COMMUNITY BENCHMARK

SADDLEBACK COLLEGE
COMMUNITY BENCHMARK

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Support 15
  Saddleback College offers services to help students do well in college.

Business and Industry 16
  Saddleback College is doing the right things to help business and industry.
  Saddleback College needs to do more to help business and industry (r).

Relevance 18
I am interested in information about Saddleback College.  
I pay attention to information about Saddleback College.  

**Local Training**  
Saddleback College is doing the right things to help people train for jobs in my community.  
Saddleback College needs to do more to help people train for jobs in my community (r).  

**Quality**  
Saddleback College provides a high quality education.  
The quality of education you get at Saddleback College is not very good (r).  

**Job Efficacy**  
Saddleback College is very effective in training people for jobs.  
People who graduate from Saddleback College get good paying jobs.  
Employers respect technical training from Saddleback College.  

**Educational Value**  
I think Saddleback College is a good educational value.  
I don’t think Saddleback College is a good educational value (r).  

**Transfer**  
It is difficult to transfer from Saddleback College to a four-year college or university (r).  
Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.  

**Responsiveness**  
Saddleback College is responsive to community needs.  

**Intent by Purpose**  
How likely is it that you or a family member would consider Saddleback College for job training to help you advance your career?  
How likely is it that you or a family member would ever consider attending Saddleback College?  
How likely is it that you or a family member would consider attending Saddleback College in order to transfer to a four-year college or university?  

**APPENDIX A - SURVEY INSTRUMENT**  
Saddleback College Community Benchmark
EXECUTIVE SUMMARY

This research was conducted to examine how the local community’s attitudes toward Saddleback College have evolved and changed since 2008, when a similar study was conducted. The results highlight the community’s perceptions regarding the college’s strengths, value and image, while tracking how those perceptions have changed over time.

The community phone survey was conducted June 7-14, 2013. A total of 400 residents in the Saddleback College district participated in the study. This sample size provides a confidence interval of +/-4.9 for the phone survey. 79 percent of participants were reached on a landline, with the remaining reached on registered mobile phones.

In reading through the report, answers that can be displayed graphically include data for questions asked in 2008 and again in 2013. The 2008 data is provided for reference (benchmark) and is represented by the green-colored bars appearing on the left of the groupings. The 2013 survey data is represented by blue-colored bars appearing on the right.

Responses to questions that were new this year appear on their own, stand-alone graphs, still represented by the blue-colored bars for 2013.
Observations

- Average survey participant age was 46.

- In random calling, nearly two in five have attended Saddleback College.

- 17.8 percent have no experience with Saddleback College.

- Nearly three-quarters (72.5 percent) of respondents mentioned Saddleback College as “top-of-mind.”

- Positive and negative community impressions are being determined primarily by word of mouth combined with user experience; impressions have been formed within the last one to two years.

- Nearly 20 percent are “somewhat likely, likely or very likely” to consider donations to Saddleback College to support scholarships for students.

- 74.0 percent agree that Saddleback College offers services to support student success.

- 55.5 percent agree that the Saddleback College is doing the right things to help business and industry.

- 34.3 percent “strongly disagree” that they are interested in information about Saddleback College.

- Approximately three-quarters of respondents “strongly disagree” or “disagree” that the quality of education received at Saddleback is not very good.

- More than two-thirds of the respondents “agree” or “strongly agree” that Saddleback is a good educational value.

- Nearly 4 in 5 “agree” or “strongly agree” that transferring from Saddleback to a four-year college is a smart choice.

- More than one-third of respondents said they are “very likely” to consider attending Saddleback. This was the most frequent response.
Findings

- General attitudes about the college are strong among a voter population and stronger internally.

- Many of the shifts in the data from the Saddleback College community image survey may be attributed to economic and environmental factors.

- Saddleback continues to be known for quality and value of education.

- Given economic concerns, it is not surprising that the value of the transfer function has grown in popularity.

- Taking the growth of the transfer function value into account, it can be inferred that the downward shift in the value of a Saddleback degree can be attributed to the current marketplace’s emphasis on four-year college completion.

- There is a perception that college information is not being consumed as readily as in the past. The environmental factors of our day indicate that we are bombarded with information from a variety of sources and a variety of deliveries. The public is likely paying less attention to information in general, as attention is split across so many platforms.

- The support measured for foundation and fundraising efforts is positive and consistent with community populations. The Foundation has a fertile field of potential donors, with one in five of the voter sample ready to consider a donation for scholarships.

