



June 2021

## ***MARKET OPPORTUNITY ANALYSIS:***

### **REPORT ON SURVEY RESULTS**

PREPARED BY **SEM WORKS**



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# 1. Study Overview and Methodology

## 1.1. Introduction

Peralta Community College District (PCCD) serves northern Alameda County, California. The district operates four community colleges:

- Berkeley City College
- College of Alameda
- Laney College
- Merritt College

Working in partnership with Peralta Community College District (PCCD), SEM Works designed and administered a survey with the purpose of garnering insights on students and prospects in terms of:

- top choice schools they want(ed) to attend,
- influential factors when choosing a school to attend,
- preferred communication mediums from schools,
- academic program demand, and
- familiarity and perceptions of the four colleges and their competitors.

These insights will enable the development of targeted strategies for student recruitment, marketing, and communications based on different student populations.

## 1.2. Recruitment, Data Collection, and Sample

SEM Works used available contact information provided by PCCD to send invitations for the survey. The contact information was derived from lists of current students, graduates, and various types of prospects (e.g., individuals who inquired at PCCD).

Email invitations were sent to available contacts during the week of April 7, 2021. A series of SMS text messages started later that week followed by additional email reminders. The final text message was sent on May 5<sup>th</sup>, 2021, and the survey was open until May 7<sup>th</sup>, 2021. The intended response target was 400 respondents, which was achieved with a final total of 401 respondents at the survey closing date.



This report shows results for all questions by the overall sample of respondents and also broken down by two additional sub-samples based on whether the respondent was classified as a respondent enrolled at PCCD or not enrolled at PCCD.

For reporting purposes, three respondent types are provided based on the populations sampled:

- (1) **Overall:** N = 401
- (2) **Enrolled PCCD respondents:** n = 235
- (3) **Non-Enrolled PCCD respondents:** n = 166

The 'Overall' respondent group consists of the Enrolled at PCCD and Non-Enrolled PCCD respondents combined. As shown in Table 1-1 below, overall results for the full sample of 401 respondents are accurate to within a margin of error of approximately +/- 4.9%<sup>1</sup>.

<b>Table 1-1</b> <b>Population, Sample Size, and Margins of Error</b>			
<b>Sample</b>	<b>Population Size</b>	<b>Sample Size</b>	<b>Margin of Error +/- *</b>
<b>Overall</b>	91,064	401	+/-4.9%
<b>Enrolled PCCD Respondents</b>	27,674	235	+/-6.4%
Berkeley City College	5,764	61	-
Laney College	8,633	60	-
Merritt College	5,809	39	-
College of Alameda	4,627	64	-
PCCD - SWIRL	2,841	11	-
<b>Non-Enrolled Respondents</b>	63,390	166	+/-7.6%

\* Margins of errors are calculated assuming a population size based on the number of email invitations sent out to the sample.

<sup>1</sup> At a confidence level of 95%. This means that if there were 100 samples of the same size (n=401) drawn from the population (N=91,064), then 95/100 of these samples would show the result values that fall within a range of +/- 4.9% of the actual result values (including percentages) presented in this report. A similar interpretation can be applied to the Enrolled and Non-Enrolled sample groups using their own margin of error values, population number, and sample size. This provides a probable (but not certain) estimate of the actual population results value ranges.



### 1.3. Survey Instrument

The online survey for this project was developed to assess and gain insight into enrolled PCCD and non-enrolled respondent top school choices and the factors that influence these choices. Additionally, the survey also included items that addressed levels of awareness and perceptions of PCCD colleges and their main competitor schools.

In accord with these survey objectives, the survey was organized into eight sections, which addressed the following themes and components of the survey:

- *Respondent Demographics*
- *College or University Choices*
- *Sources of Information*
- *College Awareness*
- *Education and Program Interests*
- *School Perceptions*

The final survey instrument consisted of 25 items (some of which had multiple sub-questions), including skip-pattern and demographic items (see Appendix B).

### 1.4. Analysis and Reporting

In cases where a respondent did not provide a response to a question (i.e., skipped a question), they were excluded from any percentage calculations<sup>2</sup>. Unless otherwise stated in the report or included in tables/figures, for questions featuring 'Don't know/Not sure' and/or 'Prefer not to respond/disclose' as response options, these types of responses were excluded from the calculations of response percentages of the other responses items reported<sup>3</sup>. Therefore, the total number of valid respondents varies by survey question.

Some survey questions allowed the respondents to choose more than one response option. In some cases, the reported percentages are based on the total number of respondents who answered the question. Thus, the total percentage combined for all responses can exceed 100% for these results. In other cases, they are based on total number of responses rather than respondents and will total up to 100% (within rounding). Applicable figures and tables will state in their footnote which type of analysis was used. Reasons for using total number of respondents or total number of responses depended upon the data collected for each of these questions and the most informative way to present their results.

All percentages are rounded to the nearest whole number. For single response items, percentages may not total to 100% due to rounding. Similarly, rounded percentages for individual response options may not total

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<sup>2</sup> This applies mainly to open-ended questions and includes non-legible written comments (e.g., random letters).

<sup>3</sup> However, 'Don't know/Not sure' and/or 'Prefer not to respond' response option results are presented next to the main results for each question.



exactly to combined percentages due to rounding. Therefore, percentages in text, tables, and charts may appear to differ by 1% due to rounding.

Note that Appendix A provides a 'heat map' of the geographical locations of respondents based on their provided zip codes. Appendix B provides a copy of the survey.



## 2. Highlights

### *Postsecondary School Choices and Sources of Information*

**Headline:** When it comes to the 1<sup>st</sup> choice and overall choice of schools that Non-Enrolled students wish to attend, the University of California (Berkeley), Berkeley City College, and Merritt College are the top three. A school's schedule of courses, official website, and emails from the school were the most helpful information sources when choosing a postsecondary school. However, for most students, the most important types of information used when selecting a school were the programs or courses available, the schedule of courses offered, and the course delivery mode.

#### **Survey Highlights:**

- When respondents were asked to name three schools that would be their first choice to attend, the University of California (Berkeley) was the top choice across all three groups (Overall, Enrolled and Non-Enrolled). This was followed by Berkeley City College across all three groups of respondents, and then Merritt College.
- However, when all three choices made by each respondent were combined to determine the top school choices overall, Berkeley City College was the top choice across all three respondent groups (Overall, Enrolled, and Non-Enrolled). For the Enrolled group, this was followed by Laney College and the University of California (Berkeley). For the Non-Enrolled group, the University of California (Berkeley) and Laney College were the second and third choices respectively.
- When it came to rating the importance (influence) of various factors in terms of their influence on preferred school choice, the top three very important factors included **the availability of the program the respondent was interested in pursuing, the quality of instructors/faculty, and the perception that graduates from the school get good jobs**. These same three sources of information were also ranked as very important among Enrolled and Non-Enrolled respondents. Cost of attendance, availability of financial aid, preparation for a chosen career, a welcoming environment, and safety and security on campus were also among the top very important factors.
- When asked about the most helpful information sources used to select a postsecondary school, both the Enrolled and Non-Enrolled respondents reported the following as the top sources of information for deciding: **school schedule of courses, official school websites, and email(s) from the school**.
- The topics of information most often rated as important when choosing a postsecondary school for both Enrolled and Non-Enrolled respondents included: **programs or courses available, the schedule of course offered, and the delivery mode of courses**.



- For both Enrolled and Non-Enrolled respondents, the most preferred methods of information/communication from the school that the respondent is considering attending included **school emails, followed by the school's website, and then text messages** from the school.

## *College Awareness*

**Headline:** Amongst the four PCCD colleges, respondents had the highest level of familiarity with Merritt College.

### **Survey Highlights:**

- Across all samples, **Contra Costa College** held the top position amongst schools when it came to school awareness.

## *Education and Program Interests*

**Headline:** Overall, the main areas of general interest for respondents were the health sciences, arts, languages, humanities, business finance, and management.

### **Survey Highlights:**

- Across all samples, respondents most often selected a **bachelor's degree** as the level of postsecondary study they were most interested in pursuing.
- Overall, respondents' top choices for general subject area(s) of interest were health sciences and arts, languages, and humanities, followed by business, finance and management, social, cultural, and legal studies, technology and information systems, and mathematics and natural sciences.
- For specific programs of interest, the top three choices overall were psychology, business, and biology, followed by nursing and computer information systems. For Enrolled respondents, the top three choices were biology, psychology, and nursing, and for Non-Enrolled respondents, the top three choices were business, computer information systems, and psychology.
- Respondents were asked to list up to three additional programs of interest that were not offered locally. Overall, medical technology\technician, science, and social science programs were the top choices.

## *School Perceptions*

**Headline:** Berkeley City College held the top position amongst schools when rating the perceived quality of a school's academic programs.

### **Survey Highlights:**

- Overall, Berkeley City College, College of Alameda, and City College of San Francisco held the top three positions amongst schools when rating the perceived quality of academic programs. However, for Enrolled respondents, Berkeley City College, Merritt College, and the College of Alameda ranked in the top three positions for the perceived quality of academic programs, while the schools with the three



highest scores on the perceived quality of academic programs for the Non-Enrolled respondents were the City College of San Francisco, Berkeley City College, and Merritt College.

- For the Overall sample, the PCCD colleges scored the highest on all 24 characteristics when compared to competitors. This was also true for the Enrolled sample, while for the Non-Enrolled sample, the PCCD colleges rated the highest on 22 out of 24 characteristics.
- Respondents were asked to reflect on what comes to mind when they think about any of the PCCD colleges. Among the Overall sample of respondents, all response categories with positive themes featured more prominently than negative and neutral categories, with the top three being the range/quality of programs, affordability/financial aid, inclusive/diverse, and student supports and support staff. Among both the Enrolled and Non-Enrolled respondents, the top three response categories were all positive.
- For both Enrolled and Non-Enrolled respondents, the most common perceived challenge that they would face during a postsecondary education was the **financial costs of education**. Personal financial issues, difficulty of coursework, and maintaining their GPA also featured prominently as perceived challenges in both groups.

### 3. Strategy Implications and Recommendations

As with all market research, this study suggests as much about what strategies not to pursue as it does for strategies with the highest probability of yielding desired results. The following provides direction on both. With respect to the promising strategies presented herein, the quality of execution supported and sustained over a period of time is the single most important factor in determining strategy success. For this reason, the leadership at the district and colleges are strongly encouraged to select recommended strategies for which the antecedents for a successful implementation are in place or can be created (e.g., human and financial resources, faculty and staff time and expertise, enabling technologies).

Regarding the strategies recommended here, it is important to note that the researchers possess a somewhat limited knowledge of initiatives already in place at PCCD colleges. Consequently, some of the recommendations will likely reflect current practices. Such recommendations reaffirm existing strategies and may suggest strengthening and/or expanding these efforts.



- **Institutional Positioning**

On the strength of the survey results, it appears that PCCD colleges have only one significant community college competitor—City College of San Francisco. Admittedly, Contra Costa and Chabot colleges possess high levels of awareness, but they are not the schools most survey respondents are choosing. The other primary competitors are part of the University of California or California State University systems. One can posit that PCCD colleges and the City College of San Francisco are more alike than different, with the exception of some institutionally-unique academic programs. For this reason, it is recommended that PCCD colleges focus on positioning against large state schools, particularly those in the region. With such stark contrasts between PCCD colleges and these four-year public institutions, identifying PCCD's competitive advantages and disadvantages is relatively straightforward.

Conceding the fact that PCCD colleges will never have a stronger academic reputation, better educational facilities, or a more vibrant student life than these four-year publics, the colleges should focus on differential attributes such as small class sizes, personal attention, a focus on student success, a diverse environment, and the like. However, it is our belief that these attributes are insufficient to sway many students who feel they are destined to attend one of these state universities. With that said, there is one compelling argument for attending a PCCD college instead of any university.

Essentially, there is a case to be made for saving money and reducing debt on the way to achieving a university degree. Note that 53% of Overall respondents were planning to pursue a bachelor's degree, and 35% a graduate degree. Moreover, among survey respondents, the greatest perceived challenge of postsecondary education was the 'financial costs of education'.

By identifying student educational attainment goals at the point of inquiry and/or application, individuals seeking a bachelor's or graduate degree can be targeted with CRM communications and potentially, through focused marketing efforts with associated messaging (e.g. financial savings relative to university alternatives, low-to-no loan debt in the first two years, seamless pathways to university transfer, acceptance rates to universities, successes of former PCCD students at universities). A convincing case on these grounds will persuade many students to consider a PCCD college.

- **Target Marketing by Student Segment**

Prospective students prefer to see and hear about students like themselves. Consequently, messaging and visuals that represent a student subpopulation tend to resonate better than generic content and visuals. There is power in audience segmentation beyond high school, transfer, and adult learner groups.

The demographic profile (*Table 4-1*) of survey respondents suggests that colleges have a reasonably even distribution of students by age range and a somewhat even distribution of the top student groups by race and ethnicity (Black, Latinx/Hispanic, White/Caucasian, and East Asian). Assuming these data align with enrollment data, targeted messaging and advertising to these segments may be prudent.

The one demographic outlier is females, who represent approximately two-thirds of the survey respondents. Although messaging and advertising to this population may be difficult, the demographic profile suggests that photos, videos, and other visuals should accurately reflect the proportion of females on the campuses.

- **Messaging to Influence Prospective Student Decisions**

Generally speaking, the emphasis on promoting PCCD schools should be on the factors that influence student decisions to enroll, namely how the colleges prepare students for their chosen career, the success of graduates pursuing careers, the quality of instructors, and financial factors such as cost of attendance, scholarships and other institutional aid opportunities, and availability of financial aid. Regarding financial factors, promotion of this type should always be accompanied with the value of PCCD's education or return on investment (ROI). Finally, survey results suggest that some messaging around campus safety and the welcoming environment at the colleges would be prudent. Survey findings illustrated in tables 6-2A, B and C support the aforementioned recommendations.

Once developed, said messaging should permeate every interaction with prospective students and their influencers. CRM communications and marketing initiatives offer the most obvious application of these messages. However, this approach is far too limited. Messaging should be embedded on the website as well as in recruiter presentations, high school visits, student ambassador tours, faculty and staff talking points, and visuals on campus (e.g., banners, points of pride posters, pictures).

- **Marketing and Communication Investments**

The district and the colleges have been investing in their **website** presence, which was prudent, but much more needs to be done. Refer to the prior webinar for website recommendations. Regarding the **schedule of classes**, schedules are presented on the district website and most of the college websites. However, only Merritt College has it prominently displayed on the homepage and the top navigation. Given how important the schedule of classes appears to be to prospective and current students, it is recommended that the three other colleges adopt Merritt's approach.



MERRITT COLLEGE

APPLY

CLASS SCHEDULE

ENROLL NOW

LOGIN ▼



Moreover, CRM communications, text messages, social media posts, digital ads, and search engine optimization (SEO) are a few of the methods of ensuring an increased number of students gain access to this important information. Embedded links to the schedule of classes in these marketing and communication channels would help drive student traffic.

With respect to **CRM communications**, primarily emails, PCCD and its colleges have not invested sufficiently in this area. The SEM project should focus on strategies and the infrastructure needed to fully leverage this method of reaching future students. This should include effectively integrating communications with marketing initiatives.

The **website, the schedule of courses, and email communications** were identified by survey respondents as important information sources and/or preferred communication methods. While these should be the highest priority for institutional investments in marketing and communication, they are not sufficient to reach the masses or compel those the colleges do reach to enroll. We strongly recommend a multichannel approach that also includes some print, social media, strategically placed digital ads, in-person contacts (which PCCD



colleges do extremely well), and the cultivation of influencers (e.g., high school teachers and guidance counselors, student friends, and parents).

On the other hand, the survey results suggest (and we agree) that minimal, if any, investments should be made in traditional media (television, radio, magazines, newspapers) for the purpose of influencing students. They tend to subscribe to streaming services rather than watch cable television with ads, listen to music on their personal playlist or through a subscription service without ads, and read very little news, particularly in traditional print newspapers.

- **Program Marketing**

Currently, the colleges engage in minimal program marketing other than through their websites. Much more is needed. With that said, program marketing is a monumental task.

The findings presented in this study have implications for targeting program marketing. With limited human and financial resources, it is not practical to market all programs at the highest level possible. Therefore, a tiered approach to program marketing is recommended. Consider three tiers of program marketing. Tier 1 would be reserved for new programs and existing programs with a high volume of students, potential enrollment growth as determined by student demand, and enrollment growth capacity (e.g., space, availability of clinicals, teaching capacity). Survey results suggest that current programs to include in Tier 1 are psychology, business, biology, nursing, and computer information systems—assuming that enrollment growth capacity exists in these programs.

Tier 2 refers to programs with modest growth potential—exhibiting less student demand and potentially, less capacity than Tier 1 programs. Tier 3 describes all other programs, particularly those that are undersubscribed due to lack of student demand. Tables 8-1A, B, and C, along with related enrollment trend data, provide a basis for assigning academic programs to the three marketing tiers. As previously posited, these data need to be compared against enrollment growth capacity for each program. Programs with limited or no capacity, by default, fall in Tier 3 unless there is a compelling reason to place them in a higher tier (e.g., significant institutional invests in a program, a signature program that has the potential to attract students to affinity programs with capacity).

