

Community Assessment Program (CAP) Studies

Executive Summary



Prepared by

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Study Methodology and Background Findings

For the Contra Costa Community College District (CCCCD), the Office of Adult Learning Services of the College Board conducted a Community Assessment Program (CAP) that was made up of a number of studies, planned jointly by CCCCCD officials and by representatives of the College Board. In this report, major findings are presented for the following studies:

A study of the context for adult higher education as shown by demographic data for Contra Costa County.

Census data were analyzed in Contra Costa County to identify census tracts with different probabilities of producing adult students. The analysis was based on past research showing which demographic characteristics are predictive of adult study. This Technical Report contains census tract and ZIP code tables showing rates of adult learning.

A study of the demand for lower-division undergraduate education among individual students: Young and Adults.

The College Board made random telephone calls to households throughout Contra Costa County in order to find qualified individuals to interview. The College Board found and interviewed 454 individual adult students who were 25 to 65 years of age and 375 individual younger students who were 18 to 24 years of age when they took their most recent lower-division course during the past five years.

Each of the interviews consisted of multiple data questions directly related to the eight Policy Questions chosen by CCCCCD officials for adult students and the five Policy Questions chosen by CCCCCD officials for younger students. Each interview also included questions about the personal characteristics and circumstances of the students at the time they took their most recent lower-division course. Below are the characteristics of the samples of adults and young individuals who participated in the study.

Form the Los Medanos College Service Area

- The typical adult students turned out to be a 38-year-old white female, with one year of college. She was married and employed full time, with a family income of about \$51,000.
- The typical younger students turned out to be a 19-year-old white female, with one year of college. She was single and employed part time, with a family income of about \$28,000.

Demand for a Weekend College

To determine whether CCCCDC should operate a weekend college for lower-division undergraduate adult students as well as personnel were interviewed. Samples of 151 adults students and 105 LMC personnel were identified.

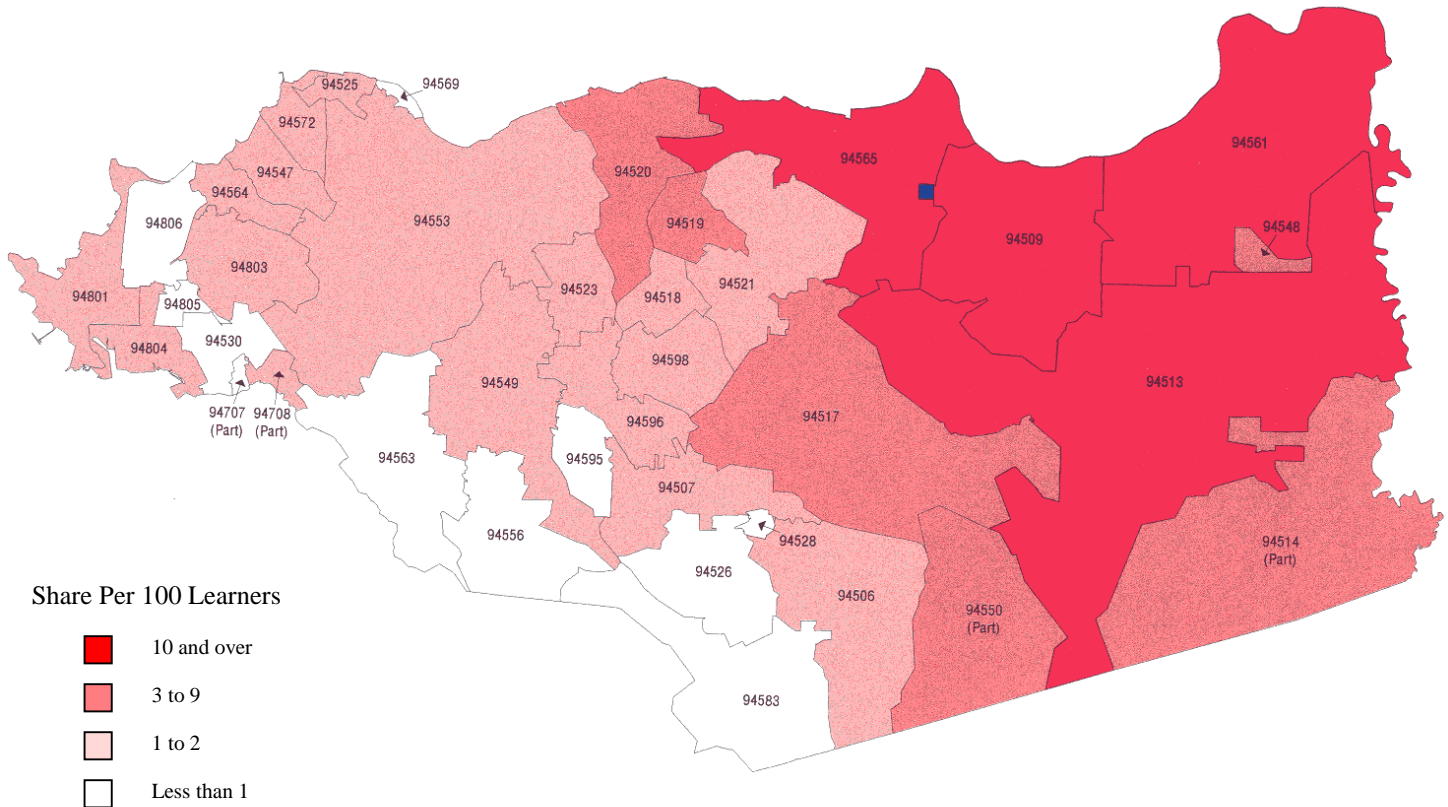
A High School Study for the Contra Costa Community College District: Los Medanos College

