Guam Community College

Faces of the Future

Spring 2010

FACES OF THE FUTURE:
FOURTH SURVEY REPORT ON GCC STUDENTS
AY 2009-2010

Executive Summary

The *Faces of the Future Survey* produces data that gives the institution information on the socio-demographic profile of credit and non-credit students and their current college experience. AY 2009-2010 is the fourth year that Guam Community College (GCC) has administered the survey. Previous surveys were administered in Fall 2002, Fall 2005, and Fall 2007.

The *Faces of the Future Survey* is nationally-normed and results from our College are compared with other colleges at the national level, for both credit and non-credit students. These results provide useful information that enables GCC to make informed decisions when planning for programs and services and allocating resources to address the needs and concerns of students.

The following conclusions were drawn from the survey:

- GCC students are typically first generation college students.
- The majority of GCC credit and non-credit students are female.
- Over fifty percent of GCC credit and non-credit students are employed.
- A number of GCC credit and non-credit students are caring for their family and home full-time.
- Common concerns shared by GCC credit and non-credit students include the availability of courses at times when students can take them, lack of ease in navigating the GCC website, limited availability and convenience of tutoring services for math and English classes, and impact of general education requirements on program completion. Three areas of concern reported only by credit students are the availability of instructors outside of class time, the quality of academic advising, and sense of general safety and security while on campus.

- The primary source from which GCC credit and non-credit students learned about the College is a high school teacher/counselor/family/friend.
- Over 80% of GCC credit students and over 80% of GCC non-credit students are satisfied or very satisfied with the College.
- Both credit and non-credit students reported that their experience at GCC contributed to their growth by increasing their academic competence and developing their self-confidence.
- The top five factors which influenced GCC credit students to attend the College are: (1) a particular program of study, (2) cost of attending the College, (3) availability of financial aid or scholarship, (4) variety of courses offered, and (5) academic reputation of the College.

The following recommendations are made in relation to the above findings:

- Continue to utilize the GCC website to disseminate financial aid information. Communicate the availability of financial aid and scholarships to students, faculty, staff, and administrators. Ensure that the College's career counselors are aware of this information so that they can share the information with secondary students.
- Post the registration guides (*Steps to Register* and *Guide to Registering on the Web)* developed by the Office of Admissions and Registration on the GCC public website. Information could be placed under the *Offices* channel in the *Student Resources* section.
- Post faculty office hours in the GCC public website (i.e., under the *Offices* channel in the *Student Resources* section). Include faculty contact information and office location. Create a poster consolidating all this information and place in areas that students regularly visit (i.e., Student Support Services Office, library, Student Services and Administration Building-Rotunda). Continue to ensure that office hours are included in course syllabi.

- Departments should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- As suggested in the last *Faces of the Future* report, provide students with safety and health information that would make them feel safe and secure on campus. Information should be included in the GCC website and the student handbook. This information should also be disseminated through student newsletters or email messages and posted throughout the campus. Additionally, security personnel should be visible around campus.
- Redesign the GCC website with the intent of making it easier for students to navigate. Make sure to include student input.
- Ensure that all advisors, especially new faculty members, are provided with Advisor/Banner training.
- Offer more tutoring services for math and English. Identify a location on campus where tutoring services can be offered and inform students of this location and the times tutoring services are available.
- The General Education Committee made some changes to the general education requirements for associate degree programs in Spring 2010. Effective Fall 2010, the general education requirements for newly declared students are divided into six categories—*English Composition*, *Mathematics*, *Natural & Physical Sciences*, *Social & Behavioral Sciences*, *Computer Literacy*, and *Humanities & Fine Arts*. The existing general education requirements include courses from five of these categories; however, the courses under *Humanities & Fine Arts* are a new requirement. The changes also provide more course options for students to take under the *English Composition*, *Mathematics*, *Natural & Physical Sciences*, and *Social & Behavioral Sciences* categories. The College should review these new requirements in relation to student access and

success (i.e., program completions, course progression) in the various programs offered at the College.

These findings provide useful insights into student concerns which will help to guide decision making at the College. Ultimately, a greater awareness of the College's student population will lead to better planning and improvement in the delivery of student programs and services.

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FACES OF THE FUTURE:

Fourth Survey Report on GCC Students
AY 2009-2010

I. Background and Rationale

The *Faces of the Future Survey* is conducted annually by the American Association of Community Colleges (AACC) and American College Testing (ACT), Inc. Survey questions are designed to gather student data including demographic characteristics, goals, and college experiences.

The latest normative report for credit students is based on 30,604 student records obtained from 65 community colleges in 29 states and the territory of Guam that administered the AACC/ACT *Faces of the Future Survey* from June 1, 2005 through December 31, 2007. The latest normative report for non-credit students is based on 2,731 student records obtained from 61 community colleges, (including GCC) that administered the *Faces of the Future Survey* during the same time period. This latest nationwide profile is the benchmark used in this report to compare GCC credit and non-credit students' responses to those of their national counterparts. A student reporting enrollment in at least one non-credit course (and not enrolled in any credit course) was included in the non-credit group. A respondent reporting enrollment in any credit course was included in the credit group.

II. Methodology and Sampling

The *Faces of the Future Survey* is comprised of thirty-eight multiple choice questions divided into four sections: general background, employment background, educational background, and current college experience (Appendix A). Ten additional questions were

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 reached[1]. A memo from the GCC Office of Assessment and Institutional Effectiveness (AIE) was posted on MyGCC[2] 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 Science[3]
- NU160- Pharmacology for Practical Nurses
- VC102- Design Principles and Elements

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[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

students who preferred not to respond (36.5%) is more than twice that of credit students at the national level who chose not to respond (16.5%).

Appendix C7 provides data on the highest educational level attained by parents. Compared to the national data, GCC credit students reported lower levels of attainment. More than fifty percent of GCC students reported that their parents have *Less than a High School Diploma/High School Diploma/GED* (56.4%-mother; 56.0%-father). These percentages are higher than those reported at the national level (45.5%-mother; 49.4%-father). An implication of the data is that a majority of GCC students are first-generation college students. Additionally, GCC students reported that the highest education level attained by their parents was a *Vocational/Technical Certificate/Associate Degree* (9.0%-mother; 14.0%-father) and *Bachelor's or Higher Degree* (19.6%-mother; 14.3%-father). GCC students also reported that their parents had *Some College* (15.0%-mother; 15.7%-father).

According to Appendix C8, 93.8% of GCC credit students have an email address *At Home*, 93.0% have an email address *Through the College*, and 26.8% have an email address *At Work*. As for access to the World Wide Web, 88.0% of GCC credit students have web access *Through the College*, 84.4% have web access *At Home*, and 44.8% have web access *At Work*. The pattern of access is also comparable to the national data. An interesting difference, however, is that a higher percentage of GCC students have an email address through the College (93.0%) compared to their mainland counterparts (62.7%). As mentioned in the *Faces of the Future: Third Survey Report on GCC Students,* when the College launched its new student information system (Banner) in 2007, all students were assigned an email address. Although 93.0% of GCC respondents are aware that they have an email address provided by the College, it would be interesting to find out what percentage of those students actually use their email address.

With respect to the importance of accomplishing activities/goals, GCC credit students identified the following as their top five activities/goals: (1) *to have a steady, secure job* (mean 4.83); (2) *to have time for my personal/family interests* (mean 4.77), (3) *to be self-reliant* (mean 4.59); (4) *to help others who are in need* (mean 4.35), and (5) *to make a lot of money* (mean 4.33) (Appendix C9). The mean is the average of the value in all responses on an importance scale of 1 to 5 where 5=very important, 3=moderately important, and 1=not important. The top four activities/goals reported by GCC credit students are the same as the ones reported by their national counterparts. The fifth item of importance, however, for students at the national level was *to be a parent* while the fifth item of importance for GCC credit students was *to make a lot of money*. Both GCC's data and the national data show that all five activities/goals are important to students because of the mean scores reported.

In terms of the degree of problems encountered while taking classes, GCC students reported the following top five obstacles: (1) *personal financial problems* (mean 2.59), (2) *cost and/or availability of books and related materials* (mean 2.33), (3) *family responsibilities* (mean 2.30), (4) *transportation problems (parking, access to public transportation, etc.)* (mean 2.25), and (5) *cost of transportation* (mean 2.22). Mean scores are based on a problem scale of 1 to 4 where 4=major problem, 3=moderate problem, 2=minor problem, and 1=not a problem. On the whole, the mean responses to this survey item by GCC credit students are between 2.59 and 1.77 (Appendix C10). Only three of the top five obstacles identified by GCC students are the same for their mainland counterparts (*personal financial problems, cost and/or availability of books and related materials, and cost of transportation).* The other two top five obstacles reported by students at the national level are: *cost of child or other dependent (e.g., parent) care* (mean 2.08) and *job related responsibilities* (mean 1.99). Although the mean scores for both GCC students

and their national counterparts range between "not a problem" to "minor problem", the mean scores for GCC students are higher than their national counterparts. The difference suggests that these issues impact GCC students more than they do their national counterparts.

Employment Background

Almost thirty percent (29.1%) of GCC credit students are *employed full-time* followed by *part-time* (26.4%); *unemployed, seeking employment* (22.0%); *caring for family/home full-time* (12.5%); and *unemployed, not seeking employment* (10.1%). Nationally, nearly half of the credit students responding to the survey item reported that they are *employed part-time* (44.5%). In general, more credit students are employed at the national level (Appendix C11). This supports the finding that was mentioned earlier where, at the national level, job-responsibility is one of the top five problems encountered while taking courses. The data also reveals a greater percentage of GCC credit students who are *caring for their family/home on a full-time basis* (12.5%) compared to their national counterparts (8.7%).

In response to the survey item related to the hours per week working while taking this course, 30.5% of GCC students indicated that they work *40-50 hours* followed by *21-30 hours* (18.3%), *35-39 hours* (11.4%), *11-20 hours* (9.3%), *1-10 hours* (7.7%), *31-34 hours* (5.7%), and *Over 50 hours* (4.1%). Thirteen percent (13%) of GCC credit students reported that they *Don't Know* how many hours per week they worked while taking this course. Nationally, 22.9% of students indicated that they worked *21-30 hours per week.* In general, although more students are employed at the national level, more GCC students are working full-time (Appendix C11 and Appendix C12).

Educational Background

Like their national counterparts, more than half of GCC credit students reported that a *High School Diploma* is the highest academic degree that they have earned (76.7%- GCC, 72.2%- National Data). The percentage of students is comparable between the two groups (Appendix C13).

In terms of the survey item related to the number of *credit hours completed at this college,* 29.0% of GCC credit students reported that they completed *1-12 credit hours* followed by *13-30 credit hours* (23.4%), *31-50 credit hours* (19.1%), *zero credit hours* (17.7%), and *more than 50 credit hours* (10.8%) (Appendix C14). Nationally, 30.5% of credit students reported that they completed *zero credit hours* at their respective colleges. It is likely that these are first-time college students.

As for *non-credit hours taken at this college*, more than half of GCC students reported that they did not take any non-credit course at the College (61.6%). Nationally, 71.2% of credit students reported that they did not take any non-credit courses at their respective colleges (Appendix C15). GCC credit students also indicated that they have taken *1-3 non-credit hours* (25.8%), *4-6 non-credit hours* (7.5%), and *7+ non*-credit hours (5.1%). In general, the data suggests that most students are likely pursuing a degree or certificate.

Credit students reported that the top five (5) reasons for taking current course/program at GCC are: (1) *to develop my mind and intellectual abilities* (mean 3.45); (2) *to meet requirements for my chosen occupation* (mean 3.23); (3) *to increase my earning power* (mean 3.02); (4) *to study new and different subjects* (mean 2.97); and (5) *to meet new/interesting people* (mean 2.60). Mean scores are based on a reason scale of 1 to 4 where 4=major reason, 3=moderate reason, 2=minor reason, and 1=not a reason. According to this scale, the top three reasons GCC

students identified for taking classes at the College are moderate reasons and the last two reasons are minor reasons. Nationally, *to meet requirements for my chosen occupation* was more important than *to develop my mind and intellectual abilities* (Appendix C16). The bottom five (5) reasons for taking current course/program at GCC for credit students are: (1) *other* (mean 1.18); (2) *to learn the English language and culture* (mean 1.48); (3) *required by employer* (mean 1.50); (4) *wanted to enter workforce after children grown* (mean 1.52); and (5) *needed to enter workforce after major life change* (mean 1.67).

In response to the survey item regarding the source(s) from which students learned about their college, more than half of GCC credit students reported that they learned about the College through a *high school teacher/counselor/family/friend* (52.6%) followed by *college catalogue/brochure/flier* (16.2%), and *other sources* (11.9%). A similar percentage of students reported that the source from which they learned about GCC was through *newspaper/TV/radio* (7.6%) and *employer/co-worker* (7.6%). This was followed by students who reported that the source from which they learned about the College was the *internet/WWW* (4.0%). Like GCC data, the national data reveals that the greatest source from which students learned about their respective colleges is *high school teacher/counselor/family/friend* (52.1%). Students also reported that they learned about their college through *catalogue/brochure/flier* (16.9%), *other sources* (16.1%), *internet/WWW* (7.8%), *employer/co-worker* (4.1%), and *newspaper/TV/Radio* (3.0%). More students at the national level learned about their respective colleges through *internet/WWW* and *other sources* (Appendix C17). Face-to-face interaction continues to be the preferred choice of communication since both GCC students and their mainland counterparts reported that the main source(s) from which they learned about their college was a *high school teacher/counselor/family/friend.*

According to Appendix C18, the top five factors which influenced GCC students to attend the College are: (1) *a particular program of study* (mean 4.17, s.d. 1.09), (2) *cost of attending the College* (mean 3.98, s.d. 1.35), (3) *availability of financial aid or scholarship* (mean 3.94, s.d. 1.49), (4) *variety of courses offered* (mean 3.94, s.d. 1.18), and (5) *academic reputation of the College* (mean 3.91, s.d. 1.24). Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important. *Distance of the College from permanent residence* (mean 3.70) was a greater concern for students at the national level than locally. The top five factors cited by GCC students for attending the College have higher means than those of their national counterparts. The implication is that GCC students feel more strongly about these reasons than their mainland counterparts.

Current College Experience

When asked how much have your experiences at this college contributed to your growth in specific areas, GCC students identified the following top five areas of growth: (1) *increasing my academic competence* (mean 4.33, s.d. 0.97), (2) *learning skills needed specifically for my current or future job* (mean 4.30, s.d. 1.07), (3) *identifying the training/skills required for career opportunities that fit my interests and abilities* (mean 4.20, s.d. 1.06), (4) *developing self-confidence* (mean 4.18, s.d. 1.01), and (5) *enriching my intellectual life* (mean 4.12, s.d. 1.01). The top five areas of growth identified by GCC students are the same as those identified by students nationally; however, the top five areas of growth cited by GCC students have higher means than those of their national counterparts (Appendix C19). The implication is that GCC students feel more strongly about these areas than their mainland counterparts. Mean scores are based on a contribution scale where 5=major contribution, 3=moderate contribution, and 1=no contribution.

In response to the survey item related to students' level of agreement with several statements about the College, GCC students agreed mostly with the following: (1) *instructors treat students in my racial/ethnic group with respect* (mean 4.34, s.d. 0.82), (2) *I would recommend this College to friends and relatives* (mean 4.33, s.d. 0.83), (3) *instructors/administrators treat students of my gender with respect* (mean 4.22, s.d. 0.88), (4) *administrators and non-teaching staff treat students in my racial/ethnic group with respect* (mean 4.22, s.d. 0.91), and (5) *this College has a good reputation in the community* (mean 4.19, s.d. 0.91). Mean scores are based on an agreement scale where 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree. Based on the agreement scale, respondents agreed with all the above statements (Appendix C20). GCC students are neutral about the following statements: (1) *most instructors are available outside of this class time* (mean 3.54, s.d. 1.07), (2) *courses are available at the times I can take them* (mean 3.70, s.d. 1.12), (3) *academic advising is of high quality* (mean 3.84, s.d. 1.04), (4) *overall, my program of study at this College has been sufficiently challenging* (mean 3.89, s.d. 1.00), and (5) *I feel a sense of general safety and security while on campus and attending classes* (mean 3.94, s.d. 0.94). Although responses are neutral for these statements, these are the areas where students have the most concerns. Consequently, the College needs to address these areas.

Appendix C21 includes a chart of GCC students' agreement with statements discussed above compared to those of their national counterparts. The top five largest positive differences reported by GCC students are higher than the national norm. This means that GCC students have a more positive regard for the following areas than their counterparts: (1) financial aid process and their successful navigation of it (means 4.06 and 4.03 respectively), (2) high quality of academic advising (means 3.84 and 3.55 respectively), (3) good reputation in the community

(means 4.19 and 4.00 respectively), and (4) recommend College to friends and relatives (means 4.33 and 4.14 respectively). The degree of difference between the GCC data and the national data ranged from .19 to .51. Conversely, the largest negative differences ranged from -.28 to .02. The mean scores reported for GCC students are lower than the national norm for the following areas: (1) availability of instructors outside of class time (means 3.54 and 3.81 respectively); (2) sense of general safety and security while on campus and attending classes (means 3.94 and 4.11 respectively); (3) availability of courses at the times students can take them (means 3.70 and 3.77 respectively); and (4) respectful treatment of students (of different genders) by instructors/administrators (means 4.22 and 4.24 respectively). Mean scores are based on an agreement scale where 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree. The lower mean scores of the items with the largest negative (or smallest positive), together with the degree of difference in comparison with the national data, reveal that students take these issues seriously. Hence, these areas need to be addressed by the College.

When asked about their satisfaction with the College, 49.9% of GCC credit students indicated that they are *satisfied* followed by *very satisfied* (33.4%), *neutral* (15.0%), *dissatisfied* (1.1%), and *very dissatisfied* (.6%). The group average for both GCC credit students and their mainland counterparts is 4.14 (Appendix C22). This shows that, overall, both GCC students and their national counterparts are *satisfied* with their respective colleges. Group averages are based on a satisfaction scale of 1 to 5 where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, and 1=very dissatisfied.

