SEPTEMBER 2005

**ACADEMIC
YEAR
2004-2005**

FACES OF THE FUTURE:

COMMITTEE ON COLLEGE ASSESSMENT (CCA)

SECOND STUDENT SURVEY
ON GCC STUDENTS

GCC

GUAM COMMUNITY COLLEGE

Kulehon Kumunidát Guáhan
*Accredited by the Western Association
of Schools and Colleges*

FACES OF THE FUTURE:
SECOND SURVEY REPORT ON GCC STUDENTS
AY 2004-2005

Executive Summary

As a follow up to the first comprehensive survey in Fall 2002, this second survey report on GCC students' socio-demographic profile and current college experience fulfills the second cycle of assessment for this sector of college stakeholders. A marked feature of this report includes the comparability of GCC students' responses to the national norm, as culled from 120 community colleges across the country. This benchmark provides for an interesting discussion of issues and concerns among GCC students and their counterparts in the national scene.

Results of the study highlight the following conclusions:

(1) There is a high degree of congruence and validation between GCC students' demographic profile and the issues that concern them most as older students, family breadwinners, or part time employees – a familiar profile commonly shared by their counterparts in various community colleges across the country;

(2) While GCC students seek higher education for personal and professional growth, their short term goals concern the development of valuable skills and competencies that will make them productive members of the workforce;

(3) The most effective means of information about the college for students is still through "word of mouth," which means that the traditional face-to-face communication in conveying GCC's educational value to the public remains strong;

(4) Students value their stay at the college because of affordable costs and academic integrity of programs; and

(5) GCC students, in general, regard their community college experience more positively compared to their national counterparts in the mainland.

The recommendations given at the end of the report identify areas of student needs and concerns that demand immediate attention and resolution. The lessons learned and insights gained from the results and implications of this study provide the impetus to constantly seek new and creative ways to improve the delivery of student programs and services on campus. In the final analysis, a sound knowledge of GCC students' demographic and socio-economic profile, as well as their diverse perceptions and attitudes on various issues that confront them, leads to better planning and improvement of student development, in general, and student support services, in particular.

TABLE OF CONTENTS

FACES OF THE FUTURE Survey Instrument
Additional Questions

FACES OF THE FUTURE:
Second Survey Report on GCC Students
AY 2004-2005

Background and Rationale

The first comprehensive survey of GCC students was conducted in Fall 2002 as an integral part of the college's campus-wide assessment initiative. Utilizing the *Community College Student Experiences Questionnaire* (CCSEQ), this survey yielded fruitful insights that subsequently formed the basis of decisions to implement improvements in the college's delivery of programs and services.[1]

In consonance with the college's two-year assessment cycle schedule, the *Faces of the Future* survey is a follow up to the 2002 survey.[2] Considerations of cost and benchmarking primarily dictated the college's decision to replace the earlier survey instrument with the present one.

As a joint project of the American Association of Community Colleges and ACT, Inc., the *Faces of the Future* is a survey designed to collect demographic data and information about the personal goals, educational backgrounds, employment history, and college experiences of students in community college campuses across the country. Since its inception in Fall 1999, several national normative reports, have been produced. The latest normative report is based on 42, 313 student respondents obtained from 120 colleges that administered the survey during 2002-2003 through 2004-2005 academic years. This latest nationwide profile is the benchmark[3] that will be used in this survey

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[1] A hard copy of the report, **What Are GCC Students Like? Community College Student Experiences Questionnaire (CCSEQ) Survey Report**, is available at the Office of Assessment and Institutional Effectiveness (AIE), Rm. 2226, Student Services and Administration Bldg. An electronic version is available at the AIE website at http://www.guamcc.edu/assessment, click on Core Documents, then Institutional Reports.

[2] This student assessment piece follows the completed assessment study on the performance of the college's president (**Assessing Our President**, August 2005), and precedes two other important pieces: the Board of Trustees' Assessment Report and the Administrators' Assessment Report to be completed in December 2005.

[3] A benchmark is a standard by which something can be measured or evaluated.

report to compare Guam Community College (GCC) students' responses to those of the national user group.

It is anticipated that the study results and their implications will provide the relevant information that would be useful to address programmatic needs in student development, as well as a better understanding of GCC students' views of their home, work and school contexts, which are crucial to productive dialogue and meaningful assessment.

Methodology and Sampling

Two hundred ninety nine (299) credit students of GCC actively participated in the survey. Respondents were selected through random sampling, where every 10th class in the Spring 2005 roster of classes was chosen, until the required sample population was reached.[4] Members of the Committee on College Assessment (CCA) were primarily responsible for randomly picking the classes from a roster obtained from the Registrar's Office. These selected classes represented a wide array of the college's course offerings, like AC102 (Accounting Principles), CM115 (Elementary Cosmetology-Lab), ED100 (Behavior Management), EN100R (Fundamentals of English-Reading), EN100W (Fundamentals of English-Writing), EN125 (Introduction to Speech), HL130 (First Aid & Safety), MK124 (Selling), MS220 (Clinical Medical Assisting Specialties 1), OA101 (Keyboarding Applications), PY120 (General Psychology), SI110 (Environmental Biology), SM108 (Introduction to Business), SO130 (Introduction to Sociology), VC141 (Web Design), VC112 (Mac OS X), EC110 (Principles of Economics), ME150B (Automotive Service Basics), SI075 (Applied Science), and a host of other alternate classes. As part of their assessment training, student leaders from the college's Council of Postsecondary Student Association (COPSA) were identified and subsequently given instructions to administer the surveys, along with specific guidelines for distribution, collection, and submission of completed instruments to the Office of Assessment and

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[4] Though the ACT-recommended minimum sample is 322 for a college of GCC's size, only 299 completed surveys were considered valid for consideration in this report. The remaining surveys were either missing substantive blocks of information or respondents were identified as non-credit students, and hence, they were not included in the data analysis.

Institutional Effectiveness (AIE). The student representative to the CCA was responsible for mobilizing the student leaders to volunteer their time for this assessment effort.[5]

After an introductory memo by the Vice President of Academic Affairs was sent to concerned faculty members, the instrument was administered by COPSA representatives during a three-week period (from October 25 to November 18, 2004), in the various classes identified above. Completed questionnaires were later sent off-island for scoring by ACT, Inc. and the survey results were received by AIE in early March 2005.

Results and Discussion

The results reported here provides graphical information for selected demographic and scale items for GCC and for a national comparative sample of all participating community colleges. For all Likert scale items (e.g., 5-point satisfaction scale), data are displayed for GCC's (**Your Institution** in this report) top and bottom five items as well as the five items with the greatest and least differences for the college in comparison with the national data.[6]

Demographic and socio-economic profile

Figure 1 (see Appendix A) presents the current course credit enrollment for the GCC students included in the survey sample. As the figures show, the majority of students in the sample (39.1%) was registered for 4-5 credit courses, with students enrolled in 2-3 courses (35.8%) following closely behind. Students taking 6+ credit courses (15.4%), those taking just 1 credit course (10.4), and those who reported 1+ non-credit course (.3%) make up the rest of the student responses. It is not surprising that the GCC figures compare well with the national data results since like most community colleges across the country, GCC serves a diverse group of students who have a wide range of personal and professional needs and goals, like single parents, first-generation students, as well as older students.

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[5]After the data collection period, AIE organized a small party for the COPSA student volunteers in order to highlight and recognize their invaluable assistance to this project. Not only did this serve as an incentive for their participation, it also proved valuable in building rapport with this group of students for future collaborative projects with them.

[6] It must be noted here that percentages were rounded off and may not add up to one hundred (100).

As Figure 2 (see Appendix B) reflects, the students' ages varied considerably, ranging from 20 or under to over 50 years old. Those who were 20 or under comprised the largest group (35.5%), followed by those whose ages ranged from 21 to 24 (25.4%). This latter group almost equaled the group of students whose ages ranged from 25 to 49 (26.6%). The 50 or over group was a sizable group at 2.5%. Compared to the national data, the GCC figures mirror the age profile of most community college students across the country.

In terms of sex, female GCC students (65.7%) in the sample outnumbered male students (34.3) in a ratio of approximately 2 to 1 (see Figure 3). Again, this is a case where the national data reflect the same demographic reality in the local community college campus.

Albeit interesting, two items on ethnicity and race in the questionnaire (see Figures 4 & 5), do not do justice to the profiling of GCC students on campus (undoubtedly a limitation of the instrument). For instance, 58.9% of GCC students reported their non-identification with Hispanic ethnicity while only 9% claimed Hispanic heritage. The rest (32%) did not respond to the question. In the same manner, almost 50% of surveyed students reported their race as Native Hawaiian or Other Pacific Islander. Those who claimed an Asian heritage comprised 37.1%. Another 12.4% claimed they were either American Indian or Alaskan native, Black or African American, or White. Those who skipped this question on race, however, comprised 7.2%. It must be pointed that the categories here seem too all-inclusive (e.g., Asian, Other Pacific Islander) and hence, finer ethnic distinctions are glossed over. As a limitation of the instrument, it makes sense that the GCC figures are hardly comparable with the national data regarding the racial profile of community college students.

Family income is an important indicator of potential success in college. The statistics reported in Figure 6 reveal that most GCC students belong to families that earn a yearly income of $9,999 or less (31.3%), followed by those with annual income of $10,000 to $14,999 (9.9%). Those who reported family incomes ranging from $15,000 to

$74,999 comprised 18% with only .4% having a family income of $75,000 to $99,000. These figures imply that, like their student counterparts in the national scene, students with middle range income comprise the largest group of students at GCC. Despite these figures however it is notable that 40.4% of the students surveyed chose not to respond to the family income information. Interestingly enough, this observation parallels that of national data figures (refer to Figure 6).

Figure 7 details the highest educational attainment of GCC students' parents, another indicator of potential success in college. As a general pattern, the GCC figures reflect lower levels of attainment compared to their national counterparts. On closer examination, GCC students reported that their mothers and fathers have either a less than high school diploma, high school diploma or a GED, respectively (63.6% and 61.3%). This figure is way higher than the 46.9% (mother) and 48.5% (father) national average on these items, which reveal that many parents of GCC students were not afforded the chance to pursue education beyond the elementary level. This implies that the majority of GCC students are first-generation students with special needs and concerns. However, GCC respondents also reported some college for their parents at 14.1% (mother) and 12.3% (father). While respondents also reported that their fathers (14.5%) and mothers (8.9%) completed vocational education, another 13.4% reported a bachelor's degree or higher as the highest education attained by their parents.

How does access to the Web or having an email address influence college success? Though this is a question that goes beyond the scope of this study, the information gathered regarding email address and web access can be helpful in answering this question. As Figure 8 indicates, most GCC students report that they have email addresses at home (81.3%), through the college (32%), or at work (14.9%). The information regarding the email address through the college is interesting considering that the college is still working towards providing email addresses for all students, though it is also possible that students can set up their email accounts through commercial providers such as *yahoo.com* or *hotmail.com* while they are using computers at the college. Though GCC students' Web access through the college (75.5%) compares well

with the national average (78.5%), their web access at home is however lower (66.3%) compared to the national data (80.8%). With regard to Web access at the workplace, both GCC figures and the national data are almost the same at 27.6% and 29.2% respectively.

Figure 9 demonstrates the importance that GCC students place on their goal accomplishments. Interestingly, the 3 top-ranked most important goals, "to have time for my personal/family interests" (4.81%), "to have a steady, secure job" (4.77%), and "to be self-reliant" (4.55%), primarily mirror the national data at 4.7%, 4.72, and 4.57% respectively. These figures imply that the majority of community college students nationwide consider it very important (1) to find time for personal and family affairs; (2) to have a stable source of income; and (3) to be fully independent. Service to others (4.46%) and financial success (4.27%) also rank highly in the list of GCC students' most important goals.

Certain issues that seem problematic for GCC students while taking classes (as they report it) are presented in Figure 10. In answer to the question, "How much of a problem has each of the following been while taking classes at this college?," the highest ranked response is personal financial problems (mean 2.71, s.d. 1.16), followed by cost of child care (mean 2.41, s.d. 1.24), computer costs (mean 2.39, s.d. 1.21), medical expenses (mean 2.34, s.d. 1.22), and finding acceptable child care (mean 2.30, 1.25). Family responsibilities also ranked high, with a mean of 2.29, s.d. 1.12. When these figures are viewed against the national data, it would seem that these issues impact more heavily on GCC students in comparison with their counterparts in community colleges across the nation. This observation is reflected in the relatively low mean scores for the national group, with most of their ratings clustered between "not a problem" and "minor problem" whereas for the GCC group, clustering of responses occurs between "moderate problem" and "minor problem."

When students were asked what would best describe their employment status, they reported that they were unemployed and seeking employment (28%), employed part-time (25.8%), or employed full-time (21.5%). Two other categories chosen included

caring for my family/home full time (14.9%) and unemployed, not seeking employment (9.8%). While these figures are slightly lower than the national data, the implication is clear: GCC students balance between school, work, and family like other community college students elsewhere in the country (see Figure 11).

Reflecting the data indicated above, Figure 12 details the working hours that students put in while taking classes at the college. Those who put in 40-50 hours per week comprised 24.4% while those who worked 21-30 hours came next with 14.6%. Students' wide range of working hours are seen in their responses of 35-39 hours (13.4%), 11-20 hours (12.2%), 31-34 hours (10.4%), 1-10 hours (9.1%), and over 50 hours (2.4%). Similar to the observation made earlier, these figures may be slightly lower than the national group, but the implication remains that many GCC students spend as much time at work as in school.

Educational Background

First time postsecondary college students comprise the largest group of students at the GCC campus (67.7%) as Figure 13 demonstrates. This is comparable to the national data, with 71.5% of students in community colleges as high school diploma holders. Others reported completion of GED (5.6%), Vocational/Technical Certificate (6.3%), Associate's degree (7.6%), Bachelor's degree (2.4%), or Post-graduate degree (1%). This validates the demographic reality that two-year institutions across the nation, like GCC, enroll significantly older and more mature students than four-year institutions.

With regard to completion of credit hours (without counting the semester they were enrolled in), respondents reported that 27.6% has earned 13-30 credit hours, 19.3% reported 31-50 credit hours, 16.9% indicated 1-12 credit hours, and 14.1% completed more than 50 credit hours. There was also a sizable 22.1% in the sample that reported zero completion, as they were most likely freshmen attending the college for the first time (see Figure 14).

Though almost 60% of the respondents have not taken any non-credit hours at GCC, they also reported that they have taken 1-3 non-credit hours (29.7%), 4-6 non-credit hours (6%) and more than 7 non-credit hours (4.6%). Again, these figures compare favorably with the national data, implying that most students have an expressed intent to complete a degree upon enrollment (see Figure 15).

When GCC students were asked to rate their reasons for deciding to take courses in particular programs (see Figure 16), they chose these top five reasons out of 15 choices: (1) to develop my mind and intellectual abilities (mean 3.51, s.d. .75); (2) to meet requirements for my chosen occupation (mean 3.18, s.d. 1.16); (3) to study new and different subjects (mean 3.09, s.d. 1.03); (4) to increase my earning power (mean 3.08, s.d. 1.12); and (5) to meet new/interesting people (mean 2.64, s.d. 1.08). In comparison with the national data, meeting the requirements of one's chosen occupation (the second ranked item) is a reason equally shared by both GCC students and the national group, with a mean of 3.18 for both.

