

# COUNTY-WIDE PROGRAMMING SURVEY ANALYSIS

Prepared for Cuesta College

October 2017



In the following report, Hanover Research analyzes the results of a survey administered to community members and prospective students about their interest in community college classes and course preferences.

# TABLE OF CONTENTS

<b>Executive Summary and Key Findings .....</b>	<b>3</b>
INTRODUCTION .....	3
KEY FINDINGS.....	4
METHODOLOGY .....	6
<b>Section I: History with Cuesta College .....</b>	<b>8</b>
<b>Section II: Interest in Cuesta Courses .....</b>	<b>12</b>
<b>Section III: Course Preferences .....</b>	<b>30</b>
<b>Section IV: Demographics.....</b>	<b>38</b>

# EXECUTIVE SUMMARY AND KEY FINDINGS

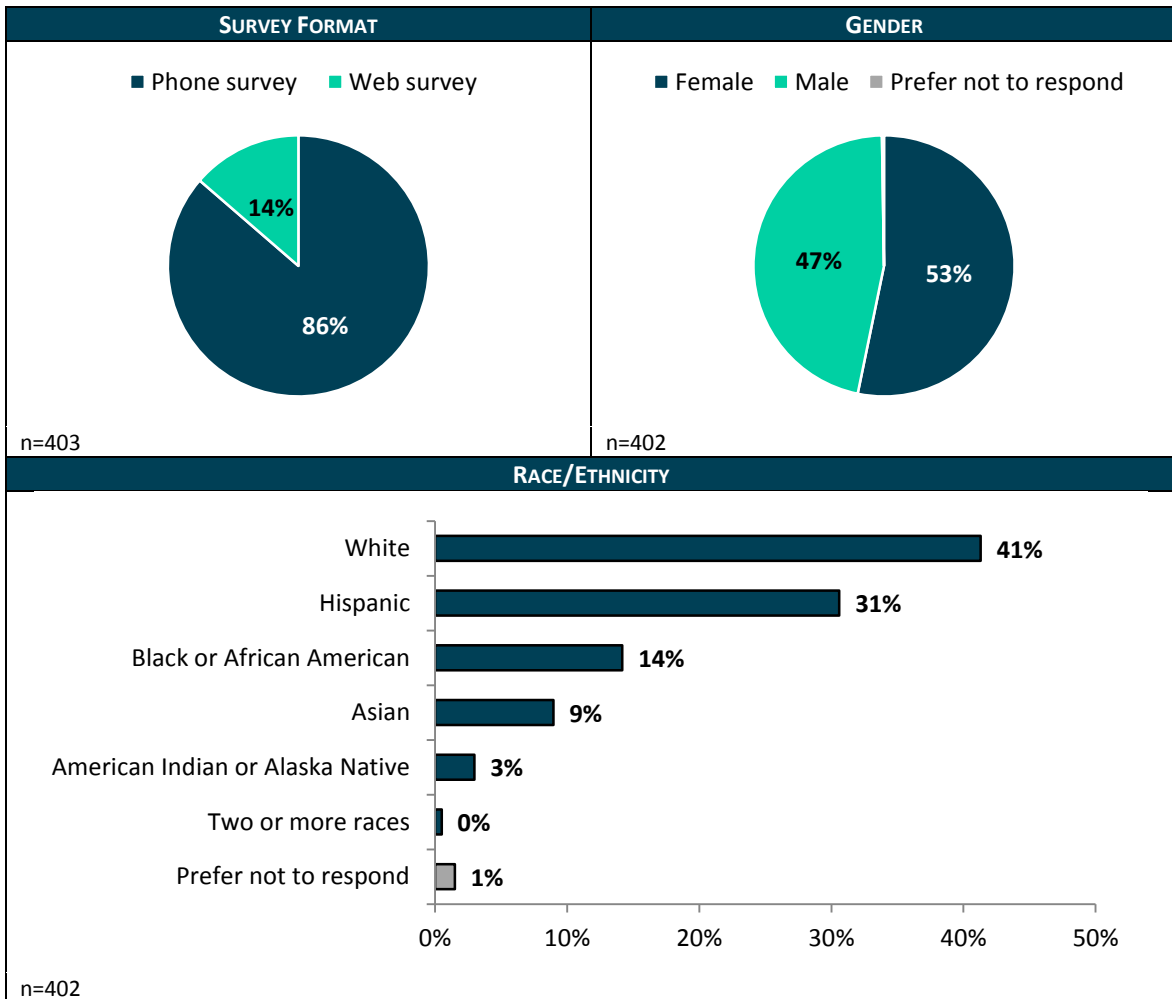
## INTRODUCTION

In the following report, Hanover Research (Hanover) presents results of the County-Wide Programming Survey administered to community members and prospective students of Cuesta College. The survey analyzes respondents' interest in taking courses at Cuesta College and summarizes respondent preferences for course formats, lengths, and location.

The survey was administered both online and by phone. Upon conclusion of data collection, results from both data sources are combined into one dataset. Figure ES.1 below presents key demographic characteristics of the survey sample.

This report is accompanied by an Excel-based data supplement which includes complete response breakdown for all close-ended survey questions and reproduces open-ended responses verbatim.

**Figure ES.1: Respondent Characteristics**



This report comprises four sections:

- **Section I: History with Cuesta College** discusses whether respondents have taken a course at Cuesta College.
- **Section II: Interest in Cuesta Courses** presents respondents' self-reported likelihood of taking a course at Cuesta College in the future, and whether respondents' levels of interest in Cuesta courses differ by their age, income level, and previous contact with Cuesta College.
- **Sections III: Course Preferences** summarizes respondents' preferred course formats, lengths, and locations.
- **Section IV: Demographics** presents charts and tables depicting respondents' demographic trends.

## KEY FINDINGS

### *LIKELIHOOD OF Enrollment*

- **Almost all respondents (95%) are at least moderately likely to take a course at Cuesta College in the future.** Respondents' likelihood of enrollment is primarily affected by the types of courses or programs offered at Cuesta (76%) and the times when courses are offered (76%).
  - The youngest group of respondents (i.e., 20 to 35 years of age) are significantly more likely to take a course at Cuesta than respondents of older age groups.
  - Across income levels, respondents with middle-level income are significantly more likely to take a course at Cuesta, compared to respondents with lower or higher annual household income.
  - Respondents who have taken a class at Cuesta in the past are significantly more likely to take a course in the future than those who have not previously enrolled at Cuesta.
- **Raising parents' awareness of the Promise Scholarship could potentially increase course enrollment at Cuesta College.** Among respondents who have children that are 20 years of age or younger, very few (11%) are familiar with the Cuesta College Promise Scholarship for recent high school graduates. Those who are familiar generally agree that the scholarship program would increase the likelihood of their child attending Cuesta College (85%).
- **The Emeritus College Program could potentially meet the personal development needs of senior community members.** Sixty-one percent of respondents over 50 years of age are interested in the Emeritus College Program. Courses available at the Emeritus College Program seem to coincide with senior respondents' personal development goals, as the majority in this age group are looking for non-credit personal development (rather than professional development or certification) through enrollment in community college courses (86%-100%),

- Among people aged 50 and older, respondents of higher income (65%) are significantly more likely to express an interest in the Emeritus College Program, compared to respondents with lower or middle-level income.
- Further, older respondents' interest in the Emeritus Program decreases as their education level increases. Respondents without a college degree are the most likely to be interested in the program (73%).
- Geographically speaking, senior residents of Arroyo Grande (89%) are more interested in the Emeritus Program than respondents living in other areas.<sup>1</sup>

### *COURSE PREFERENCES*

- **Respondents are primarily interested in non-credit courses that focus on personal enrichment and development.** Respondents who are likely to take a course at Cuesta most commonly indicate interests in non-credit personal development (63%). Similarly, more than half express moderate- to high-levels of interest in courses for personal interest and enrichment. More than three-quarters of respondents (82%) prefer non-credit courses over courses that offer credits.
- **Despite a general inclination for non-credit courses, younger respondents and respondents with middle-level income are somewhat interested in earning a certificate.** Overall, 42 percent of respondents state that they are interested in earning a certificate by taking community college courses. While few respondents over 50 years old are interested in certification (0%-13%), significantly more respondents between 20 to 50 years old (46%-56%) are interested. Further, close to 70 percent of respondents with middle-level income are interested in certification, compared to 53 percent of lower income respondents and only 31 percent of higher income respondents who express similar interests.
- **Courses on computer skills and business may gain traction, especially from older and wealthier respondents.** The largest proportion of respondents indicate that they are moderately or extremely interested in courses that improve computer skills (69%), and many also express interests in business classes (51%). Significantly more respondents who are 51 to 65 years of age are interested in computer skills and business classes than other age groups. Additionally, respondents with higher income are substantially more likely to be interested in courses on those two subject areas than respondents at lower or middle income levels.
- **Respondents generally prefer short courses and courses offered on the weekend.** Respondents' interest in course enrollment decreases as the course becomes longer. Fifty-eight percent of respondents prefer non-credit short courses that are no more than two weeks long, compared to 13 to 28 percent who prefer courses ranging from six weeks long to 18 weeks long. Meanwhile, the majority prefer weekend courses over courses offered at various times during the work week (73% versus 10%-25%).

---

<sup>1</sup> Nine respondents over 50 years of age (9%) live in Arroyo Grande. Results derived from small sample sizes should be interpreted with caution.

- Cuesta College may consider expanding online course offerings.** Eighty-seven percent of respondents prefer online or distance education, whereas only five to 16 percent prefer a physical campus of Cuesta College. Further, nearly 80 percent prefer to take courses offered by Cuesta *completely* online, as opposed to through a hybrid format or face-to-face course delivery (4%-21%). The flexibility of asynchronous online courses may be particularly appealing to respondents, as 76 percent indicate that times when the courses are offered affect their likelihood to enroll at Cuesta. Online learning could potentially eliminate the enrollment barrier of inconvenient course scheduling.

## METHODOLOGY

### SAMPLE REPRESENTATIVENESS

Hanover Research collected 417 responses via phone and online survey, of which 403 were retained for analysis following data cleaning procedures.<sup>2</sup> In a random sample, 403 responses yield a margin of error (MoE) of +/- 4.9% (assuming a 95% confidence interval).<sup>3</sup>

Throughout the data collection process, Hanover monitored the sample demographics and used quotas for respondents’ geographic dispersion to ensure that results are representative of the broader San Luis Obispo County. The use of quotas removed the need for differential weighting, and all responses received the same weight when conducting the analysis. As shown below in Figure ES.2, the sample does not deviate significantly from the geographic distribution of the population as reported by the U.S. Census Bureau.

**Figure ES.2: Sample Size by Zip Code, Compared to Population**

ZIP CODE	CITY/CITIES	POPULATION	% OF POPULATION	% OF SAMPLE
93446	Paso Robles	43,714	16.2%	16%
93405	San Luis Obispo	35,440	13.2%	13%
93422	Atascadero	31,375	11.7%	12%
93420	Arroyo Grande	28,413	10.6%	10%
93401	San Luis Obispo	28,033	10.4%	10%
93444	Nipomo	19,244	7.1%	7%
93402	Los Osos	14,318	5.3%	5%
93433	Grover Beach	13,162	4.9%	5%
93442	Morro Bay	10,789	4.0%	4%

<sup>2</sup> Hanover Research excluded 14 responses that provided incomplete answers or illogical answer patterns.

<sup>3</sup> While the overall margin of error (MoE) is +/- 4.9%, MoE for individual questions varies based on the sample size.

ZIP CODE	CITY/CITIES	POPULATION	% OF POPULATION	% OF SAMPLE
93428, 93430, 93452	Cambria, Cayucos, San Simeon	9,810	3.6%	4%
93451, 93453, 93461, 93432	San Miguel, Santa Margarita, Shandon, Creston	9,685	3.6%	3%
93465	Templeton	9,153	3.4%	3%
93449, 93424	Pismo Beach, Avila Beach	8,918	3.3%	3%
93445	Oceano	7,173	2.7%	3%

n=403

### SEGMENTATIONS

In addition to presenting the overall results, this report summarizes survey findings segmented in the following ways:

- By age group
- By income level
- By city of residence\*
- By gender\*
- By employment status\*
- By educational attainment\*
- By history with Cuesta College (i.e., whether respondents have taken a course at Cuesta College)
- By Cuesta College’s campus location (i.e., campus(es) where respondents took a course at Cuesta College)\*
- By likelihood of taking a course at Cuesta College in the future (i.e., whether respondents are not at all, moderately, or very likely to take a course)\*

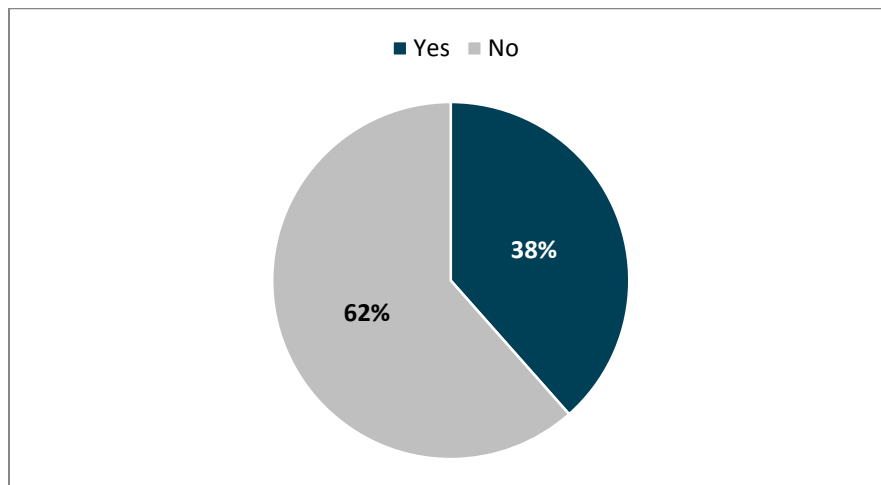
Segmentations marked with an asterisk “\*” are only presented in the data supplement. A confidence level of 95 percent is used throughout the analyses when presenting statistically significant differences across segments. While the data supplement notes differences across segments for each answer option, the report only presents key insights that are both statistically significant and practically meaningful. The subsequent sections provide data visualizations for both overall and segmented results.



## SECTION I: HISTORY WITH CUESTA COLLEGE

- **Nearly 40 percent of respondents have taken a course at Cuesta College before.** While respondents aged 65 or younger report similar participation rates in Cuesta’s courses (36%-39%), a significantly larger proportion of respondents aged 66 to 80 indicate that they have taken a course at Cuesta College before (64%) (Figure 1.1, Figure 1.2).
- **The majority of respondents who have taken a course at Cuesta are no longer enrolled in college courses (81%).** Of those who are currently enrolled in college courses, most are current students of Cuesta College (83%), and an additional 10 percent are enrolled in a private college or university (Figure 1.4, Figure 1.6).
- Respondents who have taken a course at Cuesta before most commonly indicate that they were at the **San Luis Obispo campus (46%)**, although 20 percent state that they took Cuesta courses online. The second most frequently selected physical campus is the North County campus (17%) (Figure 1.3).

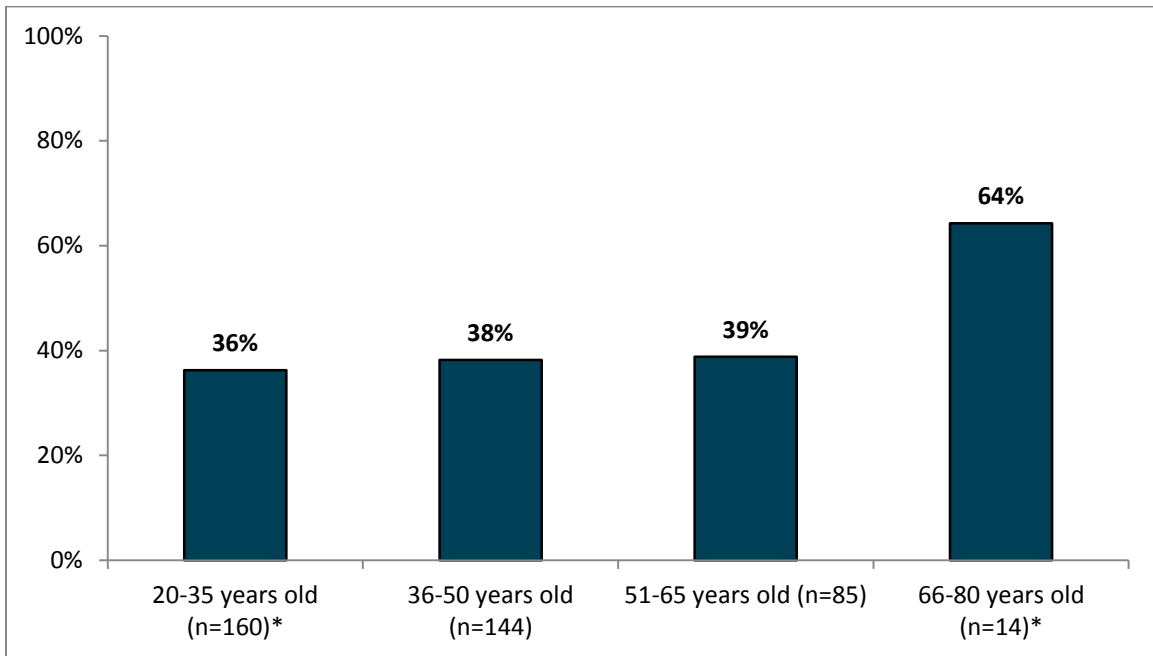
**Figure 1.1: Have you taken a class at Cuesta College before?**



n=403

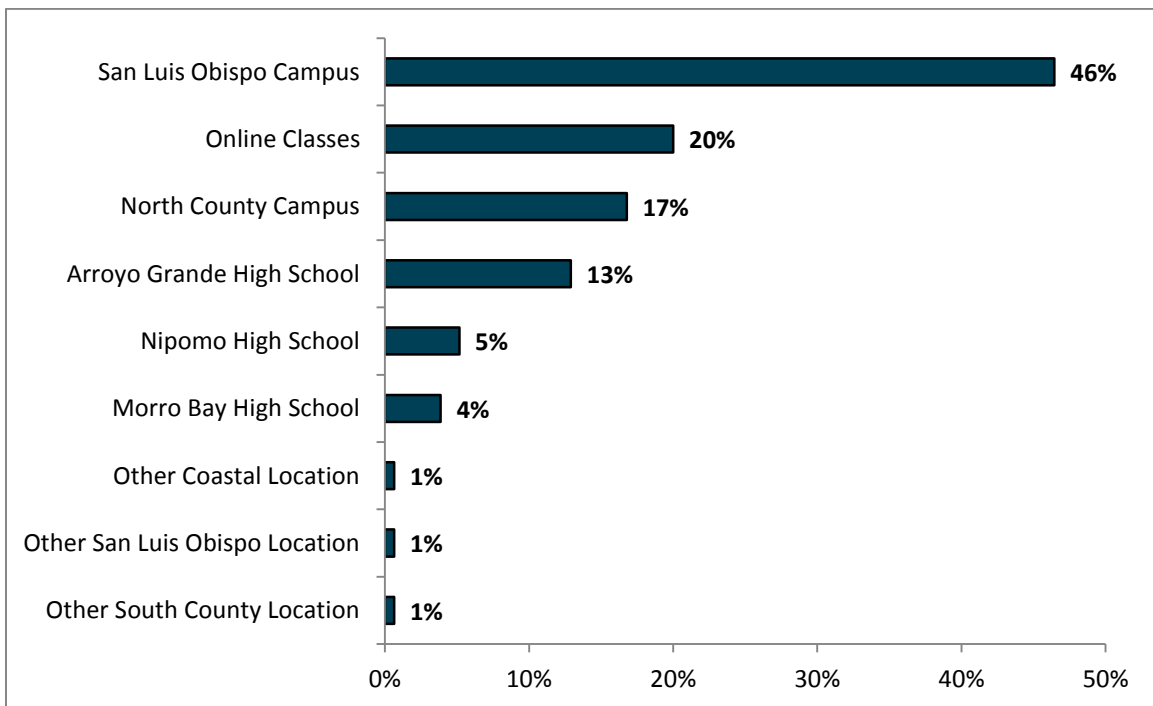


**Figure 1.2: Have you taken a class at Cuesta College before? Results by Age**  
 % "Yes"



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of "yes" responses.

