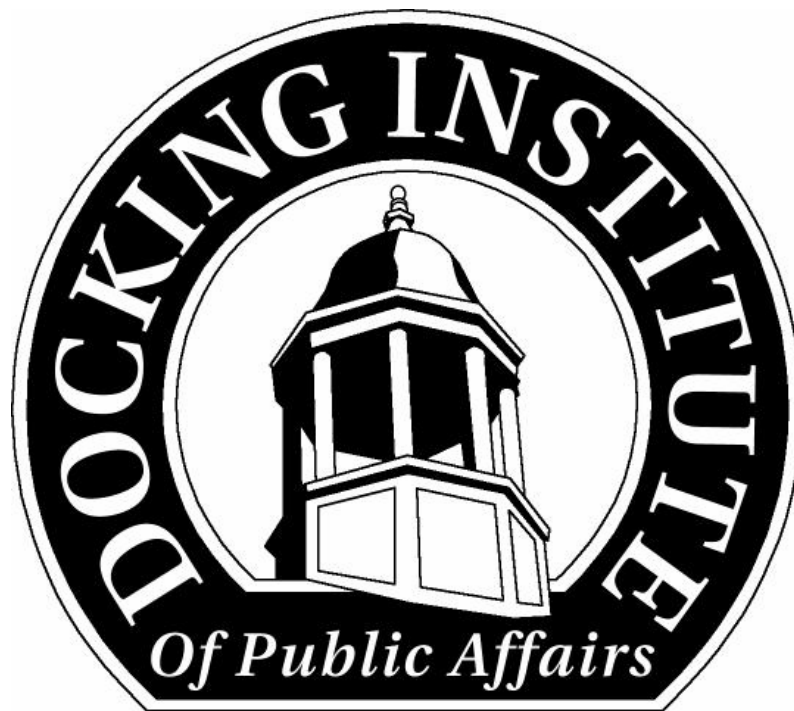
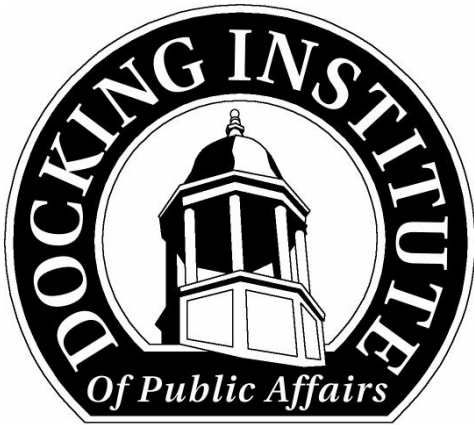


# Dodge City Community College Survey



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# Dodge City Community College Survey

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## Dodge City Community College Survey

By Joyce Wolfe and Brett Zollinger

### EXECUTIVE SUMMARY

Dodge City Community College contracted the Docking Institute of Public Affairs to conduct a telephone survey and analysis of a representative sample of Ford County residents in 2002. The specific objectives of the survey were to:

- Determine public support of a 2 mill increase for the purpose of funding a renovation/addition of the Math/Science and Allied Health buildings.
- Determine public awareness and perception of Dodge City Community College programs, facilities, and other aspects of the college.
- Examine the perceived need for additional higher education (a senior college) in Southwest Kansas, and public support for Dodge City Community College resources being used to lobby for a statewide property tax to fund all state community colleges.

From the Institute's independent analysis of 551 survey respondents, it finds that:

Regarding support for the 2 mill increase...

- When respondents were asked about the awareness of the three building improvement projects planned by DCCC, many (56%) had not heard of any of the projects.
- Only 37% of respondents had heard of the renovation and addition project.
- Most respondents (72%) did not know of the three different funding sources proposed for the three building improvements projects.
- Those who knew about the plans for the renovation and addition supported the 2 mill increase more than those who did not know about the plans (9% difference).
- Forty-nine percent of registered voters supported the 2 mill increase, while 58% of non-registered voters supported the 2 mill increase.
- Of those intending to vote, 53% support the 2 mill increase, while 50% of those not intending to vote support it.
- Females favored the increase more than males by a 9% margin.

- Dodge City residents favored the increase more than other county residents by a 10% margin.
- Support for the increase decreased as age increased.
- Working respondents favored the increase 13% more than retired respondents.
- Those with a degree from DCCC, or who had taken a course from DCCC supported the 2 mill increase slightly more than those without a degree, or who had not taken a course.

Regarding public awareness and perception of DCCC programs, facilities, and other aspects of the college...

- When asked about the availability of DCCC facilities to the general public, more than 50% of respondents replied knowledge of the Fishing Lake, the College Theatre, and the Wellness Center being available to the public.
- Less than 50% reported knowledge of the Astronomy Center, the fields, diamonds and courts, and the DCCC ballrooms being available to the public.
- Forty-seven percent of non-Hispanic respondents report familiarity with the Adult Learning Center, while Hispanic respondents' awareness was slightly higher.
- Forty-nine percent of respondents reported awareness of the Child Care Referral Agency.
- When asked to provide ratings of DCCC services, and other aspects of the college, more than 60% of respondents provided Excellent or Good ratings of the college's overall quality, overall reputation, and hours classes are available.
- Between 50% and 60% of respondents provided Excellent or Good ratings of the faculty, the type of continuing education courses offered, and advertising.
- Less than 50% of respondents provided Excellent or Good ratings of the administration, ESL courses, courses coordinated with business and industry, athletics, and tuition and fees.
- Forty percent of respondents felt that the DCCC contributes a great deal to the community, while 45% of respondents felt that DCCC contributes, but could do more.
- Eighty-six percent of respondents indicated they would recommend a prospective student to DCCC. Reasons why they would recommend it include it's a good

college, cost, location, small classes/town, and it is a good starting place before continuing on.

- Each of DCCC's 19 technical programs were assessed for respondents' awareness, and perceived importance.
  - Programs with the highest public awareness were Nursing, Cosmetology, and Agriculture. Programs with the highest ratings of importance were Nursing, Agriculture, Computer Information Systems, Criminal Justice, and Water Resource Management.
  - Programs with the lowest public awareness were CISCO, Administrative Technology, and Manufacturing Technology. Programs with the lowest ratings of importance were Floral Design and Equine Science.

Regarding other issues...

- Seventy-five percent of respondents felt there was a strong need for a place in Southwest Kansas for students to attend university classes and complete the bachelor's degree.
- When asked why respondents felt that was a strong need, common reasons given (and collapsed into categories) were 1) convenience, close by, some people cannot leave, universities too far 2) education is importance, need more education 3) need more options, more opportunities 3) cost.
- Sixty-four percent of respondents reported they would strongly support the use of the old St. Mary's campus as a Western Kansas Regents Center.
- Eighty-one percent of respondents indicated that DCCC should use their resources to lobby for a statewide property tax to fund all state community colleges.

## **Section I**

### **Methods**

Between September 9, 2002 and October 25, 2002, the Center for Survey Research conducted a survey of 551 households in Ford County. A random sampling technique was utilized to generate the telephone numbers. The survey was conducted using a Computer Aided Telephone Interviewing (CATI) system. The CATI system allows interviewers to code survey information into a computer database as the interviewers administer a questionnaire to the respondent. A total of 905 households were successfully contacted after up to 8 call attempts. In 551 of these households, a resident agreed to complete the survey. This represents a response rate of 61%.

Using a 95% confidence interval, the results from the survey of households have a margin of error of +/-4.2% from the results that would be obtained if the total population were surveyed (assuming no response bias). Importantly, the margin of error for subgroups is higher. Any statistics for subgroups with less than 40-50 respondents are primarily suggestive.

### **Survey Instrument**

The Docking Institute and Dodge City Community College agreed on survey items used. It was the responsibility of Dodge City Community College to determine that survey items were accurate, and reflected information areas and objectives important to the college. It was the responsibility of the Docking Institute to develop survey items that were technically correct and without bias. Question wording and the design of the survey instrument are the property of the Docking Institute and are not to be used for additional

surveys unless written permission is given by the Director of the Docking Institute. The survey instrument is included in Appendix 1, while a copy of the frequencies for each survey item is provided in Appendix 2.

### **Format of Report**

Section I Methodology

Section II Sample Demographics

Section III Support for Mill Levy Increase

Section IV Awareness and Value of Dodge City Community College Programs

Section V Other Issues

Conclusions

Appendices

## **Section II**

### **Sample Demographics**

Slightly over half (53%) of the sample are female. The average age of respondents is 47 and the average length of residence in Ford County is 25 years. Income distribution is relatively stable, with the highest percentage of respondents reporting an annual income of between \$20,000 and \$30,000 (19%). Three different income brackets each represent 15% of the sample: \$10,000-\$20,000, \$40,000-\$50,000, and over \$70,000. Thirteen percent of the sample had an income of \$30,000-\$40,000, 12% of the sample had an income of \$50,000-\$60,000, 8% of the sample \$60,000-\$70,000, and 3% less than \$10,000. Seventy percent of the sample currently works, while the remaining 30% are retired, unemployed, a homemaker, or otherwise non-working. In terms of highest educational level achieved, many respondents have received their high school diploma (25%) or have attended some college (27%). Eleven percent have less than a high school diploma, 16% have a technical or associates degree, and the remaining 21% report having a bachelors degree or higher.

About 17% of respondents reported having received a degree or certificate from Dodge City Community College. Of the remaining 83% of respondents who had not received a degree or certificate, (44%) of them reported having taken a course from the college. Among all respondents who reported receiving either a degree or certificate, or that had taken a course at the college, 97% indicated they were satisfied with the education they received.

Seventy-seven percent of respondents reported that they were registered to vote.

A slightly higher percentage of the sample (78%) reported an intention to vote during the November election.

Table 1. General Demographics

Gender Split	Male 47%	Female 53%
Age Range	18- 90	Average 47
Years Ford County Resident	< 1yr-99yrs	Average 25

Figure 1. Income

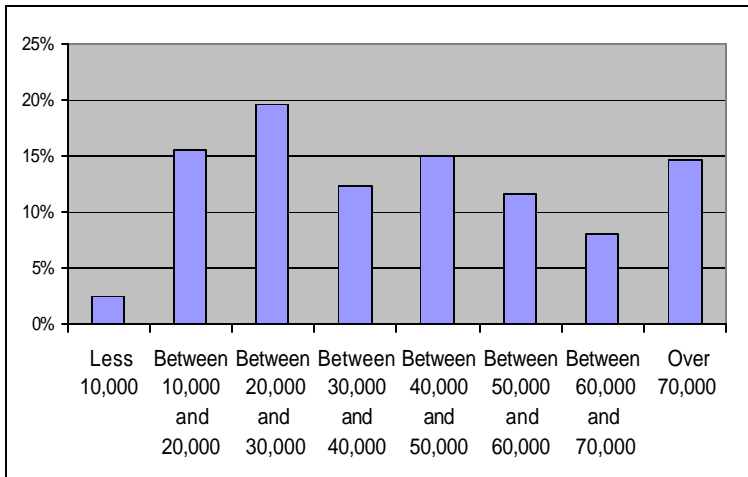


Figure 2. Working Status

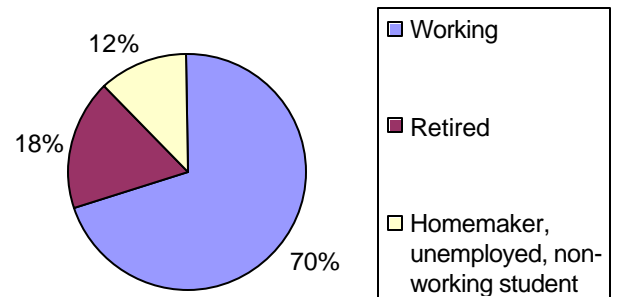
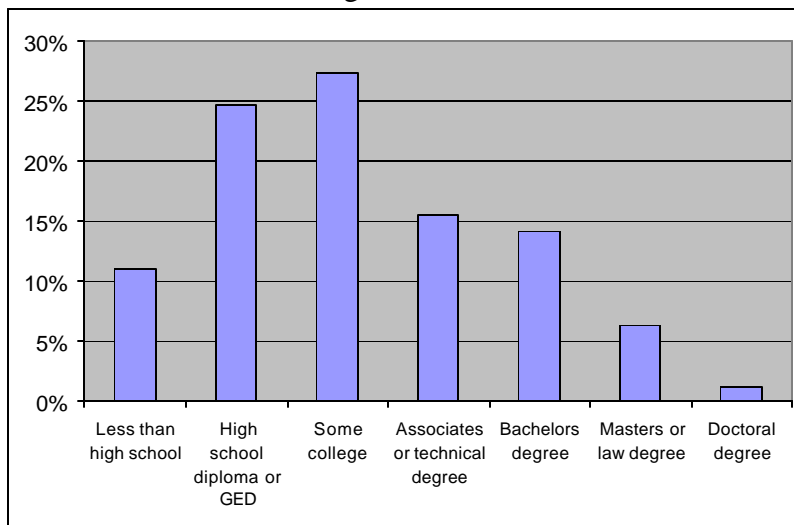


Figure 3. Education



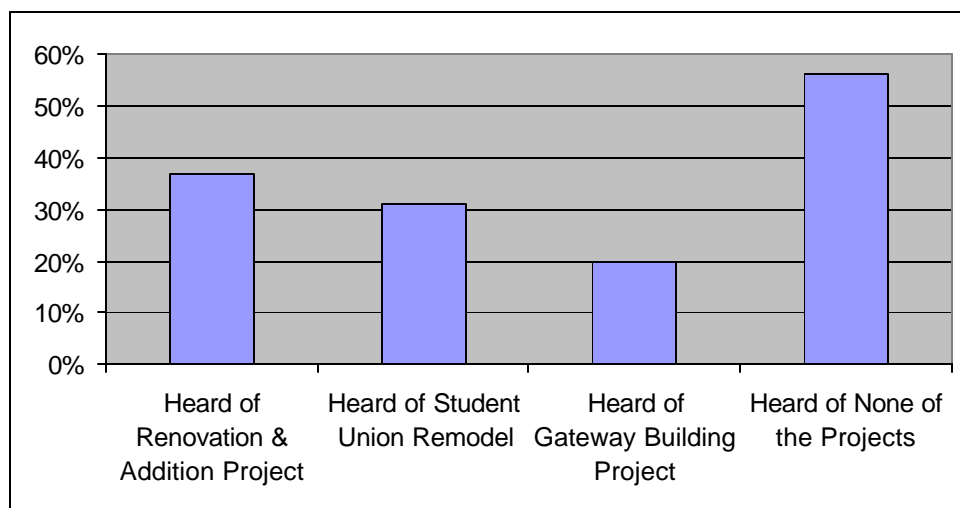
### Section III

#### Support for Mill Levy Increase

One of the main purposes of this study is to determine if residents of Ford County are willing to support a Math/Science and Allied Health addition at Dodge City Community College through a mill levy increase. Two questions were asked to preface the mill levy question.

