



COMMUNITY NEEDS ASSESSMENT

Prepared for Yuba Community College District

January 2021

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INTRODUCTION

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OVERVIEW

KEY OBJECTIVES

- What is the level of awareness of the colleges of Yuba Community College District (YCCD) by prospective students, employers, and community members?
- What are the perceptions of the colleges of YCCD by prospective students, employers, and community members?
- What characteristics are most important when a prospective student (traditional or adult) student considers of the colleges of the YCCD?
- What do prospective students, employers, and community members value about living in the YCCD and how would they like to engage with the campuses?
- What has been the impact of COVID-19 on prospective students, employers, and community members in the YCCD?

SURVEY ADMINISTRATION & SURVEY SAMPLE

- The survey was administered online in December 2020 using the Qualtrics platform.
- 246 respondents were recruited via a panel and 45 respondents were recruited by the student and employer lists provided by YCCD.
- The analysis includes a total of 291 respondents following data cleaning.

RESPONDENT QUALIFICATIONS

- Must live in the Yuba Community College District service area (Counties: Butte, Colusa, Glenn, Lake, Placer, Yolo, or Yuba)
- Must be between the ages of 16 and 60



INTRODUCTION

METHODOLOGY

- In the following report, results are segmented by respondent type (adult student n=106, traditional student n=63, employer n=45, and community n=77); as well as campus affiliation (Woodland n=97, Yuba n=194).
- Hanover offered an incentive of \$10 to the first 100 participants from Roanoke's contact list.
- Sample sizes vary across questions as some questions only pertain to a subset of respondents.
- Conclusions drawn from a small sample size (n<20) should be interpreted with caution.
- For full aggregate and segmented results, please consult the accompanying data supplement.
- Statistically significant difference (95% confidence level) between groups are noted with an asterisk (*).
- After data collection, Hanover identified and removed low-quality respondents.
- "Don't Know or Not Applicable" responses, and equivalent, are often excluded from the figures and analysis in order to focus on respondents who did express an opinion.

RECOMMENDATIONS & KEY FINDINGS

RECOMMENDATIONS



Customize messaging to traditional aged and adult prospective students. While cost is an overarching challenge for all prospective students, particularly in the current COVID-19 environment, traditional and adult students have divergent needs in many other areas. Modify outreach content to address the unique preferences of these audiences (e.g., part-time, online, personal development courses directed at adults and full-time, hybrid, certificate courses directed at traditional aged students).



Encourage local employers to engage with the campus community both on and off campus. Employers are concerned with the ability to hire recent graduates, particularly throughout the pandemic. Connecting with both current and potential employers in the local area will allow the campuses to forge partnerships to help assuage those fears and dispel existing negative perceptions about the campuses while reinforcing the value provided by the colleges.

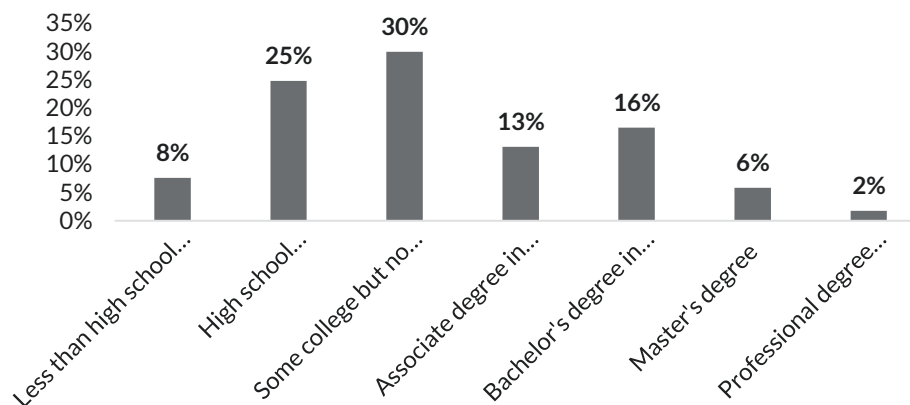


Emphasize both the academic and non-academic benefits provided by Yuba Community College District to the community at large. General community members (those who are not anticipating taking courses of any kind) are the least likely to be familiar or engage with their local campus. Given the volume of community respondents unsure about the value of living near a campus, it is important to educate them on the community benefits both in and out of the classroom.

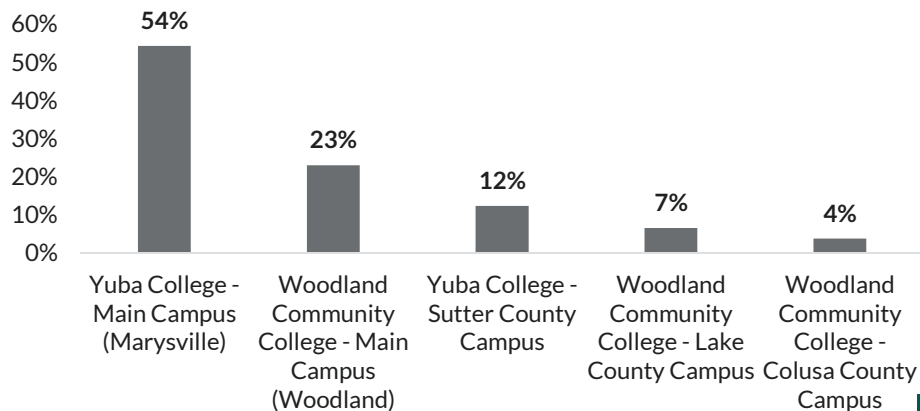
KEY FINDINGS: BACKGROUND

- Just over one-third (37%) of the overall respondent population has completed an associate degree or higher.
 - Employers (20%) and adult students (19%) are most likely to hold an associate's degree, though there is no significant difference among audiences who hold a bachelor's degree.
- One-quarter (25%) of respondents report being employed full-time, while an additional one-quarter report being unemployed.
 - Prospective adult students are significantly more likely than traditional students to be employed full-time (42% vs. 11%).
 - Community members are most likely to be unemployed (44%) as compared to adult students (24%) and traditional students (21%).
- Overall, participants are not familiar with the Yuba Community College District (36% not at all familiar and 31% only slightly familiar).
 - Nearly half of the responding community members (47%) are not at all familiar with the college district.
 - Across all respondent types, more than half report being most familiar with or (those not familiar) closest in geographic proximity to the Yuba College Main Campus (54%).

What is the highest level of school you have completed or the highest degree you have received?
(n=291)



Which of the following Yuba Community College District campus locations are you most familiar with?*(n=291)



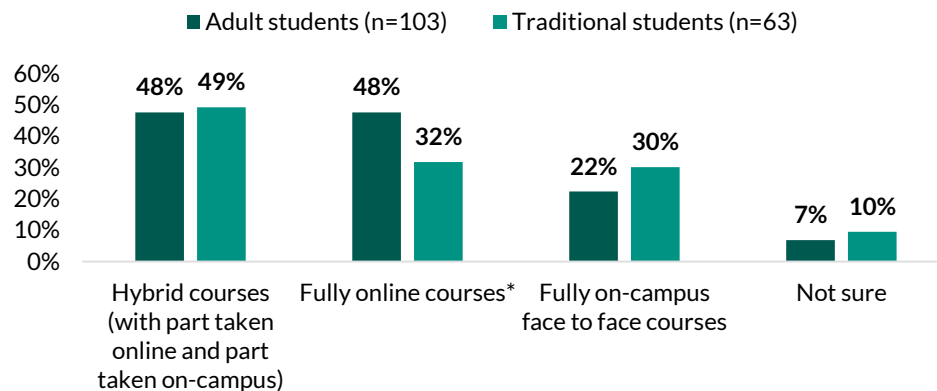
*Respondents not at all familiar with any of the campuses selected the campus geographically closest to their home

KEY FINDINGS: ACADEMIC PREFERENCES

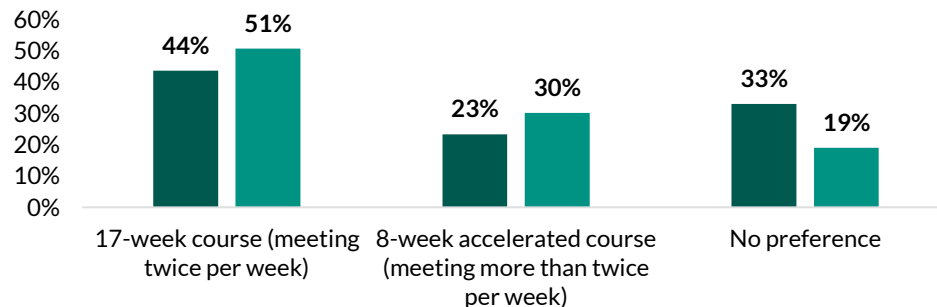
- While hybrid delivery is most popular among both types of prospective students, adult students significantly prefer fully online courses (48% vs. 22%).
- Both adult and traditional students prefer a 17-week course length (44% and 51%, respectively) to an 8-week course length (23% and 30%, respectively).
 - However, one-third of adult students have no preference in course length, potentially supporting an adoption of an 8-week accelerated course where appropriate.
- Adult students are significantly more likely to enroll part-time (66% vs. 35%) while traditional students are more likely to enroll full-time (52% vs. 35%).
 - Additionally, adult students prefer weeknights (63% vs. 33%) and weekend courses (32% vs. 7%) compared to traditional students, which are more likely to choose weekday daytime courses (83% vs. 52%).

