



GODBE RESEARCH
Gain Insight



San Mateo County Community College: 2013 Needs Assessment Survey

Spring 2013

Overview and Research Objectives

Godbe Research was commissioned to conduct a needs assessment for the San Mateo County Community College District with the following objectives:

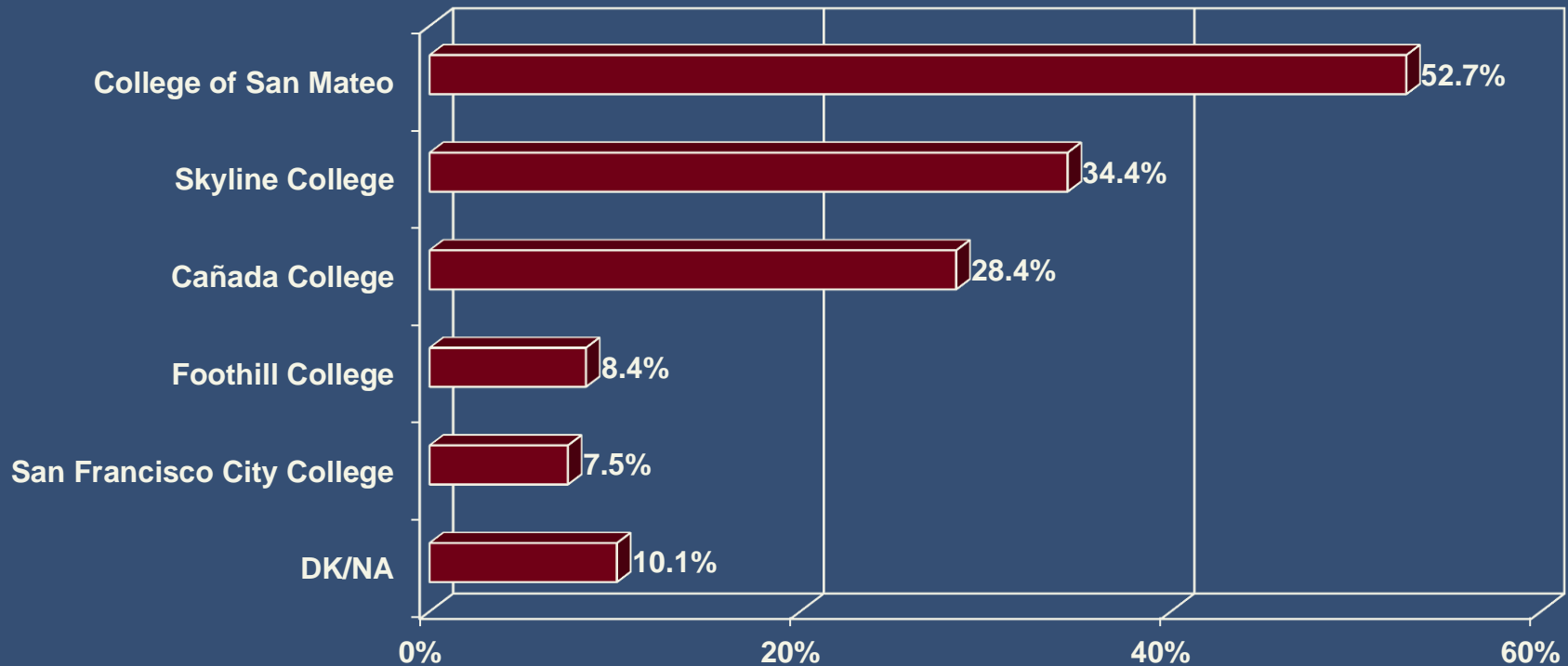
- Test awareness of local community Colleges;
- Gather information regarding personal experiences with the Colleges within the District;
- Determine if curriculum and programs are meeting community needs; and
- Identify any differences due to demographic and/or behavioral characteristics.

- Data Collection Telephone Interviewing
- Universe 558,679 adult residents ages 18 and older in San Mateo County, adjusted for the 24,187 student phone numbers that were removed from the sample
- Interview Length 20 minutes
- Sample Size 702
- Margin of Error $\pm 3.7\%$

Q1. Unaided Recall of Local Community Colleges

(n=702)

To begin the survey, respondents were asked to name their local community colleges without prompts. Multiple responses were allowed. College of San Mateo registered the highest name recognition with the most mentions at 52.7 percent, followed by Skyline College at 34.4 percent and Cañada College at 28.4 percent. Foothill College and San Francisco City College also received mentions, but significantly fewer in comparison.



Q1. Unaided Recall of Local Community Colleges (n=702) Regional Comparisons

The table below shows recall levels broken down by regions. Cañada College was mentioned more frequently by respondents who live in the central and southern areas of San Mateo County, College of San Mateo was cited more often by those respondents in the central region of the County, and Skyline was mentioned at a higher level by respondents in the northern and central regions of the County. Not surprisingly, respondents from the southern region of the County tended to mention Foothill College and respondents from the northern region of the County frequently mentioned San Francisco City College.

	North N=257	Central N=266	South N=179
Cañada College	12.5%	23.8%	57.9%
College of San Mateo	33.5%	79.9%	40.0%
Skyline College	61.4%	23.7%	11.7%
Foothill College	4.5%	5.9%	17.8%
San Francisco City College	16.0%	2.5%	2.5%
DK/NA	12.4%	7.4%	10.8%

Q2. Reasons for Awareness of All Three Campuses (n=593)

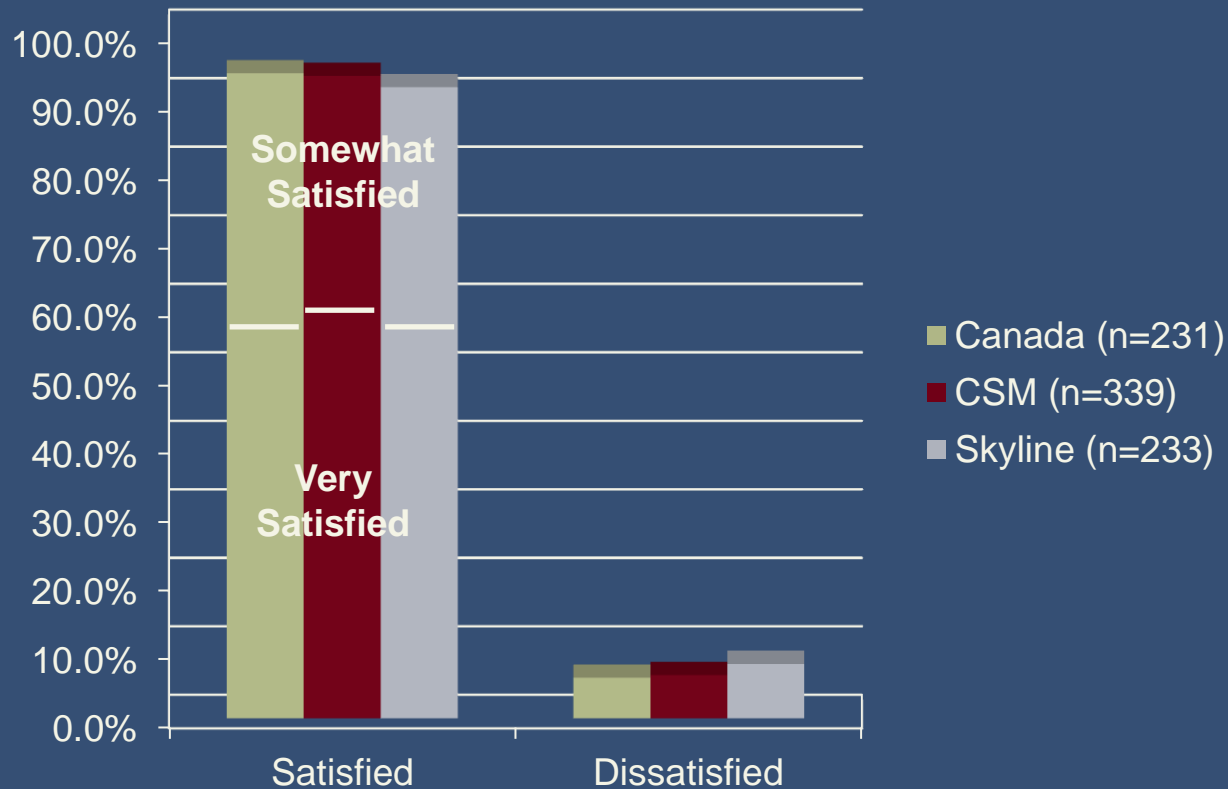
Respondents who were aware of one of the three campuses were asked how they became aware of the named campus. The table below shows the collapsed responses for all three campuses. As the table shows, 44 percent of the respondents indicated they, a family member or friend(s) had took or taught classes, followed by living in the area.

I teach/attend(ed)/took classes/Friend/Family teach/attend(ed)/took classes	44.4%
Live in the area/nearby/Grew up here/Long time resident/Always knew about it	35.7%
Drive/Pass by/Signs	10.6%
Word of Mouth	9.3%
Mailers/Brochures/Catalogues	9.1%
High School	3.1%
Farmer's Market/Events (Concerts/Sports/Performing Arts)	4.9%
TV	2.0%
Researching colleges	1.8%
Internet/website	1.4%
Other	5.4%
DK/NA/Refused	4.8%

Q3. Satisfaction with Quality of Education

Individual Campus Satisfaction Among Those with An Opinion n=702

All three Colleges garnered very high levels of satisfaction. Specifically, Skyline rated 94 percent satisfied, CSM rated 94 percent satisfied, and Canada registered 92 percent satisfied.



Note: Each college was questioned separately, so the frequencies shown in the chart legend reflect those with an opinion for each College. Hence, those without an opinion are calculated as 471 for Canada, 363 for CSM, and 469 for Skyline.