Where did students get their information about the college prior to their enrollment? When this question was posed to GCC students (see Figure 17), more than half of the sample identified a person who was either a high school teacher, counselor, relative or friend as a source (51.2%). This was followed by the catalogue, brochure or flier at 18.1%, and then by other sources at 17.3%. While 8.1% reported getting their information from the newspaper, TV or radio, another 3.1% indicated their employer or co-worker as the informational source. The internet as a source is minimal at 2.3%. These figures reveal that face-to-face communication is still the preferred choice of most GCC students, which is primarily what the national data also reflects (51.1%).

Figure 18 indicates that GCC students regard certain factors as important in their decision to attend the college. "A particular program of study" (mean 4.13, s.d. 1.21) and "cost of attending the college" (mean 4.10, s.d. 1.33) ranked almost equally as the two most important factors that influenced their decision to seek enrollment at the college. Students also indicated that their decision was influenced by the availability of financial

aid or scholarship (mean 4.08, s.d. 1.40), the variety of courses offered (mean 3.95, s.d. 1.26), as well as the academic reputation of the college (mean 3.81, s.d.1.38). The top three reasons of GCC students, when compared to other community college students across the nation, have slightly higher means than the national group, suggesting that local students feel more strongly about these reasons than their counterparts in the national scene.

Current college experience

Insofar as college experience is concerned, how do students rate their educational stay at GCC based on its contributions to their personal and professional growth? Out of eleven choices, the top two choices revolve on enhancement of job skills (mean 4.27, s.d.1.12) and strengthening academic competence (mean 4.24, s.d. 1.02), which are also the top two choices for the national group at 3.76 and 3.87, respectively. This observation essentially validates the earlier finding that most students desire skill and academic enhancements in order to make them more productive in the workplace. The other identified growth areas include the development of self-confidence (mean 4.14, s.d. 1.07), intellectual gain (mean 4.09, s.d. 1.08), and career development (mean 4.09, s.d. 1.14). These major contributions to personal and professional growth, as reported by GCC students, mainly parallel that of the national group (see Figure 19).

With regard to students' current college experience, Figure 20 presents the GCC students' extent of agreement with statements made about the college itself. Out of nineteen (19) statements, the top five that students most agreed about included racial/ethnic group being treated with respect (mean 4.21, s.d. .86), would recommend college to friend and relatives (mean 4.20, s.d. .93), received valuable assistance from Financial Aid office (mean 4.16, s.d. 1.22), being treated with gender sensitivity (mean 4.14, s.d. .83), and could not have attended GCC without the financial aid received (mean 4.06, s.d. 1.33). It is interesting that GCC students, like their community college counterparts across the nation, ranked "racial/ethnic group being treated with respect" as their number one choice. It is also very telling when students reveal their *seeming ambivalence* with statements like the following (which are the bottom five choices in a

field of nineteen statements): "I feel a sense of general safety and security while on campus" (mean 3.86, s.d. 1.01), "Academic advising is of high quality" (mean 3.78, s.d. 1.04), "Computing services/facilities are available at the times I need them" (mean 3.60, s.d. 1.14), "Most instructors are available outside of class time" (mean 3.42, s.d. 1.00), and "Courses are available at the times I can take them" (mean 3.40, s.d. 1.23). These data are replete with implications, since they can be primarily construed as the areas where students' most pressing needs and concerns lie.

Figure 21 presents a chart of GCC students' perceptions vis-à-vis the statements discussed above as these compare with their community college counterparts elsewhere in the country. As the chart reflects, the top five largest positive (or smallest negative) differences, as reported by GCC students, are generally higher than the national norm. This basically means that the students' rating of the financial aid process and their successful navigation of it (mean 4.16 and mean 4.06 respectively), the high quality of academic advising (mean 3.78), their study program being challenging (mean 3.87), and their perception of "good fit" to the college (mean 4.05) have had a more positive impact on GCC students, more than their national counterparts. The degree of difference between the GCC data and the national data, which ranged from .11 to .60, mainly point to the fact that GCC students regarded these statements more positively than their national counterparts. On the other hand, the largest negative (or smallest positive) differences ranged from -.12 to -.36 which proved very revealing of community college students' needs and concerns vis-à-vis their campus experience. At GCC, for example, the greatest degree of difference lies in the non-availability of instructors outside of class time (-.36), followed by the lack of availability of computing services/facilities at the time of need (-.30), and the non-availability of courses at selected times (-.23). The lower mean scores of these items, coupled with the degree of difference in comparison with the national data, point to the fact that students take these issues seriously, and by implication, their desire that these be given immediate attention or resolution.

When all these issues are taken together, how do students rate their satisfaction with the GCC experience? Figure 22 indicates that almost 50% of the sample (47.6%)

reported being satisfied with their GCC stay, followed by those who were very satisfied at 29.6%. Those who took the middle ground (i.e., neutral) comprised 16.9% while those who were either dissatisfied or very dissatisfied comprised 6%. Because the total group average for GCC respondents is 3.99, which is slightly lower than the 4.11 national average, this points to the very challenging work that lies ahead for student support services in general and student development in particular. Ye, it must also be said that satisfaction is a multi-dimensional variable, and therefore it deserves further study for a more meaningful analysis and interpretation, particularly in the GCC context.

In order to gauge student's feedback regarding initiatives from the Office of Student Development and the Student Support Services Office, ten (10) additional questions were also added to the survey (see Table A)[7]. Of these ten questions, the item regarding class scheduling during the daytime obtained the highest mean (4.00), while the item regarding the use of the Career Placement Center's services got the lowest mean (3.24). These figures need to be viewed carefully, however, given the high standard deviation of these mean scores (2.00 and 1.8, respectively). This means that there was a wide dispersal of responses among the respondents, implying their divergent opinions on these issues (i.e, the lower the standard deviation, the greater the consensus, and the higher it is, the lower the consensus). The item of greatest consensus concerns the participation of students in Service Learning activities (mean 3.33, s.d. .86), which primarily implies that Service Learning has greatly impacted on students' awareness of its educational value. With almost the same mean score (3.32), students' expectations of services from the Student Support Services Office was moderately successful in meeting their needs, though students were a bit more ambivalent about their opinions, considering the relatively high standard deviation for the said item. On the other hand, the extent of agreement with the statements on intended workshop participation (in leadership and drugs/alcohol and violence prevention), seem favorable as evidenced by the high mean scores (3.73, 3.78 and 3.69 respectively). In this light, the Office of

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[7] The ten additional questions included in the survey were developed by the respective administrators of the Office of Student Development and Student Support Services Office. Although the original scale included a "Does Not Apply" choice, this response was later dropped in the analysis so that only students who had experienced or availed of the services being surveyed were included.

Student Development needs to follow up on this expressed interest of students to participate in leadership initiatives. It is anticipated that, in the long run, such participation would consequently redound to their achievement of successful learning outcomes. The qualitative comments generated from the survey speak of students' needs and concerns that must be addressed in a timely manner (see Table B).

Conclusions and Recommendations

Framed against the observations and results discussed above, the following conclusions are generated by this survey study:

(1)   There is a high degree of congruence and validation between GCC students' demographic profile and the issues that concern them most as older students, family breadwinners, or part time employees – a familiar profile commonly shared by their counterparts in various community colleges across the country.

(2)   While GCC students seek higher education for personal and professional growth, their short term goals concern the development of valuable skills and competencies that will make them productive members of the workforce.

(3)   The most effective means of information about the college for students is still through "word of mouth," which means that the traditional face-to-face communication in conveying GCC's educational value to the public remains strong.

(4)   Students value their stay at the college because of affordable costs and the academic integrity of programs.

(5)   GCC students, in general, regard their community college experience more positively compared to their national counterparts in the mainland.

In the context of these aforementioned conclusions, the following specific recommendations are given:

(a) Strengthen financial aid processes and protocols that will facilitate students' achievement of their educational goals, given the strong financial needs of non-traditional students who enroll at the college;

(b) Facilitate the process of providing electronic means of communication for all students since it is more cost effective and could also address concerns about access to advisers; this serves as a form of asynchronous communication which does not require meetings in real time for students and advisers to communicate effectively;

(c) Institutionalize a systematic retention program with the collaboration of the counselors, Student Support administrator, Registrar, advisers and other key people who should work collaboratively to provide support to non-traditional students who work hard to balance their multiple roles and responsibilities at home, school and the workplace.

(d) Explore probable areas of partnership among counselors, high school teachers, faculty and administrators, prominent alumni in high-ranking positions in the community, as well as GCC students, in designing a recruitment program that gives primacy to face-to-face interaction with the target clientele. Begin this program as early as middle school in order to sustain momentum going into the high school recruitment arena.

(e) To address students' expressed concerns through this survey, the following steps are recommended:

- Encourage faculty-student interaction outside of class time through office hours that are wisely utilized for academic consultation and dialogue; most importantly, instructors' office hours must be made an integral part of every class syllabus, as well as visibly posted in a strategic place;

- Explore ways whereby students' input on class scheduling can be surveyed way ahead of time so that these may be considered in the preparation of departmental class offerings; the Registrar's Office can take on this centralized responsibility as part of its assessment plan;

- Provide computer support for students who need such services to fulfill their academic requirements; the room utilization staff should implement a system of opening student labs that considers

students' schedules, place and time of heavy usage, and other important considerations;

- Reinforce the advising expertise of faculty advisors through regular training and upgrade of their skills so that students recognize the value of seeing an adviser at least twice during the semester; the strengthening of the advising process also needs to be integrated with ongoing efforts to improve retention, as well as the planned movement towards web-based registration and advising in the near future; it would also be helpful to explore the feasibility of an Academic Advising Day, a model that other community colleges has proved workable for their specific needs;

- Maintain a regularized system of communication with students vis-à-vis ongoing construction projects on campus in order to appraise them of safety and health issues that would make them feel "safe and secure" while on campus attending classes; a one-page student newsletter spearheaded by the Office of Student Development may serve as a good medium for effective communication with students.

The lessons learned and insights gained from the results and implications of this study provide the impetus to constantly seek new and creative ways to improve the delivery of student programs and services on campus. When the GCC faculty, staff, administrators and other stakeholders of the college get to know GCC students better – their demographic and socio-economic profile, as well as their ever-changing perceptions and attitudes on various issues that confront them—they will gradually begin to recognize that the students whom they serve are the "faces of the future."

Our investment in our students today will undoubtedly contribute to a better future for this generation and the next.

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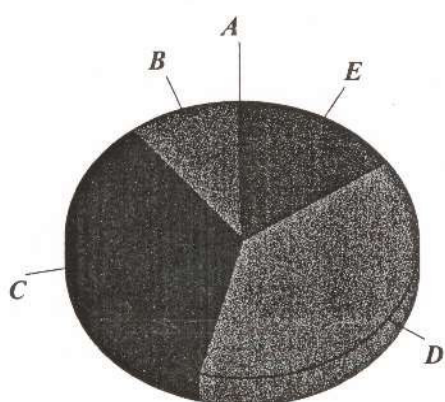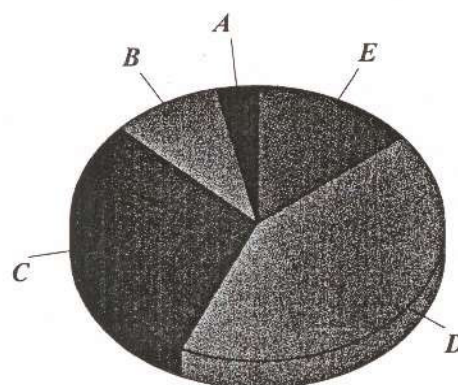
Your Institution   National Data

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)	.3	3.6
B. 1 Credit Course	10.4	10.0
C. 2-3 Credit Courses	35.8	31.8
D. 4-5 Credit Courses	39.1	44.6
E. 6+ Credit Courses	15.4	14.5

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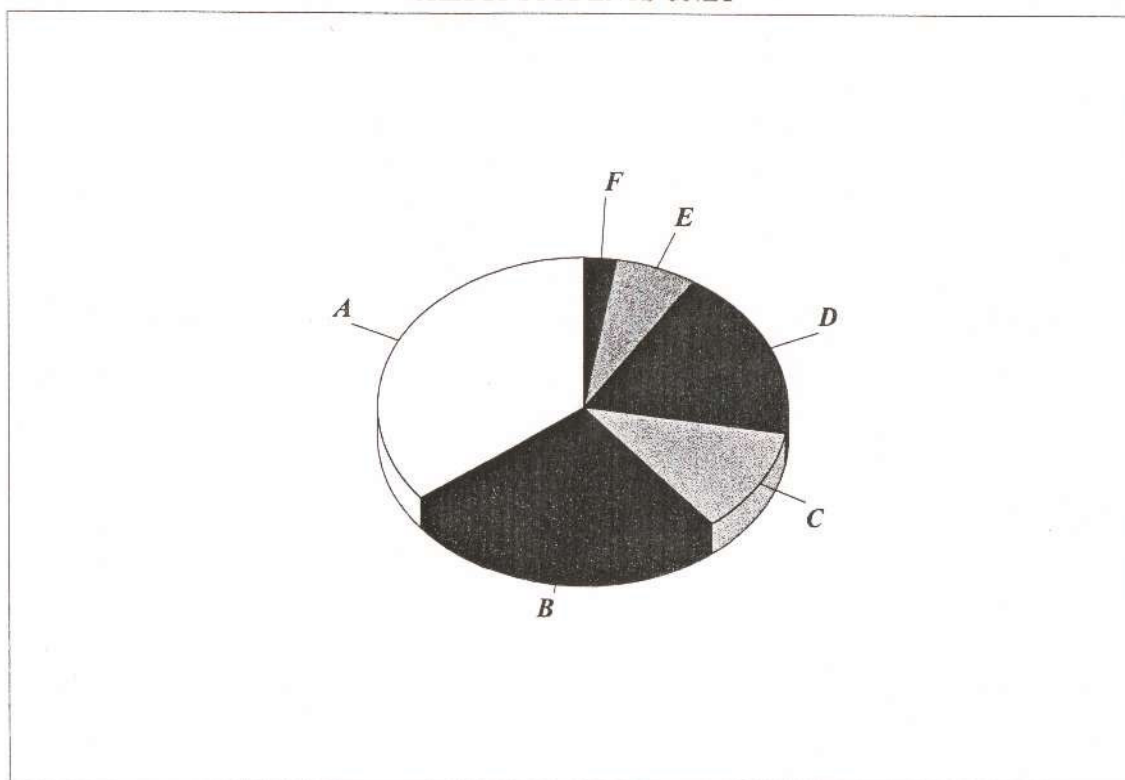
Figure 2. Section I - Background Information, Item B: Age

Age	Your Institution %	National Data %
20 or Under	*35.5*	*44.5*
21 - 22	*16.1*	*14.0*
23 - 24	*9.3*	*7.5*
25 - 26	*4.3*	*5.4*
27 - 29	*7.2*	*5.9*
30 - 34	*9.0*	*7.3*
35 - 39	*9.7*	*5.0*
40 - 45	*5.7*	*5.1*
46 - 49	*.7*	*2.4*
50 - 59	*2.2*	*2.3*
60 or Over	*.4*	*.4*
A. 20 or Under	*35.5*	*44.5*
B. 21 - 24	*25.4*	*21.5*
C. 25 - 29	*11.5*	*11.3*
D. 30 - 39	*18.6*	*12.3*
E. 40 - 49	*6.5*	*7.5*
F. 50 or Over	*2.5*	*2.7*

