Glendale Community College

Student Views 2007
Results of the Spring 2007 Student Survey

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Summary

Introduction

This report presents the results of Glendale Community College's 2007 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 2007, responses were received from 2,217 students in 125 class sections. Survey results are shown in four sections.

Section 1. Demographic Items

Credit student demographics have remained stable over the past five years. Reflecting national trends in higher education, the proportion of younger students has been increasing since 2000. Women outnumber men by about 60% to 40%, a ratio which has been nearly constant since 1994. The largest ethnic/nationality group among credit students is Caucasian students of Armenian origin, representing about 40% of credit students. About 93% of credit students now have Internet access at home, up from 65% in 2000.

Section 2. Evaluation Items

Students are very positive about the education they are getting at GCC. They are more positive about the availability of classes than they were in 2004 and 2005. The only aspect of education at GCC that receives negative ratings is parking.

Mirroring past surveys, Asian students are less positive about the campus than other student groups, but all groups give the college generally positive ratings (except for parking). Group differences in satisfaction and ratings of campus climate are relatively small.

The Spring 2007 survey included items assessing the recognition of, use of, and satisfaction with student services. These items are asked every three years. Section 2C, starting on page 33, shows historical information for student services from 1995 to 2007. Students continue to be highly satisfied with student services, particularly the Library, myGCC, the computer labs, Admissions & Records, and the Bookstore.

Section 3. 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 2007 survey were the GCC web site, information received in the mail, and GCC brochures.

Section 4. Key Performance Indicators (KPIs)

Section 4 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 4, starting on page 51.

Contents

Section 1. Demographic Items

Summary of Demographic Items

Section 1 discusses student demographics and trends over the past five years. The first part shows general demographics and the second part (page 13) shows information about access to technology.

In general, student demographics have remained steady for the past five years. Female students outnumber male students by about 60% to 40%. Nearly 60% of students were born outside the United States, over 60% are U.S. citizens, and about 70% are non-native speakers of English. These characteristics have been stable for several years.

Several changes have occurred over the past five years. Younger students make up a larger percentage of credit students than they have in the past (see Figure 1, below). The percentage of credit students age 25 and younger has increased from 53% in 2000 to 65% in 2007. This mirrors a change in higher education across the United States, as the median age of college students dropped in the late 1990s. Additionally, the percentage of credit students receiving financial aid has increased since 2001 (see p. 11). The percentage of students working at least 40 hours per week has declined since 2001 and the percentage not working has increased somewhat (see Figure 10 on p. 10).

Figure 1 shows the percentage of survey respondents age 25 and younger and the percentage age 26 and older. Credit student age has declined over the past seven years, with 65% of credit students under age 26 in 2007.

Figure 1. Age Group
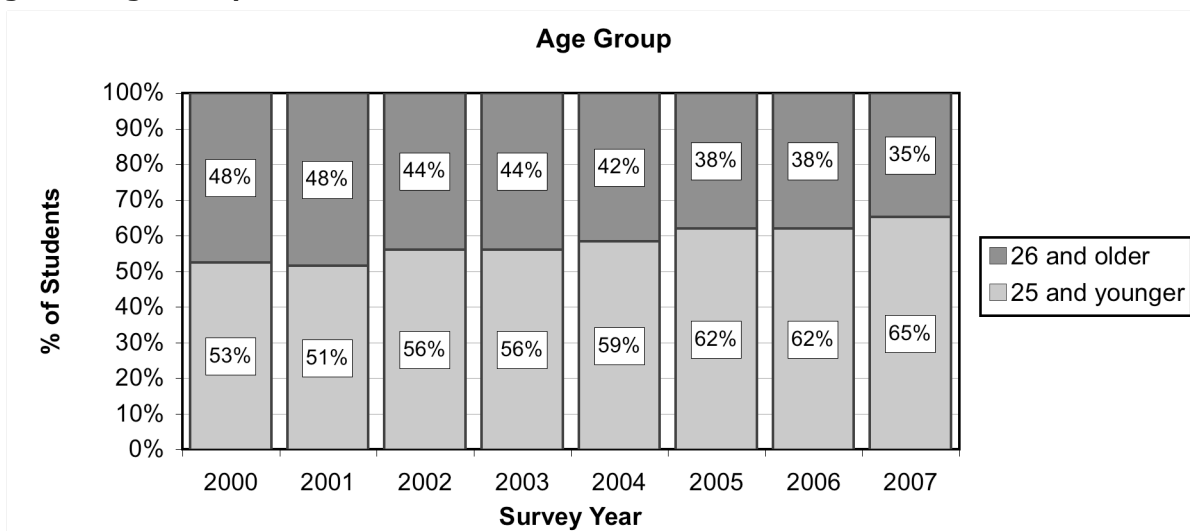
Figure 2 shows the gender of survey respondents. In 2007, 61% of credit students were female and 39% were male. This 60%/40% split has been relatively constant over the past decade.

Figure 2. What is your sex?
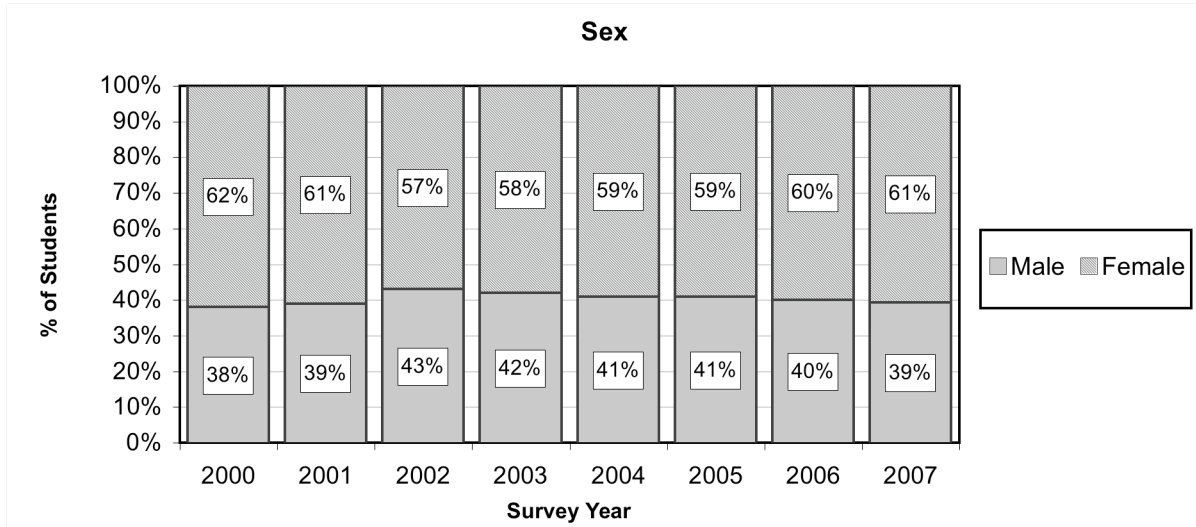
The graph below shows the percentage of survey respondents indicating that most of their current classes are in the day, evening, or both. The distribution of this item has fluctuated over the years, but the percentage taking primarily day classes has increased somewhat since 2000.

Figure 3. When are most of your current classes scheduled this term?
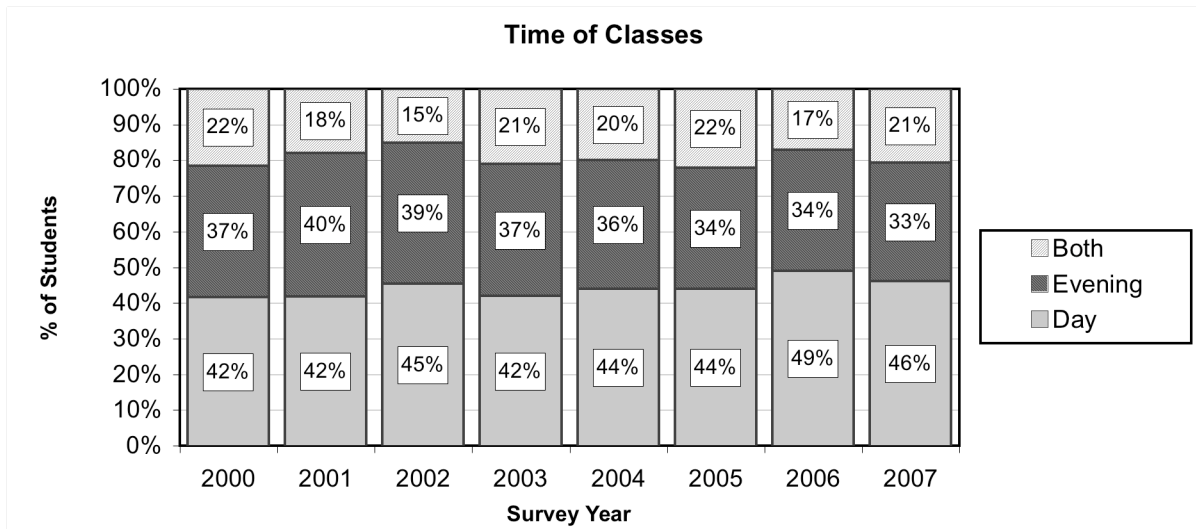
Most credit students at Glendale Community College were born outside the United States, as Figure 4 shows. Approximately 40% of credit students were born in the United States, and this percentage has been relatively stable for many years. As Figure 5 shows, most survey respondents indicate that they are United States citizens.

Figure 4. Were you born in the United States?

Percentage of Students Born in U.S.

(Bar chart — % of Students by Survey Year)

Survey Year	2000	2001	2002	2003	2004	2005	2006	2007
% of Students	40%	40%	37%	41%	36%	44%	41%	40%
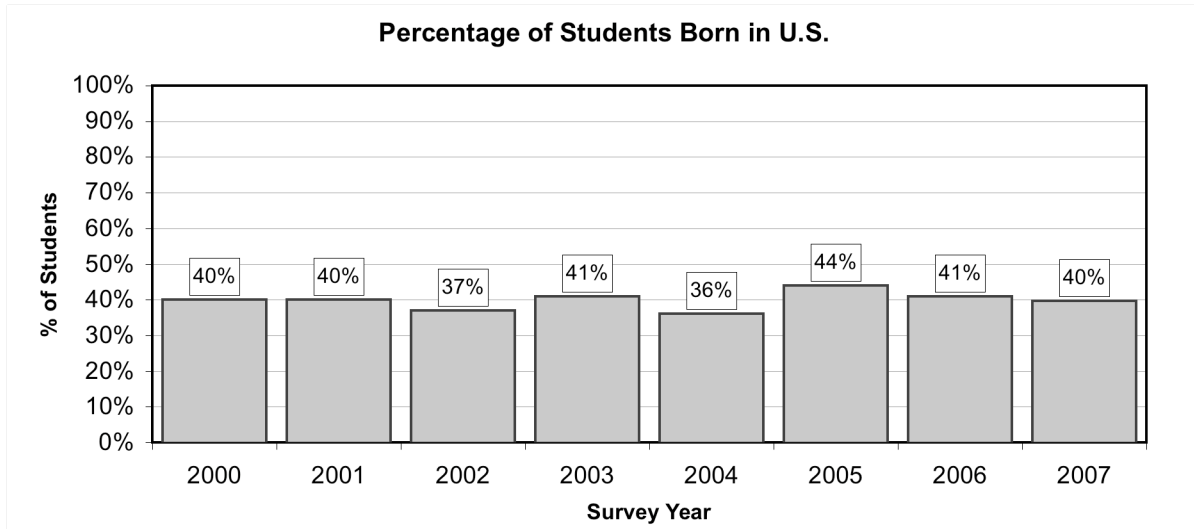
Figure 5. Are you a United States citizen?

Percentage of Students Who Are U.S. Citizens

(Bar chart — % of Students by Survey Year)

Survey Year	2000	2001	2002	2003	2004	2005	2006	2007
% of Students	65%	65%	58%	63%	59%	64%	63%	64%
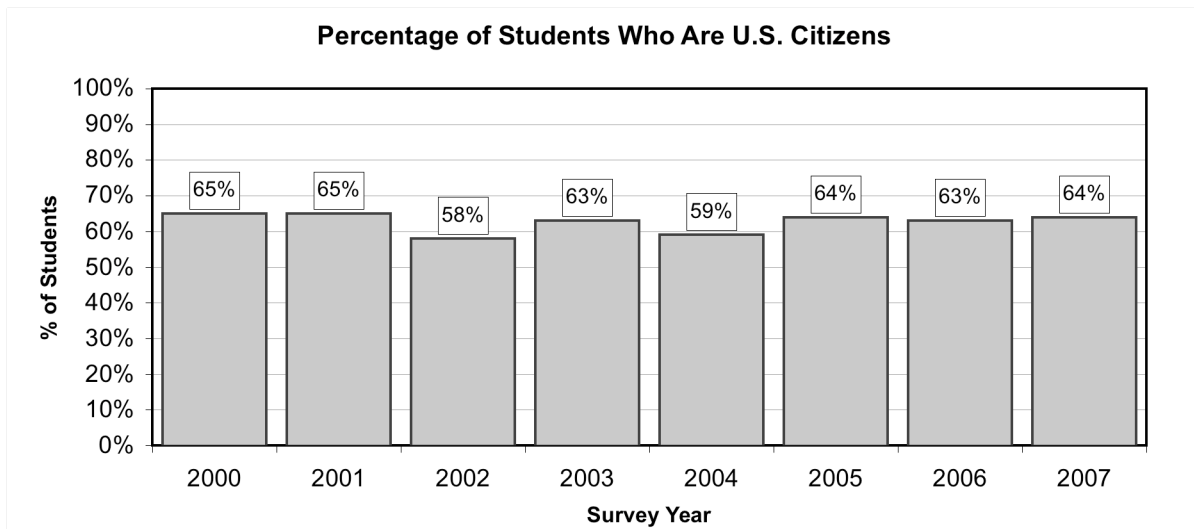
English is not the native language of a majority of credit students. As Figure 6 shows, English was the first language learned by 30% of credit students. English was not the first language of 70% of credit students.

Figure 6. Was English the first language you learned as a child?
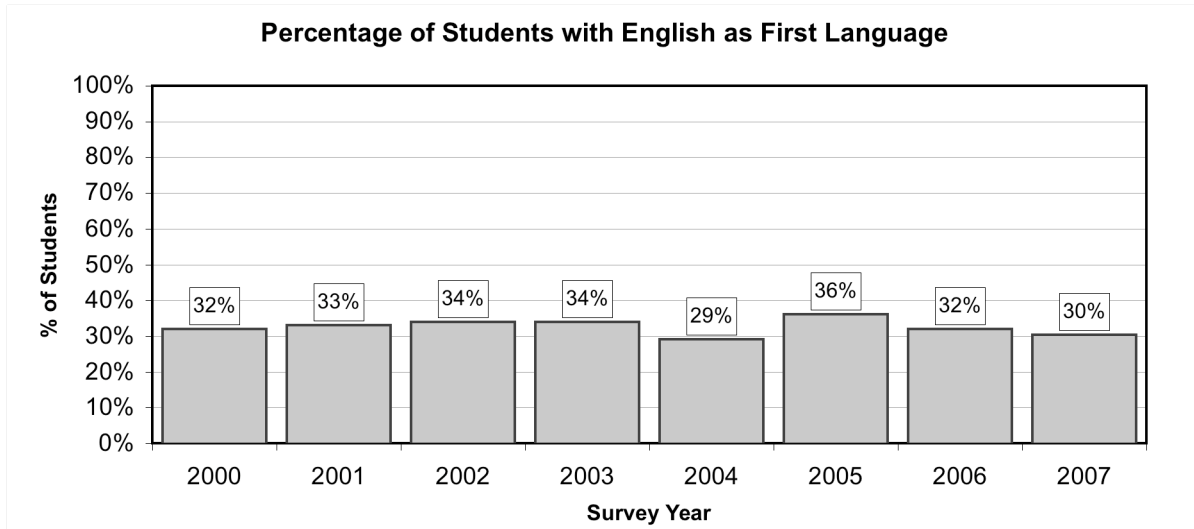
Figure 7 shows the percentage of respondents indicating that they have worked with a counselor to develop a Student Educational Plan (SEP). Most credit students, about 65%, indicate they have developed an SEP.

Figure 7. Have you worked with a counselor to develop a Student Educational Plan?
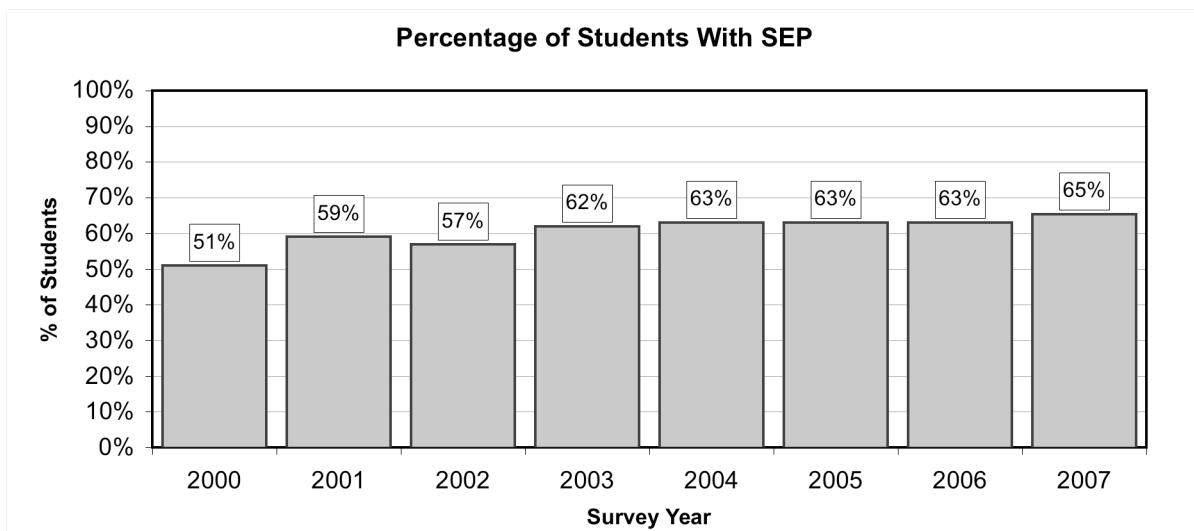
Figure 8, on the next page, shows the self-reported ethnicity of survey respondents. The percentage indicating an Armenian background increased in 2007 to 41% of the credit student population. This finding may indicate that Armenian students are oversampled in the Spring Student Survey, as the percentage reporting an Armenian background on the college application was 34% in Spring 2007.

