Key Findings

The 2014 spring student survey had the following notable results.

Technology

- Student access to mobile devices increased between 2011 and 2014. Among credit students, 87% have laptop computers, 87% have phones with Internet access, and 48% have tablet computers such as iPads and Kindles. Among continuing education students, 69% have laptop computers, 61% have phones with Internet access, and 39% have tablet computers.

- Student Internet access appears to have stabilized: 95% of credit students and 81% of continuing education students report having Internet access at home.

Student Progress and Needs

- Students continue to have some trouble getting classes. About 30% of credit students indicate having problems due to full classes, down from 41% in 2013.

- A large majority of credit and continuing education students believe that GCC offers a sufficient number of instructional programs and student services.

- Most credit students report not using the printed Schedule: 58% say they do not use the printed Schedule, while 42% say they use it.

Student Satisfaction

- Credit students and continuing education students are positive about safety, the appearance of the campus, and the education they are getting at GCC.

- Credit students are not satisfied with parking, availability of classes, and food services (though satisfaction with food services improved somewhat). Similarly, continuing education students have negative views of parking and food services.

Campus Climate

- Both credit students and continuing education students agree that GCC treats students of different ethnic and gender groups fairly.

- Students of different ages, genders, and ethnic backgrounds feel comfortable at GCC.

Student Learning

- Credit students and continuing education students are positive about their learning, agreeing that GCC focuses on student learning and that they learn a lot in their classes.

- Credit students are positive about improving in areas related to GCC's institutional learning outcomes (ILOs).

For more detailed information about the survey results, and trend analysis from previous surveys, go to the Research & Planning web page at the following address and click on "Reports & Publications."
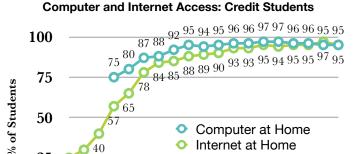
http://www.glendale.edu/research

Part 1. Technology

GCC has tracked computer and Internet access since 1996. The graph to the right shows changes in access over the years for credit students. Since about 2004, 95% or more of credit students have had a computer at home; since about 2009, 95% or more of credit students have had Internet access at home. Only 5% of credit students (about 850 credit students) indicate they do not have Internet access at home.

In 2013, the percentage of credit students with Internet access at home exceeded the percentage of credit students with computers at home, indicating that some students access the Internet with devices other than computers such as phones and tablets.

Computer and Internet Access: Credit Students

The graph to the right shows the percentage of continuing education students indicating they have computer and Internet access. The percentage of continuing education students with Internet access is smaller than the percentage of credit students with Internet access, but only by a small amount. Approximately 25% (or about 1,300) continuing education students do not have Internet access at home.

Computer and Internet Access: Continuing Education Students
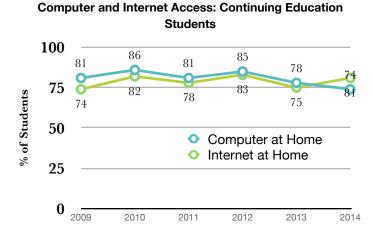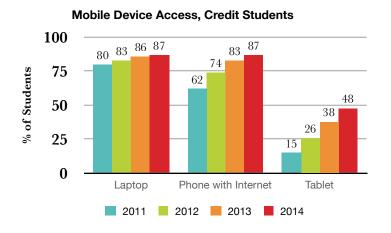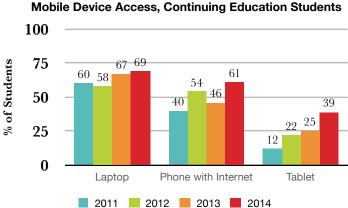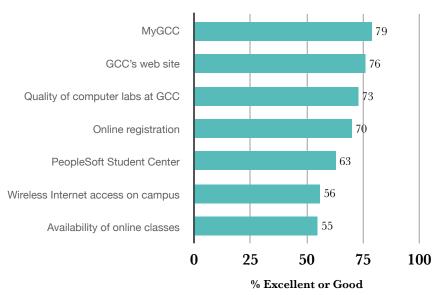

The graphs below show access to mobile devices for credit and continuing education students. This information has been collected since 2011. Access to Internet-enabled phones and tablet computers (such as the iPad or Kindle) has increased since 2011.