- There has been a shift in attitudes and although the respondents were not overwhelmingly convinced that the college is doing enough to help business and industry, they are slow to suggest that the college should be doing more.

- When asked if the college needs to do more training for jobs, the response shows that the community opinion has shifted. Previously, they suggested that the college contribute more to the job training effort. The state of the economy may be a strong influence here. The public acknowledges that there is only so much the college can accomplish if there are no jobs available.
Recommendations

- The general college marketing message of "good value" and "quality" has stuck in the minds of the community.

- The Foundation has a green light for extended development activities, and the community is ready to consider this.

- There is an availability of classes issue (whether real or perceived) that needs to be addressed with the community.
Demographics

- The following is a summary of the demographic characteristics of this 400-participant sample. The results are most reliable when viewed in the aggregate and have a +/-5 percent confidence interval. The data could be examined by these demographic sub-groups, but the confidence interval of a stratified sample is higher than recommended. 79 percent of the sample was reached via landline, while the remaining 21 percent participated on a mobile number.

Gender

- Participants were intentionally balanced to represent the community so that 50 percent of the respondents were male and 50 percent were female.

Age

- Age 46 was the mean for this sample.
- Data collection was directed so that no more than 15 percent of the sample was aged 65 or older. This was done to prevent oversampling of those over age 65.

<table>
<thead>
<tr>
<th>Age group</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-24</td>
<td>42</td>
<td>10.5</td>
</tr>
<tr>
<td>25-34</td>
<td>35</td>
<td>8.8</td>
</tr>
<tr>
<td>35-44</td>
<td>91</td>
<td>22.8</td>
</tr>
<tr>
<td>45-54</td>
<td>113</td>
<td>28.2</td>
</tr>
<tr>
<td>55-64</td>
<td>62</td>
<td>15.5</td>
</tr>
<tr>
<td>65+</td>
<td>42</td>
<td>10.5</td>
</tr>
<tr>
<td>Total</td>
<td>385</td>
<td>96.3</td>
</tr>
<tr>
<td>No Response</td>
<td>15</td>
<td>3.8</td>
</tr>
<tr>
<td>Grand Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>

Race/Ethnicity

- Approximately three-quarters of the sample were White/Caucasian.
- Hispanic/Latino respondents of varying backgrounds comprised 10.4 percent of the sample.

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>297</td>
<td>74.3</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>6</td>
<td>1.5</td>
</tr>
<tr>
<td>Hispanic/Latino (White)</td>
<td>17</td>
<td>4.3</td>
</tr>
<tr>
<td>Hispanic/Latino (Black)</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>Asian</td>
<td>19</td>
<td>4.8</td>
</tr>
<tr>
<td>Native American</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Hispanic (Unspecified)</td>
<td>17</td>
<td>4.3</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>No response</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>400</td>
<td>100</td>
</tr>
</tbody>
</table>
**Education Level**

- More than 98 percent of the sample had a minimum of a high school education.
- Nearly 3 in 5 of those surveyed have completed a bachelor’s degree or higher.
- This is consistent with the education level expected in the Saddleback area.

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some high school</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>High school grad</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>GED or HSED</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Some 2-year</td>
<td>37</td>
<td>9.3</td>
</tr>
<tr>
<td>2-year grad</td>
<td>45</td>
<td>11.3</td>
</tr>
<tr>
<td>Some 4-year</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>4-year grad</td>
<td>134</td>
<td>33.5</td>
</tr>
<tr>
<td>Post-grad work</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>Post-grad degree</td>
<td>76</td>
<td>19</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Annual Household Income**

- Approximately 30.0 percent of the local population have an annual household income of more than $130,000 per year.
- Less than 3 percent earn less than $20,000 per year.
- The State of California’s median household income is $61,632 and the median income for Orange County is $75,762. The median income for the Saddleback College sample is $110,000-$130,000.

<table>
<thead>
<tr>
<th>Annual Household Income</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0-20,000</td>
<td>9</td>
<td>2.3</td>
</tr>
<tr>
<td>$20,001-50,000</td>
<td>30</td>
<td>7.5</td>
</tr>
<tr>
<td>$50,001-80,000</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>$80,001-110,000</td>
<td>84</td>
<td>21</td>
</tr>
<tr>
<td>$110,001-130,000</td>
<td>42</td>
<td>10.5</td>
</tr>
<tr>
<td>$130,001+</td>
<td>120</td>
<td>30</td>
</tr>
<tr>
<td>No response</td>
<td>67</td>
<td>16.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>400</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Experience with Saddleback

Participants were asked to identify how they were familiar with Saddleback College. They were able to select multiple responses -- the following graph represents all responses collected. This is a new question for the 2013 survey.