Q3. Reason for Satisfaction/Dissatisfaction (n=445)

Respondents that were satisfied or dissatisfied were asked the reason for their opinion. The tables below show the coded, combined and collapsed responses. Nearly 30 percent of the respondents indicated the reason for their satisfaction was the classes and programs.

Positive Comments

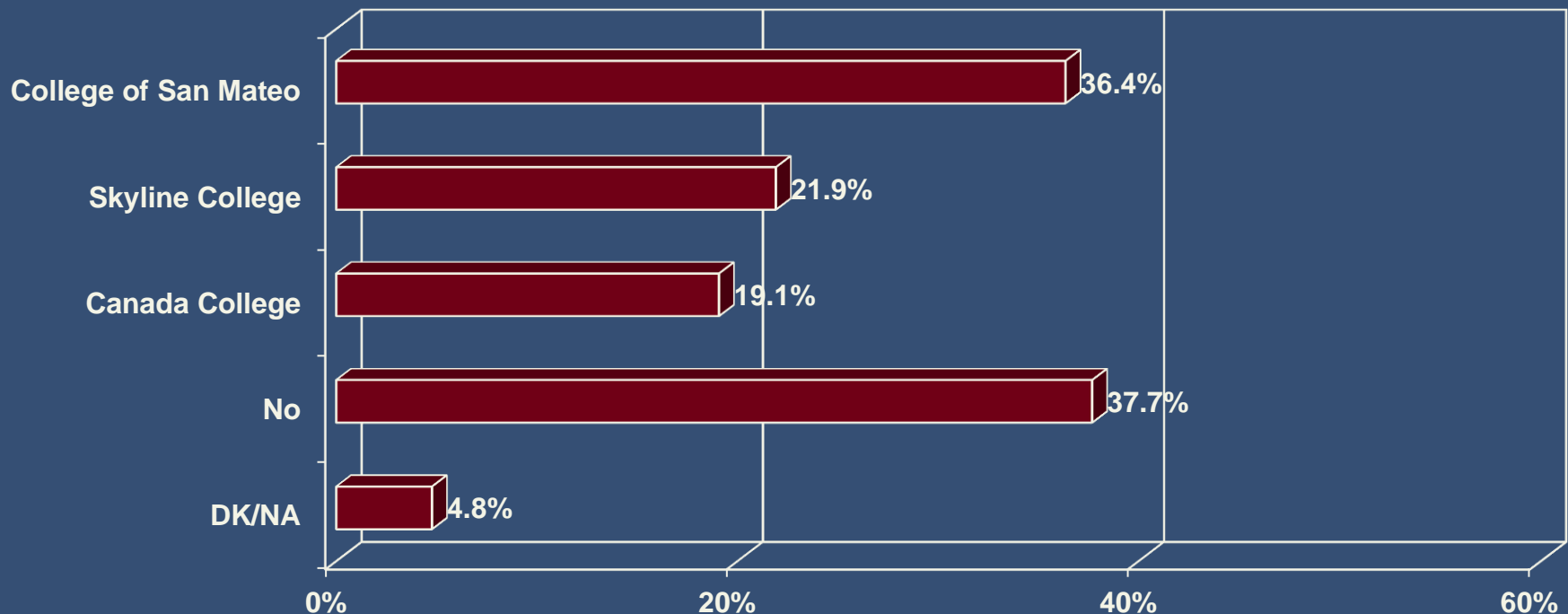
Good/variety of classes/Good/variety of programs/curriculum	29.4%
I/friends attend(ed)	18.8%
Quality teachers	17.0%
Word of mouth/reputation	11.5%
General Positive	10.3%
Quality education	8.5%
Good school	8.3%
Location/convenient/Ability to get a job	7.8%
Nice facilities/campus	7.1%
Affordable	4.1%
Small school/classes	3.1%
Flexible scheduling	3.0%
Easy to transfer to 4yr college	2.8%
Counselors/services	2.7%
Meet community needs	2.0%
2yr Degree	1.8%
All education is good	1.4%
Easy admissions	1.1%

Negative Comments

General Negative	3.2%
Lack of classes	2.7%
Poor classes	2.7%
Cost/mismanagement of funds	2.3%
Bad teachers	2.1%
Crowded/Too big	1.0%
Poor programs/curriculum	0.4%
Other	4.0%
No/none/nothing	1.3%
DK/NA/Refused	11.5%

Q4. Local Colleges Attended (n=702)

When asked to list which if any of the three local Colleges in the District they or a member of their household had attended, in a multiple response format, 36% indicated that they or a member of their family had attended CSM, 22% indicated Skyline College and 19% indicated Canada College. Because this was a multiple response question, the percentages cannot be summed.



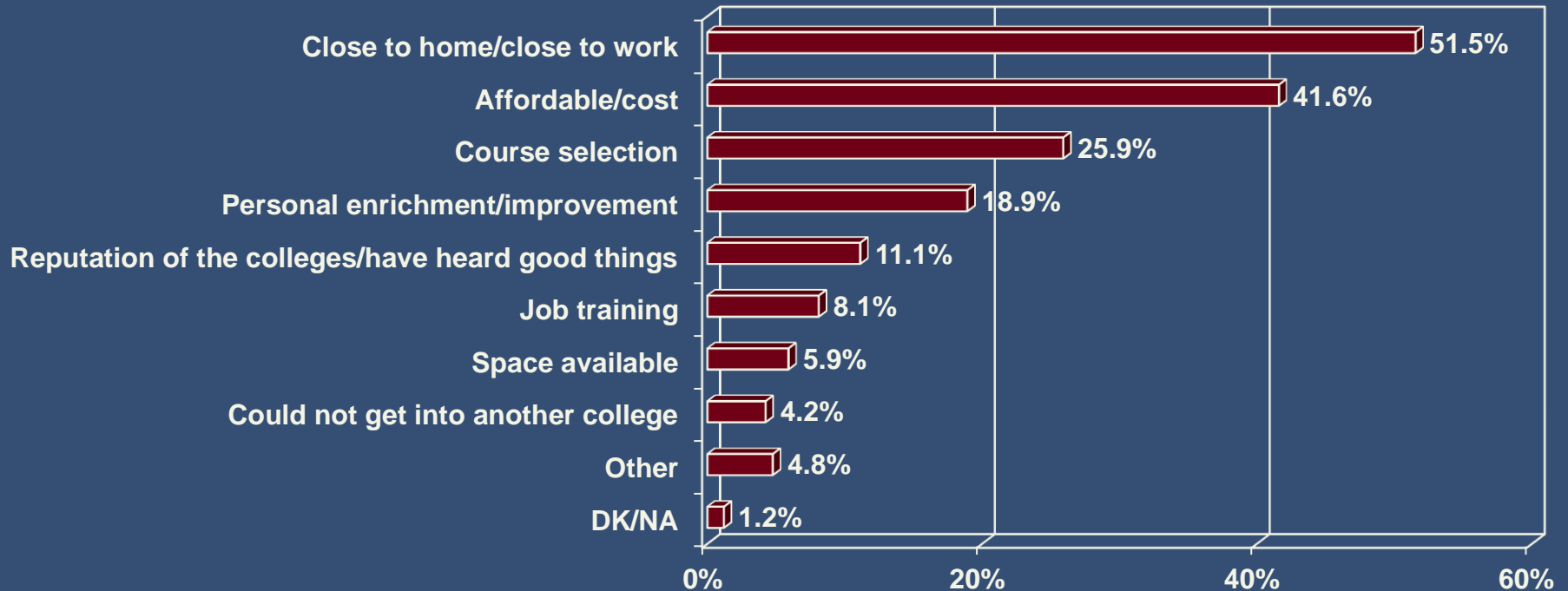
Q4. Local Colleges Attended (n=702) Regional Comparisons

Not surprisingly, the colleges attended mirrored the region in which the respondent lived. Respondents in the southern region of San Mateo County were more likely to state they or a household member had attended Cañada College, those who live in the central part of the County more often attended College of San Mateo, and those in the northern part of the County more frequently attended Skyline College.

	North n=257	Central n=266	South n=179
Cañada College	11.9%	15.5%	34.7%
College of San Mateo	29.4%	47.8%	29.4%
Skyline College	40.2%	12.9%	9.0%
No	39.2%	35.8%	38.3%
DK/NA	4.0%	5.7%	4.5%

Q5. Reasons for Choosing To Attend a Community College (n=404)

Among those who attended, or a family member attended, a community college, just over half indicated the reason for choosing a community college was that it was close to home or work, followed by 41.6 percent that indicated the affordability was a factor.



