Glendale Community College

Student Views 2006
Results of the Spring 2006 Student Survey

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Summary

Introduction

This report presents the results of Glendale Community College's 2006 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 2006, responses were received from 2,986 students in 168 class sections. Survey results are shown in three 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 35% of credit students. About 90% of credit students now have Internet access at home, up from 65% in 2000.

Section 2. Evaluation Items

Students are very positive about safety on campus and the education they are getting at GCC. They are more positive about the availability of classes than they were between 2003 and 2005. They are also positive about matriculation services, including admissions, counseling, and assessment. Students have a positive view of campus climate: they feel comfortable at GCC, they believe GCC treats different student groups fairly, and they know what is expected of them in their classes. The only aspect of education at GCC that receives negative ratings is parking.

Mirroring past surveys, young students and Asian students are less positive about the campus than other 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.

Asked about difficulties they faced when they started at GCC, students are most likely to answer parking and the cost of books. More than 50% of credit students faced these difficulties. Other difficulties—such as problems getting classes, long lines, having to go to too many offices, and low placement scores—were faced by 15% to 20% of students. See pages 42-49 for more information about difficulties faced by students starting at GCC.

Section 4. Key Performance Indicators (KPIs)

Section 4 shows responses assessing Key Performance Indicators from the college 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. 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 over 65% are non-native speakers of English. These characteristics have been stable for several years.

Younger students make up a larger percentage of credit students than they have in the past. The percentage of credit students age 25 and younger has increased from 53% in 2000 to 62% in 2006. 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. The percentage of students working at least 40 hours per week has declined since 2001 and the percentage not working has increased somewhat.

Table 1. What was your first year and term at GCC?

First Year at GCC	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
This year	17%	16%	14%	15%	14%
One year ago	32%	30%	29%	31%	29%
Two years ago	18%	21%	22%	21%	20%
Three years ago	12%	11%	14%	12%	13%
Four years ago	7%	7%	7%	8%	8%
Five or more years ago	13%	14%	13%	13%	14%
No Response	99	90	78	32	69
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

First Term at GCC	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Winter	--	5%	5%	6%	7%
Spring	36%	31%	32%	30%	29%
Summer	11%	12%	10%	10%	13%
Fall	53%	52%	53%	53%	51%
No Response	607	810	726	309	620
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Graph 1. First Academic Year

First Academic Year at GCC
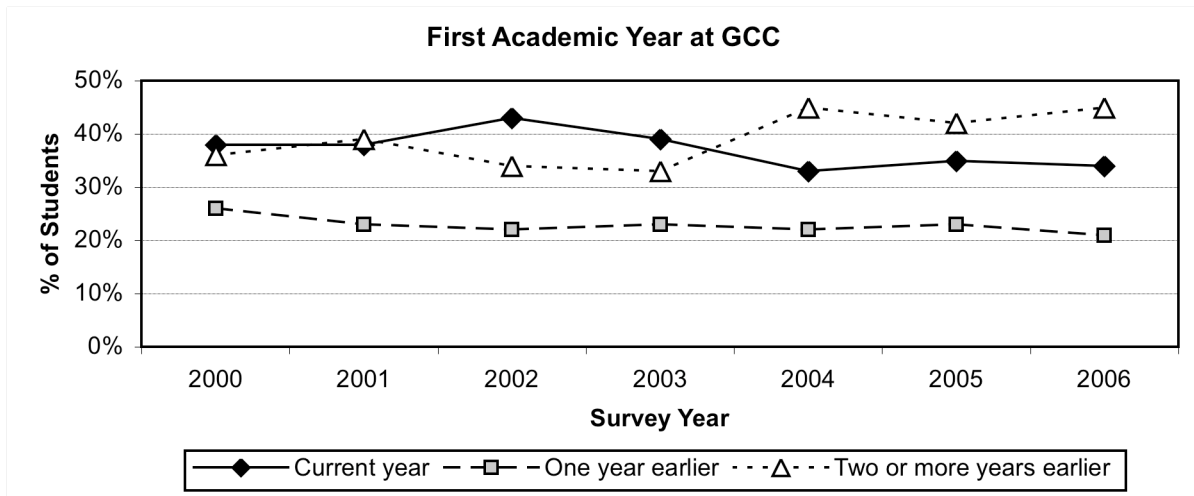
Table 2. How old are you?

	Survey				
Age	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Under 18	1%	1%	2%	3%	2%
18 to 21	37%	37%	39%	41%	41%
22 to 25	18%	18%	18%	18%	19%
26 to 30	13%	13%	12%	12%	11%
31 to 40	17%	17%	17%	13%	15%
41 to 50	10%	10%	10%	10%	9%
Over 50	4%	5%	3%	4%	4%
No Response	21	43	13	4	18
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Graph 2. Age Group

Age Group

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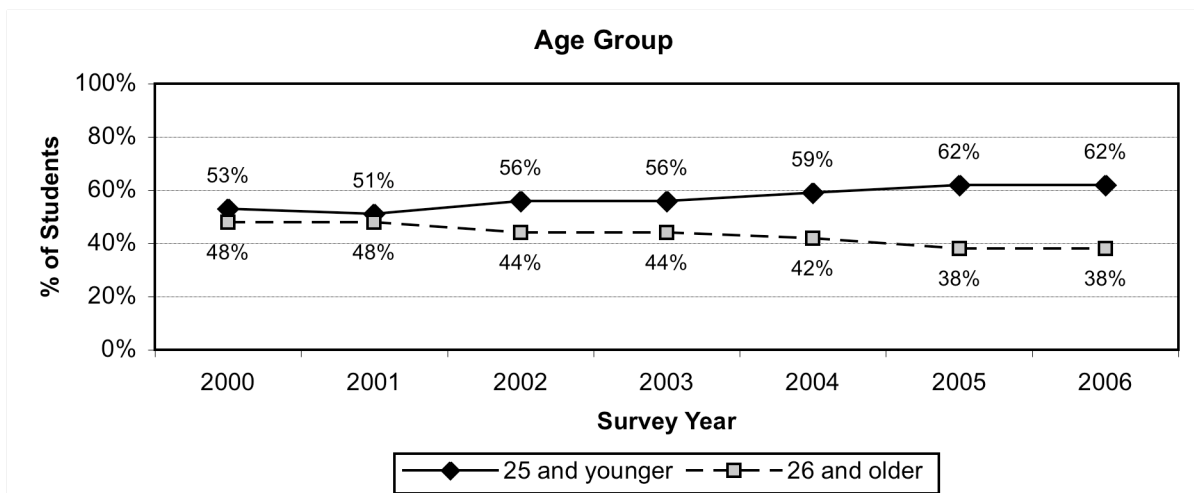
Table 3. What is your sex?

Sex	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Male	43%	42%	41%	41%	40%
Female	57%	58%	59%	59%	60%
No Response	638	48	84	15	79
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 4. When are most of your current classes scheduled this term?

Time	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Day (before 4:30 pm)	45%	42%	44%	44%	49%
Evening (4:30 pm or after)	39%	37%	36%	34%	34%
Day and Evening	15%	21%	20%	22%	17%
No Response	32	96	25	27	59
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 5. Were you born in the United States?

Born in United States	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	37%	41%	36%	44%	41%
No	63%	59%	64%	56%	59%
No Response	46	71	23	14	32
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 6. Are you a United States citizen?

United States Citizen	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	58%	63%	59%	64%	63%
No	42%	37%	41%	36%	37%
No Response	76	91	27	14	39
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 7. Was English the first language you learned as a child?

English First Language	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	34%	34%	29%	36%	32%
No	66%	66%	71%	64%	68%
No Response	76	96	36	25	38
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Graph 3. Origin, Citizenship, and Language
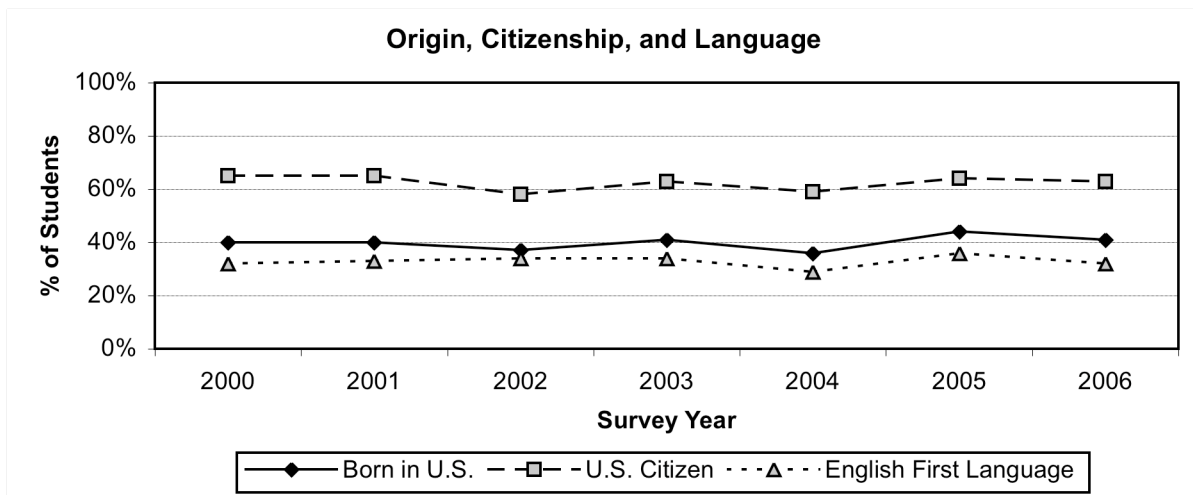
Table 8. Have you worked with a counselor to develop a Student Educational Plan?

SEP	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	57%	62%	63%	63%	63%
No	43%	38%	37%	37%	37%
No Response	78	107	52	30	47
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 9. Which best describes your ethnic/national background?

Ethnic/National Background (Brief Categories)	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
White/Armenian	37%	36%	38%	34%	37%
White/Not Armenian	16%	18%	15%	20%	15%
Middle Eastern	3%	3%	6%	4%	3%
Latino/Hispanic	20%	22%	19%	19%	22%
Black/African-American	2%	2%	2%	2%	2%
Asian	13%	10%	12%	11%	12%
Filipino	5%	5%	5%	5%	6%
Pacific Islander	0%	1%	0%	0%	0%
American Indian	0%	1%	0%	1%	0%
Multiple Heritages	3%	3%	3%	3%	4%
No Response	76	172	67	40	89
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Ethnic/National Background (Detailed Categories)	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
White/Armenian	37%	36%	--	--	37%
White/Not Armenian	16%	18%	--	--	15%
Middle Eastern	3%	3%	--	--	3%
Mexican/Chicano	10%	11%	--	--	11%
Cuban	0%	0%	--	--	1%
Central American	4%	4%	--	--	6%
South American	2%	2%	--	--	2%
Other Latino	3%	4%	--	--	2%
Cambodian	0%	0%	--	--	0%
Japanese	2%	1%	--	--	3%
Laotian	0%	0%	--	--	0%
Chinese	3%	2%	--	--	2%
Filipino	5%	5%	--	--	6%
Korean	5%	4%	--	--	5%
Vietnamese	1%	1%	--	--	1%
Other Asian	2%	2%	--	--	1%
Pacific Islander	0%	1%	--	--	0%
Black/African-American	2%	2%	--	--	2%
American Indian	1%	1%	--	--	0%
Caribbean/Black	0%	0%	--	--	0%
Caribbean/Latino	1%	1%	--	--	0%
Multiple Heritages	3%	3%	--	--	4%
No Response	76	172	--	--	89
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 10. How many units are you enrolled in?

Units	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
0.5 to 3.9	13%	14%	13%	14%	13%
4.0 to 6.9	25%	24%	20%	19%	21%
7.0 to 11.9	38%	35%	36%	36%	36%
12.0 to 14.9	20%	21%	24%	25%	24%
15.0 or more	5%	6%	7%	6%	6%
No Response	28	41	17	19	35
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 11. On average, how many hours of work are you paid for each week?

Hours of Paid Work	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Zero	29%	27%	31%	28%	30%
1-9 hours	7%	6%	9%	6%	7%
10 to 19 hours	12%	14%	14%	14%	14%
20 to 29 hours	16%	16%	17%	17%	17%
30 to 39 hours	12%	12%	12%	13%	14%
40 or more hours	25%	24%	17%	23%	18%
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Approximately 3.0% of credit students (more than 400 students each semester) are full-time students who work at least 40 hours per week.
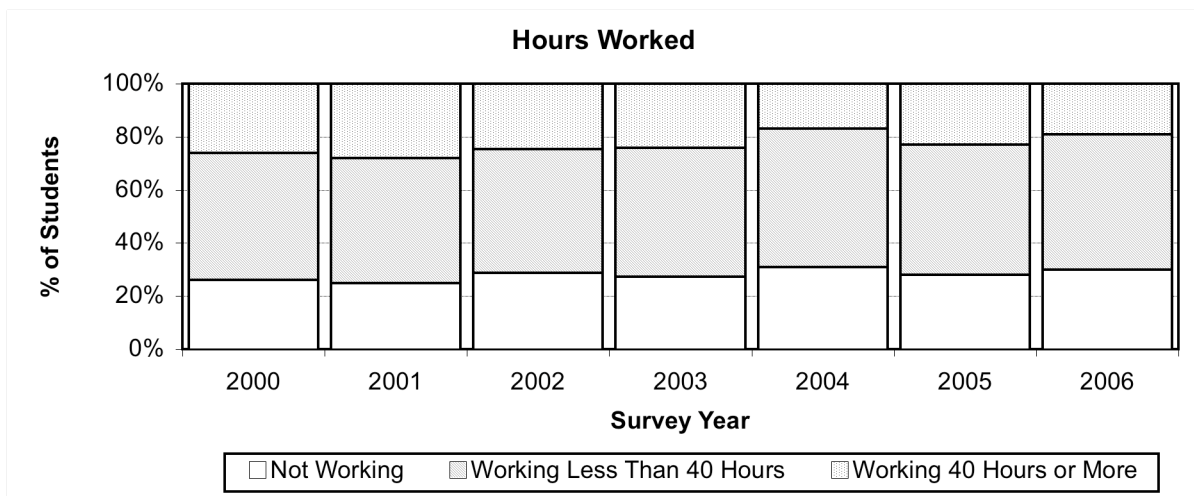
Graph 4. Hours Worked by Survey Respondents

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Table 12. Please mark all sources of financial aid you are receiving this term.

Financial Aid	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
BOG Waiver	42%	40%	45%	42%	45%
SEOG	4%	4%	4%	5%	3%
Scholarship	4%	2%	2%	1%	2%
Cal Grant	7%	8%	9%	8%	8%
Pell Grant	14%	13%	14%	12%	12%
Work Study	5%	5%	4%	4%	4%
Loan	2%	2%	2%	2%	2%
Other	4%	5%	3%	2%	4%
Any Financial Aid	48%	49%	51%	48%	51%
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Graph 5. Financial Aid and BOG Waiver Status of Survey Respondents
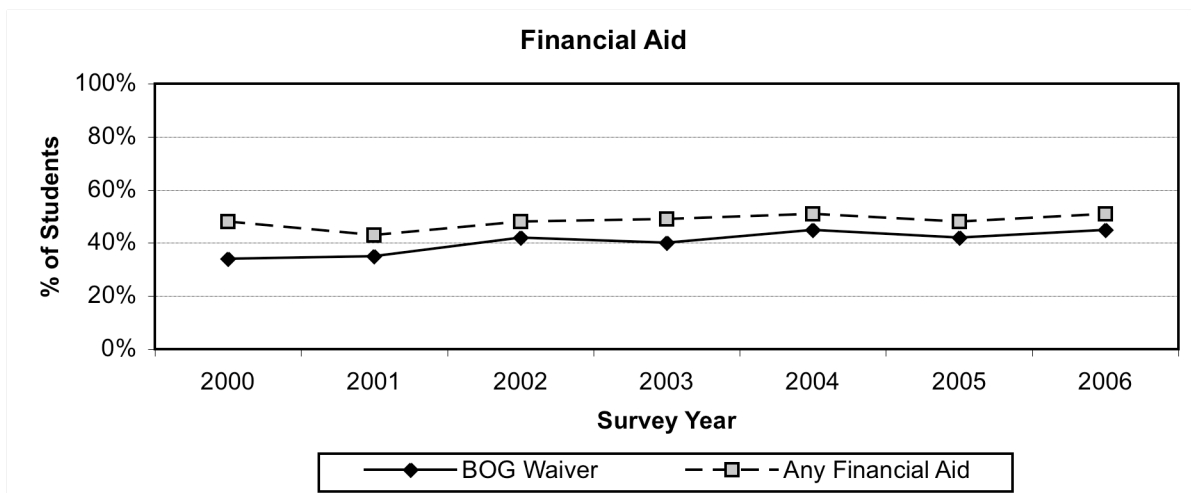
The following table (next page) shows the results of an item asking about the student's parents' education level. The 2006 survey presented the four response choices shown in the table. Previous surveys used different response choices based on two questions (one asking about the student's mother's education level and one asking about the student's father's education level). From student surveys, approximately one-third of credit students are first-generation college students, defined as students whose parents had no experience with college.