- Nearly half of the participants know someone that has attended Saddleback College.
- Slightly less than 2 in 5 have themselves attended the college.
- Slightly less than 1 in 5 have no experience at all with the college.
Survey RESULTS PART 1

Top of Mind

Participants in this study were asked to name local colleges, prior to Saddleback College being mentioned. This question gauges an initial reaction regarding colleges that are in the forefront of their minds. On many occasions, participants named several local colleges and each was noted. For this question, analysis focused on the first college named.

When you think of local colleges, what colleges come to mind?

<table>
<thead>
<tr>
<th>Top of Mind – First Mention</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Saddleback College</td>
<td>274</td>
<td>72.5</td>
</tr>
<tr>
<td>UC Irvine</td>
<td>63</td>
<td>16.7</td>
</tr>
<tr>
<td>Irvine Valley College</td>
<td>15</td>
<td>4.0</td>
</tr>
<tr>
<td>UCLA</td>
<td>8</td>
<td>2.1</td>
</tr>
<tr>
<td>Chapman</td>
<td>7</td>
<td>1.9</td>
</tr>
<tr>
<td>Cal State Fullerton</td>
<td>6</td>
<td>1.6</td>
</tr>
<tr>
<td>USC</td>
<td>5</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>378</td>
<td>100</td>
</tr>
</tbody>
</table>

- Nearly three-quarters of the sample named Saddleback College as the first college in the area that came to mind.
- This is a significant increase from the 2008 results in which Saddleback was already the leader in “top of mind” with 36.5 percent.
- There was a marked decrease in the number of colleges mentioned. In 2008, 57 colleges were initially mentioned -- that has decreased to just 20 colleges in 2013.
- UC Irvine remains second in the area in “top of mind.”

Any others?

Of all the survey participants, only 126 of the 400 did not answer Saddleback as the first college that came to mind and 22 were unable to name any local colleges. After naming other colleges first, Saddleback was mentioned second 54 times. With that, 328 of the 400 participants (82 percent) mentioned Saddleback College as either the first or second college that came to mind.

Why did that college come to mind?

This was a new question this year. Percentages are based upon the total 400 sample.

- More than half of participants indicated that the college they mentioned was in the area or local to them.
- Nearly one-third said they mentioned it because they attend/have attended or know someone who attends/has attended.
- Other reasons mentioned only a few times each include affordability, advertising, some specific training programs or athletic programs.
Unaided Recall

The first three main questions of the phone survey were open-ended, unaided-recall questions designed to find out what people know about your college “top of mind.” These questions elicit a wide range of responses from participants, but they offer the advantage of being unprimed responses -- the answers are what they are: good, bad or indifferent. This means that coding these responses requires some subjective review (for example, to group names with their appropriate abbreviations). However, these results can be conflated into groupings that provide a sense of what the public is thinking about your college, as well as how many people hold that perception.

Qualitative responses were analyzed and grouped into like categories. The categories were given headings to capture the nature of responses with additional description of the responses in parenthesis. A total count of comments will be provided in each section to help frame the saturation of response. Please note that not all comments can be grouped into a category.

What have you heard about Saddleback College?

<table>
<thead>
<tr>
<th>Heard About Saddleback</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good college/junior college/transfer</td>
<td>194</td>
<td>48.5</td>
</tr>
<tr>
<td>Attend(ed) or know someone</td>
<td>55</td>
<td>13.8</td>
</tr>
<tr>
<td>Don’t know (nothing)</td>
<td>47</td>
<td>11.8</td>
</tr>
<tr>
<td>Negative (hard to get classes, 13th grade)</td>
<td>21</td>
<td>5.3</td>
</tr>
</tbody>
</table>

- Percentage is calculated from the 400 participants.
- The 2013 results display a larger awareness of Saddleback, as nearly half of the sample shared that they have heard of the college and know it as a junior college or precursor to transfer.
- 2013 results also display an increase in negative comments.
- Negative comments were primarily centered around the difficulty of getting classes.

Where did you hear that?

