

**A Confidential Report for
Harper College
presented to Sheila Quirk**

**Submitted by
The Greystone Group, Inc.
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We cannot become what we need to be remaining what we are.
--Max DePree

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Introduction

Harper College is a comprehensive community college dedicated to providing excellent education at an affordable cost, promoting personal growth, enriching the local community and meeting the challenges of a global society. Harper's vision is to be a leader in teaching and learning, transforming lives by responding to the needs of the individual and the community.

Consistent with Harper's willingness and practice of implementing change in order to respond and grow, it was their desire to assess community needs related to Harper College's mission.

Purpose and Objectives of Research

The purpose of this research was to gather quantitative information with a minimum 95 percent confidence level to assist Harper in determining the community needs including the following categories of needs: (a) educational needs, (b) workforce training needs and (c) cultural and personal enrichment needs.

Specific objectives for this research were to determine:

1. District residents perceived need for, and scheduling and delivery mode preferences for
 - a. higher education
 - i. degree
 - ii. non-degree
 - iii. vocational
 - iv. online degrees and certificates
 - b. workforce training needs
 - i. specific job skills and training
 - ii. transferable skills and training
 - c. cultural and personal enrichment needs

2. District businesses perceived need for, and scheduling and delivery mode preferences for
 - a. higher education
 - i. degree
 - ii. non-degree
 - iii. vocational
 - iv. online degrees and certificates
 - b. workforce training needs
 - i. specific job skills and training
 - ii. transferable skills and training

Methodology

In order to establish definitive findings with a high degree of statistical confidence the methodology for this research was primarily through telephone surveys and structured interviews.

Telephone surveys were recommended for the district residents to obtain a sufficiently large sample for statistically reliable results.

Structured interviews were recommended for businesses and government/not-for-profit organizations in order to allow for the ability to probe and clarify. Because each structured interview could represent many potential students, understanding their educational needs, both clearly and precisely, was important to creating a comprehensive analysis of the district's needs and preferences.

Sampling Frame

The sampling frame for this research was limited to (a) residents who are 18 years of age or older within the Harper College district, which has an estimated population of 600,000, (b) businesses within the district that employ a minimum of 20 employees, which is an estimated population of 25,000 and (c) "appropriate" governmental and non-profit organizations.

Sample Selection and Size

A random sample was selected for the district residents based upon a stratified random sample using established quotas based on age. The stratified sample was proportional to the actual population. The list was purchased from Genesys Sampling Systems, a subsidiary of MSG (Marketing Sampling Group). Genesys compiles this list from U.S. Census data.

The sample size was determined by limiting the study to 95 percent confidence with a sampling error of no more than +/- 5 percentage points. Given the population size of residents, a sample of 500 completed surveys was sufficient, which has a sampling error of +/- 4.38 percentage points.

The sample for area businesses and government/not-for-profit organizations was hand-selected based upon number of employees and industry. Harper College personnel and The Greystone Group, together, determined the criteria for this specific sample. A total of 40 businesses and 10 government/not-for-profit organizations were interviewed.

Survey Design

Prior to developing the telephone surveys, The Greystone Group, Inc. (a) reviewed readily available industry and education statistical data on the Harper district, (b) conducted online searches for jobs and want-ads in the Harper district and (d) reviewed national trend analyses for workforce training and education. This background information was used as a guide to develop surveys that would be most appropriate for this specific district.

The surveys were developed collaboratively by The Greystone Group, Inc. and Harper College.

Prior to initiating the phone surveys, The Greystone Group, Inc. obtained final approval of the survey instrument from Harper College, in writing.

Executive Summary

The conclusions are a summation of the research findings and the recommendations are suggested responses to the conclusions.

Conclusions

By “conclusions” Greystone means a statement of professional judgment based not only on findings but also on consultant knowledge. These are summaries of what we believe to be the case, built on our knowledge of higher education (general and specific) and findings gleaned from this study. These conclusions are not listed in order of priority.

Portion of Residents Who Will Enroll in the Future

1. More than one-third (37%) of the residents say they will “definitely” or “probably” enroll in a certificate or college degree program or college courses within the next five years.
2. Approximately 1 in 4 residents would like to enroll in a course and are *not* currently enrolled.
3. There is some indication that those with less education are slightly more likely to want to enroll in further education, than those with higher levels of education.

Types of Degrees and Programs They Will Pursue

4. Most of the residents who are interested in courses, are also interested in pursuing a certificate or degree program. The largest number is interested in pursuing a bachelor’s (21%) or master’s (28%) degree. Ten percent (10%) indicated that they think they might pursue a certificate program and 11% indicated an associate’s degree.
5. Students interested in pursuing a certificate most want to study education/teaching, business, or healthcare.

6. Students interested in pursuing an associate's degree want to study business and healthcare.
7. Those not pursuing a degree, but want to enroll in courses want to study computers/electronics/technology and art/fine arts.

Interest in Various Types of Modalities

8. For those residents who prefer taking courses in the classroom, they prefer Monday mornings or evenings, Tuesday evenings, and Wednesday evenings.
9. A high interest was indicated for certificate programs through distance learning via the Internet
10. More than half of those who said they would definitely or probably enroll in courses within the next five years are interested in taking courses through distance education via the Internet.

Programs and Specific Types of Modalities

11. Sciences/engineering, art/fine arts, vocational programs, and history are those areas of study with the highest level of interest for day courses.
12. Languages, accounting/finance/economics, history, education/teaching, computers/electronics/technology are the areas of study with the highest level of interest for evening courses.
13. Languages, education/teaching, computers/electronics/technology, history, accounting/finance/economics, and business are the areas of study with the highest levels of interest for distance education via the Internet.

Demographic Differences of Those Who Will Enroll

14. There are some differences in interest in pursuing higher education depending upon age.
 - a. Traditional-age students are most interested in science/engineering, business, education/teaching, and art/fine arts. This group is also most likely to want a traditional college setting – studying in the classroom with courses offered during the days and evenings.
 - b. The typical adult students (25-54 years of age) are most interested in computers/electronics/technology and business. This group has the highest level of interest in distance education and would prefer courses offered either in the evenings or through distance education.
 - c. Residents 65 and older are most interested in art/fine arts, computers/electronics/technology, and history. This group would prefer courses offered in the classroom setting during the day, or possibly evening, and are least interested in pursuing a degree.

Specific Preferences for Distance Education

15. Residents who are interested in taking courses through distance education are most interested in business, computers/electronics/technology, education/teaching, and healthcare.
16. Residents' preference for distance education is either via the Internet only or a combination of video tapes/TV broadcasts and the Internet.
17. For residents who are interested in distance education, 1 out of 4 said they would be *much more* likely to enroll in a certificate or degree program if it were offered through distance education.
18. For residents who are interested in distance education, they have an interest in all combinations of on-campus requirements - entirely online with no on-campus

requirements; orientation and tests on campus with all coursework online; and orientation, tests, and some coursework on campus and some coursework online.

What Keeps Residents from Enrolling

19. Time and money are the two greatest reasons that keep residents from enrolling in a course or degree program.

Job and Workplace Skills Needed

20. Jobs skills that residents believe may be lacking at their organizations are computers/technology, communication/English, and job-specific skills.
21. Specific workplace skills that are most important at residents' place of employment are: reading comprehension, knowing how to learn, and problem solving.

Cultural and Personal Enrichment Needs

22. Classes, seminars, or cultural activities that residents enjoy most are: professional seminars/training/trade shows, music concerts, and opera/theatre/plays.
23. What residents wish was more readily available in the area includes: job-specific seminars/training, arts and crafts classes, theatre/ballet, computer science and technology training, self-improvement activities, and concerts/symphony.

What Residents Say Harper is Best Known For

24. Residents think that Harper College is best known for: quality education, associates/two-year degrees, prep for four-year colleges, low cost/affordability, and a variety of programs/flexible hours.

Human Resource Professionals' Perception of Education and Skill Needs

[Note: These were qualitative interviews and represent diverse industries and sizes of organizations.]

25. Many of the HR professionals stated that many of their positions do not require any education beyond high school.

26. The HR professionals are anticipating an increase in online education over the next five years.

27. Job skills frequently mentioned by the HR professionals as being most prevalent at their organizations are computer skills and customer service.

28. Many HR professionals do not believe that their employees currently need outsourced training; they feel that their corporate office provides more than adequate training.

29. HR professionals rated the specific transferable skills of knowing how to learn and oral communication/presentation skills as most important at their organizations.

Recommendations

Greystone recommendations are proposals that we believe should be considered and, if approved, implemented as a means of responding to the findings and conclusions presented in the report.

Education Modalities

1. In order to meet the needs and requirements of the district, programs must be offered in multiple modalities. Business and education/teaching programs, in particular, are being requested in various modalities. Harper College should move towards providing these certificate and degree programs in a format with courses offered during the day, the evenings and through distance education.
2. Liberal arts areas of study such as art/fine art and history, along with computers/technology courses should be offered during the days or evenings for those residents 65 years of age and older.
3. Harper College should strive to maximize on campus courses on Mondays, Tuesdays and Wednesdays. Specific times would be Monday mornings or evenings, Tuesday evenings, and Wednesday evenings.

Distance Education

4. Most students who are interested in distance education are interested in completing programs or degrees as opposed to taking a few courses. Any distance education offerings should be part of a certificate or degree program.
5. The Internet should be a component of all distance education courses. Distance education via only videos or TV broadcasts has a low interest.
6. Because the preferences for the inclusion of an on campus component for distance education received mixed responses, Harper College should consider including an on

campus component but making it optional for all distance education courses. For example, register, buy books, etc. online or on campus, or provide an introductory session that could be completed online or on campus.

Marketing to Residents' Perceptions

7. Convenience and affordability should be clearly communicated in all marketing efforts given that time and money are the two greatest reasons why students do not enroll in college courses.

Skills Incorporated into Education

8. The use of computers and technology should be a critical part of the curriculum for each program, not exclusively computer and technology programs. The use of computers and technology has become a transferable skill, not just a specialized degree program.
9. Skills that should permeate throughout all course offerings include: reading comprehension, knowing how to learn, and problem solving.
10. Harper College should research further the possibility of offering certificate programs in: customer service, oral communication, and problem solving/critical thinking.

Findings
Phone Survey with District Residents

By “findings,” Greystone means exactly that: This is what we have found. It is evidence, not the application of that evidence; these are the facts obtained from the research.

Higher Education

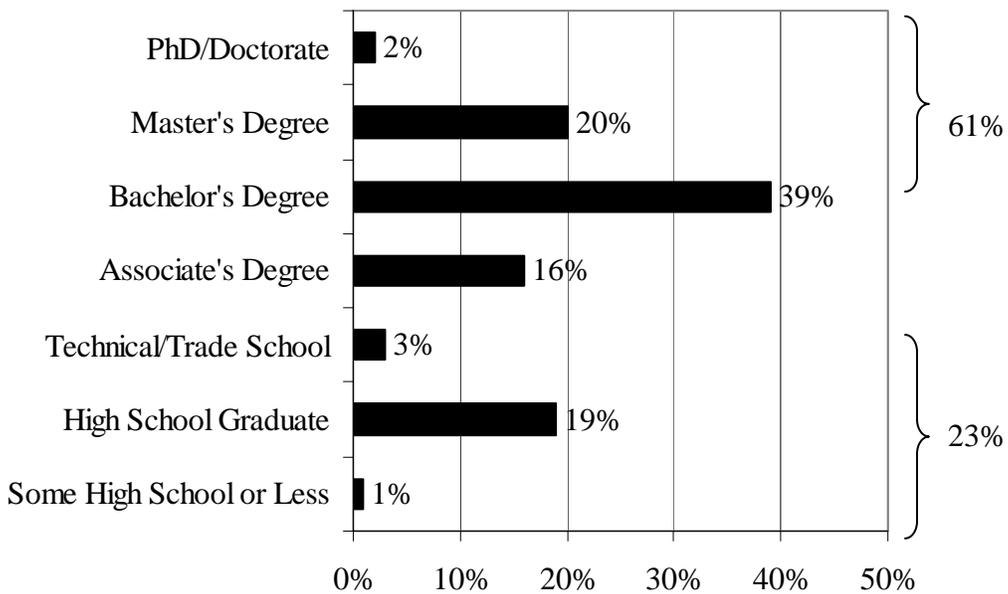
The phone survey for district residents was completed with predetermined quotas by age in order to insure that the different age groups would be appropriately represented. The following table reports the completed calls by age category, which reflects the age demographics of the Harper District.

Table 1. Age of District Respondents Surveyed

Age Category	Number of Calls Completed	Percent of Population
18	5	1%
19 to 24	45	9%
25 to 54	320	63%
55 to 64	62	12%
65 and older	78	15%
TOTAL	510	

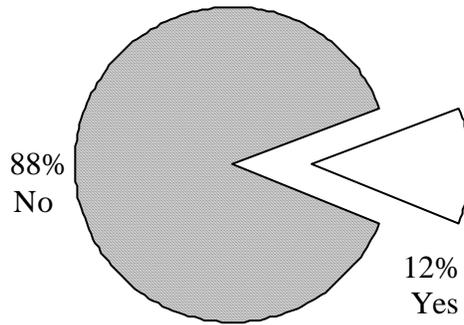
Of those surveyed, 61% currently hold a bachelor’s degree or higher as their highest level of education completed, 16% hold an associate’s degree, and 23% are high school graduates or less. This compares to 28% of Cook County residents who are 25 years of age or older holding a bachelor’s degree or higher and 26% for the state of Illinois (2000 Census). Residents holding a bachelor’s degree or higher in the cities within the Harper College district range from 28.6% in Prospect Heights to 67.8% in Barrington Hills (2000 Census).

Chart 1. Highest Level of Education Completed for District Respondents Surveyed



Twelve percent (12%) or about 1 in 8 respondents are currently enrolled in college courses.

Chart 2. District Respondents Currently Enrolled in College Courses



Those respondents in the 18 to 24 age category are those most likely to be currently enrolled in a college course – 62% are currently enrolled in a course at an area college.

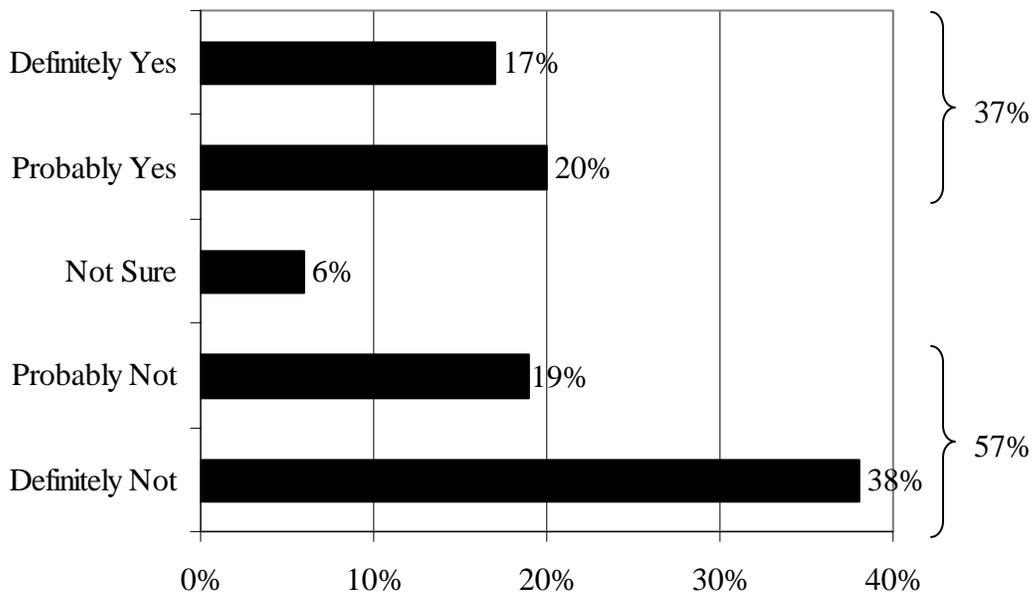
Table 23. Respondents Currently Enrolled in College Courses by Age and Highest Education Level

Age	N	Percent Currently Enrolled in College Courses
18 to 24	50	62%
25 to 54	320	7%
55 to 64	62	3%
65 and older	78	4%
Highest Level of Education		
High School Grad or Less	99	18%
Vocational/Technical/Some College	96	16%
Bachelor's Degree	201	7%
Graduate Degree	113	10%

Seventeen percent (17%) of the district respondents indicated that they will “definitely yes” enroll in a certificate or college degree program or college courses within the next five years. Another 20% indicated “probably yes.”

Of the 37% that will definitely or probably enroll in a college course within the next five years, about 10% are currently enrolled in a college course; therefore, about 27% are not currently enrolled in a college course.

Chart 3. Respondents Who Will Enroll in a Certificate or College Degree Program or College Courses Within the Next Five Years



Those respondents without a college degree are only slightly more likely to enroll in college courses within the next five years than those respondents with a college degree.

Table 3. Likelihood to Enroll Within Five Years by Highest Level of Education

	High School Graduate or Less	Vocational/ Technical/ Some College	Bachelor's Degree	Graduate Degree
N	99	96	201	113
Definitely Yes	20%	20%	15%	16%
Probably Yes	20%	21%	20%	16%
Not Sure	7%	2%	6%	8%
Probably Not	13%	21%	21%	19%
Definitely Not	39%	36%	38%	41%

Specific program areas generating the highest level of interest from respondents are: business, education/teaching, computer/electronics/technology, healthcare, and art/fine arts. Traditional-age students are most interested in science/engineering, business, education/teaching, and art/fine arts. The typical adult students (25-54 years of age) are most interested in computers/electronics/technology and business. The older adult students (55-64) are most interested in business, accounting/finance/economics, and computers/electronics/technology. Respondents 65 and older are most interested in art/fine arts, computers/electronics/technology, and history.

Table 4. Courses, Certificate, or Degree Program in Which Respondents Will Definitely or Probably Enroll by Age, Gender, and Highest Level of Education

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Total	18-24	25-54	55-64	65+	M	F	HS Grad or Less	Voc/Tech/ Some College	Bachelor Degree	Graduate Degree
N	187	40	121	16	10	71	116	40	39	71	36
Business	19%	15%	21%	25%		24%	16%	18%	23%	18%	19%
Education/Teaching	16%	10%	21%			10%	20%	10%	18%	14%	25%
Computers/Electronics/Technology	13%	3%	13%	25%	30%	20%	9%	10%	8%	14%	19%
Healthcare	11%	8%	12%	13%	10%	3%	16%	18%	13%	10%	3%
Art/Fine Arts	10%	10%	7%	13%	50%	6%	13%	13%	5%	13%	8%
Science/Engineering	7%	20%	4%			7%	7%	8%	13%	4%	6%
Languages	6%		7%	6%	10%	4%	7%	3%	7%	8%	6%
Accounting/Finance/Economics	5%	5%	4%	19%		7%	4%	5%	5%	7%	3%
History	4%	5%	2%		20%	4%	3%		8%	4%	3%
Psychology/Sociology	3%	3%	3%	6%		1%	4%	5%	3%	3%	3%
Vocational Courses	3%	3%	3%	6%		4%	3%	5%	3%	3%	3%
Law	3%	5%	2%			4%	2%		3%	6%	
Real Estate	1%		2%			3%				1%	3%
Other	7%	13%	6%	6%		8%	6%	8%	5%	8%	6%
Don't Know	6%	15%	4%	6%		10%	4%	13%	5%	6%	3%

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Seventy-five percent (75%) of those who said they will “definitely yes” or “probably yes” enroll in courses within the next five years will pursue a degree. The greatest number will be pursuing a bachelor’s or master’s degree. Ten percent (10%) indicated they think they might pursue a certificate program and 11% indicated an associate’s degree.

Table 5. Level of Degree Respondents Might Pursue by Age, Gender, and Highest Level of Education

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

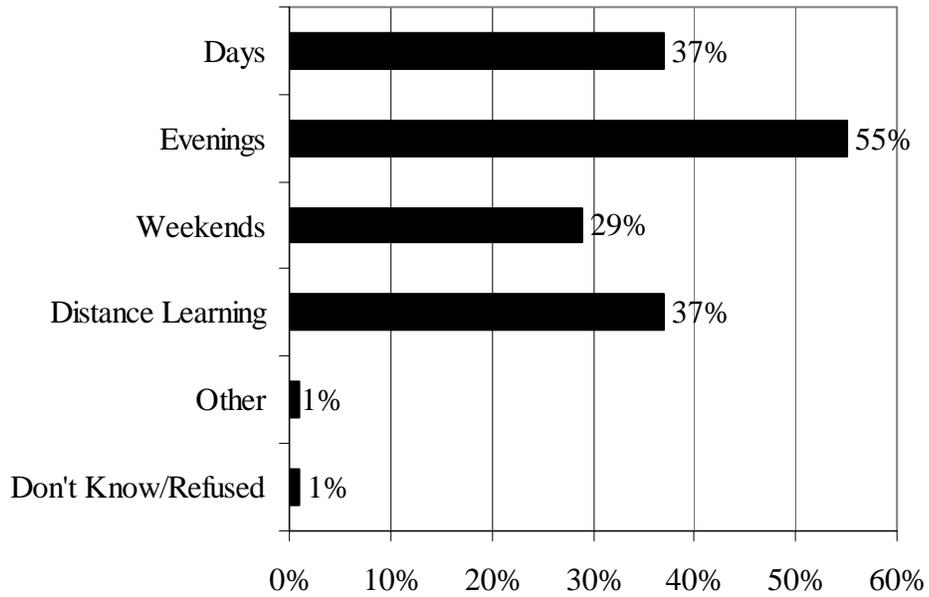
	Total	18-24	25-54	55-64	65+	M	F	HS Grad or Less	Voc/Tech/ Some College	Bachelor Degree	Graduate Degree
N	187	40	121	16	10	71	116	40	39	71	36
Certificate	10%	3%	12%	13%		10%	9%	5%	10%	14%	6%
Associate’s	11%	8%	14%	6%		8%	13%	20%	26%	3%	3%
Bachelor’s	24%	58%	17%	6%	10%	27%	22%	43%	38%	17%	3%
Master’s	28%	38%	30%	6%		31%	26%	18%	21%	42%	19%
PhD/Doctorate	5%	8%	5%	6%		8%	3%	3%	5%	3%	14%
Other	<1%		<1%				<1%				3%
Will Not Pursue a Degree	25%		23%	63%	90%	21%	28%	13%	13%	27%	50%
Don’t Know	3%	3%	4%			3%	3%	10%			3%

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Overall, the respondents indicated that they would prefer courses offered in the evenings, followed by both distance learning and courses during the day.

