The 2018 Student Campus Climate Survey brings to light important perceptions and experiences of students enrolled in El Camino College. The various categories addressed in the

survey provide a better understanding of the ways in which students think about different aspects of their campus experience.

The most positive rankings indicate positive experiences in the classroom; students show strong agreement in their beliefs that their instructors at ECC treat students fairly, provide a climate in which they feel comfortable asking questions about the subject they are teaching, and include course materials that reflect the diversity of the student population. They also agree that the College is a welcoming environment for students and effectively addresses the needs of diverse students. The lowest rankings suggest the following as areas for improvement: effectively announcing campus events and encouraging students to participate in the events to ensure they feel part of the wider ECC community, offering high quality food options on campus that are fairly priced, enforcing campus safety particularly at night, helping students feel comfortable expressing their political views on campus, and helping students reach their educational goal(s) in the amount of time they had planned. A supplemental report will be published to share any differences in student opinions between different demographic groups.

In addition to selecting levels of agreement on the scalable opinion items of the survey, students 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).*

Overall Experience

Thinking about your experience at El Camino College, please indicate how much you agree or disagree with each of the following statements. Please provide an answer that best reflects how you feel.

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. ECC makes a positive difference in people’s lives. (OE1)
- B. ECC provides excellent comprehensive educational programs and services. (OE2)
- C. ECC is a welcoming environment for students. (OE3)
- D. ECC listens to students and responds to student concerns. (OE4)
- E. If I could start my college experience over, I would select ECC again. (OE5)
- F. I am able to get the classes I need to meet my educational goal(s). (OE6)
- G. I will be able to reach my educational goal(s) in the amount of time I had planned. (OE7)

Physical Environment and Safety

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. I feel safe when I am on campus during the daytime. (PE1)
- B. I feel safe when I am on campus after dark. (PE2)
- C. I know how to contact the El Camino College Police Department if I need to. (PE3)
- D. I feel comfortable contacting the El Camino College Police Department. (PE4)
- E. Overall, campus police are genuinely concerned about my well-being. (PE5)
- F. I believe ECC is working toward an environmentally sustainable campus. (PE6)
- G. There is adequate space for students to study, eat and socialize on campus. (PE7)
- H. ECC's campus is easy to navigate and I am able to find where I need to go. (PE8)
- I. Signs and maps are clearly posted on campus. (PE9)
- J. ECC’s campus is clean and well maintained. (PE10)

Campus Life and Activities

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. I feel part of a wider ECC community. (CL_1)
- B. I feel close to people at this school. (CL_2)
- C. I feel knowledgeable about events and activities on campus. (CL_3)
- D. I often participate in events and activities on campus. (CL_4)
- E. There are high quality food options on campus. (CL_5)

- F. Campus food options are fairly priced. (CL_6)

Diversity and Inclusion

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. ECC values the diversity of its student body. (DI_1)
- B. The ethnic mix of the faculty and staff reflects the diversity of the student body. (DI_2)
- C. I feel comfortable expressing my political views on campus. (DI_3)
- D. ECC respects and supports its diverse students, including...
 - a. Students of different races/ethnicities. (DI_4)
 - b. Students of different genders and gender identities. (DI_5)
 - c. Students with disabilities. (DI_6)
 - d. Students from different economic backgrounds. (DI_7)
 - e. Students with different religious affiliations. (DI_8)
 - f. Students with different political affiliations. (DI_9)
 - g. Students with different sexual orientations. (DI_10)
- E. I have witnessed or heard about instances of discrimination or harassment on campus. (DI_11)*
- F. I believe that ECC is trying hard to make sure that all students are treated fairly. (DI_12)

*Scale: Yes, No, Not Sure

Services and Resources

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. It was easy for me to enroll at ECC and register for classes. (SR_1)
- B. I feel comfortable approaching and asking questions of ECC employees. (SR_2)
- C. Counselors and advisors are available when I need them. (SR_3)
- D. Overall, employees at ECC are genuinely concerned about my well-being. (SR_4)
- E. There is an ECC counselor, instructor, or other staff member I feel comfortable turning to if I need support. (SR_5)
- F. There are enough academic support and tutoring services available to ECC students. (SR_6)
- G. There are enough places on campus where I can access a computer and the internet when I need them to complete my coursework. (SR_7)*
- H. At ECC, I feel supported in finding financial aid and other resources to help me pay for college and my living expenses. (SR_8)

Classroom Instruction

For the following questions, please think about your overall experience in your classes at El Camino, not just in your classes this semester or the class you are in right now, and indicate how much you agree or disagree with each statement.

Scale: Strongly Agree, Somewhat Agree, Somewhat Disagree, Strongly Disagree

- A. My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching. (CI_1)
- B. For the most part, my instructors include course materials that reflect/include a variety of diverse populations. (CI_2)
- C. Instructors welcome and encourage students to contribute diverse perspectives in class. (CI_3)
- D. My instructors are available outside of class time if I have questions or need help. (CI_4)
- E. I feel comfortable talking to my instructors outside of class. (CI_5)
- F. Overall, instructors at ECC treat students fairly. (CI_6)
- G. Overall, instructors at ECC are genuinely concerned about my well-being. (CI_7)

Demographics

Student Characteristics

A. How many credits were you enrolled in at the beginning of the Spring 2018 semester (at the end of the add/drop period)? (CREDITS)	15 or more 12 - 14.5 9 - 11.5 6 - 8.5 3 - 5.5 Fewer than 3
B. Did you drop any courses after February 23 rd (the add/drop) date? (DROP)	Yes No
C. When are you taking classes on campus this semester? (DAY_EVE)	Daytime (finish up by 4:30 p.m.) Evening (start at 4:30 p.m. or later) Mix of daytime and evening classes Only weekend courses
D. What is your educational goal? (ED_GOAL)	Transfer (with or without a degree) Receive a degree or certificate Retrain or recertify Receive my GED Personal enrichment and improvement Other Undecided
E. During your time at ECC, have you been involved with any of the following cohorts or programs: Athletics, ASO, CalWORKs, EOPS, FYE, Guardian Scholars, HTP, international students, KEAS, MESA/ASEM, Project Success, Puente, Special Resource Center (SRC), or Veterans? (COHORT)	Yes, I have been involved with one or more of the cohorts/programs listed No, I have not been involved with any of these cohorts/programs

<p>F. When did you first enroll at ECC? (Do not include dual enrollment while you were still in high school.) (FIRST_YR)</p>	<p>2017-2018 academic year 2016-2017 academic year 2015-2016 academic year 2014-2015 academic year Prior to the 2014-2015 academic year</p>
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Basic Demographics

