



Key Findings

The 2012 spring student survey had the following notable results.

Technology

- Student access to mobile devices increased between 2011 and 2012. Among credit students, 83% have laptop computers, 74% have phones with Internet access, and 26% have tablet computers such as iPads and Kindles. Among continuing education students, 58% have laptop computers, 54% have phones with Internet access, and 22% have tablet computers.
- Student Internet access has stabilized: 95% of credit students and 83% 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 one-third 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 education they are getting at GCC.

- 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

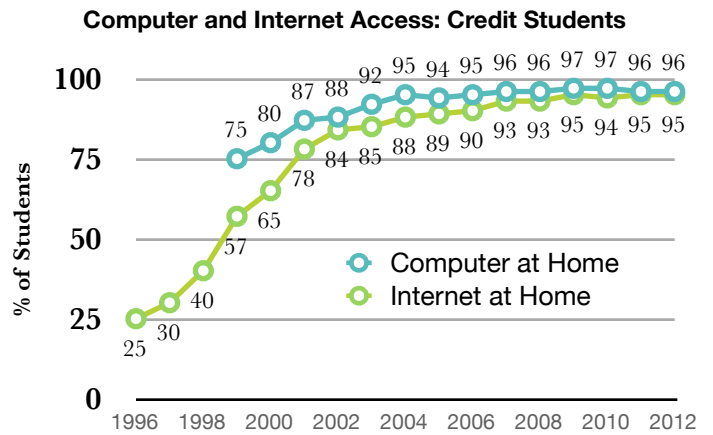
- Credit students and continuing education students are positive about their learning, agreeing that GCC focuses on student learning and that they learn a lot in their classes.
- Credit students are positive about improving in areas related to GCC's institutional learning outcomes (ILOs). The 2012 student survey was the first to ask credit students about their perceptions of their own learning in areas such as communication skills, mathematical problem-solving, and information competency.

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."

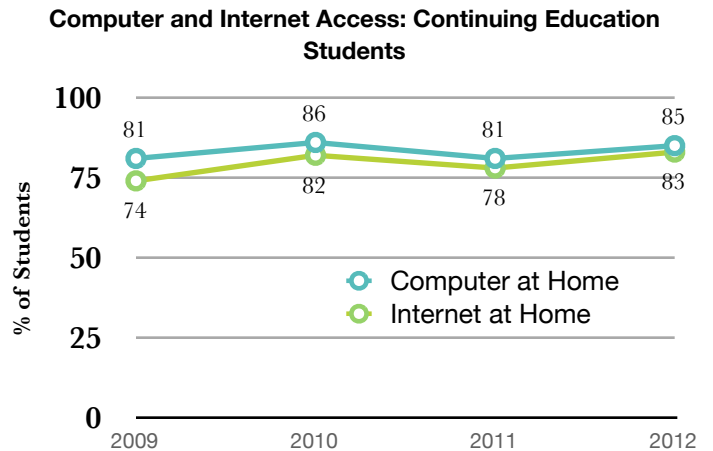
<http://www.glendale.edu/research&planning>

Part 1. Technology

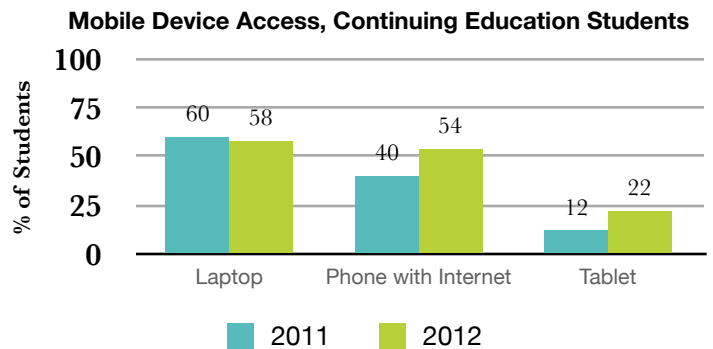
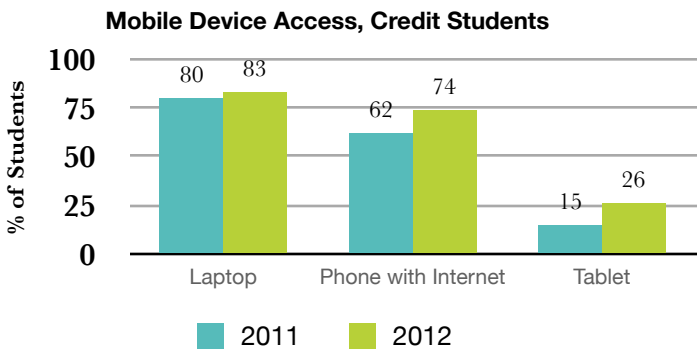
GCC has tracked computer and Internet access since 1996. The graph to the right shows changes in access over the years. Since about 2004, 95% or more of credit students have had a computer at home; since about 2009, 95% or more of credit students have had Internet access at home. Only 5% of credit students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



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 17% (or about 1,000) continuing education students do not have Internet access at home.