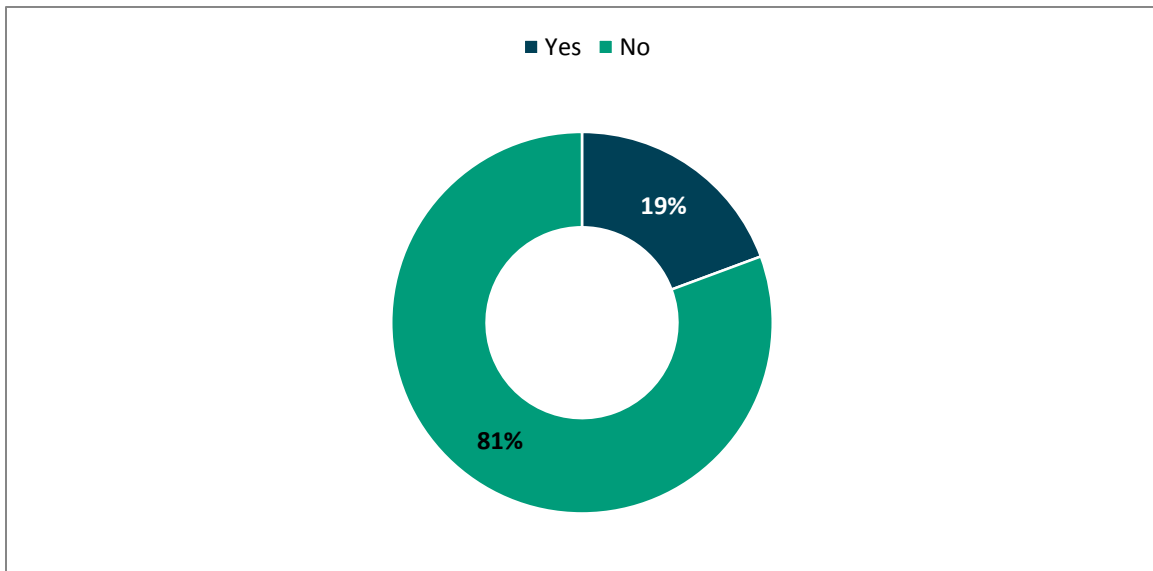
**Figure 1.3: At which locations did you take courses at Cuesta?**



n=155

Note: Only respondents who have taken a class at Cuesta College answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

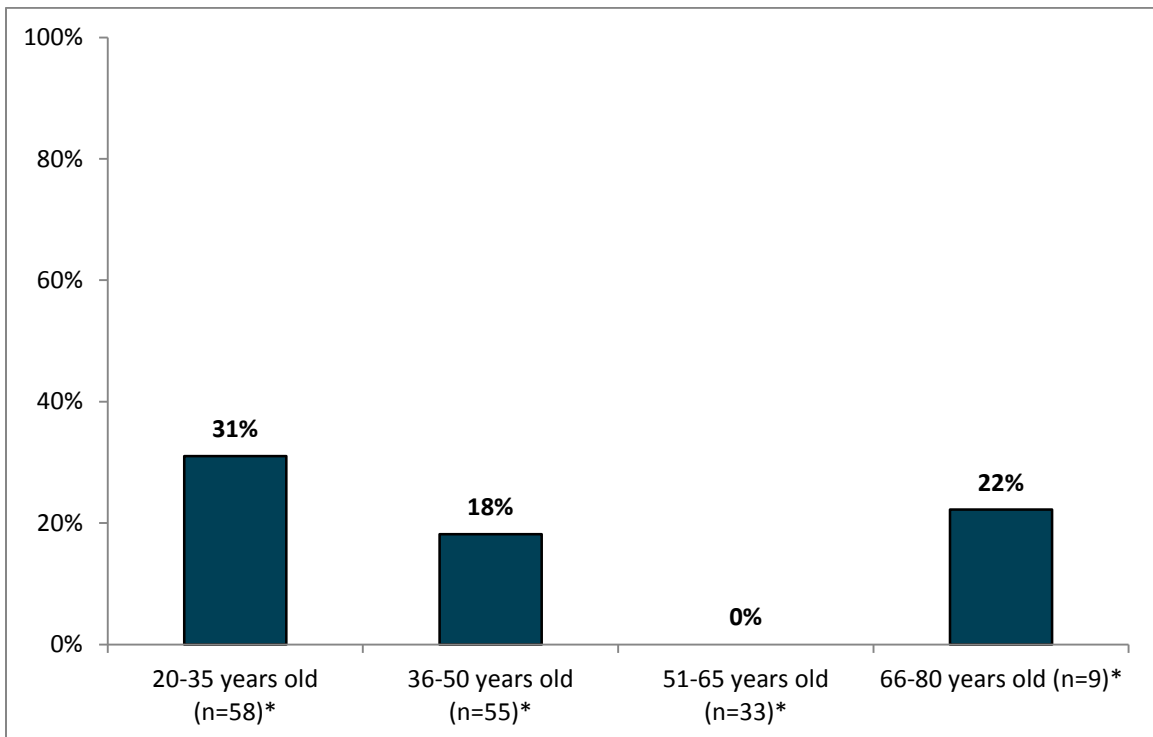
**Figure 1.4: Are you currently enrolled in college courses?**



n=155

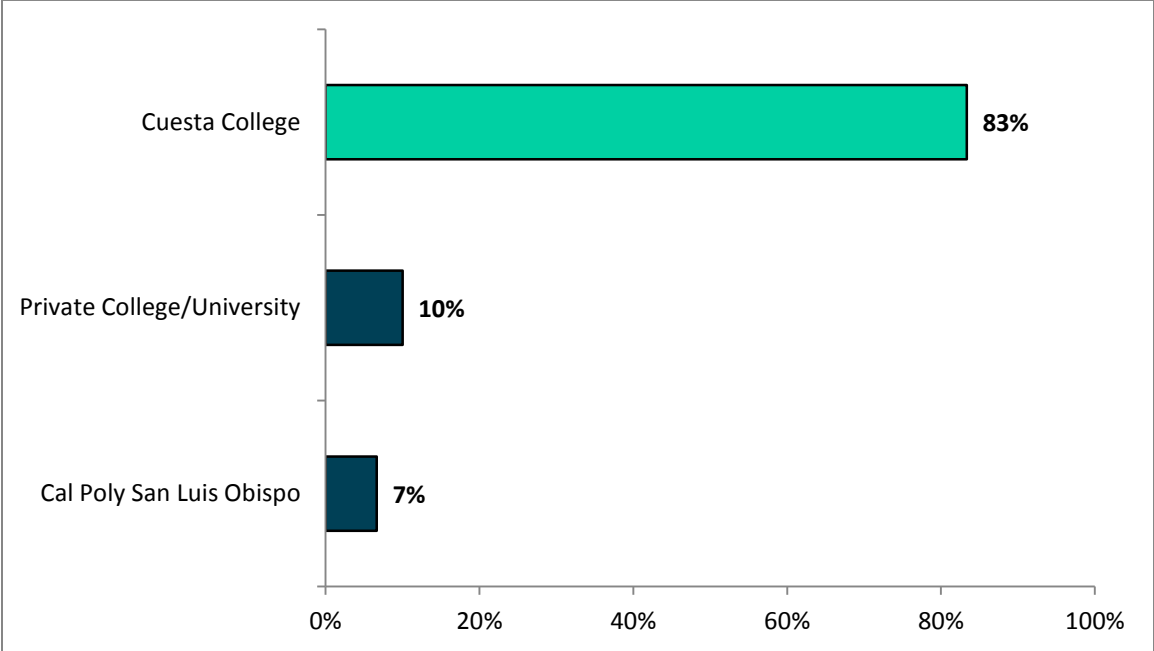
Note: Only respondents who have taken a class at Cuesta College answered this question.

**Figure 1.5: Are you currently enrolled in college courses? Results by Age**  
% "Yes"



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of "yes" responses.

**Figure 1.6: Where are you currently enrolled?**



n=30

Note: Only respondents who are currently enrolled in college courses answered this question.

## SECTION II: INTEREST IN CUESTA COURSES

### *LIKELIHOOD OF TAKING COURSES AT CUESTA*

- **Almost all respondents express at least moderate interest in taking a course at Cuesta College in the future.** Eighty-two percent indicate that they are moderately likely to take a course at Cuesta, and 13 percent select “very likely.” Only five percent indicate that it is not at all likely for them to take a course at Cuesta College in the future (Figure 2.1).
- Respondents’ likelihood of taking courses at Cuesta College varies across segments. Specifically:
  - **By age:** The youngest segment of respondents (i.e., 20 to 35 years of age) indicate the highest likelihood of taking courses at Cuesta in the future. Respondents aged 51 to 65 years old are the least likely to take a course at Cuesta (Figure 2.2).
  - **By history with Cuesta:** Respondents who have taken a course at Cuesta before are significantly more likely to take a course at Cuesta in the future, compared to those who have never taken a course at Cuesta (Figure 2.3).
  - **By income level:** The likelihood of taking a course at Cuesta is the highest among respondents with middle-level income, and is the lowest among respondents with lower household income. Nevertheless, significantly more respondents with lower income indicate that they are “very likely” to take a course at Cuesta (27%), compared to those with middle and higher income (10%-12%) (Figure 2.4).

### *FACTORS THAT AFFECT INTEREST IN CUESTA COURSES*

- **Course offerings and course schedule are the most consistent features contributing to respondents’ interest in taking courses at Cuesta.** Over three-quarters of respondents indicate that those two features make them more likely to take a course at Cuesta in the future (76%, respectively). Other important features include quality of campus facilities (44%), convenience (41%), and campus services (37%) (Figure 2.5).
- **Respondents across different age groups are motivated by varying features in their consideration to take a course at Cuesta.** Older respondents aged 51 and above are significantly more likely than younger respondents to cite course offerings, times when courses are offered, and quality of campus services as important factors. On the other hand, respondents below 50 years old are more likely to be driven by convenience than older respondents (Figure 2.6).

- **Convenience is considered an important factor for lower income respondents, but less so for higher income respondents.** Sixty-nine percent of respondents with lower income believe that convenience makes them more likely to take a course at Cuesta, compared to 54 percent of middle income respondents and 31 percent of higher income respondents who express similar views. Respondents with higher income are more likely to be affected by times when the courses are offered, campus services, and quality of campus facilities than respondents with middle or lower income (Figure 2.8).
- **Respondents are interested in taking a community college course primarily for non-credit personal development (63%).** This is particularly true for respondents aged 66 to 80 (100%) and respondents with higher income (69%) (Figure 2.10, Figure 2.11).
- **A substantial portion of respondents are also interested in earning a certificate from Cuesta College (42%).** While very few respondents aged 51 and above are interested in certification (0%-13%), 46 to 56 percent of respondents in younger age groups are interested. Further, 53 percent of respondents with lower income and 69 percent of respondents with middle-level income are interested in earning a certificate, compared to only 31 percent higher income respondents (Figure 2.10, Figure 2.11, Figure 2.12).

#### *INTEREST IN DIFFERENT COURSE AREAS*

- **Respondents' interests in surveyed course areas offered by Cuesta are generally low, except for courses on computer skills, personal interest and enrichment, and business.** Nearly 70 percent of respondents are moderately or extremely interested in taking courses involving the development of computer skills. At least half of respondents also express interest in courses related to personal enrichment and business. Contrarily, the majority of respondents indicate that they are not at all interested in other course areas available at Cuesta College (Figure 2.13).
  - Across age groups, respondents who are over 50 years old are significantly more interested in courses about personal enrichment, business, and health care than respondents aged 20 to 50. Interests in courses that build trades are significantly higher among younger respondents than among older respondents (Figure 2.14).
  - Respondents with higher income are substantially more interested in courses about computer skills, business, personal interest and enrichment, and health care, compared to respondents at lower or middle income levels (Figure 2.15).

### *INTEREST IN PROFESSIONAL DEVELOPMENT*

- **Respondents are most interested in professional development that improves computer programming skills (53%).** A substantial number of respondents are also interested in developing their writing skills (42%) and Microsoft Suite skills (42%) through professional development. Open-ended responses suggest a similar trend that respondents are in most need for professional development opportunities related to business and STEM subjects (e.g., computer science, engineering) (Figure 2.18, Figure 2.19).
- **Nevertheless, most respondents (91%) do *not* believe that Cuesta College could offer courses that would assist with their professional development** (Figure 2.16).

### *INTEREST IN PROMISE SCHOLARSHIP*

- **Raising awareness of the Promise Scholarship could potentially increase course enrollment at Cuesta College.** Among respondents who have children that are 20 years of age or younger, very few (11%) are familiar with the Cuesta College Promise Scholarship for recent high school graduates. Those who are familiar generally agree that the scholarship program would increase the likelihood of their child attending Cuesta College (Figure 2.20, Figure 2.22).
  - **Awareness of the Promise Scholarship increases with the age of respondents' children.** However, less than one-quarter of respondents with high school aged children are familiar with the Scholarship (Figure 2.21).

### *INTEREST IN EMERITUS COURSES<sup>4</sup>*

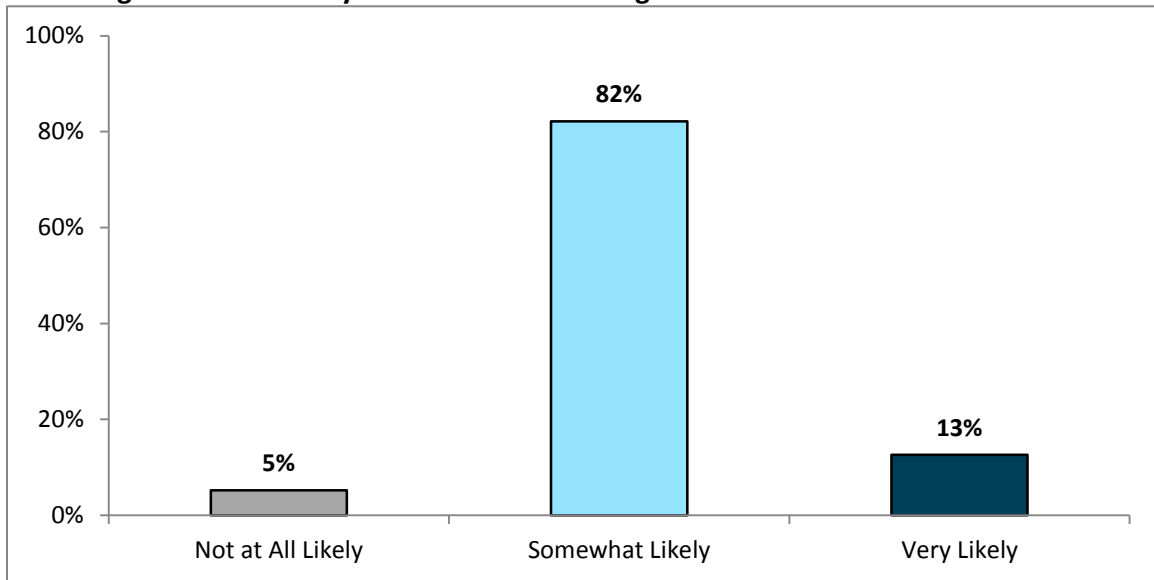
- **The Emeritus College Program, which aims at senior community members, is generally embraced by the target group.** Sixty-one percent of respondents over 50 years of age are interested in the program, and certain segments express higher levels of interest in the program than their peers (Figure 2.23):
  - Among seniors over 50 years of age, respondents of higher income (65%) are significantly more likely to express an interest in the Emeritus College Program, compared to respondents with lower or middle-level income (Figure 2.24).
  - Further, senior respondents' interest in the Emeritus Program decreases as their education level increases. Respondents without a college degree are the most likely to be interested in the program (73%) (Figure 2.25).
  - Geographically speaking, senior residents of Arroyo Grande (89%) are more interested in the Emeritus Program than respondents living in other cities (Figure 2.26).

---

<sup>4</sup> Only results for respondents who are over 50 years of age are presented.

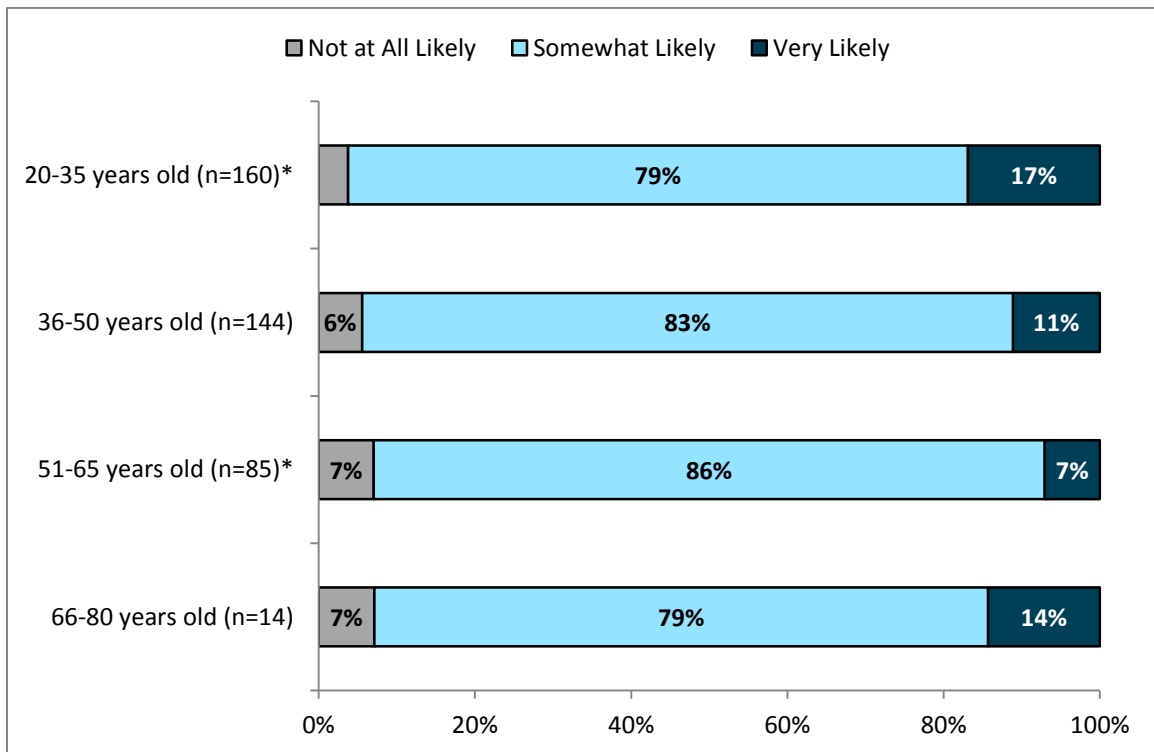
*LIKELIHOOD OF TAKING COURSES AT CUESTA*

**Figure 2.1: What is your likelihood of taking a course at Cuesta in the future?**



n=403

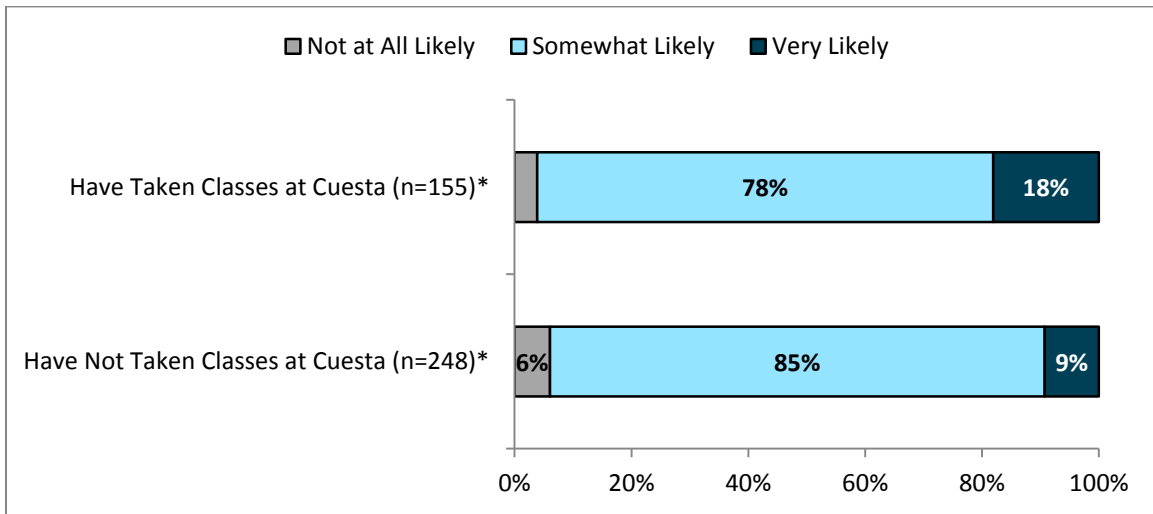
**Figure 2.2: What is your likelihood of taking a course at Cuesta in the future? Results by Age**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “somewhat likely” and “very likely” responses.