<p>G. What is your age? (AGE)</p>	<p><18 (<i>Will not be allowed to take the survey; ask at the beginning.</i>) 18 19 20-24 25-29 30-34 35-44 45-54 55+</p>
<p>H. Which term best describes you? (GENDER)</p>	<p>Man Woman I prefer another term <i>Please feel free to specify:</i> Decline to state</p>
<p>I. Do you identify as transgender? (TRANS)</p>	<p>Yes No Decline to State</p>
<p>J. Which term best describes your sexual orientation? (LGBTQ)</p>	<p>Bisexual Gay Heterosexual or straight Lesbian Questioning I prefer another term <i>Please feel free to specify:</i> Decline to state</p>
<p>K. What is your ethnicity? (<i>Select all that apply</i>) (ETHNICITY)</p>	<p>African American or Black American Indian or Alaska Native Asian Latino or Hispanic Pacific Islander or Hawaiian Native White Other Decline to state</p>

L. Which of the following best describes you? (DISABILITY)	<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>
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Food Security

<p><i>These next questions are about the food eaten in your household in the last 12 months, since April of last year and whether you were able to afford the food you need.</i></p> <p><i>The following are statements that people have made about their food situation. For these statements, please indicate whether the statement was often true, sometimes true, or never true for (you/your household) in the last 12 months—that is, since last April.</i></p>	
M. “The food that (I/we) bought just didn’t last, and (I/we) didn’t have money to get more.” (HH3)	<p>Often true</p> <p>Sometimes true</p> <p>Never true</p> <p>Don’t know</p>
N. “(I/we) couldn’t afford to eat balanced meals.” (HH4)	<p>Often true</p> <p>Sometimes true</p> <p>Never true</p> <p>Don’t know</p>
O. In the last 12 months, since last April, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn't enough money for food? (AD1)	<p>Yes, almost every month</p> <p>Yes, some months but not every month</p> <p>Yes, only 1 or 2 months</p> <p>No</p> <p>Don't know</p>
P. In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food? (AD2)	<p>Yes</p> <p>No</p> <p>Don't know</p>
Q. In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food? (AD3)	<p>Yes</p> <p>No</p> <p>Don't know</p>

Housing Security

This next set of questions are about your housing situation in the past 12 months, since April of last year and whether or not you or your family found it difficult to pay for housing. Please answer “yes” or “no.”

If you live with a parent or guardian, you may indicate if they had difficulty paying for housing for your family.

R. In the past 12 months, was there a rent or mortgage increase that made it difficult to pay? (HI1)	Yes No Don't know
S. In the past 12 months, did you not pay or underpay your rent or mortgage? (HI2)	Yes No Don't know
T. In the past 12 months, did you not pay the full amount of a gas, oil, or electricity bill? (HI3)	Yes No Don't know
U. In the past 12 months, have you moved two times or more? (HI4)	Yes No
V. In the past 12 months, did you move in with other people, even for a little while, because of financial problems? (HI5)	Yes No
W. In the past 12 months, did you “live with others beyond the expected capacity of the house or apartment”? (HI6)	Yes No

Homelessness

<i>This next set of questions are about where you have lived in the past 12 months, since April of last year. Please answer "yes" or "no."</i>	
X. In the past 12 months, were you thrown out of your home by someone else in the household? (HOM1)	Yes No
Y. In the past 12 months, were you evicted from your home? (HOM2)	Yes No
Z. In the past 12 months, did you stay at a shelter? (HOM3)	Yes No
AA. In the past 12 months, did you stay in an abandoned building, an automobile, or any other place not meant for regular housing, even for one night? (HOM4)	Yes No
BB. In the past 12 months, did you not know where you were going to sleep at night, even for one night? (HOM5)	Yes No
CC. Currently, where do you live? (HOM6)	House Duplex or multi-family home Apartment Mobile home or trailer Do not have a home – please specify: Other – please specify:

Finances

<p>DD. The following statements describe different dependent and caregiving responsibilities. Please mark all that apply to you. (DEPENDENT)</p>	<p>I do not have any dependents. I have dependents who live with me. I have dependents, but none of them live with me. I am a single parent. I am a primary caregiver for an elderly or disabled adult.</p>
<p>EE. Which of the following ways do you pay for the expenses associated with attending college? Mark all that apply. (PAY)</p>	<ol style="list-style-type: none"> 1. I have a work-study job. 2. I work at a job that isn't a work-study job. 3. I get grants from the federal or state government. 4. I get a scholarship from another organization. 5. I take out student loans. 6. I get help from family or friends. 7. I use savings. 8. I use credit cards. 9. My employer pays. 10. Other _____
<p>FF. How many hours per week are you currently working for pay? (WORK_HRS)</p>	<p>0 or only work occasionally or seasonally 1 to 9 10 to 19 20 to 29 30 to 39 40 or more</p>
<p>GG. Thinking about your mode(s) of transportation to ECC since the start of the Spring 2018 term, mark all that apply. (TRANSP0)</p>	<ol style="list-style-type: none"> 1. I drove my own vehicle to campus. 2. I got a ride from someone else. 3. I took the bus. 4. I rode the train. 5. I rode my bicycle or skateboard. 6. I walked. 7. I used a ride sharing service like Uber or Lyft. 8. I had trouble paying for transportation to campus.

Open-Ended

- A. Please list up to three things that ECC is doing well. (WELL)
- B. Please list up to three things that ECC can do to improve. (IMPROVE)
- C. Use this space to add any other comments or suggestions. (OTHER)

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 student opinions are within $\pm 2\%$ 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 $\pm 2\%$ or some other percentage. That means that the true mean lies somewhere within 2% above or 2% below the sample mean, at the given *confidence level*. For our study, ECC student opinions lay within $\pm 2\%$ 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 student mean response vs. a neutral response).

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

Population: The population for a survey or research study is the group of people that we want to draw conclusions about. In most cases, it is prohibitive to survey and receive responses from every person in a population. However, random sampling was discovered to describe a population quite well, within certain limits (see margin of error and confidence level). The population for this study is the entire ECC students enrolled in Spring 2018.

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

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

Sample size (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 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.

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.

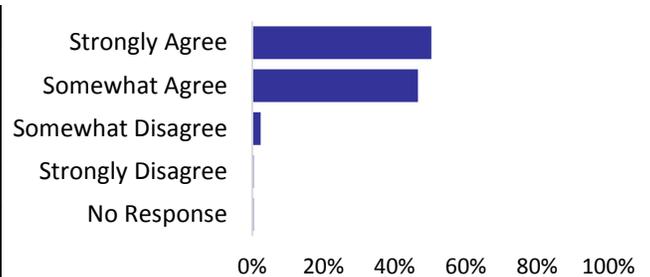
Appendix C – Opinion Responses

Overall Experience (OE)

OE1. ECC makes a positive difference in people’s lives.