Q5. Reasons for Choosing To Attend a Community College

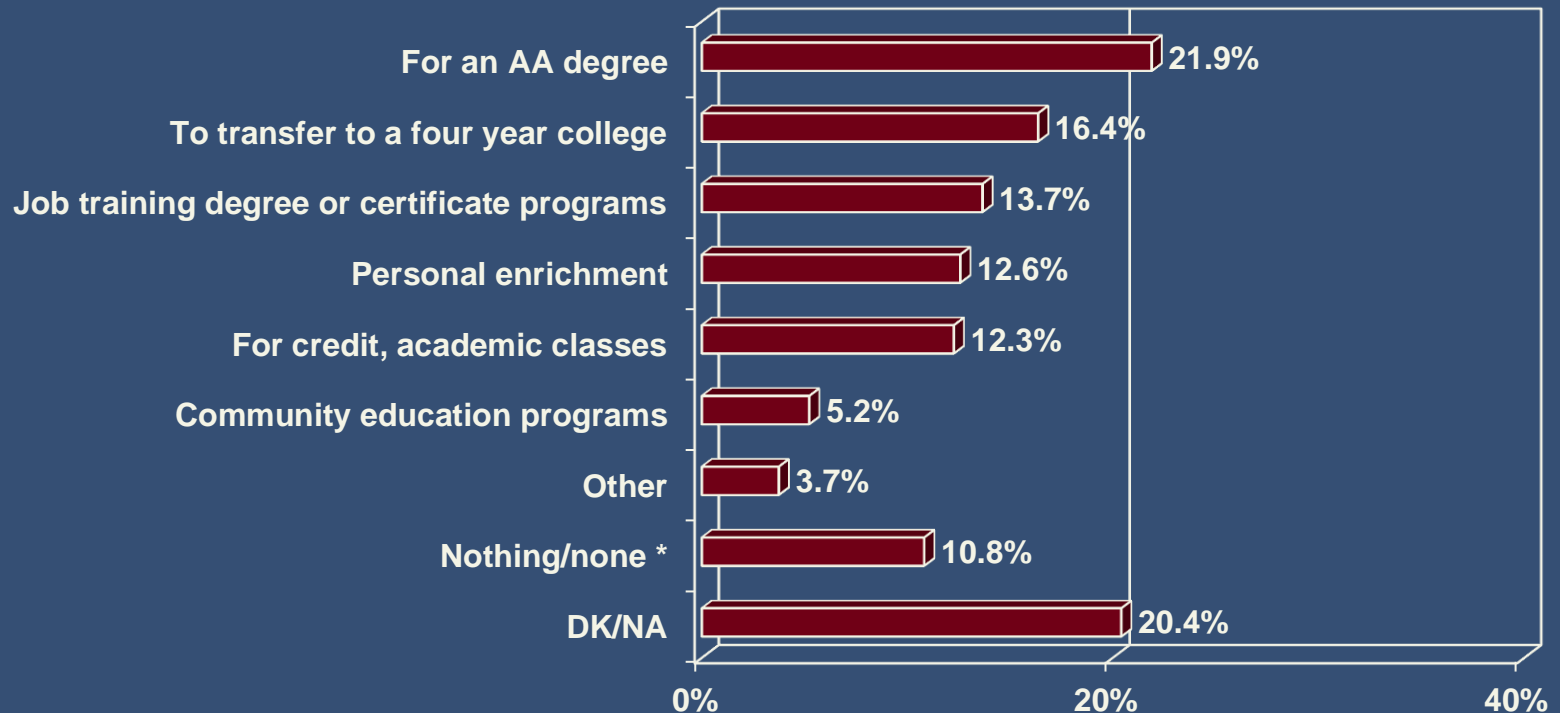
Ethnicity Comparisons

Analyses of responses in terms of ethnic groups yielded almost no statistically significant differences, “affordability”, “close to home”, and “course selection” were the major reasons for students choosing to attend a community college.

n=404	African-American/Black	Asian-American	Caucasian/White	Latino[a]/Hispanic	Native Hawaiian/Pacific Islander	DK/NA
Affordable/cost	13.2%	42.1%	41.8%	44.6%	29.3%	33.4%
Close to home/close to work	34.4%	55.0%	49.6%	55.3%	85.1%	53.0%
Could not get into another college	5.3%	.0%	1.9%	10.4%	.0%	.0%
Course selection	44.2%	24.6%	27.0%	24.6%	.0%	29.7%
Job training	4.0%	3.5%	10.1%	6.1%	14.4%	.0%
Personal enrichment/improvement	14.1%	17.6%	22.1%	16.4%	14.4%	2.3%
Reputation of the colleges/heard good things	7.4%	7.2%	11.6%	14.8%	.0%	17.3%
Space available	.0%	13.4%	3.7%	2.9%	14.4%	17.3%
Other	5.0%	8.7%	5.2%	1.5%	.0%	.0%
DK/NA	5.3%	2.6%	1.2%	.0%	.0%	.0%

Q6. Types of Courses or Educational Programs Attended in Last Two Years (n=404)

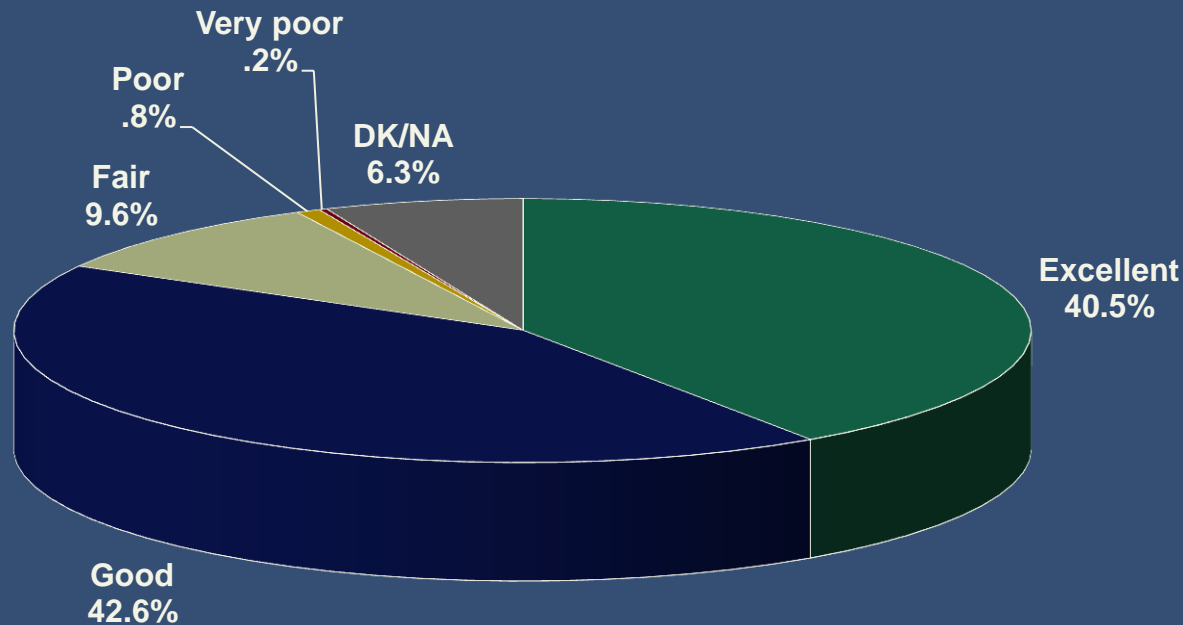
Next, the respondents were asked to provide the types of courses or educational programs they or a household member had attended in the last two years. Multiple responses were allowed for this question. The most popular type of course or program mentioned was “For an AA degree” at 21.9 percent. Of the six specific answers given, four of them relate to academic achievement or career/job advancement.



* “Nothing” or “none” were specific responses differentiated from “don’t know”.

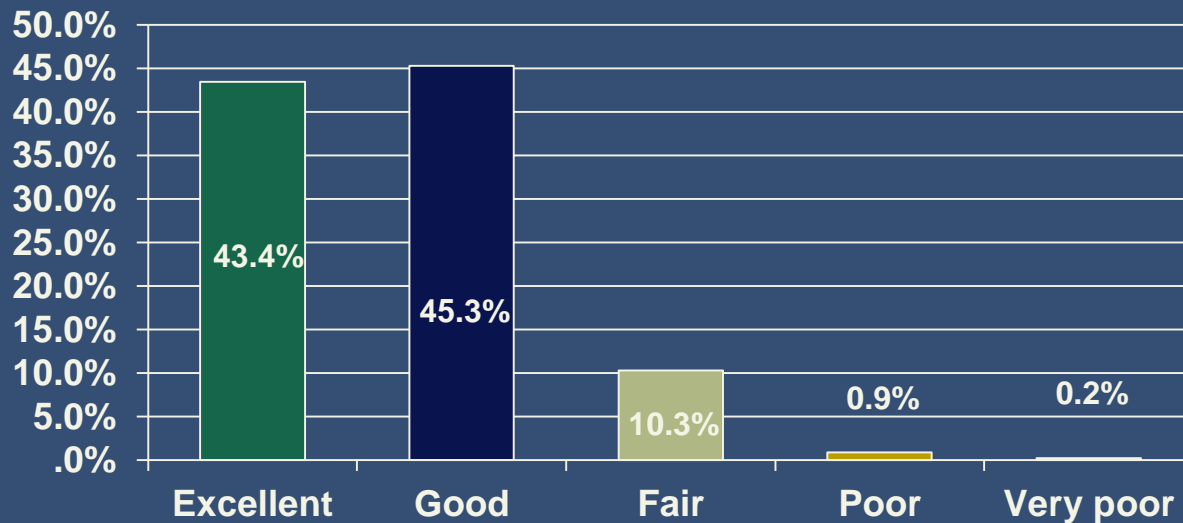
Q7. Rating of Quality of Instruction (n=404)

When the survey respondents were asked to rate the quality of instruction in the class or program they, or a member of their family, participated in, the results were overwhelmingly positive. The total positive rating was 83.1 percent (“Excellent” 40.5%, “Good” 42.6%). A rating of “Fair” was given by 9.6 percent of respondents. The total negative rating stood at only 1.0 percent (“Poor” .8%, “Very poor” .2%).