What is your preferred delivery format for higher education courses?

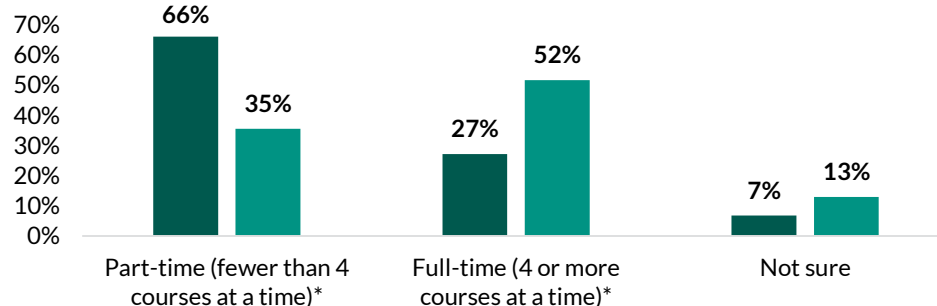
Please select all that apply.



What is your preferred course length?



Would you prefer to enroll part-time or full-time?



ACADEMIC PREFERENCES: DESIRED LEVEL OF CERTIFICATION

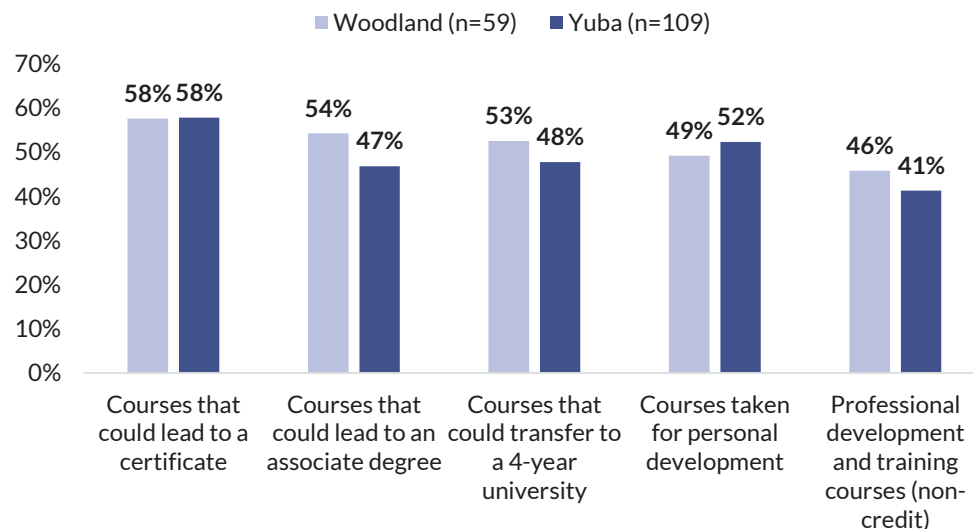
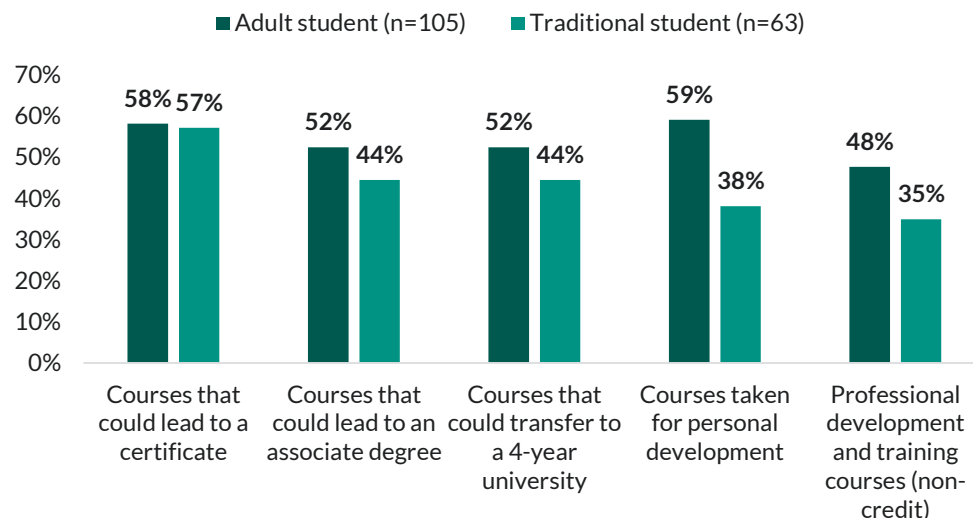
- Prospective students overall are most interested in courses that could lead to a certificate; however adult students are most interested in courses taken for personal development.

- Adult and traditional students are least likely to be interested in non-credit professional development courses (48% and 35%, respectively); however, among the adult student population, there is still interest in almost half of respondents, further highlighting the different motivations between the two populations.

- There is no significant difference between the Woodland and Yuba campuses regarding students' desired level of certification.

- There are slight preferences for degree seeking and non-credit courses among those who are most familiar or geographically closer to Woodland and personal development courses among those most familiar or geographically closer to Yuba. These marginal differences do not suggest the need for a portfolio review.

How interested are you in the following types of coursework?
(%very interested + %extremely interested)

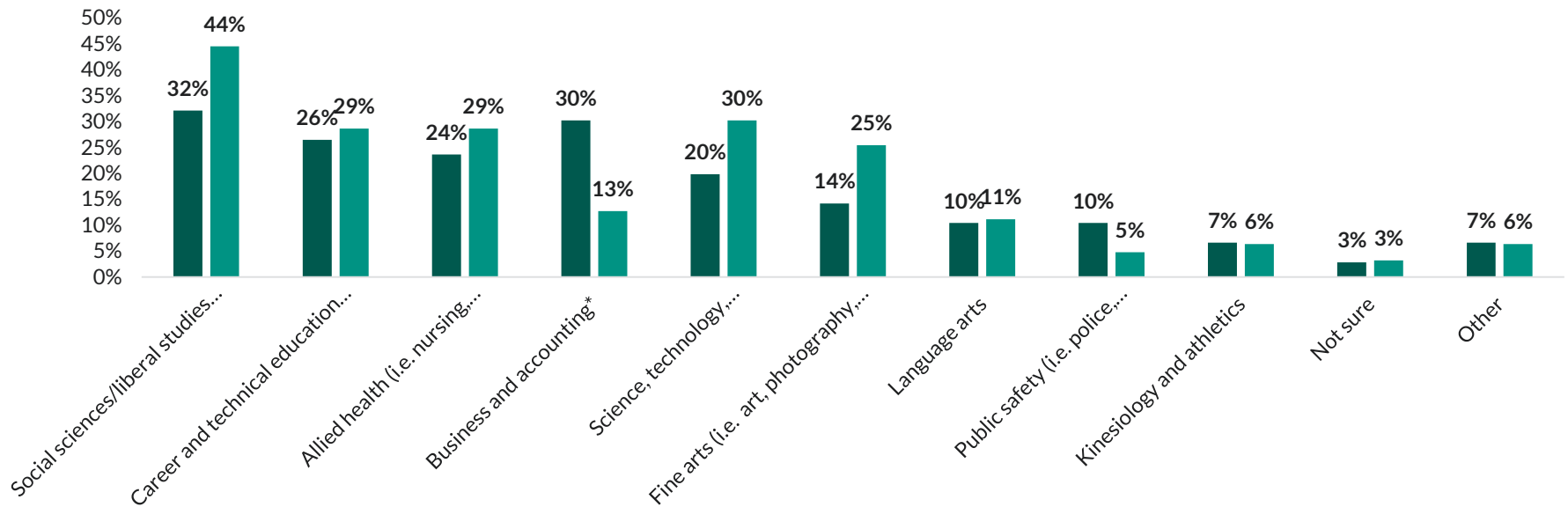


ACADEMIC PREFERENCES: AREAS OF STUDY

- Prospective students are most interested in studying social sciences/liberal studies (37%), career and technical education (27%), allied health (25%), business and accounting (24%), and STEM (24%).
 - While the interest in areas of study is relatively similar among traditional and adult students, adult students show a significant interest in business and accounting as compared to traditional students (30% vs. 13%, respectively).
- Woodland and Yuba's prospective students show significant differences in their desired areas of study.
 - Woodland students are significantly more likely to study social sciences/liberal studies (47%) than Yuba students (31%). Additionally, Woodland students are more likely to study STEM (36%) compared to Yuba students (17%).
 - Yuba students, however, are significantly more likely to study Fine Arts (23%) compared to Woodland students (10%).

