

Glendale Community College

Student Views 2005

Results of the Spring 2005 Student Survey

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Summary

Introduction

This report presents the results of Glendale Community College's 2005 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 2005, responses were received from 1,523 students in 82 class sections.

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

Demographic Items. Section 1 (pages 3-12) shows student responses to demographic questions. Credit student demographics have remained relatively stable over the past five years.

The 2005 survey included an item on smoking, assessing the potential effect of implementing designated smoking areas on the GCC campus. Most students reported that designated smoking areas would not affect their plans to enroll at GCC in the future. The results of this item are shown on pages 10-11.

Technology Items. Section 2 (pages 13-20) shows student responses to technology-related questions. Computer and Internet use, tracked since 1996, have stabilized after a steep increase. About 89% of credit students have Internet access at home, and 94% have computers at home. Students are highly satisfied with the web portal (MyGCC), computer labs, and the campus network.

Evaluation Items. Section 3 (pages 21-32) shows student responses to questions evaluating GCC and its services. Mirroring past surveys, young students and Asian students are less positive about the campus than other groups, but all groups give the college generally positive ratings, except for parking and class availability. The percentage of students reporting problems getting classes has dropped from its peak of 42% in 2003 to 33% in 2005. Students rating class availability as "excellent" or "good" increased from 36% in 2004 to 49% in 2005.

The 2005 survey also asked students what influenced their decision to attend GCC. As in previous surveys, proximity to home and advice from friends and family were the most frequently cited influences. GCC's course offerings and the appearance of the GCC campus were also cited relatively frequently. See pages 30-32 for the results of this survey item.

Key Performance Indicators (KPIs). Section 4 (pages 33-34) shows responses related to the Key Performance Indicators from the college Master Plan. Several KPIs are related to student satisfaction, and survey questions addressing these KPIs are summarized in Section 4.

Section 1. Demographic Items

Summary of Demographic Items

Section 1 discusses student demographics and trends over the past five years. In general, student demographics have remained steady for the past five years. Female students outnumber male students by about 60% to 40%. Nearly 60% of students were born outside the United States, over 60% are U.S. citizens, and over 65% are non-native speakers of English. These characteristics have been relatively steady for the past five years.

Younger students make up a larger percentage of credit students than they have in the past. The percentage of credit students age 25 and younger has increased from 53% in 2000 to 62% in 2005. This mirrors a change in higher education across the United States, as the median age of college students dropped in the late 1990s. Additionally, the percentage of credit students receiving financial aid has increased since 2001. The percentage of students working at least 40 hours per week has declined since 2001, but the percentage working between one and 39 hours per week has increased.

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

Year	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
This year	16%	17%	16%	14%	15%
One year ago	29%	32%	30%	29%	31%
Two years ago	20%	18%	21%	22%	21%
Three years ago	13%	12%	11%	14%	12%
Four years ago	6%	7%	7%	7%	8%
Five or more years ago	17%	13%	14%	13%	13%
No Response	71	99	90	78	32
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Term	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Winter	--	--	5%	5%	6%
Spring	36%	36%	31%	32%	30%
Summer	9%	11%	12%	10%	10%
Fall	55%	53%	52%	53%	53%
No Response	539	607	810	726	309
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Graph 1. First Academic Year

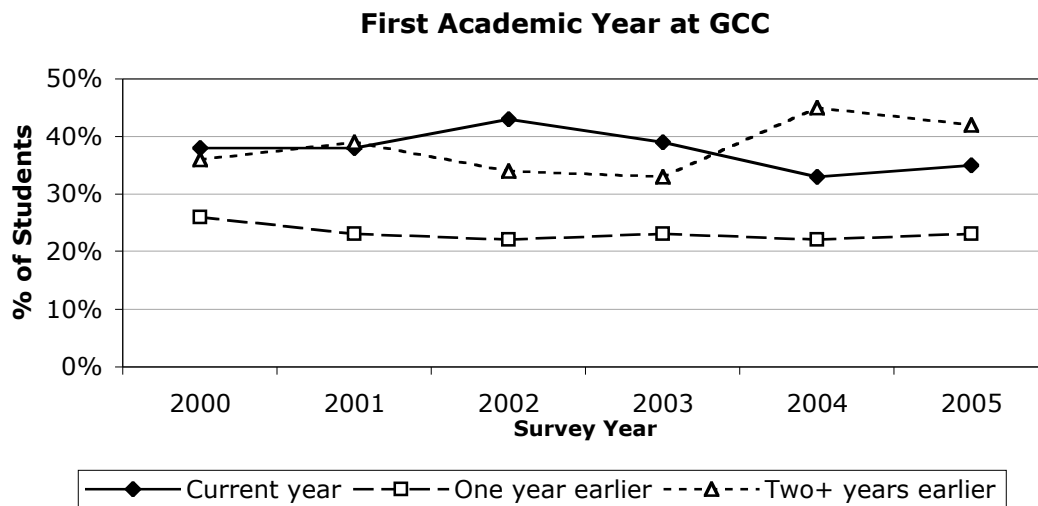


Table 2. How old are you?

Age	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Under 18	1%	1%	1%	2%	3%
18 to 21	34%	37%	37%	39%	41%
22 to 25	16%	18%	18%	18%	18%
26 to 30	13%	13%	13%	12%	12%
31 to 40	20%	17%	17%	17%	13%
41 to 50	11%	10%	10%	10%	10%
Over 50	4%	4%	5%	3%	4%
No Response	45	21	43	13	4
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Graph 2. Age Group

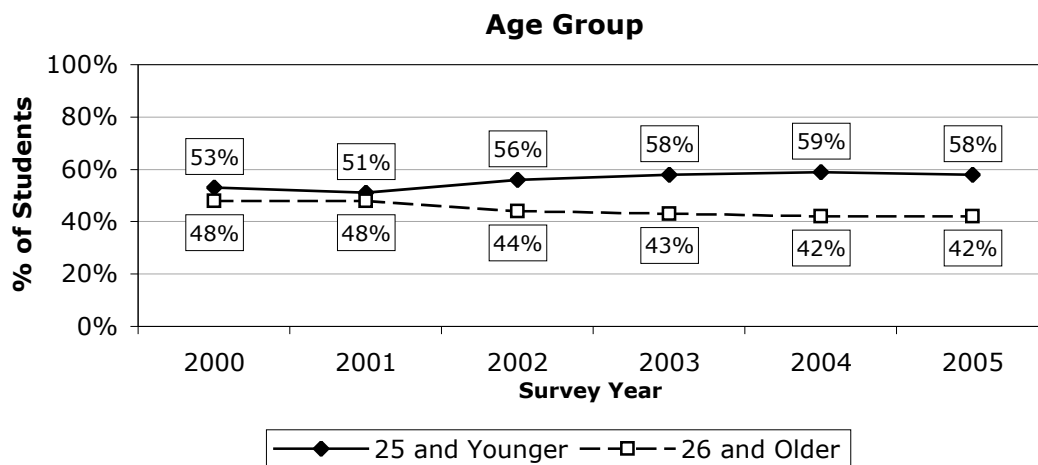


Table 3. What is your sex?

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Sex					
Male	39%	43%	42%	41%	41%
Female	61%	57%	58%	59%	59%
No Response	618	638	48	84	15
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

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

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Time					
Day (before 4:30 pm)	42%	45%	42%	44%	44%
Evening (4:30 pm or after)	40%	39%	37%	36%	34%
Day and Evening	18%	15%	21%	20%	22%
No Response	53	32	96	25	27
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 5. Were you born in the United States?

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Born in United States					
Yes	40%	37%	41%	36%	44%
No	60%	63%	59%	64%	56%
No Response	79	46	71	23	14
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 6. Are you a United States citizen?

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
United States Citizen					
Yes	65%	58%	63%	59%	64%
No	35%	42%	37%	41%	36%
No Response	90	76	91	27	14
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

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

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
English First Language					
Yes	33%	34%	34%	29%	36%
No	67%	66%	66%	71%	64%
No Response	96	76	96	36	25
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Graph 3. Origin, Citizenship, and Language

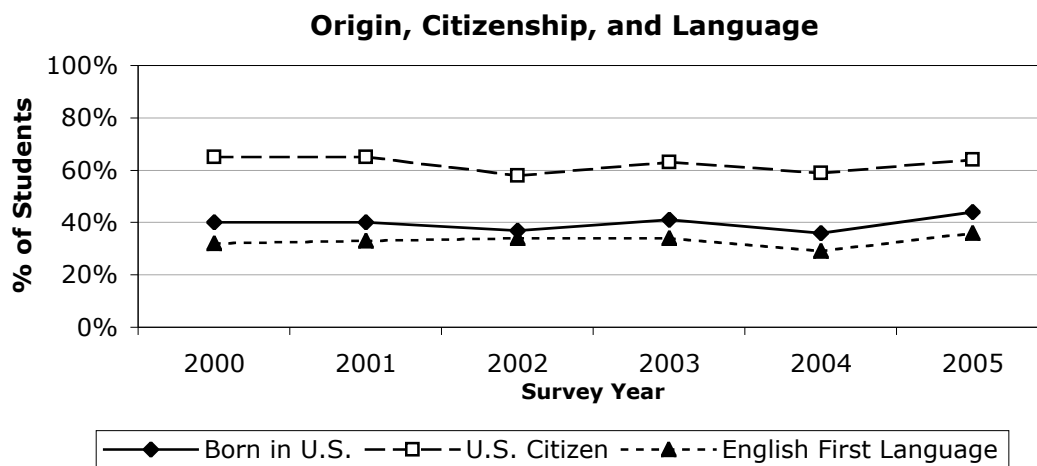


Table 8. Have you worked with a counselor to develop a Student Educational Plan?

SEP	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Yes	59%	57%	62%	63%	63%
No	41%	43%	38%	37%	37%
No Response	98	78	107	52	30
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

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

Ethnic/National Background	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
White/European Origin	21%	16%	18%	15%	20%
White/Armenian Origin	32%	37%	36%	38%	34%
Middle Eastern	3%	3%	3%	6%	4%
Latino/Hispanic	24%	20%	22%	19%	19%
Black/African-American	2%	2%	2%	2%	2%
Asian	11%	13%	10%	12%	11%
Filipino	5%	5%	5%	5%	5%
Pacific Islander	0%	0%	1%	0%	0%
American Indian	1%	0%	1%	0%	1%
Multiple Heritages	2%	3%	3%	3%	3%
No Response	101	76	172	67	40
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 10. Do you consider yourself to be of Latino, Hispanic, or Spanish origin?

Latino/Hispanic/Spanish Origin	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Yes	--	--	--	--	23%
No	--	--	--	--	77%
No Response	--	--	--	--	36
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 11. How many units are you enrolled in?

Units	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
0.5 to 3.9	15%	13%	14%	13%	14%
4.0 to 6.9	21%	25%	24%	20%	19%
7.0 to 11.9	34%	38%	35%	36%	36%
12.0 to 14.9	23%	20%	21%	24%	25%
15.0 or more	8%	5%	6%	7%	6%
No Response	70	28	41	17	19
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

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

Units	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Zero	25%	29%	27%	31%	28%
1-9 hours	6%	7%	6%	9%	6%
10 to 19 hours	11%	12%	14%	14%	14%
20 to 29 hours	16%	16%	16%	17%	17%
30 to 39 hours	14%	12%	12%	12%	13%
40 or more hours	28%	25%	24%	17%	23%
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Approximately 2.6% of credit students (more than 300 students each semester) are full-time students who work at least 40 hours per week.