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Table 13. Which best describes your parents' education level(s) when you started GCC?

Parents' Education	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Neither parent attended college	36%	--	35%	--	30%
One or both parents attended college, but neither graduated college	16%	--	14%	--	17%
One or both parents graduated college	35%	--	38%	--	44%
I don't know	13%	--	12%	--	9%
No Response	117	--	296	--	66
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Table 14. What is your educational goal?

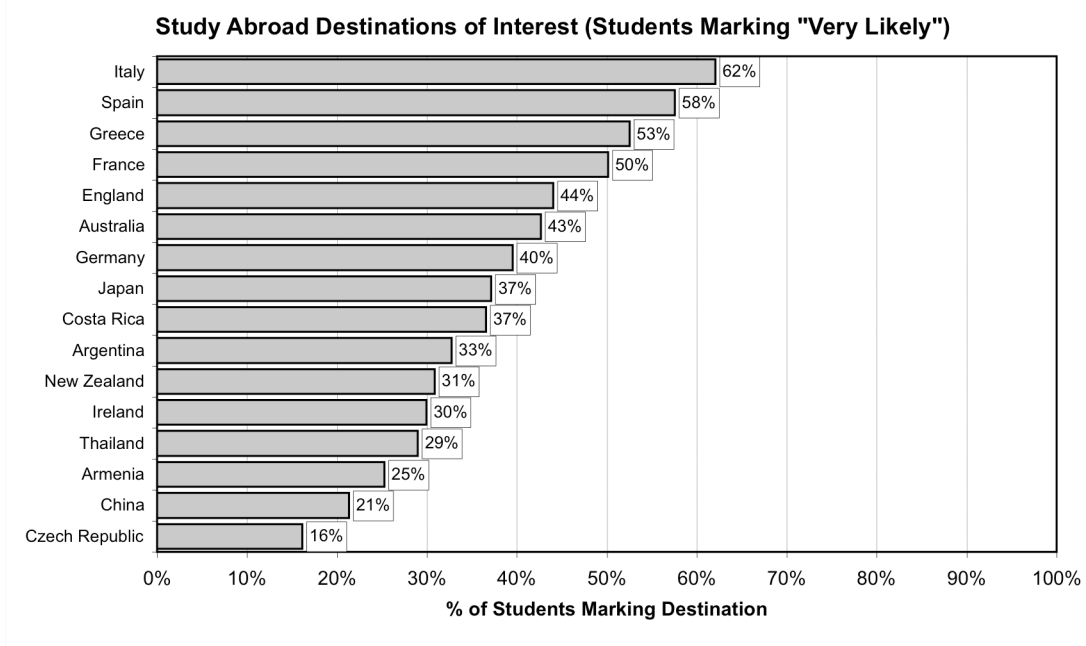| Educational Goal	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Transfer to 4-year institution with AA	44%	46%	46%	48%	46%
Transfer without AA	21%	21%	19%	17%	19%
Vocational AA/AS	4%	4%	5%	6%	6%
General education AA/AS	9%	9%	10%	10%	10%
Vocational certificate	7%	5%	7%	6%	4%
Improve job skills	2%	2%	3%	2%	3%
Gain skills for new job	3%	4%	3%	4%	4%
Personal interest	7%	6%	5%	5%	6%
Improve English or Math	2%	3%	2%	1%	2%
No Response	230	171	162	84	115
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Study Abroad Questions

The 2006 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.

Table 15. How likely would you be to participate in a Study Abroad trip with GCC to another country?

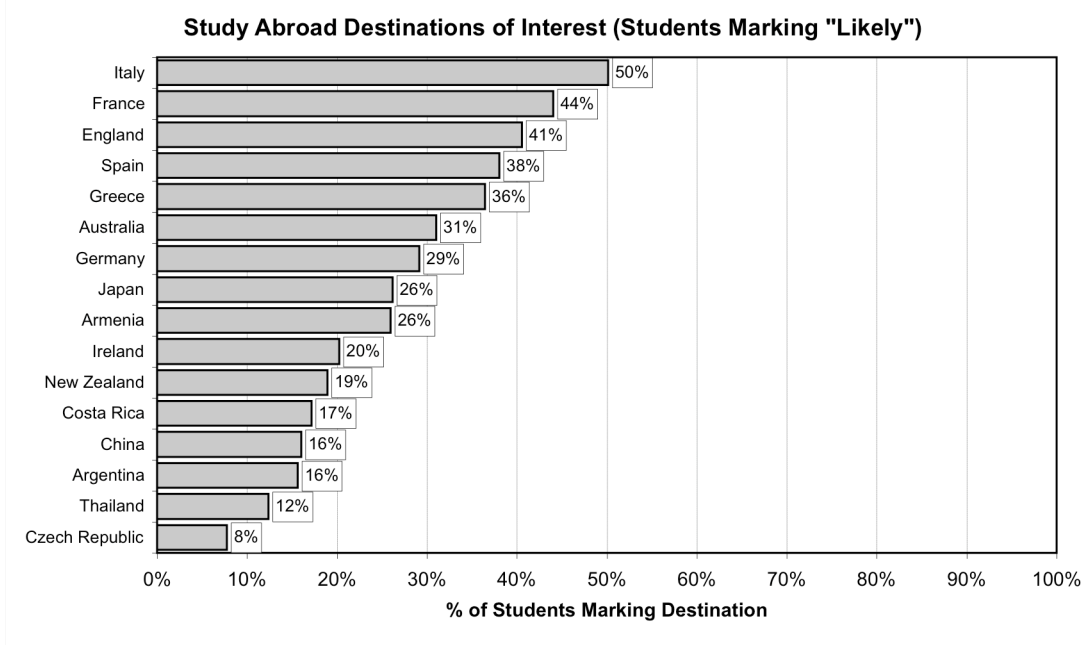| Study Abroad	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Very Likely	--	--	--	--	11%
Likely	--	--	--	--	27%
Not Likely	--	--	--	--	62%
No Response	--	--	--	--	172
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

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

Graph 6. Study Abroad Destinations of Interest for Students "Very Likely" to Participate

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

Destination	%
Italy	62%
Spain	58%
Greece	53%
France	50%
England	44%
Australia	43%
Germany	40%
Japan	37%
Costa Rica	37%
Argentina	33%
New Zealand	31%
Ireland	30%
Thailand	29%
Armenia	25%
China	21%
Czech Republic	16%

% of Students Marking Destination

Students indicating that they would be "likely" to participate in Study Abroad showed a similar pattern in choosing destinations. The most popular destinations for this group were Italy, France, England, Spain, and Greece, as the graph below shows.

Graph 7. Study Abroad Destinations of Interest for Students "Likely" to Participate

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

Destination	%
Italy	50%
France	44%
England	41%
Spain	38%
Greece	36%
Australia	31%
Germany	29%
Japan	26%
Armenia	26%
Ireland	20%
New Zealand	19%
Costa Rica	17%
China	16%
Argentina	16%
Thailand	12%
Czech Republic	8%

% of Students Marking Destination

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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 2006, 95% of credit students reported access to a computer at home. The remaining 5% represents about 750 credit students who do not have access to a computer at home. About 90% of credit students have Internet access at home; the remaining 10% represents about 1,500 credit students who do not have Internet access at home.

Table 16. Summary of Student Computer and Internet Access

	Survey				
Computer & Internet Access	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Students with computer at home	88%	92%	95%	94%	95%
Students with Internet access at home	84%	85%	88%	89%	90%
Students with Internet access at work	46%	47%	48%	51%	50%
Students with Internet access at home or work	87%	86%	90%	91%	93%
Students owning a laptop computer	--	--	--	30%	--
Use laptop to connect to Internet wirelessly	--	--	--	16%	--

Graph 8. Computer and Internet Access

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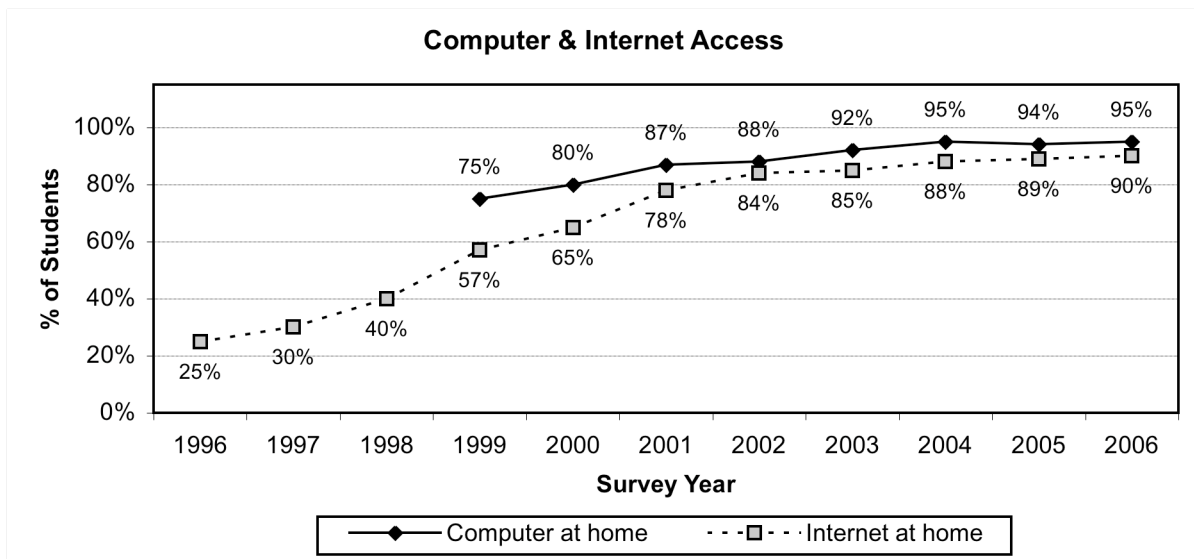
Although a large majority of credit students have Internet access at home, there are differences among different student groups. The graph below shows the percentage of students in various groups reporting that they have Internet access at home. Several groups were less likely than others to have Internet access: first-year college students (89%), Latino students (85%), and African American students (78%).

Graph 9. Computer and Internet Access by Student Group

Internet Access by Respondent Group

Group	% with Internet Access at Home
Male	90%
Female	91%
Full-Time	91%
Part-Time	90%
Day	91%
Evening	92%
Cont./Ret.	92%
First-Year	89%
25 & Under	92%
Over 25	88%
Anglo	92%
Armenian	92%
Asian	94%
Latino	85%
Filipino	95%
African American	78%
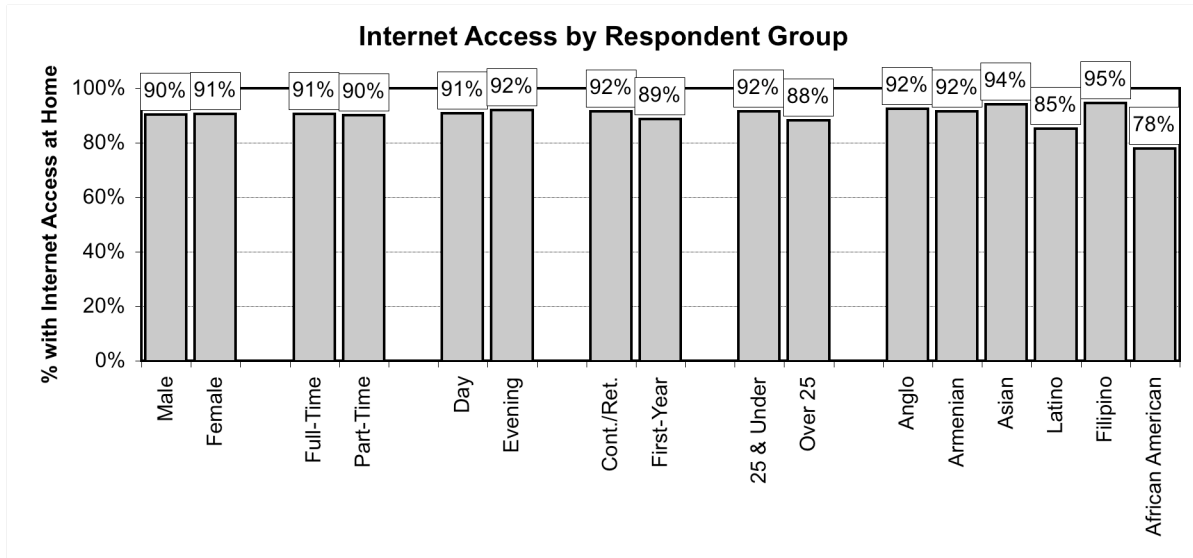
Section 2. Evaluation Items

Summary of Evaluation Items

Section 2 discusses survey items evaluating GCC and its services. Evaluation items are discussed in five categories: student progress and scheduling (p. 17), student satisfaction (p. 19), matriculation evaluation (p. 29), campus climate (p. 37), and student difficulties starting at GCC (p. 42). A separate section discusses each category.

Students are highly satisfied with safety and the education they are getting at GCC. They find matriculation services helpful, and they feel comfortable at GCC.

Parking was the only aspect of taking classes at GCC about which students were dissatisfied. They were less positive about instructors grading fairly and about the ease of finding information about student services than they were about other aspects of campus climate, but ratings about these issues were still positive. When they started at GCC, students found parking and the cost of books to be problems. Many also had difficulty getting classes when they first started, but satisfaction with class availability has improved since 2003.

There were very few group differences in students' evaluations. Asian students tended to be somewhat less positive about aspects of education at GCC, but their ratings were more positive than negative.

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. Approximately 70% of students feel they are moving as quickly as possible toward their goal. This percentage has been relatively stable over the past five years.

**Table 17. Are you moving as quickly as possible toward your educational goal?**

	Survey				
Moving Quickly Toward Goal	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	72%	68%	71%	74%	71%
No	28%	32%	29%	26%	29%
No Response	96	100	74	42	68
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

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 29%. 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.

Table 18. Did you have any problems getting any classes this semester? If "yes," please indicate which problems you had.

Problems Getting Classes	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Yes	29%	42%	38%	33%	29%
No	71%	58%	62%	67%	71%
No Response	29	58	33	25	53
Total Surveys Returned	2,886	3,057	3,407	1,523	2,986

Graph 10. Students Reporting Problems Getting Classes

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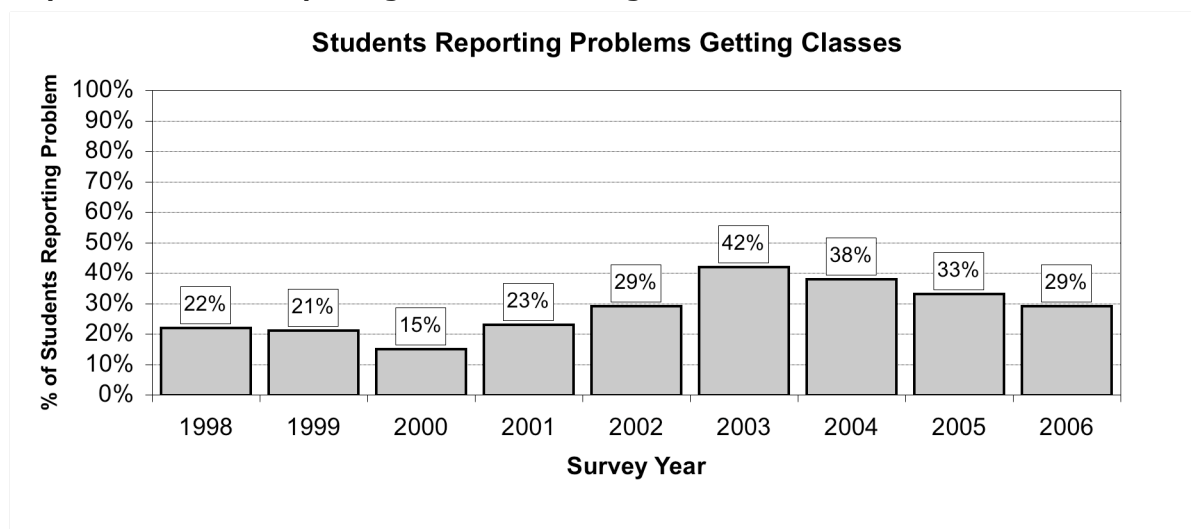
The next table shows the percentage of students reporting particular problems getting classes. The most common problem has been full classes, followed by two classes scheduled at the same time.

Table 19. Problems Identified by Students

Problem	Survey				
	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
A class was full	22%	33%	30%	24%	19%
A class was not offered when I wanted to take it.	10%	14%	13%	13%	9%
A class I wanted was not offered this semester.	5%	9%	8%	6%	5%
Two classes I needed were scheduled at the same time.	--	--	16%	14%	14%
Other problem	4%	5%	3%	3%	--

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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 2006 survey, only parking received average satisfaction ratings lower than 50%.

Table 20. How would you rate the following aspects of your education at Glendale Community College?

