

**Glendale Community College**

# **Student Views 2009**

**Results of the Spring 2009 Survey  
of Credit and Continuing Education Students**

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# Summary

## Introduction

This report presents the results of Glendale Community College's 2009 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 2009, responses were received from 2,077 students in 114 class sections.

In 2009, Research & Planning conducted a similar survey of continuing education students as well. Responses were received from 481 continuing education students in 20 class sections. Results for credit students and continuing education students are presented separately in two sections of this report.

### *Credit Survey Results*

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

About 97% of credit students have a computer at home, and 95% have Internet access at home. Students rate GCC's technology offerings highly, particularly Internet access, myGCC, and the GCC web site. GCC's kiosks and online course offerings are rated positively but not as strongly as other aspects of technology at GCC.

Students are very positive about the education they are getting at GCC. They are particularly positive about safety on campus, campus appearance, and the quality of GCC classes and programs. The only aspects of education at GCC that are not rated positively are food services and parking, but satisfaction with parking increased substantially after the opening of the new parking structure in 2007.

A large majority of students feel that the college provides sufficient instructional programs and student services to meet their needs. Over 90% of credit students agree that GCC welcomes students of all backgrounds, a key part of the college's new mission statement.

A series of survey items assessed different influences on students' decisions to enroll at GCC. As in previous surveys, GCC's distance from the student's home and advice from family and friends were the most common influences on students' decisions to enroll at GCC.

### ***Continuing Education Survey Results***

Most continuing education students were born outside the United States and 83% learned a language other than English as their first language. Over 80% of continuing education students report having a computer at home and 74% report having Internet access at home.

A large majority of continuing education students say that GCC offers enough instructional programs and student services to meet their needs. They are very positive about the quality of the college's noncredit classes and programs. They are not positive about parking; only 35% of surveyed students rated parking excellent or good.

Like credit students, continuing education students agree that GCC welcomes students of all backgrounds. A large majority of continuing education students indicate that they feel comfortable at GCC, that GCC treats everyone fairly, and that GCC offers high quality educational programs. They also tend to be satisfied with the services offered to continuing education students. They are particularly positive about CalWORKs and the Citizenship Center.

# Contents

<b>Part 1. Credit Student Survey Results .....</b>	<b>5</b>
<b>1.1. Demographic Items.....</b>	<b>5</b>
<b>1.2. Technology Items .....</b>	<b>15</b>
<b>1.3. Evaluation Items .....</b>	<b>21</b>
<b>1.3.1. Student Needs .....</b>	<b>21</b>
<b>1.3.2. Student Satisfaction .....</b>	<b>27</b>
<b>1.3.3. Agreement Items .....</b>	<b>38</b>
<b>1.4. Marketing Information: Influences on Decision to Enroll.....</b>	<b>45</b>
<b>Part 2. Continuing Education Student Survey Results.....</b>	<b>55</b>
<b>2.1. Demographic Items.....</b>	<b>55</b>
<b>2.2 Technology Items .....</b>	<b>59</b>
<b>2.3 Evaluation Items .....</b>	<b>60</b>
<b>2.3.1 Student Needs .....</b>	<b>60</b>
<b>2.3.2 Student Satisfaction .....</b>	<b>62</b>
<b>2.3.3 Student Services .....</b>	<b>66</b>
<b>2.4 Marketing Information: Influences on Decision to Enroll.....</b>	<b>67</b>
<b>Appendix. Method .....</b>	<b>69</b>
<b>Index .....</b>	<b>73</b>



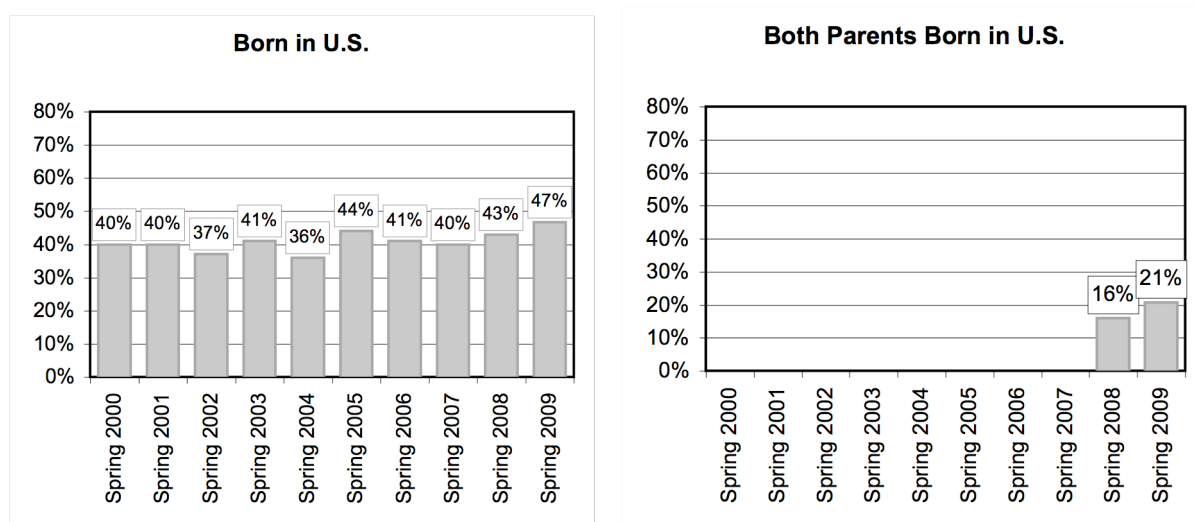
# Part 1. Credit Student Survey Results

## 1.1. Demographic Items

Section 1 discusses student demographics and trends over the past 10 years. More information about student demographics is available in the Campus Profile, published annually by Research & Planning.

Most credit students at Glendale Community College were born outside the United States, as Figure 1 shows. Approximately 47% of credit students were born in the United States. This percentage has been relatively stable for 10 years, increasing somewhat from 2007 to 2009. The percentage of credit students indicating that both of their parents were born in the United States was 21% in 2009.

**Figure 1. Student Background Questions: Student and Parent Origin**



As Figure 2 on the next page shows, most survey respondents indicate that they are United States citizens. English is not the native language of a majority of credit students. English was the first language learned by 36% of credit students responding to the survey in Spring 2008. English was not the first language of 64% of credit students.

**Figure 2. Student Background Questions: Citizenship and Language**

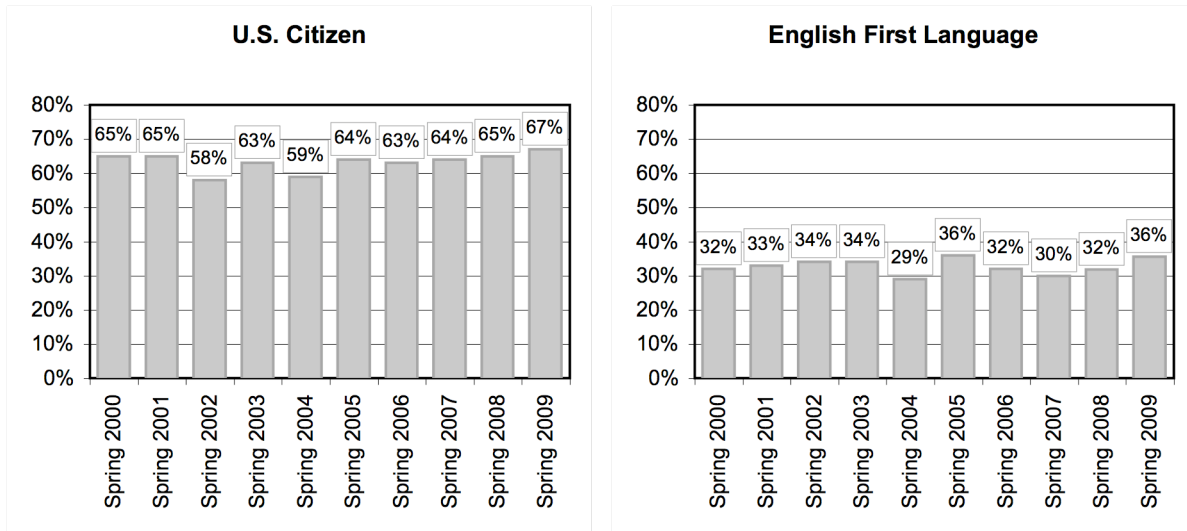


Figure 3 shows the percentage of respondents indicating that they have worked with a counselor to develop a Student Educational Plan (SEP). Most credit students, about 60%, indicate they have developed an SEP.

**Figure 3. Have you worked with a counselor to develop a Student Educational Plan?**

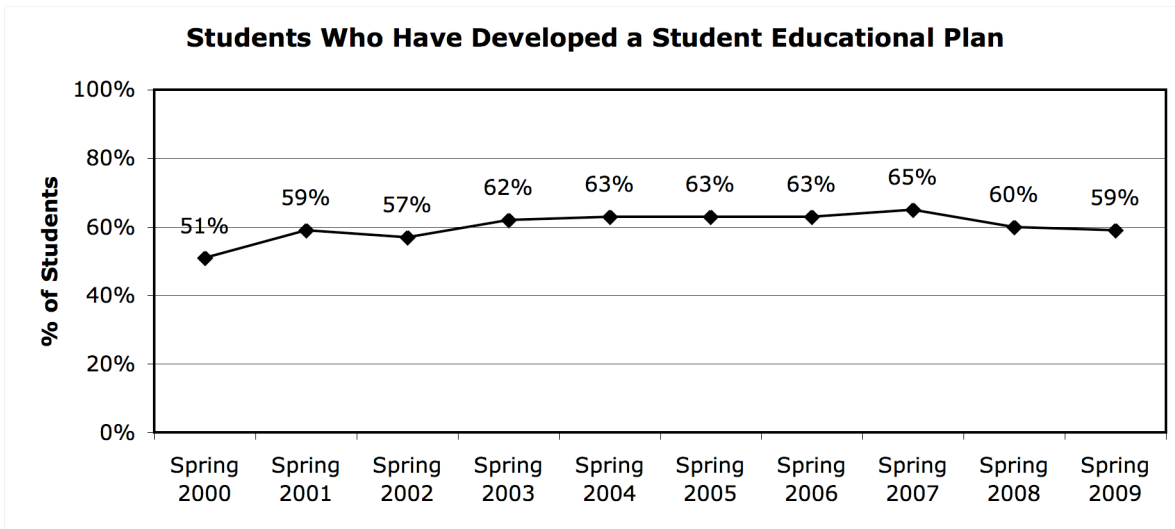




Figure 4A shows the self-reported ethnicity of survey respondents. The percentage indicating an Armenian background increased in 2009 to 43% of the credit student population. This finding may indicate that Armenian students are oversampled in the Spring Student Survey, as the percentage reporting an Armenian background on the college application was 38% in Spring 2009.

**Figure 4A. Which best describes your ethnic/national background?**

<b>Ethnic/National Background (Brief Categories)</b>	<b>Survey</b>				
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
White/Armenian	34%	37%	41%	42%	43%
White/Not Armenian	20%	15%	12%	12%	15%
Middle Eastern	4%	3%	3%	3%	3%
Latino/Hispanic	19%	22%	21%	22%	18%
Black/African-American	2%	2%	2%	1%	2%
Asian	11%	12%	11%	11%	9%
Filipino	5%	6%	5%	5%	4%
American Indian	1%	0%	0%	0%	0%
Multiple Heritages	3%	4%	4%	4%	4%
No Response	40	89	51	88	39
Total Surveys Returned	1,523	2,986	2,217	2,948	2,077

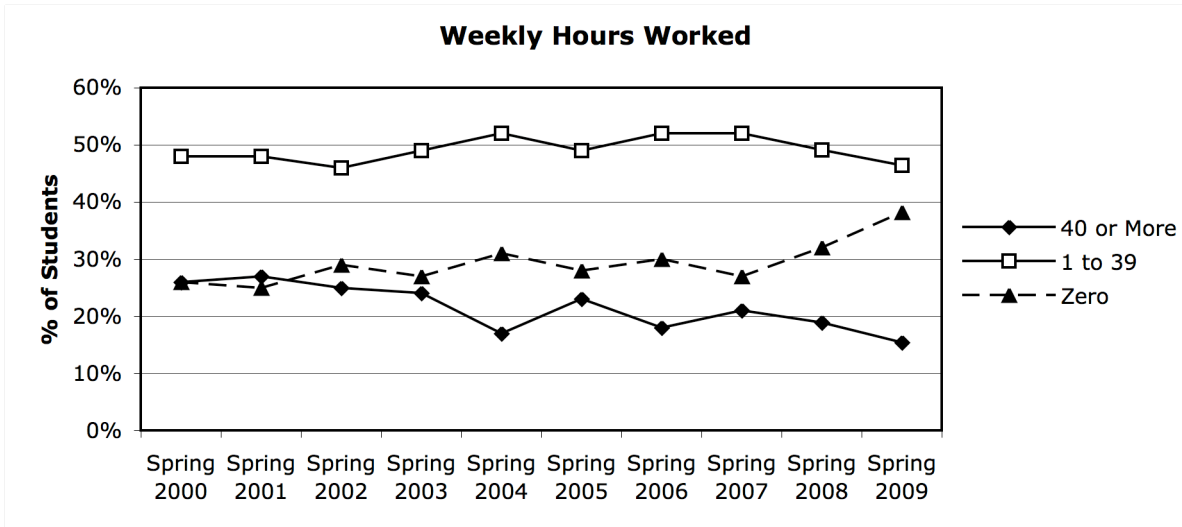
Figure 4B, on the next page, shows more detailed ethnic/national background categories.

**Figure 4B. Which best describes your ethnic/national background?**

<b>Ethnic/National Background (Detailed Categories)</b>	<b>Survey</b>			
	Spring 2006	Spring 2007	Spring 2008	Spring 2009
White/Armenian	37%	41%	42%	43%
White/Not Armenian	15%	12%	12%	15%
Middle Eastern	3%	3%	3%	3%
Mexican/Chicano	11%	10%	12%	9%
Cuban	1%	1%	1%	1%
Central American	6%	6%	5%	4%
South American	2%	2%	2%	2%
Other Latino	2%	2%	2%	2%
Cambodian	0%	0%	0%	0%
Japanese	3%	2%	2%	2%
Laotian	0%	0%	0%	0%
Chinese	2%	2%	2%	2%
Filipino	6%	5%	5%	4%
Korean	5%	5%	5%	3%
Vietnamese	1%	1%	1%	0%
Other Asian	1%	1%	1%	2%
Pacific Islander	0%	0%	0%	0%
Black/African-American	2%	2%	1%	2%
American Indian	0%	0%	0%	0%
Caribbean/Black	0%	0%	0%	0%
Caribbean/Latino	0%	0%	0%	0%
Multiple Heritages	4%	4%	4%	4%
No Response	89	51	88	39
Total Surveys Returned	2,986	2,217	2,948	2,077

Figure 5 shows survey respondents' work hours. About 15% work 40 or more hours per week, representing a decrease from about 20% in Spring 2008. About 38% of credit students do not work, an increase from 30% in Spring 2008.

**Figure 5. Hours Worked by Survey Respondents**



The following graph shows the results of an item asking about the student's parents' education level (not asked in 2001, 2003, or 2005). The goal of the survey item is to estimate the percentage of first-generation college students at Glendale Community College. Here, a student is counted as a first-generation student if neither of his or her parents attended college. (In other contexts, a student is sometimes counted as first-generation if neither of his or her parents graduated college.) It is important to note that colleges inside and outside the United States are not separated here, so first-generation is not an estimate of the percentage of students with families unfamiliar with higher education in the United States. Using this definition of first-generation, approximately 35% of credit students at GCC are first-generation college students.

**Figure 6. Which best describes your parents' education level(s) when you started GCC?**

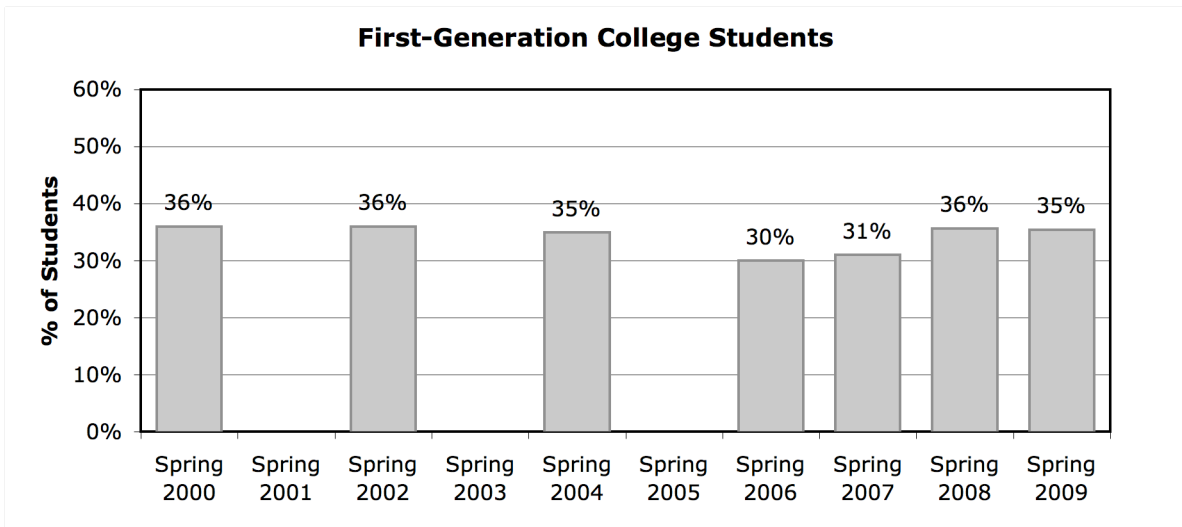
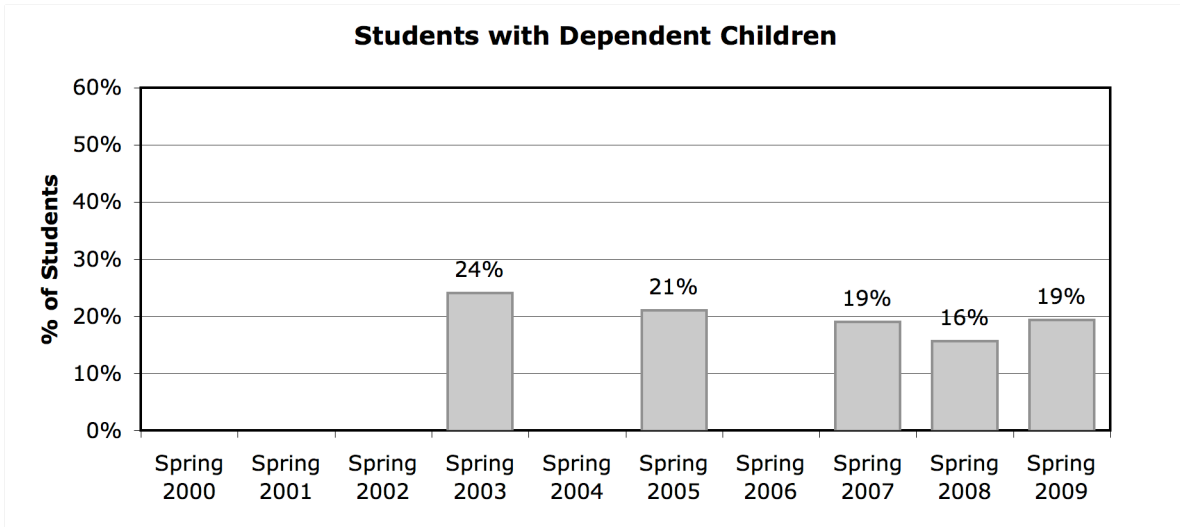


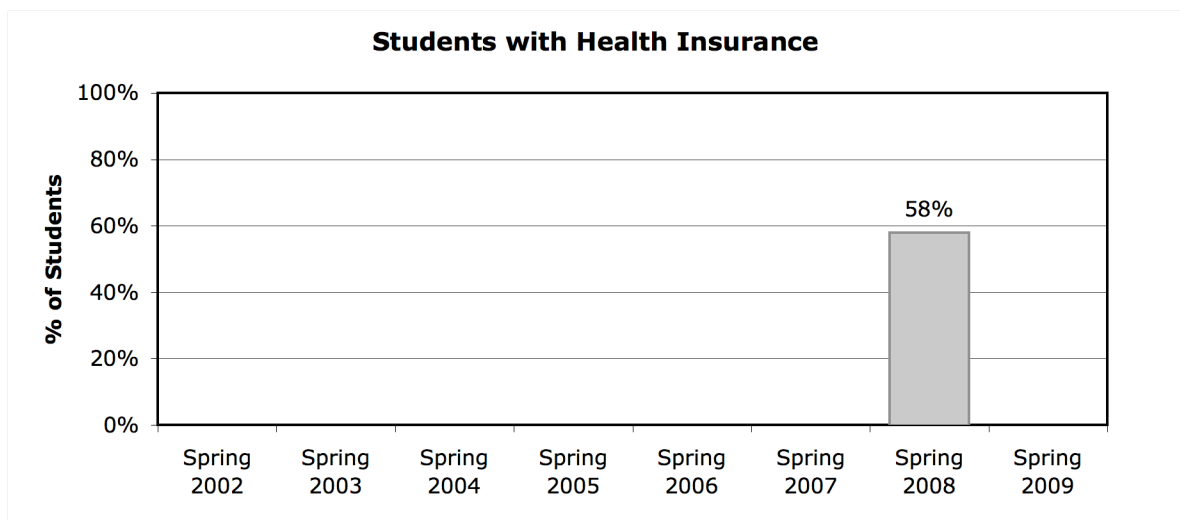
Figure 7 shows responses to the question “Do you have any dependent children?” Nearly 20% of credit students have dependent children.

**Figure 7. Do you have any dependent children?**



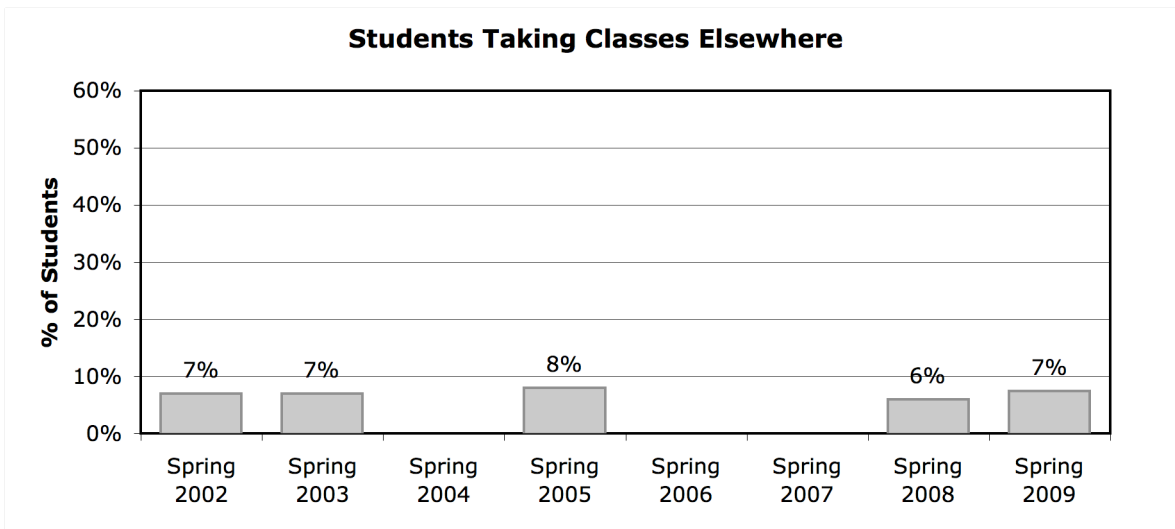
In 2008, students were asked whether they have health insurance and, if so, who pays for it. The following graph shows student responses. Of all respondents, 42% reported that they have no health insurance while 58% indicated they have health insurance. The largest group of students with health insurance indicated that their parents pay the premium.

**Figure 8. Students with Health Insurance (Spring 2008 Survey)**



The 2009 survey asked students if they were taking classes elsewhere. As the following graph and table show, a small percentage of credit students take classes at other institutions, commonly other community colleges as well as high schools. Figure 10 shows the universities to which students plan to transfer (not asked in 2009). Many students responded with more than one university.

**Figure 9. Students Taking Classes Elsewhere**



Location of Other Classes	Survey						
	Spring 2003	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
High School	1%	--	2%	--	--	2%	2%
Four-Year University	2%	--	1%	--	--	2%	1%
Another Community College	3%	--	2%	--	--	3%	3%
Other	1%	--	1%	--	--	1%	1%
Total Surveys Returned	3,057	3,407	1,523	2,986	2,217	2,948	2,077

**Figure 10. To what university do you plan to transfer?**

Transfer University	Survey					
	Spring 2004	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
I do not plan to transfer	--	25%	--	--	28%	--
CSUN	--	20%	--	--	15%	--
CSULA	--	9%	--	--	10%	--
UCLA	--	13%	--	--	16%	--
USC	--	5%	--	--	6%	--
Another UC	--	7%	--	--	7%	--
Another CSU	--	6%	--	--	6%	--
Other	--	14%	--	--	13%	--
No Response	--	338	--	--	495	--
Total Surveys Returned	3,407	1,523	2,986	2,217	2,948	2,077

Recent surveys have 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. They were also asked what destinations would most interest them.

**Figure 11. How likely would you be to participate in a Study Abroad trip with GCC to another country?**

<b>Study Abroad</b>	<b>Survey</b>				
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Very Likely	--	11%	--	13%	18%
Likely	--	27%	--	27%	31%
Not Likely	--	62%	--	60%	51%
No Response	--	172	--	230	77
Total Surveys Returned	1,523	2,986	2,217	2,948	2,077

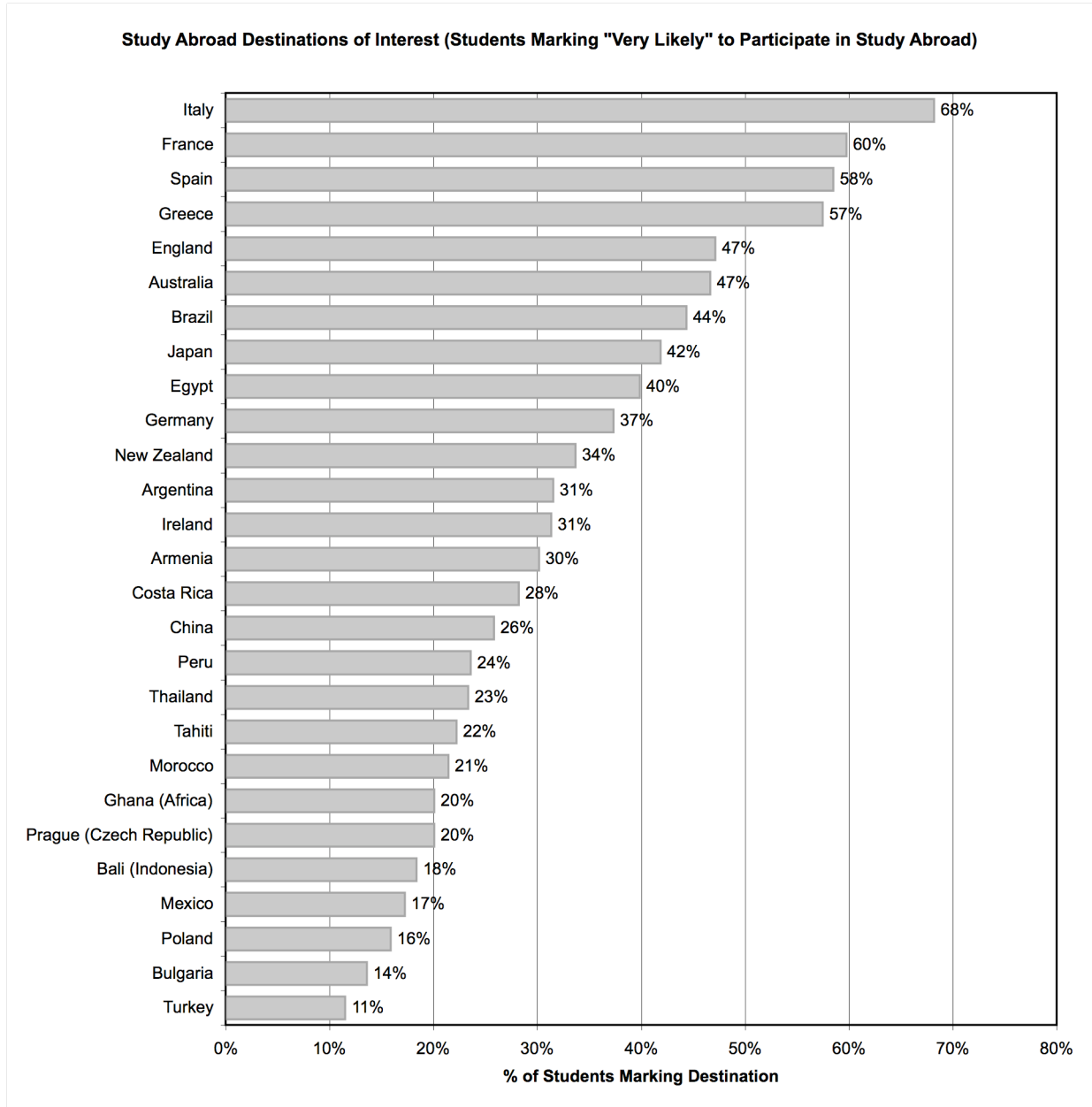
The 2009 survey included a new question about the affordability of Study Abroad trips. The question asked “What is the most you could afford to pay for flights and lodging (no meals) for a Study Abroad trip?” The table below shows the percentage of each response group marking different amounts.

