STUDENT VIEWS 2013



RESULTS OF THE SPRING 2013 SURVEY OF CREDIT AND CONTINUING EDUCATION STUDENTS

Key Findings

The 2013 spring student survey had the following notable results.

Technology

- Student access to mobile devices increased between 2011 and 2013. Among credit students, 86% have laptop computers, 83% have phones with Internet access, and 38% have tablet computers such as iPads and Kindles. Among continuing education students, 67% have laptop computers, 46% have phones with Internet access, and 25% have tablet computers.
- Student Internet access appears to have stabilized: 97% of credit students and 75% of continuing education students report having Internet access at home, percentages which have not changed substantially for approximately three years.

Student Progress and Needs

- Students continue to have trouble getting classes as the college continues to cut classes. Over onethird of credit students indicated having problems due to full classes.
- A large majority of credit and continuing education students believe that GCC offers a sufficient number of instructional programs and student services.

Student Satisfaction

 Credit students and continuing education students are positive about safety, the appearance of the campus, and the college's friendliness toward students. Credit students are not satisfied with parking, food services, and the availability of classes.
Similarly, continuing education students have negative views of parking and food services.

Campus Climate

- Both credit students and continuing education students agree that GCC treats students of different ethnic and gender groups fairly.
- Students of different ages, genders, and ethnic backgrounds feel comfortable at GCC.

Student Learning

- Credit students and continuing education students are positive about their learning, agreeing that GCC focuses on student learning and that they learn a lot in their classes.
- Credit students are positive about improving in areas related to GCC's institutional learning outcomes (ILOs).

For more detailed information about the survey results, and trend analysis from previous surveys, go to the Research & Planning web page at the following address and click on "Reports & Publications."

http://www.glendale.edu/research

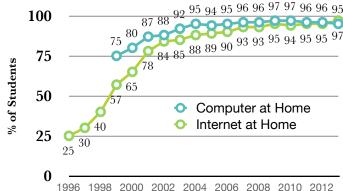
Part 1. Technology

GCC has tracked computer and Internet access since 1996. The graph to the right shows changes in access over the years. Since about 2004, 95% or more of credit students have had a computer at home; since about 2009, 95% or more of credit students have had Internet access at home. Only 5% of credit students (about 850 credit students) indicate they do not have Internet access at home.

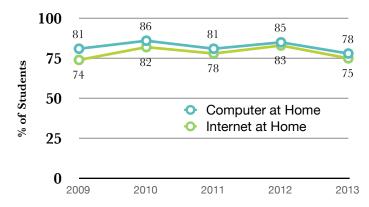
In 2013, the percentage of credit students with Internet access at home exceeded the percentage of credit students with computers at home, indicating that some students access the Internet with devices other than computers such as phones and tablets.

The graph to the right shows the percentage of continuing education students indicating they have computer and Internet access. The percentage of continuing education students with Internet access is smaller than the percentage of credit students with Internet access, but only by a small amount. Approximately 25% (or about 1,500) continuing education students do not have Internet access at home.

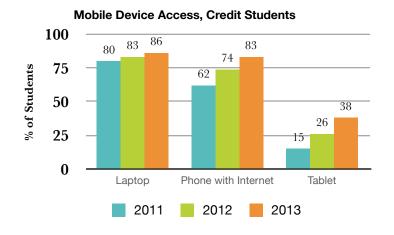
Computer and Internet Access: Credit Students



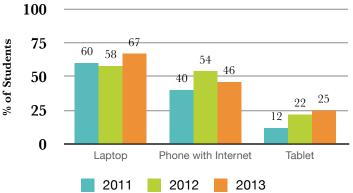
Computer and Internet Access: Continuing Education Students



The graphs below show access to mobile devices for credit and continuing education students. This information has been collected since 2011. Access to Internet-enabled phones and tablet computers (such as the iPad or Kindle) has increased since 2011.

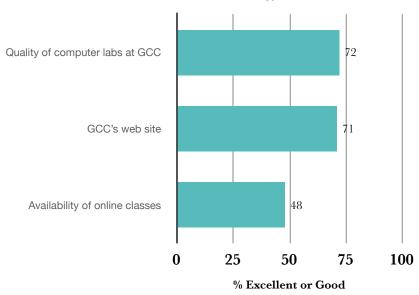


Mobile Device Access, Continuing Education Students

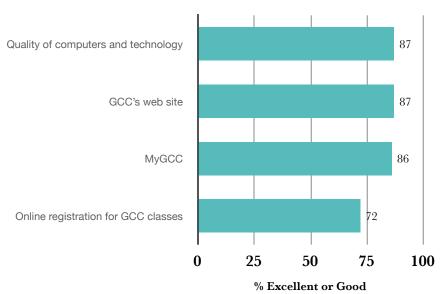


The graph below shows a summary of student responses to technology items on the 2013 survey. Students were asked to rate various aspects of technology at GCC using a scale of "Excellent," "Good," "Fair," or "Poor." The graphs show the percentage of students who marked "Excellent" or "Good." The top graph shows responses of credit students and the bottom graph shows responses of continuing education students.