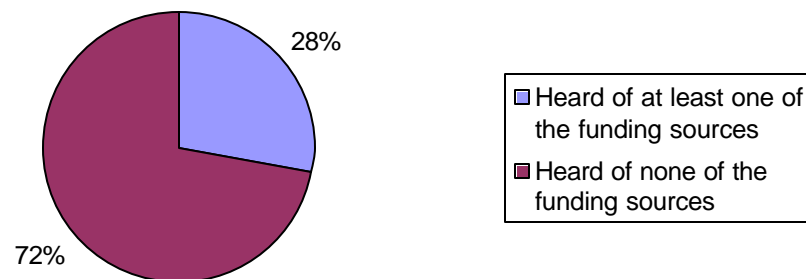
One question briefly described the three major projects that are currently under consideration by Dodge City Community College: The addition and renovation to the Math/Science and Allied Health Buildings, the Student Union remodeling project, and the construction of a Gateway Building. Respondents were asked if they had heard of each of these three projects. Thirty-seven percent had heard of the renovation and addition project, 31% had heard of the student union remodel, and 20% had heard of the gateway building project. Fifty-six percent of respondents had heard of none of the projects.

Figure 4. Knowledge of Projects



Another question asked if respondents were aware of the three different funding sources for the three projects: a proposed increase in the mill levy for the renovation and addition project, an increase of student fees for the student union remodel, and a donation fund for the Gateway building project. Seventy-two percent of respondents had not heard of the three different funding sources for the three projects, while 28% heard of at least one of the three different funding sources.

Figure 5. Knowledge of Three Different Funding Sources



The following question was then asked regarding the two mill increase:

“The only part of the project proposed to be funded by the community is the expansion of the math/science building that is now 32 years old. Current problems with the facility are: The lack of proper storage space for chemicals, the lack of proper lab space, and crowded office space for faculty where 2 or more faculty are sharing offices built for only one person. An addition to share lab facilities with Allied Health is also part of this plan. Dodge City Community College proposes a property tax increase of 2 mills to support the \$4.1 million expansion. A 2 mill increase in Ford County taxes would translate into a property tax increase of \$23 a year for a \$100,000 home in Dodge City. Would you support the 2 mill increase in property taxes for the expansion of the Dodge City Community College math/science building?”

(If respondents asked, they were provided a more detailed description of the renovation plans.)

Table 2. Support for 2 Mill Increase  
by Respondent Type

49% of registered voters supported the 2 mill increase. Of those who indicated they intended to vote, 52% supported the 2 mill increase.

Females favored the increase more than males by 10%.

Dodge City residents favored the increase more than other county residents by 9%.

Support for the increase decreased as age increased.

Working respondents favored the increase 13% more than retired respondents.

There were no differences in support by income.

Support for the increase was higher for those who have taken a DCCC course (6% higher) than for those who have not.

Those with an associates or technical degree or higher supported the increase more than those without the degree (a 4% difference).

	<i>Support for 2 mill increase</i>
<i>Registered voters</i>	49%
<i>Nonreg voters</i>	58%
<i>Intend to vote</i>	53%
<i>Not intend to vote</i>	50%
<i>Don't Know</i>	33%
<i>Males</i>	49%
<i>Females</i>	58%
<i>Dodge City residents</i>	53%
<i>Non DC residents</i>	43%
<i>Over 55</i>	49%
<i>40-54</i>	51%
<i>30-39</i>	56%
<i>Under 30</i>	61%
<i>Working</i>	56%
<i>Retired</i>	42%
<i>Income 40,000+</i>	57%
<i>Income under 40,000</i>	56%
<i>Taken DCCC class or have DCCC deg or cert</i>	53%
<i>No DCCC class</i>	49%
<i>AA/tech degree or higher</i>	57%
<i>Less than AA/tech degree</i>	51%

There was a difference in support based on knowledge of the renovation and addition project, but no difference in support based on knowledge of the three different funding sources.

Table 3. Support for 2 Mill Increase Compared to Knowledge

	<i>Support for 2 mill increase</i>
<b><i>Knowledge about plans for renovation and addition</i></b>	
<i>Knew about plans</i>	57%
<i>Did not know about plans</i>	48%
<b><i>Knowledge about three funding sources</i></b>	
<i>Knew about funding sources</i>	52%
<i>Did not know about funding sources</i>	51%
<i>Knew about some of the funding sources</i>	51%

## Section IV

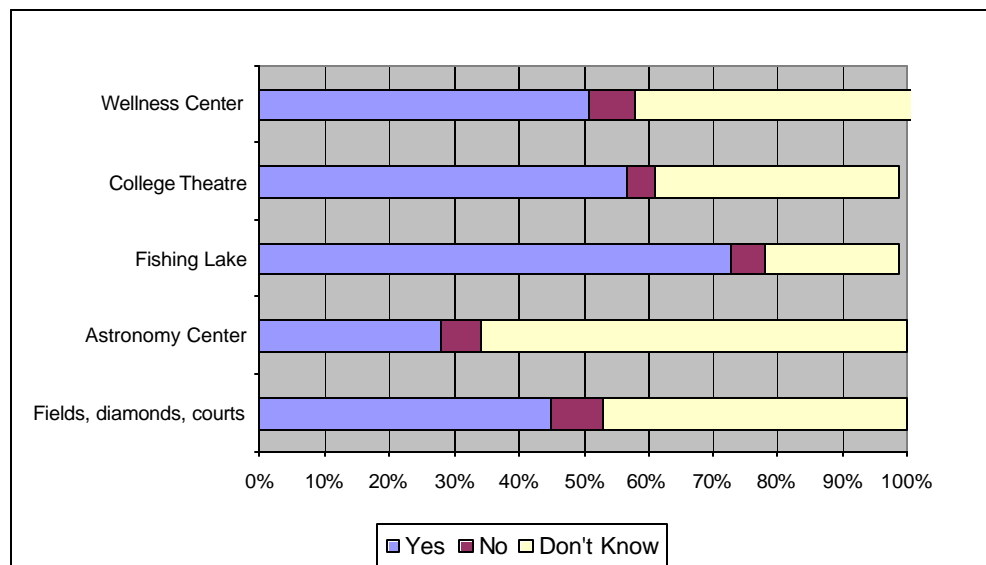
### Awareness and Value of Dodge City Community College Programs

Several parts of the survey allowed respondents to comment on awareness of programs, or to provide ratings of Dodge City Community College programs or services.

#### Public Availability of DCCC Facilities

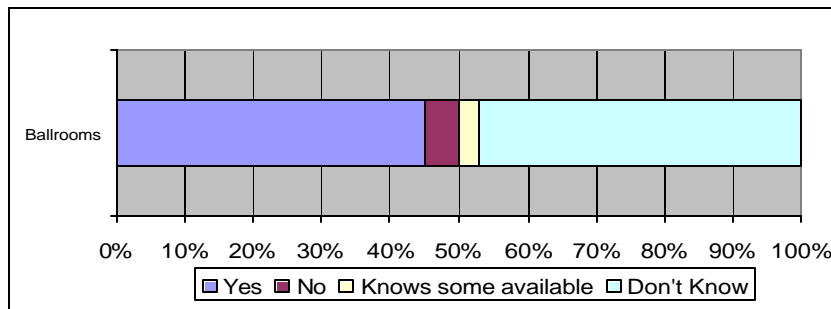
Respondents were asked about the availability of Dodge City Community College facilities to the general public. Figure 6. shows comparative findings on several Dodge City Community College facilities. More than 70% of respondents reported that the Fishing Lake was available for public use. The College Theatre (57%) and the Wellness Center (52%) were the next highest in terms of awareness of public availability. The lowest awareness of availability was for the Astronomy Center at 28%. For all facilities, there were few that reported that the facilities were not available for public use. Generally, respondents either knew that a facility was available, or answered “Don’t Know”.

Figure 6.  
Awareness of the Public Availability of DCCC facilities



In another question, respondents were asked if they had heard of the Dodge City Community College Ballroom, the Ford County Room, and the Santa Fe Room. This question allowed for an additional response, “knows some are available” in case respondents had awareness of one or two of the rooms but not all of them. Approximately 45% of respondents were aware of the availability of the rooms.

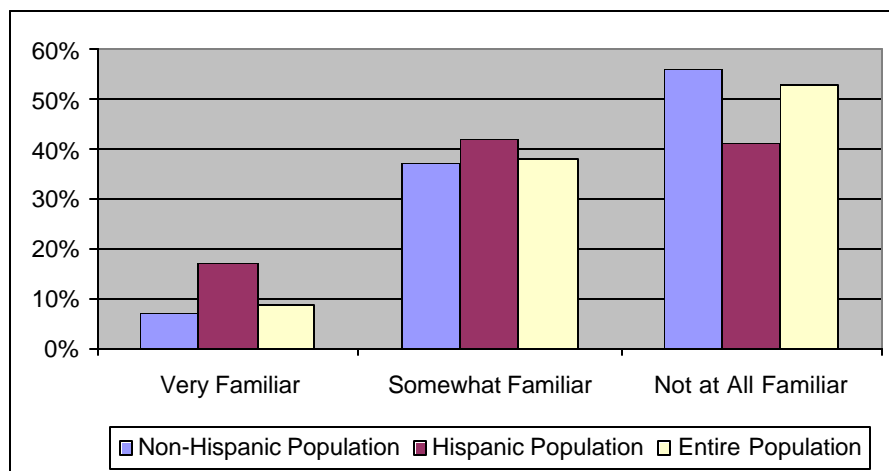
Figure 7. Awareness of Availability of Ballrooms



### Familiarity with Selected DCCC Facilities

Respondents were asked about their familiarity with the Adult Learning Center. Nine percent of the sample reported being very familiar, 38% somewhat familiar, and 53% not at all familiar with the Adult Learning Center. Among Hispanic respondents, who can access ESL resources through the center, awareness was slightly higher.

Figure 8. Familiarity with the Adult Learning Center

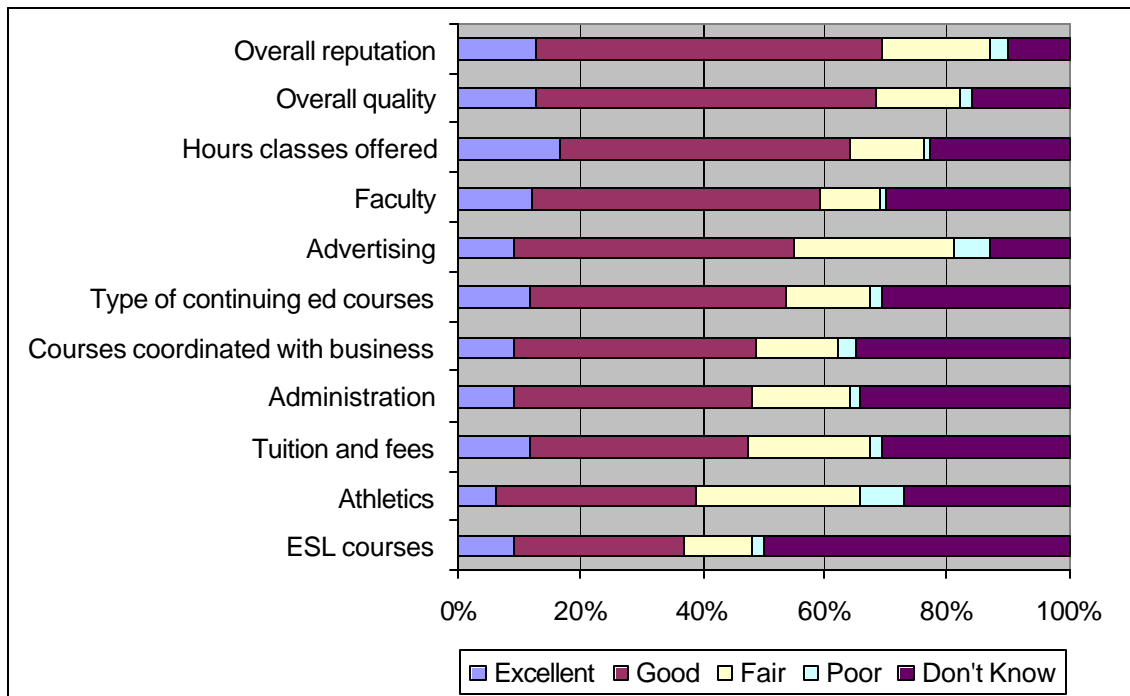


When asked about awareness of the Child Care Referral Agency, 49% of the sample reported yes. 15% of those respondents reported having actually used the agency.