In addition to the standard multiple choice items in the *Faces of the Future Survey*, colleges participating in the survey are provided with an opportunity to ask ten additional questions. Eight of the questions asked in the *Faces of the Future Survey: Third Survey Report*

on GCC Students are also included in this latest survey. These questions were designed by the Faculty Senate to examine the factors which influence student retention. Two new questions were added which relate to the GCC website and the College's reputation. These questions were developed by the College's Communications and Promotions Office. Of these ten questions, the question pertaining to the confidence that students had to continue attending the College until they receive a degree or certificate had the highest mean (mean 5.61, s.d. 0.38). The low standard deviation reveals a high consensus among respondents. Another question with a low standard deviation relates to GCC classes generally being offered at times when students can attend them (mean 4.90, s.d. 0.39). The question regarding participation in at least one GCC student organization or extracurricular activity had the lowest mean score (mean 3.75, s.d. 1.69). The high standard deviation reveals a divergence of opinions among respondents. Mean scores are based on a scale where 6=strongly agree, 5=agree, 4=neutral, 3=disagree, 2=strongly disagree, and 1=does not apply.

In addition to being confident that they would continue attending GCC until they receive a degree or certificate, students also expressed confidence that their GCC education is preparing them for the kind of job they want after graduation (mean 5.32, s.d. 0.50). Students also agreed that GCC has a positive reputation in the community and are proud to be attending the College (mean 5.21, s.d. 0.44). Students are neutral with regards to the following items: considering at least one faculty member at GCC to be their mentor (mean 4.50, s.d. 1.12); availability and convenience of tutoring services for math and English classes (mean 4.27, s.d. 1.53); and knowing someone who has completed a GCC associate or certificate program (mean 4.80, s.d. 1.40). Bordering between "agree" and "neutral" are the items related to the importance of general education requirements and its impact on program completion (mean 4.93, s.d. 0.84),

ease in navigating the GCC website (mean 4.94, s.d. 0.43), and scheduling of classes at times that are convenient for students (mean 4.90, s.d. 0.39).

NON-CREDIT STUDENTS

As mentioned earlier, 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. Consequently, this is an important factor to consider when comparing the results of GCC non-credit students to their national counterparts.

General Background (Demographic and Socio-Economic Profile)

Like GCC credit students, non-credit students range in age from under 20 to over 60 years of age (Appendix D1). The largest group of students fall under three age ranges- *21-24* (20.6%), *30-39* (20.6%), and *40-49* (20.6%). This is followed by students who are *20 and under* (14.3%), *50 or Over* (12.7%), and *25-29* (11.1%). The data reveals that non-credit students tend to be older at the national level. The largest group of non-credit students at the national level are between the ages of *30-39* (20.8%) followed by *50 or Over* (18.7%), *40-49* (18.4%), *20 or under* (17.4%), *25-29* (13.1%), and *21-24* (11.6%).

In terms of gender, Appendix D2 reveals that there are three times as many female non-credit students (75%) as male non-credit students (25%) at GCC. Nationally, the non-credit female student population (63.2%) also outnumbered the male non-credit student population (36.8%).

As is the case with credit students, the issue of the two survey items pertaining to *Hispanic Ethnicity* (Appendix D3) and *Race* (Appendix D4) presented a problem for non-credit students. Over eighty percent of GCC non-credit students indicated they are *Not Hispanic or Latino* (83.3%) followed by 1.9% who identified themselves as *Hispanic or Latino*. Nearly

fifteen percent of non-credit students (14.8%) indicated that they *Prefer Not to Respond.* According to Appendix D4, 61.8% of non-credit students reported that they are *Asian* followed by *Native Hawaiian or Other Pacific Islander* (32.4%), *White* (2.9%), and *American Indian or Alaskan Native* (1.5%). No respondents reported that they are *Black or African American.* The remaining 2.9% of students indicated that they *Prefer Not to Respond.* As was reported for credit students, the categories identified under *race* are too broad and all-inclusive (i.e., Asian, Other Pacific Islander).

Fifty percent of GCC non-credit students indicated that they *Prefer Not to Respond* to the survey item related to *student's total annual income* (Appendix D5). Of those that did respond, 31.0% had a total annual income of *$9,999 or Less* followed by *$10,000-$14,999* (6.9%), *$30,000-$39,999* (5.2%), *$20,000-$29,999* (3.4%), *$15,000-$19,999* (1.7%), and *$40,000-$49,999* (1.7%). No annual income of *$50,000+* was reported. Nationally, 25.4% of non-credit students indicated that they *Prefer Not to Respond* to this survey item. Of those that did respond, 21.8% had an income of *$9,999 or Less* followed by *$20,000-$29,999* (11.4%), *$30,000-$39,999* (8.6%), *$10,000-$14,999* (7.4%), *$40,000-$49,999* (6.3%), and *$15,000-$19,999* (5.8%). Less than fourteen percent (13.5%) reported incomes ranging from *$50,000-$100,000 or More.*

As for the highest education level attained by parents, a majority of GCC parents have *Less than a High School Diploma, High School Diploma or GED* (71.4%-mother, 58.3%-father). Nationally, a lower percentage of parents have *Less than a High School Diploma, High School Diploma or GED* (60.0%-mother, 59.6%-father). GCC non-credit students also reported that their parents have *Some College* (12.7%-mother, 11.7%-father), *Vocational/Technical Certificate/Associate Degree* (1.6%-mother, 6.7%-father), and *Bachelor's or Higher Degree*

(14.3%-mother, 23.3%-father). Like GCC credit students, the parents of GCC non-credit students have lower levels of educational attainment (Appendix D6).

In response to the survey item regarding access to email and the World Wide Web, 33.3% of GCC non-credit students reported that they have an email address *Through the College*, followed by 87.3% *At Home*, and 21.1% *At Work* (Appendix D7). National data reveals that over 75% of non-credit student respondents have an email address *At Home*. In terms of web access, 76.7% of GCC non-credit students have access to the World Wide Web *At Home*, followed by 55.2% with access *Through the College* and 33.3% with access *At Work*. Like GCC non-credit students, a majority of their mainland counterparts have access to the World Wide Web *At Home* (74%). For both GCC non-credit students and their mainland counterparts, online access is greatest *At Home*.

As seen in Appendix D8, in response to the survey item related to the importance of accomplishing activities/goals, GCC non-credit students identified the following top five activities/goals: (1) *to have time for my personal/family interests* (mean 4.65); (2) *to make a lot of money* (mean 4.59); (3) *to have a steady, secure job* (mean 4.48); (4) *to help others who are in need* (mean 4.33), and (5) *to be self-reliant* (mean 4.20). Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important. Four of the top five activities/goals identified by GCC non-credit students are the same for their national counterparts; however, less emphasis is placed on *making a lot of money* (mean 3.96) and more emphasis is placed on *being a parent* (mean 4.09).

In response to the survey item related to employment status, 36.2% of GCC non-credit students reported that they are *employed part-time* followed by *full-time* (27.6%); *caring for my family/home full-time* (24.1%); *unemployed, seeking employment* (8.6%); and *unemployed, not*

seeking employment (3.4%). Nearly 50% of student respondents at the national level reported that they are *employed full-time* (Appendix D9). Non-credit students at the national level also reported that they are *employed part-time* (19.5%); *caring for my family/home full-time* (14.4%); *unemployed, seeking employment* (13.8%); and *unemployed, not seeking employment* (9.7%). The percentage of working students is similar for GCC non-credit students (63.8%) and their national counterparts (62.1%); however, a greater percentage of students are employed full-time at the national level (42.6%) than at the local level (27.6%). Also, there is a greater percentage of non-credit students at the national level who are *unemployed, not seeking employment* (9.7%) compared to locally (3.4%). Additionally, a higher percentage of GCC non-credit students are *caring for family/home full-time* (24.1%) compared to nationally (14.4%).

Employment Background

The responses to the question "On average, for how many hours per week are you working for pay while you are taking this course?" reveals that there are more students at the national level who are employed full-time (50.4%) compared to GCC non-credit students (26.4%) (Appendix D10).

Educational Background

Appendix D11 shows that, similar to their national counterparts, most GCC non-credit students reported that a *high school diploma* is the highest academic degree that they have earned (45.2%-GCC, 33.9%-National Data). No GCC non-credit students reported earning a *Master's/Doctoral/Professional Degree* while 7.0% of non-credit students at the national level reported earning an advanced degree.

When asked how many non-credit hours have you completed at this college, 53.6% of GCC non-credit students indicated that they have taken *1-3* non-credit hours and 46.4% indicated that they have taken *zero* non-credit hours. Appendix D12 shows that nationally, 52.7% of non-credit students have taken *1-3* non-credit hours, 32.4% of non-credit students have not taken any non-credit hours at their respective colleges, 8.1% have taken *4-6* non-credit hours, and 6.9% have taken *7+* non-credit hours at their respective colleges.

The top five reasons identified by GCC non-credit students for taking current course/program are: (1) *to develop my mind and intellectual abilities* (mean 3.02); (2) *to meet new/interesting people* (mean 2.84); (3) *to increase my earning power* (mean 2.82); (4) *to learn the English language and culture* (mean 2.74); and (5) *to meet requirements for my chosen occupation* (mean 2.43). Mean scores are based on a reason scale where 4=major reason, 3=moderate reason, 2=minor reason, and 1=not a reason. Nationally, the highest ranking reason for taking current course/program is the same as the highest ranking reason reported by GCC non-credit students: *to develop my mind and intellectual abilities* (GCC-mean 3.02, National-mean 3.02). For GCC non-credit students, this is a moderate reason for taking current course/program; the other four reasons are minor reasons. The bottom five reasons reported by GCC non-credit students for taking current course/program are: (1) *high school teacher's and/or counselor's encouragement* (mean 1.48); (2) *other* (mean 1.53); (3) *required by employer* (mean 1.84); (4) *needed to enter workforce after major life change* (mean 1.87); and (5) *wanted to enter workforce after children grown* (mean 1.93). The mean scores for these reasons are slightly higher than the mean scores reported nationally (Appendix D13). This suggests that GCC non-credit students place more importance on these items compared to their mainland counterparts.

When asked from which source did students learn the most about the College before enrolling, more than half of GCC non-credit students reported that they learned about GCC through a *high school teacher/counselor/family/friend* (63.3%) followed by *other* sources (16.3%), *newspaper/TV/radio* (10.2%), *employer/co-worker* (8.2%), and *catalogue/brochure/flier* (2.0%). Nationally, a majority of non-credit students learned about their respective colleges through a *high school teacher/counselor/family/friend* (34.0%) followed by *catalogue/brochure/flier* (21.6%), *other* sources (18.3%), *employer/co-worker* (10.3%), *internet/WWW* (9.7%), and *newspaper/TV/radio* (6.0%). GCC students did not learn about the College through the *Internet/WWW* (Appendix D14). Face-to-face contact is still the preferred means of communication since a majority of GCC respondents and national respondents reported that they learned about their respective colleges through a *high school teacher/counselor/family/friend* (GCC-63.3%, National-34.0%).

Current College Experience

In response to the question related to how much of their experience at the College contributed to their growth, GCC non-credit students identified the following top five areas of growth: (1) *developing an openness to opinions other than my own* (mean 4.03); (2) *increasing my academic competence* (mean 4.00); (3) *developing self-confidence* (mean 3.98); (4) *learning to use a computer for my personal tasks* (mean 3.97); and (5) *communicating with others in the work setting* (mean 3.77) (Appendix D15). Nationally, *identifying the training/skills required for career opportunities that fit my interests/abilities* (mean 3.86), *enriching my intellectual life* (mean 3.70) and *learning skills needed specifically for my current or future job* (mean 3.98) was more of a growth than *developing an openness to opinions of others* (mean 3.22), *learning to use a computer for my personal tasks* (mean 2.92), and *communicating with others in a work setting*

(mean 3.30). Mean scores are based on a contribution scale where 5=major contribution, 3=moderate contribution, and 1=no contribution.

In response to the survey question pertaining to students' level of agreement with statements about the College, GCC non-credit students agreed most with the following statements: (1) *I would recommend this college to friends and relatives* (mean 4.40); (2) *instructors treat students in my racial/ethnic group with respect* (mean 4.33); (3) *concern is shown for students as individuals* (mean 4.28); (4) *instructors/administrators treat students of my gender with respect* (mean 4.26); and (5) *this college has a good reputation in the community* (mean 4.23). Nationally, non-credit students agreed more with the statement that *instruction is of high quality* (mean 4.11) and less with the statement that *concern is shown for students as individuals* (mean 4.02) (Appendix D16). Mean scores are based on an agreement scale where 5=strongly agree, 4=agree, 3=neutral, 2=disagree, and 1=strongly disagree.

Appendix D17 includes a chart of GCC non-credit students' perceptions of the statements discussed above compared to their national counterparts' perceptions of the statements. The top five largest positive (or smallest negative) differences reported by GCC non-credit students are higher than the national norm. This means that GCC non-credit students have a higher regard for the following areas: (1) *concern for students as individuals* (means 4.28 and 4.02 respectively); (2) *availability of computing services/facilities* (means 4.17 and 3.93 respectively); (3) *recommending the college to friends and relatives* (means 4.40 and 4.28 respectively); (4) *reputation of the college in the community* (means 4.23 and 4.10 respectively); and (5) *student friendly registration process* (means 4.11 and 4.02 respectively). The mean scores for GCC non-credit students are lower than the national norm for the following areas: (1) *quality of instruction* means 4.02 and 4.11 respectively); (2) *respectful treatment of students from different*

racial/ethnic groups by administrators/non-teaching staff (means 4.12 and 4.19 respectively ; (3) *respectful treatment of students of different genders by instructors/administrators* (means 4.26 and 4.28 respectively); (4) *respectful treatment of students from other racial/ethnic groups by other students* (means 4.11 and 4.13 respectively).

In response to the question related to satisfaction with the college, 46.0% of GCC non-credit students reported that they are *satisfied* with the College followed by *very satisfied* (36.0%) and *neutral* (18.0%). Students did not report dissatisfaction with the College. Mean scores are based on a satisfaction scale where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, and 1=very dissatisfied. The group average for GCC non-credit students (4.18) and their national counterparts (4.27) reveals that students are satisfied with their respective colleges (Appendix D18).

GCC non-credit students also responded to the ten additional survey questions found in Appendix B. The question related to confidence that students had to continue attending GCC until they receive a degree or certificate had the highest mean (mean 4.77, s.d. 1.25). The score reveals that students are neutral with respect to this survey item. The high standard deviation reveals a divergence of opinions among those responding (i.e., the lower the standard deviation, the greater the consensus, the higher the standard deviation, the lower the consensus). Students are also neutral with regards to the following survey items: (1) ease in navigating the GCC website (mean 4.06, s.d. 0.88); (2) classes generally being offered at times when students can attend them (mean 4.70, s.d. 1.09); (3) mentorship by a faculty member (mean 4.48, s.d. 1.18); and (4) positive reputation of the College in the community (mean 4.59, s.d. 0.98). Students disagreed with the following survey items: confidence that their GCC education is preparing them for the kind of job they want after graduation (mean 3.72, s.d. 1.94) and participation in at

least one GCC student organization or extracurricular activity (mean 3.13, s.d. 0.93). Bordering between "disagree" and "neutral" is knowing someone who completed a GCC associate or certificate program well (mean 3.93, s.d. 1.11). Students strongly disagreed with the statements that the current General Education requirements are important to maintain, even if they slow the completion of my GCC program (mean 2.62, s.d. 1.78) and tutoring services for my mathematics and English classes are/have been available and convenient (mean 2.66, sd. 2.02). The very high standard deviation reveals a difference of opinions among survey respondents. Mean scores are based on a scale where 6=strongly agree, 5=agree, 4=neutral, 3=disagree, 2=strongly disagree, and 1=does not apply.

IV. Conclusions and Recommendations

The following conclusions are generated from the survey responses:

- GCC students are typically first generation college students.
- The majority of GCC credit and non-credit students are female.
- Over fifty percent of GCC credit and non-credit students are employed.
- A number of GCC credit and non-credit students are caring for their family and home full-time.
- Common concerns shared by GCC credit and non-credit students include the availability of courses at times when students can take them, lack of ease in navigating the GCC website, availability and convenience of tutoring services for math and English classes, and impact of general education requirements on program completion. Three areas of concern reported only by credit students are the limited availability of instructors outside of class time, the quality of academic advising, and sense of general safety and security while on campus.

- The primary source from which GCC credit and non-credit students learned about the College is a high school teacher/counselor/family/friend.
- Over 80% of GCC credit students and over 80% of GCC non-credit students are satisfied or very satisfied with the College.
- Both credit and non-credit students reported that their experience at GCC contributed to their growth by increasing their academic competence and developing their self-confidence.
- The top five factors which influenced GCC credit students to attend the College are: (1) a particular program of study, (2) cost of attending the College, (3) availability of financial aid or scholarship, (4) variety of courses offered, and (5) academic reputation of the College.

The following recommendations are made in relation to the above findings:

- Continue to utilize the GCC website to disseminate financial aid information. Communicate the availability of financial aid and scholarships to students, faculty, staff, and administrators. Ensure that the College's career counselors are aware of this information so that they can share the information with secondary students.
- Post the registration guides (*Steps to Register* and *Guide to Registering on the Web)* developed by the Office of Admissions and Registration on the GCC public website. Information could be placed under the *Offices* channel in the *Student Resources* section.
- Post faculty office hours in the GCC public website (i.e., under the *Offices* channel in the *Student Resources* section). Include faculty contact information and office location. Create a poster consolidating all this information and place in areas that students regularly visit (i.e., Student Support Services Office, library, Student Services and

Administration Building-Rotunda). Continue to ensure that office hours are included in course syllabi.