Scale	n	%	Valid %
Strongly Agree	821	50.3%	50.5%
Somewhat Agree	759	46.5%	46.7%
Somewhat Disagree	*	*	*
Strongly Disagree	*	*	*
No Response	*	*	
Total	1,633		

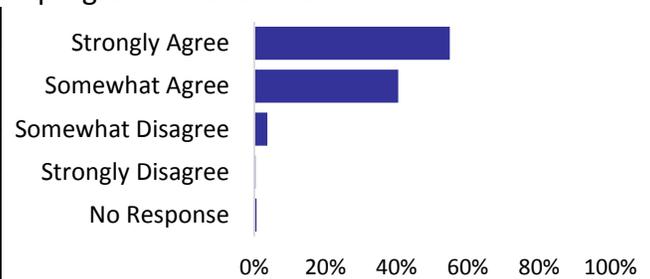
*Suppressed to protect student privacy



OE2. ECC provides excellent comprehensive educational programs and services.

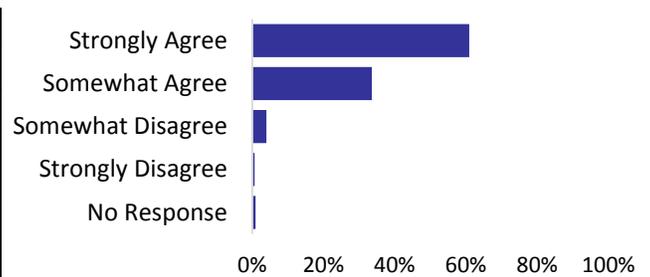
Scale	n	%	Valid %
Strongly Agree	897	54.9%	55.3%
Somewhat Agree	659	40.4%	40.6%
Somewhat Disagree	*	*	*
Strongly Disagree	*	*	*
No Response	*	*	
Total	1,633		

*Suppressed to protect student privacy



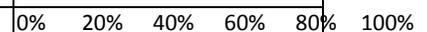
OE3. ECC is a welcoming environment for students.

Scale	n	%	Valid %
Strongly Agree	994	60.9%	61.4%
Somewhat Agree	548	33.6%	33.8%
Somewhat Disagree	65	4.0%	4.0%
Strongly Disagree	12	0.7%	0.7%
No Response	14	0.9%	
Total	1,633		



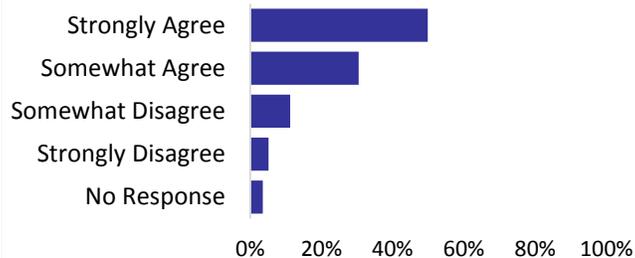
OE4. ECC listens to students and responds to student concerns.

Scale	n	%	Valid %
Strongly Agree	570	34.9%	35.5%
Somewhat Agree	821	50.3%	51.1%
Somewhat Disagree	192	11.8%	12.0%
Strongly Disagree	23	1.4%	1.4%
No Response	27	1.7%	
Total	1,633		



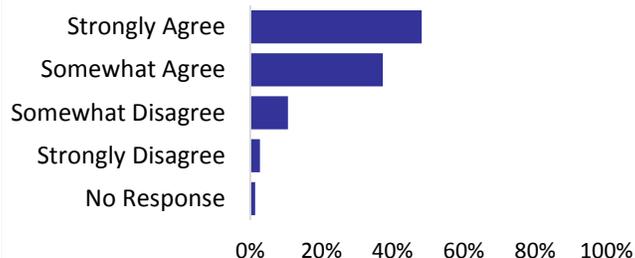
OE5. If I could start my college experience over, I would select ECC again.

Scale	n	%	Valid %
Strongly Agree	813	49.8%	51.6%
Somewhat Agree	496	30.4%	31.5%
Somewhat Disagree	183	11.2%	11.6%
Strongly Disagree	84	5.1%	5.3%
No Response	57	3.5%	
Total	1,633		



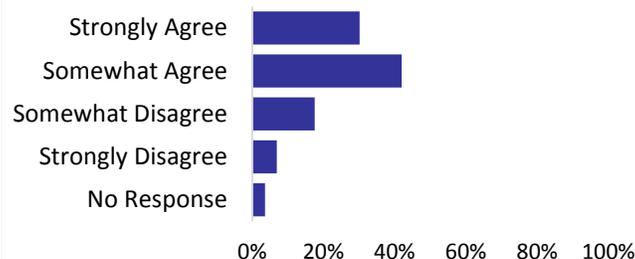
OE6. I am able to get the classes I need to meet my educational goal(s).

Scale	n	%	Valid %
Strongly Agree	785	48.1%	48.8%
Somewhat Agree	608	37.2%	37.8%
Somewhat Disagree	173	10.6%	10.7%
Strongly Disagree	44	2.7%	2.7%
No Response	23	1.4%	
Total	1,633		



OE7. I will be able to reach my educational goal(s) in the amount of time I had planned.

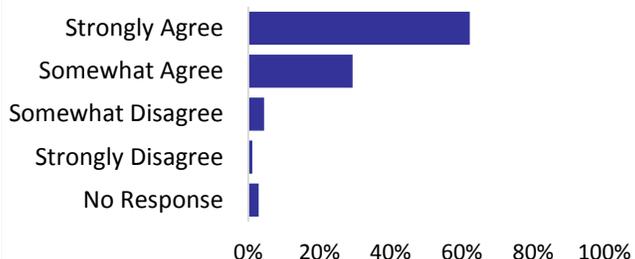
Scale	n	%	Valid %
Strongly Agree	492	30.1%	31.3%
Somewhat Agree	684	41.9%	43.5%
Somewhat Disagree	285	17.5%	18.1%
Strongly Disagree	113	6.9%	7.2%
No Response	59	3.6%	
Total	1,633		



Physical Environment (PE)

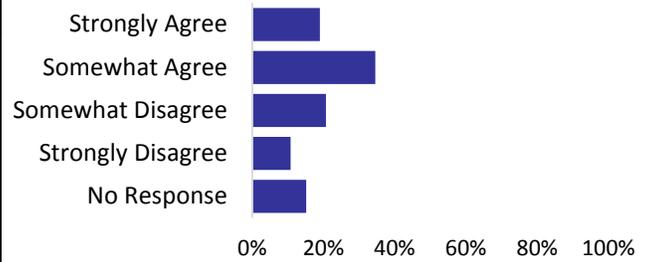
PE1. I feel safe when I am on campus during the daytime.