**Figure 12. What is the most you could afford to pay for flights and lodging (no meals) for a Study Abroad trip?”**

<b>Most Student Could Afford</b>	<b>All Respondents</b>	<b>“Very Likely” to Participate</b>	<b>“Likely” to Participate</b>
\$5,000 or More	<b>3%</b>	6%	2%
\$4,000 to \$4,999	<b>4%</b>	6%	6%
\$3,000 to \$3,999	<b>7%</b>	10%	9%
\$2,000 to \$2,999	<b>17%</b>	19%	20%
Under \$2,000	<b>69%</b>	58%	63%
No Response	<b>239</b>	17	27
Total Surveys Returned	<b>2,077</b>	365	640

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

**Figure 13. Study Abroad Destinations of Interest for Students “Very Likely” to Participate**







## Section 2. Technology Items

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

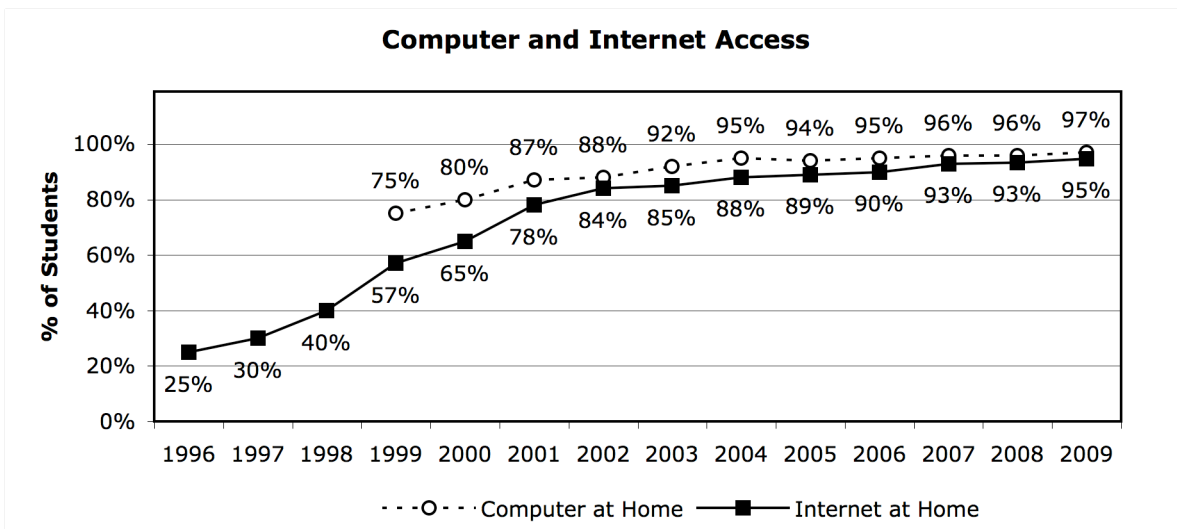
In 2009, 97% of credit students reported access to a computer at home. The remaining 3% represents about 450 credit students who do not have access to a computer at home. About 95% of credit students have Internet access at home; the remaining 5% represents about 750 credit students who do not have Internet access at home.

**Figure 14. Summary of Student Computer and Internet Access**

Computer & Internet Access	Survey				
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Students with computer at home	94%	95%	96%	96%	97%
Students with Internet access at home	89%	90%	93%	93%	95%
Students with Internet access at work	51%	50%	55%	53%	47%
Students with Internet access at home or work	91%	93%	95%	95%	95%
Students owning a laptop computer	30%	--	--	--	--
Use laptop to connect to Internet wirelessly	16%	--	--	--	--

Figure 15 shows the increase in access to technology among credit students. In 1999, 75% of credit students had a computer at home and only 57% reported having Internet access at home. In 2009, 97% of credit students had a computer and 95% had Internet access at home.

**Figure 15. Computer and Internet Access**



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

**Figure 16. Home Internet Access by Student Group, Spring 2009**

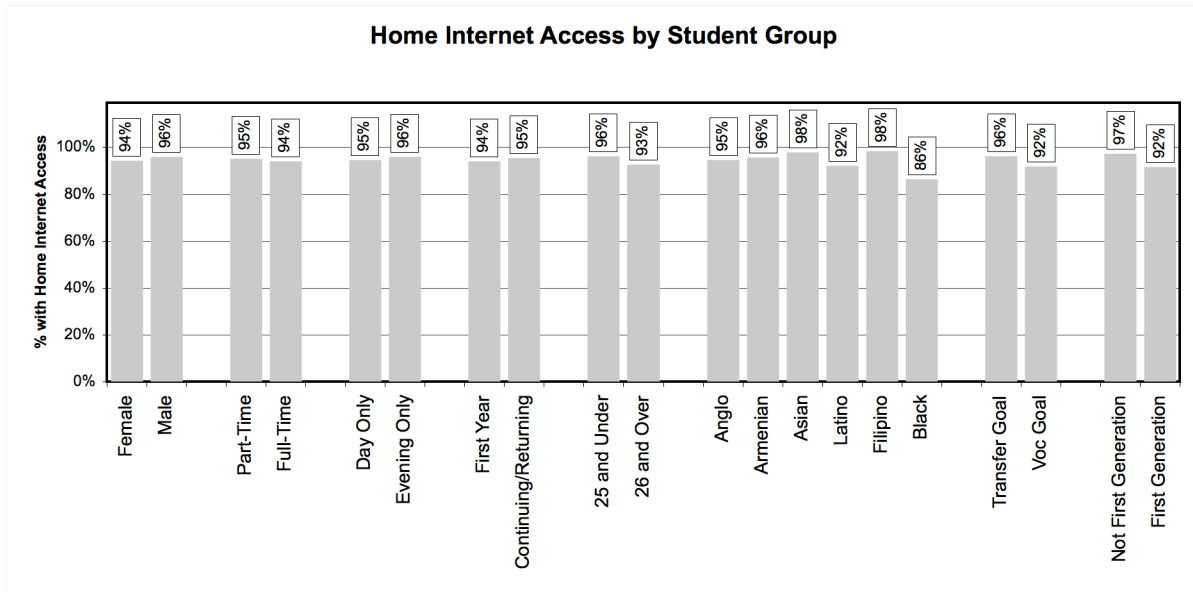
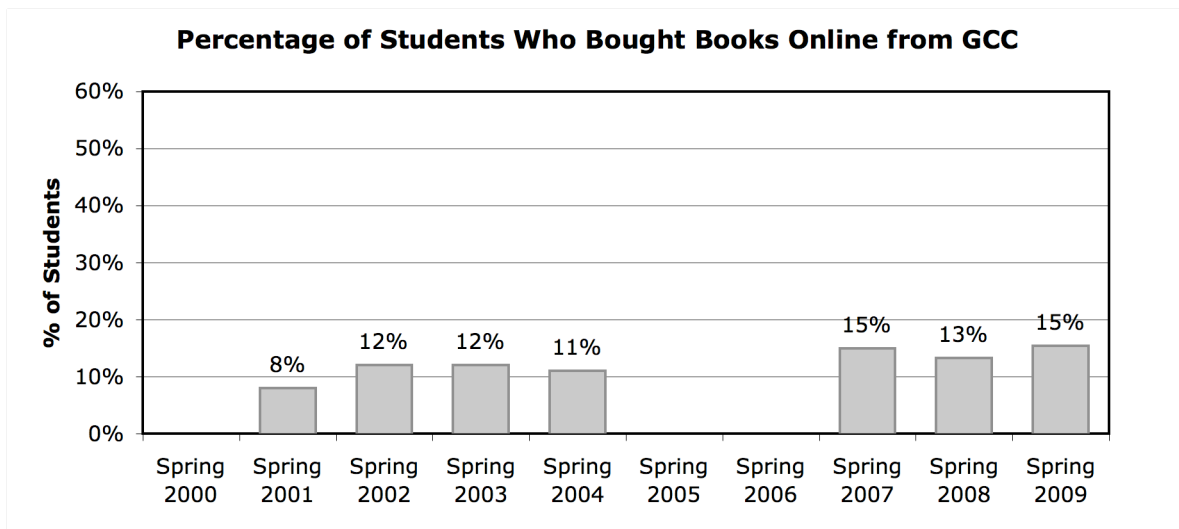


Figure 17 shows the percentage of survey respondents buying books online from GCC. The percentage has been between 10% and 15% for the past eight years.

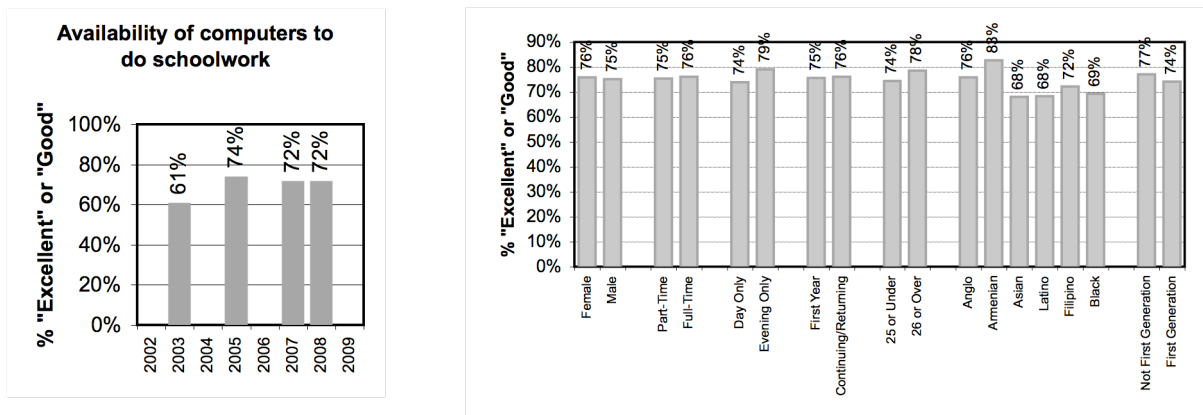
**Figure 17. Have you bought books online from GCC?**



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

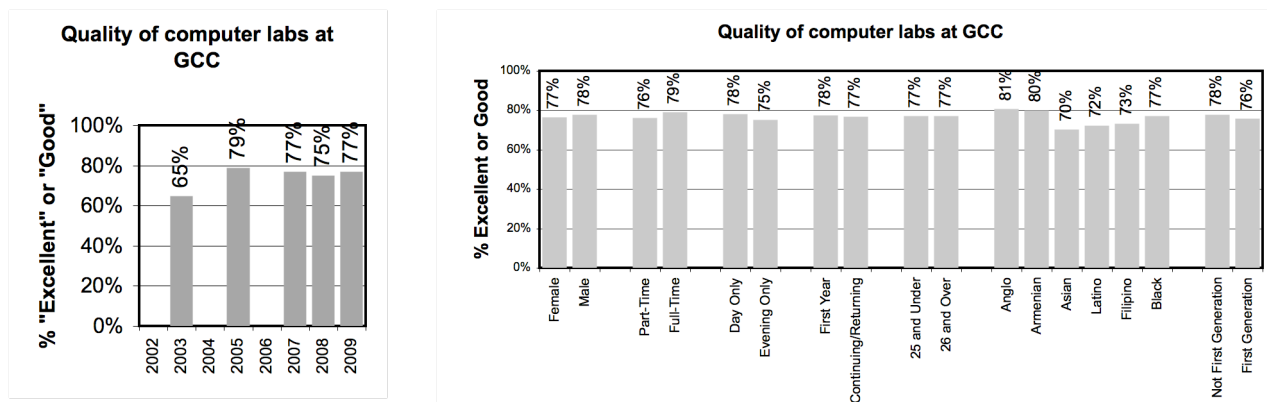
Figure 18 shows student evaluations of the availability of computers to do schoolwork. There were some small group differences in responses to this item. Asian, Latino, and Black students were less positive than other groups about the availability of computers. Note that this question was not asked in 2009, so the graph showing group differences uses 2008 data.

**Figure 18. Availability of computers to do schoolwork**



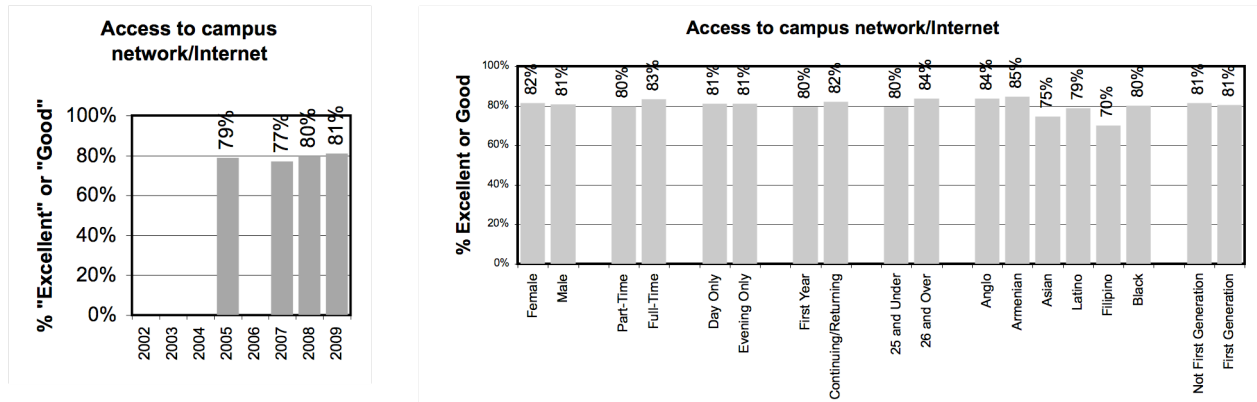
Students' evaluations of the quality of computer labs increased after 2003 but remained steady between 2007 and 2009. Asian, Latino, and Filipino students were somewhat less positive than other student groups about the quality of computer labs.

**Figure 19. Quality of computer labs at GCC**



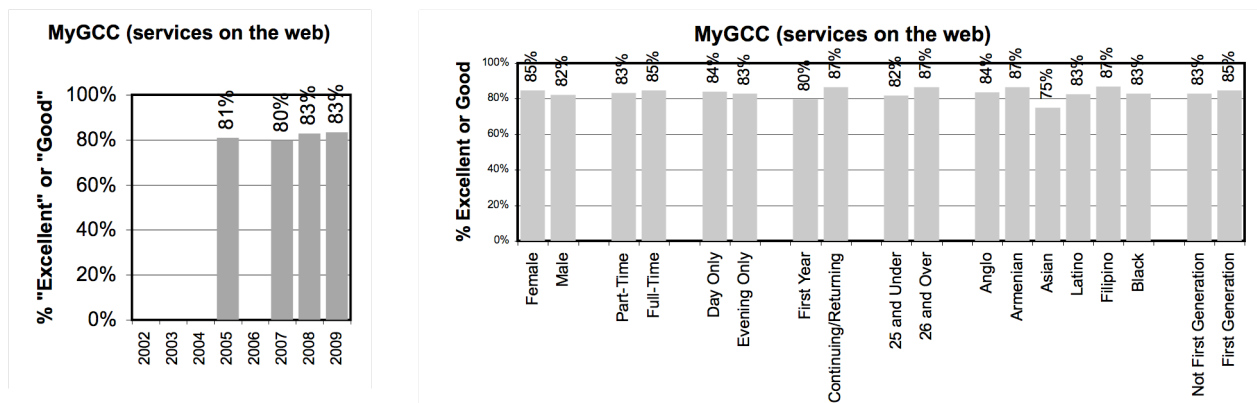
Satisfaction with network access has increased slightly since 2007. Filipino and Asian students were somewhat less satisfied with network access than other groups, but all groups' evaluations were relatively positive.

**Figure 20. Access to campus network/Internet**



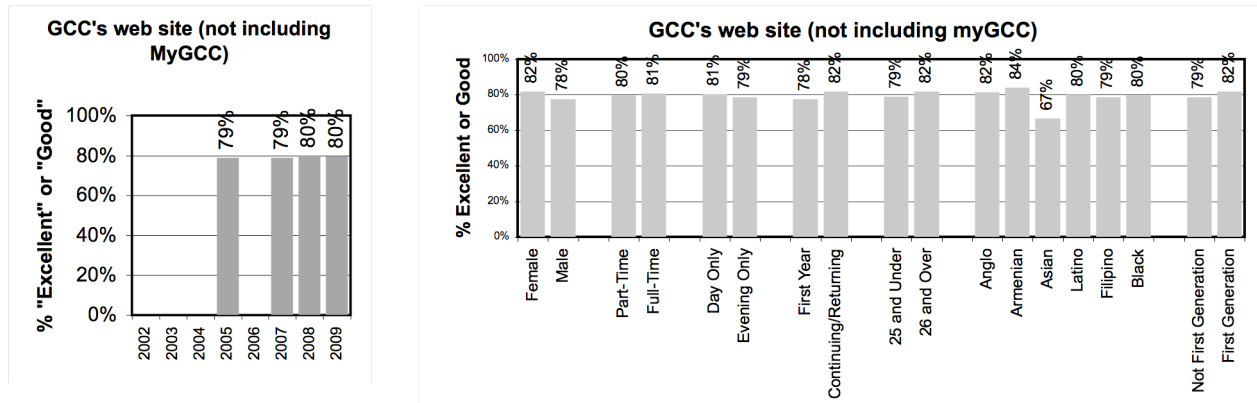
Satisfaction with myGCC remains high. Asian students were somewhat less positive about myGCC than other student groups, but in all groups the percentage rating myGCC “excellent” or “good” was 75% or higher.

**Figure 21. MyGCC (services on the web)**

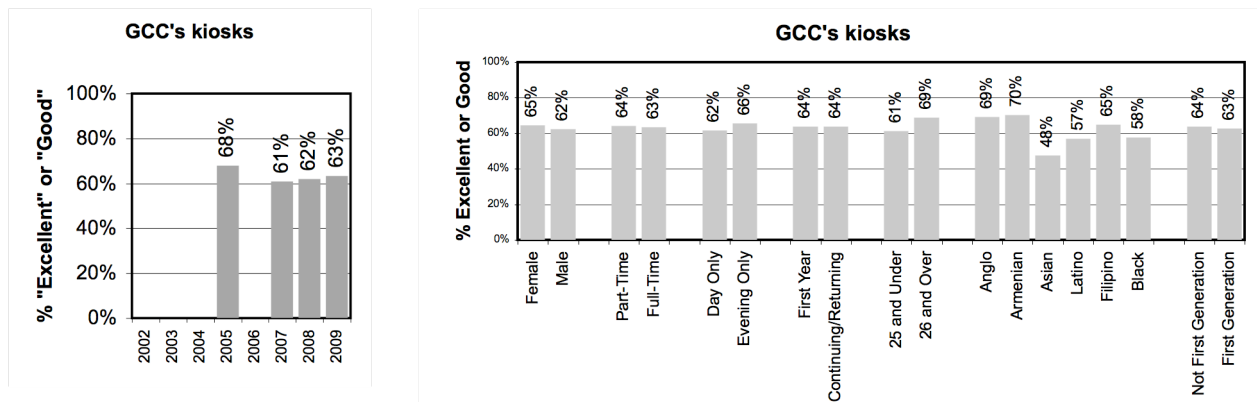


GCC's web site continues to receive positive evaluations from students. Asian students were less positive about the web site than other groups. GCC's kiosks show a similar pattern.

**Figure 22. GCC's web site (not including MyGCC)**

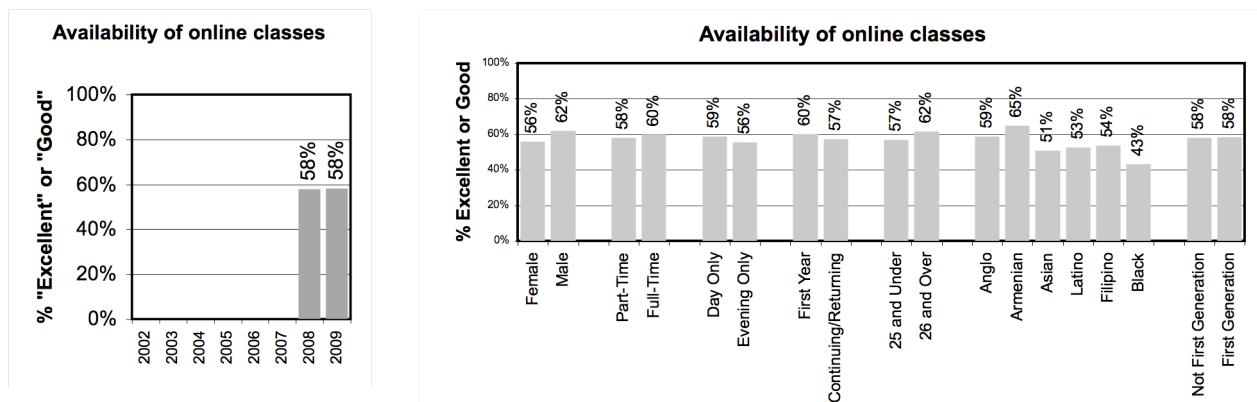


**Figure 23. GCC's kiosks**



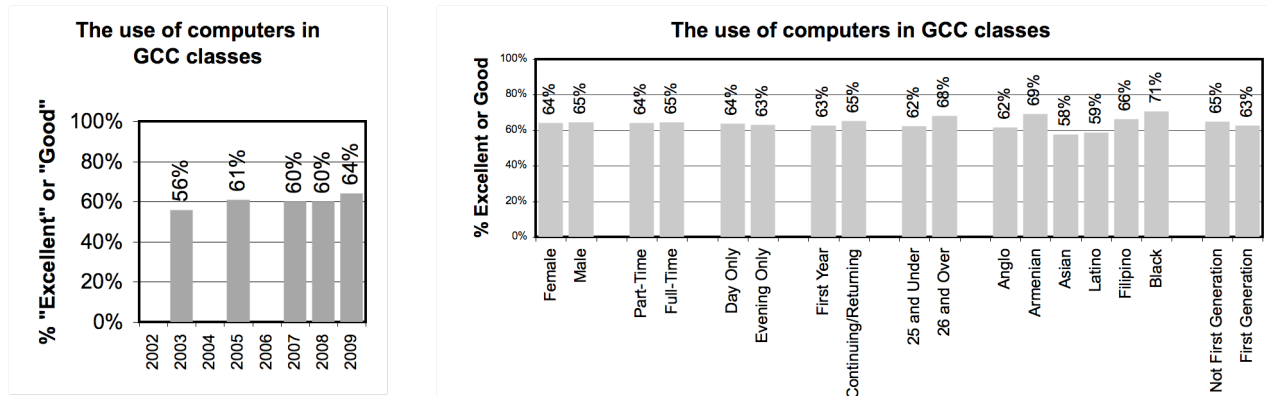
Nearly 60% of credit students indicated that online class availability was excellent or good. Armenian students were most positive about online class availability, while Black students were least positive.

**Figure 24. Availability of online classes**



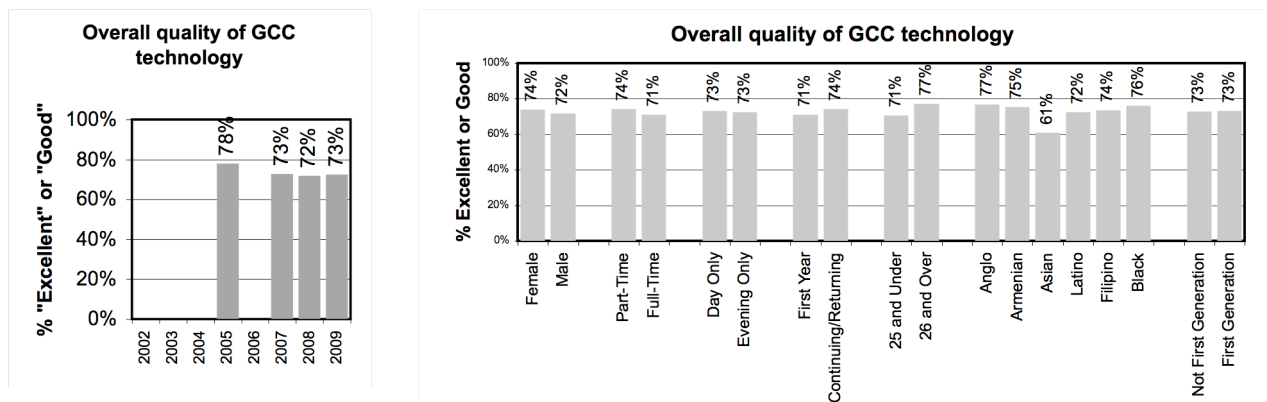
Satisfaction with the use of computers in classes has remained relatively steady since 2005. In 2008, day-only students were somewhat less satisfied than evening-only students, younger students were somewhat less satisfied than older students, and Armenian students were more satisfied than students in other groups with the use of computers in GCC classes.

**Figure 25. The use of computers in GCC classes**



Students were positive about the overall quality of technology at GCC. Asian students were the only group whose percentage marking “excellent” or “good” was under 70%.

**Figure 26. Overall quality of GCC technology**



## 1.3. Evaluation Items

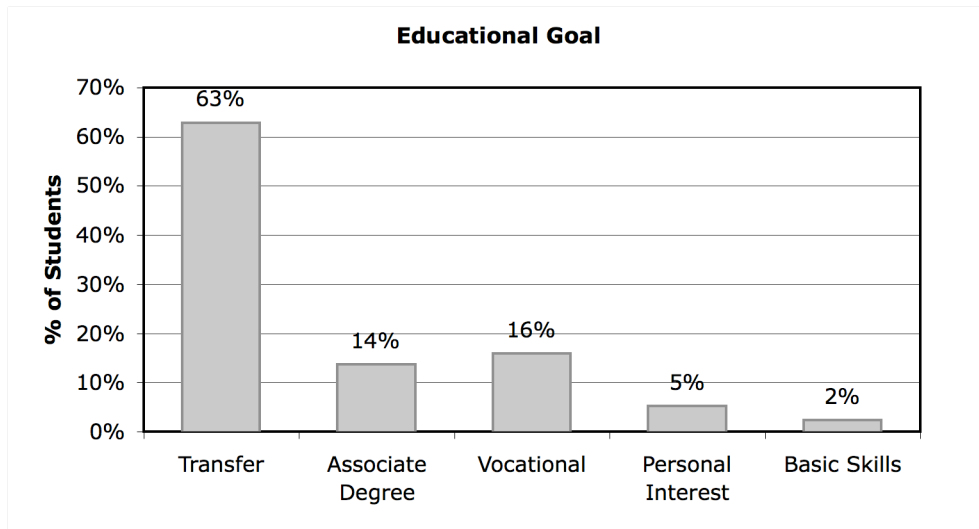
### Summary of Evaluation Items

Section 1.3 discusses survey items evaluating students' progress and the GCC campus. Evaluation items are discussed in three categories: student needs, including progress and scheduling (p. 21), student satisfaction with different aspects of the college (p. 27), and student agreement with various statements about campus climate (p. 38). A separate section discusses each category.