Graph 4. Hours Worked by Survey Respondents

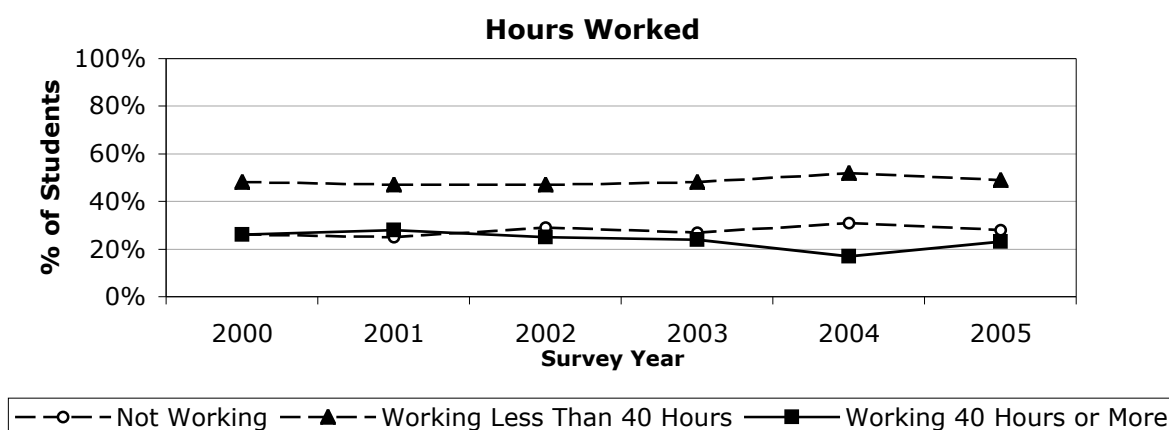


Table 13. Please mark all sources of financial aid you are receiving this term.

Financial Aid	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
BOG Waiver	35%	42%	40%	45%	42%
SEOG	3%	4%	4%	4%	5%
Scholarship	2%	4%	2%	2%	1%
Cal Grant	6%	7%	8%	9%	8%
Pell Grant	11%	14%	13%	14%	12%
Work Study	5%	5%	5%	4%	4%
Loan	2%	2%	2%	2%	2%
Other	4%	4%	5%	3%	2%
Any Financial Aid	43%	48%	49%	51%	48%
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Graph 5. Financial Aid and BOG Waiver Status of Survey Respondents

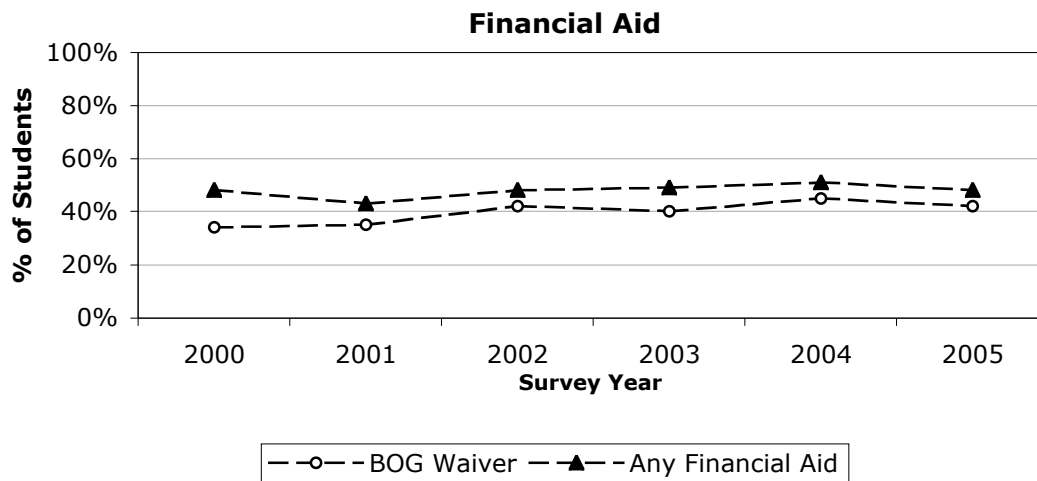


Table 14. How dependent children do you have?

Units	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
None	--	--	76%	--	79%
One	--	--	9%	--	8%
Two	--	--	11%	--	10%
Three	--	--	3%	--	2%
Four	--	--	0%	--	1%
Five or More	--	--	0%	--	0%
No Response	--	--	73	--	18
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 15. What is your educational goal?

Educational Goal	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Transfer to 4-year institution with AA	42%	44%	46%	46%	48%
Transfer without AA	20%	21%	21%	19%	17%
Vocational AA/AS	4%	4%	4%	5%	6%
General education AA/AS	9%	9%	9%	10%	10%
Vocational certificate	7%	7%	5%	7%	6%
Improve job skills	3%	2%	2%	3%	2%
Gain skills for new job	4%	3%	4%	3%	4%
Personal interest	8%	7%	6%	5%	5%
Improve English or Math	3%	2%	3%	2%	1%
No Response	227	230	171	162	84
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

At the time of the 2005 survey, the college was considering the establishment of designated smoking areas. The following questions were designed to assess student reaction to this possibility.

Table 16. Are you a smoker?

Smoker	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Yes	--	--	--	--	14%
No	--	--	--	--	86%
No Response	--	--	--	--	33
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 17. If GCC created designated smoking areas and did not allow smoking outside those areas, how would that affect your plans to take classes at GCC in the future?

Smoking Areas	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
It would not affect my plans	--	--	--	--	73%
I would be less likely to take classes	--	--	--	--	9%
I would be more likely to take classes	--	--	--	--	18%
No Response	--	--	--	--	94
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Graph 6. Designated Smoking Areas

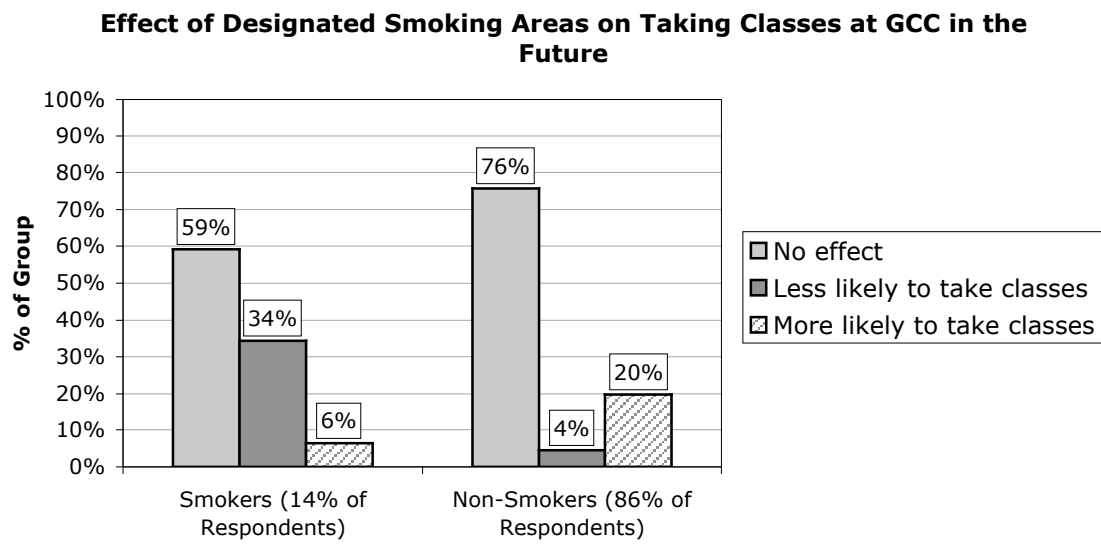


Table 18. Are you taking classes anywhere else this semester?

Classes Elsewhere	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Yes	--	7%	7%	--	8%
No	--	93%	93%	--	92%
No Response	--	137	81	--	69
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Location of Classes Elsewhere	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
High school	--	1%	1%	--	2%
A four-year university	--	1%	2%	--	1%
Another community college	--	2%	3%	--	2%
Other	--	1%	1%	--	1%
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 19. To what university do you plan to transfer?

Transfer University	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
I do not plan to transfer	--	--	25%	--	25%
CSUN	--	--	20%	--	20%
CSULA	--	--	12%	--	9%
UCLA	--	--	13%	--	13%
USC	--	--	6%	--	5%
Another UC	--	--	6%	--	7%
Another CSU	--	--	12%	--	6%
Other	--	--	6%	--	14%
No Response	--	--	527	--	338
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Section 2. Technology Items

Summary of Technology Items

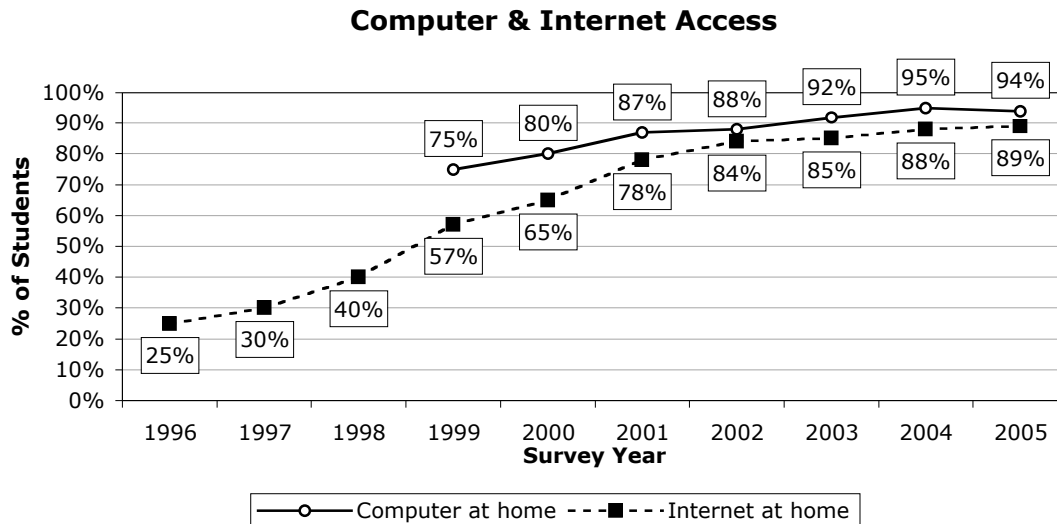
Section 2 discusses items related to technology at GCC. Computer availability and Internet access have not changed much for the past three years, after a rapid increase since 1996. Satisfaction with GCC's computer labs and with the MyGCC portal are high.

The table and graph below show that access to technology has increased since 1996. In 2005, 94% of credit students reported access to a computer at home. The remaining 6% represents about 900 credit students who do not have access to a computer at home. Nearly 90% of credit students have Internet access at home; the remaining 10% represents about 1,500 credit students who do not have Internet access at home. A new question in 2005 asked about laptops and wireless Internet access: 30% of students report owning a laptop computer, and about half of them (16% of all respondents) report using the laptop for wireless Internet access.

