

Glendale Community College

Student Views 2011

**Results of the Spring 2011 Survey
of Credit and Continuing Education Students**

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Research & Planning
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Summary

Introduction

In 2011, 1,630 credit students and 324 continuing education students responded to a classroom survey conducted by Research & Planning. This summary presents notable findings and trends from the Spring 2011 survey.

Technology

- Student Internet access appears to have stabilized. Since 2009, about 95% of credit students and about 80% of continuing education students have had Internet access at home.
- The 2011 survey asked about mobile devices: 80% of credit students and 60% of continuing education students had laptop computers, 62% of credit students and 42% of continuing education students had phones with Internet access, and 15% of credit students and 12% of continuing education students had tablet computers such as the iPad and Kindle.

Evaluation

- Credit students indicated more barriers to progress than in previous years: 50% said they were moving as quickly as possible toward their educational goal, compared to about 70% in previous years. The main reason was that classes filled too quickly, reported by 33% of credit students.
- A question about the new block scheduling system asked to compare scheduling classes now to scheduling classes in Spring 2009 or earlier. Of students with an opinion, there was only a small difference between the percentage indicating scheduling is better now (28% of respondents) and the percentage indicating scheduling was better using the previous system (27% of respondents).
- Fewer credit students indicated that GCC has exceeded their expectations in 2011 (26%) than in 2008 (42%). This measure has been decreasing slowly since 2008.
- Both credit and continuing education students were highly satisfied with safety and friendliness to students.
- Both credit and continuing education students were unsatisfied with parking. Class availability was also an item with relatively low satisfaction across both credit and continuing education students. Additionally, less than half of credit students rated food services as good or excellent.
- Both credit and continuing education students agreed that GCC welcomes students of all backgrounds, a key part of the college mission statement. High percentages of credit and continuing education students also indicated they feel comfortable at GCC.

Marketing

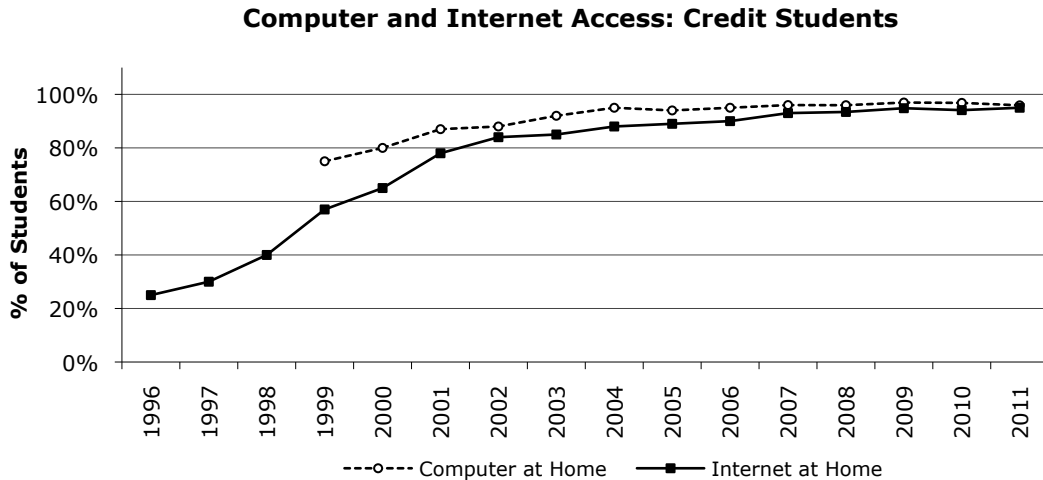
- When asked what influenced their decision to attend GCC, the strongest influences on credit students were distance from home, advice from family and friends, the cost of attending, and GCC's course offerings.
- Credit students were not likely to be influenced by advertisements, the "Gateways to Glendale College" television show, or phone calls from GCC students.
- The strongest influences on continuing education students were family and friends, GCC's website, mailers, brochures, the safety of the campus, and distance from home.
- Like credit students, continuing education students were not likely to be influenced by advertisements, the "Gateways to Glendale College" television show, or phone calls from GCC students.

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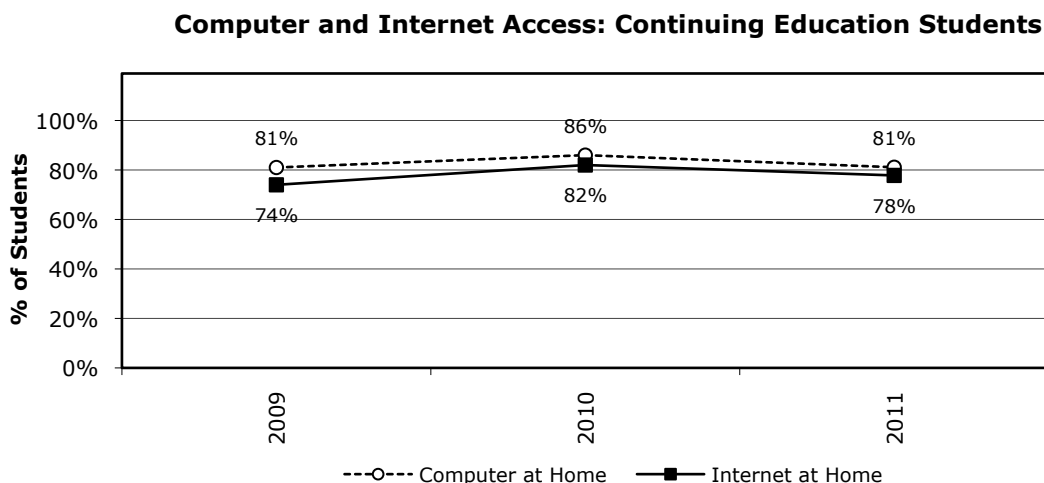
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Part 1. Technology

GCC has tracked computer and Internet access since 1996. The graph below describes the changes in access over the years. Since about 2006, 95% or more of credit students have had computers at home. Since about 2009, 95% or more of credit students have had Internet access at home. In the 2011 survey, 96% of credit students indicated they had a computer at home and 95% indicated they had Internet access at home.



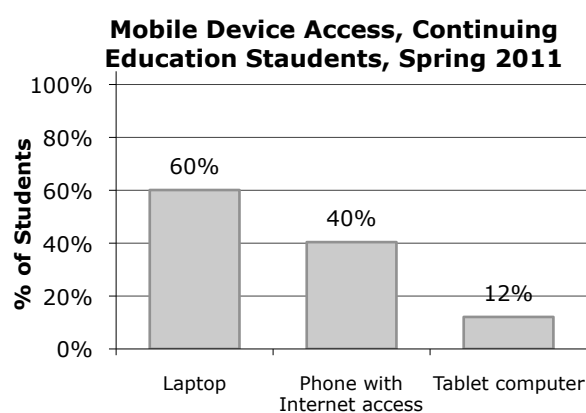
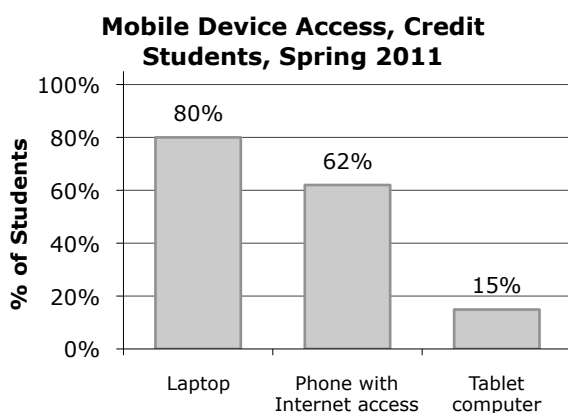
The next graph shows computer and Internet access for continuing education students. Continuing education students have been surveyed annually since 2009, so long-term trend information is not available. It is clear that continuing education students are somewhat less likely than credit students to have computer and Internet access at home. In the 2011 survey, 81% of continuing education students indicated they had a computer at home and 78% indicated they had Internet access at home.



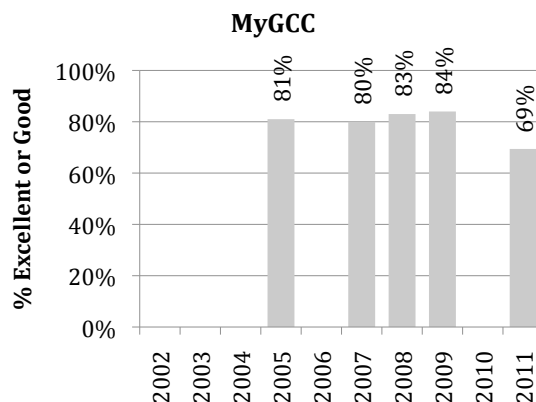
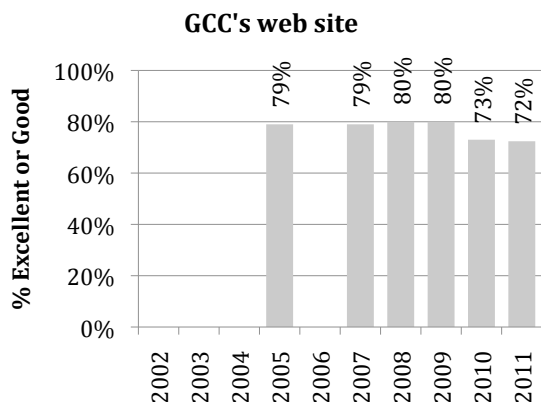
Most students have Internet access at home, but some do not. For credit students, approximately 5% (or about 850 students) do not have Internet access at home. For continuing education students, approximately 23% (or about 1,600 students) do not have Internet access at home.

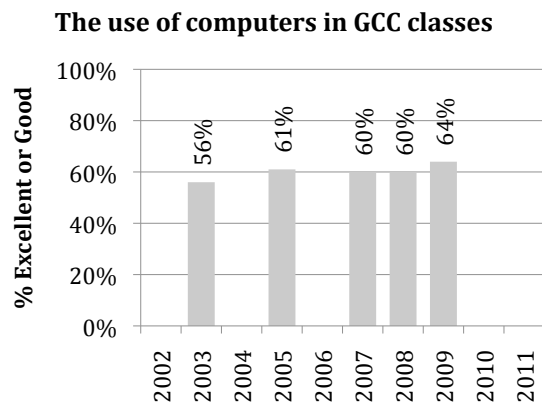
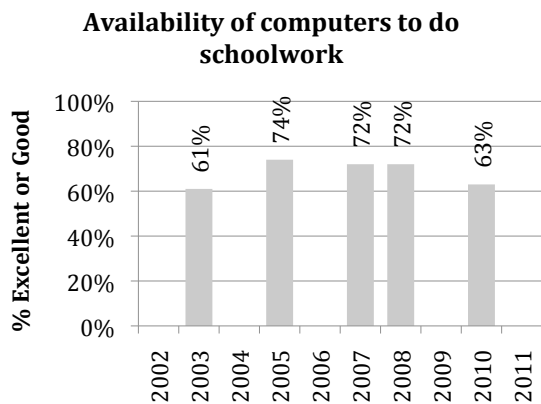
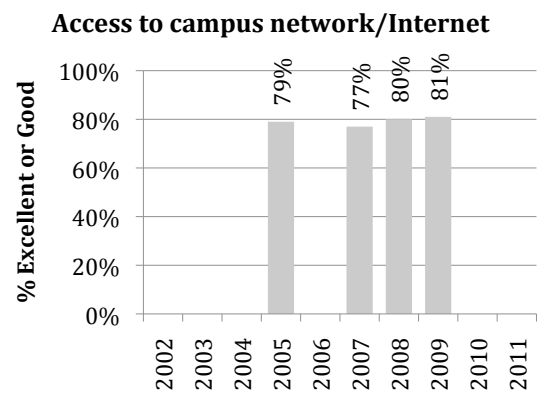
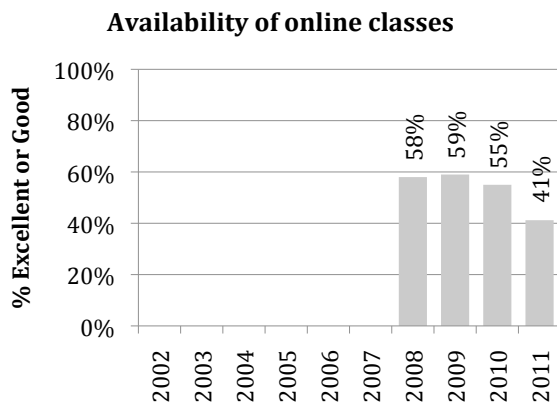
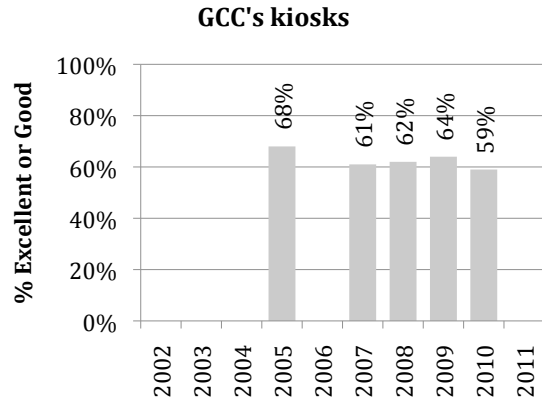
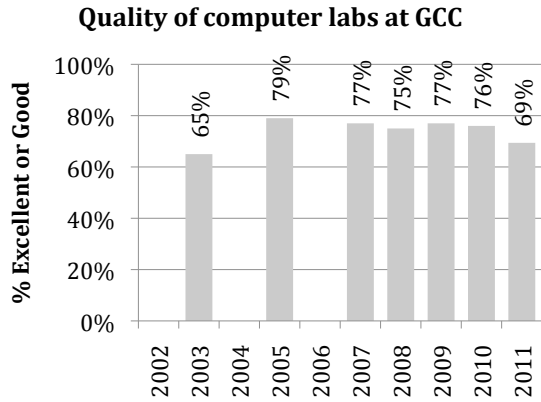
There are some group differences in Internet access. The credit student groups with the lowest rates of Internet access at home are Latino students (90% with Internet), first generation college students (92%) and first-year students (92%). The continuing education student groups with the lowest rates of Internet access at home are students taking lifelong learning courses (54% with Internet) and Anglo students (67%). Nearly half of the Anglo students who responded to the survey were taking lifelong learning courses.