Suggested marketing applications for each tier are presented below:

- **Tier 1 Programs:** compelling web pages (including program videos) along with a focus on search engine optimization (SEO); the distribution of course schedules as the study suggests (preferably electronically); print program brochures; multiple CRM communication streams (e.g., program selling points, faculty highlights, a message from the program chair, success stories of current students and graduates, career pathways, employment outcomes); and possibly, industry-based digital ads and social media posts.
- **Tier 2 Programs:** compelling web pages; the distribution of course schedules (preferably electronically), e-program brochures, and one or two CRM communications.
- **Tier 3 Programs:** compelling web pages; the distribution of course schedules (preferably electronically).



- **Student Retention**

Though the survey was not intended to guide retention efforts at the colleges, *Table 9-5* does reveal perceived and, in some cases, real challenges that students face in their pursuit of postsecondary education. Beyond the financial costs of education previously cited, other top challenges for enrolled students the colleges can potentially address include: personal finance issues, difficulty with coursework/maintaining GPA, lack of interest/motivation in education, and opportunities for real-world experiences.

Several strategies and support programs already exist at the colleges to impact most of these challenges. However, gaps exist around financial literacy education and a student-friendly billing processes. These are definitely areas that need to be addressed. It also may be worthwhile to revisit existing supports to ensure that all of these common challenges are sufficiently covered.

## 4. Respondent Demographics

For all respondents (Overall sample) who completed the survey (Table 4-1):

- Three out of five (60%) were 25 years old or younger, while 38% were 26 years or older
- The majority were female (63%)
- Latinx/Hispanic respondents comprised 22% of the sample, followed by White/Caucasian (19%); 12% were Black/African American, and 12% were East Asian.

Of those currently enrolled at a PCCD college (Enrolled respondents) who completed the survey (Table 4-1):

- Just over half (55%) were 25 years old or younger, while 43% were 26 years or older
- The majority were female (66%)
- Latinx/Hispanic respondents composed 25% of the sample, followed by White/Caucasian (17%), and 14% were Black/African American.

Of those not currently enrolled at a PCCD college (Non-Enrolled respondents) who completed the survey (Table 4-1):

- Approximately two-thirds (67%) were 25 years old or younger, while 31% were 26 years or older
- The majority were female (58%)
- White/Caucasian composed 22% of the sample, followed by Latinx/Hispanic (18%), and 12% were East Asian.

**Table 4-1**  
**Demographics of Respondents**

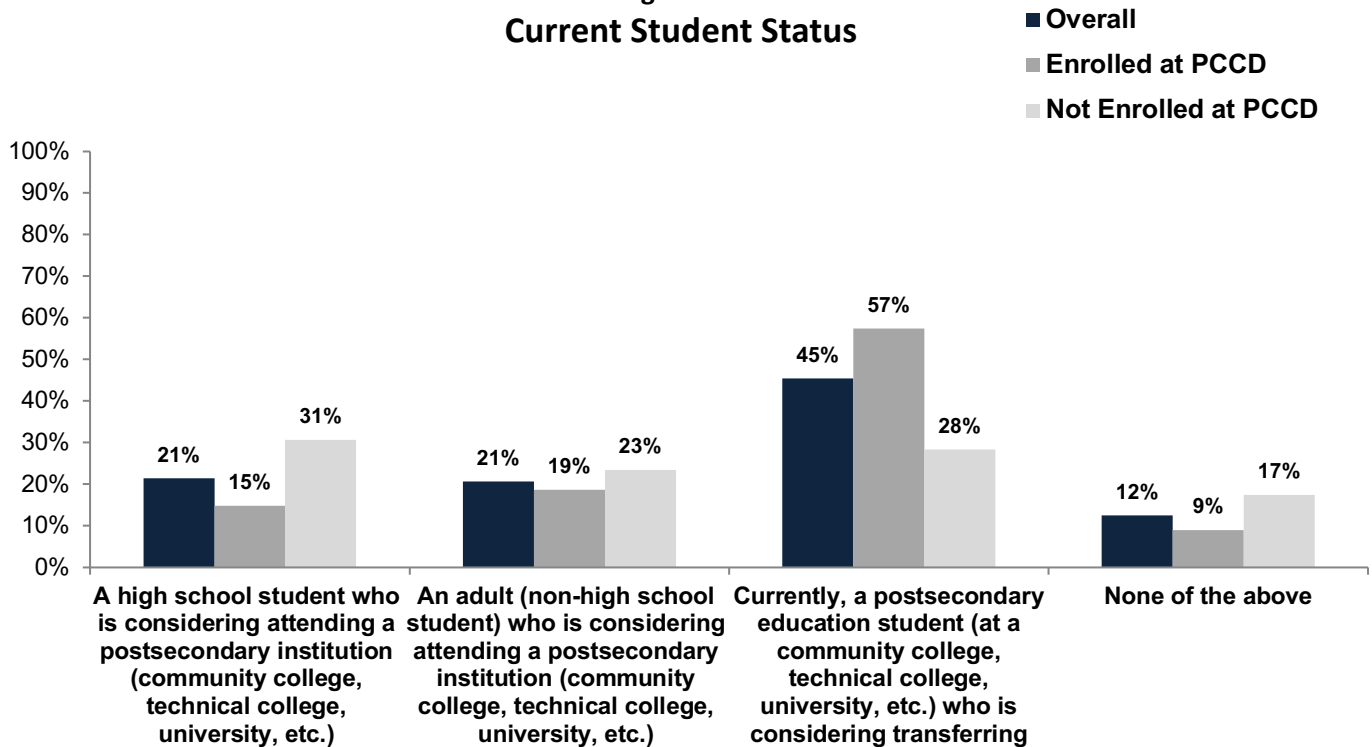
Demographic Category	Overall (N = 401)*	PCCD Enrolled (n = 235)*	Non-Enrolled (n = 166)*
<b>Gender</b>			
Male	31%	29%	33%
Female	63%	66%	58%
Another gender identity	2%	2%	2%
Prefer not to say	5%	3%	7%
<b>Age</b>			
18 years old or younger	21%	15%	29%
19-20 years old	18%	17%	19%
21-25 years old	22%	24%	19%
26-30 years old	14%	17%	9%
30 years old or older	25%	26%	22%
Prefer not to say	1%	1%	2%
<b>Race/Ethnicity</b>			
Black	12%	14%	11%
Latinx/Hispanic	22%	25%	18%
White/Caucasian	19%	17%	22%
Native American/Indigenous	1%	0%	2%
East Asian	12%	11%	12%
South Asian	5%	4%	5%
Southeast Asian	7%	7%	7%
Pacific Islander	0%	1%	0%
Mixed race	7%	7%	8%
Another race	3%	3%	4%
Prefer not to say	12%	12%	11%

\*n-values provided are for the full sample or sub-sample; however, n's for individual questions varied depending on the total number of respondents who answered the question.

## 5. Student Status

When reporting their current student status, 21% of the respondents overall were attending high school or homeschool, while 45% were postsecondary students (attending a college or university). Just over half of the Enrolled (at PCCD) respondents were postsecondary education students (57%), while just over half (54%) of the Non-Enrolled (at PCCD) respondents were either high school students or adults who were considering attending a postsecondary education institution (Figure 5-1).

**Figure 5-1  
Current Student Status**

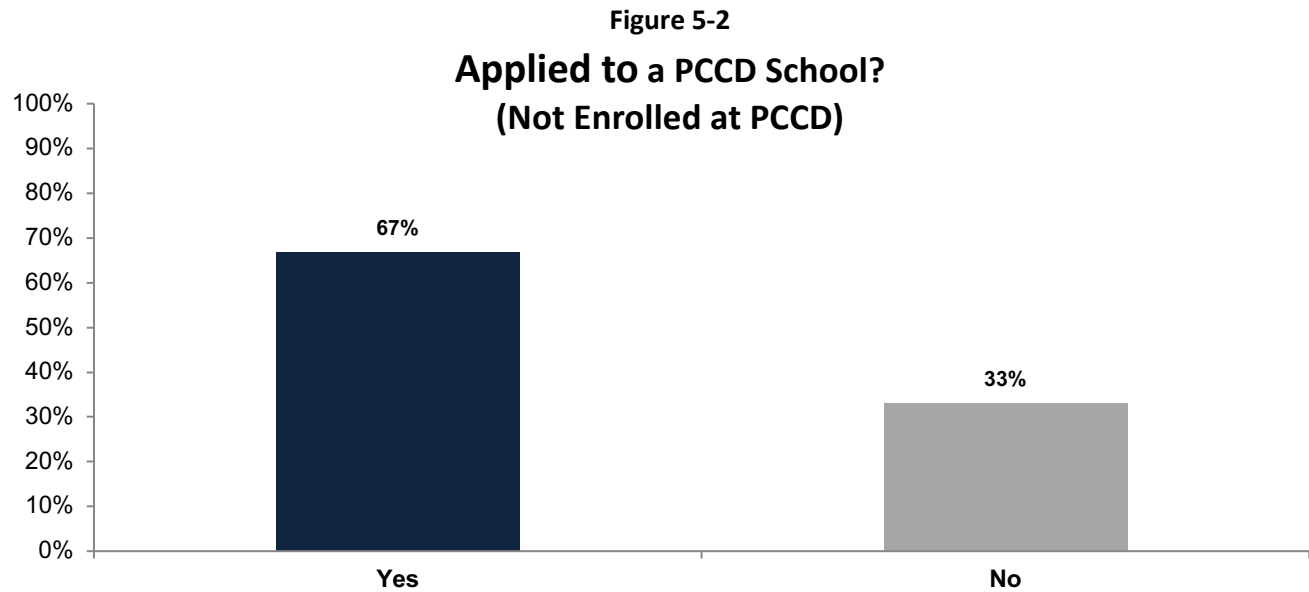


N Overall = 401; n Enrolled = 235 n Non-Enrolled = 166

Q1. Are you currently...



Of those who were Non-Enrolled, approximately two-thirds (67%) reported that they had applied to one of Peralta District's colleges (Figure 5-2).

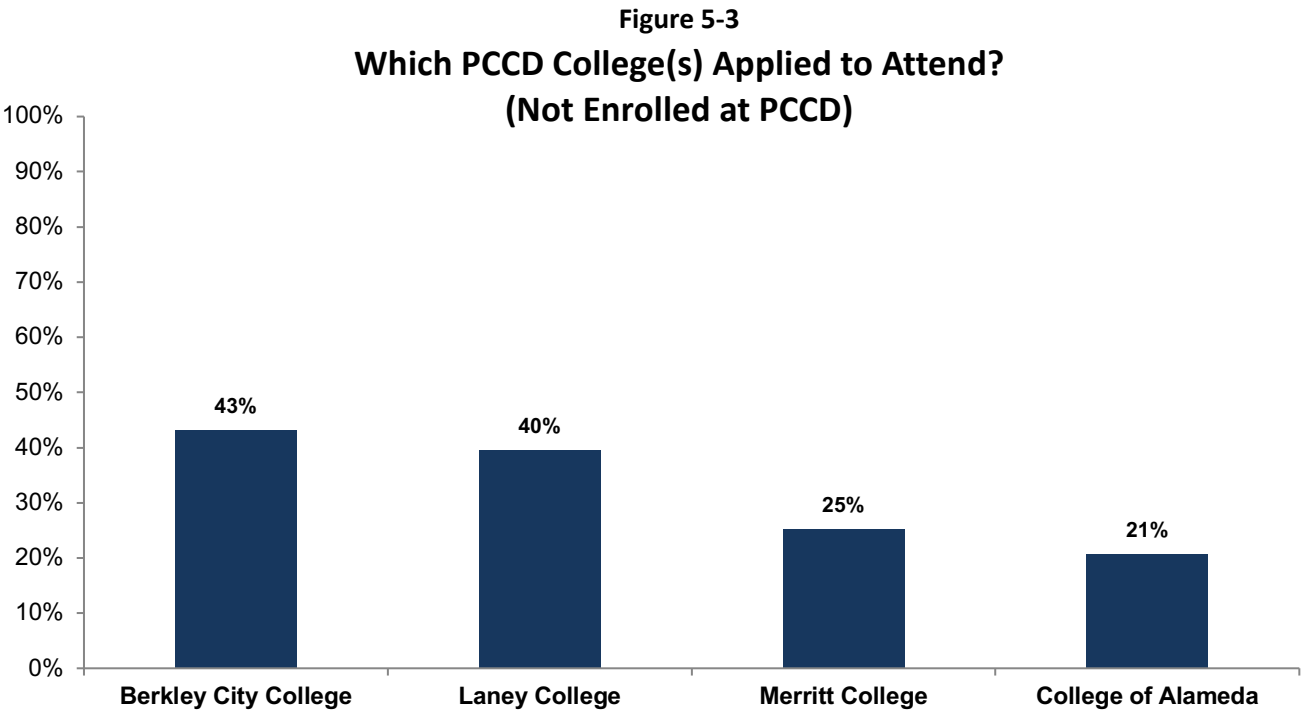


n *Non-Enrolled* = 166

Q2. Have you applied to one Peralta District's colleges (Laney College, Berkley City College, Merritt College, or the College of Alameda)?



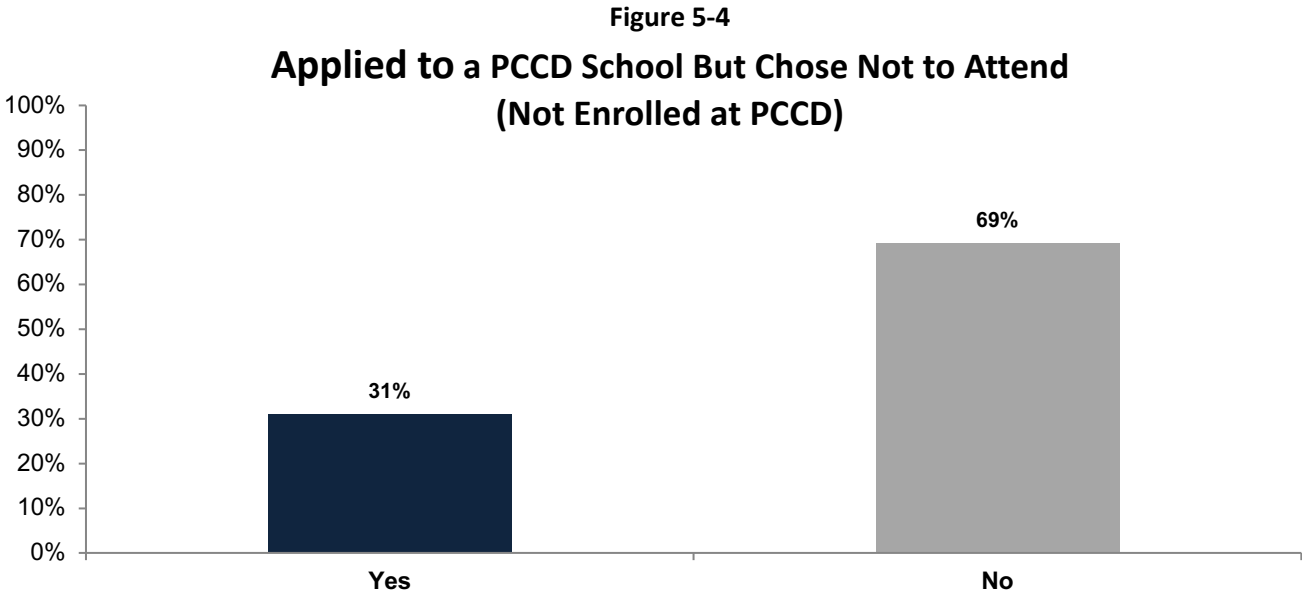
Of those Non-Enrolled respondents who indicated they had applied to one of the PCCD colleges, 43% applied to Berkley City College, 40% applied to Laney College, while 25% and 21% applied to Merritt College and College of Alameda respectively (Figure 5-3).



n Non-Enrolled = 111  
Q3. Which PCCD college have you applied to attend?  
Note: Percentages are based on the total number of respondents who answered 'Yes' to Q2. Respondents could select more than one PCCD college; therefore, the combined percent of responses totals to more than 100%.



Almost one-third (31%) of Non-Enrolled respondents indicated that they had applied to a PCCD college but decided not to attend.



N *Non-Enrolled* = 166  
Q4. Have you ever applied to a PCCD college (Laney College, Berkley City College, Merritt College, or the College of Alameda) but then decided NOT to attend?

Only a small number of respondents (n = 15) provided a reason for deciding not to attend a PCCD college and these reasons varied between respondents, including financial concerns, travel and distance, and change of personal plans.

## 6. Postsecondary School Choices and Sources of Information

Respondents were asked to name their top three school choices that they would like to attend. When it came to their first-choice school, the University of California (Berkeley) was the top choice by the Overall sample (15%) and both the Enrolled (17%) and Non-Enrolled (14%) respondents. Likewise, Berkeley City College was the next first-choice school by the Overall sample (15%) and both the Enrolled (16%) and Non-Enrolled (13%) respondents. Merritt College held the third position for first-choice school by the Overall sample (12%) and both the Enrolled (15%) and Non-Enrolled (8%) respondents (Table 6-1A).