Which of the following areas would you be interested in studying? *Please select all that apply.*

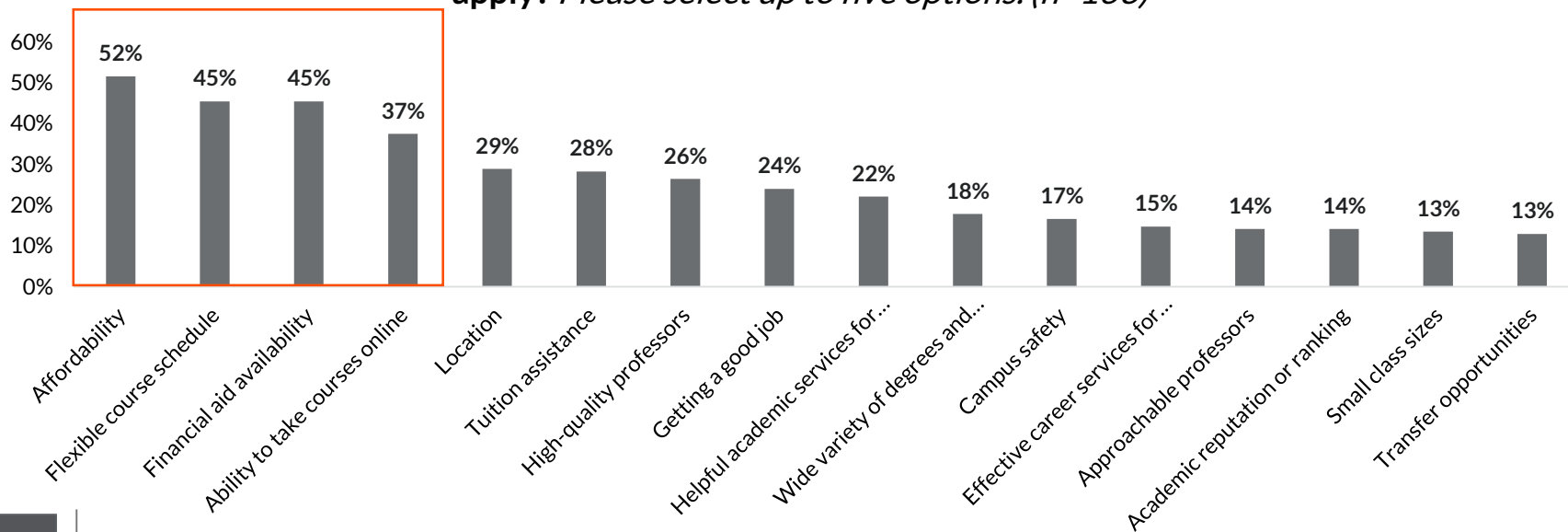
■ Adult student (n=106) ■ Traditional student (n=626)



KEY FINDINGS: IMPORTANT FACTORS

- Financial concerns comprise the most important factors to prospective students including affordability (52%) and financial aid availability (45%). Students also cite the need for flexible course schedule (45%) and ability to take courses online (37%).
 - Consistent with previous findings, the ability to take courses online is significantly more important to adult students (48%) than to traditional students (20%).
 - Conversely, traditional students are more likely to be influenced by getting a good job (33%) and small class size (21%) than their adult counterparts (19% and 9%, respectively)
 - There are two significant differences across campuses - flexible course schedule is more important to those most familiar with or geographically closer to Woodland (56%) as compared to Yuba (39%); while tuition assistance is more important to those most familiar or geographically closer to Yuba (34%) as compared to Woodland (19%)

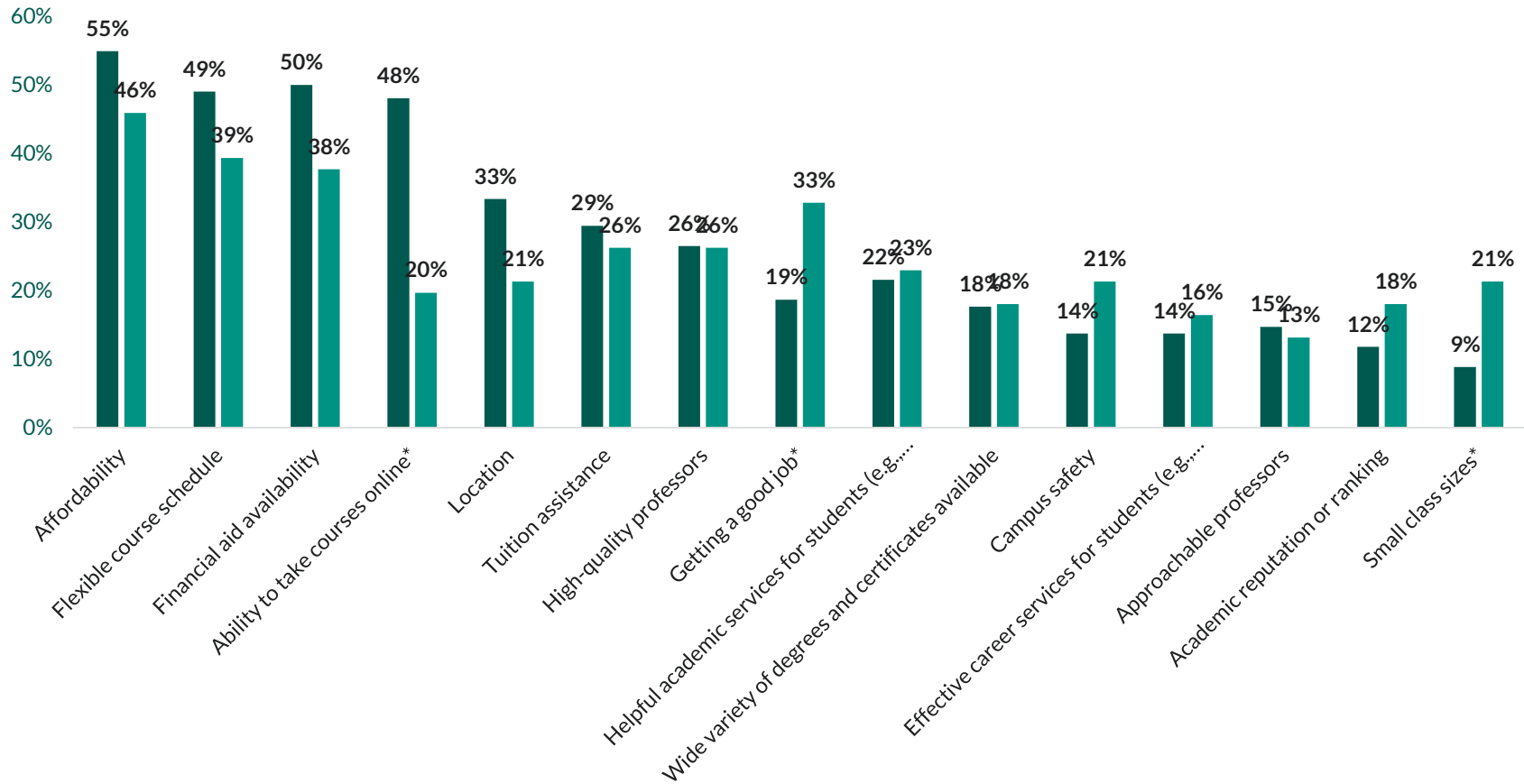
Which of the following factors are most important to you when deciding where to apply? Please select up to five options. (n=163)



IMPORTANT FACTORS: BY STUDENT TYPE

Which of the following factors are most important to you when deciding where to apply? *Please select up to five options. (n=163)*