For the LMC Area, the following high schools participated in this study: Antioch, Deer Valley, Pittsburg, Liberty Union, and Freedom. High school seniors' questionnaires were administered in school by teachers and other school personnel in courses typically taken by college-bound seniors. Teachers' and counselor's questionnaires were administered during school time in as convenient a way as possible in each high school. The respondents answered anonymously.

Demand for Lower-Division Education in Brentwood

A special study was conducted of residents of the area surrounding the Brentwood Center operated by Los Medanos College. To that end, the College Board interviewed and reported the results for 88 younger students aged 18 to 24 and 157 adult students aged 25 to 65 who had taken a lower-division course in the past five years -- for a total of 245 students. The College Board used the same questionnaires that they had used in the regular CAP 2 study of younger and adult students.

**A Study of the context for educating adults as shown by demographic data for Contra Costa
County: LMC Service Area.
(Position and image of LMC in the lower-division undergraduate market)**



Findings:

- LMC has 58% of the market share of LMC Area. The corresponding figure for CCC ‘s own market share is 41%, and DVD’s is 56%.
- 65% of adults in LMC service area would take a credit course in the future at LMC.
- 88% of the adults in LMC service area know LMC well enough to rate LMC.
- On a 1 to 5 point scale (5 being the highest), of those who know LMC well enough to rate, gave LMC a rating of 4.2

Recommendations provided by the College Board: No recommendations were provided. However, the data suggest that LMC has favorable position and image among adults in our service area.

DEMAND FOR LOWER-DIVISION EDUCATION

Adults LMC Area

Main Findings

Demand for Courses in Liberal Arts: 57%

Demand for Courses in Career Fields: 44%

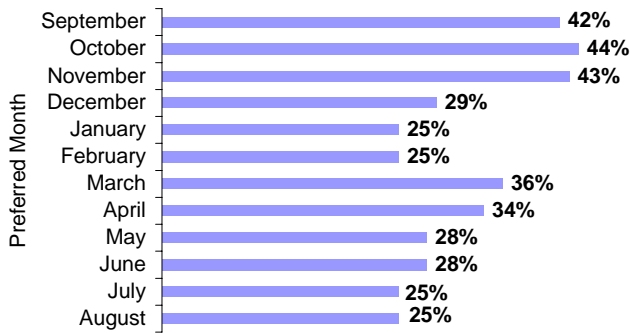
Preferred Months of Study:

Preferred Number of Weeks for a Course:

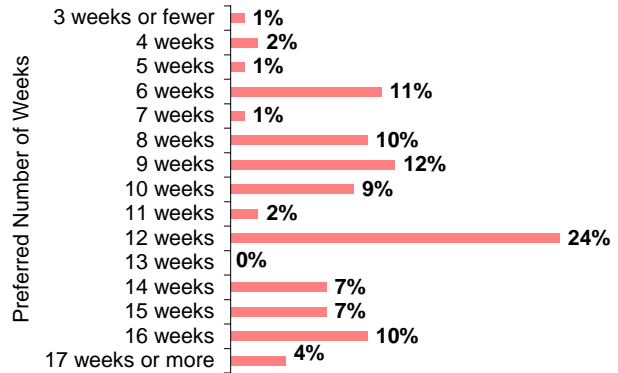
September 42%; October 44%; November 43%