- Departments should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- As suggested in the last *Faces of the Future* report, provide students with safety and health information that would make them feel safe and secure on campus. Information should be included in the GCC website and the student handbook. This information should also be disseminated through student newsletters or email messages and posted throughout the campus. Additionally, security personnel should be visible around campus.
- Redesign the GCC website with the intent of making it easier for students to navigate. Make sure to include student input.
- Ensure that all advisors, especially new faculty members, are provided with Advisor/Banner training.
- Offer more tutoring services for math and English. Identify a location on campus where tutoring services can be offered and inform students of this location and the times tutoring services are available.
- The General Education Committee made some changes to the general education requirements for associate degree programs in Spring 2010. Effective Fall 2010, the general education requirements for newly declared students are divided into six categories—*English Composition*, *Mathematics*, *Natural & Physical Sciences*, *Social & Behavioral Sciences*, *Computer Literacy*, and *Humanities & Fine Arts*. The existing general education requirements include courses from five of these categories; however,

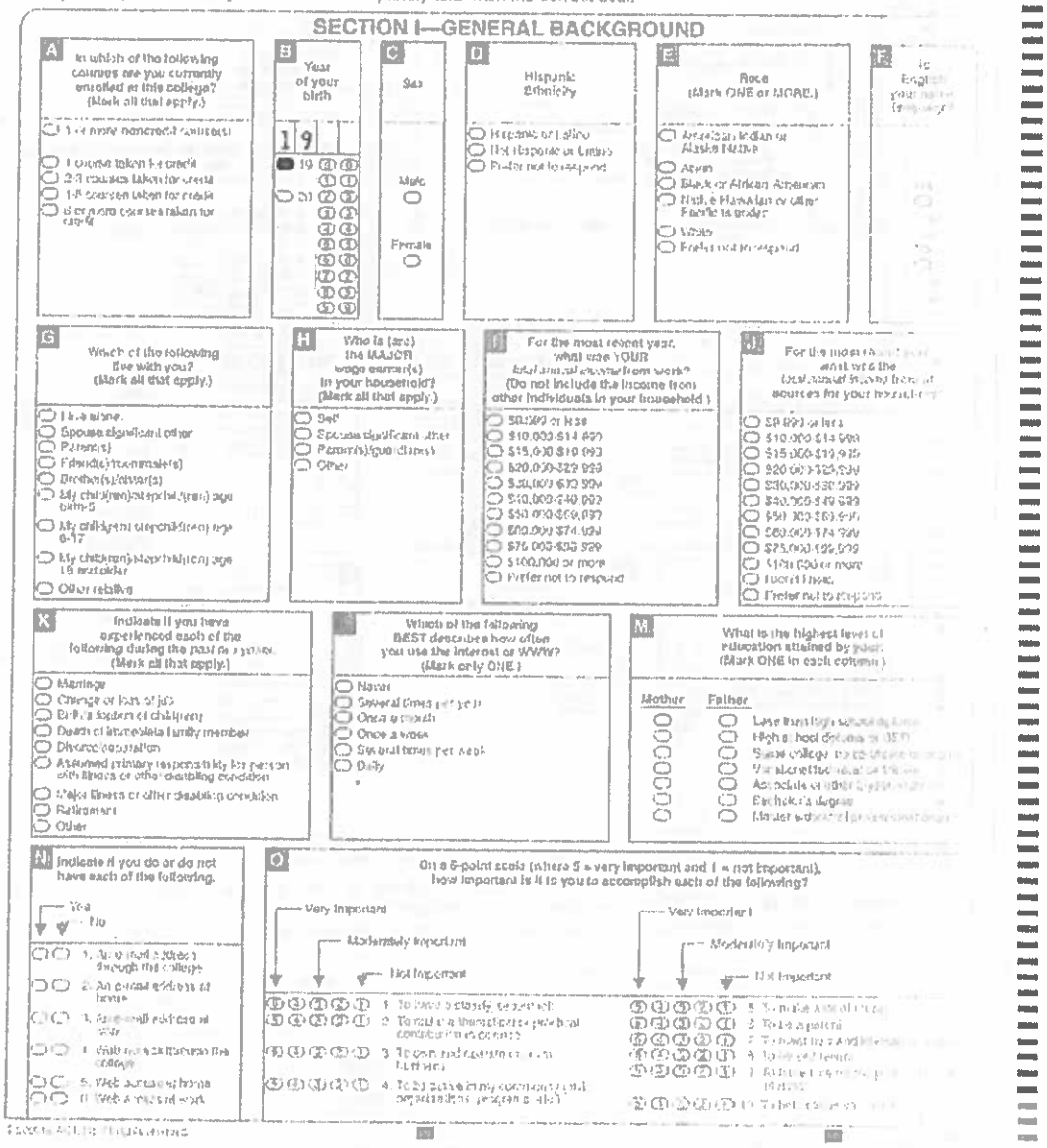
the courses under *Humanities & Fine Arts* are a new requirement. The changes also provide more course options for students to take under the *English Composition*, *Mathematics*, *Natural & Physical Sciences*, and *Social & Behavioral Sciences* categories. The College should review these new requirements in relation to student access and success (i.e., program completions, course progression) in the various programs offered at the College.

This study provides valuable information regarding students' concerns which in turn enables the College to make more informed decisions that will lead to improved delivery of student programs and services, formulation of new policies, and development of programs. The ultimate objective is to provide students with an environment that is most conducive to learning.

AACC **Faces of the Future Survey** ACT™

DIRECTIONS: The information you supply on this questionnaire will be kept completely confidential. If any item requests information that you do not wish to provide, feel free to skip that item.

Please use a soft-lead (No. 2) pencil to fill in the ovals for your responses. Do NOT use ink, ball-point, or felt-tip pens. To change a response, erase your first mark completely and mark the correct oval.



Appendix A

SECTION I—Continued

NOTE: If you are *NOT* taking any courses for credit at this college during this term, skip blocks P and Q below and go on to Section II (Employment Background).

P Indicate the degree to which each of the following is/will be a source of funds to pay for the courses/classes you are currently taking.

Major Source of Funds · Moderate Source of Funds · Minor Source of Funds · Not a Source of Funds

1. My own income/savings
2. Spouse's/significant other's income/savings
3. Parent(s) income/savings
4. Employer contributions
5. Student financial aid (including grants, scholarships, and direct college loans)
6. Other loans (bank, etc.)
7. Public assistance (e.g., JTPA, welfare, unemployment)
8. Other (Specify)

Q How much of a problem has each of the following been while taking classes at this college?

Major Problem · Moderate Problem · Minor Problem · Not a Problem · Not Applicable

1. Finding acceptable child or other dependent (e.g., parent) care
2. Cost of child or other dependent (e.g., parent) care
3. Cost of transportation
4. Transportation problems (parking, access to public transportation, etc.)
5. Medical expenses
6. Cost and/or availability of books and related materials
7. Cost of computer
8. Personal financial problems
9. Health-related problems
10. Family responsibilities
11. Job-related responsibilities
12. Other

SECTION II—EMPLOYMENT BACKGROUND

A Which ONE of the following BEST describes your employment status at this time?

- Caring for my family/home full-time
- Employed part-time (including self-employed)
- Employed full-time (including self-employed)
- Unemployed, seeking employment
- Unemployed, not seeking employment

NOTE: If you are *NOT* currently employed, skip blocks B through H in this section and go on to Section III (Educational Background) on page 3.

B Do you consider yourself to be primarily a student or an employee/worker/ self-employed?

- A student
- An employee/worker/ self-employed

C How many jobs do you currently hold? (Mark all that apply.)

- 1 full-time
- 2 full-time
- 1 part-time
- 2 part-time
- 3 or more part-time
- Occasional jobs

D In what field is your current *primary* career or job?

From the enclosed *List of Occupational Categories*, select the 2-digit code that best describes your primary job at this time. Write that 2-digit code number in the boxes at the right and fill in the corresponding ovals below each box.

E For how many years have you held your current *primary* job?

- Less than 1 year
- 1-2 years
- 3-4 years
- 5-10 years
- More than 10 years

F On average, for how many hours *per week* are you working for pay while you are taking this course?

- Don't know (e.g., working occasional jobs, hours per week vary)
- 1-10 hours per week
- 11-20 hours per week
- 21-30 hours per week
- 31-34 hours per week
- 35-39 hours per week
- 40-50 hours per week
- Over 50 hours per week

NOTE: If you are *NOT* taking any courses for credit at this college during this term, skip blocks G and H below and go on to Section III (Educational Background) on page 3.

G During which of the following times do you typically work at your PRIMARY job? (Mark only ONE.)

- Weekdays (e.g., 8:00 a.m.-4:00 p.m./9:00 a.m.-5:00 p.m.)
- Evenings (second shift)
- Overnight (third shift)
- Other

H For which of the following will your employer pay? (Mark all that apply.)

- Employer does not pay for any education/training expenses
- All of tuition
- Part of tuition
- Books and materials
- Transportation
- Dependent care
- Other

SECTION III—EDUCATIONAL BACKGROUND

A What is the highest academic degree you have earned?

- ○ None
- ○ High school diploma
- ○ GED
- ○ Vocational/technical certificate
- ○ Associate or other 2-year degree
- ○ Bachelor's or other 4-year degree
- ○ Master's/doctoral/professional degree

B How many terms have you completed at this college *not* including this term?

- ○ 0
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5 or more

C How many *credit hours* have you completed at this college? (Do not include those in which you are currently enrolled.)

- ○ 0
- ○ 1-12
- ○ 13-30
- ○ 31-60
- ○ More than 60

D How many *non-credit courses* have you taken at this college?

- ○ 0
- ○ 1-3
- ○ 4-6
- ○ 7 or more

E In what other type of educational institution(s) are you currently enrolled? (Mark all that apply.)

- ○ None
- ○ High school
- ○ Another community college
- ○ Vocational/technical school
- ○ 4-year college/university
- ○ Other

F What was (were) your reason(s) for taking classes at this college? (Mark all that apply.)

- ○ To take courses related to current work/job
- ○ To take courses related to future work/job
- ○ To maintain a license or certification
- ○ To take courses for personal enrichment or self-improvement
- ○ To transfer to a 4-year college
- ○ To complete a vocational/technical program
- ○ To obtain an Associate degree
- ○ To prepare for a GED or high school diploma
- ○ No definite purpose in mind
- ○ Other reason

G If you are preparing for a *new job* or *new career*, complete this block. If you are not preparing for a *new job* or *new career*, skip to block H.

From the enclosed *List of Occupational Categories*, select the 2-digit code that most closely matches your new job or career. Write that 2-digit code number in the boxes at the right and fill in the corresponding ovals below each box.

⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨	⓪ ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

H Indicate to what extent each of the following was a reason for your decision to take the course(s)/program you are now taking.

Major Reason · Moderate Reason · Minor Reason · Not a Reason

- ○○○○ 1. To meet requirements for my chosen occupation
- ○○○○ 2. To advance in my current job
- ○○○○ 3. To develop my computer/technology skills
- ○○○○ 4. To increase my earning power
- ○○○○ 5. To develop my mind and intellectual abilities
- ○○○○ 6. To study new and different subjects
- ○○○○ 7. To meet new/interesting people
- ○○○○ 8. Parents and/or relatives wanted me to continue my education
- ○○○○ 9. High school teacher's and/or counselor's encouragement
- ○○○○ 10. To learn the English language and culture
- ○○○○ 11. To make a career change
- ○○○○ 12. Required by employer
- ○○○○ 13. Wanted to enter workforce after children grown
- ○○○○ 14. Needed to enter workforce after major life change (e.g., loss of job, divorce, children left home, etc.)
- ○○○○ 15. Other (Specify.)

I From which source did you learn the most about this college before enrolling here? (Mark only ONE.)

- ○ Newspaper
- ○ Television/radio
- ○ Current/prospective employer
- ○ Co-worker
- ○ College catalogue/brochure/ flier
- ○ High school teacher/ counselor
- ○ Family member/friend
- ○ Internet/WWW
- ○ Other

NOTE: If you are not taking any courses for credit at this college during this term, skip block J below and go on to Section IV (Current College Experience) on page 4.

J On a 5-point scale (where 5 = very important and 1 = not important), how important was each of the following factors in your decision to attend this college?

Very Important · Moderately Important · Not Important

- ⑤④③②① 1. Academic reputation of the college
- ⑤④③②① 2. A particular program of study
- ⑤④③②① 3. Variety of courses offered
- ⑤④③②① 4. Distance of the college from my permanent residence
- ⑤④③②① 5. Distance of the college from my place of employment
- ⑤④③②① 6. Size of the college
- ⑤④③②① 7. Entrance requirements
- ⑤④③②① 8. Cost of attending the college
- ⑤④③②① 9. Type of community in which the college is located
- ⑤④③②① 10. Availability of financial aid or scholarship
- ⑤④③②① 11. Opportunity for part-time work
- ⑤④③②① 12. Other (Specify.)

SECTION IV—CURRENT COLLEGE EXPERIENCE

A On a 5-point scale (where 5 = major contribution and 1 = no contribution), how much have your experiences at this college contributed to your growth in each of the following areas?

Major Contribution · Moderate Contribution · No Contribution · Not Applicable to Me

5 4 3 2 1 ○ 1. Identifying the training and skills required for career opportunities that fit my interests and abilities
5 4 3 2 1 ○ 2. Enriching my intellectual life
5 4 3 2 1 ○ 3. Developing self-confidence
5 4 3 2 1 ○ 4. Learning to use a computer for my personal tasks
5 4 3 2 1 ○ 5. Learning to use a computer for my work-related tasks
5 4 3 2 1 ○ 6. Learning how to work effectively as a member of a team
5 4 3 2 1 ○ 7. Communicating with others in the work setting
5 4 3 2 1 ○ 8. Developing an openness to opinions other than my own
5 4 3 2 1 ○ 9. Learning effective leadership skills
5 4 3 2 1 ○ 10. Learning skills needed specifically for my current or future job
5 4 3 2 1 ○ 11. Increasing my academic competence

B Indicate your level of agreement (where 5 = strongly agree and 1 = strongly disagree) with each of the following statements about *this college*.

Strongly Agree · Agree · Neutral · Disagree · Strongly Disagree · Does Not Apply

5 4 3 2 1 ○ 1. This college has a good reputation in the community.
5 4 3 2 1 ○ 2. Administrators and non-teaching staff treat students in my racial/ethnic group with respect.
5 4 3 2 1 ○ 3. Instruction is of high quality.
5 4 3 2 1 ○ 4. Concern is shown for students as individuals.
5 4 3 2 1 ○ 5. Computing services and facilities are available at the times I need them.
5 4 3 2 1 ○ 6. Students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups.
5 4 3 2 1 ○ 7. I would recommend this college to friends and relatives.
5 4 3 2 1 ○ 8. Instructors treat students in my racial/ethnic group with respect.
5 4 3 2 1 ○ 9. Courses are available at the times I can take them.
5 4 3 2 1 ○ 10. I feel a sense of general safety and security while on campus and attending classes.
5 4 3 2 1 ○ 11. Instructors and administrators treat students of my gender with respect.
5 4 3 2 1 ○ 12. I feel that I fit in at this college.
5 4 3 2 1 ○ 13. The registration process is student friendly.

NOTE: If you are not taking any courses for credit at this college during this term, skip questions 14 through 19 below and go on to block C.

5 4 3 2 1 ○ 14. I could not have attended this college without the financial aid I received.
5 4 3 2 1 ○ 15. Academic advising is of high quality.
5 4 3 2 1 ○ 16. Overall, my program of study at this college has been sufficiently challenging.
5 4 3 2 1 ○ 17. Most instructors are available outside of class time.
5 4 3 2 1 ○ 18. My academic experiences have been positive.
5 4 3 2 1 ○ 19. I received all the help I needed from the Financial Aid Office personnel to make my application(s) for financial aid.

C In general, how satisfied are you with this college?

○ Very Satisfied
○ Satisfied
○ Neutral
○ Dissatisfied
○ Very Dissatisfied

SECTION V—IDENTIFICATION NUMBER

If you are asked to do so by the person administering this survey, please enter your Social Security or other identification number and fill in the corresponding ovals.

SECTION VI—ADDITIONAL QUESTIONS

Mark your responses to additional items, if included, in this section.

1	2	3	4	5	6	7	8	9	10
A	A	A	A	A	A	A	A	A	A
B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L

SECTION VII—COMMENTS/SUGGESTIONS

DO NOT WRITE BELOW THIS LINE.

Faces of the Future Survey (Spring 2010)
Guam Community College

Directions: Respond to the items below by marking **ONLY ONE** response for each question. Use your pencil to shade your responses in the main survey form, *Section VI, Additional Questions. No responses should be written on this sheet.*

CHOOSE your responses to each of the 10 additional questions below from the following scale:

A. Strongly Agree
B. Agree
C. Neutral
D. Disagree
E. Strongly Disagree
F. Does Not Apply

1. *I am confident that I will continue to attend GCC until I receive a degree or a certificate.*
2. The current General Education requirements are important to maintain, even if they slow my completion of my GCC program.
3. The GCC website is easy to explore and allows for easy access to information about the College's different programs.
4. I am confident that my GCC education is preparing me for the kind of job I want after graduation.
5. The GCC classes I need are generally offered at times when I can attend them.
6. I consider at least one faculty member at GCC to be my mentor.
7. Tutoring services for my mathematics and English classes are/have been available and convenient.
8. Guam Community College has a positive reputation in the community. I am proud to be attending GCC.
9. I actively participate in at least one GCC student organization or extracurricular activity.
10. Someone I know well has completed a GCC associate or certificate program.

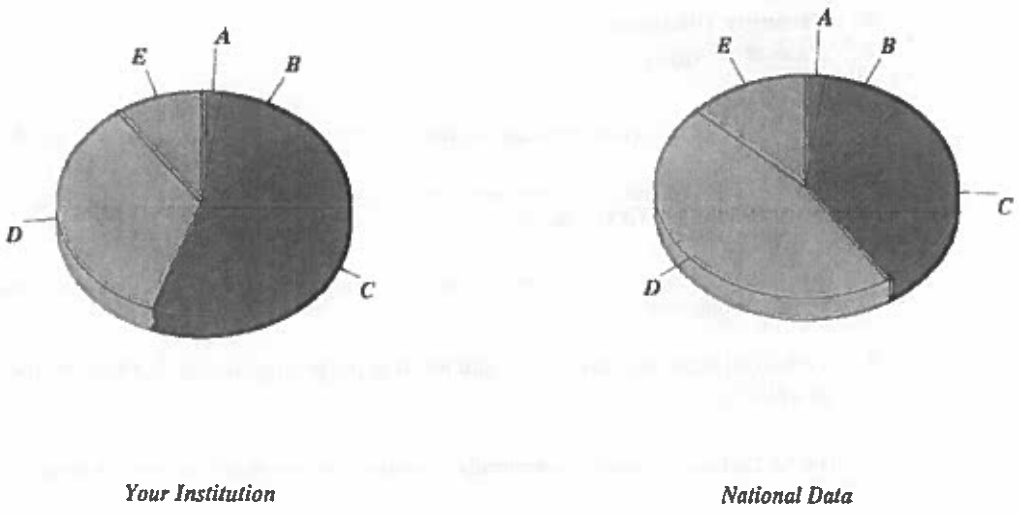
Thank You for Your Participation!
(Please keep this sheet after you have completed the survey. Do not return it with your survey.)

