

Glendale Community College

Student Views 2004

Results of the Spring 2004 Student Survey

**Research & Planning
June 2004**



1500 North Verdugo Road
Glendale, California 91208
818.240.1000 x5390
<http://www.glendale.edu>
<http://research.glendale.edu>

Summary

Introduction

This report presents the results of Glendale Community College's 2004 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 2004, responses were received from 3,407 students in 170 class sections.

The 2004 survey included evaluations of services to students. Every three years, the survey asks about student recognition of, use of, and satisfaction with GCC services. The results are included in this report, starting on page 25.

The 2004 survey also included evaluation questions derived from the Educational Master Plan. The plan was approved by the Board of Trustees in Spring 2004 and included a set of Key Performance Indicators (KPIs) designed to measure the college's performance. Several KPIs are related to student satisfaction. Survey questions addressing these KPIs are summarized in this report, starting on page 34.

Survey results are shown in the following three sections of this report.

Demographic Items. Section 1 (pages 3-11) shows student responses to demographic questions. Credit student demographics have remained relatively stable over the past five years.

Technology Items. Section 2 (pages 13-14) shows student responses to technology-related questions. Computer and Internet use, tracked since 1996, have stabilized after a steep increase. About 88% of credit students have Internet access at home, and 95% have computers at home. Students are highly satisfied with the web portal (myGCC) and computer labs.

Evaluation Items. Section 3 (pages 15-35) shows student responses to questions evaluating GCC and its services. 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 and class availability.

Methodological Note

The percentages reported in Student Views 2004 have been weighted in order to account for the oversampling of full-time students. The Spring Student Survey is conducted as a classroom survey, so full-time students are more likely to be included in the sample because they are enrolled in more classes. Percentages shown in this report are weighted to account for this sampling difference. For more information about methodology and sampling issues, see the appendix starting on page 37.

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 60% to 40%. Over 60% of students were born outside the United States, about 60% are U.S. citizens, and about 70% are non-native speakers of English. These characteristics have been relatively steady for the past five 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 59% in 2004. 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 steadily in the past five years. The percentage of students working at least 40 hours per week has declined, but the percentage working between one and 39 hours per week has increased.

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

Year	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
This year	14%	16%	17%	16%	14%
One year ago	32%	29%	32%	30%	29%
Two years ago	25%	20%	18%	21%	22%
Three years ago	13%	13%	12%	11%	14%
Four years ago	7%	6%	7%	7%	7%
Five or more years ago	10%	17%	13%	14%	13%
No Response	213	71	99	90	78
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Term	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Winter	--	--	--	5%	5%
Spring	34%	36%	36%	31%	32%
Summer	10%	9%	11%	12%	10%
Fall	56%	55%	53%	52%	53%
No Response	631	539	607	810	726
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

First Academic Year at GCC

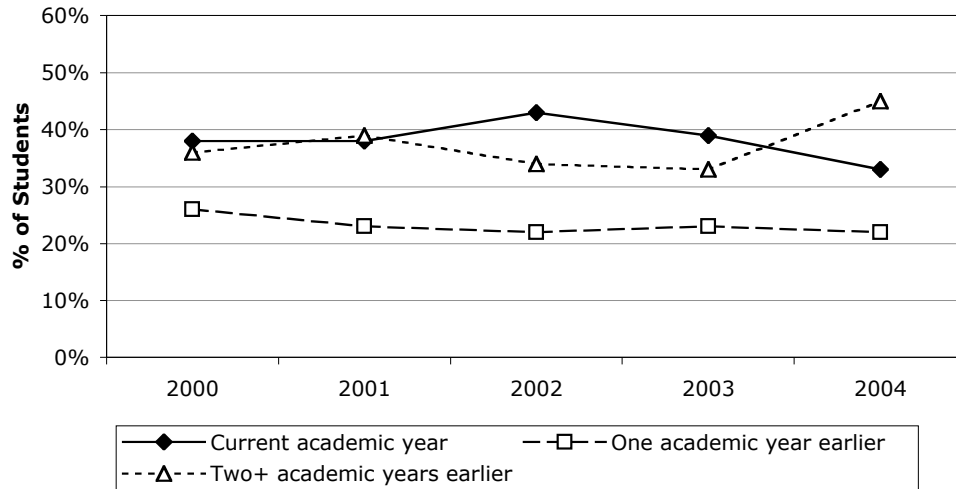


Table 2. How old are you?

Age	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Under 18	4%	1%	1%	1%	2%
18 to 21	31%	34%	37%	37%	39%
22 to 25	18%	16%	18%	18%	18%
26 to 30	13%	13%	13%	13%	12%
31 to 40	19%	20%	17%	17%	17%
41 to 50	11%	11%	10%	10%	10%
Over 50	5%	4%	4%	5%	3%
No Response	56	45	21	43	13
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Age Group

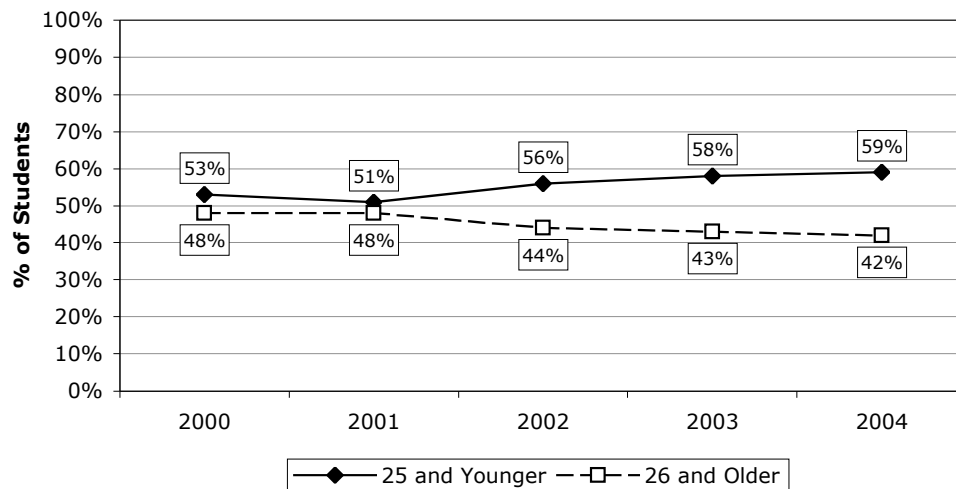


Table 3. What is your sex?

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Sex					
Male	38%	39%	43%	42%	41%
Female	62%	61%	57%	58%	59%
No Response	367	618	638	48	84
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

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

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Time					
Day (before 4:30 pm)	42%	42%	45%	42%	44%
Evening (4:30 pm or after)	37%	40%	39%	37%	36%
Day and Evening	22%	18%	15%	21%	20%
No Response	264	53	32	96	25
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 5. Were you born in the United States?

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Born in United States					
Yes	40%	40%	37%	41%	36%
No	60%	60%	63%	59%	64%
No Response	73	79	46	71	23
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 6. Are you a United States citizen?

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
United States Citizen					
Yes	65%	65%	58%	63%	59%
No	35%	35%	42%	37%	41%
No Response	66	90	76	91	27
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

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

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
English First Language					
Yes	32%	33%	34%	34%	29%
No	68%	67%	66%	66%	71%
No Response	123	96	76	96	36
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

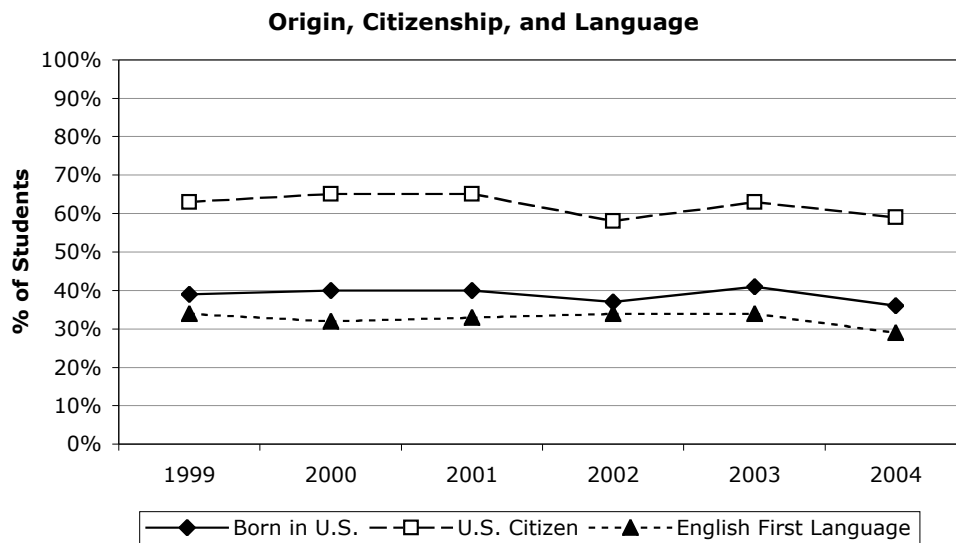


Table 8. Have you worked with a counselor to develop a Student Educational Plan?

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
SEP					
Yes	51%	59%	57%	62%	63%
No	49%	41%	43%	38%	37%
No Response	116	98	78	107	52
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

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

Ethnic/National Background	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
White/European Origin	17%	21%	16%	18%	15%
White/Armenian Origin	31%	32%	37%	36%	38%
Middle Eastern	3%	3%	3%	3%	6%
Mexican/Chicano	11%	11%	10%	11%	9%
Central American	4%	5%	4%	4%	4%
South American	3%	3%	2%	2%	2%
Other Latino/Hispanic	6%	5%	4%	5%	4%
Black/African-American	3%	2%	2%	2%	2%
Japanese	2%	2%	2%	1%	2%
Chinese	2%	2%	3%	2%	2%
Korean	3%	4%	5%	4%	5%
Other Asian	3%	3%	3%	3%	3%
Filipino	6%	5%	5%	5%	5%
Pacific Islander	0%	0%	0%	1%	0%
American Indian	1%	1%	0%	1%	0%
Multiple Heritages	4%	2%	3%	3%	3%
No Response	98	101	76	172	67
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 10. How many units are you enrolled in?

