Glendale Community College

Student Views 2008
Results of the Spring 2008 Student Survey

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Summary

Introduction

This report presents the results of Glendale Community College's 2008 Spring Student Survey. Every Spring semester, Research & Planning conducts a survey of credit students to collect demographic data and student views of the college. In 2008, responses were received from 2,948 students in 179 class sections. Survey results are shown in five sections in this report.

Section 1. Demographic Items

Credit student demographics have remained relatively stable over the past five years. Most credit students are U.S. citizens but most were not born in the United States. Only about one third of credit students learned English as their first language.

Section 2. Technology Items

About 96% of credit students had a computer at home, and 93% had Internet access at home. Students rated GCC's technology offerings highly, particularly Internet access, myGCC, and the GCC web site. GCC's kiosks and online course offerings were rated positively but not as strongly as other aspects of technology at GCC.

Section 3. Evaluation Items

Students were very positive about the education they are getting at GCC. They were particularly positive about their education at GCC, safety, and the quality of classes and programs. On average, students felt comfortable at GCC. The only aspects of education at GCC that received negative ratings were food services and parking, but satisfaction with parking increased substantially after the opening of the new parking structure in 2007.

New questions in 2008 asked about student needs and the college mission statement. A large majority of students felt that the college provides sufficient instructional programs and student services. Students agreed that GCC welcomes students of all backgrounds, a key part of the college's new mission statement.

Section 4. Marketing Information

A series of survey items assessed different influences on students' decisions to enroll at GCC. As in previous surveys, GCC's distance from the student's home and advice from family and friends were the most common influences on students' decisions to enroll at GCC. The marketing efforts that were most commonly cited on the Spring 2008 survey were the GCC web site, information received in the mail, and GCC brochures.

Section 5. Key Performance Indicators (KPIs)

Section 5 shows survey responses assessing Key Performance Indicators from the college Strategic Master Plan. Several KPIs are related to student satisfaction, and survey questions addressing these KPIs are summarized in Section 5, starting on page 49.

Contents

Section 1. Demographic Items

Section 1 discusses student demographics and trends over the past five years. More information about student demographics is available in the Campus Profile, published annually by Research & Planning.

Most credit students at Glendale Community College were born outside the United States, as Figure 1 shows. Approximately 43% of credit students were born in the United States, and this percentage has been relatively stable for many years. Most survey respondents indicate that they are United States citizens. English is not the native language of a majority of credit students. English was the first language learned by 32% of credit students responding to the survey in Spring 2008. English was not the first language of 68% of credit students.

In 2008, students were asked whether both of their parents were born in the United States. The percentage responding "yes" was 16%, indicating that 84% of credit students had at least one parent born outside the United States.

Figure 1. Student Background Questions
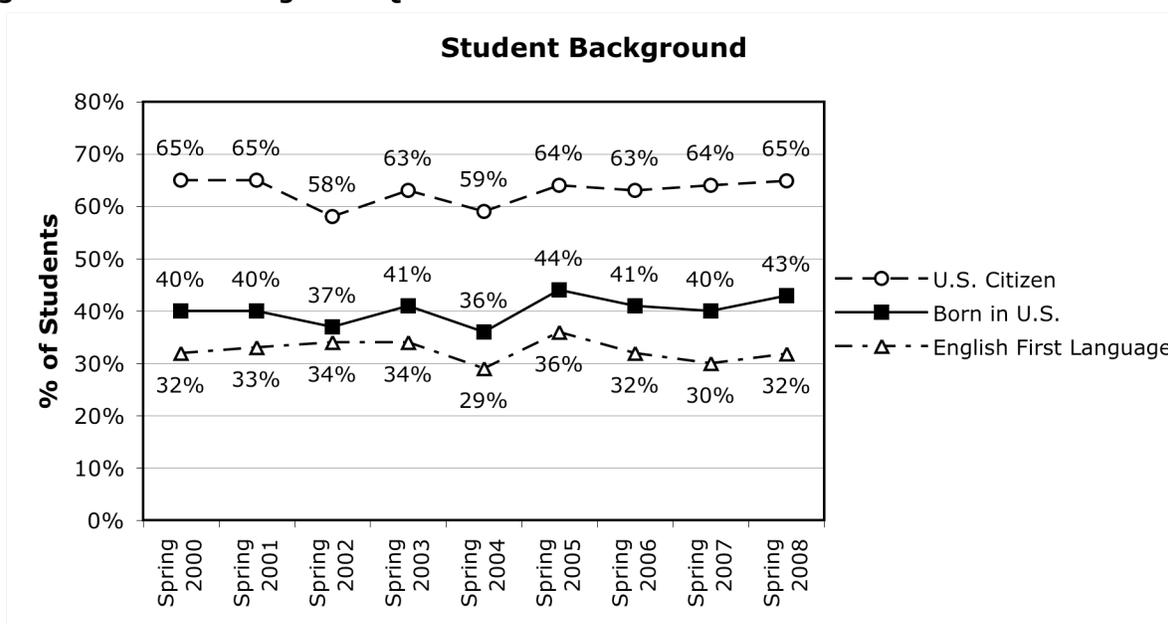
Figure 2, on the next page, shows the percentage of respondents indicating that they have worked with a counselor to develop a Student Educational Plan (SEP). Most credit students, about 60%, indicate they have developed an SEP.

Figure 2. Have you worked with a counselor to develop a Student Educational Plan?

Students Who Have Developed a Student Educational Plan
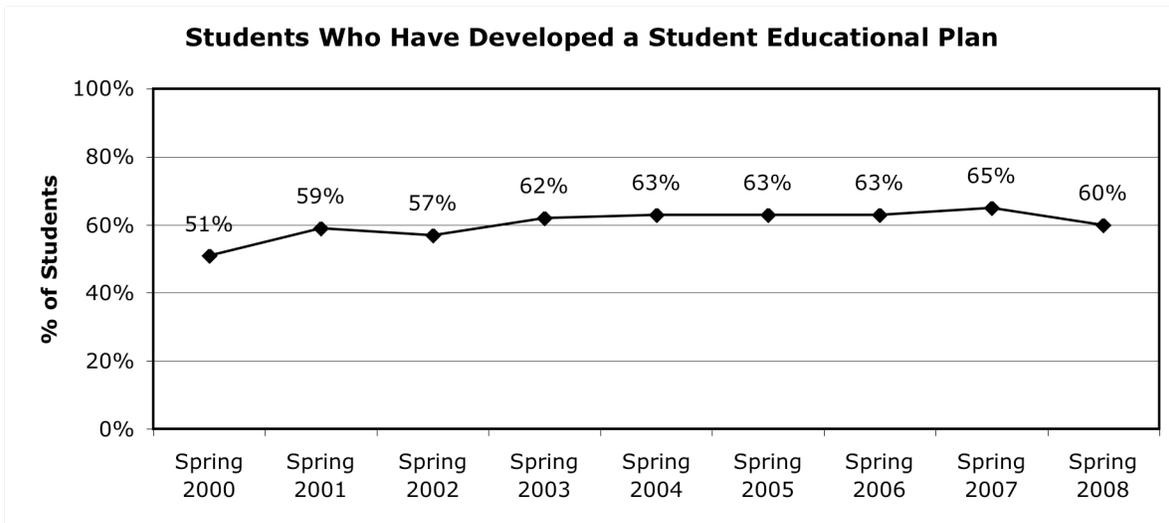
Figure 3 shows the self-reported ethnicity of survey respondents. The percentage indicating an Armenian background increased in 2008 to 42% of the credit student population. This finding may indicate that Armenian students are oversampled in the Spring Student Survey, as the percentage reporting an Armenian background on the college application was 35% in Spring 2008.

Figure 3A. Which best describes your ethnic/national background?

Ethnic/National Background (Brief Categories)	Survey				
	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
White/Armenian	38%	34%	37%	41%	42%
White/Not Armenian	15%	20%	15%	12%	12%
Middle Eastern	6%	4%	3%	3%	3%
Latino/Hispanic	19%	19%	22%	21%	22%
Black/African-American	2%	2%	2%	2%	1%
Asian	12%	11%	12%	11%	11%
Filipino	5%	5%	6%	5%	5%
Pacific Islander	0%	0%	0%	0%	0%
American Indian	0%	1%	0%	0%	0%
Multiple Heritages	3%	3%	4%	4%	4%
No Response	67	40	89	51	88
Total Surveys Returned	3,407	1,523	2,986	2,217	2,948

6

Figure 3B. Which best describes your ethnic/national background?

Ethnic/National Background (Detailed Categories)	Spring 2003		Spring 2006	Spring 2007	Spring 2008
			Survey		
White/Armenian	36%	--	37%	41%	42%
White/Not Armenian	18%	--	15%	12%	12%
Middle Eastern	3%	--	3%	3%	3%
Mexican/Chicano	11%	--	11%	10%	12%
Cuban	0%	--	1%	1%	1%
Central American	4%	--	6%	6%	5%
South American	2%	--	2%	2%	2%
Other Latino	4%	--	2%	2%	2%
Cambodian	0%	--	0%	0%	0%
Japanese	1%	--	3%	2%	2%
Laotian	0%	--	0%	0%	0%
Chinese	2%	--	2%	2%	2%
Filipino	5%	--	6%	5%	5%
Korean	4%	--	5%	5%	5%
Vietnamese	1%	--	1%	1%	1%
Other Asian	2%	--	1%	1%	1%
Pacific Islander	1%	--	0%	0%	0%
Black/African-American	2%	--	2%	2%	1%
American Indian	1%	--	0%	0%	0%
Caribbean/Black	0%	--	0%	0%	0%
Caribbean/Latino	1%	--	0%	0%	0%
Multiple Heritages	3%	--	4%	4%	4%
No Response	172	--	89	51	88
Total Surveys Returned	3,057		2,986	2,217	2,948

Figure 4 shows survey respondents' work hours. About 20% work 40 or more hours per week. Only about 30% do not work. Approximately 3% of credit students (more than 400 students each semester) are full-time students who also work at least 40 hours per week.

Figure 4. Hours Worked by Survey Respondents

Weekly Hours of Paid Work
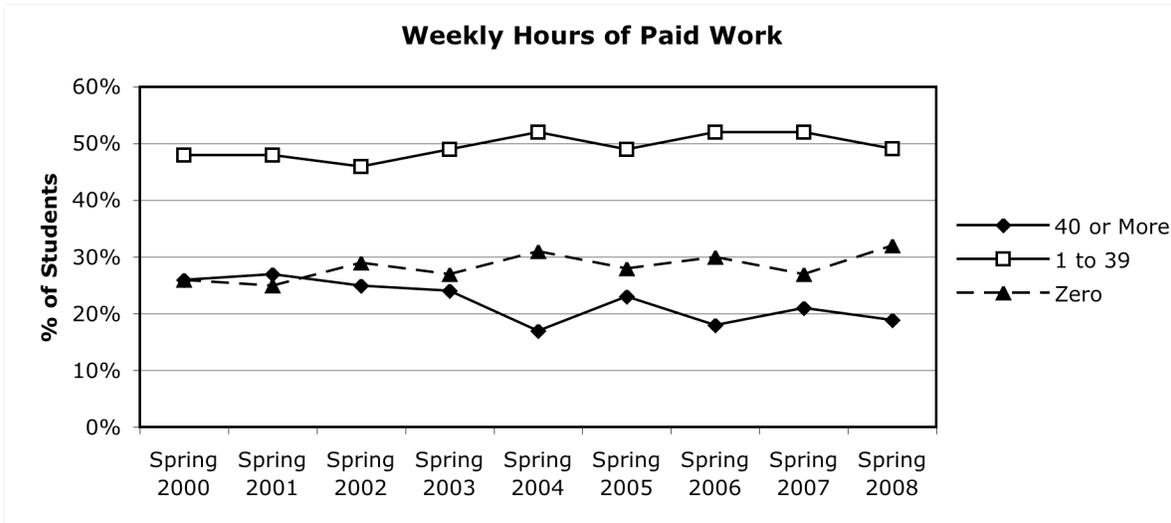
The following graph shows the results of an item asking about the student's parents' education level (not asked in 2001, 2003, or 2005). The goal of the survey item is to estimate the percentage of first-generation college students at Glendale Community College. Here, a student is counted as a first-generation student if neither of his or her parents attended college. (In other contexts, a student is sometimes counted as first-generation if neither of his or her parents *graduated* college.) It is important to note that colleges inside and outside the United States are not separated here, so first-generation is not an estimate of the percentage of students with families unfamiliar with higher education in the United States. Using this definition of first-generation, approximately 36% of credit students at GCC are first-generation college students.

Figure 5. Which best describes your parents' education level(s) when you started GCC?

First-Generation College Students
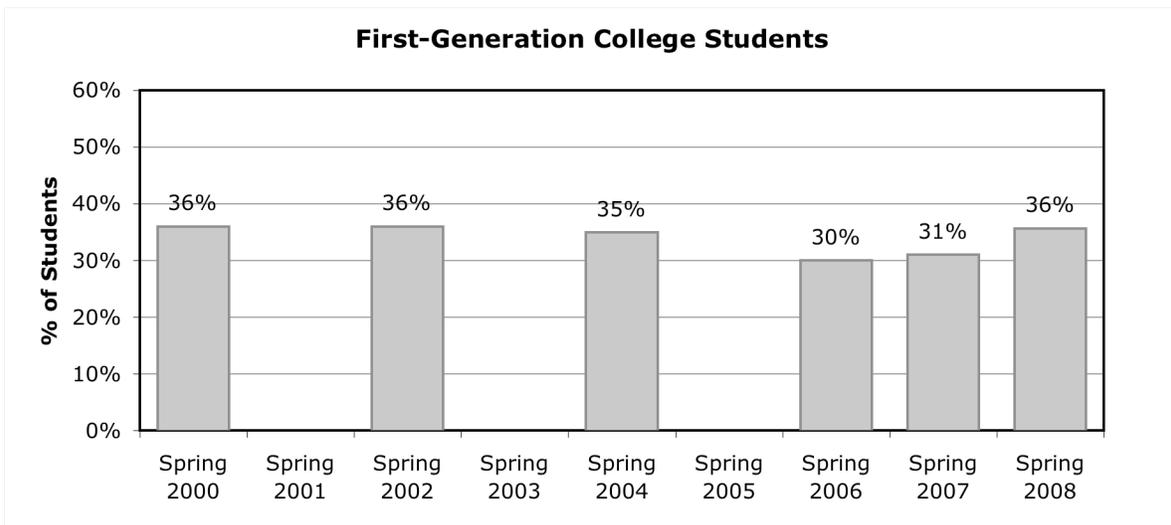
Figure 6 shows responses to the question "Do you have any dependent children?" Approximately 16% of credit students have dependent children.

Figure 6. Do you have any dependent children?

Students with Dependent Children

Spring 2000	
Spring 2001	
Spring 2002	
Spring 2003	24%
Spring 2004	
Spring 2005	21%
Spring 2006	
Spring 2007	19%
Spring 2008	16%
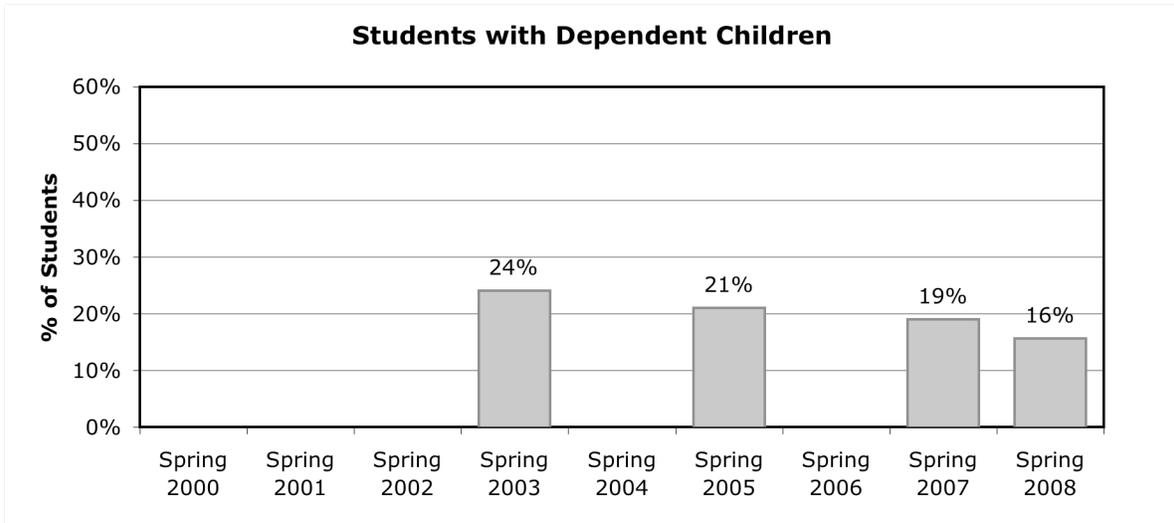
In 2008, students were asked whether they have health insurance and, if so, who pays for it. The following graph shows student responses. Of all respondents, 42% reported that they have no health insurance while 58% indicated they have health insurance. The largest group of students with health insurance indicated that their parents pay the premium.

Figure 7. Students with Health Insurance

Students with Health Insurance

No health insurance	42%
Student pays premium	17%
Parents pay premium	26%
Employer pays premium	14%
Multiple sources pay premium	1%

9
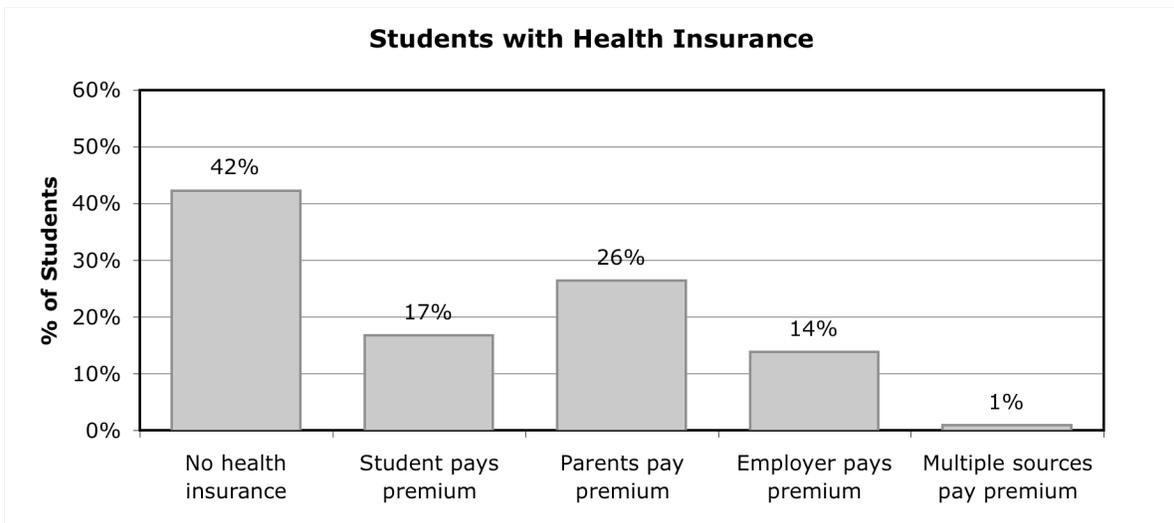
The 2008 survey asked students if they were taking classes elsewhere. As the following graph and table show, a small percentage of credit students take classes at other institutions, commonly other community colleges as well as high schools. Figure 9 shows the universities to which students plan to transfer. Many students responded with more than one university.