Appendix B

Appendix C1

Background Information, Item A: Current Course Credit Enrollment

CREDIT STUDENTS ONLY



Your Institution ***National Data***

Figure 1. Section I - Background Information, Item A: Current Course Credit Enrollment

Courses (Multiple Responses Possible)	*Your Institution %*	*National Data %*
A. 1+ Non-Credit Course(s)	*2.2*	*2.3*
B. 1 Credit Course	*10.5*	*8.9*
C. 2-3 Credit Courses	*44.6*	*31.2*
D. 4-5 Credit Courses	*35.9*	*47.8*
E. 6+ Credit Courses	*10.2*	*13.4*

Appendix C2

Background Information, Item B: Age

CREDIT STUDENTS ONLY

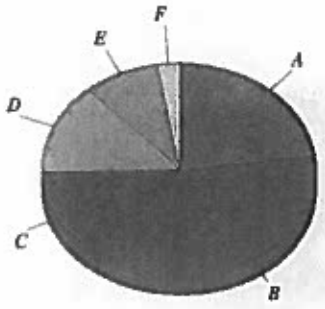


Figure 2. Section I - Background Information, Item B: Age

Age	Your Institution %	National Data %
20 or Under	22.7	46.9
21 -22	24.5	12.9
23 - 24	12.8	7.5
25 - 26	6.5	5.7
27 - 29	7.8	6.0
30 - 34	10.7	6.8
35 - 39	3.4	5.1
40 - 45	6.3	4.4
46 - 49	2.6	2.1
50 - 59	1.6	2.1
60 or Over	1.0	.4
A. 20 or Under	22.7	46.9
B. 21 - 24	37.3	20.4
C. 25 - 29	14.4	11.7
D. 30 - 39	14.1	12.0
E. 40 - 49	8.9	6.5
F. 50 or Over	2.6	2.5

Appendix C3

Background Information, Item C: Sex

CREDIT STUDENTS ONLY

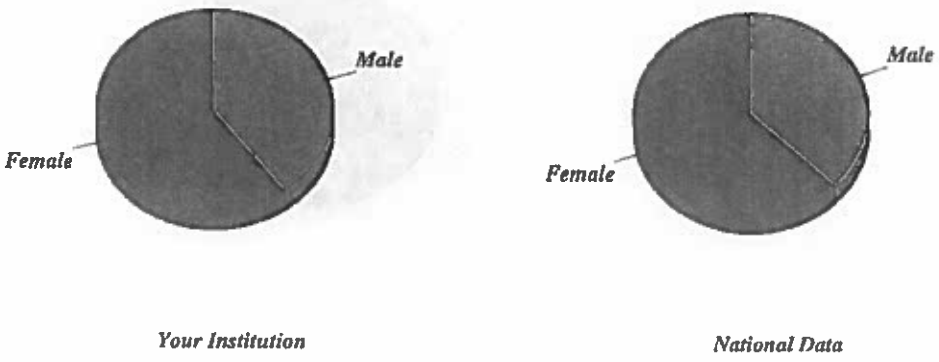


Figure 3. Section I - Background Information, Item C: Sex

Sex	Your Institution %	National Data %
Male	39.9	37.6
Female	60.1	62.4

Appendix C4

Background Information, Item D: Hispanic Ethnicity

CREDIT STUDENTS ONLY

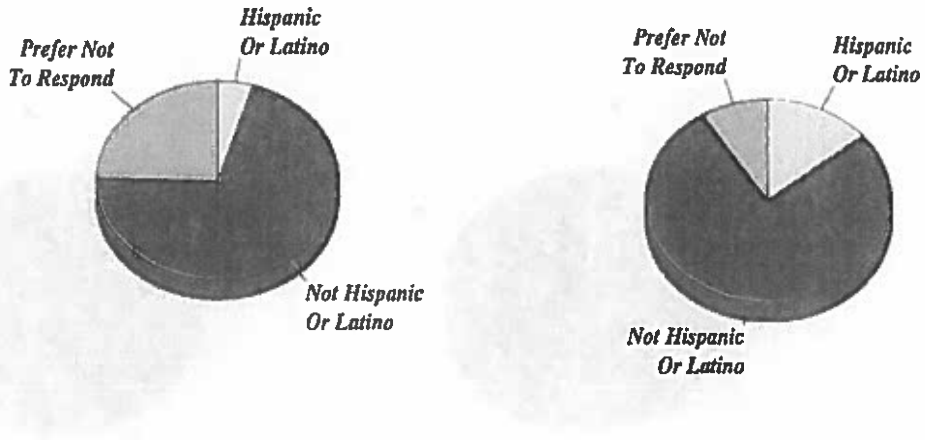


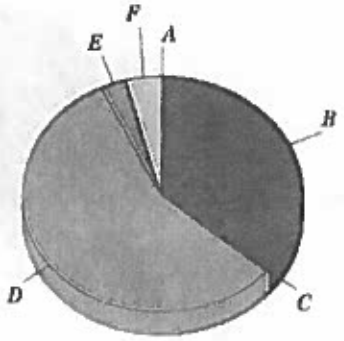
Figure 4. Section I - Background Information, Item D: Hispanic Ethnicity

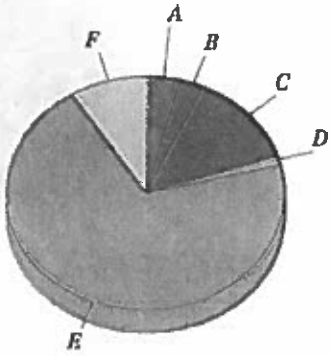
Hispanic Ethnicity	Your Institution %	National Data %
Hispanic Or Latino	4.7	14.0
Not Hispanic Or Latino	70.6	77.1
Prefer Not To Respond	24.7	8.9

Appendix C5

Background Information, Item E: Race

CREDIT STUDENTS ONLY





Your Institution ***National Data***

Figure 5. Section I - Background Information, Item E: Race

Race (Multiple Responses Possible)	*Your Institution %*	*National Data %*
A. American Indian or Alaskan Native	*.0*	*4.0*
B. Asian	*37.0*	*2.9*
C. Black or African American	*.5*	*13.2*
D. Native Hawaiian or Other Pacific Islander	*58.2*	*1.3*
E. White	*3.0*	*71.9*
F. Prefer Not To Respond	*4.3*	*9.1*

Appendix C6

Background Information, Item I: Student's Total Annual Income

CREDIT STUDENTS ONLY

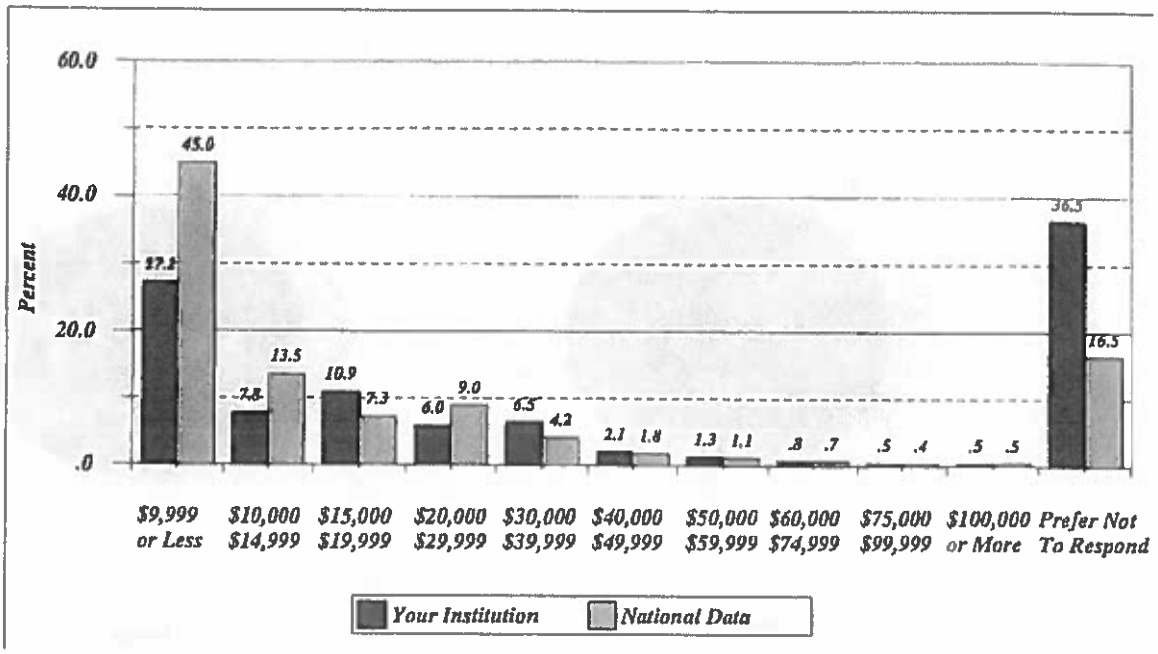


Figure 6. Section I - Background Information, Item I: Student's Total Annual Income

Student's Total Annual Income	Your Institution %	National Data %
$9,999 or Less	27.2	45.0
$10,000 - $14,999	7.8	13.5
$15,000 - $19,999	10.9	7.3
$20,000 - $29,999	6.0	9.0
$30,000 - $39,999	6.5	4.2
$40,000 - $49,999	2.1	1.8
$50,000 - $59,999	1.3	1.1
$60,000 - $74,999	.8	.7
$75,000 - $99,999	.5	.4
$100,000 or More	.5	.5
Prefer Not To Respond	36.5	16.5

Appendix C7

Background Information, Item M: Highest Ed Level Attained by Parents

CREDIT STUDENTS ONLY

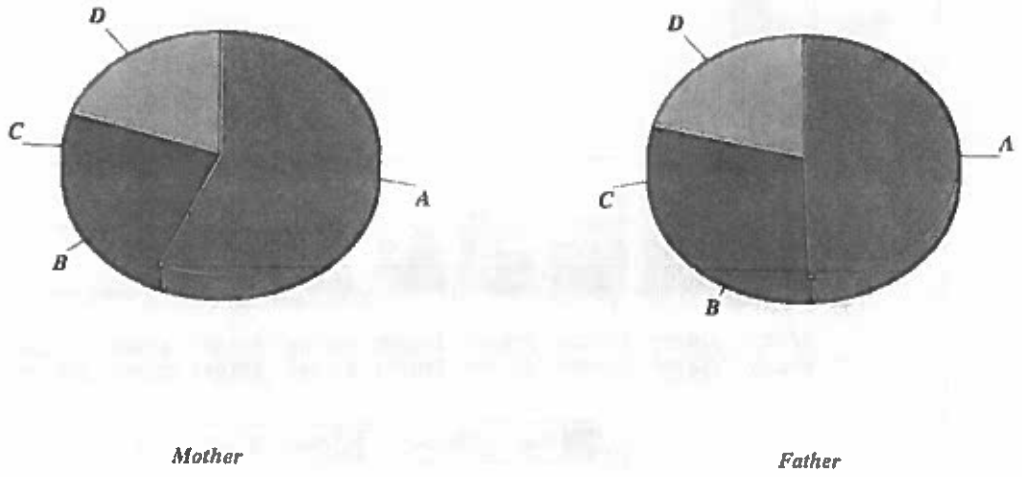


Figure 7. Section I - Background Information, Item M: Highest Ed Level Attained by Parents

	Mother		Father	
Highest Ed Level Attained by Parents	*Your Institution %*	*National Data %*	*Your Institution %*	*National Data %*
Less Than High School Diploma	21.3	13.6	17.9	16.7
High School Diploma or GED	35.1	31.9	38.1	32.7
Some College, No Certificate or Degree	15.0	17.4	15.7	15.1
Vocational/Technical Certificate	2.2	5.5	8.7	7.1
Associate or Other 2-Year Degree	6.8	11.2	5.3	7.4
Bachelor's Degree	12.8	13.7	9.8	13.3
Master's/Doctoral/Professional Degree	6.8	6.7	4.5	7.7
A. Less Than HS Diploma/HS Diploma/GED	56.4	45.5	56.0	49.4
B. Some College	15.0	17.4	15.7	15.1
C. Vocational/Technical Certificate/Associate Degree	9.0	16.6	14.0	14.6
D. Bachelor's or Higher Degree	19.6	20.4	14.3	20.9

Appendix C8

Background Information, Item N: E-Mail Address / Web Access

CREDIT STUDENTS ONLY

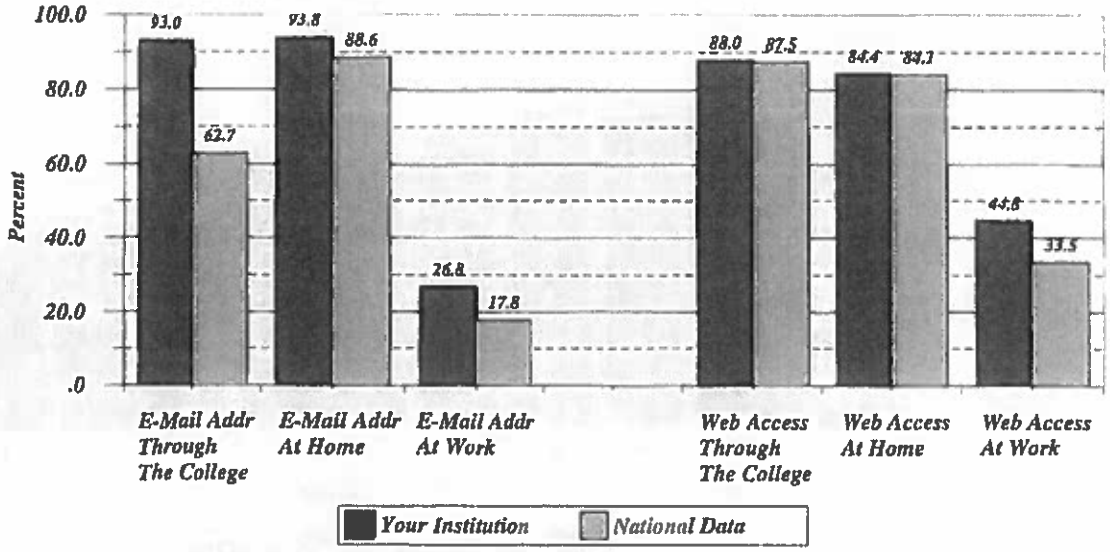


Figure 8. Section I - Background Information, Item N: E-Mail Address / Web Access

E-Mail Address / Web Access	*Your Institution %*	*National Data %*
E-Mail Address		
Through The College	*93.0*	*62.7*
At Home	*93.8*	*88.6*
At Work	*26.8*	*17.8*
Web Access		
Through The College	*88.0*	*87.5*
At Home	*84.4*	*84.1*
At Work	*44.8*	*33.5*

Appendix C9

Background Information, Item 0: Importance Of Accomplishing Activities/Goals

CREDIT STUDENTS ONLY

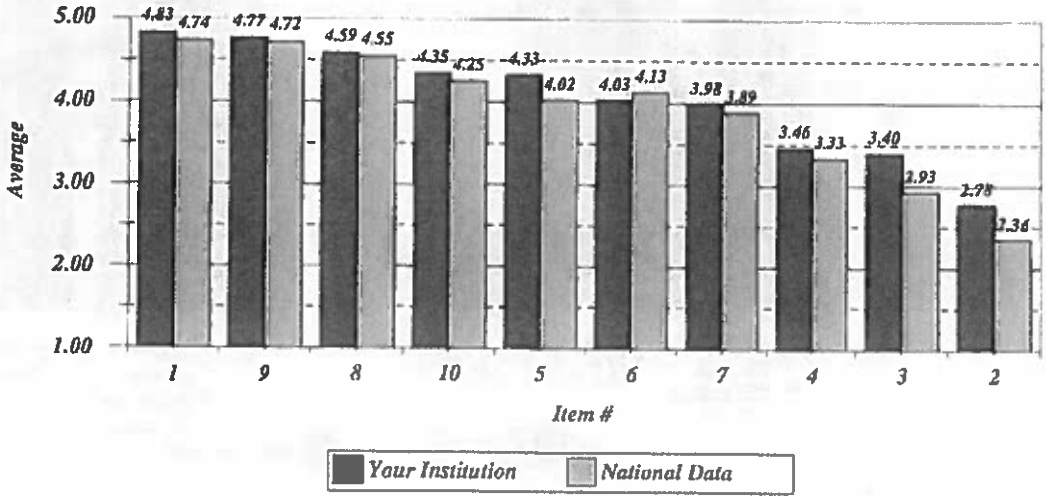


Figure 9. Section I - Background Information, Item 0: Importance Of Accomplishing Activities/Goals

Item #		Your Institution Avg	National Data Avg
1	To have a steady, secure job	4.83	4.74
9	To have time for my personal/family interests	4.77	4.72
8	To be self-reliant	4.59	4.55
10	To help others who are in need	4.35	4.25
5	To make a lot of money	4.33	4.02
6	To be a parent	4.03	4.13
7	To meet new and interesting people	3.98	3.89
4	To be active in my community	3.46	3.33
3	To own and operate my own business	3.40	2.93
2	To make a theoretical or practical contribution to science	2.78	2.36

(Importance Scale: 5=very important, 3=moderately important, 1=not important)

Appendix C10

Background Information, Item Q: Degree of Problems Encountered While Taking Classes