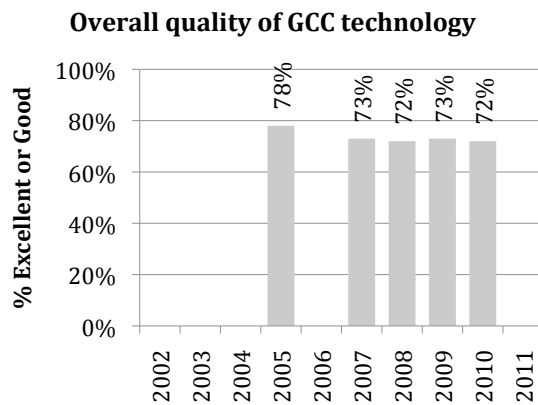
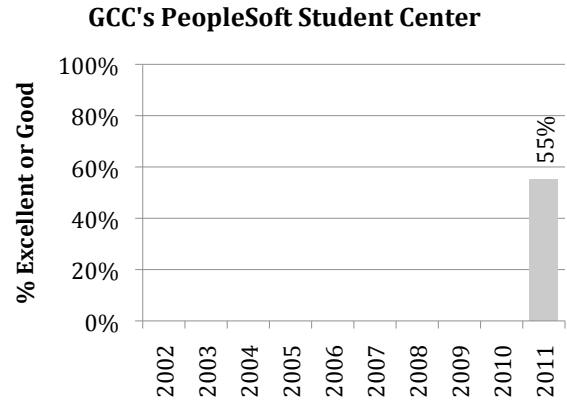
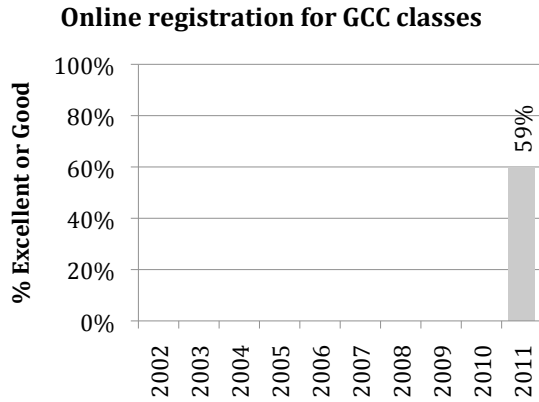
In 2011, three new questions were asked about technology access. The graph below shows the percentage of students responding in 2011 who had a laptop computer, a phone with Internet access, or a tablet computer such as the iPad or Kindle.



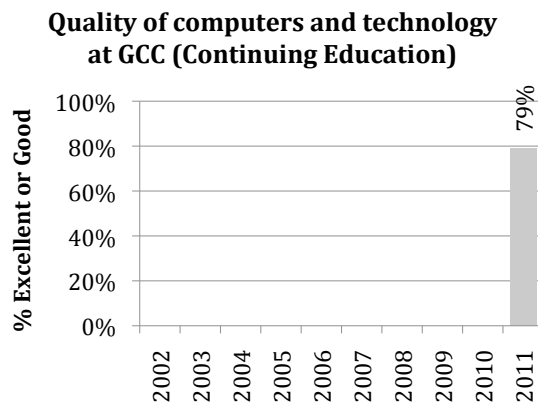
The following graphs show credit student satisfaction with technology at GCC. Trends are shown where available. The graphs show the percentage of credit students indicating that the item is excellent or good (given the choices of excellent, good, fair, or poor).



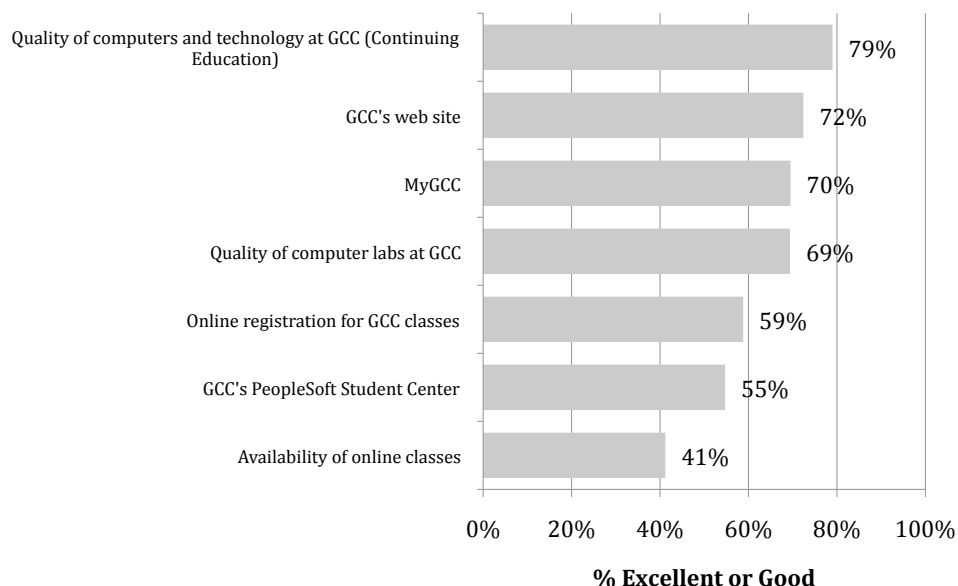




The next graph shows the satisfaction of continuing education students with technology. This was the only technology satisfaction item included on the continuing education survey.



The following graph summarizes technology satisfaction. Items are shown from the item with the highest satisfaction in 2011 to the item with the lowest satisfaction.



Group Differences

The following satisfaction items showed group differences. The percentages reported below are satisfaction percentages (the percentage of students rating the item excellent or good).

- Students age 25 and under were less satisfied than students over 25 with the GCC website (69% vs. 80%), with myGCC (66% vs. 76%), with online registration (55% vs. 66%), with the PeopleSoft student center (50% vs. 65%), with the availability of online classes (39% vs. 47%), and with the quality of computer labs (66% vs. 76%).
- Male students were less satisfied than female students with the GCC website (67% vs. 76%) and with myGCC (63% vs. 73%).
- Students on financial aid were less satisfied than students not on financial aid with the GCC website (68% vs. 76%) and with myGCC (66% vs. 73%).
- Day-only students were less satisfied than evening-only students with online registration (56% vs. 67%).
- Evening-only continuing education students were less satisfied than day-only continuing education students with the quality of computers and technology (64% vs. 91%).
- Students with CTE goals were less satisfied than transfer-goal students with online registration (55% vs. 68%).
- Transfer-goal students were less satisfied than CTE-goal students with the PeopleSoft student center (52% vs. 63%), with the availability of online classes (38% vs. 52%), and with the quality of computer labs (66% vs. 77%).

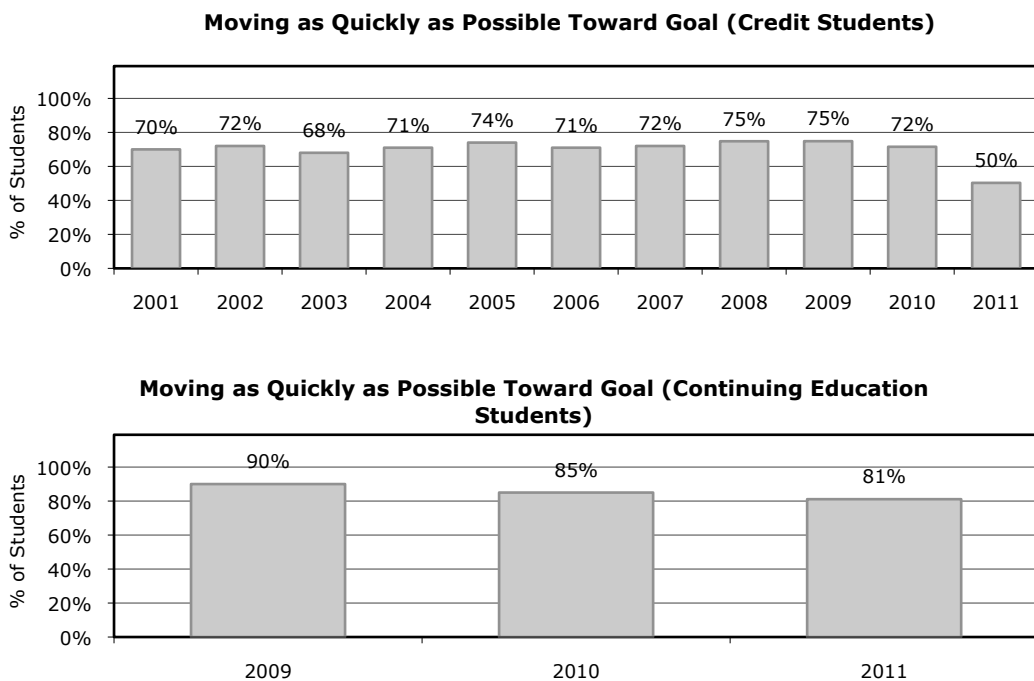
- Asian students were somewhat less satisfied than other students with the GCC website (66% vs. 73% overall), with the PeopleSoft student center (45% vs. 55%), and with the availability of online classes (32% vs. 41%).
- Anglo students were somewhat less satisfied than other students with myGCC (65% vs. 70%).
- Asian continuing education students were more satisfied than other students with the quality of computers and technology (95% vs. 78%).
- Students taking continuing education Business classes were more satisfied with the quality of computers and technology than other students (89% vs. 76%).

In general, all groups were satisfied with most aspects of technology, except for the availability of online classes. Reflecting previous surveys, the student groups reporting the lowest satisfaction with technology items were students age 25 and under and Asian students.

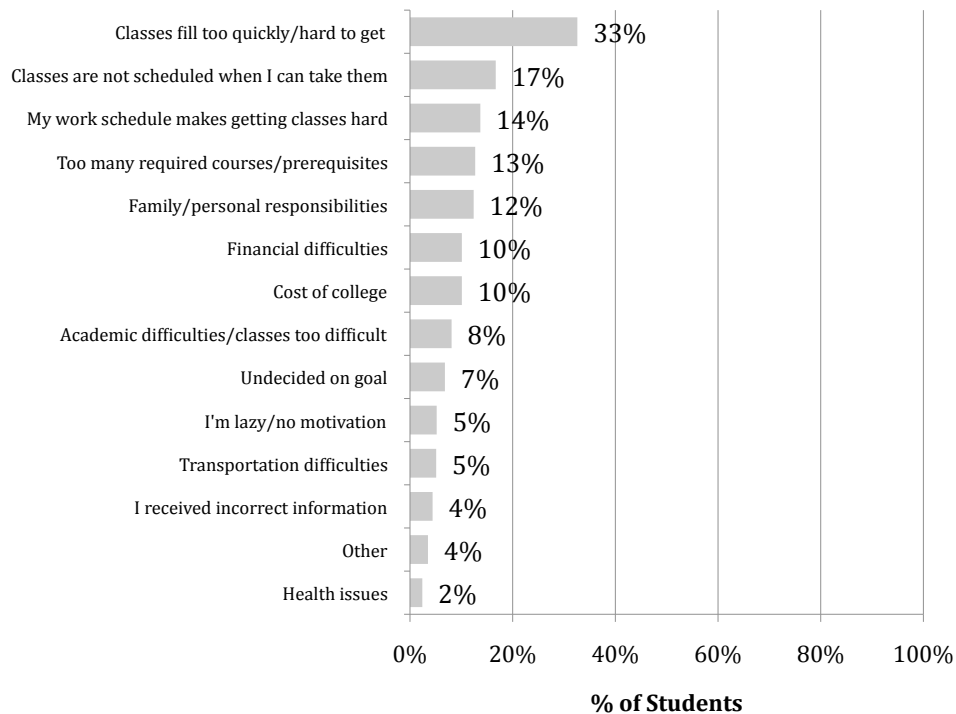
Part 2. Evaluation

Student Progress and Needs

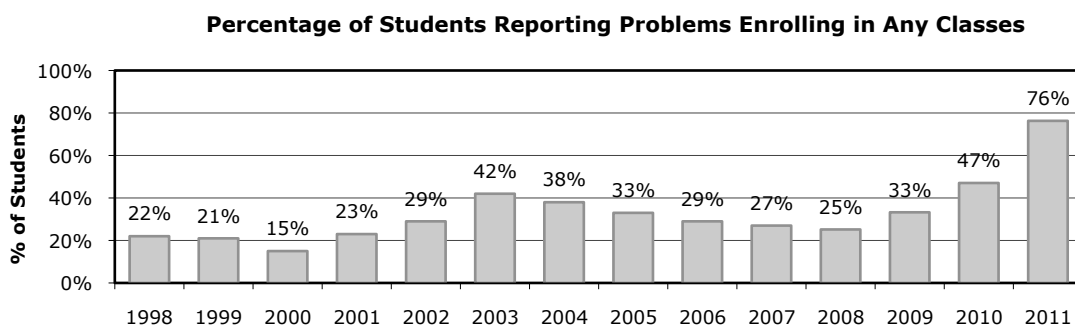
The following items relate to student progress and how well the college meets student needs. The two graphs below show responses to the question “Are you progressing as quickly as possible toward your education goal?” The percentage of credit students responding “Yes” decreased substantially between 2010 and 2011, probably due to class cuts as a result of funding declines. However, the percentage of continuing education students responding “Yes” decreased only slightly.