Figure 8. Which best describes your ethnic/national background?

| Ethnic/National Background (Brief Categories)	Survey				
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
White/Armenian	36%	38%	34%	37%	41%
White/Not Armenian	18%	15%	20%	15%	12%
Middle Eastern	3%	6%	4%	3%	3%
Latino/Hispanic	22%	19%	19%	22%	21%
Black/African-American	2%	2%	2%	2%	2%
Asian	10%	12%	11%	12%	11%
Filipino	5%	5%	5%	6%	5%
Pacific Islander	1%	0%	0%	0%	0%
American Indian	1%	0%	1%	0%	0%
Multiple Heritages	3%	3%	3%	4%	4%
No Response	172	67	40	89	51
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217

Ethnic/National Background (Detailed Categories)	Survey				
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
White/Armenian	36%	--	--	37%	41%
White/Not Armenian	18%	--	--	15%	12%
Middle Eastern	3%	--	--	3%	3%
Mexican/Chicano	11%	--	--	11%	10%
Cuban	0%	--	--	1%	1%
Central American	4%	--	--	6%	6%
South American	2%	--	--	2%	2%
Other Latino	4%	--	--	2%	2%
Cambodian	0%	--	--	0%	0%
Japanese	1%	--	--	3%	2%
Laotian	0%	--	--	0%	0%
Chinese	2%	--	--	2%	2%
Filipino	5%	--	--	6%	5%
Korean	4%	--	--	5%	5%
Vietnamese	1%	--	--	1%	1%
Other Asian	2%	--	--	1%	1%
Pacific Islander	1%	--	--	0%	0%
Black/African-American	2%	--	--	2%	2%
American Indian	1%	--	--	0%	0%
Caribbean/Black	0%	--	--	0%	0%
Caribbean/Latino	1%	--	--	0%	0%
Multiple Heritages	3%	--	--	4%	4%
No Response	172	--	--	89	51
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217

Figure 9 shows the percentage of survey respondents who are full-time or part-time. Nearly 70% of credit students are part-time students.
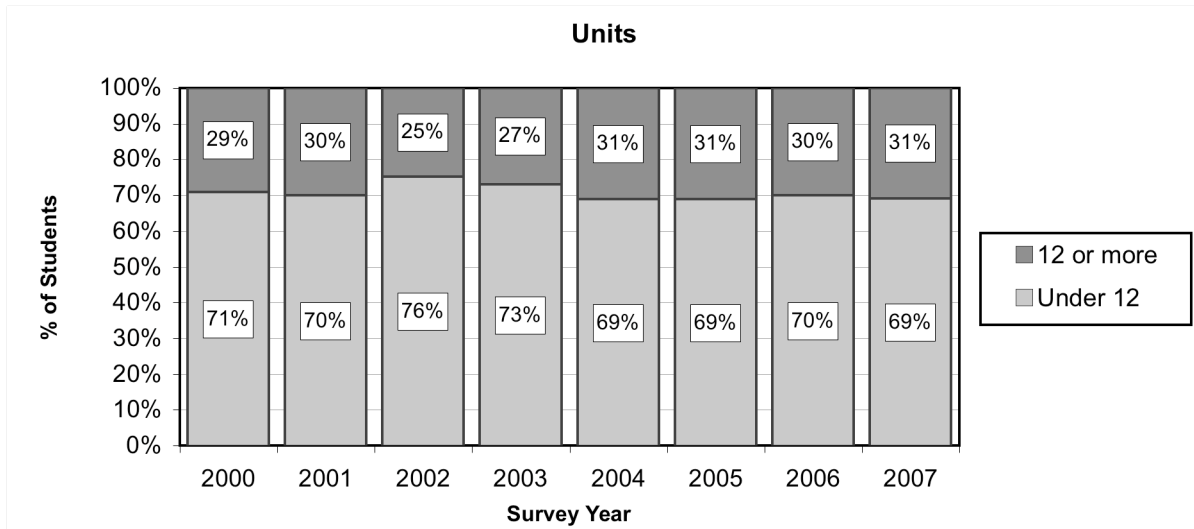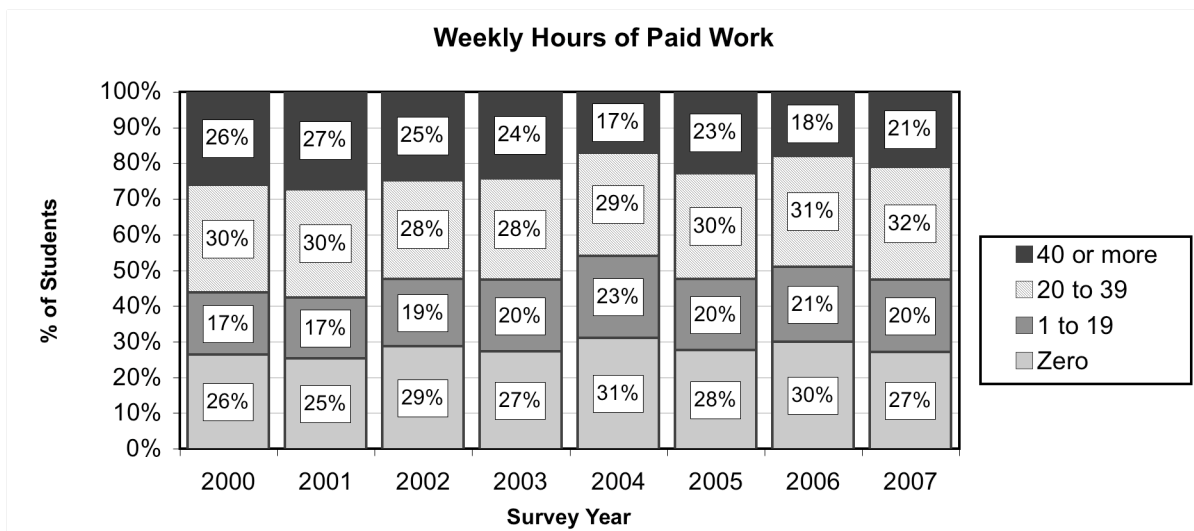
Figure 9. How many units are you enrolled in?

Figure 10 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 10. Hours Worked by Survey Respondents

The table below shows the percentage of survey respondents receiving different kinds of financial aid. Approximately 47% of credit students receive some form of financial aid, and 41% of them receive Board of Governors waivers. Figure 12 shows the percentage receiving aid and the percentage receiving BOG waivers since 2000.

Figure 11. Please mark all sources of financial aid you are receiving this term.

Financial Aid	Survey				
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
BOG Waiver	40%	45%	42%	45%	41%
SEOG	4%	4%	5%	3%	3%
Scholarship	2%	2%	1%	2%	2%
Cal Grant	8%	9%	8%	8%	8%
Pell Grant	13%	14%	12%	12%	11%
Work Study	5%	4%	4%	4%	4%
Loan	2%	2%	2%	2%	2%
Other	5%	3%	2%	4%	3%
Any Financial Aid	49%	51%	48%	51%	47%
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217

Figure 12. Financial Aid and BOG Waiver Status of Survey Respondents
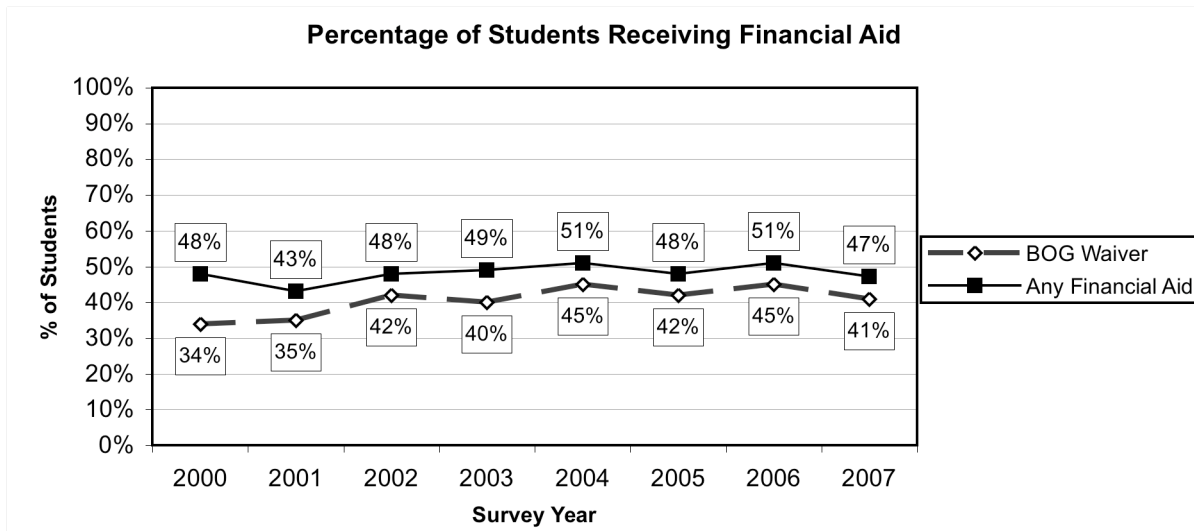
The following graph shows the results of an item asking about the student's parents' education level (not asked in 2001, 2003, or 2005). The goal of the survey item is to estimate the percentage of first-generation college students at Glendale Community College. Here, a student is counted as a first-generation 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 30% of credit students at GCC are first-generation college students.

Figure 13. Which best describes your parents' education level(s) when you started GCC?
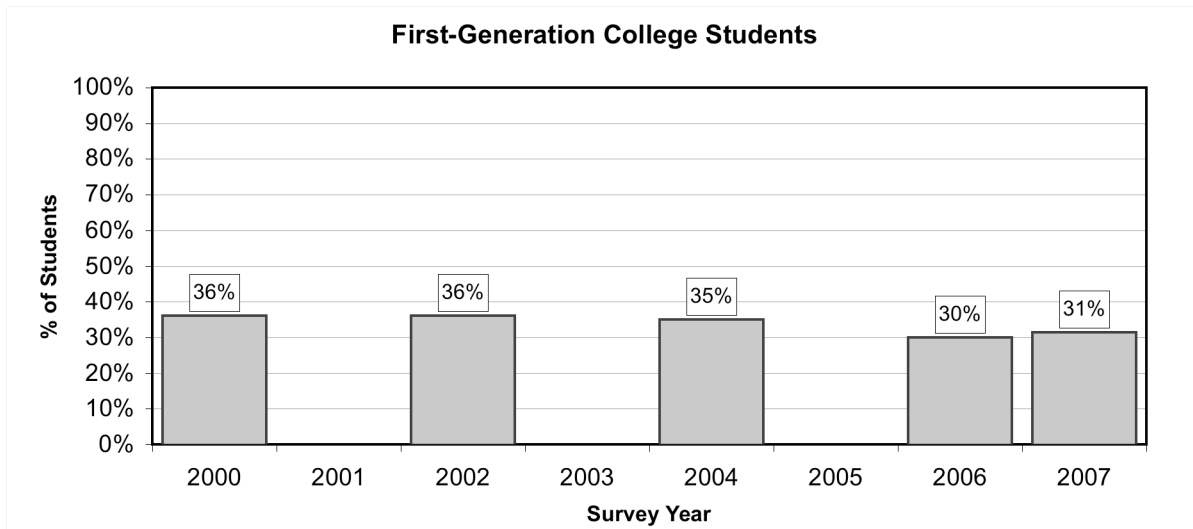
The table below shows survey respondents' self-reported educational goal. Most students indicate that transfer is their goal (about 69%).

Figure 14. What is your educational goal?

	Survey				
Educational Goal	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
Transfer to 4-year institution with AA	46%	46%	48%	46%	49%
Transfer without AA	21%	19%	17%	19%	20%
Vocational AA/AS	4%	5%	6%	6%	6%
General education AA/AS	9%	10%	10%	10%	9%
Vocational certificate	5%	7%	6%	4%	4%
Improve job skills	2%	3%	2%	3%	2%
Gain skills for new job	4%	3%	4%	4%	2%
Personal interest	6%	5%	5%	6%	6%
Improve English or Math	3%	2%	1%	2%	2%
No Response	171	162	84	115	92
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217

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Figure 15 shows responses to the question "Do you have any dependent children?" This question has been asked in 2003, 2005, and 2007. Approximately 20% of credit students have dependent children.

Figure 15. Do you have any dependent children?

Percentage of Students with Dependent Children
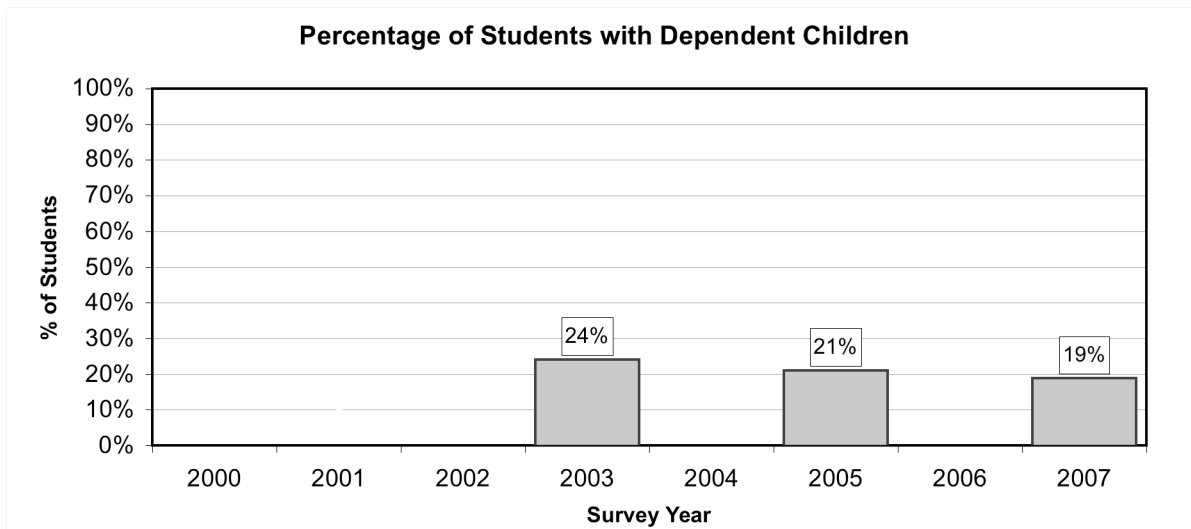
Technology Items

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 three years, after a rapid increase since 1996.

In 2007, 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 16. Summary of Student Computer and Internet Access

	Survey				
Computer & Internet Access	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
Students with computer at home	92%	95%	94%	95%	96%
Students with Internet access at home	85%	88%	89%	90%	93%
Students with Internet access at work	47%	48%	51%	50%	55%
Students with Internet access at home or work	86%	90%	91%	93%	95%
Students owning a laptop computer	--	--	30%	--	--
Use laptop to connect to Internet wirelessly	--	--	16%	--	--

Figure 17 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 2007, 96% of credit students had a computer and 93% had Internet access at home.

Figure 17. Computer and Internet Access

Computer & Internet Access
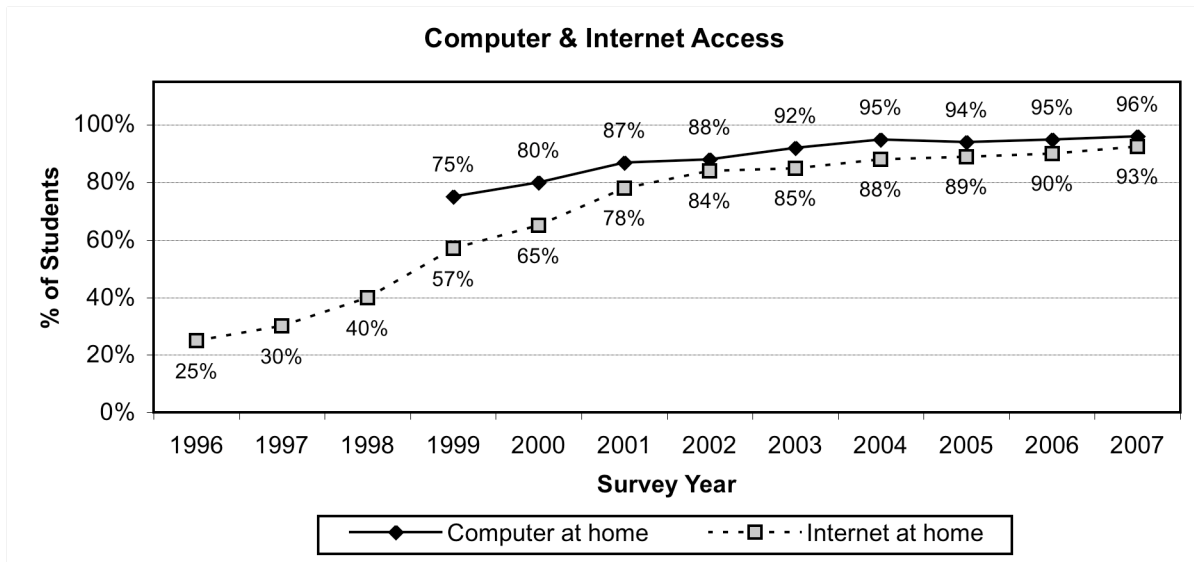
Although a large majority of credit students have Internet access at home, there are differences among different student groups. The graph below shows the percentage of students in various groups reporting that they have Internet access at home. Two groups were less likely than others to have Internet access: Latino students (88%), and African-American students (70%).

