GUAM COMMUNITY COLLEGE

ASSESSMENT REPORT

April 2008

Faces of the Future

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GCC
GUAM COMMUNITY COLLEGE
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FACES OF THE FUTURE:
THIRD SURVEY REPORT ON GCC STUDENTS
AY 2007-2008

Executive Summary

The *Faces of the Future* survey generates student data that answers the question--What are GCC students like? This is the third survey report on GCC students' socio-demographic profile and current college experience. The first comprehensive survey was administered in Fall 2002 and the second was administered in Fall 2005. This third round of surveys was administered in Fall 2007 from October 25, 2007 to November 16, 2007.

Unlike the past two reports, this report includes information about non-credit students. The earlier reports focused solely on students who were taking courses for credit. The inclusion of non-credit students is an attempt to get a good profile of students who enroll in GCC's Continuing Education programs. Since the *Faces of the Future* survey is nationally-normed, the results from our college will be compared with those of other community colleges nationwide, for both credit and non-credit students.

The survey results provide valuable information that will enable the college to make informed decisions with respect to planning programs and services as well as allocating resources in order to address student needs and concerns.

Survey results highlight the following conclusions:

- GCC students are first generation college students.
- GCC students tend to be older with multiple roles and responsibilities.
- A majority of GCC credit students are employed, most on a full-time basis. Non-credit students tend to be employed part-time.
- Common areas of concern shared by credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process, availability of computing services/facilities when needed, and a sense of general safety and security while on campus and attending classes. Areas of concern reported only by credit students are the availability of instructors outside of class time and the quality of academic advising. An issue reported only by non-credit students is concern for students as individuals.

- Credit and non-credit students want to have a steady and secure job, to have time for their personal and family interests, to be self-reliant, to help others in need, and to make a lot of money.
- Credit and non-credit students both reported that their experience at GCC contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence.

The recommendations given at the end of this report identify areas that need to be addressed. The insights gained from the results of the survey provide the college with the necessary information to improve the delivery of its programs and services in order to better meet the needs of its students.

TABLE OF CONTENTS

		Page
	Executive Summary	
I.	Background and Rationale	1
II.	Methodology and Sampling	2
III.	Results and Discussion	3
	Credit Students	
	General Background (Demographic and Socio-Economic Profile)	4
	Employment Background	7
	Educational Background	7
	Current College Experience	9
	Non-Credit Students	
	General Background (Demographic and Socio-Economic Profile)	12
	Employment Background	14
	Educational Background	15
	Current College Experience	16
IV.	Conclusions and Recommendations	18
V.	Appendices	
	Appendix A: Faces of the Future Survey Instrument	
	Appendix B: Faces of the Future, Additional Questions	
	Appendix C: Faces of the Future, Fall 2007 Script	
	Credit Students	
	Appendix D1: Figure 1. Current Course Credit Enrollment	
	Appendix D2: Figure 2. Age of Respondents	
	Appendix D3: Figure 3. Sex of Respondents	
	Appendix D4: Figure 4. Hispanic Ethnicity	
	Appendix D5: Figure 5. Race	
	Appendix D6: Figure 6. Student's Total Annual Income	
	Appendix D7: Figure 7. Highest Educational Level Attained by Parents	
	Appendix D8: Figure 8. Email Address/Web Access	
	Appendix D9: Figure 9. Importance of Accomplishing Activities/Goals	
	Appendix D10: Figure 10. Degree of Problems Encountered While Taking Classes	
	Appendix D11: Figure 11. Student's Current Employment Status	

Appendix D12: Figure 12. Hours Per Week Working While Taking This Course
Appendix D13: Figure 13. Highest Academic Degree Earned
Appendix D14: Figure 14. Credit Hours Completed At This College
Appendix D15: Figure 15. Non-Credit Hours Taken At This College
Appendix D16: Figure 16. Reasons for Taking Current Course/Program
Appendix D17: Figure 17. Source(s) From Which Learned About This College
Appendix D18: Figure 18. Importance of Factors in Attending This College
Appendix D19: Figure 19. College Experiences' Contribution To Growth
Appendix D20: Figure 20. Agreement With Statements About This College (Top 5 & Bottom 5)
Appendix D21: Figure 21. Agreement With Statements About This College With National Differences
Appendix D22: Figure 22. Satisfaction With This College

Appendix E: GCC Credit Students' Responses to Additional Questions (n=340)

Non-Credit Students

Appendix F1: Figure 23. Age of Respondents
Appendix F2: Figure 24. Sex of Respondents
Appendix F3: Figure 25: Hispanic Ethnicity
Appendix F4: Figure 26. Race
Appendix F5: Figure 27. Student's Total Annual Income
Appendix F6: Figure 28. Highest Educational Level Attained by Parents
Appendix F7: Figure 29. E-Mail Address/Web Access
Appendix F8: Figure 30. Importance of Accomplishing Activities/Goals
Appendix F9: Figure 31. Student's Current Employment Status
Appendix F10: Figure 32. Hours Per Week Working While Taking This Course
Appendix F11: Figure 33. Highest Academic Degree Earned
Appendix F12: Figure 34. Non-Credit Hours Taken At This College
Appendix F13: Figure 35. Reasons For Taking Current Course/Program
Appendix F14: Figure 36. Source(s) From Which Learned About This College
Appendix F15: Figure 37. College Experiences Contribution To Growth
Appendix F16: Figure 38. Agreement With Statements About This College
Appendix F17: Figure 39. Agreement With Statements About This College (Top 5 & Bottom 5)
Appendix F18: Figure 40. Satisfaction With This College

FACES OF THE FUTURE:
Third Survey Report on GCC Students
AY 2007-2008

I. Background and Rationale

The first comprehensive survey of GCC students was conducted in Fall 2002 utilizing the *Community College Student Experiences Questionnaire* (CCSEQ) and the second student survey was administered utilizing the *Faces of the Future* survey in Fall 2005. As mentioned in the *Faces of the Future: Second Student Survey on GCC Students Report*, cost considerations and benchmarking were the reasons why GCC decided to replace the CCSEQ with *Faces*.

The *Faces of the Future* survey is an annual, nationwide survey of community college students conducted by the American Association of Community Colleges (AACC) and ACT, Inc. The survey instrument includes questions from a variety of areas such as students' educational and career goals, reasons for attending a community college, barriers to enrollment, student satisfaction with programs and services, student demographics, and satisfaction with community college experience.

The latest normative report for credit students is based on 30,604 student records obtained from 65 colleges in 29 states and 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 colleges in 29 states and Guam that administered the *Faces* survey during the same time period. This latest nationwide profile is the benchmark that will be used in this report to compare Guam Community College (GCC) credit and non-credit students' responses to those of their national counterparts. A student indicating enrollment in at least one non-credit course (and not enrolled in any credit course) was included in the non-credit group.

II. Methodology and Sampling

The *Faces of the Future* survey instrument consists of thirty-eight standard 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 included in section V of the survey instrument (Appendix B).

Three hundred and forty (340) credit students and two hundred and sixty (260) non-credit students participated in the survey. Surveys for both credit and non-credit students were administered during class session. For credit students, classes were selected for the *Faces of the Future* survey using systematic sampling. A Fall 2007 Master Schedule was obtained from the Admissions and Registration Coordinator. Every tenth class in the Fall 2007 Master schedule was chosen, until the required sample population was reached.[1] A memo signed by the Vice President of Academic Affairs was distributed to postsecondary instructors whose classes were selected to participate in the survey to inform them of the upcoming classroom visit by a survey team composed of students from GCC's Council on Postsecondary Student Affairs (COPSA). The Office of Assessment and Institutional Effectiveness (AIE) provided COPSA representatives with a written script to follow when administering surveys (Appendix C). The intent was to ensure consistency in survey administration. Students were informed that the survey would take about 15-20 minutes and they could only complete the survey once. That is, if a student already took the survey in one class, he or she should not take it again. The survey teams distributed the survey forms to students and subsequently collected the completed surveys from the students. The surveys were later sent off-island for scoring by ACT, Inc. and the survey results were received by AIE in early February.

[1] Although the ACT-recommended minimum sample is 322 for a college of GCC's size, a total of 340 credit students completed surveys that were considered valid for consideration in this report.

The selected courses represented a wide array of the college's course offerings. Selected courses are as follows:

- EN100W- Fundamentals of English-Writing
- MA095- Pre-College Mathematics
- HS251A- Ticketing & Travel Documents
- EN125- Introduction to Speech
- CS101- Introduction to Computer Systems and Information Technology
- HL202- Nutrition
- EN100R- Fundamentals of English- Reading
- AST160- Electrical/Electronic Systems
- AE103- Basic Blueprint Reading
- EN091- Fundamentals of Communication
- HL131- Basic Life Support for Healthcare Providers
- CJ225- Criminal Investigation
- CS151- Windows Applications
- EC110- Principles of Economics
- JA110- Beginning Japanese
- EE103- Electricity 1- Direct Current Circuits
- CD280- Program Development and the Family Partnership

As for non-credit courses, courses were selected based on what was being offered through the Office of Continuing Education (CE) at the time surveys were being administered. The courses that were selected were, therefore, limited to the availability of course offerings. The non-credit courses included the following:

- FEMA Word Training
- Health Certificate
- High Intermediate Reading- GED
- Basic Skills Reading

Surveys were administered in seven different Health Certificate courses, two GED (High Intermediate Reading) courses, two Basic Skills Reading courses, and one FEMA Word Training course. A total of twelve CE courses were surveyed.

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 discussion are delineated for credit students and non-credit students.

CREDIT STUDENTS

General Background (Demographic and Socio-Economic Profile)

Appendix D1 reveals that a majority of GCC credit students are taking 4-5 credit courses (40.9%) followed by 2-3 credit courses (35.6%), 6+ credit courses (12.9%), one credit course (11.8%), and 1+ non-credit course(s) (2.4%). The national data follows the same credit course enrollment trend where most students are enrolled in 4-5 credit courses (47.8%) followed by 2-3 credit courses (31.2%), 6+ credit courses (13.4%), 1 credit course (8.9%), and 1+ non-credit course(s) (2.3%). Like most community colleges across the country, GCC students are diverse and have a wide range of needs and goals such as first-generation students.

GCC credit students range in age from under 20 to over 60 years of age (Appendix D2). Those enrolled at GCC who were 20 or under represented the largest group of credit students (32.6%) followed by those who were 21-24 (30.1%), 25-29 (15.8%), and 30-39 (14.9%). Students aged 40 and over make up a smaller percentage of the student population (6.6%).

In terms of gender, 63.5% of respondents were female and 36.5% were male. This is similar to the national data where survey respondents consisted of 62.4% females and 37.6% males (Appendix D3). It is interesting to see how similar the percentage rates were locally and nationally.

As for race and ethnicity, the two survey items related to Hispanic ethnicity (Appendix D4) and race (Appendix D5) limit the proper profiling of GCC students. This is a limitation of the survey instrument used in this study. For instance, 70.1% of GCC students did not identify themselves as Hispanic or Latino while only 5.3% identified themselves as Hispanic or Latino. The remaining students (24.6%) did not respond to the question. In Appendix D5, 53.1% of surveyed students identified themselves as Native Hawaiian or Other Pacific Islander, followed by 36.4% Asian. Another 7.5% of respondents reported their race to be either American Indian or Alaskan Native, Black or African American, or White. There were 6.9% of students who preferred not to respond to the survey item pertaining to race. The categories identified under race are too broad

and all-inclusive (e.g., Asian, Other Pacific Islander). Therefore, the data related to race is not comparable to the national data.

With respect to student's total annual income, Appendix D6 reveals that 35.0% of credit students surveyed chose not to respond to the question related to student's total annual income. Of the students who did respond, 30.7% have an annual income of $9,999 or less followed by those with an annual income of $10,000 to $14,999 (14.2%). Less than 19% of students reported incomes ranging from $15,000 to $74,999. Only 1.6% of GCC students reported having an income of $75,000 or over. Nationally, 45.0% of students reported having an annual income of $9,999 or less followed by those with an annual income of $10,000 to $14,999 (13.5%). There were 24.1% of respondents who reported incomes ranging from $15,000 to $74,999. It is interesting that the percentage of GCC students who preferred not to respond to this survey item (35.0%) is more than double that of students at the national level who chose not to respond (16.5%).

Appendix D7 identifies the highest educational level attained by parents. In comparison with the national data, GCC figures reveal lower levels of attainment. A majority of GCC students reported that their parents have either less than a high school diploma, high school diploma, or a GED (53.2%- mother and 52.7%-father). These figures are greater than the national average (45.5%- mother and 49.4%- father). Parents of GCC students may not have been provided with an opportunity to pursue their education beyond high school. An implication of this data is that a majority of GCC students are first-generation students. GCC students also reported that the highest education level attained by their parents was a vocational/technical certificate/associate degree (9.7%-mothers, 12.9%-fathers) and Bachelor's or higher degree (20.8%-mothers, 19.3%-fathers). Additionally, GCC students reported that their parents had some college education (16.2%-mothers, 15.1%-fathers).

When asked about their access to email and the World Wide Web, 85.2% of GCC students indicated that they have an email address through college, 90.5% indicated that they have an email address at home, and 25.0% indicated that they have an email address at work (Appendix D8). As for access to the World Wide Web, 82.3% reported that they have web access through the college, 81.5% reported that they have web access at

home and 38.8% reported that they have web access at work. This pattern of access is also similar to the national data. An interesting difference, however, is that a higher percentage of GCC students reported that they have an email address through the college (85.2%) compared to their mainland counterparts (62.7%). When GCC's new student information system, Banner, was launched in June 1, 2007, all students were assigned an email address. It is also possible that students can establish email accounts through commercial providers (e.g. yahoo.com or hotmail.com) while using computers on the GCC campus.

In response to the survey item related to the importance of accomplishing activities/goals, the following are the top five activities/goals reported by GCC students (Appendix D9): (a) to have a steady, secure job (mean 4.79), (b) to have time for my personal/family interests (mean 4.73), (c) to be self-reliant (mean 4.51), (d) to help others who are in need (mean 4.39), and (e) to make a lot of money (4.19). 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 identified by GCC students are the same ones identified by their national counterparts; however, the fifth item of importance is different. The national counterparts identified "to be a parent" as the fifth item of importance while GCC students reported that they would like to make a lot of money as the fifth item of importance. Both GCC's data and the National data reveal that all five activities and goals are important to the students because of the average mean scores reported (between 4.02 and 4.79).

When asked about problems encountered while taking classes, GCC students identified the following top five obstacles: (a) personal financial problems (mean, 2.76, s.d. 1.10), (b) cost and/or availability of books and related materials (mean 2.38, s.d. 1.10), (c) cost of transportation (mean 2.34, s.d. 1.12), (d) cost of computer (mean 2.32, s.d. 1.17), and (e) cost of child or other dependent care (mean 2.31, s.d. 1.23). 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. The overall range of mean responses for items under this question was between 2.76 to 1.81 (Appendix D10). In comparison to the national data, four of the top five obstacles identified by GCC students are the same for their mainland counterparts. Nationally, one of the top five issues reported by

students is job-related responsibilities. 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 tend to be higher than that of their national counterparts. It appears that these issues impact GCC students more than they do their national counterparts.

Employment Background

At the time the survey was administered, a majority of GCC students reported that they were employed full-time (30.2%) followed by employed part-time (27.4%), unemployed but seeking employment (18.9%), caring for my family/home full-time (13.5%), and unemployed and not seeking employment (10.1%). Nationally, a majority of students reported that they were employed part-time (44.5%). Overall, more student respondents are employed at the national level (Appendix D11). This data supports the finding mentioned earlier where nationally, job-responsibility was identified as one of the top five problems encountered while taking courses. The data also reveals that a higher percentage of GCC respondents indicated that they were caring for their families/homes on a full-time basis (13.5%) compared to their national counterparts (8.7%).

According to Appendix D12, 32.1% of GCC student respondents indicated that they work 40-50 hours per week while taking a course followed by 21-30 hours a week (17.9%), and 11-20 hours a week (13.7%). Nationally, 18.5% of students reported working 40-50 hours per week. Overall, Appendix D11 and D12 reveal that although more students may be employed at the national level, more GCC students are working full-time.

Educational Background

Like their national counterparts, most students reported that a high school diploma is the highest academic degree that they have earned (72.0%- GCC, 72.2%-National Data). It is interesting to see how close the percentages are (Appendix D13). The percentages are also similar for students who reported that their highest academic degree

earned was a vocational/technical certificate (8.8%- GCC, 8.5%- National Data) and a Bachelor's or other 4-year degree (3.0%- GCC, 2.9%- National Data).

In response to the question, How many credit hours have you completed at this college not including this term?, 31.7% of GCC students indicated they completed zero credit hours at the college (Appendix D14). This is similar to the national data (30.5%). These students are likely first-time college students. GCC students also reported having completed 1-12 credit hours (20.0%), 13-30 credit hours (21.8%), 31-50 credit hours (13.5%), and more than 50 credit hours (12.9%). This trend is similar to the national data.

As for non-credit courses taken at the college, a majority of GCC students reported that they did not take any non-credit courses (65.6%). Nationally, 71.2% of student respondents indicated that they did not take any non-credit courses at their respective colleges (Appendix D15). GCC students also reported taking 1-3 non-credit hours at the college (24.0%), 4-6 non-credit hours (5.7%), and 7+ non-credit hours (4.7%). Overall, the data reveals that most students are likely pursuing a degree or certificate.