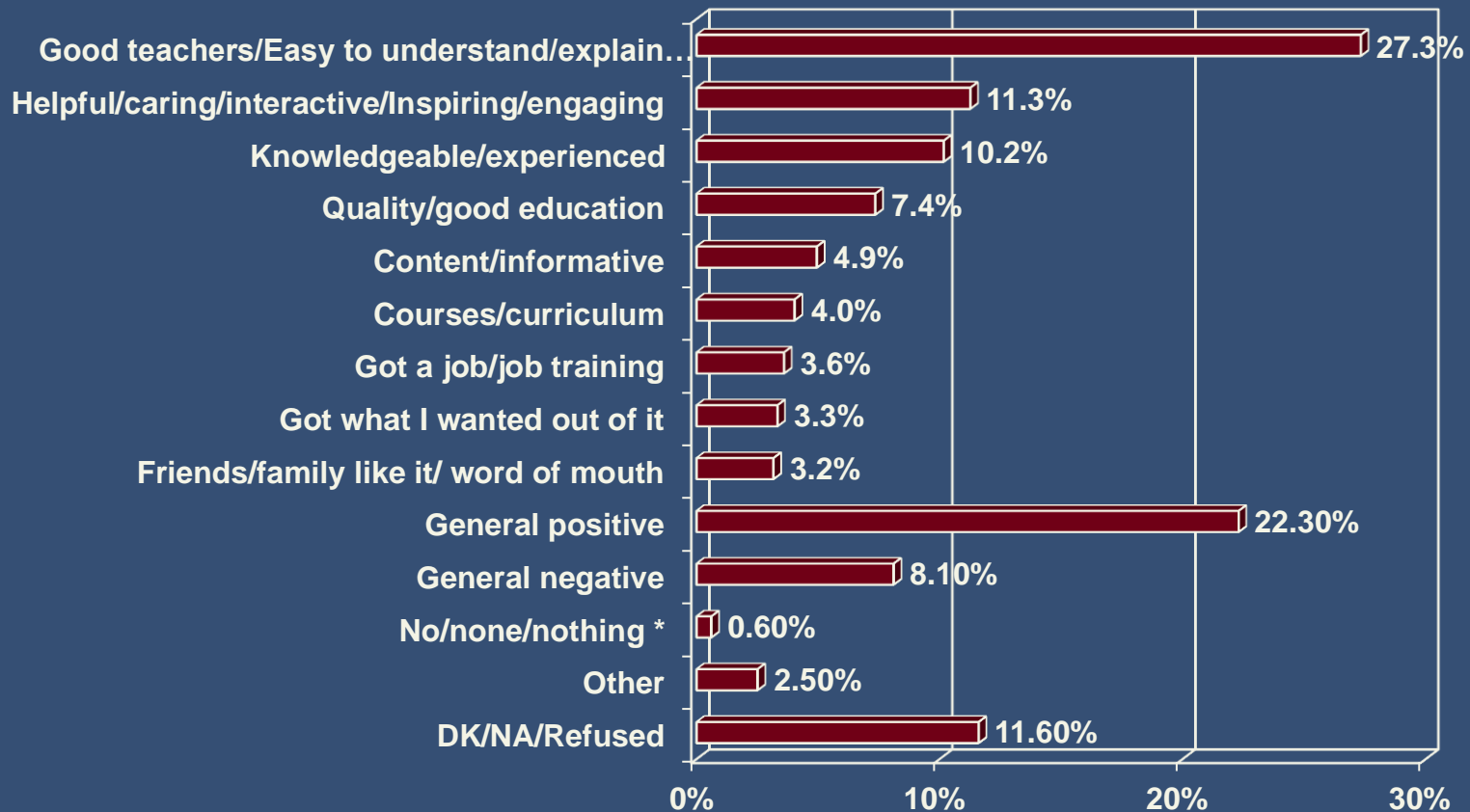
Q7. Rating of Quality of Instruction Among Those with an Opinion (n=404)

The following chart shows the rating of the quality of education among those with an opinion (removing the “don’t know/no answer”). A total of 88.7% rated the quality of instruction as excellent or good.



Q8. Reasons for Satisfaction/Dissatisfaction with Classes or Program Attended I (n=404)

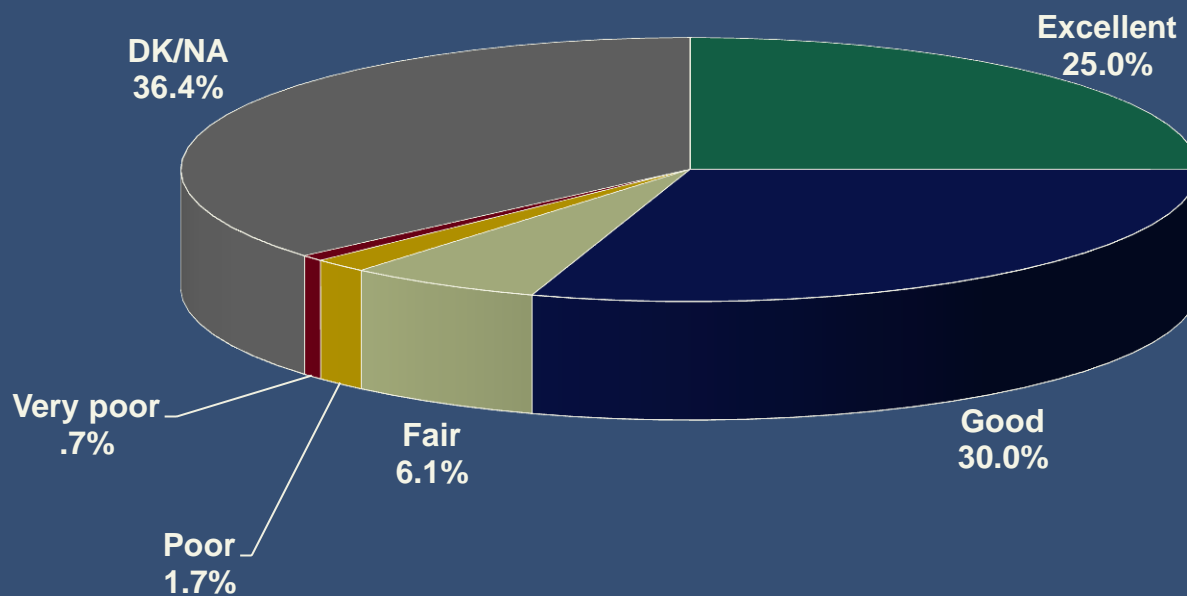
Respondents were asked to give their reasons (in an open-end format allowing for multiple responses) for satisfaction or dissatisfaction with a class or program they had attended. The most cited reason was “Good teachers/easy to understand/explain material well” 27.3 percent, followed by “Helpful/caring/interactive/Inspiring/engaging” at 11.3 percent, “Knowledgeable/experienced” at 10.2 percent, and “Quality/good education” at 7.4 percent.



* “No”, “Nothing” or “none” were specific responses differentiated from “don’t know”.

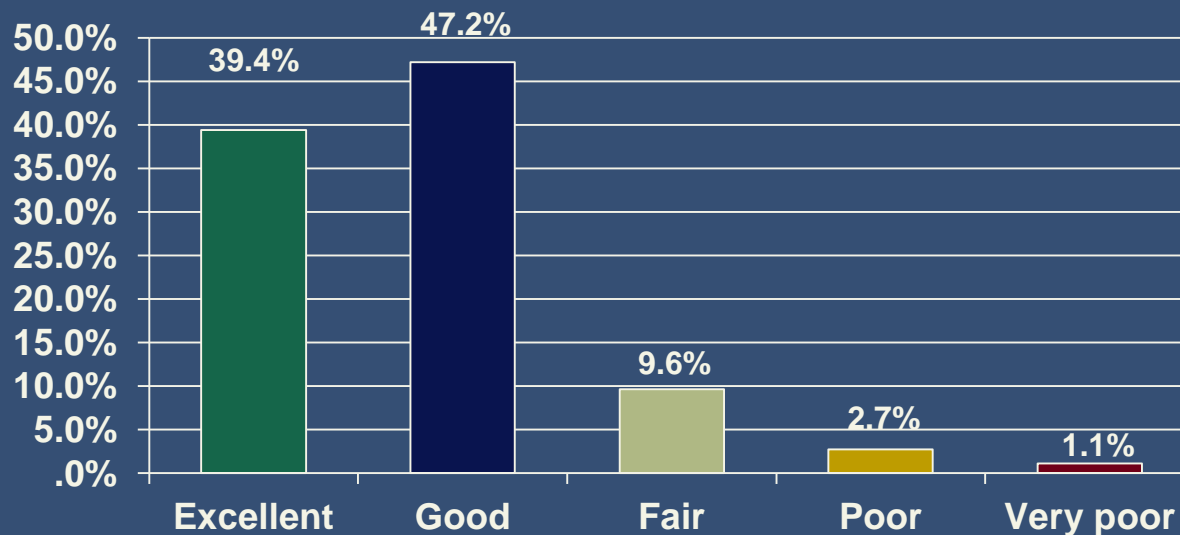
Q9. Rating of Quality of Support Services (n=404)

The survey respondents who had taken courses or attended programs at the local Colleges were then asked to rate the quality of support services, such as counseling or financial aid, at the College they attended. Again, respondents gave an overwhelmingly positive rating to the support services, with a total positive rating of 55.0 percent (“Excellent” 25.0%, “Good” 30.0%). Only 6.1 percent rated the services as “Fair” and the total negative rating was just 2.4 percent (“Very poor” .7%, “Poor” 1.7%). More than one third indicated they did not know or had no answer to this question (which is a significantly higher DK/NA than the 6.3 percent DK/NA found for the quality of education).



