

Glendale Community College

Student Views 2003

Results of the 2003 Spring Student Survey

**Edward R. Karpp
Research & Planning
July 2003**



1500 North Verdugo Road
Glendale, California 91208-2894
818-240-1000
<http://www.glendale.edu>

Summary

Introduction

This report presents the results of Glendale Community College's 2003 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 2003, responses were received from 3,057 students in 162 class sections.

The 2003 survey focused on issues related to evaluation and campus climate. During 2003 and 2004, the college is preparing its self study for the reaffirmation of accreditation. Several items on the 2003 student survey related to student satisfaction with different aspects of campus life. These items are intended to inform the writing of the accreditation self study.

Survey results are shown in the following three sections.

Demographic Items. Section 1 (pages 1-8) shows student responses to demographic items. Credit student demographics have remained stable over the past five years.

Technology Items. Section 2 (pages 9-12) shows student responses to technology items. Computer and Internet use, tracked since 1996, have stabilized. About 84% of credit students have Internet access at home, and 92% have computers at home. Student use of the GCC web site has increased, and student satisfaction with the quality of technology at GCC has increased.

Evaluation Items. Section 3 (pages 13-32) shows student responses to evaluation items. Students were generally positive about the college (for example, 80% were satisfied with the education they are getting at GCC and 85% felt comfortable at GCC). The major exception is parking: only 13% of students were satisfied with parking.

Section 3 includes comparisons of evaluation items for different student groups. This information is useful in assessing campus climate and answering questions about differential perceptions among, for example, different ethnic groups. Major differences in satisfaction with aspects of campus life were not found. The only significant exception is that younger students tended to view the college less positively than older students. See pages 17-32 for more information.

Methodological Note

The percentages shown in Student Views 2003 for previous years do not match percentages shown in earlier editions of Student Views. Starting in 2003, responses have been weighted in order to account for the oversampling of full-time students. Because the Spring Student Survey is conducted as a classroom survey, full-time students are more likely to be included in the survey sample because they are enrolled in more classes. In Student Views 2003, percentages are weighted to account for this sampling difference. The percentages shown in this report should be more accurate than those shown in earlier reports and may be generalized to the overall credit student population with more confidence. For more information about methodology and sampling issues, see the appendix starting on page 33.

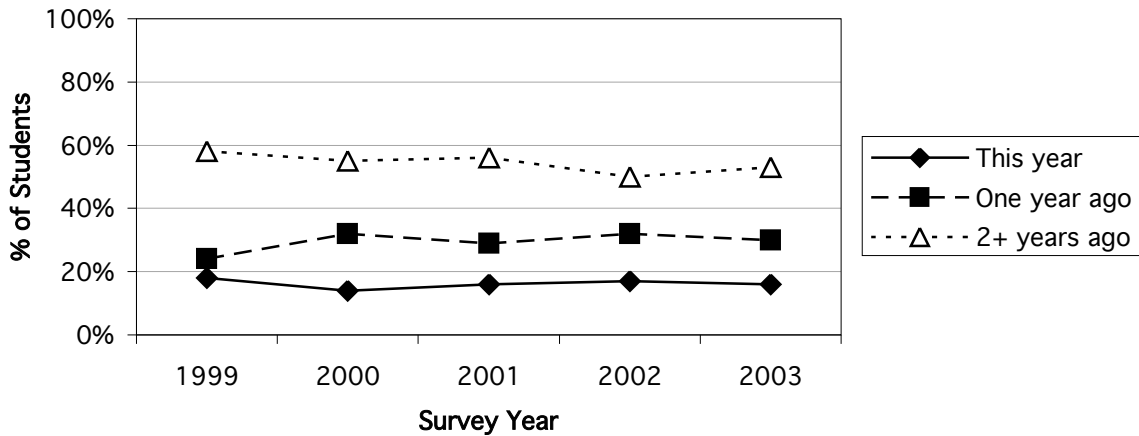
1. Demographic Items

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

YEAR	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
This year	18%	14%	16%	17%	16%
One year ago	24%	32%	29%	32%	30%
Two years ago	17%	25%	20%	18%	21%
Three years ago	12%	13%	13%	12%	11%
Four years ago	8%	7%	6%	7%	7%
Five or more years ago	21%	10%	17%	13%	14%
No Response	108	213	71	99	90
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

TERM	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Winter	--	--	--	--	5%
Spring	39%	34%	36%	36%	31%
Summer	9%	10%	9%	11%	12%
Fall	52%	56%	55%	53%	52%
No Response	369	631	539	607	810
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

First Year at GCC

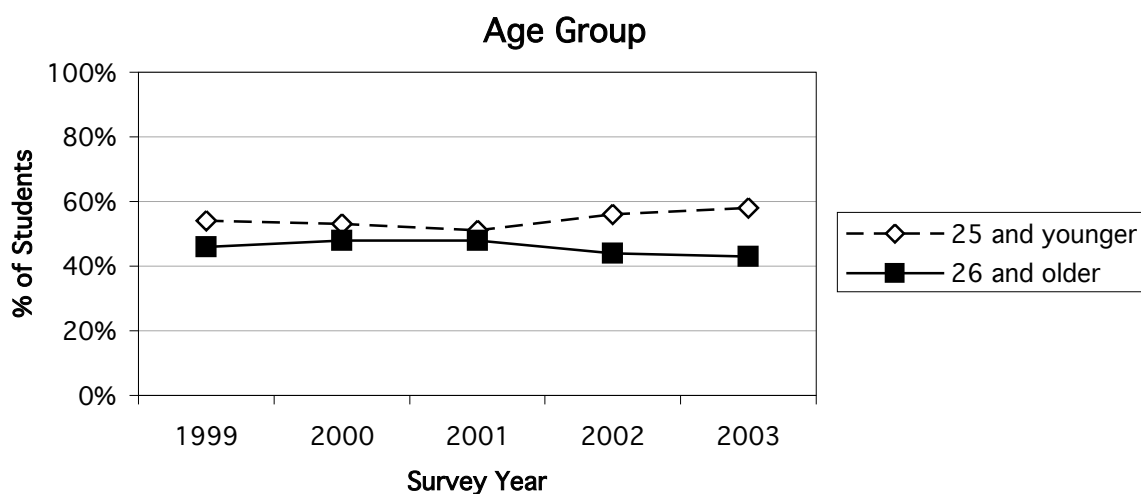


Comments

- Nearly 50% of credit students entered GCC within the past two years.
- Most credit students entered the college during a Fall semester.

Table 2. How old are you?

AGE GROUP	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Under 18	3%	4%	1%	1%	2%
18 to 21	32%	31%	34%	37%	37%
22 to 25	19%	18%	16%	18%	19%
26 to 30	14%	13%	13%	13%	11%
31 to 40	18%	19%	20%	17%	17%
41 to 50	10%	11%	11%	10%	11%
Over 50	4%	5%	4%	4%	4%
No Response	108	56	45	21	43
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057



Comments

- Over the past five years, the percentage of students in the 18-21 age group has increased.
- Paralleling a nationwide trend in community college enrollment, the median age of GCC students decreased somewhat in the late 1990's. It has remained at 24 years since 2000.
- Nearly 60% of credit students are 25 years old or younger.

Table 3. What is your sex?

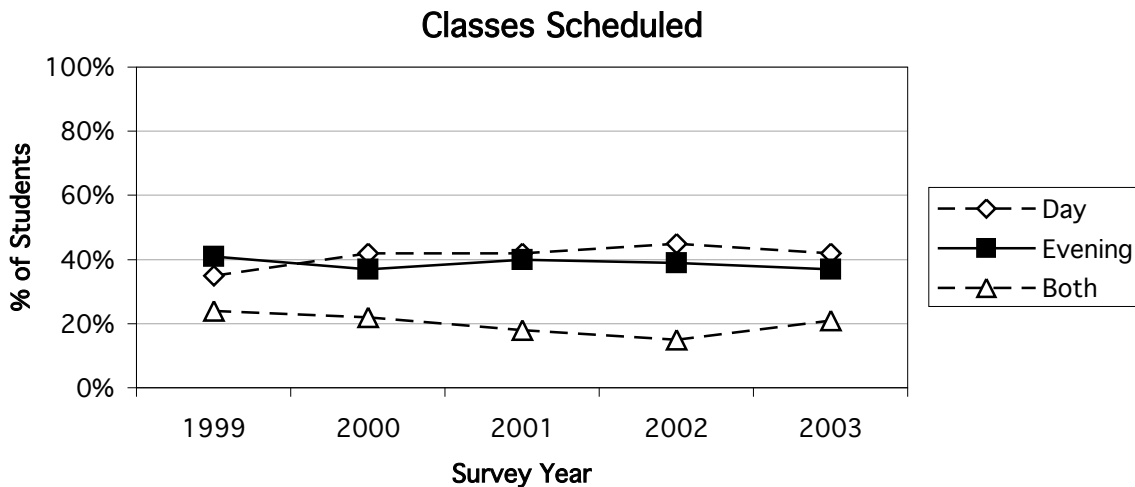
SEX	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Male	37%	38%	39%	43%	42%
Female	63%	62%	61%	57%	58%
No Response	192	367	618	638	48
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Comments

- The percentage of female credit students has remained steady at about 60%.

Table 4. When are most of your classes scheduled?

SCHEDULE	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Day (before 4:30 pm)	35%	42%	42%	45%	42%
Evening (4:30 pm or after)	41%	37%	40%	39%	37%
Day and Evening	24%	22%	18%	15%	21%
No Response	69	264	53	32	96
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057



Comments

- The percentage of credit students reporting they take both day and evening classes has increased in the past two years.

Table 5. How many units are you enrolled in this term?

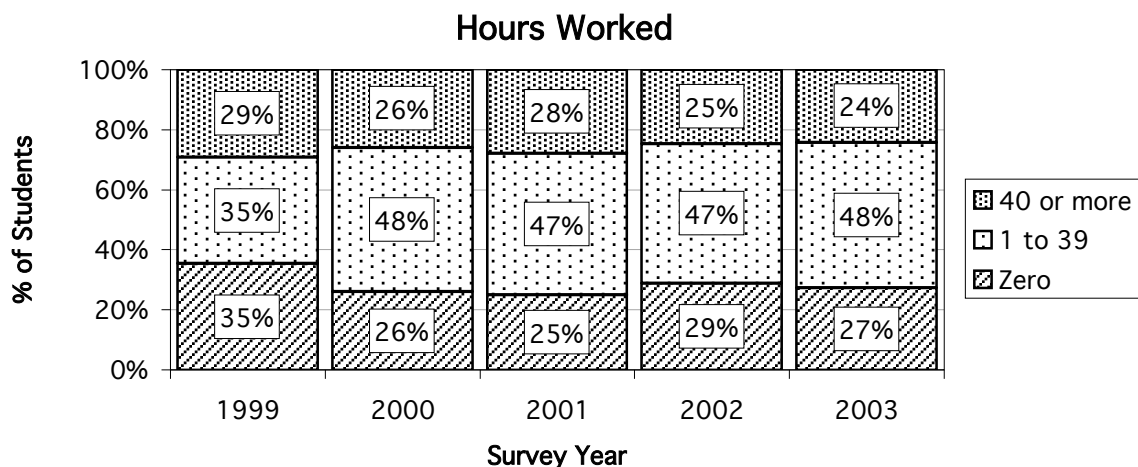
UNITS	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
0.5 to 3.9	14%	13%	15%	13%	14%
4.0 to 6.9	23%	23%	21%	25%	24%
7.0 to 11.9	33%	35%	34%	38%	35%
12.0 to 14.9	19%	21%	23%	20%	21%
15.0 or more	11%	8%	8%	5%	6%
No Response	51	168	70	28	41
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Comments

- In Spring semesters, the percentage of full-time students has remained steady at about 30%.

Table 6. How many hours of work are you paid for each week?

HOURS	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Zero	35%	26%	25%	29%	27%
1 to 9	2%	5%	6%	7%	6%
10 to 19	8%	13%	11%	12%	14%
20 to 29	15%	15%	16%	16%	16%
30 to 39	10%	15%	14%	12%	12%
40 or more	29%	26%	28%	25%	24%
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057



Comments

- About three quarters of all credit students work at least part-time; nearly one quarter work at least 40 hours per week.

Table 7. Were you born in the United States?