Mobile Device Access, Credit Students

Mobile Device Access, Continuing Education Students
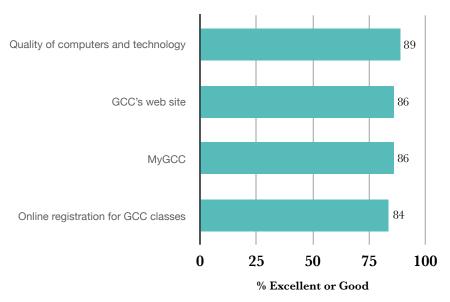
The graphs below shows a summary of student responses to technology items on the 2014 survey. Students were asked to rate various aspects of technology at GCC using a scale of "Excellent," "Good," "Fair," or "Poor." The graphs show the percentage of students who marked "Excellent" or "Good." The top graph shows responses of credit students and the bottom graph shows responses of continuing education students.

Satisfaction with Technology, Credit Students

Category	% Excellent or Good
MyGCC	79
GCC's web site	76
Quality of computer labs at GCC	73
Online registration	70
PeopleSoft Student Center	63
Wireless Internet access on campus	56
Availability of online classes	55

% Excellent or Good
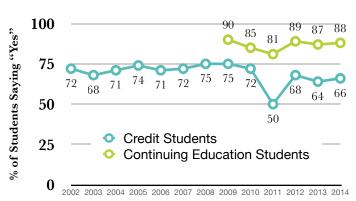
Satisfaction with Technology, Continuing Education Students

Category	% Excellent or Good
Quality of computers and technology	89
GCC's web site	86
MyGCC	86
Online registration for GCC classes	84

% Excellent or Good

Part 2. Student Progress and Needs

Moving as Quickly as Possible Toward Goal

% of Students Saying "Yes"

Credit Students values: 72, 68, 71, 74, 71, 72, 75, 75, 72, 50, 68, 64, 66

Continuing Education Students values: 90, 85, 81, 89, 87, 88

- ○ Credit Students
- ○ Continuing Education Students

Years: 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014
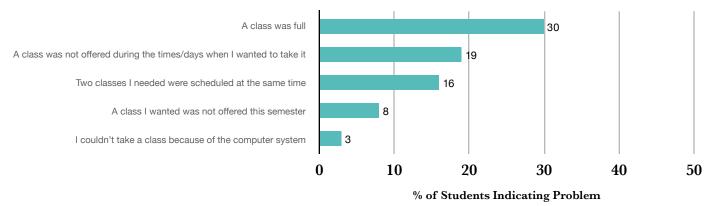
The student survey asks students if they are moving as quickly as possible toward their educational goal. As the graph to the left shows, the percentage of students indicating that they are moving as quickly as possible toward their goal dropped dramatically in 2011.

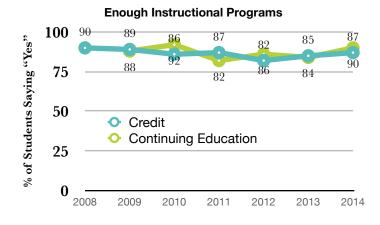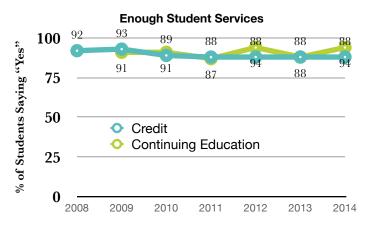In 2014, 44% of credit students said they had problems enrolling in classes. This percentage decreased from 56% in 2013. The graph below shows the problems that students indicated. The most frequently indicated problem was that a class was full, experienced by nearly one-third of survey respondents.

Problems Getting Credit Classes, Spring 2014 (Credit Students)

Problem	%
A class was full	30
A class was not offered during the times/days when I wanted to take it	19
Two classes I needed were scheduled at the same time	16
A class I wanted was not offered this semester	8
I couldn't take a class because of the computer system	3

% of Students Indicating Problem (0 10 20 30 40 50)

Students were asked whether GCC has enough instructional programs (left graph below) and enough student services (right graph below). Large majorities of both credit students and noncredit students indicate that the number of programs is sufficient.

Enough Instructional Programs

% of Students Saying "Yes"

Credit values: 90, 89, 92, 87, 82, 84, 90

Continuing Education values: 88, 86, 82, 86, 85, 87

- ○ Credit
- ○ Continuing Education

Years: 2008 2009 2010 2011 2012 2013 2014

Enough Student Services

% of Students Saying "Yes"

Credit values: 92, 91, 91, 87, 94, 88, 94

Continuing Education values: 93, 89, 88, 88, 88, 88

- ○ Credit
- ○ Continuing Education

Years: 2008 2009 2010 2011 2012 2013 2014

Credit students were asked whether their experience at GCC met their expectations. Most credit students (62%) said that their experience was about the same as they expected, while 30% said their experience was better than expected. Only 8% said their experience was worse than expected.