Table 20. Summary of Student Computer and Internet Access

Access	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Students with computer at home	87%	88%	92%	95%	94%
Students with Internet access at home	78%	84%	85%	88%	89%
Students with Internet access at work	42%	46%	47%	48%	51%
Students with Internet access at home or work	80%	87%	86%	90%	91%
Students owning a laptop computer	--	--	--	--	30%
Use laptop to connect to Internet wirelessly	--	--	--	--	16%

Graph 7. Computer and Internet Access



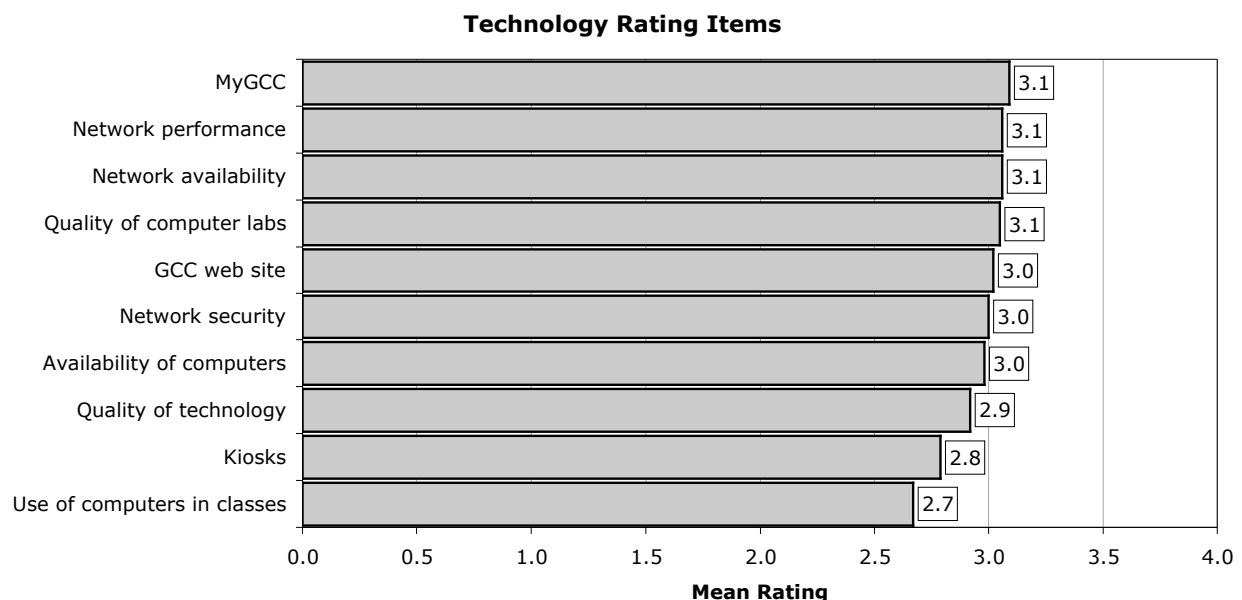
The following table shows responses to satisfaction survey questions related to technology. Students were asked to rate various aspects of their education according to a four-point scale (excellent, good, fair, or poor). The percentages in the table below are the percentages of students responding “excellent” or “good.”

Table 21. Satisfaction with Technology

Satisfaction (Excellent or Good Responses)	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Quality of computer labs at GCC	73%	71%	65%	--	79%
Availability of computers to do school work	67%	62%	61%	--	74%
Availability of the campus network and Internet access	--	--	--	--	79%
Performance of the campus network and Internet connections	--	--	--	--	79%
Security of the campus network	--	--	--	--	78%
MyGCC (services on the web)	--	--	--	--	81%
GCC’s web site (not including MyGCC)	--	74%	71%	--	79%
GCC’s kiosks	--	63%	62%	--	68%
Use of computers in your GCC classes	64%	57%	56%	--	61%
Overall quality of GCC technology	46%	70%	66%	--	78%

The graph below shows average student ratings, on a four-point scale, for technology items. For this scale, “excellent” corresponds to four points, “good” to three points, “fair” to two points, and “poor” to one point. Students average ratings were “good” for the top seven items, and between “fair” and “good” for the remaining three items.

Graph 8. Mean Ratings of Technology Items



Group Differences: Technology Evaluation Items

The graphs on the following pages show group differences in satisfaction for each technology item. Responses are compared for the following groups of students.

- Full-time and part-time students
- Male and female students
- Day and evening students
- First-year and continuing/returning students
- Students age 25 and under and students over age 25
- Students by ethnic group (Armenian, Latino, Asian, and European/Caucasian/"Anglo" students, the largest ethnic groups in the credit student population)

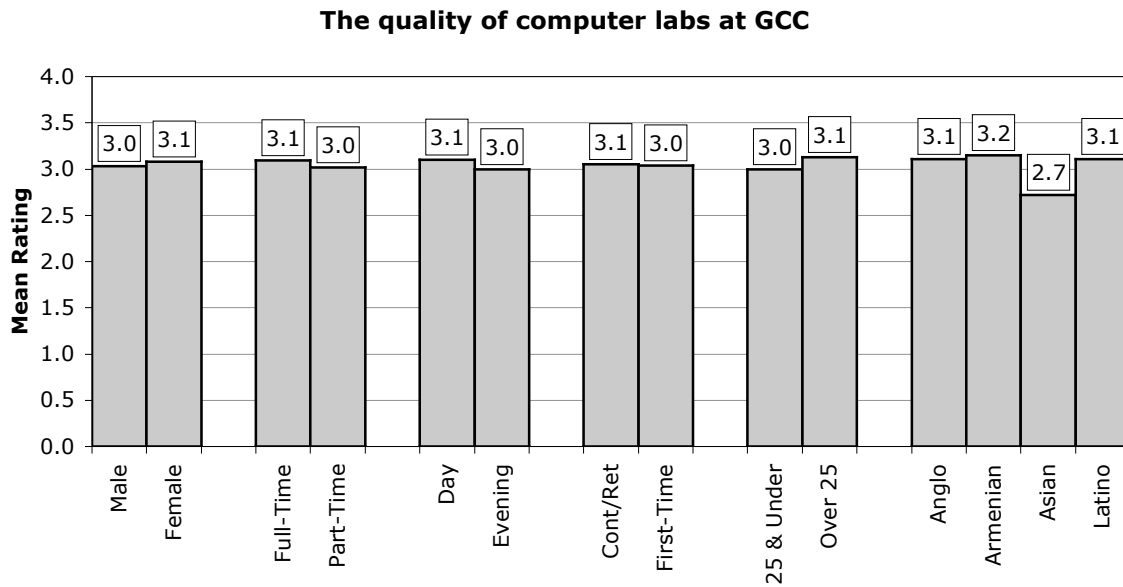
The graphs for technology evaluation items all show similar patterns. There are no large group differences except for the two groups that historically have rated items less positively than other groups: Asian students and younger students. When all student characteristics were used to predict ratings of technology items in a multiple regression analysis, Asian status was a significant negative predictor of ratings for all but two of the items: the use of computers in GCC classes and the overall quality of GCC technology. Younger students (under age 26) gave lower ratings for the following items: quality of computer labs, availability of computers to do school work, performance of the campus network, and the use of computers in GCC classes.

It is important to note that Asian students and younger students do not give negative ratings to these aspects of technology at GCC. Their ratings are lower than those of other student groups, but are still generally between "fair" and "good" on the four-point scale.

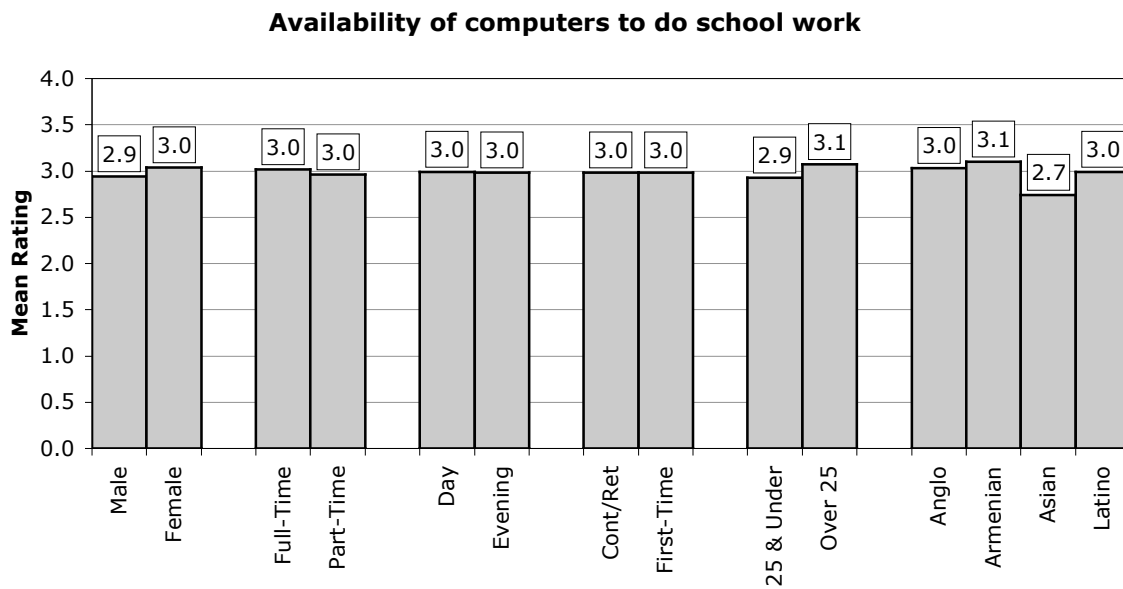
It is also important to note that the group differences are relatively small. In the 2005 survey, the largest difference between Asian students and students of other ethnic groups was 0.4 on a four-point scale. The largest difference between students age 25 and under and students over age 25 was 0.3. The differences are small but statistically significant, meaning they are probably not due to chance, and they have been replicated across many years of surveys at GCC.

It is possible that Asian students and younger students have higher expectations about the availability and quality of technology than other student groups. However, group differences in ratings are not limited to technology items. Asian students and younger students tend to give less positive ratings than other student groups to most evaluation items on student surveys.