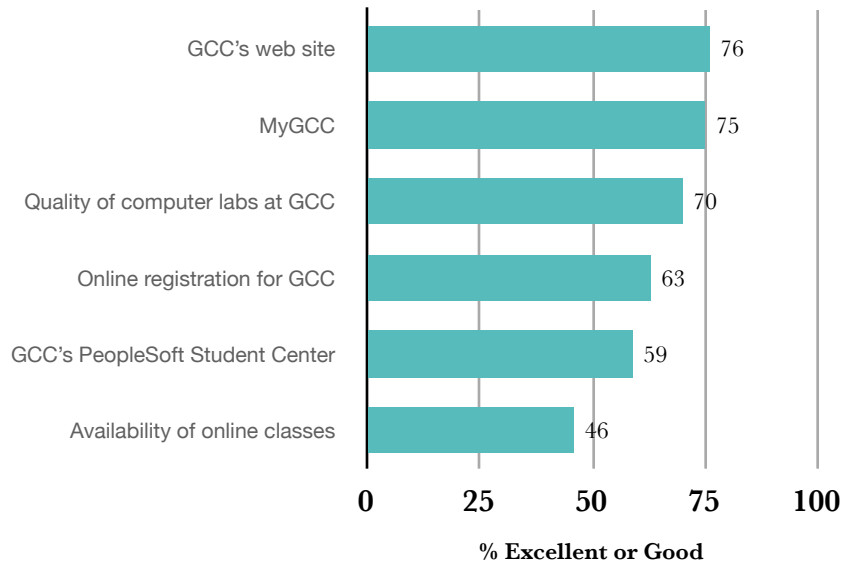
The graphs below show access to mobile devices for credit and continuing education students. This information has been collected since 2011. Access to Internet-enabled phones and tablet computers (such as the iPad or Kindle) increased somewhat for both credit and continuing education students between 2011 and 2012.



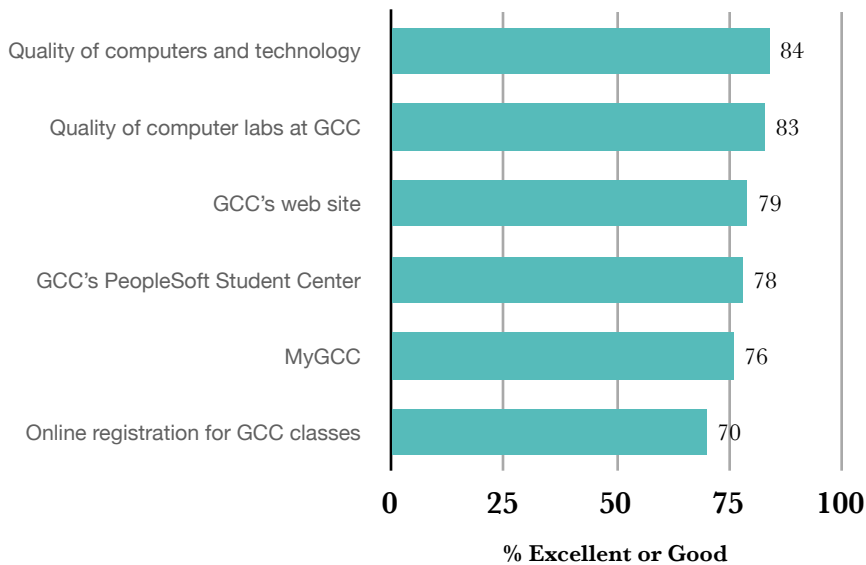
The graph below shows a summary of student responses to technology items on the 2012 survey. Students were asked to rate various aspects of technology at GCC using a scale of “Excellent,” “Good,” “Fair,” or “Poor.” The graphs show the percentage of students who marked “Excellent” or “Good.” The top graph shows responses of credit students and the bottom graph shows responses of continuing education students.

Student satisfaction with technology is generally positive. For credit students, the item with the least satisfaction is the availability of online classes (46%). This item has shown a decreasing trend from a high point of 59% satisfaction in 2009.