Scale	n	%	Valid %
Strongly Agree	1,016	62.2%	64.1%
Somewhat Agree	479	29.3%	30.2%
Somewhat Disagree	72	4.4%	4.5%
Strongly Disagree	18	1.1%	1.1%
No Response	48	2.9%	
Total	1,633		



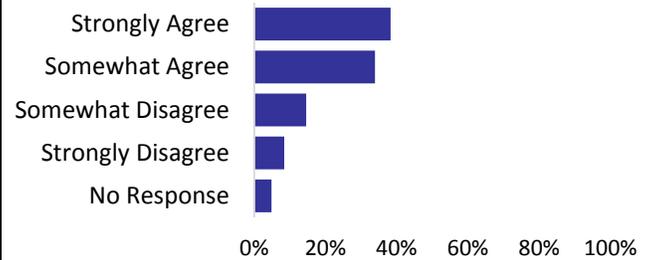
PE2. I feel safe when I am on campus after dark.

Scale	n	%	Valid %
Strongly Agree	310	19.0%	22.4%
Somewhat Agree	563	34.5%	40.6%
Somewhat Disagree	338	20.7%	24.4%
Strongly Disagree	176	10.8%	12.7%
No Response	246	15.1%	
Total	1,633		



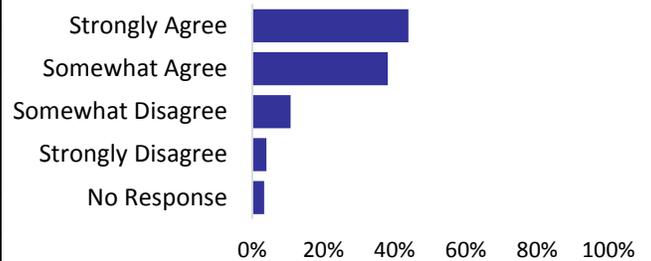
PE3. I know how to contact the El Camino College Police Department if I need to.

Scale	n	%	Valid %
Strongly Agree	626	38.3%	40.3%
Somewhat Agree	554	33.9%	35.6%
Somewhat Disagree	238	14.6%	15.3%
Strongly Disagree	137	8.4%	8.8%
No Response	78	4.8%	
Total	1,633		



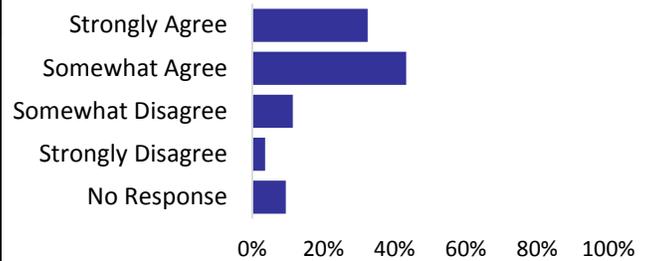
PE4. I feel comfortable contacting the El Camino College Police Department.

Scale	n	%	Valid %
Strongly Agree	716	43.8%	45.3%
Somewhat Agree	620	38.0%	39.3%
Somewhat Disagree	177	10.8%	11.2%
Strongly Disagree	66	4.0%	4.2%
No Response	54	3.3%	
Total	1,633		



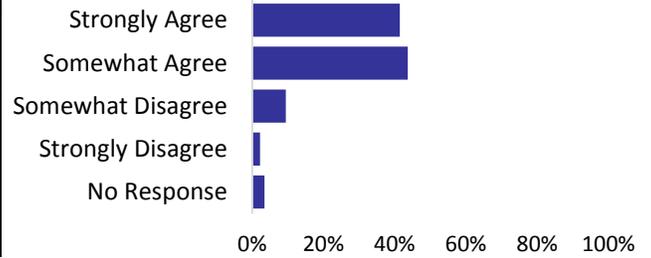
PE5. Overall, campus police are genuinely concerned about my well-being.

Scale	n	%	Valid %
Strongly Agree	529	32.4%	35.8%
Somewhat Agree	705	43.2%	47.7%
Somewhat Disagree	186	11.4%	12.6%
Strongly Disagree	59	3.6%	4.0%
No Response	154	9.4%	
Total	1,633		



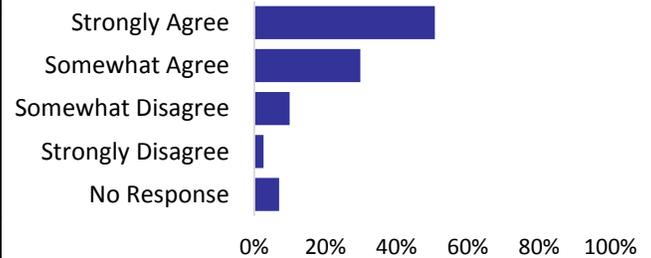
PE6. I believe ECC is working toward an environmentally sustainable campus.

Scale	n	%	Valid %
Strongly Agree	676	41.4%	42.8%
Somewhat Agree	713	43.7%	45.2%
Somewhat Disagree	153	9.4%	9.7%
Strongly Disagree	36	2.2%	2.3%
No Response	55	3.4%	
Total	1,633		



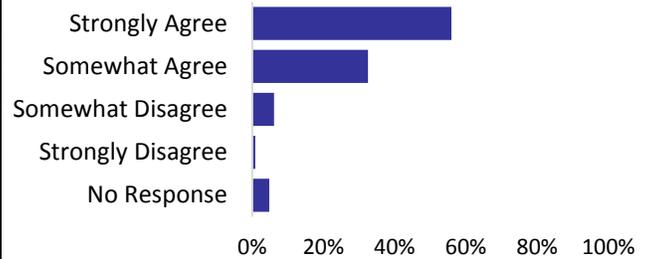
PE7. There is adequate space for students to study, eat and socialize on campus.

Scale	n	%	Valid %
Strongly Agree	828	50.7%	54.5%
Somewhat Agree	486	29.8%	32.0%
Somewhat Disagree	161	9.9%	10.6%
Strongly Disagree	43	2.6%	2.8%
No Response	115	7.0%	
Total	1,633		



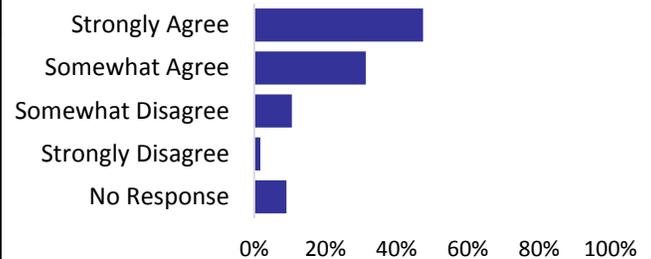
PE8. ECC's campus is easy to navigate and I am able to find where I need to go.