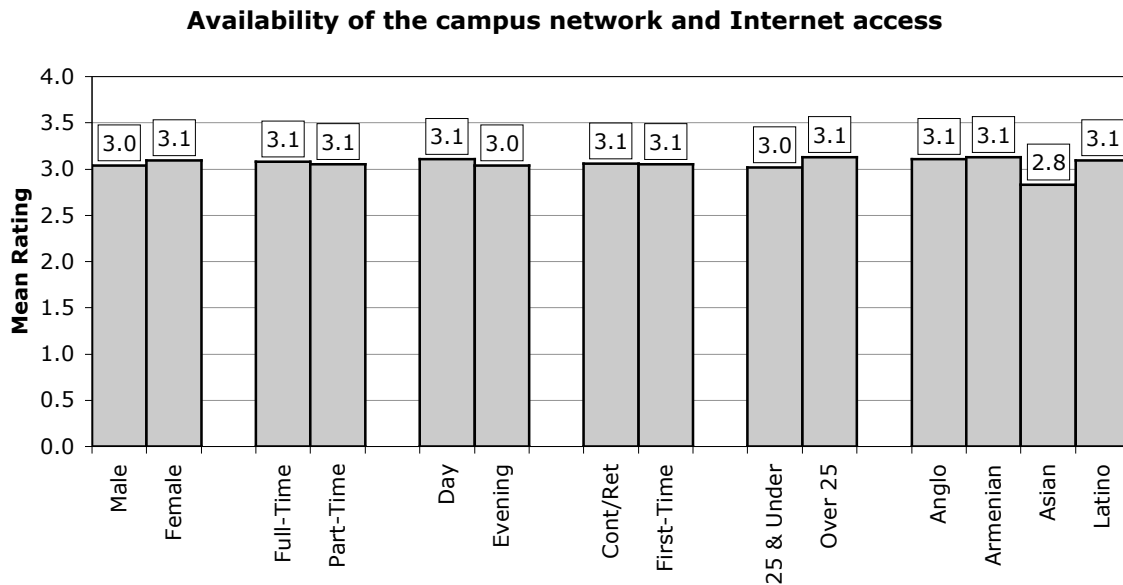
Graph 9. Computer Labs



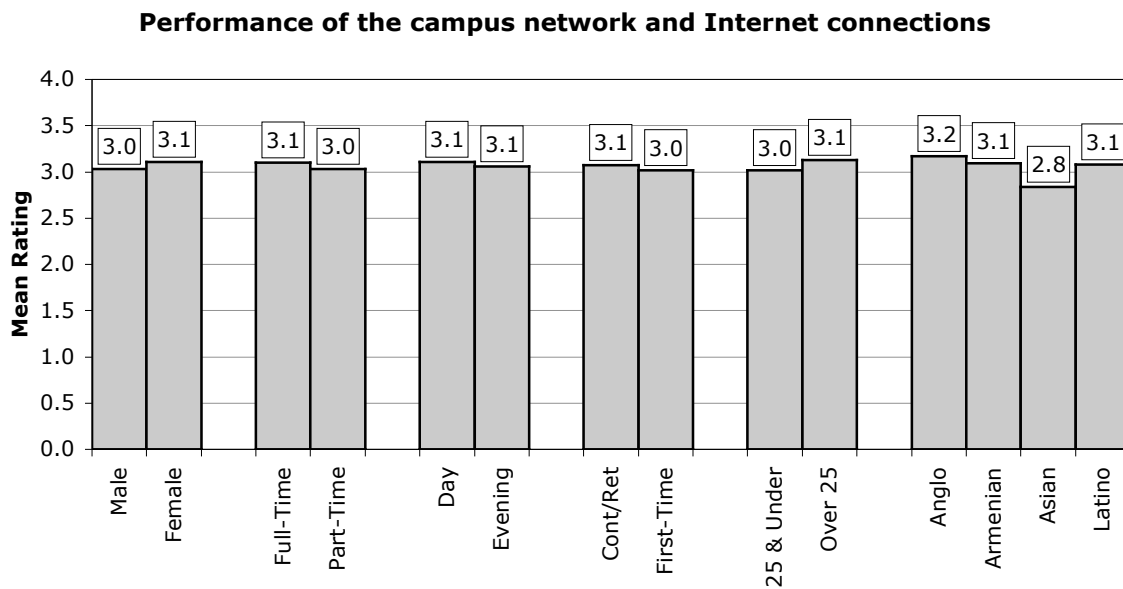
Graph 10. Availability of Computers



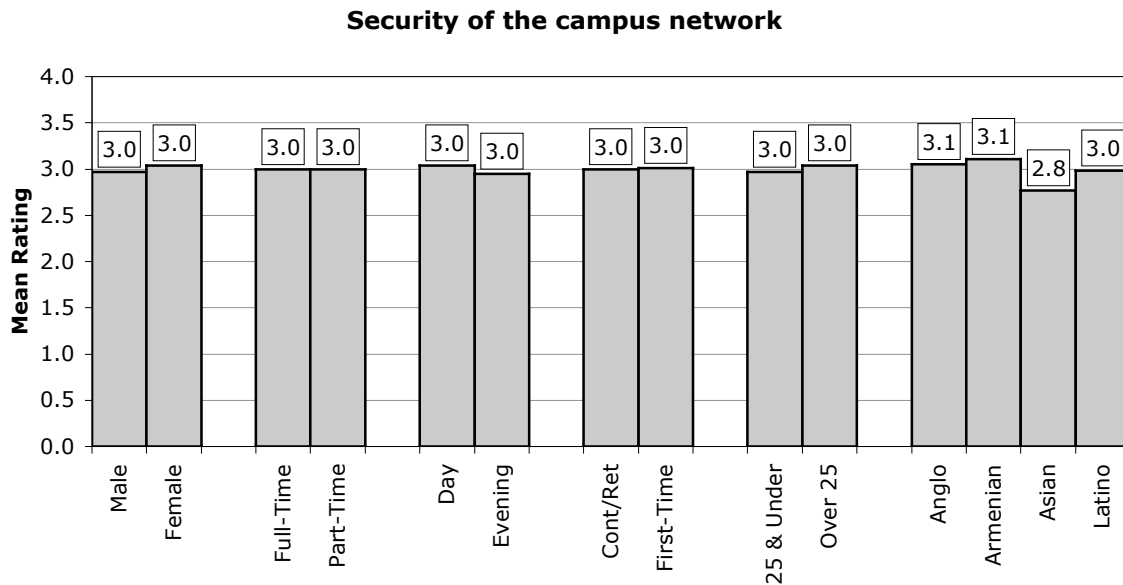
Graph 11. Network Availability



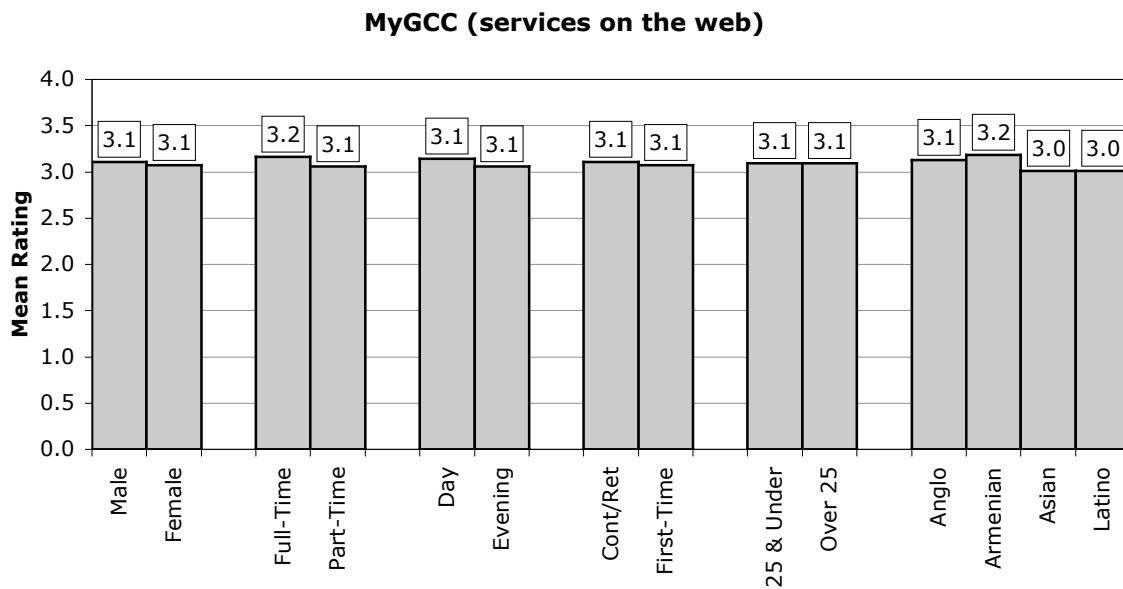
Graph 12. Network Performance



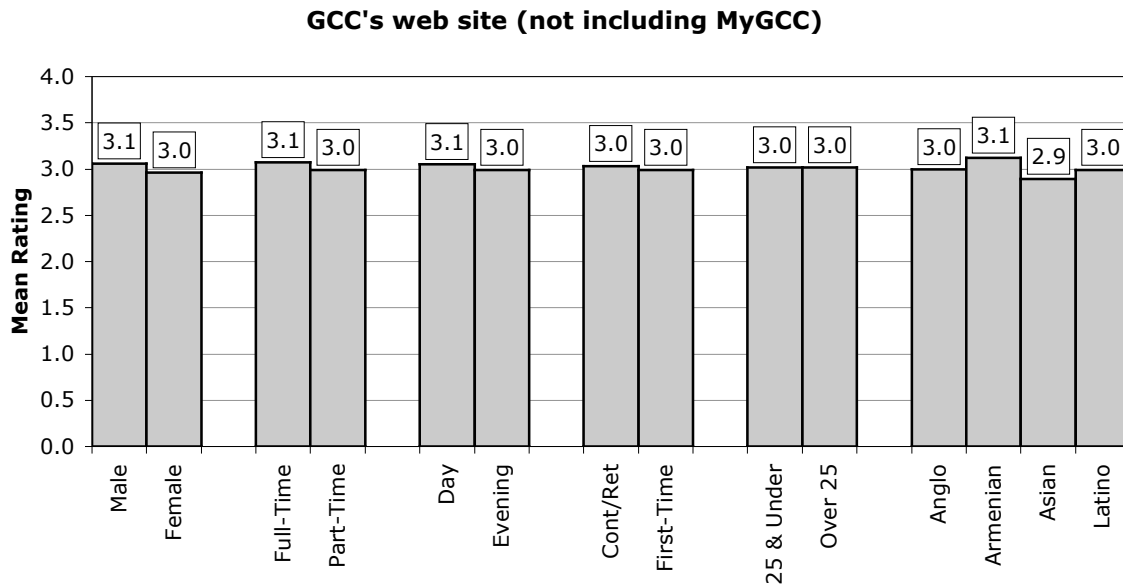
Graph 13. Network Security



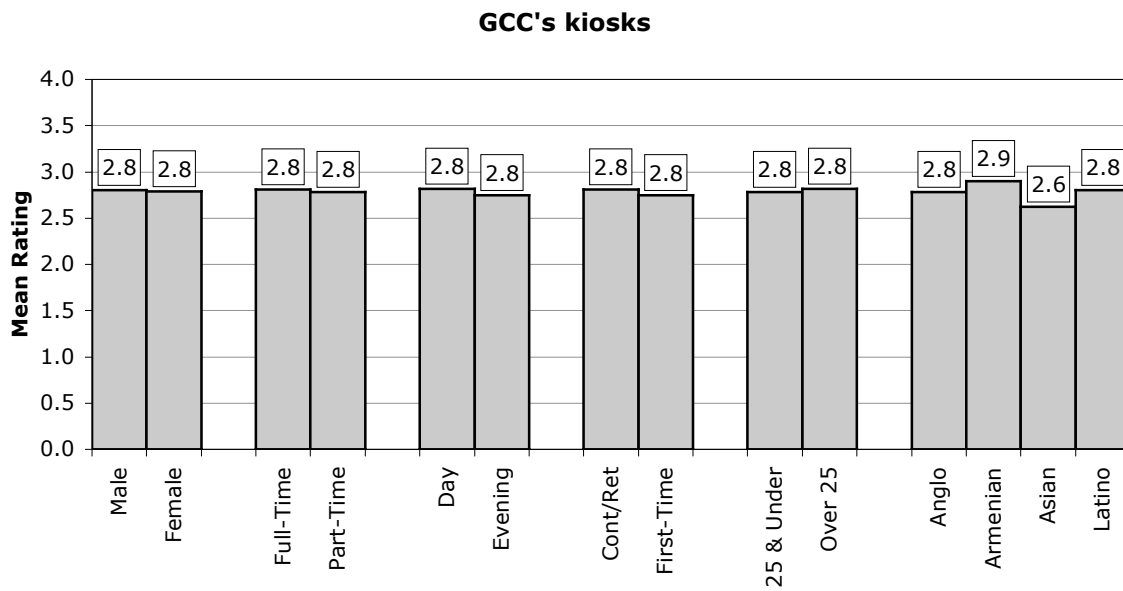
Graph 14. MyGCC



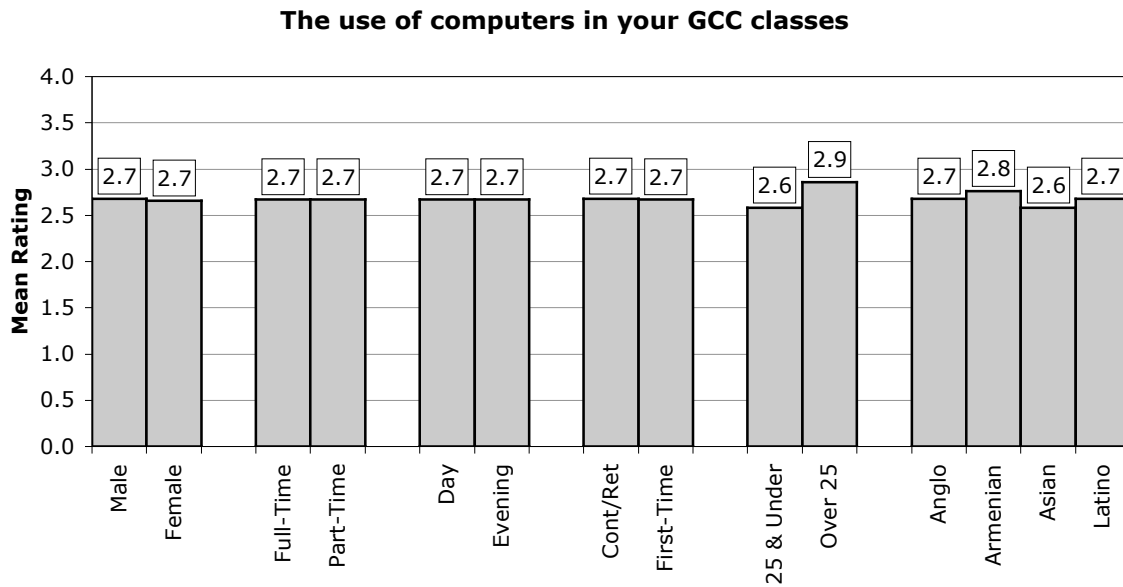
Graph 15. Web Site



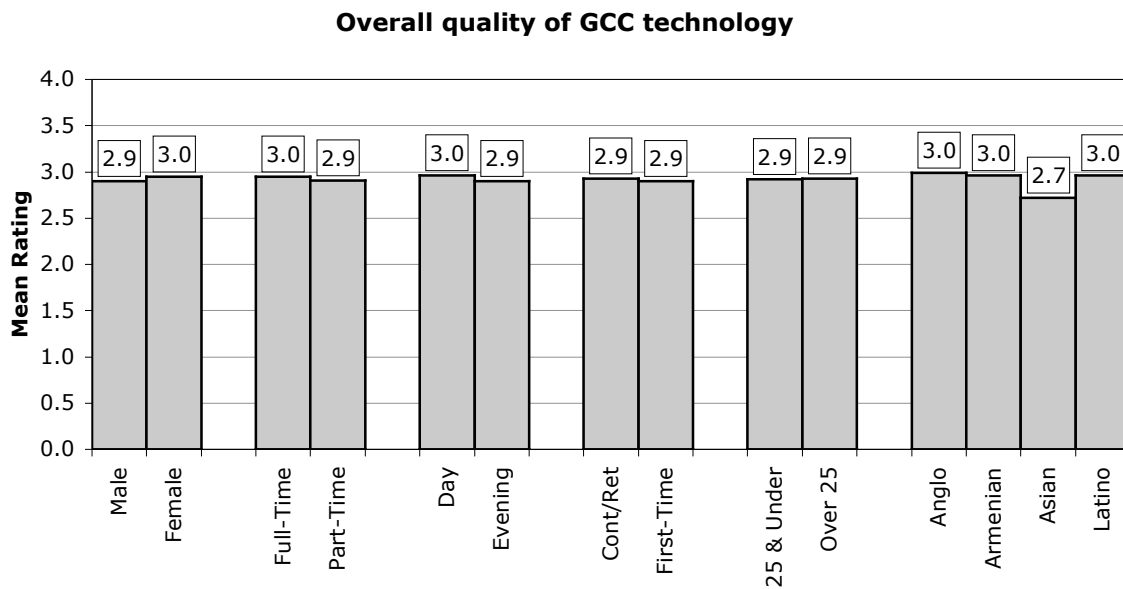
Graph 16. Kiosks



Graph 17. Use of Computers in Classes



Graph 18. Overall Quality of Technology



Section 3. Evaluation Items

Summary of Evaluation Items

Section 3 discusses survey items evaluating GCC and its services. Credit students continue to indicate problems getting classes; problems peaked in 2003 but declined by nine percentage points by 2005, reflecting the progress of state funding difficulties. Continuing recent trends, students are satisfied with the education they are getting at GCC but are dissatisfied with parking. They are also somewhat dissatisfied with the availability of classes. Younger students tend to be less positive about aspects of college life than older students, but all groups rate the college positively, with the exceptions of parking and class availability.

Table 22. Are you moving as quickly as possible toward your educational goal?

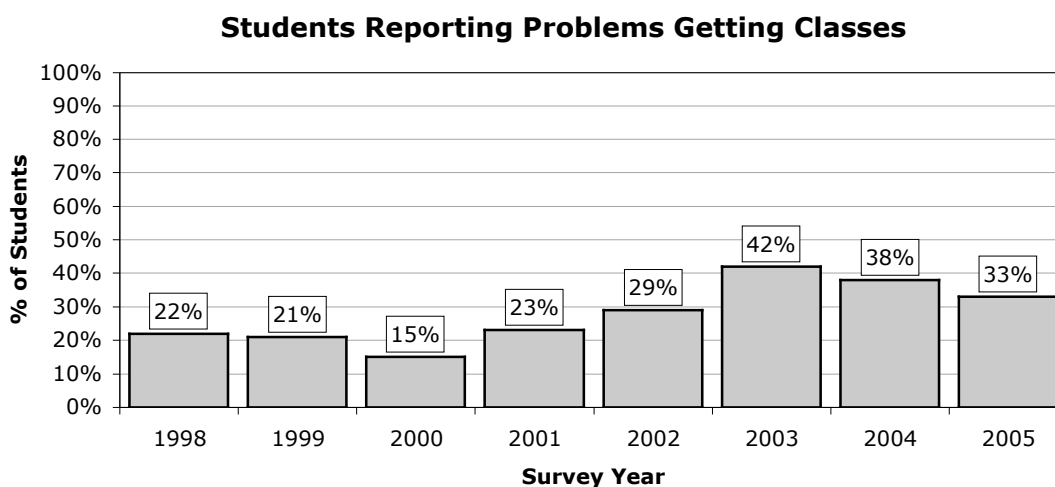
	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Moving Quickly Toward Goal					
Yes	70%	72%	68%	71%	74%
No	30%	28%	32%	29%	26%
No Response	102	96	100	74	42
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Table 23. Did you have any problems getting any classes this semester? If “yes,” please indicate which problems you had.

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
Problems Getting Classes					
Yes	23%	29%	42%	38%	33%
No	77%	71%	58%	62%	67%
No Response	64	29	58	33	25
Total Surveys Returned	2,278	2,886	3,057	3,407	1,523

Problem	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
A class was full	--	22%	33%	30%	24%
A class was not offered when I wanted to take it.	--	10%	14%	13%	13%
A class I wanted was not offered this semester.	--	5%	9%	8%	6%
