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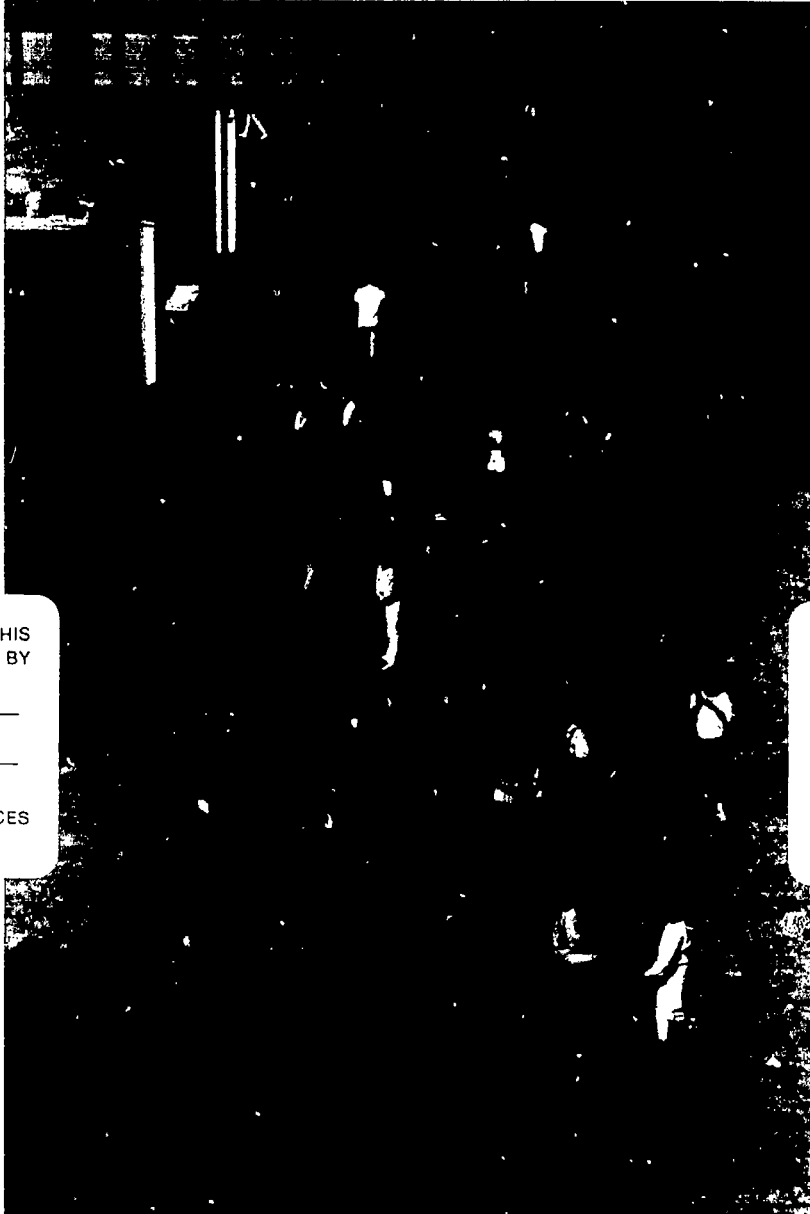
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ABSTRACT

In spring 1992, a study was conducted at Johnson County Community College (JCCC), in Kansas, to gather information about the lives of the college's students, focusing on how they manage the demands of school, work, and family. A survey was administered to 466 currently enrolled students, soliciting data pertaining to students' time use, expectations, and experiences at JCCC. Major findings included the following: (1) respondents spent roughly 40% of their time at home, 16% in leisure activities, 14% working outside the home, and 14% involved with schoolwork; (2) the majority of students felt that many of their personal qualities, including academic skills, were "better," or "much better" than when they first entered JCCC; (3) 40% of students reported studying harder for finals at JCCC than at their previous school, and more than 60% felt that JCCC's classes were more interesting; (4) close to 50% of respondents had problems with math in their courses, while slightly less noted trouble with test-taking; (5) about one-third of the students had smoked cigarettes at least occasionally, while only 13% reported taking an illicit drug; (6) the average female student was 26 years old and spent less time socializing and more time doing homework than male students, whose average age was 22; (7) part-time students tended to be older and more motivated, and to receive better grades than full-time students, who indicated that they spent more time studying; and (8) students with high grade point averages (GPA's) reported studying an average of over three hours more per week than those with a low GPA's. A technical supplement provides the survey instrument, a technical description of the sample and methodology, and a complete tabulation of results. (MAB)

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Johnson County Community College  
and the Lives of its Students:  
*A Survey*

Office of Institutional Research  
Johnson County Community College

October 1992

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JOHNSON COUNTY COMMUNITY COLLEGE  
AND THE LIVES OF ITS STUDENTS: A SURVEY

*Office of Institutional Research  
Johnson County Community College  
12345 College Boulevard  
Overland Park, Kansas 66210*

October 1992

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## INTRODUCTION

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### *College in the Lives of Students*

This study was prompted by the need for additional information on Johnson County students' lives and the role the college plays in them. Previous surveys of credit students (published in 1983, 1986, and 1987) provided valuable information on selected student characteristics and on the choices students made within the college. However, many facets of students' lives have not been investigated. Little is known about how students manage their lives given the demands of school and, in many cases, work, family, and other factors. Moreover, questions about what happens to JCCC students in the course of their college experience--for example, what they learn and how they are changed by it--have not been addressed by previous student surveys.

Thus a survey was designed to investigate these issues. Input was sought from JCCC faculty and staff members and incorporated into the final form of the survey. Among the topics addressed were students' uses of their time during an average week, students' perceptions of their progress on a number of skills and abilities, students' expectations for JCCC and their subsequent experiences relative to those expectations, and their experiences relative to those at previous schools and colleges. Also included were questions allowing students to note academic areas in which they experienced difficulties, an overview of patterns of student behavior, including reasons for missing class, and a series of items intended to collect demographic information.

The survey was administered to a total of 466 JCCC students in 33 classes. The classes were selected to be representative of course offerings and class meeting times at the college. The resulting sample of students was generally representative of the JCCC student body as a whole.

A summary of the major findings of the survey follows. For the reader who wishes more detailed information, a separately published technical supplement containing the appendices can be obtained upon request. That volume includes a copy of the survey (Appendix A), a detailed, technical description of the sample and sampling procedures (Appendix B), and a complete, tabular presentation of the results (Appendices C through G).

Requests for the technical supplement containing the appendices, as well as questions and comments pertaining to this study, should be directed to:

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## MAJOR FINDINGS

---

### *How Students Spend Their Time*

- \* JCCC students, on the average, spent roughly 40% of their time during the week at home (with two-thirds of that spent sleeping), 16% of the week in leisure activities, 14% working outside the home, and 14% involved with schoolwork.

### *The Impact of JCCC on Its Students*

- \* The majority of students thought that many of their personal qualities, including academic skills, were "better" or "much better" than when they first entered JCCC.
- \* When comparing their work at JCCC with their previous school experiences, 40% of the students had to study harder for finals at JCCC, while roughly one-third indicated that they were writing and studying "more," or "much more," than at their previous school or college.
- \* Over 60% of the students surveyed indicated that classes at JCCC were more interesting and more motivating than at their previous school or college. In addition, two-thirds indicated that they enjoyed school more at JCCC and had more pride in their work.

### *Students' Problems*

- \* Close to 50% of the students who were surveyed had problems with math in their courses. Slightly less noted that they had trouble with test-taking. Roughly 4 out of 10 experienced personal problems while at JCCC.
- \* Illness and "playing hooky" were cited by over 40% of the JCCC students as the most common reasons for missing class. One out of four students missed at least one class because of work.
- \* Students indicated that they had utilized a number of resources in dealing with difficulties in JCCC classes, most frequently relying on themselves, their instructors, or their friends and families for help.

### *Students' Attitudes and Behaviors*

- \* Roughly 90% of the students surveyed indicated that they were bored in class at least occasionally during the past year. Slightly over 80% sought a teacher's advice during the year.
- \* About one-third of the students responding to the survey smoked cigarettes at least occasionally. Far fewer--13%--had taken an illicit drug. A majority of respondents thought the college should provide information on drugs, alcohol, AIDS, and AIDS prevention.

## MAJOR FINDINGS (cont.)

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### *How Male and Female Students Compared*

- \* Female students in the sample tended to be older than the males (average age 26 vs. 22 years old). More females were married and living with spouses. As a group, female students reported spending less time socializing and more time doing homework than male students.

### *How Full-Time and Part-Time Students Compared*

- \* As a group, part-time students tended to be older and reported having higher levels of motivation and enjoyment of their work at JCCC than full-time students. Full-time students reported that they did more studying, but part-time students reported earning higher grades, on the average.

### *How Younger and Older Students Compared*

- \* Older students spent more time studying and working, less time partying and socializing, less time on sports, and more time with their families than did younger students. Older students also tended to perceive higher levels of improvement in a number of skill areas since they had entered JCCC. In addition, older students reported being bored far less often than younger students. They also drank less, were late to class less often, and generally had different reasons for attending JCCC than younger students.

### *How Students with Different GPA's Compared*

- \* Although students earning mostly A's and B's did not differ from those with lower GPA's in the number of hours they attended class, the former group reported studying an average of over three hours per week longer. Students with higher GPA's also spent less time socializing, watching tv, or engaging in sports, but more time reading for pleasure. They took more pride in their schoolwork, were more motivated, and enjoyed school more at JCCC than students with lower GPA's. The latter group reported experiencing more difficulties preparing for, and taking tests, integrating course materials, and finding relevance in their classes.



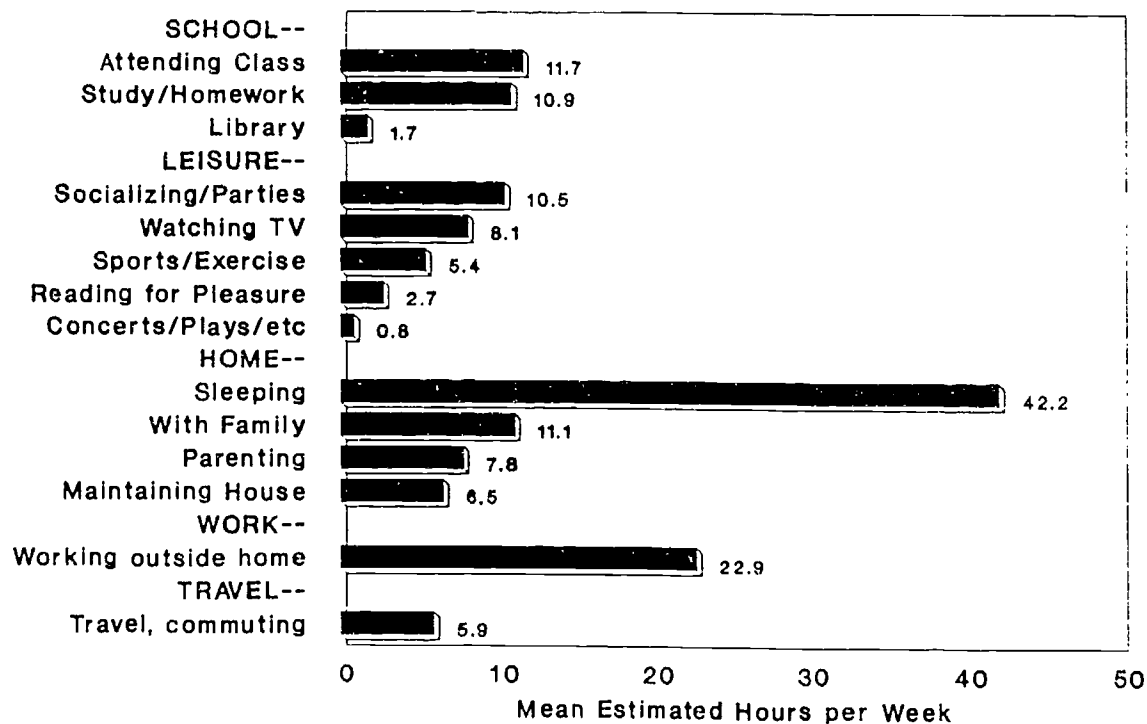
## A WEEK IN JCCC STUDENTS' LIVES

### *How Students Spend Their Time*

For many community college students, finding the time to get an education is just one of a number of major commitments in their lives. Time is particularly limited for students who work outside the home or for those with heavy responsibilities for child care. To develop a picture of how JCCC students apportion their time, they were asked to estimate the amounts of time, in hours, spent on various activities during an average seven-day week in the school year. The results are summarized in Figure 1.

Students estimated spending an average of approximately 12 hours per week in classes, 11 hours doing homework, and 1.7 hours per week in library work. Taken together, they spent an average of 24.3 hours per week in school-related activities. The students also estimated they spent an average of 27.5 hours in leisure activities, while averaging 22.9 hours per week working outside the home. A large portion of time--67.6 hours per week--were spent at home, two-thirds of that sleeping. Finally, students averaged close to 6 hours per week traveling or commuting. See Table 1, Appendix C, for additional data.

Figure 1  
Students' Estimates of Time Spent  
Weekly On Selected Activities



Note. Entries based on a total of 466 survey responses.

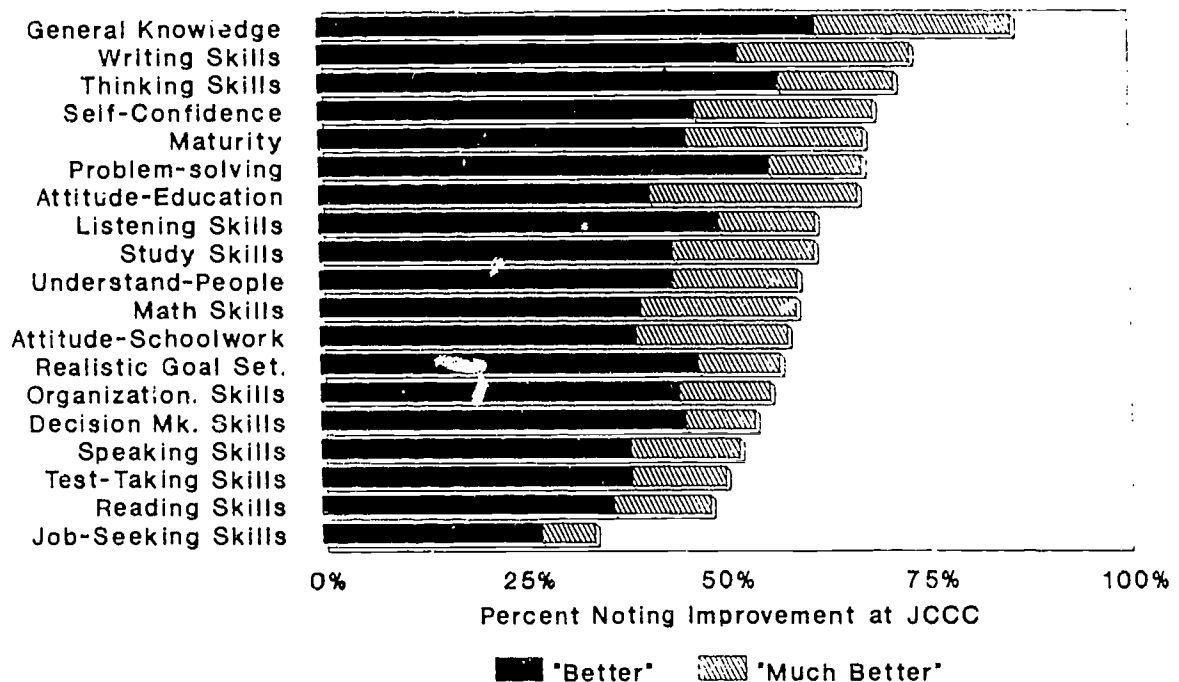
## THE IMPACT OF JCCC ON ITS STUDENTS

### *Changing Personal Characteristics*

An extremely important question to be asked of any college is how students change in the course of their attendance. To examine possible changes in JCCC students, they were asked to indicate whether certain intellectual and personal characteristics had improved (or declined) since they entered the college. Figure 2 summarizes the percentages of students who indicated that a characteristic had improved--was seen as "better" or "much better" since entry into JCCC.

Among the characteristics that the largest numbers of students indicated had improved were *general knowledge, writing skills, thinking skills, self-confidence, and overall level of maturity*. Specifically, eight out of ten students indicated that their general knowledge was "better" or "much better" since entering JCCC, while two-thirds indicated that their overall level of maturity was "better" or "much better." Considering all items, every characteristic but two were seen as improved by 50% or more of the students who were sampled. See Table 3, Appendix C, for additional data.

Figure 2  
Areas of Improvement in the Personal Characteristics of JCCC Students



Note. Percent checking 'much better' or 'better' since entering JCCC (n=466).

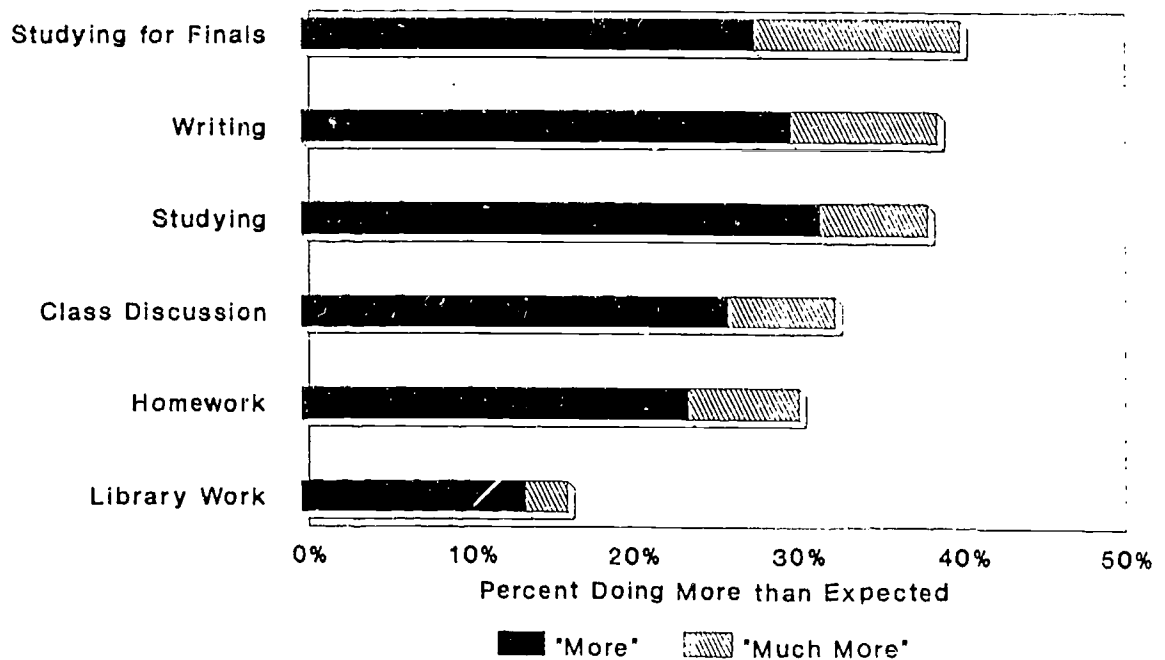
## STUDENTS' EXPECTATIONS AND EXPERIENCES--I

### *How JCCC Compares with the School or College Attended Previously*

Every student enters JCCC with a history of previous experiences at other schools and colleges. These serve as a basis for student expectations of the levels of effort required to succeed at JCCC--for examining their experiences at the college as compared to those in previous educational settings. These expectations also provide the college with a measure of how students compare its programs with those elsewhere. Figure 3 below summarizes students' reactions to their work at JCCC. See Table 5, Appendix C, for additional data.

Compared with previous schools and colleges they attended, approximately 40% of the students surveyed reported that they had to spend more time studying for finals than they expected, as well as having to do more writing and studying. One-third of the responding students indicated that there was more class discussion at JCCC, as well as more homework, than at their previous institutions.

Figure 3  
Areas In Which Students Work Harder  
Than They Expected at JCCC



Note. Percent indicating they do 'more' or 'much more' than expected (based on a total of 466 responses).