**Ratings of DCCC Services, Other Aspects of the College**

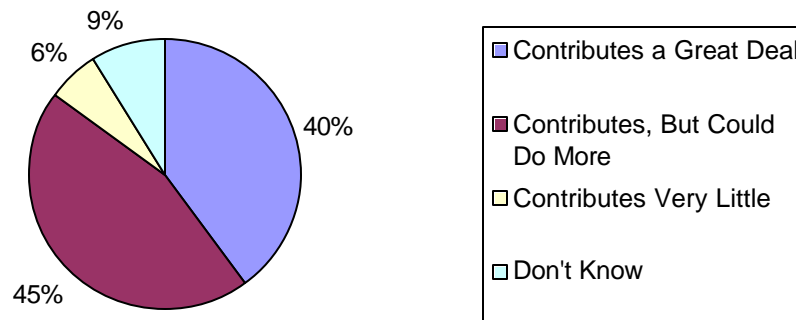
Respondents were asked to provide ratings of Dodge City Community College services, and other aspects of the college. The aspect of the college receiving the largest percentage of “excellent” ratings was hours classes offered at 17%. The lowest “excellent” rating was for athletics, at 6%. Aspects of the college receiving the largest combined “excellent” and “good” ratings (about 70% each) are overall reputation and overall quality. Those receiving the lowest combined “excellent” and “good” ratings are ESL courses and athletics. It should be mentioned here that many aspects of the college has high percentages (over 20%) of “Don’t Know” as a response.

Figure 9. Dodge City Community College Ratings



Respondents were asked whether Dodge City Community College contributes a great deal to the community, contributes to the community but could do more, or contributes very little to the community. Forty percent indicated the college contributes a great deal, 45% indicated the college contributes but could do more, while 6% said the college contributes very little to the community. Nine percent answered Don't Know to this question.

Figure 10. DCCC Contribution to the Community



Respondents were also asked if they would recommend a prospective student to Dodge City Community College. The tables below document the type and number of the most common responses received for this question.

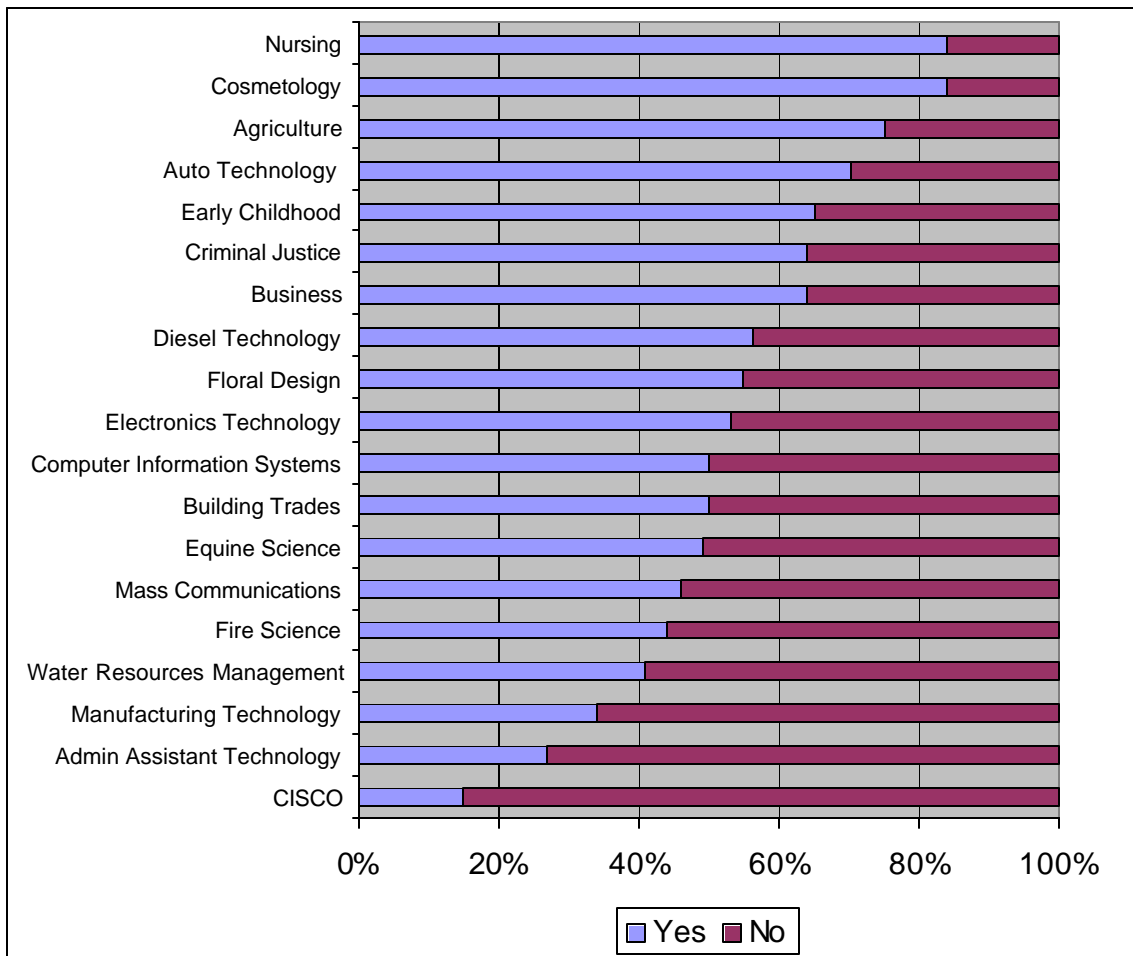
Table 4. Recommend a Prospective Student?

Would recommend prospective student (86% of respondents)		Would not recommend prospective student (8% of respondents)	
Reason	Count	Reason	Count
Good school	157	Bad school, easy	15
Cost	98	Other schools	6
Close, others too far	81	Credits no transfer	5
Good starting place	66	Don't like jucos	4
Small classes, town	21	Bad town	3
Need education	21	Bad programs	2

### Awareness and Value of DCCC Technical Programs

One set of questions in the survey asked about respondents' awareness of the technical programs offered by the college. After asking if a respondent was aware of a program ("Have you heard of the \_\_\_\_\_ program?"), the survey asked about the importance of the program, whether it was very important, somewhat important, or not important at all. Some of the questions for these programs also included a brief description in case respondents needed additional information about the purpose of a program.

Figure 11. Awareness of Technical Programs



The programs with the most awareness were nursing and cosmetology, both with over 80%. Agriculture had 75%. Auto technology, early childhood, criminal justice, and business showed between 60% and 70% awareness ratings. The programs with the least awareness were CISCO with 15%, Administrative Assistant Technology with 27% and Manufacturing Technology with 35%.

Figure 11. below shows the level of importance given to each program. Programs with the highest percentage of respondents reporting they are “very important” are Nursing with 93% and Early Childhood with 79%. Agriculture, Criminal Justice, Computer Information Systems, and Water Resources Management had percentages between 71% and 75%. Programs with the lowest percentage of “very important” were Floral Design with 24% and Equine Science with 31%.

Figure 12. Importance of Technical Programs

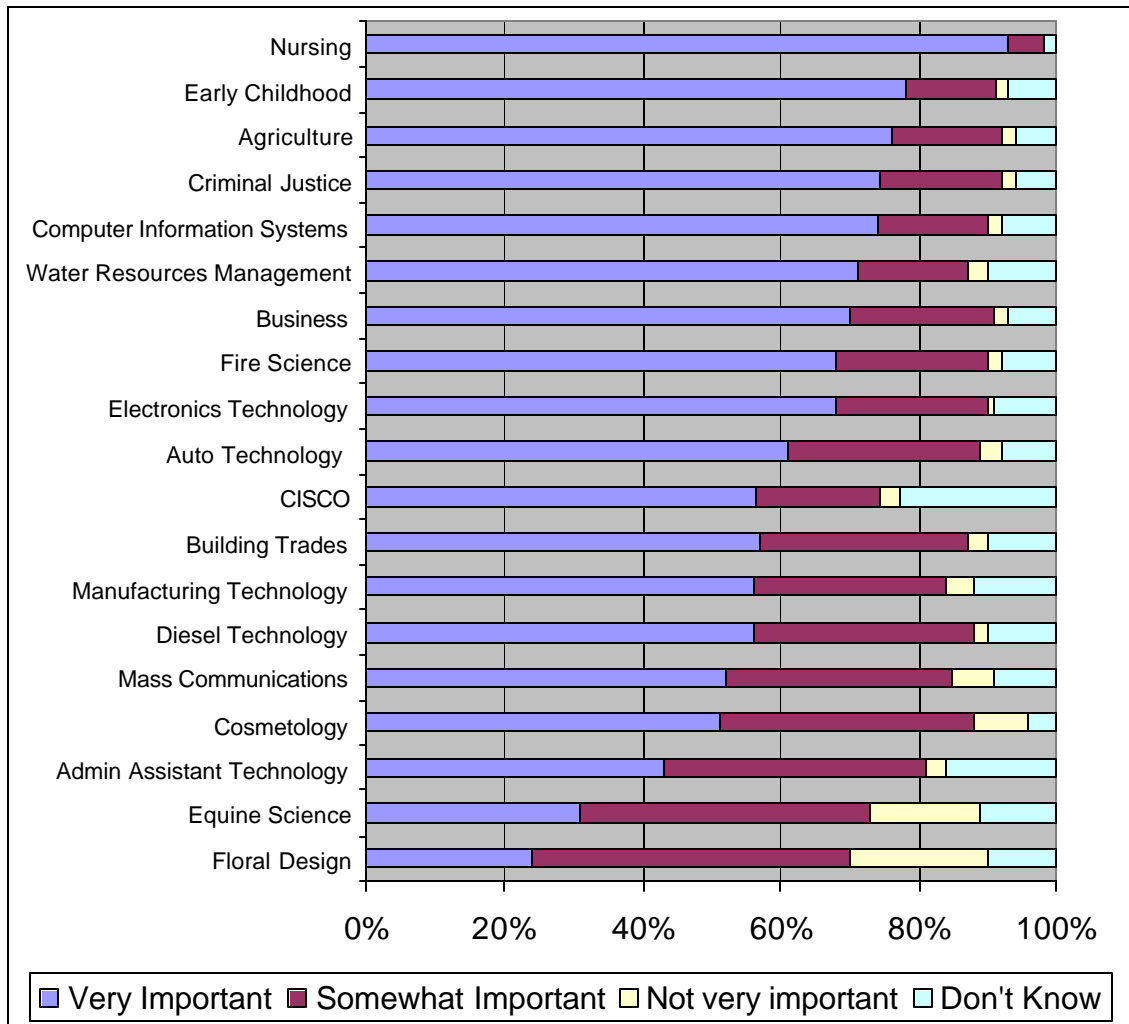
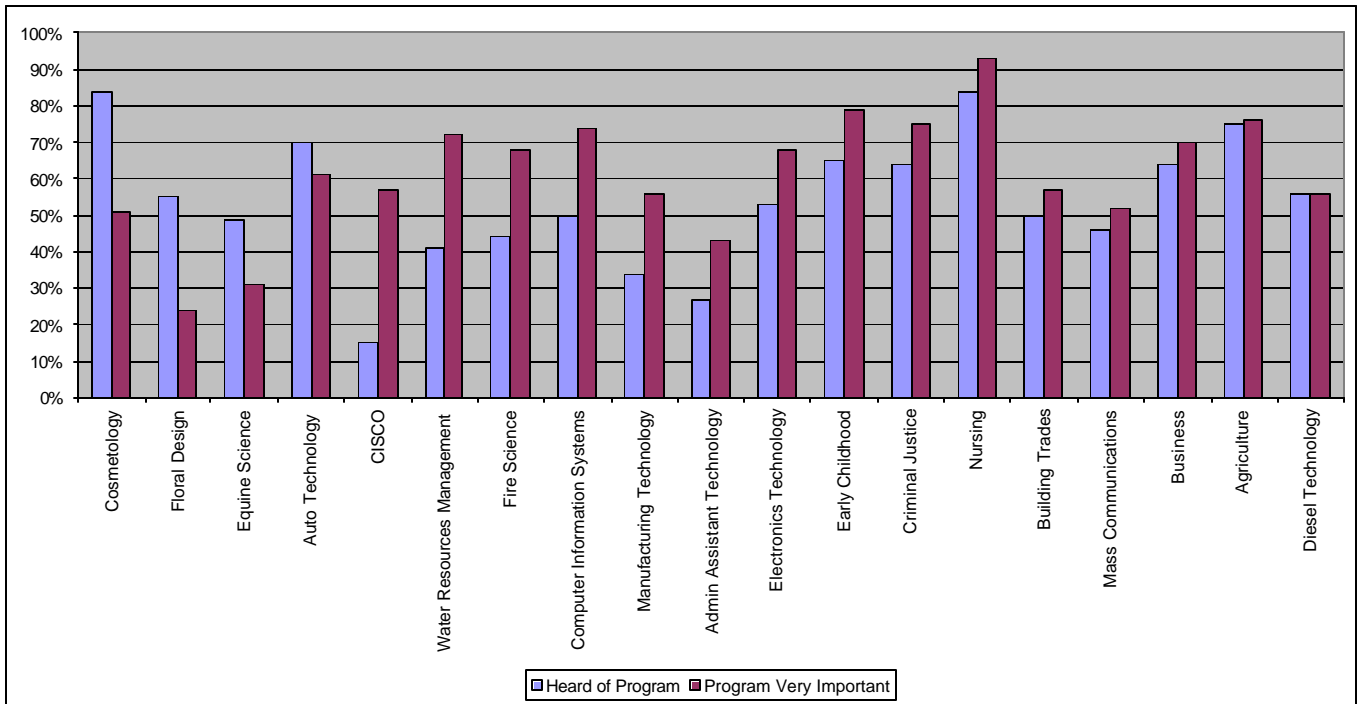


Figure 13. allows the comparison between awareness and importance. Some programs have much higher awareness ratings than ratings of importance (cosmetology, floral design, Equine Science and Auto Technology). Other programs have much lower awareness ratings than ratings of importance (CISCO, water resources management, fire science, and others).

