

formulated by the Faculty Senate and GCC's Communications and Promotions Office and included in Section V of the survey instrument (Appendix B).

There were 401 credit students and 69 non-credit students who participated in the survey. Surveys for both credit and non-credit students were administered during class time. For credit students, classes were selected using systematic sampling. A Spring 2010 Master Schedule was obtained from the College Registrar. Every tenth class in the Spring 2010 Master schedule was chosen until the required sample population was reached¹. A memo from the GCC Office of Assessment and Institutional Effectiveness (AIE) was posted on MyGCC² announcing the administration of the *Faces of the Future Survey* between February 22, 2010 and March 5, 2010. Faculty were instructed to collect completed surveys and drop them in boxes located in the faculty lounge, Student Support Office, Student Services and Administration Building, or to be submitted directly to the AIE Office. After the surveys were collected, they were sent off-island for scoring by ACT. Survey results were received in May 2010.

The selected postsecondary courses represented a wide array of the College's course offerings. Selected credit courses included the following:

- EN100W- Fundamentals of English-Writing
- OA230- Advanced Information Processing
- OA101- Keyboarding Applications
- MA108- Introduction to College Algebra
- CJ204- Introduction to Criminology
- GED050- GED Prep-Reading, Writing, Social Science³
- NU160- Pharmacology for Practical Nurses
- VC102- Design Principles and Elements

¹ Although the ACT-recommended minimum sample is 322 for GCC's credit student enrollment, a total of 401 credit students completed surveys that were considered valid for consideration in this report.

² MyGCC is the College's integrated database system with web accessible information that combines student, financial aid, finance, and human resources into one system.

³ GED050 is a non credit course. The course was inadvertently included in the list of credit courses offered during Spring 2010. Consequently, student responses for this course was reported as part of the results for credit students. There were fourteen students enrolled in this course.

- AC250- Federal Income Tax II
- MA085- Fundamentals of Mathematics
- HS238- Garde Manger- The Art & Craft of the Cold Kitchen
- PY125- Interpersonal Relations
- ASL110- American Sign Language
- ED220- Human Growth & Development
- MS145- Administrative Medical Assisting Clinical
- WA215- Water Distribution Systems
- SO130- Introduction to Sociology
- AC210- Introduction to Financial Management
- CM118- Nail Technology
- CD110- Early Childhood Education Orientation
- SI130- Anatomy & Physiology
- CE222- Plane Surveying II
- CS103- RPG II
- CS151- Windows Applications
- EN110- Freshman English
- MA065- Adult Mathematics
- ME161B- Introduction to Autobody Painting
- EE242- Principles of Voice and Data Cabling
- EE104- Electricity II- Alternating Current Circuits
- CT165B- Electricity Level II

Non-credit courses were selected based on what was being offered through the Office of Continuing Education (CE) at the time surveys were being administered.⁴ Consequently, non-credit courses were limited to the availability of course offerings. The following seven (7) non-credit courses were included in the survey:

- CEAD1110- Low Intermediate ESL
- CEAD1108- Low Beginning ESL
- CEAD1109- High Beginning ESL
- High Voltage Cable Splicing
- Health Certificate (March 2, 2010)
- Health Certificate (March 3, 2010)
- Health Certificate (March 4, 2010)

⁴ The minimum sample size for the College's non-credit student enrollment was not met because of the limited course offering at the time the survey was being conducted. Spring 2010 non-credit enrollment was 561. The minimum sample size required is 234. At the time the survey was being administered, 221 students were enrolled in non-credit courses.

III. Results and Discussion

Survey results are provided in graphical form for selected demographic and scale items for GCC and the national comparative sample. Survey results and discussions are separated for credit students and non-credit students.

CREDIT STUDENTS

General Background (Demographic and Socio-Economic Profile)

Appendix C1 reveals that nearly half of all GCC credit students are taking *2-3 credit courses* (44.6%) followed by *4-5 credit courses* (35.9%), *one (1) credit course* (10.5%), *6+ credit courses* (10.2%), and *1+ non-credit course(s)* (2.2%). The national data differs in that nearly 50% of students are enrolled in *4-5 credit courses* (47.8%) followed by *2-3 credit courses* (31.2%), *6+ credit courses* (13.4%), *one (1) credit course* (8.9%), and *1+ non-credit course(s)* (2.3%). In comparison to the national data, GCC credit students are taking fewer credits each semester.

The age range of GCC credit students is under 20 to over 60 (Appendix C2). The largest group of GCC credit students are between the age of *21-22* (24.5%) followed by *20 or under* (22.7%), *23-24* (12.8%), *30-34* (10.7%), *27-29* (7.8%), and *25-26* (6.5%). Students aged 35 and over make up a smaller percentage of the student population (14.9%). In terms of national data, almost 50% of credit students are *20 and under* (46.9%) followed by *21-22* (12.9%). This shows that the College's credit students tend to be older than their national counterparts.

As for gender, more than half of GCC students are female (60.1%). Males make up 39.9% of the credit student population. This is comparable to the national data where 62.4% of respondents are female and 37.6% are male (Appendix C3).

As was the case in the *Faces of the Future: Third Survey Report on GCC Students*, the two survey items of *race* and *ethnicity* related to the Hispanic population, limit the proper profiling of GCC students. This is a limitation of the survey instrument used. For instance, 70.6% of GCC students indicated that they are *Not Hispanic or Latino* (Appendix C4). Only 4.7% indicated that they are *Hispanic or Latino*. The remaining 24.7% indicated that they *Prefer Not to Respond* to the survey item. Appendix C5 shows that 58.2% of GCC respondents indicated that they are *Native Hawaiian or Other Pacific Islander* followed by *Asian* (37.0%). Three percent (3%) of respondents indicated that they are *White* and less than one percent (0.5%) indicated that they are *Black or African American*. The other 4.3% of students indicated that they *Prefer Not to Respond*. No credit students reported that they are *American Indian or Alaskan Native*. As mentioned in the previous report, the categories listed under race are too broad and all-inclusive (e.g., Asian, Other Pacific Islander). Consequently, the data related to race cannot be compared to the national data.

As for student's total annual income, Appendix C6 shows that 36.5% of GCC credit students indicated that they *Prefer Not to Respond* to the survey item related to annual income. Of the students who did respond, 27.2% have an annual income of *\$9,999 or Less* followed by those with an annual income of *\$15,000 - \$19,999* (10.9%), *\$10,000 - \$14,999* (7.8%), *\$30,000 - \$39,999* (6.5%), and *\$20,000 - \$29,999* (6.0%). Less than six percent (5.2%) of students reported incomes ranging from *\$40,000 to \$100,000 or More*. Nationally, 45.0% of credit students reported an annual income of *\$9,999 or Less* followed by those with an annual income of *\$10,000 - \$14,999* (13.5%), *\$20,000 - \$29,999* (9.0%), *\$15,000 - \$19,999* (7.3%), and *\$30,000 - \$39,999* (4.2%). Less than five percent (4.5%) of students reported incomes ranging from *\$40,000 to \$100,000 or More*. A noteworthy finding is that the percentage of GCC credit