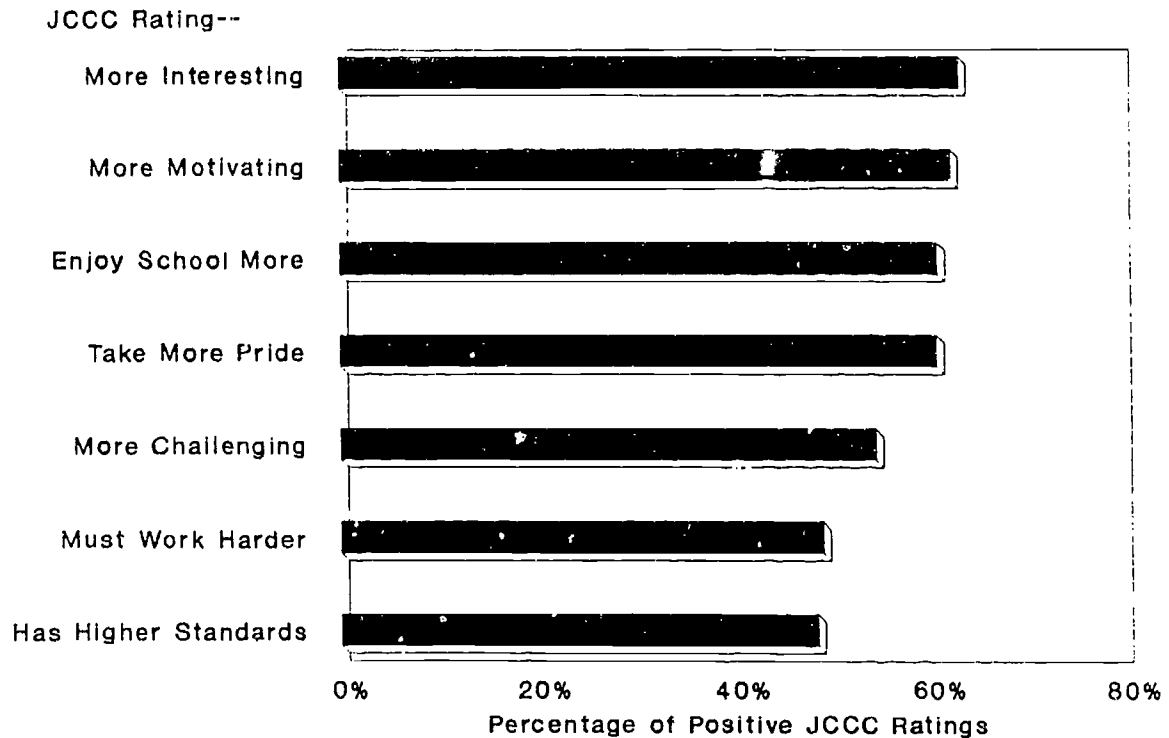
## STUDENTS' EXPECTATIONS AND EXPERIENCES--II

### *How JCCC Compares with the School or College Attended Previously*

Students were also asked about their reactions to other characteristics of JCCC, as compared with their experiences in previous educational settings. For example, students were asked to indicate whether JCCC had higher standards than their previous school or college, about the same standards, or lower standards. The results of these comparisons are presented in Figure 4 below. See Table 4, Appendix C, for additional details.

Over 60% of the students indicated that JCCC classes were more interesting and more motivating than those at their previous schools. More than 60% of the students also indicated that they enjoyed school more at JCCC and took more pride in their work. Slightly smaller percentages of students indicated that JCCC classes were more challenging, that they had to work harder at JCCC, and that it had higher standards than their previous educational institution.

Figure 4  
Students' Comparisons of JCCC with  
Previous School/College



Note. Percentages based on a total of 466 responses.

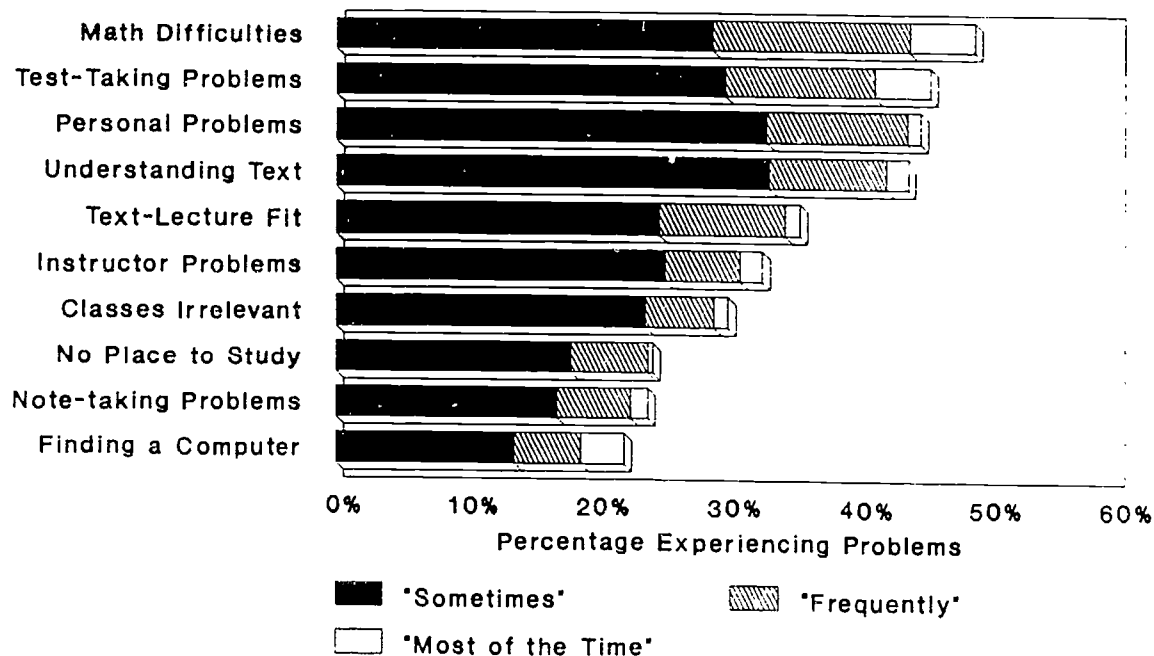
## STUDENT PROBLEMS--I

### *Areas In Which Students Indicated Having Problems*

Students were asked to note how often, if at all, they experienced a range of problems. For example, they were asked to indicate how frequently they had experienced problems associated with math, personal problems, or problems with instructors. The results are presented in Figure 5 below.

Close to 50% of the students indicated that they had difficulties with math either "sometimes," "frequently," or "most of the time." Over 40% of the students indicated they had experienced problems with test-taking, personal issues, or understanding the textbook. Fewer students noted problems of other sorts--with instructors, irrelevant classes, and so forth. See Table 6, Appendix C, for additional data.

Figure 5  
Students Experiencing Selected  
Problems in JCCC Classes



Note. Includes responses of "sometimes," "frequently" and "most of the time."  
Based on total of 466 responses.

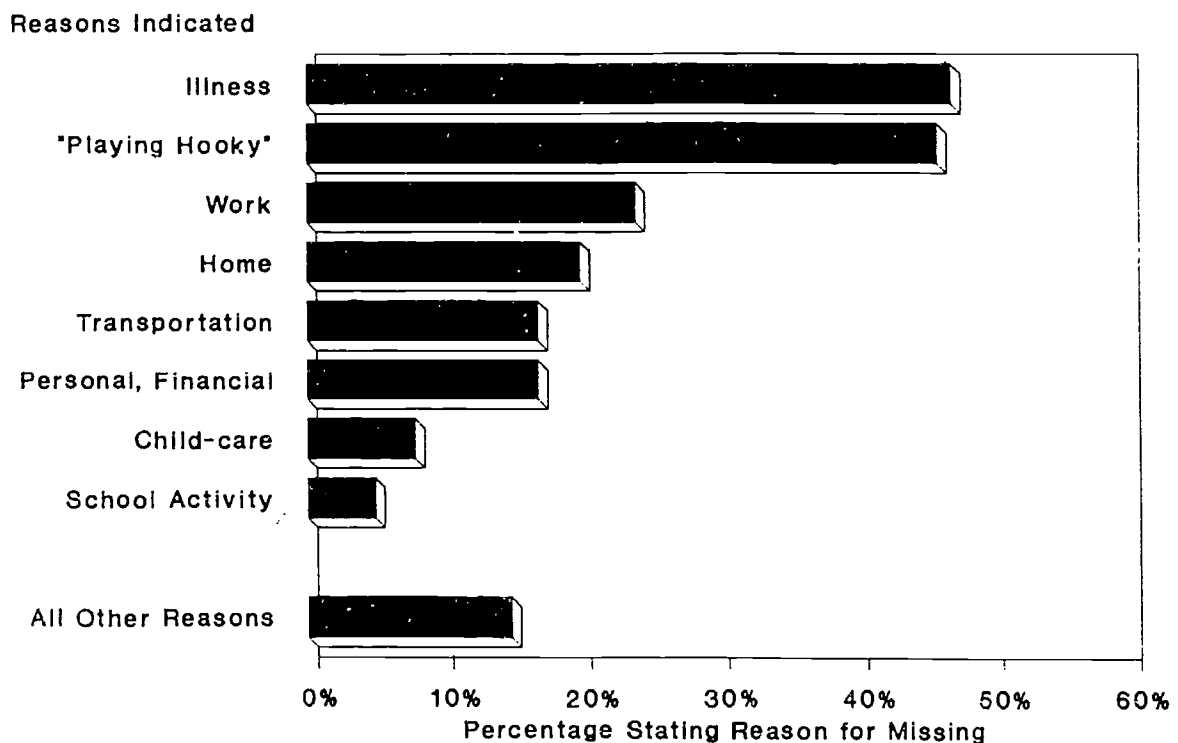
## STUDENT PROBLEMS--II

### *Reasons For Missing Class*

Most students miss at least some classes and it is interesting to understand their reasons. Students were asked to indicate how often they had missed class because of illness, work, conflicts with duties at home, and the like. Their responses are summarized in Figure 6 below.

Over four out of ten students indicated that they had missed class because of illness or because they were "playing hooky." Half that number indicated they had missed class because of obligations at work. A smaller percentage missed class due to obligations at home, because of transportation problems, or other problems. For additional details see Table 7, Appendix C.

Figure 6  
Students' Reasons for Missing Classes



*Note.* Percentages based on n=466. Multiple responses possible. Each respondent checked all applicable categories.

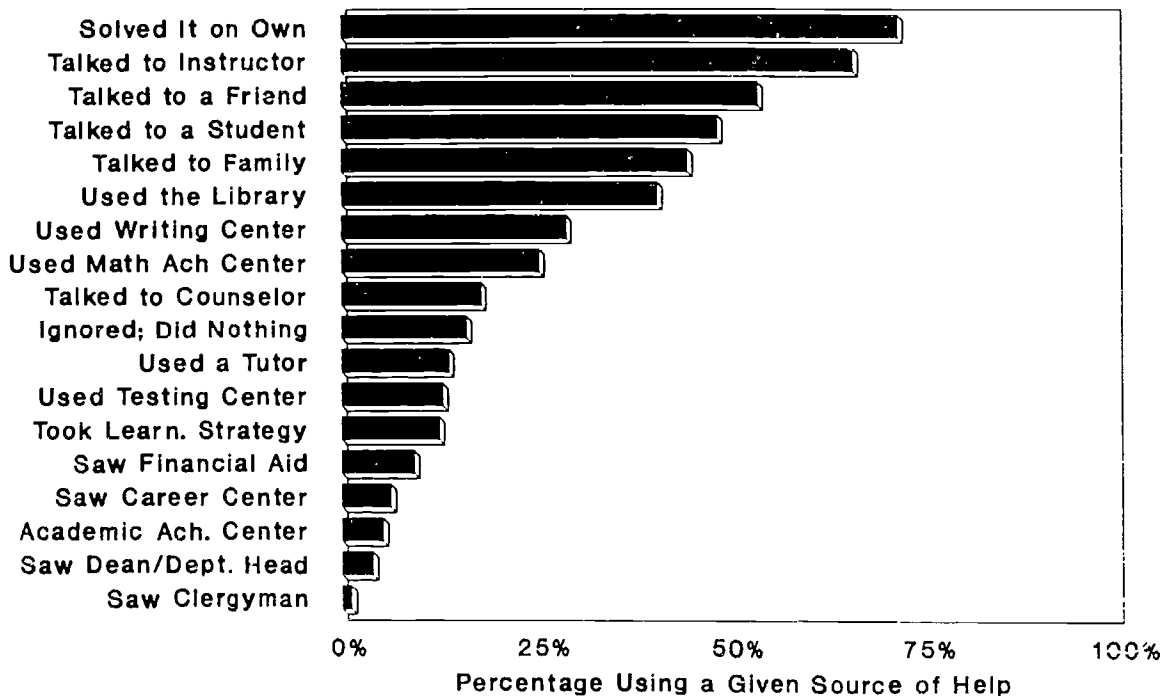
## STUDENT PROBLEMS--III

### *Where Students with Problems Went for Help*

JCCC students have numerous resources to turn to for help with difficulties in their classes. How the students use these resources is a matter of interest. Students were given a list of potential sources of help, then asked to indicate which they had used when they had problems with a class. Figure 7 shows the sources of help and how frequently students utilized each.

The most frequently used sources of help were the students themselves (solving their own problems) or their instructors. Students also often turned to friends, other students, or family members for help. Approximately one fourth of the students utilized college resources such as the library, the Writing Center, or the Math Center. Smaller percentages utilized the other available resources. See Table 8, Appendix C, for additional data.

Figure 7  
Where JCCC Students with Problems Went for Help



Note. Multiple responses possible; each respondent checked applicable responses. Based on responses from 466 students.

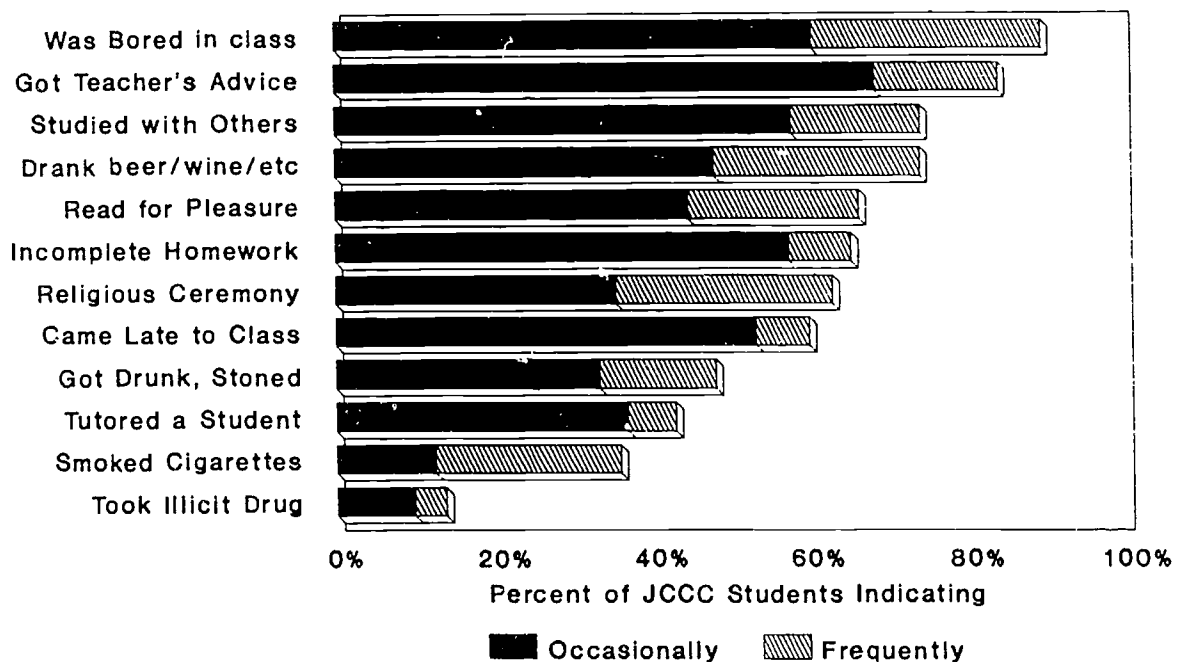
## STUDENT BEHAVIOR PATTERNS

### *Selected Student Behaviors*

One series of items was drawn from a national longitudinal study of college students. These asked students to indicate how often they had engaged in certain behaviors during the past year. Figure 8 contains the list of these behaviors and the percentages of JCCC students indicating those they had done "occasionally" or "frequently" during the past year.

The behavior noted by the highest percentage of the JCCC students who were surveyed was being "bored in class": close to 90% of the college's students indicated that they were bored in class during the past year at least occasionally. Over 80% sought a teacher's advice after class, while over 70% studied with other students or drank beer, wine, or liquor. Approximately one-third of the students smoked cigarettes. A small number (13.7%) took an illicit drug. See Table 10, Appendix C, for additional data. Table 10A, Appendix C, provides a comparison of JCCC students with a national sample of students on selected behaviors.

Figure 8  
Activities Students Engaged In  
During The Past Year



**Note.** Includes percent indicating both "occasionally" and "frequently."  
Based on total sample of 466 students.



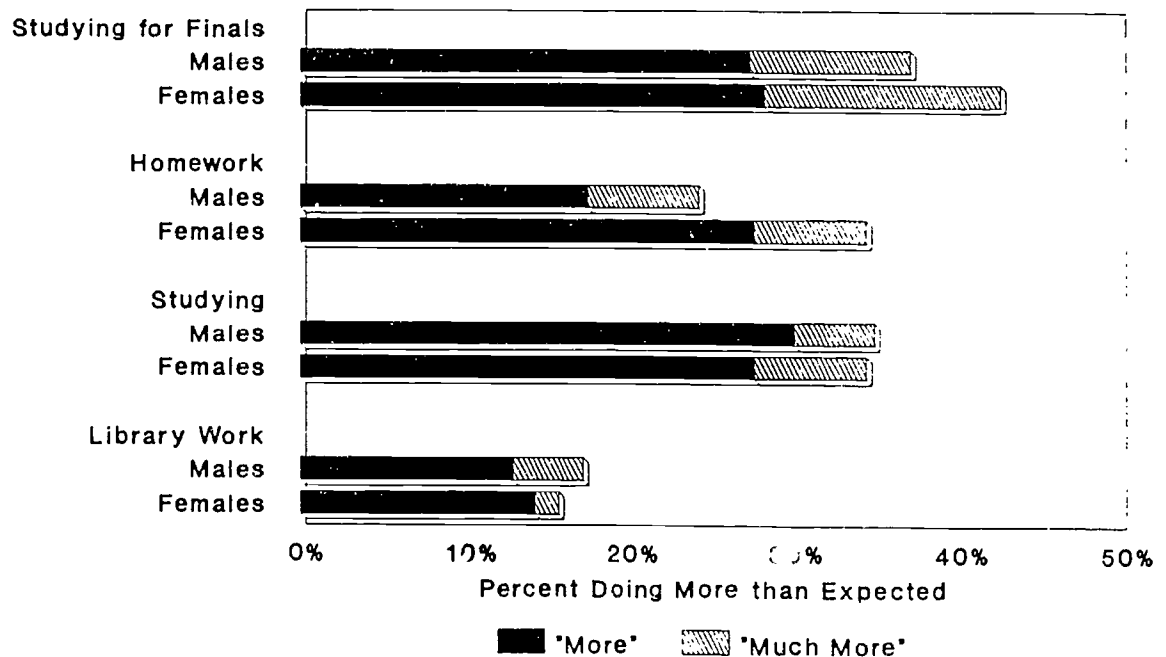
## THE EFFECTS OF GENDER ON STUDENTS' EXPECTATIONS

### *Male and Female Students*

Reflecting the college's student population as a whole, the female students sampled for this study were older on the average than the males (26 vs. 22 years of age). This age difference provides one basis for understanding differences in other characteristics, such as marital status, living arrangements, and the like. However, the patterns of male and female responses to a number of items in the survey were quite similar (see Appendix D).

Some interesting differences do appear in the expectations of males and females regarding work at JCCC. Female students, as a group, indicated that they did more homework than they expected, and studied more for finals (see Figure 9).

Figure 9  
Areas In Which Male & Female Students  
Work Harder Than They Expected at JCCC



**Note.** Percents indicating they do 'more' or 'much more' than they expected (based on 285 females & 189 males).

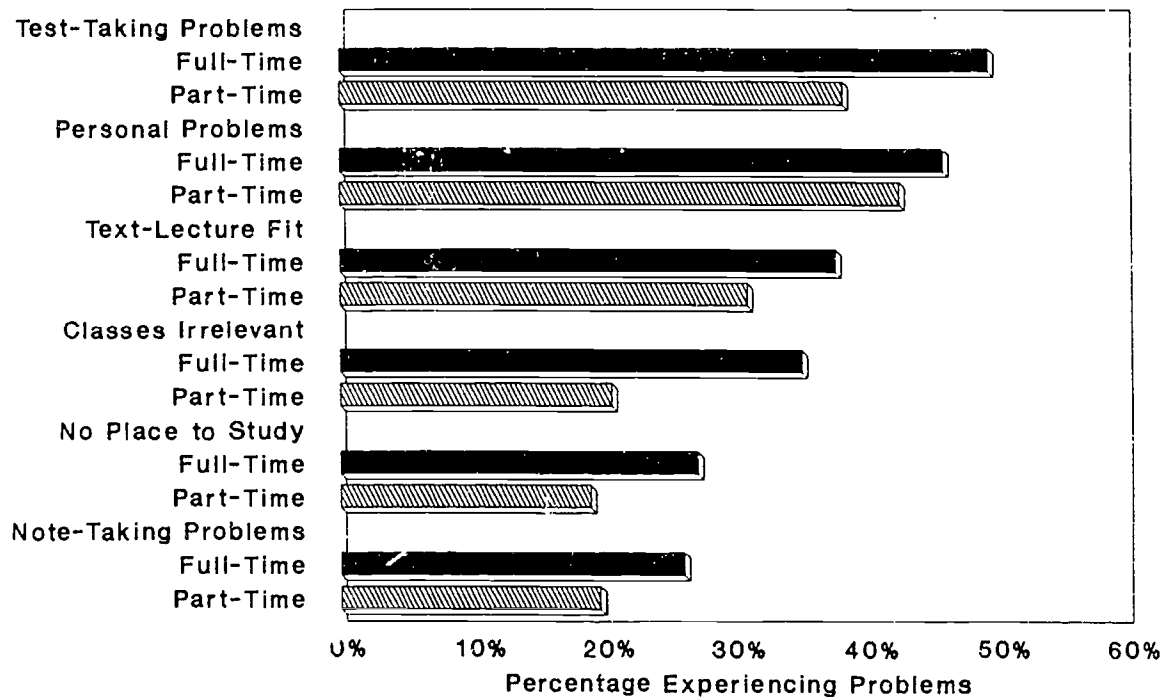
## STUDENTS' PROBLEMS AS A FUNCTION OF COURSE LOAD

### *Full- and Part-Time Students*

The most salient differences between full-time and part-time students are related the number of hours each group reported spending in class attendance (13.8 hours vs. 8.2 hours). The amounts of study, homework, and library work reported by full-time students were higher than for part-time students. However, the patterns of responses by full-time and part-time students to a number of other items in the survey were quite similar (see Appendix E).