BORN IN U.S.	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	39%	40%	40%	37%	41%
No	61%	60%	60%	63%	59%
No Response	55	73	79	46	71
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

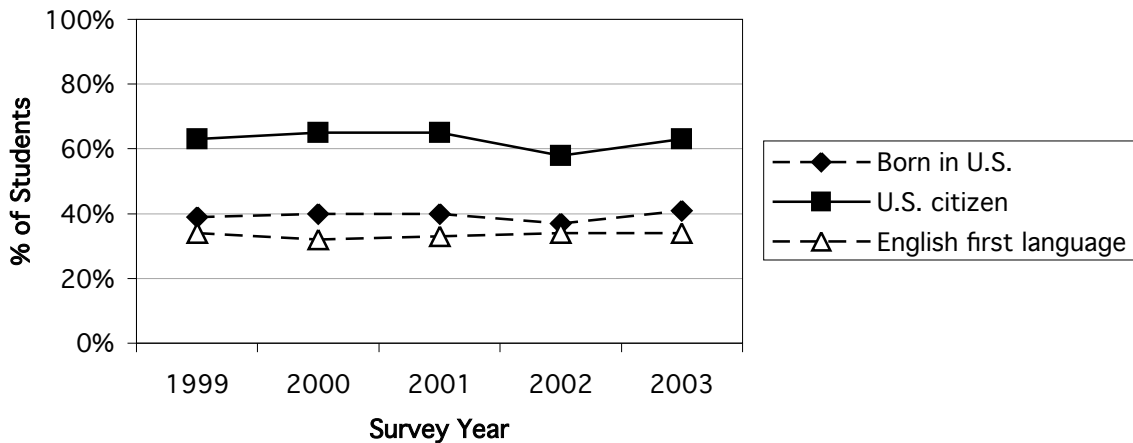
Table 8. Are you a United States citizen?

U.S. CITIZEN	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	63%	65%	65%	58%	63%
No	37%	35%	35%	42%	37%
No Response	22	66	90	76	91
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 9. Was English the first language you learned as a child?

ENGLISH 1ST LANGUAGE	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	34%	32%	33%	34%	34%
No	66%	68%	67%	66%	66%
No Response	51	123	96	76	96
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Origin, Citizenship, and Language



Comments

- Approximately one third of all credit students are native speakers of English.

Table 10. Have you worked with a counselor to develop a Student Educational Plan?

SEP	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	55%	51%	59%	57%	62%
No	45%	49%	41%	43%	38%
No Response	157	116	98	78	107
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

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

HOURS STUDYING	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Zero hours	--	--	--	--	2%
1-5 hours	--	--	--	--	41%
6-10 hours	--	--	--	--	32%
11-15 hours	--	--	--	--	14%
16-20 hours	--	--	--	--	7%
Over 20 hours	--	--	--	--	4%
No Response	--	--	--	--	108
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 12. Which best describes your ethnic/national background?

ETHNICITY	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
American Indian	1%	1%	0%	1%	1%
Asian/Pacific Islander	11%	10%	11%	13%	11%
Cambodian	0%	0%	0%	0%	0%
Chinese	3%	2%	2%	3%	2%
Japanese	2%	2%	2%	2%	1%
Korean	4%	3%	4%	5%	4%
Laotian	0%	0%	0%	0%	0%
Vietnamese	1%	1%	1%	1%	1%
Other Asian	1%	2%	2%	2%	2%
Pacific Islander	0%	0%	0%	0%	1%
Black	0%	3%	2%	2%	2%
Black / African-American	0%	3%	2%	2%	2%
Caribbean/ Black	0%	0%	0%	0%	0%
Caucasian	50%	51%	56%	56%	57%
Armenian	30%	31%	32%	37%	36%
European ("Anglo")	17%	17%	21%	16%	18%
Middle Eastern	3%	3%	3%	3%	3%
Filipino	5%	6%	5%	5%	5%
Latino/Hispanic	25%	24%	24%	20%	22%
Brazilian	1%	0%	0%	0%	0%
Caribbean/ Latino	0%	1%	1%	1%	1%
Central American	5%	4%	5%	4%	4%
Cuban	3%	1%	1%	0%	0%
Mexican/ Chicano	10%	11%	11%	10%	11%
South American	3%	3%	3%	2%	2%
Other Hispanic	3%	4%	3%	3%	4%
Multiple Heritages	5%	4%	2%	3%	3%
No Response	73	98	101	76	172
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

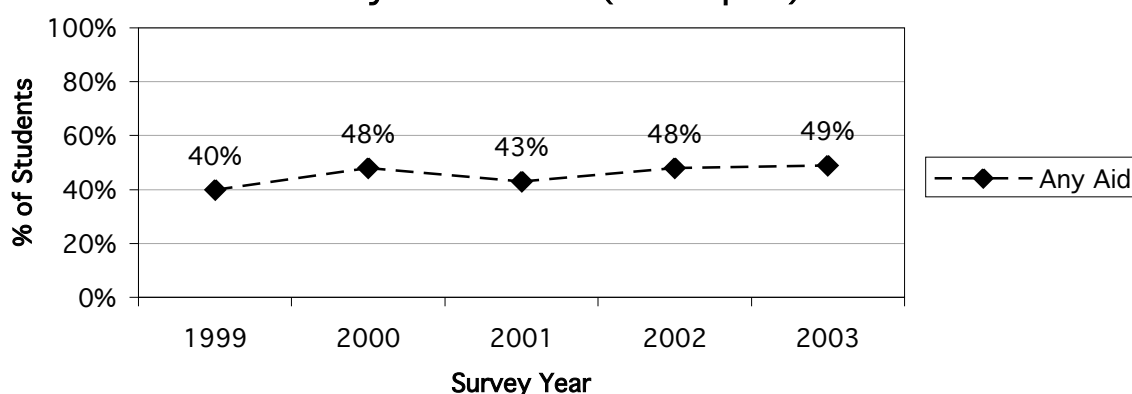
Comments

- Numbers in bold face are subtotals for major ethnic categories.
- Four groups make up most of GCC's credit student population: Armenians (36%), Caucasian/ European/ Anglos (18%), Latinos (22%), and Asians (11%).

Table 13. If you are receiving any financial aid this term, please mark all that apply:

FINANCIAL AID	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
BOG Waiver	34%	34%	35%	42%	40%
SEOG	2%	4%	3%	4%	4%
Scholarship	1%	2%	2%	4%	2%
Cal Grant	3%	3%	6%	7%	8%
Pell Grant	10%	11%	11%	14%	13%
Work Study	2%	4%	5%	5%	5%
Loan	1%	1%	2%	2%	2%
Other	3%	9%	4%	4%	5%
Any Financial Aid	40%	48%	43%	48%	49%

Any Financial Aid (Self-Report)



Comments

- Columns do not sum to 100% because students could mark more than one type of financial aid.
- The percentage of credit students with BOG waivers has increased somewhat since 1999.

Table 14. What is your educational goal?

EDUCATIONAL GOAL	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Transfer with AA	40%	43%	42%	44%	46%
Transfer without AA	21%	20%	20%	21%	21%
Vocational AA / AS	8%	4%	4%	4%	4%
General education AA / AS	5%	8%	9%	9%	9%
Vocational certificate	7%	7%	7%	7%	5%
Improve job skills	4%	4%	3%	2%	2%
Gain skills for new job	5%	5%	4%	3%	4%
Personal interest	7%	7%	8%	7%	6%
Improve English or Math	3%	4%	3%	2%	3%
No Response	127	161	227	230	171
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Comments

- Educational goal has remained steady for credit students.

Table 15. To what university do you plan to transfer?

TRANSFER PLAN	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
I do not plan to transfer	--	--	--	--	25%
CSUN	--	--	--	--	20%
CSULA	--	--	--	--	12%
Another CSU	--	--	--	--	12%
UCLA	--	--	--	--	13%
Another UC	--	--	--	--	6%
USC	--	--	--	--	6%
Other	--	--	--	--	6%
No Response	--	--	--	--	527
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 16. Are you taking classes anywhere else this semester? If yes, where?

CLASSES ELSEWHERE	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	4%	6%	--	7%	7%
No	96%	94%	--	93%	93%
No Response	117	295	101	137	81
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

LOCATION	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
High school	1%	1%	--	1%	1%
Four-year university	2%	1%	--	1%	2%
Another community college	1%	2%	--	2%	3%
Other	2%	1%	--	1%	1%

Comments

- About 7% of credit students report they are taking classes elsewhere.
- In previous surveys, the most frequent community college listed has been Pasadena City College.
- Columns may not sum to the percentages in the previous table due to rounding error.

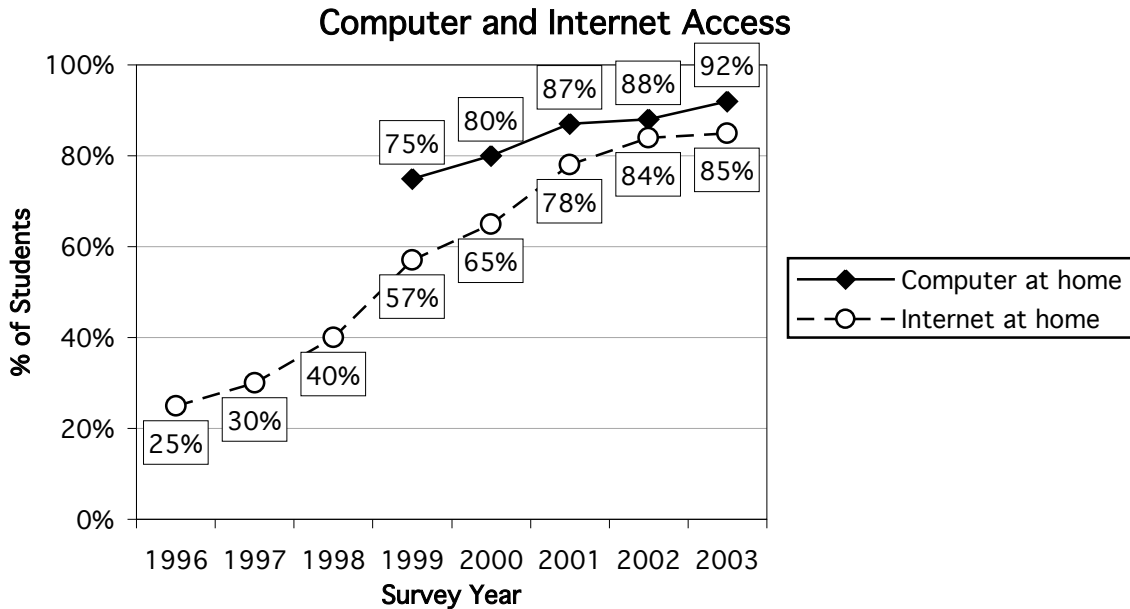
Table 17. How many dependent children do you have?

CHILDREN	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
None	--	--	--	--	76%
One	--	--	--	--	9%
Two	--	--	--	--	11%
Three	--	--	--	--	3%
Four	--	--	--	--	0%
Five or more	--	--	--	--	0%
No Response	--	--	--	--	73
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

2. Technology Items

Table 18. Computer and Internet Summary

ACCESS	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Students with computer at home	75%	80%	87%	88%	92%
Internet access at home	57%	65%	78%	84%	85%
Internet access at work	32%	37%	42%	46%	47%
Internet access at home or work	61%	71%	80%	87%	86%



Comments

- The college has tracked student computer and Internet access since 1996.
- Internet access has increased dramatically since 1996.
- The gap between computer access at home and Internet access at home has narrowed in the past five years.

Table 19. If you have a computer at home, what kind is it?

TYPE OF COMPUTER	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Windows	--	--	--	--	78%
Macintosh	--	--	--	--	8%
Other	--	--	--	--	10%
I don't know	--	--	--	--	4%
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Comments

- Columns do not sum to 100% because students could mark all that applied.

Table 20. Have you used the GCC web site to check class cancellations?

	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
CHECK CANCELLATIONS					
Yes	--	19%	17%	40%	50%
No	--	81%	83%	60%	50%
No Response	--	69	84	74	114
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 21. Did you buy any books online from GCC this semester?