Units	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
0.5 to 3.9	13%	15%	13%	14%	13%
4.0 to 6.9	23%	21%	25%	24%	20%
7.0 to 11.9	35%	34%	38%	35%	36%
12.0 to 14.9	21%	23%	20%	21%	24%
15.0 or more	8%	8%	5%	6%	7%
No Response	168	70	28	41	17
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 11. On average, how many hours do you spend studying and doing homework each week?

Units	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Zero hours	--	--	--	2%	2%
1-5 hours	--	--	--	41%	44%
6-10 hours	--	--	--	32%	30%
11-15 hours	--	--	--	14%	12%
16-20 hours	--	--	--	7%	7%
Over 20 hours	--	--	--	4%	5%
No Response	--	--	--	108	25
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 12. On average, how many hours of work are you paid for each week?

Units	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Zero	26%	25%	29%	27%	31%
1-9 hours	5%	6%	7%	6%	9%
10 to 19 hours	13%	11%	12%	14%	14%
20 to 29 hours	15%	16%	16%	16%	17%
30 to 39 hours	15%	14%	12%	12%	12%
40 or more hours	26%	28%	25%	24%	17%
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Approximately 2% of credit students (about 300 students each semester) are full-time students who work at least 40 hours per week.

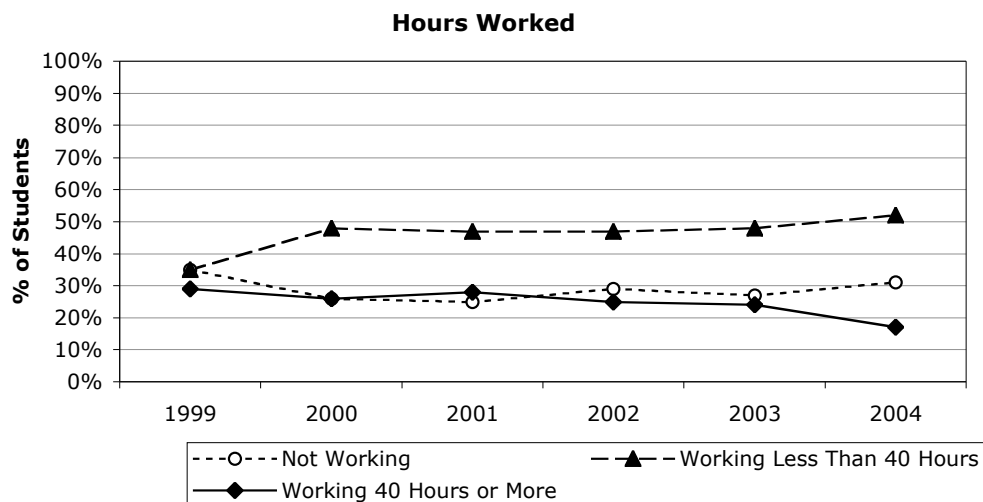


Table 13. Please mark all sources of financial aid you are receiving this term.

Financial Aid	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
BOG Waiver	34%	35%	42%	40%	45%
SEOG	4%	3%	4%	4%	4%
Scholarship	2%	2%	4%	2%	2%
Cal Grant	3%	6%	7%	8%	9%
Pell Grant	11%	11%	14%	13%	14%
Work Study	4%	5%	5%	5%	4%
Loan	1%	2%	2%	2%	2%
Other	9%	4%	4%	5%	3%
Any Financial Aid	48%	43%	48%	49%	51%
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

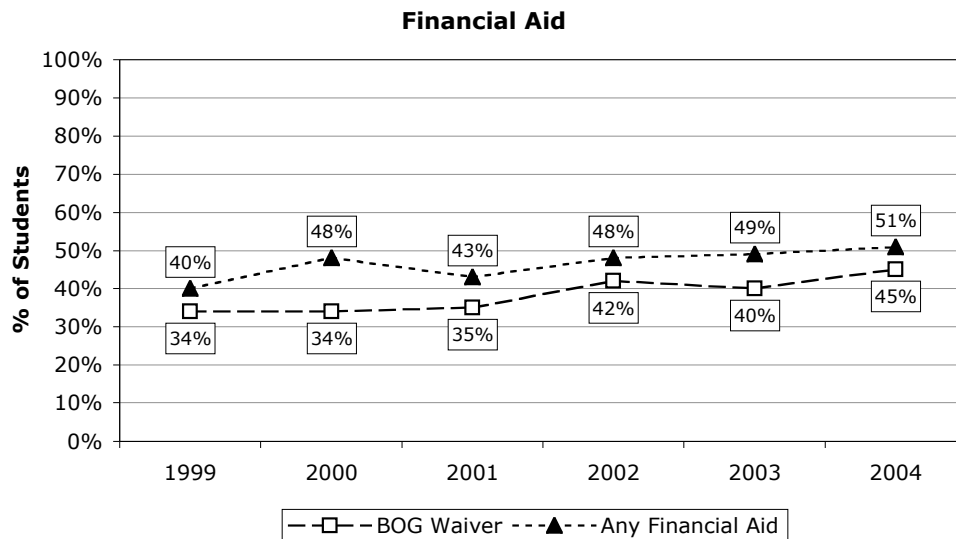


Table 14. What is your educational goal?

Educational Goal	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Transfer to 4-year institution with AA	43%	42%	44%	46%	46%
Transfer without AA	20%	20%	21%	21%	19%
Vocational AA/AS	4%	4%	4%	4%	5%
General education AA/AS	8%	9%	9%	9%	10%
Vocational certificate	7%	7%	7%	5%	7%
Improve job skills	4%	3%	2%	2%	3%
Gain skills for new job	5%	4%	3%	4%	3%
Personal interest	7%	8%	7%	6%	5%
Improve English or Math	4%	3%	2%	3%	2%
No Response	161	227	230	171	162
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 15. What was your father's education level when you started at GCC?

Father's Education Level	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
No high school diploma	22%	--	21%	--	21%
High school diploma	23%	--	24%	--	25%
Some college	14%	--	14%	--	13%
2-year degree	5%	--	5%	--	6%
BA or higher	23%	--	25%	--	26%
I don't know	12%	--	11%	--	11%
No Response	313	--	91	--	45
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 16. What was your mother's education level when you started at GCC?

Mother's Education Level	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
No high school diploma	24%	--	22%	--	20%
High school diploma	27%	--	27%	--	27%
Some college	15%	--	16%	--	16%
2-year degree	7%	--	7%	--	8%
BA or higher	19%	--	19%	--	22%
I don't know	9%	--	8%	--	7%
No Response	308	--	93	--	250
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

First-generation status, as used here, means that neither of the student's parents attended college (i.e., for both parents, the student responded either "No high school diploma" or "High school diploma" to the education level question). Students not giving a valid response or answering "I don't know" are not included in the first-generation calculation.

Table 17. Student First-Generation Status

Status	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
First-generation college student	43%	--	41%	--	40%
Not first-generation college student	57%	--	59%	--	60%
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Section 2. Technology Items

Summary of Technology Items

Section 2 discusses items related to technology at GCC. Computer availability and Internet access continue to increase; both are approaching 100%. Satisfaction with GCC's open computer labs is high, as is satisfaction with web-based student services (myGCC).

Table 18. Summary of Student Computer and Internet Access

Access	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Students with computer at home	80%	87%	88%	92%	95%
Students with Internet access at home	65%	78%	84%	85%	88%
Students with Internet access at work	37%	42%	46%	47%	48%
Students with Internet access at home or work	71%	80%	87%	86%	90%

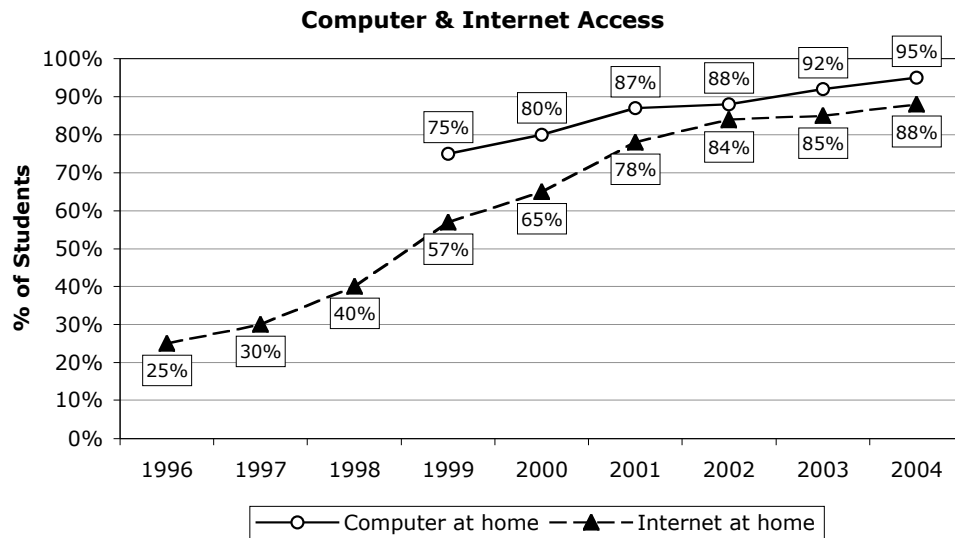


Table 19. Did you buy any books online from GCC this semester?

Bought Books Online From GCC	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Yes	--	8%	12%	12%	11%
No	--	92%	88%	88%	89%
No Response	--	76	42	77	34
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

The following tables show student recognition of, use of, and satisfaction with the open computer labs and myGCC (web-based services to students). In past surveys, the open labs were not separated but were listed as “Student Computer Center.” The tables below show responses for both sets of terms. The improvements in ratings from “Student Computer Center” to the open labs is probably due in part to the increased specificity of the survey wording.

“Recognition” refers to the percentage of survey respondents who have heard of the service (i.e., they do not mark “I have never heard of it”). “Use” refers to the percentage of survey respondents reporting that they have used the service. “Satisfaction” refers to the percentage of users who found the service helpful or very helpful.

Students report increased recognition of, use of, and satisfaction with the open computer labs. Satisfaction with both open labs and with myGCC web services is approximately 90%.