Appendix B

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Your Institution   National Data
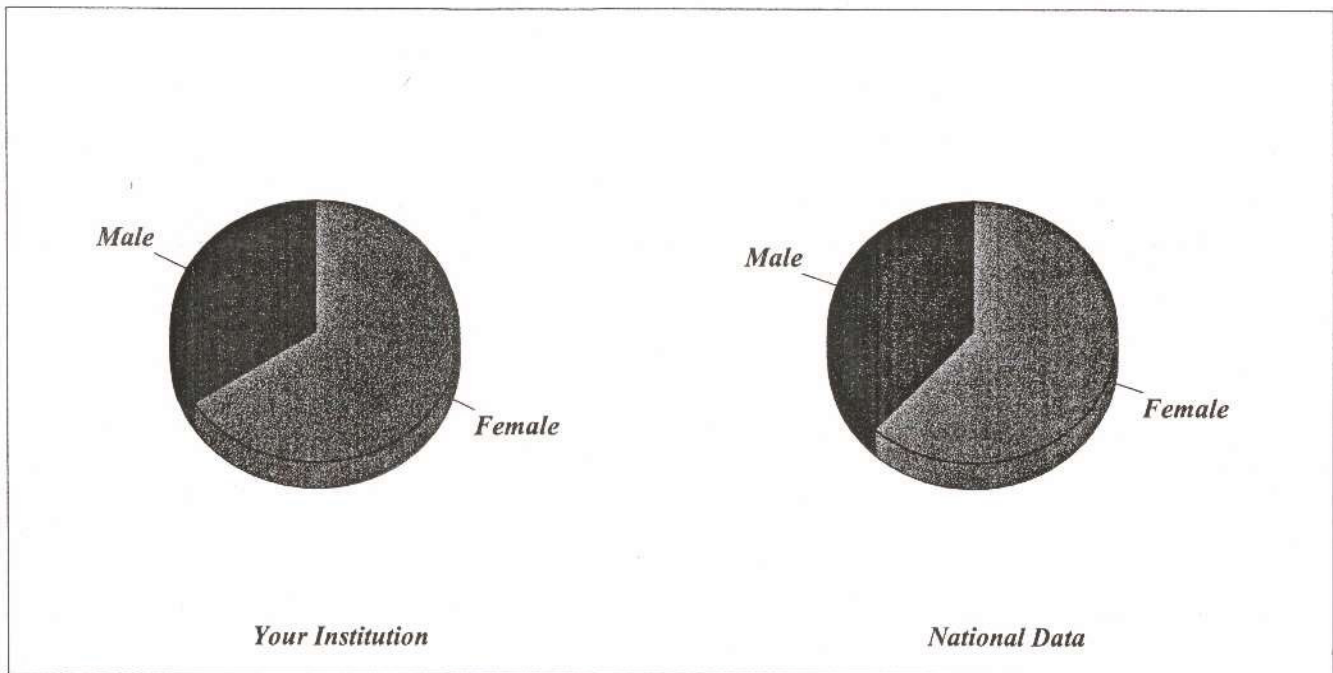
Figure 3. Section I - Background Information, Item C: Sex

Sex	Your Institution %	National Data %
Male	34.3	38.4
Female	65.7	61.6

Appendix C

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Your Institution   National Data
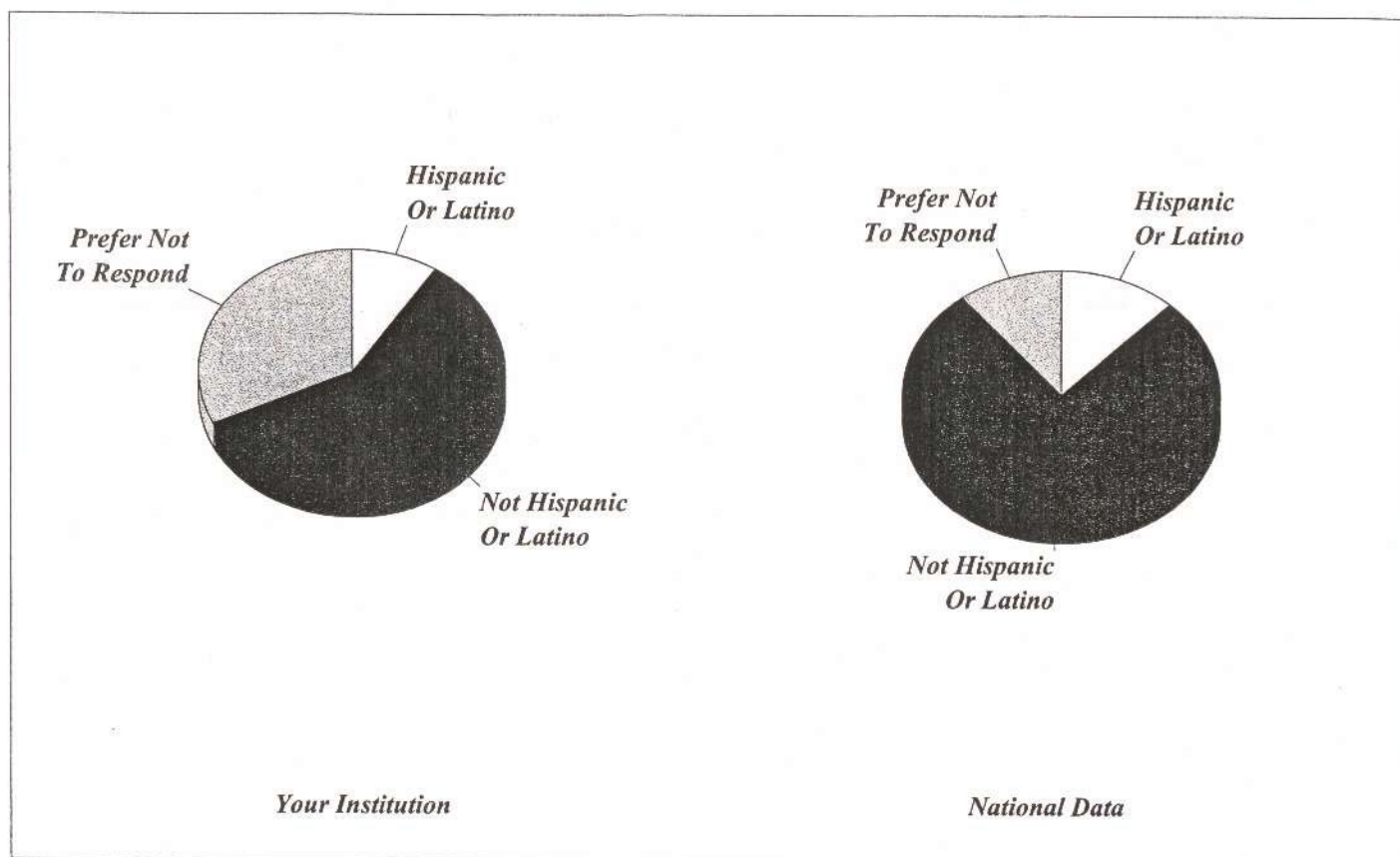
Figure 4. Section I - Background Information, Item D: Hispanic Ethnicity

Hispanic Ethnicity	Your Institution %	National Data %
Hispanic Or Latino	9.1	11.9
Not Hispanic Or Latino	58.9	77.3
Prefer Not To Respond	32.0	10.8

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Your Institution   **National Data**
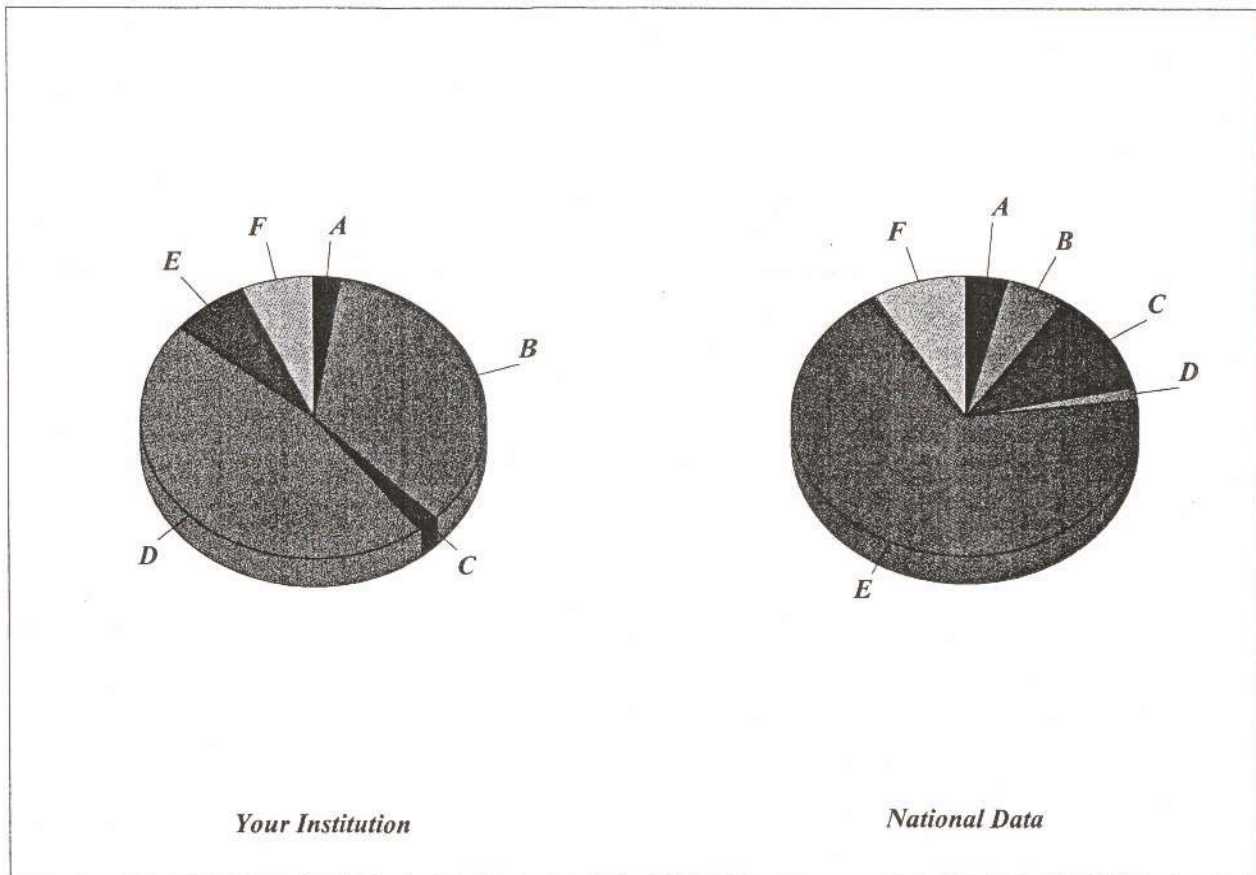
Figure 5. Section I - Background Information, Item E: Race

Race (Multiple Responses Possible)	Your Institution %	National Data %
A. American Indian or Alaskan Native	2.7	4.0
B. Asian	37.1	6.0
C. Black or African American	2.1	12.1
D. Native Hawaiian or Other Pacific Islander	49.5	1.4
E. White	7.6	69.8
F. Prefer Not To Respond	7.2	9.0

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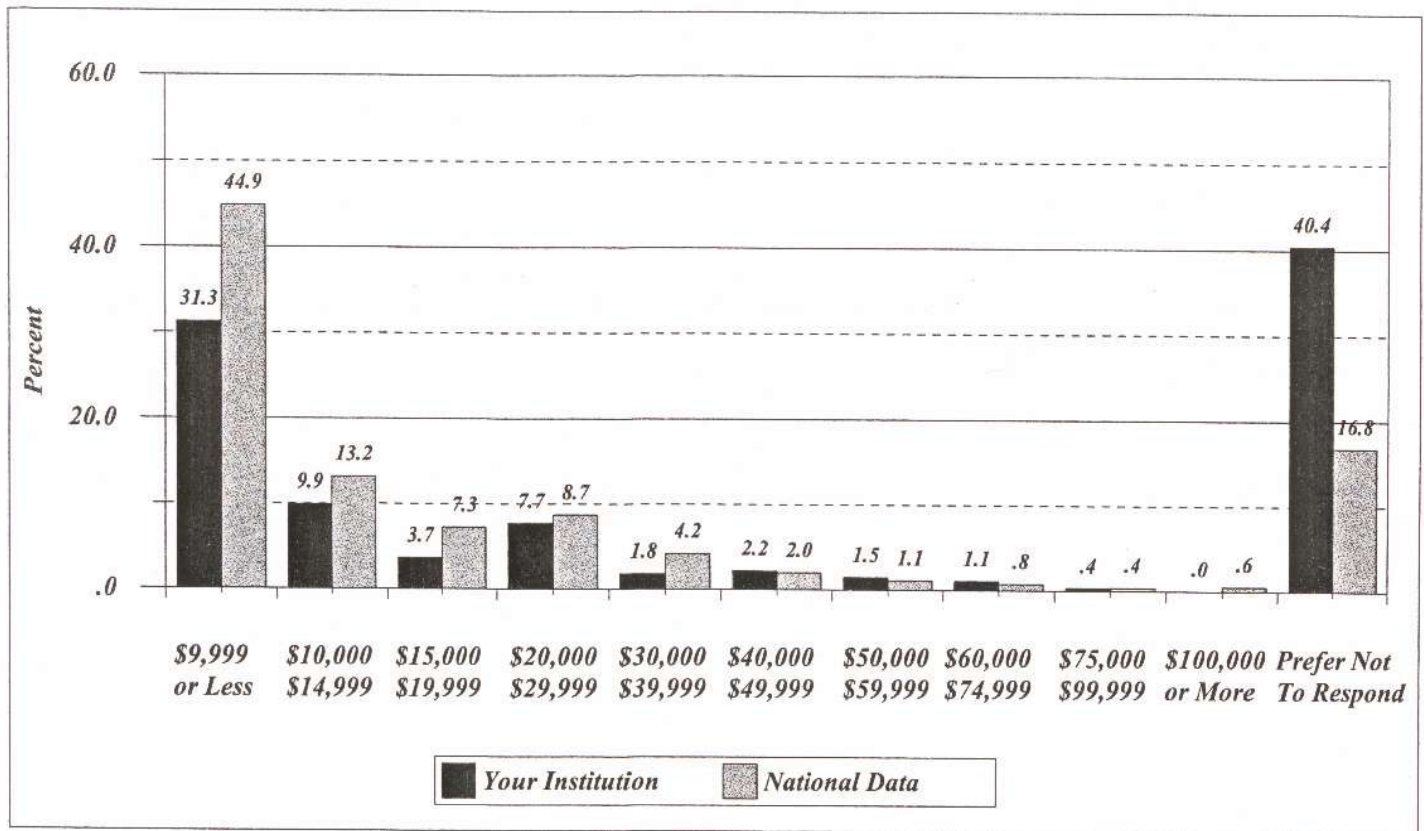
Figure 6. Section I - Background Information, Item I: Student's Total Annual Income