Figure 8. Students Taking Classes Elsewhere

Students Taking Classes Elsewhere
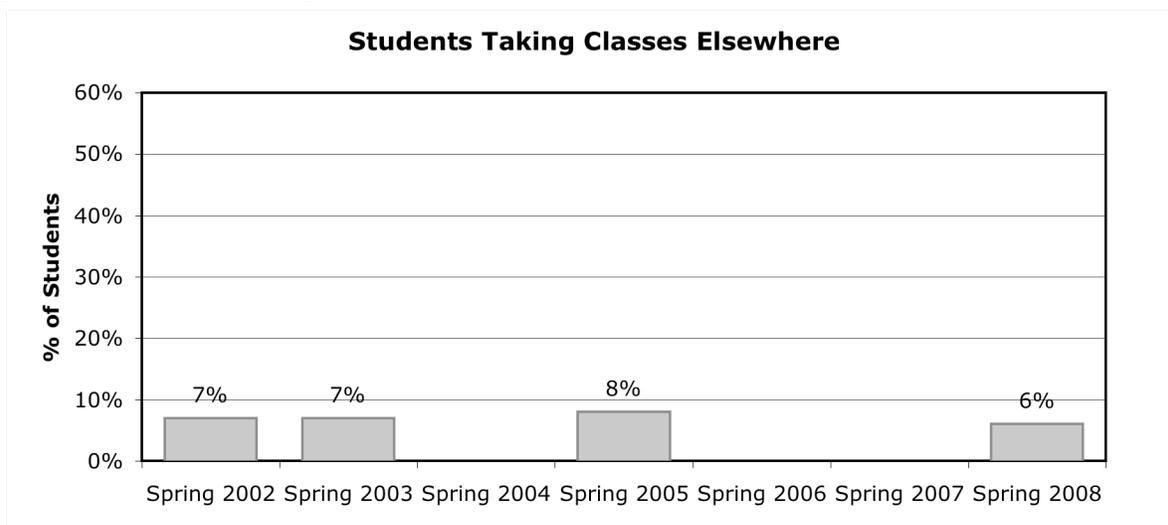
	Survey						
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
Location of Other Classes							
High School	1%	1%	--	2%	--	--	2%
Four-Year University	1%	2%	--	1%	--	--	2%
Another Community College	2%	3%	--	2%	--	--	3%
Other	1%	1%	--	1%	--	--	1%
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986	2,217	2,948

Figure 9. To what university do you plan to transfer?

	Survey					
Transfer University	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
I do not plan to transfer	25%	--	25%	--	--	28%
CSUN	20%	--	20%	--	--	15%
CSULA	12%	--	9%	--	--	10%
UCLA	13%	--	13%	--	--	16%
USC	6%	--	5%	--	--	6%
Another UC	6%	--	7%	--	--	7%
Another CSU	12%	--	6%	--	--	6%
Other	6%	--	14%	--	--	13%
No Response	527	--	338	--	--	495
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217	2,948

The 2008 survey included a question about interest in Study Abroad trips. Students were asked how likely they would be to participate in a Study Abroad trip to another country costing about $3,500 to $4,000. They were also asked what destinations would most interest them.

Figure 10. How likely would you be to participate in a Study Abroad trip with GCC to another country?

	Survey				
Study Abroad	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
Very Likely	--	--	11%	--	13%
Likely	--	--	27%	--	27%
Not Likely	--	--	62%	--	60%
No Response	--	--	172	--	230
Total Surveys Returned	3,407	1,523	2,986	2,217	2,948

For students responding that they would be "very likely" to participate in Study Abroad, the most commonly marked destinations were Italy, France, Spain, and Greece. The graph below shows the percentage of "very likely" students marking each destination.

Figure 11. Study Abroad Destinations of Interest for Students "Very Likely" to Participate

Study Abroad Destinations of Interest (Students Marking "Very Likely")

Destination	%
Italy	57%
France	50%
Spain	46%
Greece	41%
England	40%
Australia	36%
Germany	34%
Japan	31%
Ireland	25%
Armenia	25%
Argentina	25%
New Zealand	24%
Costa Rica	24%
China	19%
Thailand	15%
Czech Republic	11%

% of Students Marking Destination
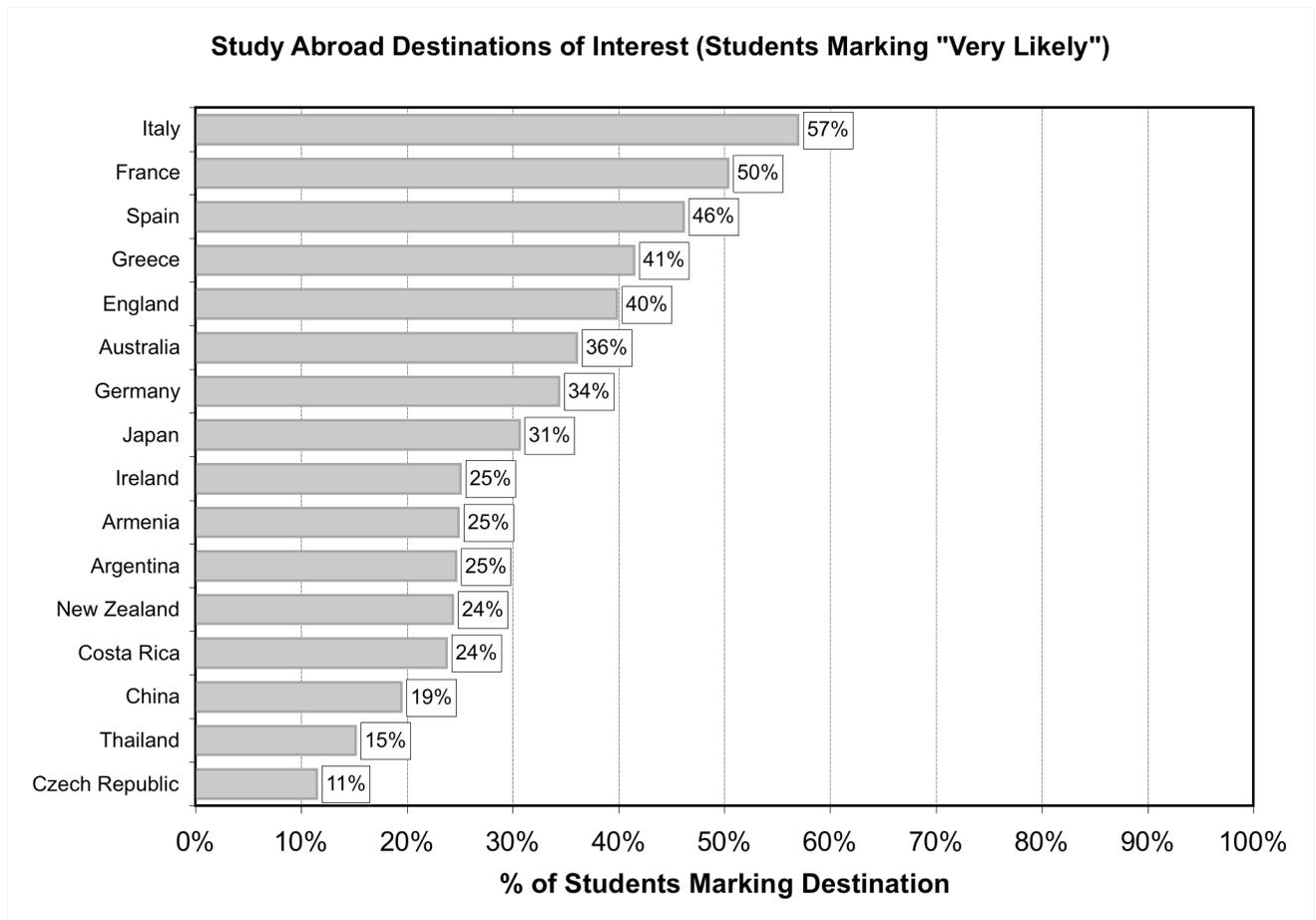
Section 2. Technology Items

Surveys have tracked the computer and Internet access of credit students since 1996. Computer availability and Internet access have not changed much for the past five years, after a rapid increase between 1996 and 2004.

In 2008, 96% of credit students reported access to a computer at home. The remaining 4% represents about 600 credit students who do not have access to a computer at home. About 93% of credit students have Internet access at home; the remaining 7% represents about 1,000 credit students who do not have Internet access at home.

Figure 12. Summary of Student Computer and Internet Access

	Survey				
Computer & Internet Access	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
Students with computer at home	95%	94%	95%	96%	96%
Students with Internet access at home	88%	89%	90%	93%	93%
Students with Internet access at work	48%	51%	50%	55%	53%
Students with Internet access at home or work	90%	91%	93%	95%	95%
Students owning a laptop computer	--	30%	--	--	--
Use laptop to connect to Internet wirelessly	--	16%	--	--	--

Figure 13 shows the increase in access to technology among credit students. In 1999, only 75% of credit students had a computer at home and only 57% reported having Internet access at home. In 2008, 96% of credit students had a computer and 93% had Internet access at home.

Figure 13. Computer and Internet Access

13
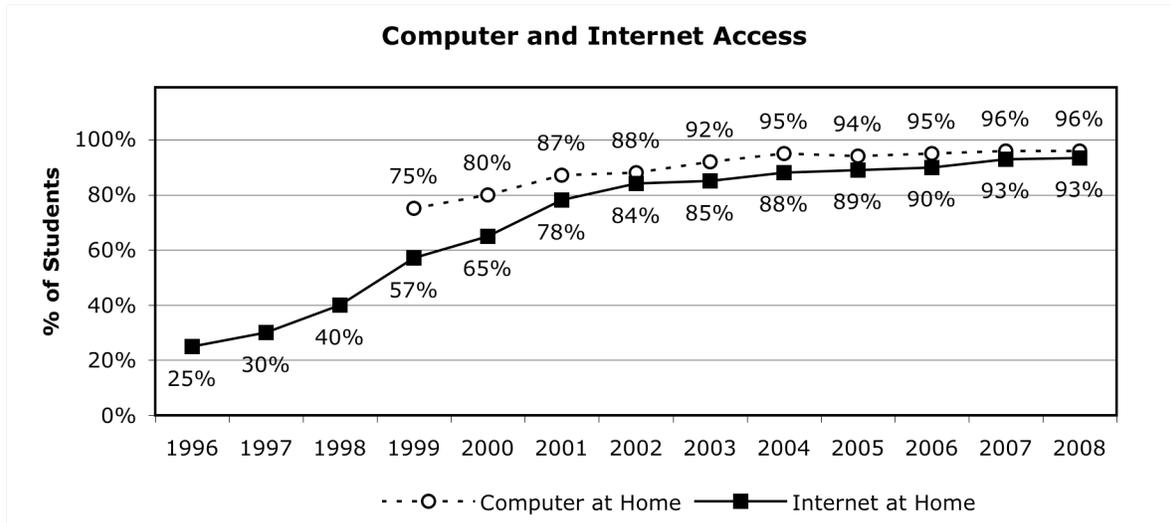
Although a large majority of credit students have Internet access at home, there are differences among different student groups. The graph below shows the percentage of students in various groups reporting that they have Internet access at home. Latino students were less likely than other groups to have Internet access at home.

Figure 14. Computer and Internet Access by Student Group

Home Internet Access by Student Group

Student Group	%
Part-Time	93%
Full-Time	93%
Male	94%
Female	93%
Day Only	93%
Evening Only	94%
First Year	92%
Continuing	94%
25 & Under	94%
Over 25	91%
No Financial Aid	95%
Receiving Financial Aid	91%
Anglo	95%
Armenian	95%
Asian	95%
Latino	87%
Filipino	96%
African American	94%
Transfer Goal	94%
Vocational Goal	92%
First Generation	90%
Not First Generation	96%
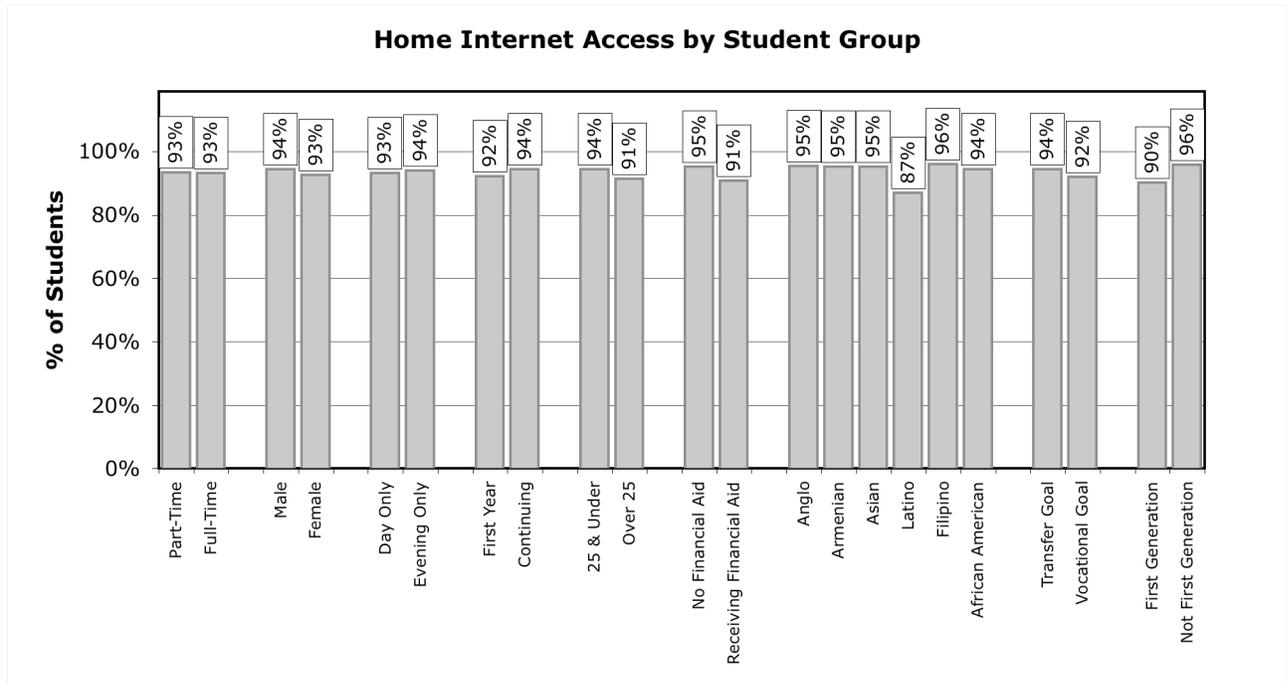
Figure 15 shows the percentage of survey respondents buying books online from GCC. The percentage has been between 10% and 15% for the past eight years.

Figure 15. Have you bought books online from GCC?

Percentage of Students Who Bought Books Online from GCC

Term	% of Students
Spring 2000	
Spring 2001	8%
Spring 2002	12%
Spring 2003	12%
Spring 2004	11%
Spring 2005	
Spring 2006	
Spring 2007	15%
Spring 2008	13%

14
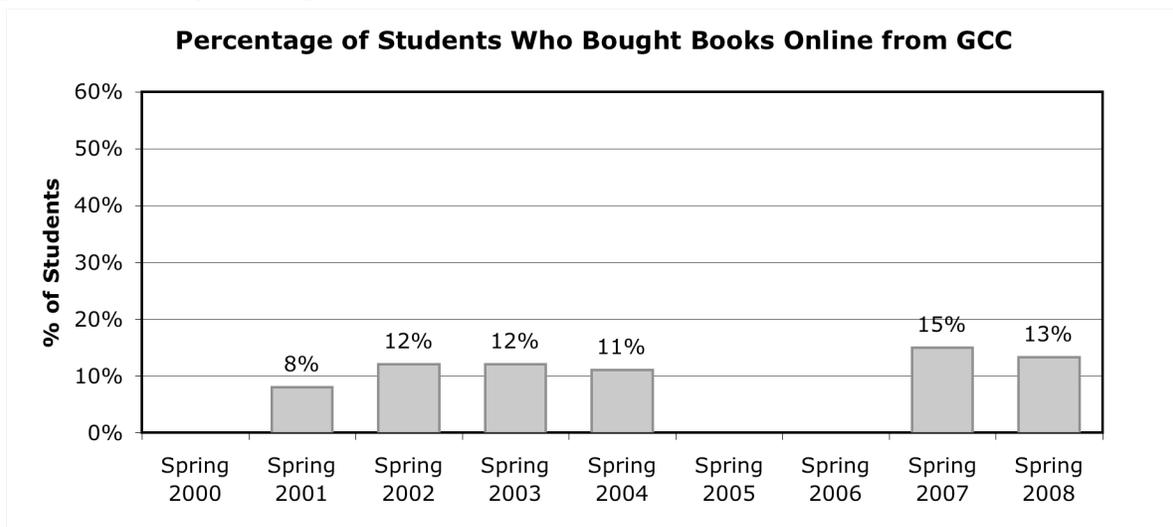
The graphs below and on the following pages show student responses to evaluation questions about technology. Where available, trend information is shown. Responses are separated by student group. Reflecting previous surveys, Asian students tend to be less positive about aspects of technology and education than other student groups. It is not clear whether lower ratings are due to lower satisfaction or to other factors, such as cultural differences in using rating scales.

Figure 16 shows student evaluations of the availability of computers to do schoolwork. The percentage of "excellent" and "good" responses has increased since Spring 2003. There were some small group differences in responses to this item. Asian, Latino, and Black students were less positive than other groups about the availability of computers.

Figure 16. Availability of computers to do schoolwork
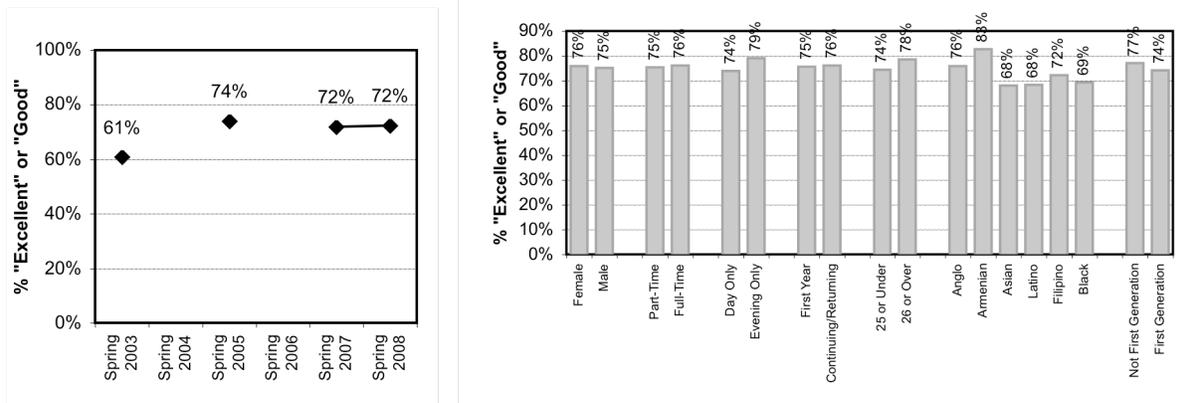
Students' evaluations of the quality of computer labs increased after 2003 but fell slightly from 2005 to 2008. Asian students were less positive than other student groups about the quality of computer labs (64% rated the quality "excellent" or "good").