Satisfaction with Technology, Credit Students

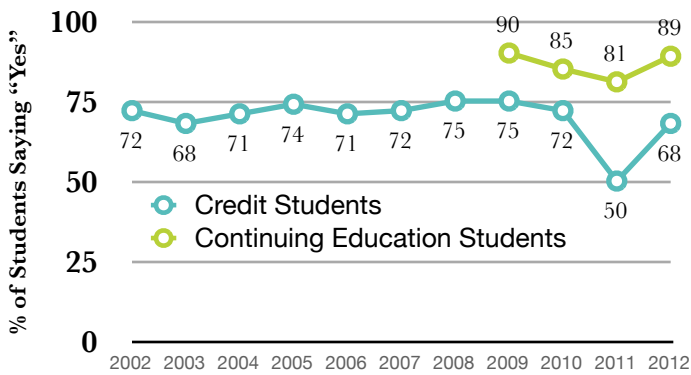


Satisfaction with Technology, Continuing Education Students



Part 2. Student Progress and Needs

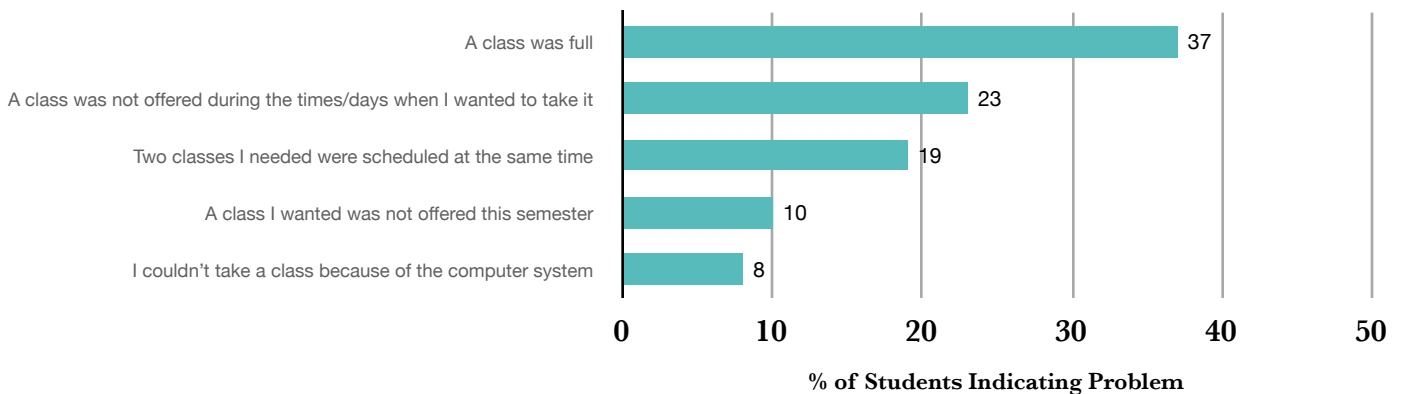
Moving as Quickly as Possible Toward Goal



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.

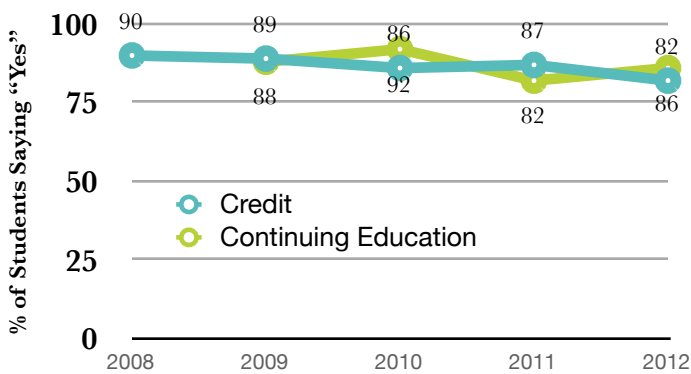
In 2012, 52% of credit students said they had problems enrolling in classes. The graph below shows the problems that students indicated. The most frequently indicated problem was that a class was full, experienced by over one-third of survey respondents.

Problems Getting Credit Classes, Spring 2012

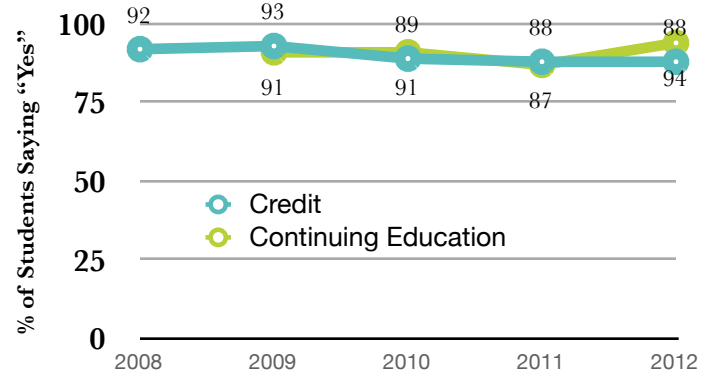


Students were asked whether GCC has enough instructional programs (left graph below) and enough student services (right graph below). Large majorities of both credit students and noncredit students indicate that the number of programs is sufficient.