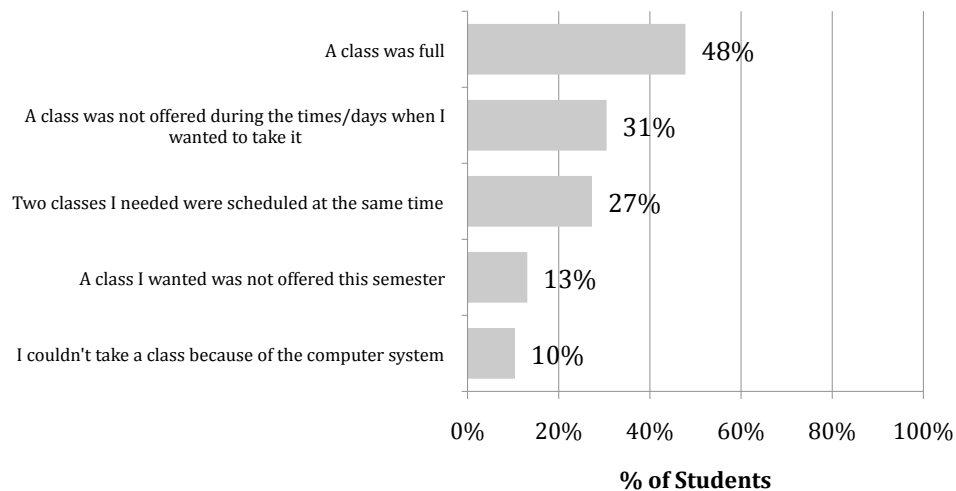
The graph below shows specific problems credit students had that prevented them from moving as quickly as possible toward their educational goal. In 2011, the most common problem was that classes fill too quickly, which affected one third of credit students.



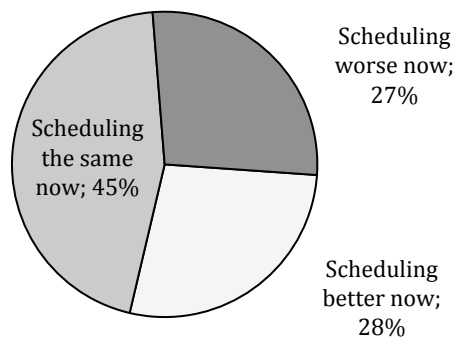
The next graph shows the percentage of credit students saying they had problems enrolling in classes. The percentage of credit students with problems enrolling was higher in 2011 than any other year the survey was conducted.



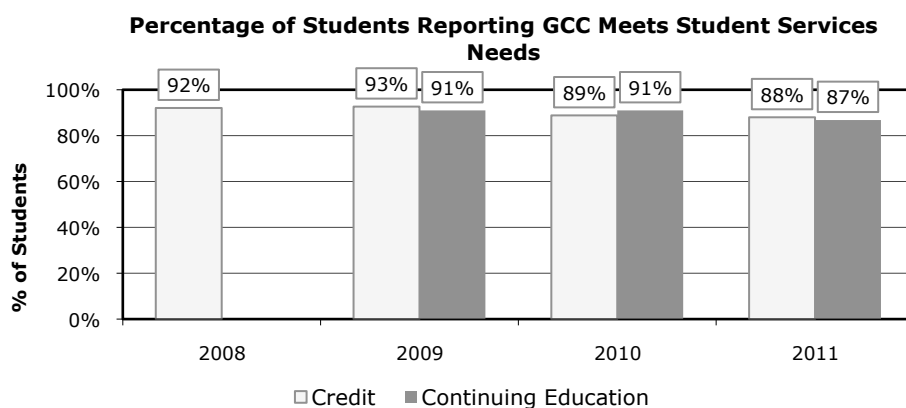
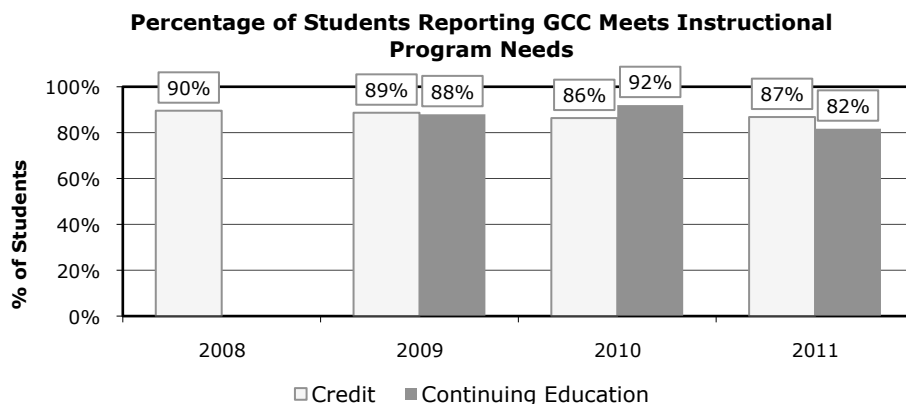
The following graph shows the problems that students reported when trying to enroll in classes. The most frequently cited problem was full classes.



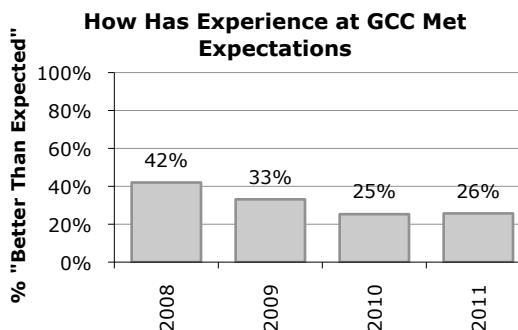
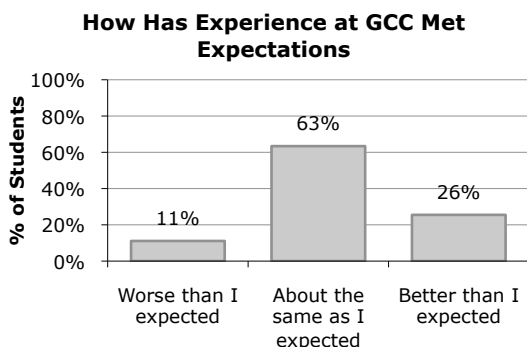
The 2011 survey included an item on the new system of block scheduling for credit students. The question asked how scheduling classes for Spring 2011 compared to scheduling classes in Spring 2009 or earlier. Students could respond “I don’t know” if they were not enrolled earlier, or that scheduling is better now, is about the same now, or is worse now. The graph below shows the percentage of credit respondents with an opinion (i.e., those that did not say “I don’t know”). The largest group of students indicated no difference between the new block scheduling system and scheduling in 2009 and earlier. The students who perceived a difference in scheduling were approximately evenly split between students indicating the new scheduling system is better and students indicating the new scheduling system is worse.



The following two graphs show the percentage of students reporting that GCC has enough instructional programs (top graph) and student services (bottom graph). The percentages responding “Yes” to these questions has been relatively high, but continuing education students were less likely to respond “Yes” in 2011 than in previous years, and less likely than credit students to respond “Yes.”



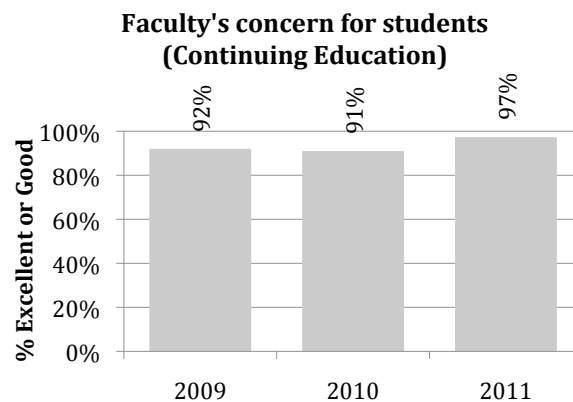
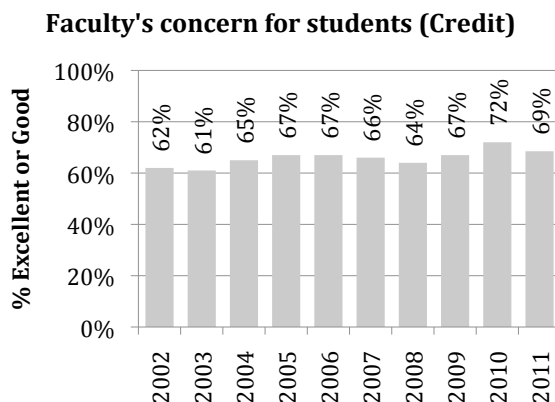
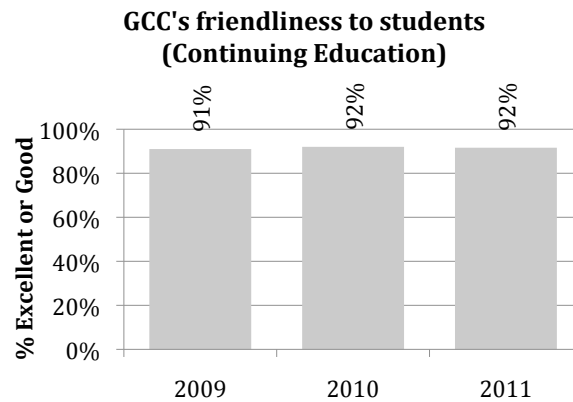
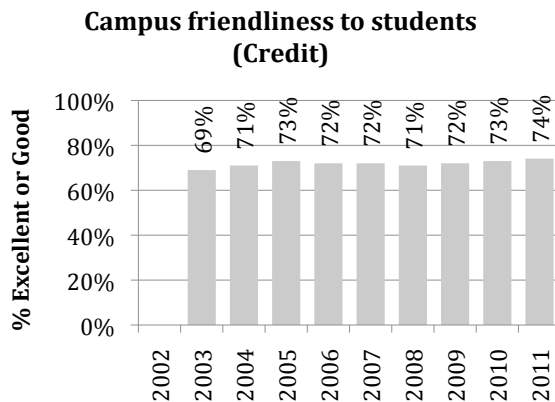
The next graphs show the responses of credit students when asked whether their experience at GCC met their expectations. The graph on the left shows that most students (63%) said that their experience met their expectations. For 26% of credit students, their experience at GCC has been better than they expected. As the graph on the right shows, the percentage saying better than expected has declined since 2008.



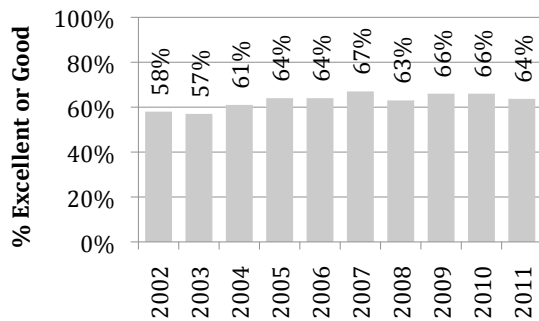
Satisfaction Items

The following graphs show responses to student satisfaction items. For each item, students could mark one of four options: “Excellent,” “Good,” “Fair,” or “Poor.” The graphs show the percentages of students responding either “Excellent” or “Good” out of all students with an opinion.

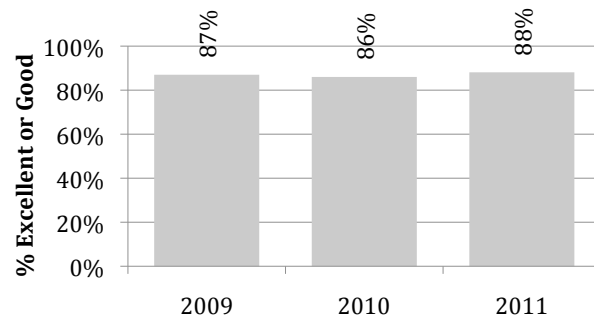
The items in this section were asked on both the credit student survey and the continuing education student survey. Results for credit students are shown on the left and results for continuing education students are shown on the right.



