

2024 Student Campus Climate Survey

MARCH 2025

Process behind The Survey

Purpose of Employee Campus Climate Survey

- Assess **every three years** students' campus climate **perceptions**
- Survey areas: **overall experience, physical environment & safety, student connection, Diversity, Equity, Inclusion, classroom instruction, services/resources, food & housing insecurity, domestic violence, finances.**

Population Targeted

Stratified random sampling design:

- Divided **Spring 2024 student population** into **subgroups** based on: race/ethnicity, gender & class modality
- Sampled proportionally from each student group. **Invited sample of students to complete survey.** Remaining students were not surveyed.
- Design would ensure that **sample was representative of SP 24 population**, enhancing representativeness and confidence in the results.

Survey Instrument & Administration

- Survey link via email through single sign-on (4/15 to 6/7 2024).
- **Close-ended** questions (Likert scale)
- **Three open-ended** questions (comments offer insights into responses coming from close-ended questions)

Response Rate

Term	# of Student Respondents	Response Rate
Spring 2024	326	8%

Number of students in sample = 4,016

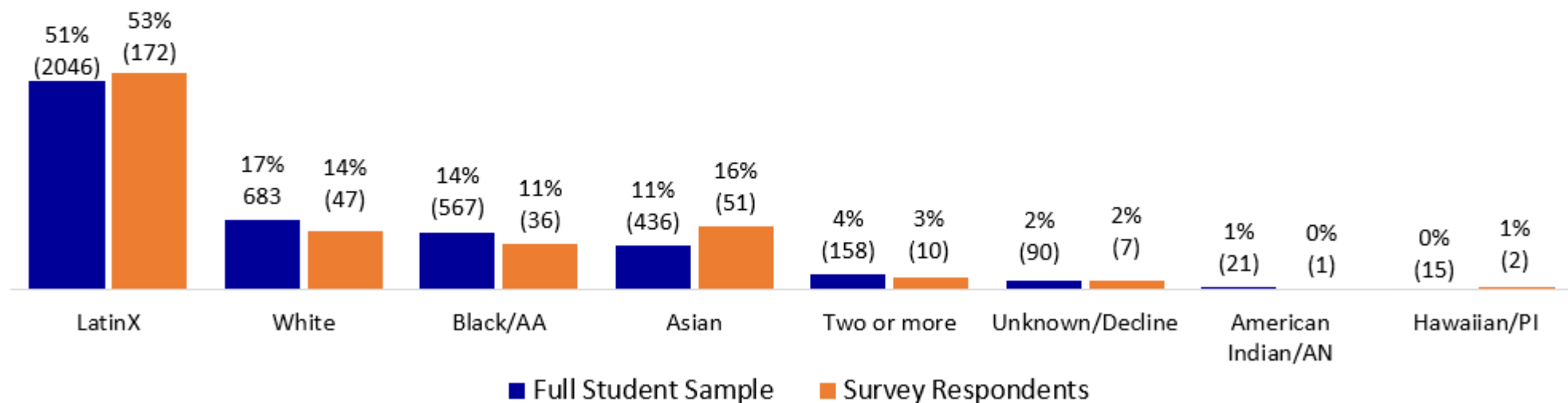
A data-collection effort with a low response rate using a random sampling scheme may produce valid conclusions if the respondents are demonstrated to be representative of the broader population across a number of other relevant characteristics (Holtom et al., 2022).