Enough Instructional Programs

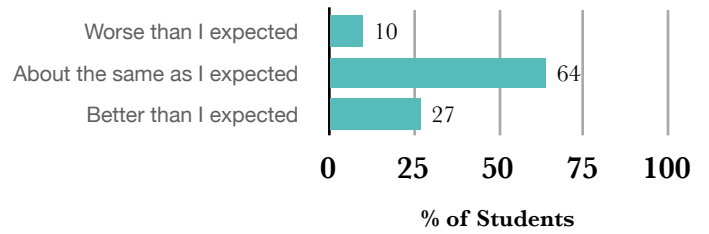


Enough Student Services



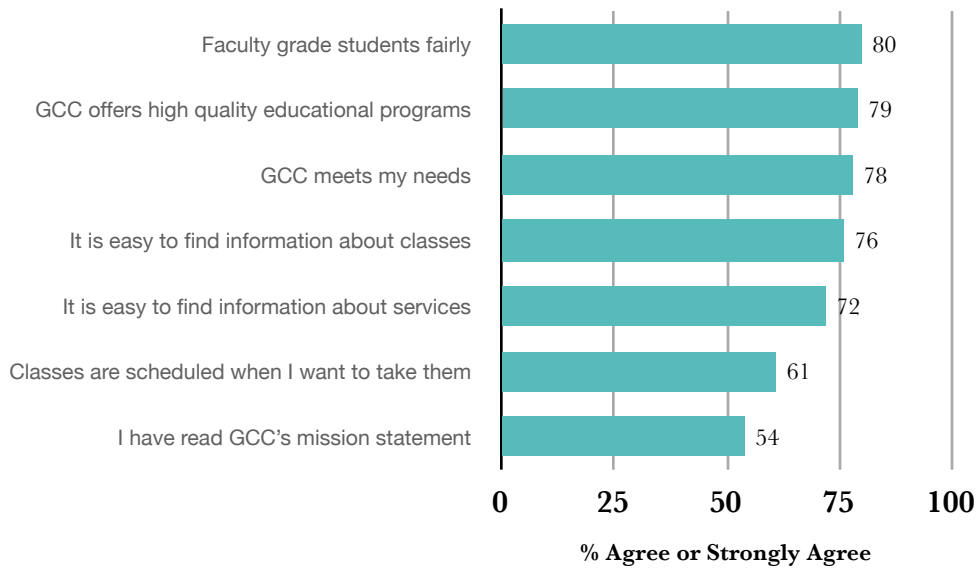
Credit students were asked whether their experience at GCC met their expectations. Most credit students (64%) said that their experience was about the same as they expected, while 27% said their experience was better than expected. Only 10% said their experience was worse than expected.

How has your experience at GCC met your expectations?

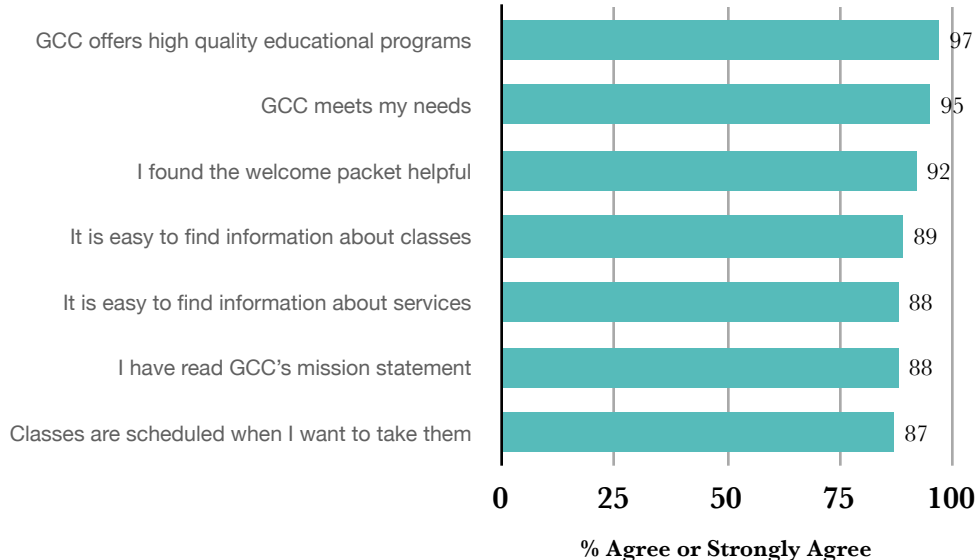


The graphs below show results for student progress and needs “agreement” items. Students were asked whether they agreed with statements about student progress and needs. The graphs show the percentage of students marking either “Agree” or “Strongly Agree.” The top graph shows results for credit students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