<table>
<thead>
<tr>
<th>Where Heard</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word of mouth</td>
<td>239</td>
<td>59.8</td>
</tr>
<tr>
<td>Don’t know/heard nothing</td>
<td>51</td>
<td>12.8</td>
</tr>
<tr>
<td>In the mail/catalog/flyers</td>
<td>23</td>
<td>5.8</td>
</tr>
<tr>
<td>Local/live in area</td>
<td>22</td>
<td>5.5</td>
</tr>
<tr>
<td>High school/counselors/teachers</td>
<td>18</td>
<td>4.5</td>
</tr>
</tbody>
</table>

- Percentage is calculated from the 400 participants.
- The 2013 results display a larger awareness of Saddleback, as more than half of the sample suggests that people are talking about the college, and primarily have good things to say.
### How long ago?

<table>
<thead>
<tr>
<th>When Heard</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 year or less</td>
<td>135</td>
<td>33.8</td>
</tr>
<tr>
<td>1.1 to 5 years ago</td>
<td>73</td>
<td>18.3</td>
</tr>
<tr>
<td>More than 5 years ago</td>
<td>122</td>
<td>30.5</td>
</tr>
<tr>
<td>Haven't heard/ don’t know</td>
<td>35</td>
<td>8.8</td>
</tr>
</tbody>
</table>

- Percentage is calculated from the 400 participants.
- The largest percentage of messages have been heard within the past year.
- The negative things (full classes, hard to get classes) highlighted above have all been heard within the last year.

### What programs, services or events come to mind when you think of Saddleback College?

<table>
<thead>
<tr>
<th>Programs, Services, Events</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>General ed/AA/transfer prep</td>
<td>82</td>
<td>20.5</td>
</tr>
<tr>
<td>Sports/athletics/baseball/football</td>
<td>43</td>
<td>10.8</td>
</tr>
<tr>
<td>Plays/theater/drama/performing arts</td>
<td>43</td>
<td>10.8</td>
</tr>
<tr>
<td>Nursing</td>
<td>34</td>
<td>8.5</td>
</tr>
<tr>
<td>College for kids</td>
<td>18</td>
<td>4.5</td>
</tr>
<tr>
<td>Driving range/golf</td>
<td>11</td>
<td>2.8</td>
</tr>
<tr>
<td>Music</td>
<td>11</td>
<td>2.8</td>
</tr>
<tr>
<td>Radio</td>
<td>7</td>
<td>1.8</td>
</tr>
<tr>
<td>Swimming</td>
<td>6</td>
<td>1.5</td>
</tr>
</tbody>
</table>

- This is a new question for 2013.
- Percentage is calculated from the 400 participants.
- The largest percentage of programs described is the general education/transfer function.
- Sports and theatre/arts programs hold second and third frequencies.
- Any other programs mentioned were mentioned less than five times each.
Items and Variables

Interact also asked respondents questions that were coded on a six-point Likert scale. These questions individually are items that measure various levels of awareness, satisfaction and reputation. However, the items can also be part of a variable that measures a larger construct; a variable being comprised of several items is both more reliable and more finely tuned to shifts.

This means that, over time, multi-item variables are more sensitive to showing small changes in attitudes toward the college and show a more stable position of the community’s attitudes.

The items and variables being benchmarked from 2008 to 2013 are:

- NEW: Funding Support
- Support (Helping Students Succeed)
- Business and Industry
- Relevance
- Local Training
- Quality
- Job Efficacy
- Educational Value
- Transfer
- Responsiveness
- Intent by Purpose
Funding Support

This section includes three questions to establish a measure for the level of financial support for Saddleback that is present within the community.

How likely is it that you would consider making a donation to support Saddleback College?

Observations

- 15.6 percent are “somewhat likely, likely or very likely” to consider donations to Saddleback College.
- The most frequent response was “not likely at all” with 56.5 percent.

Findings

- Nearly 3 in 5 have no intent to donate to Saddleback.
- The 15.6 percent of the sample that indicated some likelihood of donating is consistent with typical community populations.
How likely is it that you would consider making a donation to support scholarships for students at Saddleback College?

**Observations**

- 19.3 percent are “somewhat likely, likely or very likely” to consider donations to Saddleback College to support scholarships for students.

- The most frequent response was “not likely at all” with 51.3 percent.

**Findings**

- Nearly 1 in 2 have no intent to donate to Saddleback for general support or scholarship support

- 1 in 5 indicated some likelihood to donate for scholarships. This demonstrates the need for targeted fundraising efforts and shows that individuals are more likely to give when a specific cause is determined.
If you would consider supporting programs and services at Saddleback, what would those be? (If a prompt is needed: “Such as scholarships, athletics, performing arts, career training -- to mention only a few.”)