Figure 17. Quality of computer labs at GCC

15
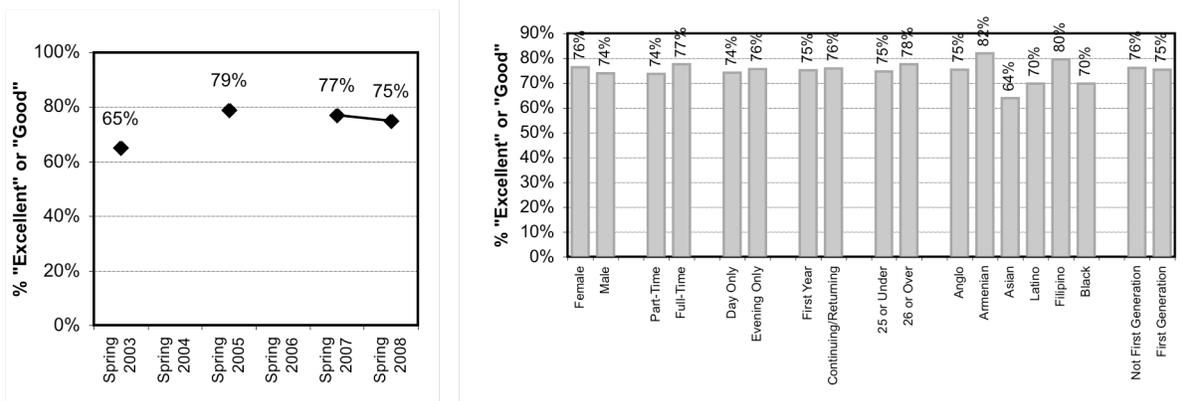
Satisfaction with network access has increased slightly since 2007. Black and Asian students were somewhat less satisfied with network access than other groups, but all groups' evaluations were relatively positive.

Figure 18. Access to campus network/Internet
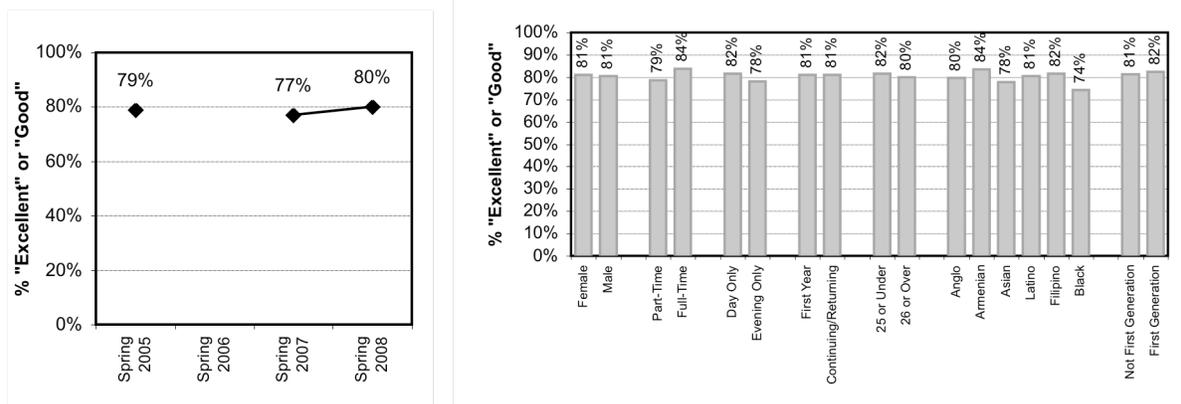
Satisfaction with myGCC remains high. Female students, Anglo students, and Asian students were somewhat less positive about myGCC than other student groups, but in all groups the percentage rating myGCC "excellent" or "good" was over 75%.

Figure 19. MyGCC (services on the web)
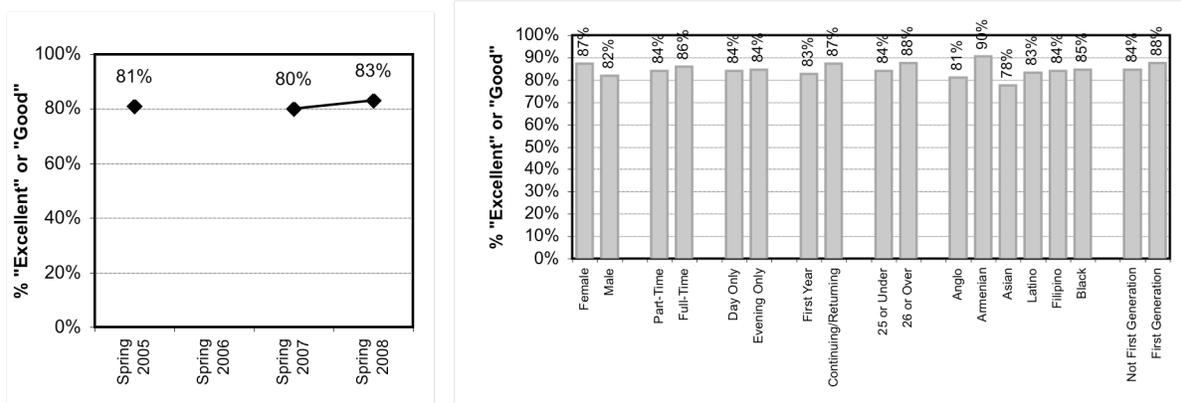
GCC's web site continues to receive positive evaluations from students. Male students, young students, and Asian students were less positive about the web site than other groups. GCC's kiosks show a similar pattern. Students were not asked about online classes on previous surveys, so trend information is not available for that item.

Figure 20. GCC's web site (not including MyGCC)
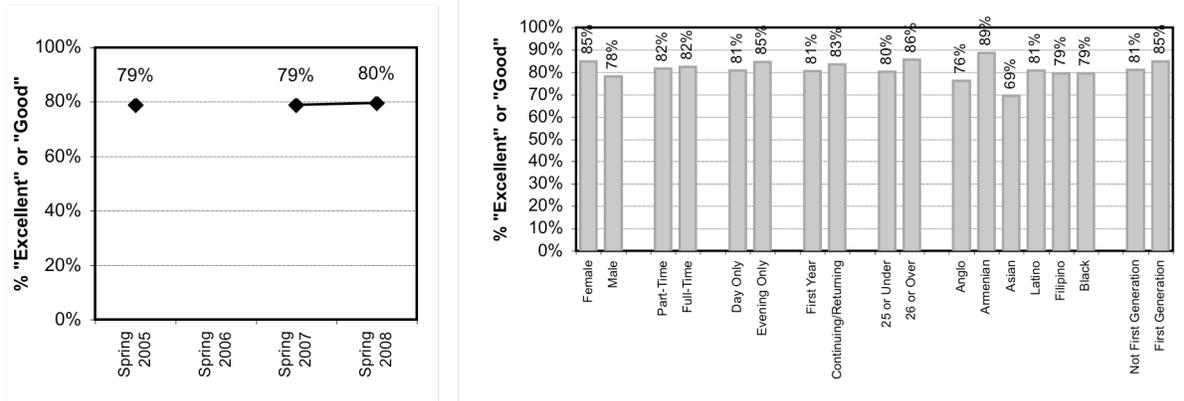
Figure 21. GCC's kiosks
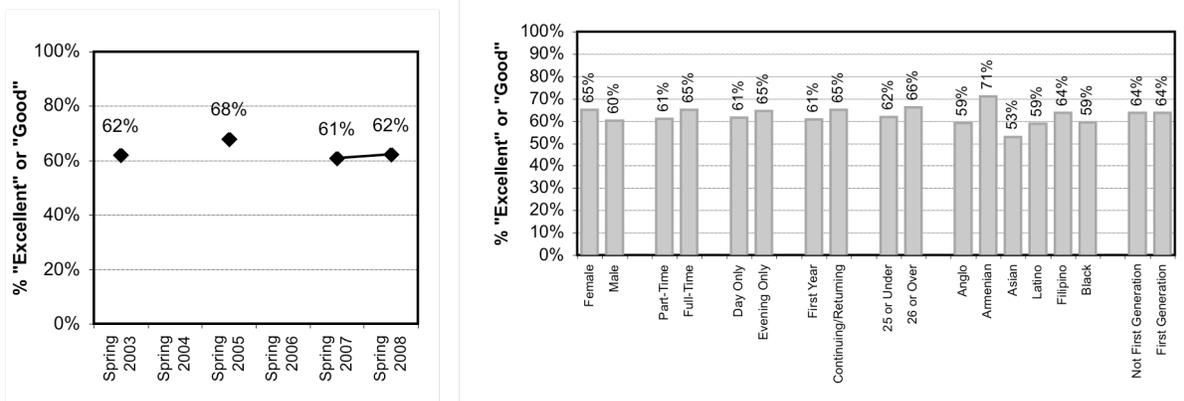
Figure 22. Availability of online classes
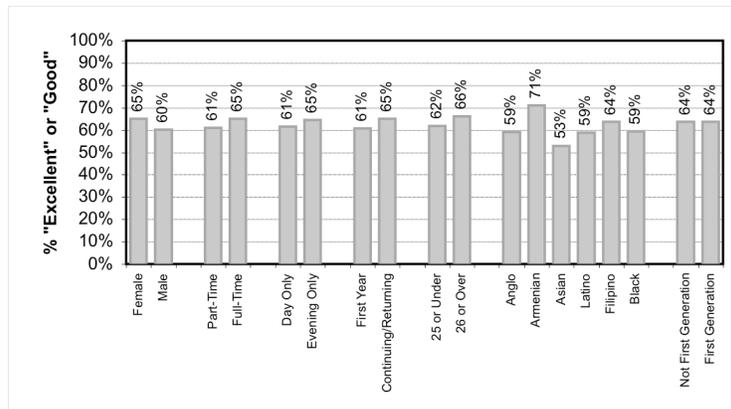
Satisfaction with the use of computers in classes has remained steady since 2005. In 2008, day-only students were somewhat less satisfied than evening-only students, younger students were somewhat less satisfied than older students, and Armenian students were more satisfied than students in other groups with the use of computers in GCC classes.

Figure 23. The use of computers in GCC classes
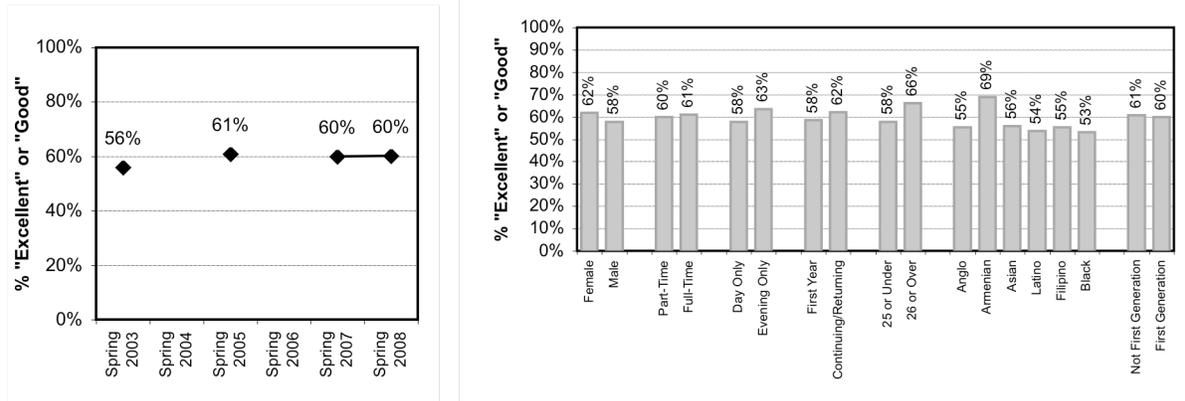
Students were positive about the overall quality of technology at GCC. Asian students were the only group whose percentage marking "excellent" or "good" is under 70%.

Figure 24. Overall quality of GCC technology
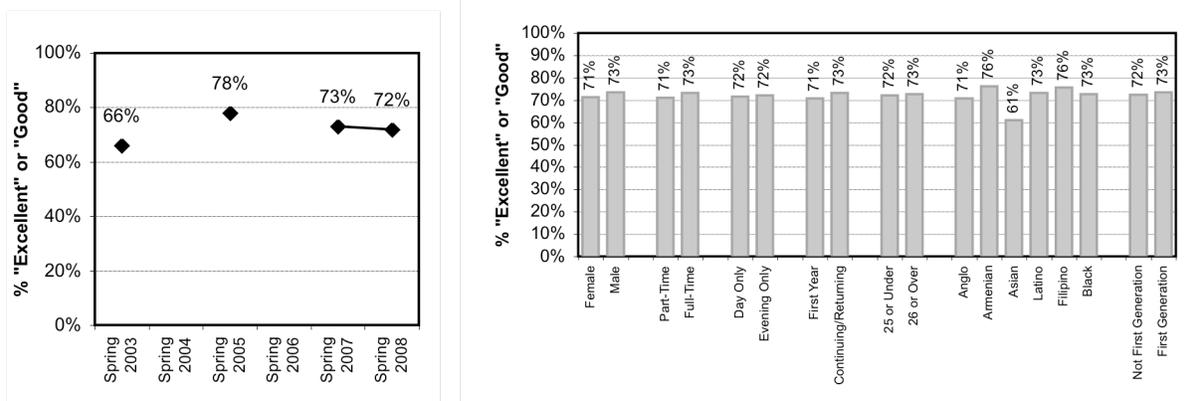
Section 3. Evaluation Items

Summary of Evaluation Items

Section 3 discusses survey items evaluating students' progress and the GCC campus. Evaluation items are discussed in three categories: student needs, including progress and scheduling (p. 19), student satisfaction with different aspects of the college (p. 23), and student agreement with various statements about campus climate (p. 32). A separate section discusses each category.

Section 3A. Student Needs

In order to determine whether the college is fulfilling student needs, it is necessary to find out their educational goals. As Figure 25 shows, most credit students have a transfer goal.

Figure 25. Educational Goal
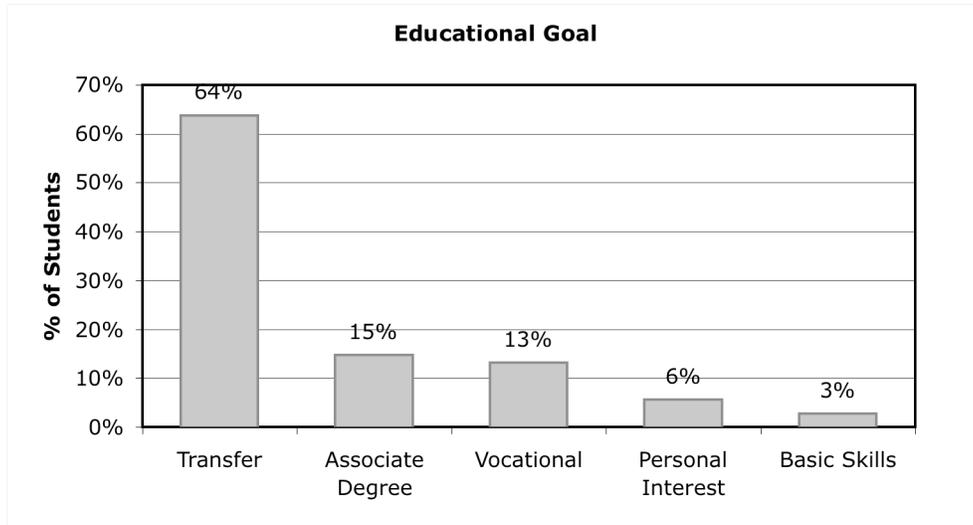
Annually, students are asked about their progress toward their educational goal. The graph on the next page shows how students view their progress. About 75% of students felt they were moving as quickly as possible toward their goal in 2008. This percentage has been relatively stable over the past seven years.

Figure 26. Are you moving as quickly as possible toward your educational goal?

Moving as Quickly as Possible Toward Goal
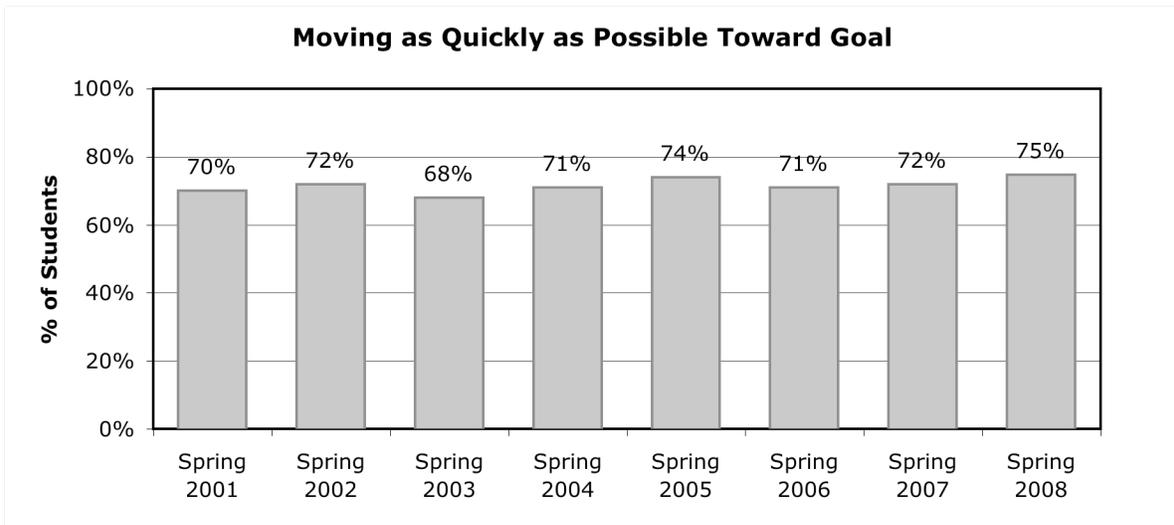
Students have been asked about problems getting classes for many years. As the graph below shows, the percentage of students indicating a problem getting classes increased to a high point of 42% in 2003 and has since declined to 25%. This reflects the state of California's budget difficulties in the early 2000's, with state funding changes impacting the number of classes offered. After enrollment fee increases in 2003 and 2004, fewer students demanded classes, so fewer students had problems getting their classes.

Figure 27. Students Reporting Problems Getting Classes

Percentage of Students Reporting Problems Getting Classes
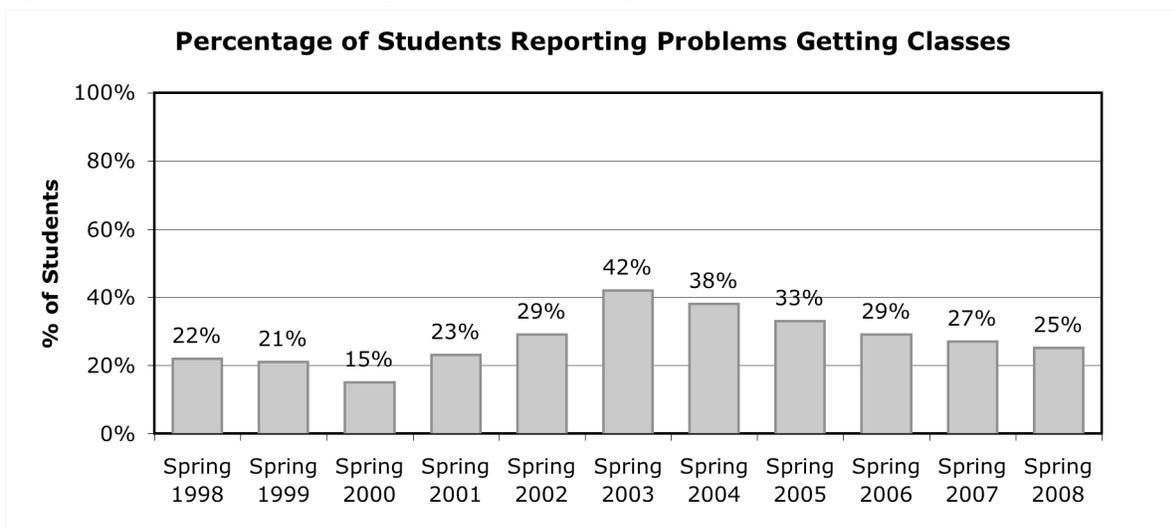
The next table shows the percentage of students reporting particular problems getting classes. The most common problem has been full classes, followed by two classes scheduled at the same time.