Two classes I needed were scheduled at the same time.	--	--	--	16%	14%
Other problem	--	4%	5%	3%	3%

Graph 19. Students Reporting Problems Getting Classes



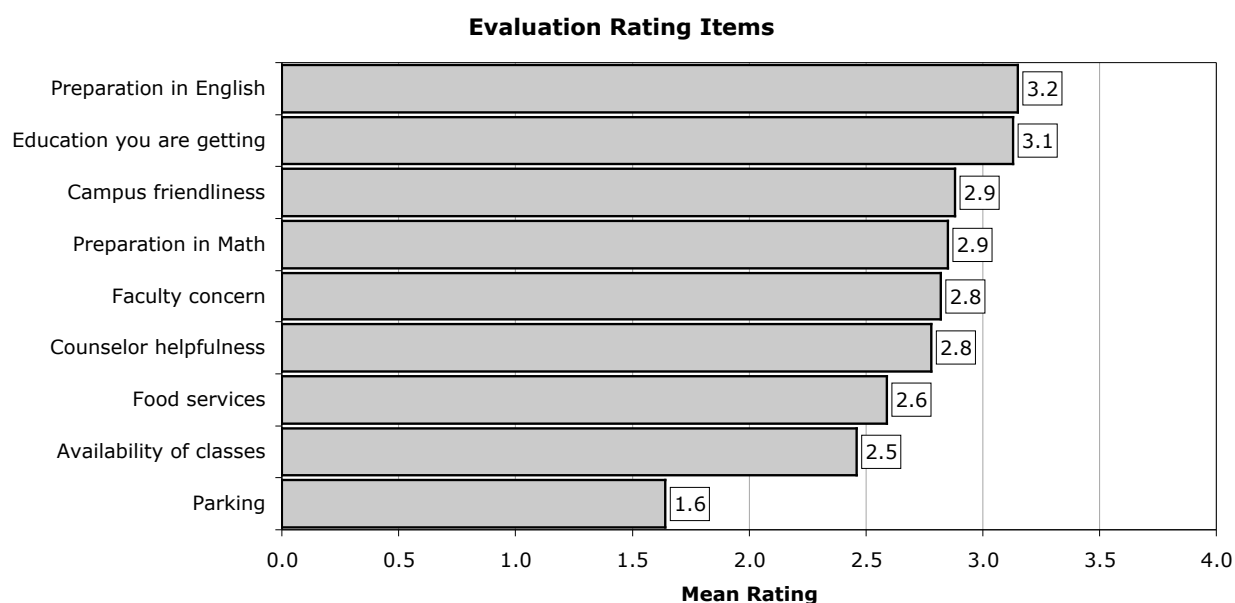
The following tables summarize responses to items rated on a scale of “Excellent,” “Good,” “Fair,” and “Poor.” The tables show the percentage of students responding “Excellent” or “Good” as a measure of student satisfaction. Students were most positive about the education they are getting at GCC, and they were least positive about parking. In the 2005 survey, only parking and class availability received satisfaction ratings lower than 50%.

Table 24. How would you rate the following aspects of your education at Glendale Community College?

	Survey				
	Spring 2001	Spring 2002	Spring 2003	Spring 2004	Spring 2005
% “Excellent” or “Good”					
Your academic preparation for study at GCC	71%	72%	73%	77%	--
Preparation in English	--	--	--	--	83%
Preparation in Math	--	--	--	--	68%
Faculty’s concern for students	65%	62%	61%	65%	67%
Helpfulness of GCC counselors	--	58%	57%	61%	64%
The education you are getting at GCC	82%	80%	80%	82%	86%
Campus friendliness to students	--	--	69%	71%	73%
Availability of classes	--	--	--	36%	49%
Food services (cafeteria, snack bars, etc.)	--	--	59%	61%	57%
Parking at GCC	--	--	13%	13%	17%

The graph below shows average student ratings, on a four-point scale, for evaluation items. For this scale, “excellent” corresponds to four points, “good” to three points, “fair” to two points, and “poor” to one point.

Graph 20. Mean Ratings for Evaluation Items



Group Differences: Evaluation Items

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

- Full-time and part-time students
- Male and female students
- Day and evening students
- First-year and continuing/returning students
- Students age 25 and under and students over age 25
- Students by ethnic group (Armenian, Latino, Asian, and European/Caucasian/”Anglo” students, the largest ethnic groups in the credit student population)

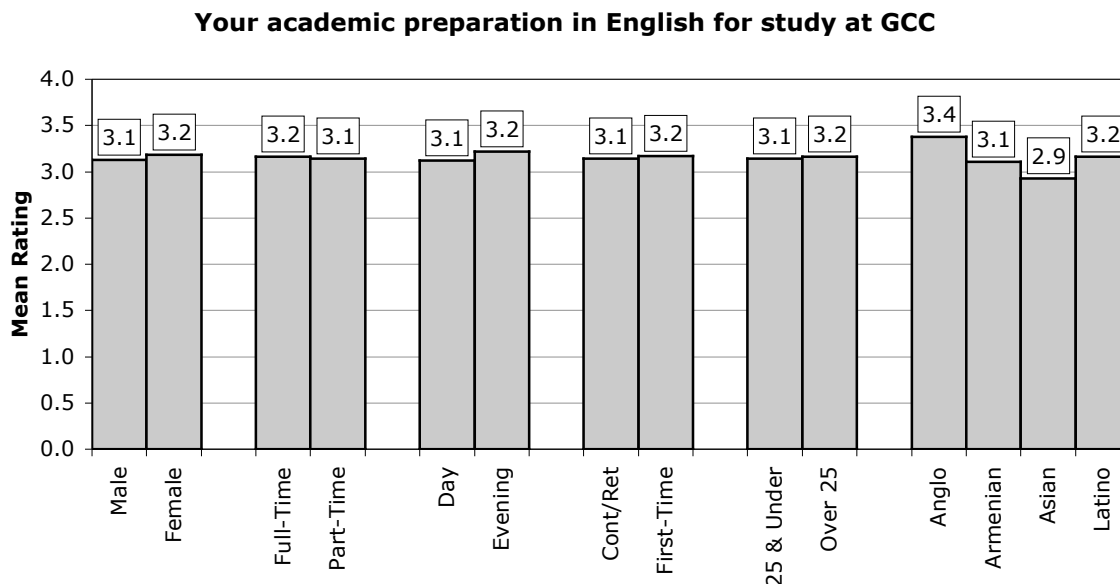
In the graphs, satisfaction refers to the percentage of students who marked “Excellent” or “Good.” Each graph is arranged from highest to lowest satisfaction. Data are shown for the current administration of the survey (Spring 2005).