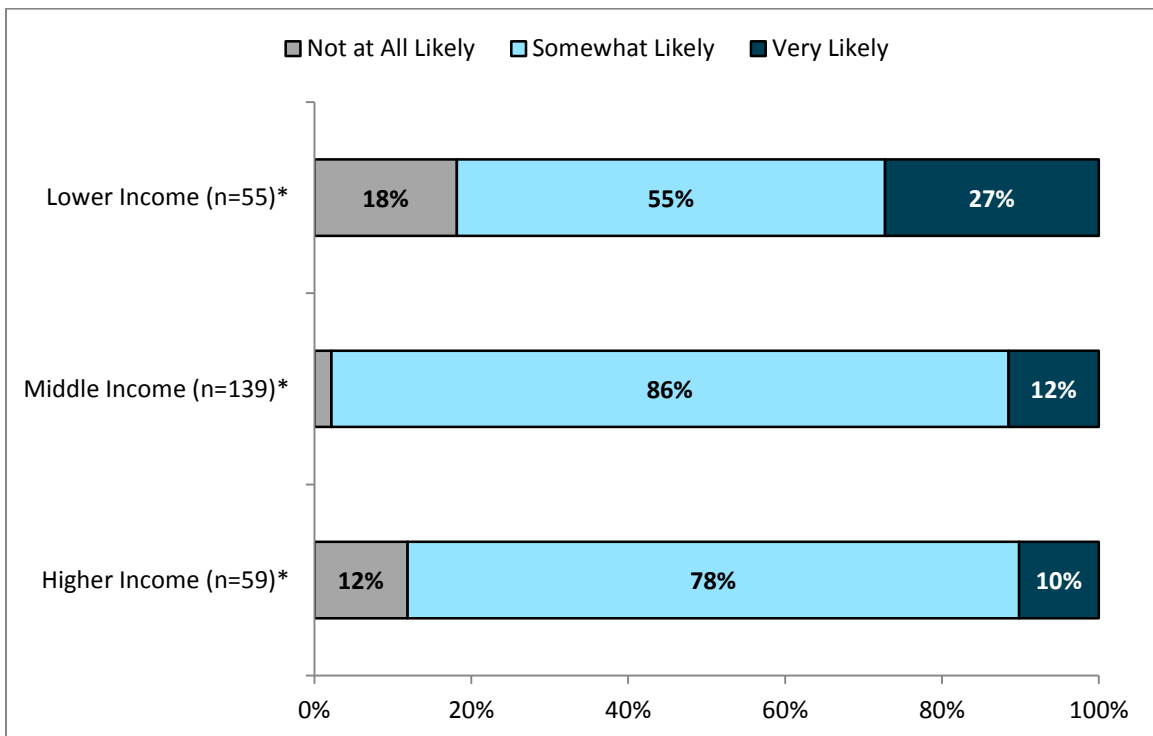


**Figure 2.3: What is your likelihood of taking a course at Cuesta in the future? Results by History with Cuesta College**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “somewhat likely” and “very likely” responses.

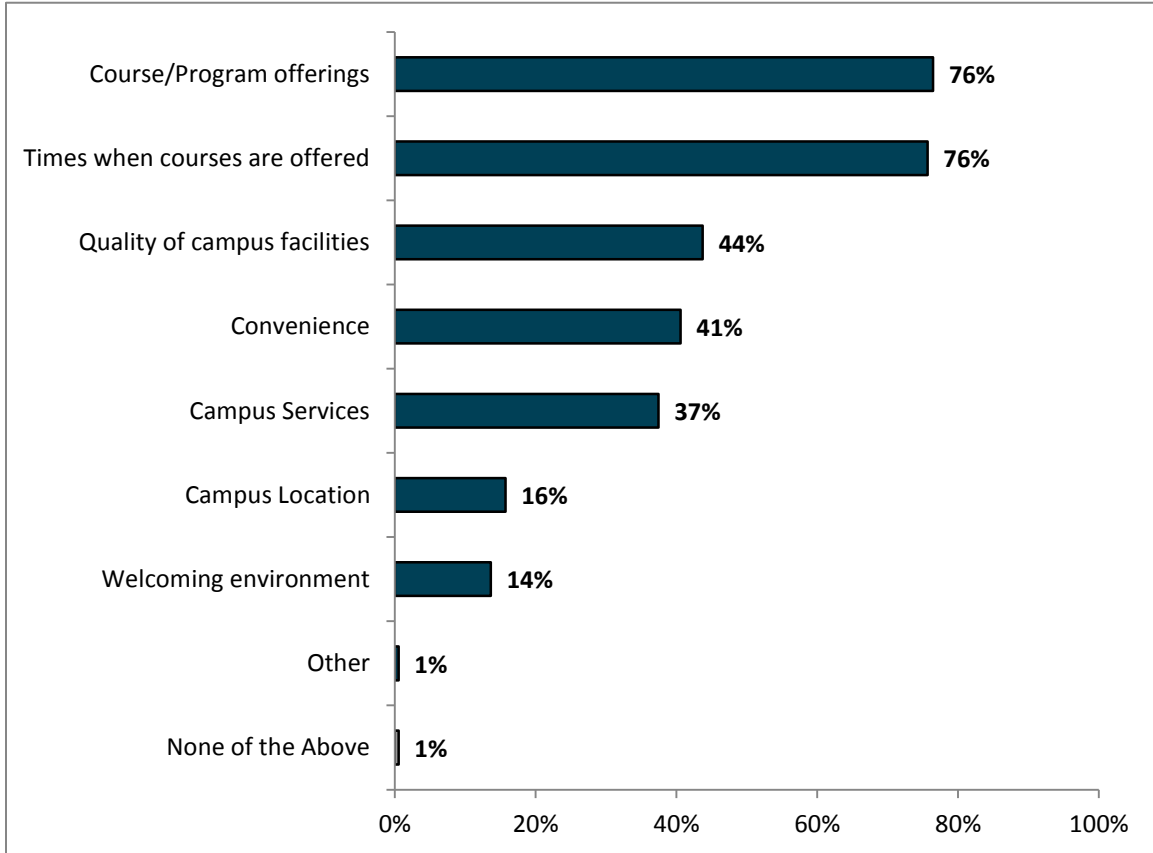
**Figure 2.4: What is your likelihood of taking a course at Cuesta in the future? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “somewhat likely” and “very likely” responses.

*FACTORS THAT AFFECT INTEREST IN CUESTA COURSES*

**Figure 2.5: Which of the following features make you more likely to take a course at Cuesta?**



n=382

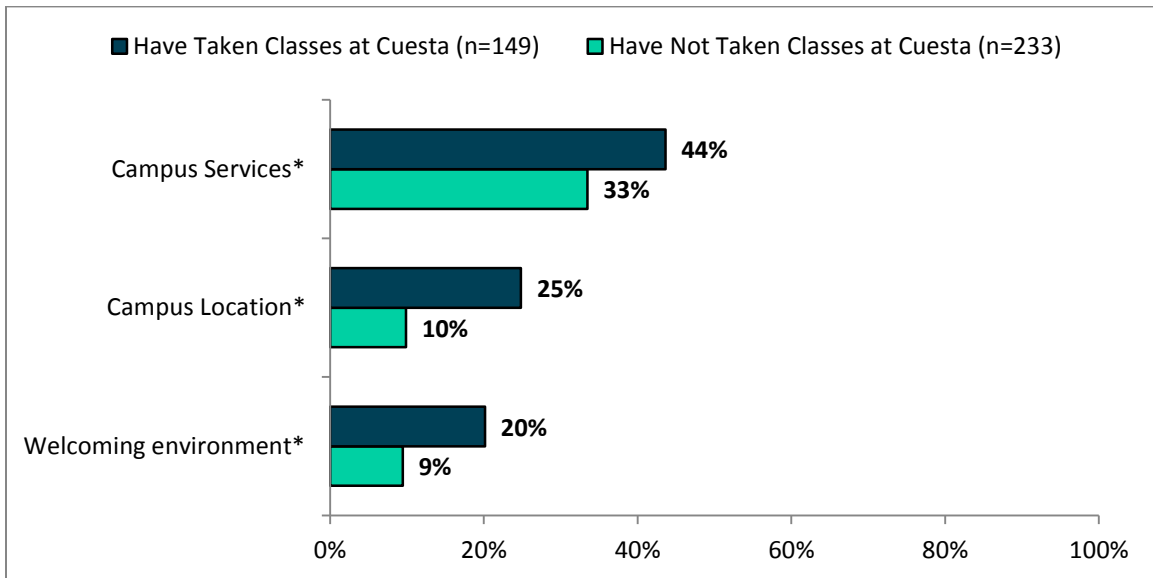
Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 2.6: Which of the following features make you more likely to take a course at Cuesta? Results by Age**

FEATURES	20-35 YEARS OLD (N=154)	36-50 YEARS OLD (N=136)	51-65 YEARS OLD (N=79)	66-80 YEARS OLD (N=13)
Course/Program offerings*	71%	72%	91%	92%
Times when courses are offered*	71%	76%	84%	85%
Quality of campus facilities*	37%	35%	70%	54%
Campus Services*	30%	35%	56%	38%
Convenience*	45%	47%	24%	23%
Welcoming environment*	11%	14%	14%	38%
Campus Location	16%	15%	19%	8%

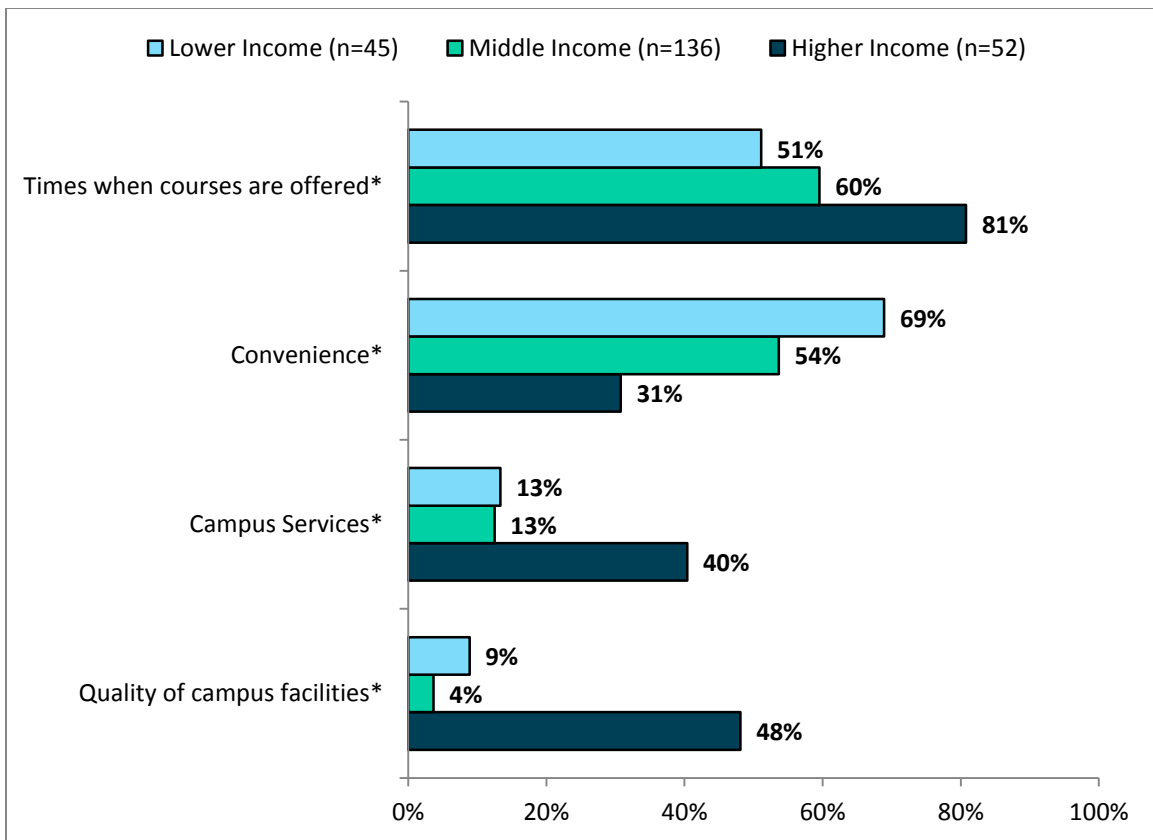
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. This table is color-coded, whereby darker green signifies higher percentages and lighter green signifies lower percentages.

**Figure 2.7: Which of the following features make you more likely to take a course at Cuesta? Results by History with Cuesta College**



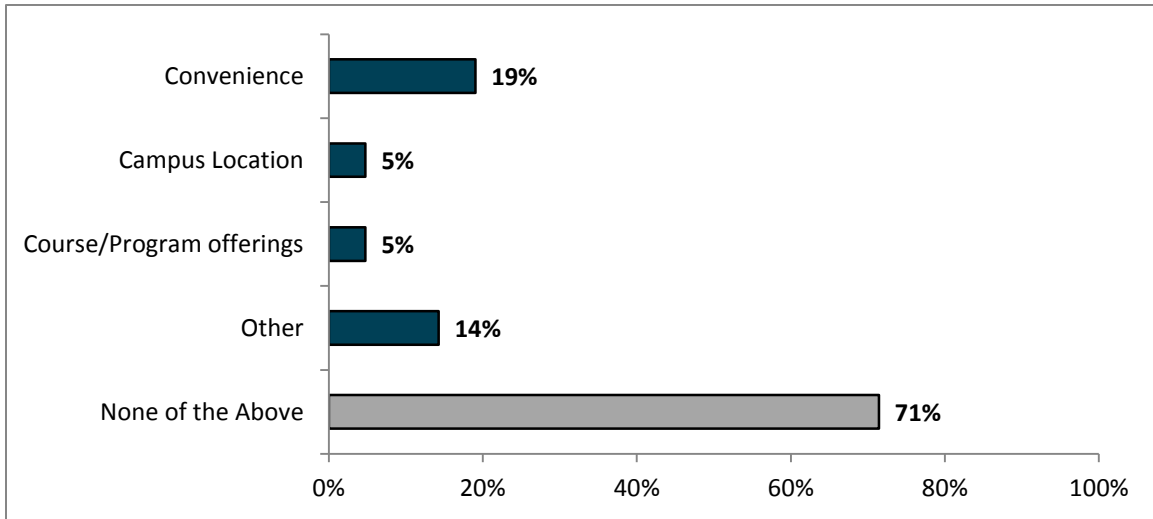
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

**Figure 2.8: Which of the following features make you more likely to take a course at Cuesta? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

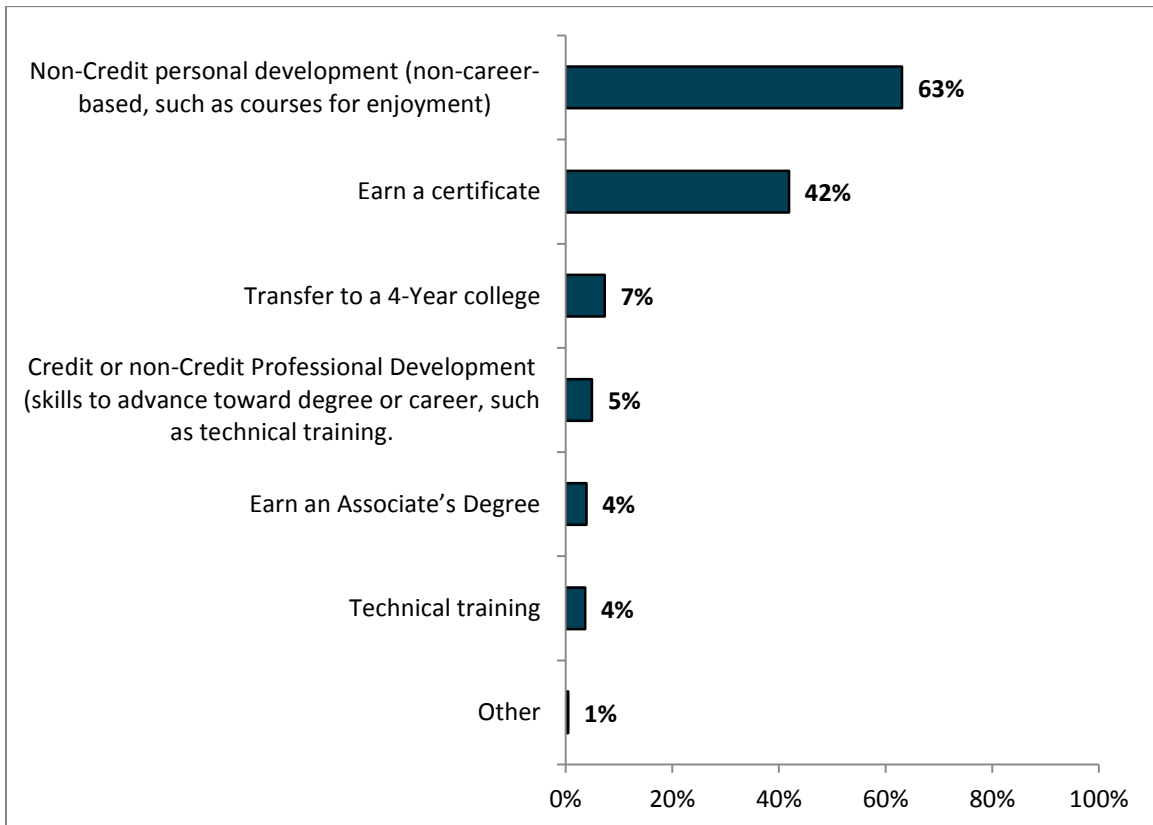
**Figure 2.9: Are any of the following features a barrier to your taking a course at Cuesta?**



n=21

Note: Only respondents who are not at all likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