When combining all three choices made by each respondent to determine the most popular school choices overall, Berkeley City College was the top choice by the Overall sample (12%) and both the Enrolled (13%) and Non-Enrolled (10%) respondents. The University of California (Berkeley) was the second most popular choice for the Overall sample (10%) and Non-Enrolled (9%) respondents, while Laney College held the second position for the Enrolled respondents. Laney College was the third most popular choice for the Overall sample (9%) and Non-Enrolled (5%) respondents, while the University of California (Berkeley) (11%) and College of Alameda (11%) were third for the Enrolled respondents (Table 6-1B).

**Table 6-1A**  
**Top First Choice of Colleges and Universities**

College or University*	Overall	Enrolled at PCCD	Not Enrolled at PCCD
University of California, Berkeley	15%	17%	14%
Berkeley City College	15%	16%	13%
Merritt College	12%	15%	8%
Laney College	10%	14%	5%
College of Alameda	7%	9%	3%
University of California, Los Angeles	4%	3%	5%
City College of San Francisco	3%	2%	5%
University of California, Davis	3%	3%	3%
University of San Francisco	3%	4%	2%
California State University, Los Angeles	3%	0%	6%
San Francisco State University	2%	2%	1%
University of California, Santa Cruz	2%	1%	3%
California State University Long Beach	2%	1%	3%
Chabot College	2%	1%	2%
Diablo Valley College	1%	0%	3%
Ohlone College	1%	0%	3%
San Diego State University	1%	0%	3%
California State University, East Bay	1%	2%	0%
University of California, Irvine	1%	0%	2%
University of California, Santa Barbara	1%	0%	2%
Other	9%	7%	13%

N<sub>Overall</sub> = 352; n<sub>Enrolled</sub> = 204; n<sub>Non-Enrolled</sub> = 148

\* Top 20 first school choices are listed while the remaining choices are combined in the 'Other' category'. Respondents who provided Other responses such as "N/A", "None", etc. were excluded from calculations. Respondents who entered multiple schools in the Other response had the first school they listed taken as their response.

Q6a. Please select the first-choice school you considered when you were applying to or that you would consider attending in the future.



**Table 6-1B**  
**Top Overall (First, Second, Third) Choice of Colleges and Universities\***

College or University*	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Berkeley City College	12%	13%	10%
University of California, Berkeley	10%	11%	9%
Laney College	9%	12%	5%
College of Alameda	8%	11%	4%
Merritt College	7%	9%	5%
University of California, Los Angeles	6%	4%	9%
University of San Francisco	5%	7%	4%
University of California, Davis	5%	5%	5%
City College of San Francisco	4%	3%	4%
Chabot College	3%	2%	5%
University of California, Irvine	3%	2%	3%
University of California, San Diego	3%	3%	3%
University of California, Santa Cruz	3%	2%	3%
California State University, Los Angeles	2%	1%	4%
California State University Long Beach	2%	2%	2%
Contra Costa College	2%	1%	3%
Diablo Valley College	1%	1%	3%
San Diego State University	1%	1%	2%
California State University, East Bay	1%	2%	0%
University of California, Santa Barbara	1%	1%	2%
Other	12%	9%	15%

N<sub>Overall</sub> = 937; n<sub>Enrolled</sub> = 534; n<sub>Non-Enrolled</sub> = 403

\* Based on combined responses from Q6a, Q6b, and Q6c. Top 20 overall school choices are listed while the remaining choices are combined in the 'Other' category'. Respondents who provided Other responses such as "N/A", "None", etc. were excluded from calculations. Respondents who entered multiple schools in the Other response had the first school they listed taken as their response.

Q6a. Please select the first-choice school you considered when you were applying to or that you would consider attending in the future.

Q6b. Please select your second-choice school you considered when you were applying or that you would like to attend.

Q6c. Please select your third-choice school you considered when you were applying or that you would like to attend.



Respondents were asked to rate the importance of various factors in terms of influence on their top choice school. The top three factors of importance were similar between the Enrolled and Non-Enrolled samples. Overall (Table 6-2A), the top three 'very important' factors that were reported to influence first choice of school were:

- i. Availability of the program I'm interested in pursuing (75%)
- ii. Quality of instructors/faculty (74%)
- iii. Graduates get good jobs (70%)

For the Enrolled sample (Table 6-2B), the top three 'very important' factors were:

- i. Quality of instructors/faculty (78%)
- ii. Availability of the program I'm interested in pursuing (76%)
- iii. Graduates get good jobs (74%)
- iii. Availability of financial aid (74%)

For the Non-Enrolled sample (Table 6-2C), the top three 'very important' factors were:

- i. Availability of the program I'm interested in pursuing (73%)
- ii. Quality of instructors/faculty (69%)
- iii. Graduates get good jobs (64%)

Within the Overall, Enrolled, and Non-Enrolled samples, the diversity of faculty and staff, availability of public transportation to/from campus, diversity of students, class sizes, and campus size all featured consistently as some of the factors that rated as 'not at all important' in terms of influence on top choice school amongst respondents.

**Table 6-2A**

**Reason for Choosing First Choice of Colleges and Universities: Overall**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Availability of the program I'm interested in pursuing	75%	19%	2%	1%	3%
Quality of instructors/faculty	74%	20%	2%	0%	3%
Graduates get good jobs	70%	18%	6%	3%	2%
Cost of attendance	67%	22%	5%	3%	3%
Preparation for a chosen career	67%	22%	5%	3%	3%
Safety and security on campus	67%	21%	7%	2%	3%
Availability of financial aid	67%	18%	9%	4%	3%
A welcoming environment	65%	25%	4%	2%	2%
Preparation for further university/college education	64%	22%	6%	4%	4%
Course taking options (fully online, hybrid, in-person)	63%	23%	9%	3%	2%
Safety and security of surrounding area	60%	27%	8%	3%	2%
Flexible schedules and course-taking options (online, evening, weekends)	59%	27%	10%	1%	3%
Scholarship opportunities	59%	21%	11%	4%	3%
Academic reputation of your specific program of interest	58%	32%	5%	2%	3%
Academic support programs	58%	27%	8%	4%	3%
Location (proximity to home or place of work)	56%	28%	9%	4%	3%
Emphasis on inclusion and student equity	56%	28%	7%	5%	3%
Instructor/student interaction	54%	32%	8%	3%	3%
Academic reputation of the institution	52%	38%	6%	1%	3%
Admissions process	49%	34%	11%	2%	4%
Diversity of faculty and staff	48%	30%	9%	8%	5%
Availability of public transportation to/from campus	47%	26%	15%	9%	3%
Diversity of students	46%	29%	13%	8%	4%

**Table 6-2A****Reason for Choosing First Choice of Colleges and Universities: Overall**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Student activities and opportunities for involvement	39%	34%	16%	6%	4%
Campus appearance/setting	36%	37%	19%	5%	2%
Class sizes	31%	33%	25%	8%	3%
Campus size	27%	31%	28%	10%	3%

N<sub>Overall</sub> = 401

Q7. Please rate the importance of the following factors in terms of their influence on your decision to make < FIRST -CHOICE SCHOOL> your preferred school choice.

**Table 6-2B**

**Reason for Choosing First Choice of Colleges and Universities:  
Enrolled PCCD Students**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Quality of instructors/faculty	78%	17%	2%	0%	3%
Availability of the program I'm interested in pursuing	76%	18%	2%	0%	4%
Graduates get good jobs	74%	17%	4%	3%	2%
Availability of financial aid	74%	16%	5%	2%	3%
A welcoming environment	73%	22%	3%	1%	2%
Preparation for a chosen career	72%	21%	2%	2%	3%
Safety and security on campus	72%	19%	6%	1%	2%
Cost of attendance	72%	18%	5%	2%	3%
Preparation for further university/college education	72%	17%	5%	3%	3%
Course taking options (fully online, hybrid, in-person)	71%	20%	6%	1%	3%
Safety and security of surrounding area	65%	26%	7%	0%	2%
Scholarship opportunities	65%	20%	9%	2%	3%
Location (proximity to home or place of work)	63%	27%	7%	1%	2%
Flexible schedules and course-taking options (online, evening, weekends)	63%	26%	8%	0%	3%
Academic support programs	63%	25%	8%	3%	2%
Academic reputation of your specific program of interest	62%	30%	4%	1%	4%
Emphasis on inclusion and student equity	60%	28%	6%	3%	3%
Instructor/student interaction	59%	30%	8%	1%	2%
Academic reputation of the institution	53%	38%	5%	1%	3%
Diversity of faculty and staff	53%	30%	6%	6%	4%
Diversity of students	53%	27%	9%	7%	3%
Admissions process	52%	31%	10%	1%	5%

**Table 6-2B**

**Reason for Choosing First Choice of Colleges and Universities:  
Enrolled PCCD Students**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Availability of public transportation to/from campus	50%	25%	16%	6%	3%
Student activities and opportunities for involvement	43%	33%	16%	6%	3%
Campus appearance/setting	40%	38%	16%	3%	3%
Class sizes	35%	33%	22%	7%	3%
Campus size	31%	30%	29%	7%	3%

*n* *Enrolled* = 235

*Q7. Please rate the importance of the following factors in terms of their influence on your decision to make < FIRST -CHOICE SCHOOL> your preferred school choice.*

**Table 6-2C**

**Reason for Choosing First Choice of Colleges and Universities:  
Respondents Not Enrolled at PCCD**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Availability of the program I'm interested in pursuing	73%	21%	2%	1%	3%
Quality of instructors/faculty	69%	25%	2%	1%	2%
Graduates get good jobs	64%	20%	8%	5%	3%
Safety and security on campus	60%	23%	9%	4%	4%
Cost of attendance	59%	28%	6%	4%	3%
Preparation for a chosen career	58%	23%	8%	5%	4%
Availability of financial aid	57%	21%	14%	6%	2%
Academic reputation of your specific program of interest	54%	35%	7%	3%	2%
A welcoming environment	54%	31%	7%	5%	4%
Preparation for further university/college education	53%	28%	7%	6%	5%
Flexible schedules and course-taking options (online, evening, weekends)	52%	29%	12%	2%	4%
Safety and security of surrounding area	52%	29%	10%	6%	3%
Academic support programs	51%	30%	9%	5%	4%
Course taking options (fully online, hybrid, in-person)	51%	27%	14%	5%	2%
Scholarship opportunities	51%	23%	14%	8%	4%
Academic reputation of the institution	49%	39%	9%	1%	2%
Emphasis on inclusion and student equity	49%	28%	10%	9%	4%
Instructor/student interaction	47%	34%	10%	5%	4%
Location (proximity to home or place of work)	47%	30%	12%	7%	4%
Admissions process	44%	37%	13%	4%	3%
Availability of public transportation to/from campus	42%	27%	14%	13%	4%
Diversity of faculty and staff	40%	31%	14%	10%	6%

**Table 6-2C**

**Reason for Choosing First Choice of Colleges and Universities:  
Respondents Not Enrolled at PCCD**

<b>University or College</b>	<b>% Very important</b>	<b>% Somewhat important</b>	<b>% Not very Important</b>	<b>% Not at all Important</b>	<b>% Not Sure</b>
Diversity of students	36%	31%	19%	8%	6%
Student activities and opportunities for involvement	35%	36%	17%	7%	5%
Campus appearance/setting	30%	36%	23%	8%	2%
Class sizes	26%	34%	28%	8%	4%
Campus size	22%	33%	28%	13%	4%

n Non-Enrolled = 166

Q7. Please rate the importance of the following factors in terms of their influence on your decision to make < FIRST-CHOICE SCHOOL> your preferred school choice.

An integral part of the decision process for a student's first-choice school is the information available and its communication to them. Therefore, the survey addressed the sources of information that are most helpful when choosing a postsecondary education institution, the most important topics of information, and the preferred communication mediums.

**Overall Sample Helpful Sources of Information**

With respect to gathering information to decide on a postsecondary education institution, the top sources of information that the Overall sample of respondents chose as most helpful were (Table 6-3A):

- 1) School schedule of courses (74%)
- 2) Official school website (58%)
- 3) Email(s) from the school (49%)

On the other hand, the sources of information least often chosen as helpful were newspaper or magazine advertisements (6%), television advertisements (4%), school radio stations (4%), the school television stations (3%), and radio advertisements (3%).

**Enrolled Sample Helpful Sources of Information**

The top helpful sources of information when choosing a postsecondary education institution for the Enrolled respondents were (Table 6-3):

- 1) School schedule of courses (78%)
- 2) Official school website (63%)
- 3) Email(s) from the school (55%)



For Enrolled respondents, the sources of information least often chosen as helpful were television advertisements (4%), the school radio station (3%), the school television station (3%), and radio advertisements (1%).

### ***Non-Enrolled Sample Helpful Sources of Information***

The top helpful sources of information when choosing a postsecondary education institution for the Non-Enrolled respondents were (Table 6-3):

- 1) School schedule of courses (67%)
- 2) Official school website (51%)
- 3) Email(s) from the school (41%)

The sources of information least often chosen as helpful were television advertisements (5%), the school radio station (5%), radio advertisements (5%), and the school television station (3%).

On a broader level, the school schedule of courses was the most frequently preferred information source amongst all of the sample respondents, while the school website and emails from the school were the next most preferred methods for the sample respondents. Together this points towards a preference for online and written information sources for basing the respondent's decision on a first-choice school.

<b>Table 6-3</b> <b>Sources of Information that are Most Helpful When Choosing a Postsecondary Education Institution*</b>			
<b>Source</b>	<b>Overall</b>	<b>Enrolled at PCCD</b>	<b>Not Enrolled at PCCD</b>
School schedule of courses	74%	78%	67%
Official school website	58%	63%	51%
Email(s) from the school	49%	55%	41%
School online information session(s)	45%	49%	40%
Friend	34%	33%	35%
High school teacher/guidance counselor's opinions	32%	32%	33%
Text message(s) from the school	29%	30%	28%
Social media (for example, Facebook, YouTube, Instagram, Twitter, Snapchat)	29%	26%	33%
Family member	28%	28%	28%
Guided campus tour (in-person or online)	28%	28%	28%
Campus open house (in-person or online)	25%	27%	23%

**Table 6-3**

**Sources of Information that are Most Helpful When Choosing a Postsecondary Education Institution\***

Source	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Informal campus tour (in-person or online)	25%	25%	25%
School print brochures	20%	18%	23%
Other websites (for example, Wikipedia, online information sites about schools)	20%	17%	25%
Contact from a current student from the institution	19%	20%	17%
Work colleague	19%	19%	19%
Contact from a faculty member from the institution	18%	19%	17%
High school fair (in-person or online)	18%	17%	18%
Phone call(s) from the school	15%	18%	11%
Online advertisement	13%	11%	16%
Contact from a school non-faculty representative	11%	11%	11%
Newspaper or magazine advertisement	6%	5%	9%
Television advertisement	4%	4%	5%
School radio station	4%	3%	5%
School television station	3%	3%	3%
Radio advertisement	3%	1%	5%
Other	1%	2%	0%
Not sure	4%	4%	3%
None/Nothing	0%	0%	1%

\* Percentages based on number of respondents.

N *Overall* = 401; n *Enrolled* = 235; n *Non-Enrolled* = 166

Q8. *What sources of information are most helpful when choosing a postsecondary education institution?*



In addition to answering questions about sources of information that are most helpful when choosing a postsecondary institution, respondents were asked which topics of information about the institution or program of study they would find most important to know.

### ***Overall Sample Importance of Sources of Information Used***

The topics of information most often chosen as important by the Overall sample of respondents were (Table 6-5):

- 1) Programs or courses available (80%)
- 2) The schedule of courses offered (67%)
- 3) Delivery mode of courses (56%)

Topics of information least often chosen as important were how to navigate the school's student portal (35%), student activities and opportunities for involvement (33%), and additional benefits of completing a program or credential (28%).

### ***Enrolled Sample Importance of Sources of Information Used***

The topics of information most often chosen as important by the Enrolled sample respondents were (Table 6-5):

- 1) Programs or courses available (86%)
- 2) The schedule of courses offered (72%)
- 3) Delivery mode of courses (62%)

Topics of information least often chosen as important were how to navigate the school's student portal (37%), student activities and opportunities for involvement (37%), how to become an enrolled student (36%), and additional benefits of completing a program or credential (30%).

### ***Non-Enrolled Sample Importance of Sources of Information Used***

The topics of information most often chosen as important by the Non-Enrolled sample respondents were (Table 6-5):

- 1) Programs or courses available (72%)
- 2) The schedule of courses offered (59%)
- 3) Delivery mode of courses (48%)

Topics of information least often chosen as important were how to navigate the school's student portal (32%), student activities and opportunities for involvement (28%), and additional benefits of completing a program or credential (26%).