Table 20. Recognition of Technology-Related Services

Service	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Student Computer Center	76%	81%	71%	77%	--
San Gabriel Open Lab	--	--	--	--	88%
San Rafael Open Lab	--	--	--	--	87%
myGCC	--	--	--	--	84%

Table 21. Use of Technology-Related Services

Service	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Student Computer Center	32%	38%	25%	31%	--
San Gabriel Open Lab	--	--	--	--	60%
San Rafael Open Lab	--	--	--	--	57%
myGCC	--	--	--	--	67%

Table 22. Satisfaction with Technology-Related Services

Service	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Student Computer Center	87%	83%	89%	84%	--
San Gabriel Open Lab	--	--	--	--	90%
San Rafael Open Lab	--	--	--	--	90%
myGCC	--	--	--	--	91%

Section 3. Evaluation Items

Summary of Evaluation Items

Section 2 discusses survey items evaluating GCC and its services. Credit students continue to indicate problems getting classes; problems peaked in 2003 but declined by four percentage points in 2004, reflecting the progress of state funding difficulties. Continuing recent trends, students are satisfied with the education they are getting at GCC but are dissatisfied with parking. They are also dissatisfied with the availability of classes. Younger students tend to be less positive about aspects of college life than older students, but all groups rate the college positively, with the exceptions of parking and class availability.

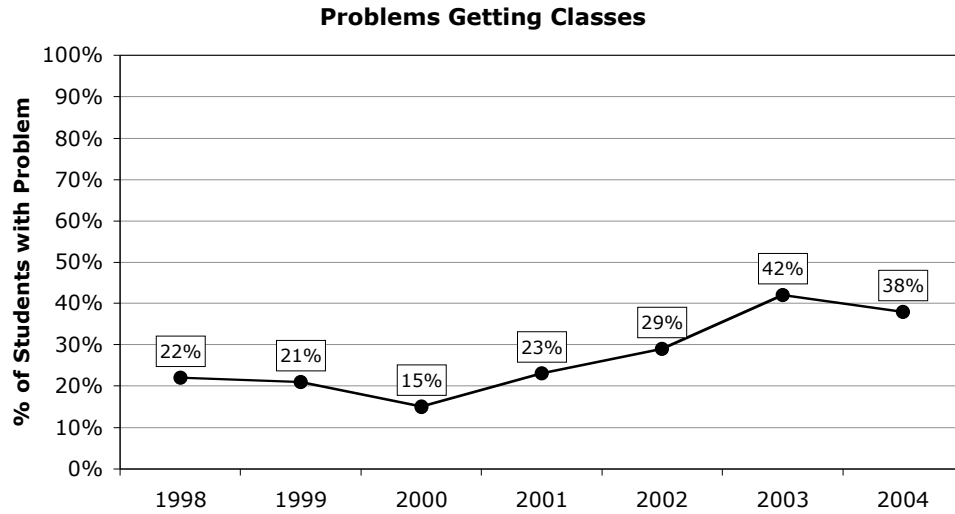
Table 23. Are you moving as quickly as possible toward your educational goal?

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Moving Quickly Toward Goal					
Yes	--	70%	72%	68%	71%
No	--	30%	28%	32%	29%
No Response	--	102	96	100	74
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

Table 24. Did you have any problems getting any classes this semester? If “yes,” please indicate which problems you had.

	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Problems Getting Classes					
Yes	15%	23%	29%	42%	38%
No	85%	77%	71%	58%	62%
No Response	134	64	29	58	33
Total Surveys Returned	2,750	2,278	2,886	3,057	3,407

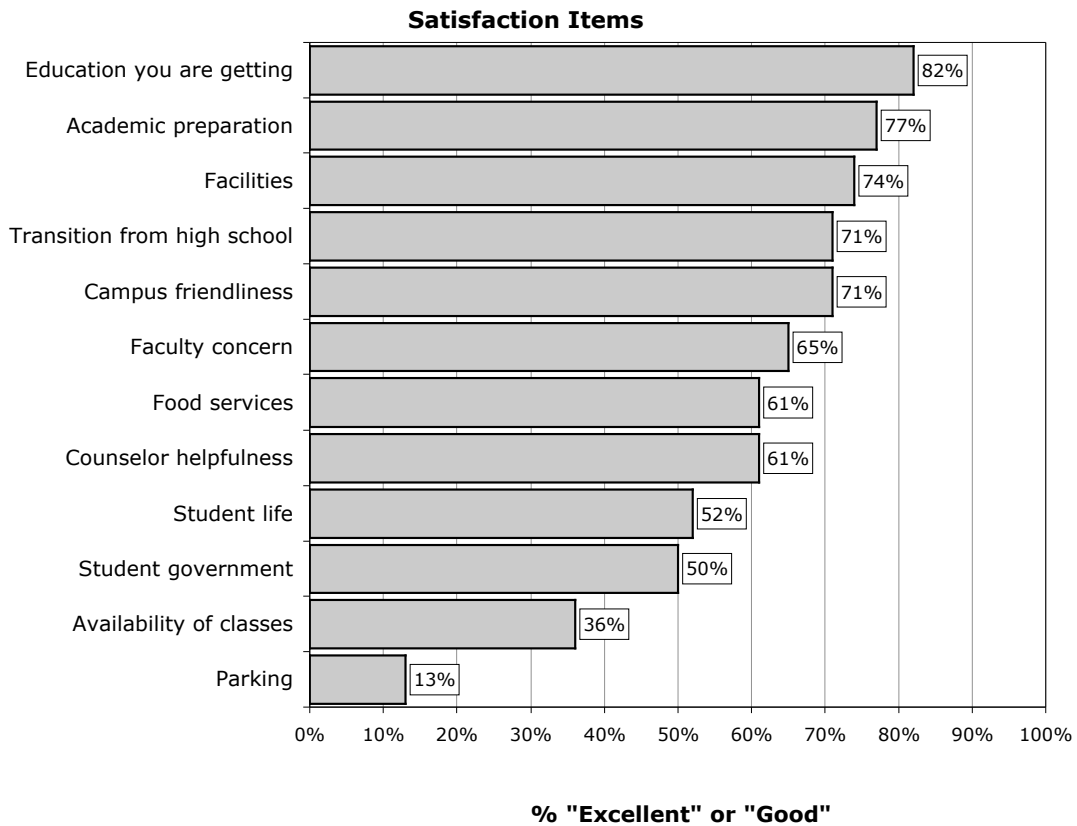
Problem	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
A class was full	18%	--	22%	33%	30%
A class was not offered when I wanted to take it.	21%	--	10%	14%	13%
A class I wanted was not offered this semester.	5%	--	5%	9%	8%
Two classes I needed were scheduled at the same time.	--	--	--	--	16%
Other problem	5%	--	4%	5%	3%



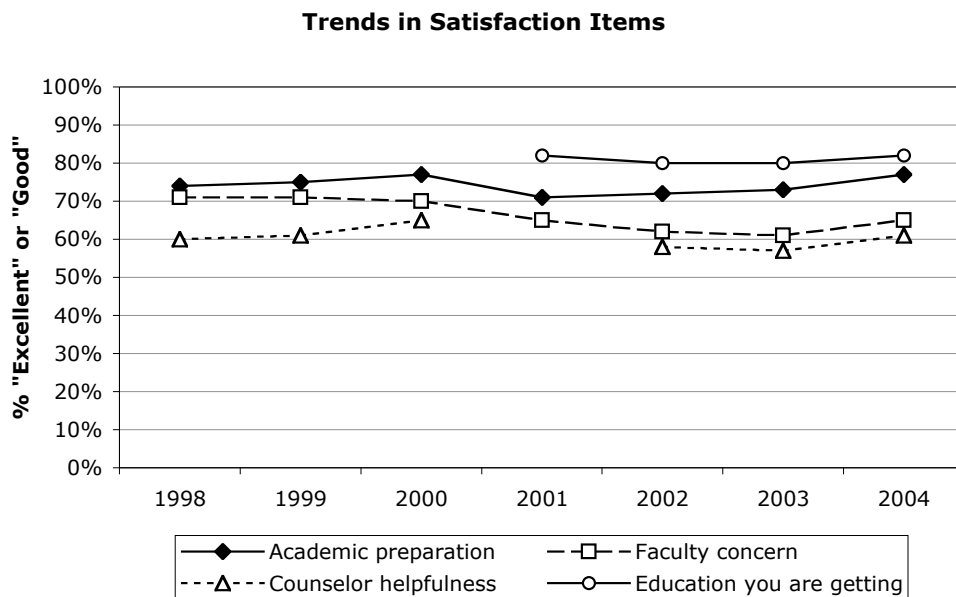
The following tables summarize responses to items rated on a scale of “Excellent,” “Good,” “Fair,” and “Poor.” The tables show the percentage of students responding “Excellent” or “Good” as a measure of student satisfaction. Students are most positive about the education they are getting at GCC, and they are least positive about parking. In the 2004 survey, only parking and class availability received satisfaction ratings lower than 50%. Student life and student government received satisfaction ratings of about 50%.

Table 25. How would you rate the following aspects of your education at Glendale Community College?

% “Excellent” or “Good”	Survey				
	Spring 2000	Spring 2001	Spring 2002	Spring 2003	Spring 2004
Your academic preparation for study at GCC	77%	71%	72%	73%	77%
Faculty’s concern for students	70%	65%	62%	61%	65%
Helpfulness of GCC counselors	65%	--	58%	57%	61%
The education you are getting at GCC	--	82%	80%	80%	82%
Student government (ASGCC)	--	--	--	49%	50%
Student life (clubs, student activities, etc.)	--	54%	49%	49%	52%
Facilities at GCC (buildings, rest rooms, etc.)	--	68%	69%	73%	74%
Food services (cafeteria, snack bars, etc.)	--	--	--	59%	61%
Campus friendliness to students	--	--	--	69%	71%
Transition from high school to GCC	--	--	--	--	71%
Parking at GCC	--	--	--	13%	13%
Availability of classes	--	--	--	--	36%



The following graph shows trends in satisfaction items that have been asked over the past seven surveys. Faculty concern for students and counselor helpfulness have increased slightly since 2003, but both were rated more positively in the late 1990s.