CREDIT STUDENTS ONLY

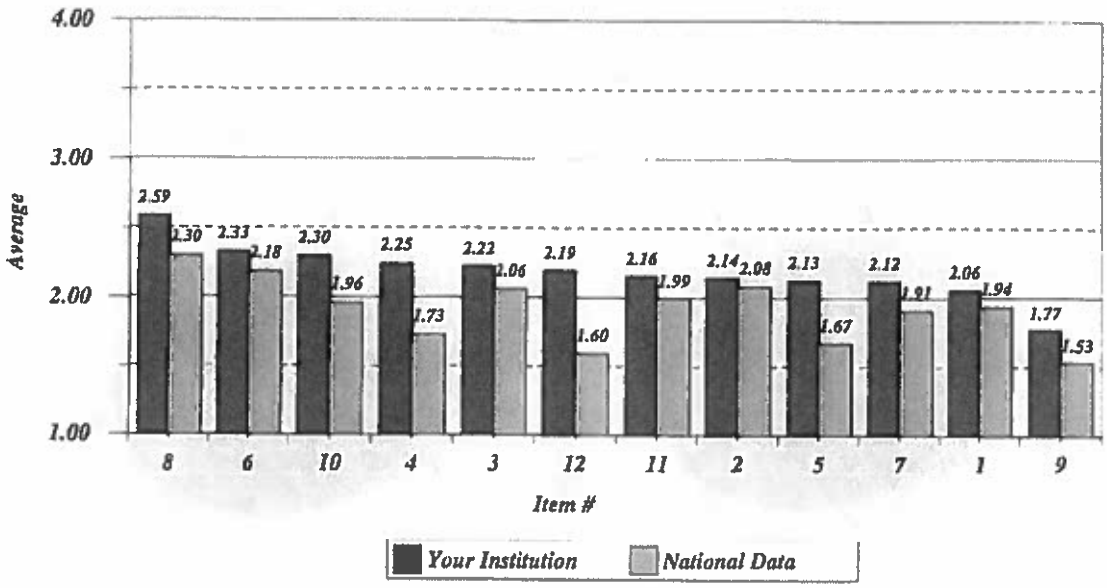


Figure 10. Section I - Background Information, Item Q: Degree of Problems Encountered While Taking Classes

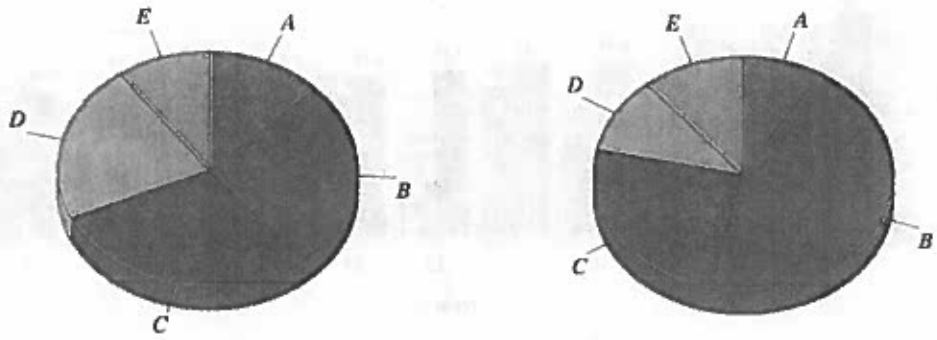
Item #		*Your Institution Avg*	*National Data Avg*
8	*Personal financial problems*	*2.59*	*2.30*
6	*Cost and/or availability of books and related materials*	*2.33*	*2.18*
10	*Family responsibilities*	*2.30*	*1.96*
4	*Transportation problems (parking, access to public transportation,*	*2.25*	*1.73*
3	*Cost of transportation*	*2.22*	*2.06*
12	*Other*	*2.19*	*1.60*
11	*Job-related responsibilities*	*2.16*	*1.99*
2	*Cost of child or other dependent (e.g., parent) care*	*2.14*	*2.08*
5	*Medical expenses*	*2.13*	*1.67*
7	*Cost of computer*	*2.12*	*1.91*
1	*Finding acceptable child or other dependent (e.g., parent) care*	*2.06*	*1.94*
9	*Health-related problems*	*1.77*	*1.53*

(Problem Scale: 4=major problem, 3=moderate problem, 2=minor problem, 1=not a problem)

Appendix C11

Employment Background, Item A: Student's Current Employment Status

CREDIT STUDENTS ONLY



Your Institution ***National Data***

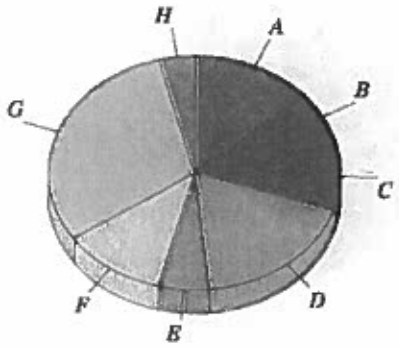
Figure 11. Section 11 - Employment Background, Item A: Student's Current Employment Status

Student's Current Employment Status	*Your Institution %*	*National Data %*
A. Caring For My Family/Home Full-Time	*12.5*	*8.7*
B. Employed Part-Time	*26.4*	*44.5*
C. Employed Full-Time	*29.1*	*25.1*
D. Unemployed, Seeking Employment	*22.0*	*10.6*
E. Unemployed, Not Seeking Employment	*10.1*	*11.1*

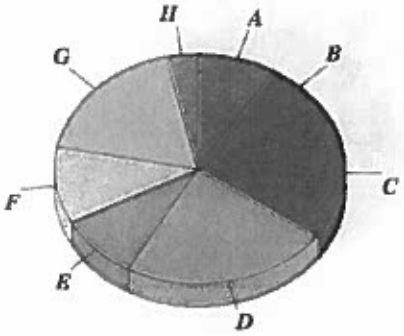
Appendix C12

Employment Background, Item F: Hours Per Week Working While Taking This Course

CREDIT STUDENTS ONLY



Your Institution



National Data

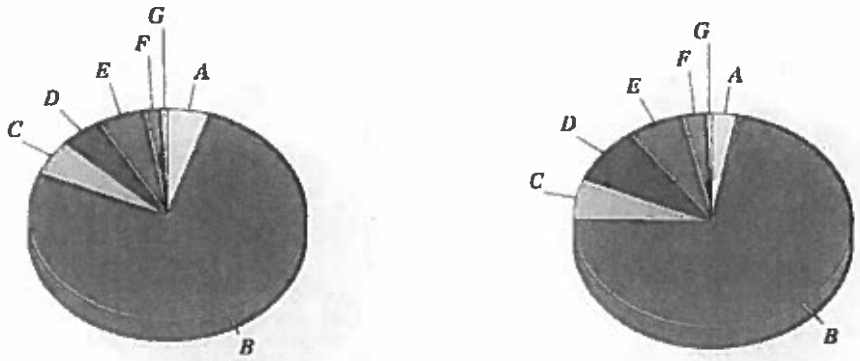
Figure 12. Section II - Employment Background, Item F: Hours Per Week Working While Taking This Course

Hours Per Week Working While Taking This Course	*Your Institution %*	*National Data %*
A. Don't Know	*13.0*	*8.6*
B. 1 - 10 Hours	*7.7*	*7.1*
C. 11 - 20 Hours	*9.3*	*19.4*
D. 21 - 30 Hours	*18.3*	*22.9*
E. 31 - 34 Hours	*5.7*	*9.3*
F. 35 - 39 Hours	*11.4*	*10.7*
G. 40 - 50 Hours	*30.5*	*18.5*
H. Over 50 Hours	*4.1*	*3.6*

Appendix C13

Educational Background, Item A: Highest Academic Degree Earned

CREDIT STUDENTS ONLY



Your Institution ***National Data***

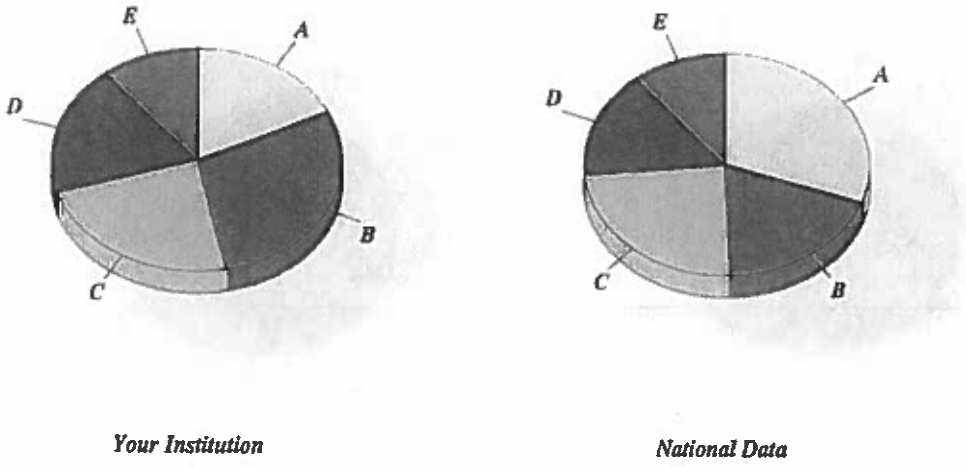
Figure 13. Section III - Educational Background, Item A: Highest Academic Degree Earned

Highest Academic Degree Earned	*Your Institution %*	*National Data %*
A. None	*4.8*	*2.9*
B. High School Diploma	*76.7*	*72.2*
C. GED	*5.6*	*6.2*
D. Vocational/Technical Certificate	*4.8*	*8.5*
E. Associate or Other 2-Year Degree	*5.6*	*6.6*
F. Bachelor's or Other 4-Year Degree	*1.9*	*2.9*
G. Master's/Doctoral/Professional Degree	*.8*	*.6*

Appendix C14

Educational Background Item C: Credit Hours Completed At This College

CREDIT STUDENTS ONLY



Your Institution ***National Data***

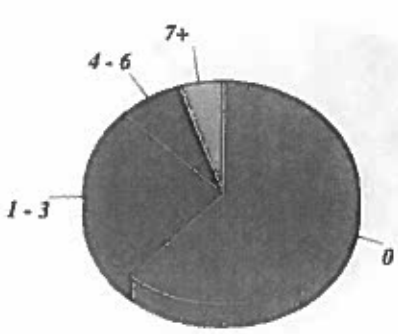
Figure 14. Section III - Educational Background Item C: Credit Hours Completed At This College

Credit Hours Completed At This College	*Your Institution %*	*National Data %*
A. 0	*17.7*	*30.5*
B. 1 - 12	*29.0*	*18.9*
C. 13 - 30	*23.4*	*24.0*
D. 31 - 50	*19.1*	*15.7*
E. More Than 50	*10.8*	*10.8*

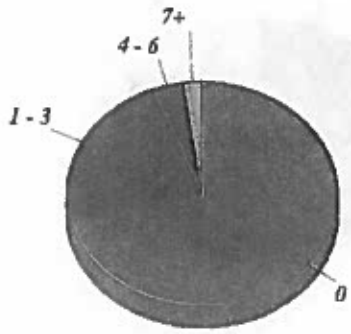
Appendix C15

Educational Background, Item D: Non-Credit Hours Taken At This College

CREDIT STUDENTS ONLY



Your Institution



National Data

Figure 15. Section III - Educational Background, Item D: Non-Credit Hours Taken At This College

Non-Credit Hours Taken At This College	*Your Institution %*	*National Data %*
0	*61.6*	*71.2*
1 -3	*25.8*	*22.7*
4- 6	*7.5*	*3.9*
7+	*5.1*	*2.2*

Appendix C16

Educational Background, Item H: Reasons For Taking Current Course/Program

CREDIT STUDENTS ONLY

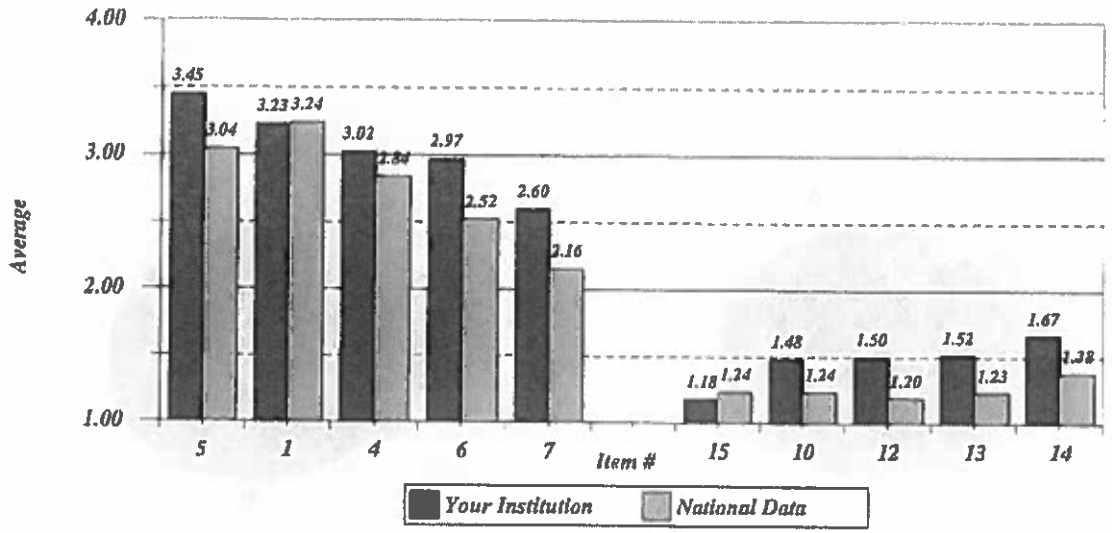


Figure 16. Section III - Educational Background, Item H: Reasons For Taking Current Course/Program

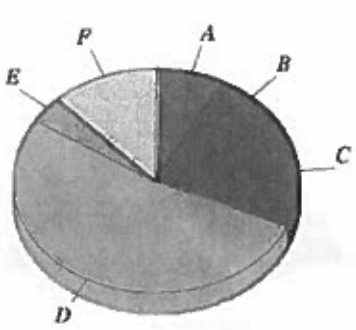
Item #		*Your Institution Avg*	*National Data Avg*
Top 5 for Your College			
5	*To develop my mind and intellectual abilities*	*3.45*	*3.04*
1	*To meet requirements for my chosen occupation*	*3.23*	*3.24*
4	*To increase my earning power*	*3.02*	*2.84*
6	*To study new and different subjects*	*2.97*	*2.52*
7	*To meet new/interesting people*	*2.60*	*2.16*
Bottom 5 for Your College			
15	*Other*	*1.18*	*1.24*
10	*To learn the English language and culture*	*1.48*	*1.24*
12	*Required by employer*	*1.50*	*1.20*
13	*Wanted to enter workforce after children grown*	*1.52*	*1.23*
14	*Needed to enter workforce after major life change*	*1.67*	*1.38*

(Reason Scale: 4=major reason, 3=moderate reason, 2=minor reason, 1=not a reason)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

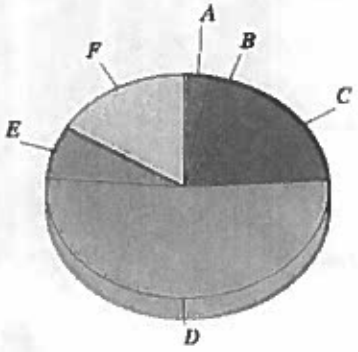
Appendix C17

Educational Background, Item I: Source(s) From Which Learned About This College

CREDIT STUDENTS ONLY



Your Institution



National Data

Figure 17. Section III - Educational Background, Item I: Source(s) From Which Learned About This College

Source(s) Learned About This College	*Your Institution %*	*National Data %*
Newspaper	5.8	1.3
Television/Radio	1.8	1.8
Current/Prospective Employer	3.7	1.5
Co-Worker	4.0	2.6
College Catalogue/Brochure/Flier	16.2	16.9
High School Teacher/Counselor	12.8	21.5
Family Member/Friend	39.8	30.6
Internet/WWW	4.0	7.8
Other	11.9	16.1
A. Newspaper/TV/Radio	7.6	3.0
B. Employer/Co-Worker	7.6	4.1
C. Catalogue/Brochure/Flier	16.2	16.9
D. HS Teacher/Counselor/Family/Friend	52.6	52.1
E. Intern et/WWW	4.0	7.8
F. Other	11.9	16.1

Appendix C18

Educational Background Item J: Importance of Factors In Attending This College

CREDIT STUDENTS ONLY

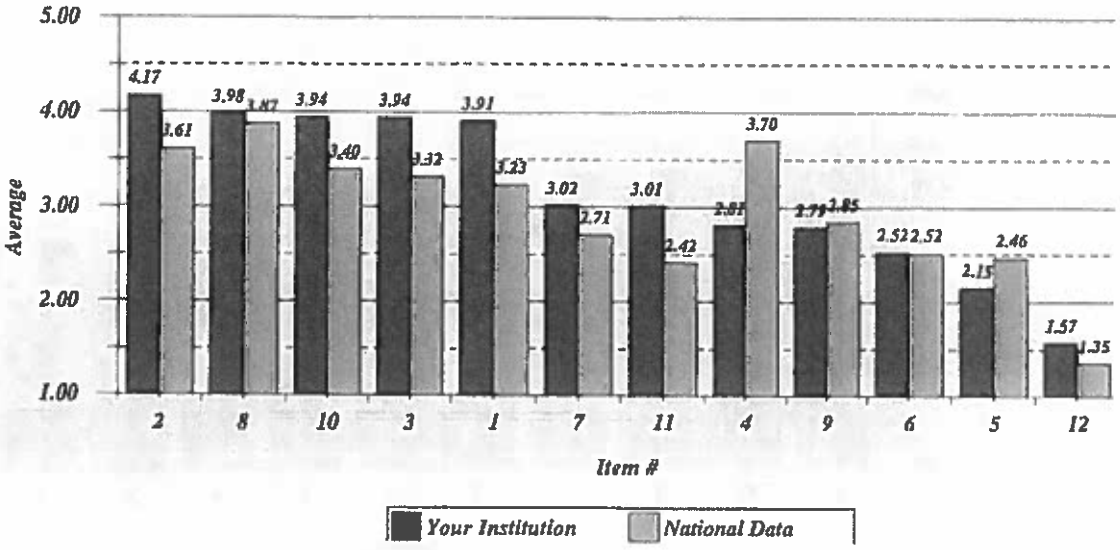


Figure 18. Section III - Educational Background Item J: Importance of Factors In Attending This College

Item #		Your Institution Avg	National Data Avg
2	A particular program of study	4.17	3.61
8	Cost of attending the college	3.98	3.87
10	Availability of financial aid or scholarship	3.94	3.40
3	Variety of courses offered	3.94	3.32
1	Academic reputation of the college	3.91	3.23
7	Entrance requirements	3.02	2.71
11	Opportunity for part-time work	3.01	2.42
4	Distance of the college from my permanent residence	2.81	3.70
9	Type of community in which the college is located	2.79	2.85
6	Size of the college	2.52	2.52
5	Distance of the college from my place of employment	2.15	2.46
12	Other	1.57	1.35