There are few group differences in satisfaction. Consistent with previous surveys, younger students (those under age 25) and Asian students tend to rate the college less positively than other student groups. In general, all student groups rate aspects of the college on the positive side

of the scale (except for parking and class availability). However, younger students and Asian students are consistently less positive than other student groups. Both groups rate campus friendliness to students lower than other students, potentially an issue the college should address.

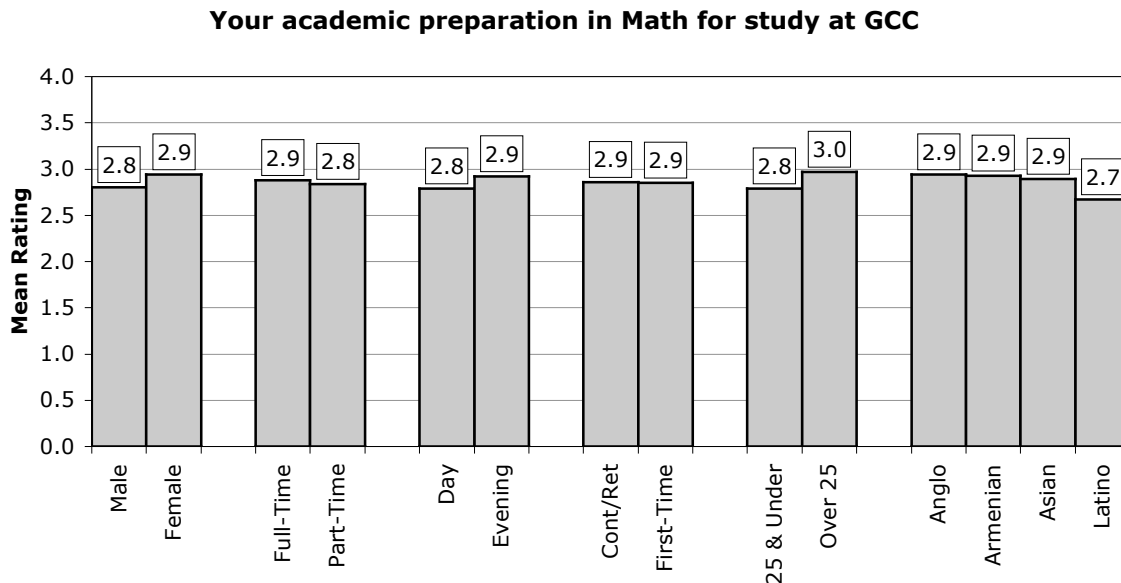
The following graph shows mean ratings for “Your academic preparation in English for study at GCC.” Anglo students rated their English preparation more positively than other groups, and Asian students rated their English preparation less positively than other groups.

Graph 21. English Preparation



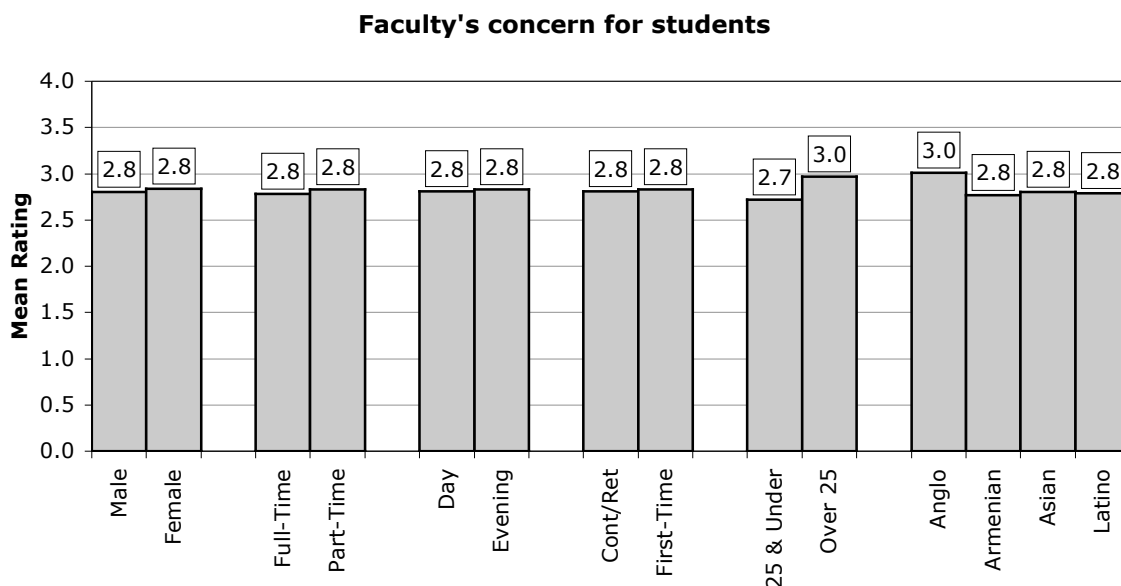
The next graph shows mean ratings for “Your academic preparation in Math for study at GCC.” Students over age 25 rated their Math preparation more positively than students age 25 and under. Male students were also somewhat more positive about Math preparation than female students. For this question, Asian students were not less positive than other students, but Latino students were. The difference was not statistically significant.

Graph 22. Math Preparation



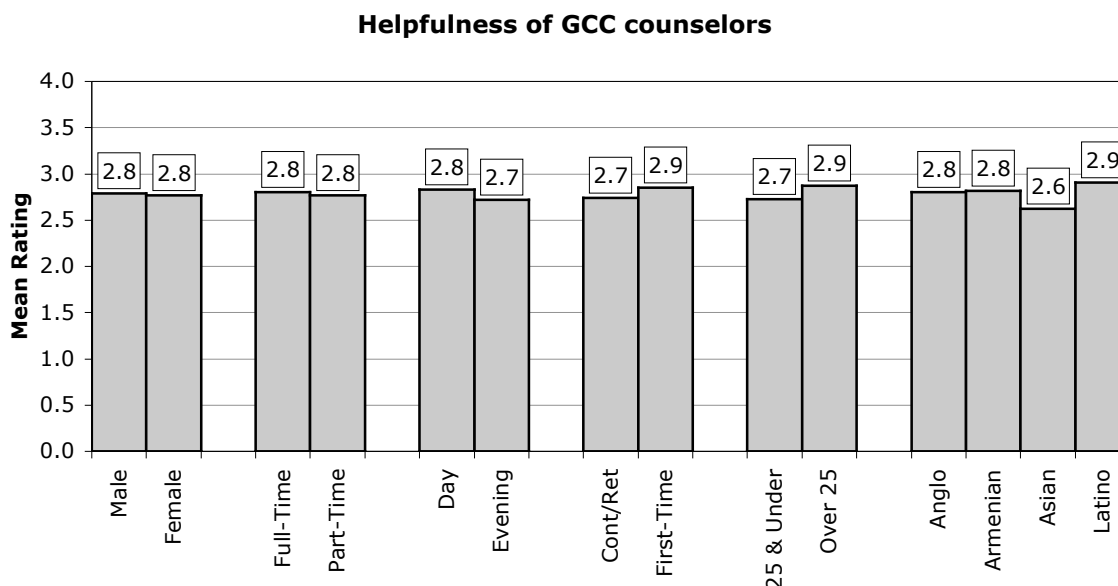
The next graph shows ratings of the faculty's concern for students. Younger students were less positive than older students about the faculty's concern for students. Other groups showed smaller group differences. Asian students were not less positive about faculty concern than the general student population; Anglo students were somewhat more positive than other groups, but the difference was not statistically significant.

Graph 23. Faculty Concern



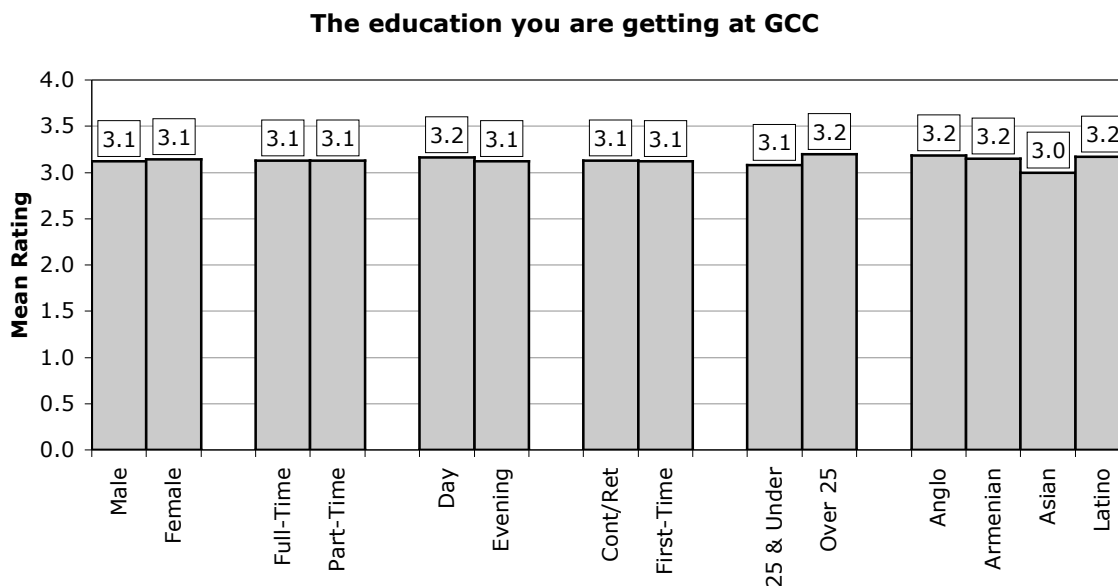
Younger students were less positive about the helpfulness of GCC counselors than older students, as the next graph shows. Asian students were somewhat less positive than other ethnic groups, but the difference was not statistically significant.

Graph 24. Counselor Helpfulness



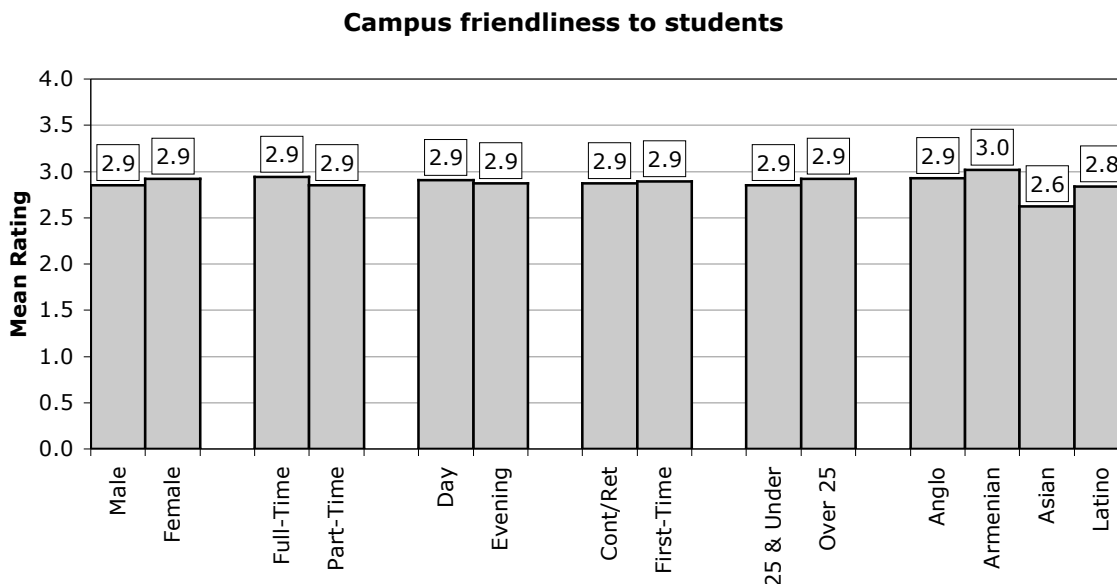
Students were positive about the education they are receiving at GCC. Younger students were slightly less positive than older students, but the mean difference was only 0.1 on a four-point scale. Asian students were slightly less positive than other groups, by a difference of only 0.2.