**Table 6-4**  
**Most Important Information Topics About Program or Institution**

Source	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Programs or courses available	80%	86%	72%
The schedule of courses offered (for example, weekday, weekend, and evening times)	67%	72%	59%
Delivery mode of courses (for example, online, in-class, combination of in-class and online)	56%	62%	48%
School costs	55%	60%	48%
Financial aid availability (scholarships, loans, grants)	52%	60%	40%
School/campus location	49%	51%	45%
Career opportunities after graduation	46%	53%	37%
Opportunities for internships/co-op/field placement/hands-on training	44%	48%	38%
How to apply for financial aid	42%	49%	33%
How to obtain assistance in choosing a program or course	41%	46%	35%
How to apply for admission	40%	40%	40%
How to become an enrolled student	36%	36%	37%
How to navigate the school's student portal (where students select classes, register, view financial awards, etc.)	35%	37%	32%
Student activities and opportunities for involvement	33%	37%	28%
Additional benefits of completing a program or credential	28%	30%	26%
Other	0%	0%	1%
Not sure	3%	3%	2%

\* Percentages based on number of respondents.

N *Overall* = 401; n *Enrolled* = 235; n *Non-Enrolled* = 166

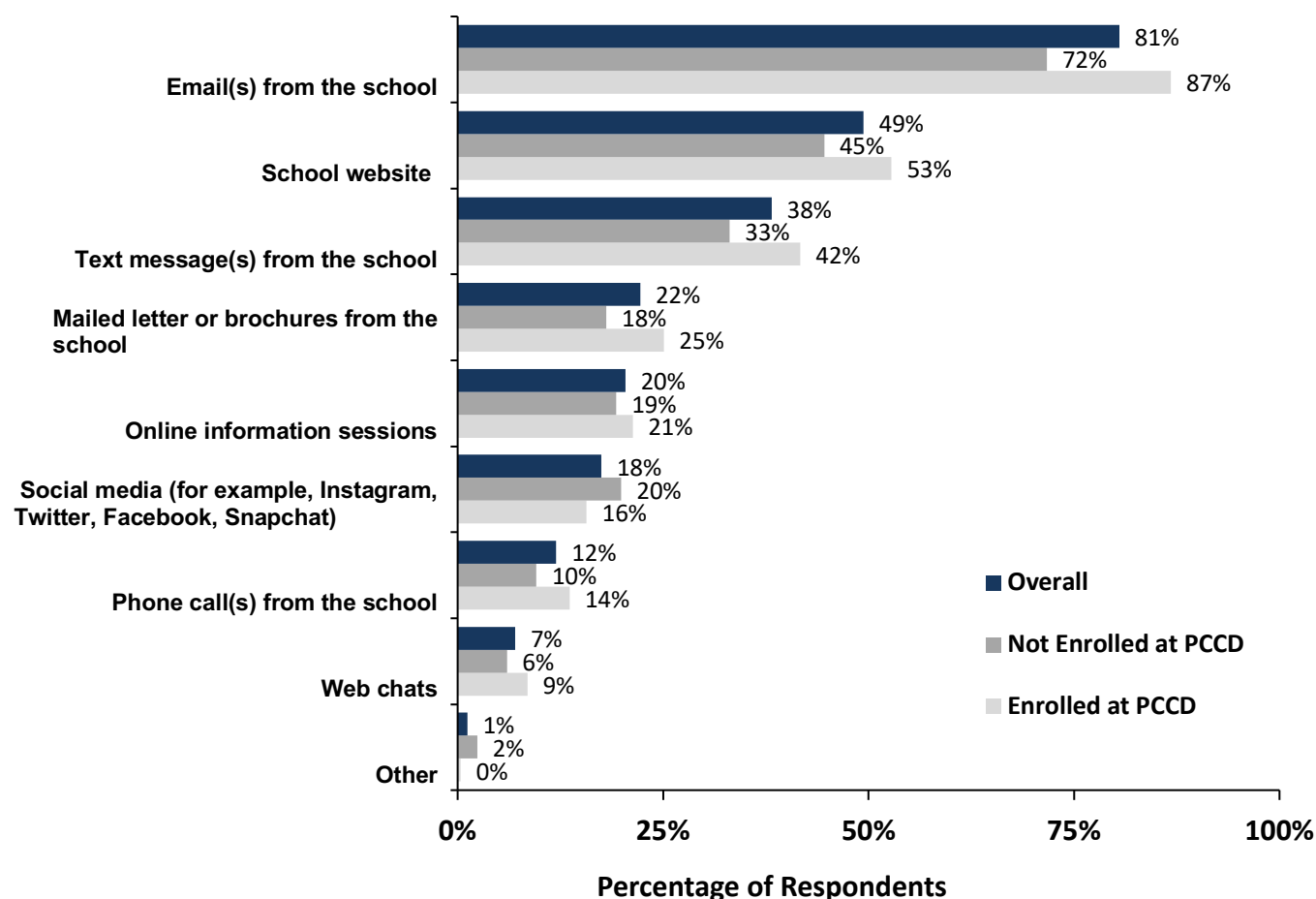
Q10. When choosing which postsecondary institution to attend, what topics of information about the institution or program of study would you find most important to know?

In terms of the top preferred method of communication from the school the respondent is considering attending, most respondents (Enrolled or Non-Enrolled at PCCD) preferred communication by email (72% to 87%).

Following email communications, about half (49%) of the Overall sample, Enrolled sample (53%), and the Non-Enrolled sample (45%) preferred the college or university website. Text messages from the school was the third preferred choice overall (38%) and among both sample groups (33% to 42%).

For all three sample groups, the least preferred method of communication was web chats (6% to 9%) (Figure 6-1).

**Figure 6-1.**  
**Preferred Method of Communication**



N Overall = 401; n Enrolled = 235; n Non-Enrolled = 166

Q9. What is your preferred method for receiving relevant communication updates and information from a school you would consider attending?

## 7. College Awareness

Contra Costa College held the top position amongst the schools when it came to respondent familiarity with a school. Over two-thirds (70%) of the Overall sample, 76% of the Enrolled sample, and 63% of the Non-Enrolled sample were familiar ('Very Familiar' or 'Somewhat Familiar') with Contra Costa College. Additionally, 53% of the Overall sample, 60% of the Enrolled sample, and the 43% of the Non-Enrolled sample reported being 'Very Familiar' with Contra Costa College (Figures 7-1A to 7-1C).

In terms of PCCD colleges alone, Merritt College demonstrated the highest level of familiarity ('Very Familiar' or 'Somewhat Familiar') amongst the four colleges. Approximately half (46%) of the Overall sample, 39% of the Enrolled sample, and 57% of the Non-Enrolled sample were familiar with Merritt College. Furthermore, 26% of the Overall sample, 22% of the Enrolled sample, and the 32% of the Non-Enrolled sample reported being 'Very Familiar' with Merritt College (Figures 7-1A to 7-1C).



**Table 7-1A**  
**Overall Familiarity with Institutions: Overall**

<b>Institution</b>	<b>Familiar (Very + Somewhat)</b>	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not Very Familiar</b>	<b>Not at All Familiar</b>	<b>n<sub>1</sub>*</b>	<b>Not Sure</b>	<b>n<sub>2</sub>**</b>
<i>Berkeley City College</i>	39%	19%	21%	31%	30%	381	5%	401
<i>College of Alameda</i>	42%	23%	20%	31%	27%	379	5%	401
<i>Laney College</i>	32%	16%	16%	29%	39%	383	4%	401
<i>Merritt College</i>	46%	26%	20%	25%	28%	379	5%	401
Contra Costa College	70%	53%	18%	17%	12%	353	12%	401
Chabot College	67%	44%	23%	18%	15%	363	9%	401
City College of San Francisco	60%	43%	17%	23%	17%	366	9%	401
<b>PCCD Average***</b>	<b>40%</b>	<b>21%</b>	<b>19%</b>	<b>29%</b>	<b>31%</b>	<b>381</b>	<b>5%</b>	<b>401</b>

Q15. Please rate your overall familiarity with the following schools.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College



**Table 7-1B**  
**Overall Familiarity with Institutions: Enrolled at PCCD**

<b>Institution</b>	<b>Familiar (Very + Somewhat)</b>	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not Very Familiar</b>	<b>Not at All Familiar</b>	<b>n<sub>1</sub>*</b>	<b>Not Sure</b>	<b>n<sub>2</sub>**</b>
<i>Berkeley City College</i>	32%	17%	15%	27%	41%	223	5%	235
<i>College of Alameda</i>	35%	18%	17%	30%	35%	225	4%	235
<i>Laney College</i>	21%	9%	11%	31%	48%	227	3%	235
<i>Merritt College</i>	39%	22%	17%	26%	36%	222	6%	235
Contra Costa College	76%	60%	16%	14%	10%	203	14%	235
Chabot College	73%	50%	23%	17%	10%	208	11%	235
City College of San Francisco	69%	52%	17%	17%	14%	207	12%	235
<b>PCCD Average***</b>	<b>32%</b>	<b>17%</b>	<b>15%</b>	<b>29%</b>	<b>40%</b>	<b>224</b>	<b>5%</b>	<b>235</b>

Q15. Please rate your overall familiarity with the following schools.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College



**Table 7-1C**  
**Overall Familiarity with Institutions: Not Enrolled at PCCD**

<b>Institution</b>	<b>Familiar (Very + Somewhat)</b>	<b>Very Familiar</b>	<b>Somewhat Familiar</b>	<b>Not Very Familiar</b>	<b>Not at All Familiar</b>	<b>n<sub>1</sub>*</b>	<b>Not Sure</b>	<b>n<sub>2</sub>**</b>
<i>Berkeley City College</i>	49%	21%	28%	36%	15%	158	5%	166
<i>College of Alameda</i>	53%	29%	23%	32%	16%	154	7%	166
<i>Laney College</i>	49%	26%	23%	26%	25%	156	6%	166
<i>Merritt College</i>	57%	32%	25%	24%	18%	157	5%	166
Contra Costa College	63%	43%	20%	21%	16%	150	10%	166
Chabot College	59%	35%	25%	19%	21%	155	7%	166
City College of San Francisco	48%	31%	18%	30%	21%	159	4%	166
<b>PCCD Average***</b>	<b>52%</b>	<b>27%</b>	<b>25%</b>	<b>30%</b>	<b>19%</b>	<b>156</b>	<b>6%</b>	<b>166</b>

Q15. Please rate your overall familiarity with the following schools.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

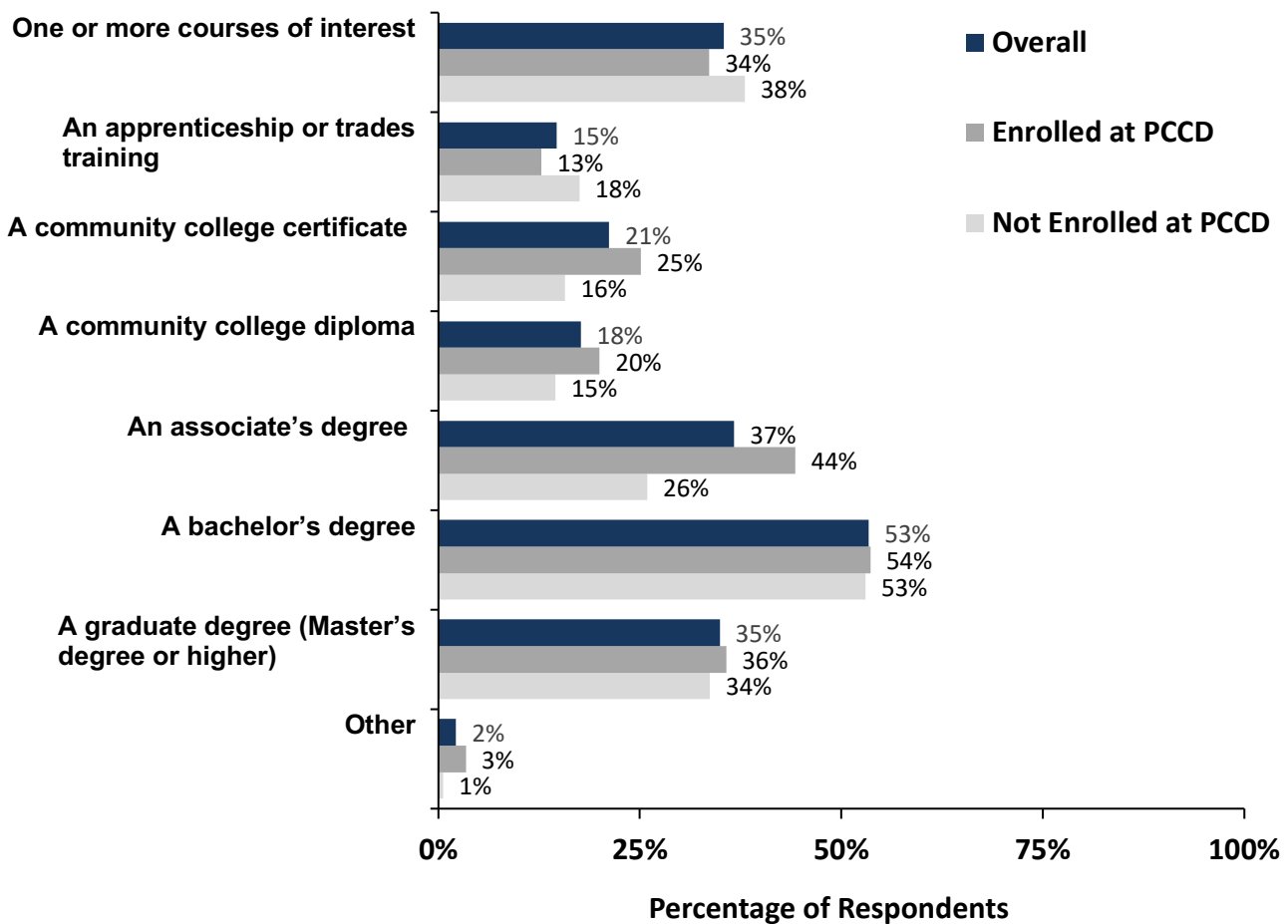
\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College

## 8. Education and Program Interests

When asked what level of postsecondary education or training was of most interest to them, most respondents overall and in both sample groups indicated a bachelor's degree (53% to 54%). Enrolled respondents also expressed high interest in an associate's degree (44%) and a graduate degree (36%). For Non-Enrolled respondents, interests were in one or more courses of interest (38%) and a graduate degree (34%) (Figure 8-1).

**Figure 8-1.**  
**Postsecondary Education Level of Interest**



N *Overall* = 401; n *Enrolled* = 235; n *Non-Enrolled* = 166

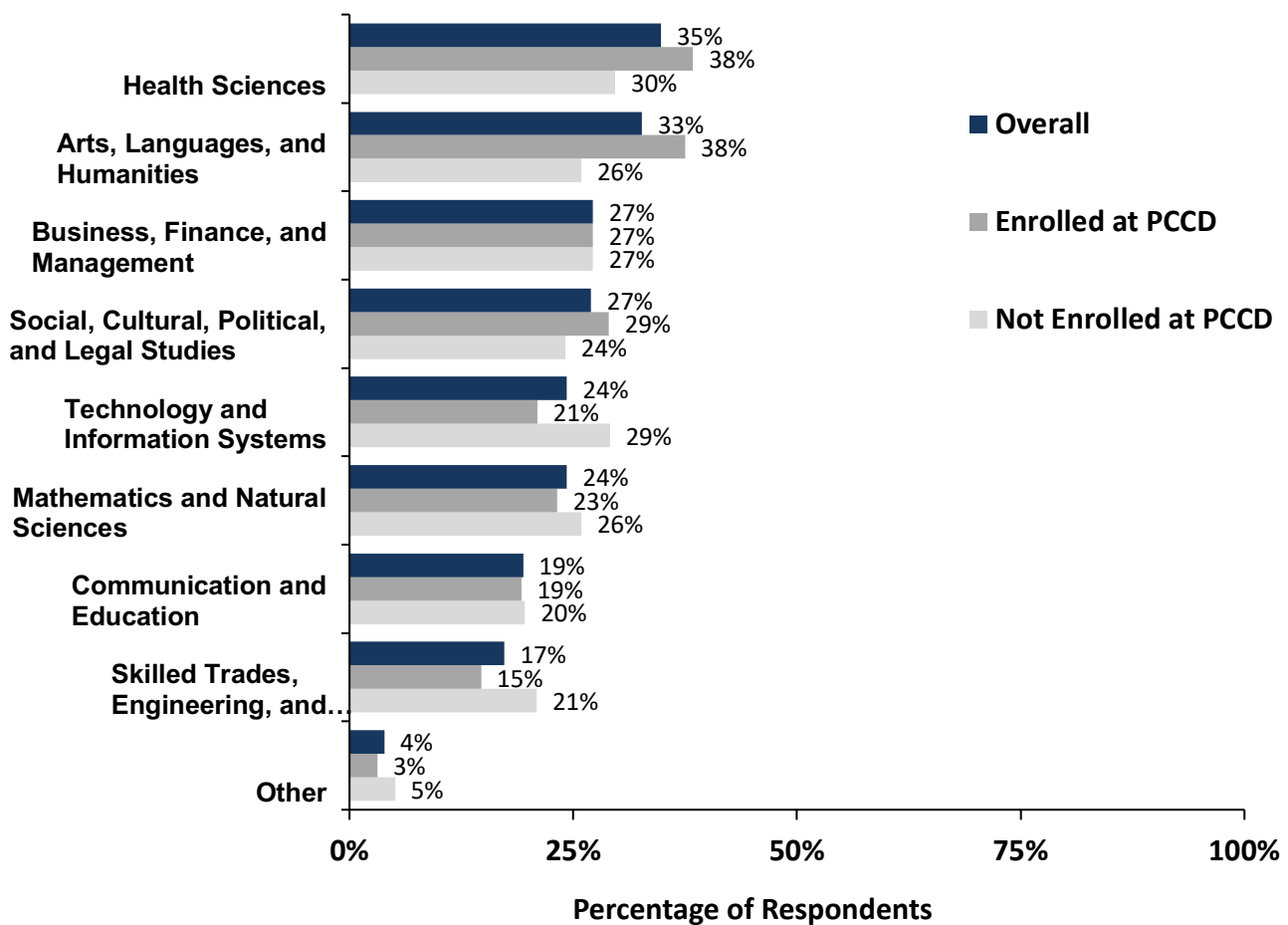
Q11. What level of postsecondary education or training is or was of most interest to you?