Some differences were found in the areas of difficulty reported by full-time as compared with part-time students. A greater percentage of full-time students indicated that they had experienced difficulties because of personal commitments and responsibilities, trouble preparing for tests, problems with seeing the fit of text and lecture, and perceived irrelevance of classes (see Figure 10).

Figure 10  
Selected Problems Experienced by Full-  
And Part-Time Students in JCCC Classes



Note. Includes responses of "sometimes," "frequently" and "most of the time."  
Base: 294 full- & 164 part-time students

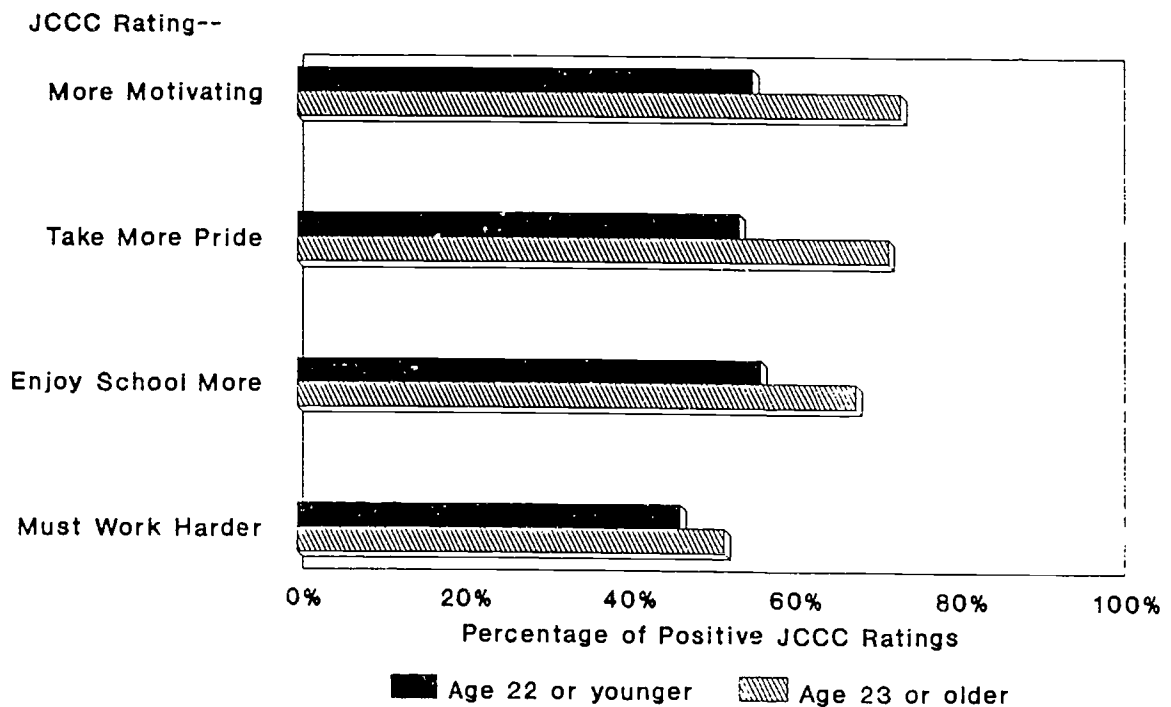
## STUDENTS' EXPECTATIONS AS A FUNCTION OF AGE

### *Younger and Older Students*

A number of differences in responses to survey items were related to student age. Specifically, students who were 22 or younger tended to respond to the survey differently than those 23 years or older. In part, this was due to the tendency for age to be associated with other qualities that would be expected to affect student behavior--for example, older students also tended to be part-time students and women.

Some of the differences between younger and older students suggest that older students had more positive views of their experiences at JCCC (see Figure 11). Older students also perceived greater levels of improvement in a number of skills while attending JCCC, were bored less often than younger students, and came late to class fewer times. Younger and older students also had somewhat different purposes for attending JCCC. See Appendix F for additional information.

Figure 11  
JCCC Compared with Previous School/  
College As a Function of Student Age



Note. Percentages based on responses of 281 students under 22 & 185 23 and up.

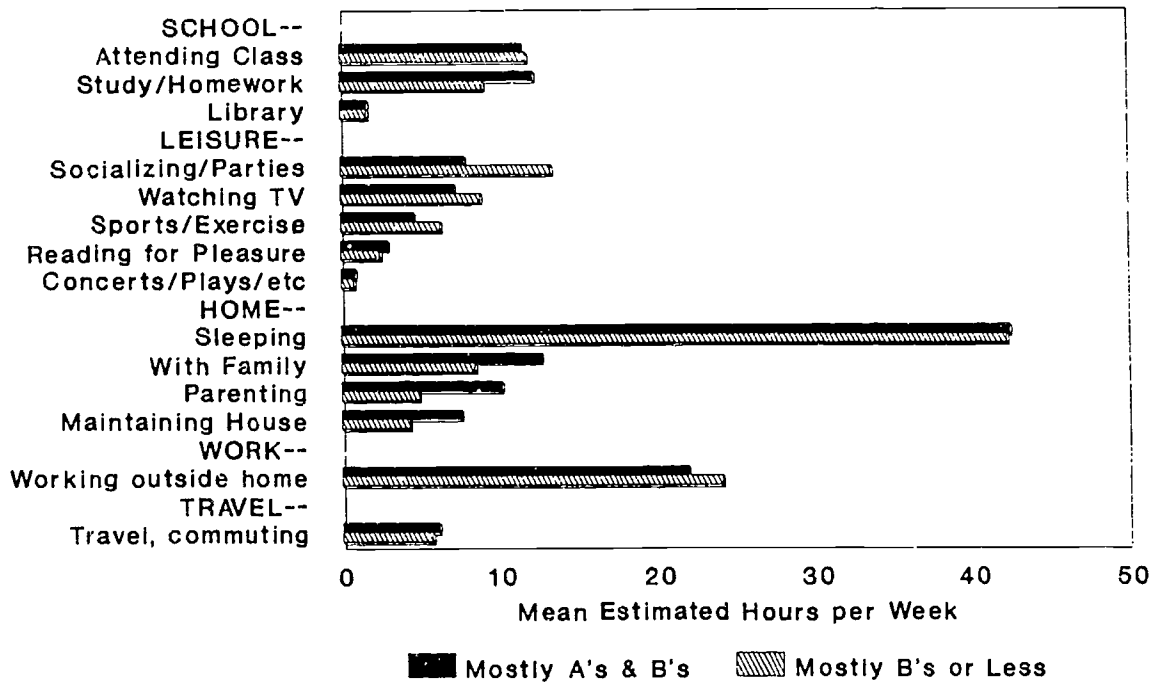
## STUDENTS' WEEKLY ACTIVITIES AS A FUNCTION OF GRADES

### *Students with Different GPA's*

A roughly equal split occurred between students who reported earning relatively high grades at JCCC (mostly A's and mostly A's and B's) and those who earned lower grades (mostly B's or lower). A total of 238 students from the sample indicated they received higher grades, while 210 noted that their grades were lower (see Appendix G). Although the two groups of students reported that they attended class a similar amount of time during the week, differences appeared in behaviors in other areas of their lives. For example, students who earned high grades reported studying more than those with lower grades. The two groups of students also differed in their leisure and home activities (see Figure 12).

It is also noteworthy that the two groups of students differed in their responses to a number of additional items. Consult Appendix G for additional details.

Figure 12  
Estimates of Time Spent Weekly On  
Selected Activities By Grades Earned



Note. Percentages based on responses of 238 A & B students, 210 with B's or less

--TECHNICAL SUPPLEMENT--

JOHNSON COUNTY COMMUNITY COLLEGE  
AND THE LIVES OF ITS STUDENTS: A SURVEY

*Office of Institutional Research  
Johnson County Community College  
12345 College Boulevard  
Overland Park, Kansas 66210*

October 1992

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APPENDIX A

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STUDENT SURVEY FORM

JOHNSON COUNTY COMMUNITY COLLEGE

COPING WITH COLLEGE: A SURVEY OF HOW JCCC STUDENTS  
DEAL WITH THE DEMANDS OF COLLEGE AND LIFE

Dear JCCC Student:

We are asking your help, through this survey, in providing information about your experiences as a JCCC student. Because most of you face pressing family, work, social, and financial responsibilities in addition to your studies at JCCC, it is important for us to understand how you cope with these demands. We would also like to know something about how you have changed since entering JCCC--what you have learned from your experiences here. Please take a few minutes to provide honest responses to the items in this survey.

The classes receiving this survey were randomly selected, so it is possible that you have already completed one copy. If so, please do not fill out another.

Individual students' responses will be kept in strict confidence and will not be identified. All responses will be reported only as group data. Thank you in advance for your help.

Please estimate the amounts of time you spend doing the following during an average seven-day week in the school year:

School--

- 1. Studying/homework
- 2. Library work
- 3. Attending classes

Hours  
Per Week

\_\_\_\_ →  
\_\_\_\_  
\_\_\_\_

Leisure--

- 4. Socializing/dating/partying
- 5. Sports/exercise
- 6. Reading for enjoyment
- 7. Concerts/Plays/Art Galleries/Museums
- 8. Watching TV

\_\_\_\_  
\_\_\_\_  
\_\_\_\_  
\_\_\_\_

Earning a Living--

- 9. Working at job(s) outside of home

\_\_\_\_

Home--

- 10. Maintaining your own household
- 11. Parenting
- 12. Interacting with your family
- 13. Sleeping

\_\_\_\_  
\_\_\_\_  
\_\_\_\_

Other--

- 14. Traveling, commuting

\_\_\_\_

Where do you spend the majority of your time studying?  
a. \_\_\_ Home  
b. \_\_\_ JCCC library  
c. \_\_\_ Public library  
d. \_\_\_ JCCC cafeteria / Commons  
e. Other (please specify):



Compared with when you first entered JCCC, circle the response that best describes how you see the following personal characteristics now--

	<u>Much Worse</u>	<u>Worse</u>	<u>Unchanged</u>	<u>Better</u>	<u>Much Better</u>
15. Your problem-solving skills	1	2	3	4	5
16. Your writing skills	1	2	3	4	5
17. Your study skills	1	2	3	4	5
18. Your attitude toward schoolwork	1	2	3	4	5
19. Your attitude toward educa- tion in general	1	2	3	4	5
20. Your organizational skills	1	2	3	4	5
21. Your listening skills	1	2	3	4	5
22. Your reading skills	1	2	3	4	5
23. Your math skills	1	2	3	4	5
24. Your test-taking skills	1	2	3	4	5
25. Your thinking skills	1	2	3	4	5
26. Your self-confidence	1	2	3	4	5
27. Your speaking skills	1	2	3	4	5
28. Your understanding of people	1	2	3	4	5
29. Your general knowledge	1	2	3	4	5
30. Your job seeking skills	1	2	3	4	5
31. Your decision-making skills	1	2	3	4	5
32. Your ability to set realistic goals	1	2	3	4	5
33. Your overall level of maturity	1	2	3	4	5

Now think about the expectations at the last school or college you attended before coming to JCCC. Did that school/college generally expect more of you than JCCC does? Less? Or about the same? Check the response in each item below that best represents your experiences.

34. Compared with the last school/college I attended before JCCC--

- a) JCCC has higher standards
- b) JCCC standards are about the same
- c) JCCC has lower standards

35. Compared with the last school/college I attended before JCCC--

- a) I have to work harder at JCCC
- b) I have to work about the same at JCCC
- c) I have to work less at JCCC

36. Compared with the last school/college I attended before JCCC--

- a) I take more pride in my schoolwork at JCCC
- b) I take the same amount of pride in my schoolwork at JCCC
- c) I take less pride in my schoolwork at JCCC

37. Compared with the last school/college I attended before JCCC--

- a) My classes at JCCC are more interesting
- b) My classes at JCCC are about as interesting
- c) My classes at JCCC are less interesting

38. Compared with the last school/college I attended before JCCC--

- a) I am more motivated to do well at JCCC
- b) I have the same motivation to do well at JCCC
- c) I am less motivated to do well at JCCC

39. Compared with the last school/college I attended before JCCC--

- a) My classes are more challenging at JCCC
- b) My classes are equally challenging at JCCC
- c) My classes are less challenging at JCCC

40. Compared with the last school/college I attended before JCCC--

- a) I enjoy school more at JCCC
- b) I enjoy school at JCCC as much
- c) I enjoy school less at JCCC

41. a. Please give the name of the school/college you attended last before entering JCCC:

b. Please give the year you last attended the above school/college: \_\_\_\_\_

Now think about the amount of work you actually do at JCCC, compared with what you expected to do before entering the College. For example, have you found that you are doing more homework than you expected to do? Less? Or about the same amount? Using the items below, circle the option that best describes your experiences.

	<u>I Do Much Less than I Expected</u>	<u>I Do Less than I Expected</u>	<u>I Do About the Same as I Expected</u>	<u>I Do More than I Expected</u>	<u>I Do Much More than I Expected</u>
42. Homework--	1	2	3	4	5
43. Studying--	1	2	3	4	5
44. Writing--	1	2	3	4	5
45. Library work--	1	2	3	4	5
46. Class discussion--	1	2	3	4	5
47. Studying for finals--	1	2	3	4	5

48. If you missed classes any time this semester, check all reasons that were applicable, then indicate the approximate number of times you missed because of each reason.

<u>Reason for Missing Class:</u>	<u>Number of Times Missed</u>
a. ___ Work	_____
b. ___ Responsibilities at home	_____
c. ___ Child-care responsibilities	_____
d. ___ Personal or financial problems	_____
e. ___ Illness	_____
f. ___ "Playing hooky"	_____
g. ___ Transportation problems	_____
h. ___ School-sponsored activity	_____
i. ___ Others (please list)	_____
	_____

Please check the response that most clearly indicates how often you have experienced certain difficulties in JCCC classes.

	<u>Almost Never</u>	<u>Seldom</u>	<u>Sometime</u>	<u>Fre- quently</u>	<u>Most of the Time</u>
49. How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	_____	_____	_____	_____	_____
50. How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	_____	_____	_____	_____	_____
51. How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	_____	_____	_____	_____	_____
52. How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	_____	_____	_____	_____	_____
53. How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	_____	_____	_____	_____	_____
54. How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	_____	_____	_____	_____	_____
55. How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	_____	_____	_____	_____	_____
56. How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	_____	_____	_____	_____	_____
57. How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	_____	_____	_____	_____	_____
58. How often have you experienced difficulties in JCCC classes because they did not seem relevant to you.	_____	_____	_____	_____	_____

59. If you did experience difficulties in your classes, what did you do to get help?  
Check all of the following that applied to you.

- |  |  |
|--|--|
| a. <input type="checkbox"/> Talked to the instructor                     | j. <input type="checkbox"/> Took a learning strategies course    |
| b. <input type="checkbox"/> Used the Math Resource Center                | k. <input type="checkbox"/> Used the Writing Center              |
| c. <input type="checkbox"/> Worked it out myself                         | l. <input type="checkbox"/> Talked to a friend                   |
| d. <input type="checkbox"/> Talked to a counselor                        | m. <input type="checkbox"/> Used the Academic Achievement Center |
| e. <input type="checkbox"/> Talked to a family member,<br>parent, spouse | n. <input type="checkbox"/> Talked to another student            |
| f. <input type="checkbox"/> Talked to a clergyman, pastor                | o. <input type="checkbox"/> Used the Library                     |
| g. <input type="checkbox"/> Used a tutor                                 | p. <input type="checkbox"/> Used the Testing/Assessment Center   |
| h. <input type="checkbox"/> Talked to a dean or dept. head               | q. <input type="checkbox"/> Used the Career Center               |
| i. <input type="checkbox"/> Used the financial aid office                | r. <input type="checkbox"/> Ignored it; did nothing              |

Now we'd like get your reactions to several important issues. Please circle the answers that best fit the way you feel.

	<u>Disagree</u> <u>Strongly</u>	<u>Disagree</u> <u>Somewhat</u>	<u>Neutral</u> <u>No Opinion</u>	<u>Agree</u> <u>Somewhat</u>	<u>Agree</u> <u>Strongly</u>
60. The College should provide drug/ alcohol information for students.	1	2	3	4	5
61. The College should provide information for students regarding AIDS and AIDS prevention.	1	2	3	4	5

Items 62 through 73 are identical to those included in an annual survey of college and university students across the country. We have included them here to see how JCCC students' responses compare with that national sample.

Please circle the answer to each of the following items that most clearly describes your behavior during the past year:

	<u>Never</u>	<u>Occa-</u> <u>sionally</u>	<u>Fre-</u> <u>quently</u>
62. Attended a religious service	1	2	3
63. Was bored in a class	1	2	3
64. Failed to complete a homework assignment	1	2	3
65. Smoked cigarettes	1	2	3
66. Studied with other students	1	2	3
67. Drank beer, wine, or liquor	1	2	3
68. Tutored another student	1	2	3
69. Asked a teacher for advice after class	1	2	3

	<u>Never</u>	<u>Occa- sionally</u>	<u>Fre- quently</u>
70. Got drunk or stoned	1	2	3
71. Came late to class	1	2	3
72. Read a book for pleasure	1	2	3
73. Took an illicit drug	1	2	3

Please answer the following items about you and your background:

74. Are you--  
 Male?  
 or  Female?
75. How old are you? \_\_\_\_\_
76. Are you currently--  
 Single/never married?  
 Married?  
 Previously married (e.g., separated, widowed, divorced)?
77. Where are you living? (Please check one.)  
 With parent(s), step-parent(s)  
 With roommates, friends  
 With spouse or significant other person  
 On your own  
 Other (please describe) \_\_\_\_\_.
78. How would you describe yourself? (Please check one.)  
 Native American, Eskimo, American Indian  
 Asian American, Oriental, Pacific Islander  
 Black, African American, Person of Color  
 Hispanic  
 White, Caucasian  
 Other (Specify): \_\_\_\_\_
79. What year did you graduate from high school or receive a GED?: \_\_\_\_\_
80. What is the highest level of education reached by your father? Your mother? (Please check the appropriate response for each.)

Father's  
Level of  
Education:

Mother's  
Level of  
Education:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Left before graduating from high school; no GED  
 High school diploma or GED  
 Some college  
 Bachelor's degree  
 Master's degree  
 Doctorate

81. Which of the following best describes your grades in the last school/college you attended before entering JCCC?

- |   |   |
|---|---|
| <input type="checkbox"/> Mostly A's         | <input type="checkbox"/> Mostly C's         |
| <input type="checkbox"/> Mostly A's and B's | <input type="checkbox"/> Mostly C's and D's |
| <input type="checkbox"/> Mostly B's         | <input type="checkbox"/> Mostly D's         |
| <input type="checkbox"/> Mostly B's and C's | <input type="checkbox"/> Mostly D's and F's |

82. When did you first enter JCCC? (please give semester & year) \_\_\_\_\_

83. How many hours of credit have you completed at JCCC? \_\_\_\_\_

84. How many credit hours are you currently enrolled in at JCCC? \_\_\_\_\_

85. Which of the following best describes your grades at JCCC?

- |   |   |
|---|---|
| <input type="checkbox"/> Mostly A's         | <input type="checkbox"/> Mostly C's         |
| <input type="checkbox"/> Mostly A's and B's | <input type="checkbox"/> Mostly C's and D's |
| <input type="checkbox"/> Mostly B's         | <input type="checkbox"/> Mostly D's         |
| <input type="checkbox"/> Mostly B's and C's | <input type="checkbox"/> Mostly D's and F's |

86. Which of the following is your main reason for attending JCCC? (Check one.)

- To transfer to another college or university
- To study topics of interest or for self-improvement
- To prepare to enter the job market
- To prepare to change careers
- To improve skills for your present job
- To explore courses in order to decide on a new career
- To remedy or review basic skills
- Other (please specify)

87. What is the highest level of education you plan to attain? (Check only one.)

- |   |  |
|---|--|
| <input type="checkbox"/> a. Associate degree  | <input type="checkbox"/> d. Doctoral/professional degree<br>(PhD, MD, law, etc.) |
| <input type="checkbox"/> b. Bachelor's degree | <input type="checkbox"/> e. No plans for a degree                                |
| <input type="checkbox"/> c. Master's degree   |  |

88. In which JCCC program are you currently enrolled?:

89. Do you attend JCCC--

- Primarily during the day?
- Primarily during the evening?
- Both day and evening?