Figure 13. Awareness and Importance of Technical Programs



**Note: Programs are ordered by amount of discrepancy between awareness and importance.**

## Section V

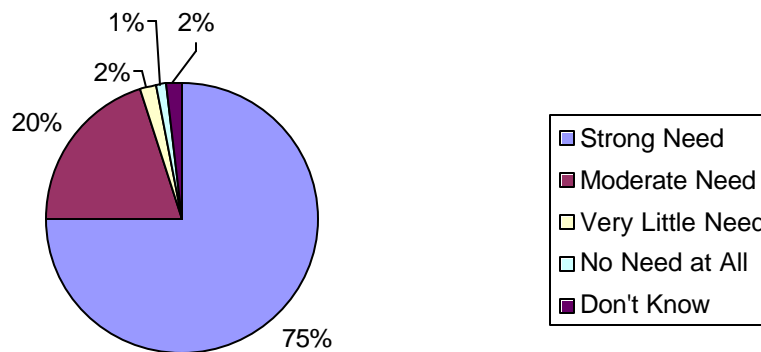
### Other Issues

Two issues were also included in the survey. A few questions dealt with the subject of education in Southwest Kansas. Community College funding was the second issue. Regarding the subject of education in Southwest Kansas, the following questions were asked:

“People residing in the Southwest quadrant of Kansas currently do not have a place where students can take classroom based university courses and pursue a bachelor's degree. How much of a need do you feel there is for Southwest Kansas to have a place where students can attend university classes and complete the bachelor's degree?”

Respondents indicated whether they felt there was a strong need, a moderate need, very little need, or no need at all for a place where students can attend classes and complete the bachelor's degree. Seventy-five percent of respondents indicated there was a strong need, while 20% of respondents indicated there was a moderate need.

Figure 14. Need for Place Where Students Can Attend Classes, Get Bachelor's Degree



If respondents answered yes or no to this question, they were then asked “Why do you feel this way?” The following table shows the type and number of responses to this question.

Table 4. Why is Place Needed (or Not Needed) For Students to Take Classes, Get Bachelor’s Degree

95% of respondents “Strong Need or Moderate Need”		3% of respondents “Very Little Need or No Need”	
Reason	Count	Reason	Count
Convenience, some cannot move, univ too far	201	No need, students leave anyway, other universities	26
Education important need more education	119		
More opportunities, more options	69		
Cost	39		
Lost St. Mary’s	4		

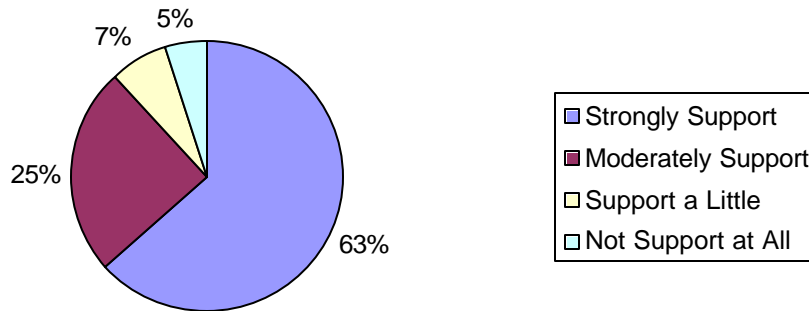
Another question asked:

“St. Mary of the Plains College which closed in 1992 used to provide students in Southwest Kansas the opportunity to pursue a bachelor's degree. It has been proposed that the facility be renamed the Western Kansas Regents Center. The Regents Center would be used as a senior college where juniors and seniors could complete the bachelor's degree in high demand occupations. Four year universities interested in being responsible for a discipline at the Regents Center could sponsor classes there.

How strongly would you support the use of the old St. Mary's campus as a Western Kansas Regents Center? Would you strongly support it, moderately support it, support it a little, or not support it at all?”

Sixty-four percent of respondents reported that they would strongly support it, while 25% reported that they would moderately support it.

Figure 15. Support for Use of St. Mary's for Senior College

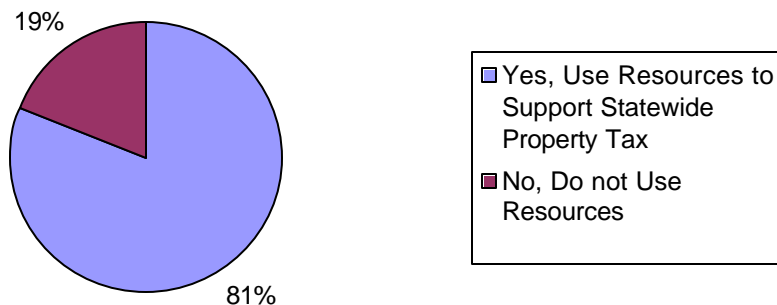


A question about the funding of community colleges was asked:

“Community colleges in the state of Kansas are funded by the counties in which they are located. For example, Dodge City Community College is funded by Ford County. In some states, there is a single community college system funded by the entire state and not just by individual counties. Should Dodge City Community College use their resources to lobby for a statewide property tax to fund community colleges?”

Eighty-one percent of respondents indicated yes, that DCCC should use their resources to lobby for a statewide property tax to fund community colleges. Nineteen percent of respondents indicated no.

Figure 16. Should DCCC Use Resources to Lobby for Statewide Property Tax



## Conclusions

Findings from the Dodge City Community College Survey indicate that when respondents were asked about the awareness of the three building improvement projects planned by DCCC, many (56%) had not heard of any of the projects. In addition, only 37% of respondents had heard of the renovation and addition project. Most respondents (72%) also did not know of the three different funding sources proposed for the three building improvements projects. Those who knew about the plans for the renovation and addition supported the 2 mill increase more than those who did not know about the plans (9% difference).

Forty-nine percent of registered voters supported the 2 mill increase, while 58% of non-registered voters supported the 2 mill increase. Of those intending to vote, 53% support the 2 mill increase, while 50% of those not intending to vote support it. Females favored the increase more than males by a 9% margin. Dodge City residents favored the increase more than other county residents by a 10% margin. Support for the increase decreased as age increased. Working respondents favored the increase 13% more than retired respondents. Those with a degree from DCCC, or who had taken a course from DCCC supported the 2 mill increase slightly more than those without a degree, or who had not taken a course.

When asked about the availability of DCCC facilities to the general public, more than 50% of respondents replied knowledge of the Fishing Lake, the College Theatre, and the Wellness Center being available to the public. Less than 50% reported knowledge of the Astronomy Center, the fields, diamonds and courts, and the DCCC ballrooms being available to the public.

Forty-seven percent of non-Hispanic respondents report familiarity with the Adult Learning Center, while Hispanic respondents' awareness was slightly higher. Forty-nine percent of respondents reported awareness of the Child Care Referral Agency.

When asked to provide ratings of DCCC services, and other aspects of the college, more than 60% of respondents provided Excellent or Good ratings of the college's overall quality, overall reputation, and hours classes are available. Between 50% and 60% of respondents provided Excellent or Good ratings of the faculty, the type of continuing education courses offered, and advertising. Less than 50% of respondents provided Excellent or Good ratings of the administration, ESL courses, courses coordinated with business and industry, athletics, and tuition and fees.

Forty percent of respondents felt that the DCCC contributes a great deal to the community, while 45% of respondents felt that DCCC contributes, but could do more. Eighty-six percent of respondents indicated they would recommend a prospective student to DCCC. Reasons why they would recommend it include it's a good college, cost, location, small classes/town, and it is a good starting place before continuing on.

Each of DCCC's 19 technical programs were assessed for respondents' awareness, and perceived importance. Programs with the highest public awareness were Nursing, Cosmetology, and Agriculture. Programs with the highest ratings of importance were Nursing, Agriculture, Computer Information Systems, Criminal Justice, and Water Resource Management. Programs with the lowest public awareness were CISCO, Administrative Technology, and Manufacturing Technology. Programs with the lowest ratings of importance were Floral Design and Equine Science.

Seventy-five percent of respondents felt there was a strong need for a place in Southwest Kansas for students to attend university classes and complete the bachelor's degree. When asked why respondents felt that was a strong need, common reasons given (and collapsed into categories) were 1) convenience, close by, some people cannot leave, universities too far 2) education is importance, need more education 3) need more options, more opportunities 3) cost.

Sixty-four percent of respondents reported they would strongly support the use of the old St. Mary's campus as a Western Kansas Regents Center. Eighty-one percent of respondents indicated that DCCC should use their resources to lobby for a statewide property tax to fund all state community colleges.

## Appendix I

### Telephone Interview

Note: Comments in **bold** are for demonstration or explanation purposes.  
Comments in [brackets] are instructions for surveyors.

Q: INTRO

Hi, my name is \_\_\_\_\_ and I'm calling from Fort Hays State University. I am taking a 10 minute survey on behalf of Dodge City Community College. To fairly and randomly select a member of your household to participate, I would like to speak with the adult 18 yrs or older who has had the most recent birthday. Is that you?

Your answers will remain completely confidential. May I ask you a few questions?

Q: Language

Will this study be conducted in English?

1 YES

2 NO

Q: Q1

Do you have a degree or certificate from Dodge City Community College?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q2

Have you ever taken a course from Dodge City Community College?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q3

Are you satisfied with the education you received or are receiving at Dodge City Community College?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q4

We are going to ask some questions about Dodge City Community College facilities. To your knowledge, are the college's athletic fields, baseball diamonds, and tennis courts available for public use?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

**(Questions 5-9 have the same answer categories as Q4)**

Q: Q5

Is the Clyde Tombaugh Astronomy Center available for public use?

Q: Q6

Is the Dodge City Community College Fishing Lake available for public use?

Q: Q7

How about the College Theatre?

Q: Q8

How about the Wellness Center at the College?

Q: Q9

How about the Dodge City Community College Ballroom, the Ford County Room, and the Santa Fe Room?

1 Yes

2 No

3 Knows that some are available

8 DON'T KNOW

9 REFUSED

Q: Q10

Now, we are going to ask a few questions about special programs at the College. Dodge City Community College's Adult Learning Center offers the GED as well as classes in English Literacy, citizenship, general education, and parenting skills. Would you say you are very familiar, somewhat familiar, or not at all familiar with the Adult Learning Center?

1 Very familiar

2 Somewhat familiar

3 Not at all familiar

8 DON'T KNOW

9 REFUSED

Q: Q11

The College's Child Care Resource and Referral Agency helps families searching for child care. They keep a database of providers for nine different counties, including Ford County. Before now, have you heard of the Child Care Resource and Referral Agency?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q12

Have you used the Child Care Resource and Referral Agency?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q13

Now we are going to discuss improvements to Dodge City Community College. The college was built in 1970. No renovations have taken place there in the last 10 years. For the last 10 years, the college has been researching and identifying the most important needs of the campus and have developed a plan. Dodge City Community College is now focusing on 3 projects from the plan: a renovation and addition to the math-science and allied health buildings, a remodeling of the student union, and the construction of a Gateway building. Before now, have you heard about.....

1 The renovation & addition to the math-science and allied health buildings?

2 The student union remodel?

3 The construction of a gateway building?

4 Heard of none of them

9 REFUSED

10 EXIT

Q: Q18

There are three different funding sources for these projects: For the math-science allied health addition which will cost 4.1 million dollars, an increase of 2 mills in property tax is proposed. For the student union remodel which will cost \$500,000, an increase of student fees is proposed. And, for the construction of the Gateway building which will cost 3 million dollars, donations from the Dodge City Community College Community Foundation are proposed. Before now, had you heard about the three DIFFERENT funding sources for the three projects?

[THE 2 MILL INCREASE, THE INCREASE OF STUDENT FEES, AND THE DONATION FUND]

1 Yes

2 No

3 Heard of some but not all

8 DON'T KNOW

9 REFUSED

Q: Q19

The only part of the project proposed to be funded by the community is the expansion of the math/science building that is now 32 years old. Current problems with the facility are: The lack of proper storage space for chemicals, the lack of proper lab space, and crowded office space for faculty where 2 or more faculty are sharing offices built for only one person. An addition to share lab facilities with Allied Health is also part of this plan. Dodge City Community College proposes a property tax increase of 2 mills to support the \$4.1 million expansion. A 2 mill increase in Ford County taxes would translate into a property tax increase of \$23 a year for a \$100,000 home in Dodge City. Would you support the 2 mill increase in property taxes for the expansion of the Dodge City Community College math/science building?