Chart 4. Respondents' Best Options for How and When Courses Should be Offered

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)



Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

Younger respondents are those most likely to prefer taking courses during the day and those between 25 and 54 years of age are most likely to prefer evenings and distance learning. Those 65 and older prefer during the day or evenings.

Table 6. Respondents' Best Options for How and When Courses Should be Offered by Age

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

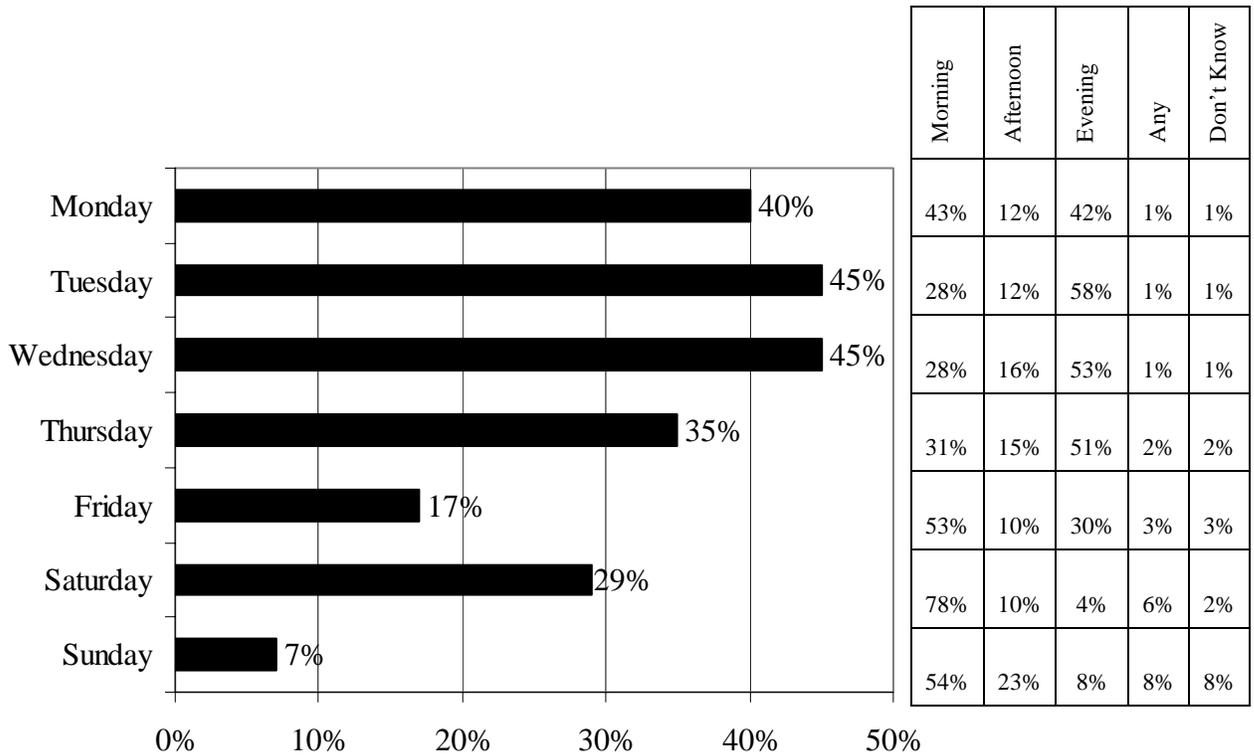
	18-24	25-54	55-64	65+
N	40	121	16	10
Days	75%	21%	44%	60%
Evenings	28%	66%	44%	40%
Weekends	15%	36%	31%	10%
Distance Learning	10%	47%	44%	10%
Other			6%	

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Mondays, Tuesdays, and Wednesdays are the most preferred days for courses to be offered in the classroom. Times most requested on those days are Monday mornings or evenings, Tuesday evenings, and Wednesday evenings.

Chart 5. Respondents' Preferences for Day of Week and Time of Day

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years *and* prefer to take courses in the classroom.)



Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

Table 7 reports the type of degree that respondents might pursue for each of the various areas of study. For example, of those who said they would pursue business, 8% will pursue a certificate, 19% an associate's degree, 19% a bachelor's degree and so on.

Table 7. Desired Degree by Program

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Business	Education/ Teaching	Computers/ Electronics/ Technology	Health care	Art/ Fine Arts	Sciences/ Engineering	Languages	Accounting/ Finance/ Econ	History	Psychology/ Sociology	Voca- tional	Law	Real Estate	Other	Don't Know
N	36	30	24	21	19	13	11	10	7	6	6	5	2	13	12
Certificate	8%	13%	8%	14%	11%		18%						50%	8%	8%
Associate's	19%	3%	4%	29%	5%	8%	18%	20%		83%	17%		50%	8%	17%
Bachelor's	19%	23%	13%	14%	26%	46%		40%	43%	33%	17%	20%		39%	42%
Master's	39%	37%	17%	14%	16%	39%	9%	10%	14%		33%	100%		39%	17%
PhD/ Doctorate	6%	10%	4%	5%		15%						40%		8%	
Other					5%										
Will Not Pursue a Degree	11%	20%	50%	24%	42%	8%	46%	30%	43%		50%			8%	8%
Don't Know/	3%	3%	4%	5%			9%								

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Table 8 reports the area of study that respondents indicated they might pursue by type of degree they might pursue. For example, of those who said they would pursue a certificate, 17% will pursue a certificate in business, 22% a certificate in education/teaching, and so on.

Table 8. Desired Program by Degree

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Certificate	Associate’s	Bachelor’s	Master’s	PhD/ Doctorate	Other	Will Not Pursue Degree	Don’t Know/ Refused
N	18	21	45	52	10	1	47	6
Business	17%	33%	16%	27%	20%		9%	17%
Education/Teaching	22%	5%	16%	21%	30%		13%	17%
Computers/Electronics /Technology	11%	5%	7%	8%	10%		26%	17%
Healthcare	17%	29%	7%	6%	10%		11%	17%
Art/Fine Arts	11%	5%	11%	6%		100%	17%	
Sciences/Engineering		5%	13%	10%	20%		2%	
Languages	11%	10%		2%			11%	17%
Accounting/Finance/ Economics		10%	9%	2%			6%	
History			7%	2%			6%	
Psychology/Sociology			11%	4%				
Vocational		5%	2%	4%			6%	
Law			2%	10%	20%			
Real Estate	6%	5%						
Other	6%	5%	11%	10%	10%		2%	
Don’t Know	6%	10%	11%	4%			2%	

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Table 9 indicates how and when respondents think courses should be offered grouped by area of study. For example, of those who said they would pursue business, 33% prefer courses offered during the days, 58% said the evenings, 22% weekends and 39% distance learning.

Table 9. Desired Courses by How and When They Should be Offered

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Business	Education/ Teaching	Computers/ Electronics/ Technology	Health care	Art/ Fine Arts	Sciences/ Engineering	Languages	Accounting/ Finance/ Econ	History	Psychology/ Sociology	Voca- tional	Law	Real Estate	Other	Don't Know
N	36	30	24	21	19	13	11	10	7	6	6	5	2	13	12
Days	33%	27%	21%	38%	63%	85%	18%	10%	57%	33%	67%	60%		31%	58%
Evenings	58%	63%	63%	48%	47%	8%	82%	80%	71%	50%	33%	60%	100%	46%	42%
Weekends	22%	40%	38%	24%	26%	23%	55%	50%	57%	50%	17%	20%		31%	8%
Distance Learning	39%	43%	42%	33%	16%	15%	73%	40%	43%	50%	17%	60%	50%	31%	42%
Other					5%		9								
Don't Know			4%												8%

Respondents were given the opportunity to provide multiple responses so row totals may exceed 100%.

Table 10 indicates how and when respondents think courses should be offered grouped by type of degree they might pursue.

Table 10. Desired Degrees by How and When Courses Should be Offered

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Certificate	Associate’s	Bachelor’s	Master’s	PhD/ Doctorate	Other	Will Not Pursue	Don’t Know/ Refused
N	18	21	45	52	10	1	47	6
Days	22%	24%	53%	40%	40%		34%	50%
Evenings	67%	71%	42%	56%	50%	100%	51%	50%
Weekends	22%	33%	40%	27%	20%	100%	28%	17%
Distance Learning	61%	48%	33%	39%	40%		34%	
Other	6%							
Don’t Know							2%	

Respondents were given the opportunity to provide multiple responses so row totals may exceed 100%.

Of those respondents who said they will “definitely yes” or “probably yes” enroll in courses or a degree program, 1 out of 4 (24%) are “extremely interested” in distance education and another 36% are somewhat interested.

Table 11. Level of Interest in Taking Courses Through Distance Education by Age and Highest Level of Education

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

	Total	18-24	25-54	55-64	65+	HS Grad or Less	Voc/Tech/Some College	Bachelor Degree	Graduate Degree
N	187	40	121	16	10	40	39	71	36
Extremely Interested	24%	10%	29%	31%		18%	13%	30%	31%
Somewhat Interested	36%	35%	39%	31%	20%	30%	44%	39%	31%
Not Very Interested	16%	23%	16%	6%		20%	13%	14%	17%
Not at All Interested	23%	33%	15%	31%	70%	30%	31%	14%	22%
Don't Know	2%		2%		10%	3%		3%	

Respondents who are interested in taking courses through distance education are most interested in business, computers/electronics/technology, education/teaching, and healthcare.

Table 12. Courses Respondents Would Be Interested in Taking Through Distance Education by Age and Highest Level of Education (Percent)

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years *and* are “extremely interested” or “somewhat interested” in taking courses through distance education)

	Total	18-24	25-54	55-64	65+	HS Grad or Less	Voc/Tech/Some College	Bachelor Degree	Graduate Degree
N	112	18	82	10	2	19	22	49	22
Business	20%	6%	24%	10%		5%	18%	29%	14%
Computers/Electronics /Technology	15%	6%	15%	30%	50%	16%	14%	14%	18%
Education/Teaching	14%	17%	14%	10%		10%	23%	10%	18%
Healthcare	10%		12%	10%		21%	5%	8%	9%
Sciences	8%	6%	7%	20%		11%	5%	8%	9%
Psychology/Sociology	8%	6%	7%	20%		16%	14%	2%	9%
Languages	7%	11%	5%	20%		11%	9%	4%	9%
Art/Fine Arts	5%	6%	6%				5%	10%	
History	4%	6%	4%	10%		5%	14%		5%
Accounting/Finance/ Economics	3%	6%	2%			5%		2%	5%
General Studies/Associates	3%	11%	1%			5%	5%	2%	
Law	1%	6%				5%			
Real Estate	1%		1%					2%	
Other	13%	22%	10%	20%		11%	5%	18%	9%
Don't Know	12%	17%	11%		50%	16%	9%	8%	18%

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Sixteen percent (16%) of respondents who said they will “definitely yes” or “probably yes” enroll in courses or a degree program within the next five years are “extremely interested” in completing a certificate or degree through distance education. Another 28% are “somewhat interested,” for a total of 44% expressing interest in completing a certificate or degree through distance education.

Table 13. Level of Interest in Completing a Certificate or Degree Through Distance Education by Age and Highest Level of Education

(Base = only respondents who will “definitely yes” or “probably yes” enroll in a course or degree program within the next five years.)

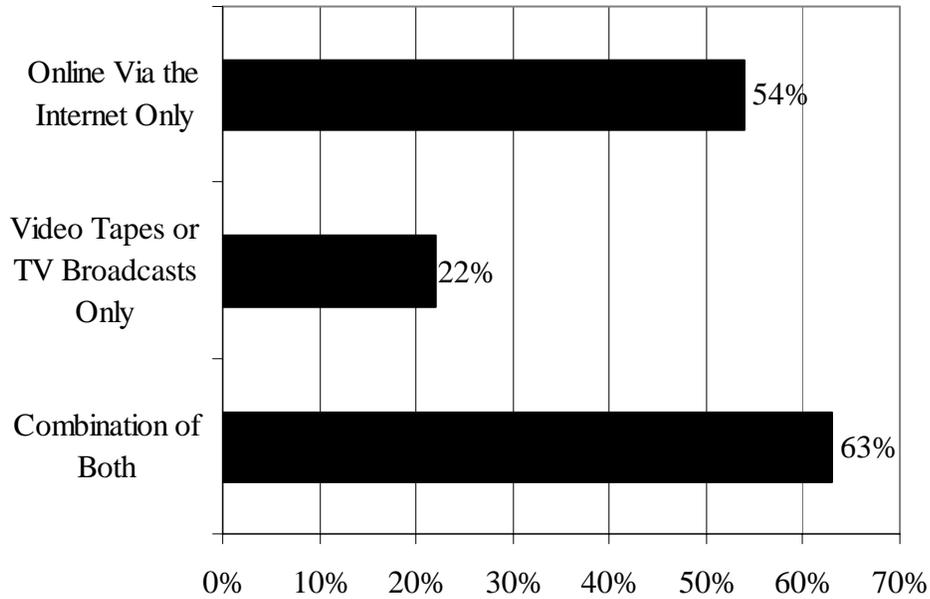
	Total	18-24	25-54	55-64	65+	HS Grad or Less	Voc/Tech/Some College	Bachelor Degree	Graduate Degree
N	187	40	121	16	10	40	39	71	36
Extremely Interested	16%	8%	21%	13%		15%	13%	20%	14%
Somewhat Interested	28%	25%	33%	13%	10%	25%	28%	35%	19%
Not Very Interested	22%	23%	21%	38%	10%	20%	23%	21%	28%
Not at All Interested	30%	45%	21%	38%	70%	38%	31%	21%	39%
Don't Know	2%		2%		10%	3%	3%	3%	3%

Most of those who are “extremely interested” in taking courses through distance education are also “extremely interested” in completing a certificate or degree (57%) through distance education. Another 27% of those who are “extremely interested” in taking courses through distance education are “somewhat interested” in completing a degree through distance education.

Respondents' preference for distance education is either a combination of video tapes/TV broadcasts and the Internet, or via the Internet only.

Chart 6. Respondents' Interest in Various Types of Distance Education Courses

(Base = respondents who are "extremely interested" or "somewhat interested" in distance education)



Respondents were given the opportunity to provide multiple responses so totals may exceed 100%.

Regarding the specific online format, respondents were divided. More than one-third (38%) preferred entirely online, and about 40% preferred some combination of visits to campus. There is not a statistically significant difference among the three options.

Table 14. Respondents' Preference for Online Formats

(Base = respondents who are “extremely interested” or “somewhat interested” in distance education)

Entirely Online, No Campus Visits	38%
Orientation/Tests on Campus, All Coursework Online	40%
Orientation/Tests/Some Coursework on Campus and Some Coursework Online	42%

Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

Of those respondents who indicated that they had some interest in distance education, 1 out of 4 (25%) said they would be “much more likely” to enroll in a certificate or college degree program if it were offered through distance education. Another 54% said they would be “more likely,” it would make “no difference” to 14% and 6% said they would be “much less likely.”

Only one-third (33%) of respondents said that they had no need or interest in enrolling a course or college program. The most common reasons why others don't enroll are lack of time and cost.

Table 15. What Would Keep Respondents From Enrolling in a Course or Certificate or College Degree Program by Age and Highest Level of Education

	Total	18-24	25-54	55-64	65+	HS Grad or Less	Voc/Tech/ Some College	Bachelor Degree	Graduate Degree
N	510	50	320	62	78	99	96	201	113
No Need/Not Interested	33%	10%	36%	37%	33%	25%	28%	33%	43%
Lack of Time	22%	26%	27%	15%	8%	27%	20%	25%	15%
Cost	16%	24%	21%	8%		16%	19%	17%	13%
Age/Retired	9%		2%	21%	38%	11%	13%	6%	11%
Family	4%	10%	9%	5%		8%	5%	10%	4%
Work	6%	10%	7%	3%	1%	6%	5%	7%	4%
Class Availability/Schedule	5%	6%	6%		6%	2%	5%	5%	5%
Health	3%	2%	1%	6%	10%	6%	4%	1%	4%
Instructor Qualification/College Accreditation	1%	6%	1%			1%	1%	1%	1%
Other	4%	4%	3%	8%	5%	2%	5%	4%	4%
Nothing	7%	16%	6%	5%	6%	8%	4%	6%	9%
Don't Know	2%		2%	6%	1%	1%	5%	1%	4%
Refused	1%	1%	1%	2%			1%	1%	

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

About one-third (32%) of the respondents said that they know someone else who lives in the Harper College District who might want to enroll in a course or certificate or college degree program within the next five years. Respondents said these individuals are interested in management/business, art/fine arts, computers/electronics, education/teaching, healthcare, and general studies.

Table 16. Courses, Certificate or College Degree Programs that Respondents Said Others They Know Would Enroll in, in the Next Five Years

(Base = only those respondents who know someone who might want to enroll in a course or degree program within the next five years.)

N	164
Management/Business	15%
Art/Fine Arts	14%
Computers/Electronics	11%
Education/Teaching	10%
Healthcare	10%
General Studies/Associates	9%
Sciences/Engineering	7%
Languages	4%
Vocational	3%
Psychology/Sociology	3%
Accounting/Finance/Economics	2%
Real Estate	1%
Law	1%
History	<1%
Other	6%
Don't Know	18%

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

Workforce Training Needs

Two-thirds (66%) of the respondents are currently employed. Of those 18-24 years of age 74% are employed, 82% for those 25-54 years of age, 48% of those 55-64 and 12% of those 65 and older.

Currently employed respondents were asked an open-ended question regarding what jobs skills they have noticed at their work that they think people could use more training for.

Table 17 lists those skills categorically.

Table 17. Jobs Skills Respondents Said People They Work with Could Use More Training for by Age and Highest Level of Education

	Total	18-24	25-54	55-64	65+	HS Grad or Less	Voc/Tech/Some College	Bachelor Degree	Graduate Degree
N	510	50	320	62	78	99	96	201	113
Computers/Technology	35%	8%	37%	43%	44%	20%	31%	41%	39%
Communication/English	21%	38%	18%	23%	11%	23%	10%	24%	21%
Job-Specific Skills	16%	8%	15%	27%	22%	18%	20%	11%	19%
Writing	8%	3%	10%	3%		5%	5%	6%	17%
Interpersonal Skills/Teamwork	8%	22%	6%	10%	11%	11%	12%	4%	9%
Management/Leadership	5%	8%	4%	7%	22%	5%	7%	4%	6%
Customer Relations	3%	11%	2%	3%		3%	5%	4%	
Time Management	3%	5%	2%		11%	3%	2%	4%	
Math	3%	3%	2%	7%		3%		3%	4%
Common Sense	3%	3%				5%	2%	3%	1%
Project Management	1%					5%		3%	
ESL	1%							2%	1%
Work Ethics/Ethics	1%	5%				3%	2%		
Other	3%		3%	3%		2%		4%	5%
None/Nothing	7%	5%	8%	7%		11%	11%	6%	4%
Don't Know	10%	11%	11%	10%		10%	14%	10%	9%

Respondents were given the opportunity to provide multiple responses so column totals may exceed 100%.

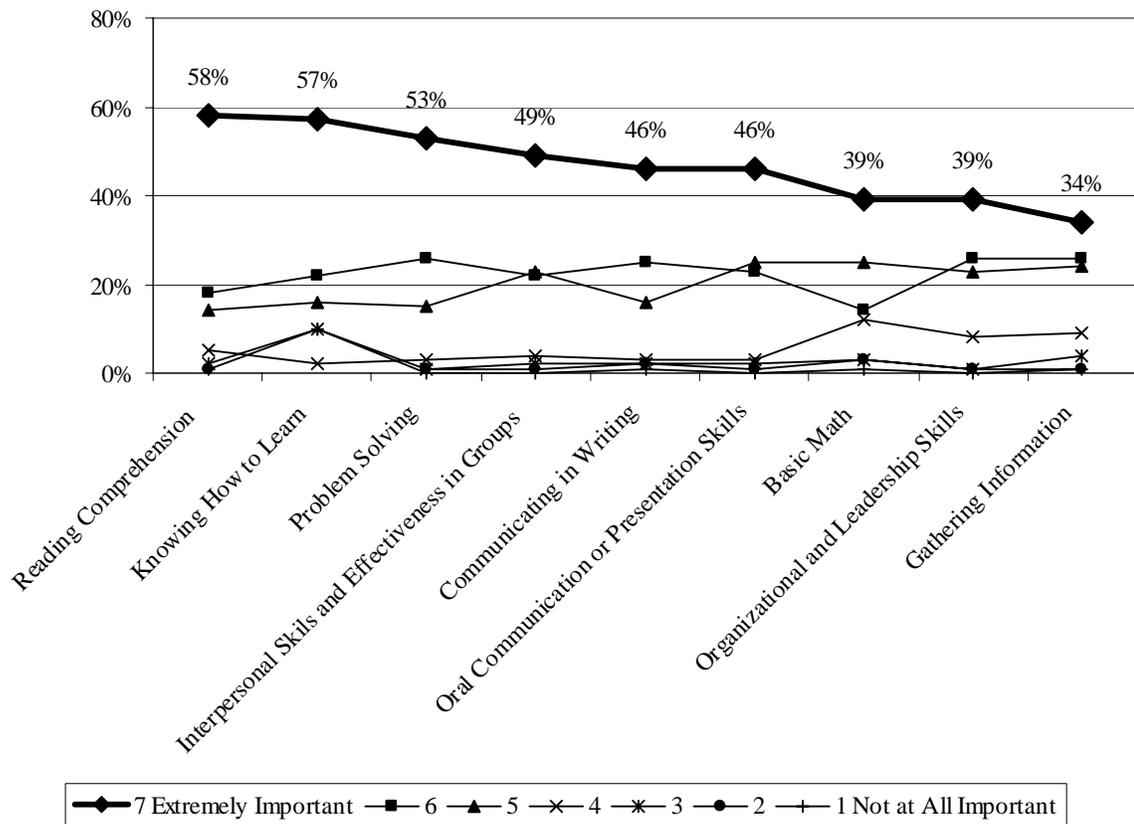
Table 18. Summary of Job-Specific Skills Listed in the “Job-Specific Skills” Category in Table 17.

(Base = respondents who indicated they needed more training for a job-specific skill.)

Number	Type of Job Specific Skill
2	Construction
2	Electrical
2	Finance
2	Secretarial
2	Sign Language
2	Technology (teaching)
2	Time Management
1	AC
1	Automobiles
1	Business & science
1	Cash Register
1	Classroom control
1	Computer and design
1	CPR
1	Driving
1	Educational theory
1	Figure skating
1	International finance
1	Inventory control
1	Keyboarding
1	Knowledge of warehouses
1	Logistics
1	Manufacturing
1	Marketing
1	Mechanical
1	OSHA and EPA regs
1	Scheduling
1	Teaching certificates
1	Technology (mechanics)
1	Welding

Respondents were asked to rate the importance of a number of specific workplace skills regarding how important they believe each is in order to be successful at their organization/place of work. Chart 7 lists those skills in rank order of importance from left to right.