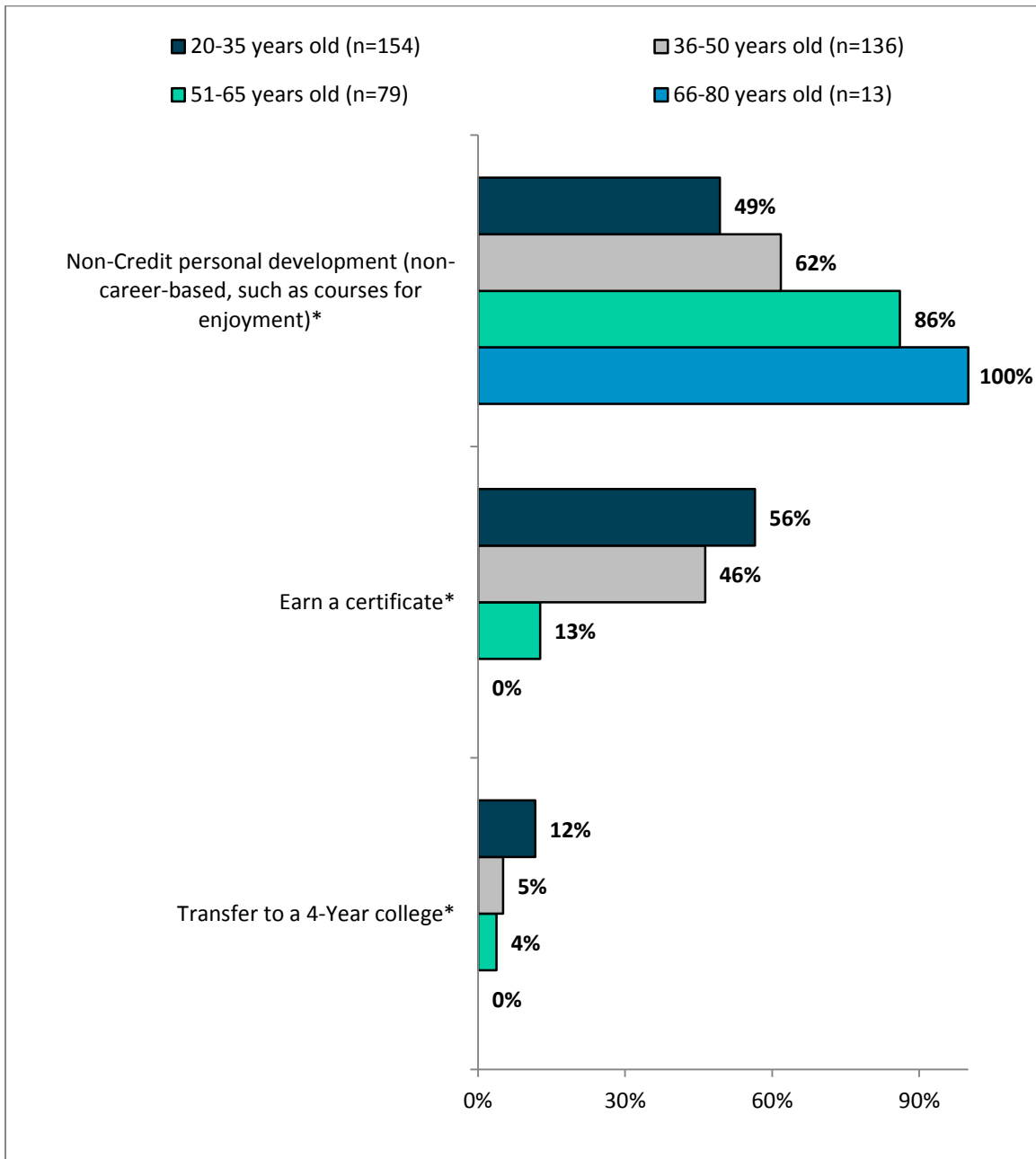
**Figure 2.10: For what reasons would you be interested in taking a community college course?**



n=382

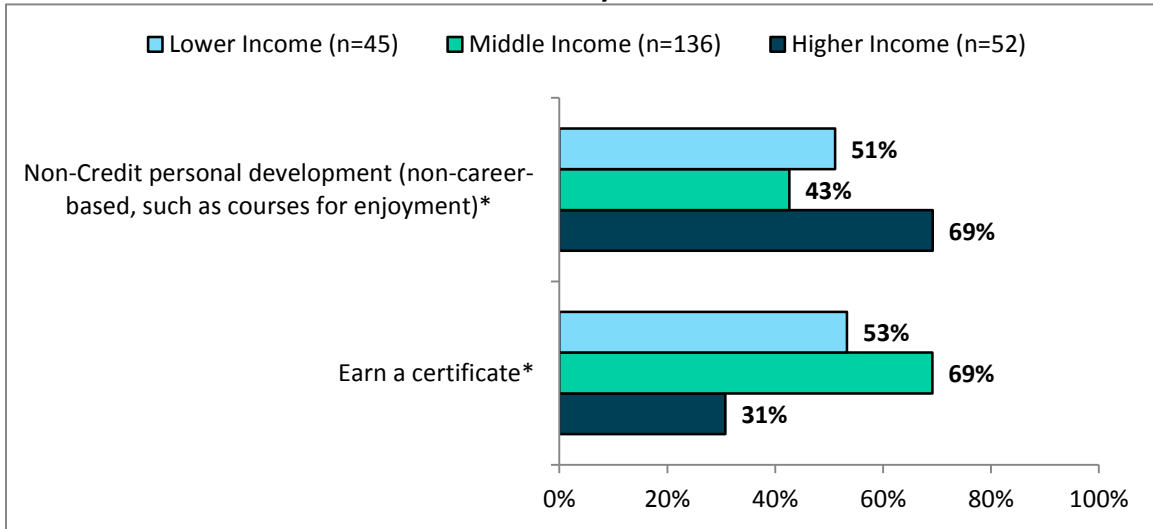
Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 2.11: For what reasons would you be interested in taking a community college course? Results by Age**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

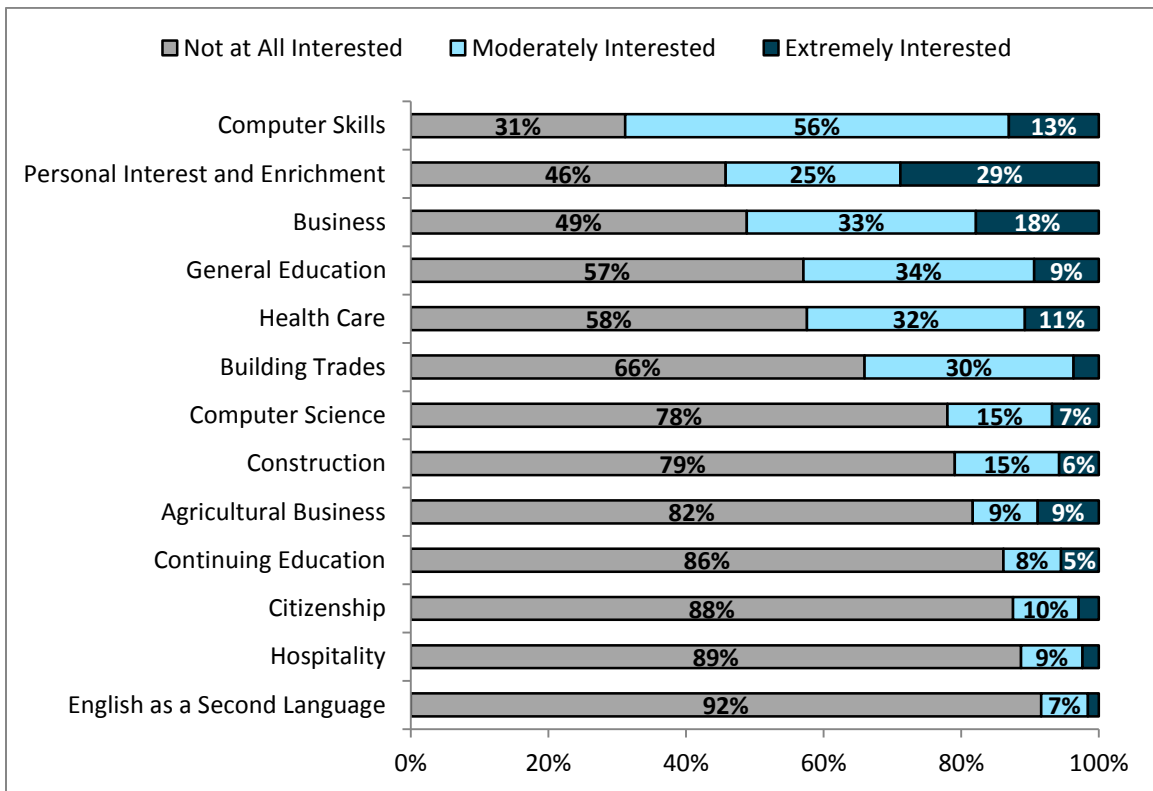
**Figure 2.12: For what reasons would you be interested in taking a community college course? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

*INTEREST IN DIFFERENT COURSE AREAS*

**Figure 2.13: Please indicate your level of interest in taking a course in the following areas.**



n=377-382

Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this set of questions.

**Figure 2.14: Please indicate your level of interest in taking a course in the following areas.  
Results by Age**

*% Moderately or Extremely Interested*

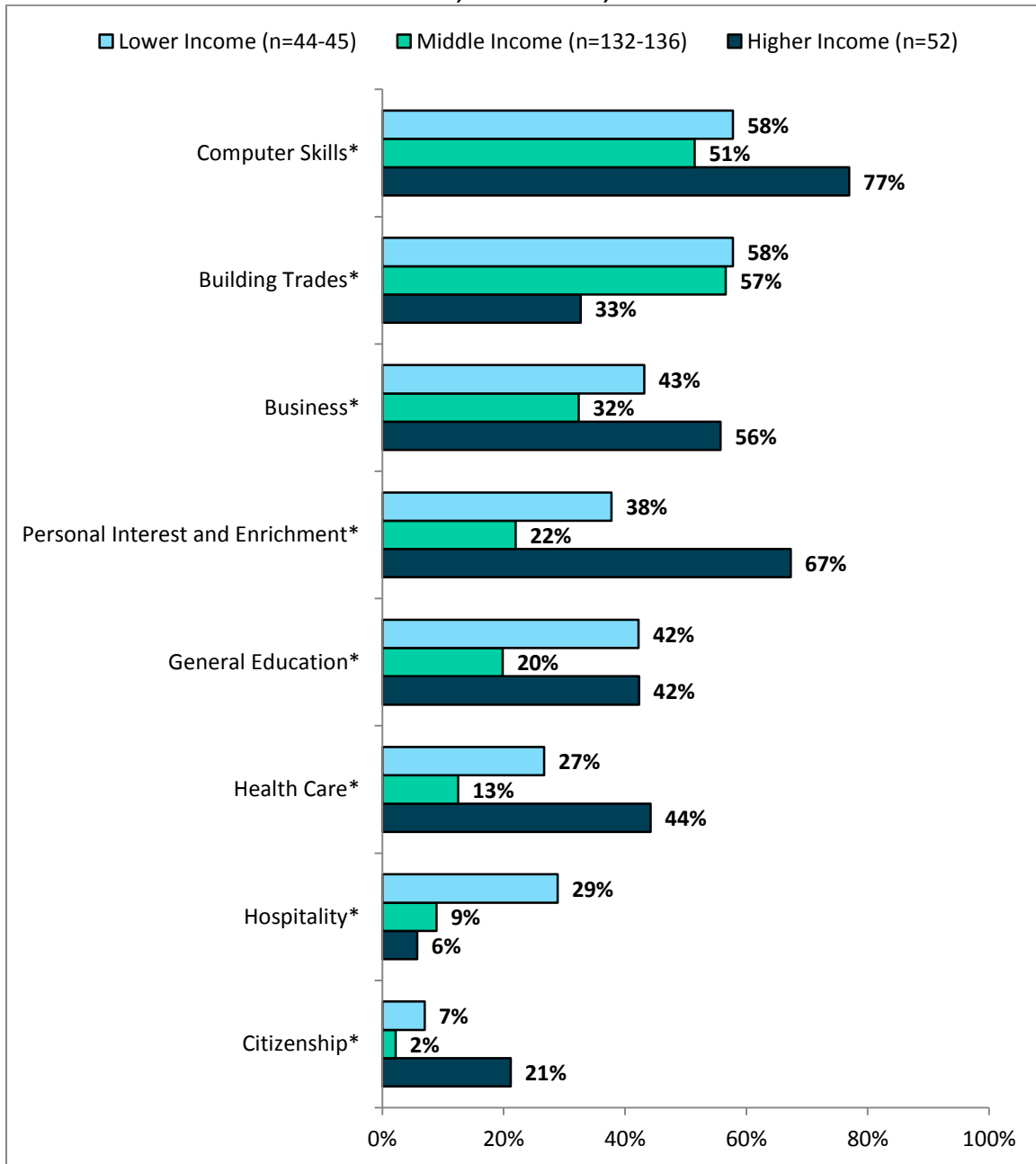
<b>COURSE AREAS</b>	<b>20-35 YEARS OLD (N=152-154)</b>	<b>36-50 YEARS OLD (N=134-136)</b>	<b>51-65 YEARS OLD (N=78-79)</b>	<b>66-80 YEARS OLD (N=13)</b>
Computer Skills*	67%	66%	81%	46%
Personal Interest and Enrichment*	45%	47%	79%	85%
Business*	47%	49%	66%	38%
Health Care*	34%	41%	57%	62%
General Education*	40%	36%	61%	46%
Building Trades*	43%	38%	15%	0%
Continuing Education*	17%	13%	6%	31%
Agricultural Business*	24%	17%	11%	8%
English as a Second Language*	10%	11%	3%	0%

Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “moderately interested” and “extremely interested” responses. This table is color-coded, whereby darker green signifies higher percentages and lighter green signifies lower percentages.



**Figure 2.15: Please indicate your level of interest in taking a course in the following areas.  
Results by Income Level**

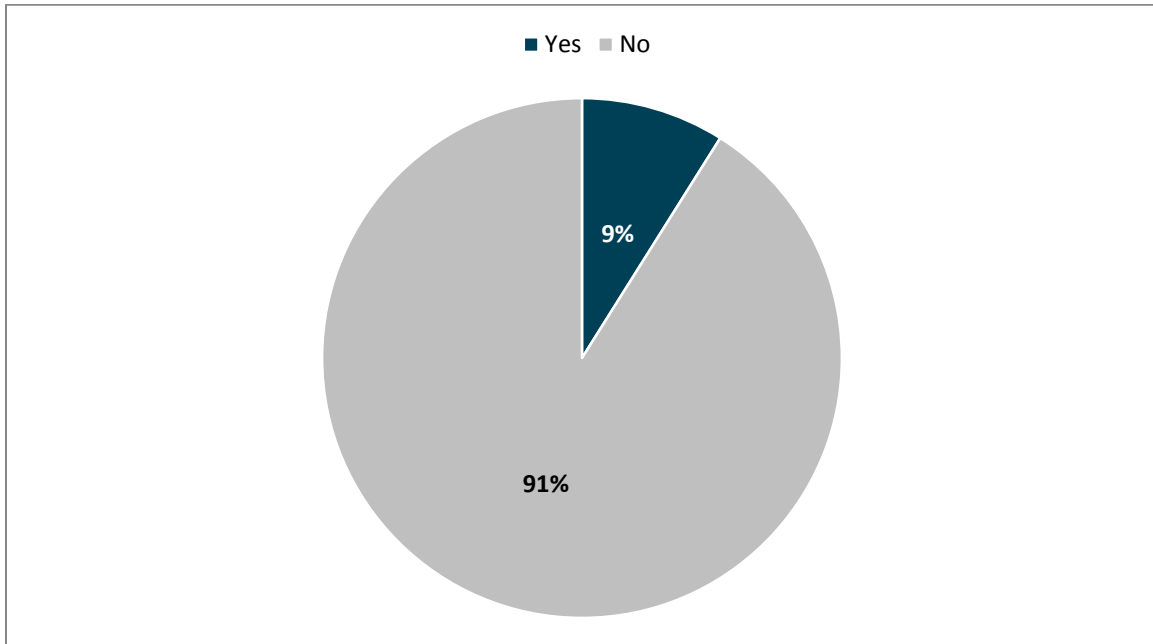
*% Moderately or Extremely Interested*



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the combined percentage of “moderately interested” and “extremely interested” responses.