12 Weeks

Months of Study LMC Area Adults Prefer



Number of Weeks for a Course LMC Area Adult Students Prefer



Time of Day/Week	Course taken	Preferred courses then	Preferred class starting time		Preferred Length of Class Sessions		Preferred frequency of Class Sessions	
Weekday evenings	50%	52%	8:00 am	9%	1 hour	7%	1 time a week	26%
Weekday mornings	32%	30%	9:00 am	16%	1 ½ hours	17%	2 times a week	53%
Weekday afternoons	13%	9%	10:00 am	7%	2 hours	25%	3 times a week	15%
Weekends	4%	7%	10:30 to 11:30	1%	2 ½ hours	10%	4 times a week	4%
Weekday Early mornings	1%	2%	12:30 – 4:30	7%	3 hours	20%	5 times a week	2%
			5:00 pm	13%	3 ½ hours	11%		
			6:00 pm	23%	4 hours	3%		
			7:00 pm	13%	4 ½ hours or more	7%		

Recommendations provided by the College Board:

- Aggressively promote associate degrees in business management and accounting; in nursing, general liberal arts, and psychology.
- Promote individual courses (but not full degrees) in microcomputer software applications, computer science, computer literacy, and computer programming.
- Offer courses in 12-week terms, especially from September to November and again from January through April.
- Offer courses two times a week on Tuesdays and Thursdays on these schedules: 9:00 a.m. to 11:00 a.m. for morning classes and 6:00 p.m. to 8:00 p.m. for evening classes.

DEMAND FOR LOWER-DIVISION EDUCATION

Younger Students LMC Area

Main Findings

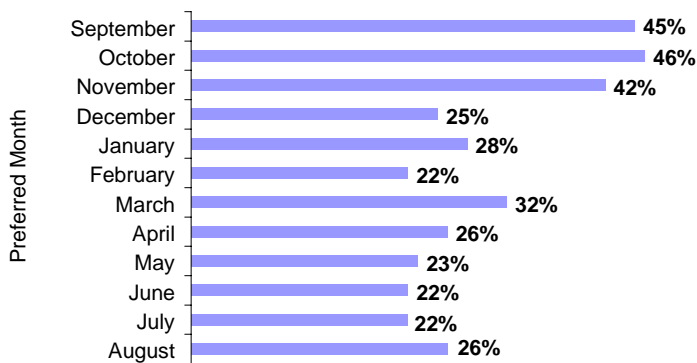
Preferred Months of Study:

Preferred Number of Weeks for a Course:

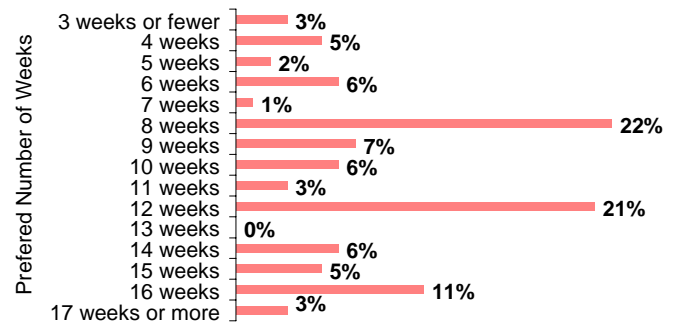
September 45%; October 46%; November 42%

8 Weeks

Month of Study LMC Area Younger Students Prefer



Number of Weeks for a Course LMC Area Younger Students Prefer



Time of Day/Week	Course taken	Preferred courses then	Preferred class starting time		Preferred Length of Class Sessions		Preferred frequency of Class Sessions	
Weekday evenings	21%	26%	8:00 am	11%	1 hour	15%	1 time a week	13%
Weekday mornings	55%	47%	9:00 am	18%	1 ½ hours	23%	2 times a week	44%
Weekday afternoons	18%	20%	10:00 am	10%	2 hours	26%	3 times a week	31%
Weekends	2%	4%	10:30 to 11:30	6%	2 ½ hours	10%	4 times a week	7%
Weekday Early mornings	4%	3%	12:30 – 4:30	14%	3 hours	12%	5 times a week	5%
			5:00 pm	5%	3 ½ hours	7%		
			6:00 pm	10%	4 hours	1%		
			7:00 pm	4%	4 ½ hours or more	6%		

