

Glendale Community College

Student Views 2010

**Results of the Spring 2010 Survey
of Credit and Continuing Education Students**

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Summary

Introduction

In 2010, 2,157 credit students and 396 continuing education students responded to a classroom survey conducted by Research & Planning. This summary presents notable findings and trends from the Spring 2010 survey.

Credit Student Demographics

- In 2010, credit students reported working less than in previous years. The percentage of credit students working zero hours per week increased from 27% in 2007 to 40% in 2010, while the percentage working 40 or more hours per week decreased from 21% to 14%.
- Nearly all credit students have computers with Internet access at home. The percentage with computers at home was 97% in 2010 and the percentage with Internet access was 94%. The only group with a home Internet access rate less than 90% was Latino credit students, 87% of whom had home Internet access.
- Demographics have been relatively stable for several years. The percentage of credit students born outside the U.S. was 47% in 2010. The percentage of credit students who learned English as their first language was 39%. The percentage of credit students whose parents did not attend college was 35%.

Credit Student Evaluations

- Credit students reported more difficulties getting classes than in previous years. In 2010, 47% reported problems getting classes, compared to 25% in 2008. The most frequently cited problem was full classes.
- Credit student satisfaction was high with safety, the quality of GCC classes and programs, campus appearance, and the quality of computer labs. All of these items were rated good or excellent by over 75% of credit students.
- Credit student satisfaction was relatively low with parking, class availability, and food services. All of these items were rated good or excellent by under 50% of credit students.
- A large majority of credit students agreed that GCC welcomes students of all backgrounds, that GCC treats male and female students fairly, and that they feel comfortable at GCC.

Black students were somewhat less likely to agree that GCC treats students of all ethnic groups fairly (74% of Black students agreed, while 86% of all students agreed).

- Most credit students agreed that GCC meets their instructional and student services needs: 86% reported that GCC offers enough instructional programs, degrees, and certificates, and 89% reported that GCC offers enough services for students.
- The 2010 credit survey included questions evaluating student services. The service with the highest satisfaction was the Library (100% satisfaction). Services with 94% satisfaction were Admissions & Records, the San Gabriel open computer lab, and the English lab. All services included in the survey had satisfaction rates of 70% or higher.

Continuing Education Student Demographics

- Approximately 25% of continuing education students were born in the United States and 22% learned English as their first language. The percentage with dependent children was 39%.
- Most continuing education students (68%) reported not working, while 13% reported working 40 or more hours per week.
- A large majority of continuing education students reported having computer and Internet access. In 2010, 88% reported having a computer at home (compared to 97% of credit students) and 84% reported having Internet access at home (compared to 94% of credit students).
- Most continuing education students reported interest in taking credit courses at GCC: 64% reported they planned to take credit courses in the future, while 16% reported taking credit courses in the past.

Continuing Education Student Evaluations

- When asked if GCC offered enough instructional programs, degrees, and certificates to meet their needs, 88% said yes. Asked if GCC offered enough student services to meet their needs, 87% said yes. When asked if they were moving as quickly as possible toward their educational goal, 78% said yes, down from 90% in 2009.
- Continuing education students were positive about many aspects of GCC: 94% rated safety good or excellent, 92% rated the quality of GCC classes and programs good or excellent, 92% rated GCC's friendliness to students as good or excellent, and 91% rated GCC faculty's concern for students as good or excellent.
- Continuing education student satisfaction was relatively low for parking (38% rated it good or excellent) and class availability (67% rated it good or excellent).

- Continuing education students were positive about campus climate. More than 90% agreed that GCC welcomes students of all backgrounds, that they feel comfortable at GCC, and that GCC offers high quality educational programs.
- When asked about student services, continuing education students were most satisfied with the Citizenship Center (81% satisfaction) and counseling (75% satisfaction).

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Part 1. Credit Student Survey Results

1.1. Demographic Items

Section 1.1 discusses credit 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.

Approximately 53% of credit students were born in the United States, as Figure 1 shows. This percentage has been relatively stable for 10 years but has increased from 2007 to 2010. The percentage of credit students indicating that both of their parents were born in the United States was 19% in 2010.

Figure 1. Student Background Questions: Student and Parent Origin

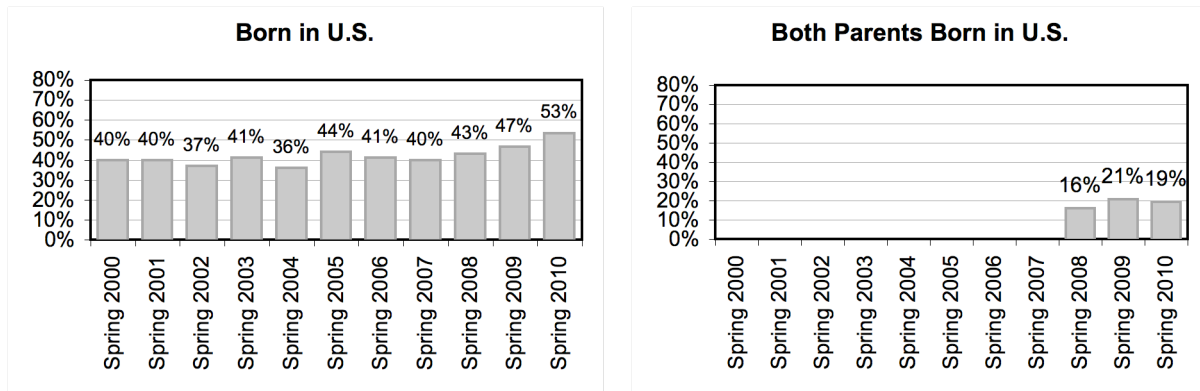
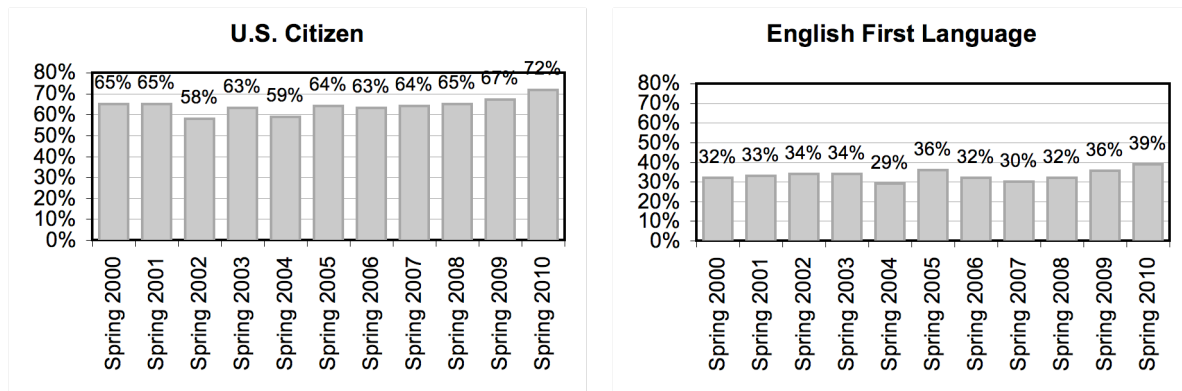


Figure 2. Student Background Questions: Citizenship and Language



As Figure 2 shows, most survey respondents indicated that they are United States citizens. English was not the native language of a majority of credit students. English was the first language learned by 39% of credit students responding to the survey in Spring 2010. English was not the first language of 61% of credit students.

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?

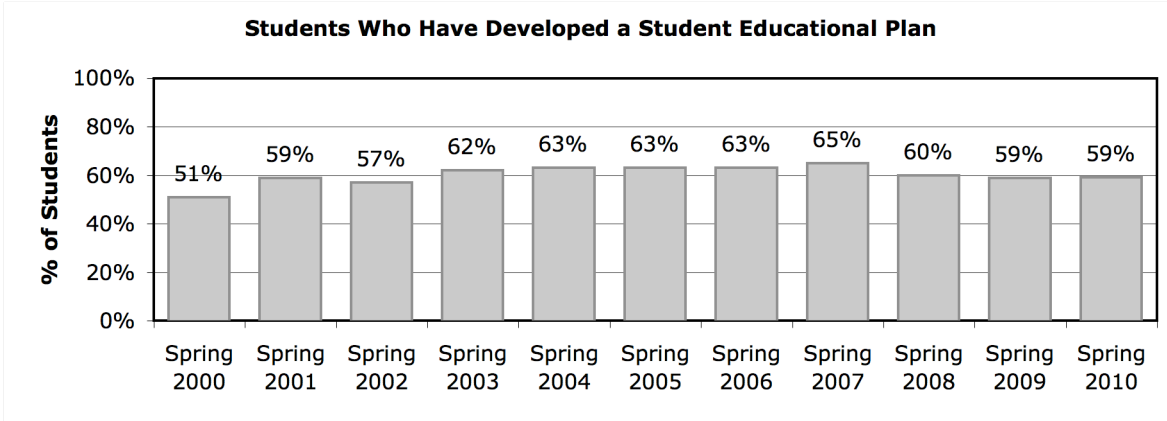
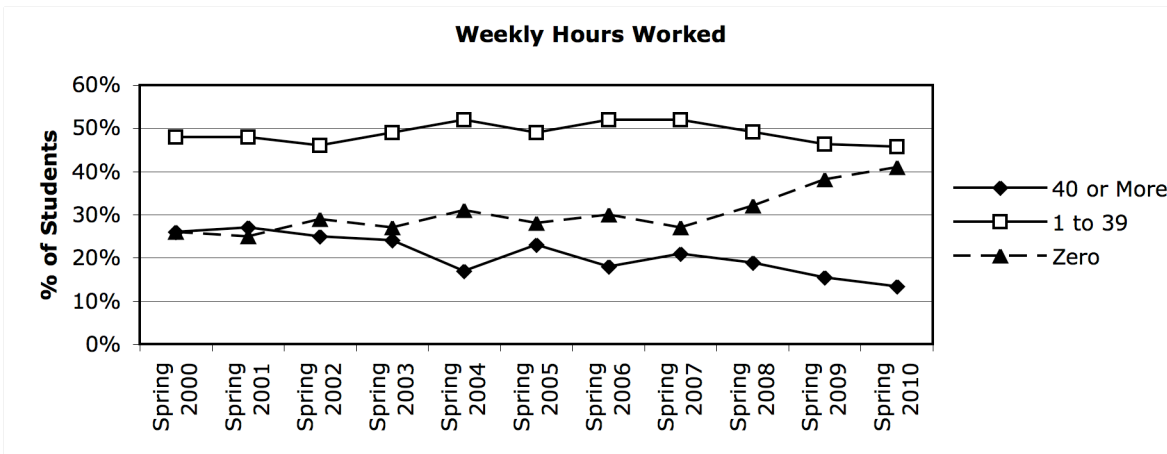


Figure 4 shows survey respondents' work hours. About 13% work 40 or more hours per week, representing a decrease from about 20% in Spring 2008. About 41% of credit students do not work, an increase from 30% in Spring 2008.

Figure 4. 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 5. Which best describes your parents' education level(s) when you started GCC?

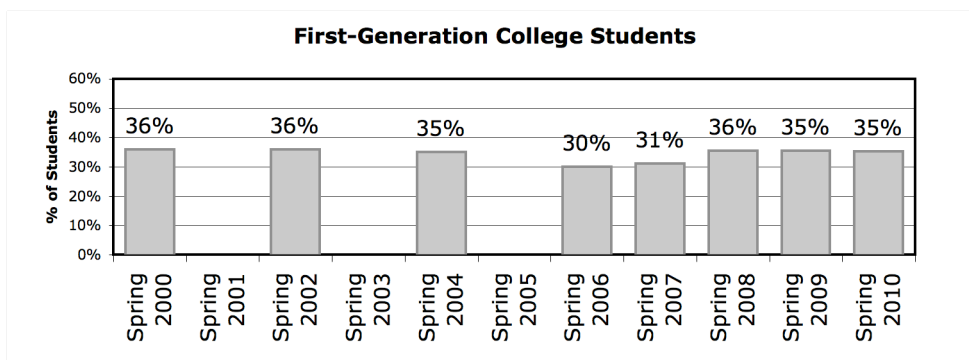
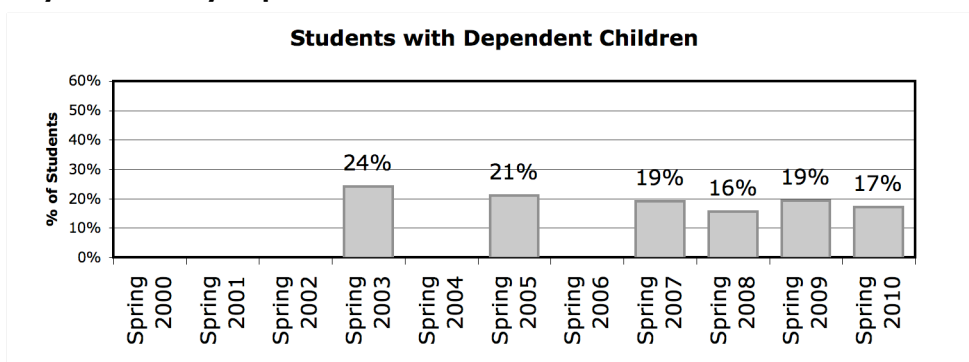


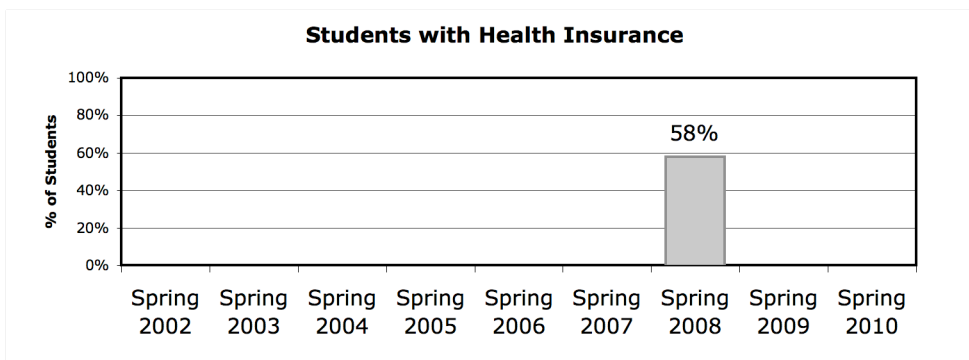
Figure 6 shows responses to the question “Do you have any dependent children?” Nearly 20% of credit students have dependent children.