Student's Total Annual Income	Your Institution %	National Data %
$9,999 or Less	31.3	44.9
$10,000 - $14,999	9.9	13.2
$15,000 - $19,999	3.7	7.3
$20,000 - $29,999	7.7	8.7
$30,000 - $39,999	1.8	4.2
$40,000 - $49,999	2.2	2.0
$50,000 - $59,999	1.5	1.1
$60,000 - $74,999	1.1	.8
$75,000 - $99,999	.4	.4
$100,000 or More	.0	.6
Prefer Not To Respond	40.4	16.8

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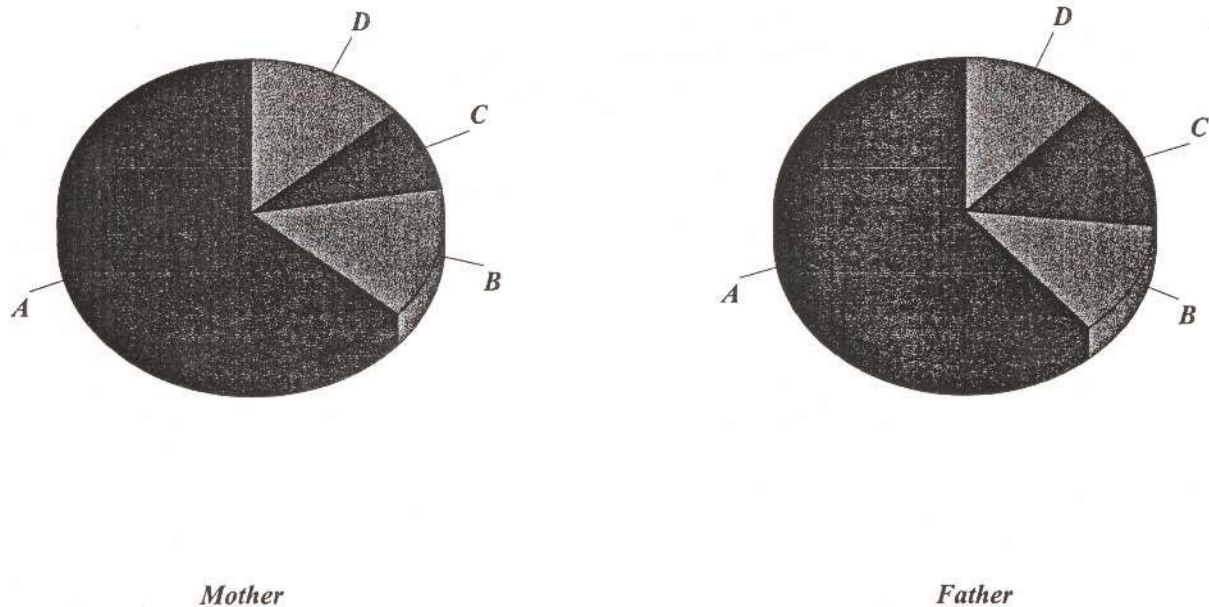
Mother   Father

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	26.8	14.3	21.9	16.4
High School Diploma or GED	36.8	32.6	39.4	32.1
Some College, No Certificate or Degree	14.1	17.3	12.3	15.1
Vocational/Technical Certificate	3.7	6.0	7.8	7.4
Associate or Other 2-Year Degree	5.2	10.5	6.7	7.1
Bachelor's Degree	10.4	12.9	7.8	13.4
Master's/Doctoral/Professional Degree	3.0	6.5	4.1	8.6
A. Less Than HS Diploma/HS Diploma/GED	63.6	46.9	61.3	48.5
B. Some College	14.1	17.3	12.3	15.1
C. Vocational/Technical Certificate/Associate Degree	8.9	16.5	14.5	14.4
D. Bachelor's or Higher Degree	13.4	19.4	11.9	22.0

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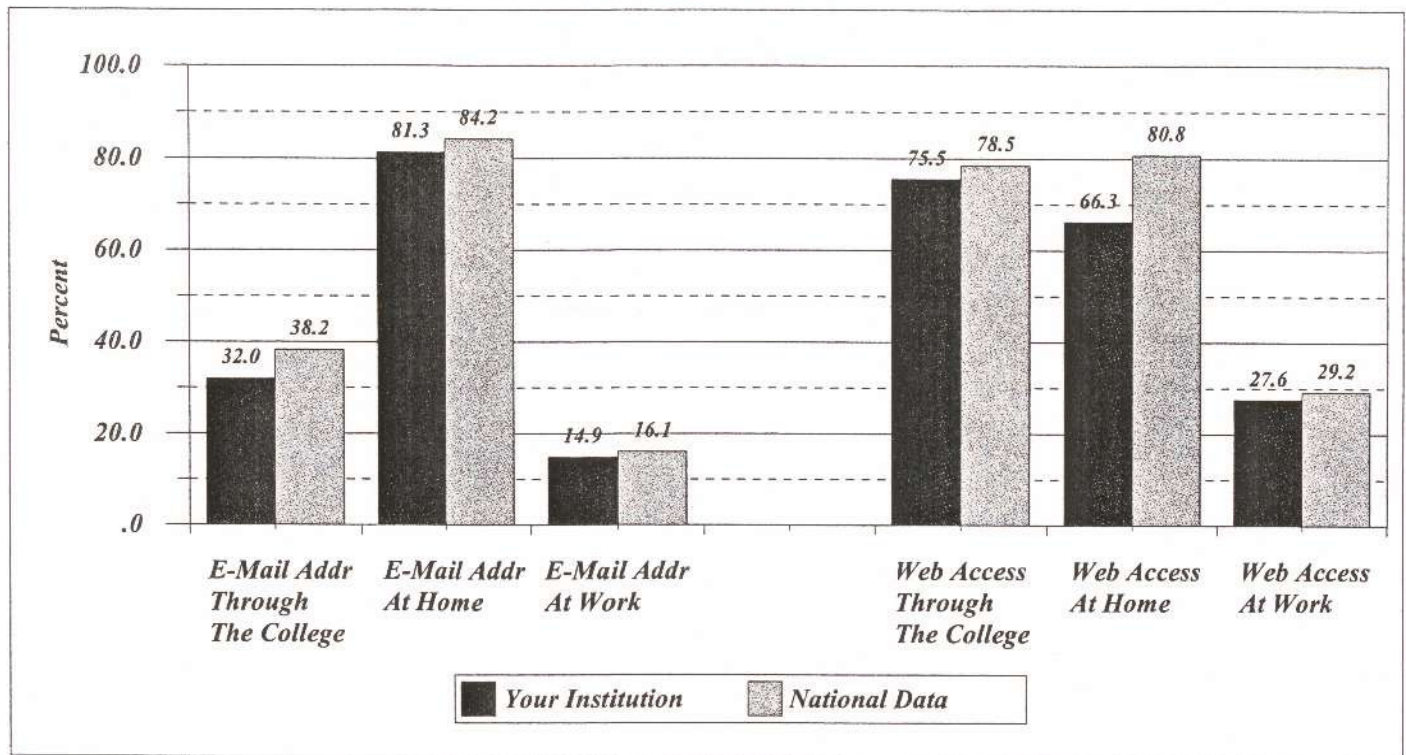
Figure 8. Section I - Background Information, Item N: E-Mail Address / Web Access

E-Mail Address / Web Access	Your Institution %	National Data %
E-Mail Address		
Through The College	32.0	38.2
At Home	81.3	84.2
At Work	14.9	16.1
Web Access		
Through The College	75.5	78.5
At Home	66.3	80.8
At Work	27.6	29.2

Appendix H

GUAM COMMUNITY COLLEGE

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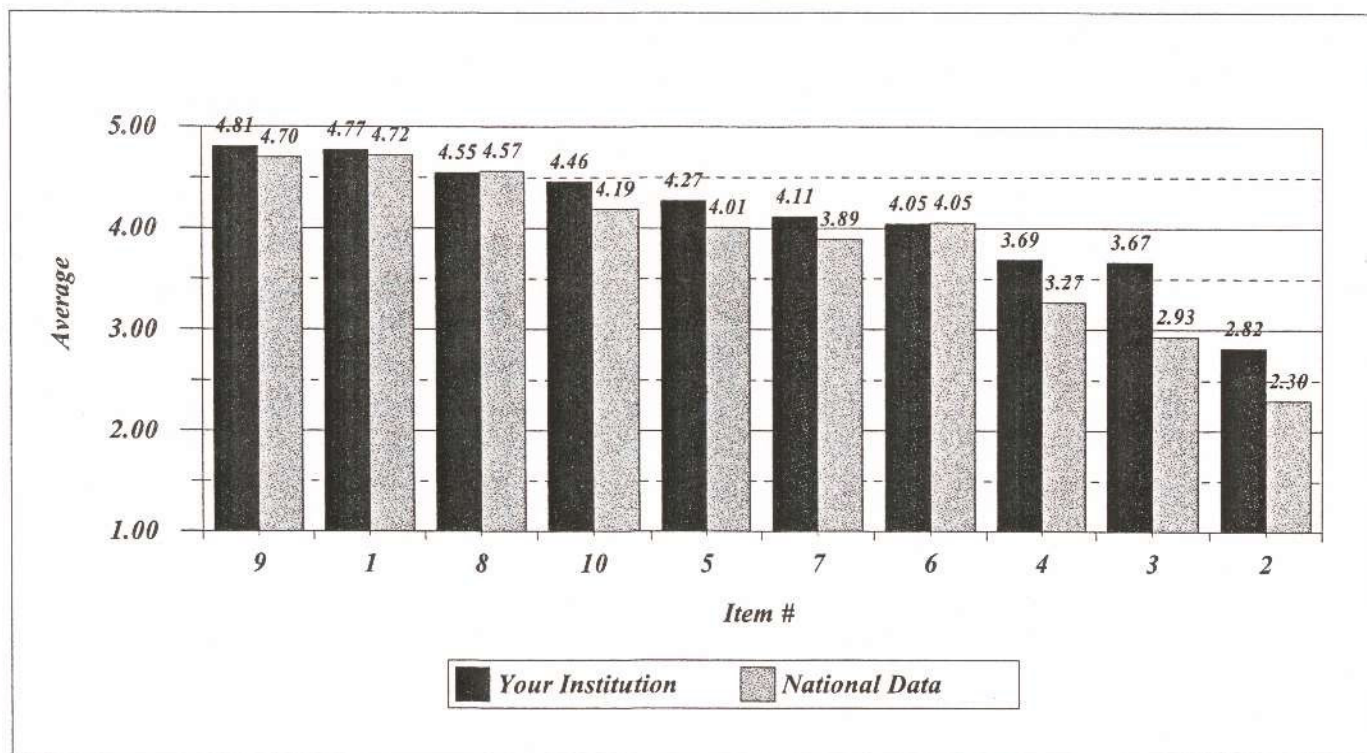
Figure 9. Section I - Background Information, Item O: Importance Of Accomplishing Activities/Goals

Item #		Your Institution Avg	National Data Avg
9	To have time for my personal/family interests	4.81	4.70
1	To have a steady, secure job	4.77	4.72
8	To be self-reliant	4.55	4.57
10	To help others who are in need	4.46	4.19
5	To make a lot of money	4.27	4.01
7	To meet new and interesting people	4.11	3.89
6	To be a parent	4.05	4.05
4	To be active in my community	3.69	3.27
3	To own and operate my own business	3.67	2.93
2	To make a theoretical or practical contribution to science	2.82	2.30

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

Appendix I

GUAM COMMUNITY COLLEGE

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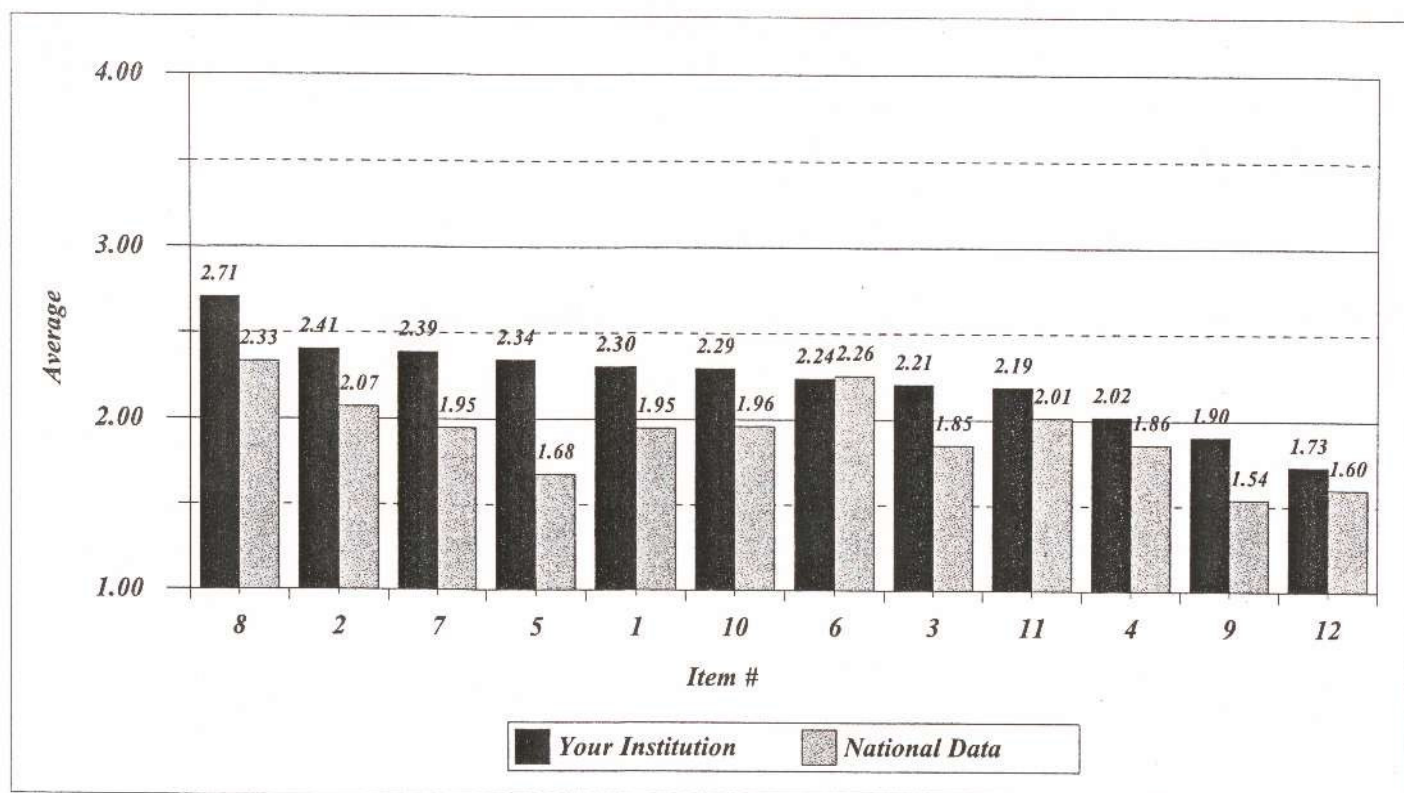
Figure 10. Section I - Background Information, Item Q: Degree of Problems Encountered While Taking Classes