Student Progress and Needs, Credit Students



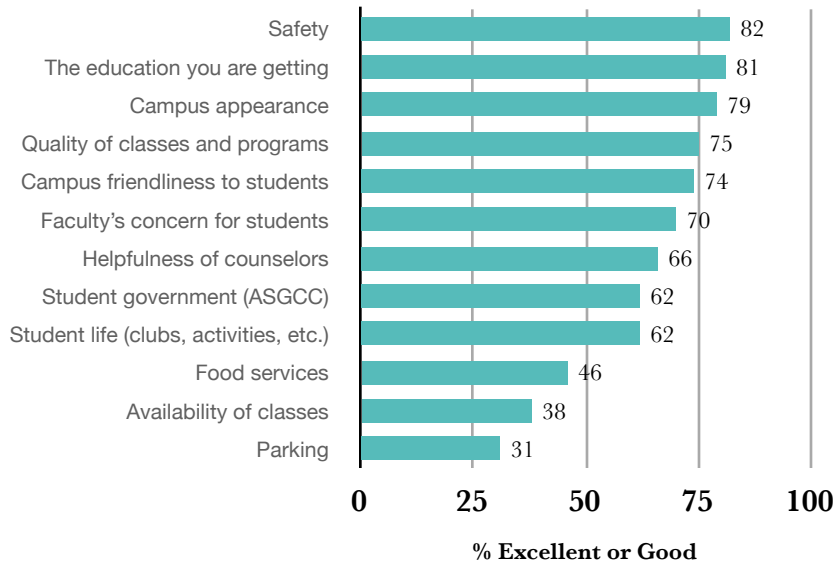
Student Progress and Needs, Continuing Education Students



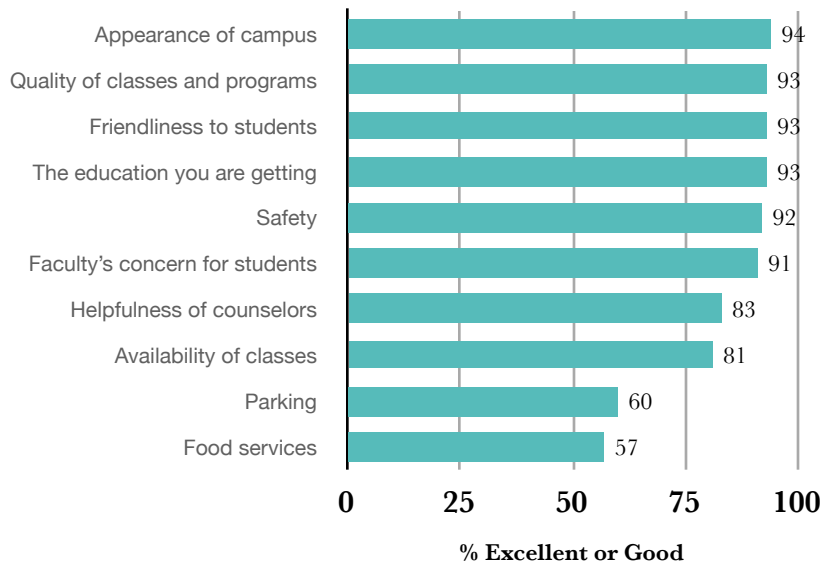
Part 3. Student Satisfaction

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



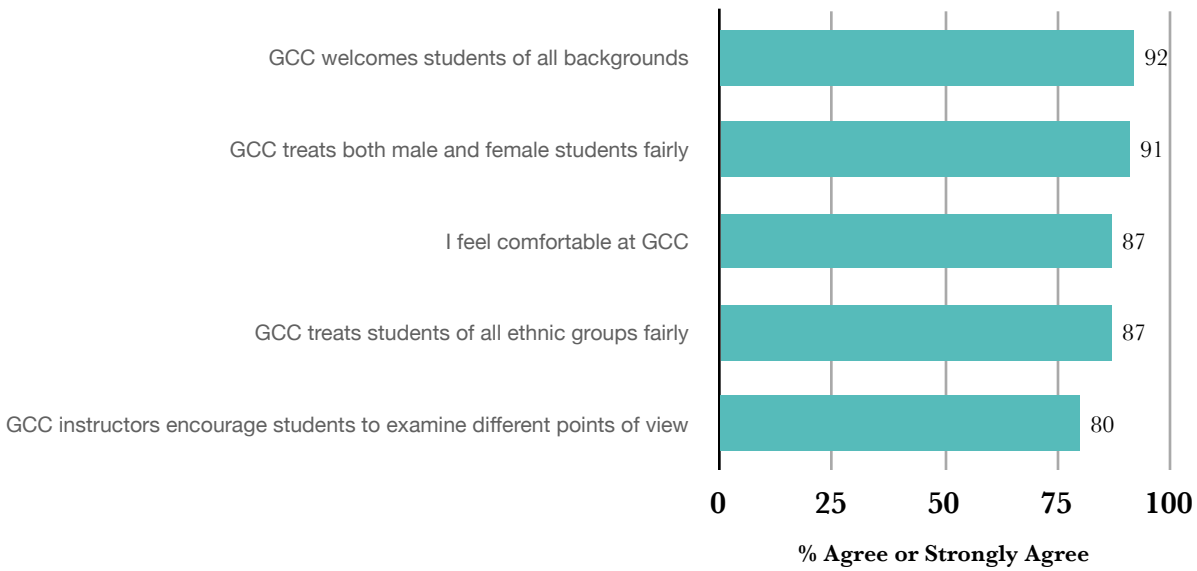
Student Satisfaction Items, Continuing Education Students