Figure 6. Do you have any dependent children?



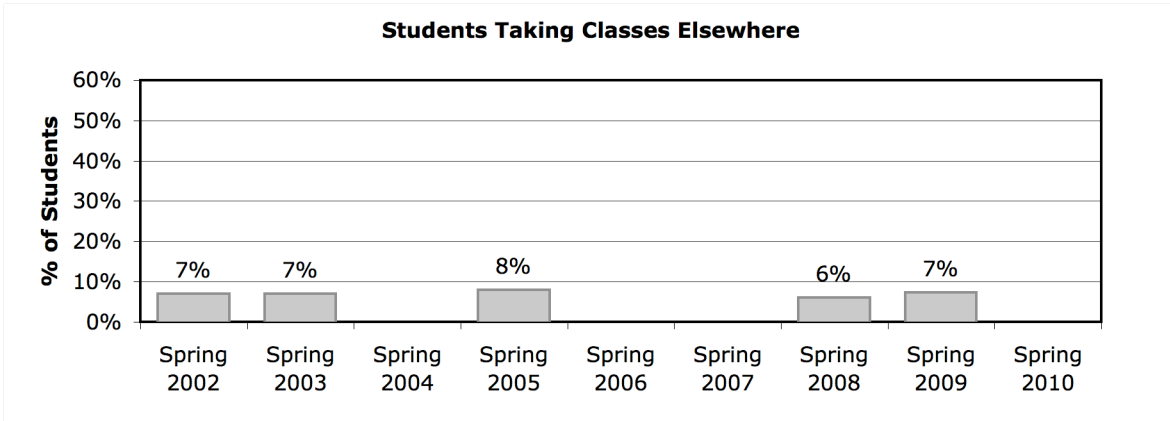
In 2008, students were asked whether they have health insurance and, if so, who pays for it. The following graph shows student responses. Of all respondents, 42% reported that they have no health insurance while 58% indicated they have health insurance. The largest group of students with health insurance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

Figure 7. Students with Health Insurance (Spring 2008 Survey)



Surveys in 2009 and earlier 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 8. 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

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.

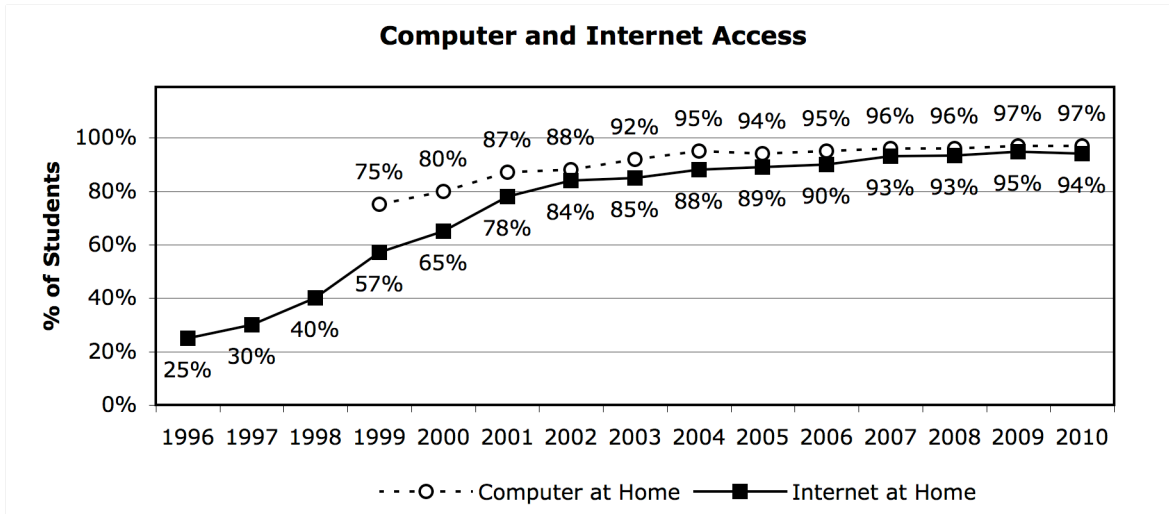
In 2010, 97% of credit students reported access to a computer at home. The remaining 3% represents about 480 credit students who do not have access to a computer at home. About 94% of credit students have Internet access at home; the remaining 6% represents about 960 credit students who do not have Internet access at home.

Figure 9. Summary of Student Computer and Internet Access

Computer & Internet Access	Survey				
	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Students with computer at home	95%	96%	96%	97%	97%
Students with Internet access at home	90%	93%	93%	95%	94%
Students with Internet access at work	50%	55%	53%	47%	52%
Students with Internet access at home or work	93%	95%	95%	95%	94%

Figure 10 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 2010, 97% of credit students had a computer and 94% had Internet access at home.

Figure 10. 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. Latino students, first-generation students, and students with vocational goals were somewhat less likely than other groups to have Internet access at home.

Figure 11. Home Internet Access by Student Group, Spring 2010

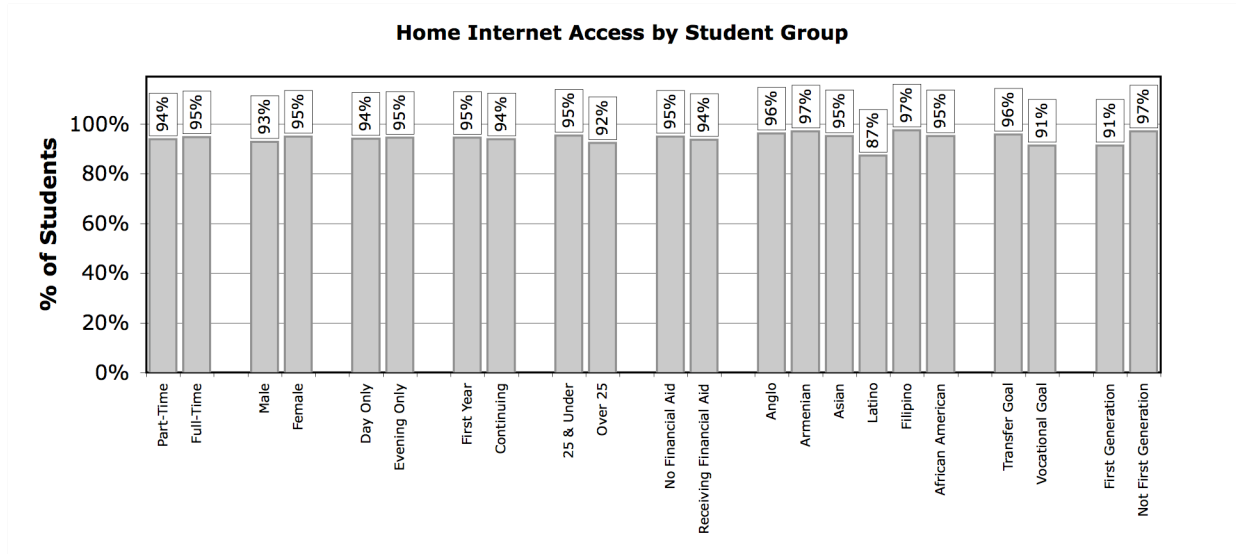
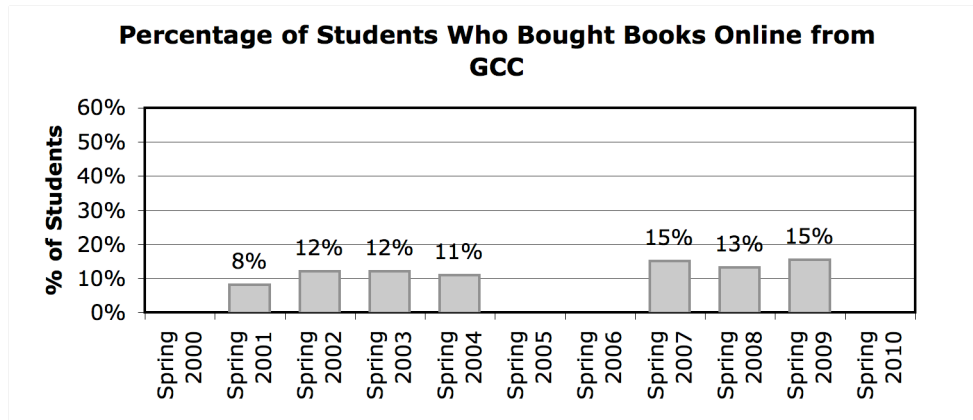


Figure 12 shows the percentage of survey respondents buying books online from GCC. The percentage has been between 10% and 15% for the past eight years.

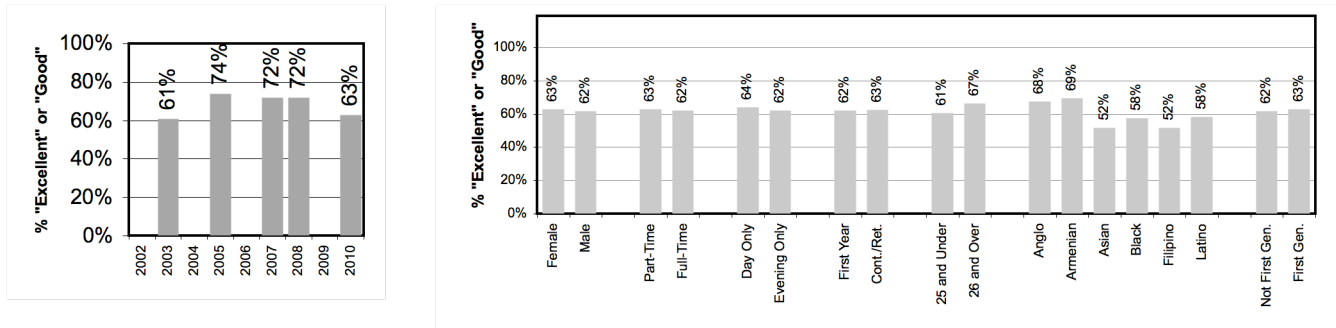
Figure 12. Have you bought books online from GCC?



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

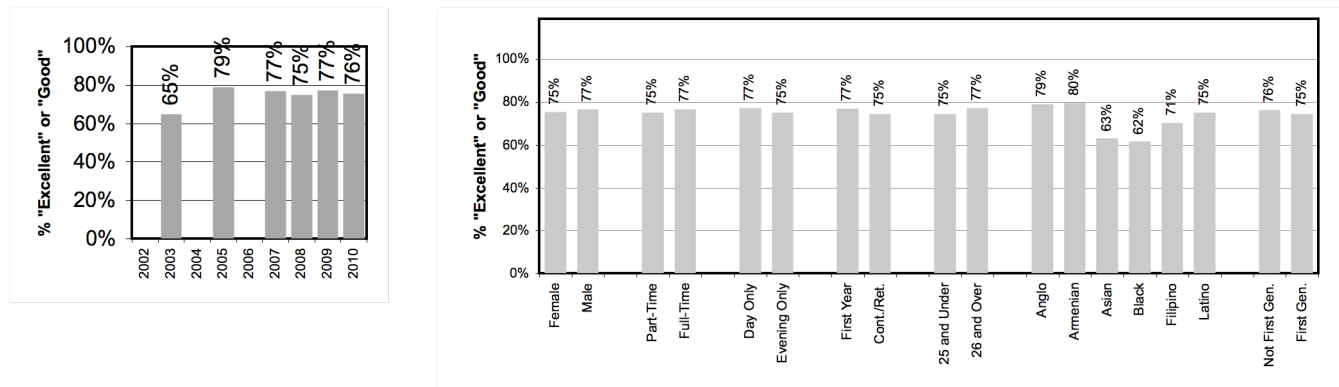
Figure 13 shows student evaluations of the availability of computers to do schoolwork. There were some small group differences in responses to this item. Asian, Filipino, Latino, and Black students were less positive than other groups about the availability of computers.

Figure 13. Availability of computers to do schoolwork



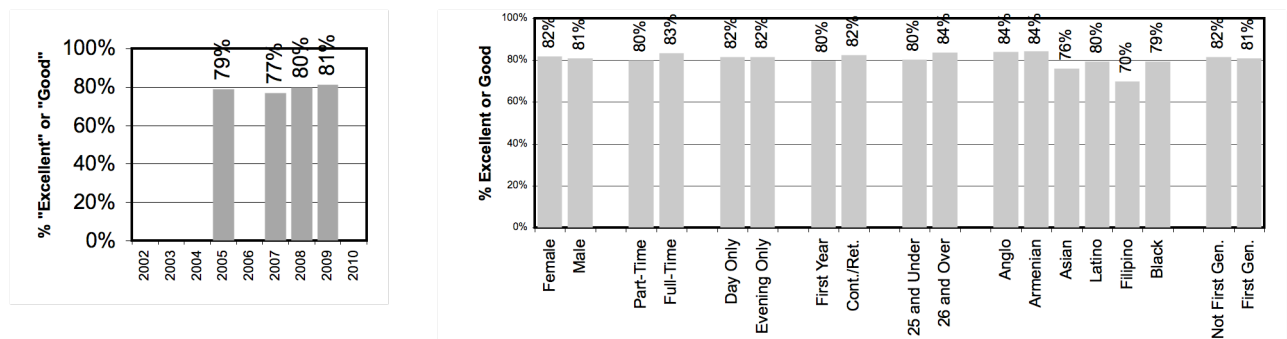
Students' evaluations of the quality of computer labs increased after 2003 but remained steady between 2007 and 2010. Asian and Black students were somewhat less positive than other student groups about the quality of computer labs.