	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
BOUGHT BOOKS ONLINE					
Yes	--	--	8%	12%	12%
No	--	--	92%	88%	88%
No Response	--	--	76	42	77
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

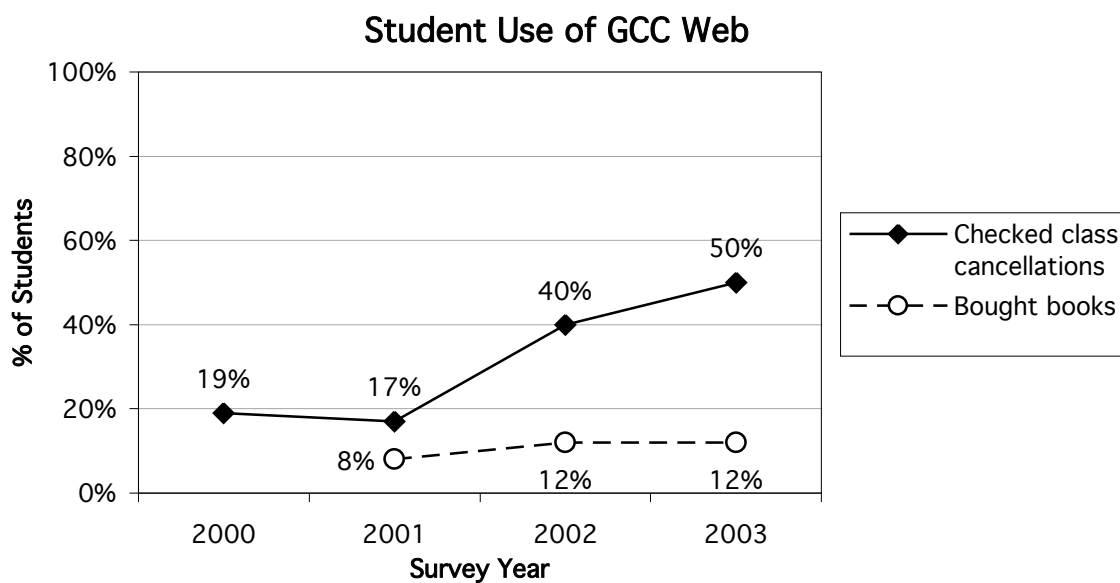


Table 22. Would you like to have a Glendale College email address (*yourname@glendale.edu*)?

	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
GCC EMAIL ADDRESS					
Yes	--	--	--	--	39%
No	--	--	--	--	61%
No Response	--	--	--	--	128
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

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

Table 23. Availability of computers to do school work

AVAILABILITY	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	19%	18%	16%
Good	--	--	33%	31%	33%
Fair	--	--	18%	21%	23%
Poor	--	--	7%	9%	8%
No Opinion	--	--	23%	21%	21%
No Response	--	--	179	232	161
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 24. The quality of computer labs at GCC

QUALITY OF LABS	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	21%	21%	15%
Good	--	--	37%	36%	37%
Fair	--	--	18%	19%	21%
Poor	--	--	4%	5%	6%
No Opinion	--	--	20%	20%	21%
No Response	--	--	159	219	176
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 25. The use of computers in your GCC classes

USE IN CLASSES	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	15%	14%	11%
Good	--	--	32%	28%	30%
Fair	--	--	19%	20%	22%
Poor	--	--	8%	11%	10%
No Opinion	--	--	28%	27%	28%
No Response	--	--	207	268	196
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 26. The quality of technology at GCC

TECHNOLOGY	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	12%	17%	13%
Good	--	--	29%	43%	41%
Fair	--	--	45%	22%	24%
Poor	--	--	2%	4%	4%
No Opinion	--	--	11%	14%	18%
No Response	--	--	200	233	196
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

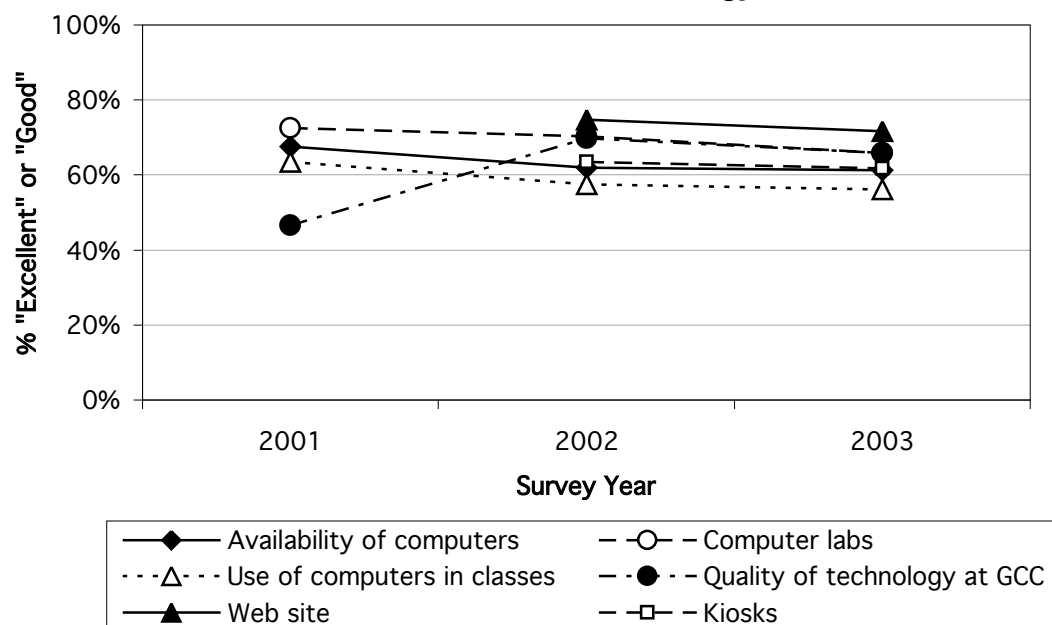
Table 27. GCC's web site

WEB SITE	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	--	23%	19%
Good	--	--	--	42%	44%
Fair	--	--	--	19%	22%
Poor	--	--	--	3%	3%
No Opinion	--	--	--	12%	11%
No Response	--	--	--	241	205
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 28. GCC's kiosks

KIOSKS	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Excellent	--	--	--	15%	12%
Good	--	--	--	32%	35%
Fair	--	--	--	21%	23%
Poor	--	--	--	6%	6%
No Opinion	--	--	--	25%	26%
No Response	--	--	--	272	228
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Satisfaction With Technology



Comments

- The graph shows the percentage of students with an opinion who responded "good" or "excellent."
- Satisfaction with the overall quality of technology at GCC increased from 2001 to 2003.

3. Evaluation Items

Table 29. Are you moving as quickly as possible toward your educational goal?

	Survey				
MOVING TOWARD GOAL	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	--	--	70%	72%	68%
No	--	--	30%	28%	32%
No Response	--	--	102	96	100
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

Table 30. Did you have any problems getting classes this semester? If "yes," please indicate which problems you had getting classes.

	Survey				
PROBLEMS GETTING CLASSES	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Yes	21%	15%	23%	29%	42%
No	79%	85%	77%	71%	58%
No Response	84	134	64	29	58
Total Surveys Returned	2,897	2,750	2,278	2,886	3,057

	Survey				
PROBLEMS GETTING CLASSES	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
A class was full	17%	18%	--	22%	33%
A class was not offered when I wanted to take it	14%	21%	--	10%	14%
A class I wanted was not offered this semester	3%	5%	--	5%	9%
Other reason	3%	5%	--	4%	5%

Comments

- Students in 2003 expressed more difficulty getting their classes than students in previous years. It is likely that this is due to state budget cuts and subsequent cutting of class offerings.

Table 31. How would you rate the following aspects of your education at Glendale Community College?

The table below shows the percentage of students with an opinion who rated the item "excellent" or "good." Students had the opportunity to respond with "no opinion"; these responses are not included in the percentage calculation.

% "EXCELLENT" OR "GOOD"	Survey				
	Spring 1999	Spring 2000	Spring 2001	Spring 2002	Spring 2003
Your preparation for study at GCC	75%	77%	71%	72%	73%
Faculty concern for students	71%	70%	64%	62%	61%
Helpfulness of counselors	61%	65%	--	58%	57%
The education you are getting	--	--	82%	80%	80%
Student government (ASGCC)	--	--	--	--	49%
Student life (clubs, activities)	--	--	54%	49%	49%
Safety on campus	--	--	--	--	79%
Friendliness of faculty and staff	--	--	--	--	69%
Facilities (buildings, rest rooms)	--	--	68%	69%	73%
Food services	--	--	--	--	59%
Parking	--	--	--	--	13%
GCC's web site (including myGCC)	--	--	--	74%	71%
GCC's kiosks	--	--	--	63%	62%
Availability of computers to do school work	--	--	67%	62%	61%
Quality of computer labs	--	--	73%	71%	65%
Use of computers in classes	--	--	64%	57%	56%
Quality of technology at GCC	--	--	46%	70%	66%

Comments

- A graph of 2003 responses to satisfaction items is shown on the next page.
- In 2003, students were most satisfied with the education they were receiving at GCC and their safety on campus. They were least satisfied with parking.
- Student satisfaction with faculty concern for students has declined from 71% in 1999 to 61% in 2003.
- Student satisfaction with counselor helpfulness has declined from 65% in 2000 to 57% in 2003.
- Student satisfaction with computer availability, the quality of computer labs, and the use of computers in classes has declined, but satisfaction with the quality of technology at GCC has increased since 2001.