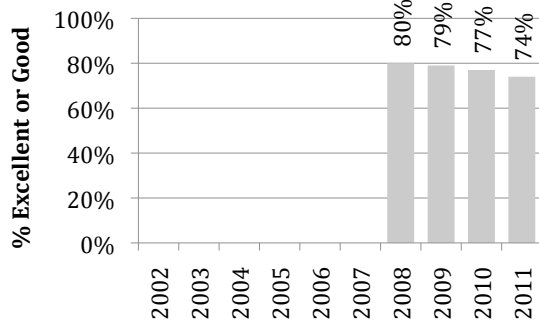
**Helpfulness of GCC counselors
(Credit)**



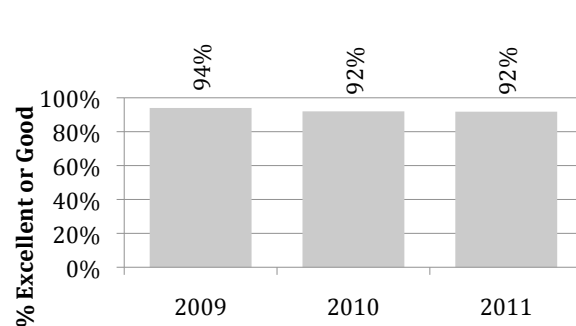
**Helpfulness of GCC counselors
(Continuing Education)**



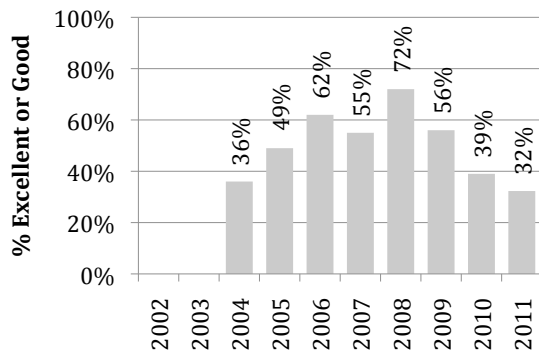
**Quality of GCC classes and programs
(Credit)**



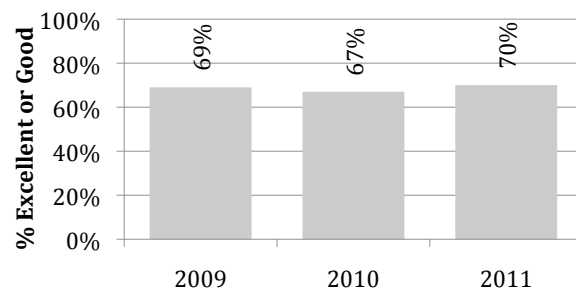
**Quality of GCC's noncredit classes and
programs (Continuing Education)**

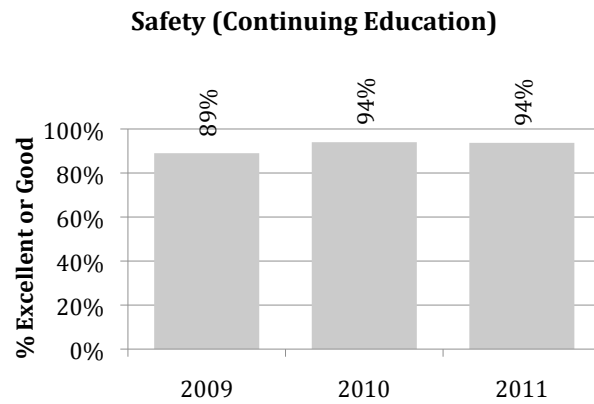
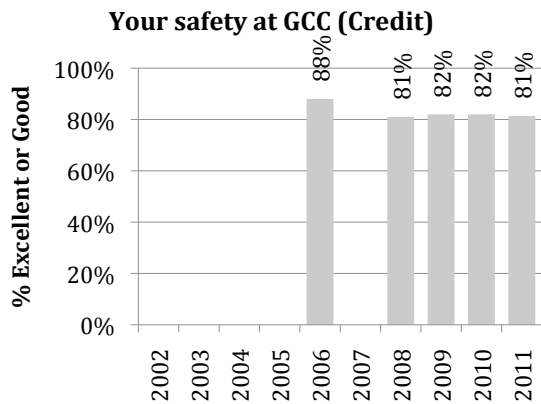
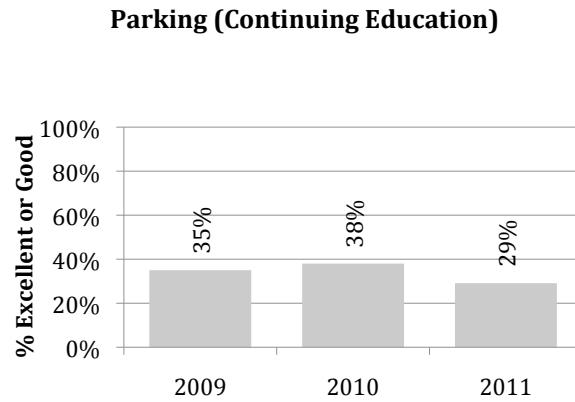
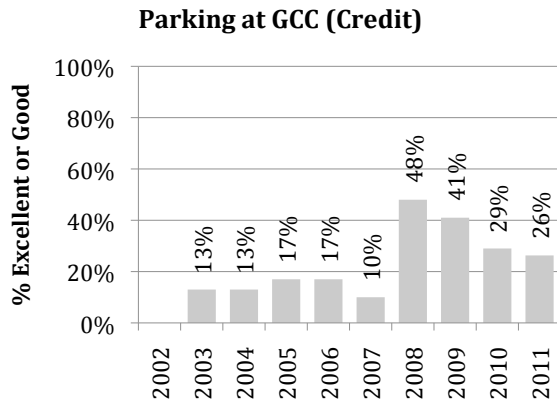


Availability of classes (Credit)

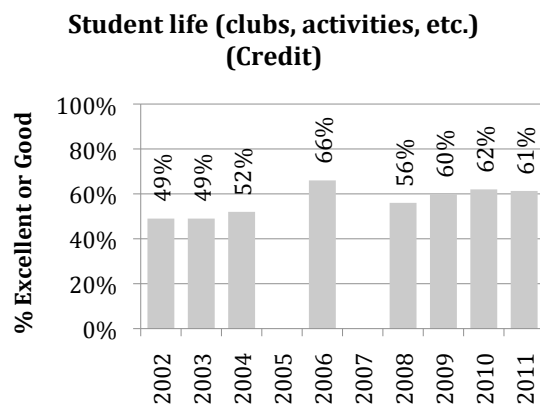
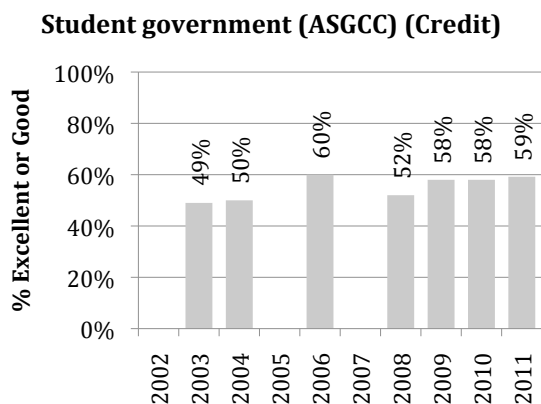


**Availability of classes (Continuing
Education)**

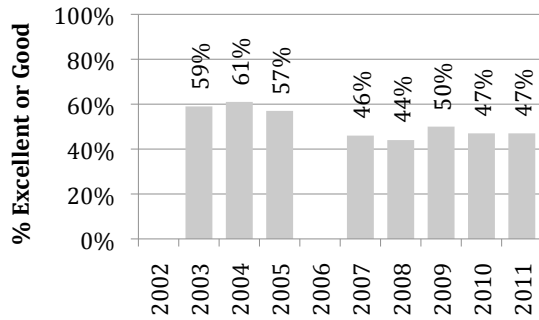




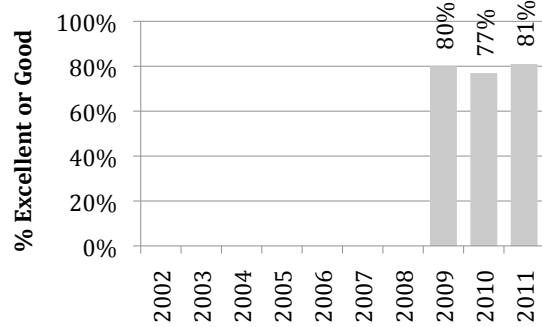
The following items were only asked on the credit student survey.



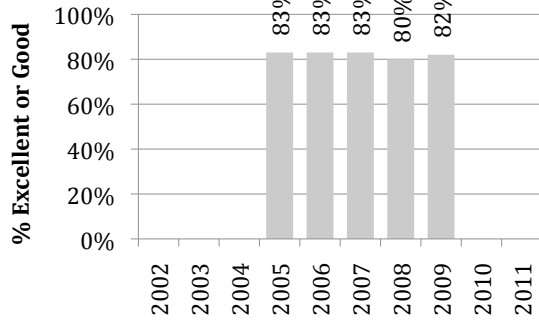
Food services (cafeteria, snack bars, etc.) (Credit)



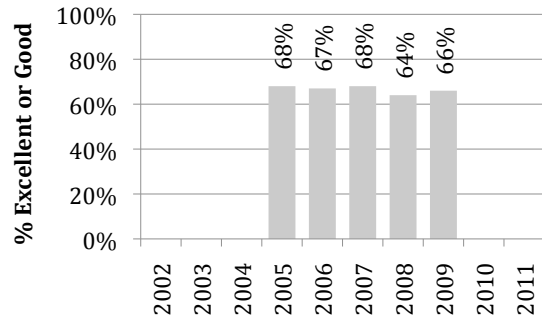
Campus appearance (cleanliness, beauty) (Credit)



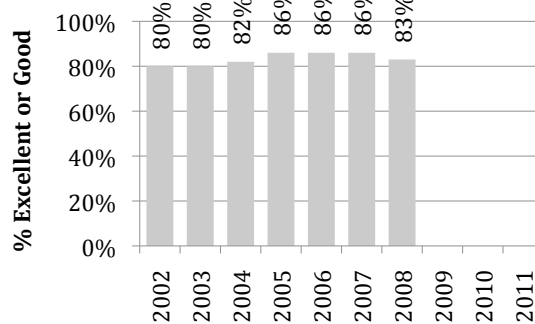
Academic preparation in English for GCC (Credit)



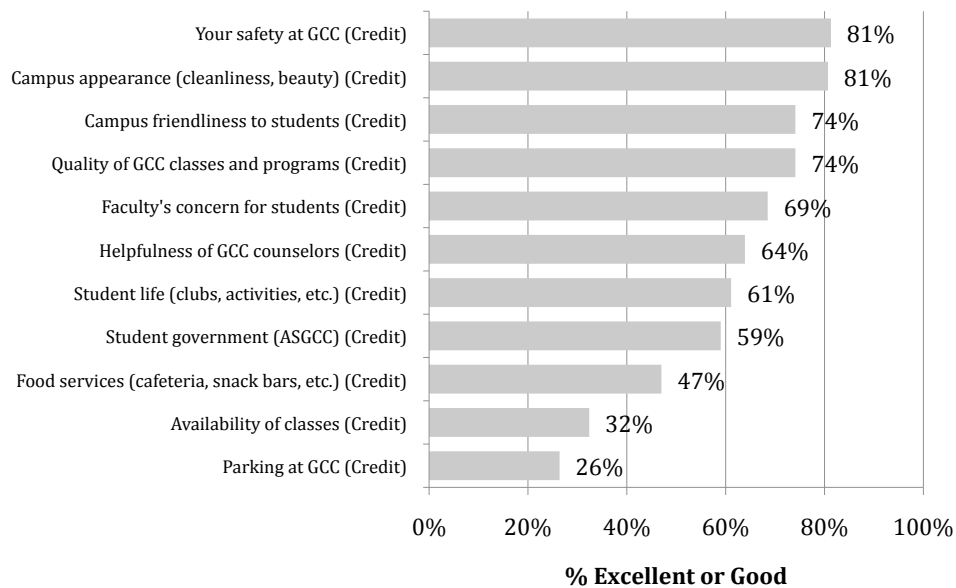
Academic preparation in Math for GCC (Credit)



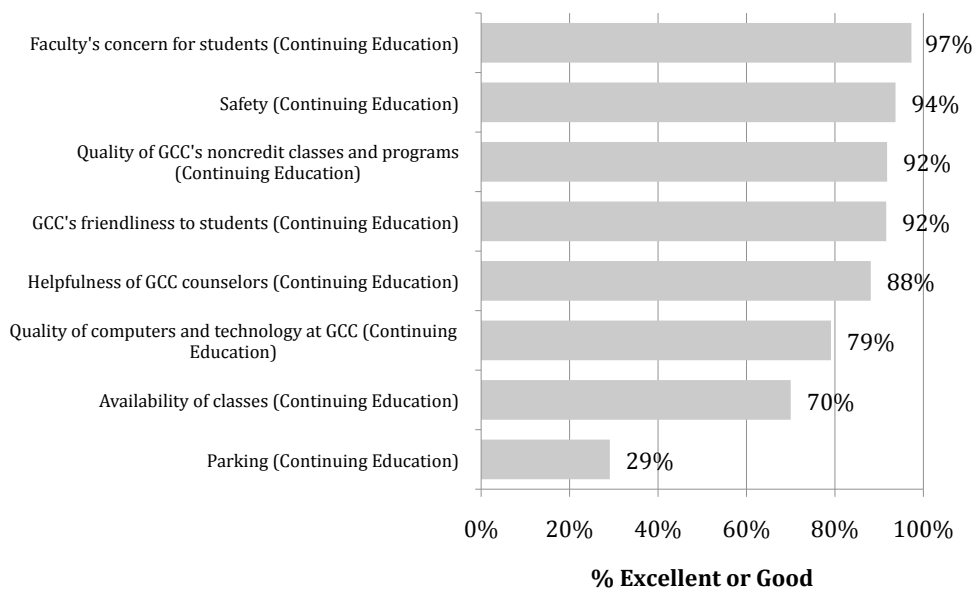
The education you are getting at GCC (Credit)



The graph below summarizes the responses in 2011 to satisfaction items on the credit student survey.



The graph below summarizes the responses in 2011 to satisfaction items on the continuing education student survey.



Group Differences in Satisfaction Items

The following credit groups showed different satisfaction rates for the items listed above. Percentages shown in this list are satisfaction percentages (the percentage of students answering with excellent or good).

- Students age 25 and under were less satisfied than students over 25 with faculty concern for students (63% vs. 79%), with counselor helpfulness (60% vs. 71%), with the quality of classes and programs (68% vs. 86%), and with class availability (28% vs. 41%).
- Male students were less satisfied than female students with student life (55% vs. 65%),
- Asian students were less satisfied than other groups with student life (50% vs. 61% overall).
- Transfer-goal students were less satisfied than CTE-goal students with faculty concern for students (65% vs. 76%), the quality of classes and programs (71% vs. 84%), and the availability of classes (27% vs. 51%).

The following list shows group differences for the continuing education survey.

- Day-only students were less satisfied than evening-only students with parking (23% vs. 43%).
- Anglo students were more satisfied with parking than other students (50% vs. 28%), possibly because Anglo students were more likely to be taking lifelong learning classes that were held at a location other than the Garfield Campus. Students taking Parent Education classes were more satisfied with parking than students not taking Parent Education classes (62% vs. 26%).
- Armenian students were less satisfied with class availability (56%) than Anglo students (81%) and all other students (70%).
- Students taking noncredit ESL were less satisfied than students not taking ESL with parking (19% vs. 38%), and with class availability (58% vs. 81%).
- Students taking continuing education Business classes were less satisfied than other students with parking (11% vs. 34%), but they were more satisfied with class availability (91% vs. 64%).