How has your experience at GCC met your expectations?

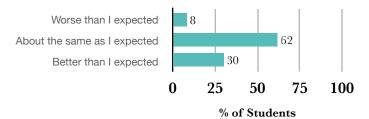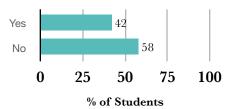|	% of Students
Worse than I expected	8
About the same as I expected	62
Better than I expected	30

In 2014, students were asked "Do you use the printed Class Schedule?" Most students reported not using the printed Schedule, as shown in the graph to the right.

Do you use the printed Class Schedule?

	% of Students
Yes	42
No	58
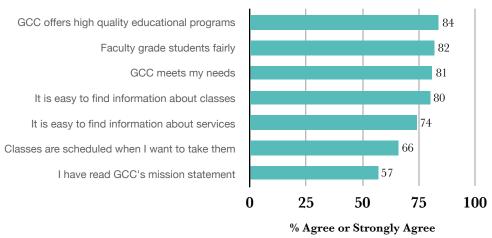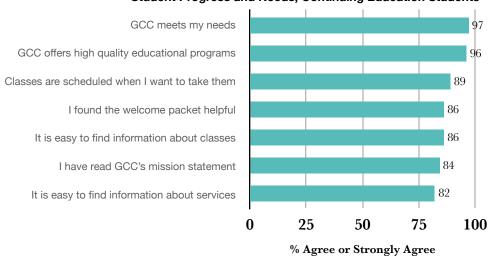
The graphs below show results for additional items about student progress and student needs. Students were asked whether they agreed with each statement. The graphs show the percentage of students marking either "Agree" or "Strongly Agree." The top graph shows results for credit students and the bottom graph shows results for continuing education students.

Student Progress and Needs, Credit Students

	% Agree or Strongly Agree
GCC offers high quality educational programs	84
Faculty grade students fairly	82
GCC meets my needs	81
It is easy to find information about classes	80
It is easy to find information about services	74
Classes are scheduled when I want to take them	66
I have read GCC's mission statement	57

Student Progress and Needs, Continuing Education Students

	% Agree or Strongly Agree
GCC meets my needs	97
GCC offers high quality educational programs	96
Classes are scheduled when I want to take them	89
I found the welcome packet helpful	86
It is easy to find information about classes	86
I have read GCC's mission statement	84
It is easy to find information about services	82
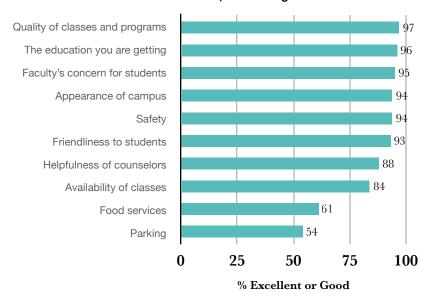
Part 3. Student Satisfaction

Students were asked to rate their satisfaction about many aspects of their education at GCC. For each item, students could mark one of four options: Excellent, Good, Fair, or Poor. The graphs below show the percentages of students marking either Excellent or Good. The top graph below shows results for credit students and the bottom graph shows results for continuing education students.
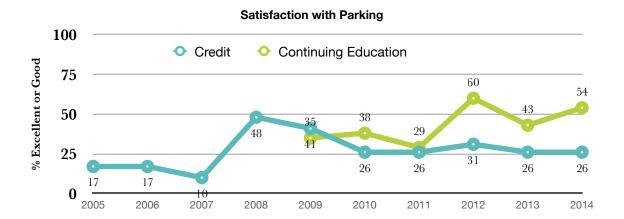
Student Satisfaction Items, Credit Students