Satisfaction Items

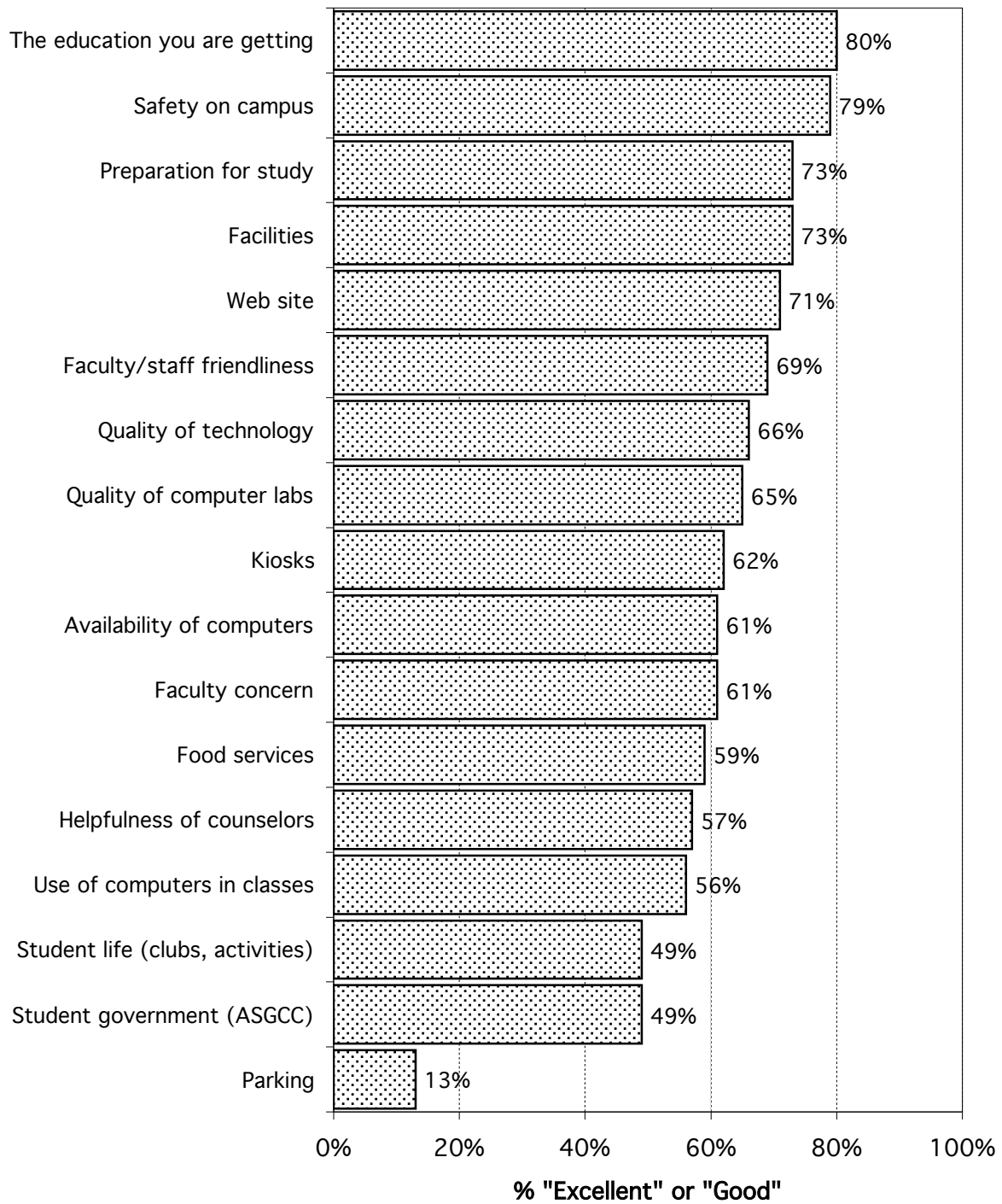
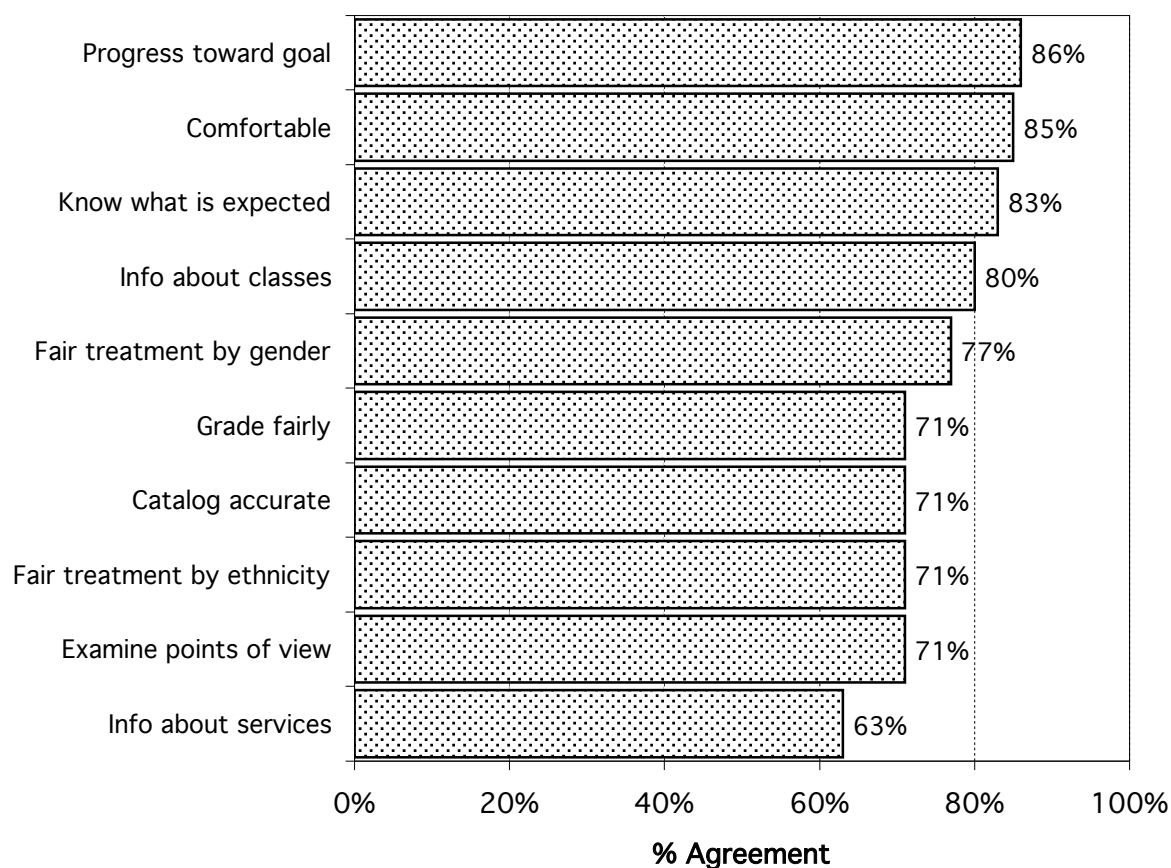


Table 32. Would you agree or disagree with the following statements?

The table below shows the percentage of students agreeing with the statement. Students who responded with "no opinion" are included in the denominator of the agreement percentage, but students who did not fill in an answer are not included.

	Survey
% AGREEMENT	Spring 2003
It is easy to find information about Glendale College classes.	80%
It is easy to find information about services available to students.	63%
Information in the GCC Catalog is accurate.	71%
In my classes, I know what is expected of me.	83%
I am making progress toward my educational goal.	86%
I feel comfortable at GCC.	85%
GCC instructors encourage students to examine different points of view.	71%
Glendale College treats students of all ethnic backgrounds fairly.	71%
Glendale College treats both male and female students fairly.	77%
GCC instructors grade students fairly.	71%



Evaluation Items by Student Group

The following section describes group differences in evaluating programs, services, and campus climate. Responses were compared for the following groups of students:

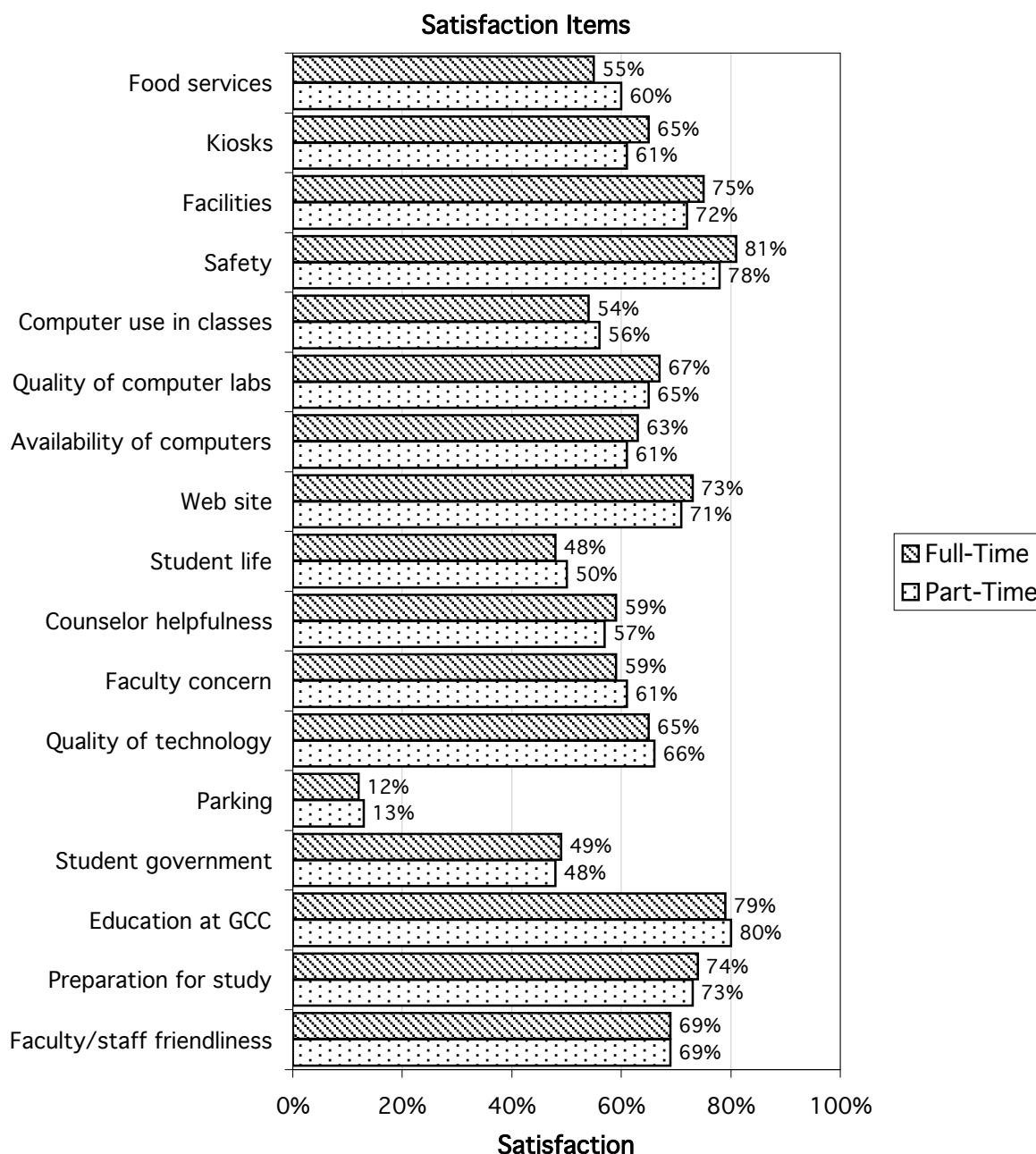
- Full-time/part-time students
- Male/female students
- Day/evening students
- First-year/continuing or returning students
- Students age 25 and under/students over age 25
- Ethnic groups (Armenian, Latino, Asian, and European/Caucasian students)

In the graphs below, satisfaction refers to the percentage of students with an opinion who marked "excellent" or "good." Agreement refers to the percentage of all responding students who marked "strongly agree" or "agree."

Each graph is arranged in order of the size of the group difference. Items showing the largest group differences are at the top of the graph, and items showing the smallest group differences are at the bottom of the graph. For example, in the full-time/part-time graph on the next page, the item shown at the top of the graph ("food services") showed the largest difference in opinion between full-time and part-time students. The item at the bottom of the graph ("faculty/staff friendliness") showed no group difference.

Differences were most pronounced between students age 25 and under and students over age 25. Younger students were less positive about many aspects of campus life than older students.

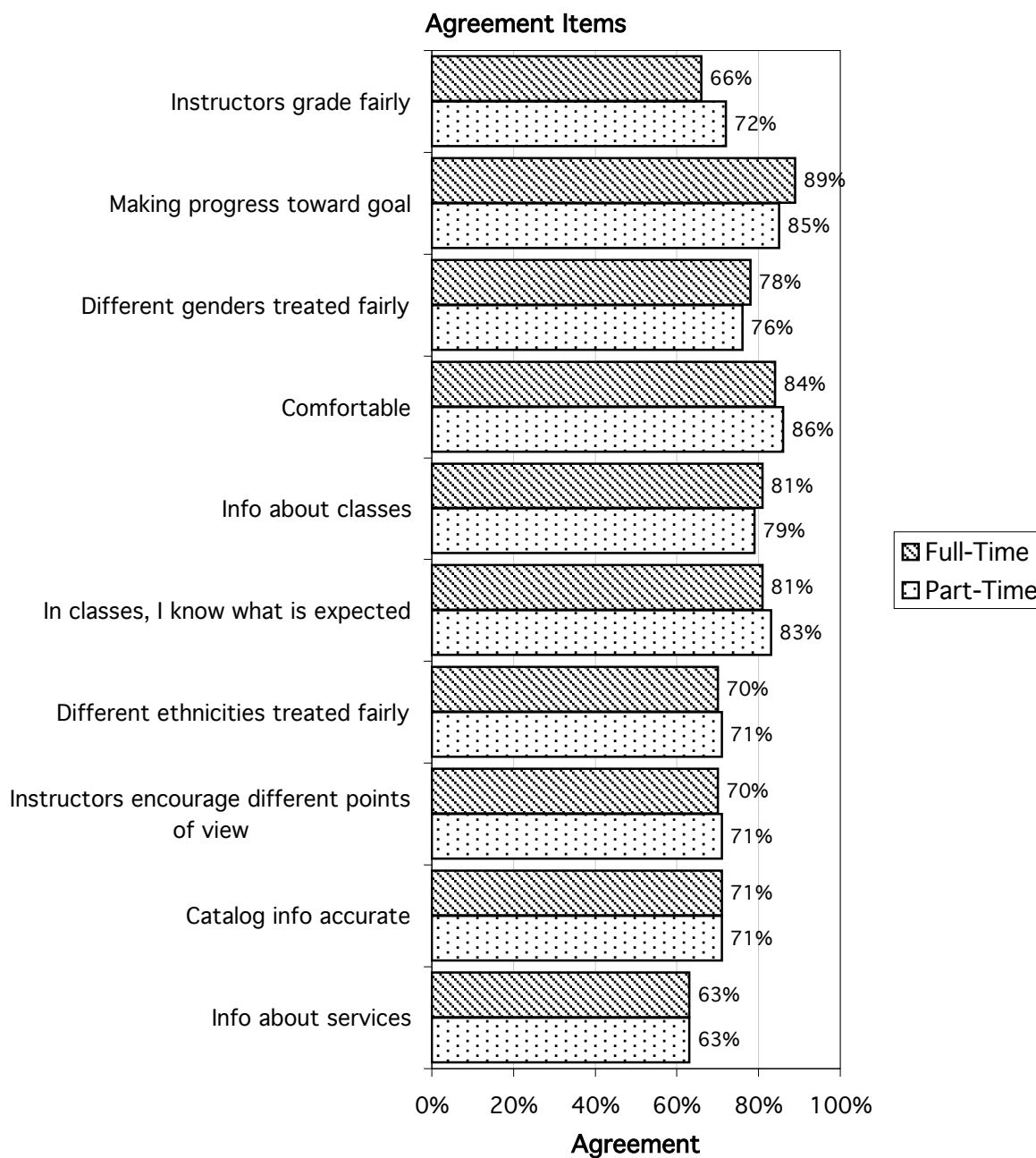
Full-Time Students/Part-Time Students: Satisfaction Items



Comments

- Full-time and part-time students did not differ in their satisfaction with most aspects of college life. The largest satisfaction difference was with food services: 55% of part-time students were satisfied with food services, compared to 60% of full-time students, a difference of only 5 percentage points.