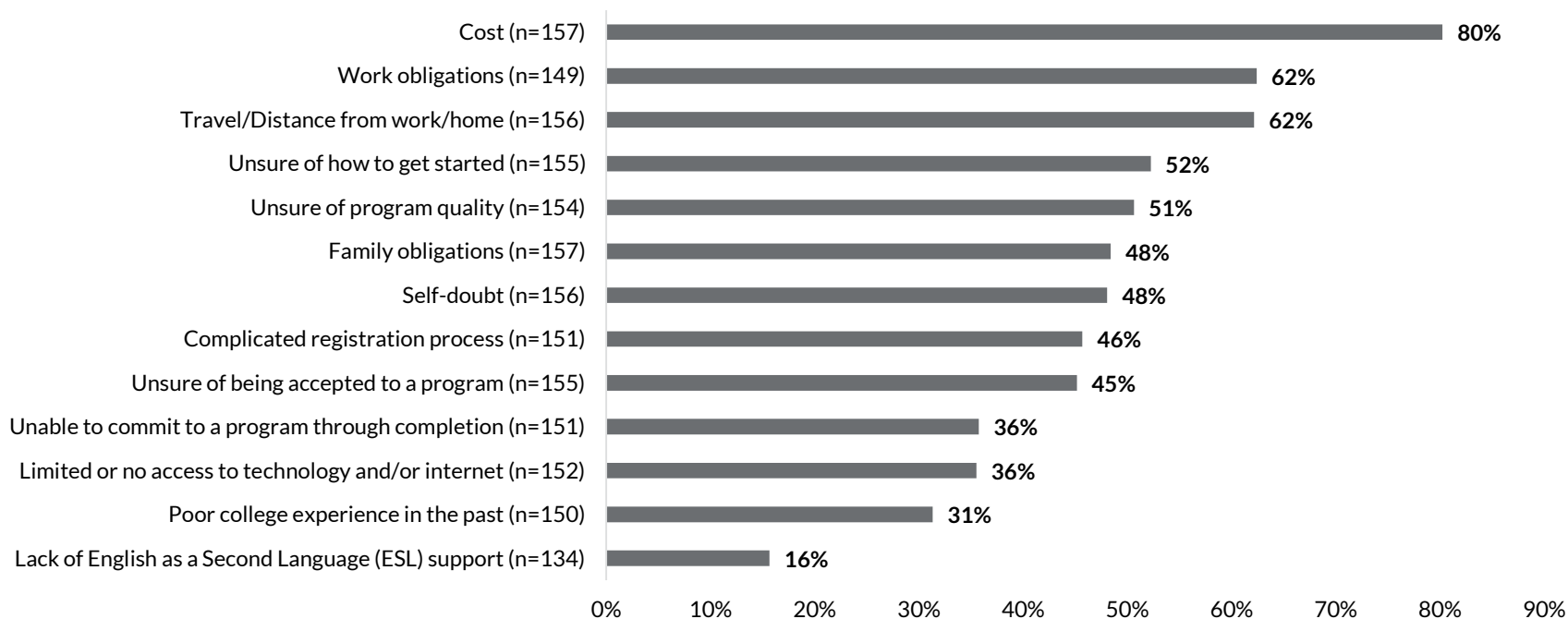
■ Adult students (n=102) ■ Traditional students (n=61)



IMPORTANT FACTORS: OBSTACLES TO ENROLLMENT

- **Cost (88%) is the strongest obstacle to enrollment according to prospective students.** Additionally, more than half of students indicate work obligations and travel/distance (62%) as well as being unsure of how to get started (52%) and being unsure of program quality (51%) as main obstacles.
 - There are no significant differences in the perceived obstacles by respondent group (adult vs. traditional students).
 - However, Yuba students are significantly more likely to be unsure of being accepted to a program (Yuba 52% vs. Woodland 30%) while also being unsure of program quality (Yuba 57% vs. Woodland 38%).

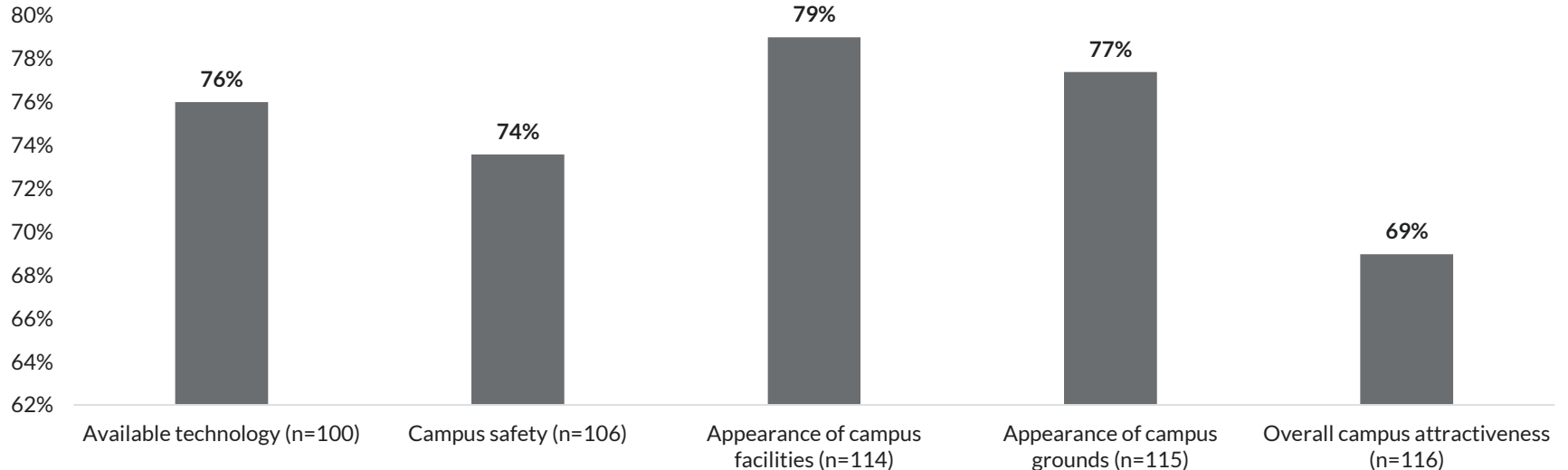
How much do you agree or disagree that the following factors would be obstacles to your enrolling? (% somewhat agree + % strongly agree)



KEY FINDINGS: CAMPUS PERCEPTIONS

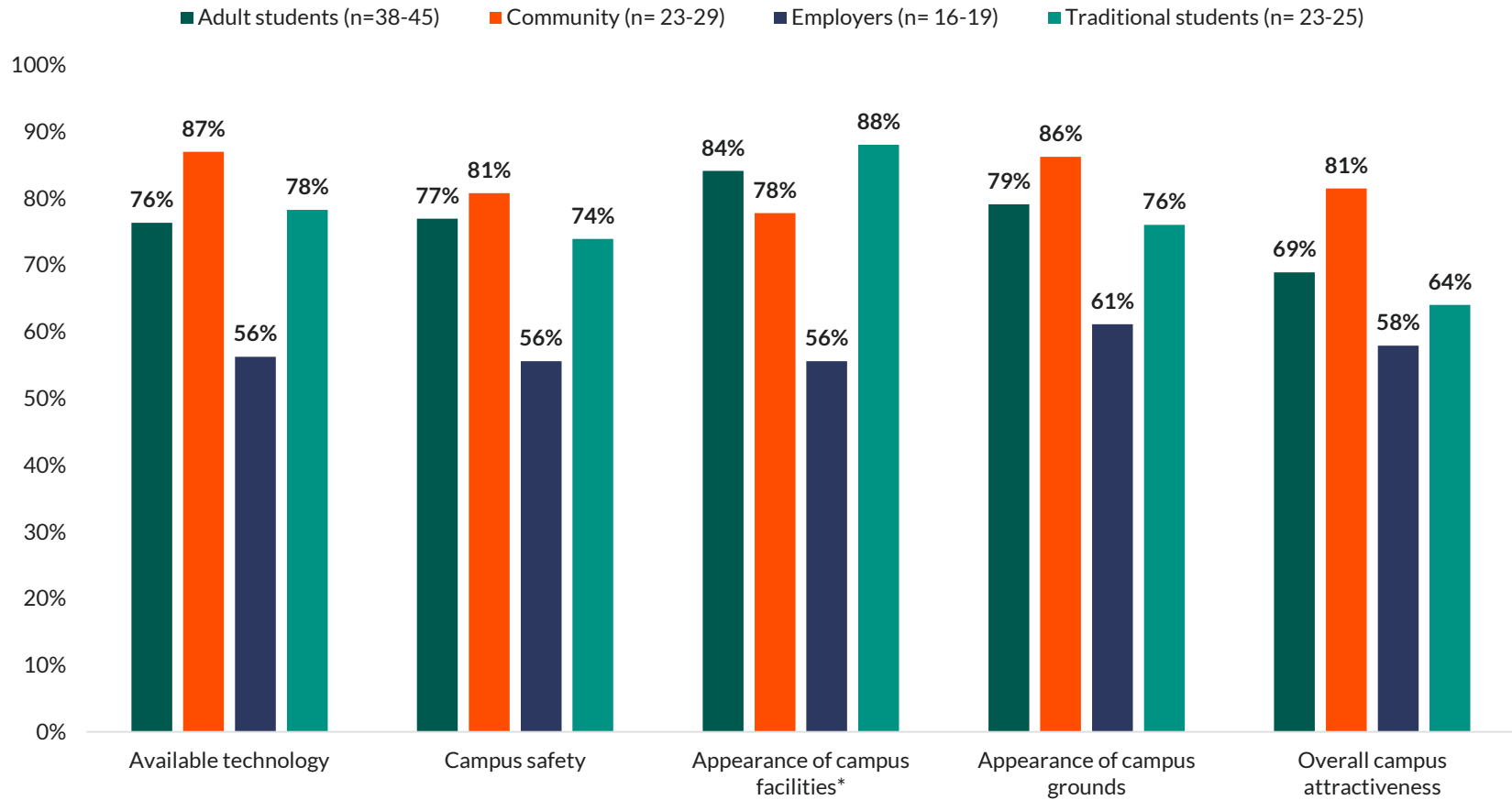
- While less than half of respondents (43%) have visited a campus within the Yuba Community College District, those that have visited, rate the campuses positively.
 - Adult students are most likely to have visited (46%) however there is no significant difference across respondent groups (traditional students 44%, employers 42%, and community members 38%).
 - Employers are less likely than all other groups to rate appearance of campus facilities as good or excellent (56%) as compared to adult students (84%), traditional students (88%), and community members (78%).
 - There are no significant differences in the ratings across Woodland and Yuba campuses.