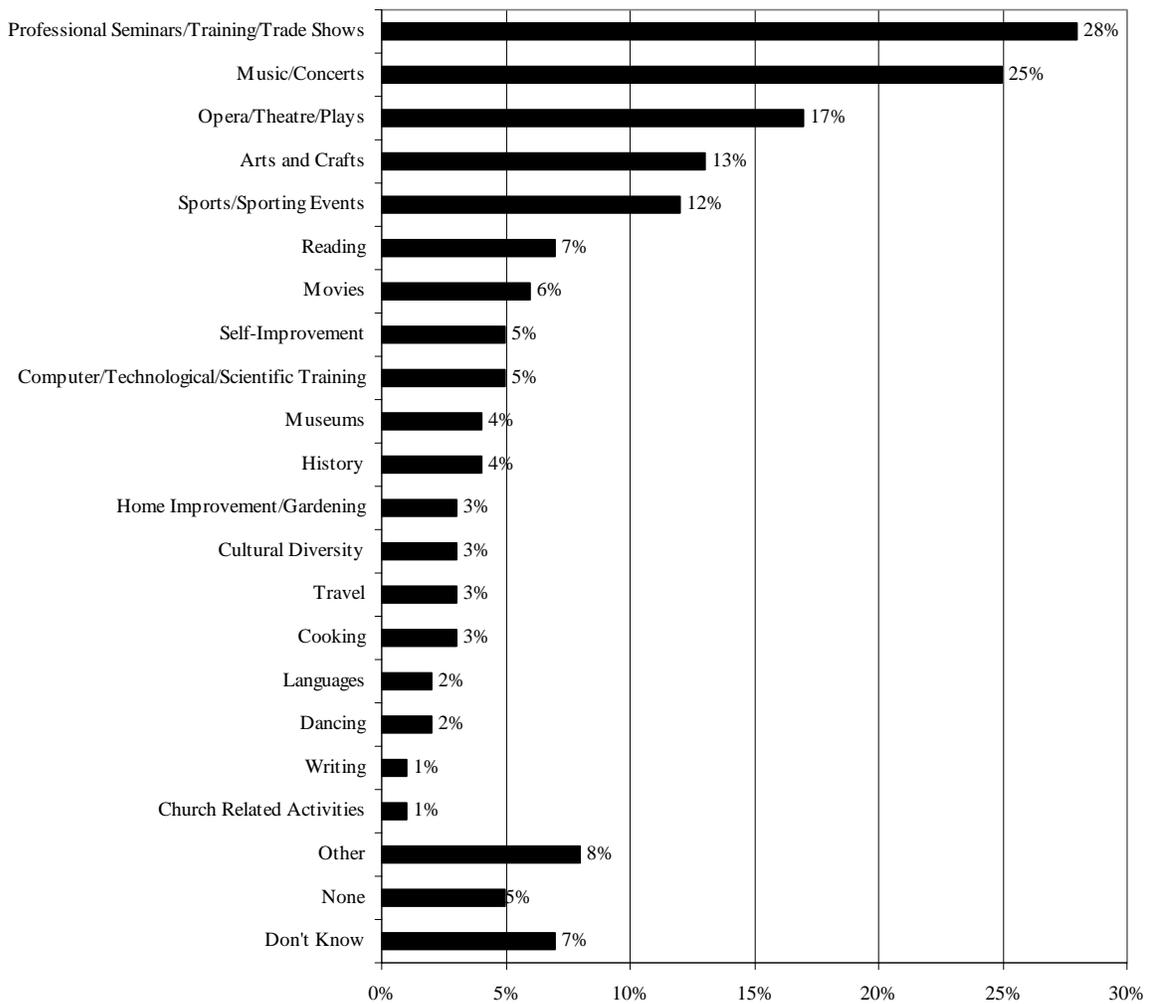
Chart 7. Level of Importance for Each of the Specific Workplace Skills (listed in rank order from left to right by the percent indicating “extremely important”)



Cultural and Personal Enrichment Needs

Respondents were asked in an open-ended question, what types of classes, seminars, or cultural activities that they enjoy most. Chart 8 lists those activities categorically in rank order.

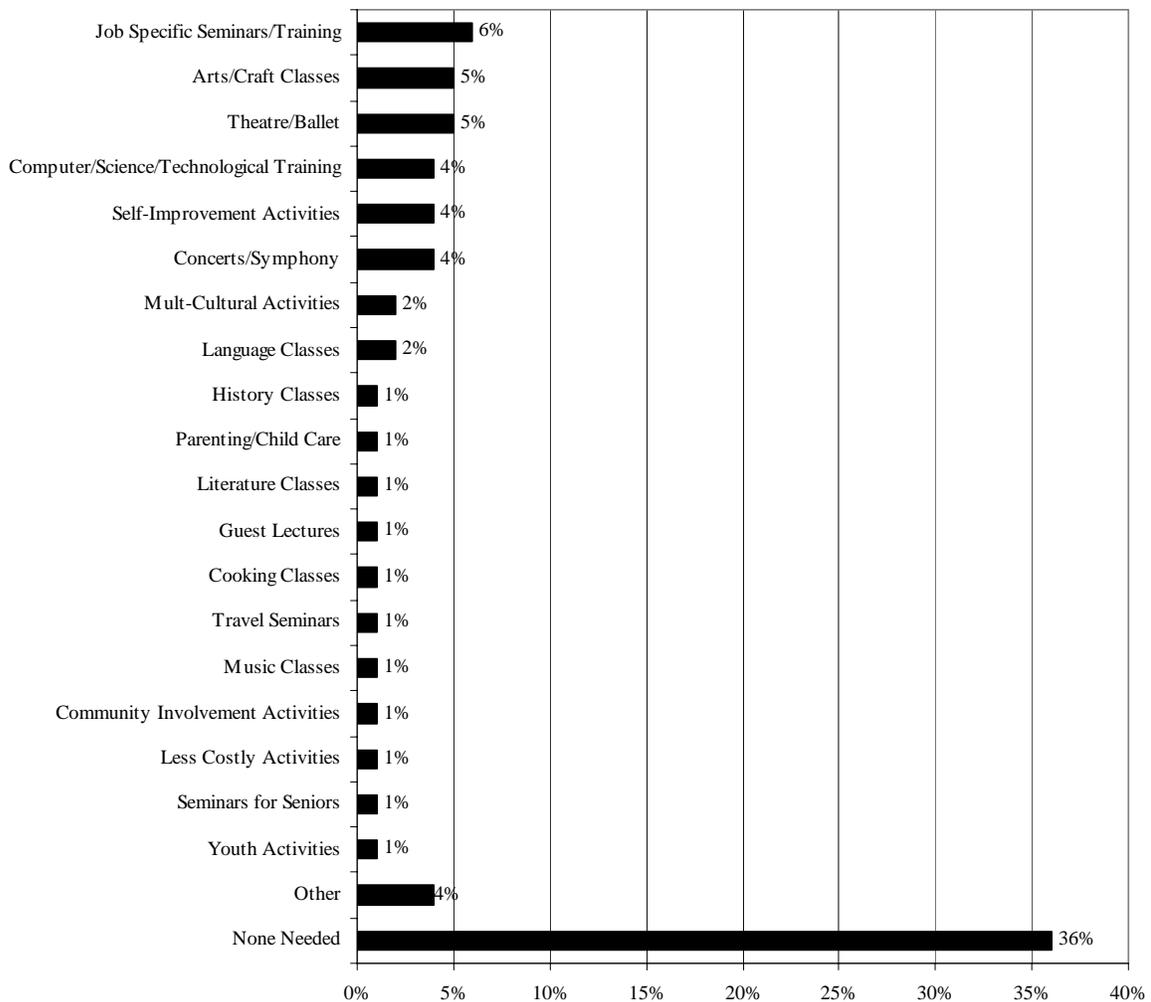
Chart 8. Types of Classes, Seminars, or Cultural Activities that Respondents' Enjoy Most



Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

A second open-ended question asked what classes, seminars, or cultural activities respondents wish were *more* readily available in the area and those responses are listed categorically in rank order in Chart 9. Note, the question asked “wish were *more* readily available” not simply available.

Chart 9. Classes, Seminars, or Cultural Activities that Respondents Wish Were More Readily Available in the Area



Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

One final open-ended question asked respondents what they believe Harper College is best known for. Table 19 lists their responses categorically in rank order.

Table 19. What Respondents Believe Harper College is Best Known For

Quality Education	25%
Associates/Two-Year Degrees	22%
Prep for Four-Year Colleges	18%
Low Cost/Affordability	11%
Variety of Programs/Flexible Hours	8%
Convenience	5%
Continuing Education	5%
Nursing Program	4%
Kids Summer Camps/Community Involvement	2%
Trying to Become a Four-Year School	2%
Dental Hygiene Program	2%
Quality Teachers	2%
Computer Department	1%
Staff Conflicts	1%
Beautiful Campus	1%
Football Team	1%
Other	6%
None	<1%
Don't Know	13%
Refused	<1%

Respondents were given the opportunity to provide multiple responses so total may exceed 100%.

Findings

Interviews with District HR Professionals from Business and Not-for-Profit Organizations

Higher Education

The following tables report the verbatim responses from 50 HR professionals (or possibly business owners for smaller organizations) regarding needs within their organizations for education and workforce training.

Table 20. What types of college degrees would you say are currently most needed at your organization, either by current or new employees?

Number	Degrees/Programs
18	None
12	Bachelor's in Business
6	Bachelor's
5	Bachelor's in Engineering
4	Bachelor's in IT/Technology
2	Bachelor's in Accounting
2	Bachelor's in Finance
2	Bachelor's in Marketing
1	Associate's in Business
1	Associate's in Inventory Control
1	Associate's in Material Management
1	Bachelor's in Communication
1	Bachelor's in Liberal Arts
1	Bachelor's in Math
1	Bachelor's in Science
1	Master's in Animation
1	Master's in Digital Media
1	Master's in Multimedia Web Design
1	Nursing
1	Printing

Table 21. Are there non-degree or vocational programs that are currently needed by employees at your organization?

Number	Non-Degree or Vocational Education
24	None
7	ESL
3	Computers
2	Keyboarding
2	People Skills
2	Supervisor/Manager Training
1	Bank Teller
1	Building Trades
1	Culinary Training
1	Customer Service
1	Excel
1	Math
1	Medical Billing
1	Word
1	Working From a Home Office

Table 22. What methods of delivering education are your employees currently participating in? Are they attending classes at night, online, weekends or any other options?

Number	Modalities Used
22	Nights/Evenings
11	Online
10	Weekends
4	All
1	CD-ROM
1	Days

Table 23. What method of delivering education do you think your employees would prefer?

Number	Modalities Preferred
22	Nights/Evenings
22	On-site at work site
12	Online
10	Early Mornings
8	Online/in class
6	Weekends
4	All

Table 24. If I were to ask you these same questions [all of the previous questions] again five years from now, how do you think your answers will have changed?

Number	What Might Change
21	Don't Know/Nothing
5	More Online Education
3	People Will Need More Education
2	More Master-Degree Employees
1	Greater Business Acumen
1	Industry-Specific Degrees
1	Less "Urgent" Training Needs
1	More Challenged with Cash Flow
1	More Computer Skills
1	More Culinary Grads
1	More People Working From Home
1	More Personal Growth Classes
1	More Technical Base for Graduates
1	More Training
1	New Modalities
1	Younger People with More Degrees

Workforce Training Needs

Table 25. *What specific job skills are most prevalent at your organization?*

Number	Prevalent Job Skills
10	Customer Service
8	Computer Skills
4	Reading
3	Accounting
3	Finance
3	Laborers
3	Math
3	Medical
3	People Skills
3	Writing
2	Business
2	Communication Skills
2	Cooking & Waiting on Customers
2	Management
2	Organizational Skills
2	Sales/Marketing
2	Work Independently
1	Driving
1	Keyboarding
1	Leadership
1	Machinist
1	Polishing & Buffering Metal Parts
1	Report & Budget Maintenance
1	Trades

Table 26. For what specific job skills, if any, do employees at your organization currently need training?

Number	Job Skills Needing Training
8	None
5	Computer Skills
4	Sales/Marketing
3	Customer Service
2	Business
1	CNA Training
1	Diversity Training
1	ESL
1	Excel
1	Keyboarding
1	Leadership
1	Managing Time
1	Math
1	Phone Operation
1	Reading
1	Trades
1	Word
1	Writing

Table 27. Are there other certificate programs that are currently needed by your employees?

Number	Certificates Needed by Employees
41	None
2	Food
1	Accounting
1	Basset
1	Business
1	Carpentry
1	ESL
1	Retailing
1	Series Six for Relationship Banker
1	Teacher's Certification

Table 28. What specific transferable skills would allow someone to be most successful at your organization?

Number	Transferable Skills to be Successful
23	Customer Service/People Skills
6	Computer Skills
4	Problem Solving
3	Writing
2	None
2	Oral Communication
2	Organizational Skills
2	Sales/Marketing
1	Cook
1	Diversity
1	Importing/Exporting
1	ISO 9000
1	Keyboarding
1	Machinist
1	Math
1	Reading
1	Time Management

Table 29. Are there specific transferable skills that you find are lacking in some of your employees?

Number	Transferable Skills Employees are Lacking
22	None
5	Interpersonal/Customer Service
2	Communication
2	Problem Solving
1	Computers
1	ESL
1	Leadership
1	Multi-tasking
1	Office Skills
1	Patience

Table 30. Number Providing Various Rating Scores on a Scale of 1 to 10 for the Importance of Specific Transferable Skills at Their Organization (listed in rank order by a “10” rating)

	Of Little Importance					Extremely Important				
	1	2	3	4	5	6	7	8	9	10
Knowing How to Learn	1				2			5	7	20
Oral Communication/ Presentation Skills	1	1		1	2	1	2	3	10	14
Writing	2		1		5	2	7	9	2	7
Interpersonal Skills and Effectiveness in Groups	1		1		3	3	2	7	11	7
Computation or Math	3	1		1	5	1	8	7	3	6
Organizational and Leadership Skills	1		1	1	3	2	9	9	3	6
Personal and Career Development Skills	1	1		2	4	1	9	13	2	2

Table 31. Verbatim Responses for Those Who Suggested “Other” Transferable Skills

Customer service
Customer service skills
Technology skills
Work with minimal supervision

Table 32. What Harper College is Best Known For

Number	What Harper is Best Known For
7	Local Community College
7	Not Sure
6	Academics/Quality Education
4	Four-year prep school
3	Associate's Degrees
3	Continuing Education
2	Adult Education
2	Controversy Regarding Four-Year Degree Programs
2	ESL
2	Offer Associate's and Bachelor's Degrees
1	Art Fairs
1	Career-Directed Two-Year Programs
1	Comprehensive
1	ESL
1	Expensive
1	Flexible Scheduling
1	Food Service/Culinary Program
1	Good for People Going Back to School

Appendix

**Organizations (both for-profit and not-for-profit)
Included in the Interviews with HR Professionals**

Organization	Number of Employees
Arlington Heights Park District	1000
Ace Hardware	20
Blackhawk's Restaurant	44
Amitron	230
Arlington Plating Co.	200
Home Depot	200
Korea Daily News	40
Cole Taylor Bank	470
K-Mart	95
Active Screw & Fastener	20
Hospital Laundry Service	450
Fire Department	134
Rolling Meadows Public Library	60
Village of Schaumburg	675
Prospect High School District 214	260
Hoffman Estates Village Hall	450
Allstate Insurance	1600
Adams Roofing Inc.	20
Bank One	20
Arlington KIA	15
Rosati's Marketing/Creative Marketing	2000
Wal-Mart	260
AGS Technology Inc.	23
First American Bank	700
American Taxi	65
Bob Chinn's Crabhouse	350
Don's Wine & Liquor	10
Hilton Garden Inn	42
Healthcare Plus	58
Kuehne & Nagle	120
SDV USA, Inc.	350
Accurate Document Destruction	570
Advanced Precision Mfg.	25
Arrow Boad Construction	132
Adult Care Specialists	40
High School District 211	2000
Illinois Institute of Art	150
Arlington Heights Fire Dept.	465
Elk Grove High School District	1200
Metal Impact	230
Oscosco Drug Warehouse/Distribution Center	450
Northbrook Services	400
Custom Plastics Inc.	220
CKD - USA Corporation	24
Hollister Co. (Woodland Mall)	75



Abbott Interfast Corp	55
Robert Borch Tool Corp	560
Laidlaw Trasit Incorporated	450
Dynamed	100
Acme Finishing Co.	103

Basic Occupation Data for the Harper College District (2000 Census)

Occupation	%	TOTALS
Employed civilian population 16 years and over		395,162
Management, professional, and related occupations	42%	165,785
Management, business, and financial operations occupations	20%	77,125
Management occupations, except farmers and farm managers	13%	50,702
Farmers and farm managers	0%	57
Business and financial operations occupations	7%	26,366
Business operations specialists	3%	13,133
Financial specialists	3%	13,233
Professional and related occupations	22%	88,660
Computer and mathematical occupations	6%	22,455
Architecture and engineering occupations	3%	11,744
Architects, surveyors, cartographers, and engineers	2%	9,756
Drafters, engineering, and mapping technicians	1%	1,988
Life, physical, and social science occupations	1%	3,492
Community and social services occupations	1%	3,414
Legal occupations	1%	4,071
Education, training, and library occupations	5%	19,989
Arts, design, entertainment, sports, and media occupations	2%	7,463
Healthcare practitioners and technical occupations	4%	16,032
Health diagnosing and treating practitioners and technical occupations	3%	12,097
Health technologists and technicians	1%	3,935
Service occupations	10%	38,809
Healthcare support occupations	1%	3,805
Protective service occupations	1%	4,682
Fire fighting, prevention, and law enforcement workers, including supervisors	1%	2,677
Other protective service occupations, including supervisors	1%	2,005
Food preparation and serving related occupations	3%	12,904
Building and grounds cleaning and maintenance occupations	2%	8,051
Personal care and service occupations	2%	9,367
Sales and office occupations	31%	121,964
Sales and related occupations	14%	53,832
Office and administrative support occupations	17%	68,132
Farming, fishing, and forestry occupations	0%	230
Construction, extraction, and maintenance occupations	6%	24,659
Construction and extraction occupations	3%	13,115
Supervisors, construction and extraction workers	0%	1,570
Construction trades workers	3%	11,537
Extraction workers	0%	8
Installation, maintenance, and repair occupations	3%	11,544
Production, transportation, and material moving occupations	11%	43,715
Production occupations	7%	26,523

Occupation	%	TOTALS
Transportation and material moving occupations	4%	17,192
Supervisors, transportation and material moving workers	0%	889
Aircraft and traffic control occupations	0%	553
Motor vehicle operators	2%	8,362
Rail, water and other transportation occupations	0%	736
Material moving workers	2%	6,652



Daily Herald Want Ads, June 12, 2004

Alpha Order		Numeric Order	
Accounting	8	Driver	48
Administrative	12	Health care	34
Advertising	2	Automotive	29
Air Conditioning	0	Sales	22
Airline	0	Dental	20
Animal	1	General office	16
Architect	1	Administrative	12
Artist	0	Customer Service	11
Assembly	1	HVAC	11
Attorney	0	Maintenance	11
Audio Visual	0	Telemarketing	11
Auditor	0	Construction	10
Automotive	29	Education	10
Auto Sales	7	Hair Salon	10
Aviation	0	Machine	10
Bakery	0	Manufacturing	10
Banking	2	Restaurant	10
Bartending	2	Warehouse	10
Benefits	0	Mechanic	9
Barbers	0	Accounting	8
Billing	0	Auto Sales	7
Biology	0	Bookkeeping	7
Bookkeeping	7	Reception	7
Brokerage	0	Retail	7
Buyer	0	Painters	6
Cabinet maker	2	Cleaning	5
Cable	1	Insurance	5
Carpentry	3	Office	5
Carpet	1	Printing	5
Cashier	1	Delivery	4
Casino	0	Hotel	4
Chemistry	0	Mortgage	4
Child care	0	Service	4
Cleaning	5	Carpentry	3
Clerical	1	Electrical	3
Collections	0	Foodservice	3
Communications	0	Laboratory	3
Computer	2	Laborer	3
Construction	10	Real Estate	3
Cooks	0	Advertising	2
Cosmetologist	0	Banking	2
Credit	0	Bartending	2
Customer Service	11	Cabinet maker	2
Dancer	2	Computer	2
Data entry	1	Dancer	2



Delivery	4	Flooring	2
Dental	20	Installing	2
Designer	0	Janitorial	2
Dietician	0	Landscaping	2
Dispatcher	1	Legal	2
Distribution	0	Roofing	2
Drafting	1	Shipping	2
Driver	48	Animal	1
E Commerce	0	Architect	1
Editorial	0	Assembly	1
Education	10	Cable	1
Electrical	3	Carpet	1
Engineer	0	Cashier	1
Environmental	0	Clerical	1
Estimator	1	Data entry	1
Executive	0	Dispatcher	1
Exporter	0	Drafting	1
Factory	1	Estimator	1
Financial	1	Factory	1
Firefighter	0	Financial	1
Flooring	2	Inventory	1
Floral	0	Leasing	1
Foodservice	3	Logistics	1
General office	16	Marketing	1
Golf	0	Marketing Research	1
Graphics	0	Medical	1
Hair Salon	10	Pharmacy	1
Health care	34	Plumbing	1
Heating/Air Cond.	0	Production	1
Horticulture	0	Purchasing	1
Hospitality	0	Quality Control	1
Hotel	4	Secretarial	1
Housekeeping	0	Social Services	1
Human Resources	0	Transportation	1
HVAC	11	Truck Driver	1
Installing	2	Air Conditioning	0
Insurance	5	Airline	0
Internet	0	Artist	0
Inventory	1	Attorney	0
Janitorial	2	Audio Visual	0
Journalism	0	Auditor	0
Laboratory	3	Aviation	0
Laborer	3	Bakery	0
Landscaping	2	Barbers	0
Leasing	1	Benefits	0
Legal	2	Billing	0
Librarian	0	Biology	0
Logistics	1	Brokerage	0



Machine	10	Buyer	0
Mailroom	0	Casino	0
Maintenance	11	Chemistry	0
Manicurist	0	Child care	0
Manufacturing	10	Collections	0
Marketing	1	Communications	0
Marketing Research	1	Cooks	0
Materials	0	Cosmetologist	0
Mechanic	9	Credit	0
Media	0	Designer	0
Medical	1	Dietician	0
Mortgage	4	Distribution	0
Movers	0	E Commerce	0
Municipal	0	Editorial	0
Nuclear	0	Engineer	0
Office	5	Environmental	0
Orthodontia	0	Executive	0
Operation	0	Exporter	0
Optical	0	Firefighter	0
Painters	6	Floral	0
Patrol Officer	0	Golf	0
Payroll	0	Graphics	0
Personnel	0	Heating/Air Cond.	0
Pharmacy	1	Horticulture	0
Photography	0	Hospitality	0
Plastics	0	Housekeeping	0
Plumbing	1	Human Resources	0
Police	0	Internet	0
Press Operator	0	Journalism	0
Printing	5	Librarian	0
Production	1	Mailroom	0
Proof Reader	0	Manicurist	0
Psychologist	0	Materials	0
Public Relations	0	Media	0
Publishing	0	Movers	0
Purchasing	1	Municipal	0
Quality Control	1	Nuclear	0
Radio	0	Operation	0
Real Estate	3	Optical	0
Reception	7	Orthodontia	0
Recreation	0	Patrol Officer	0
Research	0	Payroll	0
Restaurant	10	Personnel	0
Retail	7	Photography	0
Roofing	2	Plastics	0
Sales	22	Police	0
Secretarial	1	Press Operator	0
Security	0	Proof Reader	0



Service	4	Psychologist	0
Shipping	2	Public Relations	0
Social Services	1	Publishing	0
Surveyor	0	Radio	0
Switchboard	0	Recreation	0
Technician	0	Research	0
Telecommunications	0	Security	0
Telemarketing	11	Surveyor	0
Tool and Die	0	Switchboard	0
Training	0	Technician	0
Transcriber	0	Telecommunications	0
Transportation	1	Tool and Die	0
Travel	0	Training	0
Truck Driver	1	Transcriber	0
Typist	0	Travel	0
Vending	0	Typist	0
Veterinary	0	Vending	0
Warehouse	10	Veterinary	0
Webmaster	0	Webmaster	0
Welder	0	Welder	0
Word Processing	0	Word Processing	0
Writers	0	Writers	0

Fastest Growing Occupations

Requiring Post-Secondary Training or an Associate's Degree

Listed below are occupations 1-25 of the 76 occupations projected to grow the fastest during the 2002-2012 time period that require post-secondary education or training below the bachelor's degree. Click on an occupation to learn more about it, including state data.