Satisfaction Items by Student Group

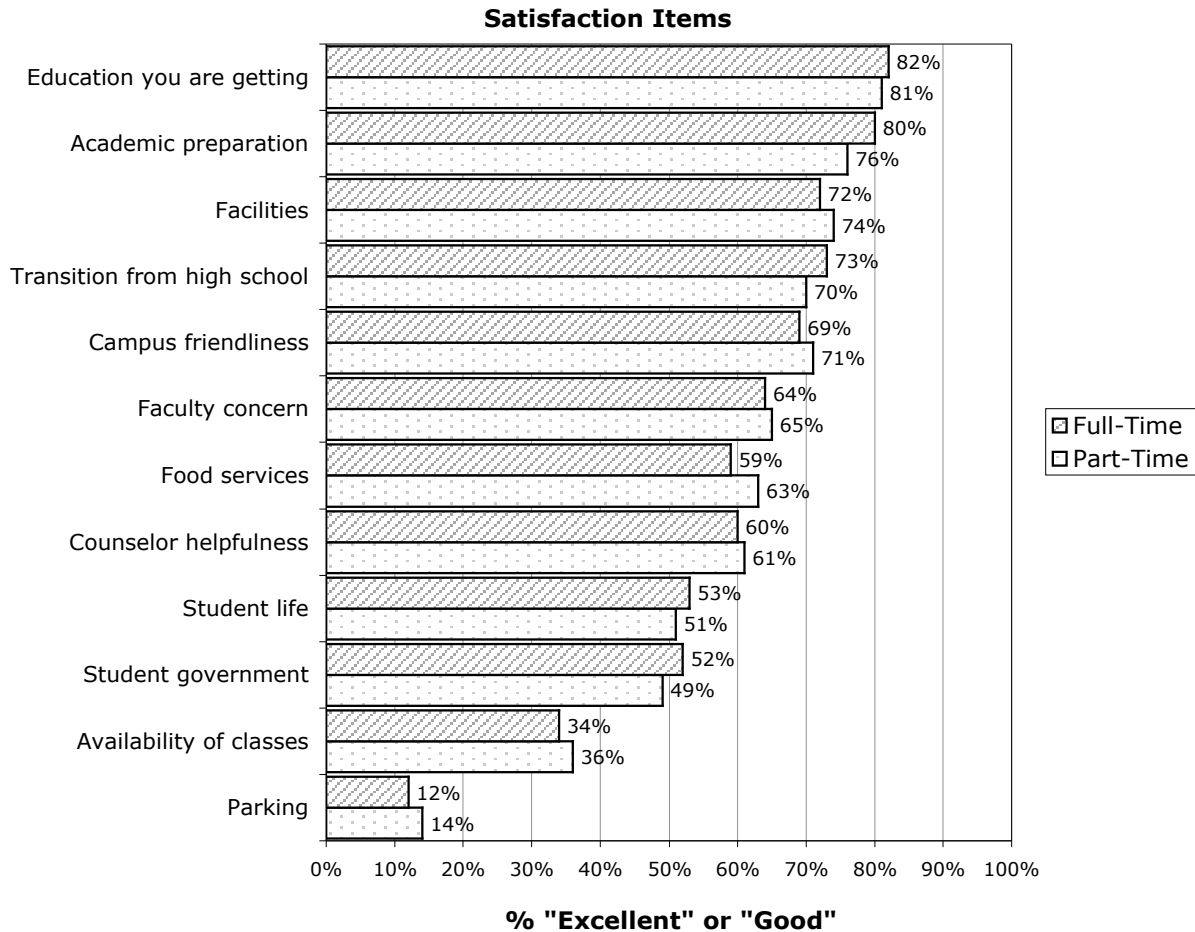
The following graphs show group differences in satisfaction. Responses are compared for the following groups of students.

- Full-time and part-time students
- Male and female 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, and European/Caucasian/"Anglo" students)

In the graphs, satisfaction refers to the percentage of students who marked "Excellent" or "Good." Each graph is arranged from highest to lowest satisfaction. Data are shown for the current administration of the survey (Spring 2004).

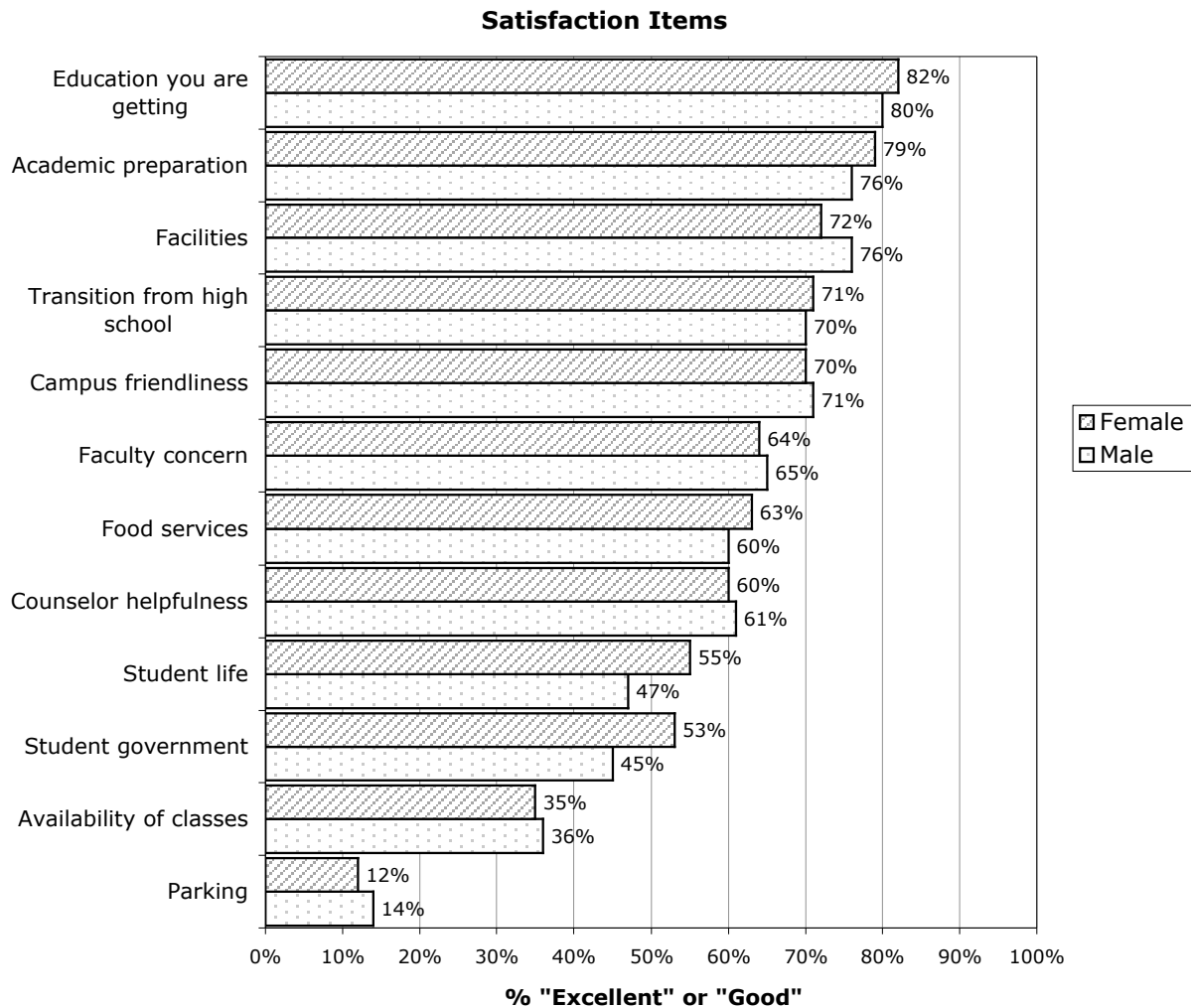
There are few group differences in satisfaction. Consistent with previous surveys, younger students (those under age 25) and Asian students tend to rate the college less positively than other student groups. In general, all student groups rate aspects of the college on the positive side of the scale (except for parking and class availability). However, younger students and Asian students are consistently less positive than other student groups. Both groups rate campus friendliness to students lower than other students, potentially an issue the college should address.

The graph below shows responses to the satisfaction items for full-time and part-time students. The groups show similar satisfaction for all items.