Satisfaction with Student Services

Every three years, the student survey includes a section assessing students' recognition of, use of, and satisfaction with student services. The following tables and graphs show summaries of these three measures from the 2004, 2007, and 2010 surveys.

Students were presented with a list of services and asked to respond with one of five choices: "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," and "I have used it and found it very helpful." *Recognition* is the percentage of students responding anything other than "I have never heard of it," so it is an indicator of how many students have heard of the service. *Use* is the percentage of all responding students who indicate they have used the service. *Satisfaction* is the percentage of service users who indicate they found it helpful or very helpful.

Recognition of Student Services (Credit Students)

Service	2004	2007	2010
Academic Counseling	94.8%	98.2%	96.4%
ACE Program	--	--	54.7%
Admissions & Records	96.7%	96.9%	98.2%
Adult Education/ACTC	66.6%	--	--
Adult Re-Entry Center	53.0%	50.7%	45.7%
AMP (Alliance for Minority Partic.)	37.4%	28.6%	--
ASGCC (Associated Students)	--	--	64.9%
Assessment Center/Placement Testing	91.6%	90.9%	94.3%
Baja Calif. Field Studies Prog.	68.1%	58.2%	63.4%
Bookstore	100.0%	100.0%	98.7%
CAI Lab (Computer Assisted Instr.)	55.3%	51.3%	56.5%
CalWORKs	69.4%	69.2%	62.2%
Career Center	91.1%	87.4%	83.3%
Center for Students with Disabilities	71.6%	78.1%	78.6%
Computer Lab (San Gabriel open lab)	90.4%	89.0%	90.0%
Computer Lab (San Rafael open lab)	89.6%	89.6%	85.8%
CSI (Center for Student Involvement)	66.2%	68.2%	58.2%
El Vaquero (student newspaper)	--	--	75.6%
English Lab (AD 238)	85.8%	88.7%	84.2%
EOPS Office	85.9%	78.7%	74.8%
ESL/Foreign Language Lab	78.7%	74.7%	73.8%
Financial Aid Office	94.4%	94.9%	98.2%
Foundational Skills/Connections Office (SF 100)	--	--	38.7%
Health Center (SR 131)	90.1%	93.2%	94.8%
High Tech Center (SG 108)	--	54.3%	46.0%
Information Counter (AD building)	82.1%	77.2%	68.5%
Instruc. Assistance Ctr. (SG 112)	56.1%	55.0%	46.1%
Job Placement Center	87.9%	81.7%	74.5%
Learning Center (AD 232)	84.4%	82.0%	76.7%
Library	97.8%	98.3%	96.5%
Math Discovery Center	84.2%	87.5%	63.5%
Mental Health Counseling	51.0%	67.7%	47.2%
myGCC (web services)	92.8%	95.5%	94.9%
Orientation	85.6%	88.3%	77.1%
Outreach Office/SOS	--	--	46.5%
PACE Program	61.9%	50.4%	49.3%
Ready to Read	44.8%	--	--
Scholars Program	73.6%	74.6%	68.6%
Scholarship Office	75.6%	75.9%	73.3%
SI (Supplemental Instruction)	66.5%	73.6%	59.0%
Student Activities Office	70.5%	60.7%	58.9%
Study Abroad Office	74.4%	69.6%	66.3%
Telecourses	59.8%	--	--
Transfer Center	87.7%	86.6%	79.2%
Tutoring Center	82.9%	84.6%	78.6%
Tutors Today Teachers Tomorrow (4T)	--	54.7%	--
Veterans Services	--	--	51.8%
Writing Center	80.1%	85.1%	73.9%

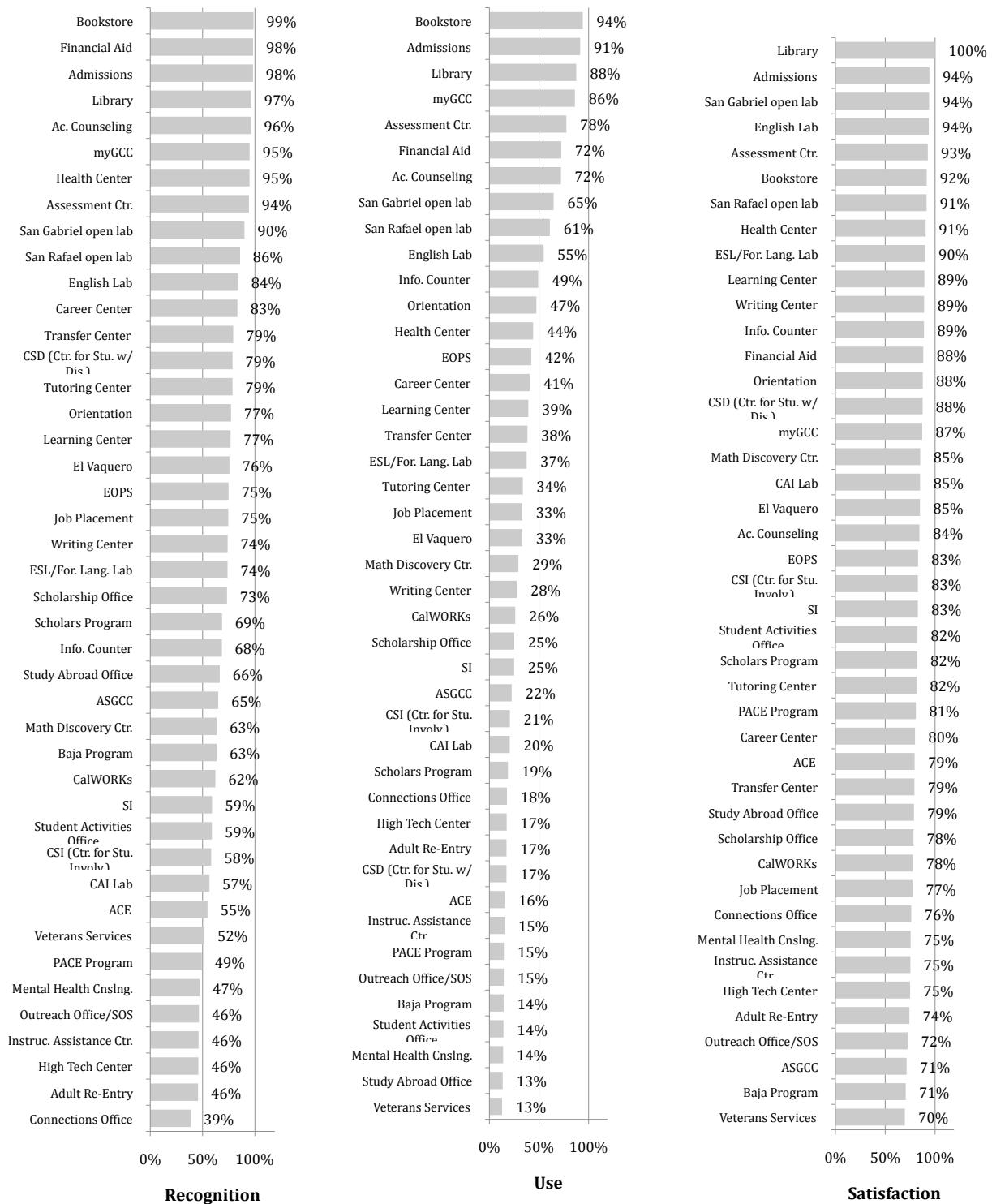
Use of Student Services (Credit Students)

Service	2004	2007	2010
Academic Counseling	68.8%	79.0%	72.1%
ACE Program	--	--	15.5%
Admissions & Records	81.1%	85.5%	91.5%
Adult Education/ACTC	23.7%	--	--
Adult Re-Entry Center	14.3%	20.3%	17.2%
AMP (Alliance for Minority Partic.)	12.2%	13.0%	--
ASGCC (Associated Students)	--	--	22.4%
Assessment Center/Placement Testing	70.2%	73.8%	77.6%
Baja Calif. Field Studies Prog.	17.7%	13.8%	14.3%
Bookstore	93.8%	92.7%	94.1%
CAI Lab (Computer Assisted Instr.)	18.9%	13.4%	20.5%
CalWORKs	30.3%	27.7%	26.0%
Career Center	43.0%	40.9%	40.7%
Center for Students with Disabilities	16.3%	18.2%	17.2%
Computer Lab (San Gabriel open lab)	68.0%	60.1%	64.7%
Computer Lab (San Rafael open lab)	64.9%	61.5%	60.9%
CSI (Center for Student Involvement)	24.9%	21.6%	20.6%
El Vaquero (student newspaper)	--	--	33.0%
English Lab (AD 238)	54.5%	53.4%	54.7%
EOPS Office	57.5%	43.0%	42.2%
ESL/Foreign Language Lab	44.5%	42.2%	37.5%
Financial Aid Office	74.1%	62.1%	72.4%
Foundational Skills/Connections Office (SF 100)	--	--	17.7%
Health Center (SR 131)	37.2%	40.0%	44.0%
High Tech Center (SG 108)	--	21.9%	17.4%
Information Counter (AD building)	53.0%	42.8%	49.1%
Instruc. Assistance Ctr. (SG 112)	18.0%	16.0%	15.3%
Job Placement Center	37.1%	30.0%	33.1%
Learning Center (AD 232)	51.5%	40.4%	39.2%
Library	88.6%	82.0%	87.5%
Math Discovery Center	39.5%	32.2%	29.2%
Mental Health Counseling	13.5%	10.3%	13.9%
myGCC (web services)	72.9%	72.8%	86.2%
Orientation	38.4%	41.6%	47.3%
Outreach Office/SOS	--	--	14.5%
PACE Program	12.4%	9.3%	14.6%
Ready to Read	11.0%	--	--
Scholars Program	17.4%	17.6%	18.7%
Scholarship Office	24.0%	19.7%	25.0%
SI (Supplemental Instruction)	38.4%	32.9%	25.0%
Student Activities Office	17.0%	12.5%	14.2%
Study Abroad Office	12.9%	12.1%	13.4%
Telecourses	12.3%	--	--
Transfer Center	41.7%	38.1%	38.3%
Tutoring Center	39.8%	35.1%	33.7%
Tutors Today Teachers Tomorrow (4T)	--	17.5%	--
Veterans Services	--	--	12.8%
Writing Center	38.7%	29.4%	27.6%

Satisfaction with Student Services (Credit Students)

Service	2004	2007	2010
Academic Counseling	75.9%	89.9%	84.4%
ACE Program	--	--	79.5%
Admissions & Records	89.0%	89.6%	94.3%
Adult Education/ACTC	78.2%	--	--
Adult Re-Entry Center	73.9%	73.0%	74.2%
AMP (Alliance for Minority Partic.)	67.0%	62.1%	--
ASGCC (Associated Students)	--	--	71.4%
Assessment Center/Placement Testing	85.6%	84.3%	92.7%
Baja Calif. Field Studies Prog.	74.2%	65.1%	70.6%
Bookstore	92.7%	94.1%	91.6%
CAI Lab (Computer Assisted Instr.)	77.7%	64.5%	85.0%
CalWORKs	80.2%	79.9%	77.6%
Career Center	82.6%	80.4%	79.9%
Center for Students with Disabilities	87.0%	84.7%	87.5%
Computer Lab (San Gabriel open lab)	93.8%	91.9%	94.0%
Computer Lab (San Rafael open lab)	92.8%	92.4%	91.4%
CSI (Center for Student Involvement)	93.4%	87.2%	82.8%
El Vaquero (student newspaper)	--	--	84.9%
English Lab (AD 238)	92.5%	92.3%	93.7%
EOPS Office	83.0%	82.8%	82.9%
ESL/Foreign Language Lab	85.0%	84.6%	90.1%
Financial Aid Office	87.3%	83.6%	88.2%
Foundational Skills/Connections Office (SF 100)	--	--	76.1%
Health Center (SR 131)	89.6%	90.1%	90.6%
High Tech Center (SG 108)	--	75.4%	75.0%
Information Counter (AD building)	88.1%	91.0%	88.9%
Instruc. Assistance Ctr. (SG 112)	77.1%	78.1%	75.2%
Job Placement Center	74.4%	78.4%	77.4%
Learning Center (AD 232)	89.2%	94.3%	89.3%
Library	100.0%	98.5%	100.0%
Math Discovery Center	84.4%	89.6%	85.1%
Mental Health Counseling	85.1%	75.1%	75.5%
myGCC (web services)	98.5%	93.8%	87.1%
Orientation	86.7%	93.4%	87.7%
Outreach Office/SOS	--	--	72.5%
PACE Program	70.2%	71.7%	80.8%
Ready to Read	68.3%	--	--
Scholars Program	69.5%	69.2%	82.0%
Scholarship Office	76.9%	73.1%	78.4%
SI (Supplemental Instruction)	85.8%	82.6%	82.8%
Student Activities Office	75.9%	77.1%	82.4%
Study Abroad Office	75.7%	68.2%	78.9%
Telecourses	72.2%	--	--
Transfer Center	80.7%	87.6%	79.3%
Tutoring Center	83.2%	82.5%	81.6%
Tutors Today Teachers Tomorrow (4T)	--	73.3%	--
Veterans Services	--	--	69.7%
Writing Center	87.1%	83.0%	89.0%

Student Services Recognition, Use, and Satisfaction, Spring 2010 (Credit Students)



The following tables show recognition, use, and satisfaction for continuing education student services.