Demographics of Respondents

of Student Respondents

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Student Representativeness by Race/Ethnicity



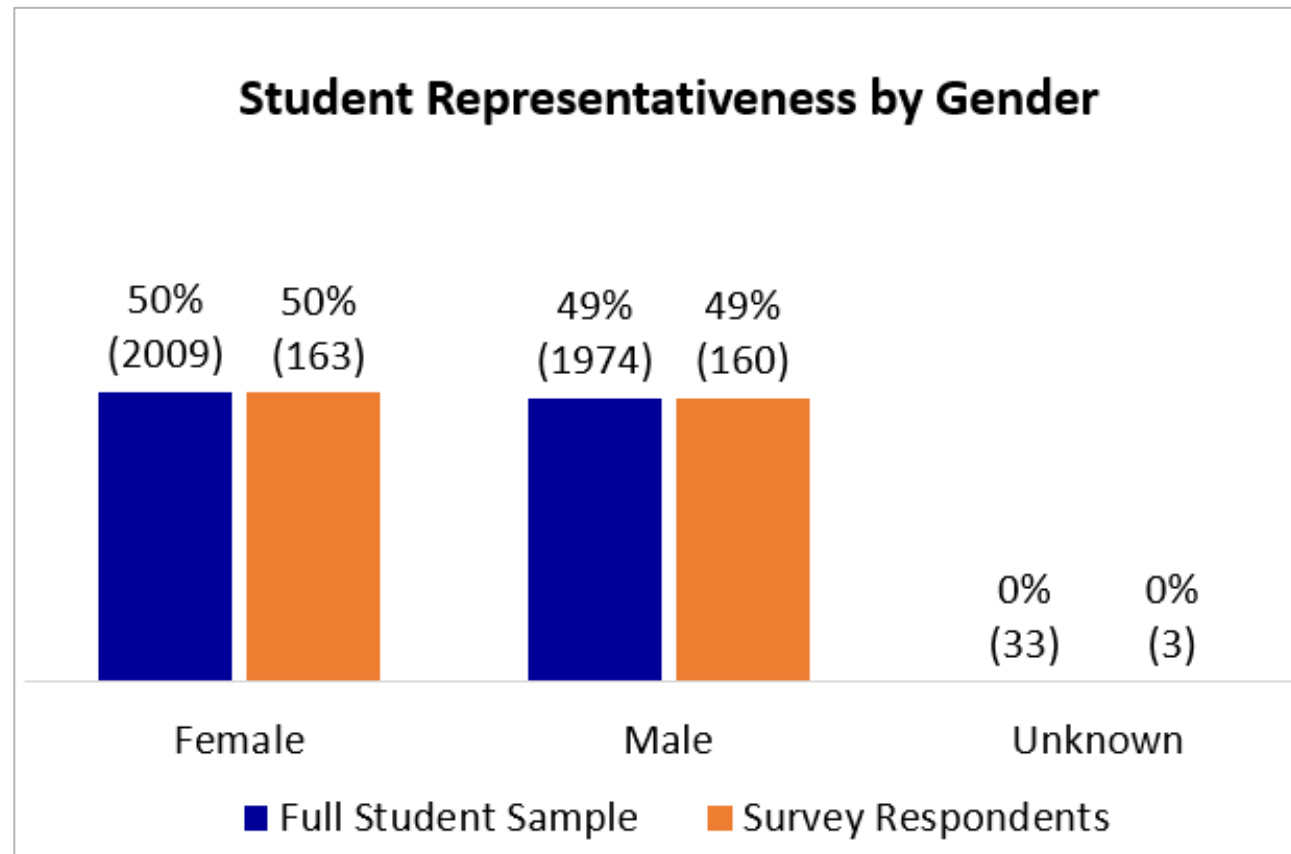
Note: 0 to 5 percentage points of difference is generally considered acceptable between the full student sample and the different groups of respondents. **Student representativeness by race/ethnicity is acceptable** as the differences in percentage points in each category is 5 or below.

Pew Research Center. (2018, January 26). For weighting online opt-in samples, what matters most? Pew Research Center: Methods.