Figure 28. Problems Identified by Students

	Survey				
Problem	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
A class was full	30%	24%	19%	16%	16%
A class was not offered when I wanted to take it.	13%	13%	9%	10%	9%
A class I wanted was not offered this semester.	8%	6%	5%	6%	5%
Two classes I needed were scheduled at the same time.	16%	14%	14%	14%	13%
Other problem	3%	3%	--	--	--

The 2008 survey asked students if GCC offers enough instructional programs and student services to meet their needs. Ninety percent of students responded "yes" to the question "Does GCC offer enough instructional programs, degrees & certificates to meet your educational needs?" Ninety-two percent responded "yes" to the question "Does GCC offer enough student services to meet your needs?" From this result, it appears that the breadth of GCC's programs and services is meeting the needs of a large majority of credit students.

Figure 29. Student Needs

21
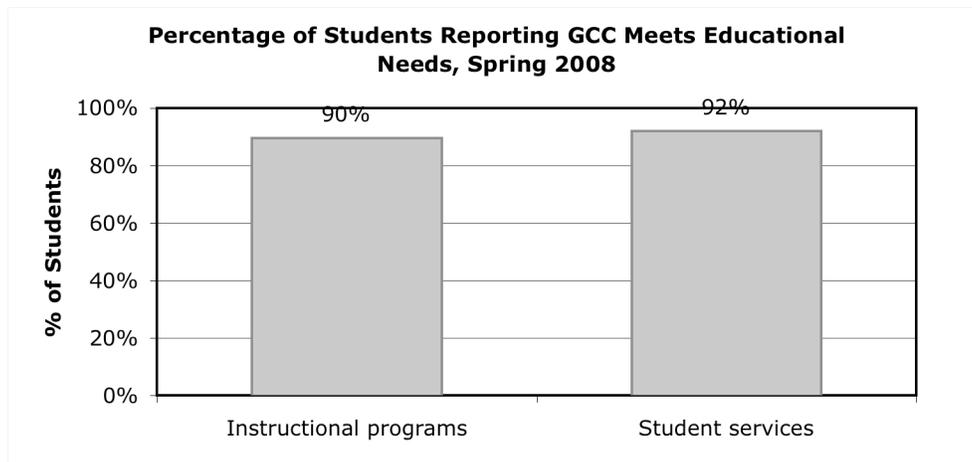
The 2008 survey also included a question assessing whether GCC has met students' expectations. As Figure 30 shows, about 42% of credit students indicated that their experience at GCC has exceeded their expectations. About 50% said that their experience has been about the same as their expectations, and only 8% indicated that their experience has been worse than they expected.

Figure 30. How has your college experience at GCC met your expectations?
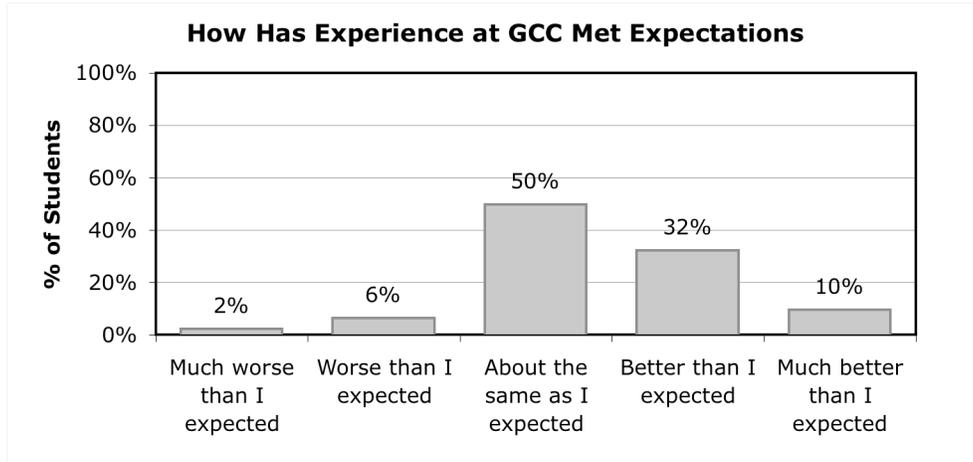
Section 3B. Student Satisfaction

The following table summarizes responses to items rated on a scale of "Excellent," "Good", "Fair," and "Poor." The tables show the percentage of students responding "Excellent" or "Good" as a measure of student satisfaction. Students were most positive about the education they are getting at GCC, and they were least positive about parking. In the 2008 survey, parking and food services received average satisfaction ratings lower than 50% (48% for parking and 44% for food services).

Figure 31. How would you rate the following aspects of your education at Glendale Community College?

| % "Excellent" or "Good"	Survey				
	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008
Academic preparation in English for GCC	--	83%	83%	83%	80%
Academic preparation in Math for GCC	--	68%	67%	68%	64%
Faculty's concern for students	65%	67%	67%	66%	64%
Helpfulness of GCC counselors	61%	64%	64%	67%	63%
The education you are getting at GCC	82%	86%	86%	86%	83%
Quality of GCC classes and programs	--	--	--	--	80%
Campus friendliness to students	71%	73%	72%	72%	71%
Availability of classes	36%	49%	62%	55%	72%
Availability of online classes	--	--	--	--	58%
The quality of computer labs at GCC	--	79%	--	77%	75%
Availability of computers to do schoolwork	--	74%	--	72%	72%
Access to campus network and Internet	--	79%	--	77%	80%
Use of computers in GCC classes	--	61%	--	60%	60%
Overall quality of GCC technology	--	78%	--	73%	72%
MyGCC (services on the web)	--	81%	--	80%	83%
GCC's web site (not including myGCC)	--	79%	--	79%	80%
GCC's kiosks	--	68%	--	61%	62%
Student government (ASGCC)	50%	--	60%	--	52%
Student life (clubs, activities, etc.)	52%	--	66%	--	56%
Parking at GCC	13%	17%	17%	10%	48%
Food services (cafeteria, snack bars, etc.)	61%	57%	--	46%	44%
Your safety at GCC	--	--	88%	--	81%

The graph below shows the percentage of students in Spring 2008 rating each item "excellent" or "good." They are shown in descending order, with the items showing the most positive responses at the top and the items showing the least positive responses at the bottom. Students gave the most positive responses to their education at GCC, myGCC (student services on the web), and safety.

Figure 32. Satisfaction Items (Spring 2008)

Satisfaction Items

Item	%
The education you are getting at GCC	83%
MyGCC (services on the web)	83%
Your safety at GCC	81%
Quality of GCC classes & programs	80%
Your academic preparation in English	80%
Access to campus network/Internet	80%
GCC's web site (not including MyGCC)	80%
Quality of computer labs at GCC	75%
Availability of computers to do schoolwork	72%
Overall quality of GCC technology	72%
Campus friendliness to students	71%
Your academic preparation in Math	64%
Faculty's concern for students	64%
Helpfulness of GCC counselors	63%
Availability of GCC classes	62%
GCC's kiosks	62%
The use of computers in GCC classes	60%
Availability of online classes	58%
Student life (clubs, activities, etc.)	56%
Student government (ASGCC)	52%
Parking at GCC	48%
Food services at GCC	44%

% of Students Responding "Excellent" or "Good"

The following graphs show responses to the satisfaction items. Where available, trend information is shown. Responses are also shown by student group. Reflecting previous surveys, Asian students tend to be less positive about aspects of technology and education than other student groups. It is not clear whether lower ratings are due to lower satisfaction or to other factors, such as cultural differences in using rating scales.

Figures 33 and 34 show student judgments of their preparation in English and Math. The overall averages have been decreasing slowly. Students tend to be more positive about their preparation in English than their preparation in Math. Asian and Black students were less positive about their English preparation than other groups; Latino and Black students were less positive about their Math preparation than other groups. Day-only students were also less positive about their Math preparation than evening-only students, and younger students were less positive about their Math preparation than older students.

Figure 33. Your academic preparation in English
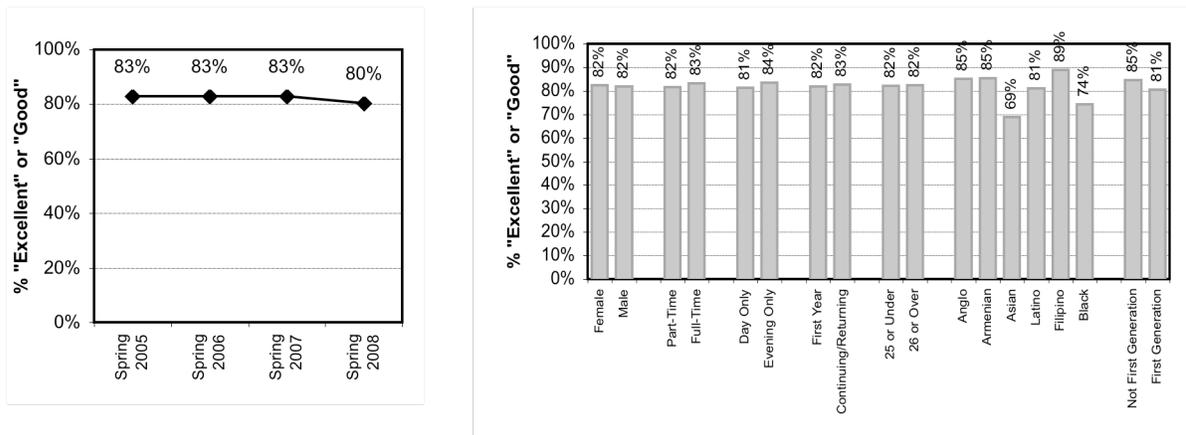
Figure 34. Your academic preparation in Math

25
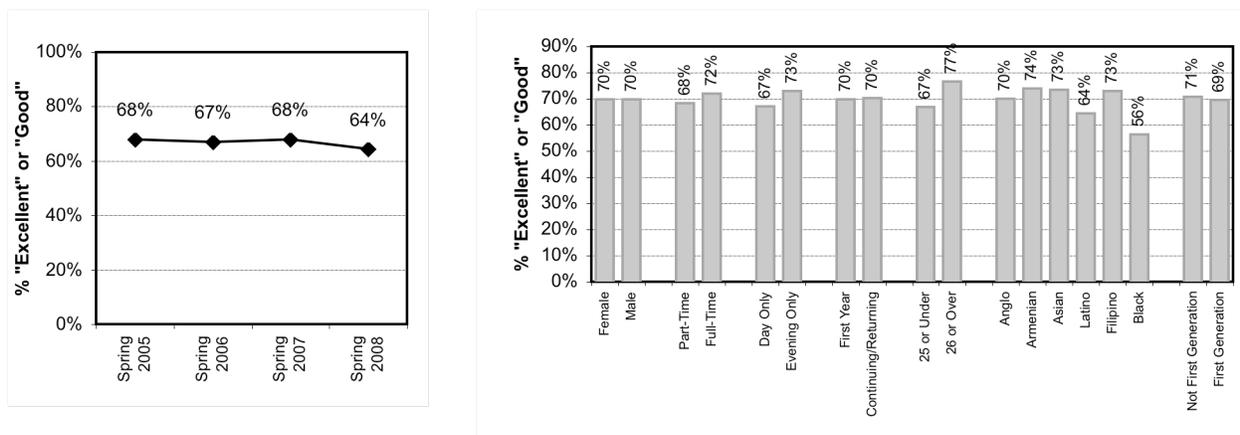
Students evaluated the faculty's concern for students. Day-only students and younger students were less positive about faculty concern than evening-only and older students, respectively. Asian and Latino students were also less positive than other student groups.

Figure 35. Faculty's concern for students
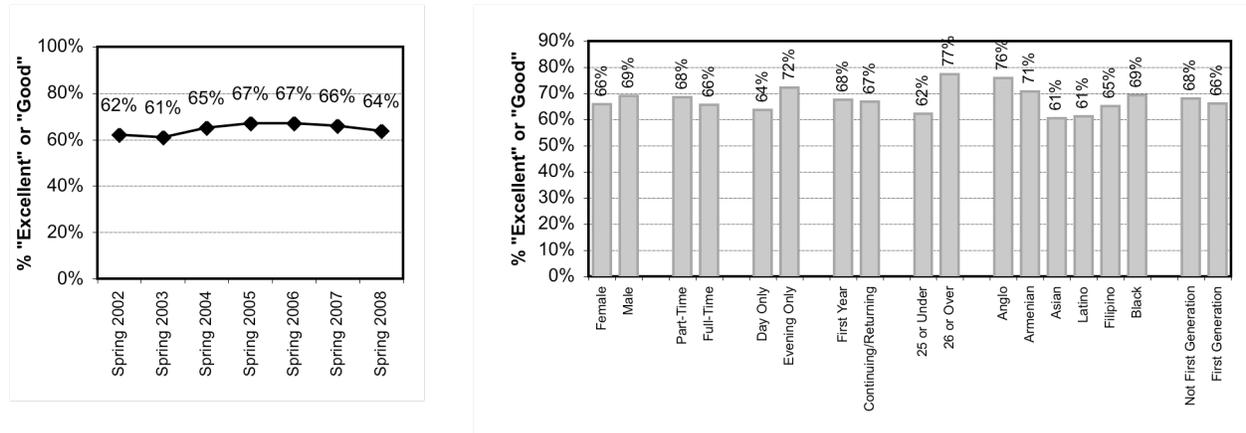
Students also evaluated the helpfulness of counselors. Continuing/returning students, younger students, and Asian students were less positive than other student groups.

Figure 36. Helpfulness of GCC counselors
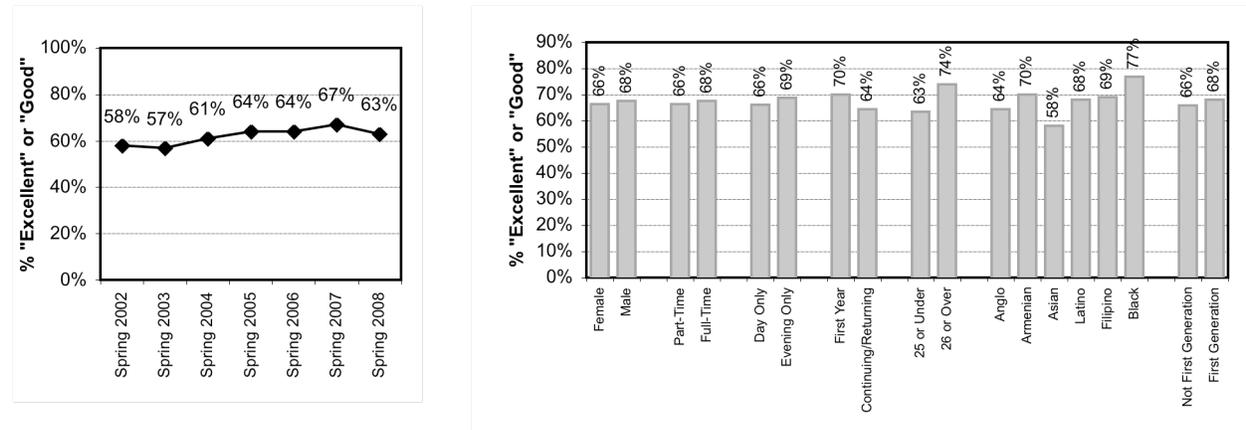
As the graphs on the next page show, students were positive about their GCC education, the quality of classes and programs, and campus friendliness to students. Younger students and Asian students tended to be less positive than other groups about these aspects of their education.

Figure 37. The education you are getting at GCC
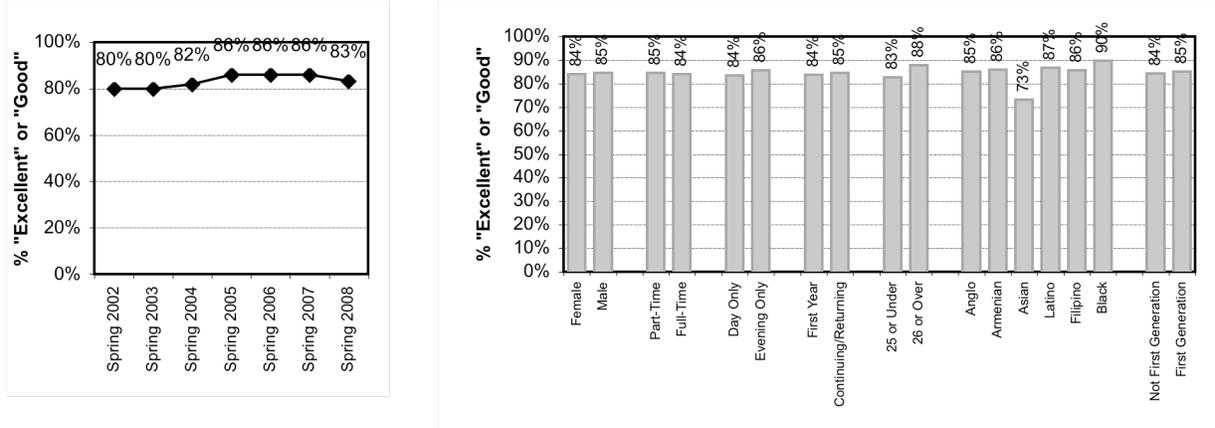
Figure 38. Quality of GCC classes and programs
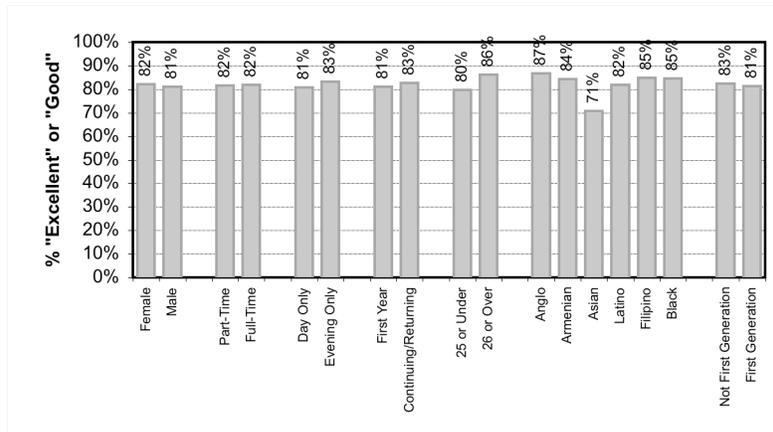
Figure 39. Campus friendliness to students

27
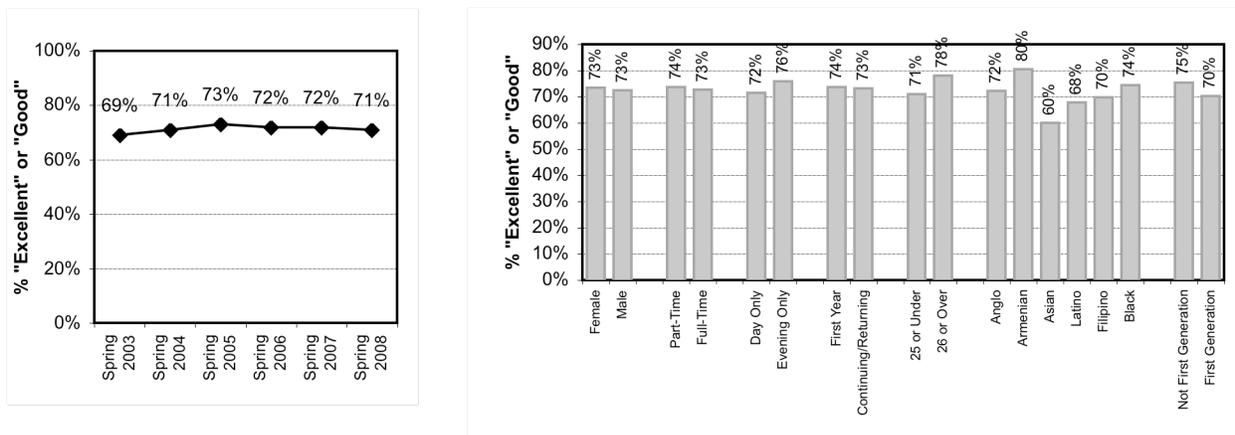
Figures 40 and 41 show evaluations of student government and student life. Armenian students gave the most positive responses to these items.