Scale	n	%	Valid %
Strongly Agree	913	55.9%	58.7%
Somewhat Agree	530	32.5%	34.1%
Somewhat Disagree	99	6.1%	6.4%
Strongly Disagree	13	0.8%	0.8%
No Response	78	4.8%	
Total	1,633		



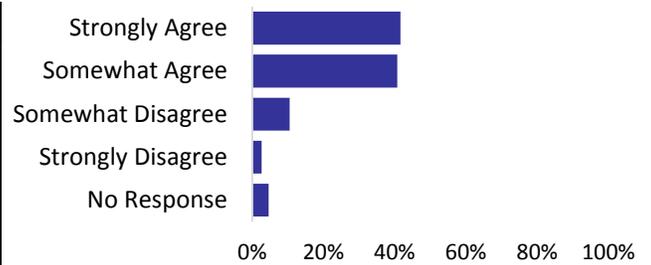
PE9. Signs and maps are clearly posted on campus.

Scale	n	%	Valid %
Strongly Agree	774	47.4%	52.1%
Somewhat Agree	511	31.3%	34.4%
Somewhat Disagree	173	10.6%	11.6%
Strongly Disagree	28	1.7%	1.9%
No Response	147	9.0%	
Total	1,633		



PE10. ECC's campus is clean and well-maintained.

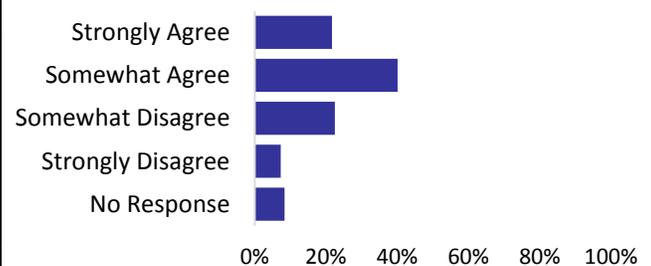
Scale	n	%	Valid %
Strongly Agree	679	41.6%	43.6%
Somewhat Agree	665	40.7%	42.7%
Somewhat Disagree	172	10.5%	11.0%
Strongly Disagree	42	2.6%	2.7%
No Response	75	4.6%	
Total	1,633		



Campus Life and Activities (CL)

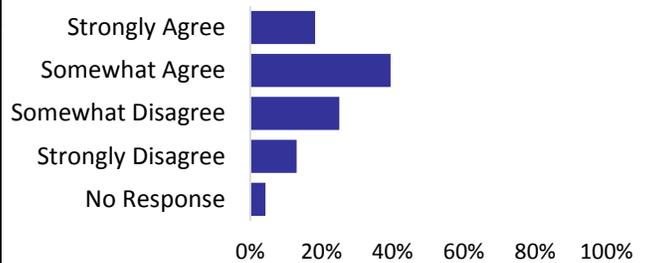
CL1. I feel part of a wider ECC community.

Scale	n	%	Valid %
Strongly Agree	355	21.7%	23.7%
Somewhat Agree	655	40.1%	43.8%
Somewhat Disagree	367	22.5%	24.5%
Strongly Disagree	119	7.3%	8.0%
No Response	137	8.4%	
Total	1,633		



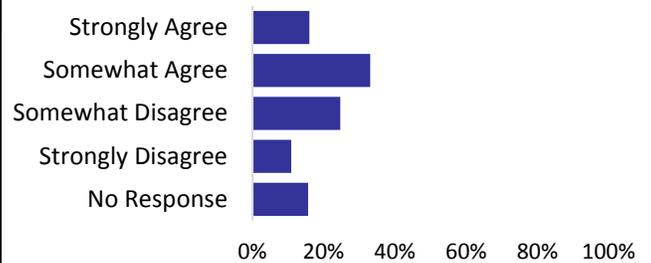
CL2. I feel close to people at this school.

Scale	n	%	Valid %
Strongly Agree	298	18.2%	19.1%
Somewhat Agree	643	39.4%	41.2%
Somewhat Disagree	408	25.0%	26.1%
Strongly Disagree	213	13.0%	13.6%
No Response	71	4.3%	
Total	1,633		



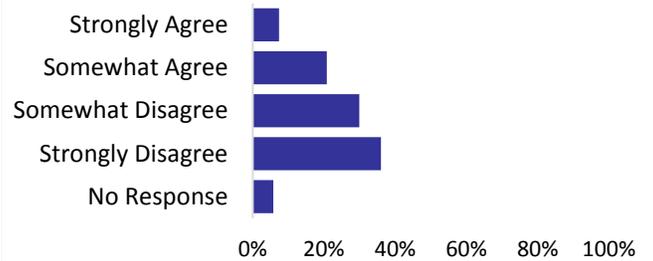
CL3. I feel knowledgeable about events and activities on campus.

Scale	n	%	Valid %
Strongly Agree	261	16.0%	18.9%
Somewhat Agree	539	33.0%	39.1%
Somewhat Disagree	401	24.6%	29.1%
Strongly Disagree	178	10.9%	12.9%
No Response	254	15.6%	
Total	1,633		



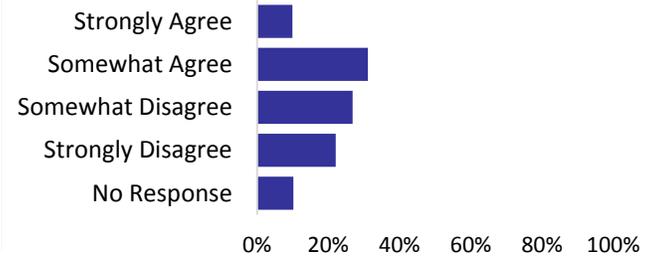
CL4. I often participate in events and activities on campus.

Scale	n	%	Valid %
Strongly Agree	121	7.4%	7.9%
Somewhat Agree	340	20.8%	22.1%
Somewhat Disagree	489	29.9%	31.8%
Strongly Disagree	588	36.0%	38.2%
No Response	95	5.8%	
Total	1,633		



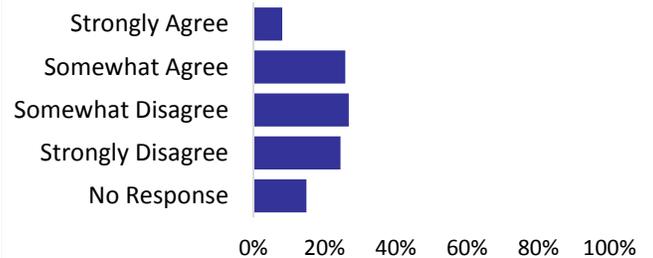
CL5. There are high quality food options on campus.