90. Which of the following categories best describes your total annual household income, before taxes?

- Less than \$10,000;
- Between \$10,001 & \$19,999;
- Between \$20,000 & \$29,999;
- Between \$30,000 & \$39,999;
- Between \$40,000 & \$49,999;
- \$50,000 or more.

Thank you again for your help with this survey. Your comments would be welcome.

METHODOLOGY AND SAMPLING PROCEDURES



## Methodology and Sampling Procedures

### *Survey Construction*

The survey used in this study consisted of 90 items covering a broad range of topics including behaviors, attitudes, perceptions, and demographic information (see Appendix A). Survey items were constructed with input from JCCC faculty and administrators. In addition, since interest was expressed in possible comparisons of JCCC students with larger groups of students, a sample of questions was drawn from an ongoing national survey of college freshmen for which extensive longitudinal, normative data were available (Astin, Dey, Korn, & Riggs, 1991; Dey, Astin, & Korn, 1991).

### *Student Sample*

Interest centered on obtaining a representative sample of JCCC students, in order to draw generalizations from it to the student body as a whole. However, sampling schemes that were based on individual students were not considered feasible in a practical sense. Moreover, past student surveys (e.g., "Course Selection and Decision-Making at Johnson County Community College," Office of Institutional Research, December 1987) had been successful in obtaining a representative student sample by selecting classes based on four criteria: discipline, class meeting time, class meeting days, and class levels. A similar approach was therefore used for the present study.

Within major subject matter areas, times of day (morning, afternoon, and evening), days of the week (MWF, TTh, and Saturdays), and class levels (introductory, freshman, sophomore) a random selection of 35 classes was obtained. Instructors were contacted by means of a memorandum (see pages 17-19) asking for their help in administering the student survey form. Thirty-three of the instructors (94% of those contacted) agreed to allow the survey to be administered in their classrooms at some time in the two-week period designated during the spring 1992 semester.

Survey forms were returned for 466 students. On most variables, the sample was similar to the student population of the college as a whole (see Table 11, Appendix C).

### References

- Astin, A. W., Dey, E. L., Dorn, W. S., & Riggs, E. R. (1991). *The American Freshman: National Norms for Fall 1991*. Los Angeles: Higher Education Research Institute, UCLA.
- Dey, E. L., Astin, A. W., & Korn, W. S. (1991). *The American Freshman: Twenty-five Year Trends*. Los Angeles: Higher Education Research Institute, UCLA.

# MEMORANDUM

## JCCC

Johnson County Community College  
12345 College at Quivira  
Overland Park, Kansas 66210-1299  
(913) 469-8500

DATE: March 11, 1992

TO: (Faculty Selected for Student Survey)

FROM: Jeff Seybert, Director, Research, Evaluation, & Instructional  
Development

SUBJECT: 1992 STUDENT SURVEY

As you may know, the Office of Institutional Research has scheduled a comprehensive JCCC student survey to be conducted this spring. We tentatively plan to survey the students between March 30 and April 10 in selected classes and would very much appreciate your help. Your class--English 121, Composition I, meeting between 5:00 PM and 5:55 PM on Monday, Wednesday, and Friday--has been selected, in a stratified random process, to be among those comprising the College-wide sample for this survey. We ask that you allow the survey to be administered during your class sometime between March 30 and April 10. Administration will require roughly 15 minutes of class time.

While we realize that each minute of your class time is important, the time given to this survey--only the fourth of its kind in a decade--will yield important and useful information.

A subsequent memo will provide you with detailed instructions on administering the survey. If you have any questions, please call Don Soltz, Senior Research Analyst, at extension 3444. Thank you in advance for your cooperation with this important project.

cc: Dan Radakovich  
Ken Gibson  
Glen Gabert

M E M O R A N D U M

# JCCC

Johnson County Community College  
12345 College at Quivira  
Overland Park, Kansas 66210-1299  
(913) 469-8500

DATE: March 24, 1992

TO: Rebecca Weaver, Instructor, Math 133-02, 1:00PM-1:55PM, MTWR

FROM: Jeff Seybert, Director, Research, Evaluation, & Instructional  
Development  
Don Soltz, Senior Research Analyst

SUBJECT: ADMINISTRATION OF THE SPRING 1992 STUDENT SURVEY



As indicated in the memo of March 11, your class is among those selected for participation in the 1992 student survey. Please administer the survey in the class specified above between March 30 and April 10.

In order to assure the anonymity of student responses, we ask that you appoint one student to be responsible for distributing the survey forms, then collecting and forwarding them to the research office. We also ask that you leave the classroom while students are responding to the survey.

After making certain that each class member has a copy of the survey, the student who is responsible should read aloud the instructions for the survey which are included in this packet.

If you have any questions, please call Don Soltz at Extension 3444. Thanks again for your help and cooperation with this project.

cc: Dan Radakovich  
Ken Gibson  
Division Administrators  
Instructional Program Directors

Rebecca Weaver	MATH 133 02, Tech Math I	1:00 PM and 1:55 PM	Monday through Thursday
Nancy Carpenter	MATH 171 08, College Algebra	3:00 PM and 3:55 PM	Monday through Friday
Larry Mills	MATH 116 24, Intermediate Algebra	3:30 PM and 4:50 PM	Tuesday and Thursday
Jack L. Hennington	MATH 115 23, Introduction to Algebra	12:30 PM and 1:50 PM	Tuesday and Thursday
Mary Deas	MATH 111 06, Fundamentals of Math	10:00 AM and 10:55 AM	Monday, Wednesday, and Friday
Mike Gutowski	MATH 116 10, Intermediate Algebra	11:00 AM and 11:55 AM	Monday, Wednesday, and Friday
Kathleen Teel	MATH 116 61, Intermediate Algebra	7:00 AM and 7:55 AM	Monday through Thursday
Penny Marsh	MATH 111 24, Fundamentals of Math	6:00 PM and 7:20 PM	Tuesday and Thursday
Sharon Breshears	ENGL 121 31, Composition I	5:00 PM and 5:55 PM	Monday, Wednesday, and Friday
Virginia Nelson	ENGL 121 09, Composition I	9:00 AM and 9:55 AM	Monday, Wednesday, and Friday
Jack Halligan	ENGL 230 05, Introduction to Fiction	11:00 AM and 12:20 PM	Tuesday and Thursday
Jim Brown	ENGL 121 03, Composition I	8:00 AM and 8:55 AM	Monday, Wednesday, and Friday
Larry Rochelle	ENGL 121 14, Composition I	10:00 AM and 10:55 AM	Monday, Wednesday, and Friday
Marilyn Senter	ENGL 121 20, Composition I	12:00 PM and 12:55 PM	Monday, Wednesday, and Friday
Kathleen Prewitt	BIOL 235 03, General Nutrition	6:00 PM and 7:25 PM	Monday and Wednesday
Mark LaBarge	BIOL 122 07, Principles of Biology	1:00 PM and 2:25 PM	Monday and Friday
Bill Stockton	HIST 140 07, US History to 1877	10:00 AM and 10:55 AM	Monday, Wednesday, and Friday
Sharon Bagg	HIST 140 09, US History to 1877	12:00 PM and 12:55 PM	Monday, Wednesday, and Friday
Orville Butler	HIST 141 15, US History since 1877	6:00 PM and 8:45 PM	Thursday
Zohreh Niknia	ECON 130 05, Basic Economics	12:30 PM and 1:50 PM	Tuesday and Thursday
Mary Beth Izard	BUS 145 01, Small Business Management	9:00 AM and 9:55 AM	Monday, Wednesday, and Friday
Norm Karl	BUS 121 04, Introduction to Business	11:00 AM and 11:55 AM	Monday, Wednesday, and Friday
Zohreh Behbehani	BUS 261 01, Business Law I	9:00 AM and 9:55 AM	Monday, Wednesday, and Friday
Inna Khait	FL 151 01, Elementary Russian II	2:00 PM and 3:30 PM	Monday, Wednesday, and Friday
Judy Ogden	DP 124 02, Business Data Processing	9:00 AM and 9:55 AM	Monday, Wednesday, and Friday
John Rezac	OP 134 01, Programming Fundamentals	8:00 AM and 8:55 AM	Monday, Wednesday, and Friday
Gay Young	PSYC 130 23, Intro. to Psychology	2:00 PM and 3:20 PM	Tuesday and Thursday
Roberta Eveslage	PSYC 230 02, Personality Theory	9:30 AM and 10:50 AM	Tuesday and Thursday
Joan Zook	PSYC 130 08, Intro. to Psychology	11:00 AM and 11:55 AM	Monday, Wednesday, and Friday
Pat Sweeney	HMG 240 01, Advanced Baking	8:00 AM and 11:45 AM	Monday
Jim Jackson	HUM 133 01, Comparative Cultures	9:00 AM and 9:55 AM	Monday, Wednesday, and Friday
Panny Brown	HPER 152 67, Intermediate Aerobics	11:00 AM and 11:55 AM	Monday and Wednesday
Betty Scott	SEC 231 01, Secretarial Procedures II	8:00 AM and 9:20 AM	Tuesday and Thursday



APPENDIX C

TABLED RESULTS FOR THE TOTAL SAMPLE

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Table 1

TIME SPENT IN SELECTED ACTIVITIES DURING AN  
AVERAGE SEVEN-DAY WEEK IN THE SCHOOL YEAR

	Mean
<u>School--</u>	
Attending class	11.7 hrs.
Study, homework	10.9
Library work	1.7
<u>Leisure--</u>	
Socializing, parties	10.5 hrs.
Watching tv	8.1
Sports/exercise	5.4
Reading for pleasure	2.7
Concerts/plays/etc.	0.8
<u>Home--</u>	
Sleeping	42.2 hrs.
Interacting with family	11.1
Parenting	7.8
Maintaining household	6.5
<u>Work--</u>	
Working outside the home	22.9 hrs.
<u>Travel--</u>	
Travel, commuting	5.9 hrs.

Note. Time estimates based on the responses of 466 JCCC students.

Table 2  
 RESPONSES TO:  
 "WHERE DO YOU SPEND THE MAJORITY OF  
 YOUR TIME STUDYING?"

Study Location	Number of Responses	Percent
Home	352	85.6%
JCCC library	32	7.8
JCCC cafeteria	7	1.7
Public library	3	0.7
Other locations	17	4.1

Table 3

STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.4%	13.6%	62.0%	24.0%
Writing skills	0.0	1.1	25.5	52.5	21.0
Thinking skills	0.0	1.1	27.4	57.5	14.0
Self-confidence	0.4	3.0	27.6	47.1	21.8
Overall level of maturity	0.0	0.9	31.3	46.0	21.8
Problem solving skills	0.0	0.9	31.7	56.3	11.3
Attitude toward education	1.1	4.5	36.1	39.5	18.8
Listening skills	0.0	1.5	36.7	49.9	11.9
Study skills	0.2	4.1	34.1	44.3	17.3
Understanding of people	0.0	0.9	39.5	44.3	15.3
Math skills	0.6	2.8	37.1	40.2	19.2
Attitude toward schoolwork	1.1	4.5	36.1	39.5	18.8
Ability to set realistic goals	0.0	0.7	42.1	47.3	10.0
Organizational skills	0.4	2.6	40.8	44.9	11.2
Decision-making skills	0.0	0.9	44.9	45.6	8.6
Speaking skills	0.0	1.3	46.3	38.7	13.6
Test-taking skills	0.0	1.9	47.5	38.9	11.7
Reading skills	0.0	0.9	50.5	36.5	12.1
Job seeking skills	0.0	1.3	64.6	27.3	6.7

Note. Tabled percentages based on number of responses to a given item (range=461 to 466).



Table 4

STUDENTS' COMPARISONS OF JCCC  
WITH PREVIOUS SCHOOL/COLLEGE

---

---

Compared with the last school/college I attended before JCCC--

- 48.6% a) JCCC has higher standards
- 40.5 b) JCCC standards are about the same
- 10.8 c) JCCC has lower standards

Compared with the last school/college I attended before JCCC--

- 49.2% a) I have to work harder at JCCC
- 36.4 b) I have to work about the same at JCCC
- 14.3 c) I have to work less at JCCC

Compared with the last school/college I attended before JCCC--

- 60.8% a) I take more pride in my schoolwork at JCCC
- 33.9 b) I take the same amount of pride...at JCCC
- 5.3 c) I take less pride in my schoolwork at JCCC

Compared with the last school/college I attended before JCCC--

- 63.2% a) My classes at JCCC are more interesting
- 30.8 b) My classes at JCCC are about as interesting
- 5.9 c) My classes at JCCC are less interesting

Compared with the last school/college I attended before JCCC--

- 62.3% a) I am more motivated to do well at JCCC
- 33.3 b) I have the same motivation to do well at JCCC
- 4.4 c) I am less motivated to do well at JCCC

Compared with the last school/college I attended before JCCC--

- 54.6% a) My classes are more challenging at JCCC
- 35.5 b) My classes are equally challenging at JCCC
- 9.9 c) My classes are less challenging at JCCC

Compared with the last school/college I attended before JCCC--

- 60.9% a) I enjoy school more at JCCC
- 29.9 b) I enjoy school at JCCC as much
- 9.2 c) I enjoy school less at JCCC

---

---

Note. Percentages based on numbers of responses to a given item (range=453 to 466).

Table 5  
STUDENTS' EXPECTATIONS OF WORK AT JCCC

Type of Work	I Do Much Less than I Expected	I Do Less than I Expected	I Do About the Same as I Expected	I Do More than I Expected	I Do Much More than I Expected
Homework--	4.1%	21.9%	43.5%	23.8%	6.7%
Studying--	3.5	19.0	39.2	31.8	6.5
Writing--	4.6	16.3	40.2	30.0	8.9
Library work--	12.3	32.1	39.1	13.8	2.6
Class discussion--	3.2	12.3	51.7	26.2	6.5
Studying for finals--	2.2	8.8	48.8	27.8	12.5

Note. Percentages based on the numbers of responses to the five options noted above (range=455 to 462).

Table 6  
DIFFICULTIES EXPERIENCED IN JCCC CLASSES

	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	29.1%	22.0%	28.9%	15.0%	5.1%
How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	21.9	34.3	33.2	8.9	1.7
How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	26.1	29.1	33.0	10.7	1.1
How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	51.7	23.8	18.2	5.8	0.4
How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	46.9	29.1	17.1	5.6	1.3
How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	27.3	27.1	29.9	11.3	4.3
How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	33.0	31.5	24.9	9.5	1.1
How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	56.7	21.1	13.8	5.1	3.3

Table 6 (cont.)  
 DIFFICULTIES EXPERIENCED IN JCCC CLASSES

	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	40.5%	26.8%	25.3%	5.7%	1.7%
How often have you experienced difficulties in JCCC classes because they did not seem relevant to you.	40.4	29.5	23.8	5.2	1.1

Note. Percentages based on the number of responses to each of the five options noted above (range = 454 to 461).

Table 7  
STUDENTS' REASONS FOR MISSING CLASS

Reason	Number of Responses	Percent
Work	110	23.6%
Responsibilities at home	93	20.0
Child-care responsibilities	37	7.9
Personal or financial problems	79	17.0
Illness	220	47.2
Transportation problems	215	46.1
School-sponsored activity	80	17.2
Other reasons	24	5.2

Note. Percentages based on numbers of responses, out possible total of 466, to a given item.

Table 8  
SOURCES OF HELP WITH DIFFICULTIES IN JCCC CLASSES

Source of Help	Number of Responses	Percent
Worked it out myself	335	71.9%
Talked to the instructor	308	66.1
Talked to a friend	251	53.9
Talked to another student	225	48.3
Talked to a family member	207	44.4
Used the library	189	40.6
Used the writing center	134	28.8
Used the math resource center	118	25.3
Talked to a counselor	83	17.8
Ignored it; did nothing	74	15.9
Used a tutor	64	13.7
Used the testing/assessment center	60	12.9
Took a learning strategies course	58	12.4
Used the financial aid office	43	9.2
Used the career center	29	6.2
Used the academic achievement center	24	5.2
Talked to a dean or department head	18	3.9
Talked to a clergyman, pastor	5	1.1

Note. Percentages based on numbers of responses, out possible total of 466, to a given item.

Table 9  
REACTIONS TO IMPORTANT ISSUES

	Disagree	Neutral No Opinion	Agree
The college should provide drug/alcohol information for students.	5.3%	32.7%	62.1%
The college should provide information for students regarding AIDS and AIDS prevention.	2.8	16.1	81.0

Note: Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The agree column of this table includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages based on the responses of 459 students.

Table 10  
BEHAVIORS DURING THE PAST YEAR

	Never	Occa- sionally	Fre- quently
Was bored in class	10.5%	60.8%	28.8%
Asked a teacher for advice	15.9	68.6	15.5
Studied with other students	25.8	58.1	16.2
Drank beer, wine, or liquor	25.7	48.1	26.1
Read a book for pleasure	28.2	44.8	27.1
Failed to complete homework...	34.4	57.7	7.8
Attended a religious service	36.9	35.4	27.7
Came late to class	39.9	53.4	6.8
Got drunk or stoned	51.9	33.3	14.9
Tutored another student	57.0	36.9	6.1
Smoked cigarettes	64.1	12.4	23.5
Took an illicit drug	86.3	9.8	3.9

Note: Percentages based on numbers of responses to a given item, based on a range of 457 to 460, depending upon the particular item.



Table 10A

BEHAVIORS DURING THE PAST YEAR: JCCC STUDENTS  
AND COMMUNITY COLLEGE STUDENTS NATIONALLY

		Never	Occa- sionally	Fre- quently	Occasion- ally Plus Frequently
Was bored in class	JCCC Nat.	10.5%	60.8%	28.8% 23.9	
Asked a teacher for advice	JCCC Nat.	15.9	68.6	15.5 14.7	
Studied with other students	JCCC Nat.	25.8	58.1	16.2	74.3% 78.0
Drank beer, wine, or liquor	JCCC Nat.	25.7	48.1	26.1	74.2 59.1
Failed to complete homework...	JCCC Nat.	34.4	57.7	7.8	65.5 61.9
Attended a religious service	JCCC Nat.	36.9	35.4	27.7	63.1 78.2
Came late to class	JCCC Nat.	39.9	53.4	6.8	60.2 46.9
Tutored another student	JCCC Nat.	57.0	36.9	6.1	43.0 31.6
Smoked cigarettes	JCCC Nat.	64.1	12.4	23.5 16.8	

Note: Percentages based on responses by a representative sample of 457 to 460 JCCC students which included freshmen, sophomore, and special students ranging in age from 15 to 48. Percentages from a national sample of 4,621 freshman students entering public community colleges in fall 1991 and drawn from available data in A. W. Astin et al., The American Freshman: National Norm for Fall 1991, CIRP, UCLA, 1991. The gaps in the figures provided above are due to those in the Astin et al. (1991) source.

Table 11

A COMPARISON OF THE SURVEY SAMPLE & SPRING 1992  
STUDENT BODY ON SELECTED CHARACTERISTICS

	Survey Respondents	Spring 1992 Student Body
<u>Gender</u>		
Male	41.3%	45.0%
Female	58.7	55.0
<u>Age</u>		
15-17 years old	1.3%	2.3%
18-20	42.0	23.3
21-23	21.0	19.6
24-26	10.1	10.3
27-29	5.7	8.4
30-39	11.2	20.9
40-49	8.4	10.9
50-59	0.0	3.2
60+	0.0	1.1
<u>Enrollment Status</u>		
Full-time	65.6%	27.9%
Part-time	34.4	72.1
<u>Level of Student</u>		
Freshman	67.2%	50.5%
Sophomore	30.3	27.1
Special (more than 64 credit hours)	2.5	22.4
<u>Ethnic/Racial Identity</u>		
American Indian, Eskimo, Alaskan	2.6%	0.3%
Hispanic	2.9	1.7
Asian, Pacific Islander, Oriental	2.6	2.3
African-American, Black, Person of Color	1.5	2.0
Caucasian, White plus other	90.3	93.7
<u>Educational Objective</u>		
Transfer to another college or university	63.5%	43.9%
Prepare to enter the job market	11.6	10.0
Improve skills for present job	1.9	11.8
Explore courses to decide on career	3.9	4.1
Remedy or review basic skills	0.6	0.8
Personal interest or self-improvement	3.9	10.5
Prepare to change careers	7.3	7.2
Other, unknown	7.3	13.4

Note. Source of data on JCCC student body: Academic Year Enrollment Report: 1991-1992, Office of Institutional Research, June 1992.

Table 12  
SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS

	Number of Responses	Percent
<u>Marital Status</u>		
Single/never married	329	70.6%
Married	103	22.1
Previously married	26	5.6
Unknown, missing	8	1.7
<u>Living Arrangements</u>		
With parents, step-parents	208	44.6%
With spouse or significant other person	116	24.9
On own	59	12.7
With roommates, friends	56	12.0
Other arrangements	19	4.1
Unknown, missing	8	1.7
<u>Date of High School Graduation or GED</u>		
1969 or earlier	34	7.3%
1970-1979	47	10.1
1980-1989	177	38.0
1990-1992	182	39.1
Unknown, missing	26	5.6
<u>Last School or College Attended before JCCC</u>		
High school	214	45.9%
College	204	43.8
Other	19	4.1
Unknown, missing	29	6.2
<u>Year when Last Attended School/ College before Entering JCCC</u>		
1969 or earlier	20	4.3%
1970-1979	35	7.5
1980-1989	126	27.0
1990-1992	246	52.8
Unknown, missing	39	8.4
<u>Date of First Entry into JCCC</u>		
1980 or earlier	34	7.3%
1981-1985	47	10.1
1986-1989	177	38.0
1990-1991	182	39.1
Unknown, Missing	26	5.6

Table 12 (cont.)

## SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS

	Number of Responses	Percent
<u>Self-Reported Grades at Last School/College Attended</u>		
Mostly A's	57	12.7%
Mostly A's and B's	102	22.7
Mostly B's	58	12.9
Mostly B's and C's	114	25.4
Mostly C's	68	15.1
Mostly C's and D's	38	8.5
Mostly D's	5	1.1
Mostly D's and F's	7	1.6
<u>Self-Reported Grades at JCCC</u>		
Mostly A's	95	21.2%
Mostly A's and B's	143	31.9
Mostly B's	63	14.1
Mostly B's and C's	91	20.3
Mostly C's	40	8.9
Mostly C's and D's	13	2.9
Mostly D's	3	0.7
Mostly D's and F's	0	0.0
<u>Highest Level of Education Planned</u>		
Associate Degree	70	15.8%
Bachelor's Degree	154	34.8
Master's Degree	139	31.4
Doctorate, Professional Degree (PhD, MD, law, etc.)	66	14.9
No Plans for a Degree	14	3.2
<u>Self-Reported Total Annual Household Income, Before Taxes</u>		
Less than \$10,000	118	27.0%
Between \$10,001 & \$19,999	53	11.4
Between \$20,000 & \$29,999	54	11.6
Between \$30,000 & \$39,999	47	10.1
Between \$40,000 & \$49,999	50	10.7
\$50,000 or More	115	24.7
Other, Unknown	29	6.2

Table 13

## EDUCATIONAL LEVELS OF RESPONDENTS' PARENTS

	Father		Mother	
	Number of Responses	Percent	Number of Responses	Percent
Left before graduating from high school; no GED	53	11.4%	29	6.2%
High school diploma or GED	105	22.5	146	31.3
Some college	99	21.2	144	30.9
Bachelor's degree	92	19.7	81	17.4
Master's degree	69	14.8	42	9.0
Doctorate	28	6.0	9	1.9
Unknown, missing	20	4.3	15	3.2

APPENDIX D

TABLED RESULTS BY GENDER

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Table 14

TIME SPENT BY MALE AND FEMALE STUDENTS  
IN SELECTED ACTIVITIES DURING AN AVERAGE  
SEVEN-DAY WEEK IN THE SCHOOL YEAR

	Mean, Male Students	Mean, Female Students
<u>School--</u>		
Attending class	12.1 hrs.	11.5 hrs.
Study, homework	9.9	11.6
Library work	2.1	1.5
<u>Leisure--</u>		
Socializing, parties	12.5 hrs.	9.1 hrs.
Watching tv	9.7	7.1
Sports/exercise	7.1	4.2
Reading for pleasure	3.2	2.5
Concerts/plays/etc.	1.0	0.7
<u>Home--</u>		
Sleeping	41.5 hrs.	43.1 hrs.
Interacting with family	6.7	13.7
Parenting	1.7	12.0
Maintaining household	3.5	11.6
<u>Work--</u>		
Working outside the home	24.8 hrs.	21.5 hrs.
<u>Travel--</u>		
Travel, commuting	5.8 hrs.	6.1 hrs.

Note. Based on the responses of 189 males and 269 females.

Table 15

RESPONSES BY MALE AND FEMALE STUDENTS TO:  
 "WHERE DO YOU SPEND THE MAJORITY OF  
 YOUR TIME STUDYING?"

Study Location	Male Students	Female Students
Home	81.1%	88.5%
JCCC library	9.5	6.8
JCCC cafeteria	3.0	0.9
Public library	1.2	0.4
Other locations	5.3	3.4

Note. Tabled percentages based on the responses of 169 male and 235 female students.



Table 16A

MALE STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.5%	16.0%	61.7%	21.8%
Writing skills	0.0	0.5	23.9	55.3	20.2
Thinking skills	0.0	0.5	27.1	58.5	13.8
Self-Confidence	0.0	2.7	32.4	47.9	17.0
Overall level of maturity	0.0	2.1	22.9	50.5	24.5
Problem solving skills	0.0	0.0	29.8	61.2	9.0
Attitude toward education	0.0	4.8	28.9	46.0	20.3
Listening skills	0.0	1.1	38.3	50.5	10.1
Study skills	0.0	3.7	40.4	42.0	13.8
Understanding of people	0.0	1.1	37.8	43.6	17.6
Math skills	1.1	5.3	33.5	44.7	15.4
Attitude toward schoolwork	0.5	4.8	33.0	42.6	19.1
Ability to set realistic goals	0.0	0.5	38.5	50.8	10.2
Organizational skills	0.0	2.7	40.4	49.5	7.4
Decision-making skills	0.0	1.1	38.8	50.5	9.6
Speaking skills	0.0	1.1	46.5	36.9	15.5
Test-taking skills	0.0	1.6	51.1	37.8	9.6
Reading skills	0.0	1.1	50.0	36.2	12.8
Job Seeking skills	0.0	1.1	64.4	27.7	6.9

Note. Tabled percentages indicate the number of male students, out of a total of 188, choosing a given option from the five-point scale.

Table 16B

FEMALE STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.4%	11.6%	62.7%	25.5%
Writing skills	0.0	1.5	27.0	49.8	21.7
Thinking skills	0.0	1.5	27.3	56.9	14.2
Self-confidence	0.7	3.0	24.3	46.8	25.1
Overall level of maturity	0.0	0.0	37.8	41.9	20.2
Problem solving skills	0.0	1.5	32.5	53.6	12.5
Attitude toward education	0.4	3.4	28.9	38.3	28.9
Listening skills	0.0	1.2	35.2	49.8	13.1
Study skills	0.4	4.5	29.9	45.7	19.9
Understanding of people	0.0	0.7	40.4	44.9	13.9
Math skills	0.4	1.1	39.7	36.7	22.1
Attitude toward schoolwork	1.5	4.5	38.6	37.1	18.4
Ability to set realistic goals	0.0	0.8	44.7	44.7	9.8
Organizational skills	0.7	2.6	40.4	42.7	13.5
Decision-making skills	0.0	0.7	49.1	42.3	7.9
Speaking skills	0.0	1.5	46.4	39.7	12.4
Test-taking skills	0.0	2.2	44.9	39.7	13.1
Reading skills	0.0	0.7	50.6	37.1	11.6
Job seeking skills	0.0	1.1	65.3	27.2	6.4

Note. Tabled percentages indicate the number of female students, out of a total of 265, choosing a given option from the five-point scale.

Table 17

MALE AND FEMALE STUDENTS' COMPARISONS OF JCCC  
WITH PREVIOUS SCHOOL/COLLEGE

Males	Females	
		Compared with the last school/college I attended--
51.9%	46.2%	a) JCCC has higher standards
37.0	43.1	b) JCCC standards are about the same
11.1	10.8	c) JCCC has lower standards
		Compared with the last school/college I attended--
46.6	51.2	a) I have to work harder at JCCC
38.1	35.0	b) I have to work about the same at JCCC
15.3	13.8	c) I have to work less at JCCC
		Compared with the last school/college I attended--
57.7	62.8	a) I take more pride in my schoolwork at JCCC
36.5	32.2	b) I take the same amount of pride...at JCCC
5.8	5.0	c) I take less pride in my schoolwork at JCCC
		Compared with the last school/college I attended--
64.6	62.1	a) My classes at JCCC are more interesting
30.2	31.8	b) My classes at JCCC are about as interesting
5.3	6.1	c) My classes at JCCC are less interesting
		Compared with the last school/college I attended--
61.4	62.8	a) I am more motivated to do well at JCCC
33.9	33.0	b) I have the same motivation to do well at JCCC
4.8	4.2	c) I am less motivated to do well at JCCC
		Compared with the last school/college I attended--
54.5	54.8	a) My classes are more challenging at JCCC
34.4	36.0	b) My classes are equally challenging at JCCC
11.1	9.2	c) My classes are less challenging at JCCC
		Compared with the last school/college I attended--
60.3	61.1	a) I enjoy school more at JCCC
28.6	31.3	b) I enjoy school at JCCC as much
11.1	7.6	c) I enjoy school less at JCCC

Note. Percentages based on responses of 189 male and 261 female students to the three options associated with each question.

Table 18  
 MALE AND FEMALE STUDENTS' EXPECTATIONS OF  
 WORK AT JCCC

Type of Work		I Do Much Less than I Expected	I Do Less than I Expected	I Do About the Same as I Expected	I Do More than I Expected	I Do Much More than I Expected
<u>Homework</u>						
	Males	5.3%	23.9%	46.3%	17.6%	6.9%
	Females	3.3	20.4	41.6	27.9	6.7
<u>Studying</u>						
	Males	3.7	23.4	37.8	30.3	4.8
	Females	3.3	20.4	41.6	27.9	6.7
<u>Writing</u>						
	Males	4.8	18.1	38.8	30.9	7.4
	Females	4.5	15.0	40.8	30.0	7.8
<u>Library work</u>						
	Males	10.3	31.9	40.5	13.0	4.3
	Females	14.0	32.1	38.1	14.3	1.5
<u>Class discussion</u>						
	Males	1.6	10.6	54.3	26.6	6.9
	Females	4.5	13.0	50.6	26.0	5.9
<u>Studying for finals</u>						
	Males	2.2	11.4	49.2	27.6	9.7
	Females	2.2	7.1	47.9	28.5	14.2

Note. Percentages based on the numbers of responses, out of 265 female students and 189 male students, to the 5-point scale defined by the options noted above.

Table 19

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY MALE AND FEMALE STUDENTS

		Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	M	25.7%	21.9%	32.6%	15.0%	4.8%
	F	31.3	22.5	26.0	15.3	5.0
How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	M	21.3	34.0	34.0	8.5	2.1
	F	22.4	35.1	32.1	9.3	1.1
How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	M	25.0	26.1	34.6	13.3	1.1
	F	26.6	31.1	32.2	9.0	1.1
How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	M	52.7	21.8	17.6	7.4	0.5
	F	51.3	25.3	18.0	4.8	0.4
How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	M	37.8	30.9	20.2	9.0	2.1
	F	53.4	28.0	14.9	3.0	0.7
How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	M	27.1	23.4	30.9	13.8	4.8
	F	27.6	29.9	29.1	9.7	3.7
How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	M	28.7	31.4	27.7	10.1	2.1
	F	36.2	31.7	23.1	8.6	0.4
How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	M	52.7	25.3	15.1	4.3	2.7
	F	59.6	18.5	12.5	5.7	3.8

Table 19 (cont.)

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY MALE AND FEMALE STUDENTS

		Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	M	38.8%	27.7%	22.3%	8.5%	2.7%
	F	42.3	25.8	27.0	3.7	1.1
How often have you experienced difficulties in JCCC classes because they did not seem relevant to you.	M	38.5	28.3	26.7	5.9	0.5
	F	42.3	30.3	21.0	4.9	1.5

Note. Percentages based on number of responses to each of the five options noted above by 188 male and 267 female students.

Table 20  
 MALE AND FEMALE STUDENTS' REASONS  
 FOR MISSING CLASS

Reason	Males		Females	
	Number of Responses	Percent	Number of Responses	Percent
Work	48	25.4%	61	22.7%
Responsibilities at home	38	20.1	54	20.1
Child-care responsibilities	7	3.7	30	11.2
Personal or financial problems	30	15.9	48	17.8
Illness	87	46.0	130	48.3
"Playing hooky"	103	54.5	110	40.9
Transportation Problems	36	19.0	44	16.4
School-sponsored activity"	10	5.3	13	4.8
Other reasons	28	14.8	41	15.2

Note. Percentages based on numbers of respondents indicating a given reason out of a total sample of 189 male and 269 female students.

Table 21  
SOURCES OF HELP WITH DIFFICULTIES IN JCCC CLASSES  
BY GENDER

Source of Help	Males		Females	
	Number of Responses	Percent	Number of Responses	Percent
Worked it out myself	143	75.7%	191	71.0%
Talked to the instructor	127	67.2	178	66.2
Talked to a friend	99	52.4	150	55.8
Talked to another student	92	48.7	131	48.7
Talked to a family member	75	39.7	131	48.7
Used the library	85	45.0	102	37.9
Used the writing center	54	28.6	79	29.4
Used the math resource center	46	24.3	70	26.0
Talked to a counselor	32	16.9	50	18.6
Ignored it; did nothing	39	20.6	34	12.6
Used a tutor	23	12.2	40	14.9
Used the testing/assessment center	29	15.3	31	11.5
Took a learning strategies course	18	9.5	39	14.5
Used the financial aid office	15	7.9	28	10.4
Used the career center	11	5.8	18	6.7
Used the academic achievement center	7	3.7	16	5.9
Talked to a dean or department head	7	3.7	11	4.1
Talked to a clergyman, pastor	3	1.6	1	0.4

Note. Percentages based on numbers of respondents indicating a given source of help out of a total sample of 189 male and 269 female students.



Table 22  
 REACTIONS TO IMPORTANT ISSUES  
 BY GENDER

		Disagree	Neutral, No opinion	Agree
The College should provide drug/ alcohol information for students.	M	7.4%	36.0%	56.3%
	F	3.7	29.9	66.4
The College should provide information for students regard- ing AIDS and AIDS prevention.	M	3.2	18.5	78.3
	F	2.6	13.8	84.1

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The agree column of this table includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages based on the responses of 269 female and 189 male students. ✓

Table 23  
 BEHAVIORS DURING THE PAST YEAR  
 BY GENDER

		Never	Occa- sionally	Fre- quently
Was bored in class	M	7.4%	62.4%	30.2%
	F	12.6	59.5	27.9
Asked a teacher for advice	M	12.7	72.0	15.3
	F	17.8	66.5	15.6
Studied with other students	M	23.8	61.4	14.8
	F	27.1	55.8	17.1
Drank beer, wine, or liquor	M	25.4	40.7	33.9
	F	26.0	53.5	20.4
Read a book for pleasure	M	31.9	43.6	24.5
	F	25.3	45.7	29.0
Failed to complete homework...	M	25.4	66.1	8.5
	F	40.9	51.7	7.4
Attended a religious service	M	39.4	36.7	23.9
	F	34.9	34.6	30.5
Came late to class	M	36.5	56.6	6.9
	F	42.0	51.3	6.7
Got drunk or stoned	M	45.7	31.4	22.9
	F	56.7	34.7	9.3
Tutored another student	M	56.6	39.7	3.7
	F	57.1	35.1	7.8
Smoked cigarettes	M	68.8	11.1	20.1
	F	60.6	13.4	26.0
Took an illicit drug	M	81.0	12.7	6.3
	F	90.0	7.8	2.2

**Note.** Percentages based on total number of responses to an item, by gender: 189 male and 269 female students.

Table 24  
 SELECTED CHARACTERISTICS OF MALE AND FEMALE  
 SURVEY RESPONDENTS

	Males	Females
<u>Age</u>		
15-17 years old	0.0%	2.2%
18-20	50.6	36.2
21-23	30.0	14.6
24-26	7.1	12.4
27-29	3.8	7.4
30-39	6.9	14.0
40-49	1.0	12.9
50-59	0.0	0.0
60+	0.0	0.0
<u>Marital Status</u>		
Single/never married	88.4%	60.2%
Married	10.6	30.9
Previously married	1.1	8.9
Unknown, missing	0.0	0.0
<u>Ethnic/Racial Identity</u>		
American Indian, Eskimo, Alaskan	3.2%	2.2%
Hispanic	2.7	3.0
Asian, Pacific Islander, Oriental	4.3	1.5
African-American, Black, Person of Color	3.2	0.4
Caucasian, White Plus Other	86.2	90.7
<u>Educational Objective</u>		
Transfer for another college or university	68.3%	61.7%
Prepare to enter the job market	10.1	13.0
Improve skills for present job	1.1	2.6
Explore courses to decide on career	3.2	4.5
Remedy or review basic skills	1.1	0.0
Personal interest or self-improvement	3.7	4.1
Prepare to change careers	5.8	8.6
Other, unknown	6.4	5.6

Note. Percentages based on number of responses to particular items, out of a total of 189 male and 259 female students.

Table 24 (cont.)  
 SELECTED CHARACTERISTICS OF MALE AND FEMALE  
 SURVEY RESPONDENTS

	Males	Females
<u>Enrollment Status</u>		
Full-time	73.1%	60.2%
Part-time	26.9	39.5
<u>Level of Student</u>		
Freshman	69.4	65.4
Sophomore	32.4	31.6
Special (more than 64 credit hours)	1.8	3.0
<u>Living Arrangements</u>		
With parents, step-parents	55.0%	38.7%
With spouse or significant other person	17.5	8.6
On own	13.2	33.8
With roommates, friends	11.6	13.8
Other arrangements	2.6	5.2
Unknown, missing	0.0	0.0
<u>Date of First Entry into JCCC</u>		
1980 or earlier	1.0%	3.1%
1981-1985	0.5	3.6
1986-1989	12.2	14.1
1990-1991	83.1	75.1
Unknown, Missing	3.2	4.1
<u>Self-Reported Grades at Last School/College Attended</u>		
Mostly A's	5.9%	17.2%
Mostly A's and B's	19.4	25.2
Mostly B's	12.4	13.4
Mostly B's and C's	29.6	22.5
Mostly C's	20.4	11.5
Mostly C's and D's	10.2	7.3
Mostly D's	1.1	1.1
Mostly D's and F's	1.1	1.9

Note. Percentages based on number of responses to particular items, out of a total of 189 male and 259 female students.

Table 24 (cont.)

SELECTED CHARACTERISTICS OF MALE AND FEMALE  
SURVEY RESPONDENTS

	Males	Females
<u>Self-Reported Grades at JCCC</u>		
Mostly A's	10.8%	28.7%
Mostly A's and B's	26.9	35.6
Mostly B's	15.6	12.6
Mostly B's and C's	25.3	16.9
Mostly C's	15.1	4.6
Mostly C's and D's	4.8	1.5
Mostly D's	1.6	0.0
Mostly D's and F's	0.0	0.0
<u>Highest Level of Education Planned</u>		
Associate degree	13.0%	17.5%
Bachelor's degree	29.2	38.9
Master's degree	38.9	26.1
Doctorate, professional degree (PhD, MD, law, etc.)	16.2	14.0
No plans for a degree	2.7	3.5
<u>Self-Reported Total Annual Household Income, Before Taxes</u>		
Less than \$10,000	27.5%	24.2%
Between \$10,001 & \$19,999	13.2	10.4
Between \$20,000 & \$29,999	12.2	11.5
Between \$30,000 & \$39,999	9.0	11.2
Between \$40,000 & \$49,999	10.1	11.5
\$50,000 or More	23.8	26.0
Other, Unknown	4.2	5.2

Note. Percentages based on number of responses to particular items, out of a total of 189 male and 259 female students.

Table 25

EDUCATIONAL LEVELS OF RESPONDENTS' PARENTS  
BY GENDER

	Male Students' Parents		Female Students' Parents	
	Number of Responses	Percent	Number of Responses	Percent
<u>Father's Educational Level</u>				
Left before graduating from high school; no GED	20	10.6%	9	4.8%
High school diploma or GED	30	16.4	51	27.0
Some college	44	23.3	61	32.3
Bachelor's degree	42	22.2	40	21.2
Master's degree	37	19.6	23	12.2
Doctorate	12	6.3	3	1.6
Unknown, missing	3	1.4	2	1.1
<u>Mother's Educational Level</u>				
Left before graduating from high school; no GED	33	12.3%	20	7.4%
High school diploma or GED	74	27.5	95	35.3
Some college	55	20.4	83	30.9
Bachelor's degree	50	18.6	41	15.2
Master's degree	32	11.9	19	7.1
Doctorate	16	5.9	6	2.2
Unknown, missing	9	3.3	5	1.9

APPENDIX E

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*TABLED RESULTS BY FULL- AND PART-TIME STATUS*

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Table 26

TIME SPENT BY FULL-TIME AND PART-TIME STUDENTS  
IN SELECTED ACTIVITIES DURING AN AVERAGE  
SEVEN-DAY WEEK IN THE SCHOOL YEAR

	Mean, Full- Time Students	Mean, Part- Time Students
<u>School--</u>		
Attending class	13.8 Hrs.	8.2 Hrs.
Study, homework	12.1	8.7
Library work	2.0	1.3
<u>Leisure--</u>		
Socializing, parties	11.1 Hrs.	9.3 Hrs.
Watching tv	8.6	7.1
Sports/exercise	6.2	4.0
Reading for pleasure	2.8	2.6
Concerts/plays/etc.	0.9	0.8
<u>Home--</u>		
Sleeping	43.3 Hrs.	40.4 Hrs.
Interacting with family	9.7	13.6
Parenting	5.4	11.9
Maintaining household	4.9	9.4
<u>Work--</u>		
Working outside the home	21.3 Hrs.	25.8 Hrs.
<u>Travel--</u>		
Travel, commuting	6.5 Hrs.	4.8 Hrs.