Figure 14. Quality of computer labs at GCC



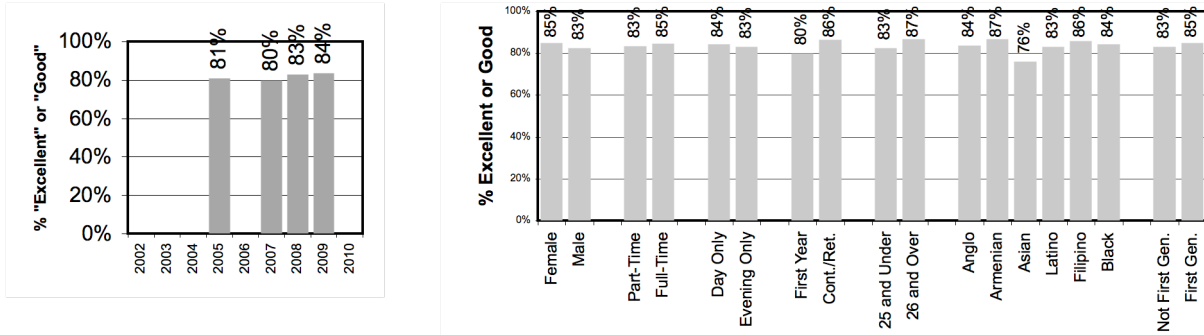
Satisfaction with network access has increased slightly since 2007. Filipino and Asian students were somewhat less satisfied with network access than other groups, but all groups' evaluations were relatively positive. This question was not asked in 2010, so the group response graph on the right shows data from 2009.

Figure 15. Access to campus network/Internet (2009 data)



Satisfaction with myGCC remains high. Asian students were slightly less positive about myGCC than other student groups, but in all groups the percentage rating myGCC “excellent” or “good” was 75% or higher. This question was not asked in 2010 so group data are from 2009.

Figure 16. MyGCC (services on the web) (2009 data)



GCC’s web site continues to receive relatively positive evaluations from students. Asian students were less positive about the web site than other groups, while Asian, Black, Filipino, and Latino students were less positive about the kiosks. GCC’s web site and kiosks showed small declines in satisfaction in 2010.

Figure 17. GCC’s web site (not including MyGCC)

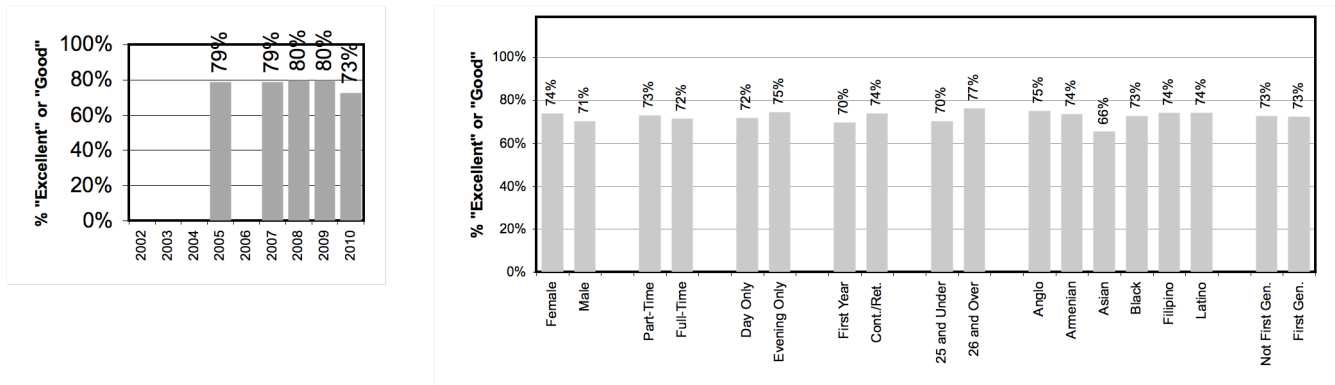
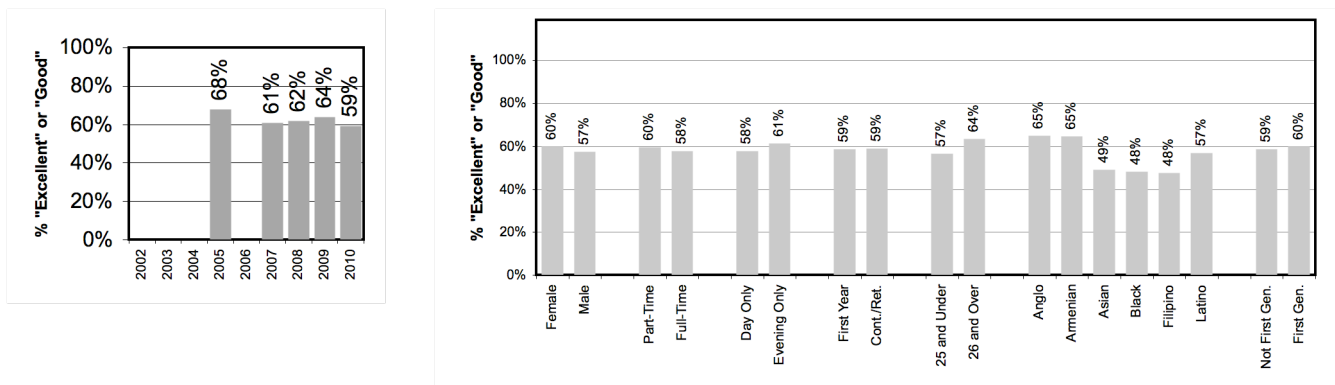
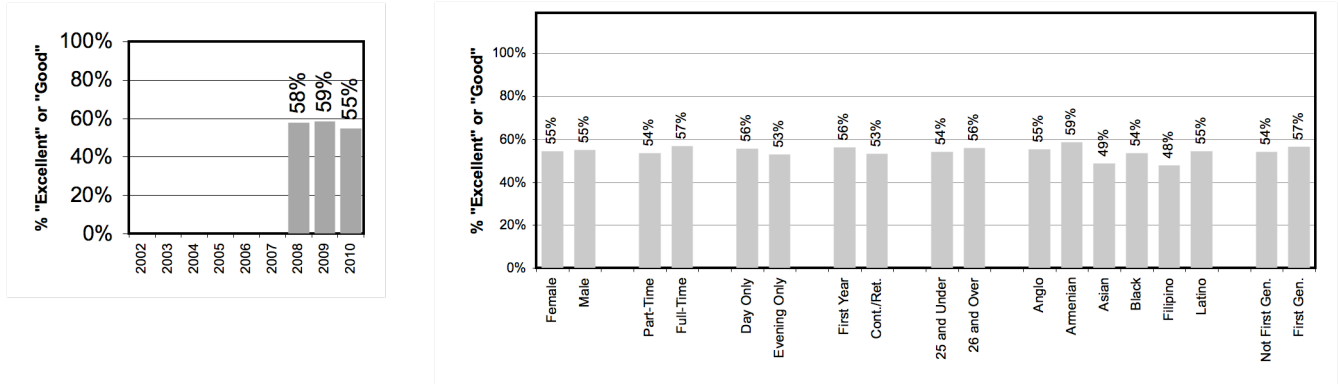


Figure 18. GCC’s kiosks



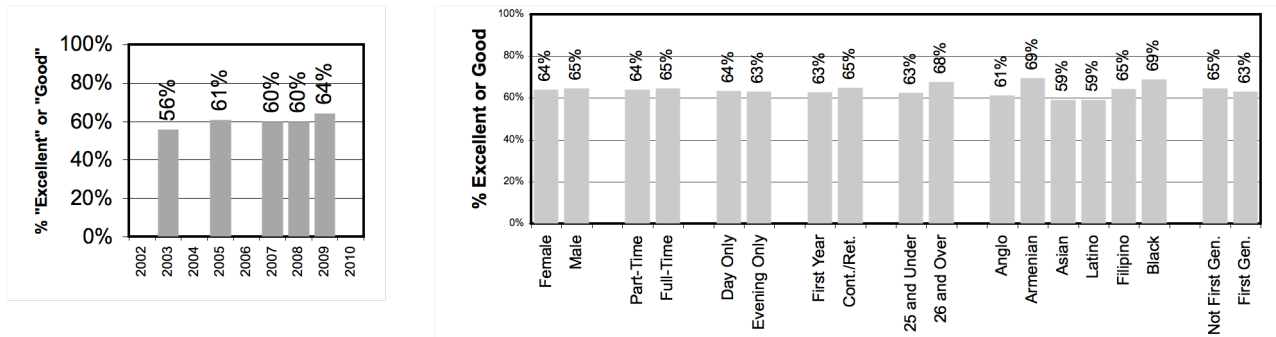
Less than 60% of credit students indicated that online class availability was excellent or good. Armenian students were most positive about online class availability, while Asian and Filipino students were least positive.

Figure 19. Availability of online classes



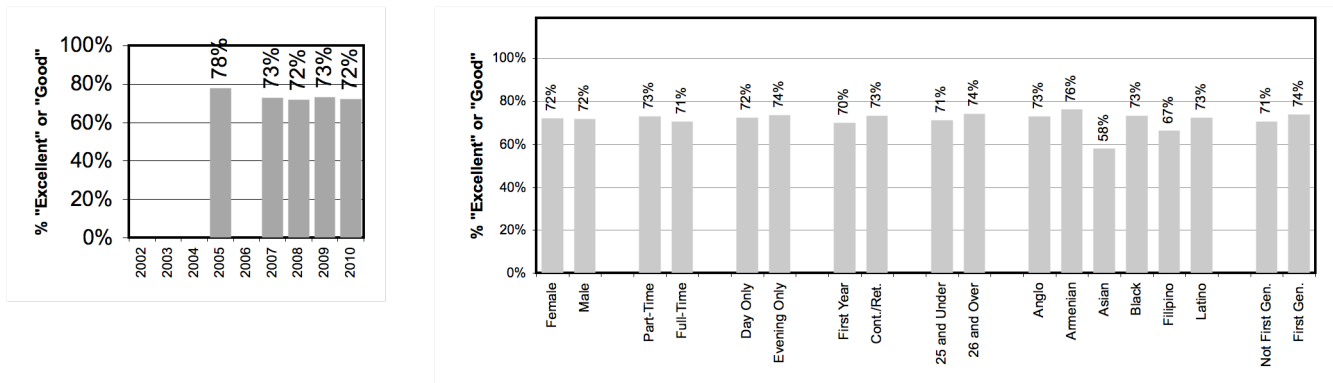
Satisfaction with the use of computers in classes has remained relatively steady since 2005. In 2009, Asian, Latino, and Anglo students were somewhat less positive than other groups.

Figure 20. The use of computers in GCC classes (2009 data)



Students were positive about the overall quality of technology at GCC. Asian and Filipino students were less positive than other groups.

Figure 21. Overall quality of GCC technology



1.3. Evaluation Items

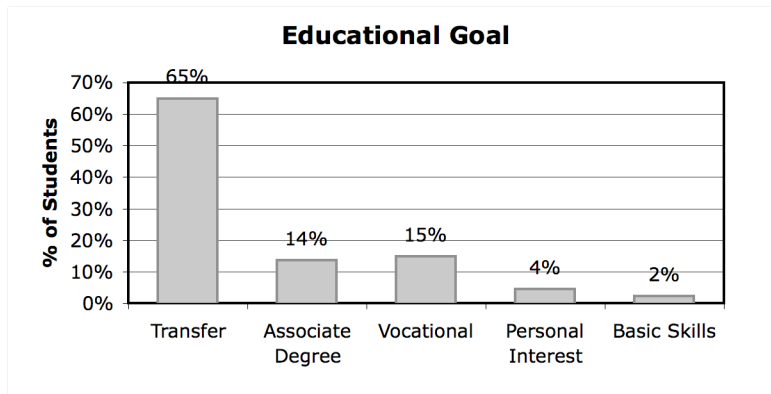
Summary of Evaluation Items

Section 1.3 discusses survey items evaluating students' progress and aspects of college life at GCC. Evaluation items are discussed in four categories: student needs, including progress and scheduling (p. 11), student satisfaction with different aspects of the college (p. 15), student agreement with various statements about campus climate (p. 20), and student services recognition, use, and satisfaction (p. 21). A separate section discusses each category.

1.3.1. Student Needs

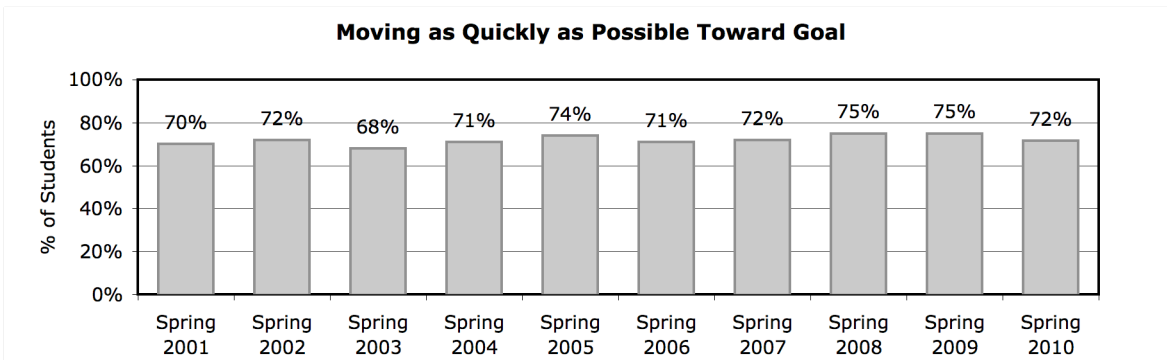
In order to determine whether the college is fulfilling student needs, it is necessary to understand their educational goals. As Figure 22 shows, most credit students have a transfer goal.

Figure 22. Educational Goal, Spring 2010



Annually, students are asked about their progress toward their educational goal. The next graph shows how students view their progress. In 2010, 72% of students felt they were moving as quickly as possible toward their goal. This percentage has been relatively stable over the past seven years.

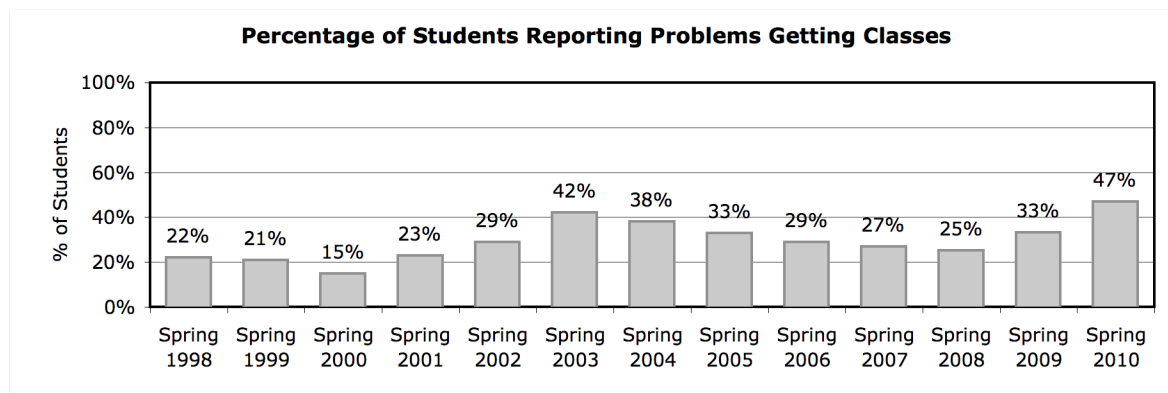
Figure 23. Are you moving as quickly as possible toward your educational goal?