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
1	Medical records and health information technicians	146,900	215,600	47%	\$\$\$	Associate degree
2	Physical therapist assistants	50,200	72,600	45%	\$\$\$	Associate degree
3	Fitness trainers and aerobics instructors	182,700	263,900	44%	\$\$	Postsecondary vocational award
4	Veterinary technologists and technicians	52,700	75,900	44%	\$\$	Associate degree
5	Dental hygienists	148,000	211,700	43%	\$\$\$\$\$	Associate degree
6	Occupational therapist assistants	18,500	25,700	39%	\$\$\$	Associate degree
7	Environmental science and protection technicians, including health	27,600	37,700	37%	\$\$\$	Associate degree
8	Preschool teachers, except special education	423,600	576,900	36%	\$	Postsecondary vocational award
9	Respiratory therapists	85,800	115,600	35%	\$\$\$	Associate degree
10	Respiratory therapy technicians	26,400	35,500	34%	\$\$\$	Postsecondary vocational award
11	Cardiovascular technologists and	43,400	57,900	34%	\$\$\$	Associate degree

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
	technicians					
12	Emergency medical technicians and paramedics	179,100	238,400	33%	\$\$\$	Postsecondary vocational award
13	Radiation therapists	13,500	17,800	32%	\$\$\$\$\$	Associate degree
14	Computer support specialists	506,900	660,300	30%	\$\$\$	Associate degree
15	Security and fire alarm systems installers	46,300	60,300	30%	\$\$\$	Postsecondary vocational award
16	Desktop publishers	35,000	45,200	29%	\$\$\$	Postsecondary vocational award
17	Paralegals and legal assistants	199,600	256,900	29%	\$\$\$	Associate degree
18	Environmental engineering technicians	19,100	24,500	28%	\$\$\$	Associate degree
19	Surgical technologists	72,200	92,400	28%	\$\$\$	Postsecondary vocational award
20	Registered nurses	2,284,500	2,907,600	27%	\$\$\$\$\$	Associate degree
21	Massage therapists	92,100	117,000	27%	\$\$\$	Postsecondary vocational award
22	Sound engineering technicians	12,800	16,100	25%	\$\$\$	Postsecondary vocational award
23	Gaming dealers	77,900	97,100	25%	\$	Postsecondary vocational award
24	Gaming and sports book writers and runners	14,100	17,500	24%	\$	Postsecondary vocational

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
						award
25	Diagnostic medical sonographers	36,500	45,300	24%	\$\$\$\$	Associate degree

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
26	Nuclear medicine technologists	17,100	21,200	24%	\$\$\$\$	Associate degree
27	Radiologic technologists and technicians	174,100	214,100	23%	\$\$\$	Associate degree
28	Manicurists and pedicurists	51,000	62,600	23%	\$	Postsecondary vocational award
29	Medical transcriptionists	100,800	123,600	23%	\$\$	Postsecondary vocational award
30	Licensed practical and licensed vocational nurses	701,900	843,700	20%	\$\$\$	Postsecondary vocational award
31	Medical and clinical laboratory technicians	147,500	176,100	19%	\$\$\$	Associate degree
32	Skin care specialists	24,900	29,800	19%	\$\$	Postsecondary vocational award
33	Biological technicians	47,900	57,200	19%	\$\$\$	Associate degree
34	Forensic science technicians	8,400	10,000	19%	\$\$\$	Associate degree
35	Legal secretaries	263,700	313,400	19%	\$\$\$	Postsecondary vocational award

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
36	Makeup artists, theatrical and performance	1,600	1,900	18%	\$\$	Postsecondary vocational award
37	Appraisers and assessors of real estate	88,200	103,800	18%	\$\$\$	Postsecondary vocational award
38	Medical secretaries	339,500	397,900	17%	\$\$	Postsecondary vocational award
39	Computer, automated teller, and office machine repairers	156,300	179,800	15%	\$\$\$	Postsecondary vocational award
40	Commercial pilots	21,100	24,200	15%	\$\$\$\$	Postsecondary vocational award
41	Medical equipment repairers	28,800	33,000	15%	\$\$\$	Associate degree
42	Slot key persons	21,000	24,100	15%	\$\$	Postsecondary vocational award
43	Electronic equipment installers and repairers, motor vehicles	18,100	20,700	15%	\$\$	Postsecondary vocational award
44	Hairdressers, hairstylists, and cosmetologists	585,400	671,300	15%	\$	Postsecondary vocational award
45	Bus and truck mechanics and diesel engine specialists	267,200	305,000	14%	\$\$\$	Postsecondary vocational award
46	Court reporters	17,800	20,100	13%	\$\$\$	Postsecondary vocational award
47	Automotive service technicians and mechanics	818,200	919,400	12%	\$\$\$	Postsecondary vocational award

#	Occupation	Employment		Percent change *	Earnings Quartile	Most significant source of education or training
		2002	2012			
48	Electro-mechanical technicians	31,400	35,000	12%	\$\$\$	Associate degree
49	Broadcast technicians	35,400	39,400	11%	\$\$\$	Associate degree
50	Mechanical engineering technicians	55,100	61,200	11%	\$\$\$	Associate degree

* **Note:** The national average percent change is 14.8% for the 2002-2012 employment projection series.

Source: [Bureau of Labor Statistics, Office of Employment Projections](#)

Occupations with the Most Openings

Requiring Post-Secondary Training or an Associate's Degree

Listed below are occupations 1-25 of the 80 occupations with the largest number of projected openings during the 2002-2012 time period that require post-secondary education or training below a bachelor's degree. Click on an occupation to learn more about it, including state data.

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
1	Registered nurses	2,284,500	110,120	\$\$\$\$\$	Associate degree
2	Automotive service technicians and mechanics	818,200	31,890	\$\$\$	Postsecondary vocational award
3	Licensed practical and licensed vocational nurses	701,900	29,480	\$\$\$	Postsecondary vocational award
4	Computer support specialists	506,900	21,580	\$\$\$	Associate degree
5	Preschool teachers, except special education	423,600	20,370	\$	Postsecondary vocational award
6	Hairdressers, hairstylists, and cosmetologists	585,400	19,870	\$	Postsecondary vocational award
7	Medical secretaries	339,500	12,350	\$\$	Postsecondary vocational award
8	Fitness trainers and aerobics instructors	182,700	12,310	\$\$	Postsecondary vocational award
9	Bus and truck mechanics and diesel engine specialists	267,200	10,650	\$\$\$	Postsecondary vocational award

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
10	Legal secretaries	263,700	10,020	\$\$\$	Postsecondary vocational award
11	Medical records and health information technicians	146,900	8,970	\$\$	Associate degree
12	Emergency medical technicians and paramedics	179,100	7,990	\$\$	Postsecondary vocational award
13	Real estate sales agents	307,700	7,860	\$\$\$	Postsecondary vocational award
14	Dental hygienists	148,000	7,640	\$\$\$\$	Associate degree
15	Paralegals and legal assistants	199,600	7,330	\$\$\$	Associate degree
16	Radiologic technologists and technicians	174,100	7,250	\$\$\$	Associate degree
17	Medical and clinical laboratory technicians	147,500	6,840	\$\$\$	Associate degree
18	Electrical and electronic engineering technicians	203,600	6,300	\$\$\$\$	Associate degree
19	Respiratory therapists	85,800	5,800	\$\$\$	Associate degree
20	Aircraft mechanics and service technicians	130,700	4,520	\$\$\$\$	Postsecondary vocational award
21	Gaming dealers	77,900	4,380	\$	Postsecondary vocational award
22	Massage therapists	92,100	4,280	\$\$\$	Postsecondary vocational award

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
23	Computer, automated teller, and office machine repairers	156,300	4,250	\$\$\$	Postsecondary vocational award
24	Medical transcriptionists	100,800	4,150	\$\$	Postsecondary vocational award
25	Mobile heavy equipment mechanics, except engines	125,700	3,930	\$\$\$	Postsecondary vocational award

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
26	Appraisers and assessors of real estate	88,200	3,450	\$\$\$	Postsecondary vocational award
27	Architectural and civil drafters	105,900	3,420	\$\$\$	Postsecondary vocational award
28	Physical therapist assistants	50,200	3,080	\$\$\$	Associate degree
29	Veterinary technologists and technicians	52,700	3,010	\$\$	Associate degree
30	Surgical technologists	72,200	2,960	\$\$\$	Postsecondary vocational award
31	Electrical and electronics repairers, commercial and industrial equipment	85,000	2,750	\$\$\$	Postsecondary vocational award

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
32	Travel agents	118,500	2,660	\$\$\$	Postsecondary vocational award
33	Civil engineering technicians	92,200	2,630	\$\$\$	Associate degree
34	Security and fire alarm systems installers	46,300	2,280	\$\$\$	Postsecondary vocational award
35	Barbers	65,900	2,270	\$	Postsecondary vocational award
36	Cardiovascular technologists and technicians	43,400	2,270	\$\$\$	Associate degree
37	Mechanical drafters	72,400	2,170	\$\$\$	Postsecondary vocational award
38	Manicurists and pedicurists	51,000	2,140	\$	Postsecondary vocational award
39	Chemical technicians	69,000	2,040	\$\$\$	Associate degree
40	Industrial engineering technicians	61,900	1,830	\$\$\$\$	Associate degree
41	Desktop publishers	35,000	1,810	\$\$\$	Postsecondary vocational award
42	Mechanical engineering technicians	55,100	1,760	\$\$\$	Associate degree
43	Biological technicians	47,900	1,740	\$\$\$	Associate degree
44	Environmental science and protection technicians, including health	27,600	1,660	\$\$\$	Associate degree

#	Occupation	2002 Employment	Average annual job openings (due to growth and net replacements)	Earnings Quartile	Most significant source of education or training
45	Diagnostic medical sonographers	36,500	1,560	\$\$\$\$	Associate degree
46	Broadcast technicians	35,400	1,270	\$\$\$	Associate degree
47	Respiratory therapy technicians	26,400	1,250	\$\$\$	Postsecondary vocational award
48	Medical equipment repairers	28,800	1,230	\$\$\$	Associate degree
49	Electronic home entertainment equipment installers and repairers	42,600	1,200	\$\$	Postsecondary vocational award
50	Electrical and electronics drafters	37,900	1,090	\$\$\$	Postsecondary vocational award

Source: [Bureau of Labor Statistics, Office of Employment Projections](#)

Occupations with the Largest Employment

Requiring Post-Secondary Training or an Associate's Degree

Listed below are occupations 1-25 of the 80 occupations with the largest employment in 2002 that required post-secondary education or training below a bachelor's degree. Click on an occupation to learn more about it, including state data.

#	Occupation	2002 Employment	Earnings Quartile	Most significant source of education or training
1	Registered nurses	2,284,500	\$\$\$\$	Associate degree
2	Automotive service technicians and mechanics	818,200	\$\$\$	Postsecondary vocational award
3	Licensed practical and licensed vocational nurses	701,900	\$\$\$	Postsecondary vocational award
4	Hairdressers, hairstylists, and cosmetologists	585,400	\$	Postsecondary vocational award
5	Computer support specialists	506,900	\$\$\$	Associate degree
6	Preschool teachers, except special education	423,600	\$	Postsecondary vocational award
7	Medical secretaries	339,500	\$\$	Postsecondary vocational award
8	Real estate sales agents	307,700	\$\$\$	Postsecondary vocational award
9	Bus and truck mechanics and diesel engine specialists	267,200	\$\$\$	Postsecondary vocational award
10	Legal secretaries	263,700	\$\$\$	Postsecondary vocational award
11	Electrical and electronic engineering technicians	203,600	\$\$\$\$	Associate degree
12	Paralegals and legal assistants	199,600	\$\$\$	Associate degree
13	Fitness trainers and aerobics instructors	182,700	\$\$	Postsecondary vocational award
14	Emergency medical technicians and paramedics	179,100	\$\$	Postsecondary vocational award

#	Occupation	2002 Employment	Earnings Quartile	Most significant source of education or training
15	Radiologic technologists and technicians	174,100	\$\$\$	Associate degree
16	Computer, automated teller, and office machine repairers	156,300	\$\$\$	Postsecondary vocational award
17	Dental hygienists	148,000	\$\$\$\$	Associate degree
18	Medical and clinical laboratory technicians	147,500	\$\$\$	Associate degree
19	Medical records and health information technicians	146,900	\$\$	Associate degree
20	Aircraft mechanics and service technicians	130,700	\$\$\$\$	Postsecondary vocational award
21	Mobile heavy equipment mechanics, except engines	125,700	\$\$\$	Postsecondary vocational award
22	Travel agents	118,500	\$\$	Postsecondary vocational award
23	Architectural and civil drafters	105,900	\$\$\$	Postsecondary vocational award
24	Medical transcriptionists	100,800	\$\$	Postsecondary vocational award
25	Civil engineering technicians	92,200	\$\$\$	Associate degree

#	Occupation	2002 Employment	Earnings Quartile	Most significant source of education or training
26	Massage therapists	92,100	\$\$\$	Postsecondary vocational award
27	Appraisers and assessors of real estate	88,200	\$\$\$	Postsecondary vocational award
28	Respiratory therapists	85,800	\$\$\$	Associate degree
29	Electrical and electronics repairers, commercial and industrial equipment	85,000	\$\$\$	Postsecondary vocational award
30	Gaming dealers	77,900	\$	Postsecondary vocational award

#	Occupation	2002 Employment	Earnings Quartile	Most significant source of education or training
31	Mechanical drafters	72,400	\$\$\$	Postsecondary vocational award
32	Surgical technologists	72,200	\$\$\$	Postsecondary vocational award
33	Chemical technicians	69,000	\$\$\$	Associate degree
34	Barbers	65,900	\$	Postsecondary vocational award
35	Industrial engineering technicians	61,900	\$\$\$\$	Associate degree
36	Mechanical engineering technicians	55,100	\$\$\$	Associate degree
37	Veterinary technologists and technicians	52,700	\$\$	Associate degree
38	Manicurists and pedicurists	51,000	\$	Postsecondary vocational award
39	Physical therapist assistants	50,200	\$\$\$	Associate degree
40	Biological technicians	47,900	\$\$\$	Associate degree
41	Semiconductor processors	46,500	\$\$	Associate degree
42	Security and fire alarm systems installers	46,300	\$\$\$	Postsecondary vocational award
43	Cardiovascular technologists and technicians	43,400	\$\$\$	Associate degree
44	Electronic home entertainment equipment installers and repairers	42,600	\$\$	Postsecondary vocational award
45	Jewelers and precious stone and metal workers	40,300	\$\$	Postsecondary vocational award
46	Electrical and electronics drafters	37,900	\$\$\$	Postsecondary vocational award
47	Diagnostic medical sonographers	36,500	\$\$\$\$	Associate degree
48	Broadcast technicians	35,400	\$\$\$	Associate degree
49	Farm equipment mechanics	35,100	\$\$	Postsecondary vocational award
50	Desktop publishers	35,000	\$\$\$	Postsecondary vocational award



Source: [Bureau of Labor Statistics, Office of Employment Projections](#)

1 GENDER

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT	
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Male	190	23	124	18	25	190	-	33	37	74	46	146	44	71	106
	37.25%	46.00%	38.75%	29.03%	32.05%	100.00%		33.33%	38.54%	36.82%	40.71%	43.32%	25.43%	37.97%	36.18%
		d										M			
Female	320	27	196	44	53	-	320	66	59	127	67	191	129	116	187
	62.75%	54.00%	61.25%	70.97%	67.95%		100.00%	66.67%	61.46%	63.18%	59.29%	56.68%	74.57%	62.03%	63.82%
				b									L		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level

3 AGE CATEGORY

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
18	5	5	-	-	-	2	3	5	-	-	-	2	3	5	-	
	0.98%	10.00%				1.05%	0.94%	5.05%				0.59%	1.73%	2.67%		
19 to 24	45	45	-	-	-	21	24	19	14	12	-	35	10	35	8	
	8.82%	90.00%				11.05%	7.50%	19.19%	14.58%	5.97%		10.39%	5.78%	18.72%	2.73%	
								J	J			m		O		
25 to 54	320	-	320	-	-	124	196	40	51	149	79	261	59	121	175	
	62.75%		100.00%			65.26%	61.25%	40.40%	53.12%	74.13%	69.91%	77.45%	34.10%	64.71%	59.73%	
									h	HI	HI	M				
55 to 64	62	-	-	62	-	18	44	14	9	22	17	30	32	16	44	
	12.16%			100.00%		9.47%	13.75%	14.14%	9.38%	10.95%	15.04%	8.90%	18.50%	8.56%	15.02%	
													L		N	
65 or Older	78	-	-	-	78	25	53	21	22	18	17	9	69	10	66	
	15.29%				100.00%	13.16%	16.56%	21.21%	22.92%	8.96%	15.04%	2.67%	39.88%	5.35%	22.53%	
								J	J				L		N	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

4 WHAT IS THE HIGHEST LEVEL OF EDUCATION YOU HAVE COMPLETED?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Some High School or Less	4	1	2	-	1	4	-	4	-	-	-	2	2	2	2	
	0.78%	2.00%	0.62%		1.28%	2.11%		4.04%				0.59%	1.16%	1.07%	0.68%	
High School Graduate	95	23	38	14	20	29	66	95	-	-	-	59	36	38	50	
	18.63%	46.00%	11.88%	22.58%	25.64%	15.26%	20.62%	95.96%				17.51%	20.81%	20.32%	17.06%	
		CDE		c	C											
Technical/Trade School	15	3	7	1	4	7	8	-	15	-	-	9	6	6	9	
	2.94%	6.00%	2.19%	1.61%	5.13%	3.68%	2.50%		15.62%			2.67%	3.47%	3.21%	3.07%	
Associate's Degree	81	11	44	8	18	30	51	-	81	-	-	50	31	33	46	
	15.88%	22.00%	13.75%	12.90%	23.08%	15.79%	15.94%		84.38%			14.84%	17.92%	17.65%	15.70%	
					c											
Bachelor's Degree	201	12	149	22	18	74	127	-	-	201	-	140	61	71	118	
	39.41%	24.00%	46.56%	35.48%	23.08%	38.95%	39.69%			100.00%		41.54%	35.26%	37.97%	40.27%	
			BdE													
Master's Degree	102	-	72	15	15	39	63	-	-	-	102	70	32	35	59	
	20.00%		22.50%	24.19%	19.23%	20.53%	19.69%				90.27%	20.77%	18.50%	18.72%	20.14%	
PhD/Doctorate	11	-	7	2	2	7	4	-	-	-	11	7	4	1	9	
	2.16%		2.19%	3.23%	2.56%	3.68%	1.25%				9.73%	2.08%	2.31%	0.53%	3.07%	
															N	
Other	1	-	1	-	-	-	1	-	-	-	-	-	1	1	-	
	0.20%		0.31%				0.31%						0.58%	0.53%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

5 ARE YOU CURRENTLY ENROLLED IN ANY COLLEGE COURSES?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Yes	59	31	23	2	3	23	36	18	15	15	11	40	19	51	7	
	11.57%	62.00%	7.19%	3.23%	3.85%	12.11%	11.25%	18.18%	15.62%	7.46%	9.73%	11.87%	10.98%	27.27%	2.39%	
		CDE						Jk	J					O		
No	451	19	297	60	75	167	284	81	81	186	102	297	154	136	286	
	88.43%	38.00%	92.81%	96.77%	96.15%	87.89%	88.75%	81.82%	84.38%	92.54%	90.27%	88.13%	89.02%	72.73%	97.61%	
			B	B	B					HI	h				N	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