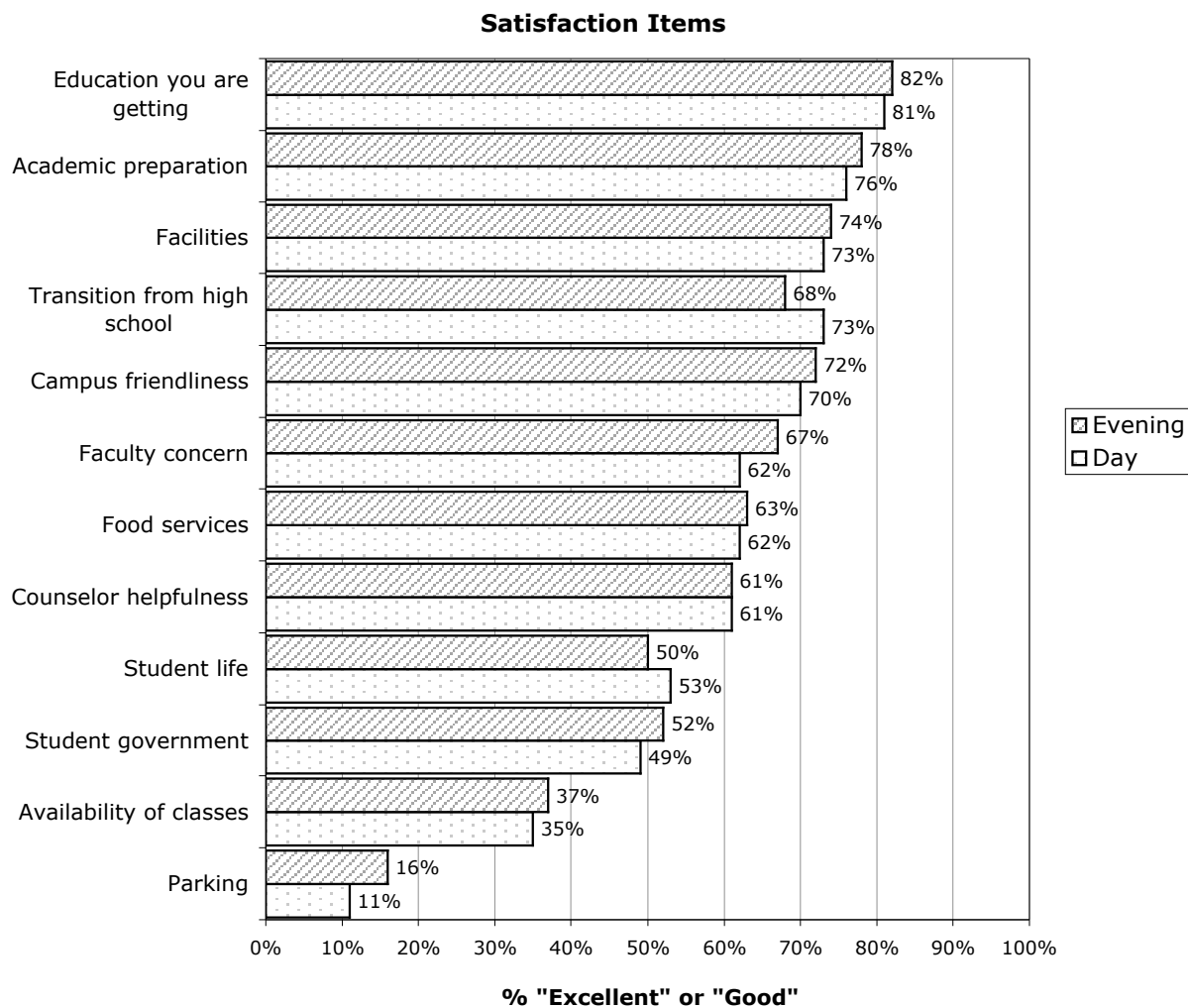
For full-time and part-time students, the largest differences are in satisfaction with academic preparation for study at GCC (full-time students are more positive than part-time students) and with food services (part-time students are more positive than full-time students). The difference for both of these items is only four percentage points.

The graph below shows responses to satisfaction items for female and male students. There are some small differences in satisfaction, but most items are very close.



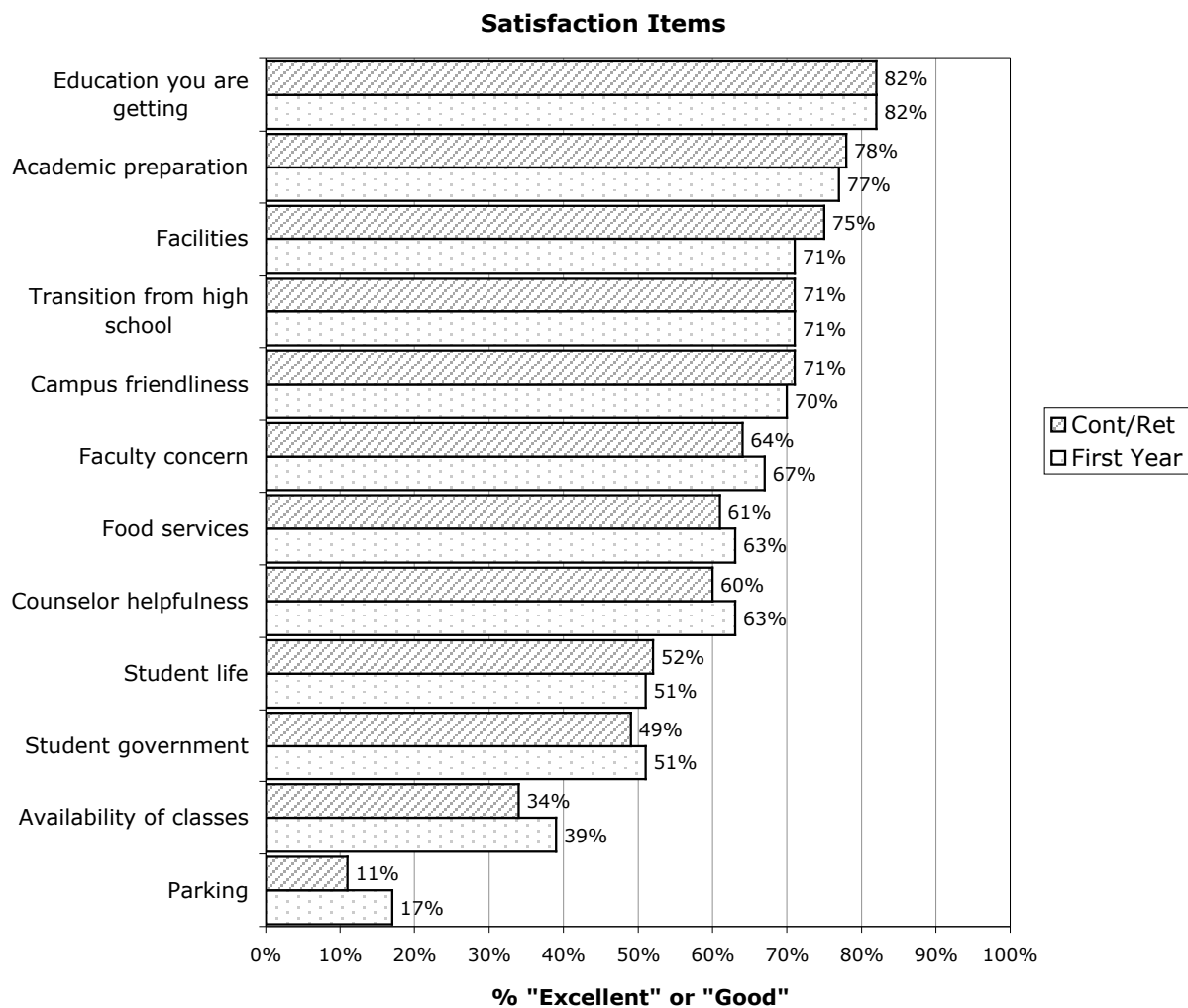
Male and female students have different perceptions of student life (student activities, clubs, etc.) and student government. For both items, female students are more positive than male students. The difference for each item is eight percentage points. Male students are somewhat more positive about facilities (condition of buildings, rest rooms, etc.) than female students, a difference of four percentage points.

The graph below shows responses to satisfaction items for day and evening students. Students who reported taking both day and evening classes are not included in these results.



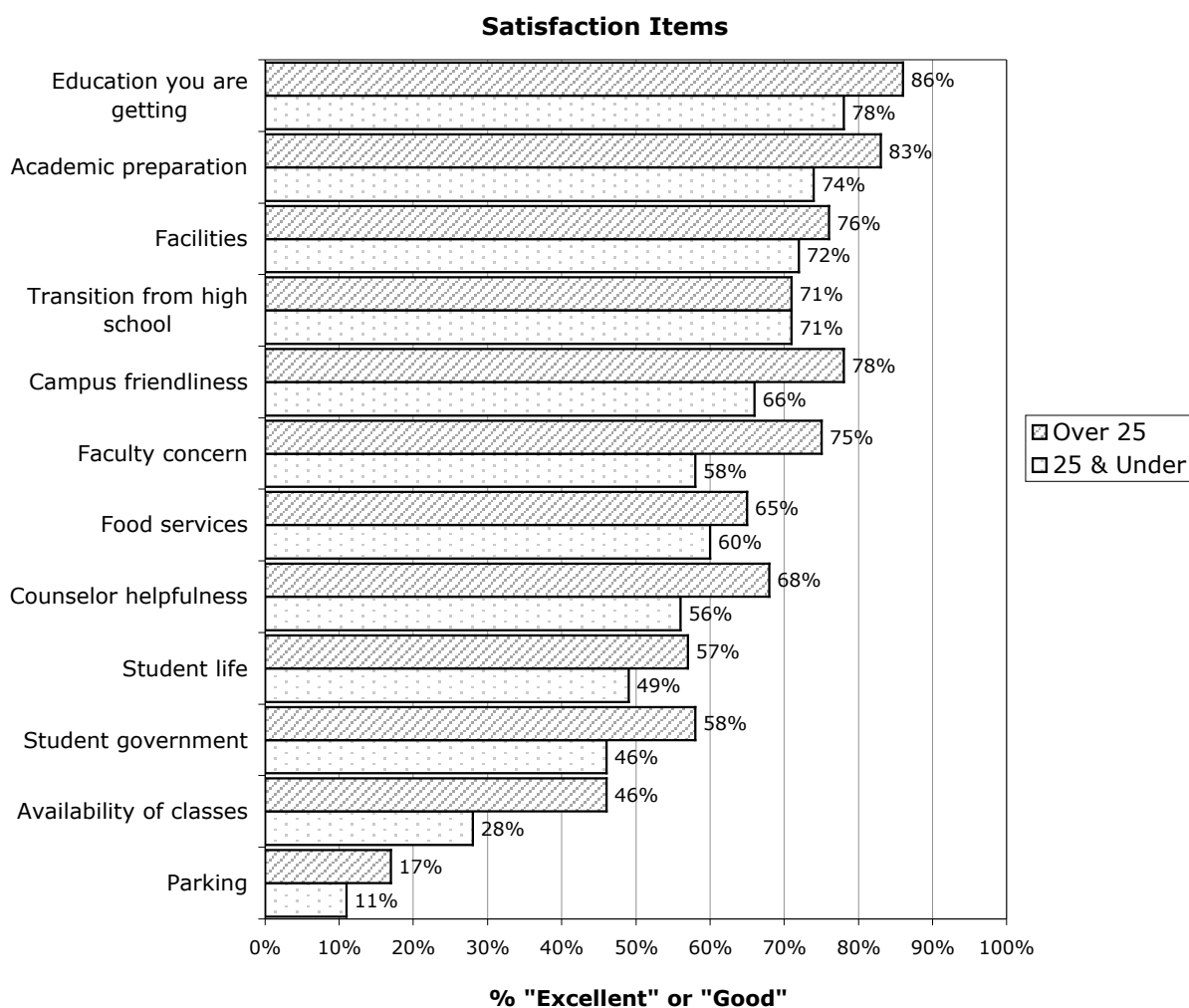
Day and evening students show only small differences in satisfaction. Day students are more positive about the transition from high school to GCC than evening students, a difference of five percentage points. Evening students are more positive about parking than day students, also a difference of five percentage points.