	Survey				
% "Excellent" or "Good"	Spring 2002	Spring 2003	Spring 2004	Spring 2005	Spring 2006
Your academic preparation for study at GCC	72%	73%	77%	--	--
Preparation in English	--	--	--	83%	83%
Preparation in Math	--	--	--	68%	67%
Faculty's concern for students	62%	61%	65%	67%	67%
Helpfulness of GCC counselors	58%	57%	61%	64%	64%
The education you are getting at GCC	80%	80%	82%	86%	86%
Campus friendliness to students	--	69%	71%	73%	72%
Availability of classes	--	--	36%	49%	62%
Safety on campus					88%
Student life (clubs, activities, etc.)	49%	49%	52%	--	66%
Student government (ASGCC)	--	49%	50%	--	60%
Food services (cafeteria, snack bars, etc.)	--	59%	61%	57%	--
GCC cafeteria	--	--	--	--	58%
Food services other than cafeteria	--	--	--	--	57%
Parking at GCC	--	13%	13%	17%	17%
GCC facilities (buildings, classrooms, rest rooms, etc.)	69%	73%	74%	--	67%

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").

Graph 11. Mean Ratings for Evaluation Items (Spring 2006)

Satisfaction Rating Items

Item	Mean Rating
Safety	3.3
Education you are getting	3.2
Preparation in English	3.1
Campus friendliness	2.9
Preparation in Math	2.8
Faculty concern for students	2.8
Facilities	2.8
Counselor helpfulness	2.8
Student life	2.8
Availability of classes	2.7
Student government	2.7
Cafeteria	2.6
Other food services	2.6
Parking	1.7

Mean Rating scale: 1.0 Poor — 2.0 Fair — 3.0 Good — 4.0 Excellent

The following graph shows trends for satisfaction items which have been included on several previous surveys. The graph shows few changes in satisfaction, except for the sharp increase in satisfaction with class availability and recent increases in satisfaction with a GCC education and with parking.

Graph 12. Trends for Satisfaction Ratings

Satisfaction Item Trends

Legend:
- Faculty concern for students
- Counselor helpfulness
- Education you are getting
- Availability of classes
- Campus friendliness
- Student life
- Parking
- Facilities

X-axis: Spring Survey (1999–2006). Y-axis: Mean Rating (1.0 Poor – 4.0 Excellent)

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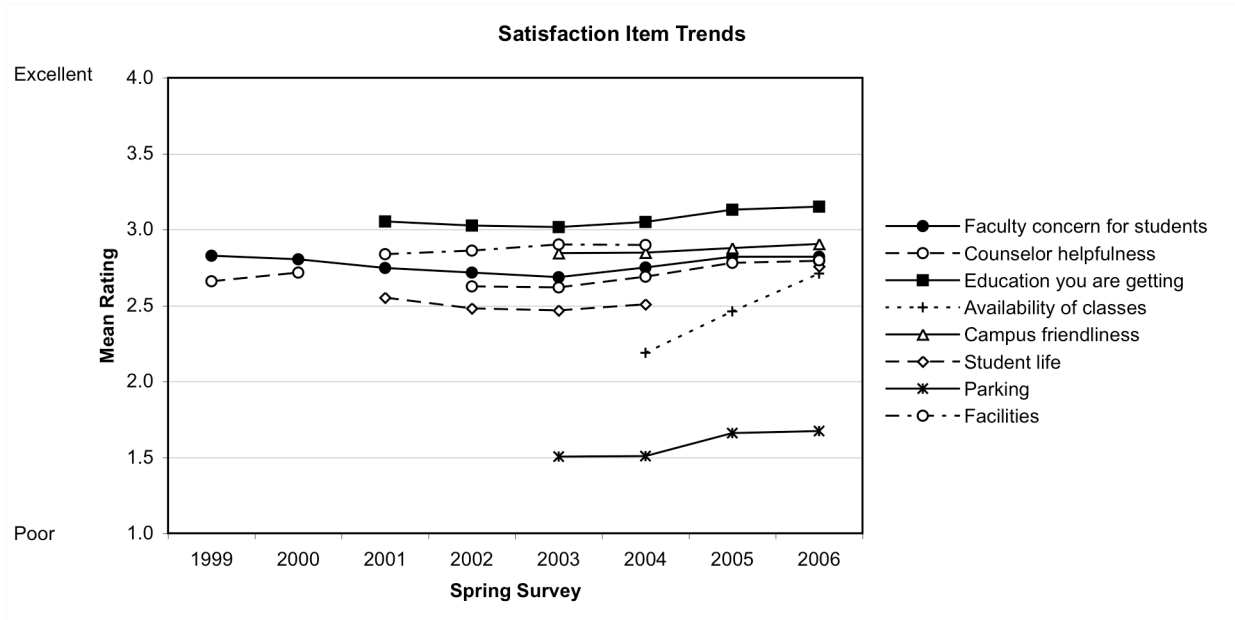
Student satisfaction with parking has been low for many years. The 2006 survey included an additional item on parking. The following table shows attitudes toward how parking has changed since the respondents started at GCC.

Table 21. How has parking changed since you started at GCC?

Parking Changes	Spring 2006 Survey Results			
	Students Starting in 2005-2006	Students Starting in 2004-2005	Students Starting Before 2004-2005	All Respondents
Much worse	45%	45%	52%	49%
A little worse	18%	21%	11%	16%
About the same	25%	24%	25%	24%
A little better	10%	9%	9%	9%
Much better	2%	2%	3%	2%
No Response	63	32	42	175
Total Surveys Returned	902	602	1,058	2,986

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 before 2004-2005.

Graph 13. Student Ratings of Parking Changes

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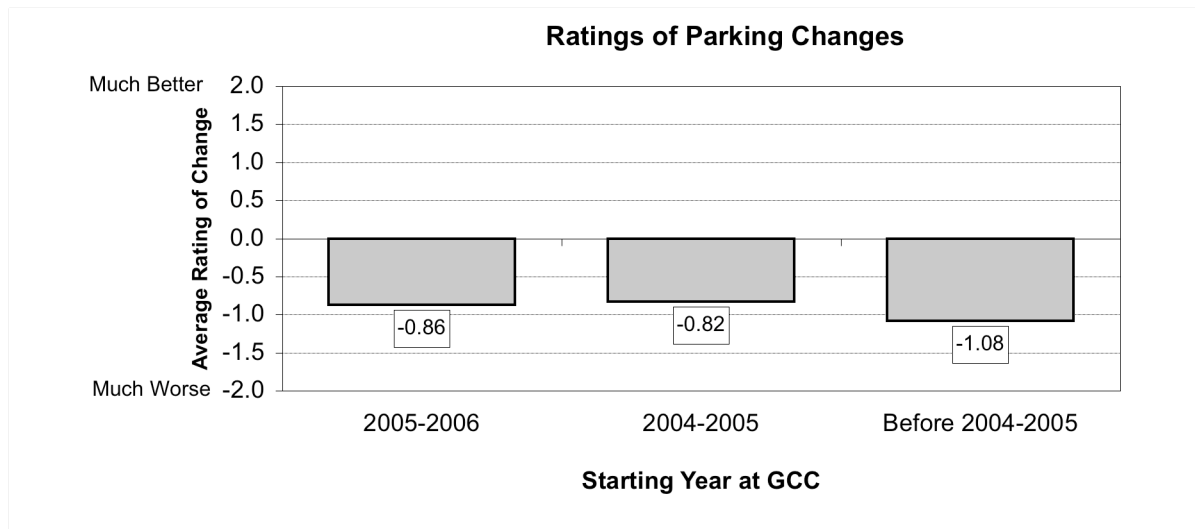
Group Differences: Satisfaction Items

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 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. However, the group differences that did meet the two criteria listed above were primarily differences for ethnic groups (one noteworthy difference was an age difference). Each of these group differences are described below.

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 0.53 points, with Asian students rating food services at 2.24 and Armenian students rating food services at 2.76 on a scale from 1 to 4.

Of the 14 satisfaction items, 10 showed differences by ethnic groups and 1 showed an age group difference. All the differences were small. Three satisfaction items showed no group differences: safety on campus, facilities, and parking (which was negative across all groups).

Graph 14, 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.

**Graph 14. Mean Ratings of Academic Preparation in English by Ethnicity**

Your academic preparation in English for study at GCC
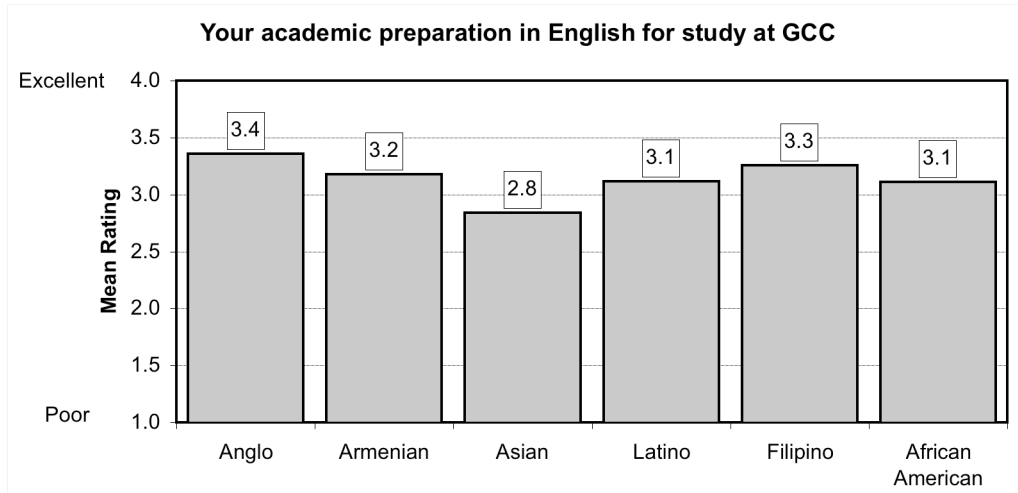
The next graph shows ratings of academic preparation in Math. In contrast to preparation in English, Asian students were positive about Math. However, Latino and African American students were less positive about their preparation in Math than other students groups.

Graph 15. Mean Ratings of Academic Preparation in Math by Ethnicity

Your academic preparation in Math for study at GCC
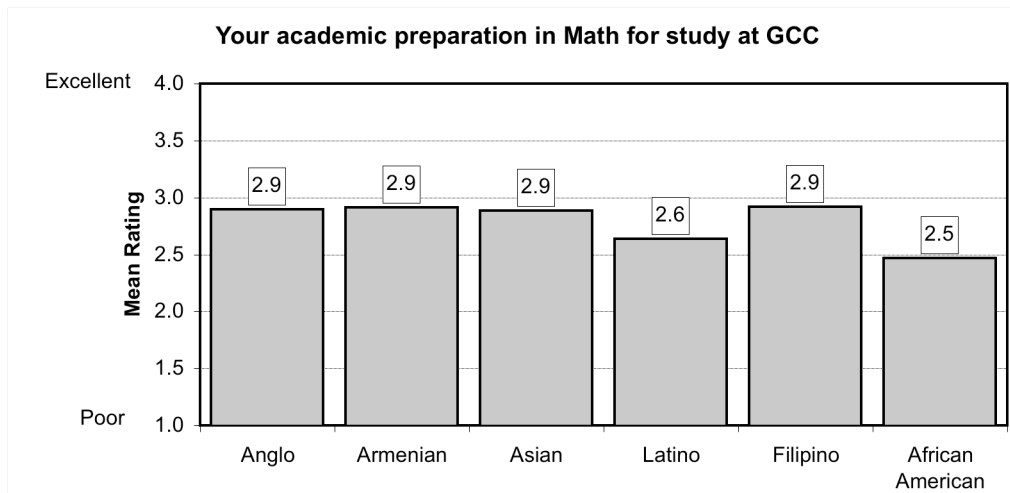
As the following graph shows, Anglo and Filipino students were most positive about faculty concern for students. Armenian, Asian, Latino, and African American students were somewhat less positive about faculty concern for students.

Graph 16. Mean Ratings of Faculty Concern by Ethnicity

Faculty's concern for students
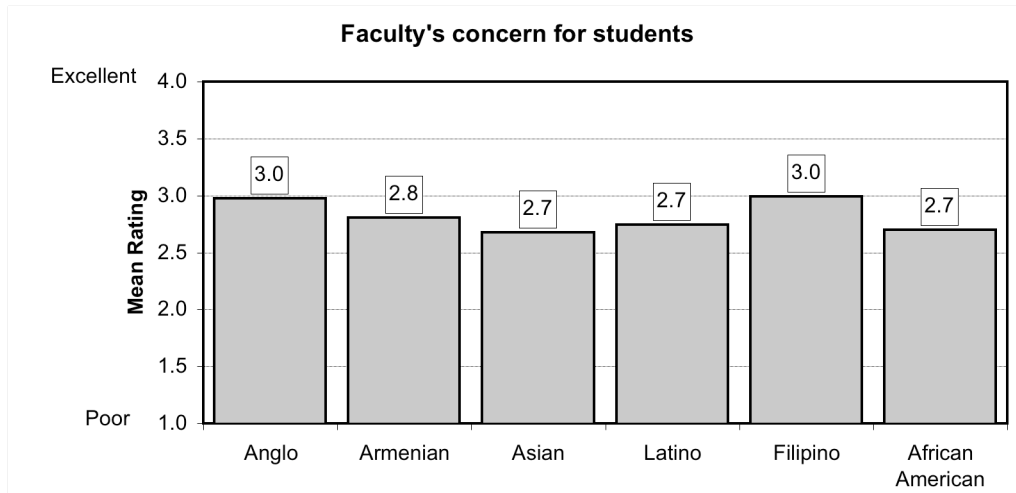
Armenian and African American students were most positive about counselor helpfulness, as Graph 25 shows. Asian students were least positive.

Graph 17. Mean Ratings of Counselor Helpfulness by Ethnicity

Helpfulness of GCC counselors
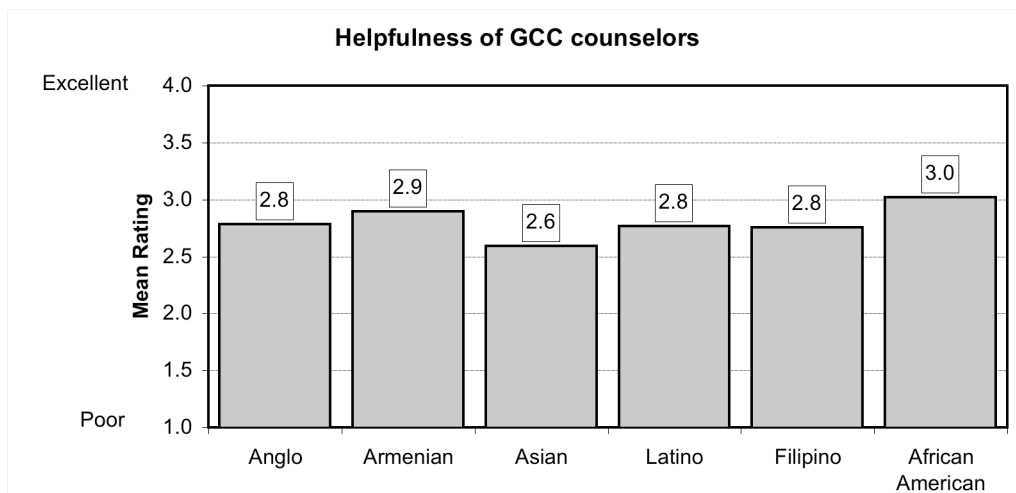
Graph 18 shows the results of the item asking about the education students are getting at GCC. Student groups were all positive about this item, but Asian students were slightly less positive than other students.

Graph 18. Mean Ratings of GCC Education by Ethnicity

The education you are getting at GCC
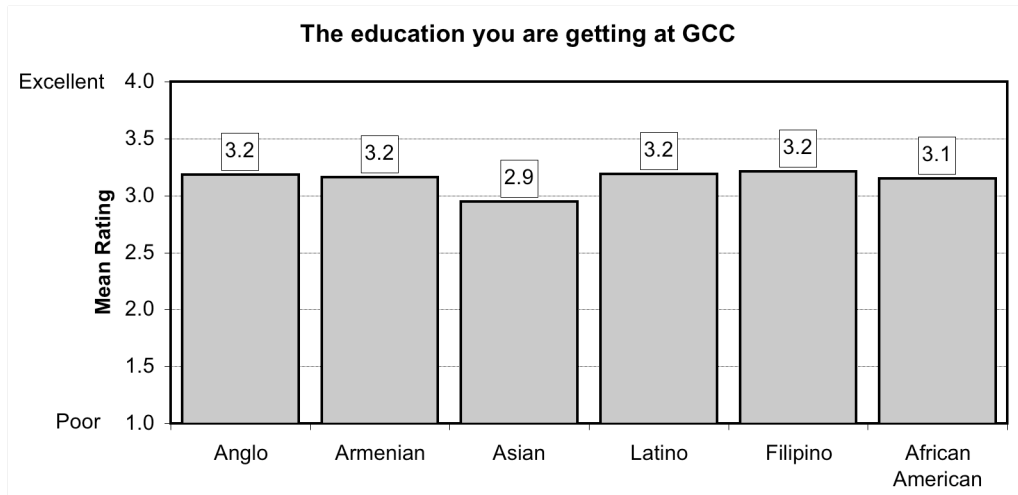
The next graph shows responses to class availability. The only noteworthy group difference to this question was an age difference. Students age 25 and under were less positive than students over age 25 about class availability.