How would you rate the campus you have visited on the following?
(% good + % excellent)



CAMPUS PERCEPTIONS: BY RESPONDENT TYPE

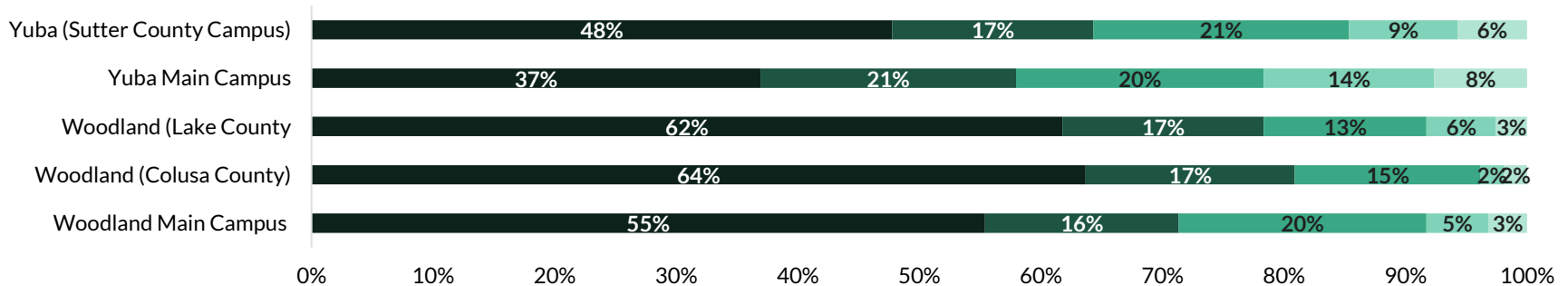
How would you rate the campus you have visited on the following?
(% good + % excellent)



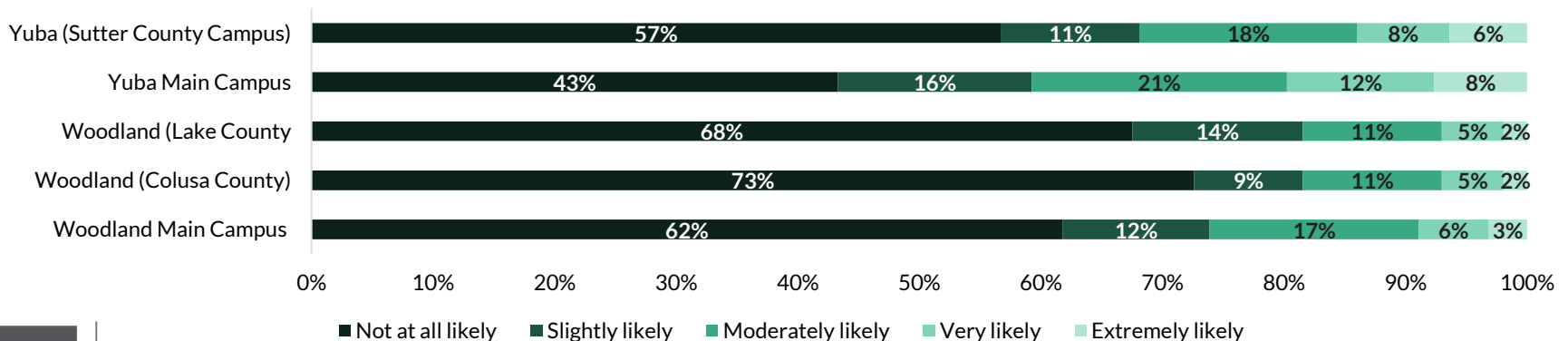
CAMPUS PERCEPTIONS: LIKELIHOOD TO ENROLL

- Yuba College’s main campus is the most popular campus in terms of likelihood to enroll in a degree or certificate program (63% at least slightly likely) and courses not related to a degree or certificate (57% at least slightly likely).
- Prospective students are least likely to enroll at the Woodland Colusa County Campus, although they are more likely to enroll in a degree or certificate program (36% at least slightly likely) than a non-degree program (27% at least slightly likely).
- Traditional students are generally more inclined to take a degree or certificate program at the Yuba Sutter County campus (62% as compared to 39% of adult students) as well as the Woodland Lake County campus (72% as compared to 56% of adult students).

How likely are you to apply to...
...a degree or certificate program at the following campuses? (n=157)



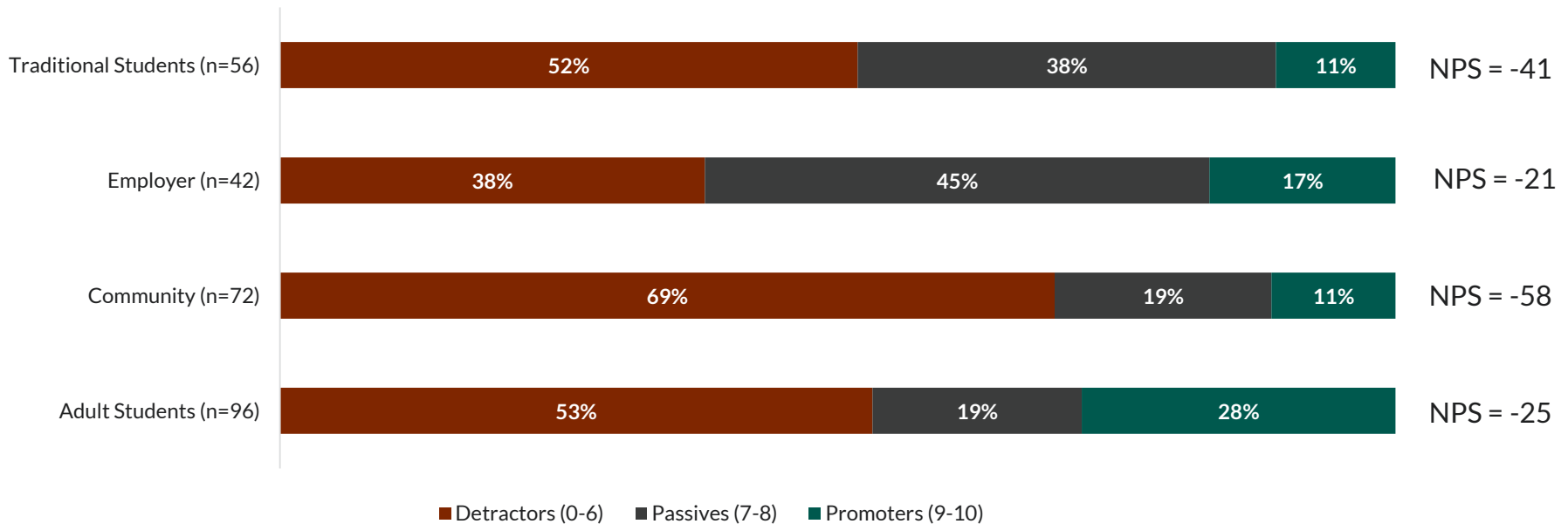
...courses not related to a degree or certificate program at the following campuses? (n=157)



CAMPUS PERCEPTIONS: NET PROMOTER SCORE

- Yuba has an overall Net Promoter Score of -37 with 18% Promoters (9 or 10 out of 10), 27% Passives (7 or 8), and 55% Detractors (6 and below); however, scores vary across audiences.
 - Adult students are the most likely to be a promoter of the college with more than a quarter (28%) rating their campus a 9 or 10 as compared to employers (17%) and traditional students and community members (11%).
 - Of the adult student detractors, more than half rated the college as a 5 or 6, potentially demonstrating a lack of opinion or knowledge as opposed to a negative opinion.
 - Community members are most likely to rate their campus as a 0 out of 10 (21%) while adult students are most likely to rate their campus as a 10 out of 10 (23%).
 - Scores do not vary across campuses.