<https://www.pewresearch.org/methods/2018/01/26/for-weighting-online-opt-in-samples-what-matters-most/>

of Student Respondents

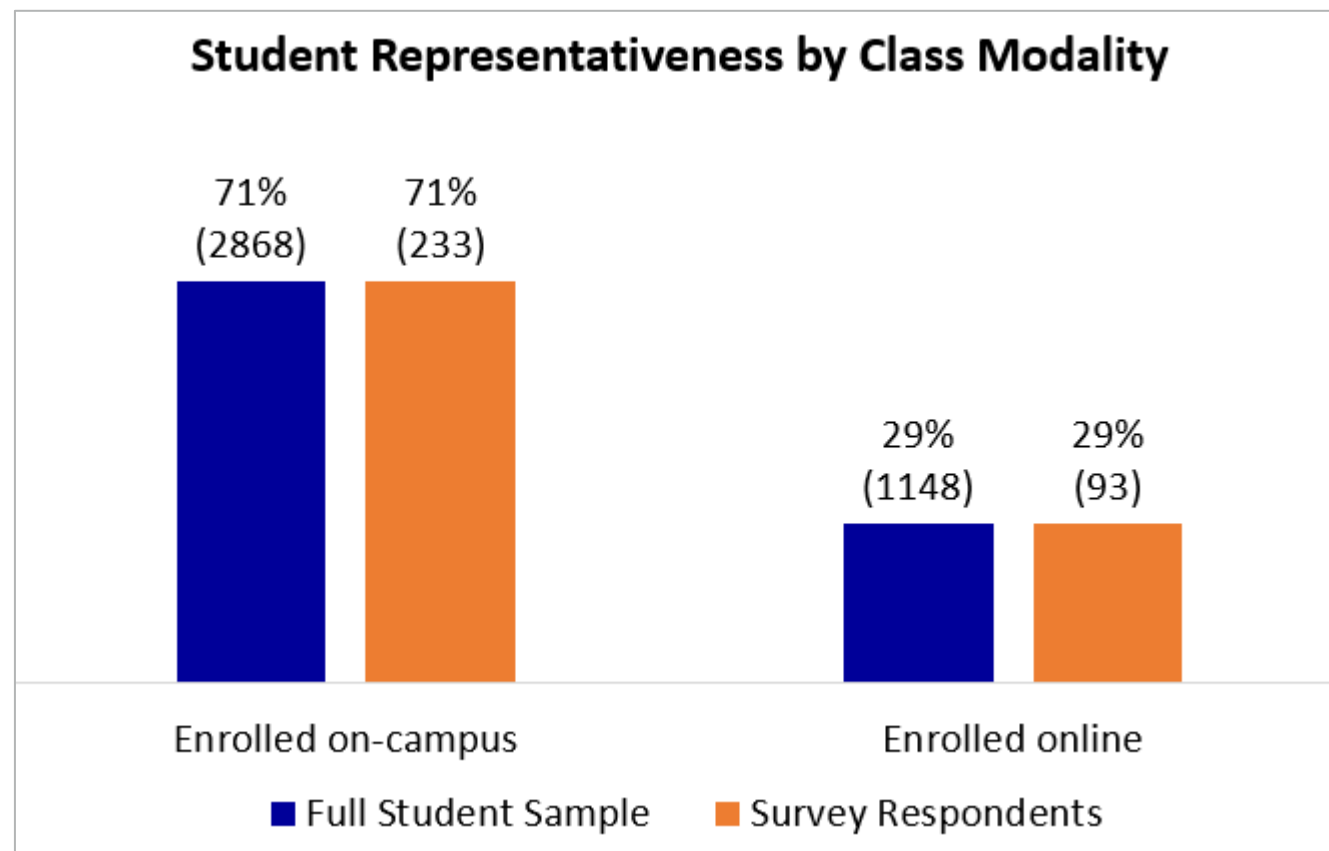
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Note: 0 to 5 percentage points of difference is generally considered acceptable between the full student sample and the different groups of respondents. As the differences in percentage points in the female and male categories exceed 5, the survey findings by gender may be skewed. Therefore, **all reported gender percentages in this slide reflect weighted results to correct for gender imbalances.**

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Note: 0 to 5 percentage points of difference is generally considered acceptable between the full student sample and the different groups of respondents. As the differences in percentage points in the class modality categories exceed 5, the survey findings by class modality may be skewed. Therefore, **all reported class-modality percentages in this slide reflect weighted results to correct for class-modality imbalances.**