Figure 18. Computer and Internet Access by Student Group

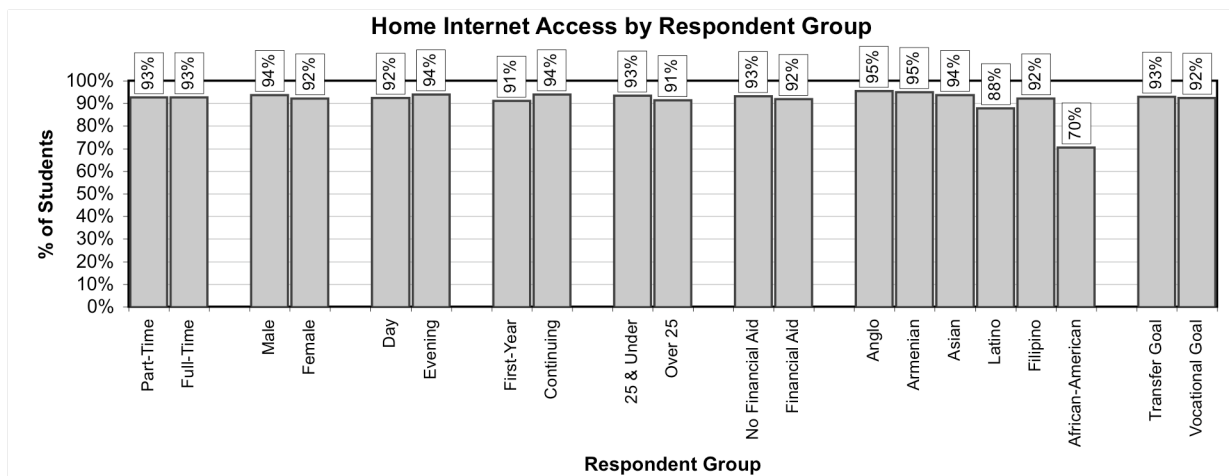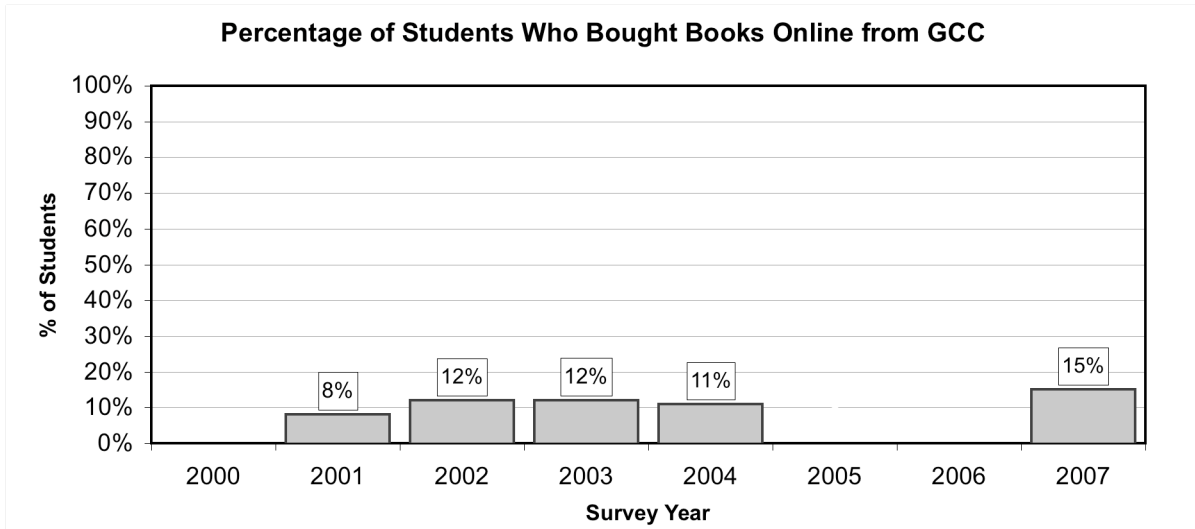Home Internet Access by Respondent Group

Figure 19 shows the percentage of survey respondents buying books online from GCC. The percentage has been between 10% and 15% for the past six years.

Figure 19. Have you bought books online from GCC?

Section 2. Evaluation Items

Summary of Evaluation Items

Section 2 discusses survey items evaluating students' progress and the GCC campus. Evaluation items are discussed in three categories: student progress and scheduling (p. 17), student satisfaction with different aspects of the college (p. 19), and student recognition of, use of, and satisfaction with student services (p. 33). A separate section discusses each category.

Section 2A. Student Progress and Scheduling

Annually, students are asked about their progress toward their educational goal. The following table shows how students view their progress. Over 70% of students feel they are moving as quickly as possible toward their goal. This percentage has been relatively stable over the past seven years.

Figure 20. Are you moving as quickly as possible toward your educational goal?
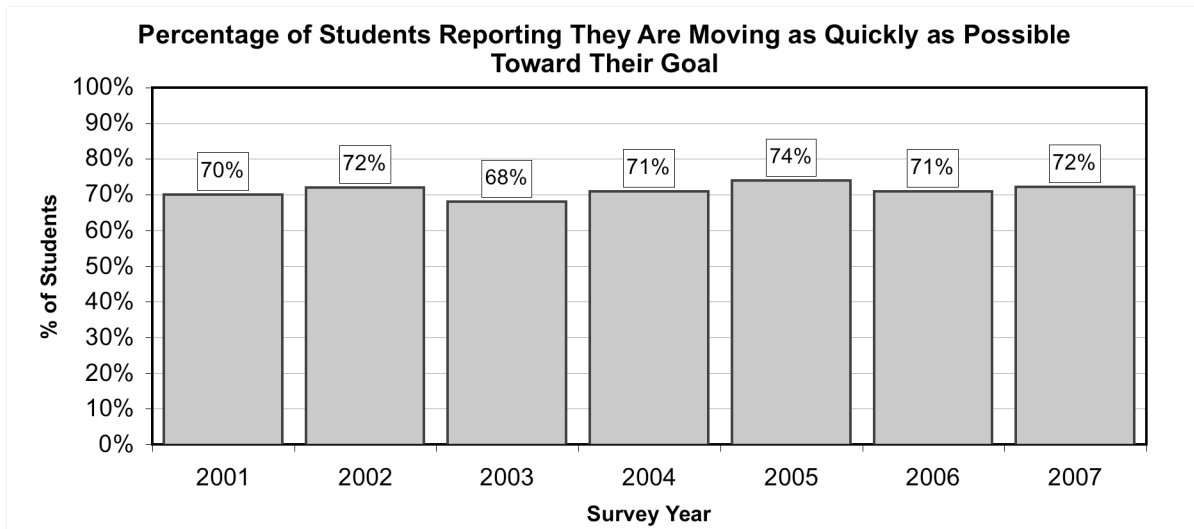
Students have been asked about problems getting classes for many years. As the table and graph below show, the percentage of students indicating a problem getting classes increased to a high point of 42% in 2003 and has since declined to 27%. This reflects the state of California's budget difficulties in the early 2000's, with the underfunding of community colleges 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 21. Students Reporting Problems Getting Classes

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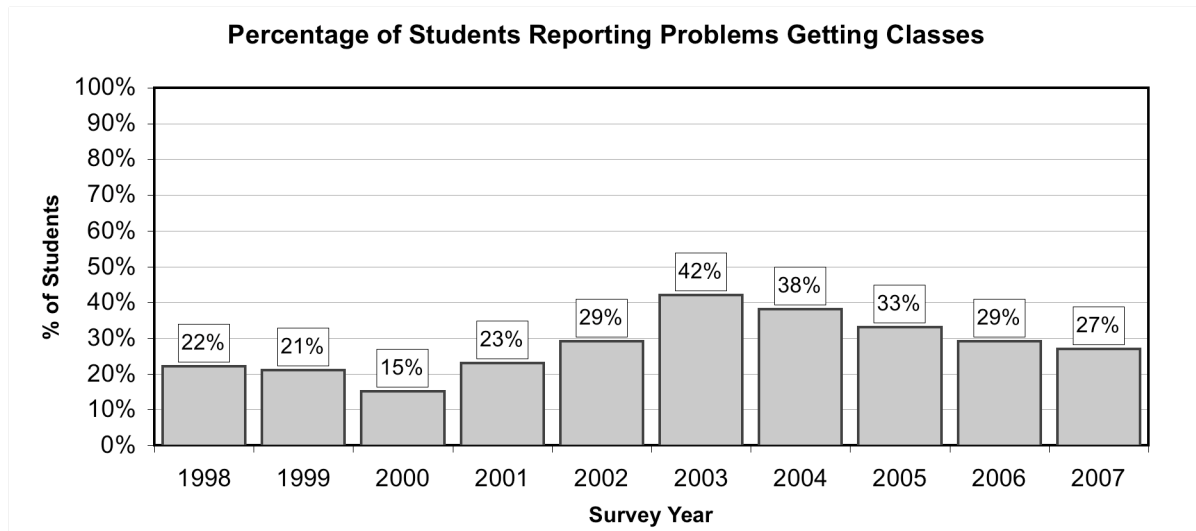
The next table shows the percentage of students reporting particular problems getting classes. The most common problem has been full classes, followed by two classes scheduled at the same time.

Figure 22. Problems Identified by Students

Problem	Survey				
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
A class was full	33%	30%	24%	19%	16%
A class was not offered when I wanted to take it.	14%	13%	13%	9%	10%
A class I wanted was not offered this semester.	9%	8%	6%	5%	6%
Two classes I needed were scheduled at the same time.	--	16%	14%	14%	14%
Other problem	5%	3%	3%	--	--

Section 2B. Satisfaction Items

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 2007 survey, parking and food services received average satisfaction ratings lower than 50% (10% for parking and 46% for food services).

Figure 23. How would you rate the following aspects of your education at Glendale Community College?

% "Excellent" or "Good"	Survey				
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007
Academic preparation in English for GCC	--	--	83%	83%	83%
Academic preparation in Math for GCC	--	--	68%	67%	68%
Faculty's concern for students	61%	65%	67%	67%	66%
Helpfulness of GCC counselors	57%	61%	64%	64%	67%
The education you are getting at GCC	80%	82%	86%	86%	86%
Campus friendliness to students	69%	71%	73%	72%	72%
Availability of classes	--	36%	49%	62%	55%
Food services (cafeteria, snack bars, etc.)	59%	61%	57%	--	46%
The quality of computer labs at GCC	65%	--	79%	--	77%
Availability of computers to do schoolwork	61%	--	74%	--	72%
Availability of the campus network and Internet	--	--	79%	--	77%
Use of computers in GCC classes	56%	--	61%	--	60%
Overall quality of GCC technology	66%	--	78%	--	73%
MyGCC (services on the web)	--	--	81%	--	80%
GCC's web site (not including myGCC)	71%	--	79%	--	79%
GCC's kiosks	62%	--	68%	--	61%
Parking at GCC	13%	13%	17%	17%	10%

The graph below shows average student ratings, on a four-point scale, for satisfaction items. For this scale, "excellent" corresponds to four points, "good" to three points, "fair" to two points, and "poor" to one point. Student ratings of campus safety, the education they are getting at GCC, and their preparation in English for studying at GCC were all between "good" and "excellent." Parking was the only item rated lower than two points ("fair").

Figure 24. Mean Ratings for Evaluation Items (Spring 2007)

Satisfaction Items

Item	Mean Rating
Education at GCC	3.14
Preparation in English	3.10
MyGCC	3.09
Availability of network	3.05
Web site	3.03
Quality of computer labs	3.02
Availability of computers	2.94
Friendliness to students	2.90
Quality of technology	2.87
Preparation in Math	2.83
Counselor helpfulness	2.82
Faculty concern	2.80
Kiosks	2.67
Use of computers in classes	2.67
Availability of classes	2.56
Food services	2.36
Parking	1.50

Poor (1.0) — Fair (2.0) — Good (3.0) — Excellent (4.0)
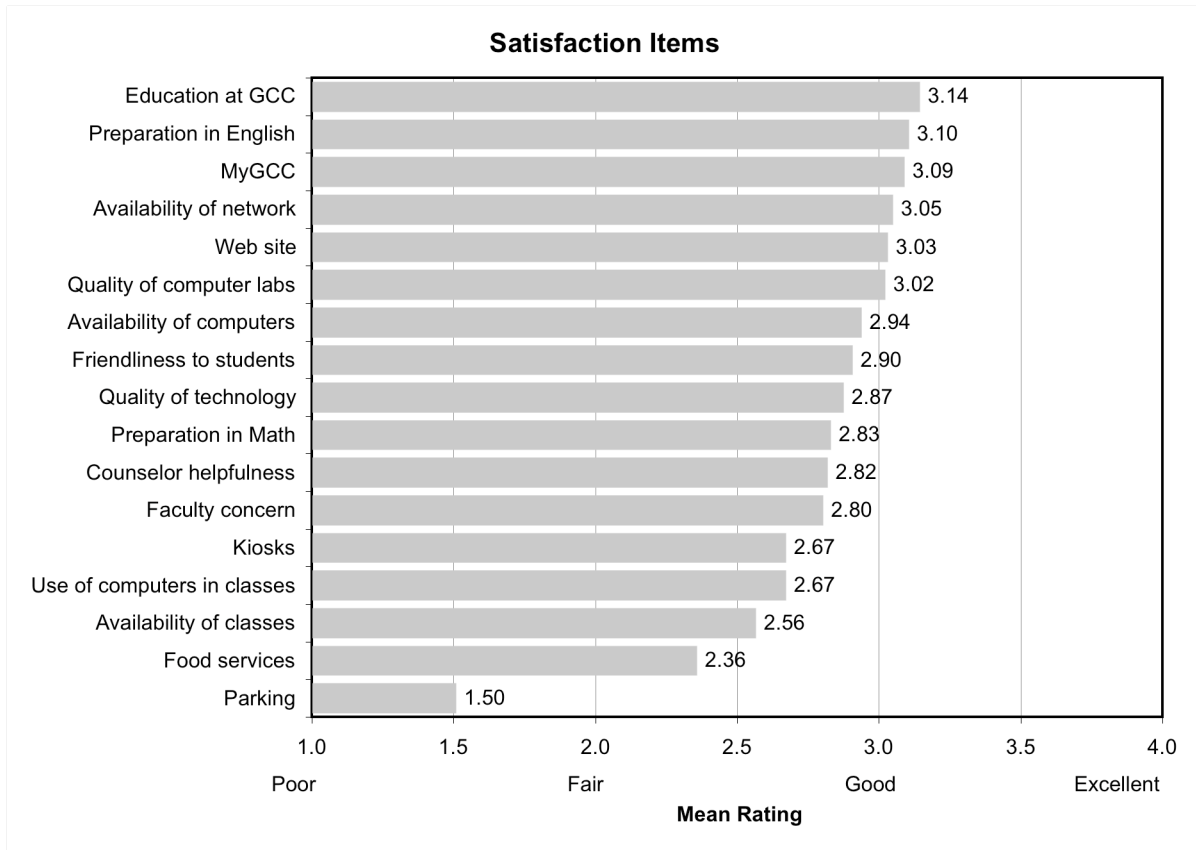
Mean Rating

Figure 25 shows satisfaction items with increasing trends. Students were more satisfied with the education they are getting at GCC, counselor helpfulness, and campus friendliness in 2007 than they were in past years. Class availability has shown a recent upward trend from a low in 2004, but it showed a decline from 2006 to 2007.

Figure 25. Trends for Satisfaction Ratings: Increasing Ratings
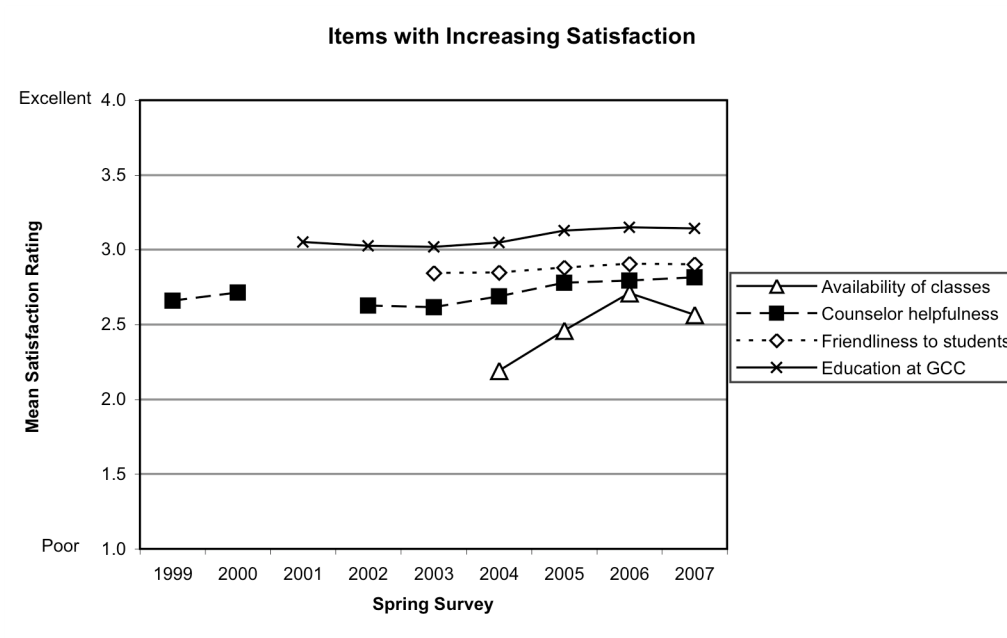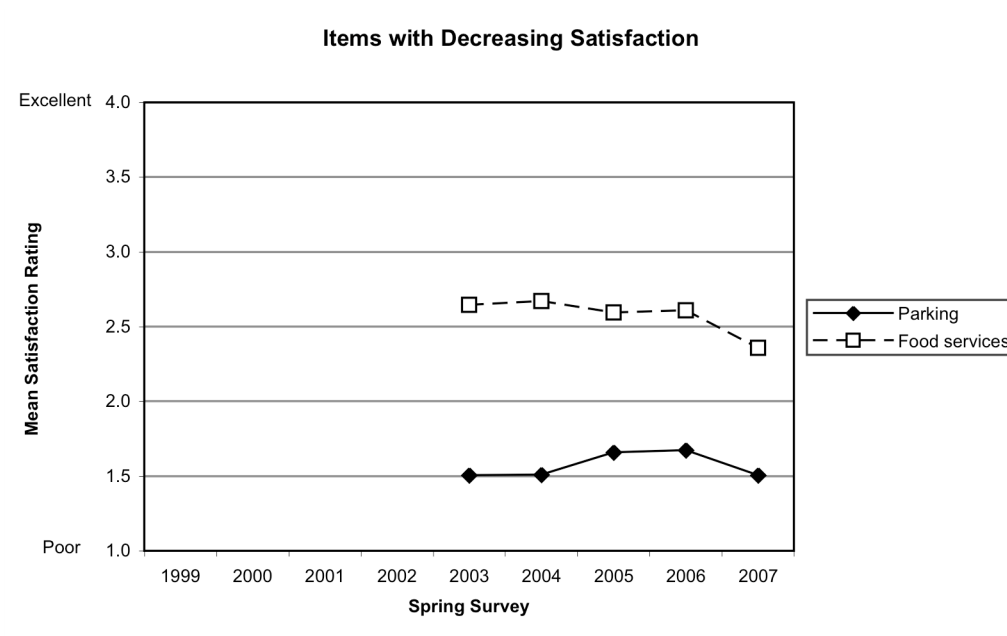
Items with Increasing Satisfaction

Figure 26 shows satisfaction items with decreasing trends. Both parking and food services have shown declining satisfaction.