Satisfaction with Technology, Credit Students

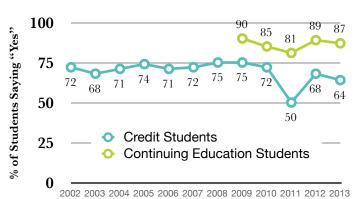


Satisfaction with Technology, Continuing Education Students



Part 2. Student Progress and Needs

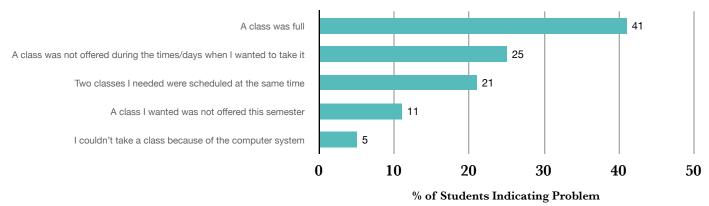
Moving as Quickly as Possible Toward Goal



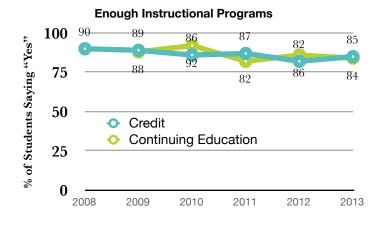
The student survey asks students if they are moving as quickly as possible toward their educational goal. As the graph to the left shows, the percentage of students indicating that they are moving as quickly as possible toward their goal dropped dramatically in 2011.

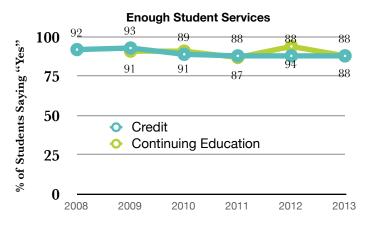
In 2013, 56% of credit students said they had problems enrolling in classes. The graph below shows the problems that students indicated. The most frequently indicated problem was that a class was full, experienced by over one-third of survey respondents.

Problems Getting Credit Classes, Spring 2013 (Credit Students)



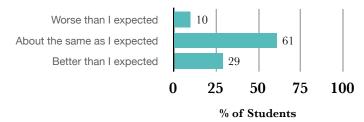
Students were asked whether GCC has enough instructional programs (left graph below) and enough student services (right graph below). Large majorities of both credit students and noncredit students indicate that the number of programs is sufficient.



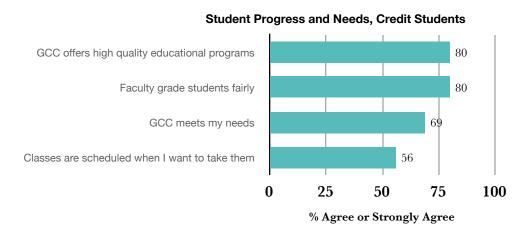


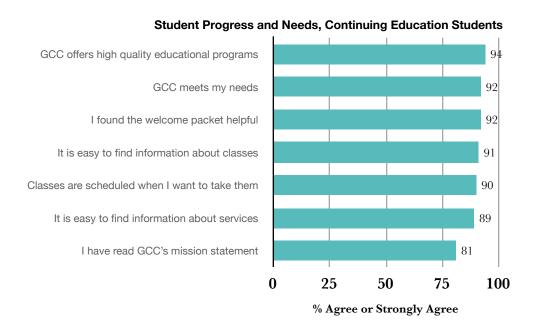
Credit students were asked whether their experience at GCC met their expectations. Most credit students (61%) said that their experience was about the same as they expected, while 29% said their experience was better than expected. Only 10% said their experience was worse than expected.

How has your experience at GCC met your expectations?



The graphs below show results for student progress and needs "agreement" items. Students were asked whether they agreed with statements about student progress and needs. The graphs show the percentage of students marking either "Agree" or "Strongly Agree." The top graph shows results for credit students and the bottom graph shows results for continuing education students.