Scale	n	%	Valid %
Strongly Agree	161	9.9%	11.0%
Somewhat Agree	508	31.1%	34.6%
Somewhat Disagree	437	26.8%	29.8%
Strongly Disagree	361	22.1%	24.6%
No Response	166	10.2%	
Total	1,633		



CL6. Campus food options are fairly priced.

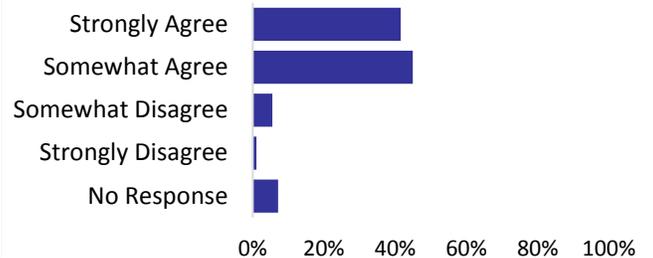
Scale	N	%	Valid %
Strongly Agree	133	8.1%	9.6%
Somewhat Agree	421	25.8%	30.3%
Somewhat Disagree	437	26.8%	31.4%
Strongly Disagree	399	24.4%	28.7%
No Response	243	14.9%	
Total	1,633		



Diversity and Inclusion (DI)

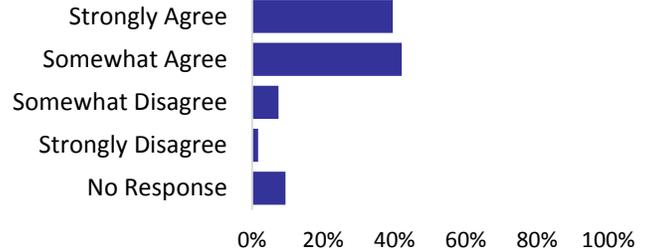
DI1. ECC values the diversity of its student body.

Scale	n	%	Valid %
Strongly Agree	677	41.5%	44.6%
Somewhat Agree	733	44.9%	48.3%
Somewhat Disagree	90	5.5%	5.9%
Strongly Disagree	17	1.0%	1.1%
No Response	116	7.1%	
Total	1,633		



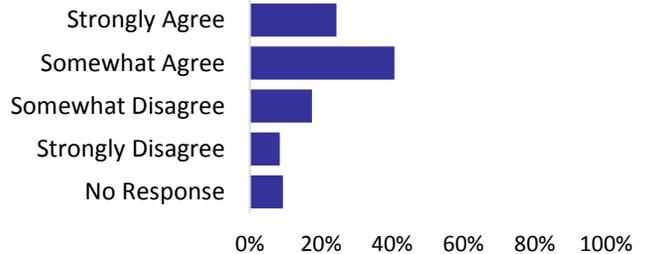
DI2. The ethnic mix of the faculty and staff reflects the diversity of the student body.

Scale	n	%	Valid %
Strongly Agree	645	39.5%	43.6%
Somewhat Agree	686	42.0%	46.4%
Somewhat Disagree	121	7.4%	8.2%
Strongly Disagree	28	1.7%	1.9%
No Response	153	9.4%	
Total	1,633		



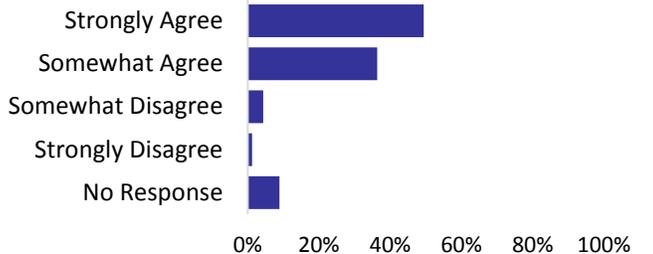
DI3. I feel comfortable expressing my political views on campus.

Scale	n	%	Valid %
Strongly Agree	397	24.3%	26.8%
Somewhat Agree	663	40.6%	44.8%
Somewhat Disagree	284	17.4%	19.2%
Strongly Disagree	137	8.4%	9.3%
No Response	152	9.3%	
Total	1,633		



DI12. I believe that ECC is trying hard to make sure that all students are treated fairly.

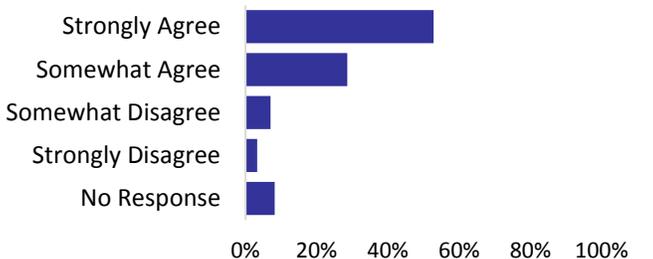
Scale	n	%	Valid %
Strongly Agree	806	49.4%	54.2%
Somewhat Agree	593	36.3%	39.9%
Somewhat Disagree	70	4.3%	4.7%
Strongly Disagree	19	1.2%	1.3%
No Response	145	8.9%	
Total	1,633		



Services and Resources (SR)

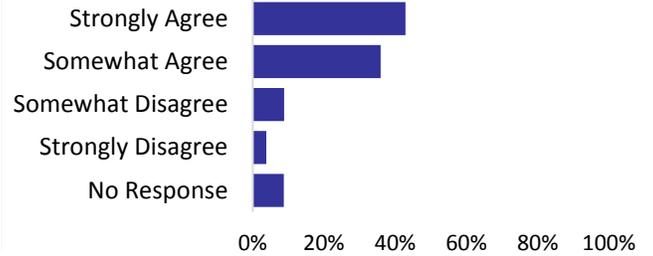
SR1. It was easy for me to enroll at ECC and register for classes.

Scale	n	%	Valid %
Strongly Agree	863	52.8%	57.6%
Somewhat Agree	467	28.6%	31.2%
Somewhat Disagree	115	7.0%	7.7%
Strongly Disagree	54	3.3%	3.6%
No Response	134	8.2%	
Total	1,633		



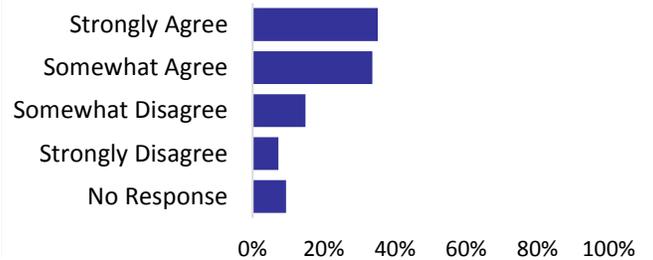
SR2. I feel comfortable approaching and asking questions of ECC employees.