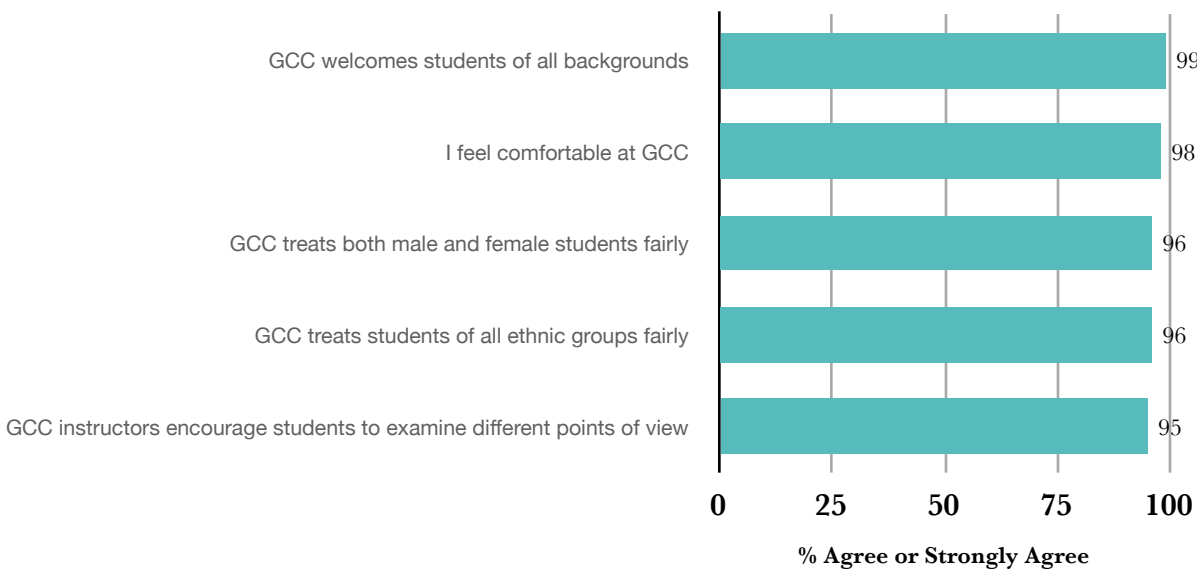
Part 4. Campus Climate

The 2012 survey asked five 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.

Campus Climate Items, Credit Students

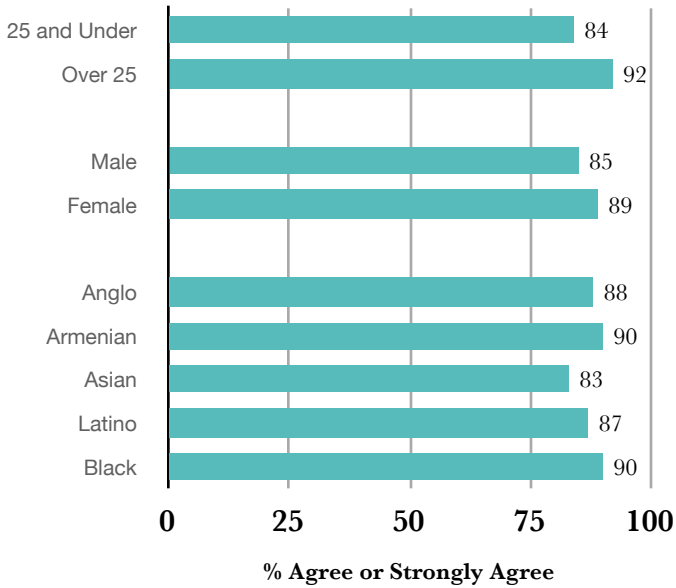


Campus Climate Items, Continuing Education Students

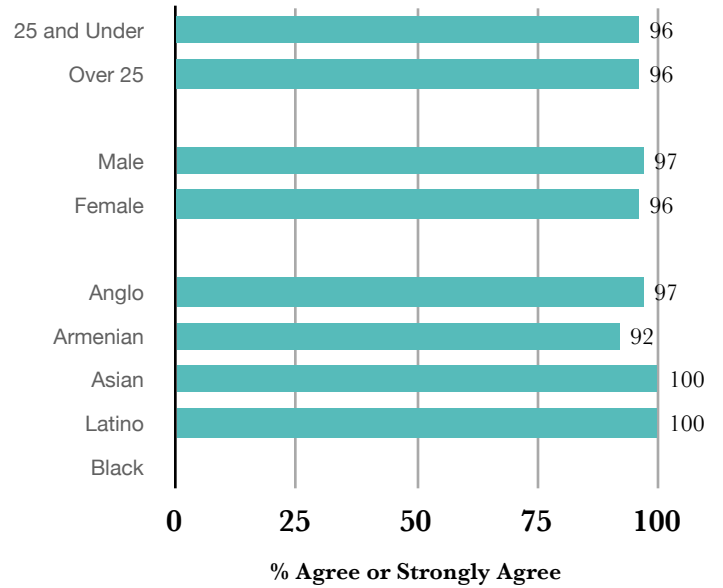


The graphs below show responses to the statement “I feel comfortable at GCC” by age, sex, and ethnic group. The left graph shows responses of credit students and the right graph shows responses of continuing education students. It is clear that a large majority of students feel comfortable at GCC. The credit groups with the lowest agreement rates for this item were younger students, male students, and Asian students. Not that no Black students responded in the continuing education survey, so information about this item was not available for Black continuing education students.