6 DO YOU THINK YOU WILL ENROLL IN A CERTIFICATE OR COLLEGE DEGREE PROGRAM OR COLLEGE COURSES WITHIN THE NEXT FIVE YEARS?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
WILL ENROLL NET: =====	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-
	36.67%	80.00%	37.81%	25.81%	12.82%	37.37%	36.25%	40.40%	40.62%	35.32%	31.86%	39.17%	31.79%	100.00%	
		CDE	dE	e								m			
Definitely Yes	87	31	46	7	3	40	47	20	19	30	18	63	24	87	-
	17.06%	62.00%	14.38%	11.29%	3.85%	21.05%	14.69%	20.20%	19.79%	14.93%	15.93%	18.69%	13.87%	46.52%	
		CDE	E			g									
Probably Yes	100	9	75	9	7	31	69	20	20	41	18	69	31	100	-
	19.61%	18.00%	23.44%	14.52%	8.97%	16.32%	21.56%	20.20%	20.83%	20.40%	15.93%	20.47%	17.92%	53.48%	
			dE												
Not Sure	30	2	24	2	2	13	17	7	2	12	9	23	7	-	-
	5.88%	4.00%	7.50%	3.23%	2.56%	6.84%	5.31%	7.07%	2.08%	5.97%	7.96%	6.82%	4.05%		
			E					i		i	I				
WON'T ENROLL NET: =====	293	8	175	44	66	106	187	52	55	118	68	182	111	-	293
	57.45%	16.00%	54.69%	70.97%	84.62%	55.79%	58.44%	52.53%	57.29%	58.71%	60.18%	54.01%	64.16%		100.00%
			B	BC	BCd								L		
Probably Not	97	4	64	14	15	36	61	13	20	42	22	63	34	-	97
	19.02%	8.00%	20.00%	22.58%	19.23%	18.95%	19.06%	13.13%	20.83%	20.90%	19.47%	18.69%	19.65%		33.11%
			B	B	b					h					
Definitely Not	196	4	111	30	51	70	126	39	35	76	46	119	77	-	196
	38.43%	8.00%	34.69%	48.39%	65.38%	36.84%	39.38%	39.39%	36.46%	37.81%	40.71%	35.31%	44.51%		66.89%
			B	BC	BCD								L		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

7 IN WHAT COURSES, CERTIFICATE, OR DEGREE PROGRAM MIGHT YOU ENROLL?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Business	36	6	26	4	-	17	19	7	9	13	7	29	7	36	-	
	19.25%	15.00%	21.49%	25.00%		23.94%	16.38%	17.50%	23.08%	18.31%	19.44%	21.97%	12.73%	19.25%		
Education/Teaching	30	4	26	-	-	7	23	4	7	10	9	23	7	30	-	
	16.04%	10.00%	21.49%			9.86%	19.83%	10.00%	17.95%	14.08%	25.00%	17.42%	12.73%	16.04%		
			b				f				h					
Computers/ Electronics/ Technology	24	1	16	4	3	14	10	4	3	10	7	18	6	24	-	
	12.83%	2.50%	13.22%	25.00%	30.00%	19.72%	8.62%	10.00%	7.69%	14.08%	19.44%	13.64%	10.91%	12.83%		
			B	B	b	G										
Healthcare	21	3	15	2	1	2	19	7	5	7	1	12	9	21	-	
	11.23%	7.50%	12.40%	12.50%	10.00%	2.82%	16.38%	17.50%	12.82%	9.86%	2.78%	9.09%	16.36%	11.23%		
						F	F	K	k							
Art/Fine Arts	19	4	8	2	5	4	15	5	2	9	3	7	12	19	-	
	10.16%	10.00%	6.61%	12.50%	50.00%	5.63%	12.93%	12.50%	5.13%	12.68%	8.33%	5.30%	21.82%	10.16%		
					BCD		f						L			
Sciences/ Engineering	13	8	5	-	-	5	8	3	5	3	2	9	4	13	-	
	6.95%	20.00%	4.13%			7.04%	6.90%	7.50%	12.82%	4.23%	5.56%	6.82%	7.27%	6.95%		
		C														
Languages	11	-	9	1	1	3	8	2	1	5	3	8	3	11	-	
	5.88%		7.44%	6.25%	10.00%	4.23%	6.90%	5.00%	2.56%	7.04%	8.33%	6.06%	5.45%	5.88%		
Accounting/Finance/ Economics	10	2	5	3	-	5	5	2	2	5	1	5	5	10	-	
	5.35%	5.00%	4.13%	18.75%		7.04%	4.31%	5.00%	5.13%	7.04%	2.78%	3.79%	9.09%	5.35%		
History	7	2	3	-	2	3	4	-	3	3	1	5	2	7	-	
	3.74%	5.00%	2.48%		20.00%	4.23%	3.45%		7.69%	4.23%	2.78%	3.79%	3.64%	3.74%		
Psychology/ Sociology	6	1	4	1	-	1	5	2	1	2	1	5	1	6	-	
	3.21%	2.50%	3.31%	6.25%		1.41%	4.31%	5.00%	2.56%	2.82%	2.78%	3.79%	1.82%	3.21%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

7 IN WHAT COURSES, CERTIFICATE, OR DEGREE PROGRAM MIGHT YOU ENROLL?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Vocational Courses	6 3.21%	1 2.50%	4 3.31%	1 6.25%	-	3 4.23%	3 2.59%	2 5.00%	1 2.56%	2 2.82%	1 2.78%	3 2.27%	3 5.45%	6 3.21%	-	
Law	5 2.67%	2 5.00%	3 2.48%	-	-	3 4.23%	2 1.72%	-	1 2.56%	4 5.63%	-	5 3.79%	-	5 2.67%	-	
Real Estate	2 1.07%	-	2 1.65%	-	-	2 2.82%	-	-	-	1 1.41%	1 2.78%	2 1.52%	-	2 1.07%	-	
Other	13 6.95%	5 12.50%	7 5.79%	1 6.25%	-	6 8.45%	7 6.03%	3 7.50%	2 5.13%	6 8.45%	2 5.56%	11 8.33%	2 3.64%	13 6.95%	-	
None	3 1.60%	-	2 1.65%	1 6.25%	-	1 1.41%	2 1.72%	-	-	1 1.41%	2 5.56%	3 2.27%	-	3 1.60%	-	
Don't Know	12 6.42%	6 15.00%	5 4.13%	1 6.25%	-	7 9.86%	5 4.31%	5 12.50%	2 5.13%	4 5.63%	1 2.78%	10 7.58%	2 3.64%	12 6.42%	-	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

8 DO YOU THINK YOU WILL PURSUE COMPLETING A CERTIFICATE OR COLLEGE DEGREE WITHIN THE NEXT FIVE YEARS? IF SO, WHAT LEVEL OF DEGREE?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Certificate	18	1	15	2	-	7	11	2	4	10	2	13	5	18	-	
	9.63%	2.50%	12.40%	12.50%		9.86%	9.48%	5.00%	10.26%	14.08%	5.56%	9.85%	9.09%	9.63%		
			B							h						
Associate's	21	3	17	1	-	6	15	8	10	2	1	15	6	21	-	
	11.23%	7.50%	14.05%	6.25%		8.45%	12.93%	20.00%	25.64%	2.82%	2.78%	11.36%	10.91%	11.23%		
								JK	JK							
Bachelor's	45	23	20	1	1	19	26	17	15	12	1	29	16	45	-	
	24.06%	57.50%	16.53%	6.25%	10.00%	26.76%	22.41%	42.50%	38.46%	16.90%	2.78%	21.97%	29.09%	24.06%		
			CDE					JK	JK	K						
Master's	52	15	36	1	-	22	30	7	8	30	7	40	12	52	-	
	27.81%	37.50%	29.75%	6.25%		30.99%	25.86%	17.50%	20.51%	42.25%	19.44%	30.30%	21.82%	27.81%		
			D	D						HIK						
PhD/Doctorate	10	3	6	1	-	6	4	1	2	2	5	9	1	10	-	
	5.35%	7.50%	4.96%	6.25%		8.45%	3.45%	2.50%	5.13%	2.82%	13.89%	6.82%	1.82%	5.35%		
											hj	m				
Other	1	-	1	-	-	-	1	-	-	-	1	1	-	1	-	
	0.53%		0.83%				0.86%				2.78%	0.76%		0.53%		
Will Not Pursue	47	-	28	10	9	15	32	5	5	19	18	29	18	47	-	
	25.13%		23.14%	62.50%	90.00%	21.13%	27.59%	12.50%	12.82%	26.76%	50.00%	21.97%	32.73%	25.13%		
				C	Cd					hi	HIJ					
Don't Know/Refused	6	1	5	-	-	2	4	4	-	-	1	4	2	6	-	
	3.21%	2.50%	4.13%			2.82%	3.45%	10.00%			2.78%	3.03%	3.64%	3.21%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
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 Lower case letters indicate significance at the 90% level.

9 IF YOU COULD CHOOSE HOW AND WHEN COURSES WERE OFFERED, WHAT WOULD BE THE BEST OPTION FOR YOU?

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRMENT	
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Days	69	30	26	7	6	24	45	25	17	19	8	39	30	69	-
	36.90%	75.00%	21.49%	43.75%	60.00%	33.80%	38.79%	62.50%	43.59%	26.76%	22.22%	29.55%	54.55%	36.90%	
		CD		c	C			ijk	jK				L		
Evenings	102	11	80	7	4	41	61	14	22	46	19	80	22	102	-
	54.55%	27.50%	66.12%	43.75%	40.00%	57.75%	52.59%	35.00%	56.41%	64.79%	52.78%	60.61%	40.00%	54.55%	
			Bd						h	H		M			
Weekends	55	6	43	5	1	22	33	9	12	22	12	40	15	55	-
	29.41%	15.00%	35.54%	31.25%	10.00%	30.99%	28.45%	22.50%	30.77%	30.99%	33.33%	30.30%	27.27%	29.41%	
			BE												
Distance Learning (Online/Videos)	69	4	57	7	1	26	43	11	11	31	16	53	16	69	-
	36.90%	10.00%	47.11%	43.75%	10.00%	36.62%	37.07%	27.50%	28.21%	43.66%	44.44%	40.15%	29.09%	36.90%	
			BE	BE						hi					
Other Possibilities	1	-	-	1	-	-	1	-	-	-	1	-	1	1	-
	0.53%			6.25%			0.86%				2.78%		1.82%	0.53%	
Don't Know	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-
	0.53%				10.00%	1.41%		2.50%					1.82%	0.53%	
Refused	1	-	-	1	-	-	1	-	-	-	1	-	1	1	-
	0.53%			6.25%			0.86%				2.78%		1.82%	0.53%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10 IF YOU WERE TAKING A COURSE THAT LASTED THREE HOURS, ON WHAT DAY WOULD YOU PREFER THE COURSE TO BE OFFERED?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	174	40	109	16	9	67	107	39	38	63	33	121	53	174	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Mondays	69	22	37	5	5	28	41	24	15	19	10	45	24	69	-	
	39.66%	55.00%	33.94%	31.25%	55.56%	41.79%	38.32%	61.54%	39.47%	30.16%	30.30%	37.19%	45.28%	39.66%		
		Cd						IJK								
Tuesdays	78	17	53	4	4	26	52	20	13	30	14	54	24	78	-	
	44.83%	42.50%	48.62%	25.00%	44.44%	38.81%	48.60%	51.28%	34.21%	47.62%	42.42%	44.63%	45.28%	44.83%		
			D													
Wednesdays	79	23	45	7	4	30	49	24	19	24	11	57	22	79	-	
	45.40%	57.50%	41.28%	43.75%	44.44%	44.78%	45.79%	61.54%	50.00%	38.10%	33.33%	47.11%	41.51%	45.40%		
		c						JK								
Thursdays	61	15	38	3	5	22	39	20	11	20	9	42	19	61	-	
	35.06%	37.50%	34.86%	18.75%	55.56%	32.84%	36.45%	51.28%	28.95%	31.75%	27.27%	34.71%	35.85%	35.06%		
				d				IJK								
Fridays	30	10	15	2	3	8	22	14	6	5	4	19	11	30	-	
	17.24%	25.00%	13.76%	12.50%	33.33%	11.94%	20.56%	35.90%	15.79%	7.94%	12.12%	15.70%	20.75%	17.24%		
								IJK								
Saturdays	51	7	36	6	2	17	34	10	7	19	15	37	14	51	-	
	29.31%	17.50%	33.03%	37.50%	22.22%	25.37%	31.78%	25.64%	18.42%	30.16%	45.45%	30.58%	26.42%	29.31%		
			B								hI					
Sundays	13	4	8	-	1	3	10	6	2	5	-	6	7	13	-	
	7.47%	10.00%	7.34%		11.11%	4.48%	9.35%	15.38%	5.26%	7.94%		4.96%	13.21%	7.47%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10A ON MONDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	69	22	37	5	5	28	41	24	15	19	10	45	24	69	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Morning	30	12	11	3	4	10	20	11	9	5	5	14	16	30	-	
	43.48%	54.55%	29.73%	60.00%	80.00%	35.71%	48.78%	45.83%	60.00%	26.32%	50.00%	31.11%	66.67%	43.48%		
		c			C				J				L			
Afternoon	8	6	2	-	-	4	4	6	1	1	-	7	1	8	-	
	11.59%	27.27%	5.41%			14.29%	9.76%	25.00%	6.67%	5.26%		15.56%	4.17%	11.59%		
		C						ij				m				
Evening	29	4	23	2	-	13	16	5	5	13	5	23	6	29	-	
	42.03%	18.18%	62.16%	40.00%		46.43%	39.02%	20.83%	33.33%	68.42%	50.00%	51.11%	25.00%	42.03%		
			B							HI		M				
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-	
	1.45%				20.00%	3.57%		4.17%					4.17%	1.45%		
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-	
	1.45%		2.70%				2.44%	4.17%				2.22%		1.45%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10B ON TUESDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	78	17	53	4	4	26	52	20	13	30	14	54	24	78	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Morning	22	7	13	1	1	4	18	8	4	8	2	9	13	22	-	
	28.21%	41.18%	24.53%	25.00%	25.00%	15.38%	34.62%	40.00%	30.77%	26.67%	14.29%	16.67%	54.17%	28.21%		
							F	k					L			
Afternoon	9	4	4	-	1	4	5	5	1	3	-	6	3	9	-	
	11.54%	23.53%	7.55%		25.00%	15.38%	9.62%	25.00%	7.69%	10.00%		11.11%	12.50%	11.54%		
Evening	45	6	35	3	1	17	28	5	8	19	12	38	7	45	-	
	57.69%	35.29%	66.04%	75.00%	25.00%	65.38%	53.85%	25.00%	61.54%	63.33%	85.71%	70.37%	29.17%	57.69%		
			Be						H	H	Hj	M				
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-	
	1.28%				25.00%	3.85%		5.00%					4.17%	1.28%		
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-	
	1.28%		1.89%				1.92%	5.00%				1.85%		1.28%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10C ON WEDNESDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	79	23	45	7	4	30	49	24	19	24	11	57	22	79	-
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%
Morning	22	10	7	4	1	4	18	9	6	4	3	13	9	22	-
	27.85%	43.48%	15.56%	57.14%	25.00%	13.33%	36.73%	37.50%	31.58%	16.67%	27.27%	22.81%	40.91%	27.85%	
		C		C			F	j							
Afternoon	13	7	5	1	-	6	7	7	1	5	-	10	3	13	-
	16.46%	30.43%	11.11%	14.29%		20.00%	14.29%	29.17%	5.26%	20.83%		17.54%	13.64%	16.46%	
		c						I							
Evening	42	6	32	2	2	19	23	6	12	15	8	33	9	42	-
	53.16%	26.09%	71.11%	28.57%	50.00%	63.33%	46.94%	25.00%	63.16%	62.50%	72.73%	57.89%	40.91%	53.16%	
			BD						H	H	H				
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-
	1.27%				25.00%	3.33%		4.17%					4.55%	1.27%	
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-
	1.27%		2.22%				2.04%	4.17%				1.75%		1.27%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10D ON THURSDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT	
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	61	15	38	3	5	22	39	20	11	20	9	42	19	61	-
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Morning	19	7	9	1	2	3	16	7	5	4	3	7	12	19	-
	31.15%	46.67%	23.68%	33.33%	40.00%	13.64%	41.03%	35.00%	45.45%	20.00%	33.33%	16.67%	63.16%	31.15%	
							F						L		
Afternoon	9	4	4	-	1	4	5	6	-	3	-	6	3	9	-
	14.75%	26.67%	10.53%		20.00%	18.18%	12.82%	30.00%		15.00%		14.29%	15.79%	14.75%	
Evening	31	4	24	2	1	14	17	5	6	13	6	28	3	31	-
	50.82%	26.67%	63.16%	66.67%	20.00%	63.64%	43.59%	25.00%	54.55%	65.00%	66.67%	66.67%	15.79%	50.82%	
			BE						h	H	H	M			
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-
	1.64%				20.00%	4.55%		5.00%					5.26%	1.64%	
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-
	1.64%		2.63%				2.56%	5.00%				2.38%		1.64%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10E ON FRIDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	30	10	15	2	3	8	22	14	6	5	4	19	11	30	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Morning	16	7	5	2	2	4	12	8	4	2	2	7	9	16	-	
	53.33%	70.00%	33.33%	100.00%	66.67%	50.00%	54.55%	57.14%	66.67%	40.00%	50.00%	36.84%	81.82%	53.33%		
		c		BC									L			
Afternoon	3	1	2	-	-	1	2	2	-	1	-	3	-	3	-	
	10.00%	10.00%	13.33%			12.50%	9.09%	14.29%		20.00%		15.79%		10.00%		
Evening	9	2	7	-	-	2	7	2	2	2	2	8	1	9	-	
	30.00%	20.00%	46.67%			25.00%	31.82%	14.29%	33.33%	40.00%	50.00%	42.11%	9.09%	30.00%		
												M				
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-	
	3.33%				33.33%	12.50%		7.14%					9.09%	3.33%		
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-	
	3.33%		6.67%				4.55%	7.14%				5.26%		3.33%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10F ON SATURDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	51	7	36	6	2	17	34	10	7	19	15	37	14	51	-
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Morning	40	5	30	4	1	11	29	6	5	16	13	30	10	40	-
	78.43%	71.43%	83.33%	66.67%	50.00%	64.71%	85.29%	60.00%	71.43%	84.21%	86.67%	81.08%	71.43%	78.43%	
Afternoon	5	1	3	1	-	3	2	2	-	2	1	3	2	5	-
	9.80%	14.29%	8.33%	16.67%		17.65%	5.88%	20.00%		10.53%	6.67%	8.11%	14.29%	9.80%	
Evening	2	1	-	1	-	1	1	-	1	-	1	1	1	2	-
	3.92%	14.29%		16.67%		5.88%	2.94%		14.29%		6.67%	2.70%	7.14%	3.92%	
Any/Doesn't Matter	3	-	2	-	1	2	1	1	1	1	-	2	1	3	-
	5.88%		5.56%		50.00%	11.76%	2.94%	10.00%	14.29%	5.26%		5.41%	7.14%	5.88%	
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-
	1.96%		2.78%				2.94%	10.00%				2.70%		1.96%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

10G ON SUNDAYS, WHAT TIME WOULD YOU PREFER THE COURSE TO BEGIN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
TOTAL ANSWERING	13	4	8	-	1	3	10	6	2	5	-	6	7	13	-
	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	100.00%	
Morning	7	3	4	-	-	1	6	3	-	4	-	2	5	7	-
	53.85%	75.00%	50.00%			33.33%	60.00%	50.00%		80.00%		33.33%	71.43%	53.85%	
Afternoon	3	-	3	-	-	1	2	1	1	1	-	2	1	3	-
	23.08%		37.50%			33.33%	20.00%	16.67%	50.00%	20.00%		33.33%	14.29%	23.08%	
Evening	1	1	-	-	-	-	1	-	1	-	-	1	-	1	-
	7.69%	25.00%					10.00%		50.00%			16.67%		7.69%	
Any/Doesn't Matter	1	-	-	-	1	1	-	1	-	-	-	-	1	1	-
	7.69%				100.00%	33.33%		16.67%					14.29%	7.69%	
Don't Know	1	-	1	-	-	-	1	1	-	-	-	1	-	1	-
	7.69%		12.50%				10.00%	16.67%				16.67%		7.69%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

11 HOW INTERESTED WOULD YOU BE IN TAKING COURSES THROUGH DISTANCE EDUCATION? DISTANCE EDUCATION, MEANING ONLINE THROUGH THE INTERNET OR THROUGH VIDEOS OR TV BROADCASTS.