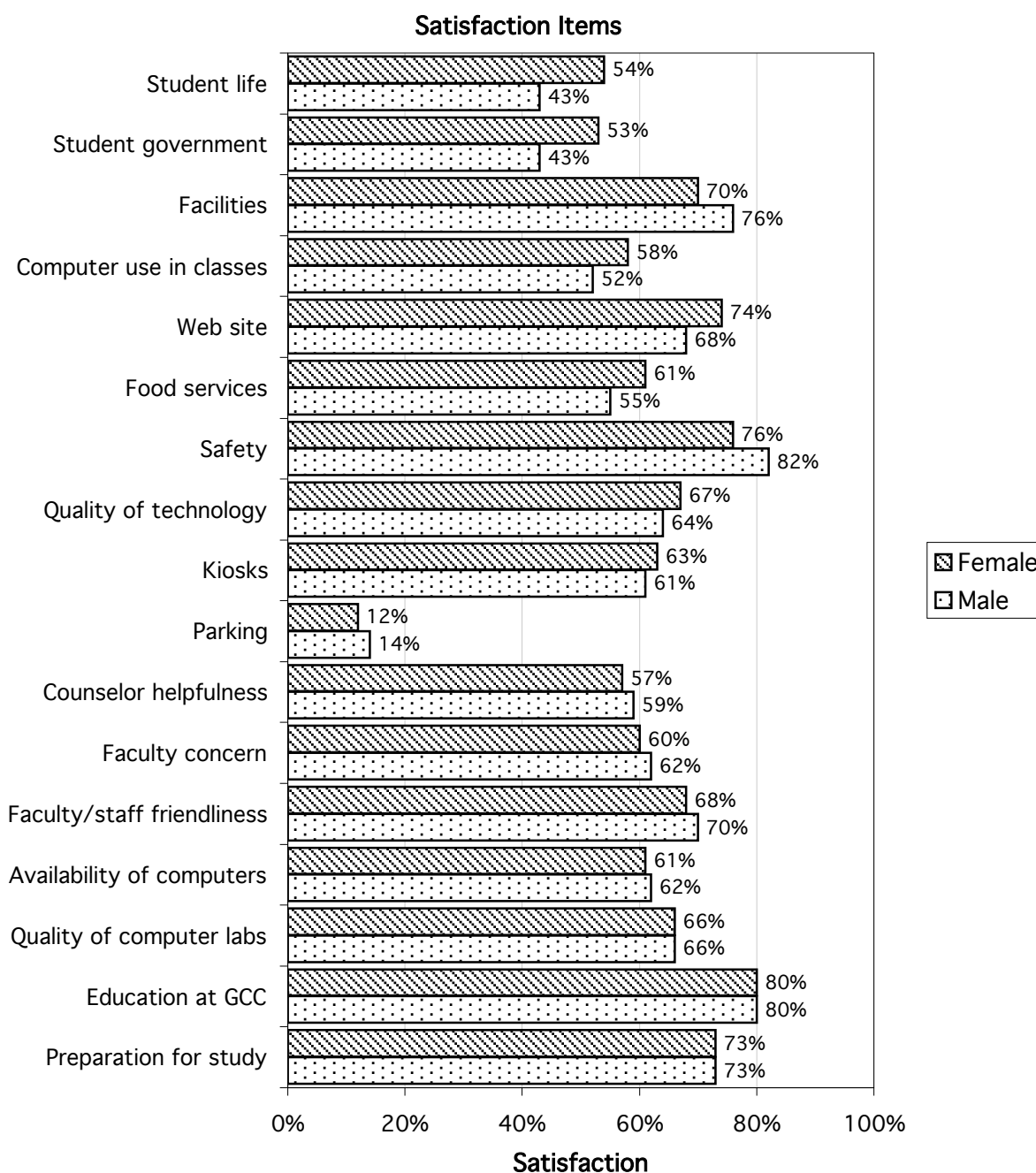
Full-Time Students/Part-Time Students: Agreement Items



Comments

- Full-time and part-time students showed only small differences in agreeing with these statements. The largest difference was for the top item, "instructors grade fairly": 66% of full-time students agreed that instructors grade fairly, compared to 72% of part-time students.

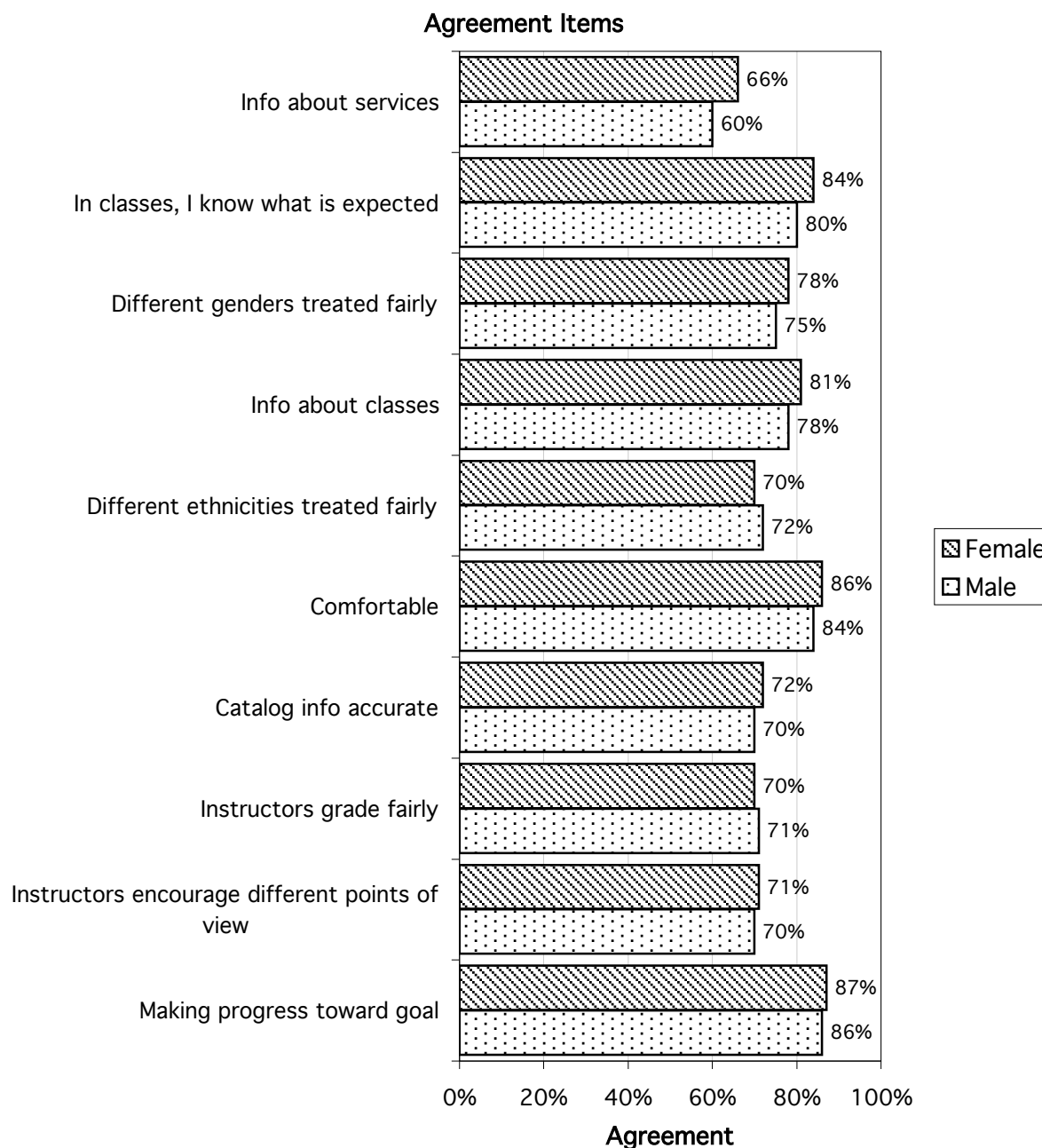
Male Students/Female Students: Satisfaction Items



Comments

- Female students were more satisfied than male students with student life, student government, the web site, and the use of computers in classes.
- Male students were more satisfied with safety on campus and facilities.

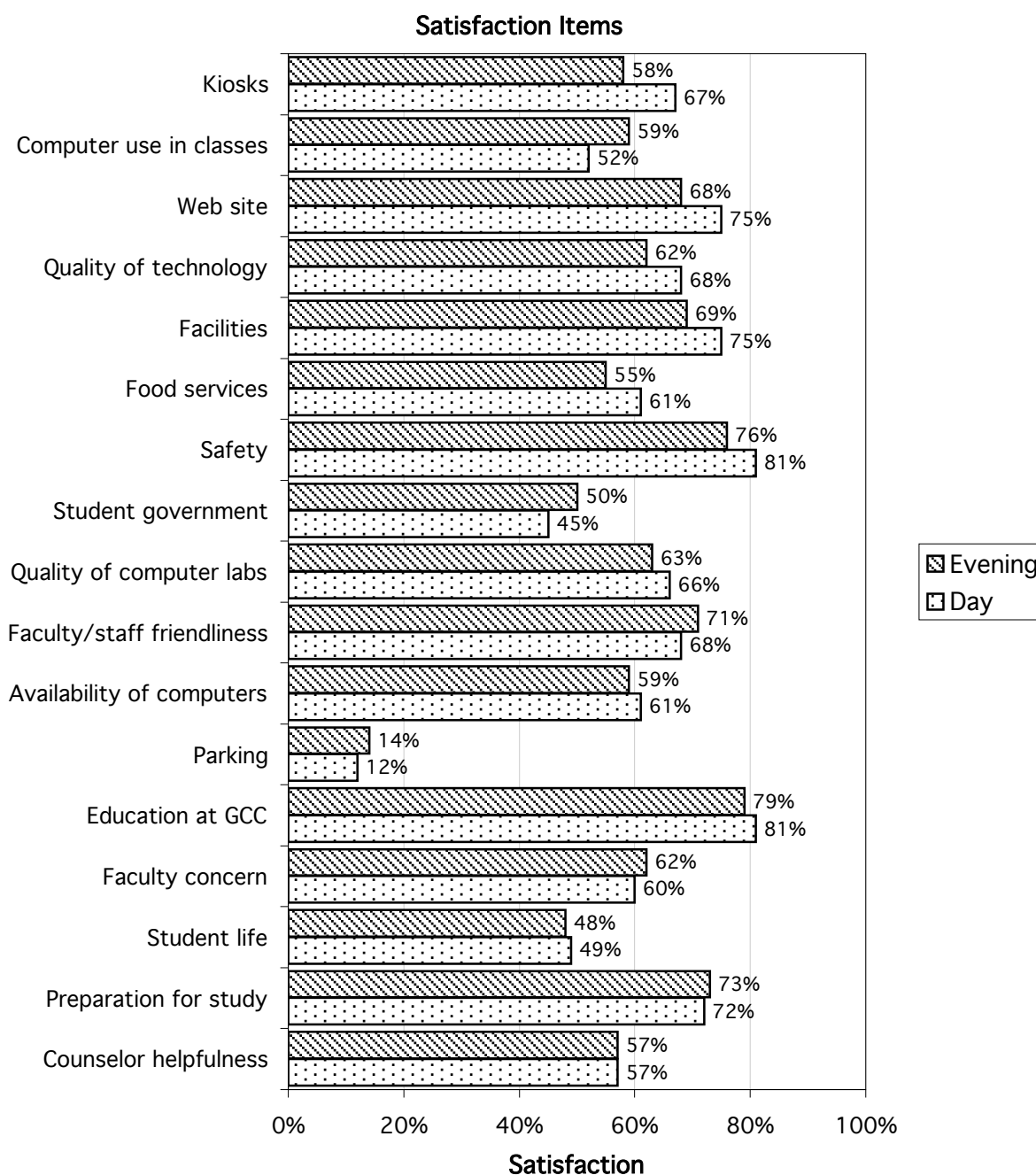
Male Students/Female Students: Agreement Items



Comments

- Female students were more positive about the availability of information about services to students and class expectations.
- Male and female students agreed about equally that different genders are treated fairly at GCC, that students of different ethnicities are treated fairly at GCC, and that they feel comfortable at GCC.