Graph 25. Education



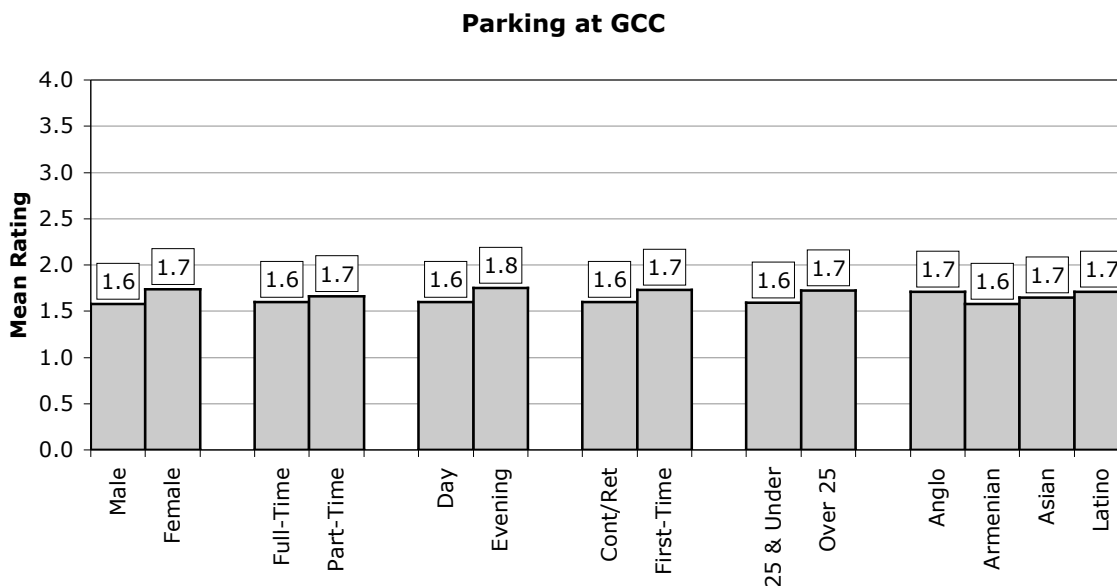
The next graph shows ratings of campus friendliness to students. Asian students were somewhat less positive about campus friendliness than other groups, and the difference was statistically significant. Armenian and Anglo students were more positive about campus friendliness than other ethnic groups. For this item, younger students' ratings were not significantly less positive than those of older students.

Graph 26. Friendliness



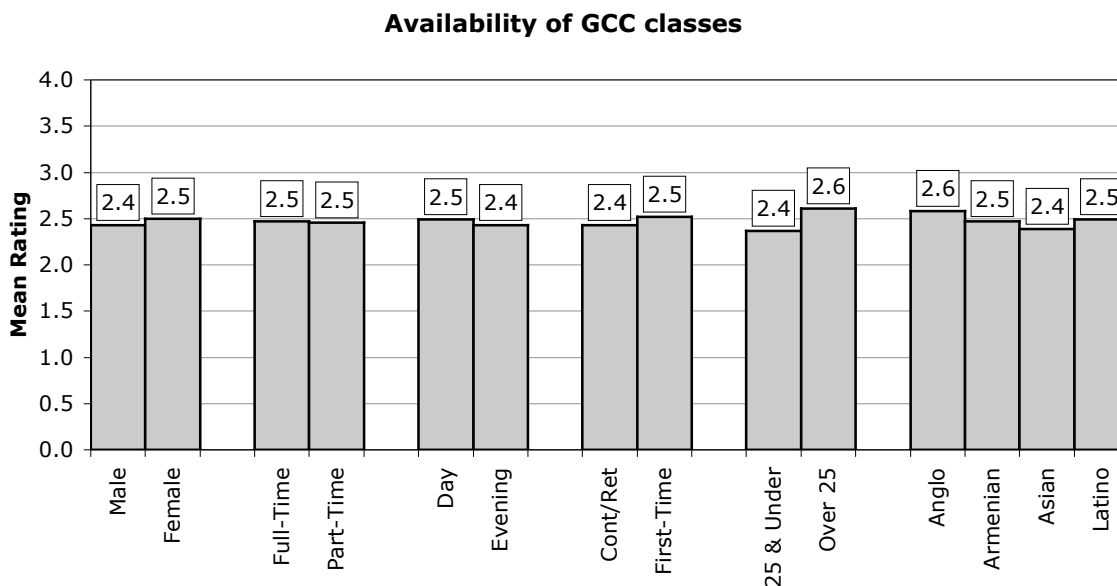
Parking was rated less positively than other items by every student group, but group differences were small. Evening students were more positive about parking than day students.

Graph 27. Parking



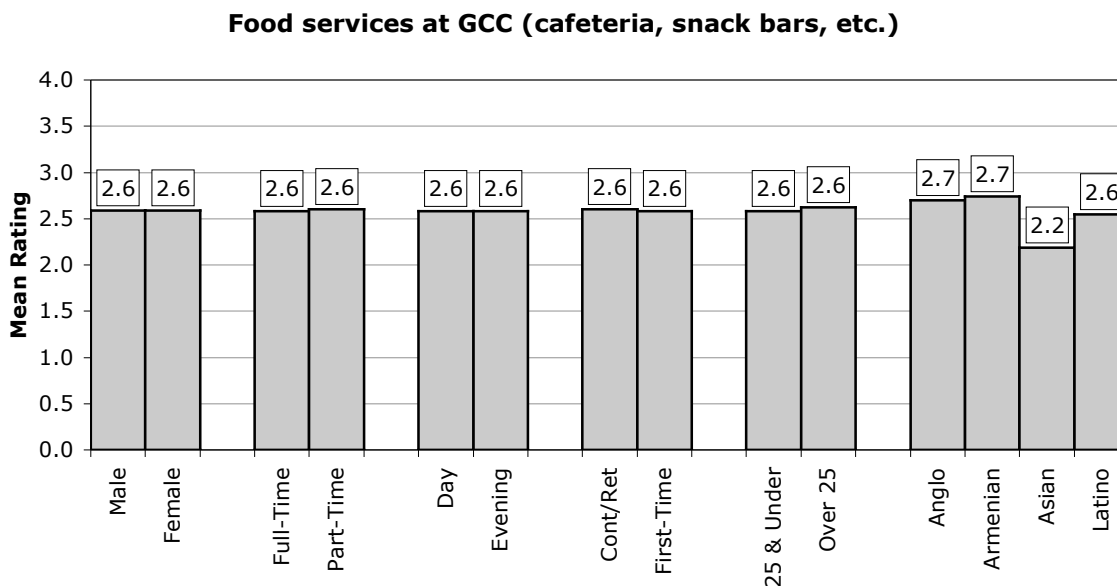
Ratings of class availability improved from 2004 to 2005. As the next graph shows, younger students were somewhat less positive about class availability than older students. Anglo students were more positive than students of other ethnic groups. The differences were statistically significant but relatively small.

Graph 28. Class Availability



The next graph shows ratings of GCC's food services. The only group differences in these ratings were for different ethnic groups. Asian students were least positive about food services, and Anglo and Armenian students were most positive.

Graph 29. Food Services



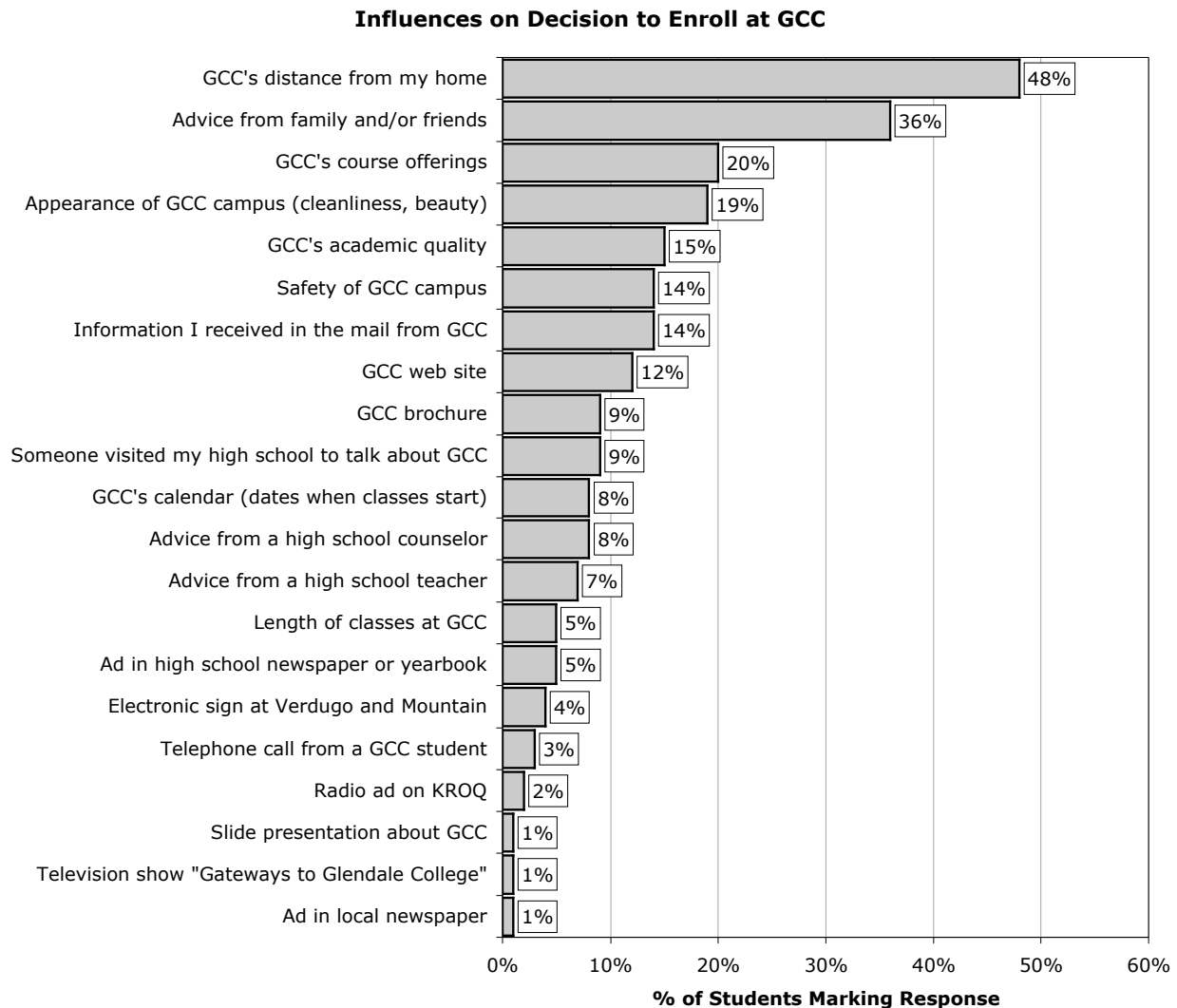
In the 2005 survey, the differences were largest for the following items:

- **Food services.** In 2004, campus food services began offering more variety. In the 2004 student survey, Asian students were the least positive group about food services, with only 44% of Asian students rating food services as “excellent” or “good.” In the 2005 survey, this decreased to 36%.
- **Campus friendliness to students.** Asian students were less positive about campus friendliness than any other student group. Only 57% of Asian students rated campus friendliness as “excellent” or “good,” compared to 73% of all respondents.
- **Counselor helpfulness.** Asian students were less positive about the helpfulness of GCC counselors than other groups. Only 57% of Asian students rated counselor helpfulness as “excellent” or “good,” compared to 64% of all respondents.
- **Faculty concern for students.** Students age 25 and under were less positive about faculty concern for students than students over age 25. About 62% of students in the younger group gave “excellent” or “good” ratings, compared to 76% of students in the older group.