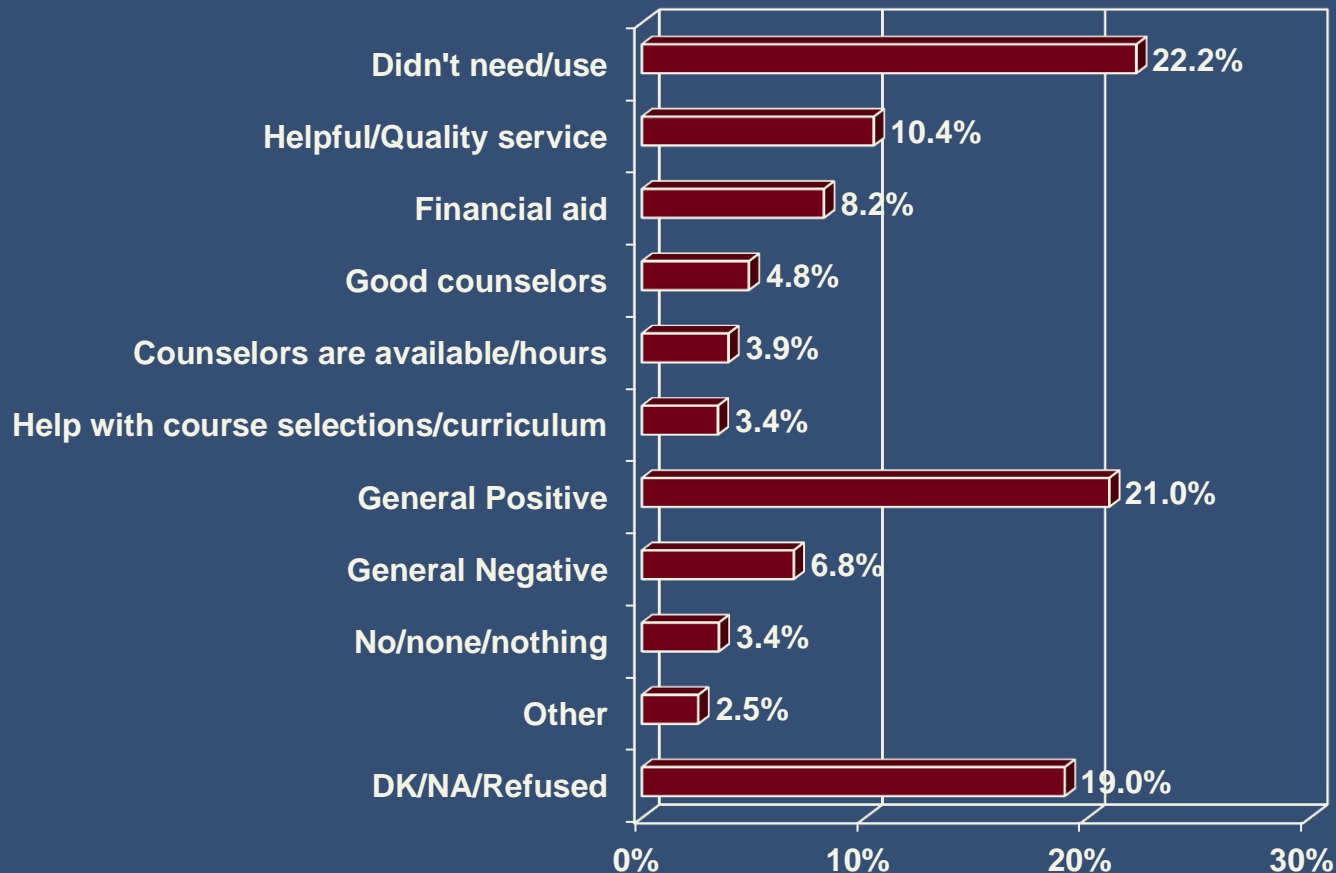
Q9. Rating of Quality of Support Services Among Those with an Opinion (n=404)

The following chart shows the rating of the quality of support services among those with an opinion (removing the “don’t know/no answer”). A total of 86.6 percent rated the quality of support services as excellent or good.



Q10. Reasons for Rating of Support Services (n=404)

Respondents who rated the quality of support services were asked in an open-end format with multiple responses accepted to give their reasons for their rating. The response “Didn’t need/use” garnered the most mentions at 22.2 percent, followed by “Helpful/Quality service,” at 10.4 percent and “Financial aid” at 8.2 percent. The next tier of responses included “Good counselors” at 5.3 percent, 5.1 percent and 4.8 percent, respectively. Generally positive, but non-specific, comments stood at 17.2 percent, compared with .6 percent for generally negative reasons.



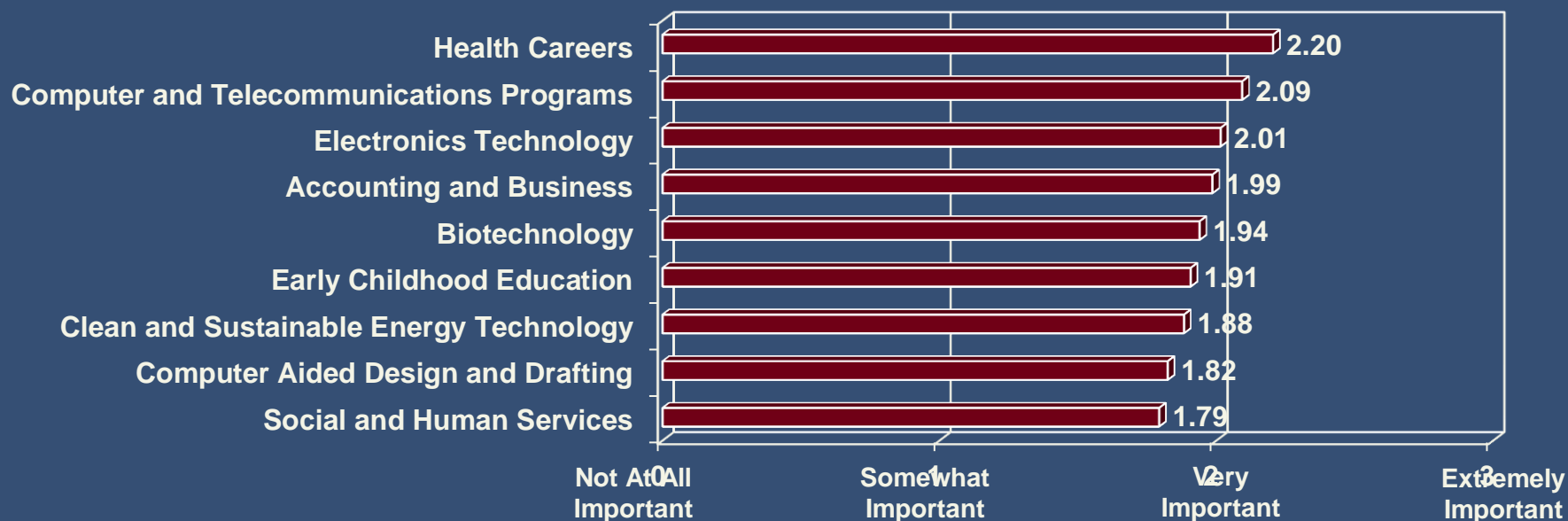
Q13. Support for Community College Priorities (n=702)

Next, the respondents were read a variety of statements about the community colleges' priorities vis-à-vis their limited resources, and asked to indicate their level of agreement. The level of agreement with the statements was generally high, with all nine statements surpassing the level of "Somewhat agree" (mean score of 1.0 or higher). More specifically, more than 90 percent of respondents at least "Somewhat agree" with the top scoring three statements ("Offer job training/retraining that put people to work," "Expand training opportunities to working adults," and "Preparing students to transfer to 4year college/univ."). More than 80 percent of respondents stated they at least "Somewhat agree" with the next tier of four statements ("Offer lifelong learning programs for students of all ages," "More classes to prepare students for college level work," "Increase number of classes evenings and on weekends," and "Programs for HS students to take college classes." Finally, more than 70 percent at least "Somewhat agree" with the remaining statements, "Offer more online courses for our students" and "Be cultural centers for our community."



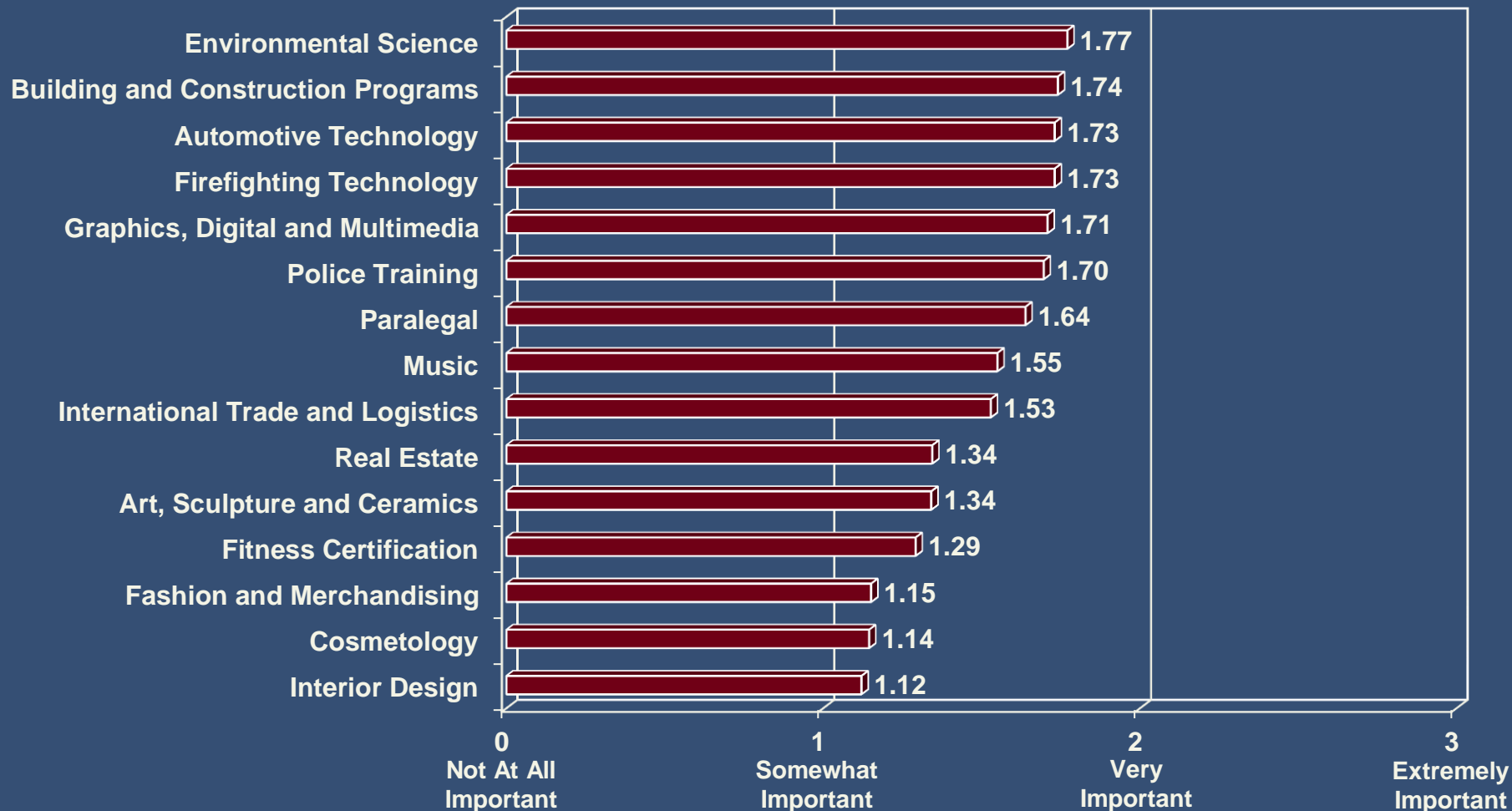
Q14. Importance of Career Training Courses I (n=702)