Recommendations provided by the College Board:

- Offer courses in 12-week terms, especially from September to November and again from January through April.
- Offer courses two times a week on Tuesdays and Thursdays on these schedules: 9:00 a.m. to 11:00 a.m. for morning classes and 6:00 p.m. to 8:00 p.m. for evening classes.

Demand for a Weekend College

LMC Service Area Adults

Main Findings

- 46% of LMC adults expressed interest in attending a weekend college and of those, most would prefer the courses on Saturday Morning.
- There is strong support from faculty, classified and administrators for a weekend college.
- 46% of the Faculty would be willing to teach on Saturday mornings and 27% on Saturday afternoons.

Preferred Schedule by Adult students	Students	Time for weekend classes that should be offered (faculty 's opinions)	Time for weekend classes faculty themselves would teach.	Time for weekend classes should be offered (Administrators' opinions)	Time for weekend classes administrators themselves would support	A weekend college should be established (Classified Staff)	Classified staff would support the weekend college personally	Times that classified staff would be willing to work that would involve evening and/or weekend work.
Saturday mornings	86%	Saturday mornings 98%	Saturday mornings 46%	Saturday mornings 100%	Saturday mornings 88%	95%	65%	Evenings and/or weekends 33%
Saturday Afternoons	47%	Saturday Afternoons 84%	Saturday Afternoons 27%	Saturday Afternoons 100%	Saturday Afternoons 81%			Weekends only 5%
Sunday mornings	27%	Sunday Mornings 38%	Sunday Mornings 14%	Sunday Mornings 44%	Sunday Mornings 38%			
Friday Early Evenings	20%							
Sunday Afternoons	21%							
Friday Late evenings	34%							
Saturday early evenings	11%							
Sunday Early evenings	11%							
Saturday late evenings	7%							
Sunday late evenings	3%							

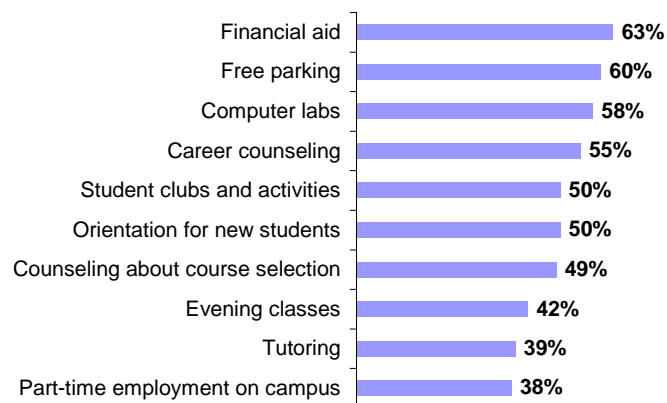
Recommendations provided by the College Board:

- CCCCD colleges should operate a weekend college offering lower division Undergraduate course for adults.
- Operate the weekend college every weekend in as short as term as possible (hopefully fewer than 12 weeks).
- Schedule classes Saturday mornings and Sunday mornings (ending at noon) and, if necessary, Saturday afternoons (ending at 5:00 p.m.)

A High School Study for the Contra Costa Community College District: Los Medanos College