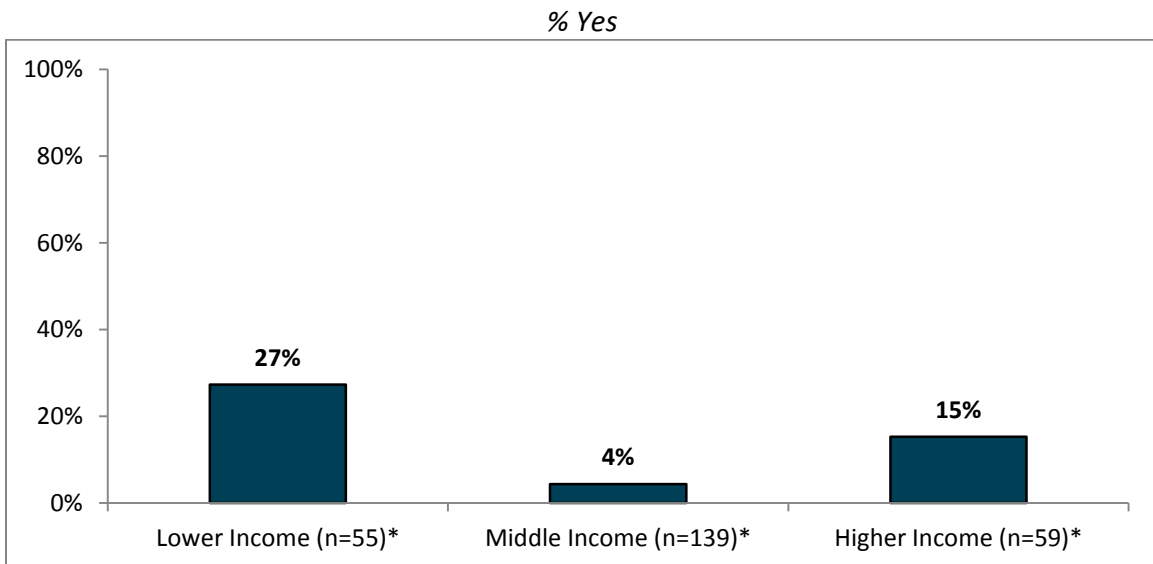
*INTEREST IN PROFESSIONAL DEVELOPMENT*

**Figure 2.16: Are there courses Cuesta College could offer that would assist you in your professional development?**



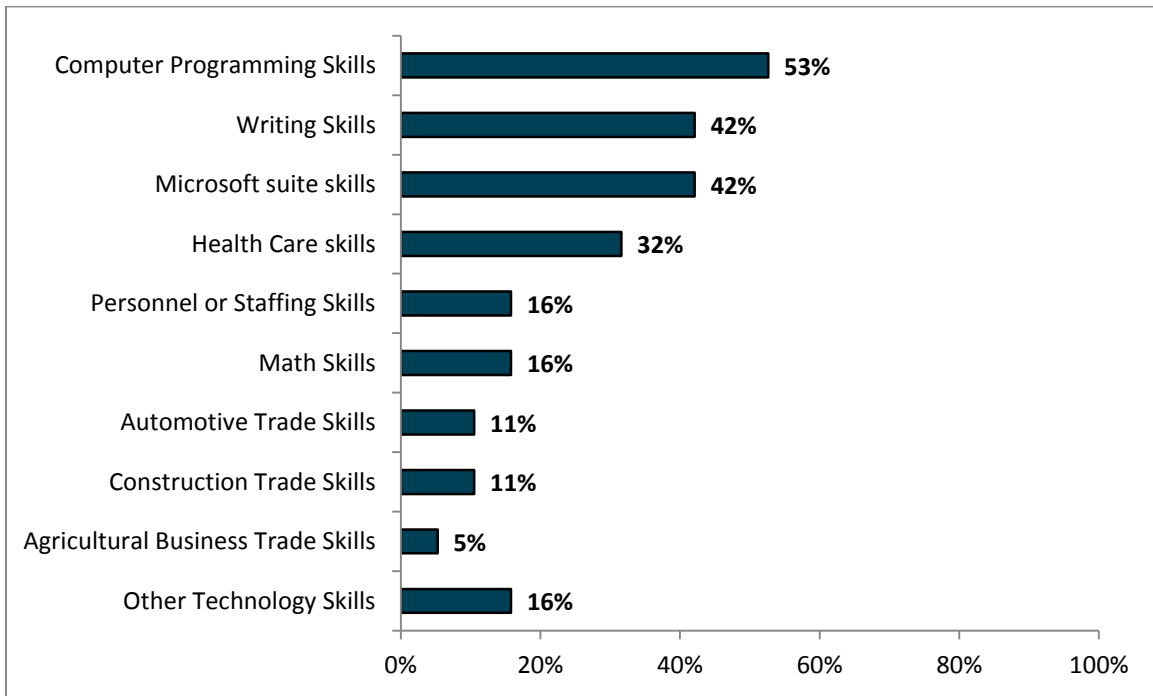
n=403

**Figure 2.17: Are there courses Cuesta College could offer that would assist you in your professional development? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of "yes" responses.

**Figure 2.18: What types of professional development would you be interested in gaining from a community college course?**



n=19

Note: Only respondents interested in credit or non-credit Professional Development answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 2.19: Open-Ended Responses: What courses would you need?**

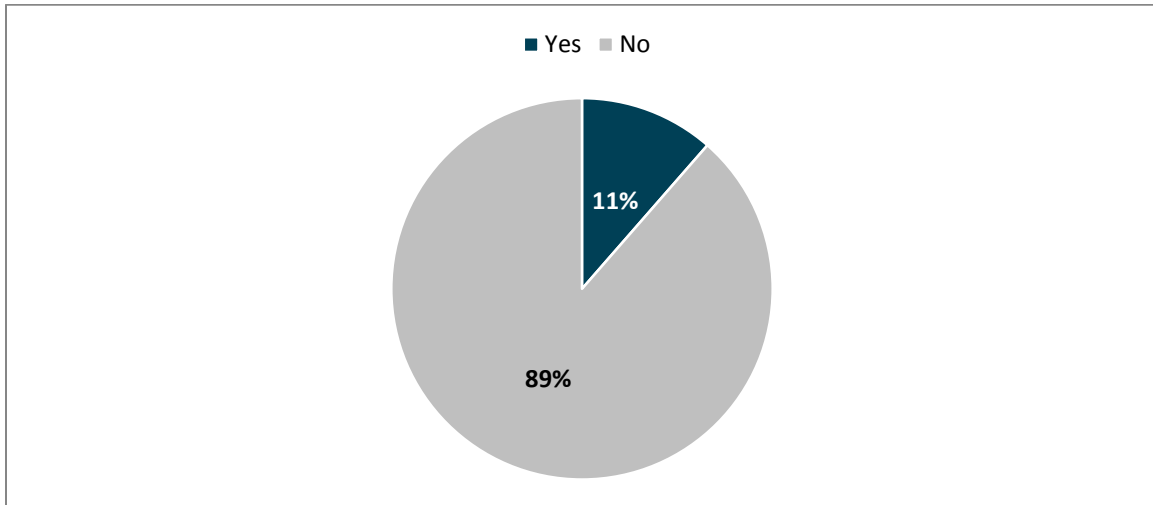
THEME	FREQUENCY	SAMPLE RESPONSES
Business	10	<ul style="list-style-type: none"> <li>▪ "Entrepreneurship."</li> <li>▪ "Business, leadership, management/leadership, finance/accounting."</li> </ul>
STEM (e.g., computer, engineering)	9	<ul style="list-style-type: none"> <li>▪ "Programming course."</li> <li>▪ "Engineering related courses."</li> </ul>
Health Care	4	<ul style="list-style-type: none"> <li>▪ "Nursing studies."</li> </ul>
Arts	4	<ul style="list-style-type: none"> <li>▪ "Photography."</li> </ul>
Social Sciences	4	<ul style="list-style-type: none"> <li>▪ "Psychology."</li> </ul>
Human Resources	3	<ul style="list-style-type: none"> <li>▪ "Human Resources, payroll."</li> </ul>
General Education/Trades	3	<ul style="list-style-type: none"> <li>▪ "General classes to finish AA."</li> </ul>
Agriculture	2	<ul style="list-style-type: none"> <li>▪ "Agricultural course."</li> </ul>
None	1	-

n=36

Note: Only respondents who agree that Cuesta could offer courses that would assist their professional development answered this question. The frequencies of themes in total do not equal the sample size as some responses could contain references to multiple themes.

*INTEREST IN PROMISE SCHOLARSHIP*

**Figure 2.20: Are you familiar with the Cuesta College Promise Scholarship for recent High School Graduates?**

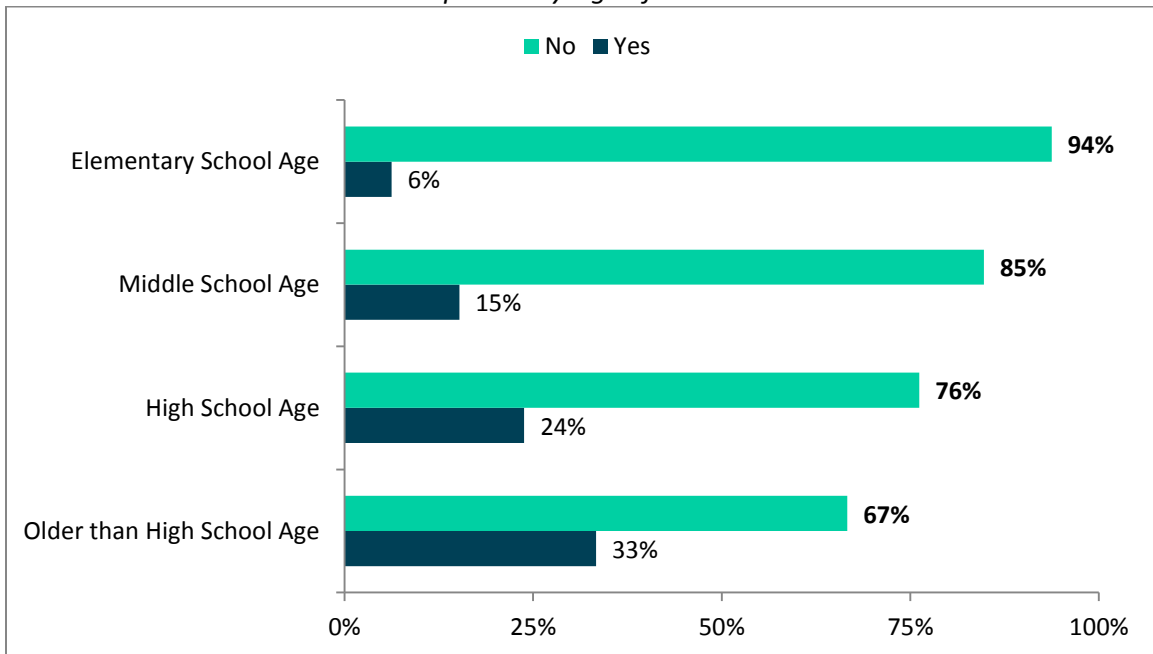


n=105

Note: Only respondents who have children aged 20 years old or younger answered this question.

**Figure 2.21: Are you familiar with the Cuesta College Promise Scholarship for recent High School Graduates?**

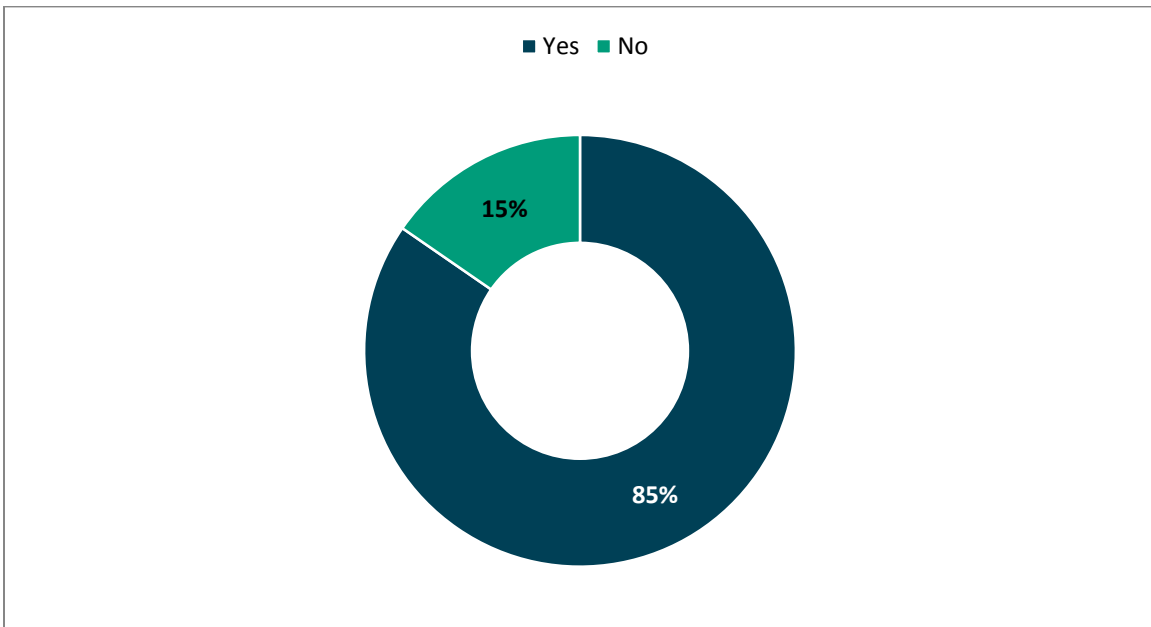
*Responses by Age of Children*



n=105

Note: Only respondents who have children aged 20 years old or younger answered this question.

**Figure 2.22: Would this program increase the likelihood of your child attending Cuesta College?**

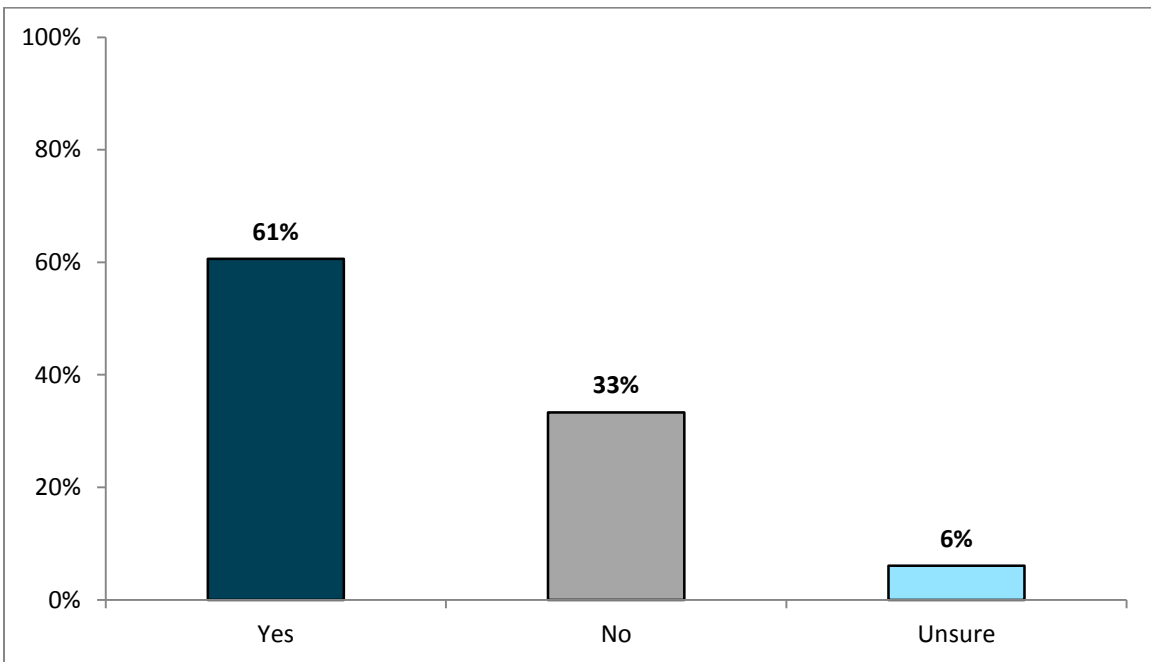


n=13

Note: Only respondents who are familiar with Cuesta College Promise Scholarship answered this question.