Note. Based on the responses of 179 part-time and 296 full-time students.



Table 27

RESPONSES BY FULL- AND PART-TIME STUDENTS TO:  
 "WHERE DO YOU SPEND THE MAJORITY OF  
 YOUR TIME STUDYING?"

Study Location	Full-time Students	Part-time Students
Home	81.5%	93.6%
JCCC library	10.0	3.5
JCCC cafeteria	2.2	0.7
Public library	0.7	0.7
Other locations	5.6	1.4

Note. Based on the responses of 141 part-time and 270 full-time students.

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Table 28A

FULL-TIME STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.7%	15.0%	61.6%	22.8%
Writing skills	0.0	1.4	23.8	53.1	21.8
Thinking skills	0.0	1.7	30.6	53.7	13.9
Self-confidence	0.7	3.4	31.3	45.2	19.0
Overall level of maturity	0.0	1.0	29.9	46.6	22.4
Problem solving skills	0.0	0.9	22.6	52.7	10.5
Attitude toward education	0.3	5.5	29.7	42.0	22.5
Listening skills	0.0	1.7	41.2	46.9	10.2
Study Skills	0.6	5.1	34.4	44.6	15.6
Understanding of People	0.0	1.4	39.1	44.2	15.3
Math Skills	0.7	3.4	38.4	42.5	15.0
Attitude toward Schoolwork	1.1	4.4	37.8	38.8	17.3
Ability To Set Realistic Goals	0.0	0.7	42.8	45.5	11.0
Organizational Skills	0.3	3.4	41.2	43.5	11.6
Decision-Making Skills	0.0	0.7	46.9	43.9	8.5
Speaking Skills	0.0	2.0	43.5	39.1	15.3
Test-taking Skills	0.0	2.0	51.4	37.1	9.5
Reading Skills	0.0	1.4	51.7	35.7	11.2
Job Seeking Skills	0.0	1.7	63.1	28.7	6.5

Note. Tabled percentages indicate the number of full-time students, out of a total of 294, choosing a given option from the five-point scale.

Table 28B

PART-TIME STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.0%	11.2%	62.7%	26.0%
Writing skills	0.0	0.6	28.4	51.5	19.5
Thinking skills	0.0	0.0	21.9	63.9	14.2
Self-confidence	0.7	2.4	21.3	50.3	26.0
Overall level of maturity	0.0	0.6	33.7	45.0	20.7
Problem solving skills	0.0	0.0	25.1	62.3	12.6
Attitude toward education	0.0	1.2	27.4	40.5	31.0
Listening skills	0.0	1.2	29.0	55.0	14.8
Study skills	0.0	2.4	33.7	43.8	20.1
Understanding of people	0.0	0.0	40.2	44.4	15.4
Math skills	0.6	0.6	34.9	36.1	26.6
Attitude toward schoolwork	0.0	4.7	33.1	40.8	21.3
Ability to set realistic goals	0.0	0.6	40.8	50.3	8.3
Organizational skills	0.6	1.2	40.2	47.3	10.7
Decision-making skills	0.0	1.2	41.4	48.5	8.9
Speaking skills	0.0	0.0	51.2	38.1	10.7
Test-taking skills	0.0	1.8	40.8	42.0	15.4
Reading skills	0.0	0.0	48.5	37.9	13.6
Job Seeking skills	0.0	0.6	67.3	25.0	7.1

Note. Tabled percentages indicate the number of part-time students, out of a total of 169, choosing a given option from the five-point scale.

Table 29

FULL- AND PART-TIME STUDENTS' COMPARISONS OF JCCC  
WITH PREVIOUS SCHOOL/COLLEGE

Full- Time	Part- Time	
		Compared with the last school/college I attended--
48.6%	48.4%	a) JCCC has higher standards
40.8	40.4	b) JCCC standards are about the same
10.6	11.2	c) JCCC has lower standards
		Compared with the last school/college I attended--
52.7	42.9	a) I have to work harder at JCCC
32.9	42.9	b) I have to work about the same at JCCC
14.4	14.3	c) I have to work less at JCCC
		Compared with the last school/college I attended--
57.9	66.0	a) I take more pride in my schoolwork at JCCC
36.0	30.2	b) I take the same amount of pride...at JCCC
6.2	3.7	c) I take less pride in my schoolwork at JCCC
		Compared with the last school/college I attended--
62.1	65.2	a) My classes at JCCC are more interesting
31.1	30.4	b) My classes at JCCC are about as interesting
6.8	4.3	c) My classes at JCCC are less interesting
		Compared with the last school/college I attended--
59.6	67.3	a) I am more motivated to do well at JCCC
34.9	30.2	b) I have the same motivation to do well at JCCC
5.5	2.5	c) I am less motivated to do well at JCCC
		Compared with the last school/college I attended--
56.3	51.6	a) My classes are more challenging at JCCC
32.8	40.4	b) My classes are equally challenging at JCCC
10.9	8.1	c) My classes are less challenging at JCCC
		Compared with the last school/college I attended--
59.4	63.6	a) I enjoy school more at JCCC
29.4	30.9	b) I enjoy school at JCCC as much
11.3	5.6	c) I enjoy school less at JCCC

**Note.** Based on the responses of 169 part-time and 294 full-time students to the three options associated with each question.

Table 30  
 FULL- AND PART-TIME STUDENTS' EXPECTATIONS OF  
 WORK AT JCCC

Type of Work	I Do Much Less than I Expected	I Do Less than I Expected	I Do About the Same as I Expected	I Do More than I Expected	I Do Much More than I Expected
<u>Homework</u>					
Full-time	5.0%	22.3%	42.6%	22.3%	7.8%
Part-time	2.4	21.1	45.2	26.5	4.8
<u>Studying</u>					
Full-time	4.4	20.3	34.1	35.8	5.4
Part-time	1.8	16.9	48.2	24.7	8.4
<u>Writing</u>					
Full-time	4.4	16.6	37.3	30.5	11.2
Part-time	4.8	15.8	45.5	29.1	4.8
<u>Library work</u>					
Full-time	13.0	34.1	36.5	13.0	4.3
Part-time	11.1	28.4	43.8	15.4	1.5
<u>Class discussion</u>					
Full-time	4.1	12.5	50.0	27.0	6.4
Part-time	1.8	12.0	54.8	24.7	6.6
<u>Studying for finals</u>					
Full-time	2.4	9.2	46.3	28.2	13.9
Part-time	1.8	8.0	53.4	27.0	9.8

Note. Percentages based on the numbers of responses, out of 296 full-time and 166 part-time students, to the 5-point scale defined by the options noted above.

Table 31

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY FULL- AND PART-TIME STUDENTS

		Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	F-T	26.5%	25.8%	26.2%	15.8%	5.5%
	P-T	33.7	15.3	33.1	13.5	4.3
How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	F-T	21.4	34.2	33.2	9.5	1.7
	P-T	22.9	34.3	33.1	7.8	1.8
How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	F-T	24.1	29.9	32.7	11.9	1.4
	P-T	29.5	27.7	33.7	8.4	0.6
How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	F-T	49.5	23.1	20.7	6.1	0.7
	P-T	55.7	25.1	13.8	5.4	0.0
How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	F-T	46.4	27.1	18.6	6.1	1.7
	P-T	47.6	32.5	14.5	4.8	0.6
How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	F-T	24.7	25.8	31.2	14.2	4.1
	P-T	31.9	29.5	27.7	6.0	4.8
How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	F-T	32.5	29.5	25.4	11.5	1.0
	P-T	33.7	34.9	24.1	6.0	1.2
How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	F-T	54.1	22.6	14.7	5.1	3.4
	P-T	61.3	18.4	12.3	4.9	3.1

Table 31 (cont.)

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY FULL- AND PART-TIME STUDENTS

		Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	F-T	39.3%	27.5%	25.4%	5.8%	2.0%
	P-T	42.7	25.8	25.0	5.5	1.2
How often have you experienced difficulties in JCCC classes because they did not seem relevant to you.	F-T	37.1	27.6	27.6	6.1	1.7
	P-T	46.3	32.9	17.1	3.7	0.0

Note. Percentages based on number of responses to each of the five options noted above by 164 part-time and 295 full-time students.

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Table 32  
 FULL- AND PART-TIME STUDENTS' REASONS  
 FOR MISSING CLASS

Reason	Full-Time		Part-Time	
	Number of Responses	Percent	Number of Responses	Percent
Work	63	21.3%	47	27.6%
Responsibilities at home	62	20.9	31	18.2
Child-care responsibilities	24	8.1	13	7.6
Personal or financial problems	61	20.6	18	10.6
Illness	151	51.0	69	40.6
"Playing hooky"	159	53.7	56	32.9
Transportation problems	58	19.6	22	12.9
School sponsored activity	21	7.1	3	1.8
Other reasons	44	14.9	27	15.9

Note. Percentages based on numbers of respondents indicating a given reason out of a total sample of 296 full-time and 170 part-time students.



Table 33

SOURCES OF HELP WITH DIFFICULTIES IN JCCC CLASSES  
BY ENROLLMENT STATUS

Source of Help	Full-Time		Part-Time	
	Number of Responses	Percent	Number of Responses	Percent
Worked it out myself	224	75.7%	111	65.3%
Talked to the instructor	199	67.2	109	64.1
Talked to a friend	168	56.8	83	48.8
Talked to another student	150	50.7	75	44.1
Talked to a family member	140	47.3	67	39.4
Used the library	129	43.6	60	35.3
Used the writing center	93	31.4	41	24.1
Used the math resource center	79	26.7	39	22.9
Talked to a counselor	60	20.3	23	13.5
Ignored it; did nothing	57	19.3	17	10.0
Used a tutor	42	14.2	22	12.9
Used the testing/assessment center	40	13.5	20	11.8
Took a learning strategies course	40	13.5	18	10.6
Used the financial aid office	34	11.5	9	5.3
Used the career center	22	7.4	7	4.1
Used academic achievement center	17	5.7	7	4.1
Talked to dean or department head	12	4.1	6	3.5
Talked to a clergyman, pastor	4	1.4	1	0.5

Note. Percentages based on numbers of respondents indicating a given source of help out of a total sample of 296 full-time and 170 part-time students.

Table 34

REACTIONS TO IMPORTANT ISSUES  
BY ENROLLMENT STATUS

		Disagree	Neutral No Opinion	Agree
The college should provide drug/alcohol information for students.	F-T	5.1%	30.7%	64.2%
	P-T	5.6	36.2	58.3
The college should provide information for students regarding AIDS and AIDS prevention.	F-T	3.4	13.9	82.8
	P-T	1.8	20.2	77.9

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The agree column of this table includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages based on the responses of 296 full-time and 163 part-time students.

Table 35

BEHAVIORS DURING THE PAST YEAR  
BY ENROLLMENT STATUS

		Never	Occa- sionally	Fre- quently
Was bored in class	F-T	8.4%	57.8%	33.8%
	P-T	14.1	66.3	19.6
Asked a teacher for advice	F-T	16.9	66.9	16.2
	P-T	14.1	71.8	14.1
Studied with other students	F-T	24.1	58.0	18.0
	P-T	28.8	58.3	12.9
Drank beer, wine, or liquor	F-T	27.0	48.0	25.0
	P-T	23.3	48.5	28.2
Read a book for pleasure	F-T	32.9	43.4	23.7
	P-T	19.6	47.2	33.1
Failed to complete homework...	F-T	31.4	60.8	7.8
	P-T	39.9	52.1	8.0
Attended a religious service	F-T	37.3	35.9	26.8
	P-T	36.2	34.4	29.4
Came late to class	F-T	34.1	58.1	7.8
	P-T	50.3	44.8	4.9
Got drunk or stoned	F-T	50.7	33.7	15.6
	P-T	54.0	32.5	13.5
Tutored another student	F-T	55.1	38.5	6.4
	P-T	60.5	34.0	5.6
Smoked cigarettes	F-T	62.8	11.8	25.3
	P-T	66.5	13.4	20.1
Took an illicit drug	F-T	85.8	10.5	3.7
	P-T	87.1	8.6	4.3

**Note.** Percentages based on total number of responses to an item by 296 full-time and 163 part-time students.

Table 36  
 SELECTED CHARACTERISTICS OF FULL- AND PART-TIME  
 STUDENT SURVEY RESPONDENTS

	Full-Time	Part-Time
<u>Age</u>		
15-17 years old	1.4%	1.2%
18-20	50.8	26.1
21-23	19.1	24.3
24-26	11.3	8.0
27-29	3.7	9.9
30-39	9.8	13.6
40-49	3.5	16.9
50-59	0.0	0.0
60+	0.0	0.0
<u>Marital Status</u>		
Single/never married	80.4%	53.5%
Married	14.2	35.9
Previously married	5.1	6.5
Unknown, missing	0.3	4.1
<u>Ethnic/Racial Identity</u>		
American Indian, Eskimo, Alaskan	3.4%	1.2%
Hispanic	3.4	1.9
Asian, Pacific Islander, Oriental	2.4	3.1
African-American, Black, Person of Color	2.0	0.6
Caucasian, White Plus Other	86.8	92.5
<u>Educational Objective</u>		
Transfer to another college or university	71.6%	49.4%
Prepare to enter the job market	11.5	11.8
Improve skills for present job	1.0	3.5
Explore courses to decide on career	3.7	4.1
Remedy or review basic skills	0.3	1.2
Personal interest or self-improvement	2.4	6.5
Prepare to change careers	5.1	11.2
Other, unknown	0.0	8.8

Note. Percentages based on number of responses to particular items, out of a total of 296 full- and 170 part-time students.

Table 36 (cont.)

SELECTED CHARACTERISTICS OF FULL- AND PART-TIME  
STUDENT SURVEY RESPONDENTS

	Full-time	Part-time
<u>Gender</u>		
Male	46.1%	32.5%
Female	53.9	67.5
<u>Level of Student</u>		
Freshman	69.3%	82.9%
Sophomore	29.4	14.1
Special (more than 64 credit hours)	1.4	2.9
<u>Living Arrangements</u>		
With parents, stepparents	51.4%	32.9%
With spouse or significant other person	18.6	35.9
On own	11.8	14.1
With roommates, friends	13.5	9.4
Other arrangements	4.4	3.5
Unknown, missing	0.3	4.1
<u>Date of First Entry into JCCC</u>		
1980 or earlier	0.3%	4.8%
1981-1985	2.2	1.8
1986-1989	9.7	19.0
1990-1991	86.5	62.0
Unknown, missing	0.6	12.4
<u>Self-Reported Grades at Last School/College Attended</u>		
Mostly A's	12.6%	12.9%
Mostly A's and B's	21.8	24.5
Mostly B's	14.6	9.7
Mostly B's and C's	24.1	27.7
Mostly C's	16.0	13.5
Mostly C's and D's	7.8	9.7
Mostly D's	1.0	1.3
Mostly D's and F's	2.0	0.6

Note. Percentages based on number of responses to particular items, out of a total of 296 full- and 170 part-time students.

Table 36 (cont.)

SELECTED CHARACTERISTICS OF FULL- AND PART-TIME  
STUDENT SURVEY RESPONDENTS

	Full-time	Part-time
<u>Self-Reported Grades at JCCC</u>		
Mostly A's	18.0%	27.3%
Mostly A's and B's	30.6	34.4
Mostly B's	15.0	12.3
Mostly B's and C's	22.4	16.2
Mostly C's	10.5	5.8
Mostly C's and D's	2.7	3.2
Mostly D's	0.7	0.6
Mostly D's and F's	0.0	0.0
<u>Highest Level of Education Planned</u>		
Associate degree	14.2%	16.5%
Bachelor's degree	32.1	34.7
Master's degree	33.1	24.1
Doctorate, professional degree (PhD, MD, law, etc.)	16.9	9.4
No plans for a degree	2.0	4.7
Other, unknown	1	10.6
<u>Self-Reported Total Annual Household Income, Before Taxes</u>		
Less than \$10,000	30.4%	16.5%
Between \$10,001 & \$19,999	11.1	11.8
Between \$20,000 & \$29,999	10.5	13.5
Between \$30,000 & \$39,999	9.8	10.6
Between \$40,000 & \$49,999	10.5	11.2
\$50,000 or more	24.7	24.7
Other, unknown	3.0	11.8

Note. Percentages based on number of responses to particular items, out of a total of 296 full- and 170 part-time students.

Table 37

EDUCATIONAL LEVELS OF RESPONDENTS' PARENTS  
BY ENROLLMENT STATUS

	Full-time Students' Parents		Part-time Students' Parents	
	Number of Responses	Percent	Number of Responses	Percent
<u>Father's Educational Level</u>				
Left before graduating from high school; no GED	30	10.1%	23	13.5%
High school diploma or GED	65	22.0	40	23.5
Some college	62	20.9	37	21.8
Bachelor's degree	60	20.3	32	18.8
Master's degree	49	16.6	20	11.8
Doctorate	21	7.1	7	4.1
Unknown, missing	9	3.0	11	6.5
<u>Mother's Educational Level</u>				
Left before graduating from high school; no GED	17	5.7%	12	7.1%
High school diploma or GED	87	29.4	59	34.7
Some college	97	32.8	47	27.6
Bachelor's degree	62	20.9	19	11.2
Master's degree	21	7.1	21	12.4
Doctorate	7	2.4	2	1.2
Unknown, missing	5	1.7	10	5.9

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APPENDIX F

TABLED RESULTS BY AGE

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Table 38

TIME SPENT IN SELECTED ACTIVITIES  
DURING AN AVERAGE SEVEN-DAY WEEK  
IN THE SCHOOL YEAR BY AGE

	Student Age			
	15-19	20-22	23-29	30-48
<u>School--</u>				
Attending class	13.2 Hrs.	12.2 Hrs.	10.9 Hrs.	9.5 Hrs.
Study, homework	9.4	9.5	11.3	14.8
Library work	2.0	1.6	1.7	1.3
<u>Leisure--</u>				
Socializing, parties	14.1 hrs.	11.3 hrs.	8.4 hrs.	4.4 hrs.
Watching tv	8.2	9.2	8.2	6.0
Sports/exercise	6.0	7.3	4.2	2.9
Reading for pleasure	2.3	3.5	2.6	2.4
Concerts/plays/etc.	0.9	0.9	0.8	0.6
<u>Home--</u>				
Sleeping	43.6 hrs.	42.7 hrs.	41.5 hrs.	40.1 hrs.
Interacting with family	10.0	8.3	11.7	16.7
Parenting	2.1	5.6	6.4	22.2
Maintaining household	3.8	4.0	8.2	13.2
<u>Work--</u>				
Working outside the home	22.8 hrs.	22.4 hrs.	25.1 hrs.	21.6 hrs.
<u>Travel--</u>				
Travel, commuting	5.5 hrs.	5.9 hrs.	5.6 hrs.	7.0 hrs.

Note. Based on the responses of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year old students.

Table 39  
 RESPONSES, BY AGE, TO:  
 "WHERE DO YOU SPEND THE MAJORITY OF  
 YOUR TIME STUDYING?"

Study Location	Age			
	15-19	20-22	23-29	30-48
Home	87.2%	83.5%	85.7%	86.3%
JCCC library	6.8	10.7	3.9	8.8
JCCC cafeteria	0.8	3.3	2.6	0.0
Public library	0.8	0.8	1.3	0.0
Other locations	4.5	1.7	6.5	5.0

Note. Tabled percentages based on the responses of 133 15-19 year old students, 121 20-22 year olds, 77 23-29 year olds, and 80 30-48 year olds.

Table 40A  
15 TO 19 YEAR OLD STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.0%	11.2%	62.7%	26.0%
Writing skills	0.0	0.6	28.4	51.5	19.5
Thinking skills	0.0	0.0	21.9	63.9	14.2
Self-confidence	0.7	2.4	21.3	50.3	26.0
Overall level of maturity	0.0	1.4	24.3	49.3	25.0
Problem solving skills	0.0	0.0	25.1	62.3	12.6
Attitude toward education	0.0	1.2	27.4	40.5	31.0
Listening skills	0.0	1.2	29.0	55.0	14.8
Study skills	0.0	2.4	33.7	43.8	20.1
Understanding of people	0.0	0.0	40.2	44.4	15.4
Math skills	0.6	0.6	34.9	36.1	26.6
Attitude toward schoolwork	0.0	4.7	33.1	40.8	21.3
Ability to set realistic goals	0.0	0.0	40.5	48.6	10.8
Organizational skills	0.6	1.2	40.2	47.3	10.7
Decision-making skills	0.0	0.7	48.0	44.6	6.8
Speaking skills	0.0	0.0	51.2	38.1	10.7
Test-taking skills	0.0	1.8	40.8	42.0	15.4
Reading skills	0.0	0.0	48.5	37.9	13.6
Job Seeking skills	0.0	0.6	67.3	25.0	7.1

Note. Tabled percentages indicate the number of students, aged 15-19, out of a total of 148, choosing a given option from the five-point scale.