Scale	n	%	Valid %
Strongly Agree	700	42.9%	46.9%
Somewhat Agree	586	35.9%	39.3%
Somewhat Disagree	143	8.8%	9.6%
Strongly Disagree	62	3.8%	4.2%
No Response	142	8.7%	
Total	1,633		



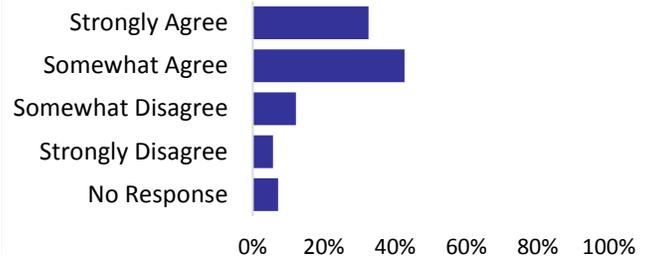
SR3. Counselors and advisors are available when I need them.

Scale	n	%	Valid %
Strongly Agree	573	35.1%	38.7%
Somewhat Agree	548	33.6%	37.1%
Somewhat Disagree	241	14.8%	16.3%
Strongly Disagree	117	7.2%	7.9%
No Response	154	9.4%	
Total	1,633		



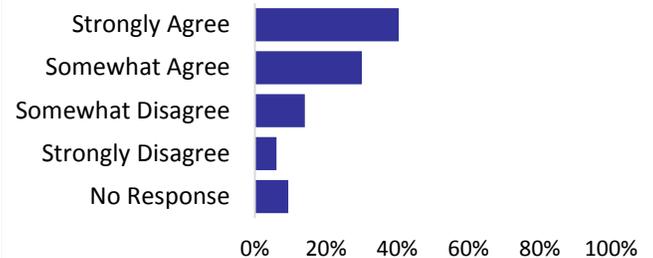
SR4. Overall, employees at ECC are genuinely concerned about my well-being.

Scale	N	%	Valid %
Strongly Agree	531	32.5%	35.0%
Somewhat Agree	695	42.6%	45.8%
Somewhat Disagree	198	12.1%	13.1%
Strongly Disagree	93	5.7%	6.1%
No Response	116	7.1%	
Total	1,633		



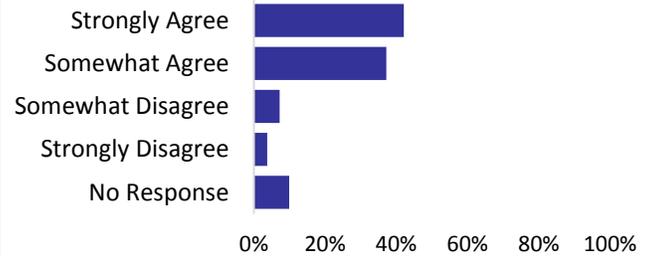
SR5. There is an ECC counselor, instructor, or other staff member I feel comfortable turning to if I need support.

Scale	n	%	Valid %
Strongly Agree	660	40.4%	44.6%
Somewhat Agree	490	30.0%	33.1%
Somewhat Disagree	229	14.0%	15.5%
Strongly Disagree	100	6.1%	6.8%
No Response	154	9.4%	
Total	1,633		



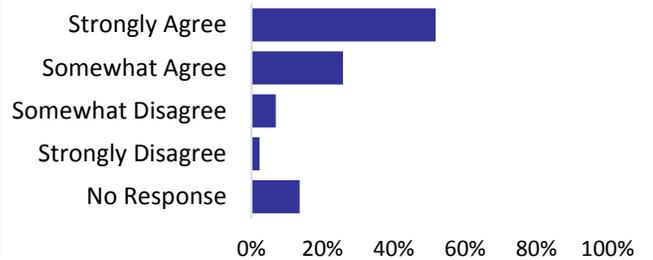
SR6. There are enough academic support and tutoring services available to ECC students.

Scale	n	%	Valid %
Strongly Agree	687	42.1%	46.7%
Somewhat Agree	607	37.2%	41.2%
Somewhat Disagree	117	7.2%	7.9%
Strongly Disagree	61	3.7%	4.1%
No Response	161	9.9%	
Total	1,633		



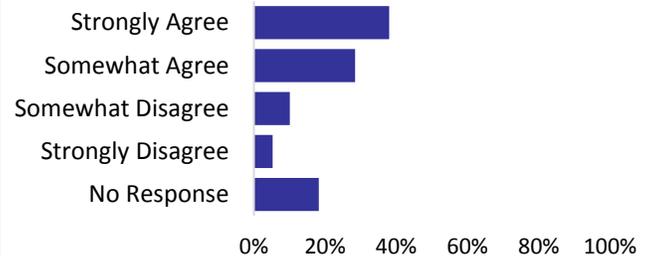
SR7. There are enough places on campus where I can access a computer and the internet when I need to complete my coursework.

Scale	n	%	Valid %
Strongly Agree	844	51.7%	59.8%
Somewhat Agree	419	25.7%	29.7%
Somewhat Disagree	111	6.8%	7.9%
Strongly Disagree	38	2.3%	2.7%
No Response	221	13.5%	
Total	1,633		



SR8. At ECC, I feel supported in finding financial aid and other resources to help me pay for college and my living expenses.

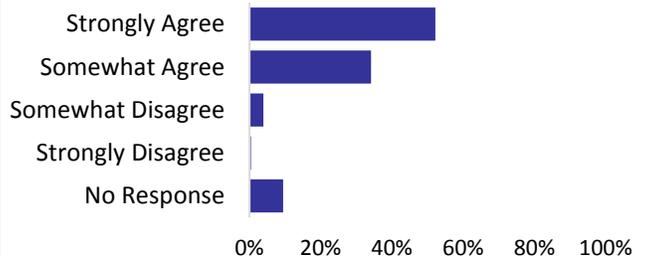
Scale	n	%	Valid %
Strongly Agree	621	38.0%	46.5%
Somewhat Agree	463	28.4%	34.7%
Somewhat Disagree	165	10.1%	12.4%
Strongly Disagree	87	5.3%	6.5%
No Response	297	18.2%	
Total	1,633		



Classroom Instruction (CI)

CI1. My instructors provide a climate in which I am comfortable asking questions about the subject they are teaching.