<table>
<thead>
<tr>
<th>Program Support</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>82</td>
<td>20.5</td>
</tr>
<tr>
<td>Not interested in giving</td>
<td>63</td>
<td>15.8</td>
</tr>
<tr>
<td>Don’t know</td>
<td>39</td>
<td>9.8</td>
</tr>
<tr>
<td>Career training</td>
<td>36</td>
<td>9.0</td>
</tr>
<tr>
<td>Performing arts</td>
<td>35</td>
<td>8.8</td>
</tr>
<tr>
<td>Athletics</td>
<td>34</td>
<td>8.5</td>
</tr>
<tr>
<td>Nursing</td>
<td>13</td>
<td>3.3</td>
</tr>
<tr>
<td>Academics</td>
<td>12</td>
<td>3.0</td>
</tr>
</tbody>
</table>

- Percentage is calculated from the 400 participants.
- The largest percentage interest for donation would be to scholarship funds.
Support

Participants were asked to express their agreement or disagreement with the following statement: "Saddleback College offers services to help students do well in college."

Saddleback College offers services to help students do well in college.

Observations

- 74.0 percent agree that the Saddleback College offers services to support student success.
- The most frequent response was "agree," with 29.0 percent.

Findings

- Overall positive awareness of student support decreased 6 percent, from 80 percent in 2008 to 74 percent in 2013.
- Though a decline was realized overall, there was a 7 percent rise in those who felt strongly positive (14 percent "strongly agree" in 2008 to 21.1 percent in 2013).
- This shift could indicate that the quality of service provided is excellent but that there is not enough resources to reach everyone.
**Business and Industry**

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College is doing the right things to help business and industry” and “Saddleback College needs to do more to help business and industry (r).” Questions worded negatively are marked with (r), indicating a “reverse.”

**Saddleback College is doing the right things to help business and industry.**

[Graph showing survey results for 2008 and 2013]

**Observations**

- 55.5 percent agree that the Saddleback College is doing the right things to help business and industry.
- However, the most frequent response was “slightly disagree” with 32.2 percent.

**Findings**

- “Slightly disagree” as the most frequent response poses an ongoing challenge for the college. This is not a new challenge, as the previous research suggested that this middle ground is a volatile and ever-changing population.
- It is likely that larger economic concerns have negatively impacted this perception.
Saddleback College needs to do more to help business and industry (r).

Observations

- This is a reverse-worded question that tests the volatility of attitudes about college services to business and industry. Nearly three out of five disagree that Saddleback needs to do more to help business and industry.

- The most frequent response was “slightly disagree” with 34.4 percent.

Findings

- There has been a shift in attitudes and although the respondents were not overwhelmingly convinced that the college is doing enough to help business and industry, they are slow to suggest that the college should be doing more.

- The reversal of this question shows how volatile the attitudes can be surrounding services to business and industry.
Relevance

Participants were asked to express their agreement or disagreement with the statements: "I am interested in information about Saddleback College" and "I pay attention to information about Saddleback College." These items measure the community’s willingness to consume information about the college. Overall, it implies how relevant the community finds college information and shows how open its members are to new messages.

I am interested in information about Saddleback College.

Observations

- 34.3 percent “strongly disagree” that they are interested in information about Saddleback College. This was the most frequent response.

- Similar to 2008, "strongly disagree" was the most frequent response.

Findings

- There was a nearly 5 percent increase in those that are completely uninterested in information about the college (29.4 percent responded “strongly disagree” in 2008, compared to 34.3 percent in 2013).

- While this may seem initially alarming, it is important to note the environmental factors of our day: for instance, the increasing frequency with which we are bombarded with information from a variety of sources and deliveries.
Observations

- 22.8 percent “slightly disagree” that they pay attention to information about Saddleback College. This is a 10 percent increase since 2008.

- In 2008, 23.8 percent “agree” that they pay attention to information.

Findings

- The communication landscape of our world has changed drastically in the past five years and people are more “connected” than ever. An argument can be made that this makes them more distracted.

- There is a perception that individuals are paying less attention to information in general as attention is split among so many technologies, platforms and delivery methods. Marketing efforts should evolve as methods evolve.
Local Training

Participants were asked to express their agreement or disagreement with the statements: “Saddleback College is doing the right things to help people train for jobs in my community,” and “Saddleback College needs to do more to help people train for jobs in my community (r).” Questions worded negatively are marked with (r), indicating a “reverse.”

**Saddleback College is doing the right things to help people train for jobs in my community.**

![Bar chart showing survey results for 2008 and 2013.]

**Observations**

- 63.8 percent agree that the Saddleback College is doing the right things to train for jobs in the community.
- Although 3 in 5 are positive, the most frequent response was “slightly disagree” with 25.2 percent.