Responses to “I feel comfortable at GCC” by Group, Credit Students



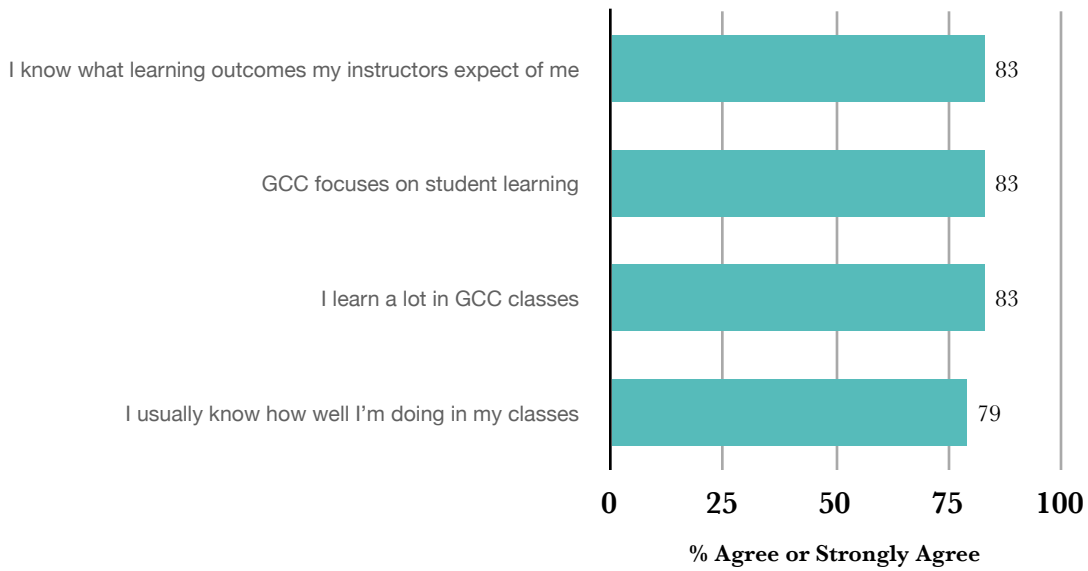
Responses to “I feel comfortable at GCC” by Group, Continuing Education Students