Table 40B

20 TO 22 YEAR OLD STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.0%	17.3%	57.9%	24.8%
Writing skills	0.0	0.0	31.6	49.6	18.8
Thinking skills	0.0	1.5	26.3	58.6	13.5
Self-confidence	0.8	3.0	28.6	48.1	19.5
Overall level of maturity	0.0	1.5	24.1	48.9	25.6
Problem solving skills	0.0	0.8	33.9	57.9	7.5
Attitude toward education	0.0	4.5	25.8	50.0	19.7
Listening skills	0.0	1.5	37.6	50.4	10.5
Study Skills	0.0	5.3	40.6	41.4	12.8
Understanding of People	0.0	0.8	35.3	47.4	16.5
Math Skills	2.3	4.5	36.1	39.8	17.3
Attitude toward Schoolwork	1.5	4.5	39.1	39.8	15.0
Ability To Set Realistic Goals	0.0	0.8	41.7	44.7	12.9
Organizational Skills	0.8	3.8	43.6	42.9	9.0
Decision-Making Skills	0.0	0.7	46.9	43.9	8.5
Speaking Skills	0.0	0.8	49.6	33.1	16.5
Test-taking Skills	0.0	0.8	55.6	33.1	10.5
Reading Skills	0.0	1.5	54.9	32.3	11.3
Job Seeking Skills	0.0	2.3	60.9	30.1	6.0

Note. Tabled percentages indicate the number of students, aged 20-22, out of a total of 133, choosing a given option from the five-point scale.

Table 40C

23 TO 29 YEAR OLD STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	1.0%	11.5%	64.6%	22.9%
Writing skills	0.0	1.0	26.0	49.0	24.0
Thinking skills	0.0	0.0	25.0	61.5	13.5
Self-confidence	0.0	3.1	25.0	50.0	21.9
Overall level of maturity	0.0	0.0	29.2	52.1	18.8
Problem solving skills	0.0	0.0	29.2	55.2	15.6
Attitude toward education	0.0	2.1	21.9	42.7	33.3
Listening skills	0.0	0.0	36.2	45.8	17.7
Study skills	0.0	3.1	24.0	54.2	18.8
Understanding of people	0.0	2.1	42.7	44.8	10.4
Math skills	0.0	2.1	32.3	42.7	22.9
Attitude toward schoolwork	0.0	3.1	20.8	54.2	21.9
Ability to set realistic goals	0.0	1.1	41.1	51.6	6.3
Organizational skills	0.0	2.1	33.3	52.1	12.5
Decision-making skills	0.0	0.0	40.6	51.0	8.3
Speaking skills	0.0	2.1	41.7	42.7	13.5
Test-taking skills	0.0	3.1	38.5	43.8	14.6
Reading skills	0.0	0.0	46.9	40.6	12.5
Job Seeking skills	0.0	1.0	70.8	22.9	5.2

Note. Tabled percentages indicate the number of students, aged 23-29, out of a total of 96, choosing a given option from the five-point scale.

Table 40D

30 TO 48 YEAR OLD STUDENTS' PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW,  
AS COMPARED WITH FIRST ENROLLMENT IN JCCC

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.0%	4.7%	59.3%	36.0%
Writing skills	0.0	0.0	20.9	45.3	33.7
Thinking skills	0.0	1.2	15.1	62.8	20.9
Self-confidence	1.2	1.2	9.3	46.5	41.9
Overall level of maturity	0.0	0.0	57.0	29.1	14.0
Problem solving skills	0.0	2.3	15.1	61.6	20.9
Attitude toward education	0.0	2.4	31.8	29.4	36.5
Listening skills	0.0	1.2	23.3	59.3	16.3
Study Skills	0.0	1.2	9.3	58.1	31.4
Understanding of People	0.0	1.2	39.5	43.0	16.3
Math Skills	0.0	0.0	24.4	40.7	34.9
Attitude toward Schoolwork	1.2	3.5	30.2	34.9	30.2
Ability To Set Realistic Goals	0.0	1.2	46.5	44.2	8.1
Organizational Skills	0.0	1.2	31.4	51.2	16.3
Decision-Making Skills	0.0	0.0	43.0	47.7	9.3
Speaking Skills	0.0	1.2	41.2	43.5	14.1
Test-taking Skills	0.0	1.2	26.7	48.8	23.3
Reading Skills	0.0	0.0	34.9	51.2	14.0
Job Seeking Skills	0.0	0.0	67.9	26.2	6.0

Note. Tabled percentages indicate the number of students, aged 30-48, out of a total of 89, choosing a given option from the five-point scale.

Table 41

STUDENTS' COMPARISONS OF JCCC WITH PREVIOUS  
SCHOOL/COLLEGE BY AGE

Age				
15-19	20-22	23-29	30-48	
				Compared with the last school/college I attended--
54.2%	45.0%	48.4%	44.6%	a) JCCC has higher standards
38.9	40.5	38.9	45.8	b) JCCC standards are about the same
6.9	14.5	12.6	9.6	c) JCCC has lower standards
				Compared with the last school/college I attended--
56.9	36.6	53.7	50.6	a) I have to work harder at JCCC
31.9	47.3	26.3	38.6	b) I have to work about the same at JCCC
11.1	16.0	20.0	10.8	c) I have to work less at JCCC
				Compared with the last school/college I attended--
47.6	60.3	69.5	74.1	a) I take more pride in my schoolwork at JCCC
46.9	30.5	28.4	23.5	b) I take the same amount of pride...at JCCC
5.6	9.2	2.1	2.4	c) I take less pride in my schoolwork at JCCC
				Compared with the last school/college I attended--
64.6	61.1	63.2	64.3	a) My classes at JCCC are more interesting
27.8	32.1	30.5	34.5	b) My classes at JCCC are about as interesting
7.6	6.9	6.3	1.2	c) My classes at JCCC are less interesting
				Compared with the last school/college I attended--
48.3	62.6	73.7	72.9	a) I am more motivated to do well at JCCC
46.2	29.8	24.2	27.1	b) I have the same motivation to do well at JCCC
5.6	7.6	2.1	0.0	c) I am less motivated to do well at JCCC
				Compared with the last school/college I attended--
65.3	44.3	54.7	52.4	a) My classes are more challenging at JCCC
27.1	40.5	34.7	42.9	b) My classes are equally challenging at JCCC
7.6	15.3	10.5	4.8	c) My classes are less challenging at JCCC
				Compared with the last school/college I attended--
54.9	58.0	65.3	70.6	a) I enjoy school more at JCCC
36.1	26.0	29.5	25.9	b) I enjoy school at JCCC as much
9.0	16.0	5.3	3.5	c) I enjoy school less at JCCC

Note. Based on the responses of 144 15-19 year old students, 131 20-22 year olds, 96 25-29 year olds, and 85 30-48 year old students.

Table 42

STUDENTS' EXPECTATIONS OF WORK AT JCCC  
BY AGE

Type of Work	Age	I Do Much Less than I Expected	I Do Less than I Expected	I Do About the Same as I Expected	I Do More than I Expected	I Do Much More than I Expected
<u>Homework</u>						
	15-19	6.3%	28.5%	41.0%	19.4%	4.9%
	20-22	6.0	26.3	44.4	18.8	4.5
	23-29	2.1	17.7	47.9	25.0	7.3
	30-48	0.0	9.0	41.6	37.1	12.4
<u>Studying</u>						
	15-19	6.3	25.7	39.6	24.3	4.2
	20-22	4.5	21.8	39.1	30.1	4.5
	23-29	1.0	17.7	37.5	38.5	5.2
	30-48	0.0	5.6	40.4	39.3	14.6
<u>Writing</u>						
	15-19	6.3	12.0	41.5	31.0	9.2
	20-22	5.3	23.3	41.4	24.1	6.0
	23-29	3.1	18.8	39.6	29.2	9.4
	30-48	2.2	10.1	37.1	38.2	12.4
<u>Library work</u>						
	15-19	10.6	31.0	35.2	19.0	4.2
	20-22	12.8	33.1	40.6	10.5	3.0
	23-29	17.2	36.6	39.8	6.5	0.0
	20-48	9.2	27.6	42.5	18.4	2.3
<u>Class discussion</u>						
	15-19	5.6	9.7	48.6	29.2	6.9
	20-22	3.8	18.8	46.6	23.3	7.5
	23-29	1.0	10.4	59.4	26.0	3.1
	30-48	1.1	9.0	56.2	25.8	7.9
<u>Studying for finals</u>						
	15-19	2.8	9.8	49.7	25.9	11.9
	20-22	4.6	10.7	53.4	22.1	9.2
	23-29	0.0	9.5	52.6	26.3	11.6
	30-48	0.0	3.4	36.4	40.9	19.3

Note. Percentages based on the numbers of responses, out of 148 15-19 year old student, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds to the 5-point scale noted above.



Table 43

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY AGE

	Age	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	15-19	25.2%	20.3%	32.9%	18.2%	3.5%
	20-22	29.5	25.8	26.5	12.1	6.1
	23-29	32.6	26.3	28.4	10.5	2.1
	30-48	31.0	14.3	26.2	19.5	9.5
How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	15-19	17.4	36.1	34.0	11.1	1.4
	20-22	25.6	35.3	31.6	6.0	1.5
	23-29	20.8	38.5	30.2	9.4	1.0
	30-48	25.0	25.0	37.5	9.1	3.4
How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	15-19	20.1	28.5	36.8	11.8	2.8
	20-22	23.3	35.3	29.3	11.3	0.8
	23-29	35.8	21.1	34.7	8.4	0.0
	30-48	29.5	29.5	30.7	10.2	0.0
How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	15-19	47.2	25.7	20.1	6.9	0.0
	20-22	51.9	22.6	19.5	4.5	1.0
	23-29	55.2	22.9	14.6	7.3	0.0
	30-48	55.1	23.6	16.9	4.5	0.0
How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	15-19	38.2	31.9	20.8	7.6	1.4
	20-22	46.6	28.6	16.5	8.3	0.0
	23-29	53.1	27.1	13.5	4.2	2.1
	30-48	54.2	27.3	15.9	0.0	2.3
How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	15-19	18.8	25.0	35.4	15.3	5.6
	20-22	30.1	25.6	27.8	12.0	4.5
	23-29	31.3	29.2	31.3	7.3	1.0
	30-48	27.3	33.0	26.1	10.2	3.4
How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	15-19	31.9	25.7	26.4	14.6	1.4
	20-22	35.3	33.1	20.3	9.8	1.5
	23-29	31.3	29.2	31.3	7.3	1.0
	30-48	33.0	40.9	22.7	3.4	0.0
How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	15-19	53.8	21.7	17.5	4.9	2.1
	20-22	62.6	22.1	8.4	3.1	3.8
	23-29	55.8	17.9	15.8	7.4	3.2
	30-48	53.5	22.1	14.0	5.8	4.7

Table 43 (cont.)

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY AGE

	Age	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	15-19	37.8%	23.8%	28.0%	7.7%	2.8%
	20-22	39.1	29.3	26.3	3.8	1.5
	23-29	42.1	23.2	25.3	8.4	1.1
	30-48	45.5	31.8	19.3	2.3	1.1
How often have you experienced difficulties in JCCC classes because they did not seem relevant to you?	15-19	35.7	26.6	29.4	7.7	0.7
	20-22	36.1	31.6	25.6	4.5	2.3
	23-29	39.4	30.9	23.4	5.3	1.1
	30-48	55.7	29.5	12.5	2.3	0.0

Note. Percentages based on the number of responses to each of the five options noted above by 143 15-19 year old students, 133 20-22 year olds, 94 23-29 year olds, and 88 30-48 year olds.

Table 44  
STUDENTS' REASONS FOR MISSING CLASS  
BY AGE

Reason	Age			
	15-19	20-22	23-29	30-48
Work	23.6%	24.8%	29.2%	15.7%
Responsibilities at home	17.6	22.6	15.6	24.7
Child-care responsibilities	1.4	8.3	9.4	16.9
Personal or financial problems	21.6	17.3	14.6	11.2
Illness	50.7	53.4	46.9	32.6
"Playing hooky"	60.8	63.2	34.4	9.0
Transportation problems	24.3	16.5	14.6	9.0
School-sponsored activity	6.8	6.0	5.2	1.1
Other reasons	14.9	19.5	8.3	16.9

Note. Percentages based on the numbers of responses indicating a given reason for missing class out of a total of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

Table 45  
SOURCES OF HELP WITH DIFFICULTIES  
IN JCCC CLASSES BY AGE

Source of Help	Age			
	15-19	20-22	23-29	30-48
Worked it out myself	73.6%	78.2%	67.7%	64.0%
Talked to the instructor	64.2	67.7	61.5	71.9
Talked to a friend	59.5	54.9	51.0	46.1
Talked to another student	48.6	47.4	40.6	57.3
Talked to a family member	51.4	39.1	46.9	38.2
Used the library	44.6	43.6	30.2	40.4
Used the writing center	27.7	23.3	32.2	34.8
Used the math resource center	18.9	23.3	22.9	41.6
Talked to a counselor	16.9	14.3	22.9	19.1
Ignored it; did nothing	25.0	21.1	6.3	3.4
Used a tutor	10.1	12.8	16.7	18.0
Used the testing/assessment center	10.8	17.3	7.3	15.7
Took a learning strategies course	9.5	9.8	13.5	20.2
Used the financial aid office	6.1	11.3	10.4	10.1
Used the career center	5.4	5.3	8.3	6.7
Used academic achievement center	5.4	2.3	6.3	7.9
Talked to dean or department head	1.4	3.0	7.3	5.6
Talked to a clergyman, pastor	2.0	1.5	0.0	0.0

Note. Percentages based on the numbers of responses indicating a given source of help out of a total of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year students.

Table 46  
REACTIONS TO IMPORTANT ISSUES  
BY AGE

	Age	Dis- agree	Neutral No Opinion	Agree
The college should provide drug/alcohol information for students.	15-19	6.3%	35.9%	57.8%
	20-22	4.6	36.8	58.7
	23-29	5.2	26.0	68.8
	30-48	4.5	28.4	67.0
The college should provide information for students regarding AIDS and AIDS prevention.	15-18	4.2%	14.8%	81.0%
	20-22	2.3	18.0	79.7
	23-29	3.1	14.6	82.3
	30-48	1.1	17.0	81.9

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The agree column of this table includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages based on the responses of 141 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

Table 47  
BEHAVIORS DURING THE PAST YEAR  
BY AGE

	Age	Never	Occa- sionally	Fre- quently
Was bored in class	15-19	3.5%	56.0%	40.4%
	20-22	4.5	57.9	37.6
	23-29	10.4	66.7	22.9
	30-48	30.3	66.3	3.4
Asked a teacher for advice	15-19	17.0	70.2	12.8
	20-22	18.8	68.4	12.8
	23-29	12.5	68.8	18.8
	30-48	13.5	66.3	20.2
Studied with other students	15-19	20.0	62.9	17.1
	20-22	30.8	54.1	15.0
	23-29	28.1	57.3	14.6
	30-48	24.7	57.3	18.0
Drank beer, wine, or liquor	15-19	29.8	35.5	34.8
	20-22	18.0	49.6	32.3
	23-29	28.1	54.2	17.7
	30-48	28.1	59.6	12.4
Read a book for pleasure	15-19	34.3	41.4	24.3
	20-22	27.1	46.6	26.3
	23-29	28.1	47.9	24.0
	30-48	20.2	43.8	36.0
Failed to complete homework	15-19	22.0	62.4	15.6
	20-22	24.8	69.2	6.0
	23-29	38.5	57.3	4.2
	30-48	64.0	33.7	2.2
Attended a religious service	15-19	40.0	30.0	30.0
	20-22	43.6	31.6	24.8
	23-29	31.3	45.8	22.9
	30-48	28.1	38.2	33.7

Note. Percentages based on the numbers of responses indicating a given behavior out of a total of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

Table 47 (cont.)  
 BEHAVIORS DURING THE PAST YEAR  
 BY AGE

	Age	Never	Occa- sionally	Fre- quently
Came late to class	15-19	24.8%	61.7%	13.5%
	20-22	39.8	54.9	5.3
	23-29	43.8	51.0	5.2
	30-48	59.6	40.4	0.0
Got drunk or stoned	15-19	43.3	34.8	22.0
	20-22	40.5	39.7	19.8
	23-29	54.2	38.5	7.3
	30-48	79.8	15.7	4.5
Tutored another student	15-19	58.2	38.3	3.5
	20-22	60.9	35.3	3.8
	23-29	60.4	31.3	8.3
	30-48	45.5	43.2	11.4
Smoked cigarettes	15-19	60.6	17.6	21.8
	20-22	69.2	7.5	23.3
	23-29	64.6	12.5	22.9
	30-48	61.8	11.2	27.0
Took an illicit drug	15-19	85.8	10.6	3.5
	20-22	83.5	10.5	6.0
	23-29	85.4	11.5	3.1
	30-48	92.1	5.6	2.2

Note. Percentages based on the numbers of responses indicating a given behavior out of a total of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

Table 48  
SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
BY AGE

	Age			
	15-19	20-22	23-29	30-48
<u>Marital Status</u>				
Single/never married	91.2%	89.5%	65.6%	13.5%
Married	2.7	9.0	24.0	71.9
Previously married	0.7	1.5	10.4	14.6
Unknown, missing	5.4	0.0	0.0	0.0
<u>Ethnic/Racial Identity</u>				
American Indian, Eskimo, Alaskan	2.0%	4.5%	1.0%	2.2%
Hispanic	1.4	3.8	1.0	5.6
Asian, Pacific Islander, Oriental	2.7	5.3	1.0	0.0
African-American, Black, Person of Color	2.0	0.8	0.0	3.4
Caucasian, White Plus Other	83.8	85.0	96.9	84.3
Missing, unknown	6.1	0.0	0.0	0.0
<u>Educational Objective</u>				
Transfer to another college or university	69.6%	74.4%	56.3%	44.9%
Prepare to enter the job market	10.1	8.3	14.6	15.7
Improve skills for present job	0.0	2.3	2.1	4.5
Explore courses to decide on career	4.7	3.8	3.1	3.4
Remedy or review basic skills	0.7	0.8	1.0	0.0
Personal interest or self-improvement	3.4	1.5	4.2	7.9
Prepare to change careers	0.0	1.5	14.6	20.2
Other, unknown	6.1	2.3	2.1	1.1
<u>Gender</u>				
Male	42.6%	54.9%	38.5%	18.0%
Female	52.0	45.1	61.5	82.0
Missing	5.4	0.0	0.0	0.0

NOTE: Percentages based on responses of 148 15-18 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.



Table 48 (cont.)  
 SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
 BY AGE

	Age			
	15-19	20-22	23-29	30-48
<u>Level of Student</u>				
Freshman	91.3%	65.4%	70.8%	61.8%
Sophomore	8.1	33.1	26.0	33.7
Special (more than 64 credit hours)	0.0	1.5	3.1	4.5
<u>Living Arrangements</u>				
With parents, stepparents	75.7%	51.1%	24.0%	5.6%
With spouse or significant other person	4.1	15.0	29.2	69.7
On own	3.4	10.5	26.0	16.9
With roommates, friends	7.4	19.5	14.6	5.6
Other arrangements	4.1	3.8	6.3	2.2
Unknown, missing	5.4	0.0	0.0	0.0
<u>Date of First Entry into JCCC</u>				
1980 or earlier	0.0%	0.0%	0.0%	9.9%
1981-1985	0.0	0.8	7.1	2.2
1986-1989	2.0	16.0	20.7	18.9
1990-1992	89.5	79.5	66.5	66.0
Unknown, missing	8.8	3.0	5.2	2.2
<u>Self-Reported Grades at Last School/College Attended</u>				
Mostly A's	14.3%	7.7%	9.6%	21.2%
Mostly A's and B's	25.0	26.9	19.1	16.5
Mostly B's	14.3	11.5	9.6	16.5
Mostly B's and C's	26.4	29.2	27.7	15.3
Mostly C's	13.6	12.3	21.3	15.3
Mostly C's and D's	5.7	8.5	8.5	12.9
Mostly D's	0.0	1.5	2.1	1.2
Mostly D's and F's	0.7	2.3	2.1	1.2

NOTE: Percentages based on the responses of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year old students.