**Findings**

- There has been a slight negative shift in opinion of community job training. This attitude has moved from a strongly held positive of the college in 2008, to a more volatile middle ground, as nearly half of the 2013 sample “slightly disagree” or “slightly agree” that Saddleback is training for jobs in the community.
Saddleback College needs to do more to help people train for jobs in my community (r).

Observations

- 30.4 percent “slightly disagree” that the Saddleback College needs to do more to train for jobs in the community and this is the most frequent response.

- In 2008, more than 2 in 5 “agree or strongly agree” that the college should be doing more to help train for jobs in the community. This dropped to 34.0 percent in 2013.

Findings

- The responses show that the community opinion has shifted as to whether the college needs to do more to train for jobs. The previous results suggested that the college contribute more to the job training effort.

- The state of the economy may be a strong influence here. The public acknowledges that there is only so much that the college can accomplish, if there are no jobs available.
Quality

Participants were asked to express their agreement or disagreement with the following statements: "Saddleback College provides a high quality education" and "The quality of education you get at Saddleback College is not very good (r)." Questions worded negatively are marked with (r), indicating a "reverse."

Saddleback College provides a high quality education.

Observations

- Nearly 3 in 5 "agree" or "strongly agree" that Saddleback College provides high-quality education.
- The most frequent response was "agree" with 32.3 percent.

Findings

- Community members feel strongly positive on the quality of education that Saddleback College provides.
- The perception of quality has increased slightly from 2008 to 2013.
The quality of education you get at Saddleback College is not very good (r).

Observations

- Approximately three-quarters of respondents "strongly disagree" or "disagree" that the quality of education received at Saddleback is not very good.

- This is a question about which your community has no split feelings. When asked if Saddleback provides a quality education, 26.5 percent "strongly agreed." When that question is reversed, 43.5 percent "strongly disagree". This indicates a solidly entrenched attitude that your college is a quality institution.

Findings

- Respondents are more adamant about the quality of education when asked in reverse. Individuals responded more negatively than they did positively regarding the quality of education provided by Saddleback College in 2008, and even more so in 2013.

- Saddleback College continues to be perceived as a high-quality institution.
Job Efficacy

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College is very effective in training people for jobs,” “People who graduate from Saddleback College get good paying jobs” and “Employers respect technical training from Saddleback College.”

Saddleback College is very effective in training people for jobs.

Observations

- In 2008, 33.1 percent “agreed” that Saddleback College is effective in training people for jobs (this was the most frequent response). This declined nearly 10 percent in 2013.

- In 2013, the most frequent response was “slightly disagree,” with 28.4 percent.

Findings

- Slightly more than 3 in 5 (62.9 percent) still think positively regarding the efficacy of Saddleback’s job training, but there has been a negative shift in opinion over the last five years.
People who graduate from Saddleback College get good paying jobs.

Observations

- The most frequent response in 2008 was "slightly agree," with 31.8 percent.
- The most frequent response in 2013 is "slightly disagree," with 35.0 percent.

Findings

- In 2008, the community was somewhat ambivalent about the salary earnings potential of a degree from Saddleback College. That ambivalence has continued and grown slightly more negative.
- This negative shift may be a result of current educational trends that place emphasis on transfer and four-year college degrees. A lack of available jobs may be another factor.
Employers respect technical training from Saddleback College.

Observations

- The most frequent response in 2008 was “agree,” with 32.8 percent.
- The most frequent response in 2013 is “slightly disagree,” with 29.6 percent.

Findings

- In 2008, the community was supportive of the technical training available at Saddleback College.
- Technical training perception has seen a negative shift since 2008. Slightly more than half (54.2 percent) are now ambivalent (“slightly disagree” or “slightly agree”).
- The definition of technical training may have changed for some, while for others, it may be that the programs have been harmed by lack of marketing dollars.
Educational Value

Participants were asked to express their agreement or disagreement with the following statements: “I think Saddleback College is a good educational value” and “I don’t think Saddleback College is a good educational value (r).” Questions worded negatively are marked with (r), indicating a “reverse.”

I think Saddleback College is a good educational value.

Observations

- More than two-thirds of the respondents “agree” or “strongly agree” that Saddleback is a good educational value.
- The most frequent response was “strongly agree” with 36.9 percent.

Findings

- Saddleback continues to be perceived as a college in which quality and cost combine to make value.
- The perceived educational value of Saddleback College has only grown more positive within the last five years.
I don’t think Saddleback College is a good educational value (r).