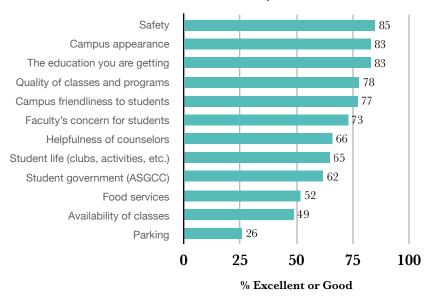| Item	% Excellent or Good
Safety	85
Campus appearance	83
The education you are getting	83
Quality of classes and programs	78
Campus friendliness to students	77
Faculty's concern for students	73
Helpfulness of counselors	66
Student life (clubs, activities, etc.)	65
Student government (ASGCC)	62
Food services	52
Availability of classes	49
Parking	26

% Excellent or Good

Student Satisfaction Items, Continuing Education Students

Item	% Excellent or Good
Quality of classes and programs	97
The education you are getting	96
Faculty's concern for students	95
Appearance of campus	94
Safety	94
Friendliness to students	93
Helpfulness of counselors	88
Availability of classes	84
Food services	61
Parking	54

% Excellent or Good

Parking is nearly always the item rated lowest in the student survey. The graph below shows trends in student satisfaction with parking for both credit and continuing education students. For credit students, the increase in 2008 represents the opening of the parking structure.

Satisfaction with Parking

Part 4. Campus Climate

Items about campus climate are asked each year. For the following items, students were shown statements and asked whether they agreed or disagreed. The graphs show the percentages of students marking either Agree or Strongly Agree.
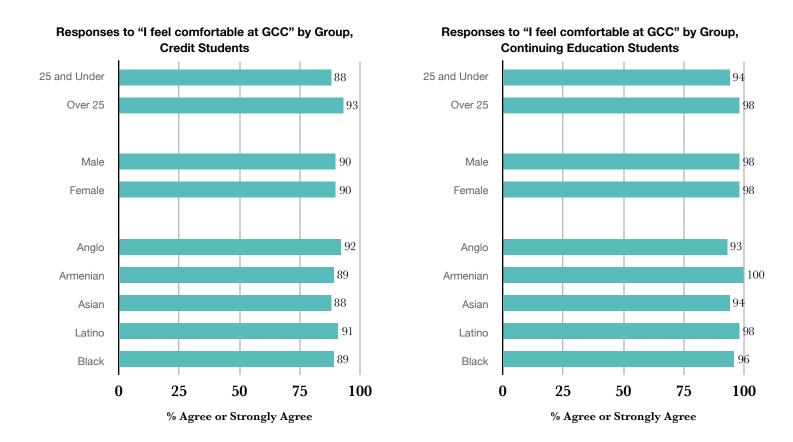
Campus Climate Items, Credit Students

Item	% Agree or Strongly Agree
GCC treats both male and female students fairly	93
GCC welcomes students of all backgrounds	92
I feel comfortable at GCC	90
GCC treats students of all ethnic groups fairly	87
GCC instructors encourage students to examine different points of view	81

% Agree or Strongly Agree

Campus Climate Items, Continuing Education Students

Item	% Agree or Strongly Agree
I feel comfortable at GCC	98
GCC welcomes students of all backgrounds	97
GCC treats both male and female students fairly	97
GCC treats students of all ethnic groups fairly	96
GCC instructors encourage students to examine different points of view	88

% Agree or Strongly Agree
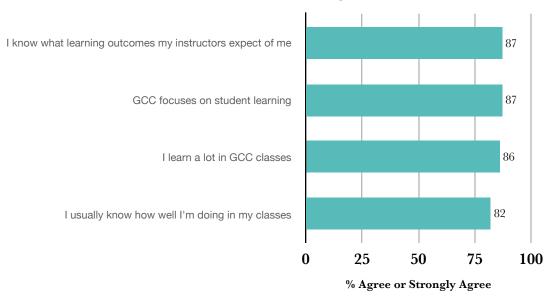
The graphs below show responses to the statement "I feel comfortable at GCC" by age, sex, and ethnic group. The left graph shows responses of credit students and the right graph shows responses of continuing education students. It is clear that a large majority of students of all groups feel comfortable at GCC.
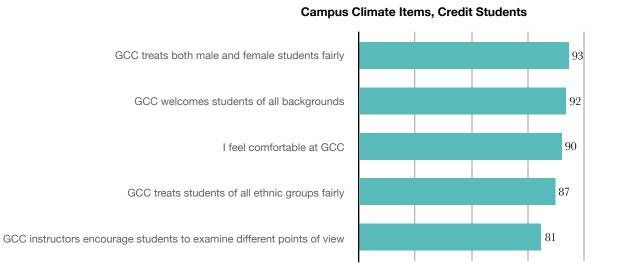
Responses to "I feel comfortable at GCC" by Group, Credit Students