Graph 19. Mean Ratings of Class Availability by Age

Availability of GCC classes
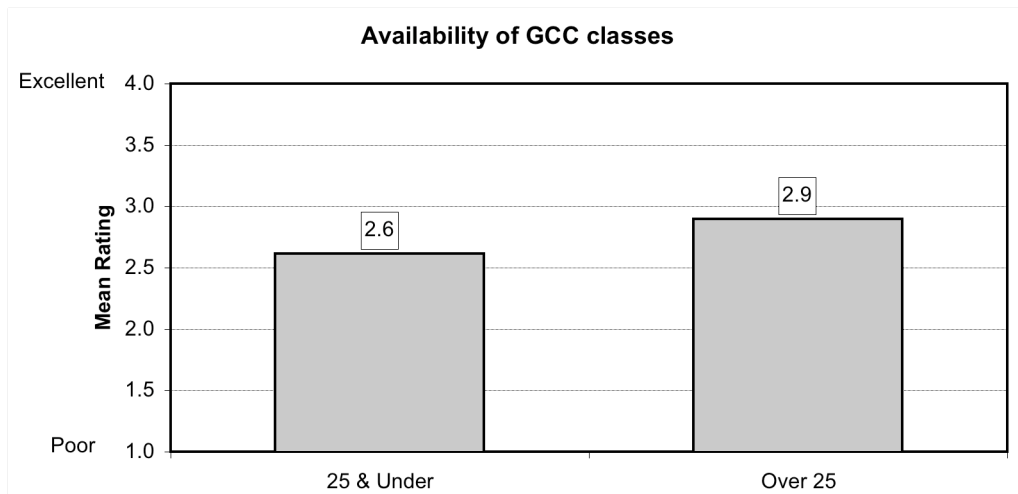
Students were positive about campus friendliness to students. Armenian students were most positive about friendliness and Asian students were least positive.

Graph 20. Mean Ratings of Campus Friendliness by Ethnicity

Campus friendliness to students

Ethnicity	Mean Rating
Anglo	2.9
Armenian	3.1
Asian	2.7
Latino	2.8
Filipino	2.9
African American	2.8

(Scale: Poor 1.0 to Excellent 4.0)
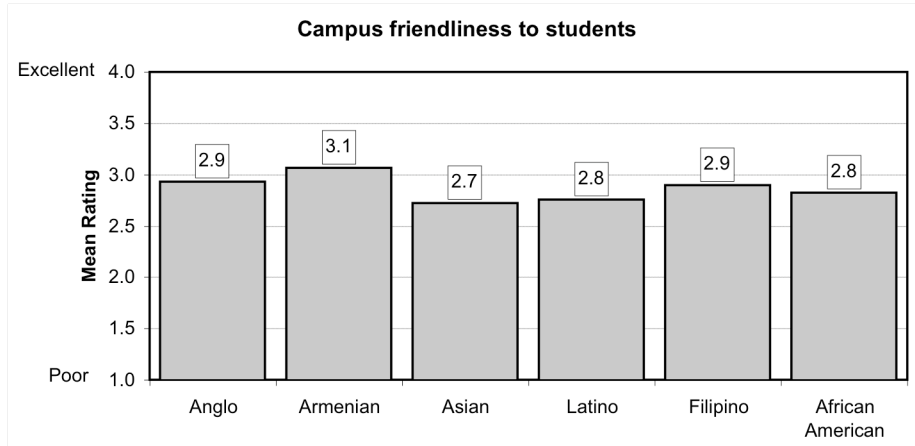
Anglo and Asian students were less positive about student life and student activities than Armenian, Latino, Filipino, and African American students, as Graph 21 shows.

Graph 21. Mean Ratings of Student Life by Ethnicity

Student life (clubs, activities, etc.)

Ethnicity	Mean Rating
Anglo	2.7
Armenian	2.9
Asian	2.6
Latino	2.7
Filipino	2.7
African American	2.8

(Scale: Poor 1.0 to Excellent 4.0)

26
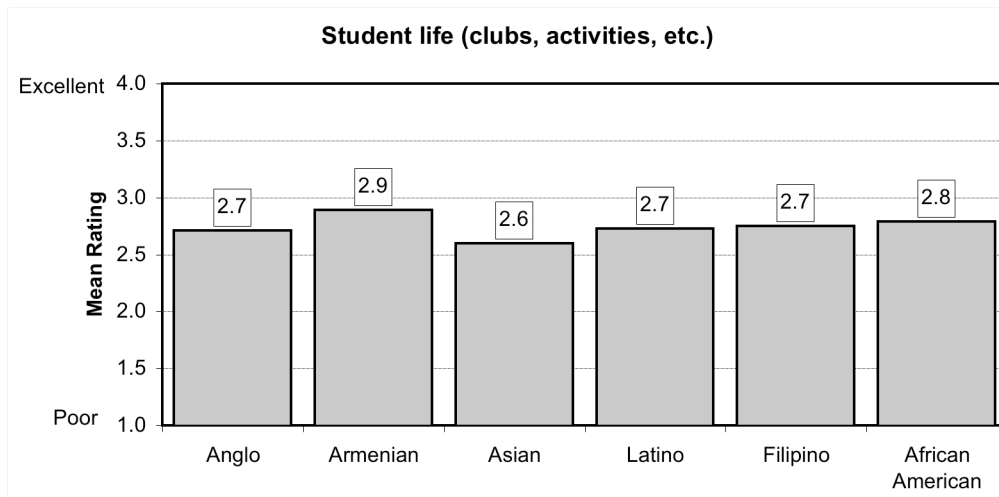
Graph 22 shows ratings of student government. Armenian students were most positive about student government, followed by Anglo and African American students. Asian students were least positive about student government.

Graph 22. Mean Ratings of Student Government by Ethnicity

Student government (ASGCC)
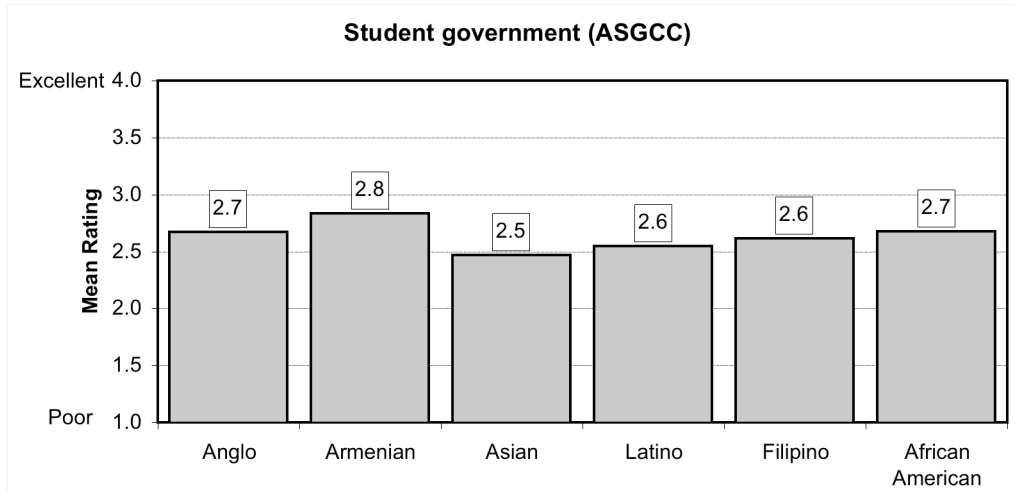
The next graph shows ratings of the cafeteria. Asian students were least positive about the cafeteria, followed by Anglo, Latino, and Filipino students. Armenian students were most positive about the cafeteria.

Graph 23. Mean Ratings of Cafeteria by Ethnicity
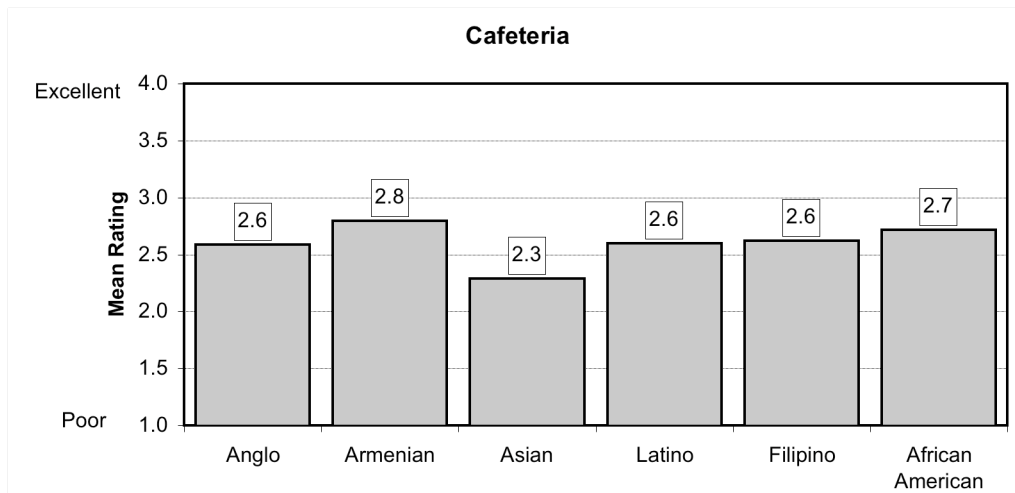
Cafeteria

As Graph 24 shows, ratings of food services other than the cafeteria followed the same pattern as ratings of the cafeteria. Asian students were least positive and Armenian students were most positive.

Graph 24. Mean Ratings of Other Food Services by Ethnicity

Food services other than cafeteria
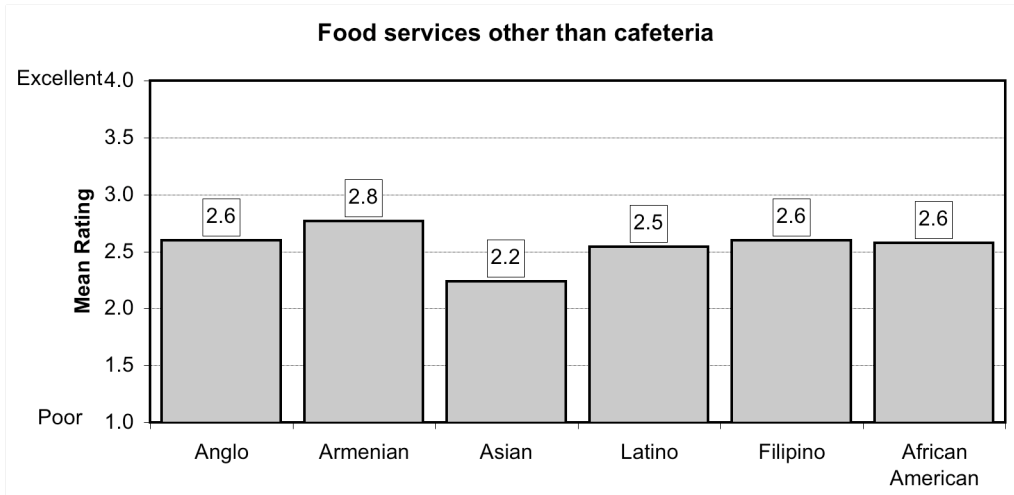
Section 2C. Matriculation Evaluation Items

The 2006 survey included a section evaluating matriculation services. For each service, students could respond that they had never used the service, or that they found the service very helpful, helpful, or not helpful. The use of each service and the helpfulness of each service can both be measured from this set of responses.

The graph below shows students' self-reported use of services. The percentages of students reporting that they used each matriculation service are shown, in decreasing order by use.

Graph 25. Student Use of Matriculation Services (Spring 2006)

Use of Matriculation Services

Service	Use
Admissions	95%
Academic Counseling	82%
Assessment	74%
Early Alert letters	61%
Orientation	54%
Career Center	45%
Transfer Center	43%
Probation workshops	30%
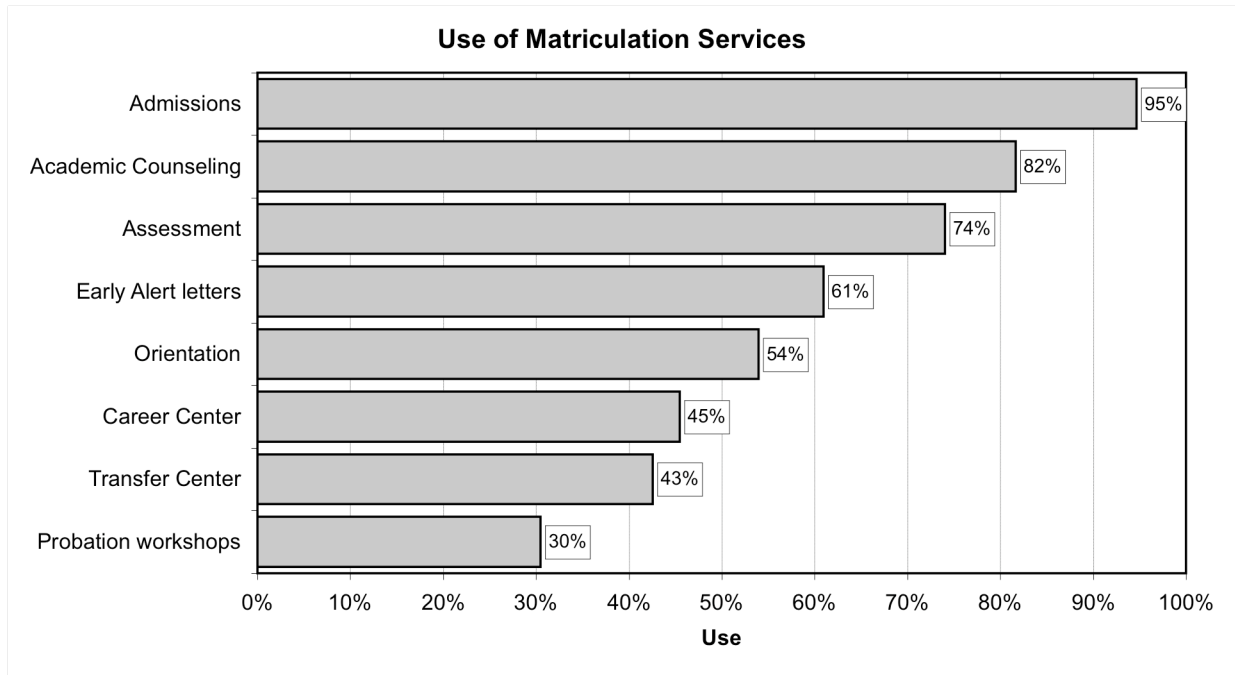
Nearly all students reported using Admissions. Over 70% of respondents reported using Assessment and Academic Counseling. The lowest use was reported for probation workshops, with 30% use.

Graph 26 (next page) shows student assessments of the helpfulness of matriculation services. The helpfulness measure is the percentage of service users who rated the service as very helpful or helpful. Students not using the service are not included in the helpfulness measure.

**Graph 26. Helpfulness of Matriculation Services (Spring 2006)**

Helpfulness of Matriculation Services

Service	%
Admissions	95%
Assessment	91%
Transfer Center	89%
Career Center	88%
Orientation	86%
Academic Counseling	86%
Early Alert letters	86%
Probation workshops	81%

% of Users Responding "Helpful" or "Very Helpful"
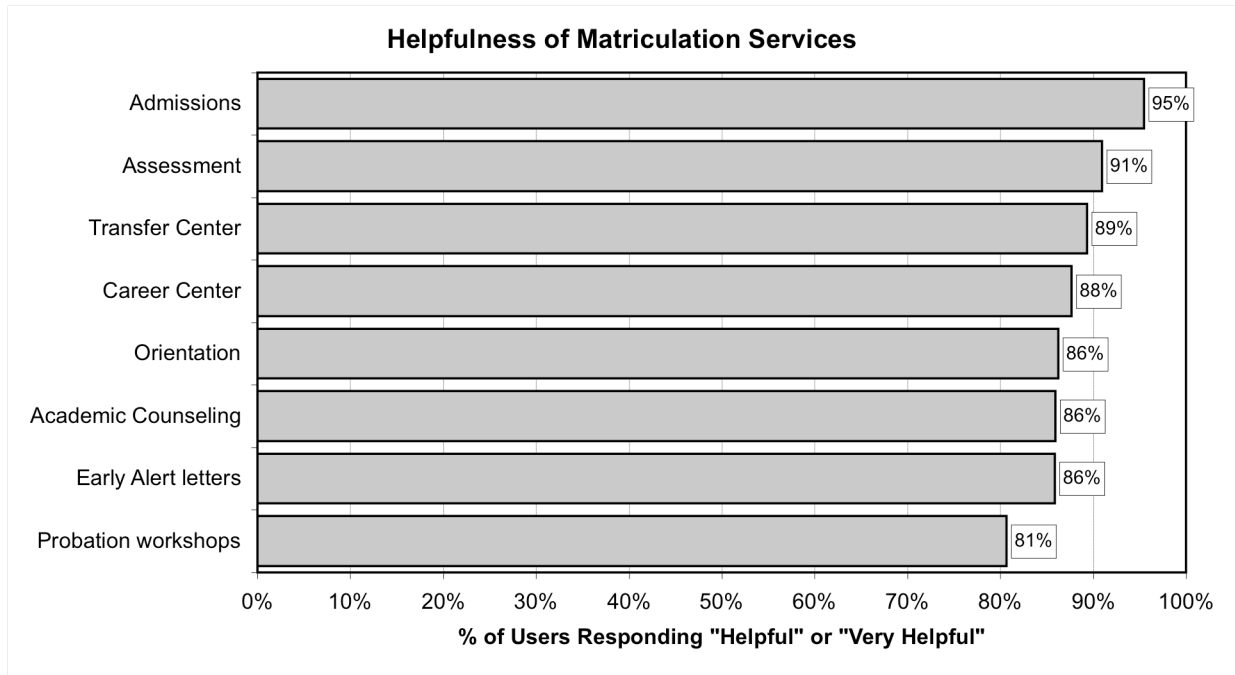
Student ratings of the helpfulness of matriculation services were high, all over 80%. The highest ratings were for Admissions and Assessment, each rated as helpful or very helpful by over 90% of respondents who said they used the service.