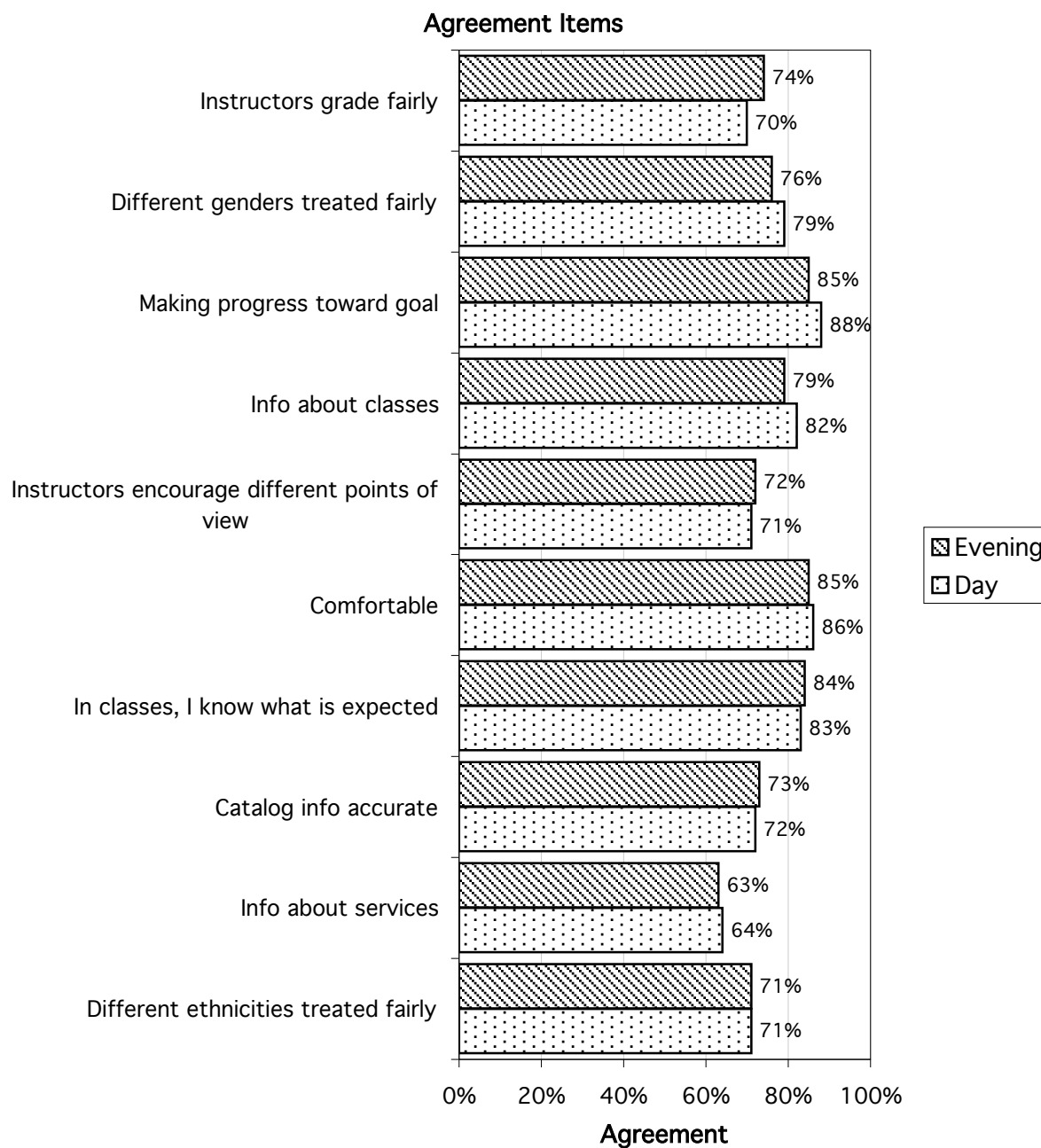
Day Students/Evening Students: Satisfaction Items



Comments

- Day students were more satisfied with campus kiosks, the GCC web site, the quality of technology at GCC, facilities, food services, and safety.
- Evening students were more satisfied with the use of computers in their classes.
- Data from students reporting they primarily took both day and evening classes are not included in the graph.

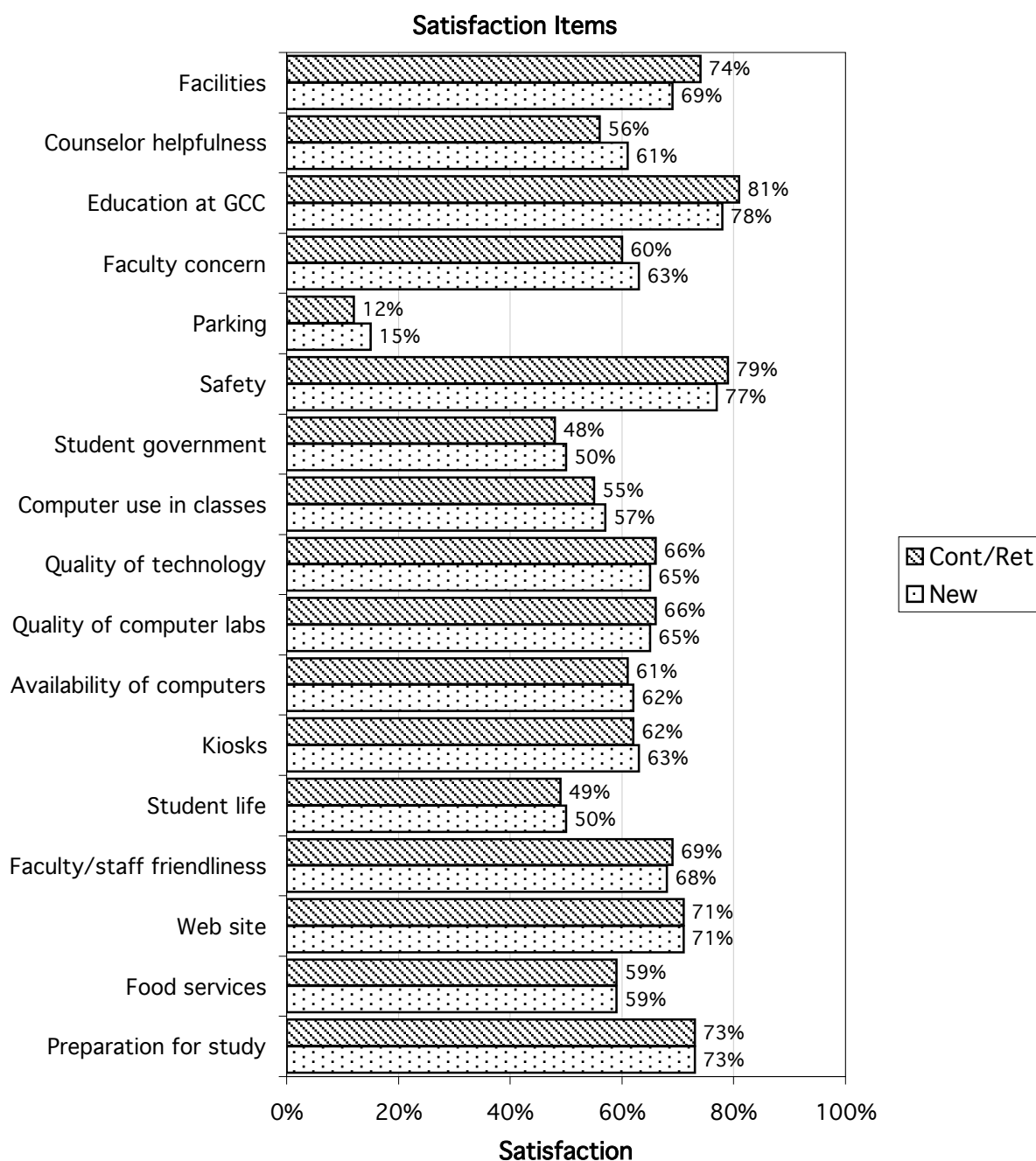
Day Students/Evening Students: Agreement Items



Comments

- Day and evening students agreed about equally with all of the statements listed.
- Data from students reporting they primarily took both day and evening classes are not included in the graph.

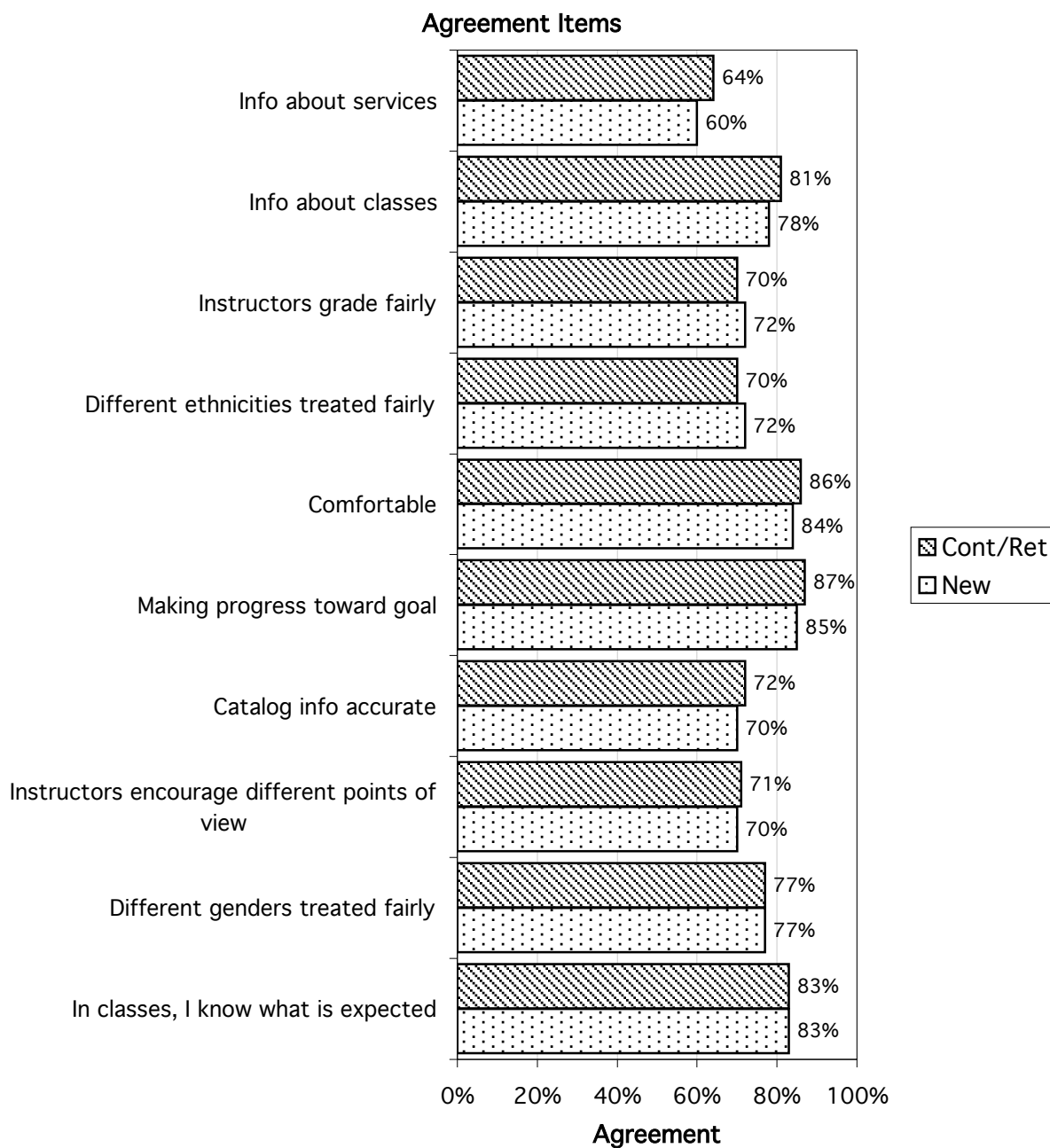
New Students/Continuing or Returning Students: Satisfaction Items



Comments

- New and continuing/returning students were about equally satisfied with all the items.
- New students were somewhat less satisfied with facilities than continuing and returning students.