[If asked, provide this description: the renovation plans include an addition which would connect the north side of the math/science and allied Health buildings. The addition would provide the Math, Science, and Allied Health departments with needed laboratories, laboratory storage, office space for faculty, and classrooms.]

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q19A

Are you currently registered to vote?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q19B

Do you intend to vote during the November election?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

**(For questions 20-30 responses are excellent, good, fair, poor, don't know or refused.)**

Q: Q20

Now, based on your knowledge, I would like for you to rate the following aspects of Dodge City Community College as either excellent, good, fair, or poor.

Its advertising

Q: Q21

Affordability of tuition and fees

Q: Q22

Athletics

Q: Q23

Hours that classes are offered

Q: Q24

The way courses are coordinated with business and industry

Q: Q25

English as a Second Language Courses

Q: Q26

Overall quality of education

Q: Q27

Overall reputation of the college

Q: Q28

The type of continuing education classes offered

Q: Q29

The administration

Q: Q30

The faculty

Q: Q31

In your opinion, would you say that Dodge City Community College contributes a great deal to the community, contributes to the community but could do more, or contributes very little to the community?

1 Dodge City Community College contributes a great deal to the community

2 Dodge City Community College contributes to the community but could do more

3 Dodge City Community College contributes very little to the community

8 DON'T KNOW

9 REFUSED

Q: Q32

Would you recommend Dodge City Community College to a prospective college student?

1 Yes

2 No

8 DON'T KNOW

9 REFUSED

Q: Q32A

Please explain why you would recommend a prospective student to Dodge City Community College.

Q: Q32B

Please explain why you would not recommend a prospective student to Dodge City Community College.

**(In designing this section of the survey, it became apparent that some of these program titles are not self explanatory. Therefore, in brackets the surveyors are provided a description of the types of occupations one could pursue if enrolled in the programs. If the information is needed by the respondent, it can be read.)**

**(Questions 35A&B through Questions 52A &B have the same format as Q34A&B.)**

Q: Q34A

Dodge City Community College offers students more than just an associate's degree. It also offers technical programs designed to prepare students for direct entry into the workforce and to assist in career advancement. I am going to read a list of some of the technical programs that the college offers, and I would like you to tell me first if you have heard of a program. Then, I will ask if you feel that the program is very important, somewhat important, or not important at all.

So, have you heard of the Administrative Assistant Technology program?

[The Administrative Technology program could prepare someone to be an administrative secretary or an office manager.]

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

Q: Q34B

Do you feel that program is very important, somewhat important, or not important at all?

[The Administrative Technology program could prepare someone to be an administrative secretary or an office manager.]

- 1 Very Important
- 2 Somewhat Important
- 3 Not Important at all
- 8 DON'T KNOW
- 9 REFUSED

Q: Q35A

Have you heard of the Agriculture program?

Q: Q35B

Do you feel that program is very important, somewhat important, or not important at all?

Q: Q36A

Have you heard of the Auto Technology program?

[The Auto Technology program could prepare someone to work in auto service and repair.]

Q: Q36B

And how important is it?

[The Auto Technology program could prepare someone to work in auto service and repair.]

Q: Q37A

Have you heard of the Building Trades program?

[The Building Trades program could prepare someone to work in construction.]

Q: Q37B

And how important is it?

[The Building Trades program could prepare someone to work in construction.]

Q: Q38A

Have you heard of the Business program?

Q: Q38B

And how important is it?

Q: Q39A

Have you heard of the CISCO Networking Academy?

[The CISCO Networking Academy could prepare someone to design, configure, and operate computer networks.]

Q: Q39B

And how important is it?

[The CISCO Networking Academy could prepare someone to design, configure, and operate computer networks.]

Q: Q40A

Have you heard of the Computer Information Systems program?

[The Computer Information Systems program could prepare someone to work with computer database design, web page design, or network administration.]

Q: Q40B

And how important is it?

[The Computer Information Systems program could prepare someone to work with computer database design, web page design, or network administration.]

Q: Q41A

Have you heard of the Cosmetology program?

[The Cosmetology program could prepare someone to be a hair stylist or a nail technician.]

Q: Q41B

And how important is it?

[The Cosmetology program could prepare someone to be a hair stylist or a nail technician.]

Q: Q42A

Have you heard of the Criminal Justice and Corrections program?

[The Criminal Justice and Corrections program could prepare someone to be a police officer, a security guard, or a private investigator.]

Q: Q42B

And how important is it?

[The Criminal Justice and Corrections program could prepare someone to be a police officer, a security guard, or a private investigator.]

Q: Q43A

Have you heard of the Diesel Technology program?

[The Diesel Technology program could prepare someone to be a diesel mechanic.]

Q: Q43B

And how important is it?

[The Diesel Technology program could prepare someone to be a diesel mechanic.]

Q: Q44A

Have you heard of the Early Childhood Education program?

[The Early Childhood Education program could prepare someone to be a Head Start teacher, a preschool teacher, or a day care provider.]

Q: Q44B

And how important is it?

[The Early Childhood Education program could prepare someone to be a Head Start teacher, a preschool teacher, or a day care provider.]

Q: Q45A

Have you heard of the Electronics Technology program?

[The Electronics Technology program could prepare someone to be an electrician, repair appliances, or repair computers.]

Q: Q45B

And how important is it?

[The Electronics Technology program could prepare someone to be an electrician, repair appliances, or repair computers.]

Q: Q46A

Have you heard of the Equine Science program?

[The Equine Science program could prepare someone to be a horse trainer, breeder, or to do horse appraisal and judging.]

Q: Q46B

And how important is it?

[The Equine Science program could prepare someone to be a horse trainer, breeder, or to do horse appraisal and judging.]

Q: Q47A

Have you heard of the Fire Science program?

[The Fire Science program could prepare someone to be a firefighter, a building inspector, or a fire marshall.]

Q: Q47B

And how important is it?

[The Fire Science program could prepare someone to be a firefighter, a building inspector, or a fire marshall.]

Q: Q48A

Have you heard of the Floral Design program?

Q: Q48B

And how important is it?

Q: Q49A

Have you heard of the Manufacturing Technology program?

[The Manufacturing Technology program could prepare someone to be a welder, to use machine tools, or to be a machine shop manager.]

Q: Q49B

And how important is it?

[The Manufacturing Technology program could prepare someone to be a welder, to use machine tools, or to be a machine shop manager.]

Q: Q50A

Have you heard of the Mass Communications program?

[The Mass Communications program could prepare someone to work in television journalism, newscasting, or to be a cable or video technician OR advertising, graphic design, and photography.]

Q: Q50B

And how important is it?

[The Mass Communications program could prepare someone to work in television journalism, newscasting, or to be a cable or video technician OR advertising, graphic design, and photography.]

Q: Q51A

Have you heard of the Nursing program?

Q: Q51B

And how important is it?

Q: Q52A

Have you heard of the Water Resources Management program?

[The Water Resources Management program could prepare someone in the field of drinking water treatment, waste water treatment, or water conservation.]

Q: Q52B

And how important is it?

[The Water Resources Management program could prepare someone in the field of drinking water treatment, waste water treatment, or water conservation.]

Q: Q53

People residing in the Southwest quadrant of Kansas currently do not have a place where students can take classroom based university courses and pursue a bachelor's degree. How much of a need do you feel there is for Southwest Kansas to have a place where students can attend university classes and complete the bachelor's degree?

Do you feel there is:

- 1 a strong need,
- 2 a moderate need,
- 3 very little need, or
- 4 no need at all.
- 8 DON'T KNOW
- 9 REFUSED

Q: Q53A

Why do you feel this way?

Q: Q54

St. Mary of the Plains College which closed in 1992 used to provide students in Southwest Kansas the opportunity to pursue a bachelor's degree. It has been proposed

that the facility be renamed the Western Kansas Regents Center. The Regents Center would be used as a senior college where juniors and seniors could complete the bachelor's degree in high demand occupations. Four year universities interested in being responsible for a discipline at the Regents Center could sponsor classes there. How strongly would you support the use of the old St. Mary's campus as a Western Kansas Regents Center? Would you strongly support it, moderately support it, support it a little, or not support it at all?

- 1 Strongly support
- 2 Moderately support
- 3 Support a little
- 4 Not support at all
- 8 DON'T KNOW
- 9 REFUSED

Q: Q55

Community colleges in the state of Kansas are funded by the counties in which they are located. For example, Dodge City Community College is funded by Ford County. In some states, there is a single community college system funded by the entire state and not just by individual counties. Should Dodge City Community College use their resources to lobby for a statewide property tax to fund community colleges?

- 1 Yes
- 2 No
- 8 DON'T KNOW
- 9 REFUSED

Q: Q56

And finally, we have a few questions about yourself. What year were you born? \_\_\_\_\_

Q: Q57

What is the highest level of education you have received?

- 1 Less than high school
- 2 High school diploma or equivalency
- 3 Some college
- 4 Associates or Technical degree
- 5 Bachelors degree
- 6 Masters or law degree
- 7 Doctoral degree
- 8 DON'T KNOW
- 9 REFUSED

Q: Q58

About how many years have you lived in Ford County?

Q: Q59

Are you of Mexican or some other Hispanic origin?

Q: Q60

Are you working, a homemaker, unemployed, a non-working student or retired?

Q: Q61

Was your total family income for the last year above or below \$40,000?

[IF BELOW \$40,000 READ THE FOLLOWING RESPONSES]

1 Was it less than \$10,000,

2 between \$10,000 and \$20,000,

3 between \$20,000 and \$30,000?

4 Or was it between \$30,000 and \$40,000?

[IF ABOVE \$40,000 READ THE FOLLOWING RESPONSES]

5 Was it between \$40,000 and \$50,000,

6 between \$50,000 and \$60,000,

7 between \$60,000 and \$70,000,

8 or was it over \$70,000?

88 Don't know

99 Refused

Q: Q62

And finally, is it ok for our supervisor to call and confirm your participation in this survey if needed?

Q: Q63

Thank you for your time. **SURVEYOR SILENTLY INDICATES GENDER**

Q: Q64

WHICH SHIFT IS THIS?

1 MORNING

2 AFTERNOON

3 EVENING

Q: Q65

WHAT IS YOUR STATION NUMBER?

## Appendix II

### Survey Frequencies

#### Q1 DCCC deg or cert?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	16.5	16.5	16.5
	No	460	83.5	83.5	100.0
	Total	551	100.0	100.0	

#### Q2 DCCC class?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	203	36.8	44.1	44.1
	No	257	46.6	55.9	100.0
	Total	460	83.5	100.0	
Missing	System	91	16.5		
Total		551	100.0		

#### Q3 Sat DCCC educ?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	283	51.4	96.6	96.6
	No	10	1.8	3.4	100.0
	Total	293	53.2	100.0	
Missing	DK	1	.2		
	System	257	46.6		
Total		551	100.0		

#### Q4 Fields, diamonds, courts avail?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	245	44.5	44.5	44.5
	No	46	8.3	8.3	52.8
	DK	260	47.2	47.2	100.0
	Total	551	100.0	100.0	

**Q5 Astronomy center avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	153	27.8	27.8	27.8
	No	35	6.4	6.4	34.1
	DK	363	65.9	65.9	100.0
	Total	551	100.0	100.0	

**Q6 Fishing lake avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	404	73.3	73.3	73.3
	No	29	5.3	5.3	78.6
	DK	118	21.4	21.4	100.0
	Total	551	100.0	100.0	

**Q7 College theatre avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	316	57.4	57.4	57.4
	No	26	4.7	4.7	62.1
	DK	209	37.9	37.9	100.0
	Total	551	100.0	100.0	

**Q8 Wellness ctr avail?/'**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	278	50.5	50.5	50.5
	No	38	6.9	6.9	57.4
	DK	235	42.6	42.6	100.0
	Total	551	100.0	100.0	

**Q9 Ballroom, rooms avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	248	45.0	45.0	45.0
	No	27	4.9	4.9	49.9
	Knows that some are available	16	2.9	2.9	52.8
	DON	260	47.2	47.2	100.0
	Total	551	100.0	100.0	

**Q10 Familiar adult learn ctr?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very familiar	50	9.1	9.2	9.2
	Somewhat familiar	205	37.2	37.8	47.0
	Not at all familiar	288	52.3	53.0	100.0
	Total	543	98.5	100.0	
Missing	DON	8	1.5		
Total		551	100.0		

**Q11 Heard of Child care agency?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	264	47.9	49.3	49.3
	No	271	49.2	50.7	100.0
	Total	535	97.1	100.0	
Missing	DK	16	2.9		
Total		551	100.0		

**Q12 Used Child care agency?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	7.1	14.8	14.8
	No	225	40.8	85.2	100.0
	Total	264	47.9	100.0	
Missing	System	287	52.1		
Total		551	100.0		

**Q13\_1 Heard of renovation and addition?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	201	36.5	100.0	100.0
Missing	0	350	63.5		
Total		551	100.0		

**Q13\_2 Heard of student reunion remodel?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	169	30.7	100.0	100.0
Missing	0	382	69.3		
Total		551	100.0		

**Q13\_3 Heard of gateway building construction?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	112	20.3	100.0	100.0
Missing	0	439	79.7		
Total		551	100.0		

**Q13\_4 Heard of none of them?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	312	56.6	100.0	100.0
Missing	0	239	43.4		
Total		551	100.0		