Recognition of Student Services (Continuing Education Students)

Service	2009	2010	2011
Citizenship Center	62%	60%	51%
CalWORKs	69%	65%	58%
Career Center	59%	74%	66%
Child Care (Parent Support Center)	71%	74%	72%
Counseling	70%	81%	75%
Mental Health Counseling	47%	55%	54%

Use of Student Services (Continuing Education Students)

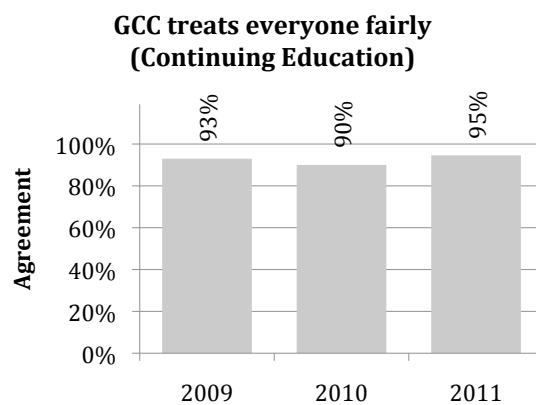
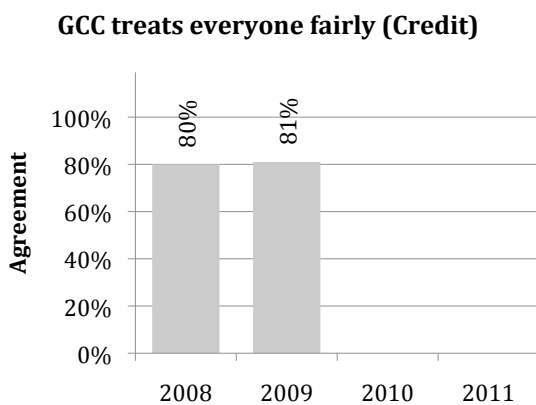
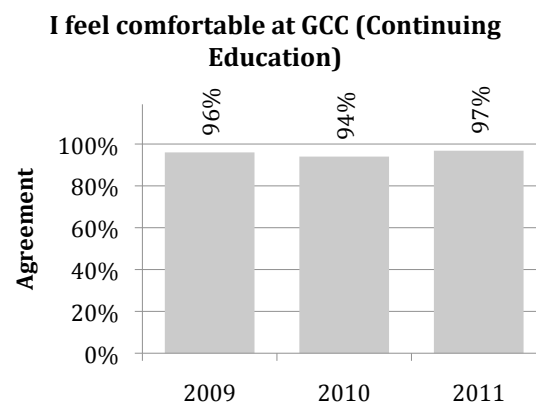
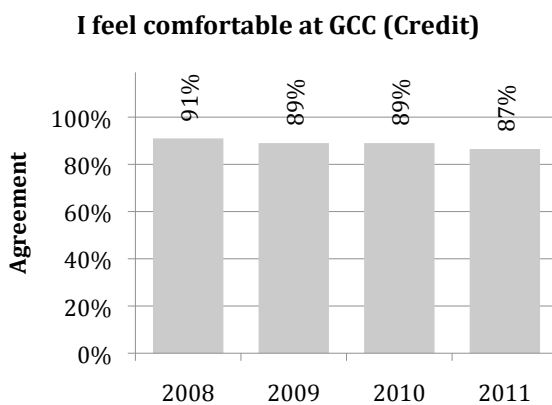
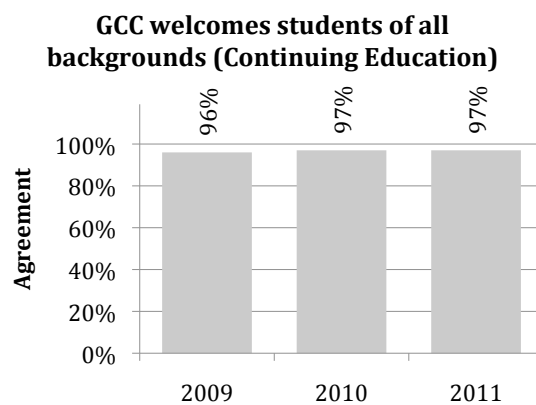
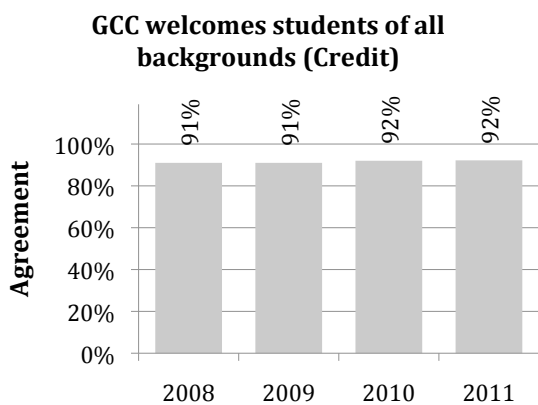
Service	2009	2010	2011
Citizenship Center	15%	7%	9%
CalWORKs	25%	18%	21%
Career Center	17%	18%	24%
Child Care (Parent Support Center)	10%	10%	12%
Counseling	22%	22%	26%
Mental Health Counseling	6%	8%	11%

Satisfaction with Student Services (Continuing Education Students)

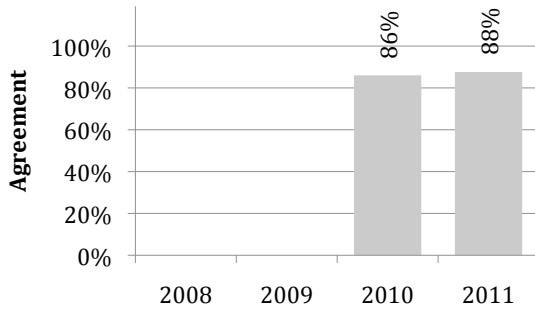
Service	2009	2010	2011
Citizenship Center	80%	81%	65%
CalWORKs	84%	69%	77%
Career Center	62%	65%	69%
Child Care (Parent Support Center)	64%	73%	89%
Counseling	77%	75%	80%
Mental Health Counseling	63%	72%	73%

Agreement Items

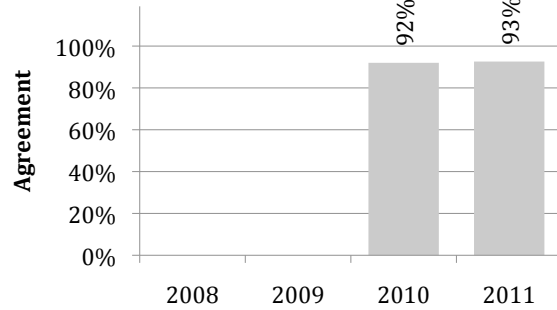
The following set of items were statements for which students indicated agreement. Students were asked to respond with one of four options: “Strongly Agree,” “Agree,” “Disagree,” or “Strongly Disagree.” The percentages in the graphs are the percentages of students responding with “Strongly Agree” or “Agree,” out of all students with an opinion.



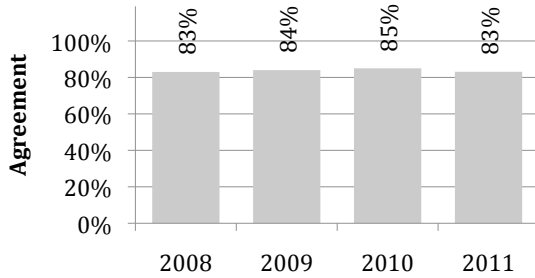
GCC treats students of all ethnic groups fairly (Credit)



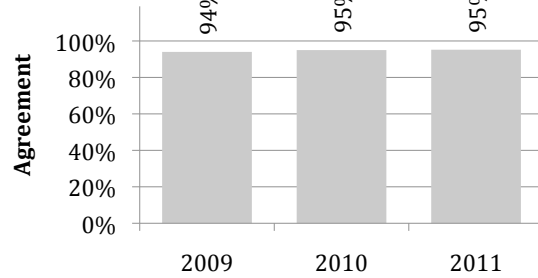
GCC treats both male and female students fairly (Credit)



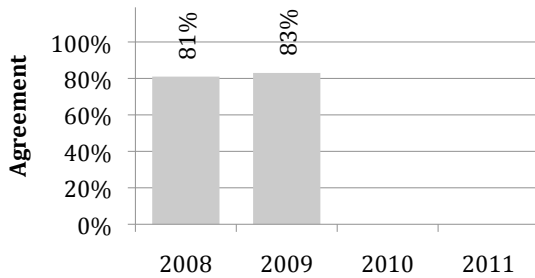
I know what learning outcomes my instructors expect of me in all my classes (Credit)



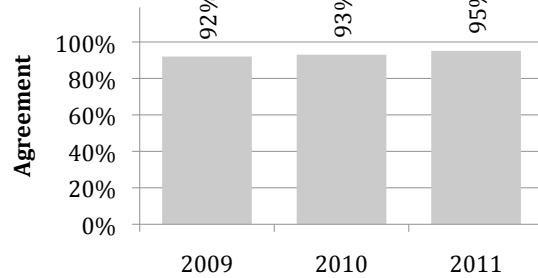
I know what learning outcomes my instructors expect of me in all my classes (Continuing Education)



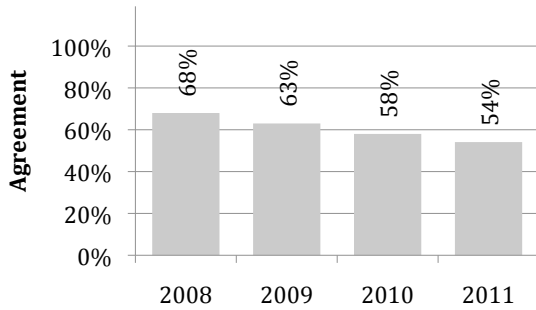
GCC instructors encourage students to examine different points of view (Credit)



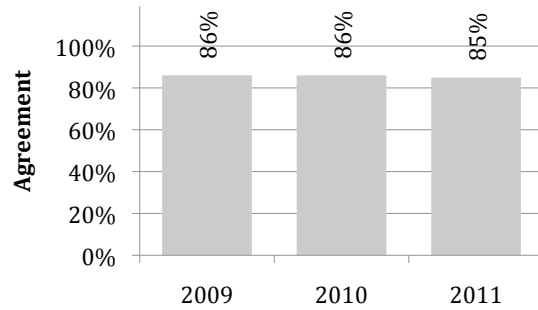
GCC instructors encourage students to examine different points of view (Continuing Education)



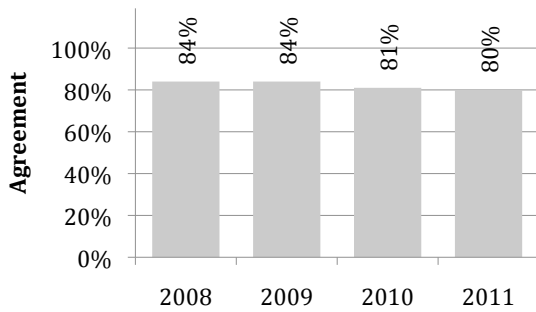
Classes are scheduled when I want to take them (Credit)



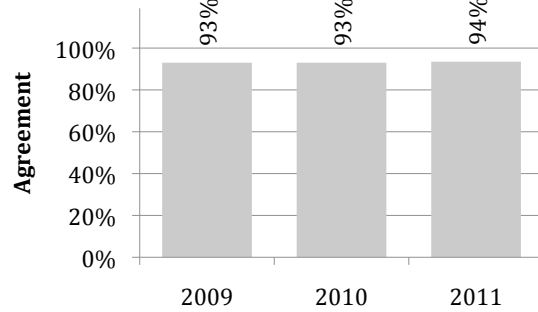
Classes are scheduled when I want to take them (Continuing Education)



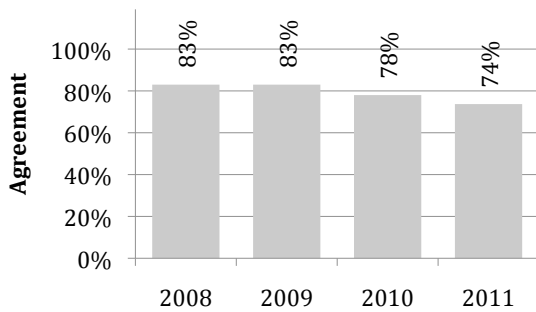
GCC offers high quality educational programs (Credit)



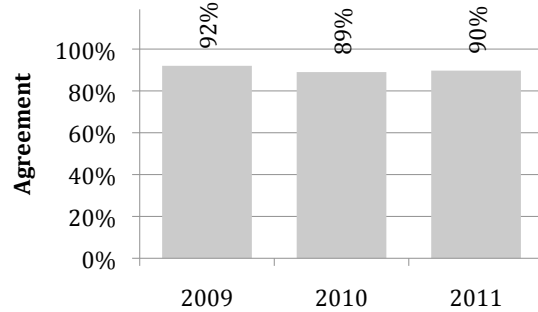
GCC offers high quality instructional programs (Continuing Education)



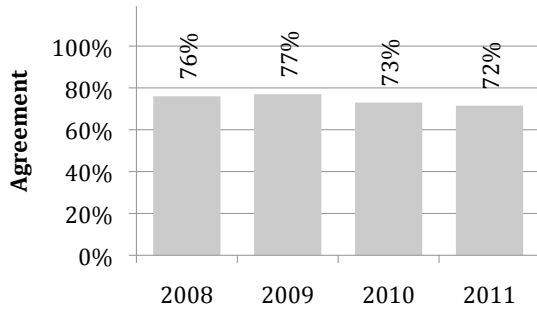
It is easy to find information about classes (Credit)



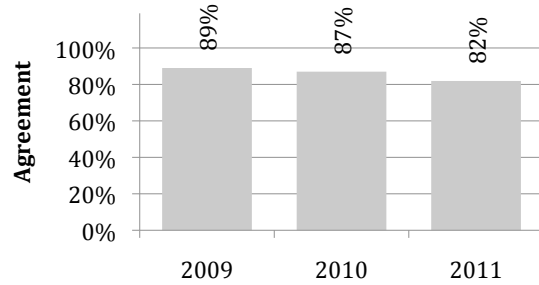
It is easy to find information about classes (Continuing Education)