Regarding general subject area(s) of interest, the overall respondent sample's top choices were health sciences (35%), arts, languages, and humanities (33%), business, finance, and management (27%), and social, cultural, political, and legal studies (27%).

Enrolled respondents' top choices were health sciences (38%), arts, languages, and humanities (38%), and social, cultural, political, and legal studies (29%).

Non-Enrolled respondents' top choices were health sciences (30%), technology and information systems (29%), and business, finance, and management (27%).

**Figure 8-2.**  
**General Subject Area(s) of Most Interest at a Postsecondary Institution**



N Overall = 382; n Enrolled = 224; n Non-Enrolled = 158

Q12. What general subject area(s) is of most interest to you at a postsecondary institution?



All respondents were provided with a list of postsecondary programs (that corresponded to PCCD course offerings) and were asked to indicate the program they were most interested in taking.

The top five programs of interest chosen by the Overall respondent sample (Table 8-1A) were:

- 1) Psychology (16%)
- 2) Business (16%)
- 3) Biology (16%)
- 4) Nursing (15%)
- 5) Computer Information Systems (13%)

The top five programs of interest chosen by the Enrolled respondent sample (Table 8-1B) were:

- 1) Biology (20%)
- 2) Psychology (17%)
- 3) Nursing (17%)
- 4) Business (13%)
- 5) Art (11%)

The top five programs of interest chosen by the Non-Enrolled respondent sample (Table 8-3C) were:

- 1) Business (20%)
- 2) Computer Information Systems (17%)
- 3) Psychology (15%)
- 4) Nursing (12%)
- 5) Mathematics (11%)

When considering the broader program interests indicated by respondents (including those not listed above), it is noticeable that when combining programs within the general subject area, the health sciences (e.g., nursing and health education), natural sciences (e.g., biology, chemistry, and bioscience), business and finance (banking and finance, and economics) social sciences (e.g., psychology, sociology, social & behavioral sciences, child development, arts (e.g., art and music), and technology/mathematical (e.g., computer information systems, mathematics, and engineering) subject areas account for a large proportion of the program demand by respondents in both respondent samples.

**Table 8-1A**  
**Programs of Interest: Overall**

Program	Respondent %	N
Psychology	16%	65
Business	16%	64
Biology	16%	63
Nursing	15%	59
Computer Information Systems	13%	52
Art	11%	44
Mathematics	9%	38
Health Education	9%	37
Sociology	9%	37
Child Development	9%	35
African-American Studies	8%	34
Engineering	8%	33
Social & Behavioral Sciences	8%	33
Communications Studies	8%	32
Music	8%	32
Bioscience	7%	30
Political Science	7%	30
Culinary Arts	7%	29
Administration of Justice	7%	28
Community Social Services	7%	28
American Sign Language	7%	27
Chemistry	7%	27
English	7%	27
Education	6%	26
Human Services	6%	26
Health Professions and Occupations	6%	25
Banking and Finance	6%	24
Economics	6%	24
Humanities	6%	24
Anthropology	5%	22
Architectural and Engineering Technology	5%	22
Apparel Design and Merchandising	5%	21
Asian and Asian-American Studies	5%	21
Public and Human Services	5%	21

**Table 8-1A**  
**Programs of Interest: Overall**

Program	Respondent %	N
Multimedia Arts	5%	19
Women's Studies	5%	19
Liberal Arts	4%	18
Spanish	4%	18
Astronomy	4%	17
Photography	4%	17
Environmental Studies	4%	16
Mexican and Latin American Studies	4%	16
Real Estate	4%	16
Apprenticeship	4%	15
Cosmetology	4%	15
Electricity Electronics Technology	4%	15
Global Studies	4%	15
Graphic Arts	4%	15
History	4%	15
Medical Assisting	4%	15
Nutrition and Dietetics	4%	15
Theatre Arts	4%	15
English as a Second Language	3%	14
Geography	3%	13
Philosophy	3%	13
Dance	3%	12
Media Communications	3%	12
Paralegal Studies	3%	12
Radiologic Science	3%	12
Environmental Management & Restoration Technology	3%	11
Journalism	3%	11
Automotive Technology	2%	10
Kinesiology	2%	10
Aviation Maintenance Technology	2%	9
Management and Supervision	2%	9
Auto Body and Paint	2%	8
Emergency Medical Technician	2%	8
Environmental Control Technology	2%	8

**Table 8-1A**  
**Programs of Interest: Overall**

Program	Respondent %	N
Welding	2%	8
Dental Assisting	2%	7
Environmental Design and Energy Technology	2%	7
Aviation Operations	1%	6
Carpentry	1%	6
Fire Science	1%	6
Landscape Horticulture	1%	6
Machine Shop	1%	6
Construction Management	1%	5
Geology	1%	5
Labor Studies	1%	5
Legal Community Interpreting	1%	5
Spanish Medical Interpreter	1%	5
Wood Technology	1%	5
Diesel Mechanics	0.5%	2
Other	3%	14

Excluding 'Don't Know/Not sure' and 'Other': N<sub>Overall</sub> = 401

Q13. What specific programs are of most interest to you at a postsecondary institution?

**Table 8-1B**  
**Programs of Interest: Enrolled at PCCD**

Program	Respondent %	n
Biology	20%	46
Psychology	17%	40
Nursing	17%	39
Business	13%	31
Art	11%	27
Child Development	10%	24
Computer Information Systems	10%	24
Health Education	10%	24
Sociology	10%	24
Music	9%	22
Social & Behavioral Sciences	9%	22
Chemistry	9%	21
Communications Studies	9%	20
Mathematics	9%	20
African-American Studies	8%	19
American Sign Language	8%	19
Bioscience	8%	19
Community Social Services	8%	19
English	8%	19
Culinary Arts	7%	17
Education	7%	16
Engineering	7%	16
Health Professions and Occupations	7%	16
Human Services	7%	16
Humanities	7%	16
Administration of Justice	6%	15
Political Science	6%	15
Anthropology	6%	13
Economics	5%	12
Global Studies	5%	12
History	5%	12
Nutrition and Dietetics	5%	12
Asian and Asian-American Studies	5%	11
Spanish	5%	11



**Table 8-1B**  
**Programs of Interest: Enrolled at PCCD**

Program	Respondent %	n
Women's Studies	5%	11
Graphic Arts	4%	10
Multimedia Arts	4%	10
Photography	4%	10
Public and Human Services	4%	10
Architectural and Engineering Technology	4%	9
Banking and Finance	4%	9
English as a Second Language	4%	9
Liberal Arts	4%	9
Medical Assisting	4%	9
Radiologic Science	4%	9
Astronomy	3%	8
Cosmetology	3%	8
Dance	3%	8
Environmental Studies	3%	8
Geography	3%	8
Kinesiology	3%	8
Mexican and Latin American Studies	3%	8
Paralegal Studies	3%	7
Real Estate	3%	7
Theatre Arts	3%	7
Apparel Design and Merchandising	3%	6
Apprenticeship	3%	6
Automotive Technology	3%	6
Environmental Control Technology	3%	6
Environmental Management & Restoration Technology	3%	6
Carpentry	2%	5
Electricity Electronics Technology	2%	5
Emergency Medical Technician	2%	5
Management and Supervision	2%	5
Media Communications	2%	5
Auto Body and Paint	2%	4
Aviation Maintenance Technology	2%	4
Environmental Design and Energy Technology	2%	4

**Table 8-1B**  
**Programs of Interest: Enrolled at PCCD**

Program	Respondent %	n
Fire Science	2%	4
Journalism	2%	4
Machine Shop	2%	4
Construction Management	1%	3
Dental Assisting	1%	3
Philosophy	1%	3
Welding	1%	3
Aviation Operations	1%	2
Geology	1%	2
Landscape Horticulture	1%	2
Legal Community Interpreting	1%	2
Spanish Medical Interpreter	1%	2
Wood Technology	1%	2
Diesel Mechanics	0.4%	1
Labor Studies	0.4%	1
Other	3%	8

Excluding 'Don't Know/Not sure' and 'Other': n<sub>Enrolled</sub> = 235

Q13. What specific programs are of most interest to you at a postsecondary institution?



**Table 8-3C**  
**Programs of Interest: Not Enrolled at PCCD**

Program	Respondent %	n
Business	20%	33
Computer Information Systems	17%	28
Psychology	15%	25
Nursing	12%	20
Mathematics	11%	18
Art	10%	17
Biology	10%	17
Engineering	10%	17
African-American Studies	9%	15
Apparel Design and Merchandising	9%	15
Banking and Finance	9%	15
Political Science	9%	15
Administration of Justice	8%	13
Architectural and Engineering Technology	8%	13
Health Education	8%	13
Sociology	8%	13
Communications Studies	7%	12
Culinary Arts	7%	12
Economics	7%	12
Bioscience	7%	11
Child Development	7%	11
Public and Human Services	7%	11
Social & Behavioral Sciences	7%	11
Asian and Asian-American Studies	6%	10
Education	6%	10
Electricity Electronics Technology	6%	10
Human Services	6%	10
Music	6%	10
Philosophy	6%	10
Anthropology	5%	9
Apprenticeship	5%	9
Astronomy	5%	9
Community Social Services	5%	9
Health Professions and Occupations	5%	9

**Table 8-3C**  
**Programs of Interest: Not Enrolled at PCCD**

Program	Respondent %	n
Liberal Arts	5%	9
Multimedia Arts	5%	9
Real Estate	5%	9
American Sign Language	5%	8
English	5%	8
Environmental Studies	5%	8
Humanities	5%	8
Mexican and Latin American Studies	5%	8
Theatre Arts	5%	8
Women's Studies	5%	8
Cosmetology	4%	7
Journalism	4%	7
Media Communications	4%	7
Photography	4%	7
Spanish	4%	7
Chemistry	4%	6
Medical Assisting	4%	6
Aviation Maintenance Technology	3%	5
English as a Second Language	3%	5
Environmental Management & Restoration Technology	3%	5
Geography	3%	5
Graphic Arts	3%	5
Paralegal Studies	3%	5
Welding	3%	5
Auto Body and Paint	2%	4
Automotive Technology	2%	4
Aviation Operations	2%	4
Dance	2%	4
Dental Assisting	2%	4
Labor Studies	2%	4
Landscape Horticulture	2%	4
Management and Supervision	2%	4
Emergency Medical Technician	2%	3
Environmental Design and Energy Technology	2%	3

**Table 8-3C**  
**Programs of Interest: Not Enrolled at PCCD**

Program	Respondent %	n
Geology	2%	3
Global Studies	2%	3
History	2%	3
Legal Community Interpreting	2%	3
Nutrition and Dietetics	2%	3
Radiologic Science	2%	3
Spanish Medical Interpreter	2%	3
Wood Technology	2%	3
Construction Management	1%	2
Environmental Control Technology	1%	2
Fire Science	1%	2
Kinesiology	1%	2
Machine Shop	1%	2
Carpentry	1%	1
Diesel Mechanics	1%	1
Other	4%	6

Excluding 'Don't Know/Not sure' and 'Other': n *Non-Enrolled* = 166

Q13. What specific programs are of most interest to you at a postsecondary institution?



Respondents were asked to list up to three additional programs of interest that were not offered locally. For the Overall sample, medical technology\technician (15%), science (15%), and social science (15%) programs were the top choices (Table 8-4A). Enrolled respondents identified medical technology\technician (15%), computer science (15%), and social science (15%) programs as their top choices (Table 8-4B). Non-Enrolled respondents listed science (17%), medical technology\technician (16%), and social science (14%) programs were the top choices (Table 8-4C).

Table 8-4A		
Programs of Interest Not Offered Locally: Overall		
Program*	Respondent %	N
Medical technology\technician	15%	22
Science	15%	21
Social Science	15%	21
Computer science	13%	19
Language	13%	18
Trades/artisans	9%	13
Business	7%	10
Visual art	7%	10
Psychology/sociology	6%	9
Performance art and broadcast	6%	9
Other	22%	31

\* Percentages based on number of respondents.

\* Blank responses are excluded.

N *Overall* = 142

Q14. *Are there any courses or programs that you would like to take, but are not offered in your city, town, or local area? Please list up to three.*



**Table 8-4B**

**Programs of Interest Not Offered Locally: Enrolled at PCCD**

Program*	Respondent %	n
Medical technology\technician	15%	12
Computer science	15%	12
Social Science	15%	12
Language	14%	11
Science	13%	10
Trades/artisans	9%	7
Psychology/sociology	5%	4
Business	5%	4
Visual art	5%	4
Performance art and broadcast	3%	2
Other	24%	19

\* Percentages based on number of respondents.

\* Blank responses are excluded.

n *Enrolled* = 78

Q14. *Are there any courses or programs that you would like to take, but are not offered in your city, town, or local area? Please list up to three.*



**Table 8-4C**

**Programs of Interest Not Offered Locally: Not Enrolled at PCCD**

Program*	Respondent %	n
Science	17%	11
Medical technology\technician	16%	10
Social Science	14%	9
Language	11%	7
Computer science	11%	7
Performance art and broadcast	11%	7
Business	9%	6
Visual art	9%	6
Trades/artisans	9%	6
Psychology/sociology	8%	5
Other	19%	12

\* Percentages based on number of respondents.

\* Blank responses are excluded.

n *Non-Enrolled* = 64

Q14. *Are there any courses or programs that you would like to take, but are not offered in your city, town, or local area? Please list up to three.*

## 9. School Perceptions

Within the Overall sample, Berkeley City College held the top position amongst schools when rating the perceived quality of its academic programs of a school as either 'Excellent' or 'Above Average' (73%), followed by the College of Alameda at 66%, and then the City College of San Francisco (66%) (Table 9-1A).

For the Enrolled respondents, PCCD schools of Berkeley City College (78%), Merritt College (76%), and the College of Alameda (70%) ranked in the top three positions for the perceived quality of academic programs, while Laney College (67%) also scored above the competitor schools (Table 9-1B).

The school with the highest score for its perceived quality of its academic programs for the Non-Enrolled sample was the City College of San Francisco (67%), with Berkeley City College (65%) and Merritt College (64%) following closely in the second and third positions, respectively (Table 9-1C).