(Importance Scale: 5=very important, 3=moderately important, 1=not important)

Appendix C19

Current College Experience, Item A: College Experiences Contribution To Growth

CREDIT STUDENTS ONLY

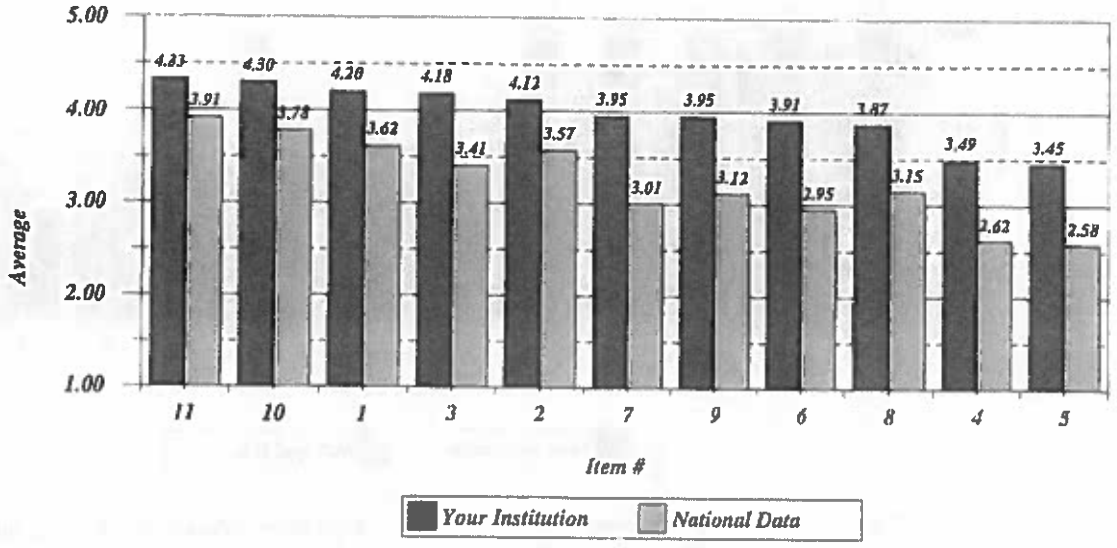


Figure 19. Section IV - Current College Experience, Item A: College Experiences Contribution To Growth

Item #		Your institution Avg	National Data Avg
11	Increasing my academic competence	4.33	3.91
10	Learning skills needed specifically for my current or future job	4.30	3.78
1	Identifying the training/skills required for career opportunities that fit my	4.20	3.62
3	Developing self-confidence	4.18	3.41
2	Enriching my intellectual life	4.12	3.57
7	Communicating with others in the work setting	3.95	3.01
9	Learning effective leadership skills	3.95	3.12
6	Learning how to work effectively as a member of a team	3.91	2.95
8	Developing an openness to opinions other than my own	3.87	3.15
4	Learning to use a computer for my personal tasks	3.49	2.62
5	Learning to use a computer for my work-related tasks	3.45	2.58

(Contribution Scale: 5=major contribution, 3=moderate contribution, 1=no contribution)

Appendix C20

Current College Experience, Item B: Agreement with Statements About This College

CREDIT STUDENTS ONLY

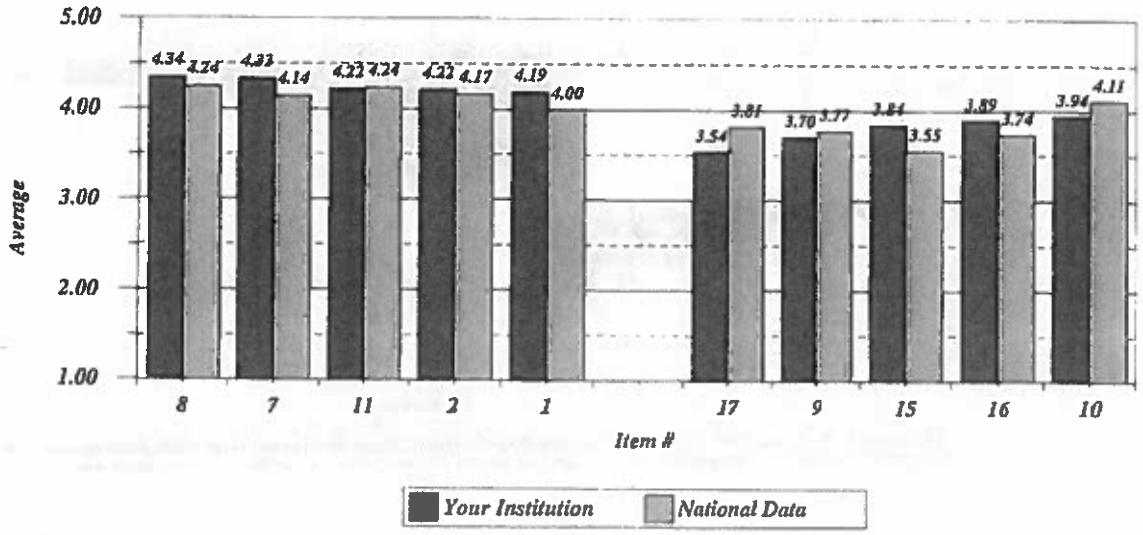


Figure 20. Section IV - Current College Experience, Item B: Agreement with Statements About This College

Item #		*Your Institution Avg*	*National Data Avg*
Top 5 for Your College			
8	*Instructors treat students in my racial/ethnic group with respect.*	*4.34*	*4.24*
7	*I would recommend this college to friends and relatives.*	*4.33*	*4.14*
11	*Instructors/administrators treat students of my gender with respect.*	*4.22*	*4.24*
2	*Administrators/non-teaching staff treat students in my racial/ethnic group with respect.*	*4.22*	*4.17*
1	*This college has a good reputation in the community.*	*4.19*	*4.00*
Bottom 5 for Your College			
17	*Most instructors are available outside of class time.*	*3.54*	*3.81*
9	*Courses are available at the times I can take them.*	*3.70*	*3.77*
15	*Academic advising is of high quality.*	*3.84*	*3.55*
16	*Overall, my program of study at this college has been sufficiently challenging.*	*3.89*	*3.74*
10	*I feel a sense of general safety and security while on campus and attending classes.*	*3.94*	*4.11*

(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

Appendix C21

Current College Experience, Item B: Agreement with Statements About This College-Largest Positive and Largest Negative Differences Between Your College's Averages and the National Averages

CREDIT STUDENTS ONLY

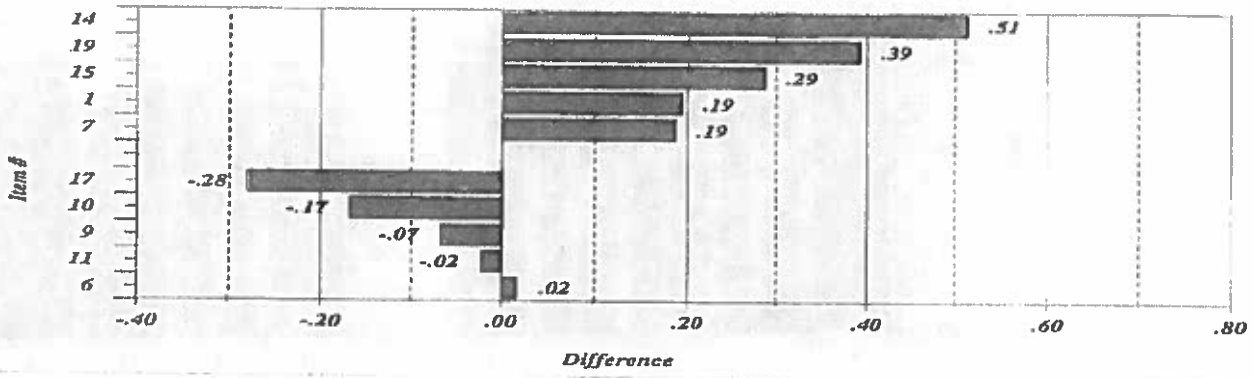


Figure 21. Section IV - Current College Experience, Item B: Agreement with Statements About This College Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

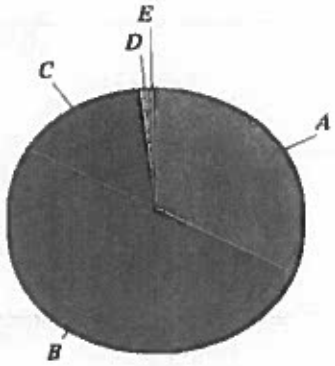
Item #		Your Institution Avg	National Data Avg	Duff
Largest Positive (or Smallest Negative) Differences				
14	*I could not have attended this college without the financial aid I received.*	4.06	3.55	.51
19	*I received all the help I needed from the Fin. Aid Off. to make my application(s) for fin. aid.*	4.03	3.64	.39
15	*Academic advising is of high quality.*	3.84	3.55	.29
1	*This college has a good reputation in the community.*	4.19	4.00	.19
7	*I would recommend this college to friends and relatives.*	4.33	4.14	.19
Largest Negative (or Smallest Positive) Differences				
17	*Most instructors are available outside of class time.*	3.54	3.81	-.28
10	*I feel a sense of general safety and security while on campus and attending classes.*	3.94	4.11	-.17
9	*Courses are available at the times I can take them.*	3.70	3.77	-.07
11	*Instructors/administrators treat students of my gender with respect.*	4.22	4.24	-.02
6	*Students in my rac./eth. group are treated w/respect by students in other rac./eth. groups.*	4.12	4.10	.02

(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

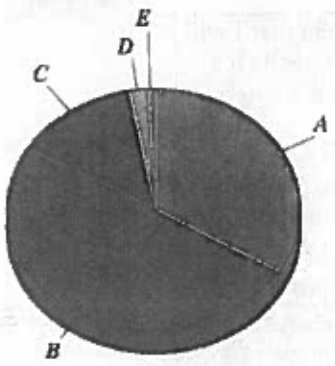
Appendix C22

Current College Experience, Item C: Satisfaction With This College

CREDIT STUDENTS ONLY



Your Institution



National Data

Figure 22. Section IV - Current College Experience, Item C: Satisfaction With This College

Satisfaction With This College	*Your Institution %*	*National Data %*
A. Very Satisfied	*33.4*	*33.9*
B. Satisfied	*49.9*	*49.4*
C. Neutral	*15.0*	*13.8*
D. Dissatisfied	*1.1*	*2.1*
E. Very Dissatisfied	*.6*	*.8*
Total Group Average	*4.14*	*4.14*

(Satisfaction Scale: 5=very satisfied, 4=satisfiec4 3=neutral, 2=dissatisfiec4 1=very dissatisfied)

Appendix C23

GCC Credit Students' Responses to Additional Questions

(n=??)

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 6=strongly agree, 5=agree, 4=neutral, 3=disagree, 2=strongly disagree, 1=does not apply	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
I am confident that I will continue to attend GCC until I receive a degree or certificate.	5.61	0.38
The current General Education requirements are important to maintain, even if they slow my completion of my GCC program.	4.93	0.84
The GCC website is easy to explore and allows for easy access to information about the College's different programs.	4.94	0.43
I am confident that my GCC education is preparing me for the kind of job I want after graduation.	5.32	0.50
The GCC classes I need are generally offered at times when I can attend them.	4.90	0.39
I consider at least one faculty member at GCC to be my mentor.	4.50	1.12
Tutoring services for my mathematics and English classes are/have been available and convenient.	4.27	1.53
Guam Community College has a positive reputation in the community. I am proud to be attending GCC.	5.21	0.44
I actively participate in at least one GCC student organization or extracurricular activity.	3.75	1.69
Someone I know well has completed a GCC associate or certificate program.	4.80	1.40

Appendix D1

Background Information, Item B: Age

NONCREDIT STUDENTS ONLY

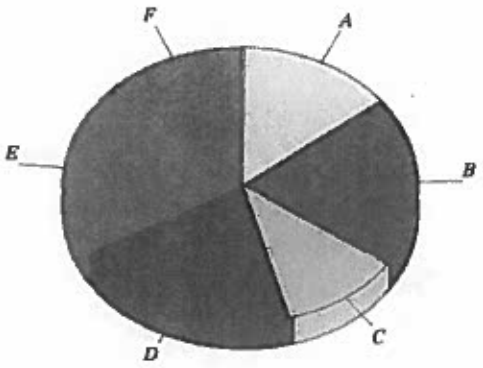


Figure 1. Section I - Background Information, Item B: Age

Age	Your Institution %	National Data %
20 or Under	14.3	17.4
21 - 22	12.7	5.7
23 - 24	7.9	6.0
25 - 26	6.3	5.6
27 - 29	4.8	7.5
30 - 34	9.5	11.6
35 - 39	11.1	9.2
40 - 45	15.9	12.3
46 - 49	4.8	6.2
50 - 59	9.5	12.0
60 or Over	3.2	6.6
A. 20 or Under	14.3	17.4
B. 21 - 24	20.6	11.6
C. 25 - 29	11.1	13.1
D. 30 - 39	20.6	20.8
E. 40 - 49	20.6	18.4
F. 50 or Over	12.7	18.7

Appendix D2

Background Information, Item C: Sex

NONCREDIT STUDENTS ONLY

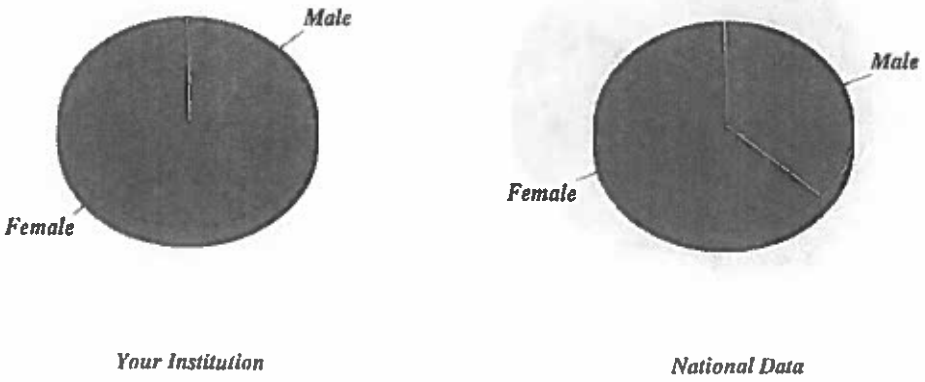


Figure 2. Section I - Background Information, Item C: Sex

Sex	Your Institution %	National Data %
Male	25.0	36.8
Female	75.0	63.2

Appendix D3

Background Information, Item D: Hispanic Ethnicity

NONCREDIT STUDENTS ONLY

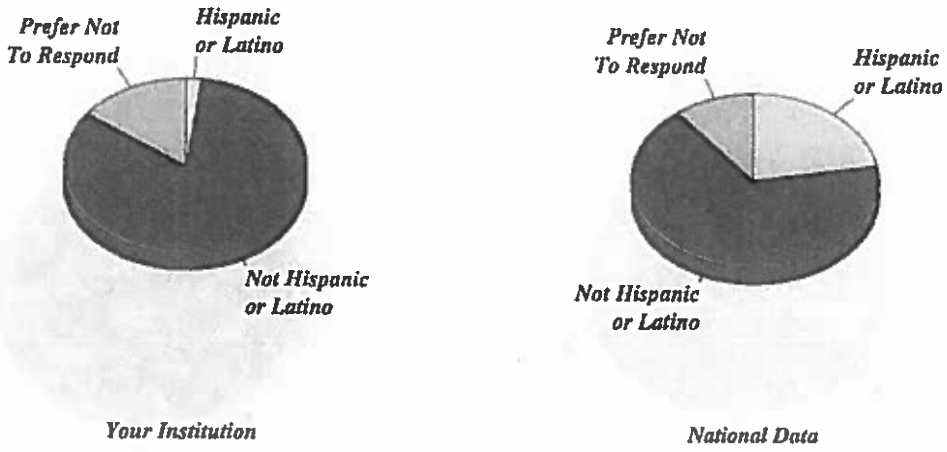


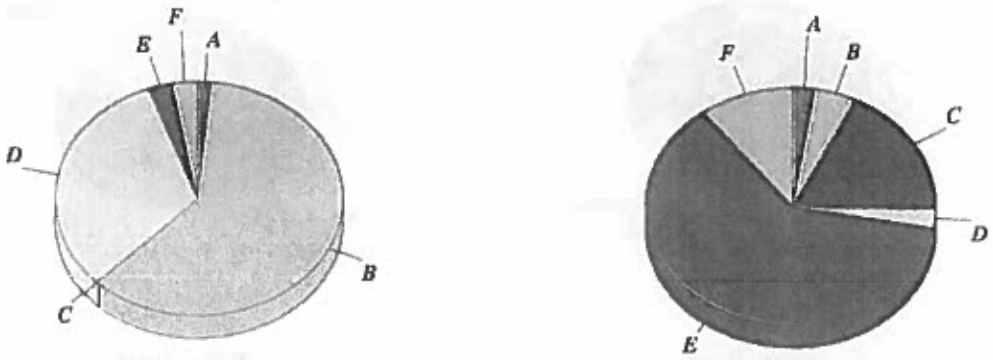
Figure 3. Section I - Background Information, Item D: Hispanic Ethnicity

Hispanic Ethnicity	*Your Institution %*	*National Data %*
Hispanic or Latino	*1.9*	*22.3*
Not Hispanic or Latino	*83.3*	*67.1*
Prefer Not To Respond	*14.8*	*10.6*

Appendix D4

Background Information, Item E: Race

NONCREDIT STUDENTS ONLY



Your Institution ***National Data***

Figure 4. Section I - Background Information, Item E: Race

Race (Multiple Responses Possible)	*Your Institution %*	*National Data %*
A. American Indian or Alaskan Native	*1.5*	*2.4*
B. Asian	*61.8*	*4.7*
C. Black or African American	*.0*	*18.4*
*D. Native Hawaiian or **Other** Pacific Islander*	*32.4*	*2.7*
E. White	*2.9*	*62.5*
F. Prefer Not To Respond	*2.9*	*10.6*