Figure 40. Student government (ASGCC)
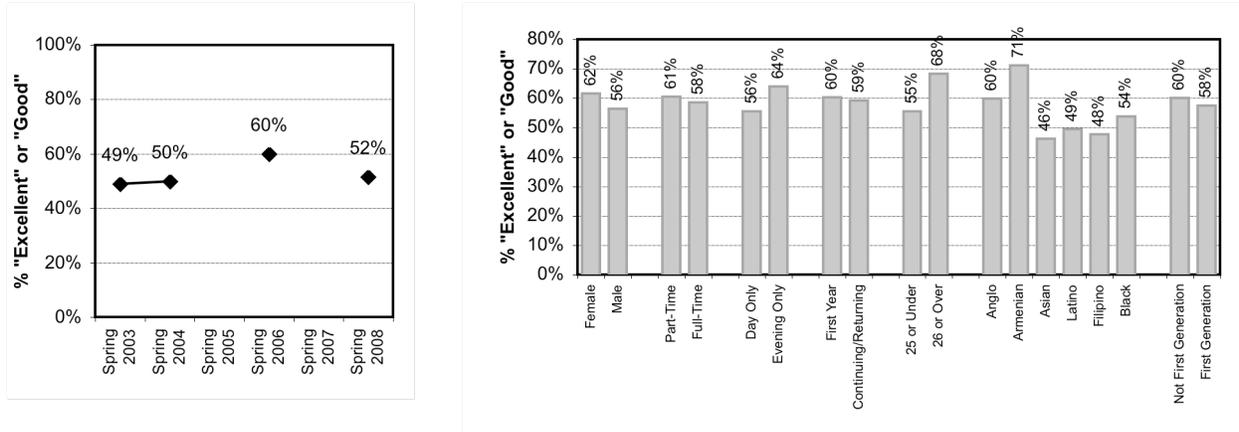
Figure 41. Student life (clubs, activities, etc.)
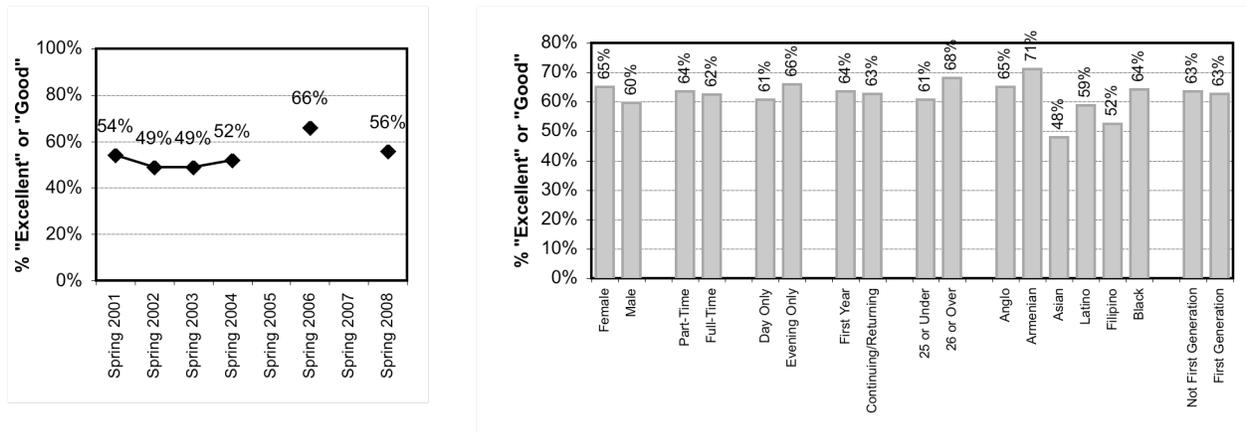
Students were asked to evaluate the availability of classes. The percentage responding "excellent" or "good" has increased since 2004. Younger students, Asian students, Latino students, Filipino students, and Black students were less positive about class availability than other student groups.

Figure 42. Availability of GCC classes
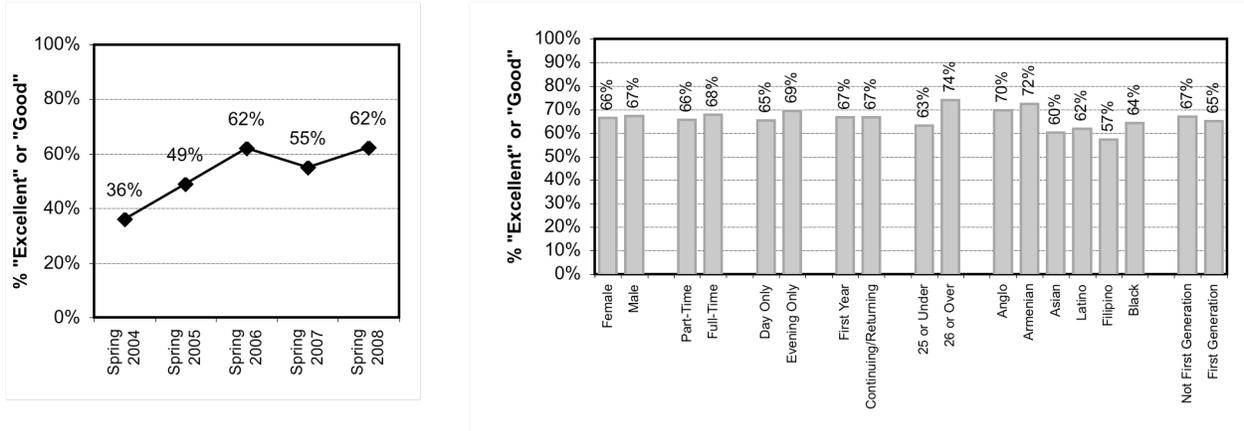
As Figure 43 shows, satisfaction with food services has been declining since 2003. Armenian students were more positive about food services than other student groups in 2008.

Figure 43. Food services at GCC
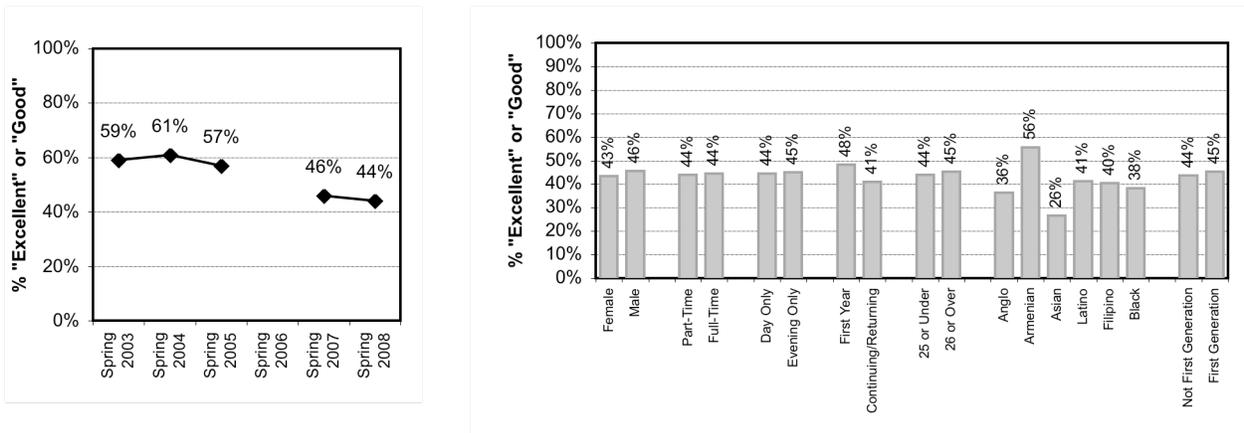
Students are positive about their safety at GCC. Black students were less positive about safety in 2008 than other student groups, but 72% of Black students felt that their safety at GCC was "excellent" or "good."

Figure 44. Your safety at GCC
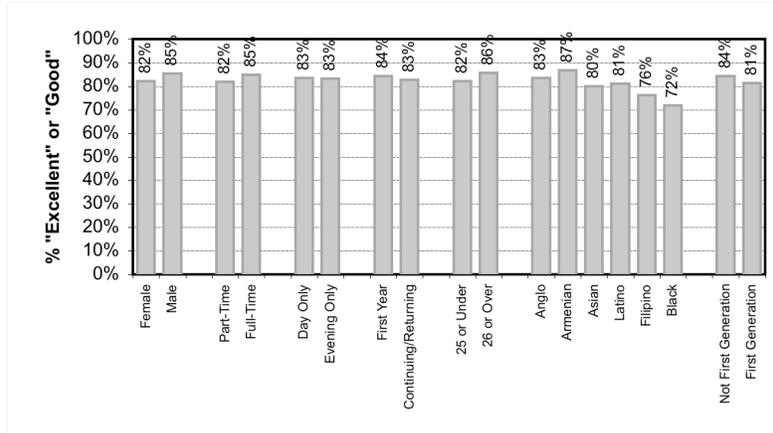
Student satisfaction with parking has been low for many years, but the opening of the new parking structure in Fall 2007 resulted in a large jump in satisfaction with parking. As Figure 45 shows, the percentage of credit students rating parking as "excellent" or "good" jumped from 10% in Spring 2007 to 48% in Spring 2008. Evening-only students, younger students, Armenian students, and first-generation college students were more positive about parking than other student groups.

Figure 45. Parking at GCC
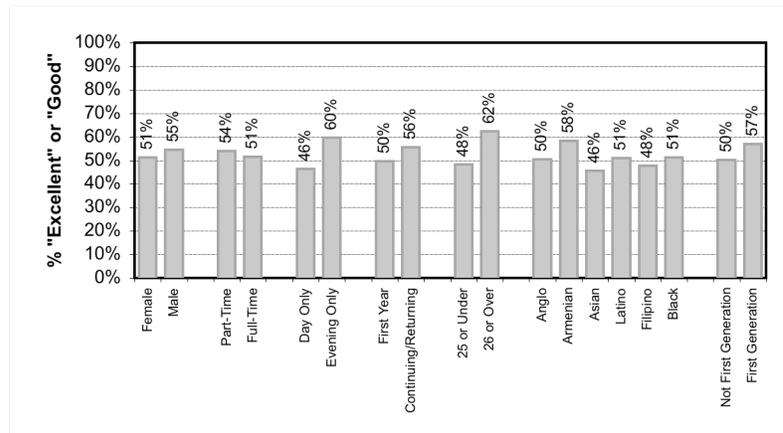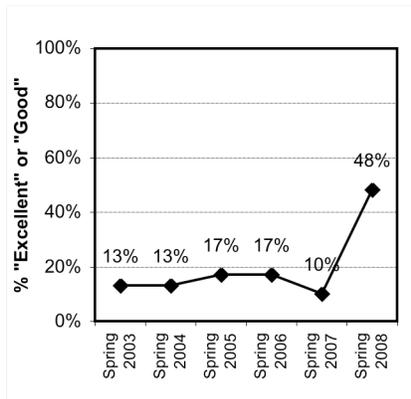
The 2008 survey included an additional item on parking. The following table shows attitudes about how parking has changed since the respondents started at GCC. Students starting at GCC before 2006-2007, as well as those starting in 2006-2007, were more positive about changes in parking than students starting in 2007-2008.

Figure 46. How has parking changed since you started at GCC?

	Spring 2008 Survey Results			
Parking Changes	Students Starting in 2007-2008	Students Starting in 2006-2007	Students Starting Before 2006-2007	All Respondents
Much worse	6%	5%	4%	5%
A little worse	9%	3%	3%	6%
About the same	30%	15%	15%	22%
A little better	33%	46%	38%	38%
Much better	21%	31%	40%	29%
No Response	71	24	28	131
Total Surveys Returned	1,344	698	871	2,948

Figure 47. Student Ratings of Parking Changes (Spring 2008)

31
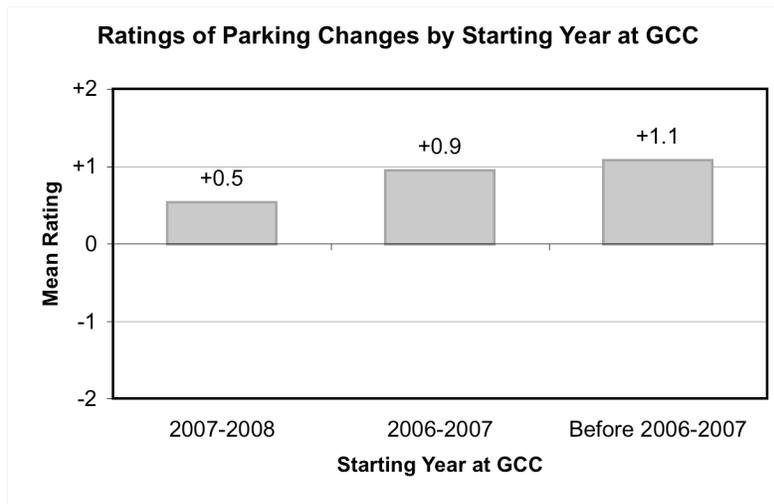
Section 3C. Agreement Items

Students were asked whether they agreed or disagreed with a series of statements about GCC. The following graphs show responses to these items on a scale from -2 (strongly disagree) to +2 (strongly agree). Students were not given a "neutral" option.

The graph below shows agreement items in order of strongest agreement to weakest agreement. The item receiving the strongest agreement was "GCC welcomes students of all backgrounds," which is a key part of the GCC mission statement approved in 2008.

Figure 48. Responses to Agreement Items

Agreement Items

Item	Mean Agreement Rating
GCC welcomes students of all backgrounds.	+1.2
I feel comfortable at GCC.	+1.1
I know what is expected of me in my classes.	+1.0
Information in the GCC Catalog is accurate.	+0.9
I know what learning outcomes my instructors expect of my in all my classes.	+0.9
It is easy to find information about classes.	+0.9
I usually know how well I'm doing in my classes.	+0.9
GCC offers high quality educational programs.	+0.9
GCC instructors encourage students to examine different points of view.	+0.8
GCC treats everyone fairly.	+0.8
GCC faculty grade students fairly.	+0.7
It is easy to find information about services for students.	+0.7
Classes are scheduled when I want to take them.	+0.5
GCC offers enough hybrid (partly online) classes.	+0.2
GCC offers enough online classes.	+0.2
I have read GCC's mission statement.	+0.1

Mean Agreement Rating

The graphs on the following pages show agreement ratings for each item for different student groups.

The following three graphs show that GCC is perceived as welcoming and comfortable. Asian students gave slightly lower ratings to these campus climate questions than other groups, but all groups' responses were positive, indicating that students in all groups, on average, agreed with each statement.

Figure 49. GCC welcomes students of all backgrounds
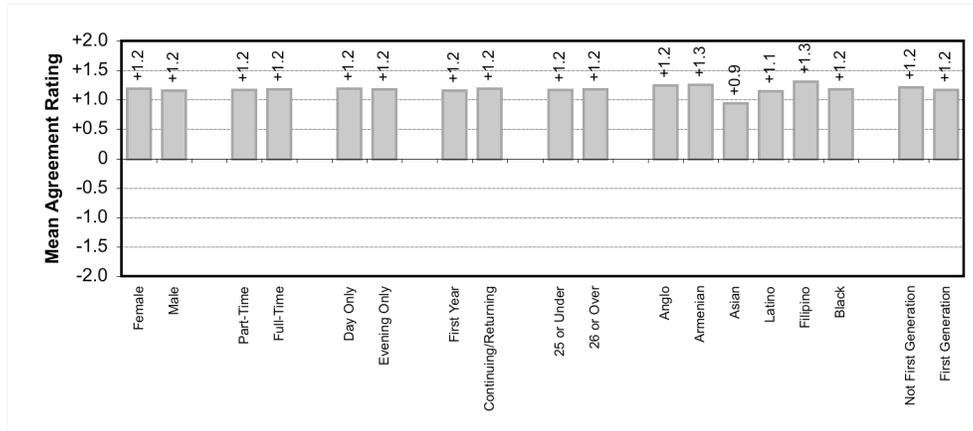
Figure 50. GCC treats everyone fairly
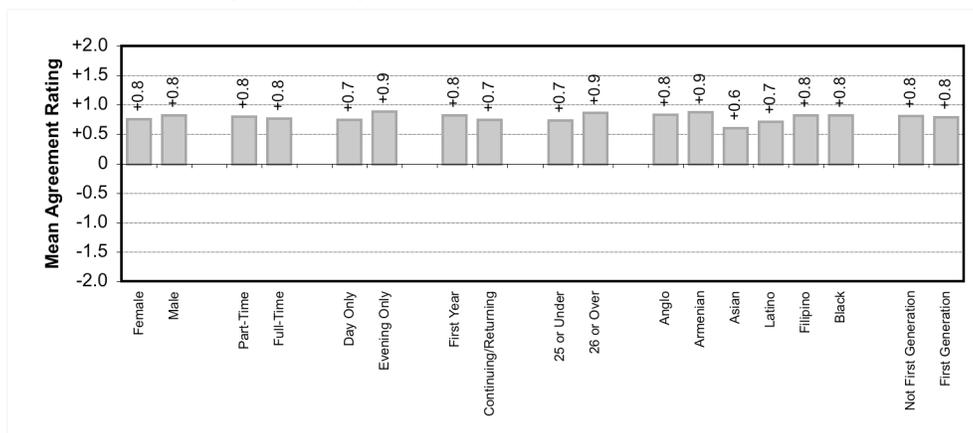
Figure 51. I feel comfortable at GCC