Figure 26. Trends for Satisfaction Ratings: Decreasing Ratings

**Items with Decreasing Satisfaction**

Student satisfaction with parking has been low for many years. The 2007 survey included an additional item on parking. The following table shows attitudes toward how parking has changed since the respondents started at GCC.

Figure 27. How has parking changed since you started at GCC?

Parking Changes	Spring 2007 Survey Results			
	Students Starting in 2006-2007	Students Starting in 2005-2006	Students Starting Before 2005-2006	All Respondents
Much worse	28%	50%	49%	42%
A little worse	13%	14%	16%	15%
About the same	44%	26%	25%	31%
A little better	12%	9%	9%	10%
Much better	3%	1%	2%	2%
No Response	31	18	16	90
Total Surveys Returned	689	437	533	2,217

The graph below shows student ratings of the change in parking, with "much better" assigned a score of +2 and "much worse" assigned a score of -2. The average change in parking for all groups was negative. It was most negative for students starting at GCC in 2005-2006. Newer students were slightly more positive about how parking has changed since they started.

Figure 28. Student Ratings of Parking Changes (Spring 2007)

Ratings of Parking Changes by Starting Year at GCC
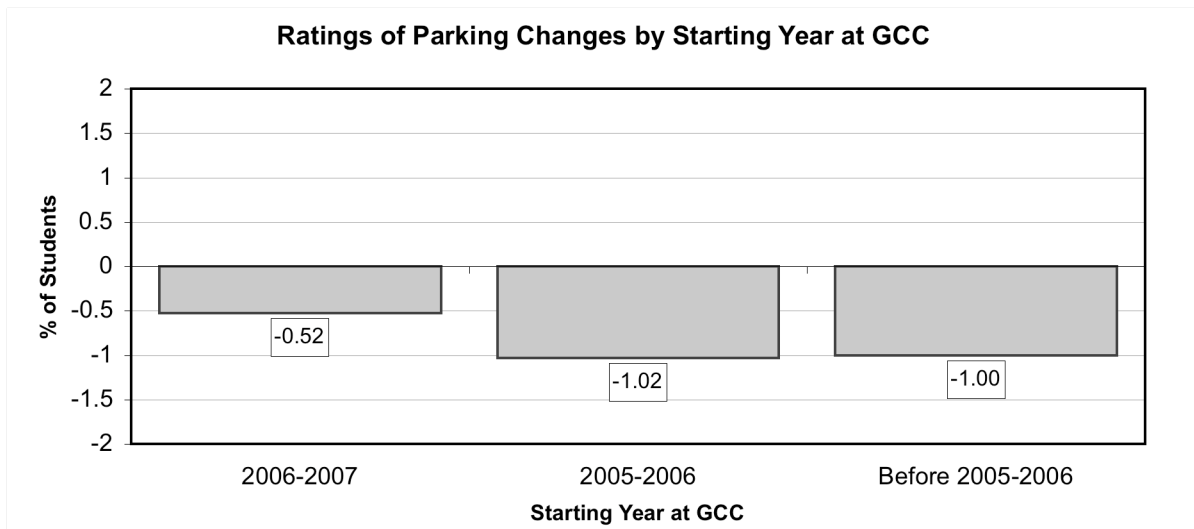
A new satisfaction item referring to the Library was added to the 2007 student survey. The question asked "When using the Library, do you usually find the information you're looking for?" Figure 29 shows responses to this question. The most frequent response was "often." About 18% of students responded that they don't use the Library. Only 3% of respondents indicated that they rarely or never find the information they're looking for.

Figure 29. Student Responses to Library Item

When using the Library, do you usually find the information you're looking for?
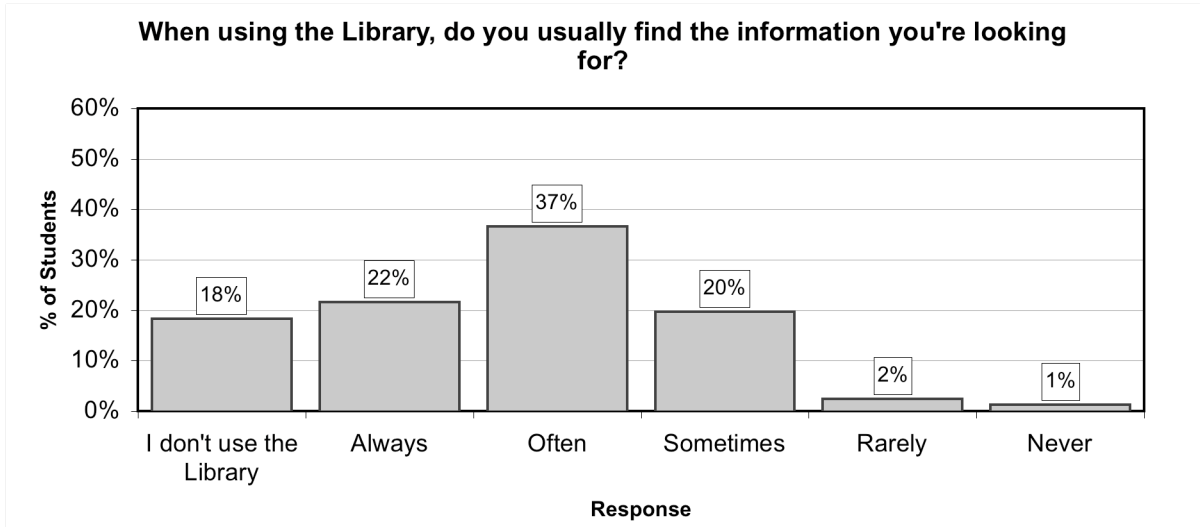
Group Differences: Satisfaction Items

The following section examines group differences in ratings of satisfaction items. Students were categorized in the following groups:

- Male and female students
- Full-time and part-time students
- Day and evening students
- First-year and continuing/returning students
- Students age 25 and under and students over age 25
- Students receiving financial aid and students receiving no financial aid
- Students with a transfer goal and students with a vocational goal
- Students by ethnic group (Armenian, Latino, Asian, Filipino, Black/African-American, and European/Caucasian/"Anglo" students)

Group differences in ratings were considered noteworthy if they were statistically significant and if the difference was at least 0.25 points on the scale from 1 to 4. For the satisfaction items, there were few group differences. The only group differences that met both criteria were ethnic group differences. In general, Asian students gave the lowest satisfaction ratings, a finding that has been consistent in GCC student satisfaction surveys over many years. Satisfaction surveys in other fields, such as satisfaction with medical care, also tend to show lower ratings among Asian respondents than respondents in other 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.

It is important to note that no student group rated any satisfaction item negatively, with the exception of parking, which showed no noteworthy group differences. When group differences were noteworthy, differences were only in the degree to which students were positive about aspects of their education at GCC. Additionally, group differences were small. The largest difference in ratings for ethnic groups was only 0.59 points, with Asian students rating food services at 1.97 and Armenian students rating food services at 2.56 on a scale from 1 to 4.

Of the 17 satisfaction items, 16 showed differences by ethnic groups. None of the items showed another group difference. All the differences were small. The only item which showed no ethnic group difference was parking, which was negative across all groups.

Figure 30, below, shows students' ratings of academic preparation in English. Asian students gave the lowest ratings. Past surveys have shown that Asian students tend to rate nearly every item less positively than do other student groups. It is difficult to determine whether this is due to a lack of satisfaction or to cultural differences in the use of rating scales.

Figure 30. Mean Ratings of Academic Preparation in English by Ethnicity
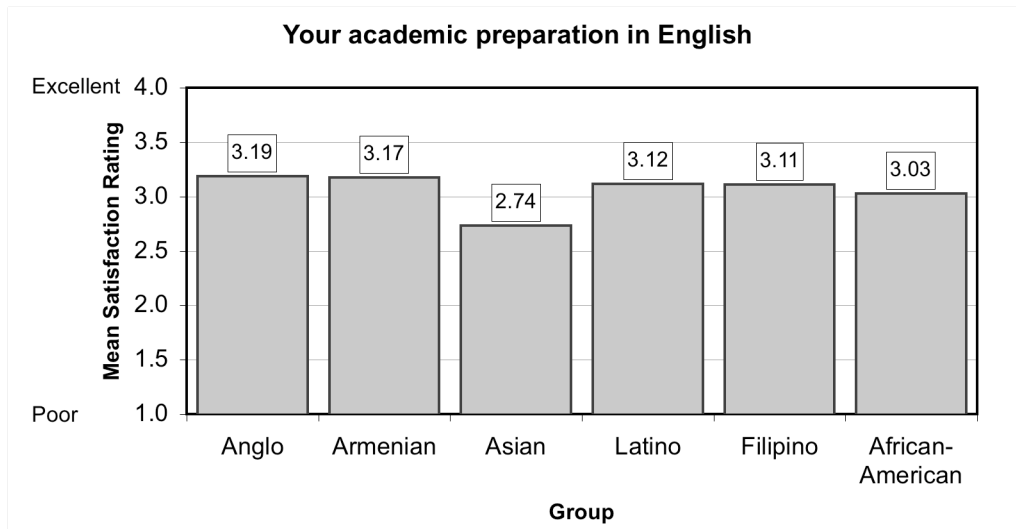
The next graph shows ratings of academic preparation in Math. In contrast to preparation in English, Asian students were not the least positive about Math. African-American and Latino students were less positive about their preparation in Math than other students groups.

Figure 31. Mean Ratings of Academic Preparation in Math by Ethnicity

25
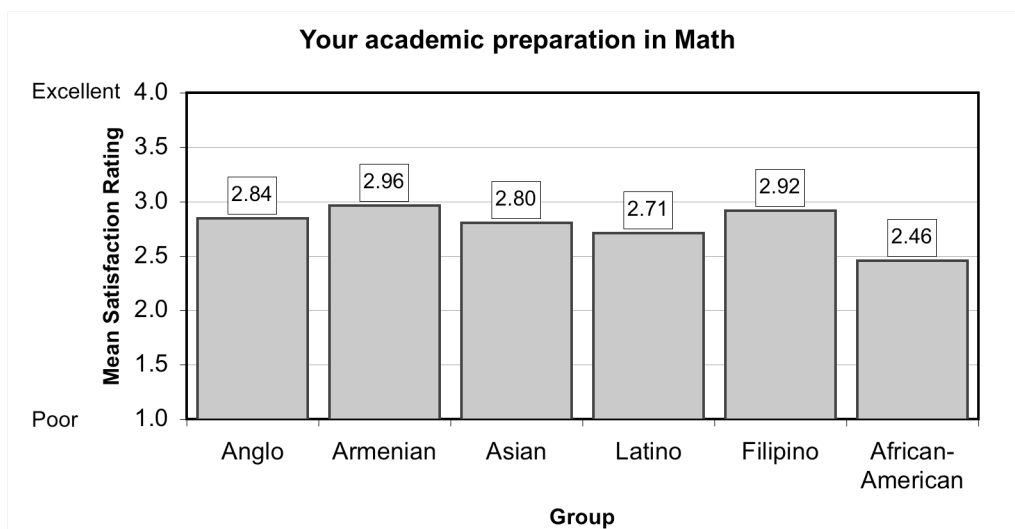
As the following graph shows, Anglo, Filipino, and African-American students were most positive about faculty concern for students. Asian, Armenian, and Latino students were somewhat less positive about faculty concern for students.

Figure 32. Mean Ratings of Faculty Concern by Ethnicity
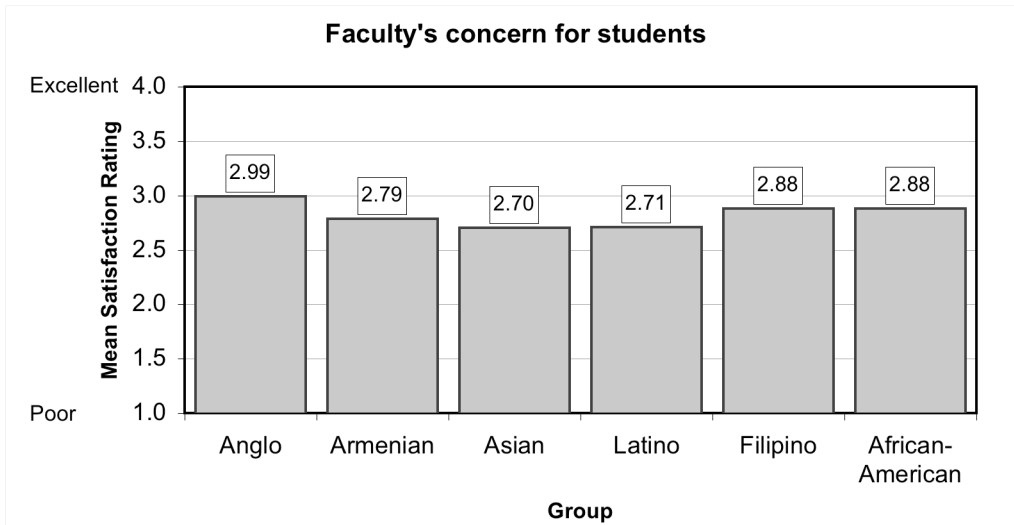
Faculty's concern for students

African-American and Armenian students were most positive about counselor helpfulness, as Graph 25 shows. Asian students were least positive about counselor helpfulness, followed by Anglo students.

Figure 33. Mean Ratings of Counselor Helpfulness by Ethnicity

Helpfulness of GCC counselors

26
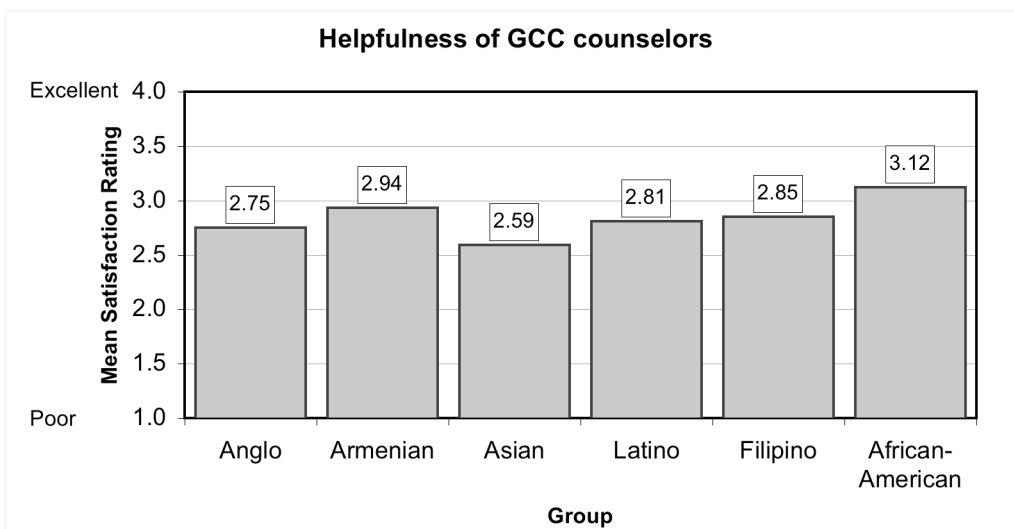
Figure 33 shows the results of the item asking about the education students are getting at GCC. Student groups were all positive about this item, but Asian students were slightly less positive than other students.

Figure 34. Mean Ratings of GCC Education by Ethnicity

The education you are getting at GCC

Anglo	3.21
Armenian	3.16
Asian	2.94
Latino	3.19
Filipino	3.19
African-American	3.25
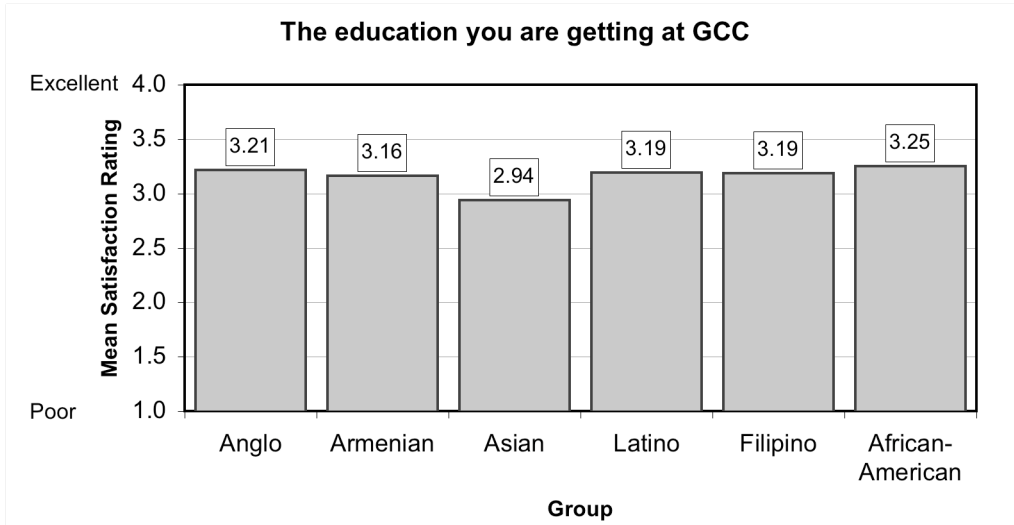
The next graph shows responses to class availability. Filipino and Asian students were least positive about class availability, while African-American and Anglo students were most positive.