#### 1.3.1. Student Needs

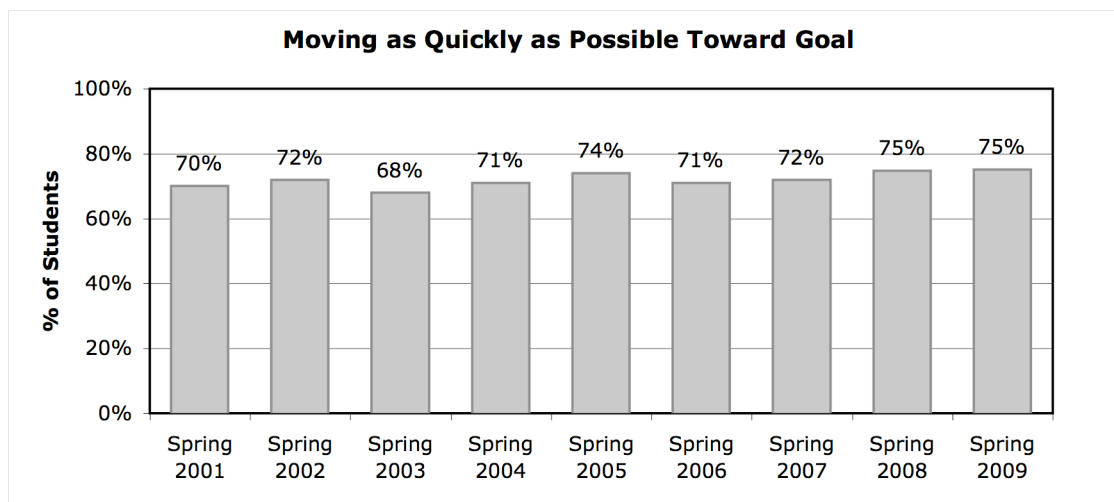
In order to determine whether the college is fulfilling student needs, it is necessary to understand their educational goals. As Figure 27 shows, most credit students have a transfer goal.

**Figure 27. Educational Goal, Spring 2009**



Annually, students are asked about their progress toward their educational goal. The graph on the next page shows how students view their progress. About 75% of students felt they were moving as quickly as possible toward their goal in 2009. This percentage has been relatively stable over the past seven years.

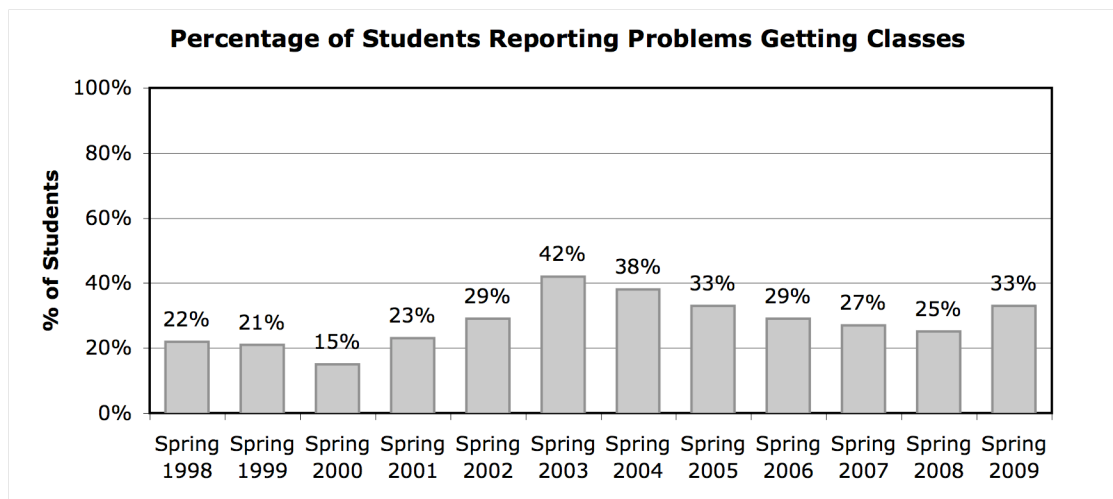
**Figure 28. Are you moving as quickly as possible toward your educational goal?**



Students who indicated they were not moving as quickly as possible toward their goal were asked why not. In Spring 2009, 445 students responded to this open-ended question. The most common response was work/money, mentioned by 29% of those who responded. Other frequent responses were family/health/children (11% of respondents), academic difficulties (8% of respondents), and class availability (8% of respondents).

Students have been asked about problems getting classes for many years. As the graph below shows, the percentage of students indicating a problem getting classes increased to a high point of 42% in 2003, declined to 25% in 2008, then increased again in 2009. This pattern reflects the state of California’s budget difficulties in the early 2000’s, with state funding changes impacting the number of classes offered. After enrollment fee increases in 2003 and 2004, fewer students demanded classes, so fewer students had problems getting their classes. The worldwide economic crisis and California’s budget difficulties in 2008-2009 resulted in class cuts during a period of high student demand, resulting in the latest increase in the percentage of students with difficulties getting classes.

**Figure 29. Students Reporting Problems Getting Classes**





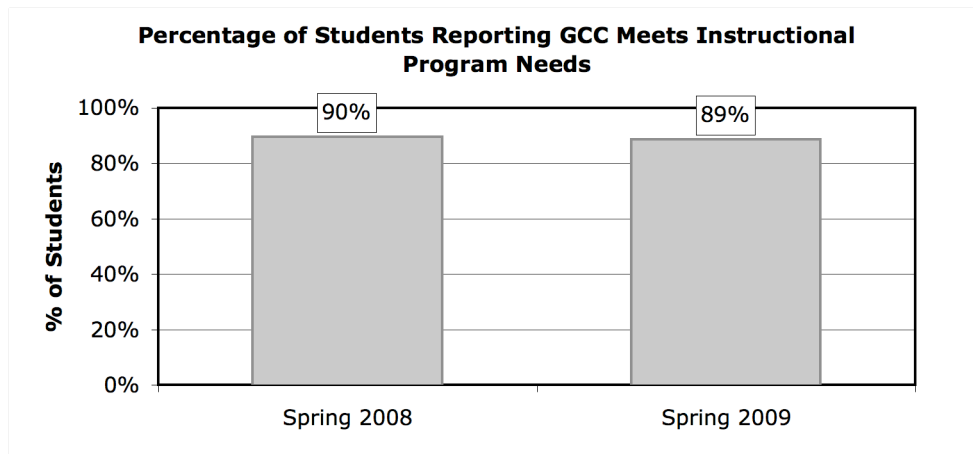
The next table shows the percentage of students reporting particular problems getting classes. The most common problem has been full classes, followed by classes not being offered at the time the student wanted to take it.

**Figure 30. Problems Identified by Students**

Problem	Survey				
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
A class was full	24%	19%	16%	16%	33%
A class was not offered when I wanted to take it.	13%	9%	10%	9%	25%
A class I wanted was not offered this semester.	6%	5%	6%	5%	18%
Two classes I needed were scheduled at the same time.	14%	14%	14%	13%	8%
Other problem	3%	--	--	--	--

The 2008 and 2009 surveys asked students if GCC offers enough instructional programs to meet their needs. The graph below shows the responses. From this result, it appears that the breadth of GCC's instructional programs is meeting the needs of a large majority of credit students.

**Figure 31. Student Needs: Instructional Programs**



Students were asked what additional instructional programs, degrees, or certificates would meet their needs. Responses to this open-ended question were received from 167 credit students. The following list shows students' suggestions.

**Figure 32. Responses to Open-Ended Question About Instructional Program Needs**

**Suggestions for New Programs:**

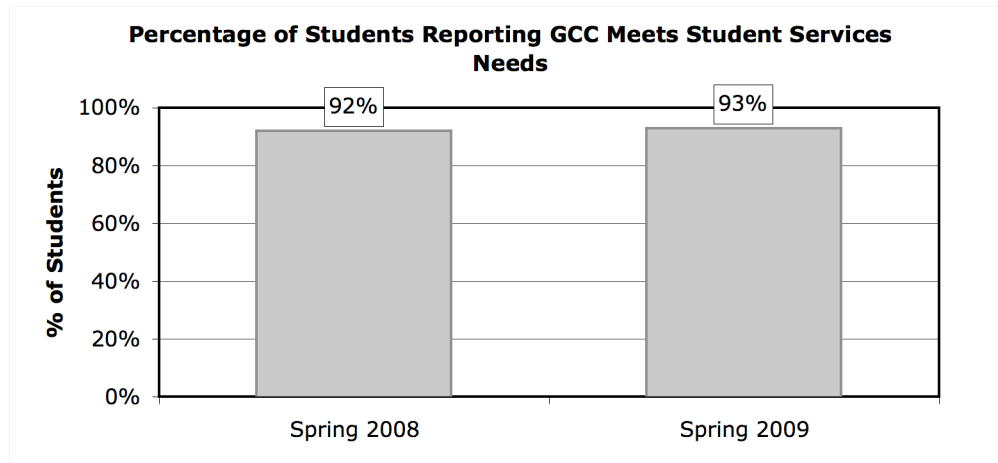
AA in Transfer Studies (2 responses)  
 Arabic (2 responses)  
 Auto Mechanic/Automotive (5 responses)  
 BA degrees (3 responses)  
 Botany/Horticulture  
 Broadcasting  
 Comparative Religion  
 Construction  
 Consumer Affairs  
 CPA Exam Renewal Preparation  
 Criminology/Forensics  
 Dental Hygiene (3 responses)  
 Dental Assistant  
 Electrical/Green Energy  
 Environmental Studies  
 Fashion Design/Merchandising (2 responses)  
 Human Resources Assistant  
 HVAC  
 Information Technology AA  
 Interior Design (2 responses)  
 International Relations  
 Licensed Vocational Nurse (2 responses)  
 Paralegal  
 Paramedic  
 Pharmacy Technician (3 responses)  
 Phlebotomy  
 Physical Therapy Assistant (3 responses)  
 Physician Assistant  
 Police Academy  
 Pre-Law  
 Pre-Medical (2 responses)  
 Public Relations  
 Radio Technician  
 Respiratory Therapy (3 responses)  
 Social Work (2 responses)  
 Structural Engineering  
 Swimming  
 Veterinarian Assistant  
 Veterinarian Preparation  
 X-Ray Technician (2 responses)

**Suggestions for Expansion of Programs:**

American Sign Language (2 responses)  
 Animation  
 Art (3 responses)  
 Biology  
 Chemistry  
 Child Development  
 Computer Science (4 responses)  
 Culinary Arts  
 Dance (morning classes)  
 Engineering (3 responses)  
 Film (4 responses)  
 Japanese  
 Jewelry Making  
 Music  
 Nursing (2 responses)  
 Physical Education  
 Political Science  
 Psychology (2 responses)  
 Russian (4 responses)  
 Sports

Figure 33 shows responses to the question “Does GCC offer enough student services to meet your needs?”. Over 90% of credit students responded “yes.”

**Figure 33. Student Needs: Student Services Programs**



Students were asked an open-ended question about additional student services needs. Responses were received from 77 respondents. The following list shows students’ suggestions.

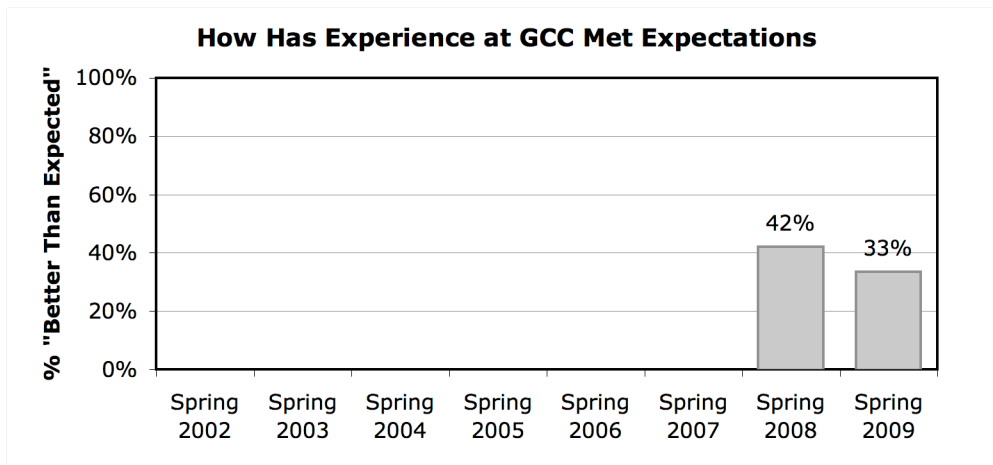
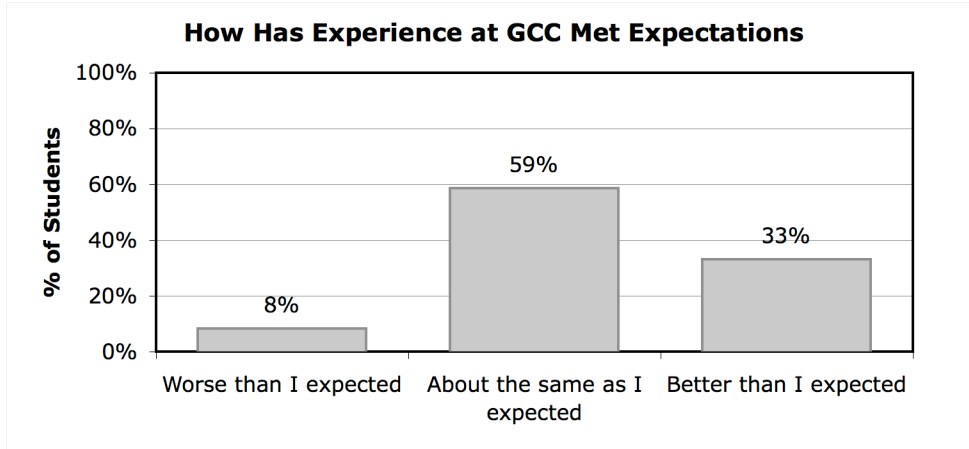
**Figure 34. Responses to Open-Ended Question About Student Services Needs**

- |   |   |
|---|---|
| Bicycle racks (more)                            | Older students’ services                              |
| Bilingual students’ services                    | Parking permit costs (decrease)                       |
| Child care (evening)                            | Part-time work  |
| Classes (more, better times)                    | People outside offices offering help                  |
| Computers (more)                                | People who speak English in the computer/language lab |
| Financial aid for those who are not eligible    | Personal assistance getting through “red tape”        |
| Food (cheaper, available at night)              | Recreational place (a place to play pool or sleep)    |
| Gas   | Sports teams (more: swimming, water polo)             |
| Information for universities outside California | Teenage programs                                      |
| Information to our parents: how to transfer     | Train pass discounts                                  |
| Library and computer lab hours (more, Sunday)   | Transferable Math for Art majors                      |
| List of requirements to graduate/transfer       | Try classes for one day before enrolling              |
| Lockers   |   |
| Math tutors (more)                              |   |

In response to the move to block scheduling in 2010, a question was asked about scheduling: “When is the earliest time of day you would be willing to take a class at GCC?” Response options were in 15-minute increments from 5:45 am to “7:00 am or later.” The most common response was “7:00 am or later,” with 79% of responses. The other 21% of students were willing to take classes at 6:45 or earlier. The percentage whose earliest time was 6:30 am was 7%; 5% were willing to take classes at 6:00 am but no earlier; and 4% were willing to take classes at 5:45 am or earlier.

The 2009 survey also included a question assessing whether GCC has met students' expectations. As Figure 35 shows, about 33% of credit students indicated that their experience at GCC has exceeded their expectations. About 59% said that their experience has been about the same as their expectations, and only 8% indicated that their experience has been worse than they expected.

**Figure 35. How has your college experience at GCC met your expectations?**



A new question about AA degree completion was added in the 2009 survey at the request of the Academic Senate. This question asked "If you plan to transfer without getting an AA degree, why don't you want to get an AA degree?" Open-ended responses were given by 674 students, but many students responded that they did want to get an AA degree, or that they already had an associate or higher-level degree. Of all respondents, 491 indicated that they planned to transfer without an AA. The most common response of these 491 students was that they just wanted to work on transferring and getting a bachelor's or higher-level degree (22% of the 491 respondents). An additional 21% responded that they didn't need an AA degree, or that it was not useful, pointless, or worthless. Another 19% indicated that transferring would be faster or less costly without completing an AA degree. Many students (8% of respondents) indicated that an AA degree required completing too many classes that were not necessary for transfer.

### Section 1.3.2. Student Satisfaction

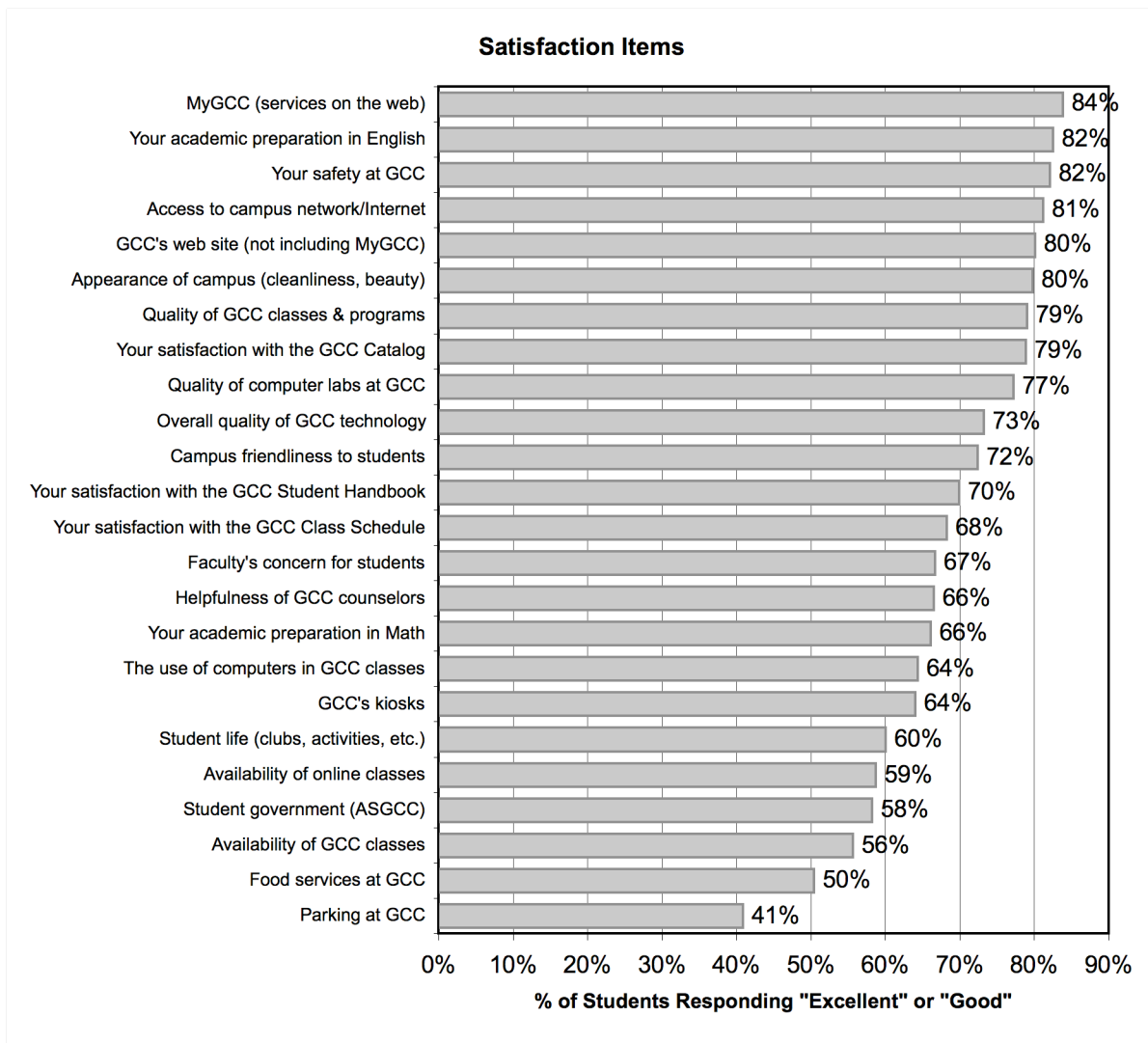
The following table summarizes responses to items rated on a scale of “Excellent,” “Good,” “Fair,” and “Poor.” The tables show the percentage of students responding “Excellent” or “Good” as a measure of student satisfaction. Students were most positive about the education they are getting at GCC, and they were least positive about parking. In the 2009 survey, parking and food services received average satisfaction ratings at 50% or lower (41% for parking and 50% for food services).

**Figure 36. How would you rate the following aspects of your education at Glendale Community College?**

% “Excellent” or “Good”	Survey				
	Spring 2005	Spring 2006	Spring 2007	Spring 2008	Spring 2009
Academic preparation in English for GCC	83%	83%	83%	80%	82%
Academic preparation in Math for GCC	68%	67%	68%	64%	66%
Faculty’s concern for students	67%	67%	66%	64%	67%
Helpfulness of GCC counselors	64%	64%	67%	63%	66%
The education you are getting at GCC	86%	86%	86%	83%	--
Quality of GCC classes and programs	--	--	--	80%	79%
Campus friendliness to students	73%	72%	72%	71%	72%
Availability of classes	49%	62%	55%	72%	56%
Availability of online classes	--	--	--	58%	59%
The quality of computer labs at GCC	79%	--	77%	75%	77%
Availability of computers to do schoolwork	74%	--	72%	72%	--
Access to campus network and Internet	79%	--	77%	80%	81%
Use of computers in GCC classes	61%	--	60%	60%	64%
Overall quality of GCC technology	78%	--	73%	72%	73%
MyGCC (services on the web)	81%	--	80%	83%	84%
GCC’s web site (not including myGCC)	79%	--	79%	80%	80%
GCC’s kiosks	68%	--	61%	62%	64%
Student government (ASGCC)	--	60%	--	52%	58%
Student life (clubs, activities, etc.)	--	66%	--	56%	60%
Parking at GCC	17%	17%	10%	48%	41%
Food services (cafeteria, snack bars, etc.)	57%	--	46%	44%	50%
Your safety at GCC	--	88%	--	81%	82%
Appearance of campus (cleanliness, beauty)	--	--	--	--	80%
GCC facilities (buildings, classrooms, rest rooms)	--	67%	--	--	--
Your satisfaction with the GCC Catalog	--	--	--	--	79%
Your satisfaction with the GCC Class Schedule	--	--	--	--	68%
Your satisfaction with the Student Handbook	--	--	--	--	70%

The graph below shows the percentage of students in Spring 2009 rating each item “excellent” or “good.” They are shown in descending order, with the items showing the most positive responses at the top and the items showing the least positive responses at the bottom. Students gave the most positive responses to myGCC (student services on the web), preparation in English, and safety. Students gave the most positive responses to myGCC (student services on the web), preparation in English, and safety.

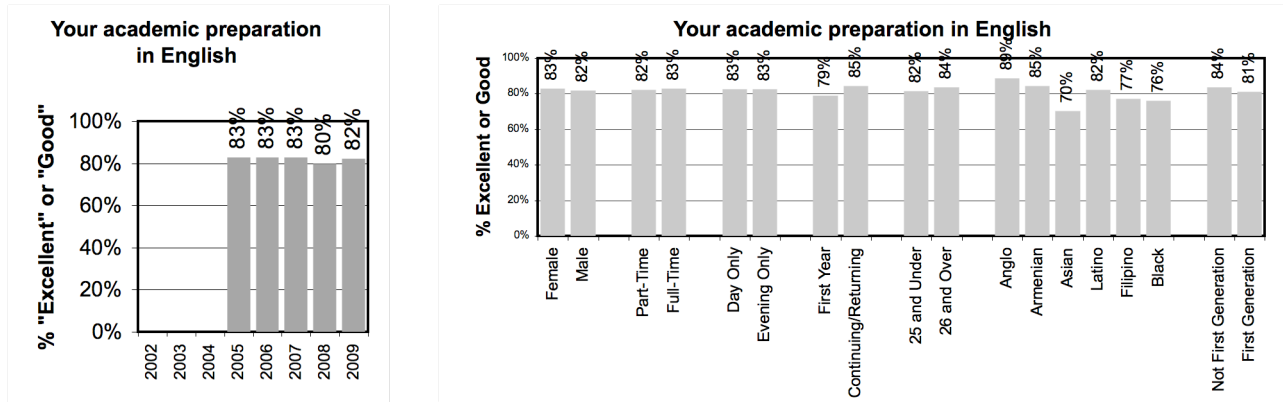
**Figure 37. Satisfaction Items (Spring 2009)**



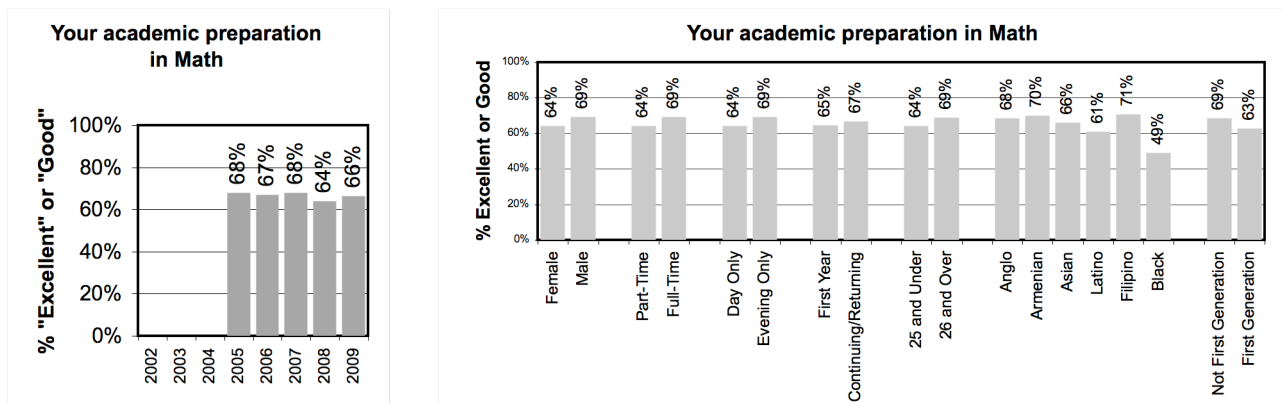
The following graphs show responses to the satisfaction items. Where available, trend information is shown. Responses are also shown by student group. Reflecting previous surveys, Asian students tend to be less positive about aspects of technology and education than other student groups. It is not clear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

Figures 38 and 39 show student judgments of their preparation in English and Math. The overall averages have been decreasing slowly. Students tend to be more positive about their preparation in English than their preparation in Math. Asian, Black, and Filipino students were less positive about their English preparation than other groups; Latino and Black students were less positive about their Math preparation than other groups. Day-only students were also less positive about their Math preparation than evening-only students, and younger students were less positive about their Math preparation than older students. First-generation college students tended to be less positive about Math preparation as well.

**Figure 38. Your academic preparation in English for work at GCC**

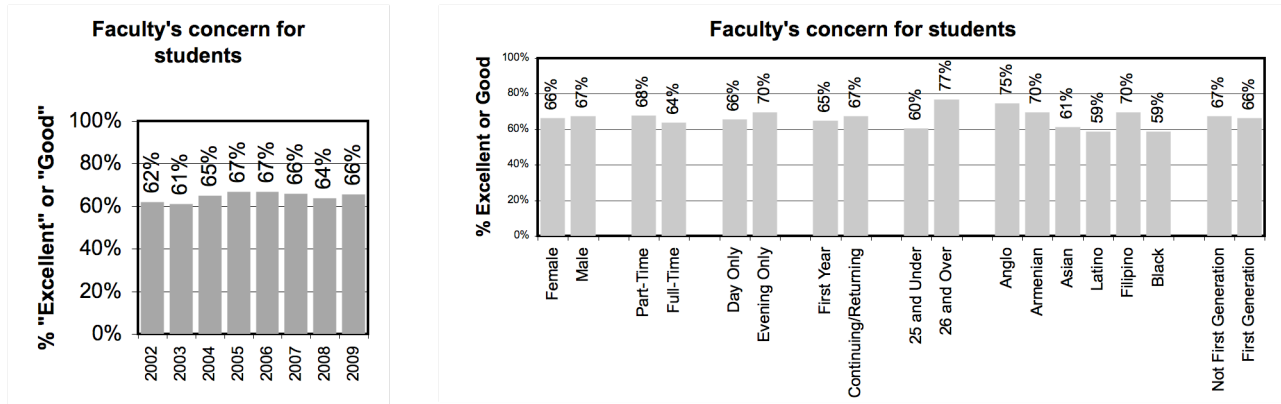


**Figure 39. Your academic preparation in Math for work at GCC**



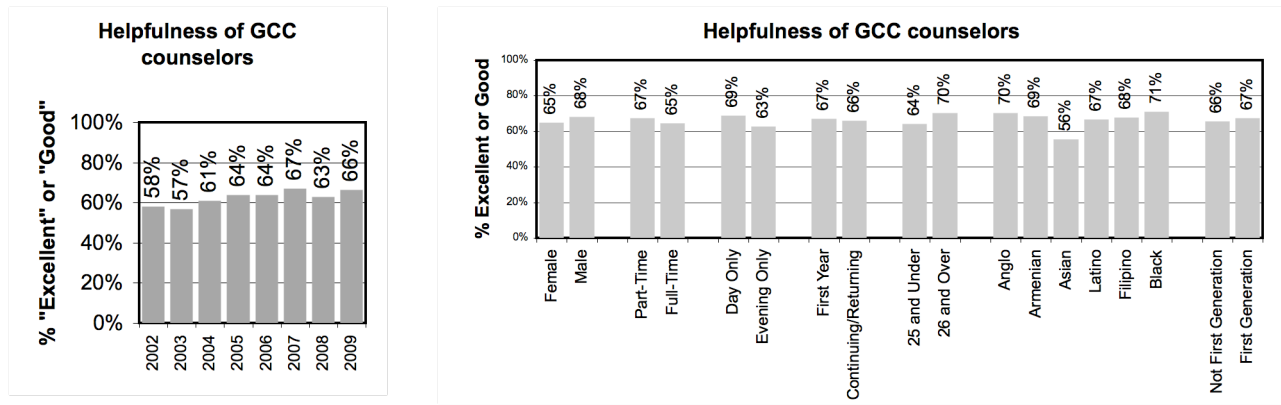
Students evaluated the faculty’s concern for students. Day-only students and younger students were less positive about faculty concern than evening-only and older students, respectively. Asian, Latino, and Black students were also less positive than other student groups.