The top five reasons for taking classes as reported by GCC students include: (a) to develop my mind and intellectual abilities (mean 3.36, s.d. 0.94), (b) to meet requirements for my chosen occupation (mean 3.21, s.d. 1.16), (c) to study new and different subjects (mean 2.94, s.d. 1.10), (d) to increase my earning power (mean 2.83, s.d. 1.20), and (e) parents and/or relatives wanted me to continue my education (mean 2.60, 1.27). 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. Based on this scale, the top two reasons given by GCC students for taking classes at GCC are moderate reasons and the last three reasons are minor reasons. Nationally, meeting requirements for a chosen occupation was more important than developing intellectual abilities (Appendix D16). The bottom five reasons for taking classes as reported by GCC students are: (a) other (mean 1.32, s.d. 0.88), (b) required by employer (mean 1.43, s.d. 0.94), (c) wanted to enter workforce after children grown (mean 1.54, s.d. 1.00), (d) needed to enter workforce after major life change (mean 1.56, s.d. 1.05), and (e) to learn the English language and culture (mean 1.58, s.d. 1.00).

Most GCC students indicated that they learned about the college through a high school teacher/counselor/family/friend (57.0%) followed by the college catalogue/brochure/flier (17.6%), other sources (15.1%), employer/co-worker (4.7%), internet/WWW (4.3%), and newspaper/TV/radio (1.4%). Nationally, 52.1% of student respondents indicated that they learned about the college through a high school teacher/counselor/family/friend followed by college 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 newspaper/TV/radio and the internet/WWW, and other sources (Appendix D17). Both GCC students and their national counterparts reported that the number one source of information about their respective college is a high school teacher/counselor/family/friend. Face-to-face communication is still the preferred choice.

GCC students identified the following top five factors which influenced their decision to attend the college (Appendix D18): (a) cost of attending the college (mean 4.15, s.d. 1.30), (b) a particular program of study (mean 4.09, s.d. 1.22), (c) availability of financial aid or scholarship (mean 3.91, s.d. 1.49), (d) variety of courses offered (mean 3.85, s.d. 1.27), and (e) academic reputation of the college (mean 3.74, s.d. 1.37). Distance of the college from the students' permanent residence (mean 3.70) was more of a concern for students at the national level than locally. The top five reasons reported by GCC students for attending the college have higher means than those of their national counterparts. This suggests that GCC students feel more strongly about these reasons than their national counterparts. Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important.

Current College Experience

When asked how much of their experiences at the college contributed to their growth, GCC students identified the following top five areas of growth (Appendix D19): (a) learning skills needed specifically for my current or future job (mean 4.24, s.d. 1.12), (b) increasing my academic competence (mean 4.24, s.d. 1.03), (c) identifying the training/skills required for career opportunities that fit my interests/abilities (mean 3.99, s.d. 1.15), (d) enriching my intellectual life (mean 3.93, s.d. 1.11), and (e) developing

self-confidence (mean 3.91, s.d. 1.15). The top two areas of growth have the same mean score of 4.24. 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 pertaining to students' level of agreement with several statements about the college, GCC students agreed most with the following statements: (a) instructors treat students in my racial/ethnic group with respect (mean 4.25, s.d. 0.84), (b) I would recommend this college to friends and relatives (mean 4.24, s.d. 0.89), (c) instructors/administrators treat students of my gender with respect (mean 4.15, s.d. 0.92), (d) my academic experiences have been positive (mean 4.02, s.d. 0.90), and (e) this college has a good reputation in the community (mean 4.01, s.d. 0.90). Based on the agreement scale used for this survey item (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree), respondents agreed with all the above statements (Appendix D20). GCC student responses were neutral with respect to the following statements: (a) most instructors are available outside of class time (mean 3.43, s.d. 1.09), (b) courses are available at the times I can take them (mean 3.49, s.d. 1.24), (c) the registration process is student friendly (mean 3.55, s.d. 1.20), (d) academic advising is of high quality (mean 3.68, s.d. 1.15), and (e) computing services/facilities are available at the times I need them (mean 3.73, s.d. 1.08). Although responses are neutral for these statements, these are the areas where students' have the most concerns. The college, therefore, needs to address these concerns.

Appendix D21 contains a chart of GCC students' perceptions of the statements discussed above compared to those of their national counterparts. As shown in the chart, the top five largest positive (or smallest negative) differences, as 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 national counterparts: (a) financial aid process and their successful navigation of it (means 3.83 and 3.91 respectively), (b) challenging program of study (mean 3.88), (c) high quality of academic advising (mean 3.68), and (d) recommend college to friends and relatives (mean 4.24). The degree of difference between the GCC data and the national data ranged from .10 to .28. Conversely, the largest negative (or smallest positive) differences ranged from -.24 to

-.38. For GCC, the greatest degree of difference is in the following areas: (a) availability of instructors outside of class time (-.38), (b) sense of general safety and security while on campus and attending classes (-.34), (c) friendliness of the registration process (-.32), (d) availability of courses at the times students can take them (-.28), and (e) availability of computing services/facilities at the times needed (-.24). 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 how seriously students take these issues. Thus, these areas need to be addressed by the college.

In general, how satisfied are GCC students with the college? Appendix D22 reveals that 50.7% of GCC credit students are satisfied with their experience at the college followed by those who were neutral (23.8%), those who were very satisfied (23.2%), those who were dissatisfied (2.0%), and those who were very dissatisfied (.3%). The slightly lower group average for GCC students (3.94) compared with the national average (4.14) suggests that the college has some work ahead of it in order to improve student satisfaction. Group averages are derived from a satisfaction scale of 1 to 5 where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied.

In order to examine the factors which influence student retention, the Faculty Senate developed 10 additional questions that were added to the survey (Appendix E)[2]. Of these ten additional questions, the item pertaining to the confidence that students had to continue attending GCC until they receive a degree or certificate had the highest mean (mean 4.42 s.d. 0.99). The item pertaining to the availability and convenience of math and English tutoring services had the lowest mean (mean 3.28, s.d. 1.28). These figures, however, need to be viewed carefully given the high standard deviation of these mean scores (0.99 and 1.28 respectively). The high standard deviations reveals a divergence of opinions among respondents (i.e., the lower the standard deviation, the greater the consensus, and the higher the standard deviation, the lower the consensus). The item

[2] The ten additional questions included in the survey were developed by the Faculty Senate. Although the original scale included a "Does Not Apply" choice, this response was later dropped in the analysis so that only students enrolled in a degree or certificate program were included.

with the greatest consensus deals with the support of family and friends (mean 4.34, s.d. 0.91). The implication is that students feel that their family and friends are supportive of them taking classes at GCC. Another item with a relatively high consensus dealt with the confidence students had that their GCC education is preparing them for the kind of job they want after graduation (mean 4.24, s.d. 0.97). Students also indicated that they knew someone well who has completed a GCC associates or certificate program (mean 4.30, 1.13). The high standard deviation, however suggests a divergence in opinion among respondents. Students were neutral with regards to the following items: (a) having the necessary funds to take classes (mean 3.36, s.d. 1.33), (b) participation in at least one GCC student organization or extracurricular activity (mean 3.44, s.d. 1.36), (c) having a faculty member as a mentor (mean 3.58, s.d. 1.20) and (d) availability of classes during convenient times (mean 3.59, s.d. 1.18). Bordering between "agree" and "neutral" is the item related to the importance of general education requirements and its impact on program completion (mean 3.99, s.d. 1.09). As mentioned before, the high standard deviation reveals a divergence in opinion among respondents.

NON-CREDIT STUDENTS

General Background (Demographic and Socio-Economic Profile)

GCC non-credit students range in age from under 20 to over 60 years of age (Appendix F1). Like GCC credit students, those who were 20 or under represented the largest group of students (30.2%) followed by students who were 30-39 (18.4%), 21-24 (17.5%), 25-29 (15.1%), 40-49 (10.4%), and 50 or over (8.5%). Nationally, non-credit students tend to be older. The largest group of non-credit students at the national level were between 30-39 years of age (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%).

Appendix F2 reveals that more than half of GCC non-credit students were female (53.5%). Nationally, female non-credit students outnumbered male non-credit students, but to a higher degree (63.2%).

As with credit students, the issue with the two survey items related to Hispanic ethnicity (Appendix F3) and race (Appendix F4) presented a problem for non-credit

students. A majority of non-credit students indicated that they were not Hispanic or Latino (59.5%) while only 5.9% identified themselves as Hispanic or Latino. The remaining 34.6% did not respond to the question. Appendix F4 reveals that 53.5% of surveyed students identified themselves as Native Hawaiians or Other Pacific Islander, followed by 34.2% Asian. Another 5.7% identified themselves as White, American Indian or Alaskan Native, and Black or African American. There were 9.9% of students who preferred not to respond to the survey item relating to race. As mentioned earlier, the categories identified under race are too broad and all-inclusive (e.g., Asian, Other Pacific Islander).

Appendix F5 reveals that 47.6% of GCC non-credit students preferred not to respond to the question related to student's total annual income. Of the students who did respond, 24.0% had an annual income of $9,999 or less followed by those with an annual income of $10,000-$14,999 (9.6%). Less than 19% of non-credit students reported incomes ranging from $15,000 to $74,999. No GCC student reported having an income of $75,999-$99,999 and only .4% reported having an income of $100,000 or more. It is interesting that the percentage of GCC non-credit students who preferred not to respond to this survey item is almost double that of students at the national level (25.4%).

Appendix F6 shows the highest educational level attained by parents. A majority of GCC non-credit students reported that their parents have either less than a high school diploma, high school diploma, or a GED (73.1%- mother and 68.8%- father). These figures are greater than the national average: 60.0%- mother, 59.6%- father. GCC non-credit students also reported that the highest education level obtained by parents was a vocational/technical certificate/associate degree (8.5%- mothers, 8.7%- fathers) and a Bachelor's or higher degree (9.4%- mother, 11.0%- father). Additionally, GCC non-credit students reported that their parents had some college education (9.0%- mother, 11.5%- father). Overall, GCC figures reveal lower levels of attainment. As mentioned earlier, parents of GCC students may not have been provided with an opportunity to pursue their education beyond high school.

When asked about their access to email and the World Wide Web, 65.2% of GCC non-credit students indicated that they have an email address at home, followed by 18.2% at work, and 15.5% though the college (Appendix F7). As for web access, 53.3%

indicted that they had web access through home followed by 25.1% at work, and 16.5% through the college. Similar to national data, a majority of non-credit students have an email address and web access at home.

In response to the survey item regarding the importance of accomplishing activities/goals, GCC non-credit students identified the top five activities/goals (Appendix F8): (a) to have time for my personal/family interests (mean 4.69), (b) to have a steady, secure job (mean 4.69), (c) to help others who are in need (mean 4.39), (d) to be self-reliant (mean 4.36), and (e) to make a lot of money (mean 4.33). Mean scores are based on an importance scale where 5=very important, 3=moderately important, and 1=not important. Mean scores are similar for GCC non-credit students and their national counterparts except that their national counterparts did not place as much importance on the goal to make a lot of money (mean 3.96). They placed more importance on the goal "to be a parent" (mean 4.09).

When asked about their employment status, 37.2% of GCC non-credit students reported that they were employed full-time followed by 30.9% who were employed part-time, 16.6% who were caring for family/home on a full-time basis, 14.8% who were unemployed but seeking employment, and .4% who were unemployed and not seeking employment (Appendix F9). National data reveals that there is a lower percentage of employed non-credit students at the national level (42.6% employed full-time, 19.5% employed part-time). Also, there are a higher percentage of students at the national level who are unemployed but not seeking employment (9.7%).

Employment Background

Appendix F10 reveals that there are more non-credit students at the national level who are employed full-time (41.1%) compared to GCC non-credit students (21.7%)[3]. Additionally, there are more non-credit students at the national level who work over 50 hours per week (9.3%) compared to GCC non-credit students (4.4%).

[3] Appendix F9 contains information on student employment status and Appendix 10 contains information on how many hours per week students work while taking their course(s). Perhaps student understanding of what constitutes full-time and part-time employment led to the differences in the percentages of full-time and part-time students reported in these two appendices.

Educational Background

As seen in Appendix F11, like their national counterparts, most GCC non-credit students reported that a high school diploma is the highest academic degree that they have earned (49.4%- GCC, 33.9%- National Data). There was a significantly higher percentage of non-credit students at the national level who earned an Associates degree or higher (32.2%) compared to GCC non-credit students (12.2%). Additionally, there was a higher percentage of non-credit students at the national level who earned a vocational/technical certificate (9.9%) compared to GCC non-credit students (2.5%).

In response to the question, how many non-credit hours have you completed at this college not including this term, 81.1% of GCC non-credit students indicated that they completed zero credit hours at the college (Appendix F12). This is over twice as much as the national data (32.4%). There were over three times as many non-credit students at the national level who took between 1 to 3 non-credit hours at their respective colleges (52.7%) compared to GCC non-credit students (13.4%). These figures reveal that most non-credit students who responded to the survey were taking a non-credit course for the first time at GCC in Fall 2007. This is not surprising since seven of the twelve CE courses that were surveyed were Health Certificate courses. These courses tend to have high numbers of participants.

The top five reasons for taking courses as reported by GCC non-credit students are: (a) to meet requirements for my chosen occupation (mean 3.23), (b) to develop my mind and intellectual abilities (mean 2.73), (c) required by employer (mean 2.66), (d) to increase my earning power (mean 2.59), and (e) to advance in my current job (mean 2.53). These 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 (Appendix F13). At the national level, the highest ranking reason given for taking classes was to develop the student's mind and intellectual abilities (mean 3.02). The bottom five reasons for taking classes as reported by GCC non-credit students are: (a) other reasons (mean 1.52), (b) needed to enter workforce after major life change (mean 1.66), (c) to learn the English language and culture (mean 1.69), (d) wanted to enter workforce after children grown (mean 1.75), and (e) high school teacher's and/or counselor's encouragement (mean 1.77). The mean

scores for these reasons are higher than those reported nationally. This means that GCC non-credit students placed more importance on these items than their national counterparts.

Appendix F14 reveals that a number of GCC non-credit students learned about the college from other sources (31.1%) followed by a high school teacher, counselor, family member or friend (25.9%), employer/co-worker (23.5%), newspaper/TV/radio (11.7%), catalogue/brochure/flier (5.6%), and internet/WWW (1.9%). Nationally, a majority of non-credit students learned about their respective college 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%).

Current College Experience

When asked how much of their experience at the college contributed to their growth, GCC non-credit students identified the following top five areas of growth (Appendix F15): (a) learning skills needed specifically for my current or future job (mean 4.16), (b) increasing my academic competence (mean 4.07), (c) identifying the training/skills required for career opportunities that fit my interests/abilities (mean 3.98), (d) learning effective leadership skills (mean 3.96), and (e) developing self-confidence (mean 3.93). National respondents indicated that enriching intellectual life (mean 3.70) was more of a growth than learning effective leadership skills (mean 3.22) and developing self-confidence (mean 3.57). Mean scores are based on a contribution scale where 5=major contribution, 3=moderate contribution, and 1=no contribution. Compared to national respondents, the mean scores of GCC non-credit students were higher for all variables. Thus, contributions were perceived as greater for GCC non-credit students compared to their national counterparts.

In response to the survey item related to students' level of agreement with several statements about the college, GCC students agreed most with the following statements: (a) this college has a good reputation in the community (mean 4.17), (b) I would recommend this college to friends and relatives (mean 4.16), (c) instructors treat students in my racial/ethic group with respect (mean 4.05), (d) administrators/non-teaching staff

treat students in my racial/ethnic group with respect (mean 4.03), and (e) instructors/administrators treat students of my gender with respect (mean 4.00). Based on the agreement scale used in this survey item (5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree), respondents agreed with all the above statements (Appendix F16). Student responses were neutral with respect to the following statements: (a) I feel a sense of general safety and security while on campus and attending classes (mean 3.76), (b) courses are available at the times I can take them (mean 3.82), (c) computing services/facilities are available at the times I need them (mean 3.83), (d) concern is shown for students as individuals (mean 3.85), and (e) the registration process is student friendly (mean 3.87). Although responses were neutral for these statements, the college should look into improving these areas since they are areas of concern for students. Mean scores for these statements are lower than the national data. Therefore, agreement with these statements is less for GCC non-credit students compared to their national counterparts.

Appendix F17 contains a chart of GCC non-credit students' perceptions of the statements discussed above compared to those of the college counterparts elsewhere in the country. As shown in the chart, the top five largest positive (or smallest negative) differences, as reported by GCC students, are typically lower than the national norm except for the college's reputation (mean 4.17- GCC, mean 4.10- National Data). This means that GCC students have less regard for the following areas than their national counterparts: (a) availability of computing services/facilities (means 3.83 and 3.93 respectively), (b) recommend the college to friends and relatives (means 4.16 and 4.28, respectively), (c) fit in at the college (means 3.94 and 4.08, respectively), and (d) high quality of instruction (means 3.95 and 4.11, respectively). The largest negative (or smallest positive) differences ranged from -.23 to -.35. At GCC, the greatest degree of differences is in the following areas: (a) sense of general safety and security while on campus and attending classes (-.35), (b) instructors/administrators treat students of my gender with respect
(-.28), (c) students in my racial/ethnic group are treated with respect by students in other racial/ethnic groups (-.27), (d) instructors treat students in my racial/ethnic group with respect (-.26), and (e) courses are available at the times I can take them (-.23). The

degree of difference in comparison with the national data reveals how seriously students take these issues. The college, therefore, needs to look at improving these areas.