Influences on Decision to Enroll

Students were asked “Which of the following influenced your decision to enroll at Glendale College?” They were instructed to mark all applicable responses. Potential responses included both marketing efforts (e.g., brochures, information received in mail) and other factors affecting access (e.g., distance from home, academic quality). The graph below shows the influences in decreasing order of percentage of students indicating that influence.

Graph 30. Influences



The most frequently cited responses were distance from home (marked by 48% of respondents) and advice from family and/or friends (marked by 36% of respondents). The most frequently cited marketing efforts were information received in mail (14%), the web site (12%), GCC brochures (9%), and high school visits (9%).

Group Differences: Influences on Decision to Enroll

Several of the self-reported influences on students' decisions to enroll showed group differences. The largest group differences are summarized below.

The percentages of students identifying marketing efforts as influences did not show large group differences. The following marketing items showed the largest differences.

- **Information I received in the mail from GCC.** Mailed information was marked more by Armenian students (18% of Armenian students marked this item) and Latino students (15%) than by Anglo students (9%) and Asian students (8%). It was also marked more by female students (16%) than male students (10%).
- **Someone visited my high school to talk about GCC.** Unsurprisingly, high school visits were identified more by students age 25 and under (12%) than by students over age 25 (3%). High school visits were also marked more by day students (12%) than by evening students (5%), and by Latino students (12%) and Armenian students (11%).
- **GCC brochure.** Latino students (11%) and Armenian students (11%) were more likely to mark brochures as influences on their decisions to enroll than Anglo students (6%) and Asian students (3%). Brochures were also marked more by female students (10%) than by male students (6%).
- **GCC web site.** The web site was marked more by students over age 25 (15%) than by students age 25 and under (10%). There was also a small difference among ethnic groups: Armenian (13%) and Asian (13%) students were more likely to indicate the web site than were Anglo (11%) and Latino (9%) students.

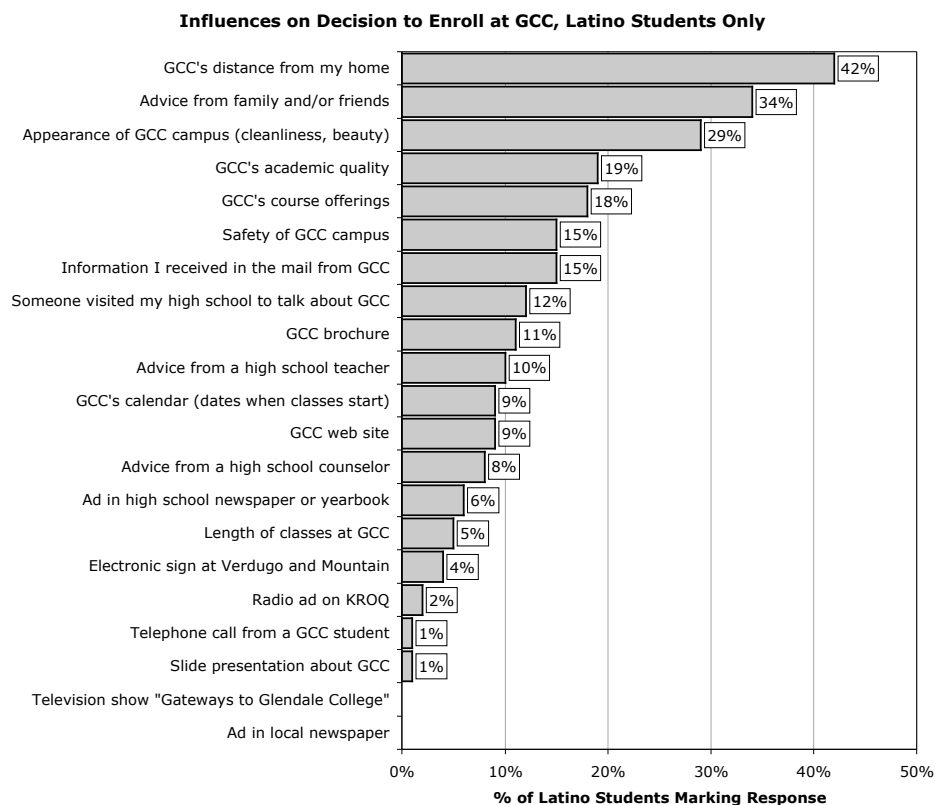
Characteristics of GCC outside of marketing efforts showed larger group differences. The following characteristics showed the largest group differences.

- **GCC's distance from my home.** Distance from home was marked more by Anglo students (61%) than by Armenian (45%), Latino (42%), and Asian (40%) students. Interestingly, part-time students were somewhat more likely to indicate distance (50%) than full-time students (44%).
- **Appearance of GCC campus.** Latino students (29%) marked appearance as a factor influencing their decision to attend GCC more than Anglo (18%), Armenian (14%), and Asian (12%) students.
- **GCC's course offerings.** Course offerings was marked more by evening students (29%) than by day students (15%). Students over age 25 (27%) were also more likely to indicate course offerings than students age 25 and under (16%). Anglo students (26%) were also more likely to indicate this factor than Asian (20%), Latino (18%), or Armenian (17%) students.

- **Advice from a high school teacher.** Unsurprisingly, students age 25 and under (10%) were far more likely to indicate advice from a high school teacher than students over age 25 (1%). Latino (10%) and Armenian (8%) students were also more likely to mark this item than Anglo (5%) and Asian (3%) students.
- **Advice from family and/or friends.** Advice from family and friends was marked more by Armenian students (42%) than by Anglo (35%), Latino (34%), or Asian (33%) students.
- **Safety of GCC campus.** Safety was cited more by Armenian (17%) and Latino (15%) students than by Anglo (9%) and Asian (9%) students. Safety was also marked somewhat more frequently by students over age 25 (17%) than by students age 25 and under (11%).

As the college works to serve its Latino service area through its Title V grant and potential future grants, it is interesting to note that Latino students responded differently from other groups on several items influencing their decisions to enroll. In particular, Latino students were more likely than other groups to indicate that information received in the mail, GCC brochures, and high school visits influenced their decisions to enroll. They were not as likely as other groups to indicate the college web site as an influence. Latino students also indicated that the appearance of the campus, advice from a high school teacher, and campus safety influenced their decisions to enroll. The following graph summarizes the responses of Latino students.

Graph 31. Influences of Latino Students



Section 4. Key Performance Indicators (KPIs)

In 2004, the Glendale Community College Board of Trustees approved the college Master Plan, which included a set of Key Performance Indicators (KPIs) measuring the effectiveness of the college. Ten KPIs refer to student satisfaction with different aspects of the college. Data addressing these ten KPIs are shown below. Spring 2004 will be considered the baseline semester for these KPIs.

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

KPI Table Notes

1. Overall student satisfaction is taken from the survey item asking students to rate “the education you are getting at GCC.” The satisfaction percentage is the percentage of respondents answering either “excellent” or “good.” No information is available for “sections using various learning opportunities.” The intent of this goal was to compare satisfaction in specialized programs such as Supplemental Instruction (SI) and Service Learning with overall student satisfaction.
2. Satisfaction with course scheduling is taken from the item asking students to rate “availability of classes.” The satisfaction percentage is the percentage of respondents answering either “excellent” or “good.”

3. Students reporting no conflict in class schedules is taken from the item asking if “two classes I needed were scheduled at the same time.” The percentage shown is the percentage of all respondents marking the item.
4. Students reporting no problem with class availability is taken from the item asking “did you have any problems getting any classes this semester?”. The percentage shown is the percentage of all respondents marking “no.”
5. Ratings of campus friendliness are taken from the item asking students to rate “campus friendliness to students.” The percentage shown is the percentage of respondents answering either “excellent” or “good.”
6. Satisfaction with student services is assessed every three years. For the most recent report including student services ratings, see Student Views 2004.
7. Satisfaction with the South Glendale complex is taken from the item asking students to rate their experience with “Adult Education/ACTC.” The satisfaction percentage is the percentage of students reporting they have used the ACTC who found it helpful or very helpful. This KPI should be supplemented with a regular survey of non-credit students in the future.
8. Satisfaction with the transition from high school to college is taken from the item asking students to rate “transition from high school to GCC.” The satisfaction percentage is the percentage of respondents answering either “excellent” or “good.”
9. Because the Oracle student system has not yet been implemented, an item assessing student satisfaction with the ERP was not included in the 2004 or 2005 survey.

Appendix: Method

Procedure

In Spring 2005, 1,523 students responded to the Spring Student Survey. Surveys were distributed to 100 class sections and received from 82 sections for a class response rate of 82%. Potential enrollment in the 100 class sections was 2,701; the 1,523 returned surveys represent a student response rate of 56%.

Survey packets were sent to the instructors of a sample of classes in session on Tuesday at either 9:00 am or 7:00 pm. Instructors were asked to administer the survey in their classes sometime between May 2, 2005 and May 14, 2005. This sampling procedure has been used in all administrations of the student survey, with days alternating between Tuesday and Wednesday and morning times alternating between 9:00 am and 11:00 am each year. Alternative sampling methods, such as random sampling, generally result in a smaller response rate and are more difficult and expensive to conduct.

Before 2005, all classes in session at the designated time were surveyed. In Spring 2005, half of the class sections in session at the designated time were surveyed. This allowed the college to conduct a VTEA supplemental information survey in the other half of class sections in session at the same times. The sample size was thus smaller in 2005 than in previous years, but responses were comparable.

Survey forms were printed two-sided on legal-sized paper. The survey was designed to take less than 20 minutes to complete. Scanning and data analysis were conducted by Research & Planning staff.

Response Weighting

Starting in Spring 2003, summaries of survey responses have been weighted to account for the oversampling of full-time students. Weighting response percentages results in a more accurate estimate of the responses of the entire student population. Classroom surveys oversample full-time students, who are more likely to be included in the survey sample because they are enrolled in more classes than part-time students. Without weighting, the responses of full-time students would be overemphasized in the reported results.

In the 2005 survey, 49% of respondents were full-time students, compared to only 31% in the overall Spring 2005 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 0.47 relative to part-time student responses. The following tables show the results of this weighting on student demographic characteristics. For the entire credit student population, data are shown for students not dropping all their attempted units.

Full-Time Status	Spring 2005 Student Sample (Unweighted)	Spring 2005 Student Sample (Weighted)	Spring 2005 Credit Student Population
Full-Time	49%	31%	31%
Part-Time	51%	69%	69%
Number of Students	1,523	1,523	14,031

Sex	Spring 2005 Student Sample (Unweighted)	Spring 2005 Student Sample (Weighted)	Spring 2005 Credit Student Population
Male	39%	41%	42%
Female	61%	59%	58%
Number of Students	1,523	1,523	14,031

Age Group	Spring 2005 Student Sample (Unweighted)	Spring 2005 Student Sample (Weighted)	Spring 2005 Credit Student Population
Under 18	2%	3%	1%
18 to 21	45%	41%	36%
22 to 25	17%	18%	23%
26 to 30	10%	12%	12%
31 to 40	12%	13%	15%
41 to 50	9%	10%	9%
Over 50	4%	4%	5%
Number of Students	1,523	1,523	14,031

Ethnicity	Spring 2005 Student Sample (Unweighted)	Spring 2005 Student Sample (Weighted)	Spring 2005 Credit Student Population
Caucasian/Anglo	19%	20%	17%
Caucasian/Armenian	36%	34%	34%
Asian/Pacific Islander	12%	11%	11%
Latino	18%	19%	25%
Other	15%	16%	13%
Number of Students	1,523	1,523	14,031