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Overall Experience

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

	On Campus Enrollment	Online
Strongly/Somewhat Agree	88%	93%
Strongly/Somewhat Disagree	12%	7%

Classroom Instruction

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

	On Campus Enrollment	Online
Strongly/Somewhat Agree	97%	88%
Strongly/Somewhat Disagree	3%	12%

Student Connection

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

	On Campus Enrollment	Online
Strongly/Somewhat Agree	94%	86%
Strongly/Somewhat Disagree	6%	14%

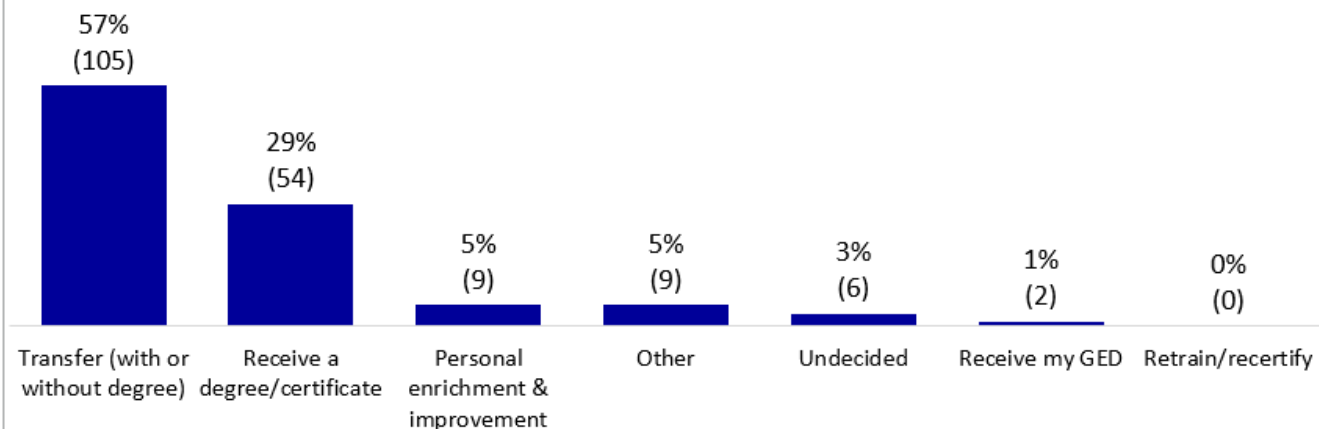
Classroom Instruction

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

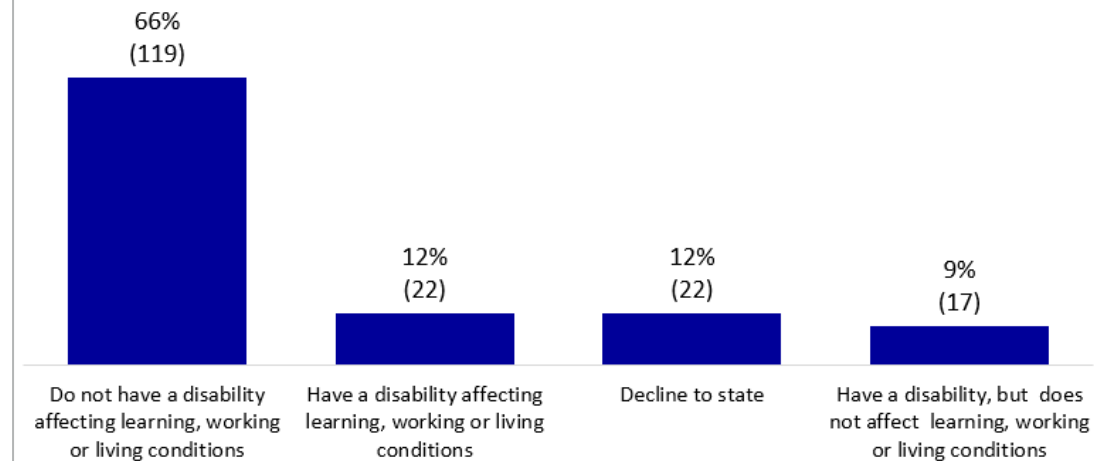
	On Campus Enrollment	Online
Strongly/Somewhat Agree	98%	88%
Strongly/Somewhat Disagree	2%	12%