Table 48 (cont.)  
 SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
 BY AGE

	Age			
	15-19	20-22	23-29	30-48
<u>Self-Reported Grades at JCCC</u>				
Mostly A's	10.0%	10.9%	25.8%	50.0%
Mostly A's and B's	27.1	27.1	46.2	31.4
Mostly B's	13.6	22.5	9.7	7.0
Mostly B's and C's	27.1	27.9	9.7	9.3
Mostly C's	15.7	9.3	4.3	2.3
Mostly C's and D's	4.3	2.3	4.3	0.0
Mostly D's	2.1	0.0	0.0	0.0
Mostly D's and F's	0.0	0.0	0.0	0.0
<u>Highest Level of Education Planned</u>				
Associate degree	13.5%	12.0%	15.6%	21.3%
Bachelor's degree	31.8	27.1	39.6	37.1
Master's degree	27.7	35.3	29.2	25.8
Doctorate, professional degree	14.9	21.1	10.4	6.7
No plans for a degree	4.7	2.3	1.0	3.4
Other, unknown	7.4	2.3	4.2	5.6
<u>Self-Reported Total Annual Household Income, Before Taxes</u>				
Less than \$10,000	25.0%	33.8%	29.2%	9.0%
Between \$10,001 & \$19,999	6.1	14.3	18.8	7.9
Between \$20,000 & \$29,999	8.8	10.5	18.8	10.1
Between \$30,000 & \$39,999	6.1	9.8	13.5	13.5
Between \$40,000 & \$49,999	11.5	9.0	4.2	19.1
\$50,000 or more	30.4	19.5	13.5	34.8
Other, unknown	12.2	3.0	2.1	5.6

NOTE: Percentages based on the responses of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

Table 49  
 EDUCATIONAL LEVELS OF RESPONDENTS' PARENTS  
 BY STUDENT AGE

	Age			
	15-19	20-22	23-29	30-48
<u>Father's Educational Level</u>				
Left before graduating from high school; no GED	7.4%	5.3%	10.4%	28.1%
High school diploma or GED	18.2	18.0	26.0	32.6
Some college	23.0	23.3	20.8	15.7
Bachelor's degree	20.9	24.1	19.8	11.2
Master's degree	20.9	15.0	12.5	6.7
Doctorate	0.7	10.5	9.4	4.5
Unknown, missing	8.8	3.8	1.0	1.1
<u>Mother's Educational Level</u>				
Left before graduating from high school; no GED	3.4%	5.3%	5.2%	13.5%
High school diploma or GED	25.7	27.1	35.4	42.7
Some college	35.8	32.3	25.0	27.0
Bachelor's degree	18.2	19.5	18.8	11.2
Master's degree	8.8	10.5	12.5	3.4
Doctorate	1.4	3.8	2.1	0.0
Unknown, missing	6.8	1.5	1.0	2.2

NOTE: Percentages based on the responses of 148 15-19 year old students, 133 20-22 year olds, 96 23-29 year olds, and 89 30-48 year olds.

APPENDIX G

TABLED RESULTS BY GRADES EARNED

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Table 50

TIME SPENT BY STUDENTS IN SELECTED ACTIVITIES  
DURING AN AVERAGE SEVEN-DAY WEEK  
IN THE SCHOOL YEAR BY GRADES

	Mostly A's & B's	Mostly B's or Lower
<u>School--</u>		
Attending class	11.7 Hrs.	12.0 Hrs.
Study, homework	12.4	9.2
Library work	1.7	1.7
<u>Leisure--</u>		
Socializing, parties	8.0 Hrs.	13.5 Hrs.
Watching tv	7.3	9.0
Sports/exercise	4.7	6.4
Reading for pleasure	3.0	2.5
Concerts/plays/etc.	0.9	0.8
<u>Home--</u>		
Sleeping	42.5 Hrs.	42.3 Hrs.
Interacting with family	12.8	8.6
Parenting	10.3	5.0
Maintaining household	7.7	4.4
<u>Work--</u>		
Working outside the home	22.0 Hrs.	24.2 Hrs.
<u>Travel--</u>		
Travel, commuting	6.2 Hrs.	5.8 Hrs.

Note. Based on the self-reports of 238 students earning grades of mostly A and B, and 210 students earning grades of mostly B or lower.

Table 51

RESPONSES, BY GRADES, TO:  
 "WHERE DO YOU SPEND THE MAJORITY OF  
 YOUR TIME STUDYING?"

Study Location	Mostly A's & B's	Mostly B's or Lower
Home	86.5%	83.4%
JCCC library	9.2	7.0
JCCC cafeteria	1.4	2.1
Public library	0.5	1.1
Other locations	2.4	6.4

Note. Based on the responses of 207 students who reported earning mostly A's and B's, and 187 students who reported earning mostly B's or lower.

Table 52A

PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW, AS COMPARED  
WITH FIRST ENROLLMENT IN JCCC, BY STUDENTS  
EARNING HIGH GRADES (A & B)

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.8%	12.3%	58.5%	28.4%
Writing skills	0.0	2.1	22.5	51.7	23.7
Thinking skills	0.0	1.7	23.3	56.8	18.2
Self-confidence	0.4	2.1	22.0	47.9	27.5
Overall level of maturity	0.0	0.8	35.6	44.1	19.5
Problem solving skills	0.0	2.1	22.5	51.7	23.7
Attitude toward education	0.0	4.3	29.8	34.5	31.5
Listening skills	0.0	1.7	31.8	51.3	15.3
Study Skills	0.0	3.0	26.7	46.2	24.2
Understanding of People	0.0	0.4	41.1	43.2	15.3
Math Skills	0.4	2.1	33.1	39.0	24.0
Attitude toward Schoolwork	1.3	4.7	35.2	35.6	23.3
Ability To Set Realistic Goals	0.0	0.4	44.9	45.7	9.0
Organizational Skills	0.4	2.5	38.6	46.2	12.3
Decision-Making Skills	0.0	0.4	45.3	44.1	10.2
Speaking Skills	0.0	0.4	45.1	38.3	16.2
Test-taking Skills	0.0	1.3	37.3	44.1	17.4
Reading Skills	0.0	0.8	46.6	33.6	14.0
Job Seeking Skills	0.0	0.9	65.1	26.8	7.2

Note. Tabled percentages indicate the number of students who reported earning GPA's of mostly A's and B's, out of a total of 236, choosing a given option from the five-point scale.

Table 52B

PERCEPTIONS OF PERSONAL CHARACTERISTICS NOW, AS COMPARED  
WITH FIRST ENROLLMENT IN JCCC, BY STUDENTS  
EARNING LOW GRADES (B OR LOWER)

	Much Worse	Worse	Unchanged	Better	Much Better
General knowledge	0.0%	0.0%	14.8%	66.7%	18.6%
Writing skills	0.0	0.0	29.5	52.9	17.6
Thinking skills	0.0	0.5	31.4	58.1	10.0
Self-confidence	0.5	3.8	33.8	46.2	15.7
Overall level of maturity	0.0	0.4	25.7	48.6	25.2
Problem solving skills	0.0	0.0	29.5	52.9	17.6
Attitude toward education	0.5	3.8	28.2	48.3	19.1
Listening skills	0.0	1.4	41.4	49.0	8.1
Study skills	0.5	5.2	42.9	41.9	9.5
Understanding of people	0.0	1.4	37.6	45.7	15.2
Math skills	1.0	3.8	41.0	42.4	11.9
Attitude toward schoolwork	1.0	4.8	37.6	42.9	13.8
Ability to set realistic goals	0.0	1.0	39.0	49.0	11.0
Organizational skills	0.5	2.9	42.9	44.3	9.5
Decision-making skills	0.0	1.4	44.8	46.7	7.1
Speaking skills	0.0	2.4	46.7	39.5	11.4
Test-taking skills	0.0	2.9	58.1	33.8	5.2
Reading skills	0.0	1.0	54.8	34.8	9.5
Job Seeking skills	0.0	1.9	63.2	28.7	6.2

Note. Tabled percentages indicate the number of students who reported earning GPA's of mostly B's or lower, out of a total of 210, choosing a given option from the five-point scale.



Table 53

STUDENTS' COMPARISONS OF JCCC WITH PREVIOUS SCHOOL/COLLEGE  
BY GRADES

Grades		
Mostly A & B	Mostly B or Lower	
		Compared with the last school/college I attended--
46.1%	51.2%	a) JCCC has higher standards
39.6	41.1	b) JCCC standards are about the same
14.3	7.7	c) JCCC has lower standards
		Compared with the last school/college I attended--
48.7	50.2	a) I have to work harder at JCCC
33.5	38.3	b) I have to work about the same at JCCC
17.8	11.5	c) I have to work less at JCCC
		Compared with the last school/college I attended--
65.9	55.3	a) I take more pride in my schoolwork at JCCC
29.7	38.5	b) I take the same amount of pride...at JCCC
4.3	6.3	c) I take less pride in my schoolwork at JCCC
		Compared with the last school/college I attended--
65.8	60.8	a) My classes at JCCC are more interesting
30.3	31.1	b) My classes at JCCC are about as interesting
3.9	8.1	c) My classes at JCCC are less interesting
		Compared with the last school/college I attended--
68.1	55.8	a) I am more motivated to do well at JCCC
28.4	38.5	b) I have the same motivation to do well at JCCC
3.4	5.8	c) I am less motivated to do well at JCCC
		Compared with the last school/college I attended--
52.4	57.9	a) My classes are more challenging at JCCC
35.5	34.0	b) My classes are equally challenging at JCCC
12.1	8.1	c) My classes are less challenging at JCCC
		Compared with the last school/college I attended--
63.8	58.4	a) I enjoy school more at JCCC
28.9	31.1	b) I enjoy school at JCCC as much
7.3	10.5	c) I enjoy school less at JCCC

**Note.** Based on the responses of 232 students who reported earning mostly A's & B's, and 209 students who reported earning mostly B's or lower.

Table 54

STUDENTS' EXPECTATIONS OF WORK AT JCCC  
BY GRADES

Type of Work	I Do Much Less than I Expected	I Do Less than I Expected	I Do About the Same as I Expected	I Do More than I Expected	I Do Much More than I Expected
<u>Homework</u>					
Mostly A's & B's	4.6%	20.7%	40.5%	26.6%	7.6%
Mostly B's or Lower	3.8	22.9	46.7	20.5	6.2
<u>Studying</u>					
Mostly A's & B's	3.0	16.0	38.8	32.9	9.3
Mostly B's or Lower	4.3	22.4	38.6	31.9	2.9
<u>Writing</u>					
Mostly A's & B's	5.5	16.5	39.4	28.0	10.6
Mostly B's or Lower	3.8	16.3	40.7	32.1	7.2
<u>Library work</u>					
Mostly A's & B's	14.2	32.3	37.1	13.4	3.0
Mostly B's or Lower	11.1	32.2	40.4	13.9	2.4
<u>Class discussion</u>					
Mostly A's & B's	3.4	11.8	52.7	26.2	5.9
Mostly B's or Lower	3.3	12.9	50.5	26.7	7.1
<u>Studying for finals</u>					
Mostly A's & B's	1.7	7.3	48.7	28.4	13.8
Mostly B's or Lower	2.4	10.5	47.6	28.1	11.4

Note. Percentages based on the numbers of responses, out of 232 students earning mostly A's & B's, and 210 students earning mostly B's or lower to the 5-point scale defined by the options noted above.

Table 55  
DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY GRADES

	Grades	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had trouble understanding the math?	A & B	35.2%	23.6%	23.2%	13.7%	4.3%
	B - F	20.4	21.8	35.4	16.5	5.8
How often have you experienced difficulties in JCCC classes because you had trouble understanding the textbook?	A & B	23.6	33.3	33.3	8.0	1.7
	B - F	22.9	34.3	33.1	7.8	1.8
How often have you experienced difficulties in JCCC classes because of personal commitments and responsibilities?	A & B	28.7	27.0	33.3	10.5	0.4
	B - F	23.6	31.3	32.2	11.1	1.9
How often have you experienced difficulties in JCCC classes because you had no convenient place to study?	A & B	57.1	23.9	12.6	5.9	0.4
	B - F	45.0	23.9	24.9	5.7	0.5
How often have you experienced difficulties in JCCC classes because you had trouble with class note-taking?	A & B	55.3	30.4	11.4	2.1	0.8
	B - F	36.8	28.2	24.2	8.6	1.9
How often have you experienced difficulties in JCCC classes because you had trouble preparing for, and taking, tests?	A & B	30.0	35.4	25.7	5.5	3.4
	B - F	23.4	18.7	34.9	17.7	5.3
How often have you experienced difficulties in JCCC classes because you had trouble seeing how the text and lecture materials fit together?	A & B	38.0	34.2	21.5	5.5	0.8
	B - F	26.8	28.2	29.7	13.9	1.4
How often have you experienced difficulties in JCCC classes because you had trouble accessing computer labs and facilities?	A & B	56.2	52.1	13.6	5.1	4.3
	B - F	55.8	21.8	14.6	5.3	2.4

Table 55 (cont.)

DIFFICULTIES EXPERIENCED IN JCCC CLASSES  
BY GRADES

	Grades	Almost Never	Seldom	Sometimes	Fre- quently	Most of the Time
How often have you experienced difficulties in JCCC classes because you had problems with the instructor?	A & B	41.1	28.8	25.4	3.4	1.3
	B - F	39.7	24.4	25.4	8.1	2.4
How often have you experienced difficulties in JCCC classes because they did not seem relevant to you.	A & B	44.7	30.4	19.4	3.8	1.7
	B - F	35.3	28.5	28.1	5.7	7.2

Note. Percentages based on number of responses to each of the five options noted above by 237 students reporting mostly A & B GPA's and 209 students reporting GPA's of mostly B or lower.

Table 56  
STUDENTS' REASONS FOR MISSING CLASS  
BY GRADES

Reason	Mostly A & B		Mostly B or Lower	
	Number of Responses	Percent	Number of Responses	Percent
Work	47	19.8%	55	26.2%
Responsibilities at home	42	17.6	43	20.5
Child-care responsibilities	23	9.7	11	5.2
Personal or financial problems	33	13.9	40	19.0
Illness	101	42.4	109	51.9
"Playing hooky"	80	33.6	121	57.6
Transportation problems	34	14.3	42	20.0
School sponsored activity	12	5.0	12	5.7
Other reasons	32	13.4	32	15.2

Note. Percentages based on numbers of respondents indicating a given reason for missing class out of 238 students reporting GPA's of mostly A & B and 210 students reporting GPA's of mostly B or lower.

Table 57

SOURCES OF HELP WITH DIFFICULTIES  
IN JCCC CLASSES BY GRADES

Source of Help	Mostly A & B		Mostly B or Lower	
	Number of Responses	Percent	Number of Responses	Percent
Worked it out myself	169	71.0%	158	75.2%
Talked to the instructor	161	67.6	138	65.7
Talked to a friend	125	52.5	118	56.2
Talked to another student	124	52.1	94	44.8
Talked to a family member	104	43.7	100	47.6
Used the library	85	35.7	99	47.1
Used the writing center	72	30.3	59	28.1
Used the math resource center	61	25.6	53	25.2
Talked to a counselor	43	18.1	37	17.6
Ignored it; did nothing	30	12.6	44	21.0
Used a tutor	36	15.1	26	12.4
Used the testing/assessment center	27	11.3	32	15.2
Took a learning strategies course	28	11.8	29	13.8
Used the financial aid office	22	9.2	19	9.0
Used the career center	18	7.6	11	5.2
Used academic achievement center	9	3.8	15	7.1
Talked to dean or department head	12	5.0	5	2.4
Talked to a clergyman, pastor	3	1.3	2	1.0

**Note.** Percentages based on numbers of respondents indicating a given source of help out of a total sample of 238 students reporting GPA's of mostly A & B, and 210 students reporting GPA's of mostly B or lower.

Table 58  
 REACTIONS TO IMPORTANT ISSUES  
 BY GRADES

	Grades	Dis- agree	Neutral No Opinion	Agree
The college should provide drug/alcohol information for students.	A & B	3.8%	29.1%	67.1%
	B - F	7.2	35.7	57.2
The college should provide information for students regarding AIDS and AIDS prevention.	A & B	2.5	14.8	82.7
	B - F	3.3	17.1	79.6

Note. Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The agree column of this table includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined. Percentages based on the responses of 237 students reporting GPA's of mostly A & B, and 210 students reporting GPA's of B or lower.

Table 59  
BEHAVIORS DURING THE PAST YEAR  
BY GRADES

	Grade	Never	Occa- sionally	Fre- quently
Was bored in class	A & B	12.6%	65.1%	22.3%
	B - F	7.6	57.1	35.2
Asked a teacher for advice	A & B	14.3	69.3	16.4
	B - F	17.6	68.1	14.3
Studied with other students	A & B	29.4	54.6	16.0
	B - F	22.0	61.2	16.7
Drank beer, wine, or liquor	A & B	25.6	54.2	20.2
	B - F	27.1	40.5	32.4
Read a book for pleasure	A & B	24.9	45.1	30.0
	B - F	32.9	44.8	22.4
Failed to complete homework...	A & B	50.8	43.7	5.5
	B - F	15.2	73.8	11.0
Attended a religious service	A & B	37.6	32.9	29.5
	B - F	37.1	38.1	24.8
Came late to class	A & B	50.1	43.7	5.9
	B - F	27.6	64.8	7.6
Got drunk or stoned	A & B	58.4	30.7	10.9
	B - F	46.2	35.1	18.8
Tutored another student	A & B	50.2	41.4	8.4
	B - F	64.3	31.9	3.8
Smoked cigarettes	A & B	65.5	12.2	22.3
	B - F	62.4	12.9	24.8
Took an illicit drug	A & B	88.2	7.6	4.2
	B - F	84.8	11.9	3.3

Note. Percentages based on total number of responses to an item by 238 students reporting GPA's of A & B. and 210 students reporting GPA's of B or lower.



Table 60  
 SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
 BY GRADES

	Grades	
	A & B	B to F
<u>Age</u>		
15-17 years old	1.7%	1.0%
18-20	28.4	59.4
21-23	18.6	22.7
24-26	11.9	7.2
27-29	9.8	2.0
30-39	17.1	4.9
40-49	12.2	3.0
50-59	0.0	0.0
60+	0.0	0.0
<u>Marital Status</u>		
Single/never married	59.7%	86.1%
Married	31.9	11.5
Previously married	8.4	2.4
<u>Ethnic/Racial Identity</u>		
American Indian, Eskimo, Alaskan	1.7%	3.8%
Hispanic	2.1	3.8
Asian, Pacific Islander, Oriental	2.9	1.9
African-American, Black, Person of Color	1.3	1.9
Caucasian, White Plus Other	89.5	86.7
Other, Missing	2.5	2.0
<u>Educational Objective</u>		
Transfer to another college or university	65.5%	66.2%
Prepare to enter the job market	9.8	13.8
Improve skills for present job	2.1	1.9
Explore courses to decide on career	3.4	4.8
Remedy or review basic skills	0.4	1.0
Personal interest or self-improvement	3.8	4.3
Prepare to change careers	11.3	3.3
Other, unknown	3.8	4.8

Note. Percentages based on number of responses to particular items, out of a total of 238 students reporting GPA's of mostly A & B, and 209 students reporting GPA's of B or lower.

Table 60 (cont.)  
 SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
 BY GRADES

	Grades	
	A & B	B to F
<u>Gender</u>		
Male	29.4%	55.5%
Female	70.6	44.5
<u>Level of Student</u>		
Freshman	72.3%	74.3%
Sophomore	24.8	24.8
Special (more than 64 credit hours)	2.9	1.0
<u>Living Arrangements</u>		
With parents, stepparents	34.5%	58.6%
With spouse or significant other person	34.9	13.3
On own	15.5	9.5
With roommates, friends	10.1	14.8
Other arrangements	5.0	3.3
Unknown, missing	0.0	0.5
<u>Date of First Entry into JCCC</u>		
1980 or earlier	3.4%	0.5%
1981-1985	3.9	0.5
1986-1989	13.7	13.8
1990-1991	78.9	82.6
Unknown, missing	2.1	2.4
<u>Self-Reported Grades at Last School/College Attended</u>		
Mostly A's	19.5%	4.3%
Mostly A's and B's	27.1	17.7
Mostly B's	11.0	15.3
Mostly B's and C's	19.5	32.5
Mostly C's	14.4	15.8
Mostly C's and D's	5.5	12.0
Mostly D's	0.8	1.4
Mostly D's and F's	2.1	1.0

Note. Percentages based on number of responses to particular items, out of a total of 238 students reporting GPA's of mostly A & B, and 209 students reporting GPA's of B or lower.

Table 60 (cont.)

SELECTED CHARACTERISTICS OF SURVEY RESPONDENTS  
BY GRADES

	Grades	
	A & B	B to F
<u>Highest Level of Education Planned</u>		
Associate degree	14.7%	16.2%
Bachelor's degree	31.1	37.6
Master's degree	32.8	28.6
Doctorate, professional degree (PhD, MD, law, etc.)	17.6	11.0
No plans for a degree	2.5	3.8
Other, unknown	1.3	2.9
<u>Self-Reported Total Annual Household Income Before Taxes</u>		
Less than \$10,000	21.4%	31.4%
Between \$10,001 & \$19,999	11.3	12.4
Between \$20,000 & \$29,999	13.9	9.4
Between \$30,000 & \$39,999	12.6	7.6
Between \$40,000 & \$49,999	10.5	11.9
\$50,000 or more	26.9	23.8
Other, unknown	3.4	3.3

Note. Percentages based on number of responses to particular items, out of a total of 238 students reporting GPA's of mostly A & B, and 209 students reporting GPA's of B or lower.

Table 61

EDUCATIONAL LEVELS OF RESPONDENTS' PARENTS  
BY GRADES

	Mostly A's & B's		Mostly B's or Lower	
	Number of Responses	Percent	Number of Responses	Percent
<u>Father's Educational Level</u>				
Left before graduating from high school; no GED	33	13.9%	19	9.0%
High school diploma or GED	57	23.9	47	22.4
Some college	49	20.6	50	23.8
Bachelor's degree	47	19.7	40	19.0
Master's degree	28	11.8	39	18.6
Doctorate	17	7.1	9	4.3
Unknown, missing	7	2.9	6	2.9
<u>Mother's Educational Level</u>				
Left before graduating from high school; no GED	15	6.3%	14	6.7%
High school diploma or GED	85	35.7	59	28.1
Some college	68	28.6	69	32.9
Bachelor's degree	42	17.6	37	17.6
Master's degree	22	9.2	20	9.5
Doctorate	3	1.3	6	2.9
Unknown, missing	3	1.3	5	2.4