Students who indicated they were not moving as quickly as possible toward their goal were asked why not. In Spring 2010, frequent responses were work/money, family/health/children, academic difficulties, and class availability.

Students have been asked about problems getting classes for many years. As the graph below shows, the pattern of students having problems getting classes 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 2008-2010 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 24. Students Reporting Problems Getting Classes



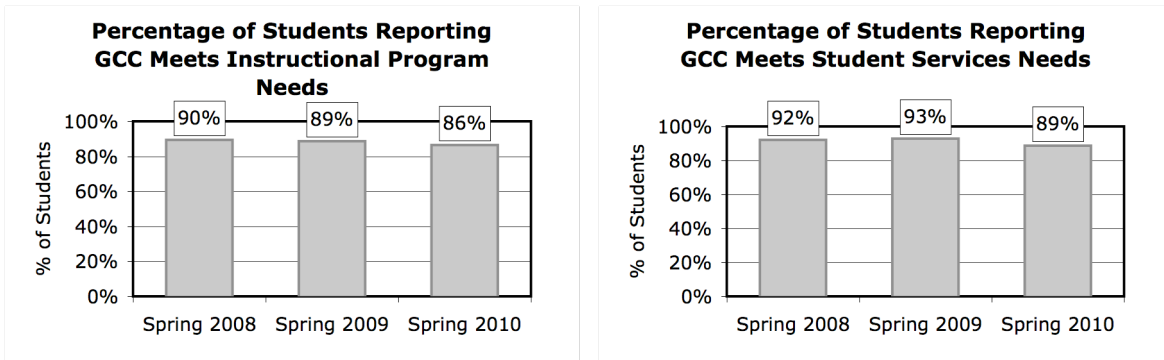
The next table shows the percentage of students reporting particular problems getting classes. The most common problem has been full classes, followed by classes not being offered at the time the student wanted to take it.

Figure 25. Problems Identified by Students

Problem	Survey				
	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
A class was full	19%	16%	16%	33%	39%
A class was not offered when I wanted to take it.	9%	10%	9%	25%	24%
A class I wanted was not offered this semester.	5%	6%	5%	18%	12%
Two classes I needed were scheduled at the same time.	14%	14%	13%	8%	22%

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.

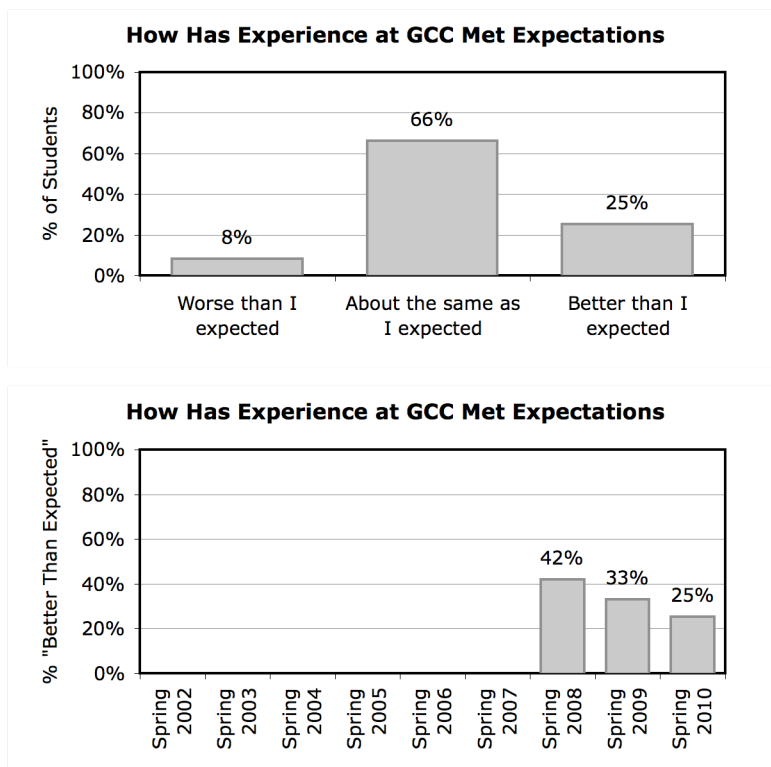
Figure 26. Student Needs



In response to the move to block scheduling in 2010, a question was asked in 2009 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 and 2010 surveys also included a question assessing whether GCC has met students’ expectations. As Figure 27 shows, about 25% of credit students indicated that their experience at GCC has exceeded their expectations.

Figure 27. How has your college experience at GCC met your expectations?



A question about AA degree completion was asked 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.

1.3.2. Student Satisfaction

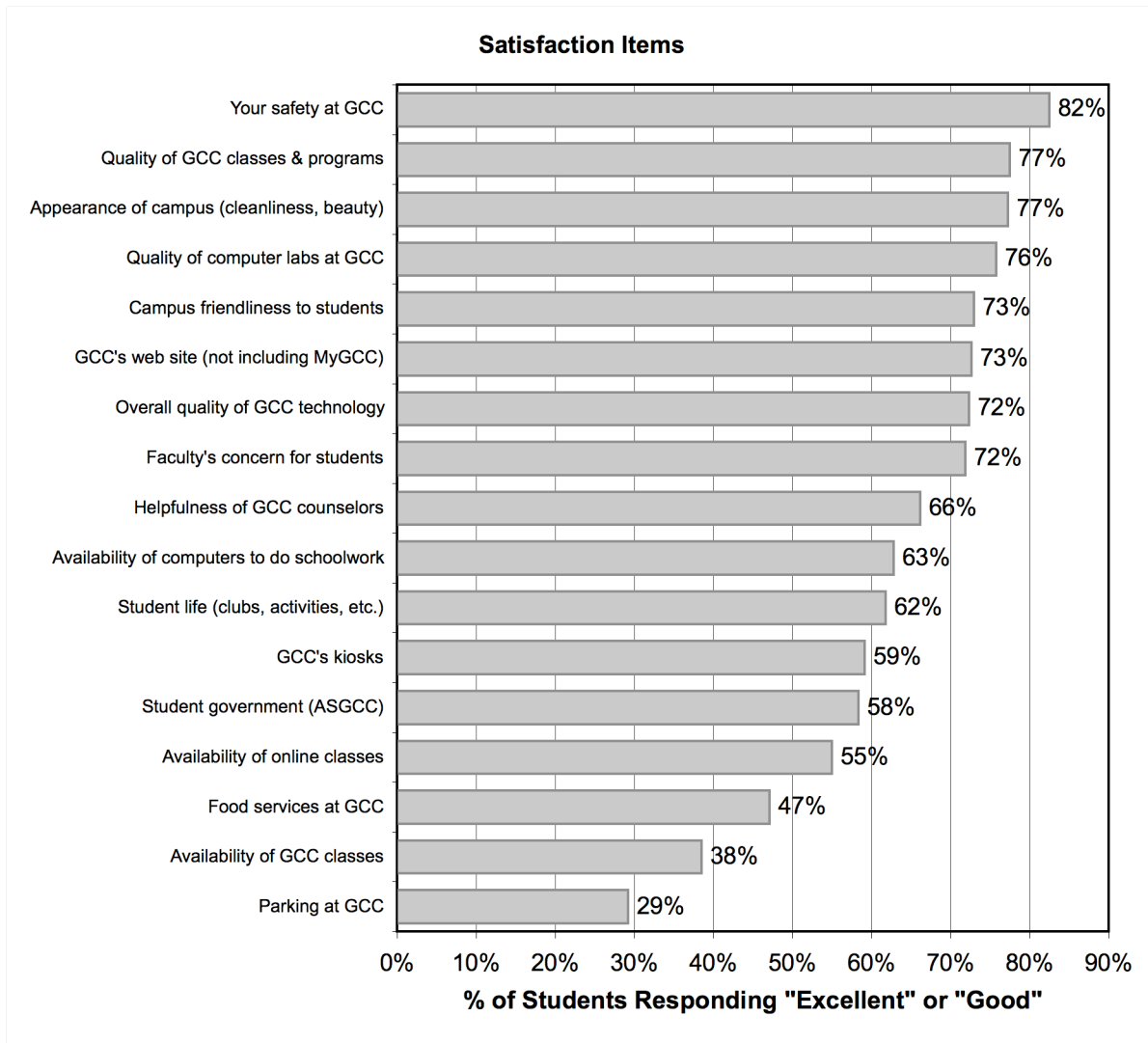
The following table summarizes responses to items rated on a scale of “Excellent,” “Good,” “Fair,” and “Poor.” The tables show the percentage of students responding “Excellent” or “Good” as a measure of student satisfaction. Students were most positive about the education they are getting at GCC, and they were least positive about parking. In the 2010 survey, parking and food services received average satisfaction ratings at 50% or lower (29% for parking and 47% for food services).

Figure 28. How would you rate the following aspects of your education at Glendale Community College?

% “Excellent” or “Good”	Survey				
	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010
Academic preparation in English for GCC	83%	83%	80%	82%	--
Academic preparation in Math for GCC	67%	68%	64%	66%	--
Faculty’s concern for students	67%	66%	64%	67%	72%
Helpfulness of GCC counselors	64%	67%	63%	66%	66%
The education you are getting at GCC	86%	86%	83%	--	--
Quality of GCC classes and programs	--	--	80%	79%	77%
Campus friendliness to students	72%	72%	71%	72%	73%
Availability of classes	62%	55%	72%	56%	39%
Availability of online classes	--	--	58%	59%	55%
The quality of computer labs at GCC	--	77%	75%	77%	76%
Availability of computers to do schoolwork	--	72%	72%	--	63%
Access to campus network and Internet	--	77%	80%	81%	--
Use of computers in GCC classes	--	60%	60%	64%	--
Overall quality of GCC technology	--	73%	72%	73%	72%
MyGCC (services on the web)	--	80%	83%	84%	--
GCC’s web site (not including myGCC)	--	79%	80%	80%	73%
GCC’s kiosks	--	61%	62%	64%	59%
Student government (ASGCC)	60%	--	52%	58%	58%
Student life (clubs, activities, etc.)	66%	--	56%	60%	62%
Parking at GCC	17%	10%	48%	41%	29%
Food services (cafeteria, snack bars, etc.)	--	46%	44%	50%	47%
Your safety at GCC	88%	--	81%	82%	82%
Appearance of campus (cleanliness, beauty)	--	--	--	80%	77%
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 2010 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 safety, the quality of GCC classes and programs, and the appearance of the campus.

Figure 29. Satisfaction Items (Spring 2010)



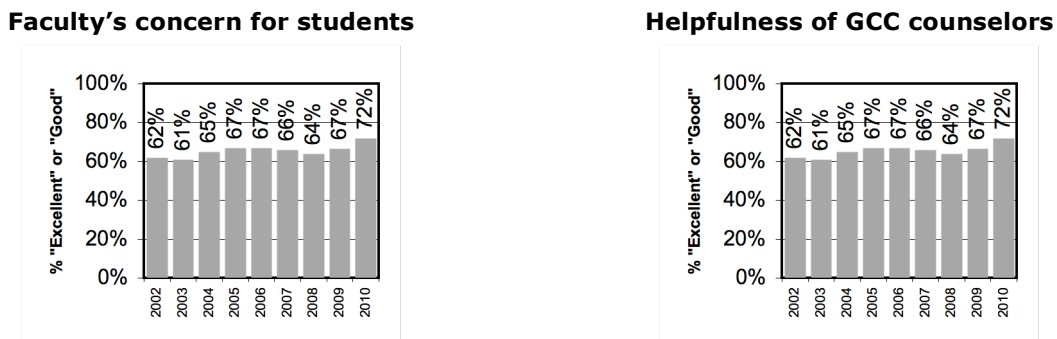
In the following graphs, only notable trends and group differences are discussed. Information about trends and group differences for all the satisfaction items is available on the Internet at the following address:

<http://research.glendale.edu/studentsurvey>

Trends

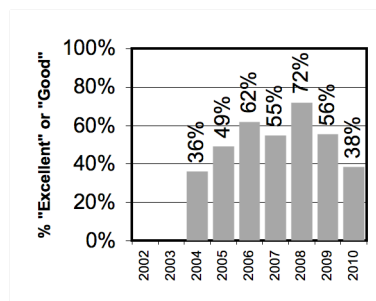
Students' ratings of faculty concern and counselor helpfulness have both increased over the past eight years, as the following graphs show.

Figure 30. Evaluation Trends for Faculty Concern and Counselor Helpfulness



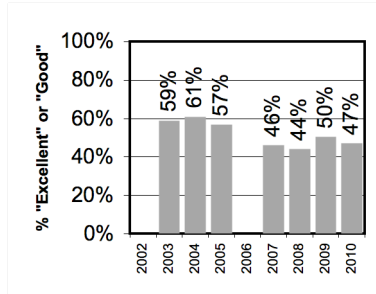
Student satisfaction with class availability has increased and decreased over the years in parallel with California's budget difficulties and resulting class cuts. Satisfaction with class availability has been lowest in 2004 and 2010.

Figure 31. Evaluation Trends for Class Availability



Satisfaction with food services has declined in the past seven years, from approximately 60% of credit students rating food services excellent or good in 2004 to about 50% or lower between 2007 and 2010.