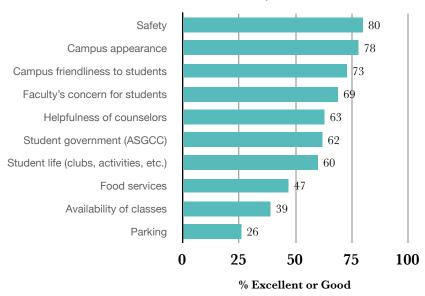




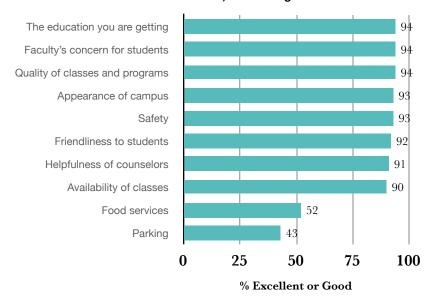
Part 3. Student Satisfaction

Students were asked to rate their satisfaction about many aspects of their education at GCC. For each item, students could mark one of four options: Excellent, Good, Fair, or Poor. The graphs below show the percentages of students marking either Excellent or Good. The top graph below shows results for credit students and the bottom graph shows results for continuing education students.

Student Satisfaction Items, Credit Students

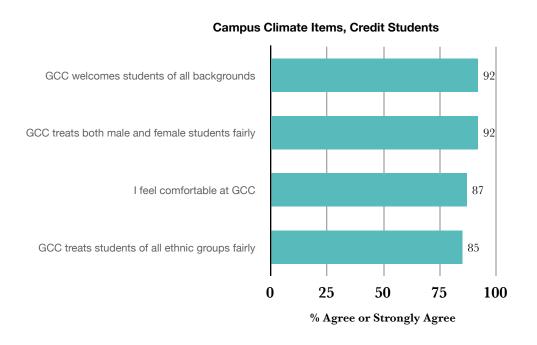


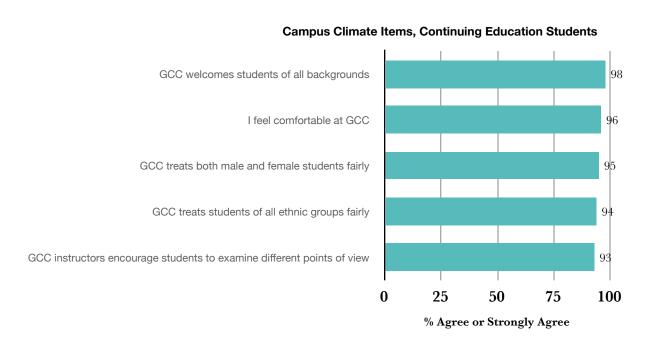
Student Satisfaction Items, Continuing Education Students



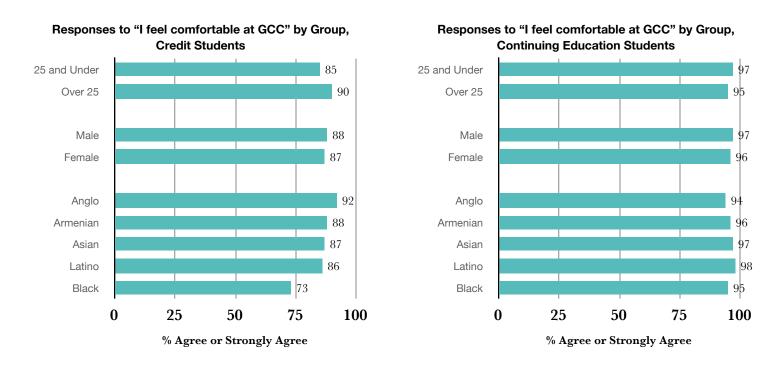
Part 4. Campus Climate

The 2013 survey asked several questions about campus climate. Students were shown statements and asked whether they agreed or disagreed. The graphs below show the percentages of students marking either Agree or Strongly Agree.