The graph below shows responses to satisfaction items for two groups of students: first-year students and continuing/returning students.



First-year students are somewhat more positive about parking than continuing and returning students, a difference of six percentage points. First-year students are also more positive about class availability by five percentage points. However, both groups of students have negative perceptions about both parking and class availability.

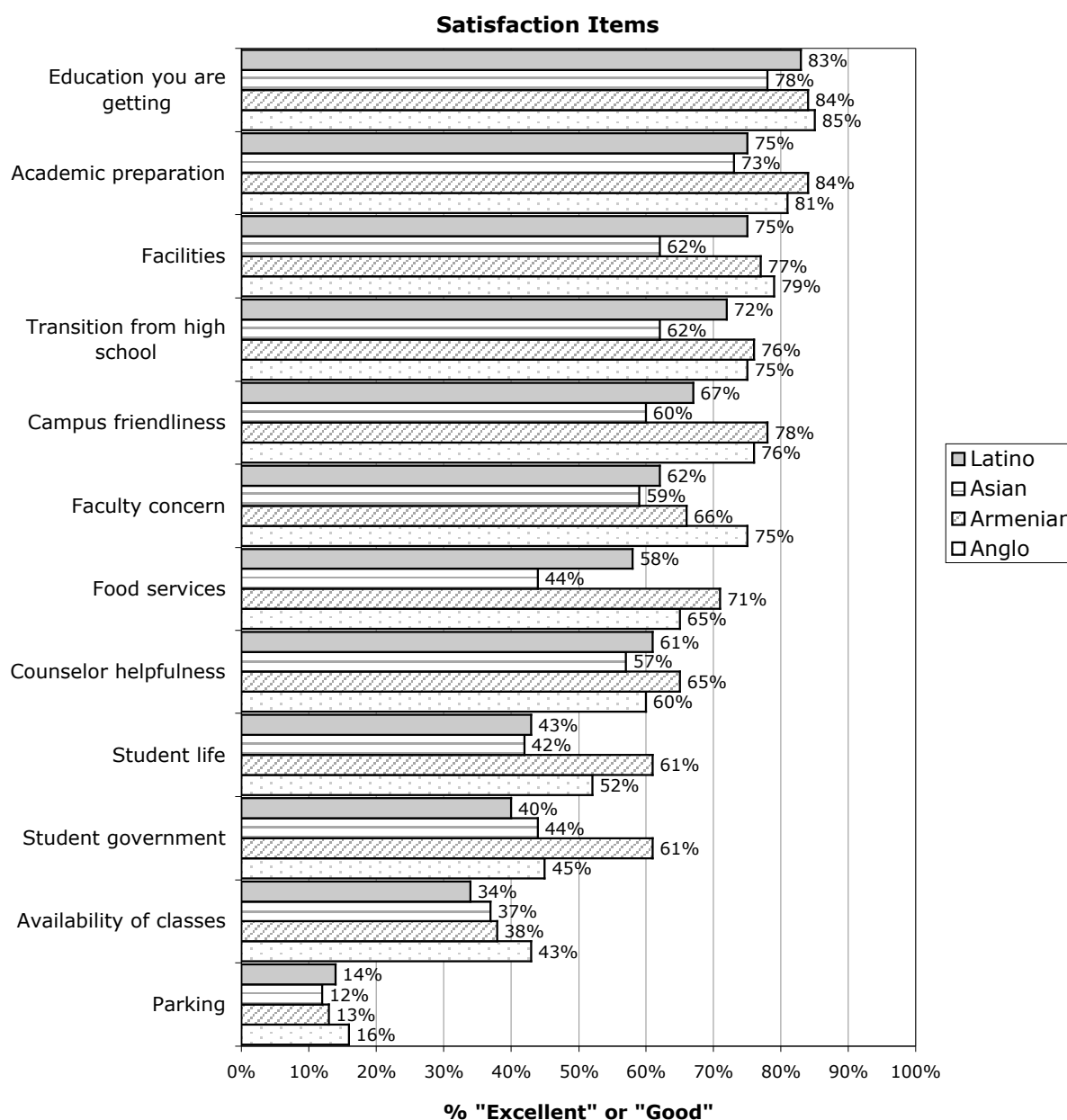
The graph below shows responses to satisfaction items by age groups. Students are separated into two groups: those age 25 and under and those over age 25. Younger students are less positive about the college than older students, a general result consistent with previous satisfaction surveys.



Younger students rate every item except transition from high school lower than older students. The biggest differences are for class availability (18 percentage points difference), faculty concern for students (17 percentage points difference), student government (12 percentage points difference), counselor helpfulness (12 percentage points difference), and campus friendliness to students (12 percentage points difference).

Generally, younger students rate these items positively. Younger students rated only four of the 12 items below 50%: parking, class availability, student government, and student life. The tendency of younger students to be less positive about college life than older students has been a consistent result on the annual student survey.

The table below shows satisfaction items for four groups of students: Latino students, Asian/Pacific Islanders, Armenian students, and students of Caucasian/European descent (“Anglo” students). As in previous satisfaction surveys, Asian students tend to be less positive than students in other ethnic/national groups.



Differences in satisfaction are particularly large between Asian student ratings and those of Armenian students, who are generally the most positive group. There is some evidence that the differences are due partly to cultural differences in the use of the rating scale: ratings of parking and class availability, which presumably affect all student groups equally, show the

same pattern as ratings for other satisfaction items (i.e., Asian students rate them less positively than do other students).

In the 2004 survey, the differences were largest for the following items:

- **Food services.** Satisfaction with food services for Asian students is only 44%, compared to 71% for Armenian students. This difference might change in the future as college food services revise their menus, but they did start offering more variety in Spring 2004 as this survey was administered.
- **Student government.** Mirroring the participation of different groups in the Associated Students organization, Armenian students are most positive about student government (61%) and other groups are less positive (40% to 45%).
- **Student life.** Asian and Latino students are least positive about student life (42% and 43%, respectively). Armenian and Anglo students are more positive (61% and 52%, respectively).
- **Campus friendliness to students.** All student groups showed satisfaction of at least 60% with campus friendliness, but Asian students showed the lowest satisfaction (60%). Latino student satisfaction was 67%, compared to the much higher satisfaction of Armenian and Anglo students (78% and 76%, respectively). This pattern of results was also evident in the 2003 survey.

Student Services Recognition, Use, and Satisfaction

Every three years, the Spring Student Survey includes items rating services available to students. For each service, the student chooses one of five responses:

- A. "I have never heard of it."
- B. "I have heard of it but never used it."
- C. "I have used it but was not satisfied."
- D. "I have used it and found it helpful."
- E. "I have used it and found it very helpful."

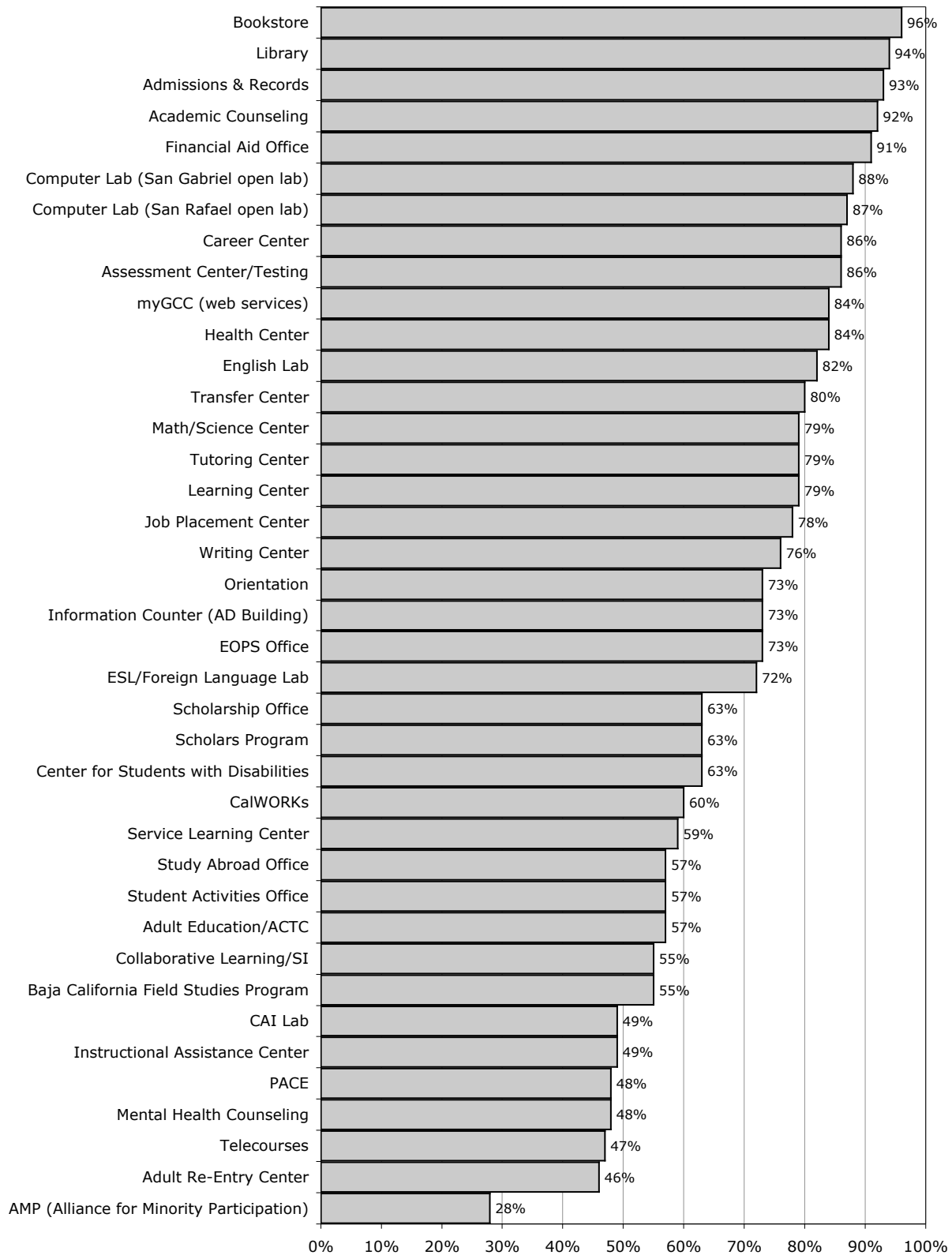
The tables and graphs below report recognition, use, and satisfaction. Recognition is the percentage of all respondents who indicate that they have heard of the service (i.e., the sum of B, C, D, and E divided by the sum of A, B, C, D, and E). Use is the percentage of all respondents who indicate that they have used the service (i.e., the sum of C, D, and E divided by the sum of A, B, C, D, and E). Satisfaction is the percentage of service users who indicate they found the service helpful (i.e., the sum of D and E divided by the sum of C, D, and E).