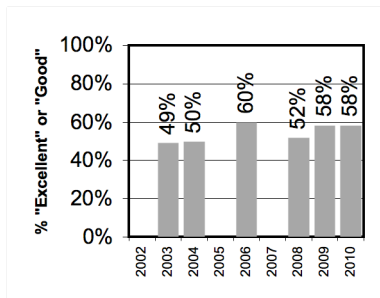
Figure 32. Evaluation Trends for Food Services at GCC



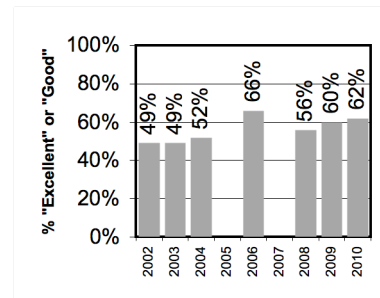
Satisfaction with both student government (ASGCC) and student life (clubs, activities, etc.) has fluctuated but generally increased from the early 2000's to 2010.

Figure 33. Evaluation Trends for Student Government and Student Life

Student government (ASGCC)

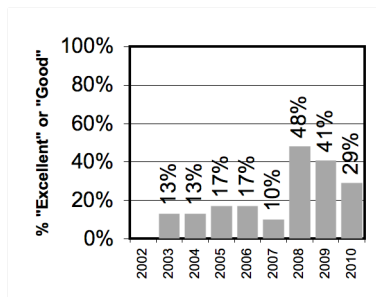


Student life (clubs, activities, etc.)



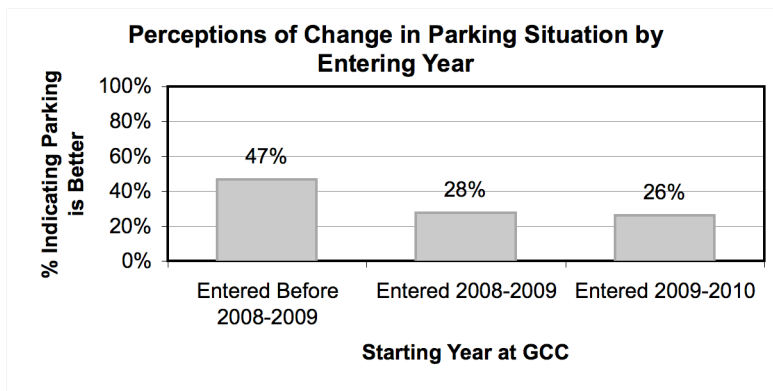
Student satisfaction with parking has been low for many years, but the opening of the new parking structure in Fall 2007 resulted in a large jump in satisfaction with parking. As Figure 34 shows, the percentage of credit students rating parking as "excellent" or "good" jumped from 10% in Spring 2007 to 48% in Spring 2008, with a decrease to 29% in Spring 2010.

Figure 34. Evaluation Trends for Parking at GCC



The 2010 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 2008-2009 were more positive about changes in parking than students starting in 2008-2009 and 2009-2010.

Figure 35. How has parking changed since you started at GCC?



A 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).

Group Differences

The following section discusses notable group differences in satisfaction, defined here as differences of 10 percentage points or greater from the overall average. More detailed information about group differences is available on the Internet at <http://research.glendale.edu/studentsurvey>.

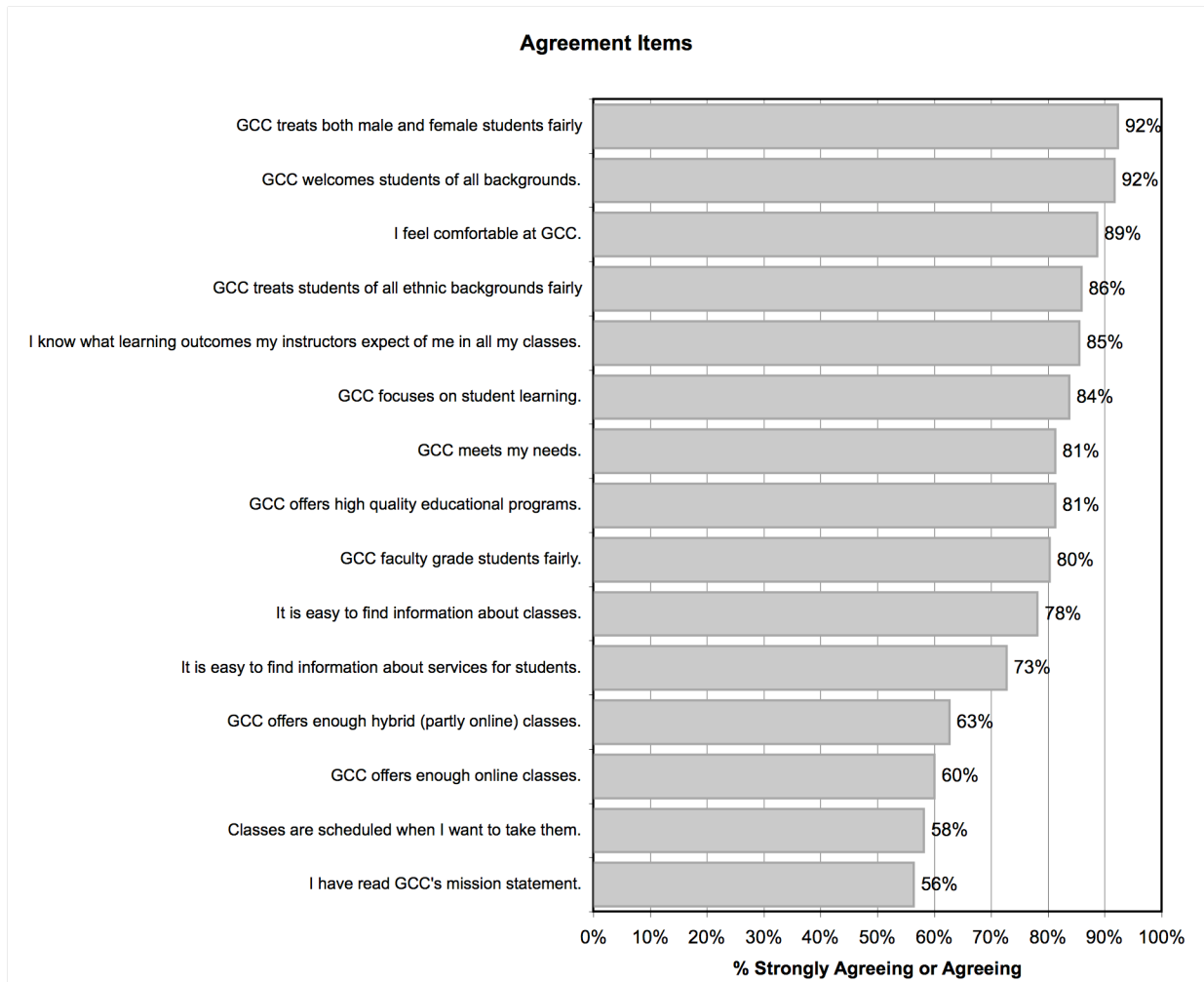
- Students age 25 and under were much less satisfied with class availability than students age 26 and over: 33% of students 25 and under rated class availability as excellent or good, compared to 49% of students 26 and over.
- Filipino students were less satisfied with student life and food services than other student groups. Only 49% of Filipino students rated student life as excellent or good, compared to 62% of all students. Only 37% of Filipino students rated food services as good or excellent, compared to 47% of all students.
- Black students were more satisfied than other groups with counselor helpfulness and parking, but Black students were less satisfied than other groups with campus friendliness to students (60% of Black students rated campus friendliness as excellent or good, compared to 73% of all students). The number of Black students responding was relatively small, however, so these differences might be due to small sample size.

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 36. Responses to Agreement Items, Spring 2010

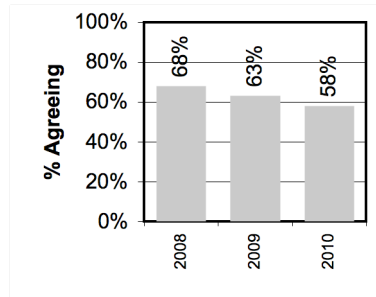


The following pages show notable trends and group differences. More detailed information for each survey item is available on the Internet at <http://research.glendale.edu/studentsurvey>.

Trends

Only one agreement item showed a notable trend. Student agreement with the statement “Classes are scheduled when I want to take them” decreased from 2008 to 2010 in parallel with state budget difficulties and class cuts.

Figure 37. Agreement Trends for “Classes are scheduled when I want to take them”



Group Differences

The following section summarizes group differences in agreement items. Here, a difference of 10 percentage points or more is considered notable. Two group differences were identified as notable.

- Black students were less likely than other groups to agree that “GCC treats students of all ethnic groups fairly” (74% of Black students agreed, compared to 86% of all students).
- Asian students were less likely than other groups to agree that “GCC offers high quality educational programs” (71% of Asian students agreed, compared to 81% of all students).

Other campus climate items such as “GCC welcomes students of all backgrounds” and “I feel comfortable at GCC” did not show group differences of 10 percentage points or more.

1.3.4. Student Services Recognition, Use, and Satisfaction

Every three years, the student survey includes a section assessing students’ recognition of, use of, and satisfaction with student services. The following tables and graphs show summaries of these three measures from the 2004, 2007, and 2010 surveys.

Students were presented with a list of services and asked to respond with one of five choices: “I have never heard of it,” “I have heard of it but never used it,” “I have used it but was not satisfied,” “I have used it and found it helpful,” and “I have used it and found it very helpful.” *Recognition* is the percentage of students responding anything other than “I have never heard of it,” so it is an indicator of how many students have heard of the service. *Use* is the percentage of all responding students who indicate they have used the service. *Satisfaction* is the percentage of service users who indicate they found it helpful or very helpful.

Figure 38. Recognition of Student Services

Service	2004	2007	2010
Academic Counseling	94.8%	98.2%	96.4%
ACE Program	--	--	54.7%
Admissions & Records	96.7%	96.9%	98.2%
Adult Education/ACTC	66.6%	--	--
Adult Re-Entry Center	53.0%	50.7%	45.7%
AMP (Alliance for Minority Partic.)	37.4%	28.6%	--
ASGCC (Associated Students)	--	--	64.9%
Assessment Center/Placement Testing	91.6%	90.9%	94.3%
Baja Calif. Field Studies Prog.	68.1%	58.2%	63.4%
Bookstore	100.0%	100.0%	98.7%
CAI Lab (Computer Assisted Instr.)	55.3%	51.3%	56.5%
CalWORKs	69.4%	69.2%	62.2%
Career Center	91.1%	87.4%	83.3%
Center for Students with Disabilities	71.6%	78.1%	78.6%
Computer Lab (San Gabriel open lab)	90.4%	89.0%	90.0%
Computer Lab (San Rafael open lab)	89.6%	89.6%	85.8%
CSI (Center for Student Involvement)	66.2%	68.2%	58.2%
El Vaquero (student newspaper)	--	--	75.6%
English Lab (AD 238)	85.8%	88.7%	84.2%
EOPS Office	85.9%	78.7%	74.8%
ESL/Foreign Language Lab	78.7%	74.7%	73.8%
Financial Aid Office	94.4%	94.9%	98.2%
Foundational Skills/Connections Office (SF 100)	--	--	38.7%
Health Center (SR 131)	90.1%	93.2%	94.8%
High Tech Center (SG 108)	--	54.3%	46.0%
Information Counter (AD building)	82.1%	77.2%	68.5%
Instruc. Assistance Ctr. (SG 112)	56.1%	55.0%	46.1%
Job Placement Center	87.9%	81.7%	74.5%
Learning Center (AD 232)	84.4%	82.0%	76.7%
Library	97.8%	98.3%	96.5%
Math Discovery Center	84.2%	87.5%	63.5%
Mental Health Counseling	51.0%	67.7%	47.2%
myGCC (web services)	92.8%	95.5%	94.9%
Orientation	85.6%	88.3%	77.1%
Outreach Office/SOS	--	--	46.5%
PACE Program	61.9%	50.4%	49.3%
Ready to Read	44.8%	--	--
Scholars Program	73.6%	74.6%	68.6%
Scholarship Office	75.6%	75.9%	73.3%
SI (Supplemental Instruction)	66.5%	73.6%	59.0%
Student Activities Office	70.5%	60.7%	58.9%
Study Abroad Office	74.4%	69.6%	66.3%
Telecourses	59.8%	--	--
Transfer Center	87.7%	86.6%	79.2%
Tutoring Center	82.9%	84.6%	78.6%
Tutors Today Teachers Tomorrow (4T)	--	54.7%	--
Veterans Services	--	--	51.8%
Writing Center	80.1%	85.1%	73.9%