Group Differences for Matriculation Items

Some matriculation services showed group differences in ratings of use or helpfulness. The following graphs illustrate these group differences. To be considered noteworthy here, a group difference had to be statistically significant and the difference between groups had to be at least 5 percentage points.

Graph 27, below, shows group differences in the use of orientation. Full-time students were more likely to report using orientation, as were day students.

Graph 27. Use of Orientation

Orientation: Use

Group	Use of Service
Full-Time	59%
Part-Time	52%
Day	57%
Evening	48%
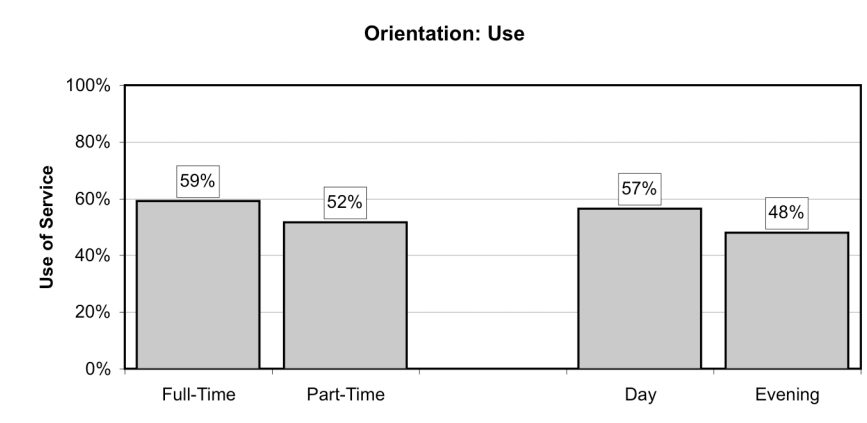
Graph 28 shows reported use of assessment. Part-time students, evening students, first-year college students, students over age 25, Anglo students, and African American students were all less likely to report using assessment than other student groups.
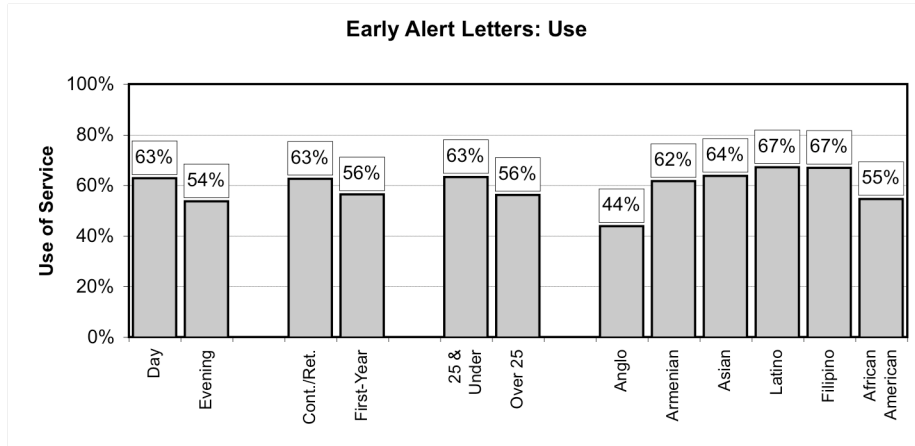
Graph 28. Use of Assessment
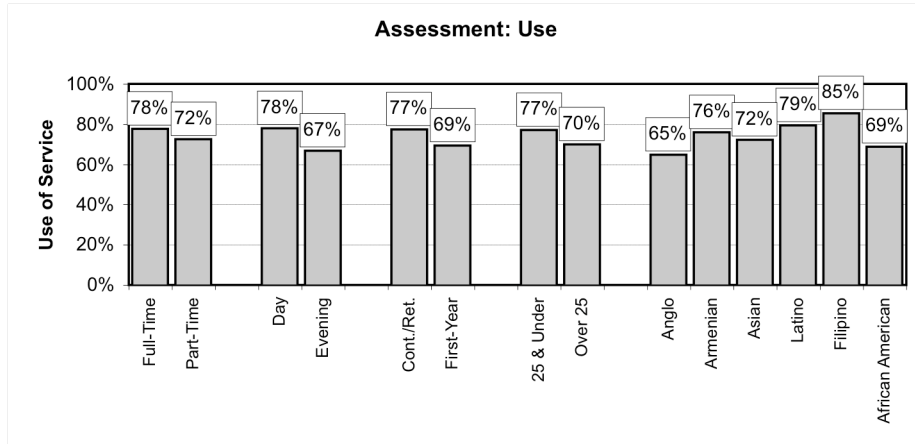
The next graph shows reported use of academic counseling. Part-time students, evening students, and first-year college students were less likely to report using academic counseling than full-time, day, and continuing or returning students.

Graph 29. Use of Academic Counseling
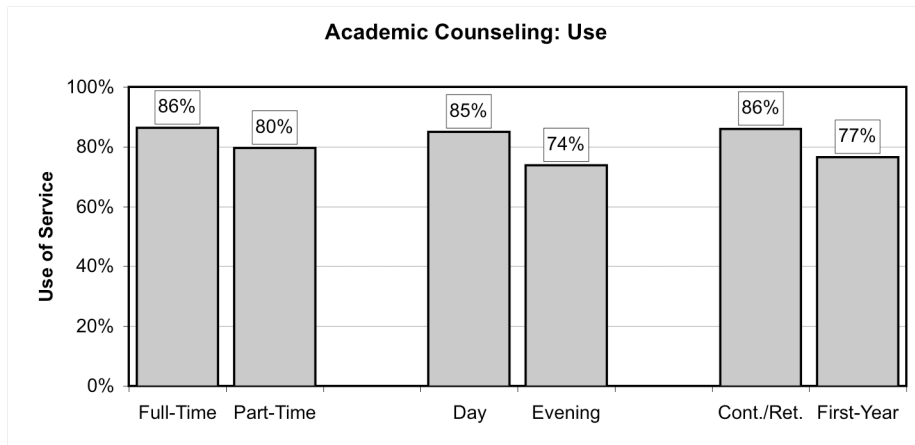
Graph 30 shows differences in the self-reported use of early alert letters. Evening students, first-year college students, students over age 25, Anglo students, and African American students were less likely to report using early alert letters.

Graph 30. Use of Early Alert Letters

The next graph shows group differences in the reported use of the Career Center. Evening students and first-year students were less likely to report using the Career Center.

Graph 31. Use of Career Center
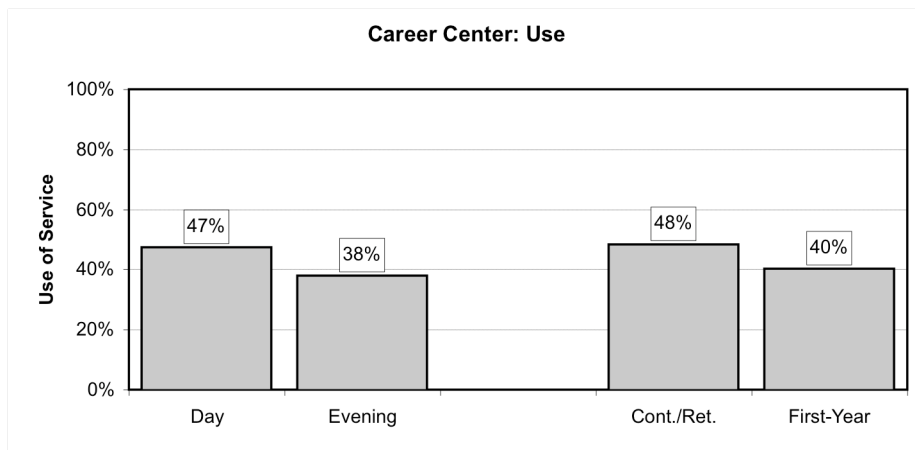
Graph 32 shows group differences in the use of the Transfer Center. Part-time students, evening students, first-year students, students over age 25, Anglo students, and African American students were less likely to report using the Transfer Center.

Graph 32. Use of Transfer Center
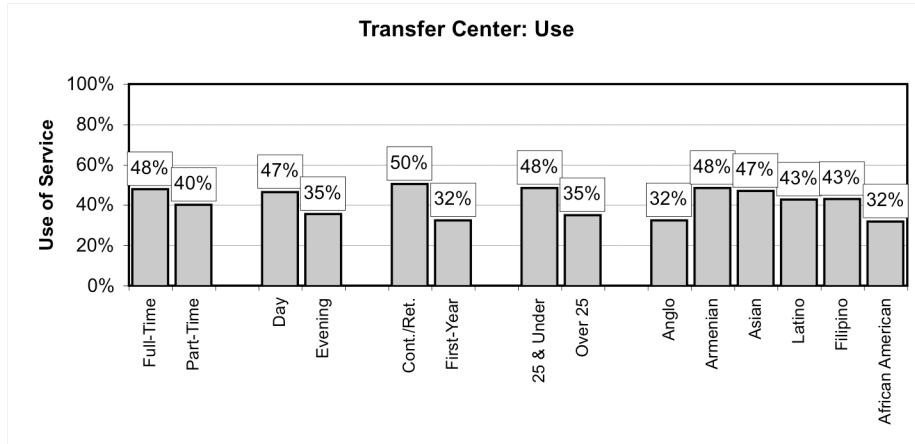
The following graphs show students' ratings of the helpfulness of matriculation services. Students who reported using each service could respond that it was "very helpful," "helpful," or "not helpful." The helpfulness percentage reported below is the percentage of service users marking either "very helpful" or "helpful."
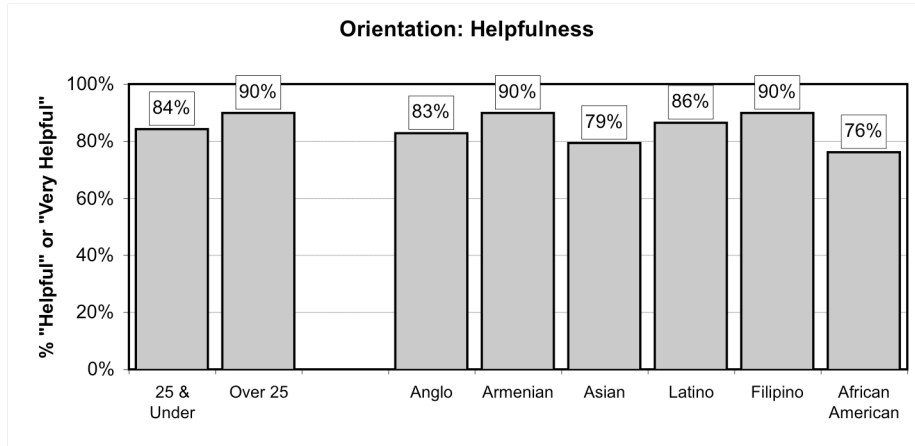
Graph 33 shows ratings of helpfulness for Admissions. Ratings were very high, but Asian student ratings were somewhat lower than the ratings of students in other groups.
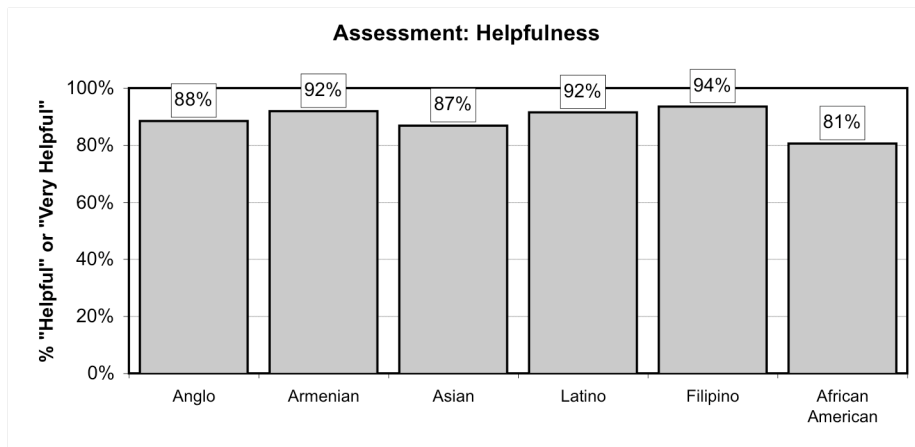
Graph 33. Helpfulness of Admissions
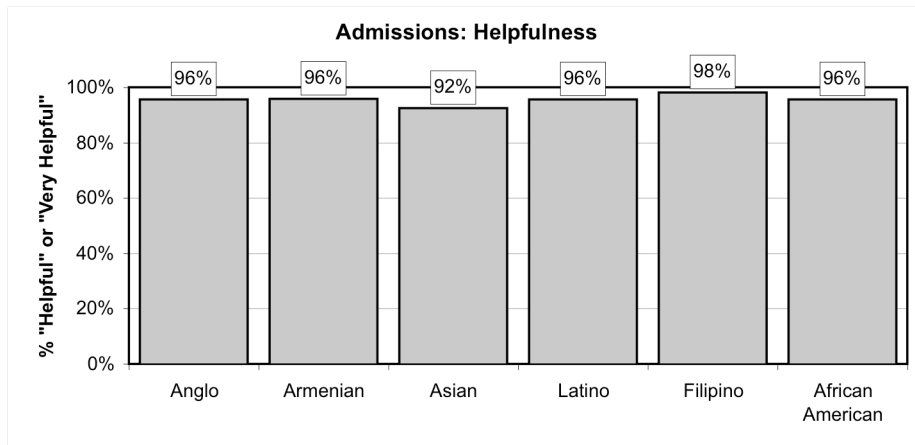
The next graph shows helpfulness for orientation. Ratings were high for orientation, but students age 25 and under, African American students, and Asian students gave somewhat lower ratings of helpfulness than did students in other groups.

Graph 34. Helpfulness of Orientation

Orientation: Helpfulness

% "Helpful" or "Very Helpful"

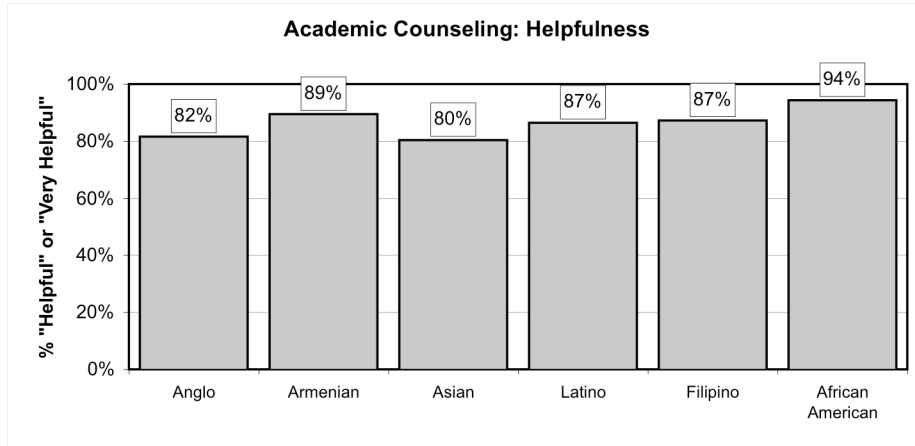| Group	%
25 & Under	84%
Over 25	90%
Anglo	83%
Armenian	90%
Asian	79%
Latino	86%
Filipino	90%
African American	76%

Graph 35 shows helpfulness for assessment. African American students were somewhat less likely to find assessment helpful than students in other groups, but their ratings were relatively high (81% helpfulness).