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
INTERESTED NET: =====	112	18	82	10	2	42	70	19	22	49	22	81	31	112	-	
	59.89%	45.00%	67.77%	62.50%	20.00%	59.15%	60.34%	47.50%	56.41%	69.01%	61.11%	61.36%	56.36%	59.89%		
		e	BE	E						H						
Extremely Interested	44	4	35	5	-	15	29	7	5	21	11	35	9	44	-	
	23.53%	10.00%	28.93%	31.25%		21.13%	25.00%	17.50%	12.82%	29.58%	30.56%	26.52%	16.36%	23.53%		
			B	b						I	i					
Somewhat Interested	68	14	47	5	2	27	41	12	17	28	11	46	22	68	-	
	36.36%	35.00%	38.84%	31.25%	20.00%	38.03%	35.34%	30.00%	43.59%	39.44%	30.56%	34.85%	40.00%	36.36%		
NOT INTERESTED NET: =====	72	22	37	6	7	27	45	20	17	20	14	48	24	72	-	
	38.50%	55.00%	30.58%	37.50%	70.00%	38.03%	38.79%	50.00%	43.59%	28.17%	38.89%	36.36%	43.64%	38.50%		
		C		Cd				J								
Not Very Interested	29	9	19	1	-	12	17	8	5	10	6	21	8	29	-	
	15.51%	22.50%	15.70%	6.25%		16.90%	14.66%	20.00%	12.82%	14.08%	16.67%	15.91%	14.55%	15.51%		
		d														
Not at All Interested	43	13	18	5	7	15	28	12	12	10	8	27	16	43	-	
	22.99%	32.50%	14.88%	31.25%	70.00%	21.13%	24.14%	30.00%	30.77%	14.08%	22.22%	20.45%	29.09%	22.99%		
		C		BCD				j	J							
Don't Know	3	-	2	-	1	2	1	1	-	2	-	3	-	3	-	
	1.60%		1.65%		10.00%	2.82%	0.86%	2.50%		2.82%		2.27%		1.60%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

12 WHAT SPECIFIC COURSES WOULD YOU BE INTERESTED IN TAKING THROUGH DISTANCE EDUCATION?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	112	18	82	10	2	42	70	19	22	49	22	81	31	112	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Business	22	1	20	1	-	10	12	1	4	14	3	18	4	22	-	
	19.64%	5.56%	24.39%	10.00%		23.81%	17.14%	5.26%	18.18%	28.57%	13.64%	22.22%	12.90%	19.64%		
			B							H						
Computers/ Electronics/ Technology	17	1	12	3	1	11	6	3	3	7	4	13	4	17	-	
	15.18%	5.56%	14.63%	30.00%	50.00%	26.19%	8.57%	15.79%	13.64%	14.29%	18.18%	16.05%	12.90%	15.18%		
						G										
Education/Teaching	16	3	12	1	-	4	12	2	5	5	4	13	3	16	-	
	14.29%	16.67%	14.63%	10.00%		9.52%	17.14%	10.53%	22.73%	10.20%	18.18%	16.05%	9.68%	14.29%		
Healthcare	11	-	10	1	-	-	11	4	1	4	2	6	5	11	-	
	9.82%		12.20%	10.00%			15.71%	21.05%	4.55%	8.16%	9.09%	7.41%	16.13%	9.82%		
Sciences	9	1	6	2	-	6	3	2	1	4	2	7	2	9	-	
	8.04%	5.56%	7.32%	20.00%		14.29%	4.29%	10.53%	4.55%	8.16%	9.09%	8.64%	6.45%	8.04%		
						g										
Psychology/ Sociology	9	1	6	2	-	1	8	3	3	1	2	7	2	9	-	
	8.04%	5.56%	7.32%	20.00%		2.38%	11.43%	15.79%	13.64%	2.04%	9.09%	8.64%	6.45%	8.04%		
							F									
Languages	8	2	4	2	-	6	2	2	2	2	2	5	3	8	-	
	7.14%	11.11%	4.88%	20.00%		14.29%	2.86%	10.53%	9.09%	4.08%	9.09%	6.17%	9.68%	7.14%		
						G										
Art/Fine Arts	6	1	5	-	-	2	4	-	1	5	-	2	4	6	-	
	5.36%	5.56%	6.10%			4.76%	5.71%		4.55%	10.20%		2.47%	12.90%	5.36%		
												1				
History	5	1	3	1	-	4	1	1	3	-	1	3	2	5	-	
	4.46%	5.56%	3.66%	10.00%		9.52%	1.43%	5.26%	13.64%		4.55%	3.70%	6.45%	4.46%		
							g									

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

12 WHAT SPECIFIC COURSES WOULD YOU BE INTERESTED IN TAKING THROUGH DISTANCE EDUCATION?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(O)
Accounting/Finance/ Economics	3 2.68%	1 5.56%	2 2.44%	-	-	1 2.38%	2 2.86%	1 5.26%	-	1 2.04%	1 4.55%	1 1.23%	2 6.45%	3 2.68%	-	-
General Studies/ Associates	3 2.68%	2 11.11%	1 1.22%	-	-	1 2.38%	2 2.86%	1 5.26%	1 4.55%	1 2.04%	-	2 2.47%	1 3.23%	3 2.68%	-	-
Law	1 0.89%	1 5.56%	-	-	-	1 2.38%	-	1 5.26%	-	-	-	-	1 3.23%	1 0.89%	-	-
Real Estate	1 0.89%	-	1 1.22%	-	-	1 2.38%	-	-	-	1 2.04%	-	1 1.23%	-	1 0.89%	-	-
Other	14 12.50%	4 22.22%	8 9.76%	2 20.00%	-	5 11.90%	9 12.86%	2 10.53%	1 4.55%	9 18.37%	2 9.09%	10 12.35%	4 12.90%	14 12.50%	-	-
Don't Know	13 11.61%	3 16.67%	9 10.98%	-	1 50.00%	4 9.52%	9 12.86%	3 15.79%	2 9.09%	4 8.16%	4 18.18%	11 13.58%	2 6.45%	13 11.61%	-	-

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

13 HOW INTERESTED WOULD YOU BE IN COMPLETING A CERTIFICATE OR DEGREE THROUGH DISTANCE EDUCATION?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	187	40	121	16	10	71	116	40	39	71	36	132	55	187	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
INTERESTED NET: =====	83	13	65	4	1	29	54	16	16	39	12	61	22	83	-	
	44.39%	32.50%	53.72%	25.00%	10.00%	40.85%	46.55%	40.00%	41.03%	54.93%	33.33%	46.21%	40.00%	44.39%		
			e	BDE						K						
Extremely Interested	30	3	25	2	-	10	20	6	5	14	5	25	5	30	-	
	16.04%	7.50%	20.66%	12.50%		14.08%	17.24%	15.00%	12.82%	19.72%	13.89%	18.94%	9.09%	16.04%		
			B									m				
Somewhat Interested	53	10	40	2	1	19	34	10	11	25	7	36	17	53	-	
	28.34%	25.00%	33.06%	12.50%	10.00%	26.76%	29.31%	25.00%	28.21%	35.21%	19.44%	27.27%	30.91%	28.34%		
			DE							k						
NOT INTERESTED NET: =====	99	27	52	12	8	42	57	23	21	30	24	69	30	99	-	
	52.94%	67.50%	42.98%	75.00%	80.00%	59.15%	49.14%	57.50%	53.85%	42.25%	66.67%	52.27%	54.55%	52.94%		
			C	C	C						J					
Not Very Interested	42	9	26	6	1	18	24	8	9	15	10	31	11	42	-	
	22.46%	22.50%	21.49%	37.50%	10.00%	25.35%	20.69%	20.00%	23.08%	21.13%	27.78%	23.48%	20.00%	22.46%		
			e													
Not at All Interested	57	18	26	6	7	24	33	15	12	15	14	38	19	57	-	
	30.48%	45.00%	21.49%	37.50%	70.00%	33.80%	28.45%	37.50%	30.77%	21.13%	38.89%	28.79%	34.55%	30.48%		
			C		Cd			j			j					
Don't Know	4	-	3	-	1	-	4	1	1	2	-	1	3	4	-	
	2.14%		2.48%		10.00%		3.45%	2.50%	2.56%	2.82%		0.76%	5.45%	2.14%		
Refused	1	-	1	-	-	-	1	-	1	-	-	1	-	1	-	
	0.53%		0.83%				0.86%		2.56%			0.76%		0.53%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

14 WHAT SPECIFIC CERTIFICATE OR DEGREE PROGRAM WOULD YOU BE LOOKING FOR THROUGH DISTANCE EDUCATION?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	83	13	65	4	1	29	54	16	16	39	12	61	22	83	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
Business (BA/S, MA, PhD, CERT)	20	5	15	-	-	8	12	3	3	12	2	15	5	20	-	
	24.10%	38.46%	23.08%			27.59%	22.22%	18.75%	18.75%	30.77%	16.67%	24.59%	22.73%	24.10%		
Education (BA/S, MA, PhD, CERT)	14	3	10	1	-	3	11	2	3	6	3	10	4	14	-	
	16.87%	23.08%	15.38%	25.00%		10.34%	20.37%	12.50%	18.75%	15.38%	25.00%	16.39%	18.18%	16.87%		
Computer (BA/S, MA, PhD, CERT)	7	-	6	1	-	4	3	1	2	3	1	7	-	7	-	
	8.43%		9.23%	25.00%		13.79%	5.56%	6.25%	12.50%	7.69%	8.33%	11.48%		8.43%		
Health Field (BA/S, MA, PhD, CERT)	7	-	7	-	-	-	7	2	1	2	2	2	5	7	-	
	8.43%		10.77%				12.96%	12.50%	6.25%	5.13%	16.67%	3.28%	22.73%	8.43%		
Master's Degree/PhD (Non Specific)	7	-	7	-	-	3	4	-	1	4	2	7	-	7	-	
	8.43%		10.77%			10.34%	7.41%		6.25%	10.26%	16.67%	11.48%		8.43%		
Bachelor's Degree (Non Specific)	6	1	5	-	-	2	4	-	2	4	-	3	3	6	-	
	7.23%	7.69%	7.69%			6.90%	7.41%		12.50%	10.26%		4.92%	13.64%	7.23%		
Associate's Degree	6	1	4	1	-	1	5	3	1	2	-	3	3	6	-	
	7.23%	7.69%	6.15%	25.00%		3.45%	9.26%	18.75%	6.25%	5.13%		4.92%	13.64%	7.23%		
All/Any Needed for Degree/Certificate	4	-	4	-	-	1	3	-	1	3	-	4	-	4	-	
	4.82%		6.15%			3.45%	5.56%		6.25%	7.69%		6.56%		4.82%		
Other	2	2	-	-	-	2	-	2	-	-	-	2	-	2	-	
	2.41%	15.38%				6.90%		12.50%				3.28%		2.41%		
Don't Know	10	1	7	1	1	5	5	3	2	3	2	8	2	10	-	
	12.05%	7.69%	10.77%	25.00%	100.00%	17.24%	9.26%	18.75%	12.50%	7.69%	16.67%	13.11%	9.09%	12.05%		

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Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

15 WHICH OF THE FOLLOWING TYPES OF DISTANCE EDUCATION COURSES WOULD YOU BE INTERESTED IN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	83	13	65	4	1	29	54	16	16	39	12	61	22	83	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Online via the Internet Only	45	7	37	1	-	16	29	9	7	23	6	39	6	45	-	
	54.22%	53.85%	56.92%	25.00%		55.17%	53.70%	56.25%	43.75%	58.97%	50.00%	63.93%	27.27%	54.22%		
												M				
Video Tapes or TV Broadcasts Only	18	3	12	3	-	6	12	5	4	5	4	12	6	18	-	
	21.69%	23.08%	18.46%	75.00%		20.69%	22.22%	31.25%	25.00%	12.82%	33.33%	19.67%	27.27%	21.69%		
				BC												
Combination of Both	52	7	44	-	1	22	30	8	10	27	7	39	13	52	-	
	62.65%	53.85%	67.69%		100.00%	75.86%	55.56%	50.00%	62.50%	69.23%	58.33%	63.93%	59.09%	62.65%		
					BC	g										

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

16 WHICH OF THE FOLLOWING FORMATS FOR ONLINE EDUCATION WOULD YOU BE INTERESTED IN?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	77	12	63	1	1	28	49	13	15	39	10	59	18	77	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Entirely Online - No Campus Visits	29	5	24	-	-	9	20	1	4	21	3	25	4	29	-	
	37.66%	41.67%	38.10%			32.14%	40.82%	7.69%	26.67%	53.85% Hi	30.00%	42.37% m	22.22%	37.66%		
Orient/Tests on Campus - All CW Online	31	2	29	-	-	12	19	4	7	15	5	25	6	31	-	
	40.26%	16.67%	46.03% B			42.86%	38.78%	30.77%	46.67%	38.46%	50.00%	42.37%	33.33%	40.26%		
Orient/Tests/Some CW on Campus - Some CW Online	32	5	25	1	1	13	19	9	5	15	3	22	10	32	-	
	41.56%	41.67%	39.68%	100.00% BC	100.00% BC	46.43%	38.78%	69.23% IJK	33.33%	38.46%	30.00%	37.29%	55.56%	41.56%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

17 HOW MUCH MORE LIKELY, IF AT ALL, WOULD YOU BE TO ENROLL IN A CERTIFICATE OR COLLEGE DEGREE PROGRAM IF IT WERE OFFERED THROUGH DISTANCE EDUCATION?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	83	13	65	4	1	29	54	16	16	39	12	61	22	83	-	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
MORE LIKELY NET: =====	66	8	53	4	1	23	43	14	11	29	12	52	14	66	-	
	79.52%	61.54%	81.54%	100.00%	100.00%	79.31%	79.63%	87.50%	68.75%	74.36%	100.00%	85.25%	63.64%	79.52%		
				BC	BC						IJ	m				
Much More Likely	21	1	19	1	-	8	13	4	4	9	4	16	5	21	-	
	25.30%	7.69%	29.23%	25.00%		27.59%	24.07%	25.00%	25.00%	23.08%	33.33%	26.23%	22.73%	25.30%		
			B													
More Likely	45	7	34	3	1	15	30	10	7	20	8	36	9	45	-	
	54.22%	53.85%	52.31%	75.00%	100.00%	51.72%	55.56%	62.50%	43.75%	51.28%	66.67%	59.02%	40.91%	54.22%		
					BC											
No Difference	12	5	7	-	-	3	9	2	4	6	-	6	6	12	-	
	14.46%	38.46%	10.77%			10.34%	16.67%	12.50%	25.00%	15.38%		9.84%	27.27%	14.46%		
			C									1				
LESS LIKELY NET: =====	5	-	5	-	-	3	2	-	1	4	-	3	2	5	-	
	6.02%		7.69%			10.34%	3.70%		6.25%	10.26%		4.92%	9.09%	6.02%		
Less Likely	5	-	5	-	-	3	2	-	1	4	-	3	2	5	-	
	6.02%		7.69%			10.34%	3.70%		6.25%	10.26%		4.92%	9.09%	6.02%		
Much Less Likely	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

18 WHAT, IF ANYTHING, WOULD KEEP YOU FROM ENROLLING IN A COURSE OR CERTIFICATE OR COLLEGE DEGREE PROGRAM?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
No Need/Not Interested	168	5	114	23	26	62	106	25	27	67	49	118	50	19	146	
	32.94%	10.00%	35.62%	37.10%	33.33%	32.63%	33.12%	25.25%	28.12%	33.33%	43.36%	35.01%	28.90%	10.16%	49.83%	
			B	B	B						HIj				N	
Lack of Time	114	13	86	9	6	43	71	27	19	51	17	87	27	56	44	
	22.35%	26.00%	26.88%	14.52%	7.69%	22.63%	22.19%	27.27%	19.79%	25.37%	15.04%	25.82%	15.61%	29.95%	15.02%	
		E	DE					K		K		M		O		
Cost	84	12	67	5	-	33	51	16	18	35	15	68	16	53	22	
	16.47%	24.00%	20.94%	8.06%		17.37%	15.94%	16.16%	18.75%	17.41%	13.27%	20.18%	9.25%	28.34%	7.51%	
		D	D									M		O		
Age/Retired	48	-	6	13	29	19	29	11	12	13	12	10	38	3	45	
	9.41%		1.88%	20.97%	37.18%	10.00%	9.06%	11.11%	12.50%	6.47%	10.62%	2.97%	21.97%	1.60%	15.36%	
			C	CD								L			N	
Family	38	5	30	3	-	9	29	8	5	20	5	21	17	16	18	
	7.45%	10.00%	9.38%	4.84%		4.74%	9.06%	8.08%	5.21%	9.95%	4.42%	6.23%	9.83%	8.56%	6.14%	
						f				k						
Work	29	5	21	2	1	14	15	6	5	14	4	27	2	16	9	
	5.69%	10.00%	6.56%	3.23%	1.28%	7.37%	4.69%	6.06%	5.21%	6.97%	3.54%	8.01%	1.16%	8.56%	3.07%	
		E	E									M		O		
Class Availability/ Schedule	24	3	19	-	2	9	15	2	5	11	6	19	5	22	2	
	4.71%	6.00%	5.94%		2.56%	4.74%	4.69%	2.02%	5.21%	5.47%	5.31%	5.64%	2.89%	11.76%	0.68%	
														O		
Health	17	1	4	4	8	4	13	6	4	3	4	4	13	8	8	
	3.33%	2.00%	1.25%	6.45%	10.26%	2.11%	4.06%	6.06%	4.17%	1.49%	3.54%	1.19%	7.51%	4.28%	2.73%	
					BC			j				L				
Instructor Qualification/ College Accreditation	6	3	3	-	-	4	2	1	1	3	1	4	2	6	-	
	1.18%	6.00%	0.94%			2.11%	0.62%	1.01%	1.04%	1.49%	0.88%	1.19%	1.16%	3.21%		

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

18 WHAT, IF ANYTHING, WOULD KEEP YOU FROM ENROLLING IN A COURSE OR CERTIFICATE OR COLLEGE DEGREE PROGRAM?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Other	20 3.92%	2 4.00%	9 2.81%	5 8.06%	4 5.13%	5 2.63%	15 4.69%	2 2.02%	5 5.21%	8 3.98%	5 4.42%	12 3.56%	8 4.62%	9 4.81%	10 3.41%	
Nothing	36 7.06%	8 16.00%	20 6.25%	3 4.84%	5 6.41%	15 7.89%	21 6.56%	8 8.08%	4 4.17%	13 6.47%	10 8.85%	21 6.23%	15 8.67%	20 10.70%	13 4.44%	
Don't Know	11 2.16%	-	6 1.88%	4 6.45%	1 1.28%	5 2.63%	6 1.88%	1 1.01%	5 5.21%	1 0.50%	4 3.54%	9 2.67%	2 1.16%	3 1.60%	8 2.73%	
Refused	4 0.78%	1 2.00%	2 0.62%	1 1.61%	-	2 1.05%	2 0.62%	-	1 1.04%	3 1.49%	-	4 1.19%	-	1 0.53%	3 1.02%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

19 DO YOU KNOW ANYONE ELSE WHO LIVES IN THE HARPER COLLEGE DISTRICT, EITHER IN YOUR FAMILY, AT WORK, OR PERSONALLY, WHO MIGHT WANT TO ENROLL IN A COURSE OR CERTIFICATE OR COLLEGE DEGREE PROGRAM IN THE NEXT FIVE YEARS?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Yes	164	19	106	24	15	60	104	28	40	59	37	124	40	65	90	
	32.16%	38.00%	33.12%	38.71%	19.23%	31.58%	32.50%	28.28%	41.67%	29.35%	32.74%	36.80%	23.12%	34.76%	30.72%	
		E	E	E					HJ			M				
No	346	31	214	38	63	130	216	71	56	142	76	213	133	122	203	
	67.84%	62.00%	66.88%	61.29%	80.77%	68.42%	67.50%	71.72%	58.33%	70.65%	67.26%	63.20%	76.88%	65.24%	69.28%	
					BCD			I		I			L			

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

20 WHAT COURSES OR CERTIFICATE OR COLLEGE DEGREE PROGRAM WOULD THEY BE LOOKING FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	164	19	106	24	15	60	104	28	40	59	37	124	40	65	90	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Management/Business	24	2	16	2	4	9	15	2	6	12	4	16	8	11	11	
	14.63%	10.53%	15.09%	8.33%	26.67%	15.00%	14.42%	7.14%	15.00%	20.34%	10.81%	12.90%	20.00%	16.92%	12.22%	
										h						
Art/Fine Arts	23	2	14	4	3	4	19	6	3	9	5	15	8	13	10	
	14.02%	10.53%	13.21%	16.67%	20.00%	6.67%	18.27%	21.43%	7.50%	15.25%	13.51%	12.10%	20.00%	20.00%	11.11%	
							F									
Computers/ Electronics	18	-	12	3	3	5	13	1	2	5	10	14	4	7	7	
	10.98%		11.32%	12.50%	20.00%	8.33%	12.50%	3.57%	5.00%	8.47%	27.03%	11.29%	10.00%	10.77%	7.78%	
											HIJ					
Education/Teaching	16	1	15	-	-	5	11	1	3	6	6	13	3	8	8	
	9.76%	5.26%	14.15%			8.33%	10.58%	3.57%	7.50%	10.17%	16.22%	10.48%	7.50%	12.31%	8.89%	
											h					
Healthcare	16	4	9	1	2	5	11	3	-	9	4	13	3	7	7	
	9.76%	21.05%	8.49%	4.17%	13.33%	8.33%	10.58%	10.71%		15.25%	10.81%	10.48%	7.50%	10.77%	7.78%	
		d														
General Studies/ Associates	15	2	12	1	-	5	10	5	2	5	3	13	2	4	10	
	9.15%	10.53%	11.32%	4.17%		8.33%	9.62%	17.86%	5.00%	8.47%	8.11%	10.48%	5.00%	6.15%	11.11%	
Sciences/ Engineering	12	1	6	4	1	2	10	1	3	5	3	11	1	1	11	
	7.32%	5.26%	5.66%	16.67%	6.67%	3.33%	9.62%	3.57%	7.50%	8.47%	8.11%	8.87%	2.50%	1.54%	12.22%	
							f					m			N	
Languages	7	2	4	1	-	2	5	-	2	1	4	5	2	4	3	
	4.27%	10.53%	3.77%	4.17%		3.33%	4.81%		5.00%	1.69%	10.81%	4.03%	5.00%	6.15%	3.33%	
											j					
Vocational	5	-	5	-	-	1	4	1	4	-	-	5	-	1	4	
	3.05%		4.72%			1.67%	3.85%	3.57%	10.00%			4.03%		1.54%	4.44%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

20 WHAT COURSES OR CERTIFICATE OR COLLEGE DEGREE PROGRAM WOULD THEY BE LOOKING FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Psychology/ Sociology	5 3.05%	2 10.53%	2 1.89%	1 4.17%	-	1 1.67%	4 3.85%	2 7.14%	-	1 1.69%	2 5.41%	3 2.42%	2 5.00%	3 4.62%	1 1.11%	
Accounting/Finance/ Economics	3 1.83%	-	3 2.83%	-	-	1 1.67%	2 1.92%	-	-	2 3.39%	1 2.70%	2 1.61%	1 2.50%	3 4.62%	-	
Real Estate	2 1.22%	-	2 1.89%	-	-	1 1.67%	1 0.96%	-	-	1 1.69%	1 2.70%	2 1.61%	-	2 3.08%	-	
Law	2 1.22%	-	2 1.89%	-	-	1 1.67%	1 0.96%	-	1 2.50%	1 1.69%	-	2 1.61%	-	-	2 2.22%	
History	1 0.61%	-	1 0.94%	-	-	1 1.67%	-	-	-	1 1.69%	-	1 0.81%	-	1 1.54%	-	
Other	10 6.10%	-	7 6.60%	2 8.33%	1 6.67%	4 6.67%	6 5.77%	2 7.14%	2 5.00%	5 8.47%	1 2.70%	9 7.26%	1 2.50%	3 4.62%	7 7.78%	
None	4 2.44%	-	3 2.83%	-	1 6.67%	1 1.67%	3 2.88%	-	2 5.00%	1 1.69%	1 2.70%	3 2.42%	1 2.50%	-	3 3.33%	
Don't Know	30 18.29%	5 26.32%	13 12.26%	7 29.17%	5 33.33%	14 23.33%	16 15.38%	7 25.00%	11 27.50%	9 15.25%	3 8.11%	17 13.71%	13 32.50%	9 13.85%	20 22.22%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
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 Lower case letters indicate significance at the 90% level.