33
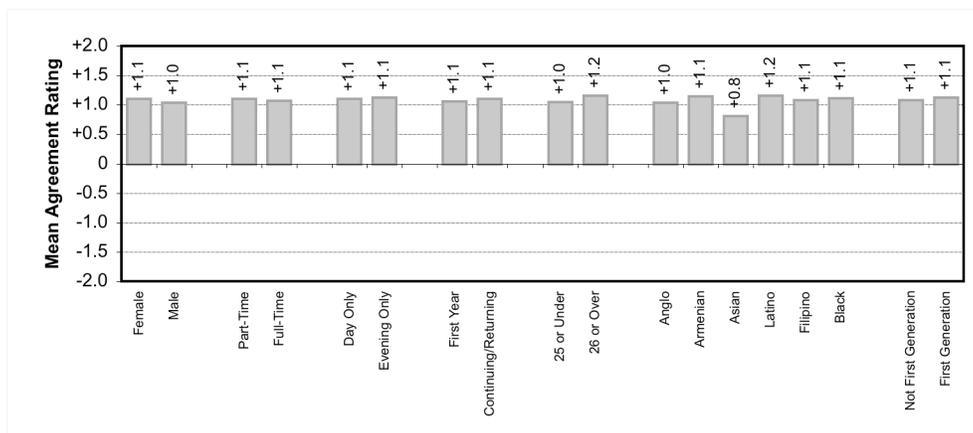
Figure 52. GCC offers high quality educational programs
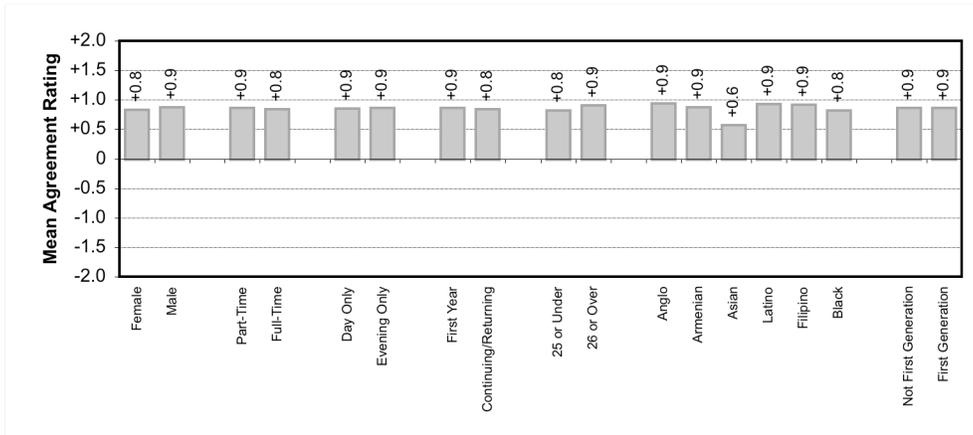
Figure 53. GCC faculty grade students fairly
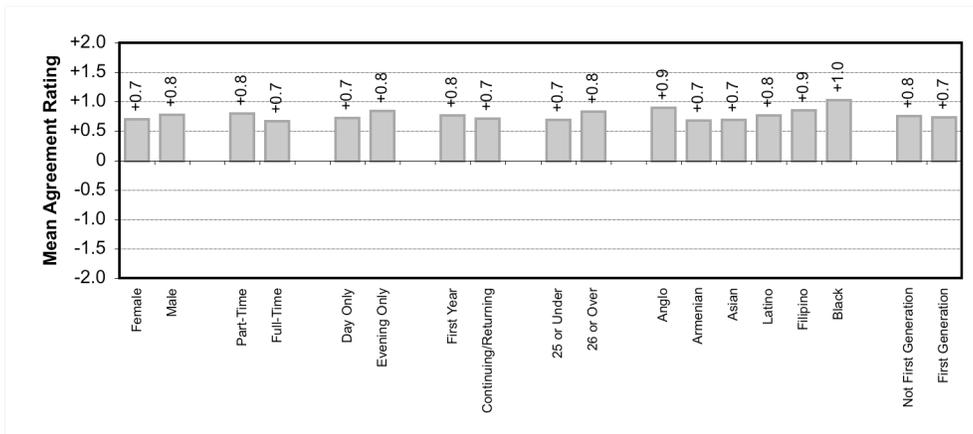
Figure 54. GCC instructors encourage students to examine different points of view
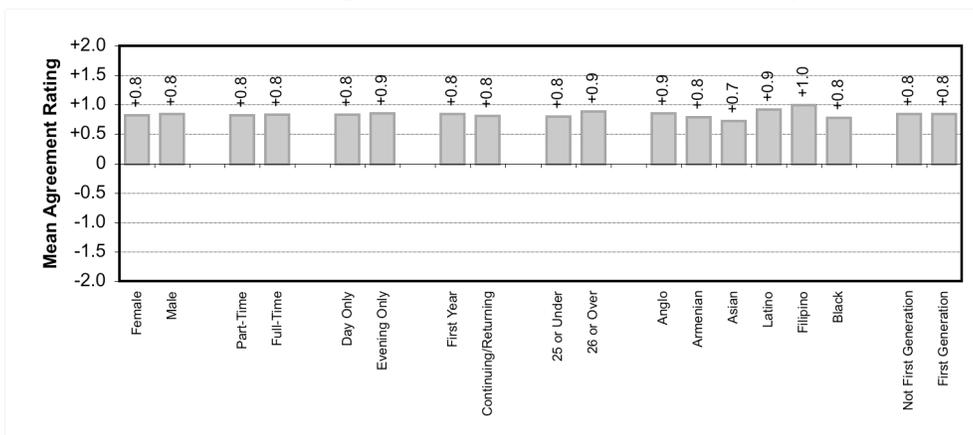
Figure 55. I know what learning outcomes my instructors expect of me in all my classes
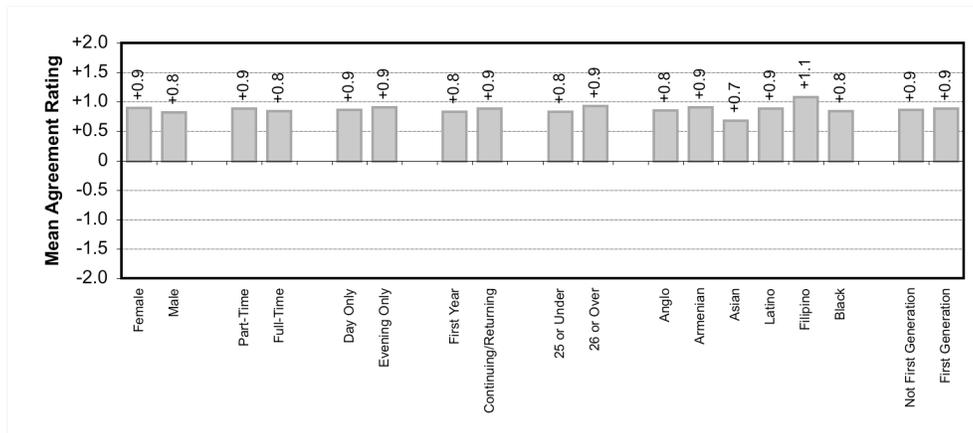
Figure 56. I know what is expected of me in my classes
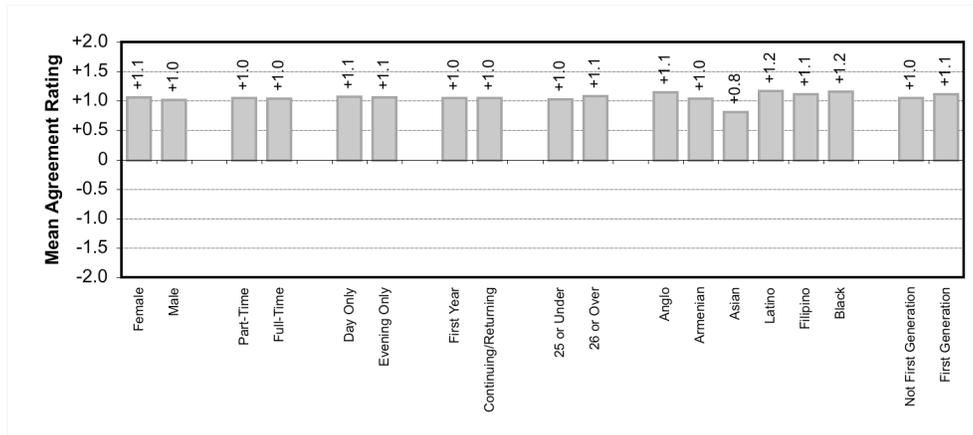
Figure 57. I usually know how well I'm doing in my classes
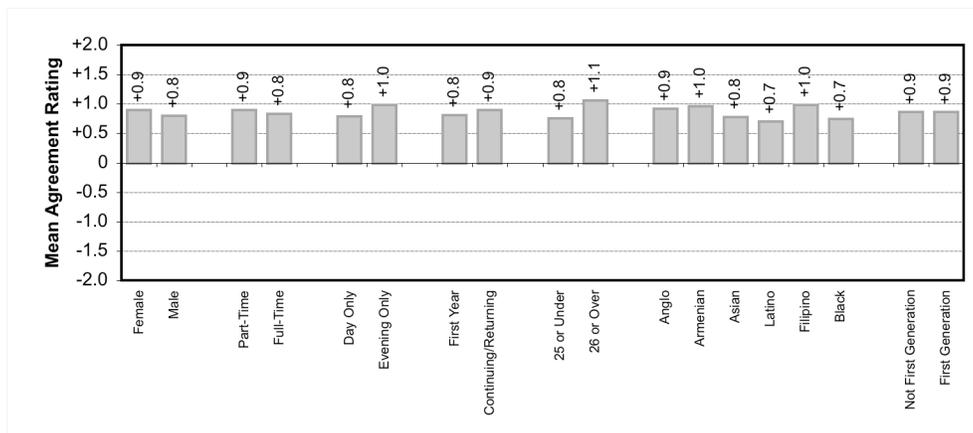
Figure 58. Classes are scheduled when I want to take them
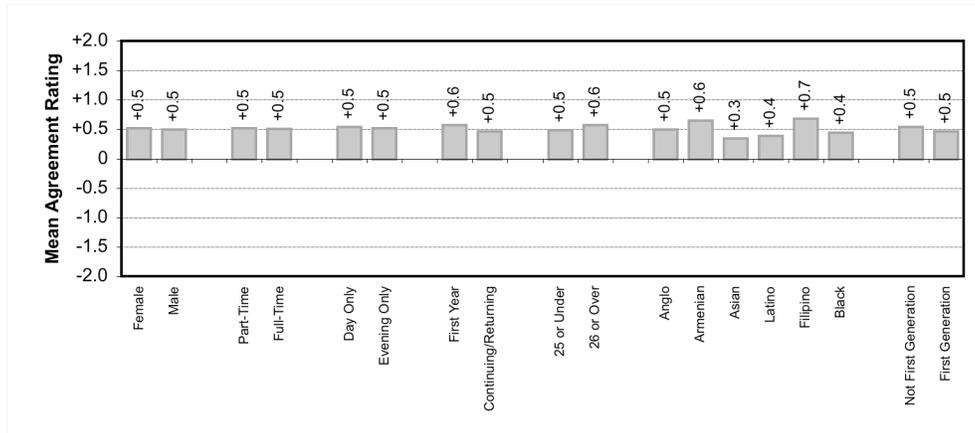
Figure 59. GCC offers enough online classes
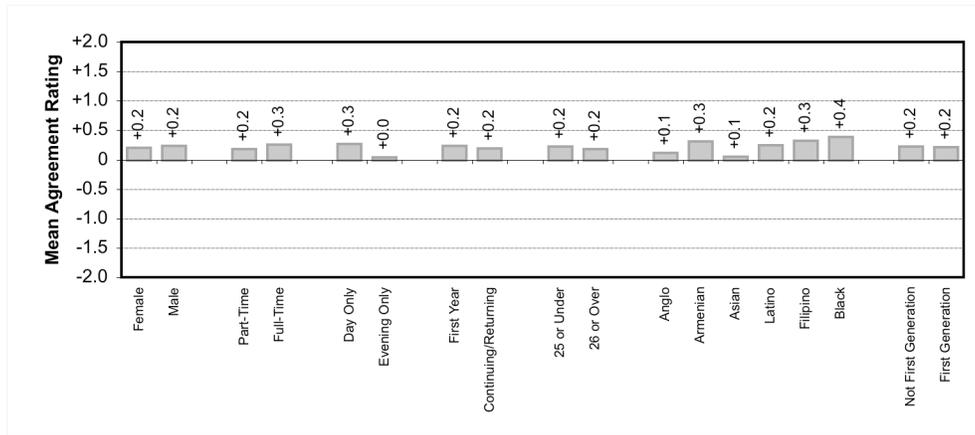
Figure 60. GCC offers enough hybrid (partly online) classes

36
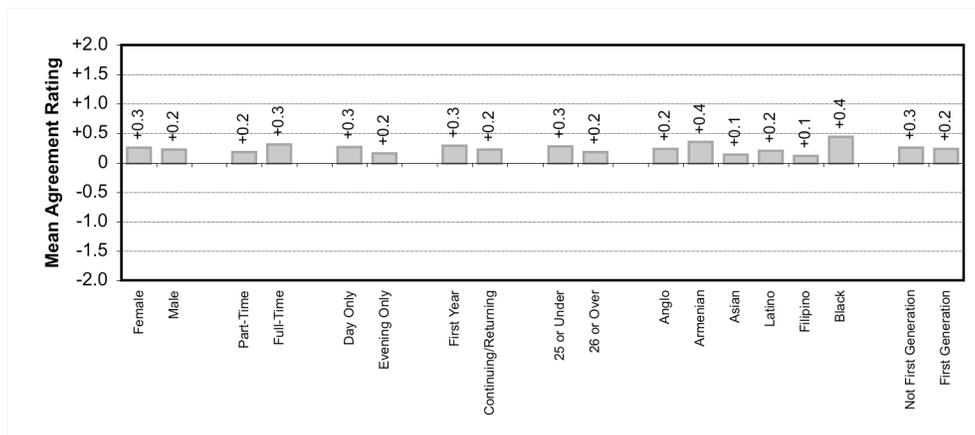
Figure 61. It is easy to find information about classes.
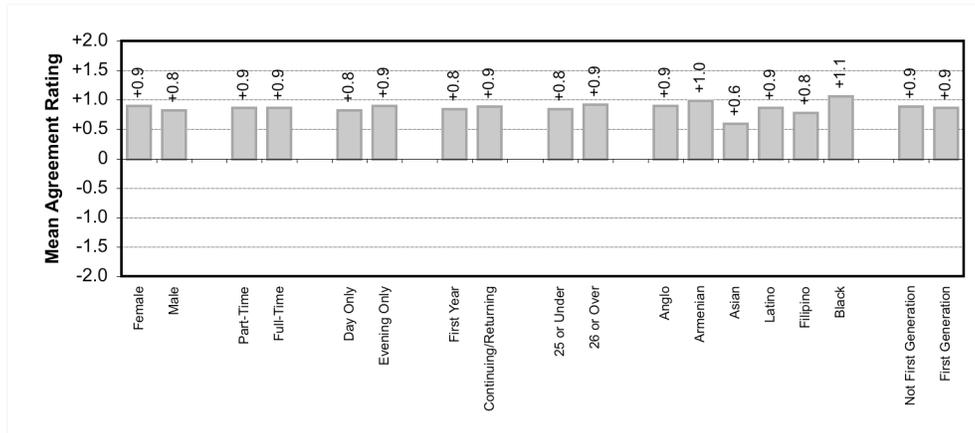
Figure 62. It is easy to find information about services for students
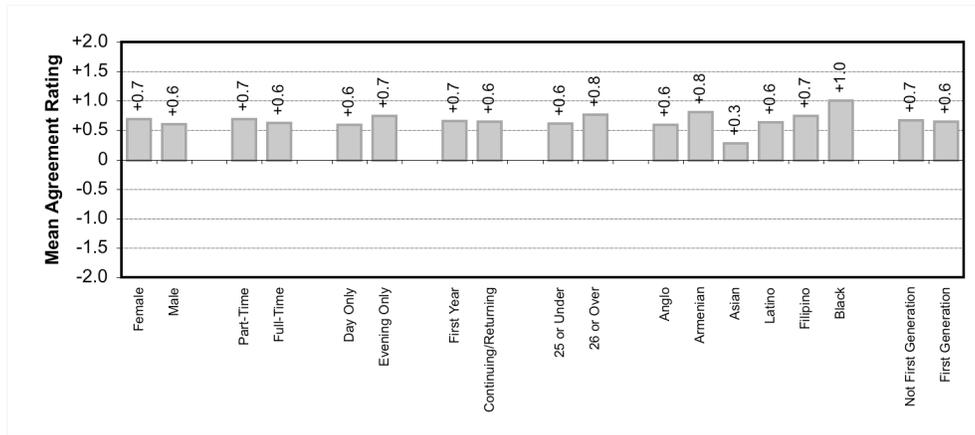
Figure 63. Information in the GCC Catalog is accurate
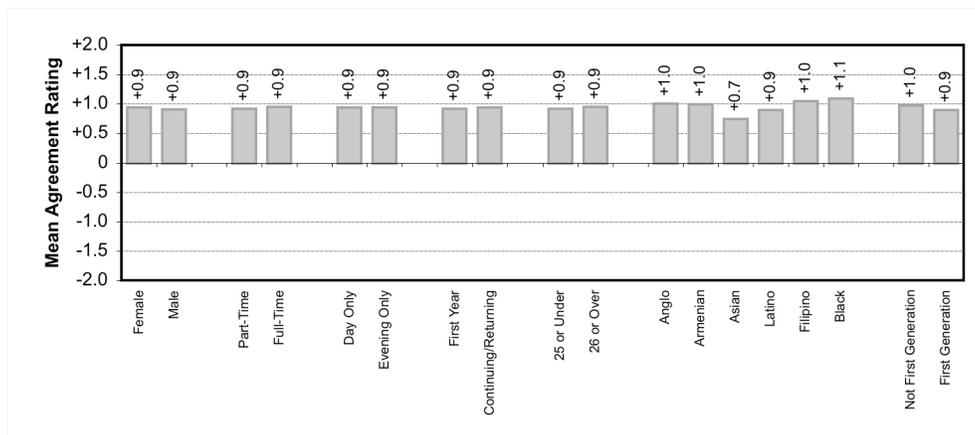
Figure 64. I have read GCC's mission statement
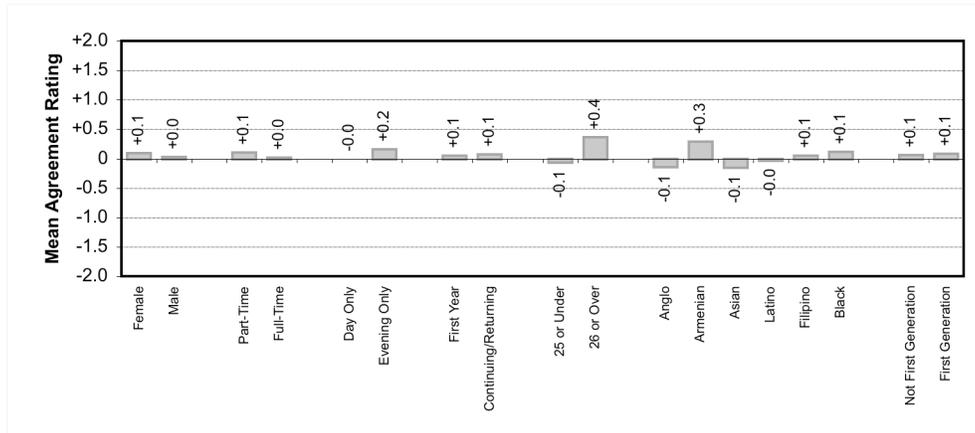
Section 4. Marketing Information:
Influences on Decision to Enroll

Students were asked "Which of the following influenced your decision to enroll at Glendale College?" They were given 22 response options and asked to mark all that apply. Options included both marketing efforts (e.g., brochures and advertising) as well as other factors (e.g., distance from home, academic quality). The following graph shows the percentage of respondents marking each option.

Figure 65. Influences on Decision to Enroll

Influence	% of Students Marking Item
GCC's distance from my home	50%
Advice from family and/or friends	38%
GCC's course offerings	23%
GCC web site	19%
Appearance of GCC campus (cleanliness, beauty)	18%
GCC's academic quality	18%
Safety of GCC campus	17%
Information I received in the mail from GCC	16%
GCC brochure	12%
Someone visited my high school to talk about GCC	11%
Calendar (dates when classes start)	11%
Advice from a high school counselor	11%
Advice from a high school teacher	9%
Length of classes at GCC	8%
Ad in high school newspaper or yearbook	4%
Electronic sign at Verdugo and Mountain	3%
Telephone call from a GCC student	3%
Ad in local newspaper	2%
Slide presentation about GCC	2%
TV show "Gateways to Glendale College"	2%
Ad on MySpace	2%
Another online ad (not on MySpace)	2%

% of Students Marking Item

Echoing earlier surveys, the most commonly cited influences on students' decisions to enroll at GCC were GCC's distance from the student's home and advice from family and friends. The most commonly cited marketing efforts included the web site, information received in the mail, and GCC brochures.

The graphs on the following pages show trends and breakdowns of responses by student groups. The following list summarizes group differences for items that influenced students' decisions to enroll at GCC.

- Female students were more influenced by advice from family and/or friends, campus safety, and information received in the mail than male students. Male students were more influenced by ads in high school newspapers or yearbooks than female students.