Item #		Your Institution Avg	National Data Avg
8	Personal financial problems	2.71	2.33
2	Cost of child or other dependent (e.g., parent) care	2.41	2.07
7	Cost of computer	2.39	1.95
5	Medical expenses	2.34	1.68
1	Finding acceptable child or other dependent (e.g., parent) care	2.30	1.95
10	Family responsibilities	2.29	1.96
6	Cost and/or availability of books and related materials	2.24	2.26
3	Cost of transportation	2.21	1.85
11	Job-related responsibilities	2.19	2.01
4	Transportation problems (parking, access to public transportation, etc.)	2.02	1.86
9	Health-related problems	1.90	1.54
12	Other	1.73	1.60

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

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Your Institution   National Data
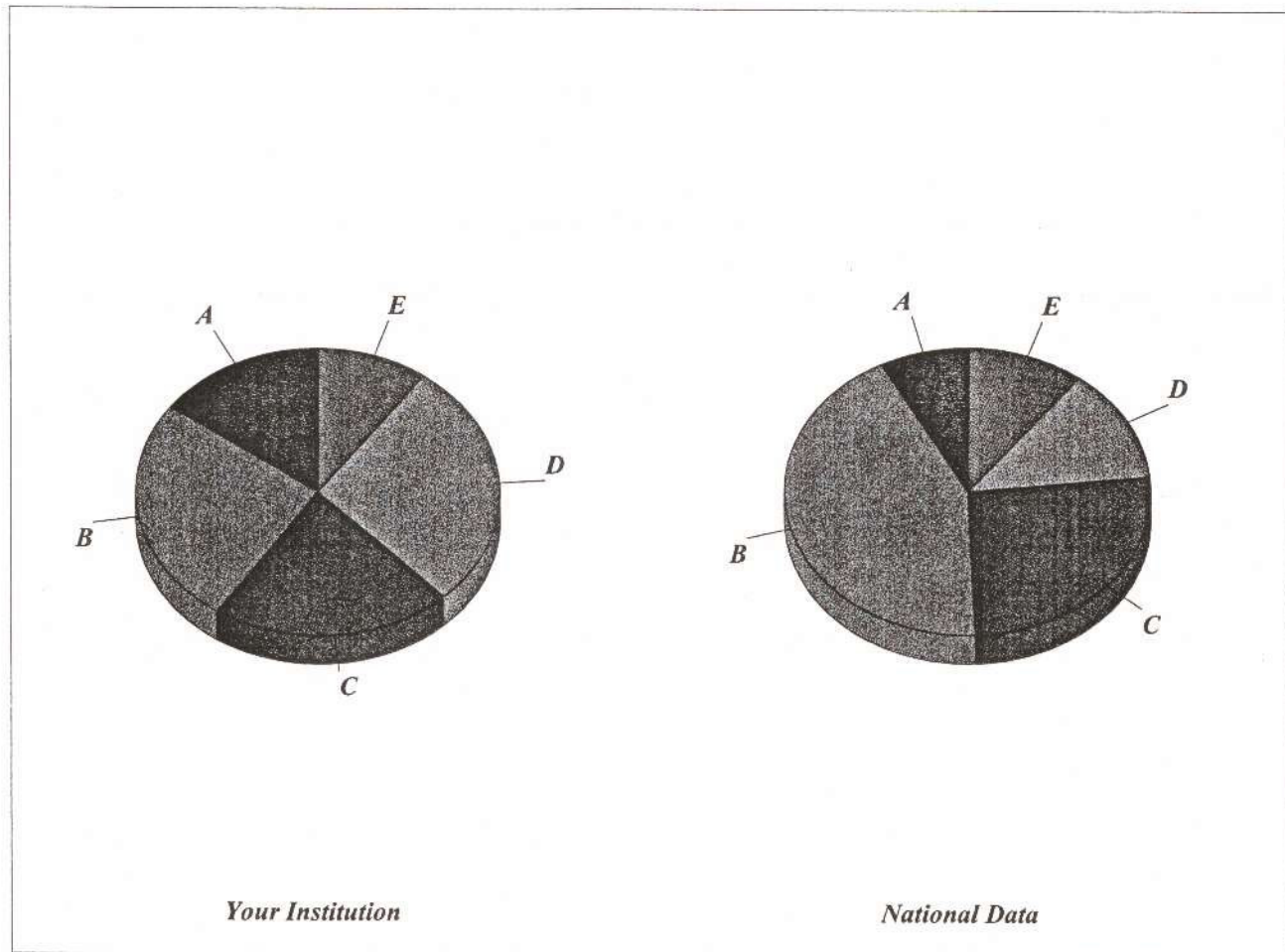
Figure 11. Section II - Employment Background, Item A: Student's Current Employment Status

Student's Current Employment Status	Your Institution %	National Data %
A. Caring For My Family/Home Full-Time	14.9	7.9
B. Employed Part-Time	25.8	42.9
C. Employed Full-Time	21.5	26.1
D. Unemployed, Seeking Employment	28.0	12.8
E. Unemployed, Not Seeking Employment	9.8	10.3

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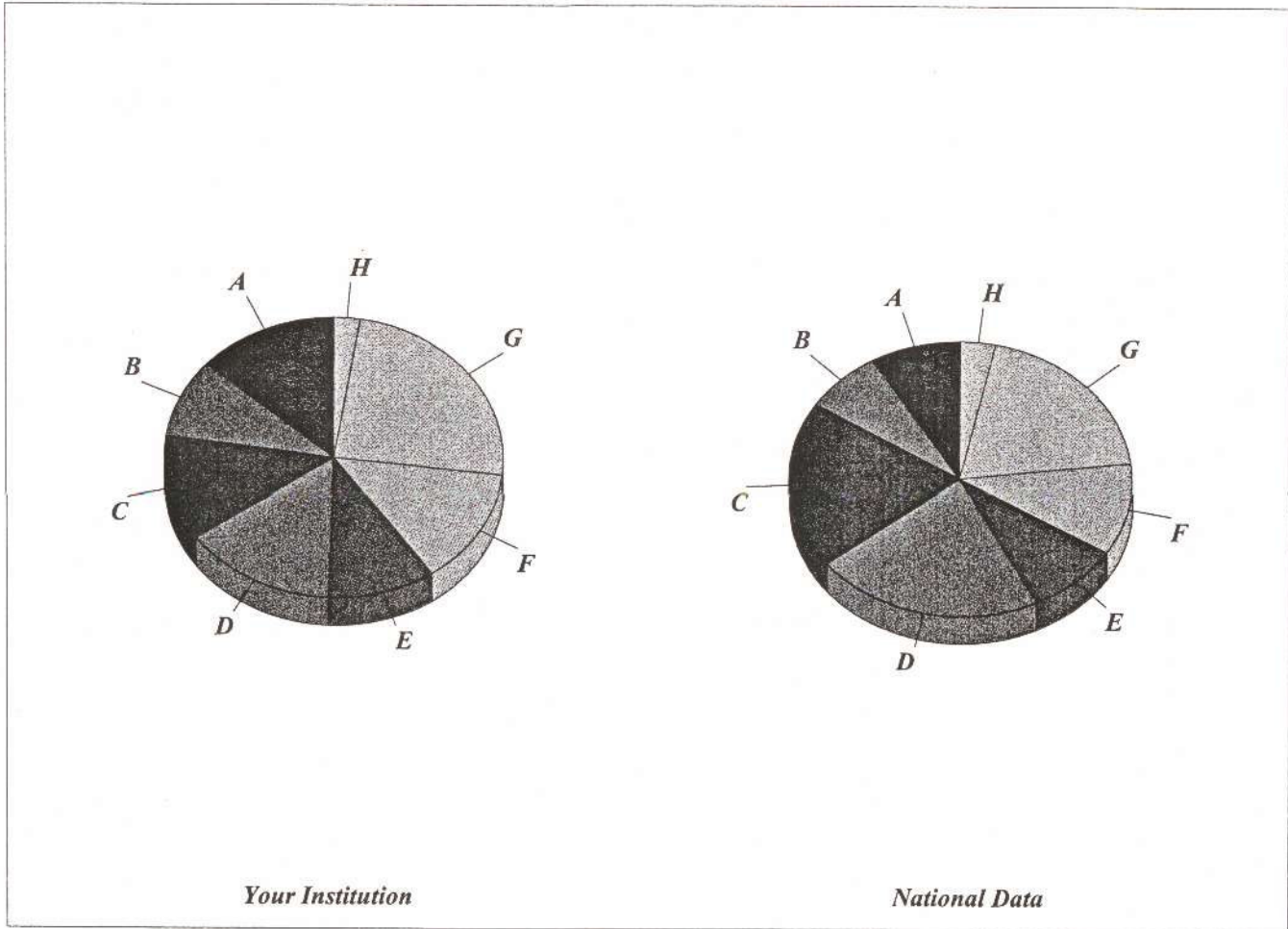
Figure 12. Section II - Employment Background, Item F: Hours Per Week Working While Taking This Course

Hours Per Week Working While Taking This Course	Your Institution %	National Data %
A. Don't Know	13.4	8.6
B. 1 - 10 Hours	9.1	7.4
C. 11 - 20 Hours	12.2	19.7
D. 21 - 30 Hours	14.6	21.8
E. 31 - 34 Hours	10.4	8.8
F. 35 - 39 Hours	13.4	10.7
G. 40 - 50 Hours	24.4	19.8
H. Over 50 Hours	2.4	3.2

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Your Institution
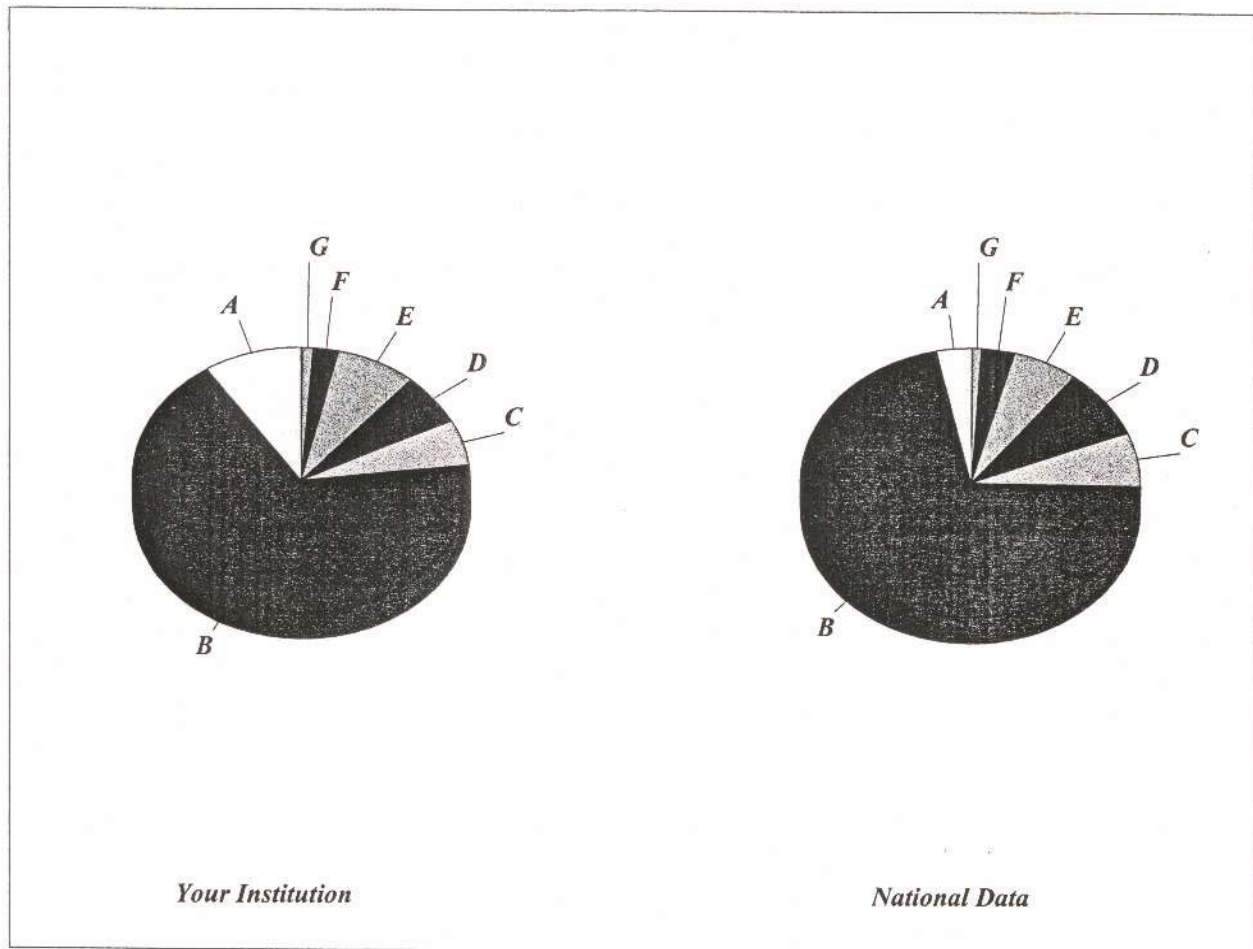
National Data

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

Highest Academic Degree Earned	Your Institution %	National Data %
A. None	9.4	3.3
B. High School Diploma	67.7	71.5
C. GED	5.6	6.5
D. Vocational/Technical Certificate	6.3	8.4
E. Associate or Other 2-Year Degree	7.6	6.3
F. Bachelor's or Other 4-Year Degree	2.4	3.2
G. Master's/Doctoral/Professional Degree	1.0	.8

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CREDIT STUDENTS ONLY

Your Institution   National Data
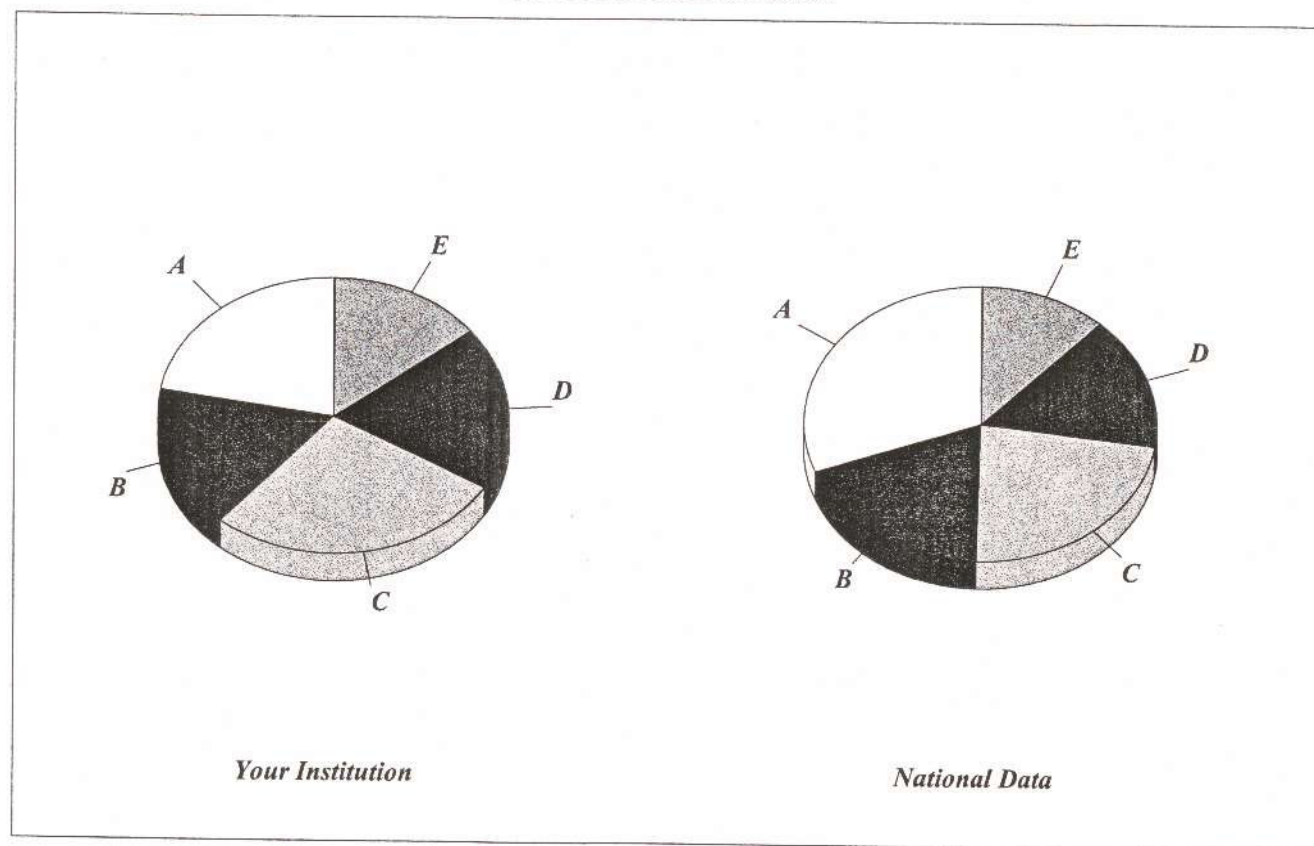
Figure 14. Section III - Educational Background, Item C: Credit Hours Completed At This College