How satisfied are GCC non-credit students with the college? Appendix F18 reveals that 33.8% of GCC non-credit students are satisfied with the college followed by very satisfied (30.2%), neutral (28.1%), very dissatisfied (7.2%), and dissatisfied (.7%). The lower group average for GCC non-credit students (3.79) compared with the national average (4.27) indicates that the college has some work to do in order to improve student satisfaction with their GCC experience. Mean scores are based on a satisfaction scale where 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, and 1=very dissatisfied. GCC's group average of 3.79 shows that students tend to be "neutral" with regards to their satisfaction with the college.

As mentioned earlier, in order to examine the factors which influence student retention, the Faculty Senate developed 10 additional questions that were added to the survey (Appendix B). The responses to these questions were extremely low for non-credit students. Of the 260 non-credit students who were surveyed, less than 8% responded to the additional questions, perhaps, because not all the individuals who administered the surveys to non-credit students were provided with the survey script and copies of the additional questions. Because of this, no conclusions can be drawn from their responses.

IV. Conclusions and Recommendations

The following conclusions are derived from the survey results:

- GCC students are first generation college students. The highest academic degree earned by most credit and non-credit students is a high school diploma.
- GCC students, both credit and non-credit, tend to be older. The average age for credit students is 25 and the average age for non-credit students is 29. Like many community college students nationwide, GCC students have multiple roles and responsibilities at home, school, and the workplace.
- Similar to the national trend, a majority of GCC students (credit and non-credit) are employed. Most credit students are employed on a full-time basis. Their employment status is in line with the following two top reasons reported for

taking classes: to meet requirements for my chosen occupation and to increase my earning power. Non-credit students tend to be employed part-time.

- A number of GCC students are caring for their family and home on a full-time basis. This is the case for both credit and non-credit students.
- Common areas of concern shared by both credit students and non-credit students are the availability of courses at convenient times, friendliness of the registration process, availability of computing services/facilities when needed, and a sense of general safety and security while on campus and attending classes. Areas of concern reported only by credit students are the availability of instructors outside of class time and the quality of academic advising. An issue reported only by non-credit students is the concern for students as individuals.
- Credit and non-credit students want to have a steady and secure job, to have time for their personal and family interests, to be self-reliant, to help others in need, and to make a lot of money.
- Credit and non-credit students both reported that their experience at GCC contributed to their growth by enabling them to learn skills needed for their current or future job, increasing their academic competence, identifying the training and skills required for career opportunities that fit their interests and abilities, and developing self-confidence.

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

- Utilize the features of Banner, GCC's new student information system, to disseminate valuable financial aid information to students. Incorporate helpful tips and links to navigate through the financial aid process. Include the same types of information and links on the GCC website. Communicate the availability of this information to students, faculty, staff, and administrators.
- Develop and institutionalize a systematic retention program through collaboration with the Coordinator of Admissions and Registration, counselors, advisors, Academic Advisement Committee, and other key individuals.

- Post instructors' office hours electronically in Banner. Ensure that office hours are also included in the course syllabi in Banner as well as the hard copies distributed to students. In addition to office hours, include contact information and office location.
- Departments should analyze the enrollment trends of classes offered each semester (low enrollment and high enrollment versus the days and times courses were offered). They should also look at class cancellations due to low enrollment. Additionally, they should solicit students' input on class scheduling by surveying them about the most convenient times for them to take a course(s).
- Bring student concerns with the availability of computing services/facilities to the attention of the Technology Advisory Committee. Student lab hours should take student schedules into consideration.
- Update GCC's Academic Advising Strategic Plan. Ensure that all advisors are provided with Banner training so that they are able to access student information in Banner. Training should be provided to individual departments. Ensure that all new full-time faculty are provided with training on academic advisement as well as Banner.
- Provide students with safety and health information that would make them feel safe and secure on campus. Students should be informed about who to contact in the event that they have a concern regarding safety and security issues on campus. Contact numbers should also be provided to students. This information should be included in the GCC website and in Banner as well as 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 the campus. Furthermore, the college should ensure proper lighting in parking areas and walkways at night.
- The Office of Admissions and Registration should develop a quick reference guide for students to follow when registering for classes. This guide should include steps to register on-line as well as responses to frequently asked questions. The Office of Admissions and Registration should also schedule training for students on how to navigate through the on-line registration process.

This training could be offered several times during open registration and could be a collaborative effort with other departments such as Assessment and Counseling.

The results of this study provide valuable information about students' concerns and it enables the college to make more informed decisions in its effort to improve the delivery of student programs and services on campus. In order to provide the best possible learning environment, GCC must know who its students are as well as the issues they are facing. This study is an attempt to get to know our students and to identify ways we can help them shape their future.

V. Appendices

Appendix A Faces of the Future Survey Instrument
Appendix B Faces of the Future, Additional Questions
Appendix C Faces of the Future, Fall 2007 Script

CREDIT STUDENTS:

Appendix D1 Figure 1. Current Course Credit Enrollment
Appendix D2 Figure 2. Age of Respondents
Appendix D3 Figure 3. Sex of Respondents
Appendix D4 Figure 4. Hispanic Ethnicity
Appendix D5 Figure 5. Race
Appendix D6 Figure 6. Student's Total Annual Income
Appendix D7 Figure 7. Highest Educational Level Attained by Parents
Appendix D8 Figure 8. Email Address/Web Access
Appendix D9 Figure 9. Importance of Accomplishing Activities/Goals
Appendix D10 Figure 10. Degree of Problems Encountered While Taking Classes
Appendix D11 Figure 11. Student's Current Employment Status
Appendix D12 Figure 12. Hours Per Week Working While Taking This Course
Appendix D13 Figure 13. Highest Academic Degree Earned
Appendix D14 Figure 14. Credit Hours Completed At This College
Appendix D15 Figure 15. Non-Credit Hours Taken At This College
Appendix D16 Figure 16. Reasons for Taking Current Course/Program
Appendix D17 Figure 17. Source(s) From Which Learned About This College
Appendix D18 Figure 18. Importance of Factors in Attending This College
Appendix D19 Figure 19. College Experiences' Contribution To Growth
Appendix D20 Figure 20. Agreement With Statements About This College (Top 5 & Bottom 5)
Appendix D21 Figure 21. Agreement With Statements About This College With National Differences
Appendix D22 Figure 22. Satisfaction With This College

Appendix E GCC Credit Students' Responses to Additional Questions (n=340)

N0N-CREDIT STUDENTS:

Appendix F1 Figure 23. Age of Respondents
Appendix F2 Figure 24. Sex of Respondents
Appendix F3 Figure 25. Hispanic Ethnicity
Appendix F4 Figure 26. Race
Appendix F5 Figure 27. Student's Total Annual Income
Appendix F6 Figure 28. Highest Educational Level Attained by Parents
Appendix F7 Figure 29. E-Mail Address/Web Access
Appendix F8 Figure 30. Importance of Accomplishing Activities/Goals
Appendix F9 Figure 31. Student's Current Employment Status

Appendix F10 Figure 32. Hours Per Week Working While Taking This Course
Appendix F11 Figure 33. Highest Academic Degree Earned
Appendix F12 Figure 34. Non-Credit Hours Taken At This College
Appendix F13 Figure 35: Reasons for Taking Current Course/Program
Appendix F14 Figure 36. Source(s) From Which Learned About This College
Appendix F15 Figure 37. College Experiences Contribution To Growth
Appendix F16 Figure 38. Agreement With Statements About This College
Appendix F17 Figure 39. Agreement With Statements About This College (Top 5 & Bottom 5)
Appendix F18 Figure 40. Satisfaction with This College

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 ⓪⓪ ①① ◯ 20 ②② ③③ ④④ ⑤⑤ ⑥⑥ ⑦⑦ ⑧⑧ ⑨⑨

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.)
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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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.

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

Appendix A

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.

○ 0	○ 0
○ 1	○ 1
○ 2	○ 2
○ 3	○ 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
1. Academic reputation of the college	5	4 3 2	1
2. A particular program of study	5	4 3 2	1
3. Variety of courses offered	5	4 3 2	1
4. Distance of the college from my permanent residence	5	4 3 2	1
5. Distance of the college from my place of employment	5	4 3 2	1
6. Size of the college	5	4 3 2	1
7. Entrance requirements	5	4 3 2	1
8. Cost of attending the college	5	4 3 2	1
9. Type of community in which the college is located	5	4 3 2	1
10. Availability of financial aid or scholarship	5	4 3 2	1
11. Opportunity for part-time work	5	4 3 2	1
12. Other (Specify.)	5	4 3 2	1

Appendix A

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.

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

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.

Appendix A

ADDITIONAL QUESTIONS
Faces of the Future Survey (Fall 2007)
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. I usually have the funds I need to take the number of GCC courses I want to take.
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. My family and friends are supportive of my taking classes at 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

Faces of the Future
Fall 2007 Script

Introduction

READ: Good morning/Good afternoon/Good evening.

(Introduce yourself and your partner (if you are with another student) and indicate that you are student representatives(s) of (name your club and title) conducting a student survey for the Office of Assessment & Institutional Effectiveness.)

READ: Your class was selected to complete the "Faces of the Future" survey. At this time, I would like to thank your instructor, (instructor name), for allowing us to come in and administer the survey.

Step 1: Before distributing the survey instruments, read the following information to your students.

A) Your responses to the items on this survey will help educators at this college plan and provide programs and services that will best meet student needs.

B) Your serious consideration and candid responses are critical; if, however, you prefer not to respond to an item, simply skip it.

C) The survey is not timed, but will probably take 15-20 minutes of your time, and depending on your pace, it may take a bit longer.

D) Be sure to use only a soft-lead pencil to mark your responses on the survey instrument; responses marked with ball-point, felt-tip, or other types of pens/markers will not be scanned.

E) Please do not begin marking answers on your survey form until I tell you to do so.

F) If you had completed this survey from another class, you should not complete it again. Therefore, as I am distributing the survey, please let me know that you have completed one already.

Step 2: While doing step 2, (Distribute one Faces of the Future Survey, List of Occupational Categories, and sheet of additional questions, to each student in your class.)

READ: At this time, we are distributing faces of the future survey, pencils, list of occupational categories, and additional questionnaire sheet. The additional questionnaire sheet is for section VI. It's an A-F answer only.

Appendix C

Step 3: After distributing the materials, read the following instruction to your students.

Throughout the survey are directions to skip certain questions if you are not currently taking any courses for credit. If you are currently taking even one hour of coursework for credit at this college, answer ALL questions on this survey.

☐ Do not provide your Social Security Number or other ID number in Section V, page four of the survey.

Step 4:
Read: After completing the survey, raise your hand and we will come and pick up your form.

Please begin answering the questions on the survey.

Step 5: Collect the completed survey forms.

Step 6: Write the number of completed survey forms you are returning in the In-Class Administration Instructions (below the Instructor Name & Class Title).

Step 7: Return the completed survey forms along with this form to the campus coordinator (Priscilla Johns in Rm. 2227 of the Student Services & Administration Building; if the office is closed, bring the packet to the Student Support Services Office in B-Building, c/o Terry Barnhart or Bill Melendez).

Read: Thank you for completing the survey and thank you (Instructor's name) for letting us conduct this survey in your class today.

Instructions for COPSA – after collecting all the surveys from each class, record the number of completed survey instruments returned on the AACC/ACT Faces of the Future Survey, Fall 2007, Class Id/Administration Form (enclosed in each packet). On the spreadsheet (listing of all classes) record how many survey forms were in the packet, how many were completed and how many were not used.

Remember – we *MUST have a total of 322 completed forms*. To be sure that we reach that goal, choose class(s) from the alternate listing if the first list has been exhausted.

If the SS&AB building is closed, drop off the packets to B-building with Terry Barnhart or Bill Melendez.

Appendix C

GUAM COMMUNITY COLLEGE

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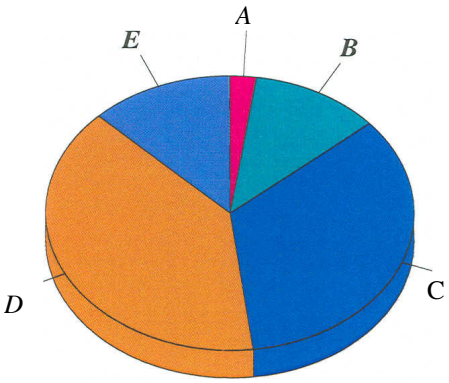
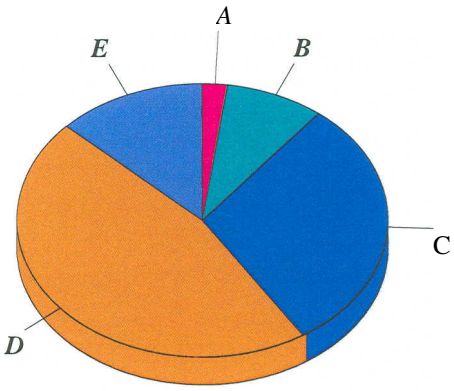


Your Institution



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)	2.4	2.3
B. I Credit Course	*II.8*	8.9
C. 2-3 *Credit Courses*	35.6	31.2
D. 4-5 *Credit Courses*	*40.9*	47.8
E. 6+ *Credit Courses*	12.9	13.4

Appendix D1

GUAM COMMUNITY COLLEGE

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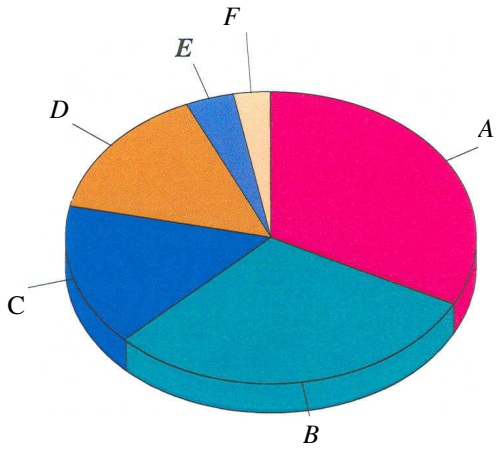

Figure 2. *Section I - Background Information, Item B: Age*

Age	*Your Institution* %	*National Data* %
20 or Under	32.6	46.9
21 - 22	18.4	12.9
23 - 24	11.7	7.5
25 - 26	8.2	5.7
27 - 29	7.6	*6.0*
30 - 34	8.2	6.8
35 - 39	6.6	5.1
40 - 45	2.8	4.4
46 - 49	.9	2.1
50 - 59	2.5	2.1
60 or Over	.3	.4
A. 20 or Under	32.6	46.9
B. 21 - 24	*30.1*	*20.4*
C. 25 - 29	15.8	11.7
D. *30* - 39	14.9	*12.0*
E. 40 - 49	3.8	6.5
F. 50 or Over	2.8	2.5

Appendix D2

GUAM COMMUNITY COLLEGE

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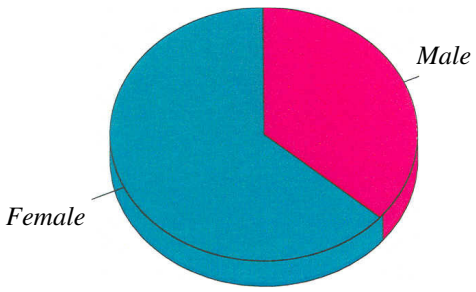
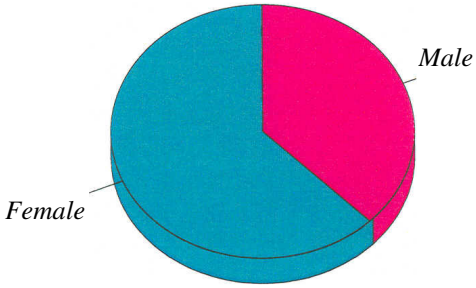


Your Institution



National Data

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

Sex	*Your Institution* %	*National Data* %
Male	36.5	37.6
Female	63.5	62.4

Appendix D3

GUAM COMMUNITY COLLEGE

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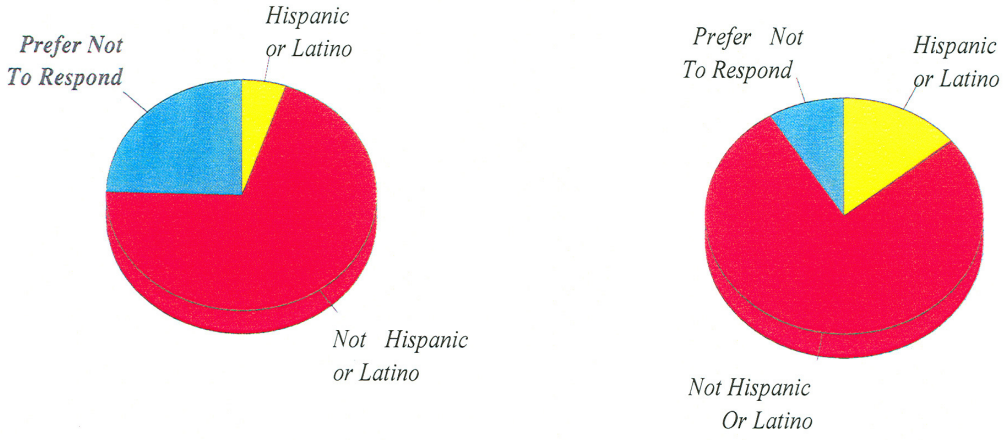