Other Demographics

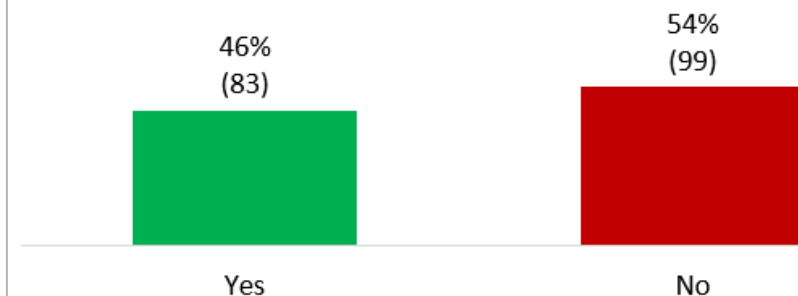
Respondents' Educational Goal



Respondents' Disability Status



Respondents' Involvement with Cohorts or Programs*



*Athletics, ASO, ICC, CAUSE, Student clubs, CalWORKs, EOPS, FYE, Guardian Scholars, HTP, International students, SEA, MESA/ASEM, Project Success, Puente, Special Resource Center (SRC) or Veterans

Distribution of Rates to Categorize Quantitative Findings

HIGH SATISFACTION

70% to 100% of respondents highly agree or somewhat agree with a survey statement

AVERAGE SATISFACTION

50% to 69% of respondents highly agree or somewhat agree with a survey statement

LOW SATISFACTION

0% to 49% of respondents highly agree or somewhat agree with a survey statement

Survey Findings Summaries by Satisfaction Level

Summary High Satisfaction

High Satisfaction: 70% to 100% of respondents strongly agree or somewhat agree with a survey statement

QUANTITATIVE

Student Overall Experience

- ECC:
 - Makes positive difference in people's lives
 - Provides excellent educational programs & services
 - Is a welcoming environment for students
- Students can reach educational goals in the time planned

Diversity, Equity and Inclusion

- ECC values student body diversity
- Faculty and staff racial/ethnic demographics reflects diversity of student body
- Comfortable expressing views/opinions on campus
- Only 21% (28) of respondents have negative experiences with peer students or employees based on protected characteristics
- Comfortable on campus as a member of a:
 - Racial/ethnic group
 - Gender identity
 - Sexual orientation
 - Age group or generation
 - Socioeconomic group
- ECC respects and supports students:
 - With disabilities
 - With different religious/political affiliations
 - With different immigration statuses
 - Who are parents

Physical Environment and Safety

- Feel safe on campus during daytime
- Know how to contact Campus Police
- Comfortable contacting Campus Police
- Very positive/somewhat positive interaction with Campus Police

Classroom Instruction

- Instructors:
 - Provide a climate where students are comfortable asking questions
 - Include materials that reflect/include diverse populations
 - Welcome and encourage students contributing diverse perspectives
 - Are available outside class
 - Help students feel classroom belonging
 - Genuinely concerned about student well-being
 - Treat students fairly
- Students comfortable talking to instructors outside of class

Services/Resources

- Comfortable approaching employees
- Felt supported finding financial aid and resources to pay for college and living expenses

Student Connection

- Feel part of a wider ECC community
- ECC employees genuinely concerned about students' well-being
- At least one ECC Counselor, instructor, or other staff member students feel comfortable turning to, if needing support
- At least one ECC center, program, or service students feel comfortable turning to, if needing support

Summary College Doing Well

QUALITATIVE
TOTAL = 494 positive comments

Services/Resources

Top Topic #1

Counseling/Student Services/Academic **Support**
(84 comments/17% of total comments)