**Figure 40. Faculty’s concern for students**



Students also evaluated the helpfulness of counselors. Younger students and Asian students were less positive than other student groups.

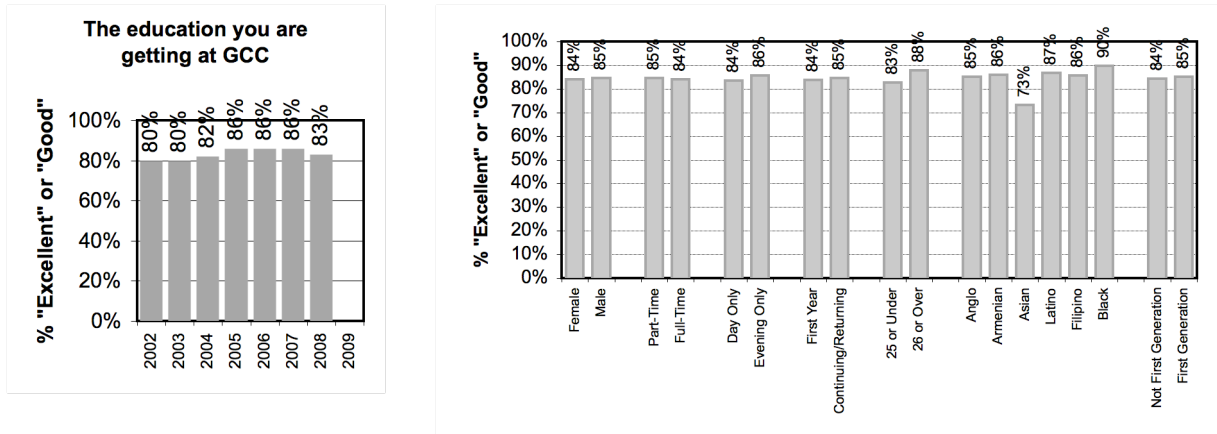
**Figure 41. Helpfulness of GCC counselors**



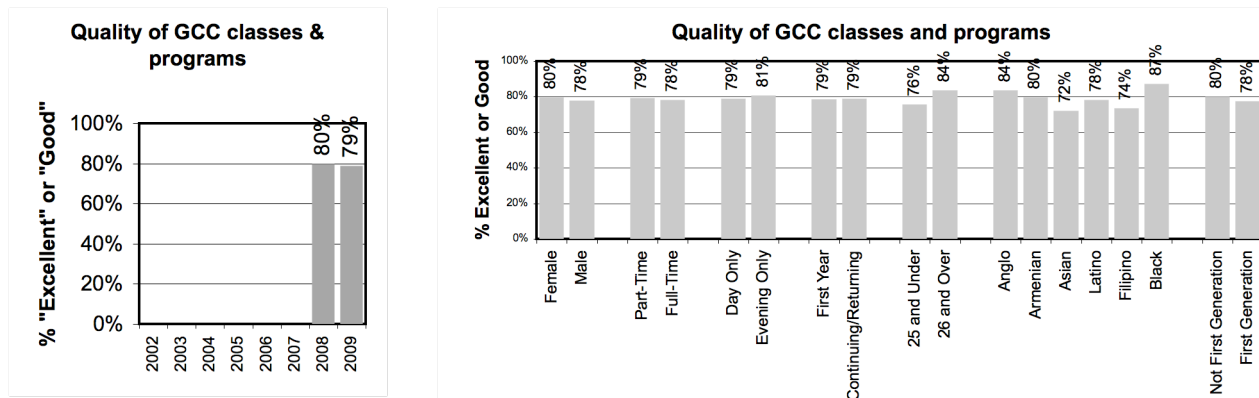
As the graphs on the next page show, students were positive about their GCC education, the quality of classes and programs, and campus friendliness to students. Younger students and Asian students tended to be less positive than other groups about these aspects of their education. Note that the question about “the education you are getting at GCC” was not asked in 2009, so the graph with group comparisons uses 2008 data.



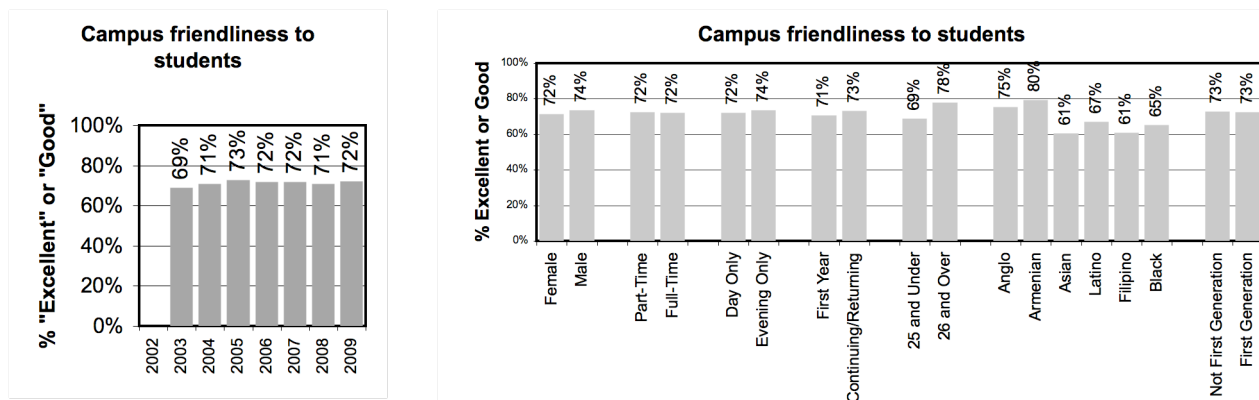
**Figure 42. The education you are getting at GCC**



**Figure 43. Quality of GCC classes and programs**

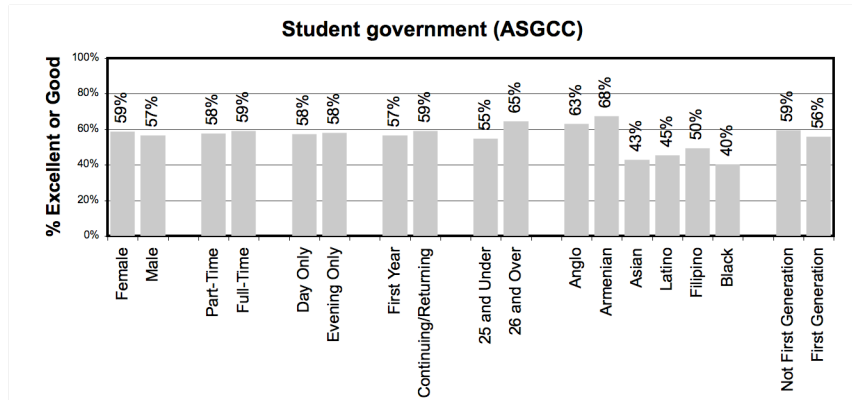
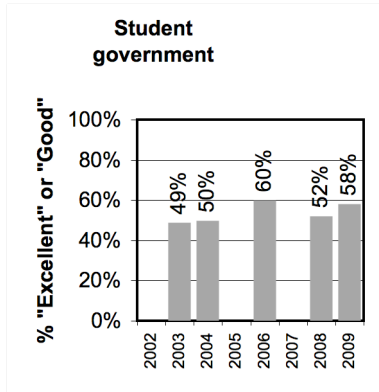


**Figure 44. Campus friendliness to students**

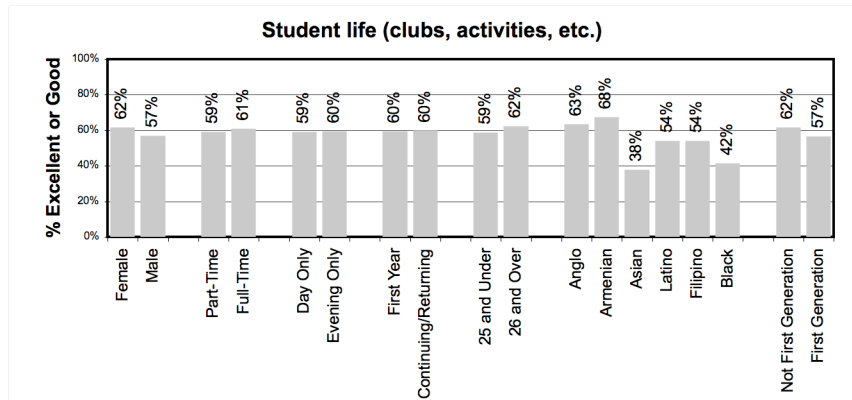
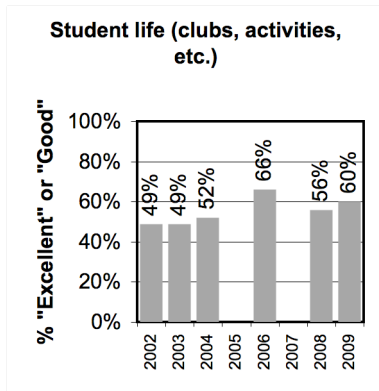


Figures 45 and 46 show evaluations of student government and student life. Armenian students gave the most positive responses to these items, while Asian and Black students gave the least positive responses

**Figure 45. Student government (ASGCC)**

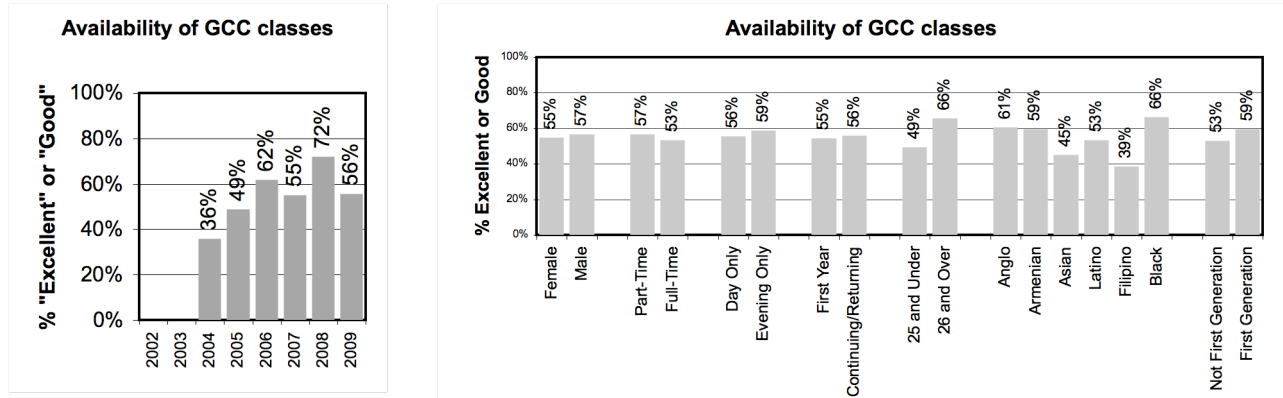


**Figure 46. Student life (clubs, activities, etc.)**



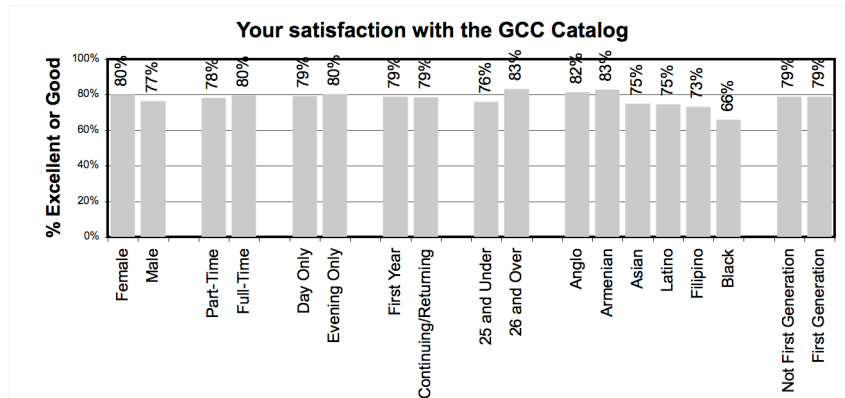
Students were asked to evaluate the availability of classes. The percentage responding “excellent” or “good” increased after 2004 and decreased in 2009. Younger students, Asian students and Filipino students were less positive about class availability than other student groups.

**Figure 47. Availability of GCC classes**

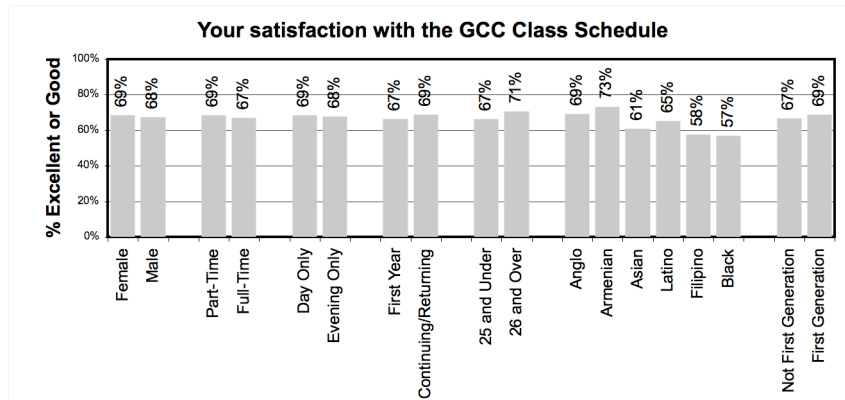


The 2009 survey asked students to evaluate the GCC Catalog, Class Schedule, and Student Handbook. Results for respondent groups are shown below. Trend information is not available because these questions were not asked before 2009.

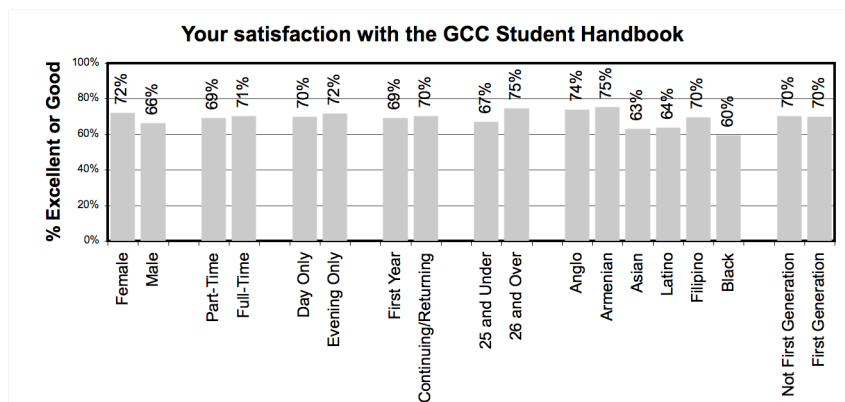
**Figure 48. Satisfaction with Catalog**



**Figure 49. Satisfaction with Class Schedule**

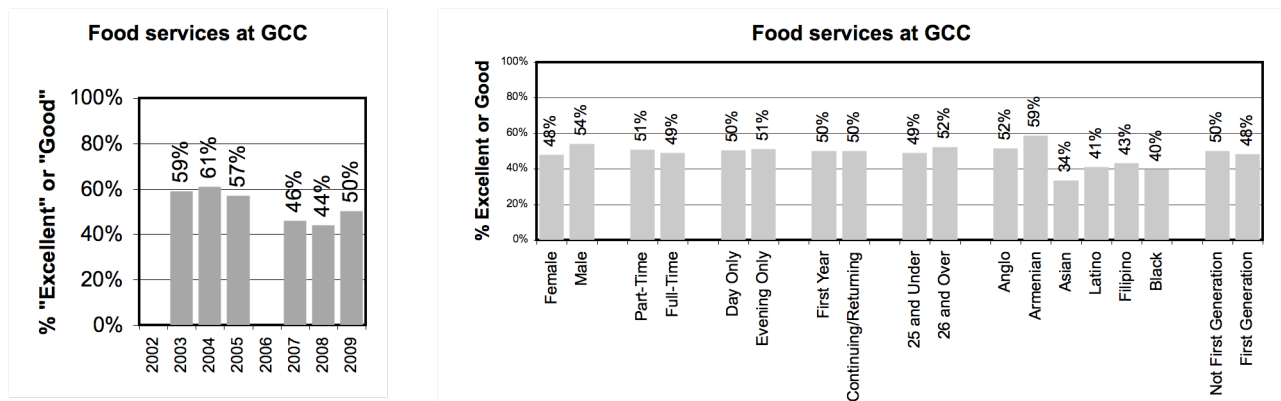


**Figure 50. Satisfaction with Student Handbook**



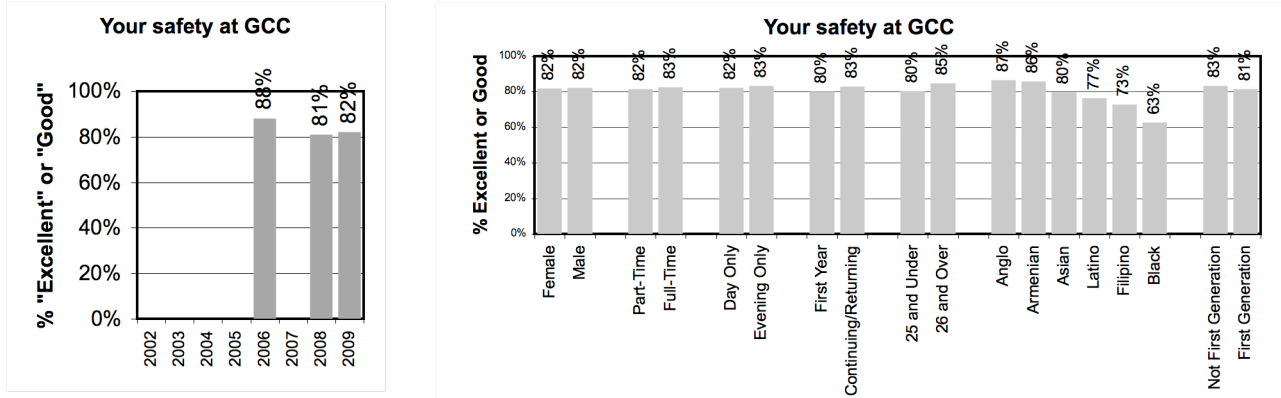
As Figure 51 shows, satisfaction with food services declined after 2006. Armenian students were more positive about food services than other student groups in 2009.

**Figure 51. Food services at GCC**



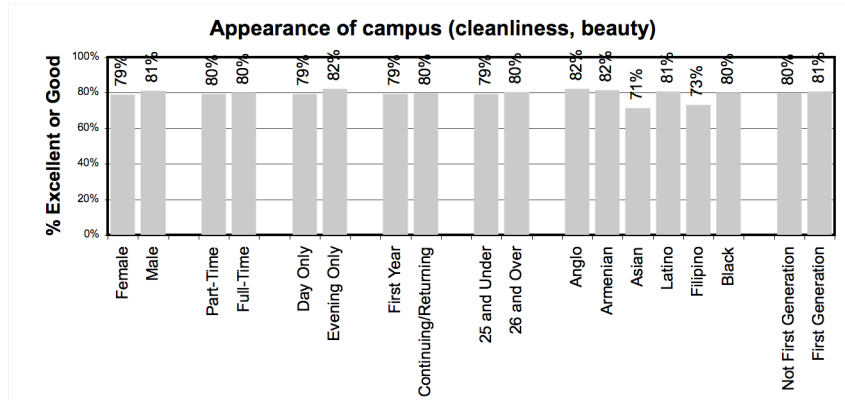
Students are positive about their safety at GCC. Black students were less positive about safety in 2009 than other student groups; 63% of Black students felt that their safety at GCC was “excellent” or “good.” Female students indicated the same level of safety as male students.

**Figure 52. Your safety at GCC**



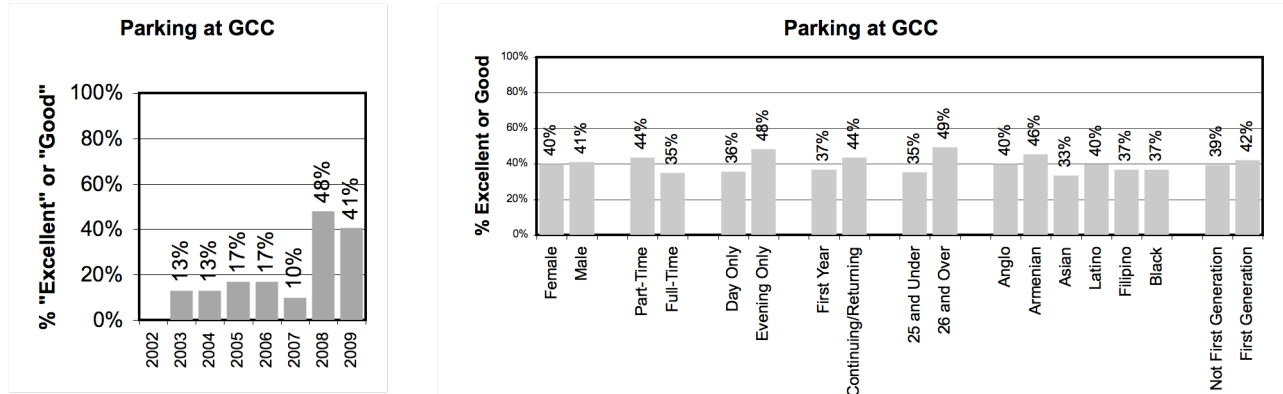
The graph below shows student evaluations of campus appearance. Asian and Filipino students were somewhat less positive about campus appearance than other groups, but all groups' evaluations were relatively high.

**Figure 53. Appearance of campus (cleanliness, beauty)**



Student satisfaction with parking has been low for many years, but the opening of the new parking structure in Fall 2007 resulted in a large jump in satisfaction with parking. As Figure 54 shows, the percentage of credit students rating parking as “excellent” or “good” jumped from 10% in Spring 2007 to 48% in Spring 2008, with a decrease to 41% in Spring 2009. Evening-only students, younger students, Armenian students, and first-generation college students were more positive about parking than other student groups.

**Figure 54. Parking at GCC**

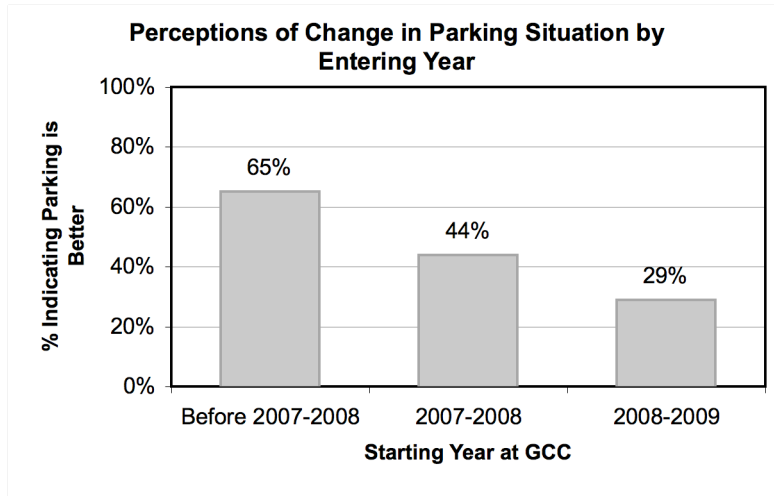


The 2009 survey included an additional item on parking. The following table shows attitudes about how parking has changed since the respondents started at GCC. Students starting at GCC before 2007-2008, as well as those starting in 2007-2008, were more positive about changes in parking than students starting in 2008-2009.

**Figure 55. How has parking changed since you started at GCC?**

Parking Changes	Spring 2009 Survey Results			
	Students Starting in 2008-2009	Students Starting in 2007-2008	Students Starting Before 2007-2008	All Respondents
Much worse	13%	12%	7%	<b>11%</b>
A little worse	10%	8%	6%	<b>8%</b>
About the same	47%	37%	23%	<b>36%</b>
A little better	19%	24%	30%	<b>24%</b>
Much better	10%	20%	35%	<b>21%</b>
No Response	75	21	23	<b>121</b>
Total Surveys Returned	881	557	616	<b>2,077</b>

**Figure 56. Student Ratings of Parking Changes (Spring 2009)**



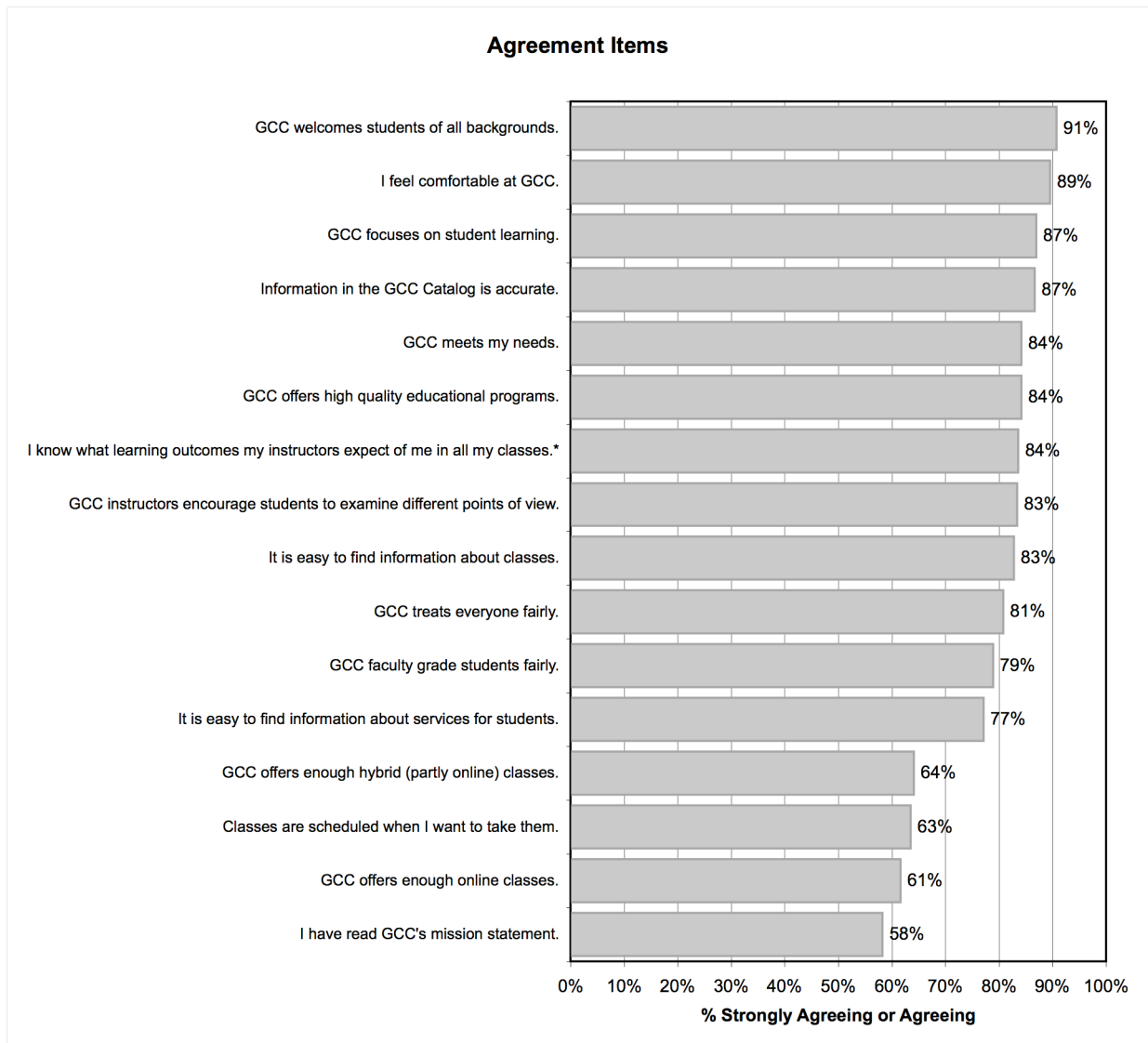
A new question was asked in 2009 to identify where students park. The largest group of respondents (42%) said they parked in the campus parking structure. An additional 22% did not park on campus. Other parking locations included other on-campus lots (17% of respondents), off campus in a city lot (8% of respondents), off campus on the street (4% of respondents), and other locations near GCC (7% of respondents).