- Students age 25 and younger were more influenced by advice from a high school counselor or teacher, a high school visit, advice from family and/or friends, and GCC's distance from home than older students. Students over age 25 were more influenced by information received in the mail, GCC's web site, course offerings, and campus safety than younger students.

- Part-time students were more influenced by GCC's course offerings than full-time students. Full-time students were more influenced by advice from family and/or friends and by high school visits than part-time students. Full-time students tend to be younger than part-time students, so full-time students were more influenced by items that influenced younger students.

- Students taking primarily day classes were more influenced by advice from family and/or friends, high school visits, and advice from a high school teacher or counselor. Day students tend to be younger than evening students, so day students were more influenced by items that influenced younger students. Evening students were more influenced by GCC's course offerings and information received in the mail than day students.

- Students receiving financial aid were more influenced by advice from family and/or friends and information received in the mail than students not receiving financial aid.

- Vocational-goal students were more influenced by GCC's course offerings and information received in the mail than transfer-goal students.

- First-generation college students were more influenced by campus safety and length of classes. Students who are not first-generation college students were more influenced by GCC's distance from home and advice from a high school counselor.

- Armenian students were more influenced by the following items than other groups: Advice from family and/or friends, GCC's course offerings, and campus appearance. Armenian students were less influenced by campus safety and information recevied in the mail than other student groups.

- Anglo students were more influenced by GCC's distance from their home, course offerings, academic calendar, and the appearance of the campus than other student groups. Anglo students were less influenced by campus safety, information received in the mail, and advice from family and/or friends than other student groups.

- Asian students were more influenced than other student groups by GCC's web site and online ads other than the MySpace ad. Asian students were less influenced by GCC's distance from home and advice from family and/or friends than other student groups.

- Latino students were more influenced by campus appearance and high school visits than other student groups. Latino students were less influenced by advice from family and/or friends than other student groups.

- Filipino students were more influenced by advice from a high school counselor, GCC's distance from their home, GCC's course offerings, and GCCs academic quality than other student groups. Filipino students were less influenced by advice from high school teachers and ads in high school newspapers/yearbooks than other student groups.

- Black students were more influenced by GCC's web site, GCC's course offerings, and advice from a high school teacher than other student groups. Black students were less influenced by advice from family and/or friends, safety, advice from a high school counselor, and GCC's distance from home than other student groups.

Figure 66. Information I received in the mail from GCC
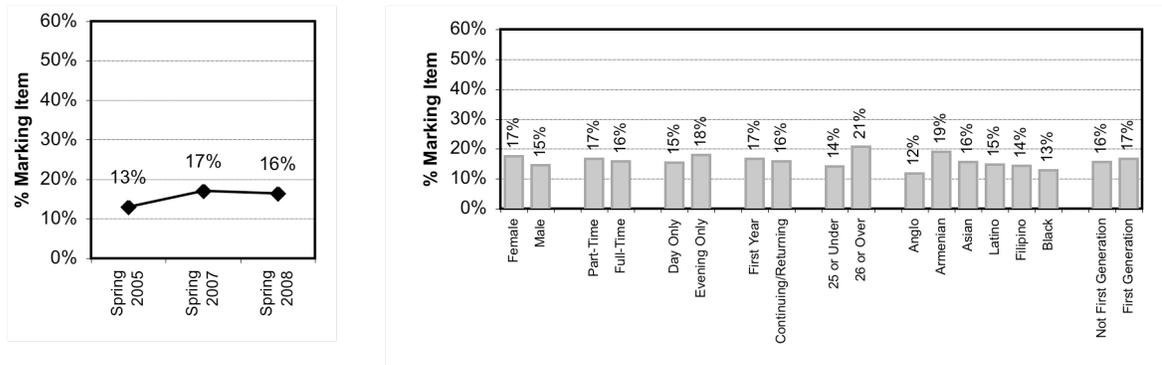
Figure 67. Ad in high school newspaper or yearbook
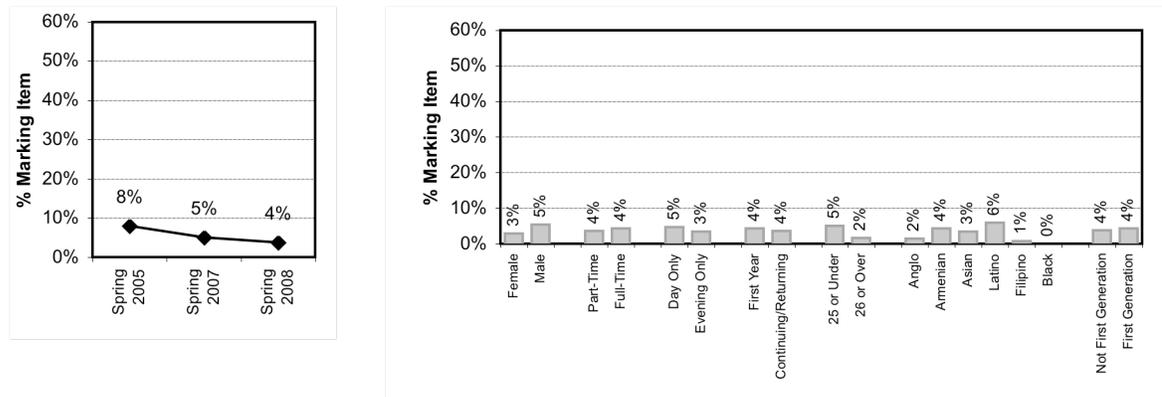
Figure 68. Ad in local newspaper
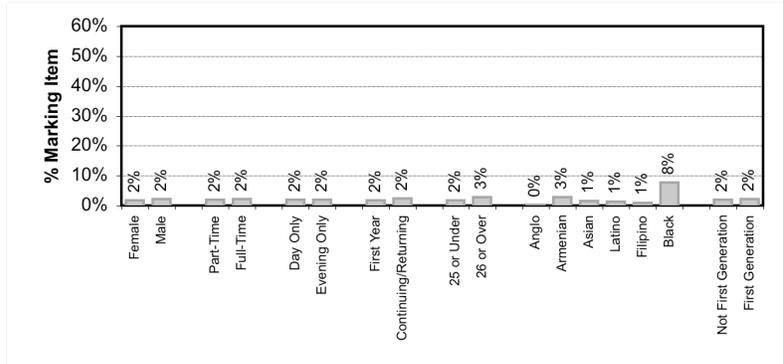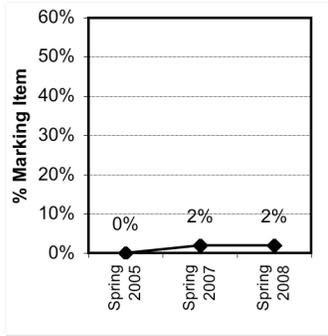
Figure 69. Ad on MySpace
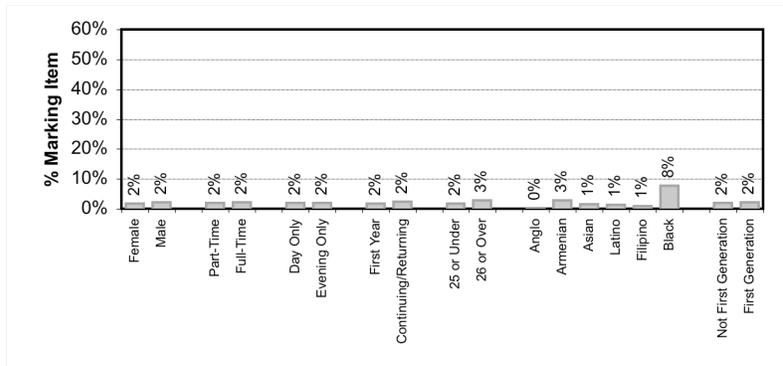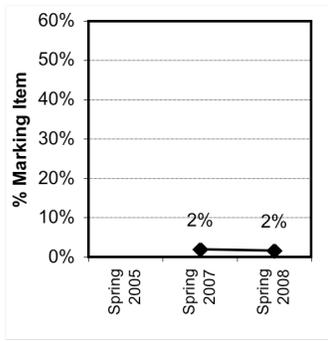
Figure 70. Another online ad (not on MySpace)
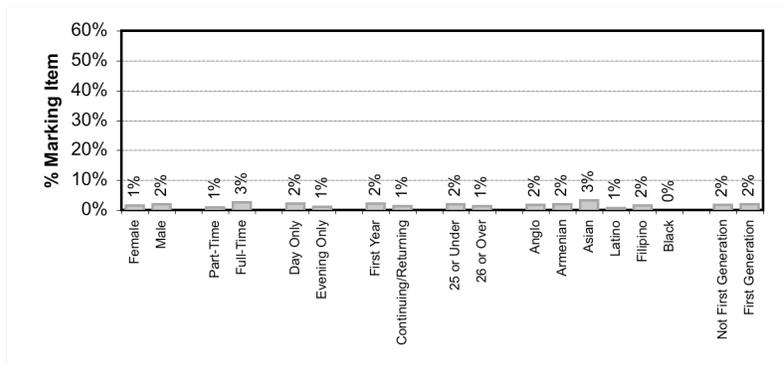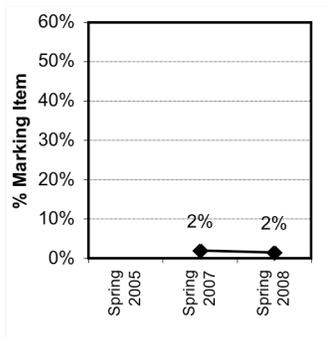
Figure 71. TV show "Gateways to Glendale College"
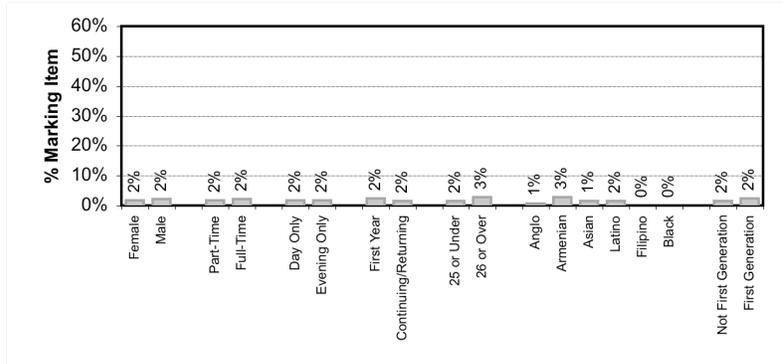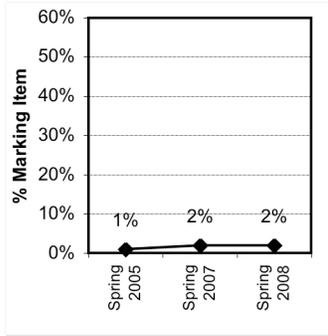
Figure 72. Electronic sign at Verdugo and Mountain
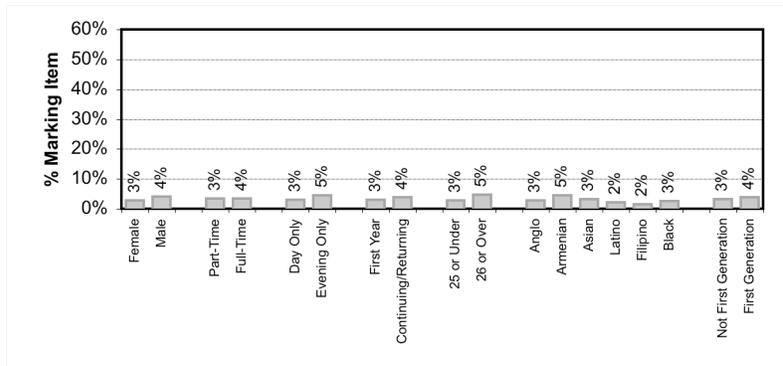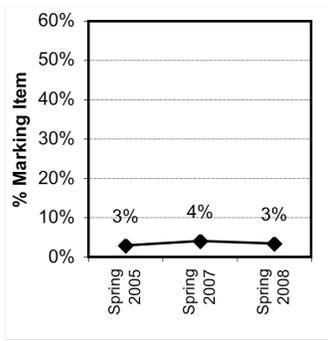
Figure 73. GCC web site

43
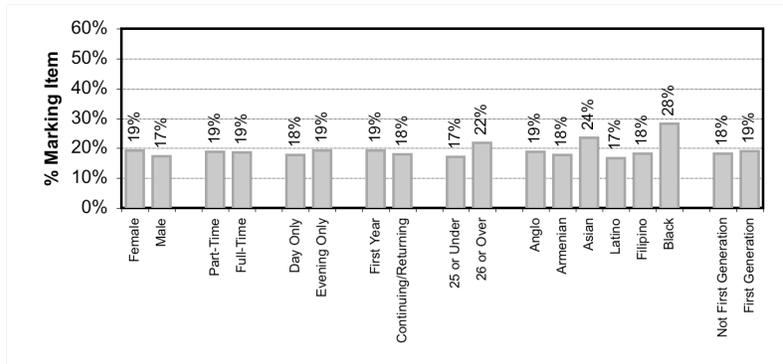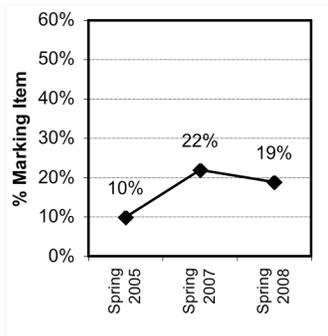
Figure 74. Slide presentation about GCC
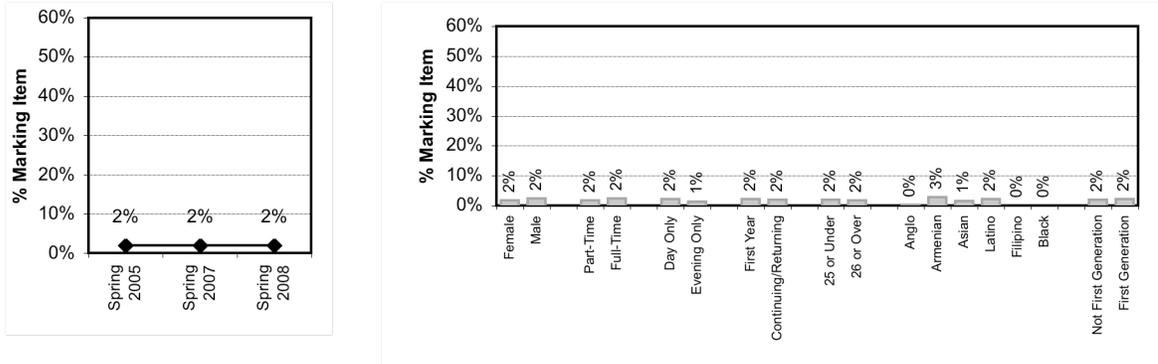

Figure 75. Someone visited my high school to talk about GCC
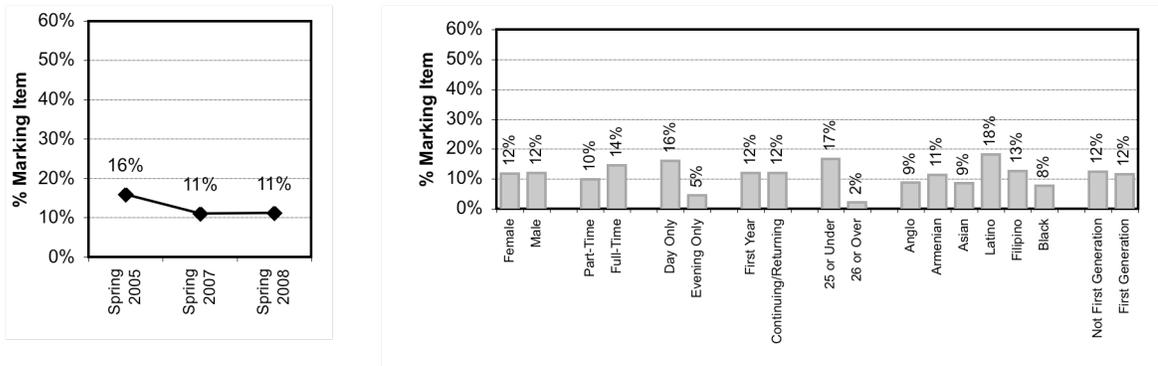
Figure 76. GCC brochure
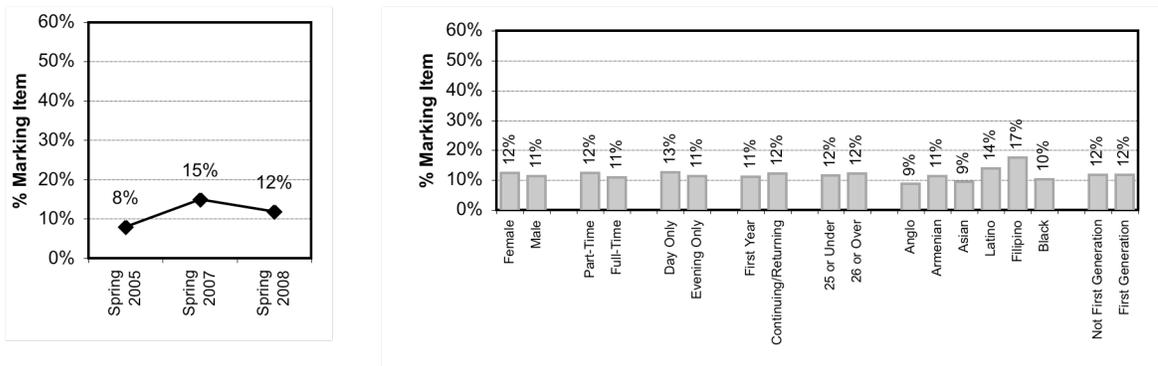
Figure 77. Telephone call from a GCC student
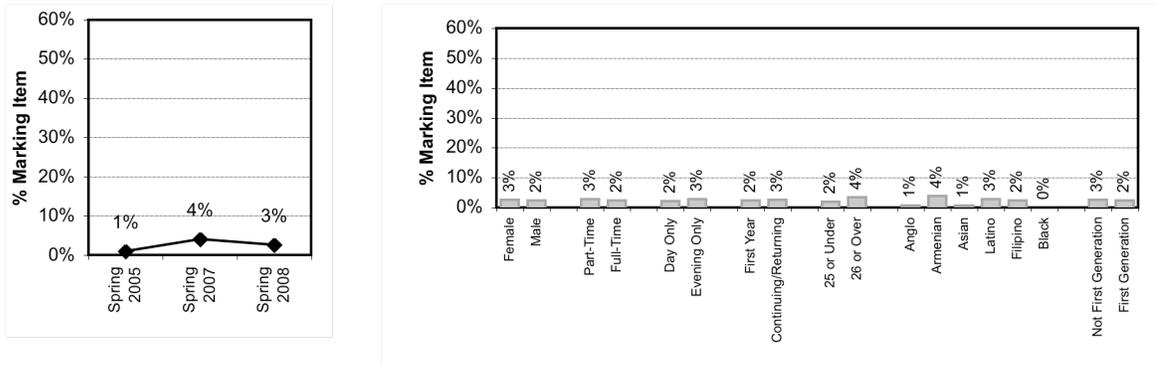
Figure 78. Advice from a high school teacher
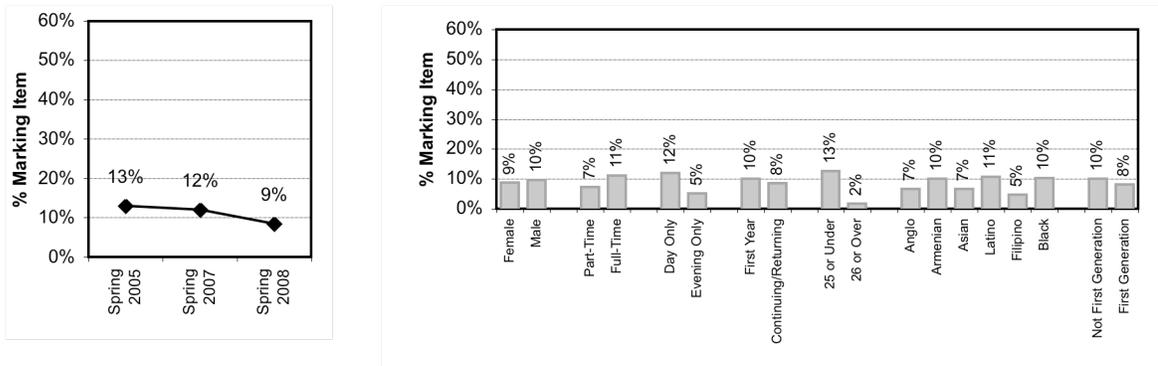
Figure 79. Advice from a high school counselor