Graph 35. Helpfulness of Assessment

Assessment: Helpfulness

% "Helpful" or "Very Helpful"

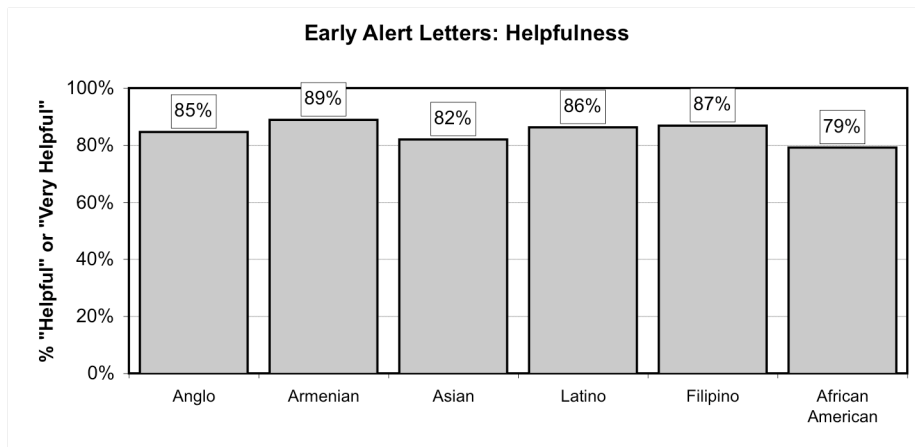| Group	%
Anglo	88%
Armenian	92%
Asian	87%
Latino	92%
Filipino	94%
African American	81%

The next graph shows ratings of the helpfulness of academic counseling. African American students were more positive about academic counseling than students in other groups, but all groups' ratings were high.

Graph 36. Helpfulness of Academic Counseling

Academic Counseling: Helpfulness

| Group	% "Helpful" or "Very Helpful"
Anglo	82%
Armenian	89%
Asian	80%
Latino	87%
Filipino	87%
African American	94%

Graph 37 shows ratings of the helpfulness of early alert letters. All groups were positive about early alert letters, but African American students and Asian students rated them as slightly less helpful than did other student groups.

Graph 37. Helpfulness of Early Alert Letters

Early Alert Letters: Helpfulness

Group	% "Helpful" or "Very Helpful"
Anglo	85%
Armenian	89%
Asian	82%
Latino	86%
Filipino	87%
African American	79%

The next graph shows student ratings of the helpfulness of probation workshops. The only noteworthy group difference involved full-time and part-time students. Part-time students found probation workshops to be somewhat less helpful than did full-time students.
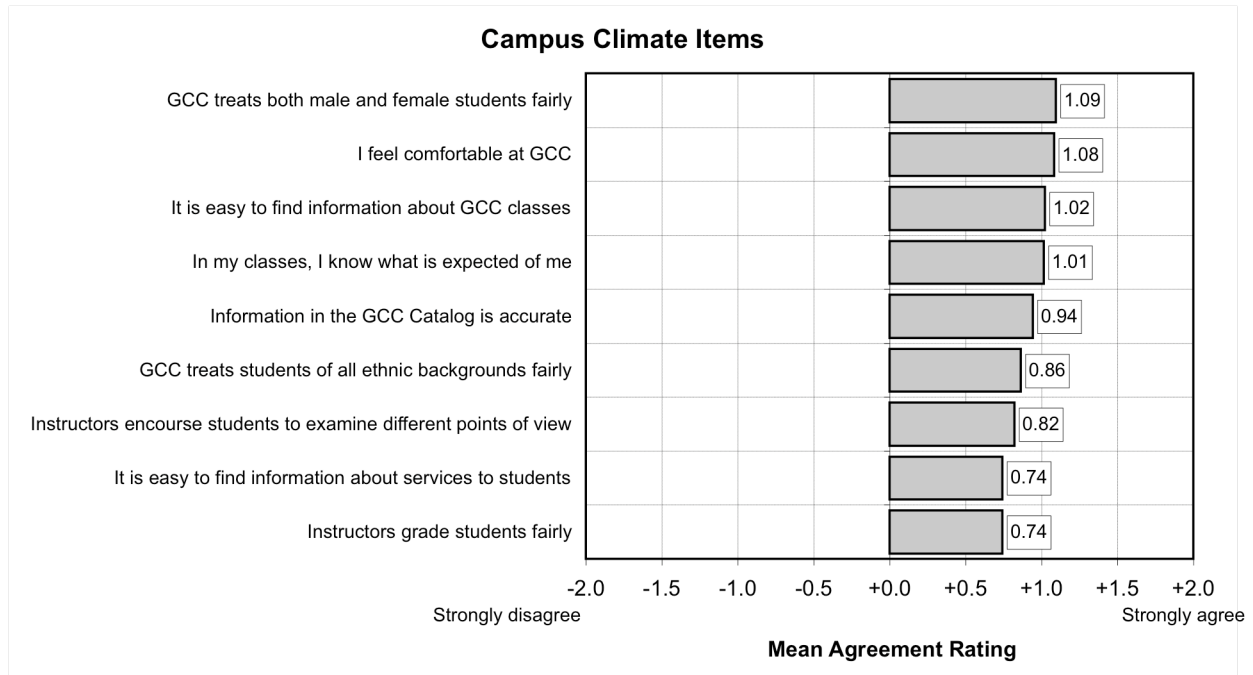
Graph 38. Helpfulness of Probation Workshops

Probation Workshops: Helpfulness
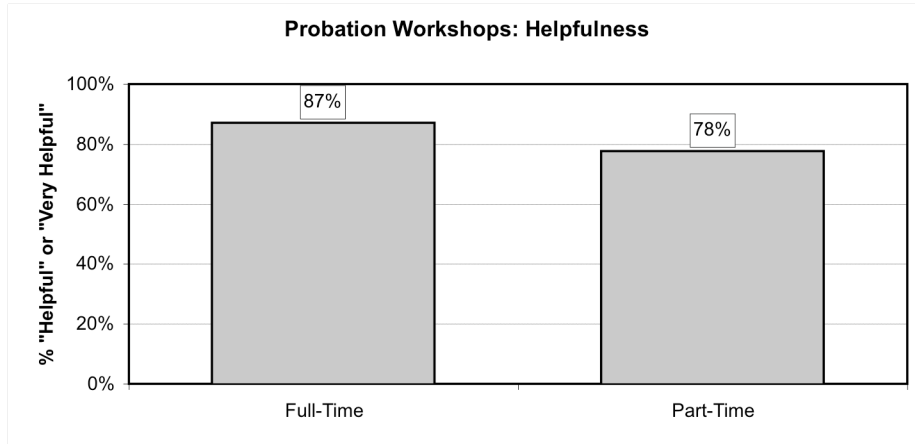
Section 2D. Campus Climate (Agreement Items)

Students were asked whether they agreed with various statements about campus climate, such as "I feel comfortable at GCC." Response choices were "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The following graph shows agreement ratings for these items, with "strongly agree" coded as +2 and "strongly disagree" coded as -2. Average ratings for all items were above the neutral point (coded as zero).

Graph 39. Campus Climate Ratings (Spring 2006)

Campus Climate Items

Item	Rating
GCC treats both male and female students fairly	1.09
I feel comfortable at GCC	1.08
It is easy to find information about GCC classes	1.02
In my classes, I know what is expected of me	1.01
Information in the GCC Catalog is accurate	0.94
GCC treats students of all ethnic backgrounds fairly	0.86
Instructors encourse students to examine different points of view	0.82
It is easy to find information about services to students	0.74
Instructors grade students fairly	0.74

Scale: -2.0 (Strongly disagree) to +2.0 (Strongly agree), Mean Agreement Rating

Student agreement with campus climate items was relatively high, all above +0.70 on a scale from -2 to +2. None of the items had an average negative rating. In fact, for the item rated most negatively, "Instructors grade students fairly," only 9% of students marked either "disagree" or "strongly disagree."

Group Differences for Campus Climate Items

The following section discusses group differences for the campus climate items. The differences below met two criteria: they were statistically significant and the differences were at least 0.25 points on the scale from -2 to +2. Of the nine items, seven showed ethnic group differences and two also showed age group differences.

Many of the ethnic group differences on the campus climate items appear to be due to Asian students' tendency to mark the "neutral" response. Across all nine campus climate items, Asian students responded "neutral" 31% of the time. The number for other ethnic groups, aggregated together, was only 21%. Because most students tended to agree with these items, the higher tendency of Asian students to mark "neutral" probably pulled their agreement ratings

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toward the neutral point, resulting in average lower ratings for Asian students than for other students.

The largest group difference was the ethnic group difference for the first item, "GCC treats students of all ethnic backgrounds fairly." African American students were least positive about this item, followed by Asian and Latino students. Armenian and Filipino students were most positive about the treatment of students from different ethnic backgrounds.

Of the 47 African American students responding, 60% agreed that GCC treats students of all ethnic backgrounds fairly, 21% disagreed, and 19% were neutral. Of the 387 Asian students responding, 58% agreed, 8% disagreed, and 33% were neutral. Most students of all ethnic groups agreed with the statement, but agreement was lower for African American and Asian students.

**Graph 40. Agreement on Fair Treatment of Students of All Ethnic Backgrounds**
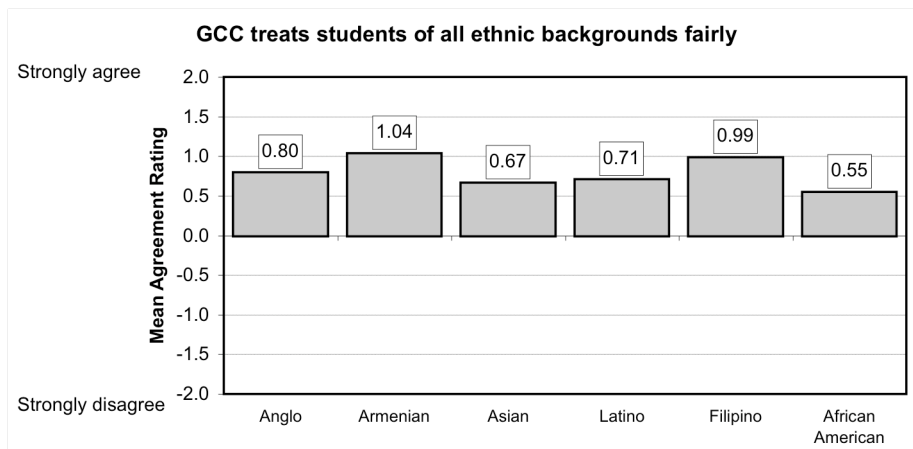
African American and Asian students were also less positive about faculty encouraging students to examine different points of view. All groups agreed with this item on average, but the agreement of Filipino, Anglo, and Latino students was higher than the agreement of African American, Asian, and Armenian students.

**Graph 41. Agreement on Encouragement to Examine Different Points of View**
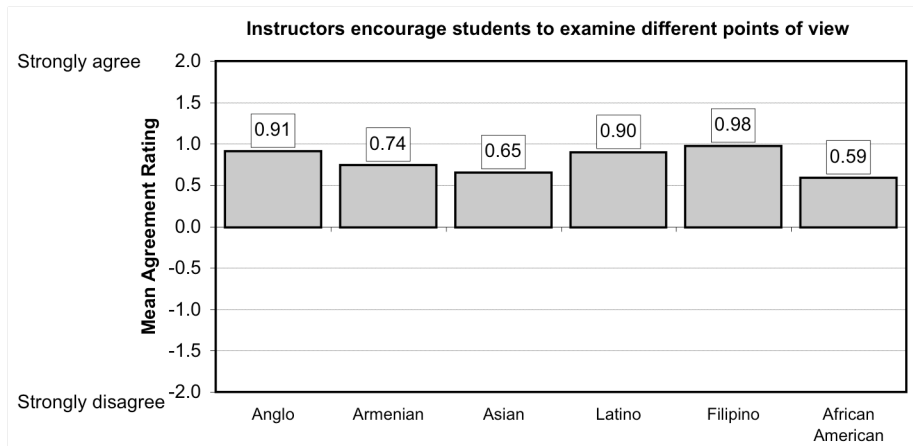
The next graph shows agreement with the statement "I feel comfortable at GCC." Agreement with this statement was high for all groups. However, Asian students showed somewhat lower agreement than students in other groups. Less than 5% of Asian respondents disagreed with this statement, but 29% were neutral.

**Graph 42. Agreement on Comfort at GCC**
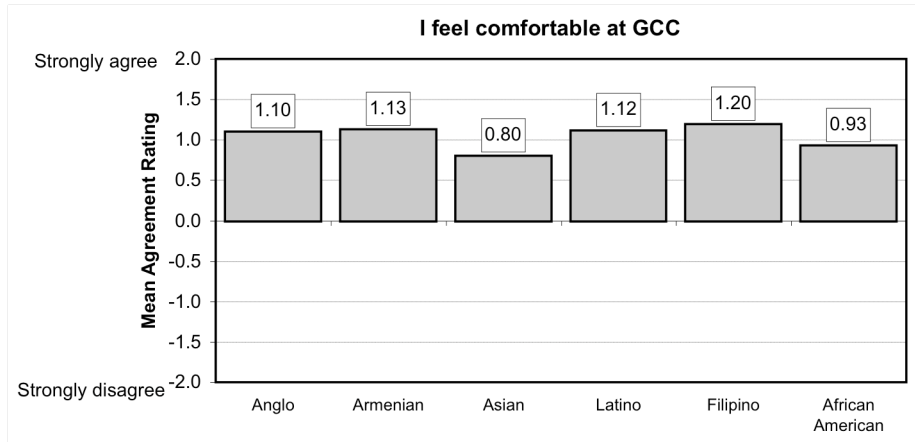
Graph 43 shows agreement with the statement "It is easy to find information about GCC classes." Students over age 25 were more likely to agree with this statement than students age 25 and under. Asian students were also less likely to agree.

**Graph 43. Agreement on Finding Information about GCC Classes**

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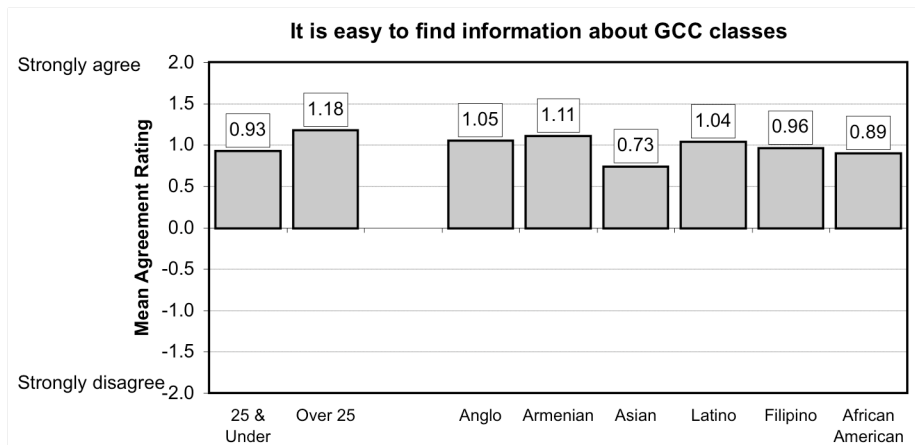
A similar pattern is evident in the following graph, which shows agreement with the statement "It is easy to find information about services for students." Ratings were lower for this item than for the item about information on GCC classes, suggesting that students have more difficulty finding information about student services than about classes offered. Again, younger students and Asian students were less likely to agree with this statement than other student groups.

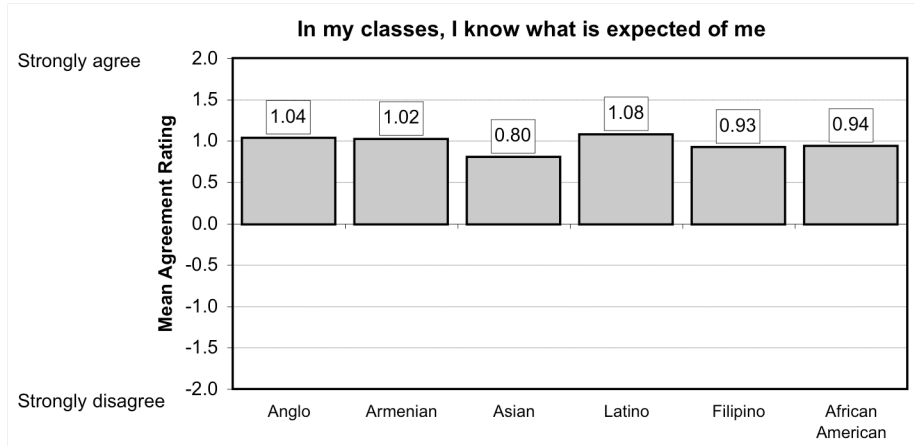**Graph 44. Agreement on Finding Information about Student Services**
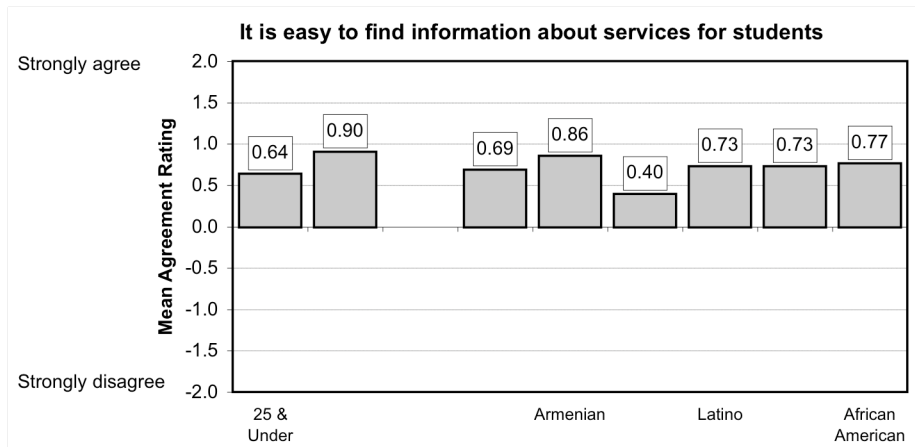
The graph below shows agreement with the statement "Information in the GCC Catalog is accurate." Most students agreed with this statement, but Asian students were somewhat less likely to agree than students in other groups.