**Q13\_5 Refused**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	549	99.6	99.6	99.6
	1	2	.4	.4	100.0
Total		551	100.0	100.0	

**Q18 Heard of 3 funding sources?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	98	17.8	17.8	17.8
	2	395	71.7	71.8	89.6
	3	57	10.3	10.4	100.0
	Total	550	99.8	100.0	
Missing	8	1	.2		
Total		551	100.0		

**Q19 Support increase?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	281	51.0	51.3	51.3
	No	198	35.9	36.1	87.4
	DK	69	12.5	12.6	100.0
	Total	548	99.5	100.0	
Missing	REF	3	.5		
Total		551	100.0		

**Q19A Registered to vote?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	423	76.8	76.9	76.9
	No	127	23.0	23.1	100.0
	Total	550	99.8	100.0	
Missing	DK	1	.2		
Total		551	100.0		

**Q19B Intend to vote?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	428	77.7	77.8	77.8
	No	98	17.8	17.8	95.6
	DK	24	4.4	4.4	100.0
	Total	550	99.8	100.0	
Missing	System	1	.2		
Total		551	100.0		

**Q20 Rate advertising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	50	9.1	9.1	9.1
	Good	253	45.9	46.2	55.3
	Fair	141	25.6	25.7	81.0
	Poor	35	6.4	6.4	87.4
	DON	69	12.5	12.6	100.0
	Total	548	99.5	100.0	
Missing	9	1	.2		
	System	2	.4		
	Total	3	.5		
Total		551	100.0		

**Q21 Rate tuition and fees**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	67	12.2	12.2	12.2
	Good	196	35.6	35.8	48.0
	Fair	107	19.4	19.5	67.5
	Poor	11	2.0	2.0	69.5
	DON	167	30.3	30.5	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q22 Rate athletics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	32	5.8	5.9	5.9
	Good	181	32.8	33.1	38.9
	Fair	148	26.9	27.1	66.0
	Poor	39	7.1	7.1	73.1
	DON	147	26.7	26.9	100.0
	Total	547	99.3	100.0	
Missing	9	1	.2		
	System	3	.5		
	Total	4	.7		
Total		551	100.0		

**Q23 Rate hours classes offered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	93	16.9	17.0	17.0
	Good	261	47.4	47.6	64.6
	Fair	63	11.4	11.5	76.1
	Poor	5	.9	.9	77.0
	DON	126	22.9	23.0	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q24 Rate courses coordinated business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	48	8.7	8.8	8.8
	Good	220	39.9	40.2	49.0
	Fair	69	12.5	12.6	61.6
	Poor	17	3.1	3.1	64.7
	DON	193	35.0	35.3	100.0
	Total	547	99.3	100.0	
Missing	9	1	.2		
	System	3	.5		
	Total	4	.7		
Total		551	100.0		

**Q25 Rate ESL courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	51	9.3	9.4	9.4
	Good	152	27.6	27.9	37.2
	Fair	58	10.5	10.6	47.9
	Poor	13	2.4	2.4	50.3
	DON	271	49.2	49.7	100.0
	Total	545	98.9	100.0	
Missing	9	3	.5		
	System	3	.5		
	Total	6	1.1		
Total		551	100.0		

**Q26 Rate overall quality education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	71	12.9	13.0	13.0
	Good	305	55.4	55.7	68.6
	Fair	75	13.6	13.7	82.3
	Poor	9	1.6	1.6	83.9
	DON	88	16.0	16.1	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q27 Rate overall reputation college**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	69	12.5	12.6	12.6
	Good	310	56.3	56.6	69.2
	Fair	101	18.3	18.4	87.6
	Poor	16	2.9	2.9	90.5
	DON	52	9.4	9.5	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q28 Rate type con ed classes offered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	63	11.4	11.5	11.5
	Good	228	41.4	41.6	53.1
	Fair	78	14.2	14.2	67.3
	Poor	10	1.8	1.8	69.2
	DON	169	30.7	30.8	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q29 Rate administration**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	48	8.7	8.8	8.8
	Good	212	38.5	38.7	47.4
	Fair	90	16.3	16.4	63.9
	Poor	13	2.4	2.4	66.2
	DON	185	33.6	33.8	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q30 Rate faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	68	12.3	12.4	12.4
	Good	257	46.6	46.9	59.3
	Fair	56	10.2	10.2	69.5
	Poor	4	.7	.7	70.3
	DON	163	29.6	29.7	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q31 How does DCCC contribute comm?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DCCC contributes a great deal	219	39.7	40.0	40.0
	DCCC contributes but could do more	245	44.5	44.8	84.8
	DCCC contributes very little	31	5.6	5.7	90.5
	DON	52	9.4	9.5	100.0
	Total	547	99.3	100.0	
Missing	System	4	.7		
Total		551	100.0		

**Q32 Would you recommend DCCC?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	471	85.5	86.3	86.3
	No	45	8.2	8.2	94.5
	DK	30	5.4	5.5	100.0
	Total	546	99.1	100.0	
Missing	System	5	.9		
Total		551	100.0		

**Q34A Heard Admin Asst Tech?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	141	25.6	26.8	26.8
	No	386	70.1	73.2	100.0
	Total	527	95.6	100.0	
Missing	DK	5	.9		
	System	19	3.4		
	Total	24	4.4		
Total		551	100.0		

**Q34B Admin Asst Tech important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	225	40.8	42.5	42.5
	Somewhat important	202	36.7	38.2	80.7
	Not important at all	18	3.3	3.4	84.1
	DON	84	15.2	15.9	100.0
	Total	529	96.0	100.0	
Missing	System	22	4.0		
Total		551	100.0		

**Q35A Heard Ag program?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	393	71.3	75.3	75.3
	No	129	23.4	24.7	100.0
	Total	522	94.7	100.0	
Missing	DK	6	1.1		
	System	23	4.2		
	Total	29	5.3		
Total		551	100.0		

**Q35B Ag prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	402	73.0	76.1	76.1
	Somewhat important	82	14.9	15.5	91.7
	Not important at all	11	2.0	2.1	93.8
	DON	33	6.0	6.3	100.0
	Total	528	95.8	100.0	
Missing	System	23	4.2		
Total		551	100.0		

**Q36A Heard Auto Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	365	66.2	69.5	69.5
	No	160	29.0	30.5	100.0
	Total	525	95.3	100.0	
Missing	DK	3	.5		
	System	23	4.2		
	Total	26	4.7		
Total		551	100.0		

**Q36B Auto Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	321	58.3	60.8	60.8
	Somewhat important	150	27.2	28.4	89.2
	Not important at all	13	2.4	2.5	91.7
	DON	44	8.0	8.3	100.0
	Total	528	95.8	100.0	
Missing	System	23	4.2		
Total		551	100.0		

**Q37A Heard Building Trades prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	258	46.8	49.1	49.1
	No	267	48.5	50.9	100.0
	Total	525	95.3	100.0	
Missing	DK	1	.2		
	System	25	4.5		
	Total	26	4.7		
Total		551	100.0		

**Q37B Building Trades prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	300	54.4	57.0	57.0
	Somewhat important	156	28.3	29.7	86.7
	Not important at all	18	3.3	3.4	90.1
	DON	52	9.4	9.9	100.0
	Total	526	95.5	100.0	
Missing	System	25	4.5		
Total		551	100.0		

**Q38A Heard Business program?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	334	60.6	64.1	64.1
	No	187	33.9	35.9	100.0
	Total	521	94.6	100.0	
Missing	DK	4	.7		
	System	26	4.7		
	Total	30	5.4		
Total		551	100.0		

**Q38B Business program important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	365	66.2	69.5	69.5
	Somewhat important	110	20.0	21.0	90.5
	Not important at all	11	2.0	2.1	92.6
	DON	39	7.1	7.4	100.0
	Total	525	95.3	100.0	
Missing	System	26	4.7		
Total		551	100.0		

**Q39A Heard CISCO Networking prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	13.8	14.6	14.6
	No	443	80.4	85.4	100.0
	Total	519	94.2	100.0	
Missing	DK	5	.9		
	System	27	4.9		
	Total	32	5.8		
Total		551	100.0		

**Q39B CISCO Networking prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	296	53.7	56.5	56.5
	Somewhat important	96	17.4	18.3	74.8
	Not important at all	14	2.5	2.7	77.5
	DON	118	21.4	22.5	100.0
	Total	524	95.1	100.0	
Missing	System	27	4.9		
Total		551	100.0		

**Q40A Heard Computer Inf Sys prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	262	47.5	50.3	50.3
	No	259	47.0	49.7	100.0
	Total	521	94.6	100.0	
Missing	DK	3	.5		
	System	27	4.9		
	Total	30	5.4		
Total		551	100.0		

**Q40B Computer Inf Sys prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	390	70.8	74.4	74.4
	Somewhat important	83	15.1	15.8	90.3
	Not important at all	11	2.0	2.1	92.4
	DON	40	7.3	7.6	100.0
	Total	524	95.1	100.0	
Missing	System	27	4.9		
Total		551	100.0		

**Q41A Heard Cosmetology prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	440	79.9	84.3	84.3
	No	82	14.9	15.7	100.0
	Total	522	94.7	100.0	
Missing	DK	1	.2		
	System	28	5.1		
	Total	29	5.3		
Total		551	100.0		

**Q41B Cosmetology prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	267	48.5	51.1	51.1
	Somewhat important	193	35.0	36.9	88.0
	Not important at all	40	7.3	7.6	95.6
	DON	23	4.2	4.4	100.0
	Total	523	94.9	100.0	
Missing	System	28	5.1		
Total		551	100.0		

**Q42A Heard Crim Just and Corr prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	332	60.3	63.6	63.6
	No	190	34.5	36.4	100.0
	Total	522	94.7	100.0	
Missing	DK	1	.2		
	System	28	5.1		
	Total	29	5.3		
Total		551	100.0		

**Q42B Crim Just and Corr prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	392	71.1	75.0	75.0
	Somewhat important	92	16.7	17.6	92.5
	Not important at all	9	1.6	1.7	94.3
	DON	30	5.4	5.7	100.0
	Total	523	94.9	100.0	
Missing	System	28	5.1		
Total		551	100.0		

**Q43A Heard Diesel Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	293	53.2	56.2	56.2
	No	228	41.4	43.8	100.0
	Total	521	94.6	100.0	
Missing	DK	1	.2		
	System	29	5.3		
	Total	30	5.4		
Total		551	100.0		

**Q43B Diesel Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	291	52.8	55.7	55.7
	Somewhat important	168	30.5	32.2	87.9
	Not important at all	12	2.2	2.3	90.2
	DON	51	9.3	9.8	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q44A Heard Early Child Ed prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	338	61.3	65.3	65.3
	No	180	32.7	34.7	100.0
	Total	518	94.0	100.0	
Missing	DK	4	.7		
	System	29	5.3		
	Total	33	6.0		
Total		551	100.0		

**Q44B Early Child Ed prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	410	74.4	78.5	78.5
	Somewhat important	65	11.8	12.5	91.0
	Not important at all	12	2.2	2.3	93.3
	DON	35	6.4	6.7	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q45A Heard Elec Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	275	49.9	53.0	53.0
	No	244	44.3	47.0	100.0
	Total	519	94.2	100.0	
Missing	DK	3	.5		
	System	29	5.3		
	Total	32	5.8		
Total		551	100.0		

**Q45B Elec Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	354	64.2	67.8	67.8
	Somewhat important	115	20.9	22.0	89.8
	Not important at all	6	1.1	1.1	91.0
	DON	47	8.5	9.0	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q46A Heard Equine Science prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	253	45.9	48.9	48.9
	No	264	47.9	51.1	100.0
	Total	517	93.8	100.0	
Missing	DK	3	.5		
	System	31	5.6		
	Total	34	6.2		
Total		551	100.0		

**Q46B Equine Science prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	163	29.6	31.3	31.3
	Somewhat important	219	39.7	42.1	73.5
	Not important at all	83	15.1	16.0	89.4
	DON	55	10.0	10.6	100.0
	Total	520	94.4	100.0	
Missing	System	31	5.6		
Total		551	100.0		

**Q47A Heard Fire Science prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	225	40.8	43.6	43.6
	No	291	52.8	56.4	100.0
	Total	516	93.6	100.0	
Missing	DK	3	.5		
	System	32	5.8		
	Total	35	6.4		
Total		551	100.0		

**Q47B Fire Science prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	353	64.1	68.0	68.0
	Somewhat important	116	21.1	22.4	90.4
	Not important at all	9	1.6	1.7	92.1
	DON	41	7.4	7.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q48A Heard Floral Design prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	285	51.7	55.3	55.3
	No	230	41.7	44.7	100.0
	Total	515	93.5	100.0	
Missing	DK	4	.7		
	System	32	5.8		
	Total	36	6.5		
Total		551	100.0		

**Q48B Floral Design prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	126	22.9	24.3	24.3
	Somewhat important	236	42.8	45.5	69.7
	Not important at all	103	18.7	19.8	89.6
	DON	54	9.8	10.4	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q49A Heard Manuf Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	195	35.4	37.9	37.9
	No	320	58.1	62.1	100.0
	Total	515	93.5	100.0	
Missing	DK	4	.7		
	System	32	5.8		
	Total	36	6.5		
Total		551	100.0		