45
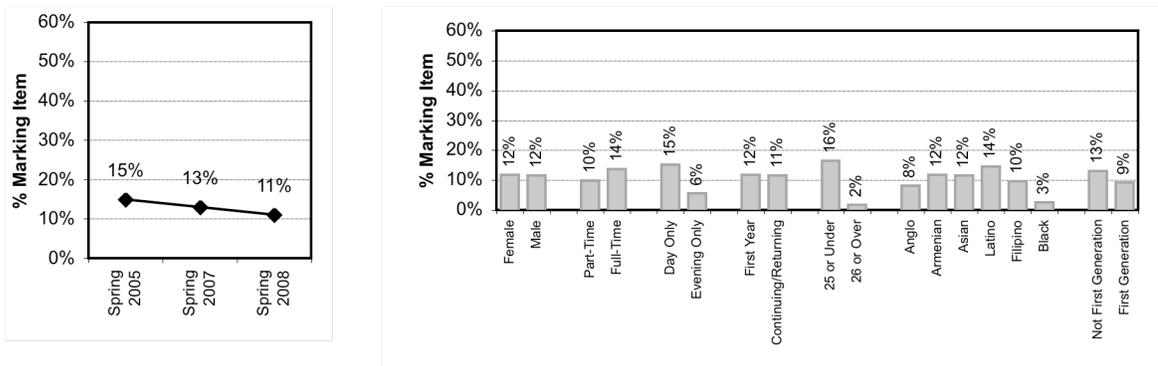
## Figure 80. Advice from family and/or friends
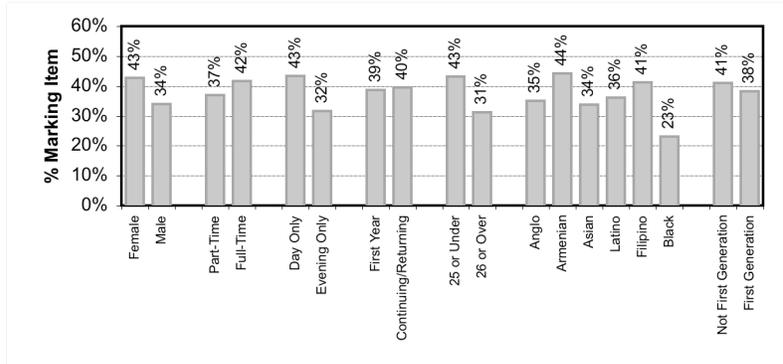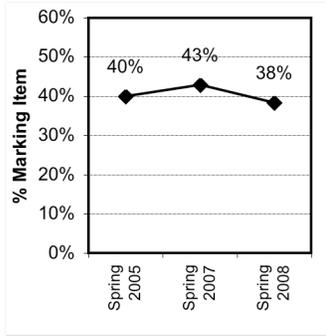

Figure 81. GCC's distance from my home
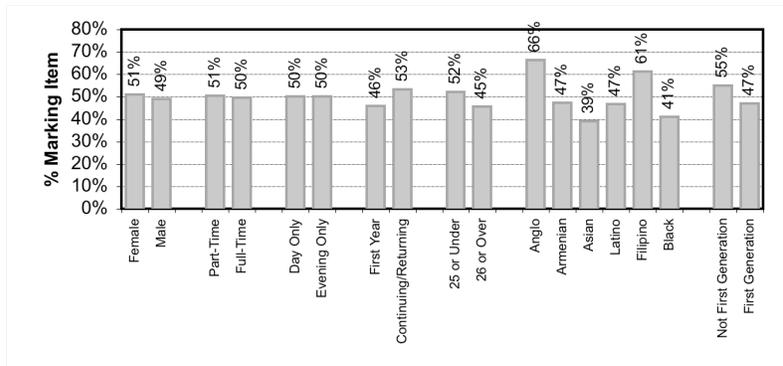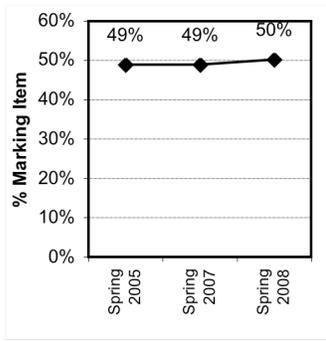


Figure 82. GCC's academic quality
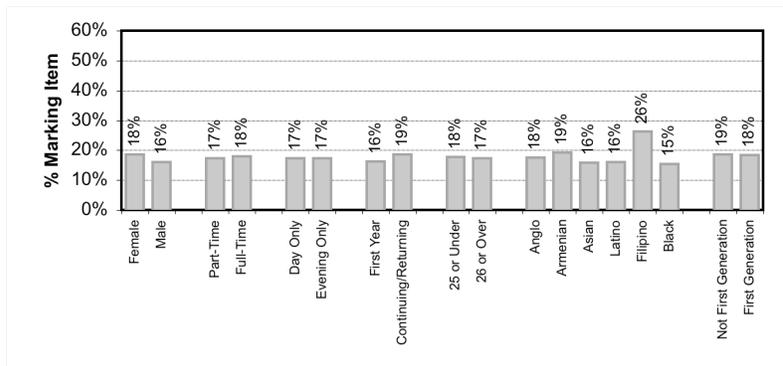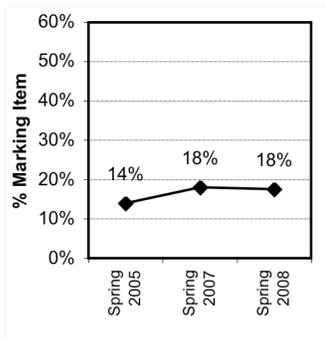
## Figure 83. GCC's course offerings
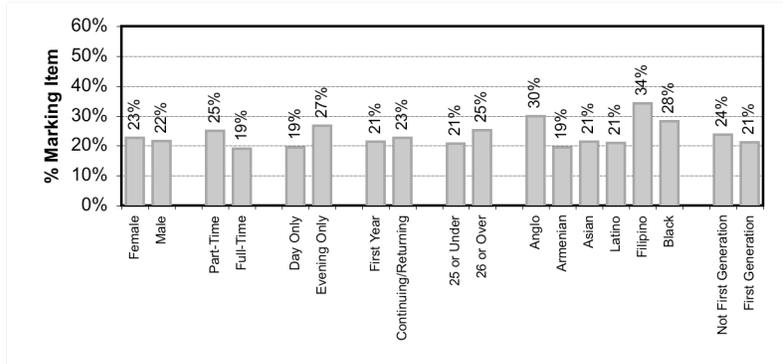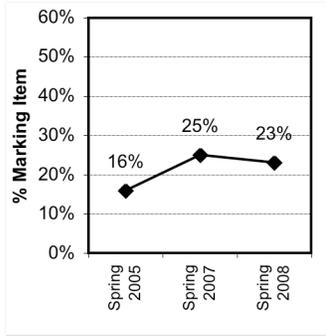
## Figure 84. Length of classes at GCC
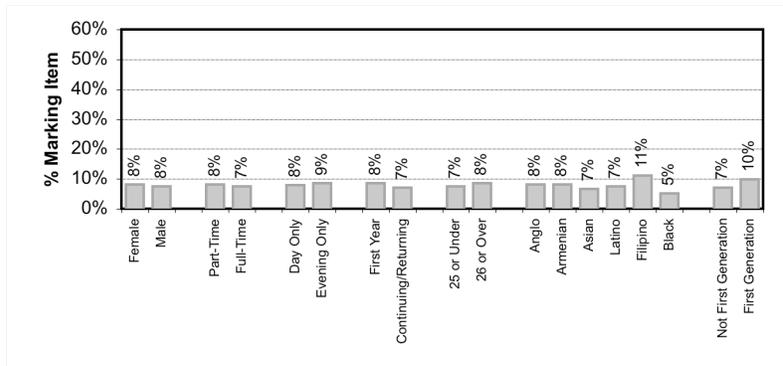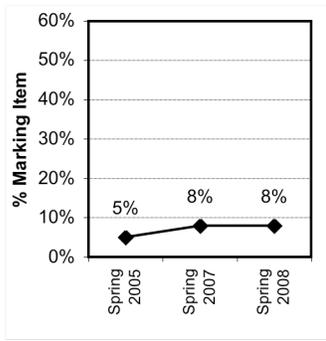
## Figure 85. Calendar (dates when classes start)
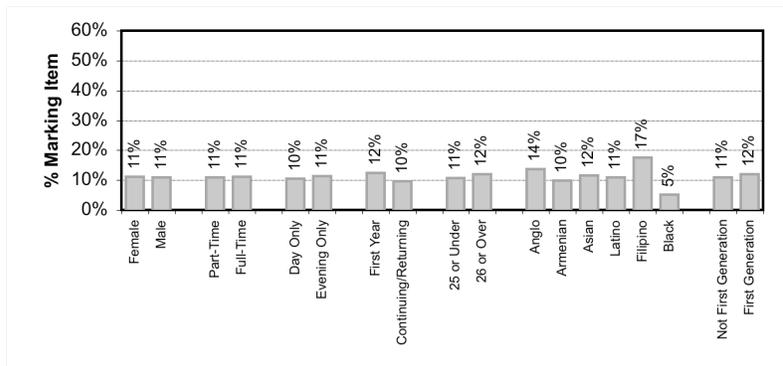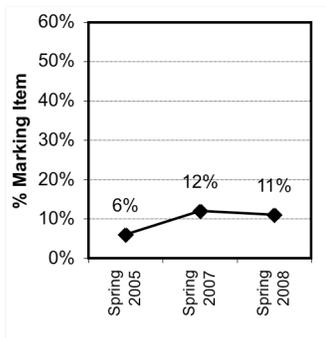
Figure 86. Appearance of GCC campus (cleanliness, beauty)
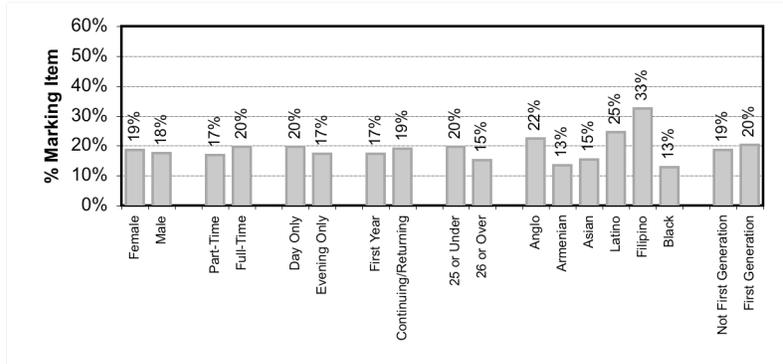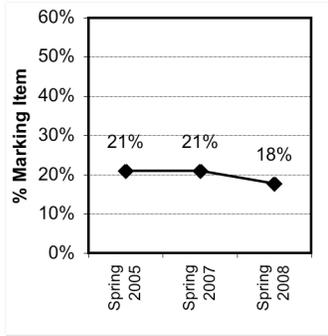

Figure 87. Safety of GCC campus

48
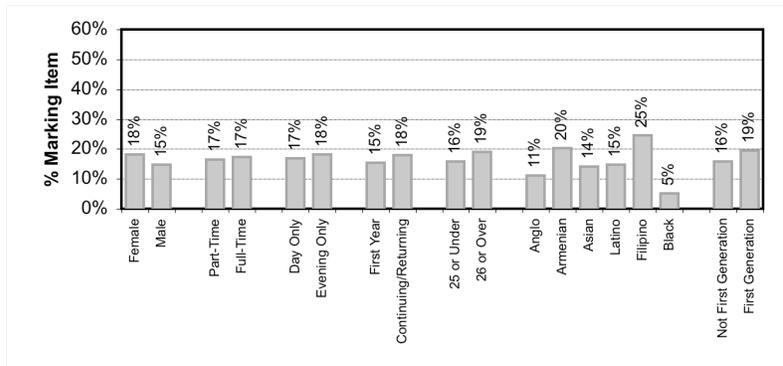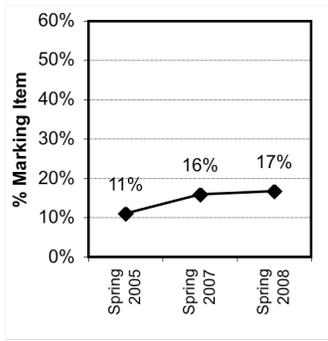
Section 5. Key Performance Indicators (KPIs)

In 2004, the Glendale Community College Board of Trustees approved the college Master Plan, which included a set of Key Performance Indicators (KPIs) measuring the effectiveness of the college. Ten KPIs refer to student satisfaction with different aspects of the college. Data addressing these ten KPIs are shown below. Spring 2004 will be considered the baseline semester for these KPIs.

Figure 67. Key Performance Indicators

KPI	Indicator	Spring 2004 Data	Spring 2005 Data	Spring 2006 Data	Spring 2007 Data	Spring 2008 Data
2-4	Satisfaction of students overall (and in sections using various learning opportunities)[1]	82%	86%	86%	86%	83%
3-1	Student satisfaction with course scheduling[2]	36%	49%	62%	55%	62%
3-2	Percentage of students reporting no conflict in class schedules[3]	84%	86%	86%	86%	87%
3-3	Percentage of students reporting no problem with class availability[4]	62%	67%	71%	73%	75%
3-5	Average ratings of student satisfaction with campus friendliness[5]	71%	73%	72%	72%	71%
4-5	Satisfaction of students with student services[6]	See note	See note	See note	See note	See Note
5-5	Student satisfaction with services offered at the South Glendale complex[7]	72%	n/a	n/a	n/a	n/a
6-3	Student satisfaction with the transition from high school or GED to college[8]	71%	n/a	n/a	n/a	n/a
10-1	Administration, faculty, staff, and student satisfaction with the ERP system[9]	n/a	n/a	n/a	n/a	n/a
10-2	Administration, faculty, staff, and student satisfaction with network availability, performance, and security					
	Network availability	n/a	79%	n/a	77%	80%
	Network performance	n/a	79%	n/a	n/a	n/a
	Network security	n/a	78%	n/a	n/a	n/a

KPI Table Notes

1. Overall student satisfaction is taken from the survey item asking students to rate "the education you are getting at GCC." The satisfaction percentage is the percentage of respondents answering either "excellent" or "good." No information is available for "sections using various learning opportunities." The intent of this goal was to compare satisfaction in specialized programs such as Supplemental Instruction (SI) and Service Learning with overall student satisfaction.

2. Satisfaction with course scheduling is taken from the item asking students to rate "availability of classes." The satisfaction percentage is the percentage of respondents answering either "excellent" or "good."

3. Students reporting no conflict in class schedules is taken from the item asking if "two classes I needed were scheduled at the same time." The percentage shown is the percentage of all respondents who did not mark the item.

4. Students reporting no problem with class availability is taken from the item asking "did you have any problems getting any classes this semester?". The percentage shown is the percentage of all respondents marking "no."

5. Ratings of campus friendliness are taken from the item asking students to rate "campus friendliness to students." The percentage shown is the percentage of respondents answering either "excellent" or "good."

6. Satisfaction with student services is assessed every three years. The Spring 2007 survey included a section on student services (see the Student Views 2007 publication).

7. Satisfaction with the South Glendale complex is taken from the item asking students to rate their experience with "Adult Education/ACTC." The satisfaction percentage is the percentage of students reporting they have used the ACTC who found it helpful or very helpful. This KPI should be supplemented with a regular survey of non-credit students in the future.

8. Satisfaction with the transition from high school to college is taken from the item asking students to rate "transition from high school to GCC." The satisfaction percentage is the percentage of respondents answering either "excellent" or "good."

9. Because the ERP student system has not yet been implemented, an item assessing student satisfaction with the ERP was not included in the surveys between 2004 and 2008.

Appendix: Method

Procedure

In Spring 2008, 2,948 students responded to the Spring Student Survey. Surveys were distributed to 179 class sections and received from 144 sections for a class response rate of 80%. Potential enrollment in the 179 class sections was 5,245; the 2,948 returned surveys represent a student response rate of 56%.

Survey packets were sent to the instructors of a sample of classes in session on Wednesday at either 11:00 am or 7:00 pm. Instructors were asked to administer the survey in their classes sometime between April 28, 2008 and May 10, 2008. This sampling procedure has been used in all administrations of the student survey, with days alternating between Tuesday and Wednesday and morning times alternating between 9:00 am and 11:00 am each year. Alternative sampling methods, such as random sampling, generally result in a lower response rate and are more difficult and expensive to conduct.

In Spring 2007 and 2008, 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.

In Spring 2005, half of the class sections in session at the designated time were surveyed. This allowed the college to conduct a VTEA supplemental information survey in the other half of class sections in session at the same times. The sample size was thus smaller in 2005 than in previous years, but responses were comparable.

Survey forms were printed two-sided on legal-sized paper. The survey was designed to take less than 20 minutes to complete. Scanning and data analysis were conducted by Research & Planning staff.

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 2008 survey, 49% of respondents were full-time students, compared to only 32% in the overall Spring 2008 student population. In order to account for the differential representation of full-time students in the sample, response percentages were calculated by weighting full-time student responses with a factor of 0.48 relative to part-time student responses. The following tables show the results of this weighting on student demographic characteristics. For the entire credit student population, data are shown for students not dropping all their attempted units.

Figure 68. Summary of Results of Weighting Survey Responses for Full-Time Status

Full-Time Status	Spring 2008 Student Sample (Unweighted)	Spring 2008 Student Sample (Weighted)	Spring 2008 Credit Student Population
Full-Time	49%	32%	32%
Part-Time	51%	68%	68%
Number of Students	2,948	2,948	15,346

Sex	Spring 2008 Student Sample (Unweighted)	Spring 2008 Student Sample (Weighted)	Spring 2008 Credit Student Population
Male	33%	42%	42%
Female	67%	58%	58%
Number of Students	2,948	2,948	15,346

Age Group	Spring 2008 Student Sample (Unweighted)	Spring 2008 Student Sample (Weighted)	Spring 2008 Credit Student Population
Under 18	2%	2%	1%
18 to 21	48%	42%	36%
22 to 25	18%	19%	22%
26 to 30	11%	12%	13%
31 to 40	12%	13%	13%
41 to 50	7%	7%	9%
Over 50	3%	4%	6%
Number of Students	2,948	2,948	15,346

Ethnicity	Spring 2008 Student Sample (Unweighted)	Spring 2008 Student Sample (Weighted)	Spring 2008 Credit Student Population
Caucasian/Anglo	12%	12%	16%
Caucasian/Armenian	43%	42%	35%
Asian/Pacific Islander	17%	15%	11%
Latino	20%	21%	24%
Other	8%	10%	14%
Number of Students	2,948	2,948	15,346

Index