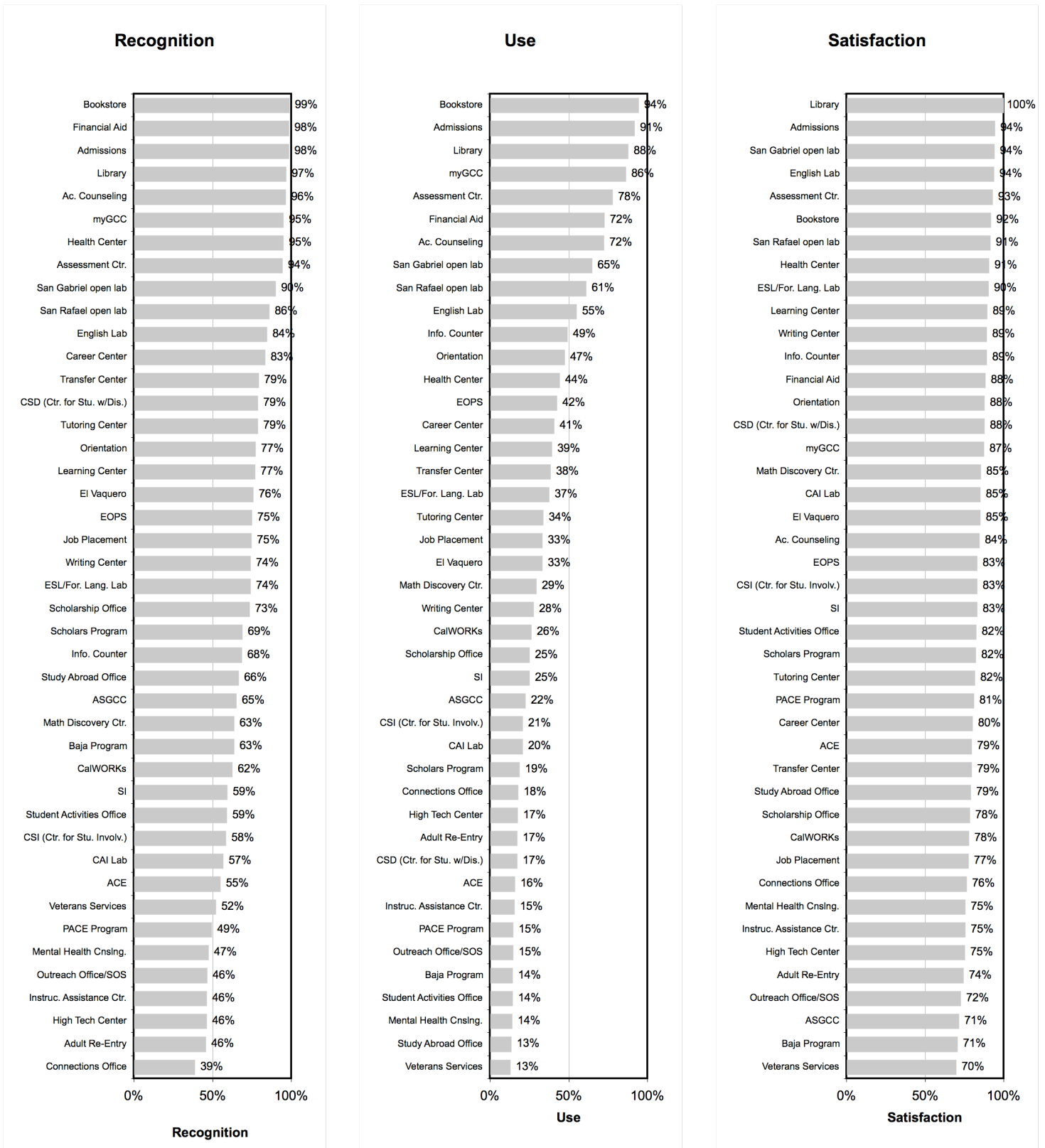
Figure 39. Use of Student Services

Service	2004	2007	2010
Academic Counseling	68.8%	79.0%	72.1%
ACE Program	--	--	15.5%
Admissions & Records	81.1%	85.5%	91.5%
Adult Education/ACTC	23.7%	--	--
Adult Re-Entry Center	14.3%	20.3%	17.2%
AMP (Alliance for Minority Partic.)	12.2%	13.0%	--
ASGCC (Associated Students)	--	--	22.4%
Assessment Center/Placement Testing	70.2%	73.8%	77.6%
Baja Calif. Field Studies Prog.	17.7%	13.8%	14.3%
Bookstore	93.8%	92.7%	94.1%
CAI Lab (Computer Assisted Instr.)	18.9%	13.4%	20.5%
CalWORKs	30.3%	27.7%	26.0%
Career Center	43.0%	40.9%	40.7%
Center for Students with Disabilities	16.3%	18.2%	17.2%
Computer Lab (San Gabriel open lab)	68.0%	60.1%	64.7%
Computer Lab (San Rafael open lab)	64.9%	61.5%	60.9%
CSI (Center for Student Involvement)	24.9%	21.6%	20.6%
El Vaquero (student newspaper)	--	--	33.0%
English Lab (AD 238)	54.5%	53.4%	54.7%
EOPS Office	57.5%	43.0%	42.2%
ESL/Foreign Language Lab	44.5%	42.2%	37.5%
Financial Aid Office	74.1%	62.1%	72.4%
Foundational Skills/Connections Office (SF 100)	--	--	17.7%
Health Center (SR 131)	37.2%	40.0%	44.0%
High Tech Center (SG 108)	--	21.9%	17.4%
Information Counter (AD building)	53.0%	42.8%	49.1%
Instruc. Assistance Ctr. (SG 112)	18.0%	16.0%	15.3%
Job Placement Center	37.1%	30.0%	33.1%
Learning Center (AD 232)	51.5%	40.4%	39.2%
Library	88.6%	82.0%	87.5%
Math Discovery Center	39.5%	32.2%	29.2%
Mental Health Counseling	13.5%	10.3%	13.9%
myGCC (web services)	72.9%	72.8%	86.2%
Orientation	38.4%	41.6%	47.3%
Outreach Office/SOS	--	--	14.5%
PACE Program	12.4%	9.3%	14.6%
Ready to Read	11.0%	--	--
Scholars Program	17.4%	17.6%	18.7%
Scholarship Office	24.0%	19.7%	25.0%
SI (Supplemental Instruction)	38.4%	32.9%	25.0%
Student Activities Office	17.0%	12.5%	14.2%
Study Abroad Office	12.9%	12.1%	13.4%
Telecourses	12.3%	--	--
Transfer Center	41.7%	38.1%	38.3%
Tutoring Center	39.8%	35.1%	33.7%
Tutors Today Teachers Tomorrow (4T)	--	17.5%	--
Veterans Services	--	--	12.8%
Writing Center	38.7%	29.4%	27.6%

Figure 40. Satisfaction with Student Services

Service	2004	2007	2010
Academic Counseling	75.9%	89.9%	84.4%
ACE Program	--	--	79.5%
Admissions & Records	89.0%	89.6%	94.3%
Adult Education/ACTC	78.2%	--	--
Adult Re-Entry Center	73.9%	73.0%	74.2%
AMP (Alliance for Minority Partic.)	67.0%	62.1%	--
ASGCC (Associated Students)	--	--	71.4%
Assessment Center/Placement Testing	85.6%	84.3%	92.7%
Baja Calif. Field Studies Prog.	74.2%	65.1%	70.6%
Bookstore	92.7%	94.1%	91.6%
CAI Lab (Computer Assisted Instr.)	77.7%	64.5%	85.0%
CalWORKs	80.2%	79.9%	77.6%
Career Center	82.6%	80.4%	79.9%
Center for Students with Disabilities	87.0%	84.7%	87.5%
Computer Lab (San Gabriel open lab)	93.8%	91.9%	94.0%
Computer Lab (San Rafael open lab)	92.8%	92.4%	91.4%
CSI (Center for Student Involvement)	93.4%	87.2%	82.8%
El Vaquero (student newspaper)	--	--	84.9%
English Lab (AD 238)	92.5%	92.3%	93.7%
EOPS Office	83.0%	82.8%	82.9%
ESL/Foreign Language Lab	85.0%	84.6%	90.1%
Financial Aid Office	87.3%	83.6%	88.2%
Foundational Skills/Connections Office (SF 100)	--	--	76.1%
Health Center (SR 131)	89.6%	90.1%	90.6%
High Tech Center (SG 108)	--	75.4%	75.0%
Information Counter (AD building)	88.1%	91.0%	88.9%
Instruc. Assistance Ctr. (SG 112)	77.1%	78.1%	75.2%
Job Placement Center	74.4%	78.4%	77.4%
Learning Center (AD 232)	89.2%	94.3%	89.3%
Library	100.0%	98.5%	100.0%
Math Discovery Center	84.4%	89.6%	85.1%
Mental Health Counseling	85.1%	75.1%	75.5%
myGCC (web services)	98.5%	93.8%	87.1%
Orientation	86.7%	93.4%	87.7%
Outreach Office/SOS	--	--	72.5%
PACE Program	70.2%	71.7%	80.8%
Ready to Read	68.3%	--	--
Scholars Program	69.5%	69.2%	82.0%
Scholarship Office	76.9%	73.1%	78.4%
SI (Supplemental Instruction)	85.8%	82.6%	82.8%
Student Activities Office	75.9%	77.1%	82.4%
Study Abroad Office	75.7%	68.2%	78.9%
Telecourses	72.2%	--	--
Transfer Center	80.7%	87.6%	79.3%
Tutoring Center	83.2%	82.5%	81.6%
Tutors Today Teachers Tomorrow (4T)	--	73.3%	--
Veterans Services	--	--	69.7%
Writing Center	87.1%	83.0%	89.0%

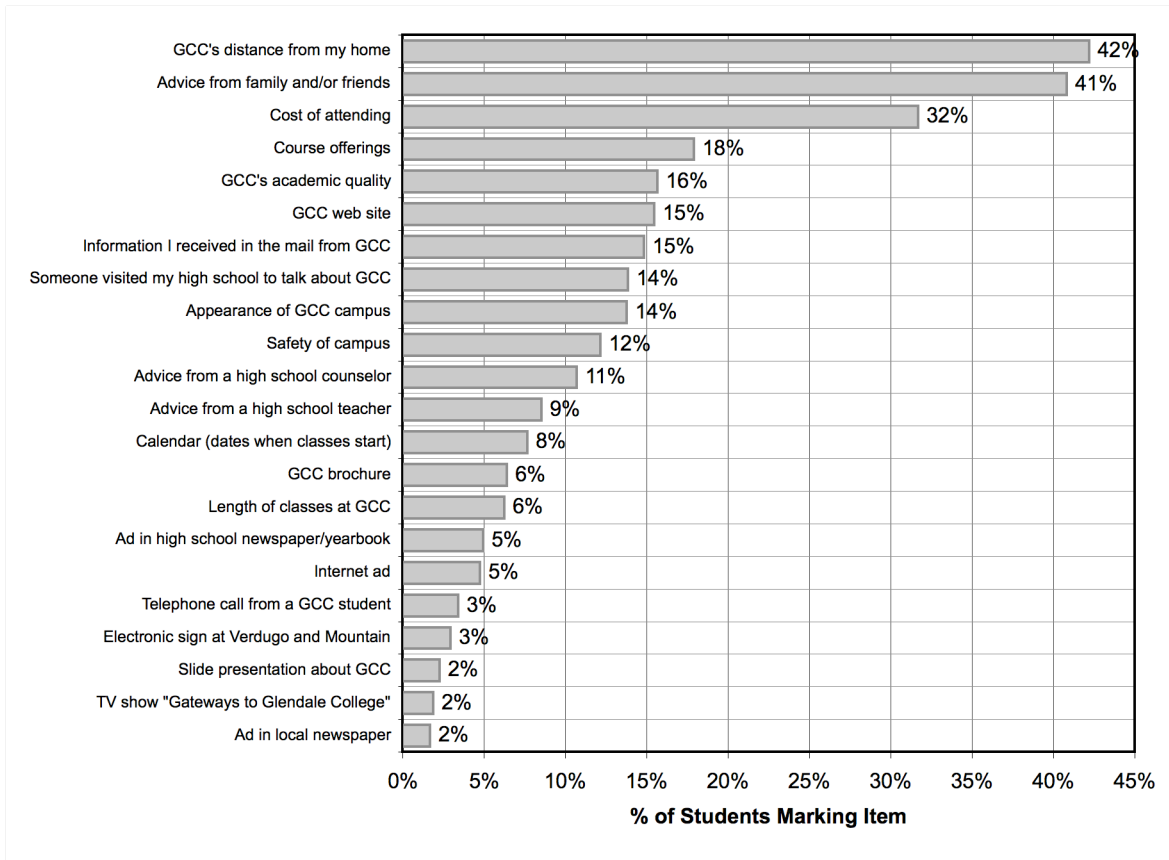
Figure 41. Student Services Recognition, Use, and Satisfaction, 2010



1.4. Marketing Information: Influences on Decision to Enroll

In 2009, 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 42. Influences on Decision to Enroll (2009 data)



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 following list summarizes group differences for items that influenced students' decisions to enroll at GCC. More information about all survey items is available on the Internet at <http://research.glendale.edu/studentsurvey>.

- 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.

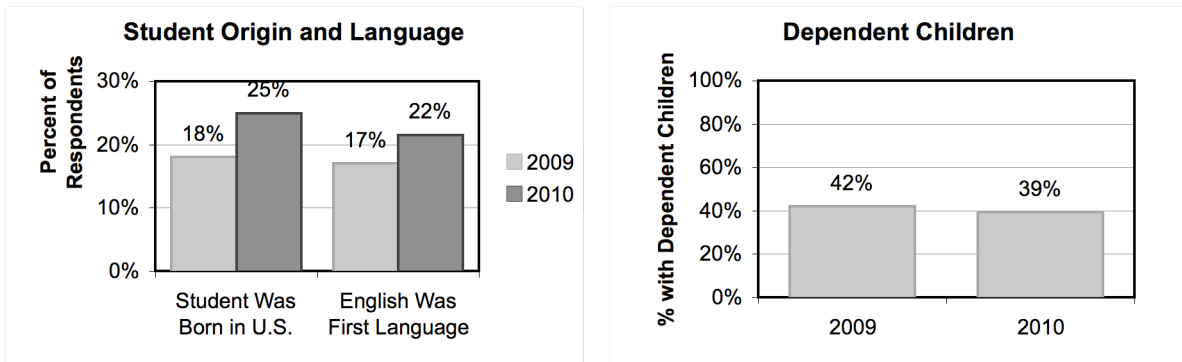
Part 2. Continuing Education Student Survey Results

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.

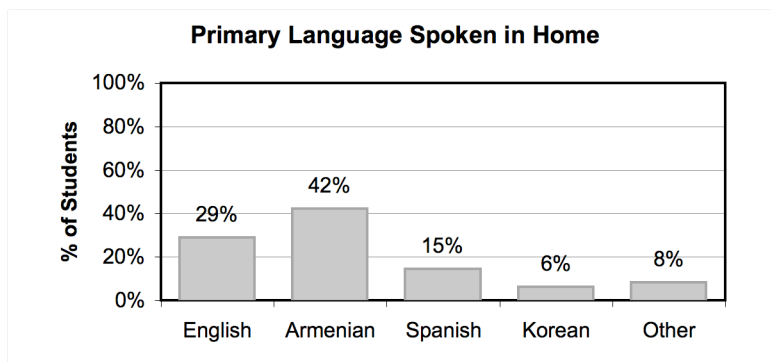
Most continuing education students at Glendale Community College were born outside the United States; as the graph below shows, 25% reported being born in the U.S. Only 22% of continuing education students reported that English was their first language. The percentage of continuing education students with dependent children was 39%.