### Section 1.3.3. Agreement Items

Students were asked whether they agreed or disagreed with a series of statements about GCC. Most of these statements related to campus climate. The following graphs show the percentages of students agreeing with each statement by marking either “agree” or “strongly agree.” Students were not given a “neutral” option.

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

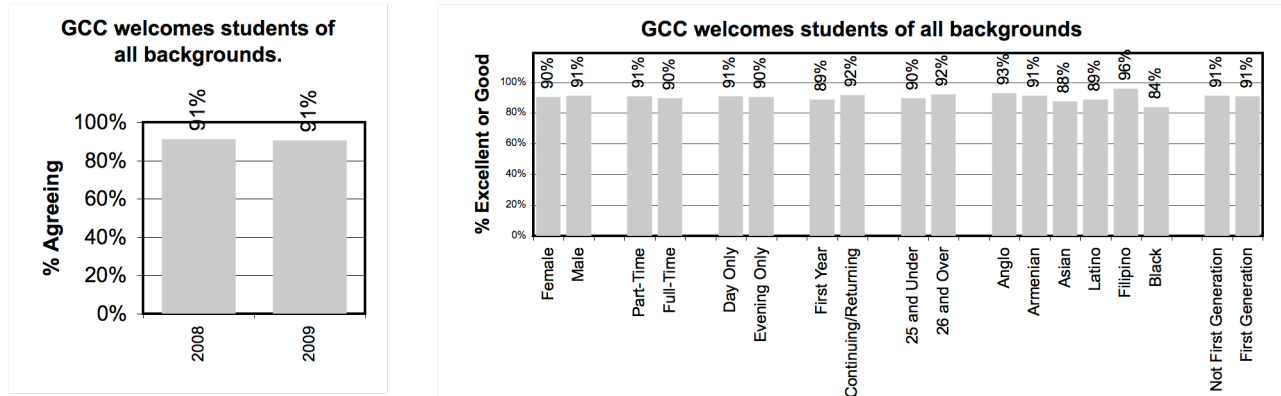
**Figure 57. Responses to Agreement Items**



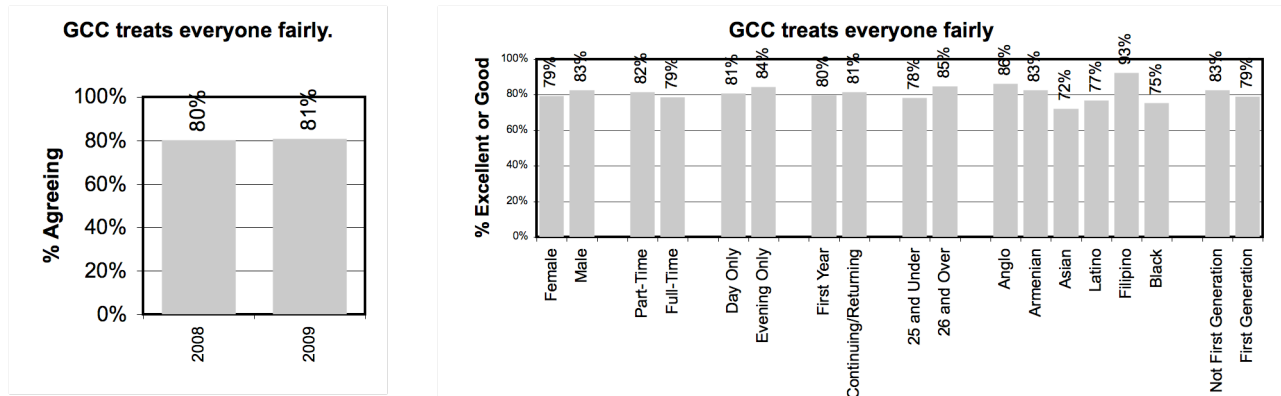


The following three graphs show that GCC is perceived as welcoming and comfortable. Asian students gave slightly lower ratings to these campus climate questions than other groups, but all groups' responses were positive.

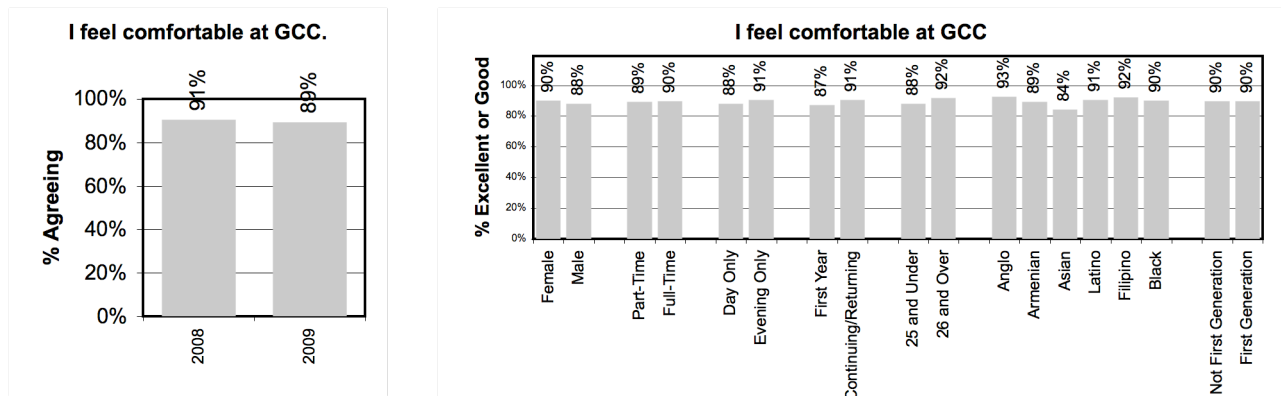
**Figure 58. GCC welcomes students of all backgrounds**



**Figure 59. GCC treats everyone fairly**

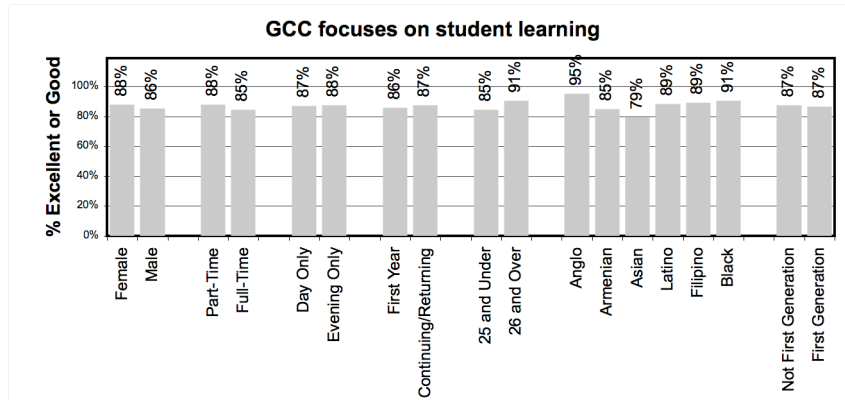


**Figure 60. I feel comfortable at GCC**



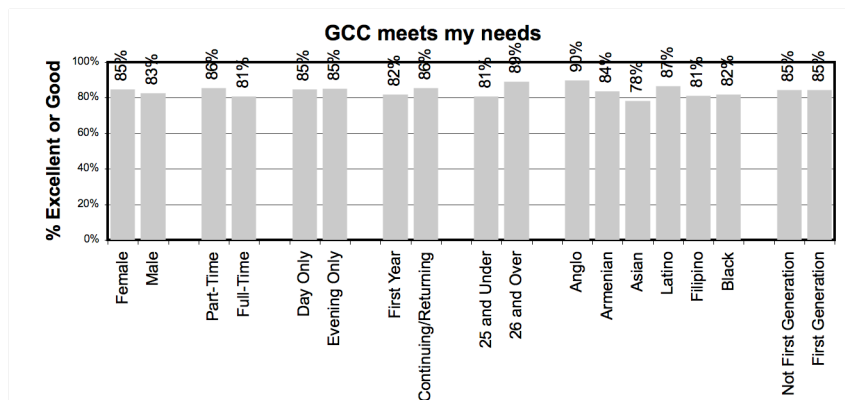
The 2009 survey asked whether students agreed with the statement “GCC focuses on student learning.” Agreement rates were high for all student groups. The lowest agreement rate was from Asian students, but their agreement was relatively high (79%).

**Figure 61. GCC focuses on student learning**

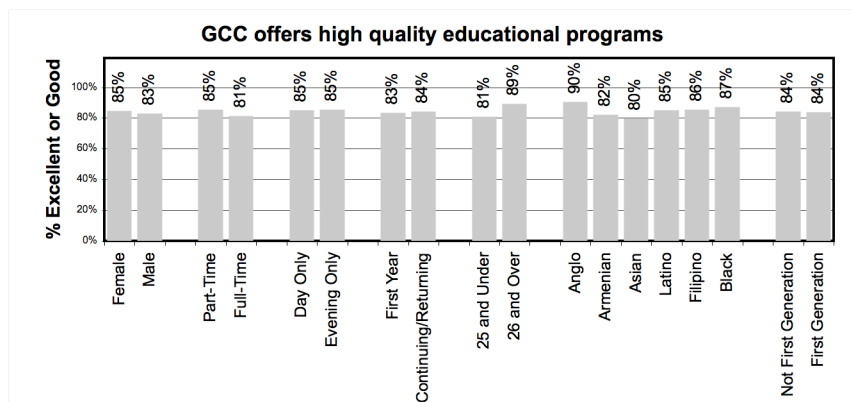
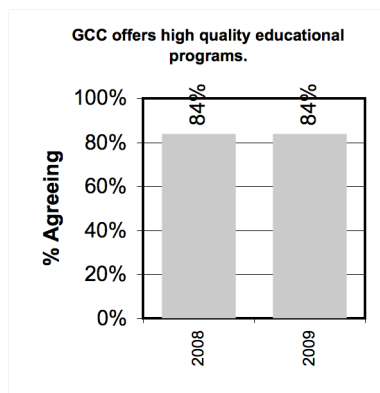


The following graph shows another new item, “GCC meets my needs.” All student groups showed high agreement with this statement. Asian students showed the lowest agreement rate, but it was still relatively high (78%).

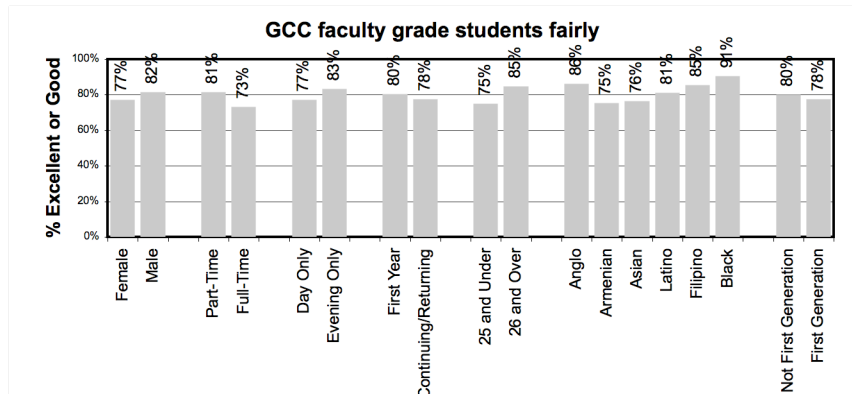
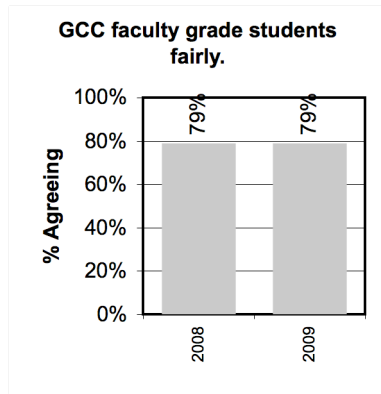
**Figure 62. GCC meets my needs**



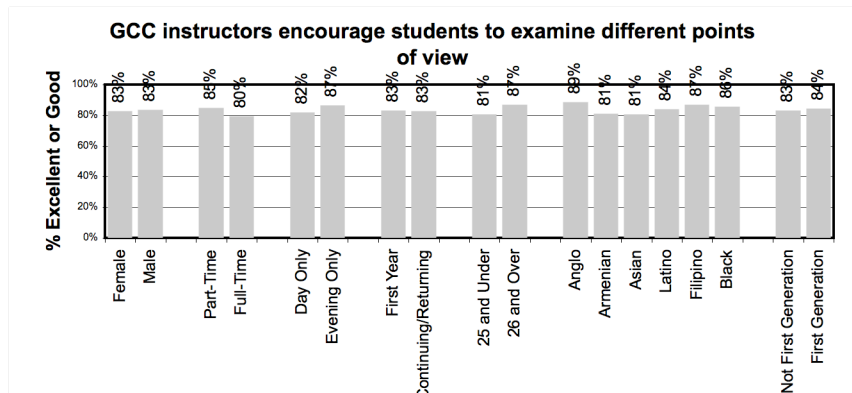
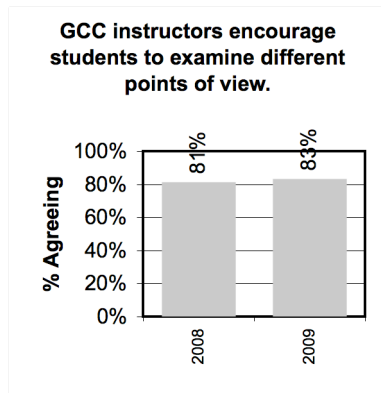
**Figure 63. GCC offers high quality educational programs**



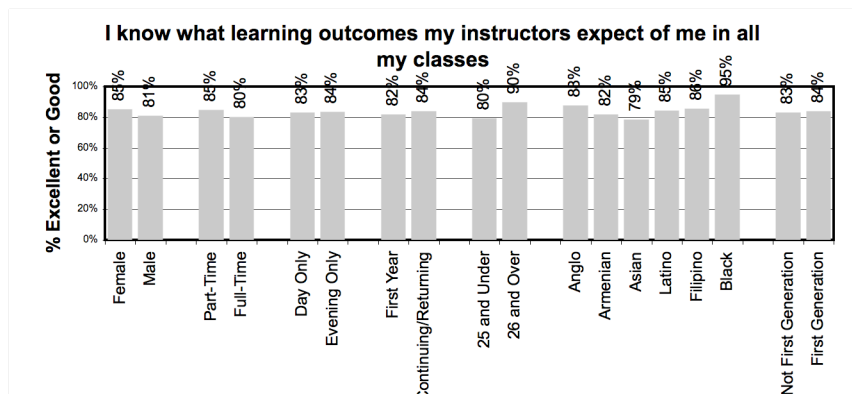
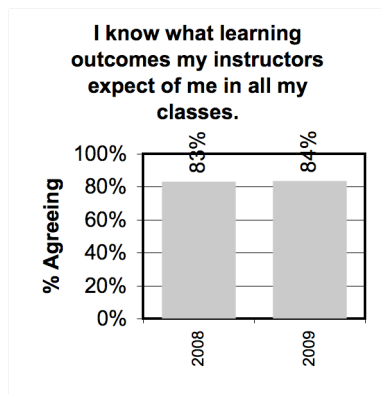
**Figure 64. GCC faculty grade students fairly**



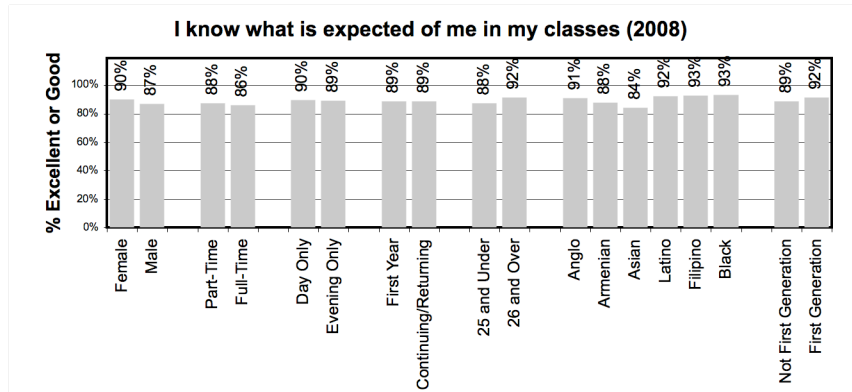
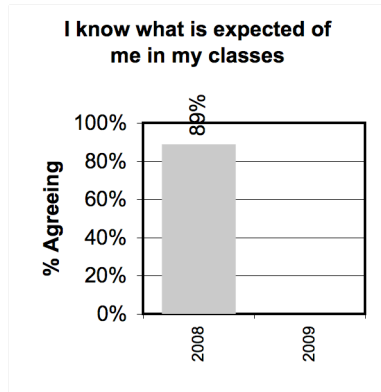
**Figure 65. GCC instructors encourage students to examine different points of view**



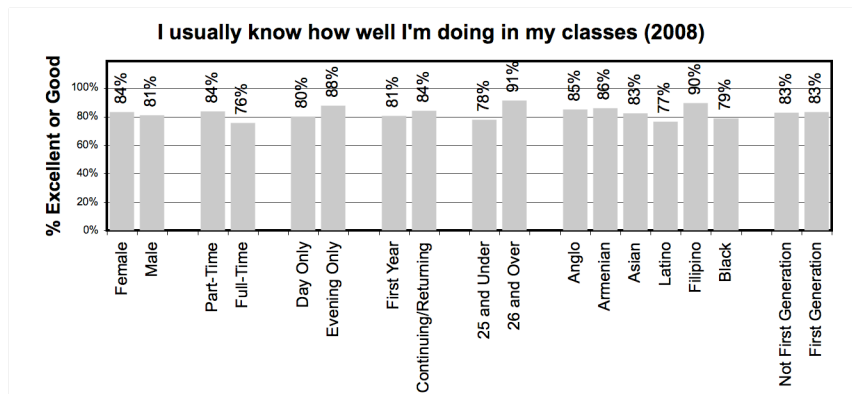
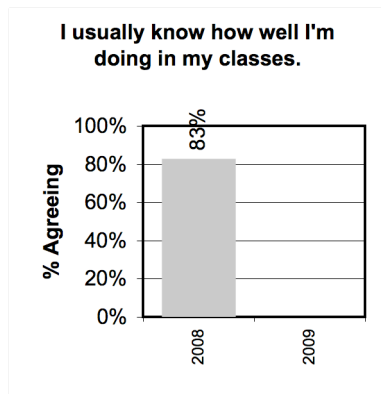
**Figure 66. I know what learning outcomes my instructors expect of me in all my classes**



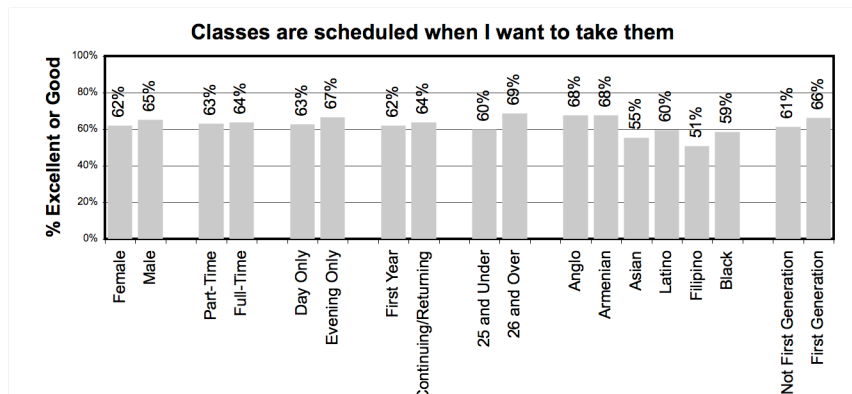
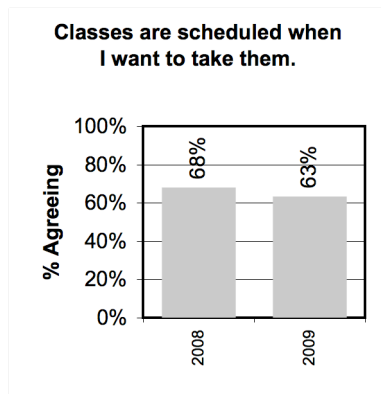
**Figure 67. I know what is expected of me in my classes**



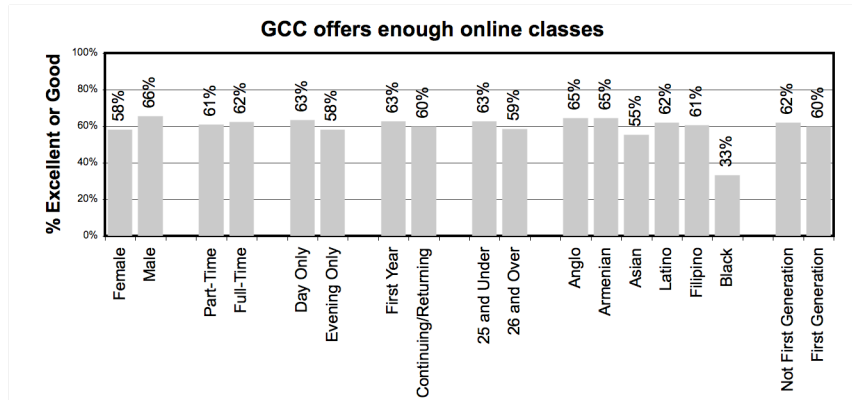
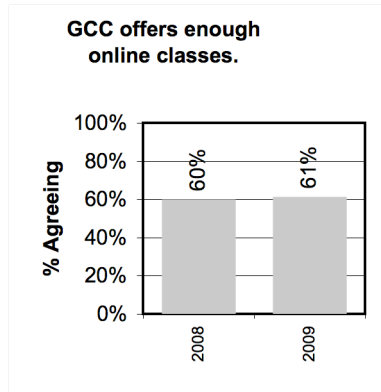
**Figure 68. I usually know how well I'm doing in my classes**



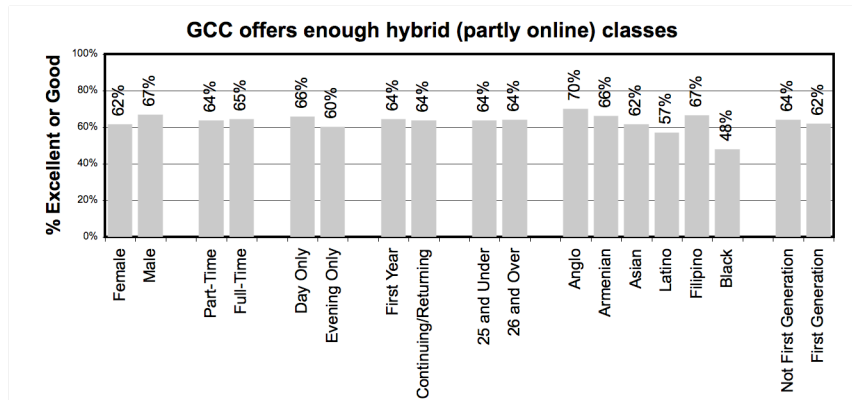
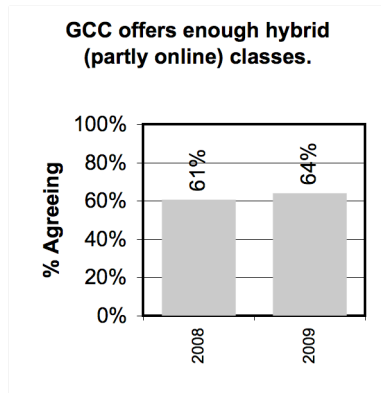
**Figure 69. Classes are scheduled when I want to take them**



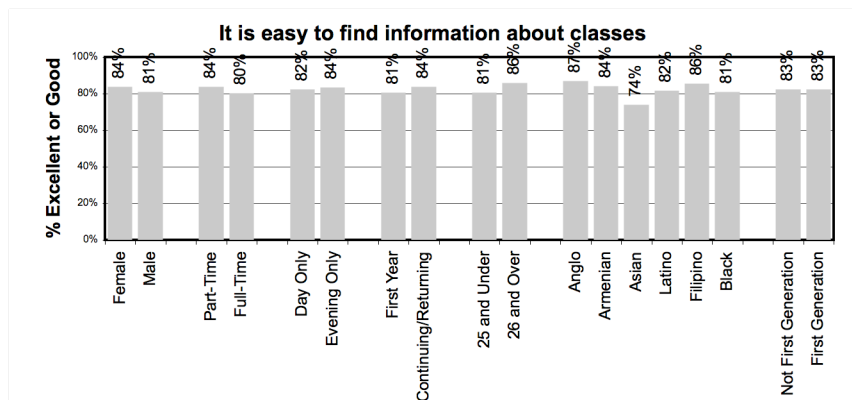
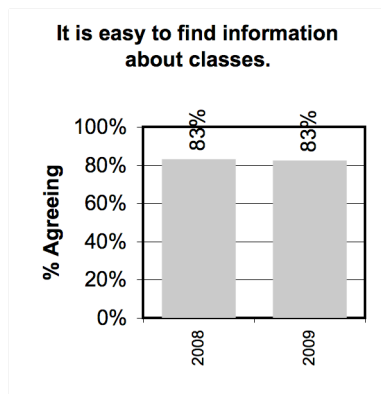
**Figure 70. GCC offers enough online classes.**



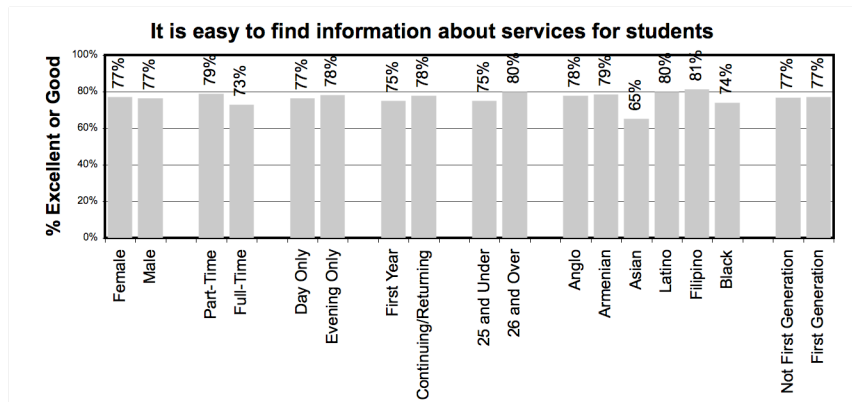
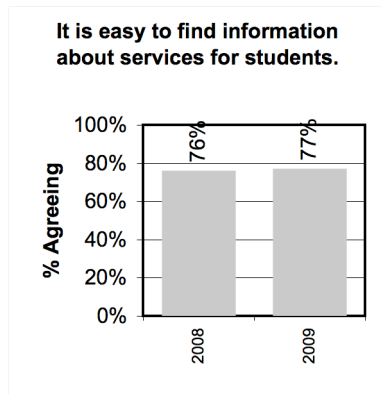
**Figure 71. GCC offers enough hybrid (partly online) classes.**



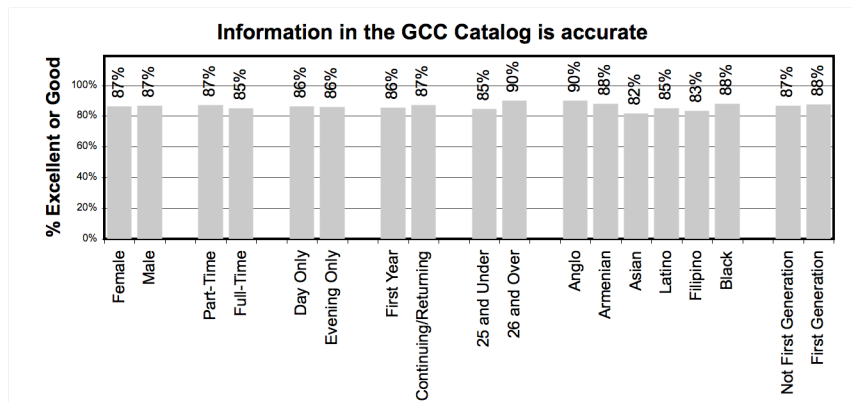
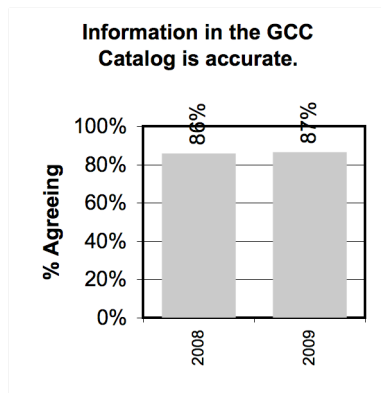
**Figure 72. It is easy to find information about classes.**