**Table 9-1A**

**Perceived Quality of Academic Programs by Institution: Overall**

Institution	Excellent + Above Average	Excellent	Above Average	Average	Below Average	Poor	n <sub>1</sub> *	Not Sure	n <sub>2</sub> **
<i>Berkeley City College</i>	73%	36%	38%	24%	2%	1%	273	12%	310
<i>College of Alameda</i>	66%	29%	37%	27%	5%	2%	241	18%	293
<i>Laney College</i>	63%	29%	33%	30%	6%	1%	287	11%	321
<i>Merritt College</i>	72%	33%	38%	22%	4%	2%	229	18%	280
Contra Costa College	53%	21%	32%	39%	6%	2%	109	35%	167
Chabot College	57%	21%	36%	35%	6%	2%	142	30%	204
City College of San Francisco	66%	25%	41%	28%	4%	1%	158	24%	209
<b>PCCD Average***</b>	<b>69%</b>	<b>32%</b>	<b>37%</b>	<b>26%</b>	<b>4%</b>	<b>2%</b>	<b>258</b>	<b>15%</b>	<b>301</b>

Q17. Please rate your overall perception of academic programs at the following schools based on what you know or have heard.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College

**Table 9-1B**

**Perceived Quality of Academic Programs by Institution: Enrolled at PCCD**

Institution	Excellent + Above Average	Excellent	Above Average	Average	Below Average	Poor	n <sub>1</sub> *	Not Sure	n <sub>2</sub> **
<i>Berkeley City College</i>	78%	41%	37%	20%	1%	1%	169	9%	185
<i>College of Alameda</i>	70%	34%	36%	23%	4%	2%	159	14%	184
<i>Laney College</i>	67%	32%	35%	25%	6%	2%	186	10%	206
<i>Merritt College</i>	76%	36%	39%	21%	2%	1%	148	14%	173
Contra Costa College	54%	19%	35%	40%	6%	--	48	41%	81
Chabot College	60%	21%	39%	34%	5%	2%	62	40%	103
City College of San Francisco	64%	23%	41%	29%	6%	1%	69	30%	99
<b>PCCD Average***</b>	<b>73%</b>	<b>36%</b>	<b>37%</b>	<b>22%</b>	<b>3%</b>	<b>2%</b>	<b>166</b>	<b>12%</b>	<b>187</b>

Q17. Please rate your overall perception of academic programs at the following schools based on what you know or have heard.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College

**Table 9-1C**

**Perceived Quality of Academic Programs by Institution: Not Enrolled at PCCD**

Institution	Excellent + Above Average	Excellent	Above Average	Average	Below Average	Poor	n <sub>1</sub> *	Not Sure	n <sub>2</sub> **
<i>Berkeley City College</i>	65%	27%	38%	31%	4%	--	104	17%	125
<i>College of Alameda</i>	56%	18%	38%	33%	7%	4%	82	25%	109
<i>Laney College</i>	55%	25%	31%	39%	5%	1%	101	12%	115
<i>Merritt College</i>	64%	27%	37%	25%	7%	4%	81	24%	107
Contra Costa College	52%	23%	30%	38%	7%	3%	61	29%	86
Chabot College	55%	21%	34%	36%	6%	3%	80	21%	101
City College of San Francisco	67%	27%	40%	28%	3%	1%	89	19%	110
<b>PCCD Average***</b>	<b>60%</b>	<b>24%</b>	<b>36%</b>	<b>32%</b>	<b>6%</b>	<b>3%</b>	<b>92</b>	<b>20%</b>	<b>114</b>

Q17. Please rate your overall perception of academic programs at the following schools based on what you know or have heard.

\* 'n1' number of respondents excluding those who gave 'Not sure' responses'

\*\* 'n2' number of respondents including those who gave 'Not sure' responses'. Note that 'Not Sure' response percentages are based on this value.

\*\*\* PCCD average is based on the average percentage of Berkeley City College, College of Alameda, Laney College, Merritt College



For those who rated a PCCD college's academic program as excellent, an open-ended question followed up their rating asking them why they gave this rating (Table 9-2). Overall, the top three responses were good teaching staff (24%), good programs and classes (20%), and personal experience (13%). Similarly, the Enrolled respondents indicated good teaching staff (29%), good programs and classes (19%), and personal experience (13%) as their top three reasons. For Non-Enrolled respondents, the top reasons were good programs and classes (24%), followed by word-of-mouth (23%), and then both good teaching staff, and personal experience (10% each).

When looking at why respondents rated individual PCCD colleges as excellent, Berkeley City College's top reason given by the Overall and Enrolled respondents was good teaching staff, while word-of-mouth was the top reason given by Non-Enrolled respondents.

For the College of Alameda, the top reason given by the Overall and Enrolled respondents was good programs/classes, while good programs/classes and word-of-mouth were both the top reasons given by Non-Enrolled respondents.

Laney College's top reason given by the Overall and Enrolled respondents was good teaching staff, while good programs/classes was the top reason given by Non-Enrolled respondents.

Merritt College's top reason given by the Overall and Enrolled respondents was good teaching staff, while good programs/classes was the top reason given by Non-Enrolled respondents.

The results for why some respondents indicated their overall impression of PCCD academic programs was poor is excluded due to a low number of respondents who provided an open-ended response (n =14). Additionally, most of these responses were unique, while a small proportion of responses were not clear enough to be properly coded.

**Table 9-2**

**Why your overall impression of the PCCD academic programs is excellent?**

Response Category	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Good staff/instructors	24%	29%	10%
Good programs/classes	20%	19%	24%
Personal experience	13%	13%	10%
Word of mouth	9%	4%	23%
Campus/location	6%	8%	0%
Resources	5%	6%	1%
Good transfer rate	3%	3%	3%
Other	20%	17%	30%

N<sub>Overall</sub> = 264; n<sub>Enrolled</sub> = 193; n<sub>Non-Enrolled</sub> = 71

Note: Percentages are based on total number of responses. A respondent's open-ended response could be coded into multiple response categories.

Q18. Please explain why your overall impression of <Berkeley City College/College of Alameda/Laney College/Merritt College> academic programs is excellent?



Respondents were also provided with a list of PCCD colleges and competitor schools, which they were then asked to rank the highest along a set of features (Table 9-3A to 9-3B).

### ***Overall Sample Feature Ratings***

For the overall sample, the PCCD colleges scored the highest on all features compared to competitors, with the top three features being:

- 1) Overall school reputation or ranking (Berkeley City College - 39%)
- 2) Preparation for further university/college education (Berkeley City College - 30%)
- 3) Variety of course or program offerings (Laney College - 30%)

### ***Enrolled Sample Feature Ratings***

For the Enrolled sample, the PCCD colleges scored the highest on all features compared to competitors, with Berkeley City College having the top rating for 14 out of the 19 listed features when comparing all schools. In terms of highest scores, the top three features were as follows:

- 1) Overall school reputation or ranking (Berkeley City College - 42%)
- 2) Preparation for further university/college education (Berkeley City College - 34%)
- 3) Variety of course or program offerings (Laney College - 34%)

### ***Non-Enrolled Sample Feature Ratings***

For the Non-Enrolled sample, the PCCD colleges scored the highest on almost all features compared to competitors, with Laney College having the top rating for 9 out of the 19 listed features when comparing all schools, followed by Berkeley City College with 7 out of 19, and Merritt College with 3 out of the 19 features. In terms of highest scores, the top three features were as follows:

- 1) Overall school reputation or ranking (Berkeley City College - 34%)
- 2) Quality of my course(s) or program(s) of choice (Berkeley City College - 26%)
- 3) Cost of tuition (affordability) (Laney College - 26%)

### ***Summary of Feature Ratings***

In both sample groups, PCCD colleges tended to score higher than competitor schools; especially when it came to reputation. Enrolled respondents also indicated preparation for further postsecondary education and variety of course/program offerings as strong features of PCCD colleges, while Non-Enrolled respondents indicated course/program quality and affordability as additional strong features of PCCD colleges.

**Table 9-3A**

**Which school you would rate the highest or best for each of the following characteristics? Overall**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Overall school reputation or ranking	39%	12%	14%	18%	21%	3%	4%	10%	322
Variety of course or program offerings	21%	12%	30%	14%	19%	4%	5%	14%	306
Availability of my course(s) or program(s) of choice	21%	15%	27%	19%	21%	5%	4%	9%	320
Quality of my course(s) or program(s) of choice	28%	14%	22%	20%	21%	2%	5%	8%	299
Overall quality of teaching	29%	10%	24%	19%	21%	3%	6%	9%	296
Cost of tuition (affordability)	20%	13%	28%	17%	20%	6%	7%	10%	260
Overall value (quality of education and overall affordability)	24%	13%	24%	20%	20%	4%	5%	11%	269
Availability of financial aid	23%	15%	22%	17%	19%	8%	5%	10%	241
Student learning facilities (classrooms, labs, libraries, technology resources)	23%	12%	23%	22%	20%	4%	6%	10%	254
Preparation for further university/college education	30%	12%	20%	18%	20%	3%	6%	11%	264
Preparation for work	22%	12%	26%	18%	19%	7%	7%	9%	243
Student environment (friendliness, activities, diversity)	25%	15%	22%	22%	21%	3%	6%	8%	264



**Table 9-3A**

**Which school you would rate the highest or best for each of the following characteristics? Overall**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Student life (non-academic activities)	22%	15%	21%	23%	20%	5%	5%	9%	223
Location/ city/ neighborhood	25%	16%	19%	17%	19%	5%	8%	9%	322
Campus environment (appearance, cleanliness, accessibility)	23%	17%	17%	25%	21%	6%	4%	8%	264
Safety and security on campus	28%	19%	14%	21%	21%	6%	5%	6%	247
Safety and security of surrounding area	22%	22%	16%	20%	20%	6%	7%	7%	249
Available student services	22%	18%	21%	22%	21%	5%	5%	7%	235
Helpful staff/administration	27%	13%	20%	23%	21%	5%	3%	9%	244

Q16. Based on your knowledge and impressions, please select which school you would rate the highest or best for each of the following characteristics

\* 'n1' number of respondents excluding those who gave 'Not Sure' responses'

N<sub>Overall</sub> = 401



**Table 9-3B**

**Which school you would rate the highest or best for each of the following characteristics? Enrolled at PCCD**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Overall school reputation or ranking	42%	11%	16%	20%	22%	1%	2%	7%	206
Variety of course or program offerings	22%	12%	34%	17%	21%	2%	4%	9%	193
Availability of my course(s) or program(s) of choice	21%	15%	31%	22%	22%	2%	1%	7%	207
Quality of my course(s) or program(s) of choice	29%	17%	25%	22%	23%	2%	2%	4%	194
Overall quality of teaching	32%	12%	24%	23%	23%	1%	3%	5%	193
Cost of tuition (affordability)	25%	16%	29%	19%	22%	3%	3%	6%	154
Overall value (quality of education and overall affordability)	30%	15%	24%	23%	23%	1%	1%	6%	172
Availability of financial aid	30%	16%	24%	21%	23%	1%	1%	5%	152
Student learning facilities (classrooms, labs, libraries, technology resources)	26%	16%	23%	27%	22%	1%	3%	6%	159
Preparation for further university/college education	34%	14%	21%	20%	22%	1%	2%	7%	167
Preparation for work	25%	13%	29%	21%	22%	3%	3%	6%	155
Student environment (friendliness, activities, diversity)	31%	17%	24%	22%	24%	2%	1%	3%	165



**Table 9-3B**

**Which school you would rate the highest or best for each of the following characteristics? Enrolled at PCCD**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Student life (non-academic activities)	26%	16%	26%	26%	24%	1%	1%	5%	136
Location/ city/ neighborhood	29%	20%	21%	20%	23%	2%	4%	6%	199
Campus environment (appearance, cleanliness, accessibility)	28%	21%	16%	28%	23%	1%	2%	4%	169
Safety and security on campus	34%	23%	9%	27%	23%	1%	1%	4%	158
Safety and security of surrounding area	26%	25%	15%	25%	23%	2%	3%	4%	158
Available student services	28%	21%	19%	23%	23%	1%	2%	5%	152
Helpful staff/administration	30%	16%	21%	25%	23%	3%	0%-	5%	155

Q16. Based on your knowledge and impressions, please select which school you would rate the highest or best for each of the following characteristics

\* 'n1' number of respondents excluding those who gave 'Not Sure' responses'

N<sub>Enrolled</sub> = 235



**Table 9-3C**

**Which school you would rate the highest or best for each of the following characteristics? Not Enrolled at PCCD**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Overall school reputation or ranking	34%	13%	10%	15%	18%	8%	6%	15%	116
Variety of course or program offerings	19%	12%	23%	8%	16%	8%	8%	23%	113
Availability of my course(s) or program(s) of choice	19%	15%	19%	13%	17%	10%	9%	14%	113
Quality of my course(s) or program(s) of choice	26%	8%	18%	16%	17%	4%	12%	16%	105
Overall quality of teaching	24%	6%	23%	11%	16%	8%	12%	17%	103
Cost of tuition (affordability)	14%	8%	26%	14%	16%	9%	12%	15%	106
Overall value (quality of education and overall affordability)	14%	8%	24%	14%	15%	9%	11%	19%	97
Availability of financial aid	11%	11%	19%	9%	13%	20%	12%	17%	89
Student learning facilities (classrooms, labs, libraries, technology resources)	19%	6%	24%	13%	16%	11%	11%	17%	95
Preparation for further university/college education	23%	8%	18%	15%	16%	7%	12%	16%	97
Preparation for work	16%	10%	22%	13%	15%	13%	15%	13%	88
Student environment (friendliness, activities, diversity)	16%	12%	18%	20%	17%	5%	13%	15%	99



**Table 9-3C**

**Which school you would rate the highest or best for each of the following characteristics? Not Enrolled at PCCD**

<b>Response Category</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>PCCD Average</b>	<b>Contra Costa College</b>	<b>Chabot College</b>	<b>City College of San Francisco</b>	<b>n<sub>1</sub>*</b>
Student life (non-academic activities)	16%	13%	14%	20%	16%	11%	13%	14%	87
Location/ city/ neighborhood	20%	11%	15%	12%	15%	11%	15%	15%	123
Campus environment (appearance, cleanliness, accessibility)	15%	12%	19%	19%	16%	14%	8%	14%	95
Safety and security on campus	18%	11%	22%	10%	15%	16%	12%	10%	89
Safety and security of surrounding area	14%	16%	19%	12%	15%	12%	15%	11%	91
Available student services	11%	13%	25%	19%	17%	12%	10%	10%	83
Helpful staff/administration	21%	8%	20%	18%	17%	8%	9%	16%	89

Q16. Based on your knowledge and impressions, please select which school you would rate the highest or best for each of the following characteristics

\* 'n1' number of respondents excluding those who gave 'Not Sure' responses'

N Non-enrolled = 166



Through an open-ended question, respondents were asked to reflect on what comes to mind when they think about any of the PCCD colleges. The responses were then coded into either a “Positive”, “Negative”, or “Neutral” theme, according to nine observable response categories:

- Range/quality of programs
- Affordability/financial aid
- Inclusive/diverse
- Student support and support staff
- Transfer rate
- Instructors
- Campus environment
- Campus culture
- Other

Among the Overall sample of respondents (Table 9-4), all positive response categories<sup>4</sup> were more prevalent than the negative and neutral responses. The top three positive responses include:

- 1) Range/quality of programs (17%) & Affordability/financial aid (17%)
- 2) Inclusive/diverse (14%)
- 3) Student support and support staff (10%)

Among the Enrolled respondents, the top three themes were all positive:

- 1) Range/quality of programs (17%)
- 2) Affordability/financial aid (16%) & Inclusive/diverse (16%)
- 3) Student support and support staff (12%)

Among the Non-Enrolled respondents, the top three themes were also positive:

- 1) Affordability/financial aid (18%)
- 2) Range/quality of programs (16%)
- 3) Inclusive/diverse (11%)

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<sup>4</sup> The ‘Other’ response category is excluded from the set of themes when ranking the top responses.

**Table 9-4**  
**Overall impression of PCCD Colleges**

Response Category	Theme	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Range/quality of programs	Positive	17%	17%	16%
Affordability/financial aid	Positive	17%	16%	18%
Inclusive/diverse	Positive	14%	16%	11%
Student support and support staff	Positive	10%	12%	6%
Transfer rate	Positive	6%	6%	6%
Campus environment	Positive	5%	6%	3%
Campus culture	Positive	4%	6%	1%
Instructors	Positive	4%	5%	2%
Range/quality of programs	Neutral	2%	2%	2%
Campus environment	Neutral	1%	2%	1%
Student support and support staff	Neutral	1%	2%	1%
Instructors	Neutral	1%	2%	0%
Student support and support staff	Negative	1%	1%	1%
Affordability/financial aid	Neutral	1%	1%	1%
Transfer rate	Neutral	1%	1%	1%
Range/quality of programs	Negative	1%	1%	0%
Campus environment	Negative	1%	1%	0%
Inclusive/diverse	Neutral	1%	1%	0%
Campus culture	Neutral	1%	1%	0%
Affordability/financial aid	Negative	0%	1%	0%
Inclusive/diverse	Negative	0%	0%	0%
Campus culture	Negative	0%	0%	0%
Instructors	Negative	0%	0%	0%
Transfer rate	Negative	0%	0%	0%
Other	Positive	26%	27%	23%
Other	Neutral	18%	14%	26%
Other	Negative	1%	1%	2%

N<sub>Overall</sub> = 270; n<sub>Enrolled</sub> = 172; n<sub>Non-Enrolled</sub> = 98

Note: Percentages are based on total number of respondents. A respondent's open-ended response could be coded into multiple categories; therefore, the column percentages can total- to more than 100%.

Q19. In a few words, what comes to mind when you think about Peralta Community College District (Laney College, Berkley City College, Merritt College, or the College of Alameda)?



The most common challenge that respondents thought they would face during postsecondary studies was the financial costs of education, with 63% of the Overall sample, 66% of the Enrolled sample, and 60% of the Non-Enrolled sample identifying this perceived challenge respectively (Table 9-5).

For the Overall sample, the second greatest (perceived) challenge was personal financial issues (34%), and the third was difficulty of coursework or maintaining their GPA (29%). The Enrolled respondents' second greatest challenge was difficulty of coursework or maintaining their GPA (35%), while personal financial issues (34%) was third. In the case of Non-Enrolled respondents, the second greatest challenge was personal financial issues (33%) and the third was location, distance, or accessibility (27%) (Table 9-5).