Figure 43. Student Background



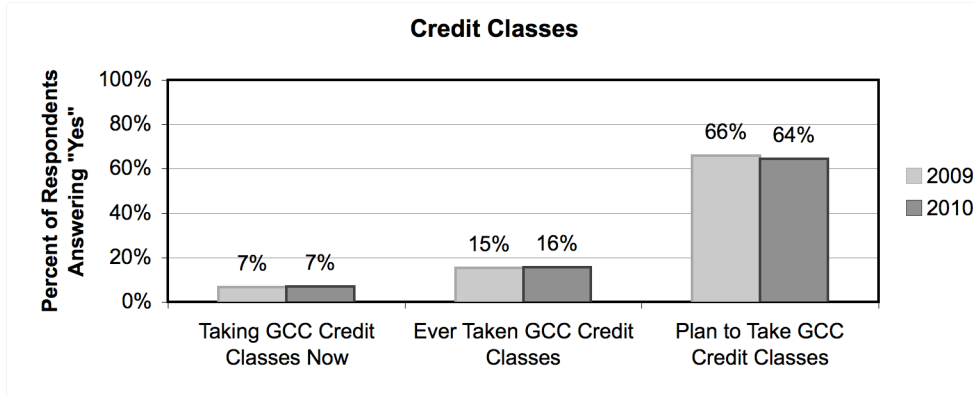
In 2010, continuing education students were asked what primary language was spoken in their homes. The largest group responded that Armenian was the primary language.

Figure 44. Primary Language Spoken in Home



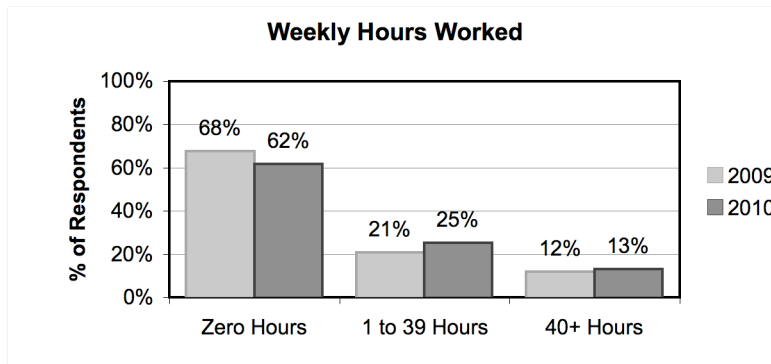
Students were asked about taking credit GCC classes. Most students were not currently taking credit classes and 16% of students reported taking credit GCC classes in the past. Most students (64%) indicated that they planned to take credit GCC classes in the future.

Figure 45. GCC Credit Classes



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 46. Work Hours



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

Figure 47. Students Taking Classes Elsewhere

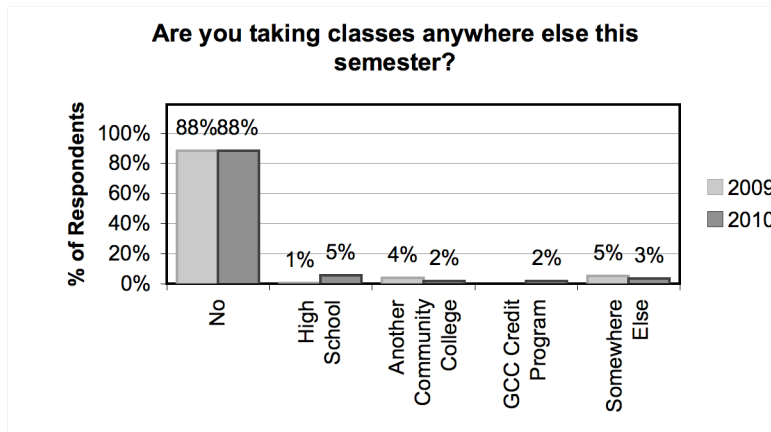
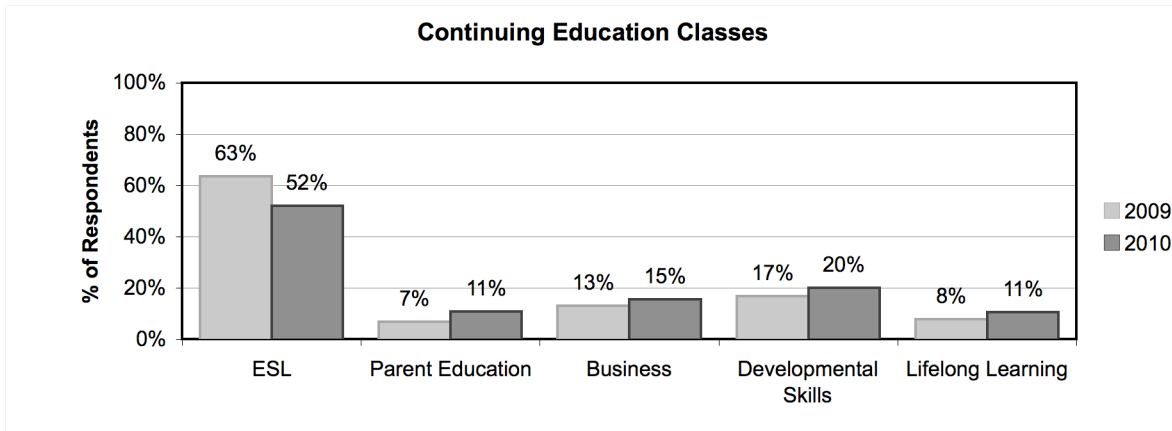


Figure 48 shows responses to the question “Which kinds of continuing education classes are you taking this semester?” Students could mark more than one response. Most students indicated they were taking continuing education ESL classes.

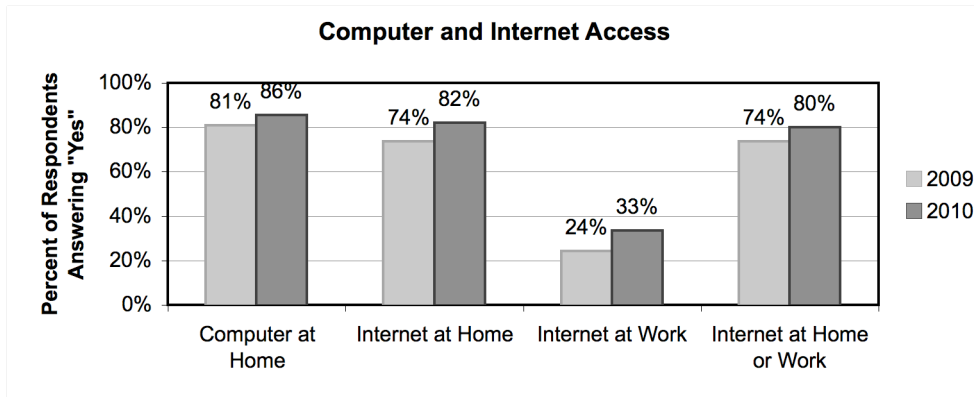
Figure 48. Kinds of Continuing Education Classes



2.2. Technology Items

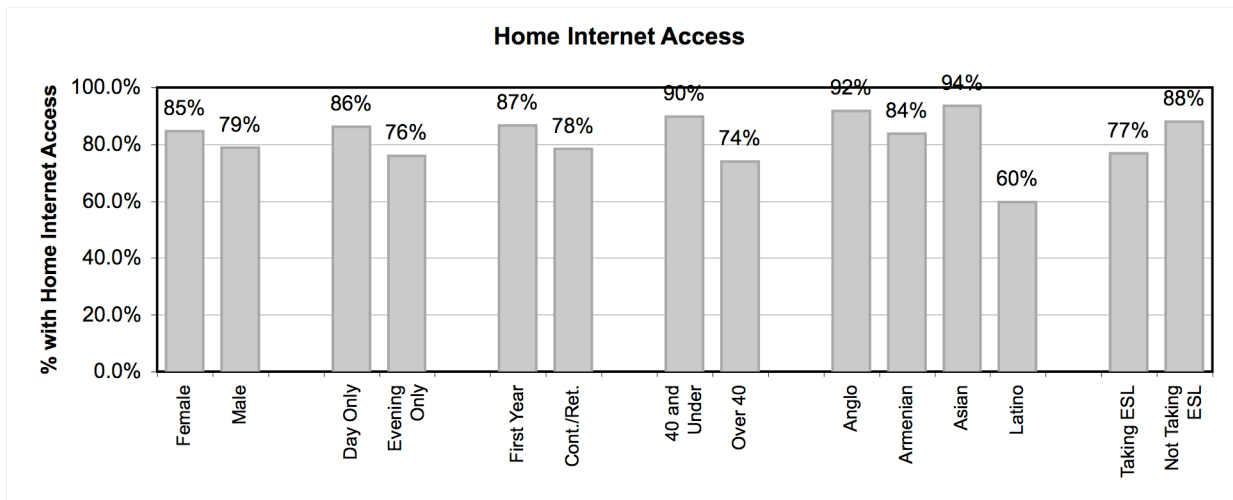
Continuing education students were asked about computer and Internet access. The percentage responding they had a computer at home was 86%, compared to 97% for credit students. The percentage of continuing education students with Internet access at home or work was 80%, compared to 94% for credit students.

Figure 49. 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 taking ESL courses.

Figure 50. Home Internet Access by Student Group, Spring 2010

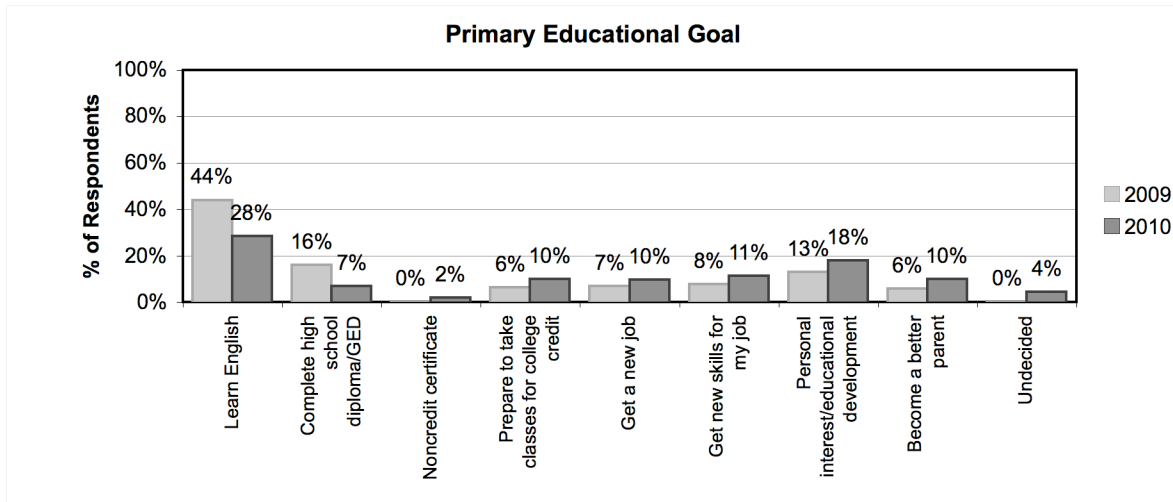


2.3. Evaluation Items

2.3.1 Student Needs

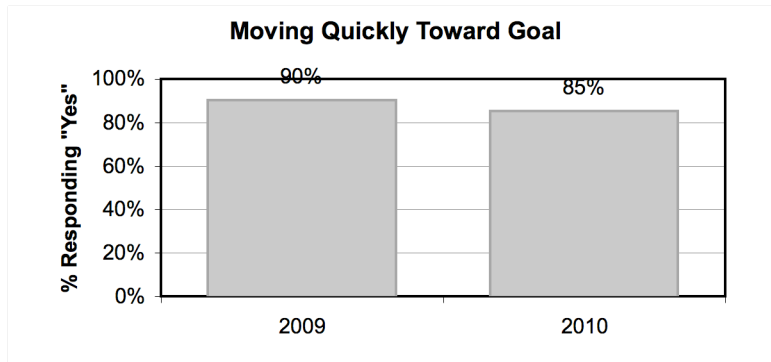
Part of the goal of the annual student survey is to assess whether the college is meeting student needs. The following figure shows students' primary educational goals. Students were asked to mark only their top goal. The largest group of respondents indicated that learning English was their primary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

Figure 51. Primary Educational Goal



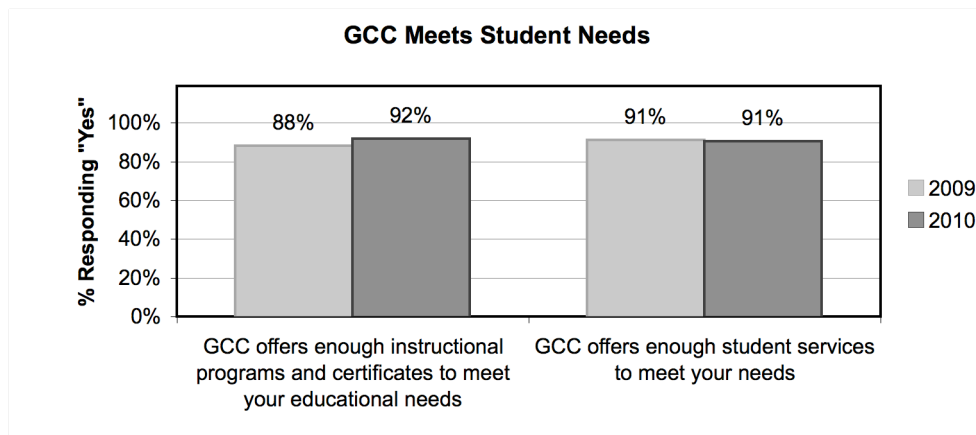
Continuing education students were asked if they were moving as quickly as possible toward their goal. The percentage marking "yes" was 85% in 2010.

Figure 52. Moving Quickly Toward Goal



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: 92% said “yes” to the question about instructional programs and 91% said “yes” to the question about student services.