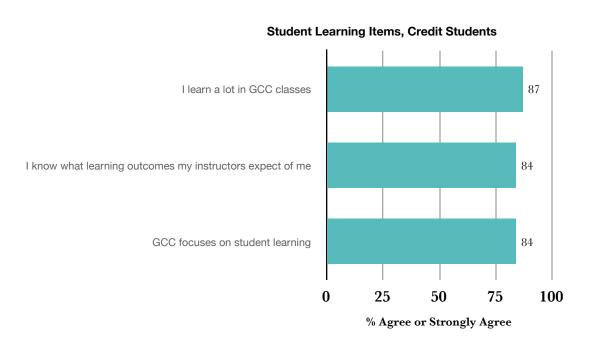


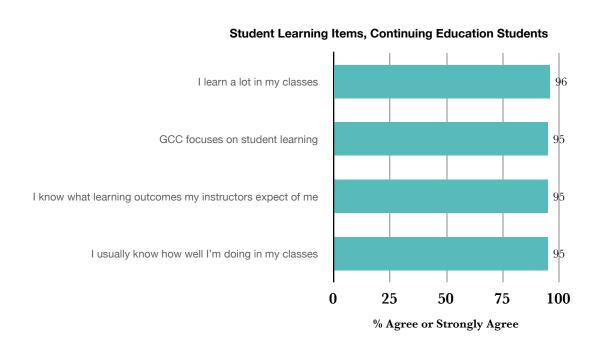
The graphs below show responses to the statement "I feel comfortable at GCC" by age, sex, and ethnic group. The left graph shows responses of credit students and the right graph shows responses of continuing education students. It is clear that a large majority of students feel comfortable at GCC. The credit groups with the lowest agreement rates for this item were Black students and younger students.

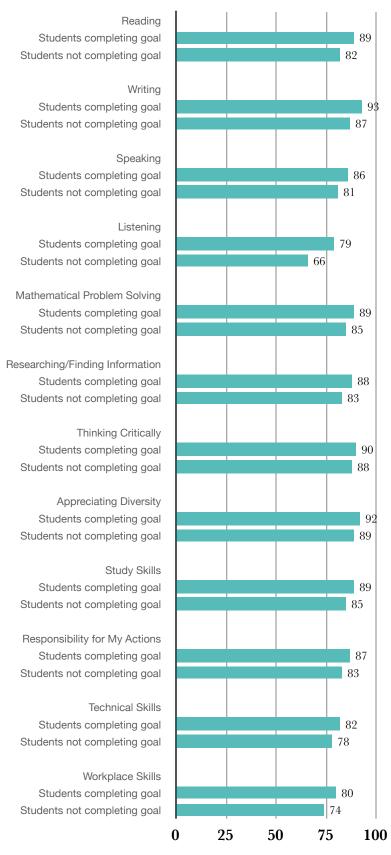


Part 5. Student Learning

The 2013 survey included several agreement items about student learning. Students were shown statements and asked whether they agreed or disagreed. The graphs below show the percentages of students marking either Agree or Strongly Agree.







% Saying "Improved somewhat" or "Improved a lot"

The 2013 student survey for credit students asked a series of questions assessing students' perceptions of learning in the areas defined by GCC's institutional learning outcomes, or ILOs (previously called core competencies). Students were asked how much GCC has improved their skills in each area. They could respond with one of three choices: "Improved a lot," "Improved somewhat," or "Not improved." The graphs below show the percentages of students responding with either "Improved a lot" or "Improved somewhat." The graphs show the results for two groups of students: those indicating they will complete a degree or certificate or transfer requirements this semester, and those students indicating they will not complete one of these goals this semester.

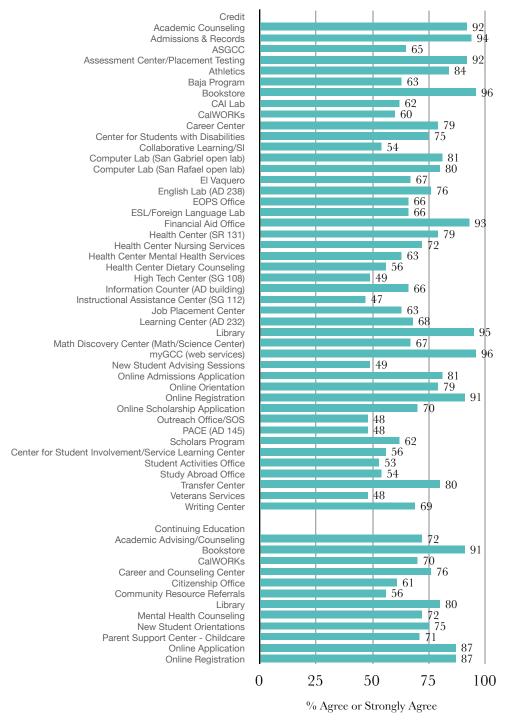
As the graph shows, students indicating that they will complete a degree or transfer goal in Spring 2013 perceive more learning in each area than students not completing a degree or transfer goal in Spring 2013. The effect is strongest for listening, reading, writing, and workplace skills.