Credit Hours Completed At This College	Your Institution %	National Data %
A. 0	22.1	30.9
B. 1 - 12	16.9	18.8
C. 13 - 30	27.6	22.9
D. 31 - 50	19.3	15.8
E. More Than 50	14.1	11.6

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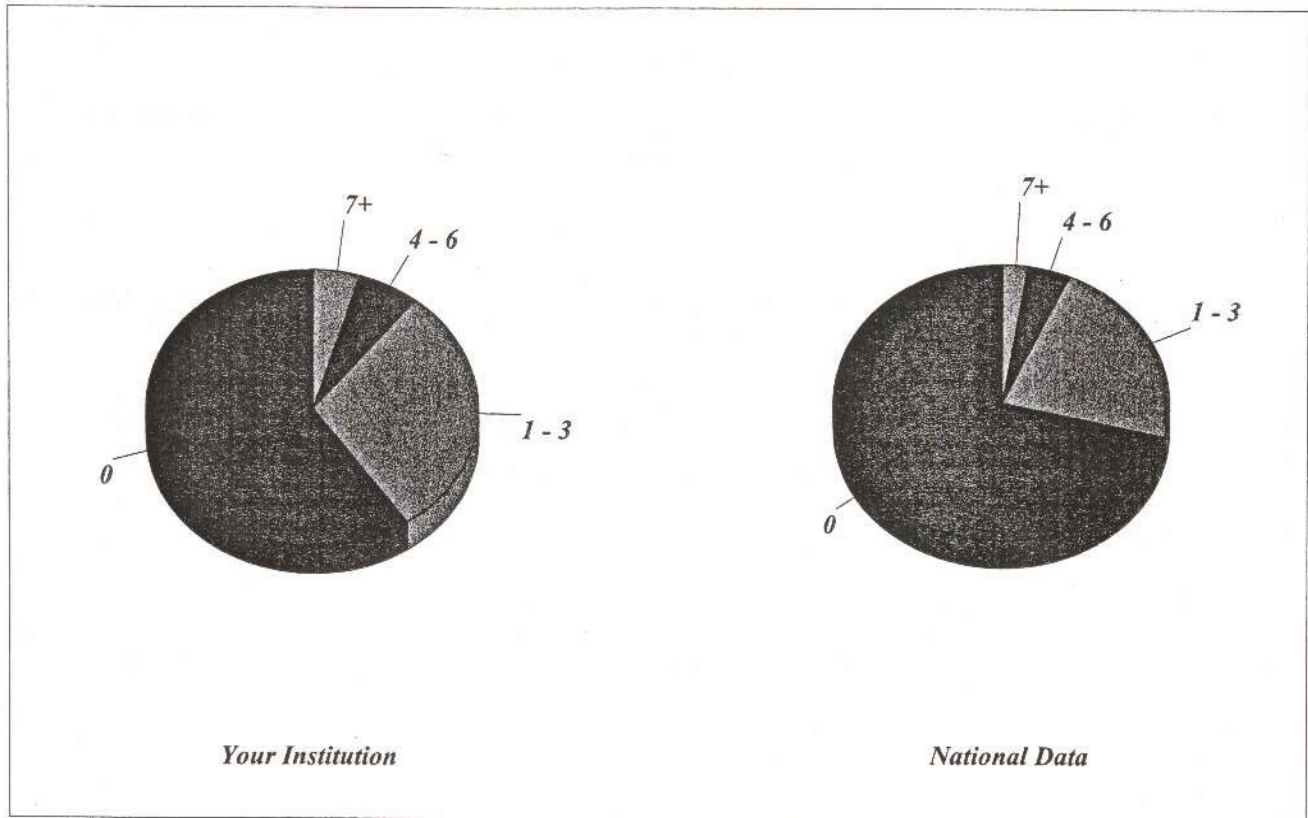
Figure 15. Section III - Educational Background, Item D: Non-Credit Hours Taken At This College

Non-Credit Hours Taken At This College	Your Institution %	National Data %
0	59.7	71.3
1 - 3	29.7	22.2
4 - 6	6.0	4.0
7+	4.6	2.5

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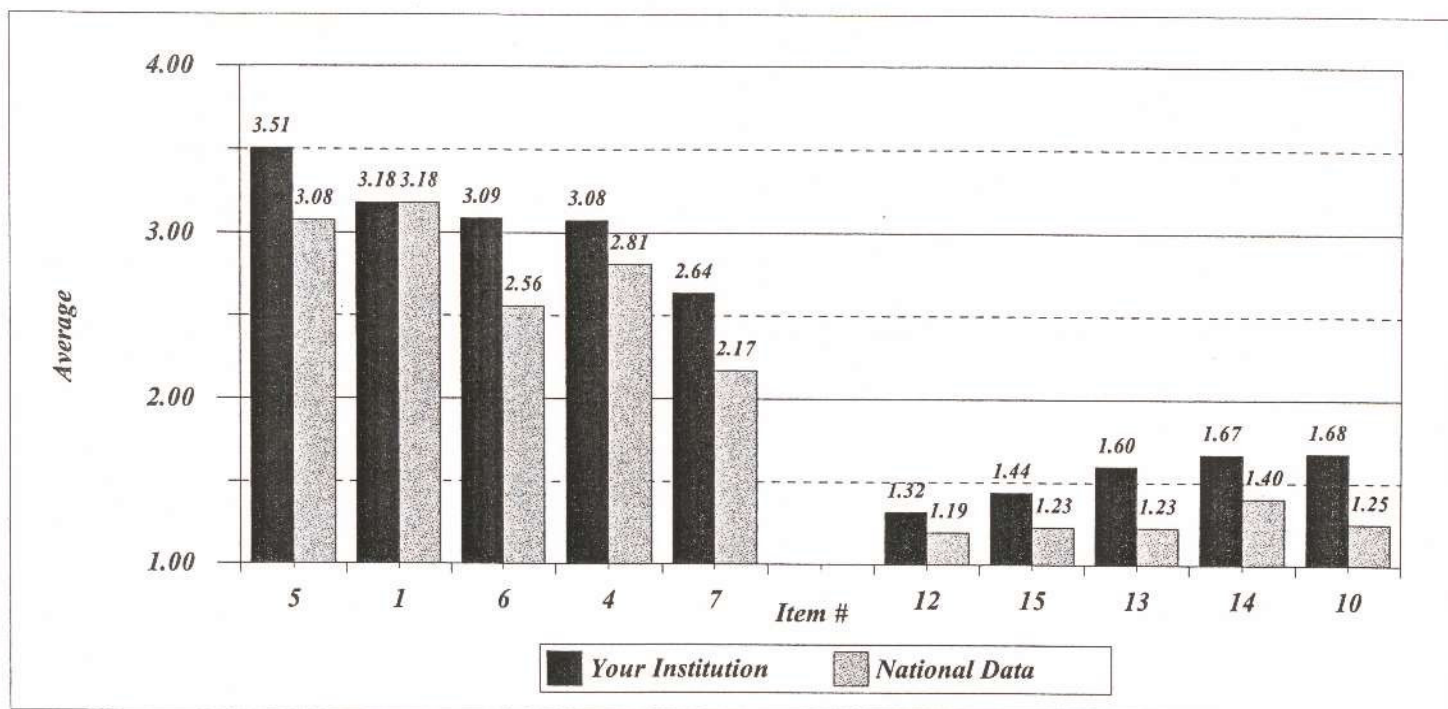
Figure 16. Section III - Educational Background, Item H: Reasons For Taking Current Course/Program

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
5	To develop my mind and intellectual abilities	3.51	3.08
1	To meet requirements for my chosen occupation	3.18	3.18
6	To study new and different subjects	3.09	2.56
4	To increase my earning power	3.08	2.81
7	To meet new/interesting people	2.64	2.17
Bottom 5 for Your College			
12	Required by employer	1.32	1.19
15	Other	1.44	1.23
13	Wanted to enter workforce after children grown	1.60	1.23
14	Needed to enter workforce after major life change	1.67	1.40
10	To learn the English language and culture	1.68	1.25

(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.

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CREDIT STUDENTS ONLY

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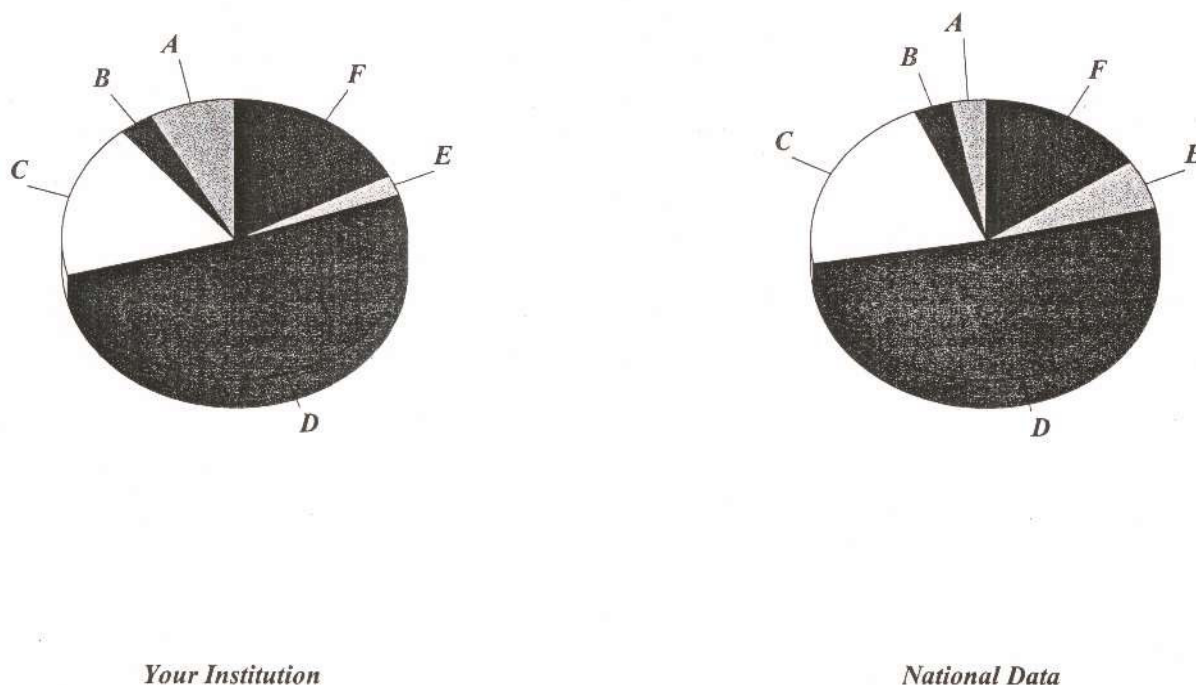
Figure 17. Section III - Educational Background, Item I: Source(s) From Which Learned About This College

Source(s) Learned About This College	Your Institution %	National Data %
Newspaper	5.8	1.4
Television/Radio	2.3	1.9
Current/Prospective Employer	1.9	1.2
Co-Worker	1.2	2.4
College Catalogue/Brochure/Flier	18.1	21.0
High School Teacher/Counselor	11.5	19.8
Family Member/Friend	39.6	31.2
Internet/WWW	2.3	5.7
Other	17.3	15.4
A. Newspaper/TV/Radio	8.1	3.3
B. Employer/Co-Worker	3.1	3.6
C. Catalogue/Brochure/Flier	18.1	21.0
D. HS Teacher/Counselor/Family/Friend	51.2	51.1
E. Internet/WWW	2.3	5.7
F. Other	17.3	15.4

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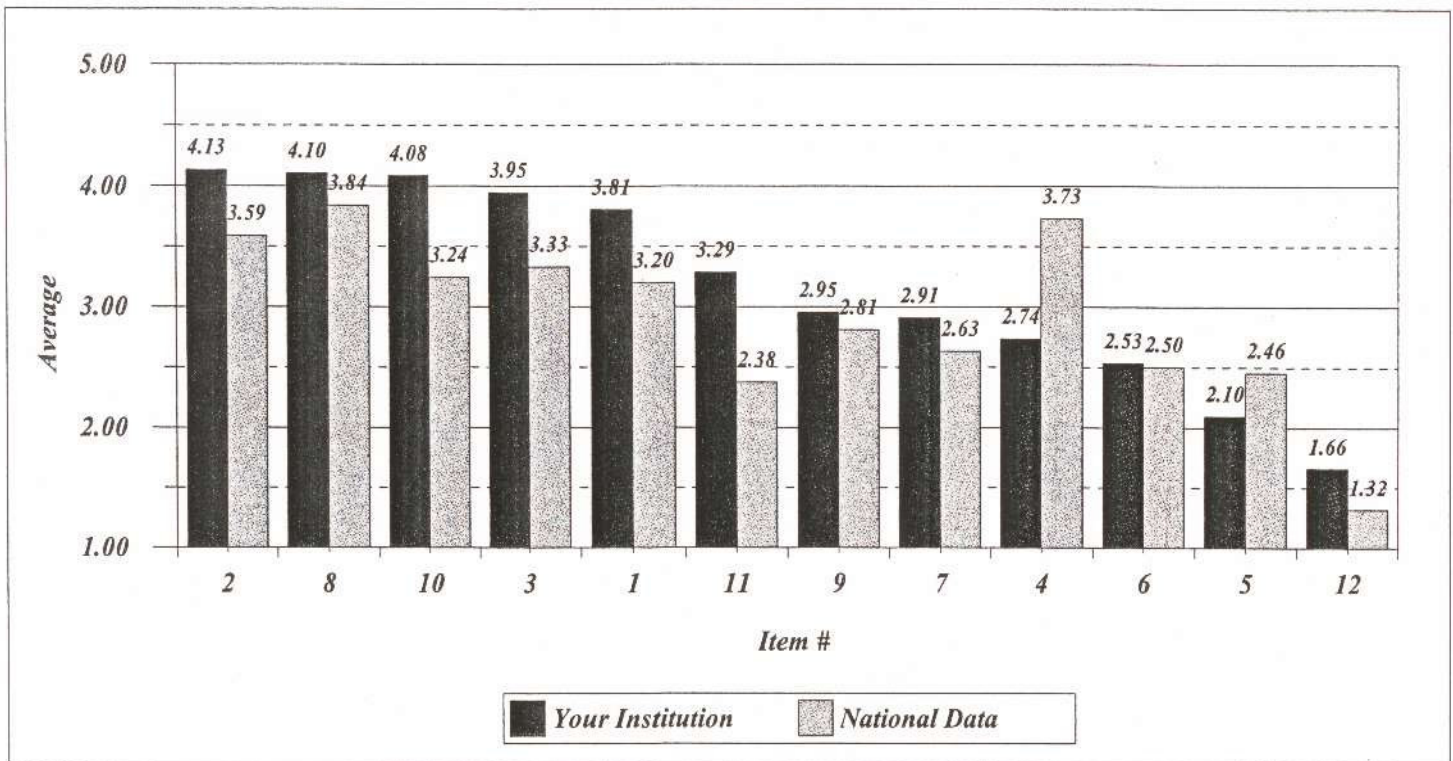
Figure 18. Section III - Educational Background, Item J: Importance of Factors In Attending This College