Group	% Agree or Strongly Agree
25 and Under	88
Over 25	93
Male	90
Female	90
Anglo	92
Armenian	89
Asian	88
Latino	91
Black	89

% Agree or Strongly Agree

Responses to "I feel comfortable at GCC" by Group, Continuing Education Students

Group	% Agree or Strongly Agree
25 and Under	94
Over 25	98
Male	98
Female	98
Anglo	93
Armenian	100
Asian	94
Latino	98
Black	96

% Agree or Strongly Agree

Part 5. Student Learning

The 2014 survey included several agreement items about student learning. Students were shown statements and asked whether they agreed or disagreed. The graphs below show the percentages of students marking either Agree or Strongly Agree.

Student Learning Items, Credit Students

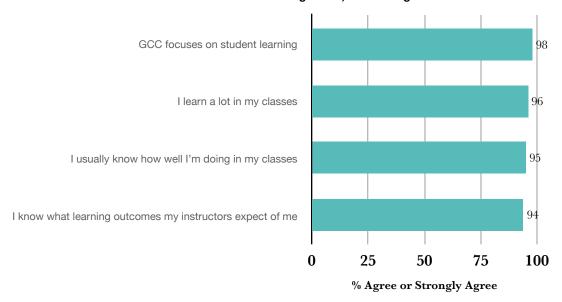| Item	% Agree or Strongly Agree
I know what learning outcomes my instructors expect of me	87
GCC focuses on student learning	87
I learn a lot in GCC classes	86
I usually know how well I'm doing in my classes	82

% Agree or Strongly Agree

Student Learning Items, Continuing Education Students

Item	% Agree or Strongly Agree
GCC focuses on student learning	98
I learn a lot in my classes	96
I usually know how well I'm doing in my classes	95
I know what learning outcomes my instructors expect of me	94

% Agree or Strongly Agree

% Saying "Improved somewhat" or "Improved a lot"

Reading	
Students completing goal	93
Students not completing goal	85
Writing	
Students completing goal	91
Students not completing goal	89
Speaking	
Students completing goal	88
Students not completing goal	83
Listening	
Students completing goal	90
Students not completing goal	88
Mathematical Problem Solving	
Students completing goal	82
Students not completing goal	71
Researching/Finding Information	
Students completing goal	91
Students not completing goal	85
Thinking Critically	
Students completing goal	93
Students not completing goal	89
Appreciating Diversity	
Students completing goal	93
Students not completing goal	86
Study Skills	
Students completing goal	88
Students not completing goal	84
Responsibility for My Actions	
Students completing goal	90
Students not completing goal	87
Technical Skills	
Students completing goal	86
Students not completing goal	81
Workplace Skills	
Students completing goal	83
Students not completing goal	80

The student survey for credit students asks a series of questions assessing students' perceptions of learning in the areas defined by GCC's institutional learning outcomes, or ILOs (previously called core competencies). Students were asked how much GCC has improved their skills in each area. They could respond with one of three choices: "Improved a lot," "Improved somewhat," or "Not improved." The graph to the left show the percentages of students responding with either "Improved a lot" or "Improved somewhat." The graphs show the results for two groups of students: those indicating they will complete a degree or certificate or transfer requirements this semester, and those students indicating they will not complete one of these goals this semester.

As the graph shows, students indicating that they will complete a degree or transfer goal in Spring 2014 perceive more learning in each area than students not completing a degree or transfer goal in Spring 2014. The effect is strongest for mathematical problem solving, reading, and appreciating diversity.

For more information about institutional learning outcomes and other student learning outcomes at GCC, please go to http://www.glendale.edu/slo.

Appendix. Method

The survey was conducted as a paper-and-pencil survey in class sections. Responses were received from 1,826 credit students and 390 continuing education students. Surveys were distributed to 124 credit sections and returned from 90 sections, for a section return rate of 73%. Surveys were distributed to 35 continuing education sections and returned from 23 sections, for a section return rate of 66%.

The survey was conducted between Monday, April 28, 2014 and Saturday, May 17, 2014. Survey forms were printed two-sided on letter-sized paper. The survey was designed to take less than 20 minutes to complete. Scanning and data analysis were conducted by Research & Planning staff.

Beginning in Spring 2003, survey responses from credit students 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 because these students are more likely to be included in the survey sample simply because they are enrolled in more classes than part-time students.