On a scale from 0-10, how likely are you to recommend your most familiar campus to a friend, family member, or colleague?



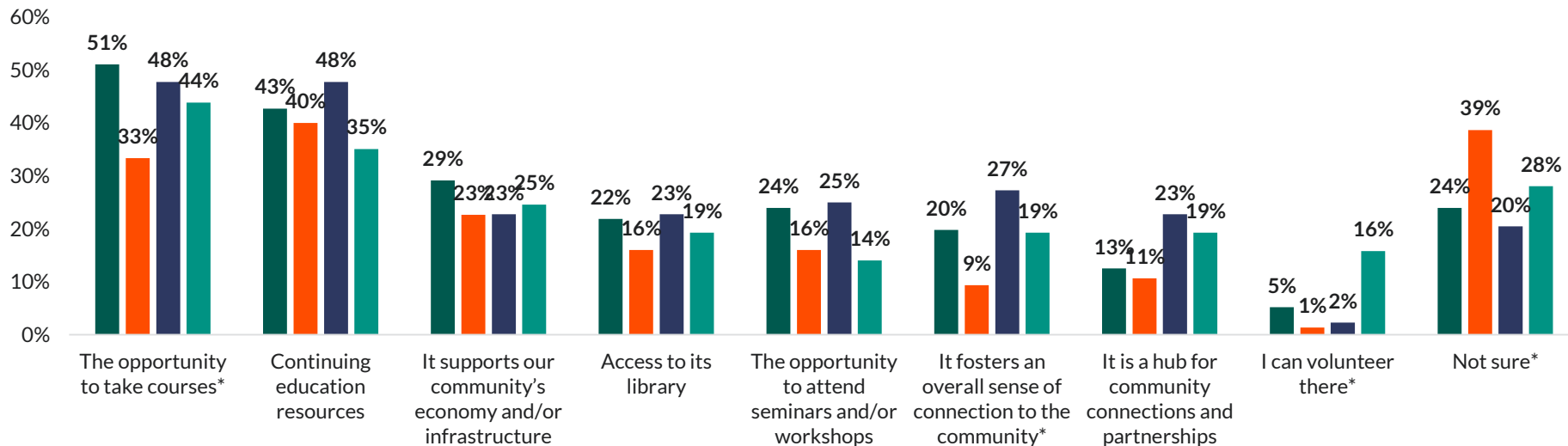
KEY FINDINGS: CAMPUS VALUE

- Prospective students value the ability to take courses at a local campus (51% of adult students and 44% of traditional students), as well as continuing education resources (43% and 35% respectively). However, continuing education resources are also most valued by employers (48%) and community members (40%).
 - More than one-third of responding community members (39%) are not certain of the value of living or working near a campus – this response is significantly higher than among other respondent groups.
 - Other outlying responses include employers believing the campus fosters an overall connection to the community (27%) and traditional students valuing the opportunity to volunteer at a campus (16%).

What do you value most about living or working near any Yuba Community College District campuses?

Please select up to five options.

■ Adult students (n=96) ■ Community (n=75) ■ Employer (n=44) ■ Traditional students (n=57)

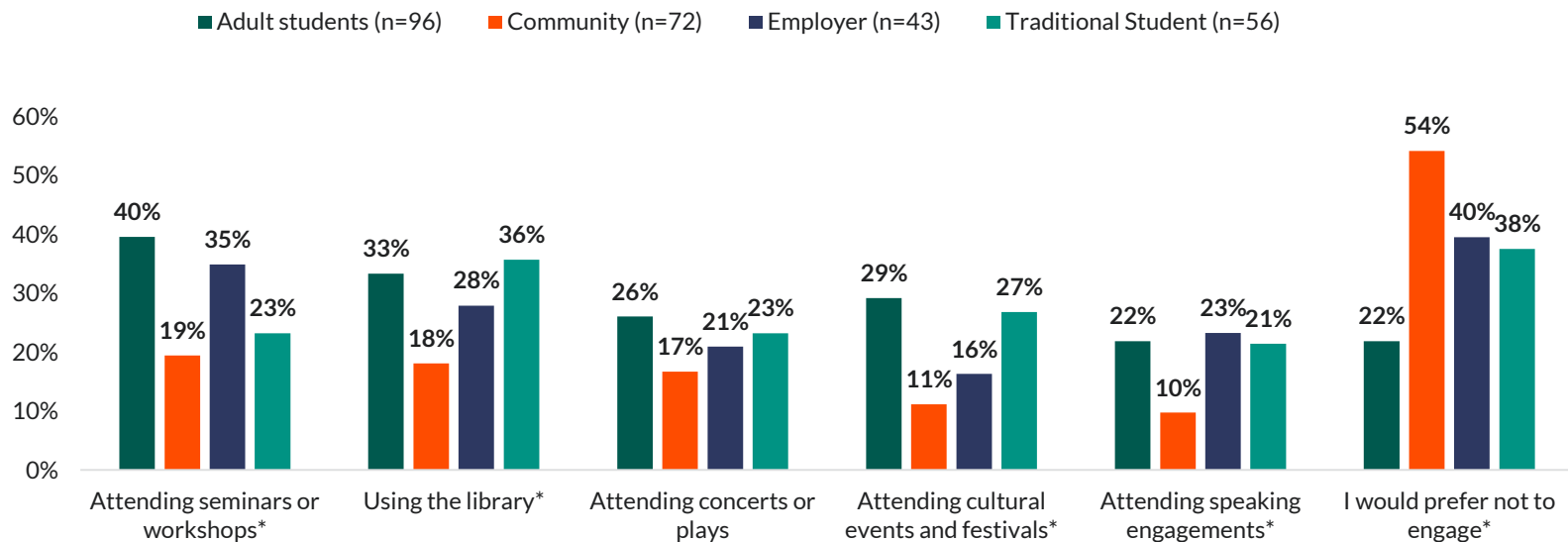


CAMPUS VALUE: ENGAGEMENT

- More than half (54%) of the responding community members would not like to engage with a district campus, however those that would are those most likely to attend seminars or workshops (19%), use the library (18%), or attend concerts or plays (17%) – engagements also popular among the other respondent groups.
 - There are no significant differences engagement preferences from those who selected Woodland as opposed to Yuba.
 - When asked why it is important to have a college in their community, adult students, traditional students, and employers focus on the value of the college for themselves and others in a similar position, whereas community members predominantly comment on the value to others, supporting the concept of disengagement (see next slides for open-ended responses).

How would you like to engage with your most familiar/closest Yuba Community College District

Campus in the future? *Please select up to five options.*



CAMPUS VALUE: OPEN ENDED RESPONSES – ADULT STUDENTS

A local college gives people like myself who work full time and are raising children the chance to attend school and better our lives. I would not be able to drive long distances for schooling for a few basic classes and would likely not attend college at all. ~Adult Student

I personally feel the importance of a college within my community is significant as not all students have access to education in distant areas. Whether this is due to cost expenses or family issues I feel the need for a college within my community should be a right. ~Adult Student

As a Colusa resident, we are paying taxes for Colusa County to have the campus in our county and expect it to be good and grow. So far it has been very slow to provide lots of courses consistently due to lack of enrollment. ~Adult Student

I think it's important for the morale of a town as well as for the community to have a place for people to further their education close to home saving money before going to a four-year. It's a good jumping off place for figuring things out learning about career paths and finding what you want to do in life. ~Adult Student

I think colleges bring a higher degree of education to the surrounding community which can help life people out of poverty. If education is important in your community, your community will be more successful and prosperous. ~Adult Student

Better accessibility to higher education can only improve the quality of living in an area. ~Adult Student

Not only the education possibilities, but also the local employment and jobs. ~Adult Student

Makes it more accessible to kids in families that are low income. People more like to attend if the travel time is short. Brings respectable people into the area. ~Adult Student

Living in a college town creates a strong sense of community and provides access to resources. ~Adult Student