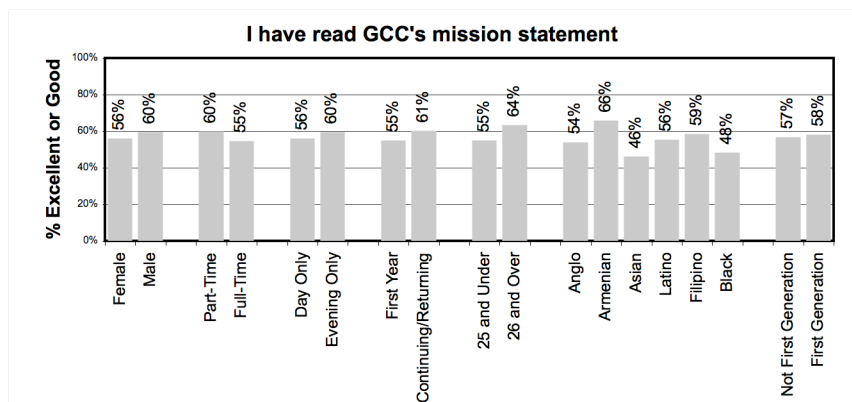
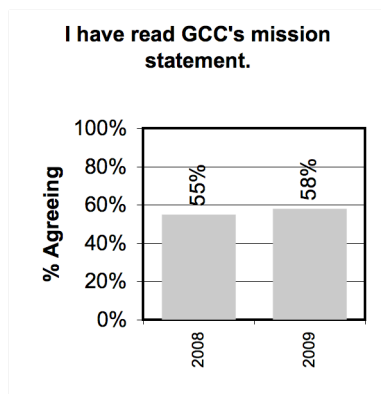
**Figure 73. It is easy to find information about services for students**



**Figure 74. Information in the GCC Catalog is accurate**



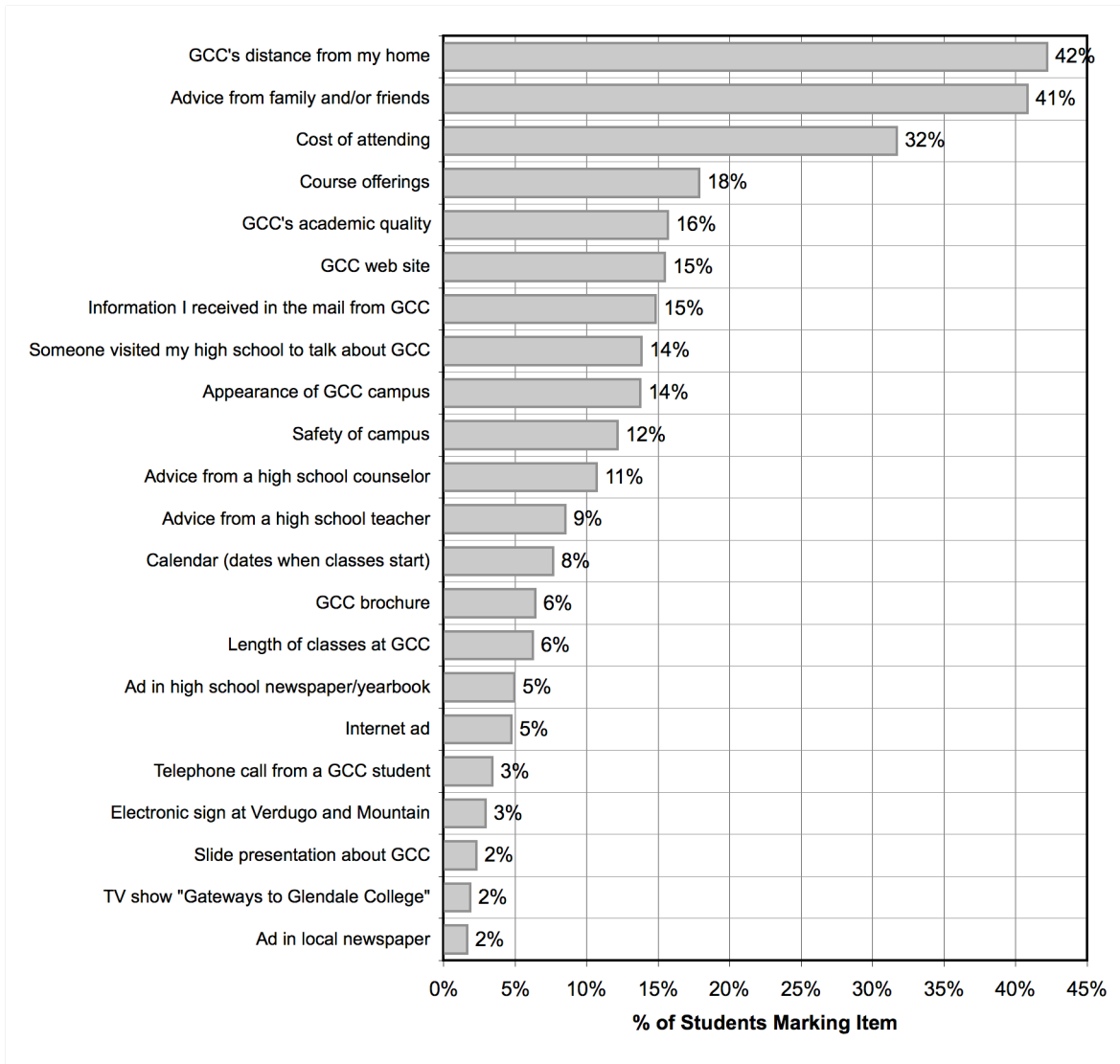
**Figure 75. I have read GCC's mission statement**



## 1.4. Marketing Information: Influences on Decision to Enroll

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

**Figure 76. Influences on Decision to Enroll**



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

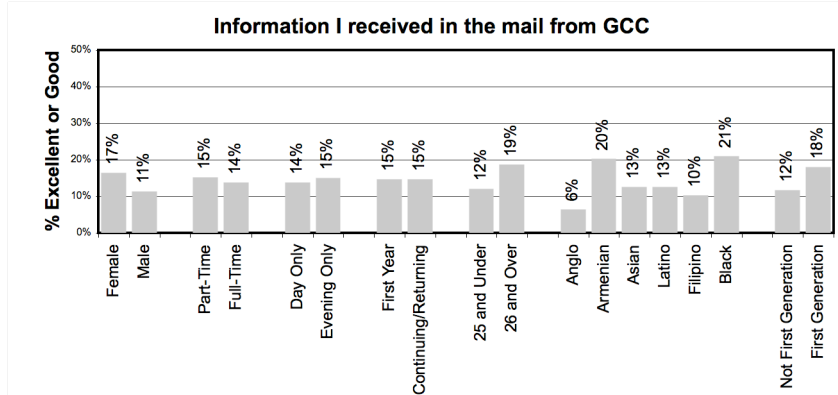
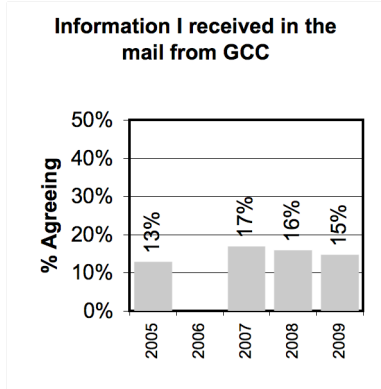
The graphs on the following pages show trends and breakdowns of responses by student groups. The following list summarizes group differences for items that influenced students' decisions to enroll at GCC.

- Female students were more influenced by safety on campus, GCC mailings, the GCC web site, GCC's distance from home, and campus appearance than male students. Male students were more influenced by advice from a high school counselor than female students.
- Students age 25 and younger were more influenced by a high school visit, advice from high school teachers and counselors, advice from family/friends, and the cost of attendance than older students. Students over age 25 were more influenced by course offerings, GCC mailings, GCC's web site, and GCC's academic quality than younger students.
- Part-time students were more influenced by GCC's course offerings and campus appearance than full-time students. Full-time students were more influenced by advice from family/friends, cost of attendance, and GCC's distance from home than part-time students. Full-time students tend to be younger than part-time students, so full-time students were more influenced by items that influenced younger students.
- Day-only students were more influenced by a high school visit, advice from family/friends, and advice from a high school counselor than evening-only students. Evening-only students were more influenced by GCC's course offerings than day-only students. Day students tend to be younger than evening students, so day students were more influenced by items that influenced younger students.
- First-generation college students were more influenced by GCC mailings and the GCC web site than other students. Non-first-generation college students were more influenced by GCC's distance from home and cost of attendance.
- Armenian students were more influenced by the following items than other groups: GCC mailings, advice from family/friends, and campus safety. Armenian students were less influenced by course offerings and campus appearance than other groups.
- Anglo students were more influenced than other groups by the cost of attending GCC, GCC's distance from home, and GCC's course offerings. Anglo students were less influenced than other groups by GCC mailings and GCC's web site.
- Asian students were more influenced than other student groups by Internet ads. Asian students were less influenced by campus appearance than other student groups.
- Latino students were more influenced by advice from family/friends, high school visits, campus appearance, and GCC's distance from home than other groups.

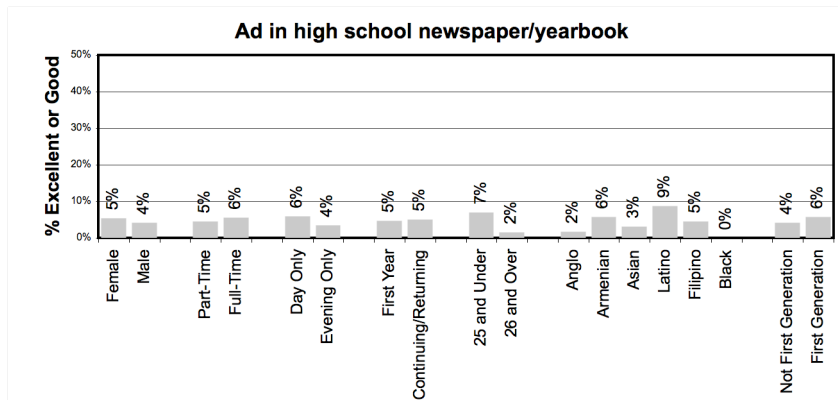
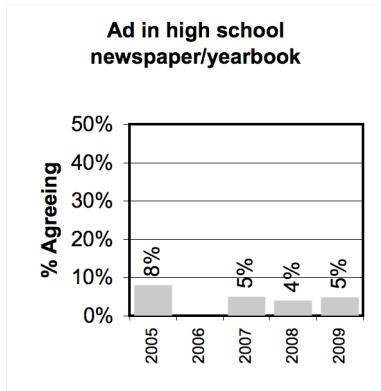


- Filipino students were more influenced by advice from family/friends, GCC's distance from home, and campus appearance than other groups. Filipino students were less influenced by high school visits than other groups.
- Black students were more influenced by course offerings and campus appearance than other groups. Black students were less influenced by GCC's distance from home and ads in high school newspapers than other groups.

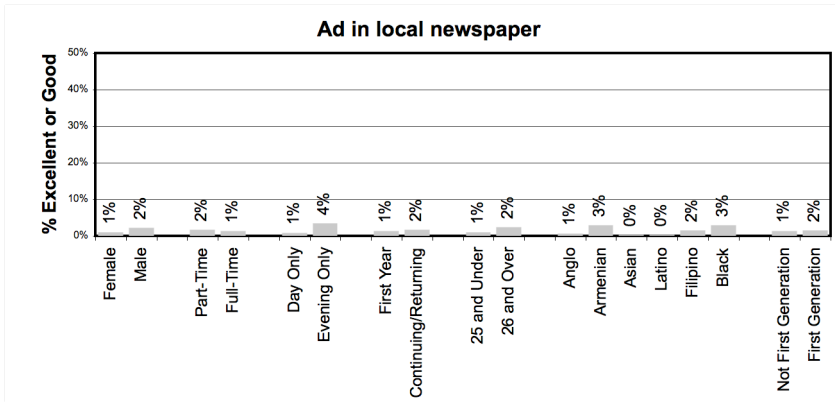
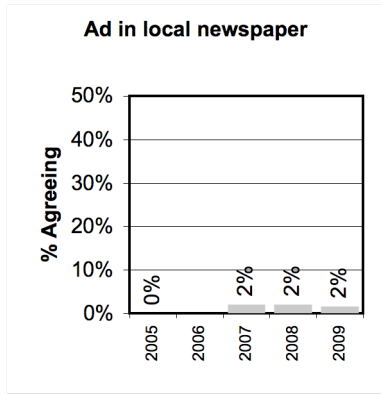
**Figure 77. Information I received in the mail from GCC**



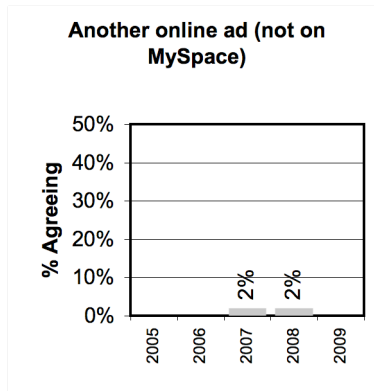
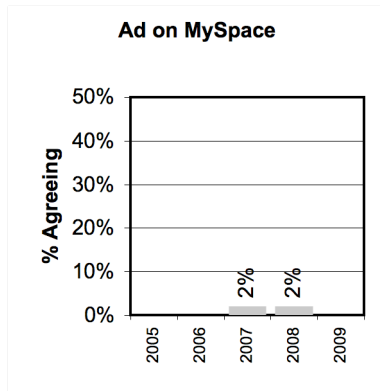
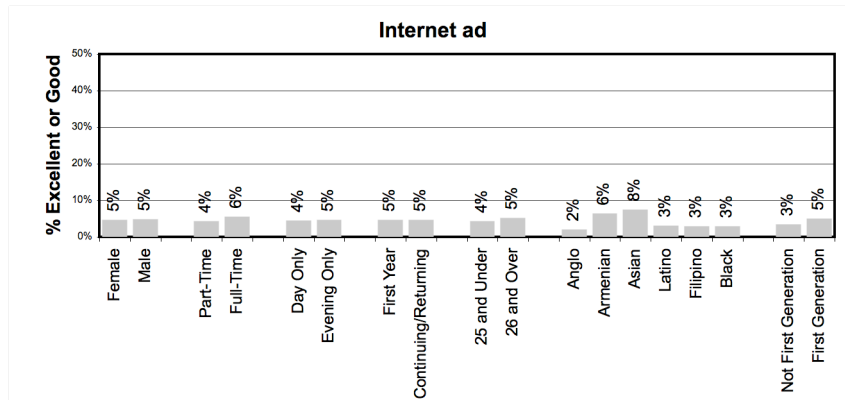
**Figure 78. Ad in high school newspaper or yearbook**



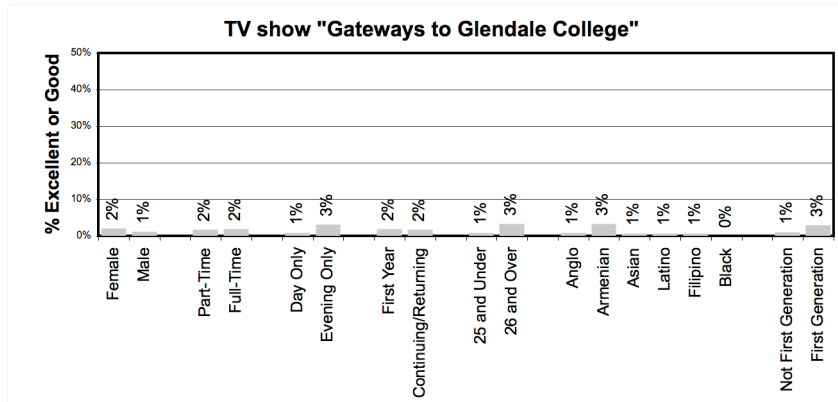
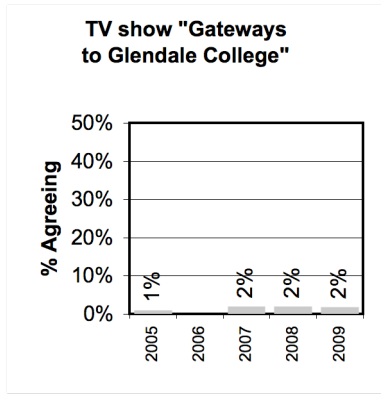
**Figure 79. Ad in local newspaper**



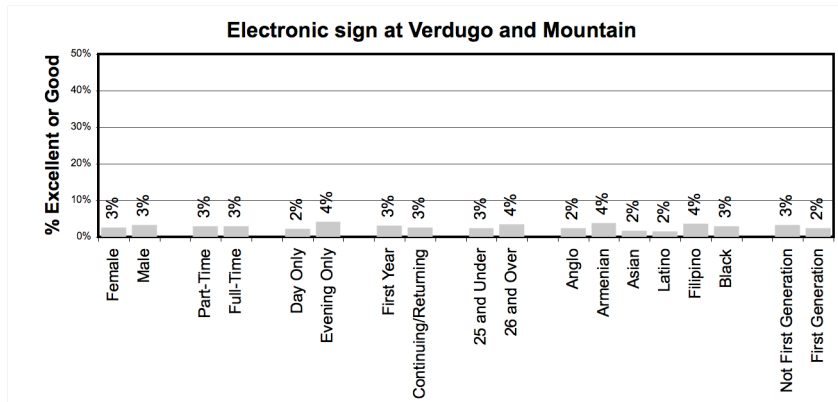
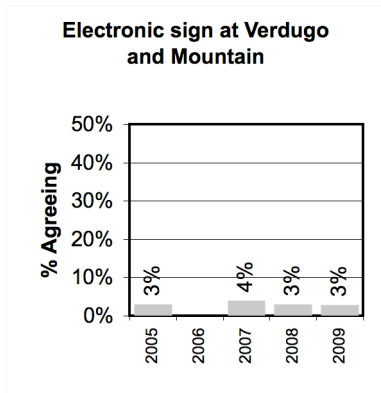
**Figure 80. Internet ad**



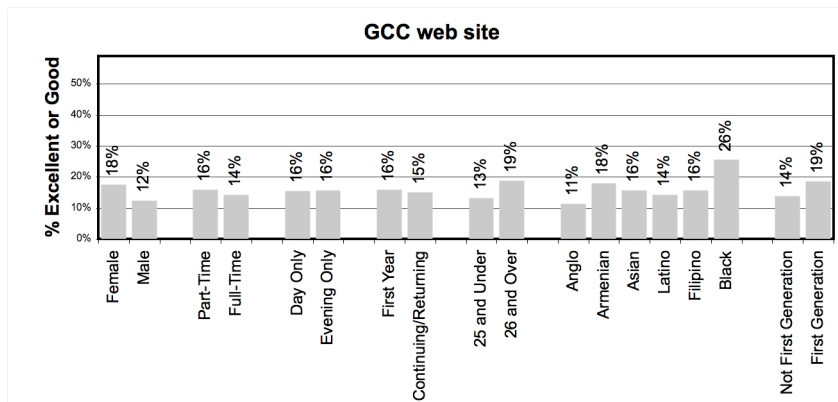
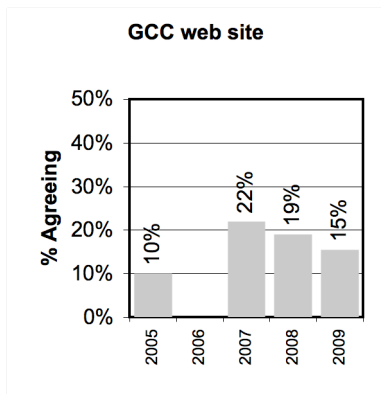
**Figure 81. TV show "Gateways to Glendale College"**



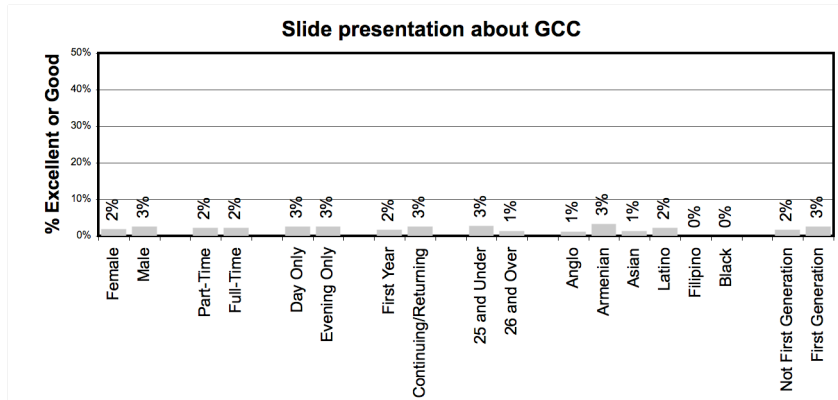
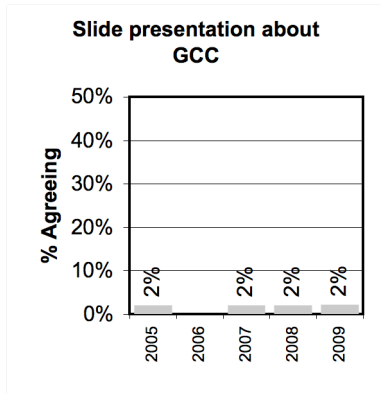
**Figure 82. Electronic sign at Verdugo and Mountain**



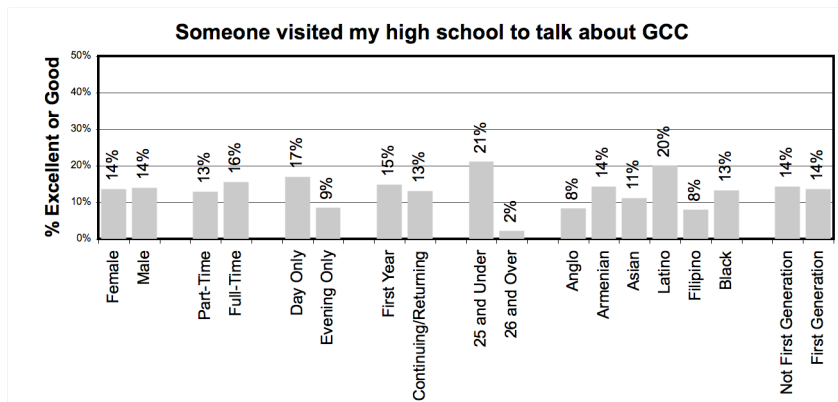
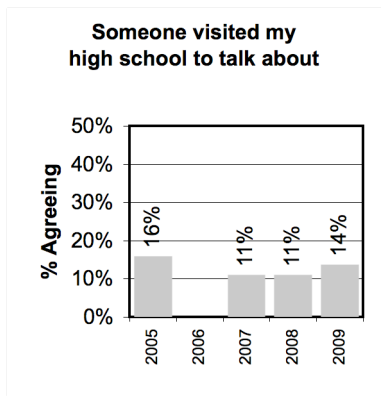
**Figure 83. GCC web site**



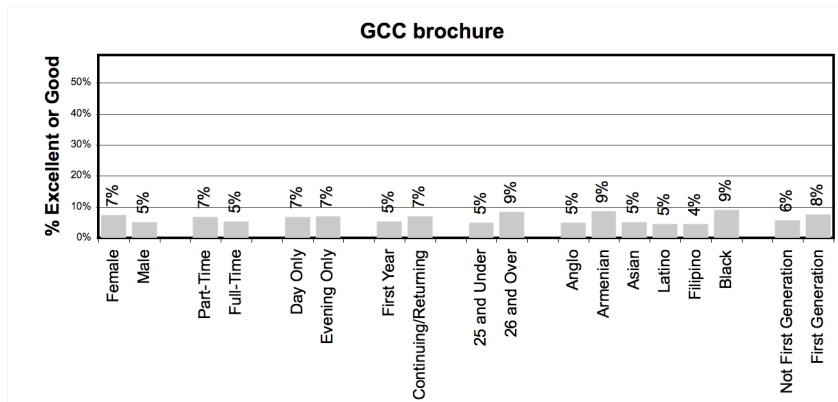
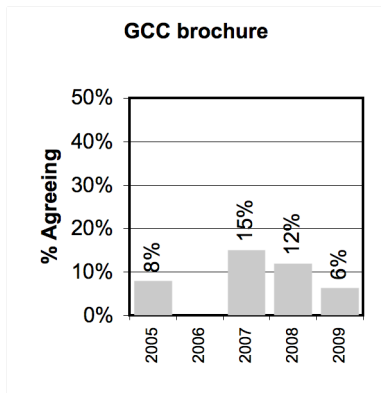
**Figure 84. Slide presentation about GCC**



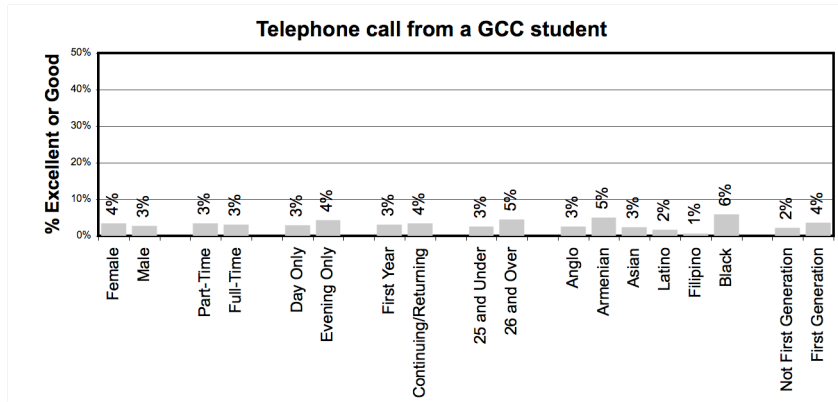
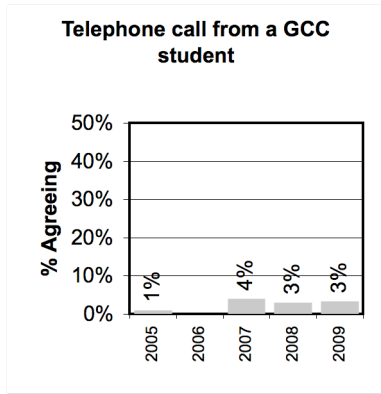
**Figure 85. Someone visited my high school to talk about GCC**



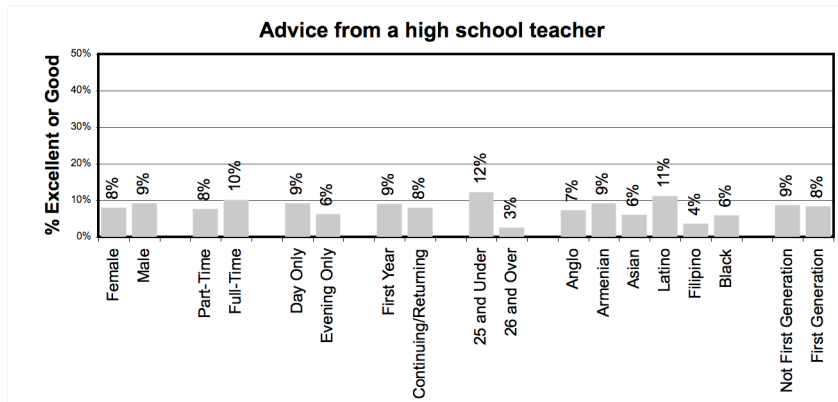
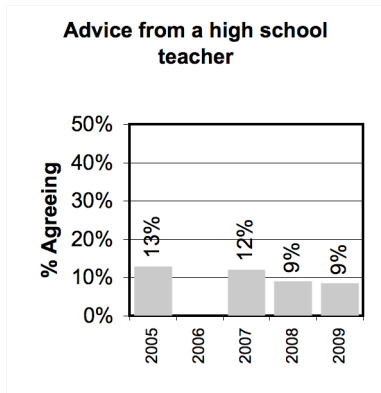
**Figure 86. GCC brochure**