21 ARE YOU CURRENTLY EMPLOYED?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Yes	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	66.08%	74.00%	81.56%	48.39%	11.54%	76.84%	59.69%	61.62%	61.46%	69.65%	68.14%	100.00%		70.59%	62.12%	
		DE	DE	E		G								O		
No	173	13	59	32	69	44	129	38	37	61	36	-	173	55	111	
	33.92%	26.00%	18.44%	51.61%	88.46%	23.16%	40.31%	38.38%	38.54%	30.35%	31.86%	100.00%		29.41%	37.88%	
				BC	BCD		F								n	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

22 WHAT JOB SKILLS HAVE YOU NOTICED AT YOUR WORK THAT YOU THINK PEOPLE COULD USE MORE TRAINING FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
Computers/ Technology	117	3	97	13	4	44	73	12	18	57	30	117	-	43	66	
	34.72%	8.11%	37.16%	43.33%	44.44%	30.14%	38.22%	19.67%	30.51%	40.71%	38.96%	34.72%		32.58%	36.26%	
			B	B	B					H	H					
Communication/ English	70	14	48	7	1	38	32	14	6	34	16	70	-	31	35	
	20.77%	37.84%	18.39%	23.33%	11.11%	26.03%	16.75%	22.95%	10.17%	24.29%	20.78%	20.77%		23.48%	19.23%	
		CE				G		i		I	i					
Job Specific Skills	53	3	40	8	2	26	27	11	12	15	15	53	-	22	28	
	15.73%	8.11%	15.33%	26.67%	22.22%	17.81%	14.14%	18.03%	20.34%	10.71%	19.48%	15.73%		16.67%	15.38%	
				B							j					
Writing	28	1	26	1	-	9	19	3	3	9	13	28	-	9	16	
	8.31%	2.70%	9.96%	3.33%		6.16%	9.95%	4.92%	5.08%	6.43%	16.88%	8.31%		6.82%	8.79%	
			Bd								HIJ					
Interpersonal Skills/Teamwork	27	8	15	3	1	12	15	7	7	6	7	27	-	15	10	
	8.01%	21.62%	5.75%	10.00%	11.11%	8.22%	7.85%	11.48%	11.86%	4.29%	9.09%	8.01%		11.36%	5.49%	
		C							j					O		
Management/ Leadership	18	3	11	2	2	4	14	3	4	6	5	18	-	5	10	
	5.34%	8.11%	4.21%	6.67%	22.22%	2.74%	7.33%	4.92%	6.78%	4.29%	6.49%	5.34%		3.79%	5.49%	
							F									
Customer Relations	11	4	6	1	-	3	8	2	3	6	-	11	-	8	3	
	3.26%	10.81%	2.30%	3.33%		2.05%	4.19%	3.28%	5.08%	4.29%		3.26%		6.06%	1.65%	
														O		
Time Management	9	2	6	-	1	4	5	2	1	6	-	9	-	3	5	
	2.67%	5.41%	2.30%		11.11%	2.74%	2.62%	3.28%	1.69%	4.29%		2.67%		2.27%	2.75%	
Math	9	1	6	2	-	5	4	2	-	4	3	9	-	3	5	
	2.67%	2.70%	2.30%	6.67%		3.42%	2.09%	3.28%		2.86%	3.90%	2.67%		2.27%	2.75%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

22 WHAT JOB SKILLS HAVE YOU NOTICED AT YOUR WORK THAT YOU THINK PEOPLE COULD USE MORE TRAINING FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Common Sense	9 2.67%	-	9 3.45%	-	-	7 4.79%	2 1.05%	3 4.92%	1 1.69%	4 2.86%	1 1.30%	9 2.67%	-	3 2.27%	6 3.30%	
						g										
Project Management	4 1.19%	-	4 1.53%	-	-	4 2.74%	-	-	-	4 2.86%	-	4 1.19%	-	2 1.52%	2 1.10%	
Second Language	4 1.19%	-	4 1.53%	-	-	1 0.68%	3 1.57%	-	-	3 2.14%	1 1.30%	4 1.19%	-	2 1.52%	1 0.55%	
Work Ethic/Ethics	3 0.89%	2 5.41%	1 0.38%	-	-	1 0.68%	2 1.05%	2 3.28%	1 1.69%	-	-	3 0.89%	-	2 1.52%	-	
Other	10 2.97%	-	9 3.45%	1 3.33%	-	7 4.79%	3 1.57%	1 1.64%	-	5 3.57%	4 5.19%	10 2.97%	-	6 4.55%	4 2.20%	
None/Nothing	25 7.42%	2 5.41%	21 8.05%	2 6.67%	-	7 4.79%	18 9.42%	7 11.48%	6 10.17%	9 6.43%	3 3.90%	25 7.42%	-	5 3.79%	18 9.89%	N
Don't Know	35 10.39%	4 10.81%	28 10.73%	3 10.00%	-	16 10.96%	19 9.95%	6 9.84%	8 13.56%	14 10.00%	7 9.09%	35 10.39%	-	14 10.61%	18 9.89%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23A HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'KNOWING HOW TO LEARN'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	-	100.00%	100.00%	
7 Extremely Important	192	26	147	14	5	74	118	41	40	67	44	192	-	73	102	
	56.97%	70.27%	56.32%	46.67%	55.56%	50.68%	61.78%	67.21%	67.80%	47.86%	57.14%	56.97%	-	55.30%	56.04%	
		cd					F	J	J							
6	73	8	51	11	3	36	37	9	9	36	19	73	-	28	44	
	21.66%	21.62%	19.54%	36.67%	33.33%	24.66%	19.37%	14.75%	15.25%	25.71%	24.68%	21.66%	-	21.21%	24.18%	
				c						hi						
5	54	-	49	4	1	26	28	6	6	29	13	54	-	22	28	
	16.02%		18.77%	13.33%	11.11%	17.81%	14.66%	9.84%	10.17%	20.71%	16.88%	16.02%	-	16.67%	15.38%	
										HI						
4	8	2	6	-	-	5	3	1	3	4	-	8	-	5	3	
	2.37%	5.41%	2.30%			3.42%	1.57%	1.64%	5.08%	2.86%		2.37%	-	3.79%	1.65%	
3	3	-	3	-	-	-	3	1	-	2	-	3	-	1	1	
	0.89%		1.15%				1.57%	1.64%		1.43%		0.89%	-	0.76%	0.55%	
2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
1 Not at All Important	2	1	1	-	-	2	-	-	1	1	-	2	-	2	-	
	0.59%	2.70%	0.38%			1.37%			1.69%	0.71%		0.59%	-	1.52%		
Don't Know	4	-	4	-	-	3	1	2	-	1	1	4	-	-	4	
	1.19%		1.53%			2.05%	0.52%	3.28%		0.71%	1.30%	1.19%	-		2.20%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%	-	0.76%		
Mean	6.3	6.5	6.3	6.3	6.4	6.2	6.4	6.5	6.4	6.1	6.4	6.3	-	6.2	6.4	
						f		J			J					

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23B HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'COMMUNICATING IN WRITING'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	-	100.00%	100.00%	
7 Extremely Important	155	19	118	13	5	66	89	32	28	64	31	155	-	57	88	
	45.99%	51.35%	45.21%	43.33%	55.56%	45.21%	46.60%	52.46%	47.46%	45.71%	40.26%	45.99%	-	43.18%	48.35%	
6	85	4	68	11	2	40	45	10	9	37	29	85	-	34	48	
	25.22%	10.81%	26.05%	36.67%	22.22%	27.40%	23.56%	16.39%	15.25%	26.43%	37.66%	25.22%	-	25.76%	26.37%	
			B	B						hi	HIj					
5	54	7	43	3	1	20	34	9	12	23	10	54	-	24	23	
	16.02%	18.92%	16.48%	10.00%	11.11%	13.70%	17.80%	14.75%	20.34%	16.43%	12.99%	16.02%	-	18.18%	12.64%	
4	21	5	14	2	-	13	8	6	6	6	3	21	-	10	11	
	6.23%	13.51%	5.36%	6.67%		8.90%	4.19%	9.84%	10.17%	4.29%	3.90%	6.23%	-	7.58%	6.04%	
						g										
3	7	-	7	-	-	3	4	-	-	6	1	7	-	1	4	
	2.08%		2.68%			2.05%	2.09%			4.29%	1.30%	2.08%	-	0.76%	2.20%	
2	7	-	7	-	-	2	5	2	1	3	1	7	-	4	3	
	2.08%		2.68%			1.37%	2.62%	3.28%	1.69%	2.14%	1.30%	2.08%	-	3.03%	1.65%	
1 Not at All Important	4	2	2	-	-	1	3	1	2	-	1	4	-	1	2	
	1.19%	5.41%	0.77%			0.68%	1.57%	1.64%	3.39%		1.30%	1.19%	-	0.76%	1.10%	
Don't Know	3	-	2	-	1	1	2	-	1	1	1	3	-	-	3	
	0.89%		0.77%		11.11%	0.68%	1.05%		1.69%	0.71%	1.30%	0.89%	-		1.65%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%	-	0.76%		
Mean	6.0	5.8	6.0	6.2	6.5	6.0	6.0	6.0	5.8	6.0	6.0	6.0	-	5.9	6.1	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23C HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'BASIC MATH'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
7 Extremely Important	131	14	102	9	6	60	71	21	27	47	36	131	-	47	75	
	38.87%	37.84%	39.08%	30.00%	66.67%	41.10%	37.17%	34.43%	45.76%	33.57%	46.75%	38.87%		35.61%	41.21%	
					cD						j					
6	48	4	37	6	1	15	33	11	7	22	8	48	-	15	30	
	14.24%	10.81%	14.18%	20.00%	11.11%	10.27%	17.28%	18.03%	11.86%	15.71%	10.39%	14.24%		11.36%	16.48%	
							f									
5	85	8	67	10	-	41	44	13	16	41	15	85	-	32	48	
	25.22%	21.62%	25.67%	33.33%		28.08%	23.04%	21.31%	27.12%	29.29%	19.48%	25.22%		24.24%	26.37%	
										k						
4	41	6	31	2	2	17	24	8	5	20	8	41	-	20	17	
	12.17%	16.22%	11.88%	6.67%	22.22%	11.64%	12.57%	13.11%	8.47%	14.29%	10.39%	12.17%		15.15%	9.34%	
3	11	3	8	-	-	6	5	3	-	5	3	11	-	5	5	
	3.26%	8.11%	3.07%			4.11%	2.62%	4.92%		3.57%	3.90%	3.26%		3.79%	2.75%	
2	9	-	8	1	-	3	6	2	2	2	3	9	-	5	3	
	2.67%		3.07%	3.33%		2.05%	3.14%	3.28%	3.39%	1.43%	3.90%	2.67%		3.79%	1.65%	
1 Not at All Important	5	1	4	-	-	1	4	1	1	1	2	5	-	3	2	
	1.48%	2.70%	1.53%			0.68%	2.09%	1.64%	1.69%	0.71%	2.60%	1.48%		2.27%	1.10%	
Don't Know	6	1	4	1	-	3	3	1	1	2	2	6	-	4	2	
	1.78%	2.70%	1.53%	3.33%		2.05%	1.57%	1.64%	1.69%	1.43%	2.60%	1.78%		3.03%	1.10%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	5.6	5.4	5.6	5.7	6.2	5.7	5.6	5.5	5.8	5.6	5.7	5.6	-	5.4	5.8	N

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23D HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'READING COMPREHENSION'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	-	100.00%	100.00%	
7 Extremely Important	196	21	146	22	7	73	123	37	36	75	48	196	-	71	112	
	58.16%	56.76%	55.94%	73.33%	77.78%	50.00%	64.40%	60.66%	61.02%	53.57%	62.34%	58.16%	-	53.79%	61.54%	
				C			F									
6	61	5	51	4	1	34	27	7	6	35	13	61	-	27	27	
	18.10%	13.51%	19.54%	13.33%	11.11%	23.29%	14.14%	11.48%	10.17%	25.00%	16.88%	18.10%	-	20.45%	14.84%	
						G				HI						
5	48	7	38	2	1	23	25	9	11	19	9	48	-	17	30	
	14.24%	18.92%	14.56%	6.67%	11.11%	15.75%	13.09%	14.75%	18.64%	13.57%	11.69%	14.24%	-	12.88%	16.48%	
4	17	1	15	1	-	8	9	3	4	5	5	17	-	12	5	
	5.04%	2.70%	5.75%	3.33%		5.48%	4.71%	4.92%	6.78%	3.57%	6.49%	5.04%	-	9.09%	2.75%	
														O		
3	6	-	6	-	-	3	3	1	1	3	1	6	-	1	5	
	1.78%		2.30%			2.05%	1.57%	1.64%	1.69%	2.14%	1.30%	1.78%	-	0.76%	2.75%	
2	3	1	2	-	-	3	-	-	1	2	-	3	-	2	-	
	0.89%	2.70%	0.77%			2.05%			1.69%	1.43%		0.89%	-	1.52%		
1 Not at All Important	3	2	1	-	-	1	2	3	-	-	-	3	-	1	1	
	0.89%	5.41%	0.38%			0.68%	1.05%	4.92%				0.89%	-	0.76%	0.55%	
Don't Know	2	-	2	-	-	1	1	-	-	1	1	2	-	-	2	
	0.59%		0.77%			0.68%	0.52%			0.71%	1.30%	0.59%	-		1.10%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%	-	0.76%		
Mean	6.2	5.9	6.2	6.6	6.7	6.1	6.3	6.1	6.2	6.2	6.3	6.2	-	6.1	6.3	
				BC			F									

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23E HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'GATHERING INFORMATION'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	WILL ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(O)
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
7 Extremely Important	116	10	92	9	5	52	64	20	28	42	26	116	-	44	65	
	34.42%	27.03%	35.25%	30.00%	55.56%	35.62%	33.51%	32.79%	47.46%	30.00%	33.77%	34.42%		33.33%	35.71%	
									hJ							
6	86	11	63	9	3	31	55	9	14	38	25	86	-	34	44	
	25.52%	29.73%	24.14%	30.00%	33.33%	21.23%	28.80%	14.75%	23.73%	27.14%	32.47%	25.52%		25.76%	24.18%	
									H	H	H					
5	80	8	63	8	1	41	39	18	8	40	14	80	-	32	44	
	23.74%	21.62%	24.14%	26.67%	11.11%	28.08%	20.42%	29.51%	13.56%	28.57%	18.18%	23.74%		24.24%	24.18%	
								I		Ik						
4	31	4	25	2	-	11	20	6	6	13	6	31	-	10	20	
	9.20%	10.81%	9.58%	6.67%		7.53%	10.47%	9.84%	10.17%	9.29%	7.79%	9.20%		7.58%	10.99%	
3	12	3	9	-	-	6	6	3	3	3	3	12	-	7	4	
	3.56%	8.11%	3.45%			4.11%	3.14%	4.92%	5.08%	2.14%	3.90%	3.56%		5.30%	2.20%	
2	5	-	5	-	-	2	3	3	-	1	1	5	-	2	2	
	1.48%		1.92%			1.37%	1.57%	4.92%		0.71%	1.30%	1.48%		1.52%	1.10%	
1 Not at All Important	3	1	2	-	-	2	1	1	-	1	1	3	-	2	-	
	0.89%	2.70%	0.77%			1.37%	0.52%	1.64%		0.71%	1.30%	0.89%		1.52%		
Don't Know	3	-	2	1	-	1	2	-	-	2	1	3	-	-	3	
	0.89%		0.77%	3.33%		0.68%	1.05%			1.43%	1.30%	0.89%			1.65%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	5.7	5.5	5.7	5.9	6.4	5.7	5.7	5.4	6.0	5.7	5.8	5.7	-	5.6	5.8	
					bc				H							

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23F HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'PROBLEM SOLVING'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
7 Extremely Important	178	22	132	19	5	73	105	31	34	70	43	178	-	67	97	
	52.82%	59.46%	50.57%	63.33%	55.56%	50.00%	54.97%	50.82%	57.63%	50.00%	55.84%	52.82%		50.76%	53.30%	
6	89	12	69	5	3	42	47	13	16	41	19	89	-	34	48	
	26.41%	32.43%	26.44%	16.67%	33.33%	28.77%	24.61%	21.31%	27.12%	29.29%	24.68%	26.41%		25.76%	26.37%	
5	52	2	45	4	1	23	29	14	6	20	12	52	-	25	26	
	15.43%	5.41%	17.24%	13.33%	11.11%	15.75%	15.18%	22.95%	10.17%	14.29%	15.58%	15.43%		18.94%	14.29%	
			B					i								
4	9	-	8	1	-	4	5	-	1	6	2	9	-	4	5	
	2.67%		3.07%	3.33%		2.74%	2.62%		1.69%	4.29%	2.60%	2.67%		3.03%	2.75%	
3	4	-	4	-	-	2	2	1	1	2	-	4	-	-	3	
	1.19%		1.53%			1.37%	1.05%	1.64%	1.69%	1.43%		1.19%			1.65%	
2	2	1	1	-	-	1	1	1	1	-	-	2	-	1	1	
	0.59%	2.70%	0.38%			0.68%	0.52%	1.64%	1.69%			0.59%		0.76%	0.55%	
1 Not at All Important	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Don't Know	2	-	2	-	-	1	1	-	-	1	1	2	-	-	2	
	0.59%		0.77%			0.68%	0.52%			0.71%	1.30%	0.59%			1.10%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	6.3	6.4	6.2	6.4	6.4	6.2	6.3	6.2	6.3	6.2	6.4	6.3	-	6.2	6.3	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23G HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'ORAL COMMUNICATION OR PRESENTATION SKILLS'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	NOT
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
7 Extremely Important	155	19	116	12	8	66	89	31	30	62	32	155	-	63	82	
	45.99%	51.35%	44.44%	40.00%	88.89%	45.21%	46.60%	50.82%	50.85%	44.29%	41.56%	45.99%		47.73%	45.05%	
					BCD											
6	77	12	58	7	-	34	43	12	8	40	17	77	-	30	41	
	22.85%	32.43%	22.22%	23.33%		23.29%	22.51%	19.67%	13.56%	28.57%	22.08%	22.85%		22.73%	22.53%	
										I						
5	83	2	71	9	1	35	48	16	16	31	20	83	-	29	49	
	24.63%	5.41%	27.20%	30.00%	11.11%	23.97%	25.13%	26.23%	27.12%	22.14%	25.97%	24.63%		21.97%	26.92%	
			B	B												
4	9	-	8	1	-	4	5	-	1	3	5	9	-	4	3	
	2.67%		3.07%	3.33%		2.74%	2.62%		1.69%	2.14%	6.49%	2.67%		3.03%	1.65%	
3	7	2	5	-	-	4	3	-	3	2	2	7	-	2	5	
	2.08%	5.41%	1.92%			2.74%	1.57%		5.08%	1.43%	2.60%	2.08%		1.52%	2.75%	
2	2	1	1	-	-	1	1	-	1	1	-	2	-	2	-	
	0.59%	2.70%	0.38%			0.68%	0.52%		1.69%	0.71%		0.59%		1.52%		
1 Not at All Important	1	1	-	-	-	1	-	1	-	-	-	1	-	1	-	
	0.30%	2.70%				0.68%		1.64%				0.30%		0.76%		
Don't Know	2	-	2	-	-	1	1	-	-	1	1	2	-	-	2	
	0.59%		0.77%			0.68%	0.52%			0.71%	1.30%	0.59%			1.10%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	6.1	6.1	6.0	6.0	6.8	6.0	6.1	6.2	6.0	6.1	5.9	6.1	-	6.1	6.1	
					CD											

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23H HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'INTERPERSONAL SKILLS AND EFFECTIVENESS IN GROUPS'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
7 Extremely Important	154	18	115	16	5	56	98	29	31	57	37	154	-	66	79	
	45.70%	48.65%	44.06%	53.33%	55.56%	38.36%	51.31%	47.54%	52.54%	40.71%	48.05%	45.70%		50.00%	43.41%	
							F									
6	74	10	55	7	2	40	34	9	13	39	13	74	-	29	42	
	21.96%	27.03%	21.07%	23.33%	22.22%	27.40%	17.80%	14.75%	22.03%	27.86%	16.88%	21.96%		21.97%	23.08%	
							G			Hk						
5	78	5	67	4	2	37	41	16	11	34	17	78	-	25	43	
	23.15%	13.51%	25.67%	13.33%	22.22%	25.34%	21.47%	26.23%	18.64%	24.29%	22.08%	23.15%		18.94%	23.63%	
			bd													
4	14	1	11	2	-	6	8	1	-	8	5	14	-	7	7	
	4.15%	2.70%	4.21%	6.67%		4.11%	4.19%	1.64%		5.71%	6.49%	4.15%		5.30%	3.85%	
3	7	1	6	-	-	3	4	2	2	1	2	7	-	1	5	
	2.08%	2.70%	2.30%			2.05%	2.09%	3.28%	3.39%	0.71%	2.60%	2.08%		0.76%	2.75%	
2	4	1	3	-	-	1	3	1	1	-	2	4	-	1	3	
	1.19%	2.70%	1.15%			0.68%	1.57%	1.64%	1.69%		2.60%	1.19%		0.76%	1.65%	
1 Not at All Important	1	1	-	-	-	1	-	-	1	-	-	1	-	1	-	
	0.30%	2.70%				0.68%			1.69%			0.30%		0.76%		
Don't Know	4	-	4	-	-	2	2	2	-	1	1	4	-	1	3	
	1.19%		1.53%			1.37%	1.05%	3.28%		0.71%	1.30%	1.19%		0.76%	1.65%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	6.0	6.0	6.0	6.3	6.3	5.9	6.1	6.0	6.1	6.0	5.9	6.0	-	6.1	6.0	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

23I HOW IMPORTANT DO YOU THINK IT IS TO HAVE THE FOLLOWING SKILL? 'ORGANIZATIONAL AND LEADERSHIP SKILLS'

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
1 Not at All Important	2	2	-	-	-	2	-	1	1	-	-	2	-	2	-	
	0.59%	5.41%				1.37%		1.64%	1.69%			0.59%		1.52%		
2	2	-	2	-	-	2	-	1	-	1	-	2	-	-	2	
	0.59%		0.77%			1.37%		1.64%		0.71%		0.59%			1.10%	
3	5	1	4	-	-	1	4	1	1	3	-	5	-	1	3	
	1.48%	2.70%	1.53%			0.68%	2.09%	1.64%	1.69%	2.14%		1.48%		0.76%	1.65%	
4	26	2	23	1	-	15	11	3	6	10	7	26	-	12	13	
	7.72%	5.41%	8.81%	3.33%		10.27%	5.76%	4.92%	10.17%	7.14%	9.09%	7.72%		9.09%	7.14%	
5	79	10	62	6	1	35	44	11	13	33	22	79	-	37	38	
	23.44%	27.03%	23.75%	20.00%	11.11%	23.97%	23.04%	18.03%	22.03%	23.57%	28.57%	23.44%		28.03%	20.88%	
6	89	7	71	8	3	39	50	15	9	45	20	89	-	26	55	
	26.41%	18.92%	27.20%	26.67%	33.33%	26.71%	26.18%	24.59%	15.25%	32.14%	25.97%	26.41%		19.70%	30.22%	
										I					N	
7 Extremely Important	131	15	97	14	5	51	80	28	29	47	27	131	-	53	69	
	38.87%	40.54%	37.16%	46.67%	55.56%	34.93%	41.88%	45.90%	49.15%	33.57%	35.06%	38.87%		40.15%	37.91%	
									Jk							
Don't Know	2	-	2	-	-	1	1	-	-	1	1	2	-	-	2	
	0.59%		0.77%			0.68%	0.52%			0.71%	1.30%	0.59%			1.10%	
Refused	1	-	-	1	-	-	1	1	-	-	-	1	-	1	-	
	0.30%			3.33%			0.52%	1.64%				0.30%		0.76%		
Mean	5.9	5.7	5.9	6.3	6.4	5.8	6.0	6.0	5.9	5.9	5.9	5.9	-	5.9	6.0	
				bc			F									