Your Institution

National Data

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

Hispanic Ethnicity	*Your Institution %*	*National Data %*
Hispanic or Latino Not	5.3	*14.0*
Hispanic or Latino	*70.1*	77.1
Prefer Not To Respond	24.6	8.9

Appendix D4

GUAM COMMUNITY COLLEGE

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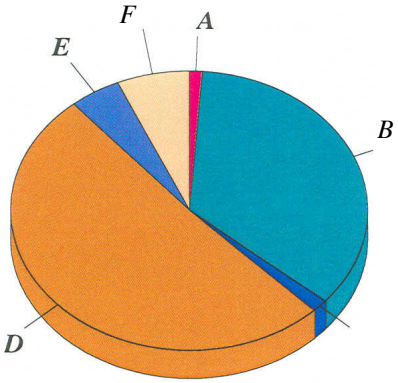
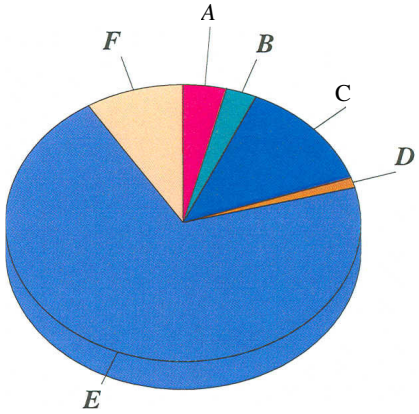


Your Institution



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*	1.2	*4.0*
B. Asian	36.4	2.9
C. *Black or African American*	1.5	13.2
D. *Native Hawaiian or Other Pacific Islander*	53.1	1.3
E. White	4.8	71.9
F. Prefer Not To Respond	6.9	9.1

Appendix D5

GUAM COMMUNITY COLLEGE

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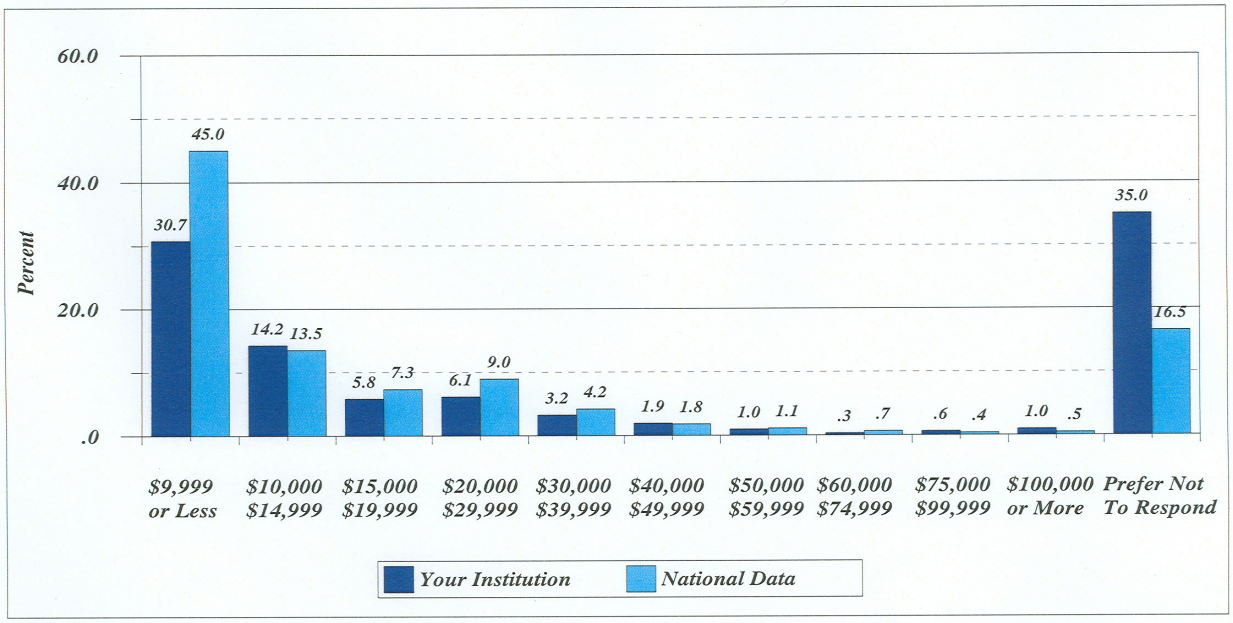

Figure 6. Section I - Background Information, Item I: Student's Total Annual Income

Student's Total Annual Income	Your Institution %	National Data %
$9,999 or Less	30.7	45.0
$10,000 - $14,999	14.2	13.5
$15,000 - $19,999	5.8	7.3
$20,000 - $29,999	6.1	9.0
$30,000 - $39,999	3.2	4.2
$40,000 - $49,999	1.9	1.8
$50,000 - $59,999	1.0	1.1
$60,000 - $74,999	.3	.7
$75,000 - $99,999	.6	.4
$100,000 or More	1.0	.5
Prefer Not To Respond	35.0	16.5

Appendix D6

GUAM COMMUNITY COLLEGE

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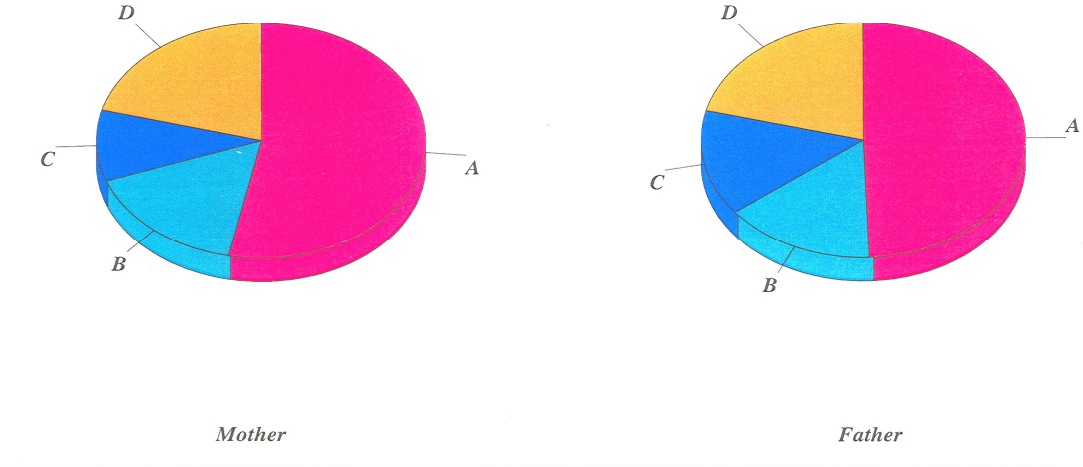

Figure 7. Section I - Background Information, Item M: Highest Ed Level Attained by Parents

Highest Ed Level Attained by Parents	Mother		Father	
	Your Institution %	National Data %	Your Institution %	National Data %
Less Than High School Diploma	21.1	13.6	18.0	16.7
High School Diploma or GED	32.1	31.9	34.7	32.7
Some College, No Certificate or Degree	16.2	17.4	15.1	15.1
Vocational/Technical Certificate	2.6	5.5	6.8	7.1
Associate or Other 2-Year Degree	7.1	11.2	6.1	7.4
Bachelor's Degree	15.6	13.7	14.1	13.3
Master's/Doctoral/Professional Degree	5.2	6.7	5.1	7.7
A. Less Than HS Diploma/HS Diploma/GED	53.2	45.5	52.7	49.4
B. Some College	16.2	17.4	15.1	15.1
C. Vocational/Technical Certificate/Associate Degree	9.7	16.6	12.9	14.6
D. Bachelor's or Higher Degree	20.8	20.4	19.3	20.9

Appendix D7

GUAM COMMUNITY COLLEGE

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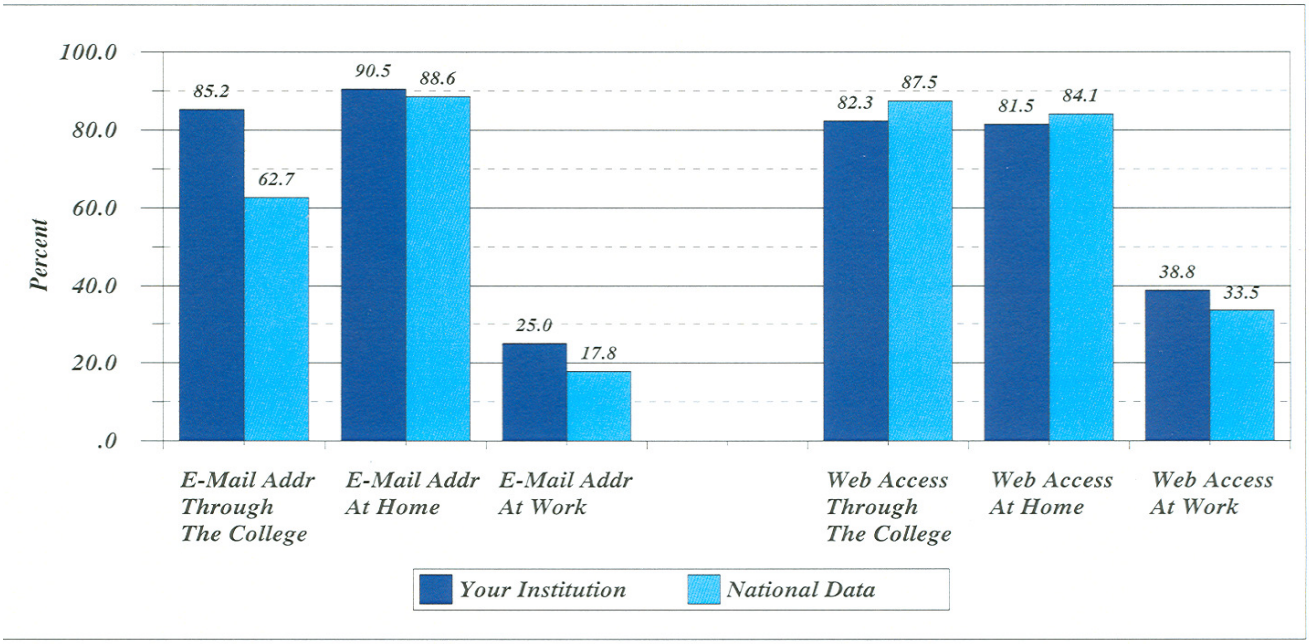

Figure 8. Section I - Background Information, Item N: E-Mail Address / Web Access

E-Mail Address / Web Access	Your Institution %	National Data %
E-Mail Address		
Through The College	85.2	62.7
At Home	90.5	88.6
At Work	25.0	17.8
Web Access		
Through The College	82.3	87.5
At Home	81.5	84.1
At Work	38.8	33.5

Appendix D8

GUAM COMMUNITY COLLEGE

CREDIT STUDENTS ONLY

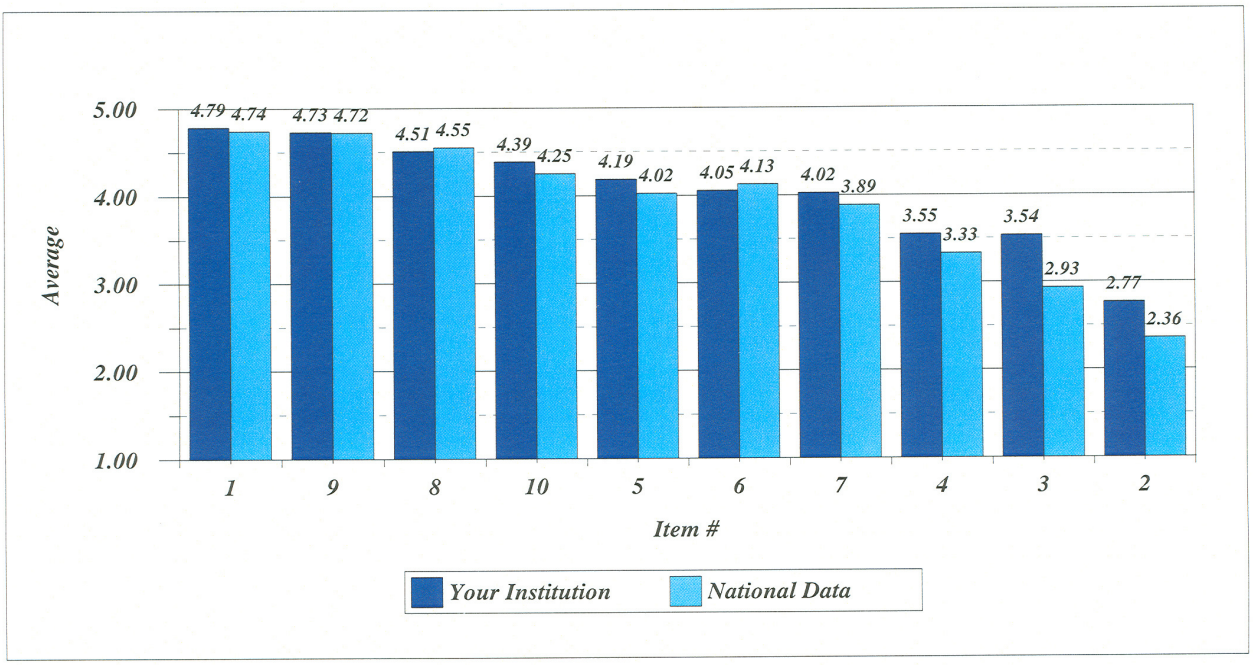

Figure 9. Section I - Background Information, Item O: Importance Of Accomplishing Activities/Goals

Item #		Your Institution Avg	National Data Avg
1	To have a steady, secure job	4.79	4.74
9	To have time for my personal/family interests	4.73	4.72
8	To be self-reliant	4.51	4.55
10	To help others who are in need	4.39	4.25
5	To make a lot of money	4.19	4.02
6	To be a parent	4.05	4.13
7	To meet new and interesting people	4.02	3.89
4	To be active in my community	3.55	3.33
3	To own and operate my own business	3.54	2.93
2	To make a theoretical or practical contribution to science	2.77	2.36

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

Appendix D9

GUAM COMMUNITY COLLEGE

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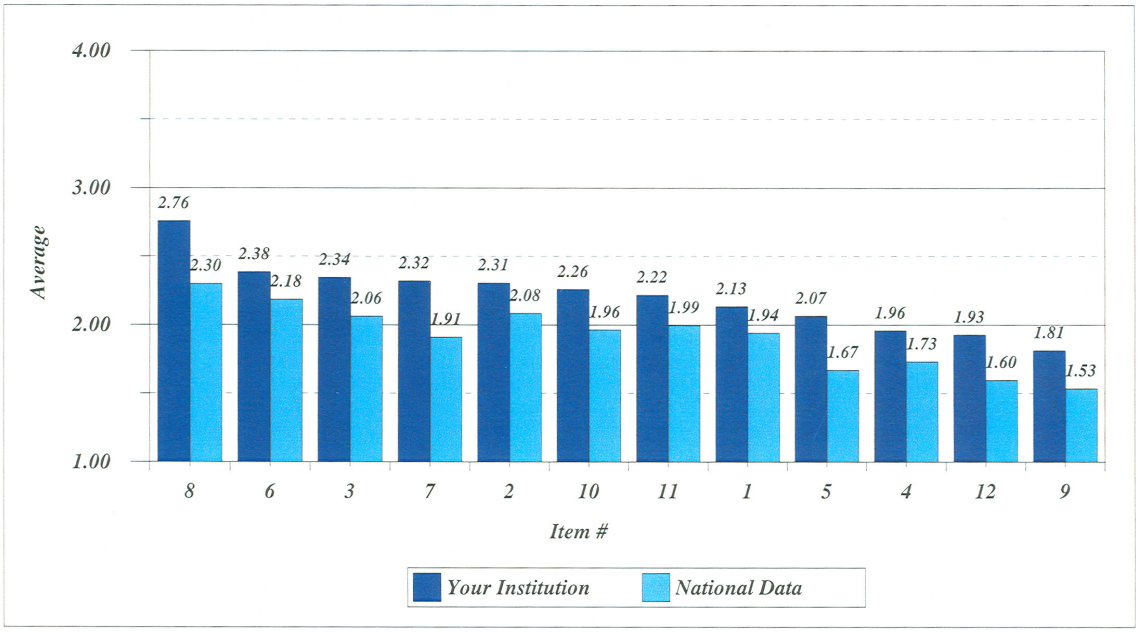

Figure 10. Section I - Background Information, Item Q: Degree of Problems Encountered While Taking Classes