Top Topic #2

Student Services/Academic **Resources**
(73 comments/ 15% of total comments)

Classroom Instruction

Top Topic #3

Academic Offerings
(67 comments/14% of total comments)

Top Topic #4

Supporting/Excellent Professors
(54 comments/11% of total comments)

Student Connection

Top Topic #5

Welcoming Environment/Sense of Belonging
(47 comments/10% of total comments)

Services/Resources Findings (Qualitative)

Top 1 Topic respondents indicated College was doing well

Counseling/Student Services/Academic Support (84 out of 494 positive comments/17% of total positive comments)

Counseling Support

- Students appreciated the **accessibility, professionalism, and empathy of counselors**.
- Counselors were **praised for educational planning, transfer prep, and support** for first-year students and those facing challenges.
- Many noted **counselors were knowledgeable, proactive, and genuinely invested in student success**.

Student Services Support

- **Staff were seen as friendly, responsive, and helpful** with timely support and clear guidance.
- **Programs** like EOPS, the Special Resource Center, and the Warrior Welcome Center created a **welcoming atmosphere**.
- **Services** for enrollment, outreach & support for **undocumented and underserved students stood out** as especially valuable.

Academic Support

- **Tutoring and workshops were praised** for helping students understand material and build confidence.
- Students valued the **tutoring center and embedded tutors** familiar with their courses.
- Many expressed gratitude for **wraparound academic support that helped them persist** through academic challenges.

Services/Resources Findings (Qualitative)

Top 2 Topic respondents indicated College was doing well

Student Services/Academic Resources (73 out of 494 positive comments/15% of total positive comments)

Student Services Resources

- Students appreciated the **range of supportive programs**, including those for undocumented students, students with disabilities, and working parents.
- Services like **educational planning, mental health awareness, and campus engagement** were seen as accessible and helpful.
- Many felt **student services contributed to a welcoming and inclusive campus environment**.

Academic Resources

- Students valued the availability of **tutoring, library access, computer and laptop loans, and study spaces** like the MESA center.
- Online tools such as **Canvas and MyECC** were seen as **easy to use and supportive of academic success**.
- **Resources** mentioned above were viewed as **essential to completing coursework and staying on track academically**.

Classroom Instruction Findings (Qualitative)

Top 3 Topic respondents indicated College was doing well

Academic Offerings (67 out of 494 positive comments/14% of total positive comments)

Academic Offerings

- Students praised the **wide variety of academic programs and course options**, including enrichment, career-focused, and transfer pathways.
- **Flexibility in class scheduling**—including evening, online, and accelerated options—was highlighted as **especially helpful for working students** and those with varying needs.
- **Specific programs and departments** (e.g., language, art, math, jazz, construction, medical) were frequently mentioned as **strong and well-organized**, contributing to a positive academic experience.

Classroom Instruction Findings (Qualitative)

Top 4 Topic respondents indicated College was doing well

Supporting/Excellent Professors (54 out of 494 positive comments/11% of total positive comments)

Supporting Professors

- Students appreciated how **approachable, supportive, and understanding** professors were, especially when offering help outside of class or accommodating individual needs.
- Many comments emphasized that professors were **easy to reach, responsive to questions, and committed to student success**.
- Faculty were noted for their **kindness, patience, and ability to create a welcoming learning environment**.

Excellent Professors

- Students praised the **quality of instruction**, describing professors as knowledgeable, effective, and passionate about their subjects.
- Many expressed that their professors were **highly skilled in their fields** and delivered strong educational value.
- **Specific departments**, such as Child Development, were mentioned for **consistently excellent faculty**.

Student Connection Findings (Qualitative)

Top 5 Topic respondents indicated College was doing well

Welcoming Environment/Sense of Belonging (47 out of 494 positive comments/10% of total positive comments)

Welcoming Environment

- Students consistently described the **campus as friendly, inclusive, and supportive**, with staff and faculty creating a positive first impression from the start.
- The **physical and social environment was seen as clean, safe, and open to all**, including support for diverse populations.
- **Programs, events, and spaces**—such as ESL support and the LGBTQ+ Pride Center—contributed to a **warm and inviting campus** atmosphere.