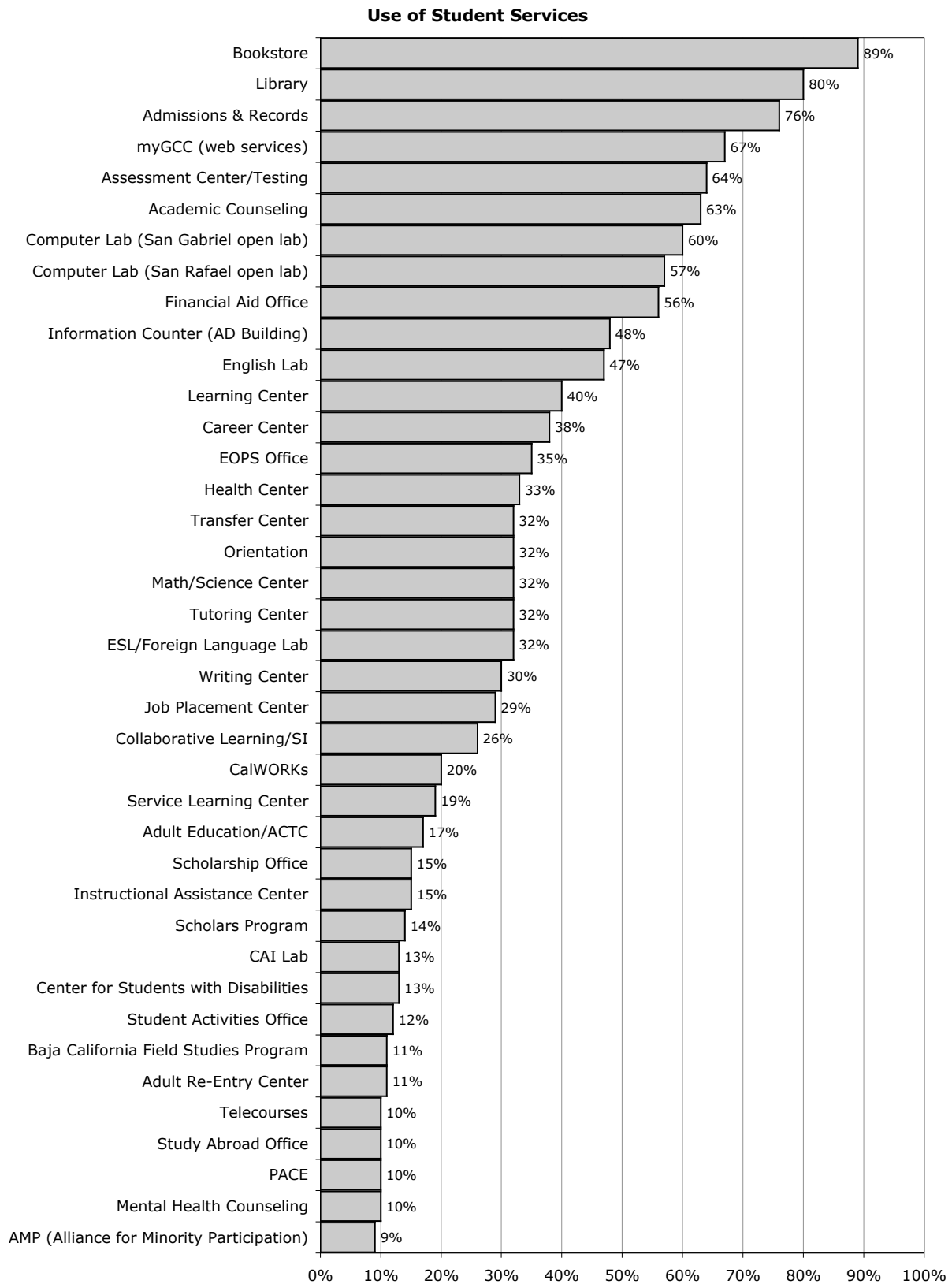
The graph on the next page shows recognition of student services, sorted from highest to lowest recognition. The Bookstore, Library, Admissions & Records, Academic Counseling, and the Financial Aid Office all have recognition over 90%. The least recognized services are specialized programs such as the AMP (Alliance for Minority Participation).

The graph on page 28 shows self-reported use of student services. The Bookstore, Library, and Admissions & Records are the services with the most reported use. The myGCC web portal, a new service, is used by 67% of respondents. The AMP program, mental health counseling, PACE, Study Abroad, and telecourses were reportedly used by 10% or fewer credit students.

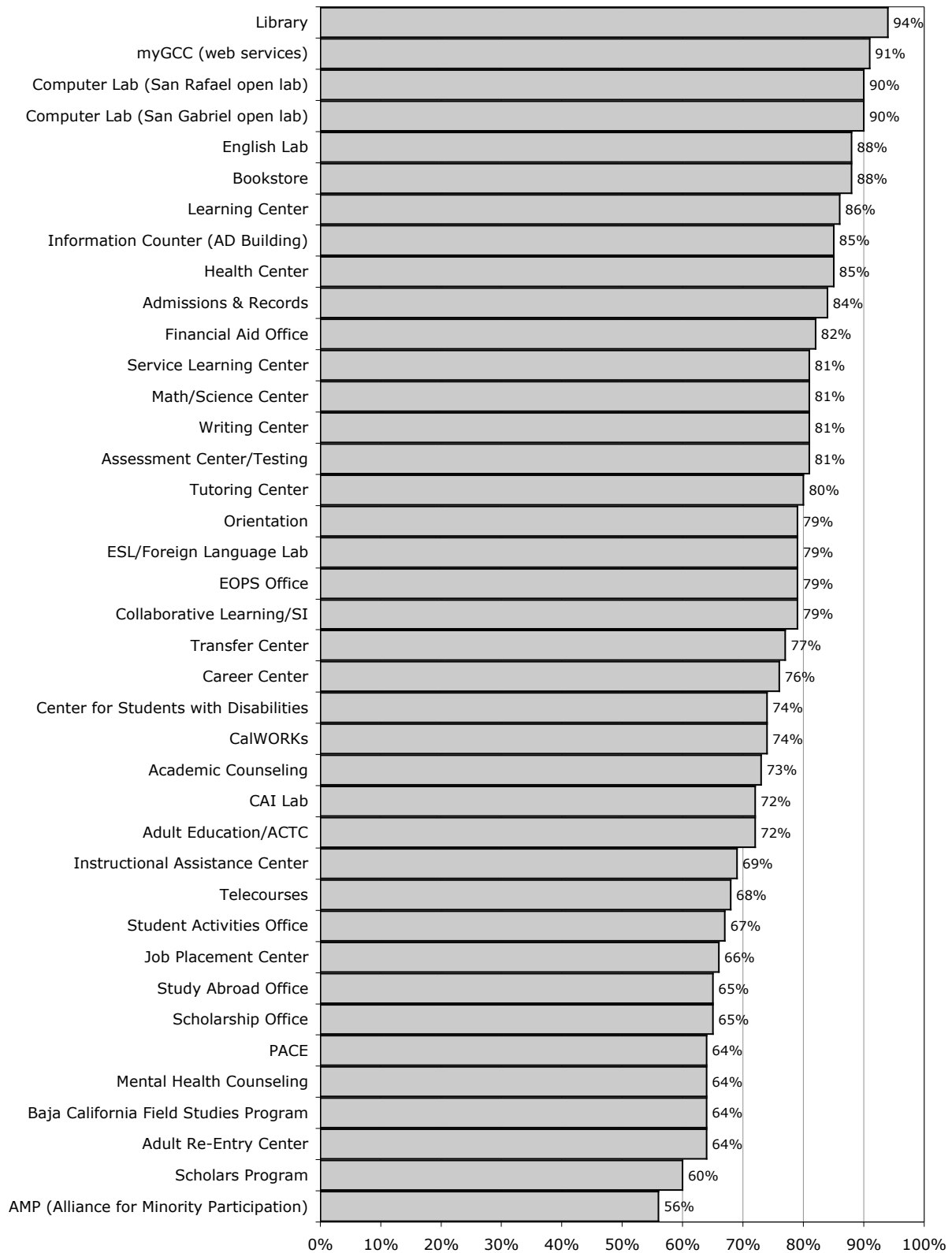
The graph on page 29 shows satisfaction with each service. Students rate the Library more positively than any other service, but myGCC and the open computer labs are very close. No service had a satisfaction rating of less than 50%, and most were above 65%. The lowest rating was given to the AMP program, followed by the Scholars program.

Recognition of Student Services





Satisfaction with Student Services



The tables on the following pages show trend information for recognition, use, and satisfaction. Data from the previous administrations of the survey (1992, 1995, 1998, and 2001) are shown with data from the current survey (2004).

Recognition has increased over the past 12 years for many student services, including Academic Counseling, the English Lab, and the ESL/Foreign Language Lab. Conversely, recognition for the Adult Re-Entry Center, the AMP program, and the Job Placement Center has decreased.

Most services have seen increased student use, according to the survey responses. The English Lab, the Learning Center, the ESL/Foreign Language Lab, the Financial Aid Office, Academic Counseling, the Math/Science Center, the Assessment Center, and the Career Center saw the largest increases in use. The AMP program and the information counter in the Administration building saw decreases in student-reported use.