Respondents were presented with 24 programs and asked to rate them in importance, using a four-point scale that is different from the agree-disagree scale for the previous question. Three courses reached the level of “Very important” (mean score of at least 2.0) and the remaining 21 courses reached the level of being “Somewhat important” (mean score of at least 1.0). Specifically, more than 80 percent of respondents rated the course offering “Health Careers” as at least “Somewhat important.” Additionally, more than 70 percent of respondents rated the course offerings “Computer and Telecommunications Programs,” “Electronics Technology,” and “Accounting and Business” as at least “Somewhat important.” More than 60 percent of respondents rated the course offerings “Biotechnology,” “Early Childhood Education,” “Clean and Sustainable Energy Technology,” and “Social and Human Services” were rated as at least “Somewhat important.” This chart continues on the next page.



Q14. Importance of Career Training Courses II (n=702)

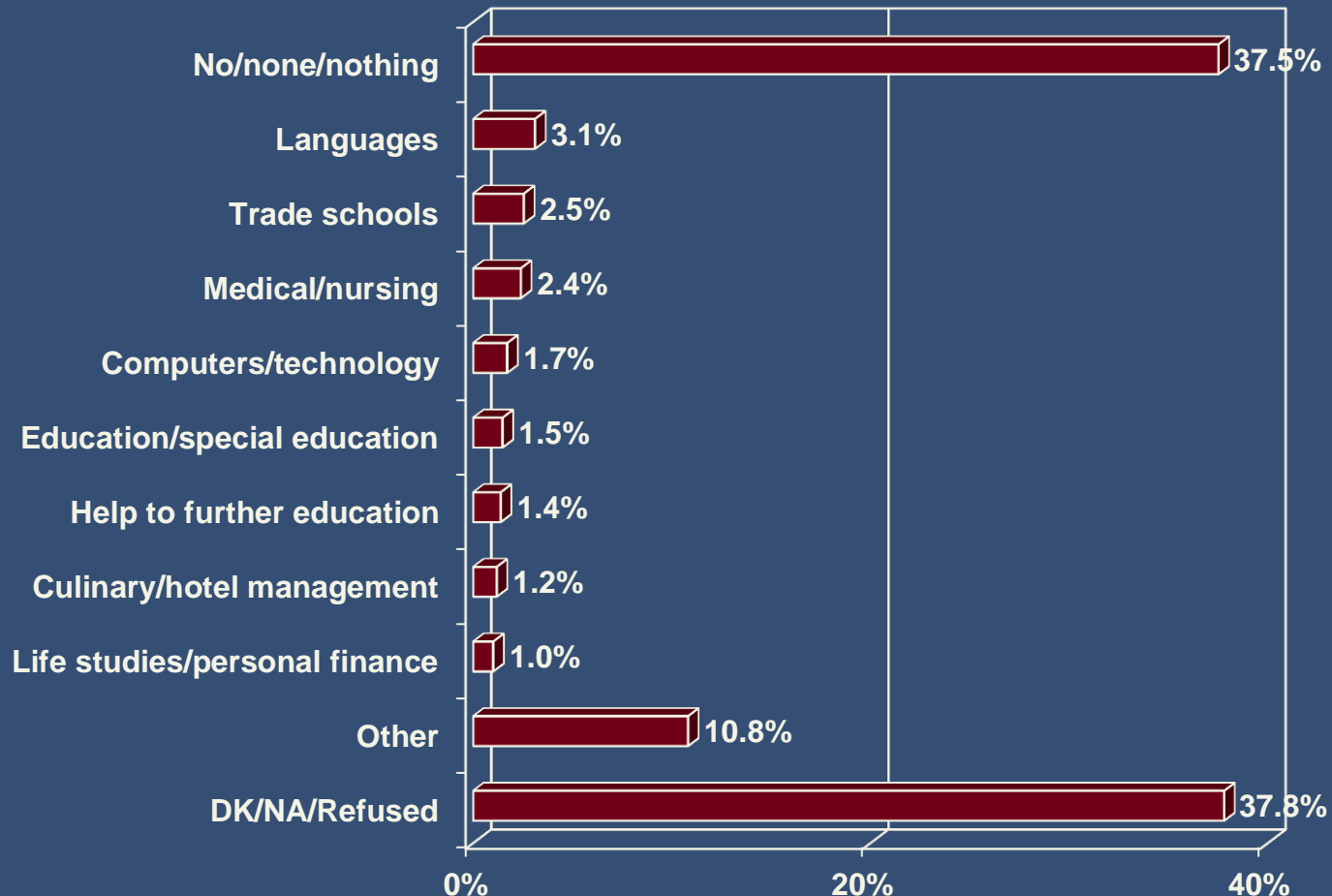
Chart continued from previous slide.



Note: The above rating questions have been abbreviated for charting purposes, and responses were recoded to calculate mean scores: "Extremely Important" = +3, "Very Important" = +2, "Somewhat Important" = +1, and "Not at all Important" = 0.

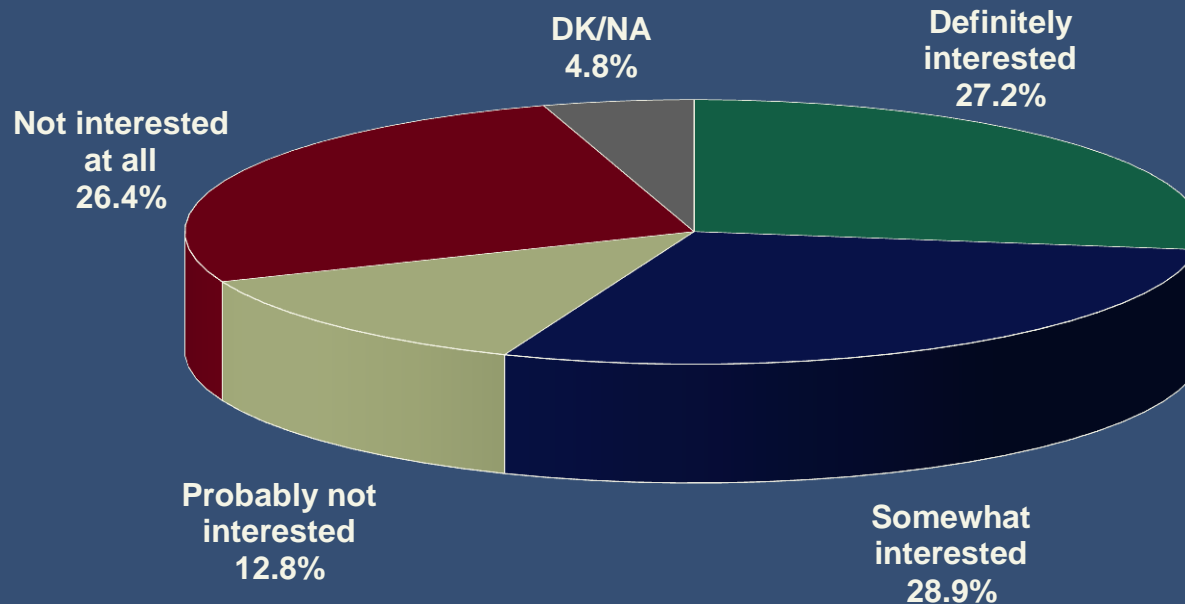
Q15. Support for Courses Not Currently Offered to be Added to Curriculum (n=702)

The respondents were then asked to offer specific programs that are not currently in the curriculum, but would like to see added. Multiple responses were accepted. While the list is fairly extensive, each of the suggested programs garnered less than 4 percent mentions. However, more than 37 percent of respondents indicated that they felt there were no other courses they wanted to see added. In addition, more than 37 percent of respondents also stated that they didn't know or had no answer for this question.



Q16. Interest in Course Package Guaranteeing Degree Completion Within Two Years (n=702)

Next, the respondents were asked if they or someone in their household would be interested in a structured package of courses that guaranteed the classes needed and guaranteed completion within two years. A majority indicated interest in this offering, with 27.2 percent “Definitely interested” and 28.9 percent “Somewhat interested.” About one in ten stated they were “Probably not interested” and one in four respondents said they were “Not interested at all.”