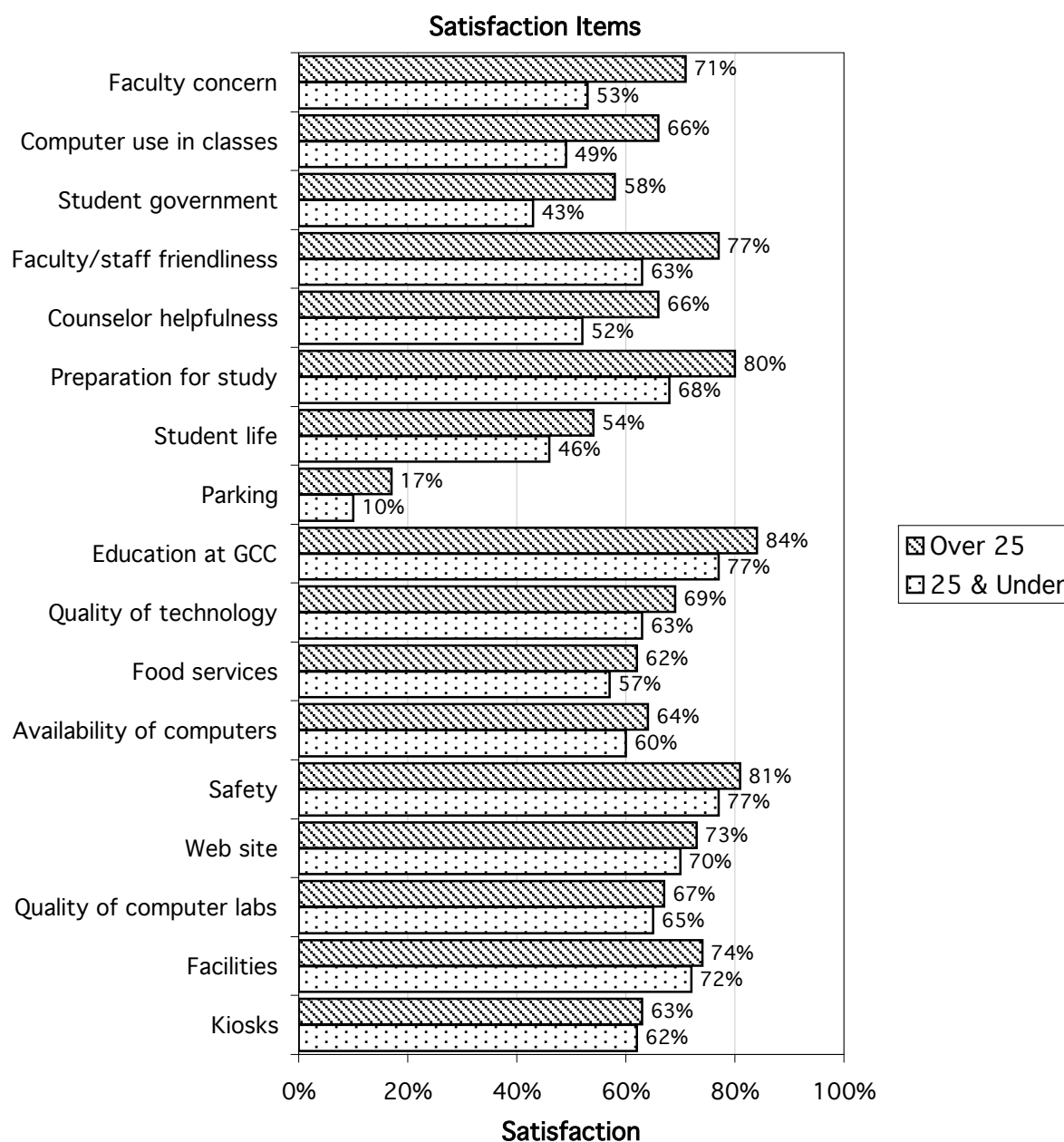
New Students/Continuing or Returning Students: Agreement Items



Comments

- New and continuing/returning students agreed about equally with all the items listed.

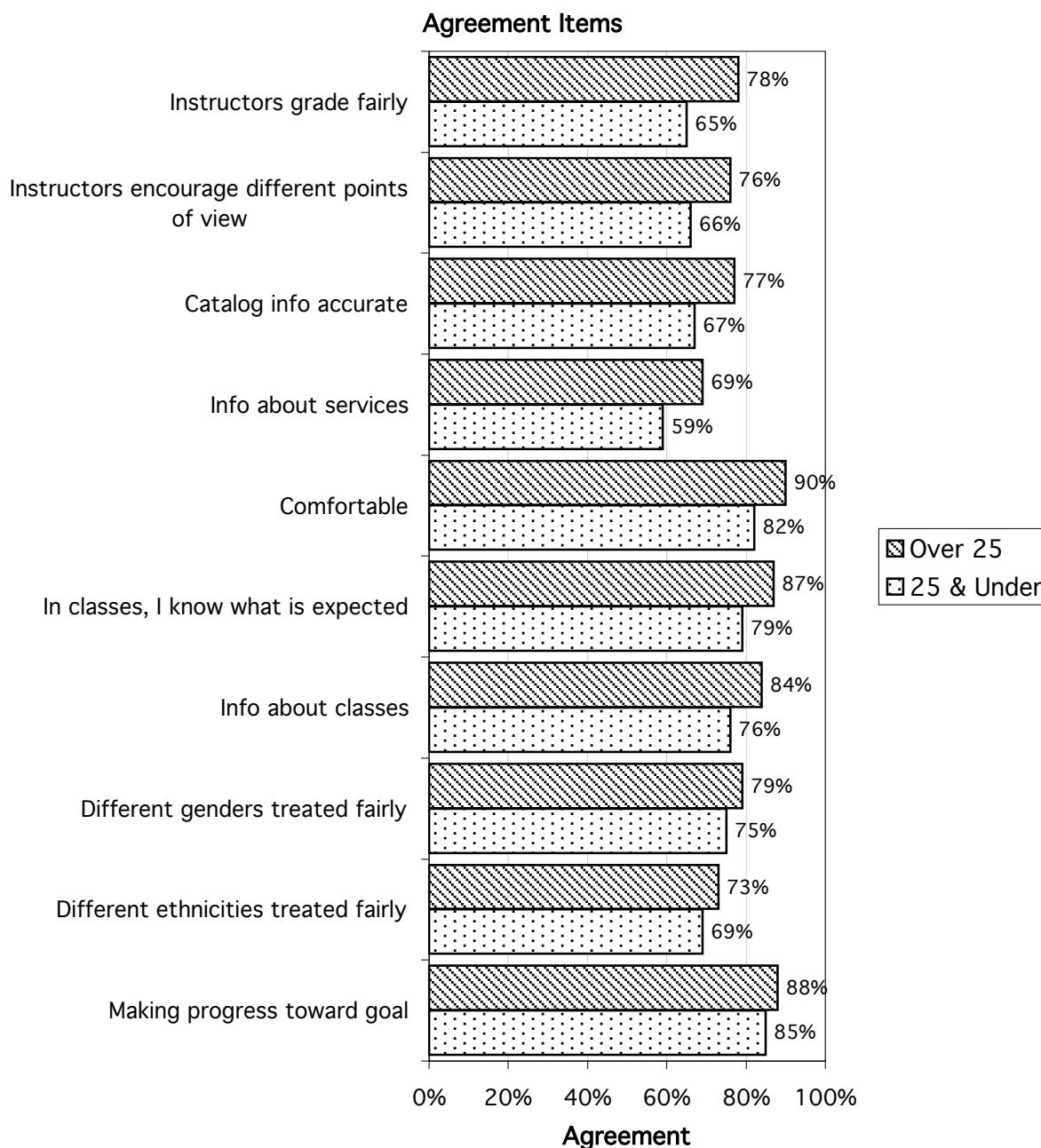
Students 25 and Under/Students Over 25: Satisfaction Items



Comments

- Students age 25 and under were less positive about campus life than students over age 25.
- Students age 25 and under had a satisfaction rate under 50% for the use of computers in classes, student government, student life, and parking. Students over age 25 had a satisfaction rate under 50% for only one item: parking.
- Younger students were considerably less positive than older students about faculty concern for students, the use of computers in classes, student government, the friendliness of faculty and staff, the helpfulness of counselors, their preparation for study at GCC, student life, the education they are getting at GCC, and parking.

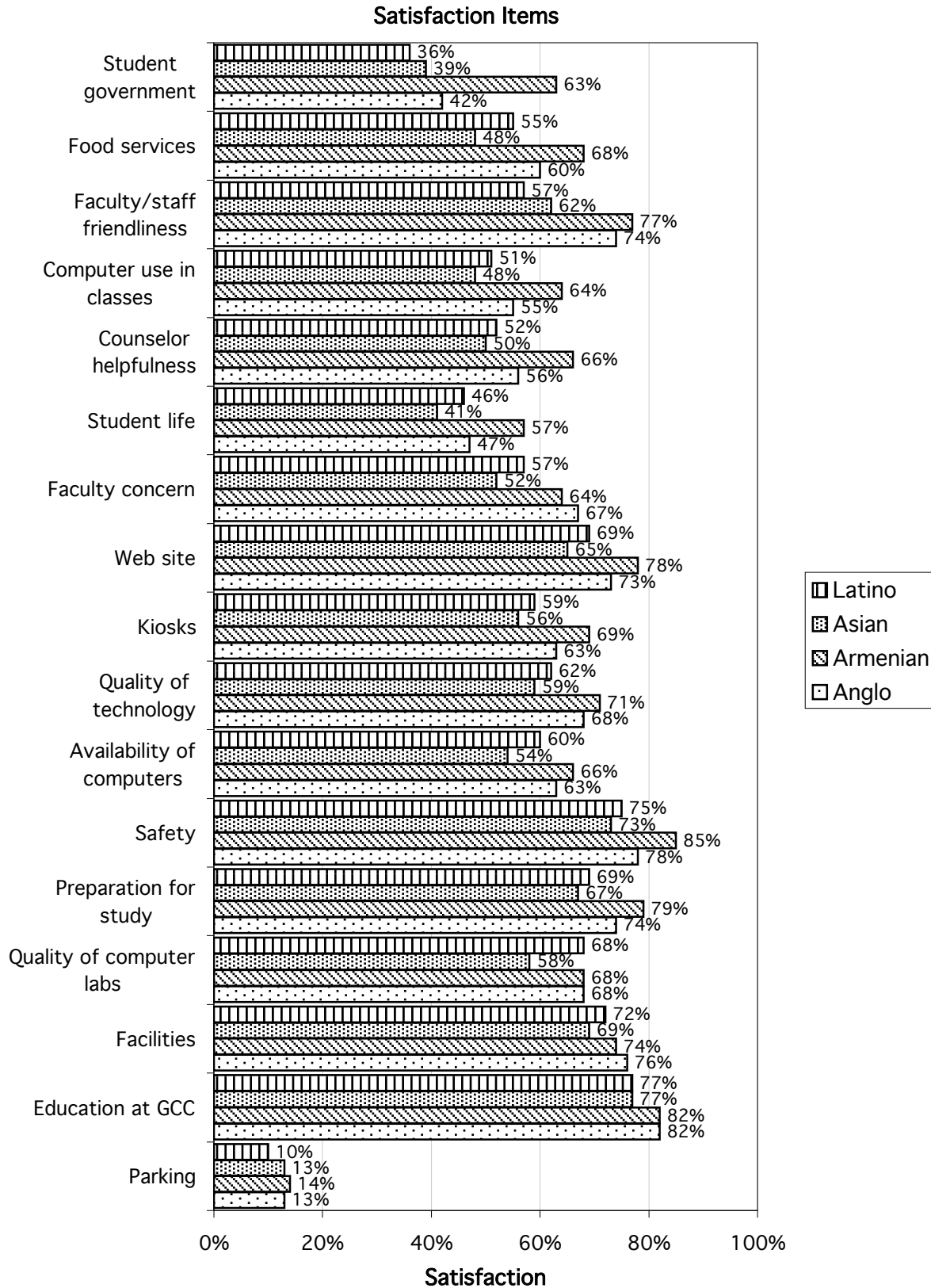
Students 25 and Under/Students Over 25: Agreement Items