**Table 9-5**  
**Perceived Main Challenges During Postsecondary Education Studies**

Main Challenges	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Financial costs of education	63%	66%	60%
Personal financial issues	34%	34%	33%
Difficulty of coursework/maintaining GPA	29%	35%	23%
Availability of desired program/subject	24%	25%	23%
Transportation to and/or from school	24%	24%	23%
Location (distance from home, accessibility)	24%	20%	27%
Lack of interest/motivation in education	22%	24%	20%
Not enough time to do school (attend classes, do assignments, study)	21%	24%	18%
Lack of social life, school-life balance	21%	24%	18%
Opportunities for real-world experience	20%	23%	18%
Faculty/teaching quality	20%	20%	20%
Transferring to another school	19%	23%	16%
Internet access	17%	18%	17%
Campus/school environment	14%	16%	12%
Relevance of course material to the real world	14%	15%	13%
Duration of education (too long)	14%	13%	14%
Changing majors/program	12%	13%	12%
Administrative challenges (registration, deciding on an education path, dealing with non-faculty staff)	12%	9%	16%
Non-financial personal matters	10%	10%	10%
Other	4%	5%	2%
Not sure	7%	6%	8%

N *Overall* = 169; *Enrolled* = 79; n *Non-Enrolled* = 90

Note: Percentages are based on total number of respondents. A respondent's open-ended response could be coded into multiple categories; therefore, the column percentages can total- to more than 100%.

Q20. What do you think are the main challenges you may face during your postsecondary education studies? Please select all that apply.



Finally, respondents were given the opportunity to provide any additional open-ended comments about Peralta Community College District or about their postsecondary education options in general. These responses were coded into response categories and specific themes (positive, neutral, negative) (Table 9-6).

The Overall respondent group's top three responses were:

- 1) Suggested improvements - Negative (11%)**
- 2) Affordability/financial aid - Positive (9%)**  
Student support and support staff - Negative (9%)
- 3) Student support and support staff - Positive (6%)**

The Enrolled respondent group's top three responses were:

- 1) Suggested improvements - Negative (13%)**
- 2) Affordability/financial aid - Positive (11%)**  
Student support and support staff - Negative (11%)
- 3) Student support and support staff - Positive (11%)**

The Non-Enrolled respondent group's top three responses were:

- 1) Suggested improvements - Negative (7%)**  
Personal experience – Positive (7%)  
Range/quality of programs – Negative (7%)
- 2) Affordability/financial aid - Positive (5%)**  
Student support and support staff - Negative (5%)
- 3) Campus environment/location - Positive (4%)**

When reviewing the specific 'suggested improvements' from all respondents, the three most common responses were:

- 1) Communications (e.g., website)**
- 2) Student support (e.g., financial & academic)**
- 3) Courses & programs (e.g. internship opportunities, more courses)**

**Table 9-6**  
**Overall impression of PCCD Colleges**

Response Category	Theme	Overall	Enrolled at PCCD	Not Enrolled at PCCD
Suggested improvements	Negative	11%	13%	7%
Affordability/financial aid	Positive	9%	11%	5%
Student support and support staff	Negative	9%	11%	5%
Student support and support staff	Positive	6%	8%	2%
Personal Experience	Positive	5%	4%	7%
Campus environment/location	Positive	4%	5%	4%
Range/quality of programs	Negative	4%	2%	7%
Range/quality of programs	Positive	3%	5%	0%
Transfer rate	Positive	3%	5%	0%
Instructors	Positive	2%	4%	0%
Affordability/financial aid	Negative	2%	1%	4%
Campus environment/location	Negative	1%	2%	0%
Instructors	Neutral	1%	2%	0%
Suggested improvements	Positive	1%	1%	2%
Transfer rate	Negative	1%	1%	2%
Campus culture	Negative	1%	1%	0%
Campus culture	Positive	1%	0%	2%
Inclusive/diverse	Neutral	1%	0%	2%
Range/quality of programs	Neutral	1%	0%	2%
Campus environment/location	Neutral	1%	0%	2%
Other	Neutral	37%	32%	45%
Other	Positive	19%	16%	23%
Other	Negative	1%	2%	0%

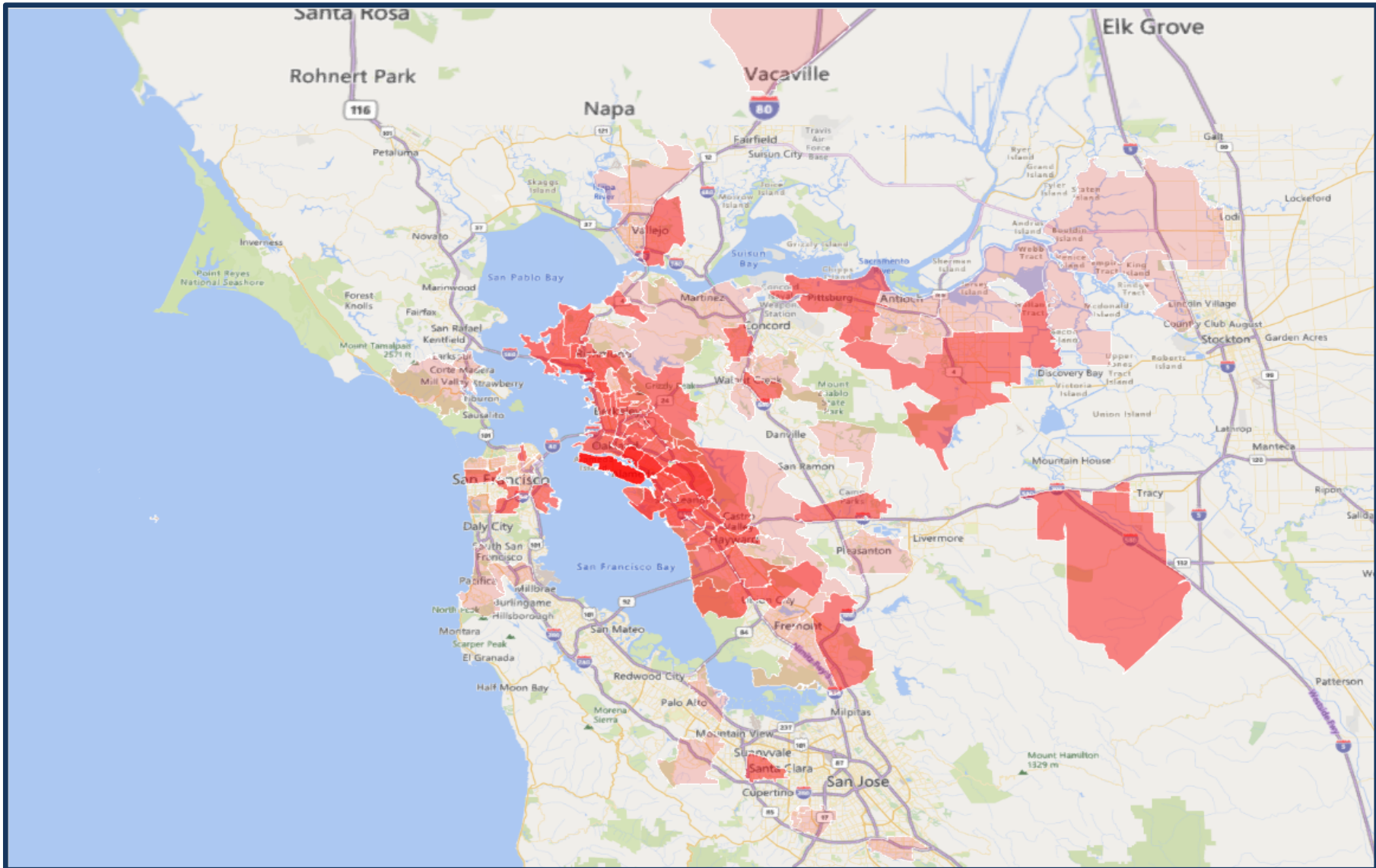
N Overall = 141; n Enrolled = 85; n Non-Enrolled = 56

Note: Percentages are based on total number of respondents. A respondent's open-ended response could be coded into multiple categories; therefore, the column percentages can total- to more than 100%.

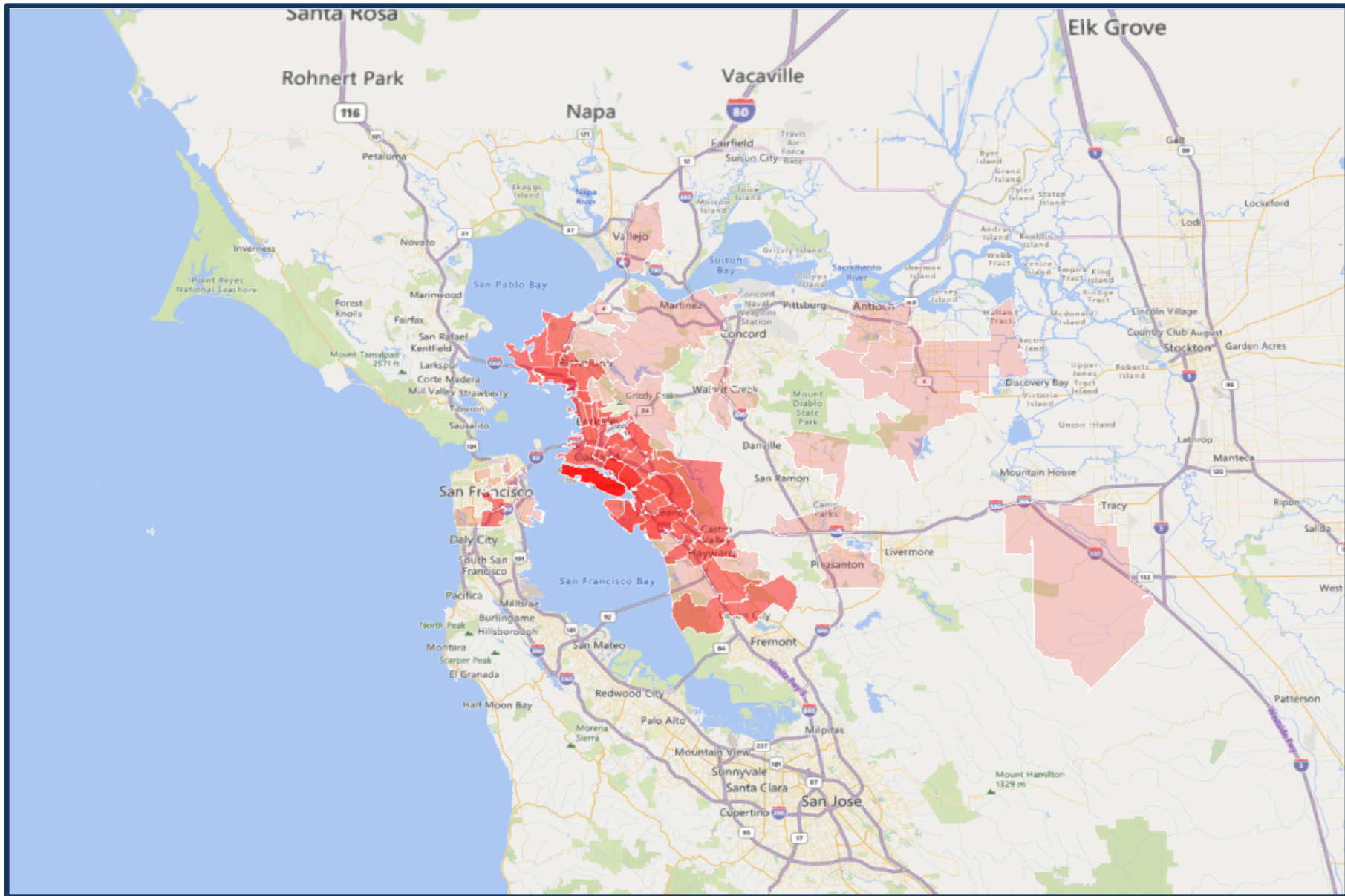
Q21. Please provide any additional comments or opinions you have about Peralta Community College District (Laney College, Berkeley City College, Merritt College, or the College of Alameda) or about your postsecondary education options in general.

## 10. Appendix A: Geographic Analysis of Respondents

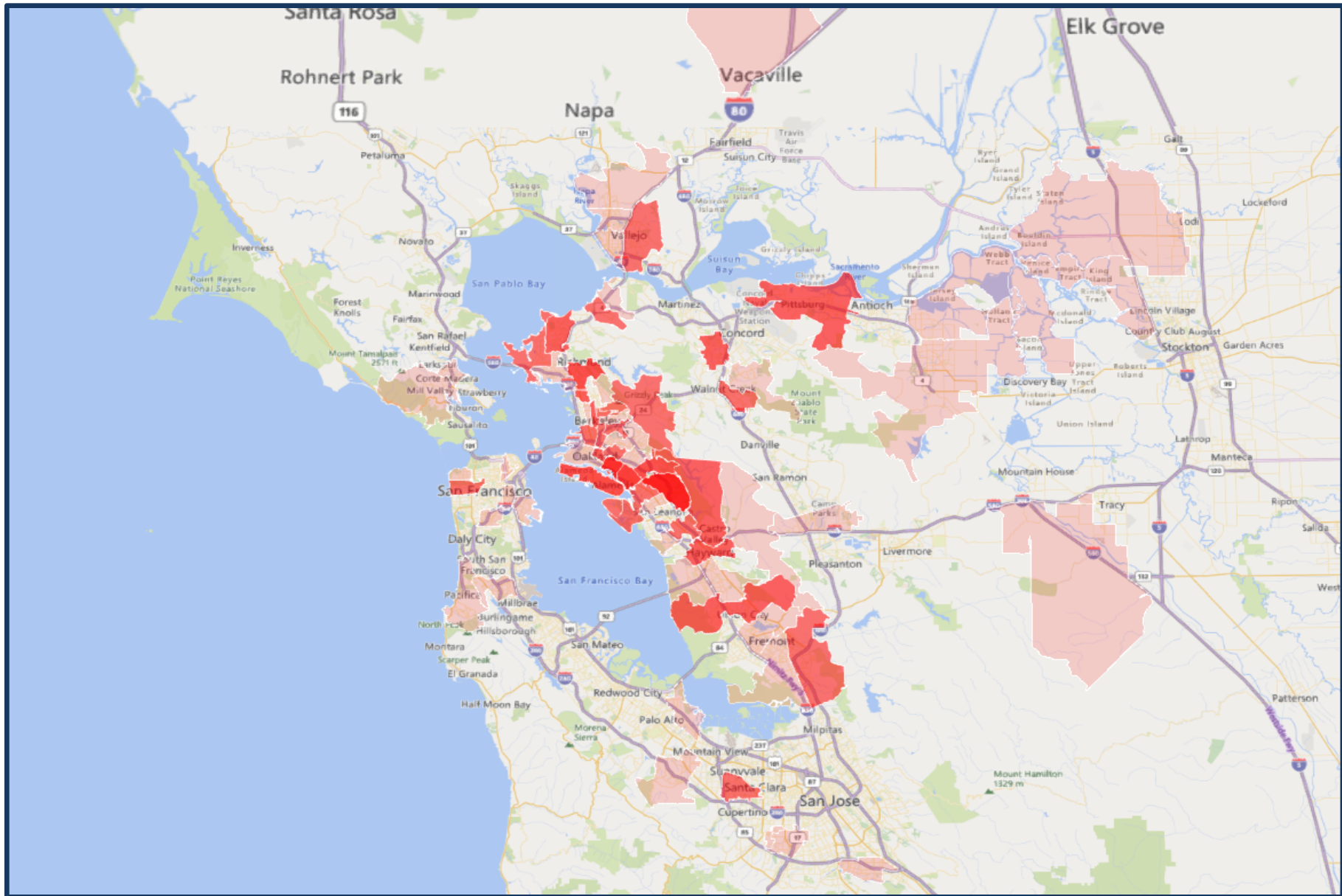
**Figure A-1.** Frequency/heat map of all respondents by zip code. Darker red colors are associated with a higher number of respondents. A small number of respondents were located from areas outside this region but are not shown here.



**Figure A-2.** Frequency distribution map of Enrolled respondents by zip code. Darker colors are associated with a higher number of respondents. A small number of respondents are located from areas outside this region but are not shown here.



**Figure A-3.** Frequency distribution map of Non-Enrolled respondents by zip code. Darker colors are associated with a higher number of respondents. A small number of respondents are located from areas outside this region but are not shown here.



# 11. Appendix B: Survey

## Introduction

Welcome to the ***Peralta Community College District*** (PCCD) *Perception Survey*. Thank you for taking the time to complete this survey. We value your opinions and feedback.

*Peralta Community College District* is the community college district serving northern Alameda County, California. The district operates four community colleges:

- Berkeley City College
- Laney College
- Merritt College
- College of Alameda

This survey will ask you a series of questions regarding your postsecondary education preferences and will take approximately 10-15 minutes to complete. Your participation in this survey is completely voluntary. All of your responses will be kept confidential and no information that could identify an individual will be reported.

When we refer to *Peralta Community College District* within any of the survey questions, you can base your response on any or all of the community colleges listed above.

PCCD will use the information from the survey to improve services and information provided to potential students like you.