Item #		Your Institution Avg	National Data Avg
8	Personal financial problems	2.76	2.30
6	Cost and/or availability of books and related materials	2.38	2.18
3	Cost of transportation	2.34	2.06
7	Cost of computer	2.32	1.91
2	Cost of child or other dependent (e.g., parent) care	2.31	2.08
10	Family responsibilities	2.26	1.96
11	Job-related responsibilities	2.22	1.99
1	Finding acceptable child or other dependent (e.g., parent) care	2.13	1.94
5	Medical expenses	2.07	1.67
4	Transportation problems (parking, access to public transportation, etc.)	1.96	1.73
12	Other	1.93	1.60
9	Health-related problems	1.81	1.53

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

Appendix D10

GUAM COMMUNITY COLLEGE

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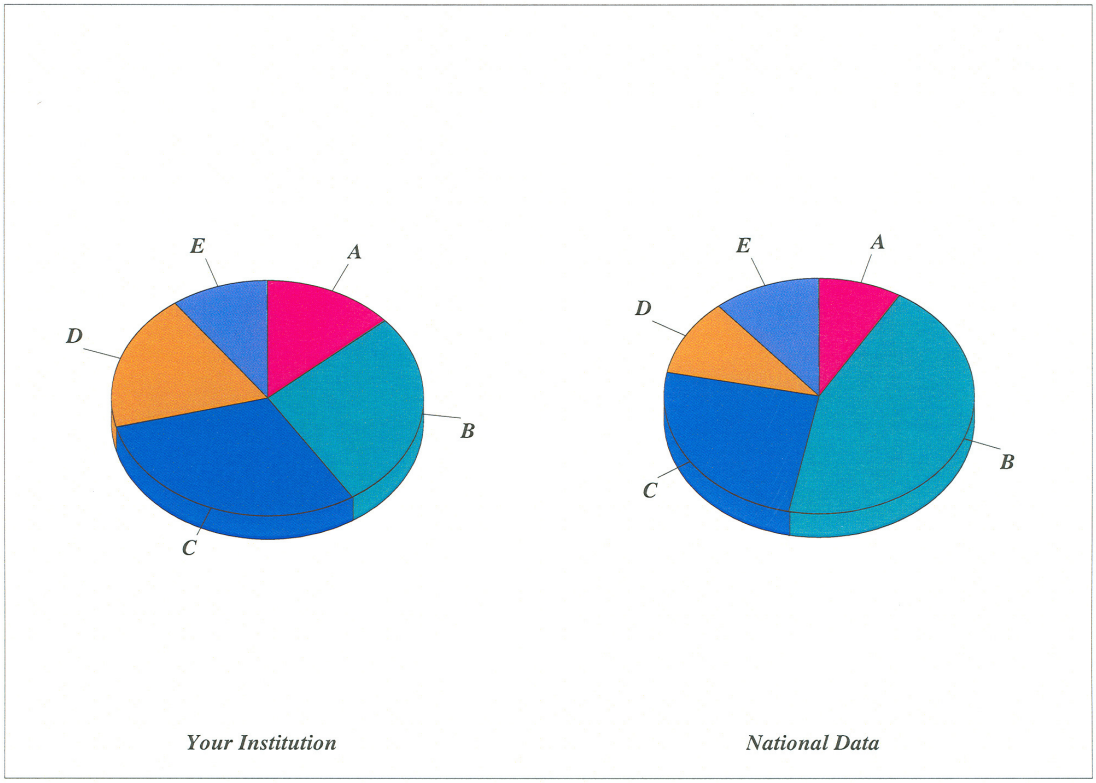

Figure 11. Section II - Employment Background, Item A: Student's Current Employment Status

Student's Current Employment Status	*Your Institution %*	*National Data %*
A. Caring For My Family/Home Full-Time	*13.5*	*8.7*
B. Employed Part-Time	*27.4*	*44.5*
C. Employed Full-Time	*30.2*	*25.1*
D. Unemployed, Seeking Employment	*18.9*	*10.6*
E. Unemployed, Not Seeking Employment	*10.1*	*11.1*

Appendix D11

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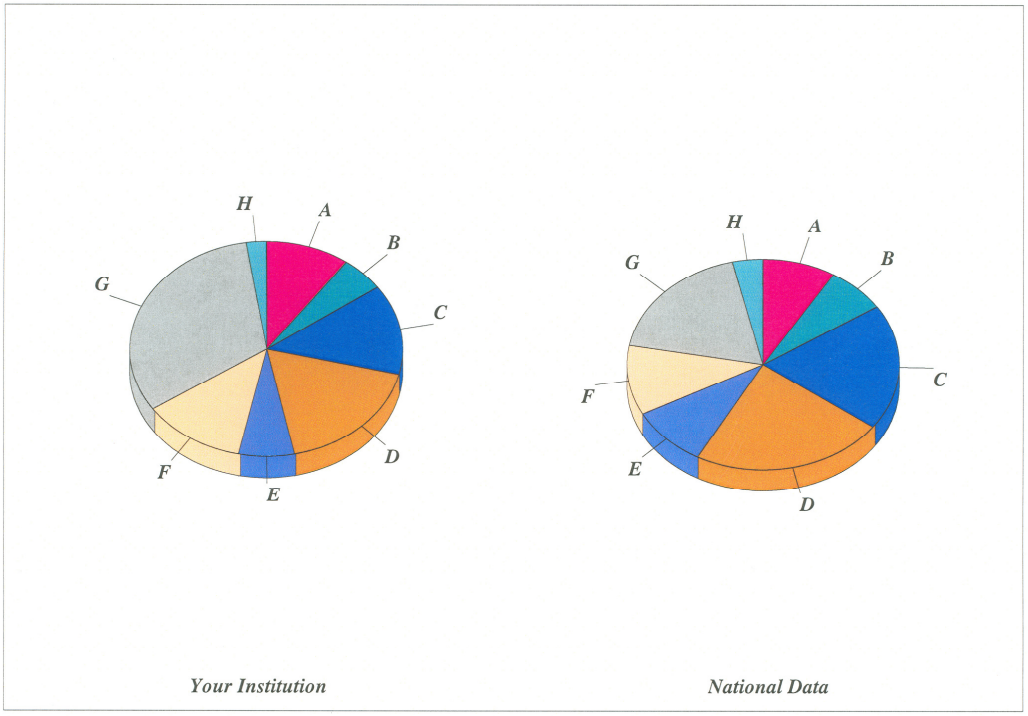

Figure 12. Section II - Employment Background, Item F: Hours Per Week Working While Taking This Course

Hours Per Week Working While Taking This Course	Your Institution %	National Data %
A. Don't Know	9.9	8.6
B. 1 - 10 Hours	5.2	7.1
C. 11 - 20 Hours	13.7	19.4
D. 21 - 30 Hours	17.9	22.9
E. 31 - 34 Hours	6.6	9.3
F. 35 - 39 Hours	12.3	10.7
G. 40 - 50 Hours	32.1	18.5
H. Over 50 Hours	2.4	3.6

Appendix D12

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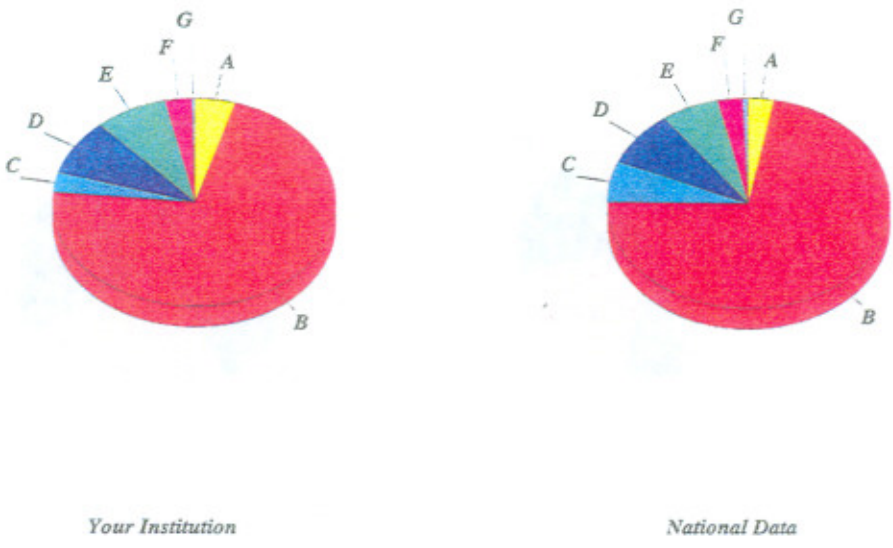

Your Institution

National Data

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

Highest Academic Degree Earned	Your Institution %	National Data %
A. None	4.6	2.9
B. High School Diploma	72.0	72.2
C. GED	3.0	6.2
D. Vocational/Technical Certificate	8.8	8.5
E. Associate or Other 2-Year Degree	8.2	6.6
F. Bachelor's or Other 4-Year Degree	3.0	2.9
G. Master's/Doctoral/Professional Degree	.3	.6

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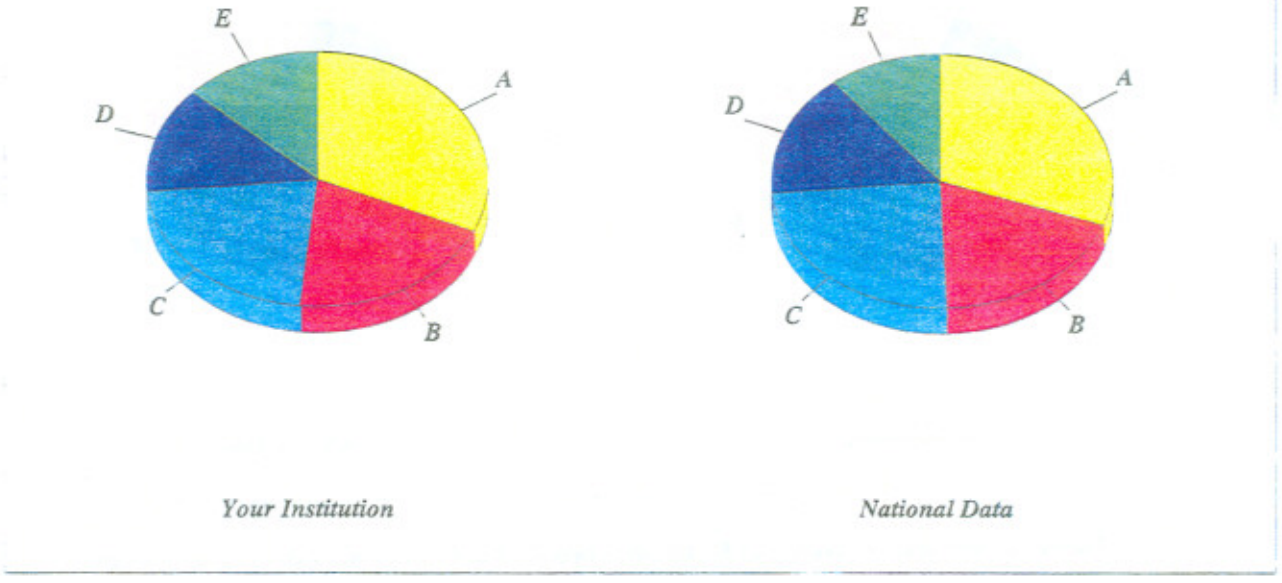

Figure 14. Section III - Educational Background, Item C: Credit Hours Completed At This College

Credit Hours Completed At This College	Your Institution %	National Data %
A. 0	31.7	30.5
B. 1 - 12	20.0	18.9
C. 13 - 30	21.8	24.0
D. 31 - 50	13.5	15.7
E. More Than 50	12.9	10.8

Appendix D14

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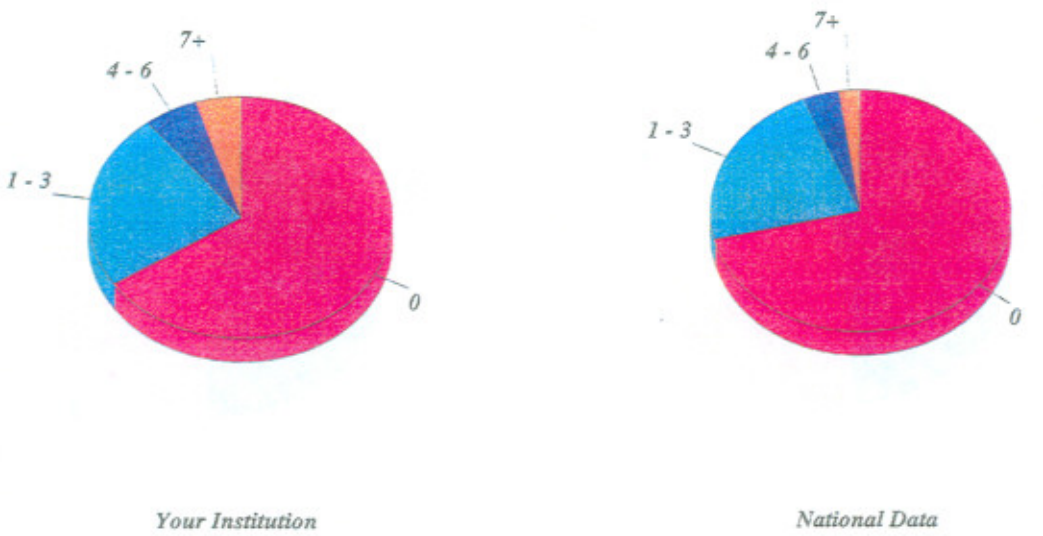

Figure 15. Section III - Educational Background, Item D: Non-Credit Hours Taken At This College

Non-Credit Hours Taken At This College	Your Institution %	National Data %
0	65.6	71.2
1 - 3	24.0	22.7
4 - 6	5.7	3.9
7+	4.7	2.2

Appendix D15

GUAM COMMUNITY COLLEGE

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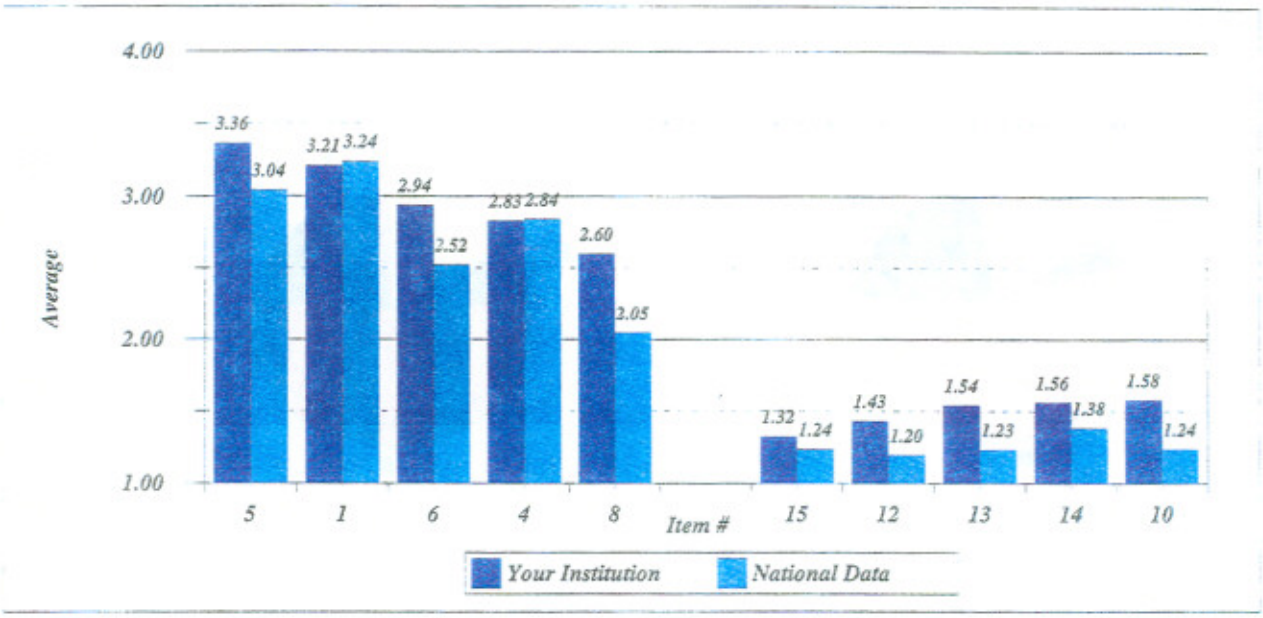

Figure 16. Section III - Educational Background, Item H: Reasons For Taking Current Course/Program

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
5	To develop my mind and intellectual abilities	3.36	3.04
1	To meet requirements for my chosen occupation	3.21	3.24
6	To study new and different subjects	2.94	2.52
4	To increase my earning power	2.83	2.84
8	Parents and/or relatives wanted me to continue my education	2.60	2.05
Bottom 5 for Your College			
15	Other	1.32	1.24
12	Required by employer	1.43	1.20
13	Wanted to enter workforce after children grown	1.54	1.23
14	Needed to enter workforce after major life change	1.56	1.38
10	To learn the English language and culture	1.58	1.24

(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 D16

GUAM COMMUNITY COLLEGE

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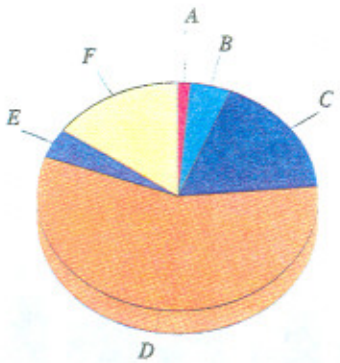