Observations

- When asked about good educational value in reverse, more than 4 in 5 of the respondents either “disagreed” or “strongly disagreed” that Saddleback is not a good educational value.

- The most frequent response (54.3 percent) was “strongly disagree.”

Findings

- The community is strong in their opinion that Saddleback provides good educational value and is protective when the question is reversed. This indicates that this attitude is solid-- this perception is a fundamental belief associated with the college.

- This again solidifies that educational value is a hallmark of Saddleback College and has grown in value over the last five years.
Transfer

Participants were asked to express their agreement or disagreement with the following statements: “It is difficult to transfer from Saddleback College to a four-year college or university (r)” and “Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.” Questions worded negatively are marked with (r), indicating a “reverse.”

It is difficult to transfer from Saddleback College to a four-year college or university (r).

Observations

- When asked if it is difficult to transfer from Saddleback, the most common response was “strongly disagree,” with 34.6 percent.

Findings

- This result positively reinforces the strength of the transfer function at Saddleback College and the community’s belief that the process is not difficult.
Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.

Observations

- Nearly 4 in 5 “agree” or “strongly agree” that transferring to a four-year college is a smart choice
- The most frequent response was “strongly agree,” with 55.2 percent. This is a 22 percent positive shift from 2008.

Findings

- The transfer function has grown and become more accepted.
- Many factors may have led to this result -- perhaps the process has become simplified, the percentage of transfer increased, or the educational value become more publicized.
- Saddleback is viewed as a wise choice for students interested in completing coursework prior to transferring to a 4-year college or university, with 79.4 percent “agreeing” or “strongly agreeing” that attending Saddleback and transferring is a “smart” choice.
- Environmental and economic factors have likely played a part in this positive shift in transfer perceptions.
Responsiveness

Participants were asked to express their agreement or disagreement with the following statements: “Saddleback College responds to community needs.”

Saddleback College is responsive to community needs.

Observations

- 46.0 percent “agree” or “strongly agree” that Saddleback College is responsive to community needs.
- The most frequent response was “agree,” with 28.6 percent. This a 10 percent decline from the 2008 result of 39.1 percent.

Findings

- Positive perceptions of responsiveness have declined over the last five years. This may be due to a declining economic situation, and respondents looking to scapegoat someone or something for increased economic misfortune.
Intent by Purpose

Participants were asked to express their agreement or disagreement with the following statements: “How likely is it that you would consider Saddleback College for job training to help you advance your career?” “How likely is it that you would ever consider attending Saddleback College?” and “How likely is it that you would consider Saddleback College in order to transfer to a four-year college or university?” The 2013 survey added “or a family member” to the above questions. This wording addition may have had a slight impact on results, but is not likely to account for the total shift.

How likely is it that you or a family member would consider Saddleback College for job training to help you advance your career?

Observations

- More than one-quarter of respondents said they are “very likely” to consider Saddleback for job training. This was the most frequent response.

Findings

- Economic changes and the shifts in employment landscapes show that where Saddleback College may not have been a consideration five years ago, it is now an accessible and ready career partner.
How likely is it that you or a family member would ever consider attending Saddleback College?

Observations

- More than one-third of respondents said that they are “very likely” to consider attending Saddleback. This was the most frequent response.

Findings

- This is a large shift from five years ago, as community colleges are in a position to live out their mission of serving the community. The college should look to capitalize on this opportunity and need.
How likely is it that you or a family member would consider attending Saddleback College in order to transfer to a four-year college or university?

Observations

- Nearly one-third of respondents said they are “very likely” to consider Saddleback for transfer. This was the most frequent response.

Findings

- More families are looking to take advantage of the economic benefits of transfer, particularly at a school known to provide educational value.
Appendix A - Survey Instrument

Saddleback College Community Benchmark

We are conducting a survey for your local college, to see if we are fulfilling your needs. Would you please take a few minutes to answer a set of questions? It would be greatly appreciated.

If yes ... continue
If no ... move on to the next call

TOP OF MIND AWARENESS

When you think of colleges in this area, what college comes to mind?

Any Others? Why did that college come to mind?

UNAIDED POSITIVE AND NEGATIVE

What have you heard about Saddleback College? (OPEN-ENDED)

Where did you hear that?

How long ago?

PERCEIVED FAMILIARITY WITH THE COLLEGE

What programs, services or events come to mind when you think of Saddleback College?