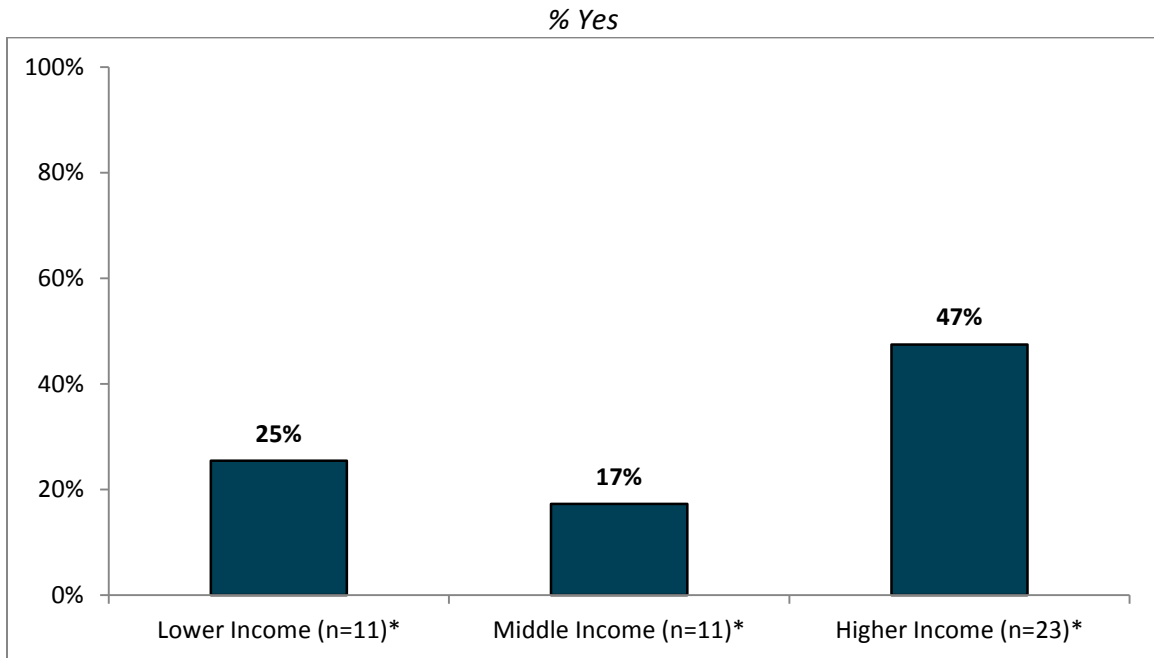
*INTEREST IN EMERITUS COURSES*

**Figure 2.23: Would you be interested in taking Emeritus courses?**



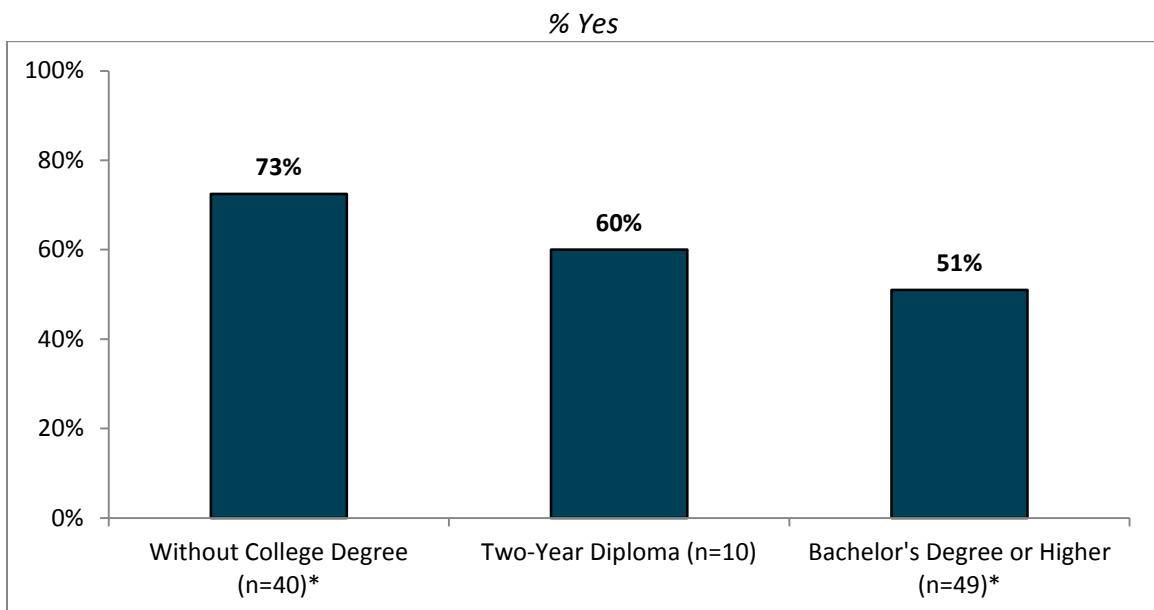
n=99

**Figure 2.24: Would you be interested in taking Emeritus courses? Results by Income Level**



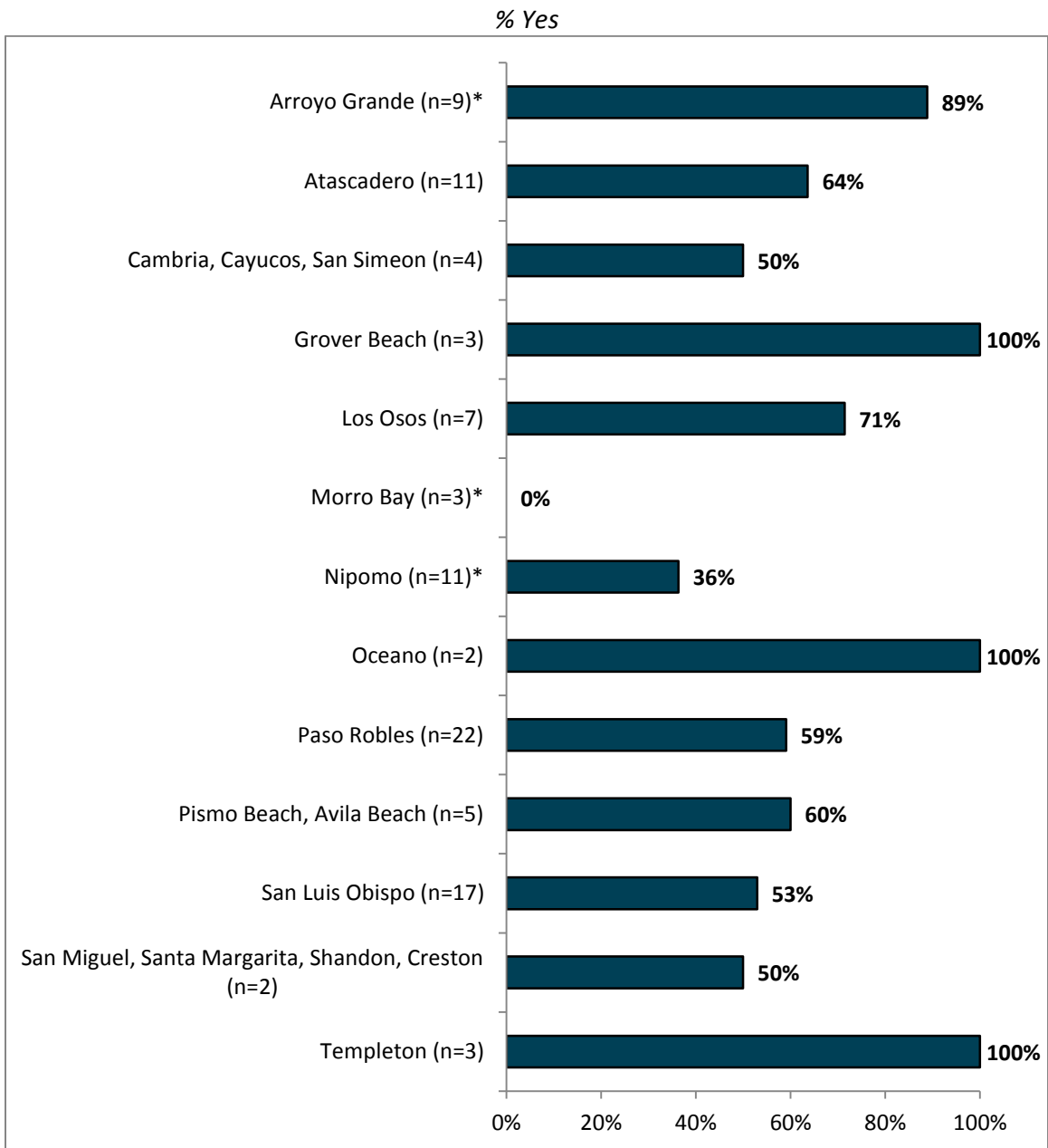
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “yes” responses.

**Figure 2.25: Would you be interested in taking Emeritus courses? Results by Educational Attainment**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “yes” responses.

**Figure 2.26: Would you be interested in taking Emeritus courses? Results by City of Residence**



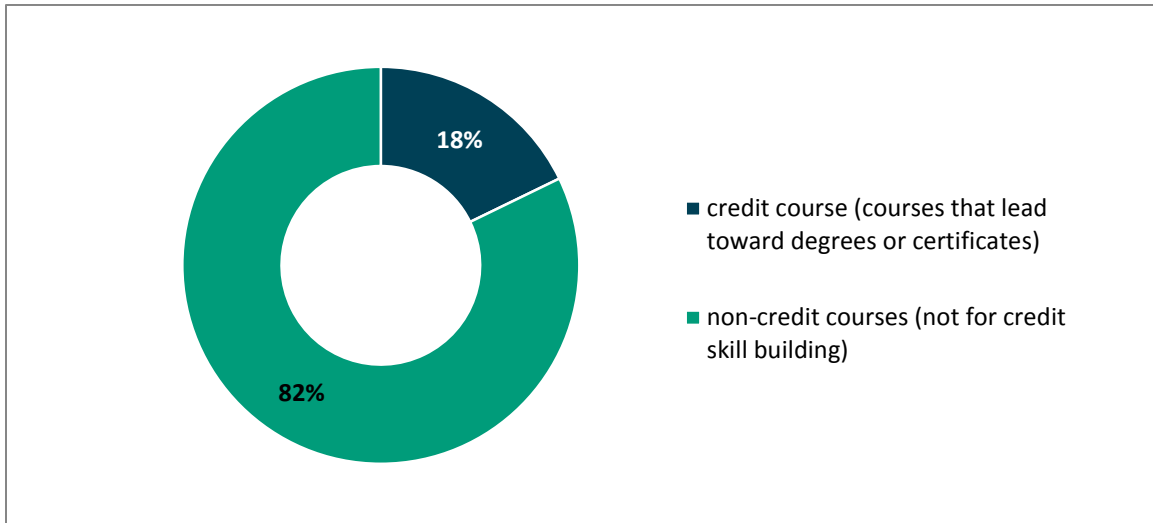
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “yes” responses.



## SECTION III: COURSE PREFERENCES

- **Most respondents prefer non-credit courses to credit courses (82%).** Respondents who have taken courses at Cuesta before are more likely to be interested in taking a credit course than those who have not taken a Cuesta course; respondents at lower income level are more likely than respondents with middle or higher-level income to find credit courses appealing. Nevertheless, the majority of respondents across all segmented groups prefer non-credit courses over courses that offer credits (Figure 3.1).
  - Most respondents who are interested in taking a credit course are *not* interested in earning an Associate’s Degree (72% selecting “No”) (Figure 3.4).
- **The vast majority of respondents who are interested in taking courses at Cuesta prefer online learning.** Eighty-seven percent prefer to take courses online or through distance education, compared to five to 16 percent who prefer a physical campus location (Figure 3.6). Further, nearly 80 percent prefer to take courses fully online, compared to 21 percent who prefer the hybrid format that delivers most content online and some content face-to-face. Very few prefer class formats that require substantial face-to-face time (4%-9%) (Figure 3.8).
- **Respondents’ interest in taking courses declines as course lengths increases.** Nearly 60 percent of respondents prefer to take non-credit courses with a duration of two weeks or less. Twenty-eight percent express a preference for summer sessions that are six weeks long, and fewer (13%-20%) prefer courses that are nine weeks long or 18 weeks long (Figure 3.10).
  - Across age groups, respondents who are over 50 years old are significantly more likely to prefer non-credit short courses than respondents aged 20 to 35. However, younger respondents aged 20 to 50 tend to like summer sessions (six weeks) better than respondents older than 50 years of age (Figure 3.11).
  - Respondents who have taken classes at Cuesta are more likely to be committed to longer courses (i.e., nine weeks and 18 weeks) than respondents who have not taken a course at Cuesta. Still, short-term non-credit courses are the most preferred, regardless of respondents’ history with Cuesta (Figure 3.12).
- **Respondents generally prefer courses offered on the weekend (73%).** Only a minority of respondents indicate that they prefer to take a class in the evening (25%), in the morning (12%), or in the afternoon (10%) during the work week (Figure 3.14).

**Figure 3.1: If you took a course at Cuesta, would you prefer to take a:**

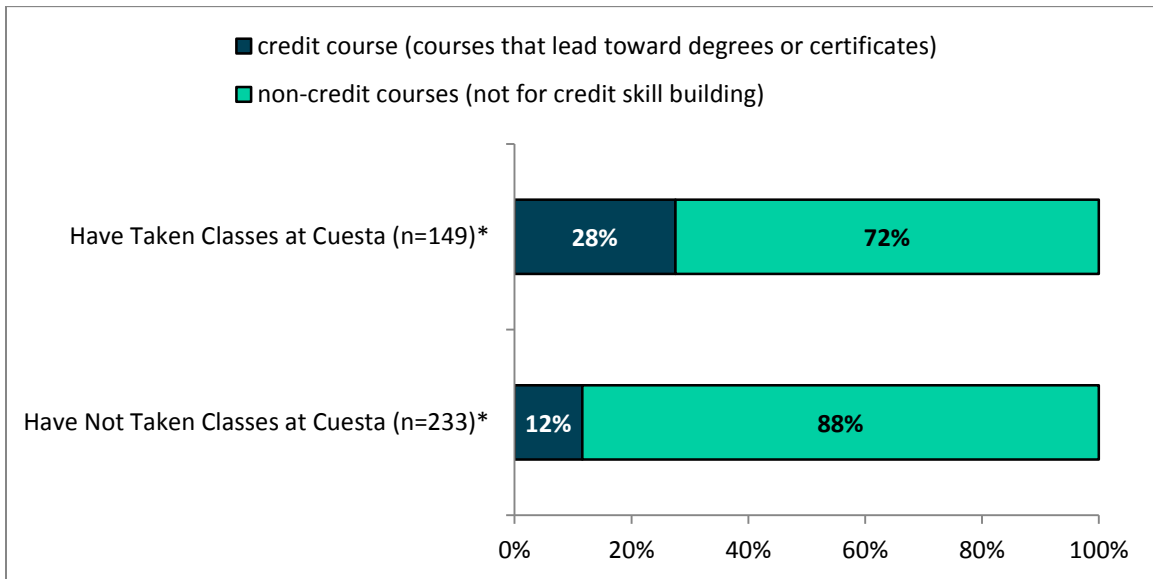


n=382

Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question.

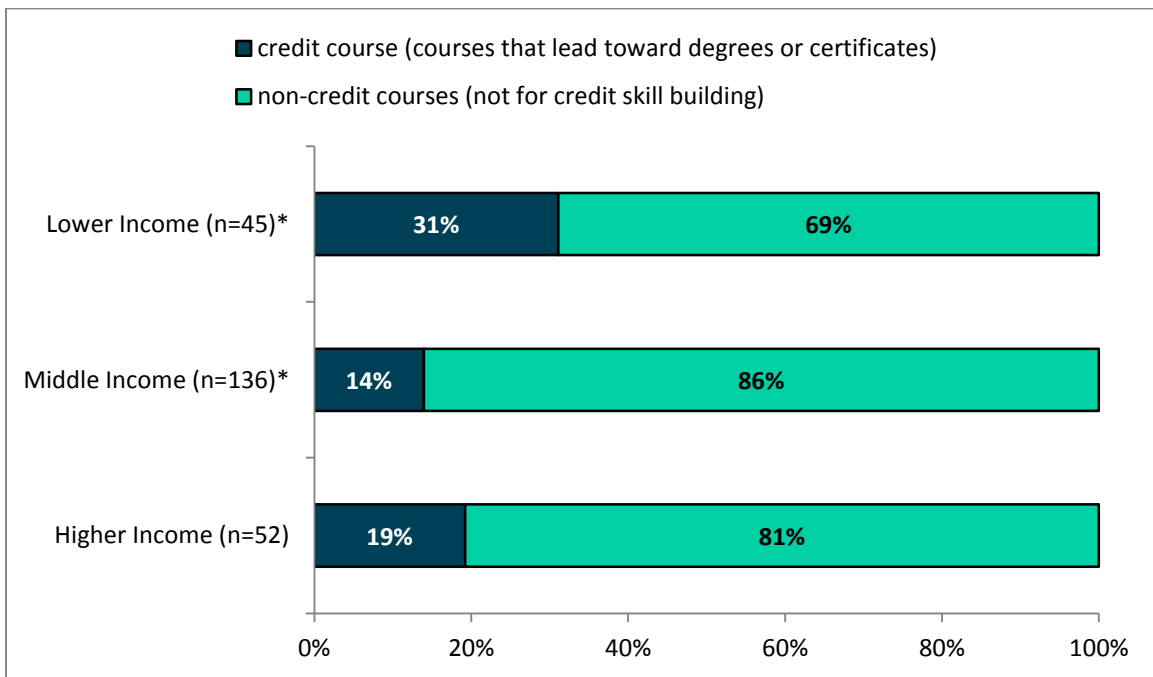
**Figure 3.2: If you took a course at Cuesta, would you prefer to take a:**

**Results by History with Cuesta College**



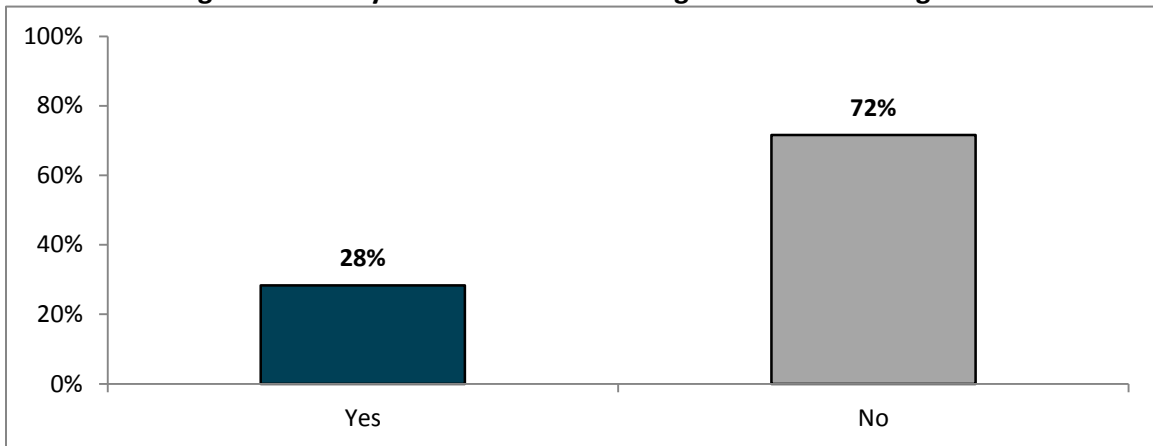
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

**Figure 3.3: If you took a course at Cuesta, would you prefer to take a:  
Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

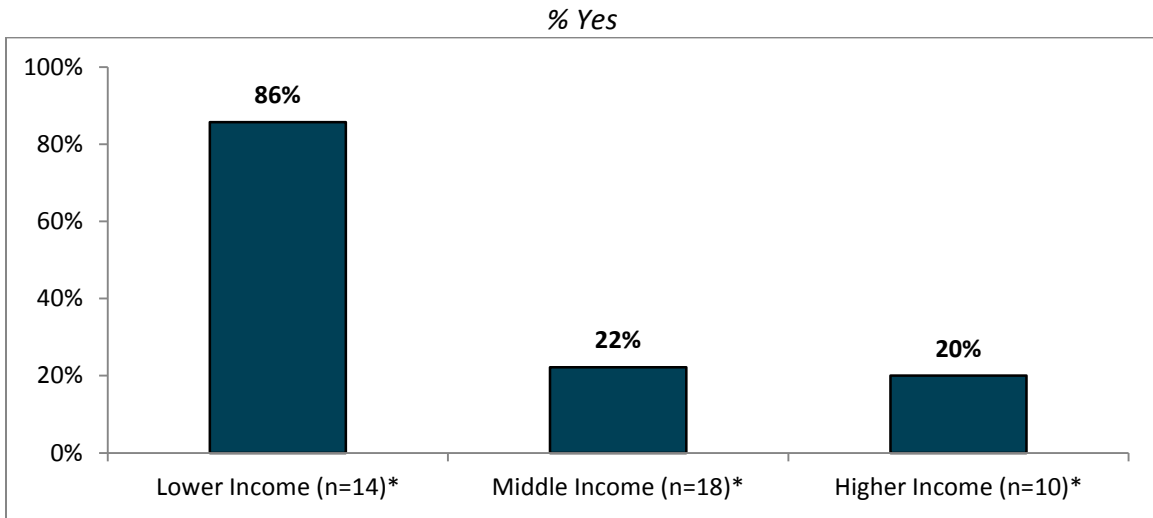
**Figure 3.4: Are you interested in earning an Associate's Degree?**



n=67

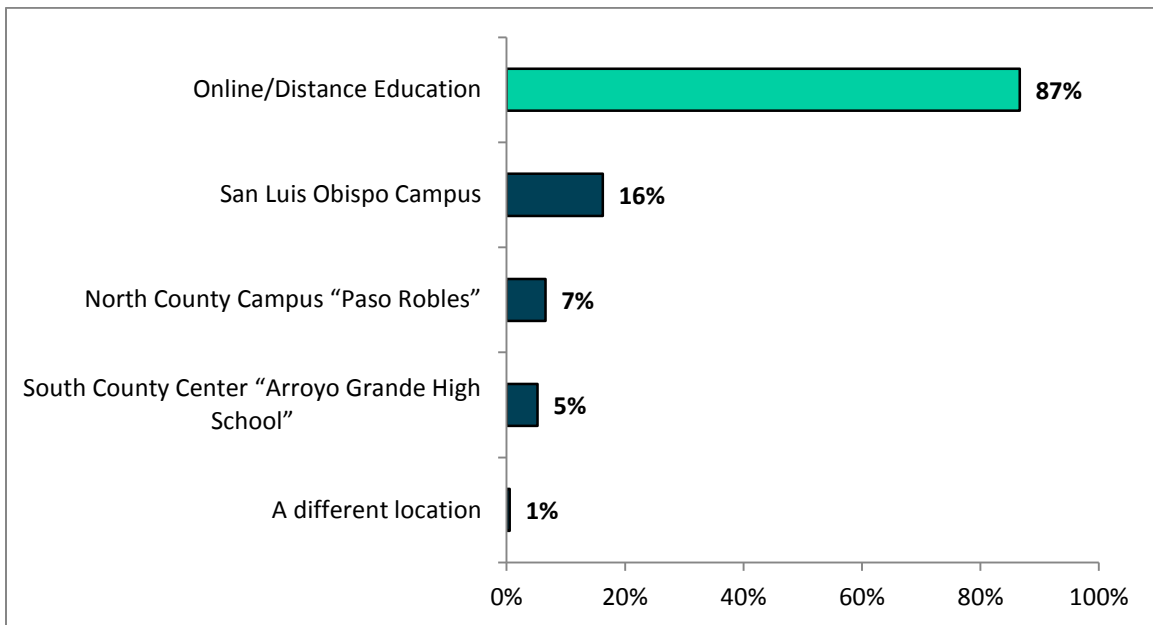
Note: Only respondents who prefer to take a credit course at Cuesta answered this question.

**Figure 3.5: Are you interested in earning an Associate's Degree? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level. The statistically significant difference is determined based on the percentage of “yes” responses.