For more information about institutional learning outcomes and other student learning outcomes at GCC, please go to http://www.glendale.edu/slo.

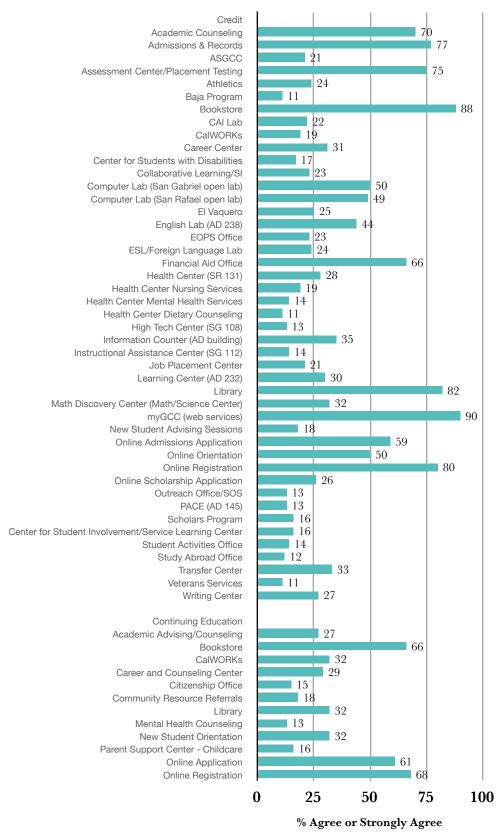
Part 6. Satisfaction with Services

Every three years, the credit student survey asks about students' recognition of, use of, and satisfaction with services available to students. The continuing education survey asks parallel questions every year. About each service, students may respond "I have never heard of it," "I have heard of it but never used it," "I have used it but was not satisfied," "I have used it and found it helpful," or "I have used it and found it very helpful." In the graphs below, recognition is the percentage who have heard of the service. Use is the percentage who say they have used the service. Satisfaction is the percentage of users who found the service either helpful or very helpful.

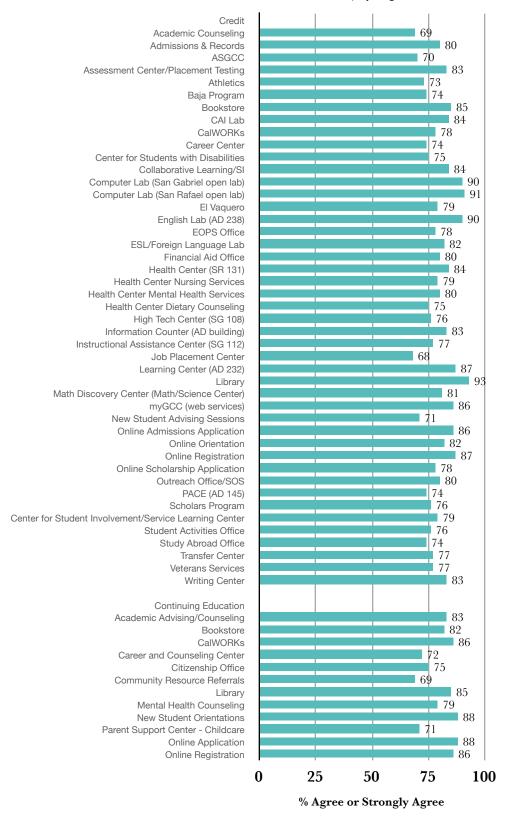




Use of Services, Spring 2013



Satisfaction with Services, Spring 2013



Appendix. Method

The survey was conducted as a paper-and-pencil survey in class sections. Responses were received from 1,423 credit students and 467 continuing education students. Surveys were distributed to 94 credit sections and returned from 65 sections, for a section return rate of 69%. Surveys were distributed to 25 continuing education sections and returned from 23 sections, for a section return rate of 92%.

The survey was conducted between Monday, April 29, 2013 and Friday, May 17, 2013. Survey forms were printed two-sided on letter-sized paper. The survey was designed to take less than 20 minutes to complete. Scanning and data analysis were conducted by Research & Planning staff.

Beginning in Spring 2003, survey responses from credit students have been weighted to account for the oversampling of full-time students. Weighting response percentages results in a more accurate estimate of the responses of the entire student population. Classroom surveys oversample full-time students because these students are more likely to be included in the survey sample simply because they are enrolled in more classes than part-time students.