Sense of Belonging

- **Students felt seen and valued** through opportunities for input, support services, and staff who genuinely cared about their success.
- Many shared that it was **easy to connect with others, form study groups, and build a sense of community** on campus.
- Efforts like **student-led events, participatory governance, and outreach to new students** helped foster a strong feeling of inclusion and belonging.

Summary Average Satisfaction

Average Satisfaction: 50% to 69% of respondents strongly agree or somewhat agree with a survey statement

QUANTITATIVE

Physical Environment and Safety

- Feel safe on campus after dark

Student Connection

- Often participating in ECC events and activities

Diversity, Equity and Inclusion

- ECC respects and supports students who are housing insecure

Summary College Doing Average

QUALITATIVE

No qualitative comments in this section as the survey asked for things ECC did well and things ECC needed to improve.

The survey did not ask for things the college did average.

Summary Low Satisfaction

Average Satisfaction: 0% to 49% of respondents highly agree or somewhat agree with a survey statement

QUANTITATIVE

No survey area received less than 50% agreement (somewhat agree or strongly agree) from respondents on any statement.

Survey Areas

- Overall experience
- Physical environment & safety
- Student connection
- Diversity, Equity, Inclusion
- Classroom instruction
- Services/resources
- Food & housing insecurity
- Domestic violence
- Finances

Summary College Needs to Improve

QUALITATIVE

TOTAL = 260 improvement comments

Services/Resources

Top Topic #1

More/Efficient Student Services/Academic Resources
(23 comments/9% of total comments)

Top Topic #3

Counseling Improvement
(20 comments/8% of total comments)

Top Topic #5

Food Improvement
(15 comments/6% of total comments)

Physical Environment & Safety

Top Topic #2

Facilities Updates
(21 comments/8% of total comments)

Student Connection

Top Topic #4

More Student Community/Engagement
(17 comments/7% of total comments)

Services/Resources Findings (Qualitative)

Top 1 Topic respondents indicated College needed to improve

More/Efficient Student Services/Academic Resources

(23 out of 260 improvement comments/9% of total improvement comments)

More/Efficient Student Services

- Students expressed **frustration with delays or difficulties in accessing key services** such as counseling, financial aid, registration, and transcript processing.
- There were concerns about **limited staffing, lack of timely communication, and inefficiencies in processes** like submitting waivers and scheduling appointments.
- Several comments called for **improved access to medical services, childcare, and support for students with limited educational experience.**

More/Efficient Academic Resources

- Students requested **expanded access to tutoring, writing support, and library hours** to better accommodate their schedules and academic needs.
- There were calls for **more comprehensive and clearer information on available resources**, especially for new students.
- Suggestions included **improving course selection tools, increasing library inventory, and expanding program offerings** in areas like nursing and mechanics.

Physical Environment & Safety Findings (Qualitative)

Top 2 Topic respondents indicated College needed to improve

Facilities Updates (21 out of 260 improvement comments/8% of total improvement comments)

- Students expressed a need for **updated and cleaner facilities**, including classrooms, labs, restrooms, and more **gender-neutral** bathrooms.
- Suggestions included **expanding study spaces, adding shaded areas, improving vending machines, and offering dedicated spaces for clubs, tutoring, and napping.**
- Concerns were raised about **restroom maintenance, limited lab access, campus transportation, parking, and the need for more accessible and functional student spaces.**

Services/Resources Findings (Qualitative)

Top 3 Topic respondents indicated College needed to improve

Counseling Improvement

(20 out of 260 improvement comments/8% of total improvement comments)

- Students frequently noted **difficulty accessing academic counseling services**, including scheduling issues, unresponsive systems, and lack of online appointment options.
- Concerns were raised about the **availability, responsiveness, and helpfulness of counselors**, with some students reporting having to manage their education plans on their own.
- Suggestions included **hiring more counselors, improving communication** (especially email and phone), and **increasing counselor engagement in classrooms and with new students**.