Satisfaction did not change substantially for most services. Satisfaction has increased for the Writing Center and the Learning Center. It has also increased for the Job Placement Center, particularly from 1992 to 1998, but satisfaction declined from 2001 to 2004. Satisfaction decreased somewhat for the AMP program, the Adult Re-Entry Center, the Scholars program, and Study Abroad.

Table 26. Recognition of Student Services

Recognition	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Academic Counseling	84%	87%	89%	92%	92%
Admissions & Records	92%	92%	92%	93%	93%
Adult Education/ACTC	--	--	59%	59%	57%
Adult Re-Entry Center	62%	61%	48%	54%	46%
AMP (Alliance for Minority Participation)	--	--	50%	30%	28%
Assessment Center/Testing	88%	87%	75%	75%	86%
Baja California Field Studies Program	--	--	--	--	55%
Bookstore	--	--	--	--	96%
CalWORKs	--	--	--	--	60%
Career Center	85%	86%	76%	86%	86%
Center for Students with Disabilities	66%	66%	66%	68%	63%
Collaborative Learning/SI	--	--	53%	58%	55%
Computer Lab (San Gabriel open lab)	--	--	--	--	88%
Computer Lab (San Rafael open lab)	--	--	--	--	87%
English Lab	73%	79%	79%	79%	82%
EOPS Office	73%	78%	73%	72%	73%
ESL/Foreign Language Lab	66%	70%	71%	71%	72%
Financial Aid Office	90%	90%	84%	91%	91%
Health Center	86%	82%	79%	81%	84%
Information Counter (AD Building)	--	--	81%	84%	73%
Instructional Assistance Center	--	--	--	--	49%
Job Placement Center	85%	84%	76%	83%	78%
Learning Center	85%	98%	78%	82%	79%
Writing Center	76%	79%	69%	72%	76%
CAI Lab	--	--	--	--	49%
Tutoring Center	83%	85%	74%	77%	79%
Library	95%	97%	94%	94%	94%
Math/Science Center	68%	73%	68%	77%	79%
Mental Health Counseling	--	--	--	52%	48%
myGCC (web services)	--	--	--	--	84%
Orientation	--	--	--	--	73%
PACE	--	--	48%	47%	48%
Scholars Program	--	--	60%	67%	63%
Scholarship Office	--	--	59%	69%	63%
Service Learning Center	--	--	51%	63%	59%
Student Activities Office	--	--	54%	58%	57%
Study Abroad Office	--	--	57%	60%	57%
Telecourses	--	--	59%	57%	47%
Transfer Center	77%	78%	72%	78%	80%

Table 27. Use of Student Services

Use	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Academic Counseling	46%	52%	58%	62%	63%
Admissions & Records	73%	72%	74%	76%	76%
Adult Education/ACTC	--	--	10%	15%	17%
Adult Re-Entry Center	6%	8%	6%	11%	11%
AMP (Alliance for Minority Participation)	--	--	29%	7%	9%
Assessment Center/Testing	59%	59%	39%	75%	64%
Baja California Field Studies Program	--	--	--	--	11%
Bookstore	--	--	--	--	89%
CalWORKs	--	--	--	--	20%
Career Center	27%	31%	34%	40%	38%
Center for Students with Disabilities	7%	10%	14%	11%	13%
Collaborative Learning/SI	--	--	17%	27%	26%
Computer Lab (San Gabriel open lab)	--	--	--	--	60%
Computer Lab (San Rafael open lab)	--	--	--	--	57%
English Lab	15%	26%	35%	35%	47%
EOPS Office	30%	34%	31%	31%	35%
ESL/Foreign Language Lab	8%	18%	25%	28%	32%
Financial Aid Office	32%	41%	41%	46%	56%
Health Center	23%	24%	29%	29%	33%
Information Counter (AD Building)	--	--	54%	58%	48%
Instructional Assistance Center	--	--	--	--	15%
Job Placement Center	27%	26%	28%	29%	29%
Learning Center	29%	7%	31%	33%	40%
Writing Center	16%	21%	19%	22%	30%
CAI Lab	--	--	--	--	13%
Tutoring Center	19%	22%	22%	22%	32%
Library	74%	74%	68%	75%	80%
Math/Science Center	15%	14%	17%	22%	32%
Mental Health Counseling	--	--	--	8%	10%
myGCC (web services)	--	--	--	--	67%
Orientation	--	--	--	--	32%
PACE	--	--	5%	9%	10%
Scholars Program	--	--	7%	13%	14%
Scholarship Office	--	--	9%	15%	15%
Service Learning Center	--	--	9%	16%	19%
Student Activities Office	--	--	10%	11%	12%
Study Abroad Office	--	--	6%	10%	10%
Telecourses	--	--	12%	11%	10%
Transfer Center	22%	24%	26%	27%	32%

Table 28. Satisfaction with Student Services

Satisfaction	Survey				
	Spring 1992	Spring 1995	Spring 1998	Spring 2001	Spring 2004
Academic Counseling	72%	71%	73%	68%	73%
Admissions & Records	82%	81%	88%	86%	84%
Adult Education/ACTC	--	--	77%	79%	72%
Adult Re-Entry Center	71%	69%	78%	73%	64%
AMP (Alliance for Minority Participation)	--	--	93%	69%	56%
Assessment Center/Testing	82%	79%	80%	80%	81%
Baja California Field Studies Program	--	--	--	--	64%
Bookstore	--	--	--	--	88%
CalWORKs	--	--	--	--	74%
Career Center	81%	76%	80%	78%	76%
Center for Students with Disabilities	81%	72%	80%	74%	74%
Collaborative Learning/SI	--	--	83%	78%	79%
Computer Lab (San Gabriel open lab)	--	--	--	--	90%
Computer Lab (San Rafael open lab)	--	--	--	--	90%
English Lab	78%	82%	87%	81%	88%
EOPS Office	85%	81%	85%	83%	79%
ESL/Foreign Language Lab	81%	81%	83%	75%	79%
Financial Aid Office	80%	77%	81%	79%	82%
Health Center	84%	81%	91%	87%	85%
Information Counter (AD Building)	--	--	89%	90%	85%
Instructional Assistance Center	--	--	--	--	69%
Job Placement Center	56%	62%	80%	76%	66%
Learning Center	81%	78%	88%	86%	86%
Writing Center	76%	75%	81%	83%	81%
CAI Lab	--	--	--	--	72%
Tutoring Center	75%	75%	83%	80%	80%
Library	90%	86%	93%	92%	94%
Math/Science Center	82%	74%	81%	81%	81%
Mental Health Counseling	--	--	--	72%	64%
myGCC (web services)	--	--	--	--	91%
Orientation	--	--	--	--	79%
PACE	--	--	72%	76%	64%
Scholars Program	--	--	74%	65%	60%
Scholarship Office	--	--	71%	67%	65%
Service Learning Center	--	--	84%	77%	81%
Student Activities Office	--	--	80%	69%	67%
Study Abroad Office	--	--	75%	73%	65%
Telecourses	--	--	74%	72%	68%
Transfer Center	78%	74%	81%	74%	77%

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.

KPI	Indicator	Spring 2004 Data
2-4	Satisfaction of students overall (and in sections using various learning opportunities) ¹	82%
3-1	Student satisfaction with course scheduling ²	36%
3-2	Percentage of students reporting no conflict in class schedules ³	84%
3-3	Percentage of students reporting no problem with class availability ⁴	62%
3-5	Average ratings of student satisfaction with campus friendliness ⁵	71%
4-5	Satisfaction of students student services ⁶	See note
5-5	Student satisfaction with services offered at the South Glendale complex ⁷	72%
6-3	Student satisfaction with the transition from high school or GED to college ⁸	71%
10-1	Administration, faculty, staff, and student satisfaction with the ERP system ⁹	n/a
10-2	Administration, faculty, staff, and student satisfaction with network availability, performance, and security ¹⁰	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.”
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 “yes.”
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 discussed on pages 25-33.

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 Oracle student system has not yet been implemented, an item assessing student satisfaction with the ERP was not included in the 2004 survey.
10. Student satisfaction with the college network availability, performance, and security was not included on the survey.

Appendix: Method

Procedure

In Spring 2004, 3,407 students responded to the Spring Student Survey, an 11% increase from the 2003 survey. Surveys were distributed to 210 class sections and received from 170 sections for a class response rate of 81%. Potential enrollment in the 210 class sections was 6,121; the 3,407 returned surveys represent a student response rate of 56%.

Survey packets were sent to the instructors of all classes in session on Wednesdays at either 11:00 am or 7:00 pm. Instructors were asked to administer the survey in their classes sometime between May 3, 2004 and May 15, 2004 (the deadline was extended to May 20). This sampling practice 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 smaller response rate and are more difficult and expensive to conduct.

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 2004 survey, 51% of respondents were full-time students, compared to only 31% in the overall Spring 2004 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 0.44 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.

Full-Time Status	Spring 2004 Student Sample (Unweighted)	Spring 2004 Student Sample (Weighted)	Spring 2004 Credit Student Population
Full-Time	51%	31%	31%
Part-Time	49%	69%	69%
Number of Students	3,390	3,390	14,322

Sex	Spring 2004 Student Sample (Unweighted)	Spring 2004 Student Sample (Weighted)	Spring 2004 Credit Student Population
Male	41%	41%	41%
Female	59%	59%	59%
Number of Students	3,390	3,390	14,322

Age Group	Spring 2004 Student Sample (Unweighted)	Spring 2004 Student Sample (Weighted)	Spring 2004 Credit Student Population
Under 18	1%	2%	2%
18 to 21	44%	39%	40%
22 to 25	18%	18%	18%
26 to 30	11%	12%	12%
31 to 40	15%	17%	15%
41 to 50	9%	10%	9%
Over 50	2%	3%	4%
Number of Students	3,390	3,390	14,322

Ethnicity	Spring 2004 Student Sample (Unweighted)	Spring 2004 Student Sample (Weighted)	Spring 2004 Credit Student Population
Caucasian/Anglo	14%	15%	17%
Caucasian/Armenian	39%	38%	34%
Asian/Pacific Islander	14%	12%	11%
Latino	18%	19%	24%
Other	15%	16%	14%
Number of Students	3,390	3,390	14,322