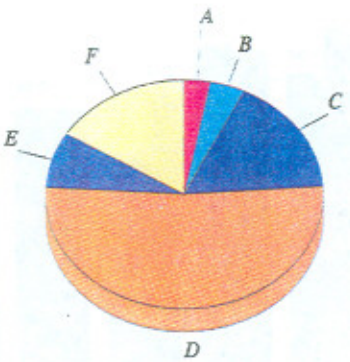

Your Institution

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	1.4	1.3
Television/Radio	.0	1.8
Current/Prospective Employer	2.2	1.5
Co-Worker	2.5	2.6
College Catalogue/Brochure/Flier	17.6	16.9
High School Teacher/Counselor	10.4	21.5
Family Member/Friend	46.6	30.6
Internet/WWW	4.3	7.8
Other	15.1	16.1
A. Newspaper/TV/Radio	1.4	3.0
B. Employer/Co-Worker	4.7	4.1
C. Catalogue/Brochure/Flier	17.6	16.9
D. HS Teacher/Counselor/Family/Friend	57.0	52.1
E. Internet/WWW	4.3	7.8
F. Other	15.1	16.1

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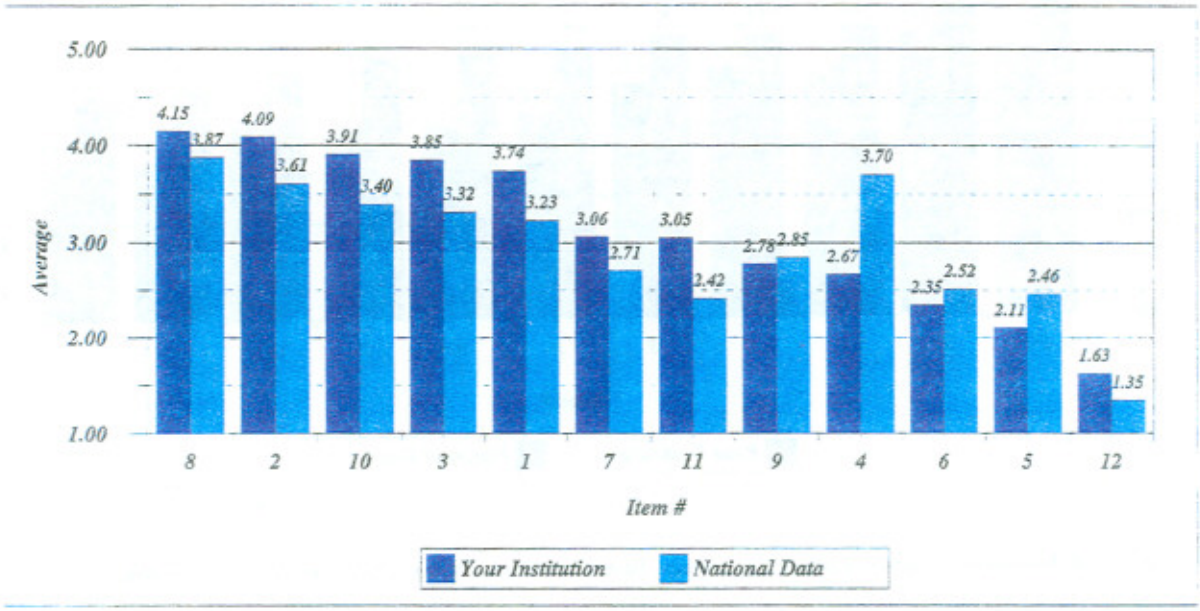

Figure 18. Section III - Educational Background, Item J: Importance of Factors In Attending This College

Item #		Your Institution Avg	National Data Avg
8	Cost of attending the college	4.15	3.87
2	A particular program of study	4.09	3.61
10	Availability of financial aid or scholarship	3.91	3.40
3	Variety of courses offered	3.85	3.32
1	Academic reputation of the college	3.74	3.23
7	Entrance requirements	3.06	2.71
11	Opportunity for part-time work	3.05	2.42
9	Type of community in which the college is located	2.78	2.85
4	Distance of the college from my permanent residence	2.67	3.70
6	Size of the college	2.35	2.52
5	Distance of the college from my place of employment	2.11	2.46
12	Other	1.63	1.35

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

Appendix D18

GUAM COMMUNITY COLLEGE

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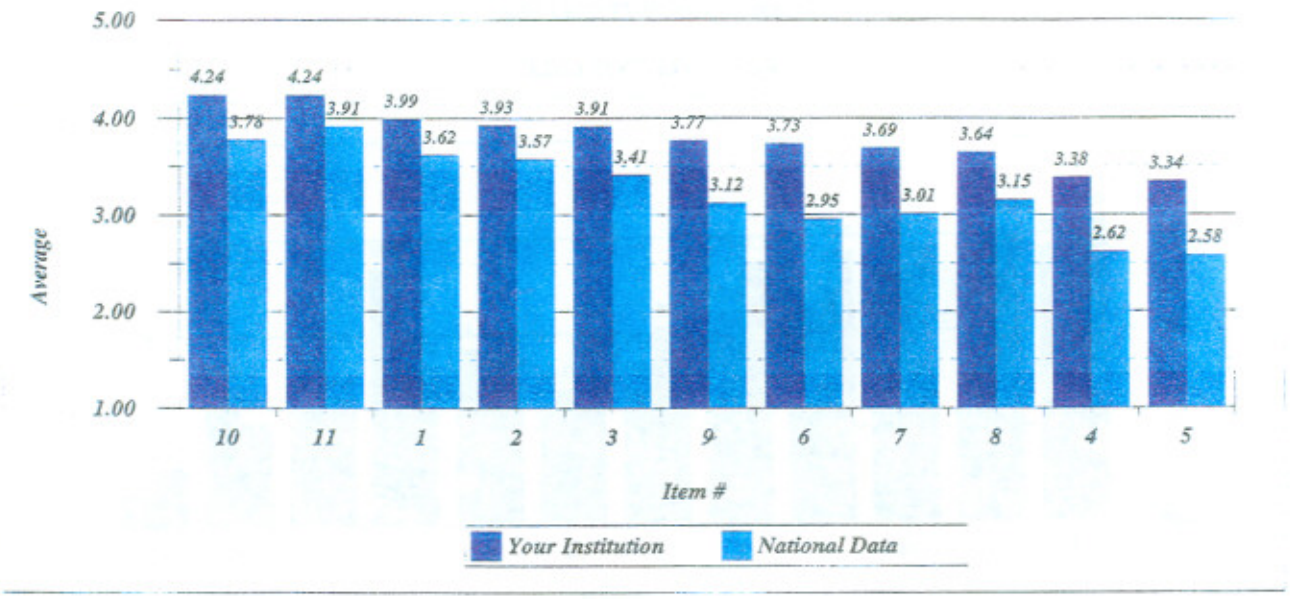

Figure 19. Section IV - Current College Experience, Item A: College Experiences Contribution To Growth

Item #		Your Institution Avg	National Data Avg
10	Learning skills needed specifically for my current or future job	4.24	3.78
11	Increasing my academic competence	4.24	3.91
1	Identifying the training/skills required for career opportunities that fit my interests/abilities	3.99	3.62
2	Enriching my intellectual life	3.93	3.57
3	Developing self-confidence	3.91	3.41
9	Learning effective leadership skills	3.77	3.12
6	Learning how to work effectively as a member of a team	3.73	2.95
7	Communicating with others in the work setting	3.69	3.01
8	Developing an openness to opinions other than my own	3.64	3.15
4	Learning to use a computer for my personal tasks	3.38	2.62
5	Learning to use a computer for my work-related tasks	3.34	2.58

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

GUAM COMMUNITY COLLEGE

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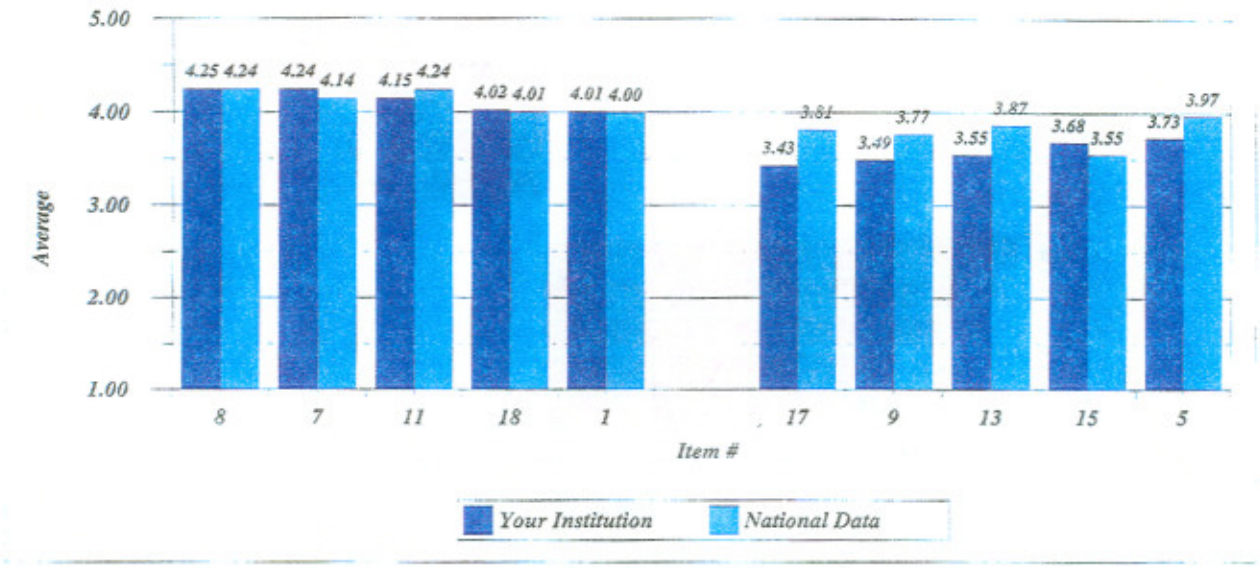

Figure 20. Section IV - Current College Experience, Item B: Agreement with Statements About This College

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
8	Instructors treat students in my racial/ethnic group with respect.	4.25	4.24
7	I would recommend this college to friends and relatives.	4.24	4.14
11	Instructors/administrators treat students of my gender with respect.	4.15	4.24
18	My academic experiences have been positive.	4.02	4.01
1	This college has a good reputation in the community.	4.01	4.00
Bottom 5 for Your College			
17	Most instructors are available outside of class time.	3.43	3.81
9	Courses are available at the times I can take them.	3.49	3.77
13	The registration process is student friendly.	3.55	3.87
15	Academic advising is of high quality.	3.68	3.55
5	Computing services/facilities are available at the times I need them.	3.73	3.97

(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.

GUAM COMMUNITY COLLEGE

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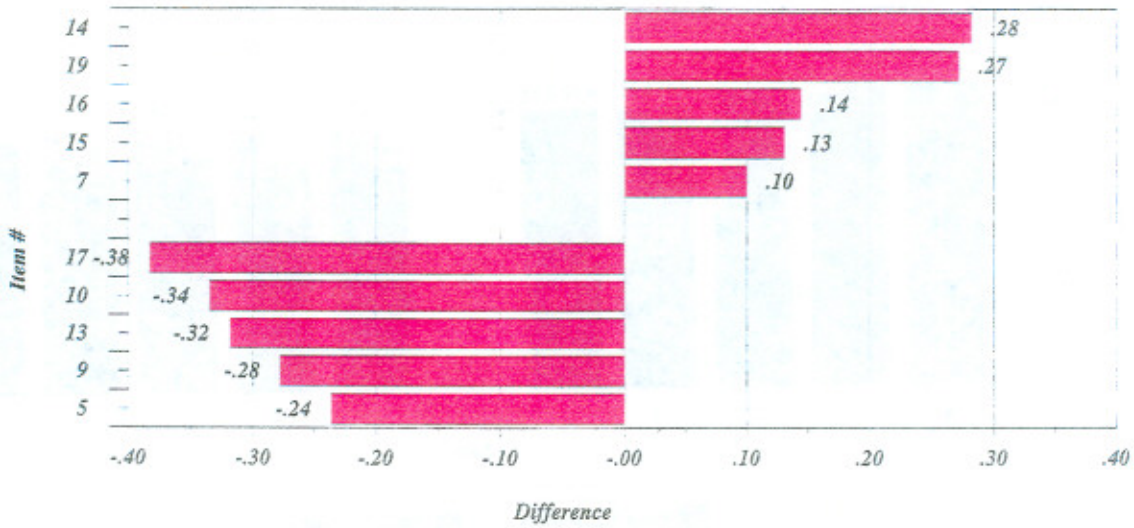

Figure 21. Section IV - Current College Experience, Item B: Agreement with Statements About This College Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

Item #		Your Institution Avg	National Data Avg	Diff
Largest Positive (or Smallest Negative) Differences				
14	I could not have attended this college without the financial aid I received.	3.83	3.55	.28
19	I received all the help I needed from the Fin. Aid Off. to make my application(s) for fin. aid.	3.91	3.64	.27
16	Overall, my program of study at this college has been sufficiently challenging.	3.88	3.74	.14
15	Academic advising is of high quality.	3.68	3.55	.13
7	I would recommend this college to friends and relatives.	4.24	4.14	.10
Largest Negative (or Smallest Positive) Differences				
17	Most instructors are available outside of class time.	3.43	3.81	-.38
10	I feel a sense of general safety and security while on campus and attending classes.	3.78	4.11	-.34
13	The registration process is student friendly.	3.55	3.87	-.32
9	Courses are available at the times I can take them.	3.49	3.77	-.28
5	Computing services/facilities are available at the times I need them.	3.73	3.97	-.24

(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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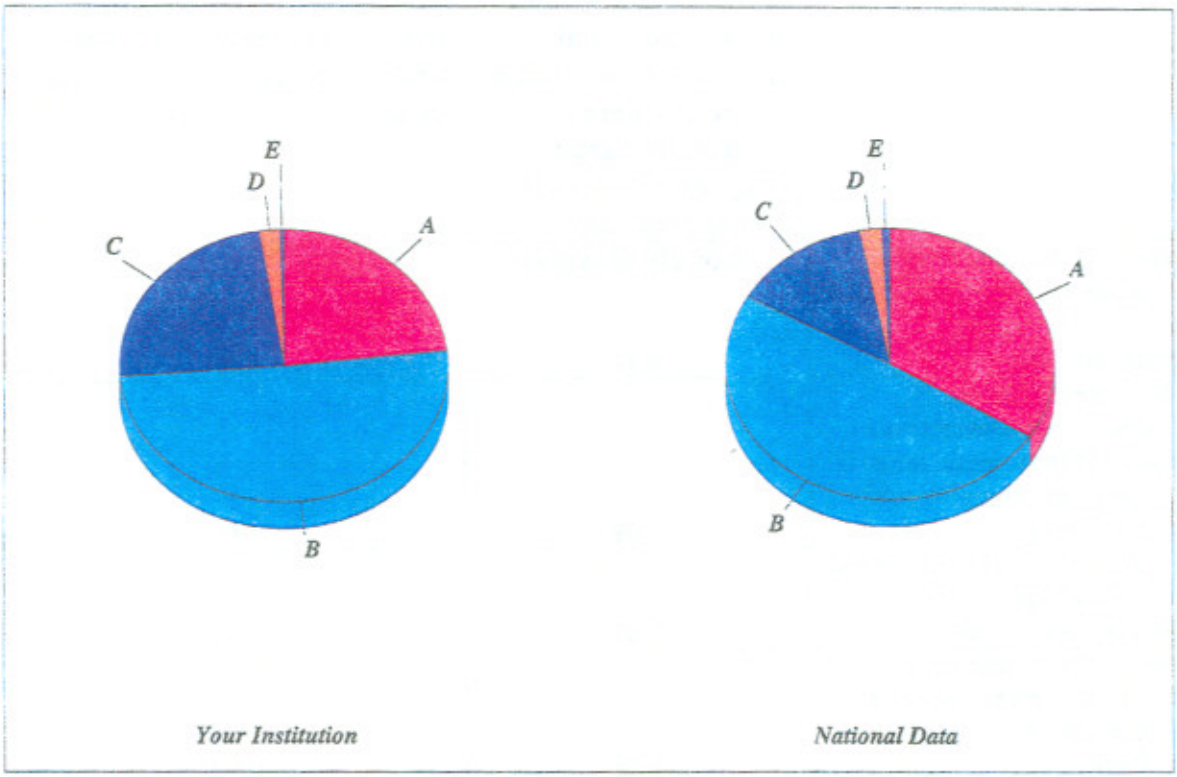

Figure 22. Section IV - Current College Experience, Item C: Satisfaction With This College

Satisfaction With This College	Your Institution %	National Data %
A. Very Satisfied	23.2	33.9
B. Satisfied	50.7	49.4
C. Neutral	23.8	13.8
D. Dissatisfied	2.0	2.1
E. Very Dissatisfied	.3	.8
Total Group Average	3.94	4.14

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

Appendix D22

GCC Students' Responses to Additional Questions: Potential Factors Influencing Student Retention (n=340)