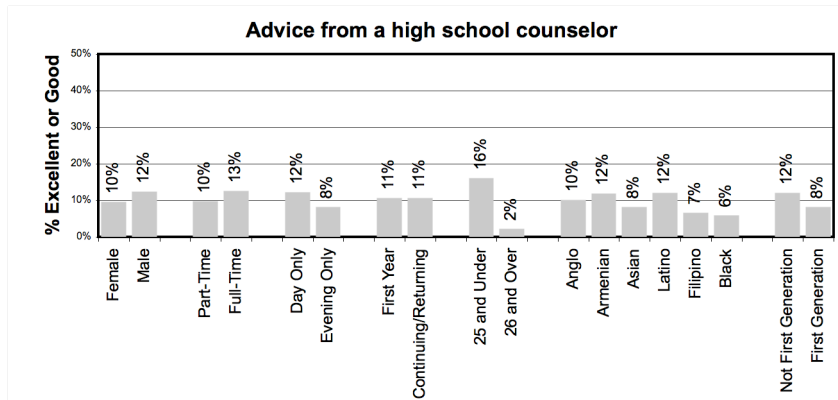
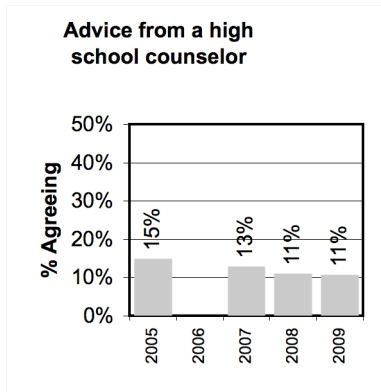
**Figure 87. Telephone call from a GCC student**



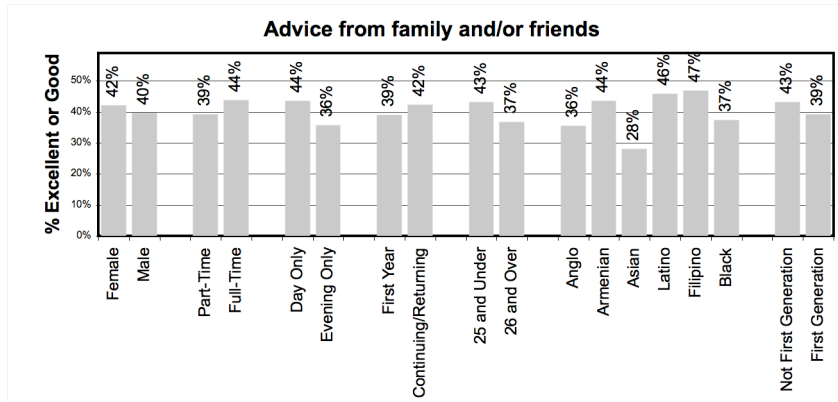
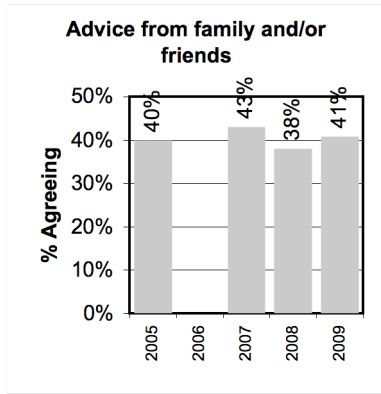
**Figure 88. Advice from a high school teacher**



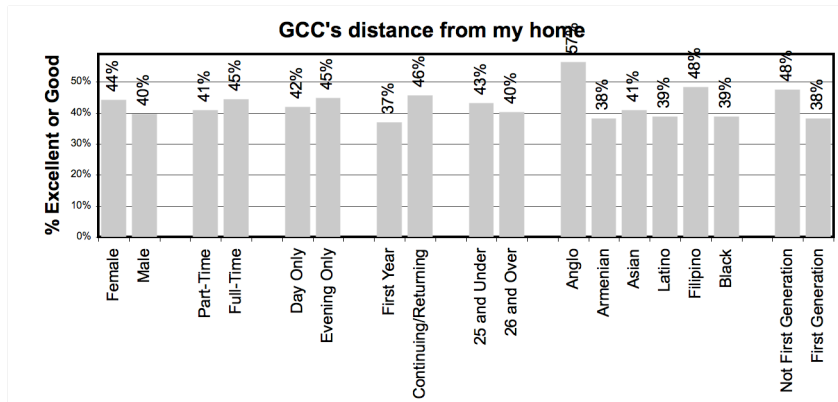
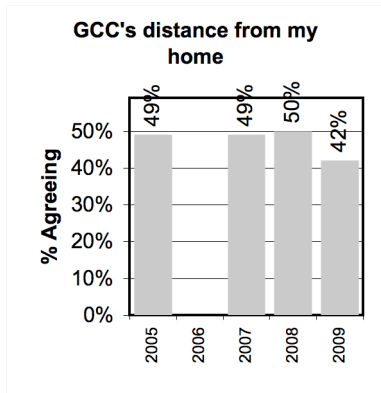
**Figure 89. Advice from a high school counselor**



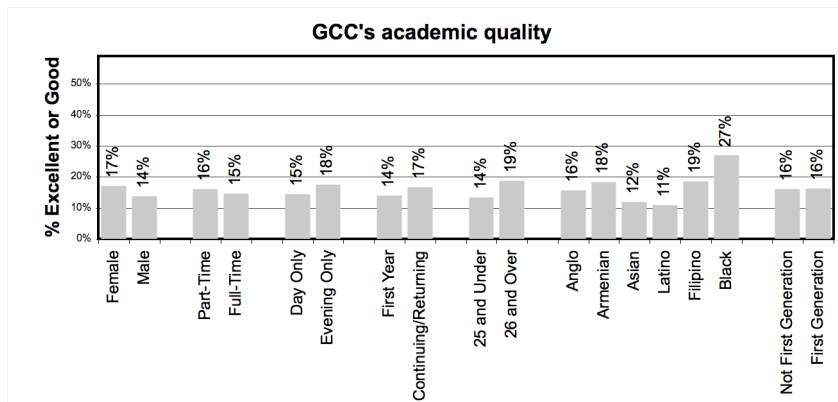
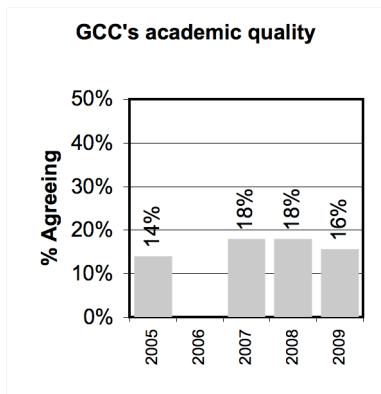
**Figure 90. Advice from family and/or friends**



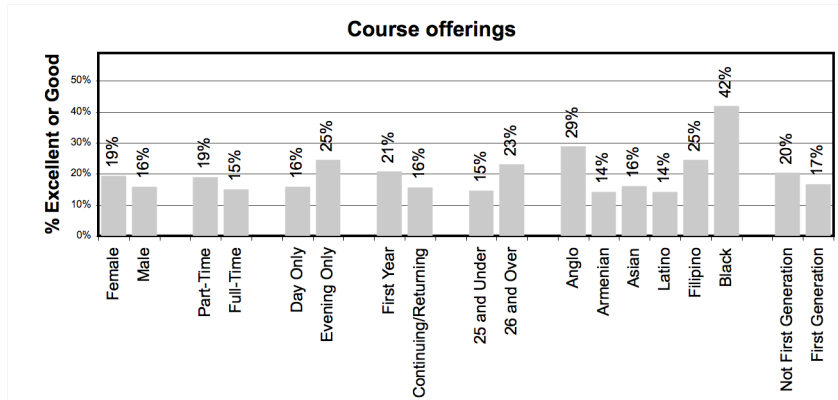
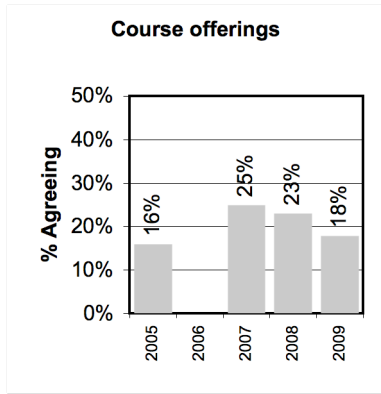
**Figure 91. GCC's distance from my home**



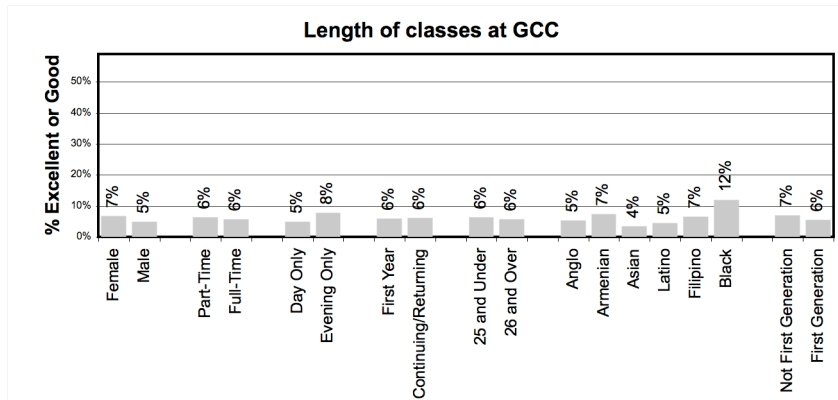
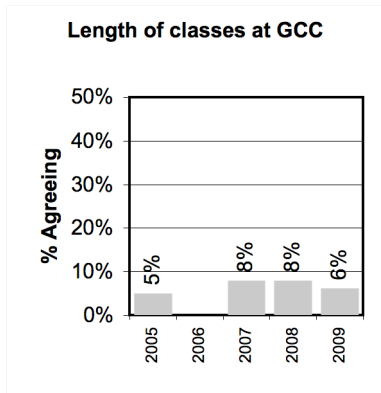
**Figure 92. GCC's academic quality**



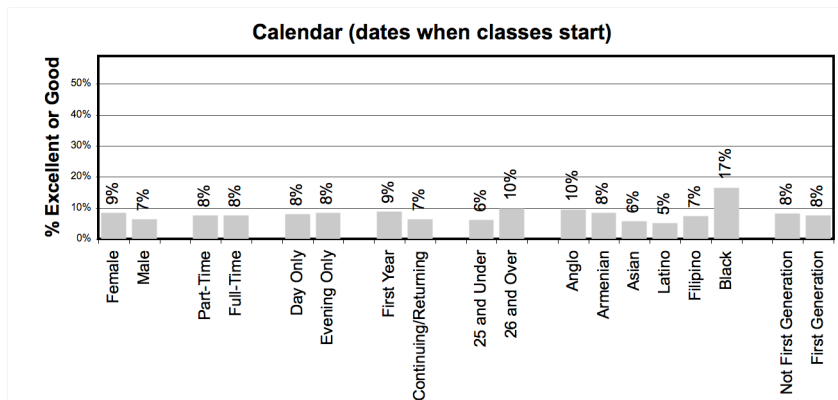
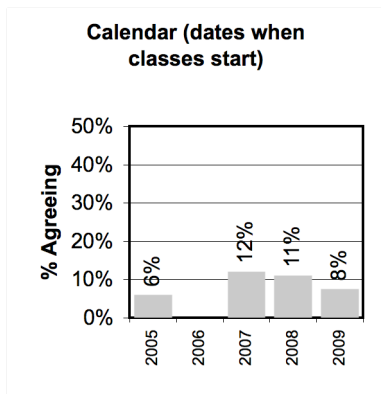
**Figure 93. GCC's course offerings**



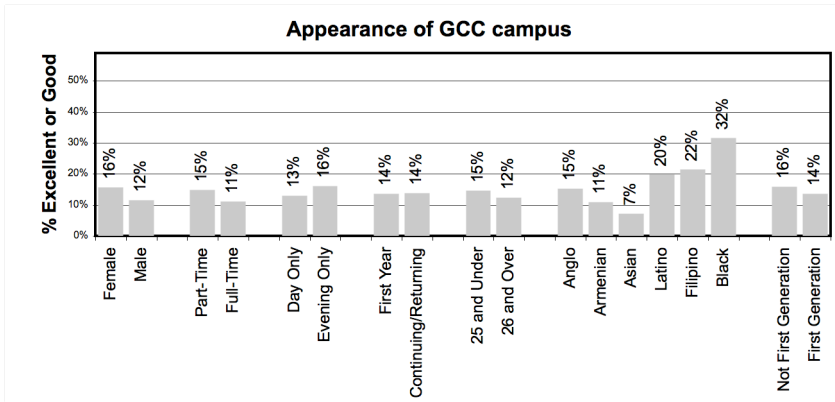
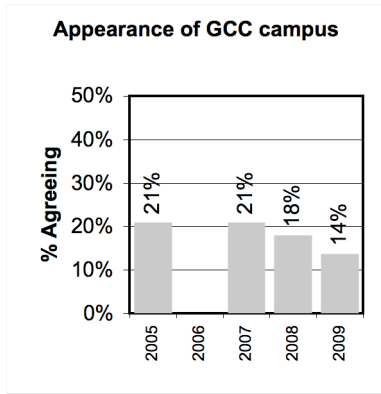
**Figure 94. Length of classes at GCC**



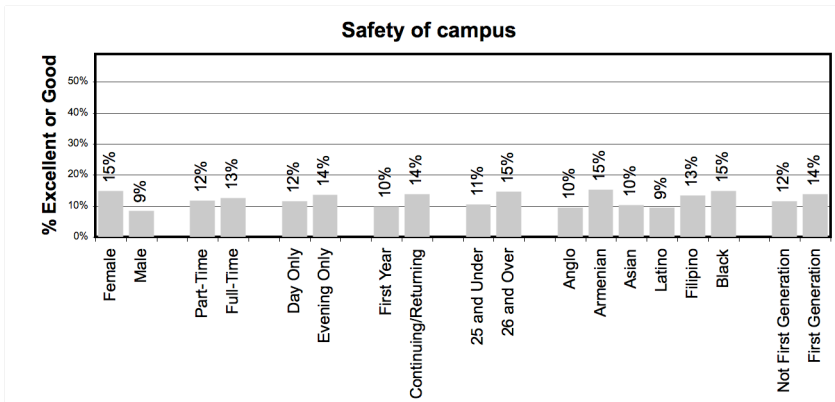
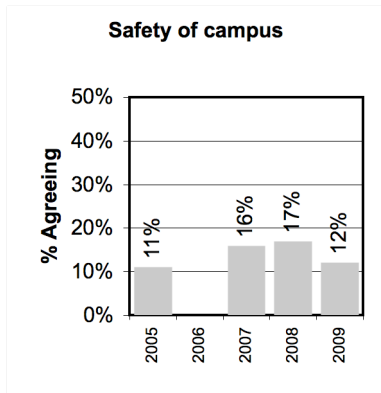
**Figure 95. Calendar (dates when classes start)**



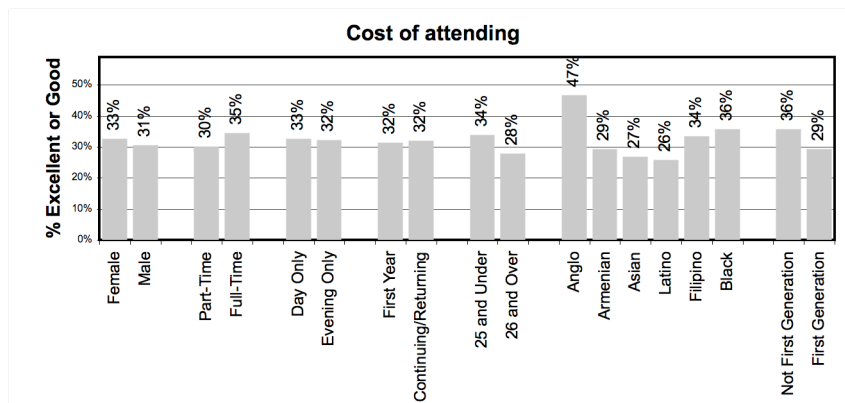
**Figure 96. Appearance of GCC campus**



**Figure 97. Safety of GCC campus**



**Figure 98. Cost of attending**





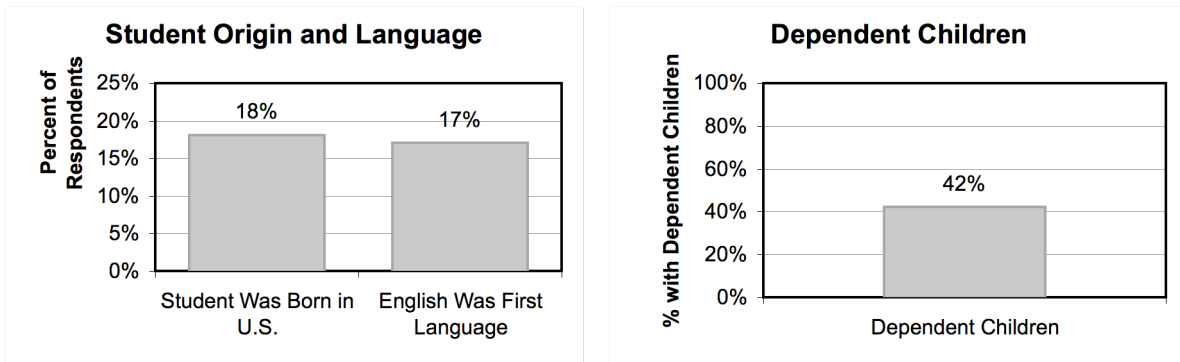
# Part 2. Continuing Education Student Survey Results

## 2.1. Demographic Items

Section 2.1 discusses continuing education student demographics. More information about continuing education students is available in the Campus Profile, published annually by Research & Planning.

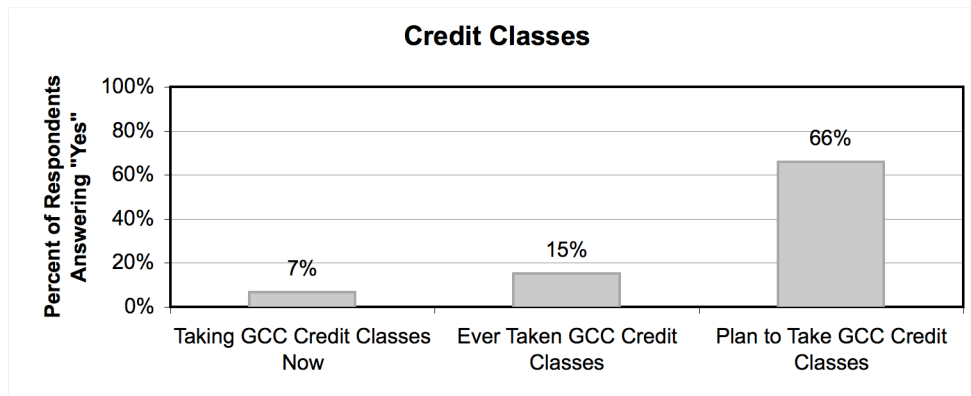
Most continuing education students at Glendale Community College were born outside the United States; as the graph below shows, 18% reported being born in the U.S. Only 17% of continuing education students reported that English was their first language. The percentage of continuing education students with dependent children was 42%.

**Figure 99. Student Background**



Students were asked about taking credit GCC classes. Most students were not currently taking credit classes and 15% of students reported taking credit GCC classes in the past. Most students (66%) indicated that they planned to take credit GCC classes in the future.

**Figure 100. GCC Credit Classes**



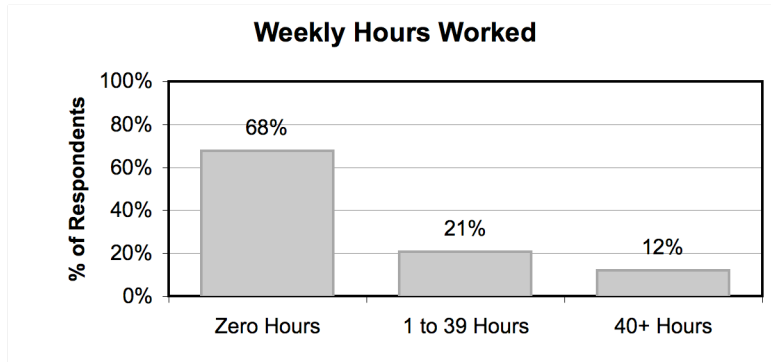
The following table shows the ethnic/national backgrounds of continuing education students.

**Figure 101. Ethnic/National Background**

<b>Ethnic/National Background</b>	<b>Percent of Respondents, Spring 2009</b>
White/Armenian	56%
White/Not Armenian	9%
Middle Eastern	3%
Mexican/Chicano	9%
Cuban	1%
Central American	5%
South American	2%
Other Latino	2%
Cambodian	0%
Japanese	1%
Laotian	0%
Chinese	1%
Filipino	2%
Korean	5%
Vietnamese	0%
Other Asian	2%
Pacific Islander	0%
Black/African American	0%
American Indian	0%
Caribbean/Black	0%
Caribbean/Latino	0%
Multiple Heritages	1%
No Response	10
Total Surveys Returned	481

The graph below shows responses to the question “On average, how many hours of work are you paid for each week?” Most respondents indicated they work zero hours per week.

**Figure 102. Work Hours**



The next graph shows continuing education students taking classes elsewhere. Most students indicated that they were not currently taking classes elsewhere.

**Figure 103. Students Taking Classes Elsewhere**

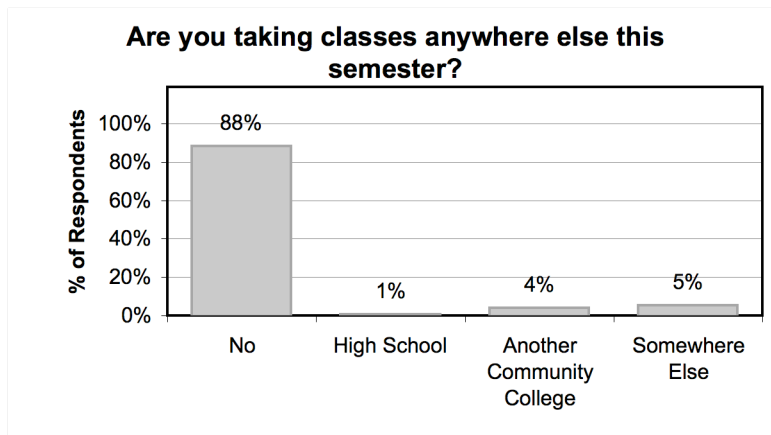
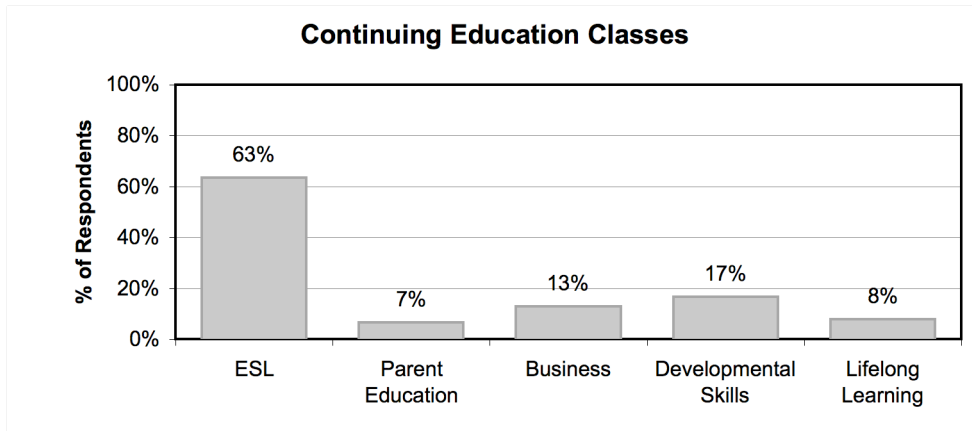


Figure 104 shows responses to the question “Which kinds of continuing education classes are you taking this semester?” Students could mark more than one response. Most students indicated they were taking continuing education ESL classes.

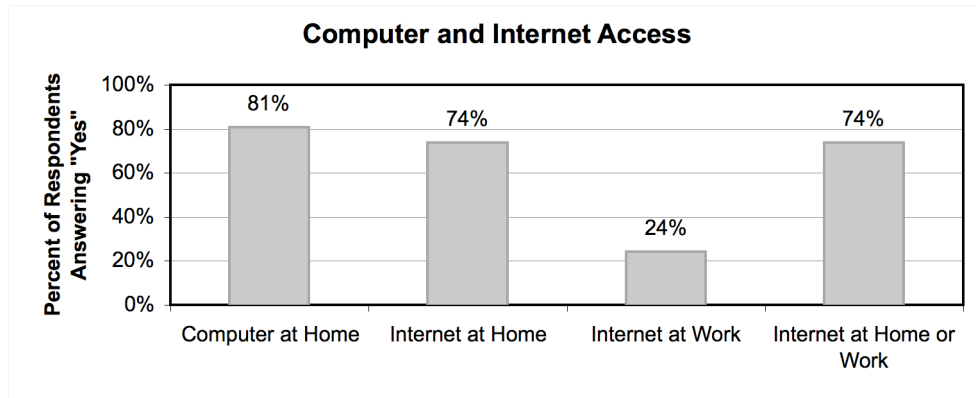
**Figure 104. Kinds of Continuing Education Classes**



## 2.2. Technology Items

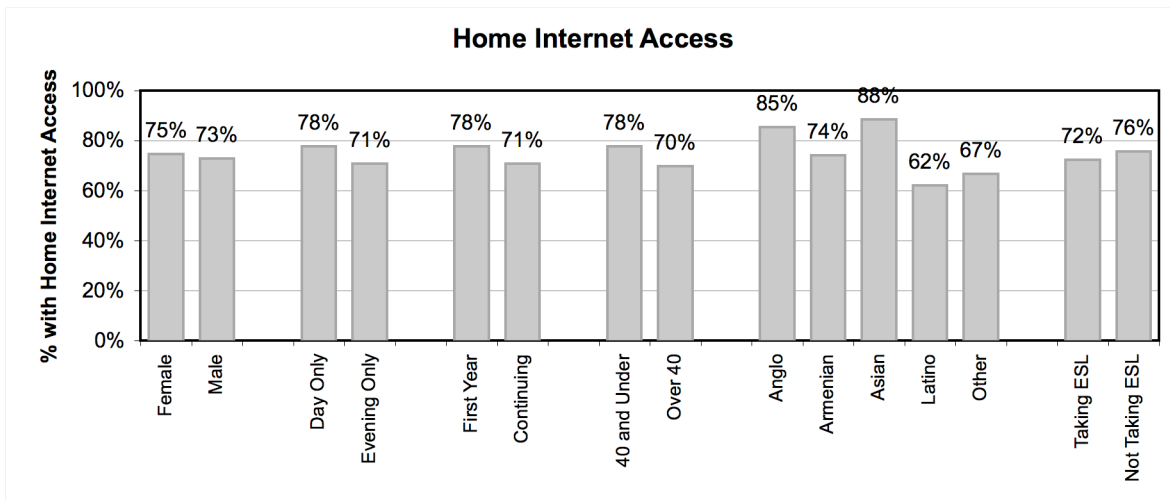
Continuing education students were asked about computer and Internet access. The percentage responding they had a computer at home was 81%, compared to 97% for credit students. The percentage of continuing education students with Internet access at home or work was 74%, compared to 95% for credit students.

**Figure 105. Computer and Internet Access**



The following graph shows home Internet access by student group. Students taking evening classes only were less likely to have Internet access at home, as were continuing students, students over age 40, Latino students, and students in the “other” ethnic/nationality categories.

**Figure 106. Home Internet Access by Student Group**

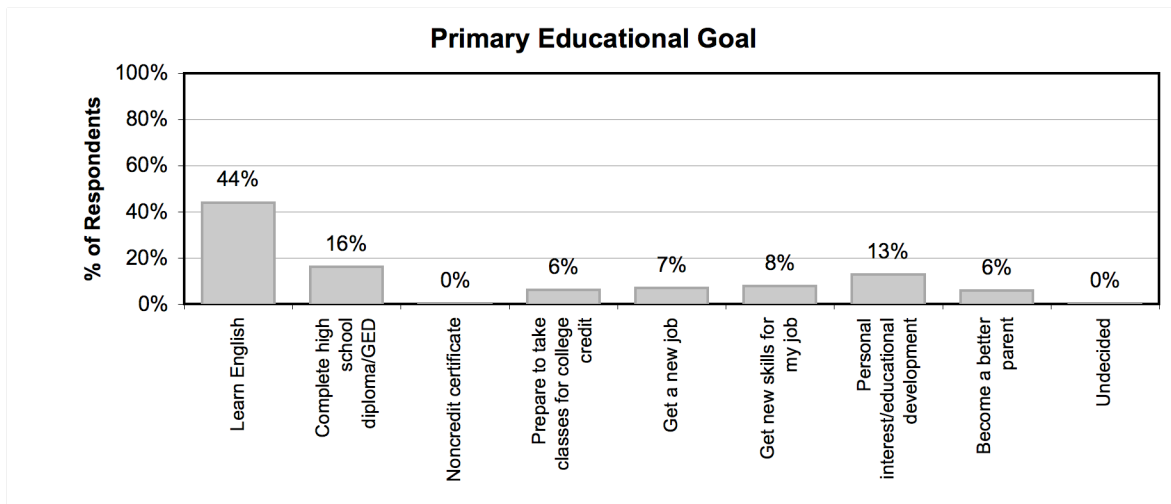


## 2.3. Evaluation Items

### 2.3.1 Student Needs

Part of the goal of the annual student survey is to assess whether the college is meeting student needs. The following figure shows students' primary educational goals. Students were asked to mark only their top goal. The largest group of respondents indicated that learning English was their primary goal.