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

24 ARE THERE ANY OTHER SKILLS THAT I SHOULD HAVE MENTIONED?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	337	37	261	30	9	146	191	61	59	140	77	337	-	132	182	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%	
Interpersonal Skills/Teamwork	18	2	14	2	-	5	13	1	2	12	3	18	-	11	5	
	5.34%	5.41%	5.36%	6.67%		3.42%	6.81%	1.64%	3.39%	8.57%	3.90%	5.34%		8.33%	2.75%	
										H				O		
Computer/Technological Skills	18	2	12	3	1	10	8	4	3	7	4	18	-	6	10	
	5.34%	5.41%	4.60%	10.00%	11.11%	6.85%	4.19%	6.56%	5.08%	5.00%	5.19%	5.34%		4.55%	5.49%	
Job Specific Skills	9	-	8	1	-	3	6	-	3	3	3	9	-	2	5	
	2.67%		3.07%	3.33%		2.05%	3.14%		5.08%	2.14%	3.90%	2.67%		1.52%	2.75%	
Communication/Listening Skills	6	1	2	2	1	3	3	2	1	3	-	6	-	4	2	
	1.78%	2.70%	0.77%	6.67%	11.11%	2.05%	1.57%	3.28%	1.69%	2.14%		1.78%		3.03%	1.10%	
Proper English	3	-	3	-	-	1	2	2	1	-	-	3	-	1	2	
	0.89%		1.15%			0.68%	1.05%	3.28%	1.69%			0.89%		0.76%	1.10%	
Tolerance of Diversity	2	-	2	-	-	1	1	-	-	-	2	2	-	1	1	
	0.59%		0.77%			0.68%	0.52%				2.60%	0.59%		0.76%	0.55%	
Time Management	2	-	2	-	-	1	1	-	-	-	2	2	-	2	-	
	0.59%		0.77%			0.68%	0.52%				2.60%	0.59%		1.52%		
Other	10	1	8	-	1	7	3	3	3	1	3	10	-	4	4	
	2.97%	2.70%	3.07%		11.11%	4.79%	1.57%	4.92%	5.08%	0.71%	3.90%	2.97%		3.03%	2.20%	
No Additional Skills	251	30	196	20	5	111	140	49	44	101	57	251	-	91	145	
	74.48%	81.08%	75.10%	66.67%	55.56%	76.03%	73.30%	80.33%	74.58%	72.14%	74.03%	74.48%		68.94%	79.67%	N
Don't Know	18	1	14	2	1	4	14	-	2	13	3	18	-	10	8	
	5.34%	2.70%	5.36%	6.67%	11.11%	2.74%	7.33%		3.39%	9.29%	3.90%	5.34%		7.58%	4.40%	
							F			i						

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

25 GENERALLY, WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU ENJOY THE MOST?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Professional Seminars/Training/Trade Shows	142	16	97	14	15	58	84	23	29	55	35	109	33	55	76	
	27.84%	32.00%	30.31%	22.58%	19.23%	30.53%	26.25%	23.23%	30.21%	27.36%	30.97%	32.34%	19.08%	29.41%	25.94%	
			E									M				
Music/Concerts	130	7	73	23	27	43	87	15	30	53	32	82	48	39	83	
	25.49%	14.00%	22.81%	37.10%	34.62%	22.63%	27.19%	15.15%	31.25%	26.37%	28.32%	24.33%	27.75%	20.86%	28.33%	
				BC	BC				H	H	H				n	
Opera/Theatre/Plays	86	3	56	12	15	24	62	7	18	38	23	56	30	31	52	
	16.86%	6.00%	17.50%	19.35%	19.23%	12.63%	19.38%	7.07%	18.75%	18.91%	20.35%	16.62%	17.34%	16.58%	17.75%	
			B	B	B		F		H	H	H					
Arts and Crafts	66	1	35	15	15	15	51	12	8	29	17	34	32	20	41	
	12.94%	2.00%	10.94%	24.19%	19.23%	7.89%	15.94%	12.12%	8.33%	14.43%	15.04%	10.09%	18.50%	10.70%	13.99%	
			B	BC	Bc		F						L			
Sports/Sporting Events	61	7	37	6	11	34	27	10	12	27	12	44	17	22	36	
	11.96%	14.00%	11.56%	9.68%	14.10%	17.89%	8.44%	10.10%	12.50%	13.43%	10.62%	13.06%	9.83%	11.76%	12.29%	
						G										
Reading	35	4	13	8	10	8	27	7	6	12	10	21	14	12	21	
	6.86%	8.00%	4.06%	12.90%	12.82%	4.21%	8.44%	7.07%	6.25%	5.97%	8.85%	6.23%	8.09%	6.42%	7.17%	
				C	C		F									
Movies	30	2	20	4	4	12	18	5	8	10	7	21	9	9	21	
	5.88%	4.00%	6.25%	6.45%	5.13%	6.32%	5.62%	5.05%	8.33%	4.98%	6.19%	6.23%	5.20%	4.81%	7.17%	
Self-Improvement	26	3	17	3	3	8	18	5	4	8	9	21	5	11	13	
	5.10%	6.00%	5.31%	4.84%	3.85%	4.21%	5.62%	5.05%	4.17%	3.98%	7.96%	6.23%	2.89%	5.88%	4.44%	
												m				
Computer/Technological/Scientific Training	26	3	19	2	2	14	12	2	4	12	8	20	6	11	11	
	5.10%	6.00%	5.94%	3.23%	2.56%	7.37%	3.75%	2.02%	4.17%	5.97%	7.08%	5.93%	3.47%	5.88%	3.75%	
						g				h	h					

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

25 GENERALLY, WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU ENJOY THE MOST?

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
Museums	20 3.92%	1 2.00%	12 3.75%	5 8.06%	2 2.56%	5 2.63%	15 4.69%	6 6.06%	3 3.12%	5 2.49%	6 5.31%	14 4.15%	6 3.47%	9 4.81%	10 3.41%
History	20 3.92%	2 4.00%	9 2.81%	2 3.23%	7 8.97% c	7 3.68%	13 4.06%	5 5.05%	3 3.12%	8 3.98%	4 3.54%	13 3.86%	7 4.05%	10 5.35%	10 3.41%
Home Improvement/ Gardening	17 3.33%	-	11 3.44%	2 3.23%	4 5.13%	6 3.16%	11 3.44%	3 3.03%	4 4.17%	9 4.48%	1 0.88%	9 2.67%	8 4.62%	7 3.74%	10 3.41%
Cultural Diversity	14 2.75%	3 6.00%	8 2.50%	2 3.23%	1 1.28%	5 2.63%	9 2.81%	2 2.02%	3 3.12%	6 2.99%	3 2.65%	11 3.26%	3 1.73%	8 4.28%	4 1.37%
Travel	14 2.75%	-	6 1.88%	2 3.23%	6 7.69% c	2 1.05%	12 3.75% F	2 2.02%	1 1.04%	5 2.49%	6 5.31% i	7 2.08%	7 4.05%	4 2.14%	9 3.07%
Cooking	13 2.55%	-	9 2.81%	2 3.23%	2 2.56%	3 1.58%	10 3.12%	5 5.05%	-	3 1.49%	5 4.42%	6 1.78%	7 4.05%	4 2.14%	8 2.73%
Languages	9 1.76%	1 2.00%	4 1.25%	4 6.45%	-	2 1.05%	7 2.19%	2 2.02%	2 2.08%	3 1.49%	2 1.77%	4 1.19%	5 2.89%	6 3.21% o	2 0.68%
Dancing	9 1.76%	1 2.00%	5 1.56%	2 3.23%	1 1.28%	2 1.05%	7 2.19%	3 3.03%	2 2.08%	1 0.50%	3 2.65%	7 2.08%	2 1.16%	5 2.67%	4 1.37%
Writing	6 1.18%	1 2.00%	4 1.25%	-	1 1.28%	1 0.53%	5 1.56%	1 1.01%	1 1.04%	4 1.99%	-	4 1.19%	2 1.16%	4 2.14%	1 0.34%
Church Related Activities	6 1.18%	-	3 0.94%	2 3.23%	1 1.28%	1 0.53%	5 1.56%	2 2.02%	1 1.04%	3 1.49%	-	4 1.19%	2 1.16%	1 0.53%	5 1.71%
Other	40 7.84%	5 10.00%	27 8.44%	-	8 10.26%	15 7.89%	25 7.81%	8 8.08%	7 7.29%	14 6.97%	11 9.73%	20 5.93%	20 11.56%	17 9.09%	22 7.51%

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

(Continued)

25 GENERALLY, WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU ENJOY THE MOST?

	AGE				GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL CRSE	ENRLMENT	
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)
None	28 5.49%	4 8.00%	17 5.31%	3 4.84%	4 5.13%	11 5.79%	17 5.31%	10 10.10%	6 6.25%	10 4.98%	2 1.77%	14 4.15%	14 8.09%	5 2.67%	22 7.51%
								K					1		N
Don't Know	36 7.06%	7 14.00%	24 7.50%	1 1.61%	4 5.13%	16 8.42%	20 6.25%	11 11.11%	4 4.17%	16 7.96%	4 3.54%	23 6.82%	13 7.51%	13 6.95%	21 7.17%
		D	D					iK		k					
Refused	2 0.39%	-	2 0.62%	-	-	-	2 0.62%	-	-	1 0.50%	1 0.88%	2 0.59%	-	2 1.07%	-

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

26 WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU WISH WERE MORE READILY AVAILABLE IN THIS AREA?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Job Specific Seminars/Training	32	3	27	2	-	16	16	5	3	16	7	24	8	18	11	
	6.27%	6.00%	8.44%	3.23%		8.42%	5.00%	5.05%	3.12%	7.96%	6.19%	7.12%	4.62%	9.63%	3.75%	
			d							i				O		
Arts/Craft Classes	23	1	16	4	2	7	16	5	4	11	3	16	7	8	13	
	4.51%	2.00%	5.00%	6.45%	2.56%	3.68%	5.00%	5.05%	4.17%	5.47%	2.65%	4.75%	4.05%	4.28%	4.44%	
Theatre/Ballet	23	-	17	2	4	5	18	1	4	11	7	16	7	7	15	
	4.51%		5.31%	3.23%	5.13%	2.63%	5.62%	1.01%	4.17%	5.47%	6.19%	4.75%	4.05%	3.74%	5.12%	
							f			H	H					
Computer/Science/ Technological Training	20	1	15	4	-	12	8	4	3	7	6	14	6	6	12	
	3.92%	2.00%	4.69%	6.45%		6.32%	2.50%	4.04%	3.12%	3.48%	5.31%	4.15%	3.47%	3.21%	4.10%	
						g										
Self-Improvement Activities	19	1	15	2	1	3	16	2	6	7	4	15	4	8	10	
	3.73%	2.00%	4.69%	3.23%	1.28%	1.58%	5.00%	2.02%	6.25%	3.48%	3.54%	4.45%	2.31%	4.28%	3.41%	
			E				F									
Concerts/Symphony	18	2	13	2	1	8	10	2	4	8	4	12	6	7	8	
	3.53%	4.00%	4.06%	3.23%	1.28%	4.21%	3.12%	2.02%	4.17%	3.98%	3.54%	3.56%	3.47%	3.74%	2.73%	
			e													
Multi-Cultural Activities	10	3	5	2	-	5	5	2	3	3	2	9	1	7	2	
	1.96%	6.00%	1.56%	3.23%		2.63%	1.56%	2.02%	3.12%	1.49%	1.77%	2.67%	0.58%	3.74%	0.68%	
												M		O		
Language Classes	8	1	5	2	-	1	7	-	3	3	2	6	2	3	5	
	1.57%	2.00%	1.56%	3.23%		0.53%	2.19%		3.12%	1.49%	1.77%	1.78%	1.16%	1.60%	1.71%	
							f									
History Classes	6	1	2	-	3	2	4	-	3	-	3	2	4	3	2	
	1.18%	2.00%	0.62%		3.85%	1.05%	1.25%		3.12%		2.65%	0.59%	2.31%	1.60%	0.68%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
 Upper case letters indicate significance at the 95% level.
 Lower case letters indicate significance at the 90% level.

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26 WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU WISH WERE MORE READILY AVAILABLE IN THIS AREA?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	WILL ENROLL	WILL NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Parenting/Child Care	6 1.18%	-	6 1.88%	-	-	1 0.53%	5 1.56%	2 2.02%	1 1.04%	1 0.50%	2 1.77%	4 1.19%	2 1.16%	3 1.60%	2 0.68%	
Literature Classes	6 1.18%	-	3 0.94%	2 3.23%	1 1.28%	1 0.53%	5 1.56%	-	2 2.08%	1 0.50%	3 2.65%	3 0.89%	3 1.73%	1 0.53%	5 1.71%	
Guest Lectures	5 0.98%	2 4.00%	2 0.62%	1 1.61%	-	1 0.53%	4 1.25%	2 2.02%	-	2 1.00%	1 0.88%	4 1.19%	1 0.58%	3 1.60%	1 0.34%	
Cooking Classes	4 0.78%	-	3 0.94%	1 1.61%	-	-	4 1.25%	1 1.01%	1 1.04%	2 1.00%	-	2 0.59%	2 1.16%	1 0.53%	3 1.02%	
Travel Seminars	4 0.78%	-	-	1 1.61%	3 3.85%	1 0.53%	3 0.94%	-	2 2.08%	1 0.50%	1 0.88%	-	4 2.31%	-	4 1.37%	
Music Classes	4 0.78%	1 2.00%	1 0.31%	1 1.61%	1 1.28%	1 0.53%	3 0.94%	1 1.01%	3 3.12%	-	-	2 0.59%	2 1.16%	1 0.53%	3 1.02%	
Community Involvement Activities	4 0.78%	-	3 0.94%	1 1.61%	-	2 1.05%	2 0.62%	1 1.01%	3 3.12%	-	-	1 0.30%	3 1.73%	3 1.60%	1 0.34%	
Less Costly Activities	3 0.59%	-	3 0.94%	-	-	1 0.53%	2 0.62%	-	-	3 1.49%	-	3 0.89%	-	1 0.53%	2 0.68%	
Seminars for Seniors	3 0.59%	-	-	-	3 3.85%	-	3 0.94%	-	1 1.04%	2 1.00%	-	1 0.30%	2 1.16%	1 0.53%	2 0.68%	
Youth Activities	3 0.59%	1 2.00%	2 0.62%	-	-	2 1.05%	1 0.31%	1 1.01%	-	-	2 1.77%	3 0.89%	-	2 1.07%	1 0.34%	
Other	20 3.92%	2 4.00%	11 3.44%	5 8.06%	2 2.56%	8 4.21%	12 3.75%	5 5.05%	2 2.08%	12 5.97%	1 0.88%	14 4.15%	6 3.47%	11 5.88%	8 2.73%	
None Needed	184 36.08%	13 26.00%	115 35.94%	24 38.71%	32 41.03%	75 39.47%	109 34.06%	30 30.30%	35 36.46%	78 38.81%	41 36.28%	125 37.09%	59 34.10%	58 31.02%	118 40.27%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
 Independent T-Test for Means, Independent Z-Test for Percentages
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 Lower case letters indicate significance at the 90% level.

(Continued)

26 WHAT TYPES OF CLASSES, SEMINARS, OR CULTURAL ACTIVITIES DO YOU WISH WERE MORE READILY AVAILABLE IN THIS AREA?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMENT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL ENROLL	NOT ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
Don't Know	131 25.69%	19 38.00%	76 23.75%	12 19.35%	24 30.77%	45 23.68%	86 26.88%	37 37.37%	19 19.79%	48 23.88%	27 23.89%	82 24.33%	49 28.32%	46 24.60%	76 25.94%	
		CD						IJK								
Refused	13 2.55%	-	8 2.50%	1 1.61%	4 5.13%	6 3.16%	7 2.19%	2 2.02%	1 1.04%	4 1.99%	6 5.31%	6 1.78%	7 4.05%	3 1.60%	10 3.41%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
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 Lower case letters indicate significance at the 90% level.

27 IN YOUR OPINION, WHAT IS HARPER COLLEGE BEST KNOWN FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	WILL ENROLL	WILL NOT ENROLL	
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
TOTAL ANSWERING	510	50	320	62	78	190	320	99	96	201	113	337	173	187	293	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Quality Education	130	14	72	19	25	53	77	24	31	47	28	87	43	55	68	
	25.49%	28.00%	22.50%	30.65%	32.05%	27.89%	24.06%	24.24%	32.29%	23.38%	24.78%	25.82%	24.86%	29.41%	23.21%	
					c											
Associates/2-Year Degrees	113	7	80	13	13	37	76	22	15	46	30	79	34	41	66	
	22.16%	14.00%	25.00%	20.97%	16.67%	19.47%	23.75%	22.22%	15.62%	22.89%	26.55%	23.44%	19.65%	21.93%	22.53%	
			Be								I					
Prep for 4-year Colleges	90	7	55	16	12	33	57	13	17	38	22	66	24	28	60	
	17.65%	14.00%	17.19%	25.81%	15.38%	17.37%	17.81%	13.13%	17.71%	18.91%	19.47%	19.58%	13.87%	14.97%	20.48%	
												m				
Low Cost/ Affordability	54	8	34	9	3	19	35	10	9	26	9	37	17	19	28	
	10.59%	16.00%	10.62%	14.52%	3.85%	10.00%	10.94%	10.10%	9.38%	12.94%	7.96%	10.98%	9.83%	10.16%	9.56%	
		E	E	E												
Variety of Programs/ Flexible Hours	39	7	20	4	8	16	23	7	9	18	5	26	13	18	20	
	7.65%	14.00%	6.25%	6.45%	10.26%	8.42%	7.19%	7.07%	9.38%	8.96%	4.42%	7.72%	7.51%	9.63%	6.83%	
Convenience	27	2	15	2	8	12	15	7	10	4	6	15	12	11	14	
	5.29%	4.00%	4.69%	3.23%	10.26%	6.32%	4.69%	7.07%	10.42%	1.99%	5.31%	4.45%	6.94%	5.88%	4.78%	
					d			j	J							
Continuing Education	24	-	18	4	2	9	15	4	3	9	8	18	6	7	15	
	4.71%		5.62%	6.45%	2.56%	4.74%	4.69%	4.04%	3.12%	4.48%	7.08%	5.34%	3.47%	3.74%	5.12%	
Nursing Program	22	6	10	1	5	6	16	3	6	7	6	11	11	9	11	
	4.31%	12.00%	3.12%	1.61%	6.41%	3.16%	5.00%	3.03%	6.25%	3.48%	5.31%	3.26%	6.36%	4.81%	3.75%	
		cD														
Kids Summer Camps/ Community Involvement	12	2	10	-	-	3	9	-	2	6	4	10	2	7	5	
	2.35%	4.00%	3.12%			1.58%	2.81%		2.08%	2.99%	3.54%	2.97%	1.16%	3.74%	1.71%	

Comparison Groups: BCDE/FG/HIJK/LM/NO
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(Continued)

27 IN YOUR OPINION, WHAT IS HARPER COLLEGE BEST KNOWN FOR?

	AGE					GENDER		EDUCATION LEVEL				EMPLOYMENT STATUS		COL	CRSE	ENRLMNT
	TOTAL	18-24	25-54	55-64	65+	MALE	FEMALE	HS GRAD OR LESS	VOC/TECH SOME COL	BACHLR DEGREE	GRADUATE DEGREE	EMPLOYED	NOT EMPLOYED	ENROLL	ENROLL	ENROLL
	(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	(O)
Trying to Become a 4-Year School	11 2.16%	-	7 2.19%	1 1.61%	3 3.85%	3 1.58%	8 2.50%	4 4.04%	1 1.04%	6 2.99%	-	5 1.48%	6 3.47%	3 1.60%	8 2.73%	
Dental Hygiene Program	10 1.96%	-	5 1.56%	-	5 6.41% c	2 1.05%	8 2.50%	3 3.03%	2 2.08%	2 1.00%	3 2.65%	5 1.48%	5 2.89%	1 0.53%	8 2.73% N	
Quality Teachers	10 1.96%	1 2.00%	9 2.81%	-	-	1 0.53%	9 2.81% F	2 2.02%	3 3.12%	2 1.00%	3 2.65%	8 2.37%	2 1.16%	6 3.21% O	1 0.34%	
Computer Department	6 1.18%	-	5 1.56%	1 1.61%	-	2 1.05%	4 1.25%	1 1.01%	1 1.04%	1 0.50%	3 2.65%	6 1.78%	-	4 2.14%	1 0.34%	
Staff Conflicts	5 0.98%	-	2 0.62%	2 3.23%	1 1.28%	1 0.53%	4 1.25%	-	-	1 0.50%	4 3.54% j	4 1.19%	1 0.58%	2 1.07%	3 1.02%	
Beautiful Campus	4 0.78%	-	2 0.62%	-	2 2.56%	2 1.05%	2 0.62%	-	1 1.04%	1 0.50%	2 1.77%	3 0.89%	1 0.58%	2 1.07%	2 0.68%	
Football Team	3 0.59%	-	3 0.94%	-	-	1 0.53%	2 0.62%	1 1.01%	-	1 0.50%	1 0.88%	3 0.89%	-	1 0.53%	2 0.68%	
Other	30 5.88%	2 4.00%	21 6.56% D	1 1.61%	6 7.69% d	14 7.37%	16 5.00%	2 2.02%	6 6.25%	13 6.47% H	9 7.96% H	19 5.64%	11 6.36%	13 6.95%	15 5.12%	
None	3 0.59%	1 2.00%	1 0.31%	1 1.61%	-	1 0.53%	2 0.62%	1 1.01%	-	1 0.50%	1 0.88%	3 0.89%	-	1 0.53%	2 0.68%	
Don't Know	67 13.14%	7 14.00%	44 13.75%	5 8.06%	11 14.10%	26 13.68%	41 12.81%	19 19.19% K	11 11.46%	27 13.43%	9 7.96%	39 11.57%	28 16.18%	19 10.16%	45 15.36% n	
Refused	1 0.20%	-	-	-	1 1.28%	-	1 0.31%	-	-	1 0.50%	-	-	1 0.58%	1 0.53%	-	

Comparison Groups: BCDE/FG/HIJK/LM/NO
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