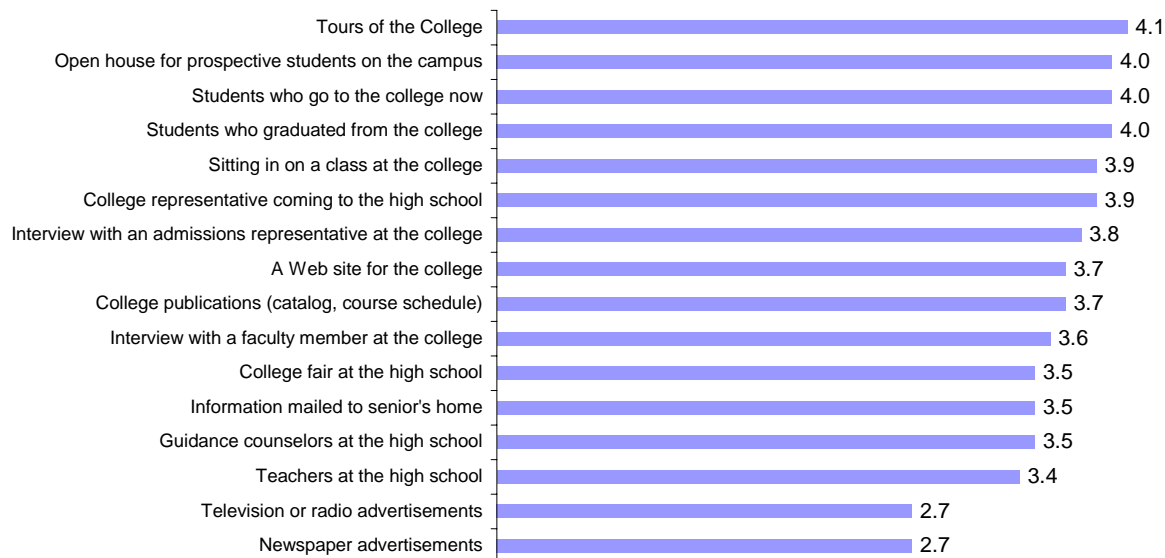
College-Going Plans for Next Fall	Types of College Applied	Influential college characteristics (Rating from 1 to 5)	Level of Knowledge about LMC		College Visited from LMC Service Area	Rating of Campus Attractiveness by LMC Service Area H.S. Seniors (Who Had Visited)
			1 Nothing			
Definitely will go 66%	Public 2-yr CC 59%	Quality of Programs 4.0	1 Nothing	27%	DVC 47%	DVC 3.5
Probably will go 21%	Public 4-yr Colleges in California 43%	Location 4.0	2	27%	LMC 74%	LMC 2.9
	Private 4-year colleges in California 14%	General Reputation 3.5	3	29%	CCC 14%	CCC 2.6
	Public 4-year colleges in another state 7%	The campus 3.6	4	13%		
	Private 4-yr colleges in another state 6%	Quality of Faculty 3.5	5 A Lot	3%		
	Private 2-yr colleges 6%	Price 3.6				
		Quality of other students 3.2				
		Enrollment size 3.0				
		Schedule 3.1				
		Financial Aid 2.9				

Top Ten College Services Wanted



A High School Study for the Contra Costa Community College District: Los Medanos College

Ways of Learning About a College



Kinds of Courses planning to take	Plan to work while attending college
Mostly Career-related 46%	Do not plan 9%
Some career-related/some liberal arts/general education 36%	Plan 15 hours or fewer each week 24%
Mostly liberal arts/general education 19%	Plan 16-30 hours each week 56%
	Plan 31 or more hours each week 11%

Recommendations

1. **Get students and their parents onto the CCCCD campuses beginning in middle school.** Provide for well-designed tours, informative open houses, talking with current students and graduates, even sitting in on selected classes in the case of high school students and their parents. Treat parents as decision-makers rather than merely as chaperones. Exert special effort with parents less likely to envision college their children.
2. **Recruit clusters of high school students and their families rather than individual high school students.** Recognize the power of peers—second to that of parents—in influencing which college will be chosen by high school students. Have high school counselors identify friendship clusters of juniors who are uncertain about college. Work with them and their families as a group to demonstrate what the nearby CCCCD college can offer.
3. **Select, train, and assign second-year CCCCD students to make regularly scheduled monthly visits to high schools in their college’s service area.** Have them visit classrooms to describe their college experiences. Offer these students credit for community service.
4. **Establish email “pen pal” relationships between selected second-year CCCCD students and selected high school students.** Early in the fall, sponsor pairs of students who agree to communicate about college during the year. Take advantage of the fact that about 10 percent of high school seniors called current students at the college “most influential” in their own choice of that particular college.
5. **Pair CCCCD faculty members with high school teachers and pair CCCCD admissions representatives with high school counselors to mentor capable high school students who are not likely to consider college.** Beginning in grade 9 and continuing through grade 12, monitor and encourage the academic progress of these students and guide them to envision a CCCCD college as an option upon graduation.
6. **Sponsor events and individual interviews at the high schools for teachers and counselors.** Bring a variety of CCCCD ambassadors to the high schools for these discussions—CCCCD current students, graduates, professors, and admissions representatives—in a variety of interesting formats.
7. **Communicate to high school students and their parents the career utility of all CCCCD courses—including liberal arts courses.** Single out the most popular certificate and degree programs for prominent mention. Promote those as much as the college as an institution.
8. **Package configurations of work and study plans, and advertise those configurations to high school seniors and their parents.** Recognize that most college students are going to work at least part time, some as a way of obtaining financial assistance for college. Rather than have them contrive their own work and study schedules, design and advertise some course schedules that make work convenient.
9. **Encourage capable high school seniors to take regular courses at CCCCD colleges while still attending high school and/or during the summers of their junior and senior years. Grant them college credit.**