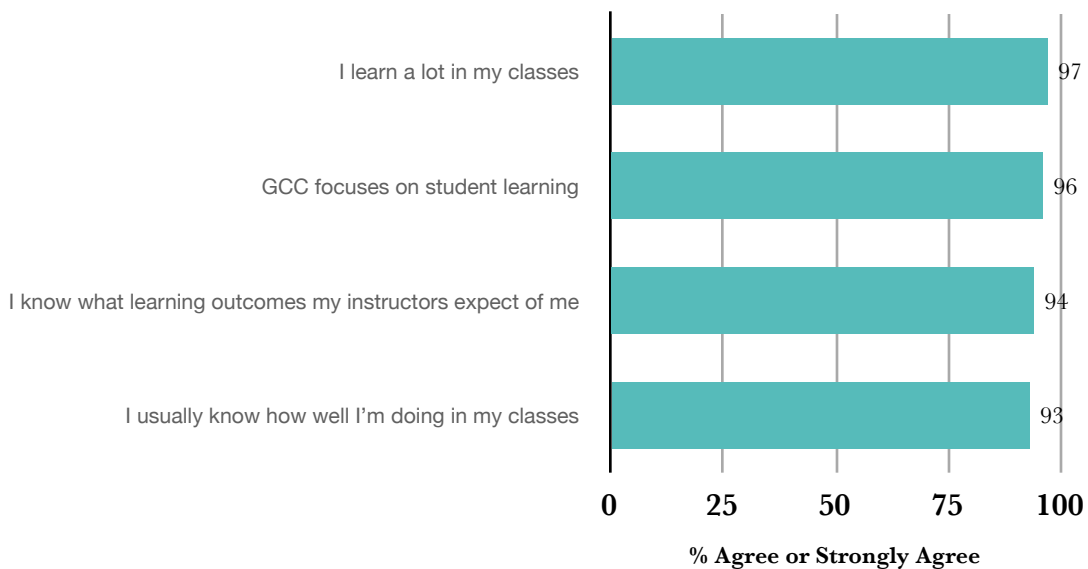
Part 5. Student Learning

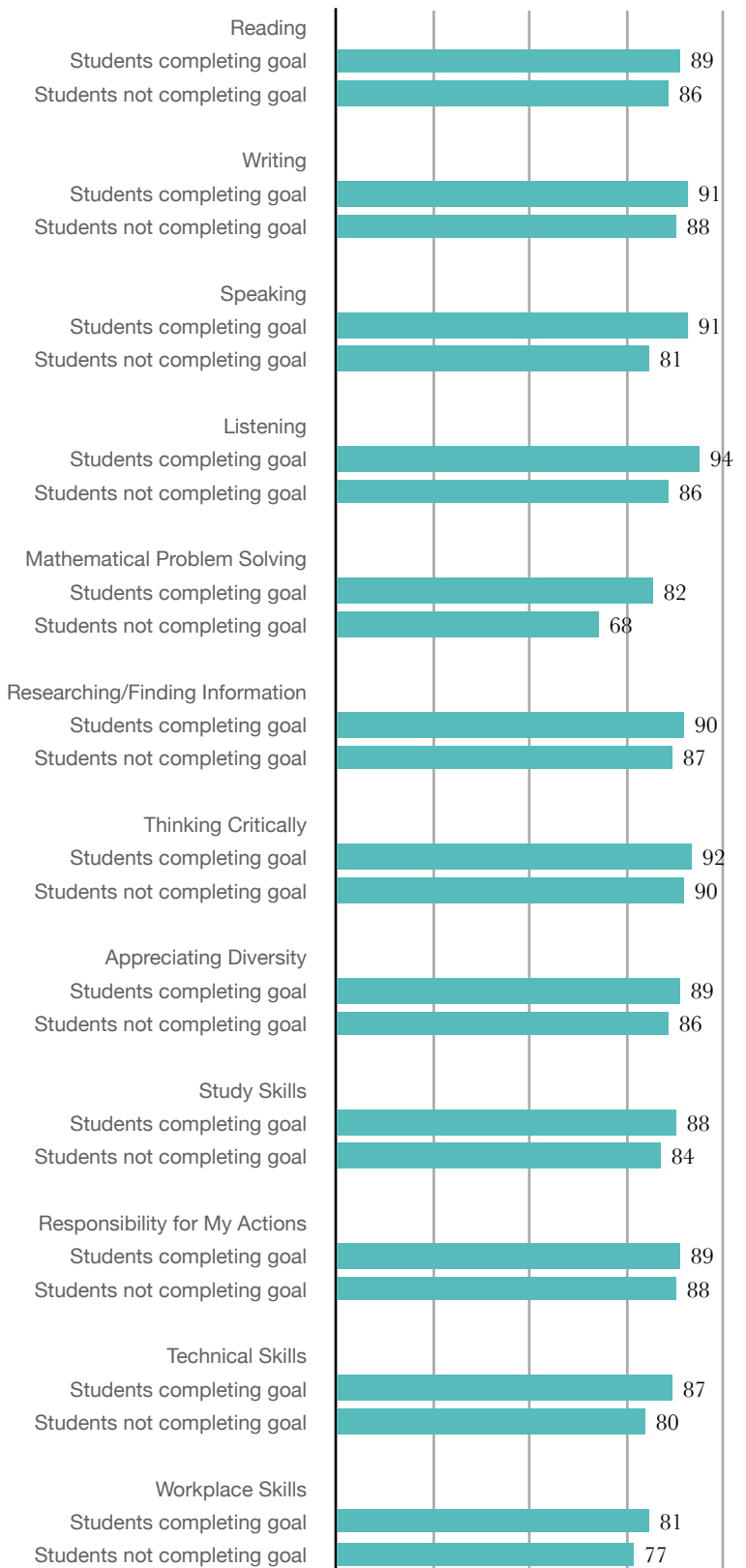
The 2012 survey included four agreement items about student learning. Students were shown statements and asked whether they agreed or disagreed. The graphs below show the percentages of students marking either Agree or Strongly Agree.

Student Learning Items, Credit Students



Student Learning Items, Continuing Education Students





% Saying “Improved somewhat” or “Improved a lot”

The 2012 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 2012 perceive more learning in each area than students not completing a degree or transfer goal in Spring 2012. The effect is strongest for mathematical problem solving, speaking, and technical skills. The effect is not strong at all for responsibility.

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

Appendix. Method

The survey was conducted as a paper-and-pencil survey in class sections. Responses were received from 1,868 credit students and 224 continuing education students. Surveys were distributed to 118 credit sections and returned from 90 sections, for a section return rate of 76%. Surveys were distributed to 12 continuing education sections and returned from 10 sections, for a section return rate of 83%. Additionally, a supply of blank survey forms was distributed to the Student Success Center at the Garfield Campus; 48 surveys were returned from this lab.

The survey was conducted between Monday, April 30, 2012 and Saturday, May 19, 2012. 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.