Q16. Interest in Course Package Guaranteeing Degree Completion Within Two Years

Age Comparisons

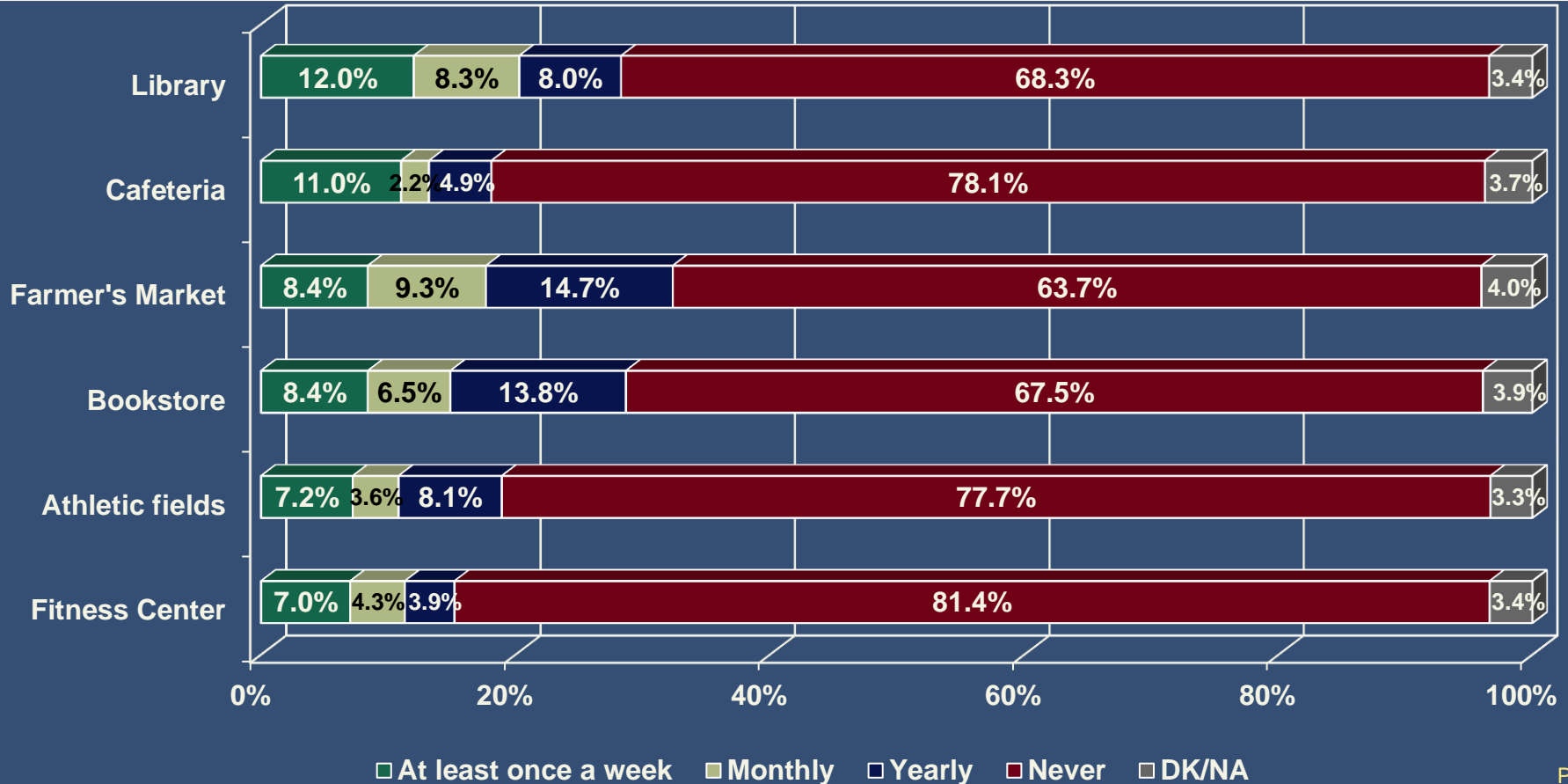
This table illustrates, by age grouping, the interest in this course package option. Overall, the younger age groups tended to indicate more interest, with more of the 18-to-24-year-olds, 25-to-29-year-olds, and 40-to-49-year-olds stating they were “Definitely interested,” or “Somewhat interested” at 91.7 percent, 68.5 percent and 65.9 percent respectively.

n=702	Age						
	18-24	25-29	30-39	40-49	50-59	60+	DK/NA
Definitely interested	38.5%	46.1%	23.8%	33.7%	24.8%	15.7%	38.3%
Somewhat interested	53.2%	22.4%	30.8%	32.2%	29.0%	18.5%	37.6%
Probably not interested	5.1%	8.9%	10.3%	11.3%	12.8%	19.9%	3.9%
Not interested at all	3.2%	20.5%	28.6%	19.1%	29.2%	38.6%	14.6%
DK/NA	0.0%	2.1%	6.4%	3.7%	4.2%	7.3%	5.7%

Q11. Frequency of Using Facilities or Attending Events at the Colleges I

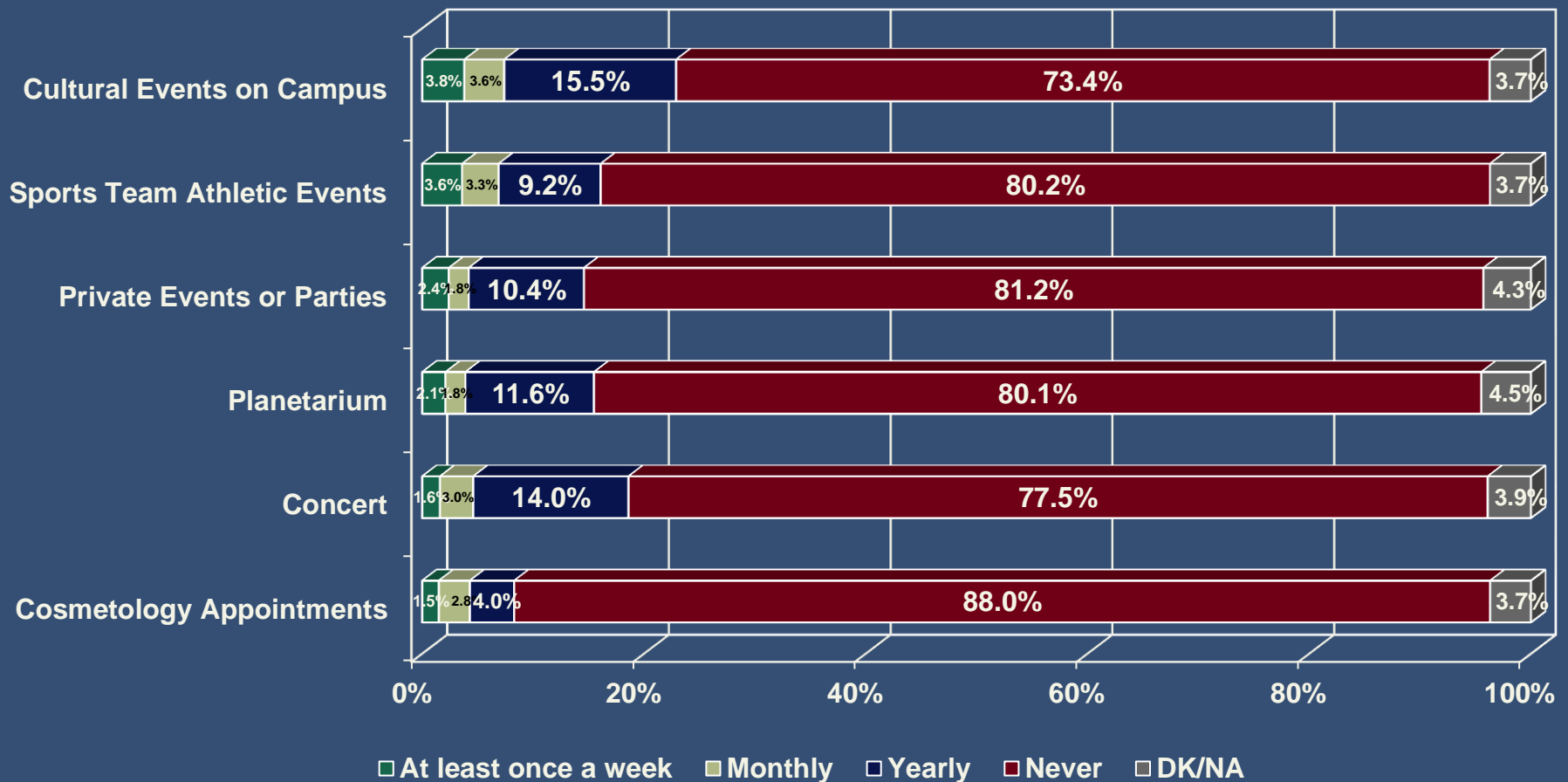
(n=702)

Respondents were asked to indicate how frequently they or a member of their household use the local community college facilities or attend an event there. Overall, 61.8 percent of the respondents, visited one or more of the facilities/events at least once a year. Individually only small percentages of respondents indicated that they used the Library and Cafeteria at least once a week, but at relatively higher levels than the other facilities/events. This chart continues on the next page.