Graph 45. Agreement on Accuracy of Catalog Information
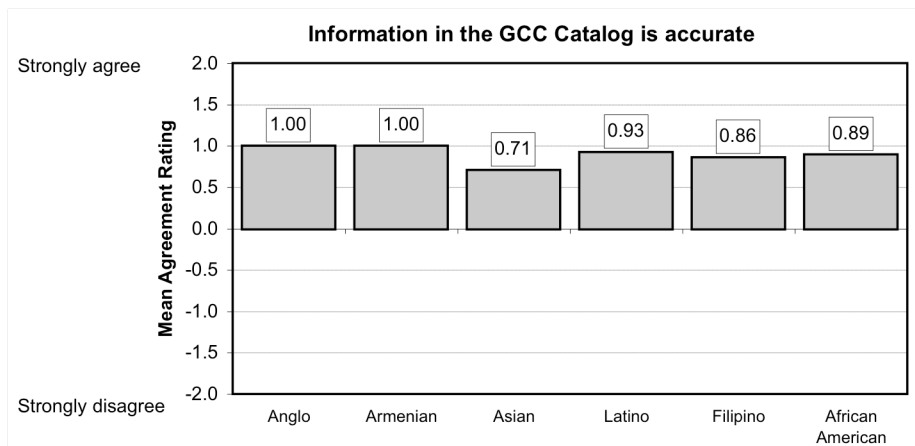
Graph 46 shows agreement with the statement "In my classes, I know what is expected of me." Agreement with this item was generally strong, but Asian students were somewhat less likely to agree than students in other groups.
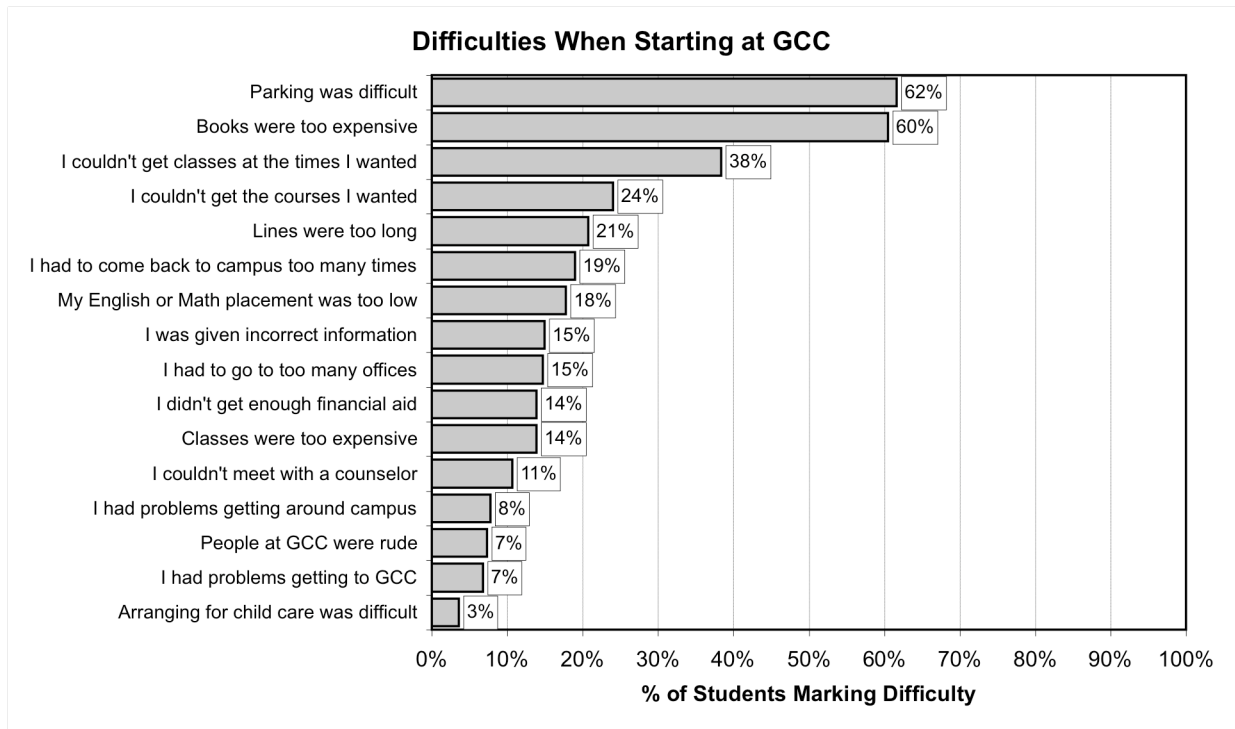
Graph 46. Agreement on Class Expectations

In my classes, I know what is expected of me

Group	Mean Agreement Rating
Anglo	1.04
Armenian	1.02
Asian	0.80
Latino	1.08
Filipino	0.93
African American	0.94

Strongly agree = 2.0
Strongly disagree = -2.0

Section 2E. Difficulties Starting at GCC

The 2006 survey included a section on the difficulties students faced when they started at GCC. Given a list of 16 potential difficulties, students were asked to mark all difficulties that applied to them. The graph below shows the percentage of students marking each difficulty.
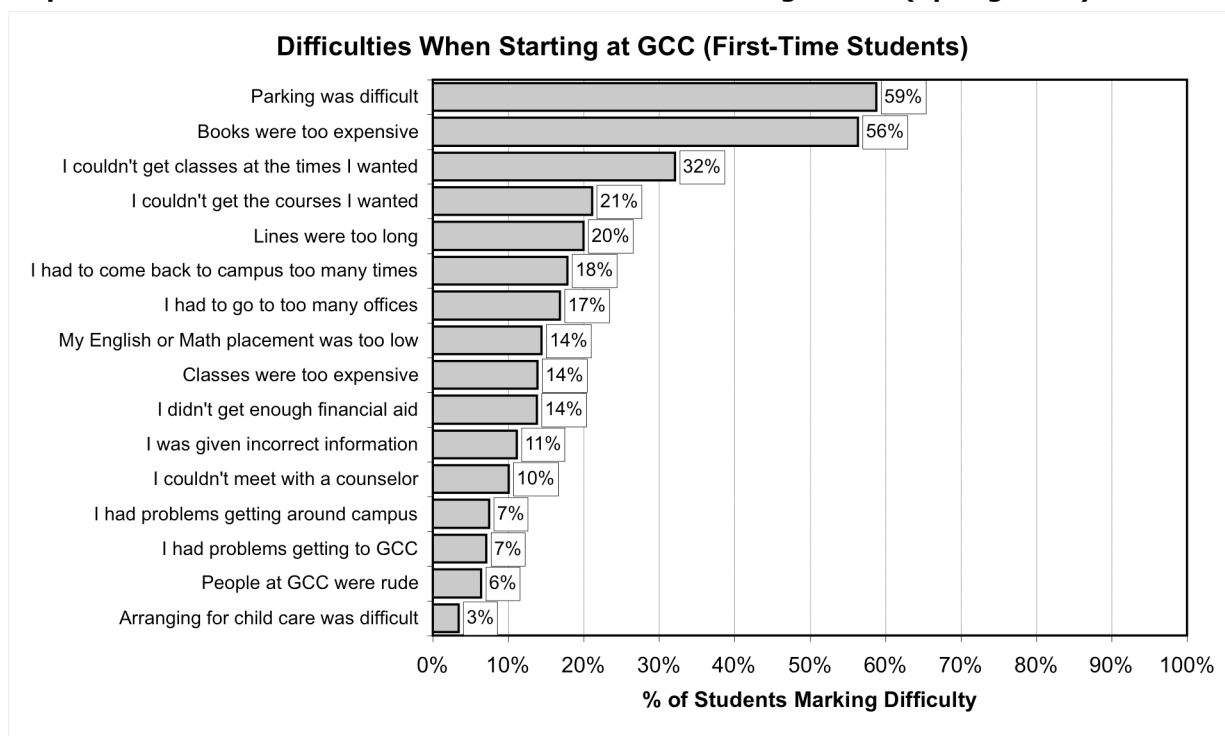
Graph 47. Difficulties When Starting at GCC (Spring 2006)

Difficulties When Starting at GCC

Difficulty	% of Students Marking Difficulty
Parking was difficult	62%
Books were too expensive	60%
I couldn't get classes at the times I wanted	38%
I couldn't get the courses I wanted	24%
Lines were too long	21%
I had to come back to campus too many times	19%
My English or Math placement was too low	18%
I was given incorrect information	15%
I had to go to too many offices	15%
I didn't get enough financial aid	14%
Classes were too expensive	14%
I couldn't meet with a counselor	11%
I had problems getting around campus	8%
People at GCC were rude	7%
I had problems getting to GCC	7%
Arranging for child care was difficult	3%

By far, the most commonly cited difficulties were parking and the cost of books, each of which was marked by 60% or more of the respondents. Inability to get classes at convenient times was cited by 38% of students. Other potential difficulties were cited by fewer than 25% of survey respondents.

The following graph (next page) shows the responses to this question from first-time GCC students. The pattern of responses is similar to the above graph, indicating that the difficulties faced by recent GCC entrants are not very different from those faced by earlier GCC entrants.

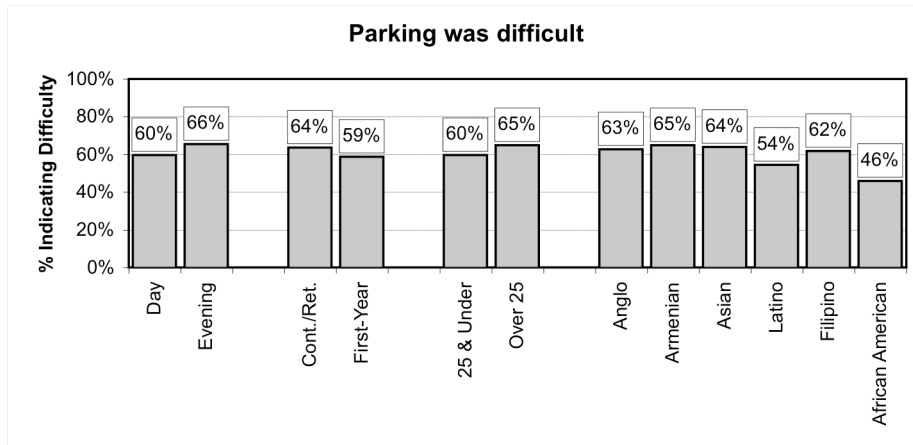**Graph 48. Difficulties of First-Time Students When Starting at GCC (Spring 2006)**

Difficulties When Starting at GCC (First-Time Students)

Difficulty	%
Parking was difficult	59%
Books were too expensive	56%
I couldn't get classes at the times I wanted	32%
I couldn't get the courses I wanted	21%
Lines were too long	20%
I had to come back to campus too many times	18%
I had to go to too many offices	17%
My English or Math placement was too low	14%
Classes were too expensive	14%
I didn't get enough financial aid	14%
I was given incorrect information	11%
I couldn't meet with a counselor	10%
I had problems getting around campus	7%
I had problems getting to GCC	7%
People at GCC were rude	6%
Arranging for child care was difficult	3%

% of Students Marking Difficulty

Group Differences for Student Difficulties

Different student groups faced different difficulties starting at GCC. The following section discusses group differences that were both statistically significant and at least 5% (e.g., the difference between full-time and part-time students marking the difficulty was 5 or more percentage points).

The following items showed no differences: difficulty meeting with a counselor, problems getting to GCC, problems getting around the campus, and rude people. For the items that did show group differences, those differences were generally small. There were some large differences (the largest difference was for the cost of books, marked by 73% of Filipino students and only 50% of African American students, a difference of 23 percentage points) but most group differences were under 10 percentage points.
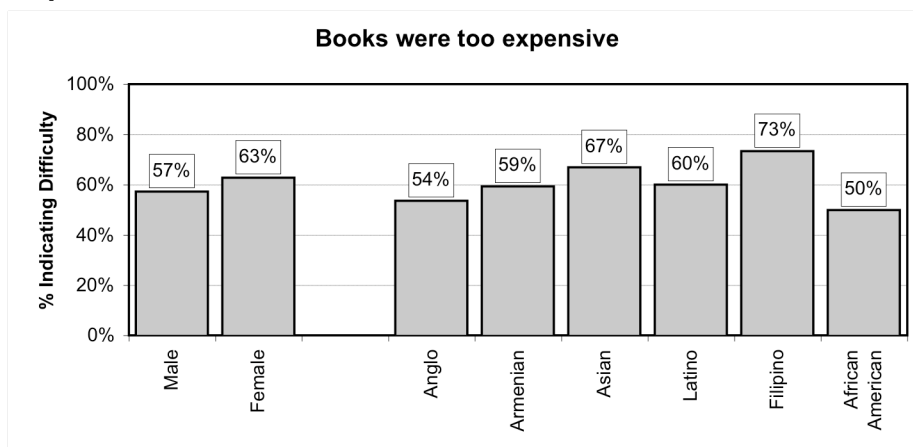
Graph 49 shows the percentages of students indicating that parking was difficult. Like the cost of books, parking was a difficulty faced by most credit students. Evening students, continuing/returning students, Armenian students, Asian students, Anglo students, and Filipino students were more likely to mark this difficulty than students from other groups. African American students and Latino students were less likely to indicate parking as a difficulty.

Graph 49. Group Differences for Parking

Parking was difficult

Group	% Indicating Difficulty
Day	60%
Evening	66%
Cont./Ret.	64%
First-Year	59%
25 & Under	60%
Over 25	65%
Anglo	63%
Armenian	65%
Asian	64%
Latino	54%
Filipino	62%
African American	46%

The next graph shows the percentages of students indicating that books were too expensive. Most students faced the difficulty of expensive books. Female students, Filipino students, and Asian students were more likely than students in other groups to indicate this problem. African American and Anglo students were less likely to indicate this difficulty.

Graph 50. Group Differences for Cost of Books

Books were too expensive

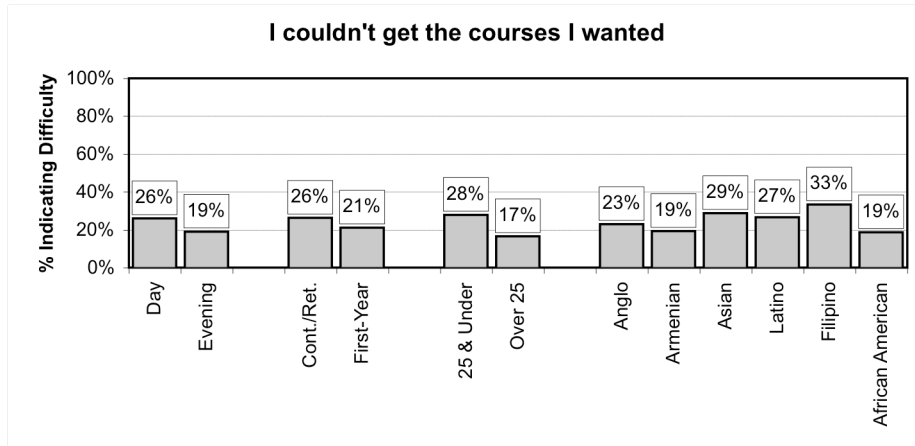| Group	% Indicating Difficulty
Male	57%
Female	63%
Anglo	54%
Armenian	59%
Asian	67%
Latino	60%
Filipino	73%
African American	50%

Graph 51 shows group differences for students having difficulty getting classes at the times they wanted. Day students, continuing/returning students, students age 25 and under, and Filipino students were more likely than other student groups to mark this difficulty.