There are far far more kids/teens & graduates in our town alone then adults. We would not be a town if the kids did not live here. ~Adult Student

CAMPUS VALUE: OPEN ENDED RESPONSES – TRADITIONAL STUDENTS

We're not a huge city, but have a decently high population with 2 large high schools. People tend to stay in this city who were raised here so having a college here is very beneficial. ~Traditional Student

It is important to have a college in your community because people need to learn and take advantage of educational opportunities when they are present. Also for most of the time these colleges are offered to people in the community at a discounted price which really helps those with low income. ~Traditional Student

I think that having a college nearby will promote a better and more inclusive economy because college students bring a new type of income to small businesses. ~Traditional Student

A college in our community shows our minorities that though we are a small community, we can make something out of ourselves and it is possible to become successful. ~Traditional Student

Higher education allows the most opportunity for work outside of minimum wage jobs. Going to college can help people develop skills needed to survive. ~Traditional Student

Higher education leads to being part of the professional upper class of society and is seen as "successful" ~Traditional Student

It doesn't just encourage the teens just getting out of high school but the older generation as well. Its a reason for people in the community to get together and show support to others and have a good time. ~Traditional Student

Since i am a student myself, on and off, it is nice to have some sort of sense of community. It brings such a nice energy and educational environment and diversity as well. ~Traditional Student

Having a college in my community is important because it creates a closer connection to my community and education. As well as, bringing a feeling of safety! ~Traditional Student

I grew up in a college town and went to a very high performing high school where going to a college is expected. I also grew up in a family where everyone has gone to college and stresses education. ~Traditional Student

Community colleges are an important option to have to make higher education more accessible for everyone. They also bring business and arts and culture to the community. ~Traditional Student

CAMPUS VALUE: OPEN ENDED RESPONSES – COMMUNITY & EMPLOYERS

Accessibility is crucial for a community to be educated. If families are closer to campus they have less barriers of furthering their education. ~Employer

It brings opportunities and different points of view to the town. It brings in new people who inject the local economy with much needed funds. ~Employer

Having a college in my community is important because of the talent and ideas that those individuals bring in. It also increases the likelihood of individuals with higher education living in the area. ~Employer

Community college is more affordable than traditional 4-year universities. I think it's important to offer various trades through a community college to better serve the community. ~Employer

Community College offers a gateway for retraining and a stepping stone for a 4 year school ~Employer

It provides a progressive position on issues in the community and brings a lot of community programs provided by the college/university. ~Employer

For those students that would like a higher education or need a degree for a job. ~Community

Young adults need opportunities to further their education in order to improve their lives ~Community

For a higher learning option for students who either cannot afford or are not ready for university ~Community

Our town is constantly growing so as the population grows it makes sense to have a college that is close like right here in our town. ~Community

Allows access to higher educational opportunities in a rural area ~Community

Citizens can further their education beyond High School. ~Community

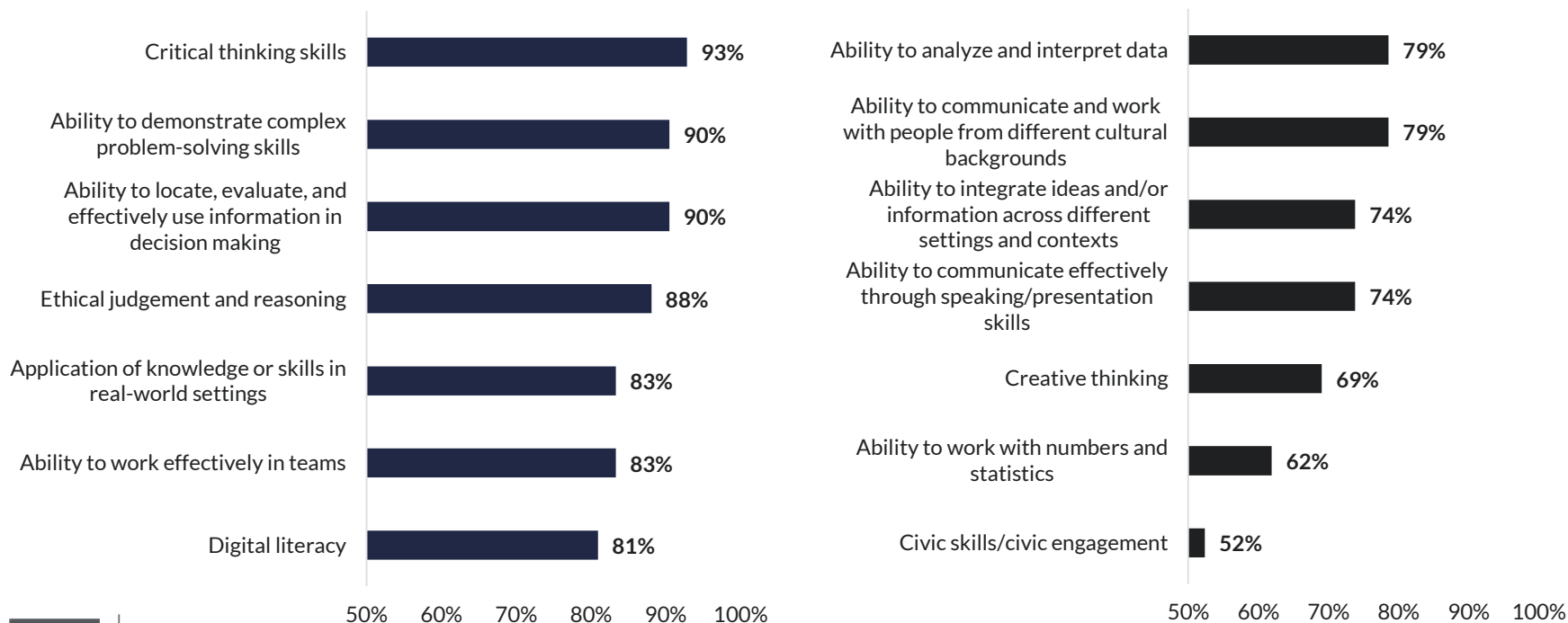
We are a mostly low income community so it's important we have the resources available to get a proper equal education ~Community



KEY FINDINGS: EMPLOYER NEEDS

- According to employers, the most important skills and knowledge areas are critical thinking skills (93%); ability to demonstrate problem-solving skills; ability to locate, evaluate, and effectively use information in decision making (90%); and ethical judgement and reasoning (88%).
 - More than half of responding employers consider all the listed skills and knowledge areas important, with just civic skills/civic engagement falling below 60%.

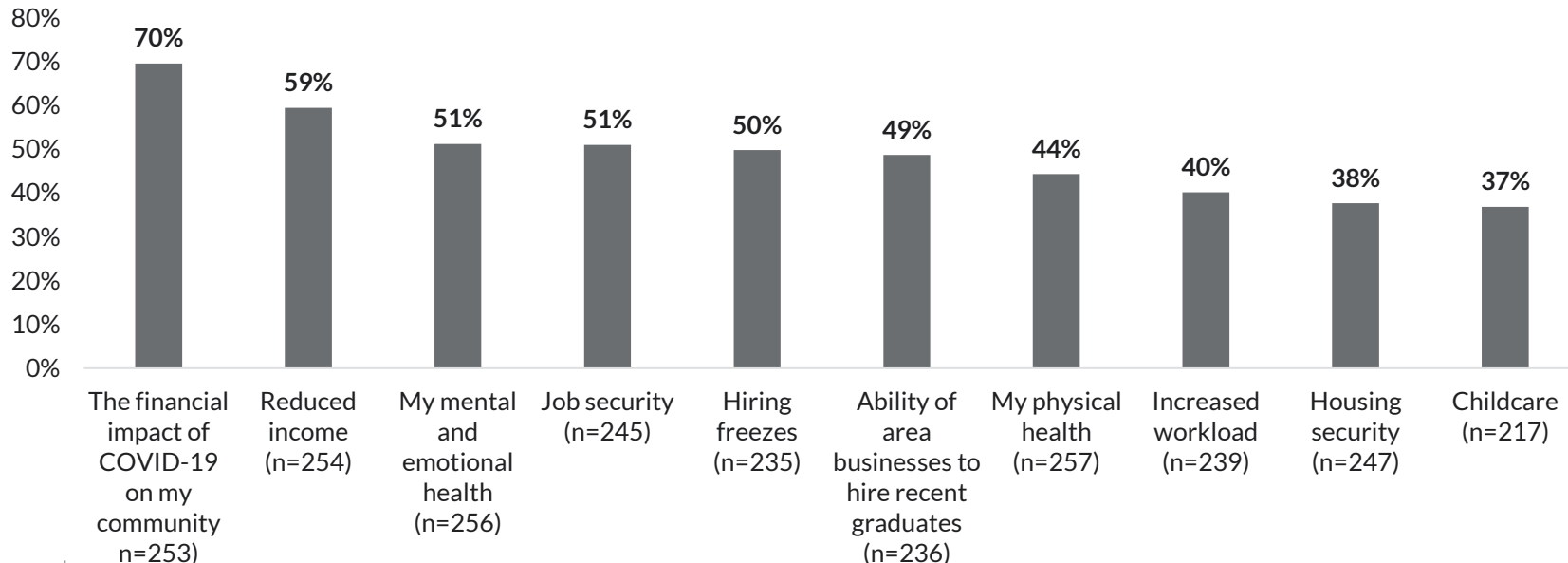
Below is a list of skills and knowledge areas. For each one, please indicate how important it is. (*n=42*)
(% very important + % extremely important)