Figure 35. Mean Ratings of Class Availability by Ethnicity

Availability of GCC classes

Anglo	2.70
Armenian	2.61
Asian	2.44
Latino	2.56
Filipino	2.33
African-American	2.86

27
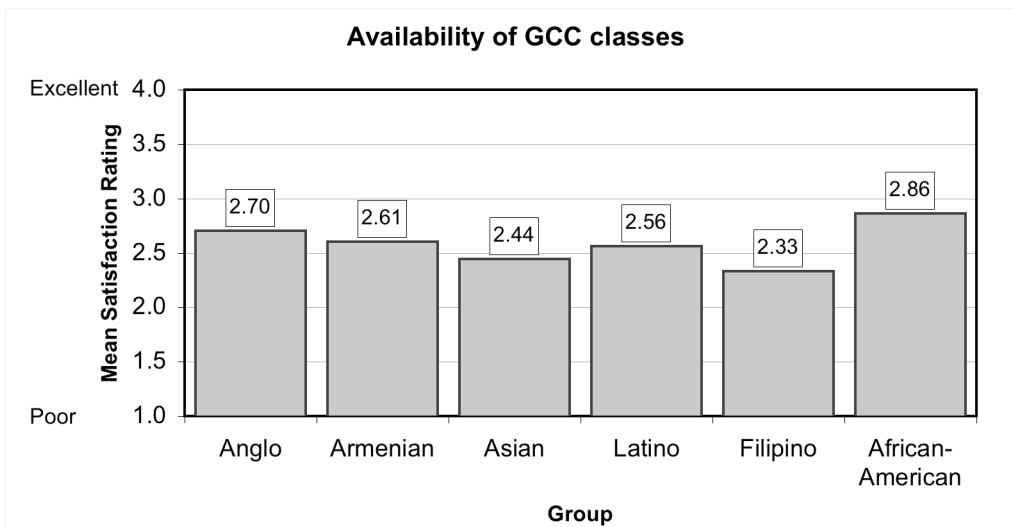
Students were generally positive about campus friendliness to students. Armenian students were most positive about friendliness and Asian students were least positive.

Figure 36. Mean Ratings of Campus Friendliness by Ethnicity

Campus friendliness to students
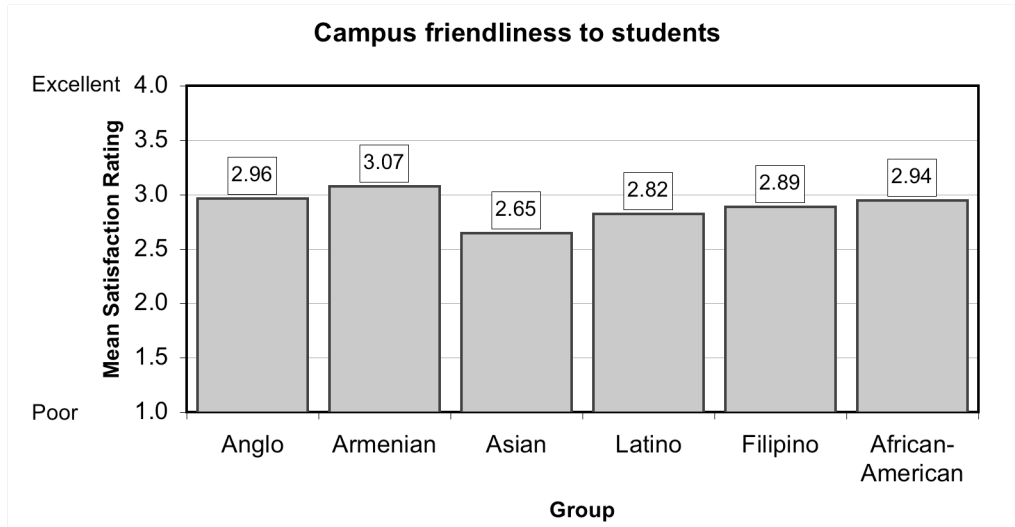
After parking, students were least positive about food services at GCC. As Figure 36 shows, Asian students were least positive about food services, followed by Anglo students. Armenian students were more positive about food services than other groups.

Figure 37. Mean Ratings of Food Services by Ethnicity

Food services at GCC
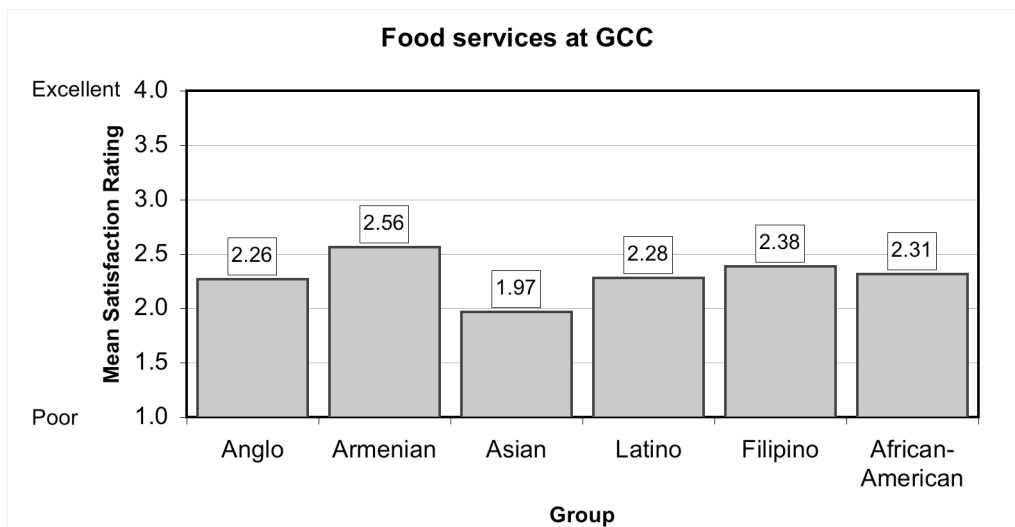
Figure 37 shows ratings of the overall quality of technology at GCC. Asian students were least positive about campus technology, followed by Anglo students. Latino and Armenian students were most positive about technology at GCC.

Figure 38. Mean Ratings of Quality of Technology by Ethnicity

Overall quality of GCC technology
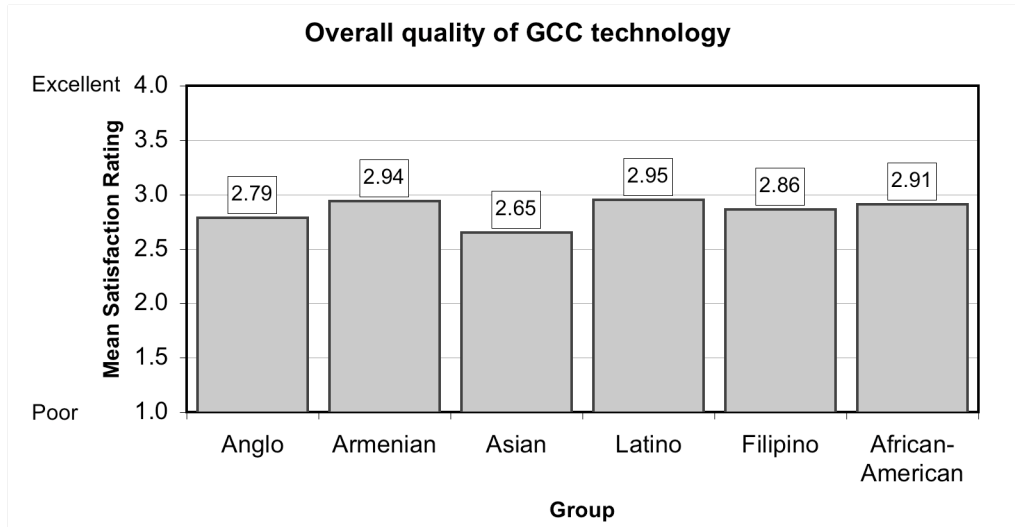
The next graph shows ratings of the quality of computer labs at GCC. As with other measures of satisfaction with technology, Asian and Anglo students gave less positive ratings than students in other groups. African-American and Armenian students were most positive about GCC computer labs.

Figure 39. Mean Ratings of Computer Labs by Ethnicity

Quality of computer labs at GCC
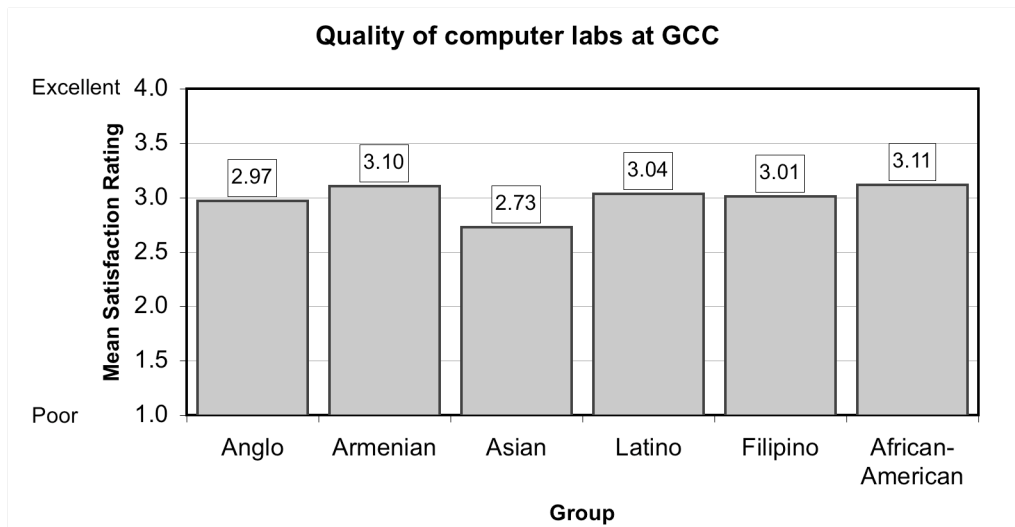
As Figure 39 shows, ratings of computer availability followed the general pattern of satisfaction with technology. Asian and Anglo students were least positive about the availability of computers to do schoolwork, while Armenian students were most positive.

Figure 40. Mean Ratings of Computer Availability by Ethnicity
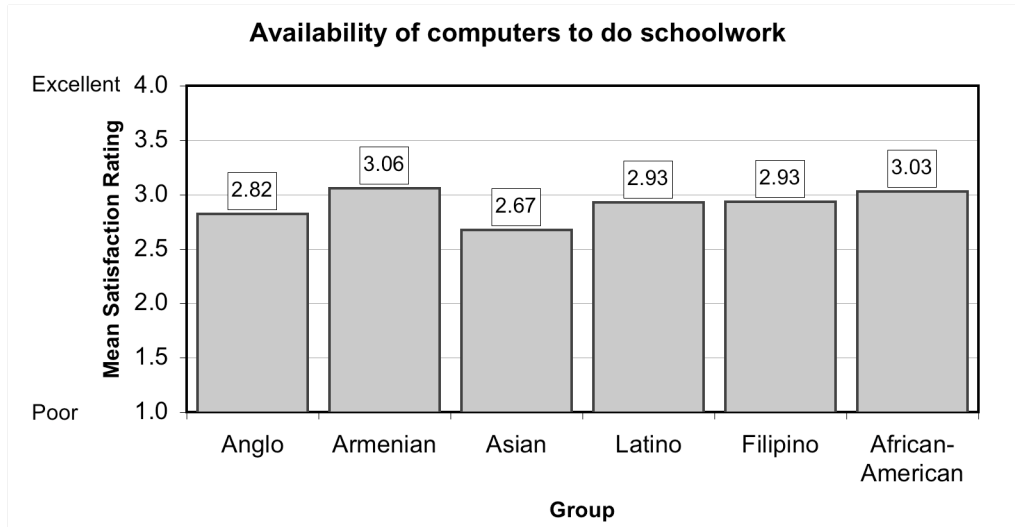
The next graph shows ratings of network and Internet availability. Again, Asian and Anglo students were least positive about this aspect of technology at GCC, while Armenian students were most positive.

Figure 41. Mean Ratings of Network Availability by Ethnicity
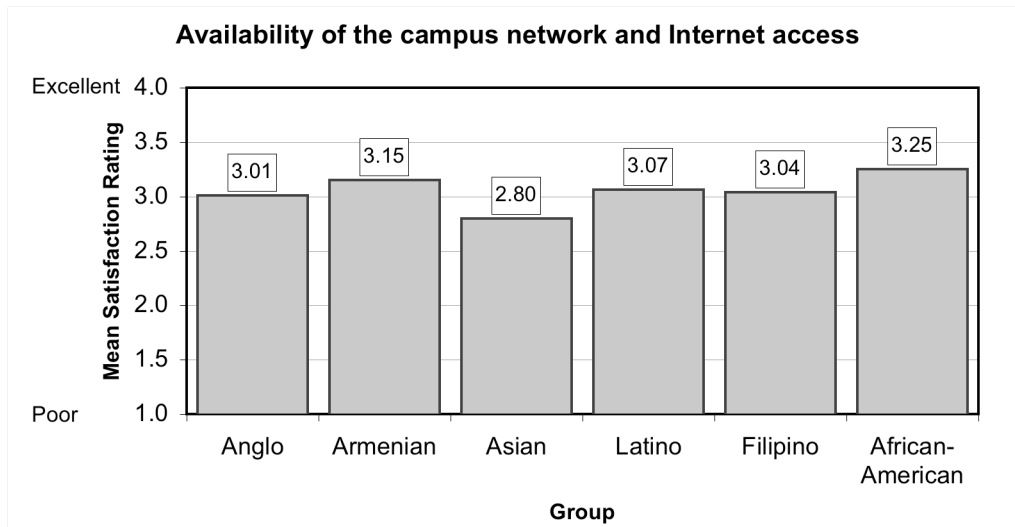
Students were positive about myGCC which provides student services via the Internet. Asian and Latino students were least positive about myGCC, while Armenian students were most positive.

Figure 42. Mean Ratings of myGCC by Ethnicity
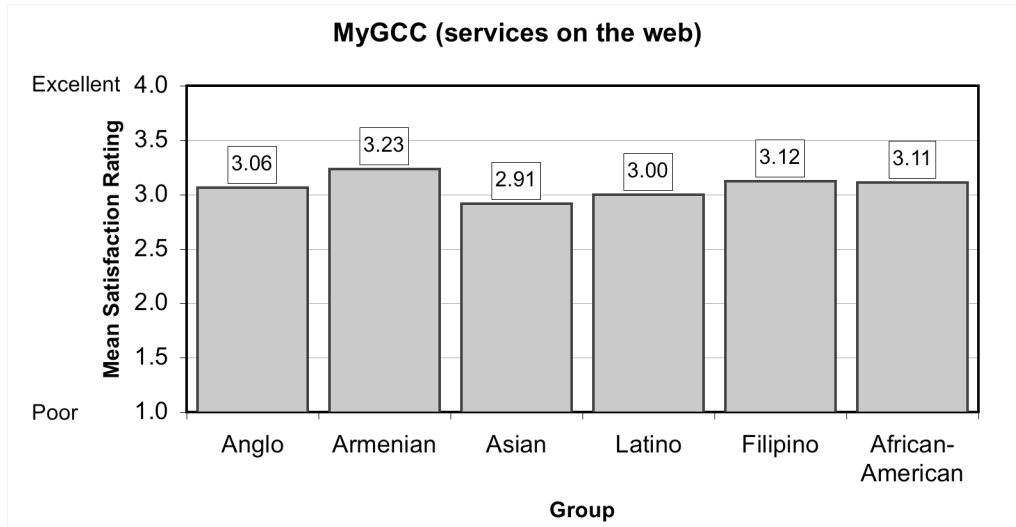
Figure 42 shows ratings of GCC's web site by ethnicity. Again, Asian and Anglo students were least positive about the web site and Armenian students were most positive.

Figure 43. Mean Ratings of GCC's Web Site by Ethnicity

31
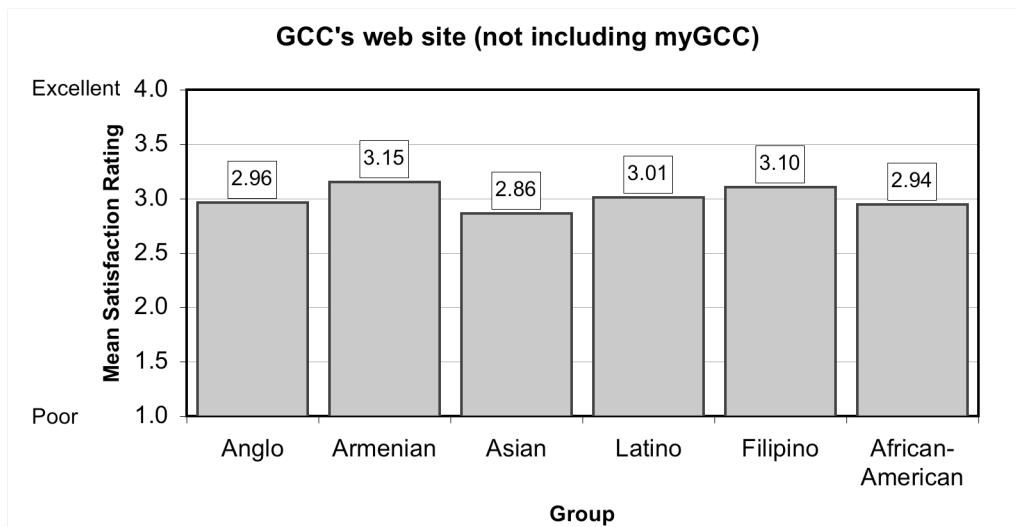
The next graph shows student ratings of GCC's kiosks. Historically, the kiosks have received lower satisfaction ratings than other aspects of technology at GCC, such as the web site and myGCC. In 2007, Asian students were least positive about the kiosks and Armenian students were most positive.