Item #		Your Institution Avg	National Data Avg
2	A particular program of study	4.13	3.59
8	Cost of attending the college	4.10	3.84
10	Availability of financial aid or scholarship	4.08	3.24
3	Variety of courses offered	3.95	3.33
1	Academic reputation of the college	3.81	3.20
11	Opportunity for part-time work	3.29	2.38
9	Type of community in which the college is located	2.95	2.81
7	Entrance requirements	2.91	2.63
4	Distance of the college from my permanent residence	2.74	3.73
6	Size of the college	2.53	2.50
5	Distance of the college from my place of employment	2.10	2.46
12	Other	1.66	1.32

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

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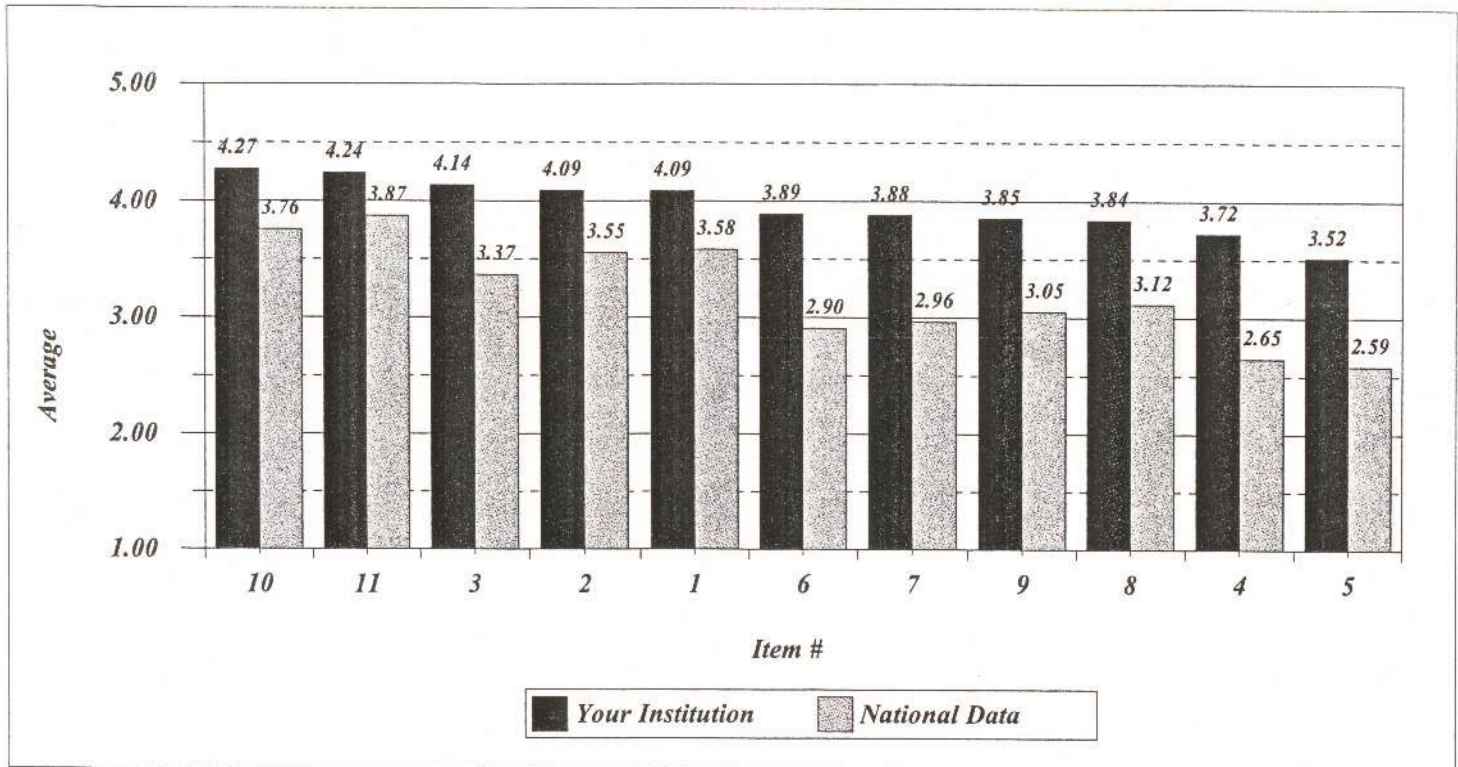
Figure 19. Section IV - Current College Experience, Item A: College Experiences Contribution To Growth

Item #		Your Institution Avg	National Data Avg
10	Learning skills needed specifically for my current or future job	4.27	3.76
11	Increasing my academic competence	4.24	3.87
3	Developing self-confidence	4.14	3.37
2	Enriching my intellectual life	4.09	3.55
1	Identifying the training/skills required for career opportunities that fit my interests/abilities	4.09	3.58
6	Learning how to work effectively as a member of a team	3.89	2.90
7	Communicating with others in the work setting	3.88	2.96
9	Learning effective leadership skills	3.85	3.05
8	Developing an openness to opinions other than my own	3.84	3.12
4	Learning to use a computer for my personal tasks	3.72	2.65
5	Learning to use a computer for my work-related tasks	3.52	2.59

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

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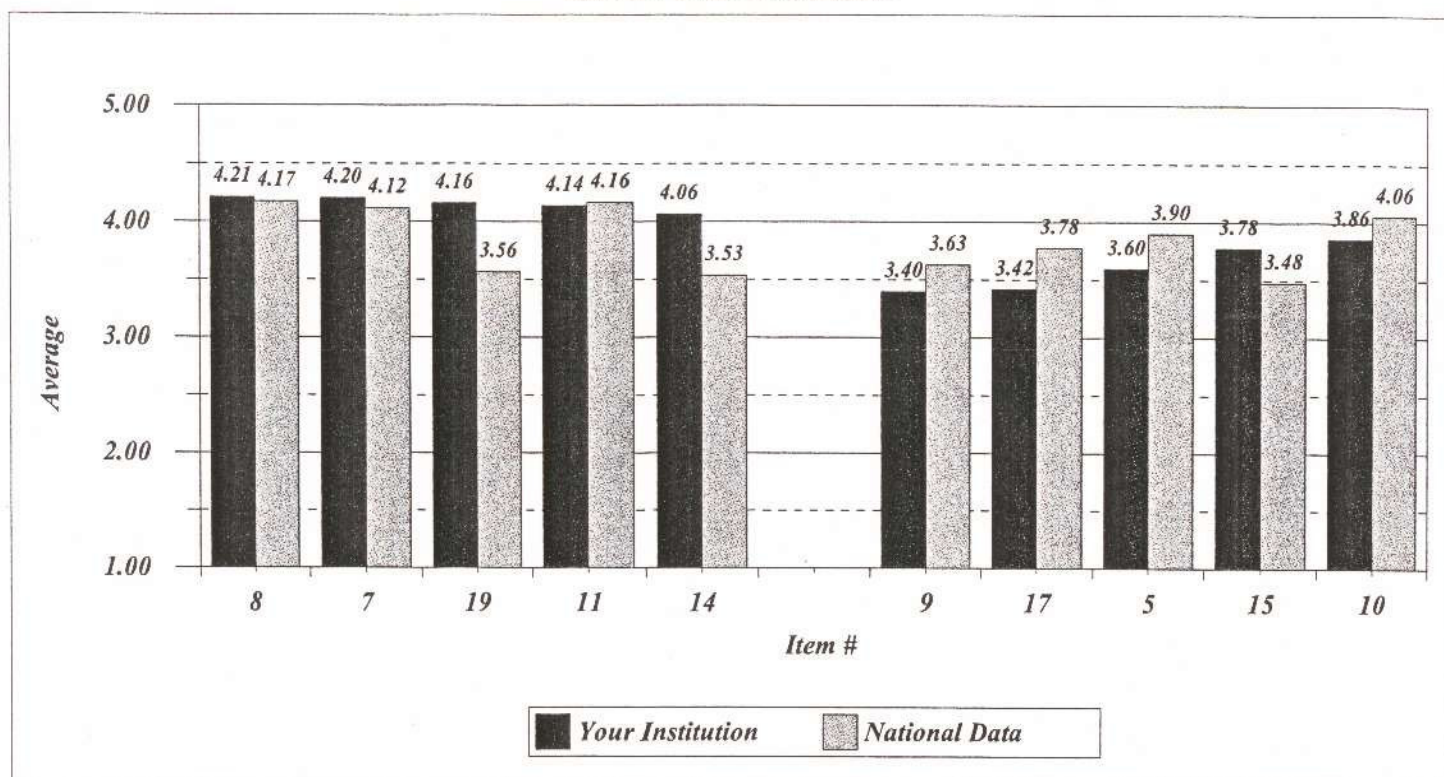
Figure 20. Section IV - Current College Experience, Item B: Agreement with Statements About This College

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
8	Instructors treat students in my racial/ethnic group with respect.	4.21	4.17
7	I would recommend this college to friends and relatives.	4.20	4.12
19	I received all the help I needed from the Fin. Aid Off. to make my application(s) for fin. aid.	4.16	3.56
11	Instructors/administrators treat students of my gender with respect.	4.14	4.16
14	I could not have attended this college without the financial aid I received.	4.06	3.53
Bottom 5 for Your College			
9	Courses are available at the times I can take them.	3.40	3.63
17	Most instructors are available outside of class time.	3.42	3.78
5	Computing services/facilities are available at the times I need them.	3.60	3.90
15	Academic advising is of high quality.	3.78	3.48
10	I feel a sense of general safety and security while on campus and attending classes.	3.86	4.06

(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.

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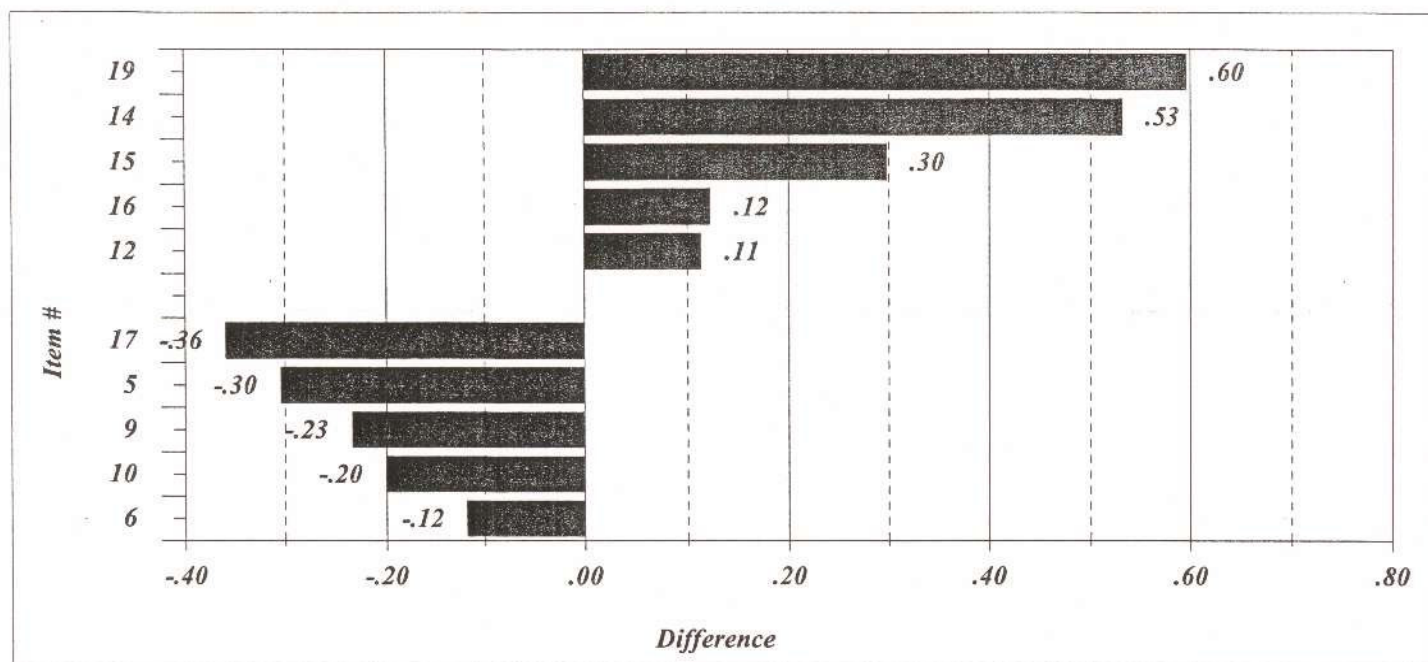
Figure 21. Section IV - Current College Experience, Item B: Agreement with Statements About This College
Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

Item #		Your Institution Avg	National Data Avg	Diff
Largest Positive (or Smallest Negative) Differences				
19	I received all the help I needed from the Fin. Aid Off. to make my application(s) for fin. aid.	4.16	3.56	.60
14	I could not have attended this college without the financial aid I received.	4.06	3.53	.53
15	Academic advising is of high quality.	3.78	3.48	.30
16	Overall, my program of study at this college has been sufficiently challenging.	3.87	3.74	.12
12	I feel that I fit in at this college.	4.05	3.94	.11
Largest Negative (or Smallest Positive) Differences				
17	Most instructors are available outside of class time.	3.42	3.78	-.36
5	Computing services/facilities are available at the times I need them.	3.60	3.90	-.30
9	Courses are available at the times I can take them.	3.40	3.63	-.23
10	I feel a sense of general safety and security while on campus and attending classes.	3.86	4.06	-.20
6	Students in my rac./eth. group are treated w/respect by students in other rac./eth. groups.	3.90	4.01	-.12