KEY FINDINGS: COVID-19 CONCERNS

- Overall, respondents are most concerned about the financial impacts of COVID-19 including the financial impact on the community (70%) and reduced income (59%). Additionally, adult students are highly concerned with the ability to pay for their education (67%).
 - On top of the financial impacts of COVID-19, traditional students are also concerned with factors including the ability to get a job after graduation (62%), job security (60%), and falling behind in coursework (60%).
 - Employers are also particularly concerned with the ability of area businesses to hire recent graduates (63%).

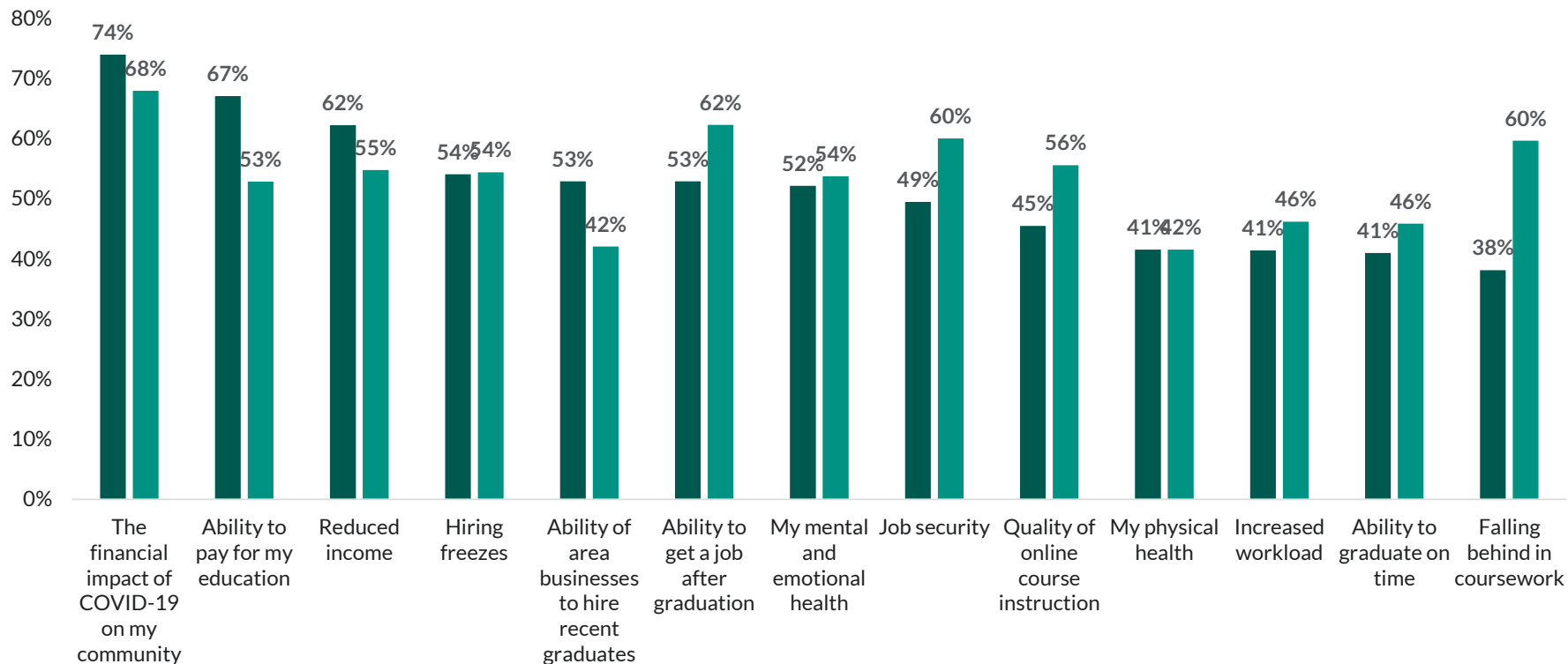
In light of COVID-19, how concerned are you about the following issues?
(% very concerned + % extremely concerned)



COVID-19 CONCERNS: STUDENTS

In light of COVID-19, how concerned are you about the following issues?
(% very concerned + % extremely concerned)

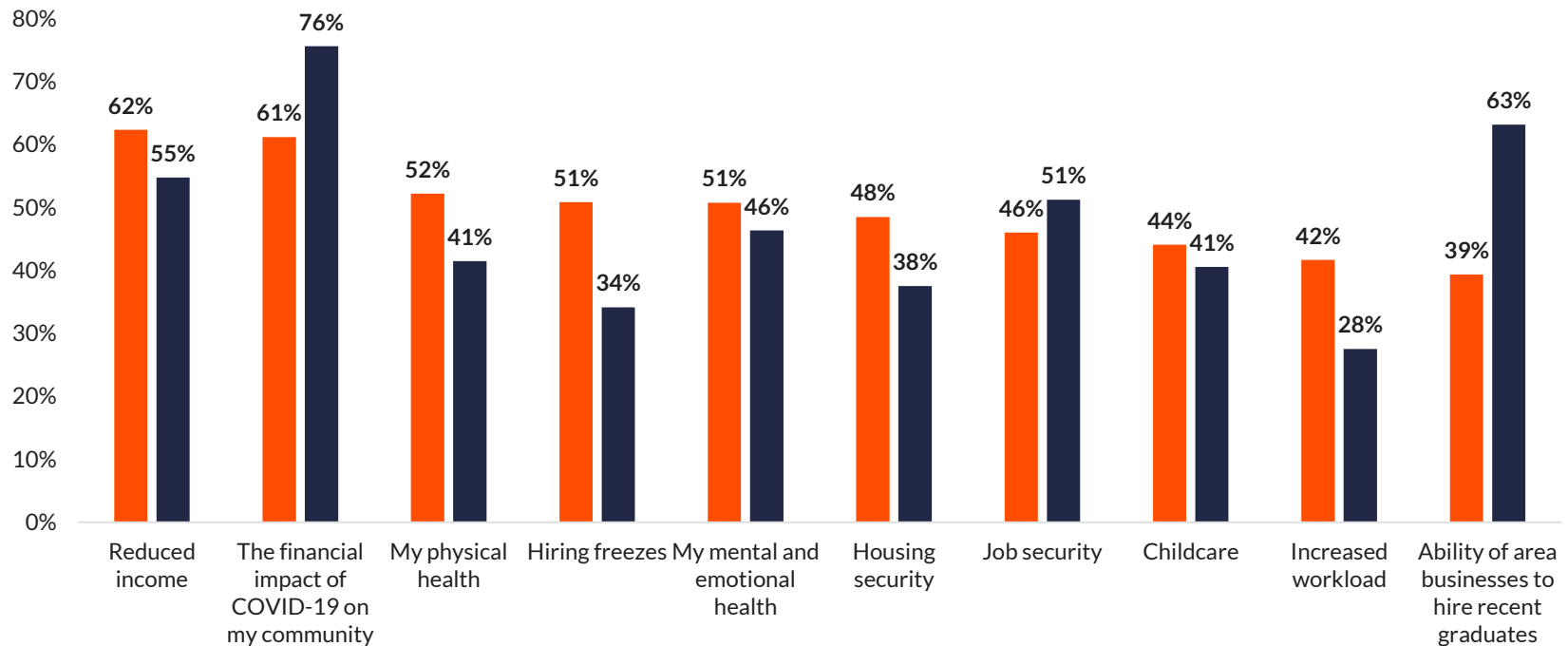
■ Adult Student (n= 88-94) ■ Traditional Student (n= 44-54)



COVID-19 CONCERNS: COMMUNITY MEMBERS & EMPLOYERS

In light of COVID-19, how concerned are you about the following issues?
(% very concerned + % extremely concerned)

■ Community (n= 59-69) ■ Employers (n=37-42)





Thank you.

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