Figure 44. Mean Ratings of GCC's Kiosks by Ethnicity
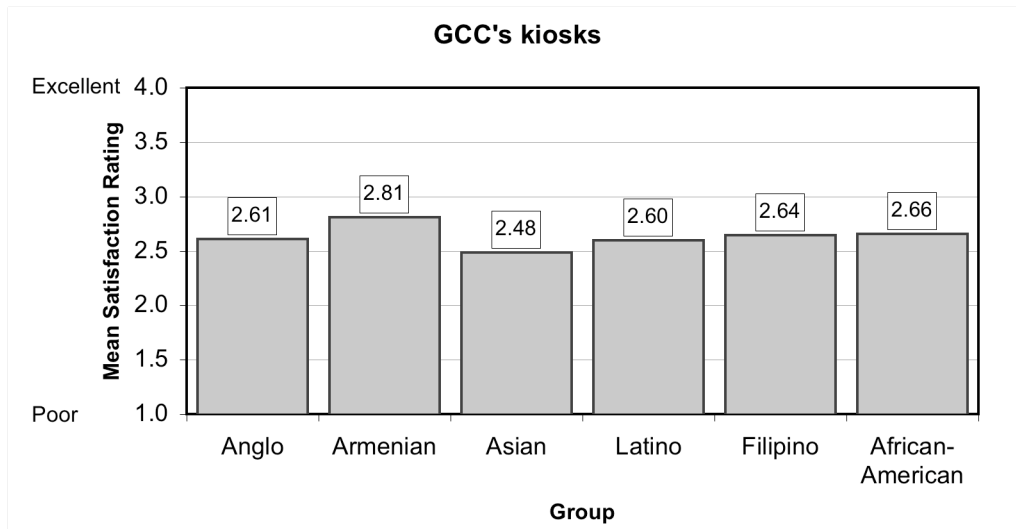
The use of computers in classes has also shown lower satisfaction than other aspects of technology at GCC. In 2007, Latino and Asian students were least positive about the use of computers in their classes, while Armenian and Filipino students were most positive.

Figure 45. Mean Ratings of the Use of Computers in Classes by Ethnicity
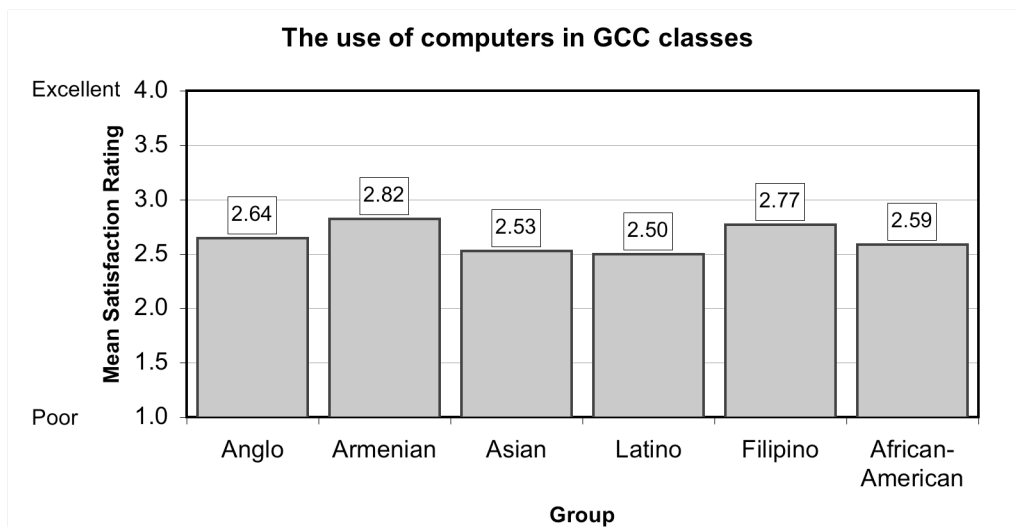
Section 2C. Student Services Recognition, Use, and Satisfaction

Every three years, the Spring Student Survey includes questions assessing students' recognition of, use of, and satisfaction with student services. For a series of student services, the survey asks students to respond with one of the following responses: "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

Recognition is the percentage of all respondents saying they have heard of the service or have used it. Only one student services has shown increased recognition over the past decade. The Assessment Center was recognized by 75% of students in 1998 and 2001, but in 2007 it was recognized by 87% of students. Several services have shown decreased recognition. Recognition of the Information Counter in the Administration Building decreased from 84% in 2001 to 67% in 2007. Recognition of the EOPS office, the Job Placement Center, the Learning Center, and the PACE program all decreased from 2004.

Use

Use is the percentage of all respondents saying they have used the service. Several services showed increased use, as measured by the survey. The English Lab increased in self-reported use from 35% in 2001 to 50% in 2007. The Assessment Center and Academic Counseling also showed increases in self-reported student use. Conversely, the Information Counter in the Administration Building showed less use, declining from 58% in 2001 to 38% in 2007.

Satisfaction

Satisfaction is the percentage of users finding the service either helpful or very helpful (this satisfaction measure ignores the responses of students who say they have not used the service). Satisfaction with services did not change substantially from previous administrations of the survey. Satisfaction increased a small amount for Academic Counseling, the Instructional Assistance Center, and the Transfer Center. Satisfaction decreased for the CAI Lab, the Study Abroad Office, and the PACE office.

The tables on the following three pages show recognition, use, and satisfaction of services since 1995.

Figure 46. Recognition of Student Services

	Survey				
Recognition	Spring 1995	Spring 1998	Spring 2001	Spring 2004	Spring 2007
Academic Counseling	87%	89%	92%	92%	93%
Admissions & Records	92%	92%	93%	93%	94%
Adult Re-Entry Center	61%	48%	54%	46%	43%
AMP (Alliance for Minority Participation)	--	50%	30%	28%	25%
Assessment Center/Testing	87%	75%	75%	86%	87%
Baja California Field Studies Program	--	--	--	55%	48%
Bookstore	--	--	--	96%	95%
CalWORKs	--	--	--	60%	55%
Career Center	86%	76%	86%	86%	82%
Center for Students with Disabilities	66%	66%	68%	63%	65%
Collaborative Learning/SI	--	53%	58%	55%	55%
Computer Lab (San Gabriel open lab)	--	--	--	88%	85%
Computer Lab (San Rafael open lab)	--	--	--	87%	84%
English Lab	79%	79%	79%	82%	82%
EOPS Office	78%	73%	72%	73%	66%
ESL/Foreign Language Lab	70%	71%	71%	72%	28%
Financial Aid Office	90%	84%	91%	91%	91%
Health Center	82%	79%	81%	84%	83%
High Tech Center	--	--	--	--	49%
Information Counter (AD Building)	--	81%	84%	73%	67%
Instructional Assistance Center	--	--	--	49%	44%
Job Placement Center	84%	76%	83%	78%	72%
Learning Center	98%	78%	82%	79%	72%
Writing Center	79%	69%	72%	76%	69%
CAI Lab	--	--	--	49%	43%
Tutoring Center	85%	74%	77%	79%	75%
Library	97%	94%	94%	94%	94%
Math/Science Center	73%	68%	77%	79%	78%
Mental Health Counseling	--	--	52%	48%	49%
myGCC (web services)	--	--	--	84%	89%
Orientation	--	--	--	73%	72%
PACE	--	48%	47%	48%	41%
Scholars Program	--	60%	67%	63%	63%
Scholarship Office	--	59%	69%	63%	66%
Service Learning Center	--	51%	63%	59%	57%
Student Activities Office	--	54%	58%	57%	50%
Study Abroad Office	--	57%	60%	57%	58%
Transfer Center	78%	72%	78%	80%	78%
Tutors Today Teachers Tomorrow (4T)	--	--	--	--	47%

Figure 47. Use of Student Services

Use	Survey				
	Spring 1995	Spring 1998	Spring 2001	Spring 2004	Spring 2007
Academic Counseling	52%	58%	62%	63%	69%
Admissions & Records	72%	74%	76%	76%	76%
Adult Re-Entry Center	8%	6%	11%	11%	11%
AMP (Alliance for Minority Participation)	--	29%	7%	9%	8%
Assessment Center/Testing	59%	39%	75%	64%	68%
Baja California Field Studies Program	--	--	--	11%	9%
Bookstore	--	--	--	89%	87%
CalWORKs	--	--	--	20%	19%
Career Center	31%	34%	40%	38%	36%
Center for Students with Disabilities	10%	14%	11%	13%	13%
Collaborative Learning/SI	--	17%	27%	26%	27%
Computer Lab (San Gabriel open lab)	--	--	--	60%	55%
Computer Lab (San Rafael open lab)	--	--	--	57%	53%
English Lab	26%	35%	35%	47%	50%
EOPS Office	34%	31%	31%	35%	29%
ESL/Foreign Language Lab	18%	25%	28%	32%	26%
Financial Aid Office	41%	41%	46%	56%	54%
Health Center	24%	29%	29%	33%	31%
High Tech Center	--	--	--	--	11%
Information Counter (AD Building)	--	54%	58%	48%	38%
Instructional Assistance Center	--	--	--	15%	12%
Job Placement Center	26%	28%	29%	29%	23%
Learning Center	7%	31%	33%	40%	30%
Writing Center	21%	19%	22%	30%	23%
CAI Lab	--	--	--	13%	10%
Tutoring Center	22%	22%	22%	32%	27%
Library	74%	68%	75%	80%	80%
Math/Science Center	14%	17%	22%	32%	31%
Mental Health Counseling	--	--	8%	10%	9%
myGCC (web services)	--	--	--	67%	72%
Orientation	--	--	--	32%	32%
PACE	--	5%	9%	10%	7%
Scholars Program	--	7%	13%	14%	12%
Scholarship Office	--	9%	15%	15%	15%
Service Learning Center	--	9%	16%	19%	15%
Student Activities Office	--	10%	11%	12%	10%
Study Abroad Office	--	6%	10%	10%	9%
Transfer Center	24%	26%	27%	32%	30%
Tutors Today Teachers Tomorrow (4T)	--	--	--	--	12%

Figure 48. Satisfaction with Student Services

	Survey				
Satisfaction	**Spring 1995**	**Spring 1998**	**Spring 2001**	**Spring 2004**	**Spring 2007**
Academic Counseling	71%	73%	68%	73%	76%
Admissions & Records	81%	88%	86%	84%	87%
Adult Re-Entry Center	69%	78%	73%	64%	65%
AMP (Alliance for Minority Participation)	--	93%	69%	56%	53%
Assessment Center/Testing	79%	80%	80%	81%	81%
Baja California Field Studies Program	--	--	--	64%	63%
Bookstore	--	--	--	88%	86%
CalWORKs	--	--	--	74%	73%
Career Center	76%	80%	78%	76%	75%
Center for Students with Disabilities	72%	80%	74%	74%	76%
Collaborative Learning/SI	--	83%	78%	79%	77%
Computer Lab (San Gabriel open lab)	--	--	--	90%	88%
Computer Lab (San Rafael open lab)	--	--	--	90%	87%
English Lab	82%	87%	81%	88%	87%
EOPS Office	81%	85%	83%	79%	78%
ESL/Foreign Language Lab	81%	83%	75%	79%	79%
Financial Aid Office	77%	81%	79%	82%	80%
Health Center	81%	91%	87%	85%	84%
High Tech Center	--	--	--	--	66%
Information Counter (AD Building)	--	89%	90%	85%	86%
Instructional Assistance Center	--	--	--	69%	72%
Job Placement Center	62%	80%	76%	66%	70%
Learning Center	78%	88%	86%	86%	81%
Writing Center	75%	81%	83%	81%	75%
CAI Lab	--	--	--	72%	58%
Tutoring Center	75%	83%	80%	80%	80%
Library	86%	93%	92%	94%	94%
Math/Science Center	74%	81%	81%	81%	83%
Mental Health Counseling	--	--	72%	64%	65%
myGCC (web services)	--	--	--	91%	91%
Orientation	--	--	--	79%	78%
PACE	--	72%	76%	64%	64%
Scholars Program	--	74%	65%	60%	63%
Scholarship Office	--	71%	67%	65%	66%
Service Learning Center	--	84%	77%	81%	79%
Student Activities Office	--	80%	69%	67%	69%
Study Abroad Office	--	75%	73%	65%	62%
Transfer Center	74%	81%	74%	77%	81%
Tutors Today Teachers Tomorrow (4T)	--	--	--	--	67%

The graphs on the following three pages list the services sorted in order of recognition, use, and satisfaction in 2007. The most recognized services were the Bookstore, the Library, Admissions & Records, Academic Counseling, and the Financial Aid Office. The least recognized services were the AMP program (which has been phased out and replaced by the MASTER scholarship program) and the ESL/Foreign Language Lab.

The most used services, according to the survey, were the Bookstore, the Library, and Admissions & Records. MyGCC also reported high use. The least used services were PACE, AMP, the Baja program, mental health counseling, and the Study Abroad office.

The Library was the service with the highest satisfaction, a result which reflects past surveys. Following the Library in satisfaction were myGCC, the San Gabriel open computer lab, the English Lab, the San Rafael open computer lab, and Admissions & Records. Services with the lowest satisfaction ratings were the AMP program and the CAI Lab. These were the only two services with satisfaction ratings below 60%. No service had a satisfaction rating below 50%.

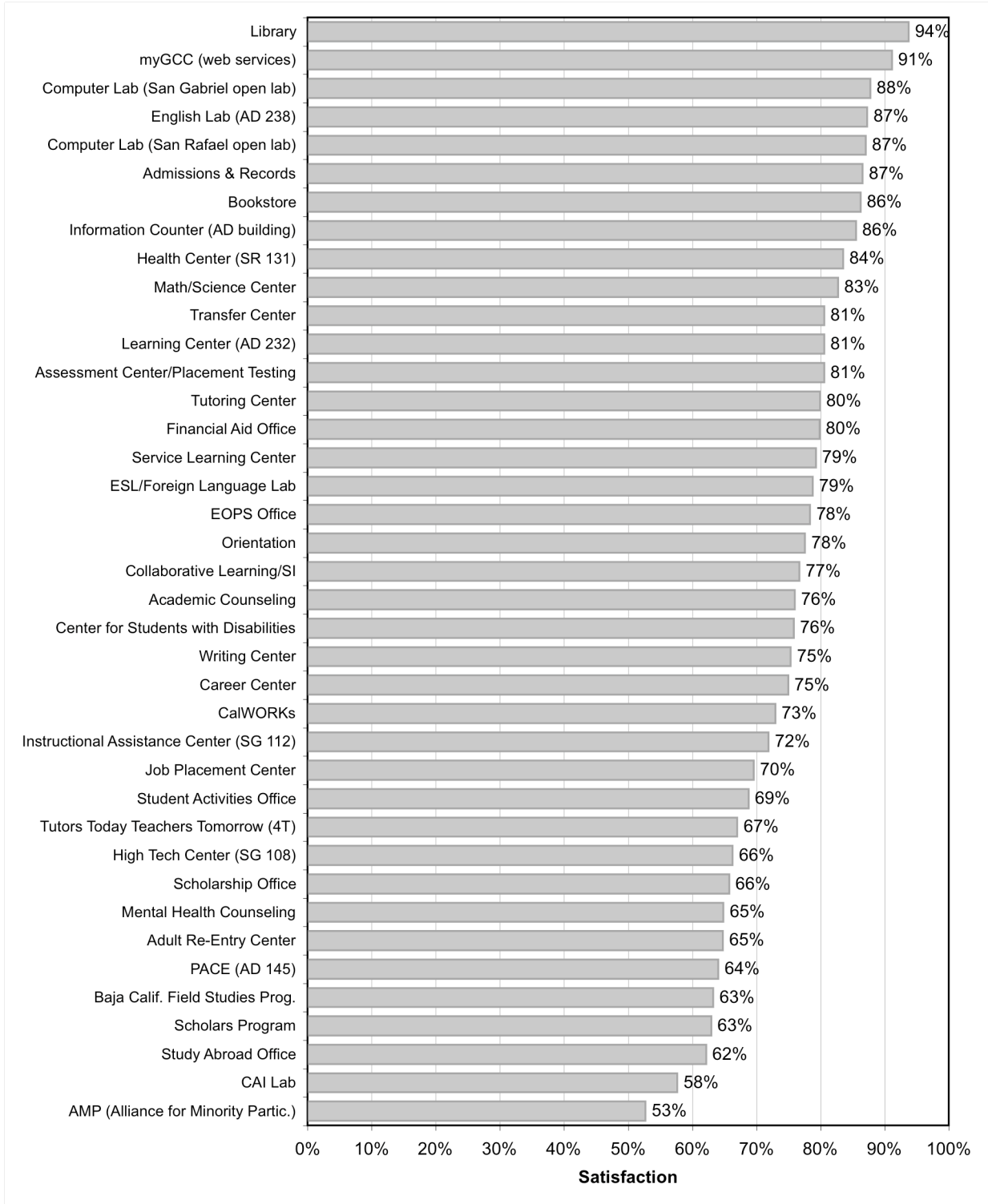**Figure 49. Recognition of Student Services, 2007**

Service	Recognition
Bookstore	95%
Library	94%
Admissions & Records	94%
Academic Counseling	93%
Financial Aid Office	91%
myGCC (web services)	89%
Assessment Center/Placement Testing	87%
Computer Lab (San Gabriel open lab)	85%
Computer Lab (San Rafael open lab)	84%
Health Center (SR 131)	83%
Career Center	82%
English Lab (AD 238)	82%
Transfer Center	78%
Math/Science Center	78%
Tutoring Center	75%
Learning Center (AD 232)	72%
Orientation	72%
Job Placement Center	72%
Writing Center	69%
Information Counter (AD building)	67%
EOPS Office	66%
Scholarship Office	66%
Center for Students with Disabilities	65%
Scholars Program	63%
Study Abroad Office	58%
Service Learning Center	57%
Collaborative Learning/SI	55%
CalWORKs	55%
Student Activities Office	50%
Mental Health Counseling	49%
High Tech Center (SG 108)	49%
Baja Calif. Field Studies Prog.	48%
Tutors Today Teachers Tomorrow (4T)	47%
Instructional Assistance Center (SG 112)	44%
Adult Re-Entry Center	43%
CAI Lab	43%
PACE (AD 145)	41%
ESL/Foreign Language Lab	28%
AMP (Alliance for Minority Partic.)	25%