Figure 53. Student Needs

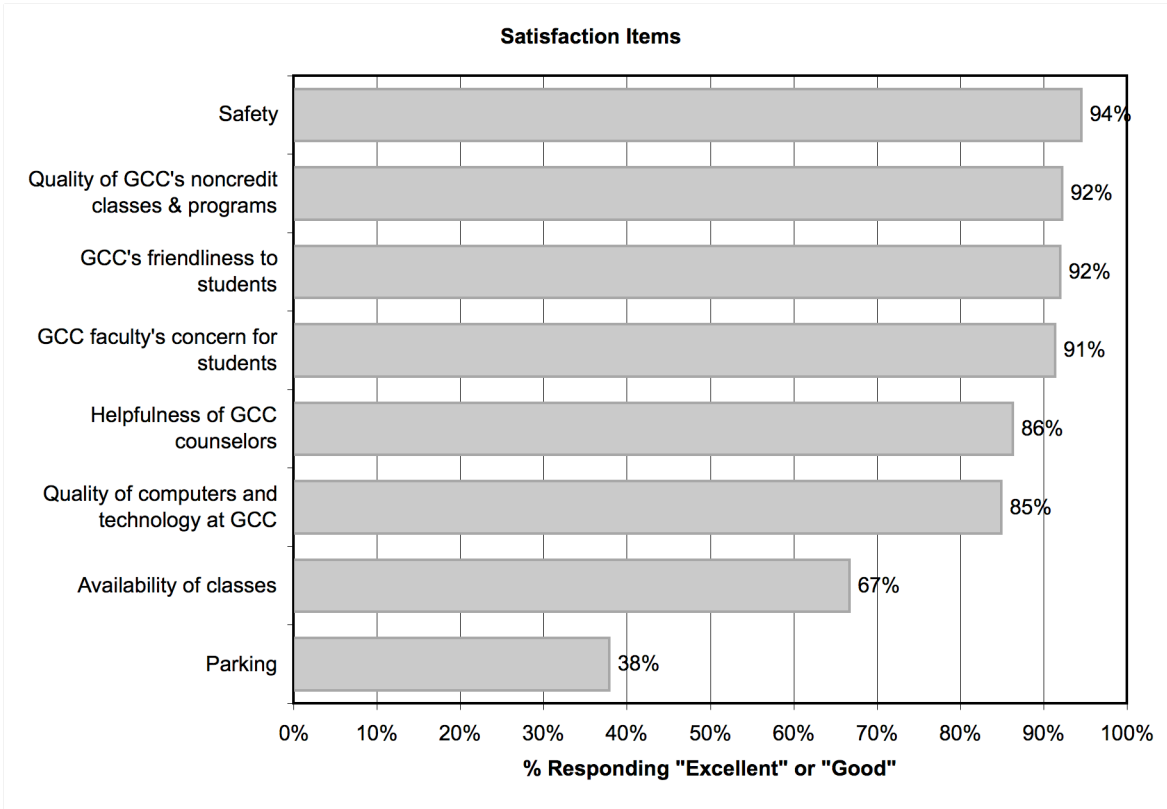


Students were asked open-ended questions about additional programs and services that GCC should offer. For instructional programs, most students responded that more classes were necessary in programs already offered. The additional programs that were mentioned included acting classes, auto shop, woodworking, court/law classes, drafting, graphic designer, higher level ESL courses, and massage therapy. Additional services that were mentioned included a student cafeteria, student union, Korean translation, and tax help.

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 54. Satisfaction Items



Group Differences

The following section summarizes notable group differences of 10 percentage points or higher from the overall satisfaction percentage. Detailed group differences for all items are available at <http://research.glendale.edu/studentsurvey>.

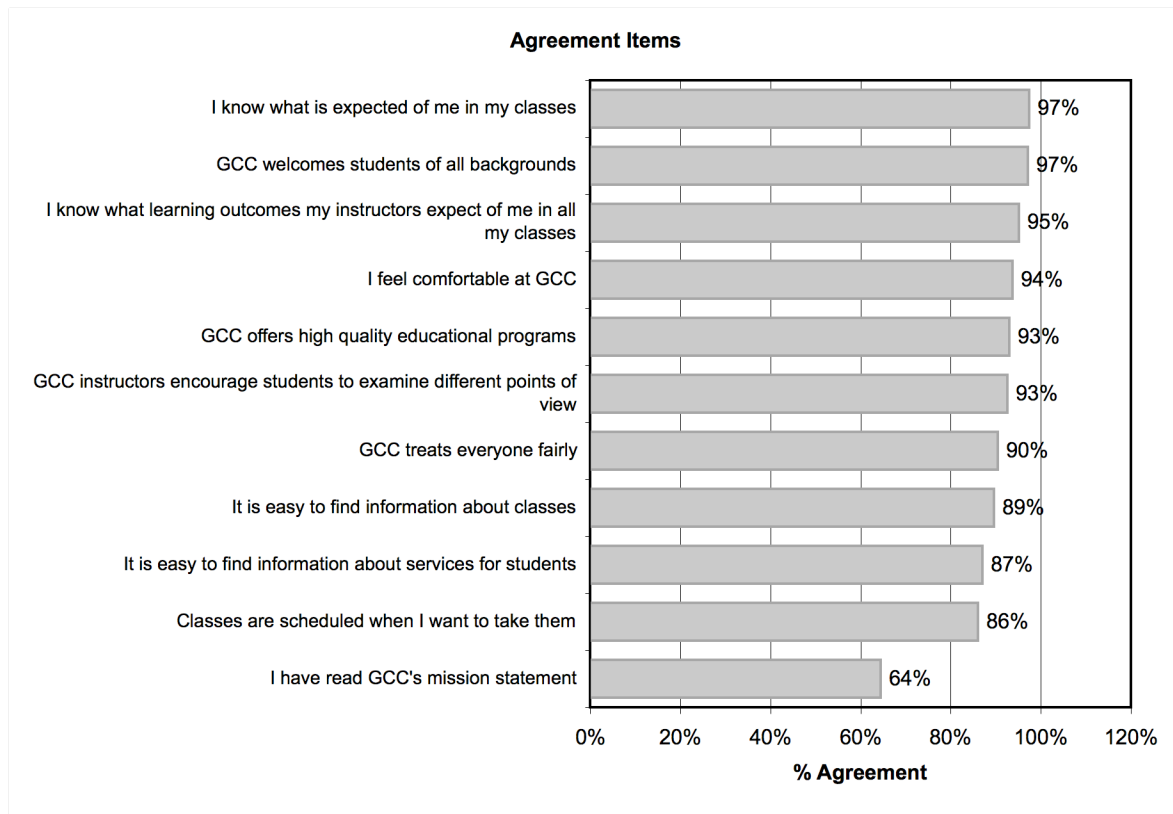
- Asian students were somewhat less satisfied than other students with GCC friendliness to students (81% of Asian students rated friendliness as excellent or good, compared to 92% of all students). Asian students were also less satisfied with counselor helpfulness (74% vs. 86%), the quality of computers and technology (70% vs. 85%), and class availability (52% vs. 67%).

- Anglo students were more satisfied with class availability than other groups (78% of Anglo students rated class availability as excellent or good, compared to 67% of all students).

2.3.3. Agreement Items (Campus Climate)

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 64% agreement. The following two statements had agreement rates of 97%: “GCC welcomes students of all backgrounds” and “I know what is expected of me in my classes.”

Figure 55. Agreement Items



The following section summarizes notable group differences of 10 percentage points or higher from the overall satisfaction percentage. Detailed group differences for all items are available at <http://research.glendale.edu/studentsurvey>.

- Day only students were less likely to agree with the statement “I know what learning outcomes my instructors expect of me in all my classes” than other groups (84% agreement vs. 95% overall).
- Asian students were less likely to agree that “It is easy to find information about classes” than other students (79% agreement vs. 89% overall).
- Asian students were less likely to agree that “It is easy to find information about services for students” than other groups (71% vs. 87% overall). Students age 25 and under were also less likely to agree with this statement than other students (76% vs. 87% overall).
- Asian students were also less likely to agree that “GCC welcomes students of all backgrounds” than other students (86% vs. 97% overall).

2.3.4 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.

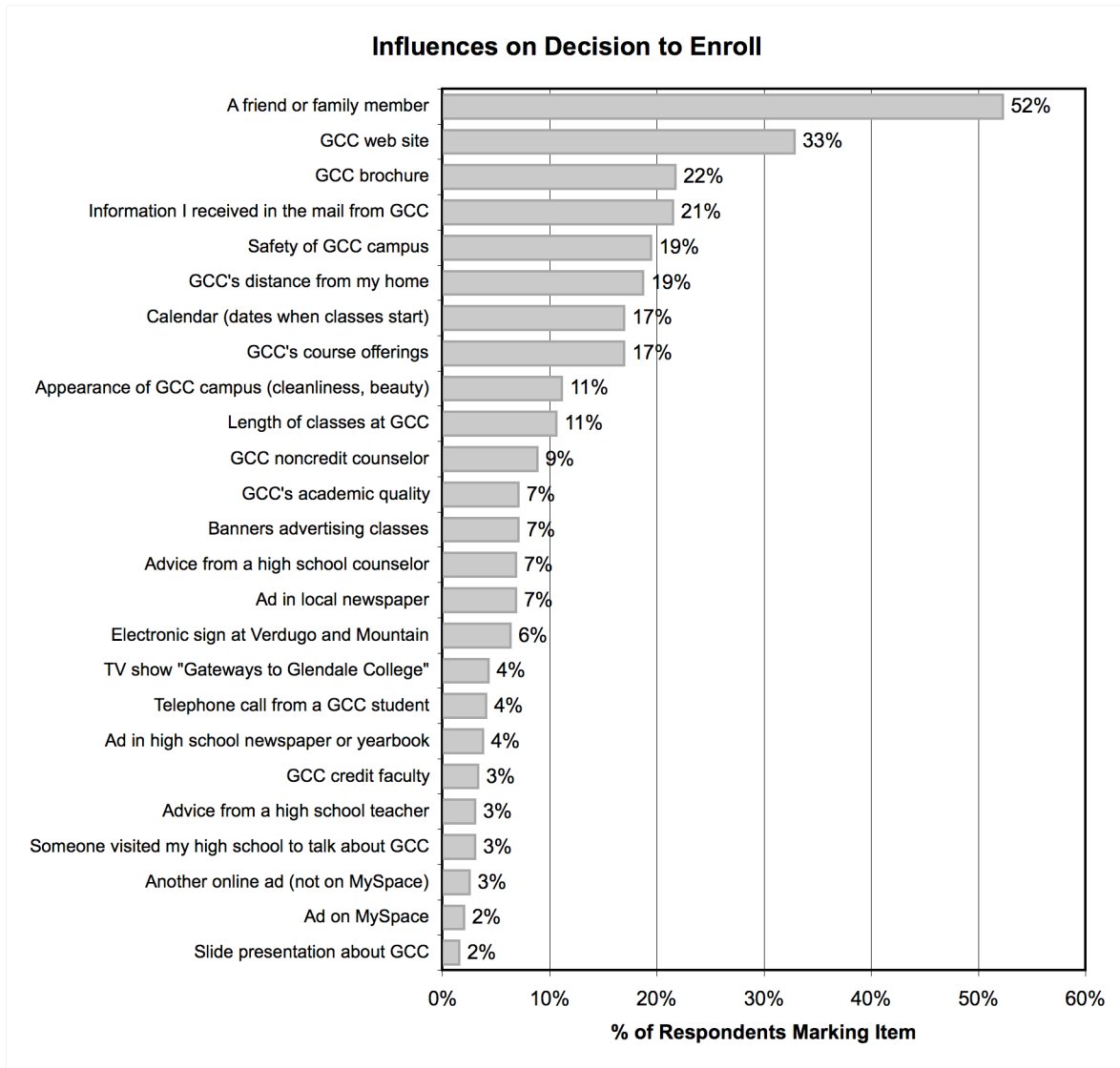
Figure 56. Recognition, Use, and Satisfaction for Continuing Education Student Services

Service	Recognition	Use	Satisfaction
Citizenship Center	60%	7%	81%
CalWORKs	65%	18%	69%
Career Center	74%	18%	65%
Parent Support Center (child care)	74%	10%	73%
Counseling	81%	22%	75%
Mental Health Counseling	55%	8%	72%

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 57. 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 students were less influenced by GCC's course offerings than other groups.
- Armenian 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 2010, 2,157 students responded to the credit Spring Student Survey. Surveys were distributed to 123 randomly selected credit sections and received from 103 sections for a class response rate of 84%. Potential enrollment in the 139 class sections was 3,989; the 2,157 returned surveys represent a student response rate of 54%.

For the survey of continuing education students, surveys were distributed to 23 randomly selected sections and received from 18 sections for a class response rate of 78%. Responses were received from 396 continuing education students. Accurate information about potential enrollment in the 23 sample 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.

Random sampling of sections was used in the Spring 2009 and 2010 surveys. 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. Random sampling 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. (Note that random sampling of sections is not the same as random sampling of students, which would be ideal but is not feasible.)

From Spring 2007 to 2010, 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 26, 2010 and Friday, May 14, 2010. 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.

In 2009, a random sample of students was emailed invitations to participate in an online version of the 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 2010 survey, 50% of respondents were full-time students, compared to only 34% in the overall Spring 2010 student population. In order to account for the differential representation of full-time students in the sample, response percentages were calculated by weighting full-time student responses with a factor of 0.52 relative to part-time student responses. The following tables show the results of this weighting on student demographic characteristics. For the entire credit student population, data are shown for students not dropping all their attempted units.

Figure 58. Summary of Results of Weighting Survey Responses for Full-Time Status

Full-Time Status	Spring 2010 Student Sample (Unweighted)	Spring 2010 Student Sample (Weighted)	Spring 2010 Credit Student Population
Full-Time	50%	34%	34%
Part-Time	50%	66%	66%
Number of Students	2,157	2,157	17,704

Sex	Spring 2010 Student Sample (Unweighted)	Spring 2010 Student Sample (Weighted)	Spring 2010 Credit Student Population
Male	42%	42%	44%
Female	58%	58%	56%
Number of Students	2,157	2,157	17,704

Age Group	Spring 2010 Student Sample (Unweighted)	Spring 2010 Student Sample (Weighted)	Spring 2010 Credit Student Population
Under 18	2%	2%	1%
18 to 21	47%	43%	36%
22 to 25	19%	20%	22%
26 to 30	11%	12%	14%
31 to 40	9%	10%	13%
41 to 50	8%	8%	9%
Over 50	4%	5%	5%
Number of Students	2,157	2,157	17,704

Ethnicity	Spring 2010 Student Sample (Unweighted)	Spring 2010 Student Sample (Weighted)	Spring 2010 Credit Student Population
Caucasian/Anglo	15%	15%	15%
Caucasian/Armenian	39%	39%	37%
Asian/Pacific Islander	9%	9%	10%
Latino	21%	22%	25%
Black	2%	2%	3%
Other	8%	8%	10%
Number of Students	2,157	2,157	17,704

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