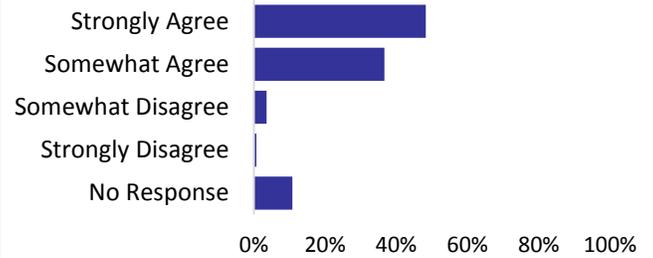
Scale	n	%	Valid %
Strongly Agree	852	52.2%	57.6%
Somewhat Agree	557	34.1%	37.7%
Somewhat Disagree	*	*	*
Strongly Disagree	*	*	*
No Response	154	9.4%	
Total	1,633		



*Suppressed to protect student privacy

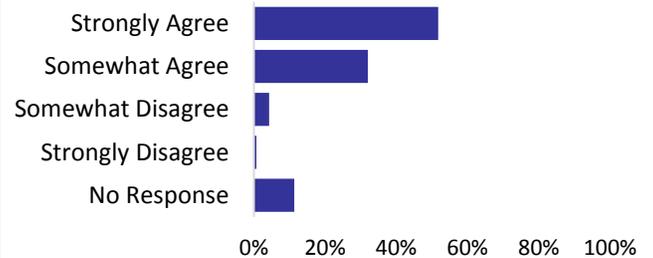
CI2. For the most part, my instructors include course materials that reflect/include a variety of diverse populations.

Scale	n	%	Valid %
Strongly Agree	788	48.3%	54.1%
Somewhat Agree	598	36.6%	41.1%
Somewhat Disagree	58	3.6%	4.0%
Strongly Disagree	12	0.7%	0.8%
No Response	177	10.8%	
Total	1,633		



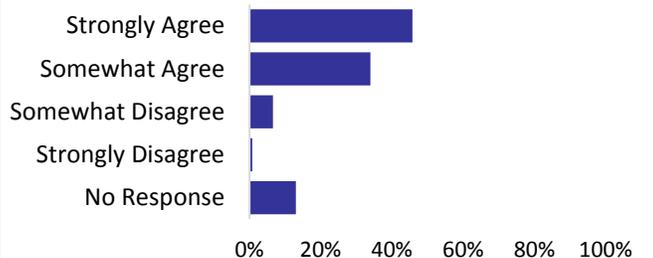
CI3. Instructors welcome and encourage students to contribute diverse perspectives in class.

Scale	n	%	Valid %
Strongly Agree	844	51.7%	58.3%
Somewhat Agree	523	32.0%	36.1%
Somewhat Disagree	70	4.3%	4.8%
Strongly Disagree	11	0.7%	0.8%
No Response	185	11.3%	
Total	1,633		



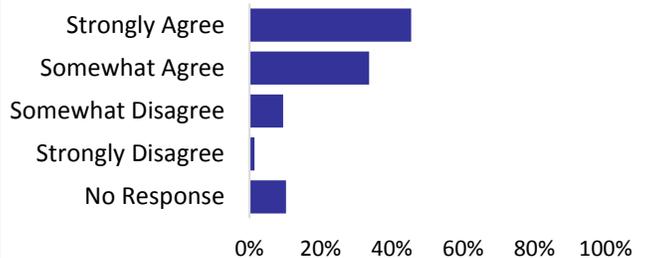
CI4. My instructors are available outside of my class time if I have questions or need help.

Scale	n	%	Valid %
Strongly Agree	746	45.7%	52.5%
Somewhat Agree	554	33.9%	39.0%
Somewhat Disagree	108	6.6%	7.6%
Strongly Disagree	13	0.8%	0.9%
No Response	212	13.0%	
Total	1,633		



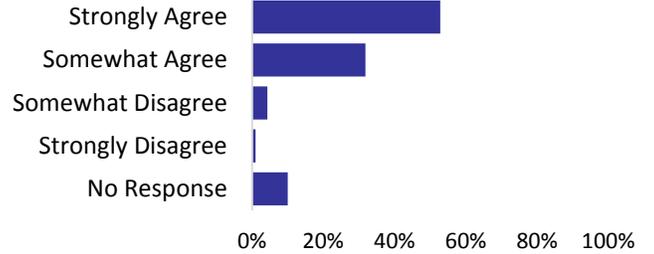
CI5. I feel comfortable talking to my instructors outside of class.

Scale	n	%	Valid %
Strongly Agree	741	45.4%	50.5%
Somewhat Agree	549	33.6%	37.4%
Somewhat Disagree	153	9.4%	10.4%
Strongly Disagree	23	1.4%	1.6%
No Response	167	10.2%	
Total	1,633		



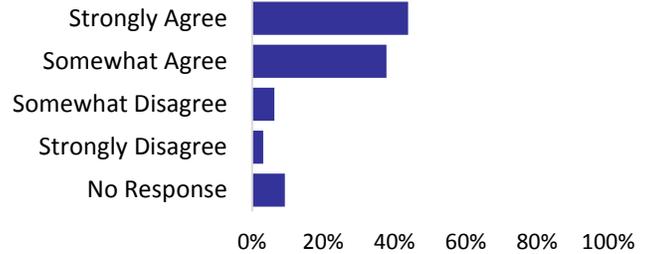
CI6. Overall, instructors at ECC treat students fairly.

Scale	n	%	Valid %
Strongly Agree	862	52.8%	58.7%
Somewhat Agree	520	31.8%	35.4%
Somewhat Disagree	71	4.3%	4.8%
Strongly Disagree	16	1.0%	1.1%
No Response	164	10.0%	
Total	1,633		



CI7. Overall, instructors at ECC are genuinely concerned about my well-being.

Scale	n	%	Valid %
Strongly Agree	716	43.8%	48.3%
Somewhat Agree	616	37.7%	41.5%
Somewhat Disagree	101	6.2%	6.8%
Strongly Disagree	50	3.1%	3.4%
No Response	150	9.2%	
Total	1,633		



References

- Goldrick-Rab, S., Broton, K., & Eisenberg, D. (2015). *Hungry to learn: Addressing food & housing insecurity among undergraduates*. Wisconsin Hope Lab, 1-25.
- Goldrick-Rab, S., Richardson, J., Schneider, J., Hernandez, A., & Cady, C. (2018). *Still hungry and homeless in college*. Wisconsin HOPE Lab. Available online: <http://wihopelab.com/publications/Wisconsin-HOPE-Lab-Still-Hungry-and-Homeless.pdf> (accessed on 25 July 2018).
- U.S. Department of Agriculture, Economic Research Service. (2012). *U.S. Household Food Security Survey Module: Six-Item Short Form*. Retrieved from http://www.ers.usda.gov/datafiles/Food_Security_in_the_United_States/Food_Security_Survey_Modules/short2012.pdf.