Appendix D5

Background Information, Item I: Student's Total Annual Income

NONCREDIT STUDENTS ONLY

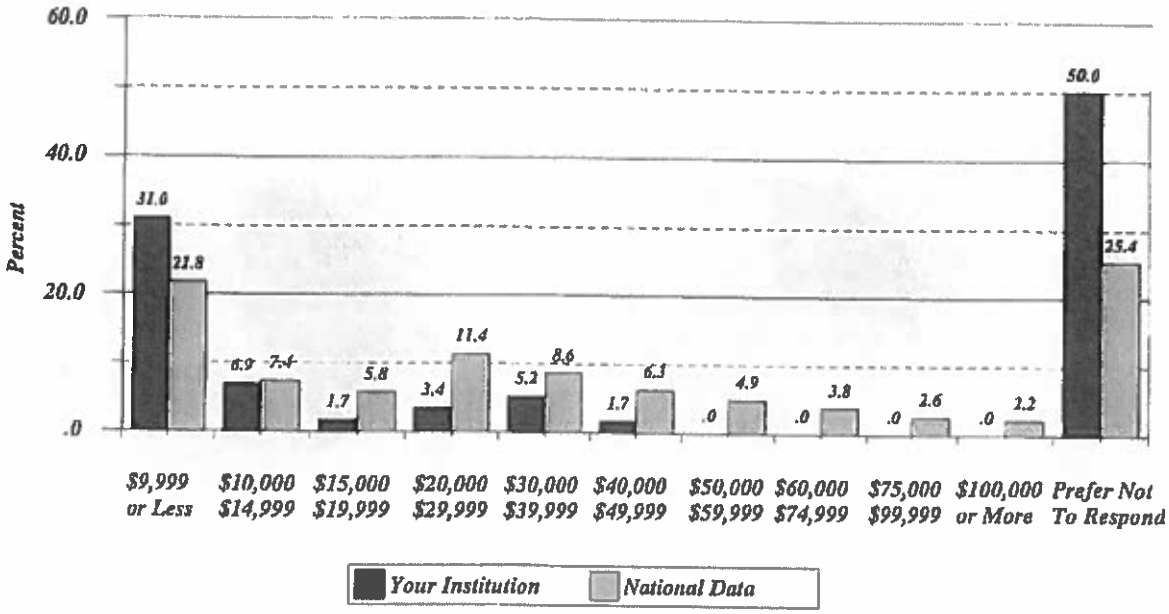


Figure 5. Section 1 - Background Information, Item I: Student's Total Annual Income

Student's Total Annual Income	*Your Institution %*	*National Data %*
$9,999 or Less	*31.0*	*21.8*
$10,000 - $14,999	*6.9*	*7.4*
$15,000 - $19,999	*1.7*	*5.8*
$20,000 - $29,999	*3.4*	*11.4*
$30,000 - $39,999	*5.2*	*8.6*
$40,000 - $49,999	*1.7*	*6.3*
$50,000 - $59,999	*.0*	*4.9*
$60,000 - $74,999	*.0*	*3.8*
$75,000 - $99,999	*.0*	*2.6*
$100,000 or More	*.0*	*2.2*
Prefer Not To Respond	*50.0*	*25.4*

Appendix D6

Background Information, Item M: Highest Ed Level Attained by Parents

NONCREDIT STUDENTS ONLY

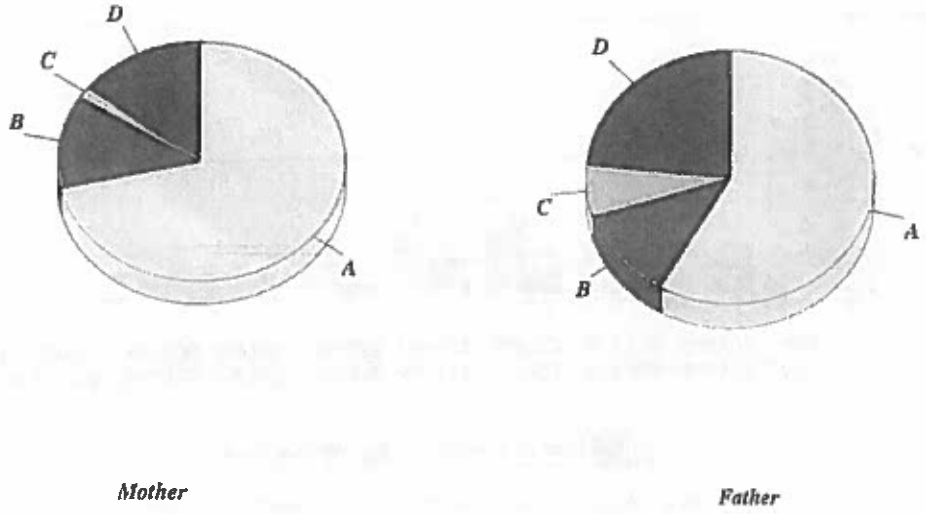


Figure 6. Section I - Background Information, Item M: Highest Ed Level Attained by Parents

	Mother		Father	
Highest Ed Level Attained by Parents	*Your Institution %*	*National Data %*	*Your Institution %*	*National Data %*
Less Than High School Diploma	25.4	26.2	21.7	29.2
High School Diploma or GED	46.0	33.8	36.7	30.4
Some College, No Certificate or Degree	12.7	11.6	11.7	11.2
Vocational/Technical Certificate	.0	5.5	1.7	6.8
Associate or Other 2-Year Degree	1.6	7.8	5.0	5.2
Bachelor's Degree	12.7	9.8	20.0	9.9
Master's/Doctoral/Professional Degree	1.6	5.3	3.3	7.4
A. Less Than HS Diploma/HS Diploma/GED	71.4	60.0	58.3	59.6
B. Some College	12.7	11.6	11.7	11.2
C. Vocational/Technical Certificate/Associate Degree	1.6	13.3	6.7	12.0
D. Bachelor's or Higher Degree	14.3	15.2	23.3	17.3

Appendix D7

Background Information, Item N: E-Mail Address / Web Access

NONCREDIT STUDENTS ONLY

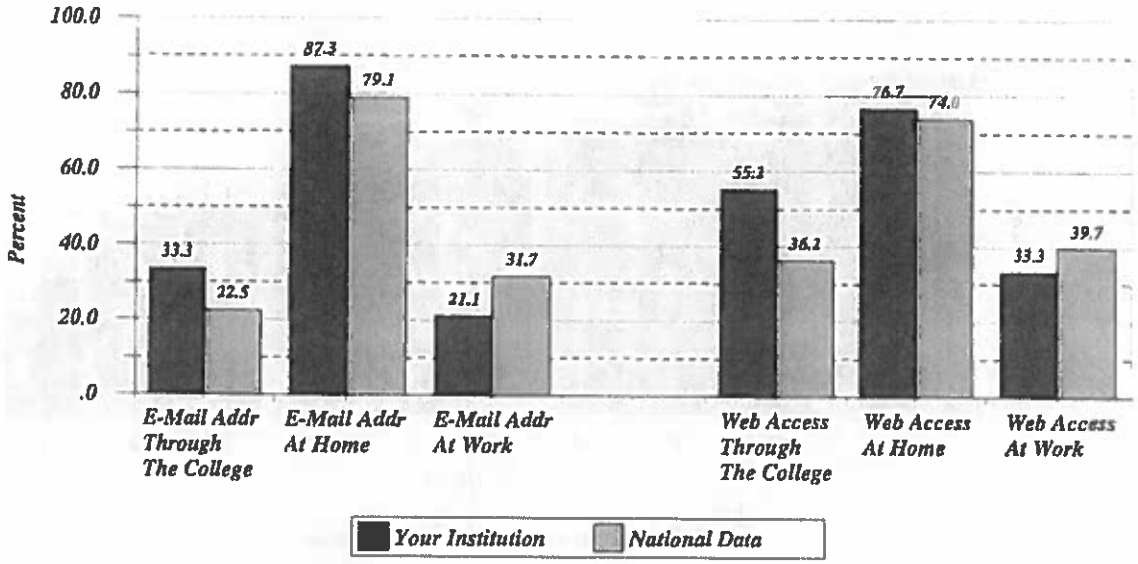


Figure 7. Section I - Background Information, Item N: E-Mail Address / Web Access

E-Mail Address / Web Access	Your Institution %	National Data %
E-Mail Address		
Through The College	33.3	22.5
At Home	87.3	79.1
At Work	21.1	31.7
Web Access		
Through The College	55.2	36.2
At Home	76.7	74.0
At Work	33.3	39.7

Appendix D8

Background Information, Item 0: Importance To Accomplish Various Goals

NONCREDIT STUDENTS ONLY

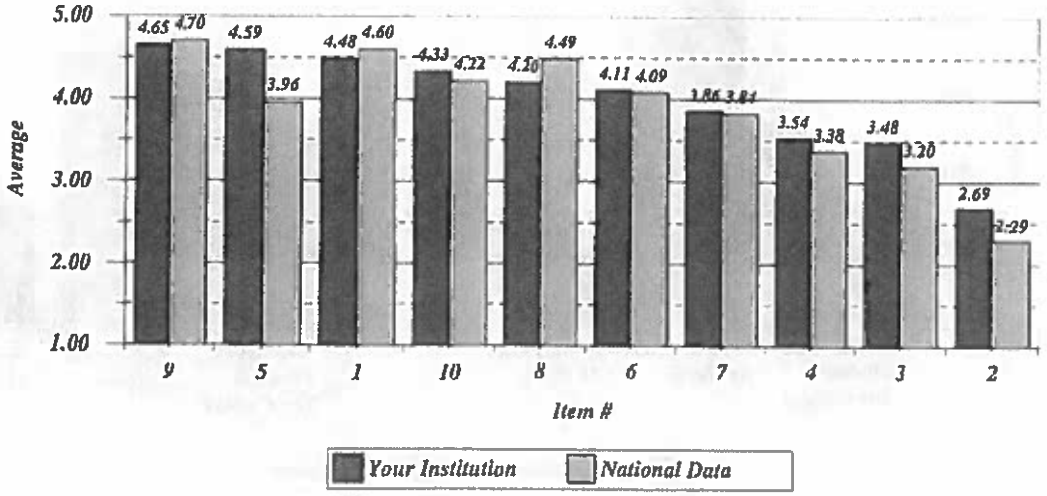


Figure 8. Section 1 - Background Information, Item 0: Importance To Accomplish Various Goals

	Item 1/		Your Institution Avg	National Data Avg
	9	To have time for my personal/family interests	4.65	4.70
	5	To make a lot of money	4.59	3.96
	1	To have a steady, secure job	4.48	4.60
10		To help others who are in need	4.33	4.22
	8	To be self-reliant	4.20	4.49
	6	To be a parent	4.11	4.09
	7	To meet new and interesting people	3.86	3.84
	4	To be active in my community	3.54	3.38
	3	To own and operate my own business	3.48	3.20
	2	To make a theoretical or practical contribution to science	2.69	2.29

(Importance Scale: 5=very important, 3=moderately important, 1=not important)

Appendix D9

Employment Background, Item A: Student's Current Employment Status

NONCREDIT STUDENTS ONLY

Your Institution ***National Data***

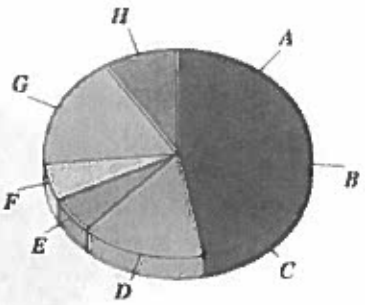
Figure 9. Section II - Employment Background, Item A: Student's Current Employment Status

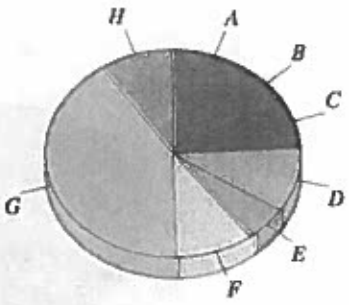
Student's Current Employment Status	*Your Institution %*	*National Data %*
A. Caring For My Family/Home Full-Time	*24.1*	*14.4*
B. Employed Part-Time	*36.2*	*19.5*
C. Employed Full-Time	*27.6*	*42.6*
D. Unemployed, Seeking Employment	*8.6*	*13.8*
E. Unemployed, Not Seeking Employment	*3.4*	*9.7*

Appendix D10

Employment Background, Item A: Student's Current Employment Status

NONCREDIT STUDENTS





ONLY

Your Institution

National Data

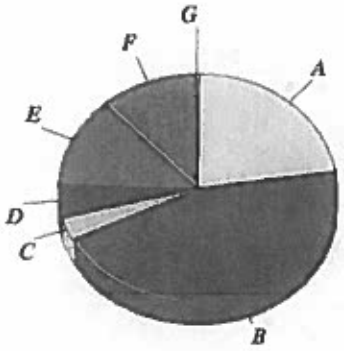
Figure 10. Section II - Employment Background, Item F: Hours Per Week Working While Taking This Course

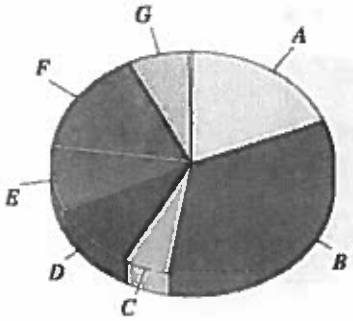
Hours Per Week Working While Taking This Course	*Your Institution %*	*National Data %*
A. Don't Know	*20.6*	*10.5*
B. 1 - 10 Hours	*11.8*	*5.2*
C. 11 -20 Hours	*14.7*	*8.2*
D. 21 - 30 Hours	*14.7*	*10.1*
E. 31 - 34 Hours	*5.9*	*5.5*
F. 35 - 39 Hours	*5.9*	*10.0*
G. 40 - 50 Hours	*17.6*	*41.1*
H. Over 50 Hours	*8.8*	*9.3*

Appendix D11

Educational Background, Item A: Highest Academic Degree Earned

NONCREDIT STUDENTS ONLY





Your Institution ***National Data***

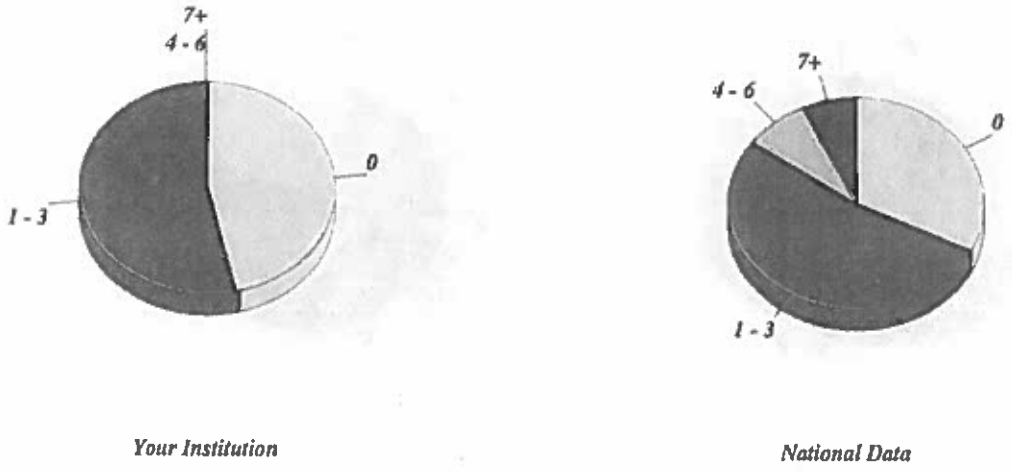
Figure 11. Section III - Educational Background, Item A: Highest Academic Degree Earned

Highest Academic Degree Earned	*Your Institution %*	*National Data %*
A. None	*22.6*	*18.8*
B. High School Diploma	*45.2*	*33.9*
C. GED	*3.2*	*5.2*
D. Vocational/Technical Certificate	*4.8*	*9.9*
E. Associate or Other 2-Year Degree	*12.9*	*9.6*
F. Bachelor's or Other 4-Year Degree	*11.3*	*15.6*
G. Master's/ Doctoral/ Professional Degree	*.0*	*7.0*

Appendix D12

Educational Background, Item D: Non-Credit Hours Taken At This College

NONCREDIT STUDENTS ONLY



Your Institution ***National Data***

Figure 12. Section III - Educational Background, Item D: Non-Credit Hours Taken At This College

Non-Credit Hours Taken At This College	*Your Institution %*	*National Data %*
0	*46.4*	*32.4*
1 -3	*53.6*	*52.7*
4 - 6	*.0*	*8.1*
7+	*.0*	*6.9*

Appendix D13

Educational Background, Item H: Reasons For Taking Current Course/Program

NONCREDIT STUDENTS ONLY

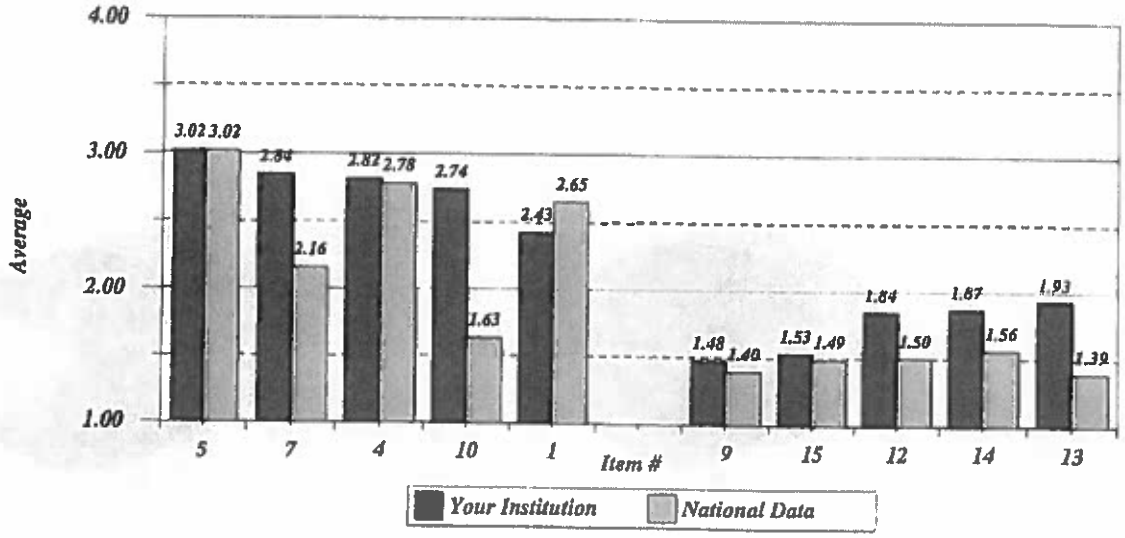


Figure 13. Section III - Educational Background, Item II: Reasons For Taking Current Course/Program

