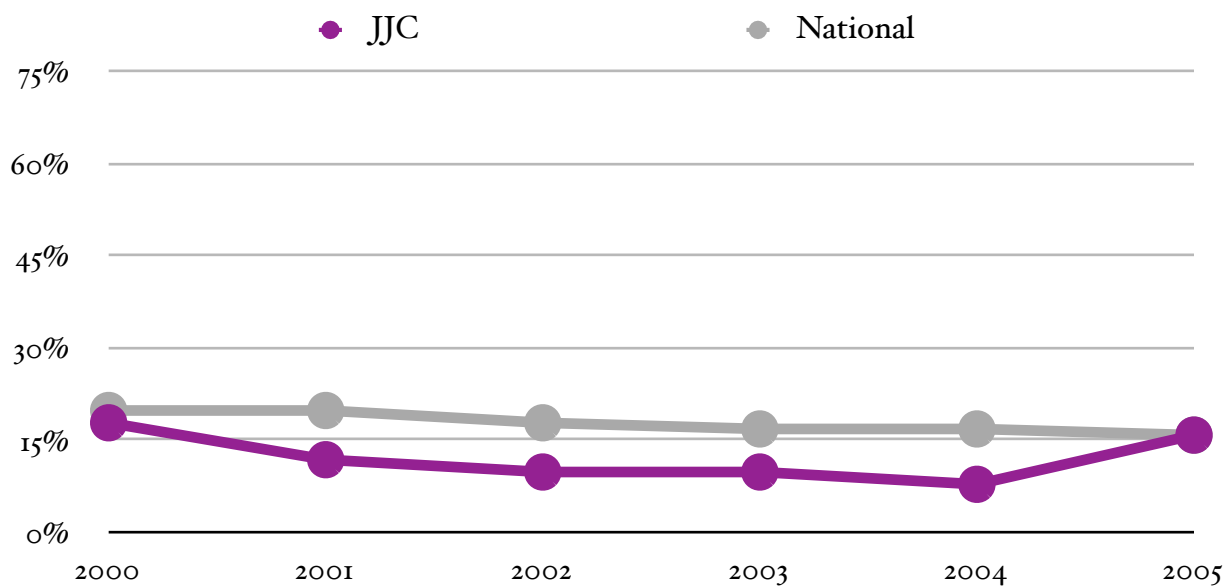


# Learning to Use a Computer for Personal Tasks

*Percent of Students Reporting their College Makes a Major Contribution in Learning to Use a Computer for Personal Tasks, Fall 2000-2005*

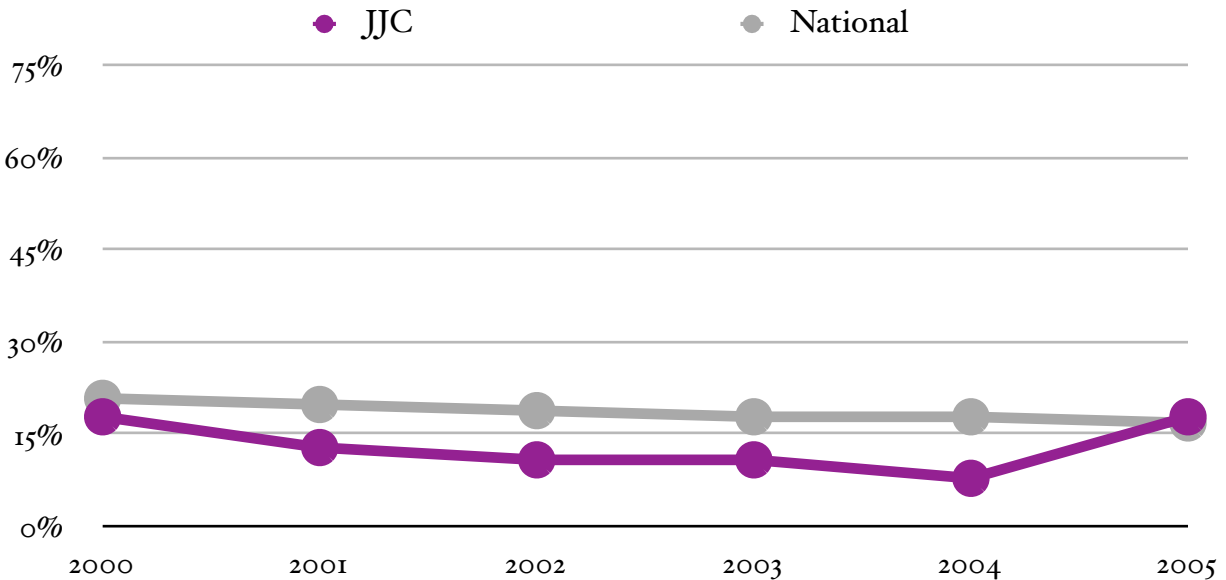


FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.3%	51.4%	30.3%	20.4%	53.1%	26.5%
2001	11.5%	47.9%	40.6%	19.5%	52.1%	28.4%
2002	10.2%	49.3%	40.5%	17.8%	51.0%	31.2%
2003	10.3%	47.6%	42.1%	17.2%	50.9%	31.9%
2004	7.7%	49.4%	42.8%	16.7%	51.1%	32.2%
2005	16.2%	47.6%	36.2%	15.9%	50.6%	33.5%

*Note.* This chart is also included in the section on *Contributions to Learning & Growth*. Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.

# Learning to Use a Computer for Work Tasks

*Percent of Students Reporting their College Makes a Major Contribution in Learning to Use a Computer for Work-Related Tasks, Fall 2000-2005*



FALL	JJC			NATIONAL		
	Major Contribution	Moderate Contribution	No Contribution	Major Contribution	Moderate Contribution	No Contribution
2000	18.2%	48.7%	33.1%	20.7%	47.0%	32.4%
2001	13.3%	38.3%	48.4%	20.1%	45.8%	34.1%
2002	11.2%	44.9%	43.8%	18.7%	45.3%	36.1%
2003	11.3%	42.1%	46.6%	18.2%	45.2%	36.6%
2004	7.7%	44.5%	47.9%	17.7%	45.7%	36.6%
2005	17.9%	44.1%	38.0%	16.8%	45.5%	37.7%

*Note.* This chart is also included in the section on *Contributions to Learning & Growth*. Although this question was asked in Fall 1999, the JJC scales and national scales were different. Thus, 1999 is not included in this analysis. Level of contribution is based on a 5-point scale, with “moderate contribution” being a composite of 2, 3, and 4 on the scale. Percents do not include “does not apply” responses.