10. **Invite non-college-bound high school seniors to enroll in selected CCCCD college courses.** Select courses in high-interest fields such as business and nursing taught on weekends or evenings or late afternoons by outstanding faculty members. Do not charge tuition. Grant college credit. Invite seniors' parents to attend occasional classes.
11. **Establish a job-placement service for non-college-bound high school seniors (or even juniors) who agree to enroll in a CCCCD college at least part time upon graduation.** They need to learn that they do not have to choose between work and college. They can have both at the same time.
12. **Make certain that the following services are ample and excellent:**
 - Convenient and safe parking that is as inexpensive as possible
 - Computer labs—with working equipment and available helpful staff
 - Career counseling
 - Financial aid (most important for CCC and LMC)
 - Orientation for new students
 - Counseling about course selection
 - Student clubs and activities

Other services listed in the text are desirable, but cannot be substituted for these seven.

13. **Advertise all 10 attractive features of CCCCD colleges listed earlier in the text.**
14. **CCCCD colleges should expand and aggressively advertise honors programs and honors course sections as one way of demonstrating their academic quality.** Open admission to the colleges can easily be coupled with selective admission to designated parts of the colleges. But the existence of such high academic admissions standards is unimportant in recruiting prospective students unless they are energetically advertised as image builders.
15. **Improve the appearance of the CCCCD campuses.** They need a “collegiate” look. None of them get good ratings for attractiveness, but CCC is a special problem and should get first attention. Then move on to LMC and finally to DVC. Make sure that all building interiors are well maintained and as attractive as financially feasible. Assuming that the cost of new construction is prohibitive, see what can be done with redesigned landscaping—trees, shrubbery, walkways, plazas.

Demand for Lower-Division Education

Adult Students: LMC Brentwood Area

Main Findings

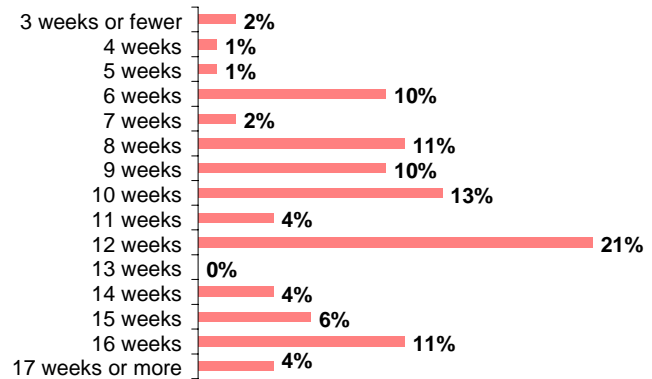
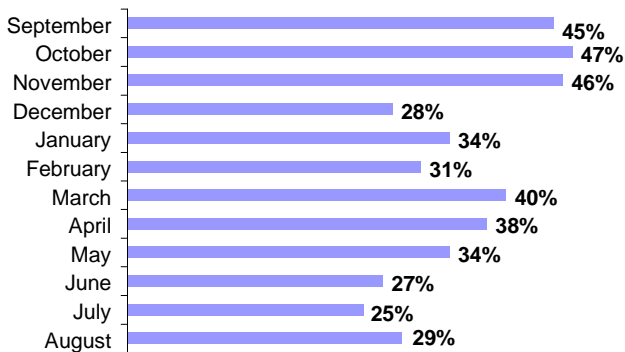
Three Highest Subjects of Interest: Management (17%), Liberal Arts (17%), Psychology (10%),

Preferred Months of Study:

Preferred Number of Weeks for a Course:

September 45%; October 47%; November 46%

12 Weeks



Time of Day/Week	Course Taken	Preferred courses then	Preferred class starting time		Preferred Length of Class Sessions		Preferred frequency of Class Sessions	
Weekday Evenings	59%	66%	8:00 am	7%	1 hour	3%	1 time a week	26%
Weekday Mornings	24%	17%	9:00 am	8%	1 ½ hours	22%	2 times a week	52%
Weekday Afternoons	12%	9%	10:00 am	3%	2 hours	27%	3 times a week	15%
Weekends	4%	5%	Noon	3%	2 ½ hours	10%	4 times a week	4%
Weekday early mornings	1%	3%	12:30 – 4:30	6%	3 hours	17%	5 times a week	3%
			5:00 pm	16%	3 ½ hours	11%		
			6:00 pm	22%	4 hours	3%		
			7:00 pm	17%	4 ½ hours or more	8%		

Recommendations:

- Promote courses in management, Liberal Arts and Psychology.
- Offer courses in 12-week terms, especially from September to November and again from January through May.
- Offer courses twice during weekday evenings, 1½ hours to 2 hours long with starting times at 5:00 pm, 6:00 pm or 7:00 pm.

Demand for Lower-Division Education

Young Students: LMC Brentwood Area

Main Findings

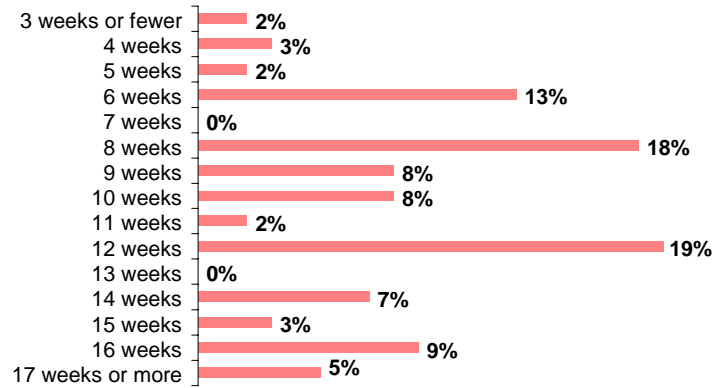
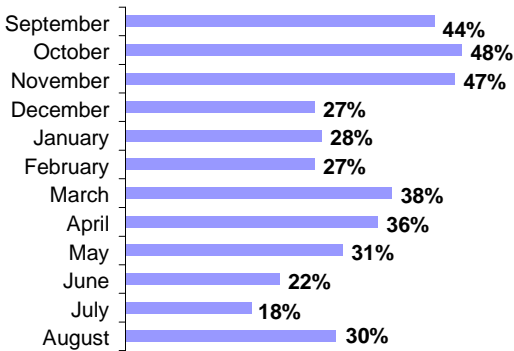
Three Highest Subjects of Interest: Liberal Arts (25%), Accounting (9%), and Management (9%)

Preferred Months of Study:

Preferred Number of Weeks for a Course:

September 44%; October 48%; November 47%

12 weeks; 8 weeks, and 6 weeks



Time of Day/Week	Course Taken	Preferred courses then	Preferred class starting time		Preferred Length of Class Sessions		Preferred frequency of Class Sessions	
Weekday Evenings	32%	35%	8:00 am	11%	1 hour	14%	1 time a week	26%
Weekday Mornings	51%	40%	9:00 am	11%	1 ½ hours	26%	2 times a week	52%
Weekday Afternoons	15%	19%	10:00 am	11%	2 hours	25%	3 times a week	15%
Weekends	1%	3%	Noon	11%	2 ½ hours	10%	4 times a week	4%
Weekday early mornings	1%	2%	12:30 – 4:30 pm	7%	3 hours	10%	5 times a week	3%
			5:00 pm	5%	3 ½ hours	10%		
			6:00 pm	20%	4 hours	1%		
			7:00 pm	2%	4 ½ hours or more	3%		

Recommendations:

- Offer courses in 12-week, 8-week, and 6-week terms especially from August through November, and March through May.
- Promote courses in Liberal Arts, Accounting and Management (9%).
- Offer courses twice during weekday mornings or evenings, 1½ hours to 2 hours long with day classes starting at 8:00 a.m., 9:00 a.m., 10:00 a.m. or noon, and evening classes starting at 6:00 p.m.