**Q49B Manuf Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	291	52.8	56.1	56.1
	Somewhat important	147	26.7	28.3	84.4
	Not important at all	19	3.4	3.7	88.1
	DON	62	11.3	11.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q50A Hear Mass Comm prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	239	43.4	46.3	46.3
	No	277	50.3	53.7	100.0
	Total	516	93.6	100.0	
Missing	DK	3	.5		
	System	32	5.8		
	Total	35	6.4		
Total		551	100.0		

**Q50B Mass Comm prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	272	49.4	52.4	52.4
	Somewhat important	170	30.9	32.8	85.2
	Not important at all	31	5.6	6.0	91.1
	DON	46	8.3	8.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q51A Heard Nursing prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	435	78.9	84.0	84.0
	No	83	15.1	16.0	100.0
	Total	518	94.0	100.0	
Missing	DK	1	.2		
	System	32	5.8		
	Total	33	6.0		
Total		551	100.0		

**Q51B Nursing prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	480	87.1	92.5	92.5
	Somewhat important	27	4.9	5.2	97.7
	DON	12	2.2	2.3	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q52A Heard Water Resources prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	38.1	40.5	40.5
	No	308	55.9	59.5	100.0
	Total	518	94.0	100.0	
Missing	DK	1	.2		
	System	32	5.8		
	Total	33	6.0		
Total		551	100.0		

**Q52B Water Resources prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	372	67.5	71.8	71.8
	Somewhat important	82	14.9	15.8	87.6
	Not important at all	14	2.5	2.7	90.3
	DON	50	9.1	9.7	100.0
	Total	518	94.0	100.0	
Missing	System	33	6.0		
Total		551	100.0		

**Q53 Need SW KS university?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong need	386	70.1	75.0	75.0
	A moderate need	102	18.5	19.8	94.8
	Very little need	10	1.8	1.9	96.7
	No need at all	5	.9	1.0	97.7
	DON	12	2.2	2.3	100.0
	Total	515	93.5	100.0	
Missing	System	36	6.5		
Total		551	100.0		

**Q54 Support Regents Center?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly support	312	56.6	63.8	63.8
	Moderately support	122	22.1	24.9	88.8
	Support a little	33	6.0	6.7	95.5
	Not support at all	22	4.0	4.5	100.0
	Total	489	88.7	100.0	
Missing	8	22	4.0		
	System	40	7.3		
	Total	62	11.3		
Total		551	100.0		

**Q55 DCCC use resources lobby state tax?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	339	61.5	81.1	81.1
	No	79	14.3	18.9	100.0
	Total	418	75.9	100.0	
Missing	DK	92	16.7		
	System	41	7.4		
	Total	133	24.1		
Total		551	100.0		

**Q57 Highest level education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than high school	56	10.2	11.0	11.0
	High school diploma or equivalency	125	22.7	24.6	35.6
	Some college	139	25.2	27.3	62.9
	Associates or technical degree	79	14.3	15.5	78.4
	Bachelors degree	72	13.1	14.1	92.5
	Masters or law degree	32	5.8	6.3	98.8
	Doctoral degree	6	1.1	1.2	100.0
	Total	509	92.4	100.0	
Missing	DON	1	.2		
	System	41	7.4		
	Total	42	7.6		
Total		551	100.0		

**Q59 Mexican, Hispanic origin**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	111	20.1	21.8	21.8
	No	398	72.2	78.2	100.0
	Total	509	92.4	100.0	
Missing	DK	1	.2		
	System	41	7.4		
	Total	42	7.6		
Total		551	100.0		

**Q60 Working, retired, etc**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working	354	64.2	70.1	70.1
	Homemaker	34	6.2	6.7	76.8
	Unemployed	17	3.1	3.4	80.2
	Non-working student	10	1.8	2.0	82.2
	Retired	90	16.3	17.8	100.0
	Total	505	91.7	100.0	
Missing	DON	5	.9		
	System	41	7.4		
	Total	46	8.3		
Total		551	100.0		

**Q61 Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less 10,000	11	2.0	2.5	2.5
	Between 10,000 and 20,000	69	12.5	15.6	18.1
	Between 20,000 and 30,000	88	16.0	20.0	38.1
	Between 30,000 and 40,000	55	10.0	12.5	50.6
	Between 40,000 and 50,000	66	12.0	15.0	65.5
	Between 50,000 and 60,000	51	9.3	11.6	77.1
	Between 60,000 and 70,000	36	6.5	8.2	85.3
	Over 70,000	65	11.8	14.7	100.0
	Total	441	80.0	100.0	
Missing	DON	36	6.5		
	99	33	6.0		
	System	41	7.4		
	Total	110	20.0		
Total	551	100.0			

**Q63 Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	269	48.8	52.7	52.7
	Male	239	43.4	46.9	99.6
	Unsure	2	.4	.4	100.0
	Total	510	92.6	100.0	
Missing	System	41	7.4		
Total		551	100.0		

**Q64 Shift?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	40	7.3	7.8	7.8
	Afternoon	50	9.1	9.8	17.6
	Evening	420	76.2	82.4	100.0
	Total	510	92.6	100.0	
Missing	System	41	7.4		
Total		551	100.0		

**Q1 DCCC deg or cert?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	16.5	16.5	16.5
	No	460	83.5	83.5	100.0
	Total	551	100.0	100.0	

**Q2 DCCC class?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	203	36.8	44.1	44.1
	No	257	46.6	55.9	100.0
	Total	460	83.5	100.0	
Missing	System	91	16.5		
Total		551	100.0		

**Q3 Sat DCCC educ?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	283	51.4	96.6	96.6
	No	10	1.8	3.4	100.0
	Total	293	53.2	100.0	
Missing	DK	1	.2		
	System	257	46.6		
	Total	258	46.8		
Total		551	100.0		

**Q4 Fields, diamonds, courts avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	245	44.5	44.5	44.5
	No	46	8.3	8.3	52.8
	DK	260	47.2	47.2	100.0
	Total	551	100.0	100.0	

**Q5 Astronomy center avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	153	27.8	27.8	27.8
	No	35	6.4	6.4	34.1
	DK	363	65.9	65.9	100.0
	Total	551	100.0	100.0	

**Q6 Fishing lake avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	404	73.3	73.3	73.3
	No	29	5.3	5.3	78.6
	DK	118	21.4	21.4	100.0
	Total	551	100.0	100.0	

**Q7 College theatre avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	316	57.4	57.4	57.4
	No	26	4.7	4.7	62.1
	DK	209	37.9	37.9	100.0
	Total	551	100.0	100.0	

**Q8 Wellness ctr avail?'**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	278	50.5	50.5	50.5
	No	38	6.9	6.9	57.4
	DK	235	42.6	42.6	100.0
	Total	551	100.0	100.0	

**Q9 Ballroom, rooms avail?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	248	45.0	45.0	45.0
	No	27	4.9	4.9	49.9
	Knows that some are available	16	2.9	2.9	52.8
	DON	260	47.2	47.2	100.0
	Total	551	100.0	100.0	

**Q10 Familiar adult learn ctr?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very familiar	50	9.1	9.2	9.2
	Somewhat familiar	205	37.2	37.8	47.0
	Not at all familiar	288	52.3	53.0	100.0
	Total	543	98.5	100.0	
Missing	DON	8	1.5		
Total		551	100.0		

**Q11 Heard of Child care agency?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	264	47.9	49.3	49.3
	No	271	49.2	50.7	100.0
	Total	535	97.1	100.0	
Missing	DK	16	2.9		
Total		551	100.0		

**Q12 Used Child care agency?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	39	7.1	14.8	14.8
	No	225	40.8	85.2	100.0
	Total	264	47.9	100.0	
Missing	System	287	52.1		
Total		551	100.0		

**Q13\_1 Heard of renovation and addition?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	201	36.5	100.0	100.0
Missing	0	350	63.5		
Total		551	100.0		

**Q13\_2 Heard of student reunion remodel?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	169	30.7	100.0	100.0
Missing	0	382	69.3		
Total		551	100.0		

**Q13\_3 Heard of gateway building construction?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	112	20.3	100.0	100.0
Missing	0	439	79.7		
Total		551	100.0		

**Q13\_4 Heard of none of them?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	312	56.6	100.0	100.0
Missing	0	239	43.4		
Total		551	100.0		

**Q13\_5 Refused**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	549	99.6	99.6	99.6
	1	2	.4	.4	100.0
Total		551	100.0	100.0	

**Q18 Heard of 3 funding sources?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	98	17.8	17.8	17.8
	2	395	71.7	71.8	89.6
	3	57	10.3	10.4	100.0
	Total	550	99.8	100.0	
Missing	8	1	.2		
Total		551	100.0		

**Q19 Support increase?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	281	51.0	51.3	51.3
	No	198	35.9	36.1	87.4
	DK	69	12.5	12.6	100.0
	Total	548	99.5	100.0	
Missing	REF	3	.5		
Total		551	100.0		

**Q19A Registered to vote?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	423	76.8	76.9	76.9
	No	127	23.0	23.1	100.0
	Total	550	99.8	100.0	
Missing	DK	1	.2		
Total		551	100.0		

**Q19B Intend to vote?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	428	77.7	77.8	77.8
	No	98	17.8	17.8	95.6
	DK	24	4.4	4.4	100.0
	Total	550	99.8	100.0	
Missing	System	1	.2		
Total		551	100.0		

**Q20 Rate advertising**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	50	9.1	9.1	9.1
	Good	253	45.9	46.2	55.3
	Fair	141	25.6	25.7	81.0
	Poor	35	6.4	6.4	87.4
	DON	69	12.5	12.6	100.0
	Total	548	99.5	100.0	
Missing	9	1	.2		
	System	2	.4		
	Total	3	.5		
Total		551	100.0		

**Q21 Rate tuition and fees**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	67	12.2	12.2	12.2
	Good	196	35.6	35.8	48.0
	Fair	107	19.4	19.5	67.5
	Poor	11	2.0	2.0	69.5
	DON	167	30.3	30.5	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q22 Rate athletics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	32	5.8	5.9	5.9
	Good	181	32.8	33.1	38.9
	Fair	148	26.9	27.1	66.0
	Poor	39	7.1	7.1	73.1
	DON	147	26.7	26.9	100.0
	Total	547	99.3	100.0	
Missing	9	1	.2		
	System	3	.5		
	Total	4	.7		
Total		551	100.0		

**Q23 Rate hours classes offered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	93	16.9	17.0	17.0
	Good	261	47.4	47.6	64.6
	Fair	63	11.4	11.5	76.1
	Poor	5	.9	.9	77.0
	DON	126	22.9	23.0	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q24 Rate courses coordinated business**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	48	8.7	8.8	8.8
	Good	220	39.9	40.2	49.0
	Fair	69	12.5	12.6	61.6
	Poor	17	3.1	3.1	64.7
	DON	193	35.0	35.3	100.0
	Total	547	99.3	100.0	
Missing	9	1	.2		
	System	3	.5		
	Total	4	.7		
Total		551	100.0		

**Q25 Rate ESL courses**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	51	9.3	9.4	9.4
	Good	152	27.6	27.9	37.2
	Fair	58	10.5	10.6	47.9
	Poor	13	2.4	2.4	50.3
	DON	271	49.2	49.7	100.0
	Total	545	98.9	100.0	
Missing	9	3	.5		
	System	3	.5		
	Total	6	1.1		
Total		551	100.0		

**Q26 Rate overall quality education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	71	12.9	13.0	13.0
	Good	305	55.4	55.7	68.6
	Fair	75	13.6	13.7	82.3
	Poor	9	1.6	1.6	83.9
	DON	88	16.0	16.1	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q27 Rate overall reputation college**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	69	12.5	12.6	12.6
	Good	310	56.3	56.6	69.2
	Fair	101	18.3	18.4	87.6
	Poor	16	2.9	2.9	90.5
	DON	52	9.4	9.5	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q28 Rate type con ed classes offered**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	63	11.4	11.5	11.5
	Good	228	41.4	41.6	53.1
	Fair	78	14.2	14.2	67.3
	Poor	10	1.8	1.8	69.2
	DON	169	30.7	30.8	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q29 Rate administration**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	48	8.7	8.8	8.8
	Good	212	38.5	38.7	47.4
	Fair	90	16.3	16.4	63.9
	Poor	13	2.4	2.4	66.2
	DON	185	33.6	33.8	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q30 Rate faculty**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	68	12.3	12.4	12.4
	Good	257	46.6	46.9	59.3
	Fair	56	10.2	10.2	69.5
	Poor	4	.7	.7	70.3
	DON	163	29.6	29.7	100.0
	Total	548	99.5	100.0	
Missing	System	3	.5		
Total		551	100.0		

**Q31 How does DCCC contribute comm?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DCCC contributes a great deal	219	39.7	40.0	40.0
	DCCC contributes but could do more	245	44.5	44.8	84.8
	DCCC contributes very little	31	5.6	5.7	90.5
	DON	52	9.4	9.5	100.0
	Total	547	99.3	100.0	
Missing	System	4	.7		
Total		551	100.0		

**Q32 Would you recommend DCCC?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	471	85.5	86.3	86.3
	No	45	8.2	8.2	94.5
	DK	30	5.4	5.5	100.0
	Total	546	99.1	100.0	
Missing	System	5	.9		
Total		551	100.0		

**Q34A Heard Admin Asst Tech?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	141	25.6	26.8	26.8
	No	386	70.1	73.2	100.0
	Total	527	95.6	100.0	
Missing	DK	5	.9		
	System	19	3.4		
	Total	24	4.4		
Total		551	100.0		