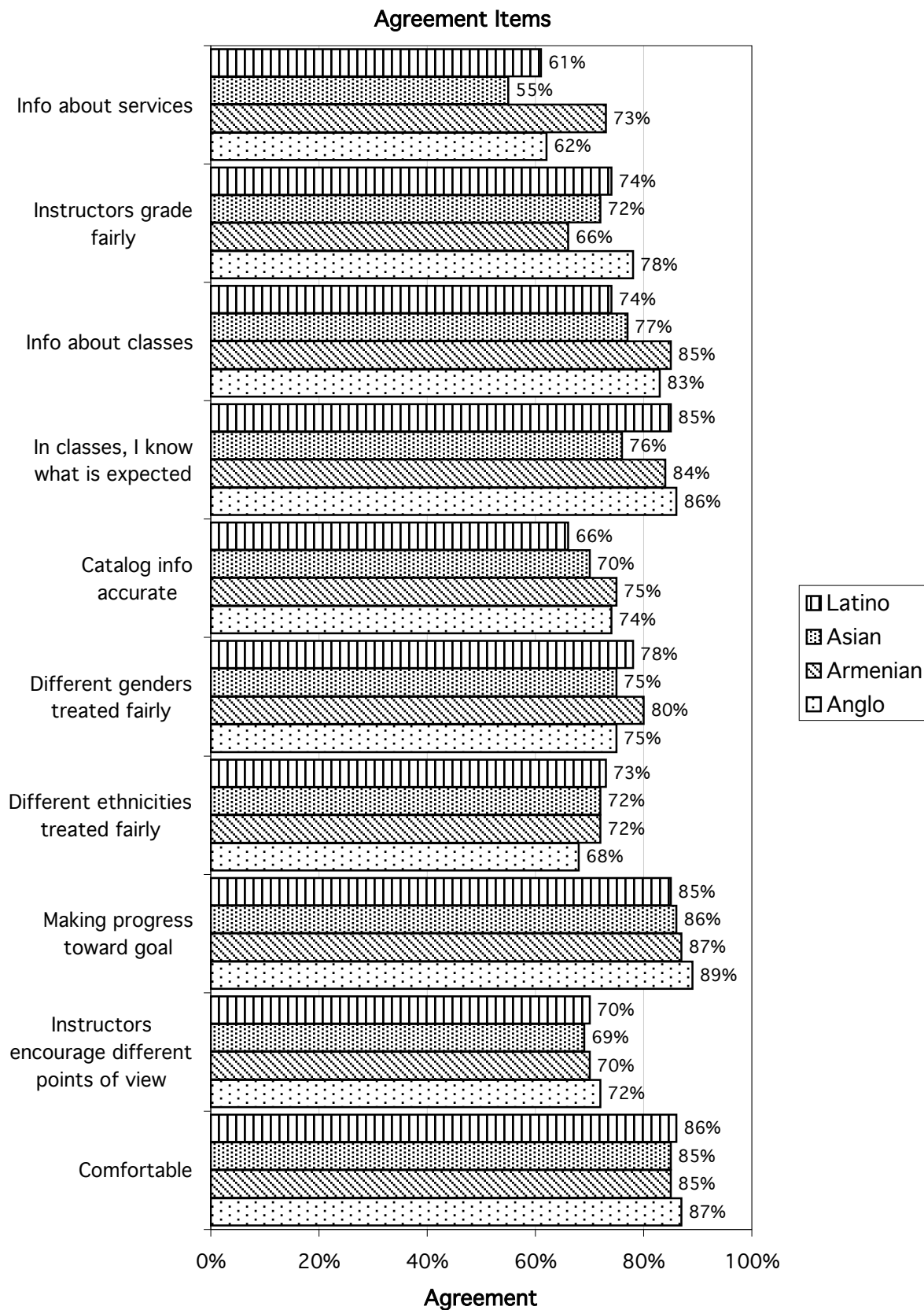
Comments

- Students age 25 and under were less positive than students over age 25. However, in general they agreed with all the items listed in the graph.
- Younger students were less likely than older students to agree that instructors grade fairly, that instructors encourage different points of view, that the information in the Catalog is accurate, that it is easy to find information about services available to students, that they are comfortable at GCC, that it is easy to find information about classes, and that they know what is expected of them in classes.

Ethnicity: Satisfaction Items



Ethnicity: Agreement Items



Comments on Satisfaction Items

- In the graphs, "Anglo" refers to Caucasian students of European descent.
- In general, Armenian and Anglo students were more positive about campus life than Latino and Asian students.
- Armenian students were more satisfied with student government and student life than any other group.
- Armenian and Anglo students were more satisfied than other groups with faculty / staff friendliness, faculty concern for students, and the quality of technology at GCC.
- Anglo students were most positive about the education they are getting at GCC, safety on campus, faculty / staff friendliness, and facilities. Anglo students were least positive about parking, student government, and student life.
- Armenian students were most positive about safety on campus, the education they are getting at GCC, their preparation for study at GCC, the web site, and faculty / staff friendliness. Armenian students were least positive about parking and student life.
- Asian students were most positive about the education they are getting at GCC and safety on campus. Asian students were least positive about parking, student government, student life, the use of computers in classes, and food services.
- Latino students were most positive about the education they are getting at GCC and safety on campus. Latino students were least positive about parking, student government, and student life.

Comments on Agreement Items

- Different ethnic groups did not disagree substantially with many of the agreement items.
- Only 55% of Asian students agreed that it is easy to find information about services available to students, compared to about 60% for Anglo and Latino students and 73% for Armenian students. This was the largest discrepancy by ethnic group in the agreement items.
- Armenian students were less likely to agree that instructors grade fairly than students from other ethnic groups.
- All ethnic groups felt comfortable on campus to about the same extent.
- Anglo students were somewhat less likely to agree that students of different ethnic backgrounds are treated fairly at GCC. Armenian, Asian, and Latino students agreed with this statement at about the same rate (72%).

Additional Study on Group Differences

The graphs showing group differences above only examine one group at a time. For example, one graph looks at gender differences for each of the evaluation items. An additional study was conducted to examine group differences while accounting for combinations among groups. This study used multiple regression analysis to investigate factors related to evaluation scores.

The goal of multiple regression is to determine which factors are most strongly correlated with evaluation responses. The factors included in the analysis are the six grouping variables discussed with the graphs above: full-time/part-time status, gender, day/evening status, new/continuing or returning status, age group, and ethnicity.

The table below shows the results of the multiple regression analysis. The column labeled "% of variance" shows the percentage of variance in each survey response that was attributed to all group differences included in the regression. In other words, the percentage shows how much of the difference among different student scores was accounted for by the student's membership in a combination of the six different groups. In most cases the percentage of variance accounted for by these factors was 3% or less, indicating that differences in student satisfaction with campus life are not substantially attributable to gender, ethnicity, age, full-time status, day/evening status, or new/continuing status.

Satisfaction Item	% of Variance	Results
Preparation for study	2%	Anglo, Armenian, and over 25 groups more positive
Faculty concern	2%	Anglo, Armenian, and over 25 groups more positive
Counselor helpfulness	2%	Armenian and over 25 groups more positive
Education at GCC	1%	Native English speakers, Armenian, and over 25 groups more positive; first-time students less positive
Student government	8%	Armenian and over 25 groups more positive
Student life	3%	Armenian students more positive
Safety	3%	Armenian and full-time students more positive
Faculty/staff friendliness	2%	Anglo and Armenian students more positive
Facilities	0%	Anglo students more positive
Food services	3%	Armenian students more positive; Asian and full-time students less positive
Parking	0%	Part-time students more positive
Web site	2%	Armenian and female students more positive
Kiosks	2%	Day, Armenian, and students born in the U.S. more positive
Availability of computers	1%	Full-time students more positive; Asian students less positive
Quality of computer labs	1%	Asian students less positive
Computer use in classes	3%	Armenian, female, and over 25 groups more positive
Quality of technology	2%	Female and over 25 groups more positive; Asian students less positive

Agreement Item	% of Variance	Results
Info about classes	1%	Day, Armenian students more positive
Info about services	3%	Armenian and over 25 groups more positive
Catalog info accurate	2%	Day, female, and over 25 groups more positive; Latino students less positive
In classes, I know what is expected	0%	Day students more positive
Making progress toward goal	2%	Full-time students and those born in the U.S. more positive; Asian students less positive
Comfortable	1%	Female and over 25 groups more positive
Instructors encourage different points of view	2%	Day, Anglo, born in the U.S., and over 25 groups more positive
Different ethnicities treated fairly	0%	Anglo students more positive
Different genders treated fairly	0%	Anglo students more positive
Instructors grade fairly	3%	Day, Anglo, and students born in the U. S. more positive; native English speakers and full-time students less positive

The only item for which group differences accounted for more than 3% of the variation was student government. For this item, Armenian students and students over age 25 were more satisfied than other student groups.

For these campus climate and evaluation items, student group differences account for very little of the variability in responses. This result suggests that the college climate is not perceived differently by different student groups. One of the items most directly related to campus climate is the agreement item "I feel comfortable at GCC. Overall, 85% of the student sample agreed with this item. Female students and students over age 25 were somewhat more likely to agree than other groups, but variation was small. Nearly 81% of male students age 25 and under (the least positive group) agreed with this statement. The survey results show that a large majority of students of all groups are comfortable at GCC.

Appendix: Method

Procedure

In Spring 2003, 3,057 students responded to the annual spring survey. This is a 6% increase from the previous survey. Survey packets were sent to the instructors of all classes in session on Tuesdays at either 9:00 am or 7:00 pm. Instructors were asked to administer the survey in their classes between May 5 and May 17, 2003. This sampling practice has been used in all administrations of the survey, with days alternating between Tuesday and Wednesday and morning times alternating between 9:00 am and 11:00 am each year. Alternative sampling methods, such as random sampling, generally result in a smaller response rate and are less practical to conduct.

The survey form was printed two-sided on legal-sized paper, and it was designed to take less than 20 minutes to complete. Surveys were distributed to 211 class sections and forms were returned from 162 sections for a class response rate of 77%. The forms were scanned into a database. Scanning and data analysis were conducted by Research & Planning Unit staff.

Response Weighting

Previous Student Views publications have reported raw response percentages. For the first time, Student Views 2003 reports weighted response percentages. Student responses were weighted according to the student's full-time or part-time status. The reason for differential weighting is to more closely approximate 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 class sections than part-time students. In Spring 2003, 57% of all survey respondents were full-time students and 43% were part-time students. In the entire Spring 2003 credit student population, 27% of students were full-time students and 73% were part-time. Without weighting, the responses of full-time students would be overrepresented in the reported results.

In order to account for the differential representation of full-time students, response percentages were calculated by weighting full-time student responses with a factor of 0.49 relative to part-time student responses. The following tables show the results of this weighting.

	Spring 2003 Student Sample (Unweighted)	Spring 2003 Student Sample (Weighted)	Spring 2003 Credit Population
Full-Time Status			
Full-Time	57%	73%	73%
Part-Time	43%	27%	27%
Number of Students	2,996	2,996	16,767

	Spring 2003 Student Sample (Unweighted)	Spring 2003 Student Sample (Weighted)	Spring 2003 Credit Population
Sex			
Male	42%	42%	41%
Female	58%	58%	59%
Number of Students	2,996	2,996	16,767

Age	Spring 2003 Student Sample (Unweighted)	Spring 2003 Student Sample (Weighted)	Spring 2003 Credit Population
Under 18	2%	1%	2%
18 to 21	54%	36%	36%
22 to 25	25%	19%	18%
26 to 30	15%	11%	12%
31 to 40	21%	17%	17%
41 to 50	13%	11%	10%
Over 50	4%	4%	5%
Number of Students	2,996	2,996	16,767

Ethnicity	Spring 2003 Student Sample (Unweighted)	Spring 2003 Student Sample (Weighted)	Spring 2003 Credit Population
American Indian	1%	1%	0%
Asian/Pacific Islander	11%	10%	11%
Black	2%	2%	3%
Latino	21%	22%	24%
Filipino	5%	5%	5%
Caucasian/Armenian	37%	36%	33%
Caucasian/Anglo	17%	18%	18%
Other	6%	6%	6%
Number of Students	2,996	2,996	16,767