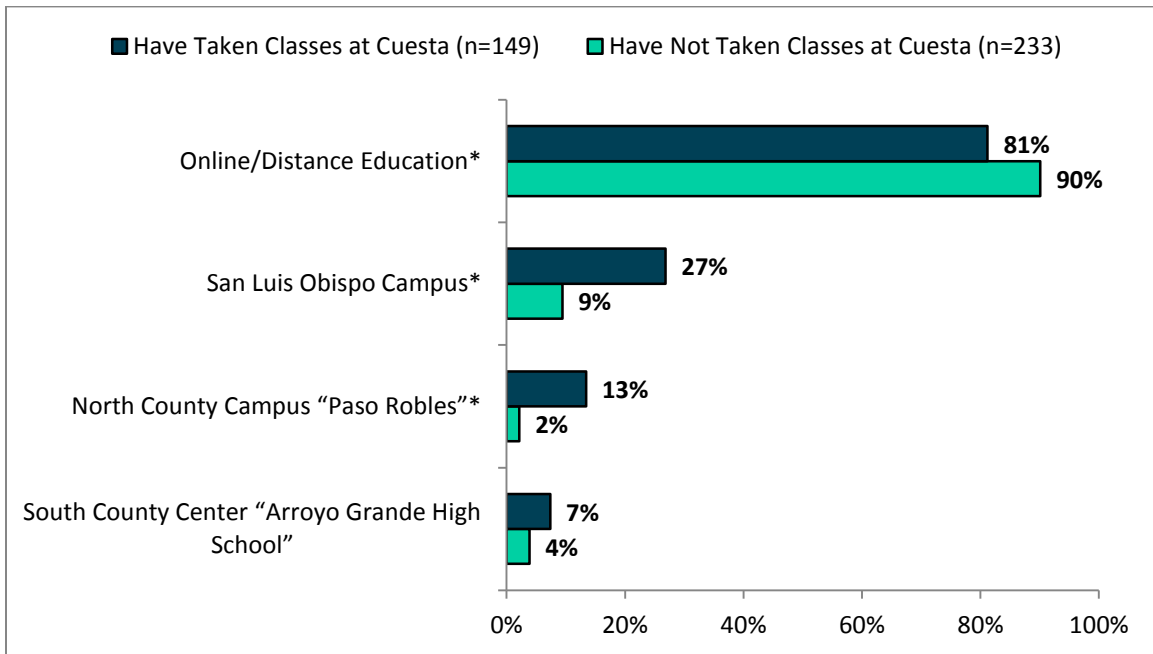
**Figure 3.6: At which of the following locations would you prefer to take a course?**



n=382

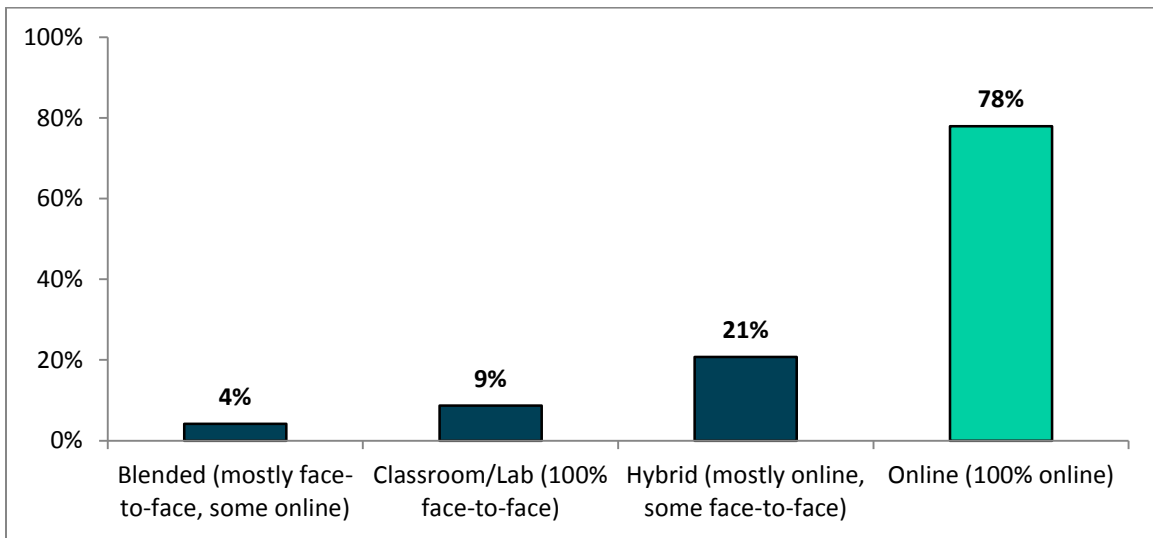
Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 3.7: At which of the following locations would you prefer to take a course? Results by History with Cuesta College**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

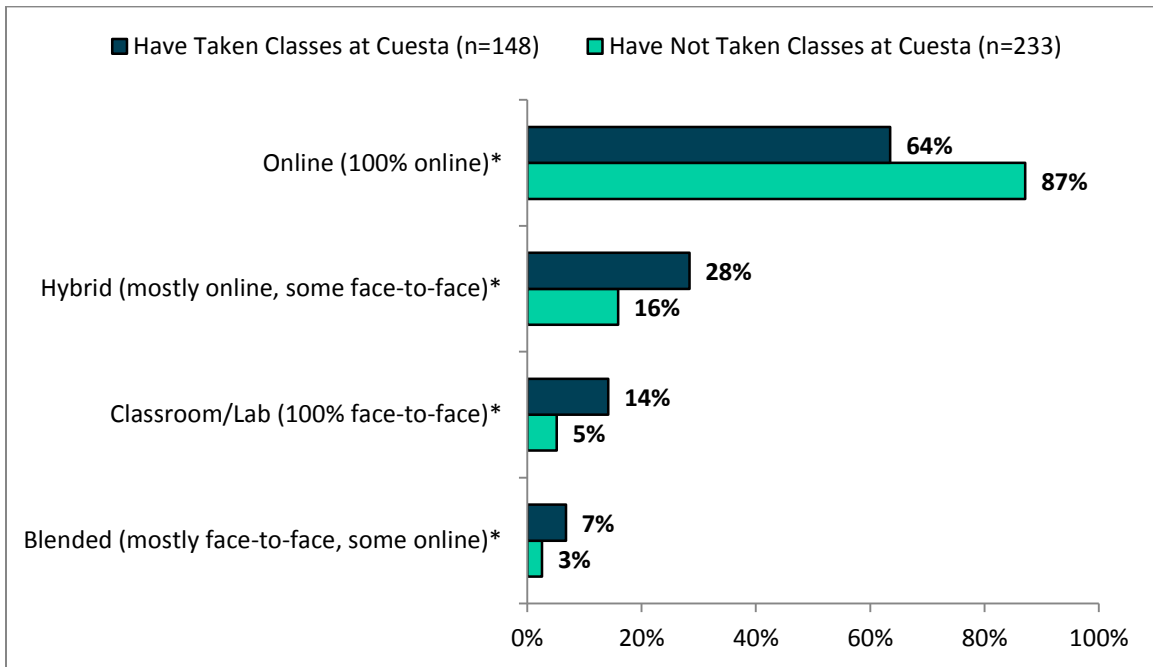
**Figure 3.8: What would be your preferred class format?**



n=381

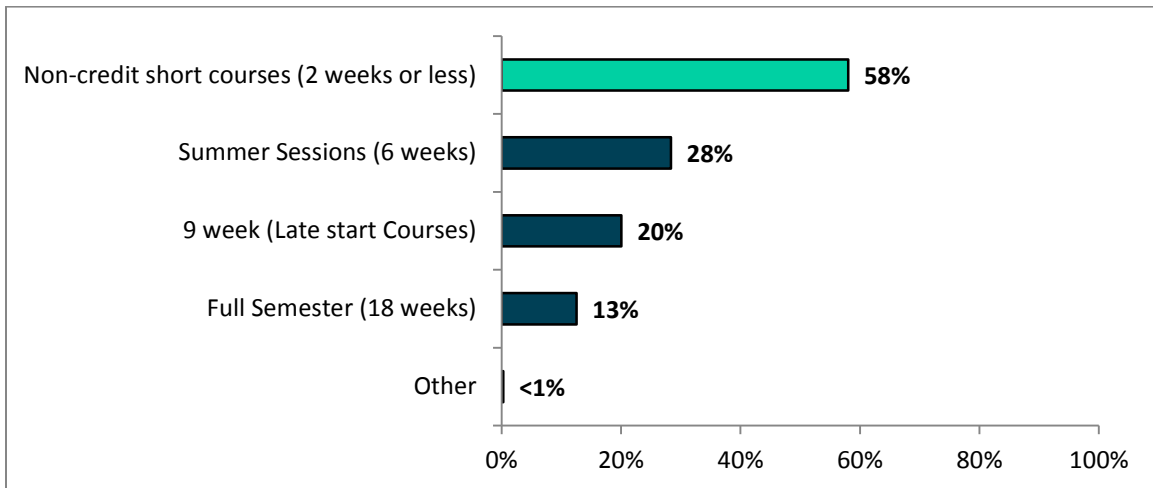
Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 3.9: What would be your preferred class format? Results by History with Cuesta College**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

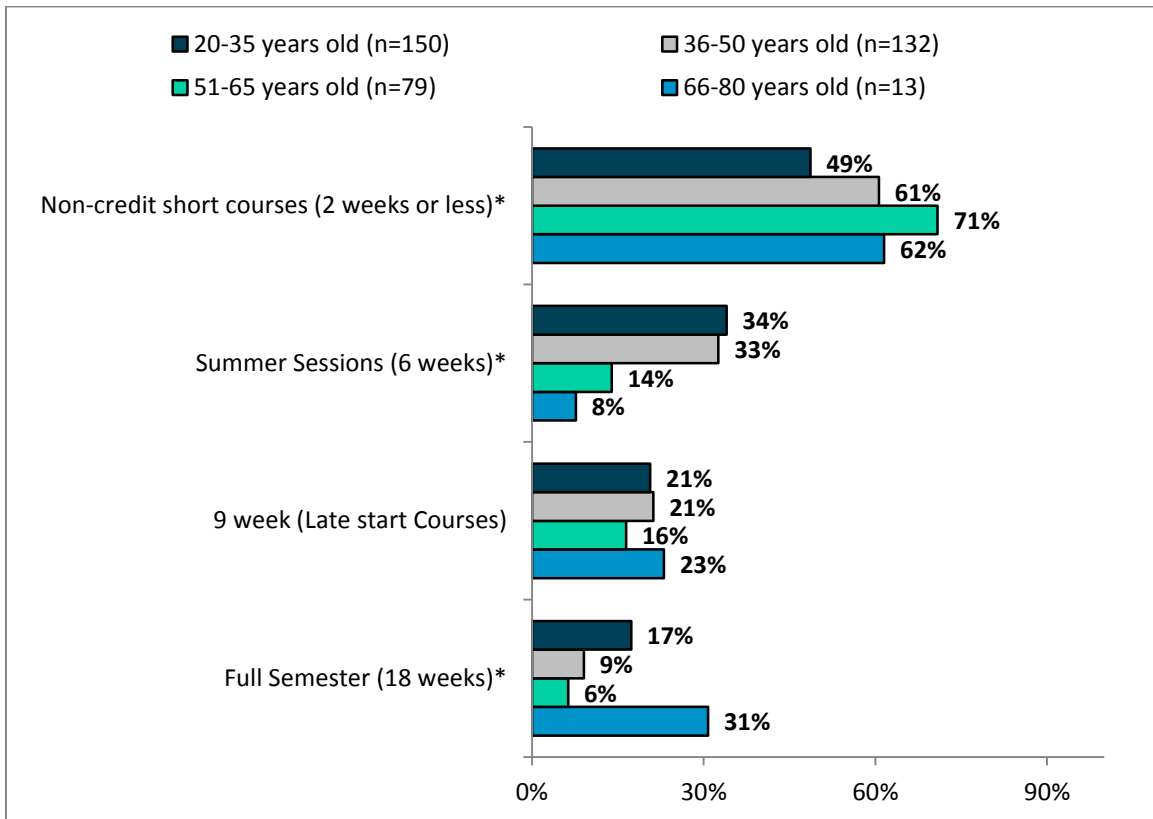
**Figure 3.10: Which would be your preferred course length at Cuesta College?**



n=374

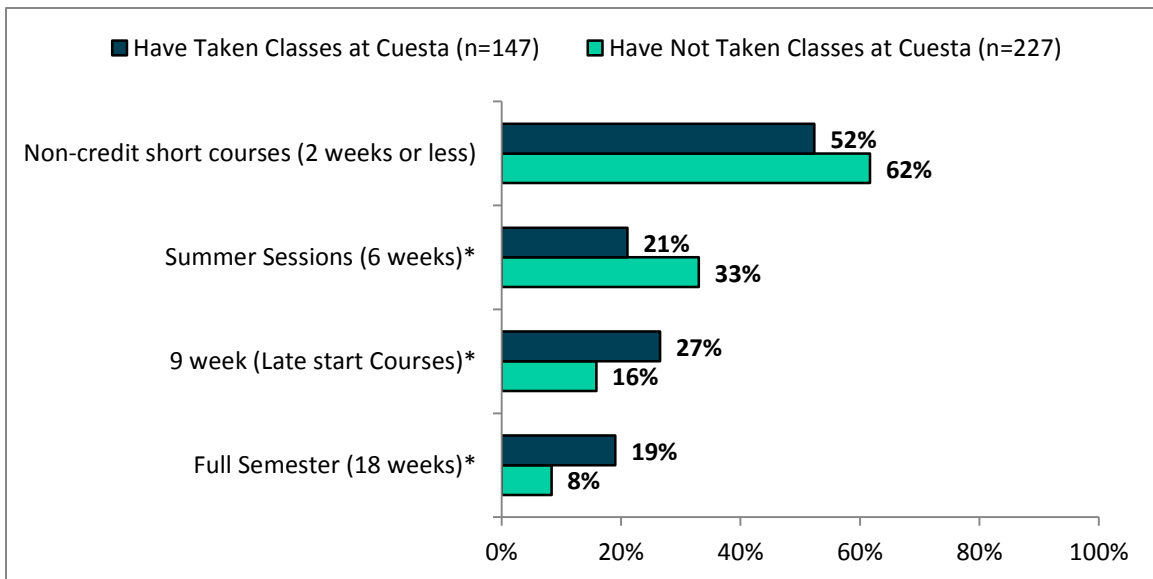
Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options

**Figure 3.11: Which would be your preferred course length at Cuesta College? Results by Age**



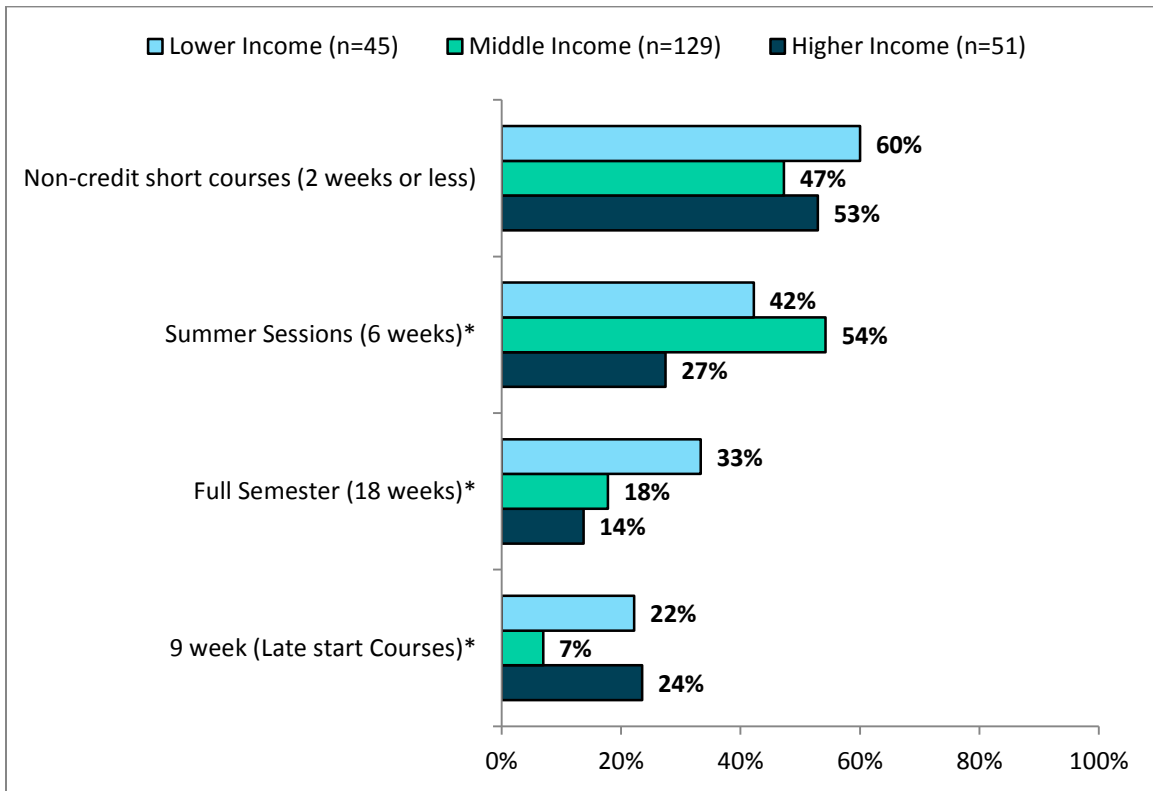
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

**Figure 3.12: Which would be your preferred course length at Cuesta College? Results by History with Cuesta College**



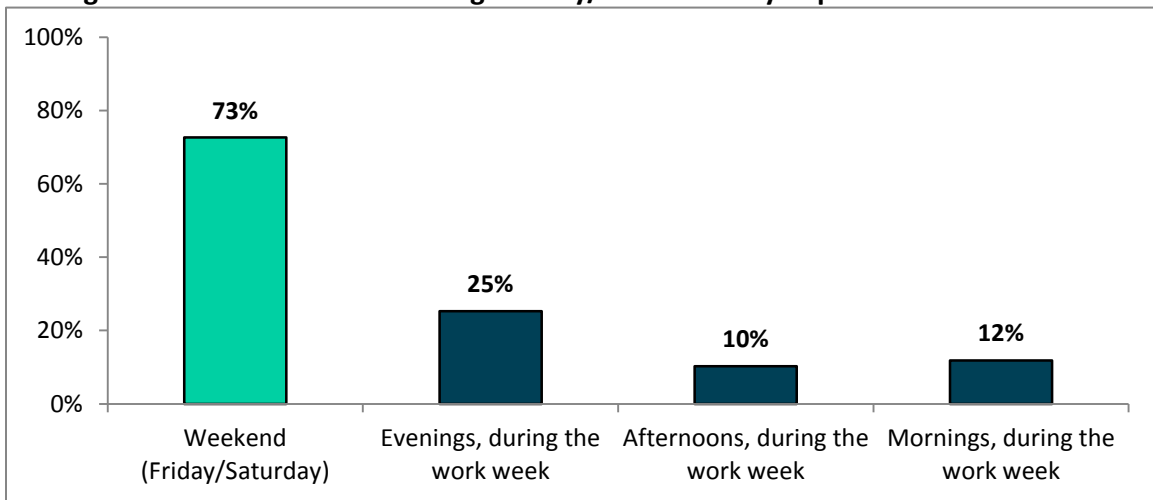
Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

**Figure 3.13: Which would be your preferred course length at Cuesta College? Results by Income Level**



Note: \* indicates statistically significant difference across segments at the 95 percent confidence level.