Recognition

Figure 50. Use of Student Services, 2007

Service	Use
Bookstore	87%
Library	80%
Admissions & Records	76%
myGCC (web services)	72%
Academic Counseling	69%
Assessment Center/Placement Testing	68%
Computer Lab (San Gabriel open lab)	55%
Financial Aid Office	54%
Computer Lab (San Rafael open lab)	53%
English Lab (AD 238)	50%
Information Counter (AD building)	38%
Career Center	36%
Orientation	32%
Math/Science Center	31%
Health Center (SR 131)	31%
Learning Center (AD 232)	30%
Transfer Center	30%
EOPS Office	29%
Tutoring Center	27%
Collaborative Learning/SI	27%
ESL/Foreign Language Lab	26%
Writing Center	23%
Job Placement Center	23%
CalWORKs	19%
Service Learning Center	15%
Scholarship Office	15%
Center for Students with Disabilities	13%
Scholars Program	12%
Instructional Assistance Center (SG 112)	12%
Tutors Today Teachers Tomorrow (4T)	12%
High Tech Center (SG 108)	11%
Adult Re-Entry Center	11%
Student Activities Office	10%
CAI Lab	10%
Study Abroad Office	9%
Mental Health Counseling	9%
Baja Calif. Field Studies Prog.	9%
AMP (Alliance for Minority Partic.)	8%
PACE (AD 145)	7%

Use

Figure 51. Satisfaction with Student Services

Service	Satisfaction
Library	94%
myGCC (web services)	91%
Computer Lab (San Gabriel open lab)	88%
English Lab (AD 238)	87%
Computer Lab (San Rafael open lab)	87%
Admissions & Records	87%
Bookstore	86%
Information Counter (AD building)	86%
Health Center (SR 131)	84%
Math/Science Center	83%
Transfer Center	81%
Learning Center (AD 232)	81%
Assessment Center/Placement Testing	81%
Tutoring Center	80%
Financial Aid Office	80%
Service Learning Center	79%
ESL/Foreign Language Lab	79%
EOPS Office	78%
Orientation	78%
Collaborative Learning/SI	77%
Academic Counseling	76%
Center for Students with Disabilities	76%
Writing Center	75%
Career Center	75%
CalWORKs	73%
Instructional Assistance Center (SG 112)	72%
Job Placement Center	70%
Student Activities Office	69%
Tutors Today Teachers Tomorrow (4T)	67%
High Tech Center (SG 108)	66%
Scholarship Office	66%
Mental Health Counseling	65%
Adult Re-Entry Center	65%
PACE (AD 145)	64%
Baja Calif. Field Studies Prog.	63%
Scholars Program	63%
Study Abroad Office	62%
CAI Lab	58%
AMP (Alliance for Minority Partic.)	53%

Satisfaction

Section 3. 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 52. Influences on Decision to Enroll

Option	Percentage
GCC's distance from my home	49%
Advice from family and/or friends	43%
GCC's course offerings	25%
GCC web site	22%
Appearance of GCC campus (cleanliness, beauty)	21%
GCC's academic quality	18%
Information I received in the mail from GCC	17%
Safety of GCC campus	16%
GCC brochure	15%
Advice from a high school counselor	13%
GCC's calendar (dates when classes start)	12%
Advice from a high school teacher	12%
Someone visited my high school to talk about GCC	11%
Length of classes at GCC	8%
Ad in high school newspaper or yearbook	5%
Telephone call from a GCC student	4%
Electronic sign at Verdugo and Mountain	4%
Slide presentation about GCC	2%
Ad on MySpace	2%
Ad in local newspaper	2%
Another online ad (not on MySpace)	2%
Television show "Gateways to Glendale College"	2%

Percentage of Respondents Marking Option

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.

Group Differences: Influences on Decision to Enroll

Group differences in reported influences on students' decision to enroll at GCC were generally small. The following graphs show the largest group differences.

The first graph shows group differences in the "Information I received in the mail from GCC' item. Female students were more likely to mark this as an influence on their decision to enroll than male students. Other groups more likely to mark this influence were older students, Armenian and Filipino students, and students with a vocational goal.

Figure 53. Group Differences for Information Received in Mail
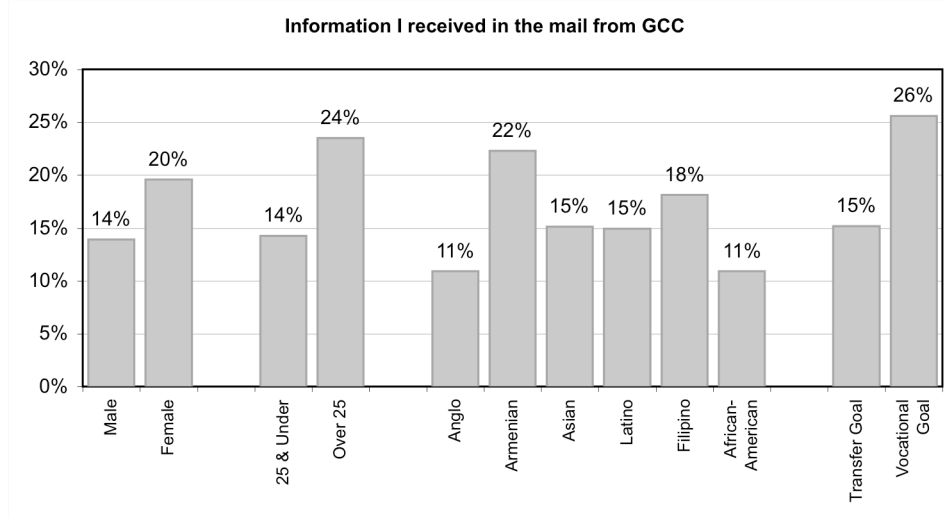
The next graph shows group differences in the "Ad in high school newspaper or yearbook" item. Younger students, Armenian students, and Latino students were more likely than other groups to report this type of advertisement as influencing their decision to enroll. African-American students reported this influence at the lowest rate.

Figure 54. Group Differences for Ad in High School Newspaper or Yearbook

42
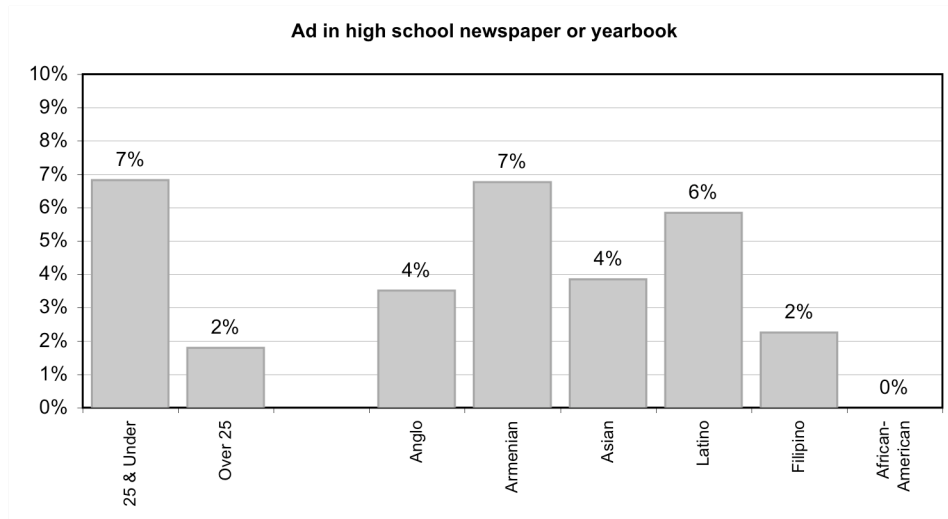
The graph below shows student groups influenced by online advertisements. Younger students were more likely to indicate the college's MySpace ad, but only 3% of younger students marked this influence. Asian students were more likely than students in other groups to mark online ads as influences on their decision to enroll at GCC.

Figure 55. Group Differences for Online Advertisements
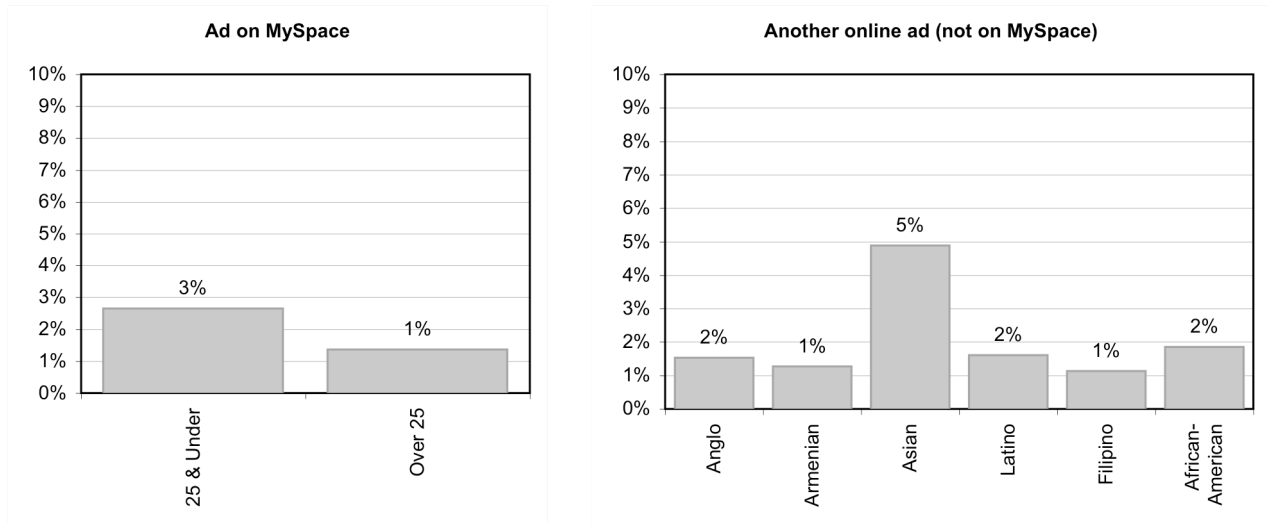
The next graph shows the percentage of respondents indicating the GCC web site influenced their decision to enroll. Female students, Asian students, and students with a vocational goal were more likely to indicate the web site than were students in other groups.

Figure 56. Group Differences for GCC Web Site

43
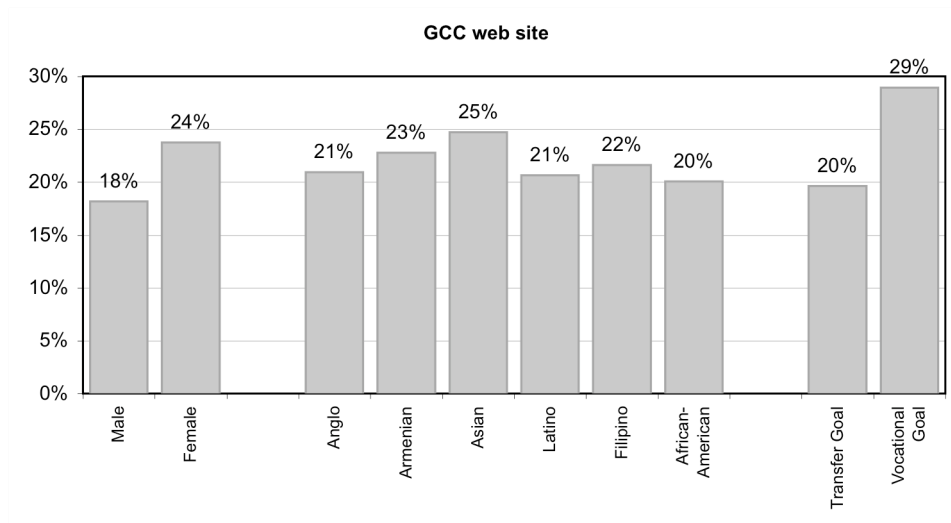
The graph below shows students influenced by a high school visit. Unsurprisingly, younger students were much more likely to indicate this influence than older students. Full-time students, day-only students, Armenian students, Latino students, and students with a transfer goal were also more likely to be influenced by a visit to their high school.

Figure 57. Group Differences for High School Visit

Someone visited my high school to talk about GCC
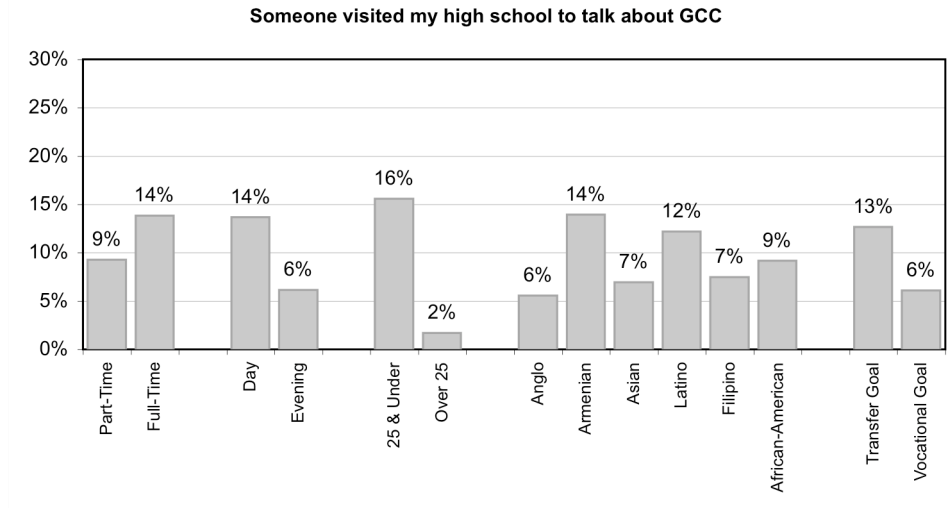
The next graph shows responses to GCC brochures. Older students, African-American students, Armenian students, and students with a vocational goal were more likely to be influenced by GCC brochures than other student groups.

Figure 58. Group Differences for GCC Brochures

GCC brochure

44
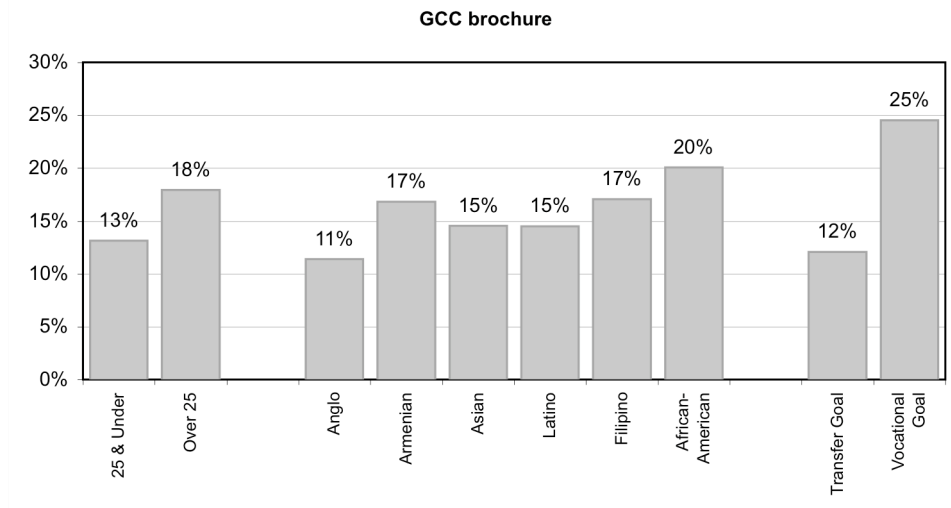
The graph below shows students influenced by advice from a high school teacher. Unsurprisingly, younger students were more likely to be influenced by a high school teacher. Day-only students, Latino students, and students with a transfer goal were also more likely to be influenced by advice from a high school teacher than students in other groups.

Figure 59. Group Differences for Advice from a High School Teacher
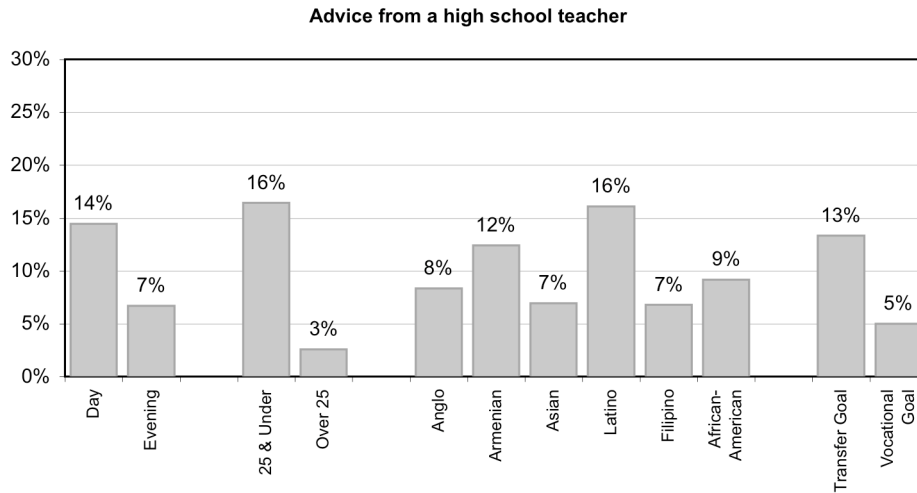
Advice from a high school counselor showed a similar pattern to advice from a high school teacher. Younger students, day-only students, Latino students, Armenian students, and students with a transfer goal were more likely to be influenced by advice from a high school counselor than students in other groups.