	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, and 1=strongly disagree	**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 a certificate.	4.42	0.99
The current General Education requirements are important to maintain, even if they slow my completion of my GCC program.	3.99	1.09
I usually have the funds I need to take the number of GCC courses I want to take.	3.36	1.33
I am confident that my GCC education is preparing me for the kind of job I want after graduation.	4.24	0.97
The GCC classes I need are generally offered at times when I can attend them.	3.59	1.18
I consider at least one faculty member at GCC to be my mentor.	3.58	1.20
Tutoring services for my mathematics and English classes are/have been available and convenient.	3.28	1.28
My family and friends are supportive of my taking classes at GCC.	4.34	0.91
I actively participate in at least one GCC student organization or extracurricular activity.	3.44	1.36
Someone I know well has completed a GCC associate or certificate program.	4.30	1.13

NON-CREDIT STUDENTS

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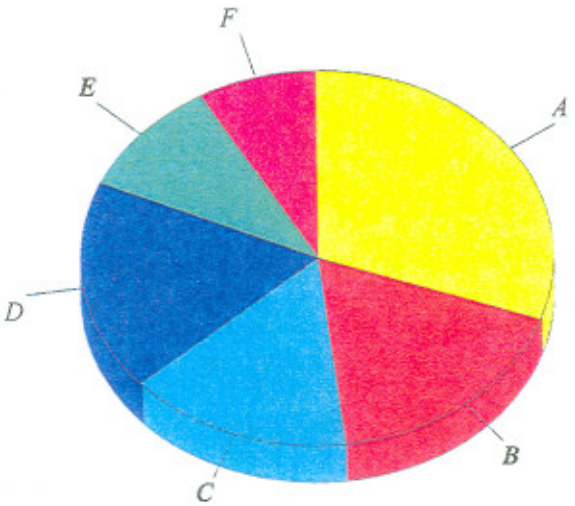

Figure 23. Section I - Background Information, Item B: Age

Age	Your Institution %	National Data %
20 or Under	30.2	17.4
21 - 22	9.4	5.7
23 - 24	8.0	6.0
25 - 26	5.7	5.6
27 - 29	9.4	7.5
30 - 34	9.4	11.6
35 - 39	9.0	9.2
40 - 45	6.1	12.3
46 - 49	4.2	6.2
50 - 59	5.2	12.0
60 or Over	3.3	6.6
A. 20 or Under	30.2	17.4
B. 21 - 24	17.5	11.6
C. 25 - 29	15.1	13.1
D. 30 - 39	18.4	20.8
E. 40 - 49	10.4	18.4
F. 50 or Over	8.5	18.7

Appendix F1

GUAM COMMUNITY COLLEGE

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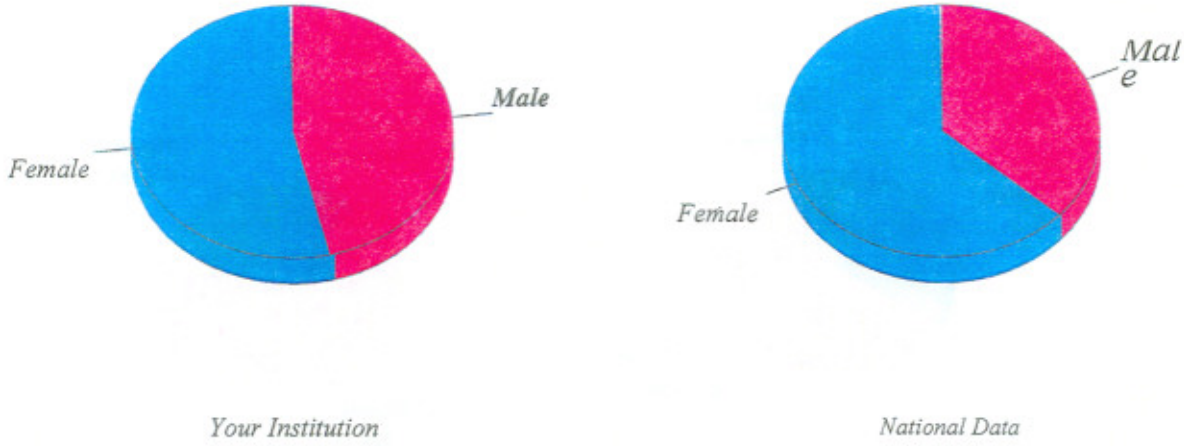

Figure 24. *Section I - Background Information, Item* C: *Sex*

Sex	Your Institution %	National Data %
Male	46.5	36.8
Female	53.5	63.2

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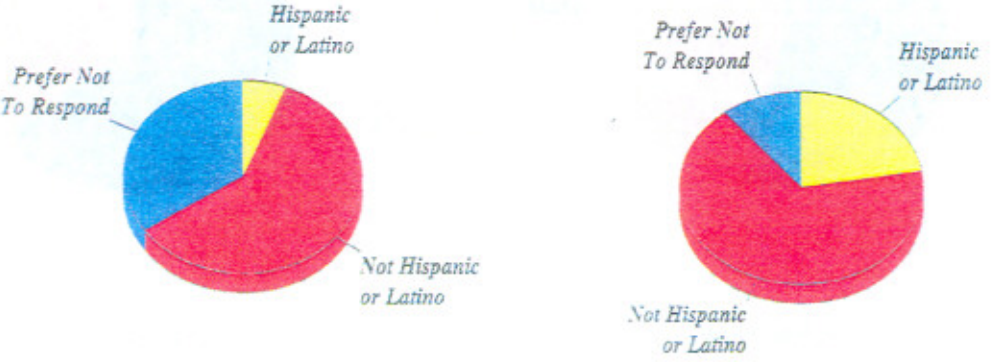

Your Institution National Data

Figure 25. Section I - Background Information, Item D: Hispanic Ethnicity

Hispanic Ethnicity	Your Institution %	National Data %
Hispanic or Latino	5.9	22.3
Not Hispanic or Latino	59.5	67.1
Prefer Not To Respond	34.6	10.6

Appendix F3

GUAM COMMUNITY COLLEGE

NONCREDIT STUDENTS ONLY

Your Institution

National Data

Figure 26. Section I - Background Information, Item E: Race

Race (Multiple Responses Possible)	Your Institution %	National Data %
A. American Indian or Alaskan Native	1.2	2.4
B. Asian	34.2	4.7
C. Black or African American	.4	18.4
D. Native Hawaiian or Other Pacific Islander	53.5	2.7
E. White	4.1	62.5
F. Prefer Not To Respond	9.9	10.6

Appendix F4

GUAM COMMUNITY COLLEGE

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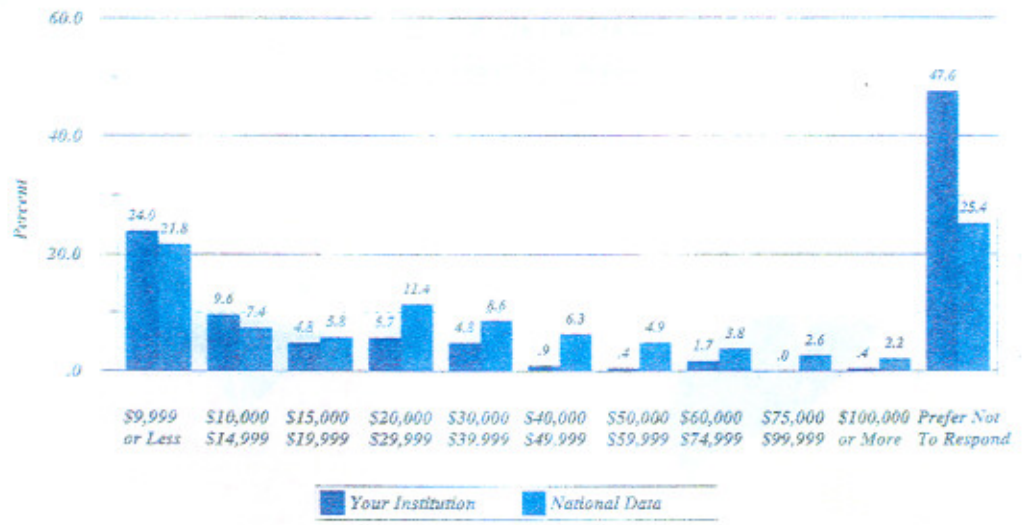

Figure 27. Section I - Background Information, Item I: Student's Total Annual Income

Student's Total Annual Income	Your Institution %	National Data %
$9,999 or Less	24.0	21.8
$10,000 - $14,999	9.6	7.4
$15,000 - $19,999	4.8	5.8
$20,000 - $29,999	5.7	11.4
$30,000 - $39,999	4.8	8.6
$40,000 - $49,999	.9	6.3
$50,000 - $59,999	.4	4.9
$60,000 - $74,999	1.7	3.8
$75,000 - $99,999	.0	2.6
$100,000 or More	.4	2.2
Prefer Not To Respond	47.6	25.4

Appendix F5

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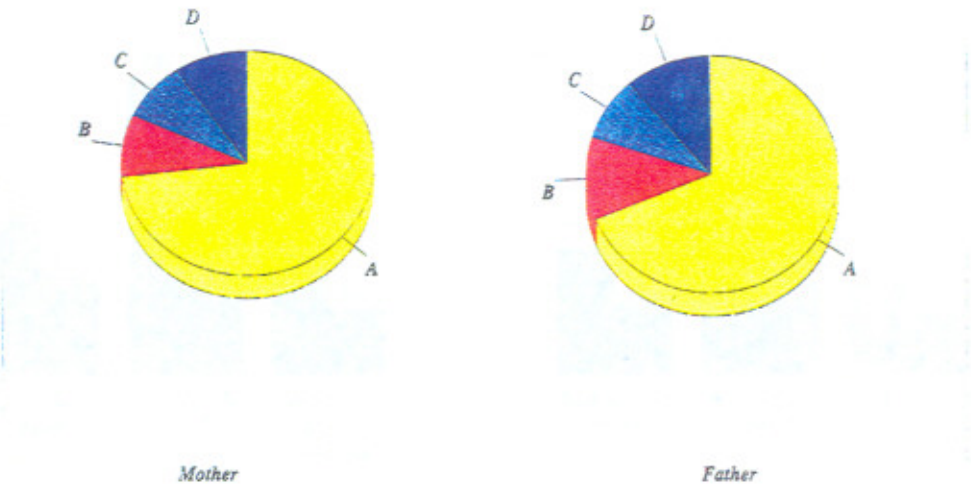

Figure 28. Section I - Background Information, Item M: Highest Ed Level Attained by Parents

Highest Ed Level Attained by Parents	Mother		Father	
	Your Institution %	National Data %	Your Institution %	National Data %
Less Than High School Diploma	33.0	26.2	28.9	29.2
High School Diploma or GED	40.1	33.8	39.9	30.4
Some College, No Certificate or Degree	9.0	11.6	11.5	11.2
Vocational/Technical Certificate	3.3	5.5	4.1	6.8
Associate or Other 2-Year Degree	5.2	7.8	4.6	5.2
Bachelor's Degree	8.5	9.8	6.4	9.9
Master's/Doctoral/Professional Degree	.9	5.3	4.6	7.4
A. Less Than HS Diploma/HS Diploma/GED	73.1	60.0	68.8	59.6
B. Some College	9.0	11.6	11.5	11.2
C. Vocational/Technical Certificate/Associate Degree	8.5	13.3	8.7	12.0
D. Bachelor's or Higher Degree	9.4	15.2	11.0	17.3

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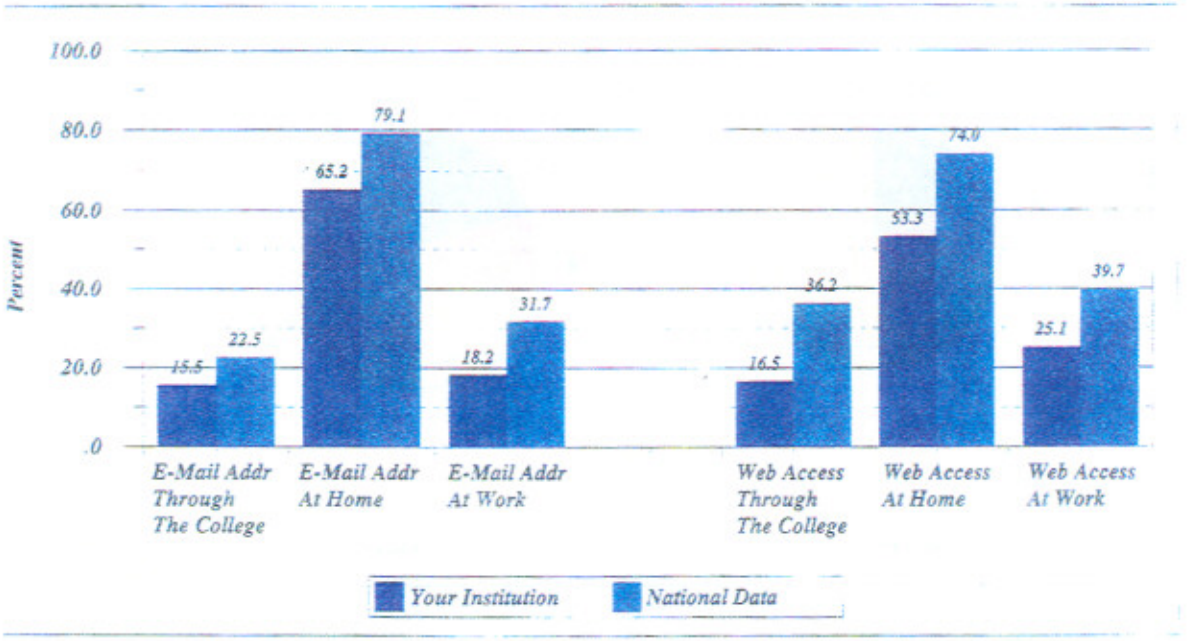

Figure29. Section I - Background Information, Item N: E-Mail Address / Web Access

E-Mail Address / Web Access	Your Institution %	National Data %
E-Mail Address		
Through The College	15.5	22.5
At Home	65.2	79.1
At Work	18.2	31.7
Web Access		
Through The College	16.5	36.2
At Home	53.3	74.0
At Work	25.1	39.7

Appendix F7

GUAM COMMUNITY COLLEGE

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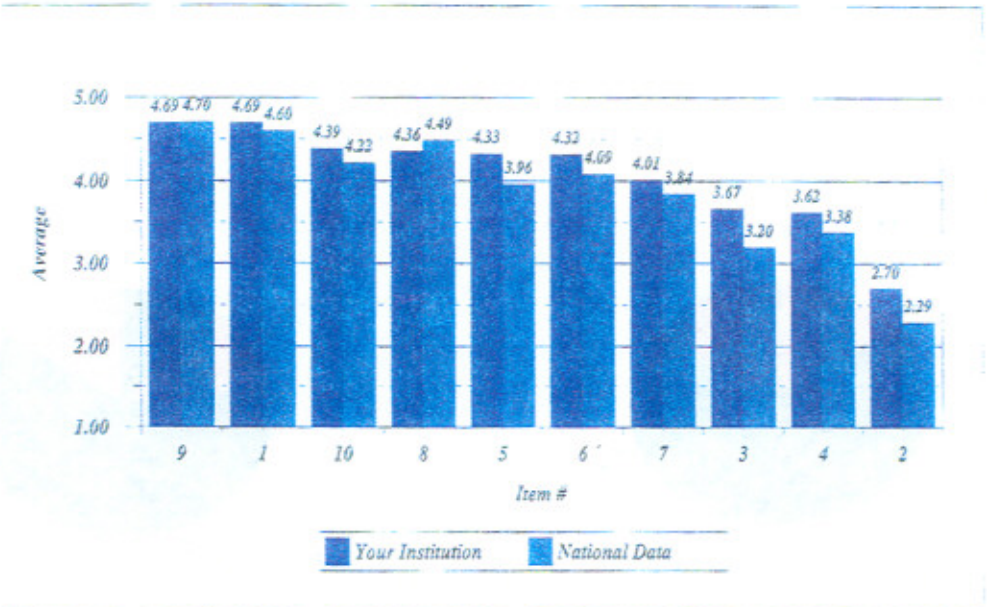

Figure 30. Section I - Background Information, Item 0: Importance To Accomplish Various Goals

Item #		Your Institution Avg	National Data Avg
9	To have time for my personal/family interests	4.69	4.70
1	To have a steady, secure job	4.69	4.60
10	To help others who are in need	4.39	4.22
8	To be self-reliant	4.36	4.49
5	To make a lot of money	4.33	3.96
6	To be a parent	4.32	4.09
7	To meet new and interesting people	4.01	3.84
3	To own and operate my own business	3.67	3.20
4	To be active in my community	3.62	3.38
2	To make a theoretical or practical contribution to science	2.70	2.29

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

GUAM COMMUNITY COLLEGE

NONCREDIT STUDENTS ONLY

Your Institution National Data

Figure31. 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	16.6	14.4
B. Employed Part-Time	30.9	19.5
C. Employed Full-Time	37.2	42.6
D. Unemployed, Seeking Employment	14.8	13.8
E. Unemployed, Not Seeking Employment	.4	9.7