**Q34B Admin Asst Tech important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	225	40.8	42.5	42.5
	Somewhat important	202	36.7	38.2	80.7
	Not important at all	18	3.3	3.4	84.1
	DON	84	15.2	15.9	100.0
	Total	529	96.0	100.0	
Missing	System	22	4.0		
Total		551	100.0		

**Q35A Heard Ag program?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	393	71.3	75.3	75.3
	No	129	23.4	24.7	100.0
	Total	522	94.7	100.0	
Missing	DK	6	1.1		
	System	23	4.2		
	Total	29	5.3		
Total		551	100.0		

**Q35B Ag prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	402	73.0	76.1	76.1
	Somewhat important	82	14.9	15.5	91.7
	Not important at all	11	2.0	2.1	93.8
	DON	33	6.0	6.3	100.0
	Total	528	95.8	100.0	
Missing	System	23	4.2		
Total		551	100.0		

**Q36A Heard Auto Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	365	66.2	69.5	69.5
	No	160	29.0	30.5	100.0
	Total	525	95.3	100.0	
Missing	DK	3	.5		
	System	23	4.2		
	Total	26	4.7		
Total		551	100.0		

**Q36B Auto Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	321	58.3	60.8	60.8
	Somewhat important	150	27.2	28.4	89.2
	Not important at all	13	2.4	2.5	91.7
	DON	44	8.0	8.3	100.0
	Total	528	95.8	100.0	
Missing	System	23	4.2		
Total		551	100.0		

**Q37A Heard Building Trades prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	258	46.8	49.1	49.1
	No	267	48.5	50.9	100.0
	Total	525	95.3	100.0	
Missing	DK	1	.2		
	System	25	4.5		
	Total	26	4.7		
Total		551	100.0		

**Q37B Building Trades prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	300	54.4	57.0	57.0
	Somewhat important	156	28.3	29.7	86.7
	Not important at all	18	3.3	3.4	90.1
	DON	52	9.4	9.9	100.0
	Total	526	95.5	100.0	
Missing	System	25	4.5		
Total		551	100.0		

**Q38A Heard Business program?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	334	60.6	64.1	64.1
	No	187	33.9	35.9	100.0
	Total	521	94.6	100.0	
Missing	DK	4	.7		
	System	26	4.7		
	Total	30	5.4		
Total		551	100.0		

**Q38B Business program important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	365	66.2	69.5	69.5
	Somewhat important	110	20.0	21.0	90.5
	Not important at all	11	2.0	2.1	92.6
	DON	39	7.1	7.4	100.0
	Total	525	95.3	100.0	
Missing	System	26	4.7		
Total		551	100.0		

**Q39A Heard CISCO Networking prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	76	13.8	14.6	14.6
	No	443	80.4	85.4	100.0
	Total	519	94.2	100.0	
Missing	DK	5	.9		
	System	27	4.9		
	Total	32	5.8		
Total		551	100.0		

**Q39B CISCO Networking prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	296	53.7	56.5	56.5
	Somewhat important	96	17.4	18.3	74.8
	Not important at all	14	2.5	2.7	77.5
	DON	118	21.4	22.5	100.0
	Total	524	95.1	100.0	
Missing	System	27	4.9		
Total		551	100.0		

**Q40A Heard Computer Inf Sys prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	262	47.5	50.3	50.3
	No	259	47.0	49.7	100.0
	Total	521	94.6	100.0	
Missing	DK	3	.5		
	System	27	4.9		
	Total	30	5.4		
Total		551	100.0		

**Q40B Computer Inf Sys prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	390	70.8	74.4	74.4
	Somewhat important	83	15.1	15.8	90.3
	Not important at all	11	2.0	2.1	92.4
	DON	40	7.3	7.6	100.0
	Total	524	95.1	100.0	
Missing	System	27	4.9		
Total		551	100.0		

**Q41A Heard Cosmetology prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	440	79.9	84.3	84.3
	No	82	14.9	15.7	100.0
	Total	522	94.7	100.0	
Missing	DK	1	.2		
	System	28	5.1		
	Total	29	5.3		
Total		551	100.0		

**Q41B Cosmetology prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	267	48.5	51.1	51.1
	Somewhat important	193	35.0	36.9	88.0
	Not important at all	40	7.3	7.6	95.6
	DON	23	4.2	4.4	100.0
	Total	523	94.9	100.0	
Missing	System	28	5.1		
Total		551	100.0		

**Q42A Heard Crim Just and Corr prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	332	60.3	63.6	63.6
	No	190	34.5	36.4	100.0
	Total	522	94.7	100.0	
Missing	DK	1	.2		
	System	28	5.1		
	Total	29	5.3		
Total		551	100.0		

**Q42B Crim Just and Corr prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	392	71.1	75.0	75.0
	Somewhat important	92	16.7	17.6	92.5
	Not important at all	9	1.6	1.7	94.3
	DON	30	5.4	5.7	100.0
	Total	523	94.9	100.0	
Missing	System	28	5.1		
Total		551	100.0		

**Q43A Heard Diesel Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	293	53.2	56.2	56.2
	No	228	41.4	43.8	100.0
	Total	521	94.6	100.0	
Missing	DK	1	.2		
	System	29	5.3		
	Total	30	5.4		
Total		551	100.0		

**Q43B Diesel Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	291	52.8	55.7	55.7
	Somewhat important	168	30.5	32.2	87.9
	Not important at all	12	2.2	2.3	90.2
	DON	51	9.3	9.8	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q44A Heard Early Child Ed prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	338	61.3	65.3	65.3
	No	180	32.7	34.7	100.0
	Total	518	94.0	100.0	
Missing	DK	4	.7		
	System	29	5.3		
	Total	33	6.0		
Total		551	100.0		

**Q44B Early Child Ed prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	410	74.4	78.5	78.5
	Somewhat important	65	11.8	12.5	91.0
	Not important at all	12	2.2	2.3	93.3
	DON	35	6.4	6.7	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q45A Heard Elec Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	275	49.9	53.0	53.0
	No	244	44.3	47.0	100.0
	Total	519	94.2	100.0	
Missing	DK	3	.5		
	System	29	5.3		
	Total	32	5.8		
Total		551	100.0		

**Q45B Elec Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	354	64.2	67.8	67.8
	Somewhat important	115	20.9	22.0	89.8
	Not important at all	6	1.1	1.1	91.0
	DON	47	8.5	9.0	100.0
	Total	522	94.7	100.0	
Missing	System	29	5.3		
Total		551	100.0		

**Q46A Heard Equine Science prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	253	45.9	48.9	48.9
	No	264	47.9	51.1	100.0
	Total	517	93.8	100.0	
Missing	DK	3	.5		
	System	31	5.6		
	Total	34	6.2		
Total		551	100.0		

**Q46B Equine Science prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	163	29.6	31.3	31.3
	Somewhat important	219	39.7	42.1	73.5
	Not important at all	83	15.1	16.0	89.4
	DON	55	10.0	10.6	100.0
	Total	520	94.4	100.0	
Missing	System	31	5.6		
Total		551	100.0		

**Q47A Heard Fire Science prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	225	40.8	43.6	43.6
	No	291	52.8	56.4	100.0
	Total	516	93.6	100.0	
Missing	DK	3	.5		
	System	32	5.8		
	Total	35	6.4		
Total		551	100.0		

**Q47B Fire Science prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	353	64.1	68.0	68.0
	Somewhat important	116	21.1	22.4	90.4
	Not important at all	9	1.6	1.7	92.1
	DON	41	7.4	7.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q48A Heard Floral Design prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	285	51.7	55.3	55.3
	No	230	41.7	44.7	100.0
	Total	515	93.5	100.0	
Missing	DK	4	.7		
	System	32	5.8		
	Total	36	6.5		
Total		551	100.0		

**Q48B Floral Design prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	126	22.9	24.3	24.3
	Somewhat important	236	42.8	45.5	69.7
	Not important at all	103	18.7	19.8	89.6
	DON	54	9.8	10.4	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q49A Heard Manuf Tech prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	195	35.4	37.9	37.9
	No	320	58.1	62.1	100.0
	Total	515	93.5	100.0	
Missing	DK	4	.7		
	System	32	5.8		
	Total	36	6.5		
Total		551	100.0		

**Q49B Manuf Tech prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	291	52.8	56.1	56.1
	Somewhat important	147	26.7	28.3	84.4
	Not important at all	19	3.4	3.7	88.1
	DON	62	11.3	11.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q50A Hear Mass Comm prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	239	43.4	46.3	46.3
	No	277	50.3	53.7	100.0
	Total	516	93.6	100.0	
Missing	DK	3	.5		
	System	32	5.8		
	Total	35	6.4		
Total		551	100.0		

**Q50B Mass Comm prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	272	49.4	52.4	52.4
	Somewhat important	170	30.9	32.8	85.2
	Not important at all	31	5.6	6.0	91.1
	DON	46	8.3	8.9	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q51A Heard Nursing prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	435	78.9	84.0	84.0
	No	83	15.1	16.0	100.0
	Total	518	94.0	100.0	
Missing	DK	1	.2		
	System	32	5.8		
	Total	33	6.0		
Total		551	100.0		

**Q51B Nursing prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	480	87.1	92.5	92.5
	Somewhat important	27	4.9	5.2	97.7
	DON	12	2.2	2.3	100.0
	Total	519	94.2	100.0	
Missing	System	32	5.8		
Total		551	100.0		

**Q52A Heard Water Resources prog?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	210	38.1	40.5	40.5
	No	308	55.9	59.5	100.0
	Total	518	94.0	100.0	
Missing	DK	1	.2		
	System	32	5.8		
	Total	33	6.0		
Total		551	100.0		

**Q52B Water Resources prog important?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	372	67.5	71.8	71.8
	Somewhat important	82	14.9	15.8	87.6
	Not important at all	14	2.5	2.7	90.3
	DON	50	9.1	9.7	100.0
	Total	518	94.0	100.0	
Missing	System	33	6.0		
Total		551	100.0		

**Q53 Need SW KS university?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A strong need	386	70.1	75.0	75.0
	A moderate need	102	18.5	19.8	94.8
	Very little need	10	1.8	1.9	96.7
	No need at all	5	.9	1.0	97.7
	DON	12	2.2	2.3	100.0
	Total	515	93.5	100.0	
Missing	System	36	6.5		
Total		551	100.0		

**Q54 Support Regents Center?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly support	312	56.6	63.8	63.8
	Moderately support	122	22.1	24.9	88.8
	Support a little	33	6.0	6.7	95.5
	Not support at all	22	4.0	4.5	100.0
	Total	489	88.7	100.0	
Missing	8	22	4.0		
	System	40	7.3		
	Total	62	11.3		
Total		551	100.0		

**Q55 DCCC use resources lobby state tax?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	339	61.5	81.1	81.1
	No	79	14.3	18.9	100.0
	Total	418	75.9	100.0	
Missing	DK	92	16.7		
	System	41	7.4		
	Total	133	24.1		
Total		551	100.0		

**Q57 Highest level education**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than high school	56	10.2	11.0	11.0
	High school diploma or equivalency	125	22.7	24.6	35.6
	Some college	139	25.2	27.3	62.9
	Associates or technical degree	79	14.3	15.5	78.4
	Bachelors degree	72	13.1	14.1	92.5
	Masters or law degree	32	5.8	6.3	98.8
	Doctoral degree	6	1.1	1.2	100.0
	Total	509	92.4	100.0	
Missing	DON	1	.2		
	System	41	7.4		
	Total	42	7.6		
Total	551	100.0			

**Q59 Mexican, Hispanic origin**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	111	20.1	21.8	21.8
	No	398	72.2	78.2	100.0
	Total	509	92.4	100.0	
Missing	DK	1	.2		
	System	41	7.4		
	Total	42	7.6		
Total	551	100.0			

**Q60 Working, retired, etc**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working	354	64.2	70.1	70.1
	Homemaker	34	6.2	6.7	76.8
	Unemployed	17	3.1	3.4	80.2
	Non-working student	10	1.8	2.0	82.2
	Retired	90	16.3	17.8	100.0
	Total	505	91.7	100.0	
Missing	DON	5	.9		
	System	41	7.4		
	Total	46	8.3		
Total	551	100.0			

**Q61 Income**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less 10,000	11	2.0	2.5	2.5
	Between 10,000 and 20,000	69	12.5	15.6	18.1
	Between 20,000 and 30,000	88	16.0	20.0	38.1
	Between 30,000 and 40,000	55	10.0	12.5	50.6
	Between 40,000 and 50,000	66	12.0	15.0	65.5
	Between 50,000 and 60,000	51	9.3	11.6	77.1
	Between 60,000 and 70,000	36	6.5	8.2	85.3
	Over 70,000	65	11.8	14.7	100.0
	Total	441	80.0	100.0	
Missing	DON	36	6.5		
	99	33	6.0		
	System	41	7.4		
	Total	110	20.0		
Total	551	100.0			

**Q63 Gender**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	269	48.8	52.7	52.7
	Male	239	43.4	46.9	99.6
	Unsure	2	.4	.4	100.0
	Total	510	92.6	100.0	
Missing	System	41	7.4		
Total		551	100.0		

**Q64 Shift?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Morning	40	7.3	7.8	7.8
	Afternoon	50	9.1	9.8	17.6
	Evening	420	76.2	82.4	100.0
	Total	510	92.6	100.0	
Missing	System	41	7.4		
Total		551	100.0		