7. Any others?

BENCHMARK MEASURES

Now I’m going to read you a list of statements about the college. Please tell me how much you agree or disagree with each statement on a 1 to 6 scale (1 – Strongly Disagree, 2 – Disagree, 3 – Slightly Disagree, 4 – Slightly Agree, 5 – Agree, 6 – Strongly Agree).

8. I am interested in information about Saddleback College.

9. I pay attention to information about Saddleback College.

Please tell me how likely you would be for the following on a 1 to 6 scale (1 – Not at all likely, 2 – Unlikely, 3 – Somewhat unlikely, 4 – Somewhat likely, 5 – Likely, 6 – Very likely).

10. NEW In making a donation to Saddleback College?

11. NEW In making a donation to support scholarships for students at Saddleback College?

12. NEW If you would consider supporting programs and services, what would those be?

Now I’m going to read you a list of statements about the college. Please tell me how much you agree or disagree with each statement on a 1 to 6 scale (1 – Strongly Disagree, 2 – Disagree, 3 – Slightly Disagree, 4 – Slightly Agree, 5 – Agree, 6 – Strongly Agree).

13. Saddleback College needs to do more to help people train for jobs in my community.

14. Saddleback College is doing the right things to help people train for jobs in my community.
15. Saddleback College is doing the right things to help business and industry.

16. Saddleback College needs to do more to help business and industry.

17. Saddleback College provides a high-quality education.

18. The quality of education you get at Saddleback College is not very good.

19. Saddleback College is very effective in training people for jobs.

20. People who graduate from Saddleback College get good-paying jobs.

21. Employers respect technical training from Saddleback College.

22. Saddleback College offers services to help students do well in college.

23. I think Saddleback College is a good educational value.

24. I don’t think Saddleback College is a good educational value.

25. It is difficult to transfer from Saddleback College to a four-year college or university.

26. Attending Saddleback College for two years and then transferring to a four-year college is a smart choice.

27. Saddleback College is responsive to community needs.

**LIKELY TO ATTEND**

Please tell me how likely you would be for the following on a 1 to 6 scale (1 – Not at all likely, 2 – Unlikely, 3 – Somewhat unlikely, 4 – Somewhat likely, 5 – Likely, 6 – Very likely).

28. How likely is it that you or a family member would consider Saddleback College for job training to help you advance your career?

29. How likely is it that you or a family member would ever consider attending Saddleback College?

30. How likely is it that you or a family member would consider Saddleback College in order to transfer to a four-year college or university?

**DEMOGRAPHICS**

Finally, a few questions about yourself:

31. What is your age? (Enter actual number)

32. Are you male or female? [CODE ONLY] 1 – Male or 2 – Female

33. What is the last grade of school you completed? 1 – some high school but did not graduate, 2 – high school graduate, 3 – GED, 4 – 2-year or technical college, 5 – 2-year or technical college grad, 6 – some 4-year college, 7 – 4-year grad, 8 – post-grad work, 9 – post-grad degree, 10 – no response

34. What is your race or ethnic background? 1 – White (not Hispanic), 2 – Black or African American, 3 – Hispanic/White, 4 – Hispanic/Black, 5 – Asian/Asian Indian/Pacific Islander, 6 – Native American or Alaskan, 7 – Hispanic (unspecific), 8 – Other, 9 – Don’t know, 10 – no response

36. *NEW* What kind of experience do you have with Saddleback College? [CODE ONLY]
   1 – I graduated from Saddleback College
   2 – Transferred from Saddleback College
   3 – Attended Saddleback College
   4 – Family member attended Saddleback College
   5 – Friend/Associate attended Saddleback College
   6 – Attended an event
   7 – No experience

Thank you for taking the time to answer our questions. Your participation is appreciated.
### Question 1a: if so, what kind?

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<td>I TOOK CLASSES</td>
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<td>I HAD BEEN GOING THERE ON AND OFF FOR 10 YRS</td>
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<td>I’VE BEEN TAKING CLASSES THERE FOR YEARS</td>
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<td>GREAT EXPERIENCE</td>
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<td>THEY WERE VERY NICE TO ME</td>
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<td>IT WAS JUST SOMETHING THAT I LIKE ABOUT SCHOOL</td>
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<td>I TAKEN CLASSES AT MY SCHOOL</td>
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<td>FROM HIGH SCHOOL</td>
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<td>Event Type</td>
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<td>------------------------------------------------</td>
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<td>Comedians</td>
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<td>More local/state performers</td>
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<td>Produce plays or musicals with students</td>
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<td>Magicians</td>
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<td>Academic/motivational/business/politics Speakers</td>
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<td>Live webcast of rock concert</td>
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