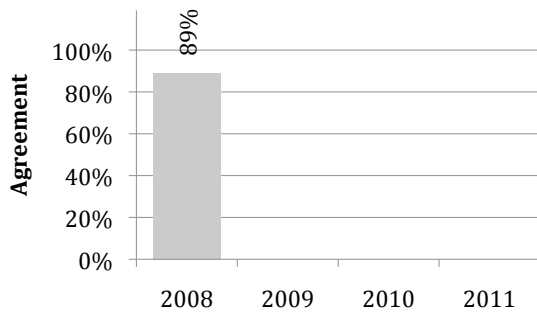
It is easy to find information about services (Credit)



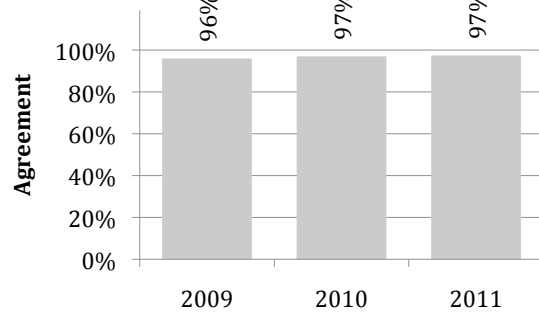
It is easy to find information about services for students (Continuing Education)



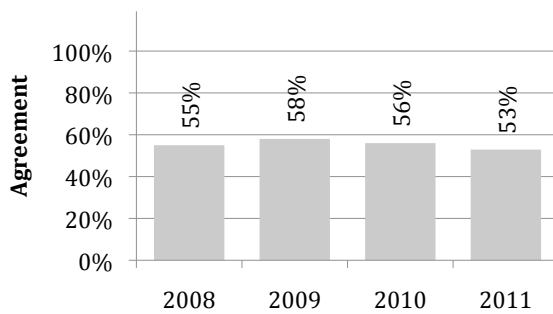
I know what is expected of me in my classes (Credit)



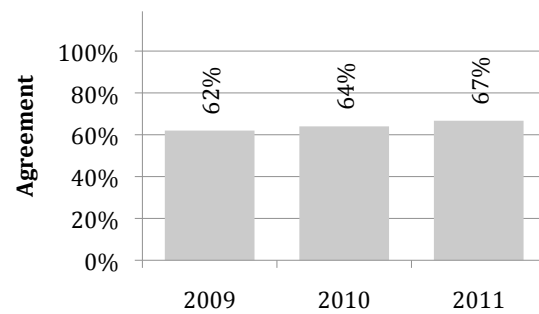
I know what is expected of me in my classes (Continuing Education)



I have read GCC's mission statement (Credit)

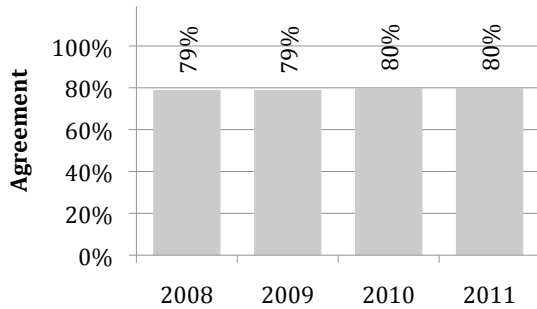


I have read GCC's mission statement (Continuing Education)

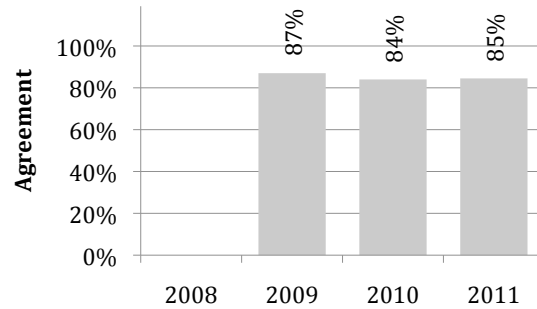


The following questions have only been asked on credit student surveys.

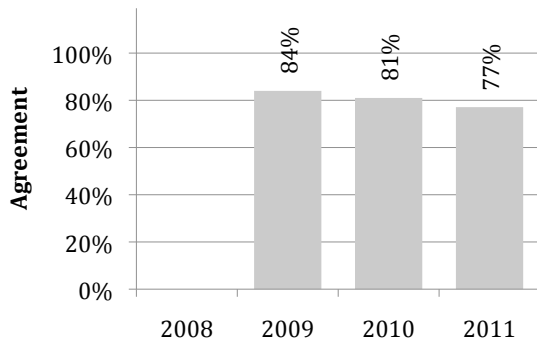
**GCC faculty grade students fairly
(Credit)**



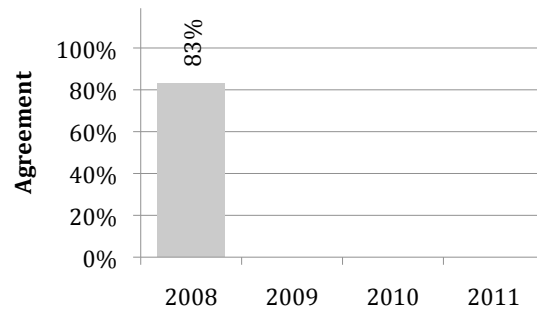
**GCC focuses on student learning
(Credit)**



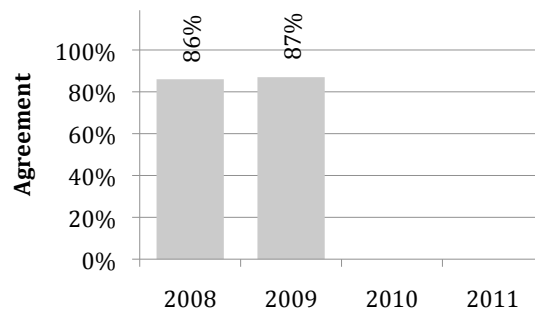
GCC meets my needs (Credit)



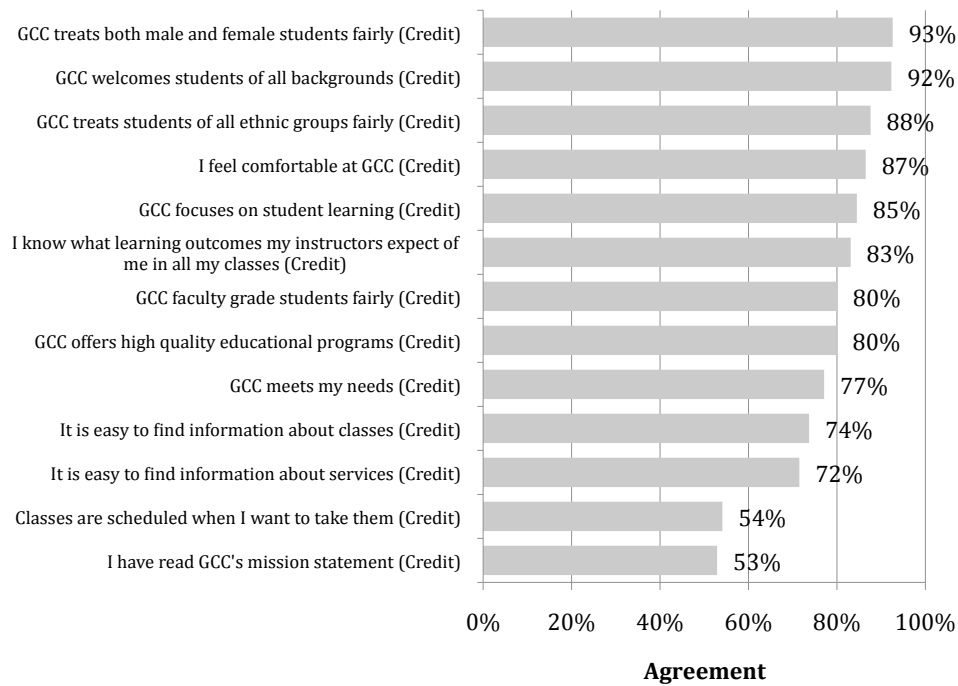
**I usually know how well I'm doing in
my classes (Credit)**



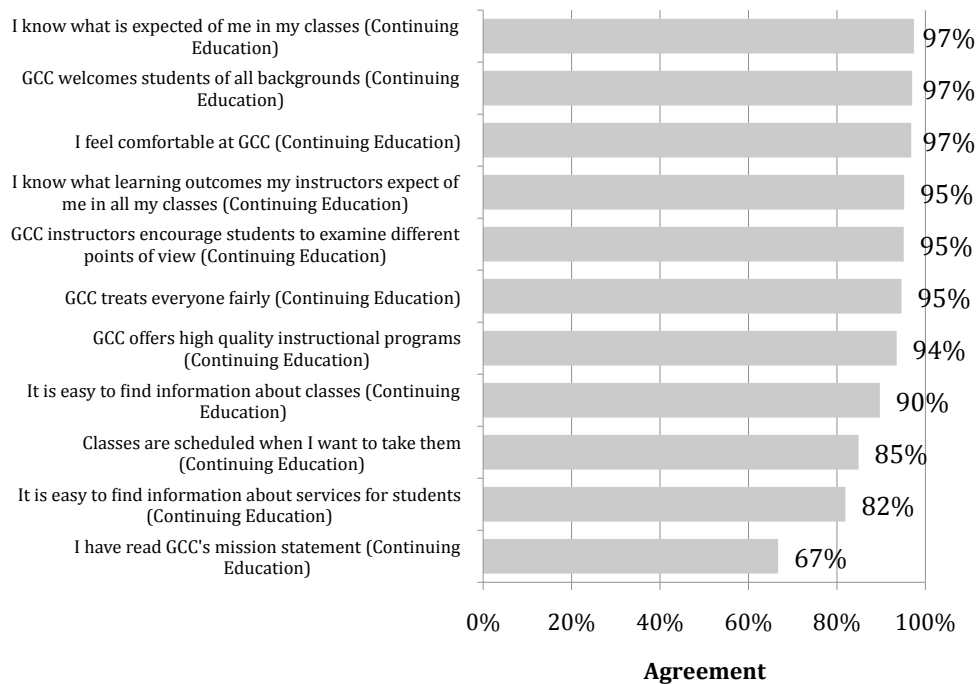
**Information in the GCC Catalog is
accurate (Credit)**



The following graph summarizes credit student responses to agreement items.



The next graph summarizes continuing education student responses to agreement items.



Group Differences in Agreement Items

The following groups showed different responses to the items listed above. The percentages reported here are agreement percentages (the percentage of students responding either strongly agree or agree).

- Students age 25 and under were less likely than students over 25 to agree that they feel comfortable at GCC (83% vs. 92%), that GCC offers high quality educational programs (76% vs. 86%), that it is easy to find information about classes (70% vs. 80%), that it is easy to find information about services (68% vs. 79%), and that they have read the mission statement (49% vs. 61%).
- Transfer-goal students were less likely than CTE-goal students to agree that classes are scheduled when they want to take them (51% vs. 63%) and that they have read the mission statement (50% vs. 64%).

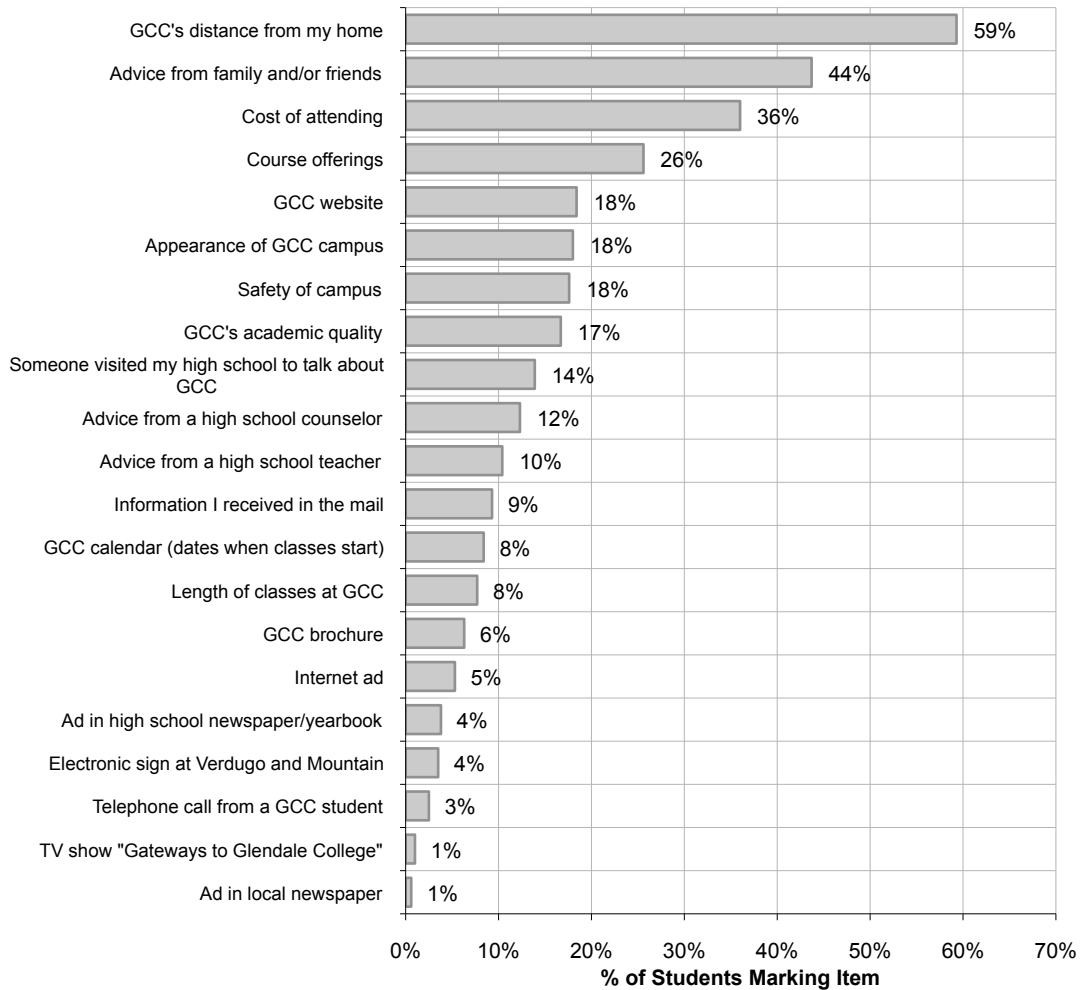
The following list shows group differences in agreement items for continuing education students.