Item #		*Your Institution Avg*	*National Data Avg*
	Top 5 for Your College		
5	*To develop my mind and intellectual abilities*	*3.02*	*3.02*
7	*To meet new/interesting people*	*2.84*	*2.16*
4	*To increase my earning power*	*2.82*	*2.78*
10	*To learn the English language and culture*	*2.74*	*1.63*
1	*To meet requirements for my chosen occupation*	*2.43*	*2.65*
	Bottom 5 for Your College		
9	*High school teacher's and/or counselor's encouragement*	*1.48*	*1.40*
15	*Other*	*1.53*	*1.49*
12	*Required by employer*	*1.84*	*1.50*
14	*Needed to enter workforce after major life change*	*1.87*	*1.56*
13	*Wanted to enter workforce after children grown*	*1.93*	*1.39*

(Reason Scale: 4=major reason, 3=moderate reason, 2=minor reason, 1=not a reason)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

Appendix D14

Educational Background, Item I: Source(s) From Which Learned About This College

NONCREDIT STUDENTS ONLY

Your Institution ***National Data***

Figure 14. Section III - Educational Background, Item I: Source(s) From Which Learned About This College

Source(s) Learned About This College	*Your Institution %*	*National Data %*
Newspaper	8.2	4.3
Television/Radio	2.0	1.7
Current/Prospective Employer	8.2	4.6
Co-Worker	.0	5.7
College Catalogue/Brochure/Flier	2.0	21.6
High School Teacher/Counselor	2.0	6.3
Family Member/Friend	61.2	27.7
Internet/WWW	.0	9.7
Other	16.3	18.3
A. Newspaper/TV/Radio	10.2	6.0
B. Employer/Co-Worker	8.2	10.3
C. Catalogue/Brochure/Flier	2.0	21.6
D. HS Teacher/Counselor/Family/Friend	63.3	34.0
E. Internet/WWW	.0	9.7
F. Other	16.3	18.3

Appendix D15

Current College Experience, Item A: College Experiences Contribution To Growth

NONCREDIT STUDENTS ONLY

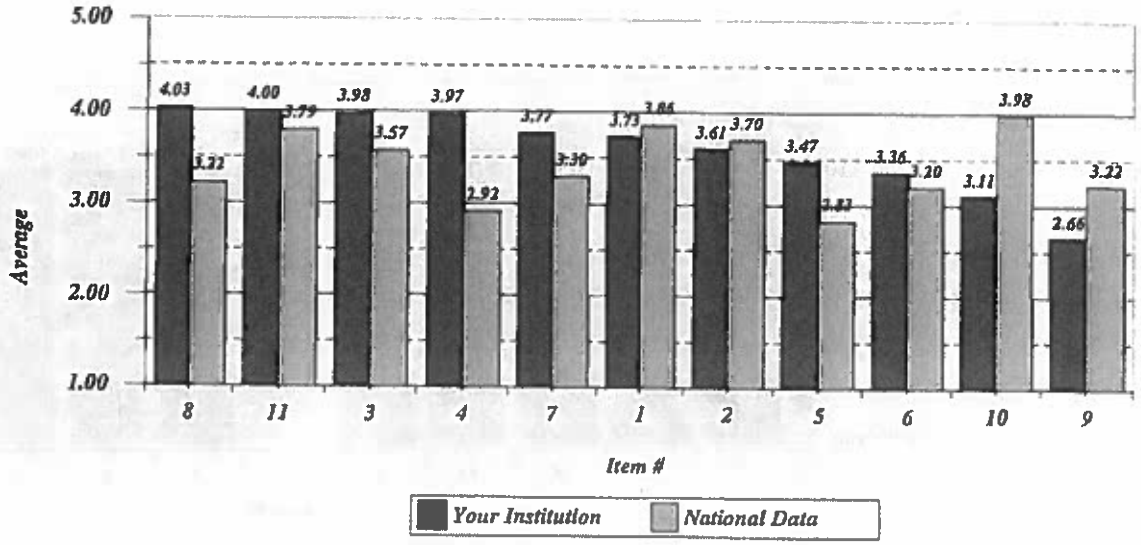


Figure 15. Section IV - Current College Experience, Item A: College Experiences Contribution To Growth

Item #		Your Institution Avg	National Data Avg
8	Developing an openness to opinions other than my own	4.03	3.22
11	Increasing my academic competence	4.00	3.79
3	Developing self-confidence	3.98	3.57
4	Learning to use a computer for my personal tasks	3.97	2.92
7	Communicating with others in the work setting	3.77	3.30
1	Identifying the training/skills required for career opportunities that fit my	3.73	3.86
2	Enriching my intellectual life	3.61	3.70
5	Learning to use a computer for my work-related tasks	3.47	2.83
6	Learning how to work effectively as a member of a team	3.36	3.20
10	Learning skills needed specifically for my current or future job	3.11	3.98
9	Learning effective leadership skills	2.66	3.22

(Contribution Scale: 5=major contribution, 3=moderate contribution, 1=no contribution)

Appendix D16

Current College Experience, Item B: Agreement with Statements About This College

NONCREDIT STUDENTS ONLY

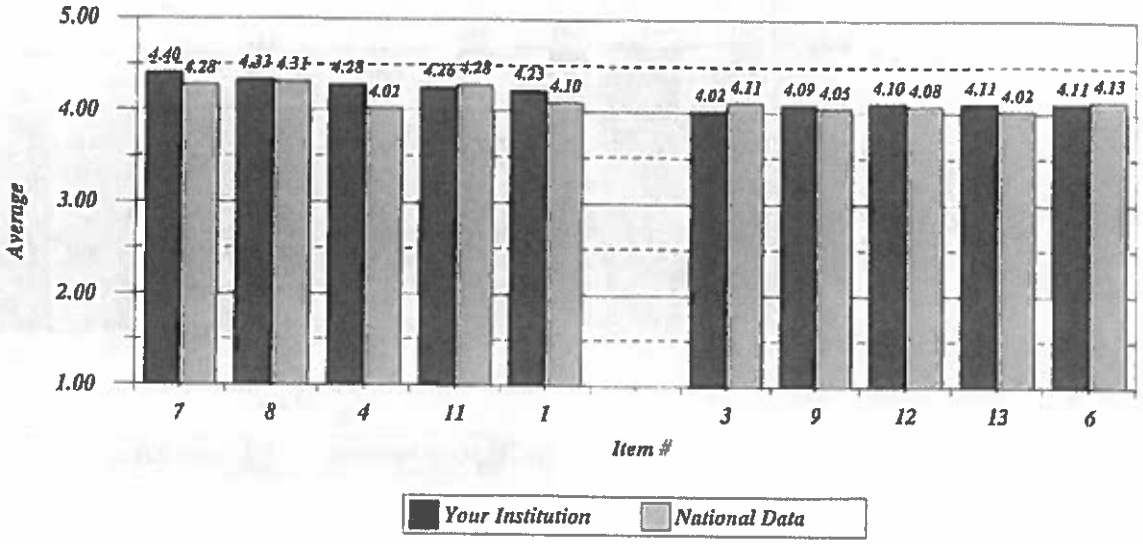


Figure 16. Section IV- Current College Experience, Item B: Agreement with Statements About This College

Your Institution Item #		*Avg*	*National Data Avg*
	Top 5 for Your College		
7	*I would recommend this college to friends and relatives.*	*4.40*	*4.28*
8	*Instructors treat students in my racial/ethnic group with respect.*	*4.33*	*4.31*
4	*Concern is shown for students as individuals.*	*4.28*	*4.02*
11	*Instructors/administrators treat students of my gender with respect.*	*4.26*	*4.28*
1	*This college has a good reputation in the community.*	*4.23*	*4.10*
	Bottom 5 for Your College		
3	*Instruction is of high quality.*	*4.02*	*4.11*
9	*Courses are available at the times I can take them.*	*4.09*	*4.05*
12	*I feel that I fit in at this college.*	*4.10*	*4.08*
13	*The registration process is student friendly.*	*4.11*	*4.02*
6	*Students in my rac./eth. group are treated w/respect by students in other rac./eth.*		*4.13*
groups.	*4.11*		

(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)
NOTE: Items with fewer than 10 respondents were not included in the analyses.

Appendix D17

This College Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

NONCREDIT STUDENTS ONLY

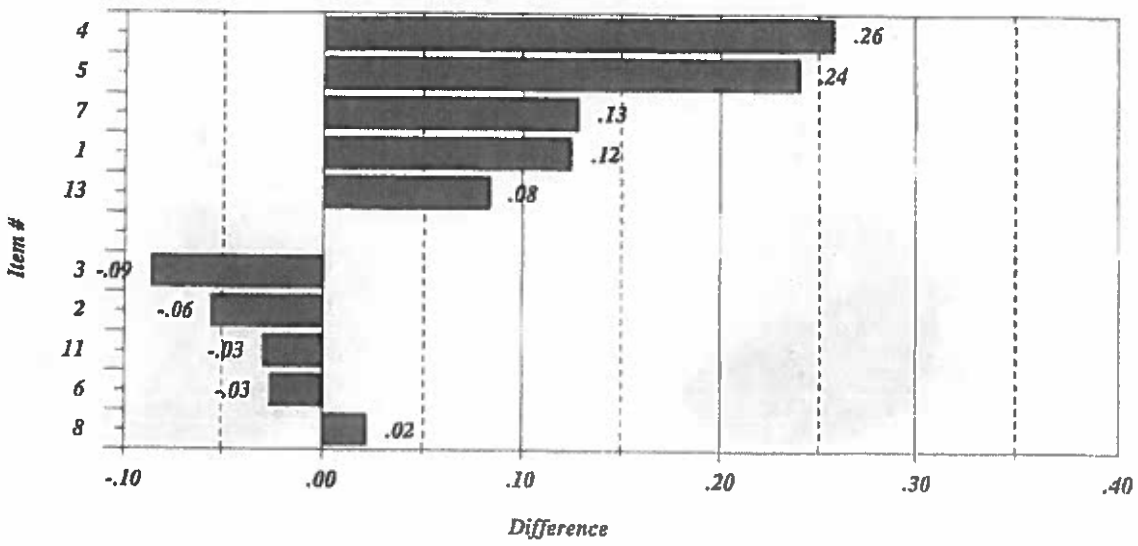


Figure 17. Section IV - Current College Experience, Item B: Agreement with Statements About This College Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

Item #		Your Institution Avg	National Data Avg	Diff
	Largest Positive (or Smallest Negative) Differences			
4	Concern is shown for students as individuals.	4.28	4.02	.26
5	Computing services/facilities are available at the times I need them.	4.17	3.93	.24
7	I would recommend this college to friends and relatives.	4.40	4.28	.13
1	This college has a good reputation in the community.	4.23	4.10	.12
13	The registration process is student friendly.	4.11	4.02	.08
	Largest Negative (or Smallest Positive) Differences			
3	Instruction is of high quality.	4.02	4.11	-.09
2	Administrators/non-teaching staff treat students in my racial/ethnic group with [illegible]	[illegible]	4.19	-.06
11	Instructors/administrators treat students of my gender with respect.	4.26	4.28	-.03
6	Students in my rac./eth. group are treated w/respect by students in other rac./eth. [illegible]	[illegible]	4.13	-.03
8	Instructors treat students in my racial/ethnic group with respect.	4.33	4.31	.02

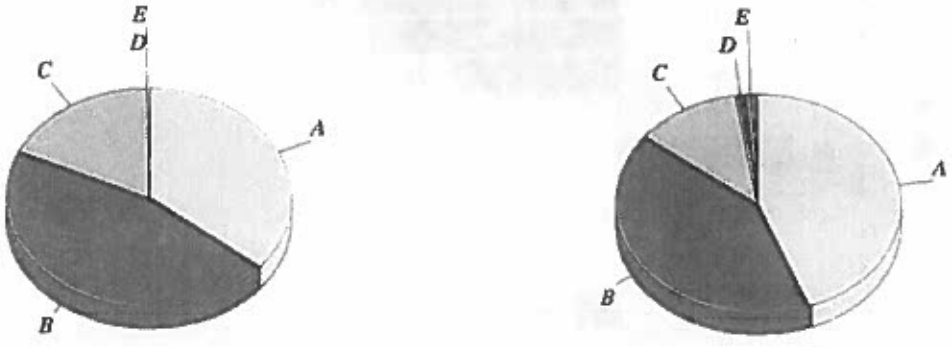
(Agreement Scale: 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree)

NOTE: Items with fewer than 10 respondents were not included in the analyses.

Appendix D18

Current College Experience, Item C: Satisfaction With This College

NONCREDIT STUDENTS ONLY



Your Institution ***National Data***

Figure 18. Section IV - Current College Experience, Item C: Satisfaction With This College

Satisfaction With This College	*Your Institution %*	*National Data %*
A. Very Satisfied	*36.0*	*44.3*
B. Satisfied	*46.0*	*41.4*
C. Neutral	*18.0*	*12.1*
D. Dissatisfied	*.0*	*1.1*
E. Very Dissatisfied	*.0*	*1.1*
Total Group Average	*4.18*	*4.27*

(Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied)

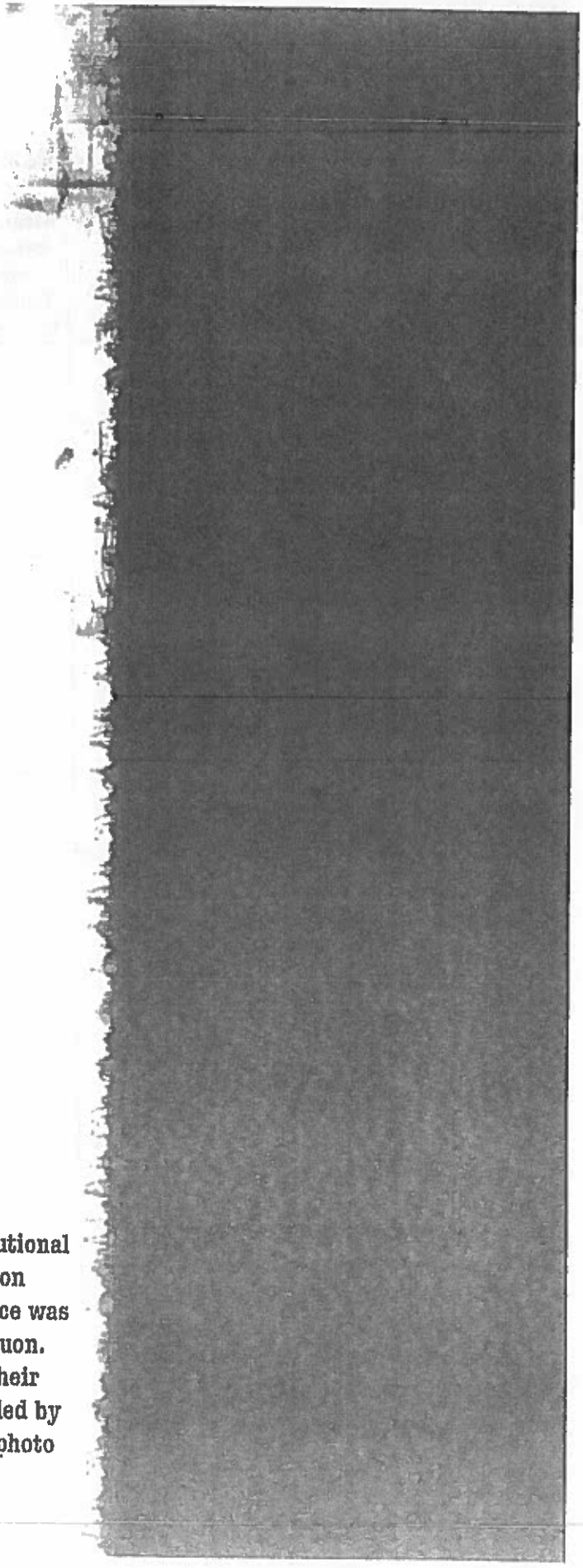
Appendix D19

GCC Non-Credit Students' Responses to Additional Questions

	Mean, or the average of the value in all responses on a scale of 1 to 6 where 6=strongly agree, 5=agree, 4=neutral, 3=disagree, 2=strongly disagree, 1=does not apply	**Standard Deviation**, or the measure of how widely values are dispersed from the mean or the average value
I am confident that I will continue to attend GCC until I receive a degree or certificate.	4.77	1.25
The current General Education requirements are important to maintain, even if they slow my completion of my GCC program.	2.62	1.78
The GCC website is easy to explore and allows for easy access to information about the College's different programs.	4.06	0.88
I am confident that my GCC education is preparing me for the kind of job I want after graduation.	3.72	1.94
The GCC classes I need are generally offered at times when I can attend them.	4.70	1.09
I consider at least one faculty member at GCC to be my mentor.	4.48	1.18
Tutoring services for my mathematics and English classes are/have been available and convenient.	2.66	2.02
Guam Community College has a positive reputation in the community. I am proud to be attending GCC.	4.59	0.98
I actively participate in at least one GCC student organization or extracurricular activity.	3.13	0.93
Someone I know well has completed a GCC associate or certificate program.	3.93	1.11

GUAM COMMUNITY COLLEGE

Kulehon Kumunidåt Guåhan



This report was prepared by Dr. Virginia C. Tudela, Assistant Director, Office of Assessment and Institutional Effectiveness (AIE) and Co-Chair of the Committee on College Assessment (CCA). Administrative assistance was provided by AIE staff Priscilla Johns and Vangie Aguon. Acknowledgment is also given to GCC students for their participation in this assessment study. Cover provided by the Office of Communications & Promotions. Cover photo by R.D. Golding.