Figure 60. Group Differences for Advice from a High School Counselor

45
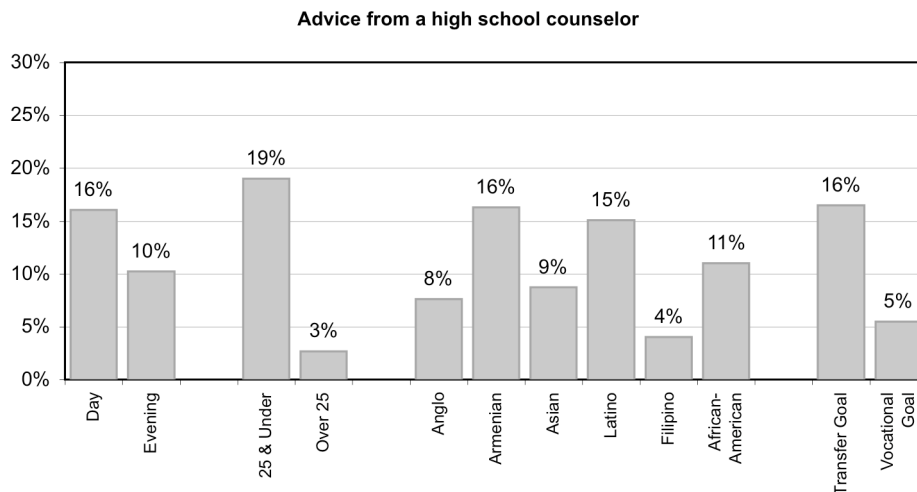
The following graph shows students influenced by advice from family and/or friends. This item was one of the two most frequently indicated influences. It was marked frequently by full-time students, day-only students, younger students, students on financial aid, Armenian students, and students with a transfer goal. Half of the Armenian credit students surveyed in 2007 indicated that their decision to enroll at GCC was influenced by advice from family and/or friends. The only student group that did not report strong influence was African-American students; only 18% reported being influenced by advice from family and/or friends.

Figure 61. Group Differences for Advice from Family and/or Friends
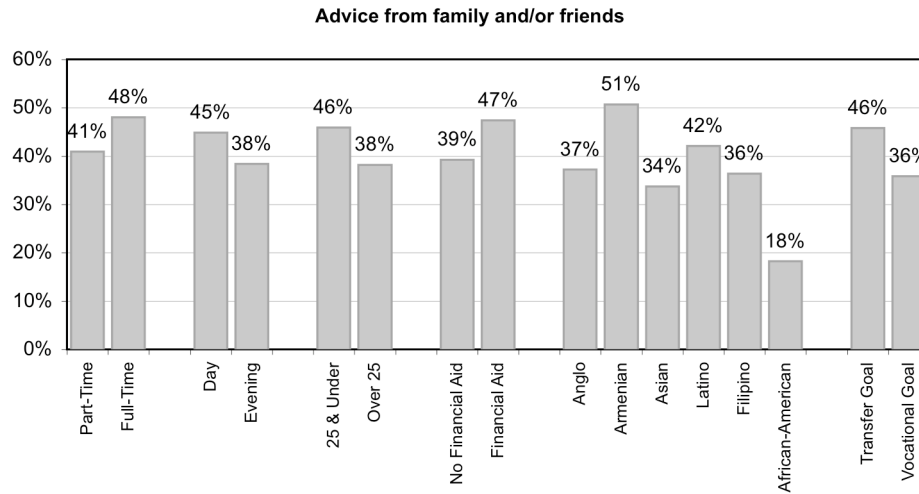
The next graph shows students influenced by the distance between their home and the college. This item was the most frequently marked item among influences on a student's decision to enroll at GCC. Anglo students, Filipino students, and students with a transfer goal were most likely to indicate this influence.

Figure 62. Group Differences for GCC's Distance from Home

46
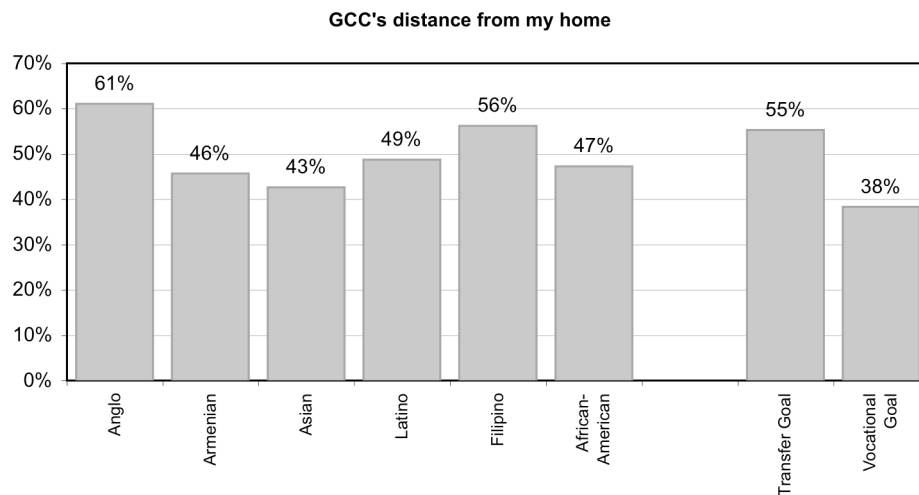
Figure 63 shows group differences for GCC's academic quality. Students on financial aid and African-American students were more likely than students in other groups to report that GCC's academic quality influenced their decision to enroll.

Figure 63. Group Differences for Academic Quality

GCC's academic quality
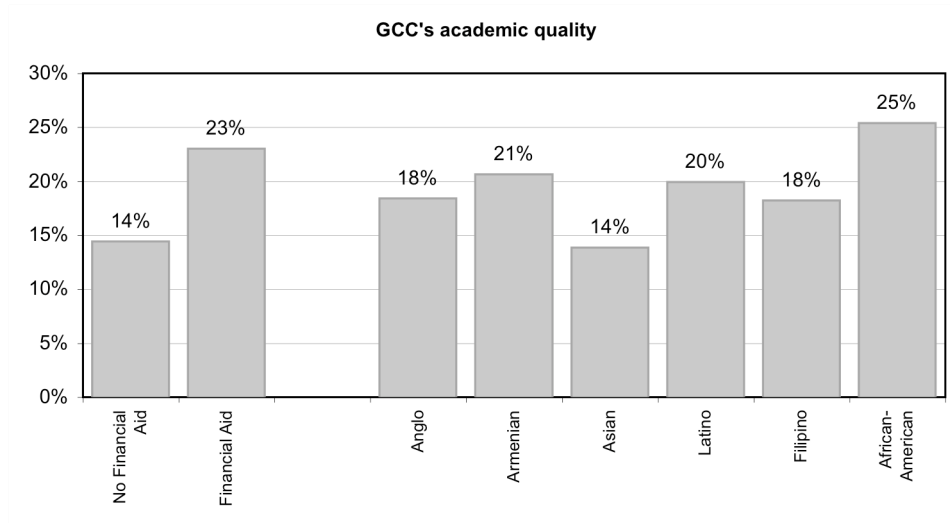
The graph below shows group differences in the extent to which GCC's course offerings influenced respondents' decisions to enroll. Evenin-only students, students over age 25, Anglo students, and students with a vocational goal were more likely to be influenced by course offerings than other students groups.

Figure 64. Group Differences for GCC's Course Offerings

GCC's course offerings

47
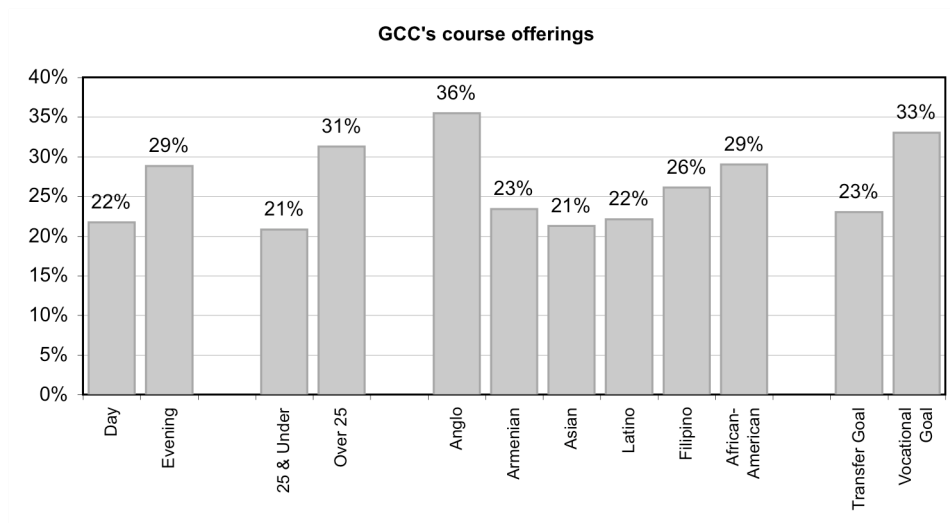
As the following graph shows, Anglo students, Latino students, and students with a vocational goal reported that GCC's calendar influenced their decision to enroll. Other student groups did not mark this item as frequently.

Figure 65. Group Differences for GCC's Calendar

GCC's calendar (dates when classes start)
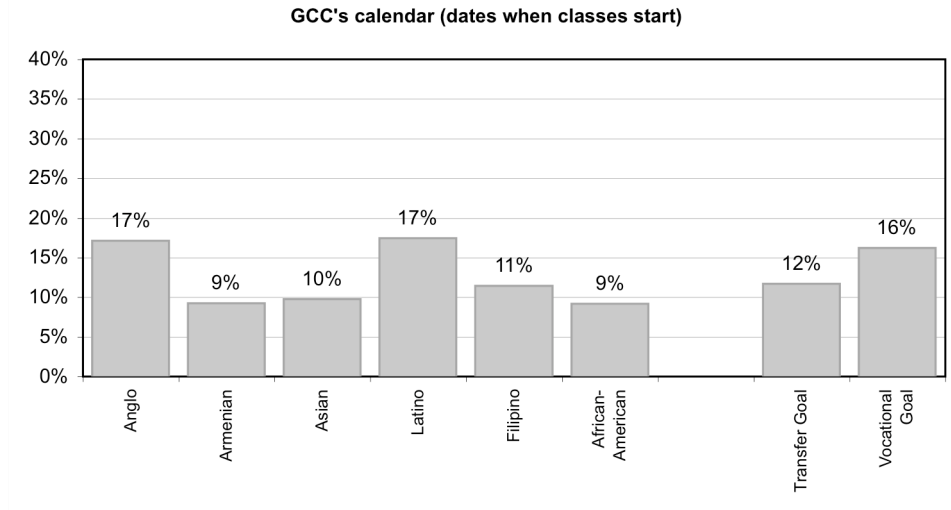
The next graph shows group differences in the appearance of the GCC campus. Female students, students on financial aid, Latino students, Filipino students, and students with a transfer goal were more likely to report being influenced by campus appearance than other student groups.

Figure 66. Group Differences for Appearance of Campus

Appearance of GCC campus (cleanliness, beauty)

48
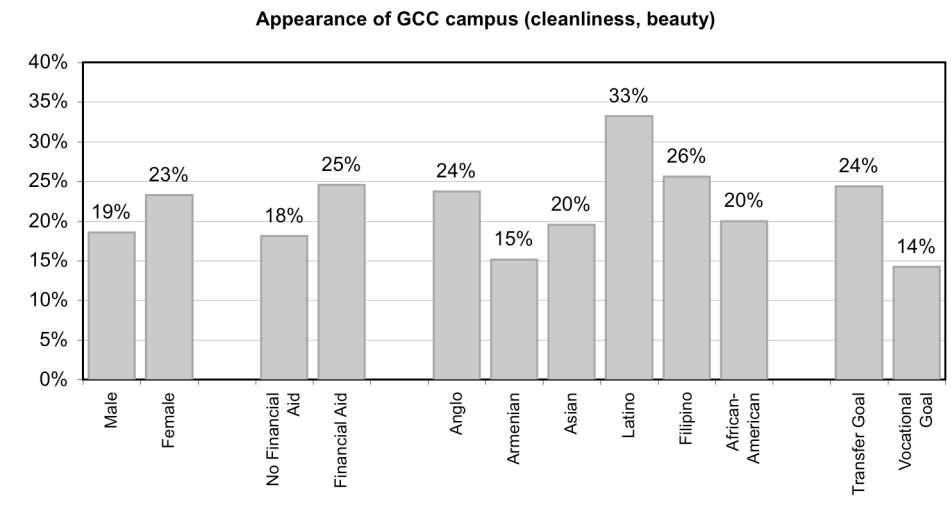
The next graph shows differences in responses to the influence of campus safety on a student's decision to enroll. Female students were much more likely than male students to mark campus safety as an influence on their decision to enroll at GCC. Students over age 25 were also more likely to indicate this influence than younger students.

Figure 67. Group Differences for Campus Safety

Safety of GCC campus
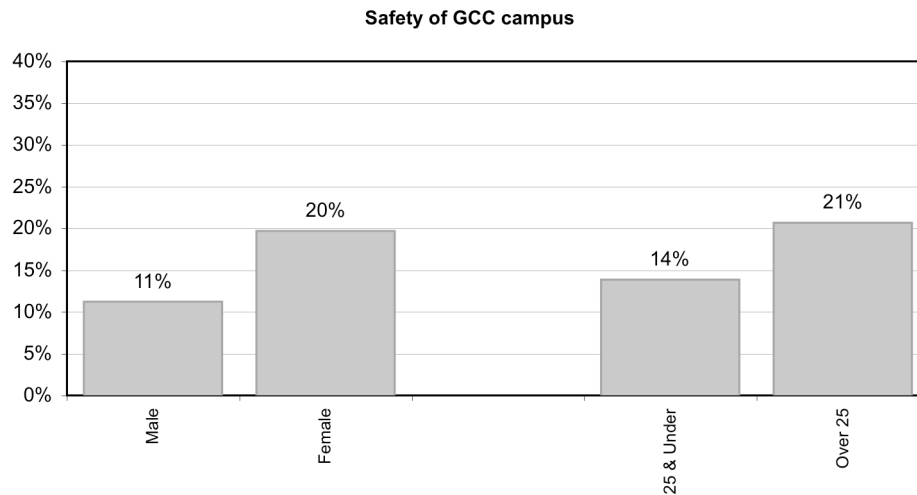
Summary of Group Differences on Decision to Enroll

The following list summarizes group differences for items that influenced students' decisions to enroll at GCC.

- Female students were more influenced by campus safety, information received in the mail, the GCC web site, and the appearance of the GCC campus than male 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, a high school newspaper/yearbook ad, and the MySpace ad. Students over age 25 were more influenced by GCC's course offerings, information received in the mail, campus safety, and GCC brochures than younger 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.
- Students receiving financial aid were more influenced by GCC's academic quality, advice from family and/or friends, and campus appearance than students not receiving financial aid.

- Armenian students were more influenced by the following items than other groups: Advice from family and/or friends, information in the mail, high school visits, and high school counselor advice. Armenian students were less influenced by campus safety and appearance 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 informatin received in the mail, advice from family and/or friends, and advice from high school counselors 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 advice from family and/or friends and GCC's distance from home than other student groups.
- Latino students were more influenced by campus appearance, GCC's academic calendar, and advice from family and/or friends than other student groups. Latino students were less influenced by GCC's course offerings, mailings, the MySpace ad, and telephone calls from GCC students than other student groups.
- Filipino students were more influenced by GCC's distance from their home and campus appearance than other student groups. Filipino students were less influenced by advice from high school counselors, teachers, and family and friends than other student groups.
- African-American students were more influenced by GCC's academic quality, brochures, and GCC's course offerings than other student groups. African-American students were less influenced by advice from family and/or friends, GCC mailings, and ads in high school newspapers or yearbooks than other student groups.

Section 4. 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
2-4	Satisfaction of students overall (and in sections using various learning opportunities)[1]	82%	86%	86%	86%
3-1	Student satisfaction with course scheduling[2]	36%	49%	62%	55%
3-2	Percentage of students reporting no conflict in class schedules[3]	84%	86%	86%	86%
3-3	Percentage of students reporting no problem with class availability[4]	62%	67%	71%	73%
3-5	Average ratings of student satisfaction with campus friendliness[5]	71%	73%	72%	72%
4-5	Satisfaction of students with student services[6]	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
6-3	Student satisfaction with the transition from high school or GED to college[8]	71%	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
10-2	Administration, faculty, staff, and student satisfaction with network availability, performance, and security				
	Network availability	n/a	79%	n/a	77%
	Network performance	n/a	79%	n/a	n/a
	Network security	n/a	78%	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 page 33.

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 2004, 2005, 2006, or 2007 survey.

Appendix: Method

Procedure

In Spring 2007, 2,217 students responded to the Spring Student Survey. Surveys were distributed to 150 class sections and received from 125 sections for a class response rate of 83%. Potential enrollment in the 150 class sections was 3,956; the 2,217 returned surveys represent a student response rate of 56%.

Survey packets were sent to the instructors of a sample of classes in session on Tuesday at either 9:00 am or 7:00 pm. Instructors were asked to administer the survey in their classes sometime between April 30, 2007 and May 12, 2007. 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, 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 2007 survey, 48% of respondents were full-time students, compared to only 30% in the overall Spring 2007 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 0.52 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 2007 Student Sample (Unweighted)	Spring 2007 Student Sample (Weighted)	Spring 2007 Credit Student Population
Full-Time	46%	30%	30%
Part-Time	52%	70%	70%
Number of Students	2,217	2,217	14,292

Sex	Spring 2007 Student Sample (Unweighted)	Spring 2007 Student Sample (Weighted)	Spring 2007 Credit Student Population
Male	39%	39%	42%
Female	61%	61%	58%
Number of Students	2,217	2,217	14,292

Age Group	Spring 2007 Student Sample (Unweighted)	Spring 2007 Student Sample (Weighted)	Spring 2007 Credit Student Population
Under 18	2%	2%	1%
18 to 21	47%	44%	37%
22 to 25	19%	19%	23%
26 to 30	10%	11%	12%
31 to 40	11%	13%	13%
41 to 50	7%	8%	9%
Over 50	3%	4%	5%
Number of Students	2,217	2,217	14,292

Ethnicity	Spring 2007 Student Sample (Unweighted)	Spring 2007 Student Sample (Weighted)	Spring 2007 Credit Student Population
Caucasian/Anglo	12%	12%	16%
Caucasian/Armenian	41%	41%	34%
Asian/Pacific Islander	18%	17%	11%
Latino	20%	21%	25%
Other	9%	9%	14%
Number of Students	2,217	2,217	14,292

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