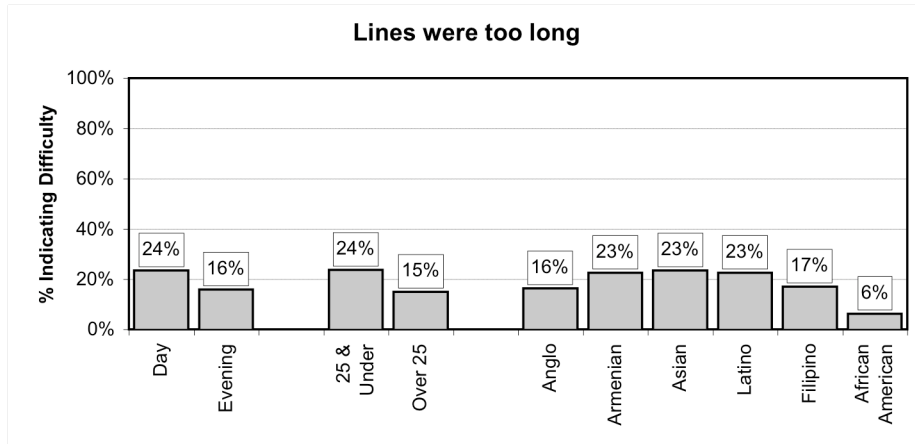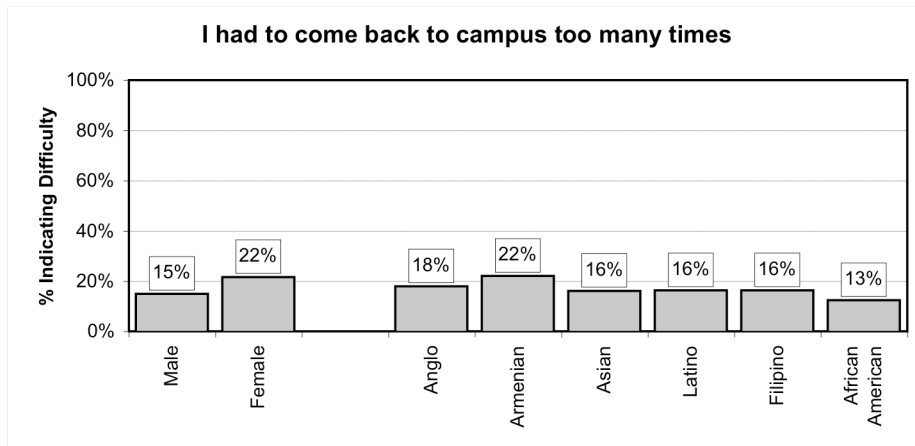**Graph 51. Group Differences for Difficulty Getting Classes at Desired Times**

I couldn't get classes at the times I wanted

Group	% Indicating Difficulty
Day	40%
Evening	33%
Cont./Ret.	42%
First-Year	32%
25 & Under	43%
Over 25	31%
Anglo	33%
Armenian	36%
Asian	40%
Latino	42%
Filipino	53%
African American	31%
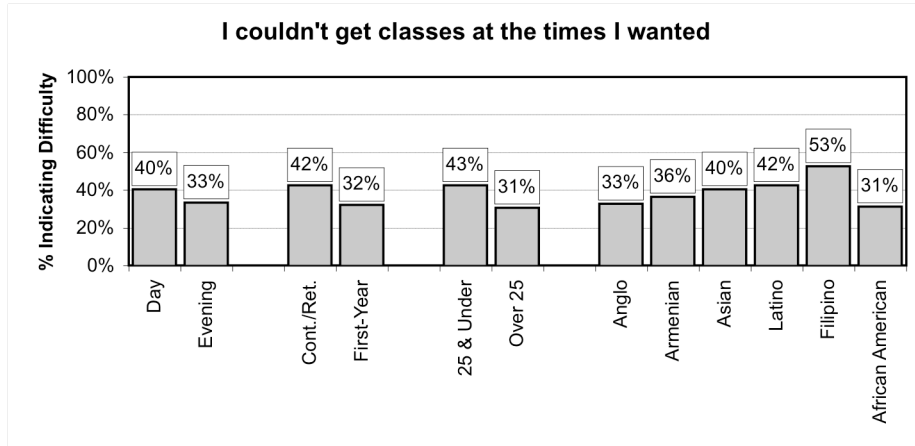
The graph below shows the percentage of each student group having difficulty getting the desired courses. Day students, continuing/returning students, students age 25 and under, Filipino students, and Asian students were more likely than other groups to indicate this difficulty.

Graph 52. Group Differences for Difficulty Getting Courses

I couldn't get the courses I wanted

Group	% Indicating Difficulty
Day	26%
Evening	19%
Cont./Ret.	26%
First-Year	21%
25 & Under	28%
Over 25	17%
Anglo	23%
Armenian	19%
Asian	29%
Latino	27%
Filipino	33%
African American	19%

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The next graph shows the percentages of students indicating long lines as a problem when starting at GCC. Day students, students age 25 and under, Asian students, Latino students, and Armenian students were more likely to indicate long lines as a problem than were other students.

**Graph 53. Group Differences for Long Lines**

Lines were too long

Group	%
Day	24%
Evening	16%
25 & Under	24%
Over 25	15%
Anglo	16%
Armenian	23%
Asian	23%
Latino	23%
Filipino	17%
African American	6%

Graph 54 shows the percentages of students indicating that they had to come back to campus too many times. Female students and Armenian students were more likely to mark this difficulty than students in other groups.

Graph 54. Group Differences for Coming Back to Campus

I had to come back to campus too many times

Group	%
Male	15%
Female	22%
Anglo	18%
Armenian	22%
Asian	16%
Latino	16%
Filipino	16%
African American	13%

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The next graph shows the percentages of students indicating that they had to go to too many offices when they started at GCC. Armenian students were more likely than students in other groups to mark this difficulty, but numbers for all groups were relatively low.

Graph 55. Group Differences for Going to Too Many Offices

I had to go to too many offices

Anglo	Armenian	Asian	Latino	Filipino	African American
14%	17%	15%	12%	10%	10%
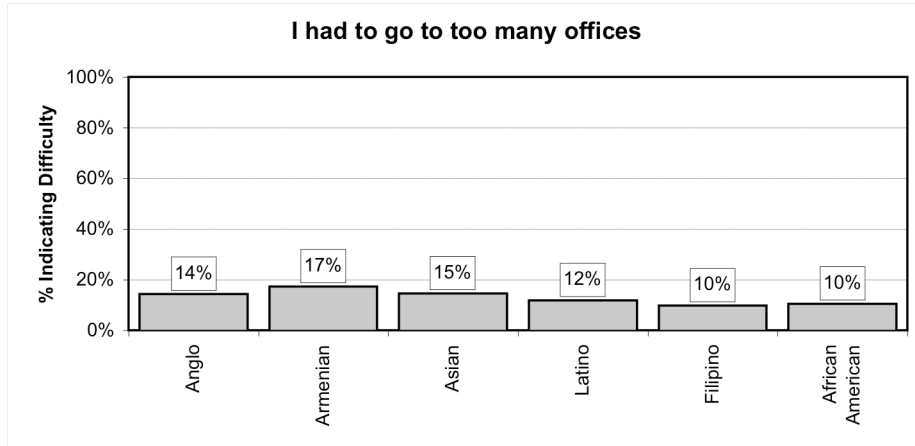
Graph 56 shows the percentages of students indicating that low English or mathematics placement was a difficulty. Day students, continuing/returning students, students age 25 or under, and Latino students were more likely than others to indicate low placement as a difficulty.

Graph 56. Group Differences for Low English or Math Placements

My English or Math placement was too low

Day	Evening	Cont./Ret.	First-Year	25 & Under	Over 25	Anglo	Armenian	Asian	Latino	Filipino	African American
19%	13%	19%	14%	20%	13%	16%	16%	17%	24%	13%	8%
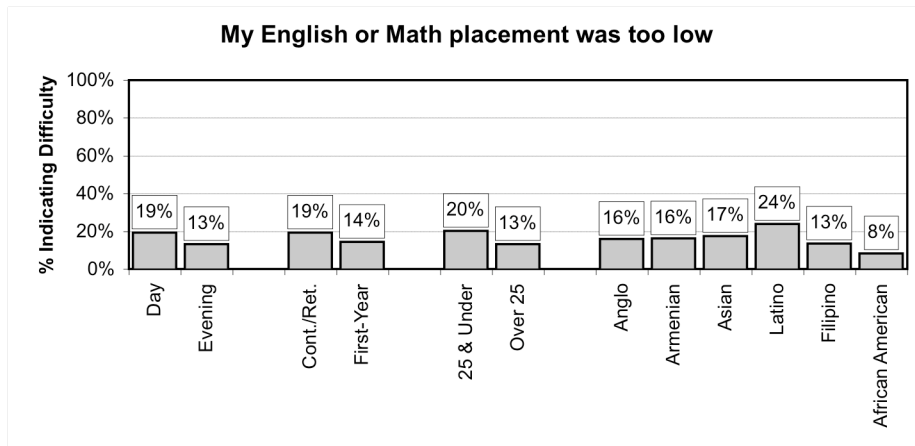
The next graph shows the percentages of students indicating that classes were too expensive. Again, the numbers are relatively small, but students age 25 and under and Asian students were more likely than students in other groups to indicate this problem.

Graph 57. Group Differences for Expensive Classes

Classes were too expensive
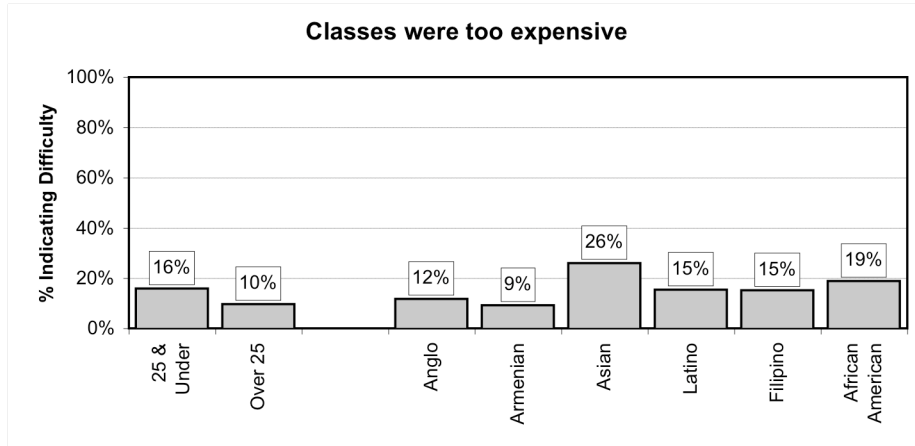
Graph 58 shows the percentages of students indicating that they did not receive enough financial aid. The only noteworthy group difference here was between age groups. Students age 25 and under were more likely to indicate this difficulty than students over age 25.

Graph 58. Group Differences for Insufficient Financial Aid

I didn't get enough financial aid
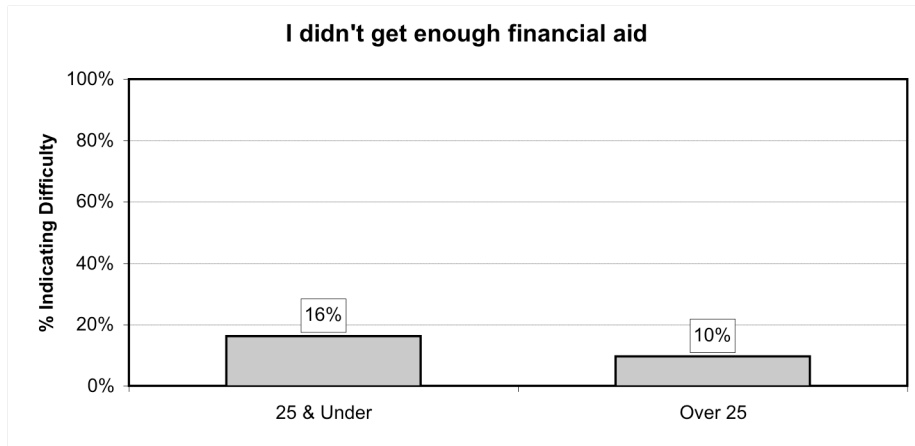
Graph 59 shows the percentages of students reporting that they were given incorrect information when they started at the college. The overall numbers are relatively small, but full-time students, day students, continuing/returning students, and students age 25 and under were more likely to indicate this difficulty than students in other groups.

Graph 59. Group Differences for Incorrect Information
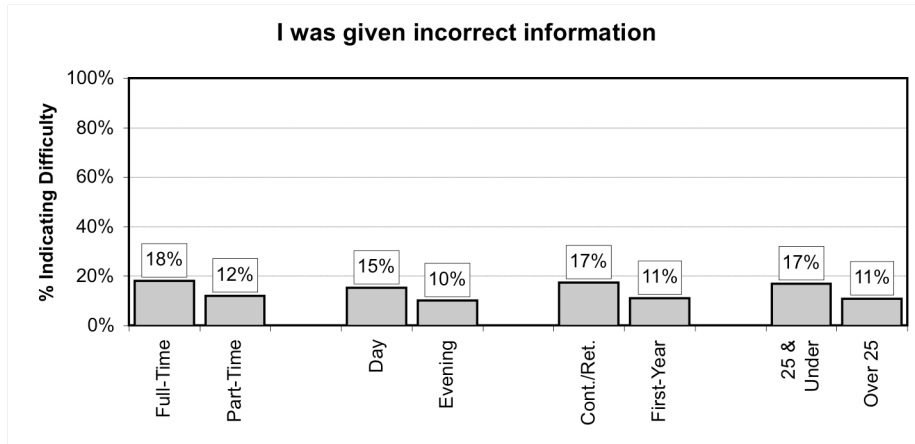
The graph below shows group differences for arranging for child care. The only difference for this difficulty, predictably, was by age group. Students over age 25 were much more likely to have trouble arranging for child care than students age 25 and under.

Graph 60. Group Differences for Difficulty Arranging for Child Care
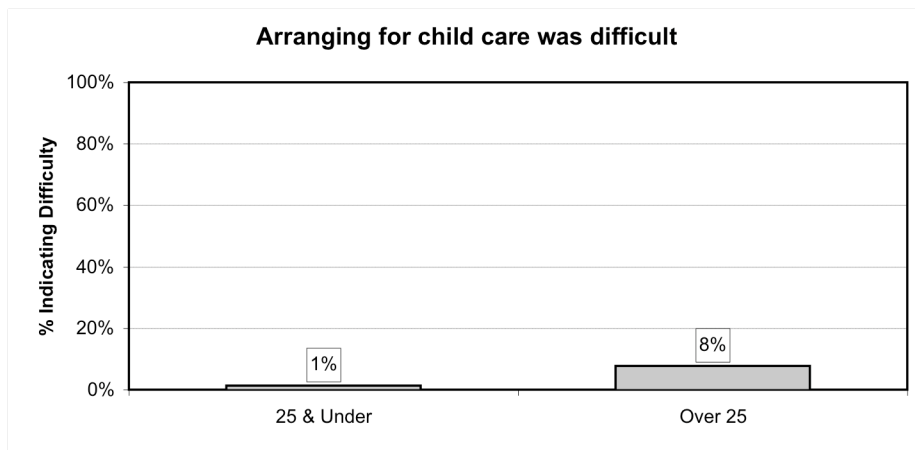
Section 3. Key Performance Indicators (KPIs)

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.

Table 22. Key Performance Indicators

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

Appendix: Method

Procedure

In Spring 2006, 2,986 students responded to the Spring Student Survey. Surveys were distributed to 195 class sections and received from 168 sections for a class response rate of 86%. Potential enrollment in the 195 class sections was 5,249; the 2,986 returned surveys represent a student response rate of 57%.

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 May 1, 2006 and May 13, 2006. 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 2005 (last year's survey), 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 2006 survey, 48% of respondents were full-time students, compared to only 30% in the overall Spring 2006 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 0.46 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.

Table 23. Summary of Results of Weighting Survey Responses for Full-Time Status

Full-Time Status	Spring 2006 Student Sample (Unweighted)	Spring 2006 Student Sample (Weighted)	Spring 2006 Credit Student Population
Full-Time	48%	30%	30%
Part-Time	52%	70%	70%
Number of Students	2,986	2,986	14,163

Sex	Spring 2006 Student Sample (Unweighted)	Spring 2006 Student Sample (Weighted)	Spring 2006 Credit Student Population
Male	40%	40%	42%
Female	60%	60%	58%
Number of Students	2,986	2,986	14,163

Age Group	Spring 2006 Student Sample (Unweighted)	Spring 2006 Student Sample (Weighted)	Spring 2006 Credit Student Population
Under 18	1%	1%	1%
18 to 21	46%	41%	36%
22 to 25	18%	19%	22%
26 to 30	10%	11%	12%
31 to 40	13%	15%	14%
41 to 50	8%	9%	9%
Over 50	3%	4%	5%
Number of Students	1,523	1,523	14,031

Ethnicity	Spring 2006 Student Sample (Unweighted)	Spring 2006 Student Sample (Weighted)	Spring 2006 Credit Student Population
Caucasian/Anglo	14%	15%	16%
Caucasian/Armenian	28%	37%	34%
Asian/Pacific Islander	19%	18%	12%
Latino	20%	22%	24%
Other	8%	8%	14%
Number of Students	2,986	2,986	14,163

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