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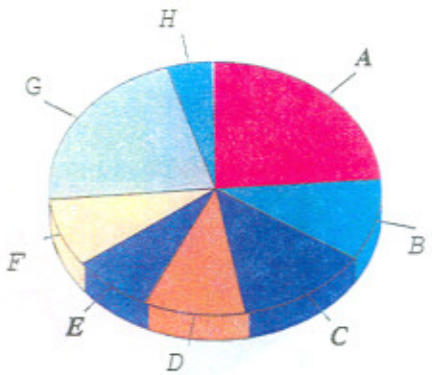
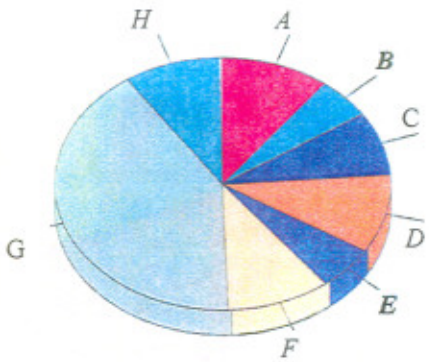


Your Institution



National Data

Figure 32. 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	23.9	*10.5*
B. 1- 10 Hours	*10.6*	5.2
C. II - 20 Hours	12.8	8.2
D. 21 - 30 Hours	*10.0*	*10.1*
E. 31 - 34 *Hours*	7.8	5.5
F. 35 - 39 *Hours*	8.9	*10.0*
G. *40 - 50 Hours*	21.7	41.1
H. Over 50 Hours	4.4	9.3

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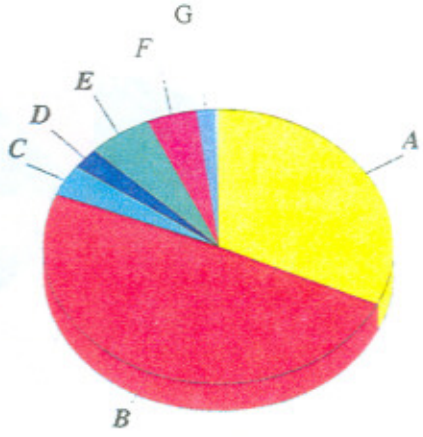
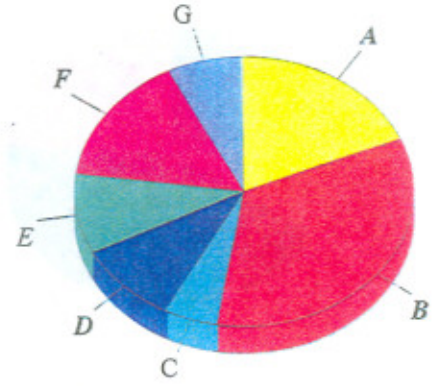


Your Institution



National Data

*Figure33. Section **III** - Educational Background, Item A: Highest Academic Degree Earned*

Highest Academic Degree Earned	*Your Institution* %	*National Data* %
A. None	32.1	18.8
B. High School Diploma	49.4	33.9
C. *GED*	3.8	5.2
D. *Vocational/Technical Certificate*	2.5	9.9
E. Associate or Other 2-Year Degree	5.9	9.6
F. Bachelor's or Other 4-Year Degree G.	4.6	15.6
Master's/Doctoral/Professional Degree	1.7	*7.0*

Appendix F11

GUAM COMMUNITY COLLEGE

NONCREDIT STUDENTS ONLY

Your Institution | National Data

*Figure 34. 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	81.1	32.4
1 - 3	13.4	52.7
4 - 6	3.5	8.1
7+	2.0	6.9

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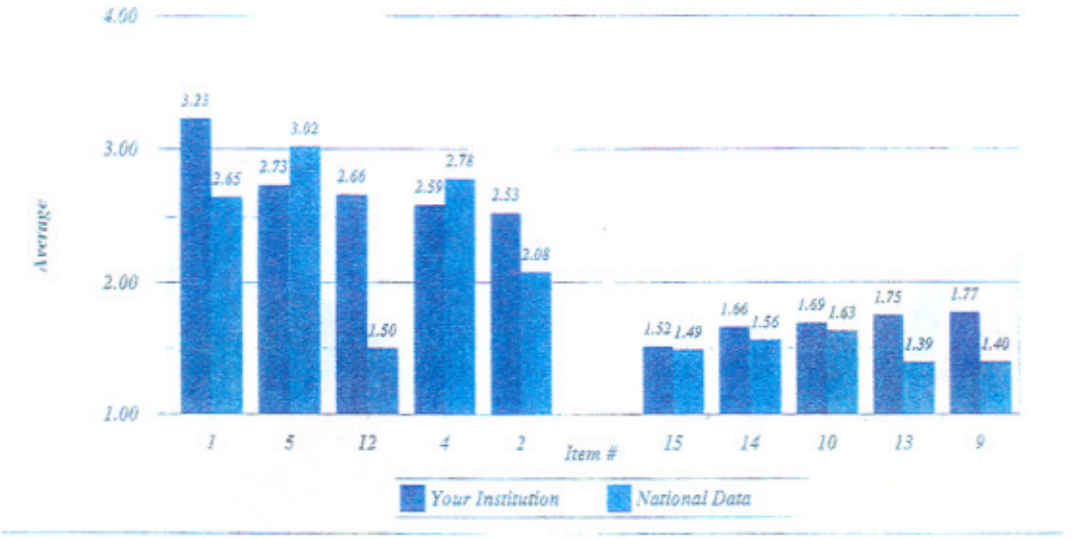

Figure 35. Section III - Educational Background, Item H: Reasons For Taking Current Course/Program

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
1	To meet requirements for my chosen occupation	3.23	2.65
5	To develop my mind and intellectual abilities	2.73	3.02
12	Required by employer	2.66	1.50
4	To increase my earning power	2.59	2.78
2	To advance in my current job	2.53	2.08
Bottom 5 for Your College			
15	Other	1.52	1.49
14	Needed to enter workforce after major life change	1.66	1.56
10	To learn the English language and culture	1.69	1.63
13	Wanted to enter workforce after children grown	1.75	1.39
9	High school teacher's and/or counselor's encouragement	1.77	1.40

(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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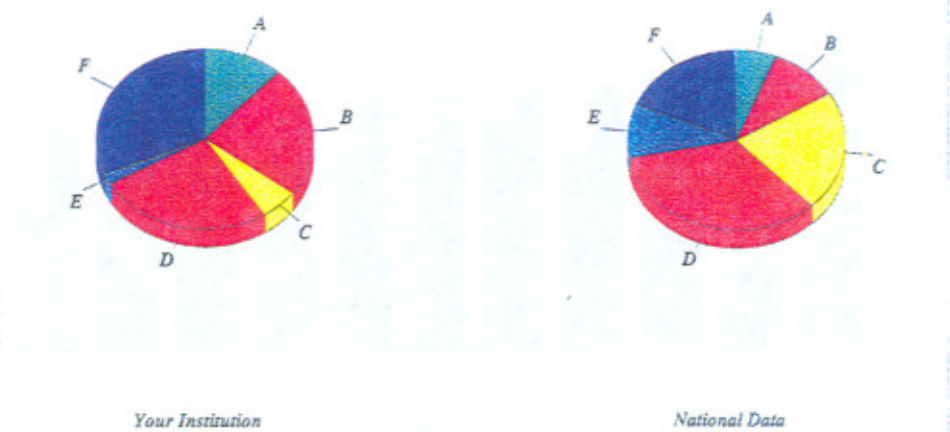

Your Institution National Data

Figure 36. 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	9.3	4.3
Television/Radio	2.5	1.7
Current/Prospective Employer	14.8	4.6
Co-Worker	8.6	5.7
College Catalogue/Brochure/Flier	5.6	21.6
High School Teacher/Counselor	6.8	6.3
Family Member/Friend	19.1	27.7
Internet/WWW	1.9	9.7
Other	31.5	18.3
A. Newspaper/TV/Radio	11.7	6.0
B. Employer/Co-Worker	23.5	10.3
C. Catalogue/Brochure/Flier	5.6	21.6
D. HS Teacher/Counselor/Family/Friend	25.9	34.0
E. Internet/WWW	1.9	9.7
F. Other	31.5	18.3

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NONCREDIT STUDENTS ONLY

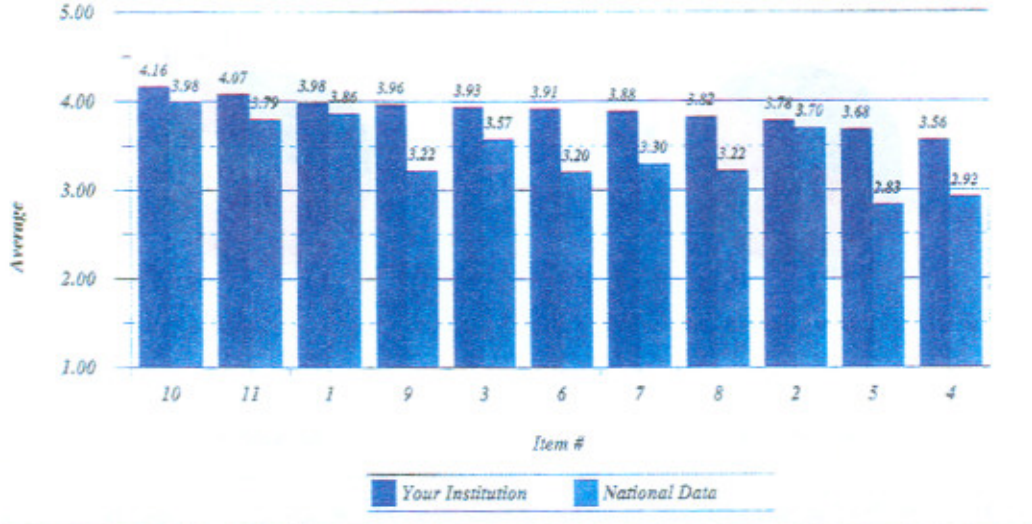

Figure 37. Section IV - Current College Experience, Item A: College Experiences Contribution To Growth

Item #		Your Institution Avg	National Data Avg
10	Learning skills needed specifically for my current or future job	4.16	3.98
11	Increasing my academic competence	4.07	3.79
1	Identifying the training/skills required for career opportunities that fit my interests/abilities	3.98	3.86
9	Learning effective leadership skills	3.96	3.22
3	Developing self-confidence	3.93	3.57
6	Learning how to work effectively as a member of a team	3.91	3.20
7	Communicating with others in the work setting	3.88	3.30
8	Developing an openness to opinions other than my own	3.82	3.22
2	Enriching my intellectual life	3.78	3.70
5	Learning to use a computer for my work-related tasks	3.68	2.83
4	Learning to use a computer for my personal tasks	3.56	2.92

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

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NONCREDIT STUDENTS ONLY

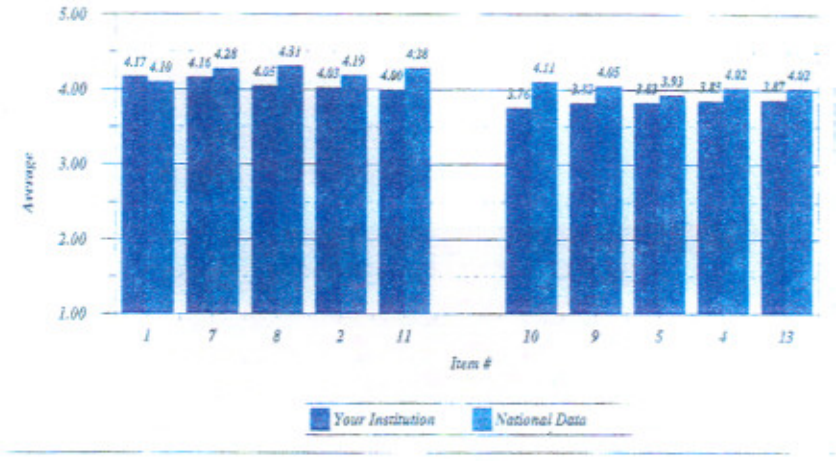

Figure 38. Section IV. Current College Experience, Item B: Agreement with Statements About This College

Item #		Your Institution Avg	National Data Avg
Top 5 for Your College			
1	This college has a good reputation in the community.	4.17	4.10
7	I would recommend this college to friends and relatives.	4.16	4.28
8	Instructors treat students in my racial/ethnic group with respect.	4.05	4.31
2	Administrators/non-teaching staff treat students in my racial/ethnic group with respect.	4.03	4.19
11	Instructors/administrators treat students of my gender with respect.	4.00	4.28
Bottom 5 for Your College			
10	I feel a sense of general safety and security while on campus and attending classes.	3.76	4.11
9	Courses are available at the times I can take them.	3.82	4.05
5	Computing services/facilities are available at the times I need them.	3.83	3.93
4	Concern is shown for students as individuals.	3.85	4.02
13	The registration process is student friendly.	3.87	4.02

(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 F16

GUAM COMMUNITY COLLEGE

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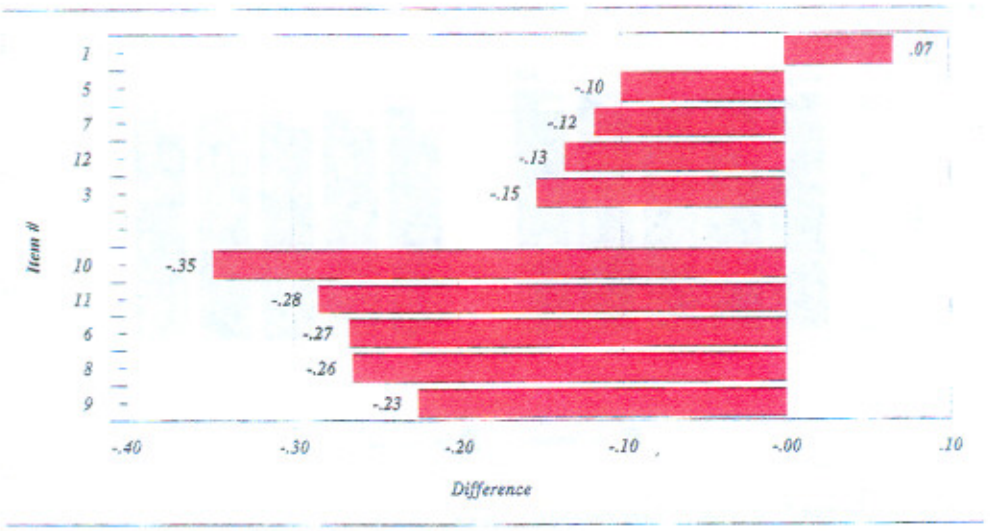


Figure 39. Section IV – Current College Experience, Item B: Agreement with Statements About This College Largest Positive & Largest Negative Differences between Your College's Averages and the National Averages

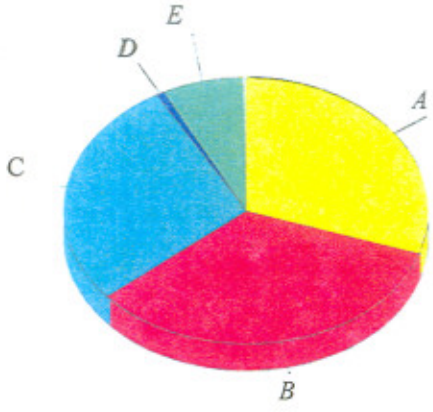
Item #		Your Institution Avg	National Data Avg	Diff
Largest Positive (or Smallest Negative) Differences				
1	This college has a good reputation in the community.	4.17	4.10	.07
5	Computing services/facilities are available at the times I need them.	3.83	3.93	-.10
7	I would recommend this college to friends and relatives.	4.16	4.28	-.12
12	I feel that I fit in at this college.	3.94	4.08	-.13
3	Instruction is of high quality.	3.95	4.11	-.15
Largest Negative (or Smallest Positive) Differences				
10	I feel a sense of general safety and security while on campus and attending classes.	3.76	4.11	-.35
11	Instructors/administrators treat students of my gender with respect.	4.00	4.28	-.28
6	Students in my rac./eth. group are treated w/respect by students in other rac./eth. groups.	3.87	4.13	-.27
8	Instructors treat students in my racial/ethnic group with respect.	4.05	4.31	-.26
9	Courses are available at the times I can take them.	3.82	4.05	-.23

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

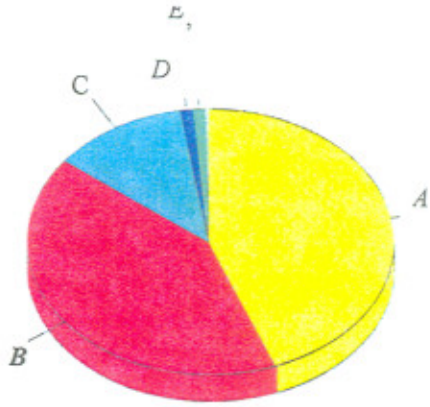
NOTE: Items with fewer than 10 respondents were not included in the analyses.

GUAM COMMUNITY COLLEGE

NONCREDIT STUDENTS ONLY



Your Institution



National Data

Figure 40. *Section IV - Current College Experience, Item* c: *Satisfaction With This College*

Satisfaction With This College	*Your Institution* %	*National Data* %
A. *Very Satisfied*	30.2	44.3
B. *Satisfied*	33.8	41.4
C. *Neutral*	28.1	12.1
D. *Dissatisfied*	.7	1.1
E. *Very Dissatisfied*	7.2	1.1
Total Group Average	3.79	4.27

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

Appendix F18