- Female continuing education students were less likely than male students to agree that it is easy to find information about student services (71% vs. 86%).
- Day-only students were less likely than evening-only students to agree that classes are scheduled when they want to take them (80% vs. 92%).
- Students age 25 and under were less likely than older students to say they felt comfortable at GCC (88% vs. 98%), though the agreement rate was high for all students.
- Anglo students were less likely than other students to have read GCC's mission statement (49% vs. 67%).
- Students taking Lifelong Learning classes were less likely than other students to agree that classes are scheduled when they want to take them (65% vs. 85%).
- Students taking Lifelong Learning classes were less likely than other students to agree that GCC welcomes students of all backgrounds (83% vs. 97%), though the agreement rate for students taking Lifelong Learning classes was high.

Part 3. Marketing

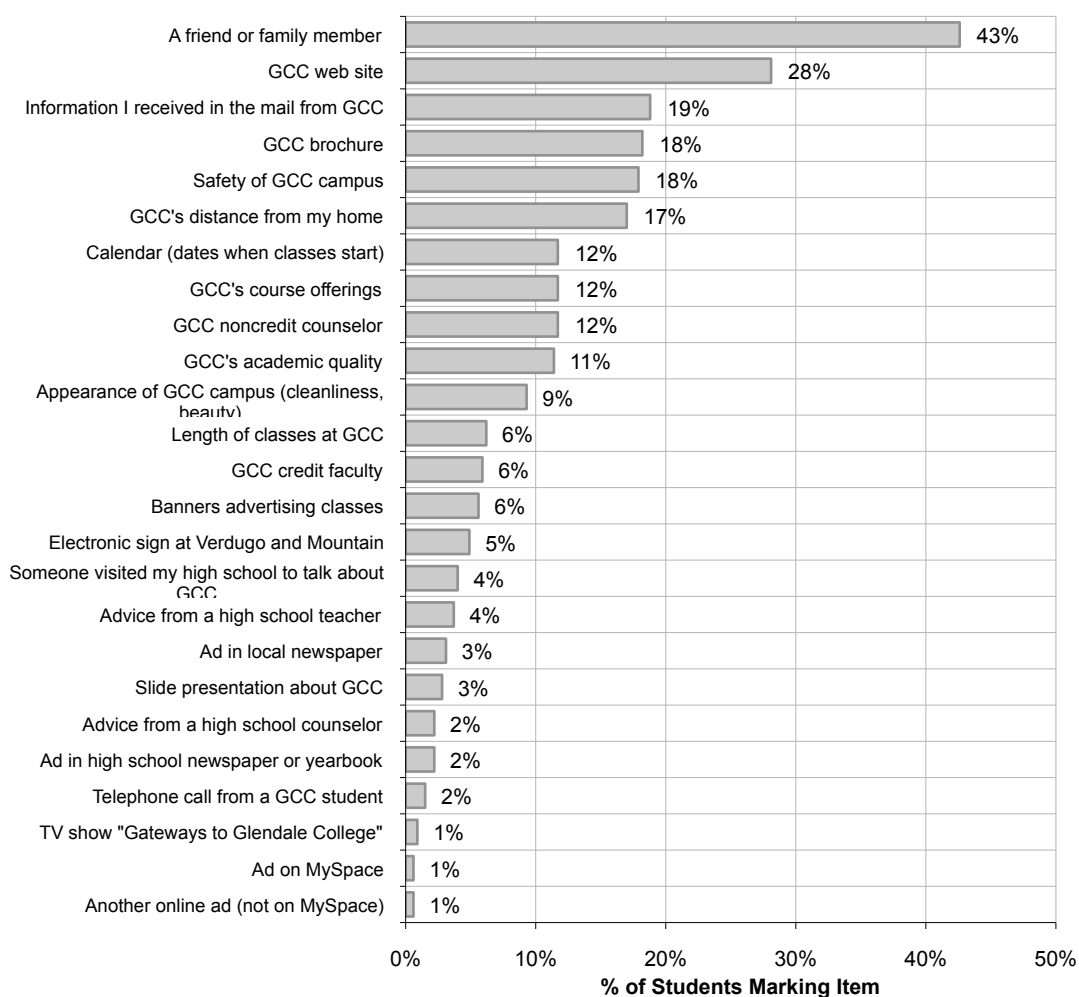
Both the credit student survey and the continuing education student survey included an item that asked “Which of the following influenced your decision to enroll at Glendale College?” The following graph shows credit students’ responses.

Credit Student Influences on Decisions to Enroll



The following graph shows the responses of continuing education students to the same question.

Continuing Education Student Influences on Decisions to Enroll



Group Differences on Marketing Items

The following groups responded differently to the marketing items listed above. The percentages shown in the list below are the percentages of students indicating that the item influenced their decision to enroll at GCC.

- Students age 25 and under were more likely to be influenced by ads in high school yearbooks/newspapers (5% vs. 1%), visits to their high school (20% vs. 2%), advice from a high school teacher (15% vs. 3%), and advice from a high school counselor (18% vs. 2%).
- Students over age 25 were more likely to be influenced by Internet ads (7% vs. 4%), GCC's calendar (12% vs. 6%), and GCC's course offerings (32% vs. 22%).

- Day-only students were more likely than evening-only students to be influenced by an ad in a high school yearbook/newspaper (4% vs. 2%), a visit to their high school (17% vs. 7%), advice from a high school teacher (13% vs. 6%), advice from a high school counselor (16% vs. 6%), advice from family/friends (48% vs. 36%),
- Evening-only students were more likely than day-only students to be influenced by GCC's course offerings (34% vs. 23%).
- Continuing and returning students were more likely than first-year students to be influenced by information received in the mail (11% vs. 7%) and by a GCC brochure (7% vs. 4%).
- Students on financial aid were more likely than students not on financial aid to be influenced by advice from family/friends (49% vs. 39%) and by the safety of the GCC Campus (21% vs. 14%).
- Armenian students were more influenced by information received in the mail (13%) than Anglo students (5%) and than all students in general (9%). Armenian students were more influenced by the electronic sign at Verdugo and Mountain than other students (6% vs. 4%), by advice from family/friends (52% vs. 44%), and by the safety of the campus (26% vs. 18%).
- Anglos students were less influenced than other groups by visits to high schools (8% vs. 14%) and by the cost of attendance (46% vs. 36%).
- Latino students were more influenced than other groups by advice from a high school teacher (14% vs. 11%) and by the appearance of the GCC campus (27% vs. 18%).
- Transfer-goal students were more influenced than CTE-goal students by a visit to GCC (17% vs. 7%), by advice from a high school counselor (15% vs. 5%), and by information received in the mail (12% vs. 7%).
- CTE-goal students were more influenced than transfer-goal students by GCC's calendar (13% vs. 7%) and by GCC's course offerings (37% vs. 22%).
- First-generation students were more influenced by information received in the mail (12% vs. 7%), by Internet ads (8% vs. 4%), but they were less influenced than other students by GCC's distance from home (55% vs. 65%) and by the cost of attendance (31% vs. 41%).

The following list shows group differences among continuing education students for the marketing items.

- Male students were more likely than female students to be influenced by a visit to their high school (8% vs. 4%), advice from a high school teacher (8% vs. 4%), and GCC's academic quality (18% vs. 12%).
- Day-only students were more likely than evening-only students to be influenced by information received in the mail (25% vs. 11%), the electronic sign at Verdugo and Mountain (8% vs. 0%), GCC's distance from their home (23% vs. 11%), GCC's course offerings (17% vs. 3%), GCC's calendar (15% vs. 6%), and the appearance of the campus (11% vs. 2%).
- First-year students were more likely than continuing/returning students to be influenced by advice from a high school counselor (4% vs. 0%) and GCC's academic quality (15% vs. 8%).
- Students age 25 and under were more likely than older students to be influenced by an ad on MySpace (4% vs. 0%) and advice from a high school teacher (11% vs. 2%).
- Latino students were more likely than other students to be influenced by banners advertising classes (11% vs. 6%), by advice from a high school teacher (9% vs. 4%), by a GCC noncredit counselor (19% vs. 12%), by GCC's distance from their home (24% vs. 18%), by GCC's

course offerings (26% vs. 12%), by the length of classes (19% vs. 7%), by GCC's calendar (24% vs. 12%), by the appearance of the campus (22% vs. 10%), and by the safety of the campus (33% vs. 18%).

- Asian students were more likely than other students to be influenced by GCC's website (48% vs. 29%), by a GCC brochure (33% vs. 18%), by GCC's distance from their home (31% vs. 17%), by GCC's academic quality (21% vs. 12%), and by GCC's course offerings (21% vs. 12%).
- Students taking noncredit ESL classes were more likely than other students to be influenced by GCC credit faculty (10% vs. 3%) and by safety on campus (24% vs. 13%).
- Students not taking noncredit ESL classes were more likely than students taking ESL classes to be influenced by GCC's academic quality (15% vs. 7%), by the length of classes (10% vs. 2%), by course offerings (18% vs. 4%), and by the appearance of the campus (13% vs. 4%).
- Students taking noncredit Business classes were more likely than other students to be influenced by GCC's distance from their home (30% vs. 14%), by GCC's academic quality (23% vs. 9%), by course offerings (25% vs. 9%), and by the length of classes (15% vs. 4%).
- Students taking Developmental Skills classes were more likely than other students to be influenced by a visit to their high school (11% vs. 3%), by advice from a high school teacher (9% vs. 3%), by advice from a GCC noncredit counselor (21% vs. 10%), by GCC's academic quality (23% vs. 9%), and by the appearance of the campus (18% vs. 8%).
- Students taking Lifelong Learning classes were more likely than other students to be influenced by a newspaper ad (8% vs. 2%). They were less likely than other students to be influenced by GCC's website (13% vs. 31%).

Appendix: Method

Procedure

In Spring 2011, 1,630 students responded to the credit Spring Student Survey. Surveys were distributed to 102 randomly selected credit sections and received from 79 sections for a class response rate of 77%. Potential enrollment in the 139 class sections was 3,417; the 1,630 returned surveys represent a student response rate of 48%.

For the survey of continuing education students, surveys were distributed to 20 randomly selected sections and received from 14 sections for a class response rate of 70%. Responses were received from 324 continuing education students. Accurate information about potential enrollment in the sample sections is difficult to estimate due to the open-entry/open-exit nature of continuing education classes, so a student response rate was not calculated.

Random sampling of sections has been used since Spring 2009. From Spring 2007 to 2011, several class sections were eliminated from the Spring Student Survey sample because the college administered the nationally normed Community College Survey of Student Engagement (CCSSE). Instructors asked to administer the CCSSE in their classes were not asked to administer the Spring Student Survey, reducing the sample size and the number of students responding from previous years.

The 2011 survey was conducted between Monday, May 2 and Friday, May 20. 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.

Online student surveys would be more efficient but a local attempt to conduct a valid online survey was unsuccessful. In 2009, a random sample of students was emailed invitations to participate in an online version of the credit student survey through the SurveyMonkey service. Out of 600 students sampled, responses were received for 62 students, for a response rate of 10%. Due to the low response rate and the differences in demographics between respondents and the credit student population, the responses from the web-based version of the survey were not reported.

Response Weighting

Starting in Spring 2003, summaries of survey responses 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, who are more likely to be included in the survey sample because they are enrolled in more classes than part-time students. Without weighting, the responses of full-time students would be overemphasized in the reported results.

In the 2011 credit student survey, 49% of respondents were full-time students, compared to only 31% in the overall Spring 2011 student population. Responses were calculated by weighting full-time student responses with a factor of 0.46 relative to part-time student responses. The following tables show the results of this weighting on student demographic characteristics. The continuing education student survey results were not weighted.

Summary of Results of Weighting Survey Responses for Full-Time Status

Full-Time Status	Spring 2011 Student Sample (Unweighted)	Spring 2011 Student Sample (Weighted)	Spring 2011 Credit Student Population
Full-Time	49%	31%	31%
Part-Time	51%	69%	69%
Number of Students	1,630	1,630	17,204

Sex	Spring 2011 Student Sample (Unweighted)	Spring 2011 Student Sample (Weighted)	Spring 2011 Credit Student Population
Male	37%	37%	44%
Female	63%	63%	56%
Number of Students	1,604	1,630	17,204

Age Group	Spring 2011 Student Sample (Unweighted)	Spring 2011 Student Sample (Weighted)	Spring 2011 Credit Student Population
Under 18	1%	1%	1%
18 to 21	50%	47%	36%
22 to 25	16%	17%	22%
26 to 30	12%	12%	14%
31 to 40	11%	12%	13%
41 to 50	7%	7%	9%
Over 50	3%	4%	5%
Number of Students	1,630	1,630	17,204

Ethnicity	Spring 2011 Student Sample (Unweighted)	Spring 2011 Student Sample (Weighted)	Spring 2011 Credit Student Population
Caucasian/Anglo	14%	14%	16%
Caucasian/Armenian	41%	39%	36%
Asian/Pacific Islander	13%	13%	10%
Latino	21%	22%	26%
Black	2%	2%	3%
Other	10%	10%	9%
Number of Students	1,630	1,630	17,204