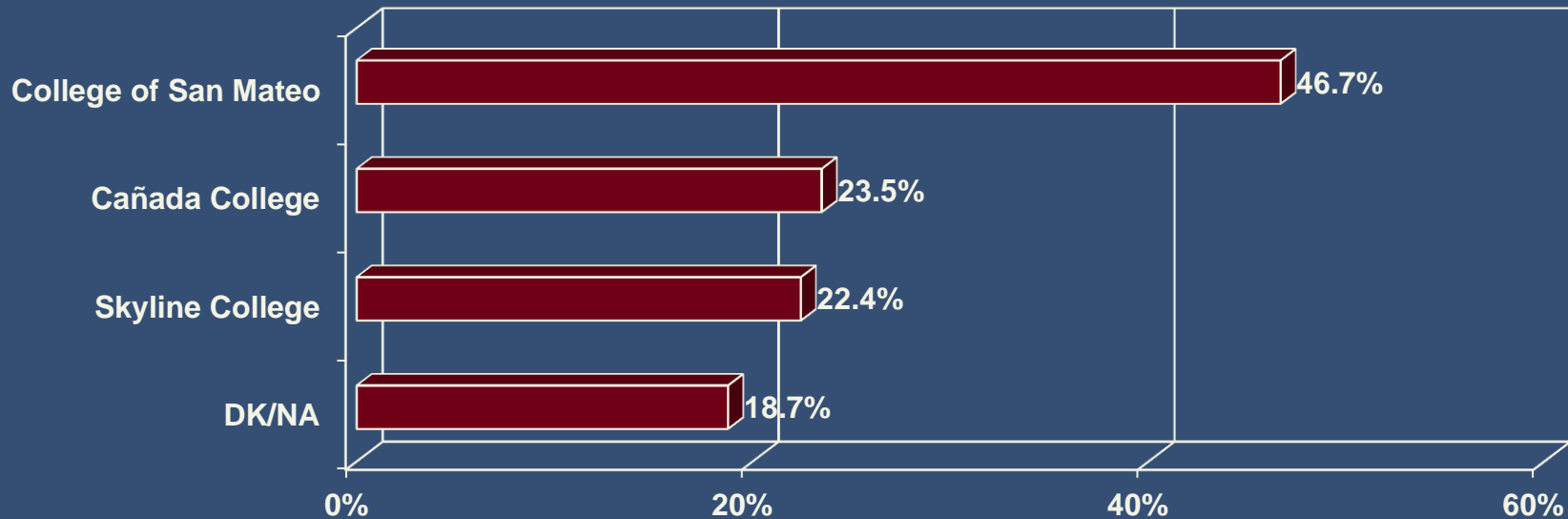
Q11. Frequency of Using Facilities or Attending Events at the Colleges II (n=702)

This chart is continued from the previous page. The least used facilities/events were planetarium, concert and cosmetology appointments.



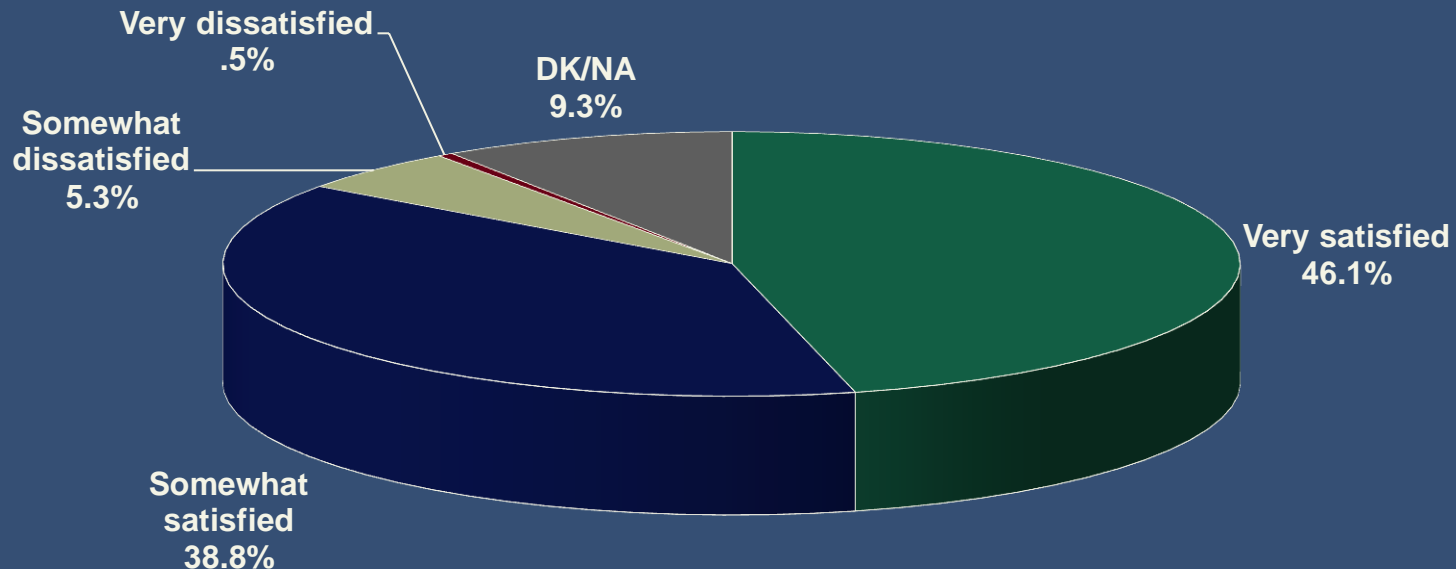
Q12. Campus Where Facilities Were Used or Event Attended (n=434)

When asked to indicate which campus the respondent used facilities or attended events, College of San Mateo was most frequently mentioned at 46.7 percent.



Q17. Satisfaction with Overall Quality of Buildings and Grounds at Colleges (n=352)

Those respondents who used the facilities at any of the three Colleges in the District were asked to rate their satisfaction with those buildings and facilities. Total satisfaction was overwhelming at 84.9 percent (“Very satisfied” 46.1%, “Somewhat satisfied” 38.8%).



Q17. Satisfaction with Overall Quality of Buildings and Grounds at Colleges

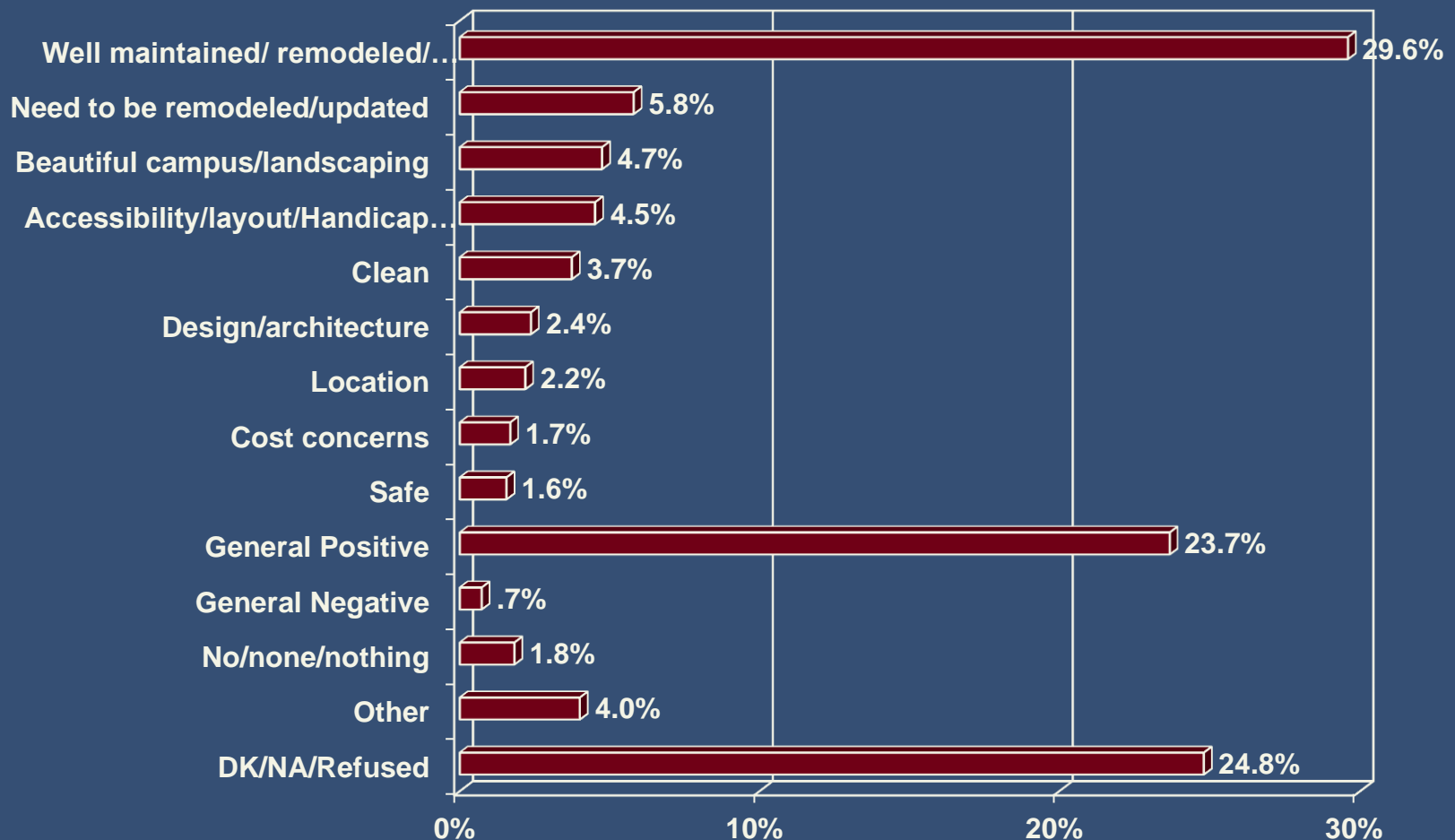
Regional Comparisons

Each of the three Colleges garnered high satisfaction levels; the difference in the dissatisfied percentage among Colleges is due to the much smaller “don’t know/no answer” in the northern portion of the county.

n=352	North	Central	South
Satisfied	85.9%	85.8%	82.5%
Dissatisfied	10.8%	2.2%	5.3%
DK/NA	3.4%	12.0%	12.2%

Q18. Reasons for Satisfaction with Overall Quality of Buildings and Grounds at Colleges (n=352)

The most common answer for why the respondents were satisfied with the quality of the buildings and facilities was “Well maintained/remodeled/Modern/Up-to-date” at 29.6 percent.



- Among those with an opinion, an overwhelming majority of the respondents are satisfied with the quality of education at San Mateo County Community Colleges.
- A majority of the respondents indicated interest in a program that would guarantee classes to complete a degree in 2 years, indicating a potential need for this type of program.
- While awareness of each campus is reasonably high in the region they are located, the Colleges should consider efforts to increase marketing throughout the county, particularly for programs that are unique to each campus.
- The data provides some information that may be helpful for future curriculum planning.
- There were few suggestions for additional programs or classes to be offered.
- Overall, the community is very satisfied with the programs, support services, facilities, and faculty and staff at the Colleges.