(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 U

GUAM COMMUNITY COLLEGE
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Your Institution   National Data
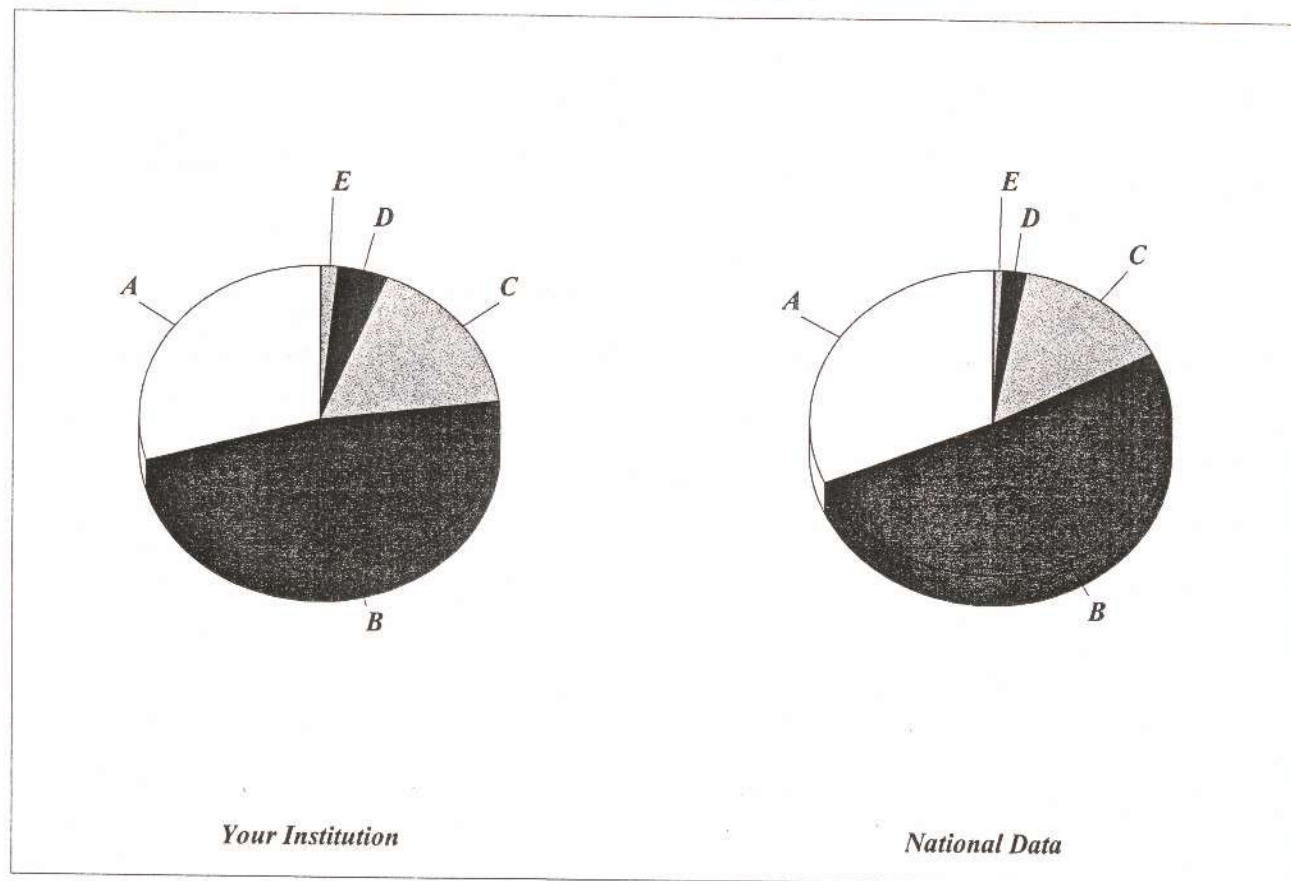
Figure 22. Section IV - Current College Experience, Item C: Satisfaction With This College

Satisfaction With This College	Your Institution %	National Data %
A. Very Satisfied	29.6	31.7
B. Satisfied	47.6	51.1
C. Neutral	16.9	14.4
D. Dissatisfied	4.5	2.1
E. Very Dissatisfied	1.5	.7
Total Group Average	3.99	4.11

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

TABLE A

GCC Students' Responses to Additional Questions: Extent of Agreement on Delivery
of Student Development and Student Support Services (n = 299)

STATEMENT	MEAN, or the *average* of the value in all responses (on a scale of 1 to 5 where 5= Strongly agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly disagree	STANDARD DEVIATION, or the measure of how widely values are dispersed from the *mean* of the *average* value
I would participate in leadership workshops held on campus to increase my leadership skills.	3.73	1.93
I feel that ongoing student leadership development programs are greatly needed, and I would actively participate to increase my leadership skills for home and the workplace.	3.78	1.94
As a result of my non-classroom campus experiences at GCC, my leadership skills have improved.	3.56	1.89
I have participated in Service Learning/Civic Engagement activities in at least one of my classes.	3.33	1.82
My participation in Service Learning/Civic Engagement activities added to the educational value of the class (es) where it took place.	3.47	.86
I would participate in seminars or workshops to increase my awareness on drugs/alcohol and violence prevention.	3.69	1.92
The support services provided in "B" Building (Student Support Services) such as I.D. cards, parking decals, lost and found, and food services, meet my expectations.	3.32	1.82
I am willing to register for classes scheduled between 8 AM to 6 PM.	4.00	2.00
I am open to a Saturday class schedule between 9 Am to 3 PM.	3.5	1.87
I have been a recipient of services at the Career Placement Center for current or potential career opportunities.	3.24	1.8

TABLE B

QUALITATIVE RESPONSES FROM SURVEY RESPONDENTS

1. Well, there's nothing much to say. However this form is pretty much interesting for those of us who have never known what other students are doing in college. Thank you.

2. The cost needs to be reduced. Sometimes students couldn't afford the cost.

3. While attending classes here at the GCC it has been challenging working with the students as well as the teachers. They all have been great!!

4. Customer service at the support services needs more improvement. Smile, while asking new students what proper materials they need.

5. Need updated books at the library.

6. A gym would be nice. Or a basketball court (on campus grounds, I mean).

7. I think GCC should try to make the classes more available to students and offer more courses in the field of arts, and applied visual fields.

8. We need a gym or sports facility.

9. I am really proud of attending this college mainly because of its accreditation-- that is why I chose this college and not the university.

10. I am very excited about the emphasis being put on developing critical thinking skills. I also think that the curriculum would attract/interest more students if it was infused with more literature/situations/lessons from our Pacific context. There are so many untapped resources from our Pacific region, and I think that we need to really promote awareness/education of our Pacific communities; as many of us are Pacific Islanders and all students are living in the Pacific community along with critical thinking we need to create pro-active people who are aware of the issues facing our Pacific peoples; also, art should be required.

11. Forget It!

12. This college should extend proper accommodations to person(s) with disabilities.

13. I would like to see the registration form available on the web site to enable me to download it, get an advisor's signature and only have to go to the office once. I work full time on weekdays.

Appendix X

14. Improve the facility --computer labs and the library.

15. I would like to see everyday classes in computer, especially T/TR or Saturday.

16. People should use the computer lab as homework only, nothing else. Students are chatting, listening to music, etc in the labs. That is not fair to all the other students.

17. Math should be taught by instructors physically. I strongly disagree with it being taught online. If I wanted online classes I would sign up for it. Choice was not made available to students.

18. Introduce more courses, lower book prices, provide more equipment, like computers, accessible restrooms and advanced technology (e.g. software programs).

Appendix X

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.

SECTION I—GENERAL BACKGROUND

A In which of the following courses are you currently enrolled at this college? (Mark all that apply.)
- ◯ 1 or more **noncredit** course(s)
- ◯ 1 course taken for credit
- ◯ 2-3 courses taken for credit
- ◯ 4-5 courses taken for credit
- ◯ 6 or more courses taken for credit

B Year of your birth

`1` `9` ☐ ☐
- ● 19 ⓪ ⓪
- ◯ 20 ① ①
- ② ②
- ③ ③
- ④ ④
- ⑤ ⑤
- ⑥ ⑥
- ⑦ ⑦
- ⑧ ⑧
- ⑨ ⑨

C Sex
- Male ◯
- Female ◯

D Hispanic Ethnicity
- ◯ Hispanic or Latino
- ◯ Not Hispanic or Latino
- ◯ Prefer not to respond

E Race (Mark ONE or MORE.)
- ◯ American Indian or Alaska Native
- ◯ Asian
- ◯ Black or African-American
- ◯ Native Hawaiian or other Pacific Islander
- ◯ White
- ◯ Prefer not to respond

F Is English your native language?
- Yes ◯
- No ◯

G Which of the following live with you? (Mark all that apply.)
- ◯ I live alone.
- ◯ Spouse/significant other
- ◯ Parent(s)
- ◯ Friend(s)/roommate(s)
- ◯ Brother(s)/sister(s)
- ◯ My child(ren)/stepchild(ren) age birth-5
- ◯ My child(ren)/stepchild(ren) age 6-17
- ◯ My child(ren)/stepchild(ren) age 18 and older
- ◯ Other relative

H Who is (are) the MAJOR wage earner(s) in your household? (Mark all that apply.)
- ◯ Self
- ◯ Spouse/significant other
- ◯ Parent(s)/guardian(s)
- ◯ Other

I For the most recent year, what was YOUR *total annual income* from work? (Do not include the income from other individuals in your household.)
- ◯ $9,999 or less
- ◯ $10,000-$14,999
- ◯ $15,000-$19,999
- ◯ $20,000-$29,999
- ◯ $30,000-$39,999
- ◯ $40,000-$49,999
- ◯ $50,000-$59,999
- ◯ $60,000-$74,999
- ◯ $75,000-$99,999
- ◯ $100,000 or more
- ◯ Prefer not to respond

J For the most recent year, what was the *total annual income* from all sources for your household?
- ◯ $9,999 or less
- ◯ $10,000-$14,999
- ◯ $15,000-$19,999
- ◯ $20,000-$29,999
- ◯ $30,000-$39,999
- ◯ $40,000-$49,999
- ◯ $50,000-$59,999
- ◯ $60,000-$74,999
- ◯ $75,000-$99,999
- ◯ $100,000 or more
- ◯ I don't know.
- ◯ Prefer not to respond

K Indicate if you have experienced each of the following during the *past two years*. (Mark all that apply.)
- ◯ Marriage
- ◯ Change or loss of job
- ◯ Birth/adoption of child(ren)
- ◯ Death of immediate family member
- ◯ Divorce/separation
- ◯ Assumed primary responsibility for person with illness or other disabling condition
- ◯ Major illness or other disabling condition
- ◯ Retirement
- ◯ Other

L Which of the following BEST describes how often you use the Internet or WWW? (Mark only ONE.)
- ◯ Never
- ◯ Several times per year
- ◯ Once a month
- ◯ Once a week
- ◯ Several times per week
- ◯ Daily

M What is the highest level of education attained by your: (Mark ONE in each column.)

Mother	Father	
◯	◯	Less than high school diploma
◯	◯	High school diploma or GED
◯	◯	Some college, no certificate or degree
◯	◯	Vocational/technical certificate
◯	◯	Associate or other 2-year degree
◯	◯	Bachelor's degree
◯	◯	Master's/doctoral/professional degree

N Indicate if you do or do not have each of the following.

Yes / No
- ◯ ◯ 1. An e-mail address through the college
- ◯ ◯ 2. An e-mail address at home
- ◯ ◯ 3. An e-mail address at work
- ◯ ◯ 4. Web access through the college
- ◯ ◯ 5. Web access at home
- ◯ ◯ 6. Web access at work

O On a 5-point scale (where 5 = very important and 1 = not important), how important is it to you to accomplish each of the following?

Very Important — Moderately Important — Not Important
- ⑤ ④ ③ ② ① 1. To have a steady, secure job
- ⑤ ④ ③ ② ① 2. To make a theoretical or practical contribution to science
- ⑤ ④ ③ ② ① 3. To own and operate my own business
- ⑤ ④ ③ ② ① 4. To be active in my community (civic organizations, programs, etc.)

Very Important — Moderately Important — Not Important
- ⑤ ④ ③ ② ① 5. To make a lot of money
- ⑤ ④ ③ ② ① 6. To be a parent
- ⑤ ④ ③ ② ① 7. To meet new and interesting people
- ⑤ ④ ③ ② ① 8. To be self-reliant
- ⑤ ④ ③ ② ① 9. To have time for my personal/family interests
- ⑤ ④ ③ ② ① 10. To help others who are in need

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PAGE 1

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.

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

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
- ○ 31-50
- ○ More than 50

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.

⓪⓪ ①① ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

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

— Major Reason
— Moderate Reason
— Minor Reason
— Not a Reason

○○○○ 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

— Very Important
— Moderately Important
— Not Important

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

⑤④③②①○ 1. Identifying the training and skills required for career opportunities that fit my interests and abilities

⑤④③②①○ 2. Enriching my intellectual life
⑤④③②①○ 3. Developing self-confidence
⑤④③②①○ 4. Learning to use a computer for my personal tasks
⑤④③②①○ 5. Learning to use a computer for my work-related tasks

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

⑤④③②①○ 6. Learning how to work effectively as a member of a team
⑤④③②①○ 7. Communicating with others in the work setting
⑤④③②①○ 8. Developing an openness to opinions other than my own
⑤④③②①○ 9. Learning effective leadership skills
⑤④③②①○ 10. Learning skills needed specifically for my current or future job
⑤④③②①○ 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

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

Strongly Agree
— Agree
— Neutral
— Disagree
— Strongly Disagree
— Does Not Apply

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.

⑤④③②①○ 14. I could not have attended this college without the financial aid I received.
⑤④③②①○ 15. Academic advising is of high quality.
⑤④③②①○ 16. Overall, my program of study at this college has been sufficiently challenging.
⑤④③②①○ 17. Most instructors are available outside of class time.
⑤④③②①○ 18. My academic experiences have been positive.
⑤④③②①○ 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.

⓪①②③④⑤⑥⑦⑧⑨

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
Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ	Ⓐ
Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ	Ⓑ
Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ	Ⓒ
Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ	Ⓓ
Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ	Ⓔ
Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ	Ⓕ
Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ	Ⓖ
Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ	Ⓗ
Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ	Ⓘ
Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ	Ⓙ
Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ	Ⓚ
Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ	Ⓛ

SECTION VII—COMMENTS/SUGGESTIONS

DO NOT WRITE BELOW THIS LINE.

ADDITIONAL QUESTIONS
Faces of the Future Survey
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:

5   **Strongly Agree**
4   **Agree**
3   **Neutral**
2   **Disagree**
1   **Strongly Disagree**
0   **Does Not Apply**

---

1. I would participate in leadership workshops held on campus to increase my leadership skills.

2. I feel that ongoing student leadership development programs are greatly needed, and I would actively participate to increase my leadership skills for home and the workplace.

3. As a result of my non-classroom campus experiences at GCC, my leadership skills have improved.

4. I have participated in Service Learning / Civic Engagement activities in at least one of my classes.

5. My participation in Service Learning / Civic Engagement activities added to the educational value of the class(es) where it took place.

6. I would participate in seminars or workshops to increase my awareness on drugs/alcohol and violence prevention.

7. The support services provided in "B" Building (Student Support Services) such as I.D. cards, parking decals, lost and found, and food services, meet my expectations.

8. I am willing to register for classes scheduled between 8 AM to 6 PM.

9. I am open to a Saturday class schedule between 9 AM to 3 PM.

10. I have been a recipient of services at the Career Placement Center for current or potential career opportunities.

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