**Figure 3.14: At which time during the day/week would you prefer to take classes?**



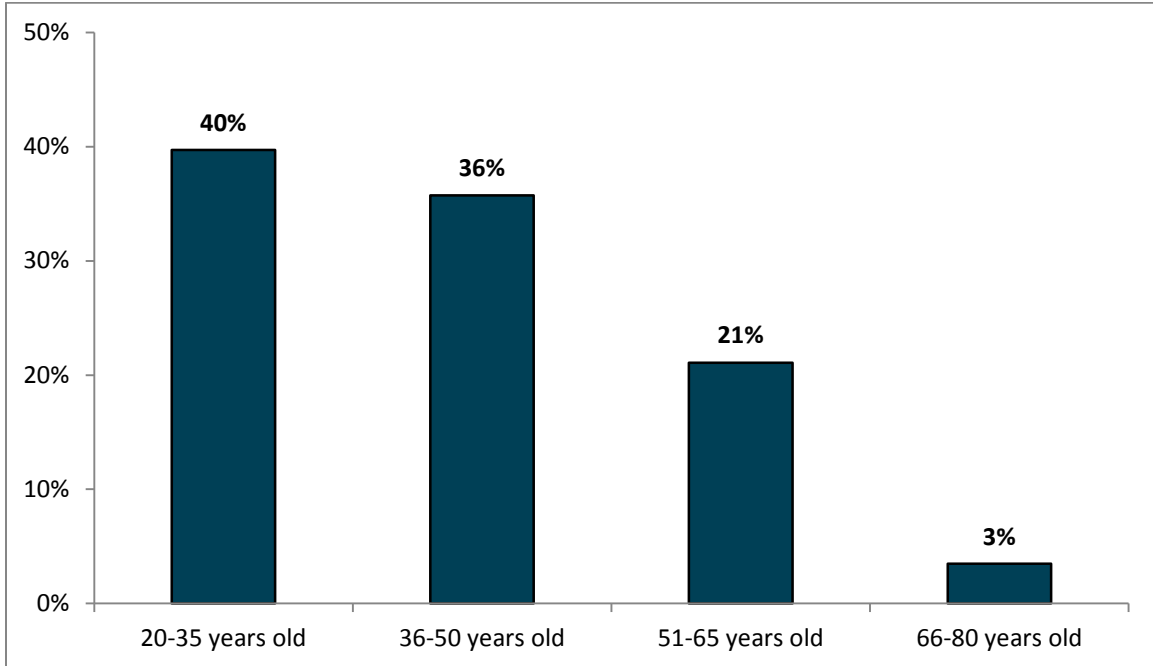
n=380

Note: Only respondents who are somewhat or very likely to take a course at Cuesta in the future answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options



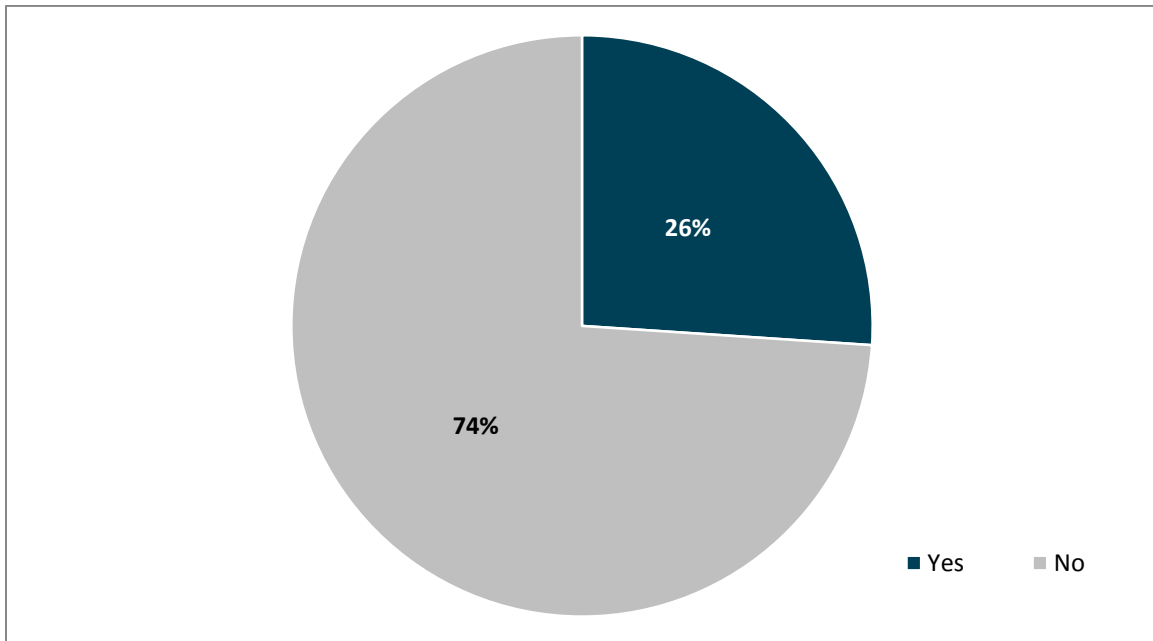
## SECTION IV: DEMOGRAPHICS

Figure 4.1: What is your age?



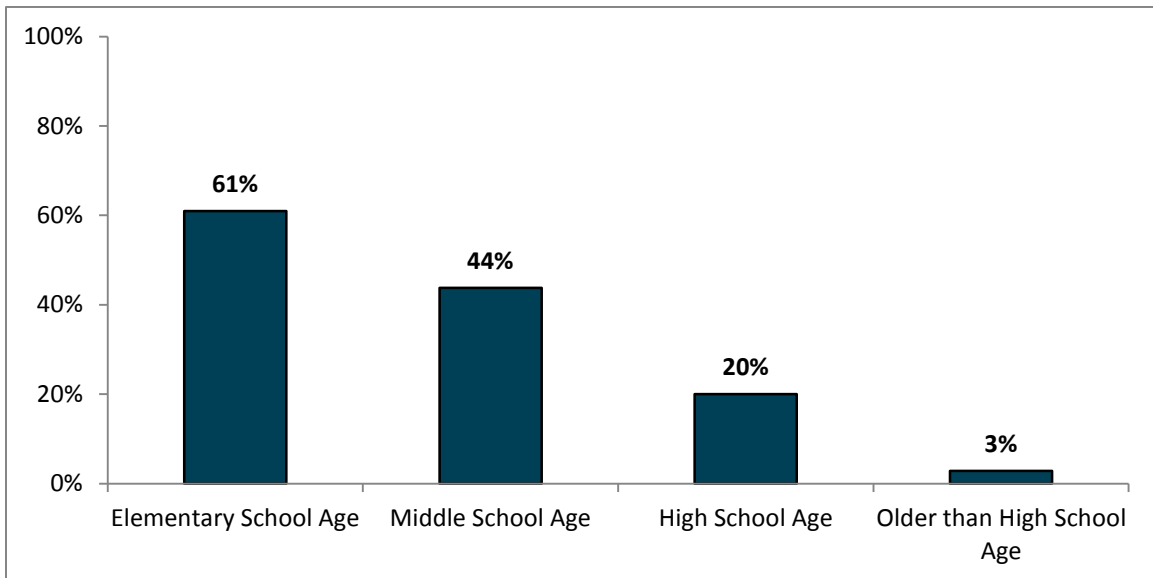
n=403

Figure 4.2: Do you have any children who are 20 years old or younger?



n=403

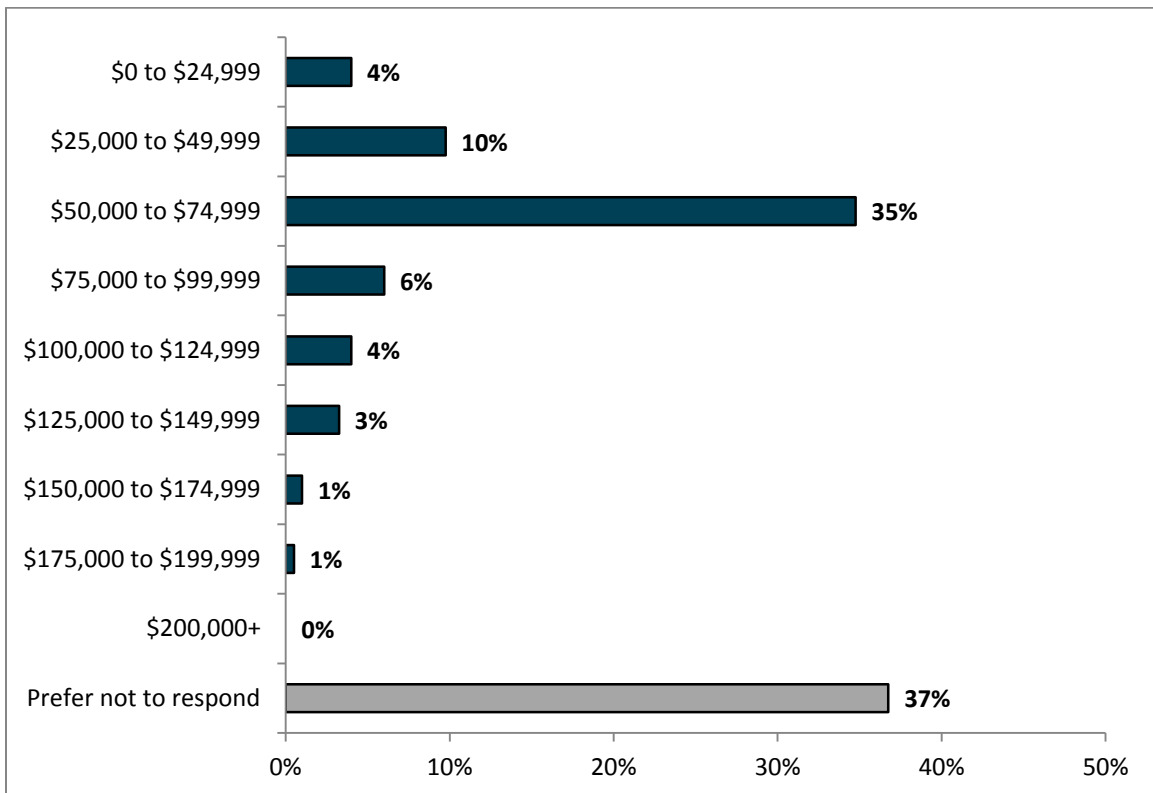
**Figure 4.3: What age(s) are your child or children?**



n=105

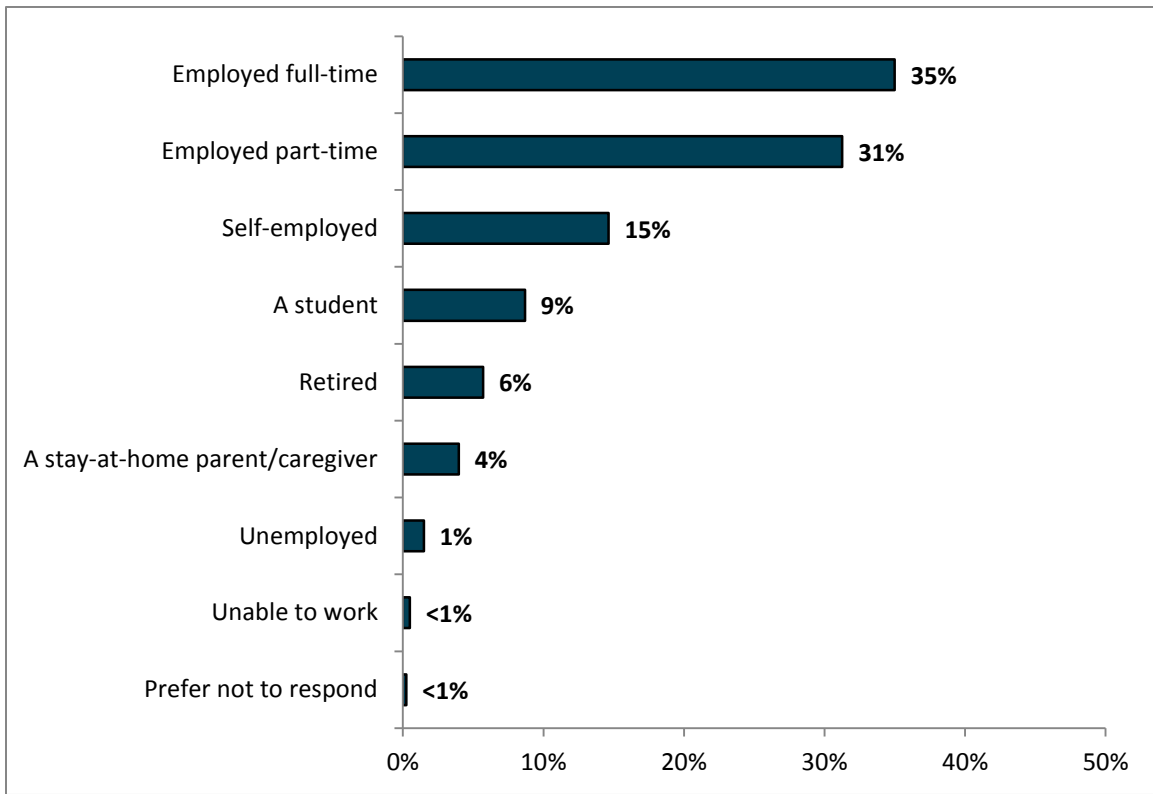
Note: Only respondents who have children aged 20 years old or younger answered this question. Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 4.4: What is your average annual household income?**



n=400

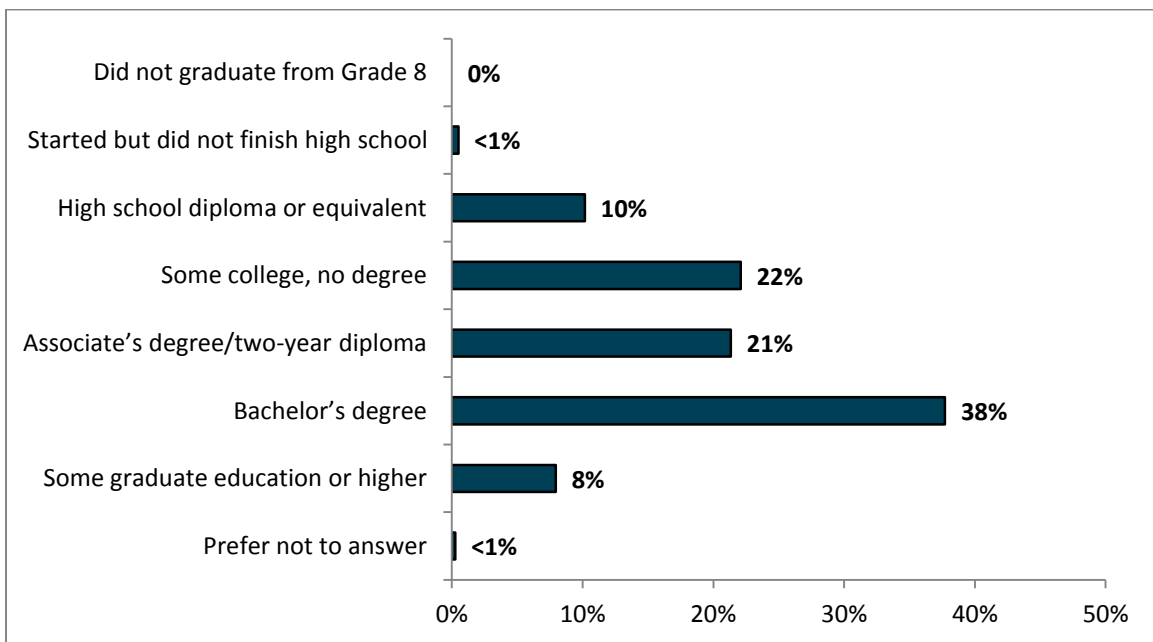
**Figure 4.5: What is your current employment status?**



n=403

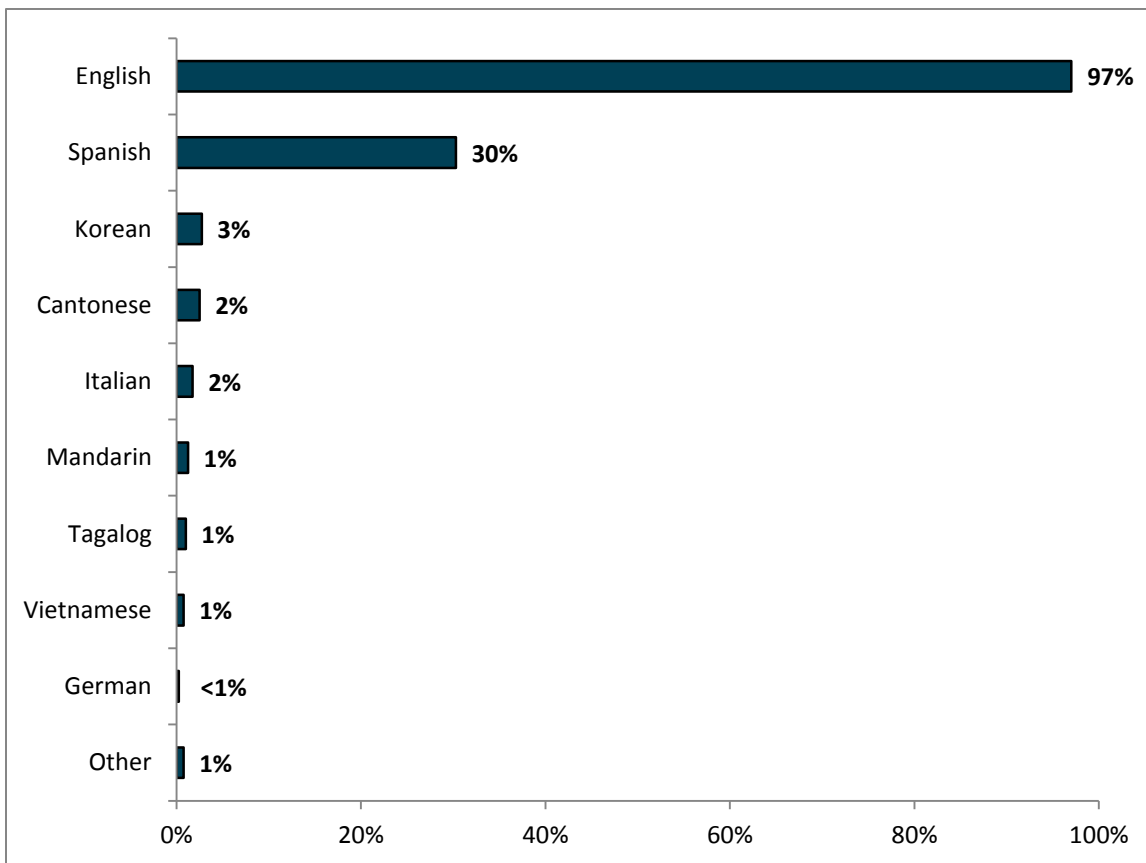
Note: Percentages do not sum to 100 percent, as respondents could select multiple options.

**Figure 4.6: What is the highest level of formal education that you have completed?**



n=403

**Figure 4.7: Which of the following languages do you speak at home?**



n=403

Note: Percentages do not sum to 100 percent, as respondents could select multiple options.

## PROJECT EVALUATION FORM

Hanover Research is committed to providing a work product that meets or exceeds client expectations. In keeping with that goal, we would like to hear your opinions regarding our reports. Feedback is critically important and serves as the strongest mechanism by which we tailor our research to your organization. When you have had a chance to evaluate this report, please take a moment to fill out the following questionnaire.

<http://www.hanoverresearch.com/evaluation/index.php>

## CAVEAT

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.



4401 Wilson Boulevard, Suite 400

Arlington, VA 22203

P 202.559.0500 F 866.808.6585

[www.hanoverresearch.com](http://www.hanoverresearch.com)