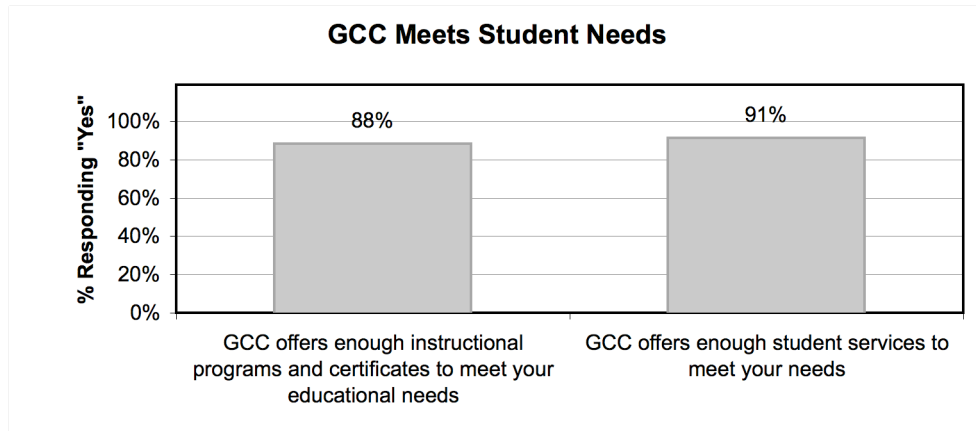
**Figure 107. Primary Educational Goal**



Continuing education students were asked if they were moving as quickly as possible toward their goal. The percentage marking “yes” was 90%.

Students were also asked if GCC offers enough instructional programs and certificates to meet their educational needs. They were also asked if GCC offers enough student services to meet their needs. The following graph shows the percentage of continuing education responding “yes” to these questions about GCC meeting their needs. A large majority of students indicated GCC meets their needs: 88% said “yes” to the question about instructional programs and 91% said “yes” to the question about student services (see Figure 108 on the next page).

**Figure 108. Student Needs**

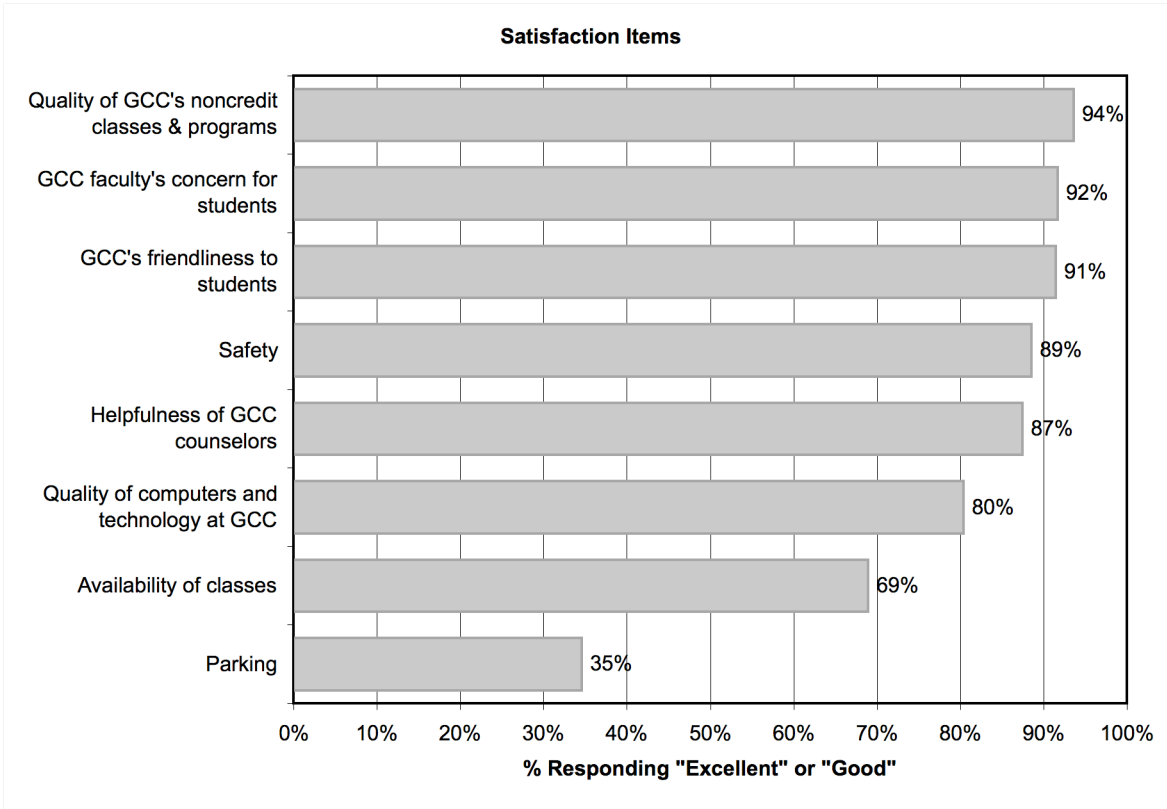


Students were asked open-ended questions about additional programs and services that GCC should offer. For instructional programs, most students responded that more classes were necessary in programs already offered. The additional programs that were mentioned included 3-D editor programs, cosmetology, intermediate computer classes, law enforcement, and mechanics. Suggestions for additional student services included financial aid, “health and noncredit services,” an expanded library area, and study space (“We can’t just sit on the bench and wait for our next class.”).

### 2.3.2 Student Satisfaction

The following graph summarizes responses to items rated on a scale of “Excellent,” “Good,” “Fair,” and “Poor.” The percentage in the graph is the percentage of students with an opinion marking “Excellent” or “Good.”

**Figure 109. Satisfaction Items**



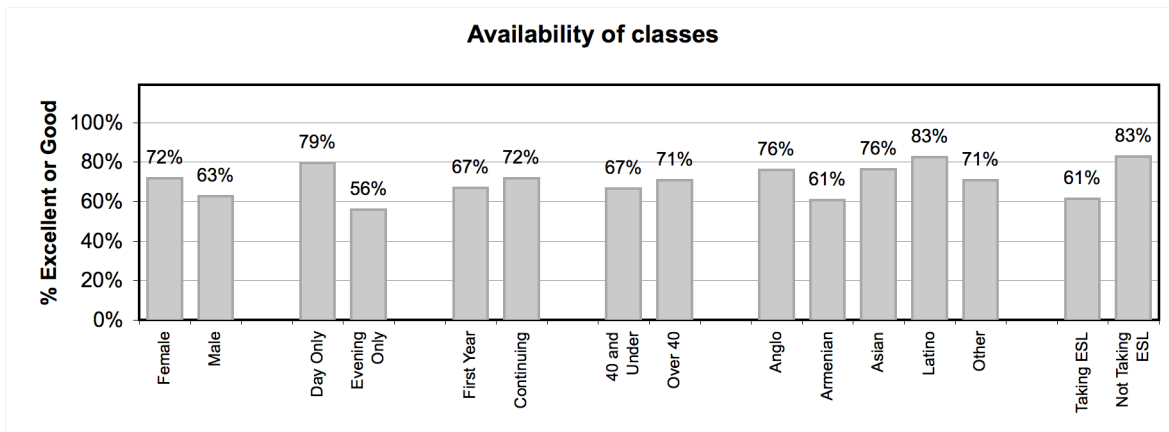
Group differences in satisfaction were examined. The following groups were compared: male and female students; day-only and evening-only students; first-year and continuing students; students age 40 and under and students over age 40; Anglo, Armenian, Asian, Latino, and Other students; and students taking ESL and students not taking ESL. Most groups showed no differences in satisfaction. Relatively large differences are described in the list below, which includes only group differences of 15 percentage points or more in the percentage responding excellent or good. There were no notable group differences for the items about GCC faculty's concern for students, GCC's friendliness to students, or safety.

- Regarding the helpfulness of counselors, students in the “other” ethnic categories were less positive than Anglo, Armenian, Asian, and Latino students. Asian and Latino were most positive about counselor helpfulness (91% of each group marked excellent or good). The percentage of “other” students marking excellent or good was 62%.



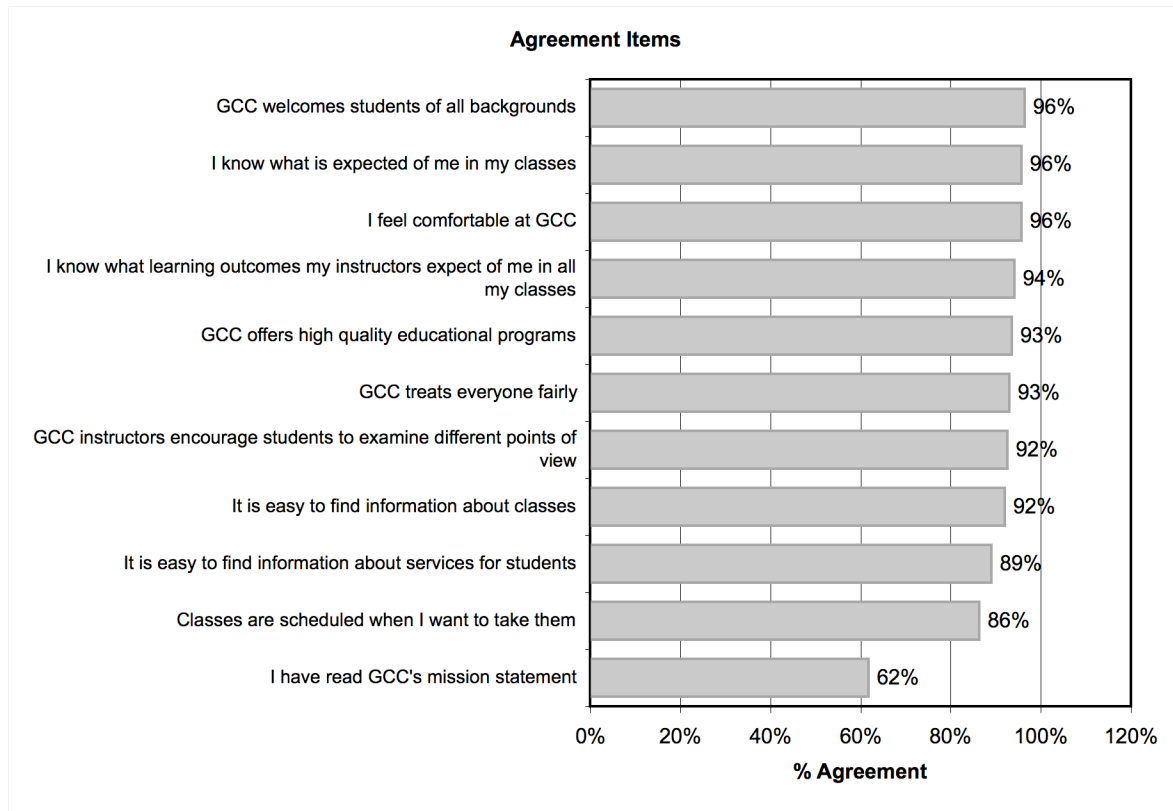
- Most students rated the quality of GCC’s noncredit programs and services highly, but there was a large group difference between Anglo students (91% marked excellent or good) and students in the other ethnic/nationality categories (74% marked excellent or good).
- Armenian students and students in the other ethnic/nationality categories were less positive about computers and technology than other groups. The percentages marking excellent or good were 74% and 73%, respectively, compared with an 80% average for all groups. Students taking noncredit ESL courses were less positive about computers and technology (74% marked excellent or good) when compared to students not taking noncredit ESL courses (91% marked excellent or good).
- Students taking ESL were less positive about parking (27% rated parking excellent or good) compared to students not taking ESL (44% rated parking excellent or good). It is possible that ESL students are more likely to take classes at the Garfield Campus than students not taking ESL.
- Availability of classes was rated less positively by evening-only students, Armenian students, and students taking ESL courses. The graph below shows the differences.

**Figure 110. Availability of Classes**



In addition to satisfaction, discussed above, the survey asked students questions about campus climate. Students were asked whether they agreed or disagreed with a series of statements about the college. The graph below shows the percentage agreeing with each statement. A large majority of students agreed with each statement; the only statement with less than 85% agreement was “I have read GCC’s mission statement,” which received 61% agreement. The following three statements had agreement rates of 96%: “GCC welcomes students of all backgrounds,” “I know what is expected of me in my classes,” and “I feel comfortable at GCC.”

**Figure 111. Agreement Items**

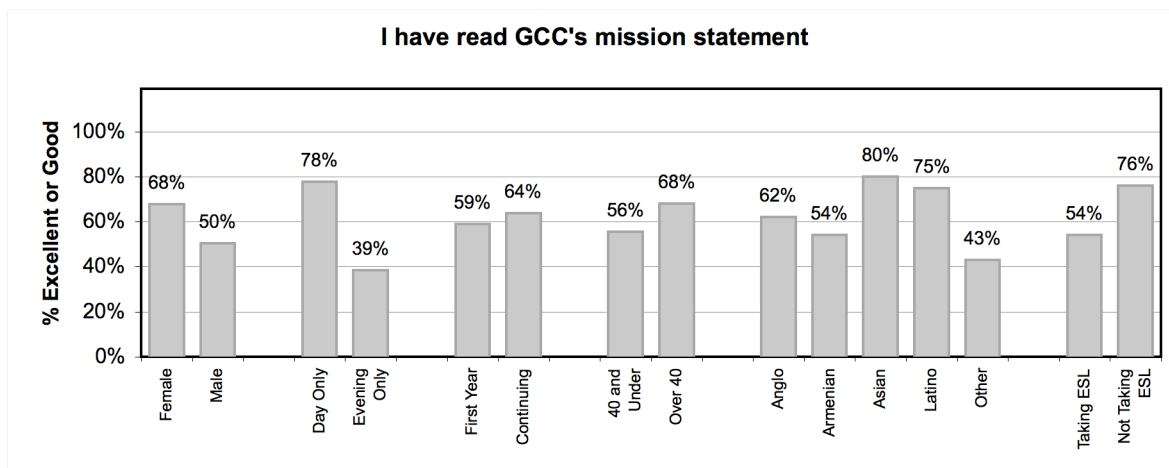


The following paragraphs list group differences for the agreement items. Only differences of 15 percent or more in agreement percentages are shown. There were no notable group differences for the following statements: “GCC treats everyone fairly,” “I know what learning outcomes my instructors expect of me in all my classes,” “I feel comfortable at GCC,” and “GCC welcomes students of all backgrounds.”

Several group differences were found in which students in the “other” ethnic categories were less likely to agree than other groups. The “other” categories include Black, Filipino, Native American, and Middle Eastern students. These groups had relatively few respondents. Combined, they made up 4% of all respondents.

- Students in the other ethnic categories were less likely than other groups to agree that GCC instructors encourage students to examine different points of view (67% agreed). Asian students were more likely than other groups to agree with this statement (85% agreed).
- Students in the other ethnic categories were also less likely to agree that “I know what is expected of me in my classes” (74% agreement). Agreement was substantially higher for Asian students (91% agreement) and Armenian students (86%).
- Students in the other ethnic categories were less likely to agree that “Classes are scheduled when I want to take them” (67% agreement). The groups with the highest agreement were Asian students (84% agreement) and Latino students (78% agreement).
- Students in the other ethnic categories were less likely to agree that “GCC offers high quality educational programs” but their agreement rate was 80%. All other ethnic/national groups were more likely to agree: Asian and Latino students had agreement rates of 96%, Anglo students had an agreement rate of 94%, and Armenian students had an agreement rate of 92%.
- Students in the other ethnic categories were less likely than others to agree that “It is easy to find information about classes” (78% agreement) and “It is easy to find information about services available to students” (69% agreement). For the statement about services, Anglo students also had a relatively low agreement rate of 70%.
- There were many group differences among students indicating they have read GCC’s mission statement. The graph below shows the differences. Female students, day-only students, continuing students, students over age 40, Asian students, Latino students, and students not taking noncredit ESL courses were more likely to report having read the mission statement.

**Figure 112. I Have Read GCC’s Mission Statement**



### 2.3.3 Student Services

Continuing education students were asked about their experiences with six student services: the Citizenship Center, CalWORKs, the Career Center, the Parent Support Center (child care), Counseling, and Mental Health Counseling. Students were given five response options: “I have never heard of it,” “I have heard of it but never used it,” “I have used it but was not satisfied,” “I have used it and found it helpful,” or “I have used it and found it very helpful.” Three measures are derived from these responses. *Recognition* is the percent of all respondents who marked anything but the first option (“I have never heard of it”). *Use* is the percent of all respondents who marked any of the last three options, indicating they have used the service. *Satisfaction* is the percentage of users who marked either of the last two options, indicating they found the service helpful.

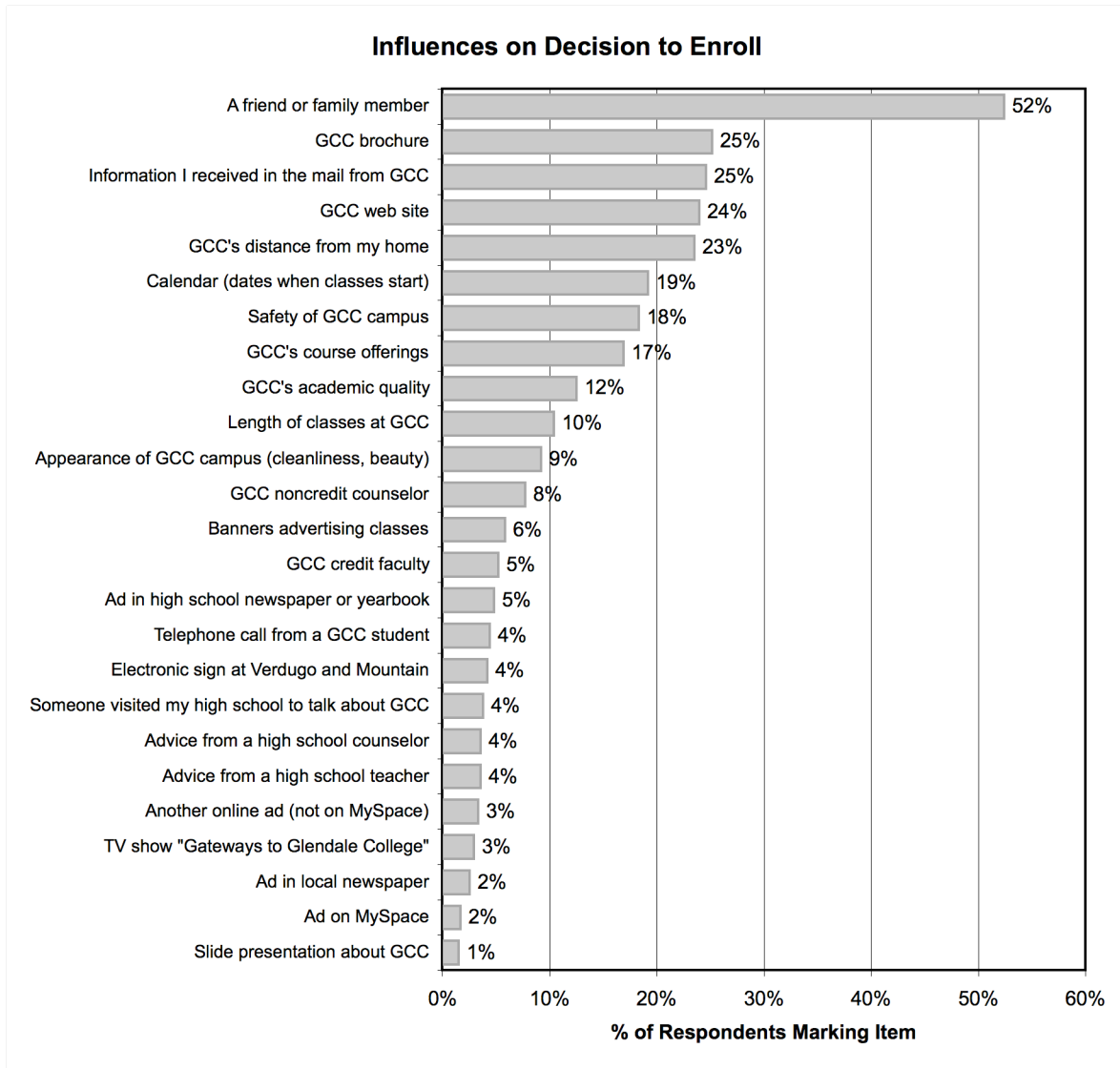
**Figure 113. Recognition, Use, and Satisfaction for Continuing Education Student Services**

Service	Recognition	Use	Satisfaction
Citizenship Center	62%	15%	80%
CalWORKs	69%	25%	84%
Career Center	59%	17%	62%
Parent Support Center (child care)	71%	10%	64%
Counseling	70%	22%	77%
Mental Health Counseling	47%	6%	63%

## 2.4 Marketing Information: Influences on Decision to Enroll

Continuing education students were asked “Which of the following influenced your decision to enroll at Glendale College?” They were given 25 response options and asked to mark all that apply. Options included both marketing efforts (e.g., brochures and advertising) as well as other factors (e.g., distance from home, academic quality). The following graph shows the percentage of respondents marking each option. Advice from a friend or family member was by far the most common response.

**Figure 114. Influences on Decision to Enroll**



The following list summarizes group differences for influences on students' decisions to enroll in continuing education classes.

- Asian students and Latino students reported being more influenced by information received in the mail from GCC than other student groups.
- Asian students and Anglo students reported being more influenced by GCC's web site than other groups.
- Asian students reported being more influenced by GCC brochures than other student groups.
- Armenian students reported being more influenced by family and friends than other student groups. Students taking continuing education ESL classes were also more influenced by family and friends than students not taking continuing education ESL classes.
- Anglos students reported being more influenced by GCC's distance from home than other student groups.
- Anglo students reported being more influenced by GCC's course offerings than other groups. Armenian and "Other" students were less influenced by GCC's course offerings than other groups.
- Armenian and "Other" students were less influenced by GCC's calendar than other student groups.
- Latino students reported being more influenced by campus appearance than other groups.
- Male students, evening-only students, and Latino students reported being more influenced by safety on campus than other student groups.

# Appendix: Method

## Procedure

In Spring 2009, 2,948 students responded to the credit Spring Student Survey. Surveys were distributed to 138 randomly selected credit sections and received from 110 sections for a class response rate of 80%. Potential enrollment in the 139 class sections was 3,964; the 2,077 returned surveys represent a student response rate of 52%.

For the survey of continuing education students, surveys were distributed to 27 randomly selected sections and received from 20 sections for a class response rate of 74%. Responses were received from 481 continuing education students. Accurate information about potential enrollment in the 27 sections is difficult to estimate due to the open-entry/open-exit nature of continuing education classes, so a student response rate was not calculated.

The Spring 2009 survey was the first survey to use random sampling of sections. Previous surveys identified two time periods, one in the morning and one in the evening, and survey packets were sent to instructors of all classes meeting at those time periods. The random sampling of classes used in Spring 2009 should yield more accurate results than the previous method while sampling a somewhat smaller group of students. One reason the results should be more accurate is that a wider range of students (e.g., students taking afternoon classes only) can be sampled.

In Spring 2007, 2008, and 2009, several class sections were eliminated from the Spring Student Survey sample because the college administered the nationally normed Community College Survey of Student Engagement (CCSSE). Instructors asked to administer the CCSSE in their classes were not asked to administer the Spring Student Survey, reducing the sample size and the number of students responding from previous years.

The survey was conducted between Monday, April 27, 2009 and Saturday, May 9, 2009. 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.

Additionally, a random sample of students was emailed invitations to participate in an online version of the 2009 credit student survey through the SurveyMonkey service. Out of 600 students sampled, responses were received for 62 students, for a response rate of 10%. Due to the low response rate and the differences in demographics between respondents and the credit student population, the responses from the web-based version of the survey are not included in this report.

## 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 2009 survey, 50% of respondents were full-time students, compared to only 32% in the overall Spring 2009 student population. In order to account for the differential representation of full-time students in the sample, response percentages were calculated by weighting full-time student responses with a factor of 0.48 relative to part-time student responses. The following tables show the results of this weighting on student demographic characteristics. For the entire credit student population, data are shown for students not dropping all their attempted units.

**Figure 115. Summary of Results of Weighting Survey Responses for Full-Time Status**

<b>Full-Time Status</b>	Spring 2009 Student Sample (Unweighted)	Spring 2009 Student Sample (Weighted)	Spring 2009 Credit Student Population
Full-Time	50%	32%	32%
Part-Time	50%	68%	68%
Number of Students	2,077	2,077	17,264

<b>Sex</b>	Spring 2009 Student Sample (Unweighted)	Spring 2009 Student Sample (Weighted)	Spring 2009 Credit Student Population
Male	40%	40%	43%
Female	60%	60%	57%
Number of Students	2,077	2,077	17,264

<b>Age Group</b>	Spring 2009 Student Sample (Unweighted)	Spring 2009 Student Sample (Weighted)	Spring 2009 Credit Student Population
Under 18	2%	2%	2%
18 to 21	46%	42%	36%
22 to 25	16%	17%	22%
26 to 30	11%	12%	14%
31 to 40	11%	12%	13%
41 to 50	9%	10%	9%
Over 50	5%	5%	5%
Number of Students	2,077	2,077	17,264



<b>Ethnicity</b>	Spring 2009 Student Sample (Unweighted)	Spring 2009 Student Sample (Weighted)	Spring 2009 Credit Student Population
Caucasian/Anglo	15%	15%	15%
Caucasian/Armenian	44%	43%	37%
Asian/Pacific Islander	10%	9%	10%
Latino	17%	18%	24%
Other	15%	14%	14%
Number of Students	2,077	2,077	17,264



## Index

- ASGCC (student government) 27-28, 32
- Appearance of campus 27-28, 35, 45, 54, 67-68
- Associate degree 26
- Background, student 5, 55
- Book purchases (online) 16
- Catalog, student satisfaction with 27-28, 33
- Children 10, 55
- Citizenship 6
- Class Schedule, student satisfaction with 27-28, 34
- Comfort 38-39, 64-65
- Computer access 15, 59
- Computer labs 19, 27-28
- Counselors 27-28, 30, 62-63, 66, 67
- Dependent children 10, 55
- Early classes 25
- Educational goal 21-22, 60
- English preparation 27-29
- Ethnicity 7-8, 56
- Expectations 26
- Faculty concern for students 23-24, 26, 62
- First-generation status 9
- Food services 27-28, 34, 29
- Friendliness 27-28, 31, 62
- Goal 21-22, 60
- Health insurance 10
- Hours of work 9, 57
- Influences on decision to enroll 45-54, 67-68
- Instructional program needs 23-24, 61
- Insurance 10
- Internet access 15-16, 59
- Kiosks 19, 27-28
- Labs, computer 19, 27-28
- Language 5, 55
- Marketing 45-54, 67-68
- Math preparation 27-29
- Methodology 69-71
- myGCC 18, 27-28
- Nationality 7-8, 56
- Needs, student 21-26, 60-61
- Online book purchases 16
- Online classes 19, 27-28
- Parents born in U.S. 5
- Parents' education 9
- Parking 27-28, 36-37, 62-63
- Preparation in English 27-29
- Preparation in Math 27-29
- Problems getting classes 22-23
- Response weighting (methodology) 69-71
- Safety 27-28, 35, 54, 62, 67
- Sampling 69-71
- Satisfaction 27-37, 62-63
- Scheduling, early classes 25
- Student Educational Plan (SEP) 6
- Student government 27-28, 32
- Student Handbook, student satisfaction with 27-28, 34
- Student life 27-28, 32
- Student needs 21-26, 60-61
- Student satisfaction 27-37, 62-63
- Student services needs 25, 60-61
- Study Abroad 12-13
- Technology 15-20, 59
- Transfer plans 11
- Transfer university 11
- Value of associate degree 26
- Web site 19, 27-28
- Work hours 9, 57