Please note that this survey uses the terms postsecondary education, postsecondary institution and school. All of these terms can refer to community college, university, technical college, training school, apprenticeship, or trades training programs.

The first 400 respondents to submit a survey will be offered a \$5.00 electronic gift card from either Starbucks® or Amazon.com®. In order to receive your \$5.00 gift card, you will be asked to provide a valid e-mail address and indicate your choice of gift card at the end of the survey.

This survey is being conducted by Peralta Community College District in consultation with SEM Works, a higher education consulting firm. Should you have any questions, comments, or concerns, you may contact the survey administrator, SEM Works, by email at [info@semworks.net](mailto:info@semworks.net). SEM Works is located in Greensboro, North Carolina.

<BEGIN SURVEY BUTTON>

### Gift Card Rules and Regulations

To be eligible for the \$5.00 electronic gift card, the Peralta Community College District Perception Survey must be submitted. Each of the first 400 survey participants who submit a survey will be offered one (1) \$5.00 electronic gift card, from a choice of Starbucks® and Amazon.com®. Eligibility for the \$5.00 electronic gift card opens on <DATE> at 12:00 p.m. P.S.T., and closes on <DATE> at 11:59 p.m. P.S.T. One attempt will be made to send the electronic gift card to the email address provided. Peralta Community College District and SEM Works are not responsible for lost, stolen, or misdirected gift cards. Starbucks® and Amazon.com® are *registered trademarks*.



## Current Status

1. Are you currently . . .
  1. A high school student who is considering attending a postsecondary institution (community college, technical college, university, etc.)
  2. An adult (non-high school student) who is considering attending a postsecondary institution (community college, technical college, university, etc.)
  3. Currently, a postsecondary education student (at a community college, technical college, university, etc.) who is considering transferring
  4. None of the above
2. Have you applied to one of Peralta District's colleges (Laney College, Berkley City College, Merritt College, or the College of Alameda)?
  1. Yes
  2. No

### IF Q2 = 1

3. Which PCCD college have you applied to attend? (Please select all that apply.)
  1. Laney College
  2. Berkley City College
  3. Merritt College
  4. College of Alameda

### IF Q2 = 2

4. Have you ever applied to a PCCD college (Laney College, Berkley City College, Merritt College, or the College of Alameda) but then decided NOT to attend?
  1. Yes
  2. No

### IF Q4 = 1

5. What were the reasons for choosing NOT to attend a PCCD college (Laney College, Berkley City College, Merritt College, or the College of Alameda) to which you applied.  

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## Postsecondary Education Institution Choices

6. Please answer the following questions from your perspective as a future postsecondary education student.

**6A.** Please select the first-choice school you considered when you were applying to or that you would consider attending in the future.

1. Berkeley City College
2. California State University Long Beach
3. California State University San Bernardino
4. California State University, Los Angeles
5. Chabot College
6. City College of San Francisco
7. College of Alameda
8. College of Marin
9. College of San Mateo
10. Contra Costa College
11. Diablo Valley College
12. Laney College
13. Las Positas College
14. Los Medanos College
15. Merritt College
16. Ohlone College
17. San Diego State University
18. Skyline College
19. Solano Community College
20. University of California, Berkeley
21. University of California, Davis
22. University of California, Irvine
23. University of California, Los Angeles
24. University of California, Merced
25. University of California, Riverside
26. University of California, San Diego
27. University of California, Santa Barbara
28. University of California, Santa Cruz
29. University of San Francisco
30. Other school (Please Specify): \_\_\_\_\_
31. Not sure



**6B.** Please select your second-choice school you considered when you were applying or that you would like to attend.

1. Berkeley City College
2. California State University Long Beach
3. California State University San Bernardino
4. California State University, Los Angeles
5. Chabot College
6. City College of San Francisco
7. College of Alameda
8. College of Marin
9. College of San Mateo
10. Contra Costa College
11. Diablo Valley College
12. Laney College
13. Las Positas College
14. Los Medanos College
15. Merritt College
16. Ohlone College
17. San Diego State University
18. Skyline College
19. Solano Community College
20. University of California, Berkeley
21. University of California, Davis
22. University of California, Irvine
23. University of California, Los Angeles
24. University of California, Merced
25. University of California, Riverside
26. University of California, San Diego
27. University of California, Santa Barbara
28. University of California, Santa Cruz
29. University of San Francisco
30. Other school (Please Specify): \_\_\_\_\_
31. Not sure

**6C.** Please select your third-choice school you considered when you were applying or that you would like to attend.

1. Berkeley City College
2. California State University Long Beach
3. California State University San Bernardino



4. California State University, Los Angeles
5. Chabot College
6. City College of San Francisco
7. College of Alameda
8. College of Marin
9. College of San Mateo
10. Contra Costa College
11. Diablo Valley College
12. Laney College
13. Las Positas College
14. Los Medanos College
15. Merritt College
16. Ohlone College
17. San Diego State University
18. Skyline College
19. Solano Community College
20. University of California, Berkeley
21. University of California, Davis
22. University of California, Irvine
23. University of California, Los Angeles
24. University of California, Merced
25. University of California, Riverside
26. University of California, San Diego
27. University of California, Santa Barbara
28. University of California, Santa Cruz
29. University of San Francisco
30. Other school (Please Specify): \_\_\_\_\_
31. Not sure

7. Please rate the importance of the following factors in terms of their influence on your decision to make < FIRST-CHOICE SCHOOL> your preferred school choice.

1. Very important
2. Somewhat important
3. Not very important
4. Not at all important
5. Not sure

1. Availability of the program I'm interested in pursuing
2. Academic reputation of the institution
3. Academic reputation of your specific program of interest
4. Quality of instructors/faculty
5. Admissions process



6. Flexible schedules (evening, weekends)
7. Course taking options (fully online, hybrid, in-person)
8. Location (proximity to home or place of work)
9. Availability of public transportation to/from campus
10. Class sizes
11. Instructor/student interaction
12. Cost of attendance
13. Availability of financial aid
14. Scholarship opportunities
15. Preparation for a chosen career
16. Preparation for further university/college education
17. Graduates get good jobs
18. Academic support programs
19. Diversity of students
20. Diversity of faculty and staff
21. Emphasis on inclusion and student equity
22. A welcoming environment
23. Campus size
24. Campus appearance/setting
25. Safety and security on campus
26. Safety and security of surrounding area
27. Student activities and opportunities for involvement

8. What sources of information are most helpful when choosing a postsecondary education institution? Please select all that apply.

1. School schedule of courses
2. School print brochures
3. Email(s) from the school
4. Phone call(s) from the school
5. Text message(s) from the school
6. School online information session(s)
7. Official school website
8. Social media (for example, Facebook, YouTube, Instagram, Twitter, Snapchat)
9. Other websites (for example, Wikipedia, online information sites about schools)
10. Online advertisement
11. Radio advertisement
12. School radio station
13. Television advertisement
14. School television station
15. Newspaper or magazine advertisement
16. Family member
17. Friend
18. Work colleague
19. High school teacher/guidance counselor's opinions
20. Contact from a school non-faculty representative
21. Contact from a faculty member from the institution
22. Contact from a current student from the institution



- 23. High school fair (in-person or online)
- 24. Guided campus tour (in-person or online)
- 25. Informal campus tour (in-person or online)
- 26. Campus open house (in-person or online)
- 27. Other (Please Specify): \_\_\_\_\_
- 28. None/Nothing
- 29. Not sure

9. What is your preferred method for receiving relevant communication updates and information from a school you would consider attending? Select all that apply.

- 1. School website
- 2. Email(s) from the school
- 3. Phone call(s) from the school
- 4. Mailed letter or brochures from the school
- 5. Text message(s) from the school
- 6. Social media (for example, Instagram, Twitter, Facebook, Snapchat)
- 7. Web chats
- 8. Online information sessions
- 9. Other (please specify):

10. When choosing which postsecondary institution to attend, what topics of information about the institution or program of study would you find most important to know? Please select all that apply.

- 1. Programs or courses available
- 2. The schedule of courses offered (for example, weekday, weekend, and evening times)
- 3. Delivery mode of courses (for example, online, in-class, combination of in-class and online)
- 4. How to obtain assistance in choosing a program or course
- 5. School/campus location
- 6. Student activities and opportunities for involvement
- 7. Opportunities for internships/co-op/field placement/hands-on training
- 8. Career opportunities after graduation
- 9. Additional benefits of completing a program or credential
- 10. School costs
- 11. Financial aid availability (scholarships, loans, grants)
- 12. How to apply for financial aid
- 13. How to apply for admission
- 14. How to become an enrolled student
- 15. How to navigate the school's student portal (where students select classes, register, view financial awards, etc.)
- 16. Other (Please Specify): \_\_\_\_\_
- 17. Not sure



## Program Interest

**11.** What level of postsecondary education or training is or was of most interest to you? Please select all that apply.

1. One or more courses of interest
2. An apprenticeship or trades training
3. A community college certificate
4. A community college diploma
5. An associate's degree
6. A bachelor's degree
7. A graduate degree (Master's degree or higher)
8. Other (Please Specify): \_\_\_\_\_
9. Not sure

**12.** What general subject area(s) is of most interest to you at a postsecondary institution? Please select all that apply.

1. Arts, Languages, and Humanities
2. Business, Finance, and Management
3. Technology and Information Systems
4. Health Sciences
5. Communication and Education
6. Skilled Trades, Engineering, and Technical Sciences
7. Mathematics and Natural Sciences
8. Social, Cultural, Political, and Legal Studies
9. Other (Please specify) \_\_\_\_\_
10. Not Sure

**13.** What specific programs are of most interest to you at a postsecondary institution? Please select all that apply.

1. Administration of Justice
2. African-American Studies
3. American Sign Language
4. Anthropology
5. Apparel Design and Merchandising
6. Apprenticeship
7. Architectural and Engineering Technology
8. Art
9. Asian and Asian-American Studies
10. Astronomy
11. Auto Body and Paint
12. Automotive Technology
13. Aviation Maintenance Technology
14. Aviation Operations



15. Banking and Finance
16. Biology
17. Bioscience
18. Business
19. Carpentry
20. Chemistry
21. Child Development
22. Communications Studies
23. Community Social Services
24. Computer Information Systems
25. Construction Management
26. Cosmetology
27. Culinary Arts
28. Dance
29. Dental Assisting
30. Diesel Mechanics
31. Economics
32. Education
33. Electricity Electronics Technology
34. Emergency Medical Technician
35. Engineering
36. English
37. English as a Second Language
38. Environmental Control Technology
39. Environmental Design and Energy Technology
40. Environmental Management & Restoration Technology
41. Environmental Studies
42. Fire Science
43. Geography
44. Geology
45. Global Studies
46. Graphic Arts
47. Health Education
48. Health Professions and Occupations
49. History
50. Human Services
51. Humanities
52. Kinesiology
53. Journalism
54. Labor Studies
55. Landscape Horticulture
56. Liberal Arts
57. Legal Community Interpreting
58. Machine Shop
59. Management and Supervision
60. Mathematics
61. Media Communications
62. Medical Assisting
63. Mexican and Latin American Studies



- 64. Multimedia Arts
- 65. Music
- 66. Nursing
- 67. Nutrition and Dietetics
- 68. Paralegal Studies
- 69. Philosophy
- 70. Photography
- 71. Political Science
- 72. Psychology
- 73. Public and Human Services
- 74. Radiologic Science
- 75. Real Estate
- 76. Sociology
- 77. Social & Behavioral Sciences
- 78. Spanish
- 79. Spanish Medical Interpreter
- 80. Theatre Arts
- 81. Welding
- 82. Women's Studies
- 83. Wood Technology
- 84. Other (Please specify) \_\_\_\_\_

**14.** Are there any courses or programs that you would like to take, but are not offered in your city, town, or local area? Please list up to three.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

## Awareness

15. Please rate your overall familiarity with the following schools.

	School	Very familiar	Somewhat familiar	Not very familiar	Not at all familiar	Not sure
a	Berkeley City College					
b	College of Alameda					
c	Laney College					
d	Merritt College					
e	Contra Costa College					
f	Chabot College					
g	City College of San Francisco					

16. Based on your knowledge and impressions, please select which school you would rate the highest or best for each of the following characteristics. Please select ONE SCHOOL for EACH characteristic.

	Characteristic	Berkeley City College	College of Alameda	Laney College	Merritt College	Will Add Columns for the 3 Competitors	Not sure
a	Overall school reputation or ranking						
b	Variety of course or program offerings						
c	Availability of my course(s) or program(s) of choice						
d	Quality of my course(s) or program(s) of choice						
e	Overall quality of teaching						
f	Cost of tuition (affordability)						



	<b>Characteristic</b>	<b>Berkeley City College</b>	<b>College of Alameda</b>	<b>Laney College</b>	<b>Merritt College</b>	<b>Will Add Columns for the 3 Competitors</b>	<b>Not sure</b>
g	Overall value (quality of education and overall affordability)						
h	Availability of financial aid						
i	Student learning facilities (classrooms, labs, libraries, technology resources)						
j	Preparation for further university/college education						
k	Preparation for work						
l	Student environment (friendliness, activities, diversity)						
m	Student life (non-academic activities)						
n	Location/ city/ neighborhood						
o	Campus environment (appearance, cleanliness, accessibility)						
p	Safety and security on campus						
q	Safety and security of surrounding area						
r	Available student services						
s	Helpful staff/administration						

[If Q15A-P ≠ “Not at all familiar” or “Not sure”; show only schools for which respondents have some familiarity]

17. Please rate your overall perception of academic programs at the following schools based on what you know or have heard.

	<b>School</b>	<b>Excellent</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>Not sure</b>
a	Berkeley City College						
b	College of Alameda						



	School	Excellent	Above Average	Average	Below Average	Poor	Not sure
c	Laney College						
d	Merritt College						
e	Contra Costa College						
f	Chabot College						
g	City College of San Francisco						

[If Q17A-D= 1 or 5]

[Present each PCCD school below that received a rating of excellent or poor.]

18. **(A-D)** Please explain why your overall impression of <Berkeley City College/College of Alameda/Laney College/Merritt College> academic programs is <excellent/poor>?

< Open-Ended Response >

[If Q15A-D ≠ “Not at all familiar” or “Not sure”; all respondents except those who are not at all familiar with PCCD. Respondents can click on the (?) to have a pop-up of the four PCCD colleges appear)]

19. In a few words, what comes to mind when you think about Peralta Community College District (Laney College, Berkley City College, Merritt College, or the College of Alameda)?

< Open-Ended Response >

[IF Q1 = 1 or 2

20. What do you think are the main challenges you may face during your postsecondary education studies? Please select all that apply.

1. Financial costs of education
2. Personal financial issues
3. Non-financial personal matters
4. Difficulty of coursework/maintaining GPA
5. Location (distance from home, accessibility)
6. Transportation to and/or from school
7. Internet access



8. Lack of interest/motivation in education
9. Faculty/teaching quality
10. Availability of desired program/subject
11. Opportunities for real-world experience
12. Relevance of course material to the real world
13. Duration of education (too long)
14. Not enough time to do school (attend classes, do assignments, study)
15. Changing majors/program
16. Transferring to another school
17. Administrative challenges (registration, deciding on an education path, dealing with non-faculty staff)
18. Campus/school environment
19. Lack of social life, school-life balance
20. Other (please specify)
21. Not sure

- 21.** Please provide any additional comments or opinions you have about Peralta Community College District (Laney College, Berkley City College, Merritt College, or the College of Alameda) or about your postsecondary education options in general.

< Open-Ended Response >

## About You

For the last portion of this survey, we would like to ask some questions about you. Please be assured that your individual responses will remain strictly confidential and will be grouped together with others for reporting purposes.

- 22.** What is your age?

1. 18 years of age or younger
2. 19-20
3. 21-25
4. 26-30
5. Older than 30
6. Prefer not to say

- 23.** What is your ZIP code?



**24. What is your gender?**

1. Male
2. Female
3. Prefer to describe my own gender identity (Please specify: \_\_\_\_\_)
4. Prefer not to say

**25. What is your race/ethnicity?**

1. Black
2. Latinx/Hispanic
3. White/Caucasian
4. Native American/Indigenous
5. East Asian
6. South Asian
7. Southeast Asian
8. Pacific Islander
9. Mixed race (Please specify: \_\_\_\_\_)
10. Another race not listed here (Please specify: \_\_\_\_\_)
11. Prefer not to say

## Conclusion

You have now reached the end of the survey.

To thank you for your participation, we are offering you a choice of a \$5 electronic Starbucks gift card OR a \$5 electronic Amazon.com gift card.

Please indicate whether you wish to receive a gift card.

1. Starbucks \$5 electronic gift card
2. Amazon.com \$5 electronic gift card
3. I do not wish to receive an electronic gift card [Go to Last Page]

In order to receive the \$5 gift card by email, please enter and confirm your email address below.

Please be sure to check your spam and/or junk folders.

Enter email address \_\_\_\_\_

Confirm email address \_\_\_\_\_



*[Last page for all]*

## **Conclusion**

On behalf of Peralta Community College District, thank you for taking the time to complete this survey.