Student Connection Findings (Qualitative)

Top 4 Topic respondents indicated College needed to improve

More Student Community/Engagement

(17 out of 260 improvement comments/7% of total improvement comments)

- Students expressed a desire for **stronger campus community, including the creation of a student union and more school spirit.**
- There were concerns about **limited communication and visibility of clubs, events, and opportunities for involvement.**
- Suggestions included **hosting more inclusive events**—especially on weekends—and creating more **spaces and platforms for student voices and connections.**

Services/Resources Findings (Qualitative)

Top 5 Topic respondents indicated College needed to improve

Food Improvement (15 out of 260 improvement comments/6% of total improvement comments)

- Students called for **better quality and more nutritious food options**, especially for breakfast and lunch.
- Comments highlighted the **need for longer dining hours, more snack availability, and cost-friendly or free food choices**, including vegetarian options.
- Some students noted a **general lack of designated eating spaces** and expressed a desire for **improved access to affordable, healthy meals** on campus.

Survey Results on Basic Needs & Wellbeing

FOOD INSECURITY, HOUSING INSECURITY, FINANCE & DOMESTIC VIOLENCE

Food Insecurity

QUANTITATIVE

Food Insecurity Responses	%/Counts of Respondents	
	Yes	No
Took advantage of Warrior Food Pantry/food security resources provided by ECC	25% (48)	75% (141)
Felt hungry but didn't eat due to lack of money for food (last 12 months)	22% (39)	78% (138)

Food Insecurity Responses	%/Counts of of Respondents				
Used food insecurity resources	Twice or more per week	Once a week	Once a month	A few times per semester	Once per semester
	9% (4)	11% (5)	13% (6)	48% (22)	20% (9)

Housing Insecurity

QUANTITATIVE

Housing Insecurity Responses	%/Counts of Respondents
Live in a house	55% (102)
Live in an apartment	33% (61)
Live in a duplex or multi-family home	7% (13)
Do not have a home	2% (4)
Live in a mobile home, trailer,	1% (2)
Other	2% (4)

Housing Insecurity Responses	%/Counts of Respondents	
	Yes	No
Did not pay full amount of gas, water or electricity bill	27% (44)	73% (120)
Did not pay/underpay rent/mortgage	20% (32)	80% (127)
Moved in with other people due to financial problems	17% (29)	83% (146)
Did not know where to sleep, even for one night	13% (23)	87% (156)
Reached out to ECC staff regarding housing needs	5% (9)	95% (178)
Were evicted from home	4% (8)	96% (171)

Caregiving Responsibilities

QUANTITATIVE

Caregiving Responsibilities	%/Count of Respondents
Do not have dependents	57% (115)
Have dependents living with them	27% (54)
Have dependents who do not live with them	5% (11)
Are single parents	7% (15)
Are primary caregivers for elderly/disabled adult	3% (6)

Finances

QUANTITATIVE

Methods to Pay for College Expenses Responses	%/Count of Respondents
Work at a job that is not work-study	24% (75)
Get grants from federal/state government	20% (62)
Get help from family/friends	17% (52)
Use their savings	11% (36)
Use their credit cards	11% (34)
Have a work-study job	4% (14)
Get scholarships from other organizations	3% (9)
Take out student loans	2% (7)
Have their employers pay	2% (6)
Other	6% (20)

Domestic Violence

QUANTITATIVE

Domestic Violence Responses	%/Count of Respondents		
	Yes	No	Decline to State
Experienced domestic violence in the past 12 months	2% (4)	95% (178)	3% (6)
Witnessed domestic violence in the past 12 months	3% (6)	93% (176)	4% (7)
Reached out to ECC staff for support, after witnessing/experiencing domestic violence in the